

Maple League of Universities Quarterly Report
July 1, 2022 - September 30, 2022



Table of Contents

I. Extraordinary Student Experiences	1
OLTC Program is Reanimated at BU	1
The Path Pilot Launch 2021-2022 At-A-Glance	2
Maple League Wide Experiential Learning Course Returns to Stratford with CEWIL Funding	3
Maple League Shared Courses Help Students Connect across Institutional Boundaries	5
New Contributors to Maple League projects	5
II. Faculty and Staff Engagement	6
V_MLTLC Reaches Further than Ever	6
3M Mentoring Network is in Full Swing	7
Maple League Hosted a Welcome Event for New Faculty	8
Maple League Athletics Directors Welcome New Member and Set a Focus for the Year	8
III. External Engagement	9
Maple League Teams Meets with Action Now Atlantic to Discuss Future Engagement	9
Maple League Students Participating in Belize Field School Met with both Countries' Governor Generals	9
Dr. Riddell and the Maple League Recognized by Forces Avenir	9
Maple League Communications Directors Collaborate on Fall MacLean's Feature	10
Building Hope Circuits through Conversation: Plenary talk for the International	10
Changes to Governance Leads the Maple League into a New Phase	10
Maple League and Studiosity Discuss Potential Partnership	11

Executive Director's Note:

I am in the midst of planning a Maple League course for Winter 2023 that analyzes narratives of the Marvel Universe in order to unlock the superheroes of our students. Co-taught with my colleague, Dr. Heather Lawford (CRC in Youth Engagement), we propose that metaphors provide us with the divergent thinking skills necessary to understand the relationship between agency and communion.

The Maple League is a perfect space to think about how we unlock the super hero powers of our students (and other members of our community) because the academic consortium challenges us to think differently to be better. We run on mentorship and generativity in so many spheres that it seems fitting to teach this course across the four universities.

Our course starts with *Wonder Woman* (2017). The origin story of Diana, Princess of Themyscira begins with a voice over that frames the overarching theme:

“I used to want to save the world. This beautiful place. But I knew so little then. ... What one does when faced with the truth is more difficult than you'd think.”

We follow Diana's development as she confronts troublesome knowledge: her resilience – and eventual triumph – is only made possible through her capacity for hope and her ability to build communities of unlikely allies and partners.

There was one concept in particular from *Wonder Woman* that illuminates the work we aspire to do as mentors, guides, and learners. Early in the film, soldiers invade the Amazonian island; in the midst of battle, the Amazonian General, Antiope, yells “SHIELD” and her compatriot angles her shield to propel Antiope high into the air in order to destroy their enemy's strategic position.

Steve Trevor (self-styled “good guy”) witnesses this display on the beaches of Themyscira. Later in the film, when Diana and her motley crew are under fire, Steve repurposes a tank door, yells “SHIELD”, and three men launch Diana into the air so she can take out a sniper's nest and win the day.

The shield represents a mindset of generosity, solidarity, and humility that enables us to advance others so they can reach new heights and exceed their individual capacities. The shield-bearer is

foundational to success but assumes none of the glory. He or she must be attentive to moments where their intervention can change the outcome.

Essayist Rebecca Solnit describes hope as “the belief that what we do matters even though how and when it may matter, who and what it may impact, are not things we can know beforehand.”

The shield bearer, therefore, is hope in action.

We have all benefited from shields. Our mentors – male and female – have lifted us up and propelled us farther than we could have achieved on our own. Collaborators and colleagues have performed countless acts of “shield bearing” at meetings and in classrooms, in online forums and research receptions.

Wonder Woman shows us that the goal is not to stand on top of Mount Olympus looking down upon those who have not yet been enlightened but rather to engage and struggle in the trenches and the plains, the classrooms and the playing fields.

The beauty – and the hope – lies in the struggle.

When Dr. Lawford and I teach this Maple League course in the winter term, I look forward to sharing the insights students have to unlock our individual and collective superhero powers. And more importantly, I hope that when you read this report you see examples of shield-bearing, of amplification, of deep generosity as we strive to create spaces to unlock the super heroes working tirelessly, often invisibly, but always with great impact within our communities.

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

I. Extraordinary Student Experiences

OLTC Program is Reanimated at BU

The success of the OLTC project to date has been dependent on external funding, pro-bono work, and a tremendous amount of goodwill. None of these are renewable resources. To make the OLTC sustainable in the long term across the Maple League, we have been in conversation with Business Higher Education Roundtable (BHER) for a new funding envelope (\$210,000 for 16 months). The conversations are progressing to the final stages, but we must ensure we have the systems in place to support the project in the longer term.

In the meantime, Bishop's University has reanimated the OLTC program and is currently hiring eight students to support faculty for Winter 2023 course planning. Jessica Riddell, in her role as Jarislowsky Chair, has partnered with Jason Vierti (the new director of Information Technology Services) and Loch Baillie (former OLTC and BU alumna) to recruit, interview, hire, and train this new cohort. In collaboration with the new director of Experiential Learning (EL), Ghislain Demers, and engaged faculty like Dr. Jamie Crooks and the Senate Committee on Teaching and Learning, they have mapped out a longer-term strategy to ensure the institutional sustainability of the program. There is a proposal under consideration to create a clear pathway from curricular experiential learning (EL) to employment and transformative work-integrated learning (WIL). Turning the orientation into a credential – i.e. a three-credit or six-credit course – offered in the spring term (May) provides the necessary 80 hours of training to train OLTCs. When students graduate from the program, they would then be eligible to apply for co-curricular employment with ITS to act as OLTCs for faculty.

A longer-term goal would be to offer the course regularly to provide students across the Maple League with quality structured and EL opportunities that focus on the development of future-facing skills that support transitions into the 21st-century job market (both within and outside the post-secondary industry), including digital literacy, technological skills, and social-emotional skills.

Goals include:

- Create WIL opportunities that seek to engage underrepresented student communities (specifically GBA+, Indigenous, Newcomer, Persons with Disabilities, LGBTQ+2)

Community, BIPOC, first-generation, international students, etc.) and factor in barriers, needs, and other factors of lived experience into the iteration of program design

- Develop partnerships with senior and junior faculty, IT departments, EL and EDID specialists, and multiple stakeholders to ensure the sustainability of this program long term
- Continue to develop, evaluate, and iterate on an innovative EL → WIL model that will eventually become scalable to other liberal arts and higher education institutions across Canada, and act as a potential revenue generator for the university
- Continue to explore the value of a micro-credential or badge system for OLTCs that helps WIL students develop a suite of skills and competencies in a co-curricular record for future-facing employment
- Research on high-impact educational practices or the design of post-COVID classrooms via the OLTC EL/WIL model

The Path Pilot Launch 2021-2022 At-A-Glance

Over 200 liberal arts students became entrepreneurs through The Path's pilot launch this year. 50 startups were created across three rural Canadian universities and seven academic courses. The Path had 15 startups achieve customer traction, five began generating revenue, and one entered into PropellICT's validation program through a strategic partnership with The Path.

See data below:

- 248 Student entrepreneurs enrolled
- 197 students have been funded through CEWIL
 - 167 Fall Semester
 - 60 Acadia
 - 107 Bishop's
 - 2 Mt.A
 - 81 Winter Semester
 - 39 Acadia
 - 30 Bishop's
 - 12 Mt. A
- All Maple League Universities engaged
 - 5 faculty partners, 7 courses integrated across Acadia, Bishop's, Mt. A
 - 10 alumni mentors across Acadia, Mt. A, Bishop's, StFX
- \$250K CEWIL Funding, \$200K paid to entrepreneurs
- Staff:
 - 3 student Entrepreneurs in Residence
 - 1 alumni Manager
 - 1 faculty Director

- Partners:
 - 3 official industry partners
 - PropelICT
 - Dobson Lagasse Entrepreneurship Centre
 - Acadia Entrepreneurship Centre
- Events:
 - 35 panels, socials, and workshops
 - Hosted by: CBDC, VREN, PropelICT, Lean Stack, Maple League Faculty & Staff, UPEI
- Pitch Competition:
 - \$5,000 prizes
 - Six winners

After such a successful pilot the Path will continue creating student entrepreneurs across the Maple League universities. Going forward, The Path will continue to seek out sustainable funding from the Federal Government, donors, and/or universities, as well as the support of the Maple League of Universities senior leaders who have a unique position to champion The Path to the university community, Board of Governors, and Chancellors.



Maple League Wide Experiential Learning Course Returns to Stratford with CEWIL Funding

For the first time since 2019, Bishop's University's popular experiential learning course *ENG225: Shakesperience* took place from June 27 to July 2 in Stratford, Ontario. During this intensive, hands-on, experiential learning experience, students aged 17 to 75 had the unique opportunity to take their classroom studies into the real world by watching five live performances, attending summits with cast and crew, engaging in archival, warehouse, and backstage tours, undertake interviews with



directors, actors, costume designers, and dramaturges, and get firsthand experience choreographing scenes from the plays studied during the online component of the course.



We are grateful to CEWIL (Co-operative Education and Work-Integrated Learning Canada) who generously funded ENG225 students through a significant grant. All students taking the course were fully funded through CEWIL and private donors - including all registration fees, tickets, workshops, tours, talks, meals, accommodations, as well as bursaries for tuition and travel. This grant funding increased access for students, particularly under-represented students, and removed barriers for students to participate in work-integrated learning through the Maple League. Since all four of the Maple League universities are in rural and remote areas in Eastern Canada, this money further helped students to move out of the classroom and engage with the country's performing arts sector.

Students from five universities participated: Bishop's, Acadia, Mount Allison, UPEI, and UNBC.



Maple League Shared Courses Help Students Connect across Institutional Boundaries

September saw the launch of five new Maple League Shared Courses for the Fall term, which, along with the five courses slated for the Winter term, will make for the most Share Courses offered in a single year, and we have had 16 students registered for these courses. The Fall Shared Courses are

- *Nutrition in Metabolic Disease* with Dr. Ruth Harvie (StFX)
- *Sustainable Food Systems & Diets* with Dr. Liesel Carlsson (Acadia)
- *Statistical Learning* with Dr. Hugh Chipman (Acadia)
- *Cultural Memory in Post-1985 Germany* with Dr. Renata Schellenberg (MTA)
- *Aesthetics of Sport & Dance* with Dr. Jason Holt (Acadia)

The process itself has been smoother and clearer, as evidenced by far fewer emails from students and staff asking for help or clarification. We are gearing up to launch our call for Shared Courses for the 2023/2024 year, which we hope will build more inter-campus links between students and faculty.

New Contributors to Maple League projects

Two new partners are helping us steer existing projects and animate new ones. Funded through the Jarislowsky Chairship, Loch Baillie and Cécilia Alain are already very experienced in the field of student-centred education and undergraduate leadership.



Cécilia Alain (BU Alumna 2022) was the OLTC's Student Champion at Bishop's in 2021-22 and is continuing her work with the Maple League as a Postgraduate Research Fellow funded through the Jarislowsky Chair. She supports the team's research with some data analysis, literature reviews, social media support, and a bit of graphic design. Cécilia Alain is also helping with the 3M National Teaching and Student fellowships process this year.



Loch Baillie (BU Alumnus 2021) has been working with Dr. Riddell since 2020. He was one of the original Online Learning & Technology Consultants and has recently returned to the program as the Jarislowsky Postgraduate Fellow in Instructional Design. Loch is currently helping with hiring and training the third cohort of OLTCs to support professors during the Winter 2023 semester. He has also collaborated with Dr. Riddell on a number of courses, including ENG225: Shakesperience.

II. Faculty and Staff Engagement

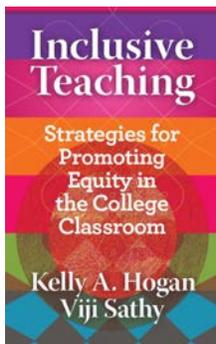
V_MLTLC Reaches Further than Ever

A new push to expand the outreach of the V_MLTLC's core programming (Better Together, the Maple League Book Club, and the Maple League Micro-Certificate in Teaching and Learning) yielded exciting growth in all three ventures.



Better Together Presenters

Greater outreach to national and international communities of Scholarship of Teaching and Learning has brought in many new faces. The summer Better Together season, and the first sessions of the fall season, brought in over **250 registrants from within the Maple League** and from **111 outside institutions** from across Canada and around the world, including South Africa, India, Belgium, Australia, Pakistan, Qatar, and Singapore. Multiple sessions have resulted in presenters being approached by international attendees to invite them for in-person sessions at outside schools.



The Maple League Book Club had record registration with **84 individuals** committing to read and discuss *Inclusive Teaching: Strategies for Promoting Equity in the College Classroom*, including readers from 7 outside universities from Canada & the US

Following the success of the pilot year of the Maple League Micro-Certificate in Teaching and Learning, a call went out to assemble a new cohort for the

2022/2023 year. **45 people applied to the program** this year, tripling the interest from last year. For 2022/2023 we've grown the cohort from 12 to **16 participants**, with even distribution from each school. Throughout the year, participants will engage with programming offered by the Virtual Maple League Teaching and Learning Centre and will engage in critical self-reflection, as well as group conversation and co-mentorship. Each participant will also develop a capstone project they will work on throughout the year.

"Your series might just be my favourite faculty development series ever."

~Unsolicited email from a Professor at Medaille College, Buffalo

3M Mentoring Network is in Full Swing

The call for 3M National Teaching and Student Fellowships is now out. The deadline and parameters of the award this year have changed, and our 3M faculty mentoring network is active and ready to support our candidates:

- The deadline to submit a completed dossier is November 15, 2022 for the 3M Faculty Fellowship, and January 31, 2023 for the 3M Student Fellowship.
- We are currently working with four faculty members as they prepare dossiers for submission for November 15, 2022 deadline.
- Faculty are receiving support to curate the contents of their dossier, to make sure all the guidelines are fulfilled (notably, the maximum page count for the dossiers has been moved from 35 to 30 this year), and support dossiers with graphic design.
- The 3M Student Mentoring Network has also been mobilized. A call for application has been sent to students to survey potential candidates, and resources have been circulated to our Student Champions at each institution. Resources include a handbook and a Q&A guide to prepare students' dossiers for submission, as well as a link to a recorded Better Together session explaining the application process to students.
- 3M Student Champions include Katie Bibbs (BU), Erin Austen (St. FX), Shelly Colette (MtA), and Matt Lukeman and James Sanford (Acadia).

We also have some wonderful 3M student alumni who have agreed to help mentor students this year. We are currently building a structure to help them connect and go through the process together. We will keep you posted!

Maple League Hosted a Welcome Event for New Faculty

Dr. Jessica Riddell hosted a group of incoming faculty members on a virtual Zoom call on August 16. The group talked about how to support junior faculty members as they join new communities located in citizen towns. We explored the delight and discomfort of joining new institutions and how to design for inclusive spaces. There was interest in fostering a community of practice for incoming faculty to support these moves.

Maple League Athletics Directors Welcome New Member and Set a Focus for the Year

The September Athletic Directors meeting welcomed the new Mount Allison Athletic Director Jacques Bellefleur. Jacques started his new role on August 29th after coming from Université Sainte-Anne and has an appreciated sense of enthusiasm for all things Maple League. He replaces Pierre Arsenault, who took on the role of CEO of USPORTS earlier this year.



The Athletic Directors table is focussed this year on closing the gap between Athletics and Academics and focusing on things like risk management, prevention of sexual violence, and Anti-Racism initiatives.

III. External Engagement

Maple League Teams Meets with Action Now Atlantic to Discuss Future Engagement

The Action Now Atlantic team met with the Maple League in July to discuss future avenues of engagement. The team is working on creating materials that can be used for socialization purposes, gathering research and statistics that can be shared to back up the program, and nailing down what they'll be asking for when they engage in discussions again with Maple League communities of practice such as the Athletic Directors, the Student Unions, and the Student Affairs Teams.

Maple League Students Participating in Belize Field School Met with both Countries' Governor Generals

In November 2021, member institutions of the Maple League of Universities received a Global Skills Opportunity grant of \$800,000 to develop and launch a program for Indigenous students to participate in an international experience together. In July, Mount Allison released a promotional video about the program specifically highlighting the fact that the students who participated met with both Canada's Governor General, Her Excellency the Right Honourable Mary May Simon, and with Her Excellency Froyla Tzalam, Governor General of Belize, and Indigenous leader (Mopan Maya). To view the video, [click here](#).

Dr. Riddell and the Maple League Recognized by Forces Avenir

Executive Director Dr. Jessica Riddell was honoured at the Forces Avenir Gala in Quebec City on September 27 as the winner of the 'Avenir Personnel Engagé' award. The 'Avenir Personnel Engagé' award recognizes a university faculty or staff member who, in addition to their teaching and research responsibilities, has contributed to the enhancement of student engagement at their institution and in the wider community. Jessica was nominated for her commitment to teaching excellence and to transforming higher education through accessibility, inclusion, empathy and hope. Her work to co-create the Online Learning and Technology Consultants program, launched at Bishop's during the pandemic and subsequently expanded across the other Maple League universities, was particularly noted.



Maple League Communications Directors Collaborate on Fall MacLean’s Feature

During September, the Communications Directors collaboratively designed a full-page feature for MacLean’s Magazine highlighting this year’s 3M Winners and communicating the value of a Maple League education. Sherri Turner, the Director of Communications at Acadia University, took the lead on coordinating freelance designers and relaying messaging, images, and edits.

Building Hope Circuits through Conversation: Plenary talk for the International

Dr. Jessica Riddell was the plenary speaker for an international group of researchers on September 21, 2022, to talk about the Maple League. She was invited to speak to the Impactful SoTL Educational Enterprise Collective (ISEEC), hosted at the University of Hertfordshire and Supported by the Journal of Impact Cultures. In that session,



she outlined the efforts to rewire and renew systems, structures, and policies to create spaces that are inclusive and hospitable within universities. Click [here](#) to read her contribution to the *Journal of Impact Cultures* about the conversations where we build hope circuits.

Changes to Governance Leads the Maple League into a New Phase

As we move into the next phase of working together, the Maple League Presidents Council has designed a new governance model that will allow this academic consortium to continue to grow and become more deeply ingrained in our respective institutions. In its first phase (2012-2018), the Maple League was a primarily top-down organization led by the four presidents. In its second phase (2018-2023), under the leadership of Dr. Jessica Riddell, the Maple League has become more deeply embedded in the four universities. The consortium has grown with a proliferation of communities of practice, innovative initiatives, grant applications, and external funding and partnerships. This inter-institutional collaboration has now reached an inflection point – a moment of risk and of opportunity. A new governance structure – with the Vice Presidents Academic and Provosts taking the lead as the new governing board – will further embed this inter-institutional collaboration into the academic missions of the four universities. At its core, the Maple League is founded on the conviction that by working together, we can strengthen each of our institutions to the benefit of our students, faculty, staff, administrators and governors.

The two guiding questions that animate all Maple League collaborations are:

- What can we do together that we cannot do on our own? and
- How does working together enhance what we do on our own?

We are excited to see the VP Academics and Provosts take the lead as the new governing board of the Maple League as we move into a new phase of leadership in the design and delivery of quality undergraduate education in Canada and around the world.

Maple League and Studiosity Discuss Potential Partnership

On August 22nd, our Strategy and Advancement Lead met with the Canadian Vice President and General Manager of Studiosity to discuss a potential partnership with the Maple League. Studiosity is an international company with success in Australia and the UK that offers 24-hour study support 365 days a year for students allowing them to receive help at any time. They are now looking to do a Pilot Study in Canada, so they will meet with a number of Maple League Communities of Practice in the coming weeks to discuss how this might fit within their institutional contexts.

What is Studiosity?

Online, on demand study support from a real person



Available 365, 24/7



High-quality Specialists from diverse academic backgrounds



Working at scale to provide tailored support for all students



Collaborating with institutions to improve achievement, experience and retention

Studiosity