# Teaching and Learning in Higher Education

Number 46     Spring 2007

# Defining the Scholarship of Teaching *versus* Scholarly Teaching

**Lynn Martin**
McMaster University

*This article introduces the theme for the upcoming STLHE Conference, Evolving Scholarship.*

The **scholarship of teaching** (SoTL) and **scholarly teaching**, although closely related, are activities which differ in intent and outcome.

> The purpose of scholarly teaching is to affect the activity of teaching and the resulting learning, while the scholarship of teaching results in a formal, peer-reviewed communication in appropriate media or venues, which then becomes part of the knowledge base of teaching and learning in higher education (Richlin & Cox, 2004, p.127).

Although all faculty should strive for scholarly teaching, not all will engage in the scholarship of teaching. One of the essential differences between the two is the degree of interest in the wider implications and impact of the results (Smith, 2001).

## Scholarly Teaching

### Definitions
Scholarly teachers are those who consult the literature, select and apply appropriate information to guide the teaching-learning experience, conduct systematic observations, analyze the outcomes, and obtain peer evaluation of their classroom performance (Richlin, 2001).

According to Allen and Field (2005), scholarly teaching is based on practice wisdom which is developed by reflection on experience and published research. Scholarly teaching tends to be focused on



*Teachers engage in public discussion at conferences such as the Educational Developers Conference.*

effective teaching rather than on student learning. It may lead to presentations or publications, but these are based on individual reflection (Allen & Field, 2005).

### Evidence of scholarly teaching
Evidence for scholarly teaching could include course development, course redesign, observation of teaching, teaching projects, teaching portfolios or course portfolios. Student and peer evaluations provide additional information on teaching practices and student perceptions of learning.

### Evaluation of scholarly teaching
Criteria for evaluating scholarly teaching could include evidence of clear goals, adequate preparation, appropriate choice of methods, effective use of methods, modifications of plans and procedures to meet changing circumstances, demonstration of significant results, effective presentation when teaching, and reflective critique of performance.

## Scholarship of Teaching

### Definitions
The scholarship of teaching goes beyond scholarly teaching and is driven by a desire to understand *how* students learn effectively and how teaching influences this process. Thus, it is student-focused. The scholarship of teaching has two main components. The first is the use of creativity to develop original materials … that can be used beyond the boundaries of an individual instructor. The second component, a systematic evaluation of teaching and learning, can involve both informal and traditional research on teaching and learning, or curriculum related issues. Both research approaches require in-depth understanding of the literature, critical reflection, and sharing through publication (Allen & Field, 2005, p.1).

### Electronic Discussion
### STLHE Forum
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.

### Teaching and Learning in Higher Education Newsletter

## Spring 2007 Newsletter Evolving Scholarship

As a complement to the upcoming STLHE conference, June 3-16, 2007, this issue explores the theme 'Evolving Scholarship.'

If you have any items for 'Recent Publications' or any other suggestions regarding the STLHE Newsletter, please contact the new editors.

## New Editors for the STLHE Newsletter

## Rédacteur du bulletin de la SAPES

We are proud to introduce and welcome the two new co-editors for the STLHE Newsletter.  Bienvenue!

**Sandra Bassendowski**
University of Saskatchewan
**Corinne Beauquis**
University of Toronto Scarborough

The new editors will begin with the Fall 2007 issue.

## Recent Publications by STLHE Members

Germain-Rutherford, A. (2007). Comment se vit la pédagogie universitaire à l'université d'Ottawa. dans L. Langevin (Ed.), *Formation et soutien à l'enseignement universitaire: Des principes et des exemples pour inspirer l'action des administrations et des professeurs*, Québec: Les Presses Universitaires du Québec.

Jaques, D., & Salmon, G. *(2007) Learning in Groups:  A handbook for face-to-face and online environments.* (4th ed.) London, UK: Taylor & Francis.

## STLHE Green Guides
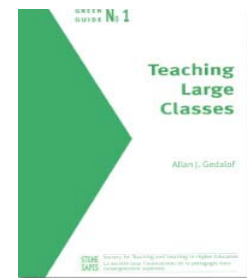


Short handbooks on a wide variety of teaching and learning issues.

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

*Available Soon:*
8 **Cultural Diversity and Inclusive Teaching**
   Shibao Guo and Zenobian Jamal

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

# Scholarship versus Scholarly

SoTL goes beyond teaching excellence or expertise (Kreber, 2002). It involves systematic inquiry, leading to an in-depth understanding of a particular teaching intervention rather than a surface evaluation of the success of the intervention. Investigations stem from asking questions such as:

- What are students learning?
- Do our teaching strategies and methods work?

The findings are then made public in a mannerr that can be peer-reviewed and used by members of one's community (Hutchings & Shulman, 1999).

**Evidence of the scholarship of teaching**
SoTL requires knowledge of a specific discipline, as well as knowledge of teaching and learning, and therefore might look different in various disciplines.

Evidence could include: papers; on-campus and off-campus presentations; on-campus and off-campus publications; mentoring colleagues; faculty development; teaching portfolios; course syllabi that reflect discipline, pedagogy, and innovations in teaching; and analyses of assignments, and exams demonstrating improved learning.

**Evaluation of the scholarship of teaching**
Criteria for evaluating the SoTL include the extent to which work is based on the following hallmarks of scholarship (adapted from Allen & Field, 2005; Theall & Centra, 2001).

1) **It is public** material to which people can respond (e.g. presentations; papers; having conversations about course content, teaching, or your students with colleagues at informal gatherings; discussing new findings about teaching in the discipline with colleagues; mentoring students or young colleagues in teaching or research activities; participating in conferences, workshops and seminars on teaching and learning; inviting colleagues into class to gain their reactions; visiting colleagues' classes to offer useful suggestions; and writing articles on teaching or student learning for the Internet).

2) **It is susceptible to critical review** and evaluation (e.g. sharing results at a conference, or peer-reviewed publications).

3) **It is accessible for exchange and use** by other members of one's scholarly community (e.g. it must be available in some media format).

4) **It emphasizes learning outcomes and relevant teaching practices.** (e.g. conducting classroom research and using the results to modify teaching; employing a variety of methodologies to supplement or replace lecturing; taking into account different student learning styles in designing instruction, exams, and assignments).

5) **It incorporates discipline and pedagogical knowledge and innovation.** (e.g. work is based on an extensive understanding of discipline or pedagogical literature; course content is designed to include a synthesis of new knowledge in the field).

Additional criteria to consider include:

- the degree and extent of **recognition** received (e.g. awards and invited papers)
- **communication** with colleagues (e.g. publications, books, monographs, and audio visual materials)
- **financial support** from internal or external grants.

There is growing engagement in the scholarship of teaching and learning, though not every teacher will take part. The question we are facing now is, "Does the scholarship of teaching help students learn?" This will be the next fascinating question to explore.



*There are a variety of methods for public discussion (Educational Developers Conference, 2007).*

### References

Allen, M., & Field, P. (2005). Scholarly teaching and scholarship of teaching: Noting the difference. *International Journal of Nursing Education Scholarship*, 2(1).

Hutchings, P., & Shulman, L. (1999, September / October). The scholarship of teaching. *Change,* 11-15.

Kreber, C. (2002). Teaching excellence, teaching expertise, and the scholarship of teaching. *Innovative Higher Education, 27*(1), 5-23.

Richlin, L. (2001). Scholarly teaching and the scholarship of teaching. *New Directions for Teaching and Learning, 86*, 57-67.

Richlin, L., & Cox., M. (2004). Developing scholarly teaching and the scholarship of teaching through faculty learning communities. *New Directions for Teaching and Learning, 97*, 127-135.

Smith, R. (2001). Expertise and the scholarship of teaching. *New Directions for Teaching and Learning, 86*, 59-77.

Theall, M., & Centra, J. (2001). Assessing the scholarship of teaching: Valid decisions from valid evidence. *New Directions for Teaching and Learning, 86, 31-43.*

# Evolving Scholarship: A Perspective on the STLHE Conference

**Margaret Wilson**
University of Alberta

This summer, the University of Alberta will host hundreds of faculty, graduate students, administrators, and educational developers from across Canada at the STLHE/SAPES Annual Conference. This is great news for undergraduate students in post-secondary institutions in Canada. Why?

Because the theme of this national conference is *Evolving Scholarship*. For three days faculty, scholars, and educational developers, concerned with enhancing student learning, will engage in workshops, discussions, conversations, and debates about teaching as a scholarly process.

*Evolving Scholarship* will further the discussions on the scholarship of teaching and learning which began nearly 20 years ago with the publication of Ernest Boyer's *Scholarship Reconsidered*. Boyer sought to redefine the four forms of scholarship (scholarships of discovery, application, integration, and teaching) to make it more relevant to modern post-secondary institutions.

Boyer characterized the scholarship of teaching as:
- knowledge of the subject being taught
- carefully planned and continuously evaluated teaching related to the subject matter
- encouragement of active, life-long learning which develops students as critical, creative thinkers
- the recognition that teachers are also learners.

Since *Scholarship Reconsidered,* a number of scholars have explored the scholarship of teaching and the theoretical models that extend ideas of what scholarship could encompass.

This year's conference will be an opportunity for scholars and those who teach to dialogue and learn from each other as they seek to enhance learning in today's institutions of higher education.

Over 300 abstracts were submitted for this conference by educators, administrators, and educational developers who wish to continue the conversation. Following the conference, the scholarly process will continue with the publication of the conference proceedings in CELT (*Collected Essays on Learning and Teaching*).

Boyer, E. (1990). *Scholarship reconsidered: priorities for the professoriate*. Princeton, NJ, Carnegie foundation for the Advancement of Teaching, University of Princeton.

Brew, A. (2006). *Research and teaching: beyond the divide.* London: Palgrave Macmillan.

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

# STLHE/SAPES Conference 2007

### June / Juin 13 – 16, 2007

#### University of Alberta, Edmonton

**STLHE SAPES**

## Evolving Scholarship
## L'Ēvolution des Connaissances

**www.ualberta.ca/UTS/STLHE**     **stlhe07@ualberta.ca**

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# Liberté d'apprendre et accès au savoir

**Michael Power**
Université Laval

Dans notre société d'abondance, nous pensons que certaines choses, telles la liberté d'apprendre, nous sont acquises. Et si notre liberté d'apprendre était menacée par un accès inégal au savoir? Si tel était le cas, les universitaires que nous sommes devraient-ils s'en préoccuper? Je crois que oui.

Pendant plusieurs années, j'ai vécu une expérience inoubliable en tant que coopérant universitaire en Afrique. Cette aventure a forgé en moi une sensibilité aux injustices et un sentiment de justice sociale et, surtout, le désir d'apporter mon soutien aux défavorisés du monde. « Nobles sentiments » me dis-je, « mais qu'est-ce que tu as fait? Qu'est-ce que tu peux faire? » Comment un/e universitaire peut-il/peut-elle favoriser, appuyer et contribuer directement à la liberté d'apprendre et à l'accès au savoir? En fait, nous pouvons faire pas mal de choses, même en tant qu'individu.

Prenons le cas de l'industrie du livre érudit et de la publication scientifique qui, en fait, constitue plutôt un marché, et pensons aux obstacles imposés aux chercheurs. Au moment où les coûts pour l'éducation


*L'exemple des bibliothèques universitaires au Canada.*

universitaire augmentent et où l'accès aux études postsecondaires est menacé pour certains, l'accès au savoir par le biais de la publication scientifique continue aussi d'être problématique.

Prenons seulement l'exemple des bibliothèques universitaires au Canada qui croulent peu à peu sous le poids des abonnements à payer en même temps qu'elles sont inondées d'ouvrages rarement empruntés, ouvrages qu'elles doivent loger, manipuler, nettoyer, chauffer et éclairer. Si telle est la situation d'une bibliothèque typique au Canada, imaginons la situation dans un pays en développement où il n'y a ni accès, ni espace, ni moyens adéquats pour répondre aux besoins du nombre croissant de chercheurs en herbe.

Que puis-je faire, moi, face à ce défi de l'accès équitable au savoir? En tant qu'auteur, universitaire, producteur de savoir et facilitateur de l'apprentissage, je peux penser à me publier en « source ouverte » et en « accès libre » à la « Creative Commons », formule offerte par les établissements prestigieux comme la MIT ou l'Université de Californie, et par les Presses de l'Université Athabasca, la première maison d'édition universitaire « libre » au Canada. Je peux faire cela au lieu de passer par les maisons d'éditions classiques qui vendent, au prix fort, du papier que plus personne n'arrive à stocker.

Internet nous offre une alternative à la « presse papier » qui limite le nombre de nos lecteurs aux plus privilégiés, pas nécessairement aux plus nécessiteux, ni aux plus brillants, ni même au plus porteurs d'avenir. Oui, il fut une époque où l'on n'avait pas le choix, Gutenberg obligeait. Mais aujourd'hui, Berners-Lee oblige. D'autant plus que le travail de rédaction et d'arbitrage par les pairs se fait gratuitement car il est déjà inclus dans nos charges de travail.


*Je peux penser à me publier en « source ouverte ».*

## Que puis-je faire, moi, face à ce défi de l'accès équitable au savoir?

Quel choix me reste-t-il? Je peux participer à une nouvelle société du savoir, à une communauté d'envergure mondiale qui est désireuse de me lire, honnêtement, franchement, sincèrement, librement, ou alors, je peux encaisser mon petit chèque annuel de 246,45$ qui me vient de ma maison d'édition pour mon best-seller. Ce choix revient à chacun de nous. Pour ma part, j'ai décidé de me laisser guider par la liberté et l'équité dans l'apprentissage, qui font partie de mes valeurs fondamentales, et de donner ainsi un véritable libre accès à mes écrits.

# An Impressive Range of Canadian Scholarship of Teaching and Learning Initiatives

**Nancy Randall**
Malaspina University-College

Canada has developed an impressive range of initiatives in the scholarship of teaching and learning (SoTL). Catalysts for the wide range of Canadian scholarship include the fine leadership initiated by the STLHE along with tremendous support provided through The Carnegie Foundation for the Advancement of Teaching, most significantly by Richard Gale.

Powerful grass-roots ownership is also evident and this movement takes seriously the complexity and value of teaching and learning in higher education. The central tenets of the scholarship of teaching and learning include scholarly inquiry into teaching and learning questions, rigorous gathering of evidence, accessibility for public review, and, if possible, knowledge mobilization to enhance the teaching and learning environment. An international groundswell is moving the ideas of the scholarship of teaching and learning into institutional and national policies and practices.

## Leadership Sites

Canadian institutions are participating as leadership sites in the 2006-2009 Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Campus Program. Kwantlen University College, Queen's University, and Ryerson University are focusing on 'Building Scholarly Campus Communities.' The University of British Columbia is an international participant in the 'Expanding the Teaching Commons' theme. Douglas College is developing approaches to 'Liberal Education' while the University of Victoria is considering issues of 'Policy, Assessment, and Accountability.' The University of Alberta and University of Waterloo join with the coordinating institution, Malaspina University-College, as Undergraduate Research leadership sites. The University of Manitoba and Mount Allison University are affiliate members of the CASTL program.

A sampling of Canadian SoTL initiatives is categorized here according to a focus on student learning, faculty development, technology-enhanced learning, or phenomenological inquiries.

## Student Learning

One scholarly focus illuminates our understanding of student learning.

- Does involvement in inquiry learning create learners who are inquirers? *Christopher Justice, McMaster University*
- Readiness for change through problem-based learning. *Ranga Venkatachary, Simon Fraser University*
- Knowledge exchange as an integrative research process associated with problem-based learning. *Doug Hamilton and Nancy Greer, Royal Roads University*
- Transformations in student learning associated with diversity experiences. *Kate Willink, University of Waterloo*
- Dimensions of student learning in the arts and aesthetic literacy. *Christine Adam, Carleton University*
- Complexity concepts as a way of interpreting student learning. *Gillian Gerhard, University of British Columbia*
- Grounded theory project to better understand the processes of evaluating nursing students. *Olive Yonge, University of Alberta*

## Faculty Development

A second research focus examines the role of faculty development and the impact it has on teaching practices and learning.

- The roles of faculty development networks as agents of change. *Anne-Marie Grandtner, Hélène Bilodeau, and Réjeanne Côté, université du Québec*
- International perspectives of faculty development as strategic institutional leadership in building SoTL capital. *Lin Langley, Douglas College; Nancy Randall, Malaspina University-College; Renee Meyers, Wisconsin; and Mary Anne Danielson, Creighton University*
- The impact of interdisciplinary, collaborative partnerships to promote scholarly approaches to teaching and learning. *Nicola Simmons, Brock University*
- Outcomes of a unique model of staff development incorporating 'best practices' of teaching and learning scholarship, called the Advantage Program. *Paula Brook, Doug Knight, and Sharon Cameron, University of Alberta*

- Structures for supporting SoTL in research intensive universities. *Joy Mighty, Andy Leger, Denise Stockley, and Susan Wilcox, Queen's University*

## Technology

A third focus, the scholarship of technology enhanced learning, is central to the work of many groups assessing the impact and value of technology in pedagogy.

- Processes for peer review of on-line learning objects. *Tom Carey and Tracy Penny Light, University of Waterloo*
- Inquiry processes through blended or hybrid learning. *Norman Vaughn and D. Randy Garrison, University of Calgary*
- How could undergraduate research web portals transform learning by connecting scholarly communities? *Eric Kristensen, University of Ottawa; Timothy Shea, University of Massachusetts; Pamela Sherer, Providence College*

## Phenomenological Inquiry

A fourth research focus is phenomenological inquiry into the nature of SoTL. This is typically qualitative research that examines the experiences of people.

- Building a shared Canadian framework for the scholarship of teaching and learning. *Lynn Taylor, Dalhouse University and Teresa Dawson, University of Victoria*
- What are the research ethics associated with qualitative studies of student learning? *Tania Smith, University of Calgary*
- How does providing a rich research learning environment for the scholarship of teaching and learning foster inter-disciplinarity? *Joanne Nakonechny and Gary Poole, University of British Columbia*
- What is the impact of national systems, associated with governments and national organizations, on institutional strategies for linking discipline-based research and teaching? *Mick Healey, University of Gloucestershire; Carol Colbeck, Pennsylvania State University; Alan Jenkins, Oxford Brookes University; and Brad Wuetherick, University of Alberta*

These are only a few of the current initiatives. The objective of this listing is to encourage new ideas, networking, and cross-institutional partnerships.

# Alan Blizzard Award 2007

## Engineering Strategies and Practice: Team Teaching a Service Learning Course for a Large Class.

**Aline Germain-Rutherford**
Coordinator, Alan Blizzard Award Program

The Society for Teaching and Learning in Higher Education (STLHE) and Award Sponsors McGraw-Hill Ryerson and University Affairs are pleased to announce the 2007 Alan Blizzard Award, awarded to the team from the Faculty of Applied Science and Engineering of the University of Toronto, for their outstanding collaborative project, *Engineering Strategies and Practice: Team Teaching a Service Learning Course for a Large Class*.

This outstanding project provides a unique learning experience where the context of design is being used to introduce students "to professional communication, team skills, and systems thinking." Using a project based learning approach with projects drawn from real clients in the community of greater Toronto, the course is delivered to approximately one thousand students by a team of over 50 people. Every semester there are approximately 150 design teams working with partners in the community.

*Félicitations!   Congratulations!*
*Back Row: Philip Anderson, Sandy Romas, Kimberly Woodhouse, Robert Andrews, and Mark Kortschot.*
*Frong Row: Susan McCahan and Peter Weiss.*

One of the participating clients wrote about the team of students who worked on a project for her company: *"These students have to be commended for the outstanding work they have been doing on this project and to express our appreciation for the thoroughness, professionalism and enthusiasm they have brought to the project. They have come to every meeting well-prepared, with pertinent questions, and innovative solutions to propose."*

The award will be presented at the June 2007 STLHE Annual Conference in Edmonton.  A paper based on the project will be distributed in a special publication by McGraw-Hill Ryerson and available on the STLHE website.

The Alan Blizzard Award annually rewards outstanding collaborations in teaching and learning, to encourage and disseminate scholarship in teaching and learning. Information about this award and the 2008 competition is available on the STLHE Awards webpage: www.mcmaster.ca/stlhe/awards/information.html

## Prix Alan Blizzard, 2007

La Société pour l'avancement de la pédagogie en enseignement supérieur (SAPES), la maison d'édition McGraw-Hill Ryerson, sponsor et partenaire, ainsi que le journal Affaires Universitaires sont heureux d'annoncer que le Prix Alan Blizzard 2007 a été attribué cette année à l'équipe de la Faculté de Sciences Appliquées et de Génie de l'Université de Toronto pour leur projet : *Engineering Strategies and Practice: Team teaching a service learning course for a large class*. Les membres de l'équipe lauréate à féliciter sont : Susan McCahan, Peter Weiss, Kimberly Woodhouse, Robert Andrews, Philip Anderson, Mark Kortschot et Sandy Romas.

Au cœur de ce projet collaboratif par excellence, puisqu'il regroupe une équipe de plus de 50 personnes pour encadrer plus de

1000 étudiants de première année, réside un vif désir d'aider ces derniers à développer de solides aptitudes au travail collaboratif, à la communication professionnelle et à la pensée systémique. Utilisant une approche basée sur l'apprentissage par projet, les étudiants s'associent par équipes à des partenaires professionnels de la communauté métropolitaine de  Toronto pour concevoir et réaliser ensemble des projets qui contribueront au bien de la communauté.

Ainsi que l'écrit un des partenaires professionnels ayant collaboré avec une équipe d'étudiants: *"These students have to be commended  for the outstanding work they have been doing on this project and to express our appreciation for the thoroughness, professionalism and enthusiasm they have brought to the project.."*

Le projet et le prix seront présentés à la conférence annuelle de la SAPES qui aura lieu cette année à l'Université d'Alberta, et une publication spéciale du projet sera aussi distribuée. Le projet sera également accessible prochainement sur le site web de la SAPES.

Chaque année le prix Alan Blizzard est attribué à un projet collaboratif d'enseignement et d'apprentissage de grande qualité dans le but d'encourager et de diffuser des pratiques et des recherches exemplaires en enseignement et apprentissage.  Pour plus d'information sur le prix et la compétition 2008 vous pouvez consulter le site de la SAPES: www.mcmaster.ca/stlhe/awards/information.html

# Sharing Successful Learning Strategies

## For Teachers: Passports Gain Popularity

**Isabeau Iqbal**
University of British Columbia

### Participant Passport
A Passport of Participation is one way that we recognize *professional development activities* for the improvement of teaching and learning at the University of British Columbia (UBC). Passports document the owner's professional development activities offered through the Centre for Teaching and Academic Growth (TAG) and its partners in the UBC Community.

The passport is a small booklet, equivalent to an 8.5 x 11 sheet folded in half, with a nice cover. Each person who completes a seminar gets a label to stick onto a passport. Once the passport is full (approximately 10 seminars of one day or less), the person may select a teaching and learning resource valued at $10 to $15, such as a Green Guide, Zenergy Chime or Bookstore gift certificates. This is our way of thanking people for their professional development efforts.

### Facilitator Passport
Similarly, TAG offers a Facilitator Passport. The Facilitator Passport documents the owner's UBC community-based *educational leadership activities*, such as leading seminars and workshops. Like the passport of participation, the facilitator passport recognizes the owner's contributions to enhancing teaching and learning at UBC.

When facilitators complete a passport, they can come to TAG to select a teaching and learning resource. Item choices for the Facilitator Passport range from $25 to $40. The passport programs have been received very enthusiastically. People seem to appreciate having a way to easily track their professional development activities. Interestingly, proportionally few people have come to TAG to select a reward.

Information about the passport program can be found at:
www.tag.ubc.ca/programs/ passportofparticipation.php

For more information, contact Isabeau Iqbal at isabeau.iqbal@ubc.ca

## For Learners: In-Class Writing Techniques

**Martha Crealock**
University of Saskatchewan

Writing is a key communication skill, closely tied to developing critical thinking. Here is a sample of three techniques that can be used to encourage writing, even in large classes.

For more information, contact Martha Crealock at martha.crealock@usask.ca.

| Technique | How do you use it? | When do you use it? | Why do you use it? | Example |
|---|---|---|---|---|
| Summarize the Main Idea | Stop your lecture and ask students to take two minutes to identify the three main points in the lecture. Give them some time to write, then solicit some suggestions. Consider collecting the answers. | After covering a large amount of material. | Teaches and tests note taking skills and critical literacy. Gives you feedback about whether they are 'getting it'. | Take two minutes to write down the three main points thus far in today's lecture. |
| Consider this Situation | Present a real-life problem or puzzle, give the lecture, and conclude by having students return to their original solution. Ask if they would reconsider now? | At the beginning of a lecture. | Helps frame and introduce the topic you will talk about. Develops writing, application, analysis, and evaluation skills. | A dog who has been hit by a car has these four presenting symptoms. What will you deal with first to last? Why? |
| | Ask the students to record their guess about a statistic or predict the outcome of an experiment. | Before sharing statistics or results. | Encourages curiosity about the answer. Develops skills of prediction, and tests background knowledge. | What percentage of degrees in Canada are given to women? |

## *A Guide to Learning Independently*: Book Review

**Roger Landbeck**
Editor of HERDSA News, Australia
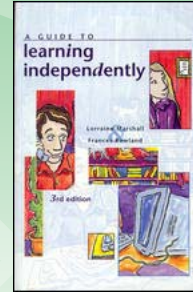
*A Guide to Learning Independently* first appeared 25 years ago, in the same year that the personal computer became available. Much has happened in the intervening years, particularly in the realm of computers in daily life, which is recognised in this fourth edition. However, the principles of the book, those of learning to become an independent learner, remain the same. At the time of first release, the book was head and shoulders above other study skill manuals because of its emphasis on the learner and its style which actively engaged the reader with question after question.

Each chapter begins with a discussion of the topics to be covered, followed by a short description of the contents. The approach to study described in the book is non prescriptive and the reader is reminded that there is no 'right way' and offered a variety of approaches with discussions of the differences, including some comment on what might be appropriate for different individuals.

The large number of quotations scattered throughout effectively illustrate the principles being described. These are drawn from a wide variety of sources, which is a learning experience in itself. Finally, there are further readings supplied at the end of each chapter.

The first five chapters encourage the individual learner to be very reflective about a wide variety of topics from the physical and emotional self to learning how to remember. I believe these should be compulsory reading for all students.

Chapters 6 to 10 deal with taking in and evaluating ideas, using a range of information sources, and analysing and researching a topic. Approaches to reading and listening to lectures are covered here. Chapter 8 on using libraries and other information services has a useful section on identifying primary and secondary sources.

Chapters 12 to 16 deal with communication in both writing and discussion groups. There are useful ideas about participating in groups and the teacher's authority in a group. The opportunity to write in different styles is said to facilitate skill development.

The important topic of evaluation is addressed in Chapter 16:

- Why evaluate learning?
- Who evaluates learning?
- How is learning evaluated?

The book concludes with an appendix dealing with avoiding sexist language and attitudes.

I have written enthusiastically about this book but I am left facing some very practical questions. Will students, who are under great pressures these days, be able to find time to read, reflect, and act on the questions raised in this book? Will they be able to afford to buy another book with their limited resources?

I fear that students barely manage their course assignments and have little time for anything else. Yet I know that by following the ideas in the book, students will not only be successful in their courses but will have a far more satisfying learning experience. How can they be convinced to spend the time on learning how to learn?

Marshall, L., & Rowland, F. (2006). *A Guide to Learning Independently* (4th ed.). Sydney, Australia: Pearson Education.

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## 2007 POD Network in Higher Education Conference

October 25 -28, 2007
Pittsburgh, Pennsylvania, USA

The theme for the 32nd annual meeting, "Purpose, Periphery, and Priorities," invites participants to raise important questions about what we choose to prioritize in higher education and what we choose to leave in the periphery:

- How do we make choices about our purpose and priorities in the academy and in our professional lives?

- What should be at the center of who we are and what we do, and what do we intentionally put in the periphery?
- What is currently in the periphery that should be brought back into clearer focus?

The conference is being held at the William Penn Hotel, a beautifully restored historic landmark in downtown Pittsburgh. Participants may join Special Interest Groups

Purpose, Periphery, and Priorities

(SIGs), to connect with colleagues on a common interest or concern. A vendor exhibit and Resource Fair will continue to be an opportunity for colleagues to share resources.

Conference registration begins June 1, 2007. www.podnetwork.org

# Productivity and Quality: Higher Education's Dual Priorities

**James E. Groccia**
Immediate Past President, POD Network
Auburn University

*This article is part of an ongoing international exchange among the presidents of the societies for teaching and learning from Canada, Australasia, and the United States. James E. Groccia is the Immediate Past President, Professional and Organizational Development Network in Higher Education (POD), in the United States. James reflects on a current crisis facing higher education.*

Higher education throughout the world is facing a crisis that simply cannot be solved by making minor changes to the same old way of doing things. This crisis manifests itself in tightening budgets, escalating tuition, declining public trust, and rising skepticism of the value of higher education.

## Increasing Costs

Student fees and accompanying debt at nearly all US colleges and universities continue to climb. Driving these increased student costs is the declining state support for higher education resulting from economic recession, declining state tax revenues, and shifting state priorities. Yet universities continue to face financial pressures from rising personnel health care costs, increasing enrollments, capital improvements, and investments to attract and retain students.

## Declining Public Confidence

Declining public confidence parallels the decline in financial support. State legislatures have adopted political and financial agendas that are either indifferent or hostile to higher education. Rightly or wrongly, parents and students believe colleges are expensive and wasteful. Institutions cannot continue to pass along their own increasing costs to parents and students through yearly fee increases.

## Linking Productivity and Quality

In light of these mounting pressures, financial and academic viability may depend upon a unified campus-wide effort to increase productivity and quality. A key first step is for colleges and universities to recognize and accept the permanence of these issues. Short-term solutions for long-term problems will not be enough.

Productivity and quality cannot be separated; rather, realistic and sustainable educational innovation must be designed with both in mind. The pursuit of quality becomes productive when innovations and changes are attainable, substantive, and affordable. Unfortunately, new ideas and teaching approaches usually come hand-in-glove with up-front and hidden additional expenses and staffing demands.



*James E. Groccia, Immediate Past President, POD Network, director of Auburn University's Biggio Center for the Enhancement of Teaching and Learning*

Colleges and universities must reduce costs and increase quality by instituting organizational strategies that take a 'big-picture' perspective, focusing on institutional planning and transformation. The common approach to academic leadership could be labeled ***advancement by random acts of progress***.

## Strategic Planning Approach

An alternative approach is needed for institutions to minimize inefficiencies and organization; to be successful, strategic planning must provide direction for innovation and must actually be followed. Institutions should implement assessment strategies that rest upon valid and reliable uses of measurement. A culture of assessment should be broadly adopted that serves to demonstrate the impact of programs and activities - which are tied back to institutional goals and quality. Instructional effort and faculty time, as well as the allocation of university resources, should be regularly measured against the attainment of desired institutional, faculty, and student-learning outcomes.

## Faculty Development

Institutions should renew their focus on faculty development. Increased attention needs to be paid to mentoring and training current and future faculty for the work that is actually done, which is primarily teaching, and for an understanding of the interrelationships between cost and quality.

## Technology

Technology, when used appropriately and correctly, can also enhance productivity. While not a panacea, technology can increase access to information and to students, and have other positive impact on costs and quality. Higher education institutions can reduce costs and increase learning through curricular reform. Careful investigation can ensure what is taught is up-to-date and relevant, as well as reduce unnecessary course repetition and redundancy. Finally, campuses must challenge and support their instructional staff to use effective, evidence-based classroom teaching strategies to increase learning productivity and quality.

## The good news

A hopeful sign for learning quality is that, after centuries of using the efficient, albeit somewhat ineffective lecture; there is an evolution away from didactic to more active learning methods. There is strong evidence that higher education professionals, as well as accrediting bodies, state legislators, governing boards and the general public, are increasingly focusing on student learning, access, graduation, productivity, and faculty work as much or more than on research.

Colleges and universities are implementing many of these changes. Innovative approaches to increasing productivity and quality are springing up across the globe. To continue this trend, all members of the institution, faculty, administrators, staff, students, alumni, and governing boards, as well as an informed public, must accept responsibility for addressing economic and quality issues that rest at the core of the institution's survival. They must do this in ways that reflect each constituent's expertise and blend them in ways that serve to attain individual, institutional, and societal goals.

# "Who Does She Think She Is?"
# Striving for Authentic Learning in Teaching Gender

**Cherie Werhun**
University of Winnipeg

At the beginning of each class, in a course on sex roles and gender, I have students share an experience or a piece of media that reinforces or challenges gender stereotypes. This is an opportunity for the class to discuss how gender research is manifested in the 'real world.'

During one of these sessions a student shared a personal story. On the subway she saw two women sitting together. One of the women had very short hair and was dressed in comfortable, functional clothing. They were chatting in a friendly manner, laughing and enjoying each other's company. My student confessed that based on their attire and friendly demeanor, her immediate reaction was that they were lesbians. She said that as soon as this thought came to mind, she felt extremely guilty and ashamed. She knew that her thoughts were based on gender stereotypes and assumptions about sexuality. However, more importantly, she felt anxious. She thought that if I, her 'Sex and Gender' instructor, ever found out… I would be very disappointed in her!

## General Crisis

Upon reflection, I believe my student's comment is symptomatic of a general crisis that occurs in courses like gender. By definition, courses in gender are contentious because the material is sensitive and the topics are sensational. By holding the position of 'expert' in the classroom, I suspect that an illusory distance emerges between the students and me. At the lectern I have the research at my fingertips, while some of the students are questioning the validity of these stereotypes for the first time. Thus, at some point in the course, students are faced with the fundamental question: how is it possible to hold automatic stereotypic beliefs yet simultaneously feel quite strongly against them?

## Reducing the Crisis

I believe that this crisis and the distance between educator and student can be reduced by addressing what I suspect is an overlooked component in the psychology of gender curriculum. To ensure critical scholarship, gender courses require an understanding of the cultural production of gender stereotypes and an exploration of personal experiences with gender stereotypes.

However, I have found that attention to the mechanics of stereotyping and attitude formation is underemphasized. For example, a glance at five well-known gender psychology texts revealed that not a single one contained sections solely dedicated to research on these topics. Furthermore, courses on attitudes are rarely prerequisites for upper-level courses on gender.

## Balance

Thus, I find that my teaching of gender requires a fine balance of research on gender stereotypes, space for personal exploration, and research on stereotypes and attitude formation. I find that spending a fair amount of time outlining key principles of attitude research enriches the other components of the learning experience. I stress that stereotypes are the by-products of associations between objects and positive or negative evaluations. Furthermore, I outline research that reviews how stereotypes are formed.

Students benefit from understanding that associations between objects and evaluations are formed through a variety of pathways, both explicitly and implicitly. For example, we could have been told repeatedly by our parents that women are bad at math, or we could have been in a classroom where women were comforted rather than challenged after failing to solve math problems.

The bottom line is that associations are formed and they constitute a cultural 'knowledge' of social stereotypes. By virtue of existing in a particular cultural system, each individual possesses this knowledge. However, possessing this knowledge is distinct from *personally endorsing* it.

I am by no means suggesting that gender stereotyping is natural. Students want to understand why they hold associations about men and women, and far too often draw the conclusion that stereotyping people is natural. I try to emphasize that to *form associations* is a natural function of the mind, but the precise associations made are the by-products of the cultural system and are motivated by socio-political agendas. This is why cross-culturally some gender stereotypes have little validity.

## Critical Scholarships

Finally, as social psychological research demonstrates, knowledge of stereotypes actually promotes a critical evaluation of their endorsement.

Thus, with this approach, students are presented with a more realistic understanding of the mechanics of stereotypes, which fosters an exploration into their personal experiences, inevitably leading to critical scholarship.

If other members have had similar experiences while teaching gender, I am interested in hearing your stories and strategies (c.werhun@uwinnipeg.ca). This could serve as a basis for developing a resource document for other educators.



*Leading students to critical evaluation through exploration and explanation of research.*

# Council of 3M National Teaching Fellows Report

**Arshad Ahmad , Don Cartwright, Maureen Connolly, Aline Germain-Rutherford, Clarissa Green, Ron Marken, Sylvia Riselay**
**Alex Fancy, Chair**

We are delighted to welcome to our Fellowship the 2007 cohort of 3M National Teaching Fellows: Judy Brown, David DeBattista, Jon Houseman, Harry Hubball, Dennis Krebs, Susan McCahan, Geoffrey Rayner-Canham, Frank Robinson, Ivan Steiner, and Ernie Walker.  They will be introduced at the STLHE banquet on Thursday, June 14, 2007.

All Fellows should consult our website for the latest update.  Please note that the 2007 Assembly (with a choice of two workshops!) is scheduled for Wednesday, June 13, not Saturday, as in the past.

In a session scheduled for the June conference the 3M National Teaching Fellowship Selection Committee will explain its processes.  Also at the conference, you will have a chance to examine several Permacharts in the *Award-Winning Teacher* series.  These were written for use by both students and teachers as a pilot project by the 3M National Teaching Fellows.

Please forward comments on the Maclean's coverage of university and college teaching and the 3M National Teaching Fellowship to any member of our Executive Team.

Our call for submissions to *Silence in Teaching and Learning* has elicited much interest.  We received many excellent submissions.

Gary Poole is coordinating participation in the Fourth Multi-National Forum of Teacher Scholars in Sydney, Australia in July.

A new Chair of the Council will be chosen by the Fellows, to be Chair-Elect in 2007 to 2008.  Please consult the website: www.mcmaster.ca/stlhe/3M.council

## Conseil des récipiendaires du Prix national d'enseignement 3M

Félicitations et bienvenue à la promotion 2007 des récipiendaires du prix national 3M: Judy Brown (UBC), David DeBattista (Brock), Jon Houseman (Ottawa), Harry Hubball (UBC), Dennis Krebs (Simon Fraser), Susan McCahan (Toronto), Geoffrey Rayner-Canham (Grenfell College), Frank Robinson (Alberta), Ivan Steiner (Alberta) and Ernie Walker (Saskatchewan).  Vous ferez leur connaissance lors du banquet de la SAPES, jeudi, le 14 juin.

Merci d'envoyer à l'un des membres du Comité Exécutif vos commentaires sur la façon dont Maclean's a abordé l'enseignement, l'apprentissage et le Prix d'excellence 3M.

Les titulaires du prix 3M sont priés de consulter notre site web où ils pourront lire les dernières nouvelles. Notez que notre assemblée est prévue pour le  mercredi 13 juin (avec deux ateliers au choix!) plutôt que pour samedi, comme par le passé.

*Le silence dans l'enseignement et l'apprentissage* a suscité beaucoup d'intérêt! Nous espérons vivement avoir un bon nombre de textes en français.

A la conférence de la SAPES, le comité de sélection du Prix 3M expliquera les procédures suivies pour sélectionner les récipiendaires. Venez nombreux pour poser vos questions et discuter du processus.

De plus,  à la conférence de la SAPES, vous aurez l'occasion d'examiner plusieurs publications à l'intention des étudiants et enseignants intitulées *Permacharts*. Celles-ci ont été rédigées par des récipiendaires du prix 3M, dans le cadre d'un projet pilote.

Gary Poole coordonne la participation des Canadiens au Fourth Multi-National Forum of Teacher Scholars, à Sydney, Australie en juillet.

Nous élirons bientôt un nouveau président. La personne élue deviendra « Président(e) élu(e) » pour l'année 2007-2008.  Prière de consulter le site web, www.mcmaster.ca/stlhe/3M.council

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## 2008 Call for Nominations 3M National Teaching Fellowships

STLHE and 3M Canada invite nominations for the 2008 3M National Teaching Fellowships.  Up to ten awards, presented annually at the STLHE Conference in June, recognize exemplary contributions to educational and teaching excellence in Canadian universities.  Awards are open to all individuals currently teaching in a Canadian university, regardless of discipline or level of appointment.

## 2008 Appel de candidatures Prix d'enseignement 3M

La SAPES et 3M Canada lancent un appel de candidatures. Dix prix, remis chaque année au mois du juin lors du congrès de la SAPES, soulignent les contributions remarquables à  l'avancement de l'enseignement supérieur dans les universités canadiennes.  Est éligible toute personne qui enseigne actuellement dans une université canadienne, quels que soient sa discipline et son rang.

Details:   www.mcmaster.ca/3Mteachingfellowships
**Deadline/date limite:  November 16/ le 16 novembre, 2007**
Telephone/téléphone:  (514) 848-2424, ext. 2928 / 2793
Email/Courriel:  Arshad Ahmad (arshad@jmsb.concordia.ca)

# EDC Corner
## Educational Developers Caucus

# La chronique du Réseau de formateurs en pédagogie de l'enseignement supérieur

**Teresa Dawson**
EDC Chair, University of Victoria

There have been several significant developments for the ED Caucus since I last wrote. I want to begin by congratulating Janice MacMillan from Durham College, who has been appointed to the Executive as our new Treasurer.

We have also launched the EDC Grants Program with the support and help of STLHE. As I write this, the tough work of adjudicating some truly outstanding proposals is beginning. We hope that these grants may enable successful applicants to leverage other funds at their home institutions as a result of receiving this national grant.

In addition, the Executive has struck a new Communications Sub-committee, to be chaired by the VC Communications, which is charged with enhancing the design and implementation of the EDC web space so that it is a truly 'resourceful place' for all Caucus members. We know that not everyone can join us at our annual conference but each one of you contributes to the Caucus community, and we want to be sure that all members benefit from the resources and information generated and shared by others. The web space seems a perfect vehicle for achieving this goal.

Finally, thank you again to everyone who made the Educational Developers Conference at Guelph and Waterloo such a success - organizers, helpers, and participants alike. We broke a new record for conference attendance, and I am delighted to report that, for the first time, we were able to offer graduate student bursaries. We are sharing a few photos here courtesy of Alice Cassidy and the hosts of the Educational Developers Conference.



*Judy Britnel participating in the Educational Developers Conference.*



*Guelph University and the University of Waterloo hosted the Educational Developers Conference, 2007.*



*Teresa Dawson et Peter Wolf assist au congrès du Réseau à Guelph et à Waterloo.*

Il y a eu plusieurs développements importants au Réseau depuis ma dernière communication. Tout d'abord, j'aimerais féliciter Janice MacMillan, du Collège Durham, pour sa nomination au poste de trésorière de notre Comité exécutif.

Nous avons également lancé le programme de bourses du Réseau avec l'aide et le soutien de la SAPES. Au moment où j'écris ces lignes, nous amorçons la difficile tâche consistant à sélectionner les futurs bénéficiaires parmi les candidatures vraiment remarquables que nous avons reçues. Nous espérons que ces bourses nationales permettront aux candidats retenus d'obtenir d'autres fonds de leur établissement d'attache.

En outre, le Comité exécutif a créé un nouveau sous-comité des Communications, qui sera présidé par le vice-président aux Communications. Ce comité sera responsable d'améliorer la conception et la mise en œuvre du site Web du Réseau afin que celui-ci soit une véritable « mine de ressources » pour tous les membres du Réseau. Nous sommes conscients que vous ne pouvez pas tous participer à notre congrès annuel. Toutefois, vous pouvez tous contribuer individuellement à la vie collective du Réseau. Nous voulons nous assurer que tous les membres profitent des ressources et de l'information que d'autres produisent et mettent en commun, et l'espace Web semble être un instrument idéal pour atteindre ce but.

Pour terminer, j'aimerais remercier toutes les personnes qui ont contribué au succès du congrès du Réseau à Guelph et à Waterloo, qu'il s'agisse des organisateurs, des aides ou des participants. Le nombre de présence n'a jamais été aussi haut, et je suis très heureuse d'annoncer que pour la première fois, nous avons pu offrir des bourses d'études supérieures. Voici quelques photos gracieusement fournies par Alice Cassidy, et les hôtes de la Conférence du Réseau des formateurs.

# Message de la présidente

**Julia Christensen Hughes**
Présidente de la SAPES
Université de Guelph

J'éprouve des sentiments mitigés en écrivant mon dernier *Message de la présidente* dans le bulletin de la SAPES. Les trois dernières années se sont écoulées à une vitesse incroyable. Ce fut pour moi un privilège de travailler avec un groupe de personnes aussi remarquables, des gens qui se dévouent sans relâche pour le bien de la Société, qui sont profondément attachés à l'avancement de la pédagogie dans l'enseignement supérieur et qui manifestent de réels sentiments d'intégrité, d'appartenance à la communauté et d'engagement à l'égard de notre mandat. Je suis heureuse d'avoir vécu cette expérience, car ensemble nous avons réalisé beaucoup de choses. En conformité avec nos orientations stratégiques, nous avons mené les activités suivantes au cours des dernières années.

**Nous avons fait avancer le projet *La mission professorale et l'enseignement et de l'apprentissage.*** En collaboration avec le Réseau de formateurs en pédagogie de l'enseignement supérieur (le Réseau), la Société a été l'hôte d'un certain nombre d'activités nationales sur ce thème afin d'expliquer le fondement du projet, son importance, la façon dont il devrait être évalué et appuyé, et la raison pour laquelle nous avons besoin de fonds publics supplémentaires pour exécuter cet important travail. Notre congrès annuel, nos publications (le bulletin *L'avancement de la pédagogie dans l'enseignement supérieur*, la collection de guides pédagogiques *Green Guide*, et quelques autres manuscrits) ainsi

que nos programmes de bourses fournissent d'excellentes occasions de répandre et de promouvoir la mission professorale. Nous examinons actuellement d'autres possibilités d'accroître la diffusion de publications sur la mission professorale dans le contexte canadien.

**Nous avons *milité en faveur* de l'amélioration de la pratique en enseignement et en apprentissage.** La SAPES a sensiblement élargi son rayonnement sur la scène nationale, et nos points de vues intéressent de plus en plus les gouvernements, les associations pédagogiques, les établissements d'enseignement et la presse. Les membres du Comité de direction sont maintenant invités régulièrement à prendre la parole au nom de la Société dans le cadre de conférences nationales et de groupes de réflexion, ainsi qu'à commenter des événements dignes de mention. Les projets récents du Conseil des récipiendaires du Prix national d'enseignement 3M, notamment la publication « Making a Difference / Toute la différence », ont contribué à mettre en évidence les enjeux importants pour les membres de la Société.

**Nous sommes devenus une organisation plus *inclusive*.** Au cours des dernières années, la SAPES est devenue un « chezsoi » pour bien des groupes et des individus. L'augmentation de notre effectif est attribuable au nombre croissant d'adhésions de membres du corps professoral et de formateurs pédagogiques du secteur collégial ainsi que d'étudiants et d'administrateurs. Nous avons également donné notre accord pour la formation de deux Groupes d'intérêt spécialisés (GIS). L'un représentera les intérêts des professionnels dans les centres de rédaction et l'autre, ceux des bibliothécaires. Nous avons également mis en place un nouveau portefeuille dont le responsable défendra les intérêts des étudiants des cycles supérieurs et se chargera des questions relatives au perfectionnement des assistants à l'enseignement. Enfin, nous continuons à chercher des idées qui nous aideront à mieux répondre aux besoins de nos collègues francophones.

**Nous avons renforcé nos *partenariats*.** La Société continue de consolider son action grâce à ses partenariats de longue date avec 3M Canada, McGraw-Hill Ryerson, le Consortium international de développement en éducation (CIDE) et le POD Network (réseau de perfectionnement professionnel et organisationnel). Durant les dernières années, nous avons forgé de nouvelles alliances importantes avec l'Institut pour l'avancement de la pédagogie en enseignement supérieur (IAPES), Maclean's, Affaires universitaires, et les publications Magna. Il y a beaucoup à faire et nous sommes heureux de travailler avec d'autres organisations qui partagent nos intérêts et nos valeurs.

**Nous avons fait des progrès considérables en ce qui concerne la gestion administrative et financière de la Société.** Je suis heureuse d'annoncer que Sylvia Riselay a récemment signé un contrat de trois ans à titre de secrétaire exécutive. Nous en sommes aux dernières étapes de notre processus d'agrément. J'aimerais remercier toutes les personnes qui ont participé à l'examen de notre futur règlement administratif pour leur engagement sérieux dans cette étape importante du développement de la Société. Ces réalisations ont été rendues possibles en partie grâce à notre campagne d'adhésion institutionnelle, qui a été un franc succès. Forte de plus de 50 membres institutionnels en 2007, la Société est aujourd'hui dans une situation financière très positive.

Rien de tout cela n'aurait été possible sans le travail acharné et le dévouement des membres de la Société. Je pense ici aux personnes qui siègent au Comité de direction, qui participent à l'administration du GDE ou du Conseil des récipiendaires du Prix national d'enseignement 3M, qui aident à sélectionner les bénéficiaires des bourses de la Société ou qui se portent volontaires pour jouer des rôles clés ou participer à des comités. Merci à toutes et à tous!

Au plaisir de vous voir à Edmonton!

# President's Report

**Julia Christensen Hughes**
STLHE President
University of Guelph

It is with mixed emotions that I write my final *President's Report* for the STLHE Newsletter. The past three years have gone by incredibly quickly. It has been a privilege to have had the opportunity to work with such an outstanding group of people; people who work tirelessly on the Society's behalf, care deeply about teaching and learning in higher education, and bring a real sense of integrity, community, and caring to our work. I am grateful for the experience; we have accomplished much together. In keeping with our strategic directions, over the past several years we have:

**Advanced the *scholarship of teaching and learning* (SoTL).** The Society, along with the Educational Developers Caucus (EDC), has hosted a number of national events on the theme of bringing clarity to what the SoTL is, why it is important, how it should be assessed and supported, and why increased government funds are needed for this important work. Our annual conference, publications (e.g. *Teaching and Learning in Higher Education*, *Green Guide* series, occasional manuscripts) and awards programs provide important opportunities to disseminate and celebrate the SoTL. We are currently exploring how we might further enhance publication opportunities for the SoTL from a Canadian perspective.

***Advocated* for the improvement of teaching and learning practice.** STLHE has become much better known on the national stage and our perspectives have become increasingly sought by governments, educational associations, educational institutions, and the press. Members of the Steering Committee are now regularly invited to speak on behalf of the Society at national conferences and think tanks, and to comment on noteworthy events. Recent projects of the Council of 3M National Teaching Fellows, such as the publication of *Making a Difference/Toute la différence* have helped to profile issues of importance to Society members.

**Become a more *inclusive* organization.** Over the past few years STLHE has become home to many groups and individuals. Membership growth has come from an increasing number of faculty and educational developers from the college sector, as well as an increasing number of students and administrators. We have also accepted applications for the formation of two Special Interest Groups (SIGs). One will represent the interests of writing centre professionals and the other the interests of librarians. We have also introduced a new portfolio that will champion graduate students and TA development issues. Finally, we continue to develop ideas to help us better meet the needs of our francophone colleagues.

**Strengthened our *partnerships*.** The work of the Society continues to be strengthened through our long-standing partnerships with 3M Canada, McGraw-Hill Ryerson, the International Consortium for Educational Developers (ICED), the Professional and Organizational Development Network (POD) and Higher Education Research and Develoment Society of Australasia (HERDSA). Over the past year, we have forged important new relationships with the Institute for the Advancement of Teaching in Higher Education (IATHE), Maclean's Magazine, University Affairs, and Magna Publications. There is much to be done and we are pleased to work with other organizations who share similar interests and values.

**Progressed in administration and financial management.** In addition to all of the above, we have made considerable progress on the administration and financial management of the Society. I am pleased to announce that Sylvia Riselay recently accepted a three-year contract as our Executive Secretary. We are also in the final stages of our move towards incorporation. For those of you who helped review our proposed by-laws, thank you so much for your thoughtful involvement in this very important step in the Society's evolution. These accomplishments were made possible, in part, by our extremely successful institutional membership campaign. With over 50 institutional members for 2007, the Society's financial position is very positive.

None of this would have been possible without the hard work and dedication of the Society's members – those who serve on the STLHE Steering Committee, are involved in the administration of the EDC or 3M TFC, help adjudicate the Society's awards, or volunteer for key positions and committee work. Thank you all!

## *Special Thanks*

Several members are stepping down this year from the Society's Steering Committee or are moving on to other responsibilities. Please join me in expressing heartfelt thanks to these dedicated individuals.
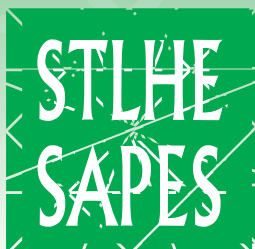
After over ten years on Steering in a variety of roles including regional representative BC, President Elect, President, and Past-President, **Gary Poole** is stepping down this June. Gary has made immeasurable contributions to the Society. His dedication, wisdom, thoughtfulness, and humour will be greatly missed.

Two regional representatives will leaving the Steering Committee. As head of the *Inclusivity* portfolio, **André Bourret**, Francophone QC, did much to encourage the involvement of francophone colleagues and to increase the bilingualism of the Society's printed material. **Bluma Litner,** Anglophone QC, provided important support for inclusivity. Thank you both for your diligence and patience!

**Aline Germaine-Rutherford** is stepping down as Coordinator of the Alan Blizzard Award. Aline will remain on Steering for one more year as regional representative Ontario, NE and as VP Partnerships. Also, **Dieter Schönwetter** is stepping down as Secretary. He will remain on Steering as regional representative SK/MB and has agreed to provide leadership for the Society's new *graduate student portfolio*. We sincerely appreciate all Aline and Dieter did in their past roles and are grateful for their continued involvement in the Society's work.

**Erika Kustra** is stepping down as Editor of the Newsletter. Thank you once again Erika for your outstanding work! We welcome and congratulate the new co-editors, **Sandra Bassendowski** and **Corinne Beauquis**.

# Society for Teaching and Learning in Higher Education

**STLHE**
**SAPES**

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

## What's inside?

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