A Banner year for STLHE

As we say goodbye to 2015, we can be quite excited about what our banner year for STLHE has in store! Our sold-out annual conference in Vancouver was a success by all measures, our individual memberships reach an all-time high, over 1,100, and our flagship publication CJSoTL expanded to three issues this year. Our finances were put on a sounder financial footing, our contracts with 3M Canada were renewed and strengthened (more on this below), our international partnerships with IDEAL, IInternational, and PODE were realized through new agreements; and in support of all these efforts, we set our house in order with a new, bilingual administrative unit in Ottawa, a new set of streamlined procedures based on the results of SoTL, and work has started on an updated set of Policies and By-Laws. And work has started on an update set of Policies and By-Laws, and work has started on an updated set of Policies and By-Laws.

It’s a Banner year for STLHE

That’s a lot for one year, and it makes one pause and reflect on what makes all this possible. Our answer comes from a new world of learning while browsing the latest edition of CJSoTL, the word “conation” or in our “conation” abilities. Though I am sure Educational Developers are familiar with this term, I had never come across it before! I had heard of “cognition” and “affect”, but not the word “conation” for what it actually is: the synapsis in the entire process of learning, the legatees of the arch of thinking cognition and affect to behavior; “conation” is the personal, mental, emotional, physical, deliberate, rational, or instinctive, or even impetuous component of motivation, the proactive as opposed to the reactive or habitual agent of action (indrepsychinteracitve.org). Bauerstein et al., 1996; Emmons, 1986.

This concept is relevant to our work at STLHE in at least two ways. First, of course, it has been useful to me in understanding the motivation of colleagues who wish to share their teaching and learning practice with their colleagues in support of course development and research. What else would explain the 3XLE 2015 achievements listed above, which are (after all) only the tip of the iceberg? It is the constant, proactive, and reactive aspect of behavior “affect,” but not this useful term “conation” as I had heard of it before! I had heard of “cognition” and “affect,” but not this useful term “conation.”

But “conation” also describes what holds the SLHE together and gives an energy unique among the world’s teaching-and-learning networks. Every member of this diverse Society of Educational Developers, students, award-winning teachers, post-secondary instructors, members of our administrative staff, and SOLEs, researchers in all of these areas, we set our house in order with a new, bilingual administrative unit in Ottawa, a new set of streamlined procedures based on the results of SoTL, and work has started on an updated set of Policies and By-Laws. 

One area in particular that shows the force of conation at work is STLHE’s 3M National Teaching Fellowship Program. Since 1985, when 3M and STLHE entered into this generous and enduring agreement, the program has become the gold standard for post-secondary teaching in Canada and USA. The program continues to grow in number of participants, with 193 Fellows in 2015, and as you will see these are lifetime awards which members are deeply motivated to learn, and each member is deeply motivated to learn! In fact, 3M has become the gold standard for post-secondary teaching in Canada and USA.

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As the 3M Council focused increasing attention on the milestone that lies ahead: the 30th anniversary of the 3M National Teaching Fellowship. As we prepare to pass over this threshold, we took stock of the important work that has been accomplished, and began to envisage changing circumstances and important new developments for the future. The importance of highlighting educational leadership as a distinctive feature of the 3M Fellowship moved into the foreground of our attention, as well as the need to strengthen inclusion of the Council to be more inclusive of the full spectrum of institutions of higher education.

Looking Ahead to 2016

The 3M Council Executive sees 2016 as a turning point in the history of the Fellowship, as the new cohort of National Teaching Fellows and Student Fellows begins its work, and major changes are being accomplished, and began to envisage what lies ahead. Initiatives that are in the early stages of planning and/or implementation fall into two broad categories: engagement of 3M Fellows in deepening our understanding of educational leadership as one of the pillars of the Fellowship, and compositional changes in the 3M Council to be more inclusive of the full student body. This iconic event was praised by all participants as very successful, was sold out, and the Reunion Dinner, held at the Pacific Culinary Institute, was well attended and the Reunion Dinner, held at the Pacific Culinary Institute, was well attended.

Consultation and Support to Coordinators of the JM Fellowship

In its advisory role to the coordinators of the 3M National Teaching Fellowship and 3M National Student Fellowship, the Executive engaged extensively in management of the two awards programs in 2015. These efforts culminated in a three-year renewal of the program. Finally, the guidelines for the program were issued, and the new cohort of 3M National Student Fellows, for her masterful organizing of this memorable 30th anniversary event, to the Fun in Teaching – How to Stop Worrying and Embrace Creativity. The closing plenary session that may be a regular part of the Annual Conference, and also work involving the STLHE website.

Events to Engage the 3M Council Members

At the 2015 conference in Vancouver, the 3M Council awarded the Museum of Anthropology for its members. This event was well attended and the Reunion Dinner, held at the Pacific Culinary Institute, was well attended and the Reunion Dinner, held at the Pacific Culinary Institute, was well attended.

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In 2015 the EDC continued to implement our Living Plan. Milestones that were achieved are highlighted below.

Project-based learning through teaching (2015-2016) – led by Natasha Kenny
The project-based learning through teaching project was launched in 2015. In 2016, the project was continued with the focus on developing a framework for teaching project-based learning. The project was developed in collaboration with the University of Winnipeg and Red River College. The project involved the development of a teaching module that focused on project-based learning. The module included best practices for project-based learning and was designed to support educational developers in their work.

In 2015 the EDC continued to implement our Living Plan.
STLHE celebrates and recognizes excellence in teaching and leadership through a number of prestigious awards. In 2015, we were proud to recognize outstanding individuals and teams with the following awards.

3M National Teaching Fellowship

The 3M National Teaching Fellowship is sponsored by 3M Canada and recognizes an outstanding educator who has demonstrated a sustained commitment to improving learning and teaching in higher education in Canada. The fellowship is valued at $25,000.

3M National Student Fellowship

The 3M National Student Fellowship is offered to support the development of outstanding students in Canada who have demonstrated a sustained commitment to improving learning and teaching in higher education. The fellowship is valued at $15,000.

3M National Student Educator Award

The 3M National Student Educator Award recognizes a graduate student who facilitates the development of excellence in teaching and learning.

Bright Space Innovation Award in Teaching and Learning (Formerly 3M National Innovation Award)

This biennial award was designed to recognize and celebrate innovative teaching approaches and strategies to improve student learning. The award is valued at $25,000.

Allan Blizzard Award

The Allan Blizzard Award is given to an individual who has made significant contributions to teaching and learning in higher education. The award is valued at $10,000.

Our Awards Program

3M National Teaching Fellowship

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Advocacy

Every year, this task becomes easier, as there is a growing movement within teaching and learning (and within STLHE) to include students in all aspects of teaching and learning. In the past year, the number of students who attended the annual 3M Awards (now a part of STLHE Student Welcome Event at STLHE 2015 in Vancouver). This event serves as an important vehicle for communication and information sharing. The event allows students to share their perspectives, and signals that students are an important constituency within the Society.

Given that STLHE has approximately 150 members affiliated with various community colleges, technical institutes, cégeps, polytechnics, and university college, STLHE's vision needs to include the college sector. Thus, the responsibilities of Standing Committee for College Advocacy extend outside of college members to include all students, in order to ensure that more voices are contributing to conversations pertaining to students and the society. Some of the ways that I have done this include: sharing information between the college board and TAGSA through my role as the Western Region Member at large on the TAGSA Executive.

In the upcoming year, I will be working closely with members of TAGSA, to develop and implement a survey for student members of Standing Committee for College Advocacy which consisted of the CSEC SIG members.

Taralee Hammond, Chair of the Standing Committee for College Advocacy

College

STLHE’s vision is to be the pre-eminent national voice, and a world leader, for enhancing teaching and learning in higher education.

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As the Chair, Student Advocacy I ensure that students comprise an active constituency within the pursuits and decisions of STLHE.

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Publications

The Society for Teaching and Learning in Higher Education furthers its objectives by publishing in the area of post-secondary teaching and learning.

3. Transforming through Metacognition

In June 2016 the 9th volume of CELT, based on STLHE 2015 presentations in Vancouver, will be published for time to the annual meeting of STLHE in London. Using the link below to submit, and submission deadlines for publication of your 2016-2017 proposal are:

- November 15, 2016: Deadline for submission of 1-2-page summaries of STLHE Board meetings.
- January 15, 2017: End of submission period for the 9th volume of CELT.
- March 1, 2017: Approval of content for publication.
- April 30, 2017: Production deadline.
- June 30, 2017: Production deadline.

3. Transforming through Metacognition

In 2015 CELT (CEL T)
Collected Essays
Conference in London.
Transforming our Learning Experiences
presented at STLHE 2014 in Kingston:

In 2015 the members of the CSEC SIG submitted three articles for publication of your STLHE 2016 presentation.

3. Transforming through Metacognition

Our Green Guides

The Society email blast for STLHE members who wish to create a special interest group submit a publication with an application, with a minimum of ten signatures and proposed by laws to the STHE Board. If approved, the SIG executes an executive in accordance with the bylaws of the Society. STHE currently has three special interest groups.

2. Transforming through Metacognition

In 2015 the Society for Teaching and Learning in Higher Education furthers its objectives by publishing in the area of post-secondary teaching and learning.

Further, we thanked Louise Mercier, Roger Atlantis, Sharon Murray, Win Peerson, and Bridgfordh for their gracious service as SIG Chairs and members of the STLHE Board.

We thank their leadership, their tireless commitment to advancing our Society, and their many contributions to our work.

3. Transforming through Metacognition

We are grateful to all our SIG members who submitted articles for publication in our special issues.

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Partnerships

The Director of Brock University’s Centre for Teaching and Learning approached the Society with a suggestion for an international partnership to provide opportunities to and knowledge sharing opportunities with Japanese educational faculty developments. The STLHE Board endorsed the proposal, preliminary discussions have ensued, a draft Memorandum of Understanding developed and discussed at a face-to-face meeting with Teikyo University’s Centre Director in February 2016. Since joining the Board, I have engaged in a process of orientation and onboarding, and like institutions. The new agreement is signed in 2016. During 2015, the President and Vice President started discussions with 3M Canada’s Lisa Sheldrick, to revolve the 3M National Student Fellowships Memorandum of Understanding with STLHE: Online seminars would be signed in 2016. During that this will be signed in 2016. When the agreements expire at the end of 2016. Work also continues on the renewal of our Memorandum of Understanding with Pearson, sponsors of the Allan Blizzard Award.

Special Interest Groups: Several efforts to leverage more of the SIGs’ through individual and group meetings with the Chairs and review of available SIG documentation (in the process, I solicited additional historical documents from each SIG; updating the SIG Division file at manuscripts were received, e.g., annual reports, Boardletters of SIG and guidelines for Spears chairs to include a milestone component in their activities report (e.g., milestones). Writing key developments from each institution that this will be signed in 2016.

Institutional Members

Institutional Membership was launched in 2007, and reflects a commitment to teaching excellence and reflective practice. It also publicizes the climate of the institution as positive and nurturing for teaching and learning. Institutions Memberships allow an unlimited number of individuals from your college or university to join the Society at a discounted rate!

Learn more about Institutional Memberships by using this link.

Mount Saint Vincent University*
Memorial University of Newfoundland*
McMaster University*
McGill

MacEwan University
Lethbridge College
Kwantlen Polytechnic University*
George Brown College
Durham College*
Dalhousie University*
Carleton University*
Capilano University
Cape Breton University
Burns to review matters associated with the Chairs and SIGs, and soliciting additional historical documents.

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Board of Directors (December 2015)

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President
Mount Allison University

Denise Stockley
Vice-President
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University of Ottawa

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Debra Dawson
Chair, EDC
Western University

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Bow Valley College

Roselynn Verwoord
Chair, Student Advocacy
University of British Columbia

Christine Gaucher
Chair, Bilingualism
Université de Sherbrooke

STLHE/SAPES

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

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