

Centre for Teaching Excellence

2021-2022 ANNUAL REPORT



UNIVERSITY OF
WATERLOO





CONTENTS

Message from the Director	3
CTE at a glance	4
CTE staff members	6
Meeting instructors' needs: programming highlights	7
Impact on teaching and learning at Waterloo	8
Supporting the shift from remote teaching to blended learning	9
Support for curriculum development	10
Indigenizing pedagogy and curriculum	12
Partnering with students	14
On the horizon	16
Appendix 1: Organizational structure as of September 2022	19
Appendix 2: Graduate student program outcomes	20

Message from the Director

STRATEGIC PRIORITIES (2021-2025)

1. Engage in the development, implementation, and leadership of institution-wide teaching and learning initiatives related to the university strategic plan.
 2. Model, promote, and guide inclusive and respectful educational and workplace practices, particularly those focused on Indigenization, decolonization, and anti-racism.
 3. Advocate for evidence-informed, learner-centered assessment practices that integrate flexibility, autonomy, and risk-taking for both students and instructors.
 4. Cultivate the exploration and effective use of an expanded range of teaching modes and approaches amongst instructors that build on research and their prior experience.
 5. Investigate and communicate the impact of CTE's programs and services and continually improve the supports we provide.
 6. Develop flexible and reciprocal frameworks for our work with internal and external partners.
-



This past year has been one of regrouping at the Centre for Teaching Excellence (CTE). While still in a pandemic, a new everyday pace started to emerge from the frantic days of 2020.

We had a little more time to reflect on the changes we had made to continue supporting Waterloo's instructors and to imagine what teaching could look like with the eventual mass return to campus.

One thing we recognized was that there would be no return to "business as usual." Like our instructors, we built digital assets to use in our training and wanted to find a way to keep using what worked well by developing blended versions of some of our programming. We also learned that many of our instructors were eager to reconnect with colleagues, which led us to create more communities of practice and learning communities to foster peer learning and connection.

In addition, we maintained and strengthened contributions to projects that began pre-pandemic. We filled the first of our Indigenous Knowledges and Anti-Racist Pedagogies roles with a new Senior Educational Developer, who is charged with building a team and developing the relationships needed with various communities to support this work with instructors across our institution. (See pages 12-13 for a snapshot of important Indigenization work.) We also worked with colleagues from the cross-unit Keep Learning team to refocus our efforts toward the development of an educational technologies ecosystem.

New priorities also emerged after a year of remote teaching and the imminent return to campus: a broader interest in blended learning. CTE has supported instructors' use of blended learning for many years, but with every instructor now having

experience with online teaching, many of the hurdles in the way of adoption had been overcome. In conjunction with the Centre for Extended Learning, we developed resources and professional development opportunities to support instructors who wanted to learn how to transform their courses by using a flipped classroom approach (see page 9).

We also continued our commitment to our own professional development. This past year, we hosted two virtual conferences that helped us rethink our practices as well as make plans for the future. In February, we hosted a national educational development (ED) conference, welcoming colleagues from our field to engage with the theme of "ED in Canada: Who are we now and what's next?" And in April we hosted our own annual UWaterloo Teaching and Learning conference, which highlighted a movement within higher education toward students as partners. I encourage you to check out our highlight on how CTE engages students as colleagues in our own work (see page 14).

In our previous annual report, I voiced my hope that 2021-2022 would give us a chance to reflect and regroup. I am so glad we got that time to help us prepare for the future. I'm confident that we're heading in the right direction and look forward to another year of promoting effective teaching and meaningful student learning.

DONNA ELLIS

CTE at a glance

IN THE 2021-2022 FISCAL YEAR

130

130 WORKSHOPS

Attended by 789 instructors, graduate students, postdoctoral fellows, and staff



51

51 FACULTY-ORIENTED WORKSHOPS

Attended by 361 unique participants.
Satisfaction rate: 95% (excellent or good)

79

79 GRADUATE STUDENT WORKSHOPS

Attended by 428 unique participants.
Satisfaction rate: 93% (excellent or good)

103

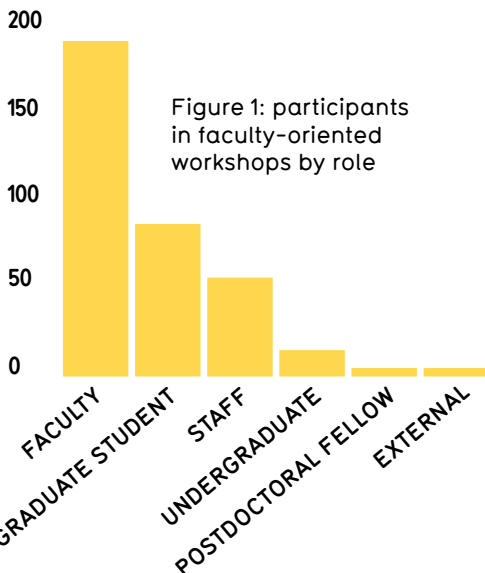
103 PARTICIPANTS

Completed the Fundamentals of University Teaching program

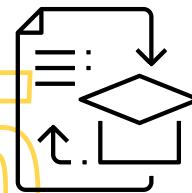
37

37 GRADUATE STUDENTS

Completed the Certificate in University Teaching program

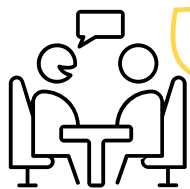


45



45 DEPARTMENTS

Participated in 120 curriculum events and consultations



3173

3173 CONSULTATIONS

With 1346 instructors, staff, graduate students, and postdoctoral fellows. Most common consultation topics: LEARN, instructional development, and educational technologies

17



17 LITE GRANTS AWARDED

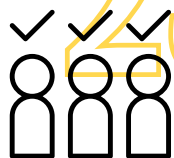
37 instructors and staff members received grants. 12 out of 17 were collaborative grants, with 7 across faculties/units



24 CUSTOM INSTRUCTIONAL DEVELOPMENT EVENTS

Attended by 452 instructors. Sample events: working effectively in a virtual team, universal design and accessibility, and rubrics

2501



2501 INDIVIDUALS

Participated in curriculum events, workshops, consultations, and the UWaterloo Teaching and Learning Conference

819

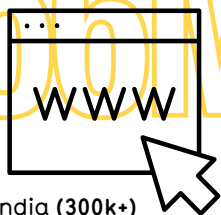


CONFERENCE PARTICIPANTS

560 participants attended the 2022 UWaterloo Teaching and Learning Conference. 85% rated it excellent or good.

259 participants attended the 2022 Educational Developers Conference. 89% rated it excellent or good

2.56M



PAGE VIEWS

Top 3 country visitors: India (300k+) United States (298k+) and Philippines (286k+)

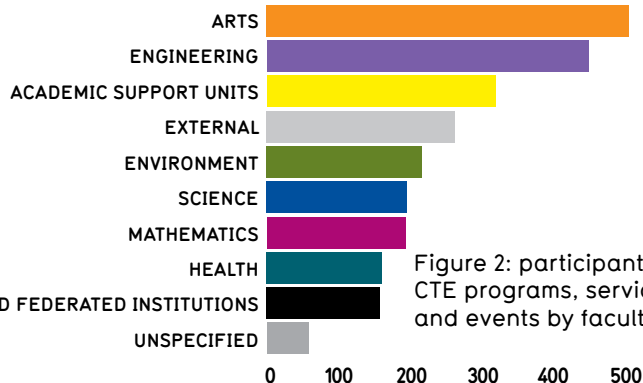


Figure 2: participants in CTE programs, services, and events by faculty/unit

CTE staff members

AS OF SEPTEMBER 2022

See Appendix 1 for an organizational chart

You should be extremely proud of your team. The resources and insights provided over the past couple of years of pandemic pedagogy have made a real difference in the quality of what we were able to provide our students.

CLARENCE WOUDSMA
Associate Professor, School of Planning

DIRECTOR



Donna Ellis

ASSOCIATE DIRECTOR



Trevor Holmes

ADMINISTRATIVE STAFF



Maris Weiss



Brianna Bennett



Monika Soczewinski

RESEARCH ASSOCIATE



Winnie Chan

SENIOR EDUCATIONAL DEVELOPERS



Katherine Lithgow



Mark Morton



Mary Power



Veronica Stephenson



Svittana Taraban-Gordon



Leslie Wexler

EDUCATIONAL DEVELOPERS



Kristin Brown



Madison Hill



Jessica Rumboldt



Kyle Scholz



Nahannee Schuitemaker



David Thiessen



Monica Vesely

FACULTY LIAISONS



Julia Burke



Victoria Feth



Paul Kates



Richard Li



Jason Thompson



Laura Williams

Meeting instructors' needs: programming highlights



CTE bases programming on institutional priorities and the needs of Waterloo instructors, which we determine via surveys and by tracking consultation requests.

Based on these needs data, we identify programs, events, and resources to maintain and new ones to create. Table 1 highlights a sampling and denotes via bolded text what we added for our instructors this past year.

The facilitators clearly knew their stuff, with excellent resources and great ideas.

REMOTE TO FLIPPED

I was impressed by the depth of presented material and scientific support of activities.

CERTIFICATE IN UNIVERSITY TEACHING

I appreciated the questions asked to get a sense of the group's priorities, and the flexibility in diving deeper as we went along.

LEARN FOR TAS

Simple, straight to the point; good balance between lecture and hands-on activities.

FUNDAMENTALS OF UNIVERSITY TEACHING

TABLE 1: 2021-2022 PROGRAMMING HIGHLIGHTS

Programs and workshops for new instructors	<ul style="list-style-type: none"> > New Faculty Teaching Days > Getting Started in LEARN > Graduate Supervision Series > Teaching Dossiers and Philosophy Statements
Programs and workshops for graduate students	<ul style="list-style-type: none"> > Fundamentals of University Teaching program > Certificate in University Teaching program > Social Anxiety in the Classroom > Culturally Responsive Teaching > Active Learning Online > Responding to Disclosures of Sexual Violence > Trauma-Informed Pedagogy > Online Delivery Skills > Supporting Student Mental Health
Workshops for all instructors	<ul style="list-style-type: none"> > Remote to Flipped Course Redesign > Conducting Teaching and Learning Research > Integrative and Experiential Learning > Copyright, Library Services, and Academic Integrity > Instructional Skills Workshop > Topics in assessment > Topics in educational technologies
Conferences, events, and retreats	<ul style="list-style-type: none"> > Annual Teaching and Learning Conference > Integrating PebblePad (retreat) > Educational Developers Conference (national conference)
Networking and community	<ul style="list-style-type: none"> > Extended Reality Community of Practice > Collaboration Community of Practice > PebblePad Users Group > Student-Led Individually Created Courses Learning Community > Remote teaching drop-in sessions
Text-based educational resources	<ul style="list-style-type: none"> > Teaching Effectiveness and the Student Course Perceptions Survey > Resilient Course Design > Creating Accessible Transcripts/Captions for Video-Based Learning Resources > Integrating Movement Breaks into Your Class
Video-based educational resources	<ul style="list-style-type: none"> > Collaborating with Academic Support Units > Implementing & Assessing Student-Led Individually-Created Courses > Documenting Your Teaching for Tenure and Promotion > Who Are Our Learners? > Universal Design and Accessibility

Impact on teaching and learning at Waterloo

Working with CTE brings real change, both for instructors and for the learning environment at Waterloo. Over the past year, instructors reported that they made connections with colleagues, learned about strategies, tools, and resources needed to bolster their teaching, and expanded their perspective.

The following is a sampling of anonymous feedback CTE received about its programming this year. Impact stories appear on pages 9–15.

Fundamental shift in perspective

I'm much more confident running a flipped course than I would have been otherwise.

REMOTE TO FLIPPED

I'm thinking of the outside/inside aspects of the classroom more as a continuum than I did before.

REMOTE TO FLIPPED

Experiencing both the instructor and student role with each lesson was illuminating. Wearing the two proverbial hats allowed me to strengthen my lesson structure and methodologies.

ONLINE INSTRUCTIONAL SKILLS WORKSHOP

My thinking has changed since taking this workshop: flipped classrooms are not only about knowing what activities would be good to do in class. Significant 'alignment' is needed.

REMOTE TO FLIPPED

This session led me to a realization that I am already using many of the described approaches in my teaching and helped me recognize how to improve the methods to promote deep learning.

UNDERSTANDING THE LEARNER

I learned to balance the transitions between synchronous and asynchronous instruction, and that impressions of time spent on an activity are not what they are in reality.

REMOTE TO FLIPPED

Applying tools and resources

I'll use the material in scaffolding the flipped course approach for my students.

REMOTE TO FLIPPED

I applied the templates to my course and then had a chance for coaching/discussion tied to them.

REMOTE TO FLIPPED

I will use the templates to flesh out course details and structure the LEARN environment more clearly for students.

REMOTE TO FLIPPED

I appreciate all the resources that have been made available for us (and that we can access them after the completion of the course).

REMOTE TO FLIPPED

Learning from colleagues

I enjoyed hearing about challenges and ideas from colleagues.

WAI-INSPIRED WEDNESDAYS

It was useful to hear other perspectives.

REMOTE TO FLIPPED

I would not want to assume that my skills for an in-person classroom transfer to the online world. Having an opportunity to get that feedback was helpful.

ONLINE INSTRUCTIONAL SKILLS WORKSHOP

Seeing how other people set up an online learning space and what techniques work or don't work in that space is incredibly helpful for designing online classrooms.

ONLINE INSTRUCTIONAL SKILLS WORKSHOP

Learning new pedagogical strategies

I feared running a flipped course would be more work than a purely online or in-class course. But if organized effectively, I think my workload can be maintained at the same level.

REMOTE TO FLIPPED

I have a better sense of ways to incorporate interactive learning techniques and comprehension checks.

ONLINE INSTRUCTIONAL SKILLS WORKSHOP

I gained insight around the different ways one can flip a course and not to overdo it with assessments and content.

REMOTE TO FLIPPED

I have recognized the importance of online pre-work beyond just posting lectures for students to watch before our in-class activities.

REMOTE TO FLIPPED

SUPPORTING THE SHIFT FROM REMOTE TEACHING TO BLENDED LEARNING

The University of Waterloo's Teaching Fellows responded to the ongoing COVID-19 pandemic by conceiving of an institution-wide project supporting instructors eager to prepare for a return to face-to-face teaching by transforming their emergency remote courses into blended versions that incorporate the best of both worlds.

While blended learning can take many forms, this project focused on a flipped classroom approach: new content is primarily delivered to students online while in-person class time is reserved for high impact activities that benefit from face-to-face contact.

To support this project, CTE designed a workshop delivered over two half-days. Modeling active learning and a flipped format, participants undertook pre-work before each synchronous session. The workshops shared step-by-step strategies for flipping a course, including templates and worksheets. CTE faculty liaisons and CEL online learning consultants were also available for one-on-one support.

MORE THAN 60 PARTICIPANTS

60+ have completed the workshop, including attendees from all six faculties.

When Kevin Musselman attended CTE's Remote to Flipped workshop series in summer 2021, he had a small, interactive fall graduate course in mind. And then everything shifted for the winter term.



In the winter, I teach a material science course for about 100 first-year students. I was not planning to flip that course.

When we found out that we would be starting the winter term online – that part of the course would be online and part would be in class – it seemed like another good opportunity to incorporate a blended approach, to minimize disruption.

I would post lecture videos at the start of the week, with a short self-assessment. Initially, we also met for interactive online sessions. We maintained that structure when we switched back to in-person classes.

It was a very smooth transition. The students seemed engaged. The response to completing the self-assessment was remarkable. I saw good attendance, both online and in class. They were better prepared to work through the problems in the synchronous sessions after they learned the concepts through lecture videos and mastered them by applying them to problems assigned from the textbook.

If I'd tried a blended approach on my own, I don't think it would have gone as smoothly. I would have done a reasonable job, but the workshop paved the way for me. The planning we did helped me get it straight in my head.

KEVIN MUSSELMAN, ASSOCIATE PROFESSOR,
Mechanical and Mechatronics Engineering

SUPPORT FOR CURRICULUM DEVELOPMENT

Working at the program, Faculty, and institutional levels, CTE's curriculum team continued to support initiatives related to curriculum design and renewal, and quality enhancement.

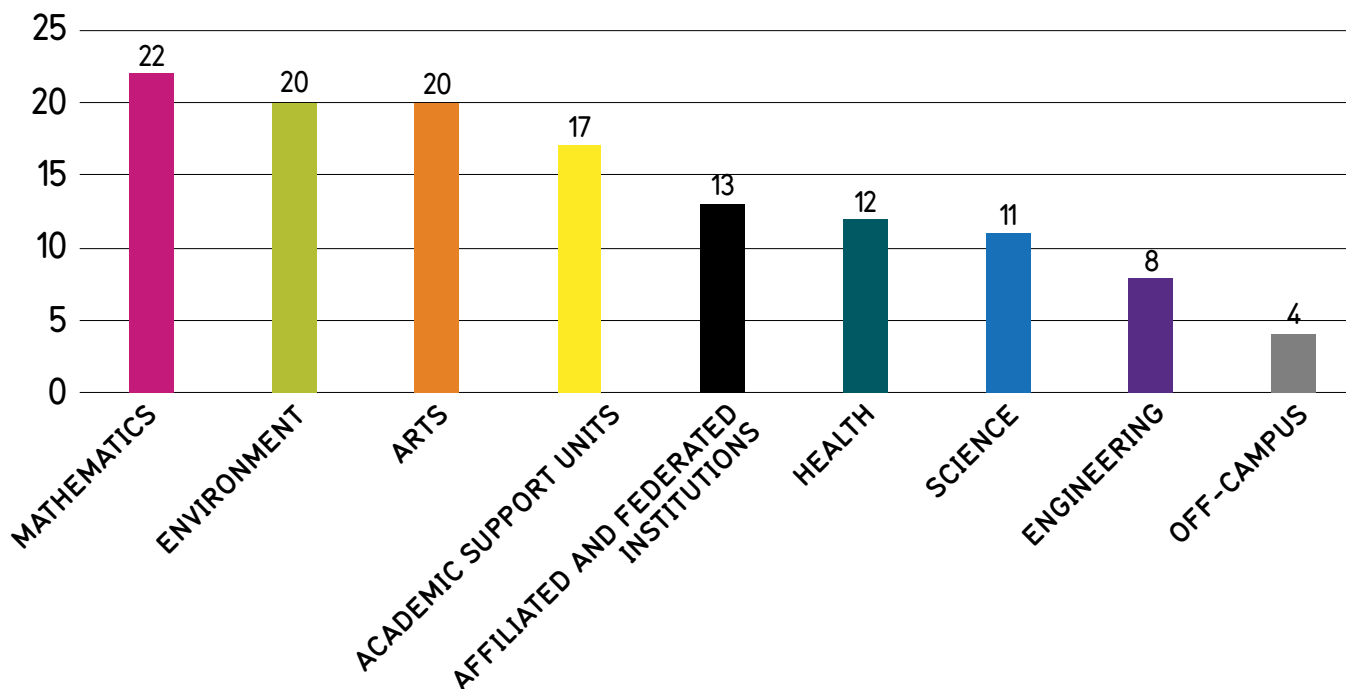
While these projects are sometimes driven by external accountability requirements, CTE views them as a valuable opportunity for a department to create a shared vision for their program.

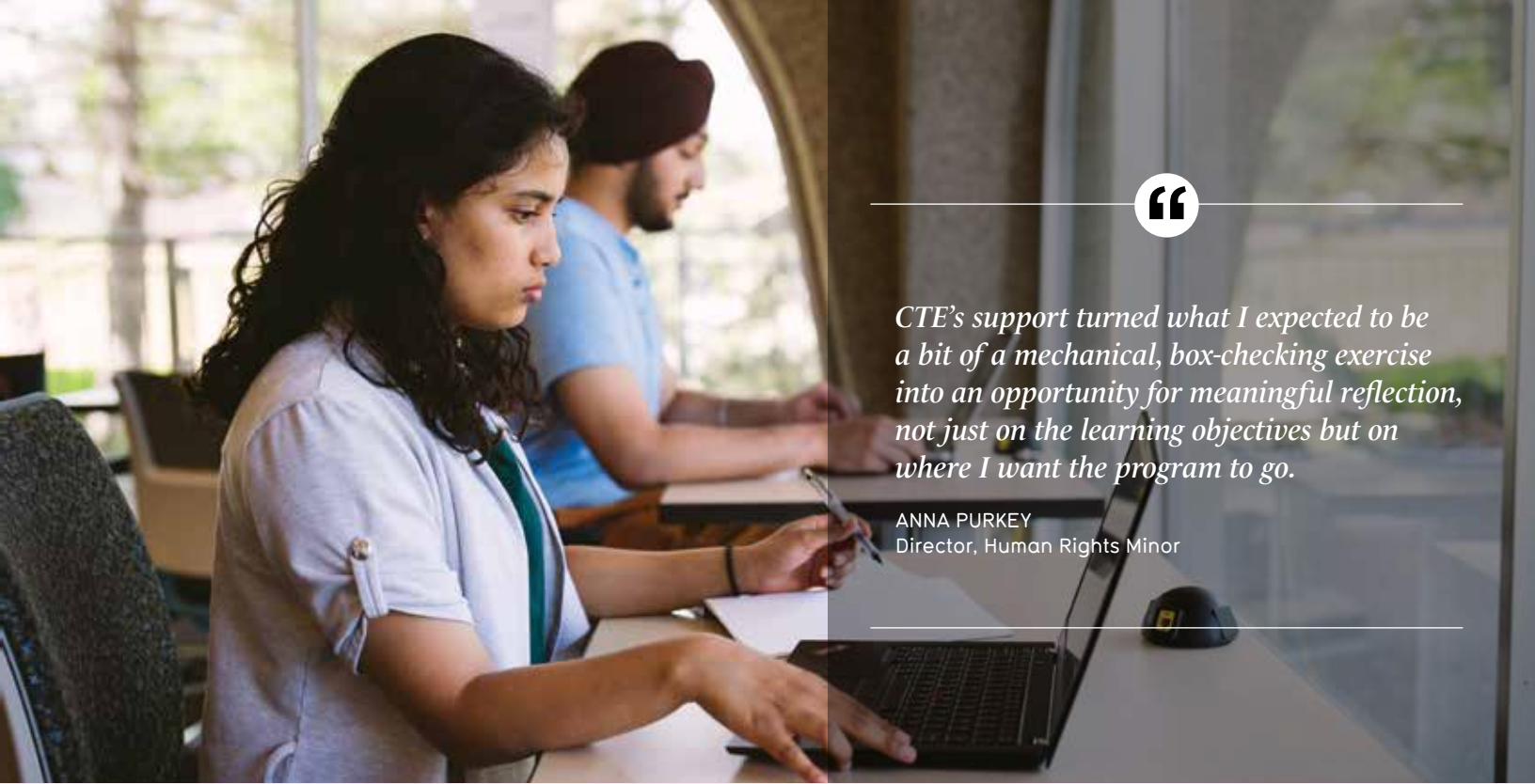
Our participation varies depending on whether a department needs a quick conversation to verify information or invites us to join them on more substantial projects, like overhauling the curriculum or developing a new program.



FIGURE 3:

NUMBER OF CURRICULUM CONSULTATIONS AND EVENTS BY FACULTY/UNIT





CTE's support turned what I expected to be a bit of a mechanical, box-checking exercise into an opportunity for meaningful reflection, not just on the learning objectives but on where I want the program to go.

ANNA PURKEY
Director, Human Rights Minor



The School of Accounting and Finance underwent a cyclical review of its PhD program this year.

The session with CTE's Curriculum team offered us an opportunity to think about and articulate the attributes of the ideal graduate. Follow-up discussions helped us to sort these attributes into themes and to transform them into program learning outcomes. These outcomes were then refined based on feedback from both CTE and our faculty members.

After refining the outcomes, I met with CTE to complete a curriculum mapping exercise, tying the outcomes to the program's degree requirements. This curriculum mapping exercise was informative because it showed that although we recognize the importance of developing students' teaching competencies, the program does not have any formal degree requirements related to teaching.

After completing the mapping exercise, CTE staff offered to facilitate a discussion with a broader group of our instructors, focusing on the program's learning outcomes, the curriculum mapping, and conducting a SWOT analysis. This discussion yielded feedback that was used to further refine program outcomes and mapping.

BRADLEY POMEROY,
Graduate Officer and PhD Program Director,
School of Accounting and Finance

INDIGENIZING PEDAGOGY AND CURRICULUM

CTE began building an Indigenization and anti-racism team this year, in response to priorities identified in the University of Waterloo's 2020-2025 Strategic Plan.

CTE's Senior Educational Developer (SED), Indigenous Knowledges and Anti-Racist Pedagogies was hired in November 2021, with a key focus on building relationships and community and making plans to hire a team of educational developers specializing in both Indigenization and anti-racism in relation to teaching and learning.

Working with others at CTE, this SED's work has extended to four faculties and 13 departments, support units, academic leadership teams, and affiliated institutions within only a few months.

Projects have included:

- › introducing circle sharing as a means of facilitating strategic discussions about topics such as pedagogy, Indigenous protocols for engaging with elders, reconciliation, and decolonization;
- › a book club open to staff and faculty, through the Library.

Additional projects are being coordinated with the Office of Equity, Diversity, Inclusion and Anti-racism (and the Program Area Leads program), the Provost's office, and the Office of Indigenous Relations.



We were confident that Indigenizing our curriculum was right strategically but were not confident that we have the skill or lived experience to fully respect the experience of Indigenous patients or make the impact we wanted to make. We needed support from Indigenous experts who could make the learning experience “real” and not a colonial representation of what students should learn.

By hiring staff with specific expertise in Indigenous knowledges and anti-racist pedagogies, CTE is helping Pharmacy ensure the work is done respectfully and the product is authentic.

CTE's Indigenous Knowledges specialist is a true partner in the work, providing her knowledge and expertise in Indigenous content and Indigenous ways of knowing and helping us connect with experts and resources, but also eager to understand Pharmacy's culture so the work will resonate with learners.

ELAINE LILLIE
Adjunct Assistant Professor, School of Pharmacy

Supporting Indigenization of the Pharmacy Curriculum

In 2019 the School of Pharmacy unanimously endorsed an Indigenous Initiatives strategy that included Indigenization of the curriculum. A team from CTE has supported this work by helping to adapt standard curriculum practices with an eye to the Indigenous experience, designing modules, strategizing the development of a series of patient scenarios supporting situational learning, thinking through Indigenizing the Pharmacy space, and engaging collaboratively with Indigenous community members.

The stakes are particularly high for those training to work in healthcare professions. Culturally safe care – for Indigenous patients but also for other racialized groups, refugees, unhoused people, and members of the LGBTQ2S community – is essential for improving health outcomes and reducing health care hesitancy among these groups.

This work is modelled after Indigenous Primary Care Council work and will be reviewed by Indigenous advisors within and outside of Waterloo. It may also be of value to other health-focused programs at Waterloo.



The Pharmacy Indigenization project, as it was introduced to me through Elaine Lillie in January 2022, was that of both a group committed to innovating through trying new things and remaining willing to work through challenges and mistakes. Elaine frequently described the investment and engagement necessary for the curriculum work as “joining the Pharmacy family.”

And so I moved in, and started working within their building and learned first-hand how Pharmacy’s work recognizes the shape of impact in classroom experiences, program-level design, and sustainable connections to the communities with which they collaborate closely.

Pharmacy’s strong record of relationship-building emerged as the pilot for Indigenization of Curriculum through the Centre for Teaching Excellence.

My work with the curriculum team began, as all Indigenous work does, with stories. The curriculum team first engaged with introductions, personal stories from the classroom, and how the ideas of Indigenous “Two-Eyed Seeing” through the stories of Coyote might inform respectful design that acknowledges two worldviews.

Pharmacy committed to future relationship building through a tobacco tie filled with their own personal intentions.

LESLIE WEXLER
Senior Educational Developer, Indigenous Knowledges and Anti-Racist Pedagogies, CTE

PARTNERING WITH STUDENTS

This year's University of Waterloo Teaching and Learning Conference invited presenters and attendees to imagine the possibilities of working with students as partners and to reflect on pedagogical partnerships already happening at Waterloo.

An interactive keynote address by Dr. Alison Cook-Sather from Bryn Mawr College set the stage by outlining the underlying principles of pedagogical partnerships.

Conference attendees learned about the various ways that students are engaged in partnerships at Waterloo, including:

- > a program designed to match instructors with co-op students trained to support the transition to emergency remote teaching,
- > use of “Student-Led, Individually-Created Courses” that allow student leaders to earn course credits by reflecting on their lived experience, and
- > implementation of student feedback on the curriculum.

THE 2021-2022 TEACHING AND LEARNING CONFERENCE WAS ATTENDED BY:

366 University of Waterloo instructors, staff, students, and post-doctoral fellows spanning all six faculties, academic support units, and the affiliated and federated institutions.

194 external participants from seven countries.

Huge applause to the conference committee for all the work you put into organizing a huge conference program – the quantity and quality was very impressive! Organizing a Conference of this scale is a lot of work – please know that your efforts are appreciated!

ANONYMOUS FEEDBACK



“Students as Partners” is a process-oriented pedagogical approach in which students and those around them – including instructors and staff – are actively engaged and are in a position to benefit from working together to further common objectives.

This approach challenges the traditional dynamic to enable students to participate more fully in their own learning.

CTE approaches student staff members as partners, with the aim of integrating student voices more thoughtfully into teaching and learning activities.

Graduate student colleagues

Each year, CTE hires a team of graduate students to work as TA Workshop Facilitators and Graduate Educational Developers. These students provide critical support for CTE's two certificate programs for graduate students, the Fundamentals of University Teaching and the Certificate in University Teaching, including conducting microteaching sessions and teaching observations. As highlighted in Appendix 2, these programs are well-received by graduate student participants.

Undergraduate student colleagues

We also continued to rely on support from undergraduate students, via:

- › Waterloo's Co-op program
- › the Senior Course and Technical Support Assistant initiative, and
- › the Waterloo Experience (WE) Accelerate program.

SINCE CTE LAUNCHED IN 2007,

192

undergraduate and graduate students have worked at the Centre.

Our graduate student colleagues are valuable members of the CTE team. They play a key role in developing and facilitating teaching development programs for graduate students, bringing new ideas about how we can better serve graduate students, and helping us ensure that our programs remain useful and responsive to their emerging needs.

SVITLANA TARABAN-GORDON
Senior Educational Developer,
Graduate Programs and
Internationalization, CTE

McLennon Wilson was completing a PhD in developmental psychology when he joined CTE as a TA Workshop Facilitator in 2021. He was already an experienced instructor with his own teaching philosophy. For him, working at CTE was an opportunity to solidify his point of view and gain even more practical experience.



I used my time working for CTE as professional development for myself, cultivating the knowledge and experiences I knew would help me improve my own teaching. I made sure to put in the effort to dig into the core material and rework any workshop I delivered to suit my style and knowledge.

I was recently hired as an assistant professor. I think my experiences working with the CTE really helped me stand out, both on paper and in the interviews.

A lot of students coming out of grad school don't have experience with educational development, with mindful and reflective practices about what it means to be a good teacher.

Other students have taught courses but not all students have the opportunity to engage in educational development workshops, to design their own workshops, to really dig into the literature.

Being able to talk about educational development really highlighted my knowledge and passion for teaching and set me apart.

MCLENNON WILSON
2021-22 TA Workshop Facilitator, CTE

On the horizon

This annual report provides highlights from CTE's work this past year in supporting instructors and Waterloo as an institution. We shared our current strategic priorities at the beginning of this report, which will continue to provide focus to our work. Here's a sampling of our plans for the coming year.

Support the development and implementation of educational technologies initiatives – Waterloo recently launched three key projects regarding educational technologies: the Digital Learning Strategy, the review of the Learning Management System, and an Edtech Ecosystem project focused on governance and tools. CTE staff members are engaged in all of these projects, contributing our knowledge of the tools, instructional practices, institutional processes, and instructors' experiences to the planning efforts. We will also continue our support of the Teaching Fellows' Blended Learning Initiative, both via workshop programming on flipped classroom course design and contributing to ongoing centralized classroom renovation planning to support this instructional approach.

Expand our support of Indigenization, decolonization, and anti-racism in relation to teaching and learning – Under the leadership of our recently hired Senior Educational Developer, Indigenous Knowledges and Anti-Racist Pedagogies, we will onboard three educational developers to develop and provide guidance for instructors in all three of these areas. We will also meet our responsibilities identified in the President's Anti-Racism Task Force report, generating programs and resources for graduate students on creating inclusive learning environments.





Continue promoting inclusive educational practices for all instructors – CTE staff have been building expertise in this area and will continue to develop resources to support our instructors. Given anticipated changes to the Accessibility for Ontarians with Disabilities Act (AODA) requirements that will impact all instructors, we will contribute to institutional efforts to support these changes.

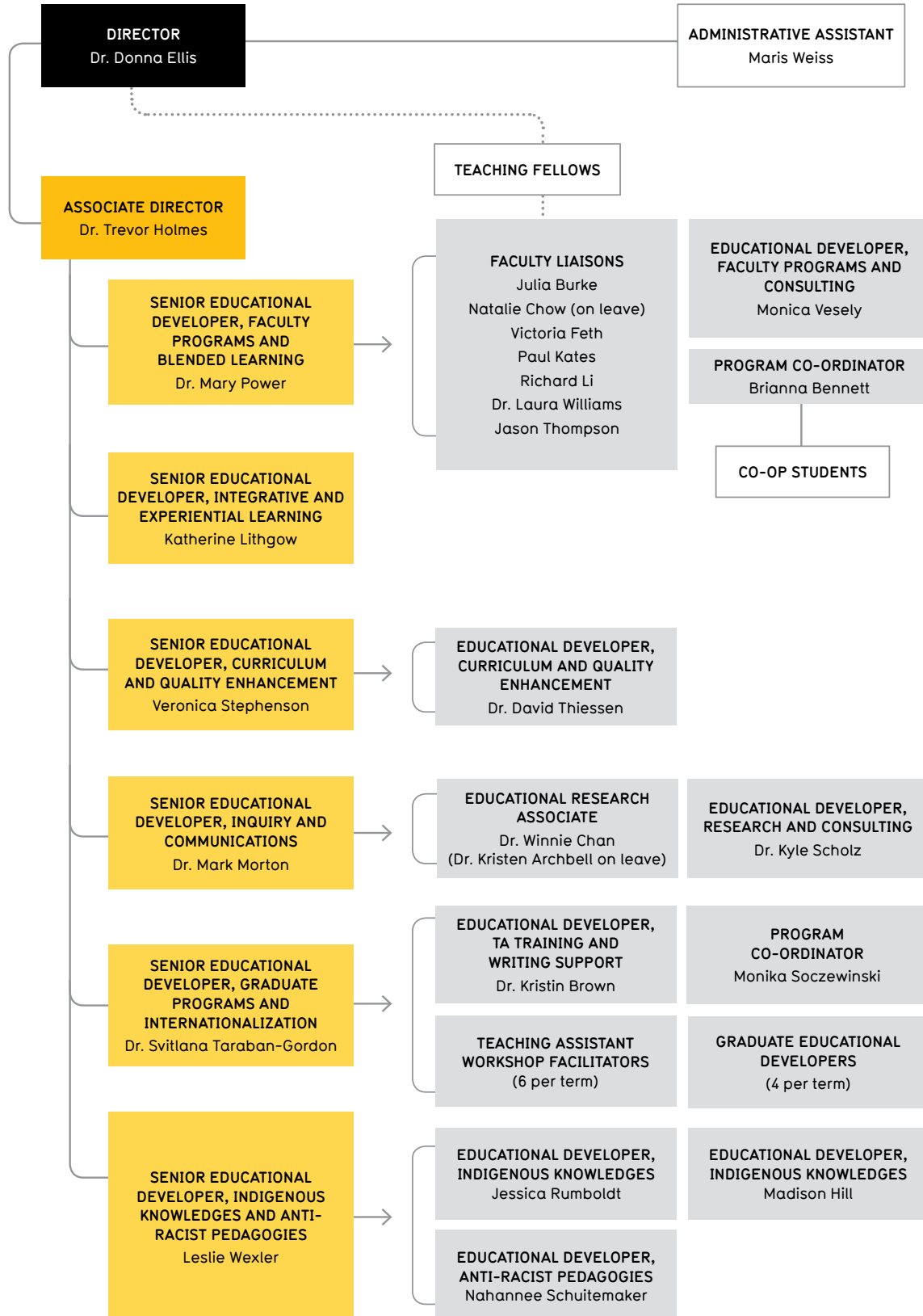
Provide co-leadership and support for the development of Waterloo's new Teaching Innovation Incubator (TII) – CTE staff members will serve on the TII planning team that is guiding the efforts of a cross-institutional project team charged with developing recommendations for the TII's scope, structures, and processes. These same staff are supporting Beta TII projects that are being developed as pilots. CTE will also partner with one of more of these projects to provide services in support of project needs, such as professional development sessions and program-level curriculum planning.

Engage in a needs assessment of our faculty focused on their pedagogical development – We rely on various input sources when developing plans for our programs and services. One primary input source is Waterloo's instructors. We collect feedback on our current offerings but given the uncertainty and changes over the past two years, it's time to reconnect with all faculty members to determine your top needs for the near future. Watch for a request for input over the next few months – we value your ideas!



Organizational structure

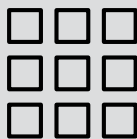
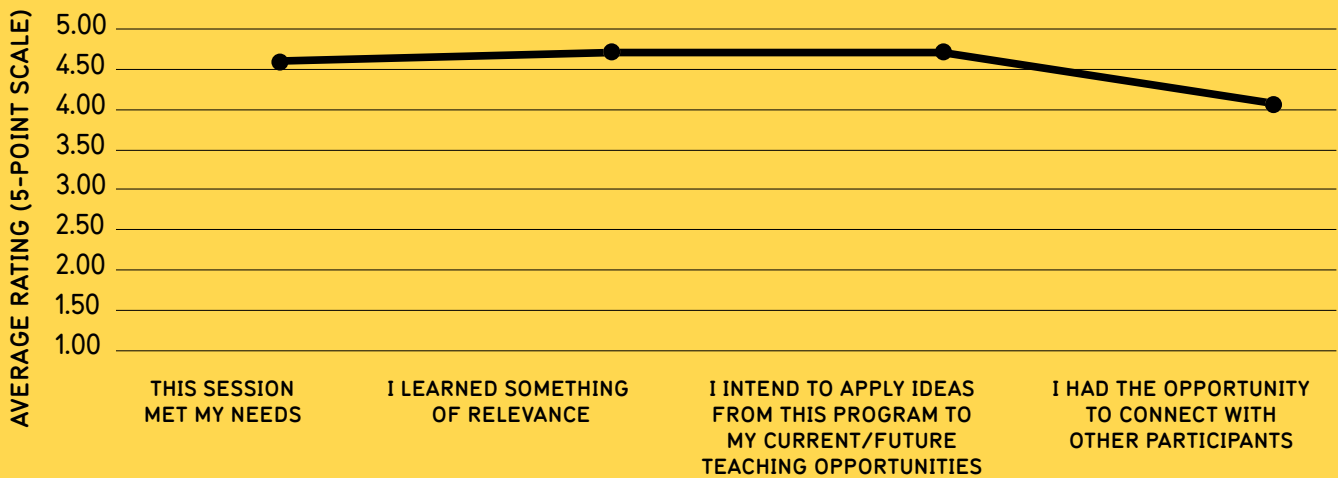
AS OF SEPTEMBER 2022



Graduate student program outcomes

FIGURE 4:

FUNDAMENTALS OF UNIVERSITY TEACHING – PERCENTAGE OF RESPONDENTS WHO AGREED OR STRONGLY AGREED THAT THEY MET THE INTENDED LEARNING OUTCOMES OF THE PROGRAM. RESPONSE RATE: 15%

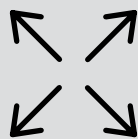
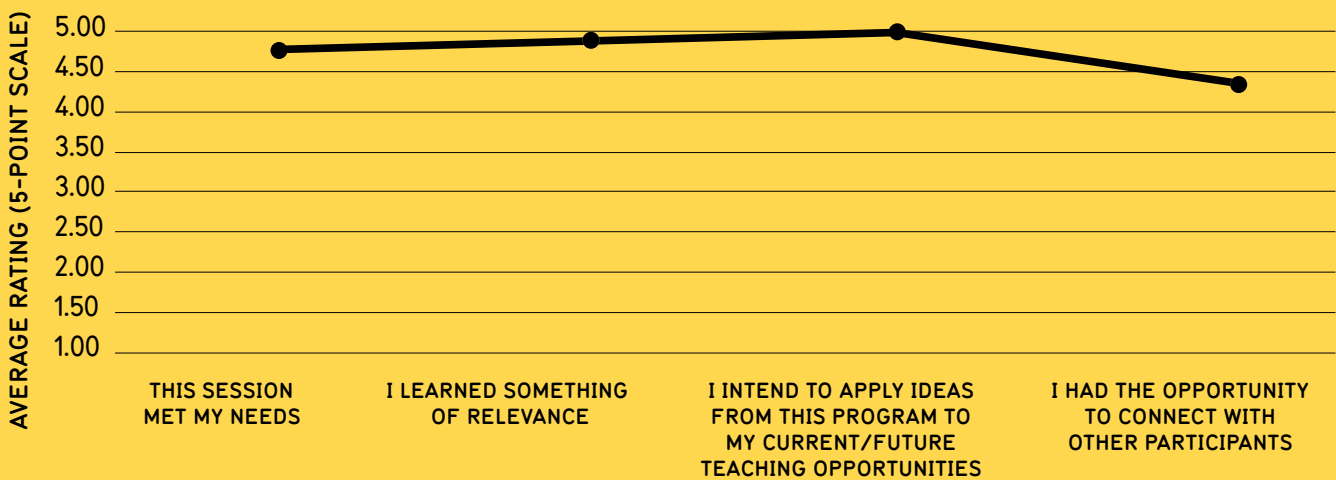


Intended Learning Outcomes (Fundamentals):

- › 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 5:

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: 27%



Intended Learning Outcomes (CUT):

- › 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 a teaching philosophy and document 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

ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

The University of Waterloo acknowledges that much of our work takes place on the traditional territory of the Neutral, Anishinaabeg, and Haudenosaunee peoples. Our main campus is situated on the Haldimand Tract, the land granted to the Six Nations that includes six miles on each side of the Grand River.



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

cte.uwaterloo.ca

cte@uwaterloo.ca



@Centre.for.Teaching.Excellence



@uwcte



@uwaterloocte