# 2018 CSSHE Annual Conference

**CONGRESS OF THE HUMANITIES AND SOCIAL SCIENCES**

University of Regina

May 27th – May 29th 2018

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<tr>
<th>Time</th>
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<tr>
<td>Sunday May 27th 2018</td>
<td><strong>CSSHE Hospitality Room</strong></td>
<td>CL 109</td>
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<tr>
<td>8:00 – 8:30 am</td>
<td><strong>CSSHE Conference Opening Welcome</strong> Keynote: Dr. Malinda Smith</td>
<td>CL 126</td>
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<tr>
<td>8:30 – 9:45 am</td>
<td><strong>SESSIONS GROUP A</strong></td>
<td>CL 420</td>
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<tr>
<td>10:00 – 11:15 am</td>
<td><strong>Curriculum and Program Development Series:</strong></td>
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<td>#1011 Colleges as local institutional actors: Using the capabilities</td>
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<td>approach to theorise the mission of community colleges</td>
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<td>#1022 Fostering an interdisciplinary and diverse community of innovation</td>
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<td>in teaching and learning</td>
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<td>#1084 Proposition d’un modèle de formation à distance selon la modalité</td>
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<td>mixte favorisant la persévérance et la réussite en enseignement supérieur</td>
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<td>#1085 Blended Learning and the Digital Classroom</td>
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<td>10:00 – 11:15 am</td>
<td><strong>Equity and Diversity Series:</strong></td>
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<td>#959 Public Policy for Gender Equality in Universities: Lessons from</td>
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<td>#963 Legitimacy and institutional support for student groups at Canadian</td>
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<td>post-secondary institutions: Implications of resource allocations</td>
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<td>#1004 Contested spaces of diversity: Trans* experiences of a university</td>
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<td>campus in northern England</td>
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<td>#1026 Exploring Equity-Mindedness in Remedial Math: An Analysis of</td>
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<td>Curricular Artifacts</td>
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<td><strong>Scholar and Research Practice:</strong></td>
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<td>#946 Academic motherhood in international settings: An ethnographic study</td>
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<td>of experiences of female faculty in an international university in</td>
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<td>#986 Teaching Experiences of BSN Nurse Educators</td>
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<td>#1046 Formative feedback for teaching development: Exploring strategies for</td>
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<td>gathering Information about teaching and learning</td>
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<td>#1087 Conditions for the development of online teaching capacity: a case</td>
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<td>10:00 – 11:15 am</td>
<td><strong>The Topic of “Interdisciplinary” Series:</strong></td>
<td>CL 434</td>
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<td>#1062 A Survey of Undergraduate Students on Attitudes toward</td>
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<td>Multidisciplinary in Course Requirements</td>
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<td>#1076 Inter-disciplinarily for Sale: Knowledge, Markets and</td>
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<td>11:25 – 12:50pm</td>
<td>Open Session with Graduate Students (Lunch provided)</td>
<td>CL 128</td>
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<td>13:00 – 14:15</td>
<td><strong>SESSIONS GROUP B</strong></td>
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<td><strong>SYMPOSIUM 1B</strong></td>
<td><strong>2B Scholar and Research Practice</strong></td>
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<tr>
<td>#973</td>
<td>A Developing Research Agenda for Higher Education Reform through Blended and Online Learning</td>
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<td>#1040</td>
<td>Exploring Educators' Experiences Implementing Open Educational Practices</td>
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<td>#1043</td>
<td>Faculty Perceptions of Teaching: Comparisons Across Time and Institutions</td>
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<td>#1055</td>
<td>Impact of Collegiality on Faculty Performance</td>
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<td>#1057</td>
<td>Cultivating a shared community of practice: Intra-campus collaboration for teaching and learning in the Digital Humanities and Social Sciences</td>
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<td>13:00 – 14:15</td>
<td><strong>SESSIONS GROUP B</strong></td>
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<td><strong>SYMPOSIUM 1B</strong></td>
<td><strong>3B Student Success Series:</strong></td>
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<td>#992</td>
<td>Using guided writing groups to support self-efficacy and combat writing anxiety</td>
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<td>#1044</td>
<td>Academic Help-Seeking in a University Facebook Confessions Page</td>
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<td>#1049</td>
<td>Cyberproxy in Higher Education: Exploring Telepresence Robots for Accessibility</td>
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<td>14:30 – 15:45</td>
<td><strong>SESSIONS GROUP C</strong></td>
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<td><strong>SYMPOSIUM 1C</strong></td>
<td><strong>2C Reconsidering Higher Education Series:</strong></td>
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<td>#998</td>
<td>University education: A free choice or coerced decision</td>
<td>CL 434</td>
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<td>#1002</td>
<td>Drawback to Internationalization: A Case of Higher Education in Vietnam</td>
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<td>#1079</td>
<td>Whose Fire is it Anyway?</td>
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<td>#974</td>
<td>Gathering Diversities/ Reflections on Emergent Research Methods for a Collaborative Online Instructional Practices Inquiry</td>
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<td>14:30 – 15:45</td>
<td><strong>SESSIONS GROUP C</strong></td>
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<td><strong>SYMPOSIUM 1C</strong></td>
<td><strong>3C Student Success Series:</strong></td>
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<td>#962</td>
<td>Exploring Academic Acculturation Experiences of Chinese International Students with Low Oral English Proficiency</td>
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<td>#972</td>
<td>Aboriginal students who are parents: Experiences of their journeys through higher education</td>
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<td>#1029</td>
<td>Attending College while Parenting: The Experiences of Immigrants to Canada</td>
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<td><strong>SESSIONS GROUP C</strong></td>
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<td><strong>SYMPOSIUM 1C</strong></td>
<td><strong>4C Global Issues and Partnerships in Higher Education:</strong></td>
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<tr>
<td>#994</td>
<td>Mobilité internationale aux cycles supérieurs: motivations et transition aux études doctorales</td>
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<td>#987</td>
<td>The integration of diversities in education between Canada and Africa: A Case Study on Cote d'Ivoire's Vocational Training Institutions/ L'intégration des diversités de l’éducation parmi le Canada et l'Afrique: une étude de cas sur la formation profession</td>
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<td>16:00 – 17:30</td>
<td><strong>Affinity Groups</strong></td>
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<td>8:00 – 8:30 am</td>
<td><strong>CSSHE Hospitality Room</strong></td>
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<td>8:30 – 9:45 am</td>
<td><strong>Provosts’ Panel: Critical Questions</strong></td>
<td>CL 128</td>
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<td>10:00 – 11:15 am</td>
<td><strong>SESSIONS GROUP E</strong></td>
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<td></td>
<td><strong>Leadership, Policy and Governance Series:</strong></td>
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<td>#941 The Changing Roles and Qualifications of Canadian University Provosts</td>
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<td>#1053 Understanding the Underlying Perspectives and Dynamics within University Governing Systems</td>
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<td>#1061 Revisiting the Quebec Maple Spring: &quot;Excuse me for telling you now&quot; about the neoliberal hegemony</td>
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<td>#1092 Lessons Learned from Confucius and Socrates on a Failed Lesson on Confucius and Socrates</td>
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<td>10:00 – 11:15 am</td>
<td><strong>SESSIONS GROUP E</strong></td>
<td>CL 417</td>
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<td><strong>Curriculum and Program Development Series:</strong></td>
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<td>#933 Using the Online Search Tools to Improve Teaching Skills at the University of Lubumbashi Once Curriculum Do Not Align the Demands from Society</td>
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<td>#1015 Compassion and Labour Market A Quantitative overview of Nursing in Canada as a regulated field</td>
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<td>#1019 Accreditation Processes and Educational Pathways in Nursing in Canada</td>
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<td>#1028 Beyond the Classrooms : An Examination of the Pedagogical and Community Benefits of Student-Led Community Based Participatory Research</td>
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<td>11:30 – 13:30</td>
<td><strong>CSSHE 2017 AGM and Awards Luncheon/SSHRC Presentation</strong></td>
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<td>13:15 – 14:15</td>
<td><strong>POSTERS</strong></td>
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<td>#965 Spanning the boundary: The challenges of transcending the cultural abuttals for professional staff in higher education</td>
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<td>#974 Gathering Diversities in Post-Secondary Accessibility and Accommodation: Surveying the State of Policy and Practice</td>
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<td># 978 A dyadic, mixed-methods investigation of partnered mature students in university study</td>
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<td># 979 Experiences in military and civilian higher education: Initial discussions on Officer Cadets’ experiences at Canadian military colleges or civilian universities</td>
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<td>Sessions Group F</td>
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<td><strong>POSTERS</strong></td>
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<td>#989</td>
<td>Addressing student diversity using translanguaging in academic writing: Through the lens of plurilingualism</td>
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<td>#995</td>
<td>Uncovering Essential Skills for Student Retention: The Creation of a Soft-Skills Education Program</td>
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<td>#1000</td>
<td>Analyzing the Effects of Self-efficacy on Well-being in Graduate Students</td>
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<td>#1014</td>
<td>Leading Change in Postgraduate Medical Education</td>
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<td>#1017</td>
<td>The ripple effects of a dark legacy: An Indigenous researchers’ story</td>
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<th>1F</th>
<th>Leadership, Policy and Governance Series:</th>
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<tr>
<td>#942</td>
<td>Conceptualizing Policy Interactions: The Case of Canadian University Deans' Reappointments</td>
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<td>#1018</td>
<td>The Restructuring of Vietnam’s Universities towards Corporate Governance Model</td>
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<td>#1039</td>
<td>Conceptualizing the future of credentials in the entrepreneurial university</td>
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<td>#1060</td>
<td>Becoming an Age Friendly University</td>
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<th>2F</th>
<th>Scholar and Research Practice</th>
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<tr>
<td>#1001</td>
<td>Examining Faculty Subcultures: Motivations and Behaviours Driving Cross-Campus Partnerships</td>
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<td>#1047</td>
<td>The Syllabus Scan: Purpose, Process, and Institutional Utility</td>
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<td>#1074</td>
<td>Examining Faculty Subcultures: Motivations and Behaviours Driving Cross-Campus Partnerships</td>
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<td>#1083</td>
<td>How I became a researcher? A self-study of the process of writing a doctoral dissertation proposal</td>
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<th>Connecting Post-Secondary and Labour Market Series</th>
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<tr>
<td>#985</td>
<td>Contributing to the Diversification of Vocational Education Models: A Case Study of Taiwan</td>
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<td>#1008</td>
<td>Vocational Education as a Context for Promoting Social Justice in Canada: Diverse International Case Studies</td>
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<td>#1020</td>
<td>A progress report on educational and occupational progression</td>
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<td>#1090</td>
<td>Slow learning: training vs education in a post-Fordist world</td>
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<th>Curriculum and Program Development Series</th>
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<tr>
<td>#957</td>
<td>The Surrey Portfolio Pathway Partnership</td>
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<td>#1006</td>
<td>Understanding and Mitigating the Challenges of Nursing in Rural and Remote Canada</td>
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<td>#1025</td>
<td>Evaluating the impacts of UAlberta Community Service-Learning over a decade</td>
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<td>#1078</td>
<td>Willful engagements: Exploring resistance and compliance in community engaged scholarship</td>
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| 17:00 to 19:00 | University of Regina President’s Reception / Réception |

**Tuesday May 29th 2018**

**CSSHE 2018 Conference**
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<td><strong>CSSHE Hospitality Room</strong></td>
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<td>8:30 – 9:45 am</td>
<td><strong>CSSHE Panel: Indigenous Perspectives: Moving Forward in Canadian Higher Education</strong></td>
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<td>10:00 – 11:15 am</td>
<td><strong>SESSIONS GROUP G</strong></td>
<td>CL 420</td>
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<td>1G</td>
<td><strong>Leadership, Policy and Governance Series:</strong></td>
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<td>#980 How do program recruiters interpret internationalization strategic plan from an Ontario university?</td>
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<td>#1027 Accountability and quality improvement: Examining cases of implementing outcomes-based quality assurance mechanisms in Ontario postsecondary institutions</td>
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<td>#1045 Indigenous Methodologies and Research Approaches in Indigenous Educational Research</td>
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<td>#1069 A Day at the University Fair: Hot Brands, House of Brands and Promotional Tactics in Higher Education</td>
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<td>2G</td>
<td><strong>Scholar and Research Practice</strong></td>
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<td>#951 Precarious faculty in Canadian higher education institutions: An unsustainable trend</td>
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<td>#964 A systematic analysis of scientific misconduct in Canada</td>
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<td>#997 Rock around the clock: Social production in the research policy landscape for social science academics</td>
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<td>#1038 Understanding policy rationales for collaboration in academic science: A comparative case study of Canada and Brazil</td>
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<td>3G</td>
<td><strong>Student Success Series</strong></td>
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<td>#949 Student support services for international students: Investigating information on institutional websites</td>
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<td>#954 Disinvited Students: Community Colleges &amp; Mandatory Withdrawal</td>
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<td>#969 Power, freedom, and resistance: A Foucauldian analysis of the transition from school to work in neoliberal times</td>
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<td>#1091 A Longitudinal Assessment of Stress in Undergraduate Students around a Fall Reading Week</td>
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<td>11:30 – 12:45pm</td>
<td><strong>IGNITE SESSIONS (Lunch Provided)</strong></td>
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<td>#1010 The Idea of University of the Future: Its Challenges and Potential</td>
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<td>#1050 The pen is mightier than the keyboard: How to integrate tablets with citation management, PDF markups, and QDA software</td>
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<td>13:00 – 14:15</td>
<td><strong>Sessions Group H</strong></td>
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<td>1H</td>
<td><strong>Leadership, Policy and Governance Series:</strong></td>
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<td>#943 How multiple policy actor perspectives on the International students as ideal immigrants' policy discourse implicates universities</td>
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<td>#991 E pluribus unum? Some implications of the BC high mobility system for differentiated institutions</td>
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<td>#1005 Comparing the Protocols Used to Determine Compulsory Non-Tuition-Related Ancillary Fees at Ontario’s Universities</td>
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<td>#1013 Validation d’une typologie des conceptions des collèges canadiens en vue d’évaluer leur performance (phase 2): La dimension enseignement</td>
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<td>2H</td>
<td><strong>Equity and Diversity Series:</strong></td>
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<td>#990 Female Faculty Members’ Experiences and Perceptions of Time and Temporality</td>
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<td>#1032 Wicked problems’ in Equity, Diversity and Inclusivity Policy Agendas – The Missing Discourse of Internationalization</td>
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Thank you for participating in this year’s CSSHE annual conference.

The conference is presented to you by a committed group of volunteer CSSHE Board and Society members and we thank each one of them for their contribution of skills, knowledge and time.

We look forward to seeing you again at the 2019 CSSHE conference hosted by the University of British Columbia!
2018 CSSHE Conference Session Descriptions

* Tracks identified in parenthesis: Blended Online Learning Teaching (BOLT); Colleges Institutes Polytechniques (CIP); Continuing Education (CE); Governance (G); International Higher Education (IHE); Open (O); Student Services (SS).

933 Using the Online Search Tools to Improve Teachings Skills at the University of Lubumbashi Once Curriculum Do Not Align the Demands from Society (O)

Mapigano Ndugumbo Vita Université Laval

934 Who Speaks for International Education? An Ontario Case Study

This study attempts to understand the unique postsecondary international education (IE) policymaking landscape in Ontario using Discourse Coalition Framework (IHE)

Through examining media’s coverage of IE between 2005-mid2017, this study examines how IE is constructed, who the policy actors are, and what role they play in empowering and silencing different discourses.

Amira Masri York University PhD Student

936 Exploring Canadian Students’ Transition to Post-secondary Education: Hearing Their Stories (O)

This qualitative case study, focusing on student transitions to Canadian higher education, used semi-structured interviews with focus groups of undergraduate students to explore supports for and challenges of transitions. Students noted personal supports as most helpful and issues with relationships with faculty and instructors as most challenging in transitions.

Vicki Squires University of Saskatchewan
Natallia Zakharchuk University of Saskatchewan

941 The Changing Roles and Qualifications of Canadian University Provosts This paper examines the changing roles and qualifications of Canadian university provosts. (GOV)

The study uses job advertisements from 22 universities published between 1987 and 2017. Preliminary findings suggest that provostial roles and qualifications have changed from purely scholarly to dually scholarly and managerial.

Eric Lavigne Ontario Institute for Studies in Education
Creso Saj Ontario Institute for Studies in Education

942 Conceptualizing Policy Interactions: The Case of Canadian University Deans’ Reappointments (GOV)

This study presents a conceptual framework describing how and why policies interact with one another. The framework is developed based on the investigation of fourteen Canadian university deans’ reappointments and borrows from conflict management theory. Preliminary results show that policies compete or collaborate based on their intrinsic characteristics.

Eric Lavigne Ontario Institute for Studies in Education
943 How multiple policy actor perspectives on the ‘International students as ideal immigrants’ policy discourse implicates universities? (IHE)

This paper examines perspectives of different policy actors, governments, universities, students and employers, on the ‘international students as ideal immigrants’ policy discourse implicating the university as a key factor in the selection (implied, weeding out) [and] policing of potential immigrants’ monitoring their readiness for the labour market (Cerna, 2014, 6).

Roopa Trilokekar York University

946 Academic motherhood in international settings: An ethnographic study of experiences of female faculty in an international university in Kazakhstan (IHE)

In this ethnographic case study we explore the experiences of academic mothers in a highly internationalized university. Using participant observations, interviews, and auto-ethnography, we analyze how international female faculty perform their work and family roles and the extent to which they experience role conflict. The findings of the study reveal that the participants could successfully combine and simultaneously enjoy their work and family lives. This experience was enabled by the vagueness of cultural norms, child-friendliness of the organizational environment, on-campus residential living arrangement blurring the boundaries between the professional and personal lives, and university support structures.

Aliya Kuzhabekova Nazarbayev University, Kazakhstan

949 Student support services for international students: Investigating information on institutional websites (IHE)

This study examines the extent of the proliferation of international programs in publicly funded post-secondary institutions in Ontario and the student services for international students therein. The authors argue that access to accurate information is essential for international students to make informed decisions in their institutional and program selection process.

Rahul Kumar Brock University
Clinton Kewley Ontario Institute for Studies in Education

950 The Sound of Silence: A Musically Enhanced Narrative Inquiry into the Academic Acculturation of Chinese International Students (IHE)

This study explored the academic acculturation experiences of international students using a newly developed arts-based research methodology: musically enhanced narrative inquiry. This approach builds on traditional narrative methods by utilizing sound and music to re-tell participant stories. The musical representations generated can affect audiences in new ways. Implications are discussed.

Sawyer Hogenkamp Queen's University

951 Precarious faculty in Canadian higher education institutions: An unsustainable trend (GOV)

One of the most dramatic changes to Canada’s universities over the last quarter century has been the shift in the nature of academic work away from permanent full-time tenure-stream positions towards insecure, contract
positions. This session will review the current literature that has explored precarious work in Canadian higher education institutions.

Lisa Allen University of British Columbia Doctorate of Education, student

954 Disinvited Students: Community Colleges & Mandatory Withdrawal (CIP)

 Persistence is a serious concern for colleges, typically accepting a higher share of “at-risk” students than their university counterparts. Many students are withdrawn from their programs for poor performance. Findings from a mixed methods study about the student experience of failure and mandatorily withdrawal and professional gatekeeping will be discussed.

Tanya Shute Laurentian University PhD Candidate

957 The Surrey Portfolio Pathway Partnership (CIP)

This presentation, co-authored by a faculty member and two undergraduate researchers, discusses an ambitious k-16 partnership between a local school district and a local university that seeks to create a competency based admission system to allow British Columbian students to move from their K-12 experience (which is increasingly competency-based and personalized) to their post-secondary studies with a decreased reliance on letter grades. In it, we discuss the successes and failures of our attempt to admit students using more authentic measures of achievement, as well as our experience drawing both secondary and post-secondary students into the policy reform process.

David Burns Kwantlen Polytechnic University
Anyà Goldin Kwantlen Polytechnic University
Allison Gonzalez Biagi Kwantlen Polytechnic University

959 Public Policy for Gender Equality in Universities: Lessons from Canada (IHE)

In most industrialized countries, women are under-represented in the academic profession. This presentation examines the increase in the number of female faculty at Canadian universities in relation to public policy. It provides insight into how the policy environment is created to help achieve gender equality in higher education.

Noriko Inuzuka Den-en Chofu University (Japan)

962 Exploring Academic Acculturation Experiences of Chinese International Students with Low Oral English Proficiency (IHE)

This narrative inquiry sought to understand the academic acculturation experiences of Chinese international university students with limited spoken English. Findings indicate the autonomy, competence and relatedness of all six students were compromised as a result of their limited oral English capacity. Implications for universities and Chinese international students are discussed.

Deyu Xing Queen’s University
Benjamin Bolden Queen’s University
CSSHE Annual Conference, May 27th-29th 2018

963 Legitimacy and institutional support for student groups at Canadian post-secondary institutions: Implications of resource allocations (O)

Legitimacy theory suggests that organizational allocations create perceptions of relative importance and priorities. Allocations of resources to student groups may not only create perceptions of hierarchical importance, but may also affect the abilities of those groups to achieve desired outcomes. We investigate sources and types of resources allocated to student organizations representing marginalized demographic groups at Canadian post-secondary institutions.

Alyson King UOIT
Fiona McQuarrie University of the Fraser Valley
Ali Naqvi UOIT

964 A systematic analysis of scientific misconduct in Canada (GOV)

The study of scientific misconduct has received increasing attention recently across the globe. Journalistic accounts sensationalize individual or groups of scientists who engage in misconduct (Marcus & Oransky, 2014) while the academics have reflected on the issue by soul-searching and self-questioning about the scientific community values (Hakuraku, 2011). However, until recently, few systematic studies examined this seemingly widespread problem in the scientific community including in Canada. Many national governments and international organizations perceive scientific innovation as a vehicle for economic development and global competitiveness (UNESCO, 2015). International efforts have been made to organize the scientific community and to promote ethical and professional standards of responsible conduct of research; one such declaration appeared in "Singapore Statement on Research Integrity" (Resnik & Shamoo, 2011). While a number of the scientific publications is increasing annually (UNESCO, 2015), an increasing number of article retractions indicates increase in the scientific misconduct in some countries (Ashtie-Ashtiani, 2017; Marcus & Oransky, 2014). The purpose of this study is to uncover the incidence of scientific misconduct in Canada over the last 17 years, in order to understand the scope of the problem in Canada.

Hiro Hiratsuka Ontario Institute of Studies in Education
Creso Sa Ontario Institute of Studies in Education

965 Spanning the boundary: The challenges of transcending the cultural abuttals for professional staff in higher education (O)

Within the conceptual framework of organizational cultures in higher education (Berquist & Pawlak, 2008), the challenge of legitimacy that professional staff face in academia will be examined. Using a collaborative inquiry approach, the authors explore their respective roles by investigating the perceived effects of their contribution to institutional decision-making.

Erica Jung University of Manitoba Doctoral student
Brandy Usick University of Calgary
Jerome Cranston University of Manitoba

969 Power, freedom, and resistance: A Foucauldian analysis of the transition from school to work in neoliberal times (O)

This paper examines how students experience their transition from post-secondary education to work; specifically, how workers in social service fields accept or resist neoliberal expectations. Drawing on co-created narratives, I
use a Foucauldian understanding of power and resistance to show how power is working on and through participants as they navigate their transition.

Meaghan Dougherty  Douglas College

972 Aboriginal students who are parents: Experiences of their journeys through higher education (O)

Indigeneity remains at the forefront of many institutional initiatives; however, systemic and structural barriers continue to limit Indigenous student success. Through an Indigenous wholistic lens, this paper explores how Aboriginal student-parents navigate their multiple identities as they pursue post-secondary education, and concludes with implications for institutional policies and practices.

Rebecca Cox  Simon Fraser University
Michelle Pidgeon  Simon Fraser University

973 A Developing Research Agenda for Higher Education Reform through Blended and Online Learning (BOLT)

In 2017, researchers met to formulate a Canadian research strategy to advance higher education reform through blended and online learning, examining quality, sustainability, and social justice through lifelong learning, and for rural, remote, removed and refugee learners. In this symposium we discuss preliminary projects to foster this national agenda.

Wendy Freeman  Ryerson University
Jennifer Lock  University of Calgary
Marti Cleveland-Innes  Athabasca University
Elizabeth Childs  Royal Roads University
Sarah Gauvreau  Contact North | Contact Nord
Vivekanandan Kumar  Athabasca University
Swasen Lakhal  Universite de Sherbrooke
Dorothea Nelson  University of Calgary
Cheikh Ould Moulaye  University of Manitoba
Elan Paulson  Western University
Afsaneh Sharif  University of British Columbia
Kathy Snow  Cape Breton University
Norman Vaughan  Mount Royal University
George Veletsianos  Royal Roads University
Leeann Waddington  Kwantlen Polytechnic University

974 Gathering Diversities: Reflections on Emergent Research Methods for a Collaborative Online Instructional Practices Inquiry (O)

The paper considers the study and implications of an emergent research methodology developed by four scholar-practitioners co-investigating collaboration in instruction within a fully online, cohort-based graduate program. Researchers describe their collaborative in-situ approach, which honoured each member’s diverse experiences and perspectives and was responsive to the changing contexts of the work. Through a cycle of reflection, participatory researchers consider the value and challenges of a research methodology that aligns with the subject of study and the positioning of the co-investigators. This paper also provides an opportunity for participants to share their own
experiences with applied research methodologies on pedagogies used in blended and online learning in higher education.

Elan Paulson Western University
Scott Lowrey Western University

978 A dyadic, mixed-methods investigation of partnered mature students in university study (SS)

This dyadic, mixed-methods study examines relationship and school experiences when one partner is enrolled in post-secondary study with a goal of developing an understanding of how romantic relationships are affected by one partner attending school as well as how academic success is influenced by support from a romantic partner.

Tricia van Rhijn University of Guelph
Deborah Gores University of Guelph
Caitlyn Osborne Ryerson University
Ruth Neustifter University of Guelph
Amy Muise York University

979 Experiences in military and civilian higher education: Initial discussions on Officer Cadets’ experiences at Canadian military colleges or civilian universities (O)

This paper focuses on Officer Cadets’ experiences at Canadian Military Colleges or civilian universities regarding gender-bias and barriers to women being successful through the Regular Officer Training Plan (ROTP) for the Canadian Armed Forces. This leads to implications which will inform the way ahead for the ROTP.

Grazia Scoppio Royal Military College of Canada
Nancy Otis National Defence
Yan (Lizzie) Yan Queen’s University
Sawyer Hogenkamp Queen’s University

980 How do program recruiters interpret Internationalization strategic plan from an Ontario university? (CE)

The study that originates this proposal focuses on how program recruiters interpret a university's strategic plan and how they translate this policy initiative into the recruitment of Chinese international graduate students. In this study, recruiters are regarded as one of the many groups and individuals (e.g. President, Provost and Vice-Provosts, Deans, Associate Deans, etc.) who interpret the university’s internationalization strategic plan. Based on this key assumption, this paper argues that the recruiters’ job is prominent and influential. They interpret the university’s expectations as enactors of the university’s internationalization policy. Thus, to gain a deeper understanding of internationalization of higher education’s processes, this study explores how program recruiters understand the internationalization strategy in Canadian post-secondary education. A qualitative research approach is used for designing this study. The data is gathered from policy documents and semi-structured interviews with recruiters from an Ontario university.

Jing Qu Western University Master’s student
Contributing to the Diversification of Vocational Education Models: A Case Study of Taiwan (IHE)

This paper examines the structure of higher and vocational education in Taiwan, which could contribute to diversified vocationally oriented post-secondary education in Canada. Through the productive capabilities approach, the paper explores how Taiwan’s vocational education has prepared graduates for sustainable development through practice-optimized, whole-person oriented, and research focused education.

Leping Mou, Leesa Wheelahan, Sae Wan Koh
Ontario Institute for Studies in Education

Teaching Experiences of BSN Nurse Educators (O)

This paper explores BSN nurse educators’ conceptions of teaching based on in-depth interviews with nurse educators. The study offers insights for encouraging deeper approaches to learning.

Michelle Penny
Simon Fraser University
EdD candidate

The integration of diversities in education between Canada and Africa: A Case Study on Côte d’Ivoire’s Vocational Training Institutions/ L’intégration des diversités de l’éducation parmi le Canada et l’Afrique: une étude de case sur la formation professionnelle (IHE)

Presenting potential implications on higher education for immigrant Canadian students, this case study reports on vocational education in Côte d’Ivoire in the context of its rich African, francophone history and culture. Using the productive capabilities approach, it explains vocational education’s effectiveness in a francophone context. Utilisant le cadre historique et culturelle de l’Afrique, cette étude de cas vise à faire un rapportage sur la formation professionnelle en Côte d’Ivoire. Elle vise à expliquer l’effet de cette formation sur les études supérieures pour les étudiants immigrants canadiens. Cette étude a pour objectif d’employer l’approche des capacités productives pour expliquer l’efficacité de la formation professionnelle dans un milieu francophone.

Aiman Jafar, Annette Ford, Leesa Wheelahan, Gavin Moodie, Leping Mou, Sae Wan Koh
Ontario Institute for Studies in Education

Addressing student diversity using translanguaging in academic writing: Through the lens of plurilingualism (SS)

With a dearth of research focusing on translanguaging in writing, this study explores translanguaging as one way that students can gather and project out diverse linguistic and cultural resources in writing. Using plurilingualism as a theoretical lens, translanguaging is reframed as a mediating strategy and as a controlled process.

Jade Kim
University of Toronto
Female Faculty Members’ Experiences and Perceptions of Time and Temporality (GOV)

This research applies case study methodology to examine how female faculty perceive time and temporality in academic work. Research findings suggest that the experience of time in academia is gendered, and norms and practices in the academic community produce and reproduce that phenomenon.

ZHE (Jessica) LI University of Victoria

E pluribus unum? Some implications of the BC high mobility system for differentiated institutions (O)

Two of the most powerful factors affecting the higher education system in BC are the original design, featuring a hierarchy of colleges, teaching universities, and research universities, and sustained efforts to support student mobility. Empirical analysis demonstrated a strong correlation between reduced transfer into high status institutions and increased local availability of degrees, suggesting that the hierarchy may be less significant than envisaged.

Ralf St. Clair University of Victoria
Ling Lui University of Victoria East China Normal University

Using guided writing groups to support self-efficacy and combat writing anxiety (O)

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, questionnaires, and interviews were used to assess the effectiveness of the writing group to reduce writing anxiety and support students’ self-efficacy for writing.

Karen Julien Brock University PhD Student

Mobilité internationale aux cycles supérieurs: motivations et transition aux études doctorales (IHE)

Cette présentation porte sur les motivations d’ordre personnel, social et professionnel qui mènent des doctorants d’origine Brésilienne à quitter leur pays d’origine pour étudier à l’étranger, ainsi que de leurs expériences au cours du processus d’admission et de transition au doctorat dans des universités en Ontario et au Québec.

Lilia Simoes Forte University of Ottawa

Uncovering Essential Skills for Student Retention: The Creation of a Soft-Skills Education Program (SS)

A preliminary research study that investigates how varying levels of soft-skills among learners might affect their capacity to engage with the institutional resources intended for their success and retention. Questions of how soft-skills might impact post-secondary student experiences and decisions to persist to graduation are explored.

Nicole Lee University of Windsor PhD student
997 Rock around the clock: Social production in the research policy landscape for social science academics (GOV)

The research policy landscape shapes the work environment and careers of social science researchers. We present a descriptive summary and analysis of representative documents from international agencies, Canadian and Ontario governments, intermediary organizations (including SSHRC), and two universities. Our interpretations of this landscape and its potential effects complement international literature.

Michelle McGinn                  Brock University
Caitlin Campisi                  Ontario Institute for Studies in Education
Sandra Acker                    Ontario Institute for Studies in Education

998 University education: A free choice or coerced decision (IHE)

The contemporary trend of university continuing education for international and immigrant students is not always a matter of free choice rather is often a coerced decision as an inclusion strategy. Employers bias for otherness, in a postcolonial context creates strident conditions which necessitates a call for critical justice approach.

Najmus Sabah                    University of Regina  PhD candidate

999 Gathering Diversities in Post-Secondary Accessibility and Accommodation: Surveying the State of Policy and Practice (O)

This symposium panel presents selected findings from the Landscape of Accessibility and Accommodation for Students with Disabilities in Canadian Post-Secondary Education research project. The session will present preliminary findings from national data that describes the current population of graduate students with disabilities, policies and practices, services and supports, and specific programming for those who self-identify as Aboriginal/Indigenous.

Christine Arnold               Memorial University of Newfoundland
Kathleen Clarke                Ontario Institute for Studies in Education
Michelle Pidgeon               Simon Fraser University
Deanna Rexe                    Assiniboine Community College
Mahadeo Sukhai                 Canadian National Institute for the Blind (CNIB)
Olivia Auriat                  University of Saskatchewan
Brad Yetman                    Memorial University of Newfoundland

1000 Analyzing the Effects of Self-efficacy on Well-being in Graduate Students (CIP)

The present longitudinal study examined the effects of graduate students’ self-efficacy across multiple mental health indicators. Analyses of an international dataset (N = 4,749) revealed significant beneficial effects of self-efficacy on both epistemic and failure-related emotions, emphasizing the importance of continued efforts to examine and promote self-efficacy in graduate students.

Samira Feizi                    McGill University
Nathan Hall                     McGill University
1001 Examining Faculty Subcultures: Motivations and Behaviours Driving Cross-Campus Partnerships  (SS)

Using a Canadian multi-institutional sample, we examine the extent to which differences exist between faculty subcultures (according to rank, years of employment, and discipline) with regards to partnering across academic and student affairs/services. These data reveal the various roles faculty subcultures play in shaping campus engagement for student success.

Christine Arnold  Memorial University of Newfoundland
Kathleen Clarke  Ontario Institute for Studies in Education
Tricia Seifert  Montana State University

1002 Drawback to Internationalization: A Case of Higher Education in Vietnam  (IHE)

Education remains a significant cultural good for social mobility and financial advancement, particularly in an era emphasizing the importance of entering into the labour force. Through literature research and analysis, this paper examines how internationalizing Vietnam’s education experience perpetuates, 1) institutional hierarchies; 2) socio-economic inequality; and 3) regional disparities.

Connie Phung  Ontario Institute for Studies in Education

1004 Contested spaces of diversity: Trans* experiences of a university campus in northern England  (O)

This paper shares findings of a study concerning the ways in which social and spatial relations are constructed, contested and (re)imagined by Trans* students and staff on a university campus in northern England. We describe the challenges confronting Trans* people whilst elucidating the lessons learnt in respects of diversity broadly.

Graeme Mearns  Newcastle University, UK
Peter Hopkins  Newcastle University, UK

1005 Comparing the Protocols Used to Determine Compulsory Non-Tuition-Related Ancillary Fees at Ontario’s Universities  (SS)

This study examined and compared the protocols on compulsory non-tuition-related ancillary fees in effect at Ontario’s publicly-assisted universities in terms of their outlined approaches to decision-making as related to determining compulsory non-tuition-related ancillary fee levels. Findings indicate considerable diversity in decision-making models and the potential for imbalances in decision-making power.

Jacqueline Beaulieu  University of Toronto  PhD Student

1006 Understanding and Mitigating the Challenges of Nursing in Rural and Remote Canada  (CE)

Many people who study nursing in Canada continue in the nursing field in their further education and employment. However, there are challenges in the education and retention of nurses, especially for those who gain employment in rural and remote areas of Canada. This paper discusses these challenges and suggests ways to mitigate them.

Annette Ford  Ontario Institute for Studies in Education  Postdoctoral Researcher
Norin Taj  Ontario Institute for Studies in Education
Edmund Adam  Ontario Institute for Studies in Education
CSSHE Annual Conference, May 27th-29th 2018

Amanda Brijmohan  Ontario Institute for Studies in Education

1008  Vocational Education as a Context for Promoting Social Justice in Canada: Diverse International Case Studies  (CIP)

Vocational Education is an avenue for social justice in Canada and elsewhere. This study tests the application of productive capabilities to developing vocational education's potential contribution to social justice in Canada by examining its application in countries with very different but great social need.

Annette Ford  Ontario Institute for Studies in Education  Postdoctoral Researcher
Aiman Jafar  Ontario Institute for Studies in Education
Leping Mou  Ontario Institute for Studies in Education
Saewan Koh  Ontario Institute for Studies in Education

1010  The Idea of University of the Future: Its Challenges and Potential (BOLT)

By reviewing available scholarly and grey literature on MOOCS and On-line education, I will discuss how I envision higher education will change, what the landscape will likely look like, and how the trajectory of the university of the future will follow the footsteps of its older “sibling”—the thousand-year-old university of today. Furthermore, by describing historical events that conflated with technological innovation, I will illustrate how the university of the future will ameliorate access and quality. And by describing some of the reasons that culminated into the low completion rates of MOOC students, I will illustrate how the MOOC evangelists and detractors were both wrong and that the university of the future will be a hybrid of the traditional university and the innovation that will stand on its shoulders.

Berhane Sertu  University of Toronto

1011  Colleges as local institutional actors: Using the capabilities approach to theorise the mission of community colleges (CIP)

This theoretical paper introduces the capabilities approach to debates about the mission and role of colleges in Canada, Australia and England. It argues that the capabilities approach posits a role for colleges as “local institutional actors’ that support their students, local communities, and industries, and sustainable economic and social development.

Leesa Wheelahan  Ontario Institute for Studies in Education
Leping Mou  Ontario Institute for Studies in Education
Aiman Jafar  Ontario Institute for Studies in Education
Edmund Adam  Ontario Institute for Studies in Education

1013  Validation d’une typologie des conceptions des collèges canadiens en vue d’évaluer leur performance (phase 2) : La dimension enseignement  (GOV)

Une deuxième phase de la validation de la typologie de Larouche et al. 2012 auprès des collèges canadiens a mené à bonifier la dimension enseignement auprès d’un groupe d’experts. Les paradigmes de l’enseignement sont associés aux conceptions des collèges canadiens permettant de mieux cibler la diversité des buts de l’enseignement.
1014  Leading Change in Postgraduate Medical Education  (O)

This research will be vital to shedding light on the postgraduate medical education paradigm shift and the role of leadership in the change process. It will describe the general theories about how to lead a change, how leaders can identify the magnitude of the change event, and how to sustain the implemented changes.

Hasan Kettaneh  Queen's University

1015  Compassion and Labour Markets: A Quantitative overview of Nursing in Canada as a regulated field (IHE)

This paper reports data from Statistics Canada’s (2011) National Household Survey (NHS) to examine the relationship between education qualifications and labour market for the field of nursing. It finds a close correspondence between graduation and employment in nursing, but an unexpected distribution of nurses by level of occupation and qualification.

Norin Taj  Ontario Institute for Studies in Education
Jennifer Hounsell  Ontario Institute for Studies in Education
Gavin Moodie  Ontario Institute for Studies in Education
Amanda Brijmohan  Ontario Institute for Studies in Education
Ruth Childs  Ontario Institute for Studies in Education

1017  The ripple effects of a dark legacy: An Indigenous researchers’ story  (O)

This poster depicts an Indigenous researcher’s auto/ethnographic experience working with visual documentation of Canada’s residential schooling system. This personal narrative strives to give voice to Indigenous researchers whose lived realities are entwined in the aftermath of this assimilation process and who further take on decolonizing research ventures.

Lyn Trudeau  Brock University  PhD student

1018  The Restructuring of Vietnam’s Universities towards Corporate Governance Model (GOV)

Corporate governance is a model applied globally in response to policy changes on university autonomy, especially in Asian developing countries. Using a qualitative method and multiple-case design, this study explores how Vietnamese public universities have restructured their corporate governance model to respond to policy changes in the higher education sector.

Anh Le  Western University
1019  Accreditation Processes and Educational Pathways in Nursing in Canada  (CIP)

This study explores the accreditation processes of educational programmes and educational pathways within the field of nursing across Canada. The findings provide insights into how the nursing profession is regulated and the extent to which it helps nurses achieve the full potential of nursing qualifications.

Edmund Adam  Ontario Institution for Studies in Education
Leesa Wheelahan  Ontario Institution for Studies in Education
Jennifer Hounsell  Ontario Institution for Studies in Education
Annette Ford  Ontario Institution for Studies in Education

1020  A progress report on educational and occupational progression  (O)

This reports progress with a project funded by SSHRC to investigate qualifications, the link between educational and occupational pathways, and labour market outcomes. It reports an analysis of Statistics Canada data on the extent and nature of progression between levels of postsecondary education and between levels of related occupations.

Gavin Moodie  Ontario Institute for Studies in Education
Jennifer Hounsell  Ontario Institute for Studies in Education
Norin Taj  Ontario Institute for Studies in Education
Amanda Brijmohan  Ontario Institute for Studies in Education
Ruth Childs  Ontario Institute for Studies in Education

1022  Fostering an interdisciplinary and diverse community of innovation in teaching and learning  (CE)

Supporting innovation in teaching and learning means embracing diversity and helping to make strong connections between interdisciplinary approaches. What happens when an English prof and a math prof design a regency gala ball as an assessment for a course on Jane Austen? What happens when business and computer science courses are merged? How are these non-traditional collaborations fostered and nurtured?

D'Arcy Norman  University of Calgary  PhD Student

1023  Considerations for Canadian graduate students in education to attend conferences  (CE)

Conference attendance for graduate students, is an opportunity to develop a sense of professional identity, confidence, and belonging. Survey responses were collected from graduate students in education from across Canada, to seek which logistical and personal factors pose as participation barriers for students.

Susan He  Ontario Institute for Studies in Education  Master's Student
Ruth Childs  Ontario Institute for Studies in Education

1025  Evaluating the impacts of UAlberta Community Service-Learning over a decade  (CE)

This study examines ten years of Community Service-Learning evaluation data generated by end-of-term surveys of students, community partners and instructors. Findings indicate the consistency of learning outcomes for all CSL participants, as well as point to some structural limitations of our model and how we have been evaluating CSL outcomes.
1026 Exploring Equity-Mindedness in Remedial Math: An Analysis of Curricular Artifacts (O)

We use critical discourse analysis to explore the extent to which remedial math curricular artifacts embody explicit messages about cultural inclusiveness, reflect aspects of culturally responsive teaching, or challenge assumptions embedded in dominant approaches to mathematics education. Through this analysis, we offer analytical tools for assessing equity-mindedness in math curricula.

Rebecca Cox
Simon Fraser University

Lindsey Malcom-Piqueux
University of Southern California

1027 Accountability and quality improvement: Examining cases of implementing outcomes-based quality assurance mechanisms in Ontario postsecondary institutions (O)

This research paper reports how Ontario postsecondary institutions coped with the duality of accountability and improvement when they implemented outcomes-based quality assurance mechanisms within the system. While the findings show mixed experiences, it is hopeful that the gap between accountability and quality improvement can be narrowed.

Qin Liu
University of Toronto

1028 Beyond the Classrooms: An Examination of the Pedagogical and Community Benefits of Student-Led Community Based Participatory Research (CE)

Partnerships between academics and the community can be mutually beneficial. The involvement of students in these partnerships has the potential to enhance learning for students through hands-on research experience and to meet the research goals of partners. This paper explores the benefits and limitations of one such learning experience.

Rebecca Lennox
Simon Fraser University

Angela Culham
University of Regina

1029 Attending College while Parenting: The Experiences of Immigrants to Canada (CIP)

Drawing from interviews with student-parents at a large, urban-serving college, this analysis focuses on the distinct experiences of immigrants to Canada. The accounts of these student-parents highlight a number of identity dilemmas that immigrant student-mothers face as they navigate new lives in a new country.

Rebecca Cox
Simon Fraser University

1032 ‘Wicked problems’ in Equity, Diversity and Inclusivity Policy Agendas: The Missing Discourse of Internationalization (IHE)

Two policy agendas, internationalization and diversity and equity remain siloed in institutional visions/strategic plans. Is the siloed nature of policy an example of a ‘wicked’ problem? Through document analysis, policy coordination as determined through power among stakeholders, the level of agency and values used in framing the problems is examined.
Roopa Trilokekar York University
Merli Tamtik University of Manitoba
Kumari Beck Simon Fraser University

1033 Trends and gaps in transnational education research: A systematic review (IHE)
This research paper presents the results from a systematic review of published research and analysis on transnational education (TNE) since 2000. It demonstrates an overall picture about the research focus and the methodologies used for studying major TNE modes. It calls for filling in gaps and strengthening research on TNE.
Qin Liu University of Toronto

1037 Agents of Change not Spectators in Canada: Transforming the Traditional Model of International Students (SS)
The international student population is a key component of diversity in Canada. This session shows a new model of engaging international students as change agents. It aims to discuss the potential benefits for service-learning for this student population. The session contributes advice on the developmental process and discusses anticipated barriers.
Neivin Shalabi Brock University Visiting Scholar

1038 Understanding policy rationales for collaboration in academic science: A comparative case study of Canada and Brazil (IHE)
What drives research policy makers to support international research collaboration? Policies are often explained by their intended outcomes, but have not been subject to academic scrutiny. We carry out case studies of international research programs based in Canada and Brazil to explain the policy and political processes driving these programs.
Benjamin Crase Ontario Institute for Studies in Education MA Student,
Creso Saj Ontario Institute for Studies in Education
Emma Sabzalieva Ontario Institute for Studies in Education
Magdalena Martinez Ontario Institute for Studies in Education

1039 Conceptualizing the future of credentials in the entrepreneurial university (GOV)
This paper identifies two organizational logics within entrepreneurial universities promoting the increased specialization of professionally oriented credentials across a growing array of interdisciplinary fields. It further suggests that universities will continue to prioritize the proliferation of specialized interdisciplinary credentials as a necessary entrepreneurial strategy for ensuring their organizational autonomy.
Benjamin Crase Ontario Institute for Studies in Education MA student

1040 Exploring Educators' Experiences Implementing Open Educational Practices (BOLT)
This research focuses on how educators are using openly accessible sources of knowledge and open-source tools in ways which impact their pedagogical designs. Reporting on a phenomenological study with open education
practitioners, we’ll share how educators describe their experiences in relation to teaching and community engagement.

Michael Paskevicius  University of Victoria
Valerie Irvine  University of Victoria

1043  Faculty Perceptions of Teaching: Comparisons Across Time and Institutions  (O)

Forty years ago, Cross (1976) conducted a study of faculty perceptions of teaching, concluding that higher education would be unlikely to see changes until the new millennium. Researchers replicated Cross’s survey today at two different Canadian universities. Findings show differences but also striking similarities between institution types and over time.

Erika Smith  Mount Royal University
Heather Kanuka  University of Alberta

1044  Academic Help-Seeking in a University Facebook Confessions Page (BOLT)

This mixed methods research examines online help-seeking in undergraduate learning. Analysis of 2,712 anonymous, public posts to a Canadian university’s Facebook Confessions page demonstrates that over a quarter of these posts reflect student-student learning exchanges. Findings demonstrate that Facebook Confessions pages enable rich forms of academic advice and help-seeking.

Erika Smith  Mount Royal University
Richard Hayman  Mount Royal University
Hannah Storrs  Mount Royal University

1045  Indigenous Methodologies and Research Approaches in Indigenous Educational Research  (O)

In this session, three Indigenous scholars present on their distinct approaches in conceptualizing Indigenous educational research. Topics include the following: an approach for community engagement involving a First Nations Education Collective, the practice of hunting as an Indigenous methodology, and an Indigenous story-based approach to research that privileges Cree beadwork.

Brent Debassige  Western University
Tara Hedican  Western University
Candace Brunette-Debassige  Western University

1046  Formative feedback for teaching development: Exploring strategies for gathering Information about teaching and learning  (O)

This study investigated formative feedback (FF) for teaching development processes in Canadian higher education institutions. FF has been identified as a developmental strategy for instructors to receive feedback about their teaching with the goal to better understanding and improving student learning. Strategies and resources are documented and available in an open access format.

Cheryl Jeffs  University of Calgary
Brit Paris  University of Calgary
Ykje Piera  University of Calgary
The Syllabus Scan: Purpose, Process, and Institutional Utility (O)

As part of a multi-level course re-design study, large-enrolment, first-year course syllabi from across an institution were analyzed to document contextualizing and expectation statements, learning activities, course alignment, and assessment approaches. Identifying trends and outliers in institutional practice contextualized individual course activity, enabling re-examination of current practice and deeper investigation.

Ashlyne O'Neil 
Marissa Biasi 
Beverley Hamilton 
Nick Baker 
University of Windsor

Precarious Possibilities: Disability, Self-Advocacy, and University Learning (O)

This presentation will discuss the key findings of a study that explored the experiences of disabled students and university faculty. Findings will explicate the marginalizing potential of self-advocacy as a mechanism for arranging disability support and elucidate the possibilities that were found to exist in reciprocal student/faculty relationships.

Cynthia Bruce 
Acadia University

Cyberproxy in Higher Education: Exploring Telepresence Robots for Accessibility (BOLT)

Higher education institutions are expected to ensure accessibility for all learners, yet many existing accommodations are still lacking for students who cannot attend in person for a face-to-face class. This study examines the factors that influence the feasibility of cyberproxy, which is the provision of video access into face-to-face classrooms.

Valerie Irvine 
Michael Paskevicius 
University of Victoria

The pen is mightier than the keyboard: How to integrate tablets with citation management, PDF markups, and QDA software (O)

The pen wires information to your brain better than keystrokes. I will show you how to prepare a paper for publication in 20 fast steps, showing how such stuff as document markups with my electronic stylus is key to personalizing documents for citation, QDA, and quick retrieval of information.

Mark Ingham 
University of Ottawa 
PhD Candidate

Understanding the Underlying Perspectives and Dynamics within University Governing Systems (GOV)

Within the governing systems of higher education institutions, actors operate under sometimes contradictory perspectives of their roles. This presentation aims to identify how these underlying perspectives can hinder communication and deliberation. It further urges that understanding these perspectives can improve the collective decision-making process and other governance operations.

Anya Goldin 
David Burns 
Kwantlen Polytechnic University

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1054  Internationalization of Canadian Higher Education: Opportunities and Challenges in Cross-border Partnerships with Chinese Universities  (IHE)

This study examines the opportunities and challenges associated with Canadian-Chinese university partnerships. The findings reveal that international partnerships operate in a very complex political, financial, and educational context across two different cultures. It is important to consider organizational, contextual, financial, and individual factors in institutional strategies towards higher education partnerships.

Jing Xiao  University of Saskatchewan

1055  Impact of Collegiality on Faculty Performance  (GOV)

The purpose of this study is to explore and determine the impact of collegiality on faculty performance in types of post-secondary institutions in Saskatchewan. Higher education institutions today operate in a competitive environment, resulting in an emphasis on performance. Faculty performance and its drivers, therefore, become an important focal point.

Kenisha Blair-Walcott  University of Saskatchewan  PhD. Candidate

1057  Cultivating a shared community of practice: Intra-campus collaboration for teaching and learning in the Digital Humanities and Social Sciences  (O)

Using as a case study a unique collaboration creating Open Educational Resources for a Digital Humanities and Social Sciences project, this paper will highlight best practices for intra-campus collaboration amongst administration, libraries, and faculty from the perspectives of project members who came together with different priorities and discursive understandings.

Samantha Cutrara  York University
Marcos Armstrong  York University
Andrea Kosavic  York University
Anna St. Onge  York University

1060  Becoming an Age Friendly University  (SS)

We will explore how the 10 Principles of an Age Friendly University reflect the educational interests and pursuits of an aging population. Also, how lifelong learners will impact universities, and the roles of faculty, students, staff, and administration in the creation of and sustaining of AFUs

Alison Hood  Huntington University

1061  Revisiting the Quebec Maple Spring: Excuse me for telling you now about the neoliberal hegemony  (IHE)

This paper uses the conflict perspective and Gramsci’s hegemony to analyze the 2012 Canadian Maple Spring. I will argue that neoliberal hegemony, as a discourse and practice in Quebec, examines the government’s attempt to commodify access to postsecondary education and the normalize the neoliberal orthodoxy in the province.

Everton Ellis  Ontario Institute for Studies in Education
1062 A Survey of Undergraduate Students on Attitudes toward Multidisciplinarity in Course Requirements (SS)

Do course breadth requirements for students actually teach them to value interdisciplinarity? I conducted a survey of 994 undergraduate students at the University of Saskatchewan College of Arts and Science. Among other things, I found that exposure to a new discipline, on average, improves a student's perception of it.

Garrett Richards University of Saskatchewan

1069 A Day at the University Fair: ‘Hot’ Brands, ‘House of Brands’ and Promotional Tactics in Higher Education (GOV)

Research on promotional behavior within PSE has exploded over the last two decades, spurred by the intensification of student recruitment across the system during this period. To date, studies have focused on mapping the content of conventional promotional texts (e.g. viewbooks, web sites), often with a view towards identifying how institutions depict themselves through them. By comparison, recruitment events, such as ‘open houses,’ exhibits and fairs, have received limited scholarly attention. This study aims to ameliorate this gap within the present literature, using naturalistic observation and collaborative auto-ethnography to analyze branding strategies and broader social dynamics within a prominent Canadian university fair. Using such methods, this study identifies i) variance in the uptake of ‘house of brands’ and ‘branded house’ strategies and ii) several types of niche marketing tactics across the facades of information booths, along with iii) diverging degrees of student interest across institutional types. We theorize observed patterns from the standpoint of contemporary research within the field of organizational sociology.

Rod Missaghian University of Waterloo PhD Candidate
Roger Milian Nipissing University

1074 Examining Faculty Subcultures: Motivations and Behaviours Driving Cross-Campus Partnerships (SS)

Using a Canadian multi-institutional sample, we examine the extent to which differences exist between faculty subcultures (according to rank, years of employment, and discipline) with regards to partnering across academic and student affairs/services. These data reveal the various roles faculty subcultures play in shaping campus engagement for student success.

Christine Arnold Memorial University of Newfoundland
Kathleen Clarke Ontario Institute for Studies in Education
Tricia Seifert Montana State University

1075 Gathering Diversities in Post-Secondary Accessibility and Accommodation: Surveying the State of Policy and Practice (O)

This symposium panel presents selected findings from the Landscape of Accessibility and Accommodation for Students with Disabilities in Canadian Post-Secondary Education research project. The session will present preliminary findings from national data that describes the current population of graduate students with disabilities, policies and practices, services and supports, and specific programming for those who self-identify as Aboriginal/Indigenous.

Christine Arnold Memorial University of Newfoundland
Kathleen Clarke Ontario Institute for Studies in Education
Michelle Pidgeon Simon Fraser University
Deanna Rexe Assiniboine Community College
1076  Inter-disciplinarity for Sale: Knowledge, Markets and Customization  (O)

Considerable academic debate has taken place over the supposed benefits and drawbacks of moving towards inter-disciplinarity. However, little empirical attention has been paid to the manner in which inter-disciplinary programs are being promoted to external constituents. To study this process, this study executes a mixed-methodological content analysis of the online self-descriptions of 203 credential-granting interdisciplinary programs across the Canadian university sector. It finds that these entities embrace contrasting knowledge, labour market and customization logics to strategically position themselves within the field. It interprets these findings through the lens of contemporary theorizing within the sociology of organizations, citing the ambidexterity of these programs as ensuring their continued existence.

Rod Missaghian  University of Waterloo  PhD Candidate
Roger Milian  Nipissing University

1078  Willful engagements: Exploring resistance and compliance in community engaged scholarship (CE)

In this paper I analyze findings from research involving engaged scholars in Canada using Sara Ahmed’s notion of the willful subject. With an eye to the ways willfulness, opposition, power, and force operate in higher education spaces, I explore engaged scholars as both willful subjects in organizations and organizationally willing subjects.

Tania Kajner  Adler University

1079  Whose Fire is it Anyway?: Indigenous Led and Settler Supported Community-University Arts-Based Programs  (CE)

Michelle Scott  St. Mary’s University
Tara Hyland-Russell  St. Mary’s University

1082  Cross-Cultural Catalysts in International Academic Partnerships: Canadian Technical Assistance to Chinese and Ukrainian Universities (IHE)

The analysis in this paper engages the interplay of the boundary objects theory and multi-structural governance theory to shed light on opportunities and challenges of the university transformations driven by international projects. In particular, this presentation examines the roles and characteristics of cross-cultural facilitators in balancing the legacies of academic practices in the two different worlds: on the one hand, a post-modernist society, driven by critical inquiry and learning (as represented by Canadian universities), and, on the other hand, post-totalitarian hyper-regulated institutions of specialized education (as represented by Chinese and Ukrainian universities). The study draws on qualitative data collected through review of CIDA/CBIE reports, university institutional and scholarly accounts of technical projects. These data sources are triangulated then through email-based questionnaires with Canadian, Chinese and Ukrainian co-PIs, as well as this author’s observation notes from several technical assistance projects in the field. Three aspects are elaborated in the process of data analysis: 1) major roles played by cross-cultural catalysts (national, institutional, and individual) in Canadian collaborations with Chinese and Ukrainian universities; 2) major challenges in the created/implemented partnerships; 3) expected and realized outcomes in the cross-cultural collaborations.
Anatoly Oleksiyenko  
University of Hong Kong

1083  How I became a researcher? A self-study of the process of writing a doctoral dissertation proposal (CE) 
This self-study aims to explore how a doctoral candidate navigates the process of writing a dissertation proposal and becomes a researcher. Drawing on Bakhtin’s theory of dialogism, the doctoral candidate’s journals, notes, and proposal written drafts are examined to demonstrate the doctoral writing journey as a dialogic process.

Zinat Goodarzi  
University of Ottawa  
Doctoral candidate in Education.

1084  Proposition d’un modèle de formation à distance selon la modalité mixte favorisant la persévérance et la réussite en enseignement supérieur (BOLT) 
Sawsen Lakhal  
Université de Sherbrooke  
Marie-Eve Bedard  
Université de Sherbrooke

1085  Blended Learning and the Digital Classroom (BOLT) 
A growing number of academic plans are prioritizing experiential, active, and blended learning in higher education. An essential part of meeting these priorities is to create evidence-based instructor resources and support that encourages the adoption of critical active, experiential, and e-learning practices. However, how can we best develop and implement these resources across departments and faculties? Do they align with pedagogical theory and student needs? This presentation will explore the role that blended learning and digital platforms can play in supporting and encouraging undergraduate student learning. Practically speaking, what does experiential and blended learning look like in terms of digital pedagogy and what are student perceptions of this learning? 
Researcher 1 is a course director for a Digital History course and Instructional Developer who will present the design and findings of a research project focused on Team-Based Learning assessments in humanities courses using online platforms like WordPress and MyLearningSpace. Researcher 2 is a Research Associate designing scalable Digital Humanities and Social Sciences (DHSS) pedagogical and assessment practices for faculty to incorporate into their traditional, blended, and on-line courses as part of collaborative project amongst university administration, library, and faculty.

Mary Chaktsiris  
Ryerson University  
Samantha Cutrara  
York University

1087  Conditions for the development of online teaching capacity: a case study (BOLT) 
With the number of online courses being offered by higher education institutions increasing every year, universities must provide opportunities for its instructors to develop their online teaching capacities. This instrumental case study explored the conditions for such development through the perspectives of instructors, academic leaders, and educational developers.

Luciano da Rosa dos Santos  
Mount Royal University

1088  Navigating the aspirations and anxieties of international faculty development in post-colonial contexts (IHE) 
This session presents preliminary qualitative data from a study on the formation of an international faculty development partnership between a Canadian university and a Caribbean college, and explores the challenge of
ethically negotiating an international partnership in a post-colonial setting where socio-economic, cultural, and pedagogic recovery are underway.

Michael Agnew  
McMaster University
Jennifer Blaney  
McMaster University

1090  Slow learning: training vs education in a post-Fordist world  (O)

How do we serve the dual demands for training – coming from governments, students, and employers – and education, of necessity a slower, more open ended process? This paper pursues the impact of and challenges to “slow education” within post-secondary contexts, with a focus on the most ill-served demographic within Canadian education: Aboriginal students.

Chad Thompson  
College of New Caledonia
Melinda Worfolk  
College of New Caledonia

1091  A Longitudinal Assessment of Stress in Undergraduate Students around a Fall Reading Week (SS)

Many Canadian higher education institutions have recognized the need to direct greater focus toward the mental health and well-being of their students, and are now implementing a range of stress reduction strategies. The necessity of these initiatives is difficult to overstated (Bellemare, 2017; Casey, 2017; Chiose, 2016; In it Together, 2017; Rushowy, 2017). One of the most comprehensive responses was developed at Queen’s University, where a task force was formed following a year in which several students died by suicide (Clapham, Jahchan, Medves, Tierney, & Walker, 2012). In their report, the task force made several recommendations, most notably a break from studies during the fall academic term. We recently searched websites from 70 Canadian universities and found that 52 institutions had some form of a multi-day break in the 2017 fall term, with one additional institution planning to add a break in 2018. It is now critical to investigate whether the implementation of a fall break is addressing the mental health concerns for which it was recommended. Our multi-institutional, interdisciplinary team combined qualitative and quantitative approaches to provide the first comprehensive assessment of the impacts of a fall break. To do this, we surveyed undergraduate students at three Canadian Universities (McMaster University, University of Ottawa, and University of Waterloo) about their experience of the fall break, and collected standardized measures of experienced stressors and perceptions of stress before and after the break. We also assessed salivary cortisol levels (a physiological indicator of stress) from students at McMaster University and University of Ottawa and a university without a break (McGill University), and hosted several focus groups to develop a narrative of students’ experience. In addition, undergraduate instructors at McMaster University were surveyed in order to gain insight into the impact of the fall break on their course planning and teaching. This session presents the preliminary results of an ongoing longitudinal study, and will initiate a broader discussion on how SoTL can inform institutional responses to student stress and its impact on teaching and learning.

Heather Poole  
University of Ottawa

1092  Lessons Learned from Confucius and Socrates on a Failed Lesson on Confucius and Socrates (IHE)

Canadian institutions of higher learning host foreign students, as well as serving many immigrants, refugees, and bicultural Canadians. Many such students are from China or other Asian countries argued to have Confucian cultural roots which clash with the Socratic roots of a culture of questioning and the open challenge of authority. To what extent might these Confucian roots have to do with avoiding face and lack of engagement with active student-centred and cooperative learning that is more typical in Canadian classrooms than in China?

Mark Ingham  
University of Ottawa  PhD Candidate