

2016-2017 ANNUAL REPORT

Centre for Teaching Excellence



UNIVERSITY OF
WATERLOO

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Message from the Director



DONNA ELLIS
Director

Once again, it has been a busy year at the Centre for Teaching Excellence! As I was reading through this annual report, I marveled at the breadth of activities in which my colleagues engage, and I am reminded of how multi-faceted our Centre is. As you'll see in these pages, we provide an impressive array of programs and services to support quality teaching and learning at Waterloo.

CTE's work connects to our core activities, our strategic priorities, and the institutional strategic plan.

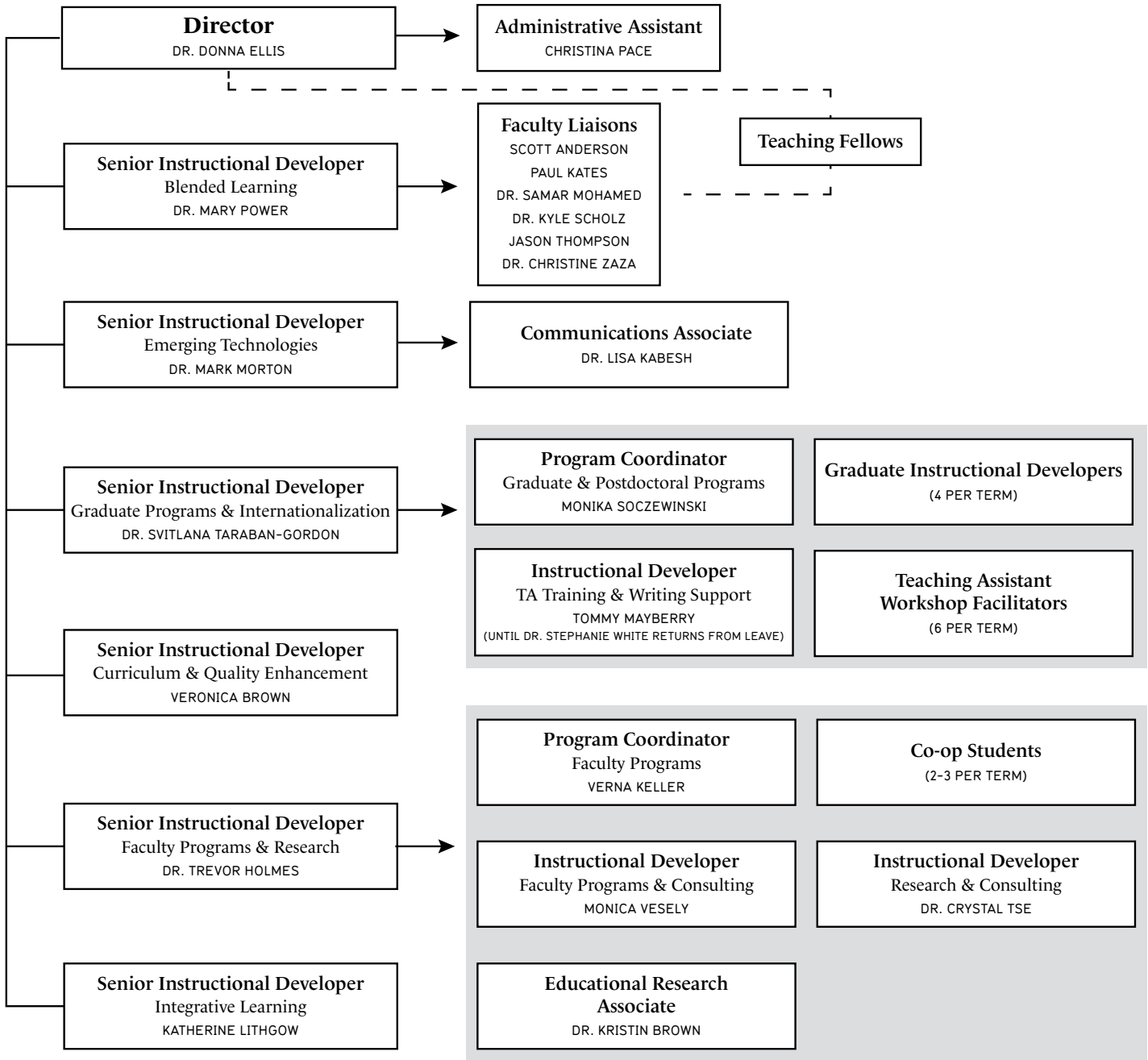
Most of this annual report focuses on the first two, but we are also responsible for leading or contributing to numerous projects within the Academic Programming (AP) strategic plan. Here are a few highlights from these institution-level projects from the 2016-17 fiscal year:

- › With the institutional focus on developing students' communication skills, our support for teaching and assessing writing grew throughout this fiscal year. We engaged in numerous individual consultations, and developed two new workshops: Improving Written Feedback (for graduate students) and Effective Written Assignments (for faculty and staff).
- › Beyond workshops on assessing communication skills, we facilitated additional workshops about assessing learning outcomes for graduate students, postdoctoral fellows, faculty, and staff. We also offered a learning community on assessing program-level outcomes.
- › Through a LITE Grant funded project, "Bridging the Articulation of Skills Gap through WatCV: Career and Competency ePortfolios," we have provided instructors with support and resources to help their students identify, articulate, and document with evidence the professional, transferable skills and competencies that are developed within course contexts to next-stage stakeholders, such as employers.

- › We hired a contract Communications Associate last fall, thanks to support from strategic plan funding. With that new position, we have been able to significantly enhance our support of external teaching awards, including editorial support for nominators and the creation of documentation to help determine how well a potential nominee's experience aligns with award criteria. This position has also enhanced communications about teaching and the work of CTE.
- › Our inventory of instructional technologies used by Waterloo instructors is now complete. Instructors who responded reported using more than 70 different technologies to support teaching and learning. Summary results and specific examples from this inventory will be available on CTE's website in Fall 2017.
- › Our contributions to two university-wide committees continued in the 2016-2017 fiscal year. The Course Evaluation Project Team submitted their final report to the Provost, and the Teaching and Learning Spaces Committee has been surveying the campus community to better understand issues and challenges regarding our classrooms.
- › Our largest project in the 2016-2017 fiscal year to support the AP strategic plan was preparing for our external review. CTE staff members engaged in a comprehensive self-study of our work: our programs, our services, and our processes. Working with an advisory group comprising two faculty members and two staff directors from other units, we developed and worked through a process for reviewing an academic support unit. The site visit occurred in September 2017, so stay tuned for more details in the coming year!

I encourage you to read on to learn more about the breadth and depth of our work as we support your development as teachers. We value our relationships with you and look forward to another stellar year!

Organizational Structure



CTE Staff Members

Director



Donna Ellis

Administrative Staff



Christina Pace



Verna Keller



Monika Soczewinski

Communications Associate



Lisa Kabesh

Senior Instructional Developers



Veronica Brown



Trevor Holmes



Katherine Lithgow



Mark Morton



Mary Power



Svitlana Taraban-Gordon

Instructional Developers



Tommy Mayberry



Crystal Tse



Monica Vesely



Kristin Brown

Research Associate

Faculty Liasons



Scott Anderson



Paul Kates



Samar Mohamed



Kyle Scholz



Jason Thompson



Christine Zaza

CTE at a Glance

IN THE 2016-2017 FISCAL YEAR



252
WORKSHOPS

delivered to **1,116** unique instructors, graduate students, postdoctoral fellows, and staff members

76 **NEW FACULTY MEMBERS**

provided with workshops specifically designed for their career stage

45 **POSTDOCTORAL FELLOWS**

participated in Teaching Development Seminars (running total of postdoctoral fellows who have taken these seminars is now **210**)



3755
CONSULTATIONS

provided to

1291

instructors, staff, graduate students, and postdoctoral fellows

99 **CURRICULUM EVENTS**

and consultations facilitated for **393** instructors in **39** departments



496
GRADUATE STUDENTS

participated in **134** microteaching sessions (short practice-teaching sessions in small groups with intensive feedback)

167 graduate students completed the **Fundamentals of University Teaching program** (total completions now **814**)

34 graduate students completed the **Certificate in University Teaching program** (total completions now **415**)

126 **WORKSHOPS**

delivered to **1,834** graduate students in the Fundamentals of University Teaching and the Certificate of University Teaching program



2 TEACHING AWARD PROGRAMS

co-ordinated by CTE resulted in 8 individuals receiving university-wide teaching awards

2 GRANT PROGRAMS

co-ordinated by CTE resulted in 36 individuals receiving 14 grants to support learning innovation and teaching enhancement



263 INDIVIDUALS

attended CTE's annual Teaching and Learning Conference

98%

OF RESPONDENTS

rated the conference as "good" or "excellent"



4 BOOK CHAPTERS

and 3 articles published by our staff members



37 PRESENTATIONS

given by our staff members at conferences or at other institutions



5 RESEARCH GRANTS

received by our staff members



CTE's online resources accessed over

1.2 MILLION TIMES

1. Provide Cross-Disciplinary, Institution-Wide Events and Programs

Every year, CTE delivers a comprehensive roster of **cross-disciplinary, institution-wide events and programs**. In the 2016-2017 fiscal year, those events and programs reached **over 1,250 unique instructors, graduate students, postdoctoral fellows, and staff members**, an increase of 8% from the previous year.

Our annual offerings are drawn from **45 core workshops** supplemented by sessions developed by CTE staff to meet an emerging need or at the request of a department. Our sessions vary in length from 1 hour to 40 hours (over several days!), and many are designed for specific cohorts: graduate students who seek to establish a solid foundation of effective instructional skills; experienced instructors who want to extend their teaching practice in new directions; new faculty who need to balance their teaching load with other career demands; and postdoctoral fellows who may have no prior experience in teaching development. In the 2016-2017 fiscal year, CTE delivered **96 unique workshops (252 workshops total)**.

CTE's annual Focus on Teaching Week (offered in October) and our Educational Technologies Week (offered in February) are opportunities for Waterloo's instructors to focus more intensively on their teaching development.

“As my PhD journey with UWaterloo comes to end, I would like to thank all CTE staff for their help during the Fundamentals of University Teaching program and Certificate in University Teaching program. It was a very positive experience for me. You helped me to reshape my TA skills and gain confidence to the extent that I was a sessional instructor last term.”

ABDULBASET ALI
ELECTRICAL AND COMPUTER ENGINEERING



Mario Coniglio, Associate Vice President, Academic, introduces the keynote speaker to start off the 2017 Educational Technologies Week

This year's Focus on Teaching Week attracted **87 unique attendees (113 total completions) to 8 sessions** such as Course Design Fundamentals, Teaching with Cases, Strategies for Large Classes, and Effective Written Assignments. Educational Technologies Week drew **178 unique attendees (282 total completions) to 15 sessions** such as Introduction to the Flipped Classroom, Twitter in the Classroom, Clickers and Reef Polling, Course Redesign for Blended Learning, and Enhancing Learning Through Gamification. Keynote speaker Donald Present, President of Learning Agents and a leader in e-learning, kicked off the week with a presentation on micro-credentialling entitled "Recognizing Knowledge and Skills in a Digital Age."

Our largest event in the 2016-2017 fiscal year, our ninth annual Teaching and Learning Conference, drew together **263 instructors, staff, and graduate students** to explore the theme of curiosity in teaching and learning through **37 interactive workshops, panels, and poster presentations**. Peter Felten, Assistant Provost for Teaching and Learning, and Executive Director of the Center for Engaged Learning, at Elon University, delivered the keynote. In a follow-up survey, **98%** of respondents rated the conference as "good" or "excellent," and **94%** said it provided them with an opportunity to connect with colleagues outside of their own discipline.

CTE co-ordinates two annual teaching award programs: the **Distinguished Teacher Awards** and the **Chakma Awards for Exceptional Teaching by a Student**. Recipients of the 2017 Distinguished Teacher Awards were Mónica Barra, Chemistry; Sanjeev Bedi, Mechanical and Mechatronics Engineering; Dan Davison, Electrical and Computer Engineering; and David McKinnon, Pure Mathematics. Recipients of the Chakma Awards were Alex Huynh, Psychology; Houman Mehrabian, English Language and Literature; Mohammed Nassar, Electrical and Computer Engineering; and Lay Ling Tan, Chemistry.

CTE staff members also support faculty nominations for **external teaching awards**, and the 2016-2017 fiscal year saw two Waterloo instructors recognized with prestigious national awards: Gordon Stuble, Mechanical and Mechatronics Engineering, was welcomed into the 3M National Teaching Fellowship, and Steven Bednarski, History, was awarded the D2L Innovation Award in Teaching and Learning.



Graduate students in a course design workshop for the Certificate in University Teaching



Peter Felten delivers the keynote session at the 2017 annual Teaching and Learning Conference

"The ISW was an excellent experience. Being able to teach mini-lessons with the same group of people over the four days was an invaluable way to try something different, get feedback on what works and what doesn't work, and to observe others and their style of teaching. Being able to be a 'student' again allowed me to see teaching from their perspective which is something that can be forgotten when one teaches for a number of years."

**INSTRUCTIONAL SKILLS WORKSHOP
PARTICIPANT**

2. Support Instructional and Curriculum Development

One-on-one consultations are integral to CTE's support for instructional development. In the 2016-2017 fiscal year, our staff members engaged in over **3,750 consultations** with 1,290 instructors, staff members, graduate students, and postdoctoral fellows. The most common topics of discussion were LEARN, educational technologies, instructional development, the scholarship of teaching and learning, and integrative learning. In addition, at the request of individual departments, we provided 49 sessions on various instructional development topics, serving over 600 individuals.

CTE also supports **curriculum** development in departments and programs in several ways. We facilitate departmental retreats, consult with curriculum committees, provide guidance in creating and implementing change management strategies, and offer workshops to support faculty members whose departments are transitioning to a new curriculum.

In the 2016-2017 fiscal year, we provided **33 such curriculum events to 250 instructors and administrators** in 15 departments. We also conducted **66 consultations related to curriculum initiatives** at Waterloo. Since undertaking this work in 2007, our staff have engaged in 646 curriculum events and consultations, and have collaborated with 76 academic departments and support units at Waterloo.

Our curriculum work is supported by online resources, developed by our staff, that detail the curriculum renewal process from start to finish. In the 2016-2017 fiscal year, these online curriculum resources received over **13,000 pageviews**, with about 17% of them coming from Ontario and 31% coming from Canada as a whole.

“CTE is an extremely useful resource to have at the University of Waterloo and surely helps us with improving our programs. Our curriculum retreat went a lot better than expected due to your professional facilitation.”

PATRICK LAM
DIRECTOR, SOFTWARE ENGINEERING

CONSULTATION TOPIC	NUMBER OF INDIVIDUALS	NUMBER OF CONSULTS
LEARN	872	2195
Educational Technologies	322	634
Instructional Development	317	526
Research	118	137
Integrative Learning	126	120
Redirect 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

Note: The number of individuals can be greater than the number of consults for a topic due to multiple participants for one consult. The sum for the number of individuals and the number of consults can be greater than the corresponding total due to multiple service categories per consult.

3. Foster Leadership in Teaching Development across the Institution

Since 2014, the faculties at Waterloo have had Teaching Fellows: instructors who have been tasked by their Deans with providing leadership in teaching in order to enhance student learning. CTE helps to foster this leadership by frequently **collaborating with the Teaching Fellows**. For example, in the 2016-2017 fiscal year, CTE staff collaborated with the Teaching Fellows on the following:

- › Developing and facilitating a Teaching Assistant training workshop on conducting tutorials
- › Proposing and delivering a workshop called “Decoding our Threshold Concepts” for the Canadian Engineering Education Association
- › Identifying potential nominees for major external awards
- › Facilitating several three-day Instructional Skills Workshops for Engineering
- › Promoting the Enhanced Course Feedback process within Science
- › Investigating a teaching mentorship model within Science
- › Delivering the Teaching Workshop for New (and Nearly New) Instructors in Math and Computer Science
- › Investigating first-year engagement and direct entry co-op program development in Arts

“My teaching beliefs evolved during my work at CTE. I was rereading my teaching philosophy statement recently and realized how much it has changed. The biggest thing for me was thinking critically about teaching approaches that we discussed in workshops. In my own teaching, I now always ask myself, *Was this effective in this lesson? How can I change my lesson next time?*”

MARCIE CHAUDET
CTE GRADUATE INSTRUCTIONAL DEVELOPER



Cecilia Cotton, Statistics and Actuarial Science, presents at a session entitled “Documenting Your Teaching for Tenure and Promotion”



Lennart Nacke, Drama and Speech Communication, Christine Dupont, Biology, and Lynne Carty, School of Accounting and Finance, assemble their revised course outlines at the Teaching Excellence Academy.

CTE also fosters leadership in teaching development by providing opportunities for instructors to present to their peers on topics pertaining to teaching and learning. Last year, **28 Waterloo instructors and another 28 staff members** from academic support units facilitated or co-facilitated workshops or other sessions coordinated by CTE, including our most intensive workshops. For example, in our most recent four-day Teaching Excellence Academy, two instructors who had previously completed the workshop worked with CTE staff to help instructors fully redesign one of their courses. Additionally, five instructors completed the Facilitator Development Workshop (FDW), which prepares participants to co-facilitate a four-day Instructional Skills Workshop (ISW) in their home

faculties and departments. A total of **22 individuals have now completed the FDW** at Waterloo, making it feasible for ISWs to be offered across campus. Instructors also work with CTE staff in leading several learning communities on themes such as blended learning, outcomes assessment, case-based learning, threshold concepts, ePortfolios, and high impact practices.

Our programs for graduate students also foster leadership in teaching development. In any given term, we employ approximately **10 graduate students** as Teaching Assistant Workshop Facilitators (TAWFs) or as Graduate Instructional Developers (GIDs). The TAWFs, who are hired for 30 hours per term, facilitate introductory workshops on university teaching for other graduate students, and the GIDs, who are hired for 10 hours per week, facilitate advanced workshops and microteaching sessions and conduct teaching observations. Working with CTE equips TAWFs and GIDs with the skills needed to become leaders in teaching development after they complete their graduate studies and move into academic roles at Waterloo and beyond.

During exit interviews, our Graduate Instructional Developers consistently cite gaining reputation as teaching mentors and champions of good teaching in home departments as one of the benefits of working at CTE.

4. Promote and Conduct Research on Teaching, Learning, and Educational Development

In 2012, CTE began administering the centrally-funded **Learning Innovation and Teaching Enhancement (LITE) grants**. Funded by the office of the Associate Vice President, Academic, LITE grants support projects investigating student learning and alternative approaches to teaching and assessment at the individual, departmental, faculty, and institutional levels. Applicants can apply for seed grants of up to \$5,000 for one-year projects and full grants of up to \$30,000 for two-year projects.

In the 2016-2017 fiscal year, **14 new projects were awarded LITE grants**, bringing the total number of awards since the inception of the program to **67**, and the total number of instructors and staff who have received grants to **167** unique individuals (208 total individuals, since some recipients were involved in more than one project).

LITE Grant funded projects for the 2016-2017 fiscal year include:

- › Strengthening Student Knowledge Through Instructional Videos of Hands-on Activities.
Project team: Wayne Brodland, Rania Al-Hammoud, Kayleanna Giesinger
- › Disrupting Traditional Pedagogy: Integrating Curriculum.
Project team: Karla Boluk, Corey Johnson

To date, most of the LITE grant projects – 53 out of 67 – have been collaborations either within a department or unit, or across departments or units. After completing their project, LITE grant recipients submit a final report, and information from these reports is published on the CTE website, so that instructors across campus and beyond can benefit from the findings and insights of the projects. Recipients of LITE grants have also presented on their findings at CTE’s annual Teaching and Learning Conference and have made conference presentations nationally and internationally. LITE grants have resulted in instructors making improvements to both courses and to curriculum.

In addition to the research undertaken by LITE grant recipients, CTE’s staff members also engage in the scholarship of teaching and learning. In the 2016-2017 fiscal year, **our staff received 5 research grants, made 30 presentations at peer-reviewed conferences, and published 3 articles and 4 book chapters**. This research contributes to the evidence-based theories and practices that inform CTE’s work.

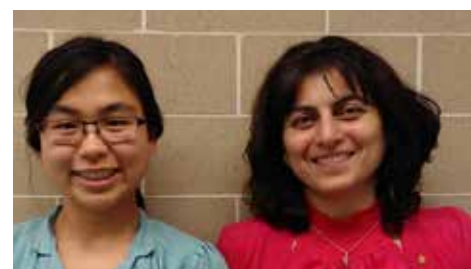
LITE Grant Recipients



Clare Bermingham, Nadine Fladd,
Nicole Westlund Stewart
Writing and Communication Centre



Emma Betz, Michael Boehringer
Germanic and Slavic Studies



Carmen Che, Rania Al-Hammoud
Civil and Environmental Engineering

“I have always viewed myself as an instructor who uses evidence-based practices in the classroom. The LITE grants have allowed us to do this in a much more rigorous manner ... The LITE grant has allowed us to compare experimentally different implementations so that we could find the best implementation for our specific scenario.”

EVAN RISKO
PSYCHOLOGY

5. Communicate Best Practices and Promote the Importance of Teaching and Learning at Waterloo

Like CTE's workshops and consultations, our online resources are intended to communicate best practices. Our main online resource is a repository of nearly 130 Teaching Tips, all of which have been developed by CTE staff. The main categories of the Teaching Tips are:

- › Educational technologies
- › Planning courses and assignments
- › Assessing students
- › Creating a positive learning environment
- › Lecturing and presenting
- › Learning activities
- › Professional development
- › Tips for students

In the 2016-2017 fiscal year, our **Teaching Tips were accessed more than 930,000 times** from locations around the world. We receive occasional requests from other teaching centres and educational institutions for permission to reproduce our Teaching Tips – most recently from Oxford Brookes University and the University of British Columbia. Some of our Teaching Tips have also been translated into French, Portuguese, and Greek by other institutions.

Another online resource that we leverage to promote best practices is the CTE YouTube channel. This channel includes videos of presentations made by Waterloo instructors, staff, and visiting presenters, as well as video tutorials created by CTE staff pertaining to educational technologies. Videos added to the channel in the 2016-2017 fiscal year include Making Video Tutorials, Gamification and Game-Based Learning, The Flipped Classroom, and Recognizing Knowledge and Skills in a Digital Age.

“We are hoping to receive permission to use the Tip Sheet entitled, *Effective Communication: Barriers and Strategies*, in one of our teaching modules.... It provides examples of conflicts regarding communication and concrete solutions that students would be able to implement in their lives.”

JULIE WALCHLI
DIRECTOR, ARTS CO-OP PROGRAM,
THE UNIVERSITY OF BRITISH COLUMBIA

Also in the 2016-2017 fiscal year, CTE undertook an **Innovative Instructional Technologies Inventory** to ascertain the educational technologies used by Waterloo instructors. The data we collected revealed that **more than 400 instructors use over 70 different technologies**. These data will help us determine what technologies to promote and how to best use them; we will also be creating an online resource that will describe the key technologies and connect readers to Waterloo instructors who have used the technologies and who are willing to share insights and best practices with their colleagues.

One of the ways that we promote the importance of teaching and learning at Waterloo is via our Teaching Stories, which we began to publish in 2013. Each Teaching Story profiles a Waterloo instructor whose teaching practice is especially effective or innovative. In the 2016-2017 fiscal year, we published **5 new Teaching Stories, bringing the running total to 50**, with almost every department and program at Waterloo represented among them. The instructors featured in the Teaching Stories have diverse teaching practices but are alike in their passion for continually enhancing their teaching.

CENTRE FOR TEACHING EXCELLENCE

Centre for Teaching Excellence » Resources » Teaching Stories »

Patricia Hrynchak: Engaging Students Through Team-Based Learning



Dr. Patricia Hrynchak, School of Optometry

Written by Elorm Agbeyaka, Special Projects (Teaching Stories), CTE

Since 2011, Dr. Patricia Hrynchak, a Clinical Professor in the School of Optometry and a recipient of that School's 2016 Distinguished Teaching Award, has been a practitioner of a teaching method known as Team-Based Learning (TBL). Developed by Larry Michaelsen for teaching business students in the 1990s, TBL is an active learning program that Hrynchak describes as having transformed her instruction. TBL

Patricia Hrynchak, School of Optometry, was featured in one of CTE's Teaching Stories



Parisa Bohouli-Zanjani, Sue Stathopoulos, and Josephine Orso Simon take part in an Integrated LEARN Retreat

6. Connect with and Contribute Expertise to Colleagues On and Off Campus

CTE's staff members are frequently called upon to share our expertise with groups and committees at Waterloo and beyond.

On campus, our staff contributed to **26 institutional committees**, such as the Course Evaluation Project Team, the Online Course Evaluation Advisory Group, and the Learning Environment Operations Committee.

Beyond our campus, **7 of our staff sat on 10 different national or international committees** devoted to teaching and learning, and **11 staff members served as editors or reviewers for 17 different journals and conferences**. Our staff also accepted invitations to deliver presentations or workshops at other universities, including the Université de Toulon in France and Osaka University in Japan, and one staff member was invited to be the keynote speaker at the 2017 Educational Developers Annual Conference at the University of Guelph.

CTE also received visits from delegates from other institutions seeking to learn more about our Centre. These included Simon Fraser University and Georgian College.

“Staff members of CTE are very highly respected among educational developers in Canada, as well as around the world. At the EDC and STLHE conferences, or the COU learning outcomes conference, I seek out sessions facilitated by CTE staff – their work is scholarly, grounded in current research on teaching and learning, innovative and carefully designed to fit the context of teaching and learning at Canadian and Ontario universities. CTE is one of the teaching centres we look to as an outstanding centre that models excellence in educational development when we consider new initiatives and programs.”

ANONYMOUS

FEEDBACK COLLECTED VIA A REPUTATION SURVEY SENT TO OTHER CANADIAN TEACHING CENTRES AS PART OF OUR EXTERNAL REVIEW PROCESS



Elena Neïterman, School of Public Health and Health Systems, and Christine Zaza, CTE, present at the 2017 Annual Teaching and Learning Conference

7. Engage in Individual and Centre-Wide Professional Development and Operational Activities

In the 2016-2017 fiscal year, CTE undertook preparations for an **External Review** scheduled for September 2017. We identified six key questions for external reviewers to address:

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 their 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?

We then **collected data from key groups** via a needs survey of Waterloo instructors, interviews with CTE's on-campus partners, a reputation survey with the national educational development community, and more. We also drew upon extensive data about our programming that we collect on an ongoing basis regarding the number of workshops, consultations, attendees, workshop feedback, and so on. All of this information was integrated into a **self-study** that was submitted to two external reviewers, who also met with CTE's various partners and stakeholders during a two-day site visit. CTE's External Review supports one of the eight themes in Waterloo's Strategic Plan: Outstanding Academic Programming.



CTE Staff members engage in a professional development workshop at the Waterloo Aboriginal Education Centre

Professional development for individual staff members is integrated into our monthly staff meetings, which feature PD sessions led by our own staff or external speakers. The theme of our most recent series of PD sessions was change management. We also commit to an annual off-site PD day. This year we gathered at the Waterloo Aboriginal Education Centre where we explored the theme of inclusivity and culturally relevant pedagogy.

We celebrate our staff members' **individual career achievements** as well: one of our staff members completed IndEdu200x: Reconciliation Through Indigenous Education, a program offered by the University of British Columbia; another staff member completed her Bachelor of Social Work; one became an accredited facilitator of the Instructional Skills Workshop; and our Director joined the editorial board for the POD Network's journal *To Improve the Academy*.

CTE staff members stay connected to the classroom by occasionally **teaching discipline-specific courses** at Waterloo and elsewhere. In the 2016-2017 fiscal year, CTE staff members taught **8 courses** in Actuarial Sciences, Professional Development, Psychology, Philosophy, English, and Women's Studies.



Making connections at CTE's annual PD Day

On the Horizon

In our annual report for the 2015-16 fiscal year, we shared information about six new initiatives in the On the Horizon section, all of which have either been completed or are well underway. Updates about many of these appear in the foregoing Message from the Director. Initiatives that we will be pursuing in the 2017-2018 fiscal year include the following:

- › In the spring term, we completed our self-study for our external review, and in September 2017, our site visit occurred. We will aim to release a response to the reviewers' recommendations by Winter 2018. We have valued the opportunity to step back and reflect on our current and future work. This review – the first ever for CTE – is an important next step in our development as a unit.
- › We will launch our new strategic priorities in 2018. Similar to our current strategic priorities, we have identified five key areas of focus for 2018-2021: promoting deep and active learning, including high-impact practices; assessing learning outcomes; promoting and modelling inclusive educational practices; playing major roles in the institutional strategic plan; and enhancing our communication about CTE's supports and services.
- › With support from the Academic Programming strategic plan, we will launch an Assessment Institute. Individuals, course teams, and program teams will redevelop key assignments and tests over two days of design work and peer feedback. Participants will be invited from Waterloo and beyond, and we anticipate offering it annually.
- › We will work with the Teaching and Learning Spaces Committee to identify and bring in a guest speaker on the topic of flexible learning spaces. This event will be funded by the Academic Programming strategic plan, and will be part of our Educational Technologies Week.
- › In conjunction with Instructional Technologies and Media Services (ITMS), we will be co-leading a project to select a new ePortfolio tool for use at Waterloo. ePortfolios support students' work to identify their growth and development as learners and to integrate their learning across various experiences (academics, work, and life).
- › With our program for new faculty now five years old, we will be engaging in a detailed analysis of its impact and identifying ways that we can further enhance this important program by seeking feedback from participants and the Teaching Fellows.
- › Internally, beyond our external review, we will be launching a couple of new working groups: one on accessibility and inclusive teaching practices and another on the processes that we use in CTE. We are committed to a collaborative and continuous improvement approach, and these groups will exemplify these ways of working.

We are committed to working with you as colleagues and partners – we're here to help!

Appendix One:

What Is the Reach of Our Services and Activities?

CTE is committed to ongoing assessment of our work. This year, as part of our self-study, we examined trends in our services over the past six years.

Figure 1 indicates the number of unique individuals who have participated in CTE’s five key service areas (instructional and intensive workshops, requested workshops, consultations, curriculum events, and the annual Teaching and Learning Conference) in each of the last six fiscal years. Note that in 2011, participation in workshops and consultations was higher than usual due to the transition to LEARN. Omitting the 2011 data, we see an increase in the number of individuals participating in CTE services over time.

Figure 1. Number of unique individuals who have worked with CTE by fiscal year

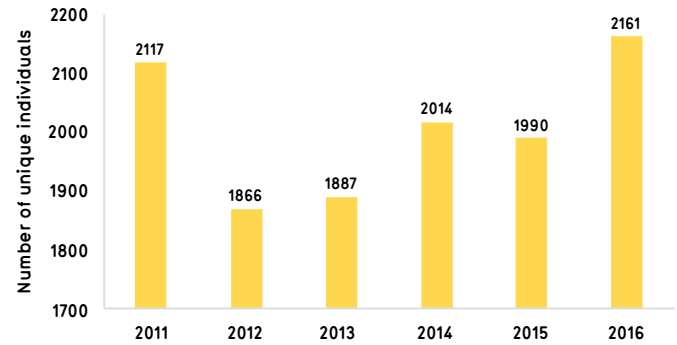
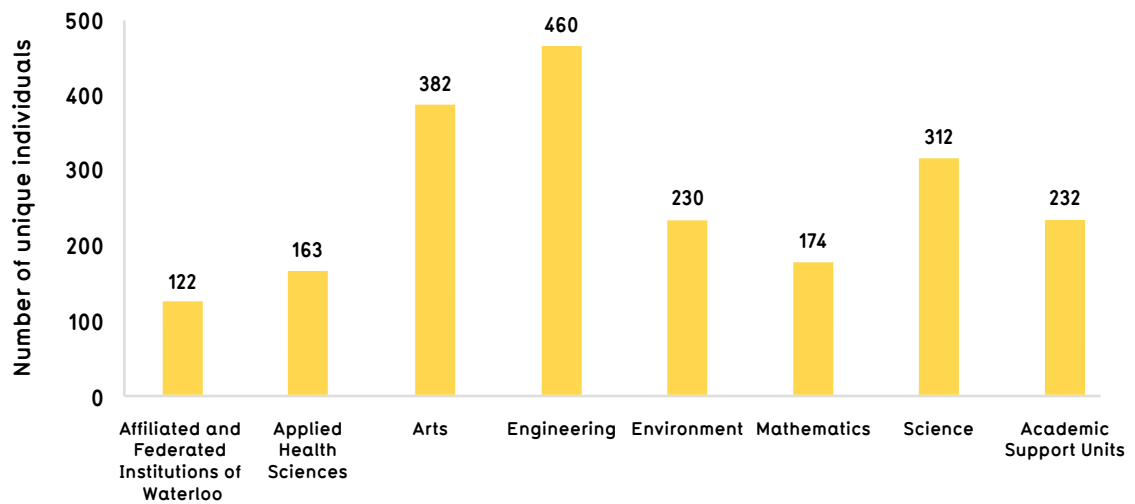


Figure 2 provides the unique individuals in each faculty who participated in our five key service areas in the 2016-2017 fiscal year. While the bulk of our participants came from Arts and Engineering, participation in other units also increased over the previous fiscal year.

Figure 2. Number of unique individuals who worked with CTE in 2016-2017 by faculty/unit



Workshops

In 2016-2017, we saw an increase in the number of staff, graduate student, and postdoctoral fellow participants in our workshops (Table 1). The difference between the unique and total participants each year indicates that participants are completing multiple workshops.

Table 1. Participants in CTE workshops by role

ROLE	2011 PARTICIPANTS		2012 PARTICIPANTS		2013 PARTICIPANTS		2014 PARTICIPANTS		2015 PARTICIPANTS		2016 PARTICIPANTS	
	TOTAL	UNIQUE	TOTAL	UNIQUE	TOTAL	UNIQUE	TOTAL	UNIQUE	TOTAL	UNIQUE	TOTAL	UNIQUE
Faculty	603	381	513	247	446	242	450	205	978	301	853	296
Staff	356	170	205	100	119	79	198	98	269	143	363	156
Graduate Student	1413	522	1271	480	1570	480	2108	620	1691	517	1762	566
Postdoctoral Fellow	216	48	229	46	193	38	50	17	200	42	379	80
Other	64	36	28	16	34	17	41	14	97	25	70	28
TOTAL	2652	1153	2246	886	2362	855	2847	951	3235	1015	3427	1116

The sum of each column differs from the total due to participants identifying as more than one role during the reporting period.

Consultations

While the total number of consultations was lower than normal due to staffing changes, the number of unique consultation participants increased in 2016-2017 (Table 2). (As described previously, the total number of consultations was very high in 2011 because of the University's transition to LEARN).

Table 2. One-on-one and small group consultations by faculty or unit

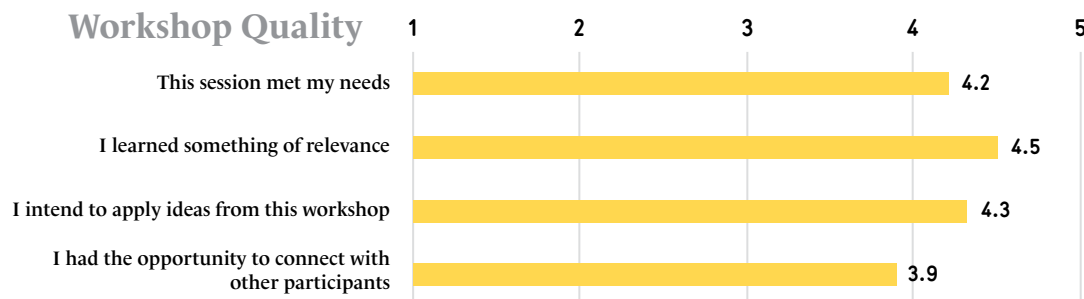
FACULTY/UNIT	2011		2012		2013		2014		2015		2016	
	TOTAL CONSULTATIONS	UNIQUE PARTICIPANTS	TOTAL CONSULTATIONS	UNIQUE PARTICIPANTS	TOTAL CONSULTATIONS	UNIQUE PARTICIPANTS	TOTAL CONSULTATIONS	UNIQUE PARTICIPANTS	TOTAL CONSULTATIONS	UNIQUE PARTICIPANTS	TOTAL CONSULTATIONS	UNIQUE PARTICIPANTS
Affiliated and Federated Institutions of Waterloo	229	50	170	56	246	64	349	70	362	93	378	103
Applied Health Sciences	611	116	187	57	229	61	210	69	292	75	228	87
Arts	1602	324	870	280	944	292	1405	297	899	263	777	260
Engineering	1350	253	1391	289	1187	232	1363	251	935	210	321	144
Environment	1191	170	423	138	813	187	900	181	621	163	705	177
Mathematics	518	105	274	69	321	64	504	101	433	79	299	86
Science	2213	214	1354	215	1490	194	1313	182	1306	212	827	200
Support Units	205	56	103	59	209	56	309	67	190	63	268	154
Off-campus	10	10	16	12	12	11	14	22	17	14	40	46
TOTAL	7929	1298	4788	1175	5451	1161	6367	1240	5055	1172	3755	1291

The sum of each column differs from the total due to consultations involving several individuals from multiple faculties, and due to some individuals being affiliated with more than one faculty or unit during the reporting period.

Appendix Two: What Are Our Clients Saying?

Faculty Workshops

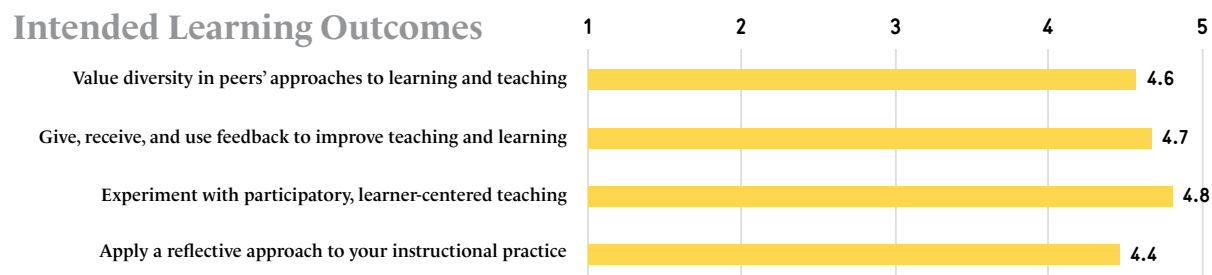
90% of respondents rated CTE's faculty-oriented workshops as **excellent or good**.



Average ratings of participants in CTE's faculty-oriented workshops on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Number of workshops = 35. Number of survey respondents = 354; number of participants = 756; response rate = 47%.

Instructional Skills Workshops

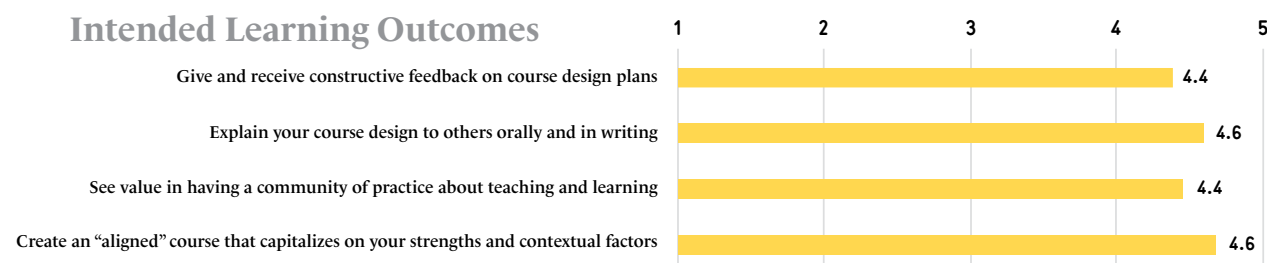
100% of respondents agreed or strongly agreed that they **met the intended learning outcomes** of the Instructional Skills Workshop.



Average ratings of the extent to which participants met the intended learning outcomes of all ISW offerings on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Intended learning outcomes were revised in Spring 2016, hence only 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%.

Teaching Excellence Academy

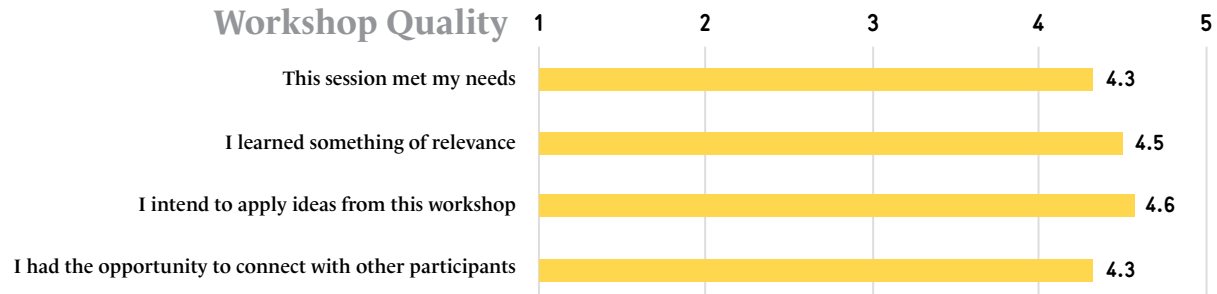
96% of respondents agreed or strongly agreed that they **met the intended learning outcomes** of the Teaching Excellence Academy.



Average ratings of the extent to which survey respondents met the intended learning outcomes of the TEA on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Number of workshops = 1. Number of survey respondents = 14; number of participants = 17; response rate = 82%.

All Workshops for Graduate Students

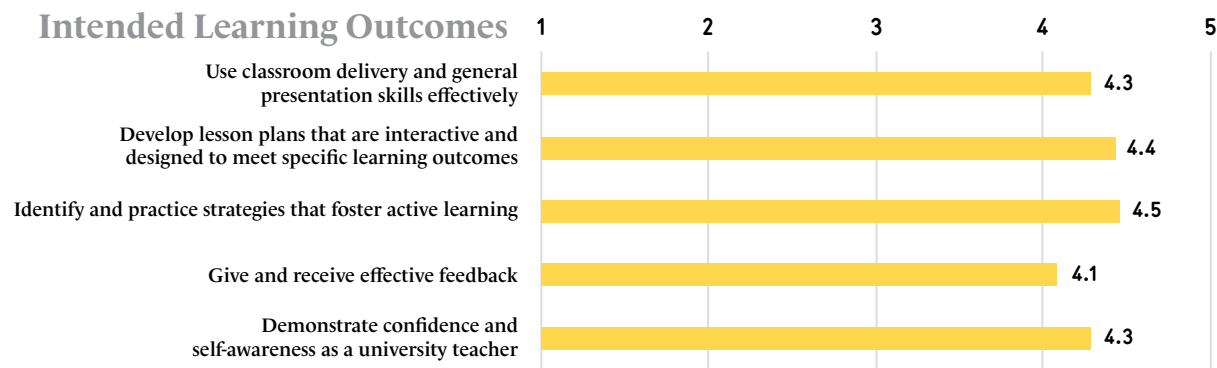
96% of respondents rated CTE's graduate student workshops as excellent or good.



Average ratings of participants in all graduate student workshops on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Number of workshops = 87. Number of survey respondents = 1044; number of participants = 1271; response rate = 82%.

Fundamentals of University Teaching Program

93% of respondents agreed or strongly agreed that they met the intended learning outcomes of the program.



Average ratings of the extent to which survey respondents met the intended learning outcomes of the Fundamentals of University Teaching Program on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Data are from the exit survey for the program. Number of survey respondents = 75; number of participants = 152; response rate = 49%.



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