

2017-2018 ANNUAL REPORT

Centre for Teaching Excellence



UNIVERSITY OF
WATERLOO

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Strategic Priorities

MAY 1, 2018 - APRIL 30, 2021

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



Message from the Director

At the Centre for Teaching Excellence, we are committed to building capacity and community around teaching and learning, and to promoting an institutional culture that values effective teaching and meaningful learning.

I want to focus on a few high-profile projects that are key in advancing the work of CTE and teaching and learning at Waterloo as a whole.

- › Our **External Review site visit** occurred in September 2017. The reviewers' feedback was very positive overall, identifying us as "one of the leaders in Canada and indeed internationally in progressing educational development practice." In March 2018, we responded to the reviewers' recommendations in a Final Assessment Report and have already started to implement those responses. Our Self-Study and Final Assessment Report are both on our website, and are exemplars in a national guide on completing teaching centre reviews recently published by the Educational Developers Caucus, an affiliated group of the Society for Teaching and Learning in Higher Education (STLHE). The engagement and commitment from all of our staff members, along with colleagues at Waterloo and beyond, have enabled us to maintain a collaborative approach to our work and assess it in a detailed and comprehensive manner.
- › In last year's Annual Report I announced **our 2018-2021 strategic priorities** (listed on the adjacent page). We have now launched initiatives to support those priorities. For example, we established a two-day intensive workshop called the Waterloo Assessment Institute (WAI), where individuals and teams of instructors worked on revamping an assignment or other assessment activity through peer feedback. We welcomed colleagues from nearby institutions, both as participants and as facilitators. The WAI will be offered regularly and is an important addition to our faculty programming. We have also begun various initiatives to support our strategic commitment to modeling and promoting inclusive educational practices, and have been engaging in professional development in this area. Additionally, our commitment to promoting high-impact practices was affirmed by our involvement in a MTCU-funded proposal to build

capacity in experiential learning, with three key initiatives to be rolled out in the 2018-2019 fiscal year.

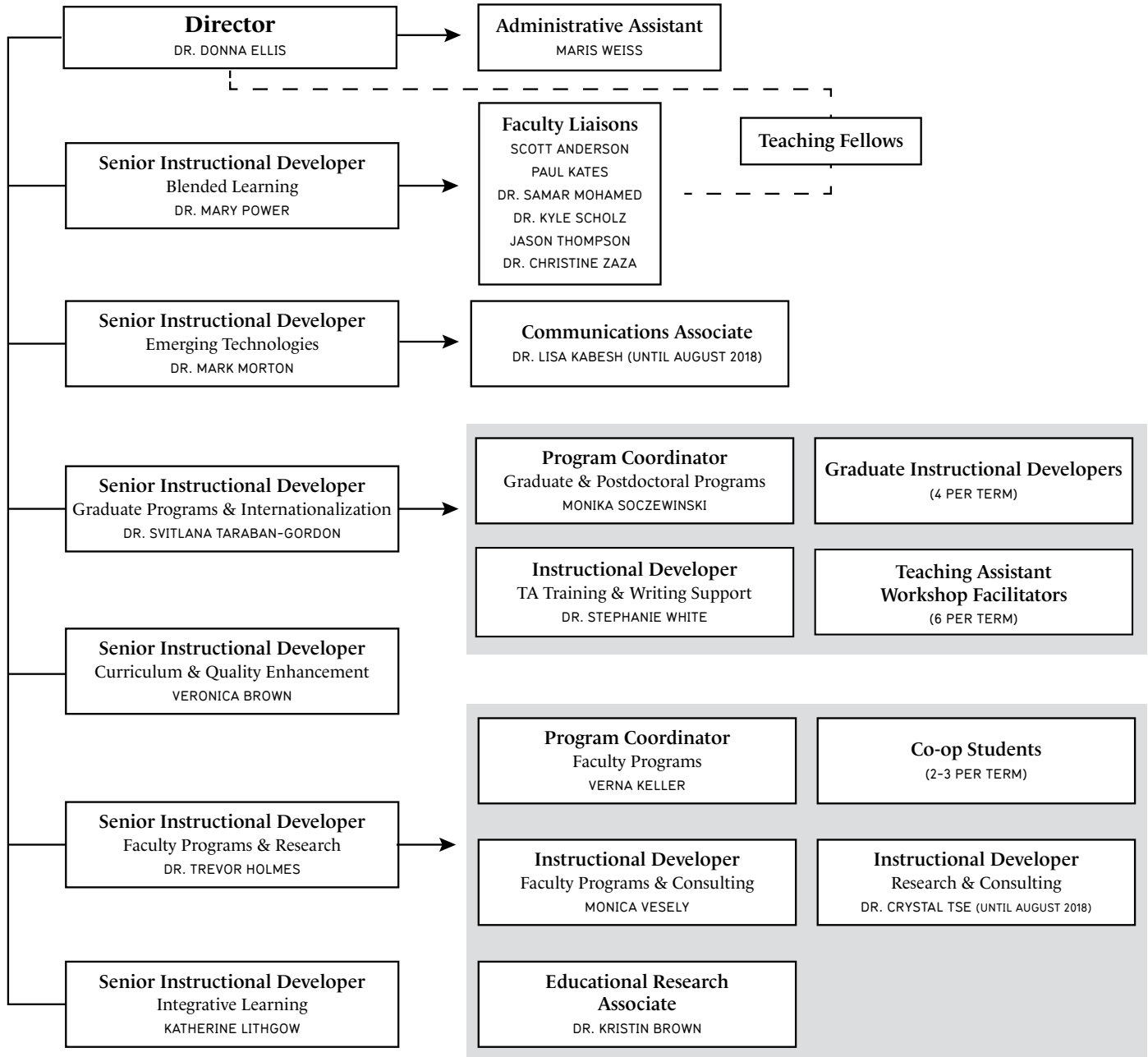
- › We continued our support of various initiatives within the Academic Programming part of the **University's Strategic Plan**. Beyond our External Review, we hosted a recognized expert in teaching and learning space design from McGill University, who delivered a keynote at our annual Educational Technologies Week and met with Centre staff and members of the University's Teaching and Learning Spaces Committee to share best practices and advice. We also contributed significantly to the ideas emerging for Waterloo's next institutional Strategic Plan: our senior staff participated in a series of retreats to develop a position paper about the future of teaching and learning at Waterloo. Ideas from this paper were incorporated into an issue paper on undergraduate learning, developed by a university-wide working group, and used to help develop the next strategic plan.
- › An unanticipated project arose when we learned that our **offices were to be relocated**. The location of a teaching centre is important: it reflects how teaching and learning are valued at an institution. An easily accessible and inviting location helps to welcome and motivate those who seek professional development in teaching. Such space has not yet been identified for CTE, but a commitment has been made to find an appropriate space for us over the next year. Our offices have been temporarily moved to East Campus 3, where we share space with one of our key campus partners: the Centre for Extended Learning. Our workshop space will move to the Math and Computer building during the Fall 2018 term. Our staff members have handled the uncertainty around this move very well and have received solid support from our campus space-planning colleagues.



DONNA ELLIS
Director

I am very proud of the work done by all CTE staff members. We celebrated our **ten-year anniversary** as a Centre this past year, and I am amazed and humbled by the progress we have made in a single decade.

Organizational Structure



CTE Staff Members

Director



Donna Ellis

Administrative Staff



Maris Weiss



Verna Keller



Monika Soczewinski

Communications Associate



Lisa Kabesh (until August 2018)

Senior Instructional Developers



Veronica Brown



Trevor Holmes



Katherine Lithgow



Mark Morton



Mary Power



Svitlana Taraban-Gordon

Instructional Developers



Stephanie White



Crystal Tse
(until August 2018)



Monica Vesely



Kristin Brown

Research Associate

Faculty Liaisons



Scott Anderson



Paul Kates



Samar Mohamed



Kyle Scholz



Jason Thompson



Christine Zaza

CTE at a Glance

IN THE 2017-2018 FISCAL YEAR



246
WORKSHOPS

delivered to **1,267** unique instructors, graduate students, postdoctoral fellows, and staff members

132 **NEW FACULTY MEMBERS**

provided with workshops designed for their career stage

20 **POSTDOCTORAL FELLOWS**

participated in Teaching Development Seminars (the running total is **230**)



3,148
CONSULTATIONS

provided to

1,169

unique instructors, staff, graduate students, and postdoctoral fellows

103 **CURRICULUM EVENTS AND CONSULTATIONS**

facilitated for **488** instructors in **28** departments

272 **UNIQUE GRADUATE STUDENTS**

participated in **151** microteaching sessions

186 graduate students completed the **Fundamentals of University Teaching program** (running total is **1,000**)

22 graduate students completed the **Certificate in University Teaching program** (running total is **437**)

735 **UNIQUE GRADUATE STUDENTS**

participated in **141** workshops delivered as part of the **Fundamentals of University Teaching** and **Certificate in University Teaching** programs



2 TEACHING AWARD PROGRAMS

resulted in **7 individuals** receiving university-wide teaching awards

2 GRANT PROGRAMS

resulted in **57 individuals** receiving **17 grants** to support learning innovation and teaching enhancement



338 INDIVIDUALS

attended CTE's annual Teaching and Learning Conference

98%

OF RESPONDENTS

rated the conference as "good" or "excellent"



9 PEER-REVIEWED ARTICLES

2 book chapters, and **2 resource guides** published by our staff members



38 PRESENTATIONS

given by our staff members at conferences or other institutions

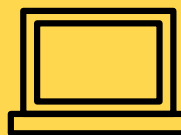


2 RESEARCH GRANTS

received by our staff members

4 CTE STAFF RECEIVED AWARDS

Katherine Lithgow and **Monica Vesely**, Staff International Experience Awards from the University of Waterloo; **Tommy Mayberry**, Innovation in Education Award from the University of Pittsburgh; and **Shahrukh Athar**, Teaching Assistantship Excellence Award from the Sanford Fleming Foundation



CTE's online resources accessed over

1.2 MILLION TIMES

Provide cross-disciplinary, institution-wide events and programs

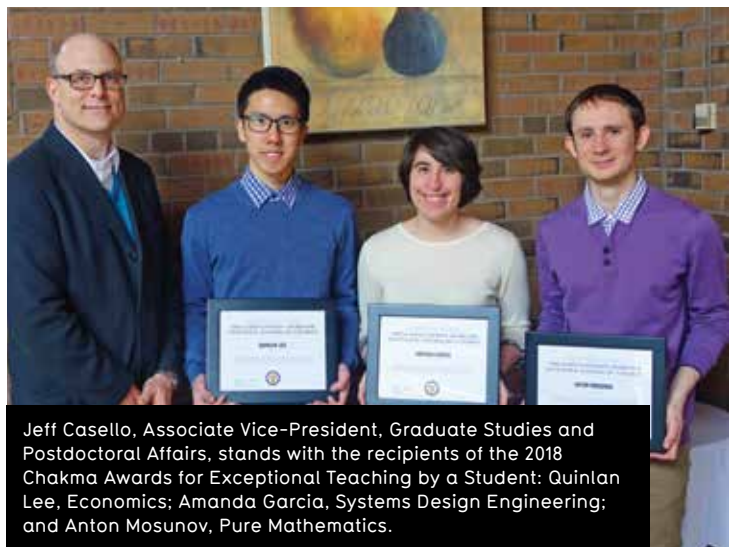
CTE promotes and supports deep and active learning by delivering a comprehensive roster of institution-wide, cross-disciplinary programming. In 2017-2018, that programming was attended by **1,446 unique instructors, graduate students, postdoctoral fellows, and staff members.**

Our programming is evidence-based and encompasses workshops open to instructors from all disciplines, as well as workshops that CTE staff members have developed at the request of specific departments. Most of our workshops are 60 to 90 minutes in length, but a few are three hours (such as Course Design for Blended Learning), and some are 40 hours spread over a number of days (such as the Facilitator Development Workshop). Some workshops (such as Gamification and Game-Based Learning) are purposely split between two weeks, and some are “flipped” – that is, they require participants to watch a screencast prior to the first session. In 2017-2018, we facilitated **95 unique workshops (246 workshops total).**

Our programming also includes workshops and sessions that have been specially **designed for new faculty, postdoctoral fellows, and graduate students**, such as the Syllabus Builder Workshop and Creating Inclusive Environments in STEM Classrooms. More intensive opportunities for graduate students include the **Fundamentals of University Teaching** program and the **Certificate in University Teaching** program, comprising workshops, response papers, teaching observations, and

“The conference was excellent. I was extremely impressed with the quality of presentations. In addition, the concurrent sessions were scheduled to complement one another so well. Truly great effort on behalf of the organizers.”

SURVEY FEEDBACK



Jeff Casello, Associate Vice-President, Graduate Studies and Postdoctoral Affairs, stands with the recipients of the 2018 Chakma Awards for Exceptional Teaching by a Student: Quinlan Lee, Economics; Amanda Garcia, Systems Design Engineering; and Anton Mosunov, Pure Mathematics.



Crystal Tse, Chair of CTE's Annual Teaching and Learning Conference, connects with Mario Coniglio, Associate Vice-President, Academic, at the close of a conference session.

microteaching sessions. Our Fundamentals in University Teaching program is accredited by the national Educational Developers Caucus.

Our tenth annual **Teaching and Learning Conference** – on the theme of “Motivating Our Students and Ourselves” – drew a record number of attendees: **338 faculty, staff, and students**. The conference featured two plenaries, 23 concurrent sessions, and 15 poster sessions. The keynote session – featuring McMaster University’s Joe Kim, recipient of the 2017 D2L Innovation Award in Teaching and Learning – was rated as “Excellent” by 91% of survey respondents. Slightly more than 98% of survey respondents rated the conference as a whole as “Good” or “Excellent.”

In October, **Focus on Teaching Week** drew **85 unique attendees** to nine workshops on topics such as problem-based learning, course design, and effective feedback. In March, **Educational Technologies Week** drew **157 unique attendees** to workshops on tools such as Crowdmark, VoiceThread, MarkBox, Piazza, Riipen, Camtasia, Twitter, PEAR, and Lightboard. We value collaborations with the campus community: ten of the 18 sessions in Educational Technologies Week were facilitated or co-facilitated by instructors or staff members from other support units. The keynote was delivered by McGill University’s Adam Finkelstein who presented on how next-generation classroom design can enhance teaching and learning. The workshops in Educational Technologies Week were **rated as “good” or “excellent”** by 88% of the 124 individuals who responded to our feedback survey.

CTE also supports faculty nominations for external teaching awards such as the **3M National Teaching Fellowship** and the **D2L Innovation Award in Teaching and Learning**, with the latter being awarded in 2017 to Steven Bednarski. We also coordinate two internal teaching award programs: the **Distinguished Teacher Awards** and the **Chakma Awards for Exceptional Teaching by a Student**. The highly deserving recipients of the 2018 Distinguished Teacher Awards were Wayne Chang, Conrad Business, Entrepreneurship and Technology Centre; Shannon Dea, Philosophy; Jake Fisher, Chemistry; and Julie Kate Seirlis, International Development.



Graduate students participate in a Special Topics in Teaching workshop, “Comics in the Classroom: Supplementing Course Material with Sequential Art.”



Joe Kim speaks with audience members after his keynote presentation at CTE’s 2018 Teaching and Learning Conference.



Jason Thompson (Faculty Liaison) facilitates “The Educational Benefits of Peer Review and Some Peer Review Tools,” one of 18 sessions delivered during Educational Technologies Week.



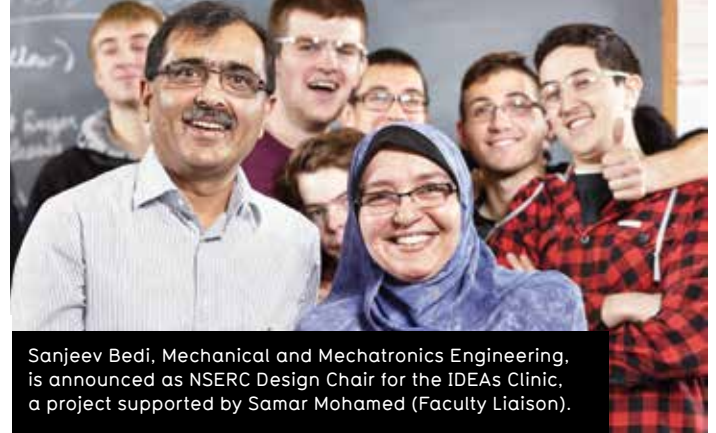
Darcy White and Gillian Dabrowski – both from the Centre for Extended Learning – attend Joe Kim’s keynote session at CTE’s Annual Teaching and Learning Conference.

Support instructional and curriculum development for individuals, departments, academic support units, and faculties

In 2017-2018, CTE staff members engaged in **3,148 consultations** with 1,169 instructors, staff members, graduate students, and postdoctoral fellows. These consultations are a key means of supporting instructional development at Waterloo, covering topics such as LEARN, educational technologies, integrative learning, course evaluations, and the scholarship of teaching and learning. Additionally, individual departments requested **39 sessions** pertaining to instructional development, serving a **total of 518 instructors**.

To support curriculum development, CTE staff members facilitate departmental retreats, consult with curriculum committees, offer workshops to support instructors whose departments are implementing a new curriculum, and provide guidance in change management strategies. In 2017-2018, we delivered **32 curriculum events** and conducted **71 curriculum consultations** with 28 departments, reaching a total of **488 instructors and administrators**. We have worked with 76 departments and support units since undertaking curriculum work in 2007.

CTE staff members have also developed **online resources** to support departments and programs as they proceed through each step of the curriculum renewal process. These curriculum resources have been **accessed more than 25,000 times**.



Sanjeev Bedi, Mechanical and Mechatronics Engineering, is announced as NSERC Design Chair for the IDEAs Clinic, a project supported by Samar Mohamed (Faculty Liaison).



Deanna Hope, School of Public Health and Health Systems, consults with Christine Zaza (Faculty Liaison).

“CTE is fantastic! Our clinic supervisors found your workshop extremely useful. We intend to keep the momentum going with our progress in Clinical education improvements.”

ANDRE STANBERRY
SCHOOL OF OPTOMETRY

“We have developed a Course Alignment Workshop for faculty to identify course learning outcomes and align these outcomes with course activities, assessments and program outcomes. CTE helped us build on our vision of the workshop, assisted in the delivery, and has been an invaluable resource in helping us create a process for faculty to align their courses to the program.”

LYNN CARTY
SCHOOL OF ACCOUNTING AND FINANCE

Foster leadership in teaching development across the institution

CTE actively creates opportunities for instructors to develop their leadership in teaching development. For example, at CTE's most recent **Teaching Excellence Academy (TEA)**, two instructors who had previously completed the TEA worked with CTE staff to help other instructors redesign a course from the ground up. This is a significant commitment given that the TEA runs all day for four days. Similarly, in 2017-2018, nine instructors completed the five-day **Facilitator Development Workshop (FDW)**, and are now certified to offer the four-day **Instructional Skills Workshop (ISW)** to their colleagues. To date, 26 Waterloo instructors and staff members have completed the FDW.

CTE staff members also help coordinate **learning communities** – devoted to themes such as integrative learning, blended learning, learning outcomes, and high impact practices – in which instructors facilitate workshops or discussions for their peers. Waterloo instructors also had the opportunity to present to their peers during the annual Teaching and Learning Conference.

Additionally, our staff members **collaborate with the Teaching Fellows** in each of Waterloo's six faculties. For example, we worked with the AHS Teaching Fellows to plan several of their Monthly Meet-Ups as well as a faculty training day, and with the Science Teaching Fellows to help set up a teaching funding opportunity (\$500,000 has been earmarked by the Dean of Science to be awarded to innovative teaching initiatives). CTE's Director

“I talk to instructors in my department about how we ought to take a more active stance in improving attitudes towards teaching. Because of my role as a CTE Graduate Instructional Developer, a lot of people come to me and say, ‘Do you think this is working? Is it worth my time?’ I try to evangelize the importance of teaching in my department.”

DYLAN McCHESNEY, PHILOSOPHY

CTE's four-day Teaching Excellence Academy concludes with instructors sharing their revised course designs as posters.



CORE ACTIVITY 3 (CONTINUED)

also meets regularly with the Teaching Fellows to discuss institution-level issues and challenges such as interdisciplinary teaching and learning, internationalization, and results from the National Survey of Student Engagement.

Tomorrow's leaders in teaching development can also be found in CTE. Graduate students work as **Teaching Assistant Workshop Facilitators** (TAWFs) and 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, conduct teaching observations and facilitate advanced workshops and microteaching sessions. These roles equip them with many of the skills needed to become leaders in teaching development.



Wanis Nafo, one of ten graduate students who work part-time as Teaching Assistant Workshop Facilitators or Graduate Instructional Developers.

“After beginning my new position at the University of Pittsburgh, Bradford, my Department Chair said she was very excited to have me on board, and was hoping I would be able to contribute to curriculum development and design due to my Certificate in University Teaching. I am continuing to apply knowledge I gained from the CUT program and have begun to contribute to the science education community by developing my own pedagogical studies for peer review.”

SARAH RUFFELL
CUT GRADUATE

CTE Director Donna Ellis talks with Bryan Tripp, Systems Design Engineering, at the Teaching Excellence Academy.



Promote and conduct research on teaching, learning, and educational development

Funded since 2012 by the Office of the Associate Vice President, Academic, CTE's **LITE Grants** support research projects that investigate student learning and alternative approaches to teaching and assessment. Two levels of grants are available: **Seed Grants of up to \$5,000** for one-year projects and **Full Grants of up to \$30,000** for two-year projects.

In 2017-2018, **17 new research projects were awarded LITE Grants**, bringing the total number of awards since the inception of the program to 84, and the total number of instructors and staff members who have received grants to **204 unique individuals**. Examples of recently funded projects include:

- › *Teaching and Learning with Controversial Issues in Diverse Postsecondary Classrooms* – Christina Parker, Social Development Studies.
- › *Evaluating Comics as Pedagogical Tools in an Undergraduate Mathematics Course* – Dan Wolczuk, Mathematics; Amanda Garcia, Systems Design Engineering; Joslin Goh, Statistics and Actuarial Science; and Giuseppe Sellaroli, Applied Mathematics.
- › *Development and Assessment of a Project-Based Laboratory in Chemical Engineering* – Mingqian Zhang, Cheryl Newton, Jason Grove, Mark Pritzker, and Marios Ioannidis, Chemical Engineering.

At the 2018 Teaching and Learning Conference, **13 of the 23 sessions** grew out of projects funded by LITE Grants. Recipients of LITE Grants also disseminated their research findings on the CTE website, at LITE Grant Lightning Research Talks, and at conferences such as the International Conference on Second Language Pedagogies, the International Conference on Mobile Learning, and the Canadian Pharmacy Education and Research Conference.

In 2017-2018, two CTE staff members – Mary Power, Senior Instructional Developer, and Kristin Brown, Educational Research Associate – were also among the recipients of LITE grants for research projects. A third staff member – Kyle Scholz, Faculty Liaison – was part of a group that continued a project funded by a \$98,000 grant from eCampus Ontario to develop an app to help students learn about academic integrity. Additionally, **our staff members conducted research** that resulted in nine peer-reviewed journal articles, 20 peer-reviewed conference presentations or posters, two contributions to book publications, and 18 other invited, off-campus presentations or workshops. Our staff members' ongoing research, presentations, and publications make CTE **a leader in educational development**.



Elaine Lillie, Cynthia Richard, and Thomas McFarlane (School of Pharmacy) along with CTE's Mary Power (not pictured) received a LITE Grant to investigate a peer review of teaching program. Also pictured here is Kaitlin Mathias, a student in Pharmacy.



LITE Grant recipient Jill Tomasson Goodwin and CTE co-op student Magda Bentia review WatCV, a resource designed to help students articulate the full range of their skills to prospective employers.



Katie Burns, Applied Health Sciences, presents the findings of a LITE Grant-funded project at CTE's annual Teaching and Learning Conference.

Communicate best practices and promote the importance of teaching and learning at Waterloo

CTE has developed an **online repository of 130 Teaching Tip Sheets** which succinctly convey best practices and strategies for a wide variety of instructional situations. In 2017-2018, these Teaching Tip Sheets were **accessed nearly 900,000 times** by users from around the world, with approximately 22% of those visits coming from the United States and 14% coming from Canada. Other institutions frequently request permission to reproduce or use our Teaching Tip Sheets. Recently, for example, we received a request from Mexico's Office of the Secretary of Public Education to translate "Promoting Effective Classroom Participation." Similarly, we received a request from Macmillan Learning to include a Teaching Tip Sheet in a textbook authored by an instructor at Daytona State College.

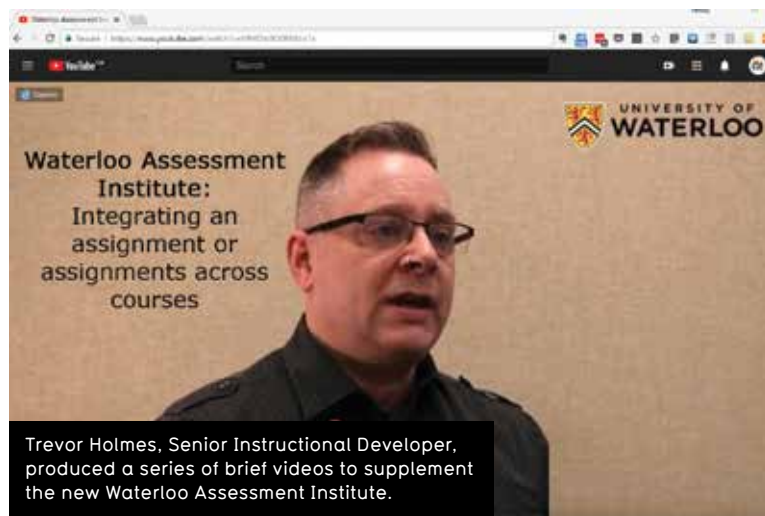
Beyond our Teaching Tip Sheets, our online resources also feature materials on **integrative learning, experiential learning, high impact practices, and writing across the curriculum**. Over the past year, we have taken steps to ensure that all of our resources will meet Ontario's accessibility standards.

Another means by which we communicate best practices for teaching and learning is the **CTE YouTube channel**, which currently **features 85 videos** ranging from presentations by external speakers (such as our 2017 conference keynote by Peter Felten, Elon University) to interviews with Waterloo instructors (such as Nancy Vanden Bosch, School of Accounting and Finance, talking about integrative learning), to screencasts (on topics such as concept mapping tools, the flipped classroom, and gamification).

"I wanted to write and say thanks for all the hard work of putting together your Teaching Tip Sheets, and thanks for making it publicly available. Your teaching tips are comprehensive yet concise, wide-ranging and well-organized – easily the best I've found online."

LARA HOUSTON

GOLDSMITHS, UNIVERSITY OF LONDON



One of the key ways by which CTE promotes the importance of teaching and learning at Waterloo is our repository of Teaching Stories. Each of our **53 Teaching Stories** profiles a Waterloo instructor whose teaching practice is especially effective or innovative.

In March, Donna Ellis and Mario Coniglio presented to the Board of Governors on the current and future state of educational technologies, drawing on data from a CTE-led project that resulted in an **inventory of educational technology usage** at Waterloo. Notably, the inventory also identified **42 “friendly contacts,”** that is, instructors who are willing to assist their colleagues in adopting a new educational technology. We’ve shared that data, along with the list of friendly contacts, on our website.

“CTE’s workshops and events have provided wonderful opportunities to surround myself with colleagues across campus who are just as excited to step out of their comfort zones to experiment with innovative teaching practices, tools, and technologies so we can provide the best learning environments possible for our students to grow and succeed. Being able to learn from each other’s experiences and share best practices in these communities has been invaluable.”

DAVID HA
SCHOOL OF ACCOUNTING AND FINANCE

CENTRE FOR TEACHING EXCELLENCE

Centre for teaching Excellence » Resources » Teaching stories »

Bryan Grimwood: Mentoring Curiosity



Bryan Grimwood, Recreation and Leisure Studies, was featured in a CTE Teaching Story in 2017-2018.

Bryan Grimwood, Recreation and Leisure Studies
Written by Laura Stern, Special Projects, CTE

Connect with and contribute expertise to colleagues on and off campus

As evidenced by a reputation survey that CTE conducted in 2017 as part of our first-ever External Review, our staff members are **widely recognized by other Canadian teaching centres** as leading experts in educational development:

- › **88%** of respondents indicated that their **overall impression** of CTE was “excellent” or “good.”
- › **80%** of respondents agreed or strongly agreed that “CTE has **well-respected staff members** in the educational development field.”
- › **82%** of respondents agreed or strongly agreed that our staff **make valuable contributions** to educational development professional associations.
- › **81%** of respondents agreed or strongly agreed that they saw **value in reading articles** by CTE staff, and **79%** agreed or strongly agreed that they saw **value in attending conference sessions** led by CTE staff.

CTE staff members are frequently called upon to join groups and committees at Waterloo and beyond. In 2017-2018, our staff sat on **32 university committees** such as the Teaching and Learning Spaces Committee, the Arts First Advisory Committee, and the Online Course Evaluation Advisory Group. Our staff members also contributed to Waterloo’s 2018 Staff Conference on topics such as laptops in the classroom, supporting working caregivers, and inclusive educational practices.

In June 2017, Donna Ellis was invited to serve on the faculty of the **Professional and Organizational Development (POD) Network’s week-long Institute for New Faculty Developers** in Saratoga Springs, New York. In the fall, she was invited to join a small team of facilitators to lead a full-day preconference workshop for new educational developers at the annual POD Network conference in Montreal.

Beyond campus, our staff sat on **10 national or international committees** devoted to teaching and learning, including the POD Network in Higher Education, the Canadian Engineering Education Association, and the Educational Development Evaluation Action Group. Additionally, **14 of our**

staff members served as reviewers or editorial review board members for 15 conferences, journals, and grant programs.

Our staff members also responded to requests to meet with **delegates from other universities**, including 25 senior administrators from the University of Singapore and 25 senior administrators from universities in China. Other meeting requests came from Ryerson University, Carleton University, William & Mary University, Kuwait University, the University of Bangladesh, Notre Dame University (Louaize, Beirut), and others.

“CTE is one of Canada’s leading centres for teaching and learning, with professional staff known for their expertise across the country and around the world.”

FEEDBACK FROM A CANADIAN TEACHING CENTRE COLLEAGUE GATHERED DURING CTE’S EXTERNAL REVIEW PROCESS



Monica Vesely, Instructional Developer, was awarded financial support from Waterloo’s Staff International Experience Fund to travel overseas to learn about teaching orientation strategies used at institutions with large numbers of international faculty and students. She is pictured with Alex Standen, Senior Teaching Fellow, University College London.

“Thank you ever so much for providing me with such a detailed and informative response to my query: I very much appreciate your expert guidance and advice.”

JOHN PENDER
SENIOR LECTURER, INSTITUTE OF TECHNOLOGY,
SLIGO, IRELAND

Engage in individual and centre-wide professional development and operational activities

In 2017-2018, CTE completed its **first-ever External Review**. After surveying or consulting with numerous partners and stakeholders (our own staff, Waterloo instructors, staff in other academic support units, and other teaching centres), and after collecting and analyzing six years of data (workshop and participant numbers, event feedback, and more), we drafted a **172-page SelfStudy** for submission to the external reviewers. Over the course of two days, those external reviewers met with **representatives from 34 groups in the Waterloo community**. Finally, the reviewers issued a report containing **13 recommendations**, to which we responded in a Final Assessment Report. Most of those recommendations are being acted upon to further enhance the quality of our services.

Our staff members are committed to **ongoing professional development**. Each spring we hold a PD Day, with sessions developed by our staff members and by external guests. We also set aside time at our monthly staff meetings for PD sessions. Additionally, many of our staff members participate in developmental opportunities such as **Tech Club** and **Journal Club**, both coordinated by CTE, as well as a group called **Studies in Learning Innovation and Pedagogy**, which is jointly coordinated by CTE and CEL.

“Overall, we feel that CTE has an important and clear mandate, a highly skilled Director and team of staff, and an impressive set of services undertaken in direct alignment with the Centre’s and University’s mission and strategic priorities. The site visit confirmed the high regard in which the campus community holds CTE and its staff. CTE’s programs are highly valued and the faculty and graduate students with whom we spoke were clear in their desire for more of the services the Centre offers. Our time with Centre staff reinforced the exceptional nature of the team.”

REPORT FROM EXTERNAL REVIEWERS



CTE staff members often gather for social events. Here we celebrate International Pi Day by having a pie potluck!

CTE staff members also undertake professional development on an individual basis. For example, in 2017- 2018:

- › Crystal Tse (Instructional Developer) and Christine Zaza (Faculty Liaison) completed the **40-hour Facilitator Development Workshop (FDW)** which certifies them to teach the internationally recognized Instructional Skills Workshop (ISW).
- › Kyle Scholz (Faculty Liaison) completed a **40-hour Trainer Development Workshop** that certifies him to teach the FDW.
- › Mary Power (Senior Instructional Developer) completed the **Leadership Essentials Program** offered by Waterloo's Organizational & Human Development.
- › Christine Zaza (Faculty Liaison) completed the **Learning Disability Certificate** from Cambrian College, as well as the **Inclusivity Series** offered by Waterloo's Organizational & Human Development.
- › Trevor Holmes (Senior Instructional Developer) completed a **six-week course on Truth and Reconciliation** offered by EDx, which has spurred a growing awareness among CTE staff of the importance of Indigenization.

Many CTE staff members maintain a direct connection to the university classroom by **teaching discipline-specific courses** in various Waterloo departments. For example, in 2017-2018, Trevor Holmes taught WS 101: Introduction to Women's Studies, and Kristin Brown (Educational Research Associate) taught HLTH 473: School/Campus Health Promotion.

In 2017-2018, CTE collaborated with Renison's English Language Studies to create an eight-month **visiting scholar position** for an academic who fled Turkey in 2016 as a refugee. The position provided this individual with office space and library access, as well as the opportunity to participate in CTE's programming and to network with Waterloo colleagues. Thanks to this opportunity, the scholar has now gained part-time academic employment.

Our staff members are also proud to report that CTE received Waterloo's **first-ever Green Office Gold Certification**, an achievement that reflects our commitment to support a more ecologically sustainable campus.

Lastly, we were thrilled to celebrate **CTE's tenth anniversary** in 2017 (though the support units from which CTE emerged have roots going back many decades). Instructors, administrators, and staff from other support units joined us in late October to commemorate this achievement.



CTE staff members help make a soup and bannock lunch at the Waterloo Indigenous Student Centre.



Donna Ellis, CTE's Director, accepts a token of her staff members' admiration and affection at our tenth anniversary celebration.



Katherine Lithgow (Senior Instructional Developer), Bob Sproule (School of Accounting and Finance), and Andrea Chappell (Director, Instructional Technologies and Media Services) attend CTE's tenth anniversary celebration.

On the Horizon

The Message from the Director at the beginning of this Annual Report provides updates on initiatives that were introduced in our previous Annual Report. In 2018-2019, we will address a new set of initiatives and challenges.

Space relocation

To accommodate the Faculty of Environment's growing need for offices for graduate students, CTE has been temporarily relocated from EV1 to EC3 where we share the second floor with the Centre for Extended Learning. The move affects our main office, as well as the offices of 18 CTE staff members, but the offices of our Faculty Liaisons are unaffected. Although this move will result in some operational impediments, we will aim to offer our usual range and depth of programs and services, and look forward to plans being finalized for our new permanent home.

Revised organizational structure

CTE's External Reviewers recommended that the Centre's organizational structure be revised so that the Director can delegate some operational load and assume a more strategic role within the university. To this end, the reviewers proposed the creation of two Associate/Assistant Director roles. This structural change would also increase the opportunities for career advancement within the Centre. We will be developing plans to implement a structural change after we have settled into our new temporary location.

Aligning professional development with strategic priorities

In addition to the seven Core Activities that are detailed in this Annual Report, CTE has identified five Strategic Priorities, running from May 1, 2018 to April 30, 2021. In 2018-2019, the professional development provided to (and often by) our staff members will focus on two of our strategic priorities: high impact practices and inclusive educational practices.

Analysis of the new faculty program

Having completed an External Review of the Centre as a whole, we will now undertake internal reviews of individual programs on a rotating basis. In 2018-2019, one program being reviewed is the New Faculty program. We will review the program's learning

outcomes, gather stakeholder input and feedback, and determine how best to assess its overall impact going forward.

New registration system

Due to limitations of the Workday system, CTE is working with IST to procure a new registration system by 2019. We expect the new system to provide an enhanced experience for our users, and to reduce the administration time that our staff devote to it.

New ePortfolio tool

In collaboration with ITMS, we will be helping to support the launch of a new ePortfolio tool for Waterloo – stay tuned as PebblePad comes to campus!

Experiential Learning Leads Program

The Experiential Learning Leads (ELL) Program is part of a larger initiative funded by MTCU to build academic capacity. The ELL program focuses on providing Waterloo instructors with resources and tools necessary to incorporate more experiential learning into the curriculum. It includes identification of faculty members as leads, a one-day symposium, a three-day institute, the development of online resources, and a report outlining further recommendations.

Programming review

Drawing on several years of participant feedback, we are also reviewing our Postdoctoral and Graduate Student programming and will revise it appropriately as we seek further accreditation for our graduate certificate programs from the Educational Developers Caucus.

Communications about CTE

CTE's External Reviewers recommended that we cease production of our newsletter and blog. In the coming year, we will be launching a new communication medium called "In the Loop."

Clarifying partner relationships

In response to a recommendation made by CTE's external reviewers, we will be working with other academic support units to optimize our collaborations and alignment with them, and to review our services and future directions.

APPENDIX ONE: What is the reach of our services?

CTE is committed to ongoing assessment of our work. The following figures show trends in our services over the past five 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 five fiscal years.

Figure 2 provides the unique individuals in each faculty who participated in our five key services in the 2017-2018 fiscal year. While the bulk of our participants came from Arts and Engineering, participation in other units such as Applied Health Sciences and Mathematics also increased over the previous fiscal year.

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

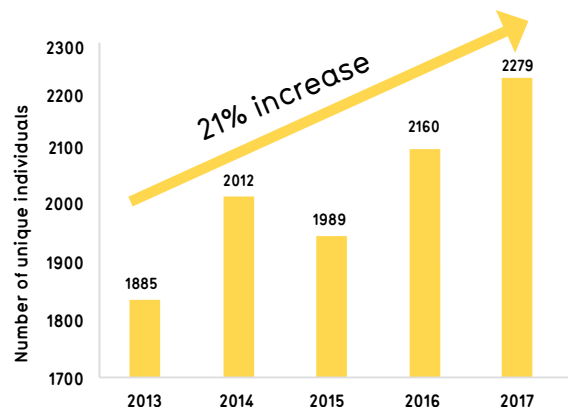
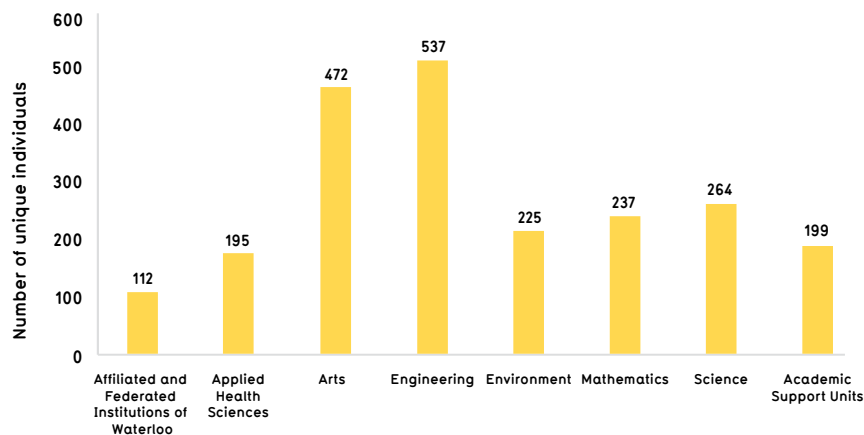


FIGURE 2. Number of unique individuals who worked with CTE in 2017-2018 by faculty/unit.



Workshops

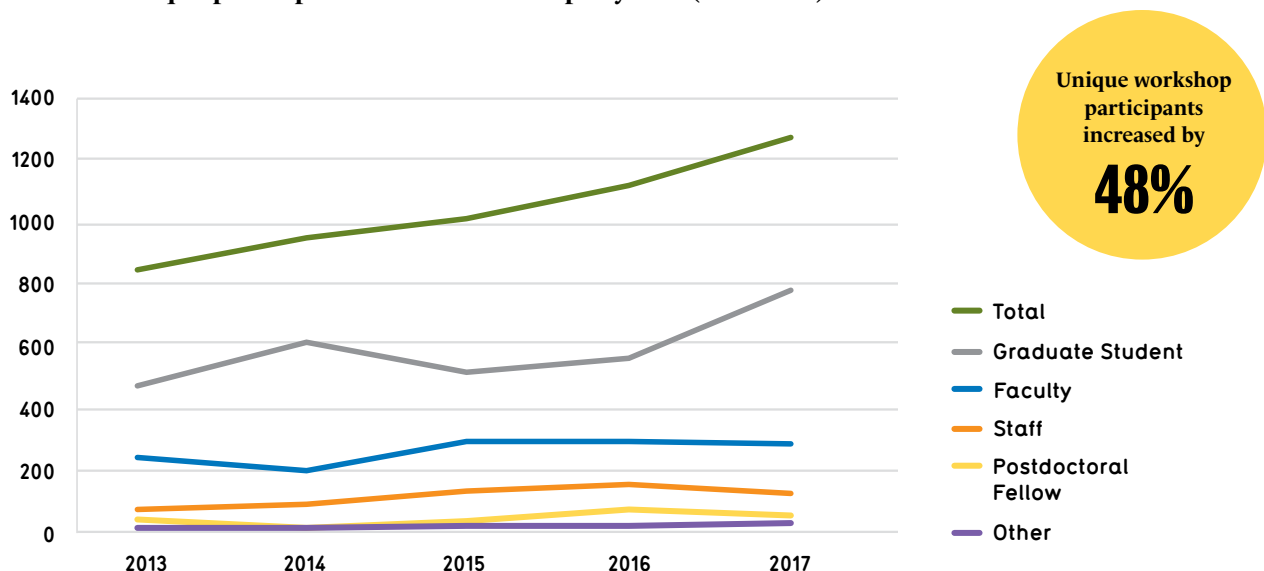
In 2017-2018, we saw an increase in the number of graduate students participating in our workshops compared to the previous year (Table 1 and Figure 3). The difference between the unique and total participants each year indicates that participants completed multiple workshops.

TABLE 1. Participants in CTE workshops by role.

ROLE	2013 PARTICIPANTS		2014 PARTICIPANTS		2015 PARTICIPANTS		2016 PARTICIPANTS		2017 PARTICIPANTS	
	TOTAL	UNIQUE	TOTAL	UNIQUE	TOTAL	UNIQUE	TOTAL	UNIQUE	TOTAL	UNIQUE
Faculty	446	242	450	205	978	301	853	296	804	287
Staff	119	79	198	98	269	143	363	156	265	127
Graduate Student	1570	480	2108	620	1691	517	1762	566	2301	772
Postdoctoral Fellow	193	38	50	17	200	42	379	80	263	60
Other	34	17	41	14	97	25	70	28	104	31
TOTAL	2362	855	2847	951	3235	1015	3427	1116	3737	1267

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

FIGURE 3. Unique participants in CTE workshops by role (2013-2017).



Consultations

CTE staff meet with individuals and small groups to discuss teaching-related issues and ideas. Table 2 indicates the number of consultations and unique participants over the past five fiscal years. The unique participants number has remained fairly consistent.

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

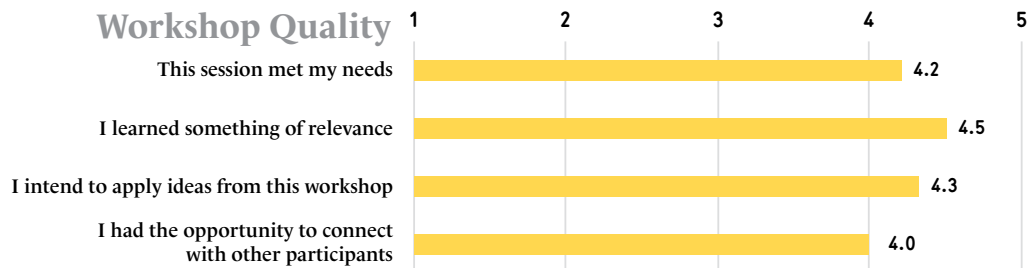
FACULTY/UNIT	2013		2014		2015		2016		2017	
	TOTAL CONSULTATIONS	UNIQUE PARTICIPANTS	TOTAL CONSULTATIONS	UNIQUE PARTICIPANTS	TOTAL CONSULTATIONS	UNIQUE PARTICIPANTS	TOTAL CONSULTATIONS	UNIQUE PARTICIPANTS	TOTAL CONSULTATIONS	UNIQUE PARTICIPANTS
Affiliated and Federated Institutions of Waterloo	246	64	349	70	362	93	378	103	249	85
Applied Health Sciences	229	61	210	69	292	75	228	87	218	104
Arts	944	292	1405	297	899	263	777	260	746	240
Engineering	1187	232	1363	251	935	210	321	144	541	235
Environment	813	187	900	181	621	163	705	177	649	176
Mathematics	321	64	504	101	433	79	299	86	232	65
Science	1490	194	1313	182	1306	212	827	200	359	128
Support Units	209	56	309	67	190	63	268	154	169	102
Off-campus	12	11	14	22	17	14	40	46	42	30
TOTAL	5451	1161	6367	1240	5055	1172	3755	1291	3148	1169

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

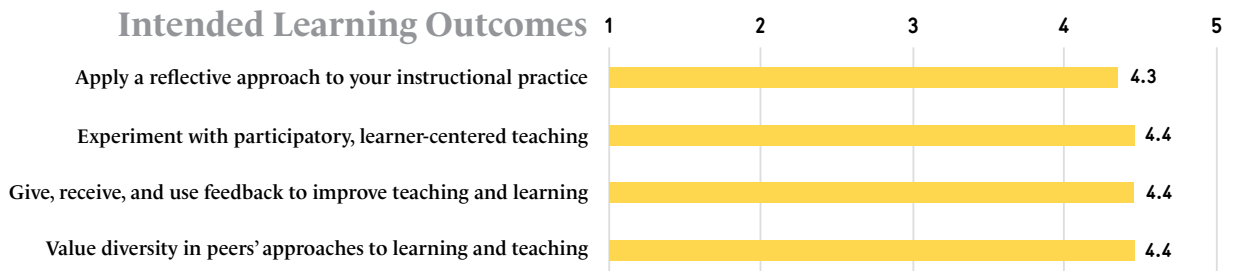
94% of respondents rated CTE's faculty-oriented workshops as excellent or good.



Average ratings of participants in CTE's faculty-oriented workshops on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Number of workshops = 38. Number of survey respondents = 297; number of participants = 658; response rate = 45%.

Instructional Skills Workshops

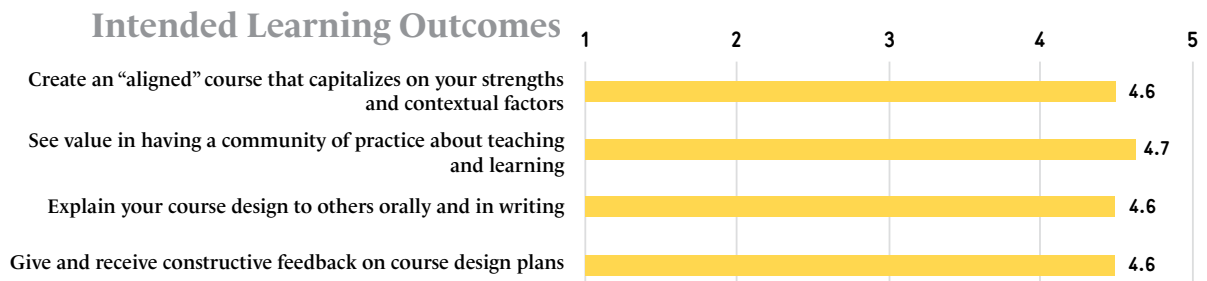
85% of respondents agreed or strongly agreed that they met the intended learning outcomes of the Instructional Skills Workshop (ISW).



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 = 4. Number of survey respondents = 27; number of participants = 31; response rate = 87%.

Teaching Excellence Academy

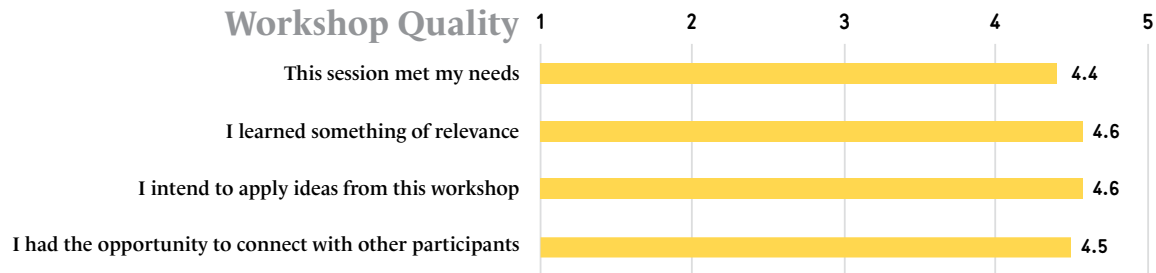
100% of respondents agreed or strongly agreed that they met the intended learning outcomes of the Teaching Excellence Academy (TEA).



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 = 10; number of participants = 14; response rate = 71%.

All Workshops for Graduate Students

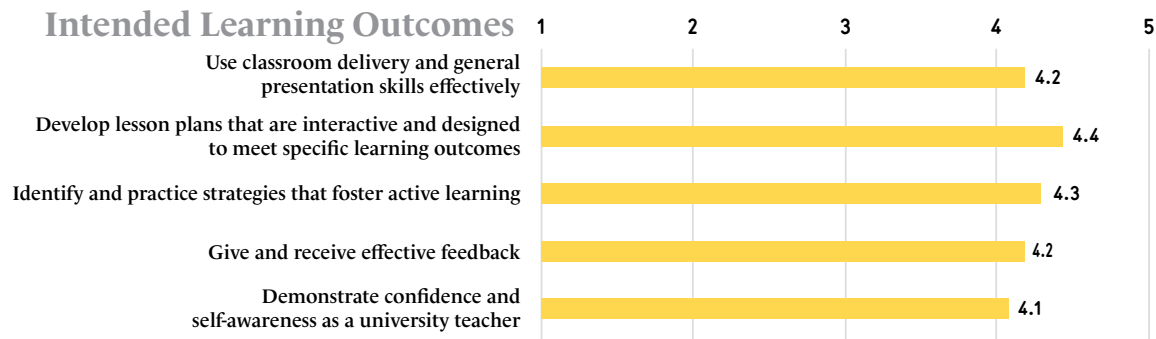
96% of respondents rated CTE's graduate student workshops as **excellent or good**.



Average ratings of participants in all graduate student workshops on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Number of workshops =79. Number of survey respondents = 1082; number of participants = 1086; response rate = 100%.

Fundamentals of University Teaching Program

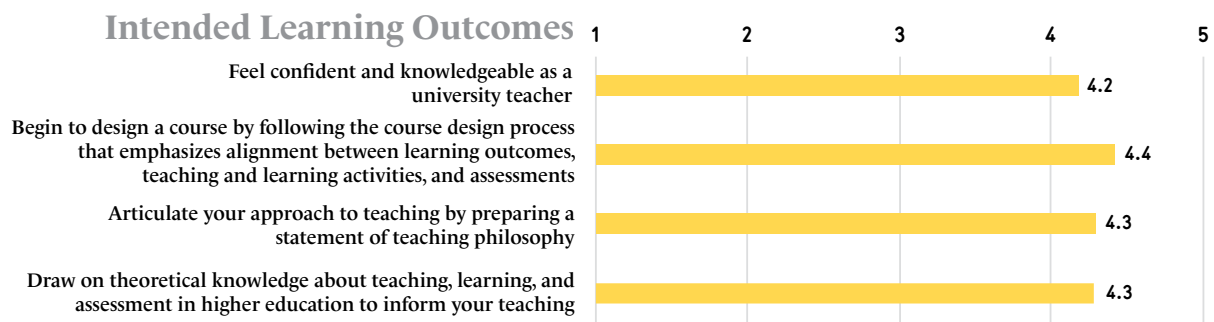
92% of respondents agreed or strongly agreed that they met the **intended learning outcomes** of the program.



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 = 50; number of participants = 186; response rate = 27%.

Teaching Development Seminar Series (Postdoctoral Fellows)

92% 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 Teaching Development Seminar Series on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). Number of survey respondents = 12; number of participants = 20; response rate = 60%.

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