The Editors of *Collected Essays on Learning and Teaching (CELT)* are pleased to present Volume III of this successful, innovative electronic publication associated with the annual conference of the Society for Teaching and Learning in Higher Education (STLHE). Volume III features a remarkable 32 peer-reviewed essays, appearing after an extensive process of submission, revision, and editing.

The idea for *CELT* dates back to the 2005 STLHE conference hosted by the University of Prince Edward Island. From the beginning, the intent has been to encourage conference presenters to put the essence of their workshops and concurrent, round table, and poster sessions in essay form for a wide readership interested in teaching improvement practices in higher education. Once the *CELT* structure and format were established, the editors invited those who presented at the 2007 conference at the University of Alberta to submit to Volume I, and the following year, those who presented at the 2008 conference in Windsor to submit to Volume II. The entire first and second volume of *CELT* can now be accessed on the STLHE website.

The current volume of *CELT* includes 32 articles arising from material and data presented at the STLHE conference at the University of New Brunswick in Fredericton in June, 2009. The articles were chosen after a peer-review process of 40 manuscripts. The fact that there is no printing involved in producing this annual journal has allowed us to expand Volume III of *CELT* without increasing costs. The 2009 conference theme “Between the Tides” supplies the inspiration for *CELT* this year. The theme explores the various tensions and debates that pull instructors, faculty, and administrators in different directions.

The structure of Volume III traces major stages in the teaching and learning process as they relate to the theme. Section I deals with Practice and Engagement, Section II with Identity and Community, and Section III with Development and Transitions. This year’s publication also features four French language articles. Please feel free to explore *CELT* in the order most convenient to you, and to print out one or more of the articles to read and to consult at your leisure.

The Editors once again thank the authors, the reviewers, and the staff of the Centre for Teaching and Learning at the University of Windsor for their ongoing efforts to produce *CELT*. We look forward to examining the theme of the STLHE conference “Creative Teaching and Learning: Exploring, Shaping, Knowing” in Volume IV of *CELT*, to be distributed at the 2011 Society conference in Saskatoon.

Alan Wright, Margaret Wilson, & Dawn MacIsaac