

1. What was your session title and description from the STLHE conference?

Using Personal and Professional Development Plans as Curriculum to Prepare Students for Work Futures

2. Please tell us a bit about yourself!

I am a business instructor just completing the final components of my PhD in Learning Sciences. I am an avid explorer and love that the Rocky Mountains are in my backyard. I am a partner, parent, and volunteer active in my community. I have a curious soul, and I seek to improve systems for learning so that students may have stronger experiences that better prepare them for the complex spaces for their careers.

3. What is the most important aspect of the research you presented at STLHE that you would like to share?

Students are not the only ones struggling with skills gap and the challenges facing new graduates for employment. This challenge is being faced by employers, industry leaders, educators, and students. A focus on personal and professional development supports graduate capabilities (as well as those connected to the learning environment).

4. What kind of support have you received for this research project?

Formally, a grant from the Chartered Professional Accountants Education Foundation helped to support this research project. In addition, the SAIT School of Business and leadership and administration has also supported this research and scholarly activity. This research was in collaboration with a colleague and the willing participation of learners!

5. How did you first get involved in the Scholarship of Teaching and Learning (SoTL)?

I had always approached my teaching in post-secondary from a literature- and evidence-informed approach. I enjoyed the benefits of scholarly teaching. When the opportunity came to share some work at my first STLHE conference in 2019, I attended a pre-conference workshop and learned that what I was doing was SoTL. It has been an incredible 5 years of collaborations and projects since.

6. What did you learn from the STLHE Conference this year?

As we emerge from the challenges post-pandemic, global crises, and within the proliferation of generative artificial intelligence, we are so much stronger together in collaboration. I attended very influential sessions on academic integrity, artificial intelligence, mentorship, and coaching throughout STLHE in Niagara Falls.

7. What is something you have gained/learned from engaging in SoTL?

I am a better instructor and researcher through collaboration and partnership. Students as partners can be such a powerful insight that would be lost if that voice wasn't in partnership. I have collaborations that have built across the country and beyond through SoTL projects and especially STLHE.

8. Finally, what advice do you have for other graduate students interested in SoTL?

Be curious and invite partners into projects and explorations. My experience as a graduate student was wonderful and it was through the collaborations, support, and insights that were so readily offered by leaders in SoTL, and permitted me to grow and thrive through the process. Show up and be present - in webinars, invitations, networks, and conferences.

I am grateful to the support I have received from SoTL leaders, associations like STLHE and TAGSA, willing research participants that believe in the improvements and understanding of the research intentions, and other curious scholars seeking to understand, change, and improve conditions for teaching and learning.