



**STLHE SAPES**

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



# ANNUAL REPORT 2019

# VISION

The Society of Teaching and Learning in Higher Education strives to be the pre-eminent national voice, and a world leader, for enhancing teaching and learning in higher education. It also supports increased awareness, research, dissemination, and application of scholarly approaches to teaching and learning.

# GOALS

- ✔ Support and advance teaching and learning in higher education;
- ✔ Provide a forum for the exchange of ideas and networking opportunities;
- ✔ Provide opportunities for professional development;
- ✔ Facilitate and disseminate research on teaching and learning;
- ✔ Recognize and reward contributions to teaching excellence, educational leadership, innovation, service and mentorship in higher education;
- ✔ Collaborate with like-minded teacher and student groups and organizations in Canada and abroad;
- ✔ Shape, influence and lead policy decisions that enhance teaching and learning in higher education at local, national and international levels;
- ✔ Carry out the work of the Society in Canada’s two official languages; and
- ✔ Actively engage student participation in all aspects of the Society’s work.

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## YEAR AT A GLANCE

- The 2019 Educational Developers Caucus Conference, held from February 19-22, was the first completely online conference offered by STLHE
- Creation of the Teaching and Learning Network, a way to build capacity, or to have a more focused discussion on a specific topic
- Concentrated effort for a more bilingual publication by the Canadian Journal for the Scholarship of Teaching and Learning (CJSoTL)
- Release of Collected Essays on Learning and Teaching (CELT) Volume 12 on Pedagogical Innovation: Adapting Practice to Evolving Cultures
- New members were welcomed to the STLHE Board of Directors in June
  - Secretary, *Miriam Carey*
  - Chair of the Standing Committee for Partnerships, *Janice Miller-Young*
  - Chair of the Standing Committee for Bilingualism Advocacy, *Geneviève Maheux-Pelletier*
- 2019 STLHE Annual Conference was held June 11-14th in Winnipeg, Manitoba with the theme of Guiding the Journey: Learner – Teacher – Learner
- STLHE was represented at the International Consortium of Educational Development (ICED) Council Meetings in Iceland by President Denise Stockley and EDC Chair Erika Kustra
- STLHE was represented at the International Society for the Scholarship of Teaching and Learning (ISSoTL) Conference held in October in Atlanta, Georgia
- President Denise Stockley represented STLHE at the Professional and Organizational Developers (POD) Network Conference, held in November in Pittsburgh, Pennsylvania
- AOR Solutions was brought on as Communications and Conference Coordinators with a focus on Membership Communication Strategy



# MESSAGE FROM THE PRESIDENT

It is with immense joy that I write the introduction for this 2019 STLHE Annual Report as we focus on a year of transformation and development. Teaching and learning in higher education is evolving, and so is STLHE. Our Society is a thriving community of passionate individuals from across Canada and the world who are committed to enhancing the post-secondary sector.

I am very pleased that our Society continues to prosper while representing the diversity of Canadian higher education. As 2019 was a year of transitioning, we were able to maintain the progress that had been established for our membership and the Society’s needs while also introducing new initiatives that will lead us through to a strong year of innovation for 2020.

As the Society for Teaching and Learning in Higher Education continues to broaden its reach, we have been able to put into place numerous actions in order to further our efforts to increase student engagement, recognize the talents of teachers and students in our community, and bilingualism. Of our many initiatives, our priorities for the year included an extended bilingualism strategy, the introduction of a regional conferences and events initiative, and a membership communication strategy.

We’ve taken the time this year to set forth some great initiatives that I’m excited to be able to build on next year. Among them was the decision to engage AOR Solutions as our new Communications and Conference Coordination team. Moving into 2020, we have put more of a focus on certain STLHE goals, one of them being our valued members. The STLHE Board will be working with AOR to create additional value for both our individual and institutional members. I’m excited to say that the Regional Conferences and Events program will be



**Denise Stockley**  
PRESIDENT, STLHE  
QUEEN’S UNIVERSITY

launched in early 2020, giving members the opportunity to enhance community practices and to further support local engagement.

What keeps us connected is our deep commitment to teaching and learning in higher education. It is what brings us all to share our experiences, our knowledge, and even our curiosity within the STLHE community to foster a larger discussion. These conversation extends far past our conferences, through to our partnerships, our publications, our list-servers and our awards as we recognize, congratulate and support each other on the work we all do to improve our own little pieces of academia.

STLHE wouldn’t have become what it is without the many people that dedicate their time, effort, and passion to this organization. Thank you to the hundreds of volunteers that have devoted, and continue to devote, themselves to enhancing teaching and learning in higher education. Without our awards coordinators and adjudicators, conference chairs, organizing committees, presentation reviewers, on-site volunteers, our publication editors and reviewers, affiliated groups, and our members, we wouldn’t be the vibrant community that we are today.

# 2019 STLHE ANNUAL CONFERENCE

In 2019 the STLHE Annual Conference, Guiding the Journey: Learner-Teacher-Learner, was held in Winnipeg Manitoba. The conference explored themes of the lifelong learner with four threads helped ground discussions about the educational journey from one of learner to teacher to learner:

- Spirit, Story, Awareness
- Physical, Knowledge, Growth
- Heart, Emotions, Reciprocity
- Mind, Wisdom, Engagement

In the spirit of reconciliation, two worldviews (Western and Indigenous) were carried throughout the development, organization, and programming. Each thread was also representative of the sacred hoop and directional areas (medicine wheel) associated with the reflective process woven throughout the Sacred Tree teachings (Indigenous).

Thank you to the University of Manitoba, Université de Saint-Boniface and Red River College for co-hosting the conference.




## 2019 CONFERENCE BY THE NUMBERS




# EDUCATIONAL DEVELOPERS CAUCUS



 **297** EDC members

 **570** Participants on EDC listserv

 **120** Members engaged EDC action groups and communities of practice

▲ Number of members in action groups and in communities of practice

## 1.0 ENGAGING MEMBERS IN CO-CREATION

### Governance, Membership, and Communication

This year, the EDC Executive welcomed Vice-Chair Communications, Carolyn Hoessler and Vice-Chair Conferences, Cosette Lemelin. We are excited to prepare the new EDC website, [edc.stlhe.ca](http://edc.stlhe.ca), with the launch planned for the EDC 2020. The site will have content in both French and English.

### Action Groups and Communities of Practice

Launched last year, the EDC Communities of Practice (CoP) provide opportunities for groups to pursue common interests. Two communities meet regularly: Indigenous Knowledges; and Teaching and Learning Centre Heads and Directors. New members are welcome.

EDC Action Groups engage members to

bring about change. There are currently four groups: Ethical Conduct and Practices; Educational Development Evaluation; Curriculum Mapping; and Early Career Action Group. Interested members can initiate a new group, and invite other members by submitting a proposal to the EDC Secretary, Mandy Frake-Mistak ([mfmistak@yorku.ca](mailto:mfmistak@yorku.ca)).

## 2.0 ADVOCATING NATIONALLY & INTERNATIONALLY

The EDC continues to advocate and connect EDC internationally. Following the Online EDC Conference in February 2019, we had an increased number of international members, reaching 6% of the membership in December 2019.

Members were represented at the 2019 Professional and Organizational Development (POD) Network and the International Consortium of Educational Developers (ICED) conferences. With help from EDC Chair, Erika Kustra, the EDC

also had contributions in The Handbook of Educational Development for Germany.

Nationally, the EDC Chair was part of 3M National Teaching Fellows Review Committee, meeting in January 2019, and the STLHE Board. For the EDC Online Conference two regional groups—Council of Ontario Educational Developers (COED) and BC Teaching and Learning Council (BCTLC)—arranged in-person networking.

## 3.0 CELEBRATING, REFLECTING & SCHOLARSHIP

### Guides

Two topics for the next Guides were identified: Curriculum Development; and Decolonization and Educational Development. Proposals for Authors of the Curriculum Development Guide will be evaluated early 2020. Consultation and planning are underway to identify the best approach for a Guide focused on Indigenous issues and Decolonization. Thanks to Jessica Raffoul—ED Guide Coordinator.

### EDC Awards

The EDC would like to express gratitude to the Awards Selection Committee members, Jovan Groen (University of Ottawa) and Frances Kalu (University of Calgary—Qatar) and congratulate our new award winners.

#### *Distinguished Educational Developer Career Award*

Dr. Celia Popovic, Associate Professor, Faculty of Education, York University

#### *Educational Developer Leadership Award*

Dr. Klodiana Kolomitro, Director, Education Development, Health Sciences Office of Professional Development and Educational Scholarship, Queen's University

### Accreditation Framework

This year, we welcomed the new Chair of the Accreditation Committee, Mandy Frake-Mistak, with thanks to the Inaugural chair, Celia Popovic. The EDC Accreditation Framework provides a process to support high quality professional development programs at

Canadian post-secondary institutions. This is not accreditation of individuals, rather of the programs. A new committee has been struck with some returning members, and three programs are under review this year, including an international program.

### Educational Developers Grants for Exchanges (EDGEs)

The EDGEs fund was created to support the development of strong, meaningful professional networks among educational developers and teaching centres across Canada and beyond by funding exchanges to enable knowledge sharing, collaboration, and professional development.

The EDC would like to thank EDGEs Coordinator, Deb Chen, and the EDGEs 2019 peer reviewers, Adam Chapnick, Karyn Olsen, and Carol Roderick for their time and commitment to selecting three initiatives to be funded by the EDC in 2019.

### EDC Grants

Congratulations to our successful grant applicants:

- Création du PortailFL2 pour les praticiens et les chercheurs de FLS au Canada—Principal applicant: **Sarah Anthony**
- Supporting faculty adopting and embedding an Open Educational Resource (OER), as a means of supporting student wellness and learning, through a professional development certificate offered by a Centre for Teaching and Learning—Principal applicant: **Robyne Hanley-Dafoe**
- Building capacity or a leaky pipeline? Investigating the experiences of SoTL-focused postdocs in Canadian Teaching and Learning Centres—Principal applicant: **Cherie Woolmer**
- Models for Developing the Developers: Exploring Strategies that Educational Developers Use to Engage in Continuing Professional Development—Principal Applicant: **Klodiana Kolomitro**

EDC Executive



Erika Kustra,  
Chair, *University of Windsor*

Carolyn Hoessler,  
Vice-Chair,  
Communications,  
*OCAD University, Higher  
Education & Beyond*

Jaymie Koroluk,  
Vice-Chair, Professional  
Development, *Carleton  
University*

Cosette Lemelin,  
Vice-Chair, Conferences,  
*University of Alberta*

Natasha Patrito Hannon,  
Vice-Chair, Awards and  
Recognition, *Niagara  
College*

Mandy Frake-Mistak,  
Secretary, *York University*

Jennifer Martin,  
Treasurer, *Niagara College*

EDC Coordinators

Jessica Raffoul,  
Educational Development  
Guide Coordinator,  
*University of Windsor*

Kris Knorr,  
EDC Grants Coordinator,  
*McMaster University*

Lisa Endersby  
EDC Institute Coordinator,  
*York University*

Jessie Richard,  
EDC Webinar Coordinator  
Interim, *University of  
Toronto*

Mel Young,  
EDC Resource Review,  
*Cambrian College*

Deb Chen,  
EDGEs Grant Coordinator,  
*University of British  
Columbia*

The EDC would like to thank EDC Grant Coordinator, Kris Knorr, for his time and commitment. We are also excited to announce that Kyle Scholz will be transitioning into the EDC Grants coordinator role in 2020 as Kris completes his second term.

4.0 LEARNING AND GROWTH

First Online EDC Conference

The 2019 EDC Conference was held fully online for the first time in February, addressing the theme Positive Resilience and the Future of EDC. The conference attracted the largest number of participants, with approximately 255 unique participants from across Canada including representation from 11 countries (UK, Belgium, Australia, Qatar, New Zealand, and others).

Webinars

After an eventful year of new and exciting online events and outreach, the previous Webinar Coordinator role is being transformed into an Online Events Coordinator. This modification is intended to reflect a position that supports a broader range of activities as the EDC continues to grow in this area.

Institute

The 2019 EDC Institute was hosted in Guelph, April 23–26 in collaboration with Western University and Niagara College. The Great Educational Developers Seminar (GEDS), a 3-day event, hosted educational developers from across Canada and explored challenges and innovations in our field.

Led by the EDC Institute Coordinator, Lisa Endersby, and the Vice President, Professional Development, the executive will be exploring an opportunity to develop a high-quality Institute offering supported by consistent structures and processes and informed by the results of the membership needs analysis. The executive is also in consultation with the Early Career Action Group to discuss a possible Institute focused on the unique needs, challenges, and goals of developers who are new to the field.

EDC Resource

In February 2019, the online EDC book club launched on the Good Reads platform. The group is currently highlighting “An Urgency of Teachers: The work of critical digital pedagogy”.

EDC Bursary

EDC bursary funding of \$2400 was distributed to offset registration fees and support the participation of four individuals in the 2019 EDC Institute.

2018 EDC Distinguished Career Award winners, Natasha Kenny and Jill Grose, generously donated their \$1000 conference funding awards to the EDC Bursary, expanding the pool of available bursary funds for the EDC 2020 Conference in Halifax, NS.

In December 2019, the EDC committed \$5000 in bursary funding to support the participation of 13 students and early career educational developers in the EDC Conference 2020 in Halifax, NS.

Budget

With sound planning and management, EDC has a surplus at the end of the fiscal year. EDC supported a number of continued initiatives in 2019, with funds allocated EDGEs Grants, Guides, Awards and conference bursaries.

The surplus will be used in the coming year to benefit members through continued support of initiatives building on EDC membership recommendations from previous years, captured in the Living Plan and the completion of a member needs analysis. Additional membership needs will be identified through the completion of a needs analysis. ■

SCHOLARSHIP OF TEACHING AND LEARNING CANADA



We have created the role of Communications Officer, a volunteer position within SoTL Canada filled by a member and appointed by the Chair of SoTL Canada. The first person to hold the role of Communications Officer is Cherie Woolmer of McMaster University. We are excited to explore how we can expand our communication activities with help from Cherie.

Ratification of By-Laws

Our inaugural by-laws were ratified by the membership of SoTL Canada at the June 2019 SoTL Canada AGM at the STLHE Conference.

Update from 2019 AGM

We hosted our annual AGM at STLHE 2019 in June in Winnipeg. The notes from the AGM are posted on the SoTL Canada blog. In brief, we discussed the by-laws, financials, and goals for the coming year.

Regional SoTL Groups

This year, the Executive is working to establish and support SoTL communities that fit between the local and national levels. These regional groups are important for connecting our members across individual institutions while ensuring opportunities for face-to-face interactions are more common than national / international meetings. In our conversations with members, we have also identified the value of regional groups for supporting faculty at smaller institutions (e.g. Yukon College) that do not have the same breadth in their local community of SoTL scholars.

We have identified individuals willing to lead regional SoTL communities in BC,

Alberta, Manitoba, Ontario, and the Atlantic region. The Ontario group has existed in the past and is aiming to rebuild and re-energize. The other regions have existing informal networks that leaders are working to build upon. SoTL Canada is supporting these efforts through communication with our membership, and exchange of ideas and sharing of practices between regions. We aim to regularly communicate regional SoTL events to the national SoTL Canada membership to increase awareness and engagement. ■

SoTL Executive



Brett McCollum,  
Chair,  
*Mount Royal University*

Melanie Hamilton,  
Vice-Chair,  
*Lethbridge College*

Jeni Spencer,  
Secretary,  
*University of Guelph*

Jill McSweeney,  
Treasurer,  
*Dalhousie University*

Christopher Ostrowski,  
Advisor for Student  
Engagement,  
*University of Calgary*

# COUNCIL OF 3M NATIONAL FELLOWS FOR TEACHING AND LEARNING IN HIGHER EDUCATION



## Council of 3M Fellows Executive



**Patrick T. Maher,**  
Chair, *Nipissing University*

—  
**Lisa Dickson,**  
Vice Chair, *University of Northern British Columbia*

—  
**Heather Carroll,**  
Communications and Finance Officer, *Harvard University*

—  
**Jessica Riddell,**  
Fellow-at-Large, *Bishop's University*

—  
**Christl Verduyn,**  
Fellow-at-Large, *Mount Allison University*

—  
**Lisa Dickson,**  
Fellow-at-Large, *University of Northern British Columbia*

—  
**Enav Zusman,**  
Fellow-at-Large (1 year appointment), *University of British Columbia*

—  
**Debra Dawson,**  
3MNTF Coordinator

—  
**Cynthia Korpan,**  
3MNSF Coordinator

The 3M Council was once again well represented at the 2019 STLHE Annual Conference in Winnipeg, MB. Along with the always thoughtful and energizing closing plenary by the 3M National Student Fellows, and the informative “Welcome to My Classroom” talks, the Open Books | Livres Ouverts project continued for a third year, and we were well represented with many other sessions and workshops led by various Fellows.

The 3M Fellows Reunion dinner was held during the conference at Inferno's Bistro. As usual it was a full house, as we welcomed new Student and Teaching Fellows to the family and celebrated the comradery through the years.

Under the leadership of Lisa Dickson (3M NTF 2011; University of Northern British Columbia), assisted by Isabelle Barrette-Ng, (3M NTF 2018; University of Calgary), The Teaching Fellowship Mentoring Network continued to provide service to any nominee, from any post-secondary institution across Canada, who is doing the important and complex work of building their reflective, scholarly nomination dossier for the 3M National Teaching Fellowship.

The 3M Council was pleased to see one 2018 Scholarship of Leadership in Education (SoLE) Grant completed in 2019, and another awarded.

The SoLE grant awarded in October 2018 saw Fellows Pamela Toulouse (3M NTF 2015; Laurentian University), Mathew Dueck (3M NSF 2019; Laurentian University), Ann Bigelow (3M NTF 2015;

St. Francis Xavier University), Jin-Sun Yoon (3M NTF 2015; University of Victoria) and Christl Verduyn (3M NTF 2018; Mount Allison University) run a full-day retreat on “Truth and Reconciliation Pedagogy” before the 2019 STLHE conference.

A SoLE grant was awarded in September 2019, for the project on “Learning from our Mistakes: Narratives of Educational Leadership Following Failure” led by Fellows Pat Maher (3M NTF 2014; Nipissing University) and Jessica Riddell (3M NTF 2015; Bishop's University). This project is underway and will be presented at the 2021 STLHE conference.

Please follow us on Twitter [@3mcouncil](https://twitter.com/3mcouncil), and visit us at [3mcouncil.ca](https://3mcouncil.ca) ■

## SPECIAL INTEREST GROUPS



### TEACHING ASSISTANT AND GRADUATE STUDENT ADVANCEMENT (TAGSA)

#### STLHE 2019 Conference

TAGSA was well represented at the 2019 STLHE conference in Winnipeg, Manitoba. The TAGSA executive invited members of the STLHE community to engage in a workshop style session on graduate student supervision as part of the conference roundtable sessions.

Members of our executive also organized and facilitated the 2019 TAGSA Award for Outstanding Conference Session Led by a Graduate Student. This year's winner was Dr. Gerry Gourlay for her STLHE Conference session titled Culture Shift: The Four-Year Transformation of Teaching in a Biology Department. A blog post highlighting Gerry's work is posted on our TAGSA website. TAGSA's AGM was held during the conference and outlined the past, present, and future work of the executive.

#### EDC 2019

At the 2019 EDC Showcase, the TAGSA Executives created a video and held a Twitter conversation that focused on the connections between educational development and TA/grad student advancement. Special guests, Cynthia Korpan and Michelle Ogrodnik (the 2018 TAGSA Award Winner) also contributed footage for this video.

#### Changing in Executive

Over the last few months, the Executive have been preparing for the upcoming 2020 election. Notifications will be sent out to the STLHE community via our Elections chair in the during the winter 2020 term.

### Communications

In 2019, we launched the [TAGSA Listserv](#) via Google Groups. Our aim is to centralize our communications in this platform to ensure future TAGSA executive members and the membership are able to virtually interact and communicate in a consistent manner. Our Twitter account has been very active this year, with multiple executive members posting, liking, and retweeting on a regular basis. Please follow us [@TAGSA\\_SIG](https://twitter.com/TAGSA_SIG).

In 2019, we continued our quarterly online newsletter called the “TAGSA TIMES”, which was emailed to all current members of TAGSA and posted on our website. TAGSA remains active on Twitter, with multiple executive members posting, liking, and retweeting on a regular basis.

### Online Professional Development

In 2019, TAGSA received SIG funding through STLHE's new \$500 funds reserved for SIGs. We are currently in the process of working with the institutions of individual executives to put together a national online professional development opportunity for graduate students. Our hope is that in May 2020, we will be able to invite a speaker from Beyond the Professoriate to conduct a webinar around the development of professional skills needed beyond academia. Our hope is that each of our institutions, we can also compliment this webinar with a face-to-face meeting with graduate students, where we can further discuss professional development and opportunities to enhance skills needed for employment. ■

### TAGSA Executive



**Jeni Spencer,**  
Chair,  
*University of Guelph*

—  
**Jill Marie McSweeney-Flaherty,**  
Vice-Chair,  
*Dalhousie University*

—  
**Brandon Sabourin,**  
Secretary,  
*University of Windsor*

—  
**Betsy Keating,**  
Eastern Member-at-Large,  
*Dalhousie University*

—  
**Natasha May,**  
Ontario Member-at-Large,  
*York University*

—  
**Alexandra Kozelko,**  
Central Member-at-Large,  
*University of Manitoba*

—  
**Eliana El Khouny,**  
Western Member-at-Large,  
*University of Calgary*

—  
**Ashlyne O'Neil,**  
Student Member-at-Large,  
*University of Windsor*

# TEACHING AND LEARNING NETWORKS

Teaching and Learning Networks are member-led networks that are regional, national, or international in scope and teaching and learning focussed. They provide a forum to create awareness; initiate conversation; explore and exchange ideas, insights, and perspectives; create collegial connections; share or develop resources and so on with others engaged in teaching and learning.

### TEACHING-STREAM

The Teaching-Stream Teaching and Learning Network is designed to bring together those scholars who enrich teaching in our disciplines in the context of a teaching-stream position. These positions have emerged at universities across Canada (and beyond) and in all disciplines. Our purpose is to provide a national, cross-disciplinary forum promoting and advocating for the interests and priorities of teaching-stream colleagues, and promote teaching excellence at Canadian universities.

This year was the inaugural year of the Teaching-Stream TLN (TSTLN). We were granted TLN status in early 2019. We solicited feedback from the TSTLN membership, via email, about their interest in TSTLN and the specific issues/concerns members hoped the TSTLN would help promote or explore. This foundational information will be a spring-board for our planning for 2020.

We also helped share resources across the TSTLN list and a call-for-participants for a research project on the teaching stream in Canada, led by a TSTLN member.

### SCIENCE TEACHING AND LEARNING NETWORK

The Science Teaching and Learning Network aims to provide a mechanism for

the exchange and development of ideas around science teaching and learning, to facilitate networking for the purpose of scholarship, and to advocate, as needed, for science education.

As this Network is in its infancy this year we primarily focused on letting STEM higher ed educators know about the existence of this network. Additionally, we gathered ideas from the membership as to what they would like form this network and worked to define our direction. We held an informal breakfast meeting at the STLHE Annual Conference in Winnipeg in June. The conversations revolved around what people where wanting this Network to be for them.

We are working hard to keep members connected through developing a listserv for sharing of ideas, seeking of advice and connecting with colleagues. This list has been created at Waterloo on mailman services and uses the scitl@stlhe.ca alias or SciTL@lists.uwaterloo.ca.

Furthermore, members are exploring opportunities for grant funding and some members of SciTLN have been meeting by Zoom biweekly to discuss general teaching and learning issues at our universities and share resources. ■

# OUR PUBLICATIONS



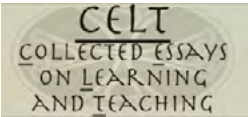
### THE CANADIAN JOURNAL FOR THE SCHOLARSHIP OF TEACHING AND LEARNING (CJSOTL)

Two thousand-nineteen brought with it substantial change for the journal. Specifically, it moved from its home on the bepress editorial management platform to Western Libraries' new OJS site. This was a large undertaking facilitated by Western Libraries with the support of the CJSOTL editors. The move involved redesigning the journal web site, revising OJS template e-mails, transferring 10-years worth of articles to the new site, as well as reviewing information, and training the editors on the new system. In spite of the enormity of the task, it was a relatively smooth transition, with minor issues continuing to be resolved as they arise.

One advantage to the new site is that all of the journal's processes can now be completely conducted in both official languages. While moving to CJSOTL's new home, we also managed to publish three issues with a total of 31 articles and circulated a call for additional Associate Editors to help manage the increasing numbers of submissions we are receiving.

### COLLECTED ESSAYS IN LEARNING AND TEACHING (CELT)

CELT's 12th volume was published by the editorial board based at UBC Okanagan in time for our 2019 Annual Conference. As with previous volumes, the 12th edition included revised, peer-reviewed versions of papers initially presented at STLHE's



2018 annual conference in the form of workshops, roundtables and research presentations.

Sixteen papers were published on topics such ranging from experiential learning to innovation in new contexts and provoking change in various institutional cultures. A section on instructor practice, uses as a sub-theme, humility and optimism, two words that describe the hidden emotional demands of those engaged in higher education—the STLHE membership! ■

### Chair of the Standing Committee for Publications



Dianne Bateman,  
Chair,  
Champlain College

Student Leaders Recognized by STLHE

Several students were formally and informally recognized as leaders by STLHE in 2019. These included a new cohort of 3M National Student Fellows, a Teaching Assistants and Graduate Student Advancement (TAGSA) conference award recipient, and numerous others who served as members of conference planning committees, awards adjudication committees, and in various leadership roles throughout constituent groups and special interest groups.

Additionally, I want to acknowledge the countless students across Canada who are leaders in their respective programs and at their own institutions. The work being done by student leaders in local and regional settings helps to build stronger communities, something that connects to the foundational values of STLHE. Thank you to all students who organize events, host workshops, mentor peers, and otherwise volunteer their time to enhance teaching and learning around them. Thank you!

STLHE 2019 Conference

Student attendance at the annual STLHE conference continues to be a defining characteristic of the vibrancy of the society. The 2019 STLHE annual conference saw 56 students in attendance, many of whom also presented or co-presented during the conference. These students were supported financially with nearly \$3000 of bursary funding and discounted registration costs. That number of students does not include the numerous student volunteers from the University of Manitoba, Red River College, Assiniboine Community College, and Université de Saint-Boniface who assisted in navigating the campuses, setting up

sessions, and provided general support throughout the conference.

Numerous program offerings were designed to include students in the conference. A student welcome session was held the morning of the first day of the conference, allowing students to connect as a cohort. In addition, the 3M National Student Fellows offered a unique plenary session that several conference participants identified as a highlight of the conference! Included in the conference again this year was a unique stream for TAGSA to promote research and scholarly activity focused around various teaching and learning issues related to student learning and research experiences. Several other presentations including students were also interspersed throughout the various other thematic conference tracks.

Looking Ahead to 2020

As the society continues to grow and adapt to the ever-changing Canadian postsecondary landscape, students will continue to have a vital role to play. STLHE as a society is as committed as ever to actively engaging students in supporting and enhancing teaching and learning. I encourage all students to consider how you might contribute to the work of STLHE, whether that is in a formal or casual role. If you have ideas about how STLHE can support students, I encourage you to reach out and contact me!

In 2020, I will end my term as the Chair of the Standing Committee for Student Advocacy. But there is still much work to do! I appreciate the opportunity to serve STLHE in this role and look forward to the next student leader to carry on the work of student advocacy within STLHE. ■

Chair of the Standing Committee for Student Advocacy



Brandon Sabourin,  
Chair,  
University of Windsor

Élection d’une nouvelle présidente pour le Comité permanent de la protection du bilinguisme

En juin dernier se terminait le mandat de Christine Gaucher, présidente du Comité permanent de la protection du bilinguisme de 2016 à 2019. Les élections afin de lui trouver un successeur ont eu lieu au printemps et Geneviève Maheux-Pelletier a été élue pour un mandat de 3 ans. Le rôle premier de la présidente et de son comité est de favoriser la participation aux activités de la SAPES des francophones œuvrant dans le milieu canadien de l’enseignement supérieur. De plus, ils veillent au rayonnement du bilinguisme dans les activités de la SAPES et soutiennent cet objectif dans tous les dossiers dont le Conseil d’administration de la SAPES est responsable.

Suite à l’élection, un nouveau Comité permanent pour la protection du bilinguisme s’est formé afin de soutenir ce dossier au sein de la SAPES. Ses membres représentent sept universités francophones et bilingues situées à travers le Canada. Le comité aimerait accueillir de nouveaux membres notamment du milieu collégial; pour se joindre à ce réseau de collègues francophones, il suffit d’écrire un bref message à [bilinguism@stlhe.ca](mailto:bilinguism@stlhe.ca).

Réseautage en pédagogie de l’enseignement supérieur

York University et l’Université du Québec à Chicoutimi (UQAC) ont reçu une bourse conjointe visant à favoriser les échanges entre institutions (bourse EDGE octroyée par le Réseau des formateurs en pédagogie de l’enseignement supérieur ou RFPES). Elle servira à partager des ressources en français en plus d’initier des collègues de l’UQAC à l’Instructional

Skills Workshop (ISW). À ce sujet, la traduction vers le français du manuel de formation ISW (ou ATE, pour Atelier sur les techniques d’enseignement) a été finalisée l’automne dernier.

De plus, les présidentes ancienne et actuelle du Comité permanent de la protection du bilingue ont joué un rôle consultatif lors du développement du nouveau site web bilingue du RFPES afin d’en guider la traduction et d’en assurer la qualité de la communication en français. Nous félicitons chaleureusement le Réseau de cette initiative visant à rejoindre nos collègues francophones!

Congrès annuel et publications de la SAPES

Le congrès de la SAPES a eu lieu à Winnipeg en 2019, ce qui a favorisé la tenue de plusieurs présentations en français de la part de collègues de l’Université Saint-Boniface. D’autres séances en français ont eu lieu grâce à des collègues du Québec, du Nouveau-Brunswick et de la Suisse. Un atelier de pré-congrès a aussi été offert en version bilingue (français et anglais). Cependant, aucun article en français n’est paru dans les revues bilingues de la SAPES (CELT et RCACEA) en 2019. Cela suggère qu’une plus grande mobilisation de la communauté francophone est nécessaire afin de voir le français prendre plus de terrain comme langue de diffusion pour la recherche en pédagogie post-secondaire (RePP). Cela contribuera non seulement à l’épanouissement de la communauté francophone qui existe en enseignement supérieur à travers le Canada mais aussi à une pluralité de voix et de pratiques qui ne peut qu’enrichir la SAPES.

### Election of a New Chair for the Standing Committee for Bilingual Advocacy

Last June, Christine Gaucher ended her mandate as the Chair of the Standing Committee for Bilingual Advocacy (2016 to 2019). An election was held in the spring and Geneviève Maheux-Pelletier was elected for a 3-year mandate. The primary role of the president and her committee is to encourage the participation of Francophone educators in activities run by STLHE. They also ensure that bilingualism is featured in STLHE activities and support this objective with each of the Board's portfolios.

Following the election, a new Standing Committee for Bilingual Advocacy was formed. Its members represent seven French-speaking and bilingual universities across Canada. The committee seeks to welcome new members, particularly those from the college sector. To join this network of Francophone colleagues, simply send a brief message to [bilingualism@stlhe.ca](mailto:bilingualism@stlhe.ca).

### Networking in Educational Development Circles

York University and the Université du Québec à Chicoutimi (UQAC) received a joint grant aimed at promoting exchanges between institutions (EDGE grant awarded by the Educational Developer Caucus). It will be used to share resources in addition to bringing the Instructional Skills Workshop (ISW) to UQAC. On a related note, the translation into French of the ISW training manual was finalized last fall.

Furthermore, the former and current Chairs of the Standing Committee for Bilingual Advocacy played an advisory role during the development of the new bilingual EDC website, both to guide its translation and ensure the quality of communication in French. We warmly congratulate EDC on this initiative aimed at reaching out our French-speaking colleagues!

### Chair of the Standing Committee for Bilingualism Advocacy



Geneviève Maheux-Pelletier,  
Chair,  
York University

### STLHE Conference and Publications

STLHE's annual conference was held in Winnipeg in 2019, which led to several presentations in French by colleagues from Université Saint-Boniface. Other conference talks were communicated in French thanks to colleagues from Quebec, New Brunswick and Switzerland, and a bilingual pre-conference workshop was also part of the program. However, no article written in French was published in STLHE's bilingual journals (CELT and CJSOTL). This suggests that a concerted effort by the Francophone community may be needed if French is to become more frequently used for creating and disseminating knowledge around the scholarship of teaching and learning (SoTL). This will not only contribute to the development of the Francophone community within higher education across Canada, but also to a plurality of voices and practices that can only enrich STLHE. ■

# PARTNERSHIPS

### STLHE IS PROUDLY PARTNERED WITH:



Janice Miller-Young was elected Chair of the Standing Committee of Partnerships in June of 2019.

### Agreements

The Society has renewed several of its partnerships in 2019. A two-year agreement was negotiated with Guidebook, the program provider for the STLHE annual conference. STLHE renewed its agreement with University Affairs, one of two media sponsors. The renewal of a longstanding agreement with 3M Canada, sponsor of the National Teaching and Student Fellowship Programs was almost complete in December 2019. An agreement with the Society's partner organization, Professional and Organizations Developers (POD) Network, is also under negotiation with some positive additions being explored.

### SIGs and TLNs

As partnerships chair, I serve as liaison between the Board and STLHE's affiliated groups to ensure they meet their duties as Special Interest Groups (SIGs) and Teaching and Learning Networks (TLNs), to provide support (as needed) toward meeting their stated mission and goals, and to maintain open lines of communication. The TLNs are a relatively new initiative, only one year old, and I'm looking forward to seeing how they grow and evolve.

### Looking Ahead

In addition to working with and supporting the portfolios of other Board members (e.g. Awards, Publications), I look forward to exploring how the Society can increase its engagement of the membership and other teaching and learning organizations at the local, national, and international levels. ■

### Chair of the Standing Committee for Partnerships



Janice Miller-Young,  
Chair,  
Mount Royal University

# STLHE AWARDS

STLHE is proud of its prestigious awards that recognize, reward and celebrate outstanding contributions to teaching excellence and educational leadership in post-secondary education in Canada.

The Chair of the Standing Committee for Awards is primarily responsible for carrying out the Society’s mandate for “recognition and rewarding of outstanding contributions to teaching excellence and educational leadership in post-secondary education” by overseeing and managing of STLHE Awards. In collaboration with the Partnerships Chair, the Awards Chair supports the work of the coordinators of the individual Awards.

### 3M NATIONAL TEACHING FELLOWS

In 1986, the Society for Teaching and Learning in Higher Education (STLHE) and 3M Canada partnered to recognize exceptional contributions to teaching and learning in Canadian universities. The community of 3M National Teaching Fellows embodies the highest ideals of teaching excellence and scholarship with a commitment to encourage and support the educational experience of every learner. The 3M Teaching Fellows have an outstanding teaching reputation, sustained over several years, and are leaders in the promotion of teaching excellence.

#### The 2019 3M National Teaching Fellows are:

- **Steven Barnes**, Department of Psychology, University of British Columbia
- **Emin Civi**, Faculty of Business, University of New Brunswick
- **Sue Dawson**, Atlantic Veterinary College, University of Prince Edward Island

- **Sheri Fabian**, School of Criminology, Simon Fraser University
- **Brett McCollum**, Department of Chemistry and Physics, Mount Royal University
- **Joanne O’Meara**, Department of Physics, University of Guelph
- **Wendy Pearson**, Department of Women’s Studies and Feminist Research, Western University
- **Anne Marie Ryan**, Earth Science Department, Dalhousie University
- **Helga Thorson**, Department of German and Slavic Studies, University of Victoria
- **Sarah Todd**, School of Social Work, Carleton University

We would like to thank Macleans Magazine as the Media Sponsor for the 3M National Teaching Fellowship. We also thank Debra Dawson, Western University, for her work as the 3MNTF coordinator.

### 3M NATIONAL STUDENT FELLOWSHIP

This partnership between 3M Canada and STLHE enables an exciting opportunity for students across Canada to distinguish themselves as part of a unique learning community. Each year, the 3M National Student Fellowship honours up to ten full-time students at Canadian post-secondary institutions who have demonstrated outstanding leadership in their lives and at their post-secondary institution. These students embrace a vision of education that enhances their academic experience and those of their peers.

#### The 2019 Student Fellows are:

- **Mathieu Chin**, Biomechanics, University of Calgary
- **Mathew Dueck**, Indigenous Social Work, Laurentian University
- **Taylor Irvine**, Study of Religion, University of Toronto
- **Owen Dan Luo**, Child Health and Health Sciences, McMaster University
- **Ethan Pohl**, Sociology (Criminology, Law, and Social Policy) and Political Studies, Bishop’s University
- **Mariam Ragab**, Computer Science, and Sociology and Social Anthropology of Social Justice and Inequality, Dalhousie University
- **Hayat Showail**, Environment, Sustainability & Society, Dalhousie University
- **Tonya-Leah Watts**, Biomedical Science and Indigenous Studies, Trent University
- **Tingting Yan**, Health Sciences, Biomedical Sciences, University of Calgary
- **Enav Zipora Zusman**, Pharmacy, University of British Columbia

Each cohort of 3M National Student Fellows participates in a day-long retreat to discuss leadership in post-secondary education, lead the closing plenary session at the STLHE conference and collaborate on a project of their own design relating to educational leadership. We thank Cynthia Korpan, University of Victoria for serving at the 3MNSF coordinator and welcome to the role.

### D2L INNOVATION AWARD IN TEACHING AND LEARNING

Generously supported by Desire2Learn (D2L), each year this Award celebrates and recognizes post-secondary educators for their innovative approaches that promote student-centred teaching and learning. This individual Award is open to all educators currently teaching at a

post-secondary institution, regardless of discipline, level, or term of appointment. Unique among the STLHE awards, the D2L Award is STLHE’s only international award

#### The 2019 Recipients are:

- **Fun Man Fung**, Department of Chemistry, National University of Singapore, Singapore
- **John Nychka**, Faculty of Engineering, University of Alberta
- **Eva Peisachovich**, School of Nursing, Faculty of Health, York University
- **Diane Salter**, St. George’s University, Grenada
- **Anne Trépanier**, School of Indigenous and Canadian Studies, Carleton University

This Award celebrates and recognizes innovative approaches that promote student-centered teaching and learning.

Thank you to the D2L Award Coordinator Elaine Koo, University of Toronto.

### ALAN BLIZZARD AWARD

The biennial Alan Blizzard Award was established to encourage, identify, and publicly recognize those whose exemplary collaboration in teaching enhances student learning. The Award honours Dr. Alan Blizzard, STLHE President from 1987 to 1995, and his convictions about the effectiveness of collaboration in team teaching for student learning. The Award seeks to make visible and disseminate scholarship of teaching and learning, based on the values and practices of collaborative teaching.

#### The 2019 Award Winners:

- Team from Thompson Rivers University for their collaborative project entitled “Knowledge Makers”.

The team members are **Elder Mike Arnouse, Elder Doreen Kenoras, Elder Estella Patrick Moller, Dr Margaret Vickers Hyslop, Paul Michel, Professor**

Rod McCormick, Vernie Clement, Joanne Brown, Dr Sereana Naepi, Dean Airini, Dean Chris Adam, Misty Antoine, Dr Lisa Bourque Bearskin, Sheila Blackstock, Baihua Chadwick, Associate Professor Natalie Clark, Dean Tom Dickinson, Dean Doug Ellis, Troy Fuller, Dr James Gaisford, Kathy Gaynor, Garry Gottfriedson, Dean Michael Henry, Associate Professor Shelly Johnson, June Kelly, Brian Lamb, Donald Lawrence, Crystalyn Lemieux, Roxane Letterlough, Associate Professor Courtney Mason, Tina Matthew, Dean Rick McCutcheon, Donna McGrath, Dean Brad Morse, Dean Donna Murnahagn, Dr Mahtab Nazemi, Associate Vice-President Don Poirier, Dean Baldev Pooni, Karie Russell, Dr Darlene Sanderson, Dr Sandra Vermuellen, and Professor Emeritus Patrick Walton.

Knowledge Makers is a collaborative teaching initiative where Indigenous students learn how to research, and how to publish research, as Indigenous researchers. Based at Thompson Rivers University, the program brings together up to 15 Indigenous undergraduate students each year from across the university to learn how to ‘make knowledge’ through a multi-modal approach. Since 2015 close to 40 university leaders, Elders, faculty, staff, and community members have contributed to this non-credit, four-month annual program.

THE TAGSA AWARD

Established by The Teaching Assistant Graduate Student Advancement (TAGSA) Special Interest Group, a Special Interest Group (SIG) of STLHE, the TAGSA Award recognizes a graduate student who facilitates the best conference student-led session at the annual STLHE conference.

The recipient of the TAGSA Award for an Outstanding Conference Session Led by a Graduate Student for 2019 is Gerry Gourlay from the University of Victoria for her session titled: Culture Shift: The Four-Year Transformation of Teaching in a Biology Department.

PAT ROGERS SOTL POSTER AWARD

The focus of the Award is to promote the importance of posters as opportunities to disseminate results from the Scholarship of Teaching and Learning (SoTL) research in an interactive way and to explore creative, effective and innovative teaching and learning practices.

The winner of the Pat Rogers SoTL Poster Award for 2019 Kelly Pilato and Dr. Madelyn Law in the Department of Health Sciences at Brock University. Their poster titled: Implementation Evaluation of a mental health policy in higher education: shared meanings of the Fall Break Policy showcased the impact of a Fall Break at Brock University and the results it had on students perceived stress. ■

Chair of the Standing Committee on Awards



Valerie Lopes, Chair, Seneca College

MEMBERS

As of December 31st, 2019, STLHE had 1037 members.



2019 STLHE Conference



# 2019 INSTITUTIONAL MEMBERS

Institutional membership was launched in 2007 and reflects a commitment to teaching excellence and reflective practice. It also publicizes the culture of the institution as positive and nurturing for teaching and learning. Institutional Memberships allow an unlimited number of individuals from a member college or university to join the society at a discounted rate. Learn more about Institutional membership by visiting the STLHE website. <https://www.stlhe.ca/membership-centre/membership-benefits/>



|   |  |
|---|--|
| Algonquin College                               | Mount Royal University                     |
| Athabasca University                            | Mount Saint Vincent University **          |
| Bishop's University                             | Niagara College **                         |
| Brandon University *                            | Nipissing University                       |
| Brock University **                             | Nova Scotia Community College              |
| Cambrian College *                              | OCAD University                            |
| Camosun College                                 | Ontario Police College                     |
| Cape Breton University                          | Queen's University **                      |
| Capilano University                             | Red Deer College                           |
| Carleton University **                          | Red River College *                        |
| Concordia University                            | Ryerson University **                      |
| Dalhousie University                            | Saint Mary's University **                 |
| Durham College **                               | Seneca College Vancouver Community College |
| eCampusOntario                                  | Simon Fraser University **                 |
| John Abbott Cégep / College                     | St. Lawrence College                       |
| Kwantlen Polytechnic University **              | Thompson Rivers University **              |
| Lakehead University                             | Trent University **                        |
| Langara College                                 | University College of the North            |
| Laurentian University / Université Laurentienne | University of Alberta **                   |
| Lethbridge College                              | University of British Columbia             |
| McGill University                               | University of Calgary **                   |
| McMaster University **                          | University of Guelph **                    |
| Memorial University of Newfoundland **          | University of Lethbridge                   |
| Mount Allison University                        | University of Manitoba **                  |

|   |
|---|
| University of New Brunswick **                  |
| University of Northern British Columbia         |
| University of Ontario Institute of Technology * |
| University of Ottawa / Université d'Ottawa*     |
| University of Prince Edward Island *            |
| University of Saskatchewan                      |
| University of Toronto *                         |
| University of Victoria *                        |
| University of Waterloo *                        |
| University of Windsor *                         |
| University of the Fraser Valley                 |
| Université de Moncton *                         |
| Vancouver Island University                     |
| Western University **                           |
| Wilfrid Laurier University **                   |
| York University                                 |











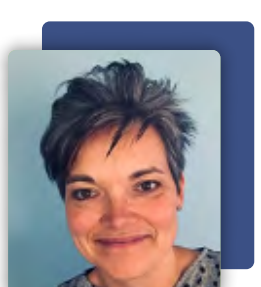

\* New Institutional members  
\*\* Founding (2007) Members

# PLAN FOR THE FUTURE

## CURRENT INITIATIVES

-  **DEVELOPMENT OF A MEANINGFUL COMMITMENT TO BILINGUALISM**
-  **INCREASING STUDENT AWARENESS, ENGAGEMENT AND PARTICIPATION**
-  **EXPANDING OUR AWARDS PROGRAMS TO RECOGNIZE SPECIAL INTEREST GROUPS AND OTHER TALENTS OF TEACHERS AND STUDENTS**
-  **STRENGTHENING OUR RELATIONSHIP WITH SENIOR ADMINISTRATORS AND IN PARTICULAR UNIVERSITIES CANADA, AND COLLEGES AND INSTITUTES CANADA**

## BOARD MEMBERS (as of May 2020)

|   |  |  |   |
|---|--|--|---|
| <br><b>Denise Stockley</b><br>President, STLHE,<br>Queen's University                                  | <br><b>Laura Kinderman</b><br>Vice-President, STLHE,<br>Queen's University                                  | <br><b>Miriam Carey</b><br>Secretary,<br>Mount Royal University   | <br><b>Elana Cooperberg</b><br>Treasurer,<br>Vanier College  |
| <br><b>Erika Kustra</b><br>Chair, Educational<br>Developers Caucus<br>(EDC), University<br>of Windsor | <br><b>Patrick T. Maher</b><br>Chair, Council of 3M<br>Fellows, Nipissing<br>University                    | <br><b>Brett McCollum</b><br>Chair, Scholarship of<br>Teaching and Learning<br>Canada (SoTL Canada),<br>Mount Royal University | <br><b>Janice Miller-Young</b><br>Chair of the Standing<br>Committee for<br>Partnerships, Mount<br>Royal University |
| <br><b>Valerie Lopes</b><br>Chair of the Standing<br>Committee for Awards,<br>Seneca College         | <br><b>Dianne Bateman</b><br>Chair of the Standing<br>Committee for<br>Publications,<br>Champlain College | <br><b>Geneviève Maheux-Pelletier</b><br>Chair of the Standing<br>Committee for<br>Bilingualism Advocacy,<br>York University  | <br><b>Brandon Sabouri</b><br>Chair of the Standing<br>Committee for<br>Bilingualism Advocacy,<br>York University  |



**STLHE SAPES**

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

[stlhe.ca](http://stlhe.ca)