Walking the Talk: Preparing for an External Review

As many of you know, one of CTE’s key services involves facilitating curriculum retreats for departments as they prepare a self-study for academic program review. We help faculty to: identify program-level outcomes, map courses according to those outcomes, and explore how course assessments fit into the curriculum map. See our curriculum renewal website for more details. We feel strongly that we should also undertake similar processes for our own work. Even though we have only a few programs that might look like a coherent curriculum, and fewer still that lead to some kind of certification, everything we do is meant to be an opportunity for learning about teaching.

As part of the Academic Programming strategic plan, CTE is up for external review in 2017. Like an academic department, we recognize that some preparation is in order, including thinking carefully about where we’ve been and where we’re going. One key preparatory step has been our work over the past few terms on designing a comprehensive plan to assess the work of the Centre. Despite a growing body of literature in the area of teaching centre assessment, no set standards have emerged for assessing a Centre’s work, so we’ve been developing some parameters and frameworks to help guide our efforts. In many ways we have been predicting this activity since we began preparing to support new academic review processes in 2007, and it is exciting to be acting more fully on it now.

Key principles underlying our plan’s development include being: a) collaborative by involving multiple stakeholders, b) defensible by drawing from the evaluation literature, and c) comprehensive while not assessing everything all the time. Most importantly, we are striving to create a plan that is sustainable so that no one feels overburdened by contributing to its implementation: we can focus on providing our services and you can focus on your ongoing development.

Our plan is centred around four key questions:
- Who comes to us?
- To what extent are we meeting our participants’ needs?
- What intended outcomes are our participants meeting?
- How effective are our processes?

These questions are meant to help us gather evidence about our overall impact and indicate how well we are achieving our aims of building capacity, building community, and promoting a culture that values teaching and learning. We are interested in both short- and long-term results, including the ripple effects to our work, and we are poised to look more systematically at connections and transformations.

Building on the evaluation tool of a logic model, we have identified both output and outcome data to collect:
- **Output Data**: event registrations and staff reports (e.g., consultation numbers); resource hits (e.g., website traffic); internal planning (e.g., workload analyses)
- **Outcome Data**: surveys (post-event and long-term); participant reports/narratives; interviews and focus groups; other data (e.g., network analyses)

We are now at the stage of building a matrix that involves us mapping our various programs and services according to the questions that need to be addressed in each case and the most appropriate type(s) of data to collect. A CTE working group is also developing survey questions based on our programming outcomes. Our goal is to pilot our new instruments and processes this Fall, so expect to experience some new ways of providing feedback on our services. We thank you in advance for assisting us with this important work.
Another part of our plan is to release an annual report that highlights key assessment data. We plan to replace our Fall newsletter with this annual report, with the first one scheduled to come out this Fall. Our new assessment plan won’t be in place by then, but we already have various data to report on to help increase transparency around CTE and the impact of our services.

I am grateful for all of the talented individuals at CTE who are contributing to our assessment plan and annual report, and to our faculty colleagues who have been providing feedback along the way. Like academic program reviews, our assessment work is part of a larger ongoing continuous improvement process. There is more work ahead of us, but it is exciting to contemplate all that we can learn from it.

If you have feedback about our assessment approach or would like to learn more, please give me a call (ext. 35713) or send me an email (donnae@uwaterloo.ca).

References:


Program development and evaluation logic model templates from University of Wisconsin-Extension: [http://www.uwex.edu/ces/pdande/evaluation/evallogicmodelworksheets.html](http://www.uwex.edu/ces/pdande/evaluation/evallogicmodelworksheets.html)

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**Marzieh Riahinezhad - CUT Award Recipient**

*CTE is pleased to announce that Marzieh Riahinezhad, a doctoral student in Chemical Engineering, has been selected as this year’s Certificate in University Teaching (CUT) Award recipient. This annual award, funded by an anonymous donor, honors a graduate student who demonstrates the highest achievement upon completion of the CUT Program.*

*Teaching Matters* had the pleasure of interviewing Marzieh about her experiences in the CUT program and her development as a university teacher during her doctoral studies at Waterloo.
Q: Can you tell us what motivated you to pursue the Certificate in University Teaching?

Prior to coming to Canada to pursue my doctoral degree at Waterloo, I was teaching science for two years at a high school in Iran. I also worked as a teaching assistant at the university in my home country during my master’s degree. So, teaching was certainly of interest to me and something I was hoping to continue at Waterloo. During one of my early meetings with my supervisor, Prof. Alex Penlidis, he asked me about my future career plans and what I was hoping to do after I complete my PhD. I mentioned that I was interested in staying in academia and that teaching was important to me. He encouraged me to participate in the CUT program as a way to develop my teaching skills. In addition to the recommendation from my supervisor, I also had a chance to discuss the CUT program with a fellow grad student in my department who had just completed the CUT and found it very useful. After that, I signed up for the Fundamentals of University Teaching program which is a pre-requisite for the CUT. I was able to complete the required workshops and microteaching sessions within one term and started the CUT program in January 2014.

Q: It sounds like your supervisor was very supportive of your teaching goals. Do you feel that you were able to accomplish what you were hoping in terms of developing your teaching skills during your grad studies?

Yes, my supervisor was very helpful in supporting my development as a university teacher, both during my participation in the CUT program and my work as a TA, and later when I taught my first course. Prof. Penlidis observed two of my classes as part of the CUT classroom observations and provided useful feedback on my teaching skills. He also provided feedback on exam questions that I developed for the course. When I completed a draft of my teaching dossier for the CUT, he offered to read it and provided useful feedback on how I could improve it. I feel fortunate that I received a lot of teaching support and guidance from both the CTE staff members and my doctoral supervisor.

Q: Which aspects of the CUT program did you enjoy the most?

I really enjoyed working on the CUT project which asks the participants to select a topic on teaching in higher education and prepare a paper or a workshop. I had heard about the idea of a flipped classroom and decided to do my CUT project on this topic. I enjoyed reading the educational literature on flipped classroom and learning about different ways to implement it in university courses. Although it’s not required for a CUT project, I decided to also talk to instructors who use the flipped classroom model in their courses to hear about their experiences. I learned a great deal about the topic by speaking to three faculty members, two from Waterloo and another one from George Brown college. Once my presentation was ready, I delivered it as a workshop for grad students who are doing the Fundamentals of University Teaching program. I had never facilitated an interactive session on a teaching topic before, so it was a great experience for me and the feedback from participants was very positive.

Q: Did you have an opportunity to try any ideas or techniques that you learned in the CUT in your own teaching?

I learned quite a few useful teaching techniques through workshops and observational feedback. One technique that I found particularly useful is the idea of a mid-term student feedback which, unlike the end-of-term course evaluations, is collected around the mid-semester mark. I think this is very important, particularly for grad students who are new to teaching. When I taught my first course in Winter 2015, I collected mid-term feedback from the students to get their perspective on how the course was going. Like many other new instructors, I was nervous about teaching my first course and wanted to know what the students thought about my teaching. The student feedback was positive and it helped me with feeling more confident about my teaching approach.
In addition to the mid-term student feedback, I also had a chance to experiment with another technique that I learned through the CUT program. During one of the workshops, I learned about the IF-AT cards which refer to the Immediate Feedback Assessment Technique using pre-designed cards. I got the cards and used them for group activities throughout the term where students were asked to discuss questions in groups and select a correct answer from several options. Students really enjoyed it and the discussions of their answers helped them to understand important course concepts. We also reviewed the wrong answers collectively and discussed why the answers were incorrect. Both students and I felt that this teaching method helped their learning in the course.

Q: What advice do you have to graduate students about developing their teaching skills while in grad school?

The CUT program requires commitment and good time management skills but it’s a great teaching development opportunity for Waterloo grad students. Any doctoral student who is hoping to work in academia or in any role that involves teaching would greatly benefit from the theoretical and practical teaching opportunities provided by the program. The end result is certainly worth the time and effort required to complete the program.

In recognition of receiving the CUT Award, Marzieh’s name will be added to the CUT plaque displayed in the CTE office in EV1. She will also receive her own plaque and a cash award. Warm congratulations, Marzieh!

**This article is reprinted from the CTE blog post about the CUT award winner on April 16, 2015.

Svitlana Taraban-Gordon

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**Teaching Stories**

The Centre for Teaching Excellence continues its series of teaching stories to honour excellent teaching and to inspire others. On the Centre for Teaching Excellence’s website, visit the Teaching Stories section, to read stories such as: “Mat Schulze: Big Changes, Stück für Stück”, “Cynthia Struthers: Find Joy in Learning”, “Marcel Pinheiro: Growing Engagement”, “Sue Statthopulos: One-on-One Interactions”, and “Kelly Anthony: Learner-Centered Teaching”. Visit the Centre’s website often as new stories are being published regularly. If you would like to recommend that a specific Waterloo instructor be highlighted in a teaching story, please email the Centre for Teaching Excellence at cte@uwwaterloo.ca with the instructor’s name and department.

Kelly Stone

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**Teaching Awards nomination due dates for 2016**

Tips on writing a persuasive nomination letter can be found in Trevor Holmes’ blog entry ‘How to Write an Effective Nomination Letter’

Distinguished Teacher Awards are given in recognition of a continued record of excellence in teaching at the University of Waterloo. The nomination deadline is Friday, February 5, 2016.

Amit & Meena Chakma Awards for Exceptional Teaching by a Student are given in recognition of excellence in teaching by students registered at the University of Waterloo. The nomination deadline is Friday, February 12, 2016.

Verna Keller
Distinguished Teacher Award recipients for 2015

Greta Kroeker
History

Dr. Greta Kroeker, an associate professor in History, joined the University of Waterloo in July 2007. Kroeker goes beyond the expected levels of an instructor by creating a “learning environment all its own,” as one alumnus describes it. Teaching courses that require students to complete readings can be difficult. However, Kroeker compels students to complete such assignments with an interest in the material and enthusiasm as well. She uses her own enthusiasm, humour, and deep understanding of the content to encourage students to work at what they are learning. As one graduate student shares, “Dr. Kroeker encouraged me to continue to pursue my studies in history, thereby greatly impacting and influencing my own learning”. By acting as a mentor and a motivator, Kroeker allows students to “feel safe and secure in their learning environment”, and dedicates many hours to supporting them. Innovating courses that students with an outside perspective may view as content-heavy is another way Kroeker goes beyond the realms of teaching. By structuring tutorials and assigning group projects that encourage creativity, students are able to develop “‘out of the box’ thinking when presenting research information”, which is an aspect an alumnus appreciated. As her fellow colleague explains, “Dr. Kroeker personally builds a compelling case for higher education, linking practical skills with intellectual achievement”.

Kelly Stone

Mary Louise McAllister
Environment and Resource Studies

Dr. Mary Louise McAllister, an associate professor in Environment and Resources Studies and Teaching Fellow for the Faculty of Environment joined the University of Waterloo in September 1996. McAllister transcends the expectations of an educator, dedicating innumerable hours to improving the student learning experience. Her compassion and “contagious enthusiasm” creates an encouraging classroom atmosphere that is conducive to student learning and engagement. McAllister is always searching for innovative, experiential learning techniques, and frequently employs alternative teaching methods to maximize student understanding and create an inclusive learning environment. As one of her undergraduate students states, McAllister is “always willing to change the curriculum to best suit the needs of a specific class, providing personalized environments that create unmatched learning experiences”. A mentor in her field, McAllister continues to share her wealth of knowledge and passion for teaching within her peer group. Her GreenTEA blog is one of the many outlets in which McAllister explores new teaching technologies and promotes deeper pedagogical reflection. An alumnus states, she is “influencing the next generation of environmental leaders”.

Bailey Jacobs
Michael MacDonald

English Language and Literature

Michael MacDonald, an associate professor in the Department of English Language and Literature joined the University of Waterloo in 2001. MacDonald surpasses student expectations as a result of his remarkable ability to “communicate content seamlessly through his ability with speech”. Teaching material that can be viewed as ancient is a challenge that MacDonald breaks down and assists students in grasping. He ensures students have an understanding of what is expected, and structures his courses such that students are able to remain focused and on-track. MacDonald does more than just ensuring that his students complete academic requirements. He encourages students to “develop new ways of thinking about language and rhetoric”, which is one way a former graduate student felt inspired by MacDonald’s teaching. Outside of the classroom, MacDonald is dedicated to remaining connected and fostering constant interaction with his students. He responds “promptly to students queries on the LEARN discussion boards” and “makes himself available to students” if they ever have questions. MacDonald is always happy to make time to explain concepts further, which provides a highly positive impact on student learning. As an undergraduate describes, “his easy-going but professional demeanor ensured that he commanded respect from the class, while also creating a non-intimidating atmosphere that made the classroom feel like a safe place to speak and promote ideas”.

Kelly Stone

Jeff West

Civil and Environmental Engineering

Jeff West is a Professional Engineer, Fellow of American Concrete Institute, Associate Professor and Associate Chair for Undergraduate Studies in Civil and Environmental Engineering. Since joining the University of Waterloo in July 2002, West has supervised a dozen Master’s students, as well as supervised six PhD students. West is recognized as one of the top instructors in his department by excelling in leadership and mentoring, course design and delivery, as well as leadership in curriculum renewal. Student teaching evaluations have always been outstanding, conveying students’ appreciation for his effective teaching methods and learning environment. As one of his students notes, “His unique delivery method and organized presentation made each and every lecture a sheer joy to attend”. West is widely known for his ability to convey material to the class in a clear and concise manner by infusing lectures with step-by-step procedures and well-designed course notes that allow for the clarification of even the most abstract topics. Many nominators noted the continuous care and dedication that West provides to his students in and out of the classroom.

Husnia Barakzay
Amit and Meena Chakma Awards for Exceptional Teaching by a Student recipients for 2015

Mostafa Farrokhabadi
Electrical and Computer Engineering

Mostafa Farrokhabadi is a PhD student in Electrical and Computer Engineering. Students acknowledge his guidance, adaptability, and teaching methods as a TA for ECE 390 and ECE 467. Through the use of thought provoking questions, he encourages students to think critically and form a solid foundation about topics. He is known to take “great pains to explain lecture material” by turning complicated problems and examples into simple ones to which students can relate. The course instructor complimented him by writing, “Having Mostafa as a TA in a course is a big boon to the course instructor and a great help” as he develops strategies for the students and thoughtfully plans out his work. A student explains, “Mostafa’s enthusiasm and passion for teaching created an engaging environment whereby we were inspired to learn beyond core concepts, to expand and reflect on our knowledge of the impact that engineering design and economics could have in society”. It is evident that Mostafa went above and beyond the expectations of a teaching assistant.

Tommy Mayberry
English Language and Literature

Tommy Mayberry, a PhD student in English Language and Literature, is recognized by his students as being a positive, supportive, and “desirable marker, teacher and mentor”. Tommy’s passion for teaching and learning has a great influence on many who cross his path. As one of his students states, “Tommy has a certain spark or passion about him – an energy in his aura that inspires students”. Students also remarked on his ability to foster a “fun, friendly, encouraging, and safe environment”. The overflow of students in his classrooms is a testament to his effective and well-designed lectures. His gift for connecting classic literature to popular culture supports his reputation as a great lecturer. According to a faculty member, Tommy’s “ability to impress students, and lead them, willingly and enjoyably, into learning they recognize as valuable”, is a mark of excellence in teaching. Students and faculty describe him as thoughtful, passionate, and fair in his teaching in addition to being sensitive to students’ needs.
Nathaniel Stevens, a PhD student in Statistics and Actuarial Science, is recognized for being “consistently enthusiastic in teaching the material” and “attentive to explaining difficult concepts”. Nathaniel, as a teaching assistant and an instructor for STAT 101 and STAT 202, consistently taught his courses in an effective and engaging manner. A student writes, “his excitement about the subject radiated every class and truly inspired me to do well in the course”. His students note that his care for teaching combined with his proficiency in the subject allows him to present and teach the material well. His exceptional ability to make the classes relatable and interesting comes from being able to “relate course material to relevant topics to students’ lives and their program”. Many of his students note that his influence extends beyond the classroom as he displays exceptional teaching during his office hours as well. Nathaniel’s deep understanding of the material and dedication to teaching is highly regarded by his students and makes him a deserving recipient.

Hasnia Barakzay

CTE744: Cultivating Learning Cultures
On Wednesday, May 20, Dr. Kathy Takayama (Executive Director of the Sheridan Center for Teaching and Learning and Professor of Molecular Biology, Cell Biology, & Biochemistry at Brown University) will be presenting on the theme Cultivating learning cultures: Reflective habits of mind and the value of uncertainty from 9:15 to 11:00am in DC 1302. This presentation builds on our Teaching and Learning Conference Theme, ‘Making Teaching and Learning Visible’, and continues our discussions related to High Impact Practices. Registration for CTE 744 is through myHRinfo.

Katherine Lithgow

Teaching Squares Program
For those of you teaching in the upcoming term(s) and looking for a manageable teaching development opportunity, consider participating in the campus wide Teaching Squares Program. This is a peer based program well suited to all faculty interested in broadening their teaching perspectives by taking part in reciprocal classroom visits. Teaching Squares focus on the valuable take-away(s) made accessible by observing other teachers in action rather than on the potentially harsh critique of peer evaluation. The aim of the Teaching Squares approach is to enhance teaching and learning through a structured process of classroom observation, reflection and discussion (leading to a plan for revitalization of one's own teaching). If the campus wide format does not fit your needs and you have a group of colleagues in your own department or discipline that are interested in participating as a discipline square, your request can be accommodated. The total time commitment over the term is approximately 6 hours. All interested instructors are invited to send Monica Vesely an email (mvesely@uwaterloo.ca) indicating the term you would like to participate (this term - Spring 2015 or later in the year) and the course you will be teaching.

Monica Vesely
Announcing Recipients of the Learning Innovation and Teaching Enhancement (LITE) Seed Grants and Full Grants

In collaboration with the Office of the Associate Vice President, Academic, the Centre for Teaching Excellence (CTE) and the Centre for the Advancement of Co-operative Education (WatCACE) are pleased to announce that seven LITE Grant projects have recently been funded. Congratulations to the recipients! To read descriptions of these and other exciting projects, please visit the LITE Grant website: https://uwaterloo.ca/cte/lite-grants.

### FULL GRANTS

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Names of Applicants</th>
<th>Faculty and Department/School or Unit of Applicants</th>
</tr>
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<tbody>
<tr>
<td>Transcultural Encounters Across Programs: The Impact of Study Abroad on Students’ Transcultural Learning, on the Development of Language and Identity, and on the Curriculum</td>
<td>Emma Betz and Michael Boehringer</td>
<td>Arts, Germanic and Slavic Studies</td>
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<tr>
<td>A 30-Second Treatment Improves Students’ Co-op Experiences (Funded by WatCACE)</td>
<td>Christine Logel</td>
<td>Renison University College, Social Development Studies</td>
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<tr>
<td>Communities of Practice: An Innovation in Experiential Education</td>
<td>Nancy M. Waite and Katie Cook</td>
<td>Science, School of Pharmacy</td>
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### SEED GRANTS

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<tr>
<th>Project Title</th>
<th>Names of Applicants</th>
<th>Faculty and Department/School or Unit of Applicants</th>
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<tbody>
<tr>
<td>Identifying Barriers and Facilitators to Innovative Teaching in Applied Health Sciences</td>
<td>Kelly Anthony</td>
<td>Applied Health Sciences, School of Public Health and Health Systems</td>
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<td></td>
<td>Andrew Laing</td>
<td>Applied Health Sciences, Kinesiology</td>
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<td></td>
<td>Lora Giangregorio</td>
<td>Applied Health Sciences, Kinesiology</td>
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<td></td>
<td>Bryan Grimwood</td>
<td>Applied Health Sciences, Recreation and Leisure Studies</td>
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<td></td>
<td>Luke Potwarka</td>
<td>Applied Health Sciences, Recreation and Leisure Studies</td>
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<td></td>
<td>Diane Williams</td>
<td>Applied Health Sciences, School of Public Health and Health Systems</td>
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<tr>
<td>Assessment of Quality and Impact of Student Peer Review in Progress Update Meetings in Management Engineering Capstone Design Courses</td>
<td>Ada Hurst</td>
<td>Engineering, Management Sciences</td>
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<td></td>
<td>Oscar Nespoli</td>
<td>Engineering, Mechanical and Mechatronics Engineering</td>
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<td>Improving Students’ Deep Learning of History through Collaborative Role-Immersion</td>
<td>Troy Osborne</td>
<td>Conrad Grebel University College, History</td>
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<td>Facilitating Cultural Integration and Reflective Learning Through Intercultural Collaboration</td>
<td>Emiko Yoshida</td>
<td>Renison University College, Social Development Studies</td>
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<td></td>
<td>Keely Cook</td>
<td>Renison University College, English Language Centre</td>
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<td></td>
<td>Elizabeth Stankiewicz</td>
<td>Arts, Psychology</td>
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The purpose of the LITE Grants is to provide support for experimenting with and investigating innovative approaches to enhancing teaching that aim to foster deep student learning at the University of Waterloo.

Two kinds of grants are available: LITE Seed Grants for projects up to $5,000, and LITE Full Grants for projects up to $30,000. Both grant formats emphasize the contribution of the project to the University of Waterloo learning community.

There are two annual LITE Seed Grant application deadlines: February 1 and June 1. The one annual deadline for LITE Full Grants is October 1. If you and/or your colleagues are considering applying for a grant and would like to discuss your project, please contact either Julie Timmermans (julie.timmermans@uwaterloo.ca) or Crystal Tse (ctse@uwaterloo.ca) at the Centre for Teaching Excellence.

For more information about the grants, please visit https://uwaterloo.ca/cte/lite-grants.

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**Making Teaching and Learning Visible: Waterloo’s Annual Teaching and Learning Conference 2015**

It is moving and inspiring to see 250 colleagues gathered for a day of thinking and talking about teaching and learning. This year’s Teaching and Learning Conference took place on Thursday, April 30, with over 200 people from the University of Waterloo and numerous colleagues from neighbouring universities participating in over forty research-based and practice-based sessions.

Vice-President, Academic and Provost, Ian Orchard, set the tone for the day. He opened the Conference by underscoring the value placed on teaching and developing as teachers at the University of Waterloo:

“The University of Waterloo values excellence in teaching, just as it does in research. Investing time in developing teachers is a vital aspect of fostering a culture that values teaching and learning and that develops teaching in a community environment. This conference helps foster community, and makes the sharing of teaching experiences possible, creating a community of scholars of teaching.”

The theme of this year’s Conference was “Making Teaching and Learning Visible.” There is indeed much about teaching and learning that remains unintentionally hidden and unspoken. And so, through this theme, we explored what we can do to clarify and communicate the processes underlying teaching and learning so that learners and teachers work towards the same outcomes. We explored challenging and provocative questions, such as “How do we know what students already know, what they don’t know, and what they have learned?” and “How can we make the thinking underlying our instructional decisions more explicit for ourselves, our students, and our colleagues?” Each of the day’s panel discussions, workshops, and presentations attempted to reveal and communicate assumptions or practices in some way.
Presidents’ Colloquium Keynote Speaker, Dr. Linda Nilson, pursued this theme in her talk, “Making Your Students’ Learning Visible: How Can We Know What They Know?”. During this session, Linda delved into one of the most common, yet challenging questions we have as teachers: How can we gather evidence of and measure student learning? She advocated for setting measurable learning outcomes in our courses, and for ensuring alignment between these outcomes, teaching and learning strategies, and assessment methods. Drawing on examples from across the disciplines, Linda provided concrete strategies for measuring and interpreting gains in student learning. If you’re intrigued by these ideas, you are welcome to download the slides and handouts from the keynote session, available through the Conference website: https://uwaterloo.ca/centre-for-teaching-excellence/keynote-speaker-dr-linda-b-nilson-clemson-university.

A highlight of the Conference was the “Igniting Our Practice” session. Two inspiring and award-winning University of Waterloo professors, Gordon Stubley, Associate Dean, Teaching in Engineering, and Jonathan Witt, Teaching Fellow in Biology, each taught us a concept from their courses and, in doing so, drew us into the ways of thinking of their disciplines. Does the impressive display of feathers in the tail of the male peacock serve an evolutionary purpose? What do pre-tests reveal about fourth-year students’ knowledge of particular concepts in their third fluid dynamics course? Through vivid examples, Gordon and Jonathan led us to think about designing teaching for student learning, and how we might integrate these ideas into our own teaching.

The Conference closed with a wine and cheese reception where colleagues had the opportunity to connect over a drink and some food. Associate Vice President, Academic (AVP-A), Mario Coniglio closed the Conference, thanking people for their commitment to enhancing teaching and learning. He also took time to recognize the many people who had contributed to the Conference, including the participants and presenters, the Teaching Fellows, members of the Centre for Teaching Excellence (CTE), people who chaired sessions and provided technical support, Creative Services, as well as FAUW. At CTE, we’re particularly grateful for the vision and financial support AVP-A, Mario Coniglio, and Vice-President, Academic and Provost, Ian Orchard.

And now, it’s time to pursue the ideas that were sown at the Conference. And these actions have meaning and impact. As Ian Orchard said,

“All that you do as individuals allows students to be successful, allows teachers to be successful, and, if individuals are successful, the community is successful and therefore the University as a whole can be successful. Thank you for all you do.”

We look forward to learning about the ways in which you have pursued your ideas at the Conference in 2016. For details about this year’s Conference, please visit the Conference website: https://uwaterloo.ca/cte/ond2015. Planning for next year’s event has already begun!

**This article is reprinted from the CTE blog post about the Conference on May 7, 2015.

Julie Timmermans

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**Instructional Skills Workshop (ISW)**

The Instructional Skills Workshop (CTE601) is a 24 hour series of microteaching sessions (held over 3 or 4 days) with peer feedback. It leads to a widely-recognized Certificate and includes instruction in learning theories as well as considerable application and practice. Registration for either session (listed below) is through myHRinfo.

August 18, 19, 20, 21, 2015 from 9:30 to 3:30 pm OR December 15, 16, 17, 2015 from 8:30 am to 4:30 pm.

Verna Keller
A Message from the CTE Graduate Student Team
The Centre for Teaching Excellence would like to announce the return of Monika Soczewinski to the role of Program Coordinator for Graduate and Postdoctoral Programs. Monika will be replacing Eric Van Halteren, who filled the position from August 2014 to April 2015.

The Centre for Teaching Excellence also welcomes three new members to the graduate student team. Charis Enns (Global Governance) and Dylon McChesney (Philosophy) will be joining the Graduate Instructional Developer team, replacing Stephanie Chesser (Recreation and Leisure Studies) and Amy Hackney (Kinesiology). Jessica Leung (Biology) will be joining the TA Workshop Facilitator team, replacing Dylon McChesney as he transitions into his new role.

We would like to thank Stephanie Chesser, Amy Hackney, and Eric Van Halteren for all of their hard work and contributions made during their time at the CTE, and wish them the best of luck in their future endeavours.

Eric Van Halteren

New Graduate Student Workshops
We would like to announce several new graduate workshops, offered for the first time in the Spring 2015 term:

- Gender Equity in the Classroom (CTE249) - Wednesday, May 6, 1-3pm
- Educational Technologies for Facilitating Questions (CTE251) - Wednesday, May 20, 9:30-11am
- Communicating Teaching Experience to Diverse Employers (CTE 252) - Tuesday, May 26, 2:30-4pm
- Game-Based Learning (CTE248) - Monday, June 22, 1:30-3:00pm
- Introduction to the Flipped Classroom (CTE250) - Wednesday, July 22, 9:30-11am

Eric Van Halteren

Congratulations to CTE Winter 2015 grads!
The following seven students completed the Certificate in University Teaching program in Winter 2015: Man Pierina Cheung (ARTS), Michelle Cho (ENG), Michelle Gates (AHS), Allison Gates (AHS), Marzieh Riahinezhad (ENG), Deitra Sawh (ENG), and Lacey Beer (ARTS).

In addition to CUT graduates, 45 students completed the Fundamentals of University Teaching program in Winter 2015. The numbers by faculty are: Applied Health Sciences-7, Arts-3, Engineering-17, Environment-5, Mathematics-5 and Science 8.

Monika Soczewinski

YouTube Video to promote CTE Grad Programs
Learn more about the graduate programs offered by the Centre for Teaching Excellence by watching our new video. This video represents the efforts of CTE’s co-op students and graduate students working in conjunction with the Program Coordinator, Graduate and Postdoctoral Programs and the Senior Instructional Developer, CUT and Internationalization.

Eric Van Halteren
Welcoming CTE’s new Graduate Instructional Developers

**Charis Enns**

As a Graduate Instructional Developer, Charis looks forward to helping fellow graduate students become more confident in their roles as TAs and instructors. Charis is excited to be returning to CTE, having previously worked as a TA Workshop Facilitator. Charis is now primarily involved in facilitating microteaching sessions and delivering workshops in the Fundamentals of University Teaching program. In this role, she provides feedback to graduate students to assist with their development as university teachers.

In the classroom, Charis strives to create opportunities for critical reflection and the application of knowledge. Her approach to teaching is informed by her past teaching experiences. In addition to several teaching assistantships, Charis has taught global citizenship at the secondary school level and designed and facilitated college courses in international development studies. She has also taught students from various disciplinary backgrounds in both Canada and abroad.

Charis is a PhD Candidate at the University of Waterloo and the Balsillie School of International Affairs. Her research interests include politics of international development, global social governance and land and resource rights. Charis’ interests are informed by her experience researching and teaching in Canada and East Africa.

**Dylon McChesney**

Dylon McChesney previously completed his BA and MA in philosophy at Western University, and joined the University of Waterloo PhD program in Philosophy in September 2013. Upon arrival, his passion for teaching led him to the CTE. He completed the Fundamentals of University Teaching program in the first year of his PhD, and became a TA Workshop Facilitator (TAWF) soon after. As a TAWF, he has presented workshops on Effective Question Strategies, Qualities of Effective Feedback, and Creating Memorable Lectures. He is excited to return to the CTE as a Graduate Instructional Developer.

Dylon has been a sessional instructor for ARBUS 202 (Introduction to Business Ethics), instructed online courses, and held numerous TA positions where he gave as many guest lectures as he could. In 2014 he was honoured with the Philosophy Department's TA award and nominated for the Faculty of Arts Warren Ober Award for Outstanding Teaching by Graduate Students. Broadly, his research interests center mostly around ethics and epistemology (theories of knowledge). He is also interested in pedagogy, particularly in gamification and interactive learning, as well as promoting critical thinking.
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