

Building Hopeful and Resilient Universities:
The 2021 Jarislowsky Chair
Report

OPENING REFLECTION

The Stephen A. Jarislowsky Chair in Undergraduate Teaching Excellence has positioned Bishop's – and the Maple League universities – as leaders in discussions about quality undergraduate education in Canada and around the world. The global pandemic has demonstrated that the goal of influencing undergraduate education is now even more urgent.

COVID-19 is a social experiment that has turned our classrooms into live laboratories: we are able to pilot new and innovative uses of educational technology to enhance critical thinking, mentorship, and civic engagement – values at the core of the chairship. We've learned that technology can help deliver content in new ways that provide our professors with more time for individualized support and mentorship. New virtual platforms enable instructors to share foundational concepts and principles that students can access at any time, which can enhance the quality of engagement during face-to-face meetings.

The chairship encourages change at the institutional level and across the Maple League as we seek to move beyond the “way it has always been” into new spaces where universities can be on the frontline of social and economic renewal. We must be open to doing things differently, whether that is sharing courses across universities, investing in inclusive high impact practices, leading conversations in quality undergraduate education, and creating virtual spaces that foster innovation not just at individual institutions but across of the post-secondary sector.



Over the past year I have stewarded a number of projects and initiatives that enhance mentorship and civic engagement with a broad range of collaborators. The key to our success is alignment: we identify a problem, consult the current research for insights, design a program adapted to the particular context, assess the impact, and share the lessons with others. This has allowed us to be nimble, responsive, and adaptive in a time of tremendous upheaval in the Post-Secondary Education Sector.

The Jarislowsky Chair is now more important than ever as a key leader and influencer of high-quality undergraduate education in Canada and internationally. The chairship positions us as leaders in conversations around quality undergraduate education as we design a post-COVID world that is more just, equitable, and future-facing.

— Dr. Jessica Riddell

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APPENDIX



INNOVATIVE STUDENT EXPERIENCES

IMPACT AT A GLANCE

2021 was a banner year for innovative student experiences at Bishop's and across the Maple League. Here are some of the highlights!

Fostered 3M Student Mentorship

3 out of 10 applications won in 2021
48 students in the cultivation cycle for 2022

Mentored 12 Maple League Student Fellows

Hired and Mentored 4 Stadelman Student Success Fellows

2 Fellows in 2020-21
2 Fellows in 2021-22

Employed 51 Students through the OLTC program

34 Bishop's students
8 Mount Allison students
3 Acadia students
6 St. Francis Xavier students

Expanded the OLTC Program across the Maple League

Helped 177 faculty members
Covered over 180 courses

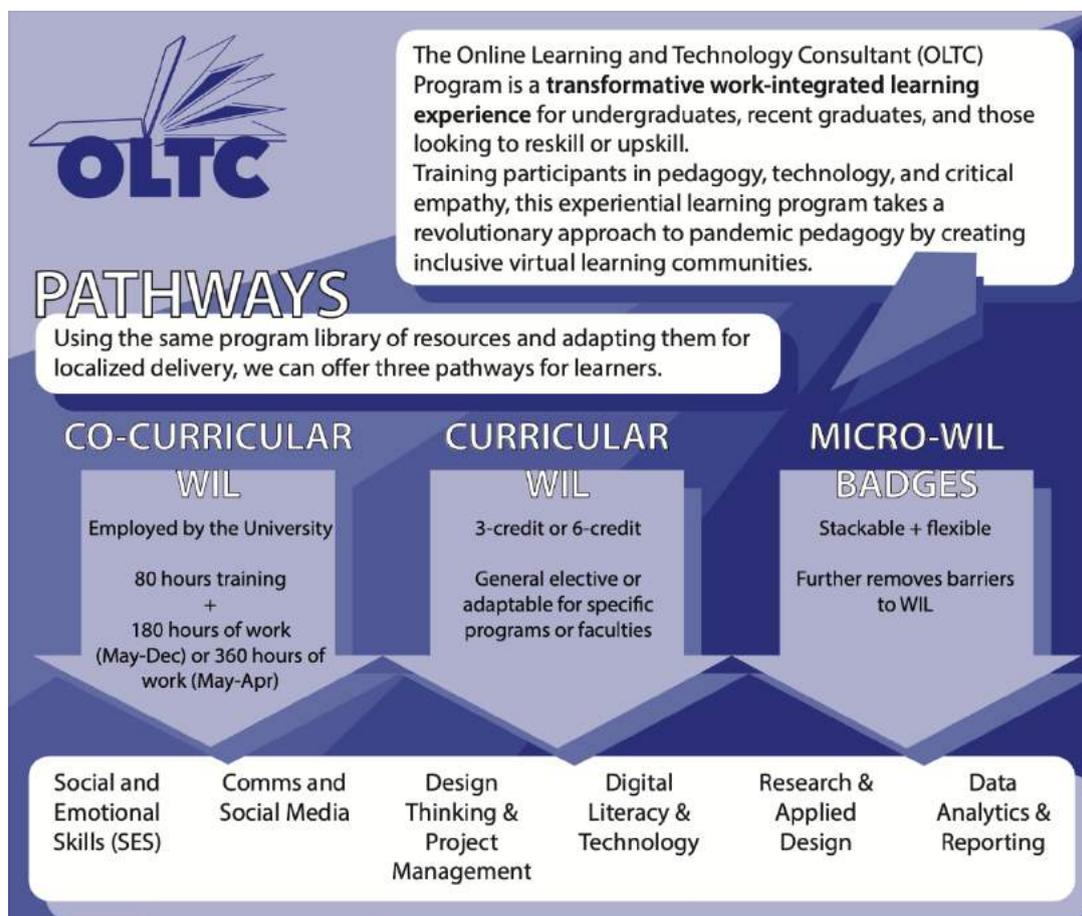
Launched a curricular version of the OLTC Program

INNOVATIVE STUDENT EXPERIENCES

THE OLTC Program Continues to Expand at Bishop's and Beyond

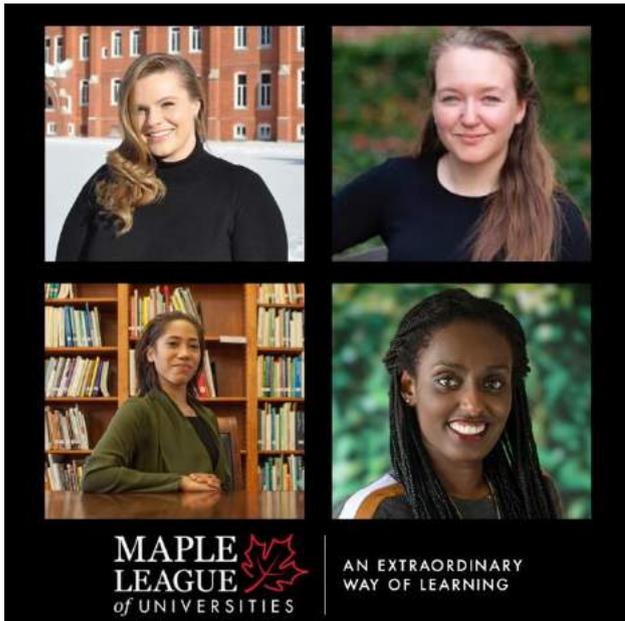
After the success of the Bishop's University Online Learning and Technology Program pilot (May 2020 to April 2021), Dr. Riddell secured funding from the Business + Higher Education Roundtable (BHER), which scaled the program across the four Maple League institutions (Acadia, Bishop's, Mount Allison, and St. Francis Xavier). Phase II of the OLTC Program began in May 2021 and will continue through April of 2022. A third phase of the program was concomitantly launched with a Co-operative Education and Work-Integrated Learning (CEWIL) Canada iHub grant, in Fall 2021 to deliver a 3-credit course. In this course, 35 students received a tuition bursary and an iPad as part of the CEWIL funding. 70% of students in the course identified as a visible minority, and the "direct benefit" funding for students dismantled barriers for historically-excluded groups.

To read more about the OLTC Program and how it continues to engage students as partners in the design of their own classrooms to improve inclusion, equity, accessibility, and transformative learning, please see Appendix B.



Mentorship and Student Leadership

2020-2021 Post-graduate Fellows



This year Dr. Riddell hosted a post-graduate fellows program. Fellows worked in advancement and communications, research into high-impact practices, retention and resilience, and student leadership.

2020-2021 Maple League Student Fellows

Over the 2020-2021 Academic year the Maple League benefited from eight student fellows. Their roles were diverse, and included research, decolonization, social innovation, digital design, knowledge mobilization, community building, teaching and learning, and student success and leadership.



INNOVATIVE STUDENT EXPERIENCES

3M National Student Fellowship

This is Canada's highest recognition for student leaders: because this national award values the incredible and heroic work student leaders do - often in grassroots ways, in the margins, or on the edges of institutions. This fellowship values student-citizens who build things for others on their campuses and in their communities (and who are sometimes also critical or challenging of the status quo). Despite the fact our small universities are incubators for extraordinary student leaders, we were historically at a disadvantage compared to larger universities who have full-time staff dedicated to dossier preparation. Over the past few years, Dr. Riddell has worked with past 3M Student Fellows to create resources (handbooks, info sessions) and support (mentorship, individualized and small group help) to identify student leaders and help them through the process.

3M National Student Fellowship Mentorship Program

Developing dossiers is an opportunity for early professionalization and critical reflection. It is not an intuitive or easy-to-navigate process, so these sessions are designed to make the process more accessible and help students and their nominators creatively problem solve. In many ways, this is a micro-work integrated learning experience, where students curate a dossier that requires time, thought, revision, collecting various documents, working with the nominator, and more. It requires students to exercise emotional intelligence muscles just as much as their project management and organizational skills. These are competencies that will serve students well as they think about the job market, graduate school, and future awards and scholarships.

This Mentorship program includes the following:

- **“How To” Handbooks** that include excerpts from successful dossiers, tips and advice, and guidance on structure and critical reflective practice that constitutes a successful dossier
- A network of **institutional champions** to help identify and support nominations (both faculty and students)
- **3M mentorship network**: 3M faculty and 3M students from Maple League universities who have volunteered to work with nominators and nominees in the compilation of dossiers
- **Administrative support** in compiling dossiers, collecting reference letters, and copy-editing
- **Webinars and on-demand digital resources**: 3M Mentoring Team hosted an information session for the 2022 student nominees. [Click here](https://www.youtube.com/watch?v=3LldtPZzL-4) to access the video on our YouTube Channel (https://www.youtube.com/watch?v=3LldtPZzL-4)

INNOVATIVE STUDENT EXPERIENCES

3 out of 10 National Student Fellows were mentored under the Jarislowsky Chairship



In April 2021, the Maple League of Universities announced that three students from the four universities were selected as recipients of the 2021 3M National Student Fellowship. This fellowship recognizes ten students across Canada who have demonstrated outstanding leadership in their lives and at their post-secondary institution.

Leah Creaser created a first-year biology lab incorporating Mi'kmaq Traditional Knowledge as a research topic and ensures that the campus is an open inclusive space for all Indigenous students to feel safe (read more here). Georges-Philippe Gadoury-Sansfaçon, Chancellor's Scholar graduating with Applied Psychology and Mathematics at Bishop's and a member of 2020 - 2021 design team for the Online Learning and Technology Consultants (OLTC) program. He is passionate about building spaces for students to be partners in the design and delivery of a 21st-century liberal education (read more here). Devon Parris was recognized for outstanding leadership, including designing a project called the "Anti-Racist Film Review"—a film review site that analyzes anti-racist discourse within film while critiquing superficial, exploitive, and misrepresentations of contemporary racism (read more here).

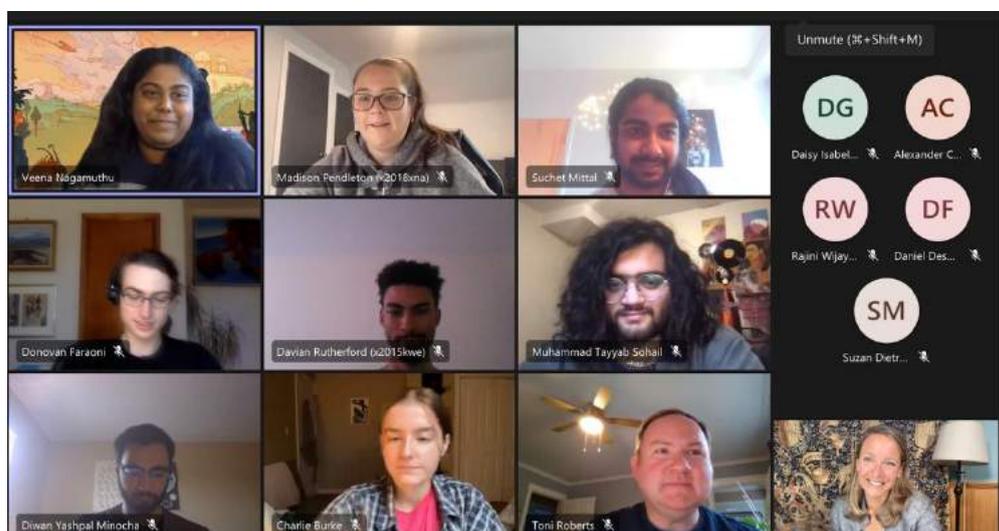
Building on Success for 2022 with Record Numbers of Student Mentorship

In the new competition (December 2021 to the deadline January 31, 2022) Dr. Riddell and her team mentored 48 students in the 3M Student Fellowship cultivation pipeline. Supports include a handbook, info sessions, one-on-one mentoring, as well as institutional and individualised meetings. Dossier development is intensive and time consuming, and we believe that it provides crucial critical reflection and writing competency development as Micro Work-Integrated Learning opportunity.

INNOVATIVE STUDENT EXPERIENCES

"Teaching, Pedagogy, and Technology in Courses" Students Participate in a Hope Summit

In June 2021, Dr. Riddell and her team created a new pathway for the OLTC Program as a 3-credit, Fall term course called "Teaching, Pedagogy, and Technology in Courses." Funded by RBC Futures Launch and supported by CEWIL direct funding for students, we designed the course to be inclusive and transformative. The course was created to reach students that are typically unable to participate in WIL experiences. The knowledge and skills development in the OLTC Phases I and II were redesigned to fit into a 12-week semester. Collaboration with faculty was reimaged as a final capstone project, which still gave students the same transformative experience working with faculty partners and a direct, real-world impact on courses at their institutions.



On November 24th, students in "Teaching, Pedagogy, and Technology in Courses" attended a three-hour "Hope Summit" with Dr. Jessica Riddell to reimagine a 21st-century liberal education. Using their lived experience as students-as-partners, these individuals imagined how we can build a hopeful university that is conducive to student success.

INNOVATIVE TEACHING IN THE CLASSROOM



The global pandemic has been transformative to the post-secondary sector. universities must be on the forefront of recovery efforts in a post-COVID world; otherwise, they will become irrelevant and even obsolete. The landscape of higher education in Canada has changed dramatically over the past two years and our understanding of what a 21st century university looks like has shifted under intense pressures. In re-imagining all her courses and creating new ones, Dr. Riddell harnessed the discomfort of the global pandemic, and doubled down on fundamental values: of working with students as partners, in mentoring relationships, to build nuanced citizens ready to tackle the world filled with complexity.

The five new courses created by Dr. Riddell in 2021 were co-designed with a team of Online Learning and Technology Consultants, and were created to harness technology to enhance individualized support and mentorship. They are flexible enough to be taught in-person, online, or hybridally without the quality of the curriculum being affected — in other words, they are pandemic proof.

The Courses



Asynchronous Engagement: Harnessing Technology Can Create Transformative Learning

In designing her online courses, Dr. Riddell modeled asynchronous material around a three-resource model to ensure that her students got the most out of their learning experience. Coupling these engaging resources with synchronous classes, students spent 2021 enjoying a virtual classroom that felt like the “real thing.”

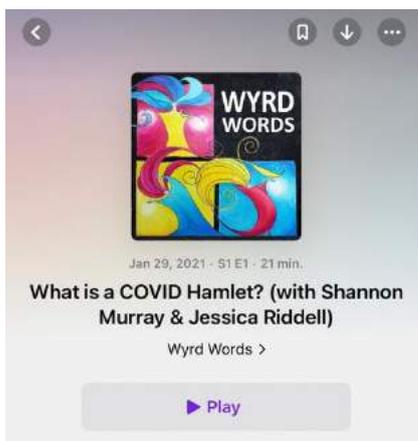
A Multi-Pronged Approach to Learning: The Three-Resource Model

I. Micro-lectures (To Watch)

Because a student’s attention span changes when learning online, Dr. Riddell created content delivery in the form of video lectures in “micro” formats. These videos, dubbed “micro-lectures” for their short running time of 5-7 minutes, each cover a single topic and use every second to its fullest. Micro-lectures deliver content with flexibility so that students can watch as few or as many videos as they want at a time. This, in turn, frees up class time to more mentorship, co-design, and individualized attention.



II. Podcasts (To Listen)



The second type of resource used by Dr. Riddell is audio (podcasts and other recordings). Longer than micro-lectures, podcasts allow students to listen without the visual overload and “zoom fatigue” many people are experiencing. She recorded a number of podcasts through her Wyrd House research collaboratory (with Drs. Dickson and Murray), interviewing artists, playwrights, educators, and actors. A student can thus learn while doing other activities, such as work around the house or taking a walk outdoors. No matter how well an online course is designed, it’s always healthy to take a break from the computer screens and develop active listening skills.

III. Articles & Texts (To Read)

The third type of resource Dr. Riddell deployed was to assign curated readings that engaged in both disciplinary materials but also included news stories OpEds, and other forms of writing. This traditional type of university resource is essential to any course, online or face-to-face, as it helps students improve their critical thinking, reading, and writing skills. Her choice of materials - OpEds, public scholarship, research articles, and scholarly chapters - offered a diverse choice of things to read, available for free through open access. This cut down considerably on textbook costs for students.



Adventures in Academe

Can Shakespeare teach us to be better citizens?

Audience members, like students, are key participants and crucial collaborators, not merely passive consumers.

BY JESSICA RIDDELL | AUG 23 2019



Post a comment



I have been thinking a lot about the role higher education plays in building engaged citizens lately – and I must admit to feeling rather overwhelmed. I wonder how we prepare our students for the future of work and instill job readiness, build social and emotional intelligence into the curriculum, design rigorous experiential learning opportunities, create flexible learning environments, indigenize our classrooms and institutions, and ensure accessibility – while also delivering foundational disciplinary content?

Adventures in Academe

Helping our students to develop rhetorical literacy

It's never been more urgent for students to learn how to harness the power of persuasion as a force for good.

BY JESSICA RIDDELL | JAN 07 2020



One comment



"What hill are you willing to die on?" I pose this question on the first day of my 200-level rhetoric class. "And how can you persuade others to join you?"

In this course, which surveys the landscape of rhetoric from classical to contemporary times, we examine the uses and abuses of rhetoric from Aristotle to Shakespeare to Obama and beyond. Rhetoric, until recently considered an antiquated subject and relic of the medieval curriculum, is now enjoying a comeback. In fact, developing rhetorical literacy has never been so urgent.

INNOVATIVE TEACHING IN THE CLASSROOM

Five New and Critically Hopeful Courses

ENG205: The Art of Persuasion (Winter 2022)

This course introduces students to rhetoric and argumentation, tracing the tradition of oratory and the art of persuasion from classical to contemporary culture. The course focuses on the history, theory, and practice of rhetoric across disciplinary boundaries. Although the course is interdisciplinary – exploring texts drawn from philosophy, literature, history, psychology, religion, and politics – we trace some common themes throughout the course, including a sustained attention to the deployment of rhetoric to serve various ideological and polemical purposes, the power of persuasion in the context of a broad ethical spectrum, and the ways in which language seeks to build consensus and create meaning even as it is always at risk of being destabilized, troubled, or deconstructed.

ENG223: Shakespeare's Guide to Wicked Problems (Winter 2022)

This course makes the case that literature does not – and cannot – operate in a vacuum above or outside of our current political, social, and economic climate. Shakespeare was embedded in his own social and historical context and was at times shockingly political in both maintaining and overturning the status quo. This is no ordinary course, but we do not have an ordinary set of texts, nor an ordinary approach to learning as a fundamental part of what makes us human. What can Shakespeare teach us about ourselves, our world, and – ultimately – about a path towards a more hopeful future?

ENG 205
The Art of Persuasion
Visual Syllabus

Theoretical literacy builds a society based on values of empathy, integrity, and critical hope
This course is broken into four main pillars, each informing and enriching one another.

Theory: What are the theories of rhetoric? Who are the classical guides?
Content: What makes historical and/or literary citations memorable? What makes them remarkable? Do they share similar qualities or characteristics?
Delivery & Reception: Who gets to speak and when? What are the dark sides of rhetoric? How do you ensure that what you say aligns with what message is received?
Mobilization: How do you harness rhetoric to develop and clarify your own voice? What would you say if you had the platform? How do you combine content, style, and delivery to communicate a certain idea or set of values or your vision?

Objectives:
1. to develop a critical acumen for the identification and analysis of persuasive strategies in arguments
2. to be able to produce persuasive texts and speeches informed by classical theories and techniques

Setting Aspirations through Core Competencies:
- To develop opportunities for critical thinking and intentional listening
- To facilitate spaces for creative and authentic communication
- To improve techniques of oral presentation and delivery

The Course Assessments:
1) Early Term Project ... 20% ... Feb 11
2) Writing Assignments ... 45% ... Feb 25; Mar 21; Apr 4
3) End of Term Project ... 30% ... one week after classes end
4) Self Evaluation ... 5% ... one week after classes end

Late Policy: A one-week grace period will be granted for your final project without obtaining an extension. If you choose to use the grace period, you will receive a grade only. All essays received after the one-week grace period will be penalized by 10% per day including weekends. Essays that are not passed in 7 days after the end of the grace period will be assigned a zero.

Submission Criteria: All assignments must be submitted on Moodle through the appropriate portal for the assignment. Submissions should be in Word document format with the file named LAST NAME + NAME OF ASSIGNMENT + COURSE CODE.

Close Reading
Lively & Informed Dialogue
Communication
Developing An Appreciation of Complexity

Dr. Jessica Riddell
Office: Morris House 8
Email: jriddell@ubishops.ca

ENG 223
Shakespeare's Guide to Wicked Problems

Shakespeare's plays provide us with insight into solving society's most wicked problems
Shakespeare's plays unlock a space for us to explore the world and navigate its complexities.

This is no ordinary course, but we do not have an ordinary set of texts, nor an ordinary approach to learning as a fundamental part of what makes us human.
Why does Shakespeare matter in this moment in time?
How do we tackle wicked problems with Shakespeare as a literary guide?
Can Shakespeare's plays offer us a road map for a better, more inclusive world?

The Course Assessments:
1) Writing Journals 20% after each module
2) Reading Quizzes 10% 6 over the term
3) Midterm Project 20% February 25
4) Final Project 20% one week after classes end
5) Self Evaluation 5% one week after classes end
6) Exam 25% exam period

The Course Competencies & Capacities: What do we hope to learn?
I. Close Reading
II. Lively and Informed Dialogue
III. Written Communication
IV. Research and Information Literacy
V. An Appreciation of Complexity

Late Policy: A one-week grace period will be granted for your final project without obtaining an extension. If you choose to use the grace period, you will receive a grade only. All essays received after the one-week grace period will be penalized by 10% per day including weekends. Essays that are not passed in 7 days after the end of the grace period will be assigned a zero.

Submission Criteria: All assignments must be submitted on Moodle through the appropriate portal for the assignment. Submissions should be in Word document format with the file named LAST NAME + NAME OF ASSIGNMENT + COURSE CODE.

Macbeth
Merry Wives of Windsor
Othello
Richard III
The Tempest

Dr. Jessica Riddell
Office: Morris House 8
Email: jriddell@ubishops.ca

Compassionate design is at the heart of every course taught by Dr. Riddell. Visual syllabi allow students to easily access key information about the courses they take and are an excellent example of transparency in the classroom.

INNOVATIVE TEACHING IN THE CLASSROOM

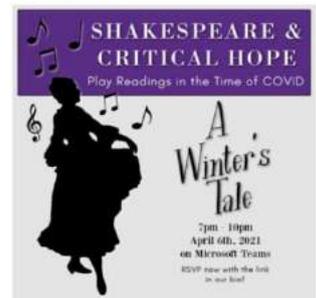
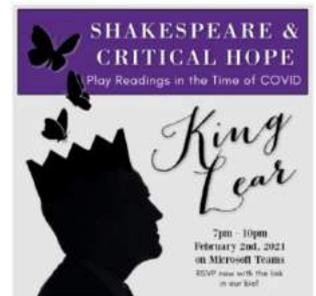
ENG224: Shakespeare: Critical Hope in Covidian Times (Winter 2021)

The conversations we have in classrooms have the capacity to build empathy in a world that is fraught and disorientating and troublesome. The convergence of Shakespeare in the classroom situates us all as learners and can propel us forward via hope. The work of critical hope has an increasing sense of urgency in a new global reality where truth and justice are embattled, where peoples' ideological positions are entrenched, where unexamined opinions overpower nuanced arguments, and where divisiveness dictates the rules of engagement. Studying Shakespeare together at this moment in time breaks us open so that we can explore the strange and familiar, the alienating and the kindred, the political tensions and social concerns as diverse lenses we put on and take off—as a way forward into the future, into the realm of the possible.

ENG224 Continued: Shakespeare and Critical Hope Play Reading Series

During the Winter semester of 2021, Dr. Riddell hosted bi-weekly virtual play readings for students, alumni, faculty, and community members from across the Maple League as an offshoot of her course ENG224: Shakespeare: Critical Hope in Covidian Times.

This play reading series is one of the many examples of how technology can be harnessed to increase engagement in the classrooms and beyond. There was a voluntary sign-up sheet for brave students, alumni, and friends of the university to take on a role. Dr. Tracey Summerville (UNBC) was hired as “stage manager” and prompter, and Dr. Riddell and her colleagues Drs. Shannon Murray and Lisa Dickson acted as “guides on the side” to help understand the play during the table-read (using the chat function).



Dr. Riddell also designed a series of workshops in advance of the play-readings on breathing through Shakespeare, with tools for reading out loud, the rhythm of iambic pentameter, and pronunciations of early modern English. The play-readings were well attended not just by the students in the course but from alumni and scholars and community members who came for the sheer delight of the communal experience.

INNOVATIVE TEACHING IN THE CLASSROOM

ENG321: Milton's Paradise Lost, the Pandemic, and the Eternal Present (Winter 2021)

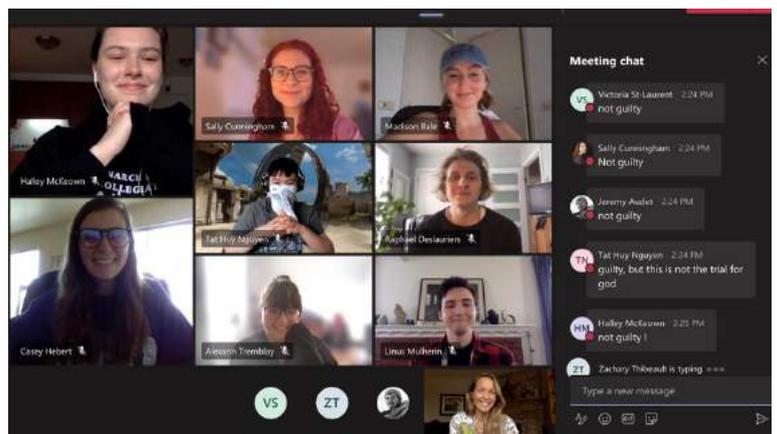
Paradise Lost is a story about why bad things happen to good people. This is a story about grief and resilience. This is a story about how critical hope and despair come together. Paradise Lost illuminates our experiences in 2021 in powerful and surprising ways.

Milton wrote Paradise Lost after he lost everything: penniless, blind, writing in the ashes of a failed revolution, and in the midst of a great plague that gripped England. We have, serendipitously, found ourselves at a very similar place at this moment in time. How do we make sense of what has happened? How do we find meaning in the midst of uncertainty? What are we supposed to do as we move towards a post-COVID world?

To find a way forward is to look back at our experiences with a critically reflective lens in order to inform a critically hopeful path into the future. This moment in time resonates in the final lines of John Milton's Paradise Lost, when Adam and Eve are kicked out of Paradise. It is a moment of despair and hope comingled:

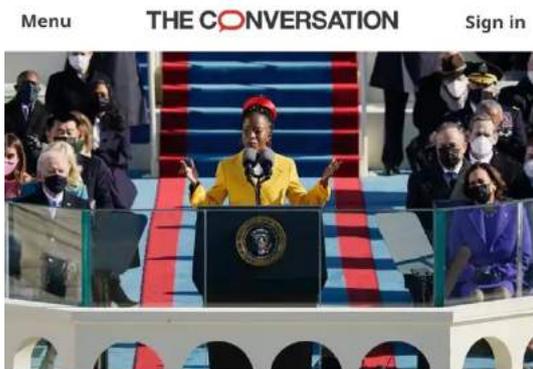
Some natural tears they dropped, but wiped them soon;
The World was all before them, where to choose
Their place of rest, and Providence their guide:
They, hand in hand, with wandering steps and slow,
Through Eden took their solitary way.

Michelle Obama wrote "Grief and resilience live together" (Becoming, 2018). Milton and Obama, 400 years apart, speak to our experiences across the historical void. While grief and resilience appear at first to be unlikely bedfellows, the pairing speaks to the centrality of discomfort many of us have experienced in the midst of a global pandemic. This course allows us to reflect on the stories we have told and the new narratives we deploy to make sense of a seemingly senseless world. Milton gives us a crucial opportunity to pause, reflect and replenish as we move towards a post-COVID world that awaits us.



Mentorship in the Marvel Universe — A New Course Set to Launch in Winter 2023

Mentorship is a fundamental element of transformative learning, and yet we do not teach it or reflect on it at a curricular, programmatic, or institutional level. Dr. Heather Lawford, CRC in Youth Engagement, and Dr. Riddell have been working on how narratives and story-telling shape peoples' identities and their relationships to society – through psychology and literature respectively. They have collaborated on a number of projects including an article for *The Conversation* on generativity and Amanda Gorman.



National youth poet laureate Amanda Gorman recites her inaugural poem during the 59th Presidential Inauguration at the U.S. Capitol in Washington, Jan. 20, 2021. (AP Photo/Patrick Semansky, Pool)

Poet Amanda Gorman's take on love as legacy points to youth's power to shape future generations

January 26, 2021 4:58pm EST

[Heather Lawford](#), Bishop's University, [Heather L. Ramey](#), Brock University, [Jessica Riddell](#), Bishop's University

Generativity, defined broadly as the willingness and propensity for creating legacies for younger generations, is often assigned to older people who build legacies that will outlast them. Dr. Lawford's work on generativity reframes these assumptions and reveals the deeply generative role youth play in communities and social institutions. This intersects with the mission of the Jarislowsky Chair in fruitful and inter-disciplinary ways. Dr. Lawford's work in generativity has also focussed on the deradicalization of young people who have joined extremist organizations. Her work has found that generativity unlocks new horizons and capacities for youth who have been radicalized: through story-telling these youth find healing, renewal, and rehabilitation.

As part of a larger collaboration, Riddell and Lawford created a course that uses the popular Marvel universe and takes a cultural studies approach, connecting theory and practice in an engaging and creative forum to discuss mentorship. This interdisciplinary approach will provide us with frameworks to explore how these theories play out the cultural imaginary and can shape our insights into everyday life, with special focus on learning and leadership. Furthermore, we will examine the psychology of storytelling in the Marvel universe and what it tells us about our own untapped superpowers. We explore issues of morality, identity, leadership, and learning by exploring how we can connect with literary and psychological theory in a close reading of the storytelling in the Marvel Universe. We will take a deep dive into characters such as Captain Marvel, Loki, Wanda, Black Panther, and Black Widow - and may even include a few members of other universes like Wonder Woman (DC Comics). Evaluation will be on collaborative participation, writing, critical reflection, research, and creative assignments

INNOVATIVE TEACHING IN THE CLASSROOM

Compassionate Design: Other Resources to Enhance Online Learning

The three-resource model found in Dr. Riddell's classes are not the only features that are compassionately designed. In fact, compassion is at the heart of each and every course, and it can be found in synchronous and asynchronous resources alike.

Wellness Statement

This wellness statement, designed by some of the first OLTCs, is included on the Moodle page of every class Dr. Riddell teaches. It serves as a reminder that we are all living in a period of messy, transformative change, and that we have to be kind to ourselves inside and outside of the classroom.



Moodle Books

A “book” is a feature on our educational platform Moodle that allows professors to compile resources in one place with the help of a table of contents. In this “book” for ENG224: Shakespeare’s Guide to Critical Hope, Dr. Riddell compiled essay writing resources in the form of a video series.

Table of contents	
1.	Essay Writing
2.	Punctuation
3.	Grammar Seminar
4.	6 Tips for Effective Writing
5.	Essay Writing Tips
5.1.	Essay Writing Tips #2
6.	Research Papers
6.1.	Tips for Research Papers
7.	Common Grammatical Characters To Avoid



Video Quizzes

Similar to micro-lectures, video quizzes are bite-sized lessons that focus on a single topic, and adds a “gaming” dimension that evaluates a student’s knowledge of the topic. Such an evaluation helps reinforce knowledge through active participation rather than passive watching.

Critical reflection through Writing Journals

Writing improves with frequency and feedback. Sometimes one needs to write things down to make sense of them, to see an emerging structure or idea that takes shape in the writing process. Students write in their journals in every class, and the stakes are low but the creative potential is limitless. Students are encouraged to write about their experiences with the primary texts and the other resources, over the course of the term, reflect on their learning process, comment on/engage with the three forms of digital content.



MLTLC and V_MLTLC

One of the foundational interventions of the Jarislowsky Chair is the creation, design, and delivery of the The Maple League Teaching and Learning Committee (MLTLC), which has been designing and delivering shared programming since 2018. When COVID forced classrooms online, under the leadership of Dr. Riddell they established the Virtual Maple League Teaching and Learning Centre (VMLTLC) in June 2020. This virtual hub curates and creates resources tailored to an institutional model of small, primarily undergraduate, liberal arts universities to provide pedagogical support—specifically course design and delivery—for instructors. Since none of the universities in the Maple League consortium previously had a teaching and learning centre, this initiative alleviated pressure on individual institutions by pooling resources and expertise.

Because faculty differ with regard to pedagogical and technological orientation, and because of the need to tailor programming to the needs of many disciplines, the VMLTLC provides three types of programming with varying levels of time commitment: online seminars and panels, semester-long workshops in small working groups and a year-long intensive professional development cohort.

Since the launch of the VMLTLC on June 1, 2020, this space has had tremendous impact on the Post-Secondary Sector (PSE) in Canada communities, including:

- **1,050+** Better Together attendees
- **48** book club meeting with **134** participants
- **32** digital resources for faculty
- **34** blog posts
- **5500+** views on YouTube
- **7** 3M National Student Fellows over 2020 and 2021
- **2** 3M National Teaching Fellows in 2021
- **4** 3M National Teaching Fellows nominees submitted dossiers in the 2022 competition

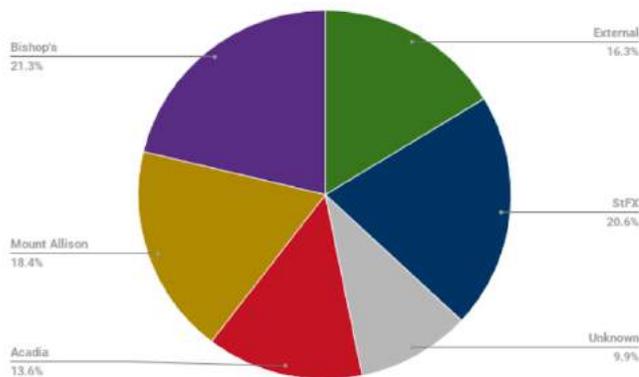
FACULTY MENTORSHIP & DEVELOPMENT

The data we have gathered on the impact of the VMLTLC clearly show a high level of participation; furthermore, engagement in the virtual hub changed participants' mindsets around teaching and learning in a pandemic, deepened their instinct to collaborate across institutional boundaries at all levels, and enabled more diverse communities of practice than those that single institutional spaces provide. The commitment to professional development and continuous improvement initiatives across the Maple League has already had a direct impact on student success and should continue to have a growing cumulative effect on student learning, satisfaction, and engagement in the longer term.

VIRTUAL MAPLE LEAGUE TEACHING AND LEARNING CENTRE

June 2020 - March 2021 accomplishments at a glance

Engaging faculty, staff and students from:



External participants
joining from

46 Colleges &
Universities

- Amherst College
- Arizona State University
- British Columbia Institute of Technology
- Brock University
- Cape Breton University
- Carleton University
- Concordia University
- Dalhousie University
- Dawson College
- Fanshawe College
- Harvard University
- Indiana University
- Laurentian University
- Loyola University Chicago
- Manchester Metropolitan University
- McGill University
- Mount Saint Vincent University
- Memorial University of Newfoundland
- Nipissing University
- Northern Illinois University
- Northern Ontario School of Medicine
- Nova Scotia Community College
- OCAD University

588
unique participants

48
book club meetings with
over 120 registrants

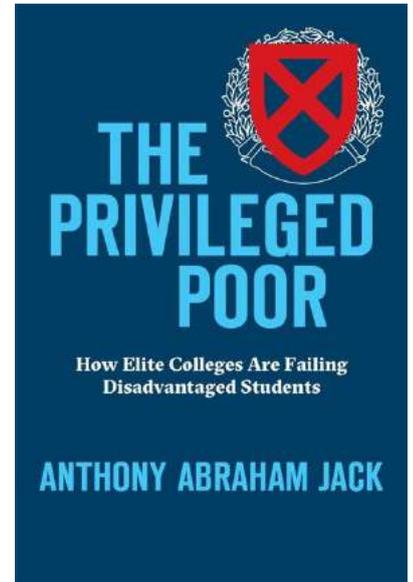
75
teaching and learning webinars

2,000+
asynchronous views

Maple League Book Club

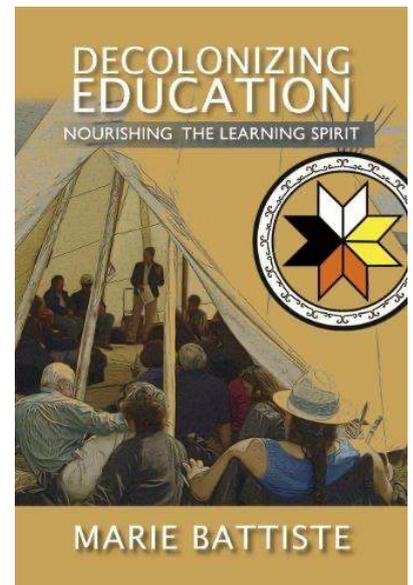
*Winter 2021: **The Privileged Poor** by Anthony Abraham Jack*

During the winter 2021 semester, over 70 participants (per semester) attended bi-weekly book club meetings. In Winter 2021 they met to discuss *The Privileged Poor* by Anthony Abraham Jack. Book club participants engaged in conversations about issues of class, race, access and inclusion in higher education, student and faculty relationships, and institutional policies that foster exclusion. Book club participants from across the Maple League and beyond (Dalhousie University, Mount Saint Vincent University, Memorial University, Arizona State University, and Texas Southmost College) connected six times over the term to explore these topics in depth.



*Fall 2021: **Decolonizing Education: Nourishing the Learning Spirit** by Marie Battiste*

The fall 2021 book club sessions engaged 66 Faculty, Staff, and Students from across the Maple League and beyond attending six bi-weekly sessions to read and discuss Marie Battiste's *Decolonizing Education: Nourishing the Learning Spirit*. Throughout these sessions, participants challenged one another and imagined new, better ways to teach our students.

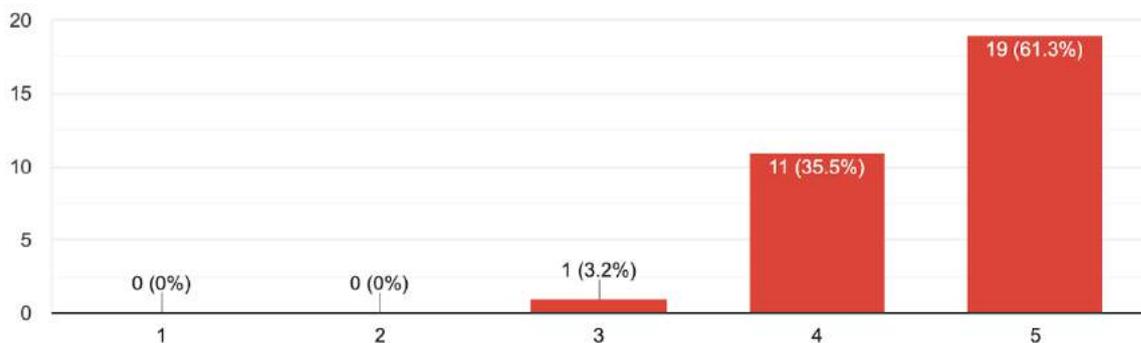


What our participants have to say about the Book Club:

Both testimonials and survey results demonstrate that participants were highly engaged in this community and thought deeply about privilege, access, inclusion and belonging. 97% of survey respondents said that their experience was 'very' or 'extremely' engaging.

How engaging did you find today's session?

31 responses



“I thoroughly enjoyed our book club meeting. Hearing the perspective of students and people of all different backgrounds was eye opening as it displayed how different people’s interpretation of the first chapter was.”

- Ami Ajadi, 3rd-year student, St. Francis Xavier

“Being in a leadership role amongst a demographic of people that includes fellow students, staff members, and faculty of the Atlantic universities has allowed me to develop essential communication skills with older people and people of power. Furthermore, making it a relatable and extremely comfortable environment for everyone to speak genuinely and confidently about the issues of race.”

- Nathaniel Benjamin

“I am a first-generation student studying in my fourth year at Bishop's University's Modern Languages program. As a facilitator at the Maple League Book Club, creating brave and safe spaces to discuss race in the higher institutional context is something that I am proud and eager to share with our community. During our meaningful discussions, I can appreciate the spectrum of experiences people have had throughout their academic journeys. My hope is that this opportunity of sharing and learning will do more than just spread awareness, disseminating and instigating understanding followed closely by meaningful action and changes would be the most ideal outcome.”

- Tanisha Campbell

FACULTY MENTORSHIP & DEVELOPMENT

Maple League Teaching & Learning Committee Gather Virtually for a Strategic Retreat

The Maple League Teaching and Learning Committee hosted a strategic visioning retreat June 14-18, 2021. Members from all four campuses spent 15 hours in synchronous sessions focussed on topics such as:

- Strategic vision and alignment with robust programming
- Micro-Certificates or faculty credential in teaching and learning
- High Impact Practices and inclusive pedagogies
- Connecting communities through research and teaching clusters
- SoTL project on the impact of the V_MLTLC

The conversations were lively and rich in both reflection (what have we done) and in future facing directions (who do we want to be). While the four Maple League universities do not have “bricks and mortar” teaching and learning centers, the pandemic has inspired new ways of thinking about support beyond the dated concept of a “centre” and moving into high-impact spaces like innovative hubs and interconnected networks. The Virtual Maple League Teaching and Learning Centre is a dynamic “hub”; this diverse social network energizes cross-connections, improves knowledge sharing and mobilization, and enhances learning across grassroots microcultures. The V_MLTLC takes a “social networks” approach to educational development. We can grow in new ways in 2021 and beyond, especially with Neil Silcox joining the Maple League for a one-year consultant as the Faculty Excellence Lead (see ML Team, Section IV).



FACULTY MENTORSHIP & DEVELOPMENT

The Maple League Micro-Certificate in Teaching and Learning Launches with first Cohort in Fall 2021

After almost a year in development, Dr. Riddell and the Maple League Teaching and Learning Committee launched the Micro-Certificate in Teaching and Learning in September 2021. In the pilot year we gathered a diverse, dynamic group of educators from across the Maple League universities. Participants come from a variety of academic disciplines, including Nursing, English, Development Studies, Music, Canadian Studies, and more. The program welcomed full professors, first-time university teachers, and every step in between. This wide range of experience and expertise helped to foster fruitful conversation and innovative new ideas and strategies.



These intrepid pedagogues regularly engage with one another, and with their mentors from the Maple League Teaching and Learning Committee (MLTLC) through Book Club meetings, in the Q&A and chatbox during Better Together sessions, and through dedicated digital ateliers hosted over Zoom. Throughout the year-long course they also work on a set of exciting Capstone Projects. The Micro-Certificate program offers mentorship, support, and accountability to participants as they take on a wide range of endeavours, including creating new workshops for faculty on safe and inclusive teaching, programs to teach personal finance to underserved communities, and even the writing of a new monograph (just to name a few).

FACULTY MENTORSHIP & DEVELOPMENT

The Maple League Faculty Care Centre: A New Support Launched in the Light of a New Wave of the Pandemic in December 2021

The close of the 2021 Winter Term saw the rise of Omicron and increased uncertainty about what the Winter term would look like. Across Canada schools opted to start their terms online, and with the increased transmissibility of the variant, flexibility in terms of online, hybrid, and in-person teaching were inevitable. In the face of this, the Maple League launched Maple League Live: Faculty Pedagogical Support Peer Consultation. This is a bi-weekly, drop-in space where faculty can connect with one another for support and encouragement. Whether they have a specific challenge to talk about, or just need some emotional support, the Faculty Care Centre will be a place to refill their tank and get support in their pedagogy and mentorship endeavours.

Bishop's TLC Winter Institute

Bishop's University TLC hosted a Winter Teaching Institute from January 7 – 8, 2021. Dr. Riddell supported the Chair of the TLC, Dr. Estelle Chamoux, by helping in the design of the retreat and delivered three workshops. In January 2022 she has also returned as the interim chair as she leads the TLC through a strategic visioning process with an external consultant dr. Denis Bedard (with the funding support from VP Academic Dr. Miles Turnbull).



Topics included:

- Video assessments: why, when and how to do it?
- Inclusive assessments
- Cognitive load theory
- Problem-based learning theory
- Effective group work
- Students as Partners
- Assessment strategies to get rid of proctoring

Presenters included many faculty from the BU TLC as well as students. Including the student voice in pedagogical design is a key principle that must be included as we build more hopeful and resilient institutions in a post-COVID world.

FACULTY MENTORSHIP & DEVELOPMENT

Better Together

Curated by the Maple League Teaching and Learning Committee, Better Together is an online lecture & panel series presented by the Maple League and open to everyone. Through Better Together we imagine the future of post-secondary education and try to map out our next steps on the journey toward getting there.



MAPLE LEAGUE
BETTER TOGETHER – **SEPT. 23**
Educating for Compassionate Communities of Interdependence
Gabrielle Donnelly, Mary Sweatman, John Colton
tinyurl.com/ML-Interdependence

MAPLE LEAGUE
BETTER TOGETHER – **OCT. 7 @ 9(ET)/10(AT)**
Goofball Pedagogy: Authentic Teaching for Authentic Learning
Dr. Courtney Plante
TinyURL.com/Goofball-ML

MAPLE LEAGUE
BETTER TOGETHER – **OCT. 21 @ 11(ET)/12(AT)**
EDID in Teaching and Learning
Dr. Toni Roberts
TinyURL.com/ML-EDID

MAPLE LEAGUE
BETTER TOGETHER – **NOV. 4 @ 11(ET)/12(AT)**
Innovative Engagement: 21st Century Lecturing Tools & Strategies
Donna Trembinski, Russell C. Wyeth
TinyURL.com/ML-Engagement

MAPLE LEAGUE
BETTER TOGETHER – **DEC. 2 @ 11(ET)/12(AT)**
Accessibility as Collaborative Practice
Erin Austen, Cynthia Bruce, Jane Dryden, Mary Ellen Donnan, Katie Aubrecht
TinyURL.com/ML-Collaborative

The Sessions

- March 4 - Open Educational Resources at the Maple League
- March 25 - The Participatory Professor
- April 1 - Talking to Students about Mental Health
- April 15 - Using Facilitation Practices to Encourage Equitable Student Participation
- May 27 - Funding for Curricular Work-Integrated Learning Experiences
- August 12 - Early Career Research and Teaching: the good, the bad, & the Ugly
- August 19 - Reaching People via Headphones: Podcasting in the Classroom
- August 20 - Continuing the Conversation about Anti-Black Racism
- August 26 - From Research to Classroom: Researching Established Narratives through Multi-Directional Mentorship and Course Co-design
- Sept 23 - Educating for Compassionate Communities of Interdependence
- Oct 7 - Goofball Pedagogy: Authentic Teaching for Authentic Learning
- Oct 21 - EDID in Teaching and Learning
- Nov 4 - Innovative Engagement: 21st Century Lecturing Tools and Strategies
- Dec 2 - Accessibility as Collaborative Practice

FACULTY MENTORSHIP & DEVELOPMENT

Praise for Better Together

“These professional development sessions provide key support in a time of great upheaval. At my own university our bandwidth for tackling these issues is limited as people are stretched out to breaking points. This series offers a community of thought partners to help guide us through a crisis that has no map. My professional and personal practices are greatly enriched for this series and this has an impact on my classrooms and communities.”

- Anonymous Better Together Survey Respondent

V_ML TLC Better Together Series
March 4th: 'Open Educational Resources at the Maple League'

V_ML TLC Better Together
March 25th: 'The Participatory Professor'

V_ML TLC Better Together
April 1st: 'Talking to Students about Mental Health'

V_ML TLC Better Together
April 15th: 'Using Facilitation Practices to Encourage Equitable Student Participation'

V_ML TLC Better Together
May 27th: 'Funding for Curricular Work: Integrated Learning Experiences'

V_ML TLC - Better Together
Early Career Research & Teaching the Good, the Bad, and the Ugly
Thursday, August 13 @ 11am (EDT) | Noon (ADT)

V_ML TLC - Better Together
Reaching People via Headphones: Podcasting in the Classroom
Thursday, August 19 @ 11am (EDT) | Noon (ADT)

V_ML TLC Better Together Series
August 20th: 'Continuing the Conversation about Anti-Black Racism'

V_ML TLC - Better Together
From Research to Classroom: Challenging Established Narratives Through Multi-Directional Mentorship and Course Co-Design
Thursday, August 26 @ 11am (EDT) | Noon (ADT)

FACULTY MENTORSHIP & DEVELOPMENT

Maple League Hosts National and International Experts on Undergraduate Education

Our Maple League Hosts series brings together national and international teaching and learning leaders alongside an international audience to discuss themes relevant to teaching and learning and post-secondary education. Over the year we ran seven Maple League Host sessions with internationally recognized scholars that spoke on a range of topics. All Maple League Host sessions can be found on our Youtube channel.

V_MLTLC Maple League Hosts
February 11th: 'Embracing the Spirit of Ubuntu: Implications for Transforming Teaching & Learning in Higher Education'



MAPLE LEAGUE
of UNIVERSITIES

V_MLTLC Maple League Hosts
March 11th: 'Students as Partners in OER Creation: A Discussion and Workshop'



MAPLE LEAGUE
of UNIVERSITIES

V_MLTLC Maple League Hosts



Critical Hope: Reflection to Practice
Thursday, August 5th @ 11am (EDT) | Noon (ADT)

MAPLE LEAGUE of UNIVERSITIES | AN EXTRAORDINARY WAY OF LEARNING

MAPLE LEAGUE HOSTS
NOV. 18 @ 11(ET)/12(AT)

Socially-Just Pedagogy & the Future of Universities



David J Hornsby
V.P. Teaching & Learning, Carleton University
[TinyURL.com/ML-Socially-Just](https://tinyurl.com/ML-Socially-Just)

The Maple League 3M Faculty Mentorship & Pipeline Is Active!

Maple League Leads 3M Mentoring Program with Record Number of Faculty Nominees



Developing 3M Faculty dossiers is an incredible time commitment. Each dossier takes between 150 - 400 hours of work, from gathering 40-50 letters of reference to the curation of evidence (of educational leadership, innovation, and teaching excellence), not to mention the difficult and time-consuming work of critical reflection. The nominators and nominees must go through a lengthy process together. This year we have eight faculty members in the cultivation pipeline, a number that is almost double from 2020 - 2021.

Maple League 3M Support includes:

- **“How To” Handbooks** for the 3M National Student Fellowship and the 3M National Faculty Fellowship: these handbooks include excerpts from successful dossiers, tips and advice, and guidance on structure and critical reflective practice that constitutes a successful dossier
- A network of **institutional champions** to help identify and support nominations (both faculty and student)
- **3M mentorship network**: Dr. Riddell worked closely on three dossiers in 2021 with nominators and nominees in the compilation of dossiers
- **Administrative support** in compiling dossiers, collecting reference letters, and copy-editing through the Jarislowsky Chairship
- **Webinars and on-demand digital resources** (such as Teaching Dossiers Q&A with a 3M Teaching Fellow)

Two Maple League Professors Awarded Highest Educational Leadership Honour in PSE Through the 3M National Teaching Fellowship

In 2021 two Maple League professors have been recognized for their contribution to higher education in Canada as 3M National Teaching Fellows, the highest recognition for teaching excellence and educational leadership in Canada in higher education.



Dr. Martin-Brûlé, from Bishop's University's Department of Politics and International Studies, works closely with students in concrete research and experiential learning opportunities, notably through initiating the annual Quebec Undergraduate Security Conference (QUSC).

"What an honour to receive the 3M National Teaching Fellowship and to join this community of inspiring professors! I am most grateful for the support of the Jarislowsky Chair and Maple League in stewarding this process," notes Dr. Martin-Brûlé.

Dr. Andrew Wilson, Associate Professor of Religious Studies at Mount Allison University has also been named a 3M National Teaching Fellow. The award, created by the Society for Teaching and Learning in Higher Education (STHLE) in 1986, recognizes exceptional teachers in higher education across the country. Ten recipients are named each year.

"I'm honoured and humbled to be named as a 3M Teaching Fellow and join this exciting national network," says Wilson. "I believe education is at its best when grounded within the community. It is from here that learning can most effectively provide deeply rooted, authentic and long-lasting change."

The 3M Faculty Mentors program, led by Dr. Jessica Riddell, helped to steward a number of faculty through various stages of the application and submission process.

Read more about Dr. Martin- Brûlé [here](https://www.ubishops.ca/dr-sarah-myriam-martin-brule-3m-national-teaching-fellow-among-top-ten-changemakers-in-higher-education/)
(<https://www.ubishops.ca/dr-sarah-myriam-martin-brule-3m-national-teaching-fellow-among-top-ten-changemakers-in-higher-education/>)

Read more about Dr. Andrew Wilson [here](https://mta.ca/about/news/mount-allison-professor-named-3m-national-teaching-fellow-mon-05172021-1634)
(<https://mta.ca/about/news/mount-allison-professor-named-3m-national-teaching-fellow-mon-05172021-1634>)



Dr. Riddell's Research

Vision: To create a Research Collaboratory (a collaborative laboratory) where research and educational leadership combine to create interdisciplinary spaces to tackle wicked problems.

Mission: to lead conversations about quality undergraduate education, especially in relation to the role higher education (and the humanities in particular) play in upholding the values of a civil society

Values: collaboration, curiosity, creativity, community, co-design, culture change, critical hope, consent, citizenship

Three Main Research Pillars:

I. Early Modern Literature & Educational Leadership

In 2021, Dr. Riddell and her two colleagues Lisa Dickson and Shannon Murray (and Jarislowsky Visiting Scholars) finished *Shakespeare's Guide to Critical Hope*. The book successfully went through two rounds of peer review with expert external reviewers and is being published by University of Toronto Press. This book was only made possible with the generous support of the Jarislowsky Foundation through the visiting scholars program, and through writing retreats, student researchers, and publication grants. There is a large dedication section in the book that thanks the Jarislowsky Foundation.

A new project is now underway titled *Shakespeare's Guide to Wicked Problems*, with Drs. Riddell, Dickson, and Murray, and should be ready for submission to the University of Toronto Press in 2023 as part of a three-book contract.

The Wyrds House

Home About Us Wyrds Resources Wyrds Words Podcast Blog Contact Members

The Three Wyrds


Jessica Riddell is a full professor of English at Bishop's University and the inaugural Stephen A. Jarislowsky Chair of Undergraduate Teaching Excellence. She is a 3M National Teaching Fellow, Executive Director of the Maple League of Universities, and long-standing columnist.


Shannon Murray is a Professor and 3M National Teaching Fellow. She teaches Early Modern and Children's literature at the University of Prince Edward Island, on the beautiful east coast of Canada. The founding editor of *The Recorder*, she has published on Bunyan's *Book for Boys and*


Lisa Dickson is a full professor of English at the University of Northern British Columbia where she specializes in Early Modern literature and literary theory. She is a 3M National Teaching Fellow, Chair of the Council of National Fellows for Excellence in Teaching and Learning, and

II. Institutional/Organizational Change Research

Riddell, Hope University: a book project with podcasts, blogs, interviews, and keynotes

Riddell, Jessica and David Graham (Xenops). "Design Principles for Inter-Institutional collaborations in Canada and Beyond." Online Learning, Open Education and Equity in the Age of COVID-19 Edited Collection. Athabasca University Press in their Issues in Distance Education series. Editors: Brad Wuetherick, Nick Baker, Aline Germain-Rutherford, David Graham, David Hornsby, Nancy Turner. (proposal accepted and writing in progress)

Riddell, Jessica. "Leadership from the Edges". With Heather Smith. *Innovation in Higher Education* (in progress).

Daring to Hope: Grassroots approached to institutional culture change. With Paul Taylor, Claire Hamshire, Rachel Forsyth (UK researchers). *Innovations in Higher Education*. (in progress).

III. High Impact Practices in Higher Education (SoTL)

Students as Partners Research:

Riddell, Jessica, Scott Stoddard and Georges-Philippe Gadoury-Sansfaçon. "Building institutional capacities for students as partners in the design of COVID classrooms." *International Journal of Students as Partners*. Fall 2021.

"Students as Partners: An inclusive approach to High Impact Practices (HIPs)." Riddell, Jessica, and Tiffany McLennan. *Taking Stock 2.0: Transforming Teaching and Learning in Higher Education*, Edited by Joy Mighty, Denise Stockley, Julia Hughes. McGill-Queen's University Press. (submitted & forthcoming).

Riddell, Jessica, Heather Lawford, Jasmeen Sidhu. "Teaching and Mentoring as a Generative Enterprise." *The Development of Generativity Across Adulthood*. Eds. Feliciano Villar, University of Barcelona, Spain; Heather L. Lawford, Bishop's University, Canada; Michael W. Pratt, Wilfrid Laurier University, Canada. Oxford University Press. Expected 2022.

Leading Undergraduate Research

Research on High Impact Practices and Inclusion

In 2020 – 2021, Dr. Jessica Riddell and Tiffany MacLennan (Jarislowsky Research Fellow) designed a multi-pronged research project that assesses High Impact Practices (HIPs) across the four Maple League universities; they designed a HIP spotlight project, presented on national panels, delivered papers at international conferences, facilitated professional development workshops, and published (one book chapter and one peer-reviewed article are forthcoming). High-impact practices (HIPs) have a significant and positive impact on students' deeper learning and aids in the development of intellectual and practical skills, civic responsibility, and richer understanding of different cultures around them (Kuh 2008). However, HIPs are often concentrated in business and science degrees, leaving a critical gap in scholarship related to HIPs and liberal education. The Knowledge Mobilization component launched on the Maple League website in June 2021.

High Impact Practices (HIPs)
[Kuh 2008]

First Year Experiences	Common Intellectual Experiences
Learning Communities	Writing Intensive Courses
Collaborative Projects & Assignments	Undergraduate Research
Global Learning	Service/Community Based Learning
Internships & Field Experience	Capstone Courses & Projects

MAPLE LEAGUE of UNIVERSITIES
AN EXTRAORDINARY WAY OF LEARNING

RESEARCH

High Impact Practices Report Released

As four primarily undergraduate liberal arts institutions, teaching across the Maple League is one of our greatest strengths. However, teaching is fundamentally a scholarly endeavour supported by research, theoretical design principles, and evidence-based approaches. High Impact Practices (HIPs) represents a huge body of research about transformative learning. In a recent research project steered by Dr. Jessica Riddell with two Student Fellows, Tiffany and Tanisha, they completed a year-long research project on High Impact Practices across the Maple League, interviewing dozens of faculty members on their perspectives on innovative teaching experiences. Through these conversations, we heard exciting and inspiring stories of teaching HIPs at the Maple League – stories that should be shared and celebrated. The High-Impact Practice Visibility Project was created to share what teaching at the Maple League schools looks like; this project was design to celebrate and mobilize teaching practices and inspire others to integrate HIPs into their classrooms. The spotlight series has been rolled out in Winter 2021 and a final report offers an expansive and inspiring document that yields rich insights into what makes the four universities in the Maple League leaders in quality undergraduate education in Canada and beyond.

American Association of Colleges & Universities Conference on General Education, Pedagogy, & Assessment

**2021 AAC&U Conference on General Education,
Pedagogy, and Assessment**
Embracing the Best Emerging Practices for Quality & Equity
February 11–13, 2021



On February 12th, Dr. Jessica Riddell and Tiffany MacLennan facilitated a workshop at the American Association of Colleges and Universities Conference on General Education, Pedagogy, and Assessment. Their workshop titled ‘Promoting Accessibility in High-Impact Practices for Students and Faculty’ discussed what individual, departmental, and institutional supports can be created to remove barriers of access to create and participate in HIPs.

Hope University

President of St. Michael's College (University of Toronto) David Sylvester argues that universities are anchors of hope in our communities. And yet, the gap between what we say we do and how we operate is wide – and widening. How do we align values and practice so that universities fulfill their moral contract to the broader society? And, equally important, how do we design hopeful and resilient systems for ourselves and others?

As we imagine the future of work – and the future of democracy more generally – we are compelled to think carefully and creatively about our current university system and imagine a model that provides a better, more inclusive, and more transformative education for all students. The major trends affecting the Post-Secondary Education (PSE) sector – including the ethical use of technologies, increasing internationalization, and rapidly changing job markets– are disruptive but they can also be exciting, especially for institutions that have a clear guiding vision about high quality education.

In a new research and mobilization project, Dr. Riddell is developing design principles necessary to build Hope University. Equal parts philosophical and practical, this project seeks to provide thought prompts and offer design principles for people working within university communities towards positive change. A combination of thought pieces, interviews with a wide range of thought partners, research, and practice advice on how to apply the concepts into daily practice, the Hope University Project takes the form of public scholarship essays, interviews, summits, focus groups, podcasts, video essays, and a blog series. In this project I will also identify universities, colleges, and clusters that punch above their weight in the post-secondary sector and have differentiated themselves through their ability to deliver high quality undergraduate education for a 21st century context.

Award-Winning Educational Leaders & Hope University Resources are Underway

A new venture led by the Jarislowsky Chair in collaboration with the Stadelman Student Fellows, highlights the award-winning educators from across the Maple League. From National 3M Fellowships, to AAU Teaching Awards, to internal awards unique to each university – we aim to celebrate and amplify the voices of educational leaders and innovators.

Through a new series, Hope University, the Maple League Executive Director, along with Stadelman Student Fellows Annika Bradley and Connor Knibbs, interview the award-winners and share the interview through all major podcast platforms, as well as in video and blogs.

RESEARCH

The first episode featured Dr. Susie Andrews, an associate professor of East Asian Religions at Mount Allison University and a scholar of narrative. Dr. Andrews is the Maple League OLTC Champion at Mt. A, and a regular attendee and facilitator through V_MLTLC programming. In 2021, she received the Herbert and Leota Tucker Teaching Award, Mount Allison University's highest award for teaching excellence.

The Award-Winning Educational Leaders series and the Hope University will not only add meaningfully to our understanding of what groundbreaking teaching and leadership looks like, but it will also demonstrate how the Maple League Universities are punching well above their weight on the national educational scene.



MLA Panel of International Scholars

On January 7, 2021 Dr. Jessica Riddell was the only Canadian on a panel of world-renowned educational leaders on institutional change, including James C. Lang (author of *Small Teaching Online*, and *Distracted*, 2020) and David Gooblar (*Pedagogy Unbound*, and *The Missing Course: Everything They Never Taught You About College Teaching*, 2019). The panel was focussed on institutional culture change in the humanities as an invited speakers panel at MLA (Modern Language Association).



Wyrd House Research Collaboratory

Having among us over 60 years of experience in teaching Early Modern literature and Shakespeare in Canadian universities, we are all from small, primarily undergraduate Canadian institutions. Lisa Dickson (UNBC), Shannon Murray (UPEI), and Jessica Riddell (Bishop's U) are the only 3M National Teaching Fellows in the award's history who are Shakespeareans. Membership in this prestigious, peer-nominated Fellowship is awarded to only ten university and college educators per year and builds a nationwide community of practice that supports and advocates for active and transformational teaching and learning in higher education. This collaboratory generates blogs, podcasts, books, workshops, and talks.

The Wyrd House website (www.thewyrdhouse.com) is a gathering place for ideas, for projects, for a community of people interested in teaching and learning in Higher Education who believe that the humanities in general and literature in particular play a critical role in the world that we are shaping together as citizens, artists, learners, policymakers, storytellers and makers. It creates a virtual community that gathers examples of CRITICAL HOPE in action.

This project has produced a book, two seasons of the Wyrd Word podcast series, a blog series (with 14 blogs and a reach of over 2000 views), and resources for educators and students, links to workshops and talks, and information about upcoming projects and events.



Home	About Us	Wyrd Resources	Wyrd Words Podcast	Blog	Contact	Members
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OUR BOOK

EARLY MODERN LITERATURE SECTION

- Workshops & Talks
- Resources
- Publications

TEACHING & LEARNING SECTION

- Workshops & Talks
- Resources
- Resources for Students
- Publications

more about our book, *Life to Critical Hope and Empathy*, visit this page:
[Life to Critical Hope and Empat... >](#)

Early Modern Literature



Teaching & Learning Section





Interviews & Articles

Public Scholarship Engages larger audiences in the role universities play in civil society

According to researchers, universities play a significant role in mitigating authoritarian preferences and attitudes. Dr. Jessica Riddell was recognized this year for her work as a longstanding columnist for University Affairs with a National Magazine Award. She is an active public intellectual, writing OpEds and thought pieces and as an invited speaker. A piece titled “Poet Amanda Gorman's take on love as legacy points to youth's power to shape future generations” was published in The Conversation on January 26th. Read her article [here](#).

Organized Academic Interview

Dr. Jessica Riddell was also featured on The Organized Academic in April in an interview with Dr. Elizabeth Wells (Mount Allison University). In the interview, Jessica speaks about holistic alignment, the importance of challenging “productivity” in the neoliberal narratives in favour of a more generative approach, the importance of adaptive organizational systems, balancing work and family, and a final piece of advice for those starting or struggling to find balance in an unbalanced world. Read (or watch) the interview [here](#).

Students as Partners Interviews and Spotlights

Dr. Riddell participated in a number of spotlights, interviews, and podcasts that don't just tell the story of high-quality undergraduate education but show it in meaningful ways. One example is a series of interview she hosted called Designing for Transformative Learning in COVID and Beyond Through Student Partnerships with



Sufia Langevin (Joan Stadelman Student Success Fellow at Bishop's University) that discussed messy, process-driven and co-designed experiences. Read about the rich, transformative process that is Student as Partners work [here](#).

EXTERNAL ENGAGEMENT

Dr. Riddell is Featured in MAPLE Business Council Publication on Innovations in Higher Education

Dr. Riddell published an article in the August MAPLE Business Council newsletter. Her article talks about Tackling Wicked Problems in Higher Education via Maple League collaborations. The article has been amply shared across both MAPLE Business Council channels as well as Maple League channels and has reached over 8,000 readers across social media platforms.

Jessica Riddell appears on CBC The Sunday Magazine - The Power and Peril of Hope

On Sunday, October 25th, Jarislowsky Chair of Undergraduate Teaching Excellence Dr. Jessica Riddell, was a guest on The Sunday Magazine with Piya Chattopadhyay to discuss the power and peril of hope, and how critical hope has played a key role in both her research, leadership, and her life. Listen [here](#).

Presentations & Visits

Visiting Speaker Series Promotes the Value of a 21st century Liberal Education

Dr. Jessica Riddell was a keynote speaker at a number of universities this year, including Simon Fraser, University of New Brunswick, Maple League schools, and Australian PSE. She was invited as an expert panelist for national organizations (e.g. Society of Teaching and Learning in Higher Education). Her plenary talks focussed on aspects of quality undergraduate education through the lens of her work with Maple League universities. Topics ranged from students' well-being, critical and pedagogical approaches to resilience, the value of students as partners and empathetic design. The audience was extremely engaged and the team made a case that true collaborations move us beyond transactional encounters and into spaces of profound transformation for students, faculty and institutions.

Educational Developers Caucus Presentation

On February 17, Dr. Riddell presented at the 2021 Educational Developers Caucus annual conference. With Heather Carroll, their session 'Launching an inter-institutional, virtual, teaching and learning centre's showcased the creation of the Virtual Maple League Teaching and Learning Centre. This conference was attended by over 200 people across Canada.



EXTERNAL ENGAGEMENT

Dr. Riddell Invited as the Plenary Speaker for Champlain College in Quebec

Dr. Riddell was the keynote speaker for faculty and teaching staff at Champlain College on August 18. Beaming in remotely from her cottage in NB, Dr. Riddell addressed faculty and staff (who joined in person in Centennial Theatre and virtually) on the value of critical hope over toxic positivity. She spent time with CEGEP educators on designing for critical hope, and helped them explore a foundational question: how do we anchor hope in practice? In her talk, she suggested that an academic vocation is among the most hopeful of professions. In her session, she discussed the necessary qualities of critical hope in order to identify and devise hopeful strategies in our various roles as consultants, educators and students.

Dr. Riddell Delivered International Talk About Shakespeare and Wicked Problems

As a Fellow of a new UK-based start-up called the Garden (a Netflix-style streaming platform that engages scholars in conversation with life-learners across the world), Dr. Jessica Riddell gave a talk on September 30 about Shakespeare and how his plays are a guide to solving today's wicked problems. She consults regularly as a senior advisor, and has a series of upcoming talks on Shakespeare and the 21st century context, including one on what Shakespeare tells us about aging gracefully, especially in the realm of love.

Dr. Riddell Delivered a Keynote Address to the International Federation of Teaching Fellows on October 20th

Dr. Riddell delivered a keynote address to the International Federation of Teaching Fellows October 20, 2021. That talk, titled "A Hopeful Pedagogy: Shakespearean Case Studies" was given by Dr. Riddell, Dr. Shannon Murray (UPEI) and Dr. Lisa Dickson (UNBC) to launch the speakers series.

Abstract: An academic vocation is among the most hopeful. We go into teaching and scholarly work because we believe, even if we haven't articulated it to ourselves fully, that development, improvement, and transformation are all possible when we are engaged in nurturing an insatiable intellectual curiosity in ourselves and in young people. Exercising the hope muscle keeps us on that optimistic course, even when we might see plenty of evidence that things don't work or don't work as quickly as we would like. Students are at the centre of a definition of hope, not just as individuals but also as a philosophical impetus. Learners and learning are not metaphors for hope, but, rather, hope embodied, hope on the move, hope as an agent, a method of acting and a way of seeing. Transformational, messy, complex, always in motion, hope is inseparable from learning.

EXTERNAL ENGAGEMENT

Jarislowsky Chair Engages External Partners in Conversations about Quality Education

Dr. Jessica Riddell visited Mount Allison July 23-26 and from August 3-6 she embarked on an Acadia University tour: gathering together small groups of thought partners, coordinating one-on-one meetings, and hosting group strategic visioning sessions was challenging due to pandemic protocols but the value of the conversations (masked, physically distanced, out of doors if possible) were immeasurable. The overarching goals of the 2021 campus tours were:



The overarching goals of the 2021 campus tours were:

1. Sustain, maintain, and build relationships with key stakeholders and change-makers on campuses;
2. Identify, understand, and workshop some wicked problems;
3. Connect with new thought partners, and inspire longer-term thought partners may have been engaged in creative problem solving: combining fresh eyes and experience can open up new approaches.

These East Coast campus tours engaged thought partners with diverse and refreshing perspectives on wicked problems that require collaboration to tackle.



EXTERNAL ENGAGEMENT

Other External Engagement

Conference Board of Canada Engages with the Maple League on Social Emotional Skills

Michael Burt (Vice President at Conference Board of Canada) invited Dr. Jessica Riddell to participate in a study they are conducting that explores the impact of systemic discrimination on the development and assessment of social and emotional skills, also referred to as “soft skills” or human skills, for Black Canadians. This project aims to develop recommendations and inform anti-racist and inclusive employment standards that support diverse Canadians. Michael and his colleague Michelle Gorea identified key thought leaders and managers to interview in order to understand how inclusive and equity-focussed leaders are tackling calls for more inclusive, anti-racist work environments. After the initial interviews the Conference Board of Canada invited Dr. Riddell to sit on their Social and Emotional Skills Research Advisory Council to help guide national conversations about social and emotional skills and practice inclusivity in higher education and beyond.

Jarislowsky Visiting Scholar Lynn Aylward

In October, we hosted a visioning retreat with the first Maple League Visiting Scholar Dr. Lynn Aylward from Acadia University. Dr. Aylward spent the month of October on the Bishop’s campus in the CRC Health and Wellness Lab and met with a broad range of thought partners.



Jarislowsky Visiting Scholar Toni Roberts

Toni Roberts has been the 2021 - 2022 Jarislowsky Visiting Scholar. He team-taught with Dr. Riddell (the OLTC course), delivered multiple workshops, presented at international conferences with Dr. Riddell, and supported the 3M Mentorship at Mount Allison.

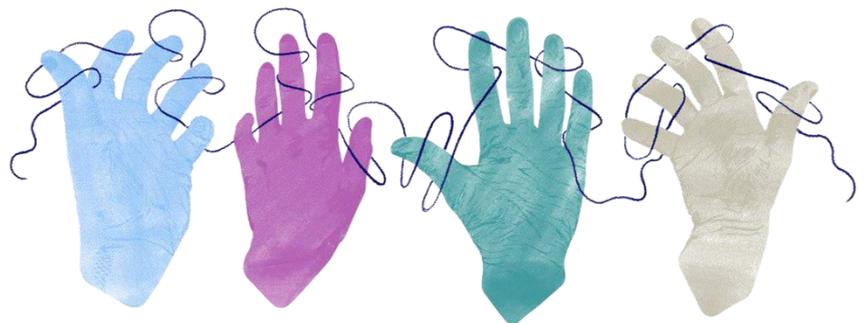


Upcoming Keynotes



From June 7-10, Dr. Riddell will be a keynote speaker at the Society for Teaching and Learning in Higher Education (STLHE) Conference in Ottawa, ON.

From June 15-17, Dr. Riddell will be a keynote speaker at the European Conference of the Scholarship of Teaching and Learning (EUROSoTL) in Manchester, UK. The theme of this year's conference is "Building Communities through the Scholarship of Teaching and Learning."



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I. Jarislowsky Visiting Scholars



2 February 2022

The following is an accounting of the impact Dr. Jessica Riddell has made in her capacity as the Stephen A. Jarislowsky Chair of Undergraduate Teaching Excellence at Bishop’s University, from my perspective as one of the many faculty that she has mentored and supported over the years.

As a Stephen A. Jarislowsky Scholar In Residence for two years, I was able to travel to Bishop’s to conduct workshops with your faculty on teaching dossiers and to work with students, learners for life and theatre professionals in the spectacularly successful Shakesperience program. From that experience, I have been able to transform my own teaching and my research, drawing on the insights the program offered and redefining my understanding of both experiential learning and the role of educators in cultivating a robust culture of patronage for the arts in Canada. The Scholar in Residence program—workshops, writing retreats, book and scholarly article collaboration, and fruitful relationships forged—all contributed significantly to my promotion to Full Professor in 2020. Dr. Riddell graciously provided a letter of support for my dossier and was a vital touchstone and supporter during that difficult process.

Since then, I have collaborated with Dr. Riddell on a number of valuable and enduring projects in Teaching and Learning and Educational Leadership, such as a book project and The Wyrd House — a space for educational leadership in the Humanities, where we can bring together artists, theatre practitioners, students, writers, teachers and learners to explore ideas of critical hope in public and educational spaces. The Wyrd House website hosts a range of resources, including a blog and podcast. The podcast features interviews with artists and educators who share their experience and expertise and demonstrate the rich and crucial relationship between the Humanities and the “wicked problems” that we face locally and globally. In the Wyrd Words Blog, Dr. Riddell has provided thoughtful explorations of leadership, critical hope and reflective practice that have been accessed by hundreds of readers. Additionally, we have been able to provide valuable opportunities for training in media and web design for our student research assistant who is credited both as our webmaster and, on the Podcast, as technical producer. The Blog and the Podcast help to take teaching and learning out of the classroom and into the broader cultural conversation. Dr. Riddell has spearheaded our work with financial support, and, most importantly, consistent contribution of time and vision.

I have been consistently impressed with the scope and ingenuity of the programs and initiatives that Dr. Riddell has launched at Bishop’s and beyond, and I regularly bring those programs to planning and visioning committees at UNBC as examples of deep, collaborative, expansive and meaningful engagements with students and faculty. For example, when we were working on creating supports for

faculty in the wholesale switch to online learning this summer, Dr. Riddell generously shared information about the Online Learning & Teaching Consultant (OLTC) Program. While we were unable to implement such an exceptional and robust program at UNBC at that time, it was inspirational and a topic of discussion at high-level visioning committee meetings. Dr. Riddell has also visited UNBC to speak to senior administration about her various projects, meetings that have prompted discussions here about establishing an Educational Leadership Chairs Program and even a Postdoctoral Fellowship in Teaching and Learning. Dr. Riddell plants seeds of innovation and is an excellent ambassador for Bishop's University. Innovation is a buzzword these days, but it finds its truth in Dr. Riddell's vision and drive to make Bishop's a trailblazer in Canadian Higher Education.

Dr. Riddell's deep commitment to the students-as-partners model is reflected in the integration of students into her programs as participants, planners, advisors and peer mentors. The roster of Jarislowsky and Maple League Student Fellows is impressive in its capacity to both provide excellent experiential learning and a pathway for meaningful student engagement in the administrative and academic decision-making of the university. The Bishop's example has prompted change beyond her home campus. Her student advisory council model has inspired me to push for similar integration and remuneration of students at my university, and I established a practice of providing funding for student members of the committees I chair. The support that Dr. Riddell offered testifies to the far reach of her influence and demonstrates her ability to forge national and inter-institutional relationships and partnerships that are enriching for all involved.

She is in regular demand as a panelist and speaker on the national stage and extends her influence through her participation in the 3M National Teaching Fellowship, as Executive Director of the Maple League, and as co-creator of the ISSOTL (International Society for the Scholarship of Teaching and Learning) Fellowship Program. She has been an invaluable asset to the 3M National Teaching Fellowship Mentoring Network that provides support to faculty building their teaching and educational leadership dossiers for nomination to the Fellowship. This list doesn't even include her role in the development of the Bishop's Library Learning Commons or as founding Chair of the Bishop's Teaching and Learning Centre. I am constantly amazed to see how many doorways that Dr. Riddell has opened for students and faculty and how much new ground she opens up. From her, I learned the "take with" ethos that I strive to emulate in my own work: to "take with" is to open doorways and to use one's platform and resources to help others fulfill their potential, build capacity and contribute their best work for the collective good. Dr. Riddell's "take with" vision inspires audacious and joyful contemplation of the ways we might aspire to function as responsive, ethical and engaged institutions.

**Dr. Lisa Dickson, Full Professor, Department of English, UNBC
Vice-Chair, 3M National Teaching Fellowship Executive
Founding Project Lead, 3M NTF National Mentoring Network
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11 February 2022

In a time of so many competing and massive wicked problems – climate change, the global pandemic being the two most pressing – the kind of work supported by the Stephen A. Jarislowky Chair of Undergraduate Teaching Excellence is not just important: it's essential. Dr. Jessica Riddell brings staff, students, and faculty together to champion collaborative, engaged, and innovative teaching and learning in higher education, and we have never needed that kind of intentional and empathetic connection more.

I've been especially impressed with her team's creation of the Online Learning and Technology Consultants program (OLTC). Begun in June 2020, just as professors across the country were struggling on their own with moving to their teaching online, this innovative project engaged and trained students at BU to support faculty in their course design and delivery. It is a model of authentic collaboration with students that addressed a very real and very immediate challenge. More than just tech support, the student collaborators were trained to help rethink pandemic teaching and learning and to design with delight, as Dr. Riddell says. We should all have been so lucky to have a program like this available to us, and I have no doubt that this work will have made a positive difference to post-pandemic Bishop's University.

Dr. Shannon Murray
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MountAllison
UNIVERSITY

5 February 2022

Jessica's work is astounding: the highest quality whether as a researcher, professor, in her service work and as a spectacular mentor. Jessica seems to have boundless energy and very generously shares it with others in supporting and guiding research, in bringing together students, faculty and staff in innovative projects. Jessica is a colleague bar none. I am humbled by her work ethic, commitment, inquisitiveness and generous and wonderful spirit.

Dr. Riddell's support for the 3M was outstanding. The ability to identify my contributions clearly, to distill these down to discrete components and to provide superb prose was spectacular. Dr. Riddell

was a great resource in terms of encouragement as well, meeting with me to strategize, provide kind words and direction. The meetings with Dr. Riddell were personally important but also vital to helping me put together my dossier. Connecting me to others as well, to help with specifics of the dossier and with the layout, was critical to providing even more support. Importantly, Dr. Riddell's willingness to provide this support was generously and unselfishly provided whenever it was needed. I would not have been able to put together my dossier without Dr. Riddell's unwavering and expert support.

Dr. Toni Roberts
Professor of Sociology
Mount Allison University
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11 February 2022

The work that Dr. Jessica Riddell has done as the Stephen A. Jarislowsky Chair of Undergraduate Teaching Excellence has been exceptional. Her contributions across Canada and internationally have been very well-received as undergraduate students and their professors have struggled through the COVID-19 pandemic.

Of particular note is the work she has done on critical hope; positioning higher education with a focus on empathy and caring inside and outside the classroom. It was my pleasure to join Dr. Riddell in Lennoxville, in February 2019, as a Visiting Scholar of the Jarislowsky Chair. I still remember our discussions fondly. We worked on both practical tasks (assisting faculty to write Teaching Dossiers), as well as visionary ones (examining failure and vulnerability amongst exceptional educators – a project that has taken on even more urgency during/post-COVID).

Dr. Riddell is a world-class scholar and I wish her all the best as she continues in this role.

Dr. Pat Maher
Dean of Teaching and Professor of Physical and Health Education
Nipissing University
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7 February 2022

I am a professor with 34 years of practical wisdom gained from being an activist researcher and curriculum designer with expertise in intercultural teacher development, community schooling, and inclusive education. I was fortunate to be hosted by Dr. Jessica Riddell as a Jarislowsky Foundation Scholar-in-Residence at Bishop's University in the fall of 2021. My visit to Bishop's confirmed what I had already suspected. Jessica is a synergistic playmaker in the field of Higher Education, both nationally and internationally. Jessica utilizes mentorship, sponsorship and strategic disruption in her work with youth, colleagues, and community members to tackle known barriers that prevent more equitable participation at all levels of university life. Her work brings together the roles of public intellectual and university scholar to mobilize knowledge that is necessary for reimagining post-secondary study. As Executive Director of the Maple League, her current book project *Hope University: Building Resilient Systems So Individuals Don't Have To Be* has already captured the attention of prominent Canadian leaders at a time when all institutions are struggling to transform their trajectories and be relevant. Jessica's commitments to high quality, meaningful undergraduate education is demonstrated in her ability to bring together transdisciplinary experts using creative public and community engagement activities to generate progressive pathways forward. Riddell's insightful, accessible, scholarship through hosting *The Wyrld House* blog, *The Conversation* publications, *University Affairs* feature writing, membership in *The Garden: Community of the Curious* as well as her prolific academic dialogue on social media place her as *the* go-to thought leader for all issues related to undergraduate education in Canada.

Dr. M. Lynn Aylward
Professor of Education
Acadia University
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II. International Testimonials



22 June 2021

Now more than ever, as the complex problems facing higher education extend beyond the boundaries of single organizations and institutions, it is critical for colleges and universities to come together in advancing our shared objectives. Indeed, directly confronting the on-going and emerging challenges in higher education and the broader global community in the wake of COVID-19 will require greater strategic collaboration among colleges and universities, deeper alliances, and multi-faceted networks. The Maple League, under Jessica's leadership as executive director, provides a model of excellence.

Lynn Pasquerella

President of the Association of American Colleges and Universities

President Emeritus of Mount Holyoke College

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16 February 2022

I have known Jessica for the past five years through her work with the International Society for the Scholarship of Learning and Teaching as well as her innovative pedagogical developments, with a focus on high quality undergraduate education. Throughout those five years she has grown steadily in terms of reach and influence and has always sought the maximum impact possible from any particular platform or initiative to which she has contributed.

Her integrity and enthusiasm, and the research-based nature of her overall approach has led, quite rightly, to a substantial national contribution in working groups, at conferences, and in publications. That Jessica is now working with colleagues internationally who share her interest in student citizenship and mentoring is further evidence of the strength of her sustained contribution to learning and teaching; she was our first choice for a keynote for our forthcoming EuroSoTL conference in June 2022 on 'Building Communities through the Scholarship of Learning and Teaching.'

I believe she has made a sector wide contribution to innovation in learning and teaching, which has contributed immensely to the securing of real, lasting change on a national and international stage.

Claire Hamshire
Faculty Head of International
Manchester Metropolitan University
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UNIVERSITY OF LEEDS

22 February 2022

As a Dean for Student Education at the University of Leeds, I regularly attend conferences exploring the scholarship of teaching and learning. I hope and expect that Jessica Riddell will be there. Expect, because she is a high-profile scholar with an international reputation, regularly invited to speak at and help run international conferences. Hope, because Jessica's presence brings both energy and real quality into the room.

Jessica's presentations and interventions always combine rigorous critique with playful and hopeful narratives in a manner that is her hallmark. She easily forms productive collaborations able to explore even the most challenging topics. Her scholarly articles and blogs are engaging and inspirational.

Jessica's greatest passion though is co-creation with students and this shines through in all her public work. Jessica literally or virtually brings her students with her into the room, enriching her research with their insight and perspectives. I have never visited Bishop's University, but it's as though I have. Jessica absolutely communicates the excitement her students generate.

Jessica is a truly outstanding advocate for your university and a highly valued colleague and collaborator around the world. Jessica's work gives a unique and hopeful vision of the future of Higher Education.

Paul Taylor
Professor of Chemical Education
Dean of Student Education
University of Leeds
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16 February 2022

Jessica is an inspiring and charismatic leader and scholar that I first met at ISSOTL in 2017. Her work built the foundations for the ISSOTL Fellows program building an international community and network of SOTL scholars that brought together their expertise under Jessica's direction to impact upon undergraduate curriculums and student experience around the world. Her innovative approach and partnership with students models exemplary professional behavior to the wider global academic community, which can be seen through her invitation to be the Keynote at EuroSoTL 2022 and through other keynotes. She offers her time generously in mentorship and continues to inspire me on a daily basis.

Dr. Duncan Cross
Professor of Education and Psychology
University of Bolton
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21 February 2022

I was lucky enough to meet Jessica a few years ago when we both attended a conference on a topic close to both our priorities: student engagement in higher education. Over the last few years, we have kept in touch regularly to discuss ways to support true student partnership in curriculum and institutional change, working through difficult questions of power, standards, and autonomy in relation to both staff and students.

This led us to collaborate, with some other colleagues, on the development of activities to empower colleagues to make change in their own working environments, using a guerrilla metaphor which was first proposed by Jess together with Heather Smith from UBC. This approach has been well received by colleagues internationally, who have been able to see how they can make small changes in their own teaching practices which give students more opportunities to be autonomous and self-regulate their own learning. Using the same positive approach to individual empowerment for both staff and students, I have been inspired by Jessica's manifesto of critical hope, which sends a strong message that it is possible to retain a focus on the importance of values to drive pedagogy and curriculum design in higher education whilst working within existing institutional systems, however fixed they may seem.

Rachel Forsyth
Project Manager at Strategic Development Office
Lund University, Sweden
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III. Testimonials from Maple League Universities



21 June 2021

Dr. Jessica Riddell’s work as Jarislowsky Chair has restored my faith in the capacity of post-secondary education to have a palpable and positive impact on civil society. At a time when leading democracies have flirted with fascist ideas, we need to know that our efforts as university educators are making a difference in disseminating core values of equity, compassion, and evidence-based truth. Dr. Riddell has leveraged the disruption of the pandemic to create opportunities for re-thinking how universities create change: through two-way mentoring partnerships with students, through innovative knowledge-sharing, and through active and informed civic engagement. To take just one of many examples, the OLTC programme that she devised at Bishop’s in response to the pandemic—and now being expanded and adapted to the needs of all four of the Maple League Universities – has succeeded in transforming the relationship between professor and student into mutual mentorship without any loss of the ancient power of knowledge transmission and generation. Combining the visionary with the pragmatic, this program effectively blurs the line between inside and outside academia by blending guidance in civic values with workplace experience. This is the sort of innovation that renews my confidence in university education as an active agent in fostering an ethical as well as a sustainable future.

Dr. Robert Lapp

Professor of English

Mount Allison University

President Emeritus, STLHE (Society of Teaching and Learning in Higher Education)

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11 February 2022

With compassion, generosity, and a spirit of radical inclusiveness, Dr. Jessica Riddell is transforming teaching and learning at Bishop’s University and across the Maple League and our country – co-creating educational communities of collaboration, curiosity, and hope. Piloted under her leadership at Bishop's in 2020-2021, for example, the OLTC program launched at MTA and our partner campuses this year dramatically changed the way we think about and practice university teaching, engaging students as partners in the design of their learning for delight and equity. The intensive training that forms a core component of the program enabled participating Mount Allison University students to develop expertise which, combined with their lived experience, empowered the OTC

student participants to be transformative partners in the reimagining and design of the university courses my colleagues and I teach. Another example, the Maple League book club spearheaded by Dr. Riddell created at context in which my colleagues and I could participate in a larger community of educators engaged in critical conversations born out of our work with Ijeoma Oluo's *So You Want to Talk About Race*, for instance, and Anthony Abraham Jack's *The Privileged Poor*. A third (and more personal) example, this academic year Dr. Jessica Riddell mentored me through the 3M National

Teaching Fellow nomination process. With astonishing amounts of care, sensitivity, and generosity in countless conversations, emails, and midnight messages, Dr. Riddell guided me in clarifying and articulating my vision of educational practice and helped me (after two decades of struggle) to find my voice. I have been moved and changed by my learning from and with Dr. Jessica Riddell. That this should be the case despite the fact we work in different fields – and at different universities – speaks to the power of Dr. Riddell's vision and leadership in her role as the Stephen A. Jarislowsky Chair of Undergraduate Teaching Excellence.

Dr. Susie Andrews
Associate Professor of East Asian Religions
Mount Allison University
sandrews@mta.ca



25 February 2022

Dr. Jessica Riddell is a dynamic thought leader, team builder, idea generator, and change agent. As Executive Director of the Maple League, she has been the catalyst for dozens of conversations among creative academics across four institutions, many of which have resulted in path-breaking initiatives. Leading collaborative change in higher education is difficult enough at one institution. Somehow Jessica is able to accomplish this at four different institutions, building a diverse community of academics who emerge from every interaction with her feeling inspired and energized.

Dr. Jeffrey J. Hennessy
Provost and Vice President
Academic and Research
Mount Allison University
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9 February 2022

I am writing this letter in support of Dr. Jessica Riddell. Dr. Riddell has become a valued colleague to me in my work as both Chair of the Maple League of Universities Academic Committee and my work as a university educator/researcher. Jessica's energy, communication skills and ability to synthesize valuable ideas from many spaces make her a powerful creator of change. Her role as a teaching innovation catalyst is undeniable. She is constantly discovering new ideas and seeks out those who work outside the conventional norms of post-secondary education and are devoted to heightening the student learning experience in completely new ways.

I consider Dr. Riddell a trusted colleague with whom I can discuss so many aspects of teaching that I would not share with other colleagues. She is open and excited by the unknown and is committed to the challenge of meeting that unknown with care and thoughtfulness. During the 2020/21 COVID-19 adjusted year(s) we navigated many interesting but challenging meetings together with various stakeholders across the Maple League of Universities and in our debriefing sessions I was always struck by how excited we were for change but how willing she was to discuss the paths that may be more awkward but would garner better results for learning in the long term.

I cannot imagine a person better suited to the Jarislowsky Chair of Undergraduate Teaching Excellence. She is a catalyst, a fearless researcher and a gifted facilitator and educator who is changing post-secondary spaces for the better every day.

Mark Adam
Director & Associate Professor
School of Music
Acadia University
mark.adam@acadiu.ca



11 February 2022

As small, rural, primarily undergraduate and operationally face-to-face institutions, we pride ourselves on connection with students. But, when I think about our experiences in higher education

over the last couple of years and consider all the hurdles that we encountered because of the global pandemic, these things that we value so much were threatened. Working under the pressures of time and uncertainty, we had to learn different ways of connecting with students using new delivery modes of teaching. Although we succeeded in many ways in making changes and adjustments to our teaching, we couldn't have done it without those individuals who led the way at our individual institutions, within the Maple League, and beyond. One of the first leaders in this work that comes to mind is Dr. Jessica Riddell. In her role as a Jarislowsky Chair, and in her role as Executive Director of the Maple League, Jessica guided, supported, and helped build the way forward. She did this in varied ways including through innovative initiatives that she spearheaded (e.g., OLTC program that provided training to students so they could work alongside faculty to incorporate online learning technologies into their course delivery in a way that engaged students), and by creating space for faculty and staff to share ideas with one another and to brainstorm solutions to issues and barriers while also uplifting and supporting one another during challenging times (e.g., Virtual Maple League Teaching and Learning Centre). She has a distinct skill of bringing together people across institutions (including students, faculty and staff), generating meaningful and fulfilling dialogue focused on various aspects of undergraduate education, and stepping aside when there is evidence of clear and sustainable momentum, so more people are empowered to be change makers. She is a force in higher ed and somewhat of an enigma; her reach is far (local, national and international influence) and she brings energy and enthusiasm to her work but also does it with openness, and heart. I'm grateful to have the opportunity to work with her and learn from her.

Dr. Erin Austen
Associate Professor of Psychology
St. Francis Xavier University
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7 February 2022

It has been my absolute privilege to work with Dr Riddell. As a new VP at my institution, she has been a sounding board who has helped me find solutions and has offered support during difficult times. She reminds us that students are the leaders of tomorrow and have much to give to our institutions. We are all better when we include students in what we do.

Anne Comfort, M.Ed.
Vice President of International & Student Affairs
Mount Allison University
acomfort@mta.ca



14 February 2022

Dr. Jessica Riddell's leadership has transformed the Maple League of Universities from a boutique marketing tool (circa 2016) into a genuine consortium of small, liberal arts focussed universities. Her strategic direction of "Better Together" has been the lynchpin for this transformation. By early 2020 she led the participating Universities in building several communities of practice within the Maple League. These turned out to be crucial for these institutions to meet the pedagogical challenges of moving the bulk of their curriculum to online and blended formats so that they continued to deliver quality educational experiences to their students during the COVID-19 pandemic. Dr. Riddell's drive for collaboration in pedagogical innovation and the Scholarship of Teaching and Learning continues to serve the Bishop's University, The Maple League and the Canadian Higher Ed landscape in general and will do so for many years to come.

Dr. Jeffrey Banks

Vice-Provost of Teaching & Learning and Director of Open Acadia (Acadia University)

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10 February 2022

The core of a meaningful post-secondary education experience, as preparation to become a contributing member in society, is an appreciation for the opportunity to reflect. Students are then positioned to combine their academic learning, community service, and vocational efforts in a manner that leads to holistic success.

The Jarislowsky Chair recognizes that academic reflection is the principal focus of post-secondary experiences; however, significant meaningful reflection also occurs as a component of a variety of out of classroom experiences including community living, participation in student activities, volunteer roles in service to the public, and personal development (leadership opportunities, mentorship relationships, collaboration skills, personal awareness). The Chair has created significant development and reflective strength within The Maple League, across the academic and experiential landscape, and in comprehensive inter and intra university collaboration. Enhanced recognition of leadership skills, celebration and promotion of faculty and student excellence, collaborative global exchange opportunities, increased capacity for development of research and project funding proposals, and supporting collaborative student affairs initiatives, have all been prioritized and achieved through the efforts of the Jarislowsky Chair, to the collective benefit of The Maple League.

James Sanford

Executive Director of Student Services

Acadia University

james.sanford@acadiau.ca



8 February 2022

The work Jessica does as Executive Director of the Maple League is priceless so much so I am reminded of those VISA commercials, where they end on a picture we know we could not put a price tag on, I see Jessica's work with the Maple League in that regard.

I am not quite sure HOW Jessica juggles all the balls she has in the air without dropping one. I am particularly impressed with the many ways Jessica has found to work with and for students – ensuring their undergraduate university education is enhanced through various opportunity with hands-on learning, working with faculty and teaching staff to create better student experiences, presenting or co-presenting at Maple League workshops, and writing dossiers that reflect their understanding of leadership and innovative pedagogies.

Although I am much older than Jessica, I see her as a mentor in so many ways. Mostly, I appreciate the grace with which she works with others, genuinely caring for them and supporting them in any way she can.

Dr. Angie Kolen
Professor of Human Kinetics
St. Francis Xavier University
akolen@stfx.ca



9 February 2022

I have felt nothing but support, encouragement and inspiration since joining the conversation with other alumni directors facilitated by Dr. Jessica Riddell. The arena that Dr. Riddell presents is open, caring, and staged perfectly for collaboration. Individuals in the group are encouraged to share ideas, bring topics of concern and consideration to the table, and brainstorm ideas with one another. The diligence shown to planning and implementation as well as to the follow up and strategy moving forward is second to none. I often muse that it would be wonderful to have this type of opportunity regularly available to me in my world of municipal politics.

Oonagh C. Proudfoot
Executive Director of Alumni Affairs
Acadia University
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An invitation in June from Jessica to join a dialogue among Maple League faculty about a funding opportunity profoundly changed the way that I taught all three of my Fall 2021 courses. I received two successful CEWIL grants that created transformative opportunities for students to decolonize themselves by listening to, learning from, and working for Indigenous peoples, and to share what they learned with our campus and local community. One grant provided my students to work for a Glooscap First Nation, a small community close to campus, throughout the fall. Through their work integrated learning (WIL) environment, the students challenged the campus community to take an online course to prepare for a five-day historic event, the Truth Before Reconciliation Mawio'mi, which started on September 30, the first-ever national Day of Truth and Reconciliation. Students learned from and worked for L'nu artists, youth, Elders and community leaders in ways that engaged the local and campus communities. The other grant positioned students to apply what they learned about public policy to amplify the voices of Inuit policy experts—including former parliamentarians, community leaders including elected officials, youth and elders—with whom they engaged every week via virtual policy dialogues. Students became empowered by becoming content producers rather than mere consumers. They exercised their civic muscle by amplifying Indigenous epistemological and ontological frameworks to assess contemporary policy issues. They learned how to communicate effectively as policy analysts and received feedback throughout the term from policy experts. They learned to respect and promote communicative diversity. Students learned how to lead, to collaborate, and how to engage with diverse communities. They formed new relationships and friendships. At their final event, they brought diverse communities together, including L'nu and Inuit, in person and via video conference, and served as young ambassadors, showing what it takes to decolonize ourselves. Without the overture from Jessica via the Maple League, such an innovative pedagogical initiative would not have been possible.

Dr. Cynthia Alexander
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16 February 2022

My name is Chris Bourne, and I work as a Pedagogical Counsellor at Champlain College – Lennoxville. Among my primary responsibilities is coordinating the professional and pedagogical development for our teaching staff. In this capacity I have had the pleasure to work with Dr. Jessica Riddell on a number of significant occasions. Her approach is generous and rooted in a desire to foster communities of learners. Bishop's University and Champlain College in Lennoxville share many things: a physical campus, many teachers in common, and a focus on teaching. While both post-secondary institutions, they represent different levels of student development, and many Champlain students pursue education at Bishop's. I am therefore very pleased with the pedagogical relationship Dr. Riddell is helping to foster between our institutions.

Over the past academic year, she has helped build a number of connections. In August 2021 she gave the keynote address at the Champlain College – Lennoxville Ped Day on the topic of Critical Hope. Her ideas inspired a great deal of discussion among Champlain faculty, and led to the creation of a local reading and discussion group to explore some of the resources she shared. These discussions have focused on power dynamics in the classroom, and issues related to student-centered models of teaching.

Additionally, her work promoting the partnerships of the Maple League resulted in a number of Champlain faculty and staff joining the Maple League Book Club, finding connection and professional development from peers across the continent.

I have also, at her invitation, joined the Bishop's University Teaching and Learning Senate Committee as the external member. My goal in this capacity is to continue to foster joint pedagogical development between Bishop's and Champlain faculty. The instances of institutional cooperation that Dr. Riddell has fostered will help grow communities of practitioners focused on students.

Chris Bourne
Pedagogical Counsellor
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IV. The Maple League Team



21 February 2022

Jessica and her work as the Jarislowsky Chair and Maple League Executive Director has attracted national and international attention as she works to shape the future of higher education in Canada.

The MAPLE Business Council, a US-based company that reaches a wide audience of business and industry leaders are eager to make cross-border strategic alliances to create more value. As such they are drawn to the innovative work that Dr. Jessica Riddell and the Maple League are doing in higher education and the Quebec and East Coast regions where innovation is flourishing. As the partnership emerged, the MAPLE Business Council asked Jessica to write an article that could be shared in their newsletter and across social media platforms. [Her article](#) talks about Tackling Wicked Problems in Higher Education via Maple League collaborations. The article has been amply shared across both MAPLE Business Council channels as well as Maple League channels and has reached over 8,000 readers across social media platforms.

Her passion for her work radiates through all she does and inspires those that work with her daily and those that have only heard of the incredible work she does as the Jarislowsky Chair and Maple League Executive Director. I feel so privileged to be able to watch and learn from her inspiring leadership grounded in concrete practices that affect change.

Lauren Boulton

Strategy and Advancement Lead, The Maple League of Universities

Project Manager, Online Learning and Technology Consultants (OLTC) Program

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8 February 2022

Working alongside Jessica on a daily basis, I witness her leadership through many lenses. I watch her supportive and encouraging work guiding students as they build their skills as leaders. I see her work with faculty (at all levels) where she energizes and inspires every room she is in. And I have experienced it firsthand—feeling her drive and passion feed my own, and her dedication to honouring the humanity of everyone she works with help me to find more grace for myself and others.

Jessica brings a positive attitude to even the most difficult and daunting tasks, without asking us to ignore the difficulties or to suppress our negative feelings. She has a great ability to hold space for hard emotions and to honour and respect them—giving them the time they need and not rushing through to the next agenda item. I've seen this patience and kindness help colleagues and faculty come to deep realizations about their work and life.

Jessica imagines boldly—she is not afraid to dream big about what the university of the future could look like. And she shares boldly as well, taking the risk of talking about her ideas well before they are fully formed. When she talks through her vision for the future, it never shuts down others' imagination. Rather I see her, time and time again, inspiring others to share their dreams and then letting what she hears re-shape her own ideas.

Perhaps it is her ability to see others for who they are and where they are that is Jessica's greatest asset as a leader. Rather than asking others to shape themselves to her needs, she is able to support each individual in pursuing their own goals in a way which is of service to us all.

Jessica has inspired me to be a better teacher, a better leader, and a better mentor. She is the kind of leader we need—not just at universities, but in all industries—to move toward a more just world.

Neil Silcox
Faculty Excellence Lead
The Maple League of Universities
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7 February 2022

Over the past year, I have had the pleasure of working on multiple projects under Dr. Jessica Riddell's Jarislowsky chairship. Driven by her mission to inspire ethical, critical, and creative thinking across the Maple League, I have mentored and collaborated with students in a variety of capacities—most notably, the Online Learning & Technology Consultant (OLTC) Program and the 3M National Student Fellowship. Working with students in this capacity has been a transformative experience: for both me and them! Removed from the embedded hierarchies of the classroom, these working relationships have been extremely fulfilling and created a more authentic learning environment for students to develop transferable skills that will equip them to be more engaged students, citizens, and leaders.

Dr. Riddell consistently advocates for and creates new ways to engage students as she helps steward a revisioning of what makes up undergraduate education in Canada. Although experiences for Maple League students is a priority, she has also engaged me in a number of research projects so our impact does not remain stuck behind the doors of our four institutions.

It has been my pleasure working with Dr. Riddell and my privilege to work with and learn from the phenomenal undergraduate students that have been part of our programming.

Matthew Dunleavy
OLTC Program Director
The Maple League of Universities
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V. Testimonials from members of Bishop's University



5 February 2022

I met Jessica on my first day of university, during the first class of the Maple League Time Course. This course was one of the most significant turning points in my learning journey, and it was thanks to Jessica's dedication and talent for concretely operationalizing an inclusive, interdisciplinary, hopeful, and transformative vision of 21st-century liberal education. Four years of collaboration later, I can testify that Jessica's grit and empathy continue to translate into long-lasting improvement for Bishop's, the Maple League, and the national and international higher education community. Having witnessed most of her mandate as Jarislowsky Chair, I am well positioned to say that Jessica is the embodiment of courage, perseverance, and empowering leadership. Every time she speaks, she eloquently inspires everyone around her to take a compassionate, holistic, and EDI-centred approach to decision-making. What makes her accomplishments outstanding is much more than the success they represent: in every role and conversation she has, she is equity and inclusivity-centred in her advocacy, strongly fights for excellence in compassionate and comprehensive practices and will never leave anyone behind. I have never met someone as thoughtful, innovative, caring and driven as Jessica – and her guidance and support have undoubtedly played a major role in the growth that led to these recognitions. My academic interests cover a large range of topics; and Jessica is the only person I have met in these endeavours to whom I look up unequivocally; getting to know and working with her taught me that it doesn't matter where you come from, or which field you are in. What matters is your approach to change. Her leadership extends beyond work settings – she models a value-driven approach in every aspect of her life and inspires others to hold themselves to high standards in terms of integrity and critical thinking. She brings unique and helpful perspectives to every table she sits at and has strongly influenced the leadership and empathy of several postsecondary institutions. Every time I'm at a discussion where Jessica is present, she not only is looked up to as a reference and insightful advisor on any matter but also continuously empowers others to bring their perspective to the conversation and makes sure every space she steps in is a safe one for others to express their views and ideas. She goes above and beyond to help others both professionally and personally. She was there for me in times of need, and I know I am far from the only person she has always made time for – we are extremely lucky to have her. Jessica Riddell is, by far, the person I look up to the most - people feel safe and empowered around her, and she inspires me to be a better leader, collaborator, teacher, learner, student, and human.

Georges-Philippe Gadoury-Sansfaçon
3M National Student Fellow
Bishop's University
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5 May 2021

I have benefitted first-hand from the work of Dr. Riddell, the Stephen A. Jarislowsky Chair of Undergraduate Teaching Excellence. In my capacity as a professor, I have benefitted from her mentorship at Bishop's both directly and indirectly. The numerous talks, workshops, and resources provided by the Jarislowsky Chair have allowed me to hone my teaching skills in a collaborative and supportive environment. As a past member of the Teaching and Learning Centre, I can affirm that we were never able to provide the teaching support that the Jarislowsky Chair currently does, and I believe that we now have one of the strongest TLCs in the country. In my capacity as Chair of Faculty Council from 2018-2019, I benefited directly from Dr. Riddell's leadership. In that year, Dr. Riddell facilitated and supported discussions between the Faculty Council and the Students Representative Council, which aimed to revamp the William and Nancy Turner Teaching Award. Through Dr. Riddell's guidance, we were able to elevate the status of the award from one granted opaquely to a rigorous competition with the highest of standards (both in criteria and in review process) that demonstrate excellence in teaching. In my opinion, the award is now one that meets international standards, and I don't believe we could have accomplished this without the leadership of Dr. Riddell.

Dr. Anthony Di Mascio
Professor of Education
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5 January 2021

I have known Jessica for more than ten years now. I've always been impressed to see how proactive she is in promoting and developing teaching excellence. In the past five years, I've worked more closely with Jessica and I discovered how sharp and passionate she is as a Jarislowsky chair. We worked together more specifically on two projects related to the development of teaching excellence: a strongly innovative project on Teaching post-doctoral fellows; and the Teaching and Learning Center, which I now chair. I can witness that her dynamism is contagious. She brings people to work together, she thinks strategically to make sure forces synergize instead of duplicating. She brought a

brand-new dynamic to the TLC by creating dedicated working groups. Under her strong leadership, the Maple League TLC is very active: besides putting together expertise and resources, this group is very reactive and dynamic, proposing book clubs, training opportunities and scholarships, all meant to enhance teaching excellence. When the pandemic hit, the MLTLC reacted very quickly and, under Jessica's direction, shortly put together a web-based resource document center (virtual Maple League TLC) that was very useful for teachers who had to switch to online teaching in a week or so. When I became the new chair of Bishop's TLC, Jessica helped me to understand the structure, challenges, and forces of the TLC. She supported me in all my initiatives. She is an incredible resource when I am looking for creative solutions.

Dr. Estelle Chamoux
Professor of Biology
Bishop's University
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28 January 2021

Dr. Riddell has been an indispensable resource for me since I began teaching full-time at Bishop's University in the Fall of 2018. When I came to Bishop's, I was focused on developing my pedagogy and transitioning it for a Liberal Education institution, particularly since I had previously only worked at large universities. Not only did Dr. Riddell support my initiatives, but she also took the time to pave the way for some of my riskier experiential learning ideas. For example, she ensured that I could teach an archaeological methods and theory course using mock excavation boxes in the Library Learning Commons "Sandbox." Contrary to its name, there is in fact no sand in the sandbox, but Dr. Riddell liaised with the library staff and subsidiary parties to make sure that my students and I could bring these large excavation boxes full of sand and artifacts into the classroom. Because of her support and dedication, we were able to successfully imitate a real-life excavation scenario in the middle of Wintry Quebec, so that students could get a feel for what it was like to work in the field without travelling thousands of miles and spending thousands of dollars to go overseas.

Dr. Lana Radloff
Professor of Classical Studies
Bishop's University
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7 January 2021

I started working at Bishop's University in the Fall of 2019 as contract faculty and have obtained a sessional appointment for the 2020/2021 academic term. When I began at Bishop's University, it was my first time teaching. It was an overwhelming experience but has become an incredibly enriching journey to what I believe is a real passion for teaching.

One individual that has helped me on this journey in tangible ways is Dr. Jessica Riddell, Jarislowsky Chair and Executive Director of the Maple League of Universities. There have been three apparent aspects in which I can break down Dr. Riddell's guidance, mentorship, promotion and scientific advancement.

Dr. Riddell has had numerous meetings with me to help me become a proficient educator and give career advice. Conversations with Dr. Riddell ranged broadly, and it was within these conversations, I started to develop my pedagogical theories to execute in my classroom. To garner insight on the views mentioned above, I encourage you to visit a talk I gave to the Maple League. Dr. Riddell enabled this talk; she gave me the platform and opportunity to present my developing ideas.

Not only did Dr. Riddell give me a platform to speak and allow me to promote my work and ideas through a Maple League University Talk, she further promoted my work in interviews with the CBC, highlighting my social media use to engage my classes. At every turn where Dr. Riddell could have supported and encouraged me, she has. Further, with her mentorship, we are moving forward to create scientific collaborations to examine the place of social media engagement in the classroom, analyzing the use of Instagram and TikTok in the current technological climate to advance pedagogy. We intend to work together to put forward publications that quantify and explore our insights. Independent of this work, Dr. Riddell has awarded me with a \$2,500 grant to hire a research assistant to examine student engagements in flexible marking structures in online platforms during the COVID-19 pandemic, giving me the resources that will allow me to make meaningful contributions scientifically.

I am a woman of color in STEM. I have never had the type of support and encouragement Dr. Riddell has given me. To simplify:

1. Dr. Riddell gave me mentorship/pastoral care to be able to execute my job well.
2. Dr. Riddell gave me, a woman of color, a platform that crosses universities to disseminate my pedagogical theories concerning STEM students. I am very aware that these are traditionally white spaces, and such an opportunity was indescribably meaningful.

3. Dr. Riddell allowed me to promote my work in the spaces mentioned in 2.
4. Dr. Riddell believes in my work and the use of technology in the classroom. She's willing to become an active collaborator and aid me in breaking into a new type of scientific literature.
5. Dr. Riddell gave me tangible and fiscal resources to proceed and achieve.

In sum, Dr. Riddell has been critical to my development as a Professor and my engagement in pedagogical, scientific discourse.

Dr. Jasmeen Sidhu
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Bishop's University
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3 February 2022

The mentorship and resources offered through the Jarislowsky Chair were a key asset in building a Graduate Certificate in Knowledge Mobilization, as well as my teaching and supervision work in the Psychology Dept. It was a huge advantage to be able to ask for support from Dr. Riddell, specifically in using an evidence-based approach to developing an experiential learning course (Knowledge Mobilization practicum), in connecting with experts and professionals to create a community of practice and learn promising practices, and in staying connected with other teachers with similar needs and goals. Teaching this spring online for the first time, I am extremely grateful for the planned workshops and seminars offered, but also the “just in time” support in working to create a challenging and engaging educational experience for students in a global pandemic. There is no question that the Jarislowsky Chair continues to support me and Bishop's in providing an outstanding education.

Dr. Heather Lawford
Professor of Psychology
Canada Research Chair in Youth Development
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31 January 2022

In my ten years at Bishop's, and even longer as a researcher of mentorship and youth engagement, I have been discussing with leaders how to measure impact. Most of us agree that the impact that we systematically measure is too often the impact that matters the least. How do you reliably measure transformation? This year, I was among a cohort of Maple League faculty nominated to a 3M fellowship. Some of us will likely be successful- and this is an easy measurement, it will be useful for the reputational work that is necessary for us to continue our shared mission of excellence in Higher Education. For me, this process did so much more. Submitting that dossier reconnected me with my purpose. The dossier was a culmination of my impact that otherwise goes unmeasured and unacknowledged. It has given me a tool to remind me why the work, the emotional labour, and the commitment to excellence matters and has already given me more energy, focus, and drive to carry on.

I would never have embarked on this journey were it not for the investment of the Maple League to give me the infrastructure, the tools, and most importantly, the mentorship by Dr. Riddell, to put my name in the ring. By investing in faculty in this way we feel seen, we feel valued. Moreover, it bolsters our hope that the work, even the invisible work, matters. Those of us fortunate enough to join the fellowship are given an opportunity to learn from outstanding educators and get a "hope booster" every year, which we can bring back and share with our respective campuses. So, to me the impact of this investment might be hard to get on a report or put in a graph, but that doesn't mean it is not there.

I cannot repay the generosity of this investment of time, talent, or funds bestowed on me by Dr. Riddell and by you as leaders and decision-makers in the Maple League, I can only pay this forward in my collaborations with students and colleagues. That said, I wanted to name out loud the positive impact that your vision and investment has had on me. Thank you for this once in a lifetime opportunity.

Dr. Heather Lawford
Professor of Psychology
Canada Research Chair in Youth Development
Bishop's University
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1 March 2021

Dr. Riddell provided me amazing guidance and support throughout my 3M application process. Although I was not a recipient of the award, I feel like her feedback on my dossier was a phenomenal learning opportunity for me. I also appreciate how Dr. Riddell is continuously looking for innovative ways to develop amazing learning opportunities for students. During the pandemic, her team of students have provided ongoing support for professors throughout the Maple League.”

Dr. Michael Teed
Associate Professor
Williams School of Business
Bishop's University
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15 February 2022

Jessica is innovative and tireless in her efforts to improve the student experience and support students in their growth beyond the classroom. Working together, I've seen how she has supported student leaders in fostering high-impact undergraduate experiences and to evolve the system of higher education to be a healthier environment for everyone. Our current project together is supporting two student success interns with the Stadelman Fellowship, a work opportunity for first- and second-year students to support student success in varied and creative ways across campus.

I've learned so much about the academy and humble leadership from her, and have picked up great strategies based on her own process of collaboration and communication. I used the engagement principles she helped design for the Maple League's 3M application pipeline and have since applied some strategies to another external awards cycle I'm involved with. I've seen first hand fruitful professional friendships develop between students within the Stadelman and Jarislawsky fellows, and this is a part of the design of these work-integrated learning communities. She is cultivating thoughtful and supportive environments within Bishop's and across the Maple League.

Jessica empowers her colleagues as well. Since meeting me in 2018, Jessica has championed my efforts to support student leadership development on campus, invited me to co-design the Stadelman Fellowship, tapped me in for 3M student support, graciously facilitated workshops at the Leadership Retreat (to the delight of student participants), and has offered her experience and knowledge in generous and humble ways throughout my time as her colleague.

Katie Bibbs
Academic Facilitator
Career Development and Academic Support
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7 February 2022

Leadership has many facets. Great leaders lead by example and show others where to go, how to get there, and why it is necessary and important. Great leaders overcome skepticism and cynicism. Great leaders make headway in the short term and have the stamina to persist and overcome obstacles in the longer term.

All those traits apply to Jessica Riddell. She supports innovative teaching both by example and by providing resources to make that happen. She facilitates networks within the university, in the Maple League and beyond. She understands the values of the academy in the exigency to create new knowledge and disseminate it so it can be put into practice at the university and beyond, to the benefit of society at large and a richer life in all senses of the expression.

The Dobson-Lagassé Entrepreneurship Centre at Bishop's is a net beneficiary of Jessica Riddell's initiatives as the Jarislowsky Chair, the Executive Director of the Maple League and all the other leadership roles she assumes at Bishop's University.

John Aylen
Executive Director of the Dobson-Lagassé Entrepreneur Centre
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Working with Students to
Co-Design 21st-Century Classrooms:
The Online Learning & Technology
Consultants (OLTC) Program

Contact:

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Designing a 21st Century Liberal Education in the Context of COVID

The pandemic has posed several challenges to post-secondary education (PSE) in Canada and around the world (cf. Darling-Hammond & Hyler, 2020; Openo, 2020). The rapid move to online learning in Winter 2020 was disruptive to many institutions, with particular pressure on institutions that prioritize in-person, immersive experiences; in these cases, the global pandemic posed fundamental challenges to institutional, professional, and student activities and identities. At Bishop's University, the change from face-to-face instruction to online and remote teaching raised many questions about how technology could be harnessed to enhance learning. This small university in rural Quebec does not have a teaching and learning centre or educational developers, nor were there in-house instructional designers or dedicated educational technologists. And yet, in May 2020, a trio of collaborators (the Manager of IT services, a faculty member, and a student) had the idea to harness Students-as-Partners (SaP) as a model to create the Online Learning and Technology Consultant (OLTC) Program. Training students in pedagogy, technology, and critical empathy, this experiential learning program takes a transformative approach to pandemic pedagogy by creating inclusive virtual learning communities at four universities and beyond.

In this report, we share the three phases of this program (as a pilot at one university, then scaled across four universities, and finally as a three-credit course) in order to trace the development from its modest beginnings to a university-wide and cross-institution intervention. We share the processes in design and delivery and present evidence of the impact of this program on students, faculty, and institutions. Finally, we hope to make the case that this program has the potential to reshape our understanding of what inclusive student-centred learning looks like in a post-pandemic world.

Putting Students at the Heart of Designing 21st-Century Classrooms

The OLTC program engages students as partners in the design of COVID classrooms to improve inclusion, equity, accessibility, and transformative learning. Universities are often slow to adapt and change, and yet the rapid move to online and remote instruction over the past two years has disrupted traditional positions of expert and learner: many faculty members moved from mastery of their field and teaching space into learner positions. As we grappled with the seismic shifts to our classrooms and institutions caused by a global pandemic, we were guided by Paulo Freire's (2018) advice in *Pedagogy of the Oppressed* to "begin with the solution to the teacher-student contradiction" (p. 5). In the design of this program in the context of COVID, we saw an opportunity to deploy collaboration with students in the co-design of classrooms; we were informed by the work of SaP as we intentionally created spaces where the reversal of traditional paradigms generated rich spaces for student-centred innovation.

Rethinking Paradigms of Teacher and Student Creates Learner-Focused Approaches

The pilot project, launched in June 2020, was co-designed with students at every stage. Co-creation was at the heart of the program from the outset; during the intensive, two-week orientation, the first cohort (23 students) was given the opportunity to name themselves. They workshopped numerous combinations and ultimately chose “Online Learning and Technology Consultants” (OLTC). It was important for them that “student” was not in the title because over the course of their training they became increasingly aware of their expertise as learners: they wanted a name to signal they could meaningfully contribute to classroom design and delivery with faculty as “clients.” This act of self-determination in a program of adaptive design is one of many examples of why this program was not only transformative for the students who were hired as consultants, but also for the faculty who undertook this journey of course design alongside them. As you will see in the section on impact, the institutions also changed how they talk about teaching and learning and we anticipate that we will see this impact reverberate in a post-pandemic context.



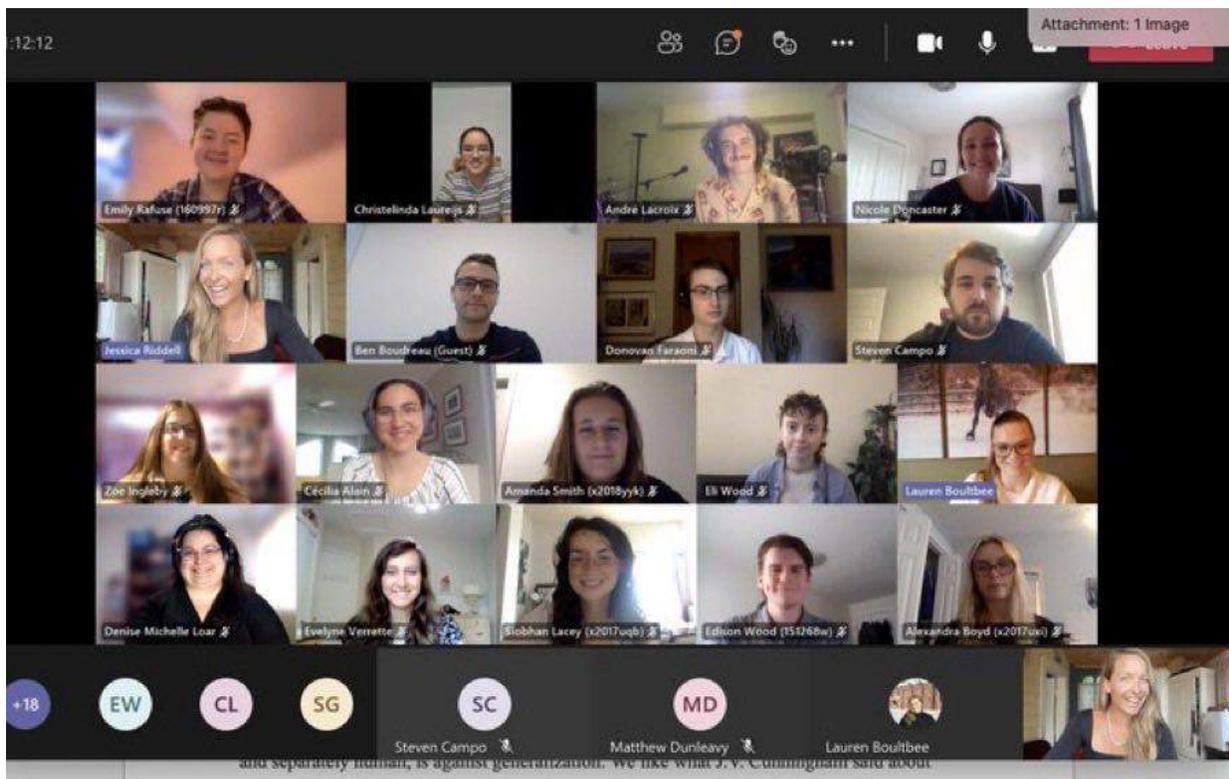
Each of the Three Phases Sought to Dismantle Barriers

After the success of the Bishop’s University pilot in May 2020 – April 2021 (Phase I), we received funding from the Business + Higher Education Roundtable (BHER) to mobilize the program across the four Maple League institutions (Acadia, Bishop’s, Mount Allison, and St. Francis Xavier) from May 2021 – April 2022 (Phase II). As many students returned to in-person classrooms in Fall 2021, our challenge was to see if the program could scale up and across four universities of similar size and model of undergraduate education. We were also curious about whether a SaP model of collaboration would resonate with plans for a return-to-campus and a mix of in-person teaching and remote delivery. While we hired a number of students across the four universities and trained them as OLTCs in the summer of 2021, we are also thinking about how to redesign the program to reach new students to further reduce barriers (especially for students from historically excluded and equity deserving groups). Therefore, we launched a parallel, for-credit course in Phase III, with a Co-operative Education and Work-Integrated Learning (CEWIL) Canada iHub grant, in Fall 2021. This 3-credit online, curricular work-integrated learning (WIL) course was hosted at Mount Allison University and offered across the four institutions as a shared Maple League Course.

Collaboration Is the Mother of Invention: Why Context Matters

After the initial proof of concept of the OLTC program at Bishop's in Phase I, the program was scaled across the four universities with the hope that this program could benefit a larger number of students and faculty, but also create new models and methodologies to help universities across Canada: our goal has always been to share this program to improve the delivery of 21st-century education that puts students at the heart of classroom design and delivery. Reaching out to the four universities was a natural move. Since 2018, these member universities have discovered the value in bringing four unique perspectives to the problems they share. The Maple League of Universities is a grassroots consortium of four primarily undergraduate universities located in rural/regional areas in Eastern Canada. Each campus has a student body of 2200 – 4500 undergraduate students (average age range 18 – 23) located in small, citizen towns. By design, these rural small-town locations support strong and immersive community connections. And yet the disruptions of COVID have put this model under financial and existential threat.

At four universities with little experience or expertise in online modalities and platforms, the OLTC program has made the case for the value of technology and well designed, inclusive, digital learning spaces.



2 GOALS OF THE PROJECT



Each of the Maple League universities is small, chronically underfunded, and have little or no operating funds dedicated to teaching and learning support; these learning communities have become adept at working in conditions of austerity to deliver authentic, healthy, and supportive learning. In the last two years, and in light of the ongoing impact of COVID-19, the OLTC program helped these small universities (all without teaching and learning centres) to enhance capacities in the development of resiliency skills and transformative learning, Equity, Diversity and Decolonization (EDID), Inclusive High-Impact Practices (HIP), critical reflective practice, educational technology, use of OERs (open educational resources), and critical hope.

“As we move forward into the technological age where the virtual world is just as tangible as the physical, a question can be posited - does academia need a teaching revolution? The world has changed dramatically, yet the education system stays remarkably the same. However, the OLTC offered me a unique opportunity to innovate my teaching and move my courses forward into an increasingly modern design. Through student partnership, teaching support, and cutting-edge pedagogical tools, the OLTC offered me the ability to reflect and modernize my courses, and more importantly, my teaching philosophy. I can now better reflect my principles of equity and accessibility in my classes; as such, this program is transformative not just for our classrooms but for higher education more broadly.”

~ **Dr. Jasmeen Sidhu, Bishop’s University, Faculty Champion 2021-22.**

Program Goals

The OLTC program goals are threefold:

1. Assist faculty members in their adaptation to new teaching contexts
2. Provide students with transformative work-integrated learning (WIL) experiences and future-facing skill development
3. Help reimagine a 21st-century classroom with students as key collaborators



The design and implementation of the OLTC program were informed by SaP research and grounded in evidence-based design. Furthermore, we were also convinced by the research on faculty engagement, where faculty engaged in SaP report that students are “instrumental in advising faculty members about ways to improve or strengthen course work” and “become ‘critical friends’ of their professors,” creating a situation in which “both parties. . . become co-learners” (Parker et al., 2002, p. 1128).

Theoretical Lenses Informed Program Design

The OLTC orientation was inspired by the principles of authentic learning environments (cf. Herrington & Herrington, 2006); research indicates that this type of learning environment “encourages and supports learners in their development of skills in self-regulation and self-learning, factors which have been seen to inhibit other forms of online learning” (Reeve, 2002). Hence, the development of a “more collaborative. . . inclusive, innovative” system of online learning that is “based on care” (Smith & Hornsby, 2020, para. 1) seemed more urgent in the time of COVID than ever before. Moreover, the OLTC design team deployed the emerging theoretical approach of empathetic design, whereby the OLTCs developed critical empathy in the orientation and training process. Critical empathy asks participants to critically reflect on the discomfort for both instructor and learner in a learning environment radically disrupted by a global pandemic. Critical empathy is defined as “the ability to occupy, appreciate, and responsibly interrogate the perspectives of others” in order to “make space for collaborative, consultative spaces while also juggling the urgency of making sound and strategic decisions [in the time of COVID]” (Riddell, 2020, p. 2). These theoretical lenses helped us centre the design, adaptation, and assessment of the program and informed us how we deployed formative resources and reflective exercises for the OLTCs and faculty participating in the program.

“[S]tudents who have the opportunity to research the learning and teaching environment in which they are studying not only acquire valuable skills that enhance their employability, but they also make an important contribution to social and community engagement within their institution.” (Dunne & Zandstra, 2011, p. 15)

Students-as-Partners Reshaped Notions of Authority and Expertise

The model of co-design was informed by the field of Students-as-Partners research that interrogates different levels of power and authority.

Reciprocity in partnership is premised on dialogue, negotiation, and exchange of ideas between partners. This model of relationship interaction positions both students and staff as having essential expertise to contribute to the goal of furthering education. (Mercer-Mapstone et al., 2017, p. 14)

The global pandemic encouraged us to rethink traditional modes of design and delivery and, in doing so, advanced our thinking about how to deconstruct notions of expertise and authority in productive ways. Authority and expertise were important lenses for this project, and we were informed by the following challenge to value students as experts: “the term ‘expert’ is reserved for faculty, when, in fact, students are experts in one very critical area: the experience of learning. [...] no one understands the student experience better than the students themselves. (Pallant, 2014, p. 1)

Students who went through the OLTC program reported their transformative experiences when they realized that they had expertise in their role as learners. As they read SaP texts, they reshaped their understanding of themselves as valued contributors to learning communities.

3 DESCRIPTION OF THE TEAM

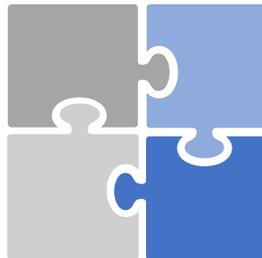


Phase I: The Creation of the Program in the Context of COVID

One of the innovative elements of the OLTC program was the composition of the OLTC design team. In the early days of “emergency-pivot-remote teaching” in March and April 2020, the Information Technology Services (ITS) department scrambled to support faculty navigate a new and constantly shifting context. In May 2020, as it dawned on us that COVID was not a short-term disruption, Scott Stoddard (Manager of IT Client Services) started to think about alternatives to past approaches in which the students worked as helpdesk employees. Dissatisfied with the transactional dimension, he reached out to his colleague, Dr. Jessica Riddell (faculty member in the English Department and Stephen A. Jarislowsky Chair of Undergraduate Excellence). Together they started to imagine a transformative and reciprocal approach to faculty support. Almost immediately, they brought in Georges-Philippe Sansfaçon-Gadoury, a third-year student and elected Student Union Representative leading the VP Academic portfolio.

Therefore, the design, implementation, and quality assessment of the program was divided into three equal leadership roles:

1. A faculty member to provide pedagogical support, mentorship, and evidenced-based design principles, with access to professional development opportunities through inter-institutional networks



2. A senior member of ITS coordinating the technological and logistical aspects of the program;

3. A student member, elected to the Students’ Representative Council, representing and soliciting student perspectives.

Tripartite Approach Models Critical Empathy

Success in teaching and learning initiatives are often developed in small, and yet strong networks of trusted and like-minded colleagues from different disciplinary or professional perspectives (cf. Roxå & Mårtensson, 2009).

Furthermore, hubs are individuals or groups that “energize cross-connections, improve knowledge flow, enhance learning across small clusters of expertise, and play critical roles in building and sustaining robust integrated networks” (Taylor et al., 2021, p. 1).

The intersection of these three perspectives provided the program’s design with a more dynamic approach to support faculty as they prepared for Fall 2020. Furthermore, the distributed roles and responsibilities also engaged in critical empathetic design: the faculty lead provided a teaching lens and could help find faculty mentors for the OLTCs; the IT lead integrated these perspectives more effectively in designing technology to fulfill these diverse needs; and the student lead provided key perspectives and advocacy to design for and with students.

Phase II: Maple League Expansion into Co-Curricular Spaces

In May 2021, as we moved to scale this program across four universities, we realized we needed a full-time project lead. With the support of funding from BHER, we hired a full-time Program Director and part-time Project Manager, and the original design team moved into an advisory role. Four OLTCs from Phase I were also hired as OLTC Fellows to assist with orientation redesign, communications, and logistics. Finally, we wanted to ensure the three voices (faculty, IT, and student) so crucial to the success of Phase I were present in the Phase II expansion. Therefore, a faculty champion, IT champion, and student champion were identified at each university and formed their own design team. Although the Program Director, Matthew Dunleavy, centralized hiring, training, and directing a new cross-institutional cohort of OLTCs, the localized hubs were key to ensure the program was adapted to each institutional culture.

Changing COVID Contexts Shifted the Training in Phase II

In this phase, the training and orientation of students were reimagined. Keeping the same successful model of intensive orientation and ongoing professional development from Phase I (discussed below), in this phase we increased the focus on pedagogical training over technical training. This adaptation responded to the shifting COVID realities, where we saw a number of courses returning to in-person instruction. Therefore, we placed more emphasis on all aspects of course design, delivery, and assessment: OLTCs were better prepared to support courses across multiple modalities: online, hybrid, or in-person.

“The OLTC program was a great success at St. Francis Xavier University. Not only did it give faculty the opportunity to learn new ways to teach, communicate, and connect with their students, but it also provided an immersive training program for the OLTCs themselves. I would love for this program to be expanded upon in the coming years as I believe that a collaborative approach (student and faculty) to building courses and teaching material will benefit student experience.”

~ **Dr. Matea Drljepan, St. Francis Xavier University, IT Champion 2021-22**

Phase III: Maple League Course Creation in Curricular Spaces

In June 2021, while Phase II was still underway, we created a new pathway for the OLTC Program as a 3-credit course in the Fall term. This curricular version of the course was created to reach students that are typically unable to participate in WIL experiences. The knowledge and skills development in the Phase I and II orientation was redesigned to fit into a 12-week course called *Teaching, Pedagogy, and Technology in Courses*; the collaborative work with faculty was reimagined as a final capstone project. This ensured that students in Phase III still had the same transformative experience working with faculty partners and could still have a direct, real-world impact on courses at their institutions. Thanks to the experiential education office at Mount Allison and an RBC Future Launch grant, we were able to fund the course and hire a course instructor, Toni Roberts (a specialist in educational technology and EDID). A successful CEWIL iHub grant offered “direct student benefits,” which included a participation bursary to cover the cost of tuition and technology (an iPad) for the students to use and keep. The financial and technology support helped remove barriers to accessing WIL experiences.

4 PROJECT DESCRIPTION



Phase I: A New Approach to Student Partnerships at Bishop's University

In the recruitment of hiring of the OLTCs, we cast as wide a net to include diverse student experiences. Any current students from any year and program were eligible to apply in order to maximize the academic diversity of the applicants. ICTC, the funding agency that helped to fund this program, had stipulations which required any funded hires to be Canadian citizens. However, we felt it was important to make the opportunity available to international students; those hires were funded directly by the university. A total of 63 students submitted a short (2- to 4-minute) video with the following thought prompt: what does a 21st-century classroom look like in the middle of COVID?" While the application also required a cover letter and a CV, the video was a significant factor in prioritizing candidates for interviews since it allowed the OLTC design team to evaluate the applicant's engagement, basic technical skills, storytelling, social and emotional skills, and creativity. Important to note as well was that the hiring criteria were not based on technical proficiency but rather on social and emotional skills. Interviews were conducted as group discussions—approximately 20 applicants per session—and were facilitated by the members of the design team with the following prompt distributed in advance: "What does your ideal Fall 2020 classroom look like?" This resulted in very animated exchanges using both the audio and video features of a Zoom call and the text chat function where applicants could expand on their ideas and respond to their colleagues.



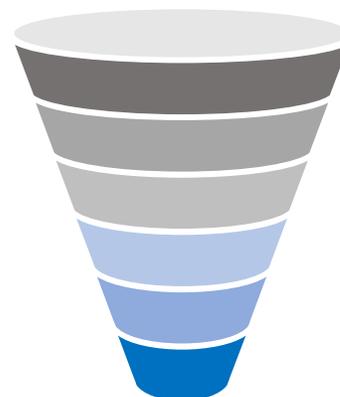
Intensive Training Created a Strong Community of Practice

The OLTCs participated in 80 hours (two full-time weeks) of training prior to the program's official launch. Orientation unfolded as follows:

- Pre-orientation preparation: They were assigned videos and texts about SaP, empathetic design, and active learning, as well as asynchronous resources to review before the training started.
- Technological training: We ran extensive training sessions on the three major technologies supported by ITS and used on campus (Moodle, Ensemble Video, and Microsoft Teams).
- Online course modules: They went through a six-module asynchronous course called Adapting Your Course for Online Delivery (developed at Acadia University and available through our membership with the Maple League).
- Faculty mentorship: OLTCs were divided into Student Working Groups (SWG) to design a course with a faculty member (modelled on a problem-based learning scenarios). Each SWG was paired with a faculty mentor model (FMM). The FMM chose a course they were

planning to teach and the SWG worked closely with the faculty member on one of their Fall 2020 courses.

- **Critical self-reflection:** All participants engaged in critical reflective practice based on a series of thought prompts in daily journal entries and daily “round up” discussions with the OLTC design team.
- **Final capstone project:** The small working groups presented their redesigned courses to the larger group and all the faculty mentors. Presentations included best practices in online student engagement and the digital artifacts that they created in consultation with their FMM.
- **Ongoing professional development:** Because we understand learning as an ongoing process, the OLTCs were expected to participate in thrice weekly professional development sessions about classroom design, inclusion, accessibility, and accommodations, etc., organized through the Maple League.



During the two-week orientation, there were also several smaller information modules covering a variety of subjects, including copyright, accessibility within online platforms, high-impact practices, empathetic design, and more.

Co-Design with Students as Partners Developed Self-Determination

One of the program’s goals is to empower students through partnership, not to merely reproduce the traditional relationship that a teaching assistant or helpdesk employee may offer. Therefore, the OLTCs were encouraged to assume a more consultative role with faculty. They were trained to have extensive knowledge on technology and techno-pedagogy and were able to suggest the best course of action for a particular class need, but also to identify pedagogical pain points that might not work well or be clear for the learners in online/remote learning environments. Empowerment informed many aspects of the orientation and the implementation of the OLTC program. They were co-designers throughout the design and implementation process: they designed the logo, contributed to a communications strategy, built the program’s website, created application forms, managed assessment and metrics, and much more. We embraced SaP at every stage and level of the program, ensuring that student voices and students’ lived experiences and expertise were valued.

“This program was honestly one of the best opportunities I contributed to. Not only did it offer me experience for my future job, I felt like my voice was heard and I contributed in assisting my school. I feel like the work I did is helping students in this major shift of learning. With university, I’ve never expected to be valued as something more than a student, but I was and it was all since Scott, Jessica and George listened to us and encouraged us. The opportunity to be creative and take initiative on many aspects of the program. I’ve loved every moment of this program, and I’m hoping with all my heart that it continues.”

~ Mouna Abdallah, Bishop's University, OLTC

Program Delivery Focused on Partnership

Once the orientation was complete, the program and its website were advertised to faculty via email. Professors who signed up to receive OLTC support were paired with a student working group (SWG) that was divided into five divisions that matched the needs of our university: business, education, humanities, natural sciences and mathematics, and social sciences. Students were, for the most part, pursuing degrees in the same division within which they were assigned. During the first meeting with the faculty member, the SWG conducted a needs assessment with the professor during a one-hour session. The SWG then worked on solutions and propositions to answer the professor's concerns and ensured that their recommendations aligned with the learning objectives of the course. In three to four working days, the SWG delivered a list of recommendations, suggestions, tips, tutorials, and similar resources that corresponded to the specificities of the professor's course, teaching style, and desired classroom experience. The professor and SWG then engaged in regular meetings. Throughout the process, OLTCs workshopped any thorny questions or challenges with support from ITS, a contract instructional designer, or the three members of the OLTC design team. While the OLTCs were working with faculty, the design team also collected frequent feedback from both the OLTCs and faculty through meetings, analyzed quantitative and qualitative data from testimonials, and, after the completion of the program, designed and analyzed the OLTC exit survey.

“The OLTC initiative perfectly aligned with my philosophy, so I was excited to engage from the outset as a mentor in the training – and in subsequent versions as a participant in designing my courses. I wonder why I did not do this a long time ago! (but of course, I should have realized that engaging students as experts in their own learning journeys would help me to unlock my values and bring them more to the forefront of my delivery because of the generativity embedded in this program). This is a complete game changer in higher education and has the transformative power not only to shape classrooms but the post-secondary sector.”
~ **Dr. Heather Lawford, Bishop's University, Orientation Faculty Mentor (Phase I) & Faculty Participant (Phase II).**

OLTCs Developed Key Project Management Skills

Impact OLTCs were divided into five divisional SWGs. In each SWG, one member was chosen by the group as the project coordinator and became responsible for tracking the workload, coordinating meetings, collecting statistics, monitoring progress, etc. This alleviated potential administrative bottlenecks when supporting 77 faculty members across 132 classes with a large team. The project coordinators met twice a week with members of the design team. These “pulse checks” made space for candid and even difficult conversations and troubleshooting team coordination and technical impediments. Additionally, the entire OLTC team met twice weekly on Monday mornings and Friday afternoons. Monday meetings allowed for continuous refinement of the needs assessments and communication pathways with faculty while Friday meetings were a time to decompress, share high points of the work that had happened throughout the week, and ensure that we were continuing to build communities of support.

Phase II Answers the Question, “Can This Live at Other Universities?”

In May 2021, as we moved into Phase II, we analyzed the data from Phase I in order to improve on design and delivery. In addition to reviewing all journals and exit surveys, the Program Director also set up a number of interviews with OLTCs from the pilot to get their feedback—what worked, what didn’t, what could be changed to better help them succeed. Students were important collaborators in how the program was redesigned and implemented.

To restructure the technological training, we also hired an OLTC Design Fellow (a former OLTC from Phase I) to create problem-based assessments of their technological training—so, rather than giving the new cohort of OLTCs a series of tasks (create a quiz on Moodle, for example) they were given scenarios based on the Fellow’s own work the previous year.

The orientation was restructured in a few different ways. First, **foundational pedagogical training was prioritized**, and technical skills were introduced more gradually. This was to respond to the discovery that the OLTCs in Phase I had to relearn and refresh many technological skills after training as it is hard to retain so many new skills on unfamiliar platforms. Some technological training could be pushed towards self-directed learning once they started working.

We ensured there was **consistent time for community building**. We started each day of our two-week orientation with a morning “coffee chat” and the end of each day with a regroup. As some of our training was asynchronous and some in smaller groups, this allowed all the OLTCs to see themselves as part of a larger community and have the chance to build inter-institutional relationships. Finally, since **critical reflective practice** was foundational in Phase I, we added more support. We added a training component, bringing in an external expert to teach the group about critical reflective practice and give them the tools to use the exercise as a space for growth. We also added more feedback loops: three OLTC Design Fellows were assigned to respond to the daily journals and the Program Director also spent time each day reading the journal reflections and used the coffee chats as a space to alleviate concerns, discuss shared experiences, and link their reflections to the training.

Interestingly, and somewhat unexpected, in all three phases the OLTCs report that critical reflective practice was one of the most important things they have taken away from their work and has had the most impact on their daily lives.

Expanding to New Communities Required Different Approaches

Once the OLTCs were trained in early August 2021 a call went out to each institution. We immediately got an influx of signups from Bishop’s University, which was to be expected because the program had already been socialized the previous year. At the other institutions it was slower, but we eventually found traction. Different tactics brought different results at each institution. Individualized e-mails and conversations with our faculty champions brought some course instructors onboard, as did visits to departmental meetings. At one institution, an info session brought the highest influx of new sign-ups. In other instances, word of mouth had the best impact. Once a faculty member worked with the OLTCs to redesign their courses, we would get a number of sign-ups from the same department at the same university.

“The OLTC program was instrumental in making my section of our first-year English Survey course (this past fall term) the best version of that course I’ve ever taught in many years of teaching it. The OLTC interns helped me design the Moodle page for the course to be both invitingly student-centred and comprehensive in its functionality. They were well trained and full of suggestions, helping me explore possibilities I didn’t know existed. This in turn set the tone for the course, and thus contributed indirectly to the vibrant and open atmosphere of idea-sharing in the face-to-face class, despite all the COVID restrictions.”

~ **Dr. Robert Lapp, Mount Allison University, Faculty Participant (Phase I & II)**

Phase III Reduces Barriers and Fosters Diversity

In Phase III, the course *Teaching, Pedagogy, and Technology in Courses* was delivered across the four Maple League universities. The contact hours were reduced from 80 hours in Phase I and II to 36 hours (3-credit course) but student work outside the (virtual) classroom was approximately 72 hours. The challenge was, how do you maintain the integrity of the program under these new constraints? The focus on pedagogy remained, and while technology was also important, EDID was emphasized. The course was further modified through consultation with the students within the first few weeks of class in a SaP-informed approach that incorporated discussions on how to improve and adapt the course outline, topics, delivery, and assessment. Such modifications included components such as contract grading, modified flexible deadlines, and a critical review of edu-technology. It also included a shift from a hybrid to a hyflex delivery for students who wanted more flexibility in choosing participation mode.

“This type of course was one in which my neurodivergence was one of my biggest skills rather than being seen as a detriment in a typical classroom. This class was one of the first where I felt it was safe and okay to show up fully as my entire being rather than in incremental segments. I believe this course is a testament to what education could and should be. I will be forever grateful for the experience and the ability to grow both as a student-as-partner and person.”

~ **Student enrolled in the three-credit course (Fall 2021)**

Thanks to the design, recruitment, and CEWIL funding (that significantly reduced financial barriers), the course was very diverse across racialization, sexuality, gender, sex, level (with students from second year to Ph.D.), and location (international students, Indigenous, local, etc.). 70% of students identified as a member of a historically excluded demographic in an anonymous survey, compared to 30% in Phase II (which is still significantly more diverse than the general student bodies at these four universities). The course addressed equity, diversity, inclusivity as well as decolonization and disability in both structural and personal ways. Reducing structural barriers and then ensuring EDID was central to the pedagogy the class studied, discussed, and deployed, meant a marked shift in rethinking how to refocus faculty and students themselves on radical inclusion, adapting pedagogy, and critical thinking about learning. Students noted this radical inclusion several times during the course and were enthusiastic about what they viewed as a significant shift in Post-Secondary Education they hoped to see in their future courses.

5 IMPACT ON STUDENT LEARNING



We have been committed to measuring impact throughout the process, and have done so through focus groups, panels, surveys, and polls. In Phase One we administered an “Exit Survey” to the OLTCs at the end of their contracts in May 2021. Results from the OLTC exit survey suggest that the participating students learned several skills and acquired new aptitudes. Their answers also indicate that the initial program goals were met.

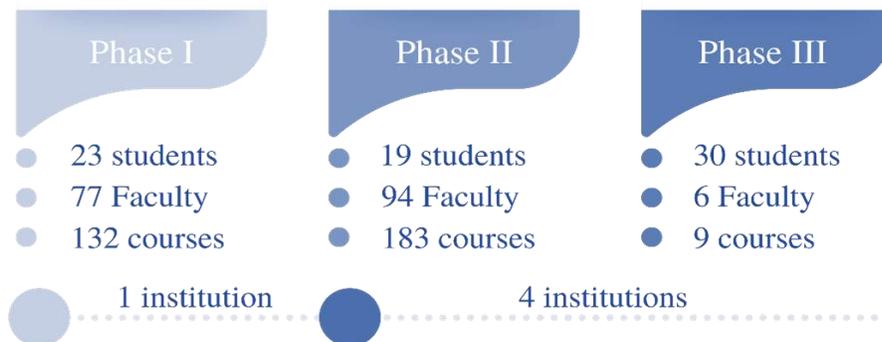
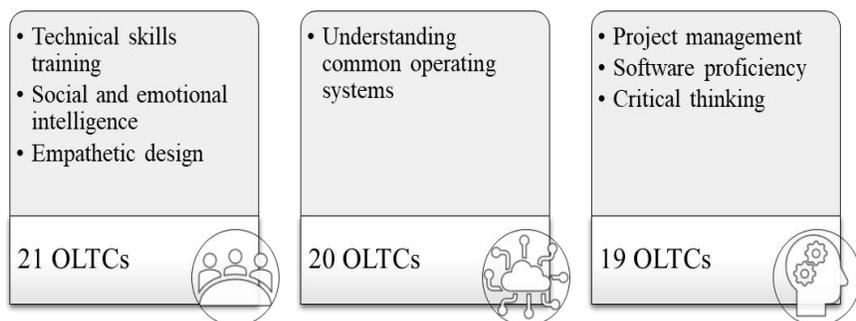


Figure 1. Phases of the OLTC Program

Quantitative data

- 80% of the OLTCs reported feeling engaged in the different design aspects of the program
- 100% of respondents reported that the program challenges students’ ways of thinking and makes space for different points of view through collaboration.
- They also highlighted that they better understand the challenges faced by faculty in preparing for the upcoming year (e.g., emotional labor of course design and delivery, challenges with technology and platforms, student engagement, building student communities, etc.) and their central role as student partners in the co-design of the 2020-2021 year.

Figure 2. Number of OLTCs reporting a development in each competency ($n=23$). The top three factors that fostered this development were working with their SWG, orientation, and autonomous learning.



“Engaging in a Students-as-Partners position allows for a brighter space for discussion and development without the worry of a power dynamic. The pandemic affected everybody and we, as students, must remember that our professors are learning and growing along with us.”
 ~ **André Lacroix, Bishop's University, OLTC**

“It's made me a more understanding person in general. In discussion I am able to properly assess someone's process and can adapt the way I treat conversations to properly suit everyone I am with.”

~ **Loch Baillie, Bishop's University, OLTC**

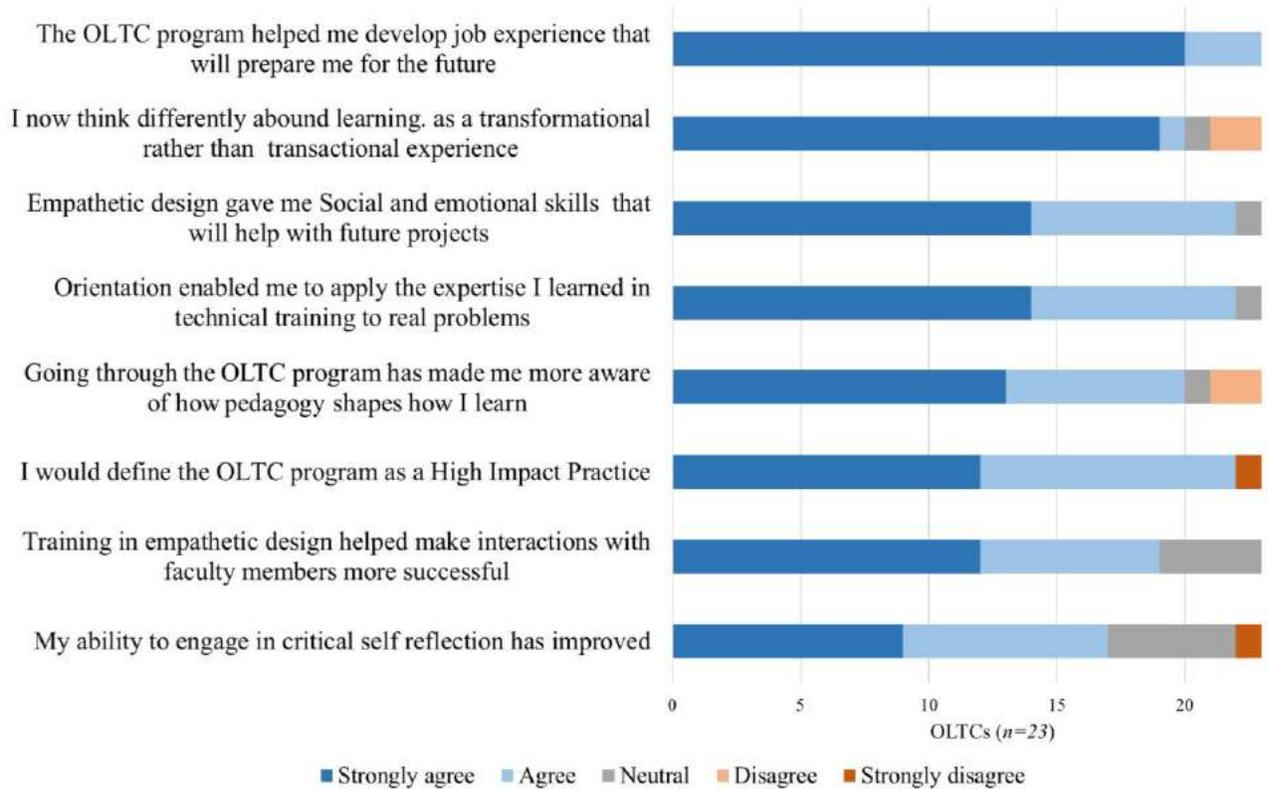


Figure 3. OLTC Exit Survey (Phase 1): Evaluation of the Program

As illustrated above, 22 OLTCs agree or strongly agree that empathetic design gave them social and emotional skills (SES) that will help with future collaborations.



“I really appreciate that it's given me my first work experience in Canada and broken me into the workforce here. It's improved a lot of my soft skills and opened my eyes to the world of teaching/pedagogy and acceptance of various opinions.”

~ **Mojibola Obadimeji, Bishop's University, OLTC**

When asked to elaborate about the impact of the program on their life, the OLTCs reported the following elements (methodology: qualitative responses were submitted in a proportion respecting cloud).



Figure 4. Word Cloud Created from the OLTC Exit Survey (Phase I)



Figure 5. Word Cloud Created from the OLTC Journals (Phase II)

During Phase II, students who acted as Student Champions also reported a significant development in various competencies, including their leadership and innovation skills.

“Working as an OLTC Student Champion has enabled me to combine training around equitable, inclusive, and diverse pedagogy and technology with life experiences to partner with student peers and faculty in identifying and co-creating opportunities that will enrich the student population and local community. It is encouraging and inspiring to be part of a program that in addition to recognizing the value of students as collaborators, actively invests in future-facing skills development and provides the opportunity for personal and professional growth centred around critical thinking, critical empathy, social and emotional skills, and Communication.”

~ **Denise Roy-Loar, Mount Allison University, Student Champion 2021-22**

“For me, it proved that thinking outside the box is the best path towards innovation, and letting students govern this change is even better. Seeing that such a level of empowerment is achievable and sustainable also helped me exercise my own sense of initiative and made me take-on projects with more confidence. I am now more aware that, as a student, I possess my own sort of expertise, and that the act of passing knowledge doesn't have to be unidirectional. All these principles I have learned apply to more than just education since they are, at their core, advocating for values such as inclusion, equity, open-mindedness or empathy—all of which, I know, can only have a positive impact on both my attitude and my worldview.”

~ **Cécilia Alain, Bishop's University, Student Champion 2021-22**

One of the overarching goals of this program was to foster critical hope as we co-navigate challenges and opportunities in higher education with the OLTCs. We are proud that out of the 23 students of the first cohort, 21 report that the program has made them more hopeful towards the future of higher education.

Impact on Faculty

The OLTC program provides faculty and staff with the support, knowledge, and skills to create campus environments that promote and support student learning while equipping those faculty and staff with the ability to foster more inclusive and student-centred environments and transform alongside students. The OLTC Program embraces messy spaces of uncertainty as faculty interrogate their own pedagogy and find new ways to increase the clarity of their course materials and content and to improve accessibility and inclusion. Faculty reported that the students helped them visualize what their course would look like online, provided them with creative ideas, and brought solutions that they would not have considered otherwise. Some also reported that being learners and allowing themselves to be vulnerable helped them step outside of their usual position of authority, and that the students' enthusiastic support and genuine care helped them overcome their insecurities.



“The OLTC program dramatically changed the way I think about and practice university teaching. Though I have collaborated with students as teaching fellows and research assistants for many years, the intensive training that forms a core component of the program enabled participating students to develop expertise which, combined with their lived experience, allowed them to be transformative partners in the reimagining of my courses. From foregrounding a land acknowledgement on my course website to recommending updates in my syllabus in line with Universal Design for Learning principles to creating an interactive map through which my third-year students could better visualize the religious landscape of Heian Japan, my courses have benefited concretely for the opportunity I have had to participate in this path-breaking program that designs not only for delight but also equity.”
 ~ **Dr. Susan Andrews, Mount Allison University, Faculty Champion 2021-22.**

Impact on the Institutions and the Landscape of Higher Education

Dr. Jeff Hennessy commends the program for having a lasting impact on the university:

“The OLTC program has been a creative intervention in pandemic pedagogy and stands out as innovative in the landscape of higher education in Canada. As post-secondary institutions around the world struggled to move to remote teaching in March 2020, universities that placed value on student-centred learning had a unique set of challenges: how do we partner with students on delivering a high quality 21st-century education? At Mount Allison University we value inclusive and accessible undergraduate education: the OLTC program resonated for us because it anchored our fundamental values in practice.”

~ **Dr. Jeff Hennessy, Mount Allison University, Vice-President Academic and Provost**

Although the long-term impact of the program on our four institutions is too soon to measure, the feedback we have gathered to date (May 2020 – January 30, 2022) has already demonstrated how it has influenced the quality of course delivery.

Metrics of Mobilization

Peer-Reviewed Publication **1**
Awards & Recognitions **3**
Conference Presentations **4**



4 News Stories (Maclean's, CBC)
2 Cross-Institutional Virtual Panels
9 Blog Posts



The OLTC program has always been, at its heart, a series of research questions. Can we re-imagine student and faculty relationships to design a 21st century education? How do we empower students through transformative learning (including in Work-Integrated learning) to re-imagine higher education? When we shared this program across the four universities we added the research question, “Can this program flourish in other institutional cultures? We collected data, measured impact, and were informed by SoTL in order to engage in adaptive design. Our research approach means we’ve also shared our findings at every phase, giving talks at conferences, publishing in peer-reviewed journals, and sharing our process in blogs and OpEds.

The OLTC program has also attracted over \$400,000 in external funding from BHER, ICTC, Canada Summer Jobs, and CEWIL. The funding agencies have tremendous interest in seeing how this program can be scaled and adapted to place students at the heart of co-designing post-COVID classrooms.

Peer-Reviewed Publication

Riddell, J., Stoddard, S. & Gadoury-Sansfacon, G.-P. (2021). “Building institutional capacities for students as partners in the design of COVID classrooms.” *International Journal of Students as Partners*. Volume 5, Issue 2.

Awards and Recognitions

At Bishop’s, the program received an Impact Award, the highest honour given to an individual or group in the 2020–2021 Student Representative Council Awards.

- Nominee, Prix de la ministre en enseignement supérieur 2022: Volet Formation à distance
- Nominee, Prix de la ministre en enseignement supérieur 2022: Volet Ressources éducatives
- Student Representative Council Impact Award, Bishop’s University, 2021.

News Stories

The program has attracted a great deal of national and international interest. Our work has been cited in reports on innovation in the time of COVID (cf. Gibbs & Wood, 2020), was featured in Maclean's Magazine, and was showcased on the CBC radio.



“How a Long Sault student helped adapt to the pandemic.” (2021, July 28). *Cornwall Standard-Freeholder*.

Interview with Alisha Winter
(Bishop's OLTC 2020-22, OLTC
Design Fellow 2021)



Baillie, Loch. (2021, June 17).
“Leaning into distance learning.”
Maclean's.

<https://www.macleans.ca/education/leaning-into-distance-learning/>

International Conferences & Summits

The program founders were invited at a virtual convention in collaboration with the University of New South Wales in Australia in October 2020. Attendees commented on the program, calling it “fabulous” and “inspirational,” and expressed that they hoped it “continues and spreads worldwide.”

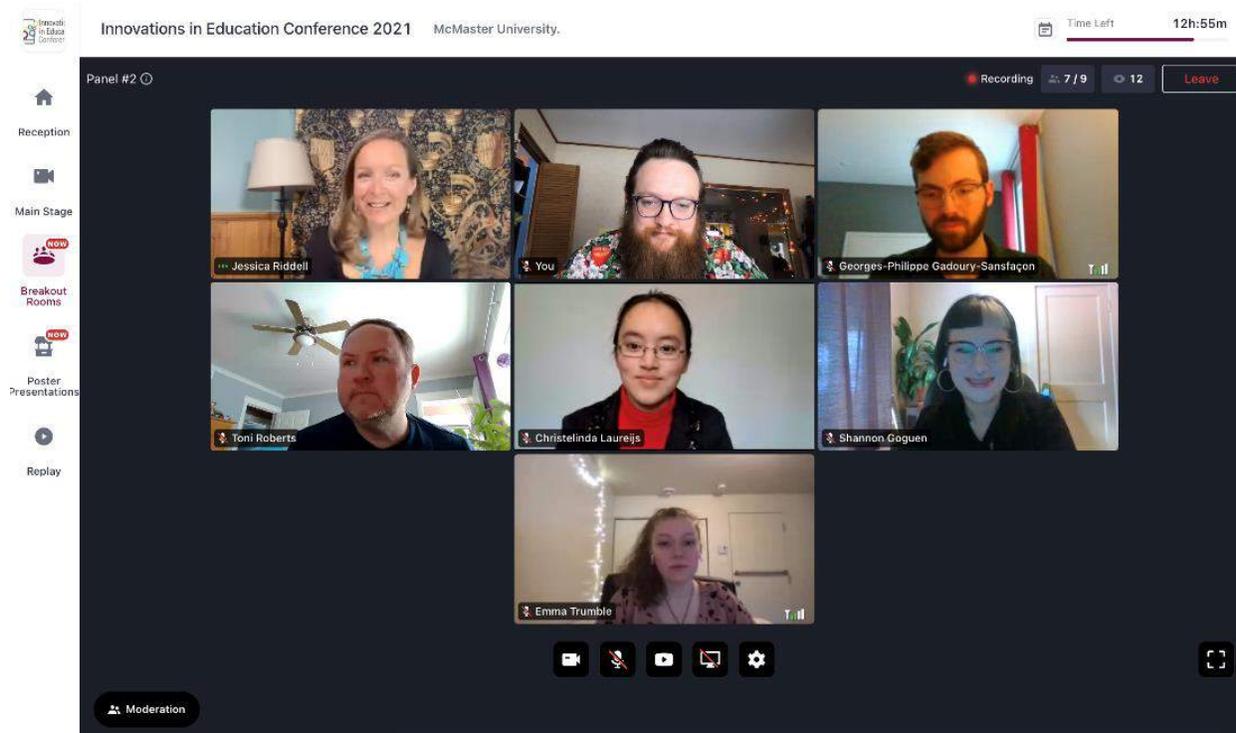


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Dunleavy, M. & Riddell, J. (2022, February 23). “Student Collaboration in Course (Re)Design” Presentation at the 2022 EDC Conference hosted by the University of Waterloo

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6 FUTURE DEVELOPMENTS: STAKABLE MICRO-WIL BADGES



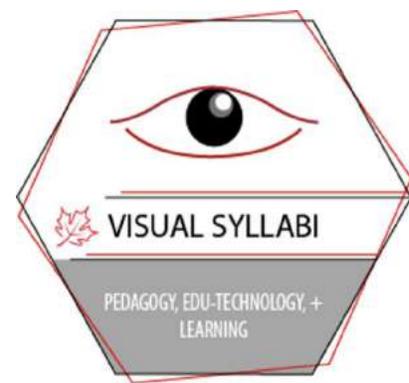
We are now in the process of launching a Phase IV in a larger plan to create several pathways (a transformative work-integrated learning program, a three-credit course, and a micro-certificate) to reach different students. This Phase IV, which we hope to offer alongside the other programs, offers yet another way to build the same skills and knowledge as the OLTC Program. In this phase, we have reshaped the training into a series of micro-WIL opportunities that are stackable, and students can work towards a record of completion. Typically, Work-Integrated Learning (WIL) experiences involve a large time commitment for both students, faculty, and employers/partners: apprenticeships, co-operative education, field placements, and other similar experiential learning opportunities can take a semester or longer to complete. Micro-WILs attempt to fill a gap in the WIL field for students that cannot be involved in such lengthy projects or for shorter challenges that cannot be spread across such a length of time. According to the Business + Higher Education Roundtable, “these short bursts of work-integrated learning still expose students to the realities and pressures of the workforce but are less immersive than full-time WIL” (BHER, n.d.).



The Micro-WIL experiences we have created contain two parts:

1. A short workshop/training session on a given topic, and
2. A challenge/project related to that topic.

First, students are introduced and trained on a given topic/area and then they use their new training and experience as students to complete your challenge. These challenges can be competitive (think, case competition) or part of a large project (think, hackathons). Students gain valuable experience and are compensated (for example, prizes for a case competition or gift cards when collaborating on a large project). These Micro-WILs offer students a chance for transformative professional development opportunities that can supplement their degrees. The OLTC stackable Micro-WILs provide students with insights into Higher Education pedagogy and educational technology. Each Micro-WIL covers a specific topic related to Pedagogy, Educational Technology, and Learning in Post-Secondary Education. These will provide students introductions to these topics and a chance to apply new learning but are not intended to be exhaustive, as we acknowledge that the complexities of many of these topics cannot be covered in a single, short workshop.



Draft Badge for the Visual Syllabi Micro-WIL

Students will have the opportunity to gain Micro-WIL badges in the following areas:

Hopeful Pedagogy		Accessibility
Resilient Pedagogy		Visual Syllabi
Learning Objectives		Critical Empathy
Marking and Grading		Bloom's Taxonomy
Learning-Centred Syllabi		Educational Technology
High-Impact Practices (HIP)		Critical Reflective Practice
Equity, Diversity & Inclusion (EDI)		Learning Management Systems
Universal Design for Learning (UDL)		Culturally Responsive Pedagogies
		Formative and Summative Assessment

Reflections

The OLTC program has been an exercise in critical hope at a time when the post-secondary sector has been under intense pressure. Canada tops the list as the most educated country in the world, according to the Organization for Economic Co-operation and Development (OECD). However, recent polling by CAUT reveals that while “most Canadians believe that it has never been more important to get a post-secondary education,” only 68% of first-year undergraduate students believe that university is worth the financial investment (CUSC 2019). The cost of higher education, the future of work, and pressing social issues (climate change, poverty, income inequality, food instability, racism, gendered violence) exposes the need to deliver high quality, accessible 21st-century education: we must equip new generations of thinkers to tackle wicked problems. The pressure has never been higher, and yet we have learned that we cannot use old tools to solve new problems.

As we enter year three of a global pandemic, we have more disturbances to manage, more wicked problems to tackle, and more cognitive and emotional labour to expend. The OLTC is a model of collaborative engagement – in the classroom, within the university, and amongst the four institutions.

It is only appropriate then that we conclude the report with the voice of one of the inspiring OLTCs:

“The OLTC program was a reinjection of hope. It still is, as we build for new challenges and new collaborations, as we tentatively tiptoe out from behind our screens and back to the classroom. As we tell ourselves to not go “back” to normal but forward through the pandemic portal with all of our findings and all of our shared hope. I am inspired by the work of my colleagues, by their empathy, and creative visions for bettering the landscape of higher education through collaboration.”

~ **Sally Cunningham, Bishop's University, OLTC (Phase I)**

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