



STLHE SAPES

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

ANNUAL REPORT 2021



YEAR AT A GLANCE



- Release of The Canadian Journal for the Scholarship of Teaching and Learning (CJSOTL) Volume 12 Issue 1 of Blended and Online Learning in *Post-Secondary Education in Canada: A Special Issue*.
- In November 2021, the EDI Task Force delivered their final report to the STLHE community.
- At the request of members, the Educational Developers Caucus was dissolved from STLHE in November 2021 so that a new professional association for educational developers might be formed. Educational developers remain a strong and vibrant part of the STLHE membership.
- Established the Standing Committee on Equity with updated resources and reports accessible on the STLHE website.
- This year brought the launch of a new TAGSA-run blog, *Snapshots of Practice*, designed to give graduate students and teaching assistant an opportunity to share their experiences with the Canadian teaching and learning community.
- 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.
- TAGSA successfully moved all their materials from the previous WordPress site to the new STLHE platform with the assistance of the AOR Web Design team. Edits and modifications were ongoing, but TAGSA is proud of the work and the transfer of materials as well as the amazing support of Executive members and the graduate student hired for translating website materials, to ensure there is both an English and a French site for much of their material.
- This year saw a fair number of different resources created and generated through different sub-committees within TAGSA in addition to a brand-new resource website.
- SoTL Canada Roadshows continued throughout 2021.
- EDI resources added to the STLHE website and linked to the Equity Committee page.
- Approval of a new STLHE by-law that encompasses title changes for the STLHE Chair of the Board (previously referred to as “President”).
- *In Memoriam page* added to the STLHE website.
- The STLHE Unconference was held June 7-11, 2021.
- The Board moved that Sarah Eaton be Chair of an Ad Hoc Committee on academic integrity/contract cheating.

MESSAGE FROM THE CHAIR

For the STLHE community, 2021 was a year of transition. We continued to work through the COVID-19 lockdown and connect with colleagues through online endeavors. The challenges we faced provided the opportunity to reimagine how we move forward together as an organization. STLHE members exemplified leadership and resilience in the face of many unknowns over the past year, and I can't express how grateful I am towards our collective success.

In 2021, we continued the discussion about equity, diversity, and inclusion. The EDI Task Force presented their final report, highlighting critical discussions about the gaps we face in creating an equitable environment. While we celebrate our achievements, we must also acknowledge the contributions and learning that must continue.

In November, STLHE saw the Educational Developers Caucus (EDC) formally gain independence from the Society. We understand their desire to depart from STLHE as a formal entity, and we wish them well in the future. We are also excited that many educational developers continue to see STLHE as one of their homes. However, this shift forced us as a Society to ask new questions about who we are and where we would like to evolve in the future, providing an opportunity to emerge better equipped to serve our members. STLHE remains committed to being “the pre-eminent national voice, and a world leader for enhancing teaching and learning in higher education”, but also recognizes that the journey we take together strengthens our resolve to attain our goals.

As we approach 2022, there is still much uncertainty in the future, but as a community, we must continue to work toward an inclusive and equitable experience for all while promoting knowledge dissemination. We must all continue to share our experiences, knowledge, and curiosity within the STLHE community to foster a larger discussion with a deep commitment to teaching and learning.



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

Denise Stockley

**CHAIR, STLHE
QUEEN'S UNIVERSITY**

As we look towards 2022, I will enter the last few months as serving as the Chair. It has been an immense privilege to be a leader in the community and collaborate with so many passionate professionals during a time of uncertainty. What we do matters, and I remain committed to the work that defines STLHE. I remain dedicated to the success of our community, improving member benefits, and evolving as a non-profit organization. I would like to thank my fellow Board members, both our publication editorial teams and reviewers, awards coordinators and adjudicators, affiliated group leaders, task force members, and every other volunteer who has dedicated their time, energy, and attention not only to STLHE's everyday initiatives but also to the many solutions we have sought throughout this past year.

OUR PUBLICATIONS



COLLECTED ESSAYS ON LEARNING AND TEACHING (CELT)

In June of 2021, Dr. Sarah Driessens, Manager of eLearning in the Teaching Hub for Nipissing University, was named the new senior editor of CELT. Sarah Driessens holds a PhD in educational sustainability with a focus on language and literacy and social justice education, and a master's and bachelor's degree in sociology. According to STLHE, in addition to her fundamental strengths in education, her "experience and familiarity with the writing process - from drafting through to publication – as well as foundational knowledge of the mechanics of writing," made her the ideal fit for the role. Sarah is actively working with her incoming editorial team to publish the most recent edition of CELT.

There was no edition of CELT in 2021 due to the cancellation of the STLHE Annual Conference.

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

Release of The Canadian Journal for the Scholarship of Teaching and Learning (CJSOTL) Volume 12 Issue 1 of *Blended and Online Learning in Post-Secondary Education in Canada: A Special Issue*. ■

AWARDS AND GRANTS

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 2021 3M National Teaching Fellows are:

- **Ann Braithwaite**, Diversity and Social Justice Studies, University of Prince Edward Island
- **Andrea Davis**, Faculty of Liberal Arts and Professional Studies, York University
- **John Dawson**, Molecular and Cellular Biology, University of Guelph
- **Chantal Gibson**, School of Interactive Arts and Technology, Simon Fraser University
- **Dietmar Kennepohl**, Faculty of Science and Technology, Athabasca University
- **Sarah-Myriam Martin-Brûlée**, Department of Politics and International Studies, Bishop's University
- **Mark Schneider**, Department of Mathematics, Northern Alberta Institute of Technology
- **Jonathan Sherbino**, Department of Medicine, McMaster University
- **Anna Stokke**, Department of Mathematics and Statistics, University of Winnipeg
- **Andrew Wilson**, Department of Religious Studies, Mount Allison University

3M NATIONAL STUDENT FELLOWSHIP

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

The 2021 3M National Student Fellows are:

- **Leah Creaser**, Biology, Acadia University
- **Georges-Philippe Gadoury-Sansfaçon**, Mathematics and Psychology, Bishop's University
- **Taylor Goodon**, Chemistry and Biology, Brandon University
- **Felicity Hauwert**, Sociology, Carleton University
- **Tasha Hou**, Dental Surgery, University of Alberta
- **Chaten Jessel**, Neuroscience, University of Calgary
- **Devon Parris**, English, St. Francis Xavier University
- **Kevin Roy**, Medicine, University of Ottawa
- **Samia Sami**, Engineering and Electrical Engineering, University of Saskatchewan
- **Samuel Seshadri**, Economics, University of Victoria

D2L INNOVATION AWARD IN TEACHING AND LEARNING

Generously supported by Desire2Learn (D2L), each year this Award celebrates and recognizes postsecondary 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 2021 D2L Innovation Award recipients are:

- **Obidimma Ezezika**, Health & Society, University of Toronto
- **Mohammad Moshirpour**, Electrical and Computer Engineering, University of Calgary

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

ALAN BLIZZARD AWARD

Congratulations to Métis scholar, Yvonne Poitras Pratt and allied scholar, Patricia J. Danyluk from the University of Calgary for their project entitled: *Modelling Reconciliation: Educators Building Bridges and Connections*.

Initially funded by the Taylor Institute of Teaching and Learning at the University of Calgary, a SoTL project called *Building Connections Between Indigenous and non-Indigenous peoples, communities, and schools* was launched as a series of pedagogical innovations focused on reconciliatory learning activities inspired by the Truth and Reconciliation Commission of Canada and their 94 calls to action. The praxis-based learning opportunities initially developed included: service-learning opportunities for pre-service teachers in on-reserve schools; the gathering of learning artefacts from students enrolled in Indigenous education; the hosting of leadership gatherings with diverse scholars experienced in research with Indigenous peoples; and, the design and delivery of a four-course graduate certificate program called *Indigenous education: A call to action*.

In response to learner and community-identified needs, the project later introduced experiential learning activities in the form of the Brain Architecture Game and a Poverty Simulation event that introduced learners to a firsthand experience of what it feels like to face disadvantage and marginalization. The multi-pronged project demonstrated how a trusting collaboration between an Indigenous and non-Indigenous scholar made real-life strides towards reconciliatory goals through education.

EDC GRANT

In spring 2021, the grant was awarded to the following recipients:

- Robin Sutherland-Harris, Lisa Endersby & Jessie Richards - *"Networks of Support: Teaching Wheels for Educational Developers"*
- Cheryl Jeffs – *"The teaching dossier: A scoping review"*

In fall 2021, the grant was awarded to the following recipients:

- Monica Vesely, Shirley Hall & Meagan Troop – *"Shifting Conceptions and Stretching Practice: The Impact of the Facilitator Development Workshop (FDW)"*
- Karalyn McRae & Lauren Anstey – *"Mentoring graduate student developers towards a career in educational development"*

UNCONFERENCE

As it was still not possible to have an in-person conference in 2021, STLHE invited the community to join them in celebrating the 40th anniversary of the establishment of STLHE, decades of incredible volunteers and members, and a multitude of other note-worthy highlights at this year's Unconference.

The Unconference fostered an unconventional schedule that included an opportunity for participants to create their own conference experience/agenda, and to participate in virtual presentations, keynotes, and awards, as we came together as a community while staying apart.

Notable presentations included Pamela Toulouse, Isabeau Iqbal, and a panel of past STLHE Presidents highlighting 40 years of leadership and innovation. ■

MEMBERS

AS OF DECEMBER 31ST, 2021, STLHE HAD 846 MEMBERS (INDIVIDUAL AND INSTITUTIONAL).



50

NEW
individual members



37

NEW
preferred memberships



4

NEW
regular memberships



9

NEW
student memberships

INSTITUTIONAL MEMBERS

2021 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

Brandon University
Brock University**
Cambrian College
Camosun College
Cape Breton University**
Capilano University
Carleton University**
Centennial College
Collège communautaire du Nouveau-Brunswick*
Concordia University**
Humber Institute of Technology and Advanced Learning**
John Abbott Cégep/College
Kwantlen Polytechnic University**
Langara College**
Lethbridge College**
Loyalist College*
MacEwan University
McGill University
McMaster University
Mount Royal University**

** Founding (2007) Members

Mount St. Vincent University
Niagara College**
Nipissing University**
OCAD University
Ontario Police College
Ontario Tech University
Portage College*
Queen's University**
Red Deer College
Red River College
Ryerson 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 Lethbridge

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