

**2018-19**

# INTERSECTIONS

## CTSI ANNUAL REPORT



### Questions

- Can students and faculty work in partnership to revise learning assessments?
- How does the student-faculty collaboration process influence professional identity and practice?

### Methods

**Collaborative Inquiry:**  
A collaborative process of systematic inquiry focused on examining pedagogical practices to improve educational outcomes for students

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(Revised) learning assessments:  
• 2017: 3-part scaffolded assignment, graded  
• 2018: 8 reflective journal submissions, non-graded

### CLAD

**Student involvement:**

- Focus Group (n=8)
- World Café
- Team Meetings

**Sharing findings:**

- Scholarship (poster and manuscript)



### Next steps...

- Revise 2019 learning assessments using World Café findings and student feedback
- Measure effectiveness of learning assessments in promoting understanding of professional identity using pre- and post-course survey of 2019 NUR351 students
- Develop program of research in area of CLAD quality improvement

3. Resulted in curriculum that strengthens links between academia and the world of practice/work

### Perspectives on the collaboration

"CLAD required dialogue, vulnerability and identifying

"Helped me engage students surrounding nursing"

"Provided opportunity and voicing student

"Power sharing was the most challenging and rewarding of CLAD leading

# CTSI ANNUAL REPORT 2018/2019

# INTERSE



The Centre for Teaching Support & Innovation (CTSI) provides leadership in teaching and learning at the University of Toronto and provides support for pedagogy and pedagogy-driven instructional technology for all teaching staff and teaching assistants (primarily through the Teaching Assistants' Training Program) across the university's campuses and divisions.



**LEGEND:**

ACT: Academic and Collaborative Technology  
FAS: Faculty of Arts & Science  
FASE: Faculty of Applied Science & Engineering  
ITS: Information Technology Services  
OISE: Ontario Institute for Studies in Education

SGS: School of Graduate Studies  
SoTL: Scholarship of Teaching & Learning  
TATP: Teaching Assistants' Training Program  
UTM: University of Toronto Mississauga  
UTSC: University of Toronto Scarborough



# LECTIONS

## CTSI ANNUAL REPORT

### Table of Contents

Welcome - Director's Message ..... 4

Course Evaluations ..... 6

Academic & Collaborative Technologies ..... 8

Scholarship of Teaching & Learning ..... 10

Teaching Assistants' Training Program ..... 12

Programming and Communications ..... 14

Celebrating Teaching ..... 16

**APPENDICES**

A: Course Evaluations ..... 18

B: Academic & Collaborative Technologies ..... 21

C: Teaching Assistants' Training Program ..... 27

D: Programming & Communications ..... 34

E: Consultations ..... 42

F: Publications, Resources, Reports & References ..... 44

G: Presentations ..... 46



# WELCOME

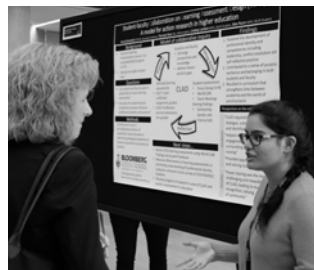
## Director's Message

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Each year as we prepare our Annual Report, we take time to reflect on all we have accomplished and focus on our goals and priorities for the upcoming year. This year, however, this reflective process is even more pronounced as we celebrate many important initiatives and two important milestones for both the Centre for Teaching Support & Innovation (CTSI) and the Teaching Assistants' Training Program (TATP).

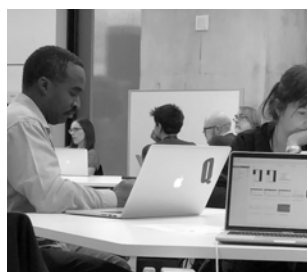
First of all, in 2019 we celebrated **CTSI's 10th anniversary** and our role in the ever growing, ever developing teaching and learning community at U of T. Over this past decade, CTSI has had the pleasure and honour of working with so many of you to enhance teaching effectiveness and the student experience, to support new innovations and ideas, and to build an engaged and vibrant learning community. Over ten weeks, we honoured and featured themes and accomplishments from the past decade in our newsletter and on our website entitled "CTSI 10: Then and Wow!" (see sidebar). This milestone culminated in a celebration at this year's Teaching and Learning Symposium - *Learning Spaces + Places* - held at the Desautels Centre for Integrative Thinking on May 28th. With 360 attendees (faculty, librarians, staff and students) from across the University, our presenters shared their expertise and research resulting in a productive day of learning. The day included a morning plenary, 23 concurrent sessions, a culminating poster session (featuring members of CTSI's inaugural Scholarship of Teaching and Learning Cohort and past recipients of the Learning and Education Advancement Fund and the Instructional Technology Innovation Fund) and a Provostial-hosted reception. A key theme that emerged from our Symposium and celebration is that we are all stronger when we work together.

The full implementation of our new technology toolbox and learning management engine,



### CTSI 10: THEN AND WOW!

- Quercus
- Partnerships Across U of T
- Course Evaluation Framework
- Programming, Outreach and Professional Development
- Teaching Assistants' Training Program
- New and Evolving Spaces
- Celebrating Teaching Excellence
- Online Learning at U of T
- Global Connections
- U of T's Teaching and Learning Community



**Quercus**, in Fall 2018 involved all members of our CTSI team, whether through providing resources and support for faculty and graduate students teaching with Quercus, communicating the step-by-step integration plan and available tools for the new academic toolbox, or integrating and supporting online course evaluation content into the platform. The Academic and Collaborative Technologies (ACT) team provided leadership, training and technical support for the university throughout the process and continue to do so. This implementation was truly a university-wide effort, and the success of the rollout in such a large university as ours, is a reflection of the care and commitment of so many.

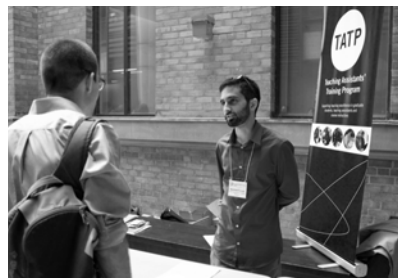




CTSI, and U of T, continues to position itself as a leader in the assessment of teaching, and to highlight the role that course evaluations play as one source of data in the improvement of teaching. Following many requests for external consultation regarding course evaluations, in October 2018 CTSI was pleased to host the first **Course Evaluation Institute**, bringing together 48 participants from 21 Canadian and international institutions to share research and best practices over a two-day period. All participants highly valued the collective learning and CTSI will continue to host this bi-yearly Institute.

As CTSI has grown, so has our engaged teaching and learning community. We are constantly assessing our programming and support mechanisms to determine how best to meet the needs of our faculty. This year, in our quest to develop a comprehensive, evidence-based program on teaching effectiveness that could build on our long-running *Fundamentals of University Teaching* course, we partnered with the Association of College and University Educators (ACUE) for the **Course in Effective University Teaching Practice**, a year-long program that is endorsed by the American Council on Education. After extensive planning we were excited to launch this certificate program in June 2019 with 45 tenure-stream and teaching-stream faculty members!

A second important milestone in 2019 was the **20th anniversary of the Teaching Assistants' Training Program**, the peer-training program providing pedagogical support for graduate students and teaching assistants on all three campuses. To get a sense of the journey of past TATP staff and students, we invited former staff members to respond to a questionnaire about how working with the TATP affected their work and careers, whether or not they remained in the academy or followed other career paths. It has been inspiring to see how the TATP has impacted teaching, research, business and innovation around the globe.



And finally, the start of this year - 2019-2020 - will include a focus on a range of priorities that we are excited about, such as our continued partnership with Academic and Campus Events (ACE) and Student Life's Innovation Hub, to assess ways to support teaching and learning in the many new U of T active learning classrooms, as part of the *Transforming the Instructional Landscape* (TIL) project. We will also be contributing to the university-wide **Teaching Support External Review** process led by Susan McCahan, Vice-Provost, Innovations in Undergraduate Education. The process will no doubt surface the many ways that teaching culture continues to be strengthened across our university, and how together we can continue to build a culture of continuous improvement.

As you review this CTSI 2018-2019 Annual Report I hope that you will discover information that connects to your interests, surprises you, and possibly, inspires you. It continues to be a privilege for our CTSI team to work with all of you in creating the vibrant, innovative, and committed teaching and learning community that is U of T.

Carol Rolheiser, Director, Centre for Teaching Support & Innovation (CTSI) and Professor, Department of Curriculum Teaching and Learning, OISE



Course Evaluation Institute participants, October 2018

# 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 program, curriculum and course review, and to provide members of the university community, including students, with information about their learning experiences at the University. Through the ongoing Course Evaluation Framework implementation, the CTSI Course Evaluation team provides guidance and facilitation for item design, technical and data support, and guidance around the educational uses of course evaluation data. As of this year, the framework is in place in 13 divisions across the University. For course evaluation metrics see Appendix A.

## HIGHLIGHTS

### RESOURCES

The Course Evaluations team continues to develop valuable resources for a range of audiences, including academic administrators, staff, instructors and students. These resources support the work of course evaluations at the University in multiple ways including ensuring the smooth technical operation of the course evaluation system, as well as guiding the valid interpretation and use of course evaluations.

This year, CTSI published the *University of Toronto Course Evaluation Interpretation Guidelines for Academic Administrators*, which aims to enable consistency and increase transparency in how evaluations are interpreted across the institution, aligning with teaching evaluation policies at U of T. This guide gives practical recommendations for critical evaluation processes based on analyses outlined in CTSI's 2018 report, *University of Toronto's Cascaded Course Evaluation Framework: Validation Study of the Institutional Composite Mean (ICM)*.

### QUERCUS INTEGRATION

Following the successful launch of Quercus, course evaluation functions, messaging and content were re-integrated into U of T's new academic toolbox. To increase visibility and usability, a course evaluations button and page were created within Quercus, providing easier access to course evaluations data and prioritizing user engagement with the system.

## AT-A-GLANCE

### 2018 Course Evaluation Institute (CEI)

CTSI hosted the inaugural Course Evaluation Institute, October 18-19, 2018, a user-led international gathering of course evaluation administrators seeking to build a collaborative and interactive community focused on course evaluations and teaching assessment. Over the two days, CTSI adopted a leadership role in fostering this growing community of practice.



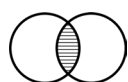
85%

of respondents found every session to be a valuable learning experience



100%

of respondents would attend again and recommend a future CEI to others



## INTERSECTIONS

The work of the Course Evaluations team spans the scope of nearly every Faculty and division at U of T, from facilitating implementation of the Framework to ongoing operational support through every evaluation period. The Course Evaluations team actively participates in the institutional **Course Evaluations Advisory Group**, helping to shape the culture of assessment at the University of Toronto by sharing current research on course evaluations, trends, and encouraging a collaborative approach to improving evaluation administration and use of evaluation data.

CTSI has established itself as a leader, nationally and internationally, on course evaluations. In addition to hosting the 2018 international Course Evaluation Institute, over this past academic year CTSI carried out **22 external consultations** (see page 43 for details). Course Evaluations team members provided in-depth consultations to members of the inaugural **CTSI SoTL Cohort**, lending expertise on research and assessment practices on projects of faculty members across U of T. As well, course evaluations are one source of data for teaching dossiers at the U of T, and over this past year CTSI team members supported individual faculty members and administrators across the institution in teaching dossier preparation. For consultation metrics see Appendix E.





# ACADEMIC & COLLABORATIVE TECHNOLOGIES (ACT)

Academic & Collaborative Technology (ACT) staff provide strategic and operational leadership on the innovative use of teaching technologies. In collaboration and partnership with divisions and departments across the University, the team conducts faculty/staff consultations, develops and delivers training workshops, provides instructional design support for Instructional Technology Innovation Fund (ITIF) projects, and supports Quercus users, assisting faculty, graduate students and staff in enriching the learning experience of students at U of T. For ACT metrics see Appendix B.

## HIGHLIGHTS

### FULL IMPLEMENTATION OF QUERCUS

With the full implementation of Quercus, the University's academic toolbox, the ACT team developed a university-wide Train-the-Trainer collaborative support model. Working closely with divisional colleagues, training sessions were provided for educational technology specialists on the effective use of Quercus administrative tools and features. This model allows instructors and course staff to work directly with divisional support for immediate concerns and with ACT for larger implementation and support issues. Since implementation, the top support cases/request categories received from faculty and staff in FogBugz, an email ticketing system, have changed from administrative questions, which were common for Portal Help, to queries on the use of integrated tools for teaching (e.g., Turnitin, Crowdmark, and Blackboard Collaborate Ultra), course management, and in-depth technical investigation (see Appendix B, page 23, Table 1). Student cases are mainly related to Content/Grade Access (see Appendix B, page 23, Table 2).

The ACT Support team created the *Quercus Support Resources* course site, working with educational technology colleagues across the University and the vendor to produce resources specific to U of T and Quercus' needs. In addition, the team published the *Quercus for Students* blog site, which targets students with posts covering a range of important topics and high-interest tools related to Quercus.

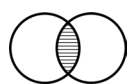


## ACTIVE LEARNING ENVIRONMENTAL SCAN

The ACT Support team conducted an environmental scan of U of T's three campuses to identify pedagogical support resources available for instructors teaching in active learning classrooms, along with the level of technical support resources and the range of classroom types available. Through interviews with active learning classroom support teams from several divisions, the ACT team produced a report that informs CTSI and Academic and Campus Events (ACE) leadership on the current state of support for active learning classroom at U of T as a part of the *Transforming the Instructional Landscape* initiative.

## EVE

ACT team members performed consultations and user needs assessments with TATP and CTSI team members, using these data to develop a new event management platform - EVE - that will better manage the engagement of our faculty members and TAs in CTSI and TATP programming. This new system will increase our ability to gather registration, attendance and feedback data, and manage our conferences, workshops, consultations and certificate programs. It will also enable users to manage their professional learning experiences with CTSI. Full implementation of the system in TATP and CTSI is expected in Fall 2019.



## INTERSECTIONS

The ACT team continues to support faculty and staff from all campuses and divisions through in-person and online consultations related to educational technology and pedagogy. As more technology is integrated within **Quercus** and licensed for institutional use, the team creates and updates resources while continuing to provide support for long-standing partnerships, like Turnitin. Two Faculty Liaison, Technology CTSI team members - Melvin Chein and Maryam Shafiei - were awarded the 2018 University Operations Outstanding Staff Team Award for their work in U of T's **Office 365 migration** process.

The ACT Support team also launched the **Teaching with Quercus** video series which highlights the varied ways U of T instructors are using Quercus to engage their students. Whether it's *Creating a Course Tour* to welcome students, or *Managing Grades in Online Courses*, these videos demonstrate the range of voices and practices across the University.



# SCHOLARSHIP OF TEACHING & LEARNING

The Scholarship of Teaching & Learning (SoTL) team works closely with instructors to support research on teaching and learning at the University of Toronto. Through workshops, regular consultations on a wide range of research process topics, and by connecting faculty with others undertaking similar inquiry projects, the CTSI SoTL team connects individuals and divisions across the University to share experiences and research and encourage the rigorous pursuit of pedagogical scholarship. For SoTL metrics see Appendix D.

## HIGHLIGHTS

### SOTL COHORT

Since June 2018, fourteen U of T continuing appointment faculty have been working as a Cohort focused on individual SoTL projects with the core goal of enhancing student learning at our institution. During the year-long program, participants were supported by CTSI facilitators, U of T collaborators, and peer participants, building their skills in designing and implementing a research project that is situated in course experiences. Each participant presented their project as a poster at the May 28, **2019 University of Toronto Teaching and Learning Symposium**. This culminating activity showcased their commitment to systematically exploring a teaching inquiry question that has sparked their interest and passion.



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



Danielle Bentley, Assistant Professor, Surgery, Division of Anatomy, Faculty of Medicine



Chris Bouwmeester, Assistant Professor, Teaching Stream, Institute of Biomaterials and Biomedical Engineering, Faculty of Applied Sciences and Engineering



Jessica D'eon, Assistant Professor, Teaching Stream, Chemistry, Faculty of Arts & Science



Mary Ann Fegan, Associate Professor, Teaching Stream, Lawrence S. Bloomberg Faculty of Nursing





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



Vivienne Luk, Assistant Professor, Teaching Stream, Forensic Science, University of Toronto Mississauga



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



Molly Metz, Assistant Professor, Teaching Stream, Psychology, Faculty of Arts & Science



Anne Simmonds, Associate Professor, Teaching Stream, Lawrence S. Bloomberg Faculty of Nursing



Laura Taylor, Assistant Professor, Teaching Stream, English as an Additional Language (EAL) Specialist, Robert Gillespie Academic Skills Centre, UTM



Chirag Variawa, Assistant Professor, Teaching Stream, Director, First-year Curriculum, Faculty of Applied Sciences and Engineering



Bethany White, Associate Professor, Teaching Stream, Statistical Sciences, Faculty of Arts & Science

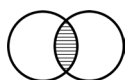


Suzanne Wood, Assistant Professor, Teaching Stream, Psychology, Faculty of Arts & Science

**View the SoTL Cohort's individual projects at:**  
<https://teaching.utoronto.ca/sotl/sotl-cohort/>

## LEVERAGING QUERCUS

CTSI's SoTL team incorporated Quercus activities in the running of two programs: Peer-to-Peer Faculty Mentoring for Teaching and the SoTL Cohort. This provided opportunities for program participants to interact on specific tasks and to share their learning as they progressed through the program. These efforts modeled and reinforced the value of Quercus as an academic toolbox that offers a range of ways to support learning.



## INTERSECTIONS

The CTSI SoTL team ensured that SoTL Cohort participants connected and supported one another through in-person and Quercus tasks, with the goal of building a community of teacher-scholars. Cohort participants built a stronger culture of teaching through disseminating their SoTL projects broadly in the poster session at the **Teaching and Learning Symposium**, connecting them with the 360 faculty, librarian and staff attendees.

CTSI's SoTL team also provided support through consultations to a number of divisions and offices over this past year. They worked closely with UTSC to support their efforts in building a stronger SoTL community and acted as invited speakers for the **UTSC's Education Exchange** series and a **Faculty of Applied Science and Engineering** webinar on Technology-Enhanced Active Learning (TEAL) classrooms.

The **Office of the Vice-President, Research & Innovation** consulted CTSI on its existing research on teaching strategy, including SoTL workshop offerings, CTSI's SoTL Cohort model, and CTSI consultation support for faculty undertaking inquiry on teaching. Additionally, the SoTL team consulted on pathways in the **My Research Applications** automated system for instructors conducting SoTL and completing ethics applications, developing a tip sheet on Research Ethics Board (REB)-SoTL processes to accompany the existing resource.



# TEACHING ASSISTANTS' TRAINING PROGRAM

Through a peer-based support network, the Teaching Assistants' Training Program prepares graduate students and teaching assistants for the realities and demands of teaching. Pedagogical training is an essential step in the professional development of graduate students in a variety of career paths, whether that be academe or other professional options. The TATP staff and their team of senior graduate student trainers and coordinators lead and develop workshops and job training days, research and create resources, and design and facilitate programming on all three campuses. For TATP metrics, see Appendix C.

## HIGHLIGHTS

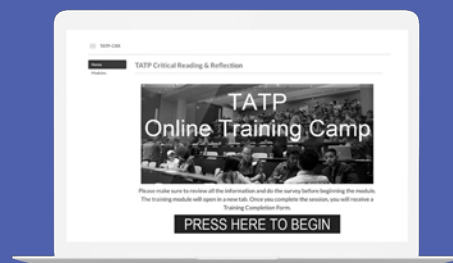
### CERTIFICATE CHANGES

Beginning in August 2018, the TATP initiated changes to its two certificate programs, the *Teaching Fundamentals* certificate and *Advanced University Teaching Preparation* certificate. The first substantive change was to replace the core/elective coding of workshops with four required themes or categories (educational technologies, equity and access in teaching and learning, reflective practice and teaching skills for academic and non-academic careers, teaching dossiers/statements). The second substantive change was the introduction of the *Performance Teaching Practicum* with a focus on *Exploring Your Teaching Presence*, a series of four interactive workshops where graduate students explore a variety of performance practices to develop their unique teacher identities while simultaneously challenging assumptions about what it means to be a good teacher.



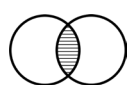
## ONLINE MODULES

In January of 2019, the TATP, working with the ACT and Communications teams at CTSI, launched its first four online modules, which correspond with the tutorial categories for first contract job training for teaching assistants. The four modules include: *Labs & Practicals*; *Skill Development: Critical Reading and Reflection*; *Skill Development: Supporting Student Writing*; and, *Policies and Procedures for Teaching Assistants at the University of Toronto*. Two additional modules (*Grading and Discussion Based Tutorials*) are in the final stages of development and should be ready for September of 2019.



## EVE

Beginning in Summer 2018, the TATP worked closely with the ACT team to develop and implement a new participant tracking and registration system - EVE. This system was soft-launched in the TATP in August 2018 to coincide with the introduction of changes to the certificate program and the start of the Fall workshop series. With over 660 graduate student users enrolled, EVE allows participants to easily register and deregister from workshops, join waitlists for programming, track their own participation in the program (review completed workshops and certificate components), complete their final reflection pieces and make a certificate request. TATP staff can coordinate and record dossier reviews, in-class observations and consultations, all within the EVE system.



## INTERSECTIONS

The TATP continues to champion teaching excellence at the University of Toronto and beyond, collaborating with offices, departments and divisions to enable accessible and inclusive practices across the institution. TATP's graduate student staff provide training for first-contract teaching assistants on all three campuses and all divisions. TATP programming is available to all members of CUPE 3902, Unit 1 and registered **School of Graduate Studies** students.

Partnering with U of T's **AODA (Accessibility for Ontarians with Disabilities Act) Office**, the TATP promoted the introduction of Universal Design for Learning (UDL) across the University through new workshops and resources, including checklists for accessible teaching and learning. Working with ACT, the TATP also helped promote accessibility in Quercus through training for the TEST (IT End-user Support across the University) group.

Equally rewarding has been the TATP's long-standing association with the **Centre for International Experience (CIE)**, including the development of the **Pre-arrival Teaching e-Orientation Program** pilot project -- a series of webinars and resources for international graduate students interested in teaching at U of T.





# PROGRAMMING AND COMMUNICATIONS

The CTSI Programming and Communications team is focused on enhancing the culture of teaching at the University of Toronto, through partnerships, resource development, community-building initiatives, workshop and program development, and showcasing effective teaching practices and innovations. For Programming and Communication metrics, see Appendix D & E.

## HIGHLIGHTS

### TRANSFORMING THE INSTRUCTIONAL LANDSCAPE (TIL) PROJECT WITH ACADEMIC & CAMPUS EVENTS (ACE)

As part of this initiative CTSI is collaborating with ACE to carry out data-gathering regarding newly redesigned or built Active Learning Classrooms (ALC) on the St. George Campus. In this collaborative project, which also includes work with Student Life's Innovation Hub (iHub), the CTSI Programming and Communications team completed an environmental scan and are compiling resources from other institutions engaged in ALC initiatives. Team members are involved in the recently launched assessment project examining the interaction between the U of T administrative vision for these classrooms and instructors' pedagogical approaches while teaching in these ALCs.

#### TIMELINE

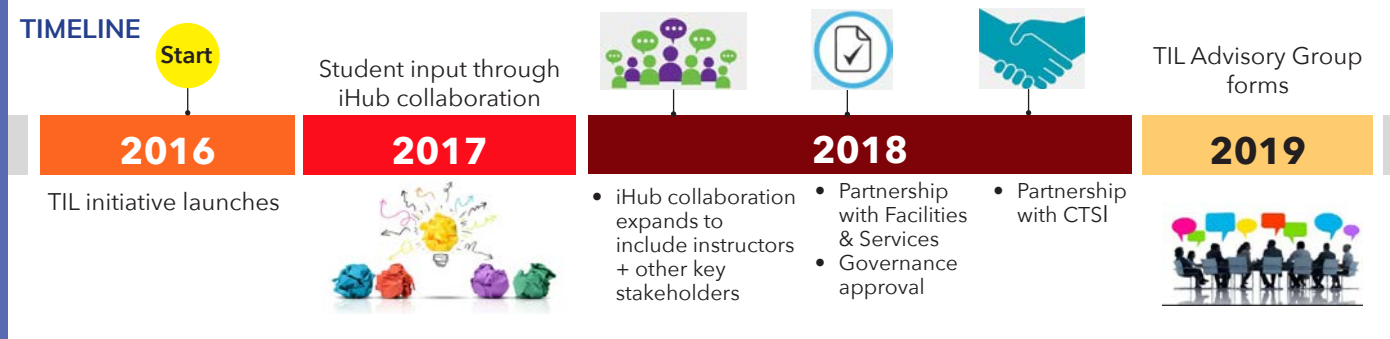


Diagram via Academic + Campus Events

## RETHINKING PROGRAMMING - LAUNCH OF THE CERTIFICATE OF EFFECTIVE UNIVERSITY TEACHING PRACTICE

The Programs and Communications team was involved in rethinking flagship programming for the unit. A program evaluation of the 8-week *Fundamentals of University Teaching* course (a CTSI-led course that ran for more than a decade) was conducted, along with an environmental scan of options for enhanced faculty pedagogical training. This culminated in the launch of a new pilot program, a partnership between CTSI and the Association of College and University Educators (ACUE). The *Certificate in Effective University Teaching Practice* is a one-year hybrid course (June 2019 - June 2020) that combines face-to-face workshops, online modules and a community of practice, culminating in a *Certificate of Effective University Instruction* offered through ACUE and endorsed by the American Council on Education. The early June launch saw 45 continuing appointment faculty members begin their journey in this program supported by two CTSI directors and two course facilitators (one faculty member and one CTSI staff member).

## 2019 TEACHING & LEARNING SYMPOSIUM - LEARNING SPACES + PLACES

The 2019 Teaching & Learning Symposium, *Learning Spaces + Places*, welcomed attendees to a plenary session featuring a keynote talk from Adam Finkelstein of McGill University and perspectives on learning spaces from U of T medical student Chika Oriuwa and alumnus Aditya Rau, followed by concurrent sessions led by U of T faculty, librarians and staff. This year, we welcomed 360 participants from across all three campuses, and featured several special sessions, including *Welcome to My Classroom* workshops in Myhal 150 and the iSchool User Experience Design Studio, along with a pedagogical workshop from the President's Teaching Academy. As well, the culminating reception profiled research posters from the SoTL cohort and recipients of both the Learning & Education Advancement Fund (LEAF) and the Instructional Technology Innovation Fund (ITIF) institutional grants.



This year, CTSI staff partnered with team members from **Online Learning Strategies** to deliver a Course Design Day focused on hybrid learning and teaching.

Leading up to Fall 2018, the Programs and Communications team worked closely with ACT Support and Operations, ITS, the Quercus Communications Working Group, and divisions and departments across the university to ensure that the U of T community, in particular instructors and graduate students, were prepared for the full-implementation of **Quercus**. This included reminders to archive and move course content, promoting resources and training, and connecting individuals with educational technology support teams to assist in building new courses in Quercus.

CTSI continues to partner with the **Desautels Centre for Integrative Thinking at the Rotman School of Management** to host the Teaching & Learning Symposium. This year marked the first use of EVE as a registration system for the Symposium, and team members worked closely with ACT and TATP staff to make this a smooth transition.



# CELEBRATING TEACHING

CTSI provides support for faculty members and divisions preparing nomination packages for institutional, provincial and national teaching awards, including consultations and guidance around the compilation of nomination files. CTSI maintains an online database of U of T teaching award recipients at the institutional and external levels, and administers the **Teaching Excellence Awards for Teaching Assistants** and graduate student **Course Instructors**.

## HIGHLIGHTS

### TEACHING FELLOWS

2018-19 saw the launch of the pilot cohort of the two-year University of Toronto Teaching Fellowship Program. The three fellows in this cohort 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.

This year, in addition to their projects, Teaching Fellows designed and facilitated CTSI programming, presented at the Teaching & Learning Symposium, participated in the SoTL Cohort program, and sat on the CTSI Academic Advisory Committee.

### *2019-2021 Teaching Fellow*

**William Ju**, Associate Professor, Teaching Stream, Program in Human Biology, Faculty of Arts & Science

### *2018-2020 Teaching Fellows*

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

**Kathleen Liddle**, Assistant Professor, Teaching Stream, Department of Sociology, UTSC

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



## 2019 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.

- **Michelle Craig**, Department of Computer Science, Faculty of Arts & Science
- **Paul Piunno**, Department of Chemical and Physical Sciences, University of Toronto Mississauga

## 2019 TATP TEACHING EXCELLENCE AWARD

Since 2003, the Teaching Assistants' Training Program has awarded the Teaching Excellence Award to TAs across the university.

- **Maryam Abdinejad**, Department of Physical and Environmental Sciences, Faculty of Arts & Science
- **Kristin Ancevicius**, Department of Cell and Systems Biology, Faculty of Arts & Science
- **Kristen Bos**, Department of Anthropology, Faculty of Arts & Science
- **Ali Greey**, Faculty of Kinesiology & Physical Education
- **Kyle Kinaschuk**, Department of English, Faculty of Arts & Science

## 2019 GRADUATE STUDENT COURSE INSTRUCTOR TEACHING EXCELLENCE AWARD

In 2015, the TATP launched this award for graduate student Course Instructors.

- **Samer Henry**, Electrical and Computer Engineering, Faculty of Applied Sciences and Engineering

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



### 2019-2021 University of Toronto Teaching Fellow

**Bill Ju**, Associate Professor, Teaching Stream, Human Biology

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*I am interested in social justice issues in STEM teaching and incorporating wellness and equity within the classroom so I'm grateful to work with the CTSI team and the other University of Toronto Teaching Fellows to learn more about how to incorporate these into courses.*



# APPENDICES

## A) COURSE EVALUATIONS

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### COURSE EVALUATION OPERATIONS METRICS

Metrics	Summer 2018	Fall 2018	Winter 2019	TOTAL
Evaluation windows	79	49	46	174
Number of courses evaluated	1,296	4,426	5,394	11,116
Number of divisions	16	18	18	NA
Number of student-course pairings	59,772	243,801	291,850	595,423
Number of report batches	61	56	69	187

### DIVISIONS IN WHICH THE COURSE EVALUATION FRAMEWORK HAS BEEN IMPLEMENTED

The CTSI Course Evaluation Team's work involves many ongoing and new collaborations with a diversity of units across U of T. This work includes implementation, in which the team provides guidance and facilitation for item design and process. It also includes operational work (technical and data) both for initial implementation and on an ongoing basis.

#### Implemented divisions:

- 18 individual divisions - this number treats the undergraduate and graduate programs within divisions as separate entities
- 13 divisions - this number counts divisions with undergraduate and graduate programs as single entities.

#### New and ongoing work with divisions in the 2018-2019 academic year:

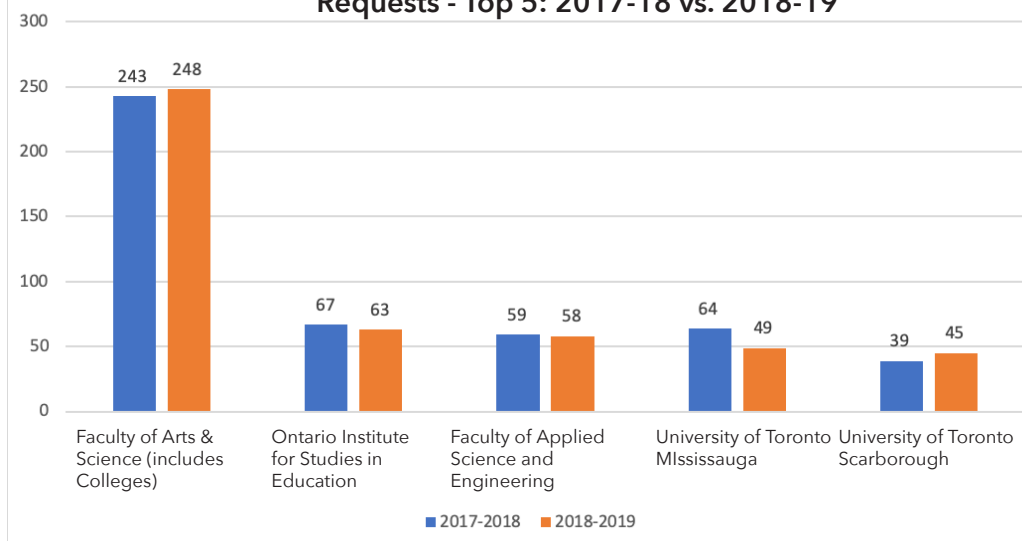
- Rotman (new) - beginning discussions with leadership team
- Architecture - meetings with committees and agreement to begin implementation in 2019
- Pharmacy - added items for PharmD, PharmD for Pharmacists programs, and Pharmacy Graduate programs; in final stages of implementation
- Ontario Institute for Studies in Education (OISE) - re-visited data management processes to improve accuracy
- Dentistry - ongoing discussions/work to increase coverage of implementation
- Medicine - ongoing discussions/work to increase coverage of implementation

### FOGBUGZ & SUPPORT

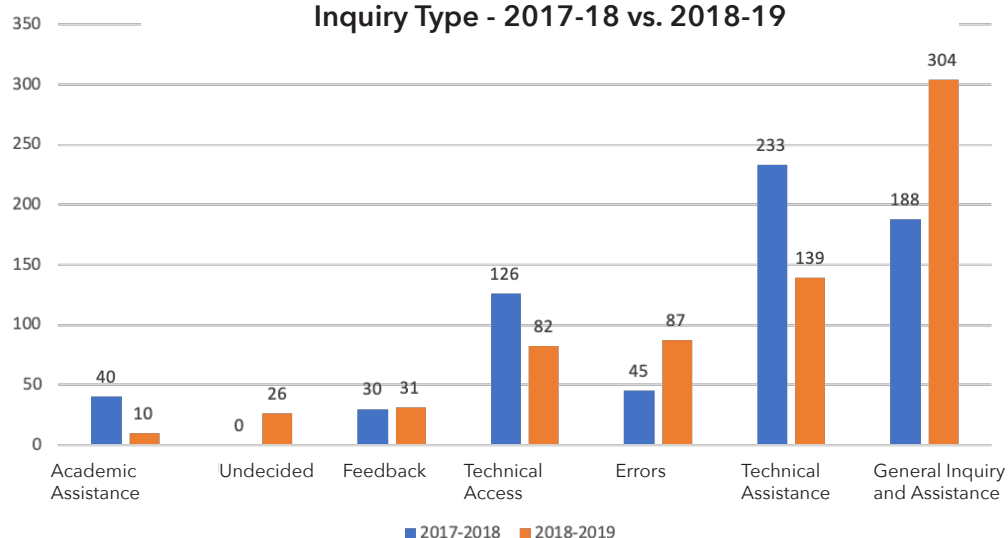
The vast majority of course evaluation email queries received in CTSI are via FogBugz, an email ticketing system, although the entire Course Evaluations team receives regular Course Evaluation queries via email, phone, and in-person drop-ins to CTSI.

- In total, the CTSI Team responded to 680 FogBugz cases. In comparison, this is an increase of 14 FogBugz cases over last year.
- The average response time to a FogBugz case (including weekends and holidays) was 5 days
- The median response time to a FogBugz case (including weekends and holidays) was 1 day

### Course Evaluations Queries via FogBugz: Divisions with the Most Requests - Top 5: 2017-18 vs. 2018-19



### Course Evaluations Queries via FogBugz: Inquiry Type - 2017-18 vs. 2018-19



(Six inquiry categories are used to classify the FogBugz cases received)

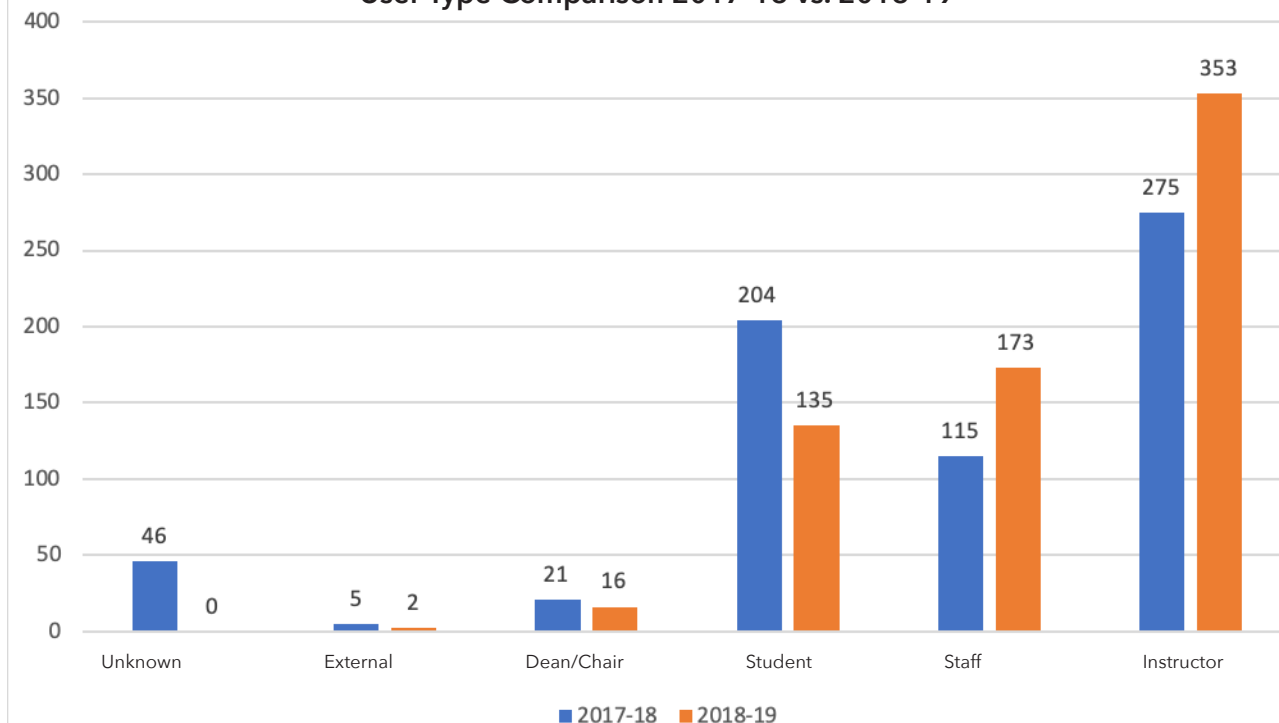


**Wendy Duff**, Professor and Dean, Faculty of Information

*Working with CTSI has been an extremely enjoyable experience. The workshops I have attended as an instructor have really helped me connect with students with various abilities. As an administrator, I have benefited from many of CTSI's documents. I have found the Course Evaluation Guidelines for Academic Administrators particularly helpful in chairing tenure committees. Overall, I find the staff at CTSI extremely helpful and responsive. Thanks for all the great help!*



Course Evaluation Queries via FogBugz -  
User Type Comparison 2017-18 vs. 2018-19



**Aleksandra Bjelajac Mejia**, Assistant Professor, Teaching Stream/  
Interim Director, Professional Programs and **Lachmi Singh**, Director,  
Education Programs & Administrative Services, Faculty of Pharmacy

*The CTSI expert team guided us through the University's course evaluation framework. We felt supported to develop our divisional and program level items in our professional and graduate programs. Now that we have fully implemented the University's course evaluation framework, we are able to utilize the data to enhance our Quality Assurances processes. For example, the information gathered from the course evaluations is now embedded in our annual reporting structure and helps to inform our curriculum reviews.*

## B) ACADEMIC & COLLABORATIVE TECHNOLOGIES

### QUERCUS IMPLEMENTATION METRICS

Course Availability and Instructor Access	
Targeted to have approximately 5,000 courses available for the Fall 2019 term and 10,000 for full year courses.	<p>As of March 24, 2019 on Quercus there are:</p> <ul style="list-style-type: none"> <li>• 13,790 published courses</li> <li>• 94,214 active students</li> <li>• 5,195 active instructors</li> </ul>
<p><i>Tool Integration</i></p> <ul style="list-style-type: none"> <li>• All 21 external tool integrations were migrated from Portal to Quercus</li> <li>• 3 UT-created applications were re-developed for Quercus: (UT Advanced Group Tool (UTAGT); UT Optical Mark Recognition (UTOMR); and UT Grade Export Tool (UTGET))</li> </ul>	
<p><i>Content Migration</i></p> <p><u>Course Content Migration: Clinics, Sessions, Support Resources and Presentations</u></p> <ul style="list-style-type: none"> <li>• Central Content Migration Clinics offered: 30</li> <li>• Divisional and Departmental Information Sessions: 12</li> <li>• Divisional Migration Clinics: 75</li> <li>• Scheduled consultations: approximately 15 (Faculty and staff were directed to attend the clinics)</li> </ul>	
<p><i>Portal Organization Content Migration (identifying, and/or saving, exporting, deleting content)</i></p> <ul style="list-style-type: none"> <li>• 455 Medicine</li> <li>• 445 FAS</li> <li>• 201 FASE</li> <li>• 197 UTM</li> <li>• 190 OISE</li> <li>• 158 UTSC</li> </ul>	



**Melody Neumann**, Associate Professor, Teaching Stream, Cell & Systems Biology, Faculty of Arts & Science

*Courses and workshops offered by CTSI often have impacts far beyond the initial reason that one might take them ...the ongoing mentorship, feedback, and support from CTSI has really been instrumental in the design, launch, and success of my Team Up! App. The Teaching and Learning Symposium was also a great opportunity to present Team Up! and get feedback from a wide range of instructors as it evolves.*

## U OF T TRAIN-THE-TRAINER PROFESSIONAL DEVELOPMENT

(Training options for educational technology support staff, including workshops, training sessions and information sessions on pedagogical best practices)

<b>Webinars</b> Total Participants: <b>90</b>	1. Managing webinars in Quercus with Blackboard Collaborate Ultra: 30 participants 2. Teaching with Snagit: Webinar for U of T EdTech Support: 30 participants 3. Quercus and UDL Webinar: 30 participants
<b>Sub-Account Admin Training</b> Total Participants: <b>92</b>	Workshops: <ul style="list-style-type: none"> <li>3 workshops (in-person with remote attendees): <b>52 participants</b></li> </ul> Departmental Training: <ul style="list-style-type: none"> <li>OISE: 5 participants</li> <li>Toronto School of Theology: 15 participants</li> </ul> Scheduled Training: 20 staff members across various divisions

## CONSULTATIONS AND OUTREACH

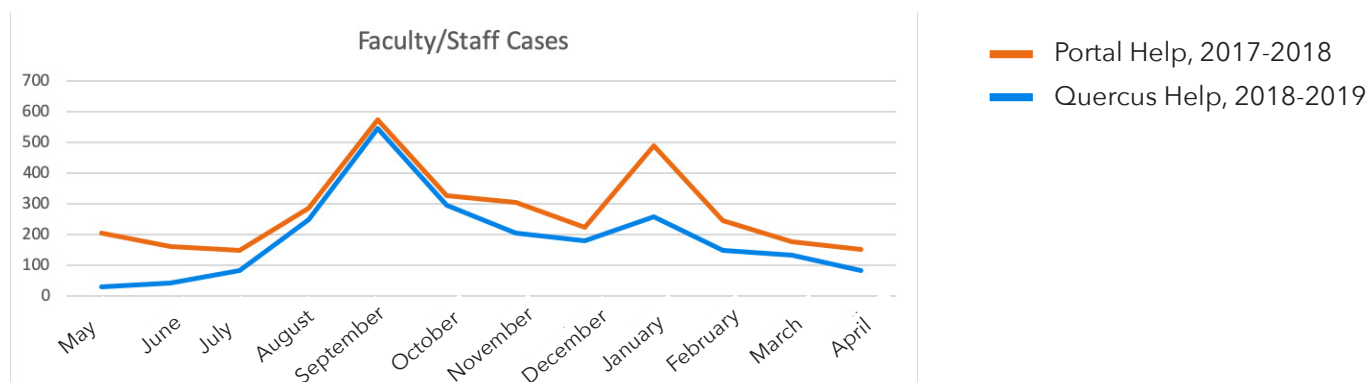
Academic Toolbox Renewal Project	
Total Consultations: <b>114</b>	Top Categories (from highest number): <ol style="list-style-type: none"> <li>Sub-Accounts</li> <li>Gradebook/Grading</li> <li>Course Design and Organization</li> <li>Integrated tools (iClickers, Turnitin, peerScholar)</li> <li>Mastery Paths</li> <li>Groups/UT Advanced Groups Tool</li> <li>Quizzes/Surveys</li> <li>Cross-Listing</li> <li>Assignment Design</li> <li>Instructional Design</li> </ol>
Toolbox Renewal	
<b>Content Migration Assistant Drop-in Consultations (unscheduled)</b> Total Consultations: <b>262</b> Faculty and staff	Breakdown by division: <ul style="list-style-type: none"> <li>Faculty of Arts &amp; Science = 138</li> <li>Faculty of Applied Science and Engineering = 52</li> <li>Central = 7</li> <li>Medicine = 16</li> <li>Toronto School of Theology = 12</li> <li>Environmental Health and Safety = 13</li> <li>Nursing = 6</li> <li>Music = 2</li> <li>Ontario Institute of Studies in Education = 7</li> <li>University of Toronto Mississauga = 5</li> <li>Architecture = 4</li> </ul>
<b>CTSI Q Command</b> Total Participants: <b>11</b>	<ul style="list-style-type: none"> <li>Scheduled drop-ins during first week of fall 2018 classes in CTSI</li> </ul>
Quercus Events	
<b>Quercus Day</b> Total Attendance: <b>275</b>	Breakdown by campus: <ul style="list-style-type: none"> <li>U of T Mississauga, May 07, 2018: 50</li> <li>U of T Scarborough, May 08, 2018: 75</li> <li>St. George, May 11, 2018: 150</li> </ul>



## FACULTY/ STAFF CASES RECEIVED IN FOGBUGZ

The total number of Portal Help faculty/staff cases received during 2017-2018 in FogBugz was 3,398. Quercus Help faculty/staff cases received during 2018-2019 fiscal year in FogBugz is 2,260; a **33.5% decrease** in the total number of cases since Quercus implementation.

A comparison of Quercus Help and Portal Faculty/Staff cases received during a one-year period in FogBugz



## PORTAL HELP & QUERCUS HELP FOGBUGZ EMAIL QUERIES: FROM ADMINISTRATIVE TO COURSE MANAGEMENT QUERIES

A Comparison of the Top Portal (Blackboard) and Quercus (Canvas) Faculty/Staff Case Request Categories Received in FogBugz between May 2017 - April 2019

Table 1: Faculty/Staff			
PORTAL HELP (2017-2018)	Number of Cases	QUERCUS HELP (2018-2019)	Number of Cases
Request Category		Request Category	
Content Storage	304	Integrated Tool	234
Enrollment Reactivation	238	Technical Issue	118
Manual Enrollment Request	198	Gradebook	104
Content/Grade Retrieval	176	Training Request	100
Other	170	Course Access	99
Technical Issue	170	Admin Access	91
<b>Total</b>	<b>1256</b>	<b>Total</b>	<b>746</b>

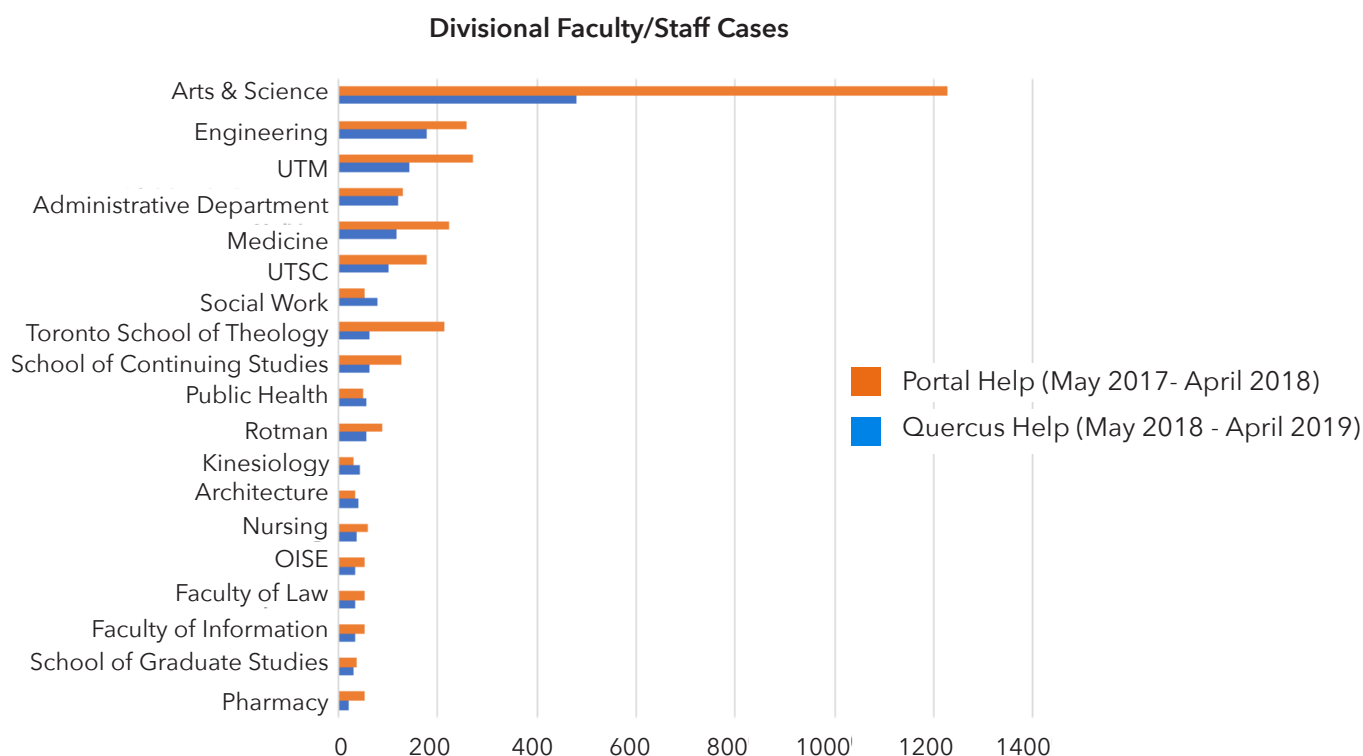
A Comparison of the Top Portal (Blackboard) and Quercus (Canvas) Student Case Request Categories Received in FogBugz between May 2017 - April 2019

Table 2: Students			
PORTAL HELP (2017-2018)	Number of Cases	QUERCUS HELP (2018-2019)	Number of Cases
Request Category		Request Category	
Technical Issue	198	Content/Grade Access	391
Course Access	148	Rich Content Editor	241
Other	83	Course Access	179
Change Personal Information	48	Technical Issue	152
Failed Login	46	Notifications	51
<b>Total</b>	<b>523</b>	<b>Total</b>	<b>1014</b>

## DIVISIONAL CASES RECEIVED IN FOGBUGZ

The number of faculty/staff cases received from divisions/departments decreased when the University transitioned to Quercus (Canvas).

### Divisional Faculty/Staff cases received in FogBugz 2018-2019 compared to 2017-2018



See page 8 for background information and explanation.

QUERCUS HELP CASES RECEIVED IN FOGBUGZ IN 2018-2019	
Faculty/Staff	2,260
Students	1,447
<b>Total Number of Cases</b> (including multiple cases for each topic)	<b>3,707</b>

FACULTY/STAFF CASES RECEIVED IN FOGBUGZ IN 2018-2019	
Academic Division/Unit	Total Number of Cases
Faculty of Arts & Science (includes Colleges)	478
Faculty of Applied Science and Engineering	179
University of Toronto Mississauga	142
Administrative Department	119
Faculty of Medicine	118
University of Toronto Scarborough	101
Factor-Inwentash Faculty of Social Work	79
Toronto School of Theology	64
School of Continuing Studies	63

<b>Academic Division/Unit (continued)</b>	<b>Total Number of Cases</b>
Dalla Lana School of Public Health	55
Joseph L. Rotman School of Management	55
Faculty of Kinesiology and Physical Education	42
John H. Daniels Faculty of Architecture, Landscape, and Design	41
Lawrence S. Bloomberg Faculty of Nursing	38
Ontario Institute for Studies in Education	35
Faculty of Law	34
Faculty of Information	33
School of Graduate Studies	29
Leslie L. Dan Faculty of Pharmacy	22
Faculty of Forestry	16
Other	9
Faculty of Music	8
Faculty of Dentistry	7
Information Technology Services	7
Multi-Divisional Centres and Institutes	6
U of T Libraries	6
Simcoe Hall	1
<b>Total Number of Unique Cases</b> (not including multiple case emails from individual clients)	<b>1,794</b>

## TOOLBOX INTEGRATION RELATED CASES RECEIVED IN FOGBUGZ

Integrated Tools related cases by Faculty/Staff

<b>Integrated Tools</b>	<b>Number of Cases</b>
Turnitin	86
Crowdmark	54
Collaborate Ultra	47
UT Advanced Group Tool	21
iClicker	14
UT OMR Tool	12
peerScholar	9
WebWork	8
UT Grade Export Tool	5
Quizzical	2
UT Admin Tool	1
<b>Total</b>	<b>259</b>



## WORKSHOPS & TRAINING

### Educational Technology Programming by Tracks/Themes

Programming Track/ Theme	Workshop Title		# Sessions	#Attendees
<b>Welcome to Quercus (In-Person and Online)</b>	Quickstart Quercus (CTSI-Led Sessions)		23	366
	Quickstart Quercus (Departmental Training) <ul style="list-style-type: none"> <li>• John H. Daniels Faculty of Architecture, Landscape, and Design</li> <li>• Dalla Lana School of Public Health</li> <li>• Environmental Health &amp; Safety</li> <li>• Engineering</li> <li>• Faculty of Forestry</li> <li>• Faculty of Law</li> <li>• Graduate and Life Sciences Education</li> <li>• Faculty of Kinesiology and Physical Education</li> <li>• Lawrence S. Bloomberg Faculty of Nursing</li> <li>• Ontario Institute for Studies in Education</li> <li>• School of Graduate Studies</li> <li>• Factor-Inwentash Faculty of Social Work</li> <li>• Wycliffe College</li> </ul>		37	306
	Introduction to Quercus (TATP Course Instructor Training Camp)		2	30
	Introduction to Quercus and Turnitin (Departments of Political Science and History)		1	15
<b>Build Your Course</b>	<ul style="list-style-type: none"> <li>• Organizing Your Course</li> <li>• Assignments and Grading Overview</li> <li>• Student Interaction and Collaborative Tools</li> <li>• Quizzes and Surveys</li> <li>• Teaching with Webinars</li> </ul>		14	72
<b>CTSI Programming, Educational Technology</b>	Teaching with Quercus	Track Student Achievement with Learning Outcomes	1	20
		Multiple Choice Quizzes	1	9
	CTSI Tune into Teaching 2018	Grading - Myths & Realities	1	12
		Getting Ready to Teach with Tech	1	10
<b>CTSI Programming</b>	Strategies for Writing an Effective Teaching & Learning Grant  Avi Hyman, Institutional Strategist for Academic Technology; Carol Rolheiser, Director, CTSI; Susan McCahan, Vice-Provost, Innovations in Undergraduate Education and Vice-Provost, Academic Programs; Michelle Beaton, Director, International Strategy & Partnerships, VP-International		1	29
	Strategies for Writing an Effective Teaching & Learning Grant  Avi Hyman, Institutional Strategist for Academic Technology; Carol Rolheiser, Director, CTSI; Susan McCahan, Vice-Provost, Innovations in Undergraduate Education and Vice-Provost, Academic Programs; Michelle Beaton, Director, International Strategy & Partnerships, VP-International		1	19
<b>Presentation/ Session Invitations</b>	Turnitin & Quercus U of T Mississauga campus		1	8

## C) TEACHING ASSISTANTS' TRAINING PROGRAM

### TRI-CAMPUS TA DAY

<b>Total Registered</b>	240
<b>Total Attended</b>	<b>198</b>
<b>% Attended</b>	83

### TATP TRAINING SESSIONS

	# Sessions	#Attendees
<b>Departmental Sessions</b>	25	613
<b>First Contract Training Sessions</b>	64	1250
<b>TOTAL</b>	89	<b>1863</b>

### COURSE INSTRUCTOR TRAINING CAMPS

Date	#Attendees
24 Aug, 2018	9
17 Apr, 2019	14

### TATP WORKSHOPS ACROSS U OF T

<b>Number of Workshops</b>	47
<b>Total Attendance</b>	<b>1022</b>

### TATP FIRST CONTRACT AND TUTORIAL WORKSHOPS

A total of **64** TATP First Contract & Tutorial workshops (**1250 attendees**)

Date	Title	# Attendees
11 May, 2018	UTSC: First Contract Training for All Disciplines	22
11 May, 2018	UTSC: Discussion Based Tutorials	1
11 May, 2018	UTSC: Review and Q&A	1
11 May, 2018	UTSC: Skills Based Tutorials: Problem Sets	9
30 Aug, 2018	UTM: First Contract Training for All Disciplines	85
30 Aug, 2018	UTM: Labs and Practicals	36
30 Aug, 2018	UTM: Skills Based Tutorials: Problem Sets	15
30 Aug, 2018	UTM: Grading for the Humanities and Social Sciences	13
30 Aug, 2018	UTM: Quickstart Quercus	14
30 Aug, 2018	UTM: Grading for the Sciences and Engineering	25
30 Aug, 2018	UTM: Discussion Based Tutorials	9
30 Aug, 2018	UTM: Supporting Student Writing	7
30 Aug, 2018	UTM: Quickstart Quercus	7
31 Aug, 2018	UTSC: First Contract Training for All Disciplines	76

31 Aug, 2018	UTSC: Discussion Based Tutorials	16
31 Aug, 2018	UTSC: Grading	22
31 Aug, 2018	UTSC: Labs and Practicals	4
31 Aug, 2018	UTSC: Skills Based Tutorials: Problem Sets	39
31 Aug, 2018	UTSC: Review and Q&A	16
31 Aug, 2018	UTSC: Quickstart Quercus	8
31 Aug, 2018	UTSC: Quickstart Quercus	11
14 Sep, 2018	UTSC: First Contract Training for All Disciplines	73
14 Sep, 2018	UTSC: Discussion Based Tutorials	7
14 Sep, 2018	UTSC: Grading	14
14 Sep, 2018	UTSC: Labs and Practicals	7
14 Sep, 2018	UTSC: Skills Based Tutorials: Problem Sets	23
14 Sep, 2018	UTSC: Review and Q&A	22
14 Sep, 2018	UTSC: Quickstart Quercus	7
17 Sep, 2018	Skills Based Tutorials: Problem Sets	12
17 Sep, 2018	Discussion Based Tutorials for the Humanities and Social Sciences	6
18 Sep, 2018	Labs and Practicals	5
18 Sep, 2018	Adapting Teaching Techniques	4
20 Sep, 2018	Skills Based Tutorials: Critical Reading and Reflection	4
20 Sep, 2018	Discussion Based Tutorials for the Sciences and Engineering	4
20 Sep, 2018	Skills Based Tutorials: Supporting Student Writing	6
27 Sep, 2018	Discussion Based Tutorials for the Humanities and Social Sciences	9
27 Sep, 2018	Grading for the Humanities and Social Sciences	8
27 Sep, 2018	Skills Based Tutorials: Supporting Student Writing	6
27 Sep, 2018	Review and Q&A	1
27 Sep, 2018	First Contract Training for the Humanities and Social Sciences	45
3 Oct, 2018	Labs and Practicals	12
3 Oct, 2018	Skills Based Tutorials: Problem Sets	4
3 Oct, 2018	Discussion Based Tutorials for the Sciences and Engineering	9
3 Oct, 2018	Grading for the Sciences and Engineering	8
3 Oct, 2018	First Contract Training for the Sciences and Engineering	45



**Sandy Carpenter**, Curriculum Developer & Program Coordinator, Academic Success and Leadership & Learning Intern, Accessibility Services

*I am grateful that TATP spurred on my practice of equity, inclusion, and access in higher education. These areas of activism were simmering around subconsciously in my mind and TATP brought them to the surface and gave me tools to incorporate them into my teaching. In all my work now I continue to innovate and experiment with more and more ways to be an inclusive, holistic teacher.*



Date	Title	# Attendees
18 Oct, 2018	UTM: First Contact Training for All Disciplines	11
30 Oct, 2018	First Contract Training for All Disciplines	14
11 Jan, 2019	UTSC: Skills Based Tutorials: Problem Sets	22
11 Jan, 2019	UTSC: Review and Q&A	11
11 Jan, 2019	UTSC: Grading	23
11 Jan, 2019	UTSC: First Contract Training for All Disciplines	49
11 Jan, 2019	UTM: First Contract Training for All Disciplines	50
14 Jan, 2019	Skills Based Tutorials: Problem Sets	7
14 Jan, 2019	Grading for the Sciences and Engineering	26
14 Jan, 2019	Labs and Practicals	14
14 Jan, 2019	Discussion Based Tutorials for the Sciences and Engineering	30
14 Jan, 2019	First Contract Training for the Sciences and Engineering	48
16 Jan, 2019	Grading for the Humanities and Social Sciences	19
16 Jan, 2019	Skills Based Tutorials: Supporting Student Writing	2
16 Jan, 2019	Review and Q&A	11
16 Jan, 2019	Discussion Based Tutorials for the Humanities and Social Sciences	18
16 Jan, 2019	First Contract Training for the Humanities and Social Sciences	41
25 Jan, 2019	UTSC: First Contract Training for All Disciplines	37
5 Feb, 2019	First Contract Training for All Disciplines	40



**Yaseen Ali**, International Transition Advisor at the Centre for International Experience

*My colleagues at TATP (shout out to Mike Kasprzak and Alli Diskin, in particular) thoughtfully anticipate the multiple needs of graduate students from various locations (in terms of cultural contexts, multilingual skills, and other sites of identity). Partnering on building resources allows us to help international students way-find more effectively once they arrive on campus and to better support them as they navigate their teaching personas in the classroom.*

#### TATP WORKSHOPS - ST. GEORGE CAMPUS (FALL 2018/WINTER 2019)

**Total Number of Workshops = 38**

**Total Attendance = 968**

Date	Title	Facilitators	# Attendees
18 May, 2018	Efficient and Purposeful Grading	Shawn Xiong, TATP Sciences Coordinator; Abdullah Farooqi, TATP Humanities Trainer	22
22 May, 2018	"Write Up" Your Syllabus: Incorporating Writing Instruction into Your Curriculum and Classroom	Shawn Xiong, TATP Sciences Coordinator; Abdullah Farooqi, TATP Humanities Trainer	11
30 May, 2018	Online Course Design: How to Build and Maintain a Community of Learners	Mike Kasprzak, Curriculum Developer, TATP	10

Date	Title	Facilitators	# Attendees
7 Jun, 2018	Accessibility in Higher Educational Environments: An Introduction	Shawn Xiong, TATP Sciences Coordinator; Abdullah Farooqi, TATP Humanities Trainer	21
25 Jun, 2018	Preparing Your Teaching Dossier	Marie Vander Kloet, Assistant Director, CTSI/TATP	35
27 Jun, 2018	Build Your Teaching Philosophy: A Lego-based Workshop	Marie Vander Kloet, Assistant Director, CTSI/TATP; Mike Kasprzak, Curriculum Developer, TATP; Alli Diskin, Program Assistant, TATP	25
9 Oct, 2018	Brown Bag Lunch: Starting the Semester	Abdullah Farooqi, TATP Humanities Trainer	10
10 Oct, 2018	Helping students Connect with Resources: Learning strategists at U of T	Kathleen Ogden, Learning Strategist, Academic Success; Kris Kim, Learning Strategist, Academic Success	37
23 Oct, 2018	Identify your Transferable Skills: A Lego-based Workshop	Mike Kasprzak, Curriculum Developer, TATP; Liam O'Leary, Graduate Programming Coordinator, SGS	37
24 Oct, 2018	Quercus for Teaching and Learning: Effective Q-Design and Q-Engagement	Mike Kasprzak, Curriculum Developer, TATP; Maryam Shafiei, Faculty Liaison, Technology, CTSI; Carol Roderick, Quercus Liaison, CTSI; Fran Sardone, Quercus Liaison, CTSI	32
25 Oct, 2018	Demystifying Library Research for Your Students	Angela Henshilwood, Faculty Liaison & Instruction Librarian, Engineering & Computer Science Library; Navroop Gill, Instruction and Liaison Librarian, OISE Library; Sarah Fedko, Liaison Librarian, UTSC Library, (seconded PASS Librarians)	28
6 Nov, 2018	Brown Bag Lunch: Conflicts in Teaching and Learning	Majd Zouda, TATP Social Sciences Trainer	10
7 Nov, 2018	Social Media in Teaching: Making Learning Engaging and Active	Mike Kasprzak, Curriculum Developer, TATP; Will Heikoop, Online Learning Coordinator, Online Learning Strategies	37
7 Nov, 2018	Transforming Learning with EdTech: Using Cool Tools Effectively	Mike Kasprzak, Curriculum Developer, TATP; Will Heikoop, Online Learning Coordinator, Online Learning Strategies; Matt Patience, TATP Course Instructor Coordinator	23
8 Nov, 2018	Creating a Culture of Accessibility	Fady Shanouda, TATP Social Sciences Coordinator; Sandy Carpenter, TATP Humanities Coordinator	30
14 Nov, 2018	Mock Academic Interview	Marie Vander Kloet, Assistant Director, TATP/CTSI, Barb Morra, Associate Professor, Department of Chemistry; June Larkin, Professor, Equity Studies and Women and Gender Studies and Vice-Principal, New College; Reinhart Reithmeier, Professor, Biochemistry	28
19 Nov, 2018	Decolonizing the Syllabus	Kristen Bos, TATP Social Sciences Trainer; Jillian Bieser, TATP Sciences Coordinator	40
20 Nov, 2018	Preparing Your Teaching Dossier	Marie Vander Kloet, Assistant Director, TATP/CTSI	42
22 Nov, 2018	Universal Design for Learning: Engaging All Your Students	Michal Kasprzak, TATP Curriculum Developer; Ben Poynton, AODA Officer	19
27 Nov, 2018	Women in Science Technology Engineering and Math (STEM): Teaching and Learning Roundtable	Jillian Bieser, TATP Sciences Coordinator	24

Date	Title	Facilitators	# Attendees
28 Nov, 2018	Statement of Teaching Philosophy Clinic	Marie Vander Kloet, Assistant Director, TATP/CTSI	12
3 Dec, 2018	Teaching a Community-Engaged Learning Course	Cristina D'Amico, TATP Humanities Trainer; Isabelle Kim, Director, Centre for Community Partnerships	30
23 Jan, 2019	Preparing Your Teaching Dossier	Marie Vander Kloet, Assistant Director, TATP/CTSI	31
23 Jan, 2019	Quercus for Teaching and Learning: Effective Q-Design and Q-Engagement	Mike Kasprzak, Curriculum Developer, TATP; Carol Roderick, Quercus Liaison, CTSI; Fran Sardone, Quercus Liaison, CTSI	29
8 Feb, 2019	Build Your Teaching Philosophy: A Lego-based Workshop	Marie Vander Kloet, Assistant Director, TATP/CTSI; Alli Diskin, Program Assistant, TATP	21
13 Feb, 2019	Setting Students up for Success: Skills-Based Learning in Entry Level Tutorials	Lisa Aikman, TATP Humanities Trainer; Abdullah Farooqi, TATP Humanities Trainer; Carine Nemr, TATP Sciences Trainer	26
26 Feb, 2019	Equity in your Classroom: Basic Principles	Fady Shanouda, TATP Social Sciences Coordinator; Anjali Helferty, TATP Social Sciences Trainer	33
28 Feb, 2019	Communicative Activities in the Foreign Language Classroom: Activity Design and Implementation	Matt Patience, TATP Course Instructor Coordinator; Abdullah Farooqi, TATP Humanities Trainer	14
6 Mar, 2019	Decolonizing the Syllabus	Kristen Bos, TATP Social Sciences Trainer; Anjali Helferty, TATP Social Sciences Trainer	28
8 Mar, 2019	Effective Lecturing for Better Learning: Strategies for an Engaging Lecture	Matt Patience, TATP Course Instructor Coordinator; Cristina D'Amico, TATP Humanities Trainer	28
8 Mar, 2019	Fundamentals of Course Design from Outcomes to Assessments	Matt Patience, TATP Course Instructor Coordinator; Mike Kasprzak, Curriculum Developer, TATP	27



**William (Bill) Flanik**, Senior Lecturer (Education-focused) of International Relations, Monash University, Melbourne, Australia

*This is no hyperbole—I would not be where I am were it not for TATP. Through a tight-knit, supportive community of trainers, coordinators, and supervisors, I honed my teaching skills and grew to enjoy educational development work.*

12 Mar, 2019	Advanced Equity Pedagogies: Cultivating Equitable Interaction through Tutorial/Course Facilitation and Design	Fady Shanouda, TATP Social Sciences Coordinator; Anjali Helferty, TATP Social Sciences Trainer	16
15 Mar, 2019	Navigating the Commons: Teaching with Open Educational Resources	Kristen Bos, TATP Social Sciences Trainer; Halim Abdul, TATP Sciences Trainer	13
21 Mar, 2019	Cellphilms as Pedagogy	Fady Shanouda, TATP Social Sciences Coordinator; Mike Kasprzak, Curriculum Developer, TATP	32
26 Mar, 2019	Facilitating Effective Group Work: Strategies and Challenges	Majd Zouda, TATP Social Sciences Trainer; Halim Abdul, TATP Sciences Trainer	24
27 Mar, 2019	Teaching in Ontario Colleges	Cristina D'Amico, TATP Humanities Trainer; Phillip Albert, TATP Humanities Trainer	35
10 Apr, 2019	Supporting Student Writing in the Sciences	Carine Nemr, TATP Sciences Trainer; Megan Sheremata, TATP Sciences Trainer	29
22 Apr, 2019	Preparing Your Teaching Dossier	Marie Vander Kloet, Assistant Director, TATP/CTSI	14

#### **TATP WORKSHOPS - UTSC CAMPUS (FALL 2018/WINTER 2019)**

**Total Number of Workshops = 7**

**Total Attendance = 54**

<b>Date</b>	<b>Title</b>	<b>Facilitators</b>	<b># Attendees</b>
21 Sep, 2018	UTSC: Managing Your Classroom: Dealing with Student Disengagement, Uncivil Behaviour and Digital Distractions	Malama Tsimenis, Associate Professor, Teaching Stream, Centre for French and Linguistics	8
26 Sep, 2018	UTSC: Strengthening Students' Research and Writing Skills	Sarah Fedko, Liaison Librarian for the Centre for Teaching and Learning, UTSC Library; Sheryl Stevenson, TA and Graduate Support Coordinator, Centre for Teaching and Learning, UTSC	7
2 Oct, 2018	UTSC: Effective and Efficient Grading	Megan Sheremata, TATP Sciences Trainer; Lisa Aikman, TATP Humanities Trainer	8
13 Nov, 2018	UTSC: Building Community in Your Classes and Tutorials	Kathy Liddle, Assistant Professor, Teaching Stream, Department of Sociology, UTSC	7
21 Nov, 2018	UTSC: Developing Your Teaching Philosophy and Dossier: A Personal Teaching Journey	Marie Vander Kloet, Assistant Director, TATP/CTSI	10
5 Feb, 2019	UTSC: Setting Students up for Success: Skills-Based Learning in Entry Level Tutorials	Lisa Aikman, TATP Humanities Trainer; Carine Nemr, TATP Sciences Trainer	6
5 Mar, 2019	UTSC: Supporting Student Writing in the Sciences	Megan Sheremata, TATP Sciences Trainer; Carine Nemr, TATP Sciences Trainer	8



## TATP WORKSHOPS - UTM CAMPUS (FALL 2018/WINTER 2019)

Date	Title	Facilitators
10 Oct, 2018	UTM: Fundamentals of Course Design from Outcomes to Assessments	Michal Kasprzak, TATP Curriculum Developer; Abdullah Farooqi, TATP Humanities Trainer
11 Oct, 2018	UTM: Designing Better Classroom Experiences for Your Students	Michal Kasprzak, TATP Curriculum Developer; Abdullah Farooqi, TATP Humanities Trainer

## CERTIFICATE PROGRAMS

2018-2019 TATP CERTIFICATE ENROLMENTS IN EVE	
Teaching Fundamentals	<b>125</b>
Advanced University Teaching Preparation	<b>175</b>

## MICROTEACHING SESSIONS

CERTIFICATE PRACTICUMS	
Date	# Attendees
24 May, 2018 - Microteaching I	5
13 Jun, 2018 - Microteaching II	5
12 Oct, 2018 - Microteaching I	5
22 Oct, 2018 - Microteaching I	3
1 Nov, 2018 - Microteaching II	5
15 Nov, 2018 - Microteaching II	3
25 Feb, 2019 - UTSC Microteaching II	4
7 Mar, 2019 - Microteaching I	5
13 Mar, 2019 - Microteaching I	5
19 Mar, 2019 - Microteaching II	3
12 Apr, 2019 - Microteaching II	3
<b>Total</b>	<b>46</b>
<b>Performance Teaching Practicum (PTP)*</b>	<b>12</b>
<b>In-Class observations (ICO)</b>	<b>18</b>

\* This year marked the introduction of the Performance Teaching Practicum (PTP). This practicum was introduced to create a new opportunity for those eager to develop their teaching skills (including presentation and public speaking but not limited to these) within a cohort-based structure.

## D) PROGRAMMING AND COMMUNICATIONS

### CTSI WORKSHOPS AND EVENTS

Time & Date	Workshop	Facilitators	# Attendees
16 May, 2018	Lunch'n Learn: Creating More Equitable Classrooms	Marie Vander Kloet, Assistant Director, CTSI/TATP; Jasjit Sangha, Faculty Liaison, CTSI	5
22 & 23 May, 2018 (Full day)	Course Design Institute I	Diane Horton, Acting Director, CTSI; Megan Burnett, Associate Director, CTSI; Marie Vander Kloet, Assistant Director, CTSI; Mike Kasprzak, Curriculum Developer, CTSI/TATP; Tim Neufeldt, Instruction Librarian, U of T Music Library; Heather Buchansky, Student Engagement Librarian	28
6 June, 2018	Lunch'n Learn: Creating More Equitable Classrooms	Megan Burnett, Associate Director, CTSI; Andrea Graham, Learning Strategist, Academic Success, Student Success Centre	5
7 June, 2019	Effective Strategies for Writing Teaching & Learning Grants	Avi Hyman, Director of Academic & Collaborative Technologies; Julian Weinrib, Director, Office of the Vice-Provost, Innovations in Undergraduate Education; Gwen Burrows, Executive Director, International	29
26 June, 2018	SoTL: Lunch'n Learn: Engaging Work Study Students on Your SoTL Team	Cora McCloy, Faculty Liaison Coordinator, SoTL, CTSI; Gregory Hum, Assistant Director, Teaching Assessment, CTSI	11
16 Aug, 2018 (Full Day)	CTSI Instructor Summer School	Marie Vander Kloet, Assistant Director, CTSI/TATP; Mike Kasprzak, Curriculum Developer, CTSI/TATP; Megan Burnett, Associate Director, CTSI	12
21 Aug, 2018	Tune in to Teaching: Making Your Syllabus Work for You and Your Students	Megan Burnett, Associate Director, CTSI; Angela Henshilwood, Engineering Librarian (seconded PASS Librarian)	18
23 Aug, 2018	Strategies for Writing an Effective Teaching & Learning Grant	Avi Hyman, Director of Academic & Collaborative Technologies; Carol Rolheiser, Director, CTSI; Susan McCahan, Vice-Provost, Innovations in Undergraduate Education and Vice-Provost, Academic Programs; Michelle Beaton, Director, International Strategy & Partnerships, VP-International	19
27 Aug, 2018	Tune in to Teaching: Setting the Tone for Success - The First Day and Beyond	Megan Burnett, Associate Director, CTSI; Cora McCloy, Faculty Liaison Coordinator, SoTL, CTSI	22
27 Aug, 2018	Tune in to Teaching: Grading - Myths and Realities	Megan Burnett, Associate Director, CTSI; Cora McCloy, Faculty Liaison Coordinator, SoTL, CTSI; Melvin Chien, Faculty Liaison, Technology, CTSI	12

Time & Date	Workshop	Facilitators	# Attendees
30 Aug, 2018	Tune in to Teaching: Assignment Design	Andrea Graham, Learning Strategist, Academic Success, Student Success Centre; Andrea Williams, Associate Professor, Teaching Stream & WIT Coordinator; Angela Henshilwood, Engineering Librarian	10
30 Aug, 2018	Tune in to Teaching: Strategies that Engage: Students as Active Learners	Carol Rolheiser, Director, CTSI	27
31 Aug, 2018	Tune in to Teaching: Getting Ready To Teach With Tech: Supporting Engagement and Collaboration Using Educational Technology	Saira Mall, Manager of Academic & Collaborative Technology Support, CTSI; Will Heikoop, Online Learning Coordinator, CTSI; Mike Kasprzak, Curriculum Developer, CTSI	10
26 Sept, 2018	Brown Bag Lunch Series: Gender Expression and Gender Identity in the Classroom	Marie Vander Kloet, Assistant Director, CTSI/TATP; Ben Walsh, User Services Librarian	9
2 Oct, 2018	Demystifying the Dossier Series I: Demonstrating and Capturing Teaching Success	Megan Burnett, Associate Director, CTSI; Marie Vander Kloet, Assistant Director, CTSI/TATP	25
4 Oct, 2018	SoTL Workshop I: See Yourself in SoTL: Creating a Space for Inquiry	Cora McCloy, Faculty Liaison Coordinator, SoTL, CTSI	14
15 Oct, 2018	SoTL: Workshop II: Searching the Higher Education Literature	Navroop Gill, Instruction & Liaison Librarian, OISE Library; Angela Henshilwood, Engineering Librarian, Engineering and Computer Science Library; Sarah Fedko, Liaison Librarian, UTSC Library (seconded CTSI PASS librarians)	15
23 Oct, 2018	Augmented Reality & Virtual Reality for Learning (Online Learning Strategies (OLS/ CTSI))	Laurie Harrison, Director, OLS; Diane Michaud, Instructional Technology Liaison Librarian, UTM; Dawn Kilkenny, Associate Professor, Teaching Stream, Institute of Biomaterials and Biomedical Engineering; Fahad Alam, Assistant Professor, Anesthesia, Collaborative Human Immersive Interaction Lab; Johanna Carroll, Assistant Professor, Teaching Stream, Molecular Genetics; Martina Steiner, Assistant Professor, Teaching Stream, Molecular Genetics	36
31 Oct, 2018	Brown Bag Lunch Series: Gender Expression and Gender Identity in the Classroom	Marie Vander Kloet, Assistant Director, CTSI/TATP; Ben Walsh, User Services Librarian	5
1 Nov, 2018	Integrated Learning: Leadership Forum (by invitation only)	Julian Weinrib, Director, Vice-Provost, Innovations in Undergraduate Education; Ashley Stirling, Vice-Dean, Academic Affairs, KPE; Carol Rolheiser, Director, CTSI; Megan Burnett, Associate Director, CTSI	36

<b>Time &amp; Date</b>	<b>Workshop</b>	<b>Facilitators</b>	<b># Attendees</b>
6 Nov, 2018	Teaching Awards Roundtable	Megan Burnett, Associate Director, CTSI	4
13 Nov, 2018	Demystifying the Dossier Series II: Working With Your Course Evaluations	Gregory Hum, Assistant Director, Teaching Assessment, CTSI; Tammy Rosner, Data Analyst, Course Evaluations, CTSI	7
26 Nov, 2018	SoTL: Workshop III: Research Ethics: Conducting Scholarly Enquiry on Your Teaching	Maria Papaconstantinou, Associate Professor, Teaching Stream, Human Biology Program & Research Ethics Board Member;	19
27 Nov, 2018	U of T Educational Developers' Network	Carol Rolheiser, Director, CTSI; Megan Burnett, Associate Director, CTSI; Karen Leslie, Director, Centre for Faculty Development, Faculty of Medicine	13
28 Nov, 2018	Teaching with Quercus: Track Student Achievement with Learning Outcomes	Carol Roderick, Quercus Liaison, CTSI; Jessie Richards, Curriculum Development Specialist, Vice-Provost, Innovations in Undergraduate Education	20
4 Dec, 2018	Find the Right Blend: Flipped & Hybrid Classrooms	Mike Kasprzak, Curriculum Developer, CTSI; Will Heikoop, Online Learning Coordinator, CTSI	16
5 Dec, 2018	Symposium Express I: Supporting Student Access and Accommodation Needs in the Provision of Integrated Learning Experiences	Ashley Stirling, Vice-Dean, Academic Affairs, KPE; Colin Furness, Assistant Professor, Teaching Stream, FIS; Christine Arsenault, Managing Director, Management, UTSC	12
10 Dec, 2018	Best Practices in Graduate Supervision: Setting Your Students Up for Success - Co-presented with the School of Graduate Studies (SGS)	Carol Rolheiser, Director, CTSI; Charmaine Williams, Acting Vice-Dean, SGS; Marie Vander Kloet, Assistant Director, CTSI/TATP	22
16 Jan, 2019	Creating More Equitable and Inclusive Classrooms: Questions, Considerations and Practices	Marie Vander Kloet, Assistant Director, CTSI/TATP; Jasjit Sangha, Learning Strategist, Faculty of Applied Science and Engineering; Chirag Variawa, Director, First Year Curriculum, & Assistant Professor, Teaching Stream, Faculty of Applied Science and Engineering	16
21 Feb, 2019	Teaching with Quercus: Multiple Choice Quizzes	Carol Roderick, Quercus Liaison, CTSI; Tammy Rosner, Data Analyst, Course Evaluations, CTSI	9
22 Feb, 2019	Lunch n' Learn: Teaching - Finding & Keeping Balance	Carol Rolheiser, Director, CTSI	6
25 Feb, 2019	SoTL Lunch 'n Learn: Searching the Higher Education Literature	Navroop Gill, Instruction & Liaison Librarian, OISE Library; Angela Henshilwood, Engineering Librarian, Engineering and Computer Science Library; Sarah Fedko, Information Literacy/Liaison Librarian, UTSC Library	3
5 Mar, 2019	Symposium Express III: Power and Knowledge in the Community-Engaged Classroom and Beyond	Jennifer Esmail, Special Projects Officer, Vice-Provost, Innovations in Undergraduate Education; Ahmed Allahawala, Associate Professor, Teaching Stream/ Department of Human Geography/Special Advisor on Experiential Education, Office of the Vice-Principal Academic & Dean, UTSC	6



Time & Date	Workshop	Facilitators	# Attendees
7 Mar, 2019	Courage to Teach Dialogue Session	Kathy Liddle, Assistant Professor, Teaching Stream, Department of Sociology, UTSC	9
13 Mar, 2019	Curriculum Mapping	Jessie Richards, Curriculum Development Specialist, Vice-Provost, Innovations in Undergraduate Education; David Chan, Educational Developer, Centre for Teaching and Learning, UTSC	13
14 Mar, 2019	Survey Design & SoTL	Gregory Hum, Assistant Director, Teaching Assessment, CTSI; Tammy Rosner, Data Analyst, Course Evaluations, CTSI; Cora McCloy, Faculty Liaison Coordinator, SoTL, CTSI	17
28 Mar, 2019	Qualitative Research Methods in SoTL	Cora McCloy, Faculty Liaison Coordinator, SoTL, CTSI	15
1 Apr, 2019	Demystifying the Dossier Series III: Drafting Your Statement of Teaching Philosophy	Megan Burnett, Associate Director, CTSI	22
3 Apr, 2019	Symposium Express II: Integration of Movement Breaks into the Undergraduate Classroom: Study Design and Methods	Ananya Tina Bannerjee, Assistant Professor, Dalla Lana School of Public Health; Jackie L. Bender, Assistant Professor, Dalla Lana School of Public Health	5
10 Apr, 2019	Demystifying the Dossier Series IV: Preparing the Teaching Dossier	Megan Burnett, Associate Director, CTSI	19
16 Apr, 2019	Research Ethics: Conducting Scholarly Enquiry on Your Teaching	Maria Papaconstantinou, Associate Professor, Teaching, Human Biology Program & Research Ethics Board Member	22



**Sarah Mayes-Tang**, Assistant Professor, Teaching Stream, Mathematics, Faculty of Arts & Science; 2018-20 U of T Teaching Fellow

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*CTSI always makes sure that instructors shine. They meet instructors where they are and help them become better with encouragement and understanding. The CTSI has been vital in welcoming me to the teaching community at U of T.*

## CTSI SPECIALTY PROGRAMMING

CTSI Workshop or Event	# Attendees
<b>2017-18 Peer-to-Peer (P2P) Faculty Mentoring for Teaching Program</b> • 2017-18: Cohort focus groups (17 May, 2018)	16
<b>2018-19 Peer-to-Peer (P2P) Faculty Mentoring for Teaching Program</b> • 2018-19: 3 workshops (Dec, 2018, Jan, 2019, May 2019)	14
<b>Office of the Vice-Provost, Faculty and Academic Life, New Faculty Orientation (NFO) Session: Teaching at U of T: Setting the Stage for Success</b> (29 Aug, 2018) • How to Spark Innovative Teaching (Susan McCahan) • Teaching with Educational Technology (Will Heikoop and Matt Clare) • Supporting Teaching Assistants and Graduate Students (Megan Burnett) • Student Feedback and Your Teaching at U of T (Gregory Hum, Victoria James, Cora McCloy) • Teaching: Finding and Keeping Balance (Carol Rolheiser and Janice Patterson)	78
<b>2018-19 SoTL Cohort Program</b> <u>Workshop focus areas:</u> • Launch event • Work in Progress • Research Profiles • TLS Poster Preparation	14
<b>Fundamentals of University Teaching</b> (8 week course)	23
<b>12th Annual Teaching &amp; Learning Symposium</b>	287
<b>Course Evaluation Institute</b> (18-19 October, 2019) External Networks	48
<b>TOTAL PARTICIPANTS in all CTSI Workshops/Institutes/Programs</b>	<b>1103</b>

## CTSI EMAIL COMMUNICATION

List	Subscribers	2018/2019 Open Rate
SoTL List-serv	287	N/A
CTSI Newsletter	1818 (up 5.14% from last year)	39.84%
TATP Newsletter	997	28.85%

CTSI Connect Newsletter Metrics (April 23, 2018 - April 15, 2019)	
Total Communications Sent	46
Average number of Recipients	1838
Average Open Rate	37.4% (industry average for education and training is 16.95%)
Average Click Rate	5.28% (industry average for education and training is 2.1%)

Teaching Assistants' Training Program News and Events (April 23, 2018 - March 21, 2019)	
Total Communications Sent	10
Average number of Recipients	999
Average Open Rate	37.95% (industry average for education and training is 16.95%)
Average Click Rate	3.66% (industry average for education and training is 2.1%)

## CTSI TWITTER ACTIVITY

<b>Total Followers:</b>	<b>1569</b>
Likes (month average)	18
Retweets (month average)	10
Links clicked (month average)	31
Highest number of organic impressions*	1,223 impressions (5 Dec, 2018)

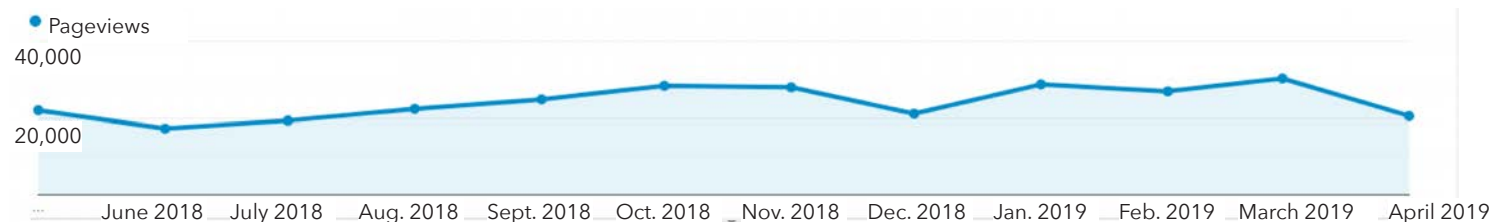
\* Organic impressions represent the number of times that a given Tweet has been viewed on Twitter without being seen in a promoted or paid context.

## CTSI WEBSITE

Google Analytics- May 1, 2018-April 24, 2019

Overall User Behaviour	
Pageviews	289,267
Average session	1:54

### CTSI Website Activity - Peak Times



### CTSI Website Activity - Most Visited Pages

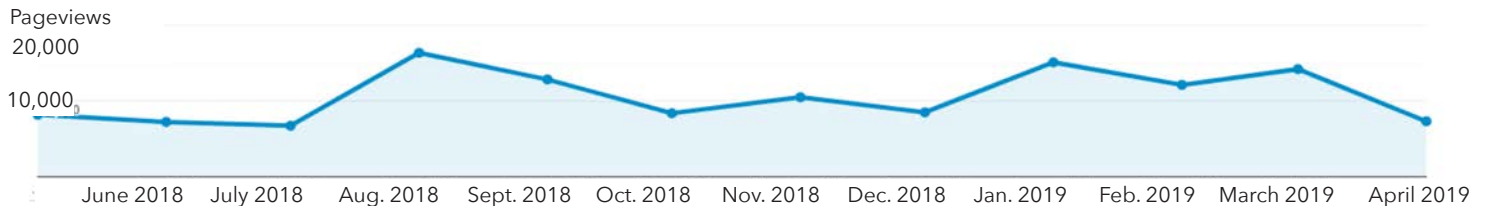
Page	Views
What are Learning Outcomes?	50,708
Home Page	13,540
Characteristics of Good Learning Outcomes	12,027
Peer Observation of Teaching/tools and instruments	8,067
Documenting Teaching/evidence of teaching effectiveness	6,434
Documenting Teaching/statement-of-teaching-philosophy	4,777
Teaching Social Media/benefits-challenges	4,577
Quercus Training	4,117
Events	3,870

## TATP WEBSITE

Google Analytics- May 1, 2018-April 24, 2019

Overall User Behaviour	
Pageviews	126,917
Average session	1:26

### TATP Website Activity - Peak Times



### TATP Website Activity - Most Visited Pages

Page	Views
Ask A TA / Becoming a TA	12,519
Home Page	8,855
Events	7,244
Job Postings	4,849
TA Awards	4,738
Preparing Teaching Dossier Guidelines	4,465
Certificate Programs	3,618
First Time TA Questioning Techniques	3,461
TA Awards Student Nominations	3,072

## CONSOLIDATED CTSI WEBSITE ACTIVITY

	CTSI Website	TATP Website	Teaching & Learning Symposium Website	Course Evaluation Website	RE:THINK Website
Overall User Behaviour					
Pageviews	289,267	126,917	5,091	1,165,074	2,652
Average session	1:54	1:26	2:09	0:35	1:02
Peak Time	Mar-19	Aug-18	April 2019 (when registration opens)	November 20, 2018; April 5, 2019	Aug-18



	CTSI Website	TATP Website	Teaching & Learning Symposium Website	Course Evaluation Website	RE:THINK Website
<b>Most Visited Pages</b>	Learning Outcomes; Events; Peer Observation of Teaching	Becoming a TA; Events; Job Postings; TA Awards	Call for Proposals; Full Agenda; Registration	Faculty and Admin; Using Class Time for Course Evaluation; Important Dates	Mapping the History of Sex Work in Canada; Science of Learning; Road to Reconciliation

## VIDEO PRODUCTION

CTSI YouTube Video Metrics	
Total number of videos	13
Total Number of Participants	16
Most Views	Welcome to Quercus, 730 views

Video Title	Participants
Experience: Undergraduate Research Opportunities at the University of Toronto	Connie Varnhagen, Professor and Academic Director, Undergraduate Research Initiative, University of Alberta; Steve Joordens, Professor, Psychology, UTSC; Ira Wells, Undergraduate Research Program Coordinator, Victoria College, and Project Manager, Jackman Scholars-in-Residence program
Experience: Community-Engaged Learning at the University of Toronto	Susan Nesbit, Professor of Teaching, Civil Engineering, Faculty of Applied Science, University of British Columbia; Ahmed Allahwalla, Associate Professor, Teaching Stream, Human Geography, & Special Advisor to the Dean on Experiential Education, University of Toronto Scarborough; Jennifer Esmail, Research Officer, Experiential Learning, Office of the Dean, FAS
Goodbye Portal, Hello Quercus	Susan McCahan, Vice-Provost, Innovations in Undergraduate Education and Vice-Provost, Academic Programs; Barbara Murck, Associate Professor Teaching Stream, Geography & Planning; Sebastiano Bisciglia, Assistant Professor, Teaching Stream, Faculty of Music
CTSI's Course Design Institute: Designs in Action with Karen Bernhardt-Walther	Karen Bernhardt-Walther, Assistant Professor, Economics, FAS
Managing Assignment Deadlines in Quercus	Don Boyes, Associate Professor, Teaching Stream, Geography & Planning, FAS
Creating a Course Tour using Lecture Capture Software	Avi J. Cohen, Professor (status only), Economics, FAS
Using Rubrics in Quercus	Franco Taverna, Associate Professor, Teaching Stream, Biology, FAS; Claudia Tersigni, Teaching Assistant
Learning Spaces + Places: Myhal 150	Sarah Mayes-Tang, Assistant Professor, Teaching Stream, Mathematics, FAS
Active Learning Classroom Myhal video series with Sarah Mayes-Tang (Video Series)	Sarah Mayes-Tang, Assistant Professor, Teaching Stream, Mathematics, FAS <ul style="list-style-type: none"> <li>• Learning Spaces + Places: Myhal 150</li> <li>• Learning Spaces + Places: Preparation</li> <li>• Learning Spaces + Places: Teaching</li> <li>• Learning Spaces + Places: Assessment</li> </ul>
Teaching with Quercus	Jessica Hill, Assistant Professor, Molecular Genetics, FAS

## E) CONSULTATIONS

### 2018-2019 OVERALL CTSI CONSULTATION METRICS

	2018/2019 Totals	2017/2018 Totals	2016/2017 Totals
<b>CTSI Internal Consultations</b>	<b>236</b> (up 25.5% from last year)*	188	130
<b>Total Dossier Requests</b> (each individual dossier review involves numerous interactions)	<b>49</b> (across all 3 campuses)	52	45
<b>In-Class Observation Requests</b>	<b>8</b>	12	16
<b>CTSI External Consultations</b> (including presentations for delegations/individuals from institutions across Canada, and 11 other countries)	<b>65</b>	3	3

\* Over the course of 2018-19 CTSI engaged in the refinement of tracking capabilities of faculty consultation requests. As a result of a more efficient and consistent process of collective tracking, CTSI noted an increase in faculty consultation requests recorded.

### SCHOLARSHIP OF TEACHING AND LEARNING COHORT CONSULTATIONS

Gregory Hum and Cora McCloy held individual consultations early in the research design process to ensure cohort participants had a solid grounding in articulating their key inquiry questions. Participants were invited to follow-up with the SoTL team on any additional resources and supports they would need.

Each consultation took approximately 2hrs and included a pre-consultation meeting to discuss the participant's project materials, as well as a post-consultation. Additional cohort consultation and support meetings (face-to-face, email) were also arranged as needed.

**Total = 17 individual consultations**



**Danielle Bentley**, Assistant Professor, Teaching Stream, Division of Anatomy, Faculty of Medicine

*I am very grateful to the CTSI and the opportunity to be a part of the inaugural SoTL Cohort. As an education researcher I am strongly committed to the practice of transparent, iterative, education-research designs that are based on best practice recommendations. It was inspirational to share space with others who share in this commitment.*

## EXTERNAL CONSULTATIONS FOR THE FOLLOWING INSTITUTIONS/ORGANIZATIONS

Athabasca University  
Brigham Young University  
Dalhousie University  
Harvard University  
King Abdullah University of Science and Technology  
McGill University  
McMaster University  
National University of Singapore  
Parnass Consulting & Coaching Services  
SAGE Publishing  
Saltus Grammar School  
Sheridan College  
Simon Fraser University  
S.P. Pune University  
The Royal Gazette, Bermuda  
University of Agder

University of Alberta  
University of British Columbia  
University of Calgary  
University of Cambridge  
University of Chicago  
University of Guelph  
University of New Brunswick  
University of Manitoba, Rady Faculty of Health Sciences  
College of Rehabilitation Science  
University of Michigan  
University of Saskatchewan  
University of the West Indies  
Utrecht University, Netherlands  
University of Waterloo  
Western University



## F) PUBLICATIONS, RESOURCES, REPORTS & REFERENCES

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### Guides and Reports

Centre for Teaching Support & Innovation. (2019). *Examining Course Evaluation Qualitative Comments and Text Analytics Pilot: Executive Summary*. Toronto, ON: Centre for Teaching Support & Innovation, University of Toronto.

Centre for Teaching Support and Innovation (2018). *University of Toronto Course Evaluation Interpretation Guidelines for Academic Administrators*. Toronto, ON: Centre for Teaching Support & Innovation, University of Toronto.

Centre for Teaching Support and Innovation (2018). *University of Toronto's Cascaded Course Evaluation Framework: Validation Study of the Institutional Composite Mean (ICM)*. Toronto, ON: Centre for Teaching Support & Innovation, University of Toronto.

### Refereed Guide

Ellis, D.E., Chu, S.T.L., Popovic, C., Rolheiser, C., Le-May Sheffield, S., Wolf, P., & Wright, W.A. (2018). Educational Development Guide Series: No. 3. *Centre Reviews: Strategies for Success*. Ottawa, ON: Educational Developers Caucus.



### Refereed Journal Articles

McGinn, M., Acker, S., Vander Kloet, M. & Wagner, A. (2019). Dear SSHRC, what do you want? An epistolary narrative of expertise, identity and time in grant writing. *Forum: Qualitative Social Research*, 20(1), Article 8. DOI: <http://dx.doi.org/10.17169/fqs-20.1.3128>

Najafi, N., Rolheiser, C., Harrison, L., & Heikoop, W. (2018). Connecting learner motivation to learner progress and completion in massive online open courses. *Canadian Journal of Learning and Technology*, 44(2), 1-22.

### Papers in Conference Proceedings

Najafi, H., Rolheiser, C., Harrison, L., & Heikoop, W. (October 2018). *Help-seekers and help providers in MOOCs*. In *Proceedings of E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education* (pp. 1476-1485). Las Vegas, NV, United States: Association for the Advancement of Computing in Education (AACE). Retrieved October 30, 2018 from <https://www.learntechlib.org/primary/p/185118/>.



## New CTSI Tipsheets


- *Survey Design and SoTL Tipsheet*
- *Multiple Choice Quercus Quiz Analysis Reports Guide*
- *Multiple Choice Question and Quiz Tips*
- *Understanding Turnitin and the Similarity Report*
- *Finding and Keeping Balance in Teaching*
- *U of T Top Ten Teaching Tips*
- *Conducting Scholarship of Teaching & Learning (SoTL) at U of T: Submitting My Research Human Protocols (MRHP)*

- *Searching the Higher Education Literature Tip Sheet*
- *Funding for SoTL Research Tip Sheet*
- *SoTL Research Ethics Tip Sheet*
- *Effective Learning Environments Tip Sheet*
- *Respecting Confidentiality Tip Sheet*
- *Avoiding Conflict of Interest Tip Sheet*
- *Fostering Safe, Equitable and Accessible Learning Environments*
- *Upholding Academic Integrity*

- *TATP Quercus Tip Sheet*
- *Accessibility in Labs and Practicals*
- *Innovative and Pedagogical Approaches to Access and Mental Health*

## Updated Tipsheets

- *What is SoTL?*
- *SoTL Resources*
- *SoTL Overview*
- *Supporting Students in Distress: Guidelines for Teaching Assistants at the University of Toronto*



1. U of T reflects a **landscape of diverse teaching contexts**. Connecting with people outside your division can help you better understand your own teaching and practice, and inspire future plans.
2. **Get and stay connected** – read the U of T e-Bulletin. Sign up for the CTSI newsletter. Ask colleagues what Twitter feeds they follow, what listservs they are on, etc.
3. U of T has a new Academic Toolbox, **Quercus** – the tools in it can support your teaching!
4. Support your **TAs** because they support you!
5. Every course at U of T is evaluated. The **course evaluation system** provides meaning beyond the numbers – use student data to inform your course improvements.
6. Know “**Who’s Who in the Zoo**” – Chairs, Departmental Administrative Staff, HR Office, Research Services, Liaison Librarians, Divisional IT, UTFA...can all make life easier for you - find out who they are.
7. Know how to **connect your students** to services/resources that will help them navigate their personal and academic life (Academic Success, Accessibility Services, Student Life, Library, Health and Wellness, etc.).
8. Understand the **U of T policy and resource landscape** for yourself as a faculty member and for your students – e.g. AODA, how to use (or not) Turnitin, communications and privacy guidelines, etc.
9. Review the **U of T Grading Policy**. U of T does not grade on a curve. Don’t underestimate the importance of well-thought out assignment design and formative feedback.
10. U of T has a **vibrant and growing teaching culture** – peer mentoring, integrated learning, communities of practice, teaching centres on all 3 campuses. Find out how to connect with other faculty around teaching. Crowd your landscape with community!

**UofT Teaching TOP TEN**  
2018-2019

Centre for Teaching Support & Innovation, University of Toronto

## G) PRESENTATIONS

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### Refereed Conference Presentations/Papers Presented at Conferences

Bentley, D., Faul, J., Separi, L. & Rosner, T. M. (2019, April). *Does two-stage collaborative testing Improve recall and retention of anatomical concepts?* Experimental Biology conference, Orlando, USA.

Bentley, D., Hum, G., Rosner, T., & McCloy, C. (2019, April). *This is how you do it right?! Practical suggestions for designing and implementing education research projects within the anatomy classroom.* Poster presented at the Experimental Biology Conference, Orlando, USA.

Burnett, M. & Vander Kloet, M. (2018, October). *Working toward SoTL: Cultures of professional learning for non-academic staff of teaching centres.* Paper presented at the annual conference of the International Society for the Scholarship of Teaching and Learning (ISSOTL), Bergen, Norway.

Bramesfeld, K.D., Hum, G., Rolheiser, C., Burnett, M., & McCahan, S. (2019, April). *Evaluating the validity and interpretability of course evaluation instruments using institution-specific data.* Paper presented at the annual conference of the American Educational Research Association (AERA), Toronto, ON.

Diskin A. & Kasprzak, M. (2019, April). *Tracking participation: They why, what and how of metrics.* Paper presented for the Southwestern Ontario Meeting for the Advancement of Emerging Educators' Teaching Development. Hamilton, ON.

Diskin, A., Kasprzak, M. & D'Amico, C. (2019, April). *Online training modules: A subject matter expert, an actor and an instructional designer walk into a room...* Paper presented for the Southwestern Ontario Meeting for the Advancement of Emerging Educators' Teaching Development, Hamilton, ON.

Ellis, C., Chu, S., & Rolheiser, C. (2018, November). *Assessing our teaching centre work: Planning a successful external review.* Workshop presented at the Professional and Organizational Development (POD) Network's 43rd Annual Conference, Portland, OR.

Hum, G. (2018, October). *The role of evidence and scholarship.* Course Evaluation Institute, University of Toronto, Toronto, ON.

Hum, G. (2019, April). *Supporting the valid use and interpretation of student ratings of instruction through analysis, open dialogue, and communication.* Symposium panelist at the annual meeting of the American Educational Research Association, Toronto, ON.

Hum, G. & James, V. (2018, June). *Harnessing student evaluations of teaching as a tool for pedagogical innovation and change: A reflection on seven years of multi-disciplinary implementation efforts.* Paper presented at the Society for Teaching and Learning in Higher Education (STLHE) Annual Conference, Sherbrooke, QC.

Hum, G. & Rosner, R. (2018, October). *Supporting interpretation through visualization and guides: Our challenges and successes at U of T.* Presentation at Course Evaluation Institute, University of Toronto, ON.

Hum, G. & Tam, B. (2018, October). *Examining and defining problematic comments.* Presentation at Course Evaluation Institute, University of Toronto, ON.

Hum, G. & Tam, B. (2019, February). *Adapting and customizing online course evaluations to support engagement and valid uses of the data.* Workshop at the University of Manitoba, Rady Faculty of Health Sciences.

Hum, G. & Tam, B. (2019, February). *Redesigning course evaluations in the rehabilitation sciences at the University of Toronto.* Invited talk at the University of Manitoba, Rady Faculty of Health Sciences.

Hum, G. & Tam, B. (2019, February). *University of Toronto's Cascaded Course Evaluations Framework (CCEF): Customizing course evaluations forms to support interpretation and use for particular programs and contexts.* Invited talk at the University of Manitoba, Rady Faculty of Health Sciences.

Hum, G., Wells, T. & Burnett, M. (2019, June). *Facilitating university teacher growth through the intentional design of course evaluation strategies and processes*. Interactive workshop presented at the annual conference of the Society for Teaching and Learning in Higher Education (STLHE), Winnipeg, MB.

Kasprzak, M. Diskin, A., & Michaud, D. (2018, May). *Making our work visible: How to show achievement, scope and impact before your first morning coffee*. Paper presented at TechKnowFile. Toronto, ON.

McCloy, C., Graham, A., Hum, G., Burnett, M., & Rolheiser, C. (2018, November). *Supporting, facilitating and building community: Insights from the study of a research-informed peer-to-peer (P2P) faculty mentoring for teaching program*. Paper presented at the 2018 Symposium on the Scholarship of Teaching and Learning, Banff, AB.

Najafi, H., Harrison, L., Rolheiser, C., & Heikoop, W. (2019, April). *MOOC learners' use of discussion forums to seek and receive help*. Paper presented at the annual conference of the American Educational Research Association (AERA), Toronto, ON.

Najafi, H., Rolheiser, C., Harrison, L., & Heikoop, W. (2018, October). *Help-seekers and help providers in MOOCs*. Paper presented at the Association for the Advancement of Computing in Education (AACE), E-Learn World Conference of E-Learning, Las Vegas, NV.

Rolheiser, C. (2019, April). *Innovating MOOC pedagogies*. Chair, structured poster session at the annual conference of the American Educational Research Association (AERA), Toronto, ON.

Rolheiser, C. (2018, May). *Creating literal and figurative spaces for faculty mentoring for teaching*. Research presentation at the 14th Annual UBC Okanagan Learning Conference, Kelowna, BC.

Rolheiser, C., & Burnett, M. (2018, October). *The University of Toronto course evaluation framework and online transition as a catalyst for system change*. Course Evaluation Institute, University of Toronto, Toronto, ON.

Vander Kloet, M. (2018, October). *A good place to work and to learn: Sustaining "a commons" in a graduate peer training program*. Paper presented for the International Society for the Scholarship of Teaching and Learning conference. Bergen, Norway.

Wells, T., James, V. & Rappaport, M. (2018, October). *Course evaluation engagement: It's more than response rates!* Course Evaluation Institute, University of Toronto, Toronto, ON.

Wright, W.A., Le-May Sheffield, S., & Rolheiser, C. (2018, October). *Conducting reviews of educational development centres: What, where, when, why and how?* Presentation for the International Scholarship of Teaching and Learning (ISSOTL) Annual conference, Bergen, Norway.

### **Refereed Conference Presentations - Proposals Accepted**

Rolheiser, C., Carbone, A., Macnab, E., & Jing, Y. (2019, October). Proposal accepted. *The scholarship of leading: Boundary-spanning in action*. International Scholarship of Teaching and Learning (ISSOTL) conference, Atlanta, GA.

Rolheiser, C., Burnett, M., Macnab, E., Gordon, K., & Olmstead, K. (2019, November). Proposal Accepted. *The road travelled, the road ahead: Teaching centre strategic change*. Professional and Organizational Development (POD) Network Annual Conference, Pittsburgh, PA.



## CTSI EXTENDS THANKS!

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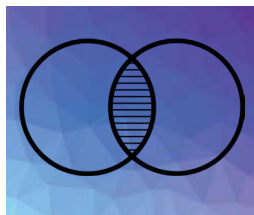
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**Sharon Switzer-McIntyre**, Program Director & Associate Professor, Department of Physical Therapy

**Carol Rolheiser**, Director, CTSI and Professor, Curriculum, Teaching and Learning, Ontario Institute for Studies in Education (OISE)



# **INTERSECTIONS**

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