

Maple League Executive Director Monthly Report

December 18, 2020



Table of Contents

I. Inter-Institutional Collaboration	1
12 Days of Teaching and Learning	1
Book Club Wrap Up	2
V_MLTLC Resource Guide as an Open Educational Resource	3
3M Fellowships	4
Equity, Diversity & Inclusion Task Forces Meeting	4
Maple League Retention	4
Maple League Registrars	5
Maple League Chancellors, Board of Governor Chairs & University Presidents	6
II. External Engagement	7
Maple League Student Teams have Great Success in Round 1 of BHER's Canada Comeback Challenge	7
Internationalization	8
Recruitment Collaborations	8
High Impact Practices and Research	8
High Impact Practice Visibility Project	10
Appendix A: Funding Spotlights	11
Appendix B: Communities of Practice Spotlights	18

Executive Director's Note:

December has been a month of wrapping up – of the term, projects, and now presents! – and winding down after a year that dealt us all hands no one could have anticipated. The Fall 2020 term has been a period of firsts for many: firsts for online and remote teaching, new assessment and unfamiliar platforms, different types of engagement and novel ways to build community, and so many scenarios hitherto unimagined only a short year ago. But it has also been about going back to the fundamentals – the time-weathered values that centre us as humans and citizens – to engage within our local communities and the world more generally.

December is a month of short days, colder temperatures, and stark landscapes. It is also traditionally a time to get quiet, reflect on the past twelve months, and then move towards a new year.

How do we make sense of what has happened?

How do we find meaning in the midst of uncertainty?

What are we supposed to do as we move towards a post-COVID world?

To find a way forward is to look back at our experiences with a critically reflective lens in order to inform a critically hopeful path into the future. This moment in time - in the final days of 2020 - brings me back to the final lines of John Milton's *Paradise Lost*, when Adam and Eve are kicked out of Paradise. It is a moment of despair and hope commingled:

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

Michelle Obama wrote 'Grief and resilience live together' (*Becoming*, 2018). Milton and Obama, 400 years apart, speak to our experiences across the historical void. While grief and resilience appear at first to be unlikely bedfellows, the pairing speaks to the centrality of discomfort many of us have experienced in the midst of a global pandemic.

2020 has been a time of unlikely bedfellows, or what John Keats (18th century Romantic poet) might term “negative capability.” Keats used the term to explain how Shakespeare and others pursue a vision of artistic beauty even when it leads to intellectual confusion and uncertainty. In other words, how can we hold truth and unknowing in both hands without breaking apart? How can we imagine things that might seem to be mutually exclusive as inextricable?

COVID has made our extremes into strange bedfellows. The intensity of heartbreak and horror are complemented by unexpected beauty or clarity of purpose. We’ve witnessed old establishments crumbling as new ones emerge, phoenix-like, from the ashes, but also seen enduring (usually values-based) organizations weather the storm while trendy new structures crumble under duress.

Michelle Obama, *Becoming*, goes on to say, “Even when it’s not pretty or perfect. Even when it’s more real than you want it to be. Your story is what you have, what you will always have. It is something to own.”

Stories matter because they shape our path forward. As we see (perhaps most explicitly) in art and literature, the state of “unknowing” and loss of meaning can become an object of aesthetic representation – so that by dramatizing anxiety we can understand its contours. Incoherence is mastered by making it finally into an object of representation. In other words, making art - and meaning and story-telling - engages us in the work of critical hope.

So as we reflect on the stories we have told and the new narratives we deploy to make sense of a seemingly senseless world, my hope is that we can pause, reflect, and replenish before moving into 2021 and the post-COVID world that awaits us.

In late December and the long winter nights, I wish you quiet, reflection, and renewal.

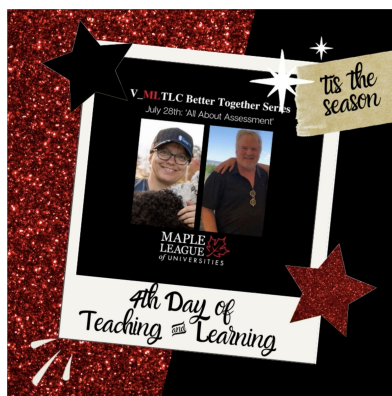
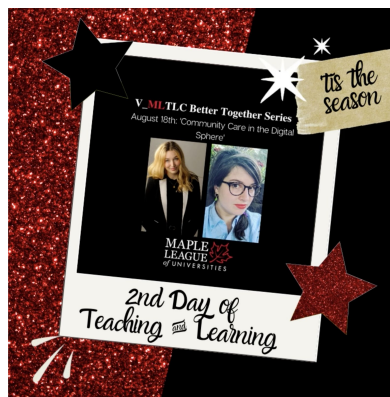
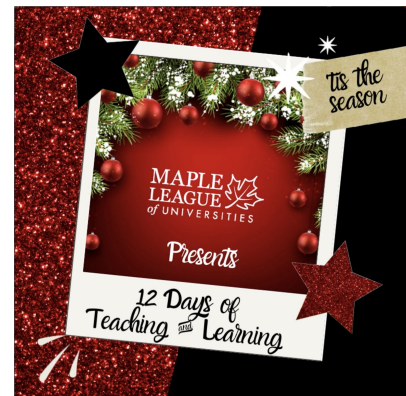
~ Dr. Jessica Riddell, Executive Director, Maple League of Universities

I. Inter-Institutional Collaboration

V_MLTLC

12 Days of Teaching and Learning

As we wound down the Fall 2020 Semester, and looked ahead to Winter 2021, we prepared a social media campaign to highlight the top 12 videos from this year's Better Together: Maple League Teaching Support Series. These videos highlighted topics that were meaningful faculty and staff across the Maple League this year, ranging from Student-Centred Course Design, to Community Care in the Digital Sphere.



Book Club Wrap Up



The week of December 14-18 was the last sitting of the Maple League Fall 2020 Book Club: *So you want to talk about race* by Ijeoma Oluo. Meeting twice monthly since September, over 40 participants gathered to discuss race and racism in their lives and communities, and to learn about the practice of anti-racism.

In addition to participants joining from each Maple League institution, we had external members from organizations as diverse as Students Nova Scotia, Dalhousie University, Mount Saint Vincent University, and Arizona State University.

Feedback received from both internal and external participants reported deep learning for participants, and a desire to continue learning about racial (in)justice. We look forward to hosting a Winter 2021 Book Club to build on these conversations and advance our thinking about complex topics.

Having the opportunity to engage richly with my colleagues in the Maple League has given me deeper insight into my work and my politics. I feel more confident as an advocate and a teaching and learning professional by engaging in these important conversations. It means so much to see and engage with institutional differences and see "what's happening" elsewhere. Moreover, it was deeply personally valuable to be vulnerable with one another as academics and as agents of change.

~ Dr. Emily Ballantyne, MSVU, Teaching and Learning Centre and Online Learning

We joined together to read ‘So you want to talk about race’ by Ijeoma Oluo and the Maple League was kind enough to open this opportunity to non-Maple League institutions. I am very grateful for the opportunity to meet with others from a variety of institutions who were interested in talking about this subject, in the comfortable (albeit virtual) space that Heather set up for us. I appreciated both her framing of each session, but also her willingness to allow the discussion to go where it went without forcing any particular focus or agenda. I also appreciated the calm concern within which the discussions were framed without generating guilt or shame. I really benefited greatly not only from the opportunity to hear from others in the group, but also from the guests that Heather invited who had backgrounds and research interests in areas pertinent to our discussions that further enriched our understanding. Overall, I believe that this book club furthered my own journey (as a white woman) in trying to understand the impact of race on our society, on our classrooms, and on myself as an individual. In the last couple of weeks, in particular, participants shared important and difficult stories that forced us all (I think) to dig deep and confront how we have been complicit around issues of race but also how we can move towards change. Perhaps the most important but most difficult idea I took away was the importance of continuing to try to make a difference for ourselves and our communities when it comes to issues of race, even after a failed attempt.

~ Participant from Dalhousie University

V_MLTLC Resource Guide as an Open Educational Resource

Responding to the needs of our community, we developed the first edition of the V_MLTLC Resource Guide in Summer 2020.

The Resource Guide compiled resources on topics such as:

- Teaching and Learning Online
- Equity, Diversity, and Inclusion
- Adapting Assessment Strategies
- Supporting Student Success in COVID-19

Since the summer, the V_MLTLC Resource Guide has been transformed into an open educational resource (OER). The resource is now licensed under a Creative Commons Attribution license (CC BY), which makes the Resource Guide accessible to anyone internal or external to the Maple League of Universities. The Resource Guide is available here

<https://www.tinyurl.com/VMLTLC>.

3M Fellowships

As the deadlines for the 3M National Student Fellowship and the 3M National Teaching Fellowship approach in early 2021, we are continuing to collaborate across our institutions via the Maple League mentoring networks to bolster the quality and quantity of applications for both Fellowships for this application cycle. In addition to the embedded institutional champions working across universities for both students and faculty, we have prepared resource guides for students and faculty with tips and timelines to support their nomination. As such, nominees have begun to work with embedded champions on their own campus, as well as 3M recipients from across the Maple League, in order to submit high-quality and competitive dossiers. Throughout December, our applicants have worked one-on-one and through our mentoring network with previous recipients of the Fellowships. Many applicants are on track to submit their applications in the next few weeks.

Equity, Diversity & Inclusion Task Forces Meeting

On November 30th the Chairs, Co-Chairs, and members of the EDI Task Forces across four institutions had their second meeting of the term. In this meeting, those present shared their progress with their mandates, goals and strategies with one another to explore how working together might enhance the work they are doing on their individual campuses. They will help consult on the design of the Racial Justice Symposium hosted by Mount Allison (tentatively scheduled for February 2021), support the new Maple League partnership with the National Dialogue Initiative on Inclusive Higher Education, and share challenges and opportunities in the future. This group is finding tremendous value in meeting, and will be scheduling monthly meetings for the New Year.

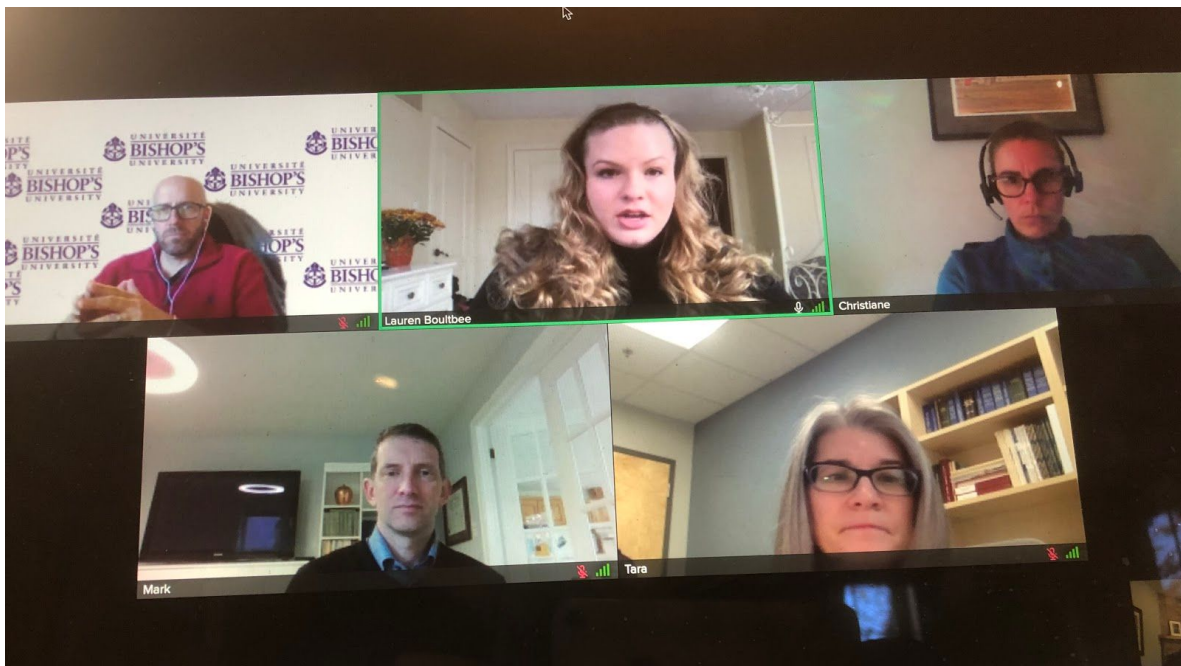
Maple League Retention

In October 2019, Acadia hosted a Maple League of Universities Retention Summit with representation from all four participating schools. Jim Black, an international expert in Retention, was invited as a guest speaker and facilitated a full day of sessions with faculty, students, librarians, registrars, student affairs teams and senior leaders. Participants reviewed extensive data that Jim Black gathered around retention at the Maple League universities and also learned about evidence-based approaches to student success and persistence. Outcomes included a commitment to environmental scans of retention programs on each campus, the importance of identifying a Retention Champion for each university, and the seeds of an idea for a Maple League Resilience Project. Although conversations have been put on hold due to various factors, not least of which is COVID-19, a number of exciting developments - including the

hiring of a new Retention Coordinator at Bishop's and other shifts at the various institutions - have breathed new life into the idea of a Maple League Resilience Project. We've recently hired a post-graduate fellow for an eight-week contract to engage in environmental scans of retention initiatives, coordinate with retention champions, and engage partners in a proposed summit in Spring 2021.

Maple League Registrars

The Registrars from the four universities continue to meet regularly and create smoother pathways for students, faculty, and administrators to share courses across the four universities. Most recently, the registrars met with Lisa Spiegel, the Technology Business Coordinator at Acadia University, on December 11th to discuss how they can streamline their workflow in regards to the Maple League shared courses. They are using Office 365, a platform common to all four universities, and have created confidential, safe, smooth hubs for engagement. They've been using an MS Teams channel to aid in their internal communications and course registrations and continue to hone this process in Winter 2021 with the longer-term goal of automating as many of the processes as possible for a seamless student experience.



Maple League Chancellors, Board of Governor Chairs & University Presidents

On December 7th, the Chancellors, Board of Governor Chairs, University Presidents and Dr. Jessica Riddell met to discuss the progress the Maple League has made over the past few years, and to engage in strategic thinking about the potential of this consortium as we move into a post-COVID world. News of all the Maple League has accomplished in the past few years was met with enthusiasm with conversations continuing in the New Year.



II. External Engagement

Maple League Student Teams have Great Success in Round 1 of BHER's Canada Comeback Challenge

We would like to congratulate the two Maple League teams in the Business + Higher Education Roundtable's Canada Comeback Challenge for progressing to the second round of the competition. The teams, composed of Addy Strickland (StFX), Sally Cunningham (Bishop's), Tanisha Campbell (Bishop's) and Tiffany MacLennan (ML/StFX), submitted two successful project proposals to the competition.

The first proposal "Better Together Boxes" was developed by Addy, Sally, Tanisha, and Tiffany. The "subscription box" styled program allowed students to pick up meal or art supplies and complete the box activity remotely together. The Better Together Boxes aim to create social connections amongst students while also introducing students to culturally significant food and art traditions.

The second proposal by Sally, Tanisha, and Tiffany proposed an adapted version of Bishop's Online Learning and Technology Consultants (OLTC) that focussed on educating students, faculty, and university staff on cybersecurity. As higher education has shifted to primarily online platforms, this program proposed a timely and cost-effective strategy on continued and growing concerns about knowledge and implementation of cybersecurity strategies across the country.

The Maple League teams are excited to hold two of the top 50 places. In the second round of the BHER Canada Comeback Challenge, the teams will be competing to reach the top 10 through the creation of short video idea pitches.

We wish them luck in the next portion of their challenges!



Internationalization

The Maple League is in the early stages of collaboration between and amongst recruitment teams, the international offices of the four universities, and faculty members about how an international dimension can be added to the Maple League. The conversations to date are promising as thought partners explore what we can do together that we cannot do on our own. Some preliminary ideas include increased support for students who want an outbound exchange experience, a robust virtual exchange experience, and other internationalization pieces that enhance our model of education on a global stage.

Recruitment Collaborations

The Maple League is starting to get invitations from schools for our participation in virtual recruitment events. Most recently, we have been invited to Hillfield Strathallan College to speak to the value of each institution and the Maple League as a consortium.



Hillfield Strathallan College
Learn with Joy. Live with Purpose.

High Impact Practices and Research

On December 11th, Dr. Jessica Riddell and Tiffany MacLennan presented their proposed chapter “Students as Partners: An Inclusive Approach to High Impact Practices (HIPS)” to the editorial team of “*Taking Stock 2.0: Transforming Teaching and Learning in Higher Education.*” The chapter was met with great reviews and informative feedback. Taking Stock 2.0 will be released at the ‘40th Anniversary Celebration’ of the Society for Teaching and Learning in Higher Education (STLHE) in June 2021.



Chapter abstract: High-impact practices (HIPs) have a significant and positive impact on students' deeper learning and aids in development of intellectual and practical skills, civic responsibility, and richer understanding of different cultures around them (Kuh 2008). However, HIPs are often concentrated in business and science degrees (cf. Sangster et al, 2016; Bangera & Brownell, 2017; Banerjee & Olson, 2020; Outlay & Chiganek, 2012; Lopatto, D, 2007), leaving a critical gap in scholarship related to HIPs and liberal arts education. This study seeks to address this oversight by showing how HIPs can be embedded as an integral component of a 21st-century liberal arts education, increasing the quality of education and helping students gain the skills required for success after university. We engaged in an environmental scan of HIPs across four primarily undergraduate institutions, gathering qualitative data through focus groups and interviews with students, faculty and experiential learning staff. This research builds understanding of the role HIPs play in a liberal education while focusing on accessibility for URMS. This research models Student-Faculty partnerships in SoTL addressing gaps in SAP literature, by modelling a HIP (undergraduate research) but also in co-authorship between a student and faculty (Frison & Melacarne, 2017; Bovill & Felten, 2016).

HIGH IMPACT PRACTICE VISIBILITY PROJECT

TIFFANY MACLENNAN
TANISHA CAMPBELL



Over the summer months, Tiffany and Tanisha have been meeting with faculty across the four Maple League Universities and collecting stories of exceptional undergraduate teaching experiences happening on our campuses.

The stories collected embody the Maple League's guiding pillar "Extraordinary Undergraduate Student Experiences."

Beginning January 2021, we will be sharing stories of impactful teaching experiences known as high impact practices. Stay tuned for stories of:

- First year Experiences
- Undergraduate Research
- Learning Communities
- Global Learning
- Writing Intensive Courses
- Internships and Field Experiences
- Community/Service Learning
- Capstone Projects
- Collaborative Projects and Assignments
- Common Intellectual Experiences



High Impact Practice Visibility Project

As four primarily-undergraduate liberal arts institutions, teaching across the Maple League is one of our greatest strengths. Through our four *small* communities, we are *big* in delivering extraordinary undergraduate student experiences.

In January 2021, we will be highlighting examples of High-Impact Practices (HIPs) in a series of case studies and vignettes across the four Maple League universities. HIPs are evidence-based educational activities that have a significant and positive impact on students' deeper learning. HIPs aid in the development of intellectual and practical skills, civic responsibility, and a greater appreciation for different cultural perspectives (see Kuh 2008; Finley & McNair, 2013). We believe that HIPs are an integral component of a 21st-century liberal arts education. Through their engagement with HIPs, Maple League faculty create rich learning environments for our students and help them become future-facing leaders in higher education and beyond.

In the High-Impact Practice Visibility Project, we highlight HIPs from faculty members on each campus to celebrate the HIP teaching champions and continue generating ideas and encouraging appreciation for the teaching and learning efforts at the Maple League Universities.

Kuh (2008) identifies 11 High Impact Practices:

- Collaborative research and assignments
- Undergraduate research experiences
- Writing-intensive courses
- Signature first-year experiences
- Building common intellectual experiences through specialty programs & colloquia
- e-Portfolios
- Service and community-based learning
- Experiential learning through internships, co-op, field experience & practicums
- International field study and global learning
- Learning communities
- Capstone experiences as senior project or thesis, portfolio, etc. (Kuh, 2008)

What is exciting is that this project is itself a high impact practice that engages ML students as partners and co-designers. The Maple League's Research Fellow and Strategist, Tiffany MacLennan (StFX), and the Maple League Student Fellow, Knowledge Mobilization and Community Engagement, Tanisha Campbell (Bishop's), have spent the fall term learning about the exciting and innovative teaching practices across the four Maple League campuses.

Stay tuned in January as we begin HIP spotlights on the Maple League's websites and social media channels!

Appendix A: Funding Spotlights

Maple League Mid-Term Progress Report

Semi-Conductors: Fundamental and Applied Photochemical Research

Investigators: Dr. Geniece Hallett-Tapley (St. FX), Dr. Matthew Lukeman (Acadia)

The Maple League funded nine projects in 2019/2020 to promote and facilitate collaborative research, innovative teaching, spring and international field study programs, and travel amongst the four campuses. We are delighted to share, in a series called the Maple League Funding Spotlight, progress reports from these projects. We are particularly interested in the insights and impact these funded projects have had on their communities in the time of COVID.

We had a chance to sit down with Dr. Hallett-Tapley from Acadia University to talk about their project and learn more about collaboration across the four universities.

JESSICA RIDDELL (EXECUTIVE DIRECTOR OF THE MAPLE LEAGUE): *The guiding question that animates all our Maple League collaborations is: "what can we do together that we cannot do on our own?" How does this resonate with the project you've undertaken?*

DR. GENIECE HALLETT-TAPLEY, PRINCIPAL INVESTIGATOR (ST. FX): Dr. Lukeman and I had been discussing the intriguing nature of long-lived phosphor (LLP) powders for some time and, in particular, the ready availability and the cost effectiveness of these light activated compounds. Using our collective backgrounds, we began discussing the possibility of combining Dr. Lukeman's fundamental photophysical knowledge on these unique compounds, with my background in light-activated nanoparticle catalyst design in Summer 2018. While interesting, our current facilities at St. FX cannot support in-depth analysis of the photophysical properties of a new hybrid composite of the two (LLP/nanoparticle), while current capacity at Acadia would not allow for testing of these materials. Thus, this new project direction showcases how the collaborative discussions between two faculty members at primarily undergraduate institutions can be brought to the lab bench through funding streams, such as the Maple League Research Fund, that support inter institutional relationships. More simply put, this project is a wonderful example of "what we can do together that we cannot do on our own".

JR: *How does your project benefit from working and learning in relationship-rich environments?*

GHT: The current project has included initially one junior chemistry student, who is set to continue into the honour's stream. Future plans for inclusion of another student into this project are set to being in Summer 2021. The current student at the helm of this project was introduced into the lab environment and both photophysics/nanoparticle chemistry for the very first time this past summer. She was a member of my group, along with 3 other students, with all the projects having the same underlying fundamentals of light-activated nanoparticles. Though travel to Acadia was not allowed to achieve the full, interdisciplinary experience, my student still managed to gain a very impressive grasp on the fundamentals of her project due to continued discussion in our lab. It was impressive to see these 4, young female students, support each other through, what was undoubtedly, the most trying research summer we will face. Through discussions in the lab environment, the student assigned to the Maple League funded research rapidly began to progress on the work, was able to rapidly trouble shoot any issues that arose and also gained a vast amount of knowledge on many experimental techniques. I, wholeheartedly, feel that this amount of progression in knowledge, both fundamental and hands on, is a direct testament to the supportive working environment with her fellow lab mates. I am optimistic that we can continue to build on this relationship-rich working culture in the coming summer and expand our work to the Chemistry Department at Acadia University.

JR: *What kind of impact do you hope to have -- on your own work, on institutional cultures, or beyond the academy -- with your project?*

GHT: The Maple League funded work has showcased the importance of collaborations between the Maple League institutions. It is an avenue to progress research ideas to student-led projects. Through participation in this initiative, it has allowed me to strengthen the collaborative ties at my alma mater (Acadia) and improve the diversity of the research being undertaken in my lab at St. FX. Moreover, it has also allowed others at our institutions to see that meaningful, collaborative research is possible (and fundable) at primarily undergraduate institutions. Finally, I feel the model of the Maple League is a terrific approach to exposing students to truly interdisciplinary work and provides an avenue for students to expand their knowledge base, breaking down typical silos commonly associated with scientific research, and producing, on the whole, more well-rounded students from both participating institutions.

JR: Has the global pandemic affected your project and/or your understanding of collaboration? If so, why? If not, why?

Unfortunately, the coronavirus pandemic had a major impact on this collaboration. While our discussions continued, virtually, the student was unable to travel to Acadia to partake in the fundamental photophysical measurements of our new class of LLP/nanoparticle catalysts. We anticipate completing this aspect of the work this summer, as the student is still employed in my lab and endeavours to begin her honour's research work, focused on the Maple League Funded projects. Moreover, due to strict COVID restrictions at the beginning of the summer research season, my students were only permitted to come to the lab beginning in July and also commenced in person research in shifts. This results in only 2-3 days a week of work, which transitioned to full time by August 1. Nonetheless, the student associated with this work completed an impressive amount of study on this topic and managed to design and test 5 LLP/nanoparticle catalysts, with varying degrees of success. These findings have allowed us to continue to optimize our reaction conditions. Given this, the remaining Maple League Research Funds, upon approval of the Maple League Grant Selection Committee, will be used to continue to fund this student in Summer 2021 towards completion of this work.

INTERESTED IN LEARNING MORE?

Here is a brief description of the project:

The current project examines the development of a multi-layered material comprised of long-lived phosphors (LLP), nanoparticles and solid (semiconductor) materials. LLP are commonly found in many, low cost, glow-in-the-dark materials and are viable alternatives towards the design of more energetically and cost-effective catalysts. Upon exposure to low energy, red light (630 nm), LLP are rapidly promoted to a high energy state that is dissipated via emission of green (530 nm) light. This emitted light is of an adequate energy to excite incorporated gold nanoparticle species and induce many of the well-studied catalytic properties of these materials. Functionalization of a solid semiconductor support with both LLP and nanoparticles allows for the design of a catalyst that can potentially be recovered and reused, improving the environmental sustainability of this process. LLP/nanoparticle/semiconductor hybrids are currently being examined as possible catalysts for the oxidation of various aromatic alcohol molecules, due to the high importance of this chemical transformation in many industrial and pharmaceutical procedures. Traditional alcohol oxidations require the use of toxic reagents, a drawback that the current research aims to address using low energy sources (red light) and

predominantly non-toxic materials. LLP/nanoparticle catalysed oxidations will be optimized from the perspective of reaction time, light intensity and catalyst concentration to determine the minimum required amount of each variable to induce an effective transformation.



(Featured above) Student funded by the Maple League Research Fund



(Featured above) Light sources used in the research

(Featured right) Photo of a LLP/nanoparticle/semiconductor hybrid emitting



Maple League Mid-Term Progress Report

The Preservation and Accessibility of Audiovisual Materials at the Maple League Universities

Principal Investigator: Jennifer Richard (Acadia),

Team Members: Margaret Vail (St. FX), Anne LePage (Mount Allison), Sarah Heath (Bishop's)

The Maple League funded nine projects in 2019/2020 to promote and facilitate collaborative research, innovative teaching, spring and international field study programs, and travel amongst the four campuses. We are delighted to share, in a series called the Maple League Funding Spotlight, progress reports from these projects. We are particularly interested in the insights and impact these funded projects have had on their communities in the time of COVID.

We had a chance to sit down with Jennifer Richard from Acadia University to talk about their project and learn more about collaboration across the four universities.

JESSICA RIDDELL (EXECUTIVE DIRECTOR OF THE MAPLE LEAGUE): *The guiding question that animates all our Maple League collaborations is: "what can we do together that we cannot do on our own?" How does this resonate with the project you've undertaken?*

JENNIFER RICHARD, PRINCIPAL INVESTIGATOR (ACADIA UNIVERSITY): So often Maple League libraries face the same day-to-day challenges, yet they rarely collaborate to determine best practices or solutions. Working together and relying on collaborative partnerships will undoubtedly offer a unique dynamic to the research process that would not be realized if working alone. Understanding the environments and realities at each institution will provide invaluable insight for strong, productive research outputs.

JR: *How does your project benefit from working and learning in relationship-rich environments?*

JR: Library and Archives contain a treasure trove of unexpected and fascinating resources that can bring classroom work and student research to life. For example, Acadia's Sociology classes dig into historical scandals and controversies of the past including; how a scantily-dressed

student was photographed in, what may have been the President's house, for a student calendar project or why a student was expelled for a poem he wrote in the student newspaper. Our staff, space and resources provide a gateway to these stories. We bring history to life and the incorporation of audiovisual material will only take this to another level.

JR: *What kind of impact do you hope to have -- on your own work, on institutional cultures, or beyond the academy -- with your project?*

JR: The resources that we organize, preserve and make accessible, benefit researchers at other institutions, nationally and internationally, alumni, the general public who are life-long learners and who are interested in university activities and history of the institutions as well as the surrounding communities. Universities make a big impact on their communities.

JR: *Can you share any advice to others who might be interested in collaborating across institutions?*

JR: Collaborating is fun, it extends your ideas and potential. It gives you the opportunity to make connections with colleagues you have never worked with before, perhaps never even met before. It helps to build networks and relationships and explore projects and ideas that you may not have been able to on your own.

INTERESTED IN LEARNING MORE?

Here is a brief description of the project:

One hundred years from now, what will researchers be able to find out about the early 21st century at our collective universities? Researchers often use printed materials such as minutes, books, and letters to trace the rich history of our institutions. Libraries and Archives have, not only collected and preserved these histories, but have organized and made them accessible. Much of our communication and learning now is asynchronous and in formats other than print. What will become of our audiovisual materials? Audiovisual formats have risen in popularity, yet without care and concern for how they will be preserved, collected, and organized. The Maple League itself has moved to broadcasting and recording conferences and presentations, but how will this material be accessible in the future. There are now thousands of photographs and videos being produced by various departments on our campuses; alumni, public relations, athletics, and academic units; who is responsible for it? Does every photo and video need to be kept and preserved? Who determines what is important to our institutions' histories? What is the

plan? The research project aims to collect data on what each of the four Maple League institutions are doing with these materials, within the libraries and within the broader universities. This research group will collect data in the form of surveys and interviews from the four Maple League Universities as well as survey data from the member institutions of the Council of Atlantic University Libraries. The findings will be distributed via library publications or conference presentations, along with a report to the Maple League.

Appendix B: Communities of Practice Spotlights

At the heart of the Maple League is a willingness to think differently to deliver a 21st century liberal education. Especially in these times of COVID, the Maple League consortium is a daring experiment in collaboration and can act as a beacon as we navigate uncharted territories. We are delighted to share a spotlight series on Communities of Practice to highlight the different ways in which our communities answer our guiding questions “what can we do together that we cannot do on our own” and “how does working together enhance what we *do* do on our own?” . This series makes visible how our communities are coming together to deliver a more hopeful, inclusive, and equitable undergraduate education.

Athletic Directors:

Projects/Discussions:

- Collaborating on a data-sharing initiative for student athlete success
- Visioning a Maple League student athlete profile
- Exploring how working together enhances student athletes’ experience both on and off the playing field to ensure their success.
- Enhancing eco-systems of support in athletic departments to build resilience
- Coordinating Sports Information teams on shared communications projects and platforms

"This isn't just something on paper, I've told many people the value of the Maple League has been realized by me through this pandemic. To collaborate and be on the same page as the three other Maple League Athletic Directors has provided mutual-support through this, and then to have a new collaborative online learning model for students is going to be invaluable. To me the next step, as soon as possible is to brand and package for the rest of the world, what a Maple League Student-Athlete looks like for recruiting purposes. Finally, Jessica Riddell's leadership, council and support has been appreciated by us as Maple League AD's."

~ Kevin Dickie, Executive Director - Athletics and Destination Acadia

“University sport is the oldest form of experiential learning at North American universities. We teach life lessons and skills that are not easily duplicated elsewhere on our campuses. The Maple League has afforded us the opportunity to collaborate on a much more meaningful level as we share similar values. Sharing data and best practices allows us to further support the

academic buoyancy of our student-athletes and build their leadership competencies which sets them up for future success.”

~ Leo MacPherson, Director, Athletics & Recreation, St. Francis Xavier University

"I have really valued the opportunity to work closely with my Maple League colleagues to help strengthen and advance a shared set of values and beliefs about university level varsity athletics. It has been great to see the recent momentum of the Maple League brand and the collaboration amongst our schools to augment all aspects of campus life. As the Maple League continues to elevate the idea of the small campus, liberal arts and science education in Canada we continue to see more opportunity and progress for our varsity athletics programs."

~ Pierre Arsenault, Director of Athletics and Recreation, Mount Allison University

"I have been so impressed by my colleagues in the sharing of information and collaborating that we have been doing. It is refreshing to be a part of discussion that is focused on transforming lives. Our models are unique and continue to produce champion scholars and athletes. Our potential to really make a difference in the development of young people and sport in our country is exciting. Thanks to Jessica and her interns through the Maple League, our respective rich histories are moving forward together building a University athletic experience that we can all be very proud of.

~ Matt McBrine, Director of Athletics and Recreation, Bishop's University.



Experiential Learning & Social Innovation

Projects/Discussions:

- Experiential learning is a key pillar of the student-focussed approach to quality undergraduate education
- We've been successful securing external funding to support experiential learning. For example, the Maple League secured \$160,000 with of funding for RIIPEN, a work-integrated and experiential learning platform
- A team of faculty, staff, and directors of entrepreneurship centres are collaborating on a hybrid (virtual/physical) social purpose incubator that enables teams of students to ideate, build and launch businesses with the potential to create social, environmental, and economic value.
- Annual events, such as case competitions, simulations, speakers series (through Up for Debate, Model UN, and other student-focussed initiatives) provide students and faculty with tremendous opportunities to collaborate and co-design experiential learning opportunities

"Collaborating with the Maple League has been meaningful for me both professionally and personally. Firstly, on a professional level, these collaborations have meant that collectively our students have been able to benefit from the acquisition of Riipen. This agreement has been monumental in furthering discussions with other potential partners for the future. Moreover, I have had the honour of organizing the Maple League Business Case Competition the past few years. The competition has morphed into a dynamic learning experience for business students across our four campuses with workshops, networking opportunities and public speaking. It has also sparked interest by external partners and collaborators such as Deloitte and JD Irving. This competition has also sparked additional collaboration with St. Francis Xavier for the Jeux de Commerce in the future. Finally, from a personal standpoint, the Maple League has facilitated working relationships (and new-found friendships!) with my colleagues in both experiential learning offices and the business faculties."

- *Charlene Marion, Experiential Learning Coordinator, Williams School of Business, Bishop's University*

“The Maple League is a beacon of progress for the future of undergraduate liberal arts education in Canada and beyond. Through it, I've built strong relationships with colleagues and students from across a wide range of perspectives. We have been able to make progress on a few paradigm-busting initiatives that have improved how learning happens and comes to life on our campuses while at the same time boosting the resilience of our respective institutions.

Last year, I had the opportunity to work alongside Lara Hartman, a 3rd year political science student from Nadleh Whut'en First Nation. Lara was nominated by Acadia faculty to represent the University by delivering a TED Talk on the topic of Missing and Murdered Indigenous Peoples and I was given the opportunity to coach her in developing a presentation that would transform our institutional approaches to decolonization. In the end, I was the one who was transformed. Lara generously invited me to deeply question Canada's level of action toward the Truth and Reconciliation Commission's recommendations and to question my individual responsibilities to uphold the Treaties that govern Our Country. As someone who teaches primarily in the area of accounting, this was a rich learning experience that I would not have experienced without the efforts of the Maple League to bring people together across geographies and backgrounds. I look forward to continued paradigm-busting initiatives."



- *Mike Kennedy, CPA CA, Lecturer in Accountancy, Acadia University*

"The Maple League has given me a new perspective of what can be achieved in our small university setting, and has provided a framework within which ideas can be scaled. Establishing an incubator to allow students to pursue their business ideas further had been top of mind for a number of years. In the fall of 2019, however, the stars aligned when one of my students, Brendan MacNeil, came into my office. Fresh from attending a Maple League student conference, Brendan was "on fire" with ideas to increase the impact of entrepreneurial students. We converged on a plan to submit a proposal to the Maple League for a student-led social purpose business incubator–The Path. The incubator would be tightly integrated with, yet extend beyond, our current course offerings to increase students' chances of successfully launching a business. The Path establishes a network of mentors, contributors and links to the external entrepreneurial ecosystem, particularly in entrepreneurial finance which Brendan had already been establishing. We both felt, though, that the key to making this work was scale - the ability to create a network of networks through the Maple League that would put students on a level playing field with those from larger institutions in Eastern Canada. I believe that the Maple League, in fact, facilitates a more relationship-rich environment with our colleagues across our four institutions. Through this extended network, more, and better, ideas will be developed, scaled, and ultimately implemented for the benefit of all our students."

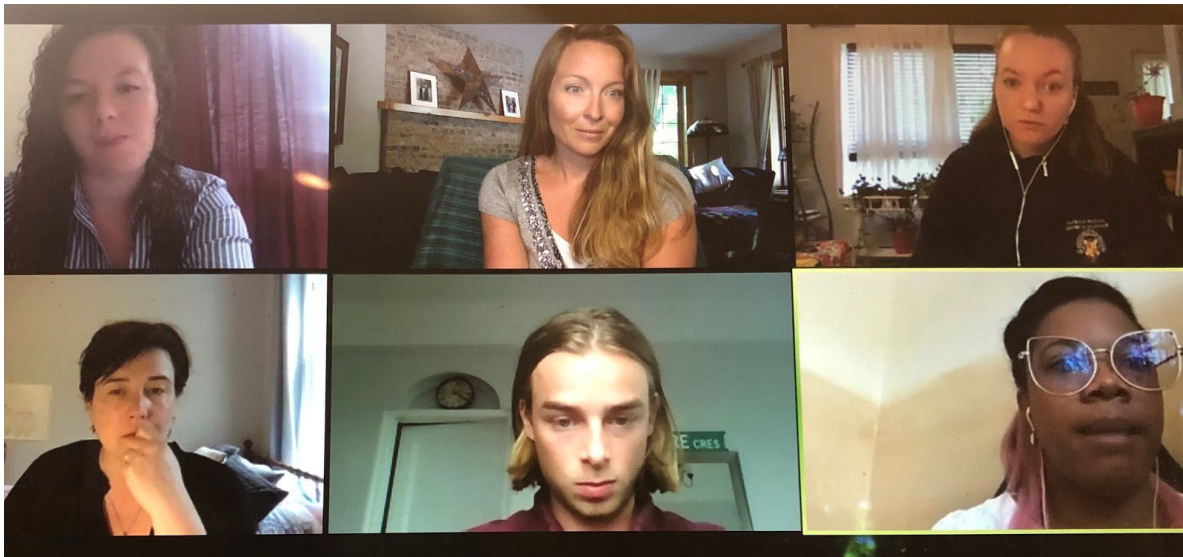
- *Michael Sheppard, Ph.D., M.A.Sc., Associate Professor, Entrepreneurship & Innovation, F. C. Manning School of Business, Acadia University*

"Participating in the Maple League and particularly discussions relating to the Maple League social purpose incubator has allowed the Dobson Lagassé Entrepreneurship Centre at Bishop's to network with like-minded individuals and better understand the potential and breadth of possibilities we can bring to bear on serving our students. [The ML] has given me entrées into new networks and an expanded understanding of what students need, how we can serve them and how the principles of entrepreneurship – collaboration, communication, leadership and problem solving – are necessary life skills students can take away from all kinds of entrepreneurial ventures and experiential learning opportunities."

- *John Aylen, Executive Director, Dobson Lagassé Entrepreneurship Centre, Bishop's University*

"As a student leader, and even as an aspiring student leader, the Maple League has given me the opportunity to engage with other students that were excelling in their areas, learning about their unique opportunities and challenges, as well as inspiring me on my journey. More recently the Maple League has enabled me to enhance my impact on the lives of students working with student leaders across our schools around student needs and priorities, as well as collaborating on initiatives to support students such as the Student Success Summit, and the Maple League Incubator launching student startups."

- *Brendan MacNeil, Student Union President, Acadia University*



Working group on High Impact Practices: (top, left to right) Heather Carroll, Jessica Riddell, Tiffany MacLennan (St. FX); (bottom, left to right): Krista Steeves (MtA), Brendan MacNeil (Acadia), Tanisha Campbell (Bishop's)