

Canadian Society  
for the Study of  
Higher Education



Société canadienne  
pour l'étude de  
l'enseignement supérieur

*Le français suit à la [page 55](#)*

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

*\*Final 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 to Friday, June 21

<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.*



## President's Welcome

Dear CSSHE Community Members,

Welcome to McGill! Whether online or in person, as we gather in the pursuit of knowledge sharing, collaborations, and community development, I am reminded of the unique privilege we share in shaping the future through education and research. The Canadian Society for the Study of Higher Education stands with its peer societies from across the Humanities and Social Sciences as a beacon of enlightenment, where ideas flourish, and innovation thrives. As scholars and educators, we bear a profound responsibility to advance knowledge, foster critical thinking, and inspire the next generation of scholarly leaders and practitioners. This task requires not only dedication to our respective fields, but also a willingness to confront pressing issues, of which there are many today. Thank you for your dedication to scholarship, teaching, reflection, and the pursuit of understanding and for taking time out of your busy life to gather together to share, reflect, and learn. Together, let us continue to push the boundaries of knowledge and strive for excellence and collegiality in all that we do.

## Programming

The CSSHE Conference Committee has spent the past year planning the conference and piloting an APP for the conference with great care and attention. They have developed a program that is engaging and supportive of community building, while also acknowledging that many of us are visitors on these lands of our host university. Over the past several years, CSSHE has also worked to form, deepen and extend partnerships that we have developed with sister organisations across Canada. We believe our members benefit from participating in these discussions and invite you to consider these as opportunities to engage your research agenda and practice. We hope that you can attend to the business of the Society by attending our AGM. Additionally, we encourage you to take some time to participate in the special sessions that have been developed by the Committee, such as the McGill Campus tour and co-hosted sessions:

- **Pre-Conference Session, Saturday, June 15th, 10:45 AM - 12:00 PM**, [ACDE/CSSHE Joint Session] AI in Education: Applications and Challenges
- **Pre-Conference Session, Saturday, June 15th, 2:00 PM - 4:00 PM**, [Community Campus Engage Canada/CSSHE Joint Session] Community, Campus, and Climate Change: Building Relationships and Resilience
- **Pre-Conference Session, Saturday, June 15th, 4:30 PM - 6:00 PM**, [CSSE/CSSHE Joint Plenary] Sustaining Futures in the Now: Young People Becoming Teachers
- **Sunday, June 16th, 12:15 - 1:15 PM**, CSSHE-SCÉES and CSSE-SCÉÉ Celebration for Tim Howard
- **Monday, June 17th, 9:15 AM - 10:30 AM**, CSSHE Annual General Meeting (AGM)
- **Monday, June 17th, 4:30 PM - 6:00 PM**, [CSSHE/CACUSS/CSSE] Sustaining Ourselves and Sustaining Hope in Challenging Times
- **Tuesday, June 18th, 3:00 PM - 4:15 PM**, CSSHE Awards Recipients Presentations
- **Tuesday, June 18th, 4:30 PM - 6:00 PM**, [CSSHE/CSSE] Graduate Student Funding: Exploring A Sustained Shared Future
- **Post-Conference Session, Thursday, June 20**, [CSA/CSSHE Joint Session] Combating Islamophobia: Local and Global Connections

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



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

**Thank you**

We are thankful to you, for without your participation, authorship, presentations, reviews, and support, we could not have a conference or an academic society. We are grateful to the members of the CSSHE who have volunteered to serve on the Conference Committee, and especially to the tireless dedication of the Conference Chair, **Eun Gi (Cathy) Kim** and Conference Co-Chair, **Erin Anderson**, and **Emma Harden-Wolfson**, who has served as our Local Area Coordinator at McGill University.

Finally, this year marks the 42nd and final year that **Tim Howard** has served as the Director of Administration for CSSHE. We hope that you can join us for a celebration in gratitude of his service to the Society and our members on Sunday, June 16, 2024, 12:15-1:15pm (Eastern) in Arts 150, Arts Building (853 Sherbrooke), McGill University. Advanced RSVP requested.

We wish you a safe journey to McGill and look forward to welcoming you to this year's Congress—both in person and online!

Warm regards,  
Michelle Nilson  
President, CSSHE (2020 - 2024)



## Program Chair and Co-Chair's Welcome

Dear CSSHE Members and Conference Delegates,

On behalf of the [2024 CSSHE Conference Committee](#), we are excited to welcome you to our 53<sup>rd</sup> annual conference at McGill University in Montreal, QC!

[Canadian Society for the Study of Higher Education \(CSSHE\)](#) is a scholarly association that focuses on Higher Education as a field of study and practice, and the only scholarly association devoted to Canadian postsecondary education systems. As such, we aim to generate ideas, facilitate dialogue, and drive transformative action in the life and work of our campuses and institutions. This year, we received a large number of proposals, and to provide space for all the excellent accepted presentations, we are trying a *four-day conference*. In addition, we continue to engage in dialogues in the *hybrid mode*, with a combination of in-person sessions and live-streamed virtual sessions, as well as on-demand pre-recorded sessions.

The Congress 2024 theme, [Sustaining Shared Futures](#), provides a reminder that we all play a role in the sustainability of the field and its stakeholders, which includes graduate students, practitioners, researchers, faculty, and the larger communities we are a part of. We invite the CSSHE community to reflect on and engage in critical conversations about the challenges to sustaining shared futures, and to highlight potential pathways forward.

Over the four days of the conference and inspiring presentations, we invite you to engage in discussing various ways in which Canadian higher education might be adapted to sustain shared futures.

We are committed to delivering an inclusive and accessible conference experience. New this year, we are grateful that we have our own conference assistants, supporting attendees with navigating the conference spaces at the CSSHE greeting table (BRONF 045 on June 16th, BRONF 002 on June 17th, and CDH 100 on June 18th and 19th) and providing technical support in most sessions. Please seek conference organizers or assistants if you need support throughout the conference.

We are also thrilled to announce that we have our very first conference app this year. We hope you will find it allows for more intentional and convenient engagement in the conference and enjoy the additional opportunities to connect with your CSSHE colleagues!

On-demand/Pre-recorded presentations will be available for your viewing throughout the conference. All registered attendees and presenters will receive an email to access this year's virtual platform, *Swoogo*, close to the conference start date. All virtual components of our conference, including the live-streamed sessions and on-demand/pre-recorded presentations, can be accessed on *Swoogo*.

The conference committee also offers great opportunities to network. We invite the CSSHE community to our CSSHE reception on the evening of **Tuesday, June 18th, 6:00 PM** to meet with colleagues and friends in the field of higher education to celebrate and sustain these shared connections. Throughout the conference, there will be networking sessions, hosted by our conference assistants, to stimulate your thinking and create opportunities for connection and



collaboration. Feel free to drop by the networking sessions and get to know people in our higher education community.

Please also make use of our **quiet spaces** (BRONF 310 on June 16th, ARMST 075 on June 17th, and CDH 200 on June 18th and 19th) to relax throughout the conference and **collaborative spaces** (BRONF 410 on June 16th and CDH 312 on June 18th and 19th) to connect with other attendees to discuss possible future collaborations or work together.

In consideration of the changing circumstances of the COVID-19 pandemic, **masking is encouraged** throughout the CSSHE conference to make the conference secure for all our presenters and attendees. Attendees are encouraged to bring their own masks.

We would love to hear about your experiences at this year's conference. Please share your feedback on the post-conference survey, which will be shared on the conference app and following the conference.

We would like to express our special thanks to those who contributed to the conference through their proposals and presentations, proposal reviewers, Congress organizers, [CSSHE Board of Directors](#), conference assistants, and especially the [2024 CSSHE Conference Committee](#).

Thank you for your support and participation in the 2024 CSSHE Conference. We look forward to seeing you at McGill University or online!

Kind regards,

Eun Gi (Cathy) Kim & Erin Anderson  
Program chair and co-chair of the 2024 CSSHE Conference



## **Table of Contents**

Conference Schedule Overview	7
Navigating the CSSHE Conference	13
Presentation Instructions	14
Pre-Conference Sessions, Saturday, June 15	16
Conference Day 1: Sunday, June 16	18
Conference Day 2: Monday, June 17	24
Conference Day 3, Tuesday, June 18	32
Conference Day 4, Wednesday, June 19	41
On-Demand/ Pre-Recorded Programming	47
Networking Sessions	48
Suggested Post-Conference Events: Thursday, June 20 - Friday, June 21	49
Campus Map	51
CSSHE 2024 Conference Committee and Contact	53
Celebrating Tim Howard	54

### ***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 (OTESEA), <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	<a href="#">[ACDE/CSSHE Joint Session] AI in Education: Applications and Challenges [Trottier (ENGTR) 1090]</a>
14:00 - 16:00	<a href="#">Community, Campus, and Climate Change: Building Relationships and Resilience [ARMST 065]</a>
16:30 - 18:00	<a href="#">[CSSE/CSSHE Joint Plenary] Sustaining Futures in the Now: Young People Becoming Teachers [Leacock 132 Auditorium]</a>

**ARMST: Armstrong Building**

**BRONF: Bronfman Building**

Conference Day 1: Sunday, June 16						
	BRONF 151	BRONF 045	BRONF 046	ARMST 365-370	BRONF 310	BRONF 410
8:00 - 9:00	Coffee & Networking [Greeting Table BRONF 045]					
8:45 - 9:15	<a href="#">Welcome and Land Acknowledgement [Greeting Table BRONF 045]</a>					
9:15 - 10:30	<a href="#">Poster Presentation [ARMST 365-370]</a>					
10:45 - 12:00	A-1 [Panel] <a href="#">Using Linked Data to Study Student Outcomes and Transitions: Insights From the START-Ed Partnership's Research</a>	A-2 [Paper Session] <a href="#">A Critical Analysis of University Policies for Inclusion, Diversity and Equity</a>	A-3 [Paper Session] <a href="#">Under-heard Stories of Diverse Students</a>	A-4 <a href="#">Roundtable Sessions</a>	Quiet Space	Collaborative space
12:15 - 13:15	Lunch Break on Your Own					
12:15 - 13:15	<a href="#">Big Thinking Event: Sustaining Culture [Leacock 132]</a>					



	BRONF 151	BRONF 045	BRONF 046	ARMST 365-370	BRONF 310	BRONF 410
13:30 - 14:45	B-1 [Paper Session] <a href="#">Equity, Diversity, Inclusion, and Decolonization in Canadian PSIs</a>	B-2 [Panel] <a href="#">Portraits of Academic Life Within Higher Education: From Hiring to Retiring</a>	B-3 [Paper Session] <a href="#">Faculty and Educator Experiences in Higher Education Spaces</a>		Quiet Space	Collaborativ e space
15:00 - 16:15	C-1 [Paper Session] <a href="#">Critical Reflections on Higher Education Access</a>	C-2 [Paper Session] <a href="#">Experiential Learning and Development in Postsecondary Education</a>	C-3 [Panel] <a href="#">New Perspectives on Entrepreneurship Education in Canadian Colleges and Universities</a>	C-4 [Workshop] <a href="#">Teaching Wellbeing &amp; Mental Health Literacy Through Contemplative Pedagogy</a>	Quiet Space	Collaborativ e space
16:30 - 17:30	[Networking] <a href="#">Critical Campus Walking Tour</a>					
TBA	<a href="#">Congress Social Zone: Trivia with Montreal favourite, Trivia Brian [Redpath Hall]</a>					

**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 [Greeting Table BRONF 002]				
9:15 - 10:30	<a href="#">CSSHE Annual General Meeting (AGM) [BRONF 210]</a>				
10:45 - 12:00	D-1 [Paper Session] <a href="#">Geopolitical Dynamics within International (Higher) Education</a>	D-2 [Innovative] <a href="#">Reinventing Distance Education in Canadian Universities</a>	D-3 [Paper Session] <a href="#">Experiences of Under-represented Students</a>	D-4 [Innovative] <a href="#">Sustainability Pedagogies Through Space and Place</a>	Quiet Space





12:15 - 13:15	Lunch Break on Your Own				
12:15 - 13:15	<a href="#">Big Thinking Event: Sustaining Nature</a> [Leacock 132]				
	ARMST 365-370	BRONF 002	BRONF 210	BRONF 410	ARMST 075
13:30 - 14:45	E-1 [Paper Session] <a href="#">Curriculum, Teaching, and Learning &amp; Equity in HE</a>	E-2 [Paper Session] <a href="#">Supporting Student Success in Higher Education</a>	E-3 [Panel] <a href="#">Comment outiller l'enseignement supérieur pour la transition socio-écologique et la justice intra- et intergénérationnelle ?</a>	E-4 [Networking] <a href="#">Editing Your Own Work: A Five-Step Approach with Dr. Editor</a>	Quiet Space
15:00 - 16:15	F-1 [Panel] <a href="#">Governance and Leadership in Ontario Higher Education</a>	F-2 [Paper Session] <a href="#">Student Development and Retention in HE</a>	F-3 [Paper Session] <a href="#">Planning and Designing Universities</a>	F-4 [Workshop] <a href="#">Supporting Systems Approaches to Facilitate Health Promotion and Wellbeing on Campuses</a>	Quiet Space
16:30 - 18:00	<a href="#">[CSSHE/CACUSS/CSSE] Sustaining Ourselves and Sustaining Hope in Challenging Times [ARMST 365-370]</a>				

**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 [Greeting Table CDH 100]					
9:15 - 10:30	G-1 [Panel] <a href="#">Développement durable et enjeux d'équité, de diversité et d'inclusion dans l'enseignement supérieur</a>	G-2 [Workshop] <a href="#">Auviquaqtuq: Knowledge Co-construction through an Indigenous Inuit Paradigm</a>	G-3 [Paper Session] <a href="#">Changing Landscape of Higher Education</a>	G-4 [Paper Session] <a href="#">Diverse Experiences of International Students</a>	Quiet Space	Collaborative Space



	CDH 100	CDH Atrium and 101	CDH 201	CDH 202	CDH 200	CDH 312
10:45 - 12:00	H-1 [Panel] <a href="#">Des politiques à la gestion : la gouvernance des systèmes et des établissements d'enseignement supérieur</a>	H-2 [Innovative] <a href="#">Are universities meeting the needs of Indigenous men?</a>	H-3 [Paper Session] <a href="#">Student Stories in Higher Education Spaces</a>	H-4 [Paper Session] <a href="#">Experiences of Leaders in HE Institutions</a>	Quiet Space	Collaborative Space
12:15 - 13:15	Lunch Break on Your Own					
12:15 - 13:00	<a href="#">Nature and sustainability tour</a> [Roddick Gates (15a Sherbrooke St. West)]					
13:30 - 14:45	I-1 [Panel] <a href="#">Le rôle des acteurs dans un système d'enseignement supérieur en mutation</a>	I-2 [Networking] <a href="#">Job Talk</a>	I-3 [Paper Session] <a href="#">Pedagogical Innovation in Higher Education</a>	I-4 [Paper Session] <a href="#">Gender and Access in (Higher) Education</a>	Quiet Space	Collaborative Space
15:00 - 16:15	J-1 <a href="#">Award Winners</a>	J-2 [Innovative] <a href="#">Including All Citizens Pathway: Transforming Post-Secondary Education using Inclusion and Accessibility as Foundation</a>	J-3 [Paper Session] <a href="#">Equity and Access within International Higher Education</a>	J-4 [Paper Session] <a href="#">Ecosystem of HE Institutions: Mission, Quality and Change</a>	Quiet Space	Collaborative Space
16:30 - 18:00	<a href="#">[CSSHE/CSSE] Graduate Student Funding: Exploring A Sustained Shared Future [CDH 100]</a>					
18:00 - 20:00	<a href="#">CSSHE Reception [BRONF 2nd Floor]</a>					



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 [Greeting Table CDH 100]					
9:15 - 10:30		K-2 [Paper Session] <a href="#">Institutional Initiatives to Support Access &amp; Success</a>	K-3 [Paper Session] <a href="#">Developing Learning Communities in HE</a>	K-4 [Paper Session] <a href="#">Internationalization Policy &amp; Strategy</a>	Quiet Space	Collaborative Space
10:45 - 12:00	L-1 [Workshop] <a href="#">Fumbling Towards Allyship: Responding to the Call to Indigenize</a>	L-2 [Paper Session] <a href="#">Internationalization of Higher Education in Asia</a>	L-3 [Paper Session] <a href="#">Curriculum Innovations</a>	L-4 [Paper Session] <a href="#">Equity, social justice and Indigenization: Policy, Practice and Research</a>	Quiet Space	Collaborative Space
12:15 - 13:15	<a href="#">Bagged Lunch</a>					
12:15 - 13:15	<a href="#">Big Thinking Event: Sustaining Political Community</a> [Leacock 132]					
13:30 - 14:45	M-1 [Paper Session] <a href="#">Opportunities for Learning, Growth and Development in HE institutions</a>	M-2 [Innovative] <a href="#">Using Relational Systems Thinking to Advance Indigenization of Teaching and Learning at Three Canadian Universities</a>	M-3 [Paper Session] <a href="#">Sustainable Future for Higher Education with Artificial Intelligence (AI)</a>	M-4 [Paper Session] <a href="#">Various Teaching and Learning Perspectives in HE</a>	Quiet Space	Collaborative space
15:00 - 16:15	[Innovative] <a href="#">Advancing a Decolonial Agenda in Canadian Higher Education through Cross-Disciplinary Collaboration: Institutional Experiences</a> [CDH Atrium and 101]					



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

<a href="#">OD1</a>	Neoliberal Fatigue: Understanding Educational Barriers Faced by Privately Sponsored Young Adult Refugees in Canada
<a href="#">OD2</a>	Imagining a Collaborative Higher Education: A Proposal for the Creation of Inclusive Third Spaces
<a href="#">OD3</a>	Comparative Academic Freedom Content Analysis: A investigation of two contrasting views
<a href="#">OD4</a>	The Changing Goals of Undergraduate Students during their first Year of Postsecondary Education
<a href="#">OD5</a>	Charting the Course: Faculty and Administrative Perspectives on International Students' Journey in a Post-Pandemic World
<a href="#">OD6</a>	Threading throughout: Equity, diversity, and inclusion in Graduate student teaching and learning professional development.
<a href="#">OD7</a>	"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](mailto:cssheconference@gmail.com). The CSSHE Conference Committee will work with [Congress Organizers](#) to accommodate your accessibility needs throughout your conference experiences.

### CSSHE Greeting Table

Throughout the four days of conference, there will be a greeting table with conference assistants to assist our attendees and participants with navigating the conference spaces. The greeting table will be **near Bronfman 045 on Day 1, Bronfman 002 on Day 2, and Chancellor Day Hall 100 on Day 3 and 4**. There will be coffee, tea, and fruit provided next to the greeting table each morning.

### Navigating Conference Spaces for In-Person Attendees and Presenters

Please check the conference rooms listed in the [Conference Schedule Overview](#) or under the session details carefully, as this year's conference is taking place in three different buildings (Armstrong and Bronfman buildings for Day 1 and 2, and Chancellor Day Hall for Days 3 and 4). Please refer to the [campus map](#) or find our greeting table assistants for help navigating the conference spaces.

### Accessing Swoogo for All Virtual Components of the Conference

All registered attendees and presenters will receive an email to access this year's virtual platform, *Swoogo*, close to the conference start date. All virtual components of our conference, including the live-streamed sessions and on-demand/pre-recorded presentations, can be accessed on *Swoogo*. Live support is available by Congress on *Swoogo* to assist with any issues that may emerge throughout the conference. The Congress Virtual Platform is available during the dates of June 12 to June 21 for on-demand and live events and is extended until July 30, 2024, for on-demand and recorded sessions.

***\*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



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



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

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**

*\*Live Streaming Available.*

**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 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.



**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.*



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
-----------------	-----------------------	--

PO2

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

PO3

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

PO4

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

PO5

Victoria Parlatore	OISE, University of Toronto	Accessible Futures in Higher Education
--------------------	-----------------------------	--



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 ( <i>Joining Virtually</i> )	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
Amy Hunter	University of Regina	Re-Centering Adult Learners through Alignment with Strategic Enrolment Management and Equity, Diversity, and Inclusion Priorities
Alex Ross, Rosa Dene David	University of British Columbia	Inclusion or Exclusion? A Critical Discourse Analysis of Canadian University DEI Policies



**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 <i>(Joining Virtually)</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
Margaret de Leon	University of Toronto	A Comparative Analysis of Work-Study Programs in the United States and Canada

**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
---------------	-----------------------	--



Randeep Nota	University of Toronto	"Don't say the 'r' word": How Post-Secondary Institutions Sanitize EDI Policies by Avoiding Naming Racism
Vanessa Vigneswaramoorthy, Christina B. Arayata	University of Toronto	Protective Spaces in Praxis: Conceptualizing Protocols for Racialized Queer Counterspaces on Campus

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

**B-1 [Paper Session]**

**Equity, Diversity, Inclusion, and Decolonization in Canadian PSIs**

*\*Live Streaming Available*

**Session Chair: R. Nyamekye**

R. Nyamekye	University of Saskatchewan	Reverberation, Resistance and Resilience – The Drumbeat and Heartbeat of Decolonization
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
Michael Denis O'Shea ( <i>Joining Virtually</i> )	University of Toronto	Inclusion, Reconciliation, or Decolonization: How do Canadian Universities Recognize the Jay Treaty of 1794?

**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, 15:00-16:15 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
Kershnee Sevnanayan, Norman Vaughan	University of South Africa, Mount Royal University	Enhancing Equitable and Sustained Futures in Higher Education
Toyosi Bamgboye ( <i>Joining Virtually</i> )	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)
Charu Gupta, Po-Sheng Vincent Chien	University of British Columbia	Flipped Learning Through Pre-Learning Tasks: Perceptions of Japanese University Students

**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**

**Location: Bronfman 210**

*\*Live Streaming Available*

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.

*Reusable water bottles with CSSHE logo will be provided for the first 60 attendees to join the AGM.*

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**

*\*Live Streaming Available*

**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**

*\*Live Streaming Available*

**Session Chair: 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 <i>(Joining Virtually)</i>	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 ( <i>Joining Virtually</i> )	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> )

### E-3 [Panel]

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

*\*Live Streaming Available*

**Panel Chair: Ashley Byrne**

Katherine Robitaille, Bibiana Pulido	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**

*\*Live Streaming Available*

#### **Session Chair: Daniel W. Lang**

Daniel W. Lang	University of Toronto	Federation as a Canadian model for the Organization of Higher Education: Revival
Aida Mohajeri ( <i>Joining Virtually</i> )	University of British Columbia	Canadian University Sustainability Strategies: Key Themes Amidst Colonial Power Dynamics



<p>Mauricio Rifo <i>(Joining Virtually)</i></p>	<p>Interdisciplinary Program for Research in Education, Universidad de Santiago de Chile</p>	<p>The meritocratic project in Chilean higher education (1990-2011)</p>
---	--	---

**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 (*Joining Virtually*)

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.

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



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



**Seán Kinsella**, Centennial College (*Joining Virtually*)

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 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).*

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



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





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 Aranedo, 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>Joining Virtually</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 [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

**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?

*\*Live Streaming Available*

#### 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

#### 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
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, Ken Moffatt	Toronto Metropolitan University	Create Resist Project: Collage as Innovation in Pedagogy
Michael Denis O'Shea ( <i>Joining Virtually</i> )	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



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

**J-1 [Award Winners]**

**Award Winner Presentations, Celebrate with us!**

*\*Live Streaming Available*

**Chair: Michelle Nilson, CSSHE President**

**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 (Joining Virtually)	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**, Simon Fraser University

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

Marc Spooner is a full professor in the Faculty of Education at the University of Regina. His research interests include audit culture, academic freedom, and the effects of neoliberalization and corporatization on higher education; as well as social justice, activism, and participatory democracy. He has published in many venues, including peer-reviewed journals, book chapters, government reports, and a wide variety of popularizations. He is the co-editor of the award-winning book *Dissident Knowledge in Higher Education* and is oftentimes a social/political commentator



who can be followed on X/Twitter here (but is by no means a Musk supporter): @drmarcsponer



**Speakers:**



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

Dr. Daniel (Danny) Corral is an assistant professor of higher education in the Department of Leadership, Higher and Adult Education at OISE, University of Toronto. His research broadly examines student experiences and pathways into and through higher education with a particular focus on how institutional policies and finance shape their outcomes. Through this work, Dr. Corral seeks to increase equity in higher education for students who have been historically and persistently underrepresented. Dr. Corral earned his Ph.D. from the University of Wisconsin-Madison in Educational Leadership and Policy Analysis in 2020.



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

Sarah is the Executive Director at Evidence for Democracy (E4D), a leading fact-driven, not-for-profit advocating for the transparent use of evidence in policymaking. While completing her PhD in Biochemistry at the University of Ottawa, Sarah was the President of her Graduate Student Association and the founder and past president of the Ottawa Science Policy Network. She also served as Executive Director of Support Our Science, a grassroots organization advocating for increased funding for graduate students and postdocs in Canada! Sarah has worked tirelessly to raise awareness around increased support for NextGen researchers amongst the media, public, policymakers, scientists and more!



**Gabriel Miller**, President and CEO of Universities Canada

Gabriel Miller is the president and CEO of Universities Canada. He is an experienced not-for-profit leader who has built an extensive track record in member relations, advocacy, stakeholder engagement, and public policy development over his 22-year career. Previously, he was the president and chief executive officer of the Federation for the Humanities and Social Sciences.

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



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

**Session Description:**

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).*

**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.*

**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-2 [Paper Session]**

**Institutional Initiatives to Support Access & Success**

*\*Live Streaming Available*

**Session Chair: 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 ( <i>Joining Virtually</i> ), Daniel W. Lang	University of Guelph, University of Toronto	First Generation Student Participation in Canadian Post-secondary Education: A Second Look

**K-3 [Paper Session]**

**Developing Learning Communities in HE**

*\*Live Streaming Available*

**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 ( <i>Joining Virtually</i> )	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-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**

*\*Live Streaming Available*

**Session Chair: 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 [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

**Wednesday, June 19, 12:15-13:15 EDT**

**Take a lunch break with us!**

Wrapping up the 4-day conference, bagged lunches will be provided for the first 60 participants near CDH 100. Please pick up a bagged lunch and connect with other participants over lunch.



**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
Josephine Chan	Kwantlen Polytechnic University	Trade-offs and technocrats: Finding the balance in university policy development

**M-2 [Innovative]**

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

**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

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
Maajjiigin – Grow/Start to Grow/Grow Teaching and Learning Grant



**M-3 [Paper Session]**

**Sustainable Future for Higher Education with Artificial Intelligence (AI)**

*\*Live Streaming Available*

**Session Chair: Alyson King**

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
--------------	-----------------------	--

**OD2**

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

**OD3**

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

**OD4**

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



OD5

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

OD6

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

OD7

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

Networking Sessions

<b>June 16</b> <b>4:30 - 5:30 PM</b>	Meet outside the Bronfman Building Concourse Level Entrance	<b>Critical Campus Walking Tour:</b> The tour is designed to spark thoughtfulness about the sites that McGill University occupies through a truth-seeking and anti-colonial lens.
<b>June 17</b> <b>1:30 - 2:45 PM</b>	Session E-4 BRONF 410	[Special Workshop] <b>Editing Your Own Work: A Five-Step Approach with Dr. Editor</b> <i>*Live-streaming available</i>
<b>June 18</b> <b>1:30 - 2:45 PM</b>	Session I-2 CDH Atrium and 101	<b>Job Talk:</b> Join a panel of invited speakers share their journeys in various career pathways. <i>*Live-streaming available</i>

[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

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



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

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**

*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.



**Panelists:**

**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)

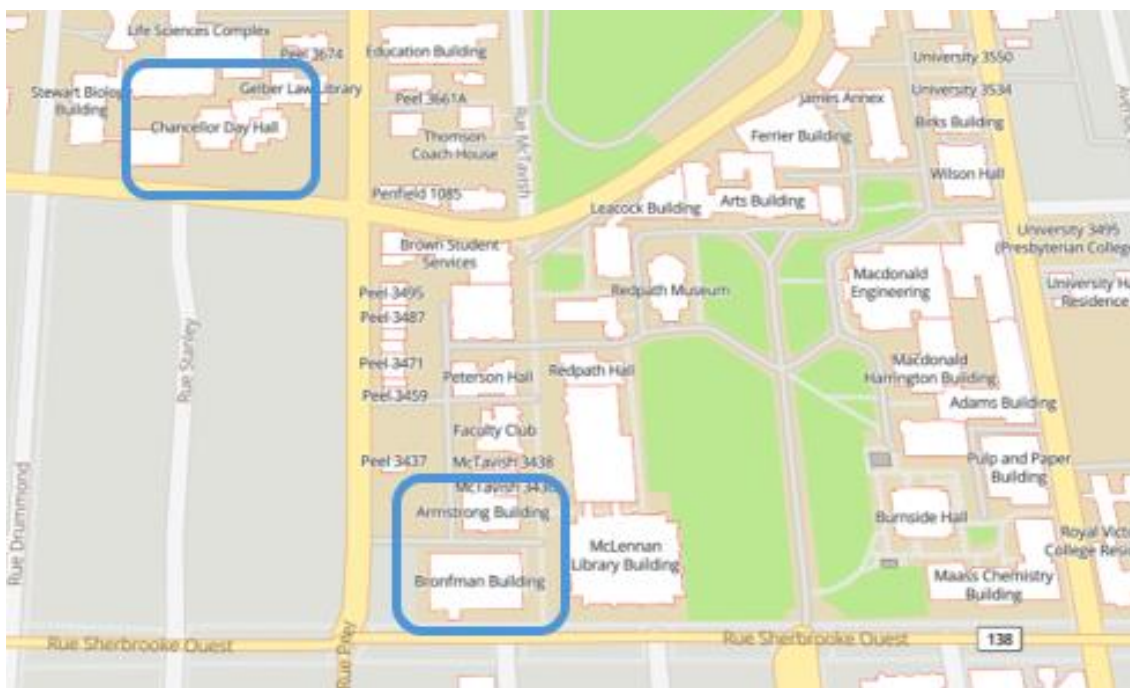
The conference program will be posted here: <https://otessa.org/2024/>

**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.**





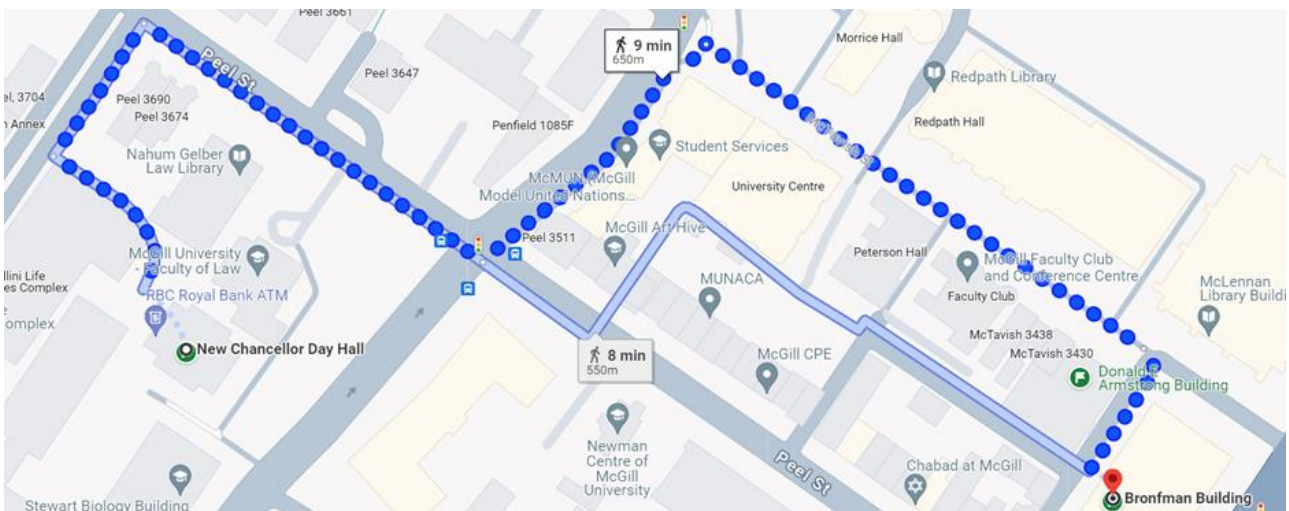
\* Greeting Table will be prepared on the concourse level (near Bronfman 045 on Day 1, near Bronfman 002 on Day 2).

\* 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
Érika 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](mailto:cssheconference@gmail.com)



Celebrating Tim Howard



Tim Howard has worked with CSSHE-SCÉÉS and the Secretariat for 42 years as the Director of Administration. Tim has provided steadfast leadership and guidance to hundreds of executive members within CSSHE, CSSE, and other current and past Secretariat members. He has been a mainstay of our scholarly community and integral to the governance of our organizations.

Thank you for your contribution to CSSHE for these years; your dedication and achievements may never be matched. It has been an honour and privilege to serve the CSSHE membership alongside your strong leadership and generous guidance. We wish you all the best in your retirement. Congratulations!

— [CSSHE Board of Directors](#)



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

*\*Programme final de la conférence\**

**Du dimanche 16 juin au mercredi 19 juin 2024**

**Université McGill, Montréal (Québec)**

Activités préalables à la conférence, samedi 15 juin

Activités post-conférence, jeudi, le 20 juin et vendredi, le 21 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 | DES SCIENCES HUMAINES  
Sustaining shared futures | 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.*



## Accueil de la présidente de la SCÉES

Chers membres de la communauté de la SCÉES,

Bienvenue à McGill ! Que ce soit en ligne ou en personne, alors que nous nous réunissons dans le but du partage des connaissances, de la collaboration et du développement communautaire, cela me rappelle le privilège unique que nous partageons pour façonner l'avenir avec l'éducation et la recherche. La Société canadienne pour l'étude de l'enseignement supérieur est, avec ses sociétés homologues des sciences humaines et sociales, un phare de lumière, où les idées s'épanouissent et l'innovation se développe. À titre d'universitaires et d'éducateurs, nous avons la responsabilité de faire progresser les connaissances, de favoriser l'esprit critique et d'inspirer la prochaine génération de leaders et praticiens savants. Cette tâche exige non seulement un dévouement à nos domaines respectifs, mais aussi une volonté de faire face à des questions urgentes, qui sont nombreuses ces jours-ci. Merci de votre dévouement à la scolarité, à l'enseignement, à la réflexion et à la quête de la compréhension. Merci d'avoir prit le temps de vous rassembler pour partager, réfléchir et apprendre. Ensemble, continuons de pousser les limites du savoir et cherchons l'excellence et la collégialité dans tout ce que nous faisons.

## Programmation

Le comité de la conférence de la SCÉES a passé la dernière année à planifier la conférence et à expérimenter pour créer une appli mobile pour celle-ci. Ses membres ont élaboré un programme qui encourage et appuie l'édification communautaire, tout en reconnaissant que bon nombre d'entre nous sont des visiteurs sur le territoire de notre université hôte. Au cours des dernières années, la SCÉES a également travaillé vers la formation, l'approfondissement et l'élargissement de partenariats que nous avons établis avec des organisations sœurs partout au Canada. Nous croyons que nos membres profiteront de la participation à ces discussions et nous vous invitons à considérer celles-ci comme des occasions d'engager vos pratiques et vos projets de recherche. Nous espérons que vous pourrez vous impliquer aux affaires de la Société en participant à notre assemblée générale annuelle. De plus, nous vous encourageons à prendre un peu de temps pour participer aux séances spéciales qui ont été élaborées par le Comité, comme la visite guidée du campus McGill et les séances conjointes:

- **Séance préparatoire à la conférence, samedi, le 15 juin de 10 h 45 à 12 h :** [Session commune ACDE/SCÉES] AI in Education: Applications and Challenges
- **Séance préparatoire à la conférence, samedi, le 15 juin de 14 h à 16h :** [Session commune Community Campus Engage Canada/SCÉES] Community, Campus, and Climate Change: Building Relationships and Resilience
- **Séance préparatoire à la conférence, samedi, le 15 juin de 16 h 30 à 18 h :** [Assemblée plénière conjointe de la SCÉÉ et la SCÉES] Sustaining Futures in the Now: Young People Becoming Teachers
- **Dimanche, le 16 juin de 12 h 15 à 13 h 15 :** Célébration de la SCÉES et SCÉÉ pour Tim Howard





- **Lundi, le 17 juin de 9 h 15 à 10 h 30 : Assemblée générale annuelle de la SCÉES**
- **Lundi, le 17 juin de 16 h 30 à 18 h :** [SCÉES/ASEUCC/SCÉÉ] Nous soutenir et maintenir l'espoir dans des moments difficiles
- **Mardi, le 18 juin de 15 h à 16 h 15 :** Récipiendaires des prix de la SCÉES  
Présentations
- **Mardi, le 18 juin de 16 h 30 à 18 h :** [SCÉES/SCÉÉ] Financement des étudiants des cycles supérieurs : explorer un avenir partagé durable
- **Après la conférence, jeudi, le 20 juin :** [SCS/SCÉES/ACESA Session commune]  
Combating Islamophobia: Local and Global Connections

### **Remerciements**

Nous vous sommes reconnaissants, car sans votre participation, votre qualité en rédaction, vos présentations, vos critiques et votre soutien, nous ne pourrions pas avoir de conférence ou de société universitaire. Nous sommes reconnaissants aux membres de la SCÉES qui se sont portés volontaires pour siéger au comité de la conférence et, en particulier, au dévouement inlassable de la présidente de la conférence, **Eun Gi (Cathy) Kim**, et de la coprésidente de la conférence, **Erin Anderson** ainsi qu'Emma **Harden-Wolfson**, qui a été notre coordonnatrice locale à l'Université McGill.

Finalement, cette année marque la 42e et dernière année que **Tim Howard** a été directeur de l'administration de la SCÉES. Nous espérons que vous pourrez nous rejoindre pour célébrer ses services à la Société et ses membres le dimanche 16 juin 2024, de 12 h 15 à 13 h 15 (HAE) dans Arts 150, l'édifice des Arts (853, rue Sherbrooke) à Université McGill. Veuillez vous inscrire à l'avance.

Nous vous souhaitons un bon voyage à McGill et nous espérons vous accueillir au Congrès de cette année – en personne et en ligne!

Mes respects chaleureux,  
Michelle Nilson  
Présidente de la SCÉES (2020 - 2024)



## Accueil de la présidente et coprésidente de la conférence

Chers membres de la SCÉES et délégués,

Au nom [du comité de conférence de la SCÉES de 2024](#), nous sommes heureuses de vous accueillir à notre 53e conférence annuelle à l'Université McGill, à Montréal, Québec !

La [Société canadienne pour l'étude de l'enseignement supérieur \(SCÉES\)](#) est une association savante qui se concentre sur l'enseignement supérieur comme domaine d'études et de pratique, et la seule association savante consacrée aux systèmes d'enseignement postsecondaire canadiens. À ce titre, nous visons à générer des idées, à faciliter le dialogue et à stimuler l'action transformatrice dans la vie et le travail de nos campus et institutions. Cette année, nous avons reçu un grand nombre de propositions et, pour céder la place à toutes les excellentes présentations acceptées, nous avons décidé d'offrir la conférence sur quatre jours à la place de trois. En outre, nous continuons de dialoguer en mode hybride, avec une combinaison de séances en personne et de séances virtuelles en direct, ainsi que de séances sur demande/préenregistrées.

Le thème du Congrès 2024, [Assurer nos avenir communs](#), nous rappelle que nous jouons tous un rôle dans la durabilité du domaine et de ses intervenants, y compris les étudiants diplômés, les praticiens, les chercheurs, les professeurs et les grandes collectivités. Nous invitons la communauté de la SCÉES à réfléchir et à entamer des discussions critiques sur les défis à relever pour maintenir un avenir commun, et mettre en lumière les possibilités pour aller de l'avant.

Au cours des quatre jours de la conférence et des présentations inspirantes, nous vous invitons à discuter de diverses façons d'adapter l'enseignement supérieur canadien à un avenir commun.

Nous sommes déterminées à offrir une expérience de conférence inclusive et accessible. Cette année, nous sommes reconnaissantes d'avoir nos propres assistants de conférence pour aider les participants à naviguer la conférence. Ils seront à la table d'accueil de la SCÉES (BRONF 045 le 16 juin, BRONF 002 le 17 juin et CDH 100 les 18 et 19 juin). Ils sont aussi en mesure de fournir un soutien technique. Si vous avez besoin d'aide lors de la conférence, veuillez solliciter un organisateur ou un assistant.

Nous sommes également ravies d'annoncer que nous utiliserons notre toute première application mobile de conférence cette année. Nous espérons qu'elle vous permettra de participer à la conférence de façon plus intentionnelle et plus commode ainsi que de profiter des occasions supplémentaires de communiquer avec vos collègues de la SCÉES !

Des présentations sur demande/préenregistrées seront disponibles pour consultation tout au long de la conférence. Tous les participants et présentateurs inscrits recevront un courriel pour accéder à la plateforme virtuelle de cette année, *Swoogo*, près de la date de début de la conférence. Toutes les



composantes virtuelles de notre conférence, y compris les sessions en direct et les présentations sur demande/préenregistrées, peuvent être consultées sur *Swoogo*.

Le comité de la conférence offre également d'excellentes possibilités de réseautage. Nous invitons la communauté de la SCÉES à notre réception le **mardi, 18 juin à 18 h**, pour rencontrer des collègues et des amis dans le domaine de l'enseignement supérieur afin de célébrer et maintenir ces liens communs.

Tout au long de la conférence, des séances de réseautage seront organisées par nos assistants de conférence pour stimuler votre réflexion et créer des possibilités de connexion et de collaboration. N'hésitez pas à passer aux séances de réseautage et tisser des liens avec les gens de notre communauté d'enseignement supérieur.

Veillez également profiter de nos **espaces calmes** (BRONF 310 le 16 juin, ARMST 075 le 17 juin et CDH 200 les 18 et 19 juin) pour vous détendre et **des espaces de collaboration** (BRONF 410 le 16 juin et CDH 312 les 18 et 19 juin) pour discuter de collaborations futures.

Compte tenu de l'évolution des circonstances de la pandémie de COVID-19, **le port du masque est encouragé** tout au long de la conférence de la SCÉES pour assurer la sécurité des participants et des conférenciers. Les participants sont encouragés à apporter leur propre masque.

Faites-nous part de vos expériences à la conférence sur l'enquête post-conférence, qui sera partagée sur l'application mobile et après la conférence.

Nous tenons à remercier tout particulièrement ceux qui ont contribué à la conférence avec leurs propositions et présentations, les examinateurs de propositions, les organisateurs de congrès, le [conseil d'administration de la SCÉES](#), les assistants de conférence, et en particulier le [comité de conférence de la SCÉES de 2024](#).

Nous vous remercions de votre soutien et de votre participation à la conférence de la SCÉES de 2024. Nous sommes impatients de vous voir à l'Université McGill ou en ligne !

Au plaisir,

Eun Gi (Cathy) Kim et Erin Anderson

Présidente et coprésidente de la conférence 2024 de la SCÉES



## **Table des matières**

Aperçu du calendrier de la conférence	61
Naviguer la conférence SCÉES	67
Instructions pour les présentations	69
Séances préalables à la conférence; samedi, le 15 juin	71
Jour 1 de la conférence : dimanche, le 16 juin	76
Jour 2 de la conférence : lundi, le 17 juin	79
Jour 3 de la conférence : mardi, le 18 juin	87
Jour 4 de la conférence : mercredi, le 19 juin	96
Programmation sur demande / préenregistrée	102
Séances de réseautage	103
Activités proposées après la conférence : jeudi, le 20 juin	104
Carte du campus	106
Comité de la conférence SCÉES 2024 et contact	108
Célébration de Tim Howard	109

### ***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. Les liens vers les programmes de ces associations sont ci-dessous :

- 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 (OTESEA), <https://otessa.org/2024/>



**Aperçu du calendrier de la conférence**

\* TOUS LES TEMPS DE RENCONTRE SONT RÉGLÉS À L'HEURE AVANCÉE DE L'EST (HAE)

\* Les cellules en couleur indiquent des sessions en direct avec des présentateurs virtuels ou des sessions virtuelles seulement.

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



	BRONF 151	BRONF 045	BRONF 046	ARMST 365-370	BRONF 310	BRONF 410
13 h 30 - 14 h 45	B-1 [Séance d'exposé] <a href="#">Equity, Diversity, Inclusion, and Decolonization in Canadian PSIs</a>	B-2 [Séance de panel] <a href="#">Portraits of Academic Life Within Higher Education: From Hiring to Retiring</a>	B-3 [Séance d'exposé] <a href="#">Faculty and Educator Experiences in Higher Education Spaces</a>		Espaces calmes	Espaces de collaboration
15 h 00 - 16 h 15	C-1 [Séance d'exposé] <a href="#">Critical Reflections on Higher Education Access</a>	C-2 [Séance d'exposé] <a href="#">Experiential Learning and Development in Postsecondary Education</a>	C-3 [Séance de panel] <a href="#">New Perspectives on Entrepreneurship Education in Canadian Colleges and Universities</a>	C-4 [Atelier] <a href="#">Teaching Wellbeing &amp; Mental Health Literacy Through Contemplative Pedagogy</a>	Espaces calmes	Espaces de collaboration
16 h 30 - 17 h 30	[Réseautage] <a href="#">Visite guidée critique du campus</a>					
	<a href="#">Congress zone sociale: Trivia avec le favori montréalais, Trivia Brian [Salle Redpath]</a>					

**ARMST : édifice Armstrong**

**BRONF : édifice Bronfman**

Jour 2 de la conférence : lundi, le 17 juin					
	ARMST 365-370	BRONF 002	BRONF 210	BRONF 410	ARMST 075
8 h - 9 h	Café et réseautage [Table d'accueil BRONF 002]				
9 h 15 - 10 h 30	<a href="#">Assemblée générale annuelle de la SCÉES [BRONF 210]</a>				



	ARMST 365-370	BRONF 002	BRONF 210	BRONF 410	ARMST 075
10 h 45 - 12 h	D-1 [Séance d'exposé] <a href="#">Geopolitical Dynamics within International (Higher) Education</a>	D-2 [Format novateur] <a href="#">Reinventing Distance Education in Canadian Universities</a>	D-3 [Séance d'exposé] <a href="#">Experiences of Under-represented Students</a>	D-4 [Format novateur] <a href="#">Sustainability Pedagogies Through Space and Place</a>	Espaces calmes
12 h 15 - 13 h 15	Pause-dîner individuelle				
12 h 15 - 13 h 15	<a href="#">Causerie Voir Grand : Préserver la nature</a> [édifice Leacock, salle 132]				
13 h 30 - 14 h 45	E-1 [Séance d'exposé] <a href="#">Curriculum, Teaching, and Learning &amp; Equity in HE</a>	E-2 [Séance d'exposé] <a href="#">Supporting Student Success in Higher Education</a>	E-3 [Séance de panel] <a href="#">Comment outiller l'enseignement supérieur pour la transition socio- écologique et la justice intra- et intergénérationnelle ?</a>	E-4 [Réseautage] <a href="#">Editing Your Own Work: A Five-Step Approach with Dr. Editor</a>	Espaces calmes
15 h - 16 h 15	F-1 [Séance de panel] <a href="#">Governance and Leadership in Ontario Higher Education</a>	F-2 [Séance d'exposé] <a href="#">Student Development and Retention in HE</a>	F-3 [Séance d'exposé] <a href="#">Planning and Designing Universities</a>	F-4 [Atelier] <a href="#">Supporting Systems Approaches to Facilitate Health Promotion and Wellbeing on Campuses</a>	Espaces calmes
16 h 30 - 18 h 00	<a href="#">[SCÉES/ASEUCC/SCÉÉ] Nous soutenir et maintenir l'espoir dans des moments difficiles</a> <a href="#">[ARMST 365-370]</a>				



CDH : New Chancellor Day Hall

Jour 3 de la conférence : mardi, le 18 juin						
	CDH 100	Atrium CDH et CDH 101	CDH 201	CDH 202	CDH 200	CDH 312
8 h - 9 h	Café et réseautage [Table d'accueil CDH 100]					
9 h 15 - 10 h 30	G-1 [Séance de panel] <a href="#">Développement durable et enjeux d'équité, de diversité et d'inclusion dans l'enseignement supérieur</a>	G-2 [Atelier] <a href="#">Auviqsaqtuq: Knowledge Co-construction through an Indigenous Inuit Paradigm</a>	G-3 [Séance d'exposé] <a href="#">Changing Landscape of Higher Education</a>	G-4 [Séance d'exposé] <a href="#">Diverse Experiences of International Students</a>	Espaces calmes	Espaces de collaboration
10 h 45 - 12 h	H-1 [Séance de panel] <a href="#">Des politiques à la gestion : la gouvernance des systèmes et des établissements d'enseignement supérieur</a>	H-2 [Format novateur] <a href="#">Are universities meeting the needs of Indigenous men?</a>	H-3 [Séance d'exposé] <a href="#">Student Stories in Higher Education Spaces</a>	H-4 [Séance d'exposé] <a href="#">Experiences of Leaders in HE Institutions</a>	Espaces calmes	Espaces de collaboration
12 h 15 - 13 h 15	Pause-dîner individuelle					
12 h 15 - 13 h	<a href="#">Circuit nature et développement durable</a> [Portail Roddick (15a, rue Sherbrooke Ouest)]					
13 h 30 - 14 h 45	I-1 [Séance de panel] <a href="#">Le rôle des acteurs dans un système d'enseignement supérieur en mutation</a>	I-2 [Réseautage] <a href="#">Discussion sur l'emploi</a>	I-3 [Séance d'exposé] <a href="#">Pedagogical Innovation in Higher Education</a>	I-4 [Séance d'exposé] <a href="#">Gender and Access in (Higher) Education</a>	Espaces calmes	Espaces de collaboration





	CDH 100	CDH Atrium and 101	CDH 201	CDH 202	CDH 200	CDH 312
15 h - 16 h 15	J-1 <a href="#">Présentations du lauréat du prix</a>	J-2 [Format novateur] <a href="#">Including All Citizens Pathway: Transforming Post- Secondary Education using Inclusion and Accessibility as Foundation</a>	J-3 [Séance d'exposé] <a href="#">Equity and Access within International Higher Education</a>	J-4 [Séance d'exposé] <a href="#">Ecosystem of HE Institutions: Mission, Quality and Change</a>	Espaces calmes	Espaces de collaboration
16 h 30 - 18 h 00	<a href="#">[SCÉES/SCÉÉ] Financement des étudiants des cycles supérieurs : explorer un avenir partagé durable [CDH 100]</a>					
18 h - 20 h	<a href="#">Réception de la SCÉES [2e étage de Bronfman]</a>					

**CDH : New Chancellor Day Hall**

Jour 4 de la conférence : mercredi, le 19 juin						
	CDH 100	Atrium CDH et CDH 101	CDH 201	CDH 202	CDH 200	CDH 312
8 h - 9 h	Café et réseautage [Table d'accueil CDH 100]					
9 h 15 - 10 h 30		K-2 [Séance d'exposé] <a href="#">Institutional Initiatives to Support Access &amp; Success</a>	K-3 [Séance d'exposé] <a href="#">Developing Learning Communities in HE</a>	K-4 [Séance d'exposé] <a href="#">Internationalizatio n Policy &amp; Strategy</a>	Espaces calmes	Espaces de collaboration
10 h 45 - 12 h	L-1 [Atelier] <a href="#">Fumbling Towards Allyship: Responding to the Call to Indigenize</a>	L-2 [Séance d'exposé] <a href="#">Internationalization of Higher Education in Asia</a>	L-3 [Séance d'exposé] <a href="#">Curriculum Innovations</a>	L-4 [Séance d'exposé] <a href="#">Equity, social justice and Indigenization: Policy, Practice and Research</a>	Espaces calmes	Espaces de collaboration



12 h 15 - 13 h 15	<a href="#">Dîner en sac</a>					
12 h 15 - 13 h 15	<a href="#">Causerie Voir Grand : Soutien de la communauté politique</a> [édifice Leacock, salle 132]					
	CDH 100	CDH Atrium and 101	CDH 201	CDH 202	CDH 200	CDH 312
13 h 30 - 14 h 45	M-1 [Séance d'exposé] <a href="#">Opportunities for Learning, Growth and Development in HE institutions</a>	M-2 [Format novateur] <a href="#">Using Relational Systems Thinking to Advance Indigenization of Teaching and Learning at Three Canadian Universities</a>	M-3 [Séance d'exposé] <a href="#">Sustainable Future for Higher Education with Artificial Intelligence (AI)</a>	M-4 [Séance d'exposé] <a href="#">Various Teaching and Learning Perspectives in HE</a>	Espaces calmes	Espaces de collaboration
15 h - 16 h 15	[Format novateur] <a href="#">Advancing a Decolonial Agenda in Canadian Higher Education through Cross-Disciplinary Collaboration: Institutional Experiences</a> [CDH Atrium and 101]					

### Activités proposées après la conférence

#### [Sessions en personne]

#### Société canadienne de sociologie (SCS)

*Séances suggérées:*

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

Lieu : édifice Trottier - ENGTR 0100

Date : le jeudi 20 juin, de 17 h 30 à 19 h

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

Lieu : édifice Trottier - ENGTR 0100

Date : le vendredi, 21 juin 2024, de 13 h 30 à 15 h

#### [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 préenregistrée

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

Naviguer la conférence SCÉES

**Inscription au Congrès**

Vous trouverez les renseignements concernant l'inscription au Congrès 2024 et à la SCÉES au lien suivant : <https://www.federationhss.ca/fr/congres/inscription>

Veillez vous inscrire au kiosque d'accueil du Congrès (son emplacement sera annoncé plus tard) pour 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 en nous écrivant au [cssheconference@gmail.com](mailto:cssheconference@gmail.com). Le comité organisateur de la conférence de la SCÉES collaborera avec [les organisateurs du Congrès](#) pour répondre à vos besoins.

**Table d'accueil de la SCÉES**

Tout au long de la conférence, il y aura une table d'accueil avec des assistants de conférence pour vous aider à naviguer la conférence. La table d'accueil sera **près de Bronfman 045 le premier jour, Bronfman 002 le deuxième jour, et de la Chancellor Day Hall 100** les troisième et quatrième jours. Il y aura du café, du thé et des fruits à côté de la table d'accueil chaque matin. Allez trouver les organisateurs et les assistants de conférence à la table d'accueil.



### **Naviguer la conférence (pour les participants et les présentateurs en présentiel)**

Veillez vérifier attentivement les salles de [aperçu du calendrier de la conférence](#) dans le calendrier ou dans les détails de la session, car la conférence de cette année a lieu dans trois bâtiments différents (les bâtiments Armstrong et Bronfman pour les jours 1 et 2 et Chancellor Day Hall pour les jours 3 et 4). Veillez vous référer à la [carte du campus](#) ou trouver nos assistants à la table d'accueil pour vous orienter.

### **Accès à Swoogo pour toutes les composantes virtuelles de la conférence**

Tous les participants et présentateurs inscrits recevront un courriel pour accéder à la plateforme virtuelle de cette année, *Swoogo*, près de la date de début de la conférence. Toutes les composantes virtuelles de la conférence, y compris les sessions en direct et les présentations sur demande et préenregistrées, peuvent être consultées sur *Swoogo*. Vous aurez accès à un soutien en direct par l'entremise de l'application mobile *Swoogo* tout au long de la conférence. La plateforme virtuelle du Congrès sera disponible du 12 au 21 juin pour les événements sur demande et en direct et sera prolongée jusqu'au 30 juillet 2024 pour les sessions sur demande et préenregistrées.

*\*Note : Pour la durée de la conférence, la SCÉES dispose d'espaces tranquilles où nos participants peuvent se détendre et/ou méditer. Veillez respecter les autres participants utilisant les espaces calmes.*

*Durant les jours 1, 2 et 4, la SCÉES offre également aux participants des espaces de collaboration. Veillez utiliser cet espace 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 éditeur.rice.s, 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 nourriture et de boissons.



## Instructions pour les présentations

### \* *Notes à l'intention des présentateurs*

- Tous les espaces de conférence sont équipés de matériel audiovisuel, y compris un ordinateur, un projecteur et un écran, ainsi qu'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 sur 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 bénévoles 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 (DeepL, Microsoft Translator, Google Translate, Papago, etc.) 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 une séance questions-réponses de 15 minutes à la fin. Nous demandons aux présidents de séance de gérer le temps et de faire un rappel lorsqu'il reste 5 minutes et 1 minute au temps alloué. Ils sont aussi responsables d'animer les séances questions-réponses.

### 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 de se présenter à la salle de présentation (le lieu sera annoncé plus tard) 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 places seront offertes autour de la table, et nous invitons les participants à discuter avec les présentateurs.

**5) Sessions préenregistrées**

Les présentateurs de séances préenregistrées sont priés de télécharger leur présentation jusqu'à 15 minutes avant la date de la conférence. La date limite pour soumettre les enregistrements sera annoncée avec des instructions de téléchargement. 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 panel, les ateliers et les 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, le 15 juin**

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

**Heure : 10 h 45 - 12 h (HAE)**

**Lieu : 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 : 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 h - 16 h (HAE)**

**Lieu : 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.

**3. [Assemblée plénière conjointe de la SCÉE et la SCÉES] Sustaining Futures in the Now:  
Young People Becoming Teachers**

**Heure : 16 h 30 - 18 h (HAE)**

**Lieu : auditorium de Leacock 132**

*\* Diffusion en direct disponible*

**Co-animateurs : Société canadienne pour l'étude de l'éducation (SCÉE) et 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 Québec, and the Jose Vasconcelos World Award of Education. She is a fellow of Royal Society of Canada.







Jour 1 de la conférence : dimanche, le 16 juin

Dimanche, 16 juin; 8 h 45 – 9 h 15 (HAE)

Accueil et reconnaissance du territoire

Lieu : Table d'accueil au niveau du hall Bronfman

Avec **Emma Harden-Wolfson**, Université McGill (Coordonnatrice locale)

Dimanche, le 16 juin; 9 h 15 – 10 h 30 (HAE)

Présentations visuelles

Lieu : **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
-----------------	-----------------------	--

PO2

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

PO3

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

PO4

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

PO5

Victoria Parlatore	OISE, University of Toronto	Accessible Futures in Higher Education
--------------------	-----------------------------	--



Dimanche, le 16 juin; 10 h 45 - 12 h (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 ( <i>Se joindra virtuellement</i> )	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
Amy Hunter	University of Regina	Re-Centering Adult Learners through Alignment with Strategic Enrolment Management and Equity, Diversity, and Inclusion Priorities
Alex Ross, Rosa Dene David	University of British Columbia	Inclusion or Exclusion? A Critical Discourse Analysis of Canadian University DEI Policies



**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
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
Margaret de Leon	University of Toronto	A Comparative Analysis of Work-Study Programs in the United States and Canada



**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
Vanessa Vigneswaramoorthy, Christina B. Arayata	University of Toronto	Protective Spaces in Praxis: Conceptualizing Protocols for Racialized Queer Counterspaces on Campus

**Dimanche, le 16 juin; 13 h 30-14 h 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
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
Michael Denis O'Shea ( <i>Se joindra virtuellement</i> )	University of Toronto	Inclusion, Reconciliation, or Decolonization: How do Canadian Universities Recognize the Jay Treaty of 1794?

**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, le 16 juin; 15 h-16 h 15 (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
Kershnee Sevnarayan, Norman Vaughan	University of South Africa, Mount Royal University	Enhancing Equitable and Sustained Futures in Higher Education



Toyosi Bamgboye ( <i>Se joindra virtuellement</i> )	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)
Charu Gupta, Po- Sheng Vincent Chien	University of British Columbia	Flipped Learning Through Pre-Learning Tasks: Perceptions of Japanese University Students

**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/Présentatrice : 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.

**Jour 2 de la conférence : lundi, le 17 juin**

**Lundi, le 17 juin; 8 h 30 – 10 h 30 (HAE)**

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

**Lieu : Bronfman 210**

*\* Diffusion en direct disponible*

L'assemblée générale annuelle de la SCÉES comprend 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. C'est le moment opportun pour en apprendre davantage sur les activités du conseil d'administration de la SCÉES, de nous faire part de vos commentaires et de reconnaître les récipiendaires de nos prix.

*Des bouteilles d'eau réutilisables portant le logo de la SCÉES seront fournies aux 60 premiers participants qui arrivent à l'assemblée.*

**Lundi, le 17 juin; 10 h 45-12 h (HAE)**

**D-1 [Séance d'exposé]**

**Geopolitical Dynamics within International (Higher) Education**

**Président.e : 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 Kazakhstan
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**

*\* Diffusion en direct disponible*

**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 ( <i>Se joindra virtuellement</i> )	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, le 17 juin; 13 h 30-14 h 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 ( <i>Se joindra virtuellement</i> )	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> )
--------------------------------------	------------------	---

**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, Bibiana Pulido	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, le 17 juin; 15 h-16 h 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 ( <i>Se joindra virtuellement</i> )	University of British Columbia	Canadian University Sustainability Strategies: Key Themes Amidst Colonial Power Dynamics
Mauricio Rifo ( <i>Se joindra virtuellement</i> )	Interdisciplinary Program for Research in Education, Universidad de Santiago de Chile	The meritocratic project in Chilean higher education (1990-2011)



**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, le 17 juin; 16 h 30-18 h (HAE)**

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

**Lieu : 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 (*Se joindra virtuellement*)

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,

crisismanagement, 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.

Canadian Society  
for the Study of  
Higher Education



Société canadienne  
pour l'étude de  
l'enseignement supérieur



**Seán Kinsella**, Centennial College (*Se joindra virtuellement*)

Seán Carson Kinsella (ê-akimihtnêhi(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 (SCÉE).*

Canadian Society  
for the Study of  
Higher Education



Société canadienne  
pour l'étude de  
l'enseignement supérieur





Jour 3 de la conférence : mardi, le 18 juin

Mardi, le 18 juin; 9 h 15-10 h 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**

**Présentateur : 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, le 18 juin; 10 h 45-12 h (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?**

*\* Diffusion en direct disponible*

#### **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**

**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
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, le 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**

*\* Diffusion en direct disponible*

**Président.e : Robin Mueller**

Robin Mueller	Royal Roads University	Inquiry Based Learning: Pedagogical Innovation in Higher Education
Reena Tandon, Ken Moffatt	Toronto Metropolitan University	Create Resist Project: Collage as Innovation in Pedagogy
Michael O'Shea <i>(Se joindra virtuellement)</i>	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

**Mardi, le 18 juin; 15 h-16 h 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, Présidente de la SCÉES**



**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**

*\* Diffusion en direct disponible*

**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 <i>(Se joindra virtuellement)</i>	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, le 18 juin; 16 h 30-18 h (HAE)

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

Lieu : Chancellor Day Hall 100

\* Diffusion en direct disponible.

Président.e : Michelle Nilson, Simon Fraser University

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

Marc Spooner is a full professor in the Faculty of Education at the University of Regina. His research interests include audit culture, academic freedom, and the effects of neoliberalization and corporatization on higher education; as well as social justice, activism, and participatory democracy. He has published in many venues, including peer-reviewed journals, book chapters, government reports, and a wide variety of popularizations. He is the co-editor of the award-winning book *Dissident Knowledge in Higher Education* and is oftentimes a social/political commentator

who can be followed on X/Twitter here (but is by no means a Musk supporter): @drmarcsponer





**Intervenants :**



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

Dr. Daniel (Danny) Corral is an assistant professor of higher education in the Department of Leadership, Higher and Adult Education at OISE, University of Toronto. His research broadly examines student experiences and pathways into and through higher education with a particular focus on how institutional policies and finance shape their outcomes. Through this work, Dr. Corral seeks to increase equity in higher education for students who have been historically and persistently underrepresented. Dr. Corral earned his Ph.D. from the University of Wisconsin-Madison in Educational Leadership and Policy Analysis in 2020.



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

Sarah is the Executive Director at Evidence for Democracy (E4D), a leading fact-driven, not-for-profit advocating for the transparent use of evidence in policymaking. While completing her PhD in Biochemistry at the University of Ottawa, Sarah was the President of her Graduate Student Association and the founder and past president of the Ottawa Science Policy Network. She also served as Executive Director of Support Our Science, a grassroots organization advocating for increased funding for graduate students and postdocs in Canada! Sarah has worked tirelessly to raise awareness around increased support for NextGen researchers amongst the media, public, policymakers, scientists and more!



**Gabriel Miller**, President and CEO of Universities Canada

Gabriel Miller is the president and CEO of Universities Canada. He is an experienced not-for-profit leader who has built an extensive track record in member relations, advocacy, stakeholder engagement, and public policy development over his 22-year career. Previously, he was the president and chief executive officer of the Federation for the Humanities and Social Sciences.

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



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

**Description de la session :**

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 (SCÉÉ).*

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

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



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



**Mardi, le 18 juin; 18 h-22 h 30 (HAE)**

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

**Lieu : 2e étage de Bronfman**

Soyez des nôtres à la réception de la SCÉES ! Ce sera 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 !

*Nos assistants attendront à l'extérieur de la séance d'orientation pour guider les participants vers la réception.*



Jour 4 de la conférence : mercredi, le 19 juin

Mercredi, le 19 juin; 9 h 15-10 h 30 (HAE)

**K-2 [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 ( <i>Se joindra virtuellement</i> ), Daniel W. Lang	University of Guelph, University of Toronto	First Generation Student Participation in Canadian Post-secondary Education: A Second Look

**K-3 [Séance d'exposé]**

**Developing Learning Communities in HE**

\* Diffusion en direct disponible

**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 ( <i>Se joignant virtuellement</i> )	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-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, le 19 juin; 10 h 45-12 h (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

**Mercredi, le 19 juin; 12 h 15-13 h 15 (HAE)**

**Prenez une pause-dîner avec nous !**

Pour terminer la conférence de quatre jours, des dîners en sac seront offerts aux 60 premiers participants près de CDH 100. Le moment est opportun pour tisser des liens avec vos collègues.

**Mercredi, le 19 juin; 13 h 30-14 h 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
Josephine Chan	Kwantlen Polytechnic University	Trade-offs and technocrats: Finding the balance in university policy development



**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)**

*\* Diffusion en direct disponible*

**Président.e :** Alyson King

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, le 19 juin; 15 h-16 h 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 préenregistrée**

**OD1**

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

**OD2**

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

**OD3**

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

**OD4**

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

**OD5**

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

**OD6**

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

**OD7**

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



Séances de réseautage

<p><b>16 juin, 16 h 30 - 17 h 30</b></p>	<p>Rendez-vous devant le hall d'entrée de l'édifice Bronfman.</p>	<p><b>Visite guidée critique du campus :</b> La visite vise à susciter la réflexion sur les lieux qu'occupe l'Université McGill grâce à une optique anticoloniale et à la quête pour la vérité.</p>
<p><b>17 juin, 13 h 30 - 14 h 45</b></p>	<p>Session E-4 BRONF 410</p>	<p>[Atelier spécial] <b>Editing Your Own Work: A Five-Step Approach with Dr. Editor</b> <i>* Diffusion en direct disponible</i></p>
<p><b>18 juin, 13 h 30 - 14 h 45</b></p>	<p>Session I-2 CDH Atrium and 101</p>	<p><b>Discussion à propos de l'emploi</b> Joignez-vous à un groupe d'intervenants invités pour écouter leurs expériences dans différents parexpériencesls. <i>* Diffusion en direct disponible</i></p>

[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, le 20 juin

[Sessions en présentiel]

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

**Lieu : édifice Trottier - ENGTR 0100**

**Date : Jeudi, le 20 juin 2024, de 17 h 30 à 19 h (HAE)**

*\*Uniquement en présentiel*

**Co-animateurs : Société canadienne de sociologie (SCS), 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**

**Lieu : édifice Trottier - ENGTR 0100**

**Date : Vendredi, le 21 juin 2024, de 13 h 30 à 15 h (HAE)**

*\*Uniquement en présentiel*

<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/>



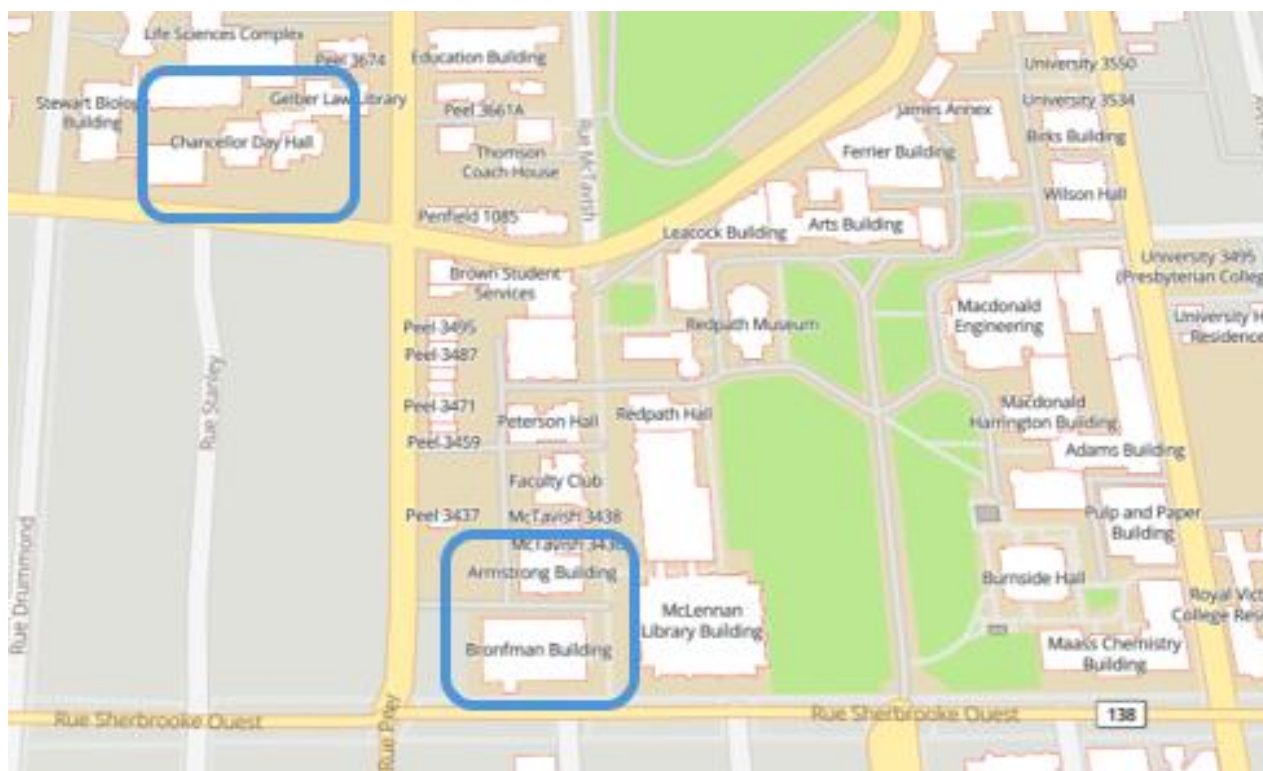
## Carte du campus

Carte accessible interactive Université McGill

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

*Cette carte a été créée par le Bureau du développement et de la planification de campus. Elle vise à fournir un moyen intuitif de vous orienter à l'Université McGill.*

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





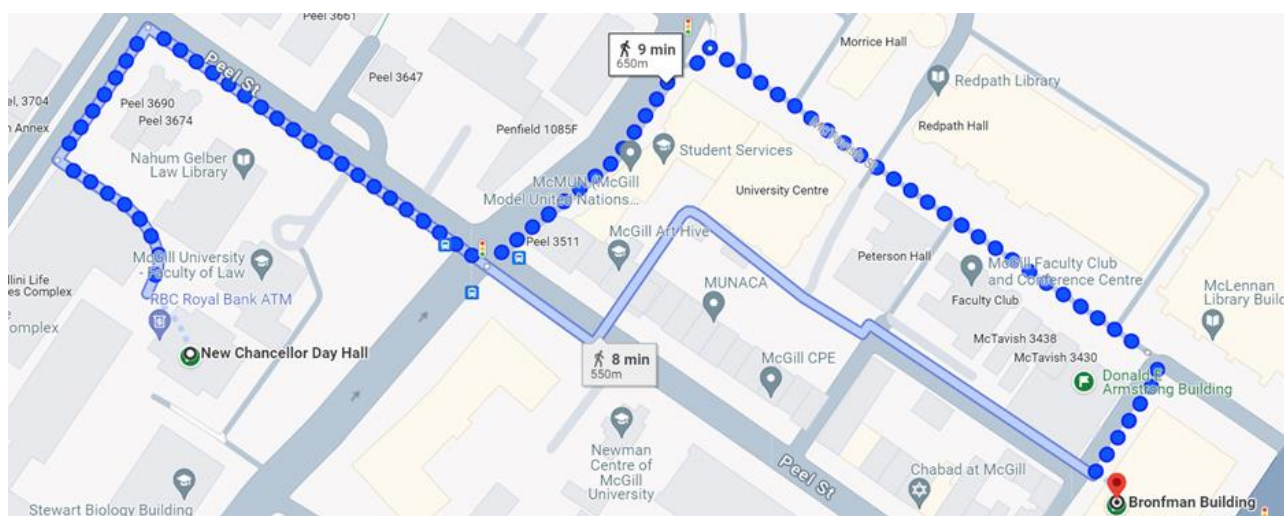
\* La table d'accueil sera au sous-sol (près de Bronfman 045 le premier jour, près de Bronfman 002 le deuxième jour).

\* Les édifices Armstrong et Bronfman sont reliés par un chemin au niveau du 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.





**Comité de conférence SCÉES 2024 et contacts**

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	Université McGill
Érika Gareau-Desjardins	Membre du comité (Traductrice)	Université d'Ottawa
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
Alyson King	Membre du comité (Responsable de champ d'études)	Ontario Tech University
Cynthia Eden	Membre du comité (Responsable de champ d'études)	OISE, University of Toronto
Lydia Scholle-Cotton	Membre du comité (Responsable de champ d'études)	Queen's University
Bibek Dahal	Membre du comité (Responsable de champ d'études)	University of Calgary
Mubeshera Tufail	Membre du comité (Responsable de champ d'études)	Allama Iqbal Open University
Grace Karram Stephenson	Membre du comité (Équipe de réseautage)	OISE, University of Toronto
Sayeed Naqibullah Orfan	Membre du comité (Équipe de réseautage)	OISE, University of Toronto
Katrina Carbone	Membre du comité (Équipe de réseautage)	Queen's University
Chunlei Liu	Membre du comité (Équipe de réseautage)	York University

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](mailto:cssheconference@gmail.com)



Célébration de Tim Howard



Tim Howard travaille avec la SCÉES et le Secrétariat depuis 42 ans à titre de directeur de l'administration. Tim a assuré un leadership et une orientation constante à des centaines de membres de la haute direction au sein de la SCÉES, de la SCÉÉ et d'autres membres actuels et antérieurs du Secrétariat. Il a été l'un des piliers de notre communauté savante et a fait partie intégrante de la gouvernance de nos organisations.

Nous vous remercions pour votre contribution à la SCÉES pour ces années, votre dévouement et vos réalisations pourraient ne jamais être à la hauteur. Nous avons eu le plaisir et le privilège de servir les membres de la SCÉES, en plus de votre leadership et de vos conseils généreux. Nous vous souhaitons le meilleur pour votre retraite. Félicitations !

— Le conseil administratif de la SCÉES