

Teaching and Learning in Higher Education

Number 49

Spring 2008

Diversity in a World of Learning

Emerging Issues and Challenges in Cultural Diversity

Shibao Guo, University of Calgary
Zenobia Jamal, University of Alberta

Mapping Cultural Diversity in Canadian Higher Education

Canadian universities and colleges are becoming more racially and culturally diverse, reflecting the greater diversity in our society. This demographic change can be attributed to changes in immigration levels and the increasing enrolment of international students. The 2006 Census of Canada reveals that 19.8% of the total population were foreign-born—the second highest in the world after Australia (Statistics Canada, 2007). This demographic change has transformed the student population in Canadian higher education. According to the Canadian Undergraduate Survey Consortium, 16% of undergraduate students who were surveyed self-identified as visible minorities in 2005 (AUCC, 2007).

Canadian universities and colleges also host a significant number of international students. In the last decade, the enrollment of international students has grown rapidly. In 2006, approximately 70,000 full-time students were registered in Canadian higher education institutions, representing 7% of full-time undergraduate students and almost 20% of full-time graduate students (AUCC, 2007). They came from more than 200 countries in the world, including China, USA, France, India, South Korea, Iran, Japan, Hong Kong, Mexico, and Pakistan. Together, these ten countries supply 60% of Canada's international students.



Emerging Issues and Challenges in Nurturing Cultural Diversity

Minority and international students bring their values, language, culture, and educational backgrounds to our campuses adding to and enriching our educational environments. Such profound social and demographic changes have created new opportunities for development as well as challenges for higher education.

One of these challenges is the fear of diversity (Palmer, 1998), partially resulting from a lack of knowledge and readiness to approach cultural diversity. The current curriculum and teaching practice in higher education, characterized by Eurocentric perspectives, standards and values, do not reflect the knowledge and experiences of our culturally diverse student population.

In our daily encounters with cultural diversity we are often confronted with colour-blindness, a point of view that sees cultural, racial, and ethnic background as irrelevant, and assumes that treating all individuals the same will erase issues of inequity and injustice (Solomon & Ravine-Lasky, 2003). Although this view is super-

ficially appealing because it seems to value all individuals equally, it negates the histories, backgrounds, and experiences of diverse cultural groups, and ignores the ways in which these affect their experiences in the learning environment.

The “difference as deficit” perspective is another hurdle that we often face in nurturing cultural diversity. Rather than seeing difference and diversity as an opportunity to enhance learning by using the diverse strengths, experiences, knowledge, and perspectives of students from various cultural groups, the “difference as deficit” model sees diversity ignored, minimized, or as an obstacle to the learning process (Dei, 1996).

Toward Inclusive Teaching

To build an inclusive campus, we have an ethical and educational responsibility to overcome these issues and challenges and integrate cultural diversity into all aspects of university life, including teaching and learning. To achieve this goal, we need to reflect on our daily teaching practices and ask the following questions:

1. What are the cultural and linguistic backgrounds of my students?
2. What challenges have I faced in responding to these differences?
3. Are my teaching methods and strategies working, and do they respect and encourage diversity?
4. How relevant is my course content to my students, and does it incorporate the perspectives and world views of minority groups?

Continued on page 3

STLHE/SAPES Board of Directors

Richard Gale, BC
Margaret Wilson, AB
Kathy Schwarz, SK/MB
Debra Dawson, ON SW
Nicola Simmons, ON Central
Denise Stockley, ON NE
Anne-Marie Grandtner, Francophone QC
Dianne Bateman, Anglophone, QC
Lynn Taylor, NS
Shannon Murray, NL/NB/PEI
Julie Weible, Mount Royal College,
Student Member-at-Large
Peter Wolf, University of Guelph,
Regular Member-at-Large

Ex-Officio Members

Joy Mighty, President
Julia Christensen Hughes, Past President
Alan Wright, Chair, Publications Committee
Arshad Ahmad, Chair, Teaching Awards
Bob Sproule, Treasurer
Alex Fancy, Chair,
Council of 3M National Teaching Fellows
Teresa Dawson, Chair
Educational Developers Caucus
Secretary, Vacant

Electronic Discussion Discussion électronique

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

To subscribe, contact the list coordinator:
Russ Hunt, email hunt@stu.ca or visit
Communication at www.stlhe.ca

Recent Publications by STLHE Members

Successful Science and Engineering Teaching: Theoretical and Learning Perspectives: Innovation and Change in Professional Education is grounded in both quantitative and qualitative educational practices performed over many years. The author tried to include enough background so that the book could be used as a textbook for a course in educational practice in science and engineering.

Kalman, C. (2008) *Successful Science and Engineering Teaching: Theoretical and Learning Perspectives: Innovation and Change in Professional Education* Berlin: Springer.

If you have a recent publication you would like to reference, or have suggestions regarding this Newsletter, please contact the co-editors.

Teaching and Learning in Higher Education Newsletter

Number 49, Spring 2008

Newsletter of the Society for Teaching and Learning in Higher Education/Bulletin de la Société pour l'avancement de la pédagogie dans l'enseignement supérieur.

STLHE / SAPES

McMaster University
Hamilton, ON L8S 4K1 Canada

Email: riselays@mcmaster.ca
Editorial Associates: Joy Mighty,
Rosalie Pedersen and Alan Wright
Assistance: Sylvia Riselay

Spring 2008 Newsletter: “Diversity in a World of Learning”

This issue explores the theme “Diversity in a World of Learning”, and addresses the subjects of cultural diversity, international collaboration, diversity in measuring teaching effectiveness, and various uses of poetry.

Co-Editors/Co-éditrices:

Sandra Bassendowski
University of Saskatchewan
slb638@mail.usask.ca

Corinne Beauquis
University of Toronto Scarborough
beauquis@utsc.utoronto.ca

Sylvia Riselay
Assistant/Layout Designer

Copyright Issues

Material may be reprinted or copied for institutional use within Canada. Please note appropriate credit and, as a courtesy to the author, forward two copies of the reprint to riselays@mcmaster.ca

Diversity in a World of Learning

continued from page 1

In STLHE Green Guide #8, *Cultural Diversity and Inclusive Teaching* (Guo & Jamal, 2007), we explored a number of teaching strategies that can be used in building a culturally inclusive teaching environment:

- creating a positive classroom environment that is inclusive of all students;
- diversifying curriculum content to make it more relevant and meaningful;
- using appropriate instructional and assessment strategies and activities for learning.

We encourage you to consult the Green Guide for further details on how these strategies can be implemented in the classroom.

References

- Association of Universities and Colleges of Canada (AUCC). (2007). *Trends in higher education: Enrolment*. Ottawa, ON: AUCC.
- Dei, G.J.S. (1996). *Anti-racism education: Theory and practice*. Halifax, NS: Fernwood Publishing.
- Guo, S., & Jamal, Z. (2007). *Cultural diversity and inclusive teaching*. London, ON: Society for Teaching and Learning in Higher Education.
- Palmer, P.J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco: Jossey-Bass.
- Solomon, R.P., & Levine-Rasky, C. (2003). *Teaching for equity and diversity: Research to practice*. Toronto: Canadian Scholars' Press.
- Statistics Canada. (2007). *Immigration in Canada: A portrait of the foreign-born population, 2006*. Ottawa: Statistics Canada.

SILENCES IN TEACHING AND LEARNING

LES VOIX DU SILENCE DANS L'ACADÉMIE



"A groundbreaking... (and) risk-taking book"
- Betsy Warland

Silences

The latest publication by the Council of 3M National Teaching Fellows explores many of the silences that inhabit teaching and learning - the deep silence shrouding what is not said, the stifling silence of those who do not have a say, those magical silences when the most meaningful learning can occur.

SPECIAL STLHE 2008
CONFERENCE PRICE: \$20
(TAXES INCLUDED)



After June 21, order online at
www.bookstore.uwo.ca
\$24.95 (plus taxes and shipping)

Bridge Project: British Degrees in Russia

Maria Ponto

Kingston University, United-Kingdom

Following meetings between leaders of the United Kingdom (UK) and Russia in 2004, it was agreed that the UK would help Russian Higher Education align with the Bologna Process. A Bologna Process has existed since the 1960s; however, the most recent Bologna Agreement signed by the 29 European Countries in 1999 aims to standardise European education through the introduction of transferable credits for both Bachelor and Master degrees.

The British Government allocated two million pounds (£2M) towards the Bridge Project and appointed the British Council to manage the Project on behalf of the Department for Education and Skills. The Bridge 1 projects (seven projects in total) were allocated in January 2005. They were followed by nine Master of Science (MSc) and eight Continuing Professional Development (CPD) Bridge 2 Projects in May 2005, and Bridge 3/Bridge 4 Projects in 2006.

I put in a bid on behalf of The School of Nursing, Faculty of Health & Social Care

Sciences (FHSCS) and was awarded £69,000 under the Bridge 1 Project to design, develop, and run a Master's program between Kingston University (KU) and Pavlov State University, St Petersburg, Russia, based on the Master's by Learning Contract. There was only one healthcare project allocated under Bridge 1. I had collaborated with Pavlov State University since 1997 on a number of successive stroke projects and knew the Russian staff very well. This made joint bidding for Bridge 1 possible.

Following the allocation of money, two teams of staff (one in each country) were identified to work on this project. The course was written and validated in September 2006 and now there are two cohorts of students in each country. The project only required the course to run in Russia, but because there was enough interest in the course at Kingston University, we decided to run the course in the UK also.

Managing this project has been a challenge in terms of meeting the regulations of two

different universities, and two different educational systems. Teaching is delivered in English with simultaneous oral translation and slides translated into Russian. There are currently 24 MSc students in St. Petersburg and 19 students at Kingston University. The option of a self-funded Russian placement, offered to KU students, is also proving attractive. This option was offered also to the Russian students and four students visited KU last autumn. The course, so far, has been well evaluated by students in both countries.

The project is coming to an end this year and discussions are taking place regarding future support. The plan is for the Russian teachers to take over all teaching, which up to now has been equally divided. FHSCS would however maintain a consultancy role. Participation in this project has been very worthwhile and FHSCS staff members are keen to continue with their involvement, particularly as we have been very fortunate with the recruitment of highly motivated students.



THE Teaching PROFESSOR
2009 Conference

The *Teaching Professor* Conference joins the best minds from the best schools. This is your opportunity to shine and interact with teaching and learning experts with national reputations.

June 5-7, 2009
Marriott Wardman Park Hotel
Washington, D.C.

STLHE Members Receive 10% Off!

EDUCATE • ENGAGE • INSPIRE

www.teachingprofessor.com • To register, visit www.magnapubs.com/stlhe

Crouching Professor, Hidden Peer Evaluator

Ronald A. Berk

Professor Emeritus

The Johns Hopkins University

Surveys over the past decade have found that 86% of U.S. liberal arts college deans and 97% of department chairs use student ratings for summative decisions. There have also been more than 2,000 studies on the topic.

With student ratings as the near universal barometer of teaching effectiveness, faculty evaluation has been trapped in a metaphorical cul-de-sac. Recently, however, there has been a trend toward augmenting those ratings with other data sources that can serve to broaden and deepen the evidence base (Arreola, 2007; Berk, 2006; Knapper & Cranton, 2001; Seldin, 2006). In fact, more than a dozen other sources have been identified (Berk, 2006).

Among those sources is peer review, which has increased in use over the past several years. Currently, more than 46% of U.S. colleges use peer observation and 37% use peer review of course materials for summative decisions. These results complement rather than replace student ratings. So, why is peer review on the rise? This article examines its rationale, components, and top 10 reasons faculty resist. By the end, you will be able to judge its merits.

Peer Review of Teaching

Rationale

If teaching is to be recognized and rewarded as scholarship, it should be subjected to the same rigorous peer review process to which a research manuscript is subjected prior to being published in a refereed journal. In other words, teaching should be judged by the same high standard applied to other forms of scholarship: peer review.

Two Components

Peer review of teaching is composed of two activities: peer observation of in-class teaching performance and peer review of the instructional materials. Peer observation of teaching performance measures those aspects of teaching that peers are better qualified to assess than students, although there may be some overlap between the

scales. Peer review of teaching materials measures the quality of the course syllabus, instructional plans, texts, handouts, tests/projects, CDs/DVDs, and similar artifacts. This review is less subjective and more cost-effective, efficient, and reliable than peer observations. However, both forms of peer review should be included in a comprehensive system.

Top 10 Reasons Faculty Resist

Unfortunately, there is considerable resistance by faculty to in-class peer review (PR) for some of these reasons and perceptions:

1. Observations are biased because the ratings are personal and subjective (PR of research is blind and subjective);
2. Observations are unreliable (PR of research can also yield low inter-reviewer reliability);
3. If only one observer does a peer review, it is considered unfair (PR of research usually has three reviewers);
4. In-class observations take too much time (PR of research can be time-consuming, but determined at the discretion of the reviewers);
5. One or two class observations do not constitute a representative sample of teaching performance for an entire course (Three PRs are not representative);
6. Only students who observe an instructor for 40-plus hours over an entire course can really evaluate teaching performance;
7. Available peer rating scales do not measure important characteristics of teaching effectiveness;
8. Faculty members believe that the observations probably will not have any impact on their teaching;
9. The observations are a waste of time because teaching is not valued as much as research (PRers of research might agree);
10. Observation data are inappropriate for summative decisions.

Most of these reasons are legitimate, based on how different institutions execute peer

review. Many can be corrected to minimize bias and unfairness and to improve the representativeness of observations. However, there is consensus by experts on reason 10. The confidentiality of the peer review for teaching improvement must be preserved. In fact, 60 years of experience with peer assessment in the military and private industry found that employees accept peer observations when the results are used for constructive diagnostic feedback instead of as the basis for supervisory decisions. If peer review results are to be employed for both formative and summative decisions, those uses must be planned in advance and agreed upon by all parties, with different reports prepared for each decision.

Is Peer Review Worthy of Consideration?

Peer review has been accepted as a legitimate strategy for providing meaningful data for teaching improvement. There are available resources on how to construct peer rating scales (Berk, 2006) and design a peer review system (Chism, 1999). Despite the challenges and limitations addressed previously, it can serve as a valuable source of evidence as part of a multisource assessment of teaching for both formative and summative decisions.

References

- Arreola, R. A. (2007). *Developing a comprehensive faculty evaluation system* (3rd ed.). Bolton, MA: Anker.
- Berk, R. A. (2006). *Thirteen strategies to measure college teaching*. Sterling, VA: Stylus.
- Chism, N. V. N. (1999). *Peer review of teaching: A sourcebook*. Bolton, MA: Anker.
- Knapper, C., & Cranton, P. (Eds.). (2001). *Fresh approaches to the evaluation of teaching*. San Francisco: Jossey-Bass.
- Seldin, P. (Ed.). (2006). *Evaluating faculty performance*. Bolton, MA: Anker.

Poetic Summaries: Skimming the Depths

Nicola Simmons

University of Waterloo

How many times have you started a discussion about assigned readings, only to find that some of the students have not read the material? I always find the student responses frustrating. Their lack of preparation has an impact on the other students as well as on my general response in the classroom. In addition, it often seems difficult to get students reading for deep understanding or greater comprehension of content. While they may claim to have 'done the reading', most have only skimmed the surface.

In 2007, *The Toronto Star* ran an item about finding poetry in newspaper articles (Grice, 2007). The idea is to take any newspaper article and cross out words until all that remains is a 'blackout' poem. I wondered whether I could tailor the idea for the readings in my course. Could the idea of found poetry help students grasp the essence of articles? I tried my plan in the first class to introduce the course readings. I told the students I was going to hand out short articles that they would have five minutes to skim. Their task was to find two or three phrases that identified the essence of the article or that were particularly compelling to read. The students were instructed to find phrases of about five consecutive words that might appear in the introductory or concluding paragraphs in each section.

I then asked the students to form groups of four to six and I gave them five minutes to review their phrases. Although students suggested that they needed more time to complete the activity, I encouraged them to complete the activity within the given time frame. I asked them to choose up to five phrases among those they had selected and to list them in any order they wished on an overhead. Based on the work that the students completed, I have chosen two 'poems' to illustrate the variation in the group responses. Each poem is unique and yet each startlingly captures the essence of the article.

The students' response on hearing the results of the activity was complete silence. In the analysis of the activity, the students

indicated that the technique was helpful in deciding whether an article was worth reading more deeply. Many students came in the next week wishing to discuss the articles further and although I had not asked them to do any additional work with the poems they had gone home and read the articles in their entirety.

In another class, student groups were asked to prepare summaries of book chapters so each student might know which chapter(s) would be useful for their research papers. I asked the groups to try the 'poetry summaries' technique and write their poems on the chalkboard. Suddenly, we had a compelling picture of the diversity of the chapters and students quickly identified

which would be of particular use to them. I am not suggesting that the poetry summaries replace deep reading of an assigned text. They do, however, give students a point of entry to the readings, allowing them to apply their own creativity to reading summaries, and demonstrate that even five minutes can get at the essence of a reading.

*Note—I would particularly like to thank the students in my course 'Reflection on Practice' for allowing me to share their work. I wish space had permitted me to include all the poems. I would also like to thank my colleague, Trevor Holmes, for his helpful comments during the preparation of this article.

Role of Reflective Practice (Stronge, 2002)

Thoughtfulness about one's own teaching
Effective teachers continuously practice self-evaluation
Effective teachers monitor their teaching
Crucial to lifelong learning

By Meredith Arnold, Shannon Hagarty, Katelyn Gray, and Ashley Clark*

Introspective

Reflective practices are crucial
Effective teachers aren't afraid
Continuously practice self-evaluation and self-critique
Thoughtful reflection translates
The process requires open-mindedness

By Justin Dupuis, Tina DaSilva, Alissa Fairbairn, Karyn Humenuk, Kaitlyn Hunt, and Leeann Esposto

Teaching Logs (Brookfield, 1995)

Are conspicuous by their absence
Triggers to your emotional peaks
Events that excite or enrage
Emotional and cognitive rhythms
Help you develop insight

By Marianne Goed, Katie Langenberg, Andrea Kardasz, Bridget Minten, and Amber Zagar

Becoming a critically reflective teacher
You'll become more aware
Confirm or contradict our assumptions
Realize several things about yourself
On his or her consciousness

By Sarah Beckett, Sara Ferguson, Kim Bergsma, Andrew Harwood, and Angela Morin

Postcard Poetry: Teaching Literary Criticism through Creative Writing

Chris Koenig-Woodyard
University of Toronto

For the last three years, I have been offering students the option of submitting a creative writing assignment for English 201, *Reading Poetry*, and English 202: *British Literature (Medieval to Romantics)*—that of a postcard poem. In the gateway courses to the English major, students are introduced to the history of English literature as they build interpretive and writing skills.

The courses attract budding poets and rappers, and I wanted an assignment that approached the study of poetry from a fresh perspective and that fit the mix of English, Drama, and Fine Arts majors who typically enrolled in courses at the University of Toronto at Mississauga. The goal is to connect the students' creative energies to lectures, class discussions, and assignments in the framework of the courses' educational goals. My regular reading of the website *Postsecret* (postsecret.blogspot.com/), an "ongoing community art project where people mail in their secrets anonymously on one side of a homemade postcard," offered a key part to the *Poetry Postcard* assignment. The *Postsecret* authors, it struck me, are poets of a sort.

The physical size of a postcard requires brevity of expression and fosters a poetic and linguistic spirit that I draw upon to encourage students to be evocative, suggestive, musical, and semantically playful as they explore metaphor, imagery, persona, narrative, and versification. The textual and

the visual interplay between the front and back of the postcard guides the imagistic and metaphoric eye of many first-time poets. The postcard image offers possible stories, objects, characters, or events the students can literalize in their poem or write a counter-narrative as they make decisions about persona, point of view, and weight tone and atmosphere.

Postcard Poetry is comprised of three parts—two poems (one a postcard poem) and a short essay:

- 1 Students write a poem of at least 15 lines from a set list of words comprised of simple nouns and verbs—of common objects. The words encourage students to play with ordinary language and break free from conventional descriptions based on natural or logical associations of objects, emotions, and physical actions, and the idiomatic use of language.
- 2 The poetry postcard. Students make or buy a postcard, and write a poem, of at least 15 lines on the back or front of the card. The poem is worked up through several drafts, and is inspired by or responds to the image on the card. This could entail a commentary on the picture on the image-side of the card. As students work through drafts, we discuss writing techniques that grow out of the experience of the word-list poem.

- 3 The final part of the assignment is a short essay about the poetry postcard primarily, and the word-list poem secondarily. The students write about the evolution of their poems, explaining revisions and creative decisions in personal, formal, and interpretative terms. In doing so, students engage the very issues of interpretation and poetic construction that are considered when reading for the courses. The goal of the essay is to encourage students to think about the ways in which their word choice, their construction of persona, poetic narrative, image, and metaphor connect to an audience.

A large number of students enrolled in these English courses write the *Poetry Postcard* assignment; however, not until I led by example and wrote one myself. All of them reported that the assignment required far more time than a conventional essay—up to four times as much. Many students commented that they were happy to invest the time that the assignment brought to life the critical and interpretive skills we were honing in the classes. A few speak of it as a defining experience in their university careers.

Postcard Poetry is an ongoing, online anthology: www.utm.utoronto.ca/~woodyar1/postcard.htm

President's Report

Joy Mighty
STLHE President
Queen's University



I am thrilled to be writing this message for the Spring 2008 edition of *Teaching and Learning in Higher Education* because it signals that one of the harshest and seemingly longest winters in recent Canadian history is, thankfully, well behind us. Spring is an opportune time for reflection on the achievements and challenges of the past academic year and on the hopes and aspirations for the new one. As the harbinger of summer, spring also increases our anticipation of the biggest event in the STLHE calendar, our annual conference. I am particularly excited about this year's conference, hosted by the University of Windsor (June 18 to 21), because its theme, "A World of Learning", so aptly captures the essential diversity of STLHE.

This year's Conference promises to be truly exciting as we explore the implications of global diversity for our post-secondary institutions. STLHE highly values the principle of diversity. Indeed, our mission and strategic directions are firmly rooted in the belief that no one size fits all. We strive to infuse diversity into all of our activities and programs, whether we are advocating for improvement in the quality of teaching and learning, encouraging inclusivity in our

individual and institutional memberships, establishing and maintaining partnerships with other national and international organizations that share our values and objectives, or promoting the scholarship of teaching and learning as one of the many types of scholarships in which our members are involved. We are therefore very excited at the prospect of critically examining during this year's Conference how we might increase awareness of and incorporate the principles of diversity into the structures, curricula, learning environments, and teaching and learning processes in our post-secondary institutions so that all students, regardless of who or where they are, may have an equal chance to learn and be academically successful. I look forward to seeing you and joining your engaging conversations in Windsor.

I especially hope to see you at the Annual General Meeting (AGM) which will be held during the STLHE Conference on Friday, June 20, from 3:45 to 4:45 pm. The diversity that we value is particularly evident at the AGM which provides an opportunity for you to meet the Board members you have elected to represent Canada's geographic decisions that affect the operations of the Society. We greatly appreciate your participation which keeps our Society vibrant and sustains our shared commitment and institutional diversity and to hear updates on the various activities that the Board coordinates on your behalf. It also allows you to participate in important decisions that affect the operations of the Society. We greatly appreciate your participation which keeps our Society vibrant and sustains our shared commitment to enhancing the quality of teaching and learning in higher education. enhancing the quality of teaching and learning in higher education.

If the goal of promoting diversity in a world of learning is the ultimate transformation of

our post-secondary institutions, then STLHE must model the vision in all aspects of our operations, including our annual conference. I am pleased to see that the planning team at the University of Windsor has modelled diversity not only in the selected topics, presentation formats, and speakers, but also in its green conference initiative. I commend the team for seizing the opportunity of the global theme to take steps to minimize our energy consumption and to lighten the STLHE conference footprint on the environment. Congratulations to the University of Windsor on this exemplary initiative!

On your behalf, I also take this opportunity to thank this year's STLHE Conference Co-Chairs, Alan Wright and Pat Rogers, and their extraordinary team of enthusiastic volunteers, for the exciting Conference they have planned for us. I look forward to joining them in welcoming you to "A World of Learning."

EDC Corner

Teresa Dawson

EDC Chair, University of Victoria

I would like to extend a warm welcome to those people who recently became new members of the EDC. One of the hallmarks of any good organization is its ability to keep experienced members interested and to attract new people who will take us forward in different ways. In this regard, it has been a dynamic year for us. It was wonderful to see so many new faces at our annual conference this past February in Vancouver examining the theme, "Spanning the Career of an Educational Developer."

One of the trends I have recently noticed is the unprecedented number of job opportunities arising for educational developers in Canada. Since there is no established "professional qualification" conferring the status of educational developer upon us, this trend continues to highlight the crucial issue of how to attract new members to the profession and support their professional development and training. In short, how do we support and create the next generation?

This question made the theme of this year's Conference particularly timely as the Opening Plenary began with a dynamic new team of scholars, with a fresh vision, studying pathways into our profession.

The Closing Plenary was presented by Gary Poole (Past-President, STLHE)—a person who knows better than anyone how to tell the story of educational development in Canada, and how to help us draw lessons from our history with wisdom and perspective. These speakers, and the many informative sessions and activities, encouraged us to think more creatively about the future—both individually and collectively.

Thank you to Christine Kurbis (Simon Fraser University) and Alice Macpherson (Kwantlen University College), along with their respective teams, for all their diligent work in bringing the Conference to us, in partnership with Alice Cassidy, EDC Executive Vice-Chair, Professional Development.

I am delighted to see EDC represented by an increasingly wider range of institutions, and that this year's Conference partnership illustrated how much colleges, university colleges, and universities have in common when it comes to educational development. The Executive is currently entertaining proposals to host the 2009 conference. Email me at tdawson@uvic.ca if this is of interest to you.

Congratulations to Ruth Rogers (Durham College) and Jeanette McDonald (Wilfrid Laurier University), who have been elected to the Executive as Secretary and Vice-Chair, Communications. Congratulations also go to Janice MacMillan (Durham College), our Treasurer, for presenting a balanced budget ahead of the fiscal year—a real achievement.

I have begun to post my regular reports to the website. Please visit the EDC at www.mcmaster.ca/stlhe/edc.html

Council of 3M National Teaching Fellows

Alex Fancy, Chair

Mount Allison University

These are exciting times! When we meet in Windsor, Ontario in June 2008, we will mark the fifth anniversary of our formation, launch our second book, and move to the next phase in planning our next big endeavour: the National Narratives Project (working title).

On June 18th, 2008, we will hold our sixth assembly, in conjunction with the fifth Multi-national Forum of Teacher Scholars, and proceed to the next planning stage of a project that will bring together groups of teachers who will shape and share stories about critical incidents, transformative moments, and other significant events. Our goals will be to explore the scholarship of teaching and learning, build community, and promote change.

How can it be that five years have passed since forty-two 3M Fellows met in Toronto, Ontario, to discuss formal ways of harnessing the energy and rich experiences of our Fellowship? Thank you to 3M Canada, to the individuals who made it happen, to the individuals who continue to energize the Council, and those who make significant differences at critical moments along the way.

Good luck to Ron Smith, our Chair-elect, and to those who will help him lead the Council: (Arshad Ahmad, Don Cartwright, Maureen Connolly, Ron Marken, Aline Germain-Rutherford and Sylvia Riselay).

And special thanks to Anna Lathrop, Claude Lamontagne, Guy Allen, and Clarissa Green

who have served our Executive Team with commitment, skill, and knowledge.

We hope everyone who attends the STLHE Conference will purchase a copy of *Silences in Teaching and Learning*, at the special Conference rate of twenty dollars.

I am looking forward to seeing you in June 2008!

Message de la présidente

Joy Mighty

Présidente de la SAPES
Université Queen's



Il me fait grand plaisir d'écrire ce message pour le bulletin du printemps 2008 de la *Société pour l'avancement de la pédagogie dans l'enseignement supérieur*, car cela signifie qu'un des hivers les plus rigoureux et, apparemment, un des plus longs de l'histoire canadienne est heureusement terminé! Le printemps est le moment idéal pour réfléchir aux réalisations et aux défis de l'année universitaire qui vient de s'écouler, ainsi qu'aux aspirations pour l'année à venir. Le printemps ne fait pas qu'annoncer l'été;

- il nous signale aussi la tenue prochaine de l'événement le plus important dans le calendrier de la SAPES : notre conférence annuelle. Je me réjouis tout particulièrement de la conférence de cette année, qui aura lieu du 18 au 21 juin, dont le thème de « L'univers de l'apprentissage » concorde tout à fait avec le principe essentiel de diversité au cœur de l'action de la SAPES.

Organisée par l'Université de Windsor, la conférence de cette année promet d'être très intéressante puisque nous étudierons les répercussions de la diversité mondiale sur nos établissements postsecondaires. La SAPES valorise fortement le principe de la diversité. En effet, notre mission et notre orientation stratégique sont solidement

ancrées dans la conviction qu'il n'existe pas de solution universelle. Nous nous efforçons d'intégrer la diversité dans tous nos programmes et nos activités, que ce soit pour promouvoir l'avancement de la qualité de la pédagogie, encourager l'inclusivité chez nos membres (qu'il s'agisse d'individus ou d'établissements d'enseignement), établir et maintenir des partenariats avec des organismes nationaux et internationaux partageant nos valeurs et nos objectifs, ou promouvoir l'art de l'enseignement et de l'apprentissage, parmi les nombreux types d'activités dans lesquelles nos membres sont engagés. Nous sommes donc ravis d'avoir l'occasion d'examiner d'un point de vue critique, lors de la conférence de cette année, les moyens par lesquels nous pourrions mieux faire connaître et intégrer les principes de diversité aux structures, aux programmes, aux milieux d'apprentissage et aux processus servant à l'enseignement et à l'apprentissage dans nos établissements postsecondaires de façon à ce que tous les étudiants, peu importe qui ils sont et où ils se trouvent, puissent avoir des chances égales d'apprendre et de réussir leurs études. J'espère avoir le plaisir de vous rencontrer et de discuter avec vous à Windsor.

J'espère plus particulièrement vous voir à l'assemblée générale annuelle de la SAPES, qui aura lieu durant la conférence, le vendredi 20 juin, de 15 h 45 à 16 h 45. La diversité, qui nous est si chère, sera mise en l'évidence lors de l'assemblée générale, puisque vous pourrez saisir l'occasion d'une part, de rencontrer les membres du conseil élus par vous pour représenter la diversité géographique institutionnelle du Canada et, d'autre part, de faire le point sur les différentes activités que le conseil d'administration coordonne en votre nom. L'assemblée générale permet également de prendre part à d'importantes décisions relatives aux opérations de la société. Nous apprécions grandement votre participation, qui insuffle du dynamisme à notre société et permet de mettre en pratique notre engagement à

améliorer la qualité de l'enseignement et de l'apprentissage dans l'enseignement supérieur.

Si l'objectif de promouvoir la diversité dans un univers d'apprentissage est l'étape ultime dans l'évolution de nos établissements postsecondaires, la SAPES se doit de donner corps à cette vision dans tous les aspects de ses activités, y compris lors de la conférence annuelle. Je suis heureuse de constater que l'équipe de planification de l'Université de Windsor a su appliquer le principe de la diversité non seulement dans le choix des thèmes, des formats de présentation et des conférenciers, mais également dans son initiative de conférence verte. Je félicite l'équipe d'avoir mis à profit le choix d'une thématique axée sur le monde pour prendre des mesures visant à réduire notre consommation d'énergie et à alléger l'impact de la conférence de la SAPES sur l'environnement. Félicitations à l'Université de Windsor pour cette initiative exemplaire!

Enfin, je profite de cette occasion pour remercier en votre nom les coprésidents de la conférence, Alan Wright et Pat Rogers, ainsi que leur fabuleuse équipe composée de bénévoles enthousiastes, d'avoir organisé cette intéressante conférence. Je me joins à eux pour vous souhaiter la bienvenue dans « un univers d'apprentissage ».

Conseil des récipiendaires du Prix national d'enseignement 3M

Alex Fancy
Président

A Windsor en juin, nous fêterons notre cinquième anniversaire, nous lancerons notre deuxième livre et nous entamerons la prochaine phase d'une initiative importante: the *National Narratives Project* (titre provisoire en anglais).

La conjoncture est passionnante! Le 18 juin se tiendra notre sixième assemblée, qui encadrera le cinquième forum sous l'égide du *Multi-national Forum of Teacher Scholars* et, lors de cette rencontre, nous planifierons un projet qui réunira des groupes d'enseignant.e.s souhaitant raconter, rédiger et partager des histoires vécues: des incidents marquants, des événements transformateurs et autres moments importants. Nous viserons l'exploration de l'apprentissage et de l'enseignement, l'évolution de nos communautés et le changement.

Quarante-deux personnes s'étaient retrouvées à Toronto pour élaborer des stratégies permettant de canaliser notre incroyable énergie collective, ainsi que la diversité et la richesse de nos expériences aussi riches que diverses... il y a déjà cinq ans!

Nous exprimons notre reconnaissance à beaucoup de personnes pour leur vision, leur énergie et leur capacité à faire une différence aux moments critiques de cette aventure des plus exceptionnelles. Nous leur devons beaucoup. Et merci à la compagnie 3M Canada, sans laquelle nous n'aurions pu entreprendre ce beau projet.

Bonne chance à Ron Smith, notre Président-élu, et aux membres de son équipe (Arshad Ahmad, Don Cartwright, Maureen Connolly,

Aline Germain-Rutherford, Ron Marken et Sylvia Riselay). Et un grand merci à Anna Lathrop, à Claude Lamontagne, à Guy Allen et à Clarissa Green, pour toutes leurs belles contributions au sein de notre équipe de direction.

Nous espérons que vous achèterez un exemplaire de *Silences dans l'académie*, que nous vendrons lors du congrès de la SAPES ; vous profiterez du prix spécial de vingt dollars.

Rien de plus important, en guise de conclusion, que de féliciter les Professeurs 3M de 2008, et de leur souhaiter la bienvenue !

Le coin du Réseau des formateurs en pédagogie de l'enseignement supérieur

Teresa Dawson
Présidente

Tout d'abord, j'aimerais souhaiter la bienvenue à tous les nouveaux membres qui se sont dernièrement joints à nous. Une bonne organisation se distingue par sa capacité à maintenir l'intérêt de ses membres chevronnés tout en attirant de nouvelles personnes qui l'entraîneront dans des directions encore inexplorées. À cet égard, le Réseau a connu une année bien remplie. Il a été formidable de voir autant de visages jusqu'alors inconnus lors de la conférence annuelle tenue à Vancouver en février 2008, sous le thème « Embrasser la carrière de formateur en pédagogie de l'enseignement supérieur ».

Récemment, j'ai remarqué une augmentation sans précédent, qui n'est probablement pas sans lien avec ce qui précède, du nombre d'emplois offerts pour les professionnels de la pédagogie universitaire, cela partout au Canada. Bien qu'il n'existe aucune « qualification professionnelle » établie qui

confère le statut de professionnel de la pédagogie, cette tendance continue de mettre en évidence la question cruciale liée à la façon dont nous attirons de nouveaux membres et appuyons leur formation et leur cheminement professionnel, ce qui renvoie en bref à notre façon d'aider et de former la prochaine génération. Dans ce contexte, le thème de la conférence de cette année était particulièrement pertinent. En effet, la séance plénière d'ouverture a commencé avec une nouvelle équipe d'universitaires dynamiques qui étudient, avec des perspectives d'avenir différentes, les parcours associés à notre profession. La plénière de clôture s'est terminée avec une présentation donnée par la personne sans doute la mieux placée pour raconter l'évolution de la formation en pédagogie au Canada et pour nous dire, avec sagesse et ouverture d'esprit, comment tirer des leçons de notre histoire. Il s'agissait de Gary Poole, ancien président de la SAPES. Les allocutions ainsi que les

nombreuses activités et sessions d'information présentées lors de la conférence nous ont encouragés, tant individuellement qu'à titre collectif, à faire preuve de créativité à l'égard de l'avenir.

Je remercie Christine Kurbis et Alice Macpherson, ainsi que leur équipe de l'Université Simon Fraser et du Collège universitaire Kwantlen, qui ont accompli avec diligence les préparatifs de la conférence en partenariat avec Alice Cassidy, notre première vice-présidente au perfectionnement professionnel. Je suis ravie de constater que le Réseau des formateurs en pédagogie de l'enseignement supérieur est représenté par un éventail d'établissements de plus en plus large. Le partenariat auquel a donné lieu la conférence de cette année a fait ressortir ce qu'ont en commun en matière de développement pédagogique les collèges,

suite page 15

Call for Newsletter Submissions

Please submit your articles, book reviews, photos, and other teaching and learning news to the co-editors for consideration in the STLHE Newsletter. Submissions must be in accordance with STLHE Newsletter Writing Guidelines and must relate to the issue theme. **The themes are as follows:**

Fall (October/November) - Teaching and Learning with Emerging Technologies
Submission due date: August 30, 2008

Winter (February/March) - Creative Approaches to Teaching
Submission due date: January 3, 2009

Teaching Tip: Teaching Square

Teaching Square is a faculty development program that is simple to implement and nets positive results. The basis of the program is simple. Four instructors from different disciplines (the square) visit each other's classes to observe teaching methods, attitudes, classroom materials, and classroom management. This is a non-evaluative process, in that they observe these classes in order to learn techniques to improve their own teaching.

Afterwards, the instructors get together to reflect on the positive aspects they have learned and how they might implement some of the strategies and techniques they observed. It takes about eight weeks per semester, but the time required by faculty averages seven to ten hours in total.

For more information contact:

Janice MacMillan
Professional Development Facilitator
Durham College
Janice.macmillan@durhamcollege.ca

Maureen Wideman
Sr. Instructional Designer
University of Ontario Institute of Technology
maureen.wideman@dc-uoit.ca

STLHE Newsletter Writing Guidelines

Articles will be reviewed by the co-editors and Editorial Associates, including the President of STLHE and the Chair of Publications. As a general rule, there are some changes for consistency of text within an issue, and for length. Previous issues are available at: www.mcmaster.ca/stlhe/publications/newsletter.html

- 1. Remember the focus for audience is the STLHE Membership**
 - The membership includes faculty and educational developers / instructional developers, but is also comprised of post-secondary administrators, librarians and students.
 - The focus of all material is teaching and learning in higher education.
 - The audience background is very diverse (i.e. many discipline areas, different countries, different levels of experience, etc.).
- 2. Topic**
 - Each issue has a theme. Articles related to the theme will be given preference within an issue, however, some articles of general interest may be included even if they are not related to the theme.
- 3. Tone and Format**
 - The tone should be appropriate for a newsletter.
 - Preference for practical articles with elements that people can use.
 - A strong, catchy beginning to an article is more effective.
 - Paragraphs are generally short, to help with visual scanning.
 - Sentences that are short and in the active voice are generally preferable.
 - Use bullets, charts, or figures when they will help a reader with scanning an article.
 - Headings and sub-headings are helpful, particularly in articles that are over 300 words in length.
 - The article should be easily read by people from a variety of disciplines, so jargon specific to one discipline should be avoided.
 - Spell out all acronyms the first time, i.e. Society for Teaching and Learning in Higher Education (STLHE).
- 4. Length**
 - 300 words to a maximum of 800 words.
- 5. Reference Style**
 - Some references can be included as appropriate (they are not required), but this is not a scholarly paper.
 - Use APA style for consistency within the issues.
- 6. Include a picture if possible**
 - Pictures of the author or of a topic relevant to the article are helpful to readers.
 - Photos and images should be submitted electronically as a tiff or jpeg (300 dpi minimum).
- 7. Title**
 - Include a draft title. This may be adapted, but it is helpful to the co-editors.

International Column

Mathew L. Ouellett, Past-President

Professional and Organizational Development Network in Higher Education (POD)

More and more, education developers are embracing a systemic view of our roles in higher education. We regularly collaborate on a full complement of initiatives spanning our institutions' commitment to excellence in teaching and learning. Examples of such challenges include program and department-based assessment of teaching and related accreditation processes, post-tenure review, diversity, instructional technology and measures designed to address student and faculty recruitment, retention, and success. By nature of the values, goals and skills associated with success in our work, we have created rich, interdisciplinary relationships with a broad range of campus constituents, and have consulted research and practice-based literatures from the natural, social and behavioral sciences and fine arts. However, to date, our relationships with the "first responders" to campus emergencies (i.e., police and medical service providers) and our understanding of the principles and practices that guide them are far less developed and this must change.

Like many of my colleagues, I have kept informed about and taken the time to reflect on the implications of tragic events such as tsunamis, shootings, hurricanes and devastating accidents at the local, national and international levels. Often, I have been privileged to think of these events as distant, isolated incidents. Sadly, this parochial approach is no longer a viable or acceptable perspective. In the American context, a part of this shift in thinking has come from the bookend experiences of my tenure as POD president: the shooting deaths at Virginia Tech University, Northern Illinois University and Louisiana Technical College. And it is also derived from international travel and recent experiences with colleagues in Sri Lanka, which taught me that the impact of the December 2004 tsunami is still unfolding.

Regrettably, we have an increasingly sophisticated understanding of what faculty and instructional developers can offer in the aftermath of such crises. And influential journals and newspapers in higher

education, such as *Chronicle of Higher Education*, are closely following the development of legislation and policies being developed to guide campus-based emergency action planning strategies. While such plans are essential, I suggest that they are not the whole of it. Nancy Polk, our POD colleague from Virginia Tech, has offered that, "...if I had to make one recommendation regarding resources, it would not be something to read, it would be to provide an opportunity or venue for faculty to support and be supported by other faculty." We know intimately the value of community in the aftermath of tragedy—the importance of reaching out and accepting help from each other. I hope that, as members of faculty and education development communities in higher education, we will watch out for each other and help each other to get whatever supports each of us needs in such times.

Such events will continue and, I think, we must also set ourselves to the tasks of developing the research and practice-based skills to proactively provide a scaffold of conscious, intentional and helpful actions before such circumstances unfold. We know that students and instructors alike experience distress in the wake of tragedies. Early results of research also appear to indicate the importance to long term mental health of active coping strategies for use in the immediate aftermath (Silver, 2002). What happens in the classroom can act to ameliorate or, in extreme and unfortunate circumstances, exacerbate that distress. Huston and DiPietro (2007) found that students appreciate even brief facilitated discussions. Useful outcomes are most likely to be achieved if instructors can be trained in best practices before tragedies occur, but most often this is not the case. So, how do we prepare when tragedy strikes?

At the annual POD conference in Pittsburgh, Pennsylvania, we opened a working dialogue to think together and develop resource materials about how to respond to the local, national and international implications of such tragedies (see the POD website). Out

of this meeting some suggestions emerged which bear further consideration (see page 13 for Selected Suggested Practices on the next page). These suggestions are designed both to give direction in the immediate aftermath but also to help faculty and students to find and explore the "teachable moments" accompanying such crises. This summer, we will continue this conversation at the International Conference of Educational Development (ICED) in Salt Lake City, Utah. I invite your participation in the emerging dialogues.

Resources

Huston, T. & DiPietro, M. (2007). *In the Eye of the Storm: Student's Perceptions of Helpful Faculty Actions Following a Collective Tragedy*. In D. Robertson & L. Nilson (Eds.). *To Improve the Academy*. (25). Bolton, MA: Anker Press.

Professional and Organizational Development Network in Higher Education (POD): <http://www.podnetwork.org/resources/crises.htm>

Silver, R., Holman, E., McIntosh, D., Poulin and M., Gil-Rivas. V. (2002). *Nationwide Longitudinal Study of Psychological Responses to September 11*. *Journal of the American Medical Association*. 288: 1235-1244.

This article is part of an ongoing international exchange among the presidents of the societies for teaching and learning from Canada, Australia, and the United States.

Matthew Ouelett's term as president ran March 2007 to March 2008. Virginia Lee is the current president.

Resources for Technology in Teaching

Technology plays a significant role in keeping up with current methods of higher learning and teaching. The following are some of the co-editors' favorite websites to peruse...



Faculty Development Associates

This site provides universities, colleges, and instructional departments with an array of services to improve the accountability outcomes of their instructional programs. The *Tip of the Week* provides practical ideas for enhancing your classroom skills such as "Using rubrics to guide evaluation of student work" and "Bringing your course to an effective conclusion."

www.developfaculty.com/



International Journal of Teaching and Learning in Higher Education

This peer-reviewed journal provides a forum for higher education faculty, staff, administrators, researchers, and students who are interested in improving post-secondary instruction. The journal encourages submission of manuscripts related to higher education pedagogy and the scholarship of teaching and learning across diverse content areas, educational institutions, and levels of instructional expertise. www.isetl.org/ijtlhe/



What Richard Lyons has to say about it: We invite you to access the teaching tips that are posted at www.developfaculty.com. The site also includes an online resources page—a compilation of now over 200 specialized teaching and learning websites, alphabetized by topic. Please feel free to share our resources with both your full- and part-time faculty members, via e-mail or by posting a link on your website.

Innovate: Journal of Online Education

Innovate is an open access, bimonthly, peer-reviewed online periodical focussing on the creative use of information technology to enhance educational processes in academic, commercial, and governmental settings. The site provides both articles and webcasts. Webcasts are free, but email and password registration is required to gain full access. innovateonline.info/index.php?view=event&type=webcast

Share your personal favorites by contacting the co-editors Sandra Bassendowski at slb638@mail.usask.ca or Corinne Beauquis at beauquis@utsc.utoronto.ca

International Column (con't)

Selected Suggested Practices

- Consider developing a set of response guidelines for your center now, before you actually need them. Identify preferred emergency contact numbers, alternative meeting locations, and multiple strategies for communication in times of crises. (You might consider these strategies as technical ones.)
- Understand and explore the expectations that university leaders have for your role(s) in such incidents. In the crises, stay in touch with your senior academic leaders to clarify information and to discern desirable actions.
- Expect role confusion and, as is possible, try to stay in contact with colleagues nationally and internationally for personal and professional support, ideas, and expertise.
- Understand the skills helpful in facilitating emotionally-charged dialogues and identify staff and colleagues on campus that exemplify such expertise.
- The psychological effects of trauma are not limited to those who experience it directly, but resonate across the entire community. People feel these experiences deeply, so consider what may help sustain you while trying to help others.
- In times of crises, people look to structure as a means of coping. Have some general resources in place to distribute to help faculty identify a range of concrete teaching strategies for addressing such issues with students generally, and, where appropriate, in the context of their disciplines.

Visit our partners' websites:

The POD Network (Professional and Organizational Development Network in Higher Education), United States
www.podnetwork.org

HERDSA (Higher Education Research and Development Society of Australasia Inc., Australia)
www.herdsa.org.au

Le coin du Réseau des formateurs en pédagogie de l'enseignement supérieur

suite de la page 11

les collèges universitaires et les universités. Le comité de direction est maintenant prêt à recevoir des propositions d'établissements intéressés à accueillir la conférence en 2009. Si cette idée vous intéresse, je vous invite à communiquer avec moi par courriel.

Par ailleurs, je voudrais féliciter Ruth Rogers, du Collège Durham, et Jeanette McDonald, de l'Université Wilfrid Laurier, qui ont été nommées au comité de direction en tant que secrétaire et vice-présidente aux Communications. Mes félicitations vont aussi à Janice MacMillan, du Collège Durham, qui à titre de trésorière a réalisé un vrai exploit en présentant un budget équilibré pour le Caucus avant le début de l'exercice, ce qui ne s'était jamais vu.

Enfin, j'ai commencé à diffuser mes rapports réguliers pour la SAPES sur le site Web. Nous avons fait une mise à jour de ce dernier, que je vous encourage à visiter à l'adresse : www.mcmaster.ca/stlhe/edc.html

STLHE Green Guides



Short handbooks on a wide variety of teaching and learning issues

- 1 **Teaching Large Classes**
Alan Gedalof
- 2 **Active Learning**
Beverly Cameron
- 3 **Teaching the Art of Inquiry**
Bob Hudspith and Herb Jenkins
- 4 **Feedback: Key to Learning**
Sergio Piccinin
- 5 **Teaching with Cases**
David Dunne and Kim Brooks
- 6 **Teaching for Critical Thinking**
Geraldine Van Gyn, Carole Ford, et al.
- 7 **Creative Problem-Solving**
Daryl Caswell
- 8 **Cultural Diversity and Inclusive Teaching**
Shibao Guo and Zenobia Jamal
- 9 **Leading Effective Discussions**
Michael Potter and Erika Kustra

On Sale Now!

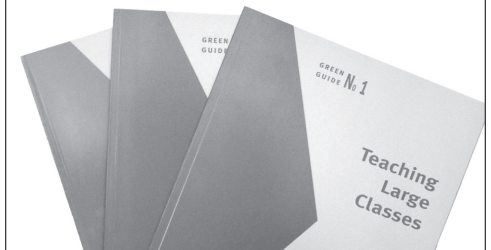
**Special STLHE 2008
Conference Price**

Green Guide No. 9 **Leading Effective Discussions**

Erika Kustra and Michael K. Potter

Discussion-based teaching methods provide some of the most powerful and effective tools for promoting deep learning – yet many discussions are little but sound and fury, signifying nothing. Though based in theory and research, this guide provides a wealth of practical, down-to-earth advice that any instructor can put into practice without delay. Topics include atmosphere creation, group management, facilitation, leadership, and dealing with difficult behaviour.

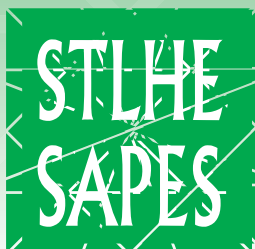
To order: www.bookstore.uwo.ca
The Bookstore at Western



Buy your copy today!

**Available during
the Conference
at the
STLHE Table**

Society for
Teaching and Learning
in Higher Education



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

What's inside?

CONTENTS

Emerging Issues and Challenges in Cultural Diversity	1
About this Issue	2
Bridge Project: British Degrees in Russia	4
Crouching Professor, Hidden Peer Evaluator	5
Poetic Summaries: Skimming the Depths	6
Postcard Poetry: Teaching Literary Criticism through Creative Writing	7
President's Report	8
EDC Corner Council of 3M National Teaching Fellows	9
Teaching Tip—Teaching Square	12
International Column	13
Editor's Corner	14



McMaster University
1280 Main Street West, REF-201
Hamilton, ON L8S 4K1
Canada