# 2017 CSSHE & CCGSE Graduate Student Pre-conference

*Saturday May 27th 2017*

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<th>Time</th>
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<tr>
<td>8:00 - 8:45</td>
<td>Doors open, onsite registration</td>
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</table>
| 8:45 – 9:00 am | Welcome  
*CSSHE & CCGSE Presidents to welcome students/introduce conference theme*  
Dr. Anne Charles, Interim CSSHE President  
Leena Yahia and Josianne Roberts (CCGSE) | EPH 201 |
| 9:00 – 10:00 am | The importance of an interdisciplinary approach to graduate studies and research  
Presenter: Dr. Brenda Brouwer  
President of Canadian Association of Graduate Studies | EPH 201 |
| 9:00 – 10:15 am | Nutritional Break                                                     |       |
| 10:00 – 10:15 am | Research: Who are you as a researcher?  
Dr. Ruth Childs and Susan He (OISE) |       |
| 10:15 – 11:15 am | Program Evaluation  
Presenter(s): Dr. Elaine Van Melle (Queen’s University)  
Leena Yahia (Queen’s University) | EPH 112 |
| 11:15 – 12:15 am | Knowledge Mobilization  
Dr. Amanda Cooper (Queen’s University) | EPH 142 |
| 12:15 – 1:00 pm | LUNCH                                                                |       |
| 1:00 – 2:15 pm | Yes you are a writer!: Exploring different writing identities  
Presenter: Dr. Rachael Caylay (University of Toronto) | EPH 112 |
| 2:15 – 2:30 pm | Nutritional Break                                                     |       |
| 2:30 – 4:30 pm | World Café: Possible Canada: An Educator’s Vision of Higher Education in the next 150 Years | TBA   |
Session Presenters

The importance of an interdisciplinary approach to graduate studies and research

Dr. Brenda Brouwer

Dr. Brouwer joined Queen’s in 1990 after completing her PhD in Neuroscience at the University of Toronto. She holds a BSc. in Kinesiology (University of Waterloo) and an MSc in Biomechanics (McGill University). She maintains a research program quantifying the biomechanical, neuromuscular and metabolic demands of mobility in healthy aging and stroke and has supervised over 32 research Master’s and doctoral students. As Vice-Provost and Dean, Dr. Brouwer promotes and supports the graduate mission of the university providing both academic and administrative leadership. The expansion of graduate credentials, enrolment management, maintenance of high academic standards, and the establishment of policies and best practices that support graduate students academically, professionally and personally are part of her portfolio.

Research: Who are you as a researcher?

Dr. Ruth Childs and Susan He (OISE)

Ruth Childs is a professor at the Ontario Institute for Studies in Education, University of Toronto, where she teaches courses in research design, research methods, measurement and evaluation. Her research focuses on the design and effects of large-scale assessments, admissions processes, and other evaluation systems. Her most recent large research projects have investigated how elementary students deal with uncertainty when answering multiple-choice questions, the effects of admission criteria, and what Ontario’s universities are doing to improve access for underrepresented groups.

Susan He is a student in the Master of Teaching program at the Ontario Institute for Studies in Education, University of Toronto. She has an Honours Bachelor of Science degree from McMaster University and her research focuses on science education and on graduate students’ development of academic and professional identities.
Program Evaluation  

Dr. Elaine Van Melle (Queen’s University) and Leena Yahia (Queen’s University)

Elaine Van Melle, PhD, is a Senior Education Scientist with the Royal College of Physicians and Surgeons of Canada. Dr. Van Melle’s work at the Royal College focuses on program evaluation – in particular evaluating initiatives in competency-based medical education. Her PhD in education examined the adoption of innovation into teaching practices. Prior to joining the Royal College, as the Director, Office of Health Sciences Education at Queen’s University, Dr. Van Melle developed programs to support faculty undertaking education scholarship. Her research interests include strategies for evaluating educational innovations and advancing education scholarship.

Leena Yahia is a PhD student at Queen’s University focusing on measurement, assessment, policy, leadership and evaluation (MAPLE) of Education. Holding a degree in Pharmacy, English Language and Literature and a MEd in Educational Leadership, Leena’s background and work experience covers a wide variety of experiences and perspectives in teaching, research, and leadership. She has gained extensive quality assurance, program evaluation, and teacher training experience during her work with different educational bodies in Canada and internationally. She currently serves as the director and Co-President (Anglophone) of The Canadian Committee of Graduate Students in Education (CCGSE/CCÉDÉ).

Knowledge Mobilization  

Dr. Amanda Cooper (Queen’s University)

Dr. Amanda Cooper is the Principal Investigator of RIPPLE - Research Informing Policy, Practice and Leadership in Education -- at Queen’s University in Canada. RIPPLE is a program of research, training, and KMb aimed at learning more about how knowledge brokering (KB) can increase research use and its impact in education by leveraging multi-stakeholder collaboration (www.ripplenetwork.ca). Dr. Cooper’s work also has an interdisciplinary focus. She is on the coordinating committee for the Knowledge Translation and Exchange Community of Practice (www.ktecop.ca) in the health sector. Amanda recently finished a term on the Ontario Education Research Panel, which advises the Ministry of Education on strategic planning for provincial KMb and research efforts. Dr. Cooper also provides talks, workshops, and consulting on knowledge mobilization for researchers, practitioners, policymakers, intermediaries, and other organizations across sectors.
Yes you are a writer!: Exploring different writing identities  Dr. Rachael Caylay (University of Toronto)

Rachael is an Associate Professor (teaching stream) in the Office of English Language and Writing Support, where she teaches both academic writing and speaking. Before joining the University of Toronto, she worked as an editor at Oxford University Press in Toronto. She has a PhD in philosophy from the New School for Social Research and a BA in political science from the University of British Columbia. Rachael has a blog, Explorations of Style, and tweets about academic writing. Her blog and activity on Twitter both reflect an ongoing interest in social media as a site for professional development for academic writers. Her current research concerns the way that thesis supervisors approach their role in assisting novice academic writers tackle major writing projects.

Meet and Greet: Canadian Faculties of Education  Dr. Kirk Anderson (Memorial University)

Dr. Kirk Anderson is in his second term as the dean of the Faculty of Education at Memorial University of Newfoundland. He holds a Ph.D. in educational administration and leadership from the Ontario Institute for Studies in Education at the University of Toronto (2002). Born in Western Newfoundland he comes from a family with Mi’kmaq and Inuit ancestry. He has been a teacher and principal, was active in serving the school district and Newfoundland and Labrador Teachers’ Association (NLTA). Following his teaching career (1981-2004), he was an education professor at the University of Saskatchewan, University of Calgary, and University of New Brunswick, where he was associate dean of education before joining Memorial University in 2011. In 2007 he received the teaching excellence award from the University of Calgary Graduate Students’ Association. His primary university research areas are school leadership and school effectiveness. He has also conducted significant research into success in Aboriginal schools and has worked on various international projects. He currently serves on a number of national and international research groups. More recently (2013), he was appointed as a member of the University of the Arctic Indigenous Issues Committee. Kirk is incoming (2017-2019) President of the Association of Canadian Deans of Education (ACDE) and is also Vice President (Anglophone 2016-2020) of the Canadian Society for Studies in Education (CSSE).
World Café: Possible Canada: An Educator’s Vision of Higher Education in the next 150 Years

July 1, 2017 marks Canada’s sesquicentennial. What better point in time to come together at a world congress that brings together over 70 scholarly associations in the humanities and social sciences – academics, researchers, policy-makers and practitioners – to explore what the future of higher education might, could and should look like? Grounded in the strength of those who came before, the future of higher education in this country will inevitably depend on the curiosity, passion and commitment of its current graduate students – those who have chosen to dedicate purpose, brain power and careers to the pursuit of academe. Join us, as we all come together in a community of learning to participate in a highly interactive world café that utilizes the appreciative inquiry approach. Working together in a facilitated space, we will come together to impart, converse and gather the perspectives of many. Our objective is to begin a conversation that sets a foundation for a possible legacy project: Possible Canadas: An Educator’s View of Higher Education in the Next 150 Years. Our conversation will be captured graphic artist Giulia Forsythe!

Rita Egizii, C.Mgr, B. Comm, MEd, EdD(s)

Completing her EdD (Leadership in the Post-Secondary Context) at the Werklund School of Education (University of Calgary), Rita has an eclectic background which includes neuroscience, business, arts and education. A published author, academic researcher, and TEDx speaker, Rita is a sessional instructor at the UCalgary, an Associate Faculty Member at Royal Roads University and a CSSHE board member. Her research interests include the application of business modelling, entrepreneurial thinking, creativity and design-thinking to innovate pedagogy, curriculum and assessment practices. In addition to her academic profile, Rita has a strong understanding of higher education governance along with 13+ years of work experience as a senior administrator in a university context. She holds four academic awards, serves as a formal mentor for the Scholars’ Academy Program and the UCalgary’s Emerging Leadership Program and has served on decanal search committees, academic advisory councils and educational development teams. A role model in her dedication to learning, community engagement and teaching, she was honoured in 2012 with one of the University of Calgary’s most prestigious distinctions, The Order of the University of Calgary. Only 114 individuals have received this honour in the University’s 50-year history. This tribute was in recognition of her outstanding service to the University and her passion for helping students.
Giulia Forsythe is the Special Projects Facilitator at the Centre for Pedagogical Innovation at Brock University where she supports teaching & lifelong learning for faculty and teaching assistants. Giulia is an advocate for open education and champions the use of creative commons licensed work, especially for her visual notes. You can find her at gforsythe.ca or on Twitter @giuliaforsythe.
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Welcome to CSSHE 2017

Dear CSSHE Members,

It is with great enthusiasm that I welcome you to this year’s conference! In keeping with Congress’ theme *The Next 150*, we have put together a thought provoking and engaging program comprised of a variety of sessions and topics presented by higher education scholars, practitioners, and graduate students.

Thank you. A HUGE thank you to Dr. Tamara Leary our Program Chair for organizing this conference; your volunteerism, dedication and hard work is very much appreciated. Thank you to everyone who took the time to submit a proposal to the conference. The response to the call for proposals was very well received with an increase in submissions compared to previous years. Canadian higher education continues to be an area of growing research and publication and it is exciting to be a part of this positive momentum.

In addition to the CSSHE conference line up, take time to review the Congress Open sessions. Details can be found on the Congress website [http://www.congress2017.ca/program](http://www.congress2017.ca/program).

- The *Big Thinking* lecture series is held throughout Congress and brings together leading scholars and public figures who present forward-thinking research, ideas and solutions to the critical questions and issues of our time. This series is free and open to all Congress registered attendees and the public. Simultaneous interpretation will be provided. **All Big Thinking lectures take place in TRSM 1-067 – Auditorium.**
- *Career Corner* is a professional development workshop series where everyone from graduate students to established faculty members can learn how to advance their academic careers, publish and market their research, improve their lesson planning and teaching skills and find out about careers outside of academia. The workshops are free and open to all Congress registered attendees and the public.
- This year’s Congress host, Ryerson University is also offering programming for conference participants ranging from interdisciplinary lectures to cultural programming, and more.

Please be sure to attend the CSSHE Annual General Meeting(AGM) and Awards luncheon scheduled for **Monday May 29th at 11:30 – 12:45pm.** The AGM is an opportunity for you to learn more about the Board’s activities, to offer feedback to the Director and to recognize this year’s award recipients. The **Ryerson University President’s Reception** will take place on **Monday May 29th** between 5:00-7:00pm in the Mattamy Athletic Centre, I hope to see you there!

Sincerely,

Dr. Anne Charles
CSSHE President
## CSSHE 2017 Conference at a Glance
### Sunday May 28th 2017

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<tr>
<td>8:00 – 8:30 am</td>
<td>CSSHE Hospitality Room</td>
<td>ALL</td>
<td>SHE 501</td>
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<tr>
<td>8:30 – 9:45 am</td>
<td>CSSHE Conference Opening Welcome and Keynote: Dr. Nathan Hall</td>
<td>ALL</td>
<td>ENG LG 11</td>
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<td>10:00 – 11:15 am</td>
<td><strong>SESSIONS GROUP A</strong></td>
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<tr>
<td>1A</td>
<td>Symposium: Challenges in Practitioner Research on Developing Graduate Capability for Emerging Knowledge Practices</td>
<td>Open</td>
<td>EPH 142</td>
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<td>2A</td>
<td>Symposium: A Comparison of Secondary Mathematics in the U.S., Canada, and Hong Kong: Potential Impact for Teaching and Learning of College Entering Students</td>
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<td>EPH 201</td>
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<td>3A</td>
<td>Symposium: A Role for Blended and Online Learning in Higher Education Reform?</td>
<td>Open/BTL</td>
<td>EPH 112</td>
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<td>4A</td>
<td>Symposium: The politics of higher education policy: A transatlantic comparison</td>
<td>Open/Gov</td>
<td>ENG LG 11</td>
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<td>5A</td>
<td>Scholarly/Research Papers Session: Thinking Critically About Leadership</td>
<td>Open/Gov</td>
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<td>• Preparing Leaders to Make Good Technological Choices: A Case Study</td>
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<td></td>
<td>• Applicabilité et utilité de la typologie des conceptions des universités de Larouche (2011) comme outil de gouvernance et de planification</td>
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<td>• Anger &amp; Administrative Affect: Department Chair Feeling Rules</td>
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<td>• Presence of Secondary Traumatic Stress within Student Leader Paraprofessional Population</td>
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<td>6A</td>
<td>Scholarly/Research Papers Session: Internationalization: Identity and Equity</td>
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<td>• Spaces, Discourses, and Practices and the Cultural Identities of Arab Muslim Graduate Students: Voices from a Canadian University</td>
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<td>• How LGBT People and Allies Navigate Discourses of Equity and Internationalization In The Post-Secondary Institution</td>
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<td>• Educating Refugee Students: What Knowledge Do Canadian Teachers and Teacher Candidates Need?</td>
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<td>• Exploring the Higher Education Needs of Victims of Torture and Political Oppression</td>
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<td>7A</td>
<td>Scholarly/Research Papers: Variety of Topics</td>
<td>Open/Gov/BTL</td>
<td>EPH 441</td>
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<td>• New Universities Through Presidential Lenses</td>
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<td>• Les politiques de collaboration interuniversitaires en matière de formation: une étude exploratoire</td>
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<td></td>
<td>• Why the Digital Revolution Is Not Revolutionizing Universities (yet)</td>
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<td><strong>IGNITE SESSIONS (Lunch Provided)</strong></td>
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<td><strong>13:00 – 14:15pm</strong></td>
<td><strong>SESSIONS GROUP B</strong></td>
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<td>1B</td>
<td><strong>Symposium: Mirror, Mirror in the Hall: Using Assessment to Help Students Become Reflective Learners</strong></td>
<td>Open</td>
<td>EPH 142</td>
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<td>2B</td>
<td><strong>Scholarly/Research Papers Session: A Fragmented Professoriate</strong></td>
<td>Open/Gov/C&amp;P</td>
<td>EPH 201</td>
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<td>• <strong>Contingent Faculty: Redressing Inequities Through Institutional Policies and Practices</strong></td>
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<td>• <strong>Governance of Self and Others: Department Chairs Influence on Contingent Faculty</strong></td>
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<td>• <strong>Professional Segmentation in Vocational Postsecondary Education and Its Long-Term Implications.</strong></td>
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<td>• <strong>Workload Allocation Models and Ontario Colleges of Applied Arts and Technology: Packing and Unpacking the Faculty Workload</strong></td>
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<td>3B</td>
<td><strong>Scholarly/Research Papers Session: Integrating Technology</strong></td>
<td>BTL/Open</td>
<td>EPH 204</td>
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<td></td>
<td>• <strong>Viewing Blended Learning as Sociomaterial Assemblages</strong></td>
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<td>• <strong>Integrating Skill-Specific Learning into Existing Curricula</strong></td>
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<td>• <strong>Active Learning Classrooms: A Space For Exploring Different Perspectives Through Conversation</strong></td>
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<td>4B</td>
<td><strong>Scholarly/Research Papers Session: Teaching and Learning - Learners’ Perspectives</strong></td>
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<td></td>
<td>• <strong>A Learner-Centered Perspective on Achievement in Massive Open Online Courses</strong></td>
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<td>• <strong>Flip or Flop? - Student Perceptions of Flipped Teaching</strong></td>
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<td>• <strong>A Culture of Accessibility in the Sciences: A New Paradigm for Science Education and Training in Postsecondary Education</strong></td>
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<td>• <strong>Traces of Embodiment and Engagement in an Online Doctoral Research Methodology Course: A Virtual Ethnographic Study</strong></td>
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<td>4B Section 2</td>
<td><strong>Scholarly/Research Papers Session: Teaching and Learning - Learners’ Perspectives</strong></td>
<td>BTL/Open SS/IE</td>
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<td>• <strong>Facilitating International Students Acculturative Process Through Service-Learning</strong></td>
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<td>• <strong>The Carl Wieman Science Education Initiative at the University of British Columbia</strong></td>
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<td>• <strong>Online Graduate Studies and Game Theory</strong></td>
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<td>• <strong>City School by Mohawk: A Community-Built Response to Improving Access to Education</strong></td>
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<td>14:30 – 15:45pm</td>
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<td><strong>1C</strong></td>
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<td><strong>2C</strong></td>
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<td>Challenging Methods of Assessment in Higher Education: Can we Improve a Scale that we Cannot Measure?</td>
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<td>Benefits, Challenges, Barriers, and Priorities: Canadian College and University Perspectives on the Participation of Students in Quality Assurance</td>
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<td>Gender &amp; military Higher Education: Initial stages of a Gender-Based Assessment of Recruiting and Selection for Canadian Military Colleges</td>
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<td>Validation d’une typologie des conceptions des collèges canadiens en vue d’en évaluer leur performance</td>
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<td><strong>3C</strong></td>
<td>Scholarly/Research Papers Session: Understanding the Students’ Perspective</td>
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<td></td>
<td>Examining the Cultural Interface by Learning from Indigenous Doctoral Students And Faculty Experiences Of Supervision And Mentorship</td>
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<td>Implementing A First-Year Experience (FYE) Curriculum in a Large Communication Course</td>
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<td>Exploring International Graduate Students Evolving Understandings of Research, Collaborative Learning, and Critical Thinking: Insights from Co-Teaching a Research Methods Course</td>
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<td>Opening Doors for Dialogue: Gender Matters to Students of Leadership in Higher Education</td>
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<td><strong>4C</strong></td>
<td>Scholarly/Research Papers Session: Research: Policy and Praxis</td>
<td>Open/C&amp;P</td>
<td>EPH 207</td>
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<tr>
<td></td>
<td>What Does SSHRC Want?</td>
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<td>Negotiating Collaboration Among Researchers in Higher Education: Aiming for ‘Researcher Praxis’</td>
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<td>The Varieties of Academic Capitalism (VoAC) Approach: A Framework to Systematically Compare Interactions Between Political-Economic Structures and Academic Research Production</td>
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<td>16:00 – 17:15pm</td>
<td><strong>Affinity Group Meetings</strong></td>
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<td>Blended Teaching and Learning</td>
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<td>International Higher Education</td>
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## Conference at-a-Glance

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<tr>
<td>8:00 – 8:30 am</td>
<td>CSSHE Hospitality Room</td>
<td>ALL</td>
<td>SHE 501</td>
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<td>8:30 – 9:45 am</td>
<td>Provosts’ Panel: Critical Questions</td>
<td>ALL</td>
<td>ENG LG 11</td>
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<td>10:00 – 11:15 am</td>
<td><strong>SESSIONS GROUP E</strong></td>
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<td><strong>1E</strong></td>
<td>Symposium: All of the Above? Collecting and Using Data About Student Experience</td>
<td>SS</td>
<td>EPH 142</td>
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<tr>
<td><strong>2E</strong></td>
<td>Symposium: The changing landscape of College-University Relationships in Ontario</td>
<td>Open</td>
<td>EPH 112</td>
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<td><strong>3E</strong></td>
<td>Scholarly/Research Papers Session: International Programs and Partnerships</td>
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<td>• <em>Ethnicity and Effectively Maintained Inequality in B.C. Universities</em></td>
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<td>• <em>Talking Across Cultural Divides: Understanding International Programs</em></td>
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<td>• <em>The Moral Aims of University Internationalization: Professors Perspectives</em></td>
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<td>• <em>Emerging Global Players: Building International Legitimacy in Universities in Estonia And Kazakhstan</em></td>
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<td><strong>4E</strong></td>
<td>Scholarly/Research Papers Session: Understandings of Today's Diverse Student Population</td>
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<td>• <em>A Strengths-Based Examination of Canadian Post-Secondary Student Academic Completion Strategies</em></td>
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<td>• <em>Student and Faculty Perceptions of Student Attributes (SAs)</em></td>
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<td>• <em>Painting a Picture: Understanding our Student Parent Profile on Campus</em></td>
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<td>• <em>Exploring the Higher Education Needs of Victims of Torture and Political Oppression.</em></td>
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<td><strong>4E Section 2</strong></td>
<td>Scholarly/Research Papers Session: Understandings of Today's Diverse Student Population</td>
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<td>• <em>Excitement, Indifference, and Uncertainty: Exploring Student Perceptions of Student-Faculty Partnership</em></td>
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<td>• <em>Examining the Student Experience of Graduate Students with Disabilities using a Socialization Framework</em></td>
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<td>• <em>Évaluation de l’impact du programme de formation médicale à Saguénnay sur le recrutement et la rétention des médecins dans la région du Saguenay-Lac-Staaint-Jean</em></td>
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<td><strong>5E</strong></td>
<td>Scholarly/Research Papers Session: Moving Forward with Accessibility</td>
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<td>• <em>Opening Dialogue through the Arts: Best Practices &amp; Challenges in Faculty</em></td>
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<td>• <em>Evolving a Best Practices Framework for Accessibility Policy Development in Postsecondary Education: Preliminary Findings of the Landscape of Accessibility and Accommodation in Postsecondary Education Project</em></td>
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<td>• <em>A Strengths-Based Examination of Canadian Post-Secondary Student Academic Completion Strategies</em></td>
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## Conference at-a-Glance

**Monday May 29th 2017**

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<th>Time</th>
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<tr>
<td><strong>11:30 – 13:00</strong></td>
<td>CSSHE 2017 AGM and Awards Luncheon</td>
<td>ALL</td>
<td>ARC Building</td>
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<tr>
<td><strong>13:15 – 14:15</strong></td>
<td><strong>POSTERS and ROUNDTABLES</strong></td>
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<tr>
<td><strong>Posters</strong></td>
<td>Professional Development and Creative Learning Practice: Aspirations for Specialized Advancement</td>
<td>Open</td>
<td>ARC F/G</td>
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<td>Externalities of an Entrepreneurial University: How The Rental Of The University Campus Re-Narrativizes The Physical Campus</td>
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<td>Navigating Students’ Success: How International Doctoral Students Adjust to Canadian Educational Environment</td>
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<td></td>
<td>We’re talking about diversity and inclusion but I’ve never felt it”*: Talking Diversity Reproducing Whiteness in Pre-Service Teacher Education</td>
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<td><strong>Roundtables</strong></td>
<td>A Pedagogical Strategy for Doctoral Supervising</td>
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<td>When Things Go Wrong; A Reflection and Discussion on Unsuccessful Teaching Endeavors.</td>
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<td><strong>Table 1</strong></td>
<td>The Transformation of the Community College in Ontario</td>
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<td>Comparing the Compulsory Ancillary Fee Protocols in Effect at Ontario Universities</td>
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<td><strong>Table 2</strong></td>
<td>Will Immersive Virtual Reality Become Reality in Education</td>
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<td>Addressing the Skills Gap: Student Affairs and Policy Enactment</td>
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<td><strong>14:30 – 15:45</strong></td>
<td><strong>SESSIONS GROUP F</strong></td>
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<td><strong>1F</strong></td>
<td>Scholarly/Research Papers Session: Resources and Best Practices for the Online Classroom</td>
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<td>- Blended and Online Communities of Inquiry in Higher Education Reform: Multiple Cases of Faculty Teaching Development</td>
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<td>- Canadian Teaching and Learning Centres’ Online Resources for Instructors: A Survey and Synthesis of Best Practices</td>
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<td>- Crowdteaching 2.0: Going Beyond the Crowd of Teachers</td>
<td>BTL/O/CE</td>
<td>EPH 142</td>
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<tr>
<td><strong>2F</strong></td>
<td>CSSHE Award Recipients’ Presentations</td>
<td>ALL</td>
<td>EPH 201</td>
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<tr>
<td><strong>3F</strong></td>
<td>Scholarly/Research Papers Sessions: Collaborative Approaches to Internationalization</td>
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<td>- Internationalization in Higher Education- Lessons from the South: A Case Study of the University of the West Indies</td>
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<td>- Moving Towards More Strategic Partnerships: The Success and Challenges of</td>
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<td></td>
<td>- Perspectives from U.S. and Canadian Diversity Administrators at Two Large Research Universities About Race, Equity, and Inclusion.</td>
<td>IHE/Gov</td>
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### Conference at-a-Glance

**Monday May 29th 2017**

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<th>Time</th>
<th>Event Title</th>
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<tr>
<td>16:00 – 17:15</td>
<td><strong>Scholarly/Research Papers Sessions: Mental Health on Campus: Research and Responses</strong></td>
<td>SS/O/IHE</td>
<td>EPH 207</td>
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<td></td>
<td>• <em>Predictors of Psychological Well-Being and Satisfaction with Life among African Post-Secondary Students</em></td>
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<td>• <em>Comparing Postsecondary Student Mental Health in Canada and the United</em></td>
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<td>• <em>Using Guided Writing Groups to Support Self-Efficacy and Combat Writing Anxiety</em></td>
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<tr>
<td>17:00 to 19:00</td>
<td><strong>Affinity Group Meetings</strong></td>
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<td>Student Services</td>
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<td>Governance</td>
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<td>Community Engagement</td>
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<td>Colleges, Polytechniques and Institutes</td>
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<td><strong>President’s Reception: Mattamy Athletic Center</strong></td>
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## Conference at-a-Glance

**Tuesday May 30th 2017**

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<tr>
<th>Time</th>
<th>Event Title</th>
<th>Track</th>
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<tr>
<td><strong>8:00 – 8:30 am</strong></td>
<td>CSSHE Hospitality Room</td>
<td>ALL</td>
<td>SHE 501</td>
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<tr>
<td><strong>8:30 – 9:45 am</strong></td>
<td>CSSHE Panel: Indigenous Perspectives: Moving Forward in Canadian Higher Education</td>
<td>ALL</td>
<td>POD 368</td>
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<tr>
<td><strong>10:00 – 11:15 am</strong></td>
<td><strong>SESSIONS GROUP G</strong></td>
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<tr>
<td>1G</td>
<td>Symposium: Reflecting on the Past, Present and Future of Assessment in Canadian Student Affairs and Services</td>
<td>SS</td>
<td>EPH 142</td>
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<td>2G</td>
<td>Symposium: Blended Learning from Design to Evaluation: International Case Studies of Evidence-Based Practice</td>
<td>BTL</td>
<td>EPH 201</td>
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<td>3G</td>
<td>Symposium: Towards A Social Justice Approach to Community Engagement and Service Learning</td>
<td>CE</td>
<td>EPH 204</td>
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<td>4G</td>
<td>Symposium: The Academic Profession at Canadian Universities: Responding to Diversity, Growth and Global Competition</td>
<td>Open</td>
<td>EPH 112</td>
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<td><strong>11:30 – 12:45 pm</strong></td>
<td><strong>LUNCH: On your own</strong></td>
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<td><strong>13:00 – 14:15 pm</strong></td>
<td><strong>SESSIONS GROUP H</strong></td>
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<td>1H</td>
<td>Symposium: How do you self-identify: Asking Students Questions About Social Identity</td>
<td>EPH</td>
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<td>2H</td>
<td>Scholarly/Research Papers Session: Student Mobility and Institutional Choice</td>
<td>IHE</td>
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<td><em>Higher Education Policies in the Baltic States: Balancing the Language Demands in Multilingual Societies</em></td>
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<td><em>The Stratification of College Students' Choices of Majors in Taiwan</em></td>
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<td><em>Understanding the Decision-Making Process of International Students Who Choose To Study at Ontario Colleges</em></td>
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<td><em>From Far &amp; Wide To Close &amp; Narrow: Study, But Not Abroad?</em></td>
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<td>3H</td>
<td>Scholarly/Research Papers Session: Baccalaureates: A New Look</td>
<td>C&amp;P/O Open</td>
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<td><em>The Impact of CAAT Baccalaureates on Access and Students</em></td>
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<td><em>The Social Role of the College Bachelor Degree: Perceptions of College Administrators and Faculty</em></td>
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<td><em>College Baccalaureates in Ontario: Are There Differences and What Are the Implications?</em></td>
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<td><em>Representation of Baccalaureate Programs on College Websites: A Critical Discourse Analysis Approach</em></td>
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<td>4H</td>
<td>Scholarly/Research Papers Session: Ph.D. Currency Today and Tomorrow</td>
<td>EPH</td>
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<td><em>Professional Identity Formation for the Next 150: Ph.D. Graduates Experiences of Alternative Academic (Alt-Ac) Professions</em></td>
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<td><em>The Role of Intention in Post-Phd Career Decision-Making</em></td>
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<td><em>Take My Advice: Doctoral Students' Self-Formation as Competitive Academic Subjects</em></td>
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## Conference at-a-Glance

**Tuesday May 30th 2017**

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<td>5H</td>
<td>Scholarly/Research Papers Session: Variety of Topics</td>
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<td></td>
<td>• The Reappointments of Canadian University Deans: Preliminary Findings</td>
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<td>• Combining Credentials to Advantage?</td>
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<td>• Educational Leadership and Continuous Improvement (Lean Type): Similar Results in School board and College</td>
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<th>14:30 – 15:45pm</th>
<th>SESSIONS GROUP I</th>
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<tr>
<td>1I</td>
<td>Symposium: Understanding the Ecology of Entrepreneurship Learning in Higher Education</td>
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<th>2I</th>
<th>Scholarly/Research Papers Session: Internationalization and Employability Reform?</th>
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<td>• IET Bridging Program: Policies and Practices Enabling the &quot;Self-Formation&quot; of Professional Identities</td>
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<td>• Developing International Student Graduate Employability in A Globally Competitive Higher Education Landscape</td>
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<td>• Equity &amp; Extra-Curriculas: Race, Class, Gender and the Successful Student</td>
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<th>3I</th>
<th>Scholarly/Research Papers Session: Thinking Theoretically</th>
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<td>• Enjoy Your Education! - A Pedagogical Ethics of Radical Trust</td>
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<td>• Understanding Educational Development Through Lefebvres Spatial Triad Theory</td>
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<td>• The Demographics and Career Paths of Canadian University Deans</td>
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CSSHE Annual Conference, May 28\textsuperscript{th}-30\textsuperscript{th} 2017

CSSHE 2017 Conference Program Details

Sunday May 28\textsuperscript{th} 2017

CSSHE Hospitality Room: 8:00 – 8:30 am

SHE 501

If you have any questions, comments or concerns or you simply would like a meeting place to chat with colleagues there will be Congress volunteers and CSSHE conference representatives in the CSSHE hospitality room at the beginning of each day.

CSSHE Conference Opening Welcome and Keynote: 8:30 – 9:45 am

ENG 11

Dr. Nathan Hall is an Associate Professor in the Department of Educational and Counselling Psychology (Learning Sciences) at McGill University and director of the Achievement Motivation and Emotion research group (www.ame1.net). His research is funded by provincial, federal, and international grants (e.g., SSHRC, FQRSC, Spencer, Humboldt) and has a specific focus on the structure, effects, and self-regulation of motivational variables and emotions in educational settings (e.g., teachers, students, faculty) as well as motivational interventions for improving achievement, persistence, and psychological health as facilitated by digital/social media.

SESSIONS GROUP A  10:00 – 11:15 am

1A  Symposium: Challenges in Practitioner Research on Developing Graduate Capability for Emerging Knowledge Practices

Panelist(s): Thomas Carey  BC Association of Institutes and Universities
Linda Pardy  University of the Fraser Valley
Christine Arnold  Memorial University of Newfoundland
Richard Wiggers  Mohawk College
Tracy Penny Light  Thompson Rivers University

Faculty are creating new approaches to develop student capability in emerging knowledge-practices, e.g., epistemic fluency and workplace innovation. New challenges arise for research when both capability and pedagogy are works-in-progress! This panel practitioner-researchers, educational developers, and research experts share their experiences to stimulate participant discussion on moving forward

2A  Symposium: A Comparison of Secondary Mathematics in the U.S., Canada, and Hong Kong: Potential Impact for Teaching and Learning of College Entering Students

Panelist(s):  Chris L. Yuen  SUNY University at Buffalo
Amy Kong  Helena College University of Montana
Shane Tang  Salt Lake Community College
Pauline Chow  Central Pennsylvania’s Community College

This symposium showcases the differences among U.S., Canadian, and Hong Kong secondary mathematics education systems. Pedagogy, curriculum, assessment, cultural difference, and use of technology are discussed. Audience will
engage in dialog about best practices in college teaching, transitioning secondary students to college entry, and teacher preparation targeting college level instruction.

3A  Symposium: A Role for Blended and Online Learning in Higher Education Reform?  EPH 112
Panelist(s): Kathleen Matheos          University of Manitoba
            Marthi Cleveland-Innes       Athabasca University
            Alan Davis               Kwantlen Polytechnic University
            Heather Kanuk           University of Alberta

Higher education reform is critical, and institutions must transform themselves to respond to changing societal contexts. Blended and online learning viewed a decade ago as a promising practice is now well integrated into Canadian higher education. How can it now play a key role in fostering higher education reform?

4A  Symposium: The politics of higher education policy: A transatlantic comparison  ENG LG 11
Panelists: Deanna Rexe          Assiniboine Community College
            Jens Jungblut         University of Kassel
            Martin Maltais        Université du Québec à Rimouski
            Theresa Shanahan      York University
            Erik Ness            University of Georgia
Moderator: Glen Jones           OISE/University of Toronto

Research on politics of higher education takes place in largely secluded academic communities on both sides of the Atlantic. This symposium creates a bridge between these secluded communities by discussing the state of the art of scholarship on politics of higher education policy in Canada, the US, and Europe.

5A  Scholarly/Research Papers Session: Thinking Critically About Leadership  EPH 204
Preparing Leaders to Make Good Technological Choices: A Case Study
Presenter(s): David Schmaus          NAIT

Technological systems are based on choices. How can technology management education prepare future leaders to make good technological choices? A case study of a Bachelor of Technology program at a Canadian Polytechnic Institute provides insight into how answers to this question emerge in the context of higher education.

Applicabilité et utilité de la typologie des conceptions des universités de Larouche (2011) comme outil de gouvernance et de planification
Présentateur(s): Catherine Larouche    Université du Québec

Cette communication vise la présentation des résultats d’un projet de recherche financé par le Programme de coopération intergouvernementale du Québec. Ce projet visait les objectifs suivants : 1) Vérifier l’application de la typologie de Larouche et coll. (2012) dans le contexte d’une université canadienne francophone hors Québec UFHQ. 2) Explorer auprès des dirigeants de cette université l’utilité de la typologie comme outil de gouvernance, de planification, d’évaluation ou de gestion.
Anger & Administrative Affect: Department Chair Feeling Rules
Presenter(s): Summer Cowley University of Alberta

Social norms called feeling rules influence which emotions are considered appropriate for Department Chairs to express. Chairs must learn these contextual feeling rules as they perform their role. Identifying feeling rules in this study may help future Chairs by reducing some of the surprise associated with taking on the Chairship.

Presence of Secondary Traumatic Stress within Student Leader Paraprofessional Population
Presenter(s): Casey Phillips Nipissing University

Student Leader Paraprofessionals (SLPs) assist in the early detection and referral of students to professional services of support. Secondary Traumatic Stress (STS) in helping professionals has been explored in literature for well over 10 years. This research examines the prevalence of STS on SLPs in a postsecondary environment.

Spaces, Discourses, and Practices and the Cultural Identities of Arab Muslim Graduate Students: Voices from a Canadian University
Presenter(s): Bayan Qutub University of British Columbia

This study examines the role of a Canadian higher education institution in (de)constructing the sense of cultural identity among Arab Muslim graduate students. Particularly, the study investigates the university’s settings (spaces, discourses, and practices) in shaping cultural identities of these students, and aims to give voice to them.

How LGBT People and Allies Navigate Discourses Of Equity And Internationalization In The Post-Secondary Institution
Presenter(s): Kaela Jubas University of Calgary

This paper discusses a qualitative case study exploring how LGBT and ally faculty, students, and staff at Alberta and BC post-secondary institutions navigate coinciding discourses around equity and internationalization. Three tensions apparent in the data inclusion/exclusion, safety/risk, coming out/passing are highlighted, and implications for LGBT people and institutions are noted.

Educating Refugee Students: What Knowledge Do Canadian Teachers and Teacher Candidates Need?
Presenter(s): Snezana Ratkovic Dragana Kovacevic Courtney Brewer Brock University Brock University Nipissing University

Canadian schools are receiving a high influx of refugee students. The current educational system is ill-equipped to facilitate refugee students' transition to Canadian schools. We conducted a scoping review of Canadian literature and policy from various sectors to synthesize research about refugee students' education, resettlement, and wellbeing in Canada.
Exploring the Higher Education Needs Of Victims Of Torture and Political Oppression.
Presenter(s): Jaswant Bajwa George Brown College

The after-effects of living through war and exposed to violence on a daily basis are a reality for refugees and asylum seekers. Their schooling is interrupted by war, hopes shattered, safety jeopardized by being in refugee camps. Survivors may also experience after effects of torture, trauma and war that may diminish their ability to study, including memory and concentration problems, anxiety, insomnia and chronic pain. In recent years, Canada has welcomed thousands of people seeking asylum, many of them survivors of war and torture. They come for the chance of a new life but the shadows of the old one can block them from the best paths to a new one, education. The next 150th creates an opportunity for Canada to create an education system that acknowledges the reality of the changing demographics in our institutions of higher education.

7A Scholarly/Research Papers: Variety of Topics EPH 441

New Universities Through Presidential Lenses
Presenter(s): John Levin University of California
Ariadna López Damián University of California
Evelyn Morales Vázquez University of California
Marie C. Martin University of California

This investigation addresses three new universities in the provinces of British Columbia and Alberta and presidents’ ascriptions of organizational identity to their universities. Through extended interviews and narrative analysis, this investigation explains the positionality and understandings of presidents in relationship to the path to legitimacy of their universities.

Les politiques de collaboration interuniversitaires en matière de formation: une étude exploratoire
Presenter(s): Genevieve Sirois Université de Montréal
Martin Maltais Université du Québec à Rimouski

Cette communication présente les résultats préliminaires d’une étude exploratoire descriptive des politiques de collaboration interuniversitaire portant sur des activités de formation, permettant de répondre à la question générale suivante : comment se déploient les collaborations interuniversitaires en matière de formation dans les cas où l’on compte au moins un établissement francophone issu du Canada ? L’objectif poursuivi par cette étude, qui constitue la première étape d’un projet de recherche plus important, est de décrire trois cas de collaboration interuniversitaire en matière de formation impliquant au moins une université francophone du Canada.

Why the Digital Revolution Is Not Revolutionizing Universities (Yet).
Presenter(s): Gavin Moodie OISE/University of Toronto

This seeks to explain why the digital revolution has not revolutionized universities, as has been widely and extravagantly predicted or advocated. It seeks the explanation not in the nature of technology nor in the nature of universities, but in pedagogy: the nature of teaching-learning and the knowledge that universities transmit.
IGNITE SESSIONS (Lunch Provided): 11:25 – 12:50pm
ENG LG 11
This is structured like a lunch and learn – pick up your lunch (provided) and attend the Ignite Session – your colleagues will share their research and ideas in a 5-minute presentation.

**Whiteboard Animation Videos: A way to disseminate research for broader audiences**
Presenter: George Veletsianos  Royal Roads University

This session shares lessons learned in the process of creating short whiteboard animation videos to share the author’s research. These lessons include: identifying easy-to-use software, creating scripts, humanizing research, and addressing time concerns. The session will be of interest to researchers and practitioners.

**Flipping the Instructional Focus: How to ensure your flipped class isn’t a flop**
Presenter: Camille Rutherford  Brock University

More important than flipping in-person lectures for online lectures, professors need to consider how they can flip the instructional focus and emphasis learning instead of teaching. This presentation will discuss how Blooms Taxonomy can be used to increase the level of student engagement and cognitive challenge to create a student centered instructional approach.

**Rethinking Post-Secondary Accessibility through Community-Based Learning Hubs**
Presenter: Dr. Alan Bourke  Mohawk College

This presentation argues that developing community-based earning hubs offer a unique and innovative way of making post-secondary education accessible to disadvantaged communities in a manner that transcends traditional implementations of outreach and community engagement.

**Universities, National Identity and Ethnic Minorities**
Presenter: Grace Karram Stephenson  OISE/ University of Toronto

What role should universities play in unifying diverse nations? Is unity only possible with a strong economy? How might universities contribute to nation identity when economies falter? This session uses national case studies (Malaysia & UAE) charting a path for universities to build national identity and counter divisive populist movements.

**Social Network Analysis: Opportunities and Challenges for Higher Education Research**
Presenter: Melinda Scott  University of Toronto

To the extent that post-secondary institutions and the activities that occur within them are rooted in relationships, social networks matter. This session will explore social network analysis as a research method that can illuminate the inner workings of colleges and universities and the ways in which they relate to society.

**The Oppression of Contingent Faculty and its Psycho-Social Implications**
Presenter: Cherrie Kwok  OISE/University of Toronto

The facade of promised collegiality and academic freedom often clouds the hidden inequities that exist within the segmented academic hierarchy. Drawing on Young’s (2004) Five Faces of Oppression, this paper explores the conditions of exploitation, powerlessness, marginalization and their psycho-social implications on an underclass of academic workers - contingent faculty.

“Cette expérience est très difficile!” How participating in an intensive, French-language immersion program helped me become a better instructor
Presenter: Jacqueline Beres  Brock University

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I will share my experience participating in a five-week, intensive, French-language immersion program and how it influenced my instructional practices when teaching English as a Subsequent Language students. Using three notable events, I will describe unexpected challenges I encountered and how I used these struggles to (hopefully) improve my teaching.

SECTIONS GROUP B       13:00 – 14:15 pm
1B  Symposium: Mirror, Mirror in the Hall: Using Assessment to Help Students Become Reflective Learners

Panelists:  Tom Klubi       University of Toronto - Mississauga.
Monica Paabo       OISE/University of Toronto.
HsingChi vonBergmann  University of British Columbia
Jinli Yang       The Learning Partnership.
Sylvia Langlois Centre for Interprofessional Education / University of Toronto
Graham Vardy OISE/University of Toronto
Moderator:  Amanda Brijmohan OISE/University of Toronto

The panelists of this symposium have experience developing assessment tools in postsecondary education programs to help students to reflect on their learning. Bringing perspectives from diverse programs within postsecondary education, the panelists will discuss the process and challenges of developing and using these assessment tools.

2B  Scholarly/Research Papers Session: A Fragmented Professoriate

Contingent Faculty: Redressing Inequities Through Institutional Policies and Practices
Presenter(s):  Deanne Saunders OISE/University of Toronto

This paper examines the growing reliance on contingent faculty at colleges and universities and the working conditions that characterize their experiences, ultimately proposing a number of institutional policies and practices to redress the inequities that they face.

Governance of Self And Others: Department Chairs Influence on Contingent Faculty
Presenter(s):  Michael Klassen University of Toronto

The growth in contingent faculty members in Canadian universities contributes to vertical fragmentation of academic work and raises questions about whether self-governance is still possible (Jones 2013). This paper argues that department chairs play a key role in shaping contingent faculty experience including their participation in curriculum governance.

Professional Segmentation in Vocational Postsecondary Education and Its Long-Term Implications.
Presenter(s):  Linda Muzzin OISE/University of Toronto
Andrea Kalmin York University

This paper argues, based on analyses of interviews with university and college faculty in professional and vocational fields, that there is significant segmentation in the professoriate that can be theorized as gendered and racialized. Long-
term implications concerning precarity, chilly climate and the diversity of professional/vocational curricula are discussed.

**Workload Allocation Models and Ontario Colleges of Applied Arts and Technology: Packing and Unpacking the Faculty Workload**

Presenter(s): Anne Charles Conestoga College Institute of Technology and Advanced Learning

Workload Allocation Models and Ontario Colleges of Applied Arts and Technology: Packing and Unpacking the Faculty workload in the Ontario Colleges of Applied Arts and Technology (CAATs) is allocated on the basis of a Standard Workload Formula (SWF). Using a structural functionalist framework this paper situates the SWF within a typology of workload models and discusses its functionality in a contemporary context.

**3B Scholarly/Research Papers Session: Integrating Technology**

**Viewing Blended Learning as Sociomaterial Assemblages**

Presenter(s): Marguerite Koole University of Saskatchewan
Gale Parchoma University of Saskatchewan
Marlon Simmons University of Calgary

The intent of this presentation is to examine the diversity and complexity of voice-text blends in online and blended learning through a socio-materialist perspective. Our goal is to theorize performances of voice and text as assemblages emerging through physical places, digital components, and inscribed design expectations.

Active Learning Classrooms: A Space for Exploring Different Perspectives Through Conversation

Presenter(s): Victoria Chen Queen's University

With increasingly diverse populations and seemingly divergent mindsets, conversations on controversial topics are becoming more like shouting matches with no conclusions than intellectual discussions with a desire for constructive solutions. In the classroom, it is up to the instructor to set the tone to facilitate discussions that end in the latter and with the help of active learning classrooms this can be done.

Integrating Skill-Specific Learning into Existing Curricula

Presenter(s): Jenn McArthur Ryerson University

Specialized software is often a highly-desired skill by industry but Universities struggle to provide students with such expertise within curriculum constraints. This paper presents early results from the development of a curriculum integration toolkit to integrate Architectural Design software into existing courses through experiential activities, including student evaluation data.

**4B Scholarly/Research Papers Session: Teaching and Learning: Learners’ Perspectives**

A Learner-Centered Perspective on Achievement in Massive Open Online Courses

Presenter(s): Hedieh Najafi University of Toronto
We investigated how learners’ levels of task-value and self-efficacy and intentions related to their course achievement and course completion in four Massive Open Online Courses. Using clustering techniques, we identified two groups of higher- and lower-motivation learners in these courses. Early findings show that higher-motivation learners achieved higher course grades.

Flip or Flop? - Student Perceptions of Flipped Teaching
Presenter(s): Camille Rutherford Brock University

The purpose of this research was to investigate the perceptions of Teacher Education students enrolled in courses that utilized a flipped teaching approach. The results of this study can be used to increase the likelihood that that attempts to flip instruction are not perceived as a flop.

Traces of Embodiment and Engagement in an Online Doctoral Research Methodology Course: A Virtual Ethnographic Study
Presenter(s): Gale Parchoma University of Saskatchewan
              Michele Jacobsen University of Calgary
              Marlon Simmons University of Calgary
              Dorothea Nelson University of Calgary
              Shaily Bhol University of Calgary

This paper reports findings from a virtual ethnographic inquiry into the re-design of an online graduate research methodology course. A key feature of the re-design was the introduction of virtual, auditory, coffee sessions. Participants reported that these less formal learning opportunities encouraged sustained engagement and resulted in comparable-to-being-embodied learning experiences.

A Culture of Accessibility in the Sciences: A New Paradigm for Science Education and Training in Postsecondary Education
Presenter(s): Mahadeo Sukhai National Educational Association of Disabled Students

Persons with disabilities are under-represented in science, technology, engineering and mathematics (STEM) training programs. This presentation will focus on systems principles for effective engagement of students with disabilities in STEM, and provide a framework for postsecondary institutions to use in ensuring their full participation in the research enterprise and discipline.

Facilitating International Students Acculturative Process Through Service-Learning
Presenter(s): Nevin Shalabi Brock University

This session disseminates the findings of a qualitative study that explored the effect of participation in service-learning on a group of international students’ transition to life and study in Canada. Promoting understanding of core Canadian values and enhancing feelings of self-worth emerged as important factors in facilitating the acculturative process.
The Carl Wieman Science Education Initiative at the University of British Columbia

Presenters: Warren Code University of British Columbia
Elizabeth Jane Maxwell University of British Columbia
Ashley Welsh University of British Columbia

We present a summary of outcomes and lessons learned from the Carl Wieman Science Education Initiative at the University of British Columbia, which has been transforming undergraduate math and science education since 2007 by partnering faculty with department-based experts from their own discipline with training in current education research.

Online Graduate Studies and Game Theory

Presenter(s): Thomas Power Université Laval

This study identifies and distinguishes between various online learning design, development and delivery strategies implemented in higher education based on game theory; i.e. the main key players (stakeholders) involved in adopting and implementing these strategies, the effects of strategy choices made by players on other players and the online learning strategy that best achieves sustainability in graduate studies.

City School by Mohawk: A Community-Built Response to Improving Access to Education

Presenter(s): Dr. Alan Bourke Mohawk College

This session presents preliminary findings from City-School by Mohawk, an initiative that is the first of its kind in Ontario to implement a comprehensive and inclusive strategy of bringing college learning and accessible post-secondary education down to the community hub level.

SESSIONS GROUP C 14:30 – 15:45pm

1C Symposium: Exploring the Potentials & Pitfalls of Student-Faculty Partnership EPH 142

Panelists: Elizabeth Marquis McMaster University
Erin Aspenlieder McMaster University

This symposium will engage participants in discussing the possibilities, benefits, and challenges of student-faculty partnerships within teaching and learning. It will describe a program that supports partnership, offer reflections from students, faculty, and staff who have taken part, and present findings from research assessing that program and partnership more broadly.

2C Scholarly/Research Papers Session: Quality Assurance & Unique Initiatives EPH 201

Challenging Methods of Assessment in Higher Education: Can we Improve a Scale that we Cannot Measure?

Presenter(s): Bernie Murray Ryerson University

This session explores challenging methods of assessment used as measures of students’ achievements. Our goal as educators is to fairly evaluate students' assignments. However, students continually say that their grades are subjective or unfair. Discourse focuses on sharing the findings from a research study and examining whether we can improve a scale that we cannot measure.

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Benefits, Challenges, Barriers, and Priorities: Canadian College and University Perspectives on the Participation of Students in Quality Assurance

Presenter(s): Tracey McCutcheon  
Seneca College of Applied Arts & Technology  
Mary Catharine Lennon  
Ontario Postsecondary Education Quality Assessment Board  
Janna Luettman  
Ontario Postsecondary Education Quality Assessment Board  
Yvonne Zhang  
Seneca College of Applied Arts & Technology

Quality assurance policy and practice in higher education has become increasingly important within a climate calling for greater accountability to students and the wider public. This presentation will discuss the results of a national survey of institutions on policies and practices involving students in more participatory quality assurance roles.

Gender & Military Higher Education: Initial Stages of a Gender-Based Assessment of Recruiting and Selection for Canadian Military Colleges

Presenter(s): Grazia Scoppio  
Royal Military College of Canada  
Nancy Otis  
Department of National Defence  
Yan (Lizzie) Yan  
Queen’s University  
Tabasum Akseer  
Queen’s University

The presentation summarizes the initial findings of year one of a two-year study involving a gender-based assessment of recruiting and selection for the Canadian military colleges, namely, the Royal Military College of Canada in Kingston, Ontario, and the Royal Military College Saint-Jean, Quebec.

Validation d’une typologie des conceptions des collèges canadiens en vue d’en évaluer leur performance

Presenter(s): Catherine Larouche  
Universite du Quebec Chicoutimi  
Denis Savard  
Universite Laval

Cette communication vise la présentation des résultats d’un projet de recherche subventionné par le Conseil de recherche en Sciences Humaines concernant la validation d’une typologie des conceptions des collèges canadiens en vue d’évaluer leur performance.

3C Scholarly/Research Papers Session: Understanding the Students’ Perspective  EPH 204

Examining the cultural interface by learning from Indigenous doctoral students and faculty experiences of supervision and mentorship

Presenter(s): Amy Parent  
Simon Fraser University

The purpose of this research is to collaborate with faculty, Indigenous education doctoral students and Indigenous doctoral alumni in British Columbian universities in order to understand exemplary mentorship and supervisory practices. This presentation will share findings from interviews with faculty supervisors, Indigenous doctoral students and recent Indigenous doctoral alumni; and discuss potential knowledge mobilization projects.

CSSHE Annual Conference, May 28th-30th 2017
Implementing a First-Year Experience (FYE) Curriculum in a Large Communication Course

Presenter(s): Dr. Daniel Ahadi Simon Fraser University
Jennesia Pedri Simon Fraser University
Dugan Nichols Simon Fraser University

This presentation will focus on a First-Year Experience (FYE) course in Communication studies and the effectiveness of it for student learning. The author will share findings from a post-pre survey with students conducted at end of Fall 2016 and Spring 2017 semesters, as well as interviews and focus groups with students, instructors, and staff.

Exploring International Graduate Students’ Evolving Understandings of Research, Collaborative Learning, and Critical Thinking: Insights from Co-Teaching a Research Methods Course

Presenter(s): Jacqueline L. Beres Brock University
Vera E. Woloshyn Brock University

This qualitative case study investigates international Master of Education students’ understandings of research and their engagement in collaborative learning and critical critique. Preliminary findings suggest students experienced nuanced understandings of researcher-related decision making processes and developed an appreciation for the transferability of course concepts to their personal and professional lives.

Opening Doors for Dialogue: Gender Matters to Students of Leadership in Higher Education

Presenter(s): Kanina Blanchard Western University

Gender remains an obscured topic in the education of leaders, yet an exploratory case study conducted in an undergraduate leadership course at a business school in Ontario illustrates the call from former students to embed the topic in future curriculum. Study participants assert that discussions about gender in leadership education creates the space to engage in challenging conversations and experiences exploring topics around diversity, ethics, inequality, religious differences, and sexual orientation thus opening the door for learning they say is vital for them in the workplace.

4C Scholarly/Research Papers Session: Research: Policy and Praxis EPH 207

What Does SSHRC Want?

Presenter(s): Sandra Acker University of Toronto
Michelle K. McGinn Brock University
Marie Vander-Kloet University of Toronto
Anne Wagner Nipissing University

This paper represents a collaborative self-study of our research team’s experience of applying to the Social Sciences and Humanities Research Council for funding. This reflexive account is embedded in our research about the social construction of social-justice oriented academic research. Our reflections highlight issues of academic identity and institutional choices.
Negotiating Collaboration Among Researchers in Higher Education: Aiming for 'Researcher Praxis'

Presenter(s): Mimi Masson OISE/University of Toronto
            Shakina Rajendram OISE/University of Toronto
            Elizabeth Larson OISE/University of Toronto

What are the politics of collaboration for researchers who want to develop ‘researcher praxis’ - that is, the negotiation of theoretical aspirations with the practical side of conducting research? This paper is a narrative exploration into the processes for collaborative research among three graduate researchers in Higher Education.

The Varieties of Academic Capitalism (VoAC) Approach: A Framework to Systematically Compare Interactions Between Political-Economic Structures and Academic Research Production

Presenter(s): Olivier Begin-Caouette, Centre interuniversitaire de recherche sur la science et la technologie (CIRST), (UQM)

Merging the varieties of capitalism (VoC) approach (Hall & Soskice, 2004) with Munch’s (2014) version of academic capitalism, I developed the varieties of academic capitalism approach (VoAC) in order to investigate how political-economic structures condition higher education systems' strategies to accumulate scientific capital (or academic research production).

Affinity Group Meetings

Blended Teaching and Learning 16:00 – 17:15pm
International Higher Education  EPH 207
Open  EPH 112
Monday May 29th, 2017

CSSHE Hospitality Room: 8:00 – 8:30 am

Panel Presentation: 8:30 – 9:45 am
The Quality of Learning in Canadian Higher Education: A Priority, Necessity or After Thought?
Panelists:

Dr. Janet Morrison assumed the role of Provost and Vice President, Academic at Sheridan in 2016. Sheridan has been a leader in undergraduate education since 1967; our Creative Campus approach combined with a commitment to polytechnic education prepares students for work and life. Prior to her appointment at Sheridan, Janet spent 17 years at York University working in various roles focused on learning, discovery and engagement, most recently, serving as Vice-Provost, Students. Before joining York, she held leadership positions in student affairs and taught at the University of Guelph, Bowling Green State University, Medical College of Ohio and George Brown College. She holds undergraduate and graduate degrees in history and education. Having worked in the post-secondary sector for over twenty-five years, Janet remains passionate about student success and community engagement. She served as a staff representative on York's Board of Governors and in 2010 was awarded York University's President’s Leadership Award. An active volunteer, Janet is currently a member, and the former Chair of, the Board of Trustees at Holland Bloorview Kids Rehabilitation Hospital and has previously chaired the Board of Directors for the Children’s Aid Society of Toronto.

Dr. Steve Grundy, Provost and Vice President Academic, Royal Roads University, holds a PhD in chemistry from the University of Sheffield in England. His research interests have ranged from synthetic chemistry to environmental science. He has travelled extensively in the Canadian Arctic and the west coast of Canada as a field scientist with a specialization in contaminant transport mechanisms. He is particularly interested in the directions of post-secondary education, the evolution and development of on-line learning and new models of university governance and leadership. He currently serves on the boards of BCNet and the Canadian Virtual University.

Moderator: Mr. Rod Skinkle, President and CEO of Academica Group Inc.

Building upon his background in higher education student affairs research, Rod has led Academica Group to become a leading provider of higher education policy, consumer research and enrolment consulting with most of Canada’s leading universities and colleges coast-to-coast and growing Internationally. Rod pioneered the development of research tools and studies for Canadian institutions and is the founder of the largest ongoing syndicated study of higher education consumers, the University College Applicant Study (UCAS). In addition to his overall leadership and

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executive responsibilities, Rod leads and is committed to maintaining a thriving market and social policy research division focused on higher education accessibility, student success, education and career goal development. Rod holds a Diploma in Behavioural Science, Loyalist College, an Honours Degree in Psychology, The University of Waterloo, and a Master’s Degree in Applied Social Research, the University of Saskatchewan.

**SESSIONS GROUP E  10:00 – 11:15 am**

1E Symposium: All of the Above? Collecting and Using Data About Student Experience  EPH 142

Panelists(s): Sheldon Grabke  OISE/University of Toronto
Timothy Fricker  Mohawk College
Shakina Rajendram  OISE/University of Toronto
Hany Soliman  OISE/University of Toronto
Moderator: Ruth Childs  OISE/University of Toronto

Based on their experiences collecting and using data about student experience in colleges and universities, four panelists will address the questions: What additional data are needed? How good are the data we have? How can we collect more and better data?

2E Symposium: The changing landscape of College-University Relationships in Ontario  EPH 112

Panelist(s): Paula Green  York University; University of Toronto

This symposium will share the findings of a significant study of 14,000 transfer students between Seneca College and York University over a twelve year period. The panel will situate the discussions within the context of the changing landscape of post-secondary education in Ontario with particular emphasis on college university relationships.

3E Scholarly/Research Papers Session: International Programs and Partnerships  EPH 204

Ethnicity and Effectively Maintained Inequality in B.C. Universities
Presenter(s): Robert Sweet  Lakehead University

In British Columbia, distinctions are made between research intensive universities and teaching intensive universities with respect to resources, programming, and perceived prestige value. We employ an Effectively Maintained Inequality (EMI) framework to examine the role played by ethnicity in the competition for admission to research intensive universities.

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Talking Across Cultural Divides: Understanding International Programs
Presenter(s): Rahul Kumar  Brock University
Clinton Kewley  Brock University

This paper offers a consolidated conversation amongst faculty, students, and administrators of one international program. It builds on the tradition of including voices of students, faculty members, and administrators, and then considers how their respective interests, practices, and goals converge to improve upon educational experience of international students.
The Moral Aims of University Internationalization: Professors Perspectives

Presenter(s): Laura Servage University of Alberta
Lorin G Yochim Institute of International and Comparative Education Beijing Normal University

The proposed presentation considers faculty’s openness to the internationalization of teaching and learning, in light of both moral and epistemological tensions that emerge as stable, traditional notions of disciplinary knowledge, academic standards, and academic practices are challenged.

Emerging Global Players: Building International Legitimacy in Universities in Estonia and Kazakhstan

Presenter(s): Merli Tamtik University of Manitoba
Emma Sabzalieva OISE/University of Toronto

The paper examines how post-socialist states build international legitimacy in the context of global knowledge economy. The cases of Estonia and Kazakhstan and their flagship universities are analyzed. The findings demonstrate that even with strong government support and institutional alignment to national goals, international legitimacy-building is not easily achieved.

4E Scholarly/Research Papers Session: Understandings of Today’s Diverse Student Population

Student and Faculty Perceptions of Student Attributes (SAs)

Presenter(s): Summer Cowley University of Alberta
Jason Holmes University of Alberta
Dr. Heather Kanuka University of Alberta
Dr. Samira ElAtia University of Alberta

The purpose of this study was to gain insights on how academics and undergraduate students understand student attributes (SAs). The findings of this study show there is a range of views with respect to the level of understandings on how SAs are acquired throughout an undergraduate program.

Painting a Picture: Understanding our Student Parent Profile on Campus

Presenter(s): Vicki Squires University of Saskatchewan

Little research exists regarding the profile of student parents on campus, even though more nontraditional and mature students access post-secondary education. This study, located within research on access and persistence of post-secondary education, presents information generated through a telephone survey of students, conducted on one Canadian campus.

Exploring the Higher Education Needs of Victims of Torture and Political Oppression.

Presenter(s): Dr. Jaswant Bajwa George Brown College

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The after-effects of living through war and exposed to violence on a daily basis are a reality for refugees and asylum seekers. Their schooling is interrupted by war, hopes shattered, safety jeopardized by being in refugee camps. Survivors may also experience after effects of torture, trauma and war that may diminish their ability to study, including memory and concentration problems, anxiety, insomnia and chronic pain. In recent years, Canada has welcomed thousands of people seeking asylum, many of them survivors of war and torture. They come for the chance of a new life but the shadows of the old one can block them from the best paths to a new one, education. The next 150th creates an opportunity for Canada to create an education system that acknowledges the reality of the changing demographics in our institutions of higher education.

4E Section 2  Scholarly/Research Papers Session: Understandings of Today’s Diverse Student Population

ENG LG 11

Excitement, Indifference, and Uncertainty: Exploring Student Perceptions of Student-Faculty Partnership

Presenter(s):  Elizabeth Marquis  McMaster University
Sunanna Bhasin  McMaster University

This session presents preliminary results from a mixed-methods study exploring the ways in which students understand the notion of student-faculty partnership and perceive a program designed to support such work. We present insights about potential barriers to partnership, and offer recommendations for developing partnership programs that are appropriately inclusive.

Examining the Student Experience of Graduate Students with Disabilities Using a Socialization Framework

Presenter(s):  Kathleen Moore  University of Toronto/NEADS
Mahadeo Sukhai  National Educational Association of Disabled Students (NEADS)

In this study, we examined survey data from the Understanding Accessibility in Graduate Education for Students with Disabilities in Canada project done by NEADS. A socialization framework was used to analyze the data and investigate the challenges that graduate students with disabilities might experience as they are socialized into professional roles.

Évaluation de l’impact du programme de formation médicale à Saguenay sur le recrutement et la rétention des médecins dans la région du Saguenay-Lac-Saint-Jean

Presenter(s):  Mylene Levesque  Centre intégré universitaire de santé et de services sociaux du Saguenay-Lac-Saint-Jean
Catherine Larouche  Université du Québec à Chicoutimi
5E Scholarly/Research Papers Session: Moving Forward with Accessibility

Opening Dialogue through the Arts: Best Practices & Challenges in Faculty Development Approaches Supporting Students with Disabilities
Presenter(s): Samahra Zatzman York University

This qualitative, arts-based research project explores best practices and challenges in faculty development supporting students with disabilities. Using the case of Toronto’s York University, recommendations are offered for how institutions can better position faculty to take “increasing leadership roles as key designers of accessible learning environments” (Shaw & Scott, 2003, p.3).

Evolving a Best Practices Framework for Accessibility Policy Development in Postsecondary Education: Preliminary Findings of the Landscape of Accessibility and Accommodation in Postsecondary Education Project
Presenter(s): Kathleen Moore University of Toronto
Mahadeo Sukhai National Educational Association of Disabled Students

The advent of provincial accessibility legislation has translated to the development and implementation of campus accessibility policies. As part of the nationwide Landscape of Accessibility and Accommodation in Postsecondary Education project, we undertook a review of campus accessibility policies to identify a best practices framework for their development.

A Strengths-Based Examination of Canadian Post-Secondary Student Academic Completion Strategies
Presenter(s): Fiona McQuarrie University of the Fraser Valley
Allyson Eamer University of Ontario Institute of Technology
Nawal Ammar Rowan University
Susan Brigham Mount St. Vincent University
Lorena Fontaine University of Winnipeg
Alyson King University of Ontario Institute of Technology

Research intended to improve student success often focuses on identifying barriers or constraints to success the so-called deficit approach. This paper reports on a SSHRC-funded research project that uses a strengths-based approach. We identify and analyze educational success strategies used by students from diverse underrepresented groups in Canadian post-secondary education.
CSSHE 2017 AGM and Awards Luncheon 11:30 – 13:00

Please make every effort to attend the Society’s annual general meeting – your feedback on the past year and contribution in planning for the future are valued. Consider taking on a role with Board and/or to assist in next year’s annual conference planning.

As a part of the annual general meeting awards will be presented to selected Society members.

Come and help us acknowledge these deserving award winners!

**George I. Geis Dissertation Award**

2017 Recipient: O. Begin-Caouet

The dissertation award was renamed in honour of George Geis, a respected colleague, scholar, and long-standing member of the CSSHE who passed away in October 1998. The award recognizes research excellence in the completion of a PhD or EdD dissertation or thesis.

**Master’s Thesis/Project Award**

2017 Recipient: Mr. Brandon Sabourin

This award recognizes scholarly excellence in a masters or project including but limited to: readability, clarity and contribution to increased understanding of the dynamics of higher education.

**CJHE Sheffield Award**

2017 Recipient(s): Pierre Gilles Piche & Glen Jones

The Edward F. Sheffield Award was named in honour of Ted Sheffield, the first Professor of Higher Education in Canada (University of Toronto), and founding President of the CSSHE. The award is to recognize the research article in the Canadian Journal of Higher Education deemed by the editors to be the best of the preceding year.

**POSTERS and ROUNDTABLES**

13:15 – 14:15

Posters

Professional Development and Creative Learning Practice: Aspirations for Specialized Advancement

Presenter(s): Bernie Murray

Ryerson University

Navigating student success: How international doctoral students adjust to Canadian educational environment

Presenter(s): Nataliia Zakharchuk

University of Saskatchewan

A Canadian Edition is just not Canadian Enough: Teaching Multiculturalism and Interdisciplinary

Presenter(s): Michael Dabrowski

Athabasca University

We’re talking about diversity and inclusion but I’ve never felt it”: Talking Diversity Reproducing Whiteness in Pre-Service Teacher Education

Presenter(s): Lilach Marom

University of British Columbia
**Roundtables**

Table 1: A Pedagogical Strategy for Doctoral Supervising  
Jung-ah Choi  St. Peter's University

When Things Go Wrong; A Reflection and Discussion on Unsuccessful  
Teaching Endeavors.  
Malama Tsimenis  University of Toronto

Table 2: The Transformation of the Community College in Ontario  
Gina Antonacci  Humber College Institute of Technology and Advanced  
Learning

Table 3: Comparing the Compulsory Ancillary Fee Protocols In Effect at Ontario Universities  
Jacqueline Beaulieu  University of Toronto

Addressing the Skills Gap: Student Affairs and Policy Enactment  
Shannon McKechnie  Western University

**SESSIONS GROUP F: 14:30 – 15:45 pm**

**1F Scholarly/Research Papers Session: Faculty Development: Resources and Best Practices for the Online Classroom**  
EPH 142

Blended and Online Communities of Inquiry in Higher Education Reform: Multiple Cases of Faculty  
Teaching Development  
Presenter(s): Martha Cleveland-Innes  Athabasca University

Blended and online teaching and learning opportunities act as stimuli for examining the quality of  
teaching and learning in general. In this integrated case study analysis, faculty perceptions of blended  
and online communities of inquiry, in practice and in theory, are analyzed in reference to multiple areas  
of higher education reform.

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Canadian Teaching And Learning Centres’ Online Resources for Instructors: A Survey and Synthesis of  
Best Practices  
Presenter(s): Jennie Ferris  McGill University

This session synthesizes the kinds of text-based resources that are developed and freely available for  
instructors on teaching and learning centres’ websites at Canadian research-intensive universities. It  
then notes the topics that are most- and least-frequently addressed. Finally, it provides research-based  
best practices for creating such resources.

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Crowdteaching 2.0: Going Beyond the Crowd of Teachers
Presenter(s): Michael Dabrowski Athabasca University

Crowdteaching has traditionally been viewed as the collaboration of faculty and educators to share pedagogical content, usually via Web enabled technologies. This presentation will summarize research on traditional approaches to crowdteaching and will explore the evolution of crowdteaching to harnesses diversity and collaboration from the global community making learning more accessible and affordable.

2F CSSHE Award Recipients’ Presentations

3F Scholarly/Research Papers Sessions: Collaborative Approaches to Internationalization

Internationalization in Higher Education- Lessons from the South: A Case Study of the University of the West Indies
Presenter(s): Paula Green York University of Toronto

Competitive forms of internationalization demarcated by increasing international student recruitment for North American, European and Australian PSEs, spurred on by neoliberalism continue to dominate the postsecondary environment. On the other hand, institutions like the University of the West Indies are engaging in more comprehensive and collaborative approaches to internationalization that still harness the potential of higher education to advance development.

Moving Towards More Strategic Partnerships: The Success and Challenges of Partnerships Between Canadian and Chinese Universities
Presenter(s): Jing Xiao University of Saskatchewan

This paper is based on a study investigating the success and challenges of partnerships between Canadian and Chinese universities. By examining the existing collaboration through partnership agreements and interviews with key university administrators, this study aims to find out how to develop high quality partnerships in Canadian-Chinese higher education collaboration.

Perspectives from U.S. and Canadian Diversity Administrators at Two Large Research Universities About Race, Equity, and Inclusion.
Presenter(s): Alana Butler OISE/University of Toronto

This paper presents the results of a SSHRC funded qualitative doctoral study about race and diversity policies. A total of 12 in-depth interviews were conducted at one Canadian and one U.S. University. The results of this study illuminates some of the tensions and current challenges about diversity in higher education.
Predictors of Psychological Well-Being and Satisfaction with Life Among African Post-Secondary Students

Presenter(s): Johannita Mills-Beale University of Regina
Dr. Rozzet Jurdi-Hage University of Regina

Based on primary data collected through self-administered web surveys, the purpose of the present study is to examine the correlates of perceived psychological well-being and satisfaction with life among a convenience sample of 202 African students attending a public western Canadian university during the fall semester of 2015.

Comparing Postsecondary Student Mental Health in Canada and the United States Using American College Health Assessment Data

Presenter(s): Kathleen Moore University of Toronto
Marcella Lambrecht University of Rochester

Data from the 2013 National College Health Assessment were used to compare student mental health indicators from the Canadian and United States contexts. The focus was on the challenges students experienced and the supports they used to overcome barriers related to their mental health challenges.

Using Guided Writing Groups to Support Self-Efficacy and Combat Writing Anxiety

Presenter(s): Karen Julien Brock University

Students transferring to university following the successful completion of a college diploma were supported via a guided writing group while writing their theses. Writing samples and questionnaires were used to assess the effectiveness of the writing group to reduce writing anxiety and support students’ self-efficacy for writing.
Affinity Group Meetings 16:00 – 17:15pm

Student Services  
Governance  
Community Engagement  
Colleges, Polytechniques and Institutes

President’s Reception 17:00 to 19:00pm Mattamy Athletic Centre

Please join Dr. Anne Charles CSSHE President, for the Ryerson University President’s Reception – an annual Congress event that brings a number of different associations together for networking and conversation. We will share this event with the following associations:

❖ Association des professeur.e.s de français des universités et collèges canadiens
❖ Association for Canadian Jewish Studies
❖ Bibliographical Society of Canada
❖ Canadian Association for the Study of Adult Education
❖ Canadian Association of Food Studies
❖ Canadian Association of Professional Academic Librarians
❖ Canadian Historical Association
❖ Canadian Philosophical Association
❖ Canadian Society for the Study of Education
❖ Canadian Society for the Study of Higher Education
❖ Canadian Society of Patristic Studies

CSSHE Annual Conference, May 28th-30th 2017
Tuesday May 30 2017

CSSHE Hospitality Room: 8:00 – 8:30 am

CSSHE Panel: 8:30 – 9:45 am

Indigenous Perspectives: Moving Forward in Canadian Higher Education
Panelist(s): TBA
Moderator; Dr. Michelle Nilson  Simon Fraser University

SESSIONS GROUP G 10:00 – 11:15 am

1G  Symposium: Reflecting on the Past, Present and Future of Assessment in Canadian Student Affairs and Services
Panelist(s): Melinda Scott  University of Toronto
            Heather Kelly  University of Toronto
            Andrea Carter  University of Toronto

This symposium will explore assessment in Canadian Student Affairs and Services through the varied lenses of practitioners engaged in differing areas of the field. Participants will have the opportunity to reflect on the evolution of assessment in SAS, and discuss current issues in assessing co-curricular learning and student health.

2G  Symposium: Blended Learning from Design to Evaluation: International Case Studies of Evidence-Based Practice
Panelists: Norman Vaughan  Mount Royal University

Laumakis, Graham and Dziuban (2009) suggest the impact of blended learning is potentially monumental permanently changing how students interact with higher education (p.23). This symposium will highlight the rationale, benefits, challenges, strategies, and lessons learned from four international faculty development initiatives for blended learning.

3G  Symposium: Towards A Social Justice Approach to Community Engagement and Service Learning
Panelists: Shauna Butterwick  University of British Columbia
            Kari Grain  University of British Columbia
            Darren Lund  University of Calgary
            Emily Nusbaum  San Francisco University
            Andrea Puamakamae  Mount Royal University
            Kathleen Sitter  Memorial University

Service-learning’s popularity and far-reaching impact demands an approach that is imbued with scrutiny and oriented toward ethical relations and sustainable community collaboration. Through sharing and
dialogue, this session looks at service-learning for social justice in relation to presenters’ foci on anti-racism, cultural humility, critical emotion studies, Indigenous perspectives, and disability studies.

**4G Symposium: The Academic Profession at Canadian Universities: Responding to Diversity, Growth and Global Competition**

**Panelists:**
- Grace Karram Stephenson, OISE/University of Toronto
- Amy Metcalfe, University of British Columbia
- Glen A. Jones, OISE/University of Toronto
- Marty Finkelstein, Seton Hall University
- Olivier Bégin-Caouette, Université de Québec à Montréal

Over the past 70 years the Canadian professoriate has increased in number and diversified significantly. A new field of inquiry has emerged examining the experiences and perceptions of Canadian academics. This symposium showcases four research studies on current issues impacting Canada’s professors: massification, unionization, PSE system organization and research competition.

**LUNCH: On your own 11:30 – 12:45pm**

**SESSIONS GROUP H 13:00 – 14:15pm**

**1H Symposium: How Do You Self-Identify: Asking Students Questions About Social Identity**

**Panelist(s):**
- Grace Ryu, University of Toronto
- Caitlin Campisi, University of Toronto
- Fatima Samji, University of Toronto
- Kathleen Moore, University of Toronto

**Moderator:** Sheldon Grabke, University of Toronto

Asking students about their social identities requires significant theoretical and methodological considerations regarding how and why the questions are being asked. Based on our experiences with research projects involving asking students about social identity categories, we will discuss opportunities and challenges involved in the collection and use of such data.

**2H Scholarly/Research Papers Session: Student Mobility and Institutional Choice**

**Higher Education Policies in the Baltic States: Balancing the Language Demands in Multilingual Societies**

**Presenter(s):**
- Merli Tamtik, University of Manitoba
- Soon Young Jang, OISE/University of Toronto

In the era of linguistic diversity, universities face the pressures of internationalization while safeguarding their linguistic heritage. By adopting the glonacal agency heuristic framework, this study examines how multilingualism is represented in the higher education policies of the Baltic States and shows the complexities of language demands in multilingual societies.
The Stratification of College Students' Choices of Majors in Taiwan
Presenter(s): Patricia Yu National Taiwan Normal University

While identifying stratification in the type of institution attended, research does not address many choices that students face between college enrollment and graduation. This study examines how college students' choices of majors vary by family background, and whether these differences represent an additional layer of stratification in Taiwan higher education.

Understanding the Decision-Making Process of International Students Who Choose To Study at Ontario Colleges
Presenter(s): Oleg Legusov OISE/University of Toronto
Hayfa Jafar OISE/University of Toronto

This research examines how international college students go about selecting a study destination. Findings show that they consult agents, recruiters, relatives, and friends. The main reason they choose Canada is its student-friendly immigration policy. Low tuition fees and the practical nature of a college education are also significant pull factors.

From Far & Wide To Close & Narrow: Study, But Not Abroad?
Presenter(s): Diane Barbaric OISE/University of Toronto

Canada's outbound student mobility rate hasn't surpassed 3.5% since 1969. This presentation shares preliminary findings of an empirical study comparing how governments and advocacy groups in Ontario, Quebec, and Ottawa conceptualize and publicly communicate the value of outbound student mobility, and reflects on implications of decentralized policymaking for Canadian students.

3H Scholarly/Research Papers Session: College Baccalaureates: A New Look EPH 204

The Impact of CAAT Baccalaureates on Access and Students
Presenter(s): Edmund Adam OISE/University of Toronto

This study explores how college baccalaureates have opened access to the attainment of bachelor degrees for students from disadvantaged backgrounds in Ontario. The findings provide insights into how college baccalaureates have impacted students undertaking these credentials and accessibility to baccalaureate degrees.

The Social Role of the College Bachelor Degree: Perceptions of College Administrators and Faculty
Presenter(s): Leesa Wheelahan OISE/University of Toronto

This paper reports on a Ministry of Advanced Education and Skills Development funded project that explores the impact of baccalaureate degrees on colleges and students. This paper reports the views of
approximately 50 college administrators and faculty from seven colleges in Ontario about the social role and purpose of baccalaureate degrees in colleges, and the way they have changed colleges.

College Baccalaureates in Ontario: Are There Differences and What are the Implications?
Presenter(s): Diane Simpson OISE /University of Toronto

This study compares the curricula of Ontario college baccalaureates against those of cognate degrees in universities. Findings provide insight into the orientation of degree programs offered in Ontario and are helpful to college staff involved in the development and delivery of degrees and to policy makers in higher education.

Representation of Baccalaureate Programs on College Websites: A Critical Discourse Analysis Approach
Presenter(s): Qin Liu OISE/University of Toronto

This research paper investigates how college websites are used to present baccalaureate programs. Institutional websites of thirteen Ontario public colleges were analyzed using Fairclough's framework for critical discourse analysis. The paper sheds light on college’ identity regarding the provision of bachelor degrees and the location of responsibility for these within colleges.

4H Scholarly/Research Papers Session: Ph.D. Currency Today and Tomorrow

Professional Identity Formation for the Next 150: Ph.D. Graduates Experiences of Alternative Academic (Alt-Ac) Professions
Presenter(s): Lisa Faden Western University
Jordana Garbati Wilfrid Laurier University
Kori LaDonna Western University
Sharon Moukperian Brock University
Snezana Ratkovic Brock University
Linda Weber King’s University College at Western University

In Canada, many Ph.D. graduates pursue employment in alternative academic or professions rather than traditional tenure-track roles. Findings of this scoping study explore experiences, trajectories, and professional identities of Ph.D. graduates working in alt-ac professions. Our synthesis contributes to theory, practice, and policy within academia and alt-ac professions.

The Role of Intention in Post-Phd Career Decision-Making
Presenter(s): Lynn McAlpine McGill University
Cheryl Amundsen Simon Fraser University
Little is known about the journey from completion of the PhD to a range of post-PhD employment and careers. This paper addresses the role of personal intention in career decision-making and how intention interacts with personal values, goals and responsibilities as well as career opportunities. It addresses the question: What patterns, if any, were there in individuals’ career intentions and career decision-making over time? The research employs an identity development lens situated in a narrative approach to
inquiry, thus focusing the research on the perspective of the individual. The analysis draws on an extensive database developed using a longitudinal research design that spanned 10 years and followed 48 individuals transitioning into a range of post-PhD positions and careers. On an annual basis, we collected biographical information, weekly activity logs, a pre-interview questionnaire, and an interview. This cycle was repeated from 4 to 7 times for each individual with a final follow-up one year after the main course of data collection was completed. Six patterns of post-PhD journeys were identified that have pedagogical implications with the potential to improve supervision, departmental and institutional career support for students.

Take My Advice: Doctoral Students' Self-Formation as Competitive Academic Subjects
Presenter(s): Melonie Fullick  York University

This paper examines doctoral students' subjectivity development, through the lens of online advice literature; the analysis also highlights the role of the rapidly expanding PhD advice industry, in a context where students must learn to take responsibility for making themselves competitive in a difficult job market.

5H Scholarly/Research Papers Session: Variety of Topics  EPH112

The Reappointments of Canadian University Deans: Preliminary Findings
Presenters: Eric Lavigne  OISE/University of Toronto

This paper presents the results of a multiple case study of thirteen reappointed academic deans. The preliminary findings show that reappointment processes are poorly and loosely structured, and unfair. Overall, their structure and the way they are conducted do little to support deans' exercise of academic leadership in Canadian universities.

Combining Credentials to Advantage?
Presenter(s): Jinli Yang  OISE/University of Toronto
Gavin Moodie  OISE/University of Toronto

This paper reports an analysis of the frequency and combination of postsecondary education credentials in Canada by province and field of study, and their association with industries, occupations, skill level and income decile. It finds considerable variations in the frequency of and combinations of postsecondary education credentials.

Educational Leadership and Continuous Improvement (Lean Type): Similar Results in a School Board and College
Presenter(s): Alain Hou  Université du Québec à Trois-Rivières
Pascal Forget  Université du Québec à Trois-Rivières

CSSHE Annual Conference, May 28th-30th 2017
This paper presents the results of three action research projects over the past year with the administrative or educational services in a Quebec school board and college. These results highlight the contributions and pitfalls in the implementation of continuous improvement (Lean type) projects in an educational context.

**NB: The proposed text is in French, but the presentation will be in English.**

**Note: le texte de proposition est rédigé en français, mais la présentation sera faite en Anglais.**

**SESSIONS GROUP I  14:30 – 15:45pm**

1I  Symposium: Understanding the Ecology of Entrepreneurship Learning in Higher Education  
EPH 142

Panelists: Creso Sa  OISE/University of Toronto

Entrepreneurship programs have quickly diffused in Ontario higher education during the last decade and a half, reflecting a broader trend across North America (Sá & Kretz, 2015). Colleges and universities now commonly harbor a number of programs in diverse formats and organizational models, which provide both curricular and experiential learning opportunities to students. This Symposium will provide a structured opportunity for CSSHE participants to engage with research teams who are breaking new ground in investigated emerging phenomena associated with this entrepreneurial movement.

2I  Scholarly/Research Papers Session: Internationalization and Employability  
EPH 204

IET Bridging Program: Policies and Practices Enabling the "Self-Formation" of Professional Identities
Presenter(s): Beth Young  University of Alberta  
Randolph Wimmer  University of Alberta  
Jing Xiao  University of Alberta

University Affairs (October, 2016) states that several Canadian universities offer bridging programs to help foreign-trained professionals overcome barriers to accreditation. Our case-study research with Internationally Educated Teachers explores ways that policies, structures, and practices in higher education can facilitate teachers bridging as professional educators from their home countries to Canada.

Developing International Student Graduate Employability in a Globally Competitive Higher Education Landscape
Presenter(s): Omolabake Fakunle  The University of Edinburgh

In Canada’s sesquicentennial year, amidst a climate of global competitiveness, its 2014 International Education Strategy aims to reach far and wide for talent from a global pool. This paper reports a study on developing international student employability in host destination, with implications for 21st century higher education policy and practice.

Equity & Extra-Curriculars: Race, Class, Gender and the Successful Student
Presenter(s): Shannon McKechnie  Western University
In the pursuit of gainful employment, involvement in extra- and co-curricular activities during post-secondary education is positioned as critical to post-graduate success in the workforce. In this paper I will argue that many extra- and co-curricular activities are raced, classed, and gendered, and thus create additional barriers to educational and employment success.

31 Scholarly/Research Papers Session: Thinking Theoretically EPH 207

Enjoy Your Education! - A Pedagogical Ethics of Radical Trust
Presenter(s): Charles Wells

In this paper I use Lacanian psychoanalytic theory and draw on the tradition of critical pedagogy to develop the notion that one way of counteracting students resistance to education is through a pedagogical ethics of radical trust.

Understanding Educational Development Through Lefebvres Spatial Triad Theory
Presenter(s): Cindy Xin Simon Fraser University

This study explores how Lefebvres spatial triad theory can be employed to explain the complexities of educational development in higher education. Using an institution-funded teaching inquiry program, I illustrate that space plays a fundamental role in educational development: indeed the practice of educational development is production of space.

The Demographics and Career Paths of Canadian University Deans
Presenter(s): Eric Lavigne OISE/University of Toronto

This paper presents a quantitative analysis of Canadian university deans' appointments. It analyzes deans' distributions by highest previous role, provenance, gender, and race. Previous work identified the differences between academic and non-academic units. This second phase analyzes the differences between university types, faculty types, and geographical areas.