

2018-2019 ANNUAL REPORT

Centre for Teaching Excellence



UNIVERSITY OF
WATERLOO

May 1, 2018 to April 30, 2019

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Message from the Director

DONNA ELLIS



Fiscal year 2018-19 was one of change for CTE. As we settled into new locations for our main office and workshop rooms, we also experienced some systems changes (e.g., a new registration system when it became apparent that Workday would not meet our needs) and worked our way through some significant restructuring within the unit. As always, I am humbled by the hard work and the caring attitude of our amazing team members. We routinely pull together to help one another provide top-quality service for our various client groups. Here are a few details from our story this past year.

In response to our external review, we embarked on a multi-month project to review the senior team structure of our unit. Our reviewers strongly recommended having one to two Associate Director roles, primarily to enable my role to focus more on institutional-level projects related to the university's strategic plan. CTE's structure has grown somewhat organically since our merger in 2007, and with six Senior Instructional Developers (SIDs) and one Administrative Assistant as reports, the Director role necessarily had a heavy internal and operational focus. Multiple consultations with CTE staff members and the Associate Vice-President, Academic, resulted in a proposal being developed that included the following changes, which were approved in May 2019 by the staff relations committee:

- › Refocus the SID Faculty Programs and Research role to become an Associate Director. This role already included oversight of all faculty programs, which rested with multiple SIDs. Trevor Holmes is CTE's new Associate Director.
- › Expand Mary Power's Blended Learning SID role to cover all Faculty Programs. As such, Mary continues to supervise the Liaison team and has added Monica Vesely (Educational Developer, Faculty Programs and Consulting) and Verna Keller (Program Co-ordinator, Faculty Programs) to her team. Blended learning remains a key focus for Mary's portfolio, but with the vast majority of faculty already integrating various technologies into their teaching, blended learning appears to be ubiquitous.
- › Extend Mark Morton's role to include all aspects of research on teaching, along with the unit's communications. Mark has long been responsible

for investigating emerging educational technologies, which is a form of inquiry. Mark will continue to explore educational technologies while overseeing CTE's research team and our Communications Associate. Currently on leave, Mark will move into this revised role when he returns in 2020.

- › Acknowledge the place of experiential learning (EL) in Katherine Lithgow's Integrative Learning role by adding the EL wording to her job title.
- › Svitlana Taraban-Gordon's role (Graduate Programs and Internationalization) and Veronica Brown's role (Curriculum and Quality Enhancement) remain largely unchanged.

We also revised the "instructional developer" label to replace it with one more commonly used in our profession both nationally and internationally. Our organizational chart now includes "educational developer" in all applicable job titles. All of these changes came into effect as of July 1, 2019.

Additional projects were identified in response to our external review. One project that we will engage in during the 2019-20 fiscal year is to update our Final Assessment Report, the document in which we outlined our plans for addressing the reviewers' recommendations. When complete, this document will appear on our website.

Lastly, our story for this past year continued to be affected by our temporary location. Our main office space in East Campus 3 (EC3) has resulted in increased "travel time" to work with our various client groups. And while we appreciate having workshop space within Ring Road (in the Math and Computer building) to keep our programs as central as possible, having this space so far removed from our main office space has been challenging on a number of fronts. We are adapting as best we can, but continue to seek space in a more central location that will better enable and support the type of work that we do.

Overall, CTE is a fantastic place to work! We continue to be committed to building capacity and community around teaching and learning, and to promoting an institutional culture that values effective teaching and meaningful learning. Please enjoy reading our highlights from the past year.

Advancing our Strategic Priorities

Each year, we pursue projects that contribute to advancing our strategic priorities, as illustrated in the following examples:

STRATEGIC PRIORITIES

2018 to 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.



A Waterloo student seeks input from an instructor.

A

ePortfolios represent a high impact practice capable of supporting active learning by encouraging connection and reflection.

CTE has been collaborating with Instructional Technologies and Media Services and the Centre for Extended Learning to implement the PebblePad platform at Waterloo.

In 2018-19, the PebblePad team held workshops, developed an information website, and piloted the platform in the School of Optometry and Vision Science, the Faculty of Engineering, and the School of Social Work.

[PebblePad] will enable us to pull together all of their clinical experience: their skills assessments, their clinical assessments, and their reflections – so they can see a pathway of their growth through the program to exit.

NATALIE HUTCHINGS, School of Optometry and Vision Science



Homeyra Pourmohammadali (Mechanical and Mechatronics Engineering) describes a project to a small, diverse group of Waterloo instructors and CTE consultants at the WAI.

B

We held the second annual Waterloo Assessment Institute (WAI), a two-day retreat where Waterloo instructors can redesign an assignment or other course assessment with guidance from educational developers.

Feedback from peers from a variety of faculties adds layers of experience and perspective to a process that is surprisingly similar whether one teaches courses in Accounting, Engineering, or Philosophy.

The group sessions were definitely informative and served to get the ball rolling, but the consultants had us picking our jaws up off the floor. Their questions helped us see how we were in a whirlwind of our own dust, and that our students might likewise be mystified by our wording or misguided questions.

Anonymous participant feedback, Waterloo Assessment Institute



At the 2019 Teaching and Learning Conference, a panel of faculty, staff, and students share ideas and experiences supporting inclusive instructional design.

C

Implementing inclusive instruction can feel daunting, but many inclusive strategies are really just effective teaching practices.

CTE's Accessibility Working Group prepared nine new Teaching Tip Sheets designed to help instructors incorporate inclusive practices into their teaching, including:

- › course design,
- › instructional strategies,
- › accessibility and accommodation, and
- › accessibility checklists for documents and presentations.

We anticipate that these resources will be indispensable for Waterloo instructors.

Start small; make changes that are sustainable for you. Be curious. Think of learning as collaboration. Adopt an attitude of empathy and humility. Remember that just because I learn a different way doesn't mean I'm incapable.

Panel discussion on inclusive instructional design, 2019 Teaching and Learning Conference



Students interacting on Waterloo's campus.

D

CTE's Director, Donna Ellis, was involved in developing the Undergraduate Learning issue paper that will provide ideas and direction for the development of Waterloo's 2020-25 strategic plan.

The paper recommended that Waterloo adopt a student-centred learning paradigm, which shifts the focus from teachers and their teaching strategies to learners and what will support their learning.

This shift may seem subtle but has implications for practice as well as at the institutional level, including the design of our teaching and learning classroom spaces.

Some of the other ideas included in the paper would benefit from CTE's support and expertise.

We envision Waterloo as a university where learning is powered by curiosity, informed by research, and transformative in practice.

Undergraduate Learning Issue Paper Advisory Group



Gillian Dabrowski, Online Learning Consultant with the Centre for Extended Learning, enjoys reading "In the Loop" on her smart phone.

E

Based on feedback received during CTE's External Review, we exchanged our old newsletter format for a messaging system ("In the Loop") that seeks to keep our campus community informed about teaching and learning events in addition to helpful resources and evidence-based practices.

The new system is compatible with all computers, tablets, and smart phones.

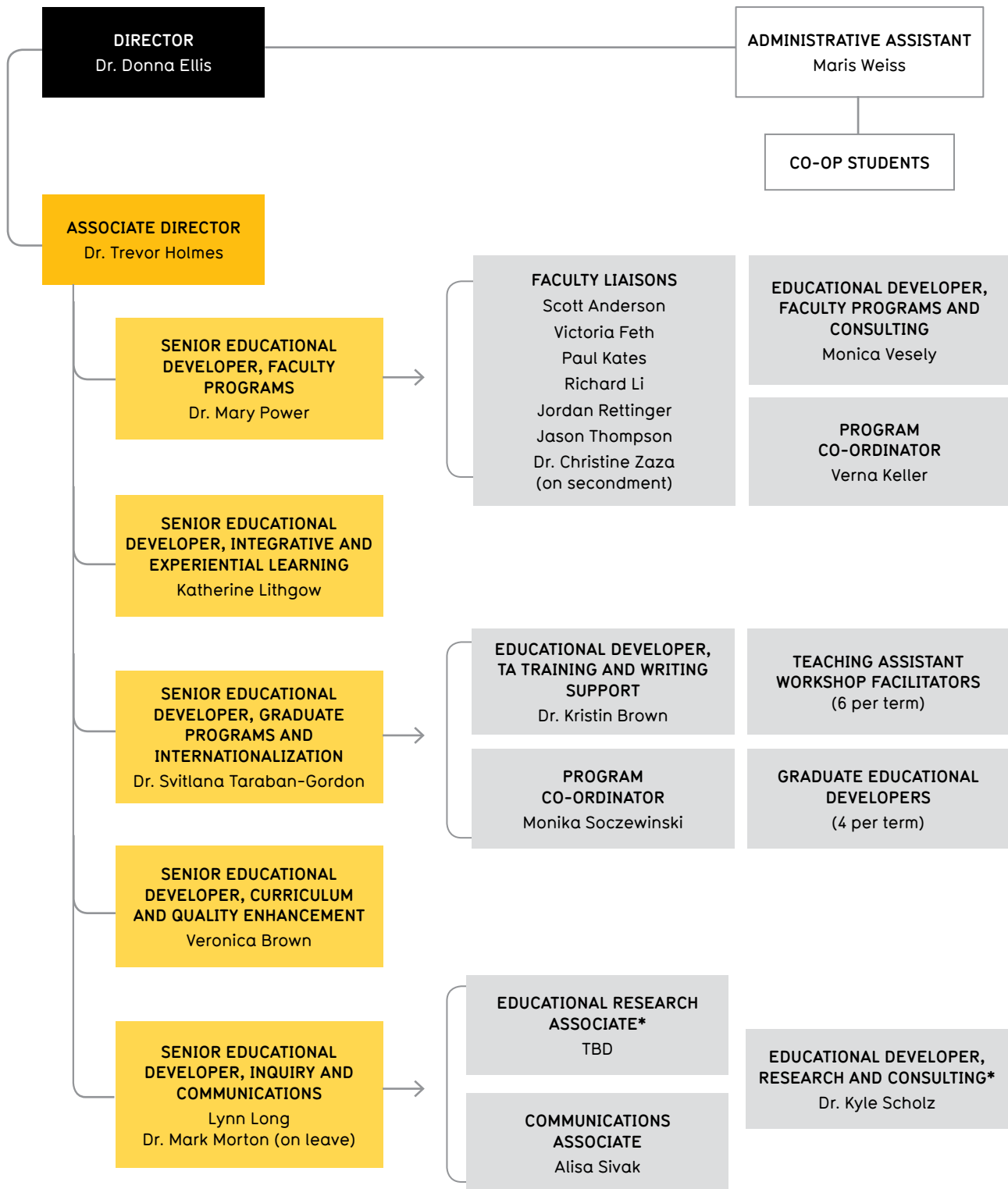
This new format has been successful, with nearly 3,000 subscribers and an open rate consistently hovering around 40 per cent. This rate is roughly double the open rate of most industry newsletters.

We will communicate with the university community through this new medium, which we have named "In the Loop" in recognition that our work with Waterloo instructors and staff is both a collaborative and recursive process.

DONNA ELLIS, inaugural "In the Loop" message, September 2018

Organizational Structure

AS OF AUGUST 20, 2019



* Note that while Mark Morton is on leave, these two positions report to Veronica Brown

CTE Staff Members

AS OF AUGUST 20, 2019

DIRECTOR



Donna Ellis

ASSOCIATE DIRECTOR



Trevor Holmes

ADMINISTRATIVE STAFF



Maris Weiss



Verna Keller



Monika Soczewinski

COMMUNICATIONS ASSOCIATE



Alisa Sivak

SENIOR EDUCATIONAL DEVELOPERS



Veronica Brown



Katherine Lithgow



Lynn Long



Mark Morton
(on leave)



Mary Power



Svitlana Taraban-Gordon

FACULTY LIAISONS



Scott Anderson



Victoria Feth



Paul Kates



Richard Li



Jordan Rettinger



Jason Thompson



Christine Zaza
(seconded to CEL)

EDUCATIONAL DEVELOPERS



Kristin Brown



Kyle Scholz



Monica Vesely

CTE at a Glance

IN THE 2018-2019 FISCAL YEAR



191 WORKSHOPS

attended by **1,154** instructors, graduate students, postdoctoral fellows, and staff

84 INSTRUCTOR-ORIENTED WORKSHOPS

attended by **545** unique instructors

30 WORKSHOPS FOR NEW FACULTY

attended by **94** unique instructors

107 GRADUATE STUDENT WORKSHOPS

attended by **661** students

79 FUNDAMENTALS OF UNIVERSITY TEACHING WORKSHOPS

attended by **598** unique participants

28 CERTIFICATE IN UNIVERSITY TEACHING WORKSHOPS

attended by **98** unique participants



1 FULL-DAY CONFERENCE

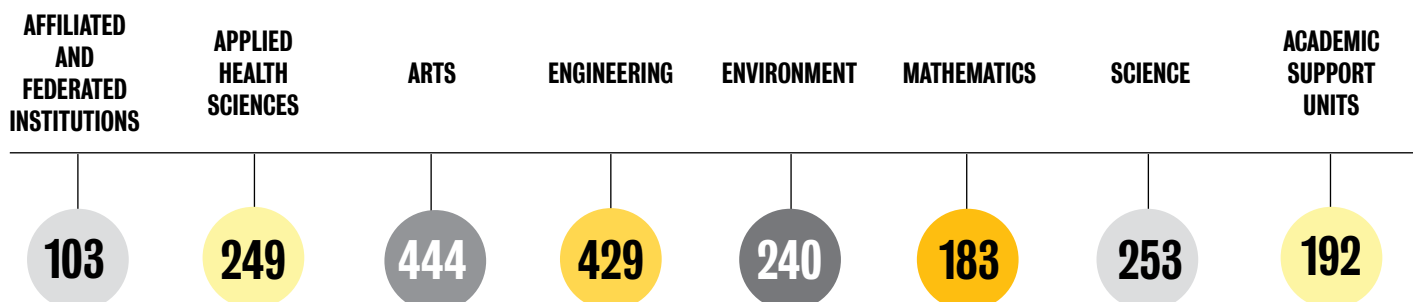
attended by **416** instructors, graduate students, postdoctoral fellows, and staff

109 MICRO-TEACHING SESSIONS

attended by **192** graduate students

FIGURE 1:

Number of unique individuals who worked with CTE in 2018-2019 by faculty/unit



3,123
CONSULTATIONS

with 1,135 instructors,
staff, graduate students,
and postdoctoral fellows

41 CUSTOM
INSTRUCTIONAL
DEVELOPMENT
EVENTS

attended by 1,171 instructors

126
CURRICULUM EVENTS
AND CONSULTATIONS

with 675 instructors
and administrators
in 48 departments

161
GRADUATE STUDENTS

completed the Fundamentals
of University Teaching this year.

TOTAL COMPLETIONS:

1,167



32
GRADUATE STUDENTS

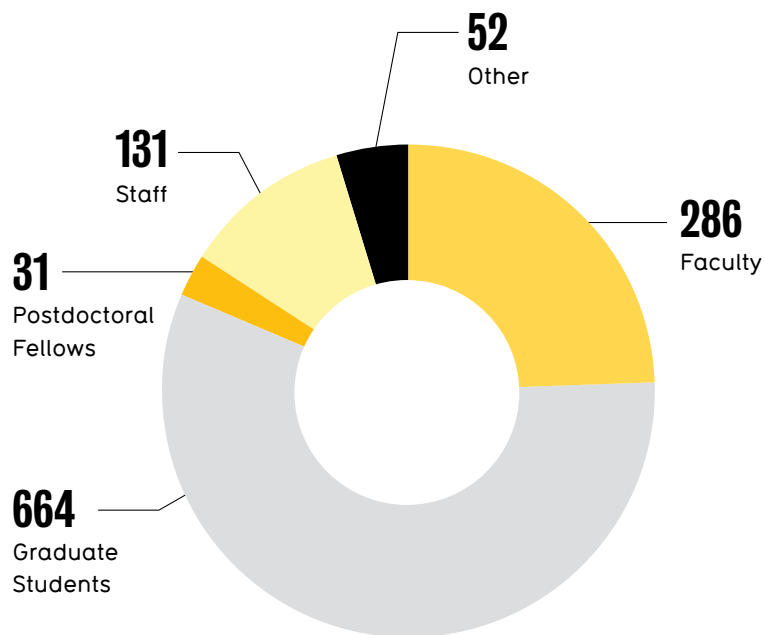
completed the Certificate
in University Teaching
program this year.

TOTAL COMPLETIONS:

469

FIGURE 2:

Participants in CTE workshops by role



1

CORE ACTIVITY

Provide cross-disciplinary, institution-wide events and programs

CTE offers programming for instructors, graduate students, postdoctoral fellows, and staff. Core workshops vary in length from one hour to 40 hours spread over a number of days. CTE staff also develop additional workshops to meet emerging needs or interests.

Although many of CTE's workshops have flexible enrolment guidelines, it may be helpful to think about CTE programming as supporting instructors at every stage of their teaching career (see Table 2).

2018 to 2019

AT A GLANCE

CTE facilitated 191 workshops (80 unique) attended by 1,154 unique instructors, graduate students, postdoctoral fellows, and staff members

TABLE 1: Unique participants at CTE workshops

PARTICIPANT TYPE	NUMBER
Faculty	286
Graduate students	664
Postdoctoral fellows	31
Staff	131
Other	52

TABLE 2: Examples of core programming

Experienced faculty	Teaching Excellence Academy (by department referral)
Faculty (open to all instructors, regardless of role on campus)	Getting Started with LEARN Instructional Skills Workshop Course Design Foundations
New faculty	Graduate Supervision Series Assessment for Learning Classroom Dynamics and Engagement
Postdoctoral fellows	No programming in 2018-19 (program under review)
Graduate students	Certificate in University Teaching (CUT) Fundamentals of University Teaching

In addition to our regular workshop roster, CTE hosts different kinds of programming designed to encourage innovative and evidence-based teaching, including a full-day conference, themed workshop weeks, and intensive events that encourage participants to set aside some time to take a deeper dive into their teaching philosophy and practices.



Gina Sorbara and Zay Khan (School of Optometry and Vision Science) at a CTE workshop on learning outcomes.



Mario Coniglio (Associate Vice-President, Academic) chats with faculty attending the Documenting Teaching for Tenure and Promotion workshop.



The Teaching and Learning Conference is a one-day event open to the University of Waterloo community and beyond. The 2019 theme was Teaching and Designing for Diverse Learners, with presentations, workshops, and posters on topics such as inclusive education, collaboration, and student engagement. Allison Lombardi (University of Connecticut) delivered a keynote address on Universal Design for Learning. Attendees included participants from 18 external institutions, spanning three Canadian provinces and two American states. Eighty-three per cent of respondents rated the event as “good” or “excellent.”

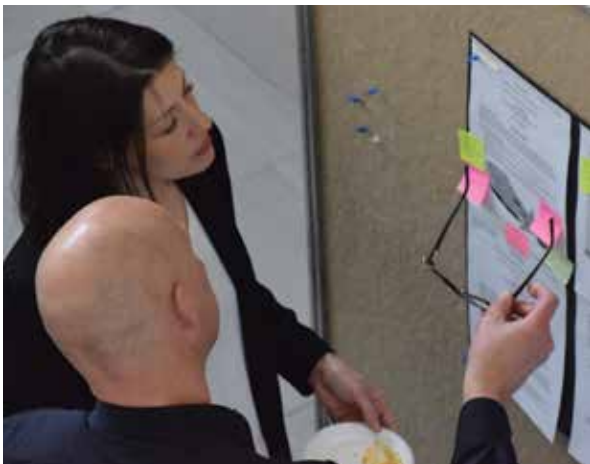
Educational Technologies Week comprises workshops on technology that helps to promote deep learning. In 2019, 18 workshops explored various technologies like virtual reality as well as strategies such as gamification. Ian Pirie, Emeritus Professor of Design at the University of Edinburgh, delivered a keynote presentation on student-led, individually-created courses. Eighty-eight per cent of respondents rated the workshops as “good” or “excellent.”

The Waterloo Assessment Institute (WAI) is a two-day retreat that facilitates the redesign of an assignment or other course assessment with guidance from educational developers. This year’s WAI was our second annual offering of this program and had participants from all six faculties and two other institutions. One hundred per cent of respondents rated the WAI as “good” or “excellent.”

Waterloo ExL, a suite of programming to support experiential learning initiatives, ran throughout the year. A one-day Experiential Learning Symposium highlighted experiential learning initiatives and associated on-campus resources, and the Waterloo Experiential Learning Institute, similar to the WAI, focused on providing guidance for instructors who wanted to integrate experiential learning into their courses. Experiential Learning Leads also facilitated cross-disciplinary communities of practice targeting different aspects of experiential learning throughout the fall and winter. CTE collaborated with Waterloo Professional Development, with funding from the Ministry of Training, Colleges, and Universities’ Career Ready grant program.



Participants at the Teaching and Learning Conference, at a session on inclusive instructional practices.



Leia Minaker and Clarence Woudsma (Planning) discuss work displayed at the close of the Teaching Excellence Academy.



I’d highly recommend the Instructional Skills Workshop (ISW). After I took the ISW, my prep time went down and my teaching evaluations went up!

KATHRYN PLAISANCE
Knowledge Integration

2018 to 2019

AT A GLANCE

TABLE 3: CTE programming

EVENT	PARTICIPANTS*
Workshops	1,154
Teaching and Learning Conference	416
Educational Technologies Week	131
Waterloo Assessment Institute	22
Teaching Excellence Academy	16
Focus on Teaching Week	75

* Note that these events have registration caps, often based on location.

2

CORE ACTIVITY

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

2018 to 2019

AT A GLANCE

TABLE 4: Instructional development

TYPE	SESSIONS	INDIVIDUALS
Consultations	3,045	1,108

In 2018-19, CTE's customized events (by department request) reached a total of **1,171** participants in total in **41** different workshops.

TABLE 5: Curriculum development

TYPE	SESSIONS	DEPARTMENTS
Curriculum consultations	78	40
Curriculum events	48	19

In 2018-19, CTE's curriculum work reached a total of **675** Waterloo instructors and administrators in **48** different departments.

CTE staff offer support, guidance, and leadership for both instructional and curriculum development. These activities take place in response to requests for support from individuals, teams, departments, and faculties.

Instructional development impacts individual instructors and learners. In 2018-19, CTE supported instructional development via:

- › one-on-one (or team) consultations on topics such as integrative learning, educational technology, LEARN, and writing instruction and assessment
- › customized events (by department request), including course design, writing test questions, graduate supervision, project development, and concept mapping

Curriculum development has an impact at the department or faculty level. As with instructional development (above), CTE supports curriculum development via one-on-one (or team) consultations as well as customized events. In 2018-19 curriculum development focused on:

- › working with curriculum teams on the design of new programs, custom course design workshops to focus on aligning courses with overall program outcomes, and department-wide events related to cyclical program reviews and accreditation

We have worked with 81 departments and support units since undertaking curriculum work in 2007.

CTE provided 126 curriculum consultations and events this year, 22 per cent more than last year.



Chris Fletcher (Geography and Environmental Management) consults with Christine Zaza (CTE).

It has been immensely valuable to collaborate with CTE's Educational Developers to support the alignment of course learning outcomes with program outcomes, and to connect with the Faculty Liaisons to explore assessment approaches and innovative ways to support student engagement in the classroom.

DAVID HA, School of Accounting and Finance

3

CORE ACTIVITY

Foster leadership in teaching development across the institution

2018–2019

AT A GLANCE

TABLE 6: Recipients of the Distinguished Teacher Award

NAME	UNIT
Steve Balaban	School of Accounting and Finance
Robin Cohen	Cheriton School of Computer Science
Paul Fieguth	Systems Design Engineering
Andrew Houston	Communication Arts

TABLE 7: Recipients of the Amit and Meena Chakma Award for Exceptional Teaching by a Student

NAME	UNIT
Marcus Abramovitch	Chemistry
Apratim Chakraborty	Mechanical and Mechatronics Engineering
Heidi Fernandes	School of Pharmacy
Caelan Wang	Combinatorics and Optimization

CTE actively develops opportunities for instructors to enhance their leadership in teaching development by offering opportunities to share their knowledge with colleagues, by supporting interest in specific topics through facilitating communities of practice, by collaborating with Teaching Fellows in each of Waterloo's six faculties, and by training graduate students.

Mentorship opportunities – CTE offers instructors opportunities to develop leadership skills at every stage of their career development. For example,

- › Instructors who have taken the Instructional Skills Workshop (see Core Activity 1) can become certified to teach it to their peers by completing the Facilitator Development Workshop
- › Graduate students can apply to mentor their peers by facilitating introductory workshops on university teaching as Teaching Assistant Workshop Facilitators (TAWFs), or by conducting teaching observations and facilitating advanced workshops and microteaching sessions (MTS) as Graduate Educational Developers (GEDs)

Learning communities – CTE staff members coordinate a number of learning communities and communities of practice, in which instructors facilitate workshops or discussions for their peers, including:

- › The Program Outcomes Assessment Learning Community
- › The Virtual/Augmented Reality Community of Practice

Presentations – Waterloo instructors have the opportunity to share research and practice with their peers during the annual Teaching and Learning Conference and Educational Technologies Week.

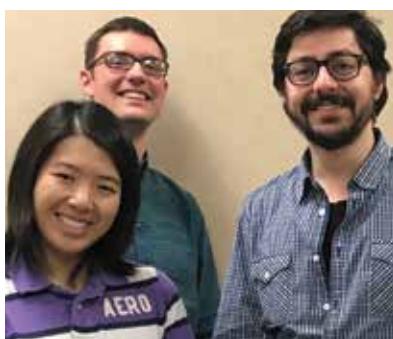
Awards – CTE coordinates two university-wide teaching awards:

- › Distinguished Teacher Award
- › Amit and Meena Chakma Award for Exceptional Teaching by a Student

CTE also assists faculty who wish to apply for external teaching awards.



Carol Hulls (Mechanical and Mechatronics Engineering) shares a teaching strategy with colleagues at the Teaching and Learning Conference's "Igniting Our Practice" session.



A few of CTE's GEDs and TAWFs: (left to right) Caelan Wang, Nick Rollick, and Max Salman.

“

I plan on drawing on all the amazing experiences I've had at the CTE. As a CUT Developer and MTS facilitator, I've witnessed some fantastic examples of active learning from participants from all six faculties, and I've been taking good notes! I will never stop experimenting with new approaches to math education.

NICKOLAS ROLICK
Centre for Education in Mathematics
and Computing

4

CORE ACTIVITY

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

2018-2019

AT A GLANCE

TABLE 8: Learning Innovation and Teaching Enhancement (LITE) grant program

	GRANTS	RECIPIENTS
LITE grants (2018-19)	16	44
Total since 2012	100	234

TABLE 9: Research dissemination by CTE staff members

MEDIUM	CTE STAFF
Peer-reviewed conference presentations/posters	30
Peer-reviewed articles	11
Invited off-campus presentations/workshops	9
Resource guides	2

Learning Innovation and Teaching Enhancement (LITE) grant program – Since 2012, CTE has supported research that investigates student learning and alternative approaches to teaching and assessment through a grant program funded by the Office of the Associate Vice-President, Academic. The LITE grant program offers seed grants of up to \$7,500 for one-year projects and full grants of up to \$30,000 for two-year projects.

› A total of 16 research projects were awarded grants this past year

Supporting research – In addition to helping LITE grant applicants formulate their research plans in line with grant requirements, CTE staff encourage and support research development in a number of ways:

- › CTE staff offer guidance and best practices for designing research at the Designing Teaching and Learning Research Workshop
- › CTE staff are available to offer input and feedback to individuals who are interested in conducting teaching and learning research, from design to dissemination

Disseminating teaching and learning research – CTE offers opportunities for researchers to share insights from their projects.

- › In 2018-19, nine sessions at the Teaching and Learning Conference stemmed from projects funded by LITE grants

Conducting research in higher education – CTE staff continued to participate in research projects:

- › Donna Ellis and colleagues from five other universities received funding to create a repository of practices that institutions can use to enhance their teaching culture
- › Kyle Scholz was the principal investigator of a project that received funding to explore the gamification of a Waterloo course on the Black Plague



The Engineering Ideas Clinic team was awarded a LITE grant to further develop Engineering Design Days. Pictured above: 1B Mechanical Engineering students design and build a water-powered clock.



Kathryn Plaisance (Knowledge Integration) describes a course on teamwork at the Teaching and Learning Conference. Course development was funded by a LITE grant.

5

CORE ACTIVITY

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

2018-2019

AT A GLANCE

FIGURE 3: Top ten CTE website users by country of origin

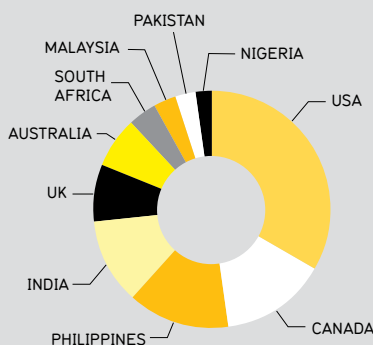


TABLE 10: Social media

PLATFORM	FOLLOWERS
Facebook	931
Twitter	686

CTE's online presence aims to share unique resources, participate in the worldwide conversation about educational development, and promote the importance of teaching and learning at the University of Waterloo.

Our resource-rich website continues to be a popular source of information with over one million global users (Figure 3). The majority of users (26%) are accessing our site from the United States, primarily California, Texas and New York. Canadian users (25%) primarily stem from Ontario (Toronto and Kitchener-Waterloo), British Columbia (Vancouver), and Alberta (Calgary).

Our online resources, which meet Ontario's accessibility standards, include Teaching Tips sheets, videos highlighting Waterloo instructors and external speakers, Teaching Stories profiling Waterloo instructors, and resources designed to support curriculum development. Analysis of traffic on the CTE website indicates that the top five pages accessed were Teaching Tips sheets.

TABLE 11: Top five CTE web pages accessed

RESOURCE	PAGE VIEWS
Exam Questions: Types, Characteristics, and Suggestions	133,311
Teamwork Skills: Being an Effective Group Member	125,911
Effective Communication: Barriers and Strategies	118,464
Group Work in the Classroom: Types of Small Groups	88,466
Implementing Group Work in the Classroom	78,440

In 2018-19, 115,475 users were repeat visitors.

CTE's social media presence has continued to support efforts to engage with instructors, graduate students, and educational developers (Table 10).



Allison Lombardi's keynote address from the Teaching and Learning Conference is featured on the CTE's YouTube page.



2018-19 marked Mario Coniglio's final year as Associate Vice-President, Academic. He has been a strong supporter of teaching and learning at UWaterloo.



Thanks for all the hard work of putting this together, and thanks for making it publicly available. Your teaching tips are comprehensive yet concise, wide-ranging and well-organised – easily the best I've found online.

LARA HOUSTON
City University, London,
United Kingdom

6

Connect with and contribute expertise to colleagues on and off campus

2018–2019

AT A GLANCE

TABLE 12: Contributions of CTE staff

ACTIVITY	NUMBER OF CTE STAFF	UNIQUE CONTRIBUTIONS
Waterloo committees	7	19
External committees	5	13
Review or editing	11	15
Invited events	5	9
Peer-reviewed publications	9	11

In March 2019, Donna Ellis began a three-year term as President-Elect of the Professional and Organizational Development (POD) Network. The POD Network is the largest and oldest educational development organization in the world, with over 1,500 members from the United States, Canada, and 23 other countries. Donna is the second Canadian to serve at this level of the organization.



Donna Ellis (CTE Director) was selected as President-Elect of the POD Network.

Our staff members are widely recognized by other Canadian teaching centres as leaders in educational development.

Internal and external committees – CTE staff members are frequently called upon to join groups and committees at Waterloo and beyond. In 2018-2019, our staff sat on 19 Waterloo committees, including:

- › the Teaching and Learning Spaces Committee
- › the Course Evaluation Project Team
- › the Mental Health Literacy Steering Committee
- › the Complementary Teaching Assessment Project Team

Beyond Waterloo, our staff sat on 13 national and international committees dedicated to teaching and learning, including:

- › the Professional and Organizational Development Network Membership Committee
- › the Educational Developers Caucus Evaluation Action Group
- › Instructional Skills Workshop (ISW) Network Advisory Committee

CTE staff members also served as reviewers or editorial review board members for 15 different conferences, journals, and grant programs, including:

- › *Advances in Physiology Education*
- › The Educational Developers Caucus grants
- › *Computer Assisted Language Instruction Consortium (CALICO) Journal*

Invited presentations and workshops – CTE staff members were called upon to speak to groups on and off campus, including:

- › the Council of Ontario Educational Developers
- › the Association of American Colleges and Universities
- › the Waterloo Region District School Board



Donna Ellis and Mary Power were members of Waterloo's Teaching and Learning Spaces Committee, which investigated options for designing spaces that support active learning. Pictured: (Left) A room designed for small group work, with multiple screens and accessible plugs for technology. (Right) Trying to accommodate group work in a traditional lecture-style room.

7

CORE ACTIVITY

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

Staff professional development (PD) is a priority at CTE. Each spring, CTE holds a PD day for all staff. In 2018-2019, our PD day focused on team building. As planned, additional PD activities held throughout the year focused on two of our strategic priorities: high impact practices and inclusive educational practices.

Two staff members were working toward graduate degrees in 2018-19.

CTE's research contributions to our profession, already outlined in Core Activity 4, also provide us with opportunities to learn from others, whether they are colleagues at the conferences we attend or reviewers and editors of our publications.

Many CTE staff members maintain a direct connection to the university classroom by teaching discipline-specific courses in various Waterloo departments. In 2018-19, CTE staff members taught eight courses in the following departments and units: Germanic and Slavic Studies, Gender and Social Justice, and Mathematics in addition to the Centre for Extended Learning and Waterloo Professional Development.

Two staff members played an advisory role for research projects: an Honours Thesis and a PhD Thesis.

Three CTE staff members received teaching awards this year: Nickolas Rollick received the Pure Mathematics Graduate Teaching Award, and Laura Williams received the Applied Health Sciences Teaching Assistant Award. Caelan Wang received the Amit and Meena Chakma Award for Exceptional Teaching by a Student.

On the operations side, our administrative and assessment teams worked tirelessly to implement GoSignMeUp, our new event registration system.

2018-2019

AT A GLANCE

TABLE 13: Professional development topics addressed throughout the year

Inclusive educational practices

Accessibility for Ontarians with Disabilities Act (AODA)

Universal design

Writing quickly

PebblePad ePortfolio tool



CTE Faculty Liaisons, Christine Zaza and Samar Mohamed, attending the Waterloo Assessment Institute.



Our 2018-19 professional development day included a team collage-making session and a cooking challenge at the Kitchener Farmer's Market, followed by a delicious group meal.



On the Horizon

This Annual Report provides updates on initiatives that were introduced in last year's On the Horizon. In 2019-2020, we will address a new set of initiatives and challenges, including those described here.

ePortfolio tool rollout – After issuing a request for proposals for a new ePortfolio platform through a project jointly sponsored by CTE and Instructional Technologies and Media Services (ITMS), the University chose PebblePad as Waterloo's new ePortfolio system. Our students have been working with ePortfolios for over 12 years to articulate experiences, achievements, and learning, with the process of learning being as important as its products. Courses and programs currently using ePortfolios will gradually move to the new system in 2019/2020 as we continue to work through pilots.

Virtual reality community of practice – A workshop offered during CTE's Educational Technologies Week in March brought together a diverse group of instructors interested in exploring the use of Virtual Reality/Augmented Reality (VR/AR) in education. The goal of this group is to provide an opportunity to connect with peers to share examples, experiences, ideas, and best practices around these emerging educational technologies. The group now meets monthly to visit campus labs where VR/AR is being used, discuss relevant research, explore equipment options, and share ideas related to the future of VR/AR on campus. This is the first community of practice to form around an emerging educational technology and we anticipate that it will not be the last.

Strategic projects in the Faculty of Science – The Science Dean's Undergraduate Teaching Initiative, developed to enhance learning in Science by supporting innovative, evidence-based teaching approaches, rolled out in early 2019 and funded nine projects, many of which are collaborative projects involving multiple instructors and multiple courses. A number of CTE staff engaged in the selection process

Kristin Brown, CTE Educational Developer, facilitates at a 2019 Teaching and Learning Conference session.



and will spend the coming years providing support for this initiative by helping with designing, implementing, and assessing the impact of the course changes.

Process working group – This recently-created internal working group focuses on our assessment question about how effectively we do our work. This coming year, the group is working on identifying the elements of effective processes and tools that we can apply to streamline and better document our various operational processes.

Continuing quest for relocation – In 2018, CTE was temporarily relocated from EV1 to EC3 to accommodate the Faculty of Environment's growing need for graduate student offices. We share the second floor with the Centre for Extended Learning. The move affects our main office, as well as the offices of 21 CTE staff members. This move has impeded a significant number of our operations, including logistics around workshops and consultations with instructors and departments. We look forward to learning about plans for a permanent home in the near future.

Organizational transitions – We are continuing to work on making the transition to a new organizational structure. Some staff have new responsibilities and many have new managers. As such, we are focusing on reforming teams and clarifying roles. As part of this larger restructuring project, CTE's external reviewers recommended that the Centre review the title and areas of responsibility of our faculty liaison position. We have launched this review and will announce any resulting changes this year. The coming year has also already seen some staffing changes: we continue to welcome new colleagues while saying farewell and best wishes to others.

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 4 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. In 2018-2019, the number decreased primarily due to fewer workshops being offered, which resulted in fewer participants (see Table 14).

Figure 5 provides the unique individuals in each faculty who participated in our five key service areas in the 2018-2019 fiscal year. While the bulk of our participants come from Arts and Engineering, participation in other areas such as Applied Health Sciences and Environment increased over the previous fiscal year.

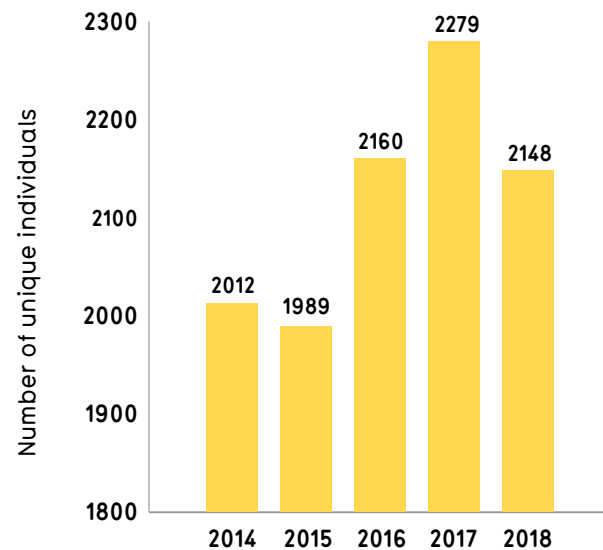


FIGURE 4: Number of unique individuals who have worked with CTE by fiscal year

Workshops

In 2018-2019, we saw a marked but expected decrease in workshop participation (Table 14 and Figure 6). We offered fewer workshops (191 workshops in 2018-2019 compared to 246 workshops in 2017-2018), which stemmed from suspending our services during our move to EC3 and as a response to recommendations from our external review. Despite the reduced offerings, faculty and staff participation remained fairly consistent. The difference between the unique and total participants each year indicates that participants completed multiple workshops.

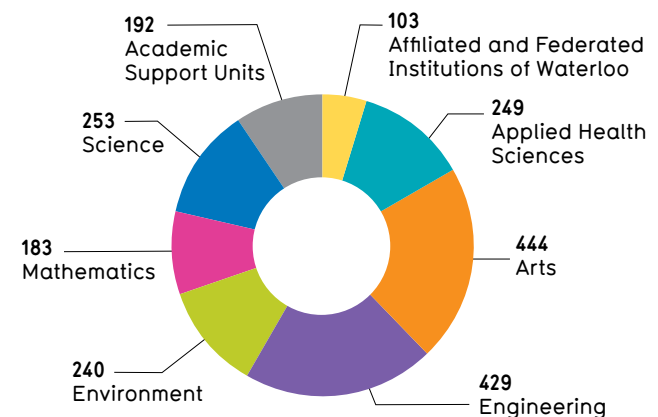


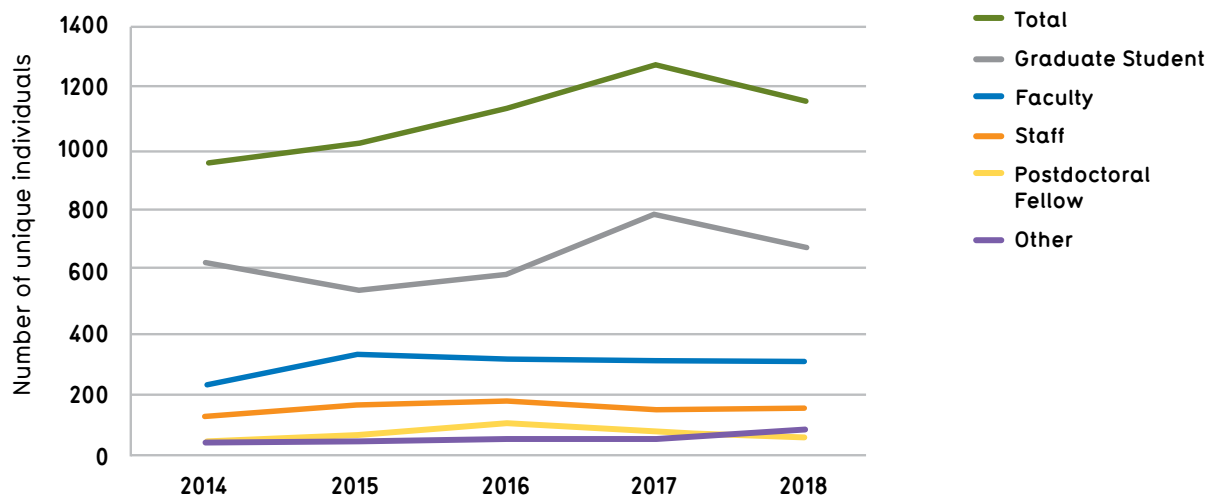
FIGURE 5: Number of unique individuals who worked with CTE in 2018-2019 by faculty/unit

TABLE 14: Participants in CTE workshops by role

ROLE	2014 PARTICIPANTS		2015 PARTICIPANTS		2016 PARTICIPANTS		2017 PARTICIPANTS		2018 PARTICIPANTS	
	TOTAL	UNIQUE	TOTAL	UNIQUE	TOTAL	UNIQUE	TOTAL	UNIQUE	TOTAL	UNIQUE
Faculty	450	205	978	301	853	296	804	287	863	286
Staff	198	98	269	143	363	156	265	127	217	131
Graduate Student	2108	620	1691	517	1762	566	2301	772	1729	664
Postdoctoral Fellow	50	17	200	42	379	80	263	60	73	31
Other	41	14	97	25	70	28	104	31	100	52
TOTAL	2847	951	3235	1015	3427	1116	3737	1267	2982	1154

The sum of each column differs from the total because consultations involved individuals from multiple faculties and because some individuals were affiliated with more than one faculty or unit during the reporting period.

FIGURE 6: Unique participants in CTE workshops by role (2014-2018)



Consultations

CTE staff meet with individuals and small groups to discuss teaching-related issues and ideas. Table 15 indicates the number of consultations and unique participants over the past five fiscal years. The number of unique participants has remained fairly stable, even with various staffing changes.

TABLE 15: One-on-one and small group consultations by faculty or unit

FACULTY/UNIT	2014		2015		2016		2017		2018	
	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	349	70	362	93	378	103	249	85	269	82
Applied Health Sciences	210	69	292	75	228	87	218	104	258	102
Arts	1405	297	899	263	777	260	746	240	738	265
Engineering	1363	251	935	210	321	144	541	235	532	188
Environment	900	181	621	163	705	177	649	176	613	162
Mathematics	504	101	433	79	299	86	232	65	235	74
Science	1313	182	1306	212	827	200	359	128	290	102
Support Units	309	67	190	63	268	154	169	102	208	117
Off-campus	14	22	17	14	40	46	42	30	19	21
TOTAL	6367	1240	5055	1172	3755	1291	3148	1169	3123	1135

The sum of each column differs from the total because consultations involved individuals from multiple faculties and because some individuals were affiliated with more than one faculty or unit during the reporting period. Some individuals' faculty affiliations were unknown.

APPENDIX TWO: What are our clients saying?

Faculty Workshops

In 2018-2019, 87 per cent of respondents rated CTE's faculty-oriented workshops as excellent or good. The figure below shows participants' ratings of workshop quality for faculty-oriented workshops over the past four fiscal years. The quality has remained consistently high.

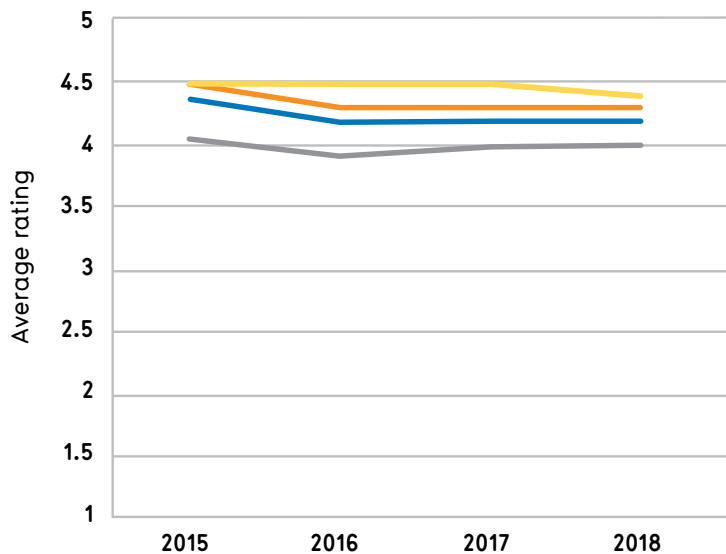


FIGURE 7: Average ratings of participants in CTE's faculty-oriented workshops on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). In 2018-2019: number of workshops = 34; number of survey respondents = 400; number of participants = 779; response rate = 51%.

WORKSHOP QUALITY

- I intend to apply ideas from this session
- I had the opportunity to connect with other participants
- I learned something of relevance
- This session met my needs

Instructional Skills Workshops

In 2018-2019, 100 per cent of respondents agreed or strongly agreed that they **met the intended learning outcomes** of the Instructional Skills Workshop (ISW). The figure below shows a consistently strong and positive trend over the past four fiscal years.

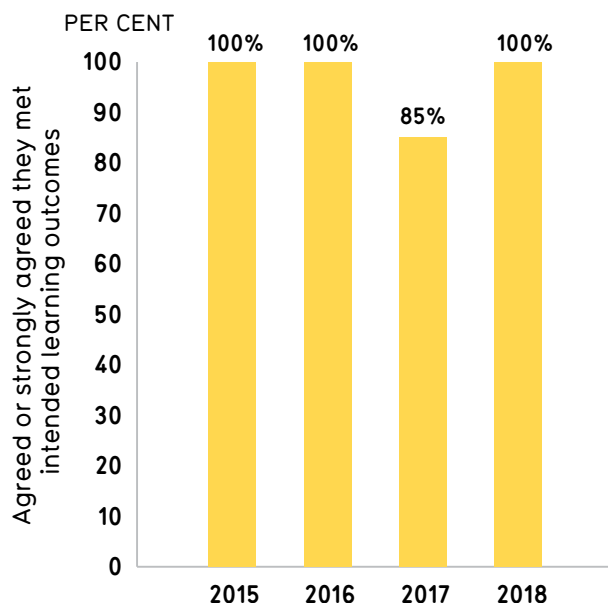


FIGURE 8: Per cent of individuals who agreed or strongly agreed they met the intended learning outcomes of all ISW offerings. In 2018-2019: number of workshops = 3; number of survey respondents = 22; number of participants = 28; response rate = 79%.

ISW Intended Learning Outcomes:

- › Apply a reflective approach to your instructional practice
- › Experiment with participatory, learner-centered teaching
- › Give, receive, and use feedback to improve teaching and learning
- › Value diversity in peers' approaches to learning and teaching

Teaching Excellence Academy

In 2018-2019, 100 per cent of respondents agreed or strongly agreed that they **met the intended learning outcomes** of the Teaching Excellence Academy (TEA). The figure below shows a very strong four-year trend.

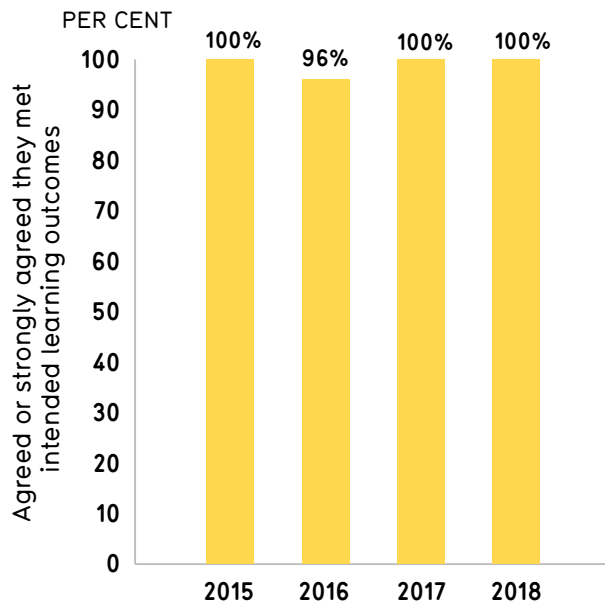


FIGURE 9: Per cent of individuals who agreed or strongly agreed they met the intended learning outcomes of the TEA. In 2018-2019: number of workshops = 1; number of survey respondents = 14; number of participants = 16; response rate = 88%.

TEA Intended Learning Outcomes:

- › Create an aligned course that capitalizes on your strengths and contextual factors
- › See value in having a community of practice about teaching and learning
- › Explain your course design to others orally and in writing
- › Give and receive constructive feedback on course design plans

All Workshops for Graduate Students

In 2018-2019, 95 per cent of respondents rated CTE's graduate student workshops as excellent or good. The figure below shows participants' outstanding ratings of workshop quality for graduate student workshops over the past four fiscal years.

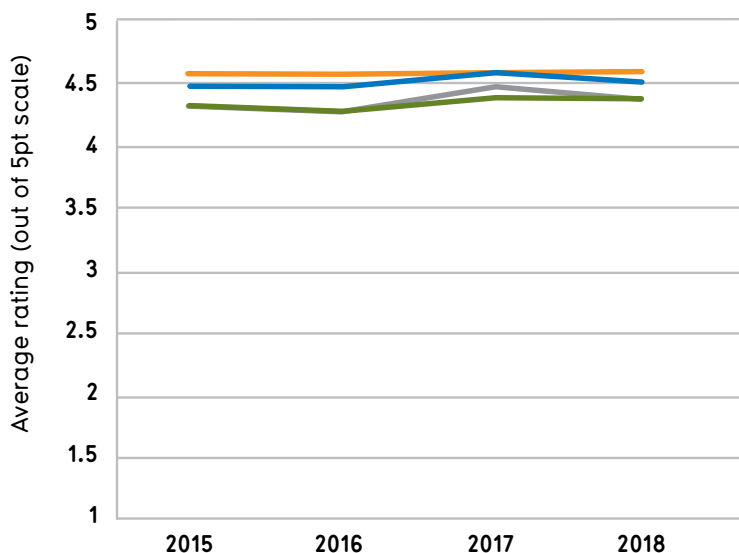


FIGURE 10: Average ratings of participants in all graduate student workshops on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). In 2018-2019: number of workshops = 55; number of survey respondents = 903; number of participants = 919; response rate = 98%.

WORKSHOP QUALITY

- I intend to apply ideas from this session
- I had the opportunity to connect with other participants
- I learned something of relevance
- This session met my needs

Fundamentals of University Teaching Program

In 2018-2019, 93 per cent of respondents agreed or strongly agreed that they **met the intended learning outcomes** of the program. The figure below shows a very positive four-year trend.

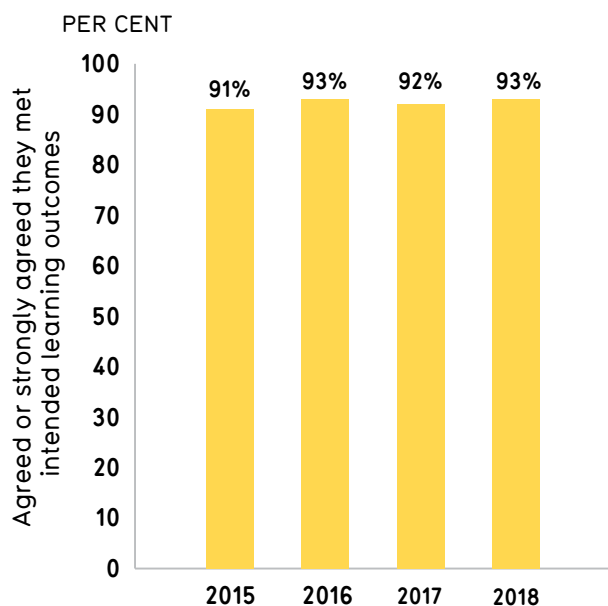


FIGURE 11: Per cent of individuals who agreed or strongly agreed they met the intended learning outcomes of the Fundamentals of University Teaching program. Data are from the exit survey for the program. In 2018-2019: number of survey respondents = 74; number of participants = 161; response rate = 46%.

Fundamentals Intended Learning Outcomes:

- › Use classroom delivery and general presentation skills effectively
- › Develop lesson plans that are interactive and designed to meet specific learning outcomes
- › Identify and practice strategies that foster active learning
- › Give and receive effective feedback
- › Demonstrate confidence and self-awareness as a university teacher

Certificate in University Teaching (CUT) Program

In 2018-2019, 92 per cent of respondents agreed or strongly agreed that they met the intended learning outcomes of the program. The figure below shows a consistently strong trend over the past three years.

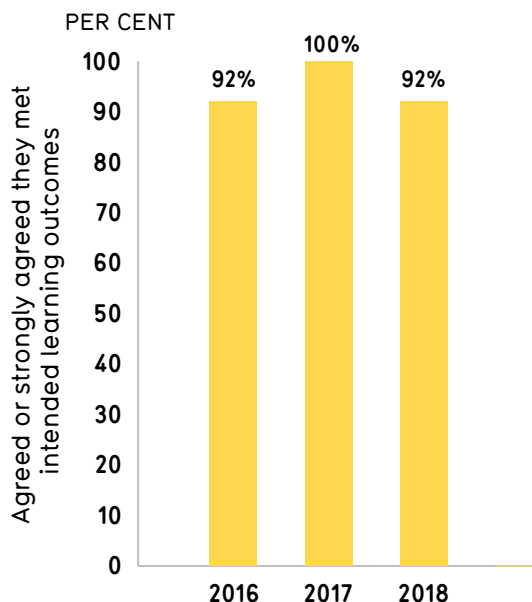


FIGURE 12: Per cent of individuals who agreed or strongly agreed they met the intended learning outcomes of the Certificate in University Teaching program. Data are from the exit survey for the program, which we began collecting in fiscal year 2016. In 2018-2019: number of survey respondents = 11; number of participants = 32; response rate = 34%.

CUT Intended Learning Outcomes:

- › Apply theoretical knowledge about teaching and learning in higher education to my teaching practice
- › Adopt a reflective approach to teaching through collecting feedback and continually modifying instructional approaches
- › Develop and implement active-learning teaching methods
- › Articulate my teaching philosophy and document my teaching effectiveness in a teaching dossier
- › Locate, summarize, and present research on teaching and learning as it applies to my field
- › Demonstrate confidence and knowledge as an instructor in higher education

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WATERLOO



UNIVERSITY OF WATERLOO
200 UNIVERSITY AVE. W., WATERLOO, ON, CANADA N2L 3G1

uwaterloo.ca/centre-for-teaching-excellence

cte@uwaterloo.ca