

INTERSECTIONS:

*Connections & Collaborations
across the University*

**2017-
2018**















CTSI Annual Report



**CENTRE FOR TEACHING
SUPPORT & INNOVATION (CTSI)**



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GLOSSARY

ACT: Academic & Collaborative Technologies
CTSI: Centre for Teaching Support & Innovation
OLS: Online Learning Services
ITS: Information Technology Services
SoTL: Scholarship of Teaching & Learning
STG: St. George campus

TATP: Teaching Assistants' Training Program
VPIUE: Vice Provost, Innovations in Undergraduate Education
UTL: University of Toronto Libraries
UTM: University of Toronto Mississauga
UTSC: University of Toronto Scarborough

MESSAGE FROM THE DIRECTORS

It's been a year of opportunity and change at CTSI. Carol Rolheiser undertook a six-month study leave and Diane Horton, a faculty member in the Department of Computer Science, stepped in as Acting Director from January through June 2018, which allowed CTSI the chance to extend our connections and gain from the experience and knowledge of an award-winning instructor and member of the Teaching Academy.

We've titled this report **Intersections** because we believe this best describes CTSI's work. Intersections demonstrates the breadth and depth of our activities and commitment to collaborating with our peers, our leadership on teaching matters and scholarship, and our contributions to pedagogical and technological initiatives at the University of Toronto.

Our partnerships have impact across the University and provide tri-campus support for teaching at the U of T. For example, through a massive communication campaign and consultative process, CTSI collaborated with a number of U of T offices, including Information Technology Services (ITS), to select, promote and integrate the University's new Academic Toolbox - **Quercus**. In rolling out this initiative, every corner of our institution has been touched. From the initial consultation process in 2016 to selecting a platform, training users and creating resources for the full implementation in Fall 2018, CTSI has been involved at every stage and with every division.

In Fall 2017, CTSI helped develop a conceptual framework for **Integrated Learning at the University of Toronto** that touches on important experiential dimensions of undergraduate education - research and innovation, community, workplace and international experiences - to best enhance the learning and engagement of students and instructors. This framework is a foundational organizer for the Integrated Learning Experience workshop series that CTSI developed with the Office

of the Vice-Provost, Innovations in Undergraduate Education. New sessions have also been scheduled for 2018-2019.

CTSI's commitment to inquiry and the improvement of teaching is evident through our professional development models that are grounded in research, evidence and collaboration. This past year we saw the second cohort of the **Peer-to-Peer Faculty Mentoring for Teaching Program** and the creation of new programming, including the **2018-19 Scholarship of Teaching and Learning (SoTL) Cohort Program** for U of T instructors interested in conducting research into their own teaching.

We are looking forward to the upcoming year, working with **U of T's Teaching Fellows** (a new model that brings three Teaching Stream instructors to CTSI to work on a two-year teaching initiative), our cohorts, and a range of colleagues from across the University.

The University of Toronto is a world leader in higher education. CTSI is proud to play a central role in pedagogical and technological advancement and to connect with our community to enrich the teaching and learning experiences for both instructors and students.



Diane Horton (January - June 2018)

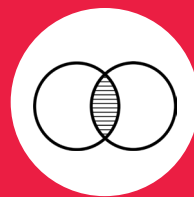
Acting Director, CTSI and Associate Professor, Teaching Stream, Computer Science

Carol Rolheiser (on leave, January - June 2018)

Director, Centre for Teaching Support & Innovation and Professor, Curriculum Teaching, and Learning, OISE



FOUNDATIONAL & CONTINUING INTERSECTIONS



Enhancing lines of communications and supporting mechanisms for collaboration are prime objectives for the Centre for Teaching Support & Innovation (CTSI). This annual report is one mechanism for sharing our work this past year, 2017-2018.

CTSI teams and individual staff members support instructors and initiatives across the University through programming, resources and consultations. The partnerships listed below demonstrate some of the long-standing and continuing collaborations that are the bedrock of CTSI's involvement in, and influence with, the University of Toronto year-after-year.

ONLINE LEARNING STRATEGIES

CTSI's Academic and Collaborative Technologies (ACT) team is supported by a partnership with Information Technology Services (ITS) and Online Learning Services (OLS). Working with OLS this past year, ACT established the **Augmented/Virtual Reality Network** to share initiatives and approaches, and create a community of learning and support around this emerging technology. The ACT team also provides continued support for OLS for **Massive Open Online Courses (MOOCs)** at U of T – both in-progress and in-development.

E-CAMPUS ONTARIO FUNDED PROJECTS

This past year, OLS and ACT worked on a variety of projects funded by the **Ministry of Advanced Education and Skills Development (MAESD)** and administered by e-Campus Ontario. These projects include an Open Textbook Startup Kit, two Open Textbook Creations and two Open Textbook adaptations, four Open Module projects and a Virtual Labs with Labster Pilot (a web-based, 3-D virtual lab technology). The **Data Driven Design (D3)** project, in collaboration with the OLS and SoTL teams in CTSI, developed models that allow already available data to inform course design decisions and encourage effective implementation through a peer-based, collaborative faculty development initiative.

PARTNERING FOR ACADEMIC STUDENT SUCCESS

Since 2010, CTSI has collaborated with University of Toronto Libraries (UTL) in the Partnering for Academic Student Success (PASS) initiative. This past year, seconded librarians **Tim Neufeldt (Instruction, Music Library)** and **Heather Buchansky (Student Engagement, UTL)** participated in the planning and delivery of CTSI programming, including: Tune into Teaching: Assignment Design; the Course Design/Redesign Institute; and, the Undergraduate Research Workshop, a part of the Integrated Learning Experience workshop series.



MOBILE APPLICATION DEVELOPMENT LAB (MADLab)

The MADLab, now in its 5th year, supports innovation in mobile app development and other emerging technologies at U of T through one-on-one consultations, workshops, talks, and events. The MADLab presented on 3D printing for students in a number of Faculties and departments this past year, including **OISE's Critical Thinking and the use of Technology for Teaching and Communication** course (in the **Department of Curriculum, Teaching and Learning**), virtual and augmented reality apps for **Computer Science 2nd Year Learning Communities** and **Canadian Studies' Digital Tools in a Canadian Context**, and on mobile app development for the **iSchool**, the **Faculty of Kinesiology and Physical Education** and the **University of Toronto Libraries**.

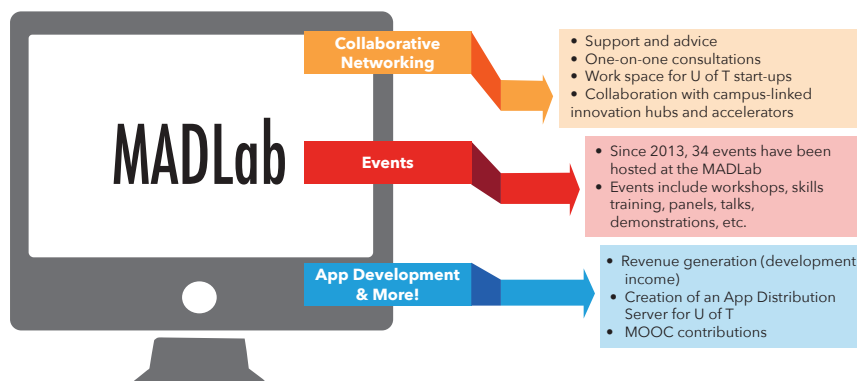
The MADLab also provides app development services for U of T departments and outside clients, and has employed work study students from U of T to assist with these projects, including the development and distribution of the **PharmaOTG app** with the **Department of Pharmacology and Toxicology**, and developed a new version of the **Best Practice in Surgery app** for Android and iOS in collaboration with the **Faculty of Medicine's Department of Surgery**.

MADLab's reputation as a leader in 3D printing and app development at U of T was recognized by its inclusion in the proposal for the new **Faculty of Arts & Science minor in Digital Humanities** (that passed governance in February 2018) as a campus resource that has enriched the curriculum and student experience in hosting 3D printing workshops for students in **Woodworth College's Intro to Digital Humanities**, a required course.

CTSI supports the MADLab through faculty and staff consultations, resource development and mutual programming.

UNIVERSITY OF TORONTO EDUCATIONAL DEVELOPERS' NETWORK

CTSI's work is enriched by long-standing collaborations with teaching and learning centres across the university - **Centre for Teaching and Learning (UTSC)**, **Robert Gillespie Centre for Academic Skills (UTM)**, **Faculty of Arts & Science**, and **Centre for Faculty Development (Faculty of Medicine)**. Over this past year, CTSI and the Centre for Faculty Development initiated a U of T Educational Developers' Network. The network provides a collegial space for educational developers across the University to share experiences, resources and ideas to advance teaching and learning at U of T, building on existing connections and supporting future collaborations.



TEACHING ASSISTANTS' TRAINING PROGRAM

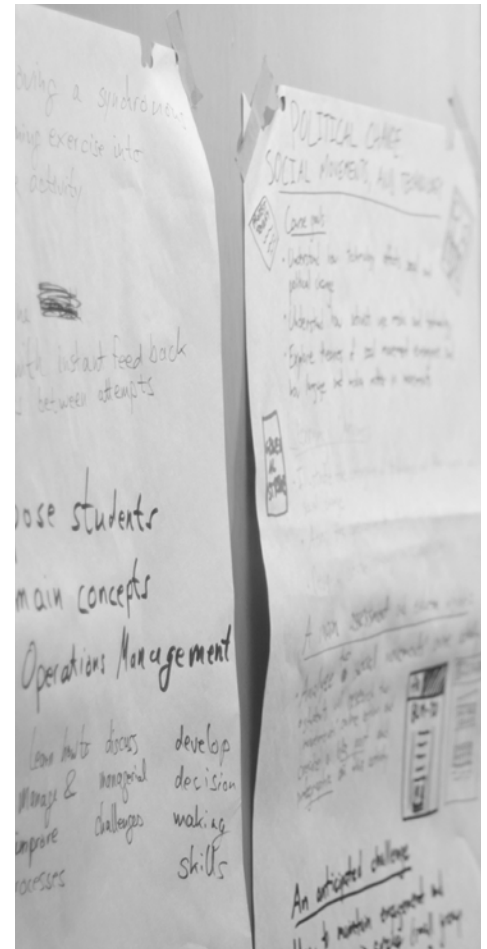
The **Teaching Assistants' Training Program (TATP)** is a leader in teaching development programming for graduate students at U of T. Through workshops, online resources, large scale events, and individual consultations, the TATP provides support for teaching assistants and graduate students at all stages of their teaching development. The TATP staff and their team of senior graduate student trainers and coordinators develop resources, lead training sessions and job training days, and design and facilitate teaching development workshops on all three campuses. The TATP connects with graduate students and teaching assistants, instructors, and staff across the University, reinforcing existing collaborations and building new partnerships.

See Appendix A for TATP metrics and data.

PROGRAMMING AND RESOURCES

On March 9, 2018, the TATP held a **Course Design Day**, the first in a new series of day-long events on special topics. Led by TATP's Course Instructor Coordinator and TATP staff, the event was modeled on CTSI's successful Course Design/Redesign Institute, and was an important initiative in meeting the needs of U of T's graduate student Course Instructors. The day was broken into two parts – *Fundamentals of Course Design: From Outcomes to Assessments*, and *Crafting Better Classroom Experiences for Your Students* – allowing participants to register for both or individual sessions depending on their needs and availability. With high attendance numbers and positive feedback from participants, the successful event will be run again in 2019 with new areas of focus.

Over this past year, TATP staff have developed a number of resources, including the newly designed **Graduate Student Course Instructor Resources** section of the TATP website. While written with the U of T audience in mind, these resources are readily available to any graduate student or TA looking for support and ideas when designing a course or assignment. The **Course Design Guide**, **Innovative Pedagogical Approaches to Access and Mental Health Guide**, the **Mini-Assessment Writing Guide**, and the **TATP Creative Teaching Videos** as are also available on the CTSI website - updated with University of Toronto faculty-specific information and resources.





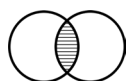
Kris Kim

Learning Strategies Specialist, Academic Success, Recipient of 2015 TA Teaching Excellence Award and former TATP Trainer

"I was lucky to have had the chance to continue working with Mike Kasprzak this past semester as an Online Instructional Designer to storyboard online training modules for TAs. The TATP is so diverse (in both team members and projects) that there's an exciting collaborative learning opportunity around every corner. These experiences [with the TATP] have also opened my eyes to a world of possible careers where I get to collaborate with and support staff, faculty, and students in a higher education environment."

MODULE DEVELOPMENT NEW TRAINING OPPORTUNITIES FOR TAS

The TATP, working with the ACT and Communications teams at CTSI, continue to work on a series of one-hour **online training modules** to provide an alternative format to in-person training for First Contract teaching assistants. Two modules – *Policies and Procedures for Teaching Assistants at the University of Toronto* and *Skill Development: Supporting Student Writing* – are complete, have been piloted, and will launch in Fall 2018. Six others are in various stages of production – from research, to storyboarding, to design and building – and will launch in the 2018-2019 academic year.



INTERSECTIONS

The TATP works with departments, Faculties and teaching centres across the University's three campuses to provide **institution-wide TA Training**. With their campus partners, the TATP is preparing for the increase in mandatory First Contract training hours from 3 hours to 4 hours beginning in Spring 2018, and to revise and adapt **job training days** and **tutorial training workshops**, and the **Tri-Campus TA Day** for new and returning TAs.

The TATP maintains numerous **partnerships across the University** and regularly collaborates with offices, communities and divisions, including **UTSC's Centre for Teaching and Learning** and **UTM's Robert Gillespie Academic Skills Centre**, on a number of initiatives.

For Student Life, the TATP's guide on mental health was adapted as a framework for a new faculty training website and resources, and TATP staff members served as reviewers of the new content.

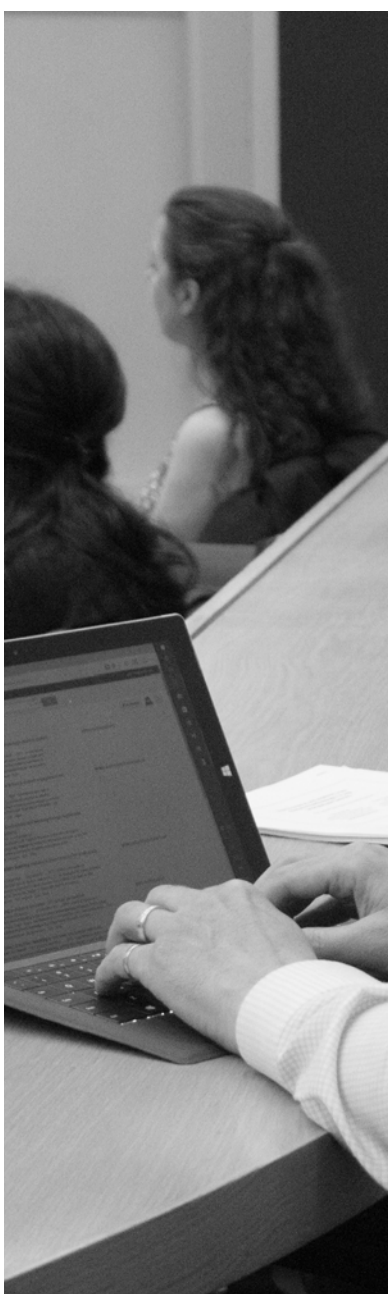
The TATP and the **School of Graduate Studies** through the **Graduate Professional Skills Program** have a close partnership, sharing resources, providing guidance on projects and programming, and ensuring that U of T graduate students have access to a wide range of professional and teaching development opportunities.



ACADEMIC & COLLABORATIVE TECHNOLOGIES

The Academic & Collaborative Technologies (ACT) team provides support, consultations, training and resources to the university community, whether it be a new online learning project, a teaching and learning grant (for submission, project planning and implementation), an interest in a new technology, or the migration and integration of institution-wide technologies. Team members contribute to regular CTSI and TATP programming (e.g., workshops on strategies for writing U of T grants and using multimedia in the classroom), support U of T's Massive Open Online Courses (MOOCs), and produce new online resources (e.g., Teaching with Social Media guide).

See Appendix B for ACT metrics and data.



MOVING TO QUERCUS

With the institution-wide move from Blackboard to Canvas as the University's new Academic Toolbox scheduled for September 2018, the ACT team has played an integral role in the selection, promotion and integration of this new system – known as **Quercus**.

Starting with an early adopters' pilot and designing a migration strategy, ACT Support staff provided specialized training to U of T educational technologists and instructors. This included three **Quercus Day** events (one on each campus), numerous training sessions (in-class and online) and individual consultations.

Members of the ACT team participated in the **Training and Support Working Group**, the **Communications Working Group**, the **Technical Working Group**, and the **Integrations Working Group**, connecting with colleagues across the University and planning the rollout of the new system. Using a 'train the trainer' model, the ACT team, in close collaboration with the ITS group, held sessions for educational technology support staff in every Faculty and division, and developed resources and sessions to help instructors and staff build Quercus courses and migrate content from the old system.



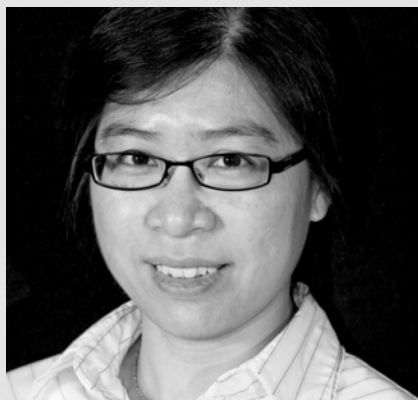
The ACT Support team participated in nearly 100 divisional and departmental meetings to raise awareness of the Quercus migration



30 CTSI-led Quercus training sessions



The ACT Support team participated in 50 divisionally-led Quercus training sessions



Certina Ho

Lecturer, Leslie Dan Faculty of Pharmacy

"With the help of ACT Support (ITIF) staff, we were able to learn about resources and key elements for best practices in online learning ... we were able to storyboard 5 online modules of patient/medication safety, of which one of them was developed and pilot tested."

INSTRUCTIONAL TECHNOLOGY INNOVATION FUND (ITIF)

Two team members on the ACT Support team in CTSI supported ITIF recipients with the development and implementation of five funded projects:

- Enhancing Dental Students' Communication Skills Using an Integrated Online Formative Assessment Module, **Faculty of Dentistry**
- **U of T Libraries** Undergraduate Information Literacy Online Modules
- Web-based Virtual Labs to Enrich Multi-disciplinary Undergraduate Biology Curriculum, **Department of Biomedical Engineering**
- A Multimedia Resource for Health Professional Students to Provide Safe and Quality Patient Care, **Faculty of Pharmacy**
- Collaborative Online Design, **Ontario Institute for Studies in Education (OISE)**

Additionally, longitudinal assessment of the ITIF program was supported through the creation of an online final report template.

ITIF IN ACTION



Participation in seven sessions to provide ITIF-related support



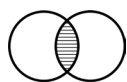
Eleven articles for ACTION Journal - articles drafted to describe the high impact teaching practices that resulted from previous ITIF projects



Two *ITIF in Action* workshops and one CTL Teaching Showcase workshop at UTSC



Seventeen project design and application consultations



INTERSECTIONS

The ACT team works closely with **ITS** on a number of projects and initiatives. In the past year, the team supported two large institution-wide initiatives - our new Academic Toolbox **Quercus** and the instructor and staff migration to **Office 365**, which also closely involved the **Organizational Development and Learning Centre**. This involved ACT Support team members providing training and resources for end-users and information technology staff.

ACT Support team members collaborated with the **Sexual Violence Prevention & Support Centre**, **School of Continuing Studies**, and the **Faculty of Kinesiology & Physical Education** to design, build and deploy a **university-wide sexual violence education and prevention awareness campaign**. These modules were launched via U of T's Portal and are now available on Quercus.



PROGRAMMING & COMMUNICATIONS

Over this past year, CTSI's Programming and Communications team continued to enable, support and promote innovations in teaching and learning that enhance the culture of teaching at the University of Toronto. Workshops, roundtables, and special events covering a range of topics on teaching, learning, and pedagogical issues were offered throughout the year for faculty, librarians, graduate students and staff. Our commitment to capacity-building was further emphasized through the valuable collaborations formed with a number of departments, offices and communities to develop and support University-wide initiatives in teaching, learning and technology.

See Appendix C for Programming and Appendix D for Communications metrics and data.



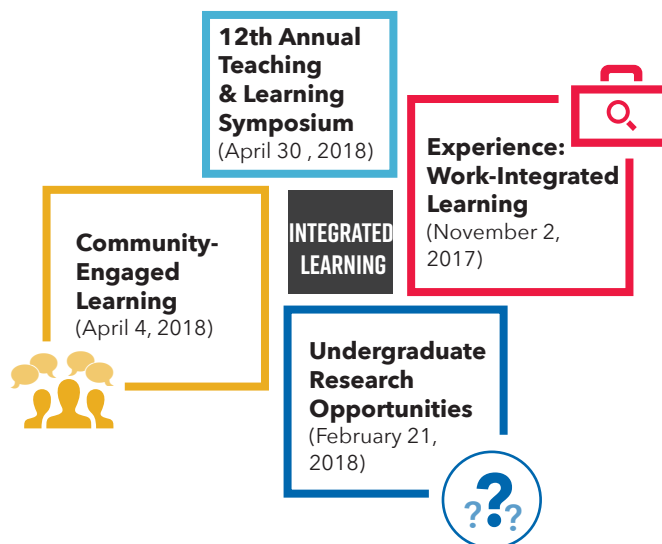
Ahmed Allawala

Associate Professor, Teaching Stream,
Department of Human Geography,
University of Toronto Scarborough

"The full-day event on community-engaged learning was extremely helpful ... I greatly appreciated that the event brought together stakeholders and practitioners from the curricular and the co-curricular side of the university, intentionally taking a broad and holistic approach to experiential learning that creatively blurs institutional boundaries. [The event] offered important context for the recent increased interest in experiential and work-integrated learning in Ontario."

INTEGRATED LEARNING: EXPERIENTIAL LEARNING AT THE UNIVERSITY OF TORONTO

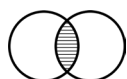
In partnership with the Vice-Provost, Innovations in Undergraduate Education, CTSI held three full-day workshops for the **Integrated Learning: Experiential Learning at the University of Toronto** series (Work-Integrated Learning; Undergraduate Research Opportunities; Community-Engaged Learning). Leading faculty members from U of T and peer institutions came together to share best practices and provide direct support in the development of course and program offerings connected to our new **Integrated Learning Experience (ILE)** framework. This programming culminated in U of T's **Teaching and Learning Symposium - Experience: Integrative Learning**, a tri-campus event held on April 30, 2018.





PEER-TO-PEER (P2P) FACULTY MENTORING FOR TEACHING AT U OF T

Following the success of the pilot cohort, the **Peer-to-Peer (P2P) Faculty Mentoring for Teaching at U of T** program entered its second year with eight peer pairs of faculty participating in a reciprocal mentor-coach relationship to enhance teaching and learning experiences. Over a six-month period, instructors attended three CTSI-facilitated workshops designed to build skills in mentor-coaching, observation of teaching, and giving and receiving feedback. They also reviewed course evaluation data to identify strengths and areas of improvement, engaged in peer observation, collected mid-course feedback from students, and had regular conversations with their mentor/coach. Mentoring practices developed by participants will feed back into departments, encouraging effective teaching practices and enhancing the strong teaching culture of the U of T.



INTERSECTIONS

The Programming and Communications team connects and works closely with other CTSI teams and U of T colleagues to promote and share news and information about **U of T's new Academic Toolbox - Quercus**. Team members sat on the **Quercus Communications Working Group** and helped prepare statements and timelines for announcing the selection, guidelines and promotion for the **Name the New Portal Contest**. To support this on-going and multi-layered migration initiative, team members produced videos to announce the new name and platform, interviewed early adopters (for video and an online Q & A), created posters and information toolkits for departments and faculty, helped coordinate and promote training and information sessions, and directed users to information on migration and support.

For the third year, CTSI partnered with the **Desautels Centre for Integrative Thinking (DCIT), Rotman School of Management**, to plan, promote and host the **12th Annual Teaching & Learning Symposium Experience: Integrative Learning**. Not only does CTSI appreciate the opportunity to work closely with another office to coordinate and host this event, it is also grateful for the chance to connect with and learn from the 45 presenters and 287 attendees from across the University. Similarly, the **Integrated Learning Experience (ILE)** series, presented in partnership with the **Office of the Vice-Provost, Innovations in Undergraduate Education**, provided the opportunity to work with different faculty across the institution, as well as colleagues from the University of Victoria, University of Alberta, and the University of British Columbia on this important and timely topic. The Programming and Communications team also worked with the Office of the Vice-Provost, Innovations in Undergraduate Education and presenters to produce follow-up videos and resources for this series.



COURSE EVALUATIONS

At the University of Toronto, online course evaluations are conducted to collect formative data for instructors to improve their teaching, to provide summative data for administrative purposes and for program and curriculum review, and to provide members of the university community, including students, with information about teaching and courses at the University. Using a unique Cascaded Course Evaluation Framework that provides contextualized feedback, including at the institutional, divisional and individual levels, the Course Evaluations team provides support to fully implemented units and continues to work to implement the framework across the University. Team members provide leadership in the area of online course evaluations in the national and international higher education community, as evidenced by wide-ranging consultations this past year with 20 institutions across four countries.

See Appendix E for Course Evaluation metrics and data.



Kathy Vu

Director, PharmD for Pharmacists Program & Assistant Professor, Leslie Dan Faculty of Pharmacy

"I worked with Gregory Hum and Tara Wells to bring online course evaluations to the PharmD for Pharmacists program in the Winter 2018 term. I appreciated their willingness to engage with work at any stage of the process. Their knowledge and experience was very helpful during discussions with our team to develop the program-specific questions. I look forward to working with both again as we analyze the results and share them within the program."

ONGOING IMPLEMENTATION WORK WITH MEDICINE, PHARMACY, & DENTISTRY

Extensive consultations and staggered integration periods are required when implementing the framework in new divisions and Faculties. For every division, there is an attention to detail and a dedication to providing customized evaluations that fit their context(s). This past year, the CTSI Course Evaluations team worked with the **Faculties of Medicine, Pharmacy and Dentistry** to design and finalize course evaluation items (instructor and divisional level), pilot courses, and consult on evaluation settings and assessments that best suit the particular and varied needs of these Faculties and their individual units and instructors.

The Course Evaluations team completed implementation with the **Faculty of Kinesiology and Physical Education**, a culmination of 4 years of consultation and planning. The Course Evaluation team now supports **19 fully implemented undergraduate and graduate divisions across all 3 campuses**.

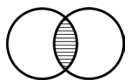


VALIDATION STUDY

The Course Evaluations team engaged in a large-scale validation study (see link below) of the institutional items of U of T's Cascaded Course Evaluation Framework. The validation study focused on the evaluation of 3,568 individual course instructors, teaching 11,919 individual course sections, across two academic years (2015/2016 & 2016/2017) for the four largest undergraduate divisions at U of T (Faculty of Applied Science & Engineering, Faculty of Arts & Science, University of Toronto Mississauga and University of Toronto Scarborough). The sample, which included 277,498 submitted evaluation surveys from 54,108 unique students, represented more than 75% of the course evaluation surveys that were collected by the Course Evaluations team in that time period.

The validation study supports the validity and reliability of the institutional items across raters, items and course sections, and contributed to the redesign and revision of various course evaluation materials, including the forthcoming updated interpretation guide for administrators. This work highlights the value of the evidence-based Course Evaluation Framework at the University of Toronto and the value of integrating student feedback into course and assignment design.

<https://uoft.me/validation-study>



INTERSECTIONS

The Course Evaluations team's work touches **nearly every Faculty and division at U of T**, whether the framework is fully implemented within a unit or still in the consultation and planning stages. The team supports Faculties and individual units through every evaluation period (at the conclusion of each term and session) – from individual support for instructors in selecting items and interpreting results, answering student questions on the process, ensuring course and instructor data matches information at the department level, to sharing response rates and overall system engagement with institution-level administration (e.g., the **Course Evaluation Advisory Group**).

Key collaborations to highlight:

- Working with the **University of Toronto Business Intelligence (UTBI)** unit to add the course evaluation data set to the institutional data warehouse.
- Working with the **UTBI** and the **Academic & Collaborative Technology (ACT)** team to establish, test, document and implement a new data verification procedure that greatly streamlines the process of reviewing institutional and departmental evaluation data.
- Working with the **CTSI and TATP programming teams** to design and deliver workshops for both instructors and graduate students on course evaluations and how to incorporate the findings into course and assignment design. CTSI consultations are also provided for instructors on how to interpret the data for the purposes of annual reviews, as well as tenure and promotion processes.



SCHOLARSHIP OF TEACHING & LEARNING (SoTL)

The Scholarship of Teaching and Learning (SoTL) team works with instructors, and occasionally departments and the VPIUE to support research on teaching and learning in U of T's classrooms. These investigations can take the form of an interest in reading pedagogical research, joining a roundtable discussion on a particular topic or journal article, participating in CTSI SoTL workshops, or specialized programming, applying for one of the University's teaching and learning grants, or conducting and presenting their own research project. CTSI understands the importance of connecting individuals and divisions across the University to share experiences and research and encourage the rigorous pursuit of pedagogical scholarship. Thanks to the interest of CTSI and others, SoTL is now part of the University's **Institutional Strategic Research Plan (ISRP)**.

SOTL PROGRAMMING AND RESOURCES

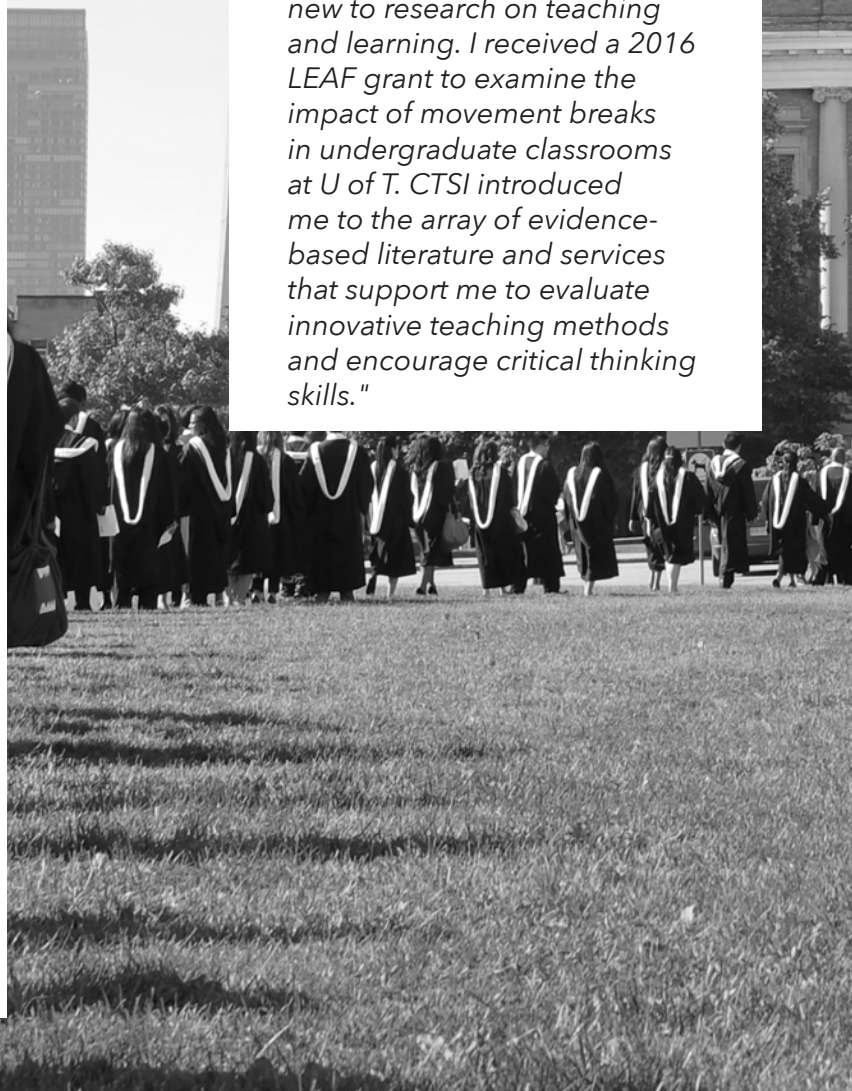
This past year has been one of reflection and planning as the SoTL team reviewed their contributions to the university community and Canadian higher education. The **Peer-to-Peer Mentoring (P2P) for Teaching Pilot Report** was published in Fall 2017. Of note, the report highlighted that the majority of participants were highly satisfied with their mentee-mentor relationship and greatly valued the P2P resources (e.g., the CTSI Peer Observation of Teaching Guide). The findings informed the subsequent **2017-2018 P2P Mentoring for Teaching** program and resources. The team developed a series of **SoTL resources** (e.g., tip sheets) that provide both practical and theoretical guidance for instructors engaging in SoTL. Those resources drew on the collective expertise of CTSI staff, librarians and experienced SoTL faculty members. Over the past year the SoTL section of the CTSI website also underwent revisions to align with resource additions.



Ananya Tina Banerjee

Assistant Professor and Associate Program Director, Social & Behavioural Health Sciences, Dalla Lana School of Public Health

"I really appreciate the dialogue I have with the staff at CTSI that exemplifies a shared vision of teaching excellence and enables faculty to advance their scholarly activities related to teaching and learning. I am very new to research on teaching and learning. I received a 2016 LEAF grant to examine the impact of movement breaks in undergraduate classrooms at U of T. CTSI introduced me to the array of evidence-based literature and services that support me to evaluate innovative teaching methods and encourage critical thinking skills."

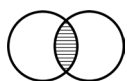




2018-19 SOTL COHORT

From January-April 2018, the CTSI-SoTL team laid the groundwork for the inaugural 2018-19 **Scholarship of Teaching & Learning Cohort Program**, responding in part to the findings from a CTSI-led SoTL survey and an increased interest from instructors regarding SoTL. The Call for Applicants opened in April 2018 and CTSI received a far greater number of applicants than anticipated - a testament to the interest and commitment to SoTL at U of T. The full-day launch workshop occurred on June 14, 2018.

This program engages 14 continuing appointment faculty across three campuses to develop their own SoTL project from inception through to publicly sharing their inquiry/research experiences.



INTERSECTIONS

CTSI connects with U of T instructors, staff and librarians on **SoTL issues through its list-serv** - now with 279 members. This is an opportunity for the U of T community to share ideas, experiences and information among peers.

The SoTL team worked with other CTSI teams in planning and presenting at the **University of Toronto's Teaching and Learning Symposium** (April 30, 2018) and delivering and assessing the second iteration of the **P2P Faculty Mentoring for Teaching Program**. The team also collaborated with **Online Learning Services** on the **Data Driven Design (D3) Innovation Network Project Final Report** (for **e-Campus Ontario**) and the **Data Driven Design (D3) workshops** (4 in total). The D3 project highlighted ways to use data in course design.

Members of the SoTL team presented three papers at the **International Society for the Scholarship of Teaching and Learning (ISSOTL)** conference in Calgary, Alberta, in October 2017, and also led a webinar on peer mentoring for teaching for the **Council for Ontario Educational Developers (COED)** in June 2017.



CELEBRATING TEACHING

CTSI provides support for faculty members and divisions preparing submission packages for institutional and national teaching awards, including teaching dossier and course evaluation consultations, maintains an online database of U of T teaching award recipients (institutional, national, and international) and administers the Teaching Excellence Awards for Teaching Assistants and graduate student Course Instructors.

TEACHING FELLOWS

The **University of Toronto Teaching Fellows** work closely with CTSI and the Office of the Vice-Provost, Innovations in Undergraduate Education. They have regular access to mentoring and support by CTSI staff and contribute to CTSI activities. Their two-year teaching and learning projects focus on planning and design, and implementation and assessment of program (curriculum-level) review or renewal or course renewal or development. As well, the Teaching Fellowship program supports emerging pedagogical leadership in the Teaching Stream. Three recipients were selected for 2018-2020.

Toula Kourgiantakis, Assistant Professor, Teaching Stream, Factor-Inwentash Faculty of Social Work

Kathleen Liddle, Assistant Professor, Teaching Stream, Department of Sociology, University of Toronto Scarborough

Sarah Mayes-Tang, Assistant Professor, Teaching Stream, Department of Mathematics, Faculty of Arts & Science

2018 PRESIDENT'S TEACHING AWARD WINNERS

CTSI provides administrative support for the institution-wide President's Teaching Award and the CTSI Director participates in the selection committee and co-chairs the **U of T Teaching Academy**. We congratulate this year's winners and welcome them to the Teaching Academy. (See next page for this year's recipients).



Kathy Liddle

Assistant Professor, Teaching Stream, Sociology, UTSC, and U of T Teaching Fellow

"I eagerly anticipate my next two years as a University of Toronto Teaching Fellow. Having the time and resources to systematically investigate ways in which I can improve student engagement in large enrolment courses will benefit the students I teach in the years to come and the students whose professors are able to learn from the resources that I develop and disseminate. The opportunity to form a cohort with other Fellows who share a strong commitment to teaching will be invaluable, as will the mentoring provided through CTSI."

2018 PRESIDENT'S TEACHING AWARD

Pier Bryden, Associate Professor, Department of Psychiatry, Faculty of Medicine

William Cluett, Professor, Department of Chemical Engineering & Applied Chemistry, Faculty of Applied Science & Engineering

Jennifer Murdock, Associate Professor, Teaching Stream, Department of Economics, Faculty of Arts & Science

Fiona Rawle, Associate Professor, Teaching Stream, Department of Biology, University of Toronto Mississauga

2018 EARLY CAREER TEACHING AWARD

Jayne Baker, Assistant Professor, Teaching Stream, Department of Sociology, University of Toronto Mississauga

Sohee Kang, Assistant Professor, Teaching Stream, Department of Computer and Mathematical Sciences, University of Toronto Scarborough

Jamie Kellar, Assistant Professor, Teaching Stream, Leslie Dan Faculty of Pharmacy

David Liu, Assistant Professor, Teaching Stream, Department of Computer Science, Faculty of Arts & Science

2018 TEACHING ASSISTANT TEACHING EXCELLENCE AWARD

Edward Escalon, Study of Religion/Centre for Diaspora and Transnational Studies, Faculty of Arts & Science

Jennifer Fraser, Institute for History and Philosophy of Science & Technology, Faculty of Arts & Science

Devorah Kobluk, Department of English, Faculty of Arts & Science

Pedram Mortazavi, Department of Civil Engineering, Faculty of Applied Science & Engineering

Shawn Xiong, Department of Biochemistry, Faculty of Arts & Science

2018 GRADUATE STUDENT COURSE INSTRUCTOR TEACHING EXCELLENCE AWARD

Laine Zisman Newman, Centre for Drama, Theatre & Performance Studies, Faculty of Arts & Science



EXTERNAL TEACHING AWARDS

2018 3M National Teaching Fellowship presented by the Society for Teaching and Learning in Higher Education to **Alison Gibbs**, Department of Statistical Sciences, Faculty of Arts and Science.

9

9 DEPARTMENTS

submitted nominations for the **2018 Graduate Student Course Instructor Teaching Excellence Award** - the most in the award's four-year history.

48

48 INSTRUCTORS

nominated a TA for the **2018 TA Teaching Excellence Award**.

499

499 STUDENTS

also submitted nominations for the **TA Teaching Excellence Award**, celebrating TAs who made a difference in their undergraduate classrooms.

80

80 TA NOMINATIONS

were considered by the selection committee for the **2018 TA Teaching Excellence Award**.

For a complete list of U of T teaching award recipients, please visit the CTSI website: <http://teaching.utoronto.ca/awards/>



APPENDICES

APPENDIX A

TEACHING ASSISTANTS' TRAINING PROGRAM (TATP)

TA DAYS

Event	Registration	Attendance	Total Att. #
Tri-Campus TA Day	247	243	98
UTM TA Day	124	136	110
UTSC TA Day 1	151	121	80
UTSC TA Day 2	73	64	88

TATP FIRST CONTRACT AND TUTORIAL WORKSHOPS

Semester	Total Workshops	Total Reg #	Total Att. #	Avg. % Att.
Summer 2017	7	41	46	112
Fall 2017	21	319	256	72.4
Winter 2018	16	348	342	65
Total	44	708	647	87

COURSE INSTRUCTOR TRAINING CAMPS

Semester	# Registered	# Attended
August 23, 2017	14	13
April 20, 2018	8	8

DEPARTMENTAL TRAINING SESSIONS

Semester	# Sessions	# Attended
Fall 2017	26	600

SUMMARY OF TATP WORKSHOPS - ST. GEORGE CAMPUS

*Average rating based on a 5-point scale

Date	# of Workshops	Total Attendance	Average % Attendance	Average % Evaluation Response	Average Overall Rating*
Spring 2017	5	99	72.8	41	3.7
Fall 2017	12	326	70.1	27.6	4.2
Winter 2018	19	402	69.3	25.3	4.2
Total	36	827	70.7	31.4	4.0

TATP WORKSHOPS - ST. GEORGE CAMPUS

*Average rating based on a 5-point scale

Bold Text = CTSI Staff

Date	Title	Facilitators	Reg. #	Att. #	Average Rating*
May 18, 2017	How Do We Ask For, Understand, and Discuss Our Evaluation Feedback?	Kosha Bramesfeld , Data Analyst, Course Evaluations Gregory Hum , Assistant Director, Teaching Assessment, CTSI	17	12	3.7
May 31, 2017	A Roundtable Discussion on Graduate Student Course Instructors, Contingent Teaching and Pedagogy	Marie Vander Kloet , Assistant Director, CTSI/TATP Michal Kasprzak , Faculty Liaison, Teaching, Learning and Technology Kathleen Ogden , TATP Curriculum Developer	18	12	3
Jun 12, 2017	Preparing Your Teaching Dossier	Marie Vander Kloet , Assistant Director, CTSI/TATP	24	19	4.4
Jun 16, 2017	Efficient and Purposeful Grading	Sandy Carpenter, TATP Humanities Summer Trainer David Chan, TATP Sciences Summer Trainer	46	29	3.5
Jun 21, 2018	Creative Pedagogical Uses of Media	Diane Michaud , Faculty Liaison, Teaching, Learning and Technology	32	27	3.7
Oct 18, 2017	Creative Pedagogical Uses of Media	Diane Michaud , Faculty Liaison, Teaching, Learning and Technology	42	33	3.2
Oct 26, 2017	Efficient and Purposeful Grading	Sandy Carpenter, TATP Humanities Coordinator Sara Mazrouei, TATP Sciences Trainer	49	33	4
Oct 30, 2017	Demystifying Library Research for Your Students	Heather Buchansky, Student Engagement Librarian, University of Toronto Libraries Timothy Neufeldt, Librarian, Reference, Instruction & Donor Relations, Faculty of Music	41	35	4.4
Nov 06, 2017	How Do We Ask For, Understand, and Discuss Our Evaluation Feedback?	Kosha Bramesfeld , Data Analyst, Course Evaluations Gregory Hum , Assistant Director, Teaching Assessment, CTSI	29	24	4.1
Nov 07, 2017	Between Myth and Reality: Teaching Presence in Higher Education	Abdullah Farooqi, TATP Humanities Trainer Alli Diskin , Program Assistant, CTSI/TATP	28	31	4.3



TATP WORKSHOPS - ST. GEORGE CAMPUS (continued)

*Average rating based on a 5-point scale

Bold Text = CTSI Staff

Date	Title	Facilitators	Reg. #	Att. #	Average Rating
Nov 08, 2017	Creating Accessible Visual Aids: An Introduction	Sandy Carpenter, TATP Humanities Coordinator Ben Poynton, Senior Coordinator, Accessibility for Ontarians with Disabilities Act (AODA)	43	24	4.8
Nov 22, 2017	Mock Academic Interview	June Larkin, Senior Lecturer in Women and Gender Studies and Equity Studies Diane Horton, Associate Professor, Teaching, Computer Science Charly Bank, Associate Professor, Teaching, Department of Earth Sciences Reinhart Reithmeier, Professor Biochemistry Joe Curnow, TATP Social Sciences Trainer Kangbin Zhou, TATP Sciences Trainer Cristina D'amico, TATP Humanities Trainer	42	30	4.4
Nov 23, 2017	Preparing Your Teaching Dossier	Marie Vander Kloet , Assistant Director, CTSI/TATP	43	34	4.8
Nov 23, 2017	Teaching a Community-Engaged Learning Course	Cristina D'Amico, TATP Humanities Trainer Jennifer Esmail, Coordinator, Academic Initiatives, Centre for Community Partnerships	44	25	3.7
Nov 28, 2017	Creating a Culture of Accessibility: An Introduction to Accessible Teaching and Learning	Marie Vander Kloet , Assistant Director, CTSI/TATP Fady Shanouda, TATP Social Sciences Coordinator	47	23	4.7
Dec 08, 2017	Navigating the TA-Course Instructor Relationship: Considerations and Strategies	Joel Rodgers, TATP Course Instructor Coordinator	50	22	4
Dec 12, 2017	Statement of Teaching Philosophy Clinic	Marie Vander Kloet , Assistant Director, CTSI/TATP Shawn Xiong, TATP Sciences Trainer	20	12	4.5
Jan 12, 2018	Brown Bag Lunch: Starting the Semester	Abdullah Farooqi, TATP Humanities Trainer	7	4	N/A
Jan 23, 2018	Equity in Your Classroom: Basic Principles	Fady Shanouda, TATP Social Sciences Coordinator Joe Curnow, TATP Social Sciences Trainer	49	39	4.5
Feb 01, 2018	Feedback on the Fly: How to Collect, Interpret, and Respond to Student Mid-course Feedback	Joel Rodgers, TATP Course Instructor Coordinator Marie Vander Kloet , Assistant Director, CTSI/TATP	37	25	3.5
Feb 06, 2018	Using Social Media as a Tool for Teaching and Learning	Sandy Carpenter, TATP Humanities Coordinator Sara Mazrouei, TATP Sciences Trainer	18	14	3.1
Feb 09, 2018	Supporting English & Multi-Language Learners in Your Classroom: TAs and Students	Kangbin Zhou, TATP Sciences Trainer Cristina D'Amico, TATP Humanities Trainer	50	35	4.3

TATP WORKSHOPS - ST. GEORGE CAMPUS (continued)

*Average rating based on a 5-point scale

Bold Text = CTSI Staff

Date	Title	Facilitators	Reg. #	Att. #	Average Rating
Feb 20, 2018	Helping Students Connect with Resources: Learning Strategists at U of T	Kathleen Ogden, Learning Strategist, Academic Success Kris Kim, Learning Strategist, Academic Success Liam O'Leary, Learning Strategist, St. Michael's College	43	25	4.5
Feb 26, 2018	Advanced Equity Pedagogies: Cultivating Equitable Interaction through Tutorial/Course Facilitation and Design	Fady Shanouda, TATP Social Sciences	37	23	4.6
Feb 27, 2018	EdTech for Engagement: Exploring Strategies and Tools	Michal Kasprzak , Curriculum Developer, TATP Mariana Jardim , Faculty Liaison, Teaching, Learning & Technology	16	13	4.5
Mar 05, 2018	Decolonizing the Syllabus	Kristen Bos, TATP Social Sciences Trainer Joe Curnow, TATP Social Sciences Trainer Shawn Xiong, TATP Sciences Trainer	14	12	4.3
Mar 06, 2018	Politicizing Sciences: Addressing Socio-Scientific Issues in University Classes	Shawn Xiong, TATP Sciences Trainer Majd Zouda, TATP Social Sciences Trainer	20	14	3.3
Mar 09, 2018	Crafting Better Classroom Experiences for Your Students	Joel Rodgers, TATP Course Instructor Coordinator	28	25	4.75
Mar 09, 2018	Fundamentals of Course Design from Outcomes to Assessments	Joel Rodgers, TATP Course Instructor Coordinator	30	34	4.9
Mar 14, 2018	Simple But Not Simplified: TAing for First and Second Year Classes	Abdullah Farooqi, TATP Humanities Trainer Laurie Drake, TATP Humanities Trainer Shawn Xiong, TATP Sciences Trainer	37	17	5
Mar 15, 2018	Brown Bag Lunch: Conflicts in Teaching and Learning	Majd Zouda, TATP Social Sciences Trainer	13	9	N/A
Mar 22, 2018	Stop Fact-Dumping, Start Story-Telling	Shawn Xiong, TATP Sciences Coordinator Kangbin Zhou, TATP Sciences Trainer Alli Diskin , Program Assistant, CTSI/TATP	50	26	3.7
Mar 28, 2018	Roundtable: Teaching in Ontario Colleges (All Disciplines)	Cristina D'Amico, TATP Humanities Trainer Professor Shawn Brake, Chair, Department of English, Centennial College Professor Christian Leveille, Department of English, Humber College Dr. Bethany Osborne, Community Worker Outreach & Development Program, Sheridan College Professor Madgin Stoica, School of Applied Computing, Sheridan College	33	17	3.8
Apr 3, 2018	Preparing Your Teaching Dossier	Marie Vander Kloet , Assistant Director, CTSI/TATP	47	31	4.4



TATP WORKSHOPS - ST. GEORGE CAMPUS (continued)

*Average rating based on a 5-point scale

Bold Text = CTSI Staff

Date	Title	Facilitators	Reg. #	Att. #	Average Rating
Apr 5, 2018	Take Risks, Teach Creativity	Sandy Carpenter, TATP Humanities Coordinator Jillian Bieser, TATP Sciences Trainer	46	28	3.8
Apr 16, 2018	Level Up Your Teaching: Games and Gamification in Higher Education	Abdullah Farooqi, TATP Humanities Trainer Kosha Bramesfeld , Data Analyst, Course Evaluations	20	11	N/A

SUMMARY OF TATP WORKSHOPS - UTSC

	# of Workshops	Total Attendance	Average % Attendance
Fall 2017	5	54	79
Winter 2018	3	38	64
Total	8	92	72

TATP WORKSHOPS - UTSC

Bold Text = CTSI Staff

Date	Title	Facilitators	Reg. #	Att. #
Sept 14, 2018	Classroom Management Strategies	Malama Tsimenis, Senior Lecturer, Centre for French and Linguistics, UTSC	7	6
Sept 26, 2018	Enhancing Students' Research Skills	Sarah Fedko, Liaison Librarian for the Centre for Teaching and Learning, UTSC Library	9	9
Oct 4, 2017	Effective and Efficient Grading	Joel Rodgers, TATP Course Instructor Coordinator Tingting Zhu, TATP Sciences Trainer	19	13
Nov 1, 2017	Creating Accessible Visual Aids: An Introduction	Sandy Carpenter TATP Humanities Coordinator Tingting Zhu, TATP Sciences Trainer	14	9
Nov 10, 2017	Building Community in Your Classes and Tutorials	Kathy Liddle, Assistant Professor, Teaching Stream, Department of Sociology, UTSC	22	17
Jan 30, 2018	Developing Your Teaching Philosophy and Dossier: A Personal Teaching Journey	Marie Vander Kloet , Assistant Director, TATP/CTSI	14	12
Feb 13, 2018	Inclusive Teaching Strategies for TAs	Tina Doyle, Director, AccessAbility, and Special Advisor to the Dean of Student Affairs on Campus-Wide Accessibility Issues Nancy Johnston, Associate Director, Centre for Teaching and Learning	11	9
Mar 20, 2018	Problem Solving for Teaching and Learning	Marie Vander Kloet , Assistant Director, TATP/CTSI David Chan, Educational Developer, CTL	13	3

SUMMARY OF TATP WORKSHOPS - UTM

* Average rating based on a 5-point scale

	# of Workshops	Total Attendance	Average % Attendance	Average % Evaluation Response	Average Overall Rating*
Fall 2017	2	14	46	11	3
Winter 2018	1	7	78	14	4
Total	3	21	62	13	3.5

TATP WORKSHOPS - UTM

* Average rating based on a 5-point scale

Bold Text = CTSI Staff

Date	Title	Facilitators	Reg. #	Att. #	Average Rating *
Oct 17, 2017	UTM: Between Myth and Reality: Teaching Presence in Higher Education	Abdullah Farooqi, TATP Humanities Trainer Alli Diskin , Program Assistant, CTSI/TATP	19	9	3
Dec 06, 2017	UTM: Good Questions, Better Discussions: How to Design and Facilitate Effective Classroom Discussions	Abdullah Farooqi, TATP Humanities Trainer	11	5	N/A
Feb 01, 2018	UTM: The Multilingual Classroom: Cultivating a Multilingual Teaching Team and Learning Community	Abdullah Farooqi, TATP Humanities Trainer Kangbin Zhou, TATP Sciences Trainer	9	7	4

MICROTEACHING SESSIONS

Date	# Registered	# Attended
May 15th, 2017 - Microteaching I	4	2
May 17th, 2017 - Microteaching II	5	3
June 1st, 2017 - Microteaching I	6	5
June 28th, 2017 - Microteaching II (UTSC)	5	5
July 11th, 2017 - Microteaching II	5	5
October 24th, 2017 - Microteaching I	6	5
November 1st, 2017 - Microteaching II	4	4
November 9th, 2017 - Microteaching I	6	5
November 13th, 2017 - Microteaching II	5	4
December 6th, 2017 - Microteaching I (UTSC)	4	2
February 7th, 2018 - Microteaching II	5	5
February 15th, 2018 - Microteaching I	6	4
March 16th, 2018 - Microteaching I	6	3
April 13th, 2018 - Microteaching II	5	4
Total	72	56



APPENDIX B

ACADEMIC & COLLABORATIVE TECHNOLOGIES (ACT)

QUERCUS: COMMUNITY CONSULTATION, TRAINING & SUPPORT

Community Consultation

Quercus Project Meetings	Number of Occurrences
Leadership Divisional Meetings	23
Divisional Information Sessions <ul style="list-style-type: none"> Brief introduction to Quercus 1-hour sessions 	24
Departmental Meetings <ul style="list-style-type: none"> Participation of 1 Quercus Core Project team member 10-15 minute presentation/discussion 	38
Academic Toolbox Stewardship and Advisory Group Meetings	Number of Occurrences
Communication Working Group	6
Training & Support Working Group	6
Integrations Group	84
Technical Working Group	8
Instructure Meetings <ul style="list-style-type: none"> Core Team meetings with the vendor 	17
Toolbox End-User Support Team (T.E.S.T)	Number of Occurrences
T.E.S.T is a tri-campus forum, with 66 members, for providers of campus/division level support of Quercus tools. T.E.S.T liaises with Academic and Collaborative Technologies and provides updates to each member's constituencies.	Weekly Meetings
Early Adopter Program - Winter 2018	
Courses	43
Instructors	32
Students	3285

Quercus Training

Session Title	Number of Sessions	Number of Attendees
Quickstart Quercus	4 (3 In-Person, 1 Online)	69
Quercus Sub-Account Training <ul style="list-style-type: none"> Training for educational technology and technical support staff who were approved for system administrative access to Quercus by their divisions 	4	49
Quickstart Quercus workshop for Institute of Health Policy, Management and Evaluation (IHPME)	1	6
Camp Quercus for U of T Ed-Techs <ul style="list-style-type: none"> 1-day long event for Educational Technology Support Staff (61 members across the University) "Train the Trainers" approach to equip staff with tools to get faculty up and running with Quercus 	1	50

Quercus Sandbox Courses

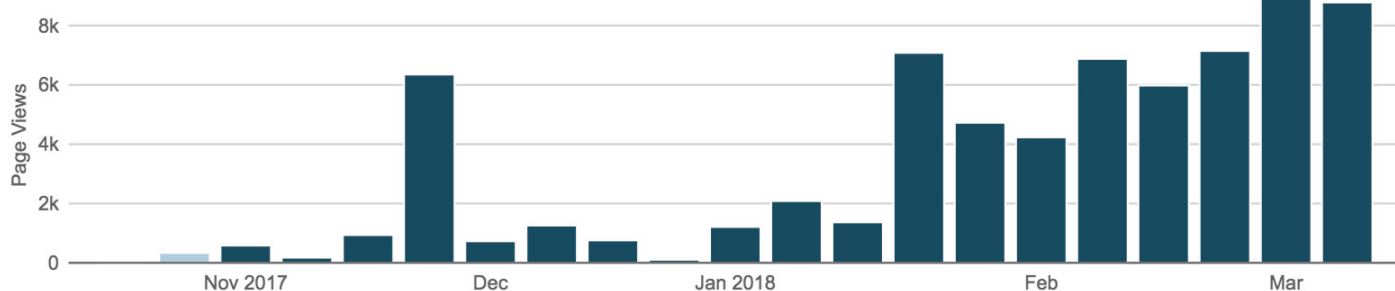
As part of Instructor training and content migration, a Quercus sandbox course was automatically created for all University of Toronto instructors in January 2018 to try out the tools and features in the course site, and begin building a fully developed course. Sandbox courses are unofficial, non-ROSI courses that do not have student enrolments. These courses are a space created for an individual instructor to experiment with a Quercus course site.

Quercus Sandbox Data (as of March 16, 2018)

17,056 Courses	931 Assignments	574 Discussion Topics	18,841 Files Uploaded	1,866 Media Recordings
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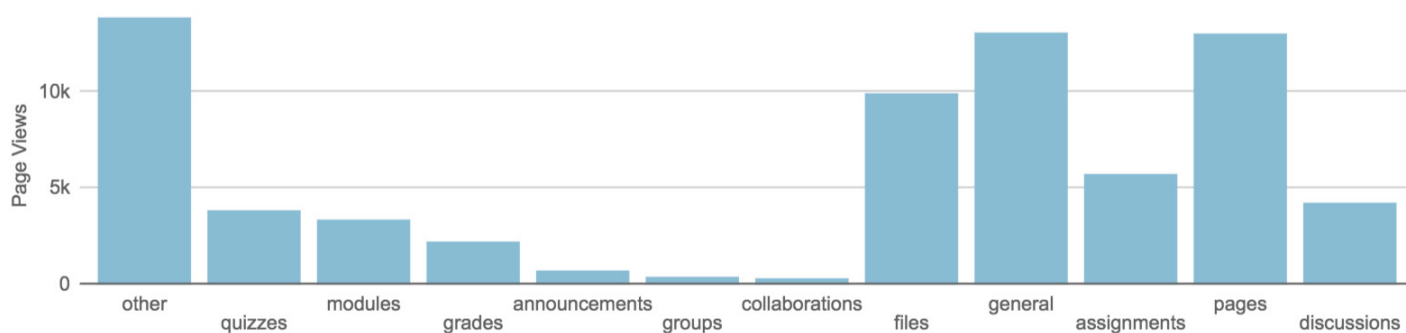
Activity by Date

Graph of student page views and participation over time



Activity by Category

Graph of student page views by category



Quercus Partnerships in Action: Documentation and Resources for the End User

Documentation created for uoft.me/qresources were developed in phases, with Phase 1 including high priority documentation which was co-developed by the members of the Training and Support Working Group, and the Toolbox End-User Support Group (T.E.S.T). Resources developed during Phase 1 included:

- Communicating with Your Students
- Exporting, Archiving & Saving Course Content from Blackboard
- Quercus Series 1: Backing Up Your Course
- Quercus Series 2: Importing into Canvas
- Quercus Series 3: Advanced Tools
- Instructor Checklist
- Student Checklist
- Announcements
- Discussions
- Modules and Pages
- Navigating Your Course
- UTSC Series

In Phase II, ACT Support team members developed documentation for integrated tools including: Blackboard Collaborate Ultra; iClicker Registration; peerScholar; WileyPlus Publisher Access; and, Turnitin. Phase III concluded the process with more resources co-developed by ACT Support and the Toolbox End-User Support Group (T.E.S.T) on topics such as: Importing Content from Portal (Blackboard) to Quercus; Add Course Staff; Quercus Course Lifecycle; Course Examples; Cross-Lifting; Inbox; Assignments; Grades; Course Roles & Permissions; Notifications; and, Mobile Apps.

"Overall, I am very happy with [Quercus] and find it to be vastly superior to our Blackboard installation. The support team has been incredibly quick and helpful, and my migration to [Quercus] has been surprisingly smooth."

-- Don Boyes, Associate Professor, Teaching Stream, Department of Geography, Faculty of Arts & Science

ACT SUPPORT INDIVIDUAL CONSULTATIONS

Total ACT Support consultations	383
Total Online Learning Strategies (OLS) consultations	800

Consultation Topics

Portal Questions

- Grade Centre/Online Grading
- Assignments and Tests
- Getting Started/Course
- Customization/Organizing Content
- Groups/Smart Views
- Portal Organizations
- Best Practices

Educational Technology Tools

- Turnitin
- Student Response Systems
- peerScholar

Instructional Technology Innovation Fund (ITIF) Support

- Online course design
- Online learning module design
- Design of a specific learning activity that is supported by educational technology
- ITIF support stream and grant information
- In-class observations

Online Learning Strategies

- Online courses
- Modules
- Open Textbook Projects
- Data-Driven Design (D3)
- Labster
- Riipen

2017/18 ACT SUPPORT WORKSHOPS

* Rating based on a 5-point scale

Bold Text = CTSI Staff

Session Title	Facilitators	Number of Attendees	Overall Rating*
Give Yourself A Portal Makeover	Mariana Jardim , Faculty Liaison, Teaching, Learning and Technology, CTSI Diane Michaud , Faculty Liaison, Teaching, Learning and Technology, CTSI	6	N/A
Find the Right Blend: Flipped and Hybrid Classrooms	Laurie Harrison , Director, Online Learning Strategies, ITS Will Heikoop , Online Learning Coordinator, CTSI Mike Kasprzak , Curriculum Developer, TATP	12	5
Online Feedback Opportunities to Support Student Learning	Mariana Jardim , Faculty Liaison, Teaching, Learning and Technology, CTSI Diane Michaud , Faculty Liaison, Teaching, Learning and Technology, CTSI Maryam, Shafiei , Faculty Liaison, Technology, CTSI	1	N/A
Spark a Discussion to Enhance Learning: Using Online Discussion Boards	Mariana Jardim , Faculty Liaison, Teaching, Learning and Technology, CTSI Diane Michaud , Faculty Liaison, Teaching, Learning and Technology, CTSI	7	3
Teaching with Media: Creative Pedagogical Uses of Media	Diane Michaud , Faculty Liaison, Teaching, Learning and Technology, CTSI Will Heikoop , Online Learning Coordinator, CTSI Wes Adams , E-Learning Builder & Media Specialist, CTSI	9	N/A
Universal Design for Learning: Engaging All Your Students	Mariana Jardim , Faculty Liaison, Teaching, Learning and Technology, CTSI Mike Kasprzak , Curriculum Developer, TATP Will Heikoop , Online Learning Coordinator, CTSI	19	3.33



2017/18 PORTAL WORKSHOPS

* Rating based on a 5-point scale

Total Portal Workshops	Number
Hands-on Training	60
Workshops	6
Total Portal sessions held	66
Total number of attendees	531
Average overall rating for Portal workshops	4.43

Portal Sessions Titles	Number of Sessions	Number of Attendees	Overall Rating*
Portal Training - Getting Started: Building Your Portal Course	12	78	4.3
Portal Training - Grade Center: Providing Feedback & Marks Online	4	16	4.4
Portal Training - Web Conferencing with Blackboard Collaborate	4 (3 In-Person, 1 Online)	16	4.6
Departmental Portal Training - Introduction to U of T's Learning Management System, Blackboard, and Turnitin.com (Political Science)	3	45	N/A
Departmental Portal Training - Blackboard Collaborate (Rotman)	1	5	N/A

2017-2018 ACT PORTAL SUPPORT CASES

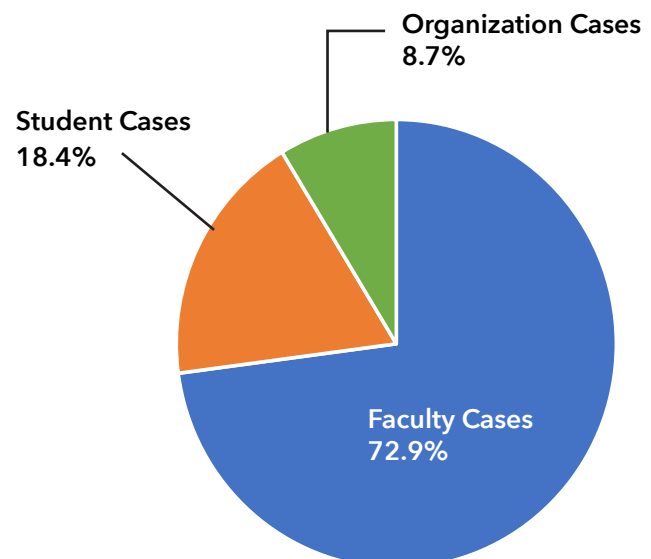
Portal Help

Total Portal help cases	4,138
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Faculty cases: 72.9%

Student cases: 18.4%

Organization requests (non course-related): 8.7%



Top 5 Requests for Total Faculty/Staff Cases Across All Divisions

Total faculty/staff support cases	3020
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Top 5 Categories (Faculty/Staff)	% of Top 5 Faculty/Staff Cases
1. Content Storage	9.9%
2. Enrolment Reactivation	7.8%
3. Manual Enrolment Request	6.3%
4. Technical Issue	5.5%
5. Content/Grade Retrieval	5.5%

Top 5 Requests Total for Student Cases Across All Divisions

Total student support cases	765
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Top 5 Categories (Students)	% of Top 5 Student Cases
1. Technical Issue	25.4%
2. Course Access	19.2%
3. Other	10.5%
4. Change Personal Information	6.1%
5. Failed Login	6%

Top 5 Divisional/Departmental Top 5 Portal Requests

Division/Department	% of Faculty/Staff Cases	Top 5 Request Category	% of the Division/Department Cases
Faculty of Arts & Science	37.5%	1. Content Storage	9.5%
		2. Enrolment Reactivation	8.2%
		3. Grade Center	6.7%
		4. Assessment Tools	6.1%
		5. ROSI Assignment/HRIS Status	6.1%
UTM	8.6%	1. Content Storage	19.8%
		2. Course Categorization	9.1%
		3. Content/Grade Retrieval	8.3%
		4. Turnitin	8.3%
		5. Integration	7.6%

Top 5 Divisional/Departmental Top 5 Portal Requests (continued)

Division/Department	% of Faculty/Staff Cases	Top 5 Request Category	% of the Division/Department Cases
Engineering	8%	1. Enrolment Reactivation	15.5%
		2. Integration	12.7%
		3. Content Storage	10.2%
		4. ROSI Assignment/HRIS Status	8.1%
		5. Course Access	6.1%
The Toronto School of Theology (TST)	6.7%	1. Manual Enrolment Request	55.1%
		2. Content/Grade Retrieval	9.3%
		3. Enrolment Reactivation	5.4%
		4. Course Access	2.9%
		5. Other	2.9%
Medicine	6.2%	1. Enrolment Reactivation	10%
		2. Content Tools	7.9%
		3. Turnitin	6.8%
		4. Content Storage	6.3%
		5. Webinar Tool	5.8%

OFFICE 365 TRAINING

In partnership with Information Technology Services (ITS), ACT Support services staff have led workshops and chaired three Office 365 sub-working groups to investigate, plan, and make recommendations on the various tools and aspects of the Microsoft Office 365 suite to the **ITS Office 365 Advisory and Implementation Working Group (AIWG)**.

Office 365 Working Subgroups

- Advisory and Implementation Working Group (Saira Mall, Member)
- Governance of Teams & Groups Sub-Working Group (Saira Mall, Chair and Maryam Shafiei, Member)
- Skype for Business Sub-Working Group (Melvin Chien, Chair)
- Sway, Delve, Planner and Yammer Sub-Working Group (Maryam Shafiei, Chair and Melvin Chien, Member)

Session Type	Session Title	Number of Sessions led by ACT Support Staff	Number of Attendees
Hands-on Training	Office 365: Getting Started (Co-hosted by ITS and CTSI)	21	135
	Office 365 Departmental Training: Getting Started (Student Life)	2	40
	Office 365 Departmental Training: Getting Started (CTSI)	1	25
	Office 365 Departmental Training: Getting Started (Rotman)	1	5

APPENDIX C

CTSI PROGRAMMING & SUPPORT

2017 COURSE DESIGN/REDESIGN INSTITUTE

Total Institute Participants: **44**

Bold Text = CTSI Staff

Date	Title	Facilitators	Reg. #	Att. #	% Att.
May 24-25, 2017	Course Design/Redesign Institute I	Megan Burnett , Associate Director, CTSI, Saira Mall , Manager, Academic & Collaborative Technology Support Jessie Richards, Curriculum Developer, Office of the Vice-Provost, Innovations in Undergraduate Education Erica Lenton, Instruction Librarian, Gerstein Science Information Centre	21	16	76%
June 14-15, 2017	Course Design/Redesign Institute II	Carol Rolheiser , Director, CTSI Laurie Harrison , Director, Online Learning Strategies Tim Neufeldt, Librarian, Faculty of Music	37	28	76%

"The most impactful change I've incorporated from the Course Design/Redesign Institute is the use of other teachers and staff as essential resources for course design and implementation. This has eliminated the solitary trial and error approach that I've used in the past, which I genuinely thought was how all teachers worked. Leaning on the knowledge and experience of others has opened up new avenues for teaching, and I've truly enjoyed joining this community of dedicated and passionate educators."

-- 2017 Course Design/Redesign Institute Participant



2017 TUNE INTO TEACHING WEEK

Total Participants: **79**

Bold Text = CTSI Staff

Date	Title	Facilitators	Reg. #	Att. #	% Att.
Aug. 30, 2017	Tune Into Teaching: Setting the Tone for Success - The First Day and Beyond	Megan Burnett , Associate Director, CTSI Andrea Graham , Faculty Liaison Coordinator, Scholarship of Teaching and Learning, CTSI	35	22	63%
Aug. 30, 2017	Tune Into Teaching: Grading - Myths and Realities	Megan Burnett , Associate Director, CTSI Saira Mall , Manager, ACT Support, CTSI	18	15	83%
Aug. 31, 2017	Tune Into Teaching: Creating More Equitable and Inclusive Classrooms - Considerations and Practices	Marie Vander Kloet , Assistant Director, TATP/CTSI Jasjit Sangha , Faculty Liaison, Teaching and Learning, CTSI	23	13	57%
Aug. 31, 2017	Tune Into Teaching: Assignment Design	Andrea Graham , Faculty Liaison, Coordinator, Scholarship of Teaching & Learning, CTSI Heather Buchansky, Student Engagement Librarian; Alexandra Motut, Assistant Professor, Teaching Stream & WIT Program	24	12	50%
Sept. 1, 2017	Tune Into Teaching: Getting Ready To Teach With Tech: Supporting Engagement and Collaboration Using Educational Technology	Saira Mall , Manager, ACT Support, CTSI Will Heikoop , Online Learning Coordinator, CTSI Mike Kasprzak , Faculty Liaison, Teaching, Learning & Technology, CTSI	26	17	65%

2018 FUNDAMENTALS OF UNIVERSITY TEACHING COURSE

Total Participants: **21**

Date	Title	Facilitators	Reg. #	Att. #	% Att.
Thursdays 1-3pm, January 25-March 22, 2018	Fundamentals of University Teaching	Susan McCahan, Professor, Faculty of Applied Science & Engineering, and Vice-Provost, Innovations in Undergraduate Education Karen Reid, Associate Professor, Teaching Stream, Department of Computer Science	24	21	87.5

Overall Course Ratings

Overall ratings based on a 7-point scale

Rating of the in-class activities*	Rating of the readings*	The relevance of this course to your development as a teacher*	The overall learning experience rating*
5.3	6.2	5.7	5.9

2018 INTEGRATED LEARNING: EXPERIENTIAL EDUCATION AT THE UNIVERSITY OF TORONTO

* Average rating based on a 5-point scale

Date	Title	Facilitators	Reg. #	Att. #	% Att.	% Eval	Av. Rating
Nov. 2, 2017	Work-Integrated Learning	<ul style="list-style-type: none"> Norah McRae, Executive Director of the Co-operative Education Program and Career Services, Director of the Office of Community-University Engagement, University of Victoria Tracey Bowen, Assistant Professor, Teaching Stream and Internship Coordinator for the Institute of Communications, Culture, Information and Technology (ICCIT) at the University of Toronto, Mississauga Ashley Stirling, Associate Professor, Teaching Stream, Faculty of Kinesiology & Physical Education, University of Toronto Susan McCahan, Professor, Faculty of Applied Science & Engineering, and Vice-Provost, Innovations in Undergraduate Education 	54	47	87%	21%	3.9
Feb. 21, 2018	Undergraduate Research	<ul style="list-style-type: none"> Connie Varnhagen, Professor and Academic Director of the Undergraduate Research Initiative, University of Alberta Steve Joordens, Professor, Department of Psychology, University of Toronto Scarborough , Director of the Advanced Learning Technologies Lab Ira Wells, Undergraduate Research Program Coordinator, Victoria College, and Project Manager, Jackman Scholars-in-Residence program, University of Toronto Susan McCahan, Professor, Faculty of Applied Science & Engineering, and Vice-Provost, Innovations in Undergraduate Education 	45	34	76%	12%	4.5
April 4, 2018	Community-Engaged Learning	<ul style="list-style-type: none"> Susan Nesbit, Professor of Teaching, Department of Civil Engineering, Faculty of Applied Science, University of British Columbia Ahmed Allahwala, Associate Professor, Teaching Stream, Department of Human Geography, & Special Advisor to the Dean on Experiential Education, University of Toronto Scarborough Isabelle Kim, Director, Centre for Community Partnerships, University of Toronto Jennifer Esmail, Research Officer, Experiential Learning, Office of the Dean, Faculty of Arts and Science Susan McCahan, Professor, Faculty of Applied Science & Engineering, and Vice-Provost, Innovations in Undergraduate Education 	35	29	83%	24%	4.6

"I had been thinking about simulating experiments and the research process in the classroom for some time and this session helped energize and focus me."

-- 2018 Integrated Learning: Undergraduate Research Participant



12TH ANNUAL TEACHING & LEARNING SYMPOSIUM

* Average rating based on a 5-point scale

Reg #	Att #	%	Eval #	Eval %	Overall Rating
355	287	80.8%	76	21.4%	4.2

"I truly appreciate the opportunity to connect with colleagues and to reflect on my teaching. Thank you for organizing!"

-- 2018 Teaching & Learning Symposium Participant

2017/18 CTSI WORKSHOPS

* Average rating based on a 5-point scale

Bold Text = CTSI Staff

Total Number of CTSI Workshop Offerings	16
Total Number of CTSI Workshop Participants	238
Average CTSI Workshop Rating	4.1

Date	Title	Facilitators	Reg. #	Att. #	% Att.	% Eval	Av. Rating
June 9, 2017	Strategies for Writing an Effective Teaching & Learning Grant	Avi Hyman , Director, Academic Technologies Susan McCahan, Vice Provost, Innovations in Undergraduate Education Carol Rolheiser , Director, CTSI and Professor, OISE	20	16	80%	N/A	N/A
Aug. 15, 2017	Strategies for Writing an Effective Teaching & Learning Grant	Avi Hyman , Director, Academic Technologies Susan McCahan, Vice Provost, Innovations in Undergraduate Education Carol Rolheiser , Director, CTSI and Professor, OISE	48	34	71%	N/A	N/A
Aug. 17, 2017	CTSI Instructor Summer School	Marie Vander Kloet , Assistant Director, TATP/CTSI Kathleen Ogden , Curriculum Developer, Teaching Assistants' Training Program	23	18	78%	N/A	N/A
Sept. 26, 2017	Symposium Express: Introducing "Learning How to Learn" Principles in a Third-Year Classroom	Tanya Kirsch, Assistant Professor, Teaching Stream, Management, UTM	26	10	38%	N/A	N/A
Oct. 2, 2017	Demystifying the Dossier Series: Demonstrating and Capturing Teaching Success	Megan Burnett , Associate Director, CTSI Marie Vander Kloet , Assistant Director, TATP/CTSI	30	15	50%	33%	4.4

2017/18 CTSI WORKSHOPS (continued)

* Average rating based on a 5-point scale

Bold Text = CTSI Staff

Date	Title	Facilitators	Reg. #	Att. #	% Att.	% Eval	Av. Rating
Oct. 5, 2017	Creating More Equitable Classrooms: Lunch and Learn	Marie Vander Kloet , Assistant Director, CTSI Jasjit Sangha , Faculty Liaison, CTSI	11	5	45%	N/A	N/A
Nov. 21, 2017	Creating an Equitable Classroom: Lunch & Learn	Marie Vander Kloet , Assistant Director, CTSI Jasjit Sangha , Faculty Liaison, CTSI	11	10	91%	N/A	N/A
Nov. 28, 2017	Demystifying the Dossier Series: Working With Your Course Evaluations	Greg Hum , Assistant Director, Teaching Assessment, CTSI Kosha Bramesfeld , Data Analyst, Course Evaluations, CTSI	19	11	58%	36%	3.5
Dec. 14, 2017	Best Practices in Graduate Supervision: Setting Your Students Up for Success Co-presented with the School of Graduate Studies	Carol Rolheiser , Director, CTSI Luc De Nil, Vice-Dean, Students, School of Graduate Studies Megan Burnett , Associate Director, CTSI	41	25	61%	N/A	N/A
Jan. 26, 2018	Creating More Equitable Classrooms: Lunch and Learn	Marie Vander Kloet , Assistant Director, TATP/CTSI Jasjit Sangha , Faculty Liaison, Teaching and Learning, CTSI	14	10	71%	N/A	N/A
Feb. 13, 2018	Demystifying the Dossier Series: Putting it into Words,: Drafting Your Statement of Teaching Philosophy	Megan Burnett , Associate Director, CTSI	26	18	69%	28%	4
Feb. 26, 2018	Equity Roundtable Discussion - Responding to the Truth and Reconciliation Commission Calls to Action	Jonathan Hamilton-Diabo, Director of Indigenous Initiatives Kristen Bos, PhD Candidate, Department of Anthropology Shannon Simpson, Acting Director, Office of Aboriginal Student Services Susan Hill, Director, Centre for Indigenous Studies and Associate Professor, Indigenous Studies & Department of History <u>Hosted by:</u> Marie Vander Kloet , Assistant Director, CTSI/TATP and Jasjit Sangha , Faculty Liaison, Teaching and Learning, CTSI	43	30	70%	43%	3.7
March 14, 2018	Developing Effective Learning Outcomes	Jessie Richards, Curriculum Developer, Office of Vice-Provost, Innovations in Undergraduate Education	15	7	47%	71%	4.2
March 22, 2018	Creating an Equitable Classroom: Lunch & Learn	Marie Vander Kloet , Assistant Director, TATP/CTSI Jasjit Sangha , Faculty Liaison, Teaching and Learning, CTSI	9	6	67%	N/A	N/A
April 11, 2018	Demystifying the Dossier Series: Preparing Your Teaching Dossier	Megan Burnett , Associate Director, CTSI	27	20	74%	40%	4.5



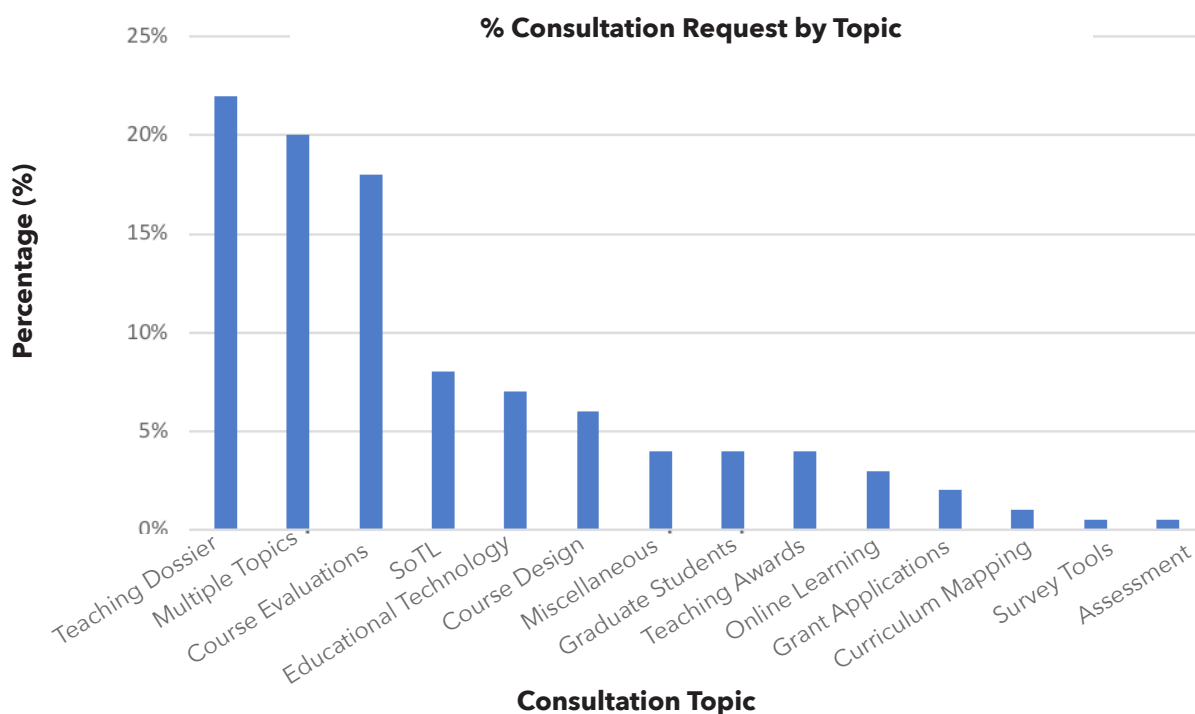
CTSI INTERNAL FACULTY CONSULTATIONS

Total CTSI Consultations	214* <ul style="list-style-type: none"> • Including 52 Teaching Dossier consultations (each involves numerous interactions) • Representation from 19 U of T divisions/units
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* This does not include the significant number of support requests received through personal e-mail accounts.

Division	Total
Arts & Science	54
Kinesiology and Physical Education	3
OISE	17
Nursing	8
Dalla Lana School of Public Health	12
Applied Science and Engineering	6
Rotman School of Management	2
Law	4
iSchool	8
Social Work	5

Division	Total
Medicine	16
Architecture, Landscape and Design	3
Music	5
Dentistry	2
Pharmacy	3
University of Toronto Mississauga	16
University of Toronto Scarborough	9
Academic Campus Events	1
Centre for Study of Pain.	1
External	37



CTSI IN-CLASS OBSERVATIONS

Total 2017/18 In-Class Observations	9
Arts & Science	6
Nursing	2
Dalla Lana School of Public Health	1

Total 2017/18 In-Class Observations by instructor appointment	
Assistant Professor	6
Assistant Professor, Teaching Stream	3

APPENDIX D

CTSI COMMUNICATIONS

VIDEO PRODUCTION

Total Number of CTSI Videos	18
Total Number of CTSI Video Participants	29
Total Number of CTSI Video Views	1,803
<ul style="list-style-type: none"> Most viewed video: Welcome to Quercus (730 views) 	

Video Title	Participants/Partners
Engaging Students: Flipping the Classroom with Michelle French	Michelle French, Dept of Physiology
University of Toronto Tri-Campus TA Day 2017	TATP Coordinators and Trainers: David Chan, Sandy Carpenter, Abdullah Farooqi, Majd Zouda
TATP Certificate Program	TATP Trainers: Cristina D'Amico, Tingting Zhu, Sara Mazrouei, Abdullah Farooqi
TATP Microteaching Sessions	TATP Coordinators and Trainers: Joel Rodgers, Joe Curnow, Majd Zouda, Sandy Carpenter
2016-2017 University of Toronto Teaching Fellow, Teresa Kramarz – End-of-Term Interview	Teresa Kramarz, Munk School of Global Affairs
TATP Shorts: 1-Minute Paper with Abdullah Farooqi	TATP Trainer: Abdullah Farooqi
TATP Shorts: Active Learning Strategies with Darius Rackus and Abdullah Farooqi	TATP Trainers: Darius Rackus and Abdullah Farooqi
TATP Shorts: Jigsaw Teamwork with Darius Rackus	TATP Trainer: Darius Rackus
Academic Toolbox Renewal – University of Toronto	Susan McCahan, VP-IUE Janice Patterson, CTL, UTSC Jan Mahrt-Smith, Rotman
Quercus: The University of Toronto's NEW Learning Management Engine	Susan McCahan, VP-IUE Contest Winners: Kenneth Holyoke, Saski Gjelsvik
TATP Talks: Using Multimedia in Teaching Labs and Practicals	TATP Trainers: Shawn Xiong, Tingting Zhu, Kangbin Zhou, Jillian Bieser
Experience: Work-Integrated Learning at the University of Toronto	Norah McRae, University of Victoria Tracey Bowen, CCIT Ashley Stirling, KPE
P2P: Peer Mentoring at the University of Toronto	Andy Dicks, Chemistry Anne Simmonds, Nursing
Invitation for Applications 2018-2019 – PASS Program: Partnership for Academic Student Success	Julie Hannaford, Deputy Chief Librarian Timothy Neufeldt, Faculty of Music Librarian Heather Buchansky, Student Engagement Librarian
TATP Creative Teaching Strategy #1: "Storytelling"	TATP Trainer: Shawn Xiong
TATP Creative Teaching Strategy #2: "Involving students in Tutorial Planning"	TATP Coordinator: Joel Rodgers



TATP Creative Teaching Strategy #3: "Rhizomatic Syllabus"	TATP Trainer: Fady Shanouda
TATP Creative Teaching Strategy #4: "Snowball Active Learning Technique"	TATP Coordinator: Sandy Carpenter

Most viewed ACT Support Videos

Video title
Turnitin in the Learning Portal
Making Your Course Available to Students
Adding Course Staff to Your Course
Downloading Your Class List
Creating a Content Item

CTSI NEWSLETTER AND SoTL LISTSERV

List	2017/2018 Subscribers	2017/2018 Average Open Rate	2017/2018 Average Click Rate
SoTL List-serv	275	N/A	N/A
CTSI Newsletter	1818 (up 5.14% from last year)	39.84%	5.49%
TATP Newsletter	997	28.85%	4.70%

TWITTER

Total Followers: 1,499 (up from 1,355 last year)

Likes (month average): 28

Retweets (month average): 18

Links clicked (month average): 46

Replies (month average): 1.5

Highest number of organic impressions: 3,861 (May 1, 2017). Attendees engaging during the Teaching & Learning Symposium. On any other given day, organic impressions usually range from 300-1,000.

WEBSITES

Overall Website Behaviour

	CTSI Website	TATP Website	Teaching & Learning Symposium Website	Course Evaluation Website	RE:THINK Website
Pageviews	171,756	124,111	6,989	1,391,312	2,993
Users	139,292	90,547	5,542	1,299,047	1,008
Average session	1:47	1:25	2:11	0:41	1:53
Peak Time	March, 2018	Late August/September	May 1, 2017 (TLS) and April 5, 2018 (when registration opened)	Beginning of December 2017, beginning of April 2018 (when student windows are open)	January 2018 (when new story published)
Most Visited Pages	Learning Outcomes, Events, Documenting Teaching	Events, TA Awards, Student Nomination Form, Certificate Program, St. George Workshops	Call for Proposals, Full Agenda, Registration	Faculty and Admin: Assessing and Understanding your Report; Students: Important Dates	Mapping the History of Sex Work in Canada; Digital Humanities Network; Architecture of Active Learning; Supporting Innovation at U of T

CTSI EXTERNAL CONSULTATIONS

CTSI staff continued to connect and collaborate with colleagues across various national and international educational institutions. Topics of discussion varied, including discussions focused on U of T's Course Evaluation Framework (policy, process, and/or the Blue system); blended learning; TA professional development; professional development models for teaching staff; supporting faculty in teaching innovation; CTSI Academic Advisory Committee; instructional technology; Fundamentals of University Teaching course; large-class teaching; academic program/curriculum renewal; business and support model for online programs; the Scholarship of Learning; promotion, reward and recognition of good learning/teaching; and, evaluation/assessment.

A total of **37 External Consultations** were conducted including presentations for delegations/individuals from:

- Institutions across Canada including The Université de Montréal, University of British Columbia, University of Guelph, University of Ottawa, and University of Alberta
- Australia
- Egypt
- England
- Qatar
- Singapore
- South Africa
- Taiwan
- United States



APPENDIX E

COURSE EVALUATIONS

	Unique Faculty Reports	Approximate Unique Courses Evaluated	Approximate Students Invited	Evaluation Windows
Summer 2017	36	1,236	62,006	53
Fall 2017	44 (including Medicine)	4,252	241,185	41
Winter 2018	52 (including Medicine)	5,306	284,214	41
Total for year	132 (*pending completion of Winter 2018 evals)	10,794	587,405	135

Number of Divisions the Course Evaluation Framework has been implemented in:

- 19 individual divisions – this number treats divisions with undergraduate and graduate as separate entities
- 13 divisions – this number groups divisions with Undergraduate and Graduate into a single entity
- Implemented in the 2017-2018 academic year:
 - Medicine Grad – added unit-level items
 - Kinesiology – added divisional items

Continued implementation in the 2017-2018 academic year:

- Pharmacy – added program-specific items; added divisional items
- Dentistry – added 3rd year courses; added divisional items

COURSE EVALUATIONS SUPPORT CASES

(via Fogbugz case management platform)

Total Course Evaluation Support Cases: 666*

Query Type	% of Cases
Academic Assistance	6.01%
Errors	6.76%
Feedback	4.50%
General Inquiry & Assistance	28.23%
Technical Access	18.92%
Technical Assistance	34.98%
Undecided	0.60%

* This does not include the significant number of support requests the Course Evaluation team continue to receive on a regular basis to our personal e-mail accounts.

Breakdown by School of Course Evaluation Support Cases	Number of Cases	% of Cases
Dalla Lana School of Public Health	2	0.3%
Factor-Inwentash Faculty of Social Work	5	1%
Faculty of Applied Science and Engineering	59	9%
Faculty of Arts and Science (includes Colleges)	243	36%
Faculty of Dentistry	9	1%
Faculty of Information (iSchool)	5	1%
Faculty of Kinesiology and Physical Education	3	1%
Faculty of Medicine	3	1%
Faculty of Music	1	0.2%
John H. Daniels Faculty of Architecture, Landscape, and Design	3	1%
Joseph L. Rotman School of Management	2	0.3%
Lawrence S. Bloomberg Faculty of Nursing	6	1%
Leslie L. Dan Faculty of Pharmacy	2	0.3%
Ontario Institute for Studies in Education	67	10%
Other	1	0.2%
School of Continuing Studies	1	0.2%
School of Graduate Studies	2	0.3%
University of Toronto Mississauga	64	10%
University of Toronto Scarborough	39	6%
Unknown	149	22%
Grand Total	666	100%

User Type	% of Cases
Dean/Chair	3.15%
External	0.75%
Instructor	41.29%
Staff	17.27%
Student	30.63%
Unknown	6.91%

* This does not include the significant number of support requests sent directly to Course Evaluation staff personal e-mail accounts.

APPENDIX F

PUBLICATIONS, PRESENTATIONS AND AWARD FUNDING

External Presentations

- Acker, S., McGinn, M. Wagner, A., & **Vander Kloet, M.** (2017, May). *What does SSHRC want?* Paper presented at the Canadian Society for the Study of Higher Education at the Congress of the Social Sciences and Humanities, Ryerson University, Toronto, ON.
- Anstey, L., Bortolin, K., Freeman, T., Funk, M., Holmes, T., Maloley, C., Moore, A., Scow, S., Nu'yam'tsa, Scow, S., Taylor, R., **Vander Kloet, M.**, & Xulsimalt. (2018, February 14). *Engaging with truth and reconciliation: Thinking through the role of educational developers as allies in responding to the calls to action.* Preconference workshop delivered for the Educational Developers Caucus Conference, University of Victoria, Victoria, BC.
- Burnett, M. & Hum, G.** (2017, May). Engaging the campus community in online teaching evaluation. Workshop presented at the International Forum on Teaching Evaluation, Windsor, ON.
- Burnett, M. & Rolheiser, C.** (2017, June). Faculty mentoring for teaching: What do we know and what are we doing about what we know? [Webinar]. For *Council of Ontario Educational Developers* (COED).
- Fukuzawa, S., Caldecott, M., **Vander Kloet, M.**, Frake-Mistak, M., & Cassidy, A. (2017, October). *SoTL aspirations: Multidisciplinary writing groups as an entrance into the practice of SoTL for contingent instructors.* Poster presented at the International Society for the Scholarship of Teaching and Learning conference at the University of Calgary and Mount Royal University, Calgary, AB.
- Heikoop, W.** (2017, October). Implementing online training for remote faculty development: Tips, Strategies and lessons learned. Workshop presentation at the Learning Technologies Symposium, McMaster University, Hamilton, ON.
- Hum, G., Bramesfeld, K. & James, V.** (2017, August). *Response rates: Drawing insights from this (not so) simple metric.* Research presented at the Bluenotes Americas Conference, Louisville, KY, USA.
- Irani, A. & **Kasprzak, M.** (2017, April). *The UT SoTL community: Technology & pedagogy partnerships.* Presented at the 9th Annual Celebration of Teaching and Faculty Showcase at the University of Toronto Scarborough, Toronto, ON.
- James, V. & Hum, G.** (2017, August). *A tale of two faculties: Course evaluation implementation at a large university, a study of contrasts and lessons learned.* Presented at the Bluenotes Americas Conference, Louisville, KY, USA.
- James, V. & Hum, G.** (2018, January). *A tale of two faculties: Course evaluation implementation at a large university: A study of contrasts and lessons learned* [Webinar].
- Kasprzak, M.** (2017, June). *Online training for teaching assistants: Opportunities and challenges.* Presented at the Society for Teaching and Learning in Higher Education at Dalhousie University and Saint Mary's University, Halifax, NS.
- Kasprzak, M.** (2017, August). *Developing online training modules on a shoestring budget: (Relatively) simple online instructional content.* Presented at the 4th Annual Digital Pedagogy Institute at Brock University, St. Catharines, ON.

- Najafi, H., **Harrison, L., Rolheiser, C., & Heikoop, W.** (2017, May). *A learner-centred perspective on achievement in Massive Open Online Courses*. Research presentation at the Canadian Society for the Study of Higher Education (CSSHE) Annual Conference, Ryerson University, Toronto, ON.
- Najafi, H., **Harrison, L., Rolheiser, C., & Heikoop, W.** (2018, April). *Learner progress in Massive Open Online Courses (MOOCs): A person-oriented perspective*. Roundtable presentation at the American Educational Research Association Annual Conference, New York, NY.
- Najafi, H., **Rolheiser, C., Harrison, L., & Heikoop, W.** (2018, March). *Help-seeking behaviours in discussion forums*. Poster presentation at the Coursera Partners Conference, Arizona State University, Tempe, AZ.
- Rolheiser, C., Burnett, M., Hum, G., Graham, A., & McCloy, C.** (2017, October). *Expanding the SoTL landscape: Using a study on mentoring for teaching to mobilize new research and practices*. Presented at the International Society for the Scholarship of Teaching & Learning (ISSoTL) Conference, Calgary, AB.
- Rolheiser, C., Hum, G., Burnett, M.,** Hamilton, B., & Graniero, P. (2017, October). *Student ratings of instruction (SRI): Mediating the process, maximizing interpretive power and magnifying SoTL possibilities*. International Society for the Scholarship of Teaching and Learning (ISSOTL) Conference, Calgary, AB.
- Vander Kloet, M.,** Bloch-Schulman, S., Chick, N., Hewson, K. & Easton, L. (2017, October). *Feminist, anti-racist and anti-colonial scholarship of teaching and learning?: Creating sites and spaces for critical engagement in teaching and learning work, research and culture*. Panel organizer and presenter at International Society for the Scholarship of Teaching and Learning (ISSoTL) conference at the University of Calgary and Mount Royal University, Calgary, AB.
- Vander Kloet, M., Kasprzak, M. & Diskin, A.** (2017, October). *Amongst a sea of data: Telling meaningful stories from our programming*. Paper presented at the International Society for the Scholarship of Teaching and Learning (ISSoTL) conference at the University of Calgary and Mount Royal University, Calgary, AB.

Publications

- Centre for Teaching Support & Innovation (2017). *Peer-to-Peer mentoring for teaching pilot report*. Toronto, ON: Centre for Teaching Support & Innovation, University of Toronto.
- Greene, **M., Vander Kloet, M., & Kasprzak, M.** (2018, April). No more horror stories: Reimagining graduate student supervision. University Affairs. p. 48. <https://www.universityaffairs.ca/career-advice/career-advice-article/reimagining-graduate-student-supervision/>
- Najafi, H., **Rolheiser, C.,** Håklev, S., & **Harrison, L.** (2017). Variations in pedagogical design of Massive Open Online Courses (MOOCs) across disciplines. *Teaching & Learning Inquiry: The ISSOTL Journal*, 5(2), 47-64. <http://tlijournal.com/tli/index.php/TLI/article/view/100>
- Rolheiser, C.** (2017). Good teaching. In D. Booth and R. Coles (Eds.), *What is a "Good Teacher?"* (90-91). Markham, ON: Pembroke Publishers.
- Teaching Assistants' Training Program. (2017). *TATP course design guide*. Toronto, ON: Centre for Teaching Support & Innovation, University of Toronto.
- Teaching Assistants' Training Program (2017). *Mini-assessment writing guide*. Toronto, ON: Centre for Teaching Support & Innovation, University of Toronto.



Research Grants

- Collaborator with the University of Windsor for successful SSHRC Connections Grant: **Enhancing the Teaching Culture: Evaluation and Recognition of Teaching**. \$25,000 (January 2017)

Principle Investigator: Erika Kustra, Windsor

Co-Investigators: Jessica Raffoul, Windsor; Bev Hamilton, Windsor; Phil Graniero, Windsor

Collaborators: Alan Wright, Windsor; Judy Ableser, Oakland; Laura Winer, McGill; **Carol Rolheiser**, University of Toronto; **Megan Burnett**, University of Toronto.

Achievements this past year from the grant include the following, with input from collaborators:

1. International Forum on Teaching Evaluation held at the University of Windsor for 219 people (May 1-2, 2017), where a team from CTSI presented/participated (see above under presentations)
 2. A SSHRC Connection Grant Report submitted in December 2017
- 2017 University College London (UCL) - University of Toronto (U of T) Joint Call for Collaborative Projects and Exchange Activities: **Connecting Curriculum Change and Education Enhancement at UCL and U of T**.

Requested: \$28,000 (September 2017)

Principle Investigators: Dr. Brent Carnell, UCL; **Professor Carol Rolheiser and Dr. Laurie Harrison**, U of T. Outcome: Not funded this round

CTSI EXTENDS THANKS!

2017-2018 CTSI ACADEMIC ADVISORY COMMITTEE

Aarthi Ashok, Associate Professor, Teaching Stream, Department of Biological Sciences, University of Toronto Scarborough

Megan Burnett, Associate Director, CTSI

Alana Boland, Associate Dean Teaching and Learning, Faculty of Arts & Science

Andy Dicks, Associate Professor, Teaching Stream, Department of Chemistry, Faculty of Arts & Science

Amy Dionne, Executive Manager, Academic Development & Operations, Centre for Faculty Development

Indigo Esmonde, Associate Professor, Curriculum, Teaching and Learning, Ontario Institute for Studies in Education (OISE)

Greg Evans, Professor, Chemical Engineering & Applied Chemistry, Faculty of Applied Science & Engineering

Abdullah Farooqi, PhD Candidate, Department of History and the Anne Tanenbaum Centre for Jewish Studies, Faculty of Arts & Science

Emily Greenleaf, Program & Faculty Development Consultant, Office of the Vice-Provost, Faculty & Academic Life

Julie Hannaford, Deputy Chief Librarian, U of T Libraries

Will Heikoop, Online Learning Coordinator, CTSI

Diane Horton, Acting Director, (Jan.-June, 2018), CTSI

Susan McCahan, Vice-Provost, Innovations in Undergraduate Education

June Larkin, Associate Professor, Teaching Stream, Equity Studies and Women & Gender Studies Institute, Faculty of Arts & Science

Mary Pugh, Professor, Department of Mathematics Acting Vice-Dean, Undergraduate & International Faculty of Arts & Science

Carol Rolheiser, Director (on leave, Jan. - June, 2018), CTSI

Tyler Tokaryk, Associate Professor, Teaching Stream, Director, Robert Gillespie Academic Skills Centre University of Toronto Mississauga





INTERSECTIONS

2017-2018 Annual Report for the
Centre for Teaching Support & Innovation

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