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APPENDIX A - L (see separate document):

Appendix A: CTL Sponsored Teaching Workshops 2017-18
Appendix B: Teaching Grants Awarded in 2017-18
Appendix C: Professional Development Grants 2017-18
Appendix D: Foundational Skills Working Group Report
Appendix E: Attendance Patterns for UTSC GPS & TATP Programming
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Appendix I: The Writing Centre
Appendix J: Service Learning & Outreach
Appendix K: Math & Stats Learning Centre
Appendix L: English Language Development Centre
MESSAGE FROM THE DIRECTOR/ASSOCIATE DEAN

It is a pleasure to present this year’s annual report for the Centre for Teaching and Learning (CTL). As you will see in these pages, it has been a busy year with many programs to support faculty and all our course instructors in their teaching and teaching professional development. We also have created a wide variety of student programs to assist students in their learning journeys by enhancing their academic and self-efficacy skills.

It is a bittersweet moment for me personally as I complete my second and final term as the Associate Dean/Director. I would like to thank the three Vice-Principal and Deans (Academic) and their dedicated team members that have provided financial support, encouragement and advice to the Centre for Teaching and Learning throughout the past 11 years.

It has been a privilege to work with the wonderful faculty and staff in CTL and to collaborate with faculty and staff in other units to promote our common mission to provide rich learning opportunities for the UTSC community. While I will no longer be directing CTL operations, I look forward with great optimism and excitement to CTL’s future directions.

Best Regards,

[Signature]
1. CTL MISSION, PHILOSOPHY, AND OVERVIEW

1.1 Our Mission

The Centre for Teaching and Learning’s (CTL) mission is to promote learning for all members of our community. The nexus of all of CTL’s diverse activities is learning. To be successful as teachers we have to understand the knowledge framework of those whose learning we hope to facilitate. Whether CTL is working with new instructors to improve their teaching skills, supporting other educators to help students, or engaging directly with students, we collaborate as partners first to understand each other’s knowledge framework and environment. From this vantage point, we then strive to facilitate learning and improvement in the academic skills that make learning possible and ongoing.

Our work is anchored in reciprocity, equity and the inherent value of diversity. In CTL we are committed to bringing our pedagogical and discipline-based knowledge to learning partnerships, recognizing the value of all learning partners and working together respectfully and collaboratively. We collaborate with course instructors to identify the key technologies they need to teach efficiently and share best pedagogical practices to create a community of passionate, expert teachers that create courses with excellent learning opportunities. We work with partner educators to help students use these learning opportunities to generate, use and communicate knowledge for the betterment of themselves and our community. Our efforts are infused by our philosophy that new knowledge is constructed by actively linking new concepts and information to one’s own existing knowledge base. Thus, learning is a personal and active process.

1.2 Our Services

As part of our CTL mission, we deliver services and develop partnerships to:

- facilitate and support a “community of practice” in which dedicated teachers interact, learn and support each other;
- provide faculty with opportunities to enhance their teaching expertise and the learning of their students through consultations, workshops, grants and awards;
- assist faculty and students with educational technologies that support learning and course delivery, including (but not limited to) Blackboard, Test Scanning, and WebOption;
- support students as learners to fulfill the intellectual demands of their courses and to become autonomous life-long learners with strong and evolving academic skills;
- create and deliver skills programs and workshops in the classroom, as well as small group and one-to-one instruction;
• offer “for-credit” CTL courses in Academic English skills (CTLA01, CTLA02), Service Learning (CTLB03) and most recently Personal Health and Optimal Learning (CTLA10);
• offer pedagogical training and professional development opportunities to Teaching Assistants and Graduate Students; and
• collaborate with other units to bring our pedagogical perspectives to joint endeavors.

1.3 Our Structure

The Centre for Teaching and learning has a Director chosen from the Professoriate of an academic department, typically to serve one or two five-year terms. The other CTL faculty positions are either entirely within CTL or are in partnership with the library or an academic Department. Currently the faculty of the Mathematics and Statistics Learning Centre are jointly appointed to the department of Computer and Mathematical Science. In addition to the Director, CTL faculty and staff currently include 9.6 USW employees (4 with administrative staff roles and 5.6 in educator-support roles), 2 librarians (one jointly appointed to the library), 5 Associate Professors, Teaching Stream, one Assistant Professor Teaching Stream, and two part-time Lecturers with recurring contracts.

1.4 Our Casual Employees

To accomplish its mission, CTL also regularly employs students in casual Steelworker positions as study group facilitators, WebOption videographers, CUPE Writing Instructors, and Sessional Instructor Assistants and Teaching Assistants; we also occasionally have hired a Sessional Instructor.

In 2017-18, we had contracts with casual employees as follows:

<table>
<thead>
<tr>
<th>Casual Employees and Hours of Employment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Work study</td>
<td>12 students for a total of 1,623 hrs of employment</td>
</tr>
<tr>
<td>Casual USW employees (mostly videographers and study group facilitators)</td>
<td>126 students for a total of 11,361 hrs employment</td>
</tr>
<tr>
<td>CUPE TAs and SIAs</td>
<td>27 persons for a total of 3,286 hrs employment</td>
</tr>
<tr>
<td>CUPE Writing Instructors</td>
<td>18 persons for a total of 3,288 hrs employment</td>
</tr>
</tbody>
</table>
2. PERSONNEL

2.1 Faculty Affiliates (primarily appointments not in CTL) *

*only the Associate Dean/Director has major duties in CTL

Clare Hasenkampf (PhD)
Professor, Biological Sciences
Associate Dean and Director, Centre for Teaching and Learning

Janelle Leboutillier (PhD)
Associate Professor - Teaching Stream, Psychology
Associate Director for Course Evaluations

Iris Au (PhD)
Associate Professor - Teaching Stream, Management
Co-leader of CTL Faculty Ambassadors

Johann Bayer (PhD)
Associate Professor - Teaching Stream, Physical and Environmental Sciences;
Co-Leader of CTL Faculty Ambassadors and UTSC’s key Communication Contact
for the rollout of Quercus

2.2. CTL Faculty and Librarians (at least 49% appointment in CTL)

Sarah Fedko (MIL)
Librarian, 49/51% CTL/Library

Nancy Johnston (PhD)
Associate Professor - Teaching Stream
CTL Associate Director, Curriculum and Student Support
Writing in the Disciplines Coordinator, The Writing Centre (TWC)

Sohee Kang (PhD)
Assistant Professor - Teaching Stream, 49/51% CTL/CMS
Statistics Coordinator, Mathematics and Statistics Learning Centre (MSLC)

Elaine Khoo (PhD)
Associate Professor - Teaching Stream
Coordinator, English Language Development Centre (ELDC)

Sarah King (PhD)
Associate Professor - Teaching Stream
Coordinator, The Writing Centre (TWC)
Heather Lynne Meacock (MA)
Lecturer (75%), English Language Development Centre (ELDC)
Coordinator, Language Advancement and Professional Development Institute

Janice Patterson (MLS, MEd)
Librarian
CTL Associate Director, Communication, Events & Grants
Service Learning and Outreach, Assistant Coordinator

Kamini Persaud (PhD)
Associate Professor - Teaching Stream
Coordinator, Service Learning and Outreach

Zohreh Shahbazi (PhD)
Associate Professor - Teaching Stream 49/51% CTL/CMS
Coordinator, Math and Statistics Learning Centre (MSLC)

Sheryl Stevenson (PhD)
Lecturer (75%)
Coordinator, Teaching Assistant and Graduate Student Support

2.3 USW Staff

Judy Brunton, Administrative Assistant 100%

David Chan (PhD), Educational Developer for Student Success/Faculty Development

Wathsalya De Silva, Business Officer 100%

Dina Soliman, Frontline Educational Technology Technician 60% (limited contract)

Adon Irani (MMSc, MES), Educational Technology Supervisor. 100%

Mark McKee, LectureCasting Coordinator & Comm. and Events Asst. 100%

Maggie Roberts (MA), Service Learning & Peer Facilitation Strategist 100%

Amelia Seto-Hung, Course and Program Assistant 100%

Brian Sutherland (MEd), Educational Technologies Administrator 100% (doing 80% time temporarily while pursuing PhD)

Sylvia Yin, Student Program Assistant
3. FACULTY AND INSTRUCTOR TEACHING DEVELOPMENT PROGRAMMING

Our goal for working with educators has been to create an expanding community of scholars who see their teaching practice as capable of development and change, and of being an emotionally rewarding part of their academic life. We achieve these goals in a variety of ways:

- one-to-one consultations
- teaching awards
- teaching grants
- bimonthly workshops on a range of teaching topics offered by members of our teaching community
- workshops on standard topics (teaching portfolio construction, assessment, assignment and course design, curriculum mapping, doing classroom observations) offered by the Director or other CTL faculty
- an annual, all day Celebration of Teaching
- multi-day intensive programs on pedagogical theory (in conjunction with New Faculty Orientation) or classroom practice (our Instructional Skills Workshops).

We also extend our community through the CTL Ambassador program, the CTL book club, themed socials (e.g. Teaching for the Long Run, ceremony honoring teaching award winners) and Teaching Grants and Awards and new this year - Teaching Chats.

Across our entire educator programming, in the 2017-18 academic year we had a total attendance of 366 at our different workshops and events. CTL sent out participation letters to 181 different UTSC community members who participated in these workshops. The CTL main website for faculty and course instructor programming and the educational technology website together had 84,318 total visits.

In addition to our robust set of offerings and local events, CTL works closely with the tri-campus Centre for Teaching Innovation and Support, sharing program ideas and ensuring that UTSC faculty have full access to all the centrally delivered programs.

3.1 Support and Access to Expertise

3.1.1 One-to-One Consultations

CTL offers one-to-one consultations for all course instructors (faculty and CUPE instructors). Consultations are on a range of topics that include curriculum mapping, teaching and grant applications/nominations, job applications (for CUPE instructors),
teaching portfolio construction, classroom management issues, assisting students in difficulty, course design, syllabus construction, and assignment design (notably writing assignments). CTL collectively did 184 faculty/instructor consultations. The Associate Dean/Director had 60 teaching portfolio, grant, award or problem-oriented consultations with faculty, CUPE instructors or educator staff. CTL faculty did an additional 79 consultations on a range of topics, such as English language learning, presentation skills and written assignments and statistical analyses. Our new Educational Developer also did 45 consultations on curriculum mapping, classroom observations and other topics.

### 3.1.2 Pedagogical Workshops for New and Returning Faculty

CTL places a high priority on regularly having workshops on a range of topics relating to the challenges faced by our educators. We offer these workshops to share best practices in teaching (see Appendix A for the list of CTL sponsored workshops in 2017-18). Collectively this represents 38 sessions for a total of ~ 75 hours of faculty teaching professional development programming.

These events occur in the five contexts provided below.

1. **Extended (3 day) teaching orientation.** This event was held in late July and is integrated into the Dean’s Office broad-based, New Faculty Orientation. The target group is new faculty, but all faculty and sessional instructors are invited to the pedagogical sessions; each year we have some returning faculty who attend one or more of the sessions. To faculty who participate in the majority of sessions, we offer a choice of one of several teaching books – “Student Engagement Techniques”, “Teaching at Its Best” or “What the Best College Teachers Do”. We had 40 faculty attendees.

2. **Mini-New Faculty Orientation.** Because each term brings new teachers to our campus, we offer a 3-hour, New Faculty Teaching Orientation (NFO) each term to ensure that all of our instructors learn of pedagogical theory and have the chance to engage actively in instructional design. For a variety of reasons not all new instructors attend a teaching orientation. To help these instructors, all identified new instructors (UTFA and CUPE) are given a “Teaching at UTSC” New Instructor Kit and the offer of a consultation on their syllabus and assignment design.

   In the 2017-18 academic year, across all of our new faculty teaching orientations, we had 53 faculty and or course instructors attend one of these Introductory Teaching Sessions.

3. **Director Workshops (DW).** The Director offers workshops on topics of recurring interest for teaching awards and grants and preparing teaching portfolios. Each of these workshops is offered in each of our three term’s Reading Weeks. The Teaching
Portfolio is also offered as a pre-showcase workshop on the day of our annual Celebration of Teaching.

4. **Educator’s Exchange Teaching Workshops (Ed Ex).** Each year we create a lunchtime workshop series. The topics vary from year to year, but a hallmark of these sessions is their interactivity and the fact that most speakers are educator staff or faculty from UTSC, or are close colleagues from one of the other divisions at U of T. All sessions include a light lunch and the opportunity to engage with other participants. This Educator Exchange workshop series is one of our major mechanisms for building a community of like-minded educators.

5. **Faculty Teaching Showcase and Celebration of Teaching.** Every spring CTL organizes a local conference to promote teaching excellence. Preconference workshops are offered (1 for faculty, 1 for graduate students). These early morning events are followed by our plenary speaker, and a daylong set of workshops, round tables and poster session. With lunch and a concluding reception, there is ample time for the sharing of practice and ideas. In 2017-18, 63 educators attended this all-day celebration.

### 3.2 Community-Building and Peer-to-Peer Learning

In addition to the workshops already described, CTL engages faculty, course instructors and staff educators by building community with the additional programs given below.

#### 3.2.1 Instructional Skills Workshops (ISW)

The Instructional Skills Workshop (ISW) program is an intensive event, consisting of a laboratory approach to the improvement of teaching and learning. Over three eight-hour days, *this year's four participants* committed to 18 hours or active learning in the craft of their teaching; they reviewed basic teaching theory, checked current practices, experimented with new instructional strategies and techniques, and received feedback. The ISW is grounded in active, experiential learning, and is one of the few opportunities for instructors to observe other instructors teaching. It closely ties into the work of CTL by promoting active enhancement of instructor teaching and building a community of practice.

#### 3.2.2 CTL Book Club

The CTL Book Club has two main goals: (1) build relationships between faculty in different disciplines and (2) explore a set of ideas about pedagogy in a substantial manner. In 2017-18, the book selected was “Small Teaching” by James Lang. Ten faculty participated in the five 1.5 hour meetings. The book club was moderated by CTL Ambassadors Johann Bayer and Iris Au; the book club presented key findings from the book at the Annual Teaching Showcase.
3.2.3 CTL Ambassadors

This group was created to improve communication between CTL and the faculty within our departments. Now in its fifth year of existence, this group of faculty serves as our advisory group and helps us with ideas for new programming and the dates/topics for our workshops. Each year two members of the previous year’s Ambassadors are selected as co-leaders and they organize the group for the year, striving to get a volunteer from each Department. In 2017-18, there were 9 Ambassadors that consistently participated in the Ambassadors meetings and events. This year the Ambassadors introduced a new teaching community event - Teaching Chats.

3.3 Awards and Grants

3.3.1 Teaching Awards

We now have separate teaching awards for course instructors:

- Associate and Full Professors
- Assistant Professors and Lecturers
- CUPE instructors (unit 1 and unit 3)

and Teaching Assistant awards for:

- Graduate Teaching Assistants
- Undergraduate Teaching Assistants
- Sessional Instructor Assistants

CTL actively promoted the new awards and we had a strong pool of nominations and winners for each award. In 2017-18, UTSC honored three members of the professorate, one part time Lecturer, three graduates and one undergraduate TA with teaching awards.

We celebrate our teaching award winners’ accomplishments each year at a CTL Social in December where we honor our winners and ask them to share some of their teaching experiences with those attending.

3.3.2 Teaching Grants

CTL promotes, administers and organizes adjudication of the existing teaching grants: teaching enhancement grants, teaching equipment grants, teaching software grants (adjudicated jointly with IITS), and “Assessment of Innovation Effectiveness” grants. The twice-annual call for proposals has an online application process. These grants support applications to:

- adapt or develop courseware or instructional technology;
- support diversity, inclusivity and accessibility;
- promote writing and oral communication skills within the disciplines;
- improve discipline-specific information literacy;
• develop quantitative reasoning skills within the disciplines; and
• implement and model innovative teaching that uses active learning or provides timely feedback or promotes a sense of a learning community (cooperation and reciprocity).

Proposals that serve multiple courses and disciplines through collaborations are strongly encouraged.

In 2017-18, there were 42 teaching grant applications in total, and 67% of these were funded for a total of $89,054. Details on funded projects can be found in Appendix B. CTL also endorsed and agreed to provide a total of $3,646 in matching funds for one UTSC application for the tri-campus Instructional Technology Innovation Fund (ITIF); the application was successful. We also administer small professional development grants (up to a maximum of $300 each) for UTSC instructors to attend teaching-related conferences. We provided funds for 16 conference attendances for a total of $4,365 Appendix C. The funding distribution for each type of grant is given below.

**TOTALS FOR ALL GRANTS, 2017-18**

<table>
<thead>
<tr>
<th>Grant Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Enhancement Grants</td>
<td>$37,494</td>
</tr>
<tr>
<td>Teaching Equipment Grants</td>
<td>$36,861</td>
</tr>
<tr>
<td>Teaching Assessment Grants</td>
<td>$1,895</td>
</tr>
<tr>
<td>Teaching Software Grants</td>
<td>$9,158</td>
</tr>
<tr>
<td>ITIF matching funds</td>
<td>$3,646</td>
</tr>
<tr>
<td><strong>Teaching Grant Subtotal</strong></td>
<td><strong>$89,054</strong></td>
</tr>
<tr>
<td>Teaching Professional Development</td>
<td>$4,365</td>
</tr>
<tr>
<td><strong>Grand Total of Grants</strong></td>
<td><strong>$93,419</strong></td>
</tr>
</tbody>
</table>

### 3.4 Special Projects with the Dean’s office

In 2017-18, CTL worked closely with the Dean’s office for the following projects:

- Development of the new Guidelines for Assessing Effectiveness in Teaching and in the approval process through governance
- New Faculty Orientation and New Chair’s Retreat at inception of the academic year
- Departmental Curriculum mapping
- Mechanisms to enhance foundational skills across the disciplines, Appendix D.
4. EDUCATIONAL TECHNOLOGY

4.1 WebOption Lecturecasting

The WebOption team provides videography and lecturecasting services. Steady growth in the number of courses using the service has occurred each year since the service’s inception. In 2017-18, there was an overall increase of 7%. Student activity on the Lecturecast website increased more substantially, being up 16% (Ed Tech Table 1). Ed Tech Table 2 provides the breakdown of lecturecast videos by categories: Lecture Video (new videography recorded in the classroom); Re-posted Lecture Video (from previous terms); Re-posted Supplemental Video (video from previous terms); and Supplemental Video (new videography recorded this term).

Ed Tech Table 1. Lecturecasting courses and combined course enrolments

<table>
<thead>
<tr>
<th></th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer Courses</td>
<td>34</td>
<td>38</td>
<td>45</td>
<td>43</td>
<td>-4%</td>
</tr>
<tr>
<td>Summer Enrolments</td>
<td>3,489</td>
<td>3,931</td>
<td>5,837</td>
<td>5,572</td>
<td>-5%</td>
</tr>
<tr>
<td>Fall Courses</td>
<td>46</td>
<td>60</td>
<td>56</td>
<td>74</td>
<td>32%</td>
</tr>
<tr>
<td>Fall Enrolments</td>
<td>15,549</td>
<td>19,797</td>
<td>19,057</td>
<td>20,370</td>
<td>7%</td>
</tr>
<tr>
<td>Winter Courses</td>
<td>50</td>
<td>54</td>
<td>67</td>
<td>63</td>
<td>-6%</td>
</tr>
<tr>
<td>Winter Enrolments</td>
<td>13,206</td>
<td>14,666</td>
<td>16,096</td>
<td>16,345</td>
<td>2%</td>
</tr>
<tr>
<td>Total Courses</td>
<td>130</td>
<td>152</td>
<td>168</td>
<td>180</td>
<td>7%</td>
</tr>
<tr>
<td>Total Enrolment</td>
<td>32,244</td>
<td>38,394</td>
<td>40,990</td>
<td>42,287</td>
<td>3%</td>
</tr>
<tr>
<td>Total Web Hits</td>
<td>967,750</td>
<td>1,194,098</td>
<td>1,167,398</td>
<td>1,392,061</td>
<td>19%</td>
</tr>
</tbody>
</table>

Ed Tech Table 2. Lecturecasting breakdown by video type

<table>
<thead>
<tr>
<th>Video Type</th>
<th>Summer 2017</th>
<th>Fall 2017</th>
<th>Winter 2018</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture Video (new videography)</td>
<td>432</td>
<td>1,143</td>
<td>1,127</td>
<td>2,702</td>
</tr>
<tr>
<td>Re-posted Lecture Video</td>
<td>354</td>
<td>56</td>
<td>16</td>
<td>426</td>
</tr>
<tr>
<td>Re-posted Supplemental Video</td>
<td>46</td>
<td>56</td>
<td>72</td>
<td>174</td>
</tr>
<tr>
<td>Supplemental Video (new videography)</td>
<td>19</td>
<td>47</td>
<td>79</td>
<td>145</td>
</tr>
<tr>
<td>All Video</td>
<td>851</td>
<td>1,302</td>
<td>1,294</td>
<td>3,447</td>
</tr>
</tbody>
</table>
4.1.1 International Students

It is important to note that of the 42,287 enrolments in courses that used WebOption services in the past academic cycle, **8,294 enrolments (20%)** were identified as being International Students. Moreover, 6 of the 20 WebOption videographers hired in 2017-18 were international students.

4.1.2 Captioning

A total of 17 courses were captioned by request in the 2017-18 academic cycle, amounting to just over 385 hours of lectures captioned. This is 65% greater than the previous annual period.

4.1.3 WebOption at St. George campus

UTSC hosted a total of 17 St. George Campus Faculty of Arts and Science courses on our WebOption system. This is an increase from 12 in the previous year.

4.2 Test Scanning Services

CTL scans multiple-choice tests and exams and provides results to instructors. We also provide documentation relating to tests—e.g. how to interpret test results, and how to automatically load grade results onto Blackboard. In 2017-18, we scanned a total of **100,389 test sheets**, representing a total of 903 test scanning jobs.

4.3 Classroom Response Systems

CTL continues to support instructors in the use of classroom response systems. In total, 10 instructors were regular users of U of T-approved classroom response systems.

4.4 Learning Management System Support

4.4.1 Blackboard Support

The Blackboard/Portal team has provided individualized Blackboard/Portal support and consultation to UTSC instructors, whose needs range from basic to highly complex.

Operations include:

- Evaluate functionality of new applications
- Maintain the Educational Technology website, keeping it current with documentation, helpful tips, information on new resources, and support contact details
- Train and support departmental staff who provide support to their academic units
• Proactively provide a wide-range of administrative one-time support services at start-up of each semester: graft (combine) cross-listed courses, set-up links in WebOptioned courses, add staff as appropriate to courses (e.g. Facilitated Study Groups coordinator, AccessAbility officers, create targeted Grade Center support for multi-tutorial & practicum courses)
• Notify constituencies of system outages (planned and otherwise)
• Blackboard Support Cases:
  o Blackboard standard support 964 cases
  o Blackboard customized support 523 cases

Each instance of support could involve in-person consultations, or 2 or more emails or phone calls. Blackboard standard support cases range from quick fixes (e.g. a few emails to discuss how a particular feature works) to quite complex support cases. Customized support is required for novel usages of Blackboard functions or linking a new application to a Blackboard course site (e.g. supporting the launch of PeerScholar version 3).

4.4.2 Transition to the New Learning Management System - Quercus

The University is replacing its existing Learning Management System. The Blackboard Portal is being replaced with a product called the Canvas Learning Management System. At UofT this system is being deployed with the name Quercus.

Quercus Support Cases

Quercus was launched for the early adopters’ pilot in Winter 2018. During that semester, and leading up to the Summer 2018 term, the CTL Ed Tech team had a total of 90 Quercus related support cases.

Workshops Delivered to Support Migration to Quercus

An extensive workshop schedule has been launched to help UTSC faculty and staff migrate to the new Learning Management System. A total of 26 workshops or presentations have been offered since last year:

• Quercus presentation, Department of Sociology (Sept 12, 2017)
• UTSC Faculty Ed Tech Working Group (Dec 4, 2017)
• Quercus Information Session in 2018 (Feb 15, Mar 7, Mar 16, Mar 19, Mar 22, Apr 2, Apr 5, Apr 10, Apr 18, and Apr 25)
• Early Adopters Feedback Session (Mar 2, 2018)
• Quercus presentation, Dept. of Physical & Environmental Sciences (Mar 7, 2018)
• Quercus presentation, UTSC Chairs and Deans (Mar 23, 2018)
• Quercus presentation, Academic Advising & Career Centre (Mar 27, 2018)
• Quercus presentation, Department of Humanities (Mar 29, 2018)
• Quercus Migration Lab: Move your Blackboard Courses (Apr 12, 2018; Apr 16, 2018; Apr 17, 2018; Apr 19, 2018; Apr 23, 2018; Apr 24, 2018 twice; Apr 25, 2018)
• Quercus presentation, Department of Political Science (Apr 20, 2018)

4.5 Educational Technology Projects & Advisory Services

We also provide advice and expertise to those trying to meet learning outcomes with other educational technology. Our activities include relatively simple one-to-one consultations to find appropriate technology solutions and more extensive consultations to help faculty succeed in their applications for grant funding involving software development or learning modules design. This year this included a successful Learning and Education Advancement Fund (LEAF) Grant for Christine Berkowitz (Associate Professor, Teaching; Historical and Cultural Studies), Gerry Cupchik (Professor, Psychology), and Kenneth Welch (Associate Professor, Biology) “Digital Literacy and Enriched Learning: Creating, Curating and Disseminating Media Rich Learning Modules project.”

4.6 ExamSoft pilot

In 2017-18, UTSC piloted digital (online) exam software. CTL provided training support on this project. A total of 92 support cases (primarily email support, but also 1:1 training) were provided throughout the Fall 2017 and Winter 2018 terms.

The success of the pilot has resulted in extending the project in 2018-19.
5. CTL COURSES

CTL offered four courses in 2017-18. The hallmark of our courses is that they each strive to improve key academic skills for students. The newest of these courses, CTLA10 Personal Health and Optimal Learning, was approved through governance in 2016-17 and was offered for the first time in 2017-18. For enrolments in CTL courses, see CTL Courses Table 1.

**CTLA01H3 Foundations in Effective Academic Communication**
This highly interactive course for English Language Learners who find Academic English a challenge aims to fast-track the development of critical thinking, reading, writing and oral communication skills. Through emphasizing academic writing and rapid expansion of vocabulary, students will gain practical experience with university-level academic texts and assignment expectations.

**CTLA02H3 Exploring Inter-Cultural Perspectives in Academic Contexts**
This course develops students' language, academic and communication skills through a critical exploration of Canadian culture and academic expectations. Using audio-visual and textual media, students learn through interactive online and in-class discussions. This course aims to foster dynamic academic acculturation for international students and develop their multi-literate engagement in English.

**CTLA10H3 Personal Health and Optimal Learning**
Students in this new course develop foundational academic skills while critically exploring current research on cognitive, academic and mental health benefits of exercise and healthy nutrition. Lectures are complemented by activities at Toronto Pan Am Sports Centre to foster students’ application of course materials to both their learning and their health.

**CTLB03H3 Introduction to Service Learning**
In this experiential learning course, students apply discipline-specific academic concepts as they work with community partners in the service of others. Working either within the academic community or with a discipline-related off-campus community partner, students develop problem-solving, professional communication, and self-reflective learning skills.
## CTL Courses Table 1. CTL Course Enrolment Summary 2017-18

<table>
<thead>
<tr>
<th></th>
<th>Summer</th>
<th>Fall</th>
<th>Winter</th>
<th>Total Enrolment Per Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>CTLA01</td>
<td>N/A</td>
<td>28</td>
<td>17</td>
<td>45</td>
</tr>
<tr>
<td>CTLA02</td>
<td>234</td>
<td>N/A</td>
<td>N/A</td>
<td>234</td>
</tr>
<tr>
<td>CTLA10</td>
<td>N/A</td>
<td>38</td>
<td>36</td>
<td>74</td>
</tr>
<tr>
<td>CTLB03</td>
<td>12</td>
<td>16</td>
<td>24</td>
<td>52</td>
</tr>
<tr>
<td><strong>Total Enrolment per Session</strong></td>
<td><strong>246</strong></td>
<td><strong>82</strong></td>
<td><strong>77</strong></td>
<td><strong>405 total for the academic year</strong></td>
</tr>
</tbody>
</table>
6. TEACHING ASSISTANCE AND
GRADUATE STUDENT SUPPORT

Mission

CTL’s TA and Graduate Student Support program (TA/GS) offers pedagogical and professional workshops, as well as other programming, for teaching assistants and the growing number of graduate students (325) affiliated with UTSC. The overarching goals of CTL’s TA/GS program have been to support TAs (including undergraduate TAs) and graduate students in their professional development as teachers, to facilitate TA training opportunities on campus, and to enable graduate students to enhance other professional skills, increase their preparation for the job market and improve their writing in academic and professional contexts. See TA & Grad Table 1 for overall program attendance this year.

Over the past six years, the TA/GS program has significantly increased the number of offerings at UTSC of the tri-campus Teaching Assistant Training Program (TATP) and Graduate Professional Skills program (GPS), as well as increasing one-to-one writing consultations and writing intensive events where graduate students work on their writing projects in a supportive environment. See Appendix E for comparative attendance figures since 2014. Appendix F shows all 2017-18 offerings and attendance in seven types of programming for TAs and graduate students at UTSC, as listed in TA & Grad Table 1 and explained further below.

TA and Grad Table 1. TA/GS Program Attendance 2017-18

<table>
<thead>
<tr>
<th>Event</th>
<th>Attendance</th>
<th>Unique students</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA job training sessions</td>
<td>222</td>
<td>124</td>
</tr>
<tr>
<td>TATP credit workshops</td>
<td>81</td>
<td>47</td>
</tr>
<tr>
<td>GPS credit workshops</td>
<td>446</td>
<td>242</td>
</tr>
<tr>
<td>Graduate Professional Day</td>
<td>278</td>
<td>115</td>
</tr>
<tr>
<td>Graduate student writing support</td>
<td>73 appointments</td>
<td>47</td>
</tr>
<tr>
<td>Writing-intensive events</td>
<td>177</td>
<td>52</td>
</tr>
<tr>
<td>Graduate student networking event</td>
<td>96</td>
<td>96</td>
</tr>
<tr>
<td>Composite total</td>
<td>1,373</td>
<td>446</td>
</tr>
</tbody>
</table>
6.1 TA Training and TATP Offerings at UTSC

The TA/GS Coordinator, Sheryl Stevenson, works with the director of the tri-campus Teaching Assistants' Training Program, the UTSC TA Trainer, UTSC faculty and staff, as well as departments with TAs to plan and implement mandatory TA training, along with optional offerings in UTSC's annual TATP Workshop Series. This year, faculty in an increasing number of UTSC departments developed and offered departmental training tailored to their students. Hence, there was a decline in demand for mandatory job training sessions offered by TATP in collaboration with CTL. There were also fewer TATP workshops this year since the Teaching Assistants' Training Program devoted more of its Trainers’ time to developing online modules that can supplement face-to-face training sessions. However, a new TATP workshop by Kathy Liddle (Sociology) was very successful, drawing 17 TAs. CTL plans to encourage more UTSC faculty to develop new workshops for the TATP series in 2018-19.

6.2 The Graduate Professional Skills (GPS) program at UTSC, including the new “mini-MBA”

The TA/GS Coordinator works with invested partners to develop and enhance UTSC offerings in the tri-campus Graduate Professional Skills program by organizing the annual UTSC GPS Workshop Series, open to graduate students from all three campuses while providing opportunities for credit in the GPS program. The role of the TA/GS Coordinator includes organizing an annual UTSC GPS Partners meeting in May or June to review the year’s progress and plan new programming for the coming year. The Coordinator also meets with faculty and PhD students throughout the year to help plan and propose new offerings for the GPS curriculum.

In 2017-18, GPS credit offerings were especially expanded through the addition of the mini-MBA. This mini-course (10 weeks, 2 hours per week), offered by the Graduate Management Consulting Association, consistently has a wait list at the St. George campus. Hence, the TA/GS Coordinator drew together a group of six PhD students who formed a UTSC chapter of the GMCA and did the extensive organizing required to bring the mini-course to the Scarborough campus. This task involved finding industry professionals to facilitate sessions on nine fundamental topics in business management and consulting, as well as organizing a capstone project: this year’s project was to develop a comprehensive plan for food services in the new residence hall. The small-group capstone projects were presented to and judged by representatives of the UTSC administration and faculty. Overall, the mini-MBA was a huge success: there were 35 paid registrants, an average of 18 students attended each week, and the GMCA gained the support of the UTSC administration to help with future development of capstone projects with potential significance for the campus.
In all, the total attendance at GPS-eligible events (including Graduate Professional Day, below) increased from 469 in 2016-17 to **724** for this year. Appendix G shows all GPS-eligible workshops that have been developed (and are regularly offered) at UTSC; the list of presenters demonstrates very strong involvement of UTSC faculty, as well as other GPS partners, especially AA&CC and the Library. In addition, the TA/GS Coordinator mentored two PhD students who co-developed and presented (with Cindy Bongard, Biology instructor) a new GPS workshop on scientific literacy. The Coordinator also worked with four other PhD students who became new GPS workshop presenters this year as they co-presented “Successful Research Posters” as part of “Presenting Yourself and Your Research” day.

### 6.3 Graduate Professional Day and other all-day GPS events

The TA/GS Coordinator works with invested partners, especially the UTSC Master of Environmental Science program and the Arts & Science Co-op, to offer an annual, 9 am-6 pm event, Graduate Professional Day, with workshops and seminars for GPS credit. This year’s event continued the trend of increasing attendance, with a combined attendance of **278** (total for all sessions), involving 115 unique students. The sessions were highly rated (4.1 out of 5 overall average rating), with 98.4 percent of the 64 respondents reporting that they would recommend the event to others. The presenters for this year’s event included two Canada Research Chairs (Catherine Sabiston and Cendri Hutcherson) as well as an entrepreneur who is a UTSC alumnus and two-time TEDx speaker. See Appendix H for the 2018 Graduate Professional Day program. Based on the success and increasing impact of this event, for the past two years the TA/GS program has offered additional all-day events, “Presenting Yourself and Your Research: Core Presentation Skills” and “Professional Skills Day.” Combining GPS workshops and seminars into meaningfully related and more impactful series or larger events is a goal of the TA/GS program, consistent with the School of Graduate Studies’ recommendations for GPS.

### 6.4 Graduate Writing Support and Writing-intensive Events (“Just Write”)

The TA/GS program has developed modes of writing support that fit graduate students’ distinct needs as writers. The TA/GS Coordinator provides one-to-one writing consultations flexibly through face-to-face appointments and email. Overall, the Coordinator met and corresponded with **47** unique graduate students in 73 consultations (66 hours), compared with 40 unique students in 69 consultations (68.5 hours) in 2016-17. In addition, the TA/GS program offered regular “Just Write” days (9am-5pm). These events provide graduate students with a distraction-free environment and the social support of other graduate students, to fuel their motivation and increase their productivity.
(coffee, lunch and snacks are also provided). This year we more than doubled the number of these all-day writing intensives (from 10 in 2016-17 to 21), including weekly “Just Write” days from May 1 – July 31, with a total attendance of 177, more than doubling last year’s attendance.

6.5 Graduate Student Networking Event

Another major area of growth in graduate student programming was seen in the February 2018 networking event, co-sponsored by CTL, the Office of the Vice-Dean Graduate, and the Graduate Student Association at Scarborough. This year, we decided to gear the event more to the students in the Professional Master’s program in Environmental Science, who are intensively networking and searching for job placements at the time. With help from Dean Gough, Mary Silcox (Vice-Dean Graduate) and the TA/GS Coordinator, we were able to engage a high-profile keynote speaker, Ellen Schwartzel, Deputy Environmental Commissioner of Ontario. The event also included a careers panel, mostly involving industry professionals.

Overall, the networking event was a big success, with 96 students attending (compared with 40 last year) and very positive feedback.
7. UNDERGRADUATE PROGRAMMING

7.1 The Writing Centre (TWC)

7.1.1 Mission
The Writing Centre (TWC) supports students in building strong foundations in academic communication skills: reading, writing and speaking. Writing Centre faculty, as described elsewhere in the CTL Report, also support faculty in guiding student writing development, and in using writing effectively in their teaching. We are responsive to student and faculty needs, while also proactively promoting effective practices related to writing: strategies for reading, writing and revising for students, teaching strategies and course and assignment design for faculty.

7.1.2 Key initiatives this year
- Expanded in-class workshops to include Pre-Reading Strategies
- Piloted synchronous online writing instruction in one first-year course
- Expanded partnerships on professional, creative and expressive writing

7.1.3 Online Resources
The Writing Centre website (http://www.utsc.utoronto.ca/twc/) has information on writing centre programs, as well as handouts, online seminars, and writing-related tools and advice.

There were 44,241 page views over the year, and 33,587 unique page views.
- Pages viewed most often:
  o TWC home page (11,220/8,492 views)
  o Using and Citing Sources (4,296/3,008)
- Most-used online resource:
  o The Assignment Calculator received a total of 16,533 hits, up 13% from 2016-17 (14,673 hits) (see Appendix I.1).

7.1.4 Student Support: One-to-one and Small Group
- 907 different students received personalized support from a writing instructor, through 1,152 50-minute appointments and 907 drop-ins.
- Students came from all years of study and all UTSC departments; largest number from Psychology (16.4%) and Management (13.1%) (see Appendix I.2 and I.3).
- Attendance at drop-in peer writing groups, facilitated by an instructor, varied from 1 to 5 students; total attendance of 49, with 31 individual students.

Students value 50-minute tutorials highly. In anonymous evaluations (November 2017 and March 2018):
• 325 of 328 students (99%) would return or recommend a writing centre tutorial to a friend.
• 93% of students agree or strongly agree with the statement, “I am more prepared to finish the assignment successfully than when I came in.”
• 96% agree or strongly agree with the statement, “I learned something in this session that I can apply to my writing in the future.”
• 86% students rate the quality of instruction to be very good (33%) or outstanding (53%).

7.1.5 Course-Based Writing Support

The Writing Centre has been offering tailored in-class workshops on writing, often in collaboration with librarians, for over fifteen years. In 2016-17, we added in-class workshops on formal oral presentations and in 2017-18 we added reading strategies to our offerings (TWC Table 1).

TWC Table 1. In-class Writing Workshops 2014-18

<table>
<thead>
<tr>
<th>Workshop Type</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tailored in-class Writing workshops</td>
<td>33</td>
<td>30</td>
<td>52</td>
<td>41</td>
</tr>
<tr>
<td>In-class Presentation Skills</td>
<td>N/A</td>
<td>N/A</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>Workshops</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-class Reading Strategies</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>11</td>
</tr>
<tr>
<td>Workshops</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL in-class workshops</td>
<td>33</td>
<td>30</td>
<td>54</td>
<td>64</td>
</tr>
</tbody>
</table>

Writing: In-class Writing Workshops and Course-based Writing Clinics

• 41 writing workshops (sometimes multiple sections of the same course) in 10 different departments (see Appendix I.4). All in-class sessions are customized to instructor goals, assignment genre and student needs. Sessions vary in type and length, from 20-minute introductions with a focus on a particular assignment, to 90-minute highly interactive workshops.

Presentation Skills and Reading Skills: In-class Workshops

• 12 workshops on presentation skills (9 in credit courses, and 3 in co-curricular programs), given by Maggie Roberts (May-June), and David Chan (July-April). Workshop topics included how to communicate your argument effectively, eye contact, body posture, and how to use technology (e.g. PowerPoint slides) effectively (see Appendix I.5).
• 11 workshops on pre-reading and concept mapping in 8 courses (see Appendix I.6).

Course-Based Writing Clinics

Writing clinics are course-based sessions in which students work on their assignment with support from trained writing peers and other support partners, supervised by a
writing instructor. The writing peer program offers experiential learning opportunities to selected students, while the clinics foster independent peer-to-peer learning. In 2017-18, 5 writing peers with peer mentors from SOS (2) and BIOSA (7) supported students in 19 hours of clinics in 8 different courses from 6 departments. Attendance totaled 239 students, with 209 different students attending (see TWC Table 2).

**TWC Table 2. Writing Clinics 2017-18**

<table>
<thead>
<tr>
<th>Writing Clinics by Course</th>
<th>Date</th>
<th>Number of Hours</th>
<th>Number of Visits</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOA01 Writing Clinic</td>
<td>Oct 24 &amp; Oct. 25</td>
<td>4</td>
<td>81</td>
<td>76</td>
</tr>
<tr>
<td>BIOA02 Writing Clinic</td>
<td>Feb. 26 &amp; Mar. 1</td>
<td>4</td>
<td>43</td>
<td>39</td>
</tr>
<tr>
<td>CITC04 Clinic/Workshop (with Sarah Fedko)</td>
<td>Sep. 26</td>
<td>2</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>CITC14 Writing Clinic</td>
<td>Feb. 27</td>
<td>1</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>CTLA02 Writing Clinic</td>
<td>Jul. 10</td>
<td>1</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>PSYC02 Writing Clinic</td>
<td>Jul. 25</td>
<td>2</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>SOCA03 Writing Clinic</td>
<td>Oct. 19 &amp; Mar. 20</td>
<td>4</td>
<td>24</td>
<td>20</td>
</tr>
<tr>
<td>WSTA01 Writing Clinic</td>
<td>Nov. 21</td>
<td>1</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td># of clinics: 11</td>
<td>Hours: 19</td>
<td>Visits: 239</td>
<td>Students (unique): 209</td>
<td></td>
</tr>
</tbody>
</table>

**Course-Based Online Writing Instruction Pilot Project**

With support from the CTL Extraordinary Course Project, The Writing Centre partnered with MGTA05: Foundations in Business Management to pilot course-based tutoring and offer students the option of either in-person or online tutoring. Tutoring hours were scheduled for the two weeks before each assignment deadline. Forty-five students attended 54 appointments, 8 online and 47 in-person. Course-based tutoring significantly increased the percentage of students who accessed writing tutoring from 11% (Fall 2017) to 27% (Winter 2018).

**7.1.6 Teaching Support for Instructors and Departments: UTSC and Tri-Campus**

**UTSC**

- 10 hours of consultations with faculty on writing assignment design and teaching, covering a wide range of topics including academic integrity, scaffolding, peer review, grading strategies, formative feedback, and rubrics
• 4 workshops to CTL Faculty Programming (New Faculty Orientation, TA Training, Showcase)
• 2 workshops and 2 breakout sessions for summer 2017 LAPDI programming for Chinese High School Teachers

University of Toronto (tri-campus)

• TWC Coordinator, Sarah King, organized and chaired meetings of the tri-campus Writing Directors Group, comprising fourteen or fifteen directors of writing programs across the University of Toronto.
• Co-organized, with Professor Deborah Tihanyi of the Engineering Communication Centre, the December Professional Development meeting for all University of Toronto writing instructors. Innovative round-table format attracted 72 instructors (mostly CUPE 3902 Unit 3)—one of the largest turnouts ever.
• UTSC Writing Centre Faculty and writing instructors presented three roundtables at tri-campus PD Sessions in December and April.

7.1.7 TWC Partnerships Supporting Academic and Professional Writing

TWC Coordinators and writing tutors facilitated:
• Three workshops (with Department of Sociology): Writing Personal Statements for Sociology Students, CV/Resume for Sociology Students, Undergraduate research, total 32 students.
• Three 2-hour sessions (with Academic Advising & Career Centre) on writing personal statements for graduate and professional school applications, total 26 students; and "Alternatives to Graduate School" panel, 20 students.
• Facilitated a new version (with UTSC Future Black Physicians Association) of the “Autobiographical Sketch workshop,” 10 students.
• Two hour-long business English workshops (with UTSC Human Resources), 10 attendees each.
• Supported TA and Graduate Student Support to offer regular “Just Write!” (See TA and Graduate Student programming).
• Contributed three documents to the Biological Sciences Integrative Poster Project initiative: an infographic on the research poster process, a timeline checklist, revised poster template slide.

7.1.8 TWC Partnerships Supporting and Promoting Creative and Expressive Writing

• Partnered with the UTSC Library and Residence Life to introduce the writer-in-residence to the campus through two mid-January events: a Poetry Reading (attendance 24) and a writing workshop (attendance 12).
• Partnered with Equity and Diversity Office, Campus Safety and Security, AA&CC to offer women’s writing circles focused on expression, community connection, and resilience, and supporting women’s mental health and wellness. Facilitated by Nancy Johnston and Shehna Javeed (AA&CC).
• 6 writing circles and related retreats; 61 attendees at International Women’s Day Event

7.1.9 Academic Integrity Matters (AIM)

**Partners** - Dean’s Designate for Academic Integrity, Academic Advising & Career Centre, English Language Development Centre, International Students Centre, The Writing Centre

The AIM team has been offering interactive workshops on the basics of academic integrity at the University of Toronto since March 2011. Bringing together both academic and student life professionals, AIM approaches the issues surrounding academic integrity holistically, from an understanding of the concept and the code, to the writing and study skills needed to meet and maintain a commitment to academic integrity. The AIM workshop encourages collaborative learning by having students work on exercises in pairs or small groups, specifically addressing four areas of student knowledge, skills, and understanding: (1) cross-cultural and situated understandings of plagiarism and intellectual property; (2) ways to understand and apply the university’s code on academic matters; (3) writing skills for using sources responsibly; and (4) time-management and motivation strategies that help students maintain their commitment to academic integrity.

In 2017-18, as it has been doing for the last five years, the AIM team offered 3 workshops to a general audience and 6 workshops to international students (TWC Table 3).

**TWC Table 3. AIM Workshops 2017-18**

<table>
<thead>
<tr>
<th>Workshop Name</th>
<th>Date</th>
<th>Details</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Green Path Workshop</td>
<td>Jun. 28</td>
<td>4 sessions, 70 minutes each</td>
<td>234</td>
</tr>
<tr>
<td>Academic English Workshop</td>
<td>Aug. 4</td>
<td>2 sessions, 70 minutes each</td>
<td>140</td>
</tr>
<tr>
<td>AIM General Workshop</td>
<td>Sep. 28</td>
<td>Fall; 1 hour</td>
<td>52 (plus 1 Faculty member)</td>
</tr>
<tr>
<td>AIM General Workshop</td>
<td>Oct. 18</td>
<td>Fall; 1 hour</td>
<td>50</td>
</tr>
<tr>
<td>AIM General Workshop</td>
<td>Jan. 30</td>
<td>Winter; 1 hour</td>
<td>13</td>
</tr>
<tr>
<td>AIM Customized Classroom Workshop</td>
<td>Feb. 26</td>
<td>K. Liddle; 1 hour</td>
<td>202</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong># of workshops:</strong></td>
<td><strong>Total Student Attendance:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6 for international students, 3 hours: 11</td>
<td>691</td>
</tr>
</tbody>
</table>
New in 2017-18 was an AIM workshop tailored to course needs in SOCA03: Introduction to Sociology (February 26, 2018 – 202 students). The tailored version involved increased attention to paraphrase and citation, and materials were developed and delivered by TWC.

Collaborative Course-Based Consultations on Academic Integrity

CTL Librarian and AI faculty contact Sarah Fedko convened TWC Coordinator Dr. Sarah King and ELDC Lecture Heather-Lynne Meacock to consult with faculty members about supporting academic integrity in their large first-year classes (Kathy Liddle, SOCA03, and Carolyn Keir, BIOA01 and A02 course coordinator).

7.1.10 Conclusion

The UTSC Writing Centre is an important partner for students, course instructors and departments in building students’ ability to communicate effectively in writing in an academic context. Through our many programs, we contribute not only to intellectual development and skills development, but also to the personal development, health and wellbeing of the UTSC community.

7.2 Service Learning and Outreach (SLO)

7.2.1 Mission

The Service Learning and Outreach (SLO) program provides directed on- and off-campus community-engaged learning opportunities for UTSC students. Through these, and an understanding of service learning practices and theory, students apply their academic knowledge to enhance their own learning while working with and supporting others.

SLO engages students, faculty and courses in all UTSC departments, as well as community partners. It develops and delivers programming that supports UTSC and CTL missions, including: providing curricular experiential learning opportunities for students, supporting instructors in their development as expert teachers, and supporting students as learners to fulfill the intellectual demands of their courses and to move to become autonomous life-long learners.

7.2.2 Programming Overview

The SLO program furthers service learning at the University of Toronto Scarborough (UTSC) through two approaches:

1. We offer our own “Introduction to Service Learning” course (CTLB03H) where students gain 0.5 elective credit applying discipline-specific knowledge while working with either (1) the instructor of a course previously taken (“In-reach”), or
(2) a community organization ("Outreach"). In addition to the five to seven hours per week of service that they engage in while working with their communities, students participate in a classroom component of the course. This classroom component is associated with group discussions, numerous written reflection exercises, presentations, readings and course assignments which help foster both critical thinking and autonomous learning skills. See Appendix J.1 for a summary of enrolment in CTLB03.

2. We help faculty bring the advantages of service learning to their own students in their own courses. We offer instructors education on the benefits of service learning as well as on best practices such as encouraging student reflective writing. We provide individual consultations, referrals and also maintain sample course materials such as exercises, assignments, research resources and syllabi. In addition, we offer “Service Learning Course Incentive Grants.” These teaching grants might be used, for example, towards incorporating the service learning approach into one’s course curriculum, assessing learning/reflective activities or building community partnerships.

7.2.3 SLO Staff

Program Coordinator: Dr. Kamini Persaud,
Associate Professor, Teaching Stream

Course Instructors (CTLB03): Dr. Cindy Bongard (Summer 2017)
Dr. Kamini Persaud (Fall 2017 & Winter 2018)

Assistant Coordinator: Janice Patterson (40%)

Interim Assistant Coordinator: Gabriele Simmons (60%)
(March 1st, 2018-June 30th, 2018)

Course and Program Assistant: Amelia Seto-Hung

Teaching Assistants (CTLB03): Supreet Ashat (Summer 2017)
Darlee Gerrard (Fall 2017 & Winter 2018)

Undergraduate Research Assistant: Supreet Ashat
(Casual Hire)
7.2.4 2017-18 Highlights

1. Helping to Integrate Province’s new mandate around “Work-Integrated Learning” (University of Toronto’s “Integrated Learning Experiences”) into UTSC:
   - Attending to various UofT educational meetings and workshops (e.g. hosted through CTSI, Centre for Community Partnerships)
   - Meeting with similarly-invested UTSC groups (e.g. Department of Student Life, Arts and Science Co-operative Education)
   - Advising faculty around implementation
   - Meeting and communicating regularly with Dean’s Experiential Learning Designate

2. Supporting the expansion of CTLB03 Introduction to Service Learning: LEC0002 “Francophone Version” to be taught by Corrine Beauquis, an SLO faculty partner.

3. Conducting a research study – (Carried out by undergraduate student Supreet Ashat and SLO program coordinator, Kamini Persaud): “The Perceived Effects of CTLB03 Introduction to Service Learning on Alumni’s Current Educational and Professional Endeavors.”

4. Expanding to offer Summer Co-curricular program to be offered for the first time Summer 2018. The experience contributes to the Co-curricular Record of students who have completed CTLB03.

5. Held the Winter 2018 CTLB03 Service learning Poster Symposium (held in the Meeting Place for campus students, faculty and staff as well as community partners)

6. Presented a Workshop on Reflection for teachers invested in integrative learning experiences for the LAPDI group (Delivered Summer, 2017)

7. Formed partnerships with significant numbers of new In-reach faculty partnerships and Outreach Community partnerships (see Appendix J.2 and J.3)

8. Notable increase in number of UTSC departments served (Appendix J.4).

9. Highest enrolment in CTLB03 course history for Winter term.

7.2.5 2017-18 Activities

A. Student Support Activities

Group Instruction

CTLB03 - Introduction to Service Learning: Through the combined completion of supervised service learning placements and CTLB03, students may actualize their theoretical learning and benefit a community of interest. This experience contributes
toward enhanced student professionalism, self-awareness through reflection, and opportunities for future employment. In 2017-18, a total of **56 students completed CTLB03**.

**Course embedded support**

In 2017-18, SLO supported 18 faculty who wanted to create SLO placements in their courses. Students in in-reach placements supported 13 academic departments, 18 courses, and 3,614 students (not necessarily unique) within those courses (see Appendix J.3.1).

**Undergraduates as Partners for Learning**

In 2017-18, 56 students completed Service Learning placements through CTLB03, earning a 0.5 credit and deepening their academic knowledge through experiential learning.

SLO hired one student on a casual contract to carry out the research project, “The Perceived Effects of CTLB03 Introduction to Service Learning on Alumni’s Current Educational and Professional Endeavors.” This project involved surveying CTLB03 alumni from the past 10 years and asking them how, if at all, CTLB03 has contributed to where they are now, professionally and/or academically. A summary of the data collected from the 55 students who responded was presented at the University of Toronto Scarborough Faculty Showcase and UTSC Undergraduate Research Poster Forum.

**Additional Support for Students**

In addition to CTLB03, we also engaged in other outreach and student support activities, such as participating in the Experience UTSC Fair and preparing to offer a summer co-curricular service learning program for experienced students who have completed CTLB03.

**B. Instructor Support Activities**

We undertook several activities to support instructor interest in Service Learning, both specific to our CTLB03 course and in general:

- continued to enhance materials to support instructors in the development of placement opportunities
- consulted with instructors on SL placements
- delivered a workshop on reflection to LAPDI group

**C. Summary of Courses, UTSC Departments and Community Partners Supported**
The SLO program, through the CTLB03 course, supported 13 academic departments, 18 courses, 18 faculty, and 15 community partners. A total of 56 students were enrolled in the course, who reached/supported over 3,500 students in their placements. Placements were offered for 17 community organizations and by 23 faculty for 29 courses. One hundred and fifteen unique students applied for these placements.

7.2.6 Future Directions

We will:

• facilitate the introduction of the province’s “Work-Integrated Learning” initiative to UTSC. This includes supporting instructors in the creation of “Integrated Learning Experiences” for their students.
• continue to consult with and offer resources for UTSC instructors to support those who are interested in exploring the creation of student service learning opportunities. This includes continuing to create materials to support instructors in the development of placement opportunities.
• continue to collaborate with the Centre for Community Partnerships for mutual areas of interest and continue to create solid partnerships with community organizations.
• continue to liaise with UTSC’s Office of Community Engagement, the Department of Student Life and Arts and Science Co-operative Education in mutual areas of interest and to share information.
• continue to promote the program to develop partnerships and provide more opportunities for students.
• support the offering of CTLB03 LEC0002 “Francophone Version” to UTSC Francophone students.
• create resources which help prepare students for experiential learning experiences (e.g. resources on cultural competence, reflection, etc.).

7.3 Mathematics & Statistics Learning Centre (MSLC)

7.3.1 Mission

The goal of the Math and Statistics Learning Centre (MSLC) is to create a vibrant learning environment in which students can appreciate the beauty and utility of Mathematics and Statistics rather than considering them a burden on their academic life.

Two faculty coordinators, supported by math and statistics teaching assistants, provide workshops, virtual (online) tutoring, individual appointments, and small-group consultations for students in all disciplines, in addition to review seminars for selected Mathematics and Statistics courses.
7.3.2 Expert Instruction and Consultations

- 254 student consultations: 127 total hours of one-to-one 30-minute student consultations attended by 106 undergraduate students
- 35 hours of virtual tutoring
- 51 workshops for 114 hours of customized course integrated workshops with a total attendance of 2,454 undergraduate students (Appendix K.1 and K.2)
- 17 hours of Skills Development Workshops (Excel & R) with a total of 127 students (Appendix K.3)
- 43 hours of statistical consultations for 3 faculty members, 7 graduate students, and 6 undergraduate students
- 6 hours of one-to-one teaching-focused faculty consultations for 3 colleagues

7.3.3 Group Sessions

- 1,785 students’ visits recorded for group tutoring by 1,499 hours of support
- 82% of students surveyed (n=178) reported they were satisfied or very satisfied with MSLC programs (see MSLC Figure 1.)

7.3.4 Pre-Calculus Course

- 36 students completed the three-week online Mathematics preparedness course

7.3.5 Peer & TA Training

- 307 hours of peer facilitators led by work-study students and volunteers
- 2 hours of TATP Problem Solving Workshop led by a MSLC faculty coordinator
- 2 hours of MSLC TA training led by CTL educational developer
- 10 hours of MSLC TA training led by MSLC faculty coordinators

7.3.6 Outreach

- Contribution with national dialogue among instructors and educational developers with creating the Online Repository to contain extensive data for first year mathematics courses in Canadian Universities
- Participation in Women Empowerment Networking Event by UTSC student club Women in Computer Science, Statistics and Mathematics (WiCSM)
- Program introductions in first year and high enrollment in Statistics courses
- Received an external fund to build a national competition website for the International Statistical Literacy Project for school age students

7.3.7 Online Presence

- Total of 20,801 page views and 13,848 unique page views for Online Calculus Modules developed in 2014
- Total of 60 likes on MSLC Facebook Group page as of end of May

7.3.8 Highlights

- MSLC Magazine – MSLC published the fourth issue of the MSLC Magazine (launched 2014-15), a forum for students and instructors. The link is: https://www.utsc.utoronto.ca/mslc/mslcmagazine
• *Math In Action Journal* – Supervised four students to produce the extended abstracts and videos for submission in the journal, which is aimed to provide students studying mathematics and statistics with a platform to share their work. The journal link is: [https://www.mathinactionjournal.com/](https://www.mathinactionjournal.com/)

• *Mathematics Classroom Collaborator (MC<sup>2</sup>)* – Online, real-time communication tool developed to make the communication of mathematical expressions easy and intuitive: [http://mc2.trentu.ca](http://mc2.trentu.ca)

### 7.3.9 MSLC Survey Results

At the end of each term, we sent a survey to MSLC users. The results are used for improving our services. **MSLC Figure 1** shows the results of the Fall and Winter MSLC surveys based on 178 responses.

*How satisfied are you with the help you've received from the MSLC services?*

![Pie chart showing survey results](image)

**MSLC Figure 1.** MSLC survey results (n=178).

**Sample students’ comments:**

- “So grateful for having the Math and Stats Centre! They are such a help with courses!”
- “Experience was really good as the tutors helped with specific issues students were having difficulty with. Each question was answered with details and explanations.”
- “Excellent but can get quite busy at times.”
- “The TAs were extremely helpful and helped me gain a better understanding of the material learned in lectures. The seminars were also very helpful.”
- “The help I received from the MSLC was extremely useful in improving my comprehension of the material I was having trouble with.”
- “I used the centre to understand Statistical Inference STAC58. I failed my midterm which made me realize I needed to work harder. I came to Drop in hours..."
and also booked the maximum number of one-to-one tutorials I could attend. Bo was the main tutor that helped me immensely. I passed the course with a grade of 70% which I think reflected the great improvement MSLC made to my learning."

- “Very welcoming and eager to provide necessary aid.”
- “I attended the review seminars. They were helpful in order to prepare for my exams.”
- “I found the 1-to-1 tutoring sessions very helpful, as all my questions have been answered.”

7.3.10 Awards

- Professor Sohee Kang received the University of Toronto Early Career Teaching Award
- Olivia Rennie received the Letter Award under supervision of Dr. Kang; Olivia also won the 2018 UTSC Teaching Assistant Award.
- Nikolai Meek received the Library Research Award under supervision of Dr. Shahbazi

7.4 Facilitated Study Groups (FSGs)

7.4.1 Mission

Facilitated Study Groups (FSGs) are voluntary weekly study sessions for students in challenging UTSC courses who want to improve their understanding of course material and difficult concepts. Coordinator Maggie Roberts hires and trains a team of student facilitators selected from students who have done well in the courses in a previous term. Facilitators then run interactive small-group sessions where students collaborate with classmates and facilitators, develop study strategies, discuss important concepts, test themselves on course material, and prepare for exams.

FSGs have an established record of improving both grade performance and retention in supported courses, as participating students develop and integrate learning and study strategies. An added benefit is that the facilitators gain valuable academic, employment and relationship-building experience.

7.4.2 Embedded Course Support

- In 2017-18, FSGs supported 50 courses by offering 1,310 customized study sessions held outside of regular class time, which were attended by 3,021 unique students (see FSG Table 1)
- 730 unique international students attended a total of 2,954 FSG sessions (24.71% of total FSG session participants).
- Participating students attended an average of 5.23 study groups for each course; mean attendance at each study group was 12.23, although there was significant variation among courses.
• The mean final grade of students who participated in FSGs in 2017-18 was 71.36%, while the mean grade of those who did not was 66.24%.
• Consistent departmental users are Physical and Environmental Sciences, Biological Sciences, and Computing and Mathematical Sciences.

FSG Table 1. Breakdown of attendance and participation rates in the FSG program 2017-18

<table>
<thead>
<tr>
<th>TERM</th>
<th># of courses participating</th>
<th># of Study Groups</th>
<th># of student contact hours</th>
<th># of unique individuals attending</th>
<th>Mean # of sessions attended</th>
<th>Mean attendance at each session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2017</td>
<td>11</td>
<td>282</td>
<td>2,499</td>
<td>406</td>
<td>5.58</td>
<td>9.22</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>20</td>
<td>530</td>
<td>8,486</td>
<td>1,550</td>
<td>5.49</td>
<td>15.95</td>
</tr>
<tr>
<td>Winter 2018</td>
<td>19</td>
<td>498</td>
<td>5,734</td>
<td>1,065</td>
<td>4.62</td>
<td>11.51</td>
</tr>
<tr>
<td>All terms combined</td>
<td>50</td>
<td>1,310</td>
<td>16,719</td>
<td>3,021</td>
<td>5.23</td>
<td>12.23</td>
</tr>
</tbody>
</table>

7.4.3 Facilitator Training
• Over 3 terms, CTL Student Peer training in academic skills support was given to 52 facilitators (25 unique facilitators). Training is both instructor- and peer-facilitated, and includes a 12-hour initial training, supplemented by 5 hours of in-service review meetings, as well as structured observations and debriefing conducted by both peers and the coordinator.
• 15 facilitators returned from previous years, 15 led study groups over two or more terms, and 10 were new to the program this year.

7.4.4 Student Work Opportunities
The FSG Program provides valuable experience for undergraduate facilitators, who hone their active listening, discussion, and analytical skills as part of their facilitation, as well as deepening their program understanding, and practicing responsibility, time management, communication and collaboration as employees of the Centre for Teaching and Learning. In 2017-18, 2 facilitators were appointed Lead Facilitators whose duties included mentoring newer facilitators and leading some aspects of training.

In the winter semester, salaries were increased $2/hour in response to the provincial government raising of the minimum wage. Wages for FSG facilitators remain $2/hour higher than minimum wage.
7.4.5 Facilitator Award

Homaira Hamidzada, an FSG facilitator with 7 semesters of experience, and one of our Lead Facilitators in 2017-18, received an Outstanding Supplemental Instruction Leader Award (1 of 3 awarded internationally in 2017) from the International Centre for Supplemental Instruction.

7.4.6 Looking Back, Moving Forward

Maggie Roberts became Interim Coordinator in August 2017, and was confirmed as permanent Coordinator in February of 2018.

Over the FSG Program’s history, there has been steady growth, with record levels of student usage in the 2016-17 year (FSG Table 2). End of semester evaluations suggest that students value the program but are frustrated that we cannot provide enough sessions at different times to meet their needs. Sufficient funding and space were the greatest impediments to meeting demand; however, with increased funding from the Office of the Dean in 2017, as well as the upcoming provision of a designated classroom in Highland Hall in 2018, it will be feasible to begin expanding the program.

However, as FSG Table 2 illustrates, attendance has fallen somewhat over the past year. Program evaluations reveal that a dismaying number of students were unaware of FSGs, despite promotion through Blackboard and in classes. Accordingly, we are experimenting with a Facebook page to build the campus FSG community.

Another anticipated development is the enhancement of the existing CTL Student Peer training by adding training modules intended to attune FSG facilitators to the needs of UTSC’s diverse student population. These modules will include cultural sensitivity, led by the English Language Development Centre, and facilitating the learning of students in crisis or those who have special learning needs, led by Health and Wellness and AccessAbility respectively.

We will also enrich reflection in our training by introducing either FSG portfolios that showcase facilitator development, or by creating mentoring teams that will discuss issues, review best practices and create resources in biweekly meetings.

On a final note, we will also begin strategizing how best to facilitate the language acquisition of International students and domestic English Language Learners in FSG sessions.
Table 2. Data summary since Program inception at UTSC

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td># of courses supported</td>
<td>17</td>
<td>18</td>
<td>25</td>
<td>35</td>
<td>37</td>
<td>42</td>
<td>42</td>
<td>47</td>
<td>50</td>
</tr>
<tr>
<td>FSG sessions offered</td>
<td>575</td>
<td>Data not available</td>
<td>662</td>
<td>888</td>
<td>977</td>
<td>1,058</td>
<td>1,286</td>
<td>1,371</td>
<td>1,312</td>
</tr>
<tr>
<td>Student contact hours</td>
<td>2,489</td>
<td>5,201</td>
<td>4,998</td>
<td>10,236</td>
<td>8,294†</td>
<td>14,414</td>
<td>20,356</td>
<td>26,830</td>
<td>16,719</td>
</tr>
<tr>
<td>FSG attrition (% of group)</td>
<td>10.82</td>
<td>10.25</td>
<td>6.03</td>
<td>7.55</td>
<td>2.69</td>
<td>3.0</td>
<td>&lt;1*</td>
<td>1.1</td>
<td>0.305</td>
</tr>
<tr>
<td>Non-FSG attrition (% of group)</td>
<td>22.42</td>
<td>24.47</td>
<td>26.67</td>
<td>19.52</td>
<td>10.56</td>
<td>14.3</td>
<td>12.0*</td>
<td>26.8</td>
<td>23.82</td>
</tr>
<tr>
<td>FSG Ave. grade</td>
<td>69.71</td>
<td>71.44</td>
<td>70.97</td>
<td>70.56</td>
<td>71.43</td>
<td>69.3</td>
<td>71.1</td>
<td>72.4</td>
<td>71.36</td>
</tr>
<tr>
<td>Non-FSG Ave. grade</td>
<td>68.26</td>
<td>67.47</td>
<td>66.59</td>
<td>65.81</td>
<td>66.13</td>
<td>65.7</td>
<td>65.3</td>
<td>66.47</td>
<td>66.24</td>
</tr>
</tbody>
</table>

*Summer and Fall data only
†Use of the Attic (in Athletic Centre) resulted in 100% manual attendance data capture for very large sessions.

7.5 English Language Development Centre (ELDC)

Prepared by Dr. Elaine Khoo and Heather-Lynne Meacock

7.5.1 Mission

The English Language Development Centre’s (ELDC) mission is to help UTSC’s diverse multilingual international and domestic student population overcome their initial Academic English and culture-related obstacles so that they can engage well in their undergraduate courses and contribute their diverse lived experiences and perspectives to benefit the academic community, in line with the President’s priority on internationalization. ELDC strives to empower students with accelerated vocabulary expansion, development of critical thinking skills and fluency of communication needed at the university and beyond. ELDC operates at the nexus of teaching-learning and research to translate language acquisition research into student-centered, student-driven and faculty-facilitated learning experiences that resonate with students’ needs to develop their academic communication skills and leadership potential. Thus, despite programs being voluntary, the participation rate is
high, with sustained participation, particularly from students with the greatest Academic English needs.

In 2017-18, ELDC reached over 5,000 students through proactive diagnostic testing, a comprehensive range of innovative support programs and online tools developed through research. We were invited by 45 faculty to present in 54 courses with combined enrolments of 4,720 students.

7.5.2 Co-curricular Programming

ELDC’s co-curricular programming can be classified as shown in ELDC Table 1.

**ELDC Table 1. Summary of ELDC’s co-curricular programming**

<table>
<thead>
<tr>
<th>(a) Course-integrated Co-curricular</th>
<th>(b) Voluntary Standalone Co-curricular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Writing Excellence (RWE)</td>
<td>Communication Cafés</td>
</tr>
<tr>
<td>Vocabulary Expansion Accelerator (VEA)</td>
<td>Canadian Screens Film Series</td>
</tr>
<tr>
<td></td>
<td>Academic English Communication</td>
</tr>
<tr>
<td></td>
<td>Seminars</td>
</tr>
<tr>
<td><strong>RWE:</strong> 323 students wrote 4,173 journal entries</td>
<td><strong>50 events attracted 282 visits</strong></td>
</tr>
<tr>
<td><strong>VEA:</strong> 710 students looked up 17,375 words</td>
<td></td>
</tr>
</tbody>
</table>

Category (a) programming empowers students directly with regards to their course materials. Students engaging in RWE or VEA enrich their linguistic resources, improve their language usage competence, and develop their ability to read and write critically. Category (b) programming provides no-risk opportunities for students to acquire the academic communication skills they need in order to cope with the academic expectations at university. Category (a) programs can also function as Voluntary Standalone Co-curriculum. These programs build personal capacity as well as a sense of belonging and community.

7.5.3 Academic English Health Check (AEHC)

As a proactive diagnostic test, the Academic English Health Check (AEHC) serves well as an Early Alert system, resulting in many students with low scores stepping forward for support. Students’ scores are categorized into Bands 1, 2 and 3, with Band 1 potentially at great academic risk due to their extremely low level of Academic English proficiency. Analysis of aggregated data shows that students who follow up with ELDC programs have statistically significant higher CGPA scores compared with students at the same starting AEHC scores. In 2017-18, the AEHC was taken by 2,003 unique students: 51% were international students and 49% were domestic students; 67% were from Year 1, and 13% Year 2.
7.5.4 One-to-one Consultations

ELD consultations act as a gateway for all ELD programming and offer specialized support for students who are referred by faculty or other educational partners (e.g. ISC, AA &CC, Health and Wellness, Academic Integrity office). ELD accommodates referrals on an incoming, as needed basis, and additionally provides regular, weekly consultation appointments for which students can self-select to sign up. Over the past year, 115 ELD Consultations were conducted.

Reading and Writing Excellence (RWE) program

The RWE program enables students to learn essential critical thinking, vocabulary and reading/writing skills needed for their academic success through a personalized blended learning model. In 2017-18:

- students had 654 face-to-face RWE consultations with the tutors. Students engaged in 2,782 hours of reading (mostly course materials) and 1,391 hours of writing.
- 73% of the journal entries were written by Band 1 students and Band 2 students. Seventy percent of students in the RWE program were in Band 1 and Band 2 (i.e. the two categories of students most in need of help to develop their Academic English).
- 53.4% of RWE students were from Year 1 and 25% from Year 2. Example of RWE impact in a course is shown in Appendix L.1.

As 85 students were on the Waitlist, we need to provide more RWE spots in 2018-19.

7.5.5 Small Group Instruction

- Communication Cafés – Communication Cafés are 1-hour low risk, small group learning opportunities where students can practice their oral Academic English and critical thinking skills. Students often attend multiple Cafés, strengthening their oral capacity through regular practice and meaningful interaction.
- Academic Communication Seminars – This series of seminars enable small group, no-risk opportunities for students who need help to develop skills in reading, writing and critical thinking in a small group.
- Canadian Film Series – Introduced in 2016, this series featuring Canadian cinema with diverse Canadian themes recognizes diverse interests and affiliations as salient to language learning and intercultural transition opportunities. The 4-film series attracted 122 visits, and was presented in partnership with the International Student Centre (ISC), and Residence Housing and Student Life (see Appendix L.2).

7.5.6 Online Tools

Vocabulary Expansion Accelerator (VEA)
The Vocabulary Expansion Accelerator (VEA) is an innovative online interactive support developed using the Instructional Technology Innovation Fund (ITIF). It was piloted as an in-course integrated support in 52 courses to help students improve their Academic English language competence, expand their vocabulary and help them read their course materials with greater comprehension (Appendix L.3).

7.5.7 Outreach and Work Readiness Opportunities

A 5-student team served as peer liaisons. Staffing ELDC front office, they assisted students who came with basic but critical questions about sign up, programs offered, accessing online vocabulary development tools (VEA), AEHC information, or signing up for a consultation. Seventy-eight walk-in requests/inquiries were supported. Their 2-hour Open House involving interactive activities, games, information posters, refreshments, and opportunities to connect with ELDC faculty, staff and peer leaders attracted 110 visitors.

7.5.8 Experiential and Leadership Stream

Facilitation Training Certificate (FTC) Program

Now in its 12th year, the Facilitation Training Certificate (FTC) program provides scaffolded opportunities for increased responsibility and contribution for those who remain in the program (2+ terms) at the gold level, such as planning for and presenting a section of a designated Café (supported and supervised by an ELDC Café instructor). At any time, with 2 levels and 2 cohorts concurrently, Senior Facilitators work with new facilitators. In 2017-18, 11 facilitators were in the program, with 10 graduating from their respective gold or silver levels (see Appendix L.4).

ELD Partner Program

Seeded in 2016 as a modest initiative to foster greater opportunities for experiential learning for students, enhance undergraduate experience, and promote community engagement by organizing and facilitating peer-led events and initiatives, the ELD Peer Partner Program has grown significantly. It provides students with ownership in the development process of the Peer Partner Community. Two student staff hired as ELD Peer Partner Coordinators coordinated leadership training and experiential learning opportunities for 12 volunteer Peer Partners, who in turn facilitated ELD peer-led activities, helping students connect with the different resources, departments and clubs on campus and offering connections and conversations in Peer-led Conversation Cafés in collaboration with ISC. Thus this program provides invaluable experiential learning and professional development opportunities (see Appendix L.5).
7.5.9 Research Innovation

Active research for developing VEA was carried out with a team consisting of one graduate student and two undergraduates.

Grants that were awarded in the past year: LEAF grant and ITIF Support Stream grant.

7.5.10 Impact of ELDC Programming

Given the nature of second language acquisition and learning, it is important that students have repeated engagement to the point that they feel their goals are achieved. For students who engage with multiple ELDC programming over time or a single program over a sustained period, the cumulative impact can be quite dramatically transformative. ELDC core programs are reaching more students with low AEHC scores in their Year 1 and 2, thus enabling them to cope better with the transition to university-level academic demands (see Appendix L.6).