



## MRFA Spring Retreat 2022 - Preface

The Association is committed to providing this opportunity for members to connect and engage in important dialogues and discussions in a positive and proactive way. What this means is that we need to consider our own positionality and be thoughtful in our approaches to ensure that we are all able to engage fully in conversations while minimizing harm and supporting each other when needed.

### ***Community Agreements***

As participants at the MRFA Spring Retreat we agree to the following Community Agreements:

- Recognize and value individual differences.
- Speak from our own experience and not invalidate others' experiences.
- Respect every person's right to withdraw consent to physical, mental, and/or intellectual interactions.
- Approach difficult topics with the aim of mutual understanding (not necessarily agreement).
- Recognize that our intention does not mitigate impact.

Facilitators will be present in each session throughout the retreat to provide support to speakers and attendees in adhering to these Community Agreements. If necessary, individuals may be asked to reframe their comments in alignment with the Agreements. If individuals engage in actions or words that are intentionally or unintentionally aggressive, bullying, or intimidating they may be asked to leave a session.

\*due to the number of attendees and sessions at the retreat, these Community Agreements will only be read. Members with comments, questions or feedback related to these community Agreements are welcome to submit them via this [form: https://bit.ly/3xNZhcl](https://bit.ly/3xNZhcl).\*

### ***Expectations of Participants***

We need to operate in an environment of safety to fully engage in potentially difficult conversations. The Association has set the following expectations to assist in creating a safer environment.

Retreat participants are expected to:

- Review the Community Agreements,
- Communicate openly and with respect for differing opinions,
- Respect every person's right to consent or to withdraw consent,
- Support and encourage each other,
- Listen actively without interrupting, and
- Participate to the fullest of our ability.

### ***Supporting Each Other Through Difficult Conversations***

Should a participant or moderator perceive that the community agreement has not been observed or a behaviour does not meet expectations, the moderator will draw attention to the situation and may

- Offer the participant an opportunity reframe their comments,
- Provide suggestions on how comments might be reframed, and
- Should the participant not take up these opportunities to address the situation, the moderator may ask the participant to leave the session.



### ***Seeking Support When Needed***

The program does include sessions which may give rise to difficult conversations; wherein, conversations may activate members and ongoing engagement in such conversations may be challenging in various personal, interpersonal, and emotional ways. Depending on your position, preference, and personal approach to these difficult situations, you may seek support at the retreat in the following ways:

- Continue to engage, respectfully, in the conversation in accordance with the Community Agreements and Expectations listed above and remind others, where needed, to abide by these same expectations. There will be facilitators in each session to assist in this.
- Disengage from the conversation and remove yourself from the space
  - We hope you may feel empowered to do so without concern for impact or perceptions: many of your colleagues in the space with you are allies and will support your decision to leave a space that is harmful to you
  - Refer to the [Member Support Form](https://bit.ly/3xF9CrS) (https://bit.ly/3xF9CrS) to connect with support on site or otherwise
- If you want to remain in the session but seek support or advice from a qualified resource, complete this [Member Support Form](https://bit.ly/3xF9CrS) (https://bit.ly/3xF9CrS). Our onsite support person, Deb Prowse, will be monitoring this form and will respond promptly.
- After leaving the space seek out support from our on-site resource. She will be located in the Conference Boardroom just outside the conference lobby. If she is with another member when you try to meet with her, please email her at [deborah.prowse@gmail.com](mailto:deborah.prowse@gmail.com) to arrange a time.

On returning to campus, members are reminded of these existing resources to which you may refer for support or advice if you have concerns:

- Office of Safe Disclosure - Request a consultation here: <https://bit.ly/3KXozZM>
- MRU's Confidence Line - <https://bit.ly/3rBkF11>
- Relevant Policies and Processes - <https://bit.ly/3JV8nH8>
- Homewood Health - <https://bit.ly/3rDjr5j>
- MRFA Contacts:
  - MRFA Faculty Relations Officer - Faculty [Relations@mrfa.net](mailto:Relations@mrfa.net)
  - MRFA Labour Relations Officer - [LabourRelations@mrfa.net](mailto:LabourRelations@mrfa.net)
  - MRFA Equity, Diversity, and Inclusion Officer - [edi@mrfa.net](mailto:edi@mrfa.net)

**We appreciate your participation in the annual MRFA Spring Retreat.  
We hope that it is a positive experience for all attendees.**



# MRFA 2022 Kananaskis Retreat

This program has been reviewed and approved by the MRFA Executive Board. Questions about the program can be directed to [president@mrfa.net](mailto:president@mrfa.net)



## Day 1 – April 26, 2022

**Registration and Coffee 8:00 – 9:00am**

### 9:00 – 10:20 - Keynote

*Post-Pandemic Teaching and Learning at MRU: Charting the Course Together* **Presented by:**

Adam Cave, Amanda Veinotte, Gaye Warthe, Jim Silovs, Luciano Santos, and Luis Rios

**Room:** Silver/Bronze Room **Facilitated by:** Lee Easton

This interactive session is brought to you by members of the Future of Online Teaching and Learning, a working group of the GFC Teaching and Learning Committee. Remote delivery of instruction in response to COVID-19 has exposed many of us to the challenges, but also the affordances of online course delivery. The work of the committee is concerned with creating greater flexibility of choice for faculty and students, while also ensuring that courses delivered online embody the quality and character of a Mount Royal education. Our goal in this session is to begin a conversation with MRU faculty about the future of online teaching and learning at MRU. Join us in this session to:

- Learn more about the high-level vision and focus of this working group and ask any questions you may have
- Hear student voices on access to quality online learning options
- Take a deeper dive into collaboratively defining the values and principles of quality online instruction at MRU and what supports are required to achieve this vision

**10:20 – 10:30pm – Coffee/Tea Break – refreshments in lobby area**

### 10:30 – 11:20am - Session 1

*MRFA 2025 – Moving Forward on EDI Issues on our Campus*

**Presented by:** Lee Easton and Milena Radzikowska (sponsored by the MRFA Executive Board)

**Room:** Sinclair/Palliser (Explorer room section) **Facilitated by:** Karen Pheasant Neganigwane  
Over the past two years, the MRFA has been working on a plan—MRFA 2025—to build an equitable, diverse, and inclusive association. This work requires an acknowledges that the Association has not always been an inclusive, equitable, and welcoming organization for all its members; ongoing dedication and courage; and commitment to the Plan as a living document that requires active collaboration in its ongoing review, assessment, and development. This roundtable will focus on MRFA 2025—what has been done and what yet lies ahead.



### *Unionization and Climate Change*

**Presented by:** Anupam Das

**Room:** Dawson/Stewart (Explorer room section) **Facilitated by:** Tashfeen Hussain

While there is some anecdotal evidence that in some cases, labour unions play a role in implementing climate protection measures, in other cases, unions were more concerned with saving jobs than with reducing emissions. Nonetheless, empirical studies on the relationship between unions and environmental outcomes are limited. The aim of this study is to fill the gap in the literature by examining if unionization has any impact on climate change, as measured by CO<sub>2</sub> emissions, in Canada. Initial results suggest that, on average, a 1% increase in unionization reduces CO<sub>2</sub> emissions by approximately 0.25%. This is the first study that examines the union-climate dynamics for Canada. We will also discuss the critical roles that faculty unions can play to fight climate change in Canada.

### *The 4Ws and an H about JOHSC*

**Presented by:** Scharie Tavcer, Helena Myllykoski, and Stephanie Zettel (Members of JOHSC)

**Room:** Champion Room **Facilitated by:** Peter Houston

Summary: People understand what's involved when they hear the phrase occupational health and safety, or environmental health and safety, but there is confusion about what exactly is the joint occupational health and safety committee at MRU? Despite its description on the MRU website, questions remain. In responding to both questions and the need for clarity, our faculty members from JOHSC will offer information and opportunities for open discussion. The presentation will address - *Who* is on the committee and with *whom* do they communicate? *What* role does the committee play in our MRU community including action to address COVID public health measures? *Where* does their power lay? *Why* is their work important? And *How* does the committee work to make our workplace safer/better? This presentation will include a summary of the committee's roles and responsibilities, its members and mandates, policies and processes, and will inform participants regarding tasks, current topics, and challenges since its inception. Participants to this session will be invited to submit questions as well as complete a short survey that will guide your employee representatives for the upcoming year.

### *Juggling Multiple Demands - How to Ensure you Carve out Time for Your Scholarship*

**Speakers:** Erik Christiansen, Maryam Elahi, and Rajbir Bhatti **Facilitator:** Parminder Singh Kang

**Room:** Walker Room **Format:** Moderated Discussion **MRFA PD Scholarship Series Session 4**

Faculty roles include complex and competing responsibilities that make it difficult to fully engage in the scholarship we set out to do or are expected to do. While some people may speak in terms of "balance," often it may feel as though we are juggling these multiple and competing responsibilities. We all feel the implied individual responsibility to keep all the balls in the air, which may not always be possible. In this "fireside chat," faculty members from across the institution, from a variety of perspectives and levels of experience, will speak to their strategies and experiences. Topics will include engaging in research with heavy teaching loads and service requirements (for both TS and TSS faculty), deciding what balls to drop and how, and leveraging existing partnerships and resources.



11:20 - 11:30pm – Coffee/Tea Break – refreshments in lobby area

## 11:30 – 12:20 - Session 2

*Two Heads Are Better Than One: Teaching Collaboratively Through a Pandemic (& Beyond!)*

**Presented by:** Gwendolyn Richards and Meg Wilcox

**Room:** Sinclair/Palliser (Explorer room section) **Facilitated by:** Tashfeen Hussain

Gwendolyn Richards and Meg Wilcox have delivered the first-year Journalism reporting course together since Fall 2019. In this session, Gwendolyn and Meg discuss how they work through their respective roles as contract and full-time faculty members to create a cohesive first-year experience across multiple class sections. They'll also look at how they successfully transitioned their course into the online environment — and which changes they plan on keeping when they're back in the classroom.

*MRU as Old-Growth Forest: A Strong University as a Vital Part of The Ecosystem*

**Presented by:** Alice Swabey, Astrid Kuhn, Marc Schroeder, Mark Ayyash, Marva Ferguson, Michele Holmgren, and Kelsey McColgan

**Room:** Dawson/Stewart (Explorer room section) **Facilitated by:** Shiraz Kurji **Panel Format**

At the Advocacy Committee's November 30, 2021 panel event (video available online at [mrfa.net](http://mrfa.net)) on the government's Alberta 2030 plan for transforming post-secondary education in our province, CAUT President Dr. Brenda Austin-Smith argued that post-secondary institutions should be understood as "old growth forests." Like natural resource industries, universities are understood by many to be contributors to the economy in terms of producing usable research outputs, developing an educated, skilled, creative, and dynamic workforce, and providing a pipeline into the labour market. That is, universities are seen by many as forests to be logged or even as tree farms. However, they can be understood in a different way: Like old-growth forests, universities possess intrinsic value and relate to the wider world in subtle ways, fostering complex and interrelated systems and supporting unique ways of being and living together in the world. They are also critical to the health of society in supporting scholarship, independent thought, and critique. Like logging an old-growth forest, focusing exclusively on economic utilitarianism risks throwing complex and vital systems off balance. We propose that a more balanced approach considers our many communities' immediate needs alongside universities' longer-term, less immediately tangible value, sustainably benefiting both our internal scholarly community and our many publics. This panel invites MRFA members to think about what intrinsic values they care about when they work, research, engage with our wider communities, and teach at university. How might we work to defend and foster the complex and valuable system that is our university, embedded and entangled as it is in larger systems? How can we continue to ensure that these values are recognized in our advocacy work and when responding to the expectations of government, business, and prospective students? How can we continue to encourage students, faculty, administrators, policymakers, and the public to render the value of universities in more than economically instrumentalist terms?





### *Archives in Action: Thoughtfully Incorporating Archival Collections in Course (Re)Design*

**Presented by:** Peter Houston, Andrea Phillipson, and Marty Clark

**Room:** Champion Room **Facilitated by:** Karen Pheasant Neganigwane

This session tells the story of three colleagues evolving an assignment from a limited to a more substantial success. Archivist Peter Houston and course instructors Andrea Phillipson and Marty Clark collaborated to build an interactive MRU Archives-based assignment for HPED 1010: Historical and Philosophical Foundations of Sport and Culture. Initially, the assignment simply provided students an exciting opportunity to interact with original Calgary Stampede programs from the 1950s and 1960s, but minimal course preparation left them unprepared to contextualize the racialized representations of Indigenous peoples that they observed. The presenters will explain how the design and redesign of the archives assignment has been a catalyst for a general course redesign that centres colonial histories of sport on this land. In addition to getting students into the archives to “do” historical research, we now ask students to engage in a deeper exploration of core concepts about voices and silences in historical sources. Participants will have the opportunity to see the remodeled assignment and consider opportunities to develop meaningful learning experiences, including in collaboration with the Archives.

### *Pathways in General Education*

**Presented by:** Heather Nelson (moderator), David Ohreen, Glen Ryland, Sarah Brown, Andria Dawson, and Nick Strzalkowski

**Room:** Walker Room **Facilitated by:** Parminder Singh Kang

Following recommendations on the 2021 review of the Department of General Education, faculty have been working to create ways that help students better navigate the liberal education component of their degree program. One way is to provide students with thematic pathways. The purpose of a thematic pathway is to develop interest and understanding within a broad theme of study. A pathway will guide students toward opportunities where they can explore the theme through their "G" designated courses in various disciplines at MRU. For example, two thematic pathways currently in construction are a peacebuilding pathway and an environmental sustainability pathway. A thematic pathway will reflect and express core values of liberal education and complement the aims found in General Education and "G" designated courses. If this approach proves successful, other thematic pathways will likely follow. In this presentation, a panel of General Education faculty working on pathways will provide an overview and examples of thematic pathways with the aim of generating discussion and feedback from faculty interested in this project.

### **12:20 – 1:00pm – Lunch**

**Location** – Rockies Dining Room (*Please note – seat assignments are being used during meals to promote safety through cohorts*)



### 1:00 – 1:50pm – Session 3

#### *Embedding skills-based instruction for academic writing: An exploration of the value of coordinated curriculum development in a first year Communications course*

**Presented by:** Lauren Cross, Cory Willard, and Amanda Williams

**Room:** Walker Room **Facilitated by:** Peter Houston

After attending presentations from Student Learning Services (SLS) at two MRU conferences last year, Amanda Williams, Assistant Professor in the School of Communication Studies (SCS), partnered with Cory Willard and Lauren Cross, Writing and Learning Strategists from SLS, to offer embedded asynchronous support for academic writing in COMM 2501 (Media History) in Fall 2021. This course is mandatory for all first-year students in the SCS. Three asynchronous SLS modules were separated into essential writing “skills” categories based on student writing difficulties Amanda and her co-instructors had identified: APA referencing, thesis statements, and quotation integration. Lauren and Cory applied their own experience from providing individualized support to students throughout the pandemic to design modules that would fit their pedagogical approach as learning developers and provide students with choice in their interaction with educational materials. In addition, one module was developed by Amanda, in consultation with the Office of Community Standards, on Academic Integrity and Plagiarism. The four modules were worth 2.5% each, making them a formal course component. The goal of this session is to share some of the key learnings that emerged via working together in these challenging times. We will present the benefits of the modules based on student feedback and instructor observation of overall student performance. Moreover, the potential these modules offer in the context of changing expectations associated with online content will be explored. Additionally, some of the challenges associated with running cross sectional pre-recorded modules will be discussed. Finally, the team will be seeking audience feedback on the direction and focus of a future SoTL project which aims to measure the impact of this collaborative work as a new direction for embedded skills-based instruction and coordinated curriculum development.

#### *Appreciative Inquiry in Action: Seeing the best, in one’s teaching experiences, during Covid.*

**Presented by:** Nancy Doetzel

**Room:** Champion Room **Facilitated by:** Parminder Singh Kang **Workshop Format**

Honoring the theme “New Directions in Challenging Times, this presentation would focus on “Appreciative Inquiry in Action”: Seeing the best, in one’s teaching experiences, during Covid. This presentation would explain how an “Appreciative Inquiry” model introduced by Diana Whitney and Amanda Kirsten -Bloom encourages us to “examine the “best of what was; what is; what could be, what should be, and what will be.” The presentation would suggest ways to apply this model. During the presentation, the facilitator, would introduce some personal experiences faced while teaching students, on-line during the university shut down. This would be followed by inviting participants to share their own personal experiences of teaching on-line, during the Covid lock downs. The purpose of the presentation is to encourage scholars to view some new directions in challenging times, by possibly changing the lens, they have been judging their teaching practices through, during Covid.



### *Looking Backwards, Looking Forward: Reflections on the COVID/Kenney round of Collective Bargaining.*

**Presented by:** Kirk Niergarth **Room:** Explorer Room **Facilitated by:** Andrea Phillipson

Join Kirk Niergarth and others involved in the just concluded round of bargaining in an open and interactive discussion that will reflect on lessons learned from the past round of bargaining and consider ideas for change in rounds ahead.

1:50 – 2:00pm – Coffee/Tea Break – refreshments in lobby area

2:00pm – 3:20pm – Session 4

### *Rhetorical Dance from the Absent Presence to Indigenous Presence*

**Presented by:** Karen Pheasant Neganigwane

**Room:** Explorer Room **Facilitated by:** Andrea Phillipson

A current education cause célèbre since the release of the TRC (2015): Calls for Action is the inclusion of Indigenous knowledge systems. Both proactive and reactive interests for the decolonizing and indigenizing of the Academy has been an challenging issue (amidst ambiguous support), from the classroom level to the academic ivory tower level. This presentation will distinguish and consider how Indigenous pedagogical approaches can be introduced and embraced within standardized western pedagogical methods. At the heart of Indigenous pedagogy is the key component of relationality, whether to land, water, or air, to the seen or unseen. Historically, the acronym DIA referenced the federal Department of Indian Affairs (which is in a turnstile mode of name changes). Today, DIA is an approach currently in process today within the academy - Decolonizing and Indigenizing the academy. Karen draws on her years within the classroom, from her K- 12 experiences, to currently as a social justice educator within the academy. Within the storytelling format of this session, Karen will share beliefs, philosophies, and present Indigenous conceptions for educators to critically engage for pragmatic considerations for one's own journey in navigating how to bring Indigenous credence to their own pedagogical approaches. Included in this presentation will be a preliminary overview to assessment consideration, experiential learning and bringing ceremony into the classroom/workplace.

### *On Some Professional Responsibilities of Faculty in an Age of Coercive Conformity*

**Presented by:** Sinc MacRae **Room:** Walker Room **Facilitated by:** Lee Easton

The commendable goal that our students should learn together is threatened by a raising wave of intolerance for viewpoint diversity and inclusivity. According to a 2018 Gallup poll 10 percent of students claim that violence is an acceptable method for preventing controversial speakers from being heard and 37 percent believe that it is acceptable to shout down such speakers. Unsurprisingly but alarmingly, this culture of coercive conformity is spreading among our students, threatening their education. According to that same Gallup poll, 61 percent of students censor the expression of ideas they fear classmates might find offensive. A 2019 poll commissioned by the Knight Foundation saw that number rise to 68 percent. Furthermore, a majority of students polled in 2017 by Heterodox Academy do not believe that their school encourages them to consider a wide range of views. As faculty we share responsibility for both promoting this climate of intellectual intolerance and for not sufficiently resisting





it. Of course, in order to effectively resist it we must first understand it. So in this presentation I will draw on insights into how coercive conformity functions from two recent books, *The Coddling of the American Mind: How Good Intentions and Bad Ideas Are Setting up a Generation for Failure* (Penguin Books, 2018) by Greg Lukianoff and Jonathan Haidt, and *The Constitution of Knowledge: In Defense of Truth* (Brooking Institution Press, 2021) by Jonathan Rauch. I will argue that our duties of professional ethics to our students, to each other, and to wider society demand that we both call out these tactics and actively counteract them.

*'A Pandemic of Anxiety too?' Supporting students in our classes through the lens of mental health literacy.*

**Presented by:** Kathy Jarrell

**Room:** Champion Room **Facilitated by:** Tashfeen Hussain

There is so much confusion around the terms 'mental health', 'mental health problems' and 'mental disorders', as well as 'stress', 'anxiety' and 'anxiety disorders'. This confusion muddies the water in our understanding of recent trends as well as how to best support our students. Join Kathy Jarrell for a lively discussion around clarifying our language and other ways to boost mental health literacy levels. Kathy will share some examples of how she has integrated clearer messaging around stress and healthy coping into her teaching. Explore how students can benefit from interpreting their stress response as normal, expected and even beneficial. We will also explore how to discern when professional supports are called for. Resources for further learning will also be highlighted. About the presenter: Kathy Jarrell MSW RSW has been a contract faculty member with MRU for over 15 years. By day, she is an Education Consultant with the AHS Mental Health Literacy Project, supporting school personnel across the province and beyond in raising literacy levels in mental health for students, educators, parents and community members. This past year, Kathy co-authored a Mental Health Handbook for Parliamentarians and their constituency staff across Canada. (NB. I can be flexible re: length of time and format as per needs of the audience and organizers).

**3:20 – 3:30pm – Coffee/Tea Break – refreshments in lobby area**

**3:30pm – 4:10pm – Session 5**

*MRFA – Member Driven and Directions Moving Forward*

**Presented by:** Lee Easton, Shelley Rathie and Stephanie Moncks (sponsored by the MRFA Executive Board and Member Engagement Committee) **Room:** Champion Room **Facilitated by:** Peter Houston

Our Association continues to evolve to meet the changing needs and interests of its members, in tandem with the ongoing evolution of our University, and in response to changes in the broader environments. There have been successes and advances in many aspects of our work, but still many where work is needed, and it is our members who will bring the Association forward. Together, we will ensure that our Association continues to provide a collective voice for faculty, defend members' rights, promote excellence in higher education, and uphold the values of diversity, equity, inclusion, and human rights.



### ***Female entrepreneurship and financial inequality: A cross-country motivational evidence of the informal institutions***

**Presented by:** Reza Chowdhury

**Room:** Sinclair/Palliser Room **Facilitated by:** Shiraz Kurji

Female entrepreneurs face social and cultural barriers. By drawing on the institutional (North, 1990) and motivational theories (Vroom, 1964), we show that an entrepreneurial culture increases women's expectancy (perceived probability of success) and encourages them to engage in start-ups. This effect is stronger for female entrepreneurs than for male entrepreneurs and is strongly present in countries where women have lower savings, lower incomes and less borrowing capacity. Therefore, the entrepreneurial culture increases the likelihood of female (compared to male) entrepreneurship in countries with high financial inequality between genders.

### ***An effective template to engage with our BIPOC students: a lesson learned from the Expanded EAL Student Support Program***

**Presented by:** Liza Choi

**Room:** Dawson/Stewart Room **Facilitated by:** Andrea Phillipson

Since its inception in 2009, the English-As-An-Additional Language (EAL) Student Support Program has been highly effective in aiding these EAL/international students academically and psychosocially. Qualitative research has shown the positive impact of this support program (Choi, 2016, 2018, 2019, Choi & Brochu, 2019, 2020). Over the years, the various iterations of this program have generated many other benefits.

The EAL Student Support Program has expanded from the Faculty of Nursing and Midwifery to over six departments at MRU. The program operation model provides an organic platform for cultural exchange amongst EAL and non-EAL students with empathy and trust. A purposeful teaching and learning framework consisted of role-modelling, coaching, and guiding students to be leaders and/or mentors with the principle of cultural intelligence.

The researcher will share and discuss our findings on how to engage with our BIPOC students.

### ***Test of Financial Inclusivity of Peer to Peer Lending Platforms During Crisis: the Case of Covid 19***

**Presented by:** Tashfeen Hussain

**Room:** Walker Room **Facilitated by:** Parminder Singh Kang

It is often argued that peer to peer lending (P2P) model promotes financial inclusion by providing capital to borrowers with limited credit history who are often denied loans by traditional financial intermediaries. In this paper, we investigate how a crisis like COVID-19 affects the degree of access to funds through P2P lending. Using a sample of nearly 47,000 loans listed in Prosper.com (one of the



largest P2P lending platforms based in U.S) over the 2018-2020 period, we find that the proportion of loans funded during COVID period is significantly higher than the proportion of loans funded during the pre-COVID period. In addition, the proportion of fully funded loans demonstrates a huge increase during the COVID period compared to the pre-COVID period. We also find that the average proportion of funding supplied relative to funding demanded is significantly higher during the COVID period compared to pre-COVID period. At the same time, we find that risk premium of loans increases significantly during the COVID period relative to the pre-COVID period. The evidence suggests that during a crisis like COVID, the peer to peer lending platforms strongly ensure financial inclusivity for the borrowers at the expense of relatively high risk-premium that they have to bear.

### 4:15pm – Group Photo

**Location** – Waterfall / Pond in the center of the resort



### 4:30pm – Recreational Activities

**Hatha Yoga** - Karen Pheasant-Neganigwane – Bronze Room (bring your own mat)

**Photography Nature Walk** – Shiraz Kurji – Meet up at Registration Table

**Meditation in the Mountains** – Brian Nichols – Silver Room

### 6:30pm – 1:00am – Dinner, Music Trivia, Facilitated Games and Dance

**Gold Room** for the Dinner and Dance

The PDC decided to skip the karaoke for this year due to sanitary considerations of sharing a microphone, but it may be back in 2023 – please use the post-event survey to give us your thoughts on the social activities at the retreat.

***(Please note – seat assignments are being used during meals to promote safety through cohorts)***

**Explorer Room** for Facilitated games and non-alcohol spaces.

Games include (depending on the number of people who choose to participate): Poker, Hearts, Sequence, Apples to Apples, Carcassonne, Risk, Reversi (Othello), Scrabble, Catch Phrase, and Code Names.



## Day 2 – April 27

### 9:00 – 10:30am – Breakfast and Lightning Rounds

Location – Silver / Bronze Room (**Please note – seat assignments are being used during meals to promote safety through cohorts**)

Lightning Rounds: Hear from new MRU faculty members about their experiences and journeys which have brought them to MRU, their passions, their research endeavors, and their interests. In a time when many of us have not been able to meet with each other face-to-face, this will be a particularly great opportunity to get to know some of our colleagues. And, hear from some of our long standing members on their experiences as they prepare to transition into retirement.

New Faculty Members:

- Jaime Waucaush-Warn - Assistant Professor - Department of Humanities
- Shaminder Singh - Assistant Professor - Nursing and Midwifery
- Stephanie Moncks - Contract Clinical Instructor - Nursing and Midwifery

Retiring Members

- Shiraz Kurji - Associate Professor – Accounting and Finance
- Rafik Kurji - Associate Professor – Accounting and Finance
- Susan Jacoby - Associate Professor – Nursing and Midwifery
- Tim Taylor – Lecturer - Earth and Environmental Sciences

### 10:30 – 11:00am – Checkout

**Bags can be stored in a location TBD:** room number will be provided at registration table.

### 11:00 – 11:50am – Session 6

#### *Invisible and Invisibilized Labour*

**Presented by:** Audra Foggin, Leah Hamilton, Maryam Elahi, and Milena Radzikowska

**Room:** Explorer room **Facilitated by:** Andrea Phillipson

“Invisible labour” has become a common term to describe unacknowledged and unnoticed work, but how does it manifest in academic institutions, and what can we be doing about it? Members of this panel will discuss various ways that faculty members engage in invisible labour, and various ways that institutional structures actively invisibilize labour. Throughout the session, we will encourage participants to consider where they and their colleagues may be performing invisible and invisibilized labour, and the actions they can take to create a more equitable workplace. This session is sponsored by the MRFA Diversity and Equity Committee.



### *Flipping it back to Campus: Alternate Delivery for Increased Student Learning, Engagement and Connection*

**Presented by:** Tammy Sherrow

**Room:** Walker room **Facilitated by:** Tashfeen Hussain

In this session the results of a research project exploring the student experience of learning in a flipped classroom model of instruction in higher education will be briefly presented. Subsequently, this session will explore how applying this innovative teaching strategy eased the transition to alternate delivery and a return to campus during a pandemic and allowed for increased student learning, engagement and connection. The flipped classroom is an area of interest for researchers exploring teaching and learning. Flipped classrooms use digital technologies to shift direct instruction outside of the classroom. In this instructional model students explore concepts before coming to class through video/audio lectures, content-rich websites, readings and/or podcasts. Taking advantage of the student's preparation, the instructor devotes more time to opportunities for integrating and applying their knowledge, via a variety of student-centered, active learning strategies. Through the flipped classroom model, time becomes available for students to collaborate with the professor and peers (either face to face or virtually), engage more deeply with content, practice skills and receive feedback on their progress.

### *Group Testing: Try it! You just might like it!*

**Presented by:** Astrid Heidenreich and Simon Magennis

**Room:** Champion Room **Facilitated by:** Parminder Singh Kang

*In this hands-on and interactive session, Astrid and Simon will discuss the use of collaborative/group learning, formative, and summative group assessments at the post-secondary level. Simon will speak to his experiences with a team-based learning approach in his accounting course. He will also speak to IF-AT scratchcards. Astrid will share her findings from her SoTL project called "Third Year BEd Students Perceptions of Collaborative Assessment". She will discuss the benefits found in the literature to group testing as a viable alternative to the traditional approaches of assessment. She will also share the reasons why students are reluctant when it comes to group work or testing, and why we should be more transparent with respect to the benefits.*

## 12:00 – 1:00pm – Lunch

**Location** – Rockies Dining Room (*seat assignments used during meals to promote safety*)

## 1:00 – 1:50pm – Session 7

### *Cultivating Civil Discussions: Strategies from a Variety of Disciplinary Perspectives*

**Presented by:** Michael Huston, Gülberk Koç Maclean, Jacqueline Musabende, Brian Nichols.

**Room:** Sinclair/Palliser (Explorer room section) **Facilitated by:** Milena Radzikowska

Living in times of increasing polarization (Kimball 2020), working at universities where some of us complain of a toxic environment and others find just fine, this panel will be a humble attempt to search for strategies to broaden alliances rather than weaken them. Faculty from a variety of disciplines will share thoughts about how to avoid harming others, ourselves, and our community and maintaining solidarity and good will as we respect different approaches to realizing shared values and goals. Gülberk





Koç Maclean will argue that in order to foster solidarity amongst all academicians and enable each individual faculty to flourish in a free but inclusive environment, the wiser strategy might be to admit that we are not as responsive to pure reasons as we wish to believe (Hume 1739 - 1740, James 1896) and to seek ways to regulate our passions. Moving from this theoretical view to the embodied ground of experience, Brian Nichols, drawing on insights developed by black somatic therapist, Resmaa Menakem and research in contemplative studies will present proven strategies and exercises for bringing balance to our excited nervous systems so that we may foster productive exchanges. Jacqueline Musabende will draw from her personal experience to discuss confronting trauma and dealing with micro-aggressions at MRU. Michael Huston will add to the discussion by drawing on the worlds of family therapy, couples counselling and anger management to discuss personal strategies for empowering ourselves and taking care of important relationships.

### *Regulating Student Anxiety*

**Presented by:** Michelle Briegel and Pattie Pryma

**Room:** Dawson/Stewart (Explorer room section) **Facilitated by:** Tashfeen Hussain

Student anxiety might be the highest it has ever been during these challenging times. Living in the midst of a pandemic, vaccinated vs.unvaccinated arguments in the media, transitioning between online and in person teaching, practicums in the community where Covid-19 is probable, a pending strike, inflation, student debt, and often being away from home for the first time. The list of stressors for students is endless. Students are coming to class often in highly activated states of anxiousness and dysregulation, preventing them from learning. This session will demonstrate how mindfulness and the arts can be used as a regulation method for anxiety in the classroom. This is a new direction for post-secondary teaching, in that it has traditionally not been the focus of the instructor to regulate students in order to teach them, but we are living in challenging times that have impacted the brain functioning of many students; keeping them in constant fight, flight, or freeze mode. By introducing mind and body regulating activities to students we can support them to reach the more advanced areas of their brain where learning happens. There will be examples of activities in this workshop that you can take away for your own use.

### *New directions for research assignments: De-centering peer-reviewed articles*

**Presented by:** Silvia Rossi and Sara Sharun

**Room:** Walker Room **Facilitated by:** Andrea Phillipson **Workshop Format**

In the research-based assignments we give students, we often privilege certain types of sources over others. By steering students away from non-scholarly sources, are we fostering or actually restricting the development of the literacies they need for academic success and civic participation? How might decentering the scholarly journal article cultivate students' development of important research, critical thinking and writing competencies? Rethinking research assignments with an information systems approach can contextualize the peer-reviewed literature for students, helping them become open-minded yet critical consumers and creators of knowledge. In this session, we will explore how assignment design can either facilitate or obscure our understanding of how students actually engage with sources. We will examine how different assignment designs align with particular research and writing outcomes, and participants will leave with ideas for assignments that offer students opportunities to meaningfully demonstrate critical engagement with a variety of sources.



*Critical Enquiry and Respectful Environments: How Do They Challenge Our Ability to Learn Together?*

**Presented by:** Sinclair MacRae, Paul Johnston, and Kirsten Kramar

**Room:** Champion Room **Facilitated by:** Lee Easton

In this panel discussion we will critically examine the retreat's focus on cooperative and shared learning, specifically considering Mount Royal's avowed commitment to promoting free and open enquiry. According to section C.1.2 of Mount Royal's Expression and Free Speech Policy, "[t]he University unequivocally embraces its institutional responsibility to ensure the free and open exchange of ideas in the spirit of intellectual and critical enquiry. The University will not suppress presentations or debate whether or not the points of view being expressed are thought to be offensive, unwise, immoral, extreme, harmful, incorrect or wrongheaded". To what extent, if any, does this institutional commitment potentially threaten the goal of fostering cooperative and respectful learning environments? Should not some questions and lines of enquiry be rejected, lest they cause divisiveness, and avoided out of respect for our students, especially those ideas that might be thought to be "offensive, unwise, immoral, extreme, harmful, incorrect or wrongheaded"? We invite you to join us for what should prove to be a lively and timely discussion.

**Thank you for joining us for the 2022 MRFA Spring Retreat**  
***This event continues to be an annual success thanks to your participation!***

**Please take a moment to complete the post event survey here:**

**[surveymonkey.com/r/MRFARetreat2022](https://surveymonkey.com/r/MRFARetreat2022)**

**We look forward to seeing you all again next year.**  
**Save the Date – April 24-25, 2023**



This program has been reviewed and approved by the MRFA Executive Board.  
Questions or comments about the program may be submitted to [president@mrfa.net](mailto:president@mrfa.net)