



STLHE SAPES

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

ANNUAL REPORT 2022

2022 2022 2022 2022
22 2022 2022 2022
2022 2022 2022 2022



YEAR AT A GLANCE

Release of *The Canadian Journal for the Scholarship of Teaching and Learning (CJSOTL)* Volume 13 Issue 1.

SoTL Canada Roadshows continued through 2022.

The first in-person STLHE conference since the beginning of COVID-19 was held in Ottawa from June 7-10, 2022.

Elana Cooperberg became Chair of the Board in June 2022.

Taking Stock 2.0 webinars were held from January to May 2022. Copies of the book were gifted to conference attendees in the spring.



D2L Innovation Award in Teaching and Learning was amended to a team award.

TAGSA successfully awarded an Outstanding Session Led by a Graduate Student recipient at the STLHE Conference – the first one in two years!

The TAGSA team put together community-led resources that are interactive and engaging, which allows our community members to contribute to our ongoing resources and to provide updates or feedback along the way.

The 2020-2022 TAGSA Executive ended their tenure following the TAGSA General Meeting at the annual STLHE Conference in June. TAGSA is beyond grateful for all of their hard work, support, and dedication toward Teaching Assistants, Graduate Students, and those who support programming for those groups of individuals.

TAGSA ran an election prior to the June 2022 STLHE Conference and has a new Executive Board for 2022-2024 of six wonderful individuals with hopes of expanding it over the next year.



Numerous Graduate Students and Teaching Assistants submitted 'Snapshots of Practice', which is a program TAGSA facilitates to provide a national stage for individuals to share about their own practices, journeys, and growth as educators.

TAGSA created an additional TAGSA QuickGuide to support Teaching Assistants and Graduate Students in the transition to graduate school.

MESSAGE FROM THE CHAIR



Elana Cooperberg
CHAIR OF THE BOARD
VANIER COLLEGE



2022 has been a year of development and renewal for STLHE. Our vision continues to drive our passion and activities towards ‘enhancing and advocating for teaching and learning in higher education’. The year has been critical for relationship-building within and outside the Society. We have engaged in conversations with our various communities to listen to their concerns and applaud their achievements. We take great pride in our work that enhances teaching and learning, and we are grateful to all those who diligently move the vision and mission of the Society forward.

Reflecting on this past year we cannot ignore the development of AI tools that may forever change the future of higher education. At the very least, these tools have given us pause and the opportunity to consider what we are assessing, and how we are assessing our students. We owe a debt of gratitude to our committee on Academic Integrity and Contract Cheating. They have moved this item forward through open dialogue, presentations, and community engagement, within the context of academic integrity within the academy.

Working collaboratively with our Equity Committee, we recognize there is much work still to be done. As a society, we are committed to informing ourselves and others within higher education, and ensuring we continue to work towards an inclusive and equitable experience for all our members, and those within our institutions. Creating opportunities for open dialogue and establishing channels for feedback is essential. Regular evaluation of progress is vital to ensure that efforts toward equity and inclusivity are effective. By promoting a

culture of inclusion and embracing new approaches, we can foster a sense of belonging, unlock the full potential of our diverse membership, and cultivate an environment where everyone feels valued and empowered to contribute their unique perspectives and talents.

Our annual conference is a major component of the culture of the Society. Bringing people together from all areas of our institutions, across the country and elsewhere, helps build capacity for change. We have seen a great deal of change over the last few years, and we have tried to enable members of our Society to support and advocate for changing the higher education landscape both here and abroad. We are grateful for the opportunity to connect and share at our face-to-face conference, and to remind ourselves that we work more effectively in the community.

The mission of STLHE has never been more important than it is now. As we 'build community and leadership in the practice of scholarly teaching and learning in higher education', it is thanks to the many volunteers who devote their time and energy to work towards realizing our lofty mission. Our groups and committees, board members, publication editorial team and reviewers, awards coordinators and adjudicators, are the core of what we do, along with the multitude of volunteers who support these and other STLHE initiatives and activities. We are stronger together, and as we look to the future, we know that STLHE can support and promote knowledge of key issues that connect to a wider community that furthers development in higher education.



OUR PUBLICATIONS



COLLECTED ESSAYS ON LEARNING AND TEACHING (CELT)

CELT's 14th volume was published on June 6th, 2023. The most recent edition features peer-reviewed papers originally presented at the STLHE 2021 Unconference: Coming Together While Staying Apart that took place online due to the COVID-19 pandemic. This issue was long awaited by the 37 brilliant and patient authors that collectively comprised this edition appropriately titled *The Revival Issue: Refreshing, Reframing, and Revitalizing Higher Education*. Fourteen original papers were published on topics such as 3M Student Fellows co-constructing an innovative community-building online platform, transformative curriculum design and shifting mindsets, co-authored spaces, open educational resources and digital spaces, motivational strategies, multilingual learning, and multicontextual teaching. CELT is looking forward to continuing engagement with the STLHE community with the publication of Volume 15 in early 2024.

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

During 2022, with the support of the Editorial Board, the Editorial Team continued to advance the work of the journal while navigating the lingering impacts of the COVID-19 pandemic on our reviewer community. The Journal received over 100 new submissions. Early in the



year, to obtain the necessary 2-3 peer reviewers for each manuscript, associate editors often needed to contact 12-15 scholars. This continued to delay processing of submissions beyond our normal timelines. Fortunately, the availability of reviewers improved somewhat by the end of the calendar year. As we look toward 2023, continued engagement by our community of reviewers is necessary for the success of the Journal.

In spite of these challenges, we published one issue with 13 articles. The introduction to the issue (13.1) commemorated two members of our STLHE community and long-time advocates for scholarly approaches to teaching and learning: Dr. Todd Nickle (Mount Royal University) and Dr. Anne Marie Ryan (Dalhousie University). We also circulated a call for a second Co-Editor and additional Associate Editors to help manage the growing number of submissions and the increased effort required to facilitate our review processes.

Our dedication is yielding results. We anticipate that next year we will return to our pre-pandemic baseline (2019) and publish a collection of issues representing approximately 30 manuscripts. Gratitude is expressed toward all members of the Editorial Team, Editorial Board, reviewers, and authors for their collaborative efforts and collective persistence as we begin to turn the corner.

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 3M National Teaching Fellows community 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 2022 3M National Teaching Fellows are:

- Dr. Awneet Sivia, Teacher Education, University of Fraser Valley
- Dr. Scott McIndoe, Chemistry, University of Victoria
- Dr. Pamini Thangarajah, Mathematics and Computing, Mount Royal University
- Dr. Fiona Rawle, Teaching Stream, Biology, University of Toronto Mississauga
- Dr. Vince Bruni-Bossio, Management and Marketing, University of Saskatchewan
- Dr. Vijay Daniels, Division of General Internal Medicine, University of Alberta

- Dr. Naowarat (Ann) Cheeptham, Microbiology, Thompson Rivers University
- Dr. Sean Maurice, Medical Sciences, University of Northern British Columbia
- Dr. Eve Pouliot, Social Sciences, Université du Québec à Chicoutimi (UQAC)
- Dr. David Newhouse, Indigenous Studies, Trent 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 institutions. These students embrace a vision of education that enhances their academic experience and those of their peers.

The 2022 3M National Student Fellows are:

- Laila Albalkhi, Computer Science, University of Windsor
- Ben Tyler Boudreau, Human Kinetics/ Sport Management, St. Francis Xavier University

- Shandon Ashitei, Biology & Gender Equality and Social Justice, Nipissing University
- Sarah Freeburn, Diversity and Social Justice Studies, Prince Edward Island University
- Oorja Gonepavaram, Commerce, Mount Allison University
- Anne Hung, English, University of Victoria
- Sufia Langevin, Secondary Education and Social Science, Bishop's University
- Mohamed Nashnoush, Health Sciences, Dalhousie University
- Olivia Grace Stevenson, Kinesiology, Acadia University
- Topaza Yu, Kinesiology, University of Saskatchewan

D2L Innovation Award in Teaching and Learning

As of 2022, the guidelines for the D2L Innovation in Teaching and Learning award have been amended to recognize collaborative innovations.

Established in 2012, the D2L Innovation Award in Teaching and Learning, sponsored by D2L, celebrates and recognizes up to five post-secondary collaborative teams each year for their innovative approaches that promote student-centred teaching and learning.

The 2022 D2L Innovation Award recipients are:

Shelly Russel-Mayhew, Louise McClelland, Kerri Murray

UNIVERSITY OF CALGARY

Teachers of Tomorrow: Transforming Education by Facilitating a Culture of Wellbeing in Bachelor of Education Programs

Houston Peschl, Rosalynn Peschl, Leah Bortolin, Victoria Reid, Bernice Cheung

UNIVERSITY OF CALGARY

Innovative Entrepreneurial Thinking Course

Jennifer MacDonald, Angela Crane, Mark Wall, Joseph Tassone, Adrienne Allison, Reem Karaballi, Michael Charlton, Isabel Curtis, Robert Foisy, Landon Getz, Patrick Giesbrecht, Kirsten Jones, Erin Lyle, Matthew Margeson, Sarah Martell, Nicholas Roberts, Joseph Weatherby

DALHOUSIE UNIVERSITY

Bringing First-Year Chemistry Online with Students as Partners through Universal Design

Jessica Riddell, Scott Stoddard, Matthew Dunleavy, Georges-Philippe Gadoury-Sansfaçon, Toni Roberts

BISHOPS' UNIVERSITY AND MOUNT ALLISON UNIVERSITY

*Working with Students to Co-Design
21st-Century Classrooms: The Online
Learning & Technology Consultants
(OLTC) Program*

**Tal Jarus, Laura Yvonne Bulk,
Christina Cook, Laen Avraham Dov
Hershler, Yael Mayer**

UNIVERSITY OF BRITISH COLUMBIA

*Alone in the Ring: Innovation in Pedagogy,
Representation and Evaluation*

EDC Grants

Winter 2022

Taiwo Afolabi (University of Regina),
Jemma Llewellyn, Jess Notwell, Leila
Qashu & Joe Sobara (University of Guelph)
– “A Decolonizing Action Research Project
in Pedagogy: utilizing community-engaged
pedagogies to co-create a special journal
issue with and for communities”

Alysia Wright (University of Calgary),
Melissa Li Sheung Ying (MacEwan
University) & Samantha Chang (University
of Toronto) – “Teaching teachers how to
teach: The role of teaching experience in
educational development”

Fall 2022

Renée Ferguson & Jenny Ge (Toronto
Metropolitan University) – “Fostering
Anti-Racist Identity Development in Post-
Secondary Educators”

Anna Bartosik (George Brown College) –
“Tracing Learner Autonomy in Canadian
Post-Secondary Institutions through
Publicly Available Syllabi”

2022 STLHE CONFERENCE OTTAWA, ONTARIO



2022 Annual Conference *Congrès annuel 2022*



Reconnecting and Reconstructing: Perspectives on Teaching and Learning: Celebrating the 40th Annual In-Person STLHE Conference

The 2022 Society for Teaching and Learning in Higher Education (STLHE) conference held in Ottawa, Ontario marked a significant milestone as the first in-person gathering after the long hiatus imposed by the COVID-19 pandemic. As educators and scholars from across the country convened, the atmosphere was filled with excitement and joy, coupled with a sense of relief. Reunited once again, we embraced each other with warm smiles and heartfelt handshakes, grateful for the opportunity to connect face-to-face. The conference provided a much-needed platform for collaboration, where attendees eagerly shared their innovative research, pedagogical practices, and insights. Through engaging workshops,

thought-provoking presentations, and lively discussions, we collectively worked to strengthen the Scholarship of Teaching and Learning (SoTL) community on a national stage. Amidst the informative sessions, the networking aspect of the conference played a vital role, fostering new relationships and rekindling old ones. Participants eagerly exchanged ideas, experiences, and contact information, building a network of support and collaboration that would extend beyond the conference's duration. As we immersed ourselves in this vibrant community, it became evident that the STLHE conference of 2022 was not only a celebration of the return to in-person events but also a testament to the resilience and dedication of educators in their pursuit of excellence in teaching and learning.

Notably, Dr. Jessica Riddell delivered the 2022 Keynote Address.

MEMBERS

As of December 31st, 2022, STLHE had 889 members (individual and institutional).



87

NEW

Preferred Memberships



72

NEW

Regular Memberships



2

NEW

Retired Memberships



47

NEW

Student Memberships

2022 STLHE Conference



208

NEW

Memberships Registered
for Conference

2022 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>

2022 Institutional Members

* New Institutional members

** Founding Members

Brandon University		St. Lawrence College	
Brock University	**	Thompson Rivers University	**
Cambrian College		Toronto Metropolitan University	**
Camosun College		Trent University	**
Cape Breton University	**	Université de Moncton	
Capilano University		University of British Columbia	**
Carleton University	**	University of Lethbridge	
Humber College	**	University of Northern British Columbia	**
Kwantlen Polytechnic University	**	University of Ottawa	**
Lambton College		University of Prince Edward Island	**
Lethbridge College	**	University of Regina	
Loyalist College	*	University of Saskatchewan	**
McEwan University		University of the Fraser Valley	
McMaster University		University of Victoria	**
Mount Royal University	**	University of Waterloo	**
Niagara College	**	Vancouver Island University	
Nipissing University	**	Western University	
OCAD University		Wilfrid Laurier University	**
Ontario Tech University		York University	
Queen's University	**	Yorkville University	*
Red Deer College			
Red River College			
Seneca College			
Simon Fraser University	**		

BOARD MEMBERS



Elana Cooperberg
Chair of the Board
Vanier College



Scott Comber
Vice-Chair of the Board
Dalhousie University



Joanne Struch
Secretary,
D2L



Ana-Marija Petrunic
Treasurer,
George Brown College



Laura Kinderman
Director
Queen's University



Bruce Ravelli
Director
University of Victoria



Danielle Bentley
Director
University of Toronto



Anita Açai
Director
McMaster University



Nancy Ogden
Director
Mount Royal University



Tari Ajadi
Director
Dalhousie University/
Queen's University



Pat Maher
Director
Nipissing University



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