

Teaching and Learning in Higher Education

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Capturing the Essence of Excellence:

Some Observations on Nominating 3M Teaching Fellows

Carole Dence,
Educational Development Consultant
Arshad Ahmad, Coordinator
3M Teaching Fellowships Program

How do you capture the essence of teaching excellence when preparing an award nomination?

Nominating a teacher for an award is a writing challenge. The dossier must make the nominee come alive off the page. The following suggestions are based on our experience preparing and reviewing dossiers for the 3M Teaching Fellowships Program.



Start early

Assembling a good nomination is a time consuming, reflective activity that requires revisions and refinement. Plan for the unexpected, everything from print shop delays to mail strikes. Schedule time to redraft. Have a backup plan! The deadline for the next round of nominations is **March 4, 2005** – November is not too soon to begin.

Establish a close working relationship with the candidate and the nominating team

Making the case for the nominee requires interaction on an ongoing basis that goes beyond collecting documents. Assemble a good nominating team with first-hand knowledge of the nominee's activities and who can reflect the depth and breadth of the nominee's achievements. Select people who write well and understand the art of writing recommendations. Students are generally not experienced in the art of writing recommendations and many fall into a heavy academic style. Everyone can benefit from an outside reader who will say, "What did you mean by that?"

Nomination letter

The nomination letter should summarize the entire argument indicating why this candidate merits a 3M Teaching Fellowship. This letter should begin with one or at most two paragraphs, which constitute a stand-alone summary of your argument.

This provides a roadmap for the reviewers' reading of the rest of the nomination letter – and a succinct summary reminder to which they can return when comparing candidates later in the selection process.

Leadership

One half of the evaluation looks for achievements in educational leadership. Balance the focus on teaching excellence

with evidence on educational leadership – both within and beyond the candidate's discipline and university.

Evidence, evidence and more evidence!

Provide concrete evidence for assertions of excellence, and explain the **context and significance** of the evidence. Do not assume the reviewers will arrive at the correct assessment of 'raw' evidence without guidance, because they come from different disciplines and institutions. Be selective. Choose the best evidence to create a coherent picture which fits the teaching philosophy and strategy statements.

Laying out the package

Think about the selection committee readers, and help them in every way that you can (table of contents, headings, dividers, etc.). Carefully follow the criteria provided in the call for nominations and the guide that accompanies the call. See www.mcmaster.ca/3Mteachingfellowships/

Resubmitting a nomination

The majority of 3M Teaching Fellows have been nominated more than once. Comments from previous evaluations are available through the Awards Program Coordinator, and can provide very valuable feedback.

Do not hesitate to contact previous winners, your teaching support centre, and the Awards Program Coordinator.

Good Luck!

STLHE/SAPES

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Electronic Discussion:

STLHE Forum

The STLHE electronic mail forum has been active since October 1988, to support the exchange of opinions, ideas and experiences concerning teaching and learning in higher education.

To subscribe, contact the list coordinator, Russ Hunt, e-mail: hunt@stu.ca or visit the STLHE website at www.stlhe.ca. See Communication.

Teaching and Learning in Higher Education Number 38, November 2004

Newsletter of the Society for Teaching and Learning in Higher Education (STLHE/SAPES)

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Vers une plus grande participation francophone à la SAPES

André Bourret

Portfolio inclusion et diversité, UQAM

L'un des principaux objectifs stratégiques de la SAPES au cours des prochaines années est de favoriser l'inclusion des divers groupes qui ne sont pas suffisamment présents dans les activités de notre association. Il va sans dire que la volonté d'augmenter la présence francophone au sein de la SAPES constitue la dimension la plus prioritaire de cet objectif d'inclusion.

Quelques progrès tangibles ont déjà été accomplis dont, notamment, la dernière conférence annuelle tenue à l'Université d'Ottawa où nous avons accueilli une proportion significative de francophones. Nous pouvons bien sûr nous réjouir de ce résultat, mais il reste encore de grands défis à relever.

La motivation qui nous anime tous dans la poursuite de cet objectif est fort simple : il ne fait aucun doute que les enseignants et les professionnels oeuvrant dans les établissements francophones et anglophones peuvent s'enrichir mutuellement en échangeant sur toutes les questions pertinentes à la formation et à l'apprentissage en enseignement supérieur. Cette volonté d'amélioration de la participation des francophones concerne également l'ensemble des programmes et des sous-groupes dont la SAPES constitue le point d'ancrage : le *Prix d'enseignement 3M*, le *prix Alan Blizzard*, l'*Institut pour l'avancement de la pédagogie supérieur* et le *Réseau de formateurs en pédagogie de l'enseignement supérieur*.

Par ailleurs, même si la participation des francophones demeure l'objectif prioritaire, il faudra également faire un effort pour accroître la participation d'autres groupes tels, par exemple : les enseignants des collèges, les étudiants de cycles supérieurs, les minorités culturelles, etc. D'autres collègues du comité de direction de la SAPES vont explorer ces questions au cours des prochains mois.

Ne soyez donc pas surpris si des membres du comité de direction de la SAPES vous relancent au cours de la présente année pour prendre une part encore plus active aux activités de la SAPES.

Fall Newsletter: Recognizing Teaching Excellence, Awards Issue

STLHE is a proud sponsor of three unique national awards for excellence in teaching, leadership, collaboration and achievement. These three awards include the 3M Teaching Fellowships for teaching excellence and educational leadership; the Alan Blizzard award for collaboration in teaching; and the Christopher Knapper Lifetime Achievement Award representing significant contributions to teaching, learning and educational development in Canadian higher education.

This newsletter provides information on each of these awards and profiles this year's award winners, recently honoured at the annual STLHE conference, held at the University of Ottawa.

We have made a number of changes to the STLHE Newsletter layout. Your feedback would be very welcome.

Introducing the 2004 3M Teaching Fellows

Each year, many excellent nomination packages are received. This year, ten outstanding faculty are recognized; individuals who are deeply committed to not only the learning of their students, but also to providing leadership in the improvement of learning and teaching across Canada and beyond. The following brief descriptions provide highlights from their nomination packages.



Lorne Adams

Physical Education and Kinesiology
Brock University

A student enrolled in one of Lorne Adams' classes is immediately presented with a copy of his "human rights code for the classroom" and his "bill of rights for group work." These documents signal two of the many ways that Lorne puts his principles of student empowerment and engaged pedagogy into practice in Brock's Department of Physical Education and Kinesiology. A professor who runs marathons, competes in triathlons, and plays on several "old-timer" hockey teams, Lorne provides a model for his students of an active life, and his energy, compassion, and dedication to learning have earned him both the Brock and the OCUFA awards for teaching.

He is also a model for his colleagues: an educational leader both on campus and beyond, he has more than three dozen publications and presentations on teaching and learning, including work on coping with difficult students, on collaborative learning, and on technology. His name has become synonymous with T.A. mentoring at Brock, and through his dossier, one finds recurring words such as "rights", "respect", "feelings", and "reflection", which acknowledge and celebrate the person behind the registration number. Inspired by bell hooks and Paulo Friere, "Lorne has woven this rare thread of compassionate, wholly committed empowerment into his classroom teaching practice."



Howard Armitage

School of Accountancy/
Centre for Business and Entrepreneurship
University of Waterloo

Howard Armitage is the quintessential educational entrepreneur. He was a driving force in creating an intensive team project – called WATcase – in

which fourth year accountancy classes are cancelled for three days and students work on a real-world problem for a real organization. Howard's focus on integration, creativity, and problem-solving skills runs through his pedagogy and curriculum development. Recently, he championed the development of Waterloo's new Centre for Business, Entrepreneurship and Technology, a development designed to provide business skills to young entrepreneurs. Since 1993, he has led the Gordon H. Cowperthwaite Centre for Accounting Education.

Howard engages students in debates, simulations and even storyboarding to solve problems and to integrate real-world problems in the classroom. His courses require students to confront troubling issues in accounting and management, such as the Challenger disaster and the events that underlie recent accounting scandals. His educational initiatives and classroom skills have already earned him Waterloo's Distinguished Teaching Award and the L.S. Rosen Outstanding Accounting Educator Award. His students praise his ability both to motivate them and to challenge them, and in the words of one, "his devotion to teaching his students to read, write, and think critically is the greatest gift a professor could give."



Brenda Cameron

Faculty of Nursing
University of Alberta

Brenda Cameron is the model of teacher as a reflective practitioner, and through her engaging stories of practice, she instills a passion for nursing in her students and in all who hear her speak. She is an exceptional and innovative teacher. Under her guidance, students learn to be compassionate, critical thinking nurses. Her thoughtful mentoring has given her students the confidence to go on to graduate studies and to significant employment positions. As one student writes, "she was able to build on my strengths and believed in my abilities from the beginning."

Her influence extends from the University to the community, exemplified by her work in organizing and implementing an inter-professional team placement on a First Nations reserve in central Alberta. Through this partnership, she showed students and colleagues a model of respectful collaboration with Aboriginal communities.

But her influence does not stop at the border; Dr. Cameron is also a pioneer in the internationalization of the curriculum at the Faculty of Nursing. She has facilitated both curriculum development and student placements in northern Canada, Hawaii, Guatemala, and West Africa. As a teacher and an educational leader, Brenda's work has helped shape her university, her community, and nursing as a caring profession.



Bertha Garcia

Department of Pathology
University of Western Ontario

"...Her passion begins with her love for the students and her determination that they have the best education possible—and have fun at the same time!..."

Student welfare is at the heart of Bertha Garcia's teaching, and she works diligently to create a nurturing environment for the many students she teaches and counsels. Students across faculties consistently evaluate Bertha's teaching at the highest level and have recognized this gifted, compassionate, and respectful educator by nominating her for nine of the numerous teaching awards she has received.

Bertha's influence on student learning does not stop in the classroom; she also shares her insights on problem-based learning nationally and internationally. In her role as the Faculty's Admissions Chair, she worked to develop a more equitable admissions process. She was her students' unofficial and then official advisor for fifteen years, and she was one of the key innovators in the Faculty of Medicine's recent curriculum renewal. Her peers comment that these positive changes would not have been possible without her savvy, wisdom, energy, and dedication. As one student writes, "Dr. Garcia's excellence in teaching and administration is one of the reasons I pursued pathology as a career."

**Leo Jonker**

Department of Mathematics and Statistics
Queen's University

Leo the lion-hearted teacher of jumbo calculus classes reflects that "love of subject, of its beauty and power, should be the primary motivation for all mathematics education, and the basis for all communication between teacher and student. At every level of education, our goal should be to help students share the fascination with the subject that first drew us to it. Give the students the time they need, the help they need, and the encouragement they need." Love, time, help, and encouragement: these embody Dr. Leo Jonker's teaching and have led to his receiving an astounding twelve teaching awards.

Of Dr. Jonker's first year calculus course, one of his engineering students enthused that "it is like painting an entire picture for us rather than just drawing one object in the middle of the canvas. It helps us understand the concepts behind the method we are using and the very nature of the problem itself. I walk out of his lectures thinking to myself – Wow! I understand this!" Not only do students love the course but they develop a global vision and understanding: skills that will be useful in all their careers. Leo's activities in research and training graduate students and in serving his community have been equally impressive.

**John Mitterer**

Department of Psychology
Brock University

John Mitterer is known across Canada for his exceptional achievements and tireless efforts to integrate technology into instruction. John has not only worked with cutting edge technology but is on the cutting edge of leveraging technology for effective pedagogical interventions. One of the reasons John has been so successful is his persistent reliance on grounding his practices on sound educational theory.

Dr. Mitterer's impressive array of academic conference presentations, workshops and consultations continue to attract colleagues who are immeasurably enriched by his expertise. While many have been infected by his energy and enthusiasm, his colleagues especially remember the conversations that have followed his presentations. In this regard, John has also given his time generously to his university and to learned societies inside and outside his discipline.

Dr. Mitterer has developed pedagogical materials in a variety of formats including videodiscs, CD-ROMs, websites, and textbooks. He has also published articles in the field of educational technology, even though his primary discipline is Psychology. His emphasis on scholarly teaching has had a tremendous impact on student learning. He has taken on the challenge of successfully teaching very large classes in introductory psychology, which in his own words is his "favorite pedagogical laboratory". This success has encouraged many colleagues and countless students to change their views on issues in teaching and learning.

**Yves Mauffette**

Department of Biological Sciences
University of Quebec at Montreal

At UQAM, he's known as "Mr. PBL." A pioneer in the adaptation of problem-based learning to a field of the basic sciences, Yves Mauffette transformed the whole UQAM bachelor of biology program in 1996.

"Achieving a seamless transfer from traditional courses to problem-based learning required a visionary able to consider a totally different pedagogical approach," confided one of his colleagues. The success of this approach has been greatly, and it has proved to be so productive that Yves Mauffette has been invited to Belgium, France, the United Kingdom and Australia, to assist in implementing PBL programs in a variety of fields.

"Seeing how students in this new program are motivated and curious, how their autonomy and confidence increase, that's what I really like!" Yves Mauffette is also a founding member of CEFRES, the Centre de formation et de recherche en enseignement supérieur, which specializes in training and research for teaching at advanced levels, and Vice President of the Centre d'innovation pédagogique en sciences au collégial, which seeks innovation in teaching science at the CEGEP level. An undisputed leader in the field of educational innovation, Yves Mauffette is also a teacher without equal. In 2002 he was awarded the Université du Québec prize for excellence in teaching.

**Diane Pacom**

Department of Sociology
University of Ottawa

"What stays with you from Diane's courses is that she has given you an exceptional experience that challenged what you thought you knew and it still affects you today, because she has opened a door that defies time."

"Her teaching and her presence are at the top of my list of 'keepers.'" When I think of Diane and the impact she had on my life, a famous phrase of Henry Adams comes to mind: 'a teacher affects infinity – one can never know where her effect will stop.'"

These few quotes attest to the outstanding qualities of Diane Pacom as a teacher, as does the Capital Educators Award, which she received in 2002. A true leader in teaching, Diane Pacom, an outstanding researcher in sociology, decided to create a precedent and was named full professor on the basis of her excellence in teaching. Appearing regularly in the media, Diane Pacom is a matchless teacher and speaker for audiences of all kinds. That was why in 2003 she was the recipient of the first annual Rector's Award for Service to the University through Media and Community Relations.



Dana Paramskas

Department of French Studies
University of Guelph

«Le passage aux nouvelles méthodologies d'enseignement en ligne et l'abandon de la salle de classe vont-ils mener au rejet de l'humanisme chez les enseignants? Pour Dana Paramskas,

l'humanisme est au cœur du nouvel enseignement de l'Pre électronique.
» Dr. Dana Paramskas is truly an extraordinary teacher and scholar. In 1973 she was one of the first to receive an OCUFA Award. She has been a pioneer internationally in the development of on-line language education and computer-assisted second language pedagogy. Twenty-five years ago, she created one of the first computerized French grammar exercises, exercises that are still used on many campuses. In 2002, Dana won an award from the US Continuing Education Association for the best on-line course.

Dana regards second language acquisition as a tool for learning about culture. Her students report that her courses change the way they perceive and act in the world. One student writes that in Dana's course, she learned how dialect could predispose people to prejudice, which has had a life-long impact on her work as a police officer.

Dana is a visionary leader who has presented scores of papers, seminars, and workshops on pedagogy. At Guelph, she is active in numerous committees on teaching and learning.



Andrea M. Rose

Faculty of Education
Memorial University of Newfoundland

For Dr. Andrea Rose, music education is both her work and her life. Her passion for everything musical permeates her speech when she talks about music, and when she expresses it as a violinist with the

Newfoundland Symphony Orchestra and Sinfonia, as the chair of the NSO's Education Committee, as an artistic director of the Festival 500 International Choral Festival, a music festival adjudicator, as co-author of provincial school music program curricula, and as a singularly gifted post-secondary classroom teacher and a pedagogical scholar.

Andrea's strength as a distinguished teacher is the result of an unusual fusion of teaching, scholarship, musicianship, and leadership in her teaching practice. She has an extraordinary ability to facilitate her students' learning through questioning, reflection, and critical inquiry. Andrea is a valued advisor to both students and colleagues and is gifted in her ability to synthesize issues, suggest multiple solutions and generously share both her time and her wisdom.

Andrea is justifiably proud of her role in promoting music and music education in Newfoundland and Labrador: "It is a means to help us understand ourselves and produce our cultural identity." In multiple ways, both cultural and educational, she has touched the lives of many, many people.

Call for Nominations Appel de candidatures

2005 3M

Teaching Fellowships Program Prix d'enseignement 3M 2005

The Society for Teaching and Learning in Higher Education and 3M Canada invite nominations for the 3M Teaching Fellowships Program.

Up to 10 awards, presented annually at the STLHE Conference in June, recognize exemplary contributions to educational and teaching excellence in Canadian universities. Awards are open to all individuals currently teaching in a Canadian university, regardless of discipline or level of appointment.

La société pour l'avancement de la pédagogie dans l'enseignement supérieur et 3M Canada lancent un appel de candidatures.

Dix prix, remis chaque année au mois de juin lors du congrès de la SAPES, soulignent les contributions remarquables à l'avancement de l'enseignement supérieur dans les universités canadiennes. Est admissible toute personne qui enseigne actuellement dans une université canadienne, quels que soient sa discipline et son niveau hiérarchique.

Details: www.mcmaster.ca/3Mteachingfellowships
Deadline/Date limité: Received by March 4, 2005
Telephone/téléphone: (514) 848-2424, ext. 2928 or 2793
Email/Courriel: Arshad Ahmad (arshad@jmsb.concordia.ca)

Banff Summer Retreat: Reflecting on Our Teaching

How does who we are affect how we teach, and how does teaching affect how we are? What does it mean to lead a professional life as a teacher in a post-secondary institution? What aspects of ourselves are the most supported and engaged by the work we do? What aspects are the most threatened?

If you're interested in these questions, looking for a unique professional development opportunity to turn inward and reflect on your teaching with a group of interested colleagues, join Mark Weisberg (Queen's) and Jean Koh Peters (Yale) at the Banff Centre next July for three days of thinking, talking, writing, and walking.

Having facilitated two highly evaluated reflection retreats in recent years, Mark and Jean are looking forward to building on their experience, hoping, as in the previous retreats, participants will explore their teaching through a variety of lenses, meet people with similar concerns and goals, come away with renewed energy for teaching. . . and have fun doing so.

For more information and to register: www.iathe.org/BanffRetreat

Early registration discounts apply. Limited to 30 participants.

Fostering Creative Problem-Solving in a Multi-Disciplinary Environment

Winners of the Alan Blizzard Award 2004

Sponsored by:
McGraw-Hill Ryerson—Higher Education Division
University Affairs, Canada's higher education magazine

Created in 1999, this award honours Alan Blizzard for his significant contributions to university teaching and learning as a founder and developer of the Society. The Award recognizes and encourages collaborative work on teaching designed to increase the effectiveness of learning.



STLHE conference participants hone their problem-solving creativity

Winners of the 2004 Alan Blizzard Award

Daryl Caswell, Diane Douglas, Marjan Eggermont, Diane Howard, Clifton Johnston, Robert Day, Peter Deacon, O.R. Fauvel, Colin McDonald

The Boyer Commission's Report of 1998 called for a restructuring of undergraduate education at large research institutions. The report emphasized interdisciplinary, undergraduate participation in research and the integration of communication skills into course work across the curriculum. At the University of Calgary the recommendations of the Boyer were taken up by the Undergraduate Curriculum Redesign Team. The team's final report, called for a hands-on, inquiry-based approach to learning, particularly for first year students. The Canadian Engineering Accreditation Board stipulates that every student must have real world, team-oriented, open-ended design experience before graduation.

Engineering 251/253, a collaboration of art, engineering and communication, is an interdisciplinary first year engineering design course first implemented in 2002/2003 in response to these challenges to innovate. The course is built around four pillars: drawing, design, communication and teamwork.

All 600 students entering the engineering faculty participate in the course for a full year. Student self-assessments indicate the course succeeded unequivocally in reaching the goals.

This course allows all students entering the faculty of engineering the opportunity to be engineers. It presents students with real world, open-ended problems and requires that they access their own experience. In a working lab environment we are able to challenge students to become independent, intrinsically motivated learners.

It meets the requirements of employers, incorporates inquiry-based learning into the student experience of engineering and retains and fosters creative students. Historically, engineering graduates gained credibility through the management of technology. Now technology is so sophisticated that credibility is founded on an engineer's ability to take initiative, solve problems creatively and communicate ideas both visually and verbally. As educators we are working to reclaim the creative nature of engineering.

The Alan Blizzard Award Call for Nominations



Again this year, the Society for Teaching and Learning in Higher Education (STLHE) invites applications for The Alan Blizzard Award.

This Award for Collaborative Projects that Improve Student Learning will be conferred during the STLHE annual conference held at the University of Prince Edward Island, June 8-11, 2005. Download the application form at the following address:
<http://www.mcmaster.ca/stlhe/awards/alan.blizzard.award.htm>

Submit all copies of the completed application by **January 28, 2005**, to the address below.

La Société pour l'avancement de la pédagogie dans l'enseignement supérieur (SAPES) est heureuse d'inviter les candidatures pour le Prix Alan Blizzard 2005.

Ce prix, qui récompense les projets en collaboration pour l'amélioration de l'apprentissage des étudiants, sera remis aux lauréats lors du congrès annuel de la SAPES qui aura lieu du 8 au 11 juin 2005 à l'Université de P.E.I. Les formulaires sont déjà disponibles sur le web à l'adresse suivante:
<http://www.mcmaster.ca/stlhe/awards/alan.blizzard.award.htm>

Merci d'envoyer les dossiers de candidature, avant **le 28 janvier 2005**, à l'adresse suivante:

Aline Germain-Rutherford
(Alan Blizzard Award/Le Prix Alan Blizzard)
Centre for University Teaching
Université d'Ottawa
621 rue King Edward
Ottawa, ON K1N 6N5

Introduction to Professor Harry Murray

Second recipient of the Christopher Knapper Lifetime Achievement Award

Excerpts from a speech delivered by Christopher Knapper at the STLHE Conference, June 2004

This year, the second recipient of the Christopher Knapper Lifetime Achievement Award was honoured. It seems fitting that the presentation was made by Chris Knapper himself.



Harry Murray

It is a great personal pleasure for me that the second Christopher Knapper award should go to one of my oldest colleagues, Professor Harry Murray of the University of Western Ontario.

Harry is one of Canada's leading researchers in university teaching and learning. Among his huge research output, some of Harry's seminal studies have focussed on the evaluation of teaching and the characteristics of effective teachers. He demonstrated that ongoing evaluation of teaching can indeed improve a teacher's effectiveness. And he was one of the first researchers to send student observers into university classrooms to find out what effective teachers do that distinguishes them from their less effective colleagues.

He has made considerable efforts to communicate the results of his research to colleagues, using a wide range of means, including his many highly readable newsletter articles, his frequent workshops and talks at meetings and conferences (including an early STLHE keynote address), and his famous OCUFA guide to teaching evaluation¹, which is the best short summary of research on the evaluation of university teaching that I know.

Harry was part of the small group that helped found STLHE in 1983, and his wife Shirley was also present at that initial meeting. Harry was also very influential in the establishment of the Teaching Support Centre at Western; serving on its advisory committee for many years.

It was while at Western that Harry developed what I believe to be the first credit course on teaching and learning in higher education for senior graduate students, which he taught for several years, and which has been the model for many similar courses at other Canadian universities. Harry also received an invitation from a graduate of this course to offer it in Singapore. This is a typical example of Harry's generosity in sharing his curriculum and resources with colleagues elsewhere who wanted to build on his pioneering work.

Last but not least, Harry is himself an exemplary teacher, who has won awards at his own institution, as well as provincial and national awards, including a 3M teaching fellowship in 1992. It was Harry and a group of 3M fellows who developed the well-known *Ethical Principles in University Teaching* (www.mcmaster.ca/stlhe/projects/ethical.principles.htm), which have been printed in the tens of thousands and distributed all over the world.

Although he is now technically retired, Harry continues to work on teaching and learning issues, and one of his current projects involves the monitoring of an innovative engineering curriculum at Western. Apart from being a close professional colleague, Harry has been a friend for many years, and he is a wonderful fellow to spend time with.

You will appreciate it would be hard to find anyone better fitted to receive the second Christopher Knapper Lifetime Achievement Award. Harry is a teacher, scholar, and educator who has made major contributions to our understanding of teaching, learning, and educational development, and someone who played a pivotal role in the establishment of STLHE.

¹*Evaluating University Teaching: a review of research (Toronto: Ontario Confederation of University Faculty Associations, 1980).*

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Experiencing the Richness of the University Mosaic: From Diversity to Individuality

Aline Germain-Rutherford
University of Ottawa

Conference Report/ Rapport du congrès

S'enrichir de la mosaïque universitaire: de la diversité à l'individualiste

Aline Germain-Rutherford
University of Ottawa

Thank you to all who came to the University Ottawa to participate in the 2004 STLHE annual conference. As is the custom in this special gathering there was a warm, friendly spirit of intellectual exploration among the participants as they adventured together, for the first time, in a bilingual exchange.. Four hundred delegates came from across Canada as well as from the United States, Australia, New Zealand, the United Kingdom and Belgium. Having the 2004 ICED conference follow immediately after STLHE 2004 enabled us to benefit from the contributions and insights of an unusually large contingent of international participants. As targeted in the theme of the conference, and from the positive comments received, we all experienced and enjoyed "The Richness of the University Mosaic".

Memorable moments together included: the stunning and provocative, and indeed so fundamentally re-visioning, opening keynote address of Claude Lamontagne; the incredible sight of more than 300 conference participants in a university amphitheatre as they buzzed, imagined and built a dynamic model with a sheet of paper at the Alan Blizzard plenary; the panoramic setting at the Museum of Civilisation for the conference banquet and the 3 M Award ceremony; and for those who attended the special 3M dinner, they will, no doubt, always recall with longing the magical feast that the talented Dominic Lamontagne crafted for them. The conference team at the University of Ottawa greatly enjoyed playing host to you all, and at the risk of making a bad analogy in this Olympic year, let us all carry forward the flaming STLHE torch to Charlottetown in June 2005.



Un grand merci à tous les participants du Congrès 2004 de la SAPES qui eut lieu à l'Université d'Ottawa en juin dernier. Comme à chaque conférence annuelle, les échanges furent chaleureux et riches. Ils furent aussi effectués dans les deux langues officielles du Canada, puisque pour la première fois, le congrès fut officiellement bilingue. Merci aux 400 délégués présents d'avoir si gracieusement accepté ce défi linguistique. Profitant de la tenue du congrès 2004 du International Consortium for Educational Development (ICED) à l'Université d'Ottawa les 21-23 juin, le congrès de la SAPES 2004 s'est enrichi de la présence de participants venus des États-Unis, d'Australie, de Nouvelle Zélande, Du Royaume Unis, d'Allemagne et de Belgique. Cette présence internationale, venant se mêler aux voix des dix provinces canadiennes, ne fit que renforcer la qualité des échanges et nous a permis de profiter réellement de la " Richesse de la mosaïque universitaire ".

Certains moments, peut-être plus que d'autres, nous resteront en mémoire : la présentation d'ouverture, puissante et provocante, de Claude Lamontagne, nous obligeant à remettre en questions nos perceptions et pratiques en matière d'enseignement et apprentissage ; le spectacle étonnant de 300 délégués, s'agitant et débattant dans un amphithéâtre universitaire, pour imaginer et reproduire la dynamique d'un mouvement avec une simple feuille de papier. Quelle belle démonstration de pédagogie active que nous firent là les lauréats du Prix Alan Blizzard 2004 ! Le cadre exceptionnel du Musée des Civilisations où s'est déroulé le Banquet de la SAPES ainsi que la cérémonie de remise des Prix 3M. Et tout ceux qui eurent le privilège et la chance de participer au dîner des 3M, n'oublieront jamais, sans nul doute, la symphonie des gofts, des odeurs, des textures, que nous offrit le talentueux Dominic Lamontagne, lors du festin gastronomique exceptionnel qu'il cuisina pour eux. Ce fut un immense plaisir, pour toute l'équipe organisatrice, de vous accueillir à l'Université d'Ottawa, et au risque de tomber dans des analogies douteuses (mais, diantre, qu'importe !), continuons, en cette année olympique, à porter fermement le flambeau de la SAPES jusqu'à Charlottetown en juin 2005 !

La paedia et le pathos

Diane Pacom

Université d'Ottawa

Extrait de la conférence prononcée lors de la cérémonie de la remise des Prix 3M 2004

Je vois mes collègues ci-présents avant tout comme des individus passionnés qui ont fait le choix de centrer leur travail autour de deux axes que je nommerai dans ma langue maternelle le grec : la Paedia et le Pathos. Le premier terme indique l'ensemble des activités d'ordre quasi sacré qui, dans l'Antiquité avait comme but d'introduire de diverses façons les jeunes au cœur de la civilisation.

Aujourd'hui encore je crois que c'est ce qui nous incombe avant tout en tant que professeurs. Nous avons la responsabilité de « civiliser » les jeunes. Autrement dit, de leur faire prendre conscience de leur responsabilité et de leur rôle à l'intérieur de la Cité.

J'ai eu la chance de réaliser tôt dans ma carrière que quand j'étais face à une classe je ne vivais pas une expérience banale, mais que je vivais un moment qui relevait presque du sacré.

Le Pathos se rapporte à la passion qu'il faut avoir par rapport à notre métier. Cette passion de l'enseignement doit nécessairement être accompagnée de son corollaire : la compassion. En effet, en tant qu'enseignants nous devons faire preuve non seulement de passion, mais de compassion et d'empathie envers ces jeunes que la Société nous confie à chaque année.

Quand on pense à l'enseignement on pense fatalement à nos propres professeurs. Et je me dis souvent, que si je suis aujourd'hui qui je suis, je le dois sans aucun doute à une suite d'enseignants qui ont depuis l'élémentaire su faire preuve à mon égard de passion et de compassion. A travers les années j'ai eu la chance de croiser sur mon chemin ces individus remarquables qui ont été des phares pour moi...

Je suis convaincue que mes collègues qui ont su exceller dans leur profession ont accepté cette responsabilité de devenir des phares qui éclairent les plus jeunes à travers leurs différents parcours de vie...

What does it mean to receive a 3M Teaching Fellowship?

Lorne Adams

Brock University

Excerpts from a speech delivered at the STLHE Conference, June 2004

I was asked to address, "What does it mean to receive a 3M Award?"

At convocation at our institution the President addresses the graduating class as they are about to receive their degrees. I have modified it.

"With the award about to be conferred on you there comes a certain expectation that you will continue sincerely in the pursuit of learning and truth and that as far as in you lies, you will promote the interests and welfare of teaching excellence of your university"

My response is "I do."

If I had to sum up what it means to receive this award in a word it would be - OBLIGATION.

An OBLIGATION to our institutions - to be an advocate for high quality teaching and the recognition of such - not just for its own sake, but for the expectation that it should be the goal for all university teachers. That the scholarship of teaching is a meaningful, professional

endeavour, and should be rewarded. That the disconnect between teaching and research should be purely rhetorical.

An OBLIGATION to our colleagues - given my athletic background, permit me an athletic analogy. Some time ago Glen Sather, the general manager of the Edmonton Oilers traded a hockey player named Macdonald. Macdonald had scored 54 goals in the NHL the previous year. When questioned, Sather replied, "Macdonald played on the same line as Gretzky - a fire hydrant could score 54 goals if he played with Gretzky!"

I like to call it the Gretzky Effect. Through his talent, passion, and commitment to always being better, Gretzky elevated the level of play of those around him. The trouble is, no Gretzky, no Gretzky Effect.

We are OBLIGATED to create the 3M EFFECT. We must use our skills, talent, commitment and our passion for teaching, to raise the bar and make those around us better. But we need to do it in such a way that the skills developed are sustainable, reproducible, and will remain long after our departure.

We have an OBLIGATION to our students - to be the best we can be - every day. It is like being an athlete - it doesn't matter what you did last year, last month, or in the other course you taught. It matters what you do today. You can't cut corners!

I worry that some student might come up some day and say, "You obviously didn't read my work!" That is why I read every word... I tell you this in the context of one of my students named Vladimir Spehar.

Vladimir was a student in one of my classes, not particularly large - about 50 people. They had to do a journal entry every week about readings, class activities, reflections, etc. As you can imagine, some were quite lengthy and handwritten (my eyes were better then, now my preferred font size is the same as my waist size!) In the middle of this lengthy journal, I came across the sentence "Lorne, Lorne, Lorne - I can't believe you are really reading all of this. If you are - give me a sign."

At the end of his project I wrote "Vlad, Vlad, Vlad - of course I read all of this. Now you too will read it all. Your mark is somewhere in your paper - have fun finding it. When you do, give me a sign."

When you read the citations of this cohort and of previous 3M winners you will see words like reflective, passionate, enthusiasm, energy, devotion, caring, and even the word love — They are not there by accident.

Exciting Changes President's Report



Julia Christensen Hughes
STLHE President
University of Guelph

It's been a busy few months since we were together in Ottawa. The strategic planning and restructuring of the STLHE steering committee that was accomplished under the leadership of past-president Gary Poole from UBC, have proven invaluable in clarifying priorities and getting work underway. All elected members of Steering have now taken on specific portfolios and much activity is occurring. Before reporting on this activity, I would like to thank, once again, Christian Blanchette, Aline Germain-Rutherford, and the entire University of Ottawa conference team for doing such a superb job at hosting our annual conference, as well as the bi-annual ICED (International Consortium of Educational Developers) conference, on STLHE's behalf, just days later. The pictures shown within this issue capture the spirit of both conferences - the sharing, camaraderie, and celebration.

Celebrating contributions to excellence in teaching - the theme of this newsletter - is a very important part of the Society's mandate. What I value about our awards is not only that they recognize educators who are committed to advancing the quality of learning and teaching in higher education, but that they help foster community within STLHE. Daryl Caswell, from the University of Calgary and one of this year's Alan Blizzard award winners wrote me this summer about the benefits he has received from being an STLHE member.

In his words:

At STLHE, we were able to find not only support for other ways of thinking about education, but constructive criticism as well... We often remark on the rarity of people who "get it" in either education or creative problem solving and design. STLHE represents the highest concentration of those people.

La SAPES sait non seulement soutenir l'innovation en éducation, mais offre également une critique constructive dans ce domaine. Nous déplorons fréquemment la rareté des esprits vifs en éducation ou des esprits créatifs en résolution de problèmes et en conception. La SAPES est devenue le centre de convergence de telles personnes.

Thank you also to those of who support the administration of our awards, in particular, Arshad Ahmad from Concordia who heads up the STLHE Awards portfolio and coordinates the 3M Teaching Fellowships, and Ron Marken from the University of Saskatchewan who has just stepped down from chairing the Alan Blizzard Award committee. Aline Germain-Rutherford has kindly offered to take up Ron's role. A special thank you to our corporate sponsors, 3M Canada and McGraw Hill Ryerson-Higher Education Division. Without their generous financial support these awards would not be possible.

Now to our activities. This summer was spent primarily on transitions - setting up our secretariat in Ottawa, working with Sylvia Riselay and Erika Kustra, both from McMaster University, on the STLHE website and newsletter respectively, and working with members of the STLHE steering committee on their various initiatives.

Sylvia spent much of the summer revamping the STLHE website, in keeping with a design developed by Carole Dence, and it is much improved. Our new site was officially launched in October - thanks Sylvia and Carole! As part of Sylvia's work, the very first edition of our newsletter - dated April 1985 and edited by Christopher Knapper - is now available online. This issue highlights STLHE's fifth annual conference, also held at the University of Ottawa, and mentions that "for the first time some sessions will be offered in French." Fast forward to 2004, where once again the University of Ottawa played an important role in furthering STLHE's commitment to inclusivity,

particularly with respect to bilingualism. The challenge for all of us will be keeping this momentum alive. Fortunately, André Bourret from Université du Québec à Montréal and head of our Inclusivity portfolio, is working on ideas for doing so. And, Margaret Wilson from the University of Alberta, a relatively new member of the STLHE Steering Committee and our Conference and Events Coordinator, has been working on creating a conference-planning manual, which amongst other things provides suggestions for how we can become more inclusive at our conferences. Look for bilingual abstracts and sessions, a special reception for new members, and events for students and administrators in future conferences.

Margaret and I shared the manual with the manual with the PEI team (Shannon Murray, Brent MacLaine, and Philip Smith) when we visited them in late September. We had a wonderful visit and next year's conference is shaping up to be an amazing event. Mark your calendars: June 8-11, 2005. In support of Shannon and her team, Sylvia Riselay and Rich Couto, from the University of Guelph, are working on developing a standardized online conference registration system and membership renewal process that will be available for all future conferences.

As you will see from this edition of the newsletter, Erika Kustra, our new editor, has been hard at work revamping the graphics, layout and content. Alan Wright from UQAR: Campus de Lévis, Publications Chair, and I, are very thankful to have Erika's leadership for this important task. Please let Erika know what you think of the changes she has made.

A significant undertaking that I was directly involved with this summer, along with a sub-group of the STLHE Steering Committee, including Aline Germain-Rutherford (head of our Paternerships portfolio), and Tim Pychyl from Carleton University, Executive Director of the Institute for the Advancement of Teaching in Higher Education (the Institute), was the development of a joint proposal for institutional memberships. The idea for such a proposal was born in Montebello at the 2004 3M Teaching Fellows retreat. The group encouraged STLHE to approach university presidents at the fall meeting of the Association of Universities and Colleges of Canada (AUCC), with a request that they help strengthen the work of the Society through institutional memberships. Such funding was to help us achieve our strategic

President's Report

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directions and enable us to play a leadership role in the development of a national strategy for the improvement of teaching and learning in higher education.

The proposal sought to clarify the benefits of membership, the relationship between STLHE and the Institute, and establish a mechanism for sharing funds. Once drafted, this document was shared with the Council of 3M Teaching Fellows executive and the Educational Developers Caucus for input. Feedback suggested that further clarification is still needed – particularly around the goals and activities of the Institute and the nature of our partnership with them. Ultimately, the decision was made to postpone the fall membership drive. We are now developing a process by which this clarification can best be achieved.

Another important venture, and linked to our Scholarship of Teaching portfolio (headed by Harry Hubball of UBC), is the exploration of collaborative opportunities with both CHERD and CSSHE. David Kirby, from the University of Manitoba, who heads up both of these groups, and I have been in frequent contact over the past several months. One of the initiatives we are planning is a pilot seminar for chairs and deans on the scholarship of teaching. Lynn Taylor from Dalhousie and Teresa Dawson from the University of Toronto Scarborough Campus, have kindly offered to help organize this event. You'll be hearing more about it in the months ahead.

Finally, I am delighted to announce that Dale Roy from McMaster has agreed to provide leadership for STLHE's submission to the Rae Review. Bob Rae, former Premier of Ontario has been appointed to head up a review of the design and funding of Ontario's postsecondary education system. While a provincial concern, it was felt that participating in this review was important in support of our advocacy goals (the STLHE Advocacy portfolio is headed by Gary Poole).

In closing, it has been a busy start to what will inevitably be an exciting and productive year. I welcome your feedback on any of STLHE's activities and look forward to updating you on our progress in the months ahead.

Welcome to the Educational Developers Caucus

Joy Mighty

Chair, Educational Developers Caucus
Queen's University

I am delighted to welcome new members of the Educational Developers Caucus (EDC). As you know, the EDC is a community of practice that works within the aims and structure of the STLHE to facilitate the advancement and evolution of educational development as a field of scholarship and practice. The EDC consists of STLHE members-in-good-standing who have current, former, or imminent responsibility for the planning, organization, or delivery of educational development programs or activities within a post-secondary institution, and who support the aims of the EDC (see <http://www.mcmaster.ca/stlhe/subgroups/edcaucus.htm>).

We normally have two general meetings per year--one at the STLHE conference in June and the other in winter. The next winter meeting is scheduled for February 25 and 26, 2005 at the Donald Gordon Conference Centre at Queen's University in Kingston, Ontario. We hope that you will join us as we continue to maximize opportunities for the professional development of new and experienced educational developers, devise strategies for strengthening the educational development function on our campuses, and add our voices to the escalating national debate about the quality of teaching in higher education.

In the meantime, I wish you all an enjoyable and rewarding term.

Bob Rae, former Premier of Ontario has been appointed to head up a review of the design and funding of Ontario's postsecondary education system.

Society for
Teaching and Learning
in Higher Education



La société pour
l'avancement de la
pédagogie dans
l'enseignement supérieur

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