



STLHE SAPES

Society for Teaching and Learning in Higher Education
La société pour l'avancement de la pédagogie dans l'enseignement supérieur

2009

STLHE

Annual Report 2009

A letter from our President



Dear Colleague,

I am delighted to share with you this report on the main activities of the Society for Teaching and Learning in Higher Education (STLHE) during the past year. Despite the severe economic crisis affecting our country, 50 institutions chose to demonstrate their commitment to enhancing the quality of teaching and learning by renewing their membership in STLHE, with an additional five new institutions coming on board. At the same time, individual membership grew to 750,

with close to 500 attending our highly successful annual conference, hosted by the University of New Brunswick.

One highlight among our many achievements was the launch of the Canadian Journal for the Scholarship of Teaching and Learning (CJSoTL), a bilingual publication addressing teaching and learning interests of universities and colleges across Canada. Other achievements include the establishment of a special interest group for persons

interested in teaching and learning in colleges, university colleges, institutes, and polytechnics.

I hope you will enjoy reading the following brief reports on our achievements, since they would not be possible without your continued support. I wish to thank you for your role in maintaining STLHE as the organization of choice for advocating for teaching and learning and promoting the scholarship of teaching and learning nationally.

Thank you and best wishes!
Sincerely,

A handwritten signature in blue ink that reads "Joy Mighty". The signature is fluid and cursive.

Joy Mighty

*President, STLHE
Professor and Director, Centre for Teaching
and Learning, Queen's University*

2009 Highlights for the Society

The Society is proud to accomplish its goals through the dedication of its elected Board members, who serve entirely pro-bono and work collaboratively via a number of portfolios, as well as through the many volunteer initiatives undertaken by individual members within its very active community. We also gratefully acknowledge the generous support of our partners and sponsors who make much of our work possible. With successful incorporation achieved last year, the Society took some time, this year, to review and reaffirm its founding beliefs and values and to convey these to its membership.

Membership

The Society for Teaching and Learning in Higher Education is a vibrant community of university and college faculty, educational developers, administrators, 3M National Teaching Fellows, and students. The membership grows steadily—STLHE boasts 750 individual members from 15 countries, and 55 Colleges and Universities support the Society's work through institutional memberships.

Three new Special Interest Groups (SIGs)

Particularly exciting this year has been the dynamic growth of our (now three) special interest groups whose work is featured in the latter pages of this report.

Publically declaring the Society's organizational "pillars"

During the year the following "pillars" of the Society were confirmed as foundational to our mission and goals and have therefore been used to structure this Annual Report

- Advancing the Scholarship of Teaching and Learning (SoTL)
- Advocating for excellence in teaching and learning
- Alliances—supporting the formation of strategic partnerships.

"Between the Tides" at UNB

The Society's Annual Conference at the University of New Brunswick in June attracted over 500 delegates. The title for the conference was intended as a metaphor for the conference theme of dilemmas. Participants explored the various tensions and debates that pull instructors, faculty and administrators in different directions. A unique innovation for this conference was the introduction of four "dilemma teams," comprised of stakeholders from across the country who reflected throughout the conference upon, synthesized, and reported back at the closing plenary regarding, their respective dilemmas.



A new values statement approved by the Board

"As members of the STLHE/SAPES Board of Directors, we will endeavour to act with integrity, to value openness and inclusion but to keep confidence when necessary, to acknowledge our biases and limitations, to be responsible for our decisions, and to be fair and genuine in our words and actions. To this end, we will

- Represent the best interests of the membership and organisation's well-being
- Declare any and all real or potential areas of conflict of interest
- Respect principles of confidentiality when appropriate
- Regularly seek input from our diverse membership, and particularly seek to hear and understand dissenting views, valuing inclusion in all that we do
- Behave fairly and equitably in all STLHE matters
- Be accountable to the membership for all decisions taken."

NEW Website

In 2009 the Society launched its new website, hosted by the University of Saskatchewan. The site offers a dynamic and accessible view and links to the organisation's main activities. We also added a "What's New?" section on the webpage, where we can provide members with frequent updates about the various tasks, accomplishments and projects that are taking place within the Society. www.stlhe.ca



Scholarship of Teaching and Learning

The Society continues to find ways to show leadership in defining the Scholarship of Teaching and Learning (SoTL) in the Canadian context and to help set the national agenda for valuing and advocating for SoTL work.

Defining the role of the Society in furthering the SoTL mission in Canada

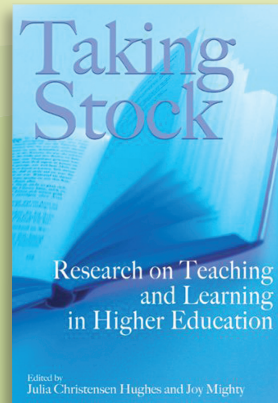
An advisory panel of recognized Scholarship of Teaching and Learning (SoTL) experts has been established to consider how we might best advocate for this key area of scholarship at the national level and beyond.

Leadership in ethical review

One such advocacy initiative involved providing feedback on the "Tri-Council Policy Statement for Ethical Guidelines for Research Involving Human Participants." Comments and recommendations from the Society focused on the sections regarding multi-jurisdictional research, and in particular, the use of listservs and conference sessions to collect participant perspectives. We hope our input will allow these processes to be streamlined for researchers while still following guidelines of ethical care for participants.

Taking Stock

At a provincial level, but with international impact, The Higher Education Quality Council of Ontario (HEQCO) Taking Stock symposium in April 2008 focused on what we currently know about student learning and identifying the gaps in our knowledge and research. This subsequently resulted in the forthcoming volume co-edited by Julia Christensen Hughes and Joy Mighty (past and present Society Presidents respectively) entitled *Taking Stock: Research on Teaching and Learning in Higher Education*.

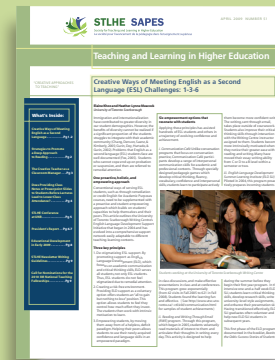


The Canadian Journal for the Scholarship of Teaching and Learning (CJ SoTL)

The Society's soon to be released open access online journal (CJ SoTL), will provide a Canadian venue for SoTL scholarship and peer collaboration. Ken Meadows, University of Western Ontario, is the managing editor; Dieter Schönwetter, University of Manitoba and Dianne Bateman, Champlain College and McGill University are its co-editors. The inaugural issue is anticipated in early 2010.

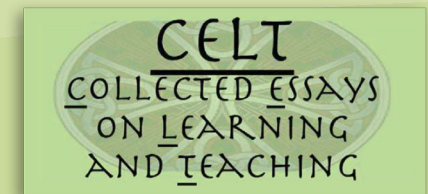
Society Newsletter

The *STLHE* newsletter has now transitioned successfully to electronic publication for two of the three yearly editions. Jeri English has joined Corinne Beauquis as co-editor. Both are from the University of Toronto at Scarborough.



CELT: Collected Essays on Learning and Teaching Volume II

The second volume of CELT (edited by Wright, Wilson and MacIsaac) was distributed at the Annual Conference in New Brunswick. Thirty six articles were published, organized around three themes: Preparing to Teach in a Diverse World of Learning; Enhancing Practice in a World of Learning and Assessment; and Evaluation and Reflection in a World of Learning.



Awards for Excellence

The Society is proud of its awards, which have a very prestigious reputation in Canada and celebrate some of the nation's best teachers, both individually and as teams.



10 new 3M National Teaching Fellows

Announced in the February 2009 special education issue of Maclean's Magazine, the 2009 Fellows recently participated in a four-day retreat at Le Château Montebello in Quebec. Thanks to our sponsors, 3M Canada, the retreat provides the winners with an opportunity to share past teaching experiences and discuss new ideas.

Fellows work individually and collaboratively to enhance teaching and learning at their own institutions and through larger collaborative initiatives supported by the Society.

2009 Alan Blizzard Award

Co-sponsored by McGraw-Hill Ryerson, this annual award for outstanding collaboration in teaching and learning honours the vision, hopes, and service of Alan Blizzard, STLHE President from 1988 to 1995. The 2009 Alan Blizzard Award team comes from University of Ottawa, St. Paul University, and Bruyère Continuing Care. The team's project, "Complex care, complex issues: Innovation in development and content for effective team learning on-line," was chosen from among nine excellent applications.



Society for Teaching and Learning in Higher Education, Statement of Revenues and Expenditures,

for the seven months ending July 31, 2009

REVENUES	General Operations	3M Program	3M Council	EDC	Total
Membership dues - individual	14,914	-	420	3,073	18,407
Membership dues - institutional	44,042	-	-	-	44,042
Corporate funding	-	-	-	-	-
Book sales	1,674	-	-	-	1,674
Conference, net	-	-	-	-	-
Interest and other income	933	-	-	-	933
3M Canada	-	-	-	-	-
Alan Blizzard/Chris Knapper Awards	7,000	-	-	-	7,000
Total revenues	68,563	0	420	3,073	\$ 72,056

EXPENSES

Administration	8,285	-	187	-	8,472
Advertising and selection	-	22,874	-	-	22,874
Alan Blizzard /Chris Knapper	2,843	-	-	-	2,843
Awards	4,522	-	-	-	4,522
Green Guides/publications	38,000	-	-	-	38,000
Management fee/secretariat	8,303	579	489	2,816	12,187
Miscellaneous	-	-	-	-	-
Professional fees	-	173	-	-	173
Program coordinator	886	-	415	25	1,326
Registration and meetings	-	2,500	-	-	2,500
Retreat and facilitation	3,204	492	1,928	1,900	7,524
Travel	-	-	-	-	-
Grant Program	-	-	-	-	-
Silences Book	-	-	-	-	-
Total expenses	66,043	26,618	3019	4,741	100,421
Net revenues	2,520	(26,618)	(2,599)	(1,668)	\$ 28,365

NOTES

Organization

The Society For Teaching And Learning In Higher Education is a not for profit organization. The purpose of the Society is to collaborate efforts to enhance the effectiveness of teaching and learning in higher education. The Society accomplishes this through education, information and a forum for consensus building.

Significant Accounting Policies regarding revenues and expenditures

All income and expenditures are on the accrual basis.

Income Taxes

The Society For Teaching and Learning In Higher Education is a not for profit organization not subject to income taxes.

Fiscal Year

The Board of Directors ratified a change in the fiscal year end to December 31 commencing in 2006.

News from our Constituencies



Council of 3M National Teaching Fellows

The 3M Council was formed in 2003 as an association of the recipients of the 3M National Teaching Award (to quote Maclean's "teaching's Nobel"). The Fellowship is now entering its 25th year and has, to-date, recognized 248 outstanding teachers and educational leaders.

Student Awards – our partnership with *studentawards.com* has provided us the opportunity to reach thousands of students and to share our expertise. Through their website we have been able to respond to students' concerns expressed in their Forum. Fellows have created "nuggets of advice" on issues

ranging from choosing careers to taking notes to succeeding in medical school, all of which will be made available to students through *studentawards.com*.

Narrative Project – following on the publication of *Making a difference: A celebration of the 3M Teaching Fellowship/ Toute la différence: Homage au Prix d'enseignement 3M* (2005) and *Silences in teaching and learning/ Les voix du silence dans l'académie* (2008), we have done dramatic readings from these two books on campuses across the country, at national and international events, and at the inaugural meeting of the New Zealand Teaching Academy in 2008. We have also created a video of a dramatic reading to be used in moving this project forward.



EDC + RFPEs

Educational Developers Caucus
Le Réseau de formateurs en pédagogie de l'enseignement supérieur

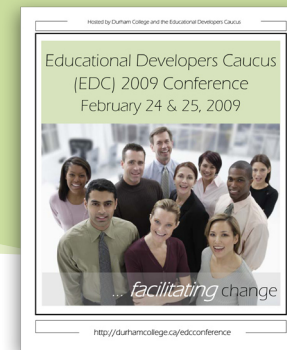
The Educational Developers Caucus (EDC)

With a growing 328 participants signed up for its listserv, the Caucus represents a professional organization for those specializing in Educational Development in Canada. Such individuals often play a leadership role in the learning and teaching centres in their respective post secondary institutions. The Caucus is a collegial community that shares ideas and resources informally in support of educational development nationally and provides professional development opportunities for members, as well as a regular *Resource Bulletin and Grants in support of teaching and learning*. Visit the Caucus at www.edcaucus.com.

New EDC Logo – Also at the Conference the new EDC Logo was launched having been chosen by the membership by e-ballot and the Executive is now in the process of implementing the logo throughout its communications.

EDC Grants – Four new multi-partner projects from a diverse range of institutions across the country were awarded competitive, peer-reviewed grants for the scholarship of teaching and learning in higher education. Abstracts can be found at <http://www.stlthe.ca/en/stlthe/constituencies/edc/Grants/grants2009.php>.

Durham College, Ontario hosted the February 2009 annual winter conference – The conference theme was "Facilitating Change" and the conference itself was groundbreaking in many ways including being the first time that a college alone had hosted the Caucus conference and that there was TV coverage of events.



Special Interest Groups

College Sector Educators Community (CSEC)

Contact: Ruth Rodgers, CSEC Chair, Durham College/OUIT

At present, CSEC has approximately 70 members from coast to coast, representing many different types of college sector institutions (colleges, cégep, institutes, university-colleges etc.), and the group is continuing its active membership drive, including seeking regional representation from Quebec, and a Secrétaire Français.

Laying the organizational foundation

During its first year the group selected an official name, elected a slate of officers and regional representatives, and held its first AGM at the Fredericton STLHE conference.

Website resources

CSEC is beginning to develop its online presence linked to the STLHE website in response to member needs. To date, the group has explored creating subject-specific listservs to support networking and resource sharing, and creating a structure for facilitating teacher exchange opportunities.

Initial steps in creating an award for college educators

Beginnings of the development of the award are in process in collaboration with the VP Partnerships for STLHE.

Teaching Assistant and Graduate Student Advancement (TAGSA)

Contact: Megan Burnett, University of Toronto

The goal of TAGSA is to raise the profile of TA and graduate student development in Canada, and to improve support for TAs and graduate students eager to build their skills as teachers and researchers.

History of the formation of TAGSA

Since June 2008, a group of educational developers, faculty members and graduate students from across Canada has been working to create a Special Interest Group focusing on TA and graduate student development within STLHE. Following an informal meeting at the 2008 STLHE conference in Windsor and a more formal gathering at the University of Toronto in November 2008, the creation of the SIG was approved by the STLHE Board of Directors at the February 2009 Educational Developers' Caucus (EDC) conference and the SIG's first official meeting was held at the 2009 STLHE conference in Fredericton.

Initial plans – involve the development of a broader membership list and an e-voting process for choosing an Executive.

Future plans – include the promotion of an upcoming international conference on TA development, to be hosted by the University of Toronto in June 2010, and helping to provide a greater focus on graduate students at the STLHE annual conference.

The Student Writing Special Interest Group (The Canadian Writing Centres' Association/ Association Canadienne des Centres d'écriture)

Contact: Martin Holock, University of Ottawa

The Canadian Writing Centres' Association is a bilingual community of professionals and groups interested in Canadian Writing Centres. Its purpose is to enable the sharing of resources, experiences, insights, and scholarship in the field in order to enrich the services provided to students in higher education across Canada.

History of the association

The CWCA /ACCE sprang from a round-table discussion at the STLHE Conference in Toronto in 2006. With the discovery of the sheer numbers of those passionately interested in writing centres and in the development of student writing skills, the group sought to create a medium to continue the exciting exchange of ideas, and found support from STLHE as a Special Interest Group.

Activities and highlights

In 2009 the Association ratified its Constitution, organized an Annual General Meeting, continued publication of its on-line Newsletter, and enlarged the listserv membership to 147. Members presented papers and panels at the Congress of the Social Sciences and Humanities Research Association, the Learning Commons Conference, the College Composition and Communication Conference, and, of course, STLHE.

Special Partnerships

The Society is pleased to enjoy close working relationships with several sister organizations that collaborate with us to advocate for key issues in higher education nationally and internationally.

These include:

Canadian Society for Professional and Organizational Developers (CSPOD)

International Consortium for Educational Development (ICED)

International Society for the Scholarship of Teaching and Learning (ISSOTL)

Professional and Organizational Developers Network (POD Network)



STLHE SAPES

**Society for Teaching
and Learning in
Higher Education**

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Conseil d'administration**

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British Columbia

Glen Loppnow
Alberta

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Julie Weible
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Arshad Ahmad
Teaching Awards Coordinator

Bob Sproule
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Ron Smith
*Council of 3M National
Teaching Fellows*

Teresa Dawson
*Chair, Educational
Developers Caucus
Editor, STLHE/SAPES
Annual Report*

**We would like to thank and acknowledge
the following institutional members for 2009**

University of Alberta*
Brock University*
Cape Breton University
Carleton University*
Centennial College
Concordia University
Concordia University College
of Alberta*
Douglas College
Durham College*
Grant MacEwan College
Humber College
Kwantlen Polytechnic University*
Lethbridge College
McGill University**
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* Founding Member
** New Member

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We would also like to thank and acknowledge our sponsors

