

2019-2020 ANNUAL REPORT

Centre for Teaching Excellence



UNIVERSITY OF
WATERLOO

May 1, 2019 to April 30, 2020

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Message from the Director

DONNA ELLIS



What a difference a year makes! As I write this message, I am – like all of my CTE colleagues – working from home. A global pandemic has completely changed how we do our work, ramping up some existing areas of support while temporarily suspending others.

In this report, you'll read about what we've been doing and the results of our efforts from May 1, 2019 to April 30, 2020. There's a lot to tell. This past year we put more emphasis on the outcomes of our work and the progress on our strategic priorities.

As always, we worked with faculty members, staff members, postdoctoral fellows, and graduate students from across the entire institution on their professional development as teachers. We brought numerous instructors together to learn from one another as well as from our staff, and to make connections that enrich teaching and learning for all. We were making excellent progress on the initiatives identified in last year's "on the horizon" section of this report. And then the pandemic hit.

As of March 2020, we had to pivot from our standard face-to-face workshops, events, and consultations, and apply our knowledge and expertise to support the sudden shift to remote teaching. With "all hands on deck," we developed new workshops and Teaching Tip Sheets and learned new educational and administrative technologies not yet in broad use, like WebEx, Bongo, and MS Teams. We listened to what was most challenging for our instructors, and we worked as quickly as we could to support their needs. I could not have been any prouder of our CTE team!

Many new aspects to our work emerged, but we were able to build from a solid foundation. As we pivoted to support remote teaching, we catalyzed our existing expertise and capacities:

- › Our Faculty Liaisons leveraged their proficiency in online and face-to-face course design, assessment design, and teaching with technologies (like LEARN, PebblePad, PEAR, Mobius, and Crowdmark).

- › Our educational developers extended their expertise in teaching, learning, and interactive workshop design.
- › Our staff members who teach online and on-campus courses drew on their extensive hands-on experience in using educational technologies.
- › We tapped our many existing relationships with instructors to identify their pain points, their frustrations, and their questions so we could better understand their contexts.
- › We sought insights from our educational development networks in North America and beyond that fed into institutional discussions and decisions.

These strengths enabled us to pivot quickly and continue to do what we do well: promoting and supporting effective teaching and meaningful learning at Waterloo.

We did not do this work alone. We collaborated with our colleagues in the Centre for Extended Learning, IST's Instructional Technologies and Media Services, and the Library to develop the Keep Learning team. This team developed a centralized website to support our instructors, set up a centralized RT system, created many new resources, and coordinated our educational technology options and support. We also worked with units like the Student Success Office and the Academic Integrity Office to co-develop additional resources for instructors. We strengthened our existing relationships and learned from one another. You can read more details about our pivot on page 20 of this report.

Moving forward, it will be interesting to see how many of our new ways of working will persist once we can return to campus. So many changes have been made, and we continue to identify new ideas for our own programs and services as well as for academic programs. I'm excited about the possibilities that are emerging from these challenging circumstances. Thank you for engaging with us. Please enjoy the highlights.

CTE staff members

AS OF SEPTEMBER 1, 2020

DIRECTOR



Donna Ellis

ASSOCIATE DIRECTOR



Trevor Holmes

ADMINISTRATIVE STAFF



Maris Weiss



Monika Soczewinski



Brianna Bennett

SENIOR EDUCATIONAL DEVELOPERS



Veronica Brown



Katherine Lithgow



Mark Morton



Mary Power



Svitlana Taraban-Gordon

RESEARCH ASSOCIATE



Kristen Archbell

EDUCATIONAL DEVELOPERS



Kristin Brown



Kyle Scholz

FACULTY LIAISONS



Scott Anderson



Victoria Feth



Paul Kates



Richard Li



David Thiessen



Monica Vesely



Jordan Rettinger



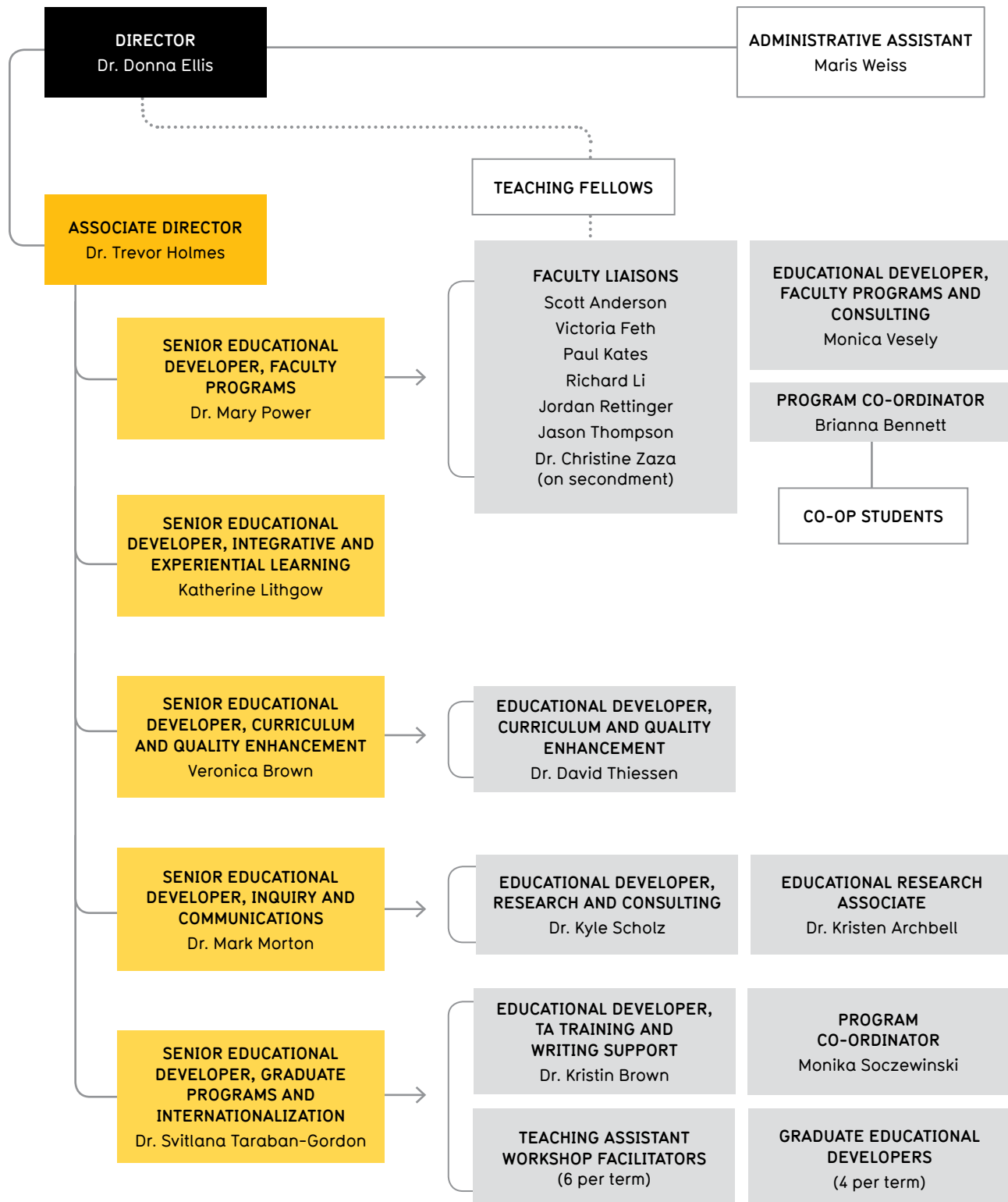
Jason Thompson



Christine Zaza
(seconded to CEL)

Organizational structure

AS OF SEPTEMBER 1, 2020



CTE at a glance

IN THE 2019-2020 FISCAL YEAR

CORE ACTIVITY 1:

Provide cross-disciplinary, institution-wide events and programs

CORE ACTIVITY 2:

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

CORE ACTIVITY 3:

Foster leadership in teaching development across the institution

CORE ACTIVITY 4:

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

CORE ACTIVITY 5:

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

CORE ACTIVITY 6:

Connect with and contribute expertise to colleagues on and off campus

CORE ACTIVITY 7:

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

222 CROSS-DISCIPLINARY, INSTITUTION-WIDE EVENTS

attended by **1,065** unique individuals
(**2,978** participants in total)

120
FACULTY-ORIENTED
WORKSHOPS

attended by **628** unique
instructors (**1,451**
participants in total)

98
GRADUATE STUDENT
WORKSHOPS

attended by **489**
unique students (**1,500**
participants in total)

MULTI-DAY EVENTS*

4 iterations of the Instructional Skills
Workshop attended by **27** participants

25 instructors completed the Facilitator
Development Workshop, certifying them to
facilitate the Instructional Skills Workshop

3,804 REQUESTED EVENTS
AND CONSULTATIONS

23 DEPARTMENT-
REQUESTED EVENTS

attended by **487**
unique instructors

3,669
CONSULTATIONS

with **1,203** unique
instructors

112 CURRICULUM EVENTS
and consultations in **35** departments

*In 2019-2020, most of CTE's multi-day signature events were cancelled due to the COVID-19 pandemic, including the Waterloo Assessment Institute, the Waterloo Teaching and Learning Conference, and the Teaching Excellence Academy.

1,926 UNIQUE PARTICIPANTS

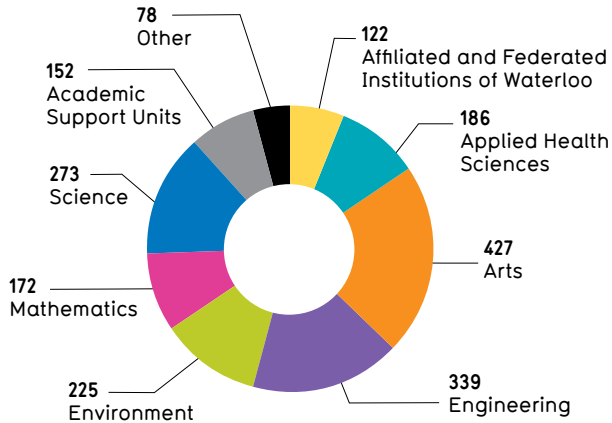


FIGURE 1: Unique individuals working with CTE overall, by Faculty/unit (2019-2020)

1,222,190

UNIQUE WEBSITE VISITORS

(1,746,343 page views)

41 INSTRUCTORS AND STAFF MEMBERS

received 12 Learning Innovation and Teaching Enhancement (LITE) grants

8 CTE STAFF MEMBERS

contributed to 37 committees (20 at Waterloo, 17 external)

9 INVITED TALKS AND WORKSHOPS

given by CTE staff at other institutions

3 CTE STAFF MEMBERS SERVED IN LEADERSHIP ROLES

for provincial, national, and international professional associations

CTE staff members presented 13 SESSIONS AND POSTERS AT CONFERENCES



I credit CTE with helping me transform from being a barely adequate teacher into one who enjoyed success in the classroom. When I first started attending CTE workshops, I was receiving student evaluations along the lines of – “he has the amazing ability to take an interesting topic and make it boring,” or my favorite, “When Lowell teaches, I feel like I am in an old folks home.” The first workshop I attended, where CTE taught me how to develop concept maps and do alignment, changed my teaching profoundly.

LOWELL EWERT
Recipient of a 2020 Distinguished Teacher Award, and Associate Professor, Peace and Conflict Studies, Conrad Grebel University College



What an incredible trove of [Centre assessment] resources. Together with your conversation I’m all atwitter with excitement about what might be – eventually – possible. I’ll certainly be in touch as we work away on this, if only to let you know the impact of your work on ours.

ERIN ASPENLIEDER
Associate Director, Program and Educational Development, McMaster University

Fulfilling our strategic priorities

To provide additional direction to our Core Activities, CTE has five strategic priorities. These priorities are shaped by the University of Waterloo's strategic plan, the Faculty strategic plans, and a comprehensive environmental scan of inputs from Waterloo stakeholders, the province, and our professional associations. These priorities are in effect until April 30, 2021.

1

STRATEGIC PRIORITY

Promote and support deep and active learning, educational technologies, and pedagogical research

THE FACULTY OF SCIENCE DEAN'S UNDERGRADUATE TEACHING INITIATIVE (DUTI) FUND

CTE staff worked with instructors and other partners (e.g., the Centre for Extended Learning) on nine projects funded by the Faculty of Science DUTI Fund. This fund – totaling \$500,000 – supports teaching and learning initiatives that will help transform the undergraduate educational experience in Science at the University of Waterloo, including the following examples:

- › Laura Ingram (Chemistry) developed a blended course that has students in her 600-student chemistry course use auto-scored worksheets to work independently on a problem in class and then swap their work with a peer for grading. In future iterations, students will use these tools to solve and grade problems in groups.



Students in Laura Ingram's Chemistry course collaborate while pilot testing the DUTI-funded strategy.

- › Moira Glerum (Biology) flipped the lecture component of her course as the lab was being redesigned. The lecture portion evolved from three 50-minute lectures to two 50-minute tutorials. Course content was delivered via narrated PowerPoint presentations and textbook readings. Tutorials were devoted to problem solving and practice designing experiments.
- › Thorsten Dieckmann (Chemistry) introduced virtual/augmented reality technology that students interact with in class. Pointing a smart phone or tablet at an image of a molecule on a page results in a three-dimensional digital image that students can resize and rotate in virtual space.

COMMUNITIES OF PRACTICE

Communities of Practice (CoPs) support deep and active learning by connecting instructors with colleagues who share their interests.

In collaboration with the Centre for Extended Learning, CTE established the Virtual Reality and Augmented Reality (VR/AR) CoP for instructors to share experiences, ideas, and best practices on using VR/AR in education.

CTE also partnered with Kathryn Plaisance (Knowledge Integration) to organize a Collaboration and Teamwork CoP, where instructors met regularly to exchange strategies and resources on collaborative learning. This project grew out of a Learning Innovation and Teaching Enhancement (LITE) grant. See page 15 for more details about LITE grants.



Flipping the classroom was a resounding success! I received dozens of spontaneous complimentary emails from students as well as 16 emails that detailed what they liked about the flip and why it worked for them.

MOIRA GLERUM
Biology



Thorsten Dieckmann demonstrates the use of VR/AR technology to create interactive three-dimensional images.



Members of the VR/AR CoP use Google Expedition headsets to learn about rock specimens in the Peter Russell Rock Garden. John Johnston (Geological Sciences) received DUTI funding for the technology.

2

STRATEGIC PRIORITY

Provide support to develop and integrate evidence-based practices for assessing learning outcomes at the course and program level



The Centre for Teaching Excellence has been a very important partner in the development of our Master in Public Health (MPH) degree, right from the beginning. The introduction of PebblePad would not have been possible without the dedication and support from Katherine, Veronica, and others at CTE.

JOHN GARCIA
Associate Director, Graduate
Professional Programs, MPH

TRACKING GROWTH AND DEVELOPMENT WITH ePORTFOLIO TECHNOLOGY

CTE worked with the Centre for Extended Learning to support the Master of Public Health (MPH) program in adopting PebblePad, an ePortfolio platform that helps students develop core public health competencies by getting them to reflect on – and thereby integrate – their academic and professional learning. The platform also allows instructors to provide students with feedback and assessments.

ASSESSMENT FOR LEARNING READING GROUP

CTE established a biweekly reading group for instructors interested in “assessment for learning,” which is assessment that is learner-centred, encourages interaction and engagement, and provides opportunities for meaningful feedback and self-evaluation.



Normally, CTE’s Waterloo Assessment Institute offers an opportunity for instructors to focus on redesigning assessment strategies in a retreat setting. This year’s Waterloo Teaching and Learning Conference was also geared toward sharing information and experiences around “assessment for learning.” Unfortunately, both events were canceled due to the COVID-19 pandemic. Plans are already underway to host them next year.



STRATEGIC PRIORITY

Support our diverse campus community by promoting and modelling inclusive educational practices

WORKSHOPS

We responded to requests from several departments to develop and deliver new workshops on student mental health. Similar workshops were also delivered at a Teaching Fellows lunch-and-learn in AHS and as part of CTE’s Fundamentals of University Teaching program in collaboration with the Student Success Office.

RESILIENCY AND MENTAL HEALTH LITERACY WORKING GROUPS

CTE staff members contributed to the campus Resiliency Working Group and the Mental Health Literacy Steering Committee that were established in response to the President’s Advisory Committee on Student Mental Health. The Resiliency Group established a working definition of resilience for the university and conducted environmental scans of resilience programming (at Waterloo and other post-secondary institutions) to determine gaps and identify next steps. The Mental Health Literacy group established outcomes for different levels at the university, mapped relevant activities across units, and shaped the creation of further centralized programming. CTE staff brought a teaching and learning lens to this committee work, including considerations for how resilience and mental health literacy impact the learning experience.



Sophie Dyke brings her therapy dog, Sam, wherever she goes, including Chemistry class.



I’ve found it easy to be honest with the profs that my service dog is for mental health. I have never felt judgment or received criticism from any prof. The university as a whole has been incredibly accepting and easy to work with regarding mental health accommodations.

SOPHIE DYKE
undergraduate student



TEACHING TIPS

We developed ten new Teaching Tip Sheets that promote inclusive educational practices, including:

- > An overview of inclusive instruction and Universal Design
- > Accessibility checklists for documents and presentations
- > Course design strategies for supporting students’ mental well-being
- > Strategies for removing barriers to accessibility

These new Tip Sheets have been accessed nearly 3,400 times since they were published in 2019.

4

STRATEGIC PRIORITY

Participate in the development and implementation of institution-wide teaching and learning initiatives related to the university strategic plan

STUDENT COURSE PERCEPTIONS

In 2014, the University of Waterloo made a commitment to update the mechanism used to capture student feedback on the quality of their experiences in courses. In the 2019-2020 fiscal year, the Course Evaluation Project Team (CEPT) reported on the results of a large-scale pilot test assessing a new set of core questions. Donna Ellis, CTE Director, was a key contributor to this project.

COMPLEMENTARY TEACHING ASSESSMENT

One of CEPT's earliest findings supported the use of additional tools to evaluate faculty for tenure and promotion. CTE staff members were also involved with the Complementary Teaching Assessment Project Team (CTAPT), working alongside CEPT by investigating the potential use of teaching dossiers and peer review for evaluation purposes.

TEACHING AND LEARNING SPACES

Many classrooms at Waterloo need upgrading to meet current standards, keep pace with rapid technological change, and provide students and instructors with facilities that support active learning. The Teaching and Learning Spaces Operations Group, comprising representatives from CTE, Plant Operations, Space Planning, the Registrar's Office, and IST-ITMS, began developing a strategy for moving forward this very large and multi-faceted project. Members from CTE provided committee leadership and expertise regarding flexible and active learning spaces. This group reports to a Steering Committee.



Students in Arts Lecture Hall try to complete group work in crowded lecture-style seating.



Students interact much more comfortably in a flexible classroom space with movable pods, multiple writing surfaces, and outlets for technology.

STRATEGIC PRIORITY

5

Enhance the internal and external communication of the profile and scope of CTE's supports and services

COMMUNICATIONS PLAN

Communication – both internal (to the University of Waterloo) and external (to the educational development community) – is crucial to CTE's mandate. Our newly created communications plan functions within our Centre's strategic plan and is also informed and shaped by the University of Waterloo's strategic plan.

Our 2019-2020 communications plan comprises three overarching goals:

1. **Support Waterloo instructors** by ensuring that they know about upcoming CTE programming.
2. **Build CTE's profile** on campus and within the educational development community by clearly and efficiently communicating CTE's role and expertise.
3. **Build Waterloo's profile as an educational leader** by sharing expertise and examples of teaching excellence.

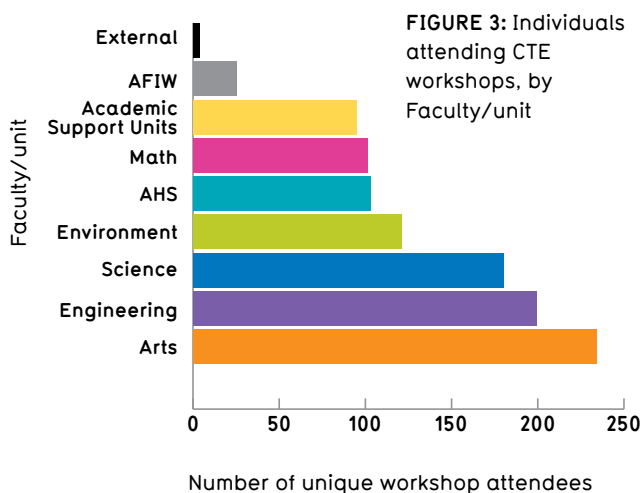
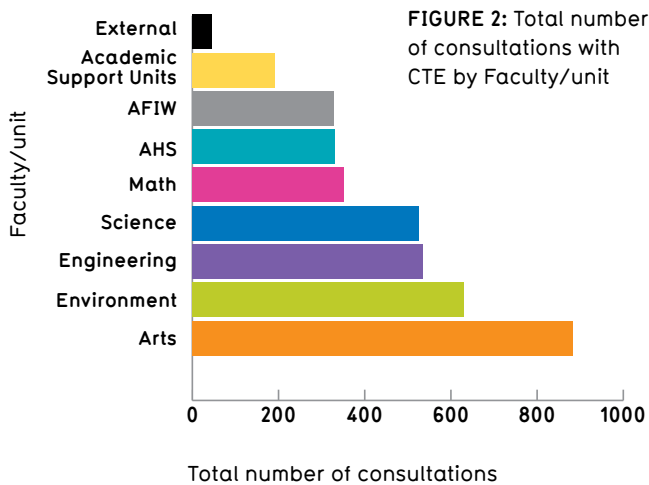
This past fiscal year, we moved forward with this plan by refining and expanding the promotion and profile of our programs and services. Our Communications Associate role was also moved to the Office of the Associate Vice-President, Academic, to enhance communications about institutional teaching and learning initiatives, in addition to those of CTE.



CTE's newsletter, In the Loop, is emailed to over 2,600 recipients each month. In addition to promoting upcoming workshops and events, it features brief articles about teaching strategies used by Waterloo instructors, new resources, announcements, and more.

What is the reach of CTE's services and activities?

Participation in CTE's programs and services continues to be significant. CTE worked with a total of 1,926 unique individuals across all six faculties, the affiliated and federated institutions, and academic support units.



WORKSHOPS AND CONSULTATIONS

Instructors in the Faculty of Arts requested the highest number of one-on-one consultations with CTE's faculty liaisons and educational developers (Figure 2) and had the highest workshop participation (Figure 3), closely followed by the Faculties of Engineering, Environment, and Science.



Scott provided expert, timely, innovative and patient advice to me and my two TAs through the entire term including the unexpected conversion to online completion at the end of the term. His help was invaluable. I was able to focus on the content and the approach to teaching, and not the platform.

ANN JOYNER
2019-2020 Planner in Residence,
School of Planning, Faculty of Environment



Associate Vice-President, Academic, David DeVidi, introduces the keynote speaker for Educational Technologies Week: Derek Bruff from Vanderbilt University.

Workshop participation remained relatively stable despite the campus closure. As a result of COVID-19, we cancelled 11 workshops in March and April of 2020, along with CTE’s signature events, the Teaching Excellence Academy, the Waterloo Assessment Institute, and the University of Waterloo Teaching and Learning Conference. Despite these cancellations, faculty and staff participation were at record-high levels (see Table 1).



The facilitators encouraged us to stretch ourselves and to reflect deeply on our teaching.

ANONYMOUS feedback,
faculty workshop

TABLE 1: Participants in CTE workshops by role

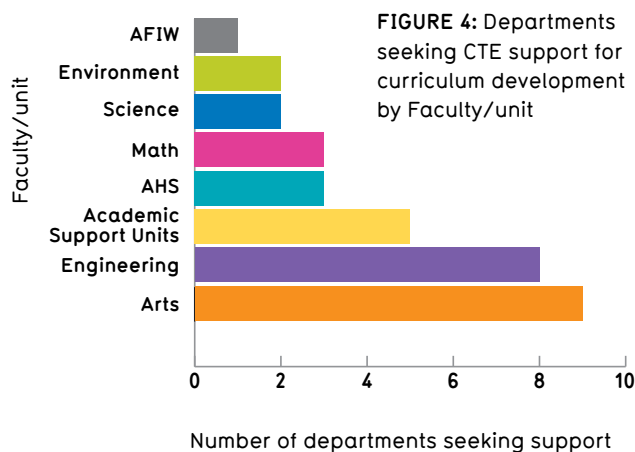
ROLE	2015-2016 PARTICIPANTS		2016-2017 PARTICIPANTS		2017-2018 PARTICIPANTS		2018-2019 PARTICIPANTS		2019-2020 PARTICIPANTS	
	TOTAL	UNIQUE	TOTAL	UNIQUE	TOTAL	UNIQUE	TOTAL	UNIQUE	TOTAL	UNIQUE
Faculty	978	301	853	296	804	287	863	286	868	337
Staff	269	143	363	156	265	127	217	131	471	187
Graduate Student	1691	517	1762	566	2301	772	1729	664	1494	493
Postdoctoral Fellow	200	42	379	80	263	60	73	31	96	28
Other	97	25	70	28	104	31	100	52	49	20
TOTAL	3235	1015	3427	1116	3737	1267	2982	1154	2978	1065

The sum of each column differs from the total due to participants identifying with more than one role during the reporting period. The difference between the unique and total participants each year indicates that participants completed multiple workshops.

Consultation requests were also strong: 1,203 unique instructors, graduate students, and staff members from Waterloo and beyond approached CTE a total of 3,669 times for one-on-one support covering a range on topics, such as instructional development, leadership, teaching and learning research, and educational technologies.

SUPPORT FOR CURRICULUM DEVELOPMENT

In 2019-2020, our curriculum team worked with departments and faculties to align courses with overall program outcomes and prepare for cyclical program reviews and accreditation. All six faculties sought support for curriculum development. Figure 4 shows the departmental engagement by Faculty/unit in 2019-2020.



LEADERSHIP OPPORTUNITIES

CTE actively provides and promotes opportunities for instructors at every career stage to enhance their leadership in teaching development.

For example,

- › Instructors who complete the Instructional Skills Workshop 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 as Graduate Educational Developers (GEDs)

RESOURCES

In the 2019-2020 fiscal year, our website received over 1.7 million page views from more than 1.2 million global visitors primarily in the United States and Canada. The Teaching Tip Sheets continue to be our most popular web pages (Table 2).

TABLE 2: Top five CTE web pages (2019–2020)

RESOURCE	Page views
Exam Questions: Types, Characteristics, and Suggestions	117,592
Effective Communication: Barriers and Strategies	103,272
Teamwork Skills: Being an Effective Group Member	99,875
Designing Multiple-Choice Questions	99,356
Self-Directed Learning: A Four-Step Process	78,986



You have developed many incredible resources to support faculty, and I have used many of your Creative Commons resources in my courses and workshops. I absolutely love that you folks make your work open. It has (and will) benefit so many faculty members at Centennial.

PAULA DEMACIO

Professor of Learning and Teaching, Centre for Organizational Learning & Teaching, Centennial College

SUPPORT FOR TEACHING AND LEARNING RESEARCH

CTE administers the Learning Innovation and Teaching Enhancement (LITE) Grant program, which supports Waterloo researchers investigating student learning and alternative approaches to teaching and assessment. LITE grant funding comes through the Office of the Associate Vice-President, Academic. Twelve research projects were awarded grants in 2019-2020. The grants were awarded to a total of 41 researchers representing all six faculties, as well as the federated and affiliated institutions, and academic support units (Table 3). Projects included:

- › Contemplative Pedagogy for Student Well-Being: Building a Community of Practice at the University of Waterloo
- › Decolonizing Health Studies: A Workshop Aimed at Promoting Cultural Safety and Mitigating Bias Among UWaterloo Faculty
- › Urban Design Days: Promoting Interdisciplinary Design and Communication Through Experiential Learning
- › Evaluating a New Student-Centric Learning Approach: The Impact of SLICCs (Student-Led Individually-Created Courses) on Student Learning

TEACHING AWARDS

CTE coordinates two university-wide teaching awards: the Distinguished Teacher Award and the Amit and Meena Chakma Award for Exceptional Teaching by a Student.



Brianna Bennett (CTE Program Co-ordinator) displays posters promoting Waterloo's internal teaching awards.

TABLE 3: LITE Grant recipients, by Faculty/unit

FACULTY/UNIT	
AHS	8
Engineering	7
Science	6
Environment	5
Support units	5
Arts	3
Math	3
AFIW	3
External	1



Scott Anderson (CTE Liaison) and Kathryn Plaisance (Knowledge Integration) established a Collaboration and Teamwork Community of Practice, funded through the LITE Grant program.



I wanted to send a more personal note of thanks for your help and coaching toward the successful outcome of our grant. You have been a wonderful support and I appreciate it very much.

COLLEEN MCMILLAN
Associate Professor,
School of Social Work

How well are we meeting instructors' needs?

CTE determines needs in multiple ways. We communicate with a number of stakeholder groups on campus, including the Deans, Department Chairs, and Teaching Fellows, and draw on participant feedback. Faculty programming is also based on a needs survey and departmental requests. In addition, we draw on our community of educational developers across Ontario, Canada, and North America. All of these input sources help us determine what to offer to our various instructor groups.

PROGRAMMING

We delivered 222 workshops to 1,065 unique individuals. Beyond microteaching sessions, peer review sessions, and communities of practice, here is a sample of our workshop topics (Table 4). Many of these workshops were held multiple times over the year.

In addition to instructional support, we also held workshops designed to provide guidance with respect to graduate supervision, teaching and learning research, and managing a career in university teaching.

TABLE 4: Sample workshop topics

WORKSHOP TOPIC	TOTAL PARTICIPANTS	NUMBER OF WORKSHOPS
Effective lesson plans	176	10
PebblePad ePortfolios	125	19
Teaching methods	115	7
Giving quality feedback	91	5
Classroom delivery skills	71	5
Effective question strategies	67	4
Teaching diverse learners	49	3



Jordan Rettinger (CTE Faculty Liaison) consults with a faculty member at the Applied Health Sciences teaching fair.

PARTICIPANT FEEDBACK

More than 94 per cent of our participants at faculty and graduate student workshops rated the quality as “excellent” or “good.” CTE also asks participants how well we’ve met their needs. Responses are on a 5-point Likert scale, from strongly disagree (1) to strongly agree (5). Consistently, the results come in around 4.5 out of 5.



The Instructional Skills Workshop was an informative, participatory adventure that modeled what it preached. The facilitators balanced sharing their expertise with allowing participants to embrace discovery. I appreciated the careful feedback, kind challenges, and exciting opportunity to learn in different ways.

ANONYMOUS feedback, faculty workshop



COVID-19

CREATED BRAND NEW NEEDS

See page 20 for details about our rapid response

What are the outcomes from engaging with CTE?

We described various outcomes in the foregoing stories we shared about the progress on our strategic priorities. In addition, workshop feedback forms ask participants about outcomes. For the last five years, both faculty and graduate students have consistently reported not only that CTE programming met their needs, but also that they learned something of relevance from CTE programming, that they intend to apply the ideas they learned, and that the program gave them an opportunity to connect with other participants. Figure 5 highlights faculty workshop results. Graduate student participant results are even higher. In short, the participants build both instructional capacity and community by engaging in our workshops.



I created a rubric for an assignment and posted it Friday. Students expressed that it was much more helpful than the marking scheme. I'll now be creating rubrics for all my assignments!

ANONYMOUS feedback,
New Faculty Teaching Day

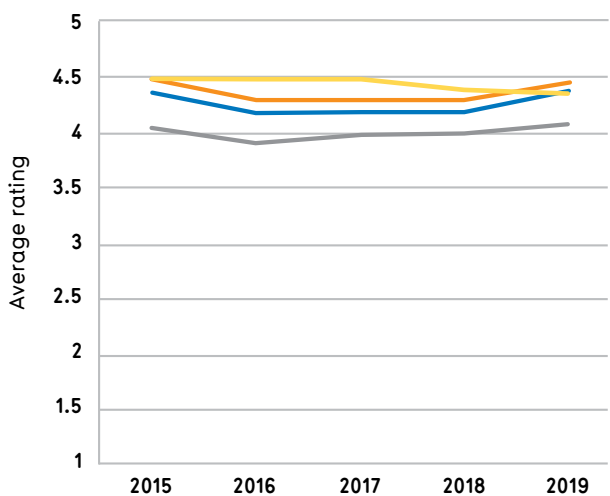


FIGURE 5: Faculty workshop outcomes

Average ratings of participants in CTE's faculty-oriented workshops on a scale from 1 (Strongly Disagree) to 5 (Strongly Agree). In 2019-2020: number of workshop sessions surveyed = 62; number of survey respondents = 335; number of participants = 976; response rate = 34%.

WORKSHOP QUALITY

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



I enjoyed the whole process and the community that came with the group: chatting with excellent instructors from across campus, learning about what they struggled with, what they were doing in their classrooms, and sharing resources on top of the topic at hand.

ANONYMOUS feedback, reading group participant



Graduate students in the Fundamentals of University Teaching program and the Certificate in University Teaching program have consistently agreed that they met the intended learning outcomes of the program (Figures 6 and 7).

I have already seen improvements in student engagement by using the tools learned. I feel ready to teach more than ever before!

ANONYMOUS feedback, graduate student workshop

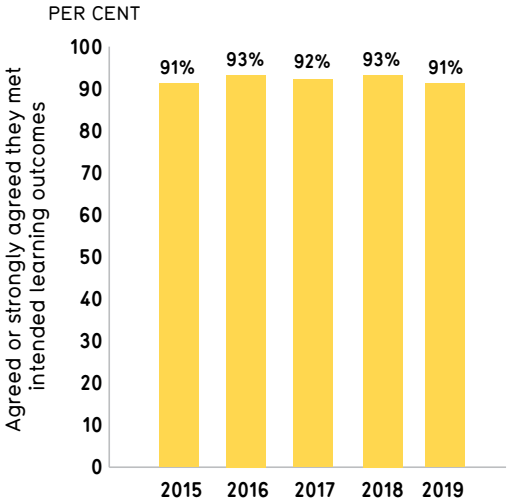


FIGURE 6: Fundamentals of University Teaching – percentage of respondents who agreed or strongly agreed that they met the intended learning outcomes of the program. Response rate = 36%.

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

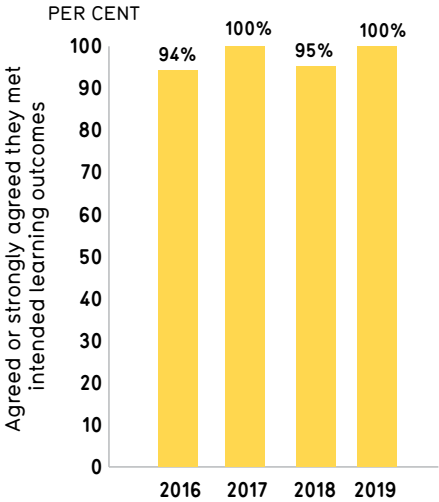


FIGURE 7: Certificate in University Teaching (CUT) – percentage of respondents who agreed or strongly agreed that they met the intended learning outcomes of the program. Response rate = 36%.

CUT Intended Learning Outcomes:

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

Graduate students in the Certificate in University Teaching program collaborate on an activity.



How effectively do we do our work?

Professional development and operational activities play a significant role in CTE's day-to-day functioning and strategic planning. We engaged in Centre-wide professional development activities this past year, including:

- › a full day of professional development dedicated to team-building and collaboration, with sessions facilitated by our own staff
- › a half-day session dedicated to collaborative problem-solving with respect to administrative processes, facilitated by CTE's Process Working Group
- › a half-day session aimed at uncovering CTE's core values as a unit, facilitated by our Director

CTE'S VALUES

The objective of our values exercise was to uncover the underlying principles that guide how CTE team members engage with one another as well as the instructors and administrators with whom we work.

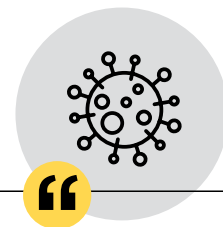
Although we have not yet finalized our values statement, the exercise made it clear that CTE team members share similar mindsets and approaches. One key value identified was being adaptable. Perhaps the best test of this value was how we responded to the COVID-19 pandemic.



CTE Director, Donna Ellis, leads the group in an exercise designed to uncover our Centre's values.

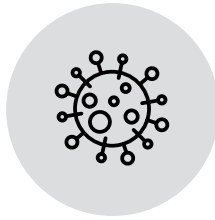


Maris Weiss (CTE Administrative Assistant) and Monika Soczewinski (CTE Program Co-ordinator) lead the group in an exercise geared toward efficiency.



I can easily imagine that this has been a particularly stressful month for your team as you pulled ReCoDE together on very short notice and with the looming deadline of start of classes for the Spring term. One of the amazing things is the way everyone projected calm and confidence to all the participants, especially during the live sessions. One of the benefits of having to scramble to get something together quickly is that you are now in a position to provide leadership to the wider Canadian academic community. I hope your hard work gives you new opportunities and raises your well-deserved stature in our academic community.

GORDON STUBLEY
Professor, Mechanical and
Mechatronics Engineering



LIVING OUR VALUES: CTE'S RESPONSE TO THE PANDEMIC

COVID-19 threw our team head-first into unfamiliar and stressful circumstances, with hundreds of Waterloo instructors relying on our support. We knew we had to respond quickly, providing what our instructors most needed. While it was a relief to be able to rely on strong leadership and teamwork, our flexibility and creative problem-solving skills galvanized our staff as we stepped up to help in any way we could.

With these strengths in place, it was only a matter of days before our staff members were building new online programming from scratch, scheduling video consultations with instructors who needed support reconceptualizing course design and delivery, and expanding partnerships with other units. Here are some highlights:

- › We worked with our colleagues from CEL, IST-ITMS, and the Library to form the Keep Learning team. With this team, we undertook several initiatives, including the Keep Learning website. **By mid-April, the website already averaged about 575 page views per day.**
- › We collaborated with instructors to deliver special programming, including “Simple and Effective Online Teaching,” a collaboration between James Skidmore (Germanic and Slavic Studies) and Victoria Feth (CTE Faculty Liaison for Arts and Affiliated Institutions). **This workshop was attended (remotely) by over 180 people.**

- › We adapted and delivered an online version of our popular Course Design Workshop, renaming it Remote Course Design Essentials (ReCoDE). The online, mostly asynchronous format of this workshop enabled instructors to participate intermittently over a five-day period. Two synchronous sessions also gave them the opportunity to discuss questions and connect with colleagues and facilitators. **In April, 189 instructors participated.**
- › We hosted a virtual, drop-in Q&A devoted to creating quizzes and question pools in LEARN.
- › With CEL and IST-ITMS, we developed new resources to support the pivot to remote teaching, including Teaching Tip Sheets and guidelines to help instructors use unfamiliar, online platforms such as WebEx, Bongo, and MS Teams.
- › Individual instructor consultations jumped to record-high levels. A total of **646 individuals** accessed CTE’s services for instructional guidance due to the sudden transition to remote teaching. Figure 8 shows instructor consultation data for the same seven-week period in 2019 versus 2020: COVID-19 had a massive impact on the requests for help from CTE.

Our staff assuredly demonstrated their commitment to being adaptable, agile, and supportive.



Thanks so much for ReCoDE – it was amazing – the content, the organization, the parsing of information. I think you struck just the right depth and amount of content. I have taken it further and have mapped out my existing content, assignments, activities and case studies and will be ready to “upgrade” after next week when I have completed the tools part. From the bottom of my heart, thank you!

JEAN RICHARDSON
Director, Science and Business Program

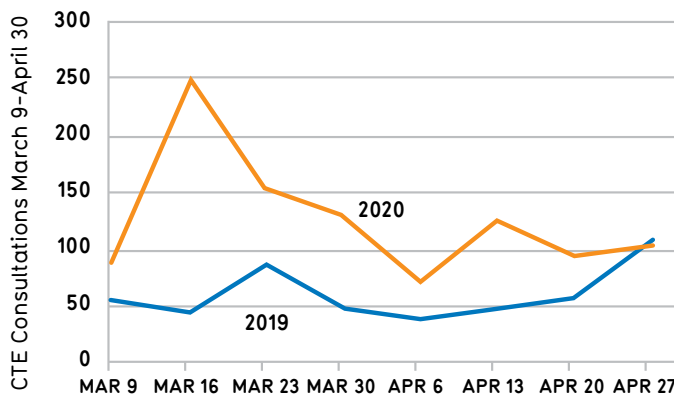


FIGURE 8: Comparison of CTE consultations in the same time range in 2019 and 2020.

On the horizon

This annual report provides updates on initiatives introduced in last year's report. In 2020-2021, we will address a new set of initiatives and challenges, including those described below.

Providing remote teaching support – With courses continuing to be held primarily online, our efforts to support faculty members and teaching assistants with remote teaching will also continue. Our work with the Keep Learning team will deepen and strengthen as we find ways to respond to the instructor and student surveys completed in Spring 2020. We commit to continuing to provide evidence-based best practices in online and blended teaching and learning, and to connect our instructors to one another by bringing them together and sharing their stories.

Rethinking programming formats and services – With the shift to remote teaching, our programs and services have also moved online. When we return to campus, we will need to consider what to maintain from this new format and the new resources that we have developed. Providing more independent learning opportunities online and engaging more instructors to share their experiences may enable us to provide some different services face-to-face. Stay tuned as we consider our options and what will bring the most value to the University of Waterloo community.

Finalizing CTE's values statement – CTE has had a vision, mission, and mandate for many years, along with a strategic plan and priorities. However, we have not developed an explicit values statement. In times of uncertainty, it is particularly important to have clarity about that which remains stable and gives a foundation to the work of the unit. In February 2020, we did a staff retreat to work on eliciting our underlying values. This work will be completed this year via a consultative process, and a new statement will be added to our suite of "identity statements."



Students working in new types of classroom environments at Waterloo help us reimagine what teaching and learning experiences can look like when we return to campus.



Revisiting our strategic priorities – Our current strategic priorities are in place from 2018-2021. With the initiatives to support the new institutional strategic plan being finalized this year, our strategic priorities may also need to shift. In the coming year, we will review our priorities given our new context and revise as needed.

Contributing to institutional planning – In May 2020, Associate Vice-President, Academic, David DeVidi, approved an updated mandate for CTE. Our unit is to "guide and support the UWaterloo community by promoting institutional and curricular practices that deepen learning and by facilitating pedagogical research; inform its practice through using and engaging in higher education research; and contribute expertise to the broader external discussions in the field." We will provide insights and guidance for the institutional conversations about the eventual return to classroom teaching.

UNIVERSITY OF
WATERLOO



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

cte.uwaterloo.ca

cte@uwaterloo.ca



@Centre.for.Teaching.Excellence



@uwcte



@uwaterloocte