

ISSOTL Election 2017: Candidate Bios/Statements

All ISSOTL members may vote for all positions on the ballot, regardless of regional affiliation.

Candidates

President-Elect (2017-2020)

- A. **Mills Kelly**, Professor of History, George Mason University; Fairfax, Virginia, United States
- B. **Karen Manarin**, Professor, Department of English, Languages, & Cultures, Mount Royal University; Calgary, Alberta, Canada

Vice President – Canada (2017-2020)

Joining Vice President - Canada **Heather Smith**, University of Northern British Columbia, term '16-'19

- A. **Jessica Riddell**, Stephen A. Jarislowsky Undergraduate Chair of Teaching Excellence, English Department Chair, Bishop's University; Sherbrooke, Quebec, Canada
- B. **Andrea Paras**, Assistant Professor, Department of Political Science, University of Guelph; Guelph, Ontario, Canada

Vice President – Europe (2017-2020)

Joining Vice President - Europe **Idoia Fernandez**, University of the Basque Country, Spain, term '16-'19

- A. **Rie Troelsen**, Associate Professor, University of Southern Denmark; Odense M, Denmark
- B. **Claire Hamshire**, Head of Education for the Faculty of Health, Psychology and Social Care, Manchester Metropolitan University, Manchester, United Kingdom

Vice President - Asia-Pacific (2017-2020)

Joining Vice President - Asia Pacific **Kelly Matthews**, University of Queensland, Australia, term '16-'19

- A. **Michelle Eady**, Faculty Director, Work Integrated Learning & Professional Placements, University of Wollongong; New South Wales, Australia
- B. **Huang Hoon Chng**, Associate Professor, National University of Singapore; Singapore

Student Representative (2017-2019)

Joining Student Representative **Aaron Long**, University of Kansas, United States

- A. **Sam Lucie Dvorakova**, Student, University of Queensland; Brisbane, Queensland, Australia (have materials but no confirmation)

Candidate Bios/Statements

President-Elect

Candidates:

- A. Mills Kelly, George Mason University
- B. Karen Manarin, Mount Royal University

Mills Kelly, Professor of History, George Mason University; Fairfax, Virginia, United States

I am writing today in response to a request from Tony Ciccone, asking me to submit my particulars as a nominee for the position of president of the International Society for the Scholarship of Teaching and Learning. All of my most current contact information is contained in the letterhead above.

I am very pleased and incredibly humbled to be nominated for the position of president of ISSOTL. As a founding member of the Society, I've been so impressed by the growth and development of our idea – what was once just a vision is now the leading force in the scholarship of teaching and learning and our members are transforming the ways that students learn across disciplines and around the world. To be able to contribute to the leadership of such a vibrant and important scholarly society would be, in many ways, the culmination of all I've done since that day back in 1999, when Lee Shulman and Pat Hutchings plucked me out of obscurity in Lubbock, Texas, and invited me to Palo Alto to be part of the second cohort of Carnegie Scholars.

Since that first moment when I showed up at Carnegie Central, fully convinced that I was the imposter in the room – surely everyone there but me was already an expert in SoTL – I have dedicated my career to work in our field. Over the almost two decades that have passed since then, I have written extensively on SoTL (more than a dozen articles and book chapters, a single-author book, and a co-authored volume). Just as importantly, at least from my perspective, I have been a leading force in bringing SoTL work into the digital realm. The three major NEH-funded teaching and learning website projects I've co-directed are all built on a foundation of SoTL research. In many ways, I think my greatest contribution to our field has been at this nexus point between traditional scholarship and digital work, and I'm especially proud that my work on this intersection between things digital and SoTL resulted in my being awarded Virginia's Outstanding Faculty Award, the state's highest recognition of faculty excellence back in 2005. If I am fortunate enough to be selected as the next president of the Society, you can expect that I will focus at least some of my presidency on this nexus point.

I'll brag for just a moment and say that I bring a lot of leadership experience to the role. Over the years I have been the director of a post-doctoral program, the head of our largest interdisciplinary academic program here at Mason (Global Affairs), an associate dean, and the university's "presidential fellow." In addition, I served for four years as the chair of the board of directors of the Civic Education Project, a now-closed international NGO working to transform social science education in the universities of the former Soviet Bloc. CEP had an annual budget of \$4.5 million, operated in 22 countries, and had more than 60 employees during my leadership tenure. Currently, I serve as a trustee of the Romanian-

American Foundation, the largest foundation in Romania by a factor of 10. For the past four years I have chaired the foundation's strategy and program committee, a role that not only involves me in the leadership of our strategic planning, but also the implementation of a giving program that disburses over \$4 million per year, much of it in educational investments. Thus, I have direct line authority management experience, as well as board level oversight experience – a combination that, it seems to me, will serve me well as ISSOTL president.

The final question I was asked to respond to is about my range of contacts in education. In addition to what you've just read, I will add that I am a regular invited speaker at symposia and conferences around the world. Since 2008, I have been asked to speak in Australia, Canada, Switzerland, Italy, Romania, Hungary, Serbia, Germany, and Mexico, as well as at many institutions across the United States. I also served as a mentor at several CASTL Institutes over the years. One of the greatest values of all this public speaking has been the network of contacts I've developed around the world, both as a scholar, but also as someone who has pushed hard to change the way we think about teaching in and learning.

For all these reasons, I hope to be included in the slate of candidates for the presidency of our Society. I can think of no greater honor.

Karen Manarin, Professor, Department of English, Languages, & Cultures, Mount Royal University; Calgary, Alberta, Canada

I have been a member of ISSOTL since 2008. The society has provided many opportunities for me to present research, learn about student learning, and meet some really interesting people. If I can, I would like to pay this forward by serving as President-Elect.

I teach English and General Education courses at Mount Royal University, a public undergraduate institution in Calgary, Canada. Most of my SoTL work has explored how students read. More recently, I have been looking at why students read, which has led me into the area of undergraduate research. As a literature scholar engaging in SoTL, I have also been interested in questions of academic identity. I regularly present scholarship at ISSOTL conferences. I was honoured to be the opening keynote at ISSOTL 2016 in Los Angeles. Recent publications include the coauthored *Critical Reading in Higher Education: Academic Goals and Social Engagement* (Indiana UP, 2015). I have also published work in *Teaching and Learning Inquiry*, the *International Journal of SoTL*, and *Pedagogy*.

At my institution, I have worked to promote SoTL by serving as a facilitator for SoTL development programs, running SoTL writing retreats, and offering workshops on topics like getting started, analysis of qualitative data, and choosing a SoTL journal. I am an active member of the ISSOTL Arts and Humanities and Undergraduate Research special interest groups. I am just finishing a three-year term on the ISSOTL board as a vice-president, representing Canada. During my time on the board, I have been pleased to see an increasing emphasis on students as partners. I think, as a society, we also need to develop ways to welcome and support adjunct colleagues. Finally, I have noticed tremendous uptake by local participants as the conference moves around the world; I would like to see us hold on to more of these new members when the conference moves someplace else. If we can reduce the churn rate, we can build a stronger society to promote teaching and learning.

Vice President – Canada

*Joining Vice President - Canada **Heather Smith**, University of Northern British Columbia, term '16-'19*

Candidates:

- A. Jessica Riddell, Bishop's University
- B. Andrea Paras, University of Guelph

Jessica Riddell, Stephen A. Jarislowky Undergraduate Chair of Teaching Excellence, English Department Chair, Bishop's University; Sherbrooke, Quebec, Canada

I am a passionate advocate for teaching and learning in higher education, and over the last decade I have endeavoured to be a leader in teaching excellence and innovation. I believe I have the expertise and the experience to lead the exciting initiatives at your university.

Teaching and learning are at the very center of my academic career, and over the past 5 years I have taken an increasingly active leadership role in the teaching and learning portfolio at Bishop's University. Indeed, working with an incredible team of colleagues, we have developed a series of initiatives that have sought to enhance a culture of educational leadership, pedagogical excellence, and research related to higher education both within our campus community and farther afield through interuniversity collaborations with members of the Maple League and other Canadian institutions.

Below are some professional highlights, 2015 – 2017:

- Named Stephen A. Jarislowky Undergraduate Chair of Teaching Excellence, a \$2M endowed chair dedicated to advancing undergraduate teaching in Canada through research, mentorship, and collaboration nationally and internationally (this is a 5 year, renewable, endowed chair-ship)
- Led the \$17 million renovation of the Basset Memorial Library into a Learning Commons (April 2016 – present). I have worked closely with stakeholders from across campus to build a collective vision in the integrated design process
- Awarded the 3M National Teaching Fellowship, the first recipient of the Fellowship at Bishop's University and the youngest fellow in the award's 30 year history (February 2015)
- Since January 2015, acted as Chair, the Teaching and Learning Centre (TLC). In this capacity, I have facilitated a strategic orientation, steered the TLC through the process of becoming a Senate committee, and worked with our team to deliver rigorous programming to the campus community.
- Presented eight peer-reviewed conference papers at international conferences
- Became a member of four collaborative research teams, applied for two SSHRC grants related to research in teaching and learning, and applied for two educational leadership grants (one internal and one external).

- Worked closely with the Advancement Office on the \$30 million capital campaign, including with Dr. Robert (Squee) Gordon (former Chair of the Board of Governors) to create the Gordon Educational Leadership Fund (April 2015).
- Led a University-wide Consultation on income generation and new revenue streams that sought to engage all members of the campus community in grassroots conversations about ways to think creatively and innovatively in the light of fiscal austerity (September 2014 – March 2015).
- Elected to the Negotiations Issues Committee and, as Chair, designed a Community Engagement Process to ensure that consultations are inclusive and representative (January 2016 – present).
- Organized Public Scholarship Events, including the 8th Annual QUEUC (an internationally recognized peer-reviewed undergraduate research conference), 5th Annual Maple League “Up for Debate” Weekend, Research Flash Talks, teaching talks and workshops, and retreats on the scholarship of teaching and learning, student success, teaching evaluations.
- Selected as *University Affairs* Faculty Columnist for a featured series called “Adventures in Academe” (contracted for 5 issues/year for two years). Topics to date include the importance of delight in teaching, the gender bias in academia, the ways we evaluate faculty performance, and the importance of research in teaching and learning in higher education.
- Designed and revised academic programming: explored potential for a certificate in pre-law, created a spring experiential learning institute called “ENG225 Shakesperience,” designed a new team-taught course called “ENG205: The Art of Rhetoric,” and participated in a program review with members of the English Department.
- In the field of teaching and learning in higher education, published five peer-reviewed journal articles and conducted preliminary research on four additional research papers in various stages of development.

I have had the privilege of working with exceptional colleagues on my campus and across Canada on many rewarding initiatives. My Canadian network of collaborators has been enriched by my work with STLHE, my position as Member-at-Large in the 3M National Teaching and Learning Executive, and a number of ongoing research collaborations. I look forward to working more closely with our international colleagues on advancing SoTL in Canada and across and world.

Thank you for considering my application.

Andrea Paras, Assistant Professor, Department of Political Science, University of Guelph; Guelph, Ontario, Canada

It is an honour to accept this nomination for the position of Vice-President, Canada on ISSOTL's Board. I am particularly excited about the opportunity to support Canadian scholars' participation in teaching and learning scholarship, and promote broader participation in international SOTL networks. I am actively involved in both individual and collaborative SOTL research. Broadly, my research is on developing effective methods for teaching and assessing intercultural competence. In 2015, I developed an innovative field school on the ethics of international experiential learning in India, which was the

2016 recipient of the Canadian Bureau for International Education's Panorama Award for Outstanding Academic Program. During the field school, my co-Investigator and I (in a unique faculty-staff research partnership) developed a mixed-methods approach for assessing intercultural competence development, which combines pre- and post-IDI surveys with qualitative analysis of written student reflections. Our research findings will be published in the inaugural issue of *Experiential Learning and Teaching in Higher Education*, and a second manuscript is currently under review. Additionally, through my participation in a three-year research seminar on global learning sponsored by Elon University's Center for Engaged Learning, I am a co-Investigator in a multi-institutional collaborative project on intercultural competence in short-term study abroad. Our research team includes faculty members and study abroad administrators from six institutions in the USA and Canada; data was collected from six different study abroad programs in order to assess how pre-departure training and other program features contribute to intercultural development. This project was the 2016 recipient of the University of Guelph's SOTL Fund, a grant offered through the Associate Vice-President's office to support teaching and learning scholarship. We presented our findings at the AAC&U conference on global learning in October 2016, at the University of Guelph in January 2017, and have submitted proposals for the 2017 ISSOTL conference in Calgary.

I would bring a range of institutional and professional experience to this position. At my own institution, I have served on the Political Science Undergraduate Curriculum Committee, the International Development Studies Undergraduate Curriculum Committee, as well as on an ad-hoc committee on undergraduate experiential learning. I am currently serving on the planning committee for the Teaching and Learning Innovations conference, an annual event held at the University of Guelph that showcases regional SOTL scholarship. Additionally, I was the founding Treasurer on the Executive Committee of the Historical International Relations section in the International Studies Association (ISA), and have also served on book and graduate student paper award committees for different sections of the ISA. My range of contacts include international relations, development studies, and SOTL scholars across North America and Europe, as well as teaching and study abroad practitioners in South Asia.

Vice President – Europe

Joining Vice President - Europe **Idoia Fernandez**, University of the Basque Country, Spain, term '16-'19

Candidates:

- A. Rie Troelsen, University of Southern Denmark
- B. Claire Hamshire, Manchester Metropolitan University

Rie Troelsen, Associate Professor, University of Southern Denmark; Odense M, Denmark

(Formulated by Rie Troelsen herself)

I've worked with teaching and learning in higher education since 1998 both as researcher, teacher and educational developer. My research areas are: interest in science, educational choices, drop-out, interdisciplinarity, university teacher professionalization and the relation between space and learning. I've planned, conducted and evaluated a range of staff development and other teaching activities and organized conferences both at local (e.g. [Teaching for Active Learning](#) at SDU), national (e.g. [DUN conferences](#)) and international (e.g. ESERA 2007, Nordic-Baltic Network for Educational Developers 2010 and 2015) level. I'm the leader of a [unit](#) that engages in documentation and research connected to development projects and disseminates the knowledge obtained through scientific papers and other forms of communication both nationally and internationally. I have been a visiting scholar at Center for Teaching Excellence, San Diego State University (2008) and at the Department of Building, Planning and Architecture, University of Melbourne (2012) and have several contacts in Europe and especially in the Nordic countries through conference attendance, editorial work, and joint research and development projects.

(Formulated by the nominator)

Rie Troelsen is a well known, recognized and highly respected scholar in the Nordic and Baltic countries. She is a prominent person in the Nordic-Baltic network, which consists mainly of faculty developers in that region, meeting annually to promote collaborative research and development projects. Rie has engaged specifically with SoTL by participating and presenting at the first EuroSoTL-conference in Cork 2015, and will present current research at the second EuroSoTL in Lund 2017. Her research and SOTL-work includes topics such as the documentation of teaching competence; the influence of space on teaching; interdisciplinarity; assessment; and quality development.

Rie has board experiences from the Danish Network for Educational Development in Higher Education (DUN) as well as from the editorial board of MONA, Journal of Mathematics and Science Education. In other words, not only is Rie an experienced scholar, she also has good organizational and leadership skills.

I think Rie would make an excellent VP Europe, not only because of her relevant scholarship, and her previous Board experiences, but also because her network has the potential to broaden ISSOTL into parts of Europe where SoTL is still in the making. I also know Rie as an energetic, well-organised person with whom is a joy to collaborate.

Claire Hamshire, Head of Education for the Faculty of Health, Psychology and Social Care, Manchester Metropolitan University, Manchester, United Kingdom

Experience in organisational leadership: As Head of Education for the Faculty of Health, Psychology and Social Care at Manchester Metropolitan University Claire is the strategic lead in the area of education, working in partnership with the Dean of faculty and Heads of disciplines. She sets the long-term strategic vision, translates context into operational plans and provides leadership, mentoring and support for colleagues across the faculty.

Prior to this recent appointment she was Faculty Senior Learning and Teaching Fellow, and combined a faculty leadership role with a cross-institutional contribution to technology enhanced learning (2008-2016). She is committed to the scholarship of learning and teaching and her pedagogical research has had an impact across the faculty. She has a sustained track record in leading funded research projects.

Recognition and respect: In 2012 she was awarded a Higher Education Academy (HEA) National Teaching Fellowship (NTF), the highest accolade for teaching excellence in the UK. This peer-reviewed competitive award is described by the HEA as 'the most prestigious awards that can be bestowed on those involved in teaching or supporting teaching in higher education'. Applicants have to demonstrate the ability to raise the profile of excellence and demonstrate impact and engagement beyond their institutional role.

Scholarly work on teaching and learning: Claire is recognised on a national and international basis for the research she has undertaken exploring students' learning experiences and developing innovative approaches particularly in relation to the first year at university and first generation students. Recognition includes invitations to be a visiting academic at Deakin University, Melbourne to share her work on first year students' experiences, Turku University of Applied Science (TUAS) to lead cross-institutional collaboration for Physiotherapy and University of Cape Town to further develop a research network exploring the experiences of first generation students studying at higher education.

Her national UK reach includes collaboration with Leicester University on the development of innovations to support clinical reasoning. This has led to partnership work with the Wellcome Trust and the University of the Western Cape and the creation of two games-based learning activities that are currently undergoing testing and further development.

Claire's innovations and developments through these projects have led to a greater understanding of students' experiences and resulted in positive changes and improved outcomes institutionally, nationally, and internationally. As well as publishing research papers she has made over sixty conference presentations in the past 8 years, including at annual ISSOTL conferences.

Ability to work well in a team: In 2010 Claire was invited to be a co-founder of the RAISE (Researching, Advancing and Inspiring Student Engagement) network and has been the Vice-Chair of the network since 2012. This network has over 1,000 international members. She was re-elected as the Vice-chair of the RAISE network in 2015 following a competitive application process. She joined the editorial board of the new publication 'Student Engagement in Higher Education Journal' as a Senior Editor in March 2016 and successfully bid to host the annual conference in September 2017.

In November 2015 Claire was appointed to the International Society for the Scholarship of Learning and Teaching (ISSOTL) Advocacy and Outreach committee with the remit of raising the profile of SOTL both nationally and internationally. She is a co-editor of the forthcoming Association of National Teaching

Fellows book 'Reframing Space for Learning: Empowering Excellence and Innovation in University Teaching and Learning' which includes chapters co-authored with faculty colleagues who she has mentored over the last 12 months.

Vice President - Asia-Pacific

*Joining Vice President - Asia Pacific **Kelly Matthews**, University of Queensland, Australia, term '16-'19*

Candidates:

- A. Michelle Eady, University of Wollongong
- B. Huang Hoon Chng, National University of Singapore

Michelle Eady, Faculty Director, Work Integrated Learning & Professional Placements, University of Wollongong; New South Wales, Australia

Dr. Eady has been a qualified primary school teacher since 1996, and taught for twelve years in various locations and held a variety of leadership positions at various public and Aboriginal primary schools. Once having her own family she shifted gears into adult literacy and developed a provincial wide literacy program in Canada for Indigenous adults to learn in a flexible online environment. Her Masters of Education in Curriculum Studies was based on the creation of this program and she was awarded the William A. West Medal for Academic Achievement at the Masters level from Lakehead University in 2006. This program also led to a provincial award for Innovation in Education in 2007, and subsequently, an international scholarship to undertake her PhD in Education at the University of Wollongong in Australia 2008.

Currently, Dr Eady is the Director of Workplace Integrated Learning and Professional Placement and is a teaching-research academic in the School of Education at the University of Wollongong. Her role has allowed her various opportunities to engage her colleagues in discussion around the scholarship of teaching and learning through collaborative teaching experiences and research opportunities in the area of quality teaching and collaborative community partnerships.

Dr Eady has published works focused on indigenous peoples and technology, synchronous platforms and tertiary education, authentic empathy in schools, and remote literacy practitioners' views on learning. She values collegial collaborations and professional critical reflection and has worked alongside colleagues and international collaborators. We have worked together on a project since meeting at an ISSOTL conference and it is obvious that she enjoys the opportunity to share ideas with like-minded academics who value teaching and learning.

Dr Eady delights in her students and continue to strive to provide the best learning opportunities for them not just through coursework and readings, but also professional experiences, authentic learning opportunities and partnerships with local community schools.

Each year that she has been at the University of Wollongong, she has been nominated for an Outstanding Contribution to Teacher and Learning (OCTAL) award, and, in 2012, she was a recipient of this prestigious university honour. In 2013, Dr Eady was awarded an Australian Award for University

Teaching (AAUT) Citation for Outstanding Contribution to Student Learning and has received the accreditation of Senior Fellow with the Higher Education Academy (SFHEA) in the UK and is a fellow of the Higher Education Research and Development Society of Australia (HERDSA).

Dr Eady is an excellent collaborator, communicator and has fantastic leadership abilities and experiences that can only add value to the existing wealth and tremendous spirit of the ISSOTL board.

Huang Hoon Chng, Associate Professor, National University of Singapore; Singapore

I am an Associate Provost (Undergraduate Education) in the Office of the Provost and an Associate Professor in the Department of English Language & Literature at the National University of Singapore (NUS).

As Associate Provost, I assist the Vice Provost (Undergraduate Education) in all matters relating to NUS Undergraduate Curriculum and assist the Provost on special education initiatives and university policies.

In my 16 years as an academic leader, I have served across all levels in the university. Prior to my appointment to the Provost's Office, I held several administrative appointments, including serving as Director of the Centre for Development of Teaching and Learning (CDTL, 2008-2012), and Assistant Dean (External Relations, 2004-2008) in the Faculty of Arts and Social Sciences. I have contributed to innumerable staff and student development programmes within the university when I was Director, and have initiated both alumni mentorship and internship programmes for students during my stint as Assistant Dean.

I was President of the Singapore Association for Applied Linguistics (2002-2006), a local chapter of the Association of Internationale Linguistique Applique (AILA), and hosted the 13th AILA Congress in Singapore in 2002. I also served as Honorary Secretary (1998-2002).

I was nominated for the NUS Outstanding Educator Award twice. I received the Faculty Teaching Excellence Award (FTEA) and the University's Annual Teaching Excellence Award (ATEA) four times, between 2001 and 2008.

My scholarly works on teaching and learning; and SoTL-related activities, publications and academic leadership experience have been included in the attached cv.

1. Statement of interest

I am interested in becoming a regional Vice President (Asia Pacific) to continue my contribution to ISSOTL and to facilitate members' work and help to nurture the emergent SOTL scholarship from this region, as well as to enrich the SOTL-Asia capacity building initiative I have begun in 2015.

My involvement in (IS)SOTL, though fairly recent, has been intense. In chronological order below, my involvement in ISSOTL follows:

- 2012: I was invited by Gary Poole and Nancy Chick to serve as a member of the editorial board for the ISSOTL journal, *Teaching and Learning Inquiry*.

- 2014-present: I serve on the ISSOTL Convenings Committee where we evaluate bids for the annual ISSOTL conference.
- 2015: I participated in my first ISSOTL conference hosted by RMIT in Melbourne, Australia as a keynote speaker where I spoke on “Leading and Learning and the Scholarship of Change from the SoTL Margin: SoTL Capacity Building from an Asian Location”.
- 2016-present: I became an ISSOTL Member; and a Member of the SIG for “SoTL Leadership”
- 2016: I presented in a panel at the LA-ISSOTL 2016 on “Discourses about SoTL in Research-Intensive Universities: Tensions and Opportunities” (with Kathy Takayama, Johan Geertsema and Suzanna Klaf).
- 2017: I am currently also serving on the Web Communication Working Group at the invitation of Dan Bernstein
- I have been building capacity in SoTL in my region (Asia) and in my institution (NUS) since 2015. To date, the SOTL-Asia membership base stands at 80 members across 8 locations in the Asia/Pacific region: Australia, China, Hong Kong, Japan, Malaysia, Singapore, South Korea and Thailand.
- I will be hosting the 1st SoTL-Asia Symposium in Singapore in September 2017
- I plan to be at ISSOTL-Calgary in October this year
- I have presented and brought out a few papers on T&L/SoTL

Student Representative:

*Joining Student Representative **Aaron Long**, University of Kansas, United States*

Candidate:

A. Sam Lucie Dvorakova, University of Queensland

Sam Lucie Dvorakova, Student, University of Queensland; Brisbane, Queensland, Australia (have materials but no confirmation)

Nomination by Aaron Long: As a current Student Representative to the ISSOTL Executive Board I am writing to recommend the candidacy of Sam Lucie Dvorakova for the Student Representative position that will appear on the elections ballot for 2017. Based on my own experience, Sam is an ideal candidate for this position, demonstrating the engagement (both with ISSOTL and SoTL as a larger project), initiative, and collegiality that the position requires. Sam has been an active contributor to ISSOTL since attending the 2015 conference in Melbourne, Australia, serving on both the Students & SoTL and Communications Committees. At ISSOTL15 she participated in the International Collaborative Writing Group and she was also an ISSOTL16 Emerging Scholars Fund recipient.

Sam has also distinguished herself as a new voice in SoTL research. She has presented or co-presented research at ISSOTL15 and ISSOTL16, and is pursuing graduate work in SoTL, with particular interest in students as partners. Twice in the past two years she has received scholarships for her work in SoTL, and in 2016 Sam co-facilitated workshops at the Annual SaP Summer Institute at McMaster University, Canada. In short, she has engaged SoTL discourse at some of the international hubs of the conversation. She is currently working with Kelly Matthews and an international team of SoTL scholars on a literature review of work on students as partners.

Since she is just beginning her graduate work, Sam is a great choice for Student Representative because she could stand for re-election in a future process, providing the continuity that has proven itself effective for meeting ISSOTL's students and representing them through longer-term planning with the board; these have been hallmarks of the successful multi-term offices of the standing, inaugural Student Representatives to the Executive Board. The potential to be a multi-term Representative also maximizes the Board's opportunity to help Sam build her career through the mentorship conversations that have so helpfully shaped my own career. Sam's initiative, engagement with the Society and with prominent voices/conversations in SoTL, and general congeniality all make Sam a great candidate for this position, as does her potential for long-term engagement with the Society.

Thank you for considering Sam's candidacy and the attached CV.