

# 2015-2016 CTE annual report

The Centre for Teaching Excellence



UNIVERSITY OF  
**WATERLOO**





# TABLE OF CONTENTS

|  |    |
|--|----|
| Message from the Director .....  | 1  |
| Organizational Structure .....   | 2  |
| CTE at a Glance .....  | 4  |
| <b>CORE ACTIVITIES FOR 2015-2016</b>   |    |
| Provide cross-disciplinary, institution-wide events and programs .....   | 8  |
| Support instructional and curriculum development for individuals, departments, academic support units, and faculties ..... | 10 |
| Foster leadership in teaching development across the institution .....   | 12 |
| Promote and conduct research on teaching, learning, and educational development .....                                      | 14 |
| Communicate best practices and promote the importance of teaching and learning at Waterloo .....                           | 15 |
| Share expertise with colleagues on and off campus .....  | 16 |
| Engage in individual and centre-wide professional development and operational activities .....                             | 17 |
| On the Horizon .....   | 18 |
| Appendix One:<br>What is the Reach of Our Services and Activities? .....   | 20 |
| Appendix Two: What Are Our Clients Saying? .....   | 22 |
| CTE Staff Members in 2015-2016 .....   | 24 |
| Contact Us .....   | 25 |

# FROM THE DIRECTOR

The work of my colleagues at the Centre for Teaching Excellence continues to make me proud! In this annual report — our second ever — you will read about our various accomplishments and how our client groups have responded to our programs and services.

Our work at the Centre is guided by a few key documents, including our departmental strategic plan. This plan connects closely with the larger institutional strategic plan, in particular the outstanding academic programming theme. CTE's projects figure prominently in both main goals of this theme: to offer leading-edge, dynamic academic programs and to be a leading provider of technology-enabled learning opportunities. Here are a few highlights from the 2015-2016 fiscal year:



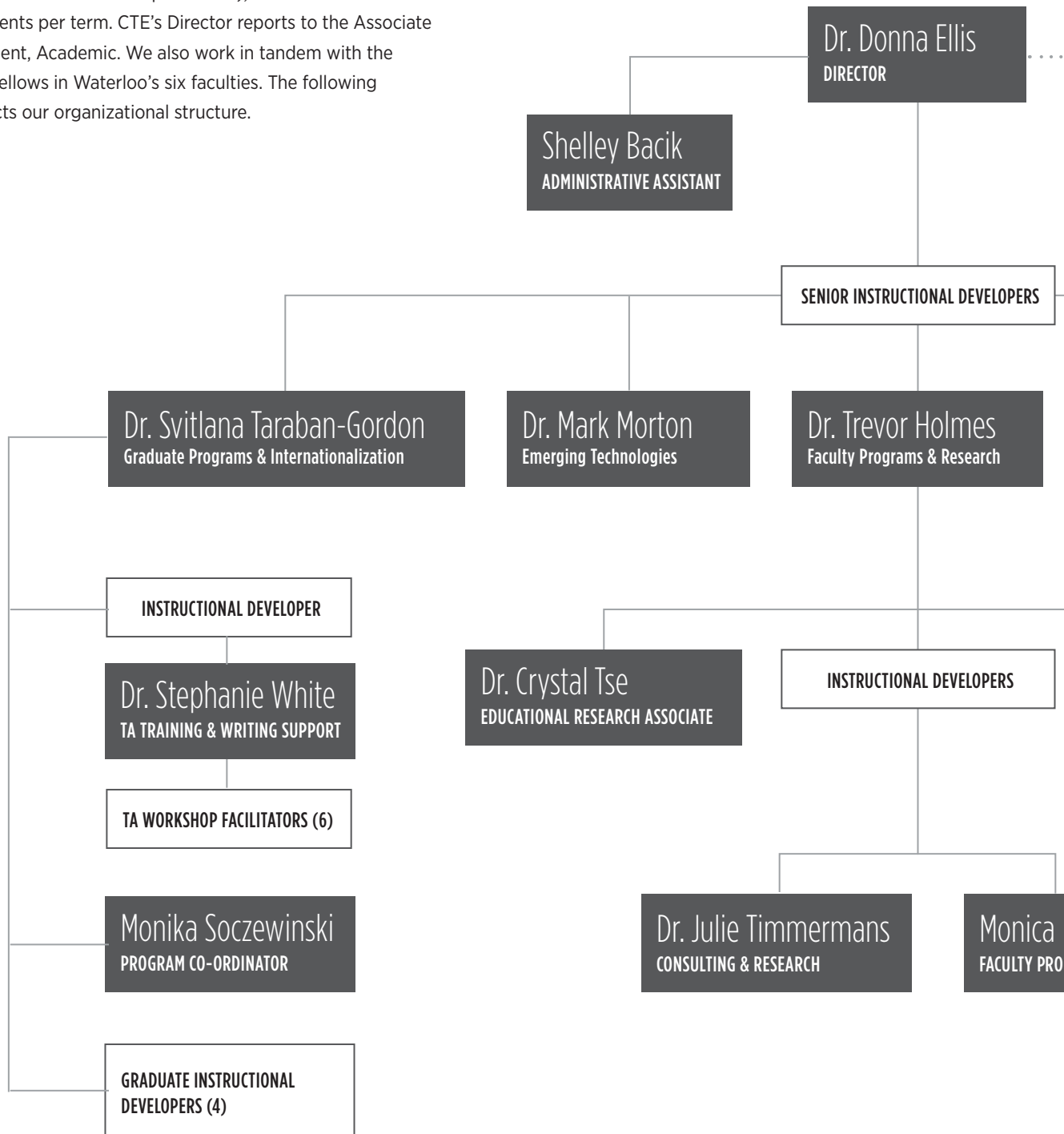
- » Thanks to strategic plan funding, we hired a new Instructional Developer to assist with the development of our students' communication skills. This staff member helps instructors at all levels learn strategies for teaching and assessing writing across the curriculum, as well as supports our instructional programs for graduate students.
- » We contributed to two university-wide committees on large-scale change projects to assist with teaching quality: one on student evaluations of teaching and another on teaching and learning spaces. We bring research evidence and best practices to bear on these important and complex initiatives.
- » In conjunction with the Graduate Studies Office, we launched a two-day Graduate Student Supervision series to ensure high-quality graduate instruction and assist new faculty members in attaining supervision status.
- » With colleagues from Western University and Queen's University, we developed two of six new online modules on university teaching for use in our instructional programs.
- » We increased participation in our instructional development programming: since 2013, the number of unique participants in our workshops has increased by 19 per cent, with total workshop completions increasing by 37 per cent. This increase reflects an improved uptake, as our total number of workshops increased by only 23 per cent in the same timeframe.
- » We added more instructor profiles to our high-traffic website to help promote public awareness of Waterloo's teaching excellence.
- » We started three projects to encourage innovative methods of course delivery using learning technologies. One project involves developing a new process for soliciting information from instructors about their use of learning technologies (beyond LEARN) so we can report on their usage and facilitate the sharing of best practices.

Overall, it has been a banner year! These strategic projects, along with our ongoing core activities, make our Centre a dynamic and energizing place. I encourage you to read on to learn more about our activities. I think you will be as impressed as I am.

**DONNA ELLIS**, Director  
Centre for Teaching Excellence

# ORGANIZATIONAL STRUCTURE

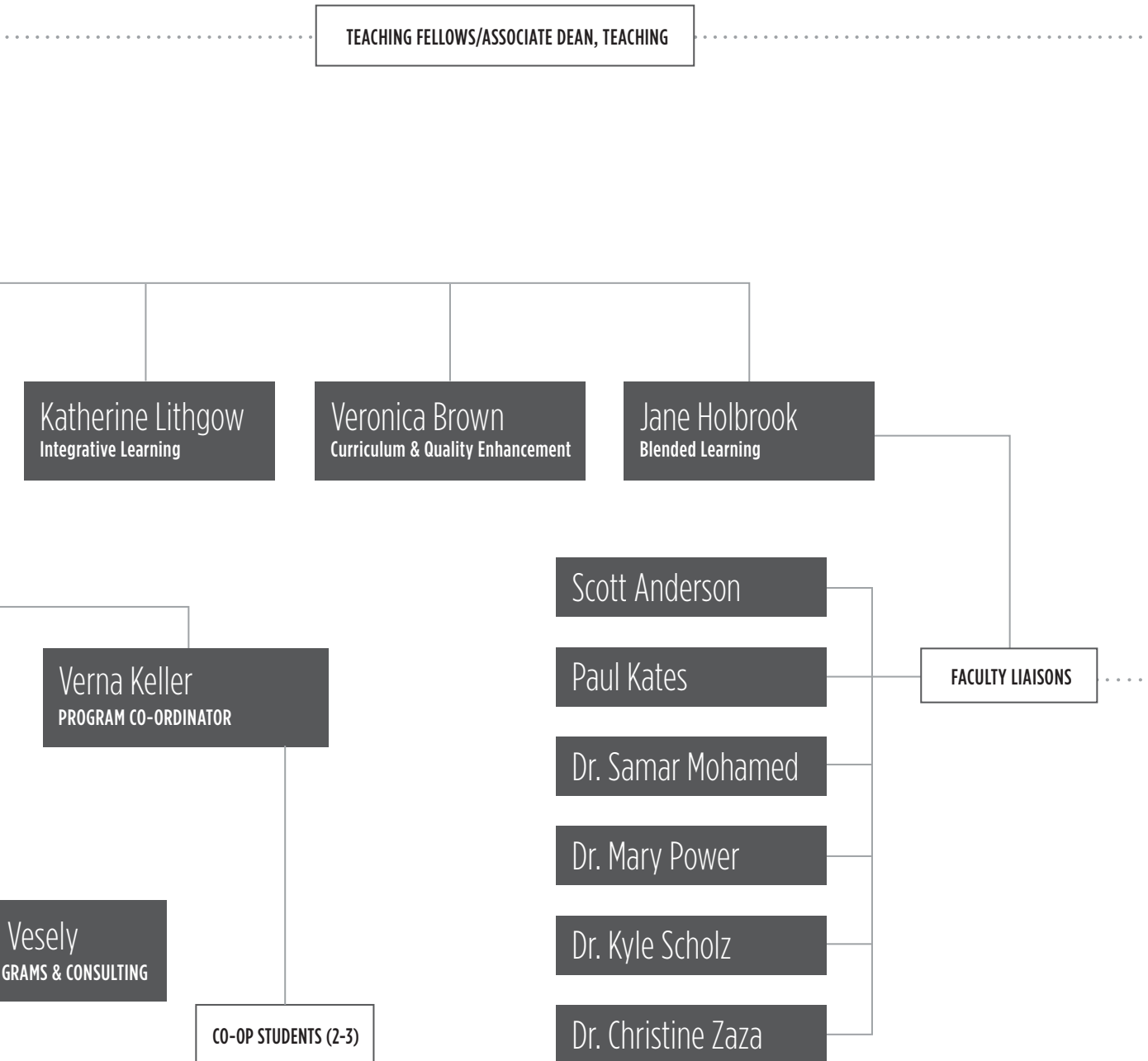
CTE's team comprises 20 full-time staff members, 10 part-time graduate student staff members (some of whom work 10 hours per week, and some 10 hours per month), and two to three co-op students per term. CTE's Director reports to the Associate Vice President, Academic. We also work in tandem with the Teaching Fellows in Waterloo's six faculties. The following chart depicts our organizational structure.



# OUR PEOPLE

10 Part-time Staff Members

20 Full-time Staff Members





# In 2015-2016 ...

**260** individuals attended  
CTE's annual Teaching  
and Learning Conference

**96%** of attendees rated  
the conference as  
"good" or "excellent"

CTE's online resources  
were accessed more than

 **1M times**

**5,055**

**consultations** provided  
to **1,172 instructors**

## **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 62 individuals receiving 16 grants





## **2 research grants**

received by our staff members

## **38 presentations**

given by our staff members at conferences or at other institutions

## **4 articles and 1 book chapter**

published by our staff members in peer-reviewed journals and books

# CTE AT A GLANCE

**116** curriculum sessions delivered to 224 instructors in 27 departments

**226 workshops delivered to 1,019 unique instructors, graduate students, and staff members** including 45 instructors during Focus on Teaching Week and 122 instructors during Educational Technologies Week

**66 new faculty members were provided with workshops** specifically designed for their career stage

**Teaching Development Seminars delivered to 18 postdoctoral fellows** running total of postdoctoral fellows who have taken these seminars is now 165

**480** graduate students participated in 129 microteaching sessions (short practice-teaching sessions in small groups with intensive feedback)

**125 workshops** delivered to 1,674 graduate students in the Fundamentals of University Teaching program and the Certificate in University Teaching program

**163 graduate students completed the Fundamentals of University Teaching program** (running total of completions now 647)

**18** PhD students completed the Certificate in University Teaching program (running total of completions now 381)







core activities







# 1

## PROVIDE CROSS-DISCIPLINARY, INSTITUTION-WIDE

“CTE’s efforts to bring institutional awareness to teaching excellence and its recognition is a key factor in ensuring that Engineering will remain engaged in teaching award nomination activities.”

**GORDON STUBLEY,**  
Associate Dean, Teaching,  
Faculty of Engineering

In the 2015-2016 fiscal year, **CTE reached over 1,000 unique instructors, graduate students, postdoctoral fellows, and staff members** through a robust offering of cross-disciplinary, institution-wide events and programs. These offerings included events open to anyone, as well as programs targeting specific cohorts: **graduate students** who want to develop effective instructional skills; **new faculty** who need to balance a new teaching load with the demands of research and service; **experienced instructors** who seek to enhance their teaching practice; and **postdoctoral fellows** who may have no experience with teaching development activities. Our sessions vary in length from one hour to 40 hours (over several days!), and are drawn from our roster of **45 core workshops**, supplemented by sessions that we develop in response to an emerging need or at the request of a department. In 2015-2016, we responded to 28 such requests, serving 448 attendees.

An event of special note was CTE’s 2016 **Teaching and Learning Conference**. Of the **260 individuals** who attended the conference — 140 instructors, 93 staff members, and 27 students — **96 per cent rated it “good” or “excellent,”** and 93 per cent said it provided them with an opportunity to connect with a colleague outside of their own discipline. The keynote presentation by Michael Starbird, Distinguished Teaching Professor of Mathematics at The University of Texas at Austin, was cited by attendees as a highlight.



Participants in a session of the 2016 Teaching and Learning Conference: Tanya Andrews, Counselling Services; Barry Ferguson, Mathematics; Michele Anderson, AccessAbility Services; Kristin Brown, Centre for Teaching Excellence; Stephanie Lu, School of Public Health and Health Systems; Lauren Cormier, WatCACE Research Assistant.



# ON-WIDE EVENTS AND PROGRAMS

@uwtc #ond16 was a  
WONDERFUL conference!

**AMANDA MCGOWAN,**  
Writing Centre

CTE also co-ordinates two teaching award programs: the **Distinguished Teacher Awards** and the **Amit and Meena Chakma Awards for Exceptional Teaching by a Student**. In addition, our staff members assist individuals who want to nominate Waterloo instructors for external awards such as the **3M National Teaching Fellowship** and the **Brightspace Innovation Award in Teaching and Learning**, the latter of which was awarded to Carol Hulls, Department of Mechanical and Mechatronics Engineering, in 2016.

**96** unique workshops  
delivered by CTE in 2015-2016 (226 workshops total)

**Sample of workshop titles:**

- |                                      |                             |                                    |
|--------------------------------------|-----------------------------|------------------------------------|
| » Using Clickers Effectively         | » Teaching Dossiers         | » Giving and Receiving Feedback    |
| » Course Design for Blended Learning | » Group Work                | » Course Design                    |
| » Cultivating Learning Cultures      | » Understanding the Learner | » Making Screencasts with Camtasia |
| » Motivating Students                | » Classroom Delivery Skills | » Teaching Excellence Academy      |
|                                      | » Teaching with Confidence  | » Instructional Skills Workshop    |



Trevor Holmes, Senior Instructional Developer, CTE, with graduates of the four-day Instructional Skills Workshop: Amanda McGowan, Rania Al-Hammoud, Leonardo Simon, Mathieu Doucet, Ellen MacEachen.



Carol Hulls, Department of Mechanical and Mechatronics Engineering, recipient of the 2016 Brightspace Innovation Award in Teaching and Learning.

# 2

## SUPPORT INSTRUCTIONAL AND CURRICULUM DEVELOPMENT

for individuals, departments,  
academic support units, and faculties

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“Thank you for everything that you have done for the student focus groups and online surveys for our program review. We received an ‘Excellent work in this area’ comment for the focus group and online surveys. It is thanks to all of you. I really appreciate the conversations you had with the students (and summarizing the data/comments). Your feedback is not only in the review, but will also be used in our curriculum development in the future.”

**VIVIAN DAYEH,**  
Biology

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“I am so grateful for all the support and assistance I received from CTE staff. I honestly cannot imagine how I would have navigated LEARN and ePortfolios without your guidance.”

**KATRINA ACKERMAN,**  
History

For departments and programs that seek to develop or renew curriculum, CTE provides an à la carte roster of support, including 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. In 2015-2016, we offered **116 such curriculum events to 224 instructors and administrators in 27 different departments**. Our running totals are even more impressive: since undertaking this work in 2007, we have provided over **650 curriculum events** to 65 academic departments and support units at Waterloo. Our expertise is also valued at other institutions as we have given invited workshops at eight other universities during the past five years.

To further support curriculum initiatives, our website features a series of online materials that detail the entire curriculum renewal process and provide additional resources for each stage. These online curriculum resources were **accessed nearly 8,000 times** in 2015-2016. The steady activity in the curriculum area led to the creation of a new Senior Instructional Developer position for Curriculum and Quality Enhancement, which was filled by one of our existing Instructional Developers. Various additional CTE staff members support our curriculum work.

CTE also provides instructional development support for individual instructors through one-on-one consultations. In 2015-2016, our staff members conducted **over 5,000 consultations with 1,172 individuals**. These numbers have decreased in comparison with the 2014-2015 fiscal year, in large part because instructors have requested fewer consultations concerning LEARN, the course management system that Waterloo adopted in 2011. This success in building capacity in LEARN has allowed us to redirect some of our Liaisons’ time to curriculum work and research projects.





Edward Lank, Cheriton School of Computer Science, chats with students.

## Curriculum events offered by CTE:

|                        | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | TOTAL TO DATE |
|------------------------|------|------|------|------|------|------|------|------|------|---------------|
| NUMBER OF EVENTS       | 1    | 9    | 19   | 63   | 86   | 94   | 111  | 158  | 116  | 657           |
| NUMBER OF PARTICIPANTS | 20   | 54   | 268  | 246  | 175  | 266  | 255  | 299  | 224  | 1,807         |

## Departments and units by faculty that have undertaken curriculum events with CTE:

|   | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | UNIQUE DEPT/UNITS TO DATE |
|---|------|------|------|------|------|------|------|------|------|---------------------------|
| AFFILIATED AND FEDERATED INSTITUTIONS OF WATERLOO | 0    | 0    | 1    | 0    | 0    | 1    | 2    | 1    | 1    | 3                         |
| APPLIED HEALTH SCIENCES                           | 0    | 0    | 2    | 1    | 1    | 1    | 1    | 2    | 2    | 3                         |
| ARTS  | 0    | 4    | 5    | 9    | 3    | 7    | 8    | 6    | 7    | 22                        |
| ENGINEERING                                       | 0    | 0    | 2    | 6    | 6    | 5    | 3    | 5    | 6    | 10                        |
| ENVIRONMENT                                       | 1    | 2    | 2    | 1    | 2    | 1    | 4    | 3    | 3    | 6                         |
| MATHEMATICS                                       | 0    | 0    | 2    | 0    | 2    | 2    | 2    | 4    | 4    | 6                         |
| SCIENCE   | 0    | 1    | 1    | 4    | 3    | 5    | 2    | 3    | 2    | 8                         |
| CAMPUS-WIDE                                       | 0    | 0    | 0    | 1    | 1    | 1    | 1    | 1    | 1    | 1                         |
| SUPPORT UNITS                                     | 0    | 0    | 0    | 0    | 1    | 2    | 2    | 3    | 1    | 6                         |
| TOTAL   | 1    | 7    | 15   | 22   | 19   | 25   | 25   | 28   | 27   |                           |

# 3

## FOSTER LEADERSHIP

in teaching development across the institution

Number of instructors who facilitated or co-facilitated events co-ordinated by CTE

### FACULTY

|                         |           |
|-------------------------|-----------|
| APPLIED HEALTH SCIENCES | 2         |
| ARTS                    | 19        |
| ENGINEERING             | 22        |
| ENVIRONMENT             | 7         |
| MATHEMATICS             | 5         |
| SCIENCE                 | 19        |
| <b>TOTAL</b>            | <b>74</b> |

CTE fosters leadership in teaching development by providing instructors with opportunities to present to their peers on topics pertaining to teaching and learning. In 2015-2016, for example, **74 Waterloo instructors facilitated or co-facilitated workshops** or other sessions coordinated by CTE. Instructors report that learning about teaching development from a peer is especially motivating.

Our staff members also ensure that Waterloo instructors play vital roles in our most intensive workshops. In our annual four-day **Teaching Excellence Academy**, two instructors who previously completed this workshop (along with staff members from CTE and the Centre for Extended Learning) help mid-career instructors undertake a complete redesign of one of their courses. Additionally, a growing number of Waterloo instructors have completed the five-day **Facilitator Development Workshop**, allowing them to co-facilitate the four-day **Instructional Skills Workshop**. Instructors also play key roles in steering several **learning communities** that CTE has established on themes such as blended learning, large classes, case-based learning, threshold concepts, ePortfolios, and High Impact Practices.

CTE also fosters leadership in teaching development by frequently collaborating with Waterloo's **Teaching Fellows**, who have been tasked with raising the profile of teaching in our university's six faculties. In 2015-2016, various CTE staff worked with these individuals in numerous ways:



Instructors share resources and teaching strategies in a "speed networking" event held by the Waterloo High Impact Practices group, a learning community supported by the CTE and the Office of the Associate Vice President, Academic.



- » Ran a half-day retreat for the Teaching Fellows.
- » Travelled to UBC's Centre for Teaching and Learning with two Science Teaching Fellows to learn about that centre's support model for blended learning, and to deliver a presentation on our Teaching Fellow model.
- » Co-submitted with a Teaching Fellow a successful proposal to the STLHE conference.
- » Profiled two Teaching Fellows in CTE Teaching Stories.
- » Facilitated events with Teaching Fellows such as a New Faculty workshop; two LEARN retreats; a lab instructor workshop; an "Igniting our Practice" session; a Waterloo High Impact Practices session; an Integrative Learning session; an instructor panel on clickers; a Waterloo Women's Wednesday session; two Instructional Skills Workshops; and an intensive workshop on course design for graduates of the Teaching Excellence Academy.

Our **programs for graduate students** also foster leadership in teaching development. Each term we employ approximately 10 graduate students — many of whom are award-winning TAs and sessional instructors — as **Teaching Assistant Workshop Facilitators** (TAWFs) or as **Graduate Instructional Developers** (GIDs). The TAWFs facilitate introductory workshops on university teaching for other graduate students, while the GIDs facilitate advanced workshops and microteaching sessions and conduct teaching observations. As the TAWFs and GIDs complete their graduate work and move into academic roles at Waterloo and beyond, they are well-equipped to become leaders in teaching development.

"Working at the CTE provides you with transferable skills and experiences that go well beyond the specific skill set you obtain during your research training. Currently, as a Research Facilitator, I rely heavily on my ability to provide quality verbal and written feedback and deliver effective workshops and seminars to faculty members, skills which I gained and improved upon through my time at CTE. I am forever grateful for the opportunity that I had with the CTE and for the extra boost it gave me as I began my post-graduate career."

**AMY HACKNEY,**  
Former CTE Graduate  
Instructional Developer



CTE has been pleased to work with James Skidmore, Faculty of Arts Teaching Fellow, 2012-2016.



Brandon DeHart (TA Workshop Facilitator for CTE) introduces Ken McKay, Management Sciences prior to starting his conference session.

# 4

## PROMOTE AND CONDUCT RESEARCH on teaching, learning, and educational development

CTE's workshops stem from and incorporate evidence-based theories and practices. Our staff members also actively contribute to this growing body of scholarship. In 2015-2016, for example, our staff received **two research grants**, made **20 presentations at peer-reviewed conferences**, and published **one book chapter and four articles** in peer-reviewed journals.

"Graduate students involved in this LITE grant project benefited in developing their research skills from completing a project from the proposal-writing to dissemination stage. Our prescriptive training intervention made an impact on learning outcomes of the Psychology of Training undergraduate course. We expect this training to be provided to students in all future offerings of this course."

**JOHN MICHELA,  
VIVIAN CHAN, KEVIN LEUNG  
AND JAYNA MITCHELL,**  
Department of Psychology

Support for research on teaching, learning, and educational development is also afforded by the **Learning Innovation and Teaching Enhancement (LITE) grants**, ranging from \$500 to \$30,000. Funded by the Office of the Associate Vice President, Academic, and coordinated by CTE, the LITE grants provide financial support for instructors who wish to investigate innovative teaching approaches that foster deep student learning. In 2015-2016, **16 new projects received LITE grants**, bringing the total number of awards since the inception of the program to **53**, and the total number of instructors and staff who have received grants to **143**. LITE grant projects completed in 2015-2016 include:

- » A Comparison of Traditional and Experiential Approaches to First-Year Geomatics Instruction.  
Project team: Peter Johnson, Peter Deadman, and Richard Kelly.
- » Improving Students' Deep Learning of History through Collaborative Role-Immersion.  
Project team: Troy Osborne.
- » Geroline: Students' Learning Trajectories in Language Courses On-campus and Online.  
Project team: Mathias Schulze, Kyle Scholz, and Sara Marsh.

After their projects are completed, grant recipients share their findings with the university community on the CTE website and often present at Waterloo's annual Teaching and Learning conference. An additional benefit of the LITE grants is that the projects often bring together instructors from different departments and faculties.

Joanne Adair and Jennifer  
Lynes, School of Environment,  
Enterprise and Development and  
recipients of a LITE Seed grant.





# 5 COMMUNICATE BEST PRACTICES

## and promote the importance of teaching and learning at Waterloo

In a sense, almost everything that CTE does stems from the two components articulated in this core activity. All of our programming, for example, aims to inform instructors of best practices, and our one-on-one consultations are key to helping instructors implement them. Additionally, we distill and communicate best practices via a number of online resources, primarily through our repository of more than **100 Teaching Tips**. Topics include the following:

- » Aligning outcomes, assessments, and instruction
- » Methods for assessing group work
- » Designing multiple-choice questions
- » Lecturing effectively
- » Alternatives to lecturing
- » Peer instruction
- » Flipping your classroom
- » Using clickers effectively

In 2015-2016, our Teaching Tips were accessed more than **775,000 times** from locations around the world. These resources are frequently cited by other teaching centres, and dozens have been translated into French, Portuguese, and Greek by other institutions. Our website also includes resources developed by CTE staff members on curriculum review, blended learning, integrative learning, writing across the curriculum, and more.

The importance of teaching and learning at Waterloo also informs our every interaction with instructors: promoting and celebrating excellent teaching and effective learning is our *raison d'être*. Our growing series of **Teaching Stories** is an important means of affirming the value of teaching and learning. Each Teaching Story profiles a Waterloo instructor who employs an especially innovative or effective teaching strategy, such as peer instruction, case studies, effective feedback, educational technologies, and more. The enthusiasm and dedication of these instructors is manifest in the Teaching Stories, as is their drive to continually enhance their teaching practice. In 2015-2016, we published 15 new Teaching Stories, bringing the running total to 45.

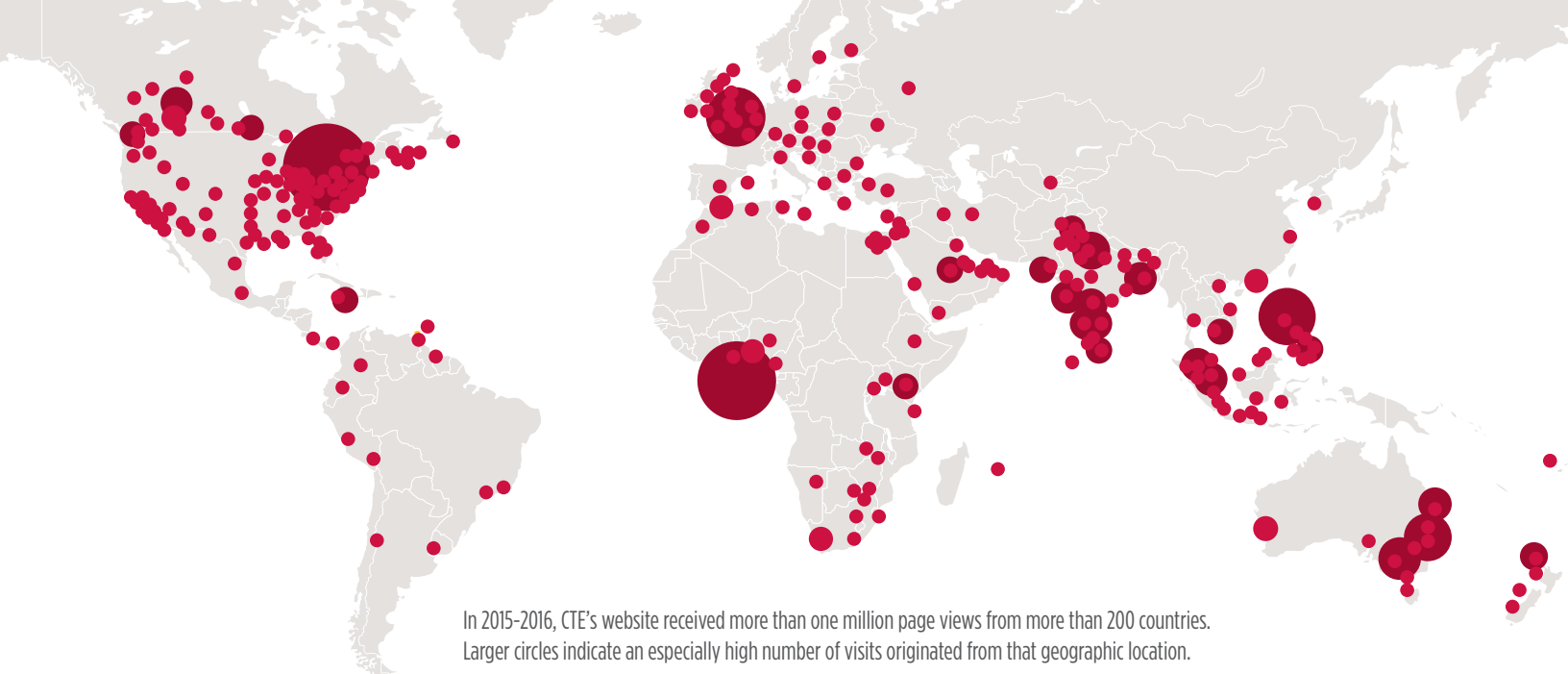
An important initiative that CTE developed in 2015, in conjunction with the Graduate Studies Office, is the **Graduate Supervision Series**. The program, made up of six workshops completed over two days, is intended for instructors seeking Approved Doctoral Dissertation Status.



Denise Marigold, Renison University College, is one of the instructors featured in CTE's Teaching Stories.

"This Graduate Supervision workshop was really meaningful from all angles. It helped to put everything around PhD supervision into perspective and brought enough clarity so that one can see things coherently. For me, even though I knew most of the key elements of the doctoral supervision process, the workshop helped to logically link those elements for better results. This workshop will definitely inspire me as I continue work with my own graduate students."

**GRADUATE SUPERVISION SERIES PARTICIPANT**



In 2015-2016, CTE's website received more than one million page views from more than 200 countries. Larger circles indicate an especially high number of visits originated from that geographic location.

# 6

## SHARE EXPERTISE WITH COLLEAGUES on and off campus

CTE's activities are directed toward Waterloo instructors, but our expertise is frequently sought by others on campus and beyond.

On campus, our staff in 2015-2016 sat on institutional committees such as the **Teaching and Learning Spaces** committee, the **Clicker Replacement** committee, the **Course Evaluation** committee, and the **Academic Programming Strategic Theme** group.

Beyond campus, we collaborated with Queen's University and Western University to create two online modules for a blended course on university teaching. Our staff members were also invited to deliver **18 presentations and workshops** at institutions such as the University of Manitoba, York University, Langara College, King Saud University, Osaka University, and Beijing University, and for organizations such as the Higher Education Quality Council of Ontario, the Professional and Organizational Development Network Conference (San Francisco), and the Facilitator Spring Institute (Tatamagouche, Nova Scotia).

We also received visits from **delegates from other universities** seeking to learn more about our Centre. These included the Center for Teaching, Learning, and Technology at Illinois State University; the Center for Teaching and Learning at Kent State University; Mälardalen University in Sweden; Ubon Ratchathani Rajabhat University in Thailand; and two universities in Colombia.

Additionally, our staff sat on **nine different national or international committees** devoted to teaching and learning, an **External Review committee** for Dalhousie University, and served as editors or reviewers for **17 different journals and conferences**. CTE staff were also interviewed by the **Globe and Mail** and **CBC Radio** on topics pertaining to teaching and learning.

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"After my visit at Waterloo I had a lot of ideas of how we can work with the pedagogical development in our Public Health program .... You all have made a great impact on me and helped me to see pedagogical development in higher education from a new, more fun, perspective."

**ÅSA TJULIN**  
Mälardalen University



# 7 Engage in individual and centre-wide PROFESSIONAL DEVELOPMENT AND OPERATIONAL ACTIVITIES

The most significant operational activity that CTE undertook in 2015-2016 was the development of a comprehensive, rigorous, and sustainable **plan to assess the impact and value of our Centre's work**. To this end, we researched and adopted an assessment framework and within that framework formulated four key questions:

1. Who comes to us?
2. To what extent are we meeting our clients' needs?
3. What intended outcomes are our clients meeting?
4. How effective are our processes?

We then identified dozens of data sources, both quantitative and qualitative, that will allow us to answer these questions. This assessment plan, which rolled out in Spring 2016, will inform the **Self-Study** that CTE will develop for our Centre's first-ever **External Review**, scheduled for Spring 2017. That External Review, in turn, supports one of the eight themes in Waterloo's Strategic Plan: outstanding academic programming.

In addition to the foregoing operational activities, our staff have engaged in numerous **professional development activities**.

Our monthly staff meetings, for example, always include a PD component in which staff members facilitate sessions on topics pertaining to teaching and learning, leadership, change management, and more. We also organize an annual, off-site PD day comprising sessions developed by CTE staff members and by an external trainer.

We celebrate our staff members' career achievements as well: in 2015-2016, one staff member completed his PhD (meaning that **more than half of CTE's full-time staff have earned doctoral degrees**), another completed her Master of Education, and yet another completed the Leadership Foundations program offered by Waterloo's Office of Organizational and Human Development.

CTE staff members also ensure that they stay connected to the classroom by occasionally teaching discipline-specific courses at Waterloo and elsewhere. In 2015-2016, CTE staff members **taught 11 courses** in departments such as Women's Studies, Fine Arts, Philosophy, Engineering, and Psychology.



CTE's 2016 PD Day culminated in a winning team receiving a trophy from Eric Chagnon of Get Outside Fitness.



# on the horizon

In our previous Annual Report, we identified eight new initiatives in the On the Horizon section, all of which have either been completed or are well underway. Information about many of these appears in the foregoing Director's Message.

## Initiatives that we will be pursuing in 2016-2017 include the following:

- » In Winter 2016, CTE developed a plan to acquire more accurate and more complete information about **innovative instructional technologies** other than LEARN that Waterloo instructors are using in their courses. To this end, we developed a questionnaire, distributed it to all instructors, and collected their responses. Our next step, in 2016-2017, is to analyze and share this data with the university community in order to increase awareness and adoption of useful instructional technologies.
- » In Winter 2015, CTE submitted a Waterloo Strategic Plan budget request to hire an Instructional Developer to focus on the areas of **TA Training** and **Writing Support**. That request was approved, and the position was filled in Winter 2016. Accordingly, in 2016-2017, we will expand our programming in the area of Writing Across the Curriculum, especially with regard to designing communication assignments, teaching with writing, facilitating student peer review, developing rubrics, and teaching multilingual writers.
- » In Winter 2016, CTE submitted a Waterloo Strategic Plan budget request to hire a **Communications Associate** to focus on promoting teaching and learning excellence across the whole institution and provide a consistent resource to prepare external award nominations. That request was approved and will be filled in Fall 2016, allowing us in 2016-2017 to move forward with the objectives associated with that position.





- » As part of CTE's **External Review** — scheduled for Spring 2017 — we will **complete a self-study**, drawing upon existing data that we regularly collect, as well as additional feedback from instructors, our own staff members, and staff members from other support units. Our Educational Research Associate will play a key role in compiling and analyzing our data.
- » As part of a SSHRC-funded, multi-institutional research project, we will manage a **university-wide study of our institutional teaching culture**. This project builds upon a 2014 pilot study funded by a provincial Productivity and Innovation Fund grant.
- » In Spring 2016, we piloted an **Assessment Makerspace workshop** that provided instructors with an opportunity to create prototypes of new assessment strategies in a collaborative network of like-minded peers. This approach fosters a deepening of the assessment component of aligned design that is introduced in our course design workshops. In 2016-2017, we will aim to expand our offerings focused on assessing student learning.

## WE'RE HERE TO HELP

If you have any additional ideas for the Centre for Teaching Excellence, please let any of our staff know.

## WHAT IS THE REACH OF OUR SERVICES AND ACTIVITIES?

CTE is committed to ongoing assessment of the impact of our work. The output data provided below pertains only to our workshops and consultations; data pertaining to our other activities will continue to be collected through 2016-2017.

### WORKSHOPS

**Table 1** Participants in CTE workshops by faculty or unit

|   | 2013               |                     | 2014               |                     | 2015               |                     |
|---|--------------------|---------------------|--------------------|---------------------|--------------------|---------------------|
| Faculty/Unit                                      | TOTAL PARTICIPANTS | UNIQUE PARTICIPANTS | TOTAL PARTICIPANTS | UNIQUE PARTICIPANTS | TOTAL PARTICIPANTS | UNIQUE PARTICIPANTS |
| Affiliated and Federated Institutions of Waterloo | 35                 | 25                  | 61                 | 26                  | 76                 | 41                  |
| Applied Health Sciences                           | 263                | 82                  | 379                | 95                  | 391                | 91                  |
| Arts  | 356                | 148                 | 360                | 141                 | 506                | 159                 |
| Engineering                                       | 816                | 243                 | 924                | 280                 | 1,013              | 296                 |
| Environment                                       | 228                | 92                  | 420                | 151                 | 249                | 90                  |
| Mathematics                                       | 200                | 68                  | 189                | 62                  | 379                | 115                 |
| Science   | 369                | 144                 | 341                | 128                 | 403                | 135                 |
| Support Units                                     | 95                 | 56                  | 173                | 70                  | 218                | 92                  |
| <b>TOTAL*</b>                                     | <b>2,362</b>       | <b>858</b>          | <b>2,847</b>       | <b>953</b>          | <b>3,235</b>       | <b>1,019</b>        |

\*Totals differ slightly in Table 2 because a few participants changed faculty or unit during the report period or reported being affiliated with more than one faculty.

**Table 2** Participants in CTE workshops by role

|                     | 2013               |                     | 2014               |                     | 2015               |                     |
|---------------------|--------------------|---------------------|--------------------|---------------------|--------------------|---------------------|
| Role                | TOTAL PARTICIPANTS | UNIQUE PARTICIPANTS | TOTAL PARTICIPANTS | UNIQUE PARTICIPANTS | TOTAL PARTICIPANTS | UNIQUE PARTICIPANTS |
| Faculty             | 446                | 242                 | 450                | 205                 | 978                | 301                 |
| Staff               | 119                | 79                  | 198                | 98                  | 269                | 143                 |
| Graduate Student    | 1,570              | 480                 | 2,108              | 620                 | 1,691              | 517                 |
| Postdoctoral Fellow | 193                | 38                  | 50                 | 17                  | 200                | 42                  |
| Other               | 34                 | 17                  | 41                 | 14                  | 97                 | 25                  |
| <b>TOTAL*</b>       | <b>2,362</b>       | <b>856</b>          | <b>2,847</b>       | <b>954</b>          | <b>3,235</b>       | <b>1,028</b>        |



## CONSULTATIONS

**Table 3** One-on-one consultations by faculty or unit

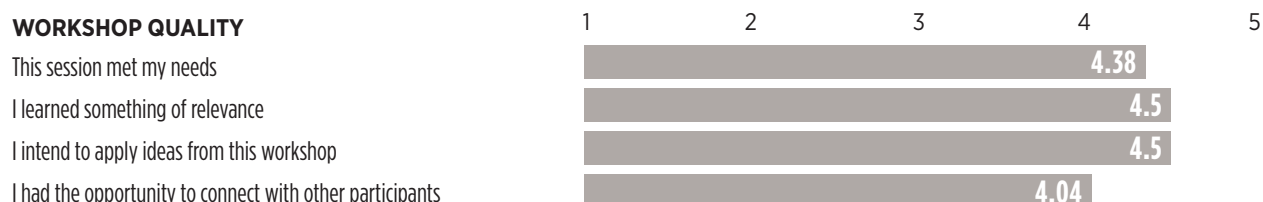
|   | 2013                |                     | 2014                |                     | 2015                |                     |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Faculty/Unit                                      | UNIQUE PARTICIPANTS | TOTAL CONSULTATIONS | UNIQUE PARTICIPANTS | TOTAL CONSULTATIONS | UNIQUE PARTICIPANTS | TOTAL CONSULTATIONS |
| Affiliated and Federated Institutions of Waterloo | 64                  | 246                 | 70                  | 349                 | 93                  | 362                 |
| Applied Health Sciences                           | 61                  | 229                 | 69                  | 210                 | 75                  | 292                 |
| Arts  | 292                 | 944                 | 297                 | 1,405               | 263                 | 899                 |
| Engineering                                       | 232                 | 1,187               | 251                 | 1,363               | 210                 | 935                 |
| Environment                                       | 187                 | 813                 | 181                 | 900                 | 163                 | 621                 |
| Mathematics                                       | 64                  | 321                 | 101                 | 504                 | 79                  | 433                 |
| Science   | 194                 | 1,490               | 182                 | 1,313               | 212                 | 1,306               |
| Support Units                                     | 56                  | 209                 | 67                  | 309                 | 63                  | 190                 |
| Off-campus  | 11                  | 12                  | 22                  | 14                  | 14                  | 17                  |
| <b>TOTAL</b>                                      | <b>1,161</b>        | <b>5,451</b>        | <b>1,240</b>        | <b>6,367</b>        | <b>1,172</b>        | <b>5,055</b>        |

As the foregoing data affirms, we are seeing an increase in our workshops and steady engagement in consultations from all areas of the university.

## WHAT ARE OUR CLIENTS SAYING?

### FACULTY WORKSHOPS

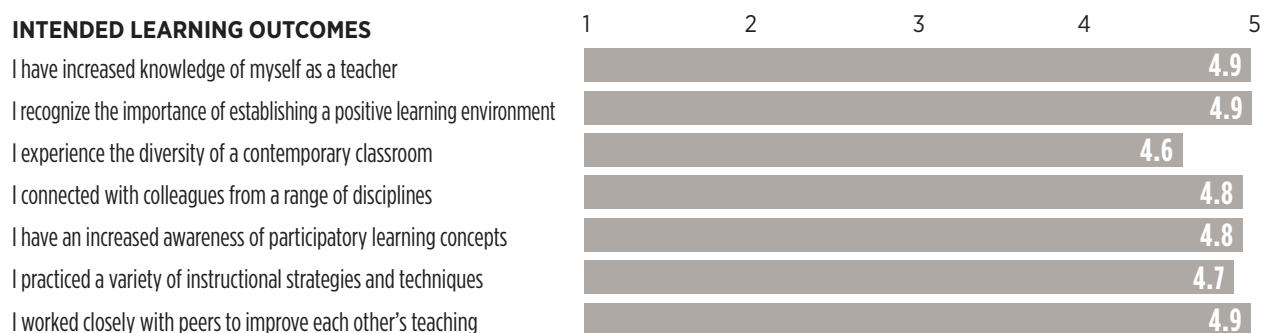
**95%** of participants rated CTE's faculty-oriented workshops as **excellent or good**



Average ratings of participants in CTE's faculty-oriented workshops on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).  
Number of workshops = 19. Number of survey respondents = 203; number of participants = 403; response rate = 50 per cent.

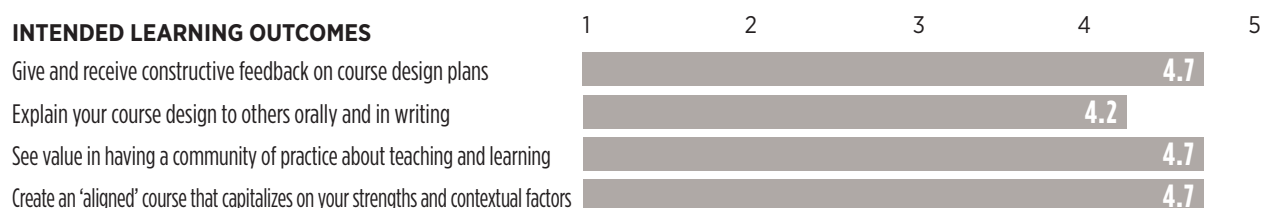
### INTENSIVE WORKSHOPS

**100%** of participants 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).  
Number of workshops = 2. Number of survey respondents = 12; number of participants = 13; response rate = 92 per cent.

**100%** of participants agreed or strongly agreed that they met the **intended learning outcomes of the Teaching Excellence Academy**



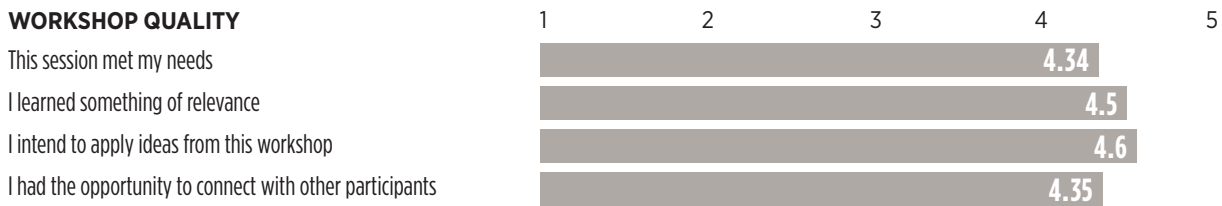
Average ratings of the extent to which participants met the intended learning outcomes of the TEA on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).  
Number of workshops = 1. Number of survey respondents = 7; number of participants = 14; response rate = 50 per cent.



At CTE, we aim to meet our clients' needs and facilitate both capacity-building and community-building as outcomes of engaging with us. What follows is a sampling of feedback from faculty members and graduate students about our workshop programming collected from our assessment plan pilots in the Fall 2015 and Winter 2016 terms.

## GRADUATE STUDENTS ALL WORKSHOPS FOR GRADUATE STUDENTS

**94%** of participants rated graduate student workshops as **excellent or good**

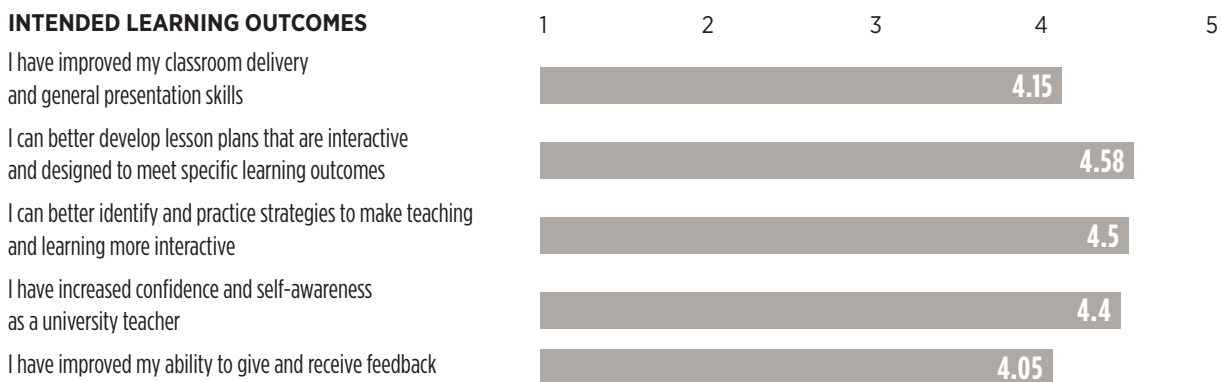


Average ratings of participants in all graduate student workshops on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).  
Number of workshops = 86. Number of survey respondents = 766; number of participants = 872; response rate = 88 per cent.

## FUNDAMENTALS OF UNIVERSITY TEACHING PROGRAM

**100%** of participants **would recommend** this program to other graduate students

**91%** of participants agreed or strongly agreed that they met the **intended learning outcomes of the program**



Average ratings of the extent to which participants met the intended learning outcomes of the Fundamentals of University Teaching Program on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree).  
Data is from an exit survey for the program. Number of survey respondents = 40; number of participants 105; response rate = 38 per cent.

**Note:** all of the data in the foregoing bar graphs was collected in Fall 2015 and Winter 2016.

# CTE STAFF MEMBERS IN 2015-2016

## Faculty Liaisons



Scott Anderson



Paul Kates



Samar Mohamed



Mary Power



Kyle Scholz



Christine Zaza

## Senior Instructional Developers



Veronica Brown



Jane Holbrook



Trevor Holmes



Katherine Lithgow



Mark Morton



Svitlana Taraban-Gordon

## Instructional Developers and Research Associate



Julie Timmermans



Crystal Tse



Monica Vesely



Stephanie White



Donna Ellis

## Director

## Administrative Staff



Shelley Bacik



Verna Keller



Monika Soczewinski



# CONTACT US

## MANAGEMENT

**Donna Ellis**, Director  
519-888-4567, ext. 35713 | donnae@uwaterloo.ca

## FACULTY LIAISONS

**Scott Anderson**, Environment; Accounting and Finance;  
Political Science; Economics  
519-888-4567, ext. 32509 | sjanders@uwaterloo.ca

**Paul Kates**, Mathematics  
519-888-4567, ext. 37047 | pkates@uwaterloo.ca

**Tiuley Alguindigue\***, Engineering  
519-888-4567, ext. 35902 | talguind@uwaterloo.ca

**Mary Power**, Science  
519-888-4567, ext. 33225 | m2power@uwaterloo.ca

**Kyle Scholz**,  
Arts; Affiliated and Federated Institutions of Waterloo  
519-888-4567, ext. 33851 | kwscholz@uwaterloo.ca

**Christine Zaza**,  
Applied Health Sciences; Psychology;  
Sociology and Legal Studies; and Support Units  
519-888-4567, ext. 37808 | zaza@uwaterloo.ca

\*Filling in for Samar Mohamed until June 2017

## SENIOR INSTRUCTIONAL DEVELOPERS

**Veronica Brown**, Curriculum and Quality Enhancement  
519-888-4567, ext. 31096 | vmbrown@uwaterloo.ca

**Jane Holbrook**, Blended Learning  
519-888-4567, ext. 35931 | jholbroo@uwaterloo.ca

**Trevor Holmes**, Faculty Programs and Research  
519-888-4567, ext. 33408 | tholmes@uwaterloo.ca

**Katherine Lithgow**, Integrative Learning  
519-888-4567, ext. 37076 | klithgow@uwaterloo.ca

**Mark Morton**, Emerging Technologies  
519-888-4567, ext. 37765 | mmorton@uwaterloo.ca

**Svitlana Taraban-Gordon**,  
Graduate Programs and Internationalization  
519-888-4567, ext. 37110 | staraban@uwaterloo.ca

## INSTRUCTIONAL DEVELOPERS

**Julie Timmermans**,  
Consulting and Research  
519-888-4567, ext. 32940 | ja3timme@uwaterloo.ca

**Monica Vesely**,  
Faculty Programs and Consulting  
519-888-4567, ext. 31721 | mvesely@uwaterloo.ca

**Stephanie White**,  
TA Training and Writing Support  
519-888-4567, ext. 33771 | sm3white@uwaterloo.ca

## RESEARCH

**Crystal Tse**,  
Educational Research Associate  
519-888-4567, ext. 31240 | ctse@uwaterloo.ca

## ADMINISTRATION

**Shelley Bacik**,  
Administrative Assistant  
519-888-4567, ext. 33153 | sbacik@uwaterloo.ca

**Verna Keller**,  
Program Coordinator, Faculty Programs  
519-888-4567, ext. 33857 | vkeller@uwaterloo.ca

**Jessica Jordao\***,  
Program Coordinator, Graduate and Postdoctoral Programs  
519-888-4567, ext. 33132 | jjordao@uwaterloo.ca

\*Filling in for Monika Soczewinski until April 2017



**CENTRE FOR TEACHING EXCELLENCE**  
519-888-4567, ext. 33353 | [cte.uwaterloo.ca](http://cte.uwaterloo.ca)

Environment 1, Office 325  
200 University Avenue West, Waterloo, ON, Canada N2L 3G1

