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

SPRING 2014 NUMBER 63

Teaching and Learning in Higher Education

Welcome to STLHE 2014 and Queen's University

Dr. Jill Scott
Vice-Provost (Teaching and Learning)
Queen's University at Kingston

Preparations for the 34th Conference of the Society for Teaching and Learning in Higher Education are proceeding extremely well. The program is nearly complete and we are convinced it will be an amazing opportunity to exchange our latest discoveries in teaching and learning. I particularly want to express my sincere gratitude to our colleagues at our partner institutions, St. Lawrence College, the Canadian Defense Academy, and Royal Military College, for their part in making this a successful event. The Steering Committee and our fabulous team of volunteers have worked through every detail of the Conference, and their dedication and commitment over the last months has been outstanding. In preparation for the conference, the Principals of Queen's University and RMC and the President of St. Lawrence College met over lunch in December to confirm their support of the upcoming conference and to share news of some of the exciting innovations in teaching and learning currently underway on their campuses.

The conference theme of **Transforming Our Learning Experiences** is a timely reflection of the enormous changes in the higher education landscape. We don't have to look far to see evidence of large-scale change, including an increasing focus on teaching and learning at all levels of post-secondary institutions, inspiring new active learning spaces, innovations in technology-enhanced learning, unprecedented multi-institutional collaborations, and first-class scholarship of teaching and learning. We have a stimulating roster of pre-conference workshops, including one that will take place on the picturesque waters in and through the Thousand Islands!

On behalf of the entire organizing team, we look forward to hosting you here in Kingston in only a couple of months. It will be a treat for me to take part in inspiring discussion and debate and I hope all of you will come prepared to share some of your own transformational practices, formally and informally, at STLHE 2014—as scholars, as teachers, and as scholarly teachers. STLHE is a time to meet new colleagues, to make new friends, to reflect on our learning journeys from the past year, and to dream up new projects for the years to come.

See you in Kingston at STLHE 2014!

Bienvenue au Congrès de la SAPES de 2014 à l'Université Queen's

Jill Scott, PhD,
vice-rectrice (enseignement et apprentissage)
Université Queen's à Kingston

Les préparatifs pour le XXXIVème congrès de la Société pour l'avancement de la pédagogie dans l'enseignement supérieur vont bon train. Le programme est presque terminé et nous sommes persuadés que le congrès sera une occasion extraordinaire de partager nos découvertes les plus récentes en matière d'enseignement et d'apprentissage. Je tiens tout particulièrement à exprimer ma reconnaissance la plus sincère à nos collègues des établissements partenaires, le Collège St. Lawrence, l'Académie canadienne de la Défense et le Collège militaire royal pour leur contribution à la réussite de cet événement. Le comité directeur et notre merveilleux groupe de bénévoles ont prévu avec précision les moindres détails de la rencontre. Leur dévouement et leur engagement au cours des mois écoulés ont été remarquables. En préparation du congrès, les recteurs de l'Université Queens et du CMR, ainsi que le président du Collège St. Lawrence, se sont réunis pour un déjeuner d'affaires en décembre afin de confirmer leur soutien au congrès et pour partager l'annonce de certaines innovations fascinantes en enseignement et en apprentissage qui se déroulent à l'heure actuelle sur leurs campus respectifs.

Le thème du congrès, **Vers de nouvelles approches d'apprentissage,** est une réflexion qui arrive à point nommé sur les changement énormes qui ont lieu dans le paysage de l'enseignement supérieur. Il n'est pas nécessaire d'aller chercher bien loin pour trouver des preuves de changements à grande échelle, y compris l'intérêt croissant porté à l'enseignement et à l'apprentissage à tous les niveaux dans les établissements d'enseignement post-secondaire, qui inspirent de nouveaux espaces d'apprentissage actif, des innovations en apprentissage amélioré par les technologies, des collaborations multi-institutionnelles sans précédent et le haut savoir en matière d'enseignement et d'apprentissage. Nous avons préparé une série d'ateliers pré-congrès stimulants, y compris un atelier qui aura lieu sur l'eau dans la région des pittoresques Mille-Îles!

Au nom de tout le comité organisateur, nous anticipons impatiemment de vous accueillir ici, à Kingston, dans deux mois. Ce sera un plaisir pour moi de participer aux discussions et aux débats inspirants et j'espère que vous serez tous prêts à partager vos propres pratiques de transformation, de manière formelle et informelle, lors du Congrès de la SAPES de 2014 – en tant que chercheurs, enseignants, érudits et maîtres. Le Congrès de la SAPES offre l'occasion de rencontrer de nouveaux collègues, de se faire de nouveaux amis, de réfléchir à notre cheminement en matière d'apprentissage depuis l'année dernière, et de rêver à de nouveaux projets pour les années à venir.

Au plaisir de vous voir à Kingston pour le Congrès de la SAPES de 2014!

The Legacy Box:

Guest Editorial

Sarah Larratt Keefer,
Professor of English and 3M National Teaching Fellow [2009], Trent University and recent co-editor of the STLHE Newsletter

The current generation of teachers—those of us born in the 1950s, with our doctorates from the later 1970s, and whose careers were the among the first to benefit from the Society for Teaching and Learning in Higher Education—are aging, and many of us are planning our retirement. Yet, what we have done in our careers has been astonishingly different from every career that spans backwards from our own for we have spent many decades coming up with new strategies, new ideas, new designs, in fact educational novelty on a grand scale, when the basic *ex cathedra* models which served the early thirteenth centuries and may even have seen us through graduate school, suddenly gave way to new incentives.

The Legacy Box I propose will be a virtual, accessible, shareable place for pedagogical innovation. Every member of every 3M Teaching Fellowship cohort should be invited to contribute. The STLHE web site would be the repository where Legacy Box contributions would be available to all members. Those STLHE members who are driven to innovate as we teach should receive also the invitation to contribute. New ideas would be added to each Legacy Box throughout the faculty member's teaching career. By the time each one of us is ready to retire, there will be several files in each of our Boxes. After retirement, while we may not continue with all of the hard-core details of teaching, we can continue to use our visions, those wonderful new ideas that need some place to go, to benefit subsequent generations.

I would love to think that, even after I die, my ideas might be of use to a scholar who would like to test-drive them for his or her own teaching.

Le sanctuaire de l'héritage :

éditorial de collaboration spéciale

Sarah Larratt Keefer,
professeure titulaire d'anglais et lauréate nationale 3M d'excellence en enseignement (2009), Université Trent et récente co-rédactrice du Bulletin de la SAPES

La génération actuelle d'enseignants – ceux qui sont nés dans les années 1950, qui ont obtenu leur doctorat à la fin des années 1970 et dont les carrières sont les premières à avoir bénéficié de la Société pour l'avancement de la pédagogie dans l'enseignement supérieur – prennent de l'âge et beaucoup d'entre nous se préparent à la retraite. Pourtant, ce que nous avons fait tout au long de notre carrière a été étonnamment différent de ce que nos prédécesseurs avaient fait au cours de leur carrière car nous avons passé plusieurs décennies à édifier de nouvelles stratégies, de nouvelles idées, de nouveaux modèles, en fait nous avons créé une nouveauté éducative à grande échelle quand les modèles de base *ex cathedra,* qui nous avaient servi quand nous étions dans la trentaine et même quand nous avons fait nos études post-universitaires, ont soudain été remplacés par de nouvelles mesures incitatives.

Le sanctuaire de l'héritage que je propose sera virtuel, accessible, et il pourra être partagé pour l'innovation pédagogique. Chaque membre de chaque cohorte de lauréats nationaux 3M devrait être invité à y contribuer. Le site web de la SAPES deviendrait l'entrepôt dans lequel les contributions au sanctuaire de l'héritage seraient disponibles pour tous les membres. Les membres de la Société qui sont portés vers l'innovation en matière d'enseignement devraient également être invités à apporter leurs contributions. De nouvelles idées seraient ajoutées à chaque sanctuaire de l'héritage tout au long de la carrière d'enseignant des professeurs. Quand chacun et chacune d'entre nous sera prêt(e) à prendre sa retraite, il y aura plusieurs dossiers dans chacun de nos sanctuaires. Après notre départ à la retraite, nous ne pourrons peut-être pas apporter nos contributions avec force détails d'enseignement contraignants, mais nous pourrons malgré tout continuer à utiliser nos visions, ces merveilleuses nouvelles idées qui doivent aller quelque part et qui pourront servir aux générations qui vont nous suivre.

J'aimerais penser que, même quand je ne serai plus de ce monde, mes idées vont peut-être servir à un(e) jeune professeur(e) qui aura envie de les essayer dans sa propre salle de classe.

The Purple Professor

"Volunteer? Me? Not a chance. My grandfather told me never to volunteer. He went to the Somme in WWI and was one of the few to actually come back, and with a medal. 'Never volunteer,' he told me. And my neighbor across the street, she said 'Volunteering is for fools. You rarely get any thanks let alone a reward. What's more, volunteering depends upon mutual good will, and when the good will runs out, what then?' As for me, I volunteered once, against my grandfather's advice, and I'll tell you something: I lost that loving feeling and I'll never volunteer again."

Welcome to Kingston - A World Heritage Destination!

KINGSTON

Kingston is also a shopper's delight. If you're looking for a unique souvenir or gift for someone special, you're sure to find it in one of the many eclectic boutiques and shops in Kingston's downtown core along Princess Street. Or, if you're looking to experience a fashion outlet, Kingston offers a state of the art, modern shopping experience at King's Crossing Fashion Outlet. Avid shoppers may also wish to visit the Cataraqui Centre or The Gardiners Road Power Centre.

Enjoy the stunning architecture of the city and the live Farmers Market located right behind Kingston's City Hall. Kingston is also renowned for its wonderful restaurants. With over 100 downtown restaurants to choose from, many featuring sidewalk or courtyard patios, you are sure to have a fabulous dining experience. During the STLHE conference, we hope you will enjoy many of the wonderful opportunities the city of Kingston has to offer!

For more information, visit Kingston Tourism at http://tourism.kingstoncanada.com

Nestled where the Rideau Canal and St. Lawrence River meet Lake Ontario, Kingston is a city built on a grand heritage and defined by an exquisite ability to blend the beauty of the past with the passion and sophistication of the present. Kingston played a significant role in the birth of a nation and was home to Canada's first Prime Minister, Sir John A. Macdonald. Today, this city provides unlimited opportunities for a unique lifestyle along the shores of the Rideau Canal.

Visiting Kingston will delight and surprise you with a range of entertaining and relaxing experiences. Be amazed by Kingston's museums, art galleries, and historic sites! From small-specialized museums to national historic treasures like Fort Henry, Kingston boasts an astounding array of sites to see. From history buffs to amateur scientists, there is something for everyone!

Festivals and live concerts are an unexpected pleasure to discover while visiting Kingston. Tourism Kingston has a Calendar of Events you can use to see what's happening in the city during your conference stay. Every year, Kingston is host to several internationally renowned events including the Limestone City Blues Festival, Buskers' Rendezvous, Chilifest and Feb Fest, to name a few.

Sandra Murray, *(left)*
STLHE 2014 Conference Administrator

Denise Stockley, *(right)*
STLHE 2014 Conference Chair

It is a great pleasure for us to welcome you to the 34th Annual STLHE Conference. This year's Conference is co-hosted by three Kingston post-secondary institutions: Queen's University, St. Lawrence College and the Royal Military College of Canada, and the Canadian Defence Academy. We hope you take full advantage of the unique professional development opportunity the STLHE Conference provides.

The theme of the 2014 STLHE Conference is **Transforming Our Learning Experiences**. Conference proposals made it abundantly clear that positive and transformative changes are being made in the landscape of higher education. As a result, this year's conference can be considered a showcase of some of these promising changes. The diversity of the program highlights a variety of practices being used in post-secondary institutions to help transform students into active learners and make learning accessible for all: inquiry-based learning, blended learning, active learning, reconfiguring classroom spaces, technology integration, incorporating universal design for learning (UDL), and using alternative forms of assessment. In keeping with the theme of the conference, a new type of session called Pedagogical Speed Dating (PSD) is being offered this year. PSD is a fast-paced roundtable format that takes place in one room. Student participation in this year's conference was encouraged through the introduction of the STLHE Student Bursary Fund, providing up to 100% of registration for successful applicants. Student voices are important and most welcome at this Conference.

We are excited to offer two exceptional plenary conference sessions. In the first session, Dr. Eric Mazur from Harvard University will present on the topic, "Why You Can Pass Tests and Still Fail in the Real World." Dr. Mazur's session will encourage educators to rethink their approach to assessment. In the second session, Dr. John Smol from Queen's University will present on the topic, "Bringing the Joy of Discovery into our Classrooms: Blending Research and Teaching." Dr. Smol's session will explore how research experiences can enhance our teaching programs, and vice versa. Dr. Mazur and Dr. Smol's presentations will provide practical ways for us to make learning meaningful and engaging for students.

The conference venue consists of three distinctive locations across the Queen's University campus: the Isabel Bader Centre for the Performing Arts, Ellis Hall (pre-conference), and McArthur Hall (main conference). The Isabel Bader Centre is a newly constructed arts building providing recital, theatre, screening and rehearsal space. Ellis Hall contains three newly designed active learning classrooms (on the third floor) and McArthur Hall is where the Faculty of Education is located. We hope you will both enjoy and be inspired by the conference venue.

We are truly grateful to all of the volunteers involved in the planning and organization of this Conference; the STLHE Conference would not be possible without you. We look forward to the expertise and innovation of our presenters and are confident that what they share will help conference participants transform their learning experiences. May this conference be a productive and transformative learning experience for all involved!

Welcome from the STLHE 2014 Organizing Committee

Bienvenue de la part du comité organisateur du Congrès de la SAPES de 2014

Sandra Murray
(Administratrice du congrès de la SAPES de 2014)

Denise Stockley
(Présidente du Congrès de la SAPES de 2014)

C'est avec grand plaisir que nous vous souhaitons la bienvenue au XXXIVème Congrès annuel de la SAPES, qui sera co-organisé cette année par trois établissements d'enseignement supérieur de Kingston : l'Université Queen's, le Collège St. Lawrence et le Collège militaire royal du Canada, et l'Académie canadienne de Défense. Nous espérons que vous viendrez profiter de cette occasion unique de développement professionnel que le congrès de la SAPES va offrir.

Le thème du Congrès de la SAPES de 2014 est **Vers de nouvelles approches d'apprentissage**. Les propositions reçues ne laissent aucun doute sur le fait que des changements positifs et transformationnels sont en train de se produire dans le panorama de l'éducation supérieure. De ce fait, le congrès de cette année peut être considéré comme une vitrine de certains de ces changements prometteurs. La diversité du programme met en relief toute une variété de pratiques employées dans les établissements d'enseignement supérieur pour aider à transformer les étudiants en apprenants actifs et rendre l'apprentissage accessible à tous : l'apprentissage fondé sur l'exploration, l'apprentissage hybride, le réaménagement des salles de classe, l'intégration de la technologie, l'incorporation de la conception universelle de l'apprentissage et l'utilisation de formes d'évaluation alternatives. Dans l'optique du thème du congrès, nous offrirons cette année un nouveau type de séance : le speed-dating pédagogique. Il s'agit d'une forme de table ronde qui évolue rapidement et qui se déroule dans une seule pièce. La participation des étudiants au congrès de cette année a été encouragée par l'introduction du Fonds de bourses pour étudiants qui permettra d'offrir la totalité des frais d'inscription aux demandeurs qualifiés. Les voix des étudiants sont importantes et seront chaleureusement accueillies lors de ce congrès.

C'est avec enthousiasme que nous allons offrir deux séances plénières durant le congrès. Pour la première, M. Eric Mazur, PhD, de l'Université Harvard, fera une conférence intitulée « Why You Can Pass Tests and Still Fail in the Real World » (Pourquoi on peut réussir à ses examens et échouer dans la vraie vie). La séance de M. Mazur encouragera les éducateurs à repenser leur approche concernant l'évaluation. Pour la seconde séance plénière, M. John Smol, PhD, de l'Université Queen's, parlera de « Bringing the Joy of Discovery into our Classrooms: Blending Research and Teaching » (Apporter le plaisir de la découverte dans nos salles de classe : intégrer la recherche et l'enseignement). La séance de M. Smol explorera la manière dont les expériences de recherche peuvent rehausser nos programmes d'enseignement et vice versa. M. Mazur et M. Smol présenteront des manières pratiques qui nous permettront de rendre l'apprentissage significatif et engageant pour nos étudiants.

Le congrès se déroulera dans trois lieux bien distincts sur le campus de l'Université Queen's : le Isabel Bader Centre for the Performing Arts, le Ellis Hall (activités pré-congrès) et le McArthur Hall (activités principales du congrès). Le centre Isabel Bader est un nouvel édifice récemment construit qui comprend des salles de récital, un théâtre, une salle de cinéma et des locaux de répétition. Dans l'édifice Ellis Hall, il y a des salles de classe nouvellement conçues pour l'apprentissage actif (au troisième étage) et la faculté d'éducation est logée dans le McArthur Hall. Nous espérons que vous apprécierez les locaux du congrès et qu'ils vous inspireront.

Nous devons des remerciements sincères à tous les bénévoles qui ont participé à la planification et à l'organisation de ce congrès. Le Congrès de la SAPES ne serait pas réalisable sans votre aide. Nous attendons avec impatience de partager l'expertise et les innovations des présentateurs et sommes certains que ce qu'ils vont nous présenter aidera les participants à transformer leurs expériences d'apprentissage. Que ce congrès soit une expérience d'apprentissage productive et transformatrice pour tous!

Keynote Speakers

Dr. Eric Mazur
Harvard University

Eric Mazur is Dean of Applied Physics and Balkanski Professor of Physics and Applied Physics at Harvard University. In addition to his work in nanophotonics, Dr. Mazur is interested in education and science policy. In 1990 he developed Peer Instruction, a method for teaching large lecture classes interactively. Peer Instruction has developed a large following, both nationally and internationally, and has been adopted across many science disciplines. Dr. Mazur has served on numerous committees and councils, has chaired and organized national and international scientific conferences, and presented for the Presidential Committee of Advisors on Science and Technology. He serves as consultant to industry in the electronics and telecommunications industry. In 2006 he founded SiOnyx, a company that is commercializing black silicon, a new form of silicon developed in Mazur's laboratory. In 2011 he founded Learning Catalytics, a company that uses data analytics to improve learning in the classroom. Mazur is Chief Academic Advisor for Turning Technologies, a company developing interactive response systems for the education market. He also serves on the Scientific Advisory Panel for Allied Minds, a pre-seed investment company, and on the Scientific Advisory Board for the Lifeboat Foundation, a nonprofit nongovernmental organization dedicated to encouraging scientific advancements. From: http://www.queensu.ca/stlhe2014/program/plenary-facilitators/dr-eric-mazur

Dr. John P. Smol
Queen's University

John Smol is a biology professor at Queen's University, where he also holds the Canada Research Chair in Environmental Change. Dr. Smol founded and co-directs the Paleoecological Environmental Assessment and Research Lab (PEARL), a group of over 30 students and other scientists dedicated to the study of long-term global environmental change, and especially as it relates to lake ecosystems. An ISI Highly Cited Researcher, Smol has authored over 450 journal publications and chapters since 1980, as well as completed 19 books. He was the founding Editor of the international Journal of Paleolimnology (1987-2007) and is the current Editor of the journal Environmental Reviews. Since 1990 he has been awarded over 45 research and teaching awards and fellowships, including the 2004 NSERC Herzberg Gold Medal as Canada's top scientist or engineer. He has won 10 teaching, mentoring and outreach awards, including a 3M National Teaching Fellowship, and was chosen by Nature magazine (London, UK), following a nation-wide search, to be Canada's Top Mid-Career Scientific Mentor. In 2013, the Governor General of Canada named John an Officer of the Order of Canada. From: http://www.queensu.ca/stlhe2014/program/plenary-facilitators/dr-john-smol

The Cult of Busy is Busy

Anita Acai and Emerson Csorba

In June 2013, our cohort of 3M National Student Fellows met for the first time during the STLHE Conference in Cape Breton, and quickly developed a deep and lasting relationship. During the first days, we spent time sharing ideas and thinking creatively as a team, with the "Cult of Busy" emerging as one of our shared areas of interest. As the Conference progressed, the theme simply grew on us, culminating in a plenary presentation to over 400 attendees focusing on leadership, youth leadership and busyness.

Following several months of summertime relaxation, exploration, and of course, busyness, the 2013 3M National Student Fellows re-engaged in order to brainstorm possible subjects for a joint project. Once again, the "Cult of Busy" found its way into our discussions. Through conversations over Facebook and Skype, we realized Canada lacks a constructive discussion on busyness. Inspired by our experiences in Cape Breton and Tim Kreider's New York Times op-ed entitled, "The Busy Trap," we set out to build a website to collect commentaries on busyness from students, faculty and business leaders. We set February 1 as an arbitrary launch date, and started executing our vision.

In early February, the Cult of Busy project launched, and with great success. Bringing together dozens of commentaries on busyness, from Shawn Kanungo of Deloitte Consulting, Brianna Smrke of Studio Y and more, we feel the submissions struck a nerve with readers. So much so, perhaps, both University Affairs and the Academica Group featured our project via their media channels, reaching thousands of Canadians from coast to coast. With the website now live, we plan on providing updates as pieces flow in, adding to what is still an embryonic, though much-needed, Canadian discussion on busyness.

We were encouraged and supported by Arshad Ahmad, AVP Teaching and Learning at the McMaster Institute for Innovation and Excellence in Teaching and Learning (MIIETL), to share this discussion in a presentation at the upcoming ICED Conference in Stockholm, Sweden. A donation by 3M National Teaching Fellow, Glen Loppnow, will support the creation of an edited publication of the Cult of Busy. Readers can access our website at http://www.cultofbusy.ca or contribute by sending a piece to csorba@ualberta.ca."

Le culte de l'activité est bien occupé

Anita Acai et Emerson Csorba

En juin 2013, notre cohorte de lauréats du Prix national d'excellence 3M pour étudiants s'est réunie pour la première fois au cours du Congrès de la SAPES qui s'est déroulé au Cap-Breton, et nous avons rapidement établi des relations profondes et durables. Au cours des premiers jours, nous avons échangé des idées et réfléchi de façon créatrice en tant que groupe. La notion du « culte de l'activité » a émergé comme l'un des domaines d'intérêt que nous partagions. Au fur et à mesure du déroulement du congrès, le thème n'a fait que se renforcer pour culminer lors de la séance plénière à laquelle ont assisté 400 participants qui se sont penchés sur le leadership, le leadership par les jeunes et la notion d'activité.

Suite aux longs mois d'été consacrés à la détente, à l'exploration et, bien entendu, à de nombreuses activités, les lauréats de 2013 du Prix national d'excellence 3M pour étudiants se sont à nouveau engagés afin de se livrer à un remue-méninges pour trouver des sujets possibles de projet conjoint. Encore une fois, le « culte de l'activité » a réapparu dans nos discussions. Par le biais de conversations sur Facebook et par Skype, nous nous sommes rendu compte qu'au Canada, il n'existait pas de discussion constructive sur la notion d'activité. Inspirés par notre expérience au Cap-Breton et par l'article de Tim Kreider publié dans le *New York Times*, intitulé « Busy Trap », nous avons décidé de mettre sur pied un site web où l'on entreposerait des commentaires d'étudiants, de professeurs et de chefs d'entreprises sur la notion d'activité. Nous avons arbitrairement fixé la date de lancement au 1er février et avons commencé à réaliser notre vision.

Au début de février, le projet intitulé « Le culte de l'activité » a été lancé avec succès. Nous avons reçu des dizaines de commentaires sur l'activité, que nous ont envoyés Shawn Kanungo, de Deloitte Consulting, Brianna Smrke de Studio Y, et beaucoup d'autres, et nous pensons que les soumissions ont eu un effet percutant sur les lecteurs. À tel point, peut-être, que *Affaires universitaires* et *Academica Group* ont présenté dans leurs médias notre projet, qui a ainsi atteint des milliers de Canadiens d'une côte à l'autre. Notre site web est maintenant en ligne et nous projetons d'y ajouter des mises à jour au fur et à mesure de ce que nous allons recevoir, ce qui ajoutera à ce qui n'est encore qu'un embryon une discussion canadienne indispensable sur la notion d'activité.

Arshad Ahmad, Vice-Président associé à l'enseignement et à l'apprentissage, Institut pour l'innovation et l'excellence, Université McMaster (MIIETL), nous a soutenus et encouragés à partager cette discussion lors d'une présentation au congrès de l'ICED qui aura lieu prochainement à Stockholm, en Suède. Un don de Glen Loppnow, lauréat national 3M d'excellence en enseignement, appuiera la création d'une publication du Culte de l'activité. Les lecteurs peuvent consulter notre site web à l'adresse : http://www.cultofbusy.ca ou envoyer leurs contributions à csorba@ualberta.ca.

SoTL in Canada:
Where Have We Been and Where are We Going?

Dianne Bateman
Senior Editor, CJSoTL

The Canadian Journal for the Scholarship of Teaching and Learning will host a panel entitled, **"SoTL in Canada: Where Have We Been and Where are We Going?"** at the upcoming STLHE Conference in Kingston this June.

A panel of distinguished leaders including Nicola Simmons, Brock University; Janice Miller-Young, Mount Royal University and Gary Poole, University of British Columbia, will share their insights about where we have been, where we would like to go, and what it will take to increase the presence and impact of SoTL in Canadian higher education institutions.

Canadian teachers, researchers, and educational developers have played a major role in national and international discussions regarding the scholarship of teaching and learning. Tangible evidence of the progress made in Canada is *The Canadian Journal of the Scholarship of Teaching and Learning*, the recently launched SoTL Canada website and the many institutional supports of SoTL research.

Drawing on their own experiences facilitating SoTL work, the panelists will discuss how various approaches to SoTL can influence faculty engagement from different programs and disciplines. They will also explore the gap between what has been accomplished and SoTL's potential capacity for a more powerful and sustaining future impact.

After sharing their views, they will entertain responses and questions from the audience. CJSoTL's Senior Editor, Dianne Bateman and Ken Meadows, its Managing Editor, will moderate the session.

Please join us,
Friday, June 20, 2014,
8:30 to 9:20 am
McArthur Hall, Room A237
Queen's University

SEA TO SEA SOTL

Nicola Simmons

SoTL Canada grew from a meeting of interested members and a list of what might be helpful supports to SoTL work. It now comprises over 100 members and several working groups: SoTL Institutes, SoTL Publication, http://sotlcanada.wordpress.com SoTL Writing Retreat, SoTL Workshops, Peer mentoring on SoTL, and Student engagement in SoTL (http://sotlcanada.wordpress.com/sotl-canada-working-groups/).

The SoTL workshop group will offer a preconference workshop at STLHE in June. The student engagement group is working to more strongly integrate students into SoTL work. The SoTL publication group has had a proposal for a special journal issue accepted on *The Scholarship of Teaching and Learning in Canada: Institutional Impact* that will provide examples of the ways post-secondary institutions in Canada develop and sustain Scholarship of Teaching and Learning programs that have had a positive impact on the institutional pedagogical climate. Proposed chapters will outline exemplary practices and include evidence of their impact. Chapters will include an overview, case studies from institutions across Canada, and a final chapter comprising a synthesis of the case studies, drawing parallels and exploring distinctions, and ultimately mapping recommendations for synthesized models. This has been accepted for publication in 2015 with New Directions in Teaching and Learning (http://sotlcanada.wordpress.com/sotl-canada-working-groups/).

The working groups hope to share SoTL practices across institutional and provincial boundaries: SoTL colleagues across the country have much in common in terms of the challenges they face in the current postsecondary climate and much to offer regarding possible solutions. In SoTL tradition, we're hoping the SIG will strengthen opportunities to learn from each other.

We also look forward to extending that across international boundaries as we meet colleagues in Quebec for this year's International Society for the Scholarship of Teaching and Learning (ISSoTL) conference. Hope to see you there!

To join, please email me at nsimmons@brocku.ca

Advancing Mutual Interests For Tomorrow

Arshad Ahmad
STLHE President

Four years ago, a delightful group of STLHE members wrote the following aspirational statement: *"STLHE strives to be the pre-eminent national voice, and a world leader, for enhancing teaching and learning in higher education."*

Thanks to this vision, we have been guided by the STLHE Board of Directors to build and strengthen our partnerships. It is clear STLHE's future is closely tied with what we share with our partners and what brings us together. Undoubtedly, STLHE is held in high regard by many of its partners. Here is what some of our partners are saying:

- STLHE is an essential partner for AWBC's work. By putting AWBC in contact with volunteers for teaching and learning projects with developing world universities, STHLE has assisted AWBC in fulfilling its mission in aiding these universities improve the quality of education that they offer their students. *Steven Davis—Executive Director, Academics Without Borders Canada.*

- When the world's leading educational development national associations gathered together, they formed the Consortium we know as ICED. The "business" of this consortium is partnership – linking associations, sharing experience, collaborating for common goals. The strength of these partnerships comes from the capacity and experience of each association, and the energy and enthusiasm of each representative. ICED has been fortunate on both counts to have STLHE as a prominent and effective member. Long may it continue! In particular it has been rewarding to work with Arshad, whose outward looking vision and desire to collaborate on a global level has been an inspiration to us all. We look forward to enjoying the fruits of this legacy for years to come. *James Wisdom – President; Helen Guerin, Incoming President, ICED*

- There is a synergy between ISSOTL and STLHE that mirrors the best of the practice-research nexus. I am seeing more research orientation in STLHE sessions and a continued grounding in practice for ISSOTL sessions. I believe our partnership has helped create this balance. *Gary Poole – Past President, International Society for the Scholarship of Teaching and Learning*

- We value greatly STLHE continued input into the SOTL debate, its energizing presence within our annual meetings, and its inspiring vision to change sustainably the higher education landscape. *Joëlle Fanghanel – President, International Society for the Scholarship of Teaching and Learning.*

- Sharing our vision, resources, volunteers, and networking, both STLHE and HETL have become stronger organizations. Recently representatives from both organizations met in Florida and Montreal to explore future collaborative initiatives and look forward to exciting joint ahead. *John Anchan, President – Higher Education Teaching and Learning.*

- Arshad brings infectious energy and creativity to every partnership, encouraging me, and my POD colleagues, to cross borders in our imagination from what is to what could be. *Peter Felten—Past President, The Professional and Organizational Development Network.*

Heartfelt thanks to all of our partners, sponsors, supporters and champions who join us to advocate for the enhancement of teaching and learning here in Canada and around the world. Enormous thanks go to my dear colleagues and friends at STLHE for the privilege of serving and learning from you!

Faire avancer les intérêts communs pour demain

Arshad Ahmad
Président de la SAPES

Il y a quatre ans, un groupe charmant de membres de la SAPES a écrit la déclaration d'aspirations suivante : « *La SAPES s'efforce d'être la voix nationale principale et un chef de file mondial pour l'avancement de l'enseignement et de l'apprentissage dans l'enseignement supérieur.* »

Grâce à cette vision, nous avons été guidés par le Conseil d'administration pour édifier et renforcer nos partenariats. Il est clair que l'avenir de la SAPES est étroitement lié à ce que nous avons en commun avec nos partenaires et avec ce qui nous rapproche les uns des autres. Il ne fait aucun doute que nos partenaires ont beaucoup d'estime pour la SAPES. Voici ce que certains d'entre eux ont dit :

- La SAPES est un partenaire essentiel qui facilite le travail d'Universitaires sans frontières Canada. Grâce au fait d'avoir mis USFC en contact avec des bénévoles pour travailler sur des projets de pédagogie avec des universités de pays en voie de développement, la SAPES a aidé USFC à remplir sa mission qui est d'aider ces universités à améliorer la qualité de l'éducation qu'elles offrent à leurs étudiants. *Steven Davis—Directeur général, Universitaires sans frontières Canada.*

- Lorsque les associations nationales de pédagogie les plus importantes sur la scène internationale se sont réunies, elles ont constitué un consortium qu'elles ont nommé ICED. Le « travail » de ce consortium est de créer des partenariats : établir des liens entre les associations, partager les expériences, collaborer en vue d'objectifs communs. La force de ces partenariats vient de la capacité et de l'expérience de chaque association ainsi que de l'énergie et de l'enthousiasme de chaque représentant. ICED a eu la double chance de compter la SAPES parmi ses membres distingués et efficaces. Pourvu que cela dure longtemps! En particulier, nous avons apprécié le fait de travailler avec Arshad, dont la vision tournée vers l'extérieur et le désir de collaborer sur la scène mondiale ont été particulièrement enrichissants et une source d'inspiration pour nous tous. Nous espérons pouvoir profiter des fruits de cet héritage pendant de nombreuses années. *James Wisdom - Président; Helen Guerin, présidente entrante, ICED*

- Il existe une synergie entre l'ISSOTL et la SAPES qui est analogue au meilleur binôme pratique-recherche. Je constate qu'il y a davantage d'orientation vers la recherche dans les séances de la SAPES et une continuité de la pratique dans les séances de l'ISSOTL. Je pense que notre partenariat a favorisé la création de cet équilibre. *Gary Poole - Président sortant, International Society for the Scholarship of Teaching and Learning*

- Nous apprécions grandement les contributions de la SAPES dans les débats qui portent sur l'ACEA, sa présence stimulante dans nos assemblées annuelles et sa vision inspirante pour changer de manière durable le panorama de l'enseignement supérieur. *Joëlle Fanghanel - Présidente, International Society for the Scholarship of Teaching and Learning.*

- Grâce au partage de notre vision, de nos ressources, de nos bénévoles et de nos réseaux, la SAPES et la HETL sont toutes deux devenues plus fortes. Récemment, des représentants des deux organisations se sont rencontrés en Floride et à Montréal afin d'explorer des initiatives de collaboration dans l'avenir et nous avons grand hâte de travailler ensemble. *John Anchan - Président, Higher Education Teaching and Learning.*

- Arshad apporte une énergie et une créativité infectieuses à chaque partenariat, ce qui nous a encouragés, mes collègues et moi, à traverser les frontières de notre imagination pour passer de ce qui est à ce qui pourrait être. *Peter Felten - Président sortant, The Professional and Organizational Development Network.*

Mes remerciements les plus chaleureux à tous nos partenaires, commanditaires, sympathisants et champions qui se joignent à nous pour promouvoir l'amélioration de l'enseignement et de l'apprentissage, ici au Canada et dans le monde entier. Je remercie infiniment mes chers collègues et amis de la SAPES pour le privilège d'avoir travaillé avec vous et d'avoir appris à vos côtés!

Making A Difference: the "Arshad Effect"

Robert Lapp
STLHE President-Elect

Picture the scene—a mountaintop above Banff, where thinned air, bracing winds and a picturesque view takes your breath away. I'm in conversation with Arshad Ahmad, who is attending the 3M National Teaching Fellows Retreat as President of STLHE. As we warm up over a hot chocolate at the gondola station, and as the sublime perspectives in every direction have the effect of opening one's mind to new vistas, he describes to me the latest innovation he has seen through to completion after two years of hard work: the formation of Teaching and Learning Canada—the Society's new charitable arm—whose goal is to promote and enhance the quality of teaching and learning in Canadian post-secondary education. "It's like a seed that will grow," he explains, "just as the Society itself was once a very tiny organization. Give it time, and you'll see what will come of this!"

This scene is typical of what I call "the Arshad effect." Just being around him helps us see possibilities we never imagined and how such possibilities might be realized. He is one of those people whose energy, vision, and passionate leadership style has truly "made a difference" in the world of teaching and learning. Indeed, when I first met him in 2005, he was at Mount Allison as part of an editorial team putting the finishing touches on the 3M Council's landmark publication, *Making a Difference*. Of course, he was also giving a dynamic, interactive workshop, filling one of our classrooms with the same larger-than-life energy and presence that inspired the testimonials in *Making a Difference*, and demonstrating clearly why he had been awarded a 3M National Teaching Fellowship way back in 1992.

Later, in 2008, it was his warm and inspiring voice that welcomed me into the same Fellowship. At the STLHE Conference that June, and at the Montebello retreat in November, he seemed to be everywhere: giving speeches and workshops, writing leading-edge articles for the Newsletter, co-facilitating the retreat. For someone like me who was new to STLHE and the Fellowship, it was hard to underestimate how inspiring this example of dedicated service was, how motivating its effect on others.

Fast forward to April 2011, and I'm once again on the phone with Arshad, who has called to congratulate me on my election to the Board of Directors. It turns out the Board was holding a visioning retreat the very next day. "Can you swing it?" he asked with his characteristic combination of twinkling good humour and infectious confidence. Never mind that the meeting was in Hamilton and I was 1000 miles away in Sackville NB! So, the next day, there I was, walking into a sunny room full of smiling faces, Arshad greeting me with one of his bear hugs and guiding me to my place at the table. I looked around the room and thought, "These are people it will be a joy to work with."

And sure enough, the night before, they had forged, in the first session of the Retreat, a new mission statement for the Society: "The STLHE strives to be the pre-eminent national voice, and a world leader, for enhancing teaching and learning in higher education." I immediately felt the same "mountain-top" perspective, that clarity of aspiration that emerges when a visionary leader has galvanized a group of like-minded people.

A new mission statement was just the beginning. Under Arshad's Presidency we have seen a streamlined, portfolio-based Board, a new website and Membership Centre, a bilingual newsletter, and a new range of international partnerships. As for Teaching and Learning Canada, Arshad has conceived and planned a landmark event—the "LearningXchange"—a forum bringing together thought-leaders from across the nation to a Davos-style forum, and an event designed to put TLC and STLHE on the map!

The name "Arshad" has been associated with STLHE for the last two decades—as a stalwart member, as 3M National Teaching Fellowship Program Coordinator, as Awards Chair, as the inspiration for the 3M Think Tank where the 3M Council was born. So this June, we bid farewell to a President who has truly made a difference. We on the Board will miss his energy, passion, patience, and good humour. But of course he will never be far away. After all, no matter where you go in Canada, from the mountaintops of the west to the marshes of the east, you'll find folks who will tell you about the difference he has made in the cause of teaching and learning in higher education. The difference he has *made*? Correction: the difference he is *making*—and will continue to make! Just call it the "Arshad-effect!"

Council of 3M National Teaching Fellows

3M Council
Conseil 3M

Jon Houseman,
Co-Chair, Council of 3M National Teaching Fellows

STLHE 2014 in Kingston, Ontario is around the corner and it seems like only yesterday we were saying goodbye in Cape Breton. Like every year, the conference organizers have created a fantastic, comprehensive program and the 3M Council Executive would like to point out some highlights of interest to 3M Fellows and everyone attending STLHE.

This is the third year for the "Welcome to My Classroom" sessions. Ken Cramer, Lisa Dickson and her team, join Connie Varnhagen to showcase their teaching with a sample of an activity from their classroom that a general audience would understand. We are also launching a new initiative called SoLE (Scholarship of Leadership in Education) and Esther Enns will moderate a special panel focusing on the "journeys" undertaken by faculty during their careers as they take on leadership roles within their institutions and beyond. Pat Rogers, Heather Smith, and Robert Summerby-Murray will join Esther and offer their perspectives on the advantages and challenges of carrying a commitment to teaching excellence into new domains of visioning, action and policy-making.

You can find out more about these and other events, including the Annual Reunion Dinner, on the new 3M Council Web site (http://3mcouncil.stlhe.ca/).

Our Thanks To Gregory Snow

Arshad Ahmad,
President, STLHE

Ronald Marken,
Program Coordinator 3M National Teaching Fellowship

I first met Greg Snow at a 3M Teaching Fellows' retreat in 1987, back when he was fresh from his NBA tryouts. He moved to Canada because he needed a shorter acronym—3M—and Canada's university teachers needed a champion. What a champion!

Five years later, Greg welcomed my cohort and made each one of us feel as if we had just climbed Everest. What a view it has been ever since! Dedicated, open-minded, trusting, articulate, and passionate. Greg is STLHE's lifeline to a tremendous corporate partner. He has helped to define how the public and the private can open each other's eyes and see things they could not otherwise. And now, in the 29th year of partnership, it is the same Greg Snow inviting another ten teachers into Canada's family of Fellows.

We look up to Greg in many ways, but he has never looked down on us. He has always been one among equals. We will miss Greg Snow's vision, his sense of humour, his complex mind, and his confidence in us. Greg is an Honorary 3M National Teaching Fellow. He personifies everything 3M President John Myser, STLHE President Christopher Knapper and Program Coordinator Dale Roy imagined back in 1986.

Of course, none of this would have happened at all without the straightforward, clear, and unwavering support of Marjorie. "Behind every great man?" No. Marjorie isn't behind Greg; she's all over him!

Thank you in a thousand ways, Greg and Marjorie and 3M Canada.

A gift from STLHE to Greg Snow--a helicopter ride through the Rockies in Banff, Alberta. (From left to right: Greg van Gastel, Greg Snow, Marjorie Snow, Sylvia Avery and Arshad Ahmad)

Surfing, the Mafia, and the 3M National Teaching Fellowship

Greg Snow
Manager, Corporate Communications, 3M Canada

I think it was a surfer who I heard comparing his sport to the Mafia, "Once you're in, you're in. There is no getting out." Or maybe it was the other way around. But I suppose that is true of a lot of things that engage us. It has certainly been true of my involvement with the 3M National Teaching Fellowship and the Society for Teaching and Learning in Higher Education. Once I was in, there was no getting out.

The 3M National Teaching Fellowship held the door open for me as I walked into 3M Canada for the first time, twenty-eight years ago.

Both of us were John Myser's idea. He was 3M Canada's president throughout most of the '80s and like the disco music of the times, he was known for soaring vocals and a distinctive, "four-on-the-floor" beat. He pictured the workplace as a geodesic dome in which "all of us are smarter than any one of us." He frequently turned the office cafeteria into "Brown Bag University" where business courses were taught over the noon hour. And he initiated the Tartan Lecture series, which presented guest speakers on a variety of topics well outside the business sphere.

In 1986, as the by now well-told story goes, Myser wanted the company to find a way to "celebrate and recognize" outstanding university teachers. A short time later, 3M Canada connected with the Society for Teaching and Learning in Higher Education, and the 3M National Teaching Fellowships were born.

He also wanted the company to make better use of video to communicate to employees. This was partly because he considered video an effective new medium, and partly because 3M made videotape. This is where I came in. As a journalist who had strayed into Public Relations, I had just enough experience in video production to get the job.

So, the 3M National Teaching Fellowships and I were both new to the company when we met at Chateau Montebello in 1987. I was there to report on the second annual teaching fellows retreat and provide some support to John Dobie, who was the first corporate stewards of the program.

From the moment it cracked the first fellowship egg, the STLHE seemed to have the recipe for a great soufflé. Individual award recipients have united in cohorts and annual cohorts have formed a community that is now almost 300 strong. It is a talented, motivated and productive community that both epitomizes and encourages quality teaching and learning at Canadian universities. Nobody, including John Myser, ever dreamed things would turn out this good. It could have been so much less. It could have been just another one of those cheque-presenting, smiles all around photo-ops that are so common in corporate circles. And even then, it would have qualified as a well-deserved award for outstanding teachers.

But we wouldn't have the community, we wouldn't have the published books, the mentorship, the role models, and the dozens of other important things 3M National Teaching Fellows have produced. We would not have the 3M National Student Fellowship, and what a shame that would be.

3M Canada has had ten presidents since John Myser and every one of them has clearly seen the value of the program and the partnership with STLHE. I am sure the next ten presidents will see things exactly the same way.

If my math is correct, I have spent more time with 3M National Teaching Fellows over the past 28 years than I did with my own professors during all my university years, and I am much the better for it. It has been a privilege for me to have met so many outstanding teachers, and students, from so many disciplines and universities across the country.

And from Day One to Year 28, I have valued the friendship and admired the vision, passion and energy of all the STLHE people who have made the 3M National Teaching Fellowship "The Nobel Prize" of university teaching in Canada, and will do the same for the Student Fellowship. From founders Christopher Knapper, Alan Blizzard, Dale Roy and Alex Fancy, who got the Fellowship and Council safely off the ground, to today's inspired, and inspiring leaders: Arshad Ahmad, Ron Marken, Sylvia Avery and Elizabeth Wells.

Fortunately, I am not leaving the role I have enjoyed for so long "Mafia Style." No concrete shoes for me. Instead, I cheerfully pass on this most enjoyable role to Carla McFarlane, who manages 3Mgives, the company's community relations umbrella program. Things are in good hands at our end.

Thank you Arshad, Ron and Sylvia.
And thanks to all. You made things matter.

EDC • RFPES

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

Greetings from the EDC chair, Debra Dawson. There are several highlights to celebrate in 2014:

- The tremendous success of the EDC conference held in February, in Calgary, at Bow Valley College and the University of Calgary. The theme "Conceptions of the profession: How institutional directions shape our practice" resonated with the over 130 participants. Lots of in-depth discussions occurred around topics such as mentoring educational developers, creating educational developers portfolios, enhancing the culture of teaching and learning in PSE and recognizing and rewarding educational developers (for more details see: http://www.stlhe.ca/constituencies/educational-developers-caucus/)
- The incredible work performed by Paola Borin as she steps down as Vice-chair (Professional Development). Paola helped launch our first EDC three-day professional development institute.

- The wonderful contributions of recent retirees to fostering educational development across Canada-Margaret-Anne Bennett (St. Mary's University) in the east, Ruth Rodgers (Durham College) in the centre and Rosalie Pederson (University of Calgary) in the west.
- The creation of a new more flexible and interactive EDC web site. Our new web site will be introduced at STLHE in Kingston this summer. Hope to see you there!

All the best from the EDC executive, Debra Dawson, Stephanie Chu, Erika Kustra, Jordanne Christie, Paola Borin and Tim Loblaw

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Electronic Discussion

The STLHE electronic mail forum, active since October 1988, supports the exchange of opinions, ideas and experiences concerning teaching and learning in higher education. To subscribe, contact the list coordinator: Russ Hunt, email hunt@stu.ca or visit Communication at www.stlhe.ca.

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