

Maple League of Universities Quarterly Report
January 1, 2022 - March 31, 2022



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Executive Director's Note:

In the past several months we've seen the emergence of a trend called "The Great Resignation" sweep across job sectors in North America. In a recent [study](#) (March 2022), 44% of employees in the USA are now defined as "job seekers." Of them, 33% are active job hunters who looked for new work in the fourth quarter of 2021. This is a trend that is not just limited to the US Labour market: the "Great Reshuffle" affects Canadian businesses and organizations as well.

The Post-secondary education (PSE) sector is not insulated from these trends but is (arguably) affected in different ways, which varies based on intersectionality, region, size of institution, and a multitude of other factors. Two articles shed light on the systemic and structural challenges that are contributing to this trend: "Higher Ed: We've got a Morale Problem – and. Free T-shirt Won't Fix It" by Kevin McClure, [the most read article of 2021](#) (*EdSurge*), and "Leadership in the time of the Great Resignation" by [Ray Schroeder](#) (*Inside Higher Ed*).

McClure argues that "Morale can absolutely be improved in higher education, but it requires the type of sustained attention necessary to shift organizational culture. Leaders need to be ready to put in the work, starting with admitting there is a morale problem and actively listening to what staff and faculty are saying." He goes on to assert that "many definitions of 'morale' focus on collective sentiments, equating it to *esprit de corps*. Low morale, like demoralization, means a group is struggling to maintain belief in an institution or goal, especially when times get tough. As such, it provides a stronger push for people thinking about leaving their jobs. If burnout means driving while drowsy, demoralization means seeking the nearest off-ramp."

Schroder proposes that the global pandemic did not cause the deep disruption but instead provided people with space to re-think their relationships to work: "Given the time and distance that the pandemic has provided us for reflection on our lives, meaning and mortality, it appears that many workers realize that they want more than money out of their careers. We have known that for a long time in higher education." While these pundits are writing about American PSE, their warnings should inspire us to be attentive to the risks we are facing on campus and across our communities.

What is at stake? The great resignation will look differently in higher education. People won't quit in the same numbers that we see in other job sectors. Instead, the great resignation in higher education is more likely to take the form of withdrawal or disengagement. At universities that rely on the goodwill and deep generosity of all community members (staff, faculty, managers, directors), all of us are invested in creating relationship-rich networks and individualized support

beyond the classroom, whether that is cheering on student-athletes, attending vernissages, going to dramatic productions, or supporting student poster sessions. The *pro bono* work – independent studies, case competition mentorship, internship and co-op supervision, co-designing summits and conferences – is precarious in the time of the great resignation; if we lose the joyful spaces of transformative and reciprocal learning, everyone’s morale suffers. These learning moments – animated by curiosity, creativity, and imagination in communion with one another– are what make our universities so remarkable, and we must be mindful of where and how we value and support these, especially when everyone is exhausted.

The first step is to recognize and sit in the discomfort of our current moment. The next step is to be attentive to the systems and structures that are causing burnout. Once these systems become visible, we need to think about the interventions that can help to build more resilient systems. And we must double down on making space for open conversations where it is okay for people to say “I am sad,” or “I am tired,” or “I am exhausted.” Ultimately, we must commit to the principle that individuals don’t have to bear the burden of resilience. It is up to the structures and systems to create spaces for human flourishing. Dr. Terri Givens recently delivered a Donald Lecture on radical empathy and bridging the racial divide (April 4, Bishop’s University); in her talk, she suggested we think about the following:

- A willingness to be vulnerable;
- Opening yourself to the experiences of others;
- Taking action;
- Becoming grounded in who you are;
- Practicing empathy; and
- Creating change and building trust.

We should be willing to talk about how to anchor these values in practice at every table, from senate to board, departmental meetings to working groups and taskforces. Hope,” Freire tells us, “is rooted in men’s [sic] incompleteness, from which they move out in a constant search—a search which can be carried out only in communion with others” (*Oppressed* 91). Communion with others is a common theme running through the hundreds of conversations I have had in writing my book on *Hope University*. These do not always start as hopeful encounters, and indeed some of the most productive conversations are animated by unprocessed grief, rage, and despair. And yet, taking a page from bell hook’s *All About Love* (1999) she wrote “rarely, if ever, are any of us healed in isolation. Healing is an act of communion.”

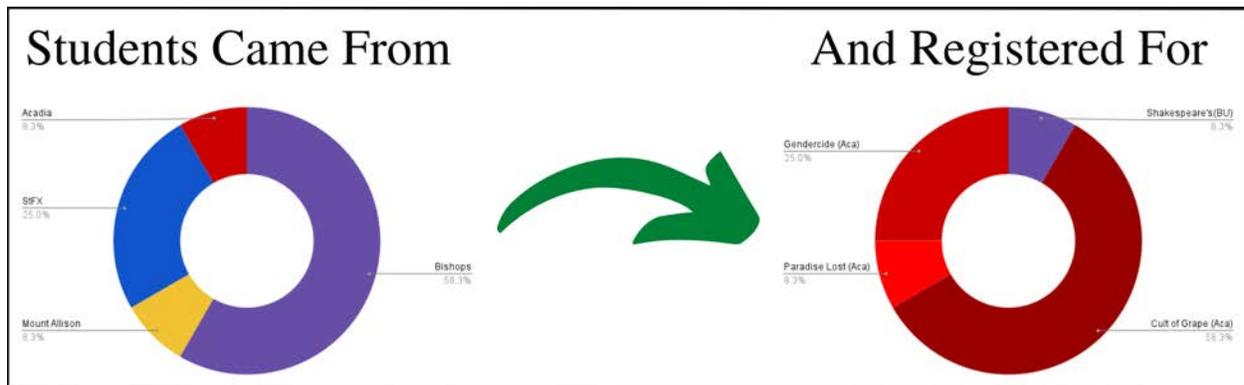
~ **Dr. Jessica Riddell, Executive Director, Maple League of Universities**

I. Extraordinary Student Experiences

Winter 2022 Shared Courses Support Students Through a Challenging Term

The Maple League Shared courses faced unforeseen challenges in the Winter term of 2022: the rise of Omicron, the war in Ukraine, and interrupted learning required compassionate design at all levels. Individual faculty and administrators went above and beyond to ensure that students were able to take part in class; all while Registrars worked to move students through the system as quickly and smoothly as possible.

Winter 22 Course Registration Overview:



With the majority of students attending Maple League Shared Courses at Acadia, the four-week job action caused some anxiety in students. The Faculty Excellence Lead took the time to connect with each student individually to ensure that they were kept up-to-date about the job action, and to offer any support they needed.

After the end of term, we will reconnect with students and faculty who took part in the Maple League Shared Courses to learn more about how to improve the experience. We are confident that the [new timeline for Maple League Shared Courses](#) will help build more resilient and robust systems that can better support students and faculty through the unforeseen challenges that may lie ahead of us.

Maple League Promotes Spring & Summer Learning Opportunities

ML Spring & Summer 2022



DRAM1001: Introduction to Screen Studies

Instructor: Sarah Fanning
Dates: May 2 to June 17
Format: Asynchronous, Online
Host: Mount Allison

mapleleague.ca/spring-summer



As preparations for Fall 2022 & Winter 2023 Maple League Shared Courses continue to move ahead, we are also taking the opportunity to promote exciting courses taking place in the Spring & Summer across all four campuses. **We are promoting twenty-eight courses** available to students: see [Appendix A](#) of this report.

Unlike courses during the school year, Spring & Summer courses function through the standard Letter of Permission (LOP) structure, which incentivizes departments to bring in outside students. The Maple League helps promote courses to make sure that as many students are aware of the transformative courses available to them.

ML Spring & Summer 2022



FRE 122: Atelier de conversation multiniveau 1

Instructor: Caroline Dault
Dates: May 2 to 27
 (M,Tu,W,Th 9am-12pm)
Format: In Person (Sherbrooke)
Host: Bishop's

mapleleague.ca/spring-summer



To this end, we shared a survey, open to all full- and part-time faculty who are teaching courses in the spring & summer, where they could share information about their courses. We will use this information to promote these courses through our social media channels ([Twitter](#), [Instagram](#), [Facebook](#), [LinkedIn](#)), on our new-and-improved [website](#), and through our connections to faculties across the Maple League.

A New Timeline for Fall & Winter Courses Promises a Better Student Experience

For the 22/23 school year we have launched a new timeline for Maple League Shared Courses. In the past, the Shared Courses have operated with a call for courses going out in the Spring term for Fall courses, and then in the Fall term for Winter courses. In the new model, a single call serves both the Fall and Winter terms and, crucially, far enough ahead that Maple League Shared Courses can appear on the course timetables for students to register alongside all their other courses.

The benefits of this new timeline are many, including:

- A greater chance that students will consider Maple League Shared Courses
- More time for Admissions, Registrars, and I.T. to set visiting students up at the Host Institution
- Fewer last-minute additions to Maple League Shared Courses
- More margin to accommodate unforeseen slow-downs (e.g. strike, or sudden staffing changes in the Registrar’s office)

Courses offered for 22/23 and where they have been accepted:

		
	MATH 3293 Statistical Learning	 
	ESCI 374 Geographic Information Systems	 
	KINE 4883 Social Determinants of Health	 
	GERM 3801 Cultural Memory in Post-1945 Germany	 
	ENG/PSY 2XX Marvel Mentors & Metaphor	 
	KINE 3883 Aesthetics of Sport & Dance	 

Registrars are a Key Communities of Practice that Help Operationalize Signature Initiatives

Thank you to our Registrars who are among the most active Communities of Practice. They are constantly seeking new ways to improve the user experience of the Maple League Shared Courses. Many steps have been taken at the suggestion of the Registrars to improve the timing and ease of registration for the courses including the move to a Fall/Winter call for courses instead of releasing calls on a semester basis, using the earliest registration date of all four schools with the latest add/drop date, and ensuring all necessary registrar team members are added to the ML Registrars Hub in Teams.

The PATH Has Successful Winter Term and Plans for Future Iterations

The Path, a new academic and extracurricular program for students interested in entrepreneurship, has helped over 50 student ventures during the pilot launch this year across Acadia, Bishop's and Mount Allison. Enrollment during the winter semester was primarily in Tier 2 - Validation. Going through Tier 2 involved testing and validating their startup through customer interviews and experiments; being paired with an alumni mentor; and workshops on topics such as customer discovery, financial projections, finding funding, and creating a pitch. Tier 2 includes extracurricular student entrepreneurs and those enrolled in the following courses:

- Dr. Nauman Farooqi's New Venture Creation & Entrepreneurship course at Mount Allison
- Dr. Michael Sheppard's Venture Creation 2 course at Acadia
- Dr. Mohammad Kayed's Entrepreneurship Labs 2 course at Bishop's

Overall, The Path hosted 25 events this year for student entrepreneurs, ranging from Alumni Entrepreneur panels, networking sessions with regional business leaders, and over a dozen workshops.

A Pitch Competition for student startups is taking place across the Maple League on April 8th. Join us to [watch](#) startups from this semester's Tier 2 - Validation cohort pitch to investors & programs in the region. Judges present will be:

- Nathalie Saint-Pierre - Sherbrooke Innopole - Financing Advisor
- Rivers Corbett - Mount Allison - Entrepreneur In Residence
- Sean Sears - Angel Investor/Entrepreneur (NS)
- Derek Latham - PropellICT - Startup Coach
- TBA - Atlantic Canadian Investor

Students interested in The Path can signup to join next fall at <https://thepath.mapleleague.ca/onboarding> or by joining an entrepreneurship course. More information will be coming on their Instagram @thepath_mapleleague or you can learn more at <https://thepath.mapleleague.ca>

How it works

Step 1
Join The Path by enrolling in an Entrepreneurship course at your university OR by clicking "Register" above.

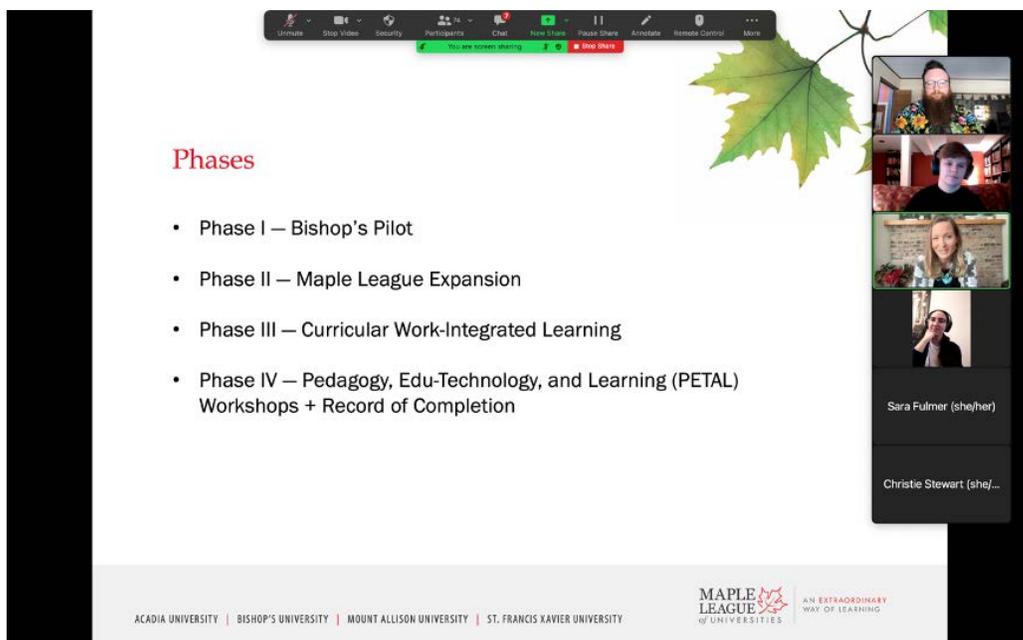
Step 2
Our Entrepreneur In Residence for your campus will reach out to complete your onboarding and place you in a relevant Tier.

Step 3
You will be sent the links to begin your Tier including: Lean Stack, Mentorship, & Programming

Interested? Create your Path today.
Get started
Must be a student in a maple league school.

OLTC Research Cluster builds momentum

Each week, Dr. Jessica Riddell, Matthew Dunleavy, and Toni Roberts are joined by two undergraduate research fellows—Cécilia Alain and Casey Hebert—to conduct research on the OLTC Program. From threshold concepts to Student-as-Partners to pandemic pedagogy, they are evaluating and analyzing the OLTC programming in the light of many contexts, which include COVID-19 and the innovative interventions in 21st higher education. These research meetings have led to multiple conference appearances, discussed in previous reports, and in-process research articles.

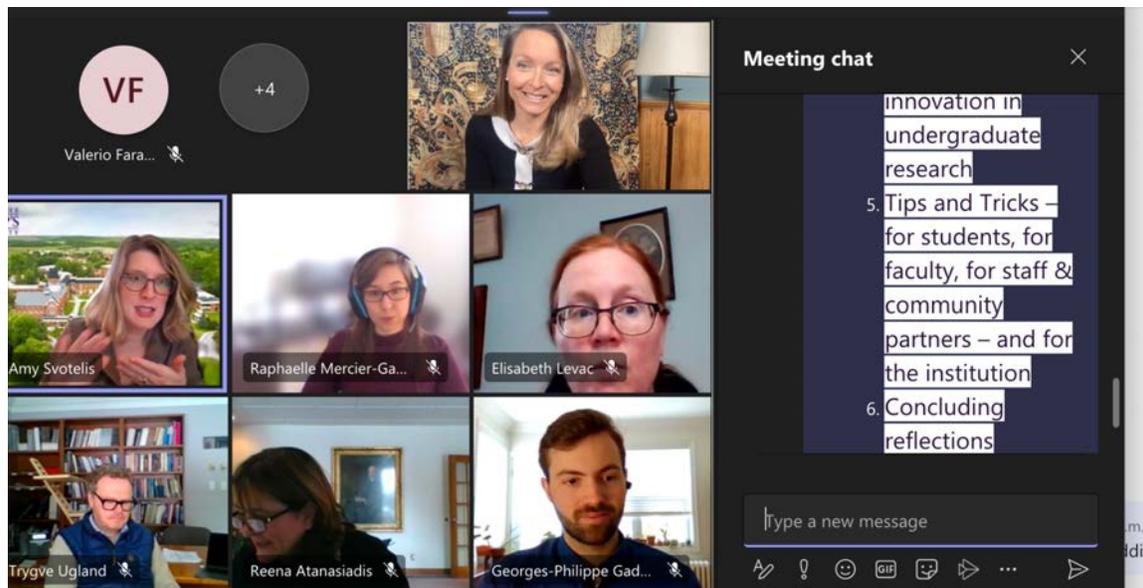


OLTC Advisory Team Plans for 2022 and Beyond

The founders of the OLTC program, Scott Stoddard, Georges-Philippe Gadoury-Sansfaçon, and Dr. Jessica Riddell, meet for quarterly visioning retreats to plan for what the OLTC program looks like in a post-COVID context. Ongoing conversations with our external partner Business + Higher Education Round Table (BHER) are promising and we are in discussions for securing future funding; however, with the delay in the tabling of the federal budget (expected in early April), most of our federal funding partners will now experience approximately a six-month delay in operational funding. This delayed timeline will shape how the OLTC program will run in a post-pandemic context: the advisory council met to discuss various pathways and planning for the longer-term sustainability of the program.

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

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



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

3M Student Fellow Mentoring Program Leads to Record Number of Submissions

Dr. Riddell and her team created an extensive mentorship network for 48 students in the 3M Student Fellowship cultivation pipeline this year. Supports include a handbook, info sessions, one-on-one mentoring, as well as institutional and individualized meetings. Dossier development is intensive and complex, and we believe that it provides crucial critical reflection and writing competency development as a Micro-Work-Integrated Learning opportunity.



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 competencies that will serve students well as they think about the job market, graduate school, and future awards and scholarships.

PETAL Mirco-WIL Workshop Series Launched in March

Registration opened this quarter for the Maple League Pedagogy, Edu-Technology, and Learning (PETAL) workshops series. From March-May, the OLTC Program is offering a series of free, virtual work-integrated learning (WIL) workshops. Once completed, they will receive a PETAL badge for the specific topic.

The Micro-WIL experiences contain two parts:

1) a short workshop/training session on a given topic, and
2) a challenge/project. First students are introduced and trained on a given topic/area and then they use their new training and experience as students to complete their challenge. When students complete four or more workshops (of their choice) they will receive a PETAL Record of Completion.



These sessions started on Thursday, March 19th and will run every Thursday at 9 am ET / 10 am AT until May 26th covering the following topics:

- Universal Design for Learning (UDL) — March 17th
- Learning Objectives and Bloom’s Taxonomy — March 24th
- Critical Reflective Practice — March 31st
- Learner-Centered Syllabi — April 7th
- Alternative Assessment — April 14th
- Formative and Summative Assessment — April 21st
- Critical Empathy and Hope University — April 28th
- Understanding Your Privilege (and What To Do With It) — May 5th
- Visual Syllabi — May 12th
- Educational Technologies and Learning Management Systems — May 19th
- Accessibility — May 26th

All registrations links and sessions details can be found on our [website](#).

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

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

Maple League Supported Initiative Prepares for Belize Field School in May

The [Maple League supported initiative](#) titled *Nation to Nation: Building Indigenous Knowledge Across International Borders* is preparing to run its first field school to Belize from May 7-22, 2022 with a cohort of twelve students across the Maple League. All participants, International representatives and staff from across the Maple League who are supporting the program will meet for an in-person gathering at Mount Allison University from May 4-6, 2022. This initiative is led by the following International representatives from the Maple League:

- Acadia - Michael Holmes (International Admissions Officer)
- Bishop's - Annick Corbeil (Manager of Student Life) & Tina Gjertsen (Int'l Student Success & Global Learning Coordinator)
- Mount Allison - Robin Walker (International Affairs Coordinator)
- StFX - Larissa Strong (Internationalization Director)

After receiving news in February that funding through the [Global Skills Opportunity](#) could once again be accessed for international travel, the group conducted a thorough selection process: Dr. Genner Llanes-Ortiz (Bishop's Canada Research Chair nominee for Indigenous Studies) as the Faculty Supervisor, Dr. Juan Carlos Lopez (Biology Professor, Acadia) as the support for the Faculty Supervisor, and Terena Francis (Indigenous Student Affairs Coordinator, StFX) as Indigenous Lead to the team. The group, in collaboration with partner school Galen University, has been hard at work planning virtual and in-person pre-departure orientations and activities, as well as an itinerary and safety standards for the trip.

II. Faculty and Staff Engagement

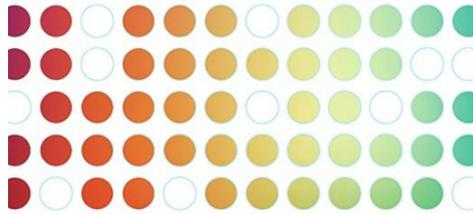
Great Turnout and High Praise for the Winter Book Club on *Ungrading*

It was wonderful to engage with other instructors who were interested in interrogating their teaching practice, but with a particular focus. It offered rich conversation, insight into new approaches, and community of practice to explore the options. I thoroughly enjoyed it.

~Anonymous Survey Respondent

UNgrading

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



EDITED BY

Susan D. Blum

With a foreword by Alfie Kohn

The Maple League Book Club's reading of *Ungrading: Why Rating Students Undermines Learning (and What to Do Instead)* drew huge interest, with over 75 registrants. We welcomed a diverse range of voices to the conversation, from undergraduate students to deans joining from our four Maple League campuses as well as Dalhousie, Georgian College, San Diego State University, University of the Fraser Valley, University of Alabama, Champlain College, University of Calgary, and even the Stratford Theatre Festival.

Knowing that Omicron, a return to online teaching, and ongoing COVID fatigue were weighing on our faculty, staff, and students, we were intentional about making the space a welcoming, and healing one. This resulted in high retention rates and more engaged and productive conversations.

Really enjoyed this Book Club! The amount of reading and the pace was manageable, and it helped a lot that there was no pressure! Learning communities are so refreshing and necessary. I might not have read this book on my own, and I also learned a lot from the book club members. Great discussions. Absolutely the best way to do that extra reading you always promise yourself---but rarely get around to.

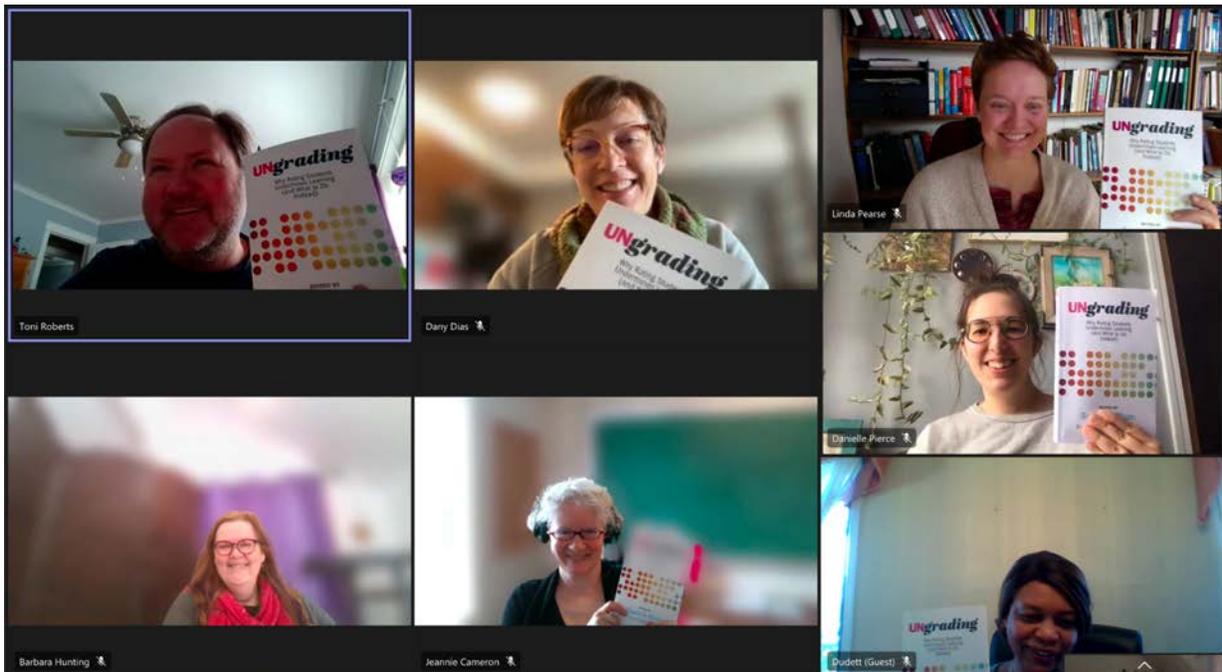
~Anonymous Survey Respondent

In our closing survey, respondents were enthusiastic about the value of the Book Club. We had an overwhelmingly strong response to the book club, with the following averages on our one-out-of-ten ratings:

- “Please rate your overall experience of the Book Club” - **9.4/10**
- “What is the likelihood you would take part in another Maple League Book Club?” - **9.6/10**
- “How do you feel the facilitation of your session was handled?” - **9.9/10**

Learning communities are so refreshing and necessary. I might not have read this book on my own, and I also learned a lot from the book club members. Great discussions. Absolutely the best way to do that extra reading you always promise yourself--but rarely get around to.

~Anonymous Survey Respondent



...This club gives me wings! The book has become my best friend and favourite source of inspiration.

~ Correspondence from a Book Club participant

Better Together Connects Hundreds of Educators to Help Imagine the Future of PSE



In this season of Better Together sessions we have had **213 registrants so far, and with 112 unique participants**, and two more sessions to run before the end of the winter season. It’s clear that this is not just the same small group coming together again and again: participants joined from across the Maple League, as well as from [46 outside institutions](#).

We are continuing to look for new ways to increase engagement with Better Together, both within the Maple League, and from our colleagues across the country and around the world. We can see that **we’ve had more than 2100 clicks on our event registration links**, and we are exploring ways to expand our outreach. We’ll also be working directly with the Deans to identify established and emerging scholars who can share their passion and expertise with the world.

The Award-Winning Educators Series Continues to Explore Hope and Resilience



This quarter we continued the series of Award-Winning Educators across the Maple League. In March we were in conversation with Acadia Professor Juan Carlos López (a soil microbiologist) and Acadia Professor Mary Sweatman, head of the Community Development program. These uplifting, heartfelt conversations confront the challenges of academia head-on, with a hopeful view of how we can build systems where people can flourish.

The Micro-Certificate in Teaching and Learning heads towards the final capstone



The first cohort of the Maple League Micro-Certificate in Teaching and Learning is moving quickly toward the end of their 10-month journey. Culminating in a five-day intensive in June, each participant is preparing a capstone project which aims to meaningfully contribute to the sector’s understanding of teaching and learning.

Some Micro-Certificate Capstones:



The overwhelmingly positive feedback that we’ve received from this pilot cohort points to the long-term value of this program: building networks of support that reach across institutional, departmental, and seniority lines; developing and nurturing new, cutting-edge teaching strategies and tools across multiple disciplines; and establishing Maple League faculty as leaders in the Scholarship of Teaching and Learning.

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

This year the Maple League 3M Faculty Mentoring Program had ten applicants in the pipeline and successfully stewarded the submission of four dossiers from a total of ten faculty in the mentorship program. Each dossier takes between 150 - 400 hours of work, from gathering 40-50 letters of reference to the curation of evidence (of educational leadership, innovation, and teaching excellence), not to mention the difficult and time-consuming work of critical reflection.

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

There is also a significant amount of support that goes into these dossiers including:

- **'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 practise that constitutes a successful dossier
- **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](#))
- 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 (StFX)
 - **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 (StFX)

Executive Director Leads Better Together Session Around Hope University

In the February 23rd Better Together session, “Hope University – Designing resilient systems so individuals don't have to be,” Dr. Jessica Riddell engaged over 30 staff and faculty in a group re-imagining of how our university systems are designed and run. In this collaborative, uplifting session a 5-page document was co-created full of the hopes and dreams that faculty have for how we might reimagine the institutions we work in to address the needs of 21st-century students and society.

This session is the first public-facing event in a series of conversations, lectures, and roundtables dedicated to envisioning Hope University, which explores how to design systems in post-secondary education that help universities deliver on their social mission.

Sports Information Services Team Work Together on Maple League Branding via Athletics

On March 2nd, the SIS team met to discuss ways to enhance Maple League branding via Athletics. The meeting sparked a lively discussion that led to the brainstorming of great ideas. For the next meeting, the group will do an inventory of what their school is doing and then share with the group to come up with best practices to make standard across the Maple League.



Bishop’s University currently includes the Maple League promotional video when streaming their games.

Below is a testimonial speaking to the impact the video had on a viewer this quarter. To view the video visit [the home page on our website](#).

“I watched the two basketball games last night on the Gaiters website. Almost as good as seeing Bishops win both!!! games, was the inspiring and beautiful film showcasing the Maple League. It gave me a huge lump in my throat. I had such an emotional reaction to the film, how the beauty and potential of the Maple League is captured in every frame. When there is so much sorrow in the world right now, that little film lifted me up, and reminded me of all the potential within each student to change the world for the better. I hope they know we are counting on them. Congratulations on capturing that.”

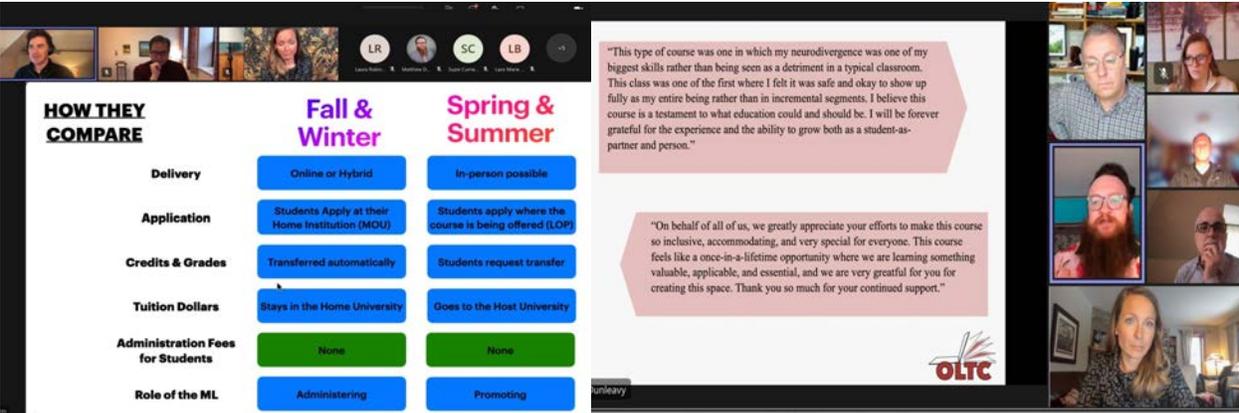
~ Pam Dillon, Bishop’s Grad

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

As we approach the Maple League end of year (June 30, 2022), Executive Director Dr. Jessica Riddell has been engaged in design thinking about sustainability and succession planning with various communities of practice (CoPs) and committees. Her goal with these meetings is to lead the groups through strategic visioning exercises and hear their ideas and recommendations that enhance their own professional practices.



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



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

Testimonial 1: "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."

Testimonial 2: "On behalf of all of us, we greatly appreciate your efforts to make this course so inclusive, accommodating, and very special for everyone. This course feels like a once-in-a-lifetime opportunity where we are learning something valuable, applicable, and essential, and we are very grateful for you for creating this space. Thank you so much for your continued support."

OLTC

Insert ML Research from Anna (expected Friday)

III. External Engagement

Maple League Hosts Highlights two Incredible SoTL Thought Leaders

Thanks for making attendance widely available to people. It really is fun to interact with colleagues across Canada and internationally.

~Anonymous Feedback on Dr. Gavan Watson's talk



MAPLE LEAGUE HOSTS

COVID, networks and significant conversations: Influencing teaching and learning cultures in higher education

Natasha Kenny,
Senior Director,
Taylor Institute for Teaching and Learning,
University of Calgary

TinyURL.com/ML-Natasha-Kenny

Maple League Hosts sessions are a key part of our Better Together season. They not only introduce luminary thinkers and leaders in the world of Teaching and Learning to faculty, staff, and students from across the Maple League, but they also extend our reach around the world, clearly centering the Maple League as a leader in the field.



BETTER TOGETHER

Ethical principles for University Teaching: 25 years later

Gavan Watson,
Associate Vice-President Teaching & Learning,
Memorial University

TinyURL.com/ML-Gavan-Watson

The Winter '22 Season featured two inspiring Maple League Hosts sessions: “[COVID, networks and significant conversations: Influencing teaching and learning cultures in higher education](#)” from Dr. Natasha Kenny, Director of UCalgary’s Taylor Institute for Teaching and Learning, “[Ethical Principles for University Teaching: 25 years later](#)”, from Memorial University’s Associate Vice President, Teaching & Learning, Dr. Gavan Watson.

These sessions were some of our best attended and highest rated. We have seen how these high-profile lectures attract new viewers who have gone on to register for more Better Together Sessions.

One of the few online meetings that doesn't leave you feeling screened-out, the Better Together series has cracked the code of virtual presentations. Coupled with the enlightening content being presented, these sessions are a must-attend!

~Anonymous Feedback on Dr. Natasha Kenny's Talk

A New Project Exploring Narratives of Failure and Hope

In a STLHE-funded research and mobilization project, Dr. Jessica Riddell is working with colleague Dr. Pat Maher (Dean of Teaching at Nipissing University) on a 10 episode series that interviews leading thinkers on educational leadership from Canada, the Global South, Australasia, Europe, and the UK. Inviting these luminary teachers to reflect on how moments of failure in their careers led to their long-term success, the series (which will live on the STLHE website, the Maple League channels, and the Nipissing Teaching Hub) seeks to inspire hopeful actions in difficult times.

In the third quarter alone we have interviewed:

- **Dr. Joy Mighty** - Professor Emerita, Carleton University
- **Dr. Birgitte Madelung** - Senior Educational Consultant, Southern Denmark University
- **Dr. Andy Martin** - Principal Fellow of the Higher Education Academy, Massey University (New Zealand)
- **Dr. Billy Strean** - Professor, University of Alberta
- **Dr. Duncan Cross**, Associate Teaching Professor, University of Bolton (UK)
- **Dr. Jaqui Ala** - Associate Professor, University of the Witwatersrand (South Africa)



The Maple League Participates in the National Teaching And Learning Forum

The Maple League’s OLTC Program Director, Matthew Dunleavy, and Faculty Excellence Lead, Neil Silcox submitted an article this quarter for the [National Teaching and Learning Forum](#). “Your Connection is Unstable’: Building Trust & Community Online” explores how to use the tools of virtual togetherness in ways that improve compassion, understanding, and our ability to connect to one another as people. This is yet another example of how the Maple League is establishing itself as a leader in imagining 21st-century universities.

Participants at the EDC Conference Learn About Student Collaboration Through the OLTC Program

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



OLTC Design and Expansion Team Apply Submit D2L Innovation in Teaching and Learning Dossier



Established in 2012, the D2L Innovation Award in Teaching and Learning, sponsored by D2L (Desire2Learn), celebrates and recognizes up to five post-secondary collaborative teams each year for their innovative approaches that promote student-centred teaching and learning.

OLTC founders, Dr. Jessica Riddell, Scott Stoddard, & Georges-Philippe Gadoury-Sansfaçon, OLTC Program Director, Matthew Dunleavy, and Teaching, Pedagogy, and Technology in Courses course instructor, Toni Roberts, submitted a dossier applying for this unique and prestigious award.

In their dossier, they highlighted the OLTC Program as an innovative response to the COVID-19 global pandemic that harnesses Students-as-Partners (SaP) to redesign our classrooms for student and faculty success, first at Bishop’s University and then across the Maple League.

OLTC Business + Higher Education Roundtable (BHER) Final Report in Preparation

In early March, the Program Director and Project Manager had a final reporting meeting with our external funders—Business + Higher Educational Roundtable (BHER)—in preparation for a final written report. The creation of this report is an opportunity for us to evaluate the work of the OLTC Program over the past year and reflect upon its many successes.

The OLTC Program Continues to Make the Rounds at International Conferences

In preparation for the 89e Congrès de l’ACFAS, Université Laval, Québec, Georges-Philippe Gadoury-Sansfaçon and Jessica Riddell scripted and filmed a 20 min presentation in French to be delivered at the largest scientific event in the French-speaking academic world. Their presentation is titled —"Réinventer la pédagogie universitaire en partenariat avec les étudiant.es en temps de pandémie: co-conception, technologie éducative et compétences d’avenir”.



Executive Director Met with the Founders of Action Now Atlantic

On March 11, Dr. Jessica Riddell met with Emma Kuzmyk and Holly Foxall who are doing the important work to eradicate sexual violence on university campuses in Atlantic Canada. Action Now has the mandate to support universities with resources, sessions, seminars, and other kinds of programming, so they will meet with a number of Maple League Communities of Practice, including the Athletic Directors and Student Affairs teams in the coming weeks.



The New-and-Improved Maple League Website is Relaunched

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

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

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



Appendix A - Spring & Summer Maple League Promoted Courses

Introduction to Prose Fiction - Mount Allison	Atelier de conversation multiniveau 1 - Bishop's
Shakespeare 1 - Acadia	Introduction to Screen Studies - Mount Allison
Bridging Cultural Differences: Introduction to Intercultural Communication - Mount Allison	Women and Gender in Today's World: A Cross-Cultural Perspective - Acadia
Scientific Terminology - Acadia	Personality - Mount Allison
World War One - Acadia	World War Two - Acadia
The Anthropology of Magic and Religion - Acadia	Child and Adolescent Development - Mount Allison
Introduction to Psychology I - Mount Allison	Introduction to Psychology II - Mount Allison
Introductory Filmmaking - StFX	Women in Science - Acadia
Introduction to Sociology - Mount Allison	Sociology of Aging - Acadia
Social Policy Analysis - Mount Allison	Sociology of Death & Dying - Acadia
The Stratford Shakesperience - Bishop's	Non-Profit Organizations - Mount Allison
Aging in Cross-Cultural Perspective - Acadia	Sport and Leisure in Canada - Mount Allison
Contemporary Canada - Mount Allison	Plants in the Modern World - Acadia
Human Biology - Mount Allison	Managerial Accounting - Mount Allison

Appendix B - External Institutions Attending Winter 2022 Better Together Season

Northern University Mianwali	University of Alaska Anchorage	University of California, Davis
Bryant University	Carleton	Catalys IT
CEWIL Canada	Champlain College	Dalhousie University
Dartmouth College	Ferris State University	Finders University
Memorial University	Imperial Valley College	Indiana University
UTM	Kelly Services	King's University College
M&K Media	McMaster University	Mount St. Vincent University
Namal University, Mianwali	Niwa Design Co.	Novagen Consulting Co.
Red River College	Roanoke College	Temple University
Touro University	University of Guelph	University of Calgary
UCLA	Simon Fraser University	Arkham Bryan College
University of Victoria	University of Alberta	University of Bedfordshire
UBC	Brock University	University of Lethbridge
University of New Brunswick	University of New Mexico	University of Toronto
Western University	UPEI	York University
Indira Gandhi National Open University		

Appendix C - 3M Teaching Fellowship Impact Letter

Dear ED and Presidents' circle of the Maple League,

In my ten years at Bishop's, and even longer as a researcher of mentorship and youth engagement, I have been discussing with leaders how to measure impact. Most of us agree that the impact that we systematically measure is too often the impact that matters the least. How do you reliably measure transformation? This year, I was among a cohort of Maple League faculty nominated to a 3M fellowship. Some of us will likely be successful- and this is an easy measurement, it will be useful for the reputational work that is necessary for us to continue our shared mission of excellence in Higher Education. For me, this process did so much more. Submitting that dossier reconnected me with my purpose. The dossier was a culmination of my impact that otherwise goes unmeasured and unacknowledged. It has given me a tool to remind me why the work, the emotional labour, and the commitment to excellence matters and has already given me more energy, focus, and drive to carry on.

I would never have embarked on this journey were it not for the investment of the Maple League to give me the infrastructure, the tools, and most importantly, the mentorship by Dr. Riddell, to put my name in the ring. By investing in faculty in this way we feel seen, we feel valued. Moreover, it bolsters our hope that the work, even the invisible work, matters. Those of us fortunate enough to join the fellowship are given an opportunity to learn from outstanding educators and get a "hope booster" every year, which we can bring back and share with our respective campuses. So, to me the impact of this investment might be hard to get on a report or put in a graph, but that doesn't mean it is not there.

I cannot repay the generosity of this investment of time, talent, or funds bestowed on me by Dr. Riddell and by you as leaders and decision-makers in the Maple League, I can only pay this forward in my collaborations with students and colleagues. That said, I wanted to name out loud the positive impact that your vision and investment has had on me. Thank you for this once-in-a-lifetime opportunity.

Sincerely,



Heather Lawford, PhD,
Canada Research Chair, Tier 2- Youth Development
Full Professor, Department of Psychology
Co-Director- Centre of Excellence in Youth Engagement at the Students Commission of Canada
Bishop's University