



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 2018

Message

from the
president

It is with great pleasure that I write the introduction for this 2018 STLHE Annual Report as we highlight a period of growth and renewal. Teaching and learning in higher education is undergoing significant changes, and our Society provides an opportunity for those in the post-secondary sector to come together from across Canada and the world. We also welcome members outside of post-secondary who are committed to adult and professional learning in corporate, government, and the not-for-profit sectors.

Our Board of Directors consists of 12 volunteers who represent the College, University, and Public sector. The Executive and Chairs of Awards, Bilingualism, Partnerships, Publications, Student Advocacy are elected, and the remaining Chairs, representing the Council of 3M Fellows for Teaching and Learning in Higher Education, the Educational Developers Caucus, and the Scholarship of Teaching and Learning (SoTL) Canada, are elected from within their membership. Board members representing each of these portfolios have written a section of the annual report highlighted within this document. I am very proud as the President that our Society continues to grow and represent the diversity of Canadian post-secondary education as we regularly evaluate our membership and Society needs.

This evaluation includes that in 2018 the Board recommitted to the STLHE goals, which are to:

- 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.

As part of this renewed commitment, STLHE has set the groundwork for many initiatives including an extended bilingualism strategy, regional conferences, and a membership communication

strategy. We have also strengthened our ties internationally through our founding member status with the International Consortium for Educational Developers. The Consortium consists of 26 societies like STLHE from around the world who look at teaching and learning in higher education from a global perspective. In early June 2018, the Chair of the Educational Developers Caucus Erika Kustra and I attended the International Consortium for Educational Development (ICED) Council and conference held in Atlanta, Georgia. As the President of STLHE, I represent Canada on the Council, and our members contribute to the International Journal for Academic Development and their biennial conference.

In late June 2018, the STLHE community came together at our 38th Annual Conference in Sherbrooke, Quebec, hosted by the Université de Sherbrooke, Bishop's University, Cégep de Sherbrooke, and Champlain College – Lennoxville with the theme Pedagogical innovation: Adapting practice to evolving cultures. Each year we launch our Collected Essays on Teaching and Learning (CELT) peer-reviewed publication that includes articles based on the prior conference.

Our membership includes national and international members, and a key sentiment of our members is that they find a "home" within the Society. This sense of home is an essential consideration as many of our

members have their own cognate/ disciplinary area but have made the choice to be members of STLHE as well. A common thread is that we share a deep commitment to discuss the broader questions relating to teaching and learning in higher education and how collectively we can contribute to this discussion. This commitment occurs through our partnerships, at our conferences, through our peer-reviewed journals including The Canadian Journal for the Scholarship of Teaching and Learning (CJSOTL), and our awards program (3M National Teaching Fellowship, 3M National Student Fellowship, Alan Blizzard Award, Christopher Knapper Lifetime Achievement Award, D2L Innovation Award in Teaching and Learning, and the STLHE Outstanding Volunteer Award).

STLHE's success is built literally upon the hundreds of volunteers who take on leadership roles within the Board and within STLHE as an organization. This leadership extends to our awards coordinators and adjudicators, conference chairs and organizing committees, journal editors and reviewers, our standing committees, and the leadership within our affiliated groups. STLHE is a vibrant, active community and we appreciate that you have taken the time to be part of and read about our Society through our 2018 Annual Report.



A handwritten signature in blue ink that reads "Denise Stockley". The signature is fluid and cursive, with the first name being more prominent.

Denise Stockley

*President, STLHE
Queen's University*



3M Council Conseil 3M

Council of 3M National Fellows for
Teaching and Learning in Higher Education

Conseil des lauréats nationaux 3M d'excellence en enseignement
et en apprentissage dans l'enseignement supérieur

Focus on Educational Leadership

3M Council By-laws

The 3M Council By-laws were revised to ensure that the 3M Council By-laws align well with the STLHE By-laws. They were presented to the Fellows of the 3M Council for an electronic vote in August 2018 and approved by the Council.

3M National Teaching Fellowship

The 3M NTF 2018 selection committee received 35 nominations from across the country, including the first nomination from a College. We were fortunate to have this year Alice Cassidy and Brent MacLaine as the retreat facilitators. They led the ten members of the new cohort through an exciting, revealing, and energizing conversation over the three days at the Chateau Montebello. Most exciting as we move into 2019 is the appointment of a new 3M National Teaching Coordinator, Dr. Debra Dawson, who has shadowed Dr. Shannon Murray through 2018 and takes over as coordinator in 2019. Dr. Dawson is extraordinarily well respected in the teaching and learning community in Canada and internationally, and we know that the Fellowship under Dr. Dawson's leadership will grow in strength and recognition, as it did under Dr. Shannon Murray's (3M NTF 2001)

extremely successful 5-year tenure. I know that the entire 3MNTF Council joins me to thank Shannon for the vision, generosity and resolve she shared with all of us in her role as coordinator all these years.

3M National Student Fellowship

The 3M Council wants to express a huge debt of thanks to Dr. Maureen Connolly (3M NTF 2003) for her leadership and vision as the founding 3M NSF Program Coordinator, 2015-2018. We also want to thank her amazing coordinating team: Lianne Fisher, Anita Acai, Heather Carroll and Lisa Endersby, as well as the 23 adjudicators who did remarkable service in their thoughtful and timely adjudication of the 117 submissions. The 3M NSF retreat at Sherbrooke in June was expertly facilitated by Dr. Mandy Frake. We also want to welcome Cynthia Korpan, the incoming 3M NSF program coordinator. Already her ongoing commitment and contribution to the adjudication process is greatly appreciated and she has brought together 37 wonderful adjudicators ready to review files. Adjudicators are former 3M NSF and NTF, educational developers, faculty, and staff from universities and colleges from across Canada. Planning is underway with the wonderful people at the University of Manitoba for an excellent 3M NSF closing plenary!





National Teaching Fellows Lauréats nationaux en enseignement

Events to Engage the 3M Council Members

The 3M Council was pleased to award two **Scholarship of Leadership in Education (SoLE) Grants** in 2018. The first grant was awarded in June to Dr. Isabelle Barrette-Ng (3M NTF 2018) and her University of Calgary colleagues, Dr. Mindi Summers and Dr. Yuen-ying Carpenter. With a \$7500 grant, the team investigates the question of: *Can a SoTL research practice in STEM graduate students be cultivated by building a structured community of practice?* The project is based around two new courses running in the winter 2019 semester, with subsequent interviews of participating students and faculty.

The second SoLE grant was awarded in October to Fellows Pamela Toulouse (3M NTF 2015; 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). The recipients will run a full-day retreat on "Truth and Reconciliation Pedagogy" before the 2019 STLHE conference. As described by Pamela Toulouse: "The truth and reconciliation pedagogy retreat is a leadership opportunity for 3M teaching fellows and 3M student fellows to engage, share and learn together. This half-day gathering will be held at the University of Manitoba, the home of the National Centre for Truth and Reconciliation in Canada. Fellows (teaching and students) will learn from/with Indigenous educators about how to embed truth and reconciliation practices in post-secondary spaces. Fellows will then be guided through their own truth and reconciliation pedagogy in a highly interactive session facilitated by a skilled 3M teaching fellow and Indigenous student."

The 2018 3M Reunion dinner in June was a wonderful event. We maxed out our capacity as we welcomed 65 3M Fellows to an artisanal restaurant - O Chevreuil - that served local Quebec charcuterie to an enthusiastic crowd. The evening started with a micro-brasserie tasting from the Bishop's Arches Brewery, Canada's only liberal-education-focused academic microbrewery. Attendees were treated to various tastings under the guidance of the Brewmaster and Chemistry Professor, Dr. Dale Wood. The second animation was the aperitif flavoured with Bishop's Bees local honey from the student-run university apiary. Chloe Soucy, newly minted 3M Student Fellow (2018), was on hand to discuss the experiential learning and sustainability initiative she led

at Bishop's University. In the thank-yous, a special mention was given to Dr. Maureen Connolly (3M NTF 2003) for her service and contributions as the 3M Student Fellows Coordinator and to Dr. Shannon Murray (3M NTF 2001) for her contribution and service as Coordinator for the 3M National Teaching Fellows program. Both of these exemplary leaders were feted and recognized for their incredible contributions and generosity of spirit.

The 3M National Teaching Fellows and National Student Fellows were both strong presences at the **2018 STLHE Annual Conference** in Sherbrooke, QC. Along with the always thoughtful and energizing closing plenary by the 3M National Student Fellows and multiple other sessions and workshops given by 3M Teaching Fellows, the conference saw:

- A lunch for the 2018 Teaching Fellows, which gave them the chance to meet for the first time and to be introduced to the 3M representative, the Chair of the 3M Council, and the two retreat facilitators;
- Three "Welcome to my Classroom" presentations given by former 3M NTFs. All were very well attended;
- A presentation of the new 3M Fellows at the opening plenary at an Awards ceremony;
- A special panel session on preparing a 3M nomination, given by former members of the 3M NTF selection committee.
- And for the first time, a session introducing the new 3M NTFs, in which each presented an inspiring "One Cool Thing" that they do in their leadership or teaching. This session is one we would like to continue in conferences to come.

Under the leadership of Lisa Dickson (3M NTF 2011), **The Teaching Fellowship Mentoring Network** is a new service provided by the 3M Council 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. All mentors are 3M National Teaching Fellows and have previous experience as adjudicators or mentors for the Council and at their home institutions. A network co-ordinator connects mentees to mentors who provide a range of supports, including sample dossiers, advice on crafting teaching and educational leadership philosophies, and curating evidence.



Aline Germain-Rutherford
*Chair, (3M NTF 2005),
University of Ottawa*

3M Council Executive (December 2018)

Patrick Maher,
*Vice-Chair, (3M NTF 2014),
Cape Breton University*

Heather Carroll,
*Communication Officer and Treasurer,
(3M NSF 2014),
Loyola University*

Maureen Connolly,
*Outgoing 3M National Student
Fellows Coordinator,
(3M NTF 2003),
Brock University*

Cynthia Korpan,
*Incoming 3M National Student
Fellows Coordinator,
University of Victoria*

Debra Dawson,
*Incoming 3M National Teaching
Fellows Coordinator,
Western University*

Shannon Murray,
*(3M NTF 2001),
Outgoing 3M National Teaching
Fellows Coordinator,
University of Prince Edward Island*

Jessica Riddell,
*(3M NTF 2015), Member-at-Large,
Bishop's University*



EDC • RFPES

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

Educational Developers Caucus

The EDC is grounded in values of open community, collaboration, ethical practice, and scholarship. This report is organized according to our four identified priorities.

1. Engaging Members in Co-Creation

Governance, Membership, and Communication

This year, the EDC Executive welcomed Treasurer, Jennifer Martin, and EDGE Grant Coordinator, Deb Chen. Our membership rose to 269 and we continued to maintain the listserv and social media outlets with over 550 participants.

Action Groups and Communities of Practice

Launched this year, the **EDC Communities of Practice (CoP)** provide opportunities for groups to pursue common interests. The inaugural CoP is focused on Indigenous Knowledges.

EDC Action Groups engage members to bring about change. Five groups, representing over 40 members, addressed topics including ethical conduct, mentorship, evaluating educational development, and supporting centre leaders. The groups have written ED Guides, and developed webinars and grant programs. Two new action groups have been initiated: Early Career Action Group, and Curriculum Mapping. Members can propose an **EDC Action Group, or CoP**.

2. Advocating Nationally & Internationally

The EDC has worked with the STLHE Board to support teaching and learning, and regional groups have expressed an interest in different models to connect.



Internationally, colleagues are interested in the open access ED Guides, upcoming online conference, and EDC Accreditation process.

Members were represented at the International Consortium of Educational Developers (ICED), Professional and Organizational Development Network (POD), and Staff and Educational Development Association (SEDA) conferences.

3. Recognition, Reflection, Scholarship

Awards

The EDC thanks the Awards Selection Committee members, Deborah Chen (UBC) and Erin Aspenlieder (McMaster) and congratulates our new **award winners!**

Distinguished Educational Developer Career Award

*Jill Grose, Brock University
Natasha Kenny, University of Calgary*

Educational Developer Leadership Award

Kris Knorr, McMaster University

Guides

Guide 3: Centre Reviews: Strategies for Success, was launched in June 2018. It has been accessed across the world and lauded as a valuable resource for those engaging in centre reviews.



Representative ED Guide Authors and Coordinator celebrate the formal release (Celia Popovic, Jessica Raffoul, Alan Wright, Donna Ellis)



Successful Accreditation for ED Programs at the University of Manitoba and University of Victoria, June 2018.

Accreditation Framework

The [EDC Accreditation](#) process continues to gather momentum. In 2018 we had seven successful applications, including our first international accredited program, from Australia.

Grants

Congratulations to our successful grant applicants:

Cultivating an institutional culture that values teaching: Collecting and collating promising practices

Jill Grose, Lori Goff, Ken N. Meadows, Debra Dawson, Donna Ellis, Paola Borin, Joseph Beer, Lynn Taylor, & Peter Wolf

Research on Teaching and Learning in Higher Education: Upgrade of Annotated Literature Website

Nicola Simmons

Assessing and enhancing the rigor of SoTL research across disciplines

Jill Marie McSweeney-Flaherty, Matthew Schnurr

Counting Our Way Up: Centres for Teaching and Learning in the Audit Culture

Jessica Raffoul, Allyson Skene, Laura Chittle

Thanks to Kris Knorr (McMaster University) and the reviewers.

4. Learning and Growth

Conference

The EDC 2018 Conference was the largest to date, welcoming 202 participants from 77 institutions to the University of Victoria. Jennifer Ward, University of Alberta, opened the conference: *Gaining an Edge: Working Towards ReconciliACTION in Academia*.

Institute and Webinars

Not Just Another Webinar (NJAW), the first online EDC Institute, hosted 88 participants, making use of an online platform to promote the work of the EDC Action Groups.



Additional webinars were initiated by the Mentoring Action Group. Particular thanks to Lisa Endersby, Joe Lipsett and Jessie Richards.

EDC Resource

Resource reviews are available on a newly renovated blog. The theme for the fall, was "[Diversity and Inclusion](#)".

Educational Developers Grants for Exchanges (EDGEs)

Aimed at supporting mentorship and networking among educational developers, the [EDGE](#) is a pilot program providing financial support to EDs to engage in professional exchanges with peers. Three exchanges were selected, connecting six institutions in three countries.

Budget and Bursaries

With sound planning and management, EDC had a surplus at the end of the fiscal year (details on the [EDC Budget website](#)). This surplus was used to support EDGE Grants, EDC Grants, Awards, Guide Series, and Bursaries, based on recommendations from our membership. \$1743 in bursary funding was awarded for conference registrants.

A full annual report of our work is available on the [EDC webpage](#).



Erika Kustra
Chair, Educational Developers Caucus
University of Windsor

EDC Executive Committee (December 2018)

Maureen Wideman,
Vice-Chair Communications,
University of the Fraser Valley

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

Celia Popovic,
Vice-Chair, Conferences,
York University

Natasha Patrino Hannon,
Vice-Chair, Awards and Recognition,
Niagara College

Mandy Frake-Mistak,
Secretary,
York University

Jennifer Martin,
Treasurer, Niagara College

EDC Coordinators (December 2018)

Jessica Raffoul,
Educational Development
Guide Coordinator,
University of Windsor

Kris Knorr,
EDC Grants Coordinator,
McMaster University

Lisa Endersby,
EDC Institute Coordinator,
York University

Joe Lipsett,
EDC Webinar Coordinator,
OCAD University

Mel Young,
EDC Resource Review,
Cambrian College

Deb Chen,
EDGEs Grant Coordinator,
University of British Columbia

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)

2018 was another exceptional year for *The Canadian Journal for the Scholarship of Teaching and Learning*.

In 2018, three issues were published including the special issue, *ePortfolios in Higher Education*. Of particular note with the special issue is that seven of the 12 articles are French language articles from colleagues in Quebec, New Brunswick, France, and Switzerland. In 2018, we also published our first book review, a new article category for the journal.

To date, the 33 articles published in 2018 have been downloaded 6,324 times by people at 621 institutions in 110 countries. Considering the full slate of articles published in the journal since the inaugural issue, there were 27,974 articles downloaded from 2,342 institutions across 172 countries in 2018.

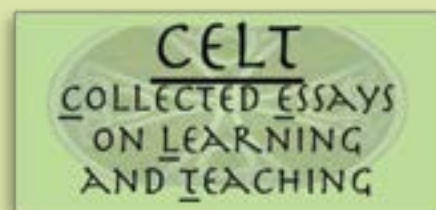
2018 also saw new colleagues join the editorial team: Robert Cockcroft (Western University), Geneviève Maheux-Pelletier (York University), Karen Manarin (Mount Royal University) and Meagan Troop (Sheridan College).

Special thanks go to Dr. Nicola Simmons, a former editorial board member and guest editor, and long-time author, reviewer, and advocate for the journal, for generously donating funds she received as winner of the inaugural Brock University Award for Open Access to the journal.

Ongoing thanks go to Elizabeth Marquis, Senior Editor (McMaster University) and Ken N. Meadows, Managing Editor (Western University). Their expertise and commitment to the journal is immeasurable.

Collected Essays in Learning and Teaching (CELT)

In 2018, *Collected Essays in Learning and Teaching's* 11th volume was published by the new editorial board, based at UBC Okanagan. As with previous volumes, the 11th edition included revised, peer-reviewed versions of papers initially presented at STLHE's preceding annual conference. We received a relatively small number of submissions to the 11th edition, and are pleased to report that 11 submissions were published.



A special thank you to Jannik Eikenaar, Managing Editor (University of British Columbia Okanagan) who shepherded himself and his new editorial board through this publication.



Dianne Bateman
Chair, Standing Committee
for Publications
Champlain College





Partnerships

The Partnerships Chair was active on several fronts in 2018. Working closely with the Executive and members of the Board, a number of tasks and initiatives were accomplished.

Agreements

In 2018 the Society renewed or initiated renewal of several of its partnership agreements, including with Desire2Learn (D2L). D2L is the inaugural sponsor of the *Innovation Award in Teaching and Learning*, the only STLHE award program open to international applicants. We were pleased to have D2L President John Baker and his associate Jake Heimpel join us at the 2018 annual conference to help celebrate the accomplishments of the five 2018 D2L award recipients.

The Society is also working with 3M Canada, our longest standing partner, to renew their sponsorship of the 3M National Teaching and Student Fellowship Programs. Like D2L, it was great to have 3M presence at the 2018 conference to celebrate the accomplishments of 3M Fellows, past and present.

Beyond awards, we are in the process of renewing our partnership agreement with *University Affairs* (UA), one of the Society's two media sponsors. Check out their new logo on the logo banner at the bottom of each STLHE webpage. And did you know that UA is celebrating 60 years of publishing in 2019? Sign-up for their digital newsletter from the [UA website](#) if you haven't already done so.

STLHE also entered into a new publications agreement with Dr. Jannik Eikenaar of the University of British Columbia, Okanagan Campus. Dr. Eikenaar is the new managing editor of *CELT – Collected Essays on Learning and Teaching*.

Lastly, the Society approved a new sponsorship framework for organizations interested in a multi-year sponsorship arrangement for the Society's annual conference.

Affiliated Groups

One of the most exciting things to take place in 2018 was the creation of a new affiliated group category: Teaching and Learning Networks or TLNs. TLNs provide a structure to engage STLHE members who share a common interest on a teaching and learning issue or topic. Less formal than a Special Interest Group (SIG) (with no bylaw or executive structure required), members can come together and apply for TLN status, receiving recognition and support, including financial, in their shared aims to advance the goals and mission of their TLN and the Society. Two groups have already been granted TLN status: Teaching Stream Faculty and SciT&L or Science Teaching and Learning. Visit the Affiliated Group tab of the STLHE website ([stlhe.ca](#)) and click on Teaching and Learning Networks to learn more about these groups, including how to join.

Policy Changes

The new affiliated group category was adopted through changes to *Policy 6: Affiliated Groups* and *Article 6: Affiliated Groups*. Article 6, which outlines how to apply for TLN or special interest group status, requires final approval by the membership at the 2019 annual general meeting. Changes to *Policy 9: Administrative Unit* to align language with Policy 6 will up be updated early in 2019. Also revised in 2018 was *Policy 7: Sponsorships, Associations, and Partnerships*. Changes to the policy provide for greater transparency of partner expectations and responsibilities as well as acknowledgement of parties consulted in the negotiation process.

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. I welcome your input and invite you to [contact me with your ideas via the partnerships email](#).

All the best in 2019!



Jeanette McDonald
Chair, Standing Committee
for Partnerships
Ontario Police College

Our Awards Program

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 2018 3M National Teaching Fellows are:

- **Richard Ascough**, *School of Religion, Queen's University;*
- **Isabelle Barrette-Ng**, *Biological Sciences, University of Calgary;*
- **Judy Bornais**, *Faculty of Nursing, University of Windsor;*
- **Sylvie Doré**, *Département de génie mécanique, École de technologie supérieure;*
- **Alison Gibbs**, *Department of Statistical Sciences, University of Toronto;*
- **David Hutchison**, *Faculty of Education & Faculty of Humanities, Brock University;*
- **Marc Richard**, *Department of Visual and Performing Arts, Sheridan College;*
- **Pamela Shaw**, *Geography Department, Vancouver Island University*
- **Christl Verduyn**, *English and Canadian Studies, Mount Allison University;*
- **Arlette Zinck**, *Department of English, The King's University*

Macleans Magazine is the Media Sponsor for the Fellowship. The official announcement of the new Fellows was published in the digital edition of their February 2018 Issue.

With gratitude we say goodbye to Shannon Murphy, Prince Edward Island University, as the coordinator of this Award and welcome Debra Dawson, Western University as the 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 2018 Student Fellows are:

- **Mohammad Asadi Lari**, *Cellular, Anatomical and Physiological Sciences, University of British Columbia;*
- **Amy Blanding**, *Multidisciplinary Leadership, University of Northern British Columbia;*
- **Michael Graeme**, *Anthropology and Environmental Studies, University of Victoria;*
- **Yahlnaaw / Aaron Grant**, *First Nations Studies, University of Northern British Columbia;*
- **Deborah (Debbie) Jenkins**, *Environmental and Life Sciences, Trent University;*
- **Alexandra Meikleham**, *Mechanical and Manufacturing Engineering, University of Calgary;*
- **Maxwell Nicholson**, *Economics, University of Victoria;*
- **Martha Paynter**, *Nursing, Dalhousie University*
- **Cara Samuel**, *Clinical Psychology, University of Victoria;*
- **Chloé Soucy**, *English Literature, Bishop's University*

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. This year's retreat was facilitated by Mandy Frake-Mistak of York University.

We thank Maureen Connolly, Brock University for serving at the 3MNSF coordinator and welcome Cynthia Korpan, University of Victoria 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 2018 recipients are:

- **Lyn Baldwin**, *Department of Biological Sciences, Thompson Rivers University;*
- **Bernard Charlin**, *Department of Surgery, University of Montréal;*
- **Alec Couros**, *Faculty of Education, University of Regina;*
- **Stephen MacNei**, *Department of Chemistry and Biochemistry, Wilfrid Laurier University;*
- **Barbara Sinclair**, *Arthur Labatt Family School of Nursing, Western University*

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

The D2L Award Coordinator is Elaine Koo, University of Toronto

Christopher Knapper – Lifetime Achievement Award

The Lifetime Achievement Award honours individuals who have, over their career, made significant contributions to teaching, learning and educational development in Canadian higher education.

The 2018 Lifetime Achievement Award Recipient is Lynn Taylor, University of Calgary. Lynn's impact in the Society for Teaching and Learning in Higher Education (STLHE) and across Canada over a sustained period of time has been substantial. She served on the Society's Board, as a member of the 3M National Teaching Fellowship selection

committee, was co-founder of the *Canadian Journal for the Scholarship of Teaching and Learning*, and was instrumental to the emergence and professionalization of Educational Developers Caucus as one of its organizational founders and inaugural Vice Chair Professional Development (2004-2006). One of the most compelling aspects of Lynn Taylor's story is her remarkable influence as a mentor, coach, and role model.

The Christopher Knapper Award Coordinator is Alan Wright, University of Windsor

STLHE Outstanding Volunteer Award

Formerly the Christopher Knapper - Volunteer Award, the STLHE Outstanding Volunteer Award will recognize members of the Society who have gone above and beyond the call of duty for an extended period of time by providing volunteer service to STLHE or are recognized as role models in leading STLHE initiatives. This biennial Award was not offered in 2018.

The Alan Blizzard Award

The biennial Alan 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. This Award criteria was revised in 2018 and will be offered again in 2019.

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 2018 recipient is **Michelle Ogradnik**, Masters student, McMaster University, for her session entitled "The era of screens, sitting, and studying: Harnessing the benefits of exercise to promote learning in higher education."

Pat Rogers Poster Award

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 journal *Collected Essays on Learning and Teaching* (CELT), an annual publication drawing largely from the work of Conference presenters.



This year the Award was renamed the **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.

At the 2018 conference, **Adam Thomas'** poster *Learning Codes through Tangible Aids* received the Award. Adam teaches at Humber College.



Valerie Lopes
Chair, Standing Committee for Awards, Seneca College

Scholarship

of Teaching and Learning (SoTL) Canada

Elections

An election to fill the Chair position was held in March. Brett McCollum was elected as Chair for a term ending June 2020. Melanie Hamilton was appointed to the Vice Chair role for the remainder of the Vice Chair term (ending June 2019). Thank you to all those who participated in the vote, and to those that put their name forward to serve in this important role.

Establishment of by-laws

In accordance with the requirements of constituency groups of STLHE, the Executive of SoTL Canada established a set of by-laws for the governance of our community. The by-laws have been approved by the Executive and reviewed by the STLHE Board of Directors. The by-laws will be brought forward to the membership of SoTL Canada for ratification during the AGM in June 2019 at the STLHE conference.

Re-branding of Pat Rogers Prize

Under the direction of the STLHE Board of Directors, SoTL Canada has accepted responsibility for managing the adjudication of the Pat Rogers poster prize for the annual STLHE conference. The criteria for this



Melanie Hamilton,
Andrea Webb (Front, L-R)
Christopher Ostrowski,
Jeni Spencer (Back, L-R)
Brett McCollum (Missing)

prize have been updated to reflect the *Principles of Good Practice in SoTL*, criteria authored by Peter Felten (2013) and the prize was renamed the Pat Rogers SoTL Poster Prize.

This aligns with one of the goals from last year's annual report, to develop a SoTL award. SoTL Canada members continue to express interest in SoTL awards as a way to recognize the excellent work done by members of our community. We are excited by the changes to the Pat Rogers SoTL Poster Prize, and desire to establish additional awards in the near future.

Update from 2018 AGM

We hosted our annual AGM at STLHE 2018 in June in Sherbrooke. The notes from the AGM are posted on the SoTL Canada blog. In brief, we discussed the SoTL Mapping Project, an earlier version of the by-laws, financials, and goals for the coming year.

SoTL Canada Executive (December 2018)



Brett McCollum, Chair,
Mount Royal University

Conference Presentations by Executive Members

This year Executive members delivered presentations at several regional, national, and international conferences. Highlights include a pre-conference workshop on *Designing a SoTL Project* by Webb, Ostrowski & Spencer at STLHE 2018 in Sherbrooke, a pre-conference workshop on *Getting started with SoTL* by Webb & Hamilton and a poster on *Understanding and Fostering SoTL Cultures Across a Nation* by Sanago, Ostrowski, Newton, & Miller-Young at ISSoTL 2018 in Norway, and a keynote presentation by McCollum at the 2018 Symposium on SoTL in Banff.

Melanie Hamilton, Vice-Chair,
Lethbridge College

Andrea Webb, Treasurer,
University of British Columbia

Chris Ostrowski, Advisor for
Student Engagement,
University of Calgary

Jeni Spencer, Secretary,
University of Guelph



Bilinguisme

L'année 2017-18 a permis une avancée en ce qui a trait au portfolio portant sur le bilinguisme. Nous avons eu l'occasion de recevoir le congrès au Québec, soit à Sherbrooke et à Lennoxville alors que l'édition 2018 était chapeautée par l'Université de Sherbrooke, l'Université Bishop, le Cégep de Sherbrooke et le Collège Champlain de Lennoxville. Ces institutions d'enseignement supérieur ont fait le pari d'améliorer de façon substantielle le nombre d'ateliers francophones ou bilingues.

La tenue de l'événement en sol québécois a permis d'intensifier sa promotion en français, notamment auprès des organisations d'enseignement supérieur, tels les collèges et les universités francophones. Au nom du Comité permanent pour la promotion du bilinguisme, j'ai également profité de l'occasion pour représenter la SAPES auprès de l'Association québécoise de pédagogie collégiale (AQPC) et des 61 collèges membres Performa de l'Université de Sherbrooke. Nous avons été heureux de constater que nous avons augmenté de façon substantielle le nombre de présentations francophones ou bilingues lors du congrès sherbrookoïse.

Outre le congrès, il faut également assurer un suivi en permettant des publications bilingues (revues CELT et CJSOTL) afin de rendre pérennes les découvertes scientifiques en éducation. Ce faisant, nous participons à la création d'une culture canadienne d'enseignement et d'apprentissage visant l'inclusion dans le respect de la différenciation culturelle et linguistique. Maheux-Pelletier, Rukholm, Groen (2017) ont recensé les articles portant sur l'enseignement supérieur rédigés en français et ont conclu un manque de lieux pour les publications francophones. À la SAPES, nous encourageons la publication des articles en français. D'ailleurs, j'aimerais remercier la présidente du Comité permanent des publications qui a supervisé une édition spéciale de la revue spécialisée CJSOTL où 7 des 12 articles ont été publiés en français.

Étant convaincue des bénéfices du multiculturalisme et du bilinguisme, je réitère l'avis qu'il ne devrait pas y avoir de barrières langagières quant à l'amélioration des connaissances en enseignement supérieur.

Pour faciliter le rapprochement, il faudrait sonder les principaux intéressés et vérifier la formule qui convient le mieux : forums thématiques permettant l'enrichissement de sujets ou d'objets de recherche? Tables rondes sur les défis en éducation à travers le Canada? Le futur en enseignement supérieur? Recherche et transférabilité de modèles en enseignement et apprentissage à travers le monde? Le but du comité permanent de la promotion du bilinguisme est de démontrer que le bilinguisme est un enrichissement faisant écho à la pluralité des mondes francophone et anglophone. Nous sommes convaincus que la diversité canadienne offre des perspectives variées qui permettent une production de savoirs plus nuancés, adaptés et contextualisés répondant aux attentes du personnel enseignant et pédagogique.

This year, we saw progress in the bilingualism portfolio. The Université de Sherbrooke, Bishop's University, Cégep de Sherbrooke and Champlain College had the opportunity to host the conference in the province of Quebec, in Sherbrooke and Lennoxville where the four host institutions made the pledge to make this event as bilingual as possible.

The STLHE Conference being held in Québec made it possible to increase conference promotion in French, particularly among Francophone colleges and universities. On behalf of the Standing Committee, I also took the opportunity to represent STLHE at the Association québécoise de pédagogie collégiale (AQPC) and at the reunion of the 61 colleges, members of Performa of the Université de Sherbrooke. We were pleased to note that we substantially increased the number of Francophone or bilingual presentations at the Sherbrooke STLHE conference. In addition to the Francophone and bilingual opportunities at the STLHE conference there is also a need to ensure that there is access to bilingual publications (CELT and CJSOTL) for researchers, regardless of which official language they write in to publish their relevant findings. Maheux-Pelletier, Rukholm, Groen (2017) researched all publications on higher education written in French and concluded



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

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

References

Références

Maheux-Pelletier, G., Rukholm, V., Groen, J., & Vézina, N. (2017). Nested Within or Swallowed Up: Le dilemme des chercheurs francophones en pédagogie postsecondaire au Canada. *The Canadian Journal for the Scholarship of Teaching and Learning*, 8 (2). <https://doi.org/10.5206/cjsotl-rcacea.2017.2.7>

that there was a lack of space for French-language publications. At STLHE, French-language publications are encouraged. A special thanks to Dianne Bateman, chair of the standing committee for publications who supervised a CJSOTL issue where 7 of 12 articles were written in French.

Convinced of the benefits of multiculturalism and bilingualism, I want to reiterate that language ought not to be a barrier in improving transfer of knowledge in higher education. To facilitate this kind of outreach, key stakeholders should be surveyed about the most appropriate format that would benefit a bilingual event: thematic forums to enrich research topics or objects? Roundtable discussions on educational challenges across Canada? The future of higher education? Research and transferability of teaching and learning models around the world? The Standing Committee's goal is to demonstrate that bilingualism is an enrichment that reflects the plurality of the French and English culture in its diversity. We are convinced that Canada's diversity offers perspectives that allow the production of more nuanced, adapted and contextualized competencies meeting the expectations of teaching and educational staff.

Student Advocacy Portfolio



Brandon Sabourin,
Chair, Standing Committee
for Student Advocacy
University of Windsor

New Chair of the Standing Committee for Student Advocacy

In June 2018, Ute Fiedler ended her time serving in the role of Chair, Student Advocacy. STLHE thanks Ute for her commitment to student advancement within STLHE. During the late summer of 2018, the STLHE board of directors issued an expression of interest to appoint a new Chair, Student Advocacy to carry out the remaining balance of the current term. After consultation, the board appointed Brandon Sabourin, PhD student from the University of Windsor. Brandon's term began after the STLHE board meeting in October 2018 and will continue until mid-2020, as per STLHE bylaws.

Student Leaders in STLHE

Many students were formally and informally recognized as leaders by STLHE in 2018. These included ten 3M National Student Fellowship recipients, 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.

STLHE 2018 Conference

Students contributed to the STLHE conference in record numbers in 2018! STLHE hosted student attendees at a lively first-timers/ student reception. 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.

In total, 91 students registered for the conference, comprising 15% of the total number of registrants. The majority of students who attended the conference also presented or co-presented sessions. That number of students does not include the numerous student volunteers from Université de Sherbrooke, Bishop's University, and Champlain College who assisted in navigating the campuses, setting up sessions, and general support throughout the conference.

Financial Support for Students

STLHE continued to support students in meaningful ways throughout 2018, including at the STLHE conference awarding \$7250 in conference bursaries to 29 student presenters.

The EDC also provided bursaries to a small number of students in February 2018 at their conference. These monies, coupled with the programmatic and structural supports outlined above, have helped make STLHE into an organization that students can explore and call home.

Continuing Beyond 2018

STLHE is a society comprised of learners. Some members are students in the literal sense, and many more consider themselves student in the sense that they are lifelong learners. In the year to come, STLHE plans to reflect and act in ways that can engage members in meaningful learning opportunities to carry out diverse and varied teaching and learning activities, better. Additionally, STLHE is continually looking to connect with students of all levels of postsecondary education throughout Canada (and beyond). Please continue to encourage students you know who show an interest in teaching and learning to engage with STLHE. If you are or you know of a student who is looking to connect with STLHE, please feel welcome to [contact Brandon Sabourin, Chair, Student Advocacy](#) for more information.



Special Interest Groups (SIGs)

Special interest groups are one of two types of affiliated bodies recognized and supported by the Society under article 6 of the STLHE bylaws.

Teaching Assistants and Graduate Students (TAGSA) is an affiliated group of the Society with Special Interest Group (SIG) status. Under the leadership of its new executive (elected May 2018 – see below), TAGSA continues to actively engage and support its members through a number of initiatives.

- TAGSA sponsored a roundtable at the 2018 STLHE annual conference with an invited panel of experts to discuss current and future professional development needs of graduate students.
- Congratulations to the 2018 recipient of the TAGSA Award for Outstanding Conference Session Led by a Graduate Student: Michelle Ogrodnik for her session titled "The era of screens, sitting, and study: Harnessing the benefits of exercise to promote learning in higher education".

- [TAGSA blogs throughout the year on a range of issues and topics](#), for example: *The Joys of Lecturing as a Graduate Student and Re-thinking Why and How I Attend Conferences*.
- The TAGSA listserv has been revitalized as a Google Group and can now be accessed from the [TAGSA website](#).
- Check out the TAGSA TIMES quarterly newsletter. Emailed to TAGSA members only, the newsletter provides highlights of what to expect and how to become involved. Be sure to select and join TAGSA in your STLHE member profile to receive the newsletter.
- See also the updated *Key People Directory* - a resource list (first compiled by Cynthia Korpan in 2016) of individuals working in the area of teaching assistant and graduate student professional development in Canada and the United States.

Teaching Assistant and Graduate Student Advancement Group (TAGSA)
Jeni Spencer, TAGSA chair

TAGSA Executive (December 2018)

*Jeni Spencer, Vice-chair,
University of Guelph*

*Jill McSweeney-Flaherty, SVice-Chair,
Returning, Dalhousie University*

*Brandon Sabourin, Secretary,
University of Windsor*

*Betsy Keating, Eastern Member-At-Large,
Dalhousie University*

*Alex Kozelko, Central Member-At-Large,
University of Manitoba*

*Natasha May, Ontario Member-At-Large,
York University*

Institutional Members 2018

STLHE/SAPES

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/).
<https://www.stlhe.ca/membership-centre/membership-benefits/>

Algonquin College
Athabasca University
Bishop's University
Brock University*
Camosun College
Cape Breton University
Capilano University
Carleton University*
Concordia University
Dalhousie University
Durham College*
ecampusOntario
George Brown College
Humber ITAL
John Abbott Cégep/ College
Keyano College
Kwantlen Polytechnic University*
Laurentian University | Université Laurentienne
Lethbridge College
MacEwan University
McGill University
McMaster University*
Memorial University of Newfoundland*
Mount Allison University
Mount Royal University
Mount Saint Vincent University*
Niagara College*
Nipissing University
Nova Scotia Community College
OCAD University
Ontario Police College
Queen's University*
Red Deer College
Ryerson University*
Saint Mary's University*

SAIT Polytechnic
Seneca College
Simon Fraser University*
Thompson Rivers University*
Trent University*
University College of the North
University of Alberta*
University of Calgary*
University of Guelph*
University of Lethbridge
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 Regina
University of Saskatchewan*
University of the Fraser Valley
University of Toronto*
University of Victoria*
University of Waterloo*
University of Windsor*
Vancouver Community College
Vancouver Island University
Western University*
Wilfrid Laurier University*
York University

*Founding (2007) Members

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Jeanette McDonald
Chair, Partnerships
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Christine Gaucher
Chair, Bilingualism
Université de Sherbrooke



Brandon Sabourin
Chair, Student Advocacy
University of Windsor



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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