



Teaching and Learning in Higher Education

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Parting Thoughts

Gary Poole, STLHE President

I remember very clearly being on an airplane flying home from St. Catherine's in June of 2000. I had just officially taken over the presidency of STLHE and the thought of this was considerably more riveting than the in-flight movie. Our previous president, Pat Rogers, was going to be a hard act to follow, that was for certain. Pat had championed many developments during her tenure, not the least of which being our Constitution, which was an enormous and important task. (To this day, we still rely on Pat for her incredible knowledge of our Constitution.)

Perhaps in an attempt to gain some sense of control over a job that felt rather overwhelming at that moment as I flew over the Prairies, I took out a piece of paper and tried to identify a few major goals for my presidency.

I must admit from the outset that I engage in this sort of thing with a certain amount of trepidation. Long-term goals can be a bit intimidating. I have always been more comfortable with short-term ones, like having the plane land safely.

Still, there I was with my pen and paper. Here is what I wrote:

1. Increase francophone involvement in the Society
2. Increase the Society's national-level advocacy for effective teaching
3. Increase membership
4. Survive

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I tend to favour goal setting in manageable numbers.

So how did it go, some four years later? We have certainly been incredibly busy on the Steering Committee, and many others have worked to bring people together to form new entities, both within and beyond STLHE. But how about these goals?

1. Increase francophone involvement in the Society

Regarding the goal to increase francophone involvement in the Society, I was aware from the beginning that I would need considerable help. Living on the west coast and speaking the sort of French that ranges from the humorous to the painful, I needed to find others who believed in the

value of this goal as much as I did. Fortunately, these people exist and were willing to come forward. Alan Wright, from l'Université de Québec, was the first to come forward. He introduced me to André Bourret, of l'Université de Québec à Montréal. André has become a Steering Committee member and, in that capacity, has agreed to help increase the Society's sense of inclusivity, especially regarding our francophone colleagues. André is a wonderful colleague who will play a very important role in expanding SAPES to be truly national.

Along with André's work, we have our colleagues at the University of Ottawa who have made great strides to improve the Society's inclusion of the francophone community. This year's annual conference will be far more bilingual than any in our history. People like Aline Germain-Rutherford and Christian Blanchette, both from the U. of O., deserve enormous credit for this, as do the members of their very dedicated staff.

The goal to increase francophone involvement, and indeed, of other groups that STLHE has not represented in large numbers thus far, will take considerable time to achieve in any grand way. Having said this, I am pleased with the progress we have made recently — progress that is attributable to the fine work of a group of people who believe in the goal.

2. Increase the Society's national-level advocacy for effective teaching

One of the often-heard buzz phrases when I became president was "national voice," as in "we must make STLHE a national voice for teaching and learning in higher education." I was drawn to this phrase back then and still am today. However, it became readily apparent from the very first Steering Committee meeting I chaired that people were not comfortable working to create this

"loud voice" until we were all very sure about just what we stood for as a Society and where we wanted to go.

Thus, we embarked on the Strategic Planning exercise. This has taken over two years of work, at times intense, at times exhilarating, at times daunting. Over this time, have we become that "national voice" people were talking about? Not yet. However, we are now poised to take this on. We have four strategic goals that define the Society, and we have new structures in place that clearly define the working relationships with such groups as the 3M Teaching Fellows and the Educational Developers Caucus. Representatives from these groups now sit on our Steering Committee, and each is engaged in a range of activities with great potential.

Readers of earlier issues of this Newsletter will know that we have chronicled the Strategic Planning process here in some detail. In this issue, I provide my final installment of that chronicle. It has been a wild and wonderful ride. Along with our Constitution, the Strategic Goals help define who we are and what we stand for as a Society.

And there is the emergence of the Institute for the Advancement of Teaching in Higher Education, with which STLHE is forging an important new relationship. In this issue of the Newsletter, Tim Pychyl, from Carleton University, takes us through an explanation of that Institute, its workings, and its relation to STLHE. Tim is the Executive Director of the Institute, a 3M Teaching Fellow, and a faculty member who is entirely dedicated to supporting teaching and learning in Canada. With careful planning, STLHE will be able to work with the Institute to provide valuable support for effective teaching in Canada and around the world.

So, that "national voice" hasn't been bellowing just yet, but it has

cleared its throat. Watch for incoming President Julia Christensen Hughes to help us get to the next level of advocacy. I'm sure she will appreciate all the support we can give her.

3. Increase membership

Our annual conferences during my presidency have all been very successful, thanks to the great work of the local organizers at Memorial, McMaster, UBC, and U. of Ottawa. As a result of this success, we have seen some increase in our membership numbers. However, we have not grown as much as I would have liked. In a country the size of ours, I would hope for at least 2,000 Society members. We currently sit at around 600.

It is the Society's job to increase the value associated with being a member, whether it be for the individual or the institution. I am pleased to report that much thought is going into this issue as I write. One important step has been the establishment of a permanent office for our secretariat. Up to this point in our history, the administrative work of STLHE has been handled on a volunteer basis by some very dedicated people. If we are to grow, we need to augment this work with an office that is truly bilingual and experienced in the support of organizations such as ours. We were very pleased, therefore, to enlist the services of McPhersonClarke to provide this support. Located in Ottawa and Calgary, the people at McPhersonClarke will become our "head office," (primarily from their Ottawa office). This will allow us to manage membership-related work more efficiently, as well as our publications and other projects to come.

With the partnerships I mentioned above, and the organizational help of McPhersonClarke and Sylvia Riselay, from McMaster, who will be managing our web site and elections,

we are ready to make significant increases to the number of things we offer our members. I hope this will also attract more new members to the Society.

4. Survive

So far, so good. My survival in this position is attributable to virtually everything else I have talked about in this summary — the people who have stepped forward to make a difference — those who have hosted conferences, written articles, made plans and presentations, attended long and demanding meetings, summarized those meetings and written reports, given up countless hours traveling across the country, taken on major positions within Steering Committee, and on it goes.

Well, there you have it. Four years that have been rather remarkable for me in many ways. The President of STLHE gets to stand on Signal Hill, shield against a rather biting September wind, wrap both hands around a paper cup of Tim Horton's coffee and look down at the winding streets of St. John's. To walk the marsh at the top of the Bay of Fundy, deciding just what to say to the faculty at Mount Allison. To practice French with colleagues in Montréal. To skate on that famous canal. To rent a car and head north out of Regina to find the vast expanse of the prairie (and finding that it only took 15 minutes to get there from downtown). And to welcome the whole lot to our backyard for an STLHE conference in 2003.

And these are just the geographical perks. I've never regretted a minute of the time I have spent as President of STLHE. Thanks to all who have been so kind and supportive, and all the very best to Julia.

Un objectif très important de ma présidence

Il y a quatre ans, quand je suis devenu le président de la société pour l'avancement de la pédagogie dans l'enseignement supérieur, j'ai identifié quatre objectifs pour mon temps au pouvoir. Le premier objectif a été pour augmenter la collaboration entre les collègues anglophones et francophones en l'enseignement supérieur et aussi augmenter les numéros des membres francophones dans la société.

Et maintenant, après quatre ans, nous avons fait le progrès, en particulier cette année avec notre conférence à Ottawa. Aussi, nous avons créé une nouvelle position dans notre Comité directeur pour «l'inclusivité», et un premier objectif pour cette position est l'augmentation de la participation de nos collègues francophones.

Notre membres anglophones ont beaucoup d'apprendre des notre collègues francophones, et je crois que tout le monde profiterait de cet collaboration. Certainement, la société peut s'appeler vraiment nationale seulement quand il y a la vraie représentation de nos collègues francophones

Nous avons besoin de l'aide afin d'atteindre cet objectif. Le travail d'Aline Germain-Rutherford et Christian Blanchette de l'Université d'Ottawa est très importante à cet égard. En plus, André Bourret, de l'Université de Québec à Montréal a assumé le position dans le Comité directeur pour «l'inclusivité», et nous sommes très heureux de l'avoir à cet position. Sans ces gens, nous ne pouvons pas atteindre cet objectif.

Merci à tous qui partagent cette vision, et à ceux qu'ont travaillé pour la faire une réalité. Je suis sûre que notre président prochaine, Julia Christensen Hughes, recevra le même aide.

**Make plans for STLHE 2005
at the
University of Prince Edward
Island
June 9 – 11, 2005
“The Student Experience of
University”**

Web link coming soon to www.stlhe.ca

Expanding communities of practice: facultydevelopment.ca and the Institute for the Advancement of Teaching in Higher Education

Timothy A. Pychyl, Carleton University

I have been invited to write about two exciting and important developments for teaching and learning in higher education: facultydevelopment.ca (“facdev”) and the Institute for the Advancement of Teaching in Higher Education (“the Institute”). As you will see in this rather lengthy newsletter submission, I am writing as a STLHE member who has been active in both facdev and the Institute.

My purpose in writing is to set both facdev and the Institute within the context of STLHE. The reason for this is that our work in creating facdev and the Institute truly represents grassroots initiatives of STLHE members and our partners. Moreover, these grassroots initiatives have allowed us to accomplish work directly related to the recently defined STLHE strategic goals.

Given this focus on our shared values as expressed in the strategic goals of our Society and the central importance, at least in my mind, of expanding our communities of practice, I begin my submission with a brief but important overview of our shared goals. I then relate this to some scholarly reflections on the future of education that serve as the starting point for my own story about facdev.

STLHE strategic planning and emerging communities of practice

STLHE has been in an active period of strategic planning, planning that has resulted in the identification of broad key objectives: the pursuit of post-secondary teaching as scholarship, advocacy for excellence in post-secondary teaching and learning, inclusiveness and broad representation in our activities, and the formation of strategic partnerships.

This planning is now being realized in so many exciting ways by members from across the country, including such things as the activities of the newly formed Educational Developers’ Caucus (EDC) and the Council of 3M Teaching Fellows.

This period of planning and change has also brought our members together to form new projects that cut across our different groups and institutions.

One of the key attributes of our activities and steps forward together is our active collaboration between institutions across the country. And, as captured in the planning of the STLHE Steering Committee, this also includes strategic partnerships. We are engaging stakeholders from diverse domains as part of a community of practice around the scholarship of teaching and learning.

Although it is beyond the scope of this newsletter to address the concept of “communities of practice” in a systematic way, it is important to highlight one aspect of what this means to our overall community as the STLHE. I believe that our success in what is known as the “information age and global community of the 21st century” will depend on our ability to establish and thrive in communities of practice that are heterogeneous in membership - communities of practice that are made up of diverse groups of stakeholders working together to achieve common goals.

In this regard, I echo the words of Etienne Wenger who delivered the closing keynote address at the McGraw-Hill Ryerson Teaching, Learning and Technology Conference held just last month at Simon Fraser University. Wenger, a well-known researcher in this area, addressed the inherently social foundations of learning and the characteristics of communities in which we learn and forge our identities. In his concluding comments, speaking about the future of education, learning and the curriculum we teach, he argued that “The glue of society will not be the common ground we share; it will be based on identities that are willing to cross boundaries” (Wenger, May 14, 2004).

There is evidence that the STLHE and our membership have the “right stuff”, “the glue” for the road ahead. We are crossing boundaries and forging new identities

collaboratively in our pursuit of post-secondary teaching as scholarship.

One of these promising new communities of practice that has required “identities that are willing to cross boundaries” is facultydevelopment.ca and the incorporated, not-for-profit organization that has emerged to support it - The Institute for the Advancement of Teaching in Higher Education. To understand what we’re involved in here, we need to go back a few years to describe how a vision emerged and began to take shape.

facultydevelopment.ca: Development of a shared vision

To those of you who were at the STLHE conference at McMaster in June of 2002 where we shared the initial vision and pilot version of our project, this may be an old story. But, for those of you who don’t know when, why and how “facdev” emerged, here is the briefest of summaries.

In the fall of 2001 with the “winds of a sabbatical under my wings” and the funding of a Teaching Achievement Award from Carleton University to support my activities, I was planning on creating Web-based modules to support a graduate seminar on teaching that Carole Dence (Past Director of the Teaching and Learning Resource Centre) and I had developed at Carleton. One of the key developments of these new Web modules was to feature streaming video of our award-winning, 3M Teaching Fellows, so that students could have access to the talent and insights of these colleagues from across the country.

In many ways, this original vision for collaboration in a Web space never changed. However, my vision broadened from the confines of the single course at Carleton to a more collaborative venture in which we might all participate and share. Instead of a small set of Web modules at my own institution, I began to envision a collaborative effort that might involve institutions from across the country. Conversations with Arshad

Ahmad (Concordia, Co-ordinator of the 3M Teaching Fellows Award Program) confirmed his own interest in and support for an initiative that would provide a mechanism to share the talents of the 3M Teaching Fellows. Similarly, McGraw-Hill Ryerson, the sponsor of the STLHE Blizzard Award and a key partner through their teaching, learning and technology conferences, embraced this vision, with Joe Saundercook (Vice-President, Partnerships) offering to support it as best fit our needs.

Not surprisingly, sharing resources on the Web is not a new idea! A little research soon took me to the University of Guelph where Jeanette McDonald (now at Wilfrid Laurier University) summarized the work that she was involved in creating a shared resource among the EDOs in Ontario. In turn, I explained the potential for an integrated learning resource at a national level, and I left Guelph that late fall day with the building excitement of a new partner with a national vision.

Fueled with a growing shared vision among colleagues and a private-sector partner about *what* we might create, we then began to explore *how* we would make our collective vision a reality. Fortunately, I knew just where to look for a team of people that had the expertise and experience to create an on-line integrated learning environment. Christian Blanchette (Director, Learning Support Services), Aline Germain-Rutherford (Director, Centre for University Teaching) and Richard Pinet (Manager, e-Learning Services) at the University of Ottawa had just established one of the largest and most exciting units of its kind in Canada. With vision in hand, I took the proposal to this dynamic trio. True to what I now know is their form, they took only a moment to consider the idea of this Web collaboration. Their answer – “let’s do it!” Their leadership, their considerable in-kind investment and the talents of their respective teams were key factors in turning an idea into a reality. They provided much more than the “how” of the project, however. Their experience and expertise shaped the overall vision for a Pan-Canadian project to be much more dynamic and inclusive than I had ever imagined.

We now had the core of an emerging community, well, at least a “group of 7”. Each of us had roots in or ongoing

collaboration with the STLHE, and each brought unique talents and perspectives to our project. Together we negotiated a more fully developed vision for facultydevelopment.ca and from this vision we cobbled together a pilot Web site that we could bring to our larger community which we did in June of 2002 – a gestation period of only 7 months!

Community reaction at STLHE 2002 was very encouraging, so we considered “Phase 1” of the project complete and moved into Phase 2 with the support of a CANARIE grant from Industry Canada. For this CANARIE project, we folded *facdev* into a larger project known as the Universities Collaborative Communities for E-Learning Adoption (UCCELA). Once again, the collaboration with the University of Ottawa made an enormous difference as Christian Blanchette managed this larger CANARIE project and provided the necessary infrastructure for our work.

With a clear focus on communities and a budget of \$500K (in-kind and direct funding), we were now well on our way to making a vision a reality. Our project partners for the grant expanded as well, including: Shannon Murray (UPEI), Gary Poole (UBC), Julia Christensen Hughes (University of Guelph), Mike Atkinson & Alan Gedalof (UWO) and Marty Wall (University of Toronto). Our funding also allowed us to hire our Learning and Project Manager, Adam Caron, and a small team of web designers, programmers and content developers who have played a central role in the success of our project.

Our “field of dreams” in this project was firmly based on community. Although a “field of dreams” we never saw it as “if we build it, *they* will come” but rather, “if we build it, *we* will come.” The “we” is our larger community of STLHE and the many communities within it at the institutional level. As hoped, our community has “come” to make the project a reality. For example, in May of 2003, Arshad Ahmad orchestrated a gathering of 3M Teaching Fellows from across the country to organize themselves into a formal Council. Concomitant to this organizational work, many Fellows spent time away from the meeting to share their expertise in videotaped interviews that now reside in *facdev*. Similarly, educational developers such as Denise Stockley (Queen’s), Wendy Freedman (Ryerson) and Julia

Christiansen Hughes (Guelph) took leadership in the development of modules within *facdev*. Participation expanded from coast to coast and by the end of the CANARIE project in March of 2004 we had over 80 individuals who had made contributions from over 30 different institutions. Speaking of the end of the CANARIE project takes us a little ahead of my story, however.

As we embarked on Phase 2 of our project with CANARIE funding, we now knew that we had to look down the road a little further to address the sustainability of such a broad vision. Big projects are exciting and scary, robust and fragile, all at the same time. We needed to develop a new approach in terms of a business model that would support our shared vision around the scholarship of teaching after our funding came to an end.

Fortunately, we had a private-sector partner in McGraw-Hill Ryerson with experience and expertise to guide us through the creation of a not-for-profit organization, and we had a simple model from our own research scholarship on which to draw to construct a mechanism for sustainability. In our research, we share our discoveries and insights through publication in various forms. We submit our work for peer review and offer it up to the community in journals, edited books and so on. At the same time that we provide this content, we are also consumers of this content through journal subscriptions and memberships to various communities of practice. Clearly we needed a similar model to support the scholarship of teaching in *facdev* as we do for our scholarship of discovery. With this practice of our overall scholarly community as our guiding principle, and the need to develop a sustainable business plan for the future, the idea for a not-for-profit organization took shape.

The Institute for the Advancement of Teaching in Higher Education: A mechanism for sustainability, governance and collaboration

Partnership and sustainability are not simple things. Anyone in a long-term relationship knows this. Partnership and sustainability take work through communication and ongoing dialogue. In order to create this mechanism for partnership, we brought our various stakeholders to the table, jointly negotiated

a governance model and agreed upon a shared mission statement for this new entity. In a very real sense, we actualized Wenger's view of the future with the courage to take our identities across boundaries to create something new that would serve each of us as we worked towards common goals.

As set out in the mission statement of the by-laws, The Institute is a strategic alliance of educational development experts, award winning teachers, educational associations and institutions, and corporations who are actively engaged in the scholarship of teaching and learning through the design and the delivery of professional development resources, programs and events to foster teaching excellence in higher education.

This mission clearly identifies the variety of stakeholders that make sustainable collaboration possible. We have the educational expertise of the EDO community combined with the teaching excellence of various award-winning faculty. We also have the generous contributions of Sustaining Members such as McGraw-Hill Ryerson who have provided direct encouragement and essential private-sector financial support combined with the ongoing support of the University of Ottawa who have provided an equal in-kind contribution through space and resources from which to operate the Institute. In addition, the Institute now has the leadership of Dr. Catherine Henderson (Board Chair). Cathy is a colleague with extensive leadership experience in higher education as past president of Centennial College and the Ontario College of Art. Not surprisingly, she also has a long list of achievements, including exemplary work specific to learning in a broadband environment.

Of course there are many levels of membership in the Institute, and a key "Leadership Member" is the STLHE itself. Our association holds the largest majority of seats on the Board of Governors. Together, "ordinary" members of the STLHE like me along with representatives of the STLHE Steering Committee (Gary Poole, Joy Mighty and Arshad Ahmad), representatives of participating universities and colleges, and representatives of the private sector work together in a vibrant, growing community of practice that holds great promise for us as we move ahead to achieve the key objectives that we

developed under Gary Poole's leadership over the past few years.

One active area of development for facdev through the Institute is the creation of modules in French. From the outset, our intention was a bilingual resource. This reflects the basic STLHE goal of inclusiveness and broad representation in all of our activities. Aline Germain-Rutherford is now making this a reality. She has written a number of grant applications over the past 6 months, and she has been actively disseminating our work in Europe through her participation at conferences. The response has been very positive, and, for example, Aline is already collaborating with colleagues from Belgium to develop francophone learning modules. (You will note that our Institute Web site already has a bilingual presence.)

The Road Ahead: Identities crossing boundaries and achieving community

Change is always a challenging experience. This is true for individuals as well as organizations. We are in the midst of change, and as Gary Poole has remarked at various meetings and presentations over the past year, "we live in interesting times" that bring us the ying and yang of crisis –opportunity and challenge.

One of our clear opportunities lies in facdev and the Institute. Facdev and the Institute have grown from the grassroots of our membership, were discussed, debated and recognized as a valuable new initiatives by our Steering Committee and continue to be supported and nurtured by an important private-sector partner. Together through facdev and the Institute, we can share our best practices, research findings and challenges in teaching. Together, we can contribute to and learn from our collective scholarship of teaching.

Of course, a clear challenge in this time of change is the risk that we must embrace as our identities cross boundaries to achieve community. We must risk being vulnerable by sharing what we don't know, sharing our ignorance (something that 3M Teaching Fellow, Lee Gass, UBC, speaks of as a necessary condition for learning). We must also risk "strategic partnerships" and learning to speak across linguistic

lines of the academy and the business community to achieve shared goals. We must risk creating and becoming involved in a new entity known as the Institute. Finally, we must risk dreaming big and working hard to achieve something that hasn't existed except in our hopes and dreams.

I have great faith that we can achieve this together. This hope is built on my own teaching experience and the words of another teacher, "One of the greatest rewards of teaching is allowing yourself to be sufficiently vulnerable that you empower students to share more of themselves with you and their peers than might at times be comfortable." We know this vulnerability in our teaching practice, the necessity of it, and the rewards it brings to a learning community. The "group of 7" who began the facdev project and initiated the founding of the Institute have known the "sharing more at times than might be comfortable." But with this sharing and working together has come growth and opportunity. It is this excitement that I am happy to report here in our Newsletter, and it is this excitement and opportunity that I hope we can discuss further at our conference this month at the University of Ottawa and in the year ahead.

Please make time to learn more about facdev and the Institute at www.facdev.ca and www.iathe.org, respectively. You will see that the Institute is more than just facdev. For example, Institute activities over the past 6 months have included Web casts of internationally recognized educators, face-to-face Teaching and Learning Seminars and pre-conference workshops at campuses across the country, consultation with the federal government and planning for a summer retreat in 2005.

We look forward to your comments, contributions and participation in our growing community.

References

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Strategic Plan Update

Ottawa, Ontario — February, 2004

In classic Canadian fashion, a snowstorm intruded on Steering Committee's winter meeting this year. We were scheduled to meet in Halifax, but a storm of Atlantic proportions shut down that city and made meeting there impossible. Some members returned home from airports that were only supposed to be used to change planes, and some were stranded in Halifax and couldn't get out. After spending more time on a cell phone than ever before in his life, Gary Poole was able to arrange for 9 Steering Committee members to reroute to Ottawa for the meeting.

At this meeting, we focused on three issues that would serve as a very good test of the utility of our Strategic Planning exercise: the establishment of a permanent secretariat; a meeting that a number of us were attending with the federal government's Human Resources, Skills and Development (HRSD) representatives (organized by the Institute for the Advancement of Teaching in Higher Education); and the opportunity to make a presentation to the Association of Universities and Colleges of Canada (AUCC).

The discussion of the secretariat carried on in electronic form well after our February meeting. In the end, we decided to enlist the services of McPhersonClarke for our membership management, finances, and publications administration.

We offered the jobs of web site management and election organization to Sylvia Riselay. Each of these contracts will be effective for one year. At the end of that time, we will review our finances to assess the affordability and feasibility of this plan.

The people at HRSD were interested in the "state of the art" of university

The people at HRSD were interested in the "state of the art" of university teaching in Canada. More to the point, they wanted to know if there was a crisis of quality.

teaching in Canada. More to the point, they wanted to know if there was a crisis of quality. Tim Pychyl and others from the Institute for the Advancement of Teaching in Higher Education assembled a group of people from across the country to meet with HRSD representatives to explore these topics. Many of us around that table were STLHE members, and we saw considerable potential to work with the people from HRSD, who are genuine governmental stakeholders in higher education, especially as it pertains to the preparing of Canadians for careers. This year's STLHE conference will feature a session at which HRSD and STLHE representatives discuss these issues.

Regarding AUCC, the 2003 3M Teaching Fellows cohort submitted a proposal to STLHE Steering and the Council of 3M Teaching Fellows, inviting us to consider doing a presentation at AUCC, which consists primarily of university and college presidents. The purpose of the presentation would be to increase involvement in STLHE at the institutional level. Planning for this presentation has brought together all the entities we have been discussing (and creating) through our Strategic Planning exercise — the Educational Developers Caucus, the Council of 3M Teaching Fellows, and the Institute for the Advancement of Teaching in Higher Education.

It is our hope that the Strategic Plan, with its 4 goals and corresponding positions on the Steering Committee, will serve us well as we pursue these opportunities of unprecedented potential.

For a more detailed description of the February Steering Committee meeting in Ottawa, see the meeting minutes on the STLHE web site (www.stlhe.ca).

STLHE Steering Committee

Would you like to contribute to the STLHE newsletter?

Articles related to teaching and learning in higher education (up to 2500 words in length) can be submitted electronically at any time for consideration to jchriste@uguelph.ca

British Columbia: Harry Hubball, UBC
Alberta: Margaret Wilson, Alberta
Saskatchewan/Manitoba: Dieter Schönwetter, Manitoba
Ontario Southwest: Debra Dawson, Western
Ontario Central: Teresa Dawson, University of Toronto
Ontario Northeast: Aline Germain Rutherford, Ottawa
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Electronic discussion forum

The STLHE electronic mail forum has been active since October 1988 and has over 500 subscribers. The purpose of the forum is to exchange opinions, ideas and experiences of concern to STLHE members and others who are interested in the subject of teaching and learning in higher education. The forum also posts STLHE announcements and news.

To subscribe to the forum, contact the list coordinator, Russ Hunt, by email: hunt@StThomasU.ca, or send the following on-line message to listserv@unb.ca

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After receiving confirmation of your subscription from the listserv, your correspondence to the Forum should be addressed to STLHE-L@UNB.CA

Teaching and Learning in Higher Education

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