CENTRE FOR TEACHING AND LEARNING
ANNUAL REPORT, 2013 -14

EXECUTIVE SUMMARY

INTRODUCTION
The Centre for Teaching and Learning continues to offer an exceptional and extensive range of programming, attracting considerable interest and participation by the UTSC community. This year we offered innovative programs to engage with UTSC faculty to support their teaching and pedagogy, and with students to enhance their learning and academic success. For faculty, we offered a wide range of campus events such as our bi-monthly teaching-related workshops, an annual teaching showcase, Instructional Skills Workshops, an academic book club, teaching dossier seminars, and orientations for new faculty, plus individual support, workshops in academic courses, and several types of teaching grants. Additionally, student programming in several of our units has expanded, reaching significant numbers of undergraduates and graduate students through individual appointments and tutoring, small group consultations, study groups, workshops in academic courses, ongoing academic skills workshop programs, and peer-supported sessions.

As in previous years, this academic year has been both extremely busy and productive for CTL. Because of our programming, there continues to be significant demands for CTL support and services, and we are reaching more faculty and students than ever before. Demand for many services by students sometimes challenges our ability to provide support in peak hours and at the end of term. Our limited access to sufficient amounts of teaching space for ongoing programs significantly affects our ability to deliver or expand our most successful student programming. At the same time, program innovation and awareness of our UTSC audiences continues to bear fruit. For example, our pilot project with a part-time lecturer position focusing on meeting graduate professional development has growing graduate student participation, leading us to ensure we can extend the programming.

Working directly with faculty and supporting their courses remains a top CTL priority, as we believe that helping instructors to both create and deliver better courses is one of the most effective ways for us to help both faculty and students. We continue to explore new ways to enhance outreach to, and communications with, our faculty and student audiences, to provide information and support. A complete re-development of the main CTL website and all other CTL unit websites will enable us to more effectively do this. Additionally, we are building new bridges and connections both at UTSC and on a tri-campus level that will enhance our services and support to faculty and students going forward.

In this academic year, the CTL Director, C. Hasenkampf, was on leave. Associate Director J. Patterson was Acting Director, and N. Johnston, Writing Support Coordinator in the Writing Centre, took on the new role of Associate Director, Curriculum and Student Support. J. LeBoutillier of Neuroscience served as Associate Director, Course Evaluation and Curricular Issues.

I am pleased to report here on our activities for this past academic year.
- J. Patterson
Supporting CTL’s Missions
This past year we have engaged in internal analysis and reflection activities, allowing us to better assess our programming data and identify faculty and student needs, with an eye to focusing our services and support. The following is a summary of key programs and accomplishments described in more detail in the attached unit reports, and situated within the six key ways that CTL supports UTSC teaching and learning:

1. Supporting instructors in their development as expert teachers

CTL organized opportunities for teaching expertise training and support for faculty:
• 25 teaching-related Nutrition for Educators Seminars for 427 instructors; the “Get it While It’s Hot” 3-Day Teaching Seminar Series and New Faculty Orientations attracted 80 instructors.
• The 6th Annual CTL Showcase and Celebration of Teaching on April 9, 2014 was attended by 77 individuals from the UTSC and U of T St. George campuses.
• Teaching Grants were awarded by CTL to 19 instructors.

2. CTL worked to facilitate and support a ‘community of practice’ in which dedicated teachers interact, learn and support each other

In CTL, all of our units work toward engaging with instructors individually and by providing opportunities for peer support.
• 16 instructors and librarians participated in two 3-day pedagogical development events known as Instructional Skills Workshops (ISWs).
• Faculty consultations were offered by CTL coordinators and associate directors from the Writing Centre, Information Literacy and Research, English Language Development Centre, Mathematics and Statistics Learning Centre, the Educational Technology team, Academic Communication and Presentations Skills, Service Learning and Peer Facilitation.
• 25 instructors participated in the Book Club.

3. CTL supported faculty and students with educational technologies, including the WebOption.

CTL supports faculty in their use of educational technologies for teaching in the classroom:
• The Educational Technology team had 1016 faculty Blackboard and other technology-specific consultations.
• The WebOption program supported 105 courses (30635 student lecture hours).
• Test scanning was provided for 840 tests in courses (102,129 sheets)
• Course Evaluations for pre-promotion instructors were supported in print for 77 UTSC courses.

4. CTL provided training of Teaching Assistants and Graduate Student Professional Development.

CTL has an expanding and diverse program for TA Training Support, Graduate Student Workshops, and Graduate Professional Skills on the UTSC campus. Our program offered:
• 8 teaching-oriented workshops eligible for a credit in the TATP certificate program
• 9 GPS workshops (Graduate Professional Skills certificate)
• The annual Graduate Professional Day with a full-day of programming attracted 39 participants.
• The Writing Centre, English Language Development Centre and TA Services provided one-to-one tutoring and consultations for graduate students.

5. CTL supported students as learners to fulfill the intellectual demands of their courses and to move to autonomous life-long learners

_Undergraduate Learning Support: Individualized Student Support_
• The Writing Centre worked with 655 students in 1823 hours of one-to-one tutoring meetings; an additional 529 students were offered 1111 drop-in sessions.
• The Math and Statistics Learning Centre Services supported 6611 students in 1560 in-person and Virtual Tutor hours, in addition to the regular 840 help hours.
• ELDC’s Reading and Writing through Email program (RWE) served 335 undergraduate and 15 graduate students in 3216 virtual and physical visits; the successful pilot of the Academic English Health Check (AEHC) provided 1056 tests.
• The TA and Graduate Services coordinator consulted with or tutored 51 graduate students.

_Undergraduate CTL workshops and in-class workshops / seminars_
• The Writing Centre (TWC) facilitated 20 hours of course-specific writing clinics attended by 241 students; offered 41 tailored and discipline-specific in-class workshops (20 minutes to 1 ½ hours in length) in 29 different courses, and across 12 different departments.
• The Academic Communications and Presentation Skills coordinator delivered 51 hours of in-class presentation skills workshops, and 71 hours of student presentation skills workshops (delivered by our work-study students).
• the Service Learning program worked with 6 departments and supported 2200+ students via enrollment in courses featuring CTLB03 in-reach students.
• The Math and Statistics Learning Centre (MSLC) offered 24 2-hour seminars and review workshops, serving 2502 undergraduate students
• The Facilitated Study Group (FSG) program offered 977 study group sections in 37 courses for 3 terms, providing over 7000 student contact hours (as of March 31). Overall average grade of FSG participants for the Summer and Fall terms combined was 72, while the equivalent for non-participants was 67. Overall combined attrition for the FSG participants was 4% relative to 8% for non-participants.
• The English Language Development (ELDC) Core programs reached 1138 students; Outreach ELDC activities reached 3831 students; ELDC partnered with 10 new courses for academic communication support.
• Student volunteers were trained and supervised to support peer programming and workshops for TWC, ELDC, Presentation Skills, as well as for outreach programming.

_Undergraduate Courses offered by CTL:_

In 2013-2014, 110 students were enrolled in CTL courses:
• CTL instructors based in ELDC and Service Learning taught three CTL courses over three terms.
• CTLA01H3: _Writing Practicum for Non-Native Speakers of English: CTLA01_ (online and in-class) 52; CTLA02: _Cross Cultural Perspectives on Research and Knowledge Communication_ (one term) 10 students; CTLB01H3: _Introduction to Service Learning_ (three terms) 48 students.
6. Collaborating with other units to bring our pedagogical perspectives to joint endeavors.

CTL coordinators and staff regularly collaborate to support instructors and students in programs such as the Graduate Professional Skills (GPS) programming, the Summer Learning Institutes, New Faculty Orientations, the Teaching Showcase, as well as in joint presentations at educational conferences such as The Society for Teaching and Learning in Higher Education.

CTL actively seeks opportunities to collaborate and co-develop programming for faculty and students with other service and academic departments:

- TWC and ELDC are founding partners in the Academic Integrity Matters team, with the International Student Centre, Academic Advising & Career Centre, and the Dean’s Designate. 12 workshops were presented to 465 students.
- CTL provided outreach and promotion in 20 Get Started days in June and July 2013
- ELDC partners with the International Student Centre through ongoing promotional exchanges and integrated support, and in the Arts and Science Co-op, Communication Cafes and the Discussion Skills Cafes.
- TA Services offered GPS workshops on Resumes/CVs and on interview skills that drew the attention of coordinators of the NSERC Collaborative Research and Training Experience Program in Arctic Atmospheric Science (CREATE). In July 2013, Ruth Louden (AA&CC), Sarah King (The Writing Centre), and Sheryl Stevenson presented an invited workshop, supported by grant funding from CREATE ($1,500).
- The TWC coordinator organized a one-day Professional Development conference attracting 40 Writing specialists, tutors and writing centre directors from the tri-campuses.
- The Graduate Professional Day was a CTL collaboration with the Masters of Environmental Science internship program and GPS, along with involvement of the Vice Dean, Graduate Education.
- TWC collaborated with Sociology and Management department faculty to provide tailored TA training on formative feedback in the disciplines, and writing support in courses.
- The Educational Technology team collaborated with the St. George Blackboard team to develop documentation for the upgraded Blackboard Learning Portal; participated in tri-campus technology discussions, and collaborated with IITS to provide targeted consulting services to faculty who have received TEG grant funding for technology projects.

CTL provides leadership in the scholarship of teaching and learning (SOTL) in higher education (http://www.stlhe.ca/sotl/what-is-sotl/) on campus, often partnering with faculty in the disciplines for initiatives and presentations at SOTL conferences.

This summary of key data and information about 2013/14 CTL programming and services is a glimpse into the breadth and depth of the extensive and exceptional support we offer to UTSC faculty and students. The next part of our Annual Report builds upon this summary, with detailed data and overviews of that CTL programming and support.