

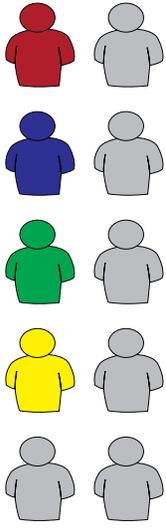
**Maple League of Universities Yearly Report**  
**July 1, 2021 - June 30, 2022**



# 2021-22 ANNUAL REPORT AT A GLANCE

3M National Student Fellowships

Student Fellowships



**1.4** million undergraduate students in Canada.

**14** thousand at Maple League Universities.

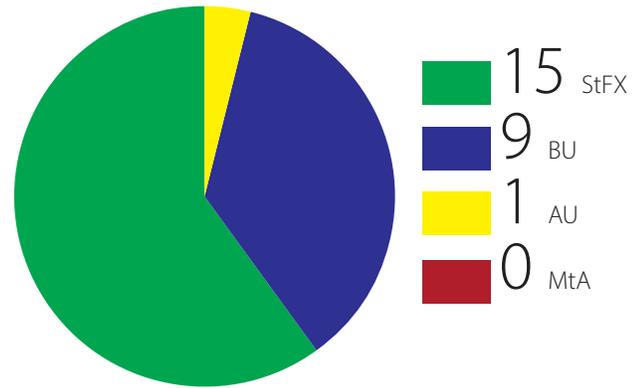


But Maple League Students received **4** of only 10 3M National Student Fellowships



## Maple League Shared Courses

**9** Courses with **25** External Students Receiving Credit



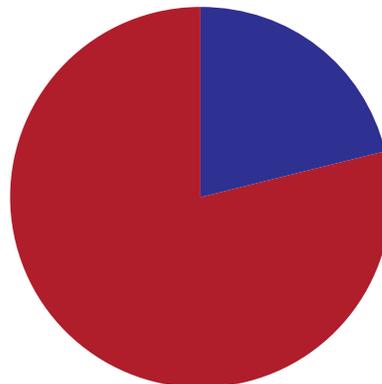
## Funding

Applied for \$5,824,944.00 in external funding

**\$1,651,470.00** Awarded

PHAC — \$4,173,474 — Applied  
 PATH — \$230,000 — Awarded  
 Nation to Nation — \$800,000 — Awarded  
 CSJ — \$31,470 — Awarded  
 Riipen — \$240,000 — Awarded (over 3 years)

BHER — \$170,000 — Awarded  
 CEWIL — \$180,000 — Awarded

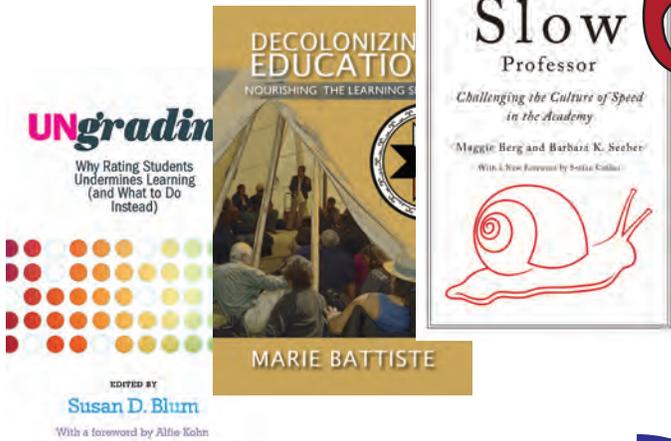


Supported Initiative Funding | Signature Initiative Funding

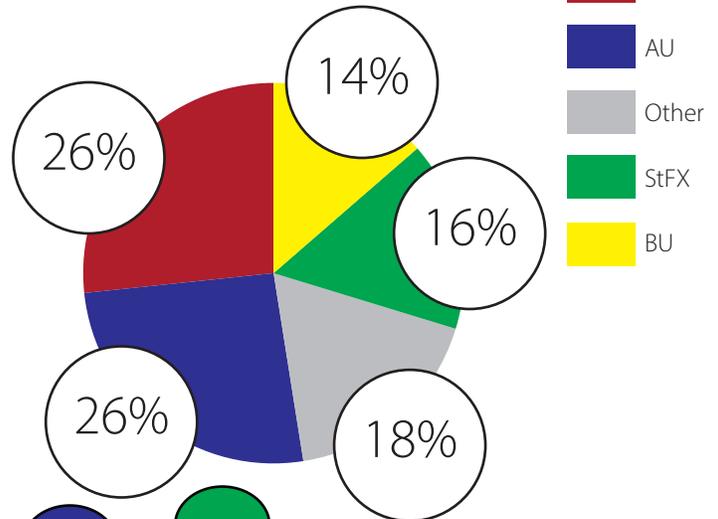


# V\_MLTLC 2021-22 ANNUAL REPORT AT A GLANCE

## Book Club



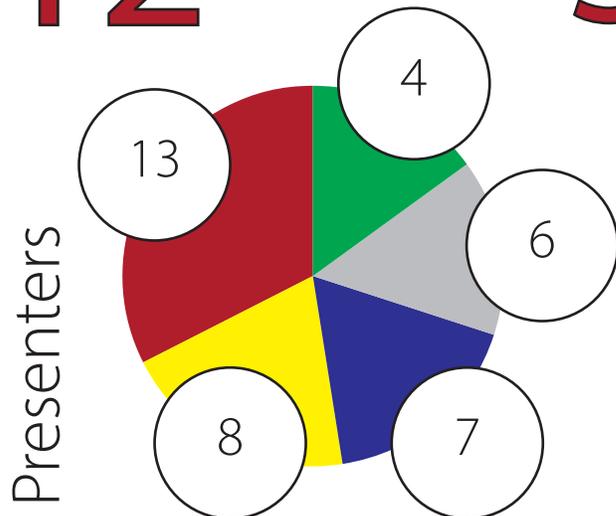
62 Sessions with 174 Participants



17.5 Hours YouTube Video Content  
6,200+ Views in 2021-22

## Better Together

12 Sessions + 5 Maple League Hosts Sessions



Presenters



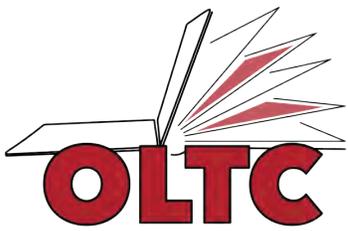
438 Unique Attendees

from 98 Universities, Colleges, + Institutions

- 89 Mount Allison
- 67 Acadia
- 72 St. Francis Xavier
- 40 Bishop's

Micro-Certificate  
10 Participants  
124 Hours:  
- Mentorship  
- Ateliers  
- Workshops

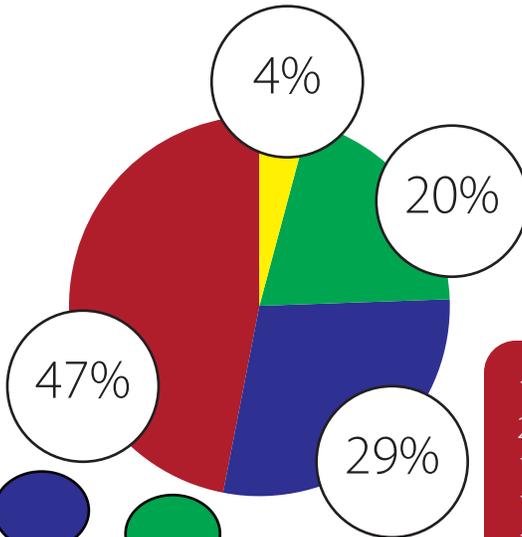




# 2021-22 ANNUAL REPORT AT A GLANCE

## 143 Unique WIL Experiences

- Underrepresented Populations
- Prefer Not To Say
- Other
- Not Applicable



4 Former OLTCs  
Hired as Fellows

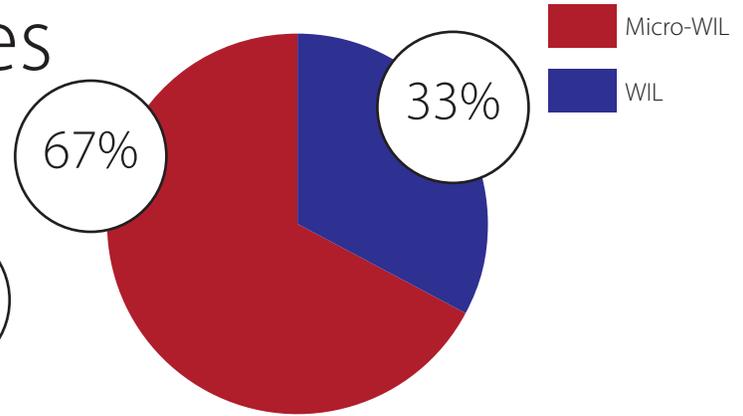
11 Weeks of PETAL Micro-WIL Workshops  
55 Participants  
88 Badges Awarded



## 19 OLTCs

## supporting 95 Faculty Members

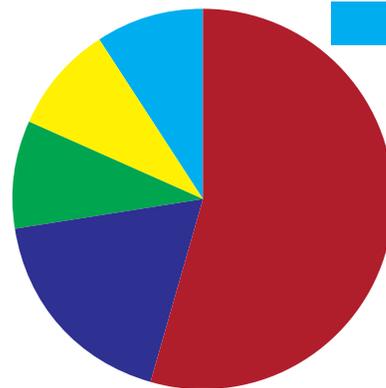
## to design 187 Courses



- 19% Humanities
- 21% Social and behavioural sciences and law
- 14% Education
- 11% Business management and public administration
- 10% Physical and life sciences and technologies
- 8% Mathematics, computer, and information sciences
- 8% Health and related fields
- 9% Other

## 24 Students Enrolled in Teaching, Pedagogy, and Technology in Courses

- 6 Presentations
- 2 Media Coverage
- 1 National Award
- 1 Peer Reviewed Article
- 1 Forthcoming Article



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### Executive Director's Note:

The Maple League of universities is, at its core, an open-hearted invitation to dream and scheme, imagine and build, challenge and reflect.

It is a de-centering or re-orientation of systems and structures in order to look at our institutions with fresh eyes so we can take the lead on high quality education in Canada and around the world.

Our approach is relational, creating connections between and amongst people, ideas, disciplines in order to dismantle silos and disincentive territorial thinking in favour of collaborative and creative ways of leading and learning. Our eclectic and intentional communities of practice is itself a tactic to foster divergent thinking by presenting novel connective threads, not for the purposes of conclusion but rather the possibility of collision.

For Canadian educator and Mi'kmaq scholar Marie Battiste, in *Decolonizing Education*, bringing together different knowledges “is not a merge or a clash, but a space that is new, electrifying, and even contentious, but ultimately has the potential for an interchange or dialogue of the assumptions, values, and interests each holds” (105).

The Maple League fosters conversations between and amongst many disciplines and fields – formal and informal, traditional and emerging, established and irreverent – to invite in multiple and sometimes contradictory perspectives that, ideally, free up our thinking and engage us in the imaginative, curious and creative work necessary for the task at hand.

The Maple League as a consortium has created hope circuits in our institutions, and represents a fundamental definition of hope via collaboration and community. The 16 communities of practice and three dedicated committees hold space for grief and despair: we have recognized that collaboration is hard and systems are not designed to share – whether that is student info, calendars, timetables, courses, resources, or intellectual property. And yet together we have created numerous examples of how we can reshape mindsets and behaviours.

- The MLTLC has had tremendous impact, as you see in the year-end report.
- We've made tremendous progress in creating systems for people to team teach and take courses from across universities.
- We have led a large-scale research project about Inclusive high impact practices, and supported programs like Decolonizing Education Abroad and the EDU portal that led with EDID design principles.

- And, as you can see in this report, so much more.

As Executive Director I see hope-in-action between and amongst these four universities.

One of the most hopeful projects we have built is the OLTC program. In designing, delivering, and evaluating the program, I have been informed by the work of British philosopher Sarah Ahmed. In her response to Audre Lorde's assertion that "the master's tools cannot be used to dismantle the master's house," Ahmed argues that to re-imagine systems from within is nothing short of revolutionary:

"To use the Lordeian formulation, the effort to rebuild the master's house so that it can accommodate those for whom it was not intended cannot be understood purely as a reformist project. It is, potentially, revolutionary. Much of the work of revolution comes from what you learn by trying to build more just worlds alongside other people." (*Paris Review*, January 14, 2022)

The OLTC program is an example of how we have dismantled the master's house with the master's tools and shifted the visioning ground by challenging the "givens" of systems and made space for the possible. The OLTC helps teachers to become learners and mobilizes students' capacities for co-design.

The Online Learning and Technology Consultants (OLTC) was created at Bishop's in June 2020 to help faculty prepare for Fall 2020. This past year 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. Inclusive design was central to each of our pathways which allowed a diverse student body to participate fully in this program. Indeed, the numbers are astounding: 66% of participants in the OLTC program self-identified as being from underrepresented populations.

In this project, all members of this community occupy learner positions, willing to sit in the discomfort of transformation with critical hope and a growth mindset.

As academics, we are wired to do this work, but some of us have forgotten.

A question I often ask myself is, "What do we ask our students to do that we aren't willing to do ourselves?" When I reflect on this question, the answers expose trust gaps that we desperately

need to fill. We ask our students to leap into the unknown – but often we don't jump in with them. We ask them to do the following:

Get comfortable with the uncomfortable.

Be vulnerable.

Trust the process.

Be okay not knowing.

Fail.

And then we assess them on it.

When we become “experts” – in disciplinary knowledge or forged through experience navigating professional and institutional organizations – we run the risk of treating authority, expertise, and mastery as fixed notion. While curiosity called us to the academy, the systems and structures in place value and reward impervious knowledge and punish (or, at the very least, dismiss) fluid states of knowing. Students are experts in states of becoming. But many of us have forgotten ourselves.

The Maple League creates conversations as a means of remembering ourselves and building from what we value.

In April 2020, Arundhati Roy challenged us to think about how we re-imagine our institutions and communities as we pass through the pandemic “portal”. She says,

“Historically, pandemics have forced humans to break with the past and imagine their world anew. This one is no different. It is a portal, a gateway between one world and the next. We can choose to walk through it, dragging the carcasses of our prejudice and hatred, our avarice, our data banks and dead ideas, our dead rivers and smoky skies behind us. Or we can walk through lightly, with little luggage, ready to imagine another world. And ready to fight for it.”

As we move into a new phase of the Maple League, what does the work ahead look like?

WHO DO WE WANT TO BE – and what do our communities need to look like?

I am so privileged to be able to facilitate these conversations heading into 2022 – 2023 with an eye to sustainability, flourishing, and most importantly, hope.

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

## I. Extraordinary Student Experiences

### *Maple League Signature Initiatives*

#### **OLTC Program Has a Successful Expansion Across Four Universities**

#### ***OLTC Program Creates 3 Pathways for Engagement***

To reach more students across the Maple League with our innovative work-integrated learning program, we created two new pathways for students to gain similar key transferable skills. In addition to the expansion of the co-curricular OLTC Program, we designed a curricular WIL pathway and a series of stackable Micro-WIL workshops (each discussed in more detail later in this report).



Through these pathways, the Program successfully created **143 unique work-integrated learning experiences** for students across the Maple League.

#### ***OLTC Program Hires Former OLTCs as Fellows***

Continuing in the spirit of Students-as-Partners, the OLTC Program hired four current and recently graduated Bishop’s students—each of which worked as an OLTC during the Bishop’s pilot—to assist with the expansion of the Program. These Fellows worked closely with the Program Director and Project Manager to assist with creating the orientation, navigating the logistics of the expansion, assessing the needs of the OLTCs, creating internal and external communication plans, and redesigning our digital footprint. *(From left to right: Sally Cunningham - Program Design Fellow, Charlotte G  linas-Gagn   - Program Design and Logistics Fellow, Emma Trumble - Communications Fellow, & Alisha Winter - Program Design Fellow)*



“Being a communications consultant has allowed me to take some of the things I most enjoyed about my OLTC work and expand them to our entire consortium. This has allowed me to work with new people and try new things in the digital field I wouldn’t otherwise have been able to do. This experience is not often had by undergraduates, and I am so thankful to the BHER for allowing me to continue in my work expanding this program.”

~ Emma Trumble, Bishop’s University, OLTC Communications Fellow

**New Cohort of Co-Curricular WIL OLTCs**

After a search across the four universities, in July 2021 we trained 13 OLTCs to join their colleagues continuing from the Bishop’s pilot project. Their training began with a full-time, two-week orientation which provided the OLTCs with foundational training in pedagogy and edu-technology to be prepared to work as partners with faculty on their campus.



“The OLTC program has been amazing so far! Through this program, I have worked with professors to curate their Acorn/Moodle pages in order to better enhance their students' learning. While I have my own experiences as a student with Acorn/Moodle, it has been incredible to work with professors and gain an understanding of their perspectives when they are teaching classes. Being able to talk to professors about pedagogies, universal design for learning, and accessibility from the perspective of a student with a disability has been so beneficial. It is so incredibly important for us to be able to have these conversations and make connections between the student and professor experience, and this program has definitely made room for all of us to have these greater dialogues that may not have happened otherwise.”

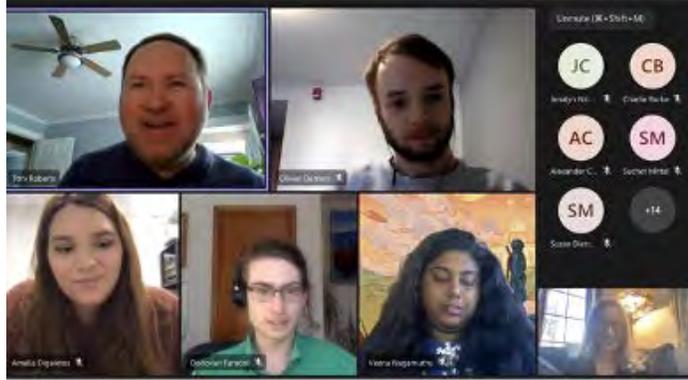
~ Emily Rafuse, Acadia University, Online Learning and Technology Consultant

“The OLTC Program has opened my eyes to the sheer amount of work and reflection that goes into creating a well-rounded and engaging course. As I work with faculty members to adapt their courses to online learning, I feel confident that I am making valuable contributions to the academic community as a whole. The program has also introduced me to a wide range of pedagogical practices, which has helped me in my own role as a student.”

~ Christelinda Laureijs, Mount Allison University, Online Learning and Technology Consultant

***External Funding Supports Curricular WILs***

The OLTC Program received Co-operative Education and Work-Integrated Learning (CEWIL) Canada iHub funding to support a curricular work-integrated learning version of the OTLC Program. Hosted at Mount Allison and instructed by Dr. Toni Roberts, students across the Maple League could enroll in *Teaching, Pedagogy, and Technology in Courses* in Fall 2021. 29 students delved into a curricular version of our Program and offered a new avenue for student collaboration with faculty.



“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)*

“On behalf of all of us, we greatly appreciate your efforts to make this course so inclusive, accommodating, and very special for everyone. This course feels like a once-in-a-lifetime opportunity where we are learning something valuable, applicable, and essential, and we are very grateful for you for creating this space. Thank you so much for your continued support.”

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

***Students Engage in Micro Work-Integrated Learning***

55 students attended Micro-WIL Workshops as part of our Pedagogy, Edu-Technology, & Learning (PETAL) series. With 35 of these students gaining badges or records of completion for their work.

Running from March 17<sup>th</sup> — May 26<sup>th</sup> 2022, these free workshops gave students an introduction to:

- Universal Design for Learning (UDL)
- Learning Objectives and Bloom’s Taxonomy
- Critical Reflective Practice

- Learner-Centered Syllabi
- Alternative Assessment
- Formative and Summative Assessment
- Critical Empathy and Hope University
- Understanding Your Privilege (and What To Do With It)
- Visual Syllabi
- Educational Technologies and Learning Management Systems
- Accessibility

PEDAGOGY, EDU-TECHNOLOGY,  
+ LEARNING



MAPLE LEAGUE  
MICRO WORK-INTEGRATED LEARNING WORKSHOPS

### ***OLTC Program Continues To Be Evaluated***

Over the year we have conducted a number of surveys to gather both **quantitative and qualitative data** and evaluate our programming:

- Business + Higher Education Roundtable (BHER) Student Data Form
- Critical Reflective Journals
- OLTC Exit Survey
- Post-Completion Curricular WIL Survey
- Micro-WIL Workshop Exit Surveys

### ***OLTCs Host Better Together Session***

Donovan Faraoni (Bishop's), Shannon Gougen (Mount Allison), and Emma Trumble (Bishop's) drew on their work-integrated learning experiences through the OLTC Program when they hosted their Better Together session "**Students as Innovators, Collaborators, and Higher-Education Change-Makers**" on January 26<sup>th</sup>, 2022.

A recording of the session is available on the [Maple League YouTube](#) Channel.



***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 workshopping 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.



**New Systems for Maple League Shared Courses Lead to New Possibilities**

This was a banner year for the Maple League Shared Courses, with record numbers of students registering, a new timeline for offering courses taking effect, and systems being built toward the long-term sustainability of Maple League Shared Courses.



In total, 48 students registered for Shared Courses over the Fall 21 and Winter 22

**GREAT OPPORTUNITIES FOR STUDENTS**

terms—a new record for Shared courses. In addition, there were 19 Spring & Summer courses taken by students. This year also launched a new timeline for the creation and sharing of Maple League Shared Courses, which ensures that Shared courses appear on the course calendars when they are first published. This new timeline resulted in nine Shared Courses for the 22/23 year.

In addition, programs seeking to collaborate have turned to the systems put in place by the MOU in order to aid in collaboration between departments. Acadia’s School of Nutrition and Dietetics and StFX’s Human Nutrition programs are starting with an exchange of Shared Courses in the coming year that they hope will result in an ongoing reciprocal relationship of sharing and building together.

### **Maple League Canada Summer Jobs Wraps Up with Reflections on Funding Students**

With the Canada Summer Jobs cycle wrapped up, the Maple League team has reflected on funding opportunities for students in transformative work-integrated learning. We sought important feedback from a number of partners, including VPs Students, Business Offices, and the leads on reporting and project management. One of the key values of the Maple League is that we don't duplicate work, add extra things to already full plates, or split already scarce resources. We are especially attentive to the perception that Maple League applications might take away from institutional application success; despite working to ensure this was not the case, our relationships - built on trust and transparency – remain the highest priority. After weighing the benefits of federal funding against the experiences of navigating the complexities, including supporting individual universities' work with student interns, reporting through Business Offices, and a host of other risks, the Maple League will no longer apply for the CSJ program. Instead, the Maple League will look for other sources of funding for students in the OLTC program and other leadership positions.

### **Four Maple League Students are 2022 Recipients of the 3M National Student Fellow Award**

It is a privilege to report that all the Maple League universities were represented in the 2022 3M National Student Fellow competition. **One student from each of the four universities** was awarded this prestigious fellowship, the highest national recognition of student educational leadership in Canada.

While ~14,000 students are shared amongst our four universities - in the pool of the 1.1 million students enrolled in Canadian PSE - we carved out 40% of the spots for student leadership. Only 10 fellows are recognized each year.

This year we identified 48 students in our cultivation cycle and successfully steered 21 students through to submission. They were given one-on-one mentorship, live info sessions, handbooks, email templates, support for nominators, videos, editing help, financial support for transcripts, help for VPs of Student Affairs with student letters, and other resources designed and delivered through the Maple League.

All four recipients this year went through the Maple League mentorship program. This program has an established record of excellence:

- In the first year of the ML 3M support program, we had four out of ten students from three of the Maple League universities (2020).

- In 2021 we had three of the 10 spots go to Maple League students.
- In 2022 we have four students from all four universities.

This is a consistent metric that reflects the work of our institutional champions and consortium approach to this award. Congratulations to the winners who are extraordinary students and models of a 21st-century liberal education:

[Olivia Stevenson \(Acadia\)](#) as a certified 200-hour yoga instructor, has lived the impact that mindfulness can have on mental and physical wellbeing, and through the development of yoga and mindfulness classes that she hosts on campus, she has had the opportunity to share this with fellow peers, faculty, and community members.

[Sufia Langevin \(BU\)](#) recognizing the unique position that students occupy in a university, she has dedicated her time to student advocacy, serving as the Vice President of Academic Affairs of the Students' Representative Council this past year as well the co-chair of the Joint Senate and Board Task Force on Equity, Diversity, and Inclusion for the past two years.

[Oorja Gonepavaram \(Mt A\)](#) is a fourth-year International Student at Mount Allison University from India, pursuing a Bachelor of Arts in Commerce and minoring in Economics and Japanese Studies. She believes in utilizing the academic platform to create space for marginalized groups that she is a part of.

[Ben Boudreau \(StFX\)](#) has developed an extensive network of student and community connections through his involvement in the Human Kinetics/Sport Management Program and the Schwartz School of Business. This includes but is not limited to his own business "St. FX Boxes" where he created a "Pay it Forward" bursary, and being an OLTC Student Champion.

Also a special thanks to our institutional champions, Angie Kolen (StFX), Adam Christie (Mt A), Katie Bibbs (BU), and Matt Lukeman (Acadia) as well as the Maple League Team Matthew Dunleavy, Neil Silcox, and Lauren Boulton.

This is a wonderful example of how we are better together!



**Maple League 3M National Student Fellows Gather at the STLHE Conference**



2021 3M Student Fellow Georges-Philippe Gadoury-Sansfaçon is (finally) celebrated at the STLHE Awards Gala

The STLHE conference in Ottawa offered a unique opportunity to bring together multiple cohorts of 3M Student Fellows, four 2022 Fellows were celebrated (one from each ML campus) and 2021 Fellow Georges-Philippe got a long-awaited opportunity to connect with his cohort. Also, Theo Soucy, a 2018 Fellow, spoke about a friend and colleague of theirs from the 2018 3M cohort who died recently.



The 2022 3M Student Fellows planning their closing plenary (not pictured here, Oorja Gonepavaram)



Mount Allison 3M Fellow Oorja Gonepavaram speaks at the STLHE closing plenary



The 2022 3M Student Fellows (including four from the Maple League) at the STLHE Awards Gala



3M Student Fellow Theo Soucy (2018) with her mentor Jessica Riddell

***Maple League Supported Initiatives:***

**Maple League Supported Initiative Completes First Belize Field School in May**

The Maple League Supported Global Skills Opportunity funded project is called the Belize Field School – Nation to Nation: Building Indigenous Knowledge Across International Borders. Here is the [website](#) to learn more about the program. There were 11 student participants from across the four Maple League universities plus a faculty member (Dr. Genner Llanes-Ortiz from Bishop’s University) and an Indigenous support person (Terena Francis from St. Francis Xavier University) that traveled to Belize in May 2022 for the inaugural jointly developed field school.



After a series of virtual pre-departure orientation sessions in March and April, the group came together for an in-person pre-departure gathering at Mount Allison University from May 4-6 just prior to departure for Belize. During the three-day gathering, participants joined many cultural activities that included a welcome prayer, a rattle-making workshop, discussions on sharing Indigenous perspectives and a sweat lodge ceremony. Additional sessions included a virtual conversation with the Governor General of

Canada, Her Excellency Mary Simon as well as several pre-departure sessions that focused on risk management and safety briefings.

In addition to the participants that attended, staff from the International Offices of the four Maple League universities (Mount Allison, St. Francis Xavier, Acadia and Bishop’s) also joined the pre-departure gathering from May 4-6. It was an incredible opportunity to come together in-person to learn and share with one another and see how transformative this field school program was for the participants. This program was also featured in Universities Canada which can be read [here](#).



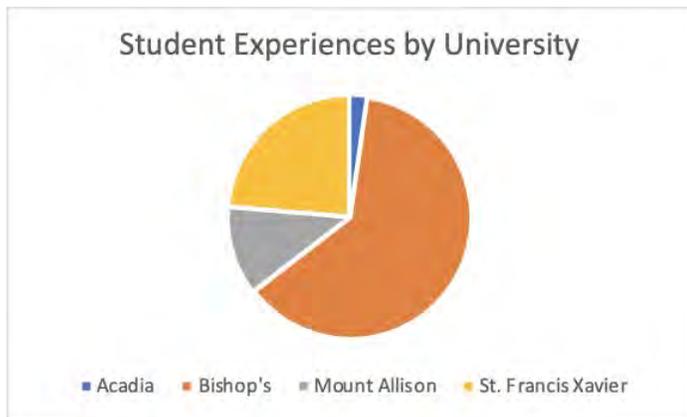
## Maple League & Riipen Reflect on Their Three-Year Collaboration as Contract Comes to a Close

Our four Maple League Universities have had access to Riipen through a collaborative partnership with RBC Futures Launch providing our faculty and staff access to a platform worth \$80,000/year. We've benefitted from this access for the past three years (with a total value of \$240,000 in external funding - and, notably, at zero cost to the universities). Riipen is a platform that helps faculty and teaching staff find and connect with industry partners to support course-based experiential learning opportunities.

### *Use by Maple League Faculty*

From the data provided by Riipen, the platform has been used across the four universities and supported the following:

- **621** Student Experiences
- **72** Projects
- **23** Courses
- **19,070** Learning Hours



### *Feedback from Industry Partners*

Riipen embeds industry feedback directly on their platform (in addition to the one-on-one feedback provided to students during their projects). Here are some of the comments shared by industry partners:

#### ***Social Impact Marketing Plan:***

“When I first started, I thought that I'd be helping students learn, and would hire a professional after. Both during, and when they'd completed it, I realized that the "professional" is basically the same as the students, but simply earlier in their career. What they shared was beyond awesome, completely.”

~ ***BrainSTRONG Network of Canada***

***Transitioning a Business to a Public Launch:***

“The students I worked with at Mount Allison University were fantastic. They never shied away from ambitious goals, and they took the frequent pivots many startups face regularly in stride. Each of the students provided significant value to Trelent in numerous forms, be it through a competitor analysis, or simple suggestions to improve the platform. I could not recommend working with them enough!”

~ *Trelent*

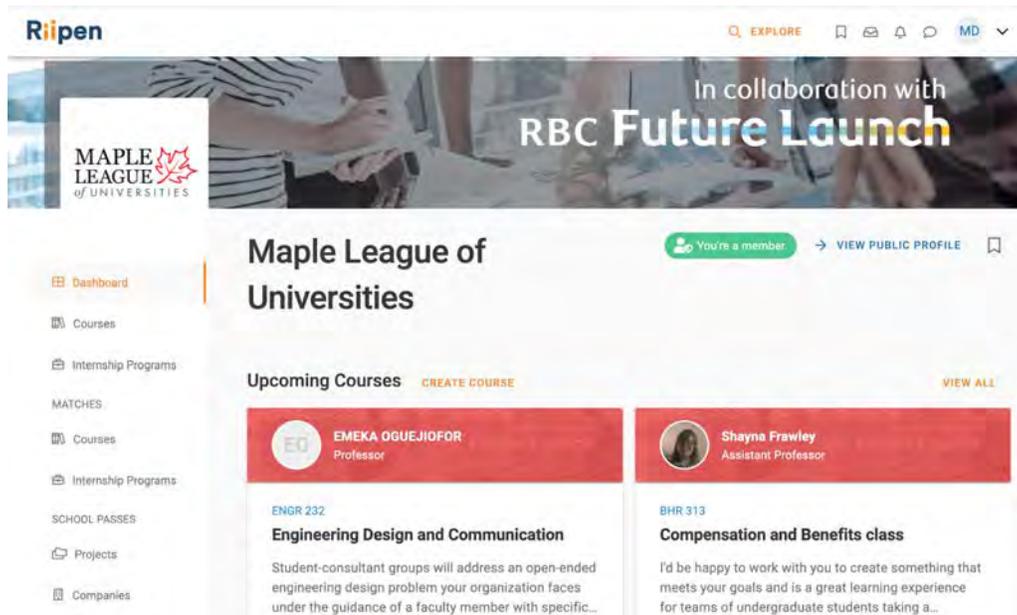
***Social Media Content & Advertising Direction:***

“GREAT project! The students did their due diligence and research. They came back with an eye opening look at my business and industry overall and gave me an awesome presentation. I'd hire each one of them if I could. KUDOS!!”

~ *Domestic Divas, LLC*

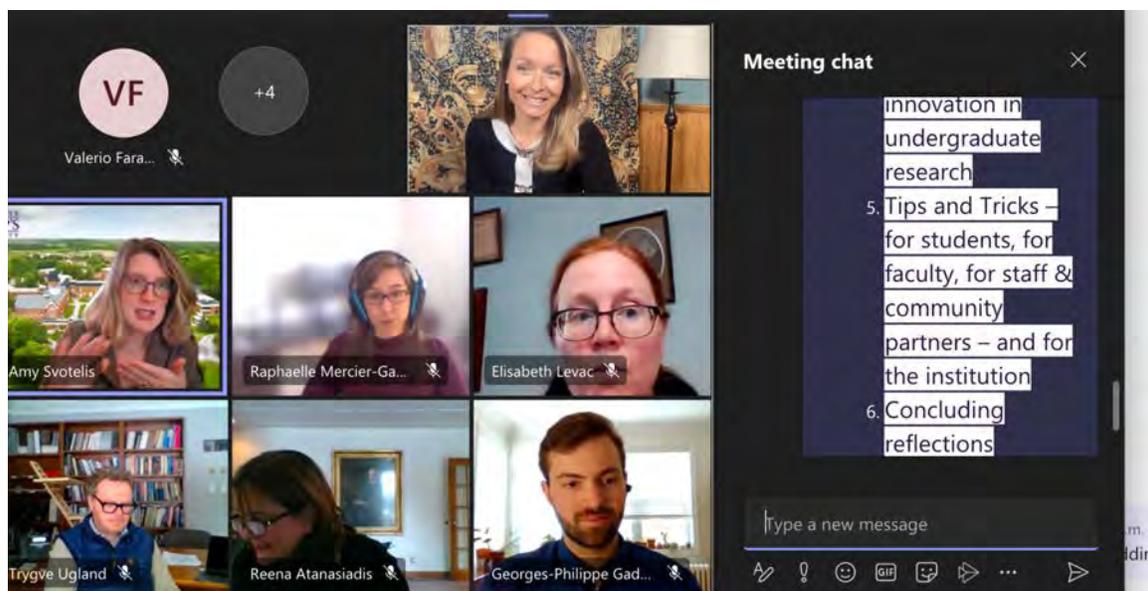
***Future of the Program***

In August 2022, our funding agreement with Riipen and RBC comes to an end. The individual universities can explore future collaborations as institutional partners, with membership fees associated with the new partnerships.



## Undergraduate Research as a High Impact Practice (HIP) is Featured at Bishop's University Research Week

Maple League Student Fellow alumnus Georges-Philippe Gadoury-Sansfaçon and Jessica Riddell led a panel on fostering high-quality undergraduate research at the Annual Bishop's University Research Week on March 29, 2022. They talked about how to use design principles around students as partners to facilitate authentic and mutually transformative relationships in research projects. They used their research collaborations around the OLTC program as co-inquirers and how they jointly published in peer-reviewed journals and at conferences.



HIPs are a cluster of educational activities that often result in greater student success, deeper learning, and better student retention rates (cf. Kuh, 2008; Finley & McNair 2013; Hill & Walkington 2016; Bronwell & Swaner, 2010). In particular, HIPs provide students with attributes including “development of intellectual powers and capacities, ethical and civic preparation, personal growth and self-direction”; humanizing education and its need; resilience building (Kuh 2008; Hill & Walkington 2016). The effectiveness of HIPs comes from relationship-building with faculty, receiving frequent and constructive feedback, and giving students opportunities to apply their education to real-life scenarios, amongst others (Kuh, 2008; Kuh & O’Donnell, 2013). Undergraduate research can take many forms, from research assistants engaging in literature reviews to co-inquiry and co-publication. Maple League universities are particularly well-positioned as leaders in undergraduate research as a high-impact practice.

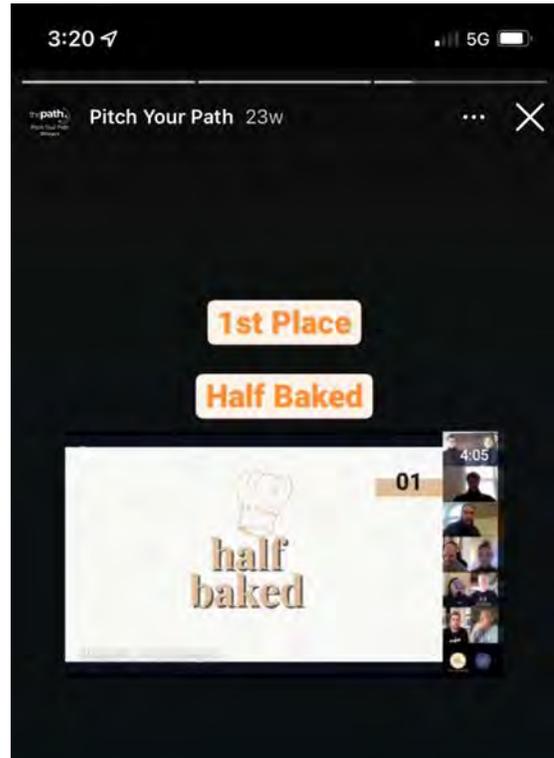
**The Path Pilot Supports 200 Maple League Entrepreneurs**

The Path, a new startup incubator shared across Maple League universities, has helped over 200 students build their entrepreneurship skills this year, with courses from Acadia, Bishop’s, and Mount Allison universities participating in the pilot. 50 startups were created: 15 successfully achieved traction and five generated revenue. One startup from Mount A will enter PropelICT, Atlantic Canada’s virtual tech accelerator, through a strategic partnership with The Path.

Students participating in the program through seven entrepreneurship courses received \$300,000 in external funding to work on their startup, funded through Canada’s CEWIL I-Hub. This covered start-up expenses and a work-integrated-learning stipend for students, and additional funding for The Path program costs.

Offering 30 workshops, panels, and networking events to students as well as a dozen possible Alumni Mentor pairings, The Path created a novel academic program this year. Leveraging the strengths of the sister universities, inter-disciplinary and industry collaboration supported students to become successful entrepreneurs alongside their studies.

‘Pitch Your Path’ a pitch competition hosted by The Path in April put nine top startups in front of investors and startup coaches to complete their training and enter the market. \$1,500 in prizes was awarded and winners were featured on The Path’s Instagram page.



Following the success of its pilot launch, The Path is seeking sustainable funding and a strategic governance model in order to way find a ‘path’ for students to become entrepreneurs in Eastern Canada. The Path’s next cohort begins in September 2022 and is open to any student across the Maple League. Signup through The Path website or by enrolling in an entrepreneurship course. For more information and to see The Path entrepreneurs, go to [thepath.mapleleague.ca](https://thepath.mapleleague.ca) or follow [@thepath\\_mapleleague](https://www.instagram.com/thepath_mapleleague).

**Maple League Supports the Edu-Portal Project Launched by Dr. Lana Radloff**

EduPortal is a digital educational teaching tool and public education cultural portal that creates community engagement and discourse about the diversity of cultural heritage. It connects past and present, by examining the notion of the Greco-Roman world as the "foundation of Western civilizations" and pairing these narratives with non-Western epistemologies.



An interdisciplinary and multicultural group of students worked collaboratively to produce a multilingual, educational cultural portal and public-facing course website that examines the intersection of new and old world identities and nation building, and the implications of our shared culture and memory for understanding and incorporating the diverse modern identities that characterize Canada and the world today. Initiating generativity and mobilizing the knowledge of undergraduate students, EduPortal uses a balance of Western and non-Western approaches to education to offer well-informed materials and resources for educators, parents, communities, and regions across the globe that may otherwise not have access to such materials. It aims to encourage reflection on the past and present and the examination of the origins of accepted epistemologies within the Western world, by interrogating their origins and transformation within contemporary society. The EduPortal platform demonstrates the strengths of non-traditional experiential learning and the benefits of a liberal education model that emphasizes multi- and interdisciplinary frameworks and local and global citizenship. Through independent research and collaboration, the students involved in the project develop numerous skills, such as cultural sensitivity, research, public outreach, project management, lesson plan development, marketing, and critical thinking.

The courses within EduPortal are meant to start larger conversations and illuminate cross-cultural connections throughout the world. EduPortal draws parallels between the past and the present and invites a critical analysis of the interplay between these influences. Our materials confront traditional notions of the ancient world and reflect the diversity of cultures and communities that characterized it. By confronting these biases, EduPortal takes an active role in decolonizing Classics and Western education as it relates to gender, race, neurodivergence, disability, socio-economic status, and language.

## II. Faculty and Staff Engagement

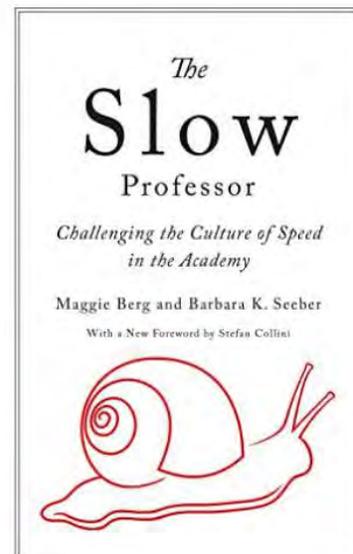
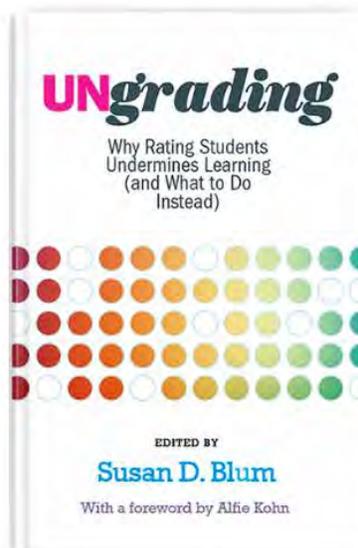
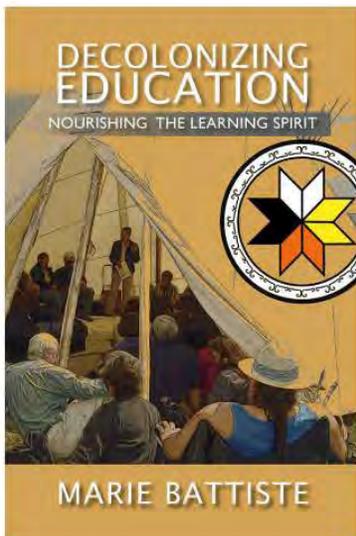
### **The Book Club as a Hub for Meaningful Conversation**

The Maple League Book Club remains a hub for conversations about teaching, research, service, and all other parts of university life. This year saw an increase in enrollment, both from within and outside the Maple League, as well as from outside institutions.

Our fall Book Club read Marie Battiste's *Decolonizing Education*, followed by *Ungrading* in the spring, and then our first-ever Summer book club where we read Berg & Seeber's *The Slow Professor*.

We had **123 unique participants** in the Book Club, including **15 participants from nine outside institutions** joining the call from as far away as Alabama and the Fraser Valley. Over 35% of participants took part in more than one book club, with almost 10% taking part in all three!

**Feedback from follow-up surveys was highly positive**, and our readers have suggested many great books for future Book Clubs. When asked to rate their overall experience of the book club, readers of *Decolonizing Education* rating an average of 8.9/10 and readers of *Ungrading* rating 9.4/10



**Better Together: A Platform for Sharing Exciting Thinking About University Life**



Our live, online, Better Together sessions continue to be a source of inspiration and new ideas for faculty. Through this platform we hosted **34 unique presenters, including 24 Faculty, six students, two staff members, and one member of our citizen towns.** We also brought in five leading thinkers from outside the Maple League through our Maple League Hosts series (more on that below).

We had **672 registrants over the course of the year, with 428 unique participants.** More than 25% of participants registered for more than one event, with 10% joining us four or more times.

Topics included engaging students in co-design, using podcasting in the classroom, EDID<sup>2</sup>, contingent and early-career teaching, accessibility, and creating community through teaching.

One goal this year was to be more efficient with our use of resources. While we believe that every faculty, staff, and leader on our campus *could* present a great Better Together session, eventually there are diminishing returns on the effort put in. This year we had a slight decrease in the number of sessions we offered this year, and the number of total participants, but we did so with significantly fewer person-hours dedicated to Better Together. A slightly slower, steadier pacing of programming also meant that our smallest audiences were still very respectable – several times larger than the lowest-attended sessions in the previous year.

Throughout, we had fruitful, exciting conversations and very positive feedback on all our sessions.

### Maple League Micro Certificate in Teaching and Learning



In the 2021/2022 year the MLTLC piloted a new program which aims to offer an opportunity to build deep connections between faculty within and across institutions, while enabling deep dives into critically important topics such as decolonization, EDID, and cutting edge teaching practice. This nine-month program saw 10 faculty, from all stages of their careers, attend and reflect on Better Together sessions and Book Clubs, while meeting regularly with an MLTLC mentor, and with one another through online ateliers. Throughout the year each participant worked on a capstone project which materially improves their practice and the conversation around teaching and learning.

The Micro-Certificate culminated in a **five-day intensive where the cohort engaged in 7 sessions on crafting a teaching narrative, campus co-mentorship, teaching with sensitivity, Universal Design for Learning, EDID<sup>2</sup>, dossier polishing, and ungrading.**

Word is spreading about the Micro-Certificate, as we've already had enquiries about joining next year's cohort—before we've even begun to promote it! And we are working on re-tooling our systems

to create even stronger connections and deeper engagement.

I could not recommend the Micro-Certificate more. It will challenge you, engage you, and provide a community of caring educators who support the goal of teaching and learning. Your teaching will not be the same when you are done.

*~Dr. Andrew Nurse, Mount Allison University*

## Maple League Award-Winning Educators Come Together to Imagine the Future of University Pedagogy



With support from Bishop’s Jarislowsky Chair of Undergraduate Teaching Excellence, The Maple League undertook a new series of interviews with Award-Winning educators from across the Maple League. Recorded over the Winter term, these interviews will be published as both podcasts and on our YouTube page. The award winners also convened as a group for the closing Better Together session of the Winter season.

Inviting the award-winners to engage with the thought experiment of Hope University, the six (and counting) interviews were inspiring and engaging. Look for their release in the coming weeks.

### OLTC Student-as-Partners for Course Redesign

Our programming supported **95 faculty members** and helped redesign **187 courses**. Our OLTCs had a direct, positive impact on all these courses, transforming student learning in Fall and Winter courses. Yet, the changes do not end this academic year, as faculty that have been through our programming have discovered new ways to engage students, alter their pedagogy, and utilize educational technologies that can be adapted and reused in future courses.

“The OLTC program has been a creative intervention in pandemic pedagogy and stands out as innovation 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 places value on student-centered 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*

**University OLTC Champion Design Teams**

Part of the success of the Bishop’s OLTC pilot was the inclusion of three unique and equal voices—faculty, IT, and student—in the design and execution of the program. To expand the program this year, we maintained this space for localized co-design. While we centralized the program coordination, management, and training, we engaged design teams at each institution to ensure its success and that the program met the needs of faculty, staff, and students.

***Bishop’s University***

<i>Faculty Champion</i>	<i>IT Champion</i>	<i>Student Champion</i>
Dr. Jasmeen Sidhu	Shahn Nadeau	Cécilia Alain

***Mount Allison University***

<i>Faculty Champion</i>	<i>IT Champion</i>	<i>Student Champion</i>
Dr. Susie Andrews	Dr. Toni Roberts	Denise Loar

***St. Francis Xavier University***

<i>Faculty Champion</i>	<i>IT Champion</i>	<i>Student Champion</i>
Dr. Denton Anthony	Dr. Matea Drljepan	Ben Boudreau

“The OLTC program allows students to engage meaningfully and critically with their education. They work with faculty to create a product that makes a difference in their education. The OLTC program also appeals to students who wouldn't normally have access to experiential learning, breaking down barriers and allowing students to learn concepts in a hands-on way through technology. It has been a real privilege to support the OLTC program. One major highlight of this program is the financial recognition of their work as having value in the world. Making it an equitable partnership for students. It's also innovative, in that sense, allowing students to have a voice at the table of their education and compensating them for their contributions. The interdisciplinary nature of the course [Phase III] also allowed more access to more students.”

*~Rebecca Leaman, Mount Allison University, Director of Experiential Learning*

“The OLTC initiative perfectly aligned with my approach and philosophy, so I was excited to engage from the outset as a mentor in the orientation and training – and in subsequent versions as a participant in designing my courses through this global pandemic. For example, I was able to partner with students to reimagine the Honours seminar course. In conversations with the OLTC team about what matters in an undergraduate education, we realized that the online format could allow for even greater self-determination, as well as a wholistic approach to study. We created a pre-questionnaire to get to know the students before class, we explored how Moodle and Teams could be used to turn the class into a Community of Practice. We designed a course where all content delivery was pre-recorded, and the order of assignments completed was determined by the student to suit their individual timetables and project goals. Finally, we created a “self-care” assignment, worth 4%, where students were required to engage in four hours of self-care for the week and write a one-page reflection on what they did and how it worked for them. When pursuing a goal as taxing as an honour's thesis, it is common for students to become overwhelmed. The assignment, which they can complete when they need it most, represents a critical component of growth and resilience. I wonder why I did not do this a long time ago! (but of course, I should have realized that engaging students as consultants and experts in their own learning journeys would help me to unlock my values and bring them more to the forefront of my design and 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 entire sector.”

*~ Dr. Heather Lawford, Bishop's University, Faculty Participant*

### **Executive Director Engages Thought Partners Across the Maple League**

Maple League Executive Director Jessica Riddell engaged a number of partners in a strategic visioning exercise in Summer 2021. She 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:

1. Sustain, maintain, and build relationships with key stakeholders and change-makers on campus.
2. Identify, understand, and workshop some wicked problems
3. Consult and co-design a strategic direction for the Maple League so that we can build a strategic plan that lives in our communities
4. Introduce the Maple League to 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.

The Maple League campus tours engaged thought partners with diverse and refreshing perspectives on wicked problems that require collaboration to tackle. The virtual visioning sessions will continue into the fall with special sessions for Bishop's and St FX, as well as within and across our 16 communities of practice and three ML committees.

### **Maple League Mentorship Program Stewarded the Submission of Four 3M Faculty Dossiers**

This year the Maple League 3M Faculty Mentoring Program had ten applicants in the pipeline and successfully stewarded the submission of four dossiers from a total of ten faculty in the mentorship program. 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.

One of the Faculty members that went through our mentorship program and benefitted from the support wrote a letter to the Executive Director and Maple League President's Council outlining the impact of the program and how grateful they were for the opportunity to participate in this mentorship program. You can read the impact letter in [Appendix A](#) of this report.

### **Maple League Committees & Communities of Practice Answer Two Guiding Questions**

The three Maple League committees and sixteen communities of practice embody what it means to a part of the Maple League of Universities. These groups continue to meet bi-weekly, monthly, or quarterly, to answer our two guiding questions which are:

1. What can we do together that we cannot do on our own?
2. How does working together enhance what we already do on our individual campuses?

The discussions had at the various tables not only provide a space for these questions to be asked and answered, but it often acts as a safe space where therapeutic conversations can be had about the current issues in their various professional practices. Below are a few examples of what our committees and communities of practice have discussed over this quarter. To see the members of our [committees](#) and [communities of practice](#) see the appendices section of this report.

***The Four University Librarians Meet for the First Time as a Maple League Community of Practice***

On December 6th the four University Librarians met for the first time as a community of practice. The group is looking forward to conversations in the new year around systems, advocacy, student library knowledge, and doing a collective SWOT. Below from left to right: Heather Saunders (Dean of Libraries and Archives, Acadia), Catherine Lavallée-Welch (University Librarian, Bishop’s), Laura Landon (Interim University Librarian, Head of Access Services, Mount Allison), and Sandy Iverson (University Librarian, StFX).



***Maple League Athletic Directors Rotate Presenting on Best Professional Practices***

This quarter the Athletic Directors welcomed Brian Finnis as the new Athletic Director at Acadia. Many of the communities of practice, including the Athletic Directors, rotate chairing monthly meetings with a new topic discussed each month. The rotation of topics this quarter included joint branding, community engagement and metrics, and shared awards. The Athletic Directors look forward to doing a deep dive into these topics and more in 2022 with the help of their department and the support of the Maple League.

***Maple League Committee Chairs Dive Into Strategic Discussions at Quarterly Meeting***

The Maple League Committee Chairs, Mark Adam of Acadia (Maple League Academic Committee Chair), Anna Redden of Acadia (Maple League Research Committee Chair), Erin Austen of StFX (Co-Chair of the Maple League Teaching and Learning Committee -MLTLC),

and Toni Roberts of Mt. A (Co-Chair of the MLTLC) met December 6th for a ‘tour of table’ updating the other chairs on what their respective committee has been working on over the previous quarter, followed by a review of the working Maple League strategic vision. This led the group to discuss the importance of converging a grassroots and top-down approach and the ways they can help execute that idea. As the meeting progressed the group discussed their terms of reference and expressed an interest in refreshing them in 2022 prior to any committee/chair turnover. These Chairs are an incredible example of the brilliant leaders that make up the Maple League.



**Maple League Builds Strengths in Knowledge Mobilization**

The Maple League is officially the first consortium of universities to join Research Impact Canada, an organization that works to build institutional capacity for researchers and students to collaborate and connect with stakeholders who can use their research to add value to their work. This membership gives faculty and staff access to workshops, grant support in writing Kmb plans, connect them with faculty across the country engaged in similar projects, and more. Future planning also includes expanding the Knowledge Mobilization Graduate Certificate currently held at Bishop’s into a Maple League initiative, where faculty could benefit from a practicum student to support their own knowledge mobilization practice.



**Maple League’s First Visiting Scholar Lynn Aylward**



In October 2021, 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.

*Dr. Lynn Aylward (left), is pictured with Dr. Heather Lawford, Dr. Jasmeen Sidhu, and Georges-Philippe Gadoury-Sansfacon (BU graduate and 3M National Student Fellow) October 25, 2021.*

**Maple League Research Committee (MLRC) Builds Capacities for Research Across the Four Universities**

***Maple League becomes the first consortium member of Research Impact Canada (RIC)***

The Maple League has become the first consortium for membership with Canada’s knowledge mobilization network, Research Impact Canada. Consortium status will provide significant savings on annual RIC

membership fees. RIC is a pan-Canadian network of universities with a mandate to maximize the impact of university research on society by

supporting knowledge brokers and by demonstrating to relevant stakeholders and the public the positive impacts of mobilizing knowledge. RIC aims to develop institutional capacities to support knowledge mobilization by developing and sharing knowledge mobilization best practices, services and tools for public engagement. These services benefit grant applications, research partnerships, and fosters engaged teaching and learning (i.e., community service learning, work enabled learning, internships).

Maple League membership in the RIC allows all four universities to participate more fully in the federal government’s inclusive innovation agenda which increasingly requires knowledge



mobilization plans and associated impact statements in preparing federal research funding proposals.

*“Through ResearchImpact, universities are using knowledge mobilization to generate socially useful research and to provide it to decision-makers, policy-makers, and practitioners, in collaboration with community, industry, and government partners.”*

Beyond Citations, Conference Board of Canada (2016)

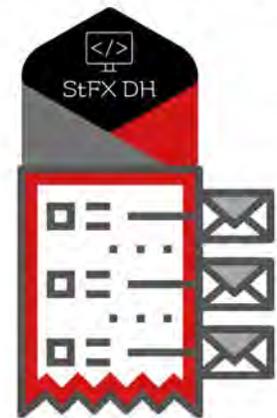
***MLRC applies for joint membership with the Canadian Association for Graduate Studies (CAGS)***

All four Maple League universities collaborated on an application for a cost-reduced joint membership with the Canadian Association for Graduate Studies (CAGS), that commenced January 2022. CAGS was founded in 1962 to promote graduate education and university research through webinars and meetings, publications, conferences, mentorship, dissertation awards and advocacy. The Association brings together Canadian universities with graduate programs and the three federal research-granting agencies, as well as other institutions and organizations having an interest in graduate studies. The CAGS mission is to provide leadership, foster community, and promote collaboration to advance excellence in graduate education, research and scholarship.

***Atlantic Digital Humanities Listserv is made Available across the Maple League***

The Atlantic-DH listserv is a welcoming community where news, announcements, and questions about goings-on related to digital humanities in Atlantic Canada are shared. This listserv is hosted by Dr. Laura Estill, Canada Research Chair in Digital Humanities and Director of the St. Francis Xavier University Digital Humanities Centre.

What is digital humanities? There have been entire books written about this question—and you can keep refreshing the website [whatisdigitalhumanities.com](http://whatisdigitalhumanities.com) to see a range of definitions. In brief, digital humanities is the application of digital tools and resources to research and teach the humanities and related disciplines. This listserv is open to interested faculty, staff, students, and community members. Dr. Estill cordially invites Maple League teachers, researchers, and students to join this listserv. To sign up, follow the directions [here](#). Questions? Contact [digitalhumanities@stfx.ca](mailto:digitalhumanities@stfx.ca).



***MLRC sets goals to nominate Researchers for the Royal Society of Canada***

The Research Committee continues to make progress towards the nominations of outstanding researchers and scholars for membership (Fellow and College) with the Royal Society of Canada, with submissions due by 1 December.

***MLRC provides professional development with CCV workshops***

Dr. David Bruce, Director of Research Grants at St. Francis Xavier, held two workshops on the Canadian Common CV (CCV) for Maple League faculty and research teams in July 2021. These webinars covered all aspects of how the CCV is set up and used, with particular attention paid to how best to maximize each part of the CCV as part of a grant application.



These webinars provided useful and timely advice to all, as aspects of the program continue to evolve and change over time. Participants who already had a CCV in the system were also able to send their CCV to Dr. Bruce before or after the workshop for review, in order to identify items that are missing and/or that could be added, changed, expanded, to give participants an advantage in their submissions.

***Promoting Research Excellence Across the Maple League***

The fellowship of the Royal Society of Canada is comprised of over 2000 Canadian scholars, artists, and scientists, peer-elected as the best in their field. Fellows are distinguished scholars from all branches of learning who have made remarkable contributions in the arts, the humanities and the sciences, as well as in Canadian public life. To recognize scholars who are at an early stage in their career and have demonstrated a high level of achievement, the RSC has created the College of New Scholars, Artists and Scientists.

Maple League discussions and efforts to identify and promote research excellence of faculty, both senior and early career researchers, led to the December 2021 nominations of four faculty members with strong research leadership profiles in their respective disciplines. Two nominations to the RSC are for lifetime membership as a Fellow (Acadia, StFX) and two nominations are for College membership (7-year term; Mount Allison). Outcomes from the nomination reviews and elections are expected to be announced by September 2022.

***Supporting Maple League Canada Research Chairs***

To provide greater support for the small number of Canada Research Chairs at each of the Maple League universities, the ML Research Committee formed a ML Network of CRCs. The 2<sup>nd</sup> semi-annual meeting, facilitated by Dr. Peter Ludlow (Manager of Research Grants and Programs at Acadia) took place on 10<sup>th</sup> November via Teams. Nine of 13 current chairs were in attendance, including Bishop’s newest Tier II Chair in Multi-Messenger Astro Physics, Dr. John Ruan. The agenda ranged from researching in a pandemic all the way to general experiences and challenges. Much of the discussion centred around experiences as CRCs in small teaching-intensive institutions. Specifically, how CRCs relate to their departmental colleagues and how they are perceived campus-wide. It was agreed that work needs to be done to educate faculty and staff about the role of the Canada Research Chairs Program. The CRCs expressed interest in eventually meeting in person to network and form research collaborations.

***MLRC Continues Sharing Research Practices, Tools and Policies***

One of the great benefits of the Maple League is the commitment to discussion and sharing of research practices, tools and policies. This sharing helps to improve practices and reduces efforts in reinvention. During this quarter, the MLRC held discussions on CFI post-award management processes, Research Support Fund use, post-doctoral appointments and supports, NSERC undergraduate funding practices, animal care training and education, and research facility user fees. To foster greater sharing, the MLRC has committed to establishing ML research networks for Animal Care, Biosafety, and Research Ethics.



***Joint Research Training and Advising for Faculty and Students Across the Maple League***

Maple League-wide training of both faculty and students has been effective in enhancing the strength of applications for both research grant funding and scholarships. David Bruce, Research Grants Director at StFX, has continued to deliver Common CV training for faculty, with two training sessions held in December. These were attended by faculty at Acadia, StFX and Bishops. During this quarter, David also provided three CGS-M training sessions leading to the advising of 49 scholarship-seeking students and benefiting all four universities.

***Maple League Wide Workshop on Grant Writing for the SSHRC Insight Development Program***

On 10 November, the Maple League Research Committee hosted a virtual SSHRC Insight Development Grant Workshop/Q&A panel. The session was moderated by Maria Thistle, Director of Research Services, Mount Allison, and recorded for those unable to attend. The panel consisted of Dr. Michael D'Arcy (STFX), Dr. Mario Levesque (MTA), Dr. Adam Perry (STFX), Dr. Dawn Wiseman (BU), and Dr. Corinne Haigh (Acadia). All have extensive experience serving on SSHRC Application Selection Committees. The session covered four important topics: a) common mistakes/problems in applications; b) budgets – writing, justification, and key tactics; c) knowledge mobilization; and d) training of personnel.

***Collaboration in Research Data Management***

All Canadian universities are required to develop an Institutional Research Data Management Strategy (due March 2023). RDM Plans will soon be expected of faculty applying for Tri-Council (NSERC, CIHR, SSHRC) funding. Research office staff from all four universities attended a series of national webinars on RDM requirements (held in October) and have been in discussion about a possible collaboration in the submission of a SSHRC Connection Grant application, focused on RDM knowledge mobilization and training, in early to mid-2022. Planning efforts will continue in the coming months.

***Joint Membership in CAGS***

All four Maple League universities jointly applied for Canadian Association for Graduate Studies (CAGS) membership, with cost savings based on our collective graduate student numbers, as of January 2022. CAGS promotes graduate education and university research through national webinars and meetings, publications, conferences, mentorship, dissertation awards, and advocacy. The CAGS mission is to provide leadership, foster community and

promote collaboration to advance excellence in graduate education, research and scholarship. For more information, visit [their website](#).

### Engaging in Strategic Planning and Review with Maple League Communities of Practice & Committees

Executive Director Dr. Jessica Riddell engaged in design thinking about sustainability and succession planning with various communities of practice (CoPs) and committees. Her goal with these meetings was to lead the groups through strategic visioning exercises and hear their ideas and recommendations that enhance their own professional practices.



Additionally, Matthew Dunleavy (OLTC Program Director) and Neil Silcox (Faculty Excellence Lead) joined the IT Directors meeting, VP Academics meeting, and the Academic Deans meetings over the year for quarterly reporting on their portfolios. Matthew and Neil present progress, solicit feedback from the various stakeholder groups, and model transparency and consistency in Maple League signature-initiative reporting.

HOW THEY COMPARE	Fall & Winter	Spring & Summer
Delivery	Online or Hybrid	In-person possible
Application	Students Apply at Their Home Institution (MGU)	Students apply where the course is being offered (LOPI)
Credits & Grades	Transferred automatically	Students request transfer
Tuition Dollars	Stays in the Home University	Goes to the Host University
Administration Fees for Students	None	None
Role of the ML	Administering	Promoting

"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."

"On behalf of all of us, we greatly appreciate your efforts to make this course so inclusive, accommodating, and very special for everyone. This course feels like a once-in-a-lifetime opportunity where we are learning something valuable, applicable, and essential, and we are very grateful for you for creating this space. Thank you so much for your continued support."

OLTC

### III. External Engagement

#### Maple League Hosts Brings in Six Canadian Educational Leaders to Excite and Inspire

The highlight of our Better Together seasons was our Maple League Hosts series. Over four



sessions, six experts in teaching and learning, spanning the entire country, invited us to think more deeply about the systems which shape our teaching.

The Maple League Hosts guests this year were:

- Dr. Jessica Riddell, Professor of English, Bishop's University & Keynote presenter at the 2022 STLHE conference
- Dr. Shannon Murray, Professor of English, University of Prince Edward Island & 2022 STLHE Lifetime Achievement Award Winner
- Dr. Lisa Dickson, Professor of English - University of Northern British Columbia
- Dr. Natasha Kenny, Senior Director of the Taylor Institute for Teaching & Learning, University of Calgary
- Dr. Gavan Watson, Associate Vice-President of Teaching & Learning - Memorial University of Newfoundland
- Dr. David Hornsby, Vice President Teaching & Learning - Carleton University

#### In Reflections on Failure & Hope Educational Leaders from Around the World Map the Rocky Road to Success

In collaboration with the Jarislowsky Chair in Undergraduate Teaching Excellence and Nipising University's Dean of Teaching, Dr. Pat Maher, and with support from the Society for Teaching and Learning in Higher Education, this interview series invited educational leaders from around the world to share vulnerably about how their pedagogical failures paved the way to teaching excellence. Interviewees include:

- Brigitte Madelun, Senior Educational Consultant - Southern Denmark University Centre for Teaching and Learning (SDUUP).

- Dr. Joy Mighty, Professor Emerita - Carleton University & 2021 STLHE Lifetime Achievement Award Winner
- Dr. Billy Streat, Professor - University of Alberta
- Dr. Andy Martin, Professor, University of Melbourne (Australia)
- Dr. Duncan Cross, Head of School of Education - University of Sunderland (UK)
- Dr. Fiona Rawle, Institute for the Study of University Pedagogy & Director of the Robert Gillespie Academic Skills Centre - University of Toronto
- Dr. Jaqueline De Matos Ala, Associate Professor - Wits University (South Africa)

### Maple League Executive Director Engages External Partners in Conversations about Quality Education

#### *Executive Director is the Plenary Speaker for Teaching retreat at Champlain College*

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 in the design and delivery of courses.

#### *Maple League is Featured in MAPLE Business Council Publication on Innovations in Higher Education*

Maple League Executive Director, Dr. Jessica 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.

#### *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.



***Executive Director Returns to The Garden to Talk About Shakespeare and Love***

Dr. Jessica Riddell presented her talk titled “Does love get better with age?” at [The Garden](#) on April 27th, 2022. The Garden is a Netflix-style streaming platform that engages internationally-recognized scholars about their research and puts them in conversation with a “community of the curious” across the globe. Dr. Riddell shared her research on how love gets better with age in Shakespeare’s works: the star-crossed lovers are cautionary tales that expose the disastrous disease of toxic love, but that there are pro-aging antidotes in that educate us on enduring and deep (distinctly middle-aged) love. Her talk is available [on-demand](#).

***Maple League Executive Director Gives Keynote Speech at National Conferences***

Dr. Jessica Riddell gave two keynote speeches this month at both the STLHE conference in Ottawa and EuroSoTL in Manchester, UK. Her keynotes were centered around Hope University and showcasing how Hope University is a concept without borders, built around fostering community locally, nationally, and internationally. The Maple League featured heavily in both international talks as a model of what Hope University looks like in rewiring and renewing systems and structures in higher education.



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

The Maple League is, at its heart, 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 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!

***Dr. Riddell Delivered a Keynote Address to the International Federation of Teaching Fellows***

Dr. Riddell delivered a keynote address to the International Federation of Teaching Fellows on 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.

**CityStudo Seeks Partnership with Maple League on University-Town Engagement**

On September 20, 2021, Dr. Jessica Riddell and the Maple League team had an introductory meeting with CityStudio. CityStudio is a locally adaptive partnership model that enables municipalities and academic institutions to collaborate effectively and efficiently to make local communities more inclusive, safe, resilient and sustainable.

The Maple League's value of community engagement and global citizenship is closely aligned with the CityStudio model as it is a unique hands-on learning experience for students and uses collaboration as a way to work towards a more just and civil society.



**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.

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

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”. EduNova’s 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.

**OLTC Research Findings Shared Across The Country**

Throughout the year, the OLTC research findings were shared with faculty, staff, educational developers, students, and more across the country at conferences.

***“Student as Partners in Curricular and non-Curricular Work-Integrated Learning”***

On December 10<sup>th</sup> 2021, Christelinda Laureijs (Mount Allison), Shannon Gougen (Mount Allison), and Emma Trumble (Bishop’s) joined Matthew Dunleavy, Dr. Jessica Riddell, Toni Roberts, & Georges-Philippe Gadoury-Sansfaçon conducted a roundtable at the Innovations in Education Conference at the Macpherson Institute, McMaster University, Ontario.



***“Building Institutional Capacities For Students as Partners in the Design of COVID Classrooms”***

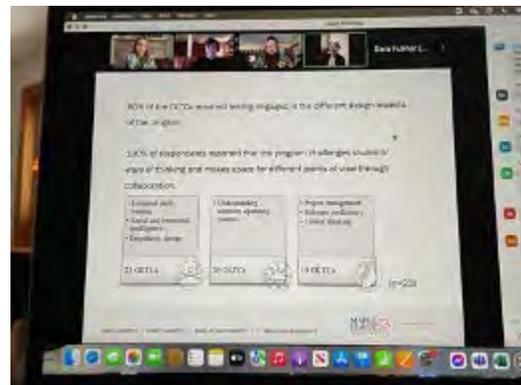
In 2021, Dr. Jessica Riddell, Scott Stoddard, and Georges-Philippe Gadoury-Sansfaçon published in the *International Journal for Students as Partners*. Their article, [“Building institutional capacities for students as partners in the design of COVID classrooms,”](#) presents their findings from the 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.”

***“Your Connection is Unstable’: Building Trust & Community Online”***

The OLTC Program Director, Matthew Dunleavy, and the Maple League Faculty Excellence Lead, Neil Silcox have a forthcoming article in the [National Teaching and Learning Forum](#). **“Your Connection is Unstable’: Building Trust & Community Online”** explores how to use the tools of virtual togetherness in ways that improve compassion, understanding, and our ability to connect to one-another as people. It is yet another way that the Maple League is establishing itself as a leader in imagining a better future for universities.

***“Student Collaboration in Course (Re)Design”***

On February 23<sup>rd</sup> 2022, Matthew Dunleavy and Dr. Jessica Riddell were joined by Cécilia Alain (Bishop’s University)—a fourth-year student who has worked with the OLTC Program as the Bishop’s Student Champion and as a Research Assistant for Dr. Riddell—at a presentation for the Educational Developers Caucus Conference at the University of Waterloo, Ontario.



***“Réinventer la pédagogie universitaire en partenariat avec les étudiant.es en temps de pandémie: co-conception, technologie éducative et compétences d’avenir”***

In preparation for the 89e Congrès de l’ACFAS, Université Laval, Québec, Georges-Philippe Gadoury-Sansfaçon and Jessica Riddell scripted and filmed a 20min presentation in French to be delivered at the largest scientific event in the French speaking academic world.

**Award Winning OLTC Program Featured at STLHE Conference**

The Maple League was represented in multiple platforms on a national stage June 7-11 in Ottawa at the Society for Teaching and Learning in Higher Education Annual Conference. This is the largest national organization for teaching and learning in higher education and attracts 400 - 700 delegates (both hybrid and in-person) to the conference.

***A Research Presentation on the OLTC***

Matthew Dunleavy, Dr. Jessica Riddell, and Georges-Philippe Gadoury-Sansfaçon presented “Pandemic Pedagogy in Practice: Emergency Remote Teaching with Students as Co-designers.” in a bilingual paper panel.



***OLTC’s D2L Award Win Celebrated***

Concurrently with “Pandemic Pedagogy in Practice,” Cécilia Alain, Toni Roberts, and Scott Stoddard accepted the D2L Award on behalf of the OLTC, and shared details of the program with their fellow award-winners and delivered a presentation on the innovation of the project to a large audience.

***OLTC Poster Presentation***

The OLTC team also shared research findings through an STLHE poster presentation. Their poster “Working with Students to Co-Design 21st-Century Classrooms: The Online Learning & Technology Consultants (OLTC) Program” enabled face-to-face, one-on-one knowledge mobilization with Educational Developers and Faculty from across the country.



**OLTC Program Awarded Top Innovation Prize at STLHE Gala Banquet**

The Society for Teaching and Learning in Higher Education awarded Matthew Dunleavy, Georges-Philippe Gadoury-Sansfaçon, Dr. Jessica Riddell, Toni Roberts, and Scott Stoddard the prestigious D2L Innovation Award in Teaching and Learning for the creation and expansion on the OLTC program from 2020-22.

The D2L Innovation Award in Teaching and Learning recognizes and celebrates excellence in collaborative teaching and learning in post-secondary education.



While educators are encouraged to cultivate collaborative approaches to student learning, they must also be encouraged and supported to engage in collaborative teaching.

On June 7<sup>th</sup> 2022, Cécilia Alain, Matthew Dunleavy, and Toni Roberts represented the team with other winners at a full-day retreat in Ottawa to share innovative practices.

**OLTC Champions Meet In-Person for the First Time at Rideau Street Luncheon**



After the multiple successes of the OLTC were recognized and celebrated at the STLHE conference, the principle architects and executors of the program met to celebrate their success and imagine what the next steps may be for the OLTC. On the agenda: how to foster more spaces of belonging and flourishing for both faculty and students as we move into a post-pandemic world.

**Maple League Executive Director Meets with External Funders in Ottawa in June**

Jessica had a chance to meet with leads at Business Higher Education Round Table (BHER), a federally-funded higher education and business sector think tank based in Ottawa. Steve Higham and Maria Giammarco, research leads at BHER, attended the keynote Jessica delivered June 8, and then they met for lunch on Parliament Hill to discuss the future of higher education and the partnerships with business sectors, particularly in relation to upskilling and re-skilling.



**Dr. Riddell Meets with CEWIL Partners in Ottawa at STLHE**

CEWIL Director Charlene Marion and Atlantic Canada lead Krista Steeves were at STLHE in Ottawa and hosted the opening reception for delegates. Jessica met with them and highlighted the importance of external funding and partnerships that enable innovation at universities that experience funding challenges. CEWIL (Cooperative Experiential and Work Integrated Learning) has been a key partner for projects across the Maple League, and Jessica explored future projects with the CEWIL leaders.



**Byward Market Reception Brings Together Dozens of Maple League Faculty, Staff, and Students**

Following the first day of the conference, a cinq-à-sept was hosted by the Maple League at the Heart & Crown in the Byward Market. A beautiful June evening facilitated hours of old friends catching up, online collaborators meeting face-to-face for the first time, and new colleagues connecting.

### BHER Final Report Submitted

The OLTC Program Director and Project Manager submitted a final report to our external funders—Business + Higher Educational Roundtable (BHER). This report illustrated the innovative pathways created to support work-integrated learning through the OLTC Program and highlighted which students were able to take part in these WIL experiences, amongst other successes. An unsolicited testimonial provided to us this month about the OLTC program can be seen below:

My name is Morgan Quinn and I am a contract faculty prof in both Sports Studies and Sociology. This note is to support the funding of OLTC as a valued program. Since the inception of the pandemic, I have been fortunate enough to benefit from the excellent expertise and professionalism from those students of OLTC assigned to me. Being a technological dinosaur, their very thorough knowledge has allowed me to prepare properly to teach online. Specifically, they contribute to the setting up of my Moodle page (considerable), as well as creating group channels on Teams. Their assistance has been invaluable and I trust I am one of many that speak highly of the OLTC incentive. Therefore, please do add my name to those in support of the program and trust it will continue as a needed element to properly prepare for our students.

~ Morgan W. Quinn, Bishop's University

### The OLTC Program Highlighted In the Media *Maclean's*

One of our Bishop's OLTCs, Loch Baillie, wrote about the Program for *Maclean's*. The article is available online [here](#) and appeared in print in Maclean's 2021 Canadian Universities Guidebook.



### *OLTC Blogs Highlight Program Value*

Design Fellows, Sally Cunningham and Alisha Winter, published [several blogs and micro-blogs](#) about the OLTC program. These blogs provided spotlights stories from last year showing how the program helped students and faculty, with many blogs focusing on how OLTCs collaborated with instructors to design for delight.

### *Local Paper Spotlights One of Our OLTCs*

One of our Bishop's OLTCs and Design Fellow, Alisha Winter, was [interviewed for a local, community paper](#)—*The Cornwall Standard-Freeholder*—about the OLTC program.

***OLTC Instagram for Student Success***

Throughout the year, Communications Fellow, Emma Trumble, published student-focused posts on [social media](#) to offer short tips and tricks to help student success. Ranging from PowerPoint annotation tools to practicing typing skills, these posts give quick, digestible information to help students as the new semester begins.



***New OLTC Dedicated Website Launches***

Communications Fellow, Emma Trumble, redesigned [our website](#) to offer a centralized virtual space to share our work. It also offered individual sign-ups forms for course instructors to work with OLTCs at their institution.

**Executive Director and Communities of Practice Meet with the Founders of Action Now Atlantic**

This year, Dr. Jessica Riddell, along with the Athletic Directors, and VP Student Affairs met with Emma Kuzmyk and Holly Foxall who are doing the important work to eradicate sexual violence on university campuses in Atlantic Canada. Action Now has the mandate to support universities with resources, sessions, seminars, and other kinds of programming. We look forward to this important work being continued into 2022-2023.



**Maple League Research on High Impact Practices Featured at National Symposium Series**

A lot has changed in our understanding of and approach to teaching and learning in higher education since the 2010 publication of Taking Stock: Research on Teaching and Learning in Higher Education. And yet, much has stayed the same (despite the current pandemic). We have

“taken stock” once again – of what we know now, what has changed and what further change is needed in support of deep and essential learning in our ever-changing world. These are among the issues to be covered in our new book *Taking Stock 2.0: Transforming Teaching and Learning in Higher Education*. Due to be published in time for the 2022 STLHE annual conference, chapter authors Dr. Jessica Riddell and Tiffany McLennan showcased their contribution in advance on May 24, 2022.

### **The New-and-Improved Maple League Website is Relunched**

The new Maple League website officially launched this quarter and can be viewed [here](#). It is a bold, exciting new face for us to show to the world who we are and what we do. It is already cleaner and easier to navigate than the original, and with its new nimbleness, it has continued to grow and be refined in the weeks since it launched.

The original Maple League website, created in 2015 by M5 creative firm, was built in the infancy stages of the consortium and was, therefore, fairly one dimensional (in fact, in 2018 when the new ED came on board, the website was one single landing page). As the consortium has grown and become a complex organization with multiple grassroots communities of practice, the backend infrastructure could not accommodate the vibrancy of the projects and interconnections. The backend architecture became a bottleneck in the day-to-day communications and knowledge mobilization that is essential to supporting the mandate of the consortium – which is to build the profile (small, primarily undergraduate, 21st-century liberal education) to Canadians and international audiences.

Over the past several months Lauren Boulton (Maple League Strategy & Advancement Lead), with the assistance of Bishop’s student Emma Trumble, undertook the herculean task of migrating to a more modern platform, redesigning and rebuilding the site from the ground up, and (crucially) migrating all of the information over from the old website. This new website will reinforce and strengthen our brand in meaningful and high-impact ways.



### Maple League Builds Capacities for Attracting External Funding

The Maple League has attracted a great deal of attention nationally in the past year, and the consortium is increasingly being recognized as a leader in conversations around quality undergraduate education. One of the metrics of this success is the ability to secure external funding for various projects and initiatives across departments and sectors. As we start to see the success of our efforts, we have engaged in strategic planning with the help of the four VPs of Finance. The Maple League is committed to accountability and transparency in all aspects of the inter-institutional collaboration, and reports activity monthly, quarterly, and annually. The budgets and detailed transactions are reported quarterly and annually. As we grow our brand recognition and reputation as leaders in quality education, a strategic framework for funding has emerged. There are four categories of funding:

1. **Maple League Membership fees:** Each university contributes membership fees annually (this is a five-year agreement, 2018 - 2023).
2. **Maple League Direct External Funding:** this funding goes into the restricted ML account housed at BU and is administered by BU Business Office. This category of funding includes funding from foundations for operations (we received a start-up grant from McConnell 2015 - 2018) as well as funding from foundations for specific projects. The ML reports monthly to BHER and the VP Academics on funding envelopes for OLTC and the MLTLC. Furthermore, the funding for employing students and other consultants goes through this account, with consulting contracts signed by a representative of the VPs Academic Council or the Maple League Presidents Council and the Executive Director.
  - a. The Maple League received \$100,000 from McConnell for a Virtual Maple League Teaching Learning Centre (June 1, 2020 - May 1, 2021).
  - b. The consortium also secured funding from Business-Higher Education Round Table (BHER) \$170,000 to support the OLTC expansion project (March 30, 2020 - April 1, 2021).
3. **Maple League Supported External Funding:** \*This model of funding goes directly to the university as is administered through institutions like research and other funding; project leads are responsible for reporting.
  - a. CEWIL funding: several projects were supported by the Maple League but submitted by faculty and staff who have their own accounts and reporting.
  - b. Universities Canada: The International Offices collaborated on a Universities Canada grant. This is a collaborative grant that came out of the community of

practice led by Larissa Strong at St FX and will be administered by the project leads.

- c. **Canada Summer Jobs:** three of the four schools received CSJ funding for student OLTCs this summer, working with the IT departments on employment. These contracts are now ending.

**4. Maple League Indirect External Funding:** Money goes directly from one funder to the partner organization. So, for example, the Maple League has been given access to RIIPEN, an experiential learning platform and North America’s largest platform for connecting universities, students, and partner organizations. While the annual institutional membership fees are \$20,000, RIIPEN and RBC created a joint agreement to fund all four Maple League universities for the past three years. The Maple League has benefitted from \$240,000 worth of access to this platform, which has been funded by RBC Futures Launch.

### **Maple League Puts Transparency, Accountability, & Sustainability at the Heart of Design**

As the Maple League continues to grow in scope and complexity, an ongoing set of conversations are underway to help strengthen the foundations upon which we create and innovate. As more and more people see the value of collaboration, this leads to growth for ML-supported projects. We celebrate the innovation and at the same time understand we must concomitantly design systems to mitigate risk. There are so many kinds of risk: operational, emotional, financial, reputational, systemic versus non-systemic, and compliance risk are some of the many.

### ***Mitigating Operational Risk with Humane Human Resources***

In the intense pressure of a global pandemic, mitigating operational risk ensures those vital to operations are able to reflect, rest and recover. Our people are our most valuable resource; however, their goodwill and wellness are not renewable resources unless we invest in support, flexibility, valuation, and compensation. The Maple League core team (Lauren Boulton - ML Strategy and Advancement Lead, Neil Silcox - ML Faculty Excellence Lead, and Matthew Dunleavy - OLTC Program Director) led by Executive Director Dr. Jessica Riddell, has been, and continues to be intentional about team building, trust, and reflection. Below are some of the few ways the core Maple League team is accountable to each other as they grow as individuals and as a team:

- Weekly one-on-one meetings with team members (Mondays);
- Weekly team meetings for project management (Mondays);

- Weekly review of the week objectives with a focus on gratitude (Fridays);
- Reciprocal quarterly performance assessments;
- Professional development, research, data collection and analysis;
- Monthly and Quarterly internal and external reporting to the Maple League and to funders.

### ***Mitigating Reputational Risk by Understanding Spheres of Control Versus Spheres of Influence***

Mitigating reputational risk is also at the forefront of our thinking. There are spheres with differing levels of reputational gains and attendant risks:

#### **1. The spheres of control**

This include the signature initiatives (design, delivery, assessment, reporting & communications), managing the ML team of consultants, building and maintaining relationships with external partners, and operationalizing directives from the Maple League Presidents Council. Maple League Signature Initiatives Include: Maple League Courses; Online Learning and Technology Consultants (OLTC); The Virtual Maple League Teaching and Learning Centre (VMLTLC) which oversees programming & professional development (Better Together series, the book club, the micro-certificate, and innovative educational leadership spotlights, 3M mentoring). In these spheres of control we have the highest degree of quality control, most control over the impact, and carry the lowest reputational risk. We have a clear understanding of the objectives, are able to measure impact, adhere to a timeline, and problem solve as challenges arise. There are clear reporting structures for the VP Academics (OLTC, ML Courses, and VMLTLC) and the MLPC (quarterly and annual detailed financial reports, strategic planning).

#### **2. The spheres of influence**

This includes **supporting the three ML committees** (assessment, reporting & communications), managing the 16 Communities of Practice, connecting internal people with potential external partners (e.g. Riipen, CEWIL, etc), and building relationships through town halls, community consultations, webinars, delivering reports to boards and senate, etc. In these spheres of influence we have some impact on quality control, less control over the design, and carry moderate reputational risk. In these spheres of influence, we support committee chairs and groups to develop a clear understanding of their objectives and facilitate how working together might align with their professional and institutional strategic visions. We provide some administrative support (meeting organization and note-keeping, curated teams channels); ask for reports and support these teams to measure impact. Projects in this category have clear Primary

Investigators/Project Leads and a home institution. The ML is not responsible for project management, reporting, budgets or finances. PIs follow their own institutional reporting structures and report to their external funders directly. This is parallel to research grants with PIs, and there are well-established infrastructures for this model.

### **3. Spheres beyond our control: Communications within institutions**

There are many things outside both the spheres of control and spheres of influence that have the highest level of reputational risk without any control over the quality or dissemination. We can design a beautiful program but when both Maple League Signature Initiatives and Maple League Supported Initiatives move through internal institutional structures, there is little or no control and yet barriers or challenges that arise here pose the biggest reputational risk to the consortium brand. There is no dedicated ML representation on the boards or senate at the other universities; there are no staff embedded in offices or departments to steer ML projects; and no access to institutional channels for communications with internal members. It is also impossible to navigate the complex political landscapes of individual universities. This sphere requires dedicated thought and re-design in 2022.

#### ***A New Financial Dashboard Creates KPIs for Strategic Progress***

Mitigating financial risk is very important: in addition to up-to-date financial reports, quarterly and annually detailed transaction reports, we have designed a new financial dashboard. This dashboard is flexible and allows for strategic, nimble, and accurate future-spend planning. This dashboard and other financial reporting are put together by Lauren Boulton, Maple League Strategy and Advancement Lead, in consultation with David Boulton, a Chartered Professional Accountant with a strong background in IT, reporting, and change management, and current Vice President Finance and Operations at Double Digit Sales in Toronto. David is a Bishop's University alumnus and has multi-industry experience that provides him with a unique perspective that allows him to quickly identify critical challenges and determine the best way to address them. We are fortunate to have David's support and remain grateful for his generous, pro-bono help.

## Appendix A - 3M Teaching Fellowship Impact Letter

Dear ED and Presidents' circle of the Maple League,

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.

Sincerely,



Heather Lawford, PhD,

Canada Research Chair, Tier 2- Youth Development

Full Professor, Department of Psychology

Co-Director- Centre of Excellence in Youth Engagement at the Students Commission of Canada

Bishop's University