1.0 TEACHING

1.1 Overview
The faculty of the CTL provides programming and individual consultations to all UTSC course instructors. Support is available for:

- course and syllabus design
- articulation of learning outcomes and creation of authentic supporting assignments
- addressing issues around classroom management
- writing assignment design & marking, and information literacy
- training and deployment of Teaching Assistants

As well the Centre provides programming to assist faculty in:

- becoming expert teachers
- developing a scholarly approach to teaching
- creating a useful Teaching Dossier

The Director and Asst. Director(s) also are available to facilitate discussions within academic units around curriculum and program design, and implementation of degree learning expectations.

1.2 Statistics

ONE TO ONE CONSULTATIONS
Director had 13 private, problem–oriented consultations
Other CTL members had 36 consultations on specific issues eg TA training, Assignment design, deterring plagiarism.

NEW INSTRUCTOR TEACHING ORIENTATIONS
- Fall full morning event, followed by research orientation 49 faculty attending
- Winter and summer mini-orientation (2 hour) 16 faculty attending
- Summer mini-orientation (2 hour) 2 faculty attending
- Facilitator at Office of Teaching Advancement orientations 100 attending each event (July and Sept). (8-10 from UTSC)

ESTABLISHING RESOURCES
- Articles on pedagogy displayed and available for pick up
- Poster display on achieving life/work balance
- Created a CTL collection of books on teaching
- Recommended 4 key book purchases for library to support instructors

TEACHING PORTFOLIO WORKSHOPS AND CLINIC
February 14, February 29 and again May 7, 2008
Total attendance for the three events was 52 faculty
PRINCIPAL’S TEACHING AWARDS
The CTL maintained the website for the Principal’s Teaching Awards, created promotional materials and addressed questions that arose around the awards. There were 6 nominees for the Faculty award and 6 nominations for the Teaching Assistants award. The Director also served on the selection committees.

TEACHING ENHANCEMENT GRANTS (TEGs)
The CTL maintained the website for the TEGs, and promoted the grants via email. CTL organized the judging panel of 1 librarian, 1 IITS staff, 1 CTL faculty, and 3 previous TEG grant holders. There were 9 final applications for the TEGs, six projects were funded for a total of $13,314.76.

CLASSROOM PROGRAMMING (DONE WITHIN SPECIFIC COURSES BY CTL FACULTY)
Customized Writing workshops 30 in class workshops (50 min. each)
Customized Research Skills workshops 36 in class workshops (50 min. each)

NUTRITION FOR EDUCATORS SERIES
The CTL organized 13 teaching-related seminars followed by discussion and lunch. All educational constituencies invited AACC, library, IITS, faculty, graduate students, and sessional instructors. Speaker demographics: 1 non-U of T (Dr. David DiBatista 3M Teaching award winner), 2 St G faculty, 5 CTL faculty (2 done with a non-CTL partner), 3 were other U of T Scarborough faculty. Dates, titles and attendance are given in Table 1. Total attendance at NFEs was 250, (with 120 different persons attending).

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Speaker</th>
<th># Attending</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 19th</td>
<td>Making the Most of Multiple Choice Questions: Getting Beyond Remembering</td>
<td>David DiBatista 3M Teaching Award</td>
<td>28</td>
</tr>
<tr>
<td>October 17th</td>
<td>When Students Cross the Line: Dealing with Students under the Code of Behaviour and Academic Matters and the Code of Student Conduct</td>
<td>Eleanor Irwin Caroline Rabbat</td>
<td>29</td>
</tr>
<tr>
<td>October 30th</td>
<td>Yes, You Can Have Writing Assignments in Any Lecture Setting: Harnessing the Pedagogical Power of PeerScholar</td>
<td>Steve Joordens Dwayne Pare</td>
<td>19</td>
</tr>
<tr>
<td>November 14th</td>
<td>Using the Concept Maps to Help Students Learn and to Assess Student Learning</td>
<td>Charly Banks</td>
<td>24</td>
</tr>
<tr>
<td>November 27th</td>
<td>Communication and Collaboration: An Introduction to Web 2.0</td>
<td>Julia Hannaford</td>
<td>30</td>
</tr>
<tr>
<td>January 9th</td>
<td>Effective Ways of Dealing with Second Language Concerns in your Courses</td>
<td>Elaine Khoo</td>
<td>25</td>
</tr>
<tr>
<td>January 22nd</td>
<td>Designing Your Research Assignment</td>
<td>Sarah Fedko</td>
<td>17</td>
</tr>
<tr>
<td>February 6th</td>
<td>Teaching to Deter Plagiarism</td>
<td>Sarah King Margaret Proctor</td>
<td>21</td>
</tr>
<tr>
<td>March 25th</td>
<td>Teaching for inclusion: accommodation and students with disabilities</td>
<td>Nancy Johnston Tina Doyle</td>
<td>17</td>
</tr>
<tr>
<td>April 9th</td>
<td>Service Learning: What is it and how can it benefit our students?</td>
<td>Kamini Persaud</td>
<td>19</td>
</tr>
<tr>
<td>April 22nd</td>
<td>Collaborative Classroom: Methods of Student Engagement in the Classroom</td>
<td>Zohreh Shahbazi</td>
<td>21</td>
</tr>
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</table>
2.0 STUDENT LEARNING

2.1 Overview
The faculty of the CTL provides programming and individual consultations to all UTSC students (graduate and undergraduate). Support is available to help students improve their skills in written and oral communication, information literacy, and quantitative reasoning. As well programming is available that enables students to connect their learning with service to their communities and to become autonomous and critically reflective learners.

2.2 Statistics

**TA/GRADUATE STUDENT TRAINING/PROFESSIONAL DEVELOPMENT**

- Fall Graduate Student Teaching Assistant Day
  Worked with TATP/OTA office to organize the Fall one day TA training day, promoted event at Uof T Scarborough and facilitated transportation for those UTSC graduate students who attended

- Supervision of two TATP Teaching Assistant Trainers who held TA training meetings (specific disciplines) 39 training sessions
  TA workshops 5 workshops

- TA Training Workshops 7 workshops
- TA Discussion group meetings 2 meetings

- Winter UTSC Graduate Student Professional Development Day 35 graduate students
  “Positioning Yourself for Careers after Graduate School”

- Writing Consultations for graduate students (CVs, Resume and thesis writing) 10 consultations

**UNDERGRADUATES**

**THE WRITING CENTRE**

<table>
<thead>
<tr>
<th>Event</th>
<th>#events</th>
<th># students (if known)</th>
</tr>
</thead>
<tbody>
<tr>
<td>One on One Tutoring appts.</td>
<td>1932</td>
<td>1932 students</td>
</tr>
<tr>
<td>CTL student editing clinics</td>
<td>4</td>
<td>~40 students</td>
</tr>
<tr>
<td>Customized course editing clinic in class</td>
<td>1</td>
<td></td>
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<tr>
<td>CTL writing workshops</td>
<td>38</td>
<td>768 students</td>
</tr>
<tr>
<td>Customized in class writing workshops</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Research Skills presentations</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>(cross listed in Teaching section)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Café sessions for ELD</td>
<td>33</td>
<td>906 students</td>
</tr>
<tr>
<td>English Language Development = ELD</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student mentors trained to assist future Café’s</td>
<td>27 students</td>
<td></td>
</tr>
</tbody>
</table>
• **Reading and Writing by Email RWE**<sub>1</sub>
  Student emails (writing about their readings) 800 student emails
  Tutor email responses 500 tutor responses
  <sup>1</sup> students are assured of a response for 1 in 3 emails

**MATH AND STATISTICS AID CENTRE**
• **Online Calculus Diagnostic Test** 1700 students
• 8 Review Modules [each presented twice] 400 students
  materials and assignments posted on line too
• 10 Math Workshops
• Virtual Tutor online Q/A and shared drawing pad supporting
  2 math course fall term, 6 math courses winter term
• Challenge Problem of the Week
• Coordination of two math Aid rooms 3000 student visits
  (each room open 9am – 7 pm math TAs and CTL TAs organized to provide this
  coverage)

**SCIENCE ENGAGEMENT**
  0.5 FCE service learning courses (SCIB01, SCIB02) 63 students

**FOUNDATION SKILLS FOR SCIENTISTS**
  10 academic skill sessions nested within the first year 825 students
  biology course BGYA01H

**SUMMER LEARNING INSTITUTES** (for incoming students)
• **MATHEMATICS PREPAREDNESS**
  One section offered; it was 7 days in length, 4 hrs per day. 70 students

• **RESEARCH, WRITING AND PRESENTING**
  Seven sections, each 2 full days of programming 93 students

• **ENGLISH LANGUAGE DEVELOPMENT**
  Four sections each session was 4 full days in length 56 students

• **ENTERING THE SCIENTIFIC COMMUNITY**
  Four sections of this one-day institute were offered 42 students

4.
3.0 FULL TIME STAFF in 2007/2008

FACULTY
Chad Crichton  CTL and U of T Scarborough library (July-December 2007)
Sarah Fedko  CTL and U of T Scarborough library (starting January 2008)
Clare Hasenkampf  CTL and Biological Sciences
Nancy Johnston  CTL and Humanities
Sarah King  CTL and Humanities
Elaine Khoo  CTL and Humanities
Kamini Persuad  CTL and Biological Sciences
Zohreh Shahbazi  CTL and Computer and Mathematical Sciences

STAFF
Kitty Chan  Administrative Asst.  shared CTL and U of T Scarborough library
Berenice Monroy  Clerk  shared CTL and U of T Scarborough library

This report was written by Clare Hasenkampf by compiling statistics from the annual activity reports of its faculty and the programming attendance records- May 31, 2008.