

Maple League of Universities Monthly Report

November 30, 2021



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Executive Director's Note:

The President of St. Michael's College (University of Toronto) David Sylvester says that universities are anchors of hope in our communities. Yet, the gap between what we say we do and how we operate is wide and widening in Canadian PSE (cf. Harvey Weingarten's new book *Nothing Less Than Great*, UTP, 2021).

How do we align values and practices so that universities fulfill their moral contract with the broader society? And, equally important, how do we design hopeful and resilient systems?

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 ethical, and more rigorous education for all students. The major trends – ethical use of technologies, increasing internationalization, and shifting job sectors – are exciting, especially for institutions that have a clear guiding vision about quality education.

Furthermore, we must not merely respond to but in fact take the lead on pressing human rights issues, including fulfilling the recommendations of the Truth and Reconciliation Commission and decolonizing the academy, tackling sexual harassment and gendered-based violence on our campuses and beyond, creating more inclusive spaces for historically excluded and equity deserving groups.

In the next decade, the onus is upon all of us to ensure universities are places where we think carefully, responsibly, and ethically about the major social, economic, and philosophical issues of our time. And, moreover, we grasp the shapes of these issues but also find ways to intervene and become active members in finding solutions to our society's most pressing "wicked problems."

However, we have inherited 19th century systems that are now floundering in a 21st-century context. The work ahead, therefore, must be transformative - and inspire us all to create and support innovation in a climate that compels us to think carefully and creatively about our current university systems. In doing so we must imagine a university model that provides a better, more ethical, and more rigorous education for all students.

Furthermore, universities must be at the forefront of recovery efforts in a post-COVID world: the landscape of higher education in Canada has changed dramatically over the past year and our

understanding of a 21st-century university has shifted under intense pressures and tensions. As we cross the pandemic portal, we must be willing to think differently, dream big, and lead creatively and courageously.

Change, as we know, is disruptive. Universities are designed to endure, not to adapt. Indeed, Dru Marshall, former Provost at the University of Calgary, spoke recently about how universities are transactional, and that Canadian PSE has experienced a mission drift away from the visionary and aspirational mandate we have as publicly funded social institutions.

What are we to do? Despair is an option. After confronting resistance such as a particularly difficult meeting or challenging conversation or barrier one did not expect, I often play the following game with beloved thought partners that goes something like this:

Let's start a brand-new university.

What would it look like?

What would we teach?

Who would we hire?

How would we govern?

But fictional universities borne from despair are inherently lazy and not terribly helpful. Most of us don't have the luxury of starting fresh, and even those institutions that are new and shiny are still stuck with the same provincial funding models and populated by humans who have navigated (and internalized) older systems. "We must," some old salty dog once told me, "dance with the girl that brung us."

In the past few months, I have embarked on a series of conversations and have designed a research agenda that will interrogate the design principles necessary to build Hope University. Equal parts philosophical and practical, this project seeks to create a guide for people engaged in the thought work of universities.

The Maple League of universities has been a crucial incubator for these ideas. These four small but mighty universities punch above their weight in the post-secondary sector, and have differentiated themselves by their ability to collaborate. In a recent tweet, VP Teaching and Learning David Hornsby (Carelton), remarked: "Universities need to eschew toxic competition in favour of critical collaboration. The worlds most pressing challenges require it. This is why I am so inspired by the @TheMapleLeague" (November 20, 2021).

In creating spaces between and across the four universities, we've been able to beta test concepts, design projects, and foster conversations through our diverse communities of practice. By taking a deep dive into the local, particular, and disciplinary, we have gleaned a myriad of insights and strategies that help us all design better, think more deeply, and hope harder.

~ *Dr. Jessica Riddell, Executive Director, Maple League of Universities*



David J Hornsby
@DavidJHornsby

...

Fully agree with @SEBuitendijk. Universities need to eschew toxic competition in favour of critical collaboration. The worlds most pressing challenges require it. This is why I am so inspired by the @TheMapleLeague and Ottawa's Education City initiatives.



Prof Simone E. Buitendijk @SEBuitendijk · Nov 20

The sense of competition with each other inevitably seeps into our internal reward and recognition systems. That is making university communities increasingly miserable. medium.com/university-of-...

9:09 AM · Nov 20, 2021 from Ottawa, Ontario · Twitter for iPhone



MICHELE ACUTO @MicheleAcuto · Nov 20

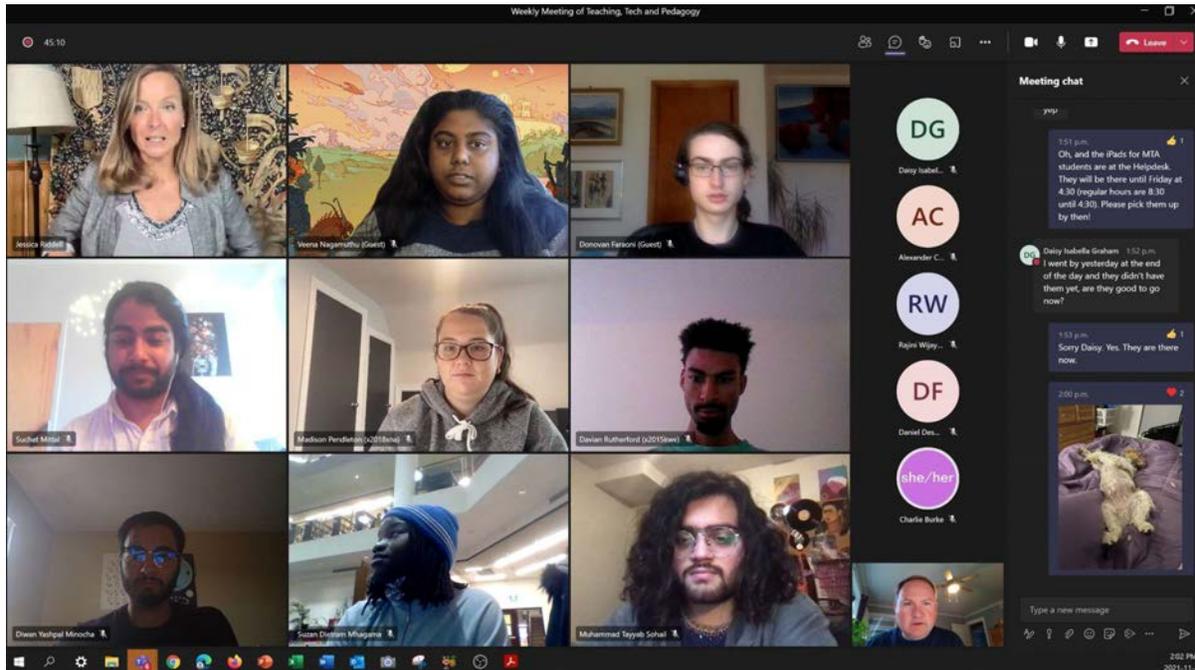
Replying to @DavidJHornsby @SEBuitendijk and @TheMapleLeague #ditto. Watching with quite some interest @TheMapleLeague 🧐



I. Extraordinary Student Experiences

Dr. Riddell Hosts a Hope Summit for the Fall OLTC Maple League Course

On November 24, 2021, Dr. Jessica Riddell joined SOC499 the OLTC Maple League Course (hosted at Mount Allison with 30+ students from across the ML universities) to engage in a three-hour Hope Summit. Over the course of their time together, Dr. Riddell delivered two plenary talks -- one on building “hope-full” spaces, and the other on building Hope University. The focus on co-design meant there were a number of break-out sessions, writing reflections, think-pair-shares, and workshoping case studies. Students were given a series of theoretical lenses and come out of the session with concrete and actionable strategies for helping faculty design 21st-century classrooms animated by hopeful and resilient systems.



OLTC Program is Heading to the Innovations in Education Conference



On December 10th, Matthew Dunleavy, Dr. Jessica Riddell, Toni Roberts, & Georges-Philippe Gadoury-Sansfaçon will conduct a roundtable at the Innovations in Education Conference at the Macpherson Institute, McMaster University, Ontario. They will also be joined by three OLTCs for a Q&A from the student perspective.

As the abstract for the roundtable (“Student as Partners in Curricular and non-Curricular Work-Integrated Learning”) shows, they are sharing the journey of the OLTC program as it has grown and been adapted over the past two years:

The COVID-19 pandemic in 2020 posed several challenges to Post-Secondary Institutions, including the move to online learning in a short amount of time. In June 2020, Bishop’s University hired 23 students as Online Learning and Technology Consultants (OLTCs) to help faculty prepare for Fall 2020. They underwent training on Students as Partners (SaP) literature, empathetic design, pandemic pedagogy, High-Impact Practices, and authentic learning design. After their training—which included online modules, simulations, faculty mentorship, and technology training—the program launched in July 2020.

Following the success of the SaP model for course design during the Bishop’s pilot, the Business + Higher Education Roundtable (BHER) provided support to expand the program across the other three institutions that make up the Maple League of Universities (Acadia, Mount Allison, and St. Francis Xavier). In this roundtable we will share the program’s impact on students, faculty, and the institutions more broadly across three phases of the project: Phase I—the Bishop’s pilot (2020-21); Phase II—the co-curricular Work-Integrated Learning expansion of the program across the Maple League (2021-22); and, Phase III—a 3-credit, curricular Work-Integrated Learning version of the program hosted at Mount Allison (Fall 2021).

We will share how adopting SaP in the design of COVID classrooms increases students’ social and emotional intelligence, technical and digital literacy skills, critical thinking, project management and other significant learning gains. We do not, however, solely see the benefits in students, but will illustrate how faculty and teaching staff involved in the program and consulting with students during course design have been transformed themselves and have created more accessible, adaptive, and flexible learning environments for their students.

OLTCs Ready to Prepare Winter Courses

Across the Maple League, Online Learning and Technology Consultants (OLTCs) have successfully supported over 100 Fall 2021 courses since expanding the program across Acadia, Bishop's, Mount Allison, and St. Francis Xavier this summer. As Fall courses wind down, OLTCs are ready to consult on plans for January; whether you are in the earliest stages of course development or already have everything set to go, the OLTCs are ready to get in-person, online, hybrid, or hyflex Winter courses ready for delivery.



To register your interest in having OLTC assistance for your Winter class(es), please follow [this link](#) to find the registration form for your university.

Mount Allison OLTCs Reflect on Student-as-Partners in New Micro-Blog

In “[More than Just Moodle: Student-Educator Collaboration in the OLTC Program](#),” on the Maple League blog, Shannon Heather Goguen and Christelinda Laureijs discuss their work with faculty over the last term and reflect on how they “are in the unique position of being able to take what [they]’ve learned about pedagogy and combine it with [their] lived experiences as students.”



II. Faculty and Staff Engagement

The Maple League Book Club Wraps Up Decolonizing Education with an Energy and Hope



The final book club sessions for Marie Battiste's *Decolonizing Education: Nourishing the Learning Spirit* met in the last week of November. Fifty-three faculty, librarians, and staff from the Maple League and beyond completed the book club, and while feedback surveys are just starting to come in, they have been overwhelmingly positive.

In January the Book Club will be reading *Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)*, and we've already fielded many emails requesting to take part!

I thoroughly enjoy participating in the Maple League Book Club. It's been a great opportunity to network with awesome people at other institutions and I have learned a whole lot from the unique combination of perspectives that gets pulled together in each group I've been a part of.

~Anonymous Book Club survey respondent

Better Together Reaches Farther Than Ever



After starting the month with an exciting and inspiring talk about gamification from StFX’s Donna Trembinski and Russell Wyeth (*Innovative Engagement: 21st Century Lecturing Tools & Strategies*), we hosted our first Maple League Hosts session on

November 18th.

Maple League Hosts is a special Better Together series where we bring in luminary thinkers from outside the Maple League. It presents a unique opportunity to elevate the Maple League beyond our usual sphere. This session, *Socially-Just Pedagogy and the Future of Universities* with Carleton University’s Associate Vice President (Teaching and Learning) Dr. David Hornsby, drew over 110 registrants, our highest number yet for a Better Together session. It also boasts the most outside institutions being represented, with over 35 universities, organizations, and governmental bodies represented in our audience.



Maple League @TheM... · 2021-11-16 ...
Did you know that our Maple League Hosts guest this week, @DavidJHornsby, has written FOUR books on Teaching Excellence and Transformative Learning?



Join the conversation on Thursday, November 18th at 11 (ET)/12 (AT)!

Register here: [TinyURL.com/ML-Socially-Ju...](https://tinyurl.com/ML-Socially-Ju...)



Dr. David J Hornsby - Nov. 18 @ 11ET /12AT
[TinyURL.com/ML-Socially-Just](https://tinyurl.com/ML-Socially-Just)



All our Better Together sessions can be viewed on [our YouTube channel](#).

The Winter Season of Better Together is already taking shape and promises to continue being a source of community and inspiration across the Maple League and across the country.

A New Series on Award-Winning Educators

We are putting the gears into motion for a new public-facing series promoting Maple League teachers who have been recognized as leaders and innovators in education. The **Award-Winning Educators Series** will include interviews (on YouTube and through a podcast) and social media profiles of each participant, as well as a roundtable discussion with all of our Award-Winners presented as part of the Better Together Series.

The Maple League Micro-Certificate in Teaching and Learning Sets its Sights on Success



The 12 participants in the pilot year of the Maple League Micro-Certificate in Teaching and Learning have been regularly engaging 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.

While they continue the process of self-reflection and evaluation, they are starting 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).

III. External Engagement

EduNOVA & the Maple League Explore the Future of Collaboration in Higher Education

The new President and CEO of EDUNova Co-operative Limited, Shawna Garrett, is familiar to many across the Maple League, having previously been the Registrar at Mount Allison University, and before that held registrarial positions at Acadia University, NSCAD University, College of the North Atlantic – Qatar. “EduNova “is a co-operative industry association of education and training providers in Nova Scotia, Canada. With an office in the province’s capital city of Halifax, we are the only provincial education and training co-operative in Canada. EduNova’s mandate is to work with members to raise the profile of Nova Scotia’s education and training expertise. EduNova’s focus is on collaborative international recruitment activities and the identification of international project opportunities” (<https://studynovascotia.ca>). Shawna Garret has met with the two Nova Scotia-based Maple League university presidents as well as the Executive Director of the Maple League, Dr. Jessica Riddell to discuss potential overlaps and explore the possibility of joint knowledge exchange, particularly around internationalization and international mobility, micro-credentials, and the education pipeline that ensures we are ready for future skills in a rapidly changing job market and global economy.

Maple League International Offices Awarded \$800,000 to Collaborate on Decolonizing Education Abroad

Member institutions of the Maple League of Universities have received a Global Skills Opportunity grant to develop and launch a program for Indigenous students to participate in an international experience together. The program is called “Nation to Nation: Building Indigenous Knowledge Across International Borders”.

Students from Acadia University, Bishop’s University, Mount Allison University, and St. Francis Xavier University will come together to have a short-term study abroad experience in Belize through Galen University in the spring 2022 term focusing on sharing their Indigenous experience and learning about other indigenous cultures abroad.

In May 2022, students will attend Galen University to have an immersive two-week experience that combines in-class teaching, field trips, community engagement, and group and individual reflection. Students will receive academic credit for their experience. The group will travel to multiple locations around Belize to learn about the Yucatec, Mopan, Garinagu and K’ekchi cultures of Belize. Guest speakers and visits to cultural sites will form the basis of this immersive learning journey.

The topics that will be covered in the course titled “Indigenous Cultures of Belize: Preserving Indigenous Culture and Heritage through Decolonizing the Narrative” are:

- Language Preservation (Ancient Maya Hieroglyphs, Garifuna, Yucatec, Mopan & K’ekchi)
- Cultural Heritage & Education
- Food
- Indigenous Governance & Land Rights
- Environment & Health
- Indigenous Innovations

Some highlights of the program will be:

- Meeting the Governor-General of Belize, Froyla Tzalam (Mopan Maya)
- Visiting the Institute of Archaeology and the Institute of Social and Cultural Research to learn about the mandate of safeguarding Belize’s Indigenous cultures
- Hearing from guest speakers, Christina Coc, Tim Mesh and Filiberto Penados that will discuss the Maya of southern Belize land rights case that won at the Caribbean Court of Justice against the Government of Belize
- Workshops with local traditional healers
- Visits to local farming communities to learn about staple crops, cacao and corn
- Visit to the fishing community of Hopkins where students will snorkel and learn about fishing rights

22 students from the four universities will be selected to participate in the program. They will be accompanied by an Indigenous faculty member and an Indigenous Elder. The application period will open on December 6th and will close on January 7th.

Dr. Riddell Meets with Founders of the Future of Work Skills Program to Explore Collaborations

The Maple League is, at its heart, is an academic entrepreneurial endeavour, and supports competencies of creativity, innovation, and design thinking. It is therefore a natural conversation to have between the consortium and this new educational start-up that engages in transition training for entrepreneurship mindsets for new employees moving from Higher Ed into the workforce. Founded by three Bishop's alumni, Adam Peabody, Katie Leclair, and Shayne Cowan-Cholette (*pictured, with Dr. Riddell*), The Future of Work Skills program is on a mission to future-proof the Canadian workforce while accelerating ROI for employers. Launched in 2020, the twelve module curriculum focuses on the Top 10 Skills Wanted by Employers today. Adam and his team met with Dr. Riddell during a work retreat November 15-19, 2021.



The Future of Work Skills program uses a proprietary curriculum focused on intentional skills training + experiential & self-directed learning. So far, the program has engaged over 500 students across PSE and secondary schools in Atlantic Canada. 100% of graduates say they now feel more confident, prepared, and engaged entering the workplace. 100% of employers matched with participating students say they notice a significant difference in productivity within the first ten weeks. The Future of Work Skills program is seeking partners in private industry, education and government as they look to scale program access across Canada starting in 2022. The Maple League is a rich space for exploratory conversations about collaboration around the development of social and emotional skills through a 21st-century liberal education. Stay tuned!

MAPLE Business Council & Maple League Business Deans Discuss Future Collaboration

On November 18th the Maple League Business Deans met with Stephen Armstrong (Co-Founder and President of MAPLE Business Council) and John Costanzo (New York Executive Director of MAPLE Business Council) to brainstorm potential next steps in an emerging partnership. As the MAPLE Business Council reaches a wide audience of business and industry leaders, they are eager to make cross-border strategic alliances to create more value. They are drawn to the innovative work that the Maple League is doing in higher education and the Quebec and East Coast regions where innovation is flourishing. The group discussed

potential areas of engagement such as OER resources, a non-financial MOU, internship/mentorship possibilities, and network expansion through knowledge mobilization. John also shared his conversation with the Dean of Hofstra University's business school in Long Island, NY who is interested in a certification in cross-border business potentially in collaboration with a Canadian university.

OLTC Program the Maclean’s 2021 Canadian Universities Guidebook

A former Bishop’s OLTCs, Loch Baillie, wrote about the Program for the *Maclean’s 2021 Canadian Universities Guidebook*. This print edition of Loch’s article lands in the hands of over 118,000 readers this month!



Below is an excerpt of the article that can be found [here](#).

“My work has made me further appreciate what teachers do and has taught me that it is essential for students to co-design their learning journeys. So much unseen planning goes into the creation of university courses, from choosing the topics that will guide the curriculum to assigning percentages to assignments in the gradebook. I was able to witness this process as an OLTC while giving insight as a student about what I believed would work best in a digital classroom. After all, who better to advise teachers on their instruction than those being taught?”

Research Findings on Bishop's OLTC Phase I Now Published

Dr. Jessica Riddell, Scott Stoddard, and Georges-Philippe Gadoury-Sansfaçon have recently been published in the *International Journal for Students as Partners*. Their article, “**Building institutional capacities for students as partners in the design of COVID classrooms**,” presents their findings from the OLTC Phase I pilot at Bishop's University and “demonstrate[s] that working with students as partners in the design of COVID classrooms increases students' social and emotional intelligence, technical and digital literacy skills, critical thinking, project management skills, and other significant learning gains.

International Journal for Students as Partners

Vol. 5, Issue 2, November 2021

CASE STUDY

Building institutional capacities for students as partners in the design of COVID classrooms

*Jessica Riddell, Department of English, Bishop's University, Canada.

Georges-Philippe Gadoury-Sansfaçon, Department of Mathematics and Psychology, Bishop's University, Canada.

Scott Stoddard, Information Technology Services, Bishop's University, Canada.

Contact: jriddell@ubishops.ca

The design and delivery of the Maple League as an inter-institutional collaboration has been from the outset a series of research questions. How do universities re-wire mindsets to collaborate? How does change happen within and amongst institutional systems? Where are the levers for change? How do we measure impact? As part of this ongoing set of questions we've created a robust series of research projects and will be disseminating findings - through international conferences, peer-reviewed journals, white papers, and monographs - in the coming months. As part of the professionalization of this research focus, and acknowledging the many contributors to knowledge production and mobilization, we have spent the past several months developing guidelines and policies around intellectual property and co-design; these can be found on our [Maple League website](#).

IV. Equity Work

Maple League Statement on Equity, Diversity, Inclusion, and Belonging

Values:

Accountability
Acknowledging Complicity
Listening Better
Committing to Action
Designing with compassion and empathy

Context:

Over the past few years, social justice movements have exposed inequalities and injustices related to anti-black racism, residential schools and reconciliation, the #metoo movement, islamophobia, trans- and homophobia and other forms of discrimination. We stand in solidarity with colleagues and communities that have been historically excluded. This is also a time to commit to concrete action.

While work is ongoing across the Maple League, we know that there is a great deal more to be done. The harms of residential schools and other colonial practices, anti-black racism, islamophobia, and other forms of discrimination are embedded in institutional structures -- and these harms have been enacted for centuries. Indeed, the horrors committed at Indian Residential Schools across Canada were done in the name of education. Universities, therefore, have an inherent responsibility to acknowledge and address our own complicity as we work towards justice, truth, and reconciliation.

The path towards repairing these harms, dismantling systemic inequities, and re-thinking structural, institutional and hegemonic systems is not straightforward, nor is it a matter of a few policy changes. We are on this journey for generations to come.

Here are some of the actions we worked towards from June 2020 to present (November 2021), acknowledging there is much work to be done and many lessons to learn on this journey as individuals, institutions, as a consortia, and through our diverse communities of practice:

1. PROGRAMMING: Maple League programming has focussed on EDI with clusters of events (webinars, panels, and synchronous sessions) addressing anti-racism in academic spaces. In the

2020 - 2021, for example, the Better Together Sessions (weekly) and the Maple League Hosts (monthly) programming offered a series of webinars with topics that included discussions on anti-Black racism, practicing anti-racism in academic and community spaces, and decolonization. Programming reached over 600 stakeholders across 47 universities.

2. STRATEGIC VISIONING: We have engaged in EDI strategic visioning regularly, including facilitated sessions in August 2020 with external facilitators/experts, strategic visioning through consultations with EDI taskforce chairs (Winter 2021 term), and through the Maple League Teaching and Learning Committee (MLTLC) week-long strategic retreat with discussions of EDI and culturally responsive pedagogies (June 2021). We continue to consult, listen, and change. We do so by trying to sit in the discomfort of this process and listen, learn, and share.

3. BOOK CLUB: In the Fall 2020 term we hosted an inter-institutional book club focusing on anti-racist pedagogy across the four campuses and beyond. The book selected was *So you want to talk about Race?* by Ijeoma Oluo. Over 40 participants are engaging in identity work and sense-making of racism in their own lives and communities. In Winter 2021 we adopted Anthony Jack's *Privileged Poor*: 75 participants - divided into 5 small group sessions - met six times over the semester. Acknowledging the complexity of these topics and the importance of building allyship, we brought in external consultants with lived experience and expertise to lead discussions, including Crystal Watson, El Jones, and Tari Ajadi. The sustained, multi-session approach was met with enthusiasm from many of the participants who reported their transformative journeys of allyship were enriched through these safe and brave spaces. Winter 2021 saw 60 faculty, staff, and librarians (divided into 5 groups) take part in six book club meetings to read Mi'kmaq scholar Dr. Marie Battiste's *Decolonizing Education: Nourishing the Learning Spirit*. Each of the five sections were hosted by representatives from the MLTLC, and we discussed how to move toward decolonization from within, and outside of, positions of institutional power. For the Winter 2021 Book club we will be reading *Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)*, in the hopes that it will help to identify ways in which current systems of grading increase inequity.

4. CALLS TO ACTION & NATIONAL DIALOGUES: The Maple League joined the national National Dialogues and Action for Inclusive Higher Education and Communities (October 2020) and ensured that all four institutions signed on as institutional partners. The Maple League supported the *Scarborough National Charter on Anti-Black Racism and Black Inclusion*, and provided feedback to the National Dialogues and Action Inter-Institutional Advisory Committee. It is clear we cannot do this work on our own and must tap into larger dialogues to learn from

experts and advocates who have been doing this equity-seeking work for years. Last week both Acadia and St. Francis Xavier signed the Scarborough Charter, and it is currently under consideration through a consultative process at Bishop's and Mount Allison.

5. SHARED EVENTS: The global pandemic has given us an opportunity to connect in virtual spaces that would not be as easy to connect in person. Two such events that engaged communities in important conversations about EDI include: 1. October 4 Sisters in Spirit event hosted by Acadia and shared across the Maple League; 2. A Maple League Racial Justice Symposium hosted by Mount Allison (Ivan Okello and Adam Christie) in February 2021. Sharing resources and connecting to larger networks within and beyond the four universities. In the Fall of 2021, St Francis Xavier University hosted several professional development workshops under the title Black Students Matter. Two keynote lectures, by Dr. Gloria Ladson and Dr. Joy Mighty, were opened to faculty and staff across the consortium. Planning for the second annual Maple League Racial Justice Symposium is underway and a group of staff and leaders with EDI portfolios are working across the universities to build responsive and sustained dialogue.

6. STUDENT AFFINITY GROUPS: The Maple League hosted a series of affinity group meetings (Tatum, 2019; Pour-Khorshid, 2018; Blitz & Kohl, 2012) for first-generation students, Indigenous students, and BIPOC students to meet and build community across our four institutions. "Both the academic literature and the current iterations of this practice have suggested that educational affinity groups are a powerful tool for identity development, mental wellbeing, and social justice advancement"

(<https://journals.library.columbia.edu/index.php/cswr/announcement/view/275>)

7. COMMUNITIES OF PRACTICE: We have connected the chairs of the EDI Task Forces on each of the four campuses to explore current and inclusive practices, support shared events like the October 4th Sisters in Spirit event (Acadia), co-designing collaborative summits such as the Racial Justice Symposium (Mount Allison). Staff members with EDI portfolios have formed a community of practice for sharing leading practices and exploring collaborations.

8. CURRICULAR DESIGN: Maple League courses are hosted by one institution and available to students from the other three universities without additional fees or administrative costs. These courses are recognized on student transcripts with a grade, which is particularly appealing to students on merit-based scholarships and/or intends to pursue graduate studies. A number of Maple League courses have been approved and delivered that have a strong EDI focus: examples

include the recurring MIKM 105 ‘Mi’kmaw Language’ course (St. FX), Dr. Jesse Popp’s ‘Land-based Indigenous Ways of Knowing’ course (MtA), Dr. Jamie Sedgwick’s ‘Justice and Genocide’ and ‘Gendercide: Genocidal Histories of Gender Crimes and Sexual Violence’ courses (Acadia), Dr. Tobi Roberts’ course ‘Teaching, Pedagogy, and Technology in Courses’ (MTA) and Dr. Jessica Riddell’s ‘Shakespeare’s Guide to Wicked Problems’ course (BU).

9. Co-CURRICULAR PROGRAMS: The Online Learning and Technology Consultants (OLTC) was created by Dr. Riddell and two colleagues in June 2020 to help faculty prepare for Fall 2020. They underwent training on Students as Partners (SaP) literature, empathetic design, pandemic pedagogy, High-Impact Practices, and authentic learning design. After their training—which included online modules, simulations, faculty mentorship, and technology training—the program launched in July 2020. The program was expanded across the Maple League universities and has created EDI audits for faculty, support for decolonization, training for accessibility and accommodations, and created culturally responsive modules.

10. DECOLONIZATION FOR EDUCATION ABROAD Maple League International Teams Collaborate on Decolonizing Outbound Student Mobility: Representatives from the international offices of the Maple League universities were successful in securing \$800,000 from Universities Canada to decolonize education abroad. The Maple League universities will provide an opportunity for Indigenous students to participate together in an international experience through a short-term study abroad program engaging with Indigenous cultures in Belize. This collaboration builds institutional capacity to decolonize education abroad and lead conversations around inclusion, decolonization, and accessibility through inter-institutional collaboration on international initiatives.

There is more we must and will do. The path towards equity, diversity, inclusion, and decolonization requires a sustained and ongoing commitment from each of us – and together we can be better.

As institutions of higher learning, we are committed to educating ourselves through evidence-based research and design. We will continue to design, deliver, adapt, and assess our path informed by research and good practices; we also commit to valuing different forms of knowledge to create new ways of knowing.