



STLHE SAPES

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

ANNUAL REPORT 2020

VISION

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

GOALS

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



YEAR AT A GLANCE

- In response to the COVID-19 pandemic and the online remote pivot, STLHE and EDC co-created KeepTeaching.ca, an online resource and networking tool.
- Following a 35-year partnership with 3M Canada, both the 3M National Teaching Fellowship and 3M National Student Fellowship awards were reviewed and revised.
- Release of Collected Essays on Learning and Teaching (CELT) Volume 13 on Guiding the Journey: Learner – Teacher – Learner.
- In June 2020, the STLHE Board of Directors established a Task Force on Equity, Diversity and Inclusion (EDI) with Dr. Joy Mighty as its Chair.
- New members were welcomed to the STLHE Board of Directors in June
 - Chair of the Educational Developers Caucus (EDC), ***Carolyn Hoessler***
 - Chair of the Scholarship of Teaching and Learning Canada (SoTL Canada), ***Melanie Hamilton***
 - Chair of the Standing Committee for Publications, ***Neil Haave***
 - ***Pat Maher*** was welcomed to the STLHE Board of Directors as the Chair of the Council of National Fellows for Excellence in Teaching and Learning (Council of Fellows) in April.
- Two virtual events were funded for by STLHE through the new Regional Conferences and Events program that launched in early 2020.
- A five-year contract ended with the Canadian Society for the Study of Education (CSSE) for providing Administrative Centre support to STLHE through Tim Howard and Barb Ford.
- In May, AOR Solutions became the new Administrative Centre for STLHE.
- Due to the COVID-19 pandemic the 2020 STLHE Annual Conference that was to be held on June 9-12th, 2020 in Ottawa, ON was postponed until 2021 to ensure the safety of scheduled delegates, speakers and sponsors. Plans included:
 - Inviting panels and papers that were accepted for the 2020 conference to present at the 2021 Conference
 - Giving delegates the opportunity to submit new proposals and/or revise existing abstracts for the 2021 conference.
 - Celebrating the 40th anniversary of the annual conference and 40th anniversary of the establishment of the STLHE.



MESSAGE FROM THE PRESIDENT

It is with great pleasure that I write the introduction for this 2020 STLHE Annual Report as we highlight a year in which we had to rely on each other more and more to overcome adversity. We recognized we had to step up in ways, that before the COVID-19 pandemic, we never dreamt of were even possible, and we rose to these challenges. STLHE members were leaders locally, nationally, and in some cases internationally as we pivoted away from on-campus classes and into the online world, where so much was unknown and the word unprecedented became a commonplace term.

We also recognized formally, as a 40-year-old Society, that we also had to take a closer look at how we as an organization contributed towards racist, oppressive, and colonial practices throughout our work. These conversations were and are difficult, but critical as we look towards the future. With that being said, immense societal and educational change has greatly affected teaching and learning in higher education.

STLHE espouses as its vision that we: “strive to be the pre-eminent national voice, and a world leader, for enhancing teaching and learning in higher education. The Society supports research, its dissemination, increased awareness, and application of research through scholarly teaching and learning.” In seeking to achieve this vision, our members have continued to define our Society as an organization that is working towards helping others and ourselves with learning and unlearning, growing, and teaching within our post-secondary institutions and our larger communities.

As we head into 2021, there is still so much uncertainty as we look into the future, but as a community we must continue to work towards an inclusive and equitable experience for all while promoting the dissemination of knowledge. With a deep commitment to teaching and learning, we must all continue to share our experiences,



A handwritten signature in dark ink that reads "Denise Stockley".

Denise Stockley
PRESIDENT, STLHE
QUEEN'S UNIVERSITY

our knowledge, and our curiosity within the STLHE community to foster a larger discussion.

As the pandemic made the 2020 STLHE Annual Conference in June not possible, we turned our focus to virtual endeavors, and poured ourselves into developing online resources and connections with colleagues that helped carry us through to the new year. We now hope to put even more of our strength into giving back to our valued members and the wider community. It is with your help that we aim to improve member benefits, and further evolve as a non-profit organization.

In such difficult times, so many passionate hard-working people came together to further support our community when we all needed it most. I would like to thank my fellow Board members, our publication editorial team and reviewers, awards coordinators and adjudicators, affiliated group leaders, task force members, and every other volunteer who has dedicated their time, energy, and attention to providing support not only to STLHE's everyday initiatives, but the many solutions we've sought during this trying year.

EQUITY, DIVERSITY, AND INCLUSION TASK FORCE

In June 2020, the STLHE Board of Directors agreed to establish a Task Force on Equity, Diversity and Inclusion (EDI) with Dr. Joy Mighty as its Chair. Dr. Mighty was nominated jointly by the EDC and the President of STLHE. On August 3, STLHE published a call for expressions of interest in membership of the Task Force. It asked applicants to highlight their academic and/or lived experiences with EDI issues, as well as their passion, commitment, or activism relevant to EDI. Further, the call asked individuals to indicate whether they wanted to be considered as representatives of the Society's three official constituencies (3M Council of Fellows, Educational Developers Caucus, and SoTL Canada).

The Mandate of the Task Force is to:

- i. Review current practices in EDI, identify gaps and opportunities for improvement.
- ii. Recommend a set of strategic directions and proactive measures for integrating EDI into the work and culture of the STLHE.
- iii. Submit a final report to the STLHE Membership.

The Task Force consists of members with different perspectives and lived experiences in relation to EDI. The Task Force is a representation of the STLHE's membership including colleges, universities, faculty, students and various constituencies, as well as diverse social identities, with most members identifying as one or more of the equity deserving groups as identified by Tri-Council. In addition, all members have had experience researching, teaching, organizing or leading initiatives on issues related to equity, social justice, intercultural competence or antiracism at their institutions or in their respective communities.

The Task Force has:

- Established terms of reference that describe the roles and responsibilities governing how it will do its work.
- Articulated a statement of values, including a commitment to actively fighting racism in all its forms and promoting the principles of equity and inclusion to ensure fair access to opportunity and services for all individuals and groups that have been historically disadvantaged including but not limited to, women, Indigenous Peoples, persons with disabilities, members of racialized groups, persons with different socioeconomic status and members of 2SLGBTQ+ communities. The values statement reflects a commitment to EDI, especially in relation to teaching and learning, both within STLHE programs and more broadly, emphasizing a focus on:

- practices and policies that work towards inclusivity and broader representation;
 - classroom practices and curricula that decenter whiteness, westernness, masculinist, ableist, heteronormative, and other privileged approaches to knowledge and the ways in which those are so often embedded in ideas about what is knowledge and whose knowledge gets reflected in teaching and research; and
 - ensuring that policies, practices, and programming work to decenter embedded assumptions.
- Committed to transparency and inclusion in engaging with STLHE and its groups, particularly through consulting and liaising regularly with members and providing updates about its work.
 - Engage STLHE members about ways in which STLHE may not have been inclusive and possible steps for the Society and its initiatives to be more inclusive in future.
 - Begun to identify issues that the Task Force would address, including:
 - Awards
 - Conferences
 - Language
 - Leadership
 - Membership and committees
 - Resources
 - Values Statement to act as a framework to guide work
 - the "Anti-Racism List of Demands" submitted to the STLHE Board by an ad-hoc working group led by 3M National Student Fellows and the concerns of the EDC Executive Committee; and
 - Building STLHE's role as a national voice in teaching and learning

SCHOLARSHIP OF TEACHING AND LEARNING (SoTL CANADA)



ANNUAL GENERAL MEETING (AGM)

The SoTL Canada AGM was held virtually on June 10, 2020 with 28 people in attendance. The Executive shared information concerning One-Pager resources and regional groups (see 2020 report and below) before opening a discussion about how we could serve our members. One issue that was raised is that, currently, members of the SoTL Canada Executive are required to attend the STLHE Annual Conference in person. This was seen as a barrier to participation in the Executive. The group discussed this restriction, and it was suggested that it be abolished.

ACTIVITIES

Initially, the Executive intended hosting a series of “Roadshows”, each of which would be associated with the launch of a One-Pager resource. As the final versions of the One-Pagers has been delayed, plans were changed, and less thematic sessions were organized.

SoTL Canada Roadshow – October 2020

- This session was meant to be the launch of a series of themed sessions.
- This Roadshow involved the sharing of plans and listening to input from members.

SoTL Canada Hack-a-thon – November 2020

- An opportunity for SoTL scholars to share project ideas or status with peers and receive feedback.
- Feedback from participants indicated that they greatly enjoyed this session and would like additional opportunities to share and discuss their SoTL work with the community.
- There were 29 participants at this event.

SoTL Canada sessions for students – December 2020

- Two information sessions were held about SoTL specifically for students, one for eastern time zones and one for western time zones.

- Feedback from participants captured an enthusiasm for more student-focused sessions from SoTL Canada, and a request for sessions that provided an introduction to SoTL.
- There were 25 participants for the eastern session and 18 participants for the western session.

Unwrapping Research Ethics with SoTL Canada – April 2021

- This event focused on community building and discussion related to ethics for SoTL.
- Feedback from participants highlighted (1) an increased appetite in SoTL Canada doing more work in this area, and (2) creating sessions that targeted either new SoTL scholars or experts, rather than combined sessions.
- There were 40 participants at this event.

WEBSITE

In early 2020, the development of a new SoTL Canada website under the domain of the new STLHE website was put into place but the site has yet to be completed. This has been an obstacle to the implementation of some initiatives.

SoTL Canada Executive



Melanie Hamilton,
Chair,
Lethbridge College

—
Brett McCollum,
Past Chair,
Mount Royal University

—
Magdalen Normandeau,
Vice-Chair,
University of New Brunswick

—
Jeni Spencer,
Secretary,
W.G. Spencer Engineering

—
Jill McSweeney,
Treasurer,
Dalhousie University

—
Michael Murphy,
Advisor for Student
Engagement,
University of Ottawa

VACANT,
Communications Officer,
(since August 2020)

ONE-PAGERS

The development of One-Pagers - short resources related to SoTL - has stalled. The content for three of them has been ready since August 2020. We are told that they are in the queue for formatting, branding, etc. This has impacted our ability to share content and resources with the SoTL community and address some of the request for materials to help build capacity of our members.

SPECIAL INTEREST GROUPS (SIGS)

SoTL Canada created and/or connected with existing regional groups in 2019 with the intent of offering support to these smaller groups. We will rename these Special Interest Groups, and we hope to create/encourage the creation of a francophone group. We will communicate with and about these groups upon the completion of the new SoTL Canada website. ■



EDUCATIONAL DEVELOPERS CAUCUS



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

 **307**
EDC members

 **612**
Participants on EDC listserv

 **110**
Institutions

 **120**
Members (40% of membership)
involved in EDC action groups and
communities of practice

▲
Number of members in action groups and in communities of practice. * EDC Membership is at its highest to date as well as the number of EDC Listserv subscribers and EDC institutional representation.

The following report is a condensed version of the 11-page EDC Annual Report. To access online [CLICK HERE](#).

GOVERNANCE

In June, the EDC welcomed EDC Chair, Carolyn Hoessler, Interim Vice-Chair Communications, Tommy Mayberry, Kyle Scholz, Grants Coordinator, and Mel Young, inaugural Online Events Coordinator. We continue to search for an EDC Guide Coordinator and are preparing to call for two EDC Accreditation Coordinators.

COMMUNITIES OF PRACTICE AND ACTION GROUPS

We have two communities who meet regularly, Indigenous Knowledges and Teaching & Learning Centre Heads and Directors, with new members welcome. For requests to join, please contact edc_communications@stlthe.ca. We have a number of Action Groups who actively engage and contribute across the community, including ED Resource Action Group, Educational Development Evaluation, Curriculum Mapping, Early Career Action Group, Ethical Conduct and Practices.

EDC ACCREDITATION FRAMEWORK

Two programs underwent review this year for the EDC Accreditation Framework. The Chair has devised a sustainability model for ongoing continuity, the proposal has been approved by the EDC Executive team and will move forward following the completion of the EDC Elections.

GRANTS

In 2020, \$14,933 in funding for the EDC Grants was awarded to six initiatives of the 14 applications that were received across our spring and fall calls for proposals. The EDC Executive committed to extending EDGEs Grants funding for an additional 5 years (2020-2024). No EDGEs submissions were received in 2020, due to the on-going COVID-19 travel restrictions.

CONFERENCE

EDC 2020: "Transforming Learning: Educational at the Intersections of Relationships, Evidence-Based Practices, and Inclusivity" was held in Halifax, Nova Scotia from February 19-21 and hosted by Dalhousie and Mount Saint Vincent Universities. The conference was sold out with 40 sessions, 9 round tables, 9 posters, 3 plenaries, 6 pre-conference sessions.

EDC INSTITUTE

The 2020 EDC Institute, run in October 2020, was geared towards supporting new educational developers, particularly as we have welcomed many new colleagues as several teaching & learning centres have grown their staff teams over the past year. Support and guidance were also provided by the EDC Early Career Action Group (ECAG).

EDC Executive



Carolyn Hoessler,
Chair,
Thompson Rivers University
(JUNE–DECEMBER 19, 2020)

—
Erika Kustra, Past Chair,
University of Windsor,
(JUNE–DECEMBER)

—
Carolyn Hoessler,
Vice-Chair,
Communications,
Thompson Rivers University
(JANUARY–JUNE)

—
Tommy Mayberry,
Interim Vice-Chair,
Communications,
St. Jerome's University
(JULY–DECEMBER)

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

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

—
Mandy Frake-Mistak,
Secretary, *York University*

—
Jennifer Martin,
Treasurer, *Niagara College*

EDC Coordinators

Jessica Raffoul,
Educational Development
Guide Coordinator,
University of Windsor
(JANUARY–APRIL)

—
Kris Knorr,
EDC Grants Coordinator,
McMaster University
(JANUARY–JUNE)

—
Kyle Scholz,
EDC Grants Coordinator,
University of Guelph
(JUNE–DECEMBER)

—
Lisa Endersby
EDC Institute Coordinator,
York University

—
Mel Young,
EDC Online Events
Coordinator,
Cambrian College

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

BURSARIES

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

In fall 2020, the EDC bursaries process was improved to make the conference more accessible to students and individuals new to educational development.

AWARDS

In June 2020, a call for nominations to the EDC Leadership and Distinguished Career awards was distributed widely among the community with an application deadline of October 9, 2020. No applications were received for either category.

INTERNATIONAL AND NATIONAL OUTREACH

The EDC was represented:

- on the International Consortium of Educational Developers (ICED) Program Committee;
- in The Handbook of Educational Development/ Handbuch Hochschuldidaktik;
- at the virtual Professional and Organizational Developers (POD) Network Conference;
- in the Times Higher Education (THE) Blog and Top 10 Academia;
- at the International Consortium of Educational Developers (ICED) conference proceedings;
- and on the 3M National Teaching Fellows Review Committee.

The EDC initiated the KeepTeaching.ca resource to provide support and networking during the COVID pandemic and online remote pivot. The resource was recognized by an Australian Government's report and acknowledged by 3M.

BUDGET

Financially, the EDC supported several continued initiatives in 2020, with funds allocated to the following initiatives:

- EDC Grants - \$19,769.14
- EDC Awards - \$1,357.84
- Conference and institute bursaries - \$3,865.00
- Translation - \$4,095.55

Surplus will be used in the coming year to benefit members through continued support of initiatives building on EDC membership recommendations from previous years, captured in the Living Plan. We anticipate that additional funds will be allocated to spend down some of the available surplus with a particular focus on improved representation and greater inclusivity.

SELECTION COMMITTEE

Following a letter to the STLHE Board on October 29, 2020 regarding the EDC's concerns with involvement in the STLHE EDI Task Force, the EDC Executive hosted a EDC Special Meeting of the Community on December 14, 2020.

In line with our EDC values of open community, ethical practice, and collaboration, the EDC Executive engaged with our EDC community in a decision-making process toward our community's representation on the STLHE EDI Task Force.

The Educational Developers Caucus officially declines participation in the STLHE EDI Task force and declares we are not represented by the current STLHE EDI Task force processes.

The EDC has begun to seek a path forward with the EDC Community towards unlearning and learning that is focused on relational accountability, and identifying and addressing systems of oppression, that is grounded in decolonization, anti-racism, and anti-oppression. ■

COUNCIL OF NATIONAL FELLOWS FOR EXCELLENCE IN TEACHING AND LEARNING (COUNCIL OF FELLOWS)



Council of Fellows
Conseil des lauréats

Council of Fellows Executive



Patrick T. Maher,
Chair, *Nipissing University*

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

Heather Carroll,
Finance and Communications Officer, *Maple League of Universities*

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

Aline Germain-Rutherford,
Fellow-at-Large, *University of Ottawa*

Maureen Connolly,
Fellow-at-Large, *Brock University*

Pamela Toulouse,
Fellow-at-Large, *Laurentian University*

Debra Dawson,
3MNTF Award Coordinator, *Western University*

Cynthia Korpan,
3MNSF Award Coordinator, *University of Victoria*

As with all other constituency groups of STLHE, and most organizations world-wide, the Council's work this year was drastically altered by the global pandemic.

A large piece of our yearly schedule is the STLHE Annual Conference, which unfortunately didn't happen in Ottawa, ON in June 2020. Members of the Council were active in sharing their expertise as the entire sector pivoted.

GOVERNANCE

In 2020, the Council welcomed two new elected members to the executive:

- Maureen Connolly (3M NTF 2003; Brock University), elected to a two-year term
- Pamela Toulouse (3M NTF 2015; Laurentian University), elected to a two-year term

We also saw Jessica Riddell (3M NTF 2015; Bishop's University) end her renewed two-year term. Thanks to Jessica for all the energy and insights she gave to the Council over her 4+ years on the Executive.

Pamela Toulouse was subsequently chosen to sit on the STLHE Equity, Diversity and Inclusion Taskforce as the Council's representative, and based upon the commitments made in response to the anti-racism demands presented in September, the Council Executive also laid the groundwork to support two appointed student positions to ensure diverse student voices on the Executive.

ACTIVITIES

Fellows were active in the STLHE Keep Teaching webinar series (<https://keepteaching.ca>), particularly on May 6 and August 26, but also across a number of other events.

The Council held Open Office Hours throughout the summer of 2020, where instructors could discuss their instructional challenges, support required, and more with 3M National Teaching Fellows.

In 2020, the enduring and systemic inequities in our culture and the ongoing traumas experienced by Black, Indigenous, and People of Colour (BIPOC), and other marginalized groups became inescapably visible and pressing. Following our June 2020 Annual General Meeting (held virtually), a group of Teaching and Student Fellows worked diligently over the summer to research and explore the issues and compose a series of demands for short-, medium-, and long-term actions to be taken by both STLHE and the Council, as a constituency group. These demands were sent to the Council Executive in August and we responded with both concrete immediate actions and prospective long-term steps in September.

Throughout the spring and summer Pat Maher (3M NTF 2014; Nipissing University) sat on the committee that revamped the 3M National Teaching and Student Fellowship award guidelines and processes in order to operationalize the new agreement with 3M Canada. This was undertaken in Pat's role as Council Chair.

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

SOLE GRANTS

The Council was pleased to award three Scholarship of Leadership in Education (SoLE) grants in 2020:

- Indigenous Learning Bundles: Engaging the Pedagogical Leadership of 3M Teaching and Student Fellows; led by Christl Verduyn (3M NTF 2018; Mount Allison University)
- 3M National Fellows' Educational Leadership Contributions towards Inspiring Postsecondary Teaching and Learning Cultures; led by Nicola Simmons (3M NTF 2017; Brock University).
- Leading Faculty Change through Collaborative Curriculum Development; led by Pamela Shaw (3M NTF 2018; Vancouver Island University). ■



TEACHING ASSISTANT & GRADUATE STUDENT ADVANCEMENTS (TAGSA)



The following report is a condensed version of the TAGSA Annual Report. To access online [CLICK HERE](#).

ACTIVITIES

Due to the COVID-19 pandemic restriction from having in-person conferences, many events for TAGSA were cancelled or rescheduled and quickly transitioned to remote teaching, learning, and work.

COMMUNICATIONS

The TAGSA group continues to engage with its membership through its Google listserv which was updated this year to reflect a new membership list provided by STLHE upon request.

SUBCOMMITTEES

The new TAGSA Executive (from June 2020 onwards) formed six different subcommittees which have engaged in varying work and initiatives over the 2020 year.

The following are the reports from each of the subcommittees:

Bilingual Strategy

We have put together a successful proposal for the onboarding of a graduate student or teacher's assistant as a contributor to help us transition and translate our website material and make sure this is done through an EDI lens. We have endeavoured to increase the amount and quality of French content through beginning the translation of announcements and of certain parts of the website.

Peer Support

In 2020, we created the following objectives: to create a how-to guide for setting up a peer support group; to collect feedback and perspectives on peer support from TAGSA's general membership; and to build peer support within the TAGSA Executive Committee. We began to brainstorm ideas on the vision for the peer support guide and compiled resources. As Executive members, we practiced supporting each other as peers at our December TAGSA Executive meeting as part of co-working together.

Online Resources

The goals of the Online Resource subcommittee include gathering online resources related to rubrics and assessment, engagement and active learning, and instructional design and accessibility to support teaching assistant and graduate students and organizing these resources in a way that is accessible. Throughout 2020 the committee gathered resources from all universities in Canada and select colleges within the United States.

Members worked to review all resources and selected those to be included in the repository based upon relevance and applicability to a wide audience.

TAGSA Award/Conference

In early 2020, the TAGSA Award and Conference subcommittee began typical preparations for setting up the TAGSA Award and planning for the TAGSA AGM at the STLHE Conference that was due to be held in Ottawa, ON in June. Unfortunately, due to the

TAGSA Executive



Gerry Gourlay, PhD,
Chair,
University of Victoria

—
Cristina D'Amico, PhD,
Vice-Chair,
University of Toronto

—
Brandon Sabourin, MEd,
Secretary-Treasurer,
University of Windsor

—
Georges-Philippe Gadoury-Sansfaçon,
Secrétaire Français,
Bishops University

—
Jenia Blair, MSc,
Western Member-at-Large,
University of Northern British Columbia

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

—
Laura Chittle, PhD,
Ontario Member-at-Large,
University of Windsor

—
Samantha Chang,
Student Member-at-Large,
University of Toronto

—
Karen Young,
Student Member-at-Large,
Ryerson University

COVID-19 pandemic, the STLHE Conference was cancelled for 2020 and no TAGSA Award was given in 2020. The TAGSA Executive inquired as to whether the TAGSA Award could be given outside of the STLHE conference. However, it was determined that as the award is directly linked to the conference, this was not an option available to the Executive and subcommittee. While the option to create a new event and certificate was approved by the STLHE Board, the Executive decided that timeline was too short to create something meaningful for Fall 2020 and this idea would be re-visited in the future depending on the continued impact of the COVID-19 pandemic.

Communications

The communications subcommittee of TAGSA is reviewing our communication channels. In coordination with STLHE's larger web development efforts, the TAGSA website will be refreshed in 2021 to better connect our web platform with the work of the society and other constituent groups.

TAGSA Bylaws

This subcommittee is currently waiting until STLHE finalizes their updated and aligned bylaws and after that has occurred, TAGSA will re-evaluate and update their own bylaws.

FINANCE

In 2019, TAGSA applied for Special Interest Group (SIG) funding and was successful. However, due to the COVID-19 pandemic the plans for the use of those funds, which were to take place in 2020, unfortunately fell through.

TAGSA applied again in 2020 for SIG funding and was successful. With this funding, TAGSA has started an initiative for taking a close look at all TAGSA materials to ensure that they are inclusive, equitable, and diverse. This will include translating and converting many resources to French for which the \$500 is being used to pay a graduate student who is assisting with the EDI initiative. However, due to the pandemic and the timing of things, the funds will be used in 2021 and the STLHE Financial personnel have been contacted and confirmed that TAGSA can use the 2020 funds by end of March 2021. ■



TEACHING AND LEARNING NETWORKS

TEACHING-STREAM

Last year was the first year of the Teaching-Stream TLN (TSTLN). We were granted TLN status in early 2019. Our intent was to schedule several sessions/meetings for the 2020 STLHE Annual Conference, but due to the COVID-19 pandemic our plans were suspended. Given the tremendous efforts required by transitioning to online teaching, we intentionally have kept a low profile with the group as we did not want to add to their workload.

We remain committed to working with our colleagues to promote and celebrate teaching but will wait for some sense of normality to return before making any specific plans.

SCIENCE TEACHING AND LEARNING NETWORK (SCITLN)

“We are a collective of higher education science educators dedicated to working TOGETHER towards excellence in science teaching and learning across Canada and beyond, through the development, support, and implementation of excellence in scholarly teaching within and across the sciences (and of relevance to the needs of our 21st Century society).”

We currently have a listserv of 42 members for sharing of ideas, seeking of advice, and connecting with colleagues. This list has been created at Waterloo on mailman services and uses the scitl@stlhe.ca alias or SciTL@lists.uwaterloo.ca. This listserv has been minimally active since the COVID-19 pandemic started, and we are planning a change in this regard, which will include recruitment of more members.

As with many other things in the past 10-12 months, this has been a tough year and we have not made progress on our hoped-for plans: not meeting in June of 2020 (at the STLHE Annual Conference) meant our fledgling group could not connect in person,

and this has slowed our endeavours. However, Science TLN would like to instigate a variant on our current model to try and bring science folk nationally together more. We have tried the listserv route and have not been very successful with attempts in relation to this: we are small in number and perhaps need to create a more stable visible linkage, such as a website, to serve as an anchor from which to springboard with more frequent interactions.

These are challenging times, but also times of opportunity and increased potential for creativity. Moving forward, the plan is to create a website through which we can more readily explore the evolving needs of the higher education learning environment within the sciences, create a space for sharing information, and offer greater opportunity for effective networking and connecting –across the country, across disciplines, and across ideas.

CONTINGENT FACULTY

The Contingent Faculty (previously Contract Faculty) was granted TLN status on September 29, 2020.

Activity for 2020 was mainly focused on creating the group and developing our objectives. All group activity will fall into one or more of four themes:

- To encourage collaboration between contract faculty
- To support the professional development and work of contract faculty
- To engage contract faculty in STLHE and SoTL
- To lead, conduct and share research on contract faculty

Initial work began on two activities:

An initial framework has been developed for a mentoring program for contract faculty. The goal is to bring experienced instructors (contingent faculty and tenure-tracked faculty) together with new contingent faculty from different institutions. (Relevant theme(s): To encourage collaboration between contract faculty/To support the professional development and work of contract faculty)

A draft list of contingent faculty articles placed online. This is a list of 2000 articles related to contingent faculty from 1958 to 2020. The eventual goal will be to upload this to a public editable location so people can use the list to further their research and add to the list as they find more articles. An additional goal of this list is to summarize each article to make it easier for researchers to identify relevant articles for their research. The current list is hosted by Scott Thomson [HERE](#). (Relevant theme: To lead, conduct and share research on contract faculty). ■

OUR PUBLICATIONS



Neil Haave was elected Chair of the Standing Committee of Publications in June of 2020.

COLLECTED ESSAYS ON LEARNING AND TEACHING (CELT)

CELT published its 13th volume in 2020 containing the peer reviewed manuscripts based upon the presentations at the 2019 STLHE Annual Conference in Winnipeg based on the theme Guiding the Journey. Twenty manuscripts were submitted and 16 of those were published in November 2020. Normally, each volume of CELT is published in June before the annual conference. However, this year peer review and editing of manuscripts took much longer due to the COVID-19 pandemic. CELT continues to be indexed by both ERIC and EBSCO. We are working on having CELT's papers also indexed by Scopus.

The managing editor of CELT, Jannik Eikenaar appreciates the work and patience of all authors and peer reviewers. In 2020 there were approximately 23,500 article downloads and 18,500 page views on the CELT website. There will not be a volume of CELT published in 2021 due to the cancellation of the 2020 STLHE Annual Conference. Jannik Eikenaar thanks the outgoing editorial team for their work this year: section editors Brendan D'Souza, Francis Langevin, Zoe Soon, Claire Yan, editorial assistant Kyla Morris, translator Mahigan Lepage, and copyeditor Florence Belanger-Jones. In addition, thanks also go to the University of Windsor where the journal servers are hosted for their ongoing technical support. Feedback provided by Mita Williams and the many peer reviewers particularly aided authors refinement of their papers for publication. Jannik wishes the next editorial team good editing!

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

CJSOTL has gone through a period of renewal in 2020 and will continue to do so in 2021. Beth Marquis successfully completed two 3-year terms of service as senior editor of the journal. The position of senior editor was reconceptualized as editor-in-chief which is now filled by Brett McCollum. The change from a senior editor to an editor-in-chief will be accompanied by additional restructuring of the editorial team. This transition began in late 2020 with the creation of the

co-editor role, which was filled by Jean Choi. Alice Kim also joined the editorial team in 2020, appointed as an associate editor. Transitioning to the new editorial team structure will continue in 2021 with the addition of a second co-editor and a production editor. Further appointments of associate editors will occur in 2021 in response to the completion of terms of service of several existing associate editors, as well as the large increase in submissions over the last few years.

In 2020, CJSOTL received 113 manuscripts, and published 38 articles in three issues. In addition, the Open Journal System (OJS) housed at Western University reported approximately 33,000 article downloads and 23,000 page views.

Brett McCollum and managing editor Ken Meadows would like to thank their editorial team (Elizabeth Bowering, Miriam Carey, Jean Choi, Cary DiPietro, Alice Kim, Sawsen Lakhal, Patrick Maher, Doris MacKinnon, Jessica Raffoul, Kyle Scholz) and editorial board members (Marilou Bélisle, Robert Cockcroft, Geneviève Maheux-Pelletier, Karen Manarin, Lynn Taylor, Meagan Troop, Pierre Zundel) for their service during 2020. In addition, a great debt of gratitude is owed to our robust cadre of peer reviewers. Your dedication to providing quality reviews is appreciated and is the backbone of the success of CJSOTL which will be celebrated with its 10-year anniversary in 2021.

GREEN GUIDES

There has not been any activity with the production of Green Guides; there were no proposals received for the publication of a Green Guide in 2020. All of the existing hardcopies of Green Guides have been consolidated in the office of our Executive Director, Michelle MacDonald in PEI. These continue to be for sale. ■

Chair of the Standing Committee for Publications



Neil Haave,
Chair,
University of Alberta

BILINGUALISM

En cette année de pandémie, les activités en français au sein de la SAPES se sont articulées autour du soutien à l'enseignement à distance et en ligne. En avril, un webinaire a permis aux membres francophones de partager leurs réflexions et leurs stratégies pour faciliter le passage en l'enseignement numérique. De plus, la plateforme KeepTeaching.ca de la SAPES a permis de partager des ressources développées en français dans les collèges et universités francophones ou bilingues. Notamment, la section "Teaching and Assessing" contient une liste de ressources en français sous la rubrique "Rapidly Moving to Online/Remote."

Le Comité permanent pour la protection du bilinguisme, formé de représentant(e)s de sept universités francophones et bilingues, a tenu une rencontre via Zoom. Celle-ci a permis de faire le constat que si les difficultés liées au passage à l'enseignement à distance sont sensiblement les mêmes dans tous les milieux, certain(e)s collègues qui enseignent le/en français hors Québec se sentent davantage isolé(e)s. Notamment, les professeurs qui enseignent le français langue seconde ont vécu plusieurs défis dans l'adaptation des approches communicatives de l'apprentissage d'une langue dans un contexte virtuel. Enfin, grâce à une petite enveloppe budgétaire reçue à la fin 2020, le comité compte s'investir dans un petit projet de recherche afin de faire valoir les réalités francophones et bilingues dans les milieux collégial et universitaire au Canada en temps de pandémie de même que par la suite.

Finalement, les formateurs et formatrices de l'Atelier de techniques d'enseignement (ou Instructional Skills Workshop en anglais) seront heureux d'apprendre que la partie 2 du manuel Instructional Skills Workshop a été traduit grâce au travail de deux étudiantes en traduction du Collège Glendon (Université York), qui ont fait la traduction de mains d'expertes dans le cadre d'un projet expérientiel relié à un cours qu'elles ont suivi. Toutes nos félicitations et mille mercis à Rachael Buxton et Laura Paus, qui ont travaillé sous la direction de Valérie Florentin !

In 2020, French-language activities STLHE revolved around support for distance and online education. In April, a webinar allowed francophone members to share their thoughts and strategies to facilitate the transition to digital education. In addition, STLHE's KeepTeaching.ca has made it possible to share French resources created by French-speaking or bilingual colleges and universities. In particular, the section "Teaching and Assessing" contains a list of resources in French under the heading "Rapidly Moving to Online / Remote."

The Standing Committee for the Protection of Bilingualism, made up of representatives from seven French-speaking and bilingual universities, held a meeting via Zoom. Our conversation revealed that while the hardships associated with switching to distance teaching are mostly the same in all contexts, some of the colleagues teaching in French outside of Quebec feel more isolated. In particular, instructors who teach French as a second language have experienced several challenges in adapting communicative approaches to language learning in a virtual context. Thanks to a small budget envelope received at the end of 2020, the committee intends to get involved in a small research project in order to highlight the Francophone and bilingual realities in college and university settings in Canada during and following the pandemic.

Instructional Skills Workshop trainers will be happy to learn that Part 2 of the Instructional Skills Workshop manual has been translated thanks to the volunteer work of two translation students from Glendon College (York University), who did the translation expertly as part of an experiential project for a course they were enrolled in. Congrats and warm thanks to Rachael Buxton and Laura Paus, who worked under the supervision of Valérie Florentin! ■

Chair of the Standing Committee for Bilingualism Advocacy



Geneviève Maheux-Pelletier,
Chair,
York University

PARTNERSHIPS

STLHE IS PROUDLY PARTNERED WITH:



The role of the partnerships chair has been transitioning since the hiring of an Executive Director and the start of AOR Solutions as STLHE's Communications and Conference Coordination team. The chair still assists with the negotiation of partnership agreements, serves as a liaison between the Board and our Special Interest Groups (SIGs) and teaching and learning networks (TLNs), and completes other duties authorized by the Board.

AGREEMENTS

The renewal of our longstanding agreement with 3M, sponsor of the National Teaching and Student Fellowship Awards, was completed earlier this year. Major changes included a stipulation from 3M that half of the awards go to Science, Technology, Engineering and Mathematics (STEM) faculty, as well as more inclusive criteria overall. While no other partnerships needed renewal in 2020, we are in the midst of negotiations with a publisher on a new partnership which would provide discounts on their books; the intent is to offer a discount as a thank you to our many hard-working peer reviewers for CJSOTL and CELT.

LOOKING AHEAD

In addition to working with and supporting the portfolios of other Board members (e.g. Awards, Publications), I will also be serving on the Board's membership subcommittee and reviewing our STLHE Green Guide initiative in the coming year. I welcome your input and invite you to contact me with your ideas on these and other initiatives via the partnerships email (partnerships@stlhe.ca). ■

**Chair of the
Standing
Committee for
Partnerships**



Janice Miller-Young,
Chair,
University of Alberta

STLHE AWARDS

Due to the COVID-19 pandemic and the cancellation of the annual STLHE Conference, there were no 2020 recipients for the SoTL Poster Award or the TAGSA Award for An Outstanding Conference Session Led by a Graduate Student.

In celebration of a 35-year partnership, STLHE and 3M Canada signed a new agreement which prompted an extensive review of the 3M National Teaching and Student Fellowship awards. These reviews resulted in newly revised nomination packages and guidelines in time for the opening of the calls for nominations for both awards.

3M NATIONAL TEACHING FELLOWSHIP

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 National Teaching Fellows have an outstanding teaching reputation, sustained over several years, and are leaders in the promotion of teaching excellence.

The 2020 3M National Teaching Fellows are:

- **Dave Andrews**, Kinesiology, University of Windsor
- **Paul Cubbon**, Business, University of British Columbia
- **Heather Jamniczky**, Medicine, University of Calgary
- **Nancy Nelson**, Electronic Systems Engineering, Conestoga College – ITAL
- **Sujata Madan**, Management, McGill University
- **Brent Mainprize**, Business, University of Victoria
- **Tiffany Potter**, English, University of British Columbia
- **Diane Symbaluk**, Sociology, MacEwan University
- **Edōsdi - Judy Thompson**, First Nations Studies, University of Northern British Columbia and Indigenous Education, University of Victoria
- **Aleksandra Zecevic**, Health Studies, Western University

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

3M NATIONAL STUDENT FELLOWSHIP

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

The 2020 3M National Student Fellows are:

- **Adelaide Strickland**, Development Studies and English, St. Francis Xavier University
- **Ariane Freynet-Gagné**, Psychology, University of Manitoba
- **Claire Ainslie MacDougall**, Physics and Mathematics, St. Francis Xavier University
- **Emma Kuzmyk**, English and Political Science, St. Francis Xavier University
- **Hanna Jacobsen**, Sociology and Gender Studies, University of Victoria
- **Lena Schreyer**, Neuroscience, Western University
- **Madeleine Kenyon**, Philosophy, University of Victoria
- **Maxim Jacques**, Business Administration, Bishop's University
- **Netra Unni Rajesh**, Biomedical Systems Engineering, University of Toronto
- **Qendresa Sahiti**, Neuroscience and Certificate in Science Leadership and Communication, Dalhousie University

We would like to thank Cynthia Korpan, University of Victoria, for her work as the 3MNSF coordinator.

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 Innovation Award is STLHE's only international award.

The 2020 D2L Innovation Award recipients are:

- **Naowarat (Ann) Cheeptham**, Science, Thompson Rivers University
- **Denyse Lafrance Horning**, Education and Professional Studies, Nipissing University
- **Judy Larsen**, Upgrading and University Preparation, University of Fraser Valley
- **Melody Neumann**, Cell and Systems Biology, University of Toronto

This Award celebrates and recognizes innovative approaches that promote student-centered teaching and learning. Thank you to the D2L Award Coordinator Elaine Koo, University of Toronto.

CHRISTOPHER KNAPPER LIFETIME ACHIEVEMENT AWARD

The biennial Christopher Knapper Lifetime Achievement Award was established in 2002 to honour individuals who have, over their career, made significant contributions to teaching, learning and educational development in Canadian higher education.

The 2020 Christopher Knapper Award recipient is:

- **Joy Mighty**, Carleton University

Dr. Joy Mighty is described as an extraordinary advisor, mentor, and influential ambassador in the post-secondary sector by those she crosses paths with. With over 40 years of educational experience, in a combination of teaching, managing, and consulting roles, Dr. Joy Mighty is an internationally recognized scholar and leader in the field of educational development. ■

Chair of the Standing Committee on Awards



Valerie Lopes,
Chair,
Seneca College

MEMBERS

AS OF DECEMBER 31ST, 2020, STLHE HAD 957 MEMBERS (INDIVIDUAL AND INSTITUTIONAL).



NEW
individual members



NEW
preferred memberships
(belonged to an
institutional member)



NEW
regular memberships



NEW
retiree memberships



NEW
student memberships



NEW
lifetime 3M Teaching
Fellows memberships

INSTITUTIONAL MEMBERS

2020 INSTITUTIONAL MEMBERS

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

* New Institutional Members

** Founding (2007) Members

Algonquin College

Athabasca University**

Brandon University

Brock University **

Cambrian College

Camosun College

Cape Breton University **

Capilano University

Carleton University **

Collège LaSalle *

Concordia University **

Durham College **

George Brown College

Humber Institute of Technology
and Advanced Learning **

John Abbott Cégep / College

Kwantlen Polytechnic University **

Langara College **

Laurentian University

Lethbridge College **

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

Red River College

Ryerson University **

Saint Mary's University **

Seneca College

Simon Fraser University **

St. Lawrence College

Thompson Rivers University **

Trent University **

Université de Moncton

University of Alberta **

University of British Columbia **

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 **

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

PLAN FOR THE FUTURE

CURRENT INITIATIVES



Raising awareness of systemic and structural exclusion and inequity, and establishing inclusivity and broader representation by equity deserving groups.



Discovering and fulfilling the membership's needs in order to increase engagement.



Reviewing and updating the Society's values in consultation with the membership.



Continuing to modernize STLHE's governance structure and processes.



Initiating a membership-inclusive conversation about strategic planning.

BOARD MEMBERS

(as of December 2020)



Denise Stockley
President, STLHE,
Queen's University



Laura Kinderman
Vice-President, STLHE,
Queen's University



Miriam Carey
Secretary,
Mount Royal University



Elana Cooperberg
Treasurer,
Vanier College



Carolyn Hoessler
Chair, Educational
Developers Caucus
(EDC), Thompson
Rivers University



Patrick T. Maher
Chair, Council of
Fellows, Nipissing
University



Melanie Hamilton
Chair, Scholarship of
Teaching and Learning
Canada (SoTL Canada),
Lethbridge College



Janice Miller-Young
Chair of the Standing
Committee for
Partnerships, Mount
Royal University



Valerie Lopes
Chair of the Standing
Committee for Awards,
Seneca College



Neil Haave
Chair of the Standing
Committee for
Publications,
University of Alberta



**Geneviève Maheux-
Pelletier**
Chair of the Standing
Committee for
Bilingualism Advocacy,
York University



VACANT
Chair of the Standing
Committee for
Student Advocacy

stlhe.ca



STLHE SAPES

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