



UNIVERSITY OF
TORONTO

CENTRE FOR TEACHING SUPPORT & INNOVATION

INTERSECTIONS:

CTSI 2016-17 Annual Report





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MESSAGE FROM THE DIRECTOR

Welcome to the Centre for Teaching Support & Innovation's (CTSI) 2016-2017 Annual Report. As you read through this report, you will see how our five CTSI teams provide support for pedagogy and pedagogy-driven instructional technology for all teaching staff and teaching assistants across the University's campuses and divisions. Importantly, we are happy to provide a wide range of services to support instructors in their courses, be they face-to-face, online, hybrid, or through Massive Open Online Courses (MOOCs).

Weekly you might see staff from our Centre working with instructors in a workshop, providing one-on-one consultations, engaging with a cross-discipline community of practice, organizing a pilot technology initiative, linking instructors for engagement in peer mentoring for teaching, supporting teaching-related inquiry and the dissemination of results (i.e., Scholarship of Teaching and Learning or SoTL), or leading a symposium or other community event. Ultimately, our goal is in helping University of Toronto instructors develop and realize their teaching aspirations. Collectively we are striving to create significant learning experiences for the almost 89,000 students we teach across three campuses of the University of Toronto.

Professional learning is not just for "new" instructors, but rather, reflects the building of instructional excellence at all stages of careers. Our CTSI staff support university instructors as they document their teaching successes, innovations, and challenges, and provide feedback as they build their teaching dossiers that are integral to annual review, tenure and promotion processes. However, the work of our Centre is not just about encouraging individual instructional expertise - it is also about how we build cultures within departments and divisions, and across the University, that support effective

teaching. It is our belief that teaching in higher education is no longer a sole endeavour - it takes a team and a team mindset. That team includes registrars, educational developers, librarians, technology professionals, student support staff, teaching assistants, and a host of others who are working to maximize student engagement and success. CTSI serves as a hub where we work to create bridges across units and services, in order to strengthen partnerships and, ultimately, to serve as "boundary spanners" in support of more powerful teaching and significant learning. The work of CTSI reflects our broader institutional priorities, with an emphasis on the synergy that is possible between our teaching and research priorities, both of which are career-long undertakings, nurtured from the day that one is hired, supported by others, and carried out with others throughout one's career.

As leader of CTSI, one of the realizations from my forty plus years in education is that my understanding of what it means to be a "Good Teacher" has evolved. In particular, my work with university faculty has taught me to think more about the verb, rather than the noun. "Good Teaching", therefore, is about the dynamic intersections of learning - it is about connecting, questioning, collaborating, and improving to better serve our students. This is the work of CTSI and of teachers across the University of Toronto. And, it is what educators are striving to achieve when they simply state: "I am a teacher."

Carol Rolheiser

Director, Centre for Teaching Support & Innovation and Professor, Curriculum, Teaching and Learning, OISE

CTSI PROGRAMMING & COMMUNICATIONS



Through CTSI's programming and communications initiatives, we continue to champion the pursuit of great teaching and innovations in teaching at the University of Toronto. Through partnerships, resource development, community-building initiatives, programming that supports innovation and excellence in teaching, and our showcases of superlative practices across campuses, CTSI plays a leadership role in enhancing the culture of teaching across the institution.

COURSE DESIGN/RE-DESIGN INSTITUTE

- Flagship Event -

In 2017, CTSI responded to increased demand for our flagship event and ran two iterations of our annual 2-day Course Design/Re-design Institute, one in May and one in June. Each Institute welcomes up to 30 faculty members from across divisions and campuses, and introduces the principles of course design to tenure stream and teaching stream faculty members who are developing a new course or who would like to hone their course design skills and refresh a course they've already taught. Over two days, participants learn how to design or redesign a course of their choosing in order to enhance students' learning experiences.



NEW PEER -2- PEER

Faculty Mentoring for Teaching Pilot Project

As part of this evidence-based initiative, instructors committed to supporting their colleagues and working in a reciprocal mentor-coach relationship to improve teaching. Through engagement in peer observations of teaching, mid-course feedback, regular peer interactions and three CTSI training workshops, participants had the opportunity not only to work on their own teaching, but think about how these practices could be applied in their home departments.

32

faculty members
(both tenure stream
and teaching stream)
paired up for a
mentoring program
focused on enhancing
teaching practice.

11TH ANNUAL TEACHING & LEARNING SYMPOSIUM

- Flagship Event -

Intersections: Where Instructional Design Meets Learning Science, presented in partnership with the Desautels Centre for Integrative Thinking (DCIT), welcomed attendees to a plenary session featuring a keynote talk by Professor Sanjay Sarma of MIT and a provocation hosted by Mihnea Moldoveanu of the DCIT, followed by concurrent sessions. CTSI looks forward to our continuing collaboration with the Desautels Centre for Integrative thinking on this initiative.



315
attendees at the 2017
Teaching & Learning
Symposium



RESOURCES

Staff within CTSI regularly engage in resource development, providing University of Toronto instructors with evidence-based resources that support their teaching. This year, we developed a number of online resources, including a [Peer Observation of Teaching Guide](#) for individual faculty member as well as departmental/divisional use, and a revised [Gathering Mid-Course Feedback Guide](#).

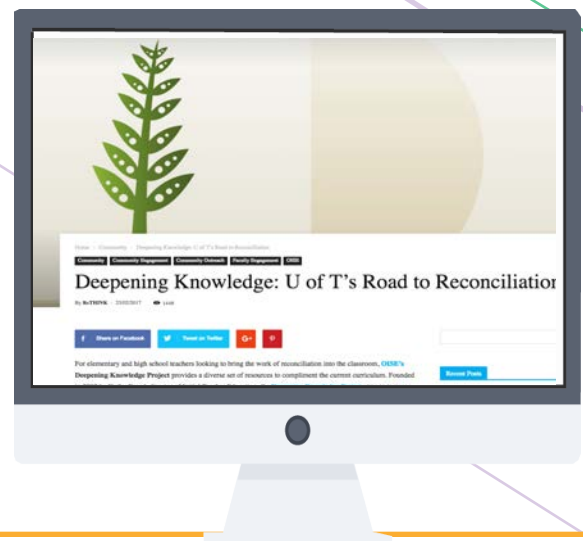
[Online modules](#) focused on learning outcomes and on policy for teaching assistants provided flexible options for both faculty members and TAs. A steward for pedagogical discourse, CTSI continued its efforts this year, releasing the full [Faculty Mentoring for Teaching Report](#) and two related tip-sheets - a research project that looked at mentoring for teaching practices at the University of Toronto and beyond.



COMMUNICATION

Through stories and videos, CTSI continues to highlight the excellent work of the University of Toronto's teaching community.

- This year marked the official launch of [Re:Think, the University of Toronto's institutional teaching publication](#). With a highly successful print run and a continuing multimedia online presence, Re:Think provides a platform to showcase U of T's exciting teaching stories.
- CTSI developed accessibility guidelines and templates for our resources, ensuring that our websites and guides meet accessibility standards and are user-friendly.
- CTSI produced **22 video resources** (See Appendix D), ranging in subject from interviews on curriculum mapping to effective practices in using webinar resources for online courses.



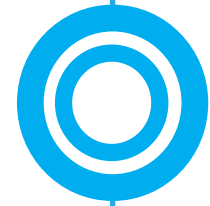
COURSE EVALUATIONS

The CTSI Course Evaluations team continues to support Divisions using U of T's Cascaded Course Evaluation Framework and online system through ongoing renewal of resources, new communications, addressing service questions and concerns, consultations, and management and analysis of data. This past year, working with U of T's Business Intelligence, the course evaluation team also supported the integration of course evaluation data with broader institutional data sources to inform teaching and learning across the University. As more Divisions continue to implement the Framework, the University is better able to analyze and identify teaching trends across multiple contexts.



evalUT

Our ongoing partnership and collaboration with eXplorance, a Canadian software company, regarding U of T's **Cascaded Course Evaluation Framework** promotes U of T's reputation as an institution committed to excellence in teaching, and provides us with an opportunity to be a leader in student evaluation of teaching at an international level.



2016-17
Course
Evaluation
Data



+ 10,500
unique faculty
reports were
produced.

Instructors in Peer-2-Peer (P2P) Faculty Mentoring for Teaching Pilot used Course Evaluation Data to Inform Instructional Goals

"Working with CTSI in the Peer-2-Peer Faculty Mentoring for Teaching Pilot Program has been a tremendous honour and opportunity for personal growth. The exposure to the various models of mentoring, its application across disciplines, and the opportunity to provide and receive peer-to-peer feedback offered incredibly rich learning in an environment that was supportive for both the mentee and the mentor."

Sharon Switzer-McIntyre,
Assistant Professor, Department
of Physical Therapy, Faculty of
Medicine

P2P MENTORING PILOT AND INTEGRATING FEEDBACK PILOT

The Course Evaluations team actively supports CTSI's SoTL initiatives. This includes developing tip sheets for the interpretation of course evaluation data, pilot testing BluePulse (a **mid-course feedback tool** developed by eXplorance), providing faculty with additional tools to contribute to the assessment of teaching, and supporting teaching-related inquiry.

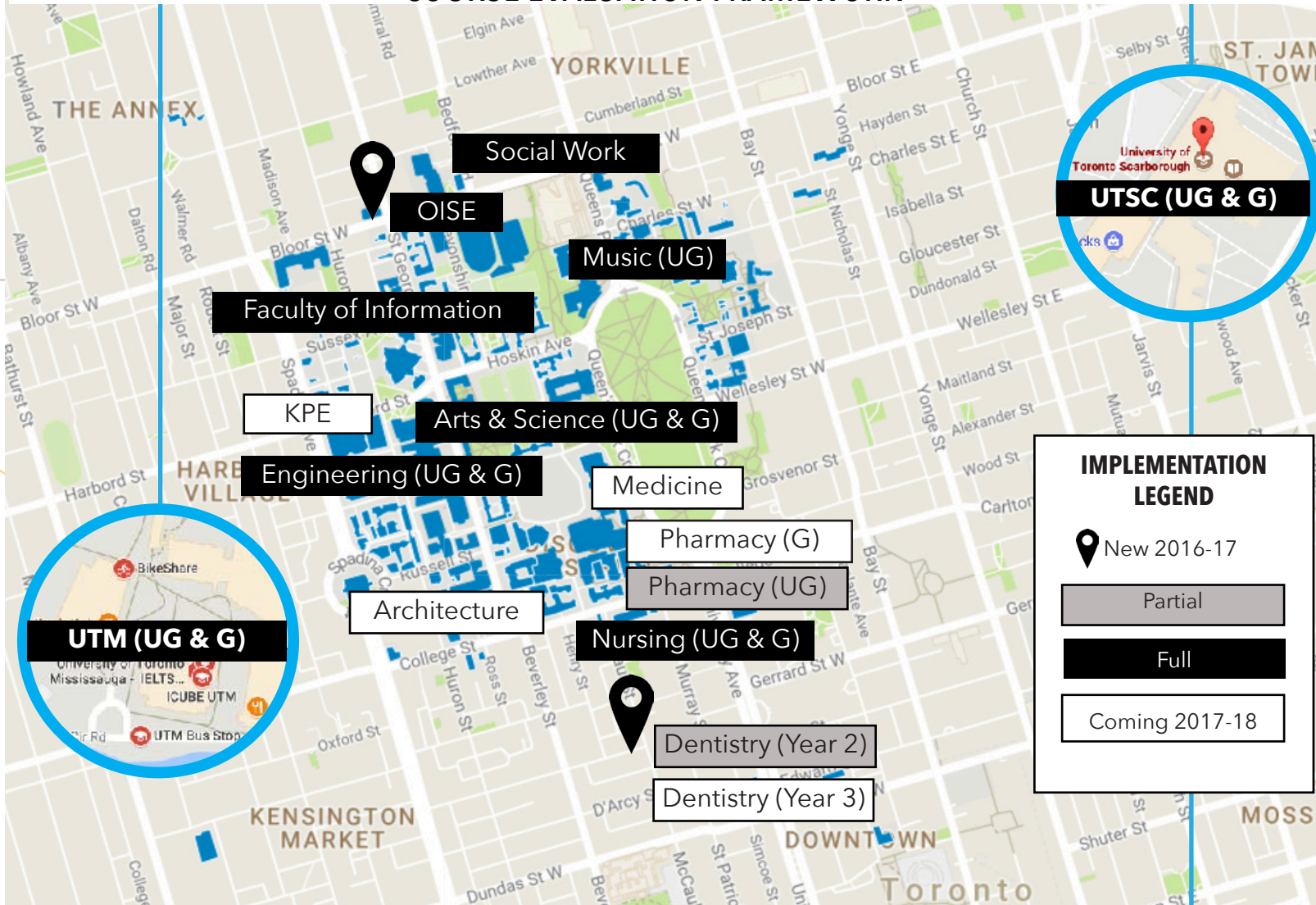


+ 9,800

unique courses
were evaluated
across **8**
undergraduate
divisions and **8**
graduate divisions.

Course
Evaluations
have been
implemented in
11 Divisions as
of Winter 2017.

MOVING TOWARDS FULL IMPLEMENTATION OF U OF T'S CASCADED COURSE EVALUATION FRAMEWORK



UG = undergraduate
G = graduate

OISE = Ontario Institute for Studies in Education
KPE = Faculty of Kinesiology and Physical Education



Fill out your course evaluations today.

It Matters!

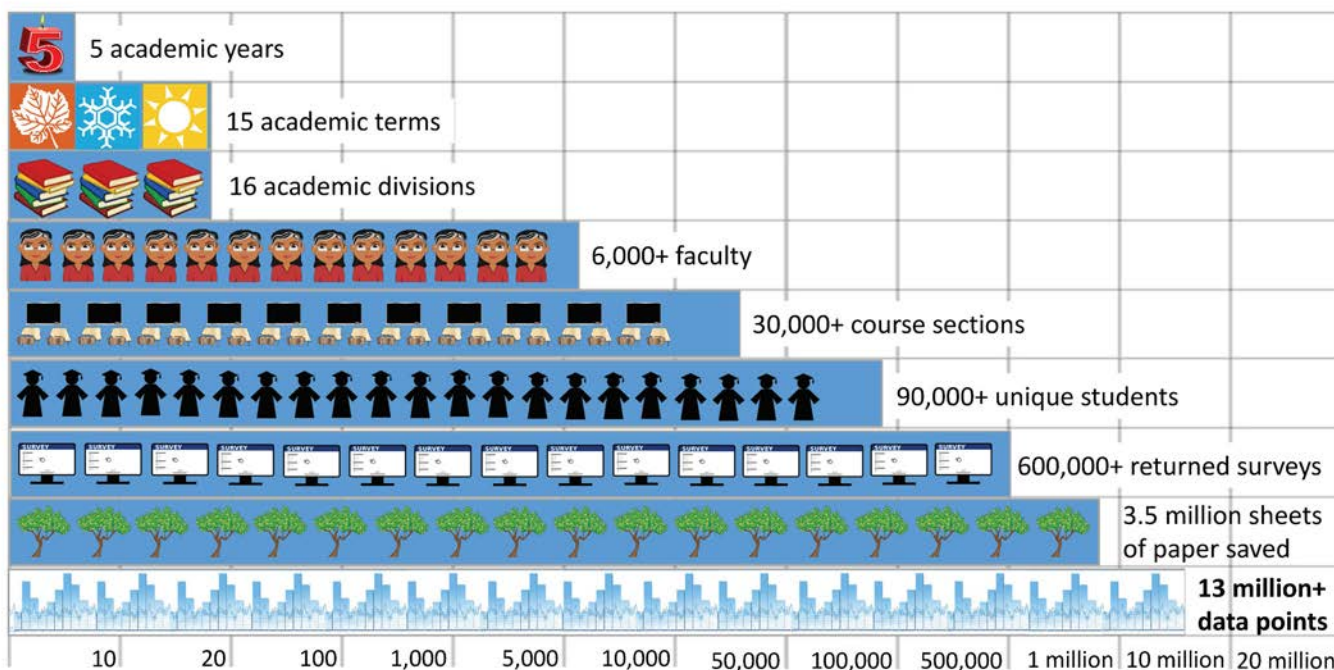
ENCOURAGING STUDENT ENGAGEMENT

Beginning in Fall 2017, whenever a student, who hasn't completed their evaluations, logs on to U of T's Portal, one of five CTSI-designed posters appears. The posters capture students' attention with course evaluation facts, while reminding them why providing feedback is important.

COURSE EVALUATION

Data Discovery

The implementation of U of T's Cascaded Course Evaluation Framework and online system continues to grow and our insights into teaching and learning deepen.



TALKING ABOUT TEACHING: VOICES FROM THE CTSI NETWORK



Teresa Kramarz, Director, Munk One,
Munk School of Public Affairs

Working with CTSI [through the **University of Toronto Teaching Fellowship**] enabled me to realize a first-ever survey of faculty and internationalization initiatives in the classroom at U of T, develop a proposal to pilot a series of Global Classrooms, and create [an online knowledge hub](#) that gathers resources for faculty interested in designing their own Global Classroom. One of the most important outcomes of this fellowship was realizing a university-wide, in-depth assessment of the internationalization activities faculty have developed and implemented within their classrooms, while examining existing barriers and opportunities to scale international teaching using a “Global Classrooms” pedagogy.

I’m grateful I had the opportunity to attend the **2017 CTSI Teaching & Learning Symposium**. It was terrific to hear about the innovative teaching strategies being used across the University and I was able to garner new ideas from colleagues and the keynote presentation about ways in which I can improve my own teaching.



Ashley Stirling, Associate Professor,
Teaching Stream, Faculty of Kinesiology
and Physical Education



Tim Neufeldt, Instructional Librarian,
Music Library

I cannot speak highly enough about how participating in the **Partnering for Academic Student Success (PASS)** program laid the foundation for my own personal growth in teaching and learning. CTSI introduced me to evidence-based teaching practises and included many opportunities to fine-tune my understanding and application.

The one-day symposium is a great opportunity to take the time that is needed to reflect on one’s teaching practice. It is **incredibly energizing** to share ideas with like-minded educators at U of T!



Aarthi Ashok, Associate Professor,
Teaching Stream, Biological Sciences,
UTSC

ACADEMIC & COLLABORATIVE TECHNOLOGY (ACT) SUPPORT

Through faculty consultations, training, resource development and service responses, Academic & Collaborative Technology (ACT) support staff provide strategic and operational leadership on the innovative use of teaching technologies. Whether responding to a help desk request regarding U of T's Portal, leading a training session or workshop, or providing instructional design support for an Instructional Technology Innovation Fund (ITIF) project, ACT Support assists faculty, graduate students and staff to enrich the learning experiences of students at U of T.



UNIVERSITY SPEAKS: ROBUST COMMUNITY ENGAGEMENT

During the 2016 Summer and Fall sessions, CTSI and the ACT Support team worked with Information Technology Services (ITS) to facilitate the **consultation process for U of T's new Learning Management Engine**, a part of the Academic Toolbox Renewal project. During that time, CTSI helped coordinate and promote supplier demonstrations, open house and online testing sessions, and create and collect user feedback surveys. This consultation process was designed to reach and incorporate as many U of T voices - students, faculty and staff - as possible, in order to build a contemporary and integrative Portal that best suits our community.

339

surveys completed

100

hours of drop-in testings

74.5

hours of direct community access to vendors

COMMUNITY ENGAGEMENT BREAKDOWN

Percentage of total participants in the LME consultation process

47.2%

student participation

31.8%

staff participation

17.4%

instructor participation

3%

librarian participation

ONLINE LEARNING

In a continuing partnership with Information Technology Services and Online Learning Strategies, ACT provides support for instructors teaching in online and hybrid environments to develop courses, assignments, and learning platforms. New resources this past year include [Video Strategies](#), [Is Taking An Online Course Right For Me?](#), [Accessible Learning Object Design](#), and [Motivation and Retention in Large Online Classes](#), as well as support for the various projects offered through the Open UToronto initiative.

INSTRUCTIONAL TECHNOLOGY INNOVATION FUND (ITIF) SUPPORT

*The Instructional Technology Innovation Fund (ITIF) provides **opportunities for technology-mediated teaching and learning projects** that explore and implement promising practices at different stages of their development and implementation, and creates a pathway for projects from their initial inception to full potential.*

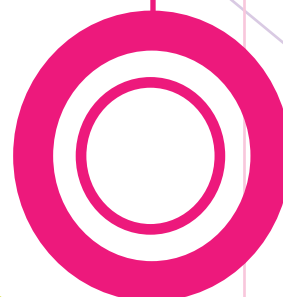
Through ongoing consultations, Educational Technology Faculty Liaisons in CTSI work with instructors and staff in the ITIF support stream to ensure projects have the necessary resources, connections and expertise throughout the process, from application to completion.



How has consultation on course design influenced your work?

Marie-Anne Visoi, Associate Professor, Teaching Stream, Department of French

*"I discovered that online discussion forum sessions are some of the best ways to **facilitate interaction at a deeper level in a humanities course**. Teaching key concepts through short videos enhanced by open access materials and moderating students' online reflections and responses by establishing a positive teaching presence create **multiple opportunities for active learning** and can give students a sense of empowerment."*



TEACHING ASSISTANTS' TRAINING PROGRAM (TATP)

Graduate students occupy many roles at the University – students, teachers, researchers, mentors – and they must consider multiple career pathways after their degrees are complete. The Teaching Assistants' Training Program (TATP) provides a space amidst these intersecting and sometimes competing demands so graduate students can focus their attention on teaching and learning. The TATP offers in-person (training, workshops, microteaching, consultations) and online support (resources, tip sheets, videos, training modules) for members of CUPE 3902, Unit 1, at the University of Toronto, including professional development opportunities such as special events and two certificate programs. The TATP also administers two teaching awards to acknowledge teaching excellence in teaching assistants and graduate student Course Instructors.



WORKING TOWARD ACCESSIBILITY

One of our areas of commitment and continued growth in the TATP is working towards accessibility, including a range of programming opportunities (e.g., *Creating Accessible Visual Aids*, and *Creating a Culture of Accessibility*) and new resources on accessibility for our online academic toolkit. CTSI and the TATP actively contribute to U of T's goal of creating an accessible and inclusive working and learning environment for all students, staff and instructors.

LEADERSHIP AND COMMUNITY BUILDING

At U of T: The TATP collaborates with various U of T partners, including the School of Graduate Studies and the Graduate Professional Skills (GPS) program, Student Life on St. George and teaching centres on UTSC and UTM campuses, on special projects and programming to prepare graduate students as instructors and teaching assistants, and for careers beyond the classroom. (e.g., **After your TAship: Transferable Skills** facilitated by Kathleen Ogden, TATP UTM trainer and Michal Kasprzak, Curriculum Developer, TATP)

Across Institutions: Through the work of chairing the Teaching Assistant and Graduate Student Advancement group, a Special Interest Group of the national Society for Teaching and Learning in Higher Education (STLHE), the TATP hosted **Educational Developers and Graduate Students Unite!** on March 24, 2017. This professional development day brought graduate student educational developers from neighbouring universities to share and discuss programming and initiatives, including Brock University, University of Guelph, University of Waterloo, McMaster University, Western University, Ryerson University, York University, along with U of T.

TATP CALLS TO ACTION

CREATE!

Adopt approaches that foster welcoming, inclusive and accessible classroom spaces (face-to-face and online)

e.g., Workshops: Developing Intercultural Competencies for Use in Culturally Diverse Classrooms; Creating a Culture of Accessibility: An Introduction to Accessible Teaching and Learning

CONNECT!

Meet, engage with, and learn from teachers across disciplines

e.g., Brown Bag Lunch series; Micro-teaching Sessions: Presentation Skills-Building and Effective Lesson Planning and Delivery

QUESTION!

Consider and critique research on teaching and learning in order to develop a teaching philosophy and teaching practices

e.g., Workshops: Bridging Pedagogical Theory & Teaching Practice: A Working Round Table on Critical Pedagogy; Reading Up: Instructional Strategies for Developing Students' Critical Reading and Analysis

TATP By The Numbers (2016-17)



1,288
total participants



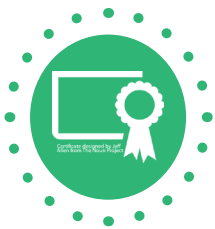
1397 total attendees for job training



984 total attendees for professional development



48 workshops & **13** microteaching sessions across all 3 campuses



TF = Teaching Fundamentals

AUTP = Advanced University Teaching Preparation

2016-2017 TATP Certificate Program Enrollment

TF = 227
(up by 26)

AUTP = 148
(up by 32)



with **144** certificates completed!
(up by 84)

CELEBRATING & ADVANCING TEACHING AT U OF T

CTSI continues to coordinate submissions for institutional, national and international teaching awards and support faculty members and divisions in preparing teaching dossiers for submission. Through the development this past year of an aligned teaching awards process in collaboration with the Office of the Vice-Provost, Innovations in Undergraduate Education, we engaged with the broader community to increase awareness and celebration of teaching awards.

In 2016-17, CTSI provided significant leadership and support in the compilation of dossiers for institutional and external teaching awards. University of Toronto faculty members (see below) were recipients of both the 3M National Teaching Fellowship and the Ontario Confederation of University Faculty Associations (OCUFA) Teaching Award.

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

2017 PRESIDENTS' TEACHING AWARD WINNERS

Michelle French

Department of Physiology, Faculty of Medicine

Njoki Wane

Department of Social Justice Education, Ontario Institute for Studies in Education

2016-2017 UNIVERSITY OF TORONTO TEACHING FELLOWSHIP RECIPIENT

Teresa Kramarz

Munk School of Global Affairs

2016 OCUFA TEACHING AWARD RECIPIENT

Jonathan Rose

Edward S. Rogers Sr. Department of Electrical and Computer Engineering

2017 3M NATIONAL TEACHING FELLOWSHIP

Greg Evans

Department of Chemical Engineering & Applied Chemistry

2017 UNIVERSITY OF TORONTO EARLY CAREER TEACHING AWARD RECIPIENTS

Sanja Hinic-Frlog

Department of Biology, University of Toronto Mississauga

Dawn Kilkenny

Institute of Biomaterials & Biomedical Engineering

David Roberts

Innis College Urban Studies Program

Ashley Stirling

Faculty of Kinesiology & Physical Education



LAUNCH OF CTSI ACADEMIC ADVISORY COMMITTEE

September 2016 marked the initiation of the CTSI Academic Advisory Committee. Its function serves to not only facilitate the measured growth of CTSI as a unit, but more broadly advance the University's institutionally supported pedagogical goals by coordinating alignment, resource sharing and synergies across the broader university community.



2016- 2017 CTSI ACADEMIC ADVISORY COMMITTEE

Aarthi Ashok, Associate Professor, Teaching Stream, Biological Sciences, UTSC

Megan Burnett, Associate Director, CTSI

Sandy Carpenter, Teaching Assistants' Training Program Coordinator

Andrew Dicks, Associate Professor, Teaching Stream, Chemistry

Indigo Esmonde, Associate Professor, Department of Curriculum, Teaching and Learning, OISE

Greg Evans, Professor, Dept. of Chemical Engineering and Applied Chemistry

Audrey Fried, Special Projects Officer, Vice-Provost, Faculty & Academic Life

Julie Hannaford, Deputy Chief Librarian

Will Heikoop, Online Learning Coordinator, Online Learning Strategies

Nancy Johnston, Associate Director, Curriculum and Student Support, Centre for Teaching and Learning, UTSC

June Larkin, Associate Professor, Teaching Stream, Equity Studies and Women & Gender Studies Institute

Karen Leslie, Director of the Centre for Faculty Development, Faculty of Medicine

Susan McCahan, Vice-Provost, Innovations in Undergraduate Education

Suzanne Stevenson, Vice Dean, Teaching and Learning, Faculty of Arts & Science

Tyler Tokaryk, Director, The Robert Gillespie Academic Skills Centre, UTM

Elizabeth Smyth, Vice Dean (Programs), School of Graduate Studies

Carol Rolheiser, Director, CTSI

POWERFUL ASSESSMENT AT U OF T: CONTRIBUTIONS TO AN INTERNATIONAL ONLINE RESOURCE

As noted in last year's Annual Report, CTSI hosted **Geoff Scott, Emeritus Professor, Western Sydney University and Australian National Teaching Fellow** on February 1, 2016. CTSI arranged a full day of presentations at CTSI, including a CTSI staff meeting, lunchtime talk, afternoon workshop, and a videotaped interview with Carol Rolheiser. Over this past year CTSI's video production and U of T assessment examples have now been included in an **international digital resource site for powerful assessment**. [The FLIPCurric \(http://flipcurric.edu.au/\)](http://flipcurric.edu.au/) currently has 6900 users around the world and includes a range of powerful assessment examples from U of T instructors. The video is also hosted on CTSI's YouTube channel: <https://www.youtube.com/watch?v=KL6Ki3eUZAk>

TALKING ABOUT TEACHING: VOICES FROM THE CTSI NETWORK

I took part in [the **Peer-2-Peer Faculty Mentoring for Teaching**] pilot project designed to facilitate a structured mentorship environment around the teaching endeavour. Being a mentor-coach in this pilot project allowed me to solidify a number of pedagogical practices as well as learn from a peer in a discipline unrelated to my field.



Johann Bayer, Associate Professor,
Teaching Stream, Physics and
Astrophysics, UTSC



Sharon Switzer-McIntyre, Assistant
Professor, Department of Physical
Therapy, Faculty of Medicine

Working with CTSI in the **Peer-2-Peer Faculty Mentoring for Teaching Pilot Program** has been a tremendous honour and opportunity for personal growth. The exposure to the various models of mentoring, their application across disciplines, and the opportunity to provide and receive peer-to-peer feedback offered incredibly rich learning in an environment that was supportive for both the mentee and the mentor.



Veronica Ellis, Instructor, Department
of Curriculum, Teaching & Learning,
OISE

Seeking advice on improving my teaching could have compounded my already difficult feelings, but [the CTSI staff] made it a very satisfying experience--full of optimism and hope. Being able to **take a positive action** to grow in my teaching has been very rewarding and re-energizing. I feel so **much clearer and confident now** about my own on-going professional development.



Riyana Babul-Hirij, Associate
Professor, Department of Molecular
Genetics

CTSI designed and delivered an Introduction to Blackboard workshop for the Genetic Counselling Program that was extremely well received. Armed with an enhanced understanding of the functionalities of Blackboard, course coordinators are excited to create online activities/material for a more engaged and collaborative learning experience for our students.

I came to the **[Course Design/Redesign] Institute** with a new course, a joint grad/undergrad seminar on Queer and Trans Oral History. The Institute provided me with a range of tools, from concept maps to assessment design, to help me design my course in a more intentional, structurally cohesive manner. I came away with an understanding of the tremendous support that CTSI offers for my ongoing pedagogical efforts and experimentations. As a result, I feel much less “alone” on the pedagogical side of my work, and look forward to future opportunities to collaborate with CTSI on becoming a more skillful instructor.



Elspeth Brown, Associate Professor
Historical Studies, UTM



Gerhard Trippen, Assistant Professor,
Teaching Stream, Management, UTM

I [attended the **Course Redesign/Design Institute**] to learn more about how I can successfully modify this course that I have taught many times face-to-face into a new format. However, I have learned much more than just the transformation of one course. In fact, I am using many of the ideas to rethink the design of other courses that I am teaching.

Attending CTSI events, I always benefit from the cross-disciplinary, cross-divisional sharing of excellent teaching in support of student learning. The **Course Design/Redesign Institute** was no exception. It was extremely helpful to focus on intentionality at the outset of designing a new graduate course. Working with colleagues and “learning out loud” together helped to clarify my goals and learning outcomes.



Kathy Broad, Associate Professor,
Teaching Stream, Curriculum, Teaching
and Learning, OISE



Ping-Chun Hsiung, Professor,
Sociology, UTSC

I benefitted from the welcoming approach, deep engagement, and pedagogical insight Carol Rolheiser and Gregory Hum at the CTSI provided me when I was putting together my **teaching dossier** for promotion. Their feedback enabled me to prepare a dossier that adequately represented my pedagogical commitment and accomplishments. Most importantly, the critical, reflective aspects of our exchange helped me resolve issues that had troubled me for many years. For this unexpected bonus, I’m sincerely grateful!

APPENDIX A

Teaching Assistants' Training Program (TATP)

2016-2017 TATP FIRST CONTRACT AND TUTORIAL WORKSHOPS Total Workshops offered: 39 Total Attendance: 423	
May 13, 2016	First Contract Training: All Disciplines
May 13, 2016	First Contract Training: Grading
May 13, 2016	Discussion Based Tutorials
Sep 15, 2016	Discussion Based Tutorials for the Humanities and Social Sciences
Sep 15, 2016	Discussion Based Tutorials in the Sciences and Engineering
Sep 16, 2016	Adapting Teaching Techniques
Sep 16, 2016	Skills Based Tutorials: Problem Sets
Sep 20, 2016	Skills Based Tutorials: Critical Thinking
Sep 20, 2016	Skills Based Tutorials: Problem Sets
Sep 21, 2016	Discussion Based Tutorials for the Humanities and Social Sciences
Sep 22, 2016	Skills Based Tutorials: Critical Reading and Reflection
Sep 22, 2016	Adapting Teaching Techniques
Sep 27, 2016	Skills Based Tutorials: Supporting Student Writing
Sep 28, 2016	Skills Based Tutorials: Critical Reading and Reflection
Sep 28, 2016	Skills Based Tutorials: Critical Thinking
Sep 29, 2016	First Contract Training: Humanities & Social Sciences
Sep 29, 2016	Discussion Based Tutorials for the Humanities & Social Sciences
Sep 29, 2016	Skills Based Tutorials: Supporting Student Writing
Sep 29, 2016	Review and Q&A
Sep 29, 2016	Adapting Teaching Techniques
Sep 29, 2016	Grading for the Humanities and Social Sciences
Sep 30, 2016	First Contract Training: Sciences and Engineering
Sep 30, 2016	Discussion Based Tutorials for the Sciences & Engineering
Sep 30, 2016	Labs/Practicals
Sep 30, 2016	Skills Based Tutorials: Problem Sets
Sep 30, 2016	Adapting Teaching Techniques
Sep 30, 2016	Grading for the Sciences and Engineering
Oct 24, 2016	First Contract Training: All Disciplines
Jan 19, 2017	First Contract Training: Sciences and Engineering
Jan 19, 2017	Discussion Based Tutorials for the Sciences and Engineering
Jan 19, 2017	Labs and Practical
Jan 19, 2017	Skills Based Tutorials: Problem Sets

Jan 19, 2017	Grading for the Sciences and Engineering
Jan 20, 2017	First Contract Training: Humanities and Social Sciences
Jan 20, 2017	Discussion Based Tutorials for the Humanities and Social Sciences
Jan 20, 2017	Skills Based Tutorials: Supporting Student Writing
Jan 20, 2017	Review and Q&A
Jan 20, 2017	Adapting Teaching Techniques
Jan 20, 2017	Grading for the Humanities and Social Sciences

2016-2017 TATP WORKSHOPS - ST. GEORGE CAMPUS		
Total Workshops offered: 36		Total Attendance: 831
May 17, 2016	Teaching with EdTech: Engaging Your Students through E-Learning Tools	Michal Kasprzak, Curriculum Developer, TATP Mariana Jardim, Faculty Liaison, Teaching, Learning & Technology
May 20, 2016	Efficient and Purposeful Grading	Sandy Carpenter, TATP Humanities Trainer David Chan, TATP Sciences Coordinator
Jun 09, 2016	PowerPoint and Beyond: Using Visual Aids in the Classroom	Sandy Carpenter, TATP Humanities Trainer David Chan, TATP Sciences Coordinator
Jun 20, 2016	Preparing Your Teaching Dossier	Marie Vander Kloet, Assistant Director, CTSI/TATP
Jul 07, 2016	Teaching as Performance: Strategies for Self-Confidence and Self-Care	Alli Diskin, Program Assistant, CTSI/TATP Mariana Jardim, Faculty Liaison, Teaching, Learning & Technology
Oct 05, 2016	Brown Bag Lunch: Strategic Planning	Robin Sutherland-Harris, TATP Humanities Coordinator Abdullah Farooqi, TATP Humanities Trainer
Oct 05, 2016	Fostering Academic Integrity	Mariana Jardim, Faculty Liaison, Teaching, Learning & Technology Martha Harris, Academic Integrity Officer, OSAI, Faculty of Arts & Science
Oct 18, 2016	Reading Up: Instructional Strategies for Developing Students' Critical Reading and Analysis	David Chan, TATP Sciences Coordinator Michael Dick, TATP Social Sciences Trainer
Oct 20, 2016	Demystifying Library Research for Your Students	Erica Lenton, Faculty Liaison & Instruction Librarian, Gerstein Science Information Centre Timothy Neufeldt, Librarian, Reference, Instruction & Donor Relations, Faculty of Music
Oct 25, 2016	Bridging Pedagogical Theory and Teaching Practice: A Working Roundtable on Critical Pedagogy	Joel Rodgers, TATP Humanities Trainer Abdullah Farooqi, TATP Humanities Trainer David Chan, TATP Sciences Coordinator
Oct 27, 2016	Creating a Culture of Accessibility: An Introduction to Accessible Teaching and Learning	Michal Kasprzak, Curriculum Developer, TATP Fady Shanouda, TATP Teaching Excellence Award Winner, Dalla Lanna School of Public Health/Equity Studies

Nov 03, 2016	Preparing Your Teaching Dossier	Marie Vander Kloet, Assistant Director, CTSI/ TATP Alex Motut, TATP Social Sciences Coordinator
Nov 04, 2016	Fair and Manageable Marking	Charly Bank, Assistant Professor, Teaching Stream, Department of Earth Sciences
Nov 10, 2016	Teaching with Online Tools: Strategies and Best Practices	Michal Kasprzak, Curriculum Developer, TATP Mariana Jardim, Faculty Liaison, Teaching, Learning & Technology
Nov 24, 2016	Creating Accessible Visual Aids: An Introduction	Sandy Carpenter, TATP Humanities Trainer Ben Poynton, Senior Coordinator, Accessibility for Ontarians with Disabilities Act (AODA)
Nov 28, 2016	Brown Bag Lunch: End-of-Term Concerns	Abdullah Farooqi, TATP Humanities Trainer David Chan, TATP Sciences Coordinator
Nov 30, 2016	Phases of Learning: The 5 E's Model of Lesson Design	Robin Sutherland-Harris, TATP Humanities Coordinator Darius Rackus, TATP Sciences Trainer
Dec 05, 2016	Navigating the TA-Course Instructor Relationship: Considerations and Strategies	Joel Rodgers, TATP Humanities Trainer Majd Zouda, TATP Social Sciences Trainer
Dec 07, 2016	Teaching as Performance: Strategies for Self-Confidence and Self-Care	Alli Diskin, Program Assistant, CTSI/TATP Mariana Jardim, Faculty Liaison, Teaching, Learning & Technology
Jan 23, 2017	Brown Bag Lunch: Setting Goals for Teaching	Robin Sutherland-Harris, TATP Humanities Coordinator
Feb 03, 2017	The Multilingual Classroom: Cultivating a Multilingual Teaching Team and Learning Community	Majd Zouda, TATP Social Sciences Trainer
Feb 06, 2017	Below the Surface: Deep Learning in Science Laboratories and Practicals	Darius Rackus, TATP Sciences Trainer Tingting Zhu, TATP Sciences Trainer
Feb 08, 2017	Teaching and Evaluating Oral Presentation Skills	Michael Dick, TATP Social Sciences Trainer Sanaz Ghasemi, TATP Sciences Trainer
Feb 09, 2017	"Where did I lose marks?": Troubleshooting Grading & Feedback Dilemmas	David Chan, TATP Sciences Coordinator Michal Kasprzak, Curriculum Developer, TATP
Feb 09, 2017	Feedback on the Fly: How to Collect, Interpret, and Respond to Student Mid- course Feedback	Joel Rodgers, TATP Humanities Trainer Alex Motut, TATP Social Sciences Coordinator
Feb 10, 2017	Big Ideas on a Small Scale: Adapting Concepts and Trends in Teaching and Learning for your Classroom	Robin Sutherland-Harris, TATP Humanities Coordinator Sanaz Ghasemi, TATP Sciences Trainer
Feb 16, 2017	Moving Beyond Stressful Academic Relationships	Majd Zouda, TATP Social Sciences Trainer Matt Jones, Peer Advisor, Conflict Resolution Centre for Graduate Students Manaal S., Peer Advisor, Conflict Resolution Centre for Graduate Students

Mar 02, 2017	Failure and Resilience in the Classroom: A Roundtable Discussion	Joel Rodgers, TATP Humanities Trainer Alli Diskin, Program Assistant, CTSI/TATP
Mar 03, 2017	Edtech Tools for Engagement: Clickers, Blogs & Twitter	Michal Kasprzak, Curriculum Developer, TATP Mariana Jardim, Faculty Liaison, Teaching, Learning & Technology
Mar 08, 2017	Level Up Your Teaching: Games and Gamification in Higher Education	Abdullah Farooqi, TATP Humanities Trainer Michael Dick, TATP Social Sciences Trainer
Mar 20, 2017	Transformative Learning in Practice	Kathleen Ogden, TATP Humanities Trainer Mark Hathaway, TATP Social Sciences Trainer
Mar 22, 2017	Statement of Teaching Philosophy Clinic	Marie Vander Kloet, Assistant Director, CTSI/TATP Alex Motut, TATP Social Sciences Coordinator
Mar 23, 2017	"Are you ok?": Supporting Students in Distress	Michal Kasprzak, Curriculum Developer, TATP Kris Kim, TATP Sciences Trainer
Mar 24, 2017	Brown Bag Lunch: End-of-Term Concerns	Robin Sutherland-Harris, TATP Humanities Coordinator
Mar 31, 2017	Developing Intercultural Competencies for Use in Culturally Diverse Classrooms	Sanaz Ghasemi, TATP Sciences Trainer Alex Motut, TATP Social Sciences Coordinator Robin Sutherland-Harris, TATP Humanities Coordinator Tingting Zhu, TATP Sciences Trainer
Apr 20, 2017	Preparing Your Teaching Dossier	Marie Vander Kloet, Assistant Director, CTSI/TATP Dianne Ashbourne, Educational Developer, Robert Gillespie Academic Skills Centre, UTM

TATP WORKSHOPS - DEVELOPED IN PARTNERSHIP WITH THE CENTRE FOR TEACHING AND LEARNING, UTSC CAMPUS		
Total Workshops offered: 9		Total Attendance: 77
Sep 22, 2016	Classroom Management Strategies	Malama Tsimenis, Senior Lecturer, Centre for French and Linguistics, UTSC
Sep 27, 2016	Enhancing Students' Research Skills	Sarah Fedko, Liaison Librarian for the Centre for Teaching and Learning, UTSC Library
Oct 04, 2016	Effective and Efficient Grading	Tingting Zhu, TATP UTSC Trainer Joel Rodgers, TATP Humanities Trainer
Oct 26, 2016	Troubleshooting TA Problems and Dilemmas	Tingting Zhu, TATP UTSC Trainer Sandy Carpenter, TATP Course Instructor Coordinator
Nov 16, 2016	Fostering Academic Integrity Among Undergraduates	Sheryl Stevenson, TA and Graduate Student Support Coordinator, CTL
Jan 31, 2017	Developing Your Teaching Philosophy and Dossier: A Personal Teaching Journey	Marie Vander Kloet, Assistant Director, TATP/CTSI
Feb 09, 2017	Below the Surface: Deep Learning in Science Laboratories and Practicals	Tingting Zhu, TATP Sciences Trainer Darius Rackus, TATP Sciences Trainer

Mar 16, 2017	The Multilingual Classroom: Cultivating a Multilingual Teaching Team and Learning Community	Tingting Zhu, TATP Sciences Trainer Alex Motut, TATP Social Sciences Coordinator
Apr 3, 2017	'Any Questions?': Mastering the Art of the Question	Tingting Zhu, TATP Sciences Trainer Michal Kasprzak, TATP Curriculum Developer

TATP WORKSHOPS - DEVELOPED IN PARTNERSHIP WITH ROBERT GILLESPIE ACADEMIC SKILLS CENTRE, UTM CAMPUS		
Total Workshops offered: 3		Total Attendance: 23
Nov 15, 2016	After your Teaching Assistantship: Professional Development, Transferable Skills and Teaching Portfolios	Michal Kasprzak, Curriculum Developer, TATP Kathleen Ogden, TATP Humanities Trainer
Nov 28, 2016	Teaching Creative Problem Solving Skills: An Experiential Workshop	Michael DeBraga, Associate Professor, Teaching Stream, RGASC Tom Klubi, Learning Strategist and Program Manager, RGASC
Jan 20, 2017	Presentation Skills for Instructors and Teaching Assistants	Chet Scoville, Assistant Professor (Teaching Stream)

TATP MICROTEACHING SESSIONS	
Total Workshops offered: 13	Total Attendance: 53

Microteaching sessions involve a small group of peers teaching short lessons in front of each other in order to gain formative feedback on their teaching. Participants can choose to have their lessons recorded or not, in order to receive more focused feedback on their teaching "presence". In TATP Microteaching sessions, participants are responsible for designing their own lesson plans and learning outcomes, and aim to showcase strategies used to communicate core concepts to beginner learners. Topics can be based in a disciplinary subject area, or can draw on other areas of interest (e.g. hobbies, special skills, etc.). Through these sessions, TATP Microteaching participants get to practice and hone their teaching skills in a confidential, non-threatening environment and receive feedback on their teaching from a multi-disciplinary audience of fellow graduate students and trained TATP facilitators.

APPENDIX B

CTSI Programming and Support

Consultations:

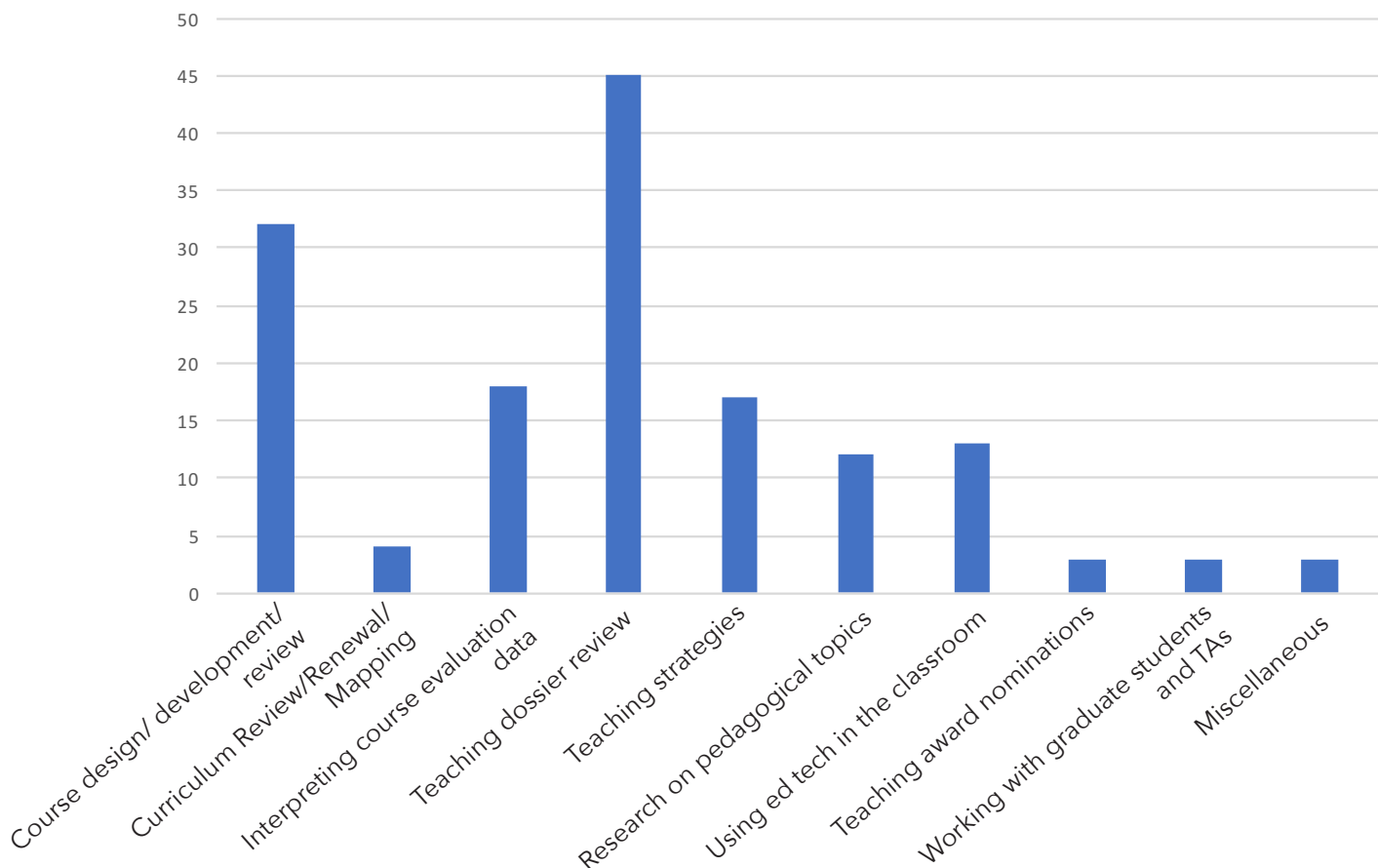
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Total Number of 2016-17 Consultations	130
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Divisional Breakdown	Percentage
Non Academic Units	6%
Applied Sciences and Engineering	5%
Architecture, Landscape and Design	1%
Arts & Science	36%
Dentistry	2%
Education	5%
Information	1%
Kinesiology and Physical Education	2%
Law	2%

Management	2%
Medicine	11%
Music	1%
Nursing	5%
Pharmacy	0%
Public Health	5%
Social Work	2%
UTM	12%
UTSC	1%
Other	2%

2016-2017 CTSI Consultation Breakdown By Number and Topic



CTSI: Leadership Beyond U of T

Representatives from external institutions regularly contact CTSI to seek our expertise. CTSI staff consult on a variety of pedagogical subjects and engage in information sharing on topics, including: supporting graduate student teaching, the Scholarship of Teaching and Learning (SoTL), teaching assessment and U of T's cascaded Course Evaluation Framework, educational technology innovation, and a variety of other faculty development initiatives. The following are the institutions and higher education organizations that sought out CTSI expertise:

- California Collaborative for Educational Excellence
- eXplorance
- Guelph Humber
- Harvard Business School
- Indiana University
- Kwantlen Polytechnic University
- McGill University
- McMaster University
- Monash University
- Northeastern University Center for Advancing Research and Learning
- Pearson Education
- Queen's University
- Ryerson University
- Sheridan College
- Simon Fraser University
- South China Normal University
- St. Lawrence College
- Tecnológico de Monterrey, Mexico
- The Bishop Strachan School
- UBC Vantage College
- University of Alberta
- University of the Fraser Valley
- University of Michigan
- University of Ottawa
- University of Saskatchewan
- University of Windsor
- Western University
- Zayed University

In-Class Observations:

Total Number of 2016-17 In-Class Observations	16
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Divisional Breakdown	%
Arts & Science	6%
Dentistry	5%
Education	1%
Kinesiology and Physical Education	36%
Management	2%
Nursing	5.5%

CTSI Annual Events, Institutes and Courses

Total Number of Events, Institutes & Courses Offered (2016-17)	5
Total Participants in Events, Institutes & Courses	603
Average Events, Institutes and Courses Rating	4.4 (out of 5)

Date	Institute	Facilitators
Aug. 26, 2016	New Faculty Orientation	Co-hosted by the Centre for Teaching Support & Innovation and Office of the Vice-President and Provost
Aug. 30-Sept. 1, 2017	Tune into Teaching Workshops	<ul style="list-style-type: none"> • <i>Setting the Tone for Success</i> - Megan Burnett, Associate Director, CTSI, and Cora McCloy, Research Officer & Faculty Liaison, CTSI • <i>Teaching with Academic and Collaborative Technologies at U of T</i> - Mariana Jardim, Faculty Liaison, Teaching, Learning & Technology, CTSI, Mike Kasprzak, Curriculum Developer, TATP/CTSI • <i>Teaching Tools for Diverse Classrooms</i> - Toni de Mello, Equity & Diversity Officer, Office of the Principal & Vice-President, UTSC • <i>Strategies to Support Active Learning</i> - Carol Rolheiser, Director, CTSI • <i>Assignment Design</i> - Eveline Houtman, Reference Librarian & Coordinator of Undergraduate Instruction, U of T Libraries, Andrea Graham, Learning Strategist, Academic Success Centre, and Andrea Williams, Coordinator, Writing Instruction for TAs (WIT) Program & Asst. Prof., Teaching Stream, Writing Instruction • <i>Myths and Realities about Grading</i> - Megan Burnett, Associate Director, CTSI, Saira Mall, Manager, Academic & Collaborative Technology Support, CTSI and Cora McCloy, Faculty Liaison & Research Officer, CTSI
Tuesdays 1-3pm, Jan. 21-March 21, 2017	Fundamentals of University Teaching Course	Susan McCahan, Professor, Faculty of Applied Science & Engineering, and Vice-Provost, Innovations in Undergraduate Education and Karen Reid, Associate Professor, Teaching Stream, Department of Computer Science
May 10, 2016	University of Toronto Teaching & Learning Symposium	Co-hosted by the Centre for Teaching Support & Innovation and the Desautels Centre for Integrative Thinking
May 25 & 26, 2016	Course Design/ Re-design Institute	Prof. Carol Rolheiser, Director, CTSI Saira Mall, Manager, ACT Support, CTSI Laurie Harrison, Director, Online Learning Strategies Megan Burnett, Associate Director, CTSI

"The most impactful change I've incorporated from the Course Design Institute is the use of other teachers and staff as essential resources for course design and implementation. This has eliminated the solitary trial and error approach that I've used in the past, which I genuinely thought was how all teachers worked. Leaning on the knowledge and experience of others has opened up new avenues for teaching, and I've truly enjoyed joining this community of dedicated and passionate educators."

Alex Koo, Lecturer, Department of Philosophy

CTSI Scholarship of Teaching & Learning (SoTL) Series

Total Number of Workshops Offered in Series (2016-17)	3
Total Participants	73
Average Rating	4 (out of 5)

Date	Series	Facilitators
June 1, 2016	Scholarship of Teaching and Learning: Qualitative Research Methods in Teaching & Learning	Cora McCloy, Research Officer & Faculty Liaison, CTSI, Eloise Tan, Coordinator of Academic Initiatives, Centre for Community Partnerships & Instructor, Department of Curriculum, Teaching and Learning, OISE
Nov. 7, 2016	Scholarship of Teaching and Learning: Searching the Higher Education Literature	Eveline Houtman, Coordinator, Undergraduate Library Instruction, Robarts Library Tim Neufeldt, Librarian, Reference & Instructions, Faculty of Music Library Erica Lenton, Faculty Liaison & Instruction Librarian, Gerstein Science Information Centre
Feb. 13, 2017	Scholarship of Teaching and Learning: Searching the Higher Education Literature	Eveline Houtman, Coordinator, Undergraduate Library Instruction, Robarts Library Tim Neufeldt, Librarian, Reference & Instruction, Faculty of Music Library Erica Lenton, Faculty Liaison & Instruction Librarian, Gerstein Science Information Centre

CTSI Workshops, Roundtables and Webinars

Total Number Offered (2016-17)	21
Total Participants	253
Average Rating	4.13 (out of 5)

Date	Workshops, Roundtables and Webinars	Facilitators
June 15, 2016	Scholarship of Teaching and Learning: Strategies for Writing Teaching and Learning Grants	<p>Lead Facilitators: Susan McCahan, Vice Provost, Innovations in Undergraduate Education Cora McCloy, Research Officer & Faculty Liaison, CTSI</p> <p>Resource Team: Laurie Harrison, Director, Online Learning Strategies Avi Hyman, Director, Academic Technologies Carol Rolheiser, Director, CTSI and Professor, OISE Rita Vine, Head, Faculty & Student Engagement, University of Toronto Libraries</p>

August 24, 2016	Scholarship of Teaching and Learning: Strategies for Writing Teaching and Learning Grants	Lead Facilitators: Susan McCahan, Vice Provost, Innovations in Undergraduate Education Cora McCloy, Research Officer & Faculty Liaison, CTSI Resource Team: Laurie Harrison, Director, Online Learning Strategies Avi Hyman, Director, Academic Technologies Carol Rolheiser, Director, CTSI and Professor, OISE Rita Vine, Head, Faculty & Student Engagement, University of Toronto Libraries
Oct. 6, 2016	Translating Concept to Practice: A Flipped Classroom Workshop	Sophie Karanicolas, Associate Professor & Asst. Dean, Learning and Teaching, Dental School, University of Adelaide and Cathy Snelling, Associate Prof., Dental School, University of Adelaide
Oct. 13, 2016	Conducting Research on Your Teaching	Cora McCloy, Research Officer & Faculty Liaison, CTSI
Oct. 17, 2016	Community Engaged Learning as a Pedagogical Disturbance	David Roberts, Assistant Professor, Urban Studies, Sheila Stewart, New College, and Abigail Friendly, Acting Coordinator, Academic Initiatives, Centre for Community Partnerships
Oct. 26, 2016	Looking Ahead: Documenting Your Teaching & Demonstrating Effectiveness	Megan Burnett, Associate Director, CTSI and Marie Vander Kloet, Assistant Director, CTSI
Oct. 27, 2016	Curriculum Mapping: A Cornerstone in Curriculum Review, Redesign and Renewal	Carol Rolheiser, Director, CTSI
Nov. 8, 2016	Faculty Mentoring for Teaching Informational Webinar	Cora McCloy, Research Officer & Faculty Liaison, CTSI, Carol Rolheiser, Director, CTSI, and Megan Burnett, Associate Director, CTSI
Nov. 10, 2016	Faculty Mentoring for Teaching Informational Webinar	Cora McCloy, Faculty Liaison & Research Officer, CTSI, Carol Rolheiser, Director, CTSI, and Megan Burnett, Associate Director, CTSI
Nov. 21, 2016	Putting Students at the Centre	Laurie Harrison, Director, Online Learning Strategies and Carol Rolheiser, Director, CTSI and Professor, Curriculum, Teaching & Learning, OISE
Nov. 22, 2016	Research Ethics: Conducting Scholarly Enquiry on Your Teaching	Maria Papaconstantinou, Associate Professor, Teaching Stream, Human Biology Program, Research Ethics Board (REB) Member
Nov. 28, 2016	Symposium Express: Building Skills Through High Impact Practices	Erica Cambly, Assistant Professor, Teaching Stream, Lawrence S. Bloomberg Faculty of Nursing
Dec. 1, 2016	Preparing a Teaching Award Roundtable	Megan Burnett, Associate Director, CTSI and Erin Macnab, Programs Coordinator, CTSI
Dec. 5, 2016	Teaching with Blogs & Twitter	Eveline Houtman, Reference Librarian & Coordinator of Undergraduate Instruction, U of T Libraries, Mariana Jardim, Faculty Liaison, Teaching, Learning and Technology, CTSI, and Cora McCloy, Research Officer & Faculty Liaison, CTSI

Dec. 8, 2016	Realizing the Potential of Cooperative and Team-Based Learning	Carol Rolheiser, Director, CTSI
Dec. 9, 2016	Symposium Express: When the Experts Disagree	James John, Assistant Professor, Teaching Stream, Philosophy and Cognitive Science
Dec. 12, 2016	Integrated Design: Principles & Practices for Planning Effective Courses and Tutorials	Michal Kasprzak, Curriculum Developer, TATP/CTSI, and Megan Burnett, Associate Director, CTSI
Jan. 26, 2017	Best Practices in Graduate Supervision: Setting Your Students Up for Success	Luc De Nil, Vice-Dean, Students, School of Graduate Studies, Carol Rolheiser, Director, CTSI and Megan Burnett, Associate Director, CTSI
Feb. 8, 2017	Observable Goals	Jessie Richards, Curriculum Developer, Office of the Vice-Provost, Innovations in Undergraduate Education
Feb. 16, 2017	Working Effectively with TAs: Making the Most of the Faculty-TA Relationship	Marie Vander Kloet, Assistant Director, TATP/CTSI and Michal Kasprzak, Curriculum Developer, TATP/CTSI
Mar. 6, 2017	Research Ethics: Conducting Scholarly Enquiry on Our Teaching	Maria Papaconstantinou, Associate Professor, Teaching Stream, Human Biology Program, Research Ethics Board (REB) Member

CTSI Academic and Collaborative Technology Portal Training Workshops

Total Number of Workshops Offered (2016-17)		31
Total Workshop Participants		377
May 26, 2017	Web Conferencing with Blackboard Collaborate	Mariana Jardim
June 2, 2016	Getting Started: Building Your Portal Course	Maryam Shafiei
June 14, 2016	Grade Center: Providing Feedback & Marks Online	Maryam Shafiei
June 21, 2016	Getting Started: Building Your Portal Course	Melvin Chien
July 13, 2016	Getting Started: Building Your Portal Course	Mariana Jardim
July 27, 2016	Grade Center: Providing Feedback & Marks Online	Mariana Jardim
Aug. 11, 2016	Getting Started: Building Your Portal Course	Melvin Chien
Aug. 23, 2016	Getting Started: Building Your Portal Course	Maryam Shafiei
Aug. 25, 2016	Grade Center: Providing Feedback & Marks Online	Mariana Jardim
Aug. 30, 2016	Web Conferencing with Blackboard Collaborate	Melvin Chien

Aug. 31, 2016	Getting Started: Building Your Portal Course	Maryam Shafiei
Sept. 6, 2016	Getting Started: Building Your Portal Course	Maryam Shafiei
Sept. 8, 2016	Getting Started: Building Your Portal Course	Melvin Chien
Sept. 14, 2016	Getting Started: Building Your Portal Course	Mariana Jardim
Sept. 15, 2016	Web Conferencing with Blackboard Collaborate (face-to-face)	Melvin Chien
Sept. 20, 2016	Grade Center: Providing Feedback & Marks Online	Mariana Jardim
Sept. 22, 2016	Getting Started: Building Your Portal Course	Maryam Shafiei
Oct. 12, 2016	Getting Started: Building Your Portal Course	Maryam Shafiei
Nov. 2, 2016	Getting Started: Building Your Portal Course	Melvin Chien
Nov. 8, 2016	Grade Center: Providing Feedback & Marks Online	Maryam Shafiei
Nov. 17, 2016	Web Conferencing with Blackboard Collaborate (face-to-face)	Mariana Jardim
Dec. 7, 2016	Grade Center: Providing Feedback & Marks Online	Melvin Chien
Dec. 14, 2016	Getting Started: Building Your Portal Course	Melvin Chien
Jan. 4, 2017	Getting Started: Building Your Portal Course	Melvin Chien
Jan. 17, 2017	Web Conferencing with Blackboard Collaborate (face-to-face)	Mariana Jardim
Jan. 31, 2017	Grade Center: Providing Feedback & Marks Online	Maryam Shafiei
Feb. 23, 2017	Getting Started: Building Your Portal Course	Melvin Chien
Mar. 16, 2017	Getting Started: Building Your Portal Course	Maryam Shafiei
Apr. 20, 2017	Getting Started: Building Your Portal Course	Mariana Jardim
Apr. 24, 2017	Web Conferencing with Blackboard Collaborate (face-to-face)	Maryam Shafiei
Apr. 25, 2017	Grade Center: Providing Feedback & Marks Online	Melvin Chien

APPENDIX C

Publications, Presentations and Awarded Funding

External Presentations

Burnett, M., Carpenter, S., Chan, D., Diskin, A., Kasprzak, M., & Sutherland-Harris, R. (2016, June). *Balancing tensions in TA training: The value of "standardized customization" in graduate student teaching training programs*. Concurrent session presented at the Society for Teaching and Learning in Higher Education (STLHE) 2016 Conference, London, ON.

Burnett, M., Carpenter, S., Chan, D., Diskin, A., Kasprzak, M., & Sutherland-Harris, R. (2016, June). *Empowering TAs: Creating an effective peer-based Teaching Assistants' Training Program*. Concurrent session presented at the Society for Teaching and Learning in Higher Education (STLHE) 2016 Conference, London, ON.

Chu, S., Ellis, D., Popvic, C., Rolheiser, C., Le-May Sheffield, S., Wolf, P., & Wright, A. (2016, June). *Learning from external reviews: A lever for changes in teaching centres*. Concurrent session presented at the Society for Teaching and Learning in Higher Education (STLHE) 2016 Conference, London, ON.

Diskin, A. (2017, Feb.). *Teaching as performance: Using theatre methods to address teaching fears*. Presentation at the Educational Developer Caucus Conference 2017, Guelph, ON.

Kasprzak, M., & Chien, M. (2017, April). *How to avoid a 100 emails: Leveraging resources & building capacity for evolving tech*. Presentation at TechKnowFile, Toronto, ON.

Kasprzak, M., Diskin, A., & Jardim, M. (2017, April). *Building a funky online presence: Best practices for becoming an effective e-learning facilitator*. Presentation at TechKnowFile, Toronto, ON.

Kasprzak, M. & Irani, A. (2017, April). *The UT SoTL community: Technology & pedagogy partnerships*. Presentation at The 9th Annual Celebration of Teaching and Faculty Showcase, Centre for Teaching and Learning, UTSC, Toronto, ON.

McCloy, C., Rolheiser, C., & Burnett, M. (June, 2016). *Faculty mentoring for teaching and the role of teaching climates and cultures in encouraging the development and enhancement of teaching practices*. Research presentation at the Society for Teaching and Learning in Higher Education (STLHE) Annual Conference, Western University, London, ON.

Rolheiser, C., McCloy, C., & Burnett, M. (2016, October). *From personal to public: Sharing faculty experiences in mentoring for teaching*, Paper presented at the International Society for the Scholarship of Teaching and Learning (ISSOTL) Conference, Los Angeles, CA.

Rolheiser, C., & Burnett, M. (2016, Aug.). *Thought leadership roundtable: evalUT Course Evaluation Framework as a catalyst for system change and improvement*. Session moderators at the Bluenotes Conference, Louisville, KY.

Rolheiser, C., & Burnett, M. (2016, Aug.). *evalUT Course Evaluation Framework as a catalyst for system change and improvement*. Presentation at the Bluenotes Conference, Louisville, KY.

Rolheiser, C., & Macnab, E. (2016, Oct.). *Spotlight session: A strategic initiative harnessing stories of teaching and learning*. Presentation at the 2016 International Society for the Scholarship of Teaching and Learning (ISSOTL) Conference, Los Angeles, CA.

Publications:

Refereed:

Najafi, H., Rolheiser, C., Harrison, L., & Håklev, S. (in press, Issue 5.2, September 2017). Variations in pedagogical design of Massive Open Online Courses (MOOCs) across disciplines. *Teaching & Learning Inquiry: The ISSOTL Journal*.

Vander Kloet, M. V., Frake-Mistak, M., McGinn, M. K., Caldecott, M., Aspenlieder, E. D., Beres, J. L., Fukuzawa, S., Cassidy, A., & Gill, A. (2017). Conditions for contingent instructors engaged in the Scholarship of Teaching and Learning. *Canadian Journal for the Scholarship of Teaching and Learning*, 8(2), 1-20. doi:10.5206/cjsotl-rcacea.2017.2.9

Non-Refereed:

McCloy, C., Rolheiser, C., & Burnett, M. (2016). *Faculty mentoring for teaching report*. Toronto, ON, Centre for Teaching Support & Innovation.

Rolheiser, C. (2016). *CTSI - Excellence in every classroom (2016-2020): Current initiatives and future directions*. Centre for Teaching Support & Innovation, University of Toronto, Toronto, ON.

Rolheiser, C. (2017, January 19). How to align professional development with your business goals. *Training Magazine*. Retrieved on January 19, 2017. <https://trainingmag.com/how-align-professional-development-your-business-goals>.

Rolheiser, C., Werhun, C. D., & Gravestock, P. (2017). *evalUT: Course evaluation guidebook and resource manual* (2nd ed.). Toronto: University of Toronto.

Rolheiser, C., & Winer, L. (2017). *External review report: Western University Teaching Support Centre*.

Awarded Funding

Year	Source/Title	Role	Amount
2016/17	SSHRC Connections Grant: "Enhancing the Teaching Culture: Evaluation and Recognition of Teaching". Principle Investigator: Erika Kustra, University of Windsor	Collaborators: Carol Rolheiser, Director, CTSI and Megan Burnett, Associate Director, CTSI	\$25,000

APPENDIX D

Communications

Video Production

Total Number of Videos Produced (2016-17)	27
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Video Title	Video Participants
U of T Teaching Fellow, 2015-2016 (end of term interview)	Chester Scoville, Assistant Professor, Teaching Stream, Dept. of English and Drama, UTM
U of T Teaching Fellow, 2015-2016 (end of term interview)	Charly Bank, Associate Professor, Teaching Stream, Dept. of Earth Sciences, Faculty of Arts & Science
Celebration of Teaching and Faculty Showcase, University of Toronto Scarborough (CTL Faculty Showcase recap)	Clare Hasenkampf, Director, CTL, and Professor, Biological Sciences, Associate Dean, Teaching and Learning, UTSC and Paul Gries, Assistant Professor, Teaching Stream, Computer Science, Acting Vice Dean, Teaching, Faculty of Arts & Science
What are you ReThinking? University of Toronto Teaching and Learning Symposium (TLS Promotional Video)	Chester Scoville, Charly Bank, Clare Hasenkampf, Paul Gries
Knowledge and Life Skills for the Future (Geoff Scott, Powerful Assessment)	Geoff Scott, Professor Emeritus, Western Sydney University, and National Senior Teaching Fellow of the Australian Office for Learning and Teaching
Reflective Assignments (improving comprehension in the sciences with writing assignments)	Johann Bayer, Associate Professor, Teaching Stream, Department of Physical and Environmental Science, UTSC
U of T Teaching Fellow 2016-2017, Teresa Kramarz (beginning of term interview)	Teresa Kramarz, Assistant Professor, Teaching Stream, Munk School of Global Affairs, Faculty of Arts and Science
MADLab: Mobile App Development at the University of Toronto (MADLab promotional video)	Mike Spears, MADLab Manager
TATP Talks: Impostor Syndrome	TA Trainers: Darius Rackus, Department of Chemistry, Joel Rodgers, Department of English, Alex Motut, Department of Linguistics
10th Annual Teaching and Learning Symposium, University of Toronto (TL10 recap)	Andrea Williams, Lecturer and WIT Coordinator, Kenneth Berry, Instructional Tech Support Specialist, UTM Library, James John Assistant Professor, Director of the Cognitive Science Undergraduate Program, Maja Djikic, Associate Professor, Director of Self-Development Lab, Rotman
University of Toronto Tri-Campus TA Day 2016	TA Trainers: David Chan, Department of Psychology, Sandy Carpenter Department of History, Majd Zouda, CSTD, OISE, Abdullash Farooqi, Department of History

Teaching and Technology: Usability Testing with Lecture Capture Software (ACT)	Colin Furness, Assistant Professor, Faculty of Information
TATP Policy (general overview of various TA policies)	TA Trainer: Darius Rackus, Department of Chemistry
CTSI Events (overview of general CTSI events)	Project By Wes Adams and Kathleen Olmstead
Active Learning Classrooms, UTM	Simone Laughton, Coordinator, UTM Library Instructional Technology Services, Christoph Richter, Assistant Professor, Teaching Stream/ Associate Chair, Undergraduate Biology, Diane Michaud, Instructional Technology Liaison Librarian, Amy Mui, Lecturer, Department of Geography, Seya Samararante. Classroom Technologist, UTM I&ITS
U of T's Academic Toolbox Renewal (promo)	Susan McCahan, Vice-provost, innovations in Undergraduate Education, Professor, Mechanical Engineering, Janice Patterson, Associate Director, Communications, Events, and Grants - Centre for Teaching and Learning, UTSC, Jan Mahrt-Smith, Academic Director, Full-time MBA Program, Associate Professor of Finance, Rotman
U of T's Academic Toolbox Renewal - Jan Mahrt-Smith (promotional video)	Jan Mahrt-Smith, Academic Director, Full-time MBA Program, Associate Professor of Finance, Rotman
The Flipped Classroom with Michelle French	Michelle French, Associate Professor, Teaching Stream, Department of Physiology
U of T Teaching Fellow, 2016-2017 Mid-term Interview	Teresa Kramarz, Assistant Professor, Teaching Stream, Munk School of Global Affairs, Faculty of Arts and Science
Distracted Teaching with Donald Boyes (how to deal with distracting technology in the classroom)	Donald Boyes, Associate Professor, Teaching Stream, Department of Geography & Planning
Using Webinar Software	Donald Boyes, Associate Professor, Teaching Stream, Department of Geography & Planning
Adding Course Staff to Your Course	ACT Support
Creating a Content Item	ACT Support
Downloading Your Class List	ACT Support
Making Your Course Available to Students	ACT Support
Turnitin in the Learning Portal:	ACT Support
Create a Test	ACT Support

Consolidated Website Data

Overall User Behaviour 2016-17					
	CTSI Website	Teaching Assistants' Training Program Website	Teaching & Learning Symposium Website	Course Evaluation Website	RE:THINK
Sessions	46,276	27,914	2,385	80,043	2,985
Pageviews	114,064	95,214	4,336	935,912	5,853
Users	29,377	16,857	1,615	58,954	2,149
Average session	2.17	2:58	1:31	6:30	1:41
Returning Visitors	38.1%	41.2%	42%	26.6%	33%
Most Visited Pages	<ul style="list-style-type: none"> • Characteristics of Good Learning Outcomes • Events • About CTSI • Educational Technology • Learning Management Engine Registration • Portal Training • Statement of Teaching Philosophy • SoTL 	<ul style="list-style-type: none"> • Events • TA Awards • Student Nomination Form • Certificate Program • St. George Workshops • Teaching Fundamentals Certificate • Advanced University Teaching Preparation Certificate • Job Postings 	<ul style="list-style-type: none"> • Call for Proposals • Full Agenda • Call For Proposals Submission Form • Registration 	<ul style="list-style-type: none"> • Faculty and Admin • Assessing and Understanding your Report • Students • Adding Course Evaluation Items • Framework • Student/Access to Results • Important Dates 	<ul style="list-style-type: none"> • Mapping the History of Sex Work in Canada • Gaming the System • Water in the City • Shifting Perspectives

APPENDIX E

Portal Help Statistics 2016-17

Number of cases received from Faculty/Staff: 3289

Number of Organization Requests*: 290

Number of cases received from Students: 678

Academic Division / Unit	Total Number of Cases	Request Category**	Number of Requests	Number of Organization Requests
Faculty of Arts and Science (includes Colleges)	1198	Content Storage	108	47
		Grade Center	92	
		Turnitin	82	
		Assessment Tools	79	
		ROSI Assignment/HRIS Status	71	
Faculty of Applied Science and Engineering	262	Integration	34	15
		ROSI Assignment/HRIS Status	26	
		Course Access	21	
		Enrollment Reactivation	21	
		Content Storage	16	
University of Toronto Mississauga	248	Content Storage	38	7
		Content/Grade Retrieval	34	
		Course Categorization	29	
		Turnitin	21	
		Other	14	
Toronto School of Theology	198	Manual Enrollment Request	115	10
		Content/Grade Retrieval	19	
		Enrollment Reactivation	8	
		Course Access	7	
		Technical Issue	5	
Faculty of Medicine	160	Enrollment Reactivation	22	24
		Course Access	16	
		Technical Issue	10	
		Other	9	
		Turnitin	9	
University of Toronto Scarborough (UTSC)	152	Turnitin	15	5
		Content Storage	14	
		Grade Center	14	
		Content/Grade Retrieval	10	
		ROSI Assignment/HRIS Status	10	

* Organization Requests are typically departmental requests for creating and using Portal organizations. Portal Organizations provide a vibrant, active on-line meeting space for University community groups such as academic communities of interest and administrative committees and offices.

** The "Request Category" data reflects the top five queries for each Faculty/division in order to better highlight the most common questions and categories that are received by CTSI from each group.

Academic Division / Unit	Total Number of Cases	Request Category	Number of Requests	Number of Organization Requests
Joseph L. Rotman School of Management	72	Assessment Tools	11	0
		Group Management/Signup	9	
		Course Categorization	7	
		Course Merge	5	
		Turnitin	5	
Leslie L. Dan Faculty of Pharmacy	72	Assessment Tools	16	0
		Enrollment Reactivation	10	
		Technical Issue	6	
		Content Storage	3	
		Content Tools	3	
Lawrence S. Bloomberg Faculty of Nursing	69	Content Storage	13	4
		Content/Grade Retrieval	9	
		Turnitin	8	
		Course Access	6	
		Enrollment Reactivation	4	
Administrative Department	65	Training/Consultation Request	28	55
		Other	10	
		Webinar Tool	6	
		Content Tools	5	
		Failed Login	2	
Ontario Institute for Studies in Education (OISE)	56	Content/Grade Retrieval	8	4
		Course Categorization	6	
		Technical Issue	6	
		Course Access	5	
		Other	5	
Factor-Inwentash Faculty of Social Work	51	Content Tools	7	7
		Turnitin	6	
		Assessment Tools	4	
		Communication Tools	4	
		Grade Center	4	
School of Continuing Studies	48	Technical Issue	8	0
		Webinar Tool	8	
		Course Categorization	7	
		Assessment Tools	4	
		Content Storage	4	

Academic Division / Unit	Total Number of Cases	Request Category	Number of Requests	Number of Organization Requests
Dalla Lana School of Public Health	44	Course Access	6	10
		Training/Consultation Request	5	
		Add Course Staff	3	
		Assessment Tools	3	
		Turnitin	3	
Other	43	Other	24	0
		Turnitin	11	
		Toolbox Integration Request	2	
		Blackboard Mobile	1	
		Integration	1	
Faculty of Information	39	Content Tools	5	0
		Grade Center	4	
		Course Access	3	
		Enrollment Reactivation	3	
		Interactive Tools	3	
Faculty of Law	37	Content/Grade Retrieval	7	5
		Course Categorization	5	
		Course Merge	5	
		Enrollment Reactivation	4	
		Content Storage	2	
John H. Daniels Faculty of Architecture, Landscape, and Design	36	Content Storage	7	2
		Assessment Tools	6	
		Add Course Staff	4	
		Technical Issue	4	
		Manual Enrollment Request	3	
School of Graduate Studies	33	Content Storage	5	1
		Course Access	4	
		Enrollment Reactivation	4	
		Multi-issue Request	3	
		Packages and Utilities	3	
Faculty of Kinesiology and Physical Education	26	Course Access	4	0
		Content Storage	3	
		Add Course Staff	2	
		Content/Grade Retrieval	2	
		Enrollment Reactivation	2	

Academic Division / Unit	Total Number of Cases	Request Category	Number of Requests	Number of Organization Requests
Faculty of Music	19	Add Course Staff	4	2
		Content Tools	3	
		Other	2	
		View/Download Class Roster	2	
		Content Storage	1	
Faculty of Dentistry	18	Content Storage	4	1
		Content Tools	2	
		Course Categorization	2	
		Enrollment Reactivation	2	
		Turnitin	2	
Multi-Divisional Centres and Institutes	15	ROSI Assignment/HRIS Status	2	8
		Webinar Tool	2	
		Content Tools	1	
		Course Access	1	
		Grade Center	1	
Faculty of Forestry	8	Add Course Staff	2	0
		Content Storage	2	
		Add Student	1	
		Assessment Tools	1	
		Group Management/Signup	1	
Simcoe Hall	7	Content Tools	3	18
		Change Personal Information	1	
		Grade Center	1	
		Group Management/Signup	1	
		Other	1	
U of T Libraries	4	Toolbox Integration Request	2	0
		Group management/Signup	1	
		Lecture Capture Tool	1	

	Number of Cases	Top 5 Request Categories	Number of Cases
Student Cases	678	Course Access	125
		Other	119
		Failed Login	53
		Technical Issue	51
		Change Personal Information	39





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