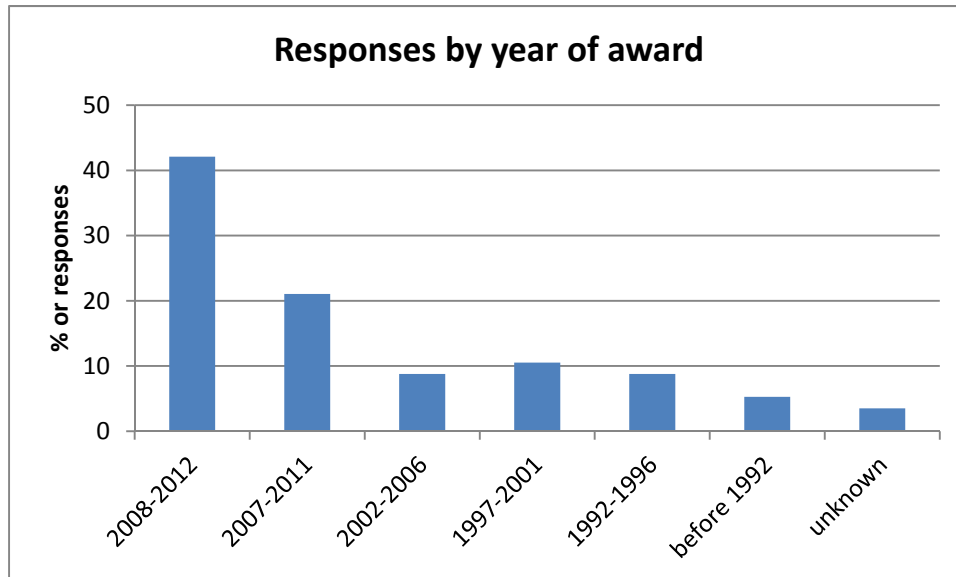


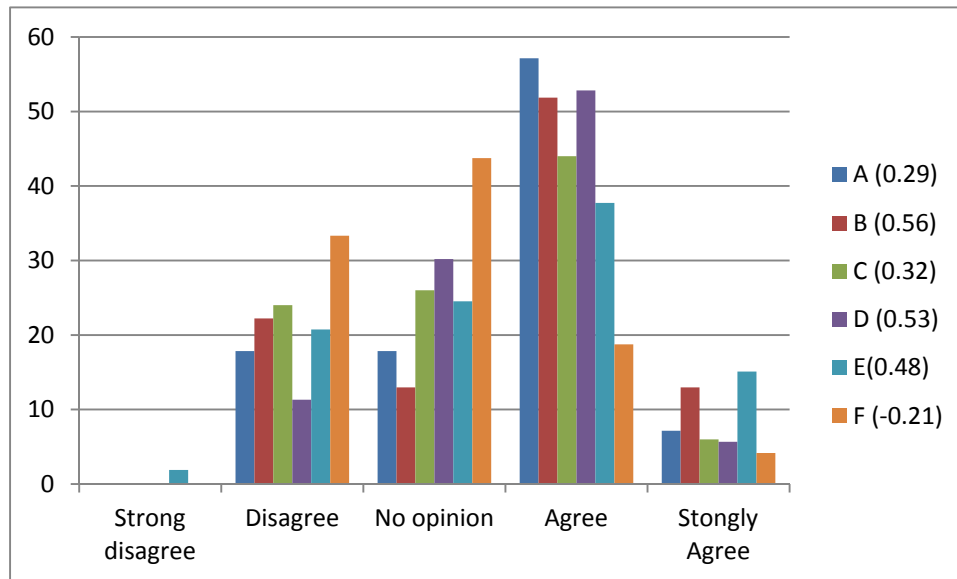
Survey of the 3M Fellows – Preliminary data set (June 12th – 10:00 pm)

Methodology:

This survey is based on the responses of 57 Fellows who responded to the online survey from between May 20 and June 12, 2012. This document includes raw data without interpretation and will be the basis of discussions at the meeting of the 3M Fellows in Montréal-The future is in your hands on Tuesday June 20, 2012. Although there were a total of 57 responses, not everyone responded to all the questions. Questions that asked Disagree strongly, Disagree, No opinion, Agree, and Strongly Agree were scored as -2, -1, 0, +1, and +2 respectively. Numeric averages on these questions are provided in the figure legend and obviously the more positive or negative the score is a consensus. But this must be considered against the distribution that is also provided. Is it a skewed, normal or bipolar distribution is important in considering the basis of the numeric average? (FYI – many Likert scales report only averages and fail to report the distribution that is essential for interpreting their results; both are provided in this analysis.)



Agree to give and hand with...



- A- I'm busy, but I could find some time to help improve the communication strategy of the Council.
- B- I'm busy but I could find some time to help with the mentoring strategy of the Council.
- C- I'm busy, but I could find some time to help with Communities of Practice strategy for the Council.
- D- I'm busy but I could find some time to help with Pedagogy and Innovation initiatives by the Council.
- E- I'm busy but I could find some time to help with advocacy initiatives.
- F- I'm busy but I could find some time to help with partnership and funding initiatives of the Council.

Suggestions

Communications

- Other than what I listed above I don't think I could be of much help. As you can see by the date of my award I have been retired for 19 years and my contacts within and without the university community have diminished markedly.
- I think the questions above have dealt mainly with the communication strategy amongst 3M Fellows. I think there is fairly good inter-Fellow communication, but it strikes me that the communication strategy also needs to reach out to a more public profile. This is where I think strides could be made. I believe strongly in the involvement of communication experts in helping to make these plans and would encourage their involvement in this process.
- No ... not something I know or do well :-)
- I think I need to learn more about the council first before I can make suggestions.
- Perhaps begin by cleaning up the mess that is the leadership (or lack thereof) and the faulty system by which the executive is formed.
- Work with student unions on getting the message out
- Sorry
- Work with TLC and STLHE initiatives
- Regional "point-persons" who contact Fellows in their area on a regular basis. No amount of strategy can replace person-to-person contact.
- "regional/provincial liasons op eds - national and local papers series of ""travelling"" workshops, seminars, dialogues... webinarsvideo production and dissemination through media and social media e.g., ""3M Talks"" (TED Talks) On-campus promotion and advocacy"
- We should make sure that our messages are well edited.
- "Strategies like ""Thank your teacher"" of this year's cohort More letter writing to G&M"
- Maybe bimonthly or twice-yearly communications from Regional representatives of the Fellows. Or, maybe we could empower institutional representatives to provide a communication pathway between Council, Fellows and their institutional Fellows. The latter suggestion may be a way to connect with institutions a little better, also.
- communication is always a bugaboo... so much depends on a sense of connection and intrinsic motivation to be connected. public profile.... i wish we could maximize on the fellows who are in positions to be more influential... even when these positions are term based (eg, presidents, vp's, deans,)
- Design a logo that'll allow 3M Fellows to indicate as such on their business cards - likely to be a conversation starter when cards are being exchanged. (Not sure if this already being done - so my apologies for this is "old news" - I'm a newcomer to the 3M circle). 2) Create a link on iTunesU of presentations/practices/tips by 3M fellows; have an iPhone/iPad app as well.
- The Council needs to stop talking to itself and start talking to the Canadian public and to political representatives.
- I am a new 3M Fellow who is incredibly busy with my work and I am finding it is very difficult to keep up with all the demands for information. It is almost overwhelming to receive so many e-mails and communications. Though I am interested in the 3M mission and consider it to be incredibly important, I am waiting to find out about the whole 3M process and to meet the other 2012 Fellows. It has felt a bit like 'too much, too fast!' I suspect this may be a common experience?

- Are we on Twitter? If not, we should be and should seek to get some of the commentators from major publications to follow. Also, I think consideration should be given to a LinkedIn group for those interested.
- "- Letters and op ed pieces in national print media - Concerted lobbying, federally and provincially. - Keep leaning on university administrators. The 3M Fellowship has a currency they value. Let's spend it on them."
- CBC RADIO
- I didn't know there was a public profile, let alone a communication strategy.
- The national series of adverts last round was a great idea and should be continued

Mentorship

- I feel current and past 3M award winners do as much as they can within their own universities but the process is difficult because the university administrations, by and large, just do not want to give teaching the same recognition as research. My hope is that thanks to the efforts of the STLHE this will change in time. Just DO NOT GIVE UP
- Provide a way for mentors to outline their areas of expertise and for a reach out call to those to be mentored to identify their need. Some sort of mentorship 'dating service' almost. A bit like out SOTL directory within my unit but for mentoring. See: <http://cill.mcmaster.ca/SOTLdirectory/> Both mentors and mentorees could have profiles or mentors have profiles and mentorees select who they would like to work with.
- Help colleagues apply for pedagogical grants, comment on papers, support their applications for tenure and promotions, comment on their teaching
- No ... but am willing to be involved as a mentor!!
- As above - with more time, I may have more answers for this.
- Are those small crawling black suggestions?
- "I think I could be most effective mentoring faculty in my own department/faculty/university since I am very familiar with the issues, expectations, and problems that people face. In this case, mentoring does not require lots of extra time, and that's why I'm able to do it. It could be that some other 3M people think the same. A few notes, I want to put this somewhere: I have not changed a bit since I received a 3M in 2001; if anything, I have been teaching more and got even more involved with my students. I mentor more students than before. As well I have published several papers in education literature about issues in my teaching practice. I have refused several nominations and offers of promotion into administration (deanships, directorships) because such positions would move me away from teaching. I need to keep things in focus: besides teaching (5 courses per year, sometimes more), and my research in mathematics, I have very little time for anything else. "
- Follow the UNB McCain Institute model, which needs a large endowment as start-up
- I need some time to think about this. If a community of practice (CoP) would be part of this mentorship and support strategy, I would certainly be interested in participating. I am involved in a CoP here at the UofS in conjunction with GSR984.
- Need an environmental scan and then an implementation plan. Strike a task force to develop implementation plan
- i) Attempt to find ways to provide more mentoring at conferences and at regional meetings. ii) Work with teaching centres, administrators.
- "Regional[provincial liasons Work directly with Teaching and Learning units throughout universities Online connections, interactions"
- No, I have no suggestions about ants.

- The first phase needs to be a culture change in those institutions where mentoring is not recognized as a positive activity for faculty. After that, we need to engage all the fellows first in local mentoring at their institution or in their local region. They also need to be supported by annual or regional or institutional workshops, perhaps a travelling mentorship roadshow?
- My responses to the questions above are impacted by the fact that I'm just about to receive the 3M Fellowship (in other words, I do mentor and have served in administration but all that has been to date - prior to receiving the Fellowship itself).
- Before people will listen to Council communications, they will have to believe that the Council matters. That is a problem. The Council seems to matter to a few who are already involved. I don't think it matters to people, including award winners, outside of this small group.
- Possible mentoring program in the Atlantic Provinces.
- I am not familiar with the present 3M strategy. I have actually been little involved with STLHE since my 3M award (attended the annual conference once or twice), but have been VERY involved in mentoring and forwarding new methods of teaching at my home institution, at physics conferences, and at departmental invited talks elsewhere. Unfortunately, can't do everything. But, for example, I am a member of a panel of 3M winners at the annual congress of the Canadian Association of Physicists (CAP) next week, titled Challenging the Status Quo.
- I didn't know you had one. Please enlighten me.
- Make a list of opportunities and people willing to serve available

Communities

- "I was very faithful to discussions on list serves for health for a time; where we post a situation and others respond. But I know this is limited to those who make time to do this.
- Could there be another venue other than STLHE to begin face to face discussions...it is in June when I teach summer institutes and attend conferences for my research and also have a lot of family things going on in this month...we could meet somewhere in student residences and pay less and have a meeting format...could be a moving meeting. This may not be possible due to teaching and research commitments of others...just personally June does not work."
- I am too far and too long removed from academic life to have any influence
- I wonder if you need to think about what you want from the Communities. We have a resource on this page that summarizes the CoP literature as of 2011 - you might find it helpful. We also have some guidelines from Chairs of the CoP - we found Chairs were essential to the sustainability of the CoP. Here is the link and the two items are pdf documents listed under Resources at the bottom of the page:
http://ccl.mcmaster.ca/pedagogy/programs/communities_practice.html
- About compiling a data base which lists the name of the 3M Fellows and the area that they have some expertise, and willingness to share it
- "Witin the Engineering Education sphere, I have been active in creating the Canadian Engineering Education Association. We are about to have our third national Conference. We have become incorporated as a not-for-profit corporation. Our first meeting as a corporation will occur in Winnipeg this June and I will pass from the role of ""advocate"" to president. This fits into the teaching mandate, but only witin the engineering sphere. As a pending retiree, I feel that I am fast approaching my ""best before"" date"

- "As I noted above, I would like to give this strategy of a Community of Practice further thought. CoPs are, in my judgment, very little used in academic/teaching/pedagogy activities among faculty, though CoPs seem a 'natural.' My concern, then, is to figure out what the barriers or reluctances or indifferences are -- when the potential seems large for collaboration, a sense of fellowship, learning, and concerted action."
- Do it soon and spread the word in many ways
- Identify Fellows who will take the lead in their university.
- "Keep lists and contact info. up to date and available through website
- Establish regional steering groups of Fellows who are interested in help establish, develop...identify one or two provincial reps to start Support these initial gatherings/focus groups (so not dependent on attendance at a specific conference)
- Chapters!!!
- It really requires at least one champion at every institution or region that other people can connect with.
- Answers impacted by the fact that I'm just about to receive the Fellowship (Qn 21 for example).
- I think it is true of me and of others that we will involve ourselves in Council affairs so long as the Council matters. I don't think the Council has ever mattered to more than a few who are deeply involved in it. The Council needs to make itself matter. This is not an easy issue. As is, the Council has a reputation for wasting people's time. The Council earned this reputation by staging events that gave a poor return on time invested and by sending out communications that people felt had no real substance. The Council has seemed to suffer from a kind of organizational narcissism. The Council needs to somehow get outside of itself to progress. If it cannot do this, it has no substantial purpose.
- Even though this is of interest to me, I am very hesitant to volunteer for anything right now. I am finding myself carrying a very large load at this time and it may not be possible for me to take on anything more outside my own university.
- I sometimes wonder whether a set of well thought out and relatively short (20 min?) sessions on topics could be planned and offered to Canadian Universities via Skype or Webinar.
- A lot of this is already occurring through the Education Division of CAP. Also, there are well developed Physics Education Research groups at various universities that have done much to develop teaching strategies for physics, founded on evidence-based research. I believe these efforts are best developed through a discipline-based approach.
- I am not sure what you mean by this.
- Webinars and sessions run as support groups - the equivalent of an electronic (asynchronous) brown-bag lunch meeting or the virtual glass of wine at the end of the day

Pedagogy and Innovation

- "for me, I thrive on presenting descriptions of teaching and learning, that then ask for discussion on it, then later solutions or ways of acting or action on it. Recently our faculty was asked by undergraduate students to present on Kindness in teaching. I was asked to lead this and put

together a team of all levels of staff. We started by lit review, mapping field and then did a PREZI to show what we had found. We want to move forward on this initiative...I am trying to find ways to do this activating all levels in faculty and some interdisciplinary stuff...but it does sit on my back burner right now. Because it was community of students' request, I need to act, take the next step. Interestingly, lit reviews consistently take us back to ethics and morality, do no harm, etc. We do not often think of this as instructors and professors; rather we instill it in our students for their patients/clients/families/ communities. I am thinking of moving this forward into some research...BUT this is what I would like to discuss with my fellows at the moment."

- hold a separate 3M Fellows conference/workshop on this topic so that we can share/exchange best practices/ideas - and then synthesize for the website. Could be organized in conjunction with STLHE - or at another time.
- Have been away from teaching too long
- nationally? locally??? internationally???? sector wide or institutional specific or discipline specific??? For this I have more questions than answers so I am not sure I have a lot to contribute until I understand better what you are trying to accomplish.
- Support the implementation and evaluation of alternative delivery systems, such as hybrid or blended courses
- I have things I have tried that I would like to share, but I am also excited to hear about what other fellows are doing.
- Select key areas for a national strategy (e.g., learning outcomes; threshold concepts)
- Help to develop more effective learning abroad strategies with others interested in this type of pedagogy
- Within the Canadian Engineering Education Association we have focused on pedagogy associated with design and the attributes that have been mandated by the Canadian Engineering Accreditation Board. Within the university we have had this same focus
- "Again, I need to think about this area. My reading as well as engagement with the Alan Blizzard Award submissions and award recipients have allowed me to learn of some remarkably innovative projects, programs, and dedicated faculty. Student learning outcomes were encouraging. I have a strong interest in figuring out how to diffuse these pedagogical innovations."
- Get the Philosophies and Strategies onto the web!
- We need to develop a culture that thinks about learning outcomes and then designs learning opportunities around those hoped-for outcomes.
- Same response! I am very interested in pedagogy and innovation but may have to direct my energy at my own university context until the load changes.
- Am working at the national level on an initiative to improve pedagogy and innovation in post secondary science education. it would be good to see linkages to the 3M Council
- Hold sessions on pedagogical sessions that are like TED talks

Advocacy

- Would move forward and outward if I could attend a conference or series of meetings to discuss how best to do this, develop strategies. At the moment, time does not allow I do too much personally to educate myself.
- NO
- again, defining what to advocate for and what success will look like I think is necessary before I can help here. I may understand this better following the afternoon meeting in Montreal.
- "Using Teaching Centers to advocate from within about the visible aspect of teaching. Collect students' testimonials, and make a splash"
- With CAUT, if they could focus on important matters like teaching!
- Aagain, see 25 and 27. This is isolated I know, but pending retirement and by pending 72 birthday are both real constraints.
- Again, I need to think about this. I consider Advocacy to be the primary point and function of the 3M Council. In this respect, there is a high degree of alignment between what STLHE is about and what the 3M Council is about. How do we change the academic culture -- locally and nationally --so that teaching and students' learning are priorities? To use Kim Nossal's powerful phrase in a question, how do we put a dent in the "cult of research intensity," so that some obsession might be for teaching and students' learning?
- Need to do an environmental scan first to see who is doing what , what is the menu, and how to capitalize on expertise already available.
- Organize regional events/meetings of Fellows to work on "local" challenges
- To advocate, the Council first needs to understand what it represents and what it will advocate. Council cannot advocate the importance of higher education. That's too general and means almost nothing. The Council needs to enter the absolutely critical debates taking place in government, in the universities, in the streets (!).Its positions might be controversial But it's the only thing worth doing. The Council, if it is to matter, must be willing to tangle and disappoint some people, including some fellows. Unless you piss some people off, you're not doing anything.
- Again, I am not sure this is the right time for me to engage in more advocacy, but perhaps in the future, after I understand the 3M mission a bit more and cleared the load I will be available.
- General policies must be established for the assessment of teaching for promotion, particularly in senior ranks.
- I think it would be critical to get media more heavily involved as first step. I suspect others know better than me how to achieve this. I think that the association of universities should continue to be a priority too.
- Advertising strategy, Television campaign - perhaps a Steve Paiken or a George Strombouloupoulos type of media campaign, Let's get on the National !

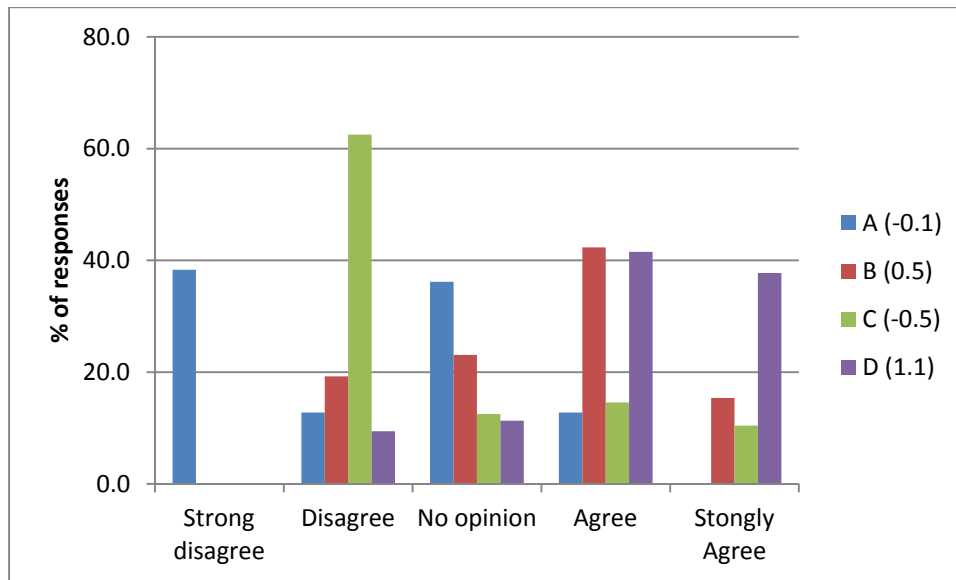
Partnership

- "We have a Teaching Learning Enhancement Fund request for applications in February every year. Unfortunately, they are first vetted in the faculty they come from and numbered. So those

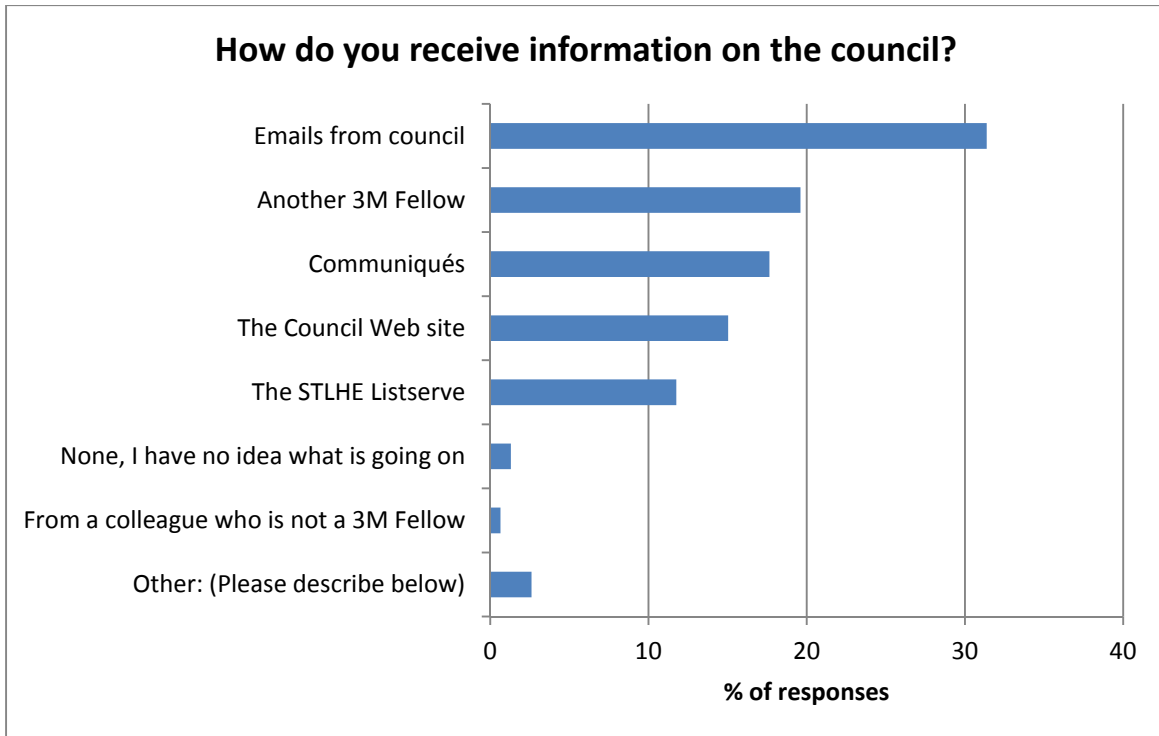
applications that are based on what the faculty prefers to be investigated are numbered 1 and 2...this is within the funding range. But broadly...I have been investigating CIHR alternatives. To date the IPPH will fund education initiatives if they are based and planned around the social determinants of health or an equity model. This is my research area, so I could try something there...would need a think tank, smile."

- NO
- I think b/c I am involved in STLHE and TLC partnerships and funding initiatives that this might get messy if I was also involved here.
- I do not know much about this, but about approaching banks, sports teams, some departments of the federal government
- "When we created CEEA we approached Deans for ""Founding Faculty"" support and academics for ""Founding Member"" support. We were reasonably successful and we now seem to be on the road to financial stability. Clearly we will need to provide our members with ""value"".
- In addition, I am a Board member for the APEGM Foundation. This profession sponsored Foundation is in the process of establishing an endowment fund with the goal of growing to the point that we can provide funds for capital projects associated with engineering and geoscience programs in the province. The Foundation originated when the profession sought a legal means of supporting a capital funds drive for a new Engineering Building on campus. We now intend to take a longer term perspective, but continue to focus on capital fund support."
- "Again, I don't have suggestions now. We do, however, have to building partnership with funding. The 3M partnership has been fortuitous.
- Identify foundations that could be approached.
- "AUCC? Globe and Mail?"
- When the Council matters to something besides itself, funding initiatives will flow logically from the Council's positions. Before the Council can attract funds, it must represent something. If the Council does cannot come to represent something, it should disband.
- I am sorry but I cannot make any suggestions at this time.
- This is always hard. I mean the obvious I guess are publishers, foundations. I really don't have a good idea.

Communications:

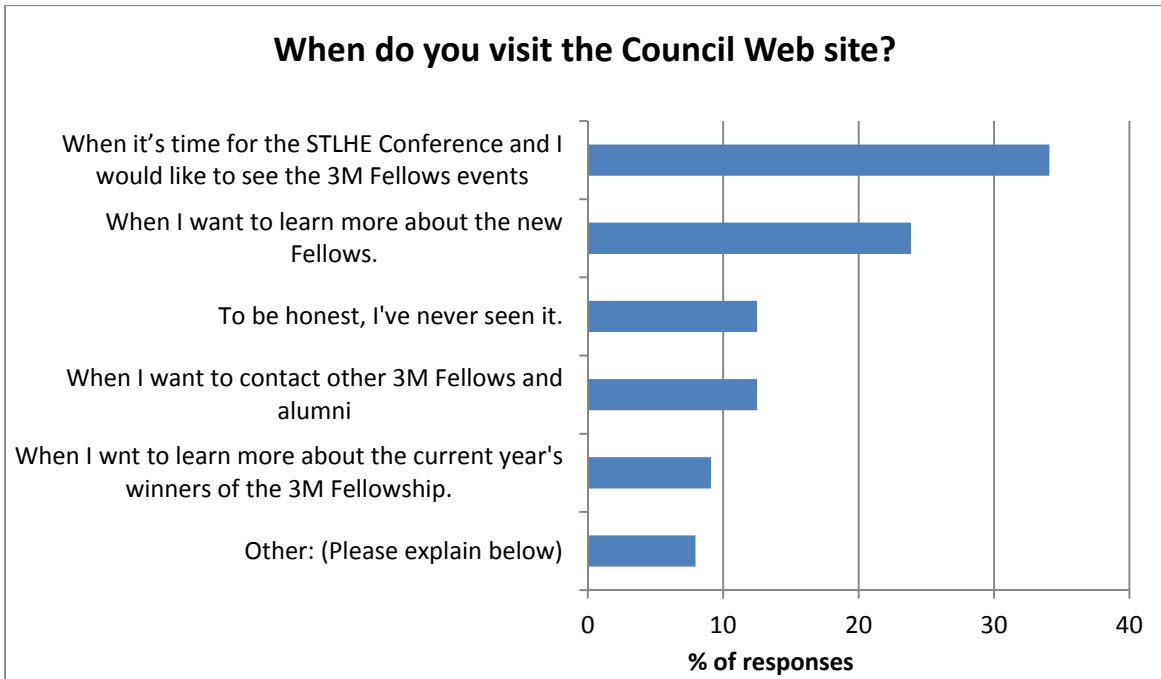


- A - I find that I am not fully informed of the activities Council of 3M National Teaching Fellows.
- B- I would like to be better informed about the activities of the Council of 3M National Teaching Fellows
- C- Receiving a monthly email identifying the Council's initiatives is unnecessary; I can easily find this information if I need it.
- D- The 3M Council of National Teaching Fellows is a best kept secret, outside of institutional publications of their numbers of winners, and we need to have a better public profile.



Other:

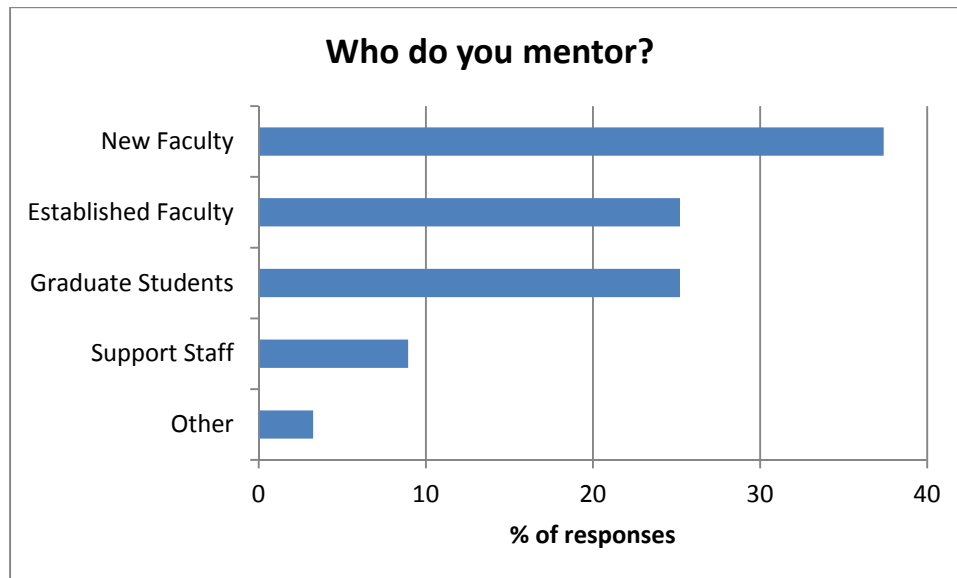
- HI, I do follow all communiques when I can but find I get bogged down in academic work and have to prioritize student and teaching communiques first, then research activities and the services I do for the community. I find I can be very informed if I just keep up with things; Sylvia fantastic at this.
- I am pleased that the Council has managed to enlist the resources of Macleans Magazine to publicize 3M Award Winners. I think this is an excellent way of bringing the concept of Excellence in Teaching to Canadians. Perhaps more could be done but the only suggestion I can make at this time is to also enlist the power of the local press and publicize the idea of excellence in University Teaching for people who do not read Macleans. In my own particular case neither the university public relations bureau nor the local press thought the event was newsworthy.
- As a current STLHE Board member, I am kept abreast of the happenings of the 3M council :-)
- Some conversation among 3Ms at University of Saskatchewan. Fits under #5 option above, but includes informal conversations, a panel or two, and occasional visits over coffee.
- I find out what is going on by asking others, should consult the website more, and like the idea of a BRIEF monthly e-mail update.
- In the past I have not sought out the information nor have I received any.
- Activities of the 3M Council have been briefly reviewed at UBC-Vancouver's Committee of 3M Teaching Fellows, a group that began here in 2010-11 and that meets three or four times a year.
- The STLHE Newsletter



Other:

- I am still in the learning phase, but I imagine I will use the site more in the future.
- On occasion
- When I ran for Council.
- Started seeing it only last year.
- The website is one of the most important ways to communicate with 3M Fellows
- When I want more information on a 3M initiative
- Helping faculty w/ the nom packages
- I sometimes click on the link by accident.

Mentorship and Support



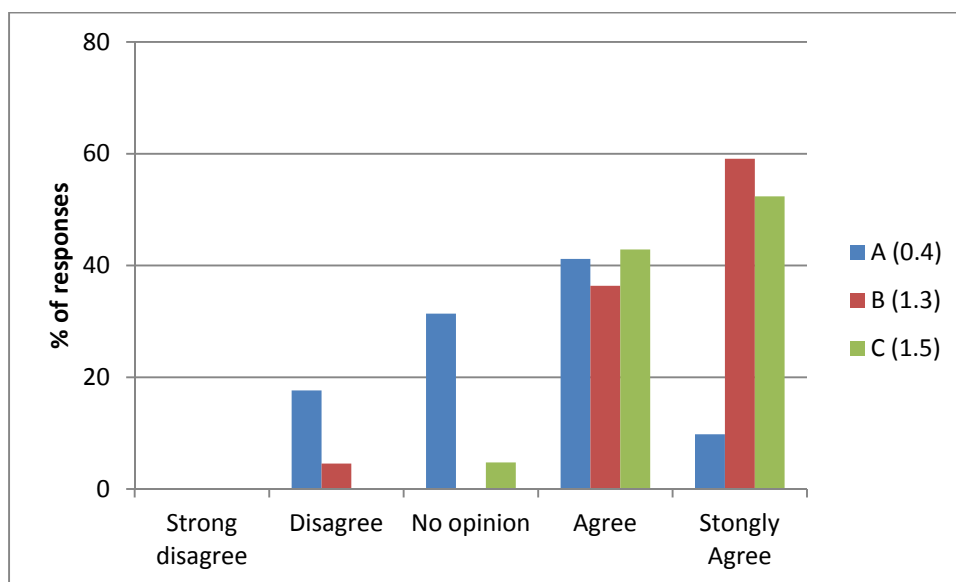
Other

- Faculty members from other departments and disciplines mainly on how to be respectful to students: odd this is so very hard in others first to recognize they are not doing it, and second, to remedy it is usually very simple straightforward 'stuff'
- when I was active within the university I mentored many people through the university teaching and learning group and via seminars and workshops. And in 2008 I had the good fortune to have an award for outstanding work in Sessional lecturing named after me. Hopefully, the latter will encourage lecturers to strive harder to achieve at that level.
- Engineers-in Residence
- Please note that I am now in my 7th year since retiring as a faculty member in June 2005. I am involved in several UofS projects and in contact with the Gwenna Moss Centre for Teaching Effectiveness. I am one of a core group of 5 retired faculty doing GSR984 - Thinking Critically: Professional Skills for Global Citizens (Winter term; 40 graduate students). I am also on the CJSOTL Editorial Board and a regular reviewer for CJSOTL. I continue to read extensively about teaching and learning -- both books and articles. Likely vicarious joy of teaching without marking. For 6 years I was a member of the Alan Blizzard Award committee, chairing it for 4 years. I stepped down last June, 'shadowing' with new chair this year. In light of the item 11 below, for which there is not a space to note: I served as a full-time senior administrative at St. Thomas More College, University of Saskatchewan from 1990 to 2000. I returned to full-time teaching in 2001 until I retired in June 2005. Ironically, the years of administration greatly strengthening my teaching and attention to students' learning. Bigger frame, along with concern about students' leadership. I received a 3M in 2005, my final year of teaching. Unexpectedly nice way to go out!
- senior admin, senate committees
- I have acted as an official teaching mentor for members of our Faculty for three years and enjoyed it a great deal. I am very interested in mentoring.
- undergraduate tas
- This whole mentoring business is a can of worms: please define the term very carefully. I work with people on a daily basis. Some actually claim I have mentored them. Others claim me as a mentor. I am very careful how I use the term and I do not trust mentoring relationships.

Additional results

- 43% of 3M award winners are in administrative positions and are in the following positions:

| | | | |
|--|----|--------------------|---|
| Departmental Chair | 12 | Assoc. VP Academic | 1 |
| Assoc. Dean | 7 | VP Academic | 0 |
| Dean | 0 | President | 2 |
| Director of Teaching Centre | 6 | Other | 5 |
| Other: Director of an undergraduate program, Head of a chemistry research centre, Assistant Vice President, Graduate Studies, NSERC Chair in Design Engineering. I was the Associate Dean (Design Education), Vice Dean, Education for our Medical School, Assistant and then Associate Head -- Curriculum Planning (2008-ongoing) | | | |

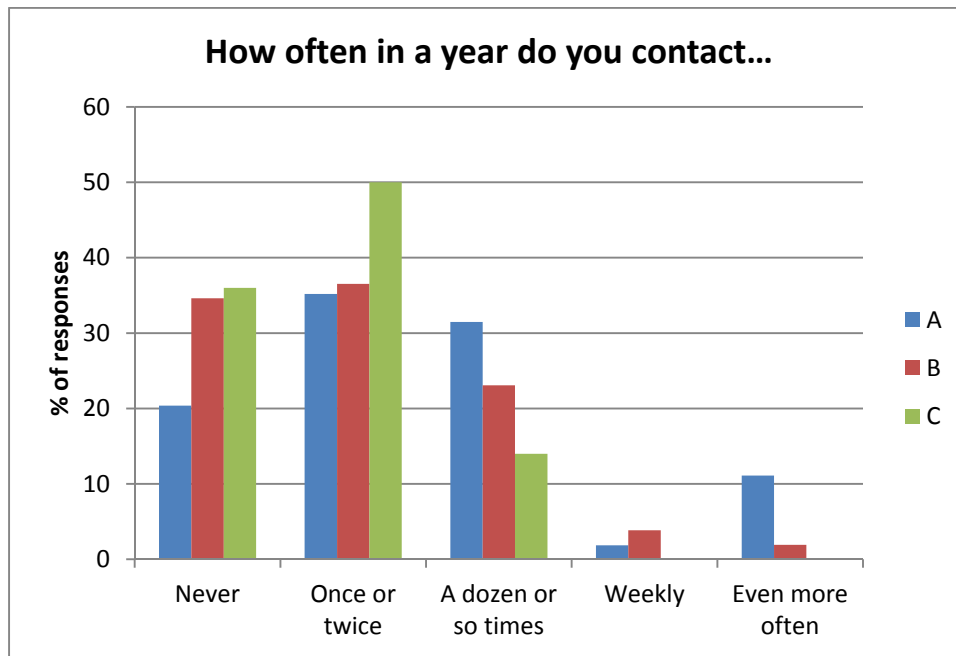


- A- After being awarded my 3M National Teaching Fellowship, I find more people attend my teaching sessions
- B- as a 3M fellow in an administrative position, I help to make teaching count in hiring, tenure, promotion and career progress decisions
- C- As a 3M Fellow in academic administration, I am involved in mentoring faculty/instructors

| Mentored Faculty per year (5 Year average) | count | % |
|--|-------|------|
| None | 2 | 6.5 |
| 1 or 2 | 14 | 45.2 |
| 3 or 4 | 3 | 9.7 |
| More than 4 | 12 | 38.7 |

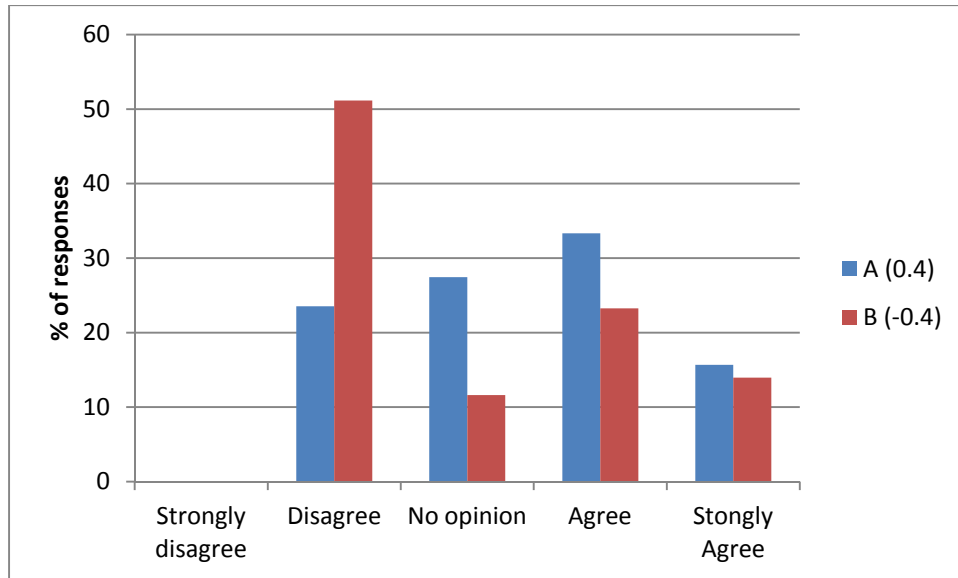
- 65% of 3M Fellows mentor outside their university

Communities of Practice



Contacting other 3M Fellows

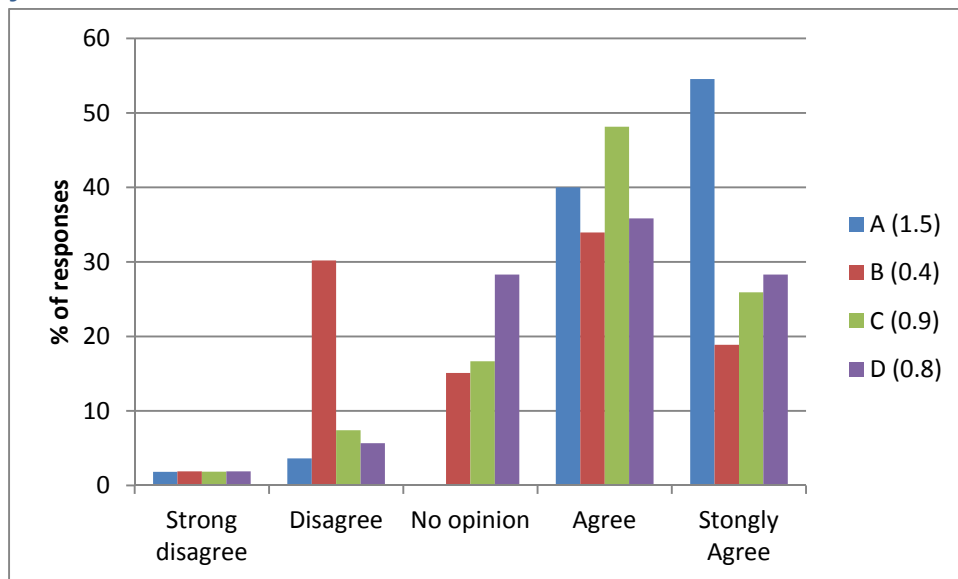
- A - How often in a year do you contact another 3M Fellow in your university?
- B- How often in a year do you contact another 3M Fellow in a neighboring university?
- C- How often in a year do you contact another 3M Fellow from your cohort?



Disagree/Agree questions (Numeric average in legend)

- A- I'm busy but the chapters are something I would be interested in.
- B- I have a number of concerns about where my university is going in terms of effective strategies for learning by our students but I really have no one else that shares my concerns.

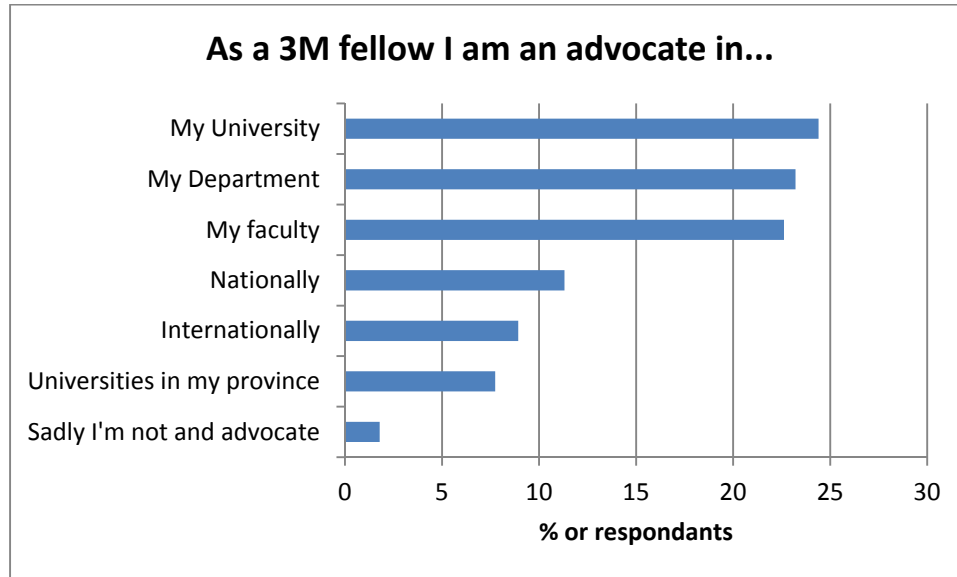
Advocacy



Agree/Disagree questions

- A- Advocacy is an important role for the 3M Council.
- B- In the absence of a national strategy for higher education, we must focus our efforts at the provincial level.

- C- If we are to be effective advocates for post-secondary education, we need to make better links and alliances with the support staff where we teach.
- D- If we are to be effective advocates for post-secondary education, we need to make better links and alliances with local, provincial and national student federations.



Briefly explain your advocacy activities and to whom they were directed:

- Primarily at the Faculty level to encourage and mentor new instructors and those interested in education as well as in my Department and Division in succession planning for future educators and educational administrators
- "I work on numerous committees and task forces to promote teaching & learning across the university - I also help with promotion of these activities to outside community bodies. Advocacy starts with our students too - I am a strong supporter of teaching & learning initiatives undertaken by undergraduate and graduate students."
- Bilingual advocacy on the STLHE board
- "'grassroots' meetings within each Faculty and between faculties special events organized by academics across faculties presentations at other universities"
- Haven't been active in this area for at least 5 years
- Be part of pedagogical groups, and committees and defend and support teaching initiatives, such as the creation of opportunities for faculty to develop innovative teaching methods. Directed to administrators and other faculty
- "I take every opportunity I can to advocate for teaching ... whether it is talking about with my colleagues in my department, faculty, or university - or at university functions.
- I offer to assist in any way possible to promote better teaching - again in my department, faculty, and university - whether that is in the role of a mentor, sharing my methods for teaching, marking, interacting with students, etc. I also take every opportunity possible to present about teaching - research, methods, innovative ideas, etc regionally and nationally."

- I advocate for fellow teachers in my faculty at the promotions and tenure committee. I advocate to university administration via committees in support of teachers and peer assessment of teaching.
- I constantly express the importance of teaching and learning, and how teaching and research are related and synergistic. This is directed to senior management at my university, as well as national bodies such as the Canadian Society for Chemistry and the Canadian Association for Graduate Studies.
- Working with other faculty members esp. At the university level to communicate with administration and to provide programs to enhance teaching and learning
- see 25 and 27 above. I have also been involved in bringing industry into the teaching/learning experience. Particularly in engineering, we need to have close contact with industry because they employ our graduates and they need to understand the constraints within which the academic experience exists.
- my activities are geared toward ensuring that our students' learning does not suffer considerably due to the fact that we have less and less money (and teaching is where it's cut first). It's very frustrating since important decisions are made behind closed doors.
- I give a number of sessions locally and nationally and internationally (soon in Japan in July and then in Spain in October) on mentoring and teaching.
- "started an education scholarship faculty position where research component of the appointment is solely based in teaching scholarship - unique to science faculty other similar appointments, in other dept have followed"
- "I am retired, so I am on campus only occasionally. Getting the 3M did raise my profile on campus, especially since I had been an administrator and had contacts across the university. That surprised me, since I have thought that teaching and students' learning are, to use Stuart Smith's wording ""undervalued."" Maybe it was just because the 3M is a national award and we are into awards. My advocacy is to try to raise the profile and value of teaching and students' learning on our campus. My success seems to have all the growth of watering a draw stick. I still do it."
- The cohort of five 3M Fellows at UPEI came together just this month to deliver a message to the University President urging reconsideration of budget cuts to a first-year-student programme. This is the first time we've taken a coordinated advocacy role as 3Ms.
- I lead a number of University Wide strategies. I represent my university at CAUT for clinician educators. I help internationally other medical schools develop their curricula and prepare for accreditation standards (Yemen, Peru, China)
- I try to advocate through conversations with administrators and faculty.
- initiated the group that led the university's teaching and learning framework
- mentoring in my department and university; serving on relevant committees and making the t&l a part of the agenda; serving on other universities' committees and adjudications; presenting regularly at conferences in Canada and beyond; participating in international exchanges
- Shaping or at least influencing curricular structures, administrative policies, and rewards.
- I have always felt the public advocacy could be the Council's most important function.

- I am a member of a faculty of education and as such I am involved in supporting changes related to teaching and learning in the programs we offer at my university particularly as it relates to Aboriginal learners.
- Chair of an international science education committee, working to support science educators internationally, especially in the developing world. Co-author of an international university textbook that breaks some new ground. External reviewer of chemistry departments nationally and internationally and also reviewing dossiers for promotion and tenure in US and Canada.
- Contributions to international publications. Convocation addresses. Promotion Committees outside my department and division.
- Advocated with respect to a forward looking curriculum and teaching/learning methods in a reconsideration of our first year, and to some degree beyond that (faculty and university aspects). Within my national organization have advocated for a number of initiatives to support learning. Within department are more informal, but have certainly advocated for a teaching certificate program for undergraduate TAs, for collaborative learning in our classes, and for an outcomes based approach (the latter in early stages). Nationally have also contributed to an outcomes and active learning approach in my discipline through writing.
- "- ARTicles in campus newspaper - Memos to administrators and some faculty - informal conversations with dept colleagues"
- I continue to facilitate National and International workshops and retreats and connect with faculty members at other universities. I consider this advocacy for improving learning and teaching.
- Sitting on u-level commt, co-ordinating u-level learning outcomes project, presentation to senate and board of govts, college-level innovative curriculum / program design
- Journals and Editorial Boards and general readership of what I publish.
- "Regular talks and presentations on teaching and learning and the scholarship of effective practice Regular presentations on learning outcomes and the effectiveness of teaching and learning at my university"