

Maple League of Universities Monthly Report
December 31, 2021



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Executive Director's Note:

“This is an extraordinary time full of vital, transformative movements that could not be foreseen. It’s also a nightmarish time. Full engagement requires the ability to see both.”

~ **Rebecca Solnit, *Hope in the Dark* (p.xi)**

The world is scary and complex. COVID, held at bay for so long from our citizen towns and campus communities for the past 20 months, has shocked us all with its speed and spread in the past weeks. Many have remarked feeling a jarring sense of *déjà vu* from March 2020 when we encountered the sudden and disorienting effects of a global pandemic.

Curious about this *déjà vu*, I started re-reading the Executive Director reports I wrote in the early days of the global lockdown. In there I found a quotation from Abraham Lincoln’s inaugural address (March 4, 1861) that resonates again today. America was teetering on the brink of war when Lincoln delivered a speech that urges radical kindness:

“We must not be enemies. Though passion may have strained, it must not break our bonds of affection. The mystic chords of memory will swell when again touched, as surely they will be, by the better angels of our nature.”

Lincoln invokes the “best angels” of our nature in order to find ways to build “bonds of affection,” in times of great upheaval. It struck me in this re-reading that the relationships we have built in the past 20 months between and amongst the four universities have been based on foundations of trust and kinship.

We see this manifesting in small acts of radical kindness. As the COVID outbreak at St. Francis Xavier unfolds, almost every community of practice has reached out to their Xaverian counterparts to express their support, share resources, and stand with their colleagues in grief and resilience. We've seen notes exchanged at many tables, from alumni to IT, athletics to EDI staff, presidents and micro-certificate faculty members. It has been so heartening to see evidence of long-lasting and trusted relationships amongst colleagues of these four universities.

I wanted to share with you a small snapshot of a larger story about the impact of inter-institutional collaborations. In the very earliest of days when the news broke that a few students had reported positive cases of COVID, the VPs Students mobilized quickly to share

resources: Acadia offered the services of their occupational health nurse to triage questions from students and parents; Bishop's shared links with communications on how to support care-givers and parents about the COVID outbreak; and Mount Allison sent along information on a program they deployed amongst alumni networks to provide individualized support to students in isolation.

These acts of kindness and generosity never show up on a spreadsheet as a metric we can point to as we assess the value of this consortium. Indeed, the most meaningful collaborations are often invisible and outside the confidential and trusted spaces we have created; nevertheless they are time-intensive, long-lasting, and have a tremendous impact on the resilience of our four universities.

As Dr. Sandy MacIver, former Dean of Mount Allison, remarked recently, “[my] research and experience points to group-embraced displays by group members of vulnerability and/or leaps of faith are key to upping collaboration from garden-variety (low yield and low trust) to the spectacular, high creativity, incredibly productive/high performing collaboration. The latter is typified by generative dialogue, real brainstorming (rather than the typical boring nominal brainstorming) and constructive, healthy conflict! And often by group bonds for life!”

As we move into uncharted and yet familiar territory once again, I am reminded of bell hooks and her hope work: “My hope emerges from those places of struggle where I witness individuals positively transforming their lives and the world around them. Educating is always a vocation rooted in hopefulness.” We lost bell hooks this month, and it feels like a light has been extinguished. But her life's work ignites and inspires so many to hope harder and love better:

“...it is the most radical intervention anyone can make to not only speak of love, but to engage in the practice of love. For love as the foundation of all social movements for self-determination is the only way we create a world that domination and dominator thinking cannot destroy.”

— bell hooks, **Teaching Critical Thinking: Practical Wisdom**

The holiday season – across many cultures and beliefs – is a time for finding light in the darkness. Wishing you all extra light and hope – and the wellness to love and be loved, guided from the better angels of our nature.

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

I. Extraordinary Student Experiences

Maple League Signature Initiatives:

Teaching, Pedagogy, and Technology in Courses Students Participate in a Hope Summit

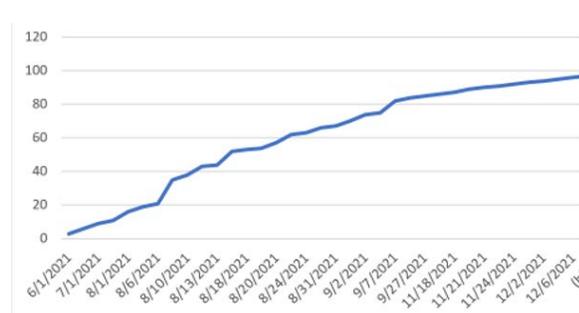
On November 24th, students in *Teaching, Pedagogy, and Technology in Courses* attended a three-hour “Hope Summit” with Dr. Jessica Riddell to reimagine a 21st Century liberal education. Using their lived experience as students and time working with faculty during the course, these students imagined how we can build a hopeful university that is conducive to student success.



“Courses are no longer only distinguished based on field but on topics, using interdisciplinary learnings from various experts to come to an understanding about a topic from various lenses.”
~ *Anonymous student respondent to the prompt “How do you design for hopeful and resilient systems for HOPE University?”*

OLTCs Supported Over 150 Fall and Winter Courses Across the Maple League

December marks the end of contract for many OLTCs funded through an extended Canada Summer Jobs program. Since training in the summer, these OLTCs have offered invaluable support to faculty across their universities and built a strong inter-institutional community.



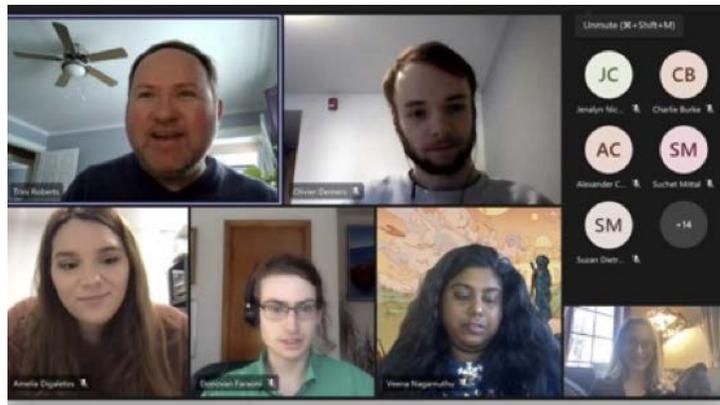
Since training in the summer, these OLTCs have offered invaluable support to faculty across their universities and built a strong inter-institutional community.

Course instructors signed up to work with OLTCs for their Fall 2021 courses and increased their engagement over the term. Considering each course instructor and each course has different needs, this is an incredible accomplishment and shows how dedicated our OLTCs are at supporting more learner-centered courses. OLTCs have supported **89 course instructors** to support **173 courses** for the 2021-22 academic year.



***Teaching, Pedagogy, and Technology in Courses* Students Host Final Symposium**

December 1st marked the final class for the Teaching, Pedagogy, and Technology in Courses. 29 students in this Maple League Course with Dr. Toni Roberts worked with nine faculty members and presented their final presentations and reports to their classmates and faculty members. After multiple meetings with their assigned faculty “client”, each student group consulted on the course and created a series of recommendations based on the pedagogical and edu-technology training gained over the semester.



"This is the first time I have experienced a course where the students are given the autonomy over the marking criteria as well as a significant amount over the content being delivered. It really increased the amount of motivation I had to participate in the course, as I did not feel it right to leave things hanging after I was the one who had made the agreement to participate in it in this way, with such and such assessment methods. It allowed me to work first-hand on a review process for a faculty client and showed me all the complexities that can arise while engaging in the same."

~ Anonymous student respondent to CEWIL survey

"The 'classroom' is one that I felt not only tolerated all types of learners, but rather embraced the diversity of differences. It also happened that 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."

~ Anonymous student respondent to CEWIL survey

"This course was a new venture on various fronts – innovations, pedagogy, delivery (hyflex to three universities), content and integration with work. The course was intended to break barriers to access, by making the course accessible technologically and financially but also across UDL and EDID. This course was a resounding success on all fronts. It was by far the most diverse student group I have seen in my almost 18 years at Mount Allison. The students mentioned several times how they felt included, listened to and engaged. Several students who plan to go into education (some as educational technologists, some as academics, some as K-12 teachers) reported they found the course inspiring, helpful and informative. The success of the course would not have been possible without student diversity and this was made possible only with the funding from CeWIL. Not only did the students learn important skills, theory and knowledge, they were able to share and develop values and inspire compassion and hope through diverse voices."

~ Dr. Toni Roberts, Mount Allison University

"As a faculty member participating in the OLTC course, the experience was transformative. From the first initial needs assessment, the student design team was thoughtful, curious, and deeply informed by pedagogy and technology (both in theoretical and practical, applied knowledge). We met several times and they built an individualized plan for my course that took into consideration my aspirations and made them a reality. The student consultants worked in complementary ways, each bringing a skill set (logistics, accessibility, technology, graphic design, and accommodations) that together created a comprehensive set of recommendations that I am so excited to implement. The final presentation -- delivered in person and then followed by a professional-level report -- was extraordinary. The impact on student learning will be tremendous for my future students because of this team of consultants."

~ Anonymous faculty respondent, CEWIL Survey

"Too often do I take courses that provide me a vast array of information, but do little to challenge my ability to use it practically and with a meaningful impact. This course provided me with the opportunity to do both, without being too overwhelming and with consideration to my status as a second-year student.."

~ Anonymous student respondent to CEWIL survey



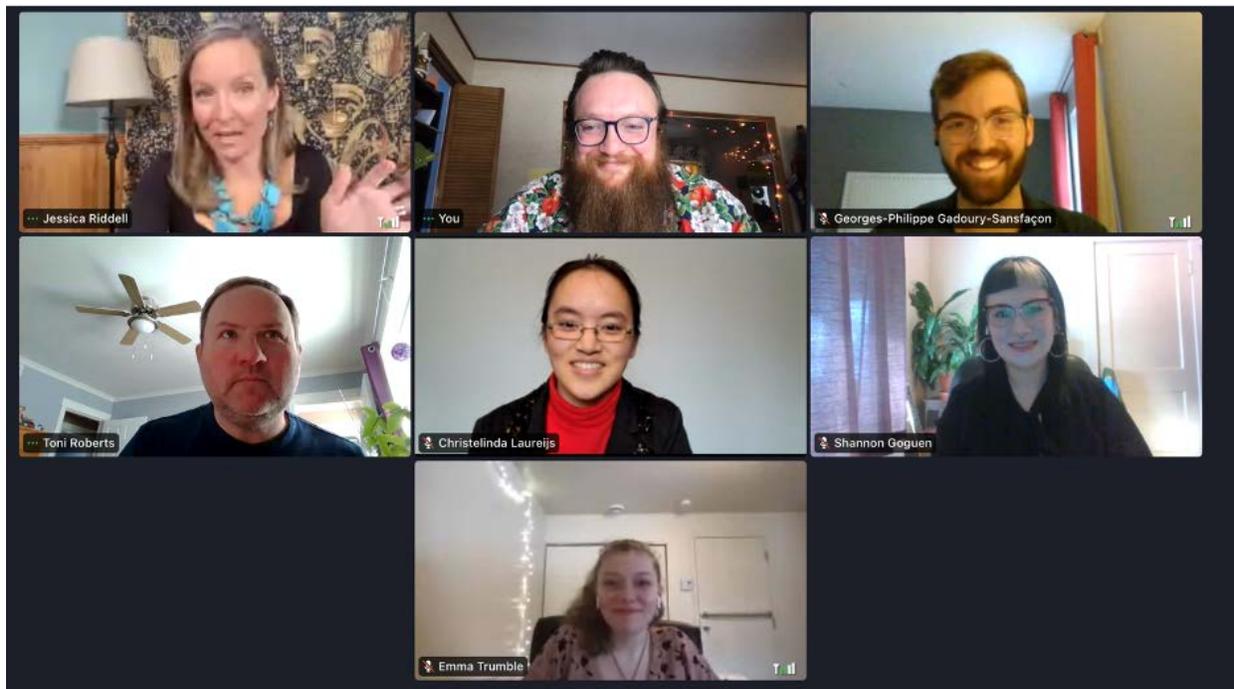
This first iteration of this course would not have been made possible without the invaluable support of a Co-operative Education and Work-Integrated Learning (CEWIL) Canada iHub grant. The course was able to achieve all four key outcomes identified by CEWIL Canada for work-integrated learning:

- Expanding access to WIL opportunities, particularly for under-represented students;
- Removing barriers for students to participate in work-integrated learning;
- Leveraging technology to enhance programming or extend access, including the use of technology to support virtual or remote WIL experiences in response to COVID-19;
- Innovating work-integrated learning through new partnerships and new models for curricular WIL.

Students Represent the OLTC Program at the Innovations in Education Conference

On December 10th, Christelinda Laureijs (Mount Allison), Shannon Gougen (Mount Allison), and Emma Trumble (Bishop's) joined Matthew Dunleavy (Maple League), Dr. Jessica Riddell (Bishop's), Toni Roberts (Mount Allison), & Georges-Philippe Gadoury-Sansfaçon (Bishop's and Laval) during a roundtable at the Innovations in Education Conference at the Macpherson Institute, McMaster University, Ontario.

These OLTCs offered great insights during the Q&A period about their experience working using a Student-as-Partners model of collaboration and being engaged in a co-curricular work-integrated learning experience.



The roundtable (*“Student as Partners in Curricular and non-Curricular Work-Integrated Learning”*) fit with the conference theme of “Partnership in Teaching and Learning” and educators and educational developers across Canada were introduced to the OLTC Program and how it has grown and been adapted over the past two years. This was the first time the students presented at an internationally recognized conference and it was a wonderful example of early professionalization and knowledge mobilization.

Maple League Leads 3M Mentoring Program with Record Number of Student Nominees

Dr. Riddell and her team are mentoring 35 students from across the four universities who are applying for the *3M National Student Fellowship*. This is Canada's highest recognition for student leaders: because this national award values the incredible and heroic work students leaders do - often in grassroots ways, in the margins, or on the edges of institutions. Unlike the Rhodes or McCall McBain, this fellowship does not focus on academic standing, nor does it favour student leaders in elected positions. Instead, this fellowship values people who build things for others on their campuses and in their communities (and who are sometimes also critical or challenging of the status quo). Despite the fact our small universities are incubators for extraordinary student leaders, we were historically at a disadvantage compared to larger universities who have full-time staff dedicated to the dossier preparation. Over the past few years the ML ED has worked with past 3M Student Fellows to create resources (handbooks, info sessions) and support (mentorship, individualized and small group help) to identify student leaders and help them through the process.

The 3M Student Information Session is Transformed into a Micro-Work Integrated Learning Experience

On December 15 Dr. Riddell and the 3M Student Champions hosted an information session with over 40 invitees. Developing dossiers is an opportunity for early professionalization and critical reflection. It is not an intuitive or easy-to-navigate process, so these sessions are designed to make the process more accessible and help students and their nominators creatively problem solve. In many ways this is a micro-work integrated learning experience, where students curate a dossier that requires time, thought, revision, collecting various documents, working with the nominator, and more. It requires students to exercise emotional intelligence muscles just as much as their project management and organizational skills. These are also competencies that will serve students well as they think about the job market, graduate school, and future awards.



Fall Maple League Shared Courses Have a Successful Wrap Up

The fall-term Maple League Shared Courses were a success, including the course with the largest number of students enrolled from outside institutions: *Teaching, Pedagogy, and Technology in Courses*, which had 15 of its 28 students attending from outside Mount Allison. Feedback from a survey of students taking Maple League Shared Courses are very positive with **75% saying they would recommend a friend take a Maple League Shared Course.**

One aspect I appreciated was being able to make connections with a range of students from the other Maple League institutions. This provided a range of perspectives that I felt enriched the course I took and was worth the additional scheduling considerations.

~ Anonymous respondent to Maple League Course Follow-Up Survey

The Academic Committee has recently announced an exciting suite of Winter courses, and a call has recently been shared for the 22/23 academic year. We've worked with all four Registrars and the Faculty Excellence Lead on this new timeline, which we hope will help ensure more students will make Maple League Courses a part of their educational journey.

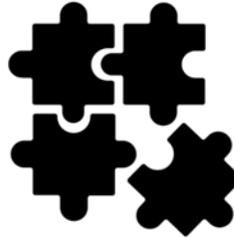
The Winter 2022 Maple League Shared Courses Launch



Cult of Grape in
Ancient Greece



Gendercide:
Genocidal Histories
of Gender Crimes and
Sexual Violence



Shakespeare's Guide
to Wicked Problems



17th Century Studies:
Paradise Lost

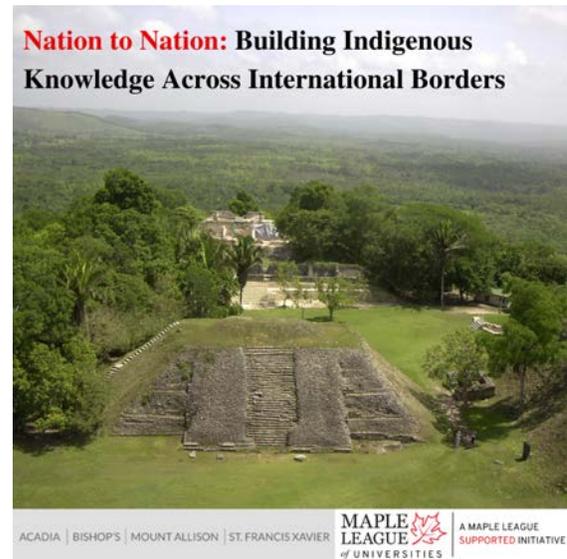
For more information about the above courses and steps on how to register please visit [our website](#).

Maple League Supported Initiatives:

International Offices Launch *Nation to Nation: Building Indigenous Knowledge Across International Borders*

The four international offices continue to meet weekly to ensure this reconciliation initiative is shared with students successfully. A few milestones in December include:

- Opening student registration which can be [found on the Maple League website](#)
- Releasing a call for the faculty supervisor and Indigenous Elder/Knowledge Keeper position
- Hosting an information session for Indigenous students and their families on December 20th



The PATH Completes Semester With The First Cohort of Student Entrepreneurs

The PATH is a Maple League supported initiative: entrepreneurship professors, led by Dr. Michael Shepherd and Brendan MacNeil at Acadia University, have created a social innovation incubator for student entrepreneurs. This term they had 125 participating entrepreneurs from across the Maple League, both curricular and non-curricular together developing their startup ideas into viable, feasible, and desirable business models.

To help students do this they hosted over a dozen workshops and panels. These helped develop relevant skills and provided networking opportunities with other entrepreneurs and industry professionals. Most recently in November, they hosted a workshop on gaining traction with the founder of Lean Stack (their startup methodology), Ash Maurya, and on developing a pitch with the Chief Coaching Officer of our partner program PropelICT, Charlotte Murray.

The PATH finished the semester with a chance for student entrepreneurs to pitch their “startup story” to investors and startup programs to apply what they have worked on in a live environment and receive feedback from top-tier professionals. The top 3 pitches received \$850 in prizes and great connections. Watch the finals [here](#). Recruitment for next semester is underway, focusing on enrolling any and all interested students across degree programs to [receive support in launching a startup](#).

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

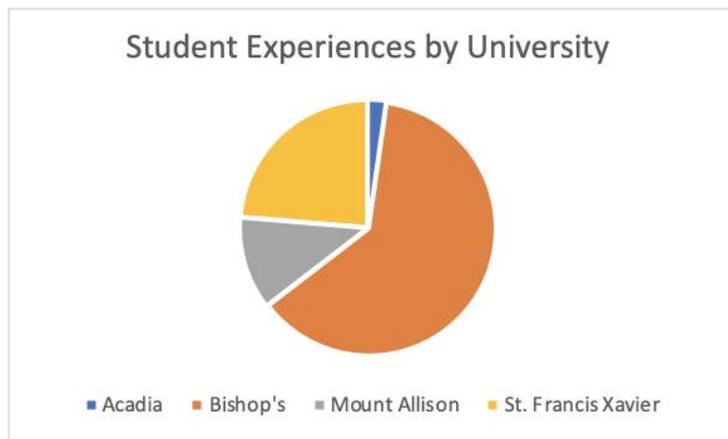
What is Riipen?

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 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!”

~ *Trelnet*

Social Media Content & Advertising Direction:

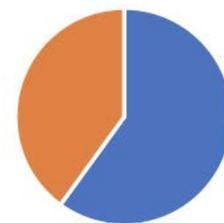
“GREAT project! The students did their due diligence and research. They came back with an eye opening look at my business and industry overall and gave me an awesome presentation. I'd hire each one of them if I could. KUDOS!!”

~ *Domestic Divas, LLC*

Evaluation

As part of our ongoing evaluation of initiatives and programming, we contacted all the faculty that used the Riipen to measure the impact of the platform on their classes. Of our respondents, some applauded the platform for its ability to reach industry partners—“Riipen enabled us to connect with a large corporate client whom we otherwise would not have been able to reach”—others stressed that the use of Riipen within courses requires a large time commitment from faculty in making those connections, this is especially important in larger classes as “the professor typically has to deal with multiple companies.”

Did you find the platform user friendly?



■ Yes ■ Somewhat ■ No

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.

II. Faculty and Staff Engagement

The Better Together Fall Season Wraps Up with Record Attendance Numbers!



The final session of the fall season, *Accessibility as Collaborative Practice*, engaged 84 registrants from 27 institutions. In this session, faculty from all four Maple League Universities shared discoveries and insights they made during an accessibility audit funded through a micro-grant provided by the Maple League.

The Fall Season of Better Together was an experiment in efficiently spreading the word about the great work being done at the Maple League. In just six sessions we had over 350 registrants, including over 250 unique attendees, from across the Maple League and from 46 outside institutions.

An Exciting Line-Up for the Winter Season is Announced

We have an exciting Winter Better Together Season planned. Sessions will include students talking about co-design of courses, faculty talking about the nuts and bolts of addressing EDID, and luminary thinkers Natasha Kenny (Director of Taylor Institute for Teaching and Learning, University of Calgary) and Gavan Watson (Associate Vice-President Teaching & Learning, Memorial University) taking part through Maple League Hosts sessions.

Feedback for the Fall Book Club Focussed on Learning Through *Decolonizing Education*

We must value trans-systemic knowledges, and decolonize ourselves. Furthermore, the work of EDID is hard and requires us to unlearn and relearn fundamental principles - so that we must always take a learner-focussed approach.

~ Anonymous Book Club survey respondent on the question
“What is your key takeaway from the book?”

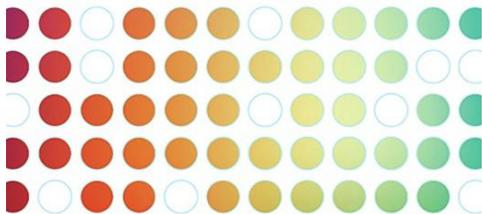
We had a very successful exit survey from the Fall Book Club’s reading of Marie Battiste’s *Decolonizing Education: Nourishing the Learning Spirit*. More than 30% of Book Club participants filled out the survey during the busy end-of-term weeks. **The average rating of the book club was 8.9/10, with more than half of respondents rating it a full 10 out of 10.**

One that I keep thinking about is how dynamic the scholarship in the book is and how compelling it is to read personal stories and experiences within critical analysis of pedagogy, history, sociology... all the disciplines and perspectives Battiste draws upon

~ Anonymous Book Club survey respondent

UNgrading

Why Rating Students
Undermines Learning
(and What to Do
Instead)



EDITED BY

Susan D. Blum

With a foreword by Alfie Kohn

For the Winter Book Club’s reading of *Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)*, we are exploring new systems and structures to extend the Book Club’s reach and make it an even bigger success.

We’ve already fielded many eager emails expressing interest in joining.

The Micro-Certificate Celebrates its First Term Together

This month we gathered the (almost) entire cohort for the Maple League Micro Certificate in Teaching and Learning as well as many of the members of the MLTLC who serve as their mentors.

This fall participants worked with their mentors on a wide range of capstone projects which range from writing a new book, to preparing a workshop for faculty on EDID, to a new program serving at-risk populations in our communities.

In the new year we will be working to find more opportunities for the cohort to collaborate together in virtual spaces, and (as the pandemic landscape continues to change) we are committed to ensuring a safe, productive, and joyful intensive retreat at the end of May at Mount Allison University.



Maple League Leads 3M Mentoring Program with Record Number of Faculty Nominees

Developing 3M Faculty dossiers is an incredible time commitment. 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. The nominators and nominees must go through a lengthy process together. This year we have nine faculty members in the cultivation pipeline, a number that is almost double from 2020 - 2021.

Maple League 3M Support includes:

- **‘How To’ Handbooks** for the 3M National Student Fellowship and the 3M National Faculty Fellowship: these handbooks are available to both nominees and nominators within the Maple League with the aim of improving the number and quality of applications from Maple League universities. These handbooks include excerpts from successful dossiers, tips and advice, and guidance on structure and critical reflective practice that constitutes a successful dossier
- A network of **institutional champions** help identify and support nominations (both faculty and student)
 - 3M Faculty Champions: Dr. Jeff Banks (Acadia), Dr. Jessica Riddell (Bishop’s), Drs. Andrew Nurse, Robert Lapp, Elizabeth Wells (Mount Allison) & Dr. Angie Kolen (St. FX)
 - 3M Student Champions: Dr. Matthew Lukeman (Acadia), Katie Bibbs (Bishop’s), Adam Christie, Drs. Andrew Nurse, Robert Lapp, Elizabeth Wells (Mount Allison) & Dr. Angie Kolen (St. FX)
- **3M mentorship network**: 3M faculty and 3M students from Maple League universities work with nominators and nominees in the compilation of dossiers
- **Administrative support** in compiling dossiers, collecting reference letters, and copy-editing through the Jarislowsky Chairship
- **Webinars** and on-demand **digital resources** (such as [Teaching Dossiers Q&A with a 3M Teaching Fellow](#))

The Maple League Research Committee Has a December Focused on Knowledge Mobilization

The Maple League Research committee has been hard at work hosting events and setting up new networks for knowledge mobilization. Below are just a few examples:

- SSHRC Insight Development Grant Workshop and Expert Panel (10 Nov; organized and moderated by Maria Thistle, MtA; recording available upon request)
- 2nd Canada Research Chair Network meeting (10 Dec; very well attended; organized and moderated by Peter Ludlow, Acadia)
- Establishment of an Animal Care Facility and Operations Network (first meeting to be organized for Jan; facilitated by Anna Redden, Acadia);
- Continued discussions around training programs and shared educational tools
- Submissions to Royal Society of Canada from Acadia (Fellow) and MtA (College members)
- CCV training sessions continue for faculty (David Bruce, StFX)
- Sharing of processes and approaches, especially those regarding external funding agencies.
- Planning for a joint SSHRC Connections Grant application focused on Research Data Management (strategy, plans, training, policy); for submission in the Feb or May competition.

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).



Award-Winning Educational Leaders & Hope University Podcast is Underway

A new venture, co-produced by the Maple League, Bishop's University Jarislowsky Chair and the Stadelman Student Fellowship, highlights the award-winning educators from across the Maple League. From National 3M Fellowships, to AAU Teaching Awards, to internal awards unique to each university – we aim to celebrate and amplify the voices of educational leaders and innovators.



Through a new series, *Hope University*, the Maple League Executive Director, along with Stadelman Student Fellows Annika Bradley and Connor Knibbs, will interview the award-winners and share the interview through all major podcast platforms, as well as in video and blogs. The Maple League will also do a social media profile of each faculty through Twitter, Facebook, Instagram, and LinkedIn. The first episode featured Dr. Susie Andrews, an associate professor of East Asian Religions at Mount Allison University and a scholar of narrative. Dr. Andrews is the Maple League OLTC Champion at MtA, and a regular attendee and facilitator through V_MLTLC programming. In 2021, she received the Herbert and Leota Tucker Teaching Award, Mount Allison University's highest award for teaching excellence.

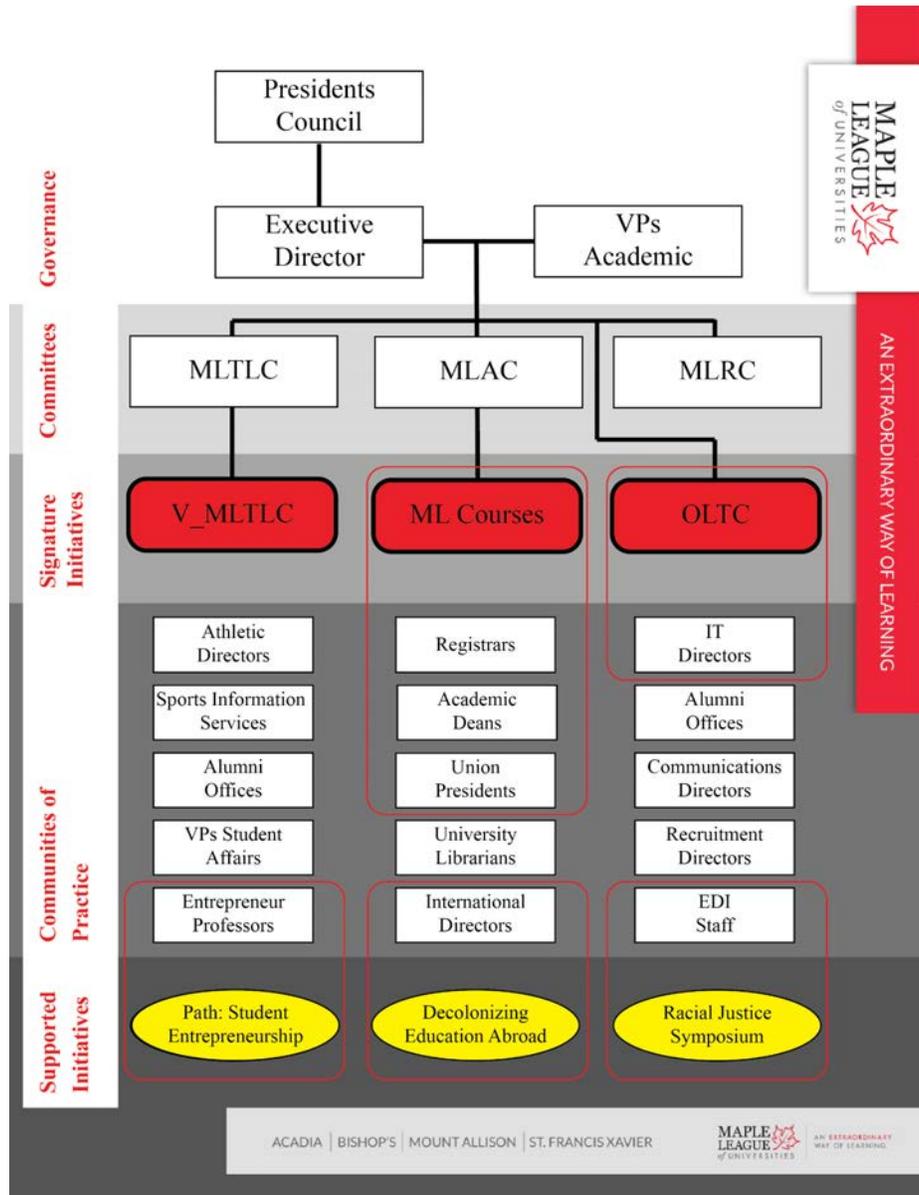
The Award-Winning Educational Leaders series and the *Hope University* will not only add meaningfully to our understanding of what groundbreaking teaching and leadership looks like, but it will also demonstrate how the Maple League Universities are punching well above their weight on the national educational scene.



III. External Engagement

Maple League Structures and Governance

In our ongoing work of mapping the network and pathways that make up the Maple League we created an infographic. As you can see below it shows the various levels including the Maple League Supported Initiatives, communities of practice, Maple League Signature Initiatives, committees and the initiatives they are connected to and current reporting structures.



Appendix A: External Engagement with ML Programming

External Engagement: Outside Institutions That Attended Better Together in Fall 2021

ACE Inc.	Cape Breton University	Carleton University
CCDS Inc.	CityStudio Global	City Studio Vancouver
Concordia University	Dalhousie University	Government of Canada
Government of Nova Scotia	University of Guelph	Polar Knowledge Canada
King's University College	Little Projects Company Limited	MacEwan University
McGill University	Ontario Tech University	Mount Saint Vincent University
Nova Scotia Community College	NSCAD University	Ottawa Catholic School Board
Post-Secondary Accessibility Services	Pine Hill - Atlantic School of Theology	Higher Education Strategy Associates
Owens Art Gallery	Queen's University	Robertson College
Royal Roads University	Ryerson University	Saint Mary's University
Selkirk College	Seneca College	SOAS - University of London
St. George's University	University of Waterloo	University of Alberta
University of New Brunswick	University of Ottawa	University of Toronto Mississauga
University of Prince Edward Island	University of Victoria	Western University
Wilfrid Laurier University	York University	Yorkville University
	York Region District School Board	