

CTL ANNUAL REPORT

Excerpts from Unit Review Self Study Report

April 2019



Executive summary

As part of the University's Quality Assurance processes, CTL conducted a self-study during the Winter semester, and underwent an external review in spring 2019. Excerpts from the self-study report are included in this document, in lieu of an annual report.

The report was the result of the work of many people at CTL, including the subcommittee for the self-study review: Cheryl Poth, Neil Haave, Graeme Pate, Curtis Champagne, Krysta McNutt, Rishi Jaipaul, Fran Vargas, and Lily Lai. In addition, many individuals not on the subcommittee made data, content, editing, and formatting contributions throughout. Pulling the report together provided an opportunity for us all to learn much about how all aspects of CTL work; about how the people who use our services see us; and about how we could adapt what we are doing to meet ongoing and future needs of the University.

CTL programming is under continual development informed by four main sources: available expertise, current research in higher education, participant feedback, and institutional priorities. Our self-study generated evidence that we *inspire* new ideas about teaching through our workshops. Through one-on-one consultations, we *support* instructors to effectively apply new information about effective teaching and learning to their own specific contexts, and their students have reported a better experience in their classes.

Some interesting questions arose from the self-study which we will continue to reflect on. For example, data revealed differences in the nature of services accessed and sought across the career progression; Assistant Professors reported seeking opportunities to learn from their colleagues significantly more than Professors, Professors reported seeking regular advice from CTL more than other instructors, as did those who accessed awards through CTL.

Looking forward, we have identified several priorities for the coming year: increase the range of teaching development opportunities for faculty members which are tailored, accessible, and flexible; create open and customizable resources for infusing multiple aspects of Indigenous culture into courses; improve access to our online resources through a website redesign; enhance assessment practices for teaching; and embed research examining the outcomes of teaching innovations and practices.

Table of Contents

Executive summary	1
Table of contents	2
1. Mandate, vision, and mission	4
1.1 Our mandate	4
2. Overview of CTL engagement statistics	5
2.1 Services and Programs at a glance	5
2.2 Highlights of Institutional-level Activities	6
2.3 Self-study Survey Results highlights	7
3. Self-Study design and implementation	8
3.1 Stakeholder engagement	11
3.2 Engagement Survey participant demographics	11
4. Community level activities	12
4.1 Survey and interview results: Strength and balance of services	14
5. Institutional level activities	15
5.1 Survey and interview results related to impact on the University community	17
6. Organizational structure and financial model	18
6.1 CTL financial model	18
6.2 CTL current structure and organization	20
7. Upcoming priorities	21
Priority 1: Expanded professional development opportunities	21
Priority 2: Multifaceted evaluation of teaching	21
Priority 3: Scholarship of Teaching and Learning	22
8. Glossary of terms	23

9. Appendices for CTL annual report, April 2019	24
Appendix A: FPG goals which CTL's activities support	24
Appendix B: Analysis of comparator units	24
Appendix C: Community-level activities—descriptions, inputs, and short-term outputs	25
Consultations	25
Workshops	27
Courses	29
Peer consultation program (PCP)	30
Blended learning awards	31
Open educational resource awards	31
Grants facilitated by strategic initiatives manager	31
Invited faculty and unit-specific presentations and workshops (Jan 2018 - Mar 2019)	32
Events	34
Lunch and learns	34
New professor teaching orientation	35
New to teaching (N2T) orientation and mentorship	35
Festival of teaching and learning	36
Appendix D: Institutional-level activities—descriptions and details	37
Gathering evidence and conducting research	37
Blended learning	37
Chairs' evaluation of teaching	37
Gathering evidence: 2017 teaching practices survey	38
Evidence & research: Preparing new faculty to teach	38
Evidence & research: Students' interpretation of USRI questions	38
Evidence: St. Joseph's College pilot project	38
Writing assignments across university disciplines	39
Grammarly	39
Contributing to institutional directions	39
Reports	39
Committees	40
Appendix E: External engagement and recognition	41
Invited talks and workshops	41
Books	41
Invited book chapters	41
Refereed articles	42
Refereed conference presentations	42

1. Mandate, vision, and mission

1.1 Our mandate

Working with instructors and programs to develop engaging and meaningful learning experiences for students by inspiring, empowering, modeling, and connecting excellent teaching and scholarship at the University of Alberta.

Our vision

CTL works across multiple organizational levels and structures within and beyond the University and is a partner in supporting and researching excellent university teaching that leads to engaging and meaningful learning experiences for students.

Our mission

We pursue our vision through a combination of consultation, facilitation, technology integration, collaboration, and research to advocate for and support evidence-based, responsive, and positive change in teaching and learning. We provide important face-to-face and peer experiences for instructors and extend our reach through blended and online programming. We strive to:

Empower instructors to develop and refine their teaching skills and to adopt and evaluate new teaching practices and technology through workshops, seminars, and individual consultations; we provide advice, resources, and tools which are evidence-based and linked to the literature.

Connect communities of educators through workshops, peer mentorship, and institution-wide events about teaching; we develop reciprocal relationships with instructors; we integrate with and advise the campus community by partnering and/or serving on committees and working groups about teaching, learning, educational technology, indigenization, and curriculum.

Model respectful relationships with learners and incorporate pedagogical best practices into our workshops, courses, events; we conduct research and program evaluation to advance knowledge of teaching and learning, benefit our university community, and to inform our own practice.

Inspire positive change by coordinating teaching awards and funding opportunities and by showcasing excellence and innovation in teaching; we bring national and international experts in university teaching to speak at institution-wide and faculty-specific events.

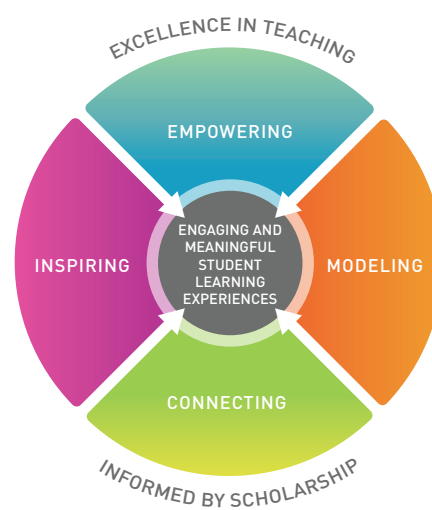


Figure 1. CTL vision and mission.

2. Overview of CTL engagement statistics

2.1 Services and Programs at a glance

SELF-STUDY SURVEY HIGHLIGHTS

267

Self-study survey participants



91%

Satisfaction rate



Most important activities according to survey participants: Workshops, and consultations



Most common reason to access CTL: To learn about or generate new ideas for teaching



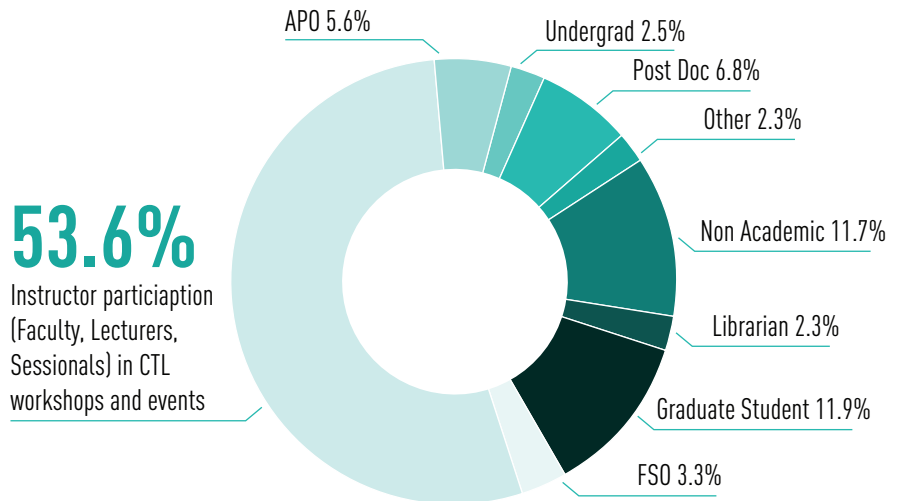
Top 3 consultation topics: Assessment, Educational Technology, and Planning & Course Development



Podcasts on teaching and learning writing: 25 episodes, 9000+ listens, 15,000+ shares in 30+ countries

CTL STATISTICS AT A GLANCE for JANUARY 2018 - MARCH 2019 ACTIVITIES

% participants in CTL workshops and events by appointment



53.6%

Instructor participation (Faculty, Lecturers, Sessionals) in CTL workshops and events

1302

Total number of registrants in all ctl workshops and events

386

Festival of Teaching and Learning participants

326

Learning technology consultations: teaching 21, tech 167, eClass 138

57

Total number of ctl sessions

55

Invited presentations in Faculties/units

40

New faculty mentored

28

Students hired: 10 BL, 15 OER, 3 WAC

23

Indigenizing teaching & learning: presentations 15, workshops 8

20

Blended Learning projects in progress

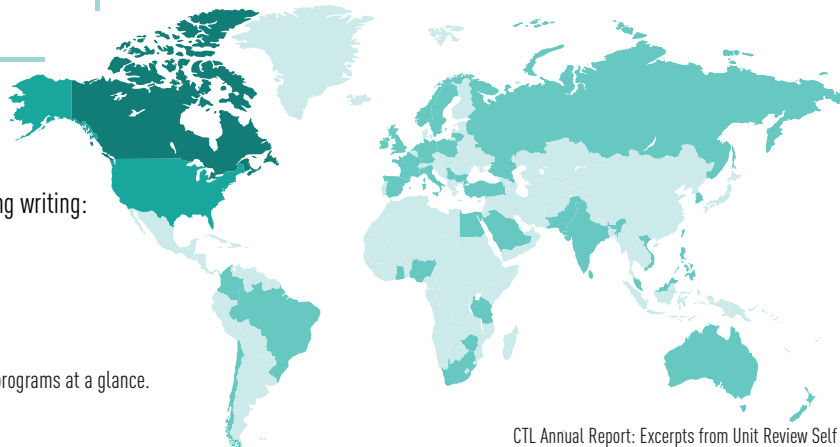


Figure 2. Community level services and programs at a glance.

2.2 Highlights of institutional-level activities



25 TLEF awards
6 TLEF seed awards
47 TLEF PD awards



20 Blended Learning awards
+ 10 students hired



6 OER awards + 15 students hired



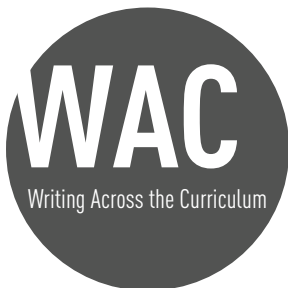
24 CTL reports and documents



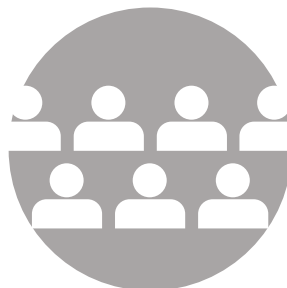
9 Research and evidence-gathering projects for CTL, CLE, WAC



9 collaborative conference presentations with CTL stakeholders and students



3 students hired,
7 technical reports



10 committees
13 working groups



6 journal articles from collaborations with CTL stakeholders and students



New Teaching Plus Podcast released



Users on blended learning case studies website



Inspiring Teaching video views

Figure 3. Highlights from institutional-level activities, 2016/17-2018/19 (unless otherwise noted).

2.3 Self-study survey results highlights, N=378

REPORTED:

91%

are satisfied with support received

90%

would recommend CTL to a colleague

83%

feel they have enhanced their knowledge about teaching approaches and skills

67%

feel they have enhanced their knowledge about course design

65%

feel they have enhanced their knowledge about assessment and feedback

43%

say their students have reported a better experience in their class

OUR TOP 10 ACTIVITIES THAT ARE IMPORTANT OR VERY IMPORTANT:

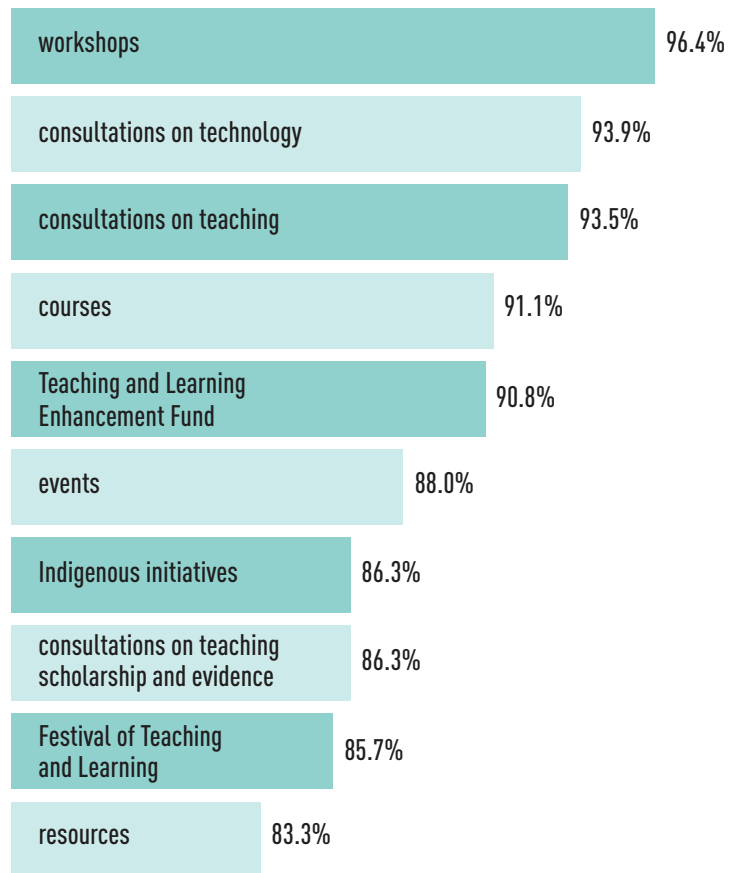


Figure 4. Selection of survey results about the importance and impact of our services.

3. Self-study design and implementation

The process of generating the self-study was a distributed effort coordinated by the Academic Director, Dr. Janice Miller-Young, with advice from the Associate Director (Assessment), support from CTL’s Senior Research Coordinator, Administrative Lead, and Communications Coordinator, and ongoing input from all CTL faculty and staff. This started with the receipt of the mandate letter for the review of CTL from the Provost’s Office in mid-November 2018. After an announcement and preliminary planning at a staff meeting with all staff invited, the Academic Director struck a liaison committee with membership from each team within CTL in order to support decision-making and communication throughout the self-study process:

- Chair: Janice Miller-Young, Academic Director
- Advisor: Cheryl Poth, Associate Director, Assessment
- Neil Haave, Associate Director, Scholarship of Teaching and Learning
- Graeme Pate, Educational Developer
- Curtis Champagne, Strategic Initiatives Manager
- Krysta McNutt, Open Education Program Lead
- Rishi Jaipaul, Educational Technologies Team Lead
- Fran Vargas, Senior Research Coordinator
- Lily Lai, Communications Coordinator
- Other members of CTL as needed

The complex nature of the CTL’s contributions across the institution and specifically to teaching and learning environments made assessing our impacts both challenging and rewarding. Teaching and learning environments involve interdependent and dynamic systems in which interactions involving the CTL and those who access our services defy simplistic analyses of cause and effect and thus service delivery impacts are challenging to study. Yet this was rewarding because we needed to re-conceptualize our approach to assessing our impacts and experiences of those who seek our services (and of their learners) to be more sensitive to this complexity.

An exploratory multi-method research design was used in this self-study project whereby multiple sources of information representing diverse perspectives were integrated to generate our findings. The guiding questions addressed by the data sources are summarized in a data matrix (*Table 1*).

Table 1. Data matrix showing data sources used to address the self-study questions.

Focus of guiding questions	Document sources	Administrative data sources			CTL service participant data sources		
		Initial contact forms	Registration/ Attendance	Website analytics	Immediate post feedback surveys	Engagement survey (Winter 2019)	Key informant interviews (Winter 2019)
To what extent is the CTL...	Existing documents						
1. fulfilling its mandate, vision and missions?	✓						
2. providing services, supports and programs that are aligned and valued?		✓	✓		✓	✓	✓
3. impacting the university community?			✓	✓			
4. allocating resources effectively and efficiently?	✓						
5. reaching our potential?	✓	✓	✓	✓	✓	✓	✓
		Sources analyzed annually.				For self-study.	

CTL service participant data drew on three data sources: The immediate post feedback surveys refer to the data collected in an ongoing manner as a follow up to workshops and consultations about satisfaction with services rendered, whether services would be recommended, and additional services desired. As part of our self-study process two additional sources of participant data were generated during winter 2019: an engagement survey and key informant interviews (see Appendix B for a copy of the survey and interview questions)

The engagement survey and key informant interviews were driven by our desire to assess beyond satisfaction and to better understand both direct and indirect impacts on classroom practices. To begin, we created logic models to make explicit our understandings and assumptions of our impacts. Then we used the logic models to guide our targeted data collection with those who had accessed CTL services since 2016.

The engagement survey invitation included all those who had engaged in the following services and programs (see Appendix C for a full description of these activities) since January 2016 (unless otherwise indicated):

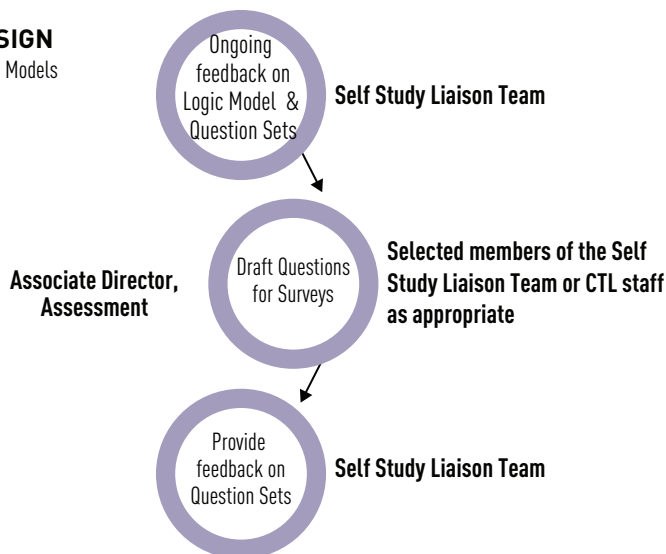
- All workshop participants,
- All teaching consultation participants (EdDs, EdTs, Associate Directors, OER, etc.),
- Participants in Concepts in Course Design and Teaching Online courses,
- Members of our first Faculty Learning Community (2018-19),
- All active peer consultants,
- All presenters and attendees at our events: Festival of Teaching and Learning, New Professor Orientation, New to Teaching Orientation, Lunch & Learns,
- All chairs of committees which CTL faculty and staff have been invited to contribute to (not ex officio),
- All those who have invited/requested presentations and workshops from us,
- All those who have booked the Whisper Room,
- All CTL summer student award winners,
- All OER award winners (first round was 2018),
- All Blended Learning Awardees (2014-2018)
- All TLEF award winners including large projects, seed grants, and PD awards, and
- All those who have accessed award and grant consultations, whether they were successful or not.

Our Research Coordinator designed and implemented the survey, and analyzed the survey results, with input from the Academic Director, Associate Director (Assessment), and all CTL staff through the liaison team. In total, **2082 potential survey participants** were emailed information about the background, purpose and methods of the self-study, and a link to the survey (we received 120 out-of-office auto-replies). Survey logic was implemented so that participants were asked first about what services they had accessed and then subsequent questions asked specifically about those services in relation to their awareness, perceived importance, and satisfaction with our various activities, and impacts. Among the impacts they were asked about was increased confidence in teaching, increased exposure to new teaching ideas, increased reflection on teaching, increased opportunities for sharing and learning from/with others, and increased exposure to indigenous ways of knowing, being, and doing. At the end of the survey, participants were also asked if they were willing to participate in a follow-up, semi-structured interview.

The process map, next, outlines the activities and engagement of CTL faculty and staff throughout the self-study design, engagement, and synthesis phases.

1 DESIGN

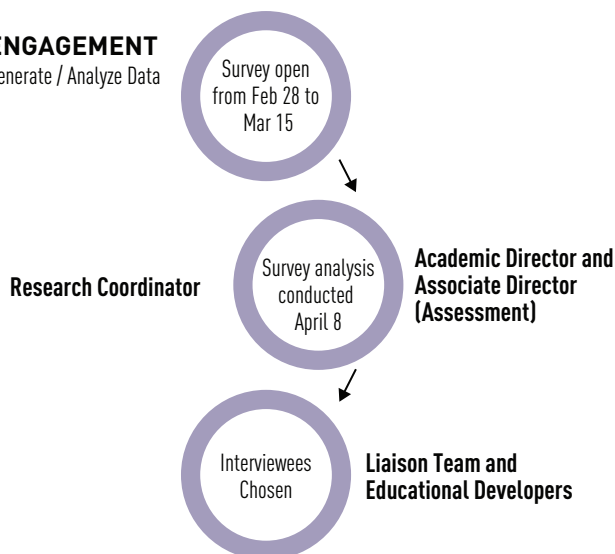
Logic Models



Outcome: Logic models were finalized; community-level model was used as the guiding structure for the Engagement Phase.

2 ENGAGEMENT

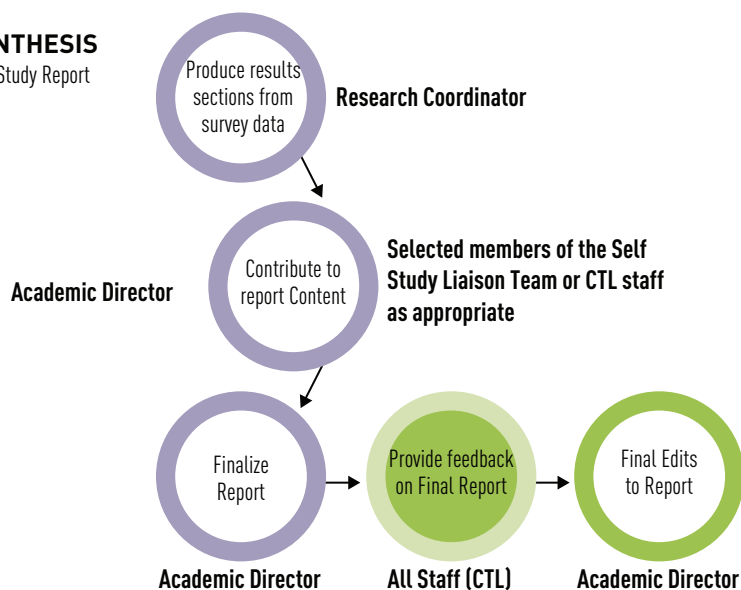
Generate / Analyze Data



Outcome: Stakeholders were engaged through surveys and interviews. Preliminary survey analysis was conducted and presented in the self-study report. Further survey analysis and interviews will be conducted to more fully answer CTL's self-study questions and future planning.

3 SYNTHESIS

Self Study Report



Outcome: Survey data and other evidence was compiled into a comprehensive report for the CTL Unit Review. CTL staff provided final feedback on the report between April 1-8th, and the report was submitted on April 15th to the Provost's Office.

Figure 5. The process map for our self-study.

3.1 Stakeholder engagement

As described above, we conducted a survey and key informant interviews in Winter 2019 for the engagement phase of our self-study. Participants ($n = 378$) completed a 10-minute online survey (see Appendix B). At the end of the survey, participants ($n = 50$) were asked if they were willing to be contacted for a follow up 30-minute semi-structured in-person interview aimed at gathering more details about their experiences (see Appendix B). Incomplete survey data (i.e., more than 50% missing responses), data from non-teaching staff, and individuals who selected the same option (e.g., prefer not to respond) were excluded from the analysis. Descriptive and inferential statistical analyses were applied to numerical data ($n = 267$), and a thematic analysis was used for qualitative data ($n = 6$). From the individuals who volunteered to be interviewed, the liaison team purposefully sample six to represent a range of ways of engaging with CTL. All interviewees met at least one of the following criteria for inclusion: a TLEF grant recipient, OER award recipient, a Vargo chair holder, a long-time peer consultant, regular workshop attendee, regular consultation requestor, consulted on indigenization, invited workshop co-presenter. All those who volunteered for the interviews were also invited to participate in a site visit meeting with the review committee.

In sum, the findings and interpretations in this report are generated from the integration of multiple data sources representing diverse perspectives. Statistical tables and thematic categories are not provided in this report, but are available upon request.

3.2 Engagement survey participant demographics

Our survey respondents represent the diverse audience the CTL has served since 2016. More than half of survey participants are affiliated with our large Faculties, and more than half of survey participants rank as professors, associate professors, assistant professors, or sessional instructors (see *Figure 7*). Finally, most survey respondents identify as women, and have more than 10 years teaching experience, or between 2 to 10 years of teaching experience (see *Figure 8*).

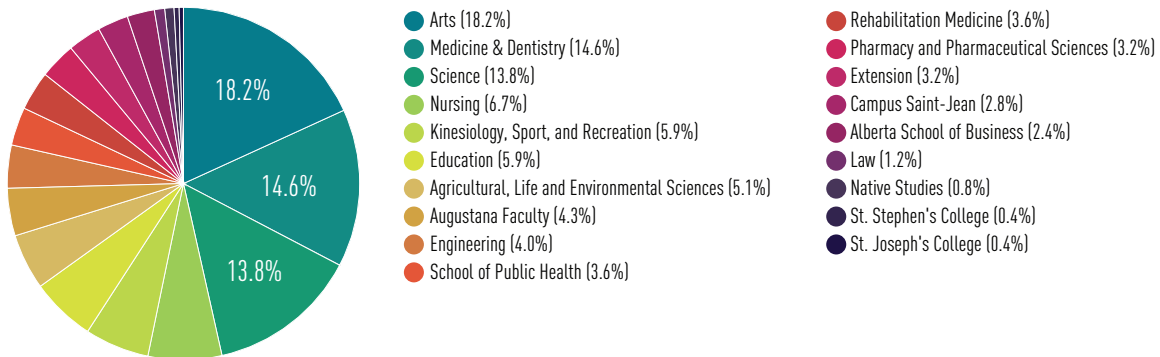


Figure 6. Percentage of survey participants by Faculty or school.

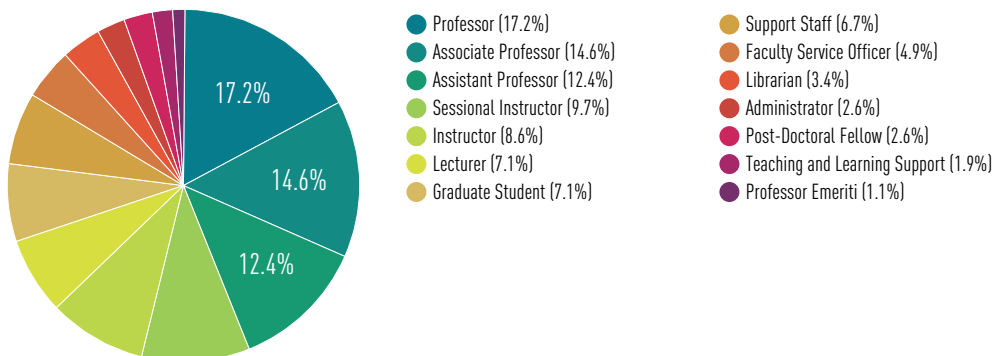


Figure 7. Percentage of survey participants by appointment.

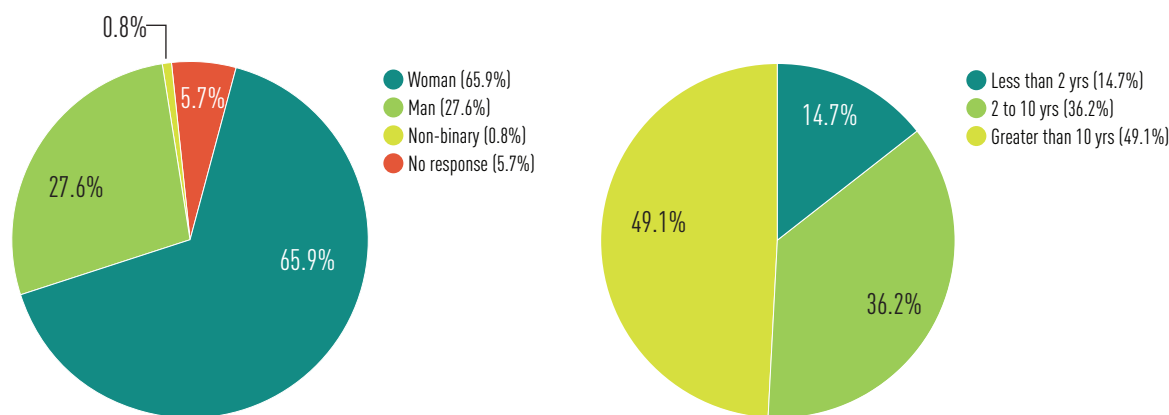


Figure 8. Percentage of participants by gender and years of teaching experience.

While further analysis has yet to be done to determine response rates by Faculty, the response numbers reasonably match the relative sizes of our various Faculties, and we had good engagement across all teaching appointments including sessional instructors.

4. Community level activities

At the *community level (individual instructors and their interactions within their networks of peers)*, our activities are guided by cognitive and social-cognitive theories of change, which say that instructors are more likely to change (learn about and develop their teaching) if they receive ongoing information about teaching as well as feedback and opportunities to reflect.

As part of our self-study process and wanting to make our theories of change more explicit, we collaboratively mapped all our community-level activities to their intended short and medium term outcomes, all of which align with long-term impacts relevant to For the Public Good in multiple ways (Figure 9). The logic model (Figure 12) shows the intended outcomes for each of our activities; for example we expect that our consultations on teaching practice will not only result in participants' satisfaction with their CTL experience and an awareness of the diverse roles of CTL, but also their increased confidence and engagement in teaching, as well as increased exposure to ideas about teaching. Exposure to new ideas about teaching improves the chances that they will access and try out new teaching and learning resources. New ideas should also enhance instructor knowledge and skills.

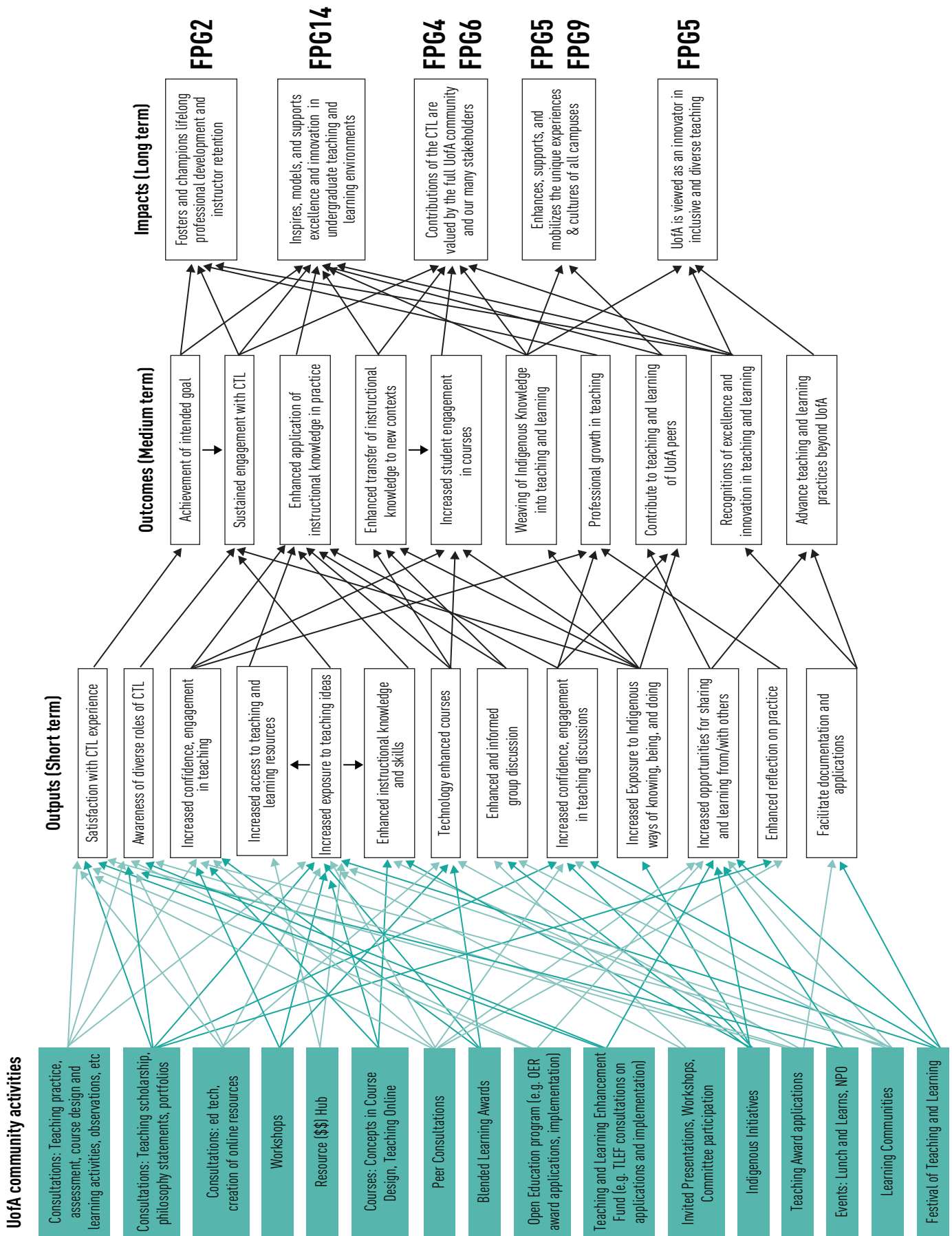


Figure 9. Logic model showing our community-level activities and their intended short-term and medium-term outcomes (assessed in the self-study) as well as intended long-term impacts and FPG goals.

4.1 Survey and interview results: Strength and balance of services

Taken together, the survey and interview results show that CTL:

- **Inspires new ideas about teaching through our workshops**, which attract *all levels of instructors* as well as draw diverse staff from across the institution.
- **Enacts change in teaching practices through our consultations**, which result in several *more significant outcomes* compared to outcomes for those who haven't accessed our consultation services, such as instructors implementing important changes to their teaching, being nominated for teaching awards, and having students report better experiences in their classes.
- **Supports instructors to effectively apply new information** about *effective teaching and learning* to their own specific contexts.

For survey participants, the most common reason to access CTL services was wanting to learn about or generate new ideas for participants' teaching practices (58.6%), followed by wanting pedagogical advice for something new they wanted to try (see *Figure 9*). CTL workshops were the service with the highest access across most teaching appointments, followed by the Festival of Teaching and Learning, CTL courses, and consultations on teaching (see *Figure 10*).

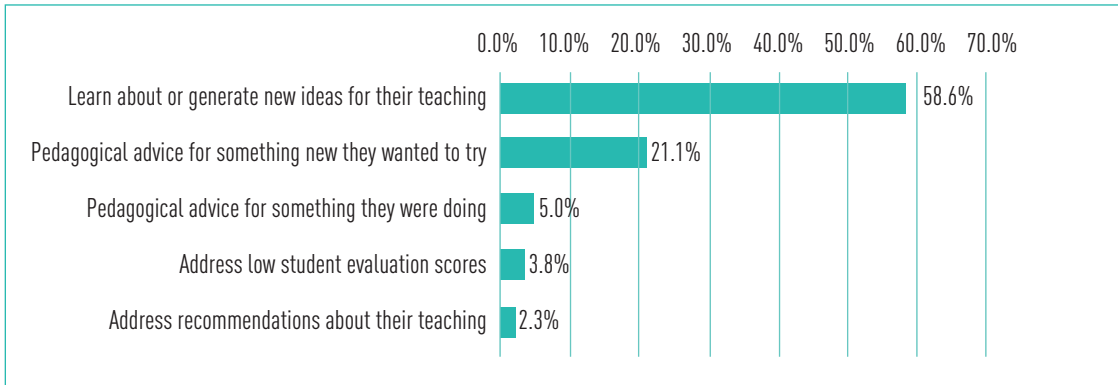


Figure 10. Most common reasons to access CTL services.

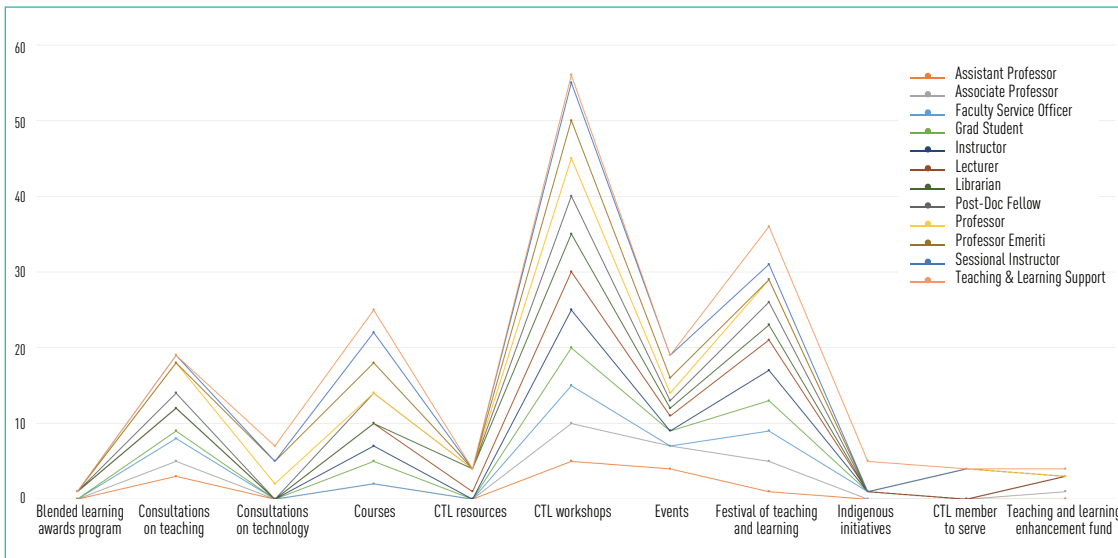


Figure 11. Access to CTL services by appointment.

In the interviews, participants expanded upon why they find the workshops valuable:

"I've been very pleased with all of my interactions with CTL. Every time I go to a workshop I have solid takeaways, even if it's something I know about, I attend it anyways because I know I'm going to come out with one tidbit. And there's always something good I take from my interactions with CTL."

"I'd say my experiences with CTL have been very good, so far. Primarily I go to sessions, and every session has a couple solid takeaways and things that I can bring back to other people. I typically try to grab my colleagues and drag them along with me."

- Self-study interview participants

Interview participants also discussed the ways that CTL had influenced their sense of support and community around teaching, and their students' experiences in their classes:

"What I really liked is the follow-ups. They don't abandon the people that they help. Even having the survey sent to me and having you come here, I know that I'm still not abandoned, I'm still on your radar. It's nice because I feel supported. Even if I don't feel support in improving my teaching from my department. At least I feel, on campus, I know who to go to if I elect to be a better instructor. I think that's a problem. I don't think it should be an elective thing. I think it should be mandatory."

"I was able to attend just the one session but it was on indigenizing course materials and it was a very informative session. It's a big challenge for all of us non-indigenous professors but there's a great push towards indigenizing curriculum. We have, in my department, eight faculty members and none of us are indigenous. There's no expertise kinda on the hallway. And so any kind of opportunity to find new resources or to meet people in other situations who've either perhaps done more or are struggling to figure out the things themselves, is a good opportunity."

"I got to know each student and worked with them on their project. I got to spend more time during class covering information that I knew they'd be examined on. It's a hard, hard class, and the information stayed largely the same, but I got a five out of five on my teaching evaluation. I hadn't had that for that course before. It's physiology, and when would I ever get a five out of five on it? I did on my applied microbiology course, but that's more fun and interactive. I think because I was more interactive... They all ranked me a five, so that was pretty nice. I think that was a direct outcome of having changed the way that I teach the material."

- Self-study interview participants

5. Institutional level activities

At the *institutional level*, our approaches to supporting and promoting teaching are also multi-pronged. Many teaching-related awards and grants are administered through CTL. CTL is also the operational arm for some initiatives of the Vice-Provost (Learning Initiatives) and the Committee on the Learning Environment (CLE, a sub-committee of General Faculties Council), through which we contribute to institutional-level governance and policy. Finally, CTL has representation on all layers of IST committees related to teaching and learning.

Informed by cultural and political theories of change, we mapped all our institutional-level activities to our intended short and medium term outcomes, which also align with For the Public Good (*Figure 12*). A description of these activities and their outputs are provided in Appendix D.

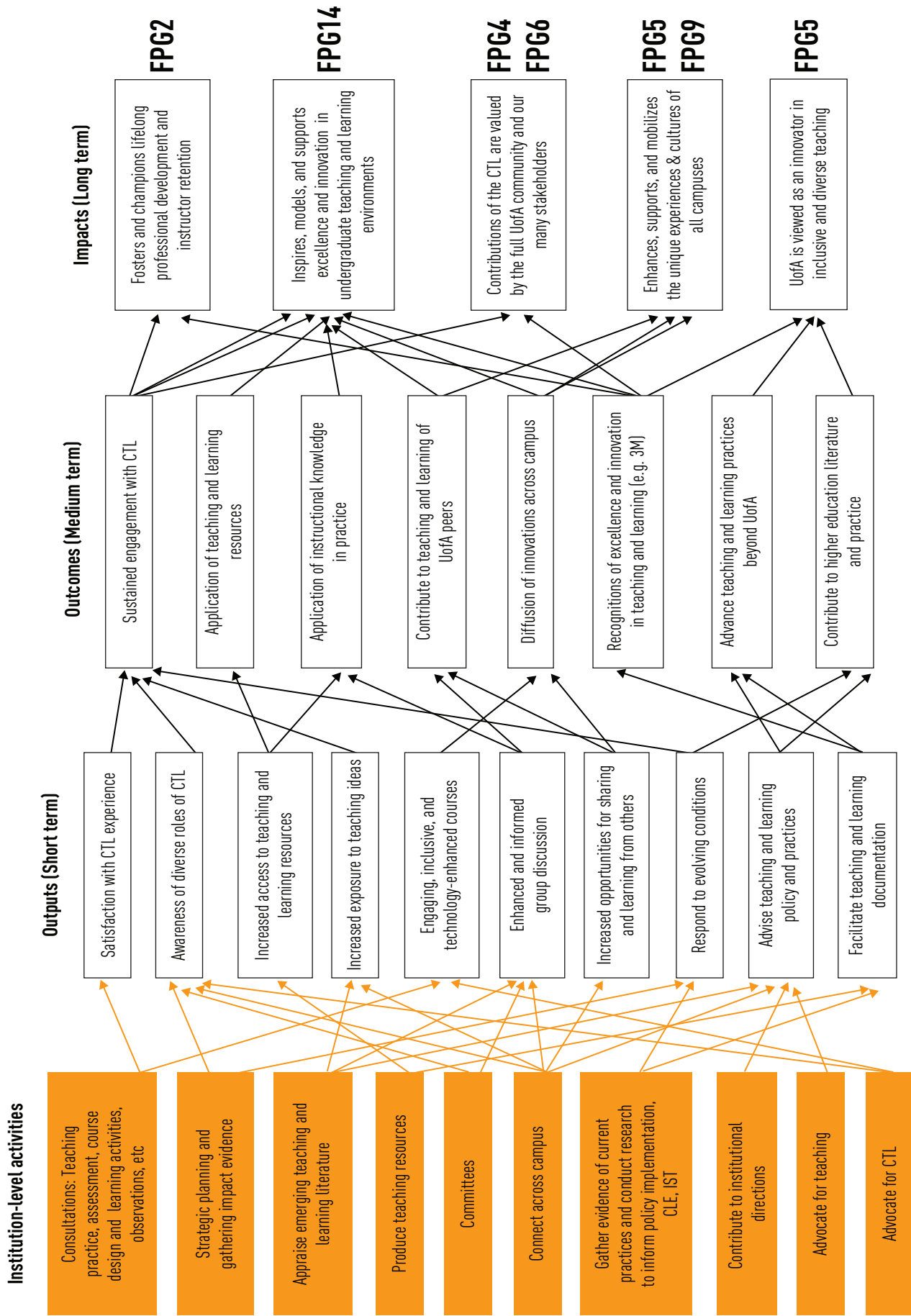


Figure 12. Logic model showing our institution-level activities and their intended short-term and medium-term outcomes, as well as intended long-term impacts and FPG goals.

5.1 Survey and interview results related to impact on the University community

Participant statistics and website data presented in *Figure 13*, along with survey and interview results presented in the following section, show that CTL:

- **Offers a variety of supports appropriate for instructors at all phases of their teaching practice development**, including those who influence their colleagues through either informal leadership or formal scholarly activities about teaching and learning.
- **Effectively communicates its long-running (5+ years) services** to those who have engaged with us, however our listserv is not effectively used.
- **Creates highly accessed online resources** which showcase or provide advice about exemplary and innovative teaching practices.
- **Leads or collaborates on projects and serve on working groups and committees** which inform institutional policy and directions.

Several interesting results came out of the self-study survey related to our standing and impact across the University. First, amongst survey participants, Assistant Professors reported seeking opportunities to learn from their colleagues significantly more than Professors, while Professors reported seeking regular advice from CTL more than other instructors, and significantly more than sessional instructors (*Figure 13*).

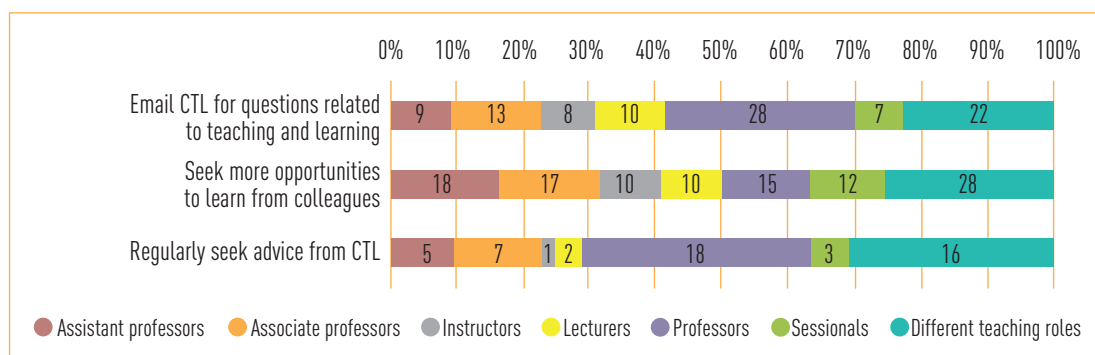


Figure 13. Significant differences were found between Assistant Professors and Professors in frequency of seeking opportunities to learn from their colleagues, and between how often Professors and sessionals reported seeking advice from CTL.

Second, it seems that offering institutional awards through CTL helps to promote partnerships within the academy. Based on survey responses, there are statistically significant differences between participants who have accessed CTL for its various awards and those who have not, both in terms of how much they access CTL and how much they disseminate their teaching practices.

Finally, we collected useful information about our communications and marketing. According to self-study participants, CTL workshops were the service with the highest awareness (95.4%), followed by the Festival of Teaching and Learning (89.2%), CTL events (85.8%), consultations on teaching (80.2%), CTL courses (78.5%), and consultations on technology (75%) (see *Figure 14*).

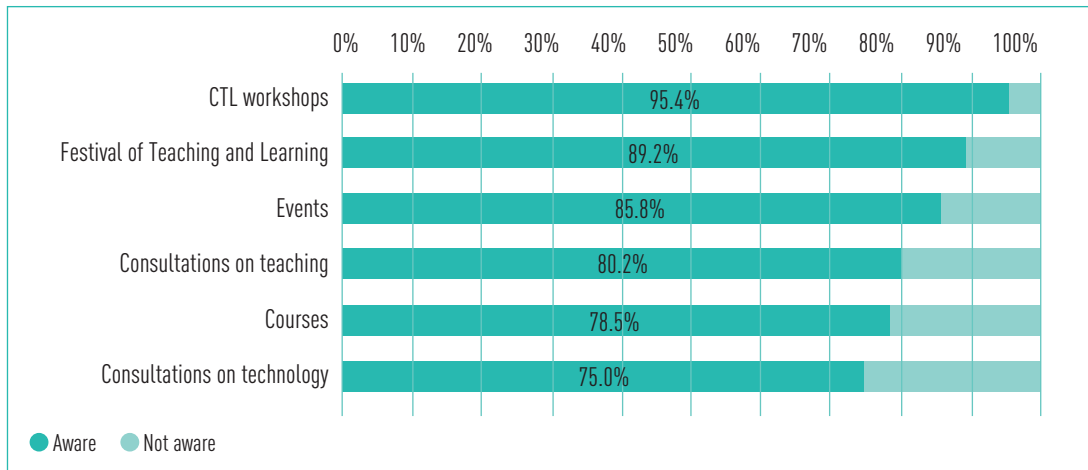


Figure 14. Services with the highest institutional awareness among our survey participants.

"I think CTL does an excellent job at offering a variety of workshops and events that address many aspects related to teaching, student engagement, technology application in the classroom, and the teaching-research praxis. I regularly check the CTL website and view employee mailing lists to see what upcoming workshops are available. I've really enjoyed my experiences at CTL events and workshops, and being involved in the Teaching and Learning Festival."

"I think you already do a pretty good job --it's hard to compete for attention in the overwhelming amount of data/info assaults."

- Self-study interview participants

Through the feedback we regularly solicit after our consultations, we know that instructors most often hear about CTL services through interacting with us and through recommendations of colleagues (Appendix C). Some suggestions regarding communications and marketing that were made in the open-ended comments section of the self-study survey were to

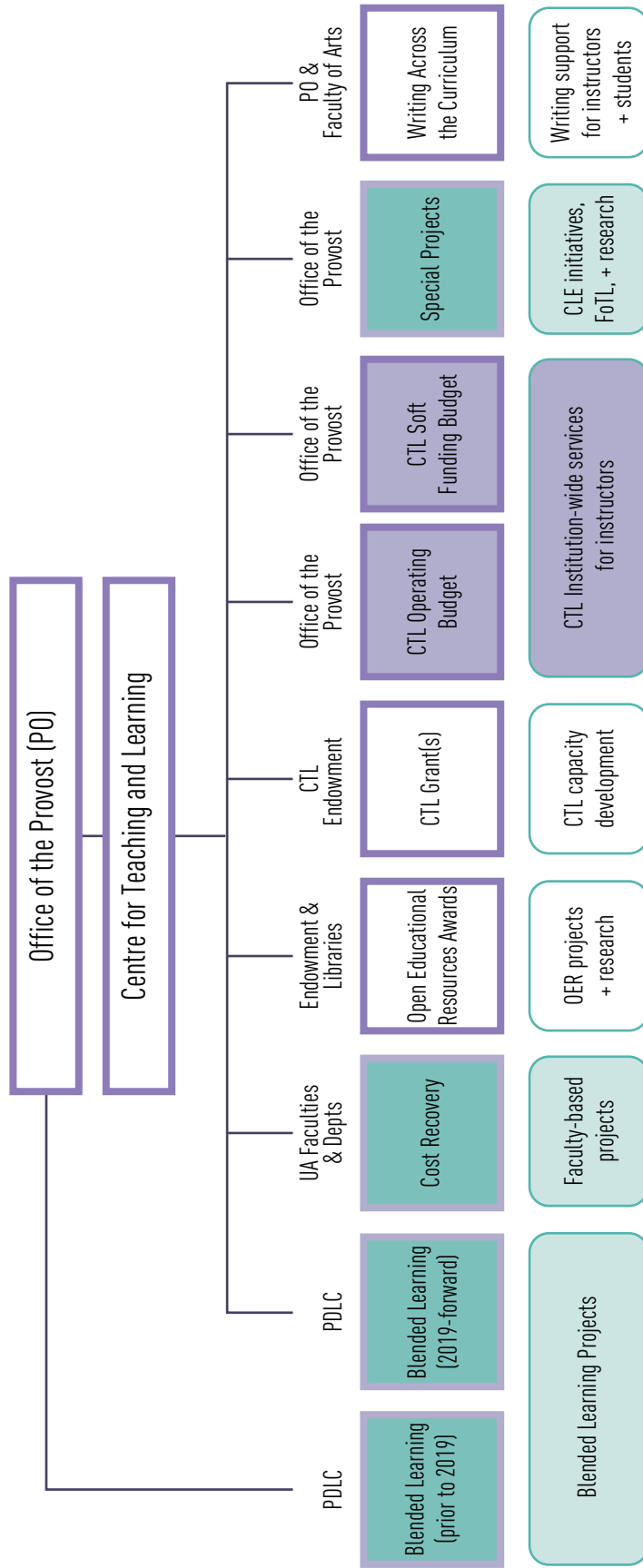
- present to Faculty and/or Department councils (27.52%),
- create a CTL-specific newsletter or distribution list (26.61%),
- have a complete list of CTL services available to the campus community (16.51%), and
- reach out to Deans and/or Department Chairs to promote CTL services (9.17%).

6. Organizational structure and financial model

The results presented in the following sections were obtained by analyzing budget approval memos, funding Terms of Reference, project budget tracking sheets, as well as job fact sheets and secondment agreements.

6.1 CTL financial model

CTL is fortunate to have multiple sources of money for various initiatives (Figure 16) in addition to its operating budget. Our biggest challenge has been managing a high ratio of project-based funding compared to operating funds over a long period of time.



See Figure 18 for a breakdown of CTL operating and soft funding.

The CTL portion of the Endowment for Teaching, Learning and their Enhancement has funded visiting speakers, summer student awards, and symposia.

Blended Learning and Cost Recovery projects generally draw from CTL staffing (educational developers, production team, eClass specialist) which is charged back to those budgets; hiring and supervision of research assistants and necessary expenditures for Blended Learning and OER are administered within CTL.

Figure 15. Current CTL funding structure.

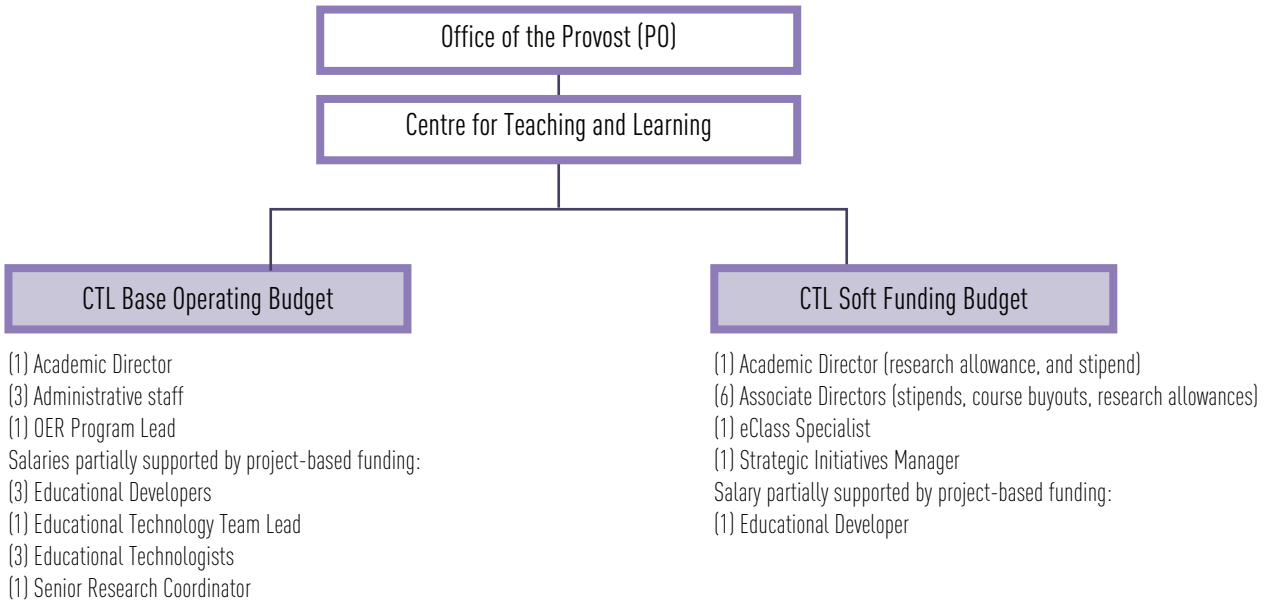


Figure 16. Detailed breakdown of CTL Operating and Soft Funding.

6.2 CTL current structure and organization

CTL's structure consists of Associate Directors (5, who are part-time seconded faculty members for two year terms), full-time academic staff (3 non-contract EdDs and 1 contract EdD), two program managers, and several teams of support staff.

CTL organizational chart

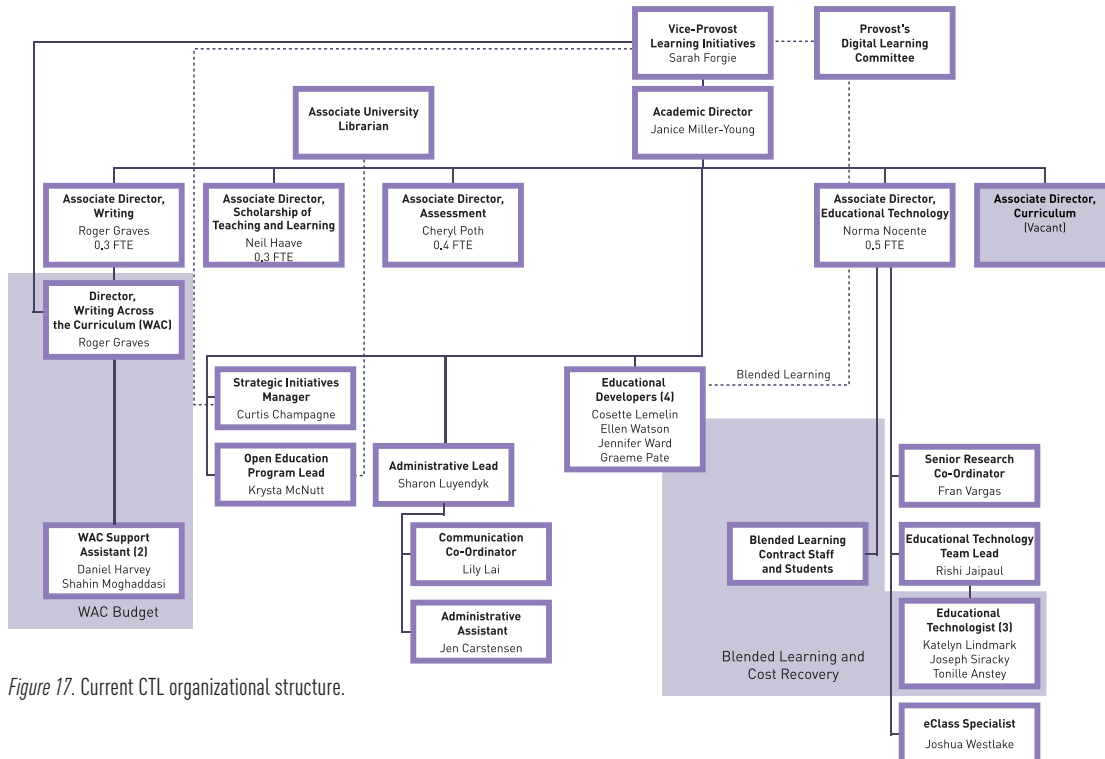


Figure 17. Current CTL organizational structure.

7. Upcoming priorities

Priority 1: Expanded professional development opportunities

While our self-study shows that participants value and are learning from our traditional educational development activities such as face-to-face consultations, workshops, and short courses, we know our instructors are very busy professionally and we want to *provide a matrix of teaching development opportunities for faculty which are tailored, accessible, and customizable in terms of (a) level of teaching experience, (b) preference for engaging with peers vs consultants, and c) flexibility in terms of access (Figure 18)*. This could broaden our reach and especially provide more support for sessional instructors. This will be assessed using our new workshop management system which (we hope) will allow us to accurately track participation rates and progress through various programming pathways.

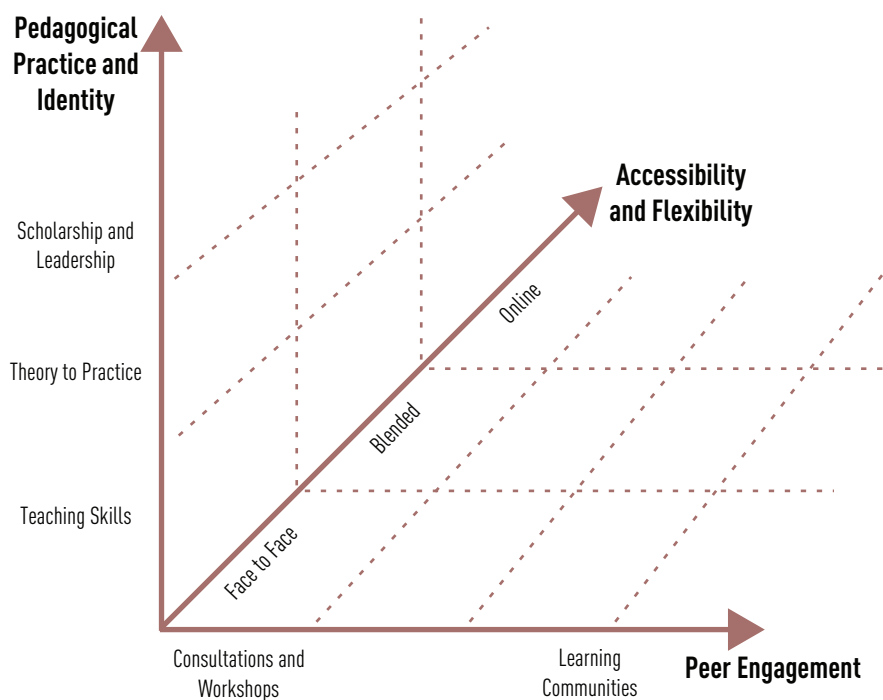


Figure 18. Three-dimensional matrix showing the dimensions of flexible and accessible teaching development opportunities CTL will provide.

Priority 2: Multifaceted evaluation of teaching

A major focus of over the next few years will be to work towards fulfilling Objective 13 of the Institutional Strategic Plan *For the Public Good (IFPG)*, to develop “robust supports, tools, and training to assess teaching quality, using qualitative and quantitative criteria that are fair, equitable, and meaningful across disciplines”. CTL will be directing much of its efforts towards defining constructs of effective teaching and aligning its website, programming, and resources with these constructs. We have been given the mandate (under the supervision of the Committee on the Learning Environment) to take the lead on revising the “Universal Student Ratings of Instruction” and have recently received funding for an additional staff person (data analyst) for two years to help support this initiative.

Priority 3: Scholarship of Teaching and Learning

CTL received approval in March 2019 for a Scholarship of Teaching and Learning support program.

SoTL Support Program

Instructors will apply for support if they wish to systematically study their teaching strategy. Successful applicants will:

- meet at least twice with a multidisciplinary cohort of other SoTL program participants, facilitated by CTL;
- work with an EdD to effectively design or refine the teaching strategy;
- have access to a team of GRAs who assist with the literature review, ethics application, data collection, and analysis; GRA team facilitated by CTL;
- present their findings within the cohort and at an institutional venue (e.g. department meeting, co- present a CTL workshop, Festival of Teaching and Learning);
- have access to a TLEF PD grant for presenting at a conference upon completion of the program.

The SoTL Support Program will provide opportunities for new as well as experienced instructors to receive tailored support to try innovative teaching strategies, systematically evaluate them, and disseminate the results in a scholarly venue, thus filling another gap in our programming (those who do not require CTL support for such initiatives are able to apply for TLEF grants.)

8. Glossary of terms

AASUA	Association of the Academic Staff of the University of Alberta
APO	Administrative Professional Officer
ATS	Academic Teaching Staff
CAST	Contract Teaching Staff
CCID	Campus Computing ID
CLE	Committee on the Learning Environment, sub-committee of General Faculties Council
CMS	Content Management System (website design and management software)
CPD	Continuing Professional Development
EDC	Educational Developer's Caucus (a constituency of STLHE)
EdD	Educational Developer
EDI	Equity, Diversity, and Inclusivity
EdT	Educational Technologist
FGSR	Faculty of Graduate Studies and Research
FPG	For the Public Good
GRA	Graduate Research Assistant
ISSOTL	International Society for the Scholarship of Teaching and Learning
IST	Information Services and Technology
OE	Open Education
OER	Open Educational Resources
PDLC	Provost's Digital Learning Committee
PER	Personal Expense Reimbursement
SET	Student Evaluation of Teaching
SLIS	School of Library and Information Studies
SOTS	Sessional and Other Temporary Staff
STLHE	(Canadian) Society for Teaching and Learning in Higher Education
TLEF	Teaching and Learning Enhancement Fund (endowed)
USRI	Universal Student Ratings of Instruction (UofA's SET questionnaire)
WAC	Writing Across the Curriculum

About the Centre for Teaching and Learning

VISION

CTL promotes excellent university teaching that leads to engaging and meaningful learning experiences for students.

MISSION

We pursue this goal through a combination of consultation, facilitation, technology integration, collaboration, and research to advocate for and support evidence-based, responsive, and positive change in teaching and learning. We provide important face-to-face and peer experiences for instructors and extend our reach through blended and online programming.



UNIVERSITY OF ALBERTA
CENTRE FOR TEACHING AND LEARNING

Centre for Teaching and Learning

5-02 Cameron Library
Edmonton, Alberta, Canada
University of Alberta T6G 2J8

Telephone: (780) 492-2826

Fax: (780) 492-2491

Email: ctl@ualberta.ca

ctl.ualberta.ca