



## Welcome to the 45<sup>th</sup> Annual Conference!



#csshe2015



Canadian Society for the Study of Higher Education (CSSHE)

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## Navigating the Conference: Helpful Information

### CSSHE Conference Mobile Application

- Search for 'Guidebook' in the Apple, Google, or Amazon app stores and download the "Guidebook" application.
- Open the Guidebook app, search for "CSSHE 2015", and then tap "Get this Guide" to download the guide.

### Directions

- There is a campus map available at the back of your program. An interactive campus map is also available at <http://www.maps.uottawa.ca>

### Congress Events

- The Congress Hub is the centre of it all on campus. Here you will find the [Congress Expo](#), the Congress Registration Desk, [Information Services](#), the Expo Event Space, the Expo Café, [Career Corner](#) sessions, President's Receptions, the [Media Room](#) and more! For 2015 at the University of Ottawa, the Congress Hub will be located in Montpetit Hall.

### Registration

- You will need to register/sign-in with Congress *as well as* CSSHE.
- The Congress registration is taking place at Montpetit Hall
- CSSHE registration is taking place at Faculty of Social Sciences Building (FSS) 6032/ Sciences Sociales FSS/6032

### Internet

- Internet is complimentary in all meeting spaces, the login information is as follows:  
Login: Congress2015      There is no password necessary

### Business Center

- For all of your printing, faxing and copying needs:
  - On campus services are available in Morisset Hall
  - Staples: 403 Bank Street, K2P 1Y6 (approx. 20-25 minute walk)

### Washrooms

- Accessible washrooms are located on each floor of the Faculty of Social Sciences Building

### Networking and Relaxing Space

- A room has been set aside for networking, interviews, writing, and general socializing throughout the CSSHE conference. It is located in Faculty of Social Sciences Building (FSS) 6032/ Sciences Sociales FSS/6032. This is the same room where CSSHE Registration and Coffee Hour take place.

### Audio-Visual Equipment

- CSSHE provides a screen, projector, computer with internet, sound system, and 1 microphone (for rooms with >50 capacity) for sessions. Please bring your own connectors, adaptors, and flash drives.

### Forget Something?

- Shopper's Drug Mart: 50 Rideau Street, K1N 9J7 (approx. 10 minute walk)

### Blue Line Taxi

- 613-238-1111

### Capital Taxi

613-744-3333

### Tourism

- There are a number of events happening in Ottawa during Congress, some of which can be found here



<http://www.ottawatourism.ca/events/>

### **Accessibility**

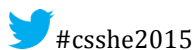
If you identify as a person with a disability and require support (such as alternative formats for written materials, oral interpretation, assistance wheeling long distances, access to quiet spaces etc.), you are encouraged to let organizers know well in advance of Congress. When registering online, please indicate that you have accessibility requirements and then fill out the Accessibility Needs and Information questionnaire. Please note that the buildings and rooms that CSSHE is held in are all wheelchair accessible per the latest University of Ottawa website specifications.

- **Ottawa Airport accessibility page**  
<http://ottawa-airport.ca/travel-planning/special-assistance>
- **Para Transpo**  
Para Transpo provides a door-to-door transportation service to eligible customers who are temporarily or permanently unable to take conventional transit because of their disability. Even if you are registered on Para Transpo, you can still use conventional transit without affecting your eligibility. Regular fares would apply when using conventional transit buses. For more information on registering for Para Transpo, call 613-244-1289 (TTY 613-244-4833).
- **Need more info?**  
If you need more information on accessible transit, contact the Access OC Hotline at 613-842-3625 (TTY: 613-741-5280) or e-mail your questions to [accessibility@octranspo.com](mailto:accessibility@octranspo.com).
- **Accessible Taxis**  
All taxis are licensed by the City of Ottawa and the number of accessible cabs, which accommodate wheelchairs, is steadily increasing. You may specify an accessible taxicab when calling for service. Drivers of accessible taxis receive additional training to assist them in providing service to seniors and those with special needs.
- **Accessible Parking**  
You are welcome to park in any available spot when displaying your government issued accessible pass. Please [click here](#) for an interactive map that highlights accessible parking locations on the University of Ottawa's campus.
- **Contact Information**  
For more information about accessibility at the University of Ottawa, please contact Cynthia Soto Cancino via [email](#) or at 613-562-5800, ext. 2763.



**The Canadian Society for the Study of Higher Education**  
**La société canadienne pour l'étude de l'enseignement**  
**supérieur**

**Conference Schedule at a Glance**



Canadian Society for the Study of Higher Education (CSSHE)

**Preconference**  
**Saturday, May 30, 2015**

10:00 AM – 4:00 PM	Graduate Student Preconference
4:00 pm – 5:30 pm	Board Meeting

**General Conference**  
**Sunday, May 31, 2015**

08:00 AM – 09:00 AM	Coffee Hour & Registration
09:00 AM – 10:15 AM	Session A
10:25 AM – 11:40 AM	Welcome & Keynote
11:45 AM – 12:15 PM	Lunch
12:20 PM – 1:30 PM	Ignite Sessions
1:45 PM – 3:00 PM	Session B
3:10 PM – 4:25 PM	Session C
4:35 PM – 5:50 PM	Living Library Affinity Group Meetings: Student Services, Community Engagement, International
6:00 PM – 8:00 PM	Meet & Greet

**General Conference**  
**Sunday, June 1, 2015**

8:00 AM – 9:00 AM	Coffee Hour & Registration
9:00 AM – 10:15 AM	Session D
10:25 AM – 11:40 AM	Plenary Session
11:45 AM – 12:15 PM	Lunch
12:20 PM – 12:50 PM	AGM
1:00 PM – 2:15 PM	Session E
2:30 PM – 3:45 PM	Session F
3:50 PM – 5:00 PM	Poster Session Governance Affinity Group Meeting Blended & Online Affinity Group Meeting
5:00 PM – 7:00 PM	President's Reception

**General Conference**  
**Sunday, June 2, 2015**

8:00 AM – 9:00 AM	Coffee Hour & Registration
9:00 AM – 10:15 AM	Session G
10:25 AM – 11:40 AM	Session H
11:45 AM – 12:05 PM	Lunch
12:10 PM – 1:25 PM	Session I
1:35 PM – 2:15 PM	Roundtables
2:25 PM – 3:25 PM	Teaching & Learning* Affinity Group Meeting Colleges, Institutes, and Polytechnics* Affinity Group Meeting Open Affinity Group Meeting (*Proposed affinity groups)
3:30 PM – 5:00 PM	Canadian Sociological Association (CSA) Co-Sponsored Session



## GRADUATE STUDENT PRE-CONFERENCE May 30, 2015

### PLANNING YOUR POST-GRADUATION TRANSITIONS: ACADEMIC AND ALT-ACADEMIC OPTIONS

Join other graduate students from across the country for an exciting day networking and learning about options and career strategies relevant for every graduate student studying higher education. The day will be focused on planning career development strategies for both academic and practitioner careers, including managing your online professional identity.

**Registration:** <http://csshe2015preconference.eventbrite.ca>

**Cost:** \$10 (includes refreshments, lunch, and snack)

#### REGISTRATION AND INTRODUCTIONS

**10:00 AM - 10:30 AM**

**LOCATION:** Faculty of Social Sciences Building (FSS) 8003/ Sciences Sociales FSS/8003

#### MAKING A SUCCESSFUL TRANSITION TO ACADEMIC OR ALT-ACADEMIC CAREERS

**10:30 AM - 12:00 PM**

Two speakers will present personal perspectives of post-PhD transitions. The first, Dr. Bryan Gopaul, will share his experience transitioning from a PhD program into an academic career. The second, Dr. Jennifer Polk, will discuss her experiences of transitioning into alternative-to-academic career. Both speakers will highlight what worked well/didn't work well for them and will also share recommendations for graduate students who are looking at post-PhD opportunities.



**Bryan Gopaul** is a graduate of OISE/UT and is now an Assistant Professor of Educational Leadership at the Warner School of Education and Human Development at the University of Rochester. From 2012-2014, he completed a post-doctoral fellowship in the Graduate School of Education at the University of Pennsylvania. During doctoral study, Gopaul served as a graduate student representative for Division J (Postsecondary Education) of the American Educational Research Association (AERA) and facilitated multiple workshops and initiatives for graduate students to encourage successful completion and post-graduate employment. Gopaul's research interests focus on the experiences of graduate students and the changing nature of faculty life and work. Specifically, he is currently exploring mobility among doctoral students and early-career faculty members moving through doctoral study and into the academic profession.



**Jennifer Polk** works as an academic, career, and life coach. Her clients include graduate students working on dissertations and PhDs figuring out life and work beyond the tenure track. Find Jen online at [FromPhDtoLife.com](http://FromPhDtoLife.com), and at her [University Affairs blog \(From PhD-to-Life\)](#). Join her twice a month for [#withaPhD](#) chat on Twitter, and at the monthly [Versatile PhD Toronto](#) meetup in Toronto. In May 2015 she will co-present the second annual [Beyond the Professoriate](#) virtual conference.

Twitter: <https://twitter.com/FromPhDtoLife>



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**LUNCH****12:00 PM - 1:00 PM**

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**MANAGING YOUR ONLINE PRESENCE****1:00 PM - 2:30 PM**

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This session will have participants explore some of the potential for online presence, particularly for graduate students. The speaker for the session, Melonie Fullick, will discuss how graduate students may benefit from interacting and engaging in online social media platforms. Discussion will also involve how to use different platforms for social and scholarly needs while in graduate school, and how this online activity may be beneficial post-PhD. Attendees will consider what their personal online presence looks like, how it can be improved, and how it can be used for different needs.



**Melonie Fullick** is a writer, researcher, and student of Education. Her current research focuses on university governance, Canadian post-secondary policy, and communication and organizational change, examining the processes and effects of policy changes at various levels on the work and experiences of students, faculty, staff and administrators. Melonie holds a BA in Communication Studies and an MA in Linguistics. She has written critically about academic issues for various publications including Inside Higher Ed, the Globe and Mail, the Guardian UK, University Affairs, and Academic Matters, and she can be found on Twitter at [@qui\\_oui](#) and through her blog, [Speculative Diction](#).

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**CV/RESUME CLINIC****2:30 PM - 4:00 PM**

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Bring your CV and get some feedback on how to improve your CV for your career ambitions. One-on-one discussions with people from different areas will help you identify where your CV can be strengthened.

Reviewers will be scholars or administrators from the college or university sector as well as from relevant industry/alt-ac fields.

**Join other CSSHE graduate students on Facebook!**  
<https://www.facebook.com/CSSHEgraduatestudents?fref=nf>





# CSSHE GENERAL CONFERENCE

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**SUNDAY, MAY 31, 2015**  
**DAY 1**

**8:00 AM - 9:00 AM REGISTRATION AND COFFEE HOUR**

**LOCATION: Faculty of Social Sciences Building (FSS) 6032/ Sciences Sociales FSS/6032**

**Host: Kim Warkentine**

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**SESSION A**

**9:00 AM - 10:15 AM**

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## **INTERNATIONAL SYMPOSIUM**

**LOCATION: Faculty of Social Sciences Building FSS 8003/ Sciences Sociales FSS 8003**

### **The State of Internationalization on Canadian Campuses: Results From AUCC's Institutional Surveys**

**Moderator:**

Rhonda Friesen (University of Manitoba)

**Panelists:**

Gail Bowkett (Association of Universities and Colleges of Canada)

Kate Geddie (Association of Universities and Colleges of Canada)

Diana Brydon (University of Manitoba)

Shibao Guo (University of Calgary)

Roopa Desai Trilokekar (York University)

**Abstract:**

Results from AUCC's 2014 comprehensive survey of internationalization at Canadian universities provide a platform to examine key findings, priorities, challenges and drivers of internationalization at Canadian campuses. Survey results are presented by AUCC staff, followed by a critical analysis and response from researchers at three Canadian universities.

## **BLENDED & ONLINE SYMPOSIUM**

**LOCATION: Faculty of Social Sciences Building FSS 9003/ Sciences Sociales FSS 9003**

### **Is Blended Learning Keeping Up with the Times?**

**Moderator:**

Norm Vaughn (Mount Royal University)

**Panelists:**

Kathleen Matheos, (University of Manitoba)

Valerie Irvine (University of Victoria)

Brad Wuetherick (Dalhousie University)

**Abstract:**

COHERE member institutions reflect on the future of blended learning. We discuss how pedagogies are fundamentally changing to address issues of student choice: special needs, remote and rural education, and personalized learning via multiple pathways. The panel will conclude with suggestions as to how blended learning can effectively meet the mobility and learning needs of post-secondary students.

## **GOVERNANCE SYMPOSIUM**

**LOCATION: Faculty of Social Sciences Building FSS 10003/ Sciences Sociales FSS 10003**

### **New Horizons in Advancing the Field of Higher Education Policy Research on Policy and Politics**

**Moderator:** Paul Axelrod (York University)

**Panelists:**



Theresa Shanahan (York University)  
Glen Jones (University of Toronto)  
David Tandberg (Florida State University)

**Abstract:**

Policymaking in higher education occurs within, and respond to, complex policymaking dynamics; understanding determinants of policy change and the linkages between the policymaking environment and policy choice is increasingly important to both scholars and policy-practitioners. This session will provide an interactive session designed to expand the boundaries around a growing field of inquiry, including emergent methodologies and conceptual frameworks from a panel of international researchers.

## STUDENT SERVICES SYMPOSIUM

**LOCATION: Faculty of Social Sciences Building FSS 14001/ Sciences Sociales FSS 14001**

### **Creating Community Without a Cohort**

**Moderator:** Shawna Lusk (Rochester Institute of Technology)

**Panelists:**

Angela Clark-Taylor (University of Rochester)

Molly Sarubbi (University of Denver)

Marcella Maier Lambrecht, (University of Rochester)

**Abstract:**

For graduate students who do not have the support provided by a cohort, the experience can be isolating, lonely, and alienating. In this session we will discuss how a small group of doctoral students, in partnership with a faculty member, built a strong and supportive connection that has changed the course of their work.

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## WELCOME & KEYNOTE

**10:25 AM – 11:40 AM**

**LOCATION: Faculty of Social Sciences Building FSS 2005/ Sciences Sociales FSS 2005**

**Welcome, CSSHE President, Anne Charles**

### **KEYNOTE ADDRESS: Ian Clark (University of Toronto)**

#### **Public Policy Challenges in Canadian Higher Education**

Viewed from the academy, higher education challenges include shrinking discretionary budgets, growing class sizes, accumulating deferred maintenance, changing student expectations, increasing pressure to research, and burgeoning reporting requirements. But viewed from outside the academy, the challenges go much farther. In his address, Professor Clark will suggest how Canadian citizens and their governments should view the public policy challenges in higher education today.



**Ian Clark** became Professor at University of Toronto's School of Public Policy and Governance in 2007 after nine years as President of the Council of Ontario Universities. Clark has served on the executive board of the International Monetary Fund and in six different departments in the Government of Canada, including as Deputy Secretary in the Privy Council Office, Deputy Minister of Consumer and Corporate Affairs, and Secretary of the Treasury Board.

Clark chairs the Departmental Audit Committee for Aboriginal Affairs and Northern Development Canada, and Statistics Canada's National Advisory Committee on Postsecondary Education Statistics, the Investment Committee of the Institute for Research on Public Policy and is past chair of the Accreditation Board of the Canadian Association of Programs in Public Administration. He is a member of the Order of Canada. Details on his work and publications can be found at [www.ian-clark.ca](http://www.ian-clark.ca).



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**LUNCH****11:45 AM – 12:15 PM****LOCATION: Faculty of Social Sciences Building FSS 2005/ Sciences Sociales FSS 2005**

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**IGNITE CSSHE SESSIONS****12:20 PM – 1:35 PM****LOCATION: Faculty of Social Sciences Building FSS 2005/ Sciences Sociales FSS 2005****Moderator:** Bryan Gopaul (University of Rochester)

Ignite CSSHE is intended to stimulate the exchange of new and exciting ideas in a short time period. Ignite CSSHE talks are each 5 minutes. Although there will be no time scheduled between individual presentations for questions and answers, the remainder of the session time will be used for extended discussion. The more concise speaking slot and rapid slide transitions lend themselves to a more conversational and storytelling presentation style.

**1. The Case for Providing Services to Accompanying Partners of International Students**

Jose Domene (University of New Brunswick), Nancy Arthur (University of Calgary), & Dan Cui (University of Calgary).

**Abstract:** In this ignite session, we draw on literature from several different fields to describe the characteristics of non-student accompanying partners of international students, and argue for extending the full range of student services to this growing, but vulnerable and often neglected population.

**2. Igniting Student Success: Insights from Psychology and Cautions from Sociology**

Nitin Deckha (University of Guelph-Humber).

**Abstract:** This session borrows insights from Duckworth's work on grit (Duckworth et al, 2007) and Dweck's (2006) notion of mindset to spark a debate on the psychology of postsecondary success. It juxtaposes these perspectives with those that suggest educational success is shaped by social class, culture and racialization (Lareau, 2003).

**3. Pedagogy Makes a Difference in First-Year Undergraduate Students' Learning**

Elizabeth Vergis (University of Alberta).

**Abstract:** My study has probed the understanding of Concepts of Evidence held by First-Year Undergraduate students, using Adapted Primary Literature. Employing a Mixed Methods approach I have investigated whether a Teaching Intervention can promote this understanding further. I have found that pedagogy makes a big difference in the learning of both Substantive Knowledge and Concepts of Evidence.

**4. Student Engagement on a Scale: How to Build Custom NSSE Scalelets**

Stephen Dean Price (Mount Royal University).

**Abstract:** One application of National Survey of Student Engagement (NSSE) data is using program-level analysis. Pike's (2006a) scalelets offer a convenient method of using select questions to inform department leaders. This IGNITE session will examine Pike's twelve scalelets and provide advice on how to build custom scalelets at your institution.

**5. The Higher Education Policymaking Playbook: A Policymaker View**

Deanna Rexe (Simon Fraser University).

**Abstract:** Building on the conference theme, this session jumps straight into the PSE policymaking crucible. How does PSE policy change? What do I need to know or do to have my policy idea prevail? This strategy session draws upon comparative research on one of the most salient PSE policy issues– tuition.



## **6. The Employability of Arts Grads?**

Laura Servage (University of Alberta).

**Abstract:** Arts degrees promote critical thinking, cultural fluency, communication and creativity, so ought to be ideal in cultivating the kinds of “soft skills” that employers seek. Yet underemployment rates for arts graduates are high. Where is the disconnect? This session explores the extent to which non-professional stream undergraduate degrees can (and should) prepare “workplace ready” graduates.

## **7. Best Practices and Models of Instructional Design Support: Lessons From the Royal Military College of Canada On-line Programs**

Grazia Scoppio (Royal Military College).

**Abstract:** This presentation will summarize a research project to map the development and implementation of three new models of Instructional Designer (ID) support created at the Division of Continuing Studies (DCS) of the Royal Military College of Canada.

## **8. Meet It’s A Juggle: A Free-to-Use Resource Supporting Education, Workplace, & Life Readiness**

Linda Pardy (University of Fraser Valley).

**Abstract:** It’s no secret students and educators are juggling more responsibilities than ever before. It’s a Juggle [www.itsajuggle.ca](http://www.itsajuggle.ca) supports student life, retention, and learning. In essence it is designed to help with everything students are juggling in order to be successful. Learn how to make Juggle work for you.

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### **SESSION B**

**1:45 PM – 3:00 PM**

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## **PAPER SESSION: Languages, Knowledges, and the Content Areas**

**LOCATION:** Faculty of Social Sciences Building/ Sciences Sociales FSS 8003

**CHAIR:** Wendy Crocker

### **English as a Medium of Instruction and the International Classroom: Global Trends and Local Challenges**

Walter Archer (University of Alberta)

Martin Guardado (University of Alberta)

Sofia Elgueta Duplancic (University of Alberta)

**Abstract:**

The common use of English in the internationalized classroom where instructors and/or students are not native speakers of English sometimes results in communication difficulties and threats to the quality of education. The presenters will describe their experience using Content and Language Integrated Learning (CLIL) to support learning in these contexts.

### **A Comparison of Students’ and Professors’ Perceptions of Learning in Biology**

Pam Kalas (University of British Columbia)

Susan McLellan (University of British Columbia)

**Abstract:**

Working from the assumption “learning = students’ adopting professors’ assessment structure”, we propose that one reason for student “failure” is student resistance to this approach. We present initial findings from a study that compared students’ conceptions of what it means “to learn” in Biology with the professor’s learning objectives.



## **PRESIDENT'S WORLD CAFÉ**

### **Academic Freedom and Learning Outcomes**

**LOCATION: FSS 9003**

In Café format, participants in the session will be invited to engage in conversations exploring the question, **Academic Freedom and Learning Outcomes: Are they diametric concepts, or asymmetrically related through shared goals?**

Academic Freedom is “the freedom to teach and conduct research in an academic environment,” Statement on Academic Freedom, Association of Universities and Colleges of Canada (AUCC), October 25, 2011. Coveted and considered essential to the practices of universities (teaching, research and scholarship), academic freedom provides for the independence of rights in the discovery, investigation and communication of knowledge. However, the Higher Education Quality Council of Ontario (HEQCO) recently asked, “Are Ontario students graduating with the knowledge and skills they need to succeed in life and work?” Arguing that learning outcomes are a “game changer” in higher education, HEQCO says that linked to curriculum and credentials, learning outcomes offer a means to articulate and measure student achievement.

Richard Wiggers, Executive Director, Research and Programs, Higher Education Quality Council of Ontario (HEQCO) will join us and provide insight into HEQCO’s learning outcomes project. Anne Charles, Professor at Conestoga College ITAL will share thoughts and experience of developing and teaching learning outcomes based curriculum at the degree level.

## **PAPER SESSION: Leadership and Administration**

**LOCATION: Faculty of Social Sciences Building/ Sciences Sociales FSS 10003**

**CHAIR:** Diane Barbaric

### **Unfinished Mandates of Canadian University Presidents**

Julie Cafley (Canada’s Public Policy Forum)

**Abstract:**

Canadian universities are experiencing an increased number of unfinished presidential mandates, approximately 16 in the past 10 years. This presentation presents the findings of a series of interviews with some of these leaders, revealing some common patterns related to issues such as board governance, transitions, and relationships within the executive team.

### **Ethical Decision Making and Women's Leadership in Higher Education**

Rhonda Dynes (University of Toronto)

**Abstract:**

Women in higher education administration must deal with a variety of ethical challenges. Using Shapiro and Stefkovich’s (2005) discussion of educational ethics and Grogan and Shakeshaft’s (2011) discussion of leadership practices and conceptions particular to women, interviews were held and an analysis was made between ethical problem-solving and leadership styles.

### **Building Collaboration: A Case Study in Administrative Design and Delivery**

Jacque Thomarat (University of Saskatchewan)

**Abstract:**

A case study was conducted from 2008-2011 to enhance collaboration between academic and administrative units at one Canadian university. As an outcome of the university’s strategic planning process, the study identified key success factors and recommendations to senior



leaders, resulting in further efforts to comprehensively re-design administrative services (shared services).

### **PAPER SESSION: Student Engagement**

**LOCATION: Faculty of Social Sciences Building/ Sciences Sociales 14001**

**CHAIR:** Kathryn Hansen

#### **To Be or Not To Be? Student Perceptions of Engagement in a Four Year Bachelor of Education Program**

Norman Vaughan (Mount Royal University)

**Abstract:**

The purpose of this study was to evaluate a four year B.Ed. program through the lens of the National Survey of Student Engagement framework. The findings suggest that teacher candidates have a high level of academic engagement throughout the four years of the program but they have specific concerns and recommendations with regards to each of the five NSSE benchmarks; interaction with faculty members, active & collaborative learning, level of academic challenge, enriching educational experiences, and supportive campus environment.

#### **Student Engagement and the Effect of Institutional Type**

Stephen Dean Price (Mount Royal University)

**Abstract:**

The National Survey of Student Engagement (NSSE) is used in the media to show students' satisfaction. The media sorts universities into three categories for other ranking metrics. Not so for NSSE. The types are ranked together. This research suggests that there are significant differences in the engagement of students based on institutional type.

### **COMMUNITY ENGAGEMENT SYMPOSIUM**

**LOCATION: Faculty of Social Sciences Building/ Sciences Sociales FSS 6032**

#### **Ed.D. Programs as Catalysts for Social Justice Through Community Leadership**

**Moderator:**

Virginia Stead (University of Toronto)

**Panelists:**

Jill Bickett (Loyola Marymount University)

David Siegel (East Carolina University)

Michael L. Washington (Claremont Graduate University)

**Abstract:**

This symposium examines over 50 Ed.D. Programs such as the Carnegie Project on the Educational Doctorate (CPED), the Université de Sherbrooke's Professional Doctorate in Education (D.Éd.), Harvard's Doctor of Education Leadership (Ed.L.D.), and OISE's Doctor of Education in Leadership and Learning (Ed.D.). Data from over 50 Programs will be presented.

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**SESSION C**

**3:10 PM – 4:25 PM**

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### **PAPER SESSION: Unions**

**LOCATION: Faculty of Social Sciences Building/ Sciences Sociales FSS 8003**

**CHAIR:** Gavin Moodie

#### **Unionization of Teaching Staff in Canadian Universities: Impact on Governance**

Alexandré Beaupré Lavalée (Université de Montréal/University of Montreal)

Melanie Greene (Memorial University)

**Abstract:**

This presentation will provide a pan-Canadian examination of the organization and, where applicable, unionization of teaching staff at universities across the country, for the purposes



of providing a context in which to explore the influence of public discourse and legislative frameworks on decision-making processes and university governance.

### **Why Can't We All Just Get Along? Inter-Cultural Relations Between Students' Unions and Universities in Canada**

Josie Steeves (University of Saskatchewan)

**Abstract:**

This presentation presents preliminary research from my doctoral dissertation. It is a study of the impacts organizational culture may have on inter-organizational relations between students' unions and their administrative counterparts. This ethnographic case study (Bryman, 2001; Gold, 1957; Yin, 2009) delves into perceptions of the students' union purpose from a cultural perspective.

### **Sessional Instructors Perceptions of Working Conditions in Ontario's Universities**

Cynthia Field (University of Toronto)

Glen Jones (University of Toronto)

Grace Karram Stephenson (University of Toronto)

Sharon Li (University of Toronto)

**Abstract:** This study samples three universities in Ontario, offering data and insight as to the working conditions of sessional faculty in the Canadian context. Our research questions explore the demographics of sessional instructors, and their perceptions, experiences and recommendations regarding working conditions.

## **COMMUNITY ENGAGEMENT SYMPOSIUM**

**LOCATION: Faculty of Social Sciences Building/ Sciences Sociales FSS 9003**

### **Challenging Racist Narratives: Using First-hand Stories From the ACT for Youth Project To Think Through Structural Issues of Wellbeing, Mental Health, Literacy, and Race**

Karen Naidoo (York University)

Shawnee Hardware (York University)

Skye Maule-O'Brien (York University)

**Abstract:**

This symposium will discuss narratives around the wellbeing of youth living in the Jane-Finch community of Toronto. Looking at examples of counter-knowledge, drawn from the SSHRC-funded, *ACT for Youth* Project, we ask what are the possible ways narratives can challenge negative dominant discourses attached to poverty and bodies of colour.

## **PAPER SESSION: HED Markets/ Public & Private Goods**

**LOCATION: Faculty of Social Sciences Building/ Sciences Sociales FSS 10003**

**Chair:** Margo Baptista

### **Higher Education For a Better Life: Canada in International Context**

Janine Jongbloed (Université de Bourgogne)

**Abstract:**

This study examines the impact of higher education on the wellbeing of Canadians in international context using single- and multi-level models examined separately for women and men. The results indicate that the relationship between higher education and wellbeing differs substantially between countries, with Canada standing out as an unusual case.

### **The Discourse on the Economic Relevance of Higher Education: Impacts on the Governance of Universities and Colleges in Canada**

Christian Noumi (University of Toronto)

**Abstract:**



This paper uses publicly available data to analyze how governments (provincial and federal) and higher education institutions have transformed their governance structures and processes in response to the discourse on the economic relevance of higher education.

**Understanding Market Segments in Higher Education and the Impact on Colleges: A Report From Australia**

Leesa Wheelahan (University of Toronto)

**Abstract:**

This paper explores marketisation policies in higher education, using the case of colleges in Australia. A market in 'positional goods' is the dominant logic where universities compete, while a 'credentials market' is the dominant logic where colleges compete. The paper argues that colleges cannot win in either market.

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**AFFINITY GROUPS AND LIVING LIBRARY**

**4:35 PM – 5:50 PM**

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**AFFINITY GROUP MEETING: INTERNATIONAL**

**LOCATION: Faculty of Social Sciences Building/ Sciences Sociales FSS 8003**

**AFFINITY GROUP MEETING: COMMUNITY ENGAGEMENT**

**LOCATION: Faculty of Social Sciences Building/ Sciences Sociales FSS 9003**

**AFFINITY GROUP MEETING: STUDENT SERVICES**

**LOCATION: Faculty of Social Sciences Building/ Sciences Sociales FSS 14001**

**LIVING LIBRARY**

**LOCATION: Faculty of Social Sciences Building/ Sciences Sociales FSS 6032**

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**MEET AND GREET**

**6:00 PM – 8:00 PM**

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**LOCATION: TBA**





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**DAY 2**  
**MONDAY, JUNE 1, 2015**

**8:00 AM - 9:00 AM** Coffee Hour and Registration

**Location:** Faculty of Social Sciences Building (FSS) 6032/ Sciences Sociales FSS/6032

**Host:** Janine Jongbloed

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**SESSION D**

**9:00 AM – 10:15 AM**

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**PAPER SESSION: Teaching and Learning Centres**

**LOCATION:** Faculty of Social Sciences Building/ Sciences Sociales FSS 8003

**CHAIR:** Linda Pardy

**Teaching Centre Leadership in Online and Blended Learning: An International Study**

Heather Kanuka Kanuka (University of Alberta)

Martha Cleveland-Innes (Athabasca University)

**Abstract:**

The purpose of this study was to gain a broader understanding of factors that contribute to effective leadership in teaching units, focusing specifically on online and blended learning initiatives. The findings of this study reveal six themes that are essential to effective and sustainable initiatives for online and blended learning.

**Searching for Signs: Do Teaching and Learning Centre Websites Suggest a Distributed Perspective on Educational Development Leadership?**

Burrows (University of Ottawa)

**Abstract:**

The application of a distributed leadership approach by Ontario teaching and learning centres is undocumented. This study analyses six centre websites to search for signs of distributed teaching and learning leadership. Preliminary results suggest few attempts at fostering leadership distribution, with the primary means being research-oriented awards, grants or chairs.

**PAPER SESSION: Internationalization Explored**

**LOCATION:** Faculty of Social Sciences Building/ Sciences Sociales FSS 9003

**CHAIR:** Diane Barbaric

**Internationalization of Higher Education in China: Investigating International Branch Campuses**

Jing Xiao (University of Alberta)

**Abstract:**

As China moves towards internationalizing its higher education, there has been growing Chinese-foreign higher education collaborations. This study explores the rationales and approaches in China's efforts to internationalize its higher education system at the national policy and institutional practice levels, with a focus on the phenomenon of increasing international branch campuses.

**What is Internationalization? Assemblage of Actors in Canadian Higher Education**

Melody Viczko (Western University)

**Abstract:**

Canadian universities have embraced internationalization as they develop policy and program initiatives through interactions between provincial governments, national organizations, federal government departments, and international organizations. However,



there has been limited study of the processes of internationalization as organizations, institutions, knowledges and policies are brought together.

### **Supra-National Policy Approaches to Internationalization: A Comparison of the European Union and Canada**

Merli Tamtik (York University)

#### **Abstract:**

Internationalization of higher education is shifting its level of governance. The institutional policies are altered by supra-national policy approaches to coordinate internationalization initiatives. By comparing strategies of internationalization in the European Union and Canada, this study reveals the fundamental differences in those policy approaches and suggests implications for higher education.

### **PAPER SESSION: Work and Working Conditions**

**LOCATION:** Faculty of Social Sciences Building/ Sciences Sociales FSS 10003

**CHAIR:** Alexandre Beaupré

#### **Standing to Lecture, Moving to Teach**

Victoria Chen (Queen's University)

Andy Leger (Queen's University)

Annie Riel (Queen's University)

#### **Abstract:**

This study examines the effect of the architectural layout of a classroom (traditional vs Active Learning Classroom (ALC)) on Teaching Assistants' movement and interactions with students. During this session, participants are invited to provide their own interpretations of the video comparisons, and reflect on their own movement and teaching.

### **Lé Impact Des Classes dé Apprentissage Actif Sur le Développement des Professeurs en Début de Carrière**

Annie Riel (Queen's University)

Victoria Chen (Queen's University)

Andy Leger (Queen's University)

#### **Abstract:**

Cette proposition de communication s'intéresse au rôle des classes d'apprentissage actif dans le développement des nouveaux professeurs.

### **Overlooked and Underestimated: The Impact of Physical and Mental Well-being in Learning in Higher Education Classrooms**

Victoria Chen (Queen's University)

Annie Riel (Queen's University)

Andy Leger (Queen's University)

#### **Abstract:**

The importance of student well-being is overlooked in the large classroom setting, yet its impact on learning can be enormous. This study explores how improving physical and mental well-being through the layout of the classroom can foster a positive learning environment for students.



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**Monday, June 1, 2015**

**PLENARY PANEL**

**10:25 AM – 11:40 AM**

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**LOCATION: Faculty of Social Sciences Building/ Sciences Sociales FSS 2005**

### **The Future of Higher Education**

**Moderator:** Jennifer Lewington

**Panelists:**

Denise Amyot, President and CEO, Colleges and Institutes of Canada

Paul Davidson, President and CEO, Association of Universities and Colleges of Canada



**Denise Amyot** is currently the Chair of the World Federation of Colleges and Polytechnics to which she brings a wealth of experience sitting on different boards or playing a leadership role as Chair or as head of committees. She also has her designation from the Institute of Corporate Directors which provides excellence and best practices in board management. In her day job, Denise Amyot is the President and CEO of Colleges and Institutes Canada (formerly ACCC). The association is the national and international voice of Canada’s publicly supported colleges, institutes and polytechnics. It works with industry and social sectors to train 1.5 million learners of all ages and backgrounds at campuses serving over 3,000 urban, rural and remote communities in Canada.



**Paul Davidson** has played leadership roles in government, the private sector and the voluntary sector for over 20 years. He joined AUCC in May 2009 as President and CEO, where he has led a process of organizational renewal and greater member engagement. In addition to increases in research funding, Mr. Davidson has achieved increased resources for campus internationalization and increased attention to issues of access and success for aboriginal students. Mr. Davidson has been named both a “top lobbyist” in Ottawa and a “top foreign policy influencer.”



**Jennifer Lewington** is an award-winning freelance journalist who writes on education, urban and others issues for publications in Canada and the United States, including The Globe and Mail and The Chronicle of Higher Education. She is a 1990-91 Nieman Fellow at Harvard University and a co-winner of a National Newspaper Award and a National Business Writing Award.



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**LUNCH****11:45 AM – 12:15 PM****LOCATION: Faculty of Social Sciences Building/ Sciences Sociales FSS 2005**

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**COMMUNITY MEETING (AGM)****12:20 PM – 12:50 PM****LOCATION: Faculty of Social Sciences Building/ Sciences Sociales FSS 2005**

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**SESSION E****1:00 PM – 2:15 PM**

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**INTERNATIONAL SYMPOSIUM****LOCATION: Faculty of Social Sciences Building/ Sciences Sociales FSS 9003****The State of Internationalization on Canadian Campuses: Results from AUCC's Institutional Surveys****Moderator:**

Rhonda Friesen (University of Manitoba)

**Panelists:**

Gail Bowkett (Association of Universities and Colleges of Canada)

Kate Geddie, (Association of Universities and Colleges of Canada)

Diana Brydon (University of Manitoba)

Shibao Guo (University of Calgary)

Roopa Desai Trilokekar (York University)

**Abstract:**

Want to learn more about the state of internationalization at Canadian universities? Building on earlier surveys in 2000 and 2006, results from AUCC's 2014 comprehensive survey of internationalization at Canadian universities provide a platform to examine key findings, priorities, challenges and drivers of internationalization at Canadian campuses. Survey results are presented by AUCC staff, followed by a critical analysis and response from researchers at three Canadian universities. Audience participation and feedback is welcomed.

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**AWARDEE PRESENTATIONS****LOCATION: Faculty of Social Sciences Building/ Sciences Sociales FSS 10003****Chair:** Kathleen Matheos**MASTERS THESIS/PROJECT AWARD PRESENTATION****International Graduate Students' Perceptions of Academic Learning**

Erica Jung (University of Manitoba)

Using a phenomenological approach, this qualitative study examines the experiences of international graduate students and the factors that influence their academic learning.





**RESEARCH AND SCHOLARSHIP AWARD PRESENTATION**  
**Faculty of Social Sciences Building/ Sciences Sociales FSS 10003**

**The Entrepreneurship Movement and the University**  
Creso Sa (University of Toronto)

Entrepreneurship is widely embraced today in political discourse, popular culture, and policy prescriptions. Several groups actively promote entrepreneurial thinking and practices in higher education under the assumption that universities and colleges have a role to play in actively nurturing entrepreneurs. Over the last two decades, universities have increasingly introduced entrepreneurship to students outside of business schools where the subject traditionally belonged in a variety of fields and formats. These offerings now go well beyond the classroom to include a wealth of experiential models of engagement with entrepreneurship. This movement shows no sign of abating despite the prevalence of failure in entrepreneurship, and the difficulties of growing start-up communities.

**GEORGE L GEIS AWARD PRESENTATIONS**

**LOCATION: Faculty of Social Sciences Building/ Sciences Sociales FSS 14001**

**Chair:** Walter Archer

**The Current University Focus: An Emphasis On Providing Customer Services Over Engagement?**

Leslie Wardley (Laurentian University)

This research investigated the importance of getting students involved in the co-creation of their university experiences. The findings offer new insight into college transfer students, helicopter parenting, classes not being viewed as intellectually stimulating and issues created by not severing ties to prior support systems. The conceptual Student Engagement Work Design Model (SEWDM) provides a roadmap when attempting to predict institutional commitment and personal growth needs.



**The Political Economy of Tuition Policy Formation in Canada**

Deanna Rexe (Simon Fraser University)

This study develops a conceptual understanding of the process by which provincial tuition policies undergo major change through a comparative study of three cases of significant policy change (British Columbia, Ontario, and Manitoba), and contributes important empirical, descriptive and conceptual findings to the Canadian literature on post-secondary policy.

**PAPER SESSION: Engagement, Marginality, and Privilege****LOCATION: Faculty of Social Sciences Building/ Sciences Sociales FSS 8003****Chair:** Laurie Hill**Theorizing Community Engagement: The Urban University and Advancing Urban Marginality**

Yvette Munro (York University)

**Abstract:**

This paper explores the relationship between the urban university and its neighbouring community within the construct of the community as ‘troubled’. Incorporating critical pedagogy and urban sociological perspectives, this paper raises critical questions about the future practice of community engagement in light of ever changing urban landscapes.

**Capitalizing on Privilege; Ideating Criticality: Toward a Critical Student Affairs Servant Pedagogy**

Dirk Rodricks (University of Toronto)

**Abstract:**

It can be argued that the Canadian post-secondary campus operates under a “culture of power” (Delpit, 2014). Connecting research and praxis, focusing on social action, and using Critical Race Theory, I construct and define “Critical Student Affairs Servant Pedagogy” in response to the continued marginalization experienced by historically minoritized people.

**PAPER SESSION: Online and Blended Teaching and Learning****LOCATION: Faculty of Social Sciences Building/ Sciences Sociales FSS 9003****Chair:** Tylor Burrows**Undergraduate Student Perceptions and Uses of Social Media for Learning: What are the Disciplinary Differences?**

Erika Smith (University of Alberta)

**Abstract:**

In this presentation, the author illustrates the distinctive ways in which undergraduates from different disciplines use social media to create meaningful interactions while learning. The author discusses findings from an analysis of 30 semi-structured interviews and 735 survey responses from learners across disciplines at a large Canadian research-intensive university.

**Assessing the Pedagogical Implications of Lecture Capture Technologies in Higher Education**

Brenna Quigley (University of Ottawa)

Jovan Groen (University of Ottawa)

**Abstract:**

This study seeks to understand how lecture capture can be effectively integrated into postsecondary education. In this presentation, we will share ways in which lecture capture can be used, trends in satisfaction based on implementation at a Canadian university, and how use of the tool impacts attendance, achievement, and teaching.

**Beyond Blended: Multi-Access Learning as Differentiation for the Face-to-Face, Remote, Rural, or Special Needs Learner**

Valerie Irvine (University of Victoria)

Tatiana Little (University of Victoria)

**Abstract:**

In this paper, multi-access learning is explored as a viable option for supporting learners regardless of modality. By merging online and face-to-face learners in the same course, we



face a myriad of new design opportunities and challenges. Findings from recent research will be presented with recommended research directions.

### **PAPER SESSION: Communication and Writing**

**LOCATION: Faculty of Social Sciences Building/ Sciences Sociales FSS 10003**

**CHAIR:** Margo Baptista

#### **Scholarly Communication Issues in Canadian Higher Education: Challenges and Benefits for Researchers Engaged in Academic Publishing**

Richard Hayman (Mount Royal University)

**Abstract:**

This paper presentation engages contemporary scholarly communication issues surrounding the changing academic publishing landscape in Canadian higher education. The author discusses the challenges and benefits of open access, presents implications of new research dissemination and impact measures compared to traditional models, and confronts misperceptions of these issues using recent evidence.

#### **Retreat Into Writing: Enlivened Academic Writing and Writers**

Michelle McGinn (Brock University)

**Abstract:**

Residential academic writing retreats provide time and space for academics to dedicate to writing and being writers. The purpose of this paper is to explore processes and outcomes experienced across several models of residential academic writing retreats. The discussion will focus on supporting and sustaining writing and writers.

### **GOVERNANCE SYMPOSIUM**

**LOCATION: Faculty of Social Sciences Building/ Sciences Sociales FSS 14001**

#### **Affiliation Agreements in Canadian Universities: Their Evolution and Current Application**

**Moderator:**

Kenneth-Roy Bonin (Carleton University)

**Panelists:**

Pat Moore (Carleton University)

Christine Smith (Carleton University)

Cynthia Field (University of Toronto)

Glen Jones (University of Toronto)

Christina Hwang (University of Toronto)

**Abstract:**

Agreements between affiliated institutions, which created a number of Canadian universities, continue to characterize their organizational structures today. Research employing an on-line database of relevant documentation differentiates these from less autonomous administrative entities, encouraging further enquiry to address a forty-year gap in the historiography of higher education in Canada.

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### **AFFINITY GROUP MEETINGS & POSTER SESSION**

**3:50 PM – 5:00 PM**

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#### **AFFINITY GROUP MEETING: BLENDED & ONLINE TEACHING AND LEARNING**

**LOCATION: Faculty of Social Sciences Building/ Sciences Sociales FSS 9003**

#### **AFFINITY GROUP MEETING: GOVERNANCE**

**LOCATION: Faculty of Social Sciences Building/ Sciences Sociales FSS 14001**

#### **POSTER SESSION**

**LOCATION: Faculty of Social Sciences Building/ Sciences Sociales FSS 4007**



## **POSTERS**

**1. Performance and Self-Presentation in Academia: Using Goffman to Understand the Practices of Scholars on Social Media** –Monica Anne Batac (Ryerson University). While there is a growing body of research on scholars' social media use, limited qualitative research explores the dynamics of their online personal-professional identities and practices. Synthesizing existing research with Erving Goffman's concepts of *self-presentation* and *performance*, this presentation will discuss a developing research project on scholars' social media performances.

**2. Higher Learning for Happiness? The Non-Economic Benefits of Higher Education** –Janine Jongbloed (Université de Bourgogne). This project examines the impact of higher education on wellbeing in Canada and internationally using the capability approach. The focus is theoretical and empirical: The conceptual conclusions and statistical results are compared to those of human capital and utilitarian approaches, and the implications for higher education research in Canada are explored.

**3. Co-Generating Research; An Appreciative Inquiry Into Community Based Anti-violence University Partnerships** – Marc Legacy (Simon Fraser University). There are two purposes to this session. The first is a discussion of curricular implications for the prevention violence against women, including, pedagogical implications for community based research and advocacy. The second includes a short discussion that will assist us all in the co-creation of a participatory co-generated research question.

**4. MOOC as Textbook: Evolution of the Textbook and Openness in Canada and China** – Valerie Irvine (University of Victoria), Xiaowei Xuan (East China Normal University), Tatiana Little (University of Victoria), Lianfei Jiang (East China Normal University). In this poster, the authors explore how the open movement is evolving in higher education through analyzing the situation of the merging of textbooks and open courses in Canada and China. A literature review on the textbook, open e-book, and open course will reveal the development of open education internationally.

**5. The New Challenge and Opportunity for Education In The Internet era** –Elizabeth Liu (McGill University). The new channels and methods to obtain information and knowledge such like wikis, blogs, and distance learning bring in advent of internet era that is comprehensively influencing and changing society and individuals. Education is facing new challenges as well as opportunities. The biggest challenge is that education must adapt to the new situations and meet new demands.

**6. La Mobilité Académique Des Étudiants Brésiliens: Réflexions sur les politiques et sur les expériences** –Lilia Alexandra Simoes Forte (University of Ottawa), Barbara Graves (University of Ottawa). Cette communication a pour but présenter une recherche en cours qui s'intéresse aux ententes politiques qui incitent la mobilité d'étudiants brésiliens vers le Canada, ainsi que de s'interroger au sujet de l'influence d'une expérience internationale sur la construction identitaire de ces derniers.

**7. Auto/biographical Reflections on Ubuntu as Research Praxis** -Dolana Mogadime (Brock University). Auto/biography and auto/biographical reflections are used as a research approach (Mogadime, 2010; Roth, 2005) in order to gain an insider knowledge about the life and work of a activist scholar and public intellectual who is teaching in the African Diaspora. The researcher's identity is informed by three principles of Ubuntu: spirituality, interdependence and unity.

**8. I Am A Professor With an Invisible Disability. And If You Repeat That, I'll Claim We've Never Met** -Vera Dolan (University of Toronto). This postmodern study examines the storytelling of faculty members who cope with invisible disabilities that affect their executive functioning and looks for messages that may reflect oppressive structures of power in academe. Inspired by humanist and post-structuralist traditions of narrative research, the study is anchored in grounded-theory, situational analysis, auto-ethnography and storytelling.





**9. Integrating Design Thinking and Metacognition: An Accessible Way to Cultivate 21st Century Thinkers** -Terry Soleas (Brock University). In the setting of higher education, students design wondrous solutions to real-life challenges by applying their learning collaboratively in a potentially endless array of ways. Instructor-designed tasks that encourage students to utilize the multimodal and unique tools at their disposal encourages a deep engagement with their learning.

**10. A Community Consultation Process Grounded in Inuit Ways** -Cathy Lee (University of Toronto). This poster highlights a community consultation process grounded in Inuit ways with two Qikiqtani (Baffin Island) communities, that is setting direction for a doctoral study and framework that documents and uses culturally relevant consultation strategies based on Inuit methodologies. This approach facilitates healing from a colonial past while creating a decolonizing future.

**11. Collaborative Learning: The Impact of Group Work on Learning Experience and Course Outcomes** -Fabiola Aparicio-Ting (University of Calgary). Group work is a commonly used collaborative learning strategy in undergraduate courses, yet few studies examine its effectiveness in first-year undergraduates. Using a structured questionnaire, a study was undertaken to evaluate the effect of group work on student learning experience and course outcomes in a first year health sciences course.

**12. Attaining Communicative Competency: A Communication Course for International Pharmacy Graduates** -Tim Mickleborough (University of Toronto). The ability to communicate effectively is an essential skill required by licensed pharmacists; however, acquiring profession- specific communication skills can be particularly challenging for International Pharmacy Graduates (IPGs). This poster describes the unique construction of a communication course for IPGs based on the theories of Lev Vygotsky and Donald Schön.

**13. The Influence of Education Agents On Student Choice Making In The Canadian Postsecondary Search Process** -Robert Coffey (University of Michigan). While agent use is ubiquitous in international admissions, little is known about the impact of their involvement on students. This study investigated students' experience by conducting interviews with 23 international students at eight Canadian institutions. Findings included high student tolerance for undermatching, provided a path to migration remains available.

**14. Aboriginal Issues in Canada's Northern Colleges** -Diep Nguyen (University of Toronto). Within a study of Canada's colleges, we found that areas with substantial Aboriginal populations have achieved many successes in their mission of serving their communities. We document these achievements within the precarious material situation of Aboriginal faculty and students embedded in government-controlled colleges negotiating livelihood, self-determination, funding and program continuity.

**15. Dramaturgical Influence of Accountability and Discourse Analysis in Higher Education Policy** -Julie Lane (Brock University). Using the framework provided by the Ontario Differentiation Policy Framework for Post-Secondary Education, a discourse analysis framework will be used to examine the neoliberal influence and potential accountability risks the Ontario government has placed upon the post-secondary institutions across the province through the lens of dramaturgical practices.

**16. The Leadership Identity Development of Supplemental Instruction Leaders: A Case Study** -Tracey Mason-Innes (Simon Fraser University). Although researchers have presented more collaborative, relational leadership models for post-secondary students, these models have not been widely applied to supplemental instruction (SI) leader training programs. Having a better understanding of how students become SI leaders will assist all student affairs practitioners as they develop leadership programs that address institutional leadership learning outcomes.

**17. Preparing Students with ASD for Inclusive Classrooms: A Case Study Exploration of Giant Steps Toronto/York Region** -Katlynn Smith (Brock University). Giant Steps is a therapeutic school for



children with Autism Spectrum Disorder (ASD) affiliated with the York Region School Board. The school builds students' skills through academics and therapy to integrate them into inclusive classrooms as well as supporting the home school through ASD education.

**18. Investigating Formative Assessment: Exploring the Impact on the Self-Efficacy and Motivation of Mathematics Students** -Assuntina Del Gobbo (Brock University). This study explores the implementation and impact of formative assessment strategies on secondary school mathematics students' motivation and self-efficacy. An explanatory sequential mixed methods design was implemented where phase one involved quantitative data from questionnaires and phase two collected qualitative data from interviews. Findings and implications for educators and teacher education are discussed.

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**PRESIDENT'S RECEPTION**

**5:00 PM – 7:00 PM**

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**LOCATION: Reception Tent (next to 90U)**



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## DAY 3 TUESDAY, JUNE 2, 2015

**8:00 AM - 9:00 AM** Coffee Hour and Registration

**LOCATION: This day we are located in two buildings so catering will be delivered to both.**

**Morisset MRT/202D, Host: Tylor Burrows**

**Montpetit MNT/201, Host: Cheryl Jeffs**

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**SESSION G**

**9:00 AM - 10:15 AM**

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**DISTINGUISHED MEMBER AWARDEE PRESENTATION: Bill Bruneau (UBC)**

**LOCATION: Montpetit MNT/202**

### **Autonomy and Anxiety in Canadian Higher Education**

Higher education study and criticism in Canada are vigorous in 2015, but then, so are Canadian universities and colleges. There's a paradox here: Canadian public higher education is more visible than ever, yet there is high scepticism, if not outright cynicism about government motives, doubt about the meaning of the "public interest," and profound disagreement about the costs and benefits of privatization. That scepticism turns to outright anxiety about university autonomy and academic freedom.

How anxious should Canadian academics be? It is hard to say, as we still do not know enough history, theory, politics, and sociology of higher education in Canada. We know many things, but not all of the necessary ones. I therefore to attract more interest to certain sub-fields of higher education studies. Yes, there will always be anxiety--but new research would show if that anxiety rests on solid ground.

**William ("Bill") Bruneau** (1944-) was educated at the University of Saskatchewan and the University of Toronto. He was a member of faculty at UBC from 1971 to 2003.

As historian, Bill has specialized in the fields of university politics and history. His publications have dealt mainly with Canadian post-secondary education, often emphasizing matters of governance, academic freedom, and the public interest.

In the 1980s and 1990s, he edited two journals, the *Canadian Journal of Education* and the *Revue d'histoire de l'éducation*.

In 2005, he returned to European studies, agreeing to edit and write a volume in the *Collected Papers of Bertrand Russell*. That project, in collaboration with McMaster historian Stephen Heathorn, is to be published in spring 2016.

Bill has been president of the UBC Faculty Association and of the Canadian Association of University Teachers. From 2003 to 2009, he served on the CAUT's Academic Freedom and Tenure Committee.





## **OPEN SYMPOSIUM**

**LOCATION: Montpetit MNT/201**

### **The Current and Future State of Higher Education Data: Where Do We Go From Here?**

**Moderator:**

**Panelists:**

Alexandre Beaupré-Lavallée (University of Montreal)

Ross Finney (University of Ottawa)

Glen Jones (University of Toronto)

Michelle Nilson (Simon Fraser University)

**Abstract:**

In this symposium, we specifically interrogate the assertion that was raised early this year in the media (Academica, University Affairs) and reiterated by HEQCO that data availability is a barrier to understanding Canadian postsecondary education. In this session, we present a recently constructed document called the Compendium of Canadian Postsecondary Data Sources.

## **OPEN SYMPOSIUM**

**LOCATION: Morisset MRT/205**

### **Knowledge Production in Experiential Self-Advocacy Education for Teacher**

**Candidates**

**Moderator:** Neita Kay Israelite (York University)

**Panelists:**

Neita Kay Israelite (York University)

Eugenie Choi (York University)

Karen Swartz (York University)

**Abstract:**

This session explores dimensions of knowledge production in experiential learning fused with pedagogy in self-advocacy education. This issue is considered from the perspectives of stakeholders (i.e. education professor, disability services director, graduate student researchers, teacher candidates) involved in a project to instruct future teachers strategies on teaching self-advocacy.

## **PAPER SESSION: Inclusion**

**LOCATION: Morisset MRT/250**

**CHAIR:** Ruth Childs

### **A Thin Veil of Inclusion: Sexual and Gender Minorities in Ontario Universities**

Jude Tate (University of British Columbia)

**Abstract:**

This paper reports on the experiences of 447 sexual and gender minority faculty, staff, and student respondents to an online survey circulated to 21 Ontario public universities. I examine their perceptions of institutional equity and inclusion policies, and explore what bearing does campus climate have on learning and working outcomes.

### **Motivations to Attend College Among Traditionally Underrepresented Student Groups**

Derek Lester (Texas A&M University, Commerce)

**Abstract:**

The following study was a set of phenomenological case studies that examined the motivations of traditionally underrepresented students to attend college. A theory of motivation, grounded in evolutionary psychology, was used to construct the questions and interpret the interview findings. Findings generally supported Geary's Theory of Motivation (2002, 2010).

### **Masculine Learner Subjectivities in the Context of Higher Education**



Nitin Deckha (University of Guelph- Humber)

**Abstract:**

This paper explores the production of male learner subjectivities in the context of higher education shaped by neoliberalism and the knowledge economy. It problematizes dominant portrayals of male underachievement and hegemonic masculinity to present a more nuanced, masculine learner subjectivity that deploys the pursuit of passion to steer educational achievement.

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**SESSION H**

**10:25 AM – 11:40 AM**

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**OPEN SYMPOSIUM**

**LOCATION: Montpetit MNT/202**

**Higher Education From a Longitudinal & Life Course Perspective**

**Moderator:**

Lesley Andres (University of British Columbia)

**Panelists:**

Maria Adamuti-Trache (University of Texas, Arlington)

Throy A. Campbell (University of Texas, Arlington)

Janine Jongbloed (Université de Bourgogne)

Ashley Pullman (University of British Columbia)

Lisa A. Serbin (Concordia University)

**Abstract:**

This symposium brings together scholars from across Canada, Europe, and the United States to explore how longitudinal and life course research can be used to study higher education. Highlighting both qualitative and quantitative research, important aspects higher education will be explored, including social reproduction, inequality, stratification, wellbeing, and school-to-work transitions.

**PAPER SESSION: Supporting Diverse Learners**

**LOCATION: Montpetit MNT/201**

**Chair:** Kathleen Matheos

**Are Faculty Prepared to Teach Students with LD? Developing Instruments to Measure Faculty and Student Perceptions**

Kathryn Hansen (Western University)

Sarah Copfer (Western University)

**Abstract:**

Increasingly, students with LD are attending post-secondary education. These students consider their post-secondary success to be impacted by faculty understanding of their learning needs and the faculty-student relationship. We developed two instruments to measure perceptions of faculty preparedness to teach students with LD using the same constructs.

**Supporting Diverse Post-Secondary Learners: The Process of Developing Pan-University Collaborative Initiatives in Support of Inclusive Education**

Melanie Greene (Memorial University)

David Philpott (Memorial University)

**Abstract:**

In recognition of an increasingly diverse student population, a Teaching and Learning Framework was developed at Memorial University, the goal of which was to develop initiatives in support of inclusive education and respond to the specific needs of identified groups of learners. This session provides an overview of this process.



## **Adult Learners' Lived Experience of Mathematics Anxiety: Implications for Developmental Mathematics Instruction**

Chris Yuen (SUNY University at Buffalo)

### **Abstract:**

Using Wilber's Integral Model, this study examined the experiences of adult, disclosing the nature of Mathematics Anxiety Learning Phenomenon (MALP) from the subjective and intersubjective perspectives. Data were compared to Givvin et al.'s (2011) hypothetical model and demonstrated different paths to anxiety between two types of anxious learners.

## **PAPER SESSION: Teacher Education**

**LOCATION: Morisset MRT/205**

**Chair:** Cheryl Jeffs

### **Self-Advocacy Education for Teacher Candidates in an Experiential Setting**

Eugenie Choi

Neita Kay Israelite

Karen Swartz

### **Abstract:**

How does the experience of developing and teaching self-advocacy workshops shape teacher candidates' knowledge of students with disabilities and their inclusion? This presentation focuses the experiences of teacher candidates who participated in a practicum setting that combines self-advocacy education and experiential learning.

## **Transformative Learning in Professional Communities of Practice: Implications for Flexible Learning Environments**

Lynda Beveridge (Simon Fraser University & British Columbia Institute of Technology)

Cher Hill (Simon Fraser University)

### **Abstract:**

Using transformative learning theory to explore community of practice-based learning processes, 20 practicing teachers and alumni of an educational practice Masters program were interviewed. Insights into their transformative learning experiences provided guidance for the design of flexible learning environments to harness the power of community within a technology enhanced modality.

## **"We Don't Do That for Other Students": Our Encounters with Bureaucracies in a Project for Internationally Educated Teachers**

Randolph Wimmer (University of Alberta)

Beth Young (University of Alberta)

Jing Xiao (University of Alberta)

### **Abstract:**

In 2013, our university admitted an initial cohort of internationally educated teachers (IETs) to a project intended to assist these teachers to meet provincial requirements for teacher certification. In this paper we identify and examine the bureaucratic challenges that we (and the IETs) experienced in our university context.

## **PAPER SESSION: Critical Analysis of Higher Education Policy and Practice**

**LOCATION: Morisset MRT/250**

**Chair:** Alan Davis

### **The Canadian University's Vocational Policy Turn: A Critical Discourse Analysis**

Marc Gurrisi (York University)

### **Abstract:**

This paper highlights and exposes the restrictive power dynamics that language has on the way we conceptualize and debate the role of the university through a critical discourse



analysis of policy texts from the Ontario government, various academic policies of universities, as well as the language used by HEQCO.

### **Hacking Higher Education: Constructing "Hackucation's" Neoliberal Subject**

Lisa Karen Taylor (Bishop's University)

Catherine Burwell (University of Calgary)

#### **Abstract:**

Situated in the field of Critical Higher Education Studies, we analyze the neoliberal subject of emerging discourses of education hacking or what we term "hackucation." We trace the adaptation of hacker culture, practice, and politics in technology-driven projects proposing individualized, entrepreneurial alternatives to formal and public higher education.

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**LUNCH**

**11:45 AM – 12:05 PM**

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**LOCATIONS:**

**Morisset MRT/250**

**Montpetit MNT/202**

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**Tuesday, June 2, 2015**

**SESSION I**

**12:10 PM – 1:25 PM**

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### **OPEN SYMPOSIUM: Teaching and Learning**

**LOCATION: Montpetit MNT/202**

#### **Change in Higher Education Teaching and Learning**

##### **Moderator:**

Brad Wuetherick (Dalhousie University)

##### **Panelists:**

Donna Ellis (University of Waterloo)

Joy Mighty (Carleton University)

Janice Miller-Young (Mount Royal University)

Peter Wolf (Queens University)

##### **Abstract:**

One troubling theme emerging from the literature on teaching and learning in higher education is the disconnect between the tremendous leaps forward in understanding student learning, teaching, and curriculum development in higher education and the lack of systemic change in teaching practices. This symposium explores the dynamics of leading change in higher education teaching and learning through the lenses of research on teaching and learning, faculty development, curriculum renewal, and university governance and administration.



## **PROGRAM CHAIR'S CHOICE: Christine Nieder Memorial Session**

**LOCATION: Montpetit MNT/201**

**Chair: Deanna Rexe**



### **Demystifying the Experiences of Students with Disabilities in Graduate Education**

Mahadeo Sukhai (University of Toronto)

#### **Abstract:**

The barriers and challenges faced by graduate students with disabilities remain largely unexplored and misunderstood. We conducted a large, nationwide multi-pronged research study to understand these issues, as well as potential solutions. We will highlight key findings from this study, and discuss their implications to higher education policy and practice.

Christine Nieder was a recent graduate of the Masters of Education program at Simon Fraser University and was a member of the National Educational Association of Disabled Students' (NEADS) board of directors and National Graduate Experience Taskforce. When Christine passed away she was a member of the NEADS Board since January 2012, was a key driver in the establishment of the Taskforce, and served on the Taskforce since its inception. She was instrumental in the final development of the National Graduate Student Experience Survey and other key elements of that project. Her final capstone project for her Master's degree included some of this work.

Christine Nieder presented the work of the Taskforce in several locations, most notably at the conference of the Canadian Association of College and University Student Services (CACUSS) in 2013. Her presence and contributions enriched the work of our organization on the national stage, particularly shown through her concerns and expertise for adaptive technologies and financial literacy. Christine was a dedicated advocate for the rights of post-secondary students and graduates with disabilities in British Columbia. The legacy that is her great work and passion will continue to be realized as the Graduate Experience project moves toward its completion. She is missed by all who knew her.

## **PAPER SESSION: Student Experiences**

**LOCATION: Morisset MRT/205**

**Chair: Ashley Pullman**

### **Change Management in Quality Assurance Reforms for Graduate Education in Ontario Universities**

Qin Liu (University of Toronto)

Li Liu (Shanghai Jiao Tong University)

#### **Abstract:**

Focusing on three comprehensive Ontario universities, this paper has employed a case study design to examine the changes that have taken place in quality assurance for graduate programs and aim to capture how Ontario universities have responded to those changes in the early years of transition to the new system.

### **Linear, Hopping, Co-enrollment and Swirling: Canadian College and University Graduates' Postsecondary Educational Progression**

Leesa Wheelahan (University of Toronto)

Jinli Yang (University of Toronto)

Eric Lavigne (University of Toronto)

Amanda Brijmohan (University of Toronto)

Gavin Moodie (University of Toronto)

Ruth Childs (University of Toronto)





**Abstract:**

This paper reports new data from the 2013 national graduates survey on graduates' progression to further postsecondary education within three years of graduation. It finds that most graduates' further PSE is not a linear progression within the same field of education, but varies distinctly by field and level of education.

**PAPER SESSION: Institutional and Provincial Governance**

**LOCATION: Morisset MRT/250**

**Chair:** Alexandre Beaupré

**Governance in Tertiary Institutions**

Daniel Lang (University of Toronto)

**Abstract:**

The point of reference for discussions of governance in post-secondary education is almost always the university, whether bicameral or unicameral. Tertiary education, however, is more varied. The conventional university paradigm might not apply, either as descriptive model or as a basis of critical analysis. This study will examine the role of governors in other types and sizes of post-secondary institutions.

**Canadian University Governance and Institutional Autonomy: Preliminary Findings from a Study of Six Research Universities**

Julia Eastman (University of Victoria)

Glen Jones (University of Toronto)

Sharon Li (University of Toronto)

Christian Noumi (University of Toronto)

**Abstract:**

This presentation will report on preliminary findings of a national study of Canadian university governance that involves the development of detailed case studies of six major research universities. We will provide an overview of the study and discuss preliminary findings.

**State Control and the Stakeholder Society: Conflicts or Complements for the Rise of Board of Trustees in China's Public Universities**

Sharon Li (University of Toronto)

**Abstract:**

This presentation will investigate how the board of trustees – a Western concept – has been adopted and adapted in Chinese public universities through a national study on the composition, functions, and operations of public boards. It will discuss some key issues around public participation in university governance under the party-state.

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**Tuesday, June 2, 2015**

**ROUNDTABLES**

**1:35 PM – 2:15 PM**

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**LOCATION: Social Sciences FSS/ 4007, Sciences Sociales FSS/4007**

**1. Have Not No More: Educating for Civic Engagement at Atlantic Canadian Universities**

Sarah King (University of New Brunswick)

**Abstract:**

This presentation will discuss the findings from an appreciative case study examining how one university program in Atlantic Canada educates students for civic engagement. Using practices of conversational inquiry to gather data, I asked how this program educates its students to contribute to the civic life of their communities.

**2. Personal and Professional Challenges for Transnational Academics**

Melissa White (University of New Brunswick); Jose Domene (University of New Brunswick)

**Abstract:**



Very little attention is paid to transnational faculty and contribution to the process of internationalization within the literature and on many campuses. In this round-table discussion session, we draw on the limited literature on the experiences of transnational academics and on dual career couples working internationally to highlight the challenges these academics face.

### **3. Reflective Practice: Being Intentional and Explicit in Graduate Teaching Assistant Development**

Cheryl Jeffs (University of Calgary)

#### **Abstract:**

This session focuses on graduate teaching assistant development and making explicit the practice of reflective practice. Drawing on the findings of an action research project and evidence from the literature, participants will discuss, analyze and explore how reflective practice can be incorporated into GTA development and other teaching opportunities.

### **4. Should Teaching and Learning Centres in Canada Consider Educational Development From a Distributed Leadership Perspective?**

Tylor Burrows (University of Ottawa)

#### **Abstract:**

This round table discussion is interested in the opinions of higher educational professionals on an approach to educational development which uses a distributed leadership perspective. Both educational development and distributed leadership will be briefly explained, with participant ideas elicited regarding the opportunities and tensions of the approach.

### **5. Introducing the Unthinkable: Challenging Traditional Academic Criteria for Admission to Graduate Studies**

Katharine Janzen (University of Toronto)

#### **Abstract:**

The discussion is based on the findings of a case study that explored the academic performance of mature professionals admitted to a graduate program without having earned an undergraduate degree, or having met the standard academic requirements for admission to a Masters of Education program at OISE/U of T.

### **6. Ensuring Academic Integrity with Online Proctoring**

Luke Brymer (Proctor U)

#### **Abstract:**

The presentation will demonstrate how educators can prevent cheating, ensure the academic integrity of distance learning programs, and advance policies designed to reduce incidents of dishonesty online using a number of strategies. The presenter will also share industry research and best practices.

### **7. Writing Instruction in First and Second Year Undergraduate Education: A Case Study of Three Ontario Universities**

Jordana F. Garbati (Wilfrid Laurier University), Boba Samuels (Wilfrid Laurier University), Cory Scurr (Wilfrid Laurier University), Kelly McDonald (Wilfrid Laurier University), Lindsay Meaning (Wilfrid Laurier University)

#### **Abstract:**

We investigate writing instruction in three departments at three Ontario universities to examine how current writing instruction aligns with expectations for student outcomes and best practices. We use syllabi analysis, survey data, and focus group interviews to analyze assignments, instructor expectations, and instruction available to first and second year undergraduates.



## **8. Ethical Decisions Reflecting on Evaluating Creativity: Students' Perspectives of Creativity and Assessment**

Bernie Murray (Ryerson University)

### **Abstract:**

Reflection on evaluating creativity was the foundation of this research study. Understanding how students perceived their learning and assessment provided insights about the creative learner. Students' perceptions on evaluation and objectivity of the assessment for students' assignments are often perceived to be critical, preferential, or subjective.

## **9. An Introduction to Using Twitter in Higher Education: Share, Network, Curate**

Kathleen Moore (University of Toronto)

### **Abstract:**

This interactive session (bring your own device) includes a basics of Twitter tutorial and also addresses ways Twitter can be used in higher education. Main areas will include: 1) sharing research/commentary; 2) professional networking; 3) curating relevant research/media. A handout detailing Twitter basics, relevant hashtags, and higher education associations/scholars to follow will be provided.

## **10. Examining Mentoring in Higher Education Through the Ethic of Care: Capitalizing on Theoretical Possibilities**

Jacqueline Beres (Brock University)

### **Abstract:**

Mentoring research lacks sufficient theoretical engagement; I examined mentoring in higher education through the ethic of care framework. I hope to spark discussion regarding the lack of theory in mentoring research, the applicability of applying the ethic of care, and the notion of excluded voices in higher education mentoring research.

## **11. Effects of a Flipped Classroom Model on Two Undergraduate Classes in the Humanities**

Laura Servage (University of Alberta)

### **Abstract:**

This manuscript reports the findings of two concurrent pilot studies examining the effects of a "flipped" classroom model on student learning, and instructors' perceptions of their teaching practices. Our unit was formed by our Faculty of Arts to research effective, creative teaching in the Humanities, social sciences and fine arts.

## **12. Promoting the Educational Attainment of Overlooked Students: The Role of Precollege Outreach Programs**

Christine Lumuti (University of Rochester)

### **Abstract:**

This proposal explores the role precollege outreach programs play with educational attainment of overlooked students in higher education. This study draws on data from case studies of four precollege outreach programs within New York State. This information will prove meaningful in the development of federal and institutional policy and pedagogy.

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**AFFINITY GROUP MEETINGS**

**2:25 PM – 3:25 PM**

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**AFFINITY GROUP MEETING: OPEN**

**LOCATION: Montpetit MNT/201**

**AFFINITY GROUP MEETING: TEACHING AND LEARNING (Proposed Affinity Group)**

**LOCATION: Montpetit MNT/202**



**AFFINITY GROUP MEETING: COLLEGES, INSTITUTES AND POLYTECHNICS (Proposed Affinity Group)**

LOCATION: Morisset MRT/205

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**CSSHE/CSA CO-SPONSORED PANEL**

3:30 PM – 5:00 PM

LOCATION: Fauteux Hall, FTX-351

**Canadian Sociological Association Co-Sponsored Session: Promising Directions in the Sociology of Education: Invited Panel Discussion**

This session features a panel discussion by some of Canada's top researchers in the Sociology of Education. Sociology of Education traverses an impressive terrain that has transcended its original focus on nation-building, socialization and inequality. With a keen eye on its intellectual roots, today Sociology of Education connects to studies of childhood and youth, the life course, parenting, health, criminal justice, organizations and labour markets. In this interactive forum, panelists will discuss significant developments and promising directions in the Sociology of Education.

Session Organizers: Janice Aurini, University of Waterloo, [jaurini@uwaterloo.ca](mailto:jaurini@uwaterloo.ca), David Zarifa, Nipissing University and Michelle Nilson, Simon Fraser University, in partnership with the Sociology of Education Research Cluster.

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



### **Invited Panelists:**

**Vanessa de Oliveira Andreotti** holds a Canada Research Chair in Race, Inequalities and Global Change, at the Department of Educational Studies, University of British Columbia. Her research focuses on analyses of historical and systemic patterns of reproduction of inequalities and how these mobilize global imaginaries that limit or enable different possibilities for collective existence and social change. Her scholarship examines problematic patterns of representations of and engagements with poverty and difference in education. Many of her publications are available at: <https://ubc.academia.edu/VanessadeOliveiraAndreotti>.

**Scott Davies** is Professor of Leadership, Higher and Adult Education at the University of Toronto. He has studied social movements and organizations in education and is currently examining the emergence of academic inequalities from preschool to postsecondary levels. He has won awards from the American Education Research Association and the Canadian Education Research Association, and has been an associate editor and editorial board member of several journals. With Neil Guppy, he is author of three editions of *The Schooled Society*.

**Diane Farmer** is an Associate Professor in the Department of Social Justice Education at OISE of the University of Toronto. She specializes in the sociology of education, childhood and youth as well as Francophone studies in Canada. She is interested in how children and youth make sense of their multiple ways of 'being in the world', of relating to the world and to schooling in particular. Her methodological framework incorporates creative visual methods of inquiry along with observations and interviews in the context of school ethnographies. In doing so, her scholarship seeks to contribute to the growing awareness for methods that foster reflexivity. She has also been director of the *Centre de recherche en education franco-ontarienne* (CREFO) at OISE of the University of Toronto since 2004.

**Theresa Shanahan** is a lawyer. She is an Associate Professor and former Associate Dean at the Faculty of Education, York University. She is also a member of the Graduate Programme in Public Policy, Administration and Law. Theresa's research and teaching interests include: education law and policy (K-12 and postsecondary); the political economy of postsecondary education; theory and research on the culture of university governance and organization; sociological understandings of professionalism and professionalization; human rights and education; and equity issues in education.

**Terry Wotherspoon** is Head and Professor of Sociology at the University of Saskatchewan. He is currently President-Elect of the Canadian Sociological Association and a member of the Executive Committee and Board of Governors of Immigration Research West, and has previously served as Chair of the Board of Governors for the Prairie Metropolis Centre. His research and publications, focusing on sociology of education, social policy, social inequality, and immigrant and indigenous populations, have been recognized with awards from the Canadian Education Association and the Canadian Association for Foundations of Education. He is also Adjunct Professor at Xi'an Jiaotong University, and Visiting Professor at Lanzhou University and Northwest University for Nationalities, all in China.

### **Moderator:**

**Rebecca D. Cox** is an assistant professor in the Faculty of Education at Simon Fraser University. She earned her Ph.D. in Education at the University of California, Berkeley, and has focused her research on issues of postsecondary access and opportunity for disadvantaged groups of students. In particular, she has explored teaching and learning inside community college classrooms, the organizational and institutional contexts that shape community college students' experiences, and the non-linearity of disadvantaged students' postsecondary pathways.



## CONGRESS BIG THINKER SERIES



### **Big Thinking**

The *Big Thinking* lecture series is held throughout Congress and is open to all attendees and members of the public. This series brings together leading scholars and public figures who can present forward-thinking research, ideas and solutions to the critical questions and issues of our time. The 2015 *Big Thinking* lecture series is organized by the Federation for the Humanities and Social Sciences and the University of Ottawa.

The 2015 *Big Thinking* lecture series will feature the following sessions:

### **Justice Murray Sinclair**

Saturday, May 30 12:15 – 13:15

What do we do about the legacy of Indian residential schools?

Join the Honourable Justice Murray Sinclair, Chair of the Truth and Reconciliation Commission of Canada (TRC), as he discusses the legacy of residential schools and offers a call for action towards reconciliation in Canada, including the role of universities in this process. In English, with simultaneous interpretation, followed by a panel discussion. [More information](#)

### **Joseph Yvon Thériault, FRSC**

Sunday, May 31 12:15 – 13:15 Whither francophone cultures in America?

What challenges do Quebec and minority Francophone communities face today? Joseph Yvon Thériault, Canada Research Chair in Globalization, Citizenship and Democracy at the Université du Québec à Montréal and Royal Society of Canada Fellow, will discuss current realities for Francophones in the Americas. The event will be hosted by Ici Radio-Canada's Daniel Mathieu. In French, with simultaneous interpretation, and followed by a panel discussion. [More information](#)

### **Monique Proulx**

Monday, June 1 12:15 – 13:15

Extremely vast and incredibly near: The inner world of Montreal

Monique Proulx, author, Quebec screenwriter, and a literature and theatre graduate of Université Laval, will describe how her investigations of Montreal's historic roots inspired the writing of her new novel, *Ce qu'il reste de moi*. In French, with simultaneous interpretation. [More information](#)

### **Azar Nafisi**

Tuesday, June 2 12:15 – 13:15 Humanities and the Future of Democracies

Iranian-American author Azar Nafisi will address why we need humanities at times of crisis, the extent to which the imagination opens the spaces that totalitarian regimes close, and whether democracies can thrive without a democratic imagination. In English, with simultaneous interpretation. [More information](#)

### **Thomas Faist and Irene Bloemraad**

Wednesday, June 3 12:15 – 13:15 Integration and Citizenship in North America and Europe: Different Paths, Similar Outcomes?

Join Irene Bloemraad, Thomas Garden Barnes Chair of Canadian Studies at the University of California, Berkeley and Senior Scholar with CIFAR, and Thomas Faist, Dean of the Faculty of Sociology and Professor of Sociology at Bielefeld University, Germany for an armchair conversation on immigration and belonging in North America and Europe. In English, with simultaneous interpretation. [More information](#)



**Jean Leclair**

Thursday, June 4 12:15 – 13:15 Imagining Canada in a disenchanted world

How can we build an inclusive national political community that is ready to meet the demands of both individuals and groups? Jean Leclair, Trudeau Fellow and Professor of Constitutional Law at the Université de Montréal, will discuss how a renewed understanding of federalism could offer a solution. In French, with simultaneous interpretation. [More information](#)



## THANK YOU!

### Reviewers

*CSSHE uses a volunteer review process to evaluate conference proposal submissions. We recognize that reviewing proposals and providing feedback is a significant time commitment and your dedication is greatly appreciated. Thank you for your time and energy, and we look forward to seeing you in Ottawa!*

Diane Barbaric  
Alexandre Beupre Lavallee  
Anne Charles  
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Donald Fisher  
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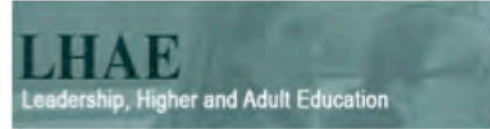
### Volunteers

In addition to reviewers, several people volunteer their time and technical support throughout the year to make this event possible. We are grateful for your insight, time, and expertise. We would especially like to thank this year's session chairs and Track Chairs: Anne Charles & Margo Baptitste (Governance), Alan Davis & Kathleen Matheos (Blended & Online Teaching and Learning), Tamara Leary (Student Services), Heather McRae & Tania Kajner (Community Engagement), Rhonda Friesen & Roopa Desai Trilokekar (International), and Michelle Nilson (Open) for their role in shaping the conference. Additionally, we are eternally grateful for the commitment, expertise, and insight of our Local Area Coordinator, Angela Franovic, from the University of Ottawa, and to the Conference Co-Chair, Kathleen Moore. Without them we would truly be lost.





## Graduate Student Pre-Conference Sponsors/Donors



**Find out more about graduate programs at SFU here:**

<http://www.sfu.ca/education/gs.html>

**Find out more about Higher Education programs at OISE here:**

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**Additional donors include:**



**Save the dates!**

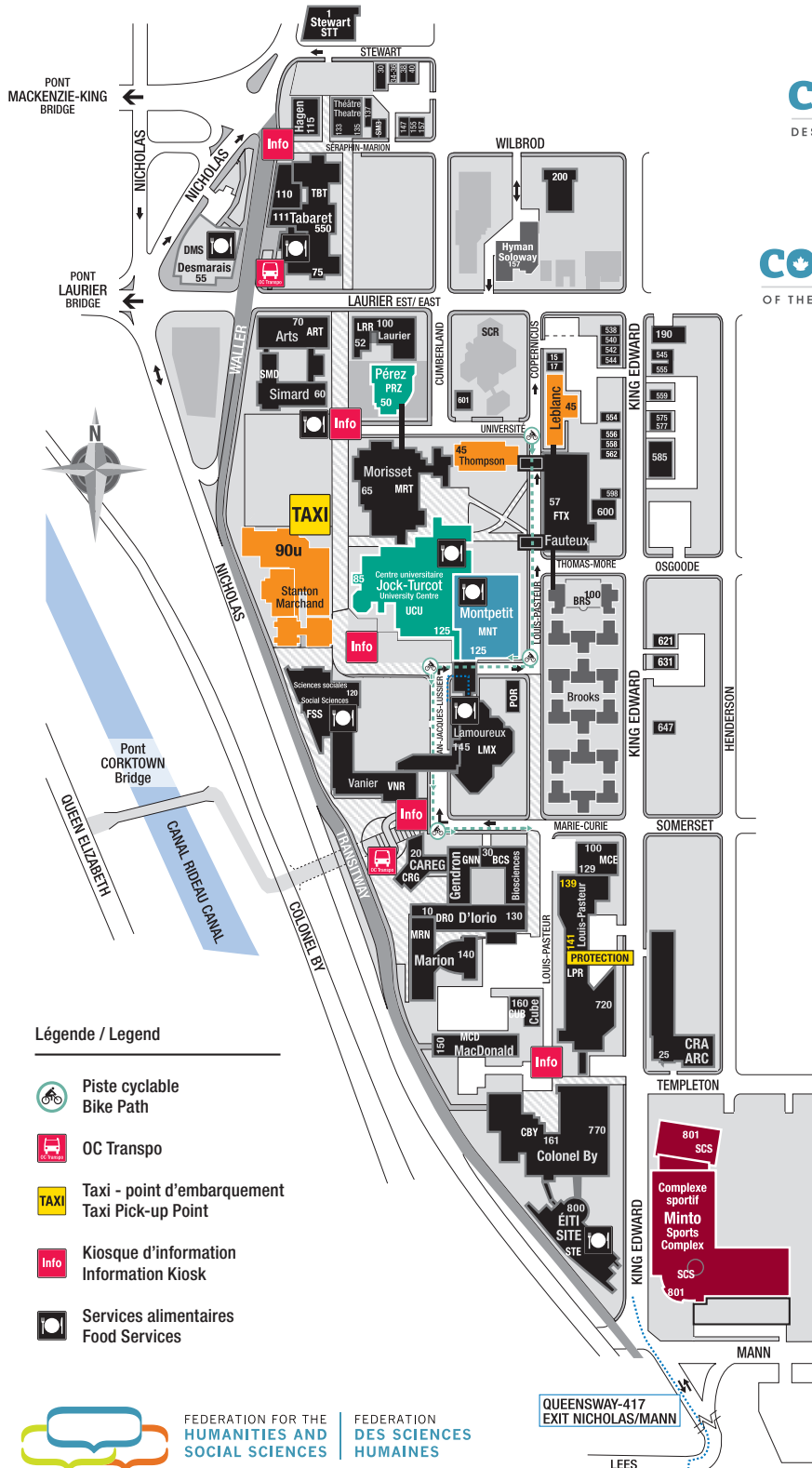
**CSSHE 2016 Annual Conference at the Congress of the Humanities and Social Sciences  
“Eyes High” May 28 – June 3, 2016 at the University of Calgary, in Calgary, Alberta.**

**Look for the Call for Proposals and request for volunteers to come out in early  
October 2015. We hope to see you there!**

Michelle Nilson & Kathleen Moore  
2015 CSSHE Program Chair & Co-Chair



# University of Ottawa Campus MAP



Le capital des idées  
**congrès 2015**  
 DES SCIENCES HUMAINES

capital ideas  
**congrès 2015**  
 OF THE HUMANITIES AND SOCIAL SCIENCES

- Pavillon Montpetit  
Montpetit Hall**
- Centre du congrès Inscription et Expo  
Congress Centre Registration and Expo
- Centre universitaire Jock-Turcot  
**Pérez** University Centre
- Voir grand - séries de causeries  
Big Thinking - Lecture series
- Complexe sportif Minto  
Minto Sports Complex**
- Réceptions du recteur  
President's Receptions
- 90u, Stanton, Marchand,  
Thompson, Leblanc**
- Résidences pour congressistes  
Residences for attendees

**Légende / Legend**

- Piste cyclable  
Bike Path
- OC Transpo
- Taxi - point d'embarquement  
Taxi Pick-up Point
- Kiosque d'information  
Information Kiosk
- Services alimentaires  
Food Services



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