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# CENTRE FOR TEACHING EXCELLENCE

# External Review Self-Study Report: August 2017



Note: Confidential information has been removed from the public version of the self-study, including appendices. If you would like more information about the self-study, please email the [Centre for Teaching Excellence](mailto:cte@uwaterloo.ca) or reach out to us at 519-888-4567 (ext. 33353).

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## Purpose and Process for Our External Review

The Centre for Teaching Excellence (CTE)[[1]](#footnote-2) is one of the first academic support units at the University of Waterloo to undergo an external review. Mario Coniglio, Associate Vice-President, Academic (AVP-A), requested this review as part of the University’s academic programming strategic plan (see Section 2.1.1 for an overview of the University’s strategic plan). The review has been modeled closely after academic program reviews, including the involvement of arm’s length external reviewers who bring their expertise to the process. Moving forward, many of the academic support units that report to the AVP-A will also engage in external reviews of their work, and CTE’s process will serve as a valuable template.

The primary purpose for CTE’s external review is to identify actionable ideas and opportunities for continuous improvement. The production of the self-study (described fully in Section 1.3) set the stage for critical reflection by those involved in its creation. The remainder of the external review process will enable further reflection by seeking new perspectives and validation of our work from our stakeholders and the reviewers, whose recommendations we will use to help improve our processes and the support services that we offer.

### Terms of Reference

CTE’s external review is a direct outcome of the clear institutional commitment to recognize the central importance of teaching at Waterloo, a globally recognized research-intensive university. Our institutional strategic plan (discussed in Section 2.1.1) and each of our Faculty’s strategic plans all capitalize on the synergy between world-class research and cutting-edge pedagogy, meeting in the classroom or laboratory. CTE plays a key role here, a role made extremely challenging due to the constantly changing characteristics of teachers (due to faculty renewal) and learners, new technologies supporting teaching and learning, and the ever-increasing volume of literature related to the scholarship of teaching and learning.

Key questions were generated early in the external review process and were shared with invited reviewers. These questions guided the development of the self-study, but as we reflected on our work during the writing process and consulted further with the AVP-A, additional questions arose. The finalized questions presented below are therefore the result of the careful thought and collaboration undertaken during the external review process. The AVP-A, together with CTE’s Director, ask reviewers to address these six key questions:

1. In light of CTE’s mission, what are CTE’s strengths and weaknesses? In the short term, what specific opportunities and challenges should CTE be aware of?
2. How well do CTE’s resources, organizational structure, and internal processes support its work? Does CTE have the necessary human and capital resources to meet its stated mission?
3. How well aligned are CTE’s collaborative relationships with its mission? How well does CTE build or maintain relationships with its stakeholders, particularly its partners and collaborators? What relationships need to be strengthened, reassessed, or clarified?
4. Are the metrics used by CTE sufficiently sensitive and meaningful to provide evidence of the true impact of its work?
5. How does CTE compare to peer units at other institutions?
6. How should CTE be different in 5 years? 10 years? What should be given less or more focus?

Reviewers should also feel welcome to provide additional comments beyond addressing the preceding questions.

### Organization of the Self-Study

The self-study is organized into seven sections. This introductory section provides an overview of our process for the external review, both for the benefit of our reviewers as well as our academic support unit colleagues at Waterloo who can use or adapt our approach in future. In Section 2, we provide background context about Waterloo and a history of CTE, and Section 3 offers a detailed overview of our work and available resources to set the stage for learning more about our Centre. The bulk of the self-study appears in Sections 4, 5, and 6, which are organized according to the three main phases of our work: planning, implementation, and assessment. As part of our commitment to continuous improvement, we strive to include all three of these stages in our work in an ongoing cycle. The seventh and final section, Looking Forward, highlights our ideas for the future, and appendices[[2]](#footnote-3) provide further context for the work that we do.

### Our Process for the External Review

The collaborative, consultative, and scholarly approach that we bring to our work at CTE has been central to our external review process. We believe this approach has been important for achieving buy-in to the process. In particular, by involving the AVP-A, representatives of external staff and faculty, and CTE staff, we sought to create transparency around the review process and furnish multiple opportunities for contributions from those involved with the Centre.

#### Participants in the Process

The feedback and collaboration cycle adopted for the external review involved consultation among four main sources at key stages of the process. These sources are: Mario Coniglio, AVP-A; CTE’s External Review Working Group; an Advisory Working Group; and CTE staff members.

##### Mario Coniglio, AVP-A

Mario Coniglio was appointed Associate Vice-President, Academic, in 2013. The AVP-A reports to the Vice-President, Academic & Provost and is responsible for the implementation and co-ordination of academic department program reviews as well as undergraduate program development and revision. Six academic support units report to the AVP-A: CTE, the Centre for Extended Learning, the Writing and Communication Centre, the Quality Assurance Office, the Academic Integrity Office, and the Waterloo Centre for the Advancement of Co-operative Education. As the initiator of the external review, the AVP-A was consulted on all decisions regarding the review and provided final approval for these decisions.

##### CTE’s External Review Working Group

The External Review Working Group was responsible for planning the process for the review and preparing the self-study. This working group comprised those CTE staff members who in previous years had worked on the Centre’s annual report: the Director, two staff members responsible for research and Centre assessment activities, and the Senior Instructional Developer, Emerging Technologies, who oversees CTE’s communications. This internal working group also included four co-op students who assisted with data visualization and analysis. CTE hired a Communications Associate in October of 2016; she joined the working group to help plan, draft, and edit the self-study.

##### Advisory Working Group

At the AVP-A’s recommendation, CTE’s external review process was also supported by an external Advisory Working Group. This group was formed in September of 2016 and included four CTE staff members from the External Review Working Group. The advisory function of the group was fulfilled by four members from outside the Centre: Jill Tomasson Goodwin, Associate Professor of Drama and Speech Communication; George Freeman, Associate Professor of Electrical and Computer Engineering; Judene Pretti, Director of the Waterloo Centre for the Advancement of Co-operative Education; and Glen Weppler, Director of Housing and Residence. These external members brought to the group many years of combined experience with accreditation reviews, external reviews, and academic program reviews, and they were invited to join to (a) advise on how existing external review processes might best be adapted for an academic support unit at Waterloo and (b) collect and analyze qualitative data that were best gathered at arm’s length from the Centre.

##### CTE Staff Members

CTE’s Senior Instructional Developers (SIDs) oversee CTE programming, staff, and operations in six areas: curriculum and quality enhancement, faculty programs and research, graduate programs and internationalization, emerging technologies, blended learning, and integrative learning. Their leadership roles at the Centre and knowledge of CTE processes made close collaboration with this team a priority. Their input was sought at key points in the decision-making process, such as determining the terms of reference questions and the site visit agenda.

Input from all of our staff members for the self-study was solicited as needed during the review process. In addition, the Director provided updates to CTE staff on the progress of the external review at staff meetings in February 2016, October 2016, March 2017, July 2017, and August 2017.

#### Process Stages

Our commitment to collaboration resulted in a process characterized by cycles of iteration, feedback, and reiteration. The external review process therefore involved multiple, overlapping stages: initial planning, data collection, writing the self-study, and planning the site visit.

##### Initial Planning

Initial discussion about the external review was guided by the Director in close consultation with the AVP-A and SIDs. The External Review Working Group began meeting in January 2016, at which point establishing broad questions for the review and creating a process timeline were prioritized. In the Winter term, this group completed a first draft of the broad questions for specific stakeholder groups as well as an outline for the self-study. These two documents were shared with the AVP-A and SIDs for feedback. From this collaborative writing and consultation process, two main gaps emerged that helped to flesh out the process plan: the need to update CTE’s identity statements (vision and mission) and collect additional data. In Spring 2016, the broad questions developed the previous term were revised and became our draft terms of reference questions, which were then vetted by the AVP-A, SIDs, Faculty Deans, Teaching Fellows, and the Advisory Working Group. These questions were finalized in November 2016, and provided a frame for the self-study. It was also decided to focus primarily on a timeframe of fiscal year (May to April) 2011/12 to fiscal year 2016/17 due to data availability. The questions, the timeframe, and the process timeline worked together to set the stage for moving forward with the review.

##### Data Collection

By 2016, CTE’s assessment plan (see Section 6) had been in place for over a year. The external review presented an opportunity to review the comprehensiveness of the data we collect and enabled us to identify other data sources that could enhance our understanding of CTE’s work in relation to the terms of reference questions. Five new assessment mechanisms were created to address gaps in the data:

* a SWOT analysis with CTE staff members,
* a Reputation Survey with the national educational development community,
* a Needs Survey of Waterloo instructors,
* individual and small-group Partner Interviews with key on-campus partners, and
* a Conference Participation Survey focusing on the impact of CTE staff members’ conference participation.

These additional data were collected between May 2016 and April 2017. Details related to the data collection and results are provided in Section 6.

##### Self-Study

Like the data collection process, the writing of the self-study was ongoing. Once the terms of reference questions were finalized, members of the External Review Working Group were assigned to write each of its sections. The self-study was drafted between December 2016 and August 2017. Revisions and editing were done in early August, with the intention of sending the completed version to the external reviewers later that same month.

##### Site Visit

Planning for the site visit was also ongoing. It involved identifying potential external reviewers, scheduling the site visit, arranging the timetable for the site visit, and inviting various stakeholders (i.e., current and potential users of our services), partners, and collaborators to participate. Throughout this process, the AVP-A was closely involved, providing input to and approving each step of the site visit planning.

##### Response to the Review

Once the report from reviewers has been received, a summary of the feedback and recommendations will be prepared and presented to CTE staff by the end of 2017. CTE’s Director also plans to prepare and release a public response to the report in the Winter 2018 term.

## CTE in Context

### The University of Waterloo

The University of Waterloo is celebrating its 60th anniversary this year. It opened in 1957 with an enrollment of 74 students. Today, 31,380 undergraduate and 5,290 graduate students are enrolled at Waterloo. As of 2016, the university employed 1,233 full-time faculty and 2,733 full-time staff. In 2015, the ratio of full-time equivalent students and full-time regular faculty was 24.9:1 (the U15[[3]](#footnote-4) average is 27.2:1). Waterloo’s academic year comprises three four-month terms: Fall (September-December), Winter (January-April), and Spring (May to August).

There are six Faculties at Waterloo: Applied Health Sciences, Arts, Engineering, Environment, Mathematics, and Science. Four institutions are affiliated and federated with the university: Conrad Grebel University College, Renison University College, St. Jerome’s University, and St. Paul’s University College. The university’s main 1,000-acre campus is located in Waterloo, and satellite campuses can be found across the region in Kitchener (health sciences), Cambridge (architecture), and Stratford (digital media). In comparison to many other universities, Waterloo is fairly decentralized. Its Faculties have a high degree of autonomy and their own unique culture. For example, each of the Faculties has its own course evaluation forms. For this reason, units that provide campus-wide services need to consult with the individual Faculties to work effectively at Waterloo.

When Waterloo opened in 1957, engineering and co-operative education programs were its cornerstones. Today, Waterloo prides itself as a leader in innovation (Maclean’s has named Waterloo Canada’s Most Innovative University for 25 consecutive years) and as a research-intensive university with a world-class co-operative education program. Waterloo also has a significant presence in online learning. There are roughly 40,000 enrolments annually in fully online undergraduate and graduate credit courses. In our on-campus courses, approximately 80% of our instructors use LEARN, our learning management system (4,178 courses this past fiscal year).

#### Waterloo’s Strategic Plan

Waterloo’s current institutional strategic plan (2013-2018) was created via a consultative process, and CTE was able to include a number of projects in the plan. The previous plan did not involve such consultation, which resulted in the inclusion of limited projects and goals about teaching and learning in the plan. To address this gap, the Provost asked CTE’s Director to lead an institution-wide task force in 2010 to identify innovative teaching practices to promote deep learning. The resulting report, released in 2011, became a driving force for CTE’s efforts, and included such recommendations as launching a Teaching Fellows program, revising our grants program, repositioning the annual teaching conference, and revamping teaching-focused programming for new faculty.

The current institutional strategic plan identifies eight themes or areas of focus. These include three differentiating strengths (experiential education, entrepreneurship, and transformational research) and five foundational strengths (outstanding academic programming, a global outlook [internationalization], vibrant student experience, robust employer-employee relationship, and a sound value system).

CTE’s work is most closely aligned with the outstanding academic programming theme of the institutional strategic plan, which lays out two overarching goals: to offer leading-edge, dynamic academic programs and to be a leading provider of technology-enabled learning opportunities. The following offers an overview of the outstanding academic programming theme.

##### Institutional Strategic Plan 2013-2018: Outstanding Academic Programming

Note: A single asterisk (\*) denotes activities that are institutional priorities supported by the work of CTE staff members. Two asterisks (\*\*) denote activities that are institution-level projects in which CTE’s Director has been closely involved.

**Goal A: Offer leading-edge, dynamic academic programs**

* Objective 1: Educate graduates uniquely prepared to address the challenges and opportunities of the 21st century
  + Action 1: Create an academic environment to prepare graduates to address challenges and opportunities in their chosen field
    - Activity A1.1: Encourage faculty members to integrate research, and the process of research, into undergraduate course activities
    - Activity A1.2\*: Ensure that students demonstrate proficiency in their oral and written communication skills at graduation
    - Activity A1.3\*: Ensure that graduate studies include components that address professional and transferable skills
* Objective 2: Enhance Waterloo’s excellence in academic programs
  + Action 2: Select and create academic programming that supports excellence
    - Activity A2.1: Develop new innovative programs that focus on areas of strength as outlined our Strategic Mandate Agreement (SMA) submission
    - Activity A2.2: Develop partnerships with leading international, national, and local educational institutions for program delivery
* Objective 3: Ensure teaching quality of the highest international standard
  + Action 3: Strengthen our institutional culture and enhance infrastructure that fosters excellence in teaching
    - Activity A3.1\*\*: Develop an institutional culture where all aspects of course evaluations reflect best practices (technology, content, availability/ease of access, formative, etc.)
    - Activity A3.2\*\*: Improve classroom (including teaching labs) design to optimize the learning experience
    - Activity A3.3\*: Provide support, training, and policies to promote outstanding graduate supervision and mentoring
    - Activity A3.4: Roll out an online program on online teaching for grad students and faculty members (Centre for Extended Learning as lead)
    - Activity A3.5\*: Increase participation in instructional development programming
    - Activity A3.6\*: Increase the value attached to teaching quality and academic leadership
    - Activity A3.7\*: Encourage an institutional culture where course assessments of student learning reflect best practices
* Objective 4: Seek global awareness of Waterloo’s teaching expertise
  + Action 4: Promote public awareness of Waterloo’s teaching excellence
    - Activity A4.1\*: Create a new marketing and communications initiative to build profile of the quality of Waterloo teaching and faculty

**Goal B: Be a leading provider of technology-enabled learning opportunities**

* **Objective 1: Expand Waterloo’s footprint in the online-learning market and provide leading-edge, technology-enabled learning opportunities**
  + **Action 5: Strengthen our leadership in online learning programming**
    - **Activity B1.1: Strategically increase the number of high-quality online courses and degree programs offered**
    - **Activity B1.2: Identify and develop online support modules for students taking fully online courses**
    - **Activity B1.3: Develop partnerships with other PSE institutions to deliver online courses and/or programs**
  + **Action 6: Expand the appropriate use of technologies to enhance students’ learning experience**
    - **Activity B1.4\*: Increase awareness of innovative methods of course delivery using learning technologies**
    - **Activity B1.5\*: Leverage online course materials for other educational purposes**

### History and Development of CTE

The Centre for Teaching Excellence resulted from the merger of three existing units at Waterloo that provided support and recognition for various facets of teaching and learning development. In 2007, the Teaching Resources and Continuing Education (TRACE) Office, the Centre for Learning and Teaching through Technology (LT3), and the Learning Resources and Innovation (LRI) unit were amalgamated to provide Waterloo instructors with resources and learning opportunities to enhance teaching and learning practices, course design, and curriculum renewal. Support for fully online courses was, and continues to be, provided by the Centre for Extended Learning (CEL) (previously Distance and Continuing Education).

Created in 1976 and first run by Chris Knapper, who was then a Waterloo faculty member, TRACE was the initial teaching support unit. In 1992, Gary Griffin became the next faculty member to direct TRACE, and the unit provided faculty development services via workshops and individual consultations, housed an extensive library, and began offering programming for graduate students in 1998. In 1995, Tom Carey was hired as an Associate Director for learning technologies (and served as a faculty member in Management Sciences). In 1999, Tom Carey removed this area of service from TRACE and launched LT3, a unit that created and supported a homegrown learning management system, a staffing model that included an LT3 staff member affiliated with each of the six Faculties, and the emergence and support of pedagogically focused research. In 2001, Barbara Bulman-Fleming became the next faculty-member Director of TRACE, continuing its mandate but also adding support for new faculty members and course-level internationalization.

In 2002, Tom Carey moved into a new Associate Vice-President, Learning Resources and Innovation (AVP-LRI) role, and moved the research arm of LT3 to his new area. In 2003, Liwana Bringelson, a faculty member, became LT3’s interim Director. The AVP-LRI portfolio included TRACE, LT3, Distance and Continuing Education, and the Audio-Visual Centre. By 2006, the Associate Vice-President, Academic and Interim AVP-LRI, Gail Cuthbert-Brandt, launched a project to facilitate a merger of TRACE, LT3, and LRI with the goals of reducing instructor confusion about which area to contact for support and addressing the 2007 institutional strategic plan (called the Sixth Decade Plan), which included a focus on excellence in teaching. The focus for the new Centre was captured in the on-campus news publication, The Daily Bulletin:

Reflecting one of the major priorities of the 6th Decade Plan, the Centre for Teaching Excellence will provide leadership in the promotion, development, and advancement of excellence in teaching and learning at the University of Waterloo. By integrating the resources present in the current units, the Centre will offer instructors improved opportunities to access research-based resources, activities, and tools to enhance teaching and learning practices, course design, and curriculum r­­­enewal. The CTE will further contribute to the development of teaching excellence by fostering and evaluating research and disseminating results related to innovative practices including new learning tools and technologies.[[4]](#footnote-5)

Multiple retreats were held with senior staff (including the Director of CEL) to work out the details of the new, resulting unit, and on May 1, 2007, CTE was launched. CTE initially reported to the AVP-LRI; later in the same year the LRI portfolio was discontinued, and CTE began reporting to the AVP-A.

CTE’s first Director was Catherine Schryer, a faculty member and TRACE Director as of 2006. Other senior staff included Donna Ellis and Liwana Bringelson as Associate Directors and Vivian Schoner as the Research and Evaluation Consultant. The initial few years were challenging as staffing changed. Two LT3 staff members were moved to another unit and Liwana Bringelson left CTE within the first year (her position was not replaced). Various differences in organizational culture had to be worked through and new norms created. There was also a need to build trust within this new unit, which took time and patience to achieve.

In 2009, Catherine Schryer left Waterloo and the then-AVP-A, Geoff McBoyle, named Donna Ellis, a full-time staff member and CTE Associate Director, as the Acting Director of CTE. Donna’s appointment was a departure from the past practice of having a faculty member in the Director role. Each of the faculty Directors had secondments of varying levels (from 50-75% of their time), which often left the full-time Associate Director(s) with significant responsibilities but limited autonomy. In 2011, after an open competition, Donna Ellis was hired as the full-time Director of CTE and remains in that role today. By mid-2011, both Associate Director roles had been eliminated, along with the Research and Evaluation Consultant position, and the Centre’s management evolved to comprise a Director and four Senior Instructional Developers.

The staff positions within CTE have also evolved over time. Most staff from TRACE and LT3 remain with CTE today. In the past 10 years, four staff members have retired and eight have left the Centre, five of whom left for other positions at Waterloo. In the same time period, five of our staff have been promoted within our department, and seven new positions have been created: two Senior Instructional Developers, all three Instructional Developers, an Educational Research Associate, and a Communications Associate. The six Faculty Liaison positions were also all moved to full-time, permanent positions (four started as part-time positions in LT3 on temporary funding), and the graduate student staffing model also grew from one TRACE TA Developer to four Graduate Instructional Developers and six TA Workshop Facilitators. Our current organizational chart and descriptions of each role appear in Section 3.2.

CTE’s stakeholders, which we define as those whom we serve and who can affect our unit, have also evolved over time. In 2007, we identified our primary stakeholders as being faculty members and graduate students. Over the past decade, this group has expanded significantly to now include senior administrators (i.e., department chairs and up), Teaching Fellows, postdoctoral fellows, academic support unit staff, and our own staff. We also identify the members of the broader educational development community as external stakeholders of our Centre.

## CTE Today

In this section, we offer an overview of where we are today: who we are, what we do, the partners and collaborators with whom we work to enhance teaching and learning at Waterloo, and our resources.

### CTE’s Identity Statements

CTE’s mandate is determined by the AVP-A in consultation with CTE’s Director. Our current mandate was established in 2014. Our vision and mission statements have evolved over time since they were first created collaboratively by our staff in 2009. The current vision and mission were reviewed and updated in 2016 by the SIDs and approved by the AVP-A.

The **mandate** of CTE is to act as a resource to the University of Waterloo academic community to enhance instructional practices and deepen student learning; inform its practice through using and engaging in pedagogical research; and contribute expertise to the broader external discussion on post-secondary education.

CTE’s **vision** is to inspire teaching excellence, innovation, and inquiry.

As our **mission**, we collaborate with individuals, academic departments, and academic support units to foster capacity and community around teaching and to promote an institutional culture that values effective teaching and meaningful learning.

To achieve our mission, we:

* support exploration, integration, and evaluation of different approaches to teaching and learning;
* listen to, question, encourage, and celebrate Waterloo’s teachers;
* create dialogue around teaching and learning;
* anticipate and address evolving issues and opportunities within higher education; and
* offer expertise locally, nationally, and internationally.

Our Centre’s strategic plan expands on our identity statements (see Section 4).

### Our Staff

Our staff members are core to who we are as a Centre and the work that we do. Together, we provide a breadth of expertise, both from a variety of academic disciplines and the field of educational development. Brief biographies of our staff members are provided in Appendix B.

As of 2017, CTE has 20 permanent, full-time positions; 1 contract position; 3 temporary, full-time positions; and 10 temporary, part-time positions (see Figure 1). These 34 positions support the following areas: management, instructional development and research, and communications and administration. Any significant changes in positions as of fiscal year 2011/12 are noted in the descriptions.

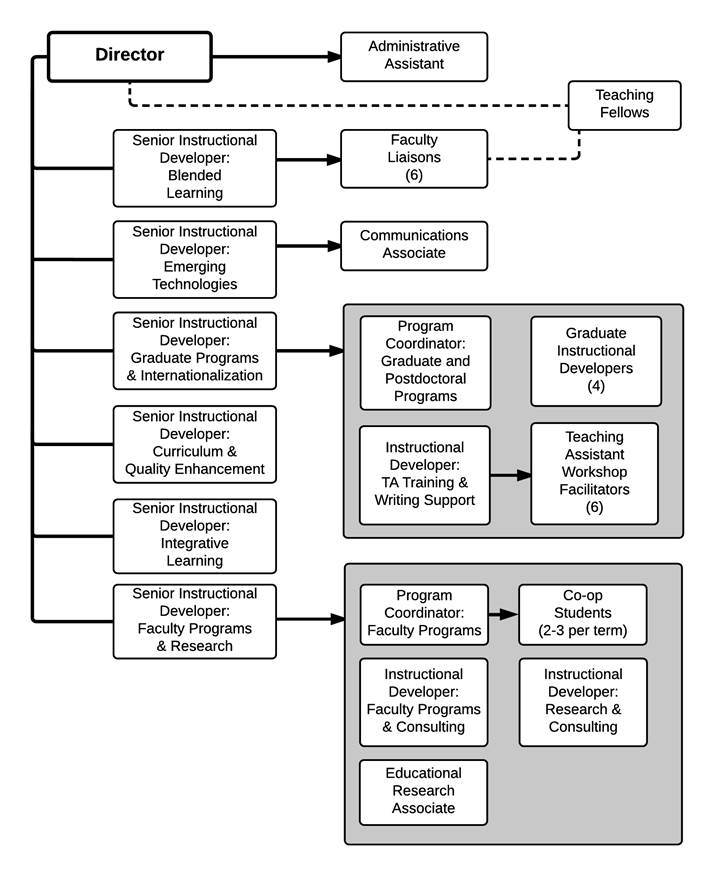


Figure 1. CTE’s organizational structure

#### Management

Our Centre’s Director oversees the strategic direction of CTE and engages in institutional, national, and international research and/or professional development projects related to teaching, learning, and educational development. The six Senior Instructional Developers report to the Director and meet regularly with her, as a management team and as individuals, to discuss issues, provide information, and share perspectives relevant to decisions about the work of the Centre. The Director also meets regularly with the Teaching Fellows and with the AVP-A.

#### Instructional Development

At CTE we consider instructional development to be core to our mission. Instructional development at Waterloo is supported by several roles within CTE: Senior Instructional Developers, Instructional Developers, Faculty Liaisons, Graduate Instructional Developers, and Teaching Assistant Workshop Facilitators. These roles are described in more detail below.

##### Senior Instructional Developers (6 permanent, full-time staff members)

Each of our six Senior Instructional Developers provides leadership and pedagogical support in one of the following areas. They also are expected to engage in research in their area of expertise up to one day per week.

###### Blended Learning

Our SID for Blended Learning promotes the effective use of Waterloo’s online learning management system in on-campus courses and manages initiatives pertaining to blended learning courses. She supervises CTE’s six Faculty Liaisons and works most closely with the SID for Emerging Technologies and the SID, Integrative Learning.

###### Curriculum and Quality Enhancement

Our SID for Curriculum and Quality Enhancement supports departmental and Faculty-wide curriculum planning initiatives, assists departments undertaking program development and review, and coordinates the development of CTE’s self-assessment plan with the assistance of the Educational Research Associate. She works most closely with the SID for Faculty Programs and Research. This role started in 2016 (the position was revised from an Instructional Developer position for Curriculum that reported to the SID, Faculty Programs, and started in 2011).

###### Emerging Technologies

Our SID for Emerging Technologies promotes awareness of new educational technologies, develops best practices for their use, and assists instructors in their implementation. He also provides oversight of CTE’s communications, particularly the website, supervises the Communications Associate, and works closely with the SID for Blended Learning.

###### Faculty Programs and Research

Our SID for Faculty Programs and Research manages programs and services for faculty members and staff related to instructional development and pedagogical research. He supervises the Instructional Developer (ID) for Research and Consulting, the ID for Faculty Programs and Consulting, the Educational Research Associate, and the Program Coordinator for Faculty. He works most closely with the SID for Curriculum and Quality Enhancement and the SID for Graduate Programs. Research was added to this SID’s area of responsibility in 2011.

###### Graduate Programs and Internationalization

Our SID for Graduate Programs and Internationalization manages instructional development programming for graduate students and postdoctoral fellows. She also supervises our four Graduate Instructional Developers, the Instructional Developer for Teaching Assistant Training and Writing Support, and the Program Coordinator for Graduate and Postdoctoral Programs. She works most closely with the SID for Faculty Programs and Research.

###### Integrative Learning

Our SID for Integrative Learning promotes the effective use of ePortfolios and manages integrative learning initiatives, including projects and programming pertaining to experiential learning and high-impact practices. She works most closely with the SID, Blended Learning, due to the support provided in this area by the Faculty Liaisons. This role started in 2011.

##### Instructional Developers (3 permanent, full-time staff members)

The ID positions support SID positions and are generally expected to engage in research and/or other scholarly activities (e.g., conference presentations) in their area of expertise up to one day per week.

###### Faculty Programs and Consulting

Our ID for Faculty Programs and Consulting designs and delivers instructional development programs, including New Faculty programs, and provides confidential, one-on-one consultations for faculty in course design, instructional skills, and evaluation. This position started in 2011 and was revised in 2016.

###### Research and Consulting

Our ID for Research and Consulting supports faculty and staff in designing, implementing, and disseminating the results of pedagogical research projects and provides confidential, one-on-one teaching consultations for faculty in course design, instructional skills, and evaluation. This role started in 2011 and was revised in 2017.

###### Teaching Assistant Training and Writing Support

Our ID for TA Training and Writing Support provides guidance for writing initiatives at the course, department, and Faculty levels, assists with teaching development programs for graduate students and postdoctoral fellows, and supervises our six Teaching Assistant Workshop Facilitators. This role started in 2016.

##### Faculty Liaisons (6 permanent, full-time staff members)

Our six Faculty Liaisons facilitate the uptake of teaching and learning initiatives established by CTE, emphasizing blended learning, learning technologies, and course design. These staff members also help instructors integrate technology into their teaching through innovative learning activities in Waterloo’s online learning management system. Each Faculty Liaison is connected with and embedded in a specific Waterloo Faculty and works closely with the Teaching Fellow(s) in their Faculty. One Liaison also has responsibility for supporting staff in other support units (as of 2014). These positions are on a job ladder spanning four levels of progression, and include various areas of possible specialization (e.g., research, learning technology expertise, curriculum support, etc.).

##### Educational Research Associate (1 permanent, full-time staff member)

Our Educational Research Associate contributes to scholarly teaching projects in conjunction with the ID, Research and Consulting, and supports the SID for Curriculum and Quality Enhancement by assisting in assessing our centre's programs and services. This role was previously filled contractually and became permanent in 2014.

##### Graduate Instructional Developers (4 temporary, part-time staff members)

Our Graduate Instructional Developers (GIDs) are Waterloo doctoral students, each hired to work ten hours per week for a year. They are responsible for facilitating pedagogy workshops and conducting microteaching sessions and in-class teaching observations. Depending on their role, they support the Fundamentals of University Teaching program or assist with the Certificate in University Teaching to guide other graduate students in their development as university instructors (see Section 5 for program details).

##### Teaching Assistant Workshop Facilitators (6 temporary, part-time staff members)

Like the GIDs, our Teaching Assistant Workshop Facilitators (TAWFs) are Waterloo graduate students. Each works 30 hours per term for a year. TAWFs support our graduate student programming by facilitating interdisciplinary and discipline-specific teaching workshops for graduate students (especially new Teaching Assistants) that count towards the Fundamentals of University Teaching program. This position started in 2013.

#### Communications and Administration

##### Communications Associate (1 contract, full-time staff member)

Our Communications Associatesupports initiatives showcasing Waterloo’s culture of teaching excellence, coordinates faculty nominations for external teaching awards, and manages, in tandem with the SID for Emerging Technologies, CTE’s internal and external communications. This two-year contract position began in October 2016, and we are hoping to get support for it to become permanent.

##### Administration (3 permanent, full-time staff and 3 temporary, full-time staff)

Administrative support is provided to the Centre by our Program Coordinator for Faculty Programs, our Program Coordinator for Graduate and Postdoctoral Programs, our Administrative Assistant, and two to three undergraduate co-op students who are hired each term. Our program coordinators engage in program planning, workshop planning and registration, and record-keeping for various programs. Our administrative assistant provides administrative support for the unit, for specific initiatives (e.g., our annual conference and grants program), and for the Director, and she maintains all budgetary documents and reports. The co-op students provide event support and work at the Centre’s reception desk, collect and analyze post-event surveys, and participate in various special projects.

### Key Partners and Collaborators

While CTE is the primary unit to provide educational development services at our institution, we work closely with a number of other groups and units to help support teaching and learning at Waterloo. These partners and collaborators are part of our stakeholder group. The brief descriptions that follow explore how these partnerships and collaborations work and help to demonstrate how embedded our work is with that of other groups on campus. We value these collaborations and perceive the relationships that make them possible as a strength. We also recognize our collaborations and partnerships as areas for continued growth and development.

#### Our Partners

CTE’s partners are groups or academic support units with whom we have formalized and ongoing relationships. We work closely and meet regularly with the partners identified below. Details about the ways in which we collaborate are provided in Section 5.6.

##### The Centre for Extended Learning (CEL)

Waterloo’s CEL supports the design, development, and delivery of online credit and non-credit courses for the University of Waterloo; offers professional development opportunities; and advocates for adult, part-time, and online learners. CTE’s intersection with CEL is primarily in the area of fully online university courses because those courses (along with blended courses, which are the purview of CTE) use LEARN, Waterloo’s online learning management system. CTE’s Director meets regularly with her CEL counterpart, and the SID, Blended Learning, meets regularly with CEL’s Associate Director. CEL and CTE both report to the AVP-A.

##### Graduate Studies and Postdoctoral Affairs (GSPA)

The GSPA works with graduate students, postdoctoral fellows, staff, and faculty and is responsible for many facets of graduate studies and postdoctoral affairs, including recruitment, admissions, financial bursaries and awards, records, professional development, degree completion, and ongoing community engagement. GSPA is also involved in graduate program reviews and new program development. This office reports to the Associate Vice-President, Graduate Studies and Postdoctoral Affairs. Our SID, Faculty Programs and Research and SID, Graduate Programs and Internationalization, work closely with this office while our SID, Curriculum and Quality Enhancement, works with a smaller group within this office to support program reviews.

##### Instructional Technologies and Media Services (ITMS)

ITMSis a unit within the university’s Information Systems and Technology department. ITMS provides technical services and facilities in support of Waterloo’s teaching and learning environments. CTE’s six Faculty Liaisons work closely with ITMS with regard to LEARN. CTE’s Director meets periodically with the Director of ITMS and they serve on various committees together. Our SID, Blended Learning, and SID, Integrative Learning, work closely with ITMS staff.

##### Student Success Office (SSO)

The mandate of the SSO is to provide and facilitate strategic student support for academic and personal success. The unit also includes the AccessAbility Services Office, which provides academic support for University of Waterloo students who have either permanent and temporary disabilities. This office reports to the Associate Provost, Students. CTE’s SID, Integrative Learning, and our Liaisons interact most often with SSO staff.

##### Teaching Fellows

In 2011, Waterloo established its first-ever Teaching Fellows program, a cohort of highly respected faculty members who are specifically tasked with providing leadership within their Faculty to enhance student learning. In Science, a Senior Teaching Fellow provides leadership for the entire faculty and six Teaching Fellows provide leadership within each department; in Arts, Applied Health Sciences, and Environment, more than one faculty member has been appointed as Teaching Fellow at the same time; and in Mathematics and Engineering, there is one Teaching Fellow for each Faculty, but in Engineering the official title of the Fellow is Associate Dean, Teaching.

CTE’s Director meets monthly with the Teaching Fellows as a group, which is led by the AVP-A, and she often reaches out to the Teaching Fellows for advice and feedback on how best to engage with and support their faculty.

##### The Writing and Communication Centre (WCC)

The WCC reports to the AVP-A and supports students, staff, and faculty as they build communication excellence at the University of Waterloo. This unit provides one-on-one and group support to students as well as classroom-integrated support for instructors. CTE’s Instructional Developer for TA Training and Writing Support meets regularly with the WCC Director.

#### Our Collaborators

CTE’s collaborators are staff in other support units with whom we work occasionally on our own as well as their projects. The collaborative and reciprocal nature of this work distinguishes this group from Waterloo staff who seek a service from or provide a service to our Centre.

##### Centre for Career Action (CCA)

Part of a larger operation that focuses on co-operative and experiential education, the CCA provides in-person and online career-development services to University of Waterloo students (regular and co-op), alumni, employees, and postdocs. CTE staff members work with CCA primarily with regard to our integrative and experiential learning initiatives and our graduate student programs.

##### Faculty Association of the University of Waterloo (FAUW)

Faculty members at the University of Waterloo are not unionized. FAUW is an independent advocate for Waterloo faculty and acts as the official representative of faculty members. Our ID, Faculty Programs and Consulting, works most closely with this group in relation to new faculty initiatives.

##### Human Resources (HR)

Human Resources provides all administrative and operational support for employment at Waterloo. They also work with new faculty members and provide institutional oversight regarding the Accessibility of Ontarians Disability Act (AODA) regulations and compliance. Our managers work with this department as does our ID, Faculty Programs and Consulting, who collaborates on new-faculty initiatives.

##### Institutional Analysis and Planning (IAP)

IAP’s mandate is to gather, maintain, and analyze core data and information to inform institutional decision-making, priority-setting, long-range planning, and policy development. CTE’s Director and the Educational Research Associate connect most often with this office.

##### Library

Waterloo’s library system comprises the Dana Porter Library and the Davis Centre Library, as well as smaller, specialized libraries. Various CTE staff members work primarily with the Liaison Librarians who are associated with academic departments.

##### Office of Research Ethics (ORE)

Situated within Waterloo’s Office of Research is the ORE, which provides support to faculty, staff, and students who engage in research on humans or animals. The ID, Research and Consulting, and the Educational Research Associate work most often with ORE staff.

##### Quality Assurance Office (QAO) and Office of Academic Integrity (OAI)

Waterloo’s QAO ensures that proposals for new academic programs, as well as reviews of existing programs, meet the requirements of the Waterloo Institutional Quality Assurance Process. The QAO Director also directs the Office of Academic Integrity, which is a promotional and educational unit that communicates the importance of academic integrity to students, faculty, and staff. Our SID, Curriculum and Quality Enhancement, works often with these offices, as do our Liaisons.

##### University Communications (UC)

University Communications leads the development and delivery of university stories, messages, and materials designed to engage external audiences. Our Communications Associate interacts most often with staff from this unit.

### Financial Resources

CTE’s budget for fiscal year 2016/17 was just over $2 million, comprising approximately 90% salary and 10% operating. This proportion has been relatively stable over the past three years, with the salary budget falling between 85% and 92%. Our Director and Administrative Assistant (AA) receive monthly budget statements through Waterloo’s financial system, and the AA reconciles all transactions (expenses and income/transfers) monthly. Code numbers are used to categorize and track standard-operating budget items such as supplies, computer equipment, furnishings, and food. A few of our flagship and newer programs have additional codes so we can track those expenses easily: the Teaching Excellence Academy, Instructional Skills Workshop, annual Teaching and Learning conference, Graduate Supervision Series, New Faculty programs, and Faculty Workshops. There is also a Teaching Innovations budget item, which is used to match funds provided by ITMS for staff from CTE, ITMS, and CEL to experiment with new educational technologies.

Our largest operating budget line item is travel. As a Centre, we are committed to the professional development of our staff and to our mandate, which states that we will “contribute expertise to the broader external discussion on post-secondary education.” Travel funds are used for conference travel, with most staff having an annual travel amount associated with their position (this does not apply for our administrative staff, who have a separate Professional Development line item, nor does it apply to contract staff). Travel funds available to these staff translate to one to two conferences per year in their area of expertise. The conference presentations given by our staff appear as part of our Centre CV (see Appendix C). The value of this professional development to our staff is discussed in Section 6, based on feedback from our staff members.

### Physical Resources

We have three main types of space as part of our Centre: office space, which includes a small lending library; meeting rooms; and workshop rooms. Floorplans of our location are provided in Appendix D.

#### Office Space

Most of CTE’s staff have offices on the floor above our workshop rooms along two adjoining hallways in the Environment 1 (EV1) building. Those offices are pleasant and sufficiently spacious, and all have windows either to the outside or to the building’s courtyard. CTE’s six Faculty Liaisons have offices in their respective Faculties, which places them near their respective instructors. One office in EV1 is maintained for Liaisons to use if they are between meetings and want to work in our main office location. CTE’s office space also includes an informal gathering area with seating for four to six people and a kitchenette next to the main office. Staff sometimes gather in that space for lunch, as well as on the balcony off of the main office which looks over the building’s enclosed courtyard. Another small room has a photocopier, small fridge, and storage. CTE has no outdoor signage on EV1, and fairly inconspicuous signage inside the building itself.

#### CTE Library

CTE's main office features a small lending library of several hundred books, articles, journals, and DVDs on various aspects of teaching and learning in higher education. These resources are searchable via Waterloo's library catalogue. Faculty, staff, and students are welcome to use the CTE library between 9:00 a.m. and 4:15 p.m., Monday to Friday. The library has two armchairs but is too small to have a table and chairs where instructors or graduate students could work.

#### Meeting Rooms

Connected to our main office, we have two meeting rooms: one that has a table and seating for 12 and the other with seating for eight. Each has a white board and data projection capabilities (one via a projector and the other via a wall-mounted TV). These rooms are often booked for CTE team meetings or for project meetings that include CTE staff. CTE’s monthly staff meetings are too large for these meeting rooms and are held in the larger of the two workshop rooms.

#### Workshop Rooms

CTE has two workshop rooms, located on the main floor of EV1. The larger room is 30’ by 40’ and can accommodate up to 24 participants. It has two ceiling-mounted projectors, a height-adjustable and moveable podium for accessibility, a storage unit for presenter material, multiple whiteboards and power strips around three walls, coat racks, a coffee/refreshments staging area, and a Crestron panel to control the screen, lights, and speakers. The smaller room is 30’ by 30’ and can accommodate 12 to 15 participants. It has one ceiling-mounted projector, a small adjustable and moveable podium, multiple whiteboards and power supply around three walls, and a Crestron controller. Tables and chairs in both rooms are on wheels. The supply room between these two rooms has a lockable cabinet for laptops and tablets, as well as shelving for supplies and a staging area for lunches and snacks. One challenge with the rooms is that they have no windows, making full-day workshops less appealing to hold in these rooms. At times we book such workshops in other spaces on campus, some of which charge rental fees. Their capacity is also not large.

### Our Approaches to Our Work

At CTE, we are committed to four main approaches to our work: continuous improvement, collaboration, broad consultation, and a scholarly approach to practice.

#### Continuous Improvement

Our continuous improvement process involves three main stages: planning, implementation, and assessment. Engaging in external reviews is a new part of our continuous improvement cycle; we envision external reviews taking place approximately every seven years. Figure 2 illustrates our continuous improvement process.



Figure 2. The stages of our continuous improvement process

Our focus on continuous improvement is present throughout our work: we are always looking for new and better ways to do what we do, and we regularly engage in reflection on the products and processes of our work.

#### Collaboration

Our focus on collaboration starts within our Centre. We rely on our staff to work together in a variety of ways. For example, a number of our staff members work cross-functionally across the Centre: many of our Faculty Liaisons engage in or independently run curriculum retreats, and various members of our ID team facilitate workshops for new faculty and postdoctoral fellows. We also bring together temporary work groups that represent different areas of the Centre to engage in the planning and assessment of the Centre’s work. Figure 3 represents the types of staff collaboration across the four stages of the continuous improvement process.

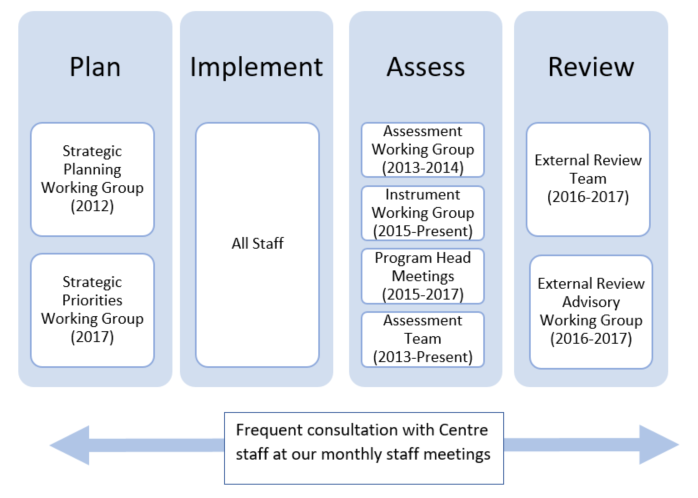


Figure 3. Cross-functional working groups and our continuous improvement process

At all phases, everyone in the Centre is invited to participate through input at staff meetings, membership on strategic planning and assessment groups, and feedback on our various design and implementation ideas.

Collaborations amongst our own staff are complemented by collaborations we initiate or are asked to join with our partners and collaborators, as identified in Section 3.3, as well as collaborations with colleagues at other teaching centres and professional associations.

#### Broad Consultation

At each stage of the continuous improvement process, we aim to cast a wide net and consult broadly to learn about various elements that might inform our work, such as planning processes used elsewhere, the needs and expectations of our stakeholders, new types of programming, and ways to assess our work and engage in external review. Figure 4 identifies the various sources from which we regularly draw when making decisions about directions for our work. These sources are:

* CTE’s staff members’ research expertise and teaching experience;
* Feedback and requests from users of our services;
* Our partners and collaborators, such as the Teaching Fellows and other academic support units;
* Institutional directions, which includes guidance from the AVP-A, the Institutional Strategic Plan, and the Faculty Strategic Plan; and
* Our professional and academic communities, including national and international teaching centres and professional communities and higher-education research and best-practices literature.

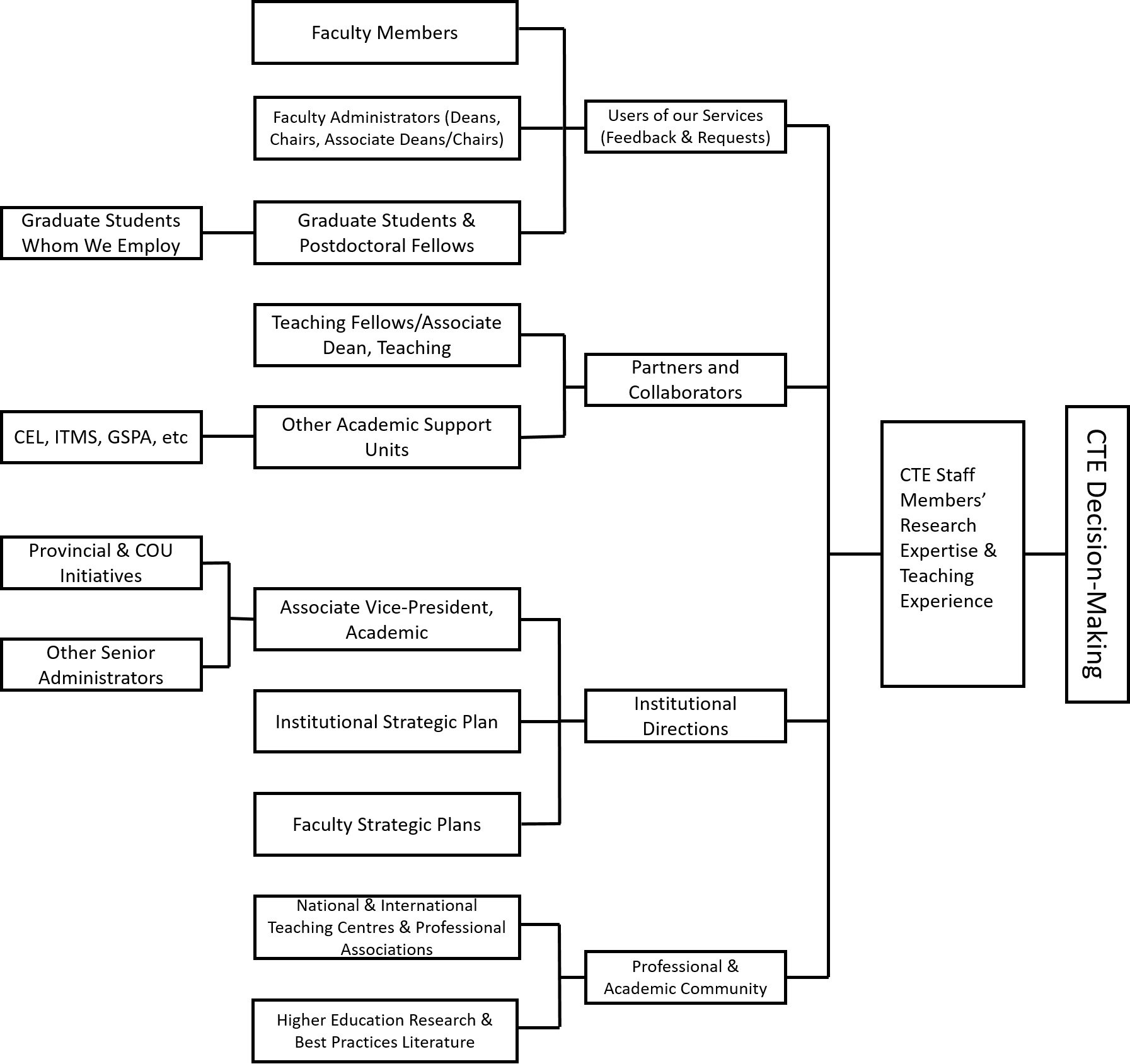


Figure 4. Key inputs in CTE decision-making for new CTE directions

#### Scholarly Approach to Practice

While research and best practices literature are identified as sources for our decision-making, we also seek to apply, transparently, a scholarly approach in all of our work. For example, we use active learning principles in our workshops, we cite our sources on workshop materials and online resources, and we articulate the literature that underpins the design of our programs and processes (e.g., our assessment plan, our many course design offerings). We also contribute to that literature and refer to those contributions in our work. Our commitment to our staff members’ ongoing professional development helps to promote, support, and reinforce this intentional approach.

With the current context of CTE described, we will now move on to examining our work and its impact.

## Planning Our Work

We have key documents in place that convey our plans for the work of our Centre and how to do that work. These documents have been created over time—typically not before engaging in the work initially but after having done the work for a period of time—and they help to guide our work as we move forward. In this section, we will describe CTE’s strategic plan, including the planning process, and additional planning processes that have been documented to provide consistency and transparency to our work.

### Strategic Planning

Beyond the institutional strategic plan, Faculties and support units at Waterloo also develop their own strategic plans. As a result, the primary plan for our Centre is our strategic plan. When CTE was created in 2007, one of its first priorities was to establish a shared vision among all members of the new Centre. That visioning work led to an initial strategic plan in 2009, the main intention of which was to clarify areas of responsibility and, more importantly, to build trust given our merger. This first plan included identity statements (mandate, vision, mission, and guiding principles) as well as six Centre-wide goals (which were revised and renamed in 2013, more accurately, as core activities). In 2009, staff members were asked to align the goals they identified in their annual performance evaluations with the goals identified in our departmental strategic plan. This practice of aligning individual performance goals to the Centre’s core activities continues today.

Our current strategic plan describes our longer-term direction and includes identity statements (mandate, vision, and mission) and strategic priorities that help to guide and focus our work. The strategic priorities have a three- to four-year lifespan and were first added to our plan in 2013. They were influenced by the 2013-2018 institutional strategic plan and the 2011 task force report on innovative teaching practices to promote deep learning. The current plan also includes seven core activities (our ongoing work) and limited-term projects (projects with a limited timeframe) which identify more specific projects and tasks and typically include targets (e.g., number of workshops to offer).

As already identified, all staff contribute to the plan each year by aligning their performance goals to elements of the plan (strategic priorities and/or core activities). At both their mid-year check-in and annual performance evaluation meetings, staff and their managers review progress on existing goals and activities while generating new goals and removing completed tasks. This alignment process helps us reflect critically on how our work is contributing to the Centre’s mission. Staff members’ goals are also shared Centre-wide to promote transparency across the Centre and to facilitate possibilities for collaborative projects.

In 2012, we struck a Strategic Planning Working Group within CTE to review the existing plan, and this group updated the identity statements and developed strategic priorities for 2013-16. The members of this group represented most areas within the Centre.

This volunteer-based, cross-functional team worked so well that we used the same process to form a group in 2016 to work on developing new strategic priorities. The Director extended our current strategic priorities to the end of 2017 to give us time to develop new priorities and get feedback from the external reviewers.

Under the direction of the Director, the SIDs worked collaboratively to review and tweak the identity statements, inserting our focus on building capacity, community, and culture directly into our mission statement (they had previously been aims within our plan). Then two of our SIDs were tasked with determining and implementing a consultative and informed process for updating our strategic priorities. They reviewed key articles in the literature and, as was done with previous plans, they consulted with faculty members with disciplinary knowledge related to strategic planning. They adapted elements from the Precede-Proceed model (Green & Kreuter, 1991), which involves setting priorities within a broad context, then implementing and assessing them.

At the January 2017 staff meeting, the two SIDs tasked with developing a process for updating our strategic priorities gathered staff contributions about possible drivers that guide our work to identify potential future priority areas. At this same meeting, an open invitation was made to all staff members to join the Strategic Priorities Working Group. Three Faculty Liaisons and one SID volunteered to join the group, another SID was asked to lead the group, and the Director was also a member. The Working Group conducted a content analysis of staff contributions and came to consensus on emerging themes that were then translated into draft strategic priority areas. The working group also performed a broader environmental scan to identify specific drivers and inputs within and outside Waterloo. The results of this scan are summarized in the Strategic Priorities Backgrounder (see Appendix E). By April 2017, draft strategic priorities were shared with CTE staff, who provided additional feedback, mapped current projects that aligned with these priorities, and brainstormed potential projects to conduct over the three-year period covered by these priorities. The completed strategic priorities were shared with staff in July 2017.

All outcomes from our strategic planning processes are submitted to the AVP-A for comment and approval.

#### Our Current Strategic Plan

Our strategic plan includes three main elements: our identity statements (which we presented in Section 3.1 and reiterate here as a refresher), our core activities, and our strategic priorities.

##### Identity Statements

**Mandate**: To act as a resource to the University of Waterloo academic community to enhance instructional practices and deepen student learning; inform its practice through using and engaging in pedagogical research; and contribute expertise to the broader external discussion on post-secondary education.

**Vision:** To inspire teaching excellence, innovation, and inquiry.

**Mission**: We collaborate with individuals, academic departments, and academic support units to foster capacity and community around teaching and to promote an institutional culture that values effective teaching and meaningful learning.

To achieve our mission, we:

* support exploration, integration, and evaluation of different approaches to teaching and learning;
* listen to, question, encourage, and celebrate Waterloo’s teachers;
* create dialogue around teaching and learning;
* anticipate and address evolving issues and opportunities within higher education; and
* offer expertise locally, nationally, and internationally.

##### Core Activities

1. Provide cross-disciplinary, institution-wide events and programs.
2. Support instructional and curriculum development for individuals, departments, and Faculties.
3. Foster leadership in teaching development.
4. Promote and conduct research on teaching, learning, and educational development.
5. Communicate best practices and promote the importance of teaching and learning at Waterloo.
6. Connect with and contribute expertise to colleagues on and off campus.
7. Engage in individual and centre-wide professional development and operational activities.

More details about the projects and tasks that fit within each of the core activities appear in Section 5.

##### Strategic Priorities: 2013-2017

1. Promote the understanding, importance, and implementation of deep learning through various instructional methods, practices, educational technologies, and research projects.
2. Broaden assistance with learning-outcome development for both departments (at the program level) and individual instructors (at the course level).
3. Investigate and provide support regarding assessing learning outcomes.
4. Participate in the development and implementation of the institutional and Faculty strategic plans and task force recommendations.
5. Devise and implement a sustainable plan for assessing our own work.

#### Upcoming Strategic Priorities: 2018-2021

Our current priorities comprise three thematically focused priorities, one tied to institutional-level priorities, and one internally focused priority. This composition has worked well and was used when drafting our 2018-2021 priorities. These priorities are as follows:

1. Promote and support deep and active learning within and across disciplines through high-impact practices, educational technologies, and research on teaching and learning.
2. Provide support to develop and integrate evidence-based practices for assessing learning outcomes at the course and program level.
3. Support our diverse campus community by promoting and modeling inclusive educational practices.
4. Participate in the development and implementation of institution-wide teaching and learning initiatives related to the university strategic plan.
5. Enhance the internal and external communication of the profile and scope of CTE’s supports and services.

Our staff will start implementing these strategic priorities in 2018. To be able to implement new projects, we are aware that some projects will need to pivot or end. Our SWOT activity with our staff reinforced this perception, identifying that we are too busy overall (see Appendix F). Details about our plans to prepare for the implementation of these new strategic priorities appear in Section 7.

### Additional Planning Processes

While our strategic plan identifies the focus and directions for our Centre, we have also created various additional planning documents that articulate more specific plans and processes to help both clarify our work and foster consistency.

#### Program Planning

For many years, our planning for our programs, services, and resources (including, for example, workshops, events, consultations, online teaching tip sheets, etc.) has been guided by a set of six intended outcomes for instructors and others accessing these resources. In 2016, we concluded that with the various paths our participants might take, these statements were not outcomes but, instead, described six capacities that participants could develop by participating in our programs (see Table 1). We strive to align our programs, resources, and services to these capacities. Like intended outcomes, we have mapped our workshops and programs to these six capacities to create a curriculum map; we provide a snapshot of this map in Appendix G. With our mission to build capacity, we identify two distinct sets of capacities, one for teaching development and one for educational leadership. Teaching development capacities are intended for participants of our programs and services while educational leadership capacities are for those leading educational development work (for example, facilitating a workshop or consulting with other faculty members about their development as teachers).

Table 1. Participant capacities developed by working with CTE

| Capacity | Working with CTE on **teaching development** means working on your ability to: | Working with CTE on **educational leadership** means working on your ability to: |
| --- | --- | --- |
| Critically Reflective | Reflect on your teaching practice in disciplinary contexts and in light of theories or frameworks | Share your reflective practice with colleagues within or across disciplines |
| Design-Oriented | Design aligned learning experiences for a variety of learners | Foster the development of these instructional design skills in others (course, curricular, program) |
| Skilled in Instruction | Develop instructional skills for evolving and context-specific environments | Facilitate the development of these instructional skills in others |
| Committed to Professional Development | Plan for teaching development opportunities | Lead teaching development opportunities at the individual or organizational level |
| Responsive to Diversity | Address the diversity of learners and teachers | Embody in your leadership practice a principled commitment to this diversity in teaching and learning at Waterloo |
| Collaborative | Connect with a network of colleagues who are supportive of teaching development | Cultivate significant networks of colleagues who are supportive of teaching development |

Once-a-term planning meetings to discuss the coming term’s faculty workshops had previously occurred amongst only those providing such programs (SID, Faculty Programs and Research, and his team; SID, Blended Learning, and her team; SID, Integrative Learning; and SID, Emerging Technologies). In 2017, these meetings were integrated into the staff meeting roster (Winter and Fall) and a separate half-day program planning retreat occurred in Spring 2017 which will be continued annually. Any of our staff members may now attend these planning meetings.

In Spring 2015, CTE staff members began using a system for planning faculty workshops which included completing an online form that asked them to identify session outcomes and which of the capacities their session would target. If their session involved any facilitators outside of CTE, they were encouraged to include educational leadership capacities that the facilitators would be able to develop. As of Fall 2016, staff only needed to complete this form for new workshops.

Our graduate student programs are expected to address the same capacities and have been analyzed according to them. Intended learning outcomes were identified for each program component when they were developed, and graduate students who choose to pursue each program are assessed on a pass/fail basis. The Fundamentals of University Teaching program has a curriculum based on the research on graduate teaching certificate programs. Teaching Assistant Workshop Facilitators select workshops to facilitate primarily from the core Fundamentals offerings but, in their final term at CTE, may choose to lead a non-core workshop or design a new workshop. For the Certificate of University Teaching program, there is a set curriculum of workshops for facilitators to provide. Both programs also include teaching observation components which require scheduling. The SID, Graduate Programs and Internationalization, oversees the planning processes for these programs.

#### Communications Plan

CTE’s communications plan lays out three core goals for our external communications: to promote CTE activities, programming, and events; to communicate best practices in teaching, educational research, and curriculum development to community members at the University of Waterloo and across higher-education institutions; and to celebrate Waterloo’s culture of teaching excellence. These goals guide the development of content for CTE’s website and the sharing of news, resources, and promotional items via our social media channels.

We use a variety of means to communicate with our stakeholder groups, including descriptions of our services and event advertising via our website, event and award program advertising via the university’s daily news website and video screens located across campus, a monthly email to our instructor listserv, event advertising through the GSPA for graduate students and postdoctoral fellows, targeted event emails to our department Chairs’ listserv and new faculty listserv, emails from our Faculty Liaisons to their respective instructors, a newsletter (Winter and Spring terms), an annual report (Fall term), a promotional card about our services for department chairs and new faculty, and various face-to-face meetings. Guidelines for many of these communication vehicles are addressed in our communications plan, and more details about their effect appear in Section 6.2.1.

Our communications plan also includes a CTE web content style guide and guidelines for photo consent at CTE events to promote consistency. The plan also targets future projects and initiatives, such as reviewing the efficacy of our website’s navigation, hiring a co-op student to develop an enhanced search tool for our online resources, and assessing whether our online resources would be enhanced by the addition of white papers authored by CTE staff.

#### Staff Handbook and Position Manuals

In 2009, senior CTE staff developed a 19-page staff handbook with three purposes: to function as a guide for new CTE staff members, to provide a place to record CTE interpretations of Waterloo policy, and to provide a reference for all staff to help calibrate and achieve consistency in our practices. The handbook includes sections on topics such as deadlines, flex time, vacation, work-from-home days, supervision of co-op students, conference attendance, teaching by CTE staff members, and year-end performance appraisals. This handbook is normally reviewed annually and is updated as needed.

CTE has also undertaken the development of a manager’s handbook, intended to assist CTE staff members who supervise other staff members. Targeted for completion in 2017, the handbook will describe our approaches to our work and include best practices as well as procedural information pertaining to topics such as hiring. At present, seven CTE staff members are managers, but this handbook will be available to all staff members to promote clarity and transparency.

Manuals for the Graduate Program Coordinator position, graduate student positions (GIDs and TAWFs), and co-op student positions have been developed to assist with job training and consistency in the performance of job duties. These manuals are updated on an ongoing basis.

#### Task Analysis Processes

Various task analyses have been done to assist with planning both processes and positions in the Centre. For example, in preparation for the departure of our former ID, Research and Consulting in Winter 2017, she and the Educational Research Associate engaged in a detailed analysis of the processes for planning our annual conference and grants program. These analyses enabled better planning of both processes and the positions involved in supporting these processes. The ID, Research and Consulting position description was revised before posting it, the Administrative Assistant’s position was also revised before being posted (the previous AA retired in 2016), and the Educational Research Associate position is currently under study (it is being filled on an 8-month contract to allow time to assess the position’s areas of responsibility).

A similar task analysis of the Director’s position in 2016 has enabled the identification of various projects that the SIDs could take on to assist the Director and learn more about the skill sets needed for a more senior position (e.g., setting the agenda for our monthly staff meetings, managing the documentation distributed about performance reviews, developing new strategic planning processes, setting the annual budget, and developing the manager’s handbook). The reassignment of these responsibilities represents career development for the senior team and is the start of succession planning for the Director position.

## Doing Our Work

Our seven core activities capture the work that we do at CTE and represent the implementation of our strategic plan. As discussed in Section 4, each year CTE staff map the work that we do to our core activities as part of the performance appraisal process. This practice allows staff members to continually evaluate the alignment of our work and new initiatives with our strategic plan. In this section, we provide an overview of each core activity and give examples of the types of programs, events, services, and projects that comprise each one.

Table 2 shows each core activity with corresponding specific activities. For each specific activity, there is another layer of the table that includes targets for activities, such as number of workshops to offer in a specific area each year, as well as limited-term projects and investigative projects (projects designed to investigate the feasibility of a new limited-term project or ongoing activity). This more detailed table is not included in the self-study due to its length, but it is available to the reviewers on request. The seven core activities are available publicly via CTE’s website; the more detailed table is shared with all staff via an internal SharePoint site.

Table 2. CTE’s seven core activities with associated specific activities

| Core Activity | Specific Activities |
| --- | --- |
| **CA 1 – Provide cross-disciplinary, institution-wide events and programs** | 1. Offer various campus-wide events to enhance instructors’ pedagogical knowledge and skills 2. Provide New Faculty programming 3. Provide programming for domestic and international graduate students in the Certificate in University Teaching, Fundamentals of University Teaching, and Certificate in University Language Teaching 4. Provide programming for postdoctoral fellows 5. Provide support for UW teaching awards and nominations for provincial and national teaching awards |
| **CA 2 – Support instructional and curriculum development for individuals, departments, academic support units, and faculties** | 1. Provide individual consultations on implementing technologies (primarily LMS) into course designs (responding face-to-face or by phone or email to a query or request) 2. Provide individual consultations with faculty members on course design 3. Provide individual, confidential consultations with faculty members on classroom management and course evaluation issues – often involves teaching observations and course evaluation analyses 4. Provide consultation, workshops and retreats to support curriculum program review and renewal 5. Provide departmental workshops in every Faculty on the effective use of online components in on-campus courses 6. Provide departmental workshops for faculty members on exploring emerging technologies 7. Provide Faculty, departmental, or program-level support on effective integration of ePortfolios and integrative learning initiatives 8. Develop Faculty- or department-specific sessions for TAs 9. Provide individual consultations with instructors about written assignments and feedback |
| **CA 3 – Foster leadership in teaching development across the institution** | 1. Support the work of the Teaching Fellows 2. Pursue faculty members as facilitators for our intensive programming (ISW, TEA) 3. Increase instructor-led communities 4. Hire graduate students to assist with the FUT and CUT programs 5. Hire undergrad students (2-3 per term) to fulfill co-op roles |
| **CA 4 – Promote and conduct research on teaching, learning, and educational development** | 1. Provide support for LITE grant applications and implementations 2. Use evidence-based theories and practices in our consultations and programs 3. Pursue our own research agendas – aim to pursue projects that link directly to our work |
| **CA5 – Communicate best practices and promote the importance of teaching and learning at Waterloo** | 1. Explore, implement, and disseminate best practices on leading-edge technologies for teaching 2. Review and expand (where needed) our web-based resources 3. Support expanded coverage of teaching stories at Waterloo 4. Support institutional projects on teaching and learning 5. Document and promote the activities and services of CTE |
| **CA 6 – Connect with and contribute our expertise to colleagues on and off campus** | 1. Participate in meetings with colleagues on and off campus 2. Cultivate connections with colleagues on and off campus 3. Respond to requests to provide expertise to colleagues off campus 4. Provide international contract training programming |
| **CA 7 – Engage in individual and centre-wide professional development and operational activities** | 1. Engage in professional development activities 2. Participate in communication sharing within CTE 3. Engage in administrative and operational activities |

### Core Activity 1: Cross-disciplinary, Institution-wide Events and Programs

We provide workshops and events targeted at instructors from across the entire university to assist with our mission to build capacity and community. This core activity includes our general workshop programming that we offer intermittently throughout the term. Typically, workshops are 1.5 to 3 hours in length, and can be attended by faculty, staff, or graduate students. Examples of these workshops include Getting Started in LEARN, Designing Teaching and Learning Research, Documenting Your Teaching for Tenure and Promotion, Introducing Reflective Assignments, and Using LEARN’s Quiz Feature. We focus on helping instructors promote deep learning, which is one of our current strategic priorities. For example, our numerous workshops on course design focus on the concept of constructive alignment (Biggs & Tang, 2011)—with clearer designs, students have more opportunity to see connections within and across courses and experience intentional, well-planned assessments of their learning. As well, our workshops on flipped classrooms and blended-learning course redesign promote the use of active learning strategies, again to promote deep student learning. A new Assessment MakerSpace workshop was also added to provide some group-based support in redesigning assessments of student learning, thereby helping to address the CTE strategic priority (and AP strategic plan activity) about assessing learning outcomes. All of our work in for this core activity also supports the AP strategic plan activity to increase participation in ID programming.

Our signature programs and events within this CA include the annual Teaching and Learning Conference, Focus on Teaching Week, Educational Technologies Week, intensive workshops, New Faculty workshops, the Graduate Supervision Series, our graduate student certificate programs, and postdoctoral fellows programming.

#### Teaching and Learning Conference

Since 2009, CTE has coordinated an annual, one-day teaching and learning conference. Each conference features an external keynote speaker and offers dozens of concurrent sessions pertaining to a specific theme. For example, 2017’s theme was Cultivating Curiosity in Teaching and Learning with keynote speaker Dr. Peter Felten, and 2016’s theme was Learning from Challenge and Failure with keynote speaker Dr. Michael Starbird. The concurrent sessions may be research- or practice-focused. One popular addition to this conference in 2012 was a session called Igniting Our Practice, which highlights the teaching of two to three exemplary Waterloo instructors by asking them to teach a concept from one of their courses to the conference participants. The conference primarily targets and draws Waterloo instructors and is financially supported by the AVP-A, FAUW, and the Faculties.

#### Focus on Teaching Week

In October, CTE coordinates Focus on Teaching Week, a five-day opportunity for faculty, staff, and graduate students to select from an intensive roster of workshops on teaching and learning topics. Examples of workshops from Focus on Teaching Week include Course Design Fundamentals, Building Classroom Community, Teaching with Cases, and Strategies for Large Classes. We see this week as a half-year bridge between the annual Teaching and Learning Conference each April, providing an opportunity to reinforce the conference theme from the current year and promote the new theme for the next conference.

#### Educational Technologies Week

In February, CTE coordinates Educational Technologies Week, a five-day opportunity for faculty, staff, and graduate students to focus on topics pertaining to learning technologies. Examples of workshops from Educational Technologies Week include Facilitating Peer Review with PEAR, Making Screencasts with Camtasia, Concept Mapping Tools, Twitter in the Classroom, and Enhancing Learning Through Gamification. In 2017, the opening keynote of Educational Technologies Week was delivered by Donald Presant, President of Learning Agents. These workshops contribute to an AP strategic plan activity to increase awareness of innovative use of learning technologies.

#### Intensive Workshops

Each year, CTE offers several multi-day workshops intended to promote deeper learning about the topics and strategies included. These include the Instructional Skills Workshop (three to four days in length, for a total of 24 hours of contact time, offered throughout the year) and the Teaching Excellence Academy (four days, for a total of 30 hours of contact time, offered once a year). At least every two years, CTE offers the Facilitator Development Workshop (five days in length, for a total of 40 hours of contact time). The Facilitator Development Workshop certifies an individual to offer the Instructional Skills Workshop. In collaboration with a faculty member, we have recently developed a two-day, 12-hour intensive workshop, Deepening your Course Design, with a focus on accessibility, authentic assessment, and alignment. This workshop is intended to follow up on the Teaching Excellence Academy, which focuses on course re-design. These workshops support our strategic priorities around deep learning, learning outcomes, and assessment of learning.

#### New Faculty Workshops

Redesigned in 2012, CTE’s New Faculty programming targets the first five years of a new faculty member's teaching practice. New faculty members are invited to complete a Learning about Teaching Plan within six months of joining Waterloo. In their first one to two years, many complete four workshops: Who Are Our Learners, Classroom Dynamics and Engagement, Assessment for Learning, and Course Design Fundamentals. These four workshops are mandatory for new faculty in Engineering and Applied Health Sciences, and are optional for all other new faculty. Pre-tenure instructors are also encouraged to complete three more workshops: Syllabus Builder, Documenting Teaching for Tenure and Promotion, and Teaching Dossiers and Philosophy Statements. Instructors then may engage in other learning activities such as Teaching Squares, the Graduate Supervision Series, and the Instructional Skills Workshop.

#### Graduate Supervision Series

This two-day set of six workshops engages primarily early career faculty members in learning how to effectively supervise graduate students, and it can be used to meet one of several criteria used in attaining Approved Doctoral Dissertation Supervisor status. Employing a variety of case-based scenarios and in partnership with several support units across campus, the workshops help participants prepare for the complexity of supervision. This series was developed, and is offered, jointly by CTE and the Graduate Studies and Postdoctoral Affairs office. Its creation in 2015 was in response to the AP strategic plan.

#### Graduate Student Programming

CTE’s graduate student programming comprises three different certificate programs. All contribute to the AP strategic plan action to ensure that graduate students learn professional and transferable skills.

##### Fundamentals of University Teaching

The Fundamentals of University Teaching program (FUT), which was accredited by the Canadian Educational Developers Caucus in 2016, is open to graduate students from all Waterloo Faculties. The program is completed at each participant’s own pace over one to six terms. Every term, graduate students have an option of completing this program as an intensive 2-week offering. Participants of the Fundamentals of University Teaching program complete the required Effective Lesson Plans workshops and five elective workshops such the Classroom Delivery Skills and Teaching Methods workshops. They also complete three microteaching sessions. During the microteaching sessions, participants deliver 15-minute lessons to their peers and receive detailed feedback on their teaching from peers and a CTE facilitator. This program was launched in 2011.

##### Certificate in University Teaching

After completing the Fundamentals of University Teaching program, PhD students can undertake the Certificate in University Teaching (CUT). The CUT program typically takes six to nine terms to complete, and comprises three courses: Preparing for University Teaching, Preparing for an Academic Career, and Teaching Practicum. Each course consists of several workshops and other learning activities such as a research project, teaching observations, and the creation of a teaching dossier. This program has been in place since 1998 and was revised in 2011.

##### Certificate in University Language Teaching

Launched in September 2012, The Certificate in University Language Teaching (CULT) is modelled after the CUT program but is specifically tailored to language instruction. It is open to all Waterloo graduate students in language programs. The CULT program consists of a series of workshops on language teaching and learning, a practice teaching component, a research paper on language teaching, and a teaching dossier.

#### Postdoctoral Fellows Programming

The Teaching Development Seminar Series is an intensive 10-hour program primarily intended for postdoctoral fellows with no or little engagement in teaching development activities during their graduate studies. The program was launched in response to a request from the Graduate Studies and Postdoctoral Affairs Office in January 2011. It introduces participants to key topics in university teaching and learning and connects them with resources on post-secondary teaching. Participants complete six seminars facilitated by CTE Liaisons and Instructional Developers as well as optional activities such as individual work and course design consultations. The seminars provide interactive and hands-on experience for participants and employ a variety of teaching and learning activities, such as group work, videos, and discussions.

### Core Activity 2: Instructional and Curriculum Development

CTE provides instructional development and curriculum development services at a variety of levels: individual, department, or Faculty. The activities in this section are targeted at one or more of these specific levels.

#### Consultations

CTE provides instructional development support for individual instructors (primarily faculty members) through one-on-one consultations. Consultations typically pertain to course design, assessment design, teaching within LEARN, educational technologies, integrative learning, LITE grants, curriculum, course evaluations, as well as other topics. All of CTE’s instructional development staff members provide individual consultations, which support a number of our strategic priority areas.

#### Curriculum Support

CTE supports departments and programs that are developing or renewing curriculum by facilitating departmental retreats, consulting with curriculum committees, providing guidance in creating and implementing change-management strategies, and offering workshops to support faculty members when transitioning to a new curriculum. To further support this curriculum work, we have developed a series of online materials that detail the entire curriculum renewal process and provide additional resources for each stage, including designing, refining, and critiquing course and program learning outcomes. This work supports our strategic priority involving program-level learning outcomes.

#### Requested Workshops

In addition to workshops that are open to all faculty, staff, and graduate students, CTE provides workshops on request to specific departments and programs. Recent examples include workshops on:

* the flipped classroom for Biology, Earth Sciences, Optometry, and Pharmacy;
* course design and effective feedback for Pharmacy;
* peer assessment for Earth Sciences;
* teaching effective tutorials for Engineering; and
* WatCV for the School of Public Health and Health Systems and Knowledge Integration.

### Core Activity 3: Leadership in Teaching Development

While we do not offer a formal leadership development program, we do provide and support opportunities for a variety of our colleagues, including the Teaching Fellows, faculty members, and graduate students, to hone their leadership in teaching development.

#### Teaching Fellows

Various staff members in CTE work collaboratively with our Teaching Fellows and help to promote their leadership within their Faculties. For example, adopting an apprenticeship-style, peer-based model, CTE has worked with the Teaching Fellows to develop or facilitate a range of workshops: an advanced course design workshop for graduates of CTE’s Teaching Excellence Academy, a lab instructor workshop, an enhanced course feedback process, the Instructional Skills Workshop, an integrative learning workshop, a workshop series on high-impact practices, a panel on clickers, a workshop on threshold concepts, LEARN retreats, various workshops for the New Faculty program, and more. A CTE staff member has travelled with two Teaching Fellows to UBC’s Centre for Teaching and Learning to learn about that centre’s support model for blended learning and to co-deliver a presentation on our Teaching Fellow model. Our staff members have co-submitted successful proposals with Teaching Fellows to the STLHE and EDC conferences. We have also offered a half-day retreat for the Teaching Fellows and have profiled Teaching Fellows in CTE’s Teaching Stories. Our work with our Teaching Fellows contributes to our strategic priority to support the Faculties’ strategic plans as well as the AP strategic plan.

#### Faculty Members

CTE also collaborates with faculty members, beyond the Teaching Fellows, in the co-development and co-facilitation of educational development activities. Faculty members have been co-facilitators of the Teaching Excellence Academy and the Instructional Skills Workshop, and co-developers and facilitators of the Deepening Course Design workshop. We have involved faculty members as Learning Community leaders, panelists at events, conference workshop facilitators and presenters, and in the Graduate Supervision Series. We also support leaders within departments or Faculties when they plan to lead their own course design workshops or curriculum-related activities such as retreats.

#### Graduate Students

Since 1997, CTE has hired more than 100 graduate students to support the work of the Centre in relation to graduate student programs. These students have learned how to navigate the literature in higher education, design and facilitate workshops, and conduct teaching observations. While most of these students have secured faculty roles or positions in industry, some have been hired by CTE for full-time work, while others have secured jobs at other teaching centres in Canada and internationally. Their training with us has opened a career path in educational development.

### Core Activity 4: Research on Teaching, Learning, and Educational Development

This core activity involves both supporting research and engaging in research.

#### LITE Grants

Our grants program supports faculty and staff doing research on teaching and learning. CTE has administered a centrally funded learning grants program since 2004. In 2012, when the focus of these grants was expanded to include teaching-focused instructional development projects, the Learning Innovation and Teaching Enhancement (LITE) Grants were launched. Funding for the LITE Grants is provided by the AVP-A’s office. The Waterloo Centre for the Advancement of Co-operative Education (WatCACE) Research Grants are also now subsumed under the LITE Grants, although the funding for successful grant applications related to co-operative education and work-integrated learning comes from WatCACE.

LITE grants provide support for investigations of student learning and alternative approaches to teaching and assessing learning at the individual, departmental, faculty, or institutional level. Proposals undergo a blind, peer-review, competitive process. The overall aims of the grants are to foster deep learning and to promote curiosity, reflection, and exploration in the areas of teaching and learning. Grant projects may focus on one or a combination of the following three themes: (1) assessing new approaches to teaching and learning, (2) critically examining student learning with existing instructional approaches, and (3) pursuing instructional development opportunities. We have two types of LITE grants: seed grants of up to $5,000 for one-year projects and full grants of up to $30,000 over two years. Both grant formats emphasize the contribution of the projects to Waterloo’s learning community and require a project report that appears on our website for dissemination. These grants fit with our strategic priority to promote deep learning, and they help to build community around the scholarship of teaching and learning since many grants include multiple researchers, often from different departments.

#### CTE Staff Members’ Research

Engaging in research is part of many of our staff members’ position descriptions. The research activity for fiscal year 2016/17 is captured in our Centre CV, and activity over the past six years has also been summarized (see Appendix C). Many of our staff are part of collaborative LITE grant projects, but we also engage in projects with external funding. For example, the teaching culture project, which is funded by the Social Sciences and Humanities Research Council, is a national project that is focused on developing and validating a survey to measure indicators of an institution’s teaching culture via its commitment to the importance of teaching. Such a survey, if used longitudinally, would help us to collect evidence about the teaching culture at Waterloo as well as shifts in that culture.

### Core Activity 5: Communication of Best Practices and Importance of Teaching and Learning

This core activity includes both CTE-driven and institutional-level projects and activities.

#### CTE Website

CTE’s website provides a wealth of resources to support both instructors and educational developers. Resources like our Teaching Tips and the Centre for Teaching Excellence Blog highlight best practices in teaching, and our Teaching Stories profile the teaching strategies and philosophies of Waterloo instructors to honour and inspire excellent teaching on campus and beyond. Our site also communicates key information about who we are and how we work with our campus community to support teaching excellence, including event and program descriptions and registration, information about grants and awards, our annual reports, staff profiles, and more. The Teaching Stories initiative stems from the AP strategic plan, and we began publishing annual reports in 2015 in response to that same plan.

#### Institutional Projects

Institutional projects in which the Centre takes a role tend to support goals identified in the university strategic plan and typically involve CTE’s Director. Two recent projects include the Course Evaluation Project, which involved studying end-of-term course evaluation practices at Waterloo and recommending new practices, and the Teaching and Learning Spaces Committee, which is focusing on classroom renewal and renovation. Another project involved the SID, Blended Learning, the SID, Emerging Technologies, and the CTE Faculty Liaisons in the development of an inventory of the learning technologies used at Waterloo and a list of contacts willing to share their experiences with these technologies with others. The results of this project will be posted on CTE’s website by Fall 2017. All of these projects directly support the AP strategic plan.

### Core Activity 6: Connection with and Contribution of Expertise to Colleagues On and Off Campus

Contributions to and connections with off-campus colleagues are plentiful and captured in our Centre CV (see Appendix C). Because collaboration is a key part of how we do our work, in this section, we focus on recent activities in which we engaged with our partners and collaborators.

#### Our Partners

CTE’s partners are groups or academic support units with whom we have formalized and ongoing relationships. We work closely and meet regularly with the partners identified below. One key partner group is the university’s Teaching Fellows, but activities done with this group have already been described in Section 5.3.1.

##### The Centre for Extended Learning (CEL)

CTE and CEL staff members have collaborated on projects such as writing guidelines for cloud computing, developing online labs for the Department of Earth and Environmental Sciences, creating a learning object for the School of Pharmacy, and piloting new educational technologies such as VoiceThread. The two units have also collaborated in submitting two successful grant proposals for course and module development through eCampus Ontario. As well, we collaborate in redesigning online courses as blended courses, and vice versa. CTE’s Liaisons and CEL’s Online Learning Consultants engage in joint professional development sessions twice a year.

CEL staff members facilitate workshops for CTE’s Educational Technologies week, deliver sessions at CTE’s annual Teaching and Learning Conference, and have co-facilitated CTE’s Teaching Excellence Academy for many years. CEL staff also contribute regularly to the CTE blog, and one CEL staff member has received funding for a project through CTE’s LITE Grant program. CEL staff have also helped interview candidates when CTE has needed to fill a position connected to online learning.

CTE and CEL often draw upon each other’s areas of expertise. For example, CTE benefited from CEL’s input when developing criteria for ePortfolios for blended and online courses. In turn, CTE has provided feedback to CEL on new models for working with instructors on online courses and has offered workshops such as Decoding the Disciplines to CEL’s staff.

##### Graduate Studies and Postdoctoral Affairs (GSPA)

GSPA staff partner with CTE to support the Certificate in University Teaching (CUT) program by recording course and program completions on student transcripts and by issuing certificates. GSPA staff also record completion of the Fundamentals in University Teaching (FUT) program on student transcripts. A GSPA representative participates in the selection of the recipient of the annual CUT Award. In turn, CTE staff members participate in the GSPA’s orientation program for postdoctoral fellows. CTE is also a member of the GSPA-led Graduate Professional Skills working group and was consulted by the GSPA regarding the development of new staff positions. The Graduate Supervision Series, for faculty members seeking Approved Doctoral Dissertation Supervisor status, is jointly planned and delivered by the GSPA and CTE.

##### Instructional Technologies and Media Services (ITMS)

Both CTE and CEL staff members jointly participate in the Learning Environment Operations Group, which is led by the ITMS Director. CTE also works with ITMS to support other online learning technologies, such as Turnitin, PEAR, MapleTA, and CrowdMark. CTE collaborates with ITMS on special projects, such as an initiative to identify the preferred personal response system (clickers) to support on campus, an assessment of a peer review tool for students, a request for proposals (RFP) process for a new ePortfolio solution, and a provincially funded project to build a tool to assess learning outcomes at the program level. ITMS staff have helped facilitate CTE workshops, including one on screencasts and one on personal response systems, and provide in-class lecture recording for teaching observations coordinated by CTE. Our staff have assisted ITMS in interviewing job candidates.

##### Student Success Office (SSO)

CTE works with the SSO with regard to ePortfolios and other integrative learning initiatives. CTE and the SSO have also collaborated in helping to develop a series of six workshops called Learning Modules to Teach Teamwork Skills to Engineering Students. Staff from CTE and the SSO have held two LITE seed grants together, along with a faculty member. Staff from the SSO have been panelists for sessions in CTE’s annual Teaching and Learning Conference and have taken some of CTE’s workshops, such as Supporting Students at Risk, Who Are Our Learners, and Cultivating Learning Cultures. Recently, the manager from AccessAbility Services, which is a support unit within the SSO, delivered a PD session to CTE staff members. This manager and CTE’s Director are currently working on a document about instructors’ issues and concerns regarding accommodation practices. More projects will emerge in the future.

##### The Writing and Communication Centre (WCC)

CTE and the WCC have collaborated on orientation workshops for all incoming graduate students, workshops for faculty who are using writing assignments in their disciplinary courses, and workshops for faculty enrolled in the Graduate Supervision Series (such as Guiding Writing and Research with Ethics and Integrity). The WCC has facilitated a workshop in CTE’s Educational Technologies Week (Using WriteOnline.ca in the Classroom) and in our annual Teaching and Learning Conference (Small Stakes, Big Learning: Building Writing Centre Practice into Assignment Design). The WCC also assists CTE in providing ePortfolio support to students, and a WCC and CTE staff member were members of a team of collaborators on a LITE-grant-funded research project (Bridging the Articulation of Skills Gap through WatCV: Career and Competency ePortfolios). The WCC partnered with CTE and CEL to purchase an annual membership in the Educause Learning Initiative, and a CTE staff member served on the hiring committee for the WCC’s Director.

#### Our Collaborators

CTE’s collaborators are groups and support units who work with us on an occasional basis in a collaborative manner (versus simply seeking or providing service).

##### Centre for Career Action (CCA)

CTE works with the Centre for Career Action primarily with regard to our integrative and experiential learning initiatives and our graduate student programs. CTE and CCA collaborated on the recent Academic Career Conference for graduate students and postdoctoral fellows. CTE staff members have helped round out programs offered by CCA by facilitating sessions such as Statements of Teaching Philosophy, Skills Articulation and Awareness Training, Learning Outcomes, and Integrative and Experiential Learning. Our staff also co-organized a panel with CCA called Landing an Academic Job and have participated on panels about alternatives to academic careers. CTE collaborated with CCA as they created ePortfolio support resources for students, and CCA staff have collaborated with CTE and others on the LITE-grant-funded WatCV project mentioned above. We have also worked collaboratively with CCA staff to help them identify outcomes for their workshops and redesign their workshop series.

##### Faculty Association of the University of Waterloo (FAUW)

CTE’s main collaboration with FAUW is with regard to new faculty. For example, CTE and FAUW, along with Human Resources, plan the annual New Faculty Welcome event, where new faculty members socialize, receive orientation, and attend workshops. FAUW contributes to the funding for this New Faculty Welcome event and for CTE’s annual Teaching and Learning Conference. Plans are underway for FAUW and CTE to collaborate in identifying nominees each year for external teaching and service awards.

##### Human Resources (HR)

CTE, like all other support units, collaborates with HR with regard to personnel matters such as hiring new staff members, arranging secondments, staff departures, performance appraisals, and salaries. However, we have two particular connection points in HR that are unique to our work. One involves the institution-wide New Faculty Welcome event, as described in the FAUW description above. The other involves HR’s AODA Specialist who has begun to work with CTE to explore ways that we can best provide and promote an inclusive learning environment and address AODA requirements at Waterloo. While this latter collaboration is just emerging, it will become more crucial as we work on our new strategic priority about inclusive educational practices.

##### Institutional Analysis and Planning (IAP)

CTE collaborates with IAP by providing data analyses regarding elements of Waterloo’s strategic plan and government agreements that pertain to teaching and learning. IAP and CTE both support cyclical program review, and CTE has consulted with IAP regarding best practices and institutional procedures for data collection and survey design. IAP seeks collaboration from CTE (and other relevant units) for promoting and/or completing institutional surveys that involve teaching and learning, and solicits our input to help identify meaningful metrics for government agreements.

##### Library

CTE has partnered with the Library on numerous projects, such as the development of an online Scholarly Teaching Guide, creating learning activities on Peer Assessment, and integrating information literacy into undergraduate courses. Staff from CTE and the Library have also collaborated on workshops such as Designing Teaching and Learning Research, and the Library has offered workshops for CTE’s graduate programs on copyright and how to search the higher education literature. Staff from both support units sit on committees and groups such as Learning Environment Operations (LEO) and the Copyright Advisory Committee. Ad hoc collaborations also arise: for example, a CTE staff member served on the hiring committee for a Library position, and the Library asked CTE staff members to provide feedback on some instructional videos they created. A CTE staff member also delivered a keynote talk at the Library Instructors’ Retreat. Library staff have occasionally participated in panels for our Teaching and Learning Conference and regularly attend Educational Technologies Week.

##### Office of Research Ethics (ORE)

The number of instructors and staff doing research that involves students as participants has increased as CTE’s LITE grant program has flourished. Accordingly, CTE has worked with ORE to clarify and streamline policies and processes pertaining to such research. CTE and ORE have also collaborated in developing a workshop to help instructors who conduct research pertaining to teaching and learning. CTE, ORE, and the Library have also partnered to create an online Scholarly Teaching Research Guide to help navigate SoTL research.

##### Quality Assurance Office (QAO) and Office of Academic Integrity

CTE’s SID for Curriculum and Quality Enhancement supports the work of the QAO with regard to curriculum planning. Representatives from all academic support units, including CTE and the QAO, meet collectively every month to facilitate cross-unit sharing. CTE staff have also worked closely with the Academic Integrity Office to assist with developing and promoting best practices for using Turnitin, and one CTE staff member is involved in an eCampus-Ontario-funded project to develop a mobile app to teach students about academic integrity.

##### University Communications (UC)

CTE collaborates with UC with regard to communications that promote teaching and learning at Waterloo. This collaboration has grown slowly but surely over the past few years. It was initially challenging to find story approaches that worked for both UC and CTE: their approach leaned, understandably, toward marketing while CTE leaned, understandably, toward pedagogy. Our new Communications Associate, however, has had productive meetings with a UC counterpart, and a process for CTE to feed stories about excellent instructors to UC has developed. In the past, UC has also promoted CTE stories pertaining to teaching awards, including Waterloo’s Distinguished Teacher Awards, the Chakma Awards for Exceptional Teaching by a Student, the 3M awards, and more. Recently, UC also provided social media coverage and material support (banners) for our annual Teaching and Learning Conference.

##### Emerging Collaborations

Our network of collaborators continues to grow. The Equity Office and the Waterloo Aboriginal Education Centre (WAEC) are among units with which we have just begun to collaborate. The Equity Office Director contributes a session as part of the Graduate Supervision Series, and she recently consulted with CTE’s Director about ways to engage faculty in equity training. In May 2017, we held our annual PD Day at WAEC as a first step in learning more about indigenization. Our new strategic priority about inclusive educational practices will demand that we engage much more frequently with staff from both of these units. Other units such as the Waterloo Centre for the Advancement of Co-operative Education (WatCACE) and the Waterloo Professional Development Program (WatPD) will become stronger collaborators as Waterloo identifies plans for moving experiential education beyond co-operative education. WatCACE already collaborates with CTE regarding LITE grants, but additional connections are under discussion. Experiential education fits with our new strategic priority regarding high-impact practices. We also recognize that we have limited connections to our institution’s undergraduate students. Our Integrative and Experiential Learning workshops regularly include undergraduate panelists, institutional-level project teams that involve our staff members regularly include undergraduate student government representatives, and our Director meets periodically with these same representatives, but more could be done to connect directly with undergraduate students as part of our work.

### Core Activity 7: Professional Development and Operational Activities

Our Centre CV (see Appendix C) captures our engagement in conferences and professional associations, which are our primary forms of professional development. One operational-level project to highlight in this section is our significant progress on our final current strategic priority: to devise and implement a sustainable plan for assessing our own work. In 2013, we started to investigate how to assess our work in a comprehensive yet sustainable manner. By 2015, a CTE working group had devised an assessment matrix that was vetted by our staff and the Teaching Fellows and then moved to the implementation phase. The results from our plan appear in the next section about assessing our work.

## Assessing Our Work

The primary objective of our assessment plan, guided by our mandate, is to obtain and analyze evidence about the impact of our work both at Waterloo and on the broader post-secondary community. We strive to impact the “3 Cs” identified in our mission by building **capacity** in our clients, creating **community** with and amongst our clients and colleagues, and advocating for an institutional **culture** that values teaching and learning.

To align with how we approach our work, our assessment plan was designed to be:

* Collaborative, by integrating contributions of staff, clients, and administrators;
* Comprehensive, by assessing all elements of our Centre, not just programs;
* Defensible, by being situated within the literature and best practices;
* Prioritized, by identifying what is most critical to assess and when; and
* Sustainable, by not requiring additional resources to execute the evaluation system on an ongoing basis.

In Section 6, we outline our assessment process and then focus on results from our assessment plan, which are organized and analyzed according to our four assessment questions. The data stem from fiscal years 2011/12 to 2016/17, unless otherwise stated.

### Our Assessment Process

To provide some initial context, we begin this section by briefly describing our assessment process.

#### Assessment Framework

Prior to the introduction of our comprehensive assessment plan in 2015, our data collection varied across the Centre. While we consistently collected output data and workshop feedback, the feedback surveys were inconsistently designed across our various programs. As outlined in Section 5.7, we spent two years preparing for our launch of a new system. Our current assessment framework integrates a few existing assessment models and design approaches, including Wright’s (2011) question-based matrix model, logic models (Kellogg Foundation, 2004), and constructive alignment (Biggs & Tang, 2011). Our assessment plan seeks to answer four key assessment questions.

1. **What is the reach of our services and activities?** (e.g., demographics) Related questions: How did they hear about us? Who doesn’t come to CTE and why? Do they know what we do?
2. **To what extent are we meeting our participants’/clients’ needs?** Related questions: Why do they come to us? What other services/assistance are needed? Where are they receiving assistance with their teaching-related roles? Where are their networks?
3. **What intended outcomes are our participants/clients meeting?** Related questions: What outcomes, beyond what we have identified, did they meet? How are they meeting our outcomes (from what we offer)? How do they benefit from us? What changes occur? What has been the short/mid/long-term impact of our services?
4. **How effectively do we work?** Related questions: How can we do better? How effective are our organizational processes? How do we contribute to our staff members’ development? How and how well are we collaborating with others?

To identify how to answer these questions, we adapted Wright’s matrix model. As shown in Figure 5, we created a questions-based matrix, with each row representing one of our core activities, each column a data source, and the questions to be addressed appearing at the junction of the two.

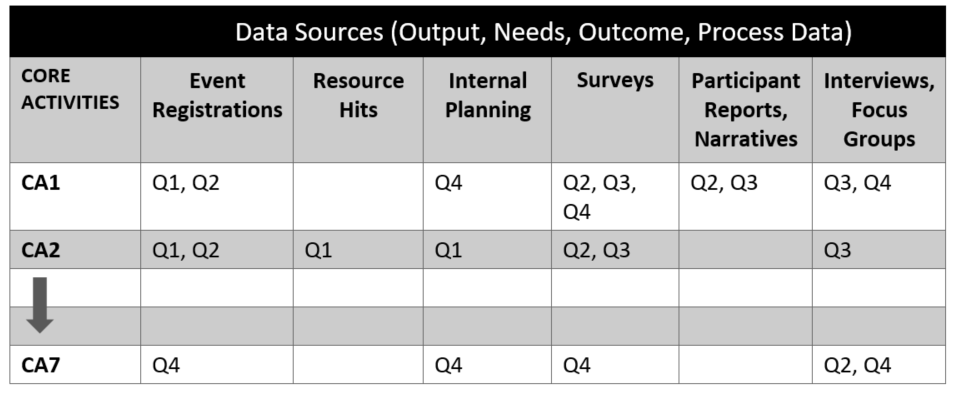


Figure 5. CTE’s question-based assessment framework

The matrix helps us ensure alignment among our assessment questions, core activities, and data sources. When possible, we aim to triangulate our data, which provides a richer picture of our work. Creating the matrix also helped us to recognize that some of our initial ideas were too ambitious for our ongoing assessment process. Instead, we have identified these activities as potential research projects. As an example, one of our staff members is conducting research on the impact of the Teaching Squares program. The results of this study can be integrated into our continuous improvement activities. We further adapted the format of the matrix to reveal the coverage of data collection according to assessment question for each core activity: the summary overview appears in Appendix H.

Our assessment matrix is complemented by our assessment schedule, which we drafted in 2016. The schedule includes a comprehensive listing of our various assessment activities. For each activity, the schedule tracks several methodological decisions, including the assessment questions being addressed, the data collection and analysis process, who (based on role) is responsible for data collection and analysis, who needs the results (e.g., relevant program lead, external stakeholders), how results are reported, and the timing of each assessment activity. Some activities, such as analyzing our consultation data and workshop attendance, are completed at regular intervals, usually once per term. Other activities are completed on a less frequent basis, such as our planned focus groups with participants in our New Faculty programming, which we aim to run every three years.

#### Key Assessment Instruments

The Instrument Working Group (IWG) was formed in Winter 2015 to develop instruments for use with our Centre assessment activities. Their goal was to ensure consistency among instruments, both in their design and their use. Previously, survey instruments had been designed by facilitators or program leads and there was little consistency, which made it difficult to compare results. The IWG’s focus was to design surveys to gather feedback on the quality of the workshop and, for intensive workshops, participants’ development of the relevant core capacities (reflection, design, instruction, professional development, diversity, and collaboration).

The IWG created two core instruments—the Short Feedback Survey (Short Survey) and the Intensive Workshop Survey (Intensive Survey)—which were launched in Fall 2015. The Short Survey measures the participants’ reactions only, specifically whether the session met their needs, whether they learned something, if they intend to apply ideas from the session, whether they had an opportunity to connect with other participants, and the overall quality of the workshop. The Intensive Workshop Survey gathers both reaction feedback and outcomes data based on the intended learning outcomes for each workshop. We also ask how their underlying thinking about the topic has changed as a result of the workshop, and additional questions about how they intend to use what they have learned. Examples of the Short Feedback Survey are provided in Appendix I and an example of an Intensive Survey is given in Appendix J.

For graduate programming workshops, the Short Survey includes additional questions to gather formative feedback for facilitators. This addition supports the professional development of our graduate student developers, the GIDs and TAWFs. Participants are asked to comment on the quality of the workshop facilitation, provide suggestions to improve the workshop, and recommend other topics for future CTE workshops.

#### Evaluation Projects

An important attribute of our assessment system is that it is sustainable: we have sufficient resources to execute the plan on an ongoing basis. As we created the matrix, we recognized that some of our initiatives would potentially require more in-depth analysis than we would normally do as part of our ongoing assessment activities. These areas include:

* new programming, particularly intensive programs like the recently created Graduate Supervision Series;
* the impact of a newly created CTE position;
* mandatory programming (e.g., New Faculty programming is mandatory for faculty in Applied Health Sciences and Engineering); and
* our strategic priorities.

To complement our ongoing assessment work described in the assessment schedule, we will be conducting periodic evaluation projects. This evaluation might include process, outcomes, and impact. These more in-depth studies are a new part of our system. They differ from research projects: the assessment of evaluation projects is for quality assurance purposes, and while the projects may be run by various CTE staff members, these projects will require involvement from the SID, Curriculum and Quality Enhancement, at minimum to ensure fit with our assessment plan. Research projects are expected to be done much more independently and need to follow research ethics principles and practices. This year, we will be creating a five-year plan for the assessment activities that will integrate these specialized projects into our process.

#### Shared Ownership of the Assessment Process

While our process is based on existing assessment models, our assessment philosophy has been influenced greatly by the work of Diamond (2008). In describing the curriculum design process, Diamond states, “if there is one attribute that determines the success of a project, it is ownership” (p. 47). Like our strategic planning activities, collaboration was critical to the development of our assessment plan in order to establish ownership and buy-in across our Centre. We have had more than 30 staff meeting activities in the past four years to gather input and feedback. As well, different groups of CTE staff members were formed during the same timeframe to help create our assessment framework, our instruments, and the schedule, as shown previously in Figure 3. This collaborative process is one of the most important aspects of our assessment work. Not only have our staff contributed design ideas and given feedback, but their contributions have shaped the processes for data collection, analysis, and reporting.

#### Additional Data Collected for the External Review

As part of the external review process, we reviewed our assessment matrix to see if we had data from all of our stakeholders (see Appendix H). This review resulted in the identification of a few data gaps. As a result, we supplemented our existing assessment data with the following, and we integrate these data throughout Section 6:

* a SWOT analysis with contributions from all centre staff (Appendix F);
* a Reputation Survey, distributed to directors of teaching centres at universities across Canada (Appendix K);
* a Needs Survey of Waterloo instructors (Appendix L);
* individual and small-group Partner Interviews with CTE’s key partners (Appendix M); and
* a Conference Participation Survey focusing on the impact of CTE staff members’ conference participation (Appendix N).

These supplementary data were collected between May 2016 and March 2017, and the method and results for each of these data tools are provided in the appendices noted.

### What Is the Reach of Our Services and Activities?

The data from our Partner Interviews revealed that many of them hold the perception that we work with a small group of the same people (see Appendix M). Our data about who is working with us clearly challenge this perception: overall, we see a healthy level of participation across our programs, activities, and services by a variety of CTE stakeholders. In this section, we start by briefly describing how our participants hear about us, then provide an overview of the participation in our programs and services, including detailed analyses for select specific programs and services (complete data tables are provided in Appendix O). We then explore our clients’ use of our resources and our service to our organization. Finally, we reflect on who does not come to us and why.

#### How Participants Hear About CTE

In our Instructor Needs Survey, we asked how they find out about our services and programs (see Appendix L). More than 80% indicated that emails from CTE was the source. Word of mouth and our website were the next most common responses, but were significantly less common (both at 27%). These results reinforce the immense value of our listservs for instructors, for new faculty, and for department chairs in reaching potential participants. Electronic communications are also a key mechanism for communicating with our graduate student and postdoctoral-fellow participants. That our website was also one of the top three most frequent responses is also encouraging but not surprising given the usage data provided later in this section. The word-of-mouth response is very important for us to keep in mind since it is beyond our control. We are aware that our credibility as a Centre is on the line every time we engage with participants, but it is a good reminder that people’s perceptions about working with us get shared with their networks.

#### Participation in Our Programs and Services

To better understand how many participants used our services and how often they worked with us, we analyzed participation in each of the following key service areas for which we have data that include unique identifiers (e.g., Waterloo userID). As shown in Table 3, we use distinct definitions of participation based on the service used. Participants include faculty members, staff members, graduate students, and postdoctoral fellows.

Table 3. Definition of an individual’s participation in each of our five key service areas

|  |  |
| --- | --- |
| Key Service | Description of Participation |
| Teaching and Learning Conference | Registered for the conference |
| Instructional and intensive workshops | Completed at least one workshop |
| Consultations | Attended a consultation, either on their own or as part of a small group |
| Curriculum design and renewal | Contacted CTE for support related to curriculum initiatives |
| Requested workshops | Contacted CTE for workshop facilitation |

When we combined our data about unique individuals who participated in these five key services, we were able to calculate a reasonable estimation of our reach. Over a six-year period, more than 6,000 unique individuals worked with us.[[5]](#footnote-6) An individual who worked with us in multiple years counts as a unique individual in each relevant fiscal year but is counted only once in grand totals across the reporting period 2011/12 to 2016/17.

Of these 6,000 individuals, many participated during multiple years. Since 2011, 1,452 individuals worked with us during at least three of the six years, with 284 people participating each of the six years (see Figure 6). The majority used only one of the five key services, primarily workshops (n=2,404) and consultations (n=1,760). It was exciting to see that 27 individuals participated in all five areas. All of these 27 individuals hold or have held leadership roles within their department or Faculty and, in addition to participating in our services, most contributed to our work as workshop facilitators, presenters, and panel members.

Figure 6. Number of unique individuals who participated across our five key service areas from FY 2011/12 to 2016/17

Table 4. Number of unique individuals who participated across our five key service areas from FY 2011/12 to 2016/17

| Number of Service Areas | Number of Unique Individuals |
| --- | --- |
| 1 service area | 4,463 |
| 2 service areas | 1,157 |
| 3 service areas | 436 |
| 4 service areas | 139 |
| All 5 service areas | 27 |

While we have many repeat participants in any given year, our reach is not small. In the 2016/17 fiscal year, for example, 2,161 unique individuals worked with us. We have also been making excellent headway on the academic programming strategic plan target to increase participation in instructional development programming. Figure 7 demonstrates an overall increase in the number of individuals working with CTE since FY 2012/13; note that in FY 2011/12, we were transitioning to a new LMS, so consultations and workshop participation were irregularly (although not unexpectedly) high that year.[[6]](#footnote-7)

Figure 7. Number of unique individuals who worked with CTE by fiscal year

Table 5. Number of unique individuals who worked with CTE by fiscal year

| **Fiscal Year** | **Number of Unique Individuals** |
| --- | --- |
| 2011/2012 | 2,117 |
| 2012/2013 | 1,866 |
| 2013/2014 | 1,887 |
| 2014/2015 | 2,014 |
| 2015/2016 | 1,990 |
| 2016/2017 | 2,161 |

We also determined that our participants represent all six Faculties, the Affiliated and Federated Institutions of Waterloo (AFIWs), and several academic support units (SUs) (see Figure 8). We have strong relationships with other support units on campus and sometimes assume that most of the support unit staff who use our services are from these partner and collaborator units. It was interesting to discover that staff from 59 different units across campus participated in our services during our reporting period. In addition to supporting members of the Waterloo community, during the same time period we worked with almost 170 people from more than a dozen institutions beyond Waterloo.

Figure 8. Number of unique individuals by Faculty/unit who have worked with CTE from FY 2011/12 to 2016/17

Table 6. Number of unique individuals by Faculty/unit who have worked with CTE from FY 2011/12 to 2016/17

| Faculty/Unit | Number of Individual Participants |
| --- | --- |
| Affiliated and Federated Institutions of Waterloo | 281 |
| Applied Health Sciences | 485 |
| Arts | 1,260 |
| Engineering | 1,570 |
| Environment | 675 |
| Mathematics | 591 |
| Science | 843 |
| Support Units | 501 |

#### Analyzing Participation Trends by Service Area

We provide participation summaries for each of the five key services areas reported on in the previous section to unpack the combined results and do further analyses. For both the annual conference and our workshops, we include additional results related to the participant’s role (i.e., faculty, staff, graduate student, postdoctoral fellow, other). We do not track the participant’s role for consultations, requested workshops, or curriculum events, although we have a general sense of the audience for each (primarily faculty).

##### Annual Teaching and Learning Conference

As Figure 9 demonstrates, we have seen steady growth in conference attendance during the past six years. The conference focus shifted in May 2012 to include more shared practice sessions in an effort to meet the Provost’s request to make the conference more Waterloo-centric, expand the community around professional development in teaching and learning, and encourage a culture where teaching (and teaching development) is valued. This shift in focus corresponds to a significant increase in Waterloo attendees in 2013/14. We also introduced the popular Igniting Our Practice session, which showcases inspirational University of Waterloo professors as they recreate their learning spaces by giving a mini-lesson to conference attendees. In 2017, faculty (51%), staff (40%), and students (9%) from all six Faculties and seven support units attended the conference.

Figure 9. Number of external and internal participants who have registered for the annual conference by fiscal year

Table 7. Number of external and internal participants who have registered for the annual conference by fiscal year

| Fiscal Year | External Participants | Internal Participants |
| --- | --- | --- |
| 2011/2012 | 20 | 110 |
| 2012/2013 | 26 | 141 |
| 2013/2014 | 16 | 204 |
| 2014/2015 | 31 | 224 |
| 2015/2016 | 23 | 290 |
| 2016/2017 | 20 | 309 |

##### Instructional and Intensive Workshops

Overall, during our reporting period, we offered 1,220 workshops, which were completed by 16,769 participants (see Figure 10). Many (~62%) completed more than one workshop. These sessions include workshops for faculty, graduate students, and postdoctoral fellows.

Figure 10. Workshop participation by fiscal year

Table 8. Workshop participation by fiscal year

| Fiscal Year | Number of Workshop Offerings | Number of Unique Individuals | Total Number of Participants |
| --- | --- | --- | --- |
| 2011/2012 | 174 | 1,153 | 2,652 |
| 2012/2013 | 164 | 886 | 2,246 |
| 2013/2014 | 184 | 855 | 2,362 |
| 2014/2015 | 220 | 951 | 2,847 |
| 2015/2016 | 226 | 1015 | 3,235 |
| 2015/2017 | 252 | 116 | 3,427 |

Omitting the data from FY 2011/12 (which the LMs change inflated), from May 2012 to April 2017 we increased our workshop offerings by 54%, with an attendance increase of 53%. Some of the increased activity stems from more instructional developers. Since May 2012, we have gained two full-time equivalent positions (FTEs): in April 2014 the Faculty Liaison, Mathematics, role was increased from 50% to full time, and in September 2014 so was the Faculty Liaison, Applied Health Sciences, Psychology, Sociology & Legal Studies, and Support Units position, and we added one new position, ID TA Training and Writing Support, which started as a part-time position in February 2016 and became full time in April of that year. We also added six TA Workshop Facilitator positions, which replaced one GID position in September 2013.

Another aspect of growth relates to designing workshops for specific audiences. Examples include the New Faculty workshop series (2012), LITE Grant workshops for grant applicants (2012), the Graduate Supervision Series for pre-tenure faculty (2015), and workshops intended for Teaching Excellence Academy alumni, including the ReTEA (2014) and Deepening Course Design (2016). The percentage increase in workshop offerings in Figure 10 closely matches the increased percentage in participation. Since more workshops do not necessarily result in more participants, this increase in participation indicates that our offerings are meeting our participants’ interests. We also saw a 26% increase in the number of unique individuals, which suggests that what we offer has expanded our reach.

Some of our workshops are designed specifically for faculty members as well as those who support teaching. These workshops include our intensive and short workshops, such as sessions during Focus on Teaching Week and Educational Technologies Week. Figure 11 shows the participation results for these workshops. The trend shows greater peaks and valleys than the combined data in Figure 10, but some institutional initiatives affected the results. As stated above, in 2011/12, our institution was transitioning to a new LMS, which attracted many participants who wanted training on how to use the new system. Another key institutional initiative, the six-workshop Graduate Supervision Series, corresponds to the significant increase during the past two fiscal years. The two sessions of the series in FY 2015/16 accounted for 375 total participants and 297 in FY 2016/17.

Figure 11. Participation in faculty-focused workshops by fiscal year

Table 9. Participation in faculty-focused workshops by fiscal year

| Fiscal Year | Number of Workshop Offerings | Number of Unique Individuals | Total Number of Participants |
| --- | --- | --- | --- |
| 2011/2012 | 78 | 648 | 1,004 |
| 2012/2013 | 72 | 423 | 814 |
| 2013/2014 | 60 | 345 | 538 |
| 2014/2015 | 57 | 314 | 644 |
| 2015/2016 | 74 | 456 | 1,199 |
| 2016/2017 | 91 | 477 | 1,184 |

The participation trend for graduate students and postdoctoral fellows had less of a dip between 2011/12 and 2012/13 (see Figure 12), which is not surprising as very few graduate students or postdoctoral fellows attended the LMS workshops (~11% of participants in FY 2011/2012). Growth starting in 2013/14 relates to the aforementioned addition of six TA Workshop Facilitator positions in September 2013 at 30 hours per term. These positions were charged with providing interdisciplinary and discipline-specific teaching workshops for graduate students. We also saw growth in participation by the postdoctoral fellows. With the exception of FY 2014/15, when we offered fewer sessions because we had addressed pre-existing unmet needs, total participation has grown steadily with 379 total participants in FY 2016/17. Participation in microteaching sessions within the graduate student Fundamentals program is not reflected in Figure 12 since they are not categorized as workshops. In the past fiscal year, 496 graduate students participated in 134 microteaching sessions.

Figure 12. Workshop participation by graduate students and postdoctoral fellows by fiscal year

Table 10. Workshop participation by graduate students and postdoctoral fellows by fiscal year

| Fiscal Year | Number of Workshop Offerings | Number of Unique Individuals | Total Number of Participants |
| --- | --- | --- | --- |
| 2011/2012 | 96 | 558 | 1,648 |
| 2012/2013 | 92 | 503 | 1,432 |
| 2013/2014 | 124 | 538 | 1,824 |
| 2014/2015 | 151 | 671 | 2,203 |
| 2015/2016 | 152 | 595 | 2,036 |
| 2016/2017 | 161 | 697 | 2,243 |

With sessions designed for various audiences, we wondered about the reach of our workshops among those groups. Based on data from Institutional Analysis and Planning for the period May 2011 to April 2016, Table 5 shows the average participation rate among faculty members and graduate students. The only mandatory workshop participation is for four New Faculty workshops for those in two of our six Faculties. We also do not provide an institution-wide teaching assistant training orientation; such orientations are run by the Faculties or individual academic departments. As a result, our results are almost entirely from voluntary participation.

Table 11. Average percentages of faculty members and graduate students who have participated in CTE workshops from FY 2011/12 to 2015/16

\* We determined the number of unique faculty and graduate-student participants in our workshops for each year and divided that number by the total number of faculty and graduate students on campus each year. An average of the percentages from all five years was then calculated.

| Faculty | Faculty Member\* | Graduate Student\* |
| --- | --- | --- |
| **AFIW** | 33.0% | N/A |
| **AHS** | 27.0% | 15.9% |
| **ARTS** | 27.6% | 12.1% |
| **ENG** | 18.1% | 12.1% |
| **ENV** | 31.2% | 18.2% |
| **MATH** | 10.9% | 9.9% |
| **SCI** | 26.8% | 13.2% |
| **Total** | **22.7%** | **12.8%** |

##### Individual and Small Group Consultations

During our reporting period, we conducted 33,345 consultations (see Figure 13). Each year, we conducted an average of just over 5,500 consultations, attended by more than 1,100 unique individuals. We consulted with staff, faculty, and students (typically graduate students who are teaching as an adjunct or supporting a course as a TA, although we work occasionally with undergraduate students).

Figure 13. Number of unique individuals who have consulted with a CTE staff member and total number of consultations conducted by fiscal year

Table 12. Number of unique individuals who have consulted with a CTE staff member and total number of consultations conducted by fiscal year

| Year | Number of Unique Individuals | Number of Consults |
| --- | --- | --- |
| 2011/2012 | 1,298 | 7,929 |
| 2012/2013 | 1,175 | 4,788 |
| 2013/2014 | 1,161 | 5,451 |
| 2014/2015 | 1,240 | 6,367 |
| 2015/2016 | 1,172 | 5,055 |
| 2016/2017 | 1,291 | 3,755 |

Based on total number of consultations, the overall trend for this service area looks different than total participation in other service areas. While total participation has increased in the annual conference and the workshops, consultation participation has decreased significantly, particularly during the past two years. Why is this? First, the significant decrease in FY 2012/13 corresponds to the end of the transition to a new LMS; both workshops and consultations were affected by this transition. Second, while it may be that our consultation clients simply required less assistance—requesting one consultation versus many—during that period, we experienced a number of staffing changes, including temporary leaves, retirements, and staff moving to new roles in the department. Much of the decrease in the past two years can be accounted for by drops in consultation numbers in Arts, Engineering, Environment, and Science, all Faculties where we saw staffing changes in our Liaison positions. We recognize that our consultations are, to a certain extent, relationship dependent and that new people need time to develop relationships. We anticipate that the number of consultations will increase again in future as our staffing situation stabilizes, although we may find that as our faculty members increase their capacity (particularly with the LMS), we may maintain these lower numbers.

Interestingly, when we consider the unique individuals, the trend for the five services, which had a slight dip in FY 2015/16, is similar to the trend for consultations. Indeed, while Figure 7 shows a smaller overall dip in FY 2015/16 (less than 2% compared to unique individuals involved in consultations, which decreased by almost 5%), the growth in FY 2016/17 is greater for unique individuals involved in consultations (just over 10% compared to growth of ~8% across the five services). Overall, given that the number of unique individuals has remained fairly consistent, our overall reach via consultations appears to be strong and stable.

##### Curriculum Design and Renewal

Since 2007, we have provided support for curriculum design and renewal across campus. Much of this work is tied to cyclical program reviews (e.g., running surveys or focus groups to gather feedback from students, running post-review retreats to look critically at reviewer feedback and recommendations). Between May 2011 and April 2017, we facilitated 646 curriculum events and consultations, which were attended by more than 3,400 participants.

\* We calculate this value by the maximum number of attendees from each department. When there are multiple events for a department, there are sometimes different people at the event, which is why this is an approximate value. We do not record individual participants’ names so cannot calculate precise totals for individuals.

Figure 14. Curriculum events and consultations by fiscal year

Table 13. Curriculum events and consultations by fiscal year

| Year | Number of Events and Consultations | Approximate Number of Individuals\* | Total Number of Participants |
| --- | --- | --- | --- |
| 2011/2012 | 73 | 175 | 315 |
| 2012/2013 | 81 | 239 | 357 |
| 2013/2014 | 100 | 241 | 527 |
| 2014/2015 | 103 | 299 | 534 |
| 2015/2016 | 98 | 206 | 438 |
| 2016/2017 | 99 | 217 | 393 |

We work with faculty, staff, and occasionally students from all Faculties across campus in the area of curriculum design and renewal (see Table 14). Interestingly, although our total number of participating departments decreased in the past two fiscal years, the number of events and consultations has remained steady. As well, in FY 2016/17, we worked with 39 different departments and support units, significantly more groups than in previous years (see Appendix O, Table O5).

Our work is well regarded by our external colleagues as well, and we have conducted nine consultations and facilitated three events at seven institutions. Following two days of facilitation at an Ontario institution, we received the following feedback: “as we grow our program review processes, the information you provided will be invaluable to the efforts of our staff and faculty to ensure program quality.” We also work collaboratively with other institutions (for example, we are involved in a five-institution project related to assessing learning outcomes), and we strive to have at least one of our Instructional Developers attend the annual session of the Curriculum Working Group of the Council of Ontario Educational Developers.

Table 14. Waterloo departments and units by Faculty that have undertaken curriculum events or consultations with CTE by fiscal year

\* Unique departments or units are the distinct departments within a given Faculty with which we have worked over the past 10 years. We often work with multiple programs within a given department.

|  | 2011/2012 | 2012/2013 | 2013/2014 | 2014/2015 | 2015/2016 | 2016/2017 | Unique Dept/Units to Date\* |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Affiliated and Federated Institutions of Waterloo | 1 | 2 | 3 | 2 | 2 | 4 | 6 |
| Applied Health Sciences | 2 | 2 | 1 | 2 | 2 | 1 | 2 |
| Arts | 4 | 7 | 8 | 5 | 7 | 11 | 25 |
| Engineering | 6 | 5 | 3 | 5 | 6 | 7 | 11 |
| Environment | 2 | 1 | 4 | 3 | 3 | 2 | 6 |
| Mathematics | 2 | 2 | 2 | 4 | 4 | 0 | 6 |
| Science | 3 | 5 | 2 | 3 | 2 | 6 | 8 |
| Campus-wide | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Support Units | 1 | 2 | 2 | 3 | 1 | 6 | 10 |
| Total | **22** | **27** | **26** | **28** | **28** | **39** | **76** |

Through this analysis, we recognized an important issue with our data collection. In FY 2015/2016, we decided to move membership on curriculum committees to our Centre CV rather than tracking our attendance at committee meetings. While it was aligned with other committee work, we no longer have a clear sense of workload associated with participating in these committees. From 2011 to 2015, our staff attended 111 committee meetings, including 53 in FY 2014/15. We need to revisit whether the Centre CV is the right place to track this important work. As well, despite the change in the tracking system, the number of events and consultations in this area has still increased more than 35% in six years and the number of departments we have worked with has increased by 77%. Only our SID, Curriculum and Quality Enhancement, has responsibility for our curriculum work; others, such as our Faculty Liaisons, assist as they are available, but the increased demand indicates that this area is short-staffed.

##### Requested Workshops

In addition to providing institution-wide workshops, we also facilitate workshops requested by departments or support units for faculty, staff instructors, and TAs. These sessions are designed to meet the specific needs of the group, which vary depending on the content and workshop participants. These workshops generally focus on the following three theme areas: the effective use of online components in on-campus courses, emerging technologies, and Faculty- or department-specific sessions for TAs.

As shown in Figure 15, the number of requested workshops and participants varies significantly each year. A review of workshop topics shows a shift from educational technologies to instructional topics. In FY 2011/12, 20 of the 30 workshops offered specialized training on the LMS, including e-portfolio workshops. However, of the 44 workshops requested in FY 2016/17, 10 were for learning communities (communities that were housed within a specific Faculty or a closed community that was not tracked through our registration system), eight focused on course design, three were specifically about the LMS, and the rest focused on a variety of instructional and assessment topics. In FY 2013/14, there were several sessions related to ePortfolios, including visits to courses, which account for 446 participants. That same year, we conducted workshops as part of ExpecTAtions (TA training in the Faculty of Engineering), which included 390 participants over two terms.

Figure 15. Number of requested workshops offered and total number of annual participants by fiscal year

Table 15. Number of requested workshops offered and total number of annual participants by fiscal year

| Year | Number of Workshop Offerings | Number of Participants |
| --- | --- | --- |
| 2011/2012 | 30 | 569 |
| 2012/2013 | 58 | 1,177 |
| 2013/2014 | 74 | 1,486 |
| 2014/2015 | 33 | 1,001 |
| 2015/2016 | 28 | 448 |
| 2016/2017 | 49 | 608 |

For requested workshops, we do not use our existing registration system and instead track registration numbers (not individuals) with an internally maintained spreadsheet, a practice that has raised questions among CTE staff. As a part of the Human Resources system, our existing registration system is centrally supported and interfaces well with the university’s employee database. However, our Partner Interviews (see Appendix M) provided clear feedback that our registration system is not user friendly and as a result, for events requested by departments, we don’t require the participants from registering via our system. Now that we have several years of data about requested events and the numbers of participants and workshops are of some size, we may want to rethink this process. The university is moving to a new Human Resources software package in 2018, with changes to the existing workshop registration software scheduled for 2019.

#### Use of Our Resources

People also come to us by using our resources. As discussed in Section 3.5, the Centre has a small library, which is housed in our main office. Here, we provide an overview of its use based on data provided by Waterloo’s Library system. We also present results related to our web resources, which receive nearly 1.3 million pageviews annually.

##### Library Resources

As shown in Figure 16, most years more than 100 items are charged from our library, averaging 118 charge-outs per year. As part of the SWOT analysis conducted in 2016 (see Appendix F), our library was identified as a strength of the Centre, yet two concerns were raised. First, although two lounge chairs are available for reviewing materials in our space, no study space is available. Based on study space available in other areas of campus, we do not plan to add study space. Second, some staff shared that many people, particularly participants in our graduate programs, are unaware of our library. To address this concern, CUT participants are told about the library and an orientation tour for them will be added in Fall 2017. We will also need to carefully monitor our own staff members’ borrowing practices—we may not all be signing out the books we are using, which would make the data below inaccurate. If charge-out rates remain low and other resources like online journal articles are used more often, we might reconsider the need for our lending library, although our resources are part of our Tri-University Library System (with Wilfrid Laurier University and the University of Guelph).

Figure 16. Charge-outs from the CTE library from FY 2011/12 to February 2017

Table 16. Charge-outs from the CTE library from FY 2011/12 to February 2017

| **Year** | **Number of Charge Counts** |
| --- | --- |
| 2011/2012 | 114 |
| 2012/2013 | 130 |
| 2013/2014 | 131 |
| 2014/2015 | 139 |
| 2015/2016 | 84 |
| May 1 2016 - February 2017 | 108 |

##### Web Resources

Our website features information about the Centre (e.g., history, strategic plan, and staffing), promotion of activities and services, dissemination of best practices through content sections (e.g., curriculum design and renewal, integrative learning, emerging technologies), and our Teaching Tips pages. As shown in Figure 17, the number of pageviews has increased steadily since 2013 (the earliest year for which we have Google Analytics data).

Figure 17. Number of CTE website pageviews by calendar year

Table 17. Number of CTE website pageviews by calendar year

| Year | Pageviews (total) |
| --- | --- |
| 2013 | 584,510 |
| 2014 | 850,185 |
| 2015 | 1,005,475 |
| 2016 | 1,265,524 |

Interestingly, the number of pageviews of our Teaching Tips has increased at a faster rate than our total pageviews. In other words, our Teaching Tips have become more popular faster. By 2016, pageviews of our Teaching Tips represented 74% of the total pageviews of our site (see Table 18).

Table 18. Number of CTE tip sheet pageviews by calendar year

|  |  |  |  |
| --- | --- | --- | --- |
| Year | Pageviews (total) | Pageviews (Tip Sheets only) | What percentage of our total pageviews is accounted for by just the Teaching Tip Sheets? |
| 2013 | 584,510 | 160,111 | 27% |
| 2014 | 850,185 | 530,444 | 62% |
| 2015 | 1,005,475 | 696,667 | 69% |
| 2016 | 1,265,524 | 935,025 | 74% |

Since 2008, CTE has also published a blog devoted to ideas and issues pertaining to teaching and learning. New blog posts are published about once a week and are written by all CTE staff members and occasionally by instructors and staff from other academic support units. In the 2016/17 fiscal year, our blog received over 12,500 pageviews; however, the number of pageviews has steadily decreased since the 2012/13 fiscal year, as can be seen in Table 19.

Table 19. Number of CTE blog pageviews by fiscal year

| Year | Pageviews (total) |
| --- | --- |
| 2012/13 | 20,309 |
| 2013/14 | 18,766 |
| 2014/15 | 12,407 |
| 2015/16 | 11,646 |
| 2016/17 | 12,526 |

We are not certain why pageviews for our blog have decreased significantly over the last five years, especially when pageviews for our website have increased substantially in the same period. While the main link to access the CTE blog is on the CTE home page, it has become less conspicuous as we have added links to other resources. There may also be more teaching and learning blogs in 2017 than there were in 2012, meaning that readership is now more thinly distributed among them. The value of this medium requires further consideration.

##### Communications

We promote our programming and services through a number of channels. We send monthly emails to all instructors, as well as monthly emails specifically targeting graduate students and new faculty. We also use Twitter and Facebook to share news about our events, teaching awards, and resources from other teaching centres. Our Facebook page is followed by 835 individuals, most of whom appear to be graduate students, and our Twitter account has 437 followers. We have also established a CTE channel on YouTube where we publish video recordings of guest speakers and video tutorials created by our staff members. Of the 70 videos currently on our YouTube channel, the most popular is “Fundamentals of University Teaching: Microteaching Session Lesson Feedback,” which has received over 3,500 views since March 2016.

CTE’s online communications are supplemented by several more traditional forms of media. Two times a year we publish a paper-based newsletter that is distributed to senior administrators (such as deans, department chairs, and program heads). An accessible PDF version of this newsletter is also available on our website. Similar to the blog, we wonder how effective this paper-based newsletter is: might there be a more effective means of informing our university’s administrators about our activities? Since Fall 2015, we have also produced an annual report that describes our programs and services and provides data on their usage and outcomes. It is also available as an accessible PDF on our website. Anecdotal feedback about our annual report from Waterloo colleagues and beyond has been very positive.

#### Service to Our Institution

Beyond individuals’ use of our programs and services, we are also asked to support institution-wide programs and initiatives. In general, these activities reflect services that involve multiple units and in which CTE has a significant role. These include our support of New Faculty initiatives, coordinated activities like the LITE Grants and teaching awards, and our service to our institution through project and committee work.

##### New Faculty Programming and Events

As part of the New Faculty Planning Committee, CTE co-hosts (with FAUW and HR) two new faculty welcome events each year in September. These sessions include an orientation to all parts of the faculty role (teaching, research, and service) as well as a family barbeque. The events introduce participants to the Waterloo context and provide them an opportunity to meet peers, support unit representatives, and academic leaders from across campus.

These welcome events serve as one of the ways new faculty learn about CTE. Other ways we connect with this audience are through the Faculty Liaisons or Teaching Fellows, the Learning About Teaching Plan (a reflective exercise some faculty undertake), the core workshops listed in Section 5.1.5, and the Documenting Your Teaching for Tenure and Promotion session. In the 2016/17 fiscal year, 76 new faculty members attended workshops specifically designed for their career stage. The average participation rate in New Faculty programming over fiscal years 2012/13, 2013/14, and 2014/15 was 52%.

##### LITE Grants

An important service we provide is the management of the institutionally funded LITE Grants, which include the WatCACE-funded grants related to co-operative education and work-integrated learning. Since the inception of these grants in 2012, 67 projects from across all Faculties have been funded. The range of project topics includes inquiries into online learning, experiential learning, case-based and community service learning, learning across disciplines, language learning, assessment, written communication, and teamwork. Most projects (n=52) are collaborations within or across units, and several projects include graduate or undergraduate students as co-applicants. In total, 169 individuals have received LITE Grant funding.

##### Teaching Awards

The Centre manages two institution-wide teaching awards, the Distinguished Teacher Award (DTA) and the Amit and Meena Chakma Awards for Exceptional Teaching by a Student (AETS) (see Table 20). We also offer the Certificate in University Teaching Award in coordination with the GSPA, which is given annually to a graduate student who demonstrates a strong commitment to teaching development upon the completion of the CUT program. For these institution-wide awards, the number of individuals nominated varies each year. Our Program Coordinator, assisted by one of our co-op students, provides significant administrative support for the awards, which are selected by committees comprised of faculty, staff, and students.

Table 20. Number of individual award nominations awarded for institution-wide teaching awards

| Year | Distinguished Teacher Award | Amit and Meena Chakma Award for Exception Teaching by a Student |
| --- | --- | --- |
| 2011 | 4 | 4 |
| 2012 | 4 | 4 |
| 2013 | 4 | 4 |
| 2014 | 4 | 3 |
| 2015 | 4 | 3 |
| 2016 | 4 | 4 |
| 2017 | 4 | 4 |

Centre staff also provide support for faculty nominations for external teaching awards. Our SID, Faculty Programs and Research, and our Communications Associate provide guidance on faculty nominations for major external teaching awards (i.e., the 3M National Teaching Fellowship, the Alan Blizzard Award, the OCUFA Teaching Award, the QS Stars Reimagine Education Awards, and the D2L Innovation in Teaching and Learning Award). One of the challenges in developing these award applications is that for the DTA, recipients do not prepare any documentation about their teaching and do not gain the valuable experience of writing about themselves as teachers, experience that is critical to applying for external teaching awards.

##### Institutional Support via Projects and Committees

Our colleagues and senior administrators also ask us to bring our expertise to department, Faculty, and institutional projects and committees. During our reporting period, CTE staff members participated in 13 institutional projects or committees. Some of the initiatives were focused on specific issues, such as the Task Force on Innovative Teaching Practices to Promote Deep Learning at the University of Waterloo or the Project Team on Course Evaluations. Other committee work has involved an ongoing commitment over several years, with staff from the Centre serving on the Learning Environment Operations Group, for example, and on the Steering Committee for the English Language Competency Initiative. We also contributed to projects and sat on committees at the Faculty or department level, often as resource members. We have been members of seven such groups, including the School of Accounting and Finance Learning Outcomes Committee and the Faculty of Engineering IDEAS Clinic Committee. While these projects and committees often take several months or years, our involvement is critical in enabling us to meet institutional or Faculty strategic priorities. The time commitment, though, can make it difficult for our staff to balance their ongoing work with these larger projects. Periodic task analyses for positions taking on these kinds of projects can help, along with revising expectations for annual performance goals in order to make them more realistic and achievable. However, some of our senior roles in particular are so full already that these types of projects become overload, which is not sustainable.

#### Who Does Not Come to Us?

Just as there is value in knowing who is using our services and resources, we also want to understand who is not coming to us. First, we consider those who intended to work with us, specifically people who registered for our workshops but did not attend them. Then, using data from our Instructor Needs Survey, we contemplate some reasons why they may not be working with us.

##### Voided Workshop Registrations

Voided registrations are those that we cancel on behalf of participants, either before or after workshops. As shown in Figure 18, of the 4,701 registrations in FY 2016/17, 1,274 were voided, representing 598 individuals. Many of the registrations were voided when the person asked us to cancel their registration before the session date (n=413), while some registrations (n=52) were cancelled by us, usually because the person registered in a workshop designated for a different audience (e.g., a graduate student who enrolled in the postdoctoral fellow series). Our registration system does not allow registrants to cancel their own registrations: having almost 10% of registrants cancelling workshops generates additional work for our administrative coordinators, although we appreciate the advanced notice since it helps us accommodate people on waitlists.

Figure 18. Workshop completions by participant type for FY 2016/17

Table 21. Workshop completions by participant type for FY 2016/17

| Type of Participant | Number of Registrants that Completed Workshop | Number of Registrants that Did Not Complete Workshop |
| --- | --- | --- |
| Faculty | 853 | 164 |
| Staff | 363 | 109 |
| Graduate Student | 1762 | 784 |
| Postdoctoral Fellow | 379 | 96 |
| Other | 70 | 16 |

A greater issue is the number of people who register but do not attend the workshop, categorized as “no-shows” in our registration system. Figure 19 represents the number of no-shows in terms of total registrations and unique individuals. We assume there will be a certain number of no-shows given the various demands on our clients’ time. Most individuals missed only one session (n=198) or two sessions (n=77). But several missed three or four sessions (n=43), and some of our registrants missed five or more sessions (n=30), including two who missed nine sessions.

Figure 19. Workshop registrants who did not attend, dropped, or canceled registration by participant type for FY 2016/17

Table 22. Workshop registrants who did not attend, dropped, or canceled registration by participant type for FY 2016/17

| Type of Participant | Number of Participants | Number of Unique Individuals |
| --- | --- | --- |
| Faculty | 75 | 51 |
| Staff | 490 | 235 |
| Graduate Student | 50 | 21 |
| Postdoctoral Fellow | 59 | 38 |
| Other | 6 | 2 |

With more than 235 individuals missing graduate workshops, we wondered about the composition of this group. About half of the individuals (n=122) missed only one session, many (n=55) missed two sessions, and the other 58 people missed three or more sessions. With 71 registrants left on waiting lists, this is problematic. Some workshops, such as Effective Lesson Plans, are offered multiple times each term so some waitlisted people are able to enroll in a later session. The issue of no-shows encourages us to think about both the timing of our registrations and whether we need to consider some sort of deterrent for missing workshops (e.g., charging a fee), particularly for our graduate students.

##### A Missing Cohort: Department Chairs

In their interviews, a number of the Teaching Fellows identified that CTE needs more and better engagement from department chairs to help encourage their promotion of CTE amongst their colleagues. Department chairs are a challenging group to engage. In 2012-13, the Director and an ID ran a learning community for chairs on peer review of teaching. Then in March 2017, the Director and the SID, Faculty Programs and Research, ran a workshop for faculty administrators about challenges with and strategies for evaluating teaching. This workshop was offered as part of a university-wide administrator leadership training program not run by CTE, and it is unclear when and how we will be allowed to contribute to this program in future. Department chairs are called upon to nominate colleagues for the annual Teaching Excellence Academy and the new Graduate Supervision Series, but these requests are limited. This cohort, however, feels vitally important to increasing the spread of faculty engagement in professional development on teaching. More discussions about how to engage this group need to occur in the Centre.

##### Why Do They Not Come to Us?

This is a question that requires ongoing investigation, but we gained some insights from the Instructor Needs Survey that we conducted earlier this year. The survey, which received 296 responses (for a response rate of ~10%), focused on instructor knowledge of and engagement with our various programs and services.

One reason people may not come to us is that there are many ways to enhance teaching. We report the percentage of respondents who selected the options provided to the question, “What do you do when you are looking to enhance your teaching?” (respondents could select multiple reasons). Over half of respondents **attended CTE programming** (55.2%), while just over a third **consulted with CTE staff members** (39.1%) or **used CTE web resources** (35.0%). However, the most common responses were that they **engaged in** **conversations with colleagues** (82.2%) or **sought feedback from students** (81.8%). Some **read scholarly research on teaching and learning** (46.1%), some **conducted their own research on teaching and learning** (33.0%), and some **travelled off campus to teaching-related workshops or conferences** (24.9%). Our partners and collaborators contribute to teaching development as well, such as CEL’s support of instructors developing fully online courses.

Another reason that clients might not come to us is their interest in **engaging in discipline-specific activities**. Our Teaching Fellows, for example, offer a variety of events that address teaching development within their disciplinary context, often run with involvement from a CTE staff member. Indeed, some now run the ISW within their department or Faculty, which nicely complements our institution-wide offerings. Many Needs Survey respondents indicated that they attended teaching-related events run by their Faculty or department (45.8%).

We asked respondents to share what deterred them from accessing CTE’s services. As shown in Table 23, there were a variety of responses, with **insufficient time** or the **timing of the events** as the most common responses. The other options, beyond **nothing deterring them**, were selected by less than 10% of respondents.

Table 23. Percentage of responses to the question, “What has deterred you from accessing a CTE service and/or program?”

\* Percentage = percentage of respondents who chose each option (the question type was multiple select).

| Response | Percentage\* |
| --- | --- |
| I did not have time | 41.4 |
| The timing of events was inconvenient | 32.7 |
| Nothing | 26.9 |
| Other | 11.4 |
| I already feel confident about my teaching | 9.1 |
| The programs and services were not relevant | 8.4 |
| The location for events was inconvenient | 7.7 |
| I was not aware of CTE’s services and/or programs | 7.1 |
| CTE staff members lack relevant expertise for my needs | 3.0 |
| Spending time developing my teaching is not valued in my department | 3.0 |
| I was unsure of the prior knowledge or background required to effectively participate | 2.4 |
| Teaching is not a priority for me | 0.3 |

Our Needs Survey focused on faculty and staff at Waterloo. The results, which we discuss in more detail in the next section, leave gaps in our understanding of why other groups (e.g., graduate students) do not come to us.

Overall, our reach is quite extensive and is increasing in many service areas. We connect with people from across our entire institution through our many programs and areas of service. We will need to find more ways to convey this level of participation to help increase our profile and ensure that senior administrators know that we are serving their faculty members, graduate students, postdoctoral fellows, and staff members as Waterloo continues its transition to a new budget model (see Appendix E). The data we have reviewed also suggest some areas for further reflection as we move forward.

### To What Extent are We Meeting Our Participants’/Clients’ Needs?

In many ways, our identity statements reflect our perception of the needs of our community. As articulated in our mission, we focus our efforts on developing capacities related to teaching and educational leadership, creating community, and promoting a culture that values teaching. Our services and resources are planned to address those needs. In this section, we review results from the Needs Survey (see Appendix L) and our assessment activities to evaluate why our clients participate in our services, what they need, how well we are meeting their needs, and what else is needed.

#### Identifying Needs

As discussed in Section 3.6.3, we set our directions based on contributions from several different groups within our community. To understand the needs of various stakeholders, we benefit from regular communication through meetings, consultations, and project work. For example, the Director and Faculty Liaisons meet periodically with the Dean and the Teaching Fellow of each of the six Faculties. The Liaisons also meet with department chairs/directors. These meetings provide us with important insights into issues that are priorities for each of the six Faculties. Meeting summaries are provided to the SID team, who integrate this feedback into their planning activities. We benefit as well from participating in projects and working on committees, which helps us stay informed about institutional needs.

The Teaching Fellows also bring their perspective of faculty members’ needs to our work, and many recognized in their Partner Interviews that they are a conduit between us and their faculty (see Appendix M). Interestingly, many recommended a faculty advisory committee for CTE, and yet they informally function in this way through their input on various aspects of our operation (e.g., on reference questions for the external review and on conference calls for proposals). We may want to consider additional ways to solicit input from this group in future.

Additionally, we benefit from external sources of ideas about possible client needs, such as professional meetings with members of our educational development community. Our Director meets semi-annually with teaching centre directors from six other southwestern Ontario universities (i.e., Brock, Guelph, Wilfrid Laurier, McMaster, Western, and Windsor) to share new practices and challenges as well as identify provincial-level issues. In addition, many of our staff are involved in action groups or committees of the Council of Ontario Educational Developers, the Educational Developers Caucus, and the Professional and Organizational Development Network. These meetings, in conjunction with attendance at conferences, help our staff to stay current on a variety of areas related to teaching and educational leadership, which helps us anticipate our clients’ needs. Summary data from a sampling of these sources appears in the Strategic Priorities Backgrounder in Appendix E.

While these types of data sources help us, as discussed, we needed to hear directly from our clients about their needs to increase participation in our programs and services, which led to our Needs Survey. When asked what motivated instructors to access our services or programs, respondents selected all that applied from a list of 10 options and could share other ideas as well. Most often, respondents participated in our services because they wanted to **develop their knowledge and skills**, either for **teaching** (51.2%) or for **educational leadership** (17.5%). The **topic** was important, either because of its **relevance** (61.3%) or because of an **immediate issue** (24.6%). Many respondents were motivated because they **valued CTE staff's knowledge and expertise** (43.4%) and some wanted the **opportunity to connect with other instructors** (20.5%). Another motivator was a **recommendation** from a colleague (10.4%), the respondent's Chair/Director (8.8%), or the Teaching Fellow/Champion (5.7%); given our limited contact with Chairs, we note that recommendations from them are quite low and could be an area of growth. Some respondents (9.8%) indicated they had **not accessed** CTE's services and programs.

We asked respondents to select all topics of interest for CTE programs and services from a list of 21 topics. The five topics most often selected were **teaching strategies**, **assessing student learning**, **enhancing students' writing and communication skills**, **course design**, and **experiential learning in courses**. Teaching strategies, assessing student learning, and enhancing students’ writing and communication skills were in the top five options regardless of the respondents’ role. Both part-time faculty and full-time, non-tenure track faculty, however, were more interested in **emerging technologies** than experiential learning. Tenure-track faculty indicated a strong interest in **evaluating teaching** while tenured faculty selected **blending face-to-face and online teaching** as an important topic. When we looked at the results according to years of teaching, again, **teaching strategies** and **assessing student learning** were important to all groups. Other topics of interest were **teaching large classes** (selected by respondents with less than 5 years of teaching experience), **classroom management** (selected by respondents with 6-10 years’ experience), and **emerging technologies** (selected by respondents with 11 or more years’ experience). The Teaching Fellows, when interviewed, suggested that we target faculty by career stage; our Needs Survey results support this recommendation.

Several other additional topics were shared by respondents. These ideas included teaching international students, addressing pressing issues, academic integrity, longitudinal effectiveness of teaching methodologies (e.g., educational technologies), writing grant applications for teaching development, assessing class participation in large classes, non-traditional teaching strategies, problem solving and critical thinking in assignments, advanced skills for using LEARN, and teaching in STEM fields.

We also asked for feedback related to the preferred format of our services and programs. As shown in Table 24, the most preferred formats based on the averaged ratings were **short workshops**, **one-on-one consultations**, and **using online resources**. Other options suggested by respondents were an **off-campus** **retreat**, **online sessions**, **simulations**, and **invited speakers**. We currently do not have many online video-based resources; the Needs Survey results may encourage us to produce more, particularly since this format could enable us to serve our sessional instructors more easily. Sessionals are a difficult cohort to support at Waterloo due to central systemic barriers that make it hard to get access to their contact information in a timely way. A new system in Human Resources—to be implemented in the next two years—should help in this regard. Interestingly, the second-most common response that received a lot of interest was for **grants to support teaching development**. Teaching enhancement is already part of our LITE grants program but rarely do we receive grant proposals for this area of focus; perhaps we need to clarify that proposals about teaching enhancement are an option within this existing program. Given the valuable data received from this Needs Survey, we plan to distribute this type of survey again in the next three to five years.

Table 24. Preferred formats for CTE's programs and services

| **Formats** | **Percentage of Participants Who Indicated**  **No Interest** | **Percentage of Participants Who Indicated**  **Some Interest** | **Percentage of Participants Who Indicated**  **a Lot of Interest** |
| --- | --- | --- | --- |
| Workshops (1-2 hours) | 6.9 | 33.2 | 59.8 |
| One-on-one consultations (face to face, e-mail, phone) | 12.3 | 44 | 43.6 |
| Online resources from the CTE website (documents and videos) | 9.7 | 52.6 | 37.7 |
| Grants to support teaching development | 19.7 | 34 | 46.2 |
| Events held in your department | 17 | 42.1 | 40.9 |
| Grants to support teaching-related research | 29.3 | 32.3 | 38.4 |
| Half-day workshops | 20.2 | 57.1 | 22.7 |
| Peer-learning opportunities (e.g., user groups, learning communities) | 26.4 | 49.4 | 24.2 |
| Small-group consultations | 26.3 | 50.4 | 23.3 |
| Drop-in sessions | 36.9 | 46.4 | 16.7 |
| Peer feedback programs (e.g., Teaching Squares) | 37.3 | 46.2 | 16.4 |
| Day-long conferences or retreats | 43 | 40.5 | 16.5 |
| Multi-day conferences or retreats | 62.6 | 30.8 | 6.6 |

In addition to the Needs Survey, we also started to collect data from our staff as of May 2016 about consultation topics as a means of determining what our faculty members want to learn more about. These one-on-one and small-group meetings play a major role in how our clients develop their teaching practice. We learned that the use of technology, specifically **our LMS and educational technology**, was the most frequent topic at consultations. As shown in Table 25, however, a broad range of topics are addressed at consultations.

Table 25. Consultation topics in FY 2016/17

Note: The number of individuals can be greater than the number of consults for a topic due to multiple attendees for one consult.

| Consultation Topic | Number of Individuals | Number of Consults |
| --- | --- | --- |
| LEARN | 872 | 2195 |
| Educational Technology | 322 | 634 |
| Instructional Development | 317 | 526 |
| Research | 118 | 137 |
| Integrative Learning | 126 | 120 |
| Redirect (refer to another Waterloo unit based on client’s needs) | 109 | 116 |
| Leadership | 64 | 103 |
| Curriculum | 89 | 66 |
| Career and Professional Development | 68 | 61 |
| Writing/Communication Instruction and Assessment | 71 | 48 |
| Graduate Students and Postdoctoral Fellows | 34 | 37 |
| TA Programming External to CTE | 20 | 17 |
| New Faculty Intake Meeting | 12 | 12 |
| TOTAL | 1291 | 3755 |

The data about these topics can help to inform our work in a few ways. First, we can prioritize our development of Tip Sheets and other resources (including workshops) in areas of instructor need to support the work of our staff consultants. Second, we can identify areas of support that might be reduced or expanded. For example, we can identify areas where we are giving more support than may be desirable (e.g., LEARN support), areas where we give more support than anticipated for the human resources available (e.g., research consultations with only two available staff members), or areas with less uptake than expected (e.g., new faculty intake meetings). Finally, we can recognize our role as a conduit between faculty and other support units. Our Partner Interviews revealed that they see us as connectors to faculty members, and the consultation data reinforce this perception. We will likely track the consultation topics again in a few years’ time to monitor any emerging trends.

#### How Well Do We Meet Our Workshop Participants’ Needs?

While it is important to identify the needs of our clients, we also need to understand how effective we are at addressing them. As a result, we collect needs data through workshop Feedback Surveys and program Exit Surveys. For all workshops, we ask participants whether the workshop met their needs. Responses are a 5-point Likert from strongly disagree (1) to strongly agree (5). Participants are also asked whether they learned something of relevance and if they intend to apply ideas from the workshop. As shown in Table 26, most respondents felt the workshops in which they participated met their needs.

Table 26. Average ratings on Feedback and Exit Surveys

Note: The Short and Intensive Feedback Surveys for the Fundamentals of University Teaching, Graduate Supervision Series, and Teaching Seminar Series were revised in September 2015. Data from then to April 2017 are included here.

| Workshop | Data Source | No. of Workshops | No. of Responses | Met Needs (average out of 5) | Learned Something (average out of 5) | Intend to Use (average out of 5) |
| --- | --- | --- | --- | --- | --- | --- |
| Graduate Students | Short Feedback Survey | 149 | 1,814 | 4.30 | 4.47 | 4.56 |
| Faculty | Short Feedback Survey | 50 | 358 | 4.18 | 4.41 | 4.26 |
| Course Design: Intensive | Intensive Feedback Survey | 5 | 30 | 4.40 | 4.45 | 4.67 |
| Instructional Skills Workshop | Intensive Feedback Survey | 6 | 34 | 4.38 | 4.53 | 4.68 |
| Teaching Excellence Academy | Intensive Feedback Survey | 2 | 21 | 4.79 | 4.85 | 4.71 |
| Fundamentals of University Teaching | Exit Survey | N/A | 115 | 4.38 | 4.53 | 4.67 |
| Graduate Supervision Series | Exit Survey | 4 series | 60 | 4.32 | 4.58 | 4.50 |
| Teaching Seminar Series | Exit Survey | 3 series | 42 | 4.48 | 4.74 | 4.76 |

We currently do not have data about how well other aspects of our programs or services are meeting our clients’ needs. Such data may be collected in future according to the data collection schedule for our assessment plan.

#### What Else Is Needed?

In addition to gathering workshop feedback, our workshop and program Exit Surveys contribute to our understanding of our participants’ unmet needs. In the Exit Surveys of both the FUT and the Teaching Seminar Series, for example, we ask how we could make the program more useful to our participants. For intensive workshops, we ask a more general question about what worked best and what might be improved. Based on responses from the past two fiscal years, the following themes were identified.

Both graduate students and faculty indicated their preference for **more discipline-specific programming**. Graduate students requested we **offer microteaching sessions more frequently** and **increase advertising** to enhance awareness of the program across campus. Postdoctoral fellows suggested the Teaching Seminar Series include **more practical components**, such as short practice teaching sessions similar to the Fundamentals program. Both graduate students and postdoctoral fellows were interested in even **more theory and research-based evidence** being integrated into the programs. Further, they were interested in **learning from other instructors** (e.g., award-winning instructors on campus, postdoctoral fellows with teaching experience). Lastly, faculty made suggestions regarding **scheduling**, such as providing a daily schedule for intensive programming participants.

Overall, we appear to be doing well at meeting our stakeholders’ needs, and our broad range of programs and services enable us to address many areas of interest. However, we are aware that needs evolve with changing environmental conditions, so we will continue to monitor needs to ensure that what we provide is on target.

### What Intended Outcomes Are Our Participants Meeting?

As already identified in Section 4.2.1, we have articulated six specific capacities that those who come to us can hone, whether they are focused on teaching development or educational leadership. The capacities involve: reflection, design, instruction, professional development, diversity, and collaboration. These capacities represent what we believe good teachers and educational leaders should develop, and they serve as a framework for the specific intended learning outcomes for all of our workshops and certificate programs. In this section, we look at the outcomes that our clients have developed through participation in our workshops and certificate programs. We also consider the ways in which those who work with us develop capacities associated with educational leadership, including the impact of being a GID or TAWF at our Centre.

#### Outcomes Achieved by Our Workshop and Program Participants

In this section, we share our clients’ perceptions of the intended and unintended outcomes they have developed by participating in our workshops and certificate programs. This feedback is gathered for intensive workshops and at the completion of our certificate programs. Unless stated otherwise, these results are from September 2015, when we implemented our new Short and Intensive Feedback Surveys, to April 2017.

##### Graduate student Certificate Programs

The focus of the FUT is to provide hands-on teaching development opportunities for graduate students. Comprised of both workshops and microteaching sessions, participants have the opportunity to develop the outcomes listed in Figure 20, which shows how they rate their own achievement of these outcomes. However, given that all students’ work is assessed in these programs (as pass/fail), when they complete the program, they have met the intended outcomes to our satisfaction.

Figure 20. Average ratings of participants in the Fundamentals of University Teaching Exit Survey

Survey on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). The Short and Intensive Feedback Surveys were revised in September 2015; data from then to April 2017 are included here. Number of survey respondents = 115; number of participants = 257; response rate = 45 per cent.

Table 27. Average ratings of participants in the Fundamentals of University Teaching Exit Survey

| FUT Intended Outcomes | Average Rating |
| --- | --- |
| Use classroom delivery and general presentation skills effectively. | 4.23 |
| Develop lesson plans that are interactive and designed to meet specific learning outcomes. | 4.49 |
| Identify and practice strategies that foster active learning. | 4.46 |
| Give and receive effective feedback. | 4.07 |
| Demonstrate confidence and self-awareness as a university teacher. | 4.32 |

When asked about other outcomes they developed through the program, about a third of respondents shared examples. Prevalent themes related to **comfort in teaching**, **improved communication**, and **a better understanding of teaching strategies**, as reflected in the comments below.

* “I feel that I also gained a better appreciation for how much time active learning strategies take during a lesson and how important they are to making a lesson engaging.”
* “I felt the microteaching feedback is useful for a teaching dossier.”
* “I now have an understanding of the basic terminology in play for the study of education and have a passing knowledge of the sorts of issues on which educators focus.... I leave this course with a much better sense of how to implement workshop concepts well and how poor implementation will negatively impact a lesson.”

The CUT program builds on participants’ experiences in the FUT, which is reflected in its outcomes, shown in Table 28. This Exit Survey was added to our assessment activities in Winter 2017. Although it is a small sample, survey responses reflect recent participants’ experience in the program and their high level of perceived outcome achievement.

Table 28. Respondents’ rating of perceived achievement of intended program outcomes for the Certificate in University Teaching program

Note: Data are from the CUT Exit Survey administered in Winter 2017. Survey on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Number of survey respondents = 12.

|  |  |
| --- | --- |
| CUT Intended Outcomes | Average Rating |
| Apply theoretical knowledge about teaching and learning in higher education to my teaching practice. | 4.17 |
| Adopt a reflective approach to teaching through collecting feedback and continually modifying instructional approaches. | 4.33 |
| Develop and implement active-learning teaching methods. | 4.08 |
| Articulate my teaching philosophy and document my teaching effectiveness in a teaching dossier. | 4.58 |
| Locate, summarize, and present research on teaching and learning as it applies to my field. | 4.58 |
| Demonstrate confidence and knowledge as an instructor in higher education. | 4.42 |

##### Teaching Development Seminar Series for Postdoctoral Fellows

Like the FUT, the Teaching Development Seminar Series provides an introduction to key topics in university teaching and learning. As the Seminar Series does not include microteaching, the outcomes (see Figure 21) reflect the different focus of this series compared with the FUT. In their open-ended comments, other outcomes that participants identified included **a better sense of goals as a teacher**, **feeling more prepared to design a course**, and **ideas around actively engaging students**.

Figure 21. Average ratings of participants in the Teaching Development Seminar Series

Survey on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Number of series = 3. The Short and Intensive Feedback Surveys were revised in September 2015; data from then to April 2017 are included here. Number of survey respondents = 42; number of participants = 89; response rate = 47 per cent.

Table 29. Average ratings of participants in the Teaching Development Seminar Series

| Teaching Development Series Intended Outcomes | Average Rating |
| --- | --- |
| I have begun to develop theoretical knowledge about teaching, learning and assessment in higher education. | 4.38 |
| I can articulate my approach to teaching by preparing a statement of teaching philosophy. | 4.36 |
| I can begin to design a course by following the course design process that emphasizes the alignment between learning outcomes, teaching/learning activities and assessments. | 4.55 |
| I feel more confident and knowledgeable as a university teacher. | 4.29 |

##### Faculty Workshops

For short (non-intensive) workshops, our Feedback Survey does not ask about attainment of specific learning outcomes. However, in our workshop planning, we strive to ensure that these workshops are aligned with at least one of our six teaching development capacities. We also include a question that links to community-building (see Appendix I). Here, we share results for three of our intensive workshops that focus either on course design or instructional skills.

Course Design Fundamentals is a core workshop in our New Faculty programming, although it is open to all faculty and instructional staff. The overall goal of the workshop is for participants to create an aligned course. Participants indicate good progress toward achieving the workshop’s outcomes, as shown in Figure 22. We also offer a version of this workshop for participants designing a blended course. In that version, alignment is still the focus, but the outcomes reflect the specific contextual factors for a blended course environment, such as identifying the advantages and challenges of developing and teaching blended courses and selecting appropriate technological tools.

Figure 22. Average ratings of participants in Course Design Fundamentals

Survey on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). The Short and Intensive Feedback Surveys were revised in September 2015; data from then to April 2017 are included here. Number of workshops = 5. Number of survey respondents = 30; number of participants = 42; response rate = 71 per cent.

Table 30. Average ratings of participants in Course Design Fundamentals

| Course Design Fundamentals Intended Outcomes | Average Rating |
| --- | --- |
| Define intended learning outcomes. | 4.53 |
| Select assessments that demonstrate achievement of defined intended learning outcomes. | 4.27 |
| Identify teaching activities to support students in preparing for the selected assessments. | 4.27 |
| Evaluate your course for alignment between intended learning outcomes, teaching / learning activities and formative / summative assessments. | 4.37 |
| Represent your course content visually in order to explain it to others. | 4.40 |

Like Course Design Fundamentals, the overall goal of the Teaching Excellence Academy (TEA) is to create a course that aligns course concepts, intended outcomes, contextual factors, and assessments. The TEA goes beyond course design, with an emphasis on peer feedback and developing community. Specific outcomes for the TEA are presented in Figure 23. This focus on design and community is reinforced by other events related to the TEA, specifically the TEA reunion and the ReTEA, which is a one-day course design session for TEA alumni. The value of the TEA is captured in feedback from participants:

* “Finally wrote outcomes that I'm happy with for my design courses. Had written outcomes before as part of department accreditation exercise, but wasn't entirely happy with them. Had some new ideas for formative assessments that should help achieve the outcomes.”
* “Gaining different perspectives on disciplinary teaching styles and expectations was valuable. Helped me build a better picture of how other Faculties view pedagogical success and how/why those tools could be used in reaching my students better.”
* “It was very stimulating to hear about and meet people from other disciplines. I think that kind of stimulation, and the workshop environment, are very helpful for the kind of creative thinking necessary to re-imagine one's work.”
* “I fostered new relationships with my colleagues.”

Figure 23. Average ratings of participants in the Teaching Excellence Academy

Survey on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Number of workshops = 2. The Short and Intensive Feedback Surveys were revised in September 2015; data from then to April 2017 are included here. Number of survey respondents = 21; number of participants=29; response rate = 72 per cent.

Table 31. Average ratings of participants in the Teaching Excellence Academy

| TEA Intended Outcomes | Average Rating |
| --- | --- |
| Create an "aligned" course that capitalizes on your strengths and contextual factors. | 4.67 |
| See value in having a community of practice about teaching and learning. | 4.52 |
| Explain your course design to others orally and in writing. | 4.52 |
| Give and receive constructive feedback on course design plans. | 4.48 |

The Instructional Skills Workshop (ISW) has been an important part of our workshop offerings since our first ISW in 2008. The workshop is attended by faculty and instructional staff at all career stages, several of whom have embraced the model and completed the Facilitators’ Development Workshop. As shown in Figure 24 and the comments below, participants achieve intended outcomes that reflect more than designing a solid lesson.

* “I didn't know this would be a goal, but my teaching practice was re-ignited. I got some much-needed motivation.”
* “I'm going to offer a wider variety of learning activities to address the diversity of learning preferences in my classroom. I'm going to design lecture content that more effectively integrates learning activities.”
* “I will be re-designing my lesson plans to create more engaging classes. I have great handouts to pull interactive ideas from to keep my classes engaged. I will definitely mention to others in the department the importance of this workshop and will share the information I've acquired on designing a mini-lesson, lesson plan formats, and effective teaching and learning resources.”

Figure 24. Average ratings of participants in the Instructional Skills Workshop

Survey on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Intended learning outcomes were revised in Spring 2016; data for Fall 2016 and Winter 2017 are included here. Number of workshops = 2. Number of survey respondents = 9; number of participants = 14; response rate = 64 per cent.

Table 32. Average ratings of participants in the Instructional Skills Workshop

| ISW Intended Outcomes | Average Rating |
| --- | --- |
| Apply a reflective approach to your instructional practice. | 4.44 |
| Experiment with participatory, learner-centered teaching. | 4.78 |
| Give, receive, and use feedback to improve teaching and learning. | 4.67 |
| Value diversity in peers' approaches to learning and teaching. | 4.56 |

#### Development of Educational Leaders

Our formal programming is less developed to meet the six capacities of an educational leader (see Table 1). This level of formalized support of educational leadership, however, is appropriate for a few reasons. First, in our Needs Survey, only 18% of respondents indicated that a desire to hone their educational leadership skills motivated them to access a CTE program or service, and the topic of leading teaching development opportunities for colleagues was the lowest-rated topic preference (see Appendix L). Second, educational leadership development is contingent on career paths and stages and so will not be appropriate for all instructors at all stages of their careers. However, while only a portion of our formalized programming focuses on educational leadership, it is still a necessary and important part of fostering a culture of teaching excellence on campus.

Many of the educational leadership development opportunities we initiate and support stem from collaborations with leaders such as the Teaching Fellows and with our guest facilitators, presenters, and speakers. Another way we help to develop our educational leaders is through consultations with department and Faculty leaders, such as those leading curriculum initiatives or other educational development activities, including the requested workshops we run, which involved 169 consultations this past fiscal year. Within the Centre, we benefit tremendously from the GIDs and TAWFs and they concurrently experience an opportunity to develop their educational leadership skills. Outcomes from these various leaders are described in this section.

##### Guest Facilitators, Presenters, and Speakers

CTE fosters leadership in teaching development by providing opportunities for instructors to present to their peers on topics pertaining to teaching and learning. Since 2007, we have benefited from 266 unique guest contributors who are members of the Waterloo community and other institutions. These guests have been facilitators who led workshops and learning communities, invited speakers at CTE events, presenters at workshops, and contributors to our blog. The number of guests varies annually, as shown in Figure 25; however, our guests represent all six Faculties, the Affiliated and Federated Institutions, several academic support units, and other institutions (see Appendix P). Over the past 10 years, 81 different individuals made multiple contributions to CTE events and the blog.

Figure 25. Guest contributors by fiscal year

Table 33. Guest contributors by fiscal year

|  | 2011/2012 | 2012/2013 | 2013/2014 | 2014/2015 | 2015/2016 | 2016/2017 |
| --- | --- | --- | --- | --- | --- | --- |
| CTE Guests | 51 | 28 | 32 | 43 | 66 | 58 |

As presenters and speakers, our guests share their reflective practice with colleagues across the institution. Examples include presenters at our learning communities or invited guests who lead the Igniting our Practice sessions at the annual conference. Some sessions, such as presentations that are part of the Waterloo High-Impact Practices Series or the Integrative and Experiential Education (IEE) Series, are given by instructors (and students for IEE) who participated in the teaching and learning experience. Guest facilitators lead teaching development activities related to a variety of topics. A key example are our guest ISW facilitators, some of whom now run independent sessions within their Faculty or AFIW. We plan to run a study in the near future to better understand these kinds of leadership opportunities, including development needs and the outcomes of engaging in this type of leadership.

##### Teaching Fellows

We have had many opportunities to collaborate with the Teaching Fellows, examples of which are given in Section 5.3.1. These faculty members embody the six capacities we strive to develop in educational leaders and so, as part of the Partner Interviews with our Advisory Group members (see Appendix M), we asked the Teaching Fellows to comment on ways CTE helped with their development in their leadership role and how we could improve.

In describing their own development as educational leaders, the Teaching Fellows highlighted that through working with CTE, they were able to **facilitate others’ discovery of good teaching**, **find opportunities to encourage faculty members to take more charge of teaching**, and **develop confidence in facilitating teaching discussions**. They valued the **peer-to-peer relationship** established with CTE, which included co-designing and facilitating activities. They appreciated having **responsive and flexible conversations** about their mandates and directions, and **saw CTE as a key resource** around best practices and resources, including connecting them to SoTL. They appreciated how **encouraging and supportive** we have been to them in their role, and they identified **mentoring by CTE** to help prepare them for their Teaching Fellow role as one area of impact of the Centre. Overall, they recognized CTE’s role in helping with the development of their Teaching Fellow role.

Some Teaching Fellows also described their **development as a teacher**. Some of the changes they noticed included a greater focus on continuous improvement and reflection, more emphasis on outcomes-based design, and a willingness to customize their teaching. A central theme related to both their development as teachers and as educational leaders was that **CTE provided a place to talk about teaching**. The Teaching Fellows also recognized **CTE as a conduit** between them and central administration, and there was a widespread sense that there is **increased interest in CTE and teaching**, which was identified as a sort of “**culture shift.**”

While most responses related to the relationship between CTE and the Teaching Fellows were positive, the Teaching Fellows acknowledged that some issues existed. At times, there was a **lack of clarity regarding the boundaries of these roles**. Sometimes **attempts at coordination** between CTE and the Teaching Fellow did not work, and a few interviewees felt that CTE wanted too big a role in their work. They encouraged CTE to see the Teaching Fellow role as complementary. From our perspective, identifying additional ways to connect with the Teaching Fellows may assist with these areas of concern since they seem indicative of communication issues.

##### Graduate Student Leaders in the Centre

Through their work as GIDs and TAWFs at the Centre, our graduate students have an opportunity to enhance their teaching, communication, and academic leadership skills; cultivate their knowledge of instructional practices within and across disciplines; collaborate on new ideas and reflect on their teaching experiences with our interdisciplinary CTE graduate team; participate in professional development activities alongside CTE staff; and develop their CVs and prepare for the job-search process in academic and non-academic settings.

We now conduct exit interviews with our departing graduate student staff to understand the impact of their experiences at CTE. They have identified four positive outcomes from their work at the Centre (see Appendix Q for examples of each):

* Having opportunities to **expand their knowledge** about teaching approaches and practices used in different disciplines.
* Engaging in **critical reflection** on their own teaching approaches and **integrating ideas** from program participants and program content into their teaching.
* **Developing confidence** in teaching, facilitation, and presentation abilities.
* **Shaping or solidifying career goals** related to teaching and educational development.

In addition to the above, most or all GIDs identified the following two positive outcomes of their work with CTE:

* **Gaining reputation** as teaching mentors and champions for good teaching in home departments.
* Adding important **additional experience** to doctoral education and overall graduate school.

Overall, we have gathered data that indicate our participants are meeting the intended outcomes for our programs and services, although in most cases, the achievement is self-reported. We also note that most of our outcomes data focus on building capacity. In our mission statement, we seek to build capacity and community as well as promote a culture that values teaching and learning. We have begun to collect data about community-building on our workshop feedback forms; however, outcome data about our impact on the organization’s culture regarding teaching are missing. Our involvement in a national study to validate a survey to measure teaching culture will assist with this gap as may other future research or evaluation projects. We look forward to engaging in further work in this area and will continue to investigate methods for determining outcome achievement.

### How Effectively Do We Work?

In our assessment plan, we focus not only on our programs and services but also on how well we do our work. The related questions in this part of our plan ask about specific elements of how we do our work, including the quality of our work and processes, the development of our staff, and how well we collaborate with others. We address these questions in this section based on feedback gathered through the SWOT analysis (Appendix F), the Reputation Survey (Appendix K), Partner Interviews (Appendix M), and the Conference Participation Survey (Appendix N).

#### The Quality of Our Services, People, and Operations

One measure of the effectiveness of our work is the quality of the services and resources we provide. Our staff are proud of the range of programming we offer and highlighted the importance of specific programs such as the Teaching and Learning Conference and the LITE Grants during the SWOT activity. The high quality of our events and workshops was identified by the Teaching Fellows as well. This feedback aligns well with the survey feedback we gathered through the Short and Intensive Feedback Surveys. As shown in Table 34, more than 90% of respondents rated our workshops as either good or excellent (the scale is poor, fair, good, excellent).

Table 34. Respondents answering either good or excellent to the question, “Overall, how would you rate this session?”

Note: The Short and Intensive Feedback Surveys were revised in September 2015. Data from then to April 2017 are included here.

| Workshop | Data Source | No. of Workshops | No. of Responses | Respondents Rating Either Good or Excellent |
| --- | --- | --- | --- | --- |
| Graduate Students | Short Feedback Survey | 149 | 1814 | 95% |
| Faculty | Short Feedback Survey | 50 | 358 | 94% |
| Course Design | Intensive Feedback Survey | 5 | 30 | 97% |
| Instructional Skills Workshop | Intensive Feedback Survey | 6 | 34 | 100% |
| Teaching Excellence Academy | Intensive Feedback Survey | 2 | 21 | 95% |
| Fundamentals of University Teaching | Exit Survey | N/A | 115 | 96% |
| Graduate Supervision Series | Exit Survey | 4 series | 60 | 95% |
| Teaching Seminar Series | Exit Survey | 3 series | 42 | 95% |

The quality of our programs and services can only happen because of the quality of our staff members. The Partner Interviews revealed that CTE staff members are perceived as **holding expertise that our partners value**, whether that expertise is related to content, process, or relationship-building. The Instructor Needs Survey (see Appendix L) also highlighted our **staff members’ expertise** as a reason to engage with CTE. The Reputation Survey results—collected from our educational development community across Canada—also reinforced this sense that our staff members are a strength of the Centre. Nearly 80% of the respondents agreed or strongly agreed that “CTE has well-respected staff members in the educational development field” and more than 88% of respondents indicated that their overall impression of CTE was “excellent” or “good.” Our outward-facing work, overall, is of very high quality.

Internally, we may have more work to do to achieve the same high quality standard. We do have well defined procedures for much of the work we do, such as the processes documented in our staff handbook. As the department has grown, we have tried to provide a balance between formal guidelines and a flexible, autonomous work environment. We continue to be challenged, however, with consistency in the application of these processes. One example raised through the SWOT related to onboarding of new staff. While the staff handbook helped orient new staff, the rest of the process varied among managers. Our administrative assistant recently created a welcome package for new staff that incorporates a wider range of resources. Additional resources will be provided in the upcoming manager’s handbook to help improve consistency.

We believe that a variety of factors may contribute to inconsistent use of the documented processes and procedures internally. For example, for the past several terms, our Program Coordinator has set a deadline for workshop descriptions several weeks before the start of term. There are still many descriptions, however, that are submitted well after the deadline, which impacts scheduling, workload, and work flow, particularly for our co-op students who support our workshops. Not meeting this deadline might be influenced by a number of factors, including:

* a lack of understanding of the impact on others’ work when the deadline is missed;
* varying perceptions of the importance of the deadline among staff; and
* the need for flexibility to work creatively in response to changing issues and priorities or in response to external needs, like a request for a new workshop from a Faculty or department.

More broadly, another factor that may affect the uptake of our internal processes is that staff might simply forget that processes are in place to help them with their work.

Within the Centre, our SWOT analysis also revealed that we could enhance our processes for mentoring of our graduate student developers. Many strong relationships exist amongst colleagues in the Centre, and we recognize there is an opportunity to enhance those connections, particularly between our graduate student developers and the rest of the Centre staff. Additional mentoring process ideas are being discussed.

Overall, while we have many processes in place, they are not all used consistently and we have also not done any formal evaluation of the efficacy of our processes. Further investigation into the processes we use and their effectiveness would be helpful and is planned for the coming year.

#### Professional Development of Our Staff

We are very committed to the professional development of our staff: it is the single largest budget item in our operating budget. How well is our investment paying off? Both internally and externally, our staff are viewed as **knowledgeable**, **professional**, and **scholarly**. At Waterloo, for example, the Teaching Fellows indicated that they appreciate the **high level of expertise** within the Centre and recommended we **maintain our strong foundation of staff development**. In this section, we consider our contributions to the educational development community, and then focus on two facets of development: our growth and development through contributions to our community and research and the professional development of all our staff.

##### Contributing to Our Educational Development Community

In the Reputation Survey with educational developers, 82% of respondents agreed or strongly agreed that our staff **make valuable contributions** to educational development professional associations, which helps to validate the great value that we place on being engaged members of our professional associations. We serve as active committee members and chairs and respond to requests to provide expertise to colleagues off campus. With the varied disciplinary backgrounds and areas of expertise of our staff, we have served on committees for 10 professional organizations, contributed editorial or reviewer expertise to 13 journals, given 61 invited workshops or presentations, and presented 159 sessions, workshops, or posters at conferences during our six-year reporting period (see Table 35). To illustrate the variety of service and research contributions, we provide our FY 2016/17 Centre CV in Appendix C.

Table 35. Professional service or other contributions to our community by fiscal year

Note: We did not start tracking courses taught on the Centre CV until FY 2012/13.

| Service or Contribution | 2011/ 2012 | 2012/ 2013 | 2013/ 2014 | 2014/ 2015 | 2015/ 2016 | 2016/ 2017 |
| --- | --- | --- | --- | --- | --- | --- |
| Professional service – committee membership | 2 | 14 | 18 | 11 | 24 | 40 |
| Professional service – editorial, reviewing, and other contributions | 7 | 6 | 10 | 13 | 26 | 29 |
| Publications (can include books/book chapters, other types of publications) | 6 | 4 | 2 | 2 | 5 | 6 |
| Invited presentations/ workshops | 4 | 16 | 10 | 13 | 18 | 7 |
| Peer-reviewed conference presentations & posters | 19 | 18 | 8 | 24 | 23 | 30 |
| Courses developed/taught | N/A | 9 | 5 | 6 | 14 | 8 |
| Total | 38 | 67 | 53 | 69 | 110 | 120 |

Table 35 shows significant growth in these contributions to our professional community, particularly in the past two years. Factors that have contributed to this change include the increase in full-time positions, career stage of our staff, and new opportunities. Our participation on these committees benefits our institution and associations, but it also serves as an integral part of our professional development. Project-based committees, for example, provide opportunities for deep learning as we delve into the relevant literature. That knowledge development carries over to Centre activities through the Journal Club, new workshops, and new web resources. Equally valuable, membership on these committees helps develop our communication and leadership skills. We gain a better understanding of how universities work, we are exposed to different leadership and facilitation styles, and we have the opportunity to develop skills such as tact and diplomacy as we learn how to navigate situations where various stakeholders’ needs and opinions vary.

From the Reputation Survey, we also learned that most respondents saw value in **reading articles** by CTE staff (81% agreed or strongly agreed) or **attending conference sessions** led by CTE staff (79% agreed or strongly agreed). Many of our staff are also involved in **research projects** related to teaching, learning, and educational development. Often, these are collaborative projects with other CTE staff or colleagues from Waterloo or other institutions. Examples of current research projects involving Centre staff include:

* Bridging the Articulation of Skills Gap through WatCV: Career and Competency ePortfolios
* Building Capacity for Case-Based Learning at Waterloo
* Longitudinal Effects of Supported Learning Groups in a First-Term Biology Course: Did Students Learn How to Learn?
* Unifying Experiences: Learner and Instructor Approaches and Reactions to ePortfolio Usage in Higher Education
* Teaching Culture Indicators: Enhancing Quality Teaching

Another facet of this work is **participating in conferences**. Research is a significant part of our work as nine of our staff have research components to their role, and it is an optional component for our six Liaisons. Last fiscal year, for example, we gave 30 peer-reviewed conference sessions. We asked staff to share how conferences impacted their work at CTE. We focused on this area, in part, because of the significant costs associated with conference travel. Staff shared several examples of personal development achieved through conference participation. They valued the chance to **reflect critically on their own work** and found the experiences **affirming**, **intellectually stimulating**, and, at times, **inspiring**. They also returned to CTE with a **better appreciation of their Centre colleagues and our work**.

Professionally, they identified benefits to the Centre and our community. Staff **developed new ideas**, **learned about emerging tools and techniques**, and **brought new resources** to the Centre and our clients. The sessions they developed for conferences led to other opportunities, including **new workshops at the Centre**, **publishing their work**, and **collaborations with colleagues at other institutions**. Perhaps most importantly, our staff recognized that **conference participation brought a level of accountability and credibility to their work**. They saw themselves as ambassadors of CTE and Waterloo, and recognized the importance of presenting work that was grounded in research and best practices, thereby modeling our scholarly approach to practice.

Currently we give our staff members a lot of autonomy when deciding which professional associations to join, which conferences to attend, when to pursue getting an article published, and which areas of research to pursue. Our plans have been more organic than strategic at the unit level. For example, each staff member discusses their ideas with their manager, but the managers rarely share this information across the different teams to enable Centre-wide strategic decision-making. As well, conference travel is typically only covered when staff get a proposal accepted, but our staff members’ proposals are now regularly successful, so this criterion is not limiting participation. We are also not yet consistent about finding ways to intentionally share what we learn from our PD experiences with our CTE colleagues or with our larger educational development community (e.g., via publications). Given our increased staff complement and the financial investment, we may need to revisit our approaches to professional development and seek to have a more strategic approach to maximize our networks, our possibilities for learning, and our impact on our field.

##### Enhancing Our Professional Skills

Several points, both strengths and areas for development, were raised related to skills development during the CTE staff members’ SWOT analysis. Staff recognized **the variety of development opportunities available**, which they consider a strength of the Centre. They suggested, however, that there are a few **gaps in this training**. They identified a **lack of orientation for new staff**, **training on specific tools**, and **insufficient knowledge-sharing** among staff members. Two new initiatives that have stemmed from this feedback are our Tech Club, in which colleagues showcase how to use different technology tools, and our enhanced onboarding practices and documents to better support new colleagues with their transition into the Centre. Staff members are asked to identify any areas for training or professional development every year as part of Waterloo’s performance appraisal process, so ongoing opportunities exist for staff to share their needs with their manager.

#### Collaborating with Others

A cornerstone of our work is our collaborative approach. This focus pertains to work within the Centre, such as the cross-functional teams for the assessment plan or the strategic priorities, as well as working cooperatively with others at Waterloo to better support our clients. The value of these interactions was identified by both our staff, through the SWOT and the Conference Participation Survey, and our colleagues, via the Partner Interviews and the Reputation Survey. Overall, these relationships were seen positively by all groups, with recognition that there were opportunities to strengthen these connections.

##### Collaborative Activities

There are a variety of ways in which we work with other faculty and staff at Waterloo as well as members of the educational development community. For example, the Graduate Supervision Series and the New Faculty Welcoming Events are joint initiatives of CTE and other units on campus. Many of our staff, particularly the Faculty Liaisons, have worked closely with the Teaching Fellows. Together, we have co-facilitated Faculty-wide events, co-presented at conferences, and collaborated on a variety of CTE workshops, such as a session for the Waterloo High-Impact Practices group and an instructor panel on clickers. Table 36 shows a variety of ways in which we collaborate with faculty and staff at Waterloo and other institutions.

The Teaching Fellows described our relationships with them as **supportive** and **encouraging** and indicated that we are **adaptive, responsive, flexible, and enthusiastic** in our work with them. Our support unit partners also indicated that we are good collaborators by being **authentic**, having **solid expertise** in various areas, and bringing **a needed perspective** to our joint projects, and they place a high value on our existing collaborations. Our partners also valued our **reputation** and **relationships** with others (e.g., faculty, other support units, and central administration).

Table 36. Collaborative projects and activities for FY 2016/17

| Project or Activity | CTE Staff Only | Waterloo Collaborations | Across Institutions | Total |
| --- | --- | --- | --- | --- |
| Grants | 0 | 4 | 1 | 5 |
| Peer-reviewed publications | 2 | 2 | 2 | 6 |
| Invited presentations/ workshops | 4 | 0 | 3 | 7 |
| Peer-reviewed conference presentations and posters | 9 | 11 | 10 | 30 |
| Professional service – committee membership | N/A | 26  (Waterloo Committees) | 14 (External Committees) | 40 |

##### Strengthening Relationships

Both our staff and our partners saw value in continuing to develop our various relationships; we concur. Constructive suggestions from our Teaching Fellows about our relationships with them appears in Section 6.5.2. Our support unit partners also provided constructive feedback on how we can work together even better. They recognized the importance not only of formalized relationships, such as director-to-director interactions between support units, but also of informal interactions. Our review of the Partner Interviews and data collected from our staff brought out two key themes related to enhancing these collaborations, specifically to support our clients: (a) better communicating our roles and (b) formalizing structures for communication.

An issue identified in our staff SWOT activity related to **potential confusion among clients** as to who we are and what we offer. Our clients interested in learning technologies, for example, might seek support from CTE, CEL, or ITMS. Another example is the distinction between CTE, which supports instructors, and the SSO, which supports students. We, too, wondered about this issue and added a new consultation category last year to track redirects (i.e., we connected the client with another group on campus based on the client’s needs). This past year, 116 of our consultations required a redirect. While we see value in having different points of first contact to support the diverse needs of our stakeholders, we recognize that all partners involved must have a clear sense of the others’ role and services. To facilitate this level of understanding, there is value in ensuring that all CTE staff have a strong sense of the other units (and not just those who interact with them regularly) and that other units have a strong sense of who we are and what we do.

To support this understanding, both our staff and our partners encouraged us to develop **more formalized plans for interaction**. They recognized the need to bring staff together other than at the director level to facilitate better knowledge sharing and coordination among the various support units, and to increase the likelihood of identifying and capitalizing on opportunities in areas of common interest. An interesting suggestion was to bring larger groups of support unit staff together for conversations around the same theme. While potentially quite generative, this practice would also help to expand connection points beyond single individuals. This practice exists, to a smaller degree, through our Journal Club, which now includes non-CTE staff from other units on-campus. Another example comes from interactions facilitated by the Quality Assurance Office, which invites staff who support program reviews together for semi-annual conversations. These meetings have been valuable in better understanding disparate perspectives about the same topic. Our AVP-A will start a new director-level group across multiple units supporting teaching and learning this Fall. Connections at this level can facilitate better cross-unit sharing and help to identify additional connections that managers can encourage amongst their staff members and those in the other units. Other **communication-focused strategies**, such as the creation of marketing materials for the various units for internal use or collecting data together (e.g., a graduate student needs survey) may help in facilitating cross-unit sharing and overall increased awareness. We could also regularly invite staff in our partner and collaborator units to join our listserv, which advertises our events and services.

Another type of relationship to examine is the one between CTE and senior administration. The Teaching Fellows in particular indicated that CTE could take on a **more proactive rather than reactive role** in promoting the value and importance of teaching at Waterloo, and even **advocate** for the use of particular approaches to teaching. They recommended that in meetings with Deans and Associate Deans, CTE could focus more on being **agents of change** than on seeking to understand the needs and plans of each Faculty with regards to teaching. This recommendation highlights a tension that runs as deep as our mission statement and our mandate. In our mission, we include “promoting an institutional culture that values effective teaching and meaningful learning” while our mandate focuses on us being a “resource” that “contributes expertise.” Neither statement identifies us as explicit advocates. Rather, our current approach is to work more from behind the scenes, supporting institutional committees versus leading them, helping to set agendas for Teaching Fellows’ meetings versus chairing them, serving on institutional strategic plan working groups versus leading them. It is challenging to lead from the middle, particularly in getting your contributions to initiatives recognized. Perhaps it is time to rethink the areas of responsibility for CTE’s Director and/or explore other senior-level options, particularly since the AVP-A’s portfolio has also been expanding. The current workload for the Director role is full, so a change would require some type of organizational change that may also affect other areas of the Centre’s structure.

This assessment question is quite broad, covering various facets of how we do our work. Overall, we have been working effectively, but we also recognize areas for improvement. Our work occurs in an ever-changing environment that requires us to remain aware of opportunities for continuous improvement. Our collaborative, consultative, and scholarly approaches will be assets moving forward.

## Looking Forward

As was identified at the beginning of this self-study, our engagement in the external review process has provided us with an opportunity for critical reflection and the development of new ideas for further continuous improvement of what we do and how we do it. It has been exciting to pull into one document the results of many years of work and to recognize the strengths and opportunities for further change and enhancements that have emerged from our planning, implementation, and assessment stages. In this final section of the self-study, we will identify ideas for next steps for comment and feedback, including possible new directions and questions about our future. This section is organized similarly to the self-study—planning, doing, and assessing our work—and includes both short-term and longer-term ideas.

### Next Steps for Planning

* **To be able to add new projects to support our next set of strategic priorities, we need to reduce or pivot some of our current activities.** In August and September, we will be engaging all staff members in a “pruning activity” to review all projects within our current strategic plan to identify ones that we can stop, decrease, or change. Individuals and teams within the office will discuss their ideas. These will be reviewed by the Director and the SIDs team—in conjunction with the external reviewers’ recommendations about our work and our priority areas—to develop strategic decisions about workloads and areas of focus for our work. Once we have completed this activity, we will need to determine a schedule for repeating it in the future.
* **To maximize the benefits of our assessment plan, we need to be able to feed more assessment results into our planning practices.** Since our assessment plan is still fairly new, we have not yet had the opportunity to produce comprehensive reports for individuals and managers about how well our work is addressing our four assessment questions. Soon we will have this capability and we look forward to learning more about how our assessment data can be used to better inform our planning. We can also learn whether we are collecting the most useful types of assessment data—new or better questions may emerge as we work with the reports as well as process the feedback from our reviewers about the meaningfulness of our assessment data.
* **To enhance the planning of new programs and services, we need staff to provide more comprehensive information about their plans.** Very recently we created a program-planning template that will request information about intended participants’ needs, program goals and intended outcomes, program design, and program assessment. Using such a template will: (a) help to provide clarity about gaps that new programs (or services) are intended to address so that more strategic decisions can be made about these ideas, (b) facilitate clearer communication amongst our staff about new programs at the development stage, and (c) enable new programs to become part of our assessment cycle from inception.
* **To assist with our new strategic priority to enhance our profile, we need to make the Communications Associate role permanent.** This position was proposed as a two-year contract in the previous year’s budget request for the AP strategic plan to enable us to test the value of the role to the Centre and to the university. Activity around external teaching award nomination submissions has already increased due to having this position in place, and CTE needs ongoing help to promote our work and the importance and value of teaching at Waterloo. Feedback from our partners suggests that they do not fully understand the breadth and scope of what we do nor do our current and potential client groups. Before having this contract position, our SID, Emerging Technologies, had been the main CTE staff member doing communications work on behalf of the Centre (primarily our website), but this was above and beyond his job responsibilities. Approval for making this position permanent will need to come from the Provost.
* **To support our university’s next strategic plan, we need to focus on longer-term future possibilities.** In a recent meeting with our President, we learned that he is very interested in our ideas and vision about the future of teaching and learning at Waterloo. Our senior staff will participate in a brainstorming session with our AVP-A, senior staff from CEL, and possibly staff from some of our other partner units to contemplate ideas for our institution’s future. We anticipate that promising ideas will be considered for inclusion in our next institutional strategic plan. Insights from our reviewers on emerging ideas and issues in higher education would be valuable input.

### Next Steps for Implementing Our Work

* **To support our new strategic priorities, we need to develop new programming and resources.** This fiscal year, we received AP strategic plan funding to develop and launch an Assessment Institute, a multi-day event where individuals, course teams, and program teams will redevelop key assessments of students’ learning through cycles of peer feedback. We also need to develop new programming and resources in the areas of high-impact practices, inclusive educational practices, and assessing learning outcomes. To develop these programs and resources, we will need to further educate our staff about these practices, which we can do through our Professional Development (PD) sessions at monthly staff meetings and annual PD Day as well as through increased connections with key partners and collaborators.
* **To extend our reach to our faculty members, we need to connect with more faculty leaders.** Our Teaching Fellows identified that we could expand our reach by engaging more with department chairs. We currently provide almost no formal programming in the area of educational leadership, nor do we regularly connect specifically with department chairs about our work and our potential support of them and their faculty. How do we best connect with these leaders? How do we do so within the context of an existing university leadership development program for current administrators that is run outside of our Centre? And how do we staff such support? Both the Director and SID, Faculty Programs and Research, already have full workloads, and yet they seem to be the people best positioned to lead work in this area. Without some structural changes or the elimination of whole projects or programs, it is not clear how we can free up the right human resources to dedicate to expanding our services in this area. We look forward to the reviewers’ insights on this possible new direction.
* **To ensure that our communications vehicles are effective, we need to review their structure and their usage.** While our website generates good traffic overall, as evaluated by pageviews, not all parts are equally well used. We perceive our website to be of great value to our various client groups and other stakeholders, but it is time to do a review of our site, as well as of additional communication vehicles such as our blog and our newsletter. Our Communications Associate will lead this review, which should include some way to solicit stakeholder feedback and input. Insights on ways to collect such feedback would be valued.
* **To reinforce both our commitment to research and the promotion of Waterloo’s excellence in teaching and learning, we need to review our publication activity levels.** While we have identified the need to review our processes around professional development more generally, our publication activity appears to warrant specific attention. We have a very active profile at professional association conferences, but we do not often take these conference sessions and research to the next step of being published. To ensure that our good work is shared beyond conference attendees, we should explore what strategies and/or resources can help lead to more publications, whether they be journal articles, professional association guides, or book chapters. We may want to investigate launching our own white paper series as an additional way of publishing our ideas and our practices. We have many staff members who review journal articles and sit on editorial boards: we could leverage their experience in helping one another with publications. We may also want to reconsider the areas of responsibility for our Educational Research Associate role. This role is currently under review before advertising for a permanent hire. What role could this position play in assisting us with the preparation of publications and/or research on the work of the Centre? We have many ideas and look forward to our reviewers’ feedback.
* **To assist with role clarity with the Teaching Fellows, we need to invite them into in our program planning processes.** Our Teaching Fellows have different areas of focus, but many provide some type of programs (e.g., workshops, panel discussions) and services (e.g., faculty consultations) for their faculty. Currently, the Director is part of a monthly Teaching Fellows meeting, led by the AVP-A, where we share updates and discuss university-level issues about teaching. We also attempt to complete a listing of upcoming events offered by CTE, CEL, and the Teaching Fellows. The Director aims to meet individually with the Teaching Fellows every one to two years to learn about their plans and ask how we can help, but currently there are no regular meetings with the Teaching Fellows as a group to work on program planning together. Inviting them to join our program planning meetings may be helpful. Beyond serving to clarify who wants to offer what programs and services, these meetings could also help us to figure out how best to promote these plans to instructors and what resources or training any of us may need. Many will contact us for resources when needed, but overall, our current support to them is more ad hoc than intentional, which becomes even more of a concern when new Teaching Fellows come on board. Inviting the Teaching Fellows into the program planning process, however, will need to be balanced with their expressed need for autonomy from CTE. Ideas from our reviewers on how to achieve this balance would be appreciated.
* **To enhance our working relationships with our support unit colleagues, we need to develop and implement more opportunities for communication.** Working collaboratively with our partners and collaborators, we could develop new opportunities for exchanging ideas across our units. More formalized meetings amongst staff at varying levels (not just Directors) seem feasible and desirable. Exploring additional means of communication exchange, such as creating internal promotional pieces about the scope and services of our different units, may also be of value to our partners and our client groups. Additional ideas and insights from our reviewers could assist us in determining how best to approach others as well as strategies for information exchange and relationship-building.

### Next Steps for Assessing Our Work

* **To raise the profile and utility of our internal processes, we need to launch a process working group.** We identified that we have many existing processes but that not all of them are used consistently nor have they been evaluated in any systematic way. This working group could compile a list of our various processes, verify consistency across processes, and identify ways to assess the effectiveness of our various processes. This project may also be of interest to other staff units, and could become a point of common interest as we work to increase communications across units. Ideas on how to review the effectiveness of processes would be useful.
* **To more fully implement our assessment plan, we need to develop plans for larger and longer-term projects.** In our assessment matrix, we identified a desire to engage in projects such as: follow-up assessments for our intensive programs to look for additional evidence of outcomes (including community-building and culture shifts), quality-assurance-focused evaluation projects for new programs, and research projects. The next steps for our assessment plan should focus on these larger projects and should identify ways to prioritize these projects and who should be involved. In particular, we need to clarify the possible role of our Educational Research Associate in these larger projects, including whether this position will provide any in-house data collection and/or analysis. To help support the research agendas of our various staff members when their research focuses on the work of the Centre, we should contemplate various ways that we can internally support their efforts. Hearing our reviewers’ insights on strategies for achieving larger assessment and/or research projects would assist us.
* **To ensure that we have an organizational structure to meet future needs, we need to review our current structure.** This self-study has identified some challenges at the senior level of our Centre. Increasing demand for organizational-level work, suggestions about the need for more visible advocacy about teaching, and the existing quantity of responsibilities in the Director role all raise concern about the viability of the existing organizational structure. At the operational level, at least one area of responsibility is short-staffed; curriculum work is growing but our available human resources have not increased. Our reviewers have been asked for feedback on the organizational structure and we look forward to their recommendations.

In this self-study, we have attempted to provide a comprehensive picture of the work of our Centre for Teaching Excellence. Through rich descriptions, we have aimed to illustrate our breadth, and have shared both positive and constructive feedback about what we do and how we do it. The ideas expressed in this concluding section represent key issues that emerged for us from engaging in the self-study process, and they include possible strategies for moving forward. However, they are not intended as an exhaustive list. Additional or alternative ideas are most welcome as are feedback and questions for further consideration. We are grateful for our reviewers’ experience and expertise and look forward to benefiting from their ideas and recommendations in relation to the Terms of Reference questions and the ideas expressed throughout this self-study.

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1. A list of acronyms used in this report appears in Appendix A. [↑](#footnote-ref-2)
2. Appendices have been removed from this public version of the Self-Study to protect confidentiality. If you would like more information about the appendices, please contact the [Centre for Teaching Excellence](mailto:cte@uwaterloo.ca). [↑](#footnote-ref-3)
3. The U15 Group of Canadian Research Universities is an association of research-intensive Canadian universities. Member universities are: the University of Alberta, the University of British Columbia, the University of Calgary, Dalhousie University, Université Laval, the University of Manitoba, McGill University, McMaster University, Université de Montréal, the University of Ottawa, Queen’s University, the University of Saskatchewan, the University of Toronto, the University of Waterloo, and Western University. [↑](#footnote-ref-4)
4. University of Waterloo (2 February 2007). [‘Teaching’ offices are recognized](http://www.bulletin.uwaterloo.ca/2007/feb/02fr.html). *Daily Bulletin*. [↑](#footnote-ref-5)
5. The number of individuals calculated is lower than the actual number because we do not track attendees by name at curriculum retreats or requested workshops. For these events, we only track our departmental contact and leave it to the discretion of the department to track the participation of their members. [↑](#footnote-ref-6)
6. Figure 7 calculates the unique individuals for each fiscal year while Figure 6 combines six fiscal years and determines the unique individuals for that whole dataset. While there are over 12,000 unique individuals across the years in Figure 7, our unique individuals across all years is just over 6,000, as shown in Figure 6. [↑](#footnote-ref-7)