International Society for the Scholarship of Teaching and learning (ISSOTL)

Report From Dr. Jessica Riddell and Dr. Heather Smith, VPs Canada

The following list of activities was solicited from our ISSoTL members in Canada. We include descriptions of activities for institutions listed alphabetically. Canada also has a SoTL Canada organization that is an affiliated group of STLHE (Society of Teaching and Learning in Higher Education) that "provides a targeted opportunity for SoTL scholars to form a community to share findings and challenges, to engage in opportunities for broader dissemination of SoTL work, and to consider ways to catalyze SoTL initiatives at the institutional, regional, national, and international levels."

Bishop's University:
　　　Bishop's University is a small, primarily undergraduate liberal arts university with a vibrant grassroots culture of SoTL. We are co-hosting – with the Universite de Sherbrooke – STLHE 2018 (June 18 – 22, 2018), which coincides with our 175th anniversary celebrations. We mark our history of commitment to excellence in undergraduate teaching and learning, and celebrate the newly endowed Stephen A. Jarislowsky Chair of Undergraduate Teaching Excellence. This $2 million chair is unique in Canada, and is designed to support innovative and inspired teaching, mobilize knowledge about learning and leadership, and build professional and academic development for our faculty. This endowed chair is a truly visionary contribution to higher education, and it compels us to think carefully and creatively about our current university system and imagine a model that provides a better, more ethical, and more rigorous education for university students. This Chair will have a profound impact on Bishop's University, on the landscape of higher education in Canada, and have reverberations internationally as our understanding of a 21st century university shifts under various pressures and tensions.

Innovative Teaching and Inspired Learning:
Philip Sidney, in *The Defense of Poesie* (1581), celebrates poetry above all other disciplines in the humanist curriculum (including philosophy and history) for its dual approach to "teach and delight." Sidney exclaims, "Who will be taught if he be not moved with the desire to be taught?" Our pedagogical mission is to instil in students the "desire to be taught" and to provide them with as many opportunities as possible inside and outside the classroom with opportunities for experiential learning, internships, event planning, coordination and other forms of student leadership are diverse.

Mentorship & Educational Leadership:
As Parker Palmer and Arthur Zajonc write, in *The Heart of Higher Education* (2011), "sometimes good conversations are ends in themselves, good simply because they are enjoyable and edifying. At other times, something stirs in the participants, and larger forms of dialogue and action begin to take shape" (5). Connecting people from diverse disciplines and backgrounds – to create new communities and strengthen existing ones – is an underlying theme in our professional endeavours. We are building a network of teaching champions, specifically targeting emerging leaders and novice practitioners and well as award winning teachers and leaders in each department and faculty to build networks of grassroots support and engagement. We are building Bishop's reputation as a leader in undergraduate teaching and experiential

learning in Canada and internationally. One way of achieving this is through building virtual learning and mentoring communities with members of the Maple League.

Knowledge Mobilization:
Research and teaching form a reciprocal relationship. Research informs pedagogical approaches by highlighting new avenues of inquiry; teaching, in turn, clarifies research questions by reminding us that any scholarly advances – if they are to fulfill their potential – must inform our larger society. One of our central questions is, how do we build institutional cultures that value teaching excellence, curiosity-driven approached to learning, and a rigorous approach to ethical and moral reasoning; and, furthermore, can these enhanced cultures shape larger conversations to shift the landscape of higher education in Canada to increase perceptions of value in undergraduate teaching, the liberal arts, and the rich cross-fertilizations of research and teaching in the professoriate.

Professional & Academic Development:
Michel Foucault writes, "There are times in life when the question of knowing if one can think differently than one thinks, and perceive differently than one sees, is absolutely necessary if one is to go on looking and reflecting at all." (*The Use of Pleasure*, 1984) Foucault's quotation resonates for its exhortation of empathy, for the focus on sharing rather than telling, and for the responsibility we have to identify and challenge our deep-rooted assumptions in order to grow as intellectuals and as human beings. As professors, we must be models of learning and must seek out opportunities for life long professional and academic development. Therefore we facilitate writing retreats, we have designed a scholars-in-residence program, have a vibrant teaching and learning speakers series, host monthly brown bag talks on teaching, support educational leadership projects through the Robert Gordon Educational Leadership Fund ($100,000 endowment). We will also move into our new space with the launch the $17 million Learning Commons in September 2018.

Dalhousie University (Halifax) :
In addition to working with SMU and other Halifax institutions to co-host one of the largest STLHE conferences ever this past summer, at Dalhousie University we are planning our 22nd annual Dalhousie Conference on University Teaching and Learning for May 2018, which also celebrates our institution's 200th anniversary. We are quite excited to mark our institutional milestone with an exceptional celebration of scholarship of teaching and learning at our institution, and in our region and beyond. We are also working on a celebratory edited volume featuring many scholars of teaching and learning across our institution reflecting on the future of teaching and learning at Dalhousie. We are introducing, for the first time this fall, a studio course for faculty introducing them to the scholarship of teaching and learning (featured as a component of our new faculty certificate on teaching and learning). We are also undertaking an institutional landscape study, mirrored on previous work done at other institutions in Canada (see Wuetherick, Yu and Greer, 2016), exploring the current state of SoTL on campus. As part of this work, we are also exploring the possibility of creating a new Centre for Research on Teaching and Learning (either as a stand alone Centre, or as part of the Centre for Learning and Teaching), through which we hope to coordinate our campus SOTL community to maintain momentum on our recent success attracting SSHRC funding around higher education teaching and learning research projects.

McMaster (Hamilton):

We're currently undergoing our cyclical program review (required by the province every ~7 years), and through McMaster's McPherson Institute we hired two undergrad student partners to collaborate with us. The student partners have approached the program review as a full-fledged SoTL project and are bringing a depth and richness to the process that we could not have accomplished just as faculty members.

Red Deer College:

The following list is a short highlight list of some of the SoTL projects taking place at Red Deer College. RDC is a comprehensive community college in Central Alberta and has over 100 programs ranging from Trades Apprenticeships to Certificates, Diplomas, Degrees, and Graduate Certificates. We have seen a growth in SoTL projects in the last few years and an area of particular growth has been in Trades. Below is a list of specific projects with the discipline area of the faculty member(s).

- The Canadian Context of Faculty Development Programs for Teaching Online in PSE: Recommendations and Resources (EDC Grant Funded Project, Faculty in the Centre for Teaching and Learning)
- Impact of Teaching Development Programming on College Faculty (Faculty in the Centre for Teaching and Learning)
- Use of Photovoice in Undergraduate Teaching (Faculty in Sociology)
- Impact of Prep for Practice on Social Work Students (Faculty in Social Work)Writing for Creative Repurposing: Assessing Student Writing Strategies (Faculty in English)
- Interprofessional Communities of Practice: Fostering Resilience in Post-Secondary Students (Faculty in Occupational and Physiotherapy Assistant Program)
- Diversification of Students to Enhance Employability (Faculty in Trades, Welding)
- Art and Literature as Sites of Reconciliation (Faculty in English)
- Impact of Online Safe Medication Administration Modules on BScN Students and NCLEX Preparation (Faculty in Bachelor of Science in Nursing)

Simon Fraser University (Burnaby) :

A Teaching and Learning Development Grants (TLDG) program, which by the end of the 2016-17 academic year, funded 232 projects in which faculty investigate issues of teaching and learning in their classrooms for up to $6000 each. 50 of these are currently on-going. They have involved nearly 225 faculty members at SFU, approximately 23% of the teaching body, as well as more than 200 students as research assistants on the projects. Projects and faculty participants are spread across all faculty units at SFU and include both tenure and teaching track faculty. 218 projects are team projects, while 54 are interdisciplinary ones pulling team members across departments of faculties. Faculty have made nearly 100 presentations and over 25 publications based on their TLDG projects. Both faculty and student research assistants report significant learning gains related to teaching, teaching and learning research, and personal and professional development. For more information about participation rates, and survey responses, please see our annual reports from 2015-16. We are in the process of completing them for 2016-17. https://www.sfu.ca/istld/reports.html

A Dewey Fellow program, which brings faculty into a fuller collaboration with ISTLD and enables them to explore a project that goes beyond their personal practice to engage other faculty members. As of September 2017, four faculty members have served in this position and three more are scheduled to participate in the next two years. For more details see our website: https://www.sfu.ca/istld/deweyfellows.html

In the last year, we have been exploring a workshop design explicitly focused on providing faculty the support needed to explore inquiries related to Indigenous education. Since fall 2015-16, we have been ramping up our data collection and analysis infrastructure to better speak to various stake-holders at SFU and provide insight we feed into program revision.

We have internal research projects we are conducting on the Institute itself (https://www.sfu.ca/istld/ISTLDProjects.html) in addition to our regular ongoing evaluation. For publications so far see: https://www.sfu.ca/istld/ISTLDPublicationsPresentations.html

University of Calgary (Calgary):
Development of resources:
A new guide<http://www.ucalgary.ca/taylorinstitute/guides/ethics-scholarship-teaching-and-learning> on Ethics in SoTL, using relevant parts of the TCPS2 to outline key principles and strategies for doing SoTL ethically (written by Lisa Fedoruk, with contributions by over 20 colleagues across Canada)
Support for the growth of SoTL:
The Seeding SoTL<http://www.ucalgary.ca/taylorinstitute/seed-SoTL> initiative to support meaningful conversations about teaching and learning that may lead to SoTL projects (i.e., conversations in reading groups, teaching squares, communities of practice, or unconferences)
SoTL Foundations Program taught by two of the Taylor Institute's postdoctoral scholars (one program for graduate students<http://www.ucalgary.ca/taylorinstitute/sotl-foundations-program-graduate-students>, another for postdocs<http://www.ucalgary.ca/taylorinstitute/sotl-foundations-postdocs>)
SoTL projects to highlight:
There are many, but I think the two highlighted in this article<https://www.ucalgary.ca/utoday/issue/2017-06-02/2017-18-university-calgary-teaching-and-learning-grants-recipients-announced> stand out: one by a team of librarians looking at teaching systematic reviews, and another by a team of English professors and graduate students doing a lesson study project on close reading

University of British Columbia
To facilitate high-quality SoTL projects and support growth, the University of British Columbia offers SoTL Seed grants. These grants take the form of expertise, rather than funding. Roughly 10 students from Education and the Behavioural Sciences were trained in SoTL methodologies. Each of them supports a handful of SoTL projects, lead by faculty members. This model provides for high-quality SoTL projects, as well as hands-on project-based in-context professional development opportunities for faculty members. Please see the SoTL Seed Fund project webpage for more details on the program and a list of projects that have been funded so far.

University of Northern British Columbia

At the UNBC Centre for Teaching, Learning and Technology, we've been promoting the student-as-partners approach. In fall of 2016, Heather Smith produced a report on the Students-as-Partners approach for the UNBC Senate, with a focus on students-as-partners in governance. We are now doing an internal environmental scan to provide us with a sense of where and how faculty and staff believe they have adopted practices consistent with the Students-as-Partners approach. We have also promoted the approach internally and modeled it through our own programming.

University of Toronto (Mississauga) :
　　　We have a pretty vibrant group of teachers that are brought together in something called the TLC Group, or Teaching Learning and Collaboration Group. This cuts across the streams, including many teaching-stream folks but also tenure-stream and librarians. Under this umbrella, there is a (new) newsletter, TLC sessions held throughout the year on various topics connected to teaching and/or, and Communities of Practice. One of our CoPs is a SoTL group, which I am chairing this year.

University of Toronto (Toronto) :
　　　Data Driven Design – Innovation Network Project http://www.ocw.utoronto.ca/data-driven-design-network/ lead by Dr. Laurie Harrison, Director, Online Learning Strategies, University of Toronto. This University of Toronto project aims to develop models for use of data-informed design at the course/instructor level and encourage effective implementation through a peer-based, collaborative faculty development initiative. It will impact practice through development of a collaborative community network; a series of example cases describing methods for collecting and analyzing data to support course design iteration; and a faculty development program format that can be replicated or extended.

Six Lead Instructors:
Brett Beston (UTM – Psychology)
Marie-Anne Visoi (Faculty of Arts and Science – French)
Franco Taverna (Faculty of Arts and Science – Human Biology)
Libbie Mills (Faculty of Arts and Science – Study of Religion)
Sandra Merklinger (Nursing)
Brenda McCabe (Engineering – Civil and Mechanical)

Instructor Perceptions of and Experiences with Research on Their Teaching at the University of Toronto.
The principal investigator is Professor Carol Rolheiser, Director, Centre for Teaching Support & Innovation, University of Toronto. In Fall 2016, 2,254 continuing appointment faculty and librarians at the University of Toronto (U of T) were invited, by email, to participate in an online survey study related to research on teaching and the scholarship of teaching and learning (SoTL). Completed survey responses were received from 496 faculty/librarians who were proportionally representative of the faculty at large across the three U of T campuses and the major academic divisions. A total of 363 respondents additionally provided written comments in response to two open ended prompts. The quantitative and qualitative results provide insight into faculty experiences and perceptions of research on teaching at the University of Toronto. The data also

highlight perceived barriers and enablers to engaging in research on teaching. The research report is currently being written.

Peer-to-Peer (P2P) Faculty Mentoring for Teaching.
The principal investigator is Professor Carol Rolheiser, Director, Centre for Teaching Support & Innovation, University of Toronto. Assisted by Megan Burnett, Gregory Hum & Cora McCloy, Centre for Teaching Support & Innovation, University of Toronto. Building on previous research http://teaching.utoronto.ca/teaching-support/fmt/fmt-report/ (Centre for Teaching Support & Innovation, 2016) regarding mentoring for teaching at the University of Toronto, The Centre for Teaching Support & Innovation facilitated a pilot peer mentoring program in 2017-18, Peer-to-Peer (P2P) Faculty Mentoring for Teaching at the University of Toronto, and conducted a concurrent research study to assess participant experience and program success. Research activities included focus groups and a post-program survey. Findings included a high degree of value attributed to, and satisfaction with, the peer mentoring relationships that emerged. There was evidence that this structured and supported approach to mentorship at the University of Toronto was effective in cultivating the development of successful mentorships. Participants also expressed an intention to further disseminate and promote their learning to multiple levels of the institution. The research report is currently being written and a presentation forthcoming at ISSOTL 2017 in Calgary, Alberta.

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VP Canada Dr. Heather Smith
I'm a Professor of International Studies and have been at UNBC since 1994. I'm a 3M National Teaching Fellow (2006) and two time winner of the UNBC Excellence in Teaching Award (2003 and 2010). In 2012 I won the Canadian Political Science Association Excellence in Teaching Award. I have extensive previous administrative experience in the area of teaching and learning having previously held positions as Coordinator of Professional Development (2005-2007), Acting Dean of Teaching, Learning and Technology (2007) and Acting Director of the Centre for Teaching, Learning and Technology (2007-2008). Between administrative appointments, I focused on the promotion of teaching and learning on national and international levels through the Canadian Political Science Association and the International Studies Association, Canada region group. I'm also an active scholar working in the area of Canadian foreign policy, indigenous perspectives on climate change, the Highway of Tears. I publish in the area of teaching and learning. Recent publications on teaching and learning include: "Doing it Differently: Creation of an Art Gallery" with Courtney Caldwell (UNBC Alumni 2010), Heather M. Carson (UNBC Alumni 2011), Charelle Gribling (UNBC Alumni 2011), Kaleigh Milinazzo (UNBC Alumni 2011), Emily-Anne Therrien (UNBC Alumni 2011), Leslie Warner (UNBC Alumni 2010), in International Studies Perspectives and "Teaching Internationalism: Bringing Canada and the World into the Classroom" in Heather A. Smith and Claire Turenne Sjolander

(eds) Canada in the World: Internationalism in Canadian Foreign Policy (Toronto: Oxford, 2013).