

Maple League of Universities Quarterly Report
January 1 - March 31, 2021



Table of Contents

I. Extraordinary Student Experiences	1
Maple League Students and Alumni Participate in Business + Higher Education Roundtable’s (BHER’s) Canada Comeback Challenge	1
Riipen in Action	1
3M Student Fellowship Submissions	2
Theatre & Virtual Spaces with Neil Silcox	2
Canada Summer Jobs Opportunities with the Maple League	3
Spring/Summer Courses	3
Maple League Alumni Funding Spotlight	4
II. Faculty and Staff Engagement	5
Book Club: The Privileged Poor	5
Welcome To My Online Classroom	6
Better Together: Maple League Teaching Support	7
Shared Programming Across the Maple League	8
3M National Teaching Fellowship	10
Maple League Research	11
Communities of Practice	12
III. External Engagement	14
Maple League Hosts	14
Embracing the Spirit of Ubuntu	14
Students as Partners in Open Educational Resource Creation: A Discussion and Workshop	14
Dr. Jessica Riddell Published in “The Conversation”	15

Rotary International: Creating a Meaningful Virtual Exchange Program	15
Recruitment Events	16
Upcoming Maple League Communication Projects	17
BHER WIL Funding	18
IV. ML Team	19
Dr. Jessica Riddell, Executive Director	19
Heather Carroll, Director of the V_MLTLC	19
Tiffany MacLennan, Maple League Research Fellow	20
Student Fellows	21
Appendix A: David Van De Wetering Interview	25
Appendix B: Communications	26

Executive Director's Note:

As we look back on the past three months, we've done and experienced (and felt) so many things. Time has been, as Hamlet remarks, "out of joint," insofar as it expands and contracts in ways that seem to bend the space-time continuum. Our days feel like weeks, while hours sometimes stretch on with an elasticity that has us asking "what day is it?"

Time has animated the two courses I have had the pleasure of teaching this term; the regular weekly connections with students alongside intrepid literary guides (Milton and Shakespeare) have helped me frame our *present* experience in the context of the *past* (those early modern writers knew a lot about plagues and lock downs). And yet the question at the top of mind has also been "what does the *future* look like in a post-Covid world?" We train students in the humanities to go back to the past to illuminate the present and innovate the future. This skill set is particularly urgent at this moment in time.

In grappling with the complexities of past, present, and future, John Milton (17th century author of *Paradise Lost*) counters linear time with the *eternal present*. In his formulation, a divine presence exists beyond earthly constraints, occupying a spiritual dimension that embraces and contains all expressions of time. While we cannot sit, "dove-like ... brooding on the vast Abyss" as Milton's heavenly Muse is wont to do, we can still step outside of our present moment to engage in critical reflection on what has happened and prepare for what is to yet to come.

One way to mark time is by reflecting on our own transformation.

How have we *changed*?

How do we know we have changed?

As living things we are always in the process of transforming, but the pace can vary. COVID has provided contexts and convergences where our transformations – individually, socially, institutionally – have accelerated, for better and sometimes for worse. Critical reflective practice helps us to name this transformation and make it visible; by doing so can start to understand its contours and conditions that have created change. Only then can we take that information and move into generative, future-facing spaces.

The influential theory of [transformative learning](#) (cf. Meyer and Land, 2005) is particularly helpful for us to make visible these processes of transformation. Although this theoretical framework (with its seven characteristics, below) has been used to understand the process learners undergo in the context of disciplinary knowledge, it has broad applications for us as we imagine a post-COVID world.

1. Transformative learning is likened to **crossing a threshold**, whereby you move through a liminal space from one state of being into a new one. Once you have crossed that threshold, you change the way in which you view yourself, your context, and your place in the world. For those working in the knowledge economy, Covid has forced many to stay at home: travel has been suspended, work from home is the new norm, and social gatherings have been banned. The COVID cocoon is a liminal space, an in-between space, but it is NOT a resting stage. Indeed, if we extend the metaphor of a cocoon into the natural world, the caterpillar's "[old body dies inside the chrysalis and a new body with beautiful wings appears](#)". A lot of work happens in a cocoon that is only visible over time and in hindsight.

2. Transforming is **troublesome**. It feels counter-intuitive, alien, incoherent, and uncomfortable. We cannot "skip to the good part." Instead, we need protected spaces to sit in our discomfort and ask, "what do I have to learn from this?" As educators we design our classrooms to ensure spaces are safe for learners to be brave, but we also have to do it for ourselves and our colleagues.

3. Transformative learning is **irreversible**. Once you cross that threshold and you transform, you can't go back. The butterfly can't revert to being a caterpillar. Once you see something, you can't unsee it. As a society we've seen a lot of things that we can't unsee this year, and there is no going back to "normal." Even going back to "in-person" will be different because *we* are different; the question will be, how do we move forward and resist a backwards slide?

4. Transformative learning is **integrative**. You have to bring all of the different learning moments together in an integrative, synthesized way so that the collection of distinct experiences make sense as parts of a whole. It is like a jigsaw puzzle: things that might not have been related before are now related in complementary and connected ways to form the big picture.

5. **Discursive** is my favorite as a literature professor because it gets to the heart of tricky questions, which is not merely "how have you transformed?" but "*how do you know you've*

transformed?” Meyer and Land assert that transformation “will incorporate an enhanced and extended use of language.” In other words, the way we tell stories transforms as our perspectives shift. The words we use to articulate ourselves changes as we change.

6. Reconstitutive. The shift in identity is more likely to be recognized initially by others and also take place over time. Just as you cannot fast forward the process the caterpillar undergoes in the chrysalis stage, you also imagine that if a caterpillar has subjectivity they might not realize they are a butterfly when they first emerge. They might require a mirror, reflection, or friend to illuminate and make sense of their own transformation.

7. Finally, the concept of **liminality** is key. Meyer and Land assert that there's no simple passage in learning from easy to difficult. The mastery of a threshold concept often involves messy journeys back and forth across conceptual terrains. The messy in-between spaces and non-linear journey (i.e. no clear line from point A to point B) is essential to transformative learning.

As individuals, institutions, and as communities, we have been in COVID cocoons – in the liminal, in-between spaces – where we have had to sit in our own discomfort without a clear sense of when this will all end. But as I mentioned above, cocoons are not places to rest but rather crucial spaces to transform over time. We have not yet shed the chrysalis and emerged into the world, but our restlessness (and for many, deep fatigue) suggests that a new phase is imminent.

Endings and beginnings are inevitable, and almost always full of joy and sorrow intermingled. This month we bid farewell to the director of the Virtual Maple League Teaching and Learning Committee, Heather Carroll. Heather was a key lever operationalizing the vision of the MLTLC through a one-year \$100,000 grant through the McConnell Foundation. She is spreading her wings as an educational developer at Nipissing University; we see her go with sadness and delight, knowing she will help transform post-secondary education for the better.

The Maple League consortium continues to transform alongside the institutions, individuals, and diverse communities of practice. As we move through the chrysalis stage as an organization, we know that we’ve transformed by a number of external markers. This quarter alone, we saw significant progress, including:

- Secured external funding, including \$170,000 from Business Higher Education Round Table to expand work-integrated learning for students
- Celebrated two 3M National Teaching Fellows from Maple League universities
- Stewarded several successful nominees through the 3M Student Fellows mentorship
- Hosted 90+ conversations across our three ML committees and 12+ communities of practice
- Finalized details for incorporation, trademarks, and other governance structures to ensure the sustainability of the consortium over the longer term

Over the past year we've also taken a leadership role in conversations around quality undergraduate teaching and learning in Canada (June 2020 – present):

- Facilitated 75+ workshops and seminars to support teaching and learning
- Engaged 588 unique participants in the V_MLTLC programming
- Hosted 48 Book club meetings
- Attracted participants from 46 universities across Canada and around the world

There are many other ways (harder to capture in bullet points) that signal our transformation. Those insights are gleaned through critical reflection and adaptive design, collectively and individually.

When one is crossing the threshold, it is impossible to know what is on the other side. What we look like when we emerge – personally, professionally, socially – is yet to be determined. Will we be butterflies? Moths? Will we know how to use our wings? I have posed these questions to my very wise 7 year old, Sophie; her advice was, “but Mummy, they know deep down in their butts how to do it once it is time.” (*when examined on her choice of ‘butts’, she exclaimed with some disdain that “everybody knows caterpillars don’t have bones”). I am fortified by her sturdy conviction that things will work out. While I am always sensitive to narratives of toxic positivity, we have the power to harness collective critical hope to emerge as butterflies. We might be wobbly and tentative at first as we find our new wings, I have no doubt we will be beautiful in our metamorphoses.

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

I. Extraordinary Student Experiences

Maple League Students and Alumni Participate in Business + Higher Education Roundtable's (BHER's) Canada Comeback Challenge

This quarter, four Maple League fellows participated in Business + Higher Education Roundtable's (BHER's) Canada Comeback Challenge. In the previous quarter, Tanisha Campbell (Bishop's), Sally Cunningham (Bishop's), Addy Strickland (StFX), and Tiffany MacLennan (ML/StFX) made it to the top 50 teams, then competed to reach the top 10 in the BHER challenge. In these rounds, the Maple League teams produced original 10-page project pitches, developed prototypes, and created three-minute video pitches for two projects:



1. Better Together Boxes which aim to foster connectivity and community in an online world
2. Online Technical Consulting bringing cybersecurity and general technology information to the post-secondary communities at large.

While the two Maple League Teams did not make it to the Top 10, all four participants enjoyed the opportunity for cross-institutional collaboration and to be exposed to areas of business and entrepreneurship that fall outside of their academic programs.

Riipen in Action

Since the RBC Future Launch program renewed its funding to the four universities of \$80,000 in Fall 2020, many across the Maple League have used Riipen's work-integrated learning software.



There have been quite a few notable experiences on the Riipen platform since the renewal. Over the Fall 2020 and Winter 2021 semesters, there have been eleven extraordinary course experiences where Maple League schools built innovative work-integrated learning (WIL) experiences. These course experiences connected with more than 40 notable industry partners.

The increased use of the platform is promising and helps the four individual institutions achieve their strategic visions for building capacities in experiential learning. Engagement is high and growing:

- **Fall 2020 semester:** 338 student experiences (completed)
- **Winter 2021 semester:** 323 student experiences (started or upcoming)

At the core of our mission is the centrality of the student experience. By providing unique experiential learning opportunities such as those made possible through the Riipen platform, we equip our students with the skills necessary to enter the world ready for a rapidly changing job market.

3M Student Fellowship Submissions

In January, students across the Maple League worked alongside institutional champions, nominators and alumni as they prepared their applications for the 3M National Student Fellowship. The application deadline was January 31, and we are pleased to announce that **16 students** from across the Maple League applied to join the Fellowship. We are proud of our student applicants and all those who supported them.

Theatre & Virtual Spaces with Neil Silcox

Presented by the Motyer-Fancy Theatre in association with the Maple League of Universities, Connections ran from February 4-6. The production, directed by Mount Allison's Crake Drama Fellow Neil Silcox, was free of charge and a great example of the vibrant virtual communities being created across the Maple League.



For the Maple League students *Connections* was a vital opportunity to build bonds with young artists from across the regions. The show offered support, togetherness, and (most vitally of all) the opportunity to share about themselves. For audiences across the country and around the world, *Connections* was a reminder that — even though we are apart — we’re not alone. We’re all in this together, and together we’ll make it through. Listen to a CBC interview with Neil [here](#).

Canada Summer Jobs Opportunities with the Maple League

The Maple League is planning to grow the Student Fellows Program in 2021. We have submitted funding requests to the Canada Summer Jobs Program, a federal fund that pays for youth employment opportunities. We hope to build upon the Maple League Fellows Program in collaboration with institutional champions aligned with strategic university plans in a variety of fields, including research, high-impact practices, and teaching and learning support.

Spring/Summer Courses

The Maple League of Universities is jointly promoting the individual institutions' Spring/Summer course offerings. Students across the Maple League are able to take Spring/Summer courses through a letter of permission (LOP) as they would any course at any other institution than their home institution and pay course tuition to the respective host institution.

The Registration process for Spring/Summer courses is as follows:

1. Consult member university Academic Calendars, Timetables and Sessional Dates.
2. Fill in the [Maple League Visiting Student Application Form](#) and send it to your home university once completed.
3. Upon completion of the course, students must request final transcripts to be sent to their home university. Normally, grades will be transferred according to respective home university policies.

For more information visit [our website](#).

One of the courses being featured this Spring includes Dr. K.A. (Sandy) MacIver’s course *Leadership Through Relationships*. To learn more about this course read the description below and watch this [video](#).

LEADERSHIP THROUGH RELATIONSHIPS (UNST 4991 - Z (3 CR)

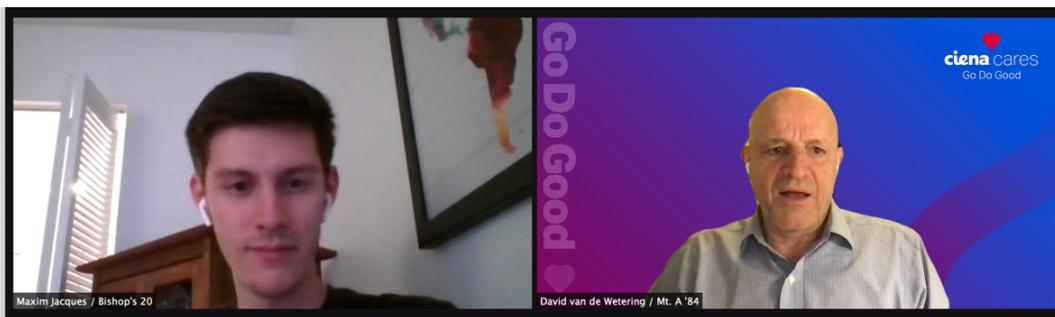
Prerequisites: Third-year standing; or permission of the instructor.

This course focuses on giving students the knowledge and skills they need to be effective leaders, whether at university or in their lives and careers after university. Students will read about and repeatedly practice concepts and skills that are necessary to influence, involve, and inspire others. These skills are all learned in partnership with others. One of the keys to the experiential learning process used in this course is active reflection, in groups and individually. Active involvement in continual in-class activities and in a team project are other mandatory elements of the course.

For faculty offering Spring/Summer courses, if you would like your course featured on Maple League social media channels, please contact director@mapleleague.ca and lboutbee15@ubishops.ca.

Maple League Alumni Funding Spotlight

Connecting people from different disciplines and backgrounds – to create new communities and strengthen existing ones – is one of the foundational strengths of the Maple League. Malcolm Boyle (Bishop’s, '78), an advocate of the JUMP program, connected David Van De Wetering (Mount Allison, '84), to the Maple League through the Halifax meeting of the JUMP program, and as a result, David is the first alumni from a Maple League school to direct funds to the Maple League. The Maple League was fortunate enough to benefit from the generosity of David, who has chosen to donate funds to the Maple League Student Fellows Program. He has also granted us an interview, which can be found in [Appendix A](#) of this report.



(Above: David Van De Wetering & Bishop’s Alumni Maxim Jacques during a Mentoring Session)

II. Faculty and Staff Engagement

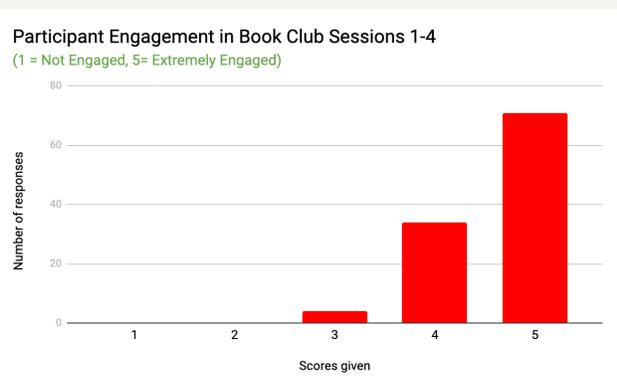
Book Club: *The Privileged Poor*

Throughout this quarter, Maple League Student Fellows have co-facilitated the inter-institutional Book Club, reading *The Privileged Poor* by Anthony Abraham Jack. Over 70 participants meet twice this month to examine issues of class, race, access and inclusion in higher education. These discussions were co-facilitated by four student fellows alongside Heather Carroll.

I have enjoyed the co-facilitation of the book “The Privileged Poor” with Heather Carroll. 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

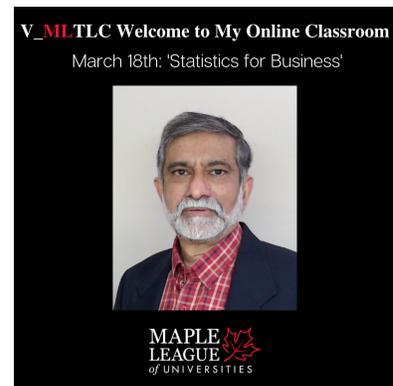
The student facilitators are writing a case study on their work for the International Journal for Student as Partners (IJSaP) Special Section: Partnership in Fostering Socially-Just Pedagogies. They are looking forward to participating in co-creating undergraduate research.

Welcome To My Online Classroom

On Thursdays throughout February and March, professors took us on a tour of their virtual classroom and featured the steps and missteps of teaching online in the midst of a pandemic. This series, which ran from November 2020-March 2021, featured professors from many disciplines who showcased their pedagogical methods to the Maple League community and beyond.

Thursday, February 4: THIS IS (a class about) SPARTA taught by Dr. Chelsea Gardner (Acadia).

Thursday, February 18: Hasta la Vista, Boredom: Synergizing speech with video and audio to maintain student engagement in online lectures, taught by Dr. Daniel Miller (Bishop's).



Thursday, February 25: Online Learning in Motion with EXS117: Active Lifestyle, Fitness & Health taught by Laura Crack (Bishop's)

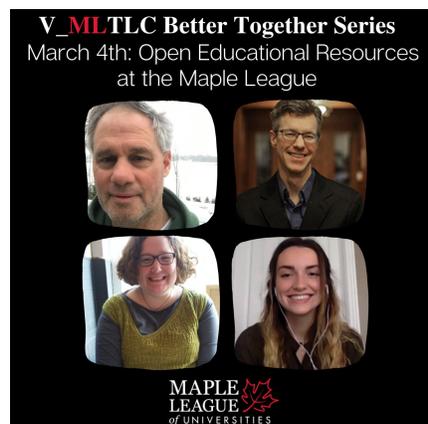
Thursday, March 18: Statistics for Business taught by Dr. Arshad Taseen (Bishop's).

To view highlights from this series, click [here](#) to see the Welcome To My Online Classroom

Better Together: Maple League Teaching Support

In March, we hosted two Better Together: Maple League Teaching Support sessions. This series has connected students, staff, and faculty across the Maple League to share ideas and successes related to teaching and learning. To view highlights from this series, click [here](#).

Thursday, March 4: Open Educational Resources (OERs) at the Maple League.



Elizabeth Stregger (Librarian, MtA), Siobhan Lacey (Student, StFX), Dr. David Webster (Professor, Bishop's), Dr. Conor Vibert (Professor, Acadia) discussed their experiences with creating, adopting, and advocating for Open Educational Resources (OERs) and their vision for the future of OERs at the four Maple League Universities. During this session, the Maple League's **Open Education Community of Practice** was announced. The aim of the OE Community of Practice is to bring together ideas and resources to bolster OER adoption at the Maple League Universities. To join this community, sign up [here](#).

Thursday, March 25: The Participatory Professor. Join Dr. Gabrielle Donnelly (Acadia) as she shares her experience of shifting the course Group Facilitation and the Art of Gathering to an online format and how she is supporting students in building skills and capacities to host generative, equitable, and culturally responsive online spaces for each other and community partners. Before teaching at Acadia, Dr. Donnelly spent a decade working as a professional facilitator. During this session, we'll explore what works well (and what doesn't!) around the intersections of facilitation and teaching in online contexts.



Shared Programming Across the Maple League

Bishop’s TLC Winter Institute

Bishop’s University hosted a Winter Teaching Institute from January 7 – 8, 2021.

Topics included:

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



Presenters included many esteemed faculty from the BU TLC as well as student representatives. 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.

StFX: An Introduction to the Scholarship of Teaching & Learning (SoTL)



On Tuesdays January 19 and 26 , StFX TLC Hosted an Introduction to SoTL.

Dr. Heather Smith, 3MNTF led workshops and created the space to share faculty experiences with teaching and learning in a variety of ways.

In brief, the goals of these workshops were to learn about SoTL, reflect on the value of SoTL – particularly related to our teaching, and to work together to come up with SoTL research questions.

The Acadia University Office of Indigenous Affairs & Glooscap First Nation Indigenous Speaker Series.

Wednesday, January 6, 2021:

[Netukulimk and Two-Eyed Seeing](#)

Thursday, January 7, 2021: [Pow Wow Protocol and Regalia](#)

Tuesday, January 12, 2021:

[Landscape and Place Names](#)

Tuesday, January 12, 2021: [Glooscap and Annapolis Valley First Nations](#)



Mount Allison's Racial Justice Symposium

In recognition of the International Decade for People of African Descent, 2015–2024, Mount Allison University hosted the first-ever [Racial Justice Symposium](#) in partnership with the Maple League of Universities.



From February 9-11, members of the Maple League of Universities, alongside community members, joined for three days of virtual panels and keynotes to learn about four major themes related to post-secondary education: Student Development, Social Justice, Recognition, and Discrimination.

We would like to recognize Ivan Okello, Black Student Advisor and Diversity Educator at Mount Allison University, for his tireless work to ensure the success of this event.

3M National Teaching Fellowship

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.”

We would like to thank members of the 3M Faculty Mentors program, led by Dr. Jessica Riddell with the support of the Maple League Teaching and Learning Committee (MLTLC), who helped to steward a number of faculty through various stages of the application and submission process.

Read more about Dr. Martin-Brule [here](#).

Read more about Dr. Andrew Wilson [here](#).



Maple League Research

Social Sciences and Humanities Research Council (SSHRC) Grant Application

We congratulate Dr. Mary Sweatman (Acadia) and team for the successful SSHRC Connections Grant application titled “Seizing the moment: Exploring just and sustainable pandemic recovery through community-campus partnerships.” The project objectives address many of the needs and priorities of the Maple League of Universities and include researchers and collaborators from across the four institutions. This project also engages with the University of Regina and Community Campus Engage Canada in their outreach efforts. The project recognizes that the long-standing vulnerabilities that the pandemic has exposed in our rural communities will change how we work with our community partners. Together, we are committed to providing support for the outreach activities in this project proposal, as these efforts will contribute to our understanding and commitments to community-campus partnerships. We are committed to supporting Acadia University as the host institution for the Atlantic region and will mobilize our faculty and students to engage in these workshops as promoters, speakers, facilitators, hosts, and participants.

Information session for social science researchers

Together with the Brian Mulroney Institute of Government, the Research Services Group invited researchers in the social sciences to an introductory information session on advanced technologies and supports for Social Sciences Research available through ACENET. The session on March 30th was led by Lydia Vermeyden, ACENET Computational Research Consultant in arts, humanities and social sciences.

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).



Educational Developers Caucus Presentation

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



Communities of Practice

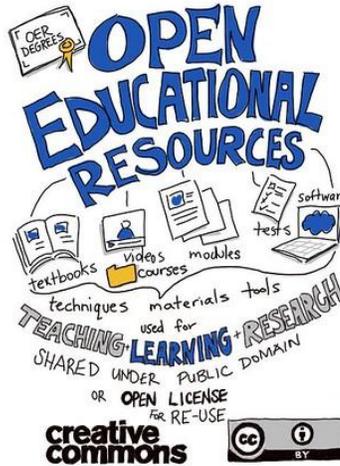
The acceleration of the activities undertaken by the Maple League since the start of COVID-19 has highlighted the appetite for collaboration amongst the four schools. Logistically that means our **three committees** - the Maple League Teaching and Learning Committee (MLTLC), the Maple League Academic Committee and the Maple League Research Committee - and **twelve stakeholder groups** are meeting monthly or bi-weekly to engage in strategic planning, resource sharing, evidence gathering, and benchmarking. These stakeholder groups include the Presidents Council, Union Presidents, VP Academics, Student Affairs, Academic Deans, Registrars, IT Directors, Athletics Directors, Communications Directors, International Officers, Recruitment, etc. We are currently working on setting up these groups on Teams with their own channels so it is easier for them to meet and collaborate.



Maple League Teams Hub ...

Open Education Community of Practice

On March 4th, during Open Education Week, the Maple League launched the Open Education Community of Practice. This community will work towards increasing the usage and support for Open Education across the four campuses through resource sharing, professional development, and cross-institution partnerships. Currently, a variety of senior administrators, staff members, librarians, faculty, and students have joined – the first meeting of this community of practice will be in the next quarter! To join, click [here](#).



III. External Engagement

Maple League Hosts

Embracing the Spirit of Ubuntu



On February 11, we hosted our monthly external speaker series, Maple League Hosts. Dr. Joy Mighty joined us to discuss how the African philosophy of Ubuntu helps us to understand and embrace our common humanity. At the same time, Ubuntu challenges us to reimagine our post-secondary institutions as vehicles for achieving equity, diversity and inclusion in a fractured world. In particular, we will discuss the implications of adopting Ubuntu as a means of transforming our curricula, teaching methodologies and learning environments so that all students, regardless of their social identity, may have an equal chance to learn and be academically successful. A link to this talk can be found [here](#).

Students as Partners in Open Educational Resource Creation: A Discussion and Workshop

On Thursday, March 11, participants joined Kim Mears (University of Prince Edward Island), Meghan Landry (St. Francis Xavier University), and Tiffany MacLennan (Maple League of Universities) to discuss how creating and adapting open educational resources (OERs) can be a great opportunity to work directly with students as partners. The discussion encompassed how and why to have students as partners, the benefits of OER partnerships to both faculty and students and participants heard from Kim about successful student partnerships at UPEI. The session concluded in a workshop where participants made a framework to integrate student-partner open assignments into their classroom. To access the Students as Partners in OER Creation workbook, click [here](#).



Dr. Jessica Riddell Published in “The Conversation”

Dr. Jessica Riddell’s 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](#).



Rotary International: Creating a Meaningful Virtual Exchange Program

On January 22, Director of the V_MLTLC Heather Carroll was welcomed by Rotary International to discuss virtual learning and virtual exchanges. This webinar was attended by over 100 participants from six continents. This webinar guided participants on how to develop the procedures and framework of a virtual exchange program in a safe and responsible way. Participants joined Heather Carroll, Director of the Virtual Teaching and Learning Centre at the Maple League of Universities, who explained the many benefits and design principles of virtual learning. Participants also heard from Rotary members from North America who plan to begin their first virtual exchanges in January 2021.

HEATHER CARROLL
DIRECTOR, VIRTUAL TEACHING AND LEARNING CENTRE
FOR THE MAPLE LEAGUE OF UNIVERSITIES



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

On February 12th, Dr. Jessica Riddell and Tiffany MacLennan presented a research project in a peer-reviewed 2-hour session 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’ provided an overview of their current research project on high-impact practices and discussed what individual, departmental, and institutional supports can be created to remove barriers of access to create and participate in HIPs.

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



Recruitment Events

The Maple League is also getting invitations from schools for our participation in virtual recruitment events. The Maple League did a presentation/Q&A at Hillfield Strathallan College on February 24th about the value of each institution and the Maple League as a consortium. The event was a great success, and because of that, the Maple League recruitment teams were invited back to do a presentation for their grade elevens on March 22.



Hillfield Strathallan College
Learn with Joy. Live with Purpose.

Upcoming Maple League Communication Projects

After such a defining year for the Maple League, we are eager to tell our story and share the ways in which our two guiding questions: *What can we do together that we cannot do on our own?* and, *How does working together enhance what we already do on our own individual campuses?*, allowed us to accelerate our strategic plan and remain innovative leaders in higher education. In a year when everything was socially distanced we were reminded how important relationships are, whether in the classroom or with our various communities of practice. Lauren Boulton (Advancement and Communications Post-Graduate Fellow), Jessica Riddell (Executive Director) and the Communications Directors are collaborating on a supporting, values-based story, focused on the various institutional innovations that allowed us to strengthen our role as leaders in conversations about quality undergraduate education in Canada and globally.



BHER WIL Funding

On March 31, 2021 Business + Higher Education Roundtable (BHER) committed \$170,000 to the Maple League to scale the OLTC (Online Learning and Technology Consultants) program across the four Maple League campuses. The Bishop’s University pilot project, launched in June 2020, hired 23 undergraduate students to help faculty prepare for Fall 2020 as OLTCs. They were trained in educational technology and pedagogy, with a particular focus on supporting high-impact practices, accessibility and accommodations, and authentic learning environments. The OLTC program goals are threefold:

1. Offer individualized support for faculty to enhance student learning experiences (through engagement, community-building, and transformative learning) in person and remotely
2. Provide students with work-integrated learning (WIL) experiences and future-facing skill development (digital literacy, design thinking, creative problem solving, emotional and social intelligence)
3. Help re-imagine a 21st-century liberal education that engages students as key collaborators in the co-design of their university experience.

The OLTC program is a cutting-edge example of the creative ways that universities can provide opportunities for students to develop key transferable skills, such as teamwork, leadership, analytical skills, written and verbal communication, and knowledge mobilization. The benefits of these skills reach far beyond the student employee; they have large impacts on the institution, the higher education sector, and the communities within which these universities are embedded.



[Left to right: The original design team - Georges Philipe Gadoury-Sansfacon (student and SRC VP Academic), Scott Stoddard (IT Director of Client Services at BU, and Jessica Riddell (faculty)]

IV. ML Team

Dr. Jessica Riddell, Executive Director

Dr. Riddell is the Executive Director of the Maple League of Universities (July 1, 2018 - present). As a Full Professor (Early Modern Drama) in the English Department at Bishop's, Dr. Riddell spends time in the classroom, sits on the Board of Governors and Senate, and is a member of a number of committees, working groups, and task-forces across the institution. In Winter 2021 she has been teaching two courses: EG321 Milton's Guide to Wicked Problems (that took a deep dive into *Paradise Lost* in the light of a global pandemic) and ENG224 Shakespeare and Critical Hope (a course that explores how Shakespeare helps us develop capacity for critical empathy and critical hope). This quarter Dr. Riddell mentored students and faculty through the 3M application process, steered various research projects related to high impact practices, engaged in strategic visioning with fifteen communities of practice (who meet monthly or bi-weekly), secured \$170,000 of external funding from BHER and built future-facing partnerships with external organizations to strengthen experiential learning. She also led the Maple League Hosts series, was a participant in the ML Bookclub series, and learned alongside the ML Student Fellows.



Heather Carroll, Director of the V_MLTLC

Heather is leaving her role as Director of the Virtual Maple League Teaching and Learning Centre on April 15 to pursue a new job. In her role of the past 11 months Heather has helped facilitate meaningful and timely learning opportunities for faculty, staff, and students around teaching and learning. This quarter, she organized and facilitated V_MLTLC programming to engage internal and external stakeholders, such as the Better Together and Welcome To My Online Classroom series, the Maple League Hosts Speaker Series, and *The Privileged Poor* Book Club alongside Nathaniel Benjamin, Tanisha Campbell, and Tiffany MacLennan. She worked closely with Ivan Okello at Mount Allison to help with the Racial Justice Symposium, as well as Student Fellow Addy Strickland on the management of the



3M Student Fellowship Mentorship Networks. We wish her all the best in her new adventures and hope to still collaborate with her on projects related to PSE in Canada and beyond.

Lauren Boulton, Maple League Post-Graduate Fellow

As the Maple League Post-Graduate Fellow, Lauren works closely with the Executive Director and is called upon to support the running of the consortium, assist in advancing Maple League academic activities, promote and maintain member-institution cooperation, and monitor the Maple League 5-year strategic plan.



This quarter Lauren continued to support all Maple League communications by ensuring that all communications plans were aligned with the Maple League focus statement and key messaging in order to scaffold communications and monitor strategy. Lauren also played a large role in coordinating Maple League educational activities for the Spring 2021 cross-promotion of online courses. Lauren assisted Dr. Jessica Riddell in finalizing the funding agreements with Business + Higher Education Roundtable at the end of March 2021.

Tiffany MacLennan, Maple League Research Fellow

As the Maple League Research Fellow and Strategist, Tiffany has been studying high-impact educational practices (HIPs) through faculty and students' perspectives across the Maple League campuses. This quarter, she worked closely with the Maple League Student Fellow, Tanisha, to finish the larger HIP project, as well as the HIP Spotlight Series. Also this quarter, Tiffany began a retention project which will serve as a follow-up to the 2019 Maple League Retention Summit but also as a conversation about rural student retention across the four campuses. Tiffany also completed the first semester of an Open Educational Resource (OER) Fellow with SPARC's Open Education Leadership Program, which is funded by the ML. As her capstone project, Tiffany launched the Maple League Open Education Community of Practice and worked with Heather Carroll to host two Maple League OER sessions.



Student Fellows

Rebecca Mesay (Post-Graduate Fellow)

Rebecca is a StFX Alumna and the Maple League Post-Graduate Fellow in Governance. This quarter, Rebecca developed the Maple League Student Fellows Program's skeleton. This document will be used to formalize as well expand the current structure of the Fellows Program. The planning document has been discussed at every Maple League meeting so that Student Fellows and Post-Graduate Fellows have a chance to review the program's structure and its highlighted projects. The program skeleton is now moving into the next phase of structural development, which focuses on identifying mentors and professional development opportunities.



Lara Hartman (Student Fellow, Acadia University)

Lara Hartman, Institutional Decolonization Student Fellow, is in her final year of Politics at Acadia University. Since January, Lara has been busy working on decolonizing our four campuses, through the creation of a report card for the four Maple League Presidents. In this report card, Lara looked at the calls to action she has created and scored the four schools on their dedication to making things better for Indigenous students. Lara is looking forward to getting to sit down with the Presidents in April and share her findings with the Presidents so that they can work towards implementing changes to better the experiences of Indigenous students. Lara knows that our schools can be better, now we just have to take the steps in the right direction.



Brendan MacNeil (Student Fellow, Acadia University)

Brendan MacNeil is a 5th-year finance student at Acadia University, president of the Acadia Students' Union, and the Maple League Fellow in Social Innovation. He has been working to develop a social purpose student startup incubator at Acadia that will operate across the Maple League. In recent months he has presented to the working group updates on the project's progress, comprised of entrepreneurship and experiential learning stakeholders across the four schools, and gotten critical feedback on implementing in each program, funding for scale, as well as possible staffing. In order to implement the incubators alumni mentorship component, he has established a process through each office of alumni for pairing student entrepreneurs with relevant alumni mentors. The project website is being built with its digital integration to Lean Stack Academy, shaping up for a Fall 2021 pilot launch of the incubator.



Tanisha Campell (Student Fellow, Bishop's University)

Tanisha Campell is a Modern Languages student at Bishop's University and is the Maple League Fellow of Knowledge Mobilization and Community Engagement. At the start of the year, Tanisha, alongside Addy, Sally, Tiffany, continued building the BHER project through the creation of videos, logos and short reports. Additionally, Tanisha and Tiffany persevered in collecting faculty testimonies regarding High Impact Practices in the higher academic setting. They were able to create a few postings in the HIPs Spotlight Series and post them to the Maple League's network. In a similar vein, as the foundation for the HIPs report was coming together, they also sought out to include the student voices by collecting the student's perspectives on their experiences with HIPs. Halfway through the quarter, Tanisha had the wonderful honour of moderating the Q&A session during Joy Mighty's talk during the Racial Justice Symposium. Later that same day, with close guidance from Heather, Tanisha facilitated and led the discussions at her first book club session in the 5-part series. In her next chapter, there is a lot yet to be determined as she balances her studies, fellowship role and personal endeavours – a lot of opportunities have appeared and as she faces toward the future. She is excited about what is to come.



Sally Cunningham (Student Fellow, Bishop's University)

Sally Cunningham, Student Fellow of Community and Networks, is in her fourth year studying Honours English Literature at Bishop's University. This quarter, Sally helped to edit faculty submissions for the 3M National Teaching Fellowship through STLHE. Along with her colleague, Addy Stickland, Sally helped to edit applications for cohesion, clarity, and grammatical correctness.



Georges-Philippe Gadoury-Sansfaçon (Student Fellow, Bishop's University)

Georges-Philippe Gadoury-Sansfaçon is the Stephen A. Jarislowsky Research Fellow and a student at Bishop's University in his final year of studying Mathematics and Psychology. Since January, Georges-Philippe has been collaborating with the Executive Director to explore the possibility of expanding the Bishop's Online Learning and Technology Consultants program to the Maple League.



Frédérique Larouche (Student Fellow, Bishop's University)

Frédérique Larouche is a second-year student from Bishop's University. Her program of studies is Honours Sociology with a concentration in Gender, Diversity, and Equity studies. For the Maple League of Universities, Frédérique works as a Digital Communication and Design fellow. Some of her most recent projects include editing videos for the Maple League Host series and the Student-Athletes report. She is also constantly working with the Executive Director of the Maple League to update multiple digital platforms.



Nathaniel Benjamin (Student Fellow, Mount Allison University)

Nathaniel Benjamin, Teaching & Learning Fellow, is a student at Mount Allison University, completing a Bachelor of Arts with a Major in Sociology. Since January, He has contributed to several projects that include Lara Hartman’s university report card that was then submitted to the presidents. He has also assisted Addy Strickland in compiling the Mental Health and Sexual Violence resource list for 3M NSF applicants by specifically taking on the role of looking into Mount Allison’s resources. These projects, along with the co-facilitation of the Maple League book club, where they are discussing “The Privileged Poor” have been his contribution to the Maple League since the start of the new year



Addy Strickland (Student Fellow, St. Francis Xavier University)

Addy Strickland, Student Success and Leadership Fellow, is in her final year of study at St. Francis Xavier University completing an honours degree in Development Studies. This quarter, she worked with Heather Carroll and the 3M Mentorship network to review and provide feedback on the Maple League's 2021 3M National Student Fellowship applications prior to the January 29th deadline. She also worked with the other 3M student mentors to address concerns about the emotional toll that students face in applying for awards such as this one, compiling a list of potential solutions that the Maple League could implement to support the nomination process. Two of those ideas—a letter for applicants explaining their rights regarding institutional promotion, and school-specific resource lists—are already being brought to life. Addy also helped support Lara Hartman's Report Card project, and contributed to the Maple League's Canada Comeback Challenge project concerning EDI in the online environment that made it to the third round of competition. Though the team wasn't selected as a winner, working on the project was a great learning experience!



Appendix A: David Van De Wetering Interview

Feature Interview with David Van De Wetering:

1. Tell me about your experience at a Maple League school.

Mount Allison, like each of the Maple League schools, promised and delivered on the full University experience at a truly personal and one on one level. Believe it might have changed but I never ever had a student number and was able to bite off as much as I could chew on so many fronts. They say the world is your oyster, but starting off at a small liberal arts school, really helps make it happen.

2. What inspired you to donate to the Maple League?

In the same way, you never buy a product or service from a company, you buy it from a person. In my case Malcolm Boyle, Bishop's '78, as part of the earlier version of the Mentoring Program, Halifax Jump introduced me to the Maple League University I knew the least. In a nutshell, almost like COVID, you get infected by a person's passion who invites you to an information session, and you see how these four schools are helping each other deliver a world-class liberal arts education.

3. What value do you see in giving to the Maple League Student Fellows program?

As anthropologist Margaret Mead said, "Never doubt that a small group of thoughtful, committed citizens can change the world: indeed, it's the only thing that ever has". I believe Students Fellows can, with a little bit of help, embody and act upon small actions that will make our world better.

4. What is something you have learned outside of the classroom or through experiential learning that you still use or refer to today?

The power of volunteerism was taught to me by a fellow volunteer very early in my life, and I am convinced it has been a catalyst for a lot of personal development and success I have been fortunate to achieve. My employer, Ciena understands and puts its money on the table, by creating CienaCares, encouraging myself and all of my colleagues to Go Do Good. Ciena's CienaCares program actually adds dollars to My Giving Account each time I log some time, which enabled me to donate four approximately equal tranches to each Maple League University.

5. If you could give your 20-year-old self a piece of advice what would it be and why?

When you boil it down, it is never money but time you will lack, so always find the time, the money will work itself out.

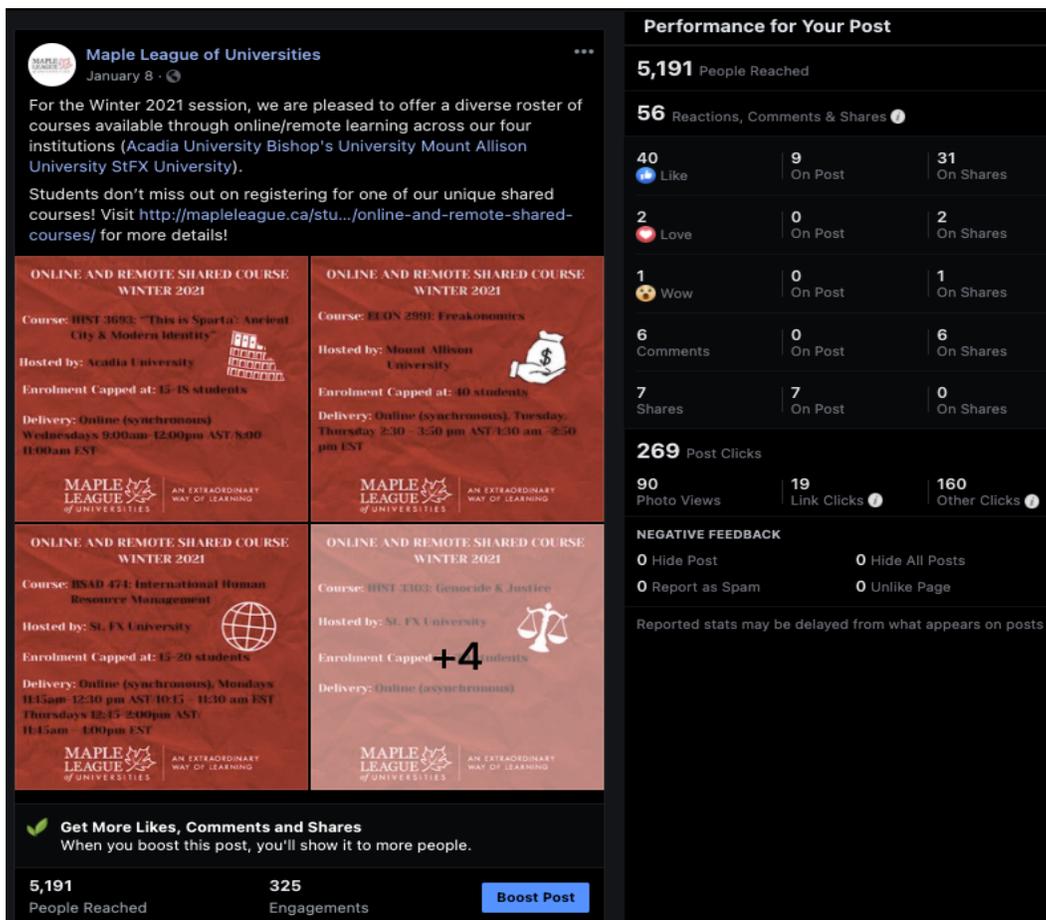
Appendix B: Communications

Social Media Insights

Facebook

Over the quarter, our post with the highest reach was when we alerted our followers about release of the Winter 2021 Maple League Shared Courses. This post **organically reached 5191 people** and got **325 engagements** which shows our followers are interested in the extraordinary student experiences we offer across the Maple League.

Below is a graphic of the post’s performance.



Twitter

The Maple League Twitter is a platform where there is consistently continued growth. Not only is our following a very **loyal and engaged** one, but we organically had an average of **951 profile visits each month** this quarter. We had a total of **132.1K impressions** (times our tweets are seen) this quarter which translates to great exposure for the Maple League. We also had **328 link clicks** this quarter. This not only means again an increase in exposure but confirms the loyalty and engagement of our followers.

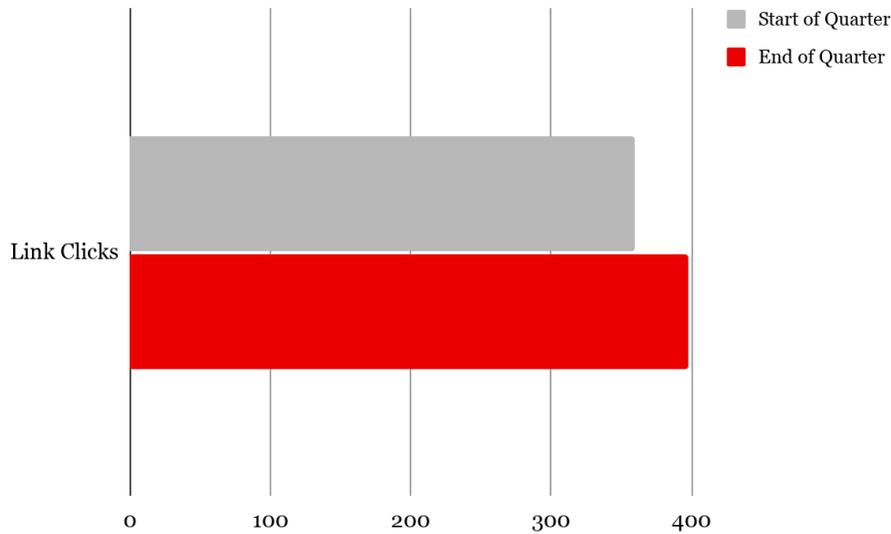
The top tweet this quarter was when we opened registration for our Winter 2021 Book Club.

Tweets	Top Tweets	Tweets and replies	Promoted	Impressions	Engagements	Engagement rate
	Maple League @TheMapleLeague · Jan 11			7,463	171	2.3%
Registration for our Winter 2021 Book Club is now live!						
Complete the form below to join our inter-institutional professional learning community, reading <i>The Privileged Poor</i> by Anthony Abraham Jack.						
tinyurl.com/MLWinterBookCl...						
@AcadiaU @UBishops @MountAllison @stfxuniversity						
pic.twitter.com/XUOnEnZTQX						
View Tweet activity						
Promote						

Impressions	7,463
Total engagements	171
Media engagements	69
Detail expands	62
Link clicks	23
Retweets	7
Likes	7
Profile clicks	3

Instagram

Instagram has been a consistent channel with an **average reach per post of 400 people**. Followers often repost content to their story (which allows it to be seen by all of their friends for 24 hours). During these occurrences more traffic is driven to the Maple League account, increasing the number of followers.



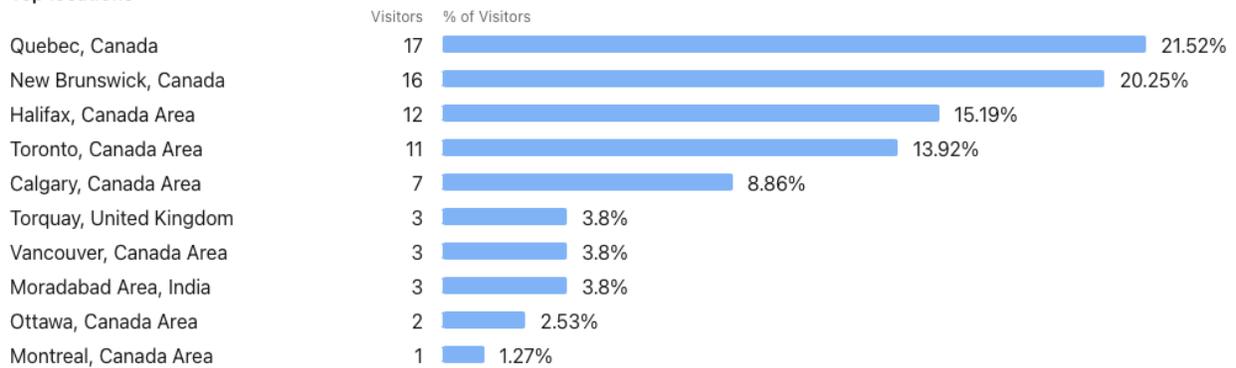
We are seeing consistent growth across this social media platform, which is notable because it is usually difficult for organizations to see **continual growth across all platforms**. One of the most significant data points is the growth in link clicks (shown above). Link views have grown significantly this quarter from **359 to 398**. This is significant because it confirms that we have a very loyal and engaged following; **followers are taking an interest** in Maple League content and making the effort to visit our profile, click on the link, and engage with our story.

LinkedIn

Since focusing efforts on this platform (**April 24th, 2020 - present**) we have seen significant follower growth, engagements and impressions. LinkedIn is a channel that can often be very difficult to see organic (unpaid) growth. Not only have we accomplished significant organic growth, our average **engagement rate average this quarter was 6.11**, which is **promising**, as anything over 2% for LinkedIn is considered very good. Another noteworthy metric this quarter is the increase in **22 new followers for a total of 231**.

Visitor demographics ⓘ Time range: Jan 1, 2021 - Mar 31, 2021 ▾ Data for: Location ▾

Top locations



Visitor demographics ⓘ Time range: Jan 1, 2021 - Mar 31, 2021 ▾ Data for: Industry ▾

Top industries

