

**ISSOTL CONFERENCE 2022**  
**Wednesday, November 2, 2022**  
**Delta Grand Okanagan Hotel and Conference Centre**

Time	Room	Event
<b>MORNING PRE-CONFERENCE WORKSHOPS</b>		
9:00 am to 12:00 pm	Skaha	<b>The impact of the journey to a faculty community centred on liberatory and contemplative pedagogy and practices</b> Stephanie Foote (Gardner Institute), Bryan Dewsbury (Florida International University), Mays Imad (Connecticut College), Joshua Caulkins (Embry-Riddle Aeronautical University), Brad Wuetherick (University of British Columbia)
	Kootenay	<b>At the intersections of SoTL and public scholarship: A workshop on public SoTL</b> Nancy Chick (Rollins College), Jennifer Friberg (Illinois State University)
	Vaseaux	<b>Practicing disrupting interviews for decolonizing, Indigenizing, and challenging racism in teaching and learning in higher education</b> Robin Attas (University of Manitoba), Lee Easton (Mount Royal University), Gabrielle Lindstrom (Mount Royal University), Joan Middendorf (Indiana University Bloomington), Michelle Yeo (Mount Royal University)
	Cassiar /Cascade	<b>Sharing SoTL with students: From ideation to practice</b> Cherie Woolmer (Mount Royal University), Sara Reena (Mount Royal University), Trent Maurer (Georgia Southern University), Nichole Powell (Emory University), Ian Turner (University of Derby), Odd Rune Stalheim (Inland Norway University of Applied Sciences), Carol Sisson (Taylor University)
<b>SPECIAL MEETINGS</b>		
9:30 am to 4:30 pm	Monashee	ISSOTL Executive Meeting (invitation only)
<b>PRE-CONFERENCE ATTENDEE LUNCH</b>		
12:00 noon to 1:30 pm	Okanagan	Lunch
<b>AFTERNOON PRE-CONFERENCE WORKSHOPS</b>		
1:30 pm to 4:30 pm	Skaha	<b>Exploring student-student and faculty/staff interactions in SoTL: Questions and ways of knowing</b> Peter Felten (Elon University), Oscar Miranda Tapia (Elon University), Leo Lambert (Elon University), Isis Artze-Vega (Valencia College)
	Kootenay	<b>Scholarship of teaching and learning at Hope University</b> Jessica Riddell (Bishops University)
	Cassiar /Cascade	<b>Embodying perspectives: Exploring epistemic justice through critical, transdisciplinary co-creation in participatory performing arts practice</b> Kathy Takayama (Okinawa Institution of Science and Technology), Anna Santucci (University College Cork)
	Vaseaux	<b>Using Curriculum MAP to promote diverse and inclusive learning outcomes</b> Janine Hirtz (University of British Columbia), Laura Prada (University of British Columbia), and Anita Chaudhuri (University of British Columbia)
	Mount Boucherie	<b>Healing from our Racism Journey</b> Bee Brigidi (Simon Fraser University), Sarah Ford (Simon Fraser University), Ashley Edwards (Simon Fraser University), Sheri Fabian (Simon Fraser University), Anushay Malik (Simon Fraser University)

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<b>WELCOME</b>		
4:30 pm to 5:30 pm	Okanagan/ S. Hall/Shuswap/Pennask/Skeena	Newcomer Reception
5:30 pm to 6:30 pm	Okanagan/ S. Hall/Shuswap/Pennask/Skeena	Welcome Reception
6:30 pm to 6:45 pm	Okanagan/ S. Hall/Shuswap/Pennask/Skeena	<b>Welcome and Elder Blessing</b>
6:45 pm to 8:00 pm	Okanagan/ S. Hall/Shuswap/Pennask/Skeena	<b>Opening Plenary – ‘Beyond Inclusion: Education for participating in and shaping democratic futures’</b> <b>Bryan Dewsbury</b> Florida International University

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<b>Time</b>	<b>Room</b>	<b>Event</b>		
7:00 am to 8:30 am	Okanagan/ S. Hall/Shuswap/Pennask/Skeena	<b>BREAKFAST</b>		
<b>CONCURRENT SESSION 1</b>				
8:30 am to 10:00 am	Columbia (125/100) WS	<b>The Impacts of Offering Flexible Online Discussion Options</b>  Kirsten Fantazir (University of Saskatchewan), Brenda Bryson (University of Saskatchewan)		
	Vaseaux (99/90) 3PP	<b>Developing Student Strategic Learning for Academic Success</b> Peter Arthur (University of British Columbia)	<b>The Ethics of Equity when Engaging Students as Partners in SoTL Research</b> Gabrielle Lindstrom (Mount Royal University), Lisa Fedoruk (University of Calgary)	<b>Merging Student-as-Partner and Experiential Learning to Promote and Enhance Equity, Diversity, and Inclusion</b>  Nathan Innocente (University of Toronto Mississauga), Desiree Kaunda-Wint (University of Toronto Mississauga)
	Mount Boucherie (120/50) WS	<b>Polls and Padlets and gDocs, Oh My! Using Technology to Foster Student Engagement</b>  Sarah Thelen (University College Cork)		
	Monashee (30/30) 3PP	<b>Faculty perceptions and experiences from team-teaching in an interdisciplinary first-year science program</b>  James Charbonneau (University of British Columbia), Chris Addison (University of British Columbia), Pablo Treviño Lara (University of British Columbia)	<b>Measuring the Impact of Skills Transfer in a First-Year Seminar: A Qualitative Study</b>  Tyler Evans-Tokaryk (University of Toronto Mississauga), Michael Kaler (University of Toronto Mississauga), Jackie Goodman (University of Toronto Mississauga), Michael deBraga (University of Toronto Mississauga), Andie Burazin (University of Toronto Mississauga), Tom Klubi (University of Toronto Mississauga)	<b>Enabling first-year student success through embedded learning strategies, study plans and reflection</b>  Christopher Love (Griffith University)
	Chilcotin (50/40) 3PP	<b>The Impact of Perceptions of SoTL and the Ethics Review Process on the Transfer of Evidence-based Practices in Higher Ed</b>	<b>Understanding and enacting academic Integrity through the Scholarship of Teaching and Learning (SoTL)</b>  Melanie Hamilton (University of	<b>Teaching and learning the language of your field</b>  Brett McCollum (Mount Royal University), Robb McCollum Southern (Utah University)

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		Lori Doan (University of Manitoba)	Saskatchewan), Sarah Eaton (University of Calgary)	
	Cassiar/Cascade (73/70) WS	<b>At the intersections of SoTL and Self: Unpacking Pandemic Transformations of and Fostering Resilience in SoTL</b> Carolyn Ives (Thompson Rivers University), Carolyn Hoessler (University of Saskatchewan)		
	Selkirk (40/40) 3PP	<b>Highlighting the need for transformation in online pedagogy in meeting the needs of diverse students</b> Irene Carter (University of Windsor), Robin Wright (University of Windsor), Natalie Beltranno (University of Windsor), Mindy Hartleib (University of Windsor)	<b>ComPAIR: a flexible, open source, teaching technology for facilitating peer learning through comparisons</b> James Charbonneau (University of British Columbia)	<b>Experiential learning with Raspberry Pi computers in an aquaponic environment: A micro-level SoTL project</b> Shoja Mazidi (University of Saskatchewan), H. Kristine Wilson (University of Saskatchewan)
	Skaha (83/60) WS	<b>'What's Going on In This Picture?': Using Visual Thinking Strategies to Teach Clinical Observation Skills</b> Susan Noyes (University of Southern Maine)		
	Kootenay (77/60) 3PP	<b>Re-viewing Business Capstone: Seeing the bridge from capstone to corporate through a collaborative lens</b> Sonja Johnston (University of Calgary)	<b>Influence of Faculty Perspectives and Complexities of Knowledge Translation on Capstones: Qualitative Results.</b> Nicole Martino (University of Nebraska Medical Center), Nancy Krusen (University of Nebraska Medical Center)	<b>Partnering with Students to Redesign a Sustainable English Capstone Course</b> Michael Rifenburg (University of North Georgia)
	Boardroom	Emerging Scholars Gathering (for Recipients of the Emerging Scholars Fund Award)		
10:00 am to 10:30 am	Okanagan/ S. Hall/Shuswap/Pennask/Skeena	<b>BREAK</b>		

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<b>CONCURRENT SESSION 2</b>				
10:30 am to 12:00 noon	Columbia WS	<b>How to Build a Student Wellbeing/Success Community of Practice</b> Gavin Mount (University of New South Wales, UNSW), Linda Ferrington (University of New South Wales, UNSW), Leesa Sidhu (University of New South Wales, UNSW), Charlotte Long (University of New South Wales, UNSW), Melissa Davis (Edith Cowan University), Nalini Pather (University of New South Wales, UNSW), Cameron Faricy (University of New South Wales, UNSW)		
	Vaseaux 3PP	<b>Purposeful pedagogy: How learning theory can be intentionally applied at the program level</b> Martin Boucher (University of Saskatchewan), Jamie Mayoh-Bauche (University of Regina)	<b>Interleaved curriculum: Utilizing workplace learning theories in learning to teach</b> Cynthia Korpan (University of Victoria)	<b>Leading SoTL Based Change at the Programme Level</b> Sam Nolan (Durham University)
	Mount Boucherie WS	<b>Teaching &amp; Learning Inquiry: A Conversation with the Editorial Team</b> Kelly Schrum (George Mason University); Susannah McGowan (Georgetown University); Ketevan Kupatadze (Elon University); Jenny Löfgreen (University of Toronto)		
	Monashee 3PP	<b>Towards a Scholarship of Antiracist Teaching and Learning</b> Phillipe Copeland (Boston University)	<b>Convergence and Endurance: SoTL Contributions to Institutional Transformations around Diversity and Inclusion</b> Susannah McGowan (Georgetown University), Sherry Linkon (Georgetown University)	<b>A Constellation Model for Transformative and Inclusive Mentoring</b> Jessie Moore (Elon University), Maureen Vandermaas-Peeler (Elon University)
	Chilcotin 3PP	<b>Spanning Divides: Prospecting, Facilitating, and Building Narrative Bridges in Interdisciplinary Professional Education</b> Sara Andersson (Lund University)	<b>Trust is earned: transforming teaching and curricular practices by developing relationship-rich education</b> Claire Hamshire (Manchester Metropolitan University), Peter Felten (Elon University), Kathryn Sutherland (Victoria University of Wellington), Rachel Forsyth (Lund)	<b>Finding SoTL in Information Landscapes: Intersections of Scholarly Communication in Our Digital World</b> Lauren Hays (University of Central Missouri), Lindsay McNiff (Dalhousie University)

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			University), Mimi Benjamin (Indiana University of Pennsylvania), Swee Kit (Alan) Soong (National University of Singapore)	
	Cassiar/Cascade WS	<b>A short program to teach students how to effectively work in groups</b> Nirman Wijenayake (University of New South Wales)		
	Selkirk 3PP	<b>Exploring how virtual interactions with therapy dogs enhances undergraduate student well-being</b> John-Tyler Binfet (University of British Columbia), Christine Tardif-Williams (Brock University), Zakary Draper (University of British Columbia), Freya L. L. Green (University of British Columbia), Akshat Singal (University of British Columbia), Camille X. Rousseau (University of British Columbia), Renata Roma (Brock University)	<b>Moving Online: Transforming the Theory and Practice of Communication Skills Acquisition</b> Laura Dempster (Faculty Of Dentistry)	<b>Everyone Online: Student Perceptions of their EAP Program Experiences During COVID</b> Scott Douglas (University of British Columbia), Karin Wiebe (University of British Columbia)
	Skaha 3PP	<b>Educator experiences supporting students' mental health: interactions, impact, and modification to teaching practices</b> Lisa McKendrick-Calder (MacEwan University), Julia Choate (Monash University)	<b>Conceptualizing and Actioning an Ethical Space of Engagement in Curriculum Development Processes</b> Gabrielle Lindstrom (Mount Royal University)	<b>Course Transformation through Student Inclusion as a Co-Creator with Faculty</b> Jason Reed (Purdue University), Chelsea Baker (Purdue University), Zoonah Ahmad (Purdue University)
	Kootenay 3PP	<b>Accommodating Students with Disabilities in Professional Rehabilitation Programs: An Institutional Ethnography</b> Shaminder Dhillon (McMaster University)	<b>Universal Design for Learning in Action: What does it look like for Educators?</b> Laura Lee (University College Cork)	<b>Universal Design for Learning as a SoTL catalyst for disciplinary understanding and inclusive pedagogical practice in an</b> Marian McCarthy (University College Cork)

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12:00 pm to 1:30 pm	Okanagan/ S. Hall/Shuswap/Pennask/Skeena	<b>LUNCH</b>

<b>CONCURRENT SESSION 3</b>			
1:30 pm to 2:30 pm	Columbia 2PP	<b>Research on human-computer collaborative teaching design and examination evaluation based on NLP</b> Xuan Long (Xiangtan University)	<b>Authentic assessment across the curriculum: Moving from institutional priority to classroom incorporation.</b> Kerry Ritchie (University of Guelph), Justine Hobbins (University of Guelph)
	Vaseaux PN	<b>Supporting Equity in Online Learning during COVID-19</b> Brett McCollum (Mount Royal University), Isabelle Barrette-Ng (University of Windsor), Heather Carroll (Nipissing University), Patrick Maher (Nipissing University), Jill McSweeney-Flaherty (Dalhousie University), Cherie Woolmer (Mount Royal University), Brad Wuetherick (University of British Columbia), Lori Tran (Mount Royal University)	
	Mount Boucherie 2PP	<b>Understanding Faculty Motivation to Combat Faculty Disengagement and Improve Student Learning</b> Martha Diede (Syracuse University), Michelle Pautz (University of Dayton)	<b>Building an Integrated Assessment of Student Learning and Institutional Effectiveness</b> Miriam Bergue Alves (Naval Postgraduate School), Dennis Lester (Naval Postgraduate School)
	Monashee PN	<b>Women leading and succeeding in learning &amp; teaching in Higher Education: Shaping the Scholarship of Leading</b> Angela Carbone (RMIT University), Carol Rolheiser (University of Toronto), Kerryn Butler-Henderson (RMIT University), Susan Fenton (The University of Texas Health Science Center at Houston), Chng Huang Hoon (National University of Singapore, NUS), Kathy Tangalakis (Victoria University), Rashmi Watson (University of Western Australia)	
	Chilcotin PN	<b>Transformative Multidisciplinary Scholarship and Teaching Projects for Diversity and Inclusion</b> Medha Tapalde (Clark Atlanta University), Rosalind Arthur (Clark Atlanta University), Elizabeth Deimeke (Clark Atlanta University), Kenya Jones (Clark Atlanta University), Elbert Shell (Clark Atlanta University), Danielle Gray-Singh (Clark Atlanta University), Annette Teasdell (Clark Atlanta University)	
	Cassiar/Cascade 2PP	<b>COIL meets ISSoTL: the transformation of conventional teaching into an interactive &amp; intl. digital learning experience</b> Sathees Kunjuthamby (Coventry University), Dong-Wook Kwak (Kyungpook National University), Isabel Lausberg (Ruhr West University of Applied Sciences)	<b>Evaluative judgement transforms academic teaching and SoTL is its mechanism</b> Jennifer Löfgreen (Lund University / University of Toronto)
	Selkirk PN	<b>Towards Lifelong Learning ? Applying the T-shaped Model to reposition SoTL</b> Earle Abrahamson (University of Hertfordshire), Michelle Eady (University of Wollongong), Corinne Green (University of South Australia), Mayi Arcellana-	

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		Panlilio (University of Calgary), Lisa Hatfield (Oregon Health & Science University), Nina Namaste (Elon University)	
	Skaha 2PP	<b>Transforming Feedback Practices from Pandemic Pedagogies: Student Feedback Preferences in Remote and In-Person Contexts</b> Silvia Bartolic (University of British Columbia), Kathleen Davidson (University of Calgary), Carla Ferreira (University of Calgary), Cynthia Thomas (University of Calgary), Pat Morgan (University of Calgary), Swati Dhingra (University of Calgary)	<b>Student learning through student peer-assessment in a 4th year undergraduate course on research and career skills</b> Amanda Bradley (University of British Columbia)
	Kootenay 2PP	<b>Transforming, Nurturing, and Co-Creating Spaces of Hope for Contingent Faculty SoTL Cohorts</b> Staci Martin (Portland State University), Oscar Fernandez (Portland State University), Micki Caskey (Portland State University), Janelle DeCarrico Voegel (Portland State University), Eowyn Ferey (Portland State University), Michelle Domingues (Portland State University), Teresa Roberts (Portland State University), Dustin Bessette	<b>Contextualized Community of Inquiry Framework for Blended Learning Environments</b> Oteng Ntsweng (National University of Singapore)
2:30 pm to 2:45 pm	Okanagan/ S. Hall/Shuswap/Pennask/Skeena	<b>BREAK</b>	
<b>CONCURRENT SESSION 4</b>			
2:45 pm to 3:45 pm	Columbia 2PP	<b>Sowing the Seeds of SoTL in New to Teaching Academic Development Programmes</b> Earle Abrahamson (University of Hertfordshire), Peter D'Sena (University of Hertfordshire)	<b>Transition to academia through an onboarding program: Feasibility and relative mastery outcomes</b> Jennifer Rugletic Washko (Misericordia University), Nancy Krusen (University of Nebraska Medical Center)
	Vaseaux PN	<b>Offering Diverse Students Competency-based Interprofessional Learning Opportunities</b> Janet Buelow (Georgia Southern University), Myka Bussey-Campbell (Georgia Southern University), Yvonne Dillon (Georgia Southern University), Debra Hagerty (Georgia Southern University), Shaunell McGee (Georgia Southern University), B. J. Newell (Georgia Southern University), Steven Patterson (Georgia Southern University), Paula Tillman (Georgia Southern University)	
	Mount Boucherie 2PP	<b>Groupies and gripies: global academic leaders' perspectives on 'good teaching' evidence at a public, research-intensive</b> John P. Egan (University of Auckland)	<b>Partners learning through the land- Exploring diverse ways of knowing within a teacher education STEAM semester</b> Kevin O' Connor (Mount Royal University)
	Monashee PN	<b>Stories of Humility, Healing, and Hope: Reclaiming SoTL as an Inclusive Space for Educational Justice</b>	



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		Jessica Raffoul (University of Windsor), Robin Attas (University of Manitoba), Jamie Kechevo (University of Windsor), Stryker Calvez (University of Saskatchewan), Erika Kustra (University of Windsor), Trevor Holmes (University of Waterloo), Arief Kartalo (University of Windsor)	
	Chilcotin PN	<b>Dialogues with Indigenous Peoples': Preparing Faculty and Students to Be Storyready</b> Patricia Derbyshire (College of the Rockies), Jo Ann Smith (College of the Rockies), Natasha Fontaine (College of the Rockies)	
	Cassiar/Cascade PN	<b>Grand Challenges of SoLT Phase III: Promoting A Way Forward</b> Lauren Scharff (US Air Force Academy), Holly Capocchiano (University of Wollongong), Michelle Eady (University of Wollongong), Jennifer Friberg (Illinois State University), Diana Gregory (Kennesaw State University), Claire Hamshire (Manchester Metropolitan University), Kara Loy (University of Calgary), Trent Maurer (Georgia Southern University)	
	Selkirk PN	<b>Using Podcasting to Promote Social, Cognitive, and Teacher Presence: From Knowledge Consumers to Knowledge Creators</b> Astrid Kendrick (University of Calgary), David Scott (University of Calgary), Stephen Hurley (Non-Profit Sector)	
	Skaha 2PP	<b>Teaching writing skills: An intervention to teach the literature review</b> Jayne Baker (University of Toronto Mississauga), Lance Stewart (University of Toronto), Tyler Evans-Tokaryk (University of Toronto Mississauga), Michael Kaler (University of Toronto Mississauga), Alysia De Melo (University of Toronto Mississauga),	<b>Towards more Inclusive Writing Instruction - Using Team-Based Learning in an Academic Writing Course</b> Rebecca Carruthers Den Hoed (University of British Columbia)
	Kootenay 2PP	<b>Fostering a Sense of Place: Photovoice for the Scholarship of Teaching and Learning</b> Robert Campbell (University of British Columbia), Scott Douglas (University of British Columbia)	<b>The serendipity of non-faculty SoTL research</b> Alexis Buzzee Cameron (University of Saskatchewan), Dawn Sugimoto (University of Saskatchewan)
2:30 pm to 2:45 pm	Okanagan/ S. Hall/Shuswap/Pennask/Skeena	<b>BREAK</b>	
<b>CONCURRENT SESSION 5</b>			
4:00 pm to 5:00 pm	Columbia 2PP	<b>Creating inclusive learning environments: Violence in the lives of students is a critical issues for SoTL</b> Connie Guberman (University of Toronto Scarborough)	<b>Trauma-informed pedagogy: An evidence-based framework for supporting student success and achievement</b> Krista Wojdak (Appalachian State University), Jason Lynch (Appalachian State University)
	Vaseaux PN	<b>Embedding SoTL, diversity and inclusivity at the course, program and institutional levels in an Irish university</b> Marian McCarthy (University College Cork), Catherine O'Mahony (University College Cork), Laura Lee (University College Cork)	

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	Mount Boucherie 2PP	<b>Simulation as a pedagogical strategy to develop skills in managing distractions and interruptions</b> Lorelli Nowell (University of Calgary)	<b>Assessing mathematical reading comprehension</b> Jaimal Thind (University of Toronto Mississauga), Alex Rennett (University of Toronto Mississauga)
	Monashee PN	<b>I found my people! Exploring tensions, commonalities, and shared experiences as SoTL scholars</b> Andrea Webb (University of British Columbia), Barbara Kensington-Miller (University of Auckland), Heather Lewis (Pratt Institute), Ann Gansemer-Topf (Iowa State University), Analise Hofmann (University of British Columbia), Genevieve Maheux-Pelletier (York University)	
	Chilcotin PN	<b>Transforming the Process: Resourcing SoTL in Military Learning Environments</b> Megan Hennessey (Air University, U.S. Air Force), Miriam Bergue Alves (Naval Postgraduate School), Kate Kuehn (Marine Corps University), Emile Cleret (L'École Militaire)	
	Cassiar/Cascade 2PP	<b>Frequent, formative assessments promote student motivation and deepen understanding of content in remote courses</b> Tara Holland (Simon Fraser University)	<b>A Systematic Review of Bias in Student Ratings of Instruction: Their Effective Use and Strategies for Mitigating Bias</b> Matthew Quesnel (University of Manitoba)
	Selkirk 2PP	<b>Born and Brewed in Michigan: Design Thinking to Meet Real World Needs</b> Darren Ripple (Grand Valley State University)	<b>Using video reflections to improve students' engagement, critical reflection, and composition skills</b> John McArdle (Salem State University), Alice de Koning (University of Calgary), Maya Saggat (University of Calgary), Anjali Choudhary (University of Calgary), Alison McReynolds (University of Calgary)
	Skaha 2PP	<b>A Peer Review and Reflection Model for Advancing Inclusive Pedagogy</b> Andrea Follmer Greenhoot (University of Kansas), Jody Brook (University of Kansas), Kaila Coylott (University of Kansas)	<b>From 'satisfaction' to success: Assessing student engagement in the context of a residential college in Asia</b> Johan Geertsma (National University of Singapore), Mark Gan (National University of Singapore), Emily McIntosh (Middlesex University)
	Kootenay PN	<b>Brick by Brick: Challenges and Contributions of Implementing SoTL Practices in the Southern USA</b> Larissa Pires (Georgia Southern University), Debbie Walker (Georgia Southern University), Deborah Richardson (Augusta University), Robert Bledsoe (Augusta University), Hillary Steiner (Kennesaw State University)	
<b>POSTER RECEPTION</b>			
5:00 pm to 7:00 pm	Grand Foyer	<b>1. A Sylix Okanagan Situated Indigenous Academic Writing and Pedagogy Guide</b> Kerrie Charnley (University of British Columbia), Jordan Stouck (University of British Columbia), Tania Willard (University of British Columbia), Emily Comeau (University of British Columbia) Kalli Van Stone (University of British Columbia)	

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		<p><b>2. Active learning and accessible, inclusive strategies in online teaching Open Educational Resources (OERs)</b>          Krista Wojdak (Appalachian State University), Marie Ramirez (Cornell University), Michelle Smith (Cornell University), Hayley Orndorf (Loyola University)</p> <p><b>3. All for one, one for all!</b>          Kathy Bradley (University College Cork)</p> <p><b>4. Arts-based approaches to unlock thinking and prompt reflection</b>          Catherine O'Mahony (University College Cork), Marian McCarthy (University College Cork), James Cronin (University College Cork), Maia Thomas, (University College Cork)</p> <p><b>5. Assessing Mathematical Reading Comprehension</b>          Jaimal Thind (University of Toronto, Mississauga), Alex Rennet (University of Toronto, Mississauga)</p> <p><b>6. Assigned Participant Roles in Asynchronous Online Discussion: Impact on Engagement, Connectedness, and Critical Thinking</b>          Pamela Terrell (University of Wisconsin-Stevens Point)</p> <p><b>7. At the Intersections of SoTL</b>          Ramin Shadmehr (Capilano University), Lisa Allen (BCIT)</p> <p><b>8. Authentic Engagement with Indigenizing a Bachelor of Education program</b>          Wendy Klassen (University of British Columbia), Desiree Marshall-Peer (University of British Columbia)</p> <p><b>9. Building Competencies through Live Projects: A review of a Final-Year Undergraduate Capstone Consulting Project</b>          Esther Afoley Laryea (Ashesi University), Sena Agbodjah Agyepong (Ashesi University)</p> <p><b>10. Code-switching as a teaching and learning strategy: Perceptions of university-level foreign language learners in Ghana</b>          Ekuia Mensimah Thompson Kwaffo (Ashesi University)</p> <p><b>11. Community Building within Community-Based Research: Mentoring and Training Beyond the Undergraduate Research Experience</b>          Danielle Lamb (UBC Okanagan), Desiree Marshall-Peer (UBC Okanagan), Brianna Cherenkoff (UBC Okanagan), Alana Firedancer (UBC Okanagan), Sheilina John (UBC Okanagan), Liz MacDonald (UBC Okanagan)</p> <p><b>12. Critical Educational Developers: Employing a typology of critical pedagogies to reconceptualize course design</b>          Sharon Ultsch (Anne Arundel Community College), Janel Seeley (University of Wyoming)</p> <p><b>13. Critical Reflection of the Teaching Self: Transformative Ways of Knowing</b>          Nicholle Schuelke (University of Wisconsin-Superior )</p> <p><b>14. Does a longitudinal faculty development program impact clinical educators' teaching behavior?: A mixed methods study</b>          Amy Hall (The University of Tennessee Health Science Center)</p> <p><b>15. Evaluating the Professional Transformation from a Doctoral Capstone Experience</b></p>
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		<p>Amy Mattila (Duquesne University), Elizabeth Deluliis (Duquesne University)</p> <p><b>16. Faculty Institute of Teaching (FIT): Impact of an institutional faculty program on teaching</b>  Cynthia Korpan (University of Victoria)</p> <p><b>17. Financial support and dissemination opportunities for SoTL: whom do we reach and what hurdles are encountered?</b>  Rik Vangangelt (Utrecht University), Irma Meijerman (Utrecht University), Manon Kluijtmans (University Medical Centre Utrecht)</p> <p><b>18. Flexible Assessment: its impact on sustainable learning, contribution to the higher education. Teacher's perspective</b>  Viktoriya Zipper (SEBLU)</p> <p><b>19. Framing Professional Development for Engineering Teaching Assistants</b>  Richard Aleong (University of British Columbia)</p> <p><b>20. From Scholarly Teacher to SOTL Researcher: An Inclusive Professional Development Model for Health Science Faculty</b>  Devin Scott (UTHSC), Kelly Jo Fulkerson-dikuua (UTHSC), Amy Hall (UTHSC)</p> <p><b>21. Guidelines for success in forming and maintaining a SoTL community of practice: A South African perspective</b>  Alretha du Plessis (North-West University), Samantha Kahts-Kramer (North-West University), Cornelia Schreck (North-West University), Christo Bisschoff (North-West University)</p> <p><b>22. Innovations in Teaching: Using Simulation to Support Learning About Diversity, Equity and Inclusion</b>  Joanne Baird (University of Pittsburgh), Maureen Hoppe (College of Saint Mary), Prast Jean (Saginaw Valley State University), Audrey Zapletal (Thomas Jefferson University), Tracy Van Oss (Quinnipiac University)</p> <p><b>23. Investigating Course Policies as Creating the Conditions for Learning</b>  Rebecca Campbell (New Mexico State University), Michèle Shuster (New Mexico State University)</p> <p><b>24. Is this the real life? Is this just fantasy? Preparing students for clinical practice through authentic assessment</b>  Kara Wunderlich (Rollins College), Stephanie Kincaid DePriest (WVU Medicine Children's Neurodevelopmental Center), Chandler Pelfrey (Rollins College)</p> <p><b>25. Journal club- an innovative teaching practice to foster peer connection and enhance information literacy skills</b>  Hanneke Croxen (MacEwan University), Jody Nelson (MacEwan University), Lisa McKendrick-Calder (MacEwan University)</p> <p><b>26. Learning Bioscience through Movies</b>  Humaira Jamshed (Habib University), Arslan Jamshed (Salim Habib University)</p> <p><b>27. Lessons Learned from Developing a Regional Cross-Institutional Community of Practice for SoTL Educational Developers</b>  Laura Lukes (UBC), Sophia Abbot (George Mason University)</p>
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		<p><b>28. Peer mentors in the cell biology classroom: bridging barriers</b>  Mayi Arcellana-Panlilio (University of Calgary), Michelle Alayev (University of Calgary), Said Hussein (University of Calgary)</p> <p><b>29. Problems with the Safe Space Metaphor at the heart of Higher Education EDI Discourses</b>  Bhuvinder Vaid (Capilano University)</p> <p><b>30. PRTransforming Post-Secondary Education with Local Indigenous Community-Engaged Learning Scholars Abroad: Results from a National Survey of Undergraduate Research in Global Contexts</b>  Nicole Laliberte (University of Toronto Mississauga), Veronica King-Jamieson (Mississaugas of the Credit First Nation), Sherry Fukuzawa (University of Toronto Mississauga)</p> <p><b>31. SOTL Informed Scaling</b>  Brennan Collins (Georgia State University)</p> <p><b>32. Staff Understanding of Inclusive Assessment</b>  Siobhan O'Neill (University College Cork), Laura Lee (University College Cork)</p> <p><b>33. Surviving Colonization and 'Epistemic Violence' in Neoliberal Higher Education: Reflections on Our Resistance</b>  Yahya El-Lahib (University of Calgary), Maimuna Khan (University of Calgary)</p> <p><b>34. The Benefits of Student-centric Multimodal Interactive Case Studies</b>  Zoe Soon (University of British Columbia Okanagan)</p> <p><b>35. The Experiential Learning Map: A Storyboarding Tool for Instructors to Design Impactful Learning</b>  Maya Saggar (University of Calgary), John McArdle (Salem State University), Alice de Koning (University of Calgary), Alison McReynolds (University of Calgary), Anjali Choudhary (University of Calgary)</p> <p><b>36. The future of SoTL in Human Movement Sciences: Where to from here?</b>  Samantha Kahts-Kramer (North-West University), Cornelia Schreck (North-West University), Alretha du Plessis (North-West University), Cobus Oosthuizen (North-West University)</p> <p><b>37. The lasting Impact of Diversity Curriculum Grants: Do They Promote Institutional Change?</b>  Gilpatrick Hornsby (James Madison University)</p> <p><b>38. The Learning Design Intern Program: Situating Graduate Students as partners during the COVID pandemic</b>  Cindy Bourne (UBC Okanagan), Ahlam Bavi (UBC Okanagan), Jacqueline Barnett-Fraser (UBC Okanagan), Sarin Pokhrel (UBC Okanagan), Jeannine Kuemmerle (UBC Okanagan), Tanya Forneris (UBC Okanagan)</p> <p><b>39. The Pedagogy Project: Effective Lecture Break Use Through Consolidation Pauses</b>  Daryll Wilson (Ryerson University)</p> <p><b>40. The Teaching Portfolio as a Pathway for Engaging with SoTL</b>  Cheryl Jeffs (University of Calgary), K. Alix Hayden (University of Calgary), Shauna Rutherford (University of Calgary)</p>
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		<p style="text-align: center;"><b>41. To SoTL (or not) in Human Movement Sciences: A South African perspective</b> Cornelia Schreck (North-West University), Alretha du Plessis (North-West University), Samantha Kahts-Kramer (North-West University)</p> <p style="text-align: center;"><b>42. University &amp; Industry Partnerships: Student and Employer Perceptions About Employability Competencies</b> Josephine Djan (Ashesi University), Esther Laryea (Ashesi University)</p> <p style="text-align: center;"><b>43. How to Promote Inclusive and Accessible Practices using UBC's Curriculum Map</b> Anita Chaudhuri (University of British Columbia), Bowen Hui (University of British Columbia), Janine Hirtz (University of British Columbia), Laura Prada (University of British Columbia)</p>
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Time	Room	Event		
7:00 am to 8:30 am	Okanagan/ S. Hall/Shuswap/Pennask/Skeena	Breakfast, Registration and Information		
7:00 am to 8:30 am	Vaseaux	Student Engagement and Co-Inquiry Interest Group meeting		
8:30 am to 8:45 am	Okanagan/ S. Hall/Shuswap/Pennask/Skeena	Welcome to Day 3 and Announcements		
8:45 am to 10:00 am	Okanagan/ S. Hall/Shuswap/Pennask/Skeena	<b>Second Plenary – ‘How We Hear Story Depends Upon Who We Are in Our Listening: Creating Spaces of Transformational Testimony in Indigenous Research, Teaching, and Learning.’</b> <b>Margaret Kovach</b> University of British Columbia		
10:00 am to 10:30 am	Okanagan/ S. Hall/Shuswap/Pennask/Skeena	<b>BREAK</b>		
<b>CONCURRENT SESSION 6</b>				
10:30 am to 12:00 noon	Columbia WS	<b>Exploring Pathways to Decolonial and Justice Educational Futurities via Teaching and Learning</b> Nawal Musleh-Motut (Simon Fraser University), Sheri Fabian (Simon Fraser University), Alysha Bains (Simon Fraser University)		
	Vaseaux 3PP	<b>Transforming the Military Learning Environment: Exploring Gendered Experiences through SoTL</b> Megan Hennessey (Air University, U.S. Air Force), Stephanie Erwin (Air University, U.S. Air Force), Brandy Jenner (UCLA), Brett Weigle (U.S. Army War College)	<b>Synergistic Interdisciplinary Relationships: Building Capacity for Equity</b> Natasha Johnson (Purdue University)	<b>Inclusion Through Making</b> Chris Ostrowdun (Mount Royal University), Kerry Harmer (Mount Royal University), Audrey Burch (Mount Royal University)
	Mount Boucherie WS	<b>Transforming the online classroom: Virtual escape rooms to improve student engagement</b> Bridget Scheidler (Baylor Univeristy), Kayla Collins (Baylor University)		
	Monashee 3PP	<b>Reflections on Growth: A Community of Practice Journey</b> Brenda Harmon (Oxford College of Emory University), Nichole Powell (Oxford College of Emory University)	<b>Transforming How Students Engage with Communicative Practice in the World Language Classroom</b> Rhia Moreno (Augusta University), Jeff Kilpatrick (University of Georgia)	<b>Improving and innovating teamwork - a community-of-practice approach</b> Nirmani Wijenayake (University of New South Wales), Peter Naal (University of New South Wales)
	Chilcotin 3PP	<b>Work integrated learning experiences at College through Riipen</b>	<b>Collaborative Annotation for Learning and</b>	<b>Who Can Do SoTL?: An ethical and consultative research initiative for</b>

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		Natalie Barfuss (University of Saskatchewan), Nancy Barajas (University of Saskatchewan)	<b>Professional Development</b> Gavin Porter (Harvard Medical School)	<b>amplified Experiential Learning</b> Lisa Stowe (University of Calgary), Kara Loy (University of Calgary), Jessica O'Connell (University of Calgary)
	Cassiar/Cascade WS	<b>Hopscotch 4-SoTL: An Open-Source Tool for Generating a Well-Informed Research Design</b> Hillary Steiner (Kennesaw State University)		
	Selkirk 3PP	<b>The Use of an Inclusive Teaching Model in Transforming the Learning experience in a Statistics Course</b> Serina Al-Haddad (Rollins College); Farshid Safi (University of Central Florida)	<b>Faculty Growth Mindset Serves Students Underrepresented in STEM</b> Deborah Richardson (Augusta University), Robert Bledsoe (Augusta University)	<b>Creating equitable and inclusive first-year biology, chemistry, and physics courses</b> Jaclyn Stewart (University of British Columbia), Yulia Egorova (University of British Columbia), Christine Goedhart (University of British Columbia), Shivani Mehta (University of British Columbia), Amelia Meredith (University of British Columbia), Karen Smith (University of British Columbia), Jared Stang (University of British Columbia), Ashley Welsh (University of British Columbia)
	Skaha WS	<b>Bringing a SoTL lens into your Problem-Based Learning Practice: a Hands-on Experience</b> Christina Magkoufopoulou (Coventry University), Min Zhong (Auburn University)		
	Kootenay 3PP	<b>(Re)Examining Conditions for Meaningful Learning Experiences: An exploration of the role of Peer learning</b> Claire Hamshire (Manchester Metropolitan University), Mimi Benjamin (Indiana University of Pennsylvania), Swee Kit Soong (National University of Singapore)	<b>At the Intersection: Collaborative Autoethnography and Empathetic Design to Reimagine Student Learning</b> Andrea Hemmerich (McMaster University), Monica de Paoli (McMaster University), Robert Fleisig (McMasters University)	<b>Theory as an analytic tool, approach, or orientation?: Talking Past Each Other in SoTL</b> Michelle Yeo (Mount Royal University), Janice Miller Young (University of Alberta), Karen Manarin (Mount Royal University)
12:00 noon to 1:30 pm	Okanagan/ S. Hall/Shuswap/Pennask/Skeena	<b>LUNCH and ISSOTL AGM</b>		



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<b>CONCURRENT SESSION 7</b>			
1:30 pm to 2:30 pm	Columbia 2PP	<b>Leap of Faith: Narratives of bridging the Micro and Mega Levels of SoTL</b> Sara Nasrollahian Mojarad (University of Iowa), Laura Cruz (Pedd State)	<b>Equity, Diversity, and Inclusion in an Urgent Move to Remote Learning During COVID-19</b> Nancy Turner (University of Saskatchewan), Jay Wilson (University of Saskatchewan), Richard Schwier (University of Saskatchewan), Sanjukta Choudhury (University of Saskatchewan), Martyne Farris (University of Saskatchewan)
	Vaseaux PN	<b>Love, Hope, and Beauty: Nurturing a Shared Vision for Justice-Oriented Change in Higher Education</b> Joshua Caulkins (Embry-Riddle Aeronautical University), Anna Santucci (University College Cork); Mays Imad (Connecticut College), Brad Wuetherick (University of British Columbia)	
	Mount Boucherie 2PP	<b>What do students say would get them to adopt more effective methods of studying? A replication and extension.</b> Trent Maurer (Georgia Southern University)	
	Monashee PN	<b>Students as Partners in Chemistry &amp; English -- transformative spaces in curriculum co-review and co-creation</b> Maria Assif (University of Toronto Scarborough), Kris Kim (University of Toronto Scarborough), Anna Galang (University of Toronto Scarborough), Sonya Ho (Tyndale University)	
	Chilcotin PN	<b>(Re)Examining (How We Study) Conditions for Meaningful Learning</b> Jessie Moore (Elon University), Ellery Ewell (Elon University), Sophie Miller (Elon University), Christina Wyatt (Elon University),	
	Cassiar/Cascade 2PP	<b>Getting out from between Scylla and Charybdis: Using philosophy of science to see SoTL as its own form of inquiry</b> Jennifer Löfgreen (Lund University / University of Toronto)	<b>Down the Rabbit Hole: A Case for the Re-Imagination of SoTL</b> Jessica Raffoul (University of Windsor), Allyson Skene (University of Windsor), David Andrews (University of Windsor)
	Selkirk 2PP	<b>An Evidence-based Peer-mentorship Training Course to Promote Graduate Students' Academic Resiliency and Mental Health,</b> Diane Lorenzetti (University of Calgary), Michele Jacobsen (University of Calgary), Liza Lorenzetti (University of Calgary), Lorelli Nowell (University of Calgary)	<b>Designing Digital Mentor Texts to Support Graduate Students' Critical Reading</b> Ronna Mosher (University of Calgary), Alison Van Rosendaal (University of Cagary)
	Skaha PN	<b>The benefits, challenges, supports, and practices of immersive learning: Articulating a pedagogy</b> Philip Motley (Elon University), Beth Archer-Kuhn (University of Calgary), Catharine Dishke (Thompson Rivers University), Michelle Eady (University of Wollongong), Janel Seeley (University of Wyoming), Rosemary Tyrrell (University of California Riverside School of Medicine)	

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	Kootenay 2PP	<b>Building SoTL Capacity at the micro level. Conversations between a Mentor and Mentee</b> Gillian Comchi (University of Saskatchewan), Melanie Hamilton (University of Saskatchewan)	<b>Terms Matter: A Discussion about Research on Teaching &amp; Learning at a Canadian Institution</b> Julia Evanovitch (McMaster University), Kelsey Harvey (McMaster University)	
2:30 pm to 2:45 pm	Okanagan/ S. Hall/Shuswap/Pennask/Skeena	<b>BREAK</b>		
<b>CONCURRENT SESSION 8</b>				
2:45 pm to 4:15 pm	Columbia WS	<b>Lessons on Inclusion from a Global Pandemic: Reflections on Instructor Perceptions of Inclusion &amp; Support in Blended Teaching</b> Sal Renshaw (Nipissing University), Victoria Stenback (Linköping University), Jorg Schminder (Linköping University), Anna Soderstrom (Linköping University), Per Sanden (Linköping University), Gunvor Larsson Torstensdotter (Linköping University), Renee Valiquette (Nipissing University)		
	Vaseaux 3PP	<b>Using virtual actor simulations to train in equity, diversity &amp; inclusion</b> Anita Abraham (Ryerson University)	<b>Cultivating Care Ethics: Inclusion and Accessibility in Media-based OERs</b> Theresa Southam (Selkirk College), Chantal Lortie (Selkirk College), Natasha Fontaine (College of the Rockies)	<b>Confronting problems with the language of EDI in the undergraduate English Literature classroom</b> Bhuvinder Vaid (Capilano University)
	Mount Boucherie WS	<b>At the Crossroads of Educational Leadership: Graduate Educational Developers as Partners</b> Michal Kasprzak (University of Toronto), Nicole Birch-Bayley (University of Toronto)		
	Monashee 3PP	<b>Using community of practice to inform SoTL transformation and growth: Five university instructors' reflections</b> Anita Chaudhuri (University of British Columbia-Okanagan), Jing Li (University of British Columbia-Okanagan), Sherry Breshears (University of British Columbia-Okanagan), Bridget Trainor (University of British Columbia-Okanagan), Saeed Sabzian (University of British Columbia-Okanagan)	<b>Connecting through the ISSoTL Conference: A Data Visualization Story</b> Clare Cruz (Carnegie Mellon University), Laura Cruz (Penn State)	<b>A transformative approach to the SoTL framework through communities of practice</b> Ginger Grant (Humber College), Camila Perez Pena (Humber College), Dianna Dinveski (humber College)
	Chilcotin 3PP	<b>Indigenous Reconciliation in the Engineering Curriculum: The Indigenous</b>	<b>Indigenous Research and Hopscotch 4-SoTL: Ways of knowing shaping our research future</b>	<b>Applying Felten's Principles of SoTL Practice to Transform</b>

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		<b>Community Consultation Project (ICCP)</b> Jannik Eikenaar (University of British Columbia), Alon Eisenstein (University of British Columbia), Natalie Forssman (University of British Columbia), Graeme Webb (University of British Columbia), Laura Patterson (University of British Columbia)	Diana Gregory (Kennesaw State University), April Munson (Kennesaw State University)	<b>Informal Learning Spaces for Indigenous Students</b> Cheryl Jeffs (University of Calgary), K. Alix Hayden (University of Calgary), Susan Beatty, (University of Calgary), Shauna Rutherford, (University of Calgary)
	Cassiar/Cascade WS	<b>Failure across Disciplines: Models of Learning from Failure in Post-Secondary Course Design</b> Nicole Laliberte (University of Toronto Mississauga), Fiona Rawle (University of Toronto Mississauga), Jennifer Ross (University of Toronto Mississauga), Mairi Cowan (University of Toronto Mississauga), Ken Derry (University of Toronto Mississauga), Jackie Goodman (University of Toronto Mississauga)		
	Selkirk 3PP	<b>Creating an Open Access Textbook to Increase Content Retention: Use of Retrieval and Recognition Practice with H5P</b> Silvia Bartolic (University of British Columbia)	<b>Recognizing open educational practices (OEP) and resources (OER) as part of SOTL in Tenure and Promotion</b> Amanda Coolidge (BCcampus)	<b>Exploring Online Pedagogies for Social Connectedness and Advancing Professional Collaboration</b> Amber Hartwell (University of Calgary), Barbara Brown (University of Calgary), Christy Thomas (Ambrose University)
	Skaha WS	<b>Permissions, Play, and Pedagogy: Using LEGO® Serious Play® to Teach Reflective Practice</b> Mary Anne Peabody (University of Southern Maine)		
	Kootenay WS	<b>Co-designing Integrated Curricula with Lecturers, Researchers and Students</b> Linda van Ooijen-van der Linden (Amsterdam University of Applied Sciences), Didi M.E. Griffioen (Amsterdam University of Applied Sciences)		
3:45pm to 4:00 pm	Okanagan/ S. Hall/Shuswap/Pennask/Skeena	<b>BREAK</b>		
<b>CONCURRENT SESSION 9</b>				
4:30 pm to 5:30 pm	Columbia 2PP	<b>Reflecting with and through the body: A discussion of students' visual journals</b> Maria Guglietti (University of Calgary)	<b>The curriculum as a site for SoTL inquiry in support of institutional transformation</b> Catherine O'Mahony (University College Cork), Marian McCarthy (University College Cork), John Barimo (University College Cork), Ruth Hally (University College Cork), Patrick Kiely (Formerly: University College Cork)	
	Vaseaux PN	<b>Student peer review and assessment: Experiences from four diverse university disciplines</b>		

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	Amanda Bradley (University of British Columbia), Alison Greig (University of British Columbia), Pamela Wolf (University of British Columbia), Silvia Bartolic (University of British Columbia)
Mount Boucherie PN	<b>The people behind the writing: Resilience and sustainability through ICWGs</b> Earle Abrahamson (University of Hertfordshire), Phillip Motley (Elon University), Aysha Divan (Leeds University), Lauren Scharff (United States Airforce Academy)
Monashee PN	<b>Fear of Failure: How We Talk About What Doesn't Work in SoTL</b> Laura Cruz (Penn State), Jennifer Friberg (Illinois State University), Nancy Chick (Rollins College), Hillary Steiner (Kennesaw State University)
Chilcotin 2PP	<b>Beyond binaries ? Leveraging the reciprocity of teaching and research through SoTL-informed practice</b> Mandy Frake-Mistak (York University), Genevieve Maheux-Pelletier (York University) Ameera Ali (York University)
Cassiar/Cascade 2PP	<b>Team-Based Learning and Project-Based Learning: a multi-disciplinary investigation of experiences and outcomes</b> Judith Ainsworth (Ashesi University), Elena Rosca (Ashesi University), Anthony Spio (Ashesi University)
	<b>Online Project-Based Teaching: Evidence of Transfer in a Professional Development Program for Graduate Students</b> Gail Matthews-DeNatale (Northeastern University), Mary English (Northeastern University), Rachel Plews (Northeastern University)
	<b>Transitioning teaching about teaching online: Exploring perceptions and attitudes of students</b> Jill McSweeney-Flaherty (Dalhousie University), Robyn Moore (Dalhousie University)
Selkirk PN	<b>Re-orienting the Role of Partnerships Across Educational Institutions and Organizations</b> Margaret Macintyre Latta (UBC Okanagan), Bill Cohen (UBC Okanagan), Jody Dlouhy Nelson (UBC Okanagan), Danielle Lamb (UBC Okanagan), Pauline Terbasket (Okanagan Nation Alliance) Kelly Terbasket (IndigenEYEZ), Terry-Lee Beaudry (Central Okanagan Public Schools), Nataley Nagy (Kelowna Art Gallery), Linda Digby (Kelowna Museums)
Skaha 2PP	<b>Well-being in learning environments: An institutional inquiry</b> Nathan Roberson (Simon Fraser University), Sheri Fabian (Simon Fraser University), Lehoa Mak (Simon Fraser University), Alisa Stanton (Simon Fraser University)
	<b>Assessment of pedagogical skills -- challenges for assessors</b> Thomas Olsson (Lund University)
Kootenay PN	<b>Transforming Teaching and Learning: COVID-Informed Practices and Opportunities</b> Mary Ann Danielson (Creighton University), Peggy Rupprecht (Creighton University), Michelle Eady (University of Wollongong), Melanie Hamilton (University of Saskatchewan)

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<b>Interest Group Meetings – TBA</b>		
5:00 pm to 6:30 pm	Columbia	<b>Advancing Undergraduate Research</b>
	Vaseaux	<b>Arts and Humanities</b>
	Mount Boucherie	<b>Decoding the Disciplines</b>
	Monashee	<b>General Education</b>
	Chilcotin	<b>History</b>
	Cassiar/Cascade	<b>Information Literacy</b>
	Selkirk	<b>Pedagogy and Research for Online and Blended Teaching and Learning</b>
	Skaha	<b>Problem-Based Learning</b>
	Kootenay	<b>Scholarship of Leading</b>
	Boardroom	<b>Sociology</b>

- Please Note: the Multinational Teaching Fellows Interest Group will not have a formal face-to-face meeting during the conference.

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Time	Room	Event		
7:00 am to 8:30 am	Okanagan/ S. Hall/Shuswap/Pennask/Skeena	Breakfast, Registration and Information		
<b>CONCURRENT SESSION 10</b>				
8:30 am to 10:00 am	Columbia WS	<b>Building inclusive learning environments: Activating students' voice and agency using visual preference surveys</b>  John McArdle (Salem State University), Alice de Koning (University of Calgary), Alison McReynolds (University of Calgary), Anjali Choudhary (University of Calgary), Maya Sagar (University of Calgary)		
	Vaseaux 3PP	<b>Students as Partners and the OLTC Program in a post-pandemic world</b> Jessica Riddell (Bishop's University)	<b>Talking About Teaching and Learning (TATAL): A Collaborative-reflective/Student as Partner Pedagogy</b>  Dieter Schönwetter (University of Manitoba)	<b>Students as collaborators in UBC Vancouver's academic mission?: Evaluating the Students as Partners Fund</b>  Roselynn Verwoord (The University of British Columbia), Adriana Briseno-Garzon (The University of British Columbia), Andrea Han (The University of British Columbia), Marissa Hall (The University of British Columbia), Polina Petlitsyna (The University of British Columbia)
	Mount Boucherie WS	<b>Transforming your SoTL into SoTL Leadership</b>  Andrea Webb (University of British Columbia), Melanie Hamilton (University of Saskatchewan)		
	Monashee 3PP	<b>International Collaboration through Design Thinking: A Case Study of the Global Classroom for Democracy Innovation</b> Bettina von Lieres (University of Toronto Scarborough), Laurence Piper (University West), Jenifer Newcombe (University of Toronto), Carson Jesi (Emily Carr University Art and Design), Matthew Wingfield (University of Stellenbosch), Marco Adamovic (University of Toronto), Mujulizi Mukisa	<b>Re-searching as SoTL Scholars: Mindful Re-Searchers &amp; Re-Search for Transformation &amp; Inclusion</b>  Ashley Akenson (Tennessee Tech University), Andrea Arce-Trigatti (Tallahassee Community College)	<b>EDI magazine: Addressing Learning Transfer and Transformation</b>  Anita Chaudhuri (UBC), Rishma Chooniedass (UBC), Ximena Barrantes (UBC), Nancy Lu (UBC), Elise Machado (UBC)

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		(University of Stellenbosch)		
	Chilcotin 3PP	<b>A teaching and learning framework for developing virtual caring skills and competencies</b> Lorelli Nowell (University of Calgary), Michele Jacobsen (University of Calgary)	<b>Using math origin stories and contemplative pedagogy to support the learning of mathematics in higher education</b> Leslie P. Shayer (The University of British Columbia), Keshav Tyagi (Okanagan College)	<b>A Deep Dive into Active Learning: Reviewing the Research and Charting New Territory</b> Krista Wojdak (Appalachian State University), Peter Doolittle (Virginia Tech), Amanda Walters (Virginia Tech)
	Cassiar/Cascade WS	<b>Practices for increasing comprehensiveness and reducing bias in evidence synthesis reviews</b> Zahra Premji (University of Victoria), K. Alix Hayden (University of Calgary)		
	Skaha WS	<b>Teaching and Learning through Movies</b> Humaira Jamshed (Habib University), Arslan Jamshed (Salim Habib University)		
	Kootenay 3PP	<b>Representation of SoTL in Research Ethics Education</b> Denise Stockley (Queen's University), Madison Wright (University of Guelph)	<b>Cultivating Student Well-being in the Teaching and Learning Environment</b> Jennifer Boman (Mount Royal University), Brittany Lindsay (University of Calgary), Emily Bernier (Mount Royal University), Melissa Boyce (Mount Royal University)	<b>Decoding Across the K12/College Barrier: Creating Dialogues to Ease the Transition into College Courses</b> David Pace (Indiana University Bloomington), Rebecca Itow (Indiana University), William Robison (Indiana University)
10:00 am to 10:15 am	Okanagan/ S. Hall/Shuswap/Pennask/Skeena	<b>BREAK</b>		

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CONCURRENT SESSION 11			
10:15 am to 11:15 am	Columbia 2PP	<b>Interprofessional education and cultural competence: A multidisciplinary assignment case study</b> Bridget Scheidler (Baylor University), Heather Hudson (Baylor University), Kaitlyn Cremer-Smith (Baylor University)	<b>Sense of belonging and digital pedagogies: the view from the literature</b> Edward Venn (University of Leeds)
	Vaseaux PN	<b>Expanding an Online Community of Practice for Graduate Supervisors to Six Canadian Universities</b> Michele Jacobsen (University of Calgary), Hawazen Alharbi (King Abdulaziz University), Shauna Reckseidler-Zenten (Athabasca University), Shawn Fraser (Athabasca University), Sonja Johnston (University of Calgary)	
	Mount Boucherie 2PP	<b>Extraverted and Conscientious Students Appreciate Active Learning</b> Robert Bledsoe (Augusta University), Deborah Richardson (Augusta University)	<b>Scholars Supporting Scholars: A model to sustain the advancement of SoTL projects</b> Kris Knorr (McMaster University), Nicole Redmond (McMaster University), Julia Evanovitch (McMaster University)
	Monashee PN	<b>Perspectives on Multilingual Students Writing Across the Curriculum</b> Jordan Stouck (University of British Columbia), Sandra Zappa-Hollman (University of British Columbia), Joel Heng-Hartse (Simon Fraser University), Anita Chaudhuri (University of British Columbia), Aisha Ravindran (University of British Columbia)	
	Chilcotin 2PP	<b>Reading through the Intersections of Disciplines</b> Karen Manarin (Mount Royal University), Brett McCollum (Mount Royal University), Scott Murray (Mount Royal University), Jodi Nickel (Mount Royal University)	<b>My Ideal Bookshelf: Developing Teacher Candidates' Literate Identities</b> Suzanne Porath (Kansas State University)
	Cassiar/Cascade PN	<b>SoTL as Inclusive Trans-disciplinary Inquiry</b> Anna Santucci (University College Cork), Sara Nasrollahian Mojarad (University of Iowa)	
	Skaha 2PP	<b>Contract for Creativity: How Contract Grading Unlocked Artistry in the Acting Studio</b> Neil Silcox (Maple League of Universities)	<b>Alternative Assessment Toolkit: Reframing Academic Integrity Protection</b> Elle Ting (Vancouver Community College), Andy Sellwood (Vancouver Community College)
11:15 am to 11:30 am	Okanagan/ S. Hall/Shuswap/Pennask/Skeena	<b>BREAK</b>	
11:30 am to 12:45 pm	Okanagan/ S. Hall/Shuswap/Pennask/Skeena	<b>Closing Plenary – ‘Navigating SoTL at the Intersections: Impact and Transformation in the Context of Institutional Change and Uncertainty’</b> Katya Pechinkina Swinburne University of Technology	
12:45 pm to 1:00 pm	Okanagan/ S. Hall/Shuswap/Pennask/Skeena	<b>CONFERENCE CLOSE (and Announcement of ISSOTL 2023)</b>	
1:00 pm to 1:30 pm	Okanagan/ S. Hall/Shuswap/Pennask/Skeena	<b>Boxed Lunch to Go</b>	