



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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STLHE

Annual Report 2016

Message

from the
president

In November 2016, I had the pleasure of representing the STLHE at the International Consortium for Educational Development (ICED) Council held in Cape Town, South Africa. STLHE is one of the founding members of ICED, and therefore holds a prominent position among the many national “networks” dedicated to the development of student-centered learning in post-secondary education. As each representative gave their annual report, I was reminded once again of the many benefits of STLHE’s 35-year history and the strong edifice built by the hard work of our colleagues and predecessors. Across the world, fledgling networks devoted to Educational Development look to STLHE’s mature structure, its extensive and multi-faceted membership, its deeply established constituencies and programmes, and to the international profile of our Annual Conference.

STLHE’s stature as one of the oldest and most established networks of its kind in

the world was also made evident closer to home when the 2016 Annual Conference returned to London, Ontario. London is home not only to one of our founding institutions (Western U) but also to 3M Canada, our long-standing corporate partner and generous sponsor of the world-renowned 3M National Teaching Fellowships. Indeed, the 2016 Conference was our opportunity to conclude a year-long celebration of the 30th anniversary of this Fellowship, and a specially-prepared book documenting this unique partnership was presented at the Gala Banquet that marked the proceedings. STLHE and 3MCanada were celebrating not only the Fellowship’s storied history, but also a re-signed contract that includes a significant, future-oriented extension of eligibility for the Fellowship to all eminent teachers in post-secondary education, including the many transformative educators at work in our Colleges, Polytechnics, and Institutes.

The 2016 Conference also featured another pathway to the future: the powerful collaboration of Western University and Fanshawe College in hosting a conference that included the very theme of opening up the many possible “pathways” between the various sectors of post-secondary education. A similar collaboration marked the Annual Conference of the Educational Developers Caucus in February in Windsor, Ontario, where St. Clair College and the University of Windsor combined to present the theme “Educational Developers without Borders.” This spirit of looking beyond the artificial divisions of the past to new modes of cooperation and synergy is precisely what is needed to confront the challenges of the rapidly-shifting landscape of higher education. Moreover, the STLHE is well positioned as a broker of these changes, bringing into conversation a wide range of stakeholders from across all of the various provincial jurisdictions, and including not only faculty and Educational Developers from both

colleges and universities, but also students and administrators, SoTL researchers and on-the-ground practitioners. In response to this challenge, the STLHE Board of Directors made an important adjustment to its structure in 2016, creating two new constituencies. Thus, alongside the founding constituencies of the 3M Council and the Educational Developers Caucus, the Board created the College Sector Constituency (formerly Chair of College Advocacy), and created a new position on the Board for the Chair of SoTL Canada by declaring it a constituency of STLHE.

Thus, we have combined in 2016 a celebration of the many strengths of our past with adjustments that position us for a challenging future. And challenging it will be. In June 2016, I attended the Threshold-Concepts Conference at Dalhousie, where I was forcefully reminded of one of the ways our identity as teachers and educational developers is being

shifted by seismic socio-political, technological, and demographic change. Humanist educators have always known that teaching is not so much about conveying information as it is about guiding students through a painful process of *self*-transformation. However, this (re-)definition of our role is itself a “threshold concept,” one that will have to fully displace the idea of “teaching-as-content-transmission” if institutions of higher education are to retain their authority in a world where the content is readily available in a myriad of other forms. Meanwhile, the TRC has delivered the long-overdue ultimatum to which we are all now responding: the indigenization of our institutions of higher education. Here again is a “threshold concept,” one whose meaning some of us (particularly in the western provinces) have already begun to grasp, and whose capacity to transform our practices is both certain and full of uncertainty. For an example

of what is at stake, we can look abroad, where in South Africa, the entire post-secondary system was shut down in the fall of 2016 by students demanding (among other things) the radical decolonization of the curriculum.

In the face of these challenges, I am proud of the way the STLHE continues to offer a unique space of conversation, spirited debate, and visionary collaboration, breaking down artificial borders and creating new pathways for authentic learning. While celebrating successes in innovation, evidence-based teaching, and educational leadership, we create opportunities for resource-sharing and connectivity across the entire, complex scene of postsecondary education in Canada. I hope you will take the time to read the reports below, which celebrate both the strengths of our past and the robust energy of our commitment to an emergent future.



Photo: Sylvia Avery

A handwritten signature in black ink, reading "Robert Lapp".

Robert Lapp

*Mount Allison University
President, STLHE*



3M Council
Conseil 3M

Council of 3M National
Teaching Fellows

Conseil des lauréats nationaux
3M en enseignement

Focus on Educational Leadership

2016 was a transformative year for the 3M Council as we prepared to welcome college sector in future cohorts of Fellows. In consultation with 3M Canada, and the STLHE Board, the groundwork to include the College Sector in the 3M National Teaching Fellowship was finalized and the criteria for the 3M National Student Fellowship were made more inclusive for all post-secondary students in Canada. Given these changes, the existing members of the 3M Council approved a new name, the *Council of 3M National Fellows for Teaching and Learning in Higher Education*, which reflected the addition of the 2012-2016 College Sector Award winners and the 3M Student Fellows as members of the more inclusive Council. 2016 also marked the 30th anniversary of 3M National Teaching Fellowship.

New Criteria for the 3M National Teaching Fellowship and the 3M National Student Fellowship.

The 2016 call for nominations for both the teaching and the student fellowships included the changes that had been made to the criteria which made both awards more inclusive for all post-secondary teachers and students in Canada. Changes to both awards affected teachers and students from the Colleges and related institutions. The original wording of the nomination criteria for the

3MNSF award precluded many college students because it would not allow nominations from student in the first or last year of their programs. The same restrictive criteria affected graduate students and other post-secondary professional programs. With the approval of 3M Canada, the nomination criteria were changed to a minimum of one year of post-secondary study.

Creation of the New Council of 3M National Fellows for Teaching and Learning.

Since it was first created in 1985 the 3MNTF award recognized leadership and innovation by Canadian University teachers. A parallel award for College Sector instructors, the College Sector Educator's Award, was created in 2012 the same year that the first 3M National Student Fellowships were awarded. All three awards recognized educational leadership and while one group, the 3MNTFs, had an organizational unit to pursue



Photo: Esther E. Enns



National Teaching Fellows Lauréats nationaux en enseignement



their common interests there was no such organization for the College Sector Award winners and the Student Fellows. The Council Executive felt that bringing these three groups together and that by including Teaching and Learning in the Council's name this would allow for multiple aims and objectives relating to the broader concepts and issues in post-secondary education.

Continued Promotion of Educational Leadership.

After several years of work on promoting

the importance of educational leadership for nominees to the 3M Fellowship, it had become evident that there is a lack of clarity around the meaning of the term. The 3M Council Executive recognized that there was opportunity to provide service to the Fellowship program and to members by addressing the nature of educational leadership and the support needed to develop this quality as a component of teaching and learning. Following through on initiatives undertaken in 2014 and 2015, the Council held a retreat on the day of the STLHE 2016 Pre-Conference.

Events to Engage the 3M Council Members.

Welcome to my Classroom is scheduled as an interactive session in the conference program and showcases the teaching of 3M National Teaching Fellows. Presenters give a sample interactive class suitable for first-year students or a general audience. As always, the **3M Fellows Reunion dinner** was well attended with 55 Fellows, including the 2016 3M Student Fellows. In addition to a great meal in an attractive setting, the reunion dinner continues to be a lively exchange of ideas and experiences from old and new Fellows. The **Human Library** at STLHE 2016 was a new initiative by the 3M Council Executive. The idea is drawn from the work of a number of major public libraries who established the concept as a way of facilitating conversations and discussions with individuals in real time. The 3M Council's website is a key resource for Fellows wishing to engage in the Council's initiatives. During the past year, the **3M Council website** has undergone repairs resulting from the website hack in February. Revisions and reorganization have also been undertaken.

The full version of this report is available on the Council's website



Esther Enns

Saint Mary's University, Chair of the Council of 3M National Teaching Fellows

3M Council Executive (December 2016)

Esther Enns, Chair, Saint Mary's University
Heather Carroll, Member-at-large, Loyola University
Maureen Connolly, 3M National Student Fellows Coordinator, Brock University
Aline Germain-Rutherford, Member-at-large, University of Ottawa
Jon Houseman, Member-at-large, University of Ottawa
Pat Maher, Member-at-large, Cape Breton University
Shannon Murray, 3M National Teaching Fellows Coordinator, University of Prince Edward Island
Jessica Riddell, Member-at-large, Bishop's University
Roselynn Verwoord, Chair of the Standing Committee for Student Advocacy (Invited), University of British Columbia

Educational Developers Caucus

In 2016 the EDC continued to implement our Living Plan. Milestones that were achieved are highlighted below.



EDC + RFPES

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

The Educational Developers Caucus values open community, **collaboration, ethical practice, and a scholarly approach, articulated through our Living Plan.** A particular effort this year was streamlining the Living Plan to maximize its use to the EDC community and to connect activities. The plan was summarized in the four major areas organizing this report: engaging members; advocating nationally and internationally; celebrating, reflecting and scholarship; learning and growth.

Engaging Members in Co-Creation

Governance

We welcome new executive members, and thank the outgoing executive: Deb Dawson is Past Chair for 2016-2017 providing valuable experience, thanks to Carolyn Hoessler, Vice-Chair, Professional Development for her tireless commitment and welcome to Jaymie Koroluk as the new Vice-Chair, Professional Development. This year, the EDC has expanded the notion of the executive to include area coordinators. Coordinators are taking on key roles primarily in the areas of professional development.

Communications

STLHE is developing a new website in order to facilitate communication, networking and enhance transparency for processes. EDC continues to use Twitter, Facebook, LinkedIn and the EDC listserv as the primary methods of communication with the

membership, and all have ongoing growth, with 447 members on the listserv.

Action Groups

EDC Action groups are a highly effective way of mobilizing and engage members and bringing about changes. There are six active Action Groups with over 40 EDC members:

- Indigenous Knowledges
 - Ethical Practices
 - Reward and Recognition
 - Mentorship
 - Evaluating Educational Development
 - Teaching and Learning Centre Leaders
- Updates include creating resources, engaging in scholarship, creating networks, and developing new awards and processes that will enhance educational development in Canada. New action groups may be proposed at any time to address new initiatives.

Advocating Nationally & Internationally

Membership and Outreach

The EDC Membership has seen growth of 29% over the last year, with 305 paid members February 2017.

International Outreach

In addition to expanding membership within Canada, the EDC executive and members have actively increased connections internationally such as the International Consortium of Educational Developers (ICED), Professional and Organizational Development Network (POD), Staff and Educational Development

Association (SEDA), Scotland Higher Educational Developers (SHED) and Japan.

Celebrating, Reflecting & Scholarship

As a community, we celebrate, reflect and engage in scholarship individually, collectively and continually.

Guides

A new Educational Development Guide Series was initiated. The inaugural guide, *The Educational Developer's Portfolio*, was published as an open resource, consistent with our EDC values. To help facilitate the process, an Educational Development Guide Coordinator position was created, and Jessica Raffoul became the first coordinator.



Celebrating the release of The Educational Developer's Portfolio, R-L: Deb Dawson, Paola Borin, Carolyn Hoessler, Erika Kustra and Jeanette McDonald



EDC Conference
February 2016,
Windsor

Awards

The Reward and Recognition Action Group developed two awards to recognize individuals for exceptional contributions to educational development in Canadian post-secondary education:

a) *Educational Developer Leadership*

Award: Carolyn Hoessler, University of Saskatchewan and Cynthia Korpan, University of Victoria

b) *Distinguished Educational Development Career Award:* Eileen Herteis, Mount Allison University, Jeanette MacDonald, Wilfrid Laurier University, and Nicola Simmons, Brock University

EDC congratulates the winners for their truly extraordinary contributions, and thanks the Action Group for their work developing the awards process.

EDC Accreditation Framework

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. The framework was developed by the Accreditation for Centres' Courses or Programs Action Group. The first groups will receive their certificates at the EDC 2017 Conference.

Grants

In Fall 2016, three grants were awarded. The criteria for reviewing grant submissions were refined with member input and a

coordinator specific to grants was established to help develop and support the grants. Kris Knorr, McMaster University, is the first grants coordinator.

Educational Developer Learning and Growth

EDC Conference

EDC 2016 was co-hosted by the University of Windsor and St Clair College, with the theme *Educational Developers Without Borders*. Record numbers attended, with 152 delegates from 56 institutions from countries including Canada, Japan, US, England and Scotland. A new initiative to engage sponsors enabled the EDC to fund seven bursaries. A particular highlight for the conference was the Indigenization in Canadian Higher Education panel.

EDC Institute

The 2016 EDC Institute was held in Oakville Ontario, hosted by Sheridan College in partnership with Humber College and University of Toronto Mississauga. Over the two-day intensive event, a dedicated group of approximately 30 participants explored themes related to inclusive practice in education *The Changing Face of Higher Education: Implications for our Work with Faculty and their Classrooms*. 17 people facilitated sessions, including a performance by undergraduate students exploring inclusivity. The first EDC Institute Coordinator is Lisa Endersby from York University.

Webinars

Initiated by the Mentoring Action Group, the first EDC webinars were organized, addressing topics such as Educational Developers Dossiers and program accreditation. Joe Lipsett, OCADU, is the first coordinator helping to host webinars, including an upcoming collaboration with Scotland's Higher Educational Developers (SHED). Through a mix of formal and informal PD opportunities, the EDC is initiating a broader conversation about the role of online and technology-mediated professional development in our community.

Budget

The EDC maintained a healthy budget; surplus will be used in coming year to benefit members. Financially, the EDC supported two major initiatives in this reporting year:

- Guide Series launch
 - Revision/redevelopment of the EDC website
- Additionally, the EDC Treasurer worked with the STLHE Treasurer to align the budgeting processes. Theresa Southam, Selkirk College, joined the EDC Executive as the incoming Treasurer, and will assume the full role February 2017.

Conclusion

It is an honour to join the EDC as the Chair for 2016. I look forward to working with the EDC Executive the STLHE Board, and the membership.



Erika Kustra
Chair, Educational Developers Caucus
University of Windsor

EDC Executive Committee (December 2015)

Erika Kustra, Chair, University of Windsor
Deb Dawson, Past Chair, Western University
Stephanie Chu, Vice-Chair Communications, Kwantlen Polytechnic University
Jaymie Koroluk, Vice-Chair, Professional Development, University of Ontario Institute of Technology
Celia Popovic, Vice-Chair, Conferences, York University
Erin Aspenlieder, Secretary, McMaster University
Tim Loblaw, Treasurer, Bow Valley College

The College Sector Educators Community (CSEC) saw extensive growth in 2016. In addition, the CSEC transitioned from a special interest group to a constituency of the Society for Teaching and Learning in Higher Education (STLHE).

College Sector Educators

The College Sector Educators Community (CSEC) has seen significant development and continued engagement in 2016. Under the leadership of Tim Loblaw, Bow Valley College, the CSEC has grown to 198 members. During this time, the CSEC has also transitioned from a Special Interest Group to a Constituency of the Society for Teaching and Learning in Higher Education (STLHE). This momentum continued into the 2016 STLHE conference in London.

One of the key aspects of the 2016 STLHE Conference was the collaboration between the colleges and universities. The partnership between Fanshawe College and Western



Pre-Conference Panel: Jim Van Horne, Anne Marie Deccico-Best, Glen Vollebregt, and Rachel Schoutsen

University in hosting the event was a fantastic endeavour and provided a great example for future collaborations between college and university colleagues within STLHE. The 2016 Conference report prepared by Gloria Leckie, stated:

One of the most rewarding aspects of the organization of the conference was the high degree of inter-institutional cooperation and goodwill between Fanshawe and Western staff and faculty who worked together on the conference. Not only was it a very good working relationship, with everyone pulling together on the various committees, it was also a great pleasure to get to know colleagues from each of our institutions and to learn more about how each institution functions within higher education.

The pre-conference portion of the conference was themed around Pathways — College to University and University to College. It also included an opening panel of individuals who received credentials from a College and a University. The panel, which was moderated Jim Van Horne, Coordinator of the Broadcast Journalism Program at Fanshawe College, was comprised of Anne Marie Deccico-Best, former Mayor of the City of London, Rachel Schoutsen the Morning Anchor from the Weather Network, Katie



Pre-Conference Presentation: Participants getting hands-on practice intubating a simulation mannequin

Simpson Parliamentary Correspondent from CBC News, and Glen Vollebregt the President of St. Lawrence College. These individuals shared how their University and College experiences shaped their lives and enriched their careers. It was a great kick off to the conference and helped generate further awareness of the college sector.

The conference saw a record number of proposals and attendees for the event. The proposal acceptance rate was 66% and included 320 presentations and 12 preconference sessions. From interactive workshops in the pre-conference to more traditional conference presentations, the amount of engagement from the college sector at the 2016 conference was exceptional.

Faculty from the college sector were also represented in the awards portion of last year's conference. Steven Gedies, a faculty member in Building Construction at Fanshawe College was the winner of the poster competition. His poster entitled "Empower Learners and Enhance their Communication Skills" outlined the creation of five innovative teaching activities in the technology classroom. STLHE 2016 marked the 30th anniversary of the 3M National Teaching Fellowships (3MNTF). With this milestone also came another exciting announcement. Going forward both

College and University faculty are now eligible for the Award. The inclusion of college faculty in the 3M Teaching Fellowship is a fantastic step forward in the recognition of the exceptional teaching that goes on in our college-learning environment.

With this announcement also came the retirement of the College Sector Educator Award. This award "celebrated individuals who promote and support the development of their peers and/or the Canadian college sector with regard to teaching excellence". Holly Catalfamo, Professor and Coordinator of the Human Resources Program from Niagara College; Nancy Harvey, Professor in Adult Learning Program from Nova Scotia Community College; Michelle Kwas, Professor and Chair of the Psychology Department at John Abott College; Janice Simcoe, Chair of the Centre of Indigenous Education and Community Connections at Camosun College, and Kathryn Weatherall, Professor and Coordinator of the Bachelor of Nursing Program at Georgian College were recognized as the final cohort to receive the College Sector Award. Holly, Nancy and Michelle were able to attend the conference in London and the Award Retreat during the pre-conference.

Going forward it will be important for the CSEC and its constituents to promote the 3M National Teaching Fellowship to cégeps, community colleges, polytechnics, technical institutes, and university colleges. Moreover, college teaching and learning centres will need continued support from the CSEC and STLHE to promote education about the award and guidance about the development of the application. Regarding the selection of the 3M National Teaching Fellowships award winners, the Chair of the CSEC is part of the selection committee and provides representation of the college sector in the process.

On behalf STLHE board we would like to thank Tim Loblaw for his leadership of the College Sector Educators Community. The CSEC has grown significantly under Tim's leadership over the past few years. Tim is truly inspirational and exemplifies a servant leadership style, as he is always there to help others, provide guidance and promote teaching and learning across the country. He is a consummate professional, a trailblazer in college teaching excellence and will continue to inspire us for many years to come. Thank you, Tim, for all you have done for the CSEC and we wish you all the best with your new endeavours.



A special thanks to Tim Loblaw, the former Chair of the College Sector Educator Community.

Michael Van Bussel
*Chair, College Sector Educator's Community
Fanshawe College*

CSEC Executive (December 2016)

Michael Van Bussel, Chair,
Fanshawe College

Annique Boelryk, Regional Representative,
Central Canada, Georgian College

Kathy Cocchio, Regional Representative,
*Western Canada, Northern Alberta
Institute of Technology*

Julie Mooney, Regional Representative:
Québec, Dawson College

Lorraine Mockford, Regional
Representative: *Eastern Canada, VWBPE*

Margaret Wilson, Secretary,
NorQuest College

Jordanne Christie, Awards Coordinator,
Durham College



College Sector Award Winners: Robert Lapp (STLHE President), Holly Catalfamo (Niagara College), Nancy Harvey (Nova Scotia Community College), Michelle Kwas (John Abott College), Valerie Lopes (Chair Awards)

Scholarship

of Teaching and Learning (SoTL) Canada

Governance

SoTL Canada Annual General Meeting (AGM)

Our annual general meeting was held in June at STLHE 2016 in London, ON – *meeting notes are available on the SoTL Canada website*. Some of the most notable items were requests for SoTL support including grants and awards, and initiatives to develop connections and collaborations across Canada. Consequently, two priorities for SoTL Canada in 2017 will be to work

toward creating a budget to develop funding for SoTL grants and awards, and the development of a SoTL mentorship program, which our constituency has indicated would contribute significantly towards supporting the development of SoTL in Canada.

New SoTL Canada Executive in 2016

SoTL Canada, with the help of our election process organizers Carolyn Hoessler and Tim Howard, held

two executive elections over the last year resulting in five new additions to the SoTL executive. As of December 2016, the current executive now includes: Deborah Kiceniuk, Chair; Gen Newton, Vice-Chair, Jeni Spencer, Secretary; Andrea Webb, Treasurer; and Chris Ostrowski as Advisor for Student Engagement. We also welcome the continuing leadership provided by Janice Miller-Young who will remain with the SoTL Canada executive for one year as past chair to facilitate the transition. Many thanks go out to Beth Marquis and Victoria Chen, outgoing Treasurer and Advisor on Student Engagement, respectively.

Initiatives

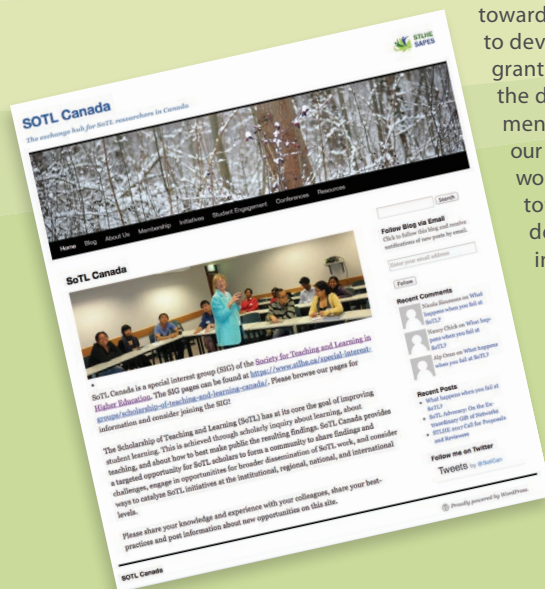
SoTL Advocacy

Nicola Simmons is leading the SoTL Canada advocacy group, which is planning and undertaking strategic advocacy for SoTL – towards the improvement of teaching and learning in higher education across Canada. During the last few months this group has undertaken a review of the research ethics policies surrounding SoTL within universities and colleges across the country in order to inform Tri-council future policy development. This group is looking for new members and ideas.

Interested in joining this group? Contact Nicola at nsimmons@brocku.ca.

SoTL Canada Peer Mentoring Program

A 2014 survey of SoTL Canada membership indicated a Peer Mentorship program was of interest to members. Last June at the STLHE 2016 conference, Chair Janice Miller-Young, Vice-Chair Deborah Kiceniuk, Secretary Genevieve Newton, and Advisor on Student Engagement Victoria Chen, presented a session, reviewing the literature on peer mentorship and soliciting input on what a SoTL Canada peer mentorship program might look like. Led by Gen Newton, the next step to the development of this Peer Mentorship Program has begun. During the last number of months, we created a list of prospective SoTL liaisons for universities and colleges within Canada. Subsequently, invitations were sent to these key people asking if they would be interested in acting as a SoTL liaison for their institution. Based on these responses the contact list is near completion. The SoTL liaisons will have opportunities to fulfill various roles that may include: providing information regarding SoTL activities at their institution; acting as communicators between SoTL Canada and their SoTL practitioners; and, identifying potential peer mentors/mentees.





Are you interested in being a SoTL Canada liaison for your institution? Please contact Gen Newton at newton@uoguelph.ca or Deborah Kiceniuk at Deborah.kiceniuk@dal.ca.

SoTL Canada Special Issue of New Directions for Teaching and Learning (NDTL)

The purpose of this special issue of NDTL entitled *The Scholarship of Teaching and Learning in Canada: Institutional Impact* is to provide examples and evidence of the ways in which post-secondary institutions in Canada have developed and sustained programs around the Scholarship of Teaching and Learning that impact the

institutional pedagogical climate. Under the skilled editorial leadership of Nicola Simmons, 8 institutions across Canada wrote chapters for this special issue. The issue also features national-level chapters, which summarize the history of SoTL in Canada, map where we are now, and suggest where we might go next. It is a must read!

The special issue was published in the June 2016 edition of NDTL.

SoTL Canada Collaborative Writing Groups
Led by editors Beth Marquis and Nicola

Simmons, 8 different collaborative writing groups that comprised individuals from various post-secondary institutions and disciplines across Canada, met in London at STLHE 2016 for some inter- and intra-group discussions. The article topics range from educational development, to students and SoTL, to SoTL en milieu francophone. The review process has now been completed and our special issue of CJSOTL is due to be published before STLHE 2017 in Halifax. We thank all those individuals who participated in this vast writing endeavour!

SoTL Canada Website

Under the leadership of Jon Houseman, our website has moved to a new location. The new SoTL Canada website can be accessed at the STLHE website. The site also contains our blog, which we use as one of our primary means of communication. Therefore, interested members should **please subscribe using the widget on the top right of the blog page.** Please note that this is separate from a STLHE membership, which should be updated through the membership sign-on of the STLHE website (log in and update your profile to indicate interest in SoTL Canada).

SoTL Canada is interested in blog contributions that can provide information or generate discussions. Contact Jeni Spencer, Secretary, at jspencer@uoguelph.ca for further details on how to contribute.



Deborah Kiceniuk
Chair, SoTL Canada
Dalhousie University

SoTL Canada Executive (December 2016)

Deborah Kiceniuk, Chair,
Dalhousie University
Janice Miller-Young, Past-Chair,
University of Alberta
Gen Newton, Vice-Chair,
University of Guelph
Andrea Webb, Treasurer,
University of British Columbia
Jeni Spence, Secretary, University of Guelph
Chris Ostrowski, Advisor on Student
Engagement, University of Calgary

Student Advocacy

As the Chair, Student Advocacy, on the STLHE Board of Directors, my role involves ensuring that students comprise an active constituency within the pursuits and decisions of STLHE.

In some ways, this is an easy task, as students are at the centre of teaching and learning. In other ways, this continues to be a challenging task as there are real and perceived barriers that directly influence student engagement. Some of these barriers include financial support, time, and spaces and places for engagement. Over the past year, my goal has been to try and reduce some of these barriers. Some of the ways that I have endeavoured to do this include: advocating for increased financial assistance for student conference attendees; creating the STLHE Student Advocacy Committee as a space and place for conversations about student engagement in the society; and through communication with various stakeholder groups.

Some highlights pertaining to student advocacy for this past year include:

Student Bursaries

At the 2016 STLHE conference in June, there was a record number of student attendees – 151 in total. The conference had a significant budget of \$15,000 for student bursaries, to support students to attend the conference. This money was generously and equally contributed from three sources including the conference hosts (Western University & Fanshawe College), STLHE, and conference

sponsors. As a result, the conference provided 51 bursaries of \$300 each, to students who were presenting at the conference.

STLHE Student Advocacy Committee

This past year saw the creation of the STLHE Student Advocacy Committee which serves as a direct line of communication between the STLHE board and the Special Interest Groups; coordinates all aspects of the annual STLHE Conference Student Welcome Event; supports student engagement; and identifies recruitment and retention measures to increase and sustain student membership in STLHE. I would like to express my appreciation to Justine Baek, Victoria Chen, Maureen Connolly, Eliana Elkhoury, Michal Kasprzak, Mahsa Kiani, Kathleen Moore, and Marie Vander Kloet for their service on this committee.

3M National Student Fellowship

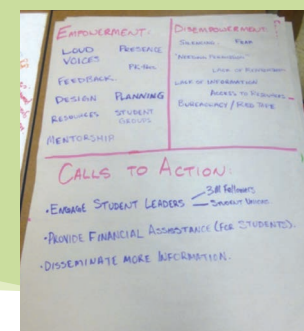
This past year, the 3M National Student Fellowship was expanded to include all students (college, university, and graduate students) who have completed at least one semester of study and who are enrolled full-time in a Canadian post-secondary institution. This year will see the first cohort announced under this broader and more inclusive mandate.

STLHE Student Welcome Event

This past year also saw the third annual STLHE Student Welcome Event, hosted during the STLHE 2016 conference. This event serves as an important vehicle for communication and information sharing and signals that students are an important constituency within the society.

Student Voices in Higher Education - Brainstorming & Discussion Event

At the STLHE 2016 conference, three of the 2015 3M National Student Fellows led a discussion on empowerment, disempowerment, and advocacy in relation to student voices in higher education. It was an inspiring discussion with lots of food for thought. (see the image below).



Special Interest Groups (SIGs)

In my role as Chair, Student Advocacy, I have continued to engage in outreach activities with STLHE's student members, in order to increase awareness among student members of STLHE's services and to ensure that students have a direct point of contact with the society. Over the past year, I have continued to enhance communication between the STLHE board and the various STLHE groups and constituencies that have an interest in 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 STLHE board and the 3M National Student Fellowship Coordination Committee through my role as a member of the coordination committee; sharing information between the STLHE board and the International Society for the Scholarship of Teaching & Learning (ISSOTL) board, through my role as a Student Representative on the ISSoTL board.

In the upcoming year, I will be passing the torch to a new Chair, Student Advocacy. An exciting time of transition!

Roselynn Verwoord, Chair of the Standing Committee for Student Advocacy University of British Columbia

Special interest groups are one of two types of affiliated bodies recognized and supported by the Society under article 6 of the STLHE bylaws. In 2016, two of the three SIGs (College Sector Educators Community or CSEC and the Scholarship of Teaching and Learning or SoTL Canada) were reclassified as constituent groups.

A brief rationale for this change in status is provided in the Partnerships Chair report. With this change, the Teaching Assistant and Graduate Student Advancement group or TAGSA is currently the only active SIG of the Society.

Teaching Assistant and Graduate Student Advancement Group (TAGSA)

As a special interest group of the Society, TAGSA seeks to raise the profile of TA and graduate student development in Canada and to provide leadership in highlighting initiatives to develop teaching skills and other professional skills in graduate students. In 2016, TAGSA experienced a complete turnover of its executive but for one returning member-at-large. Highlights of activities by the current and outgoing TAGSA executives and its members are highlighted below.

Summary of Activities

- Coordinated a TAGSA stream with the 2016 STLHE conference host that saw 25 TAGSA themed sessions, including poster presentations
- Facilitated two key meetings of TAGSA at the 2016 annual conference: the TAGSA AGM and a TAGSA Special Session - "Building

TAGSA: Looking Back, Looking Forward"

- Successfully advocated for inclusion of graduate students in the 3M National Student Fellowship program
- Awarded the TAGSA Award for Best Conference Session to William Albabish, a PhD Candidate in the Department of Human Health and Nutritional Sciences at the University of Guelph for the session titled, "Use of cadaveric, dissection-based specimens and digital based audio-visual modules to supplement 'traditionally' taught patient-care skills for Emergency Healthcare Providers"
- Prepared a report exploring the feasibility of a new Canadian peer-reviewed open-source online journal with a focus on teaching assistant (TA) and graduate student advancement called *Mosaic Pathways*
- Edited a special issue of the *Canadian Journal of Higher Education* titled, "Quality Enhancement: Teaching Preparation for Graduate Teaching Assistants" (Vol. 45, No 3)

Currently, the executive and its various subcommittees are working on (1) a new communications strategy that includes a revision of the TAGSA website and listserv, a new blog, and creation of a graphic to brand TAGSA communications and promotional materials; (2) the coordination

of a roundtable discussion on graduate student advancement as a gateway into educational development at the 2017 annual STLHE conference in Halifax, Nova Scotia; and (3) a revised proposal for the Mosaics Pathways proposal previously noted.

Marie Vander Kloet and Michal Kasprzak,
TAGSA co-chairs

TAGSA Executive (December 2016)

Marie Vander Kloet and Michal Kasprzak,
Co-chairs, University of Toronto

Jill Marie McSweeney, *Vice-chair, Dalhousie University*

Jeni Spencer, *Secretary, University of Guelph*

Marc-Albert Bohémier, *Secrétaire français, University of Ottawa*

Melanie Greene, *Eastern Member-at-large, Memorial University*

Natasha May, *Ontario Member-at-large, York University*

Amelia Horsburgh, *Central Member-at-large, University of Saskatchewan*

Laura Yvonne Bulk, *Western Member-at-large, University of British Columbia*

Betsy Keating, *Student Member-at-large, University of Windsor*

Kathleen Moore, *Student Member-at-large, OISE, University of Toronto*

Our Awards Program

STLHE celebrates and recognizes excellence in teaching and leadership through a number of prestigious awards. In 2016, we were proud to recognize outstanding individuals and teams with the following 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.



2016 is an extraordinary transition year for the program as from 2017 on the 3M Teaching Fellows will include the college sector in the call for nominations, and can truly claim to represent all of Canadian higher education. This exciting step will no doubt expand the impact of the 3M program.

The 2016 3M National Teaching Fellows are:

- **David Blades**, *Department of Curriculum and Instruction, University of Victoria;*
- **Andrea Buchholz**, *Family Relations and Applied Nutrition, University of Guelph;*
- **Andrew Dicks**, *Chemistry, University of Toronto;*
- **Allyson Jule**, *Education, Trinity Western;*
- **Maja Krzic**, *Soil Science, Applied Biology, University of British Columbia;*
- **Ken MacMillan**, *History, University of Calgary;*
- **Veronika Mogyorod**, *School of Creative Arts, University of Windsor;*
- **Martin Schreiber**, *Medicine, University of Toronto*
- **Bruce Wainman**, *Pathology and Molecular Medicine, McMaster University;*
- **Eileen Wood**, *Psychology, Wilfrid Laurier University*

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.



- **Lauren Chan**, *Medicine, Queen's University;*
- **Trillium Chang**, *Global Health and Molecular Genetics, University of Toronto;*
- **Elyse Cottrell**, *Psychology & Diversity and Social Justice Studies, University of Prince Edward Island;*
- **Paul Kim**, *Biochemistry, University of Victoria;*
- **Nia King**, *Biomedical Sciences, University of Guelph;*
- **Timothy Lipp**, *General Management, Mount Royal University;*
- **Kevin Ng**, *Microbiology and Immunology, University of British Columbia;*

- **Michael Peters**, *Medicine, University of British Columbia;*
- **Zondra “Pricelys” Roy**, *Education, University of Saskatchewan*
- **Dammee Sero**, *Human Rights & Human Diversity, Wilfrid Laurier University.*

Each cohort of 3M National Student Fellows participate in a day long retreat to discuss leadership in post-secondary education, lead a plenary session at the STLHE conference and collaborate on a project of their own design relating to educational leadership.

Award Coordinator: Maureen Connolly
(Brock University)

College Sector Educator Award

The College Sector Educator Award recognizes individuals in the Canadian college sector who promote and support the development of



their peers and the Canadian college sector with regard to teaching excellence. Evidence of sustained teaching and/or peer leadership activities, the mentoring of peers, scholarly activities that contribute to the knowledge base about college teaching and learning as well as consistent excellence of teaching practice are the focus of this Award.

The 2016 cohort of Award recipients are:

- **Holly Catalfamo**, *Faculty, Adult Learning Program, School of Access, Nova Scotia Community College (NSCC), Akerley Campus Developer, Norquest College;*
- **Nancy Harvey**, *Faculty, Adult Learning Program, School of Access, Nova Scotia Community College (NSCC), Akerley Campus;*
- **Michelle Kwas**, *Psychology Department Chair and Professor, John Abbott College;*
- **Janice Simcoe**, *Chair and Co-Leader, Eyē? Sq̓'lewen: The Centre for Indigenous Education & Community Connections, Camosun College*
- **Kathryn Weatherall**, *Faculty/Program Coordinator, Bachelor of Science in Nursing (BSCN) Collaborative Program, Georgian College.*

This Award, created by STLHE in 2012, was retired at the end of 2016 as the eligibility for a 3M National Teaching Fellowship changed so that it is now open to any individual

currently teaching at a Canadian university or college, regardless of discipline, program, level, or term of appointment.

For information about the history of the College Sector Award contact the STLHE Awards Coordinator, Valerie Lopes.

Brightspace Innovation Award in Teaching and Learning

Generously supported by Desire2Learn (D2L), each year, the Brightspace Innovation Award celebrates and recognizes post-secondary



educators for their innovative approaches that promote student-centred teaching and learning. This 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 Brightspace award is international and open to applicants from all countries.

The 2016 recipients are:

- **Carol Hulls**, *Department of Mechanical and Mechatronic Engineering, University of Waterloo;*
- **David Hutchison**, *Faculty of Education and Faculty of Humanities, Brock University;*
- **Jason Pearson**, *Department of Chemistry, University of Prince Edward Island;*
- **Peter Sankoff**, *Faculty of Law, University of Alberta;*
- **Matthew Schnurr**, *Department of International Development Studies, Dalhousie University.*

These five educators demonstrate the impact and importance of creativity on learning. Each of these award winners has had a measurable and lasting impact on learners through unique and innovative approaches to teaching and learning.

Christopher Knapper Awards

Lifetime Achievement Award and Outstanding Volunteer Award

This Christopher Knapper Awards, named after the founding president of STLHE, are biennial awards, with each one awarded in alternate years. They honour individuals who have, over their career, made significant contributions to teaching, learning and educational development in Canadian higher education.

2016 Awadees

Christopher Knapper – Lifetime Achievement Award

The 2016 recipient of the Lifetime Achievement Award, who for over 20 years has made a substantial contribution to teaching and learning in Canada and was instrumental in the creation of The Canadian Journal for the Scholarship of Teaching and Learning, in addition to serving on the STLHE Board for over 8 years, was:

Debra Dawson, Director of the Teaching Support Centre and the Centre for Research on Teaching and Learning in Higher Education, Western University.



Few people in Canada have devoted as much of their passion, energy, and commitment to teaching and learning and to mentoring her colleagues as Debra Dawson.

Christopher Knapper Award – Outstanding Volunteer Award

The Outstanding Volunteer Award recognizes

members who have gone above and beyond the call of duty for an extended period of time by providing volunteer service to STLHE. This Award will be granted in 2017.

Christopher Knapper Awards Coordinator:
Alan Wright, University of Windsor

Allan Blizzard Award

The biennial Allan Blizzard Award seeks to make visible and disseminate scholarship of teaching and learning, based on values and practices of collaborative teaching. The principal and overriding consideration in adjudicating submissions is that the projects reflect significant teaching collaboration in values, design, implementation, practices, and assessment in fostering student learning. The project should have potential for application and influence beyond the originating department(s) or institution.

The 2016 recipient was a team from the University of Victoria (UVic) for their collaborative project, “**Northwest Aboriginal Canadian Entrepreneurs (NW-ACE)**.”

This exemplary project involves a large, collaborative team from UVic Business, Office of Indigenous Affairs UVic, Service Canada, Executive Programs UVic, NW Community College, First Nations Technology Council, Tribal Resource Investment Corporation and UVic Fine Arts and Indigenous Education.



The team includes: Dr. Saul Klein, Dr. Brent Mainprize, Ms. Jacquie Ridley, Ms. Charmaine Stack, Ms. Nicole Wallace, Ms. Helena Zhang, Ms. Ruth Young, Prof. Mark Bridge, Dr. Graham Brown, Dr. Mark Colgate, Dr. Vivien Corwin, Prof. Chris Graham, Prof. Mia Maki, Mr. Greg Martin, Ms. Francesca de Bastiani, Mr. Dave McKeever, Mr. Dan Nesbitt, Prof. Heather Ranson, Dr. Brock Smith, Mr. Cory Stephens, Mr. Calvin Albright, Mr. David Try, Ms. Denise Williams, Ms. Jordyn Hrenyk, Mr. Frank Parnell, Mr. Fraser Earl, Mr. Arthur Mercer, Mr. Todd Dunlop and Ms. Robyn Kruger.

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 2016 TAGSA Award recipient was **William Albabish**, a PhD Candidate in the Department of Human Health and Nutritional Sciences at the University of Guelph.

Pat Rogers Poster Prize

The Pat Rogers Poster Prize, established to encourage innovative and effective poster presentations during the STLHE annual conferences, promotes the importance of posters as opportunities to disseminate research results in an interactive way. Articles based on posters are eligible for submission to the annual journal *Collected Essays on Learning and Teaching (CELT)*, a publication drawing largely from the work of Conference presenters.

Steven Gedies, Building Technology, Fanshawe College, is the 2016 recipient for his poster titled “**Empower Learners and Enhance their Communication Skills**”

For more information about the Pat Rogers Poster Prize, contact, Deborah Kiceniuk, Dalhousie University (deborah.kiceniuk@dal.ca).

Valerie Lopes

*Chair, Standing Committee for Awards
Seneca College*

Bilingualism

2016 allowed reflection on the role associated with the bilingualism portfolio within the Society for Teaching and Learning in Higher Education (STLHE). We have improved francophone documentation and thanks to the publication portfolio, a journal issue of the *Canadian Journal of the Scholarship of Teaching and Learning* (CJSOTL) was prepared in French and will soon be published. In May 2016, we were invited to talk about STLHE at the College and Institute Canada Symposium in Québec City, a bilingual presentation where we had the chance to meet people from different organizations and associations who were very interested in STLHE. If STLHE wants to attract Francophones from Canadian Colleges and Universities, we must offer bilingual communications, publications and services. We now know from a survey of the STLHE membership that very few Francophones currently join STLHE and that those who become members have an excellent level of understanding of English. Our goal is to attract a French speaking membership, since bilingualism represents an educational value, and that in our activities we foster exchange and the development of mutual respect between English and French educators.

This year we have worked on a bilingualism policy that would specify that a sizeable amount of publications and conference's activities (workshops, presentations, posters & communications) could be available in both languages. This would make it interesting and accessible for the guests of all backgrounds to attend the conference. In 2017, there are a number of strategic initiatives from each portfolio including the development of a meaningful commitment to bilingualism. Given the importance of bilingualism and multiculturalism, there shouldn't be any barriers to improving knowledge in higher education. It is therefore important for STLHE to provide access to this kind of knowledge in both official languages.

Christine Gaucher,
*Chair of the Standing Committee
for Bilingualism Advocacy
Université de Sherbrooke*

Bilinguisme

L'année 2016 a permis une profonde remise en question du rôle associé au dossier du bilinguisme à l'intérieur de la *Société pour l'avancement de la pédagogie dans l'enseignement supérieur* (SAPES). Déjà, une meilleure documentation francophone et la préparation d'une revue scientifique à paraître en français avec la collaboration de nos partenaires du dossier *Publications* font partie des avancées du dossier visant le bilinguisme de la SAPES. Par ailleurs, il est intéressant de noter qu'un sondage auprès de nos membres nous a également révélé que très peu de francophones joignent actuellement les rangs du SAPES et que ceux qui deviennent membres ont un excellent niveau de compréhension de l'anglais. Si nous voulons attirer les francophones des collèges et des universités canadiennes, nous devons offrir une programmation francophone ou bilingue, publier en français, offrir nos services en français, etc. Pour ce faire, il faut investir afin d'attirer le public francophone. Ainsi, la SAPES réitère son engagement à devenir une société bilingue car il s'agit d'une valeur éducative qu'elle entend défendre, ne pouvant que bénéficier d'échanges entre éducateurs. En ce sens, des mesures doivent être mises en place

afin d'assurer le développement graduel et harmonieux du bilinguisme. Une première a été de travailler sur une politique visant le bilinguisme qui prévoit un ratio significatif de contenu bilingue en ce qui a trait aux publications, aux activités et aux ateliers proposés de la conférence annuelle. Aussi, les responsables des différents portfolios du conseil d'administration s'engagent à établir un objectif visant pour leur portfolio la réalisation d'un objectif visant le bilinguisme de la SAPES.

Étant convaincu que le multiculturalisme et le bilinguisme contribuent à l'amélioration des connaissances en enseignement supérieur, le conseil d'administration de la SAPES croit que l'accès au savoir dans les deux langues officielles contribue à l'enrichissement collectif en enseignement supérieur.

Christine Gaucher,
*Présidente du Comité permanent
de la protection du bilinguisme
Université de Sherbrooke*

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

Our Publications

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

In 2016, we published two issues; consisting of 17 articles. By the end of the year, those articles were downloaded 1898 times by people at 238 institutions in 67 countries. Considering the full slate of articles published in the journal since the inaugural issue, there were 22,022 articles downloaded from 2123 institutions across 169 countries in 2016.

To support the publication process, Ken Meadows, Janice Miller-Young, and Carol Roderick facilitated a workshop on behalf of the journal entitled *Supporting your Scholarship of Teaching and Learning Writing* at STLHE 2016.

Considerable planning in 2016 was dedicated to special issues for the next three years. In 2017, we will be publishing articles from SoTL Canada's 2016 Collaborative Writing Group, slated for release before STLHE 2017 in Halifax. Two French language issues are in discussion for 2018 and 2019, respectively.

Further, we thanked Marla Arbach and Carol Roderick for their exceptional service to the journal as they moved on to other opportunities. They are missed. We were also very excited to welcome three new Associate Editors, Sawsen Lakhal, Pat Maher, and Magdalen Normandeau, to the CJSoTL team.

All in all, we believe that 2016 was another wonderful year for The Canadian Journal for the Scholarship of Teaching and Learning.

Ken Meadows, Managing Editor
Western University



CELT COLLECTED ESSAYS ON LEARNING AND TEACHING

Collected Essays on Learning and Teaching (CELT)

In 2016 CELT published its 9th volume of peer reviewed articles that were originally presented at STLHE's 2015 annual meeting in Vancouver entitled Achieving Harmony: Tuning into Practice. Nineteen articles were published from an original 28 submissions. The 19 published articles were placed into five sections in the volume:

- I. Tuning Our Practice - Invited Papers (the 3M students and one keynote presenter)
- II. Achieving Harmony through Our Learning Experiences
- III. Practical Harmony in Our Teaching Experiences
- IV. Tuning Achievement with Metacognition
- V. Achievable Practice through Learning Environment Design

In June 2017 the 10th volume of CELT will be published in time for the annual meeting of STLHE in Halifax. This 10th volume will publish the reworked, peer reviewed papers that were presented at the 2016 STLHE annual meeting in London, ON and will reflect the theme of that conference: Gateways in Higher Education: Cultures, Transitions, and Transformations. To date, of the 29 original submissions, 15 are still under peer review, three are in the editing stage, and eleven were not suitable for publication.

In 2015 I applied for CELT to be included in the DOAJ (Directory of Open Access Journals). Requests to be included in the DOAJ are apparently known to take time and the Leddy Library at the University of Windsor which maintains the servers which host CELT has indicated that their willingness to follow up on our behalf. In addition, Leddy Library is now able to assign DOIs to CELT articles. DOI assignments should be happening over the next year.

Neil Haave, Managing Editor
University of Alberta

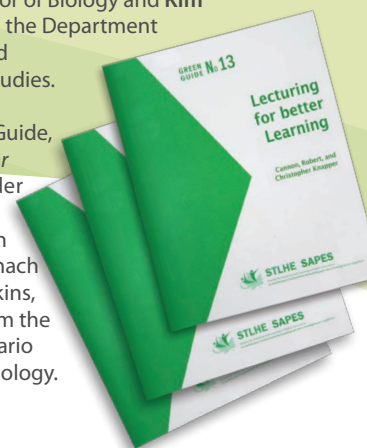
Green Guides

Two Green Guides are in production. Green Guide #15 - *Inter and Multidisciplinary Place-Based Education*, will be launched in time for the 2017 STLHE Conference. Kudos to its five authors who all herald from Thompson Rivers University: **Ginny Ratsoy**, Associate Professor of English, **Elizabeth Templeman** coordinator of the Academic Support Program and co-chair of the department of Counselling, Academic Supports, and Assessment, **Nancy Flood**, a Senior Lecturer in the Department of Biological Sciences, **Lyn Baldwin**, Associate Professor of Biology and **Kim Naqvi**, lecturer in the Department of Geography and Environmental Studies.

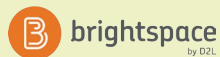
A second Green Guide, *Web 2.0 for Higher Education*, is under development and being written by Matthew Stranach and Bridgette Atkins, who are both from the University of Ontario Institute of Technology.



Dianne Bateman
*Chair, Standing Committee
for Publications
Champlain College*



Partnerships



This report captures key activities of the partnership portfolio for the 2016 calendar year: partnership and sponsor agreements and special interest group activities and updates.

Partnerships

In September 2016, four members of the STLHE board travelled to Japan as part of an international collaboration with Teikyo University, Tokyo to provide faculty development programming to Japanese faculty developers. Since faculty development was mandated by the Japanese government in 2008, Teikyo University has taken a leadership role in moving this agenda forward. The partnership opportunity between STLHE and Teikyo University

came about at the POD 2015 conference (November) in San Francisco where Dr. Gary Tsuchimochi, Teikyo University's teaching and learning centre director, approached the Partnerships Chair and the Vice President about working with the Society. Dr. Tsuchimochi was most interested in introducing the concept of the educational developer's portfolio to Japan, having just attended the educational developer's portfolio workshop offered by members of the EDC portfolio action group, and building on the work coming out of a collaboration with the Professional and Organizational Development (POD) Network that took place in 2015. After consultation with the STLHE board, an agreement was mapped out at the EDC 2016 conference and subsequently signed. The collaboration saw Robert Lapp (President), Denise Stockley (President Elect), Debra Dawson (Past EDC Chair) and Jeanette McDonald (Partnerships Chair) visit Japan and participate on two panels and deliver two streams of workshops. The first panel discussion was recorded and focussed on active learning; the second addressed the scholarship of teaching and learning. The two streams of workshops focussed on learner-centred teaching and course design and creating the foundations of an educational developer's portfolio.

Our Japanese host and his centre staff were gracious and welcoming. We are thankful to them for the opportunity to build community and to extend the Society's presence globally and in a manner that upholds its goals, vision and purpose.

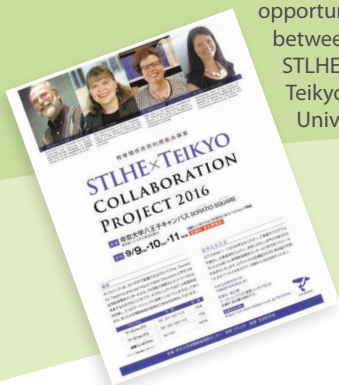
Sponsorship Agreements

During the 2016 year, several agreements with partnering organizations (*University Affairs*, 3M Canada, and Magna Publications) were up for renewal. When exploring partnership opportunities, the Board revisits its goals, vision and purpose statements as well as its guiding meta-principle listed in Policy 7 to inform decisions made to re/enter into a formal relationship with a partner or not. This year the Society renewed two agreements and discontinued a third.

1. University Affairs. Led by the Partnerships Chair, a revised letter of agreement was renewed with University Affairs to continue as one of the Society's two media sponsors. The agreement facilitates promotion of various award programs of the Society through its print magazine and weekly e-newsletter. In the renewed agreement, promotion opportunities were extended to the annual STLHE conference. The Awards Chair is listed as the point of contact for coordinating award

related promotional materials and the Vice-President is the point of contact for the annual conference. The Board extends its thanks and appreciation to *University Affairs* for its continued partnership.

2. 3M Canada. Spearheaded by the President and Vice-President of the Society, a new memorandum of understanding was signed with 3M Canada that synchronized the agreements of the 3M National Student Fellowships and the 3M National Teaching



STLHE Team and Teikyo University Host, Dr. Gary Tsuchimochi



Educational Developer's Portfolio Workshop Participants and Facilitators

Fellowships under one umbrella, thereby extending our relationship with 3M Canada for another three years. In addition to aligning the administration of the two fellowship programs, the negotiations cemented changes in each award program that saw greater inclusiveness and recognition of students and educators from all post-secondary institutions (e.g., colleges, polytechnics, institutes, etc.), not just universities. The Society honours and appreciates its continued relationship with 3M Canada, a relationship that began more than 25 years ago.

3. Magna Publications. After many years working together, the Society and Magna

mutually concluded its formal partnership that acknowledged Magna as the award sponsor of the Christopher Knapper awards program, which included discounted access for STLHE members to select Magna products and services. The Society extends its appreciation and thanks to Magna Publications for partnering with us and supporting the activities of the Society over the years.

Special Interest Groups (SIGs)

SIGs report into the Board through the partnership chair portfolio. Entering the 2016 calendar year, STLHE recognized three affiliate groups under the special interest group category: the College Sector

Educators Community or CSEC, the Scholarship of Teaching and Learning (SoTL) Canada, and the Teaching Assistant and Graduate Student Advancement group or TAGSA. A change in status occurred for two of these groups midway through the year, reflecting two developments: (1) changes made to the Society's Bylaws and its associated governing policies to facilitate compliance with Canada's Not-For-Profit Corporations Act and (2) the Board's desire to better align board representation to reflect past and current practices. Historically, the board structure has included SoTL representation through an identified board member. With the bylaw and policy changes, the Board redressed this matter and recognized SoTL Canada on the board, effectively changing its status to constituent group. In the case of CSEC, a college advocate position filled by the CSEC SIG chair already existed on the Board. To harmonize these two advocacy roles, they were combined into one by way of elevating CSEC to a constituent group. The change in status for these two groups pointed to the need to make transparent what constitutes a SIG and constituent group and how a SIG, if desired, can transition to constituent status. To this end, the Partnerships Chair is convening a standing

committee to explore this matter and make recommendations to the Board that can be reflected in Policy 6.

Conclusion

In 2017, the Chair of Partnerships will be working with its Standing Committee to review and make recommendations in relation to policies 6 and 7. The chair will also work in consultation with the Board to review and renegotiate partnership agreements that are coming up for renewal in 2017 as well as explore sponsorship and partnership opportunities in support of board initiatives.



Jeanette McDonald
*Chair, Standing Committee
for Partnerships
Wilfrid Laurier University*

Institutional Members 2016

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
Athabasca University
Brock University*
Camosun College
Cape Breton University
Capilano University
Carleton University*
Cégep - John Abbott College
Centennial College
Concordia, University
Dalhousie University*
Durham College*
Fanshawe College*
George Brown College
Humber ITAL
Kwantlen Polytechnic University*
Lethbridge College
MacEwan University
McGill University
McMaster University*
Memorial University of Newfoundland*
Mohawk College
Mount Allison University*

Mount Saint Vincent University*
Niagara College*
Nova Scotia Community College
OCAD University
Queen's University*
Red Deer College
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Seneca College
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Trent University*
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Wilfrid Laurier University*
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*Founding (2007) Members

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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

STLHE
160 Dalhousie St, Suite 204
Ottawa, ON K1N 7E4
Email : Admin@STLHE.ca
Phone : (613) 241-0018
Fax : (613) 241-0019

www.stlhe.ca

Annual Report Editor:
Gavan Watson,
STLHE Secretary