2017

CENTRE FOR TEACHING AND LEARNING

ANNUAL REPORT

OPENING DOORS FOR ENGAGING
AND MEANINGFUL STUDENT
LEARNING EXPERIENCES

UNIVERSITY OF ALBERTA
CENTRE FOR TEACHING AND LEARNING

CONTENTS

FROM THE ACADEMIC DIRECTOR

Dear Colleagues,

It is my pleasure to present CTL's annual report for 2017. The work of CTL supports the University's strategic plan, *For the Public Good*, by fostering, encouraging, and supporting innovation and experimentation in teaching and learning at the individual, unit, and institution level. While I believe that many of our activities support multiple goals at multiple levels, this report is organized such that our main activities are captured under the level they target most directly.

It is an exciting and interesting time to be supporting teaching and learning in higher education. A body of scholarship about teaching is developing within and across all disciplines and professional programs, inspiring and informing changes to our practices. The Open Education movement is provoking us to share and disseminate differently, particularly in ways which reduce financial burden on students. As a result, while there is much work to be done, it is becoming more common for instructors to share their reflections, inquiries, and innovations about teaching and learning with each other, and for that work to be valued. In other words, teaching is being recognized as a scholarly activity which can be shared and built upon, rather than a solitary activity between one instructor and their students. You will see throughout the report the many ways we support this, and that we are also co-disseminating some of this work through conference presentations and publications with our collaborators.

At CTL we have re-focused our efforts on initiatives which will improve learning and engagement for University of Alberta students, primarily undergraduates. This year we undertook a project to re-align our organizational structure with our current activities and goals. We have solidified our commitment to blended and online learning by making full-time positions for four members of our production team, while continuing to hire contract staff and students to help us flexibly meet our project commitments. And last but not least, in collaboration with Libraries, we have hired a Program Manager for our new OER awards. Stay tuned for more changes in 2018.

While our involvement in specific initiatives such as Blended Learning and OER supports some of our most innovative instructors, our mission is to work with all instructors who want to develop their teaching. We continue to offer our regular and well-received programming such as a Course (Re)Design course and "New Professor Orientation", and regularly solicit feedback in order to ensure we are meeting instructor's needs, revising and redesigning our offerings in response. This year we addressed some gaps by hiring an indigenous educational developer and adding the "New to Teaching Orientation" to our August programming.
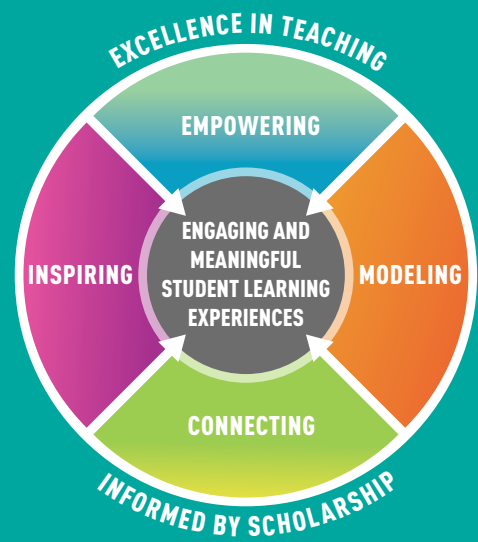
It is an honour to work with so many instructors and CTL staff who care about teaching and the student experience at the University of Alberta. I am proud of all we have accomplished together this year.

Sincerely,

Janice Miller-Young
Academic Director, Centre for Teaching and Learning
Professor, Biomedical Engineering

ABOUT CTL

EXCELLENCE IN TEACHING

EMPOWERING

MODELING

ENGAGING AND MEANINGFUL STUDENT LEARNING EXPERIENCES

INSPIRING

CONNECTING

INFORMED BY SCHOLARSHIP
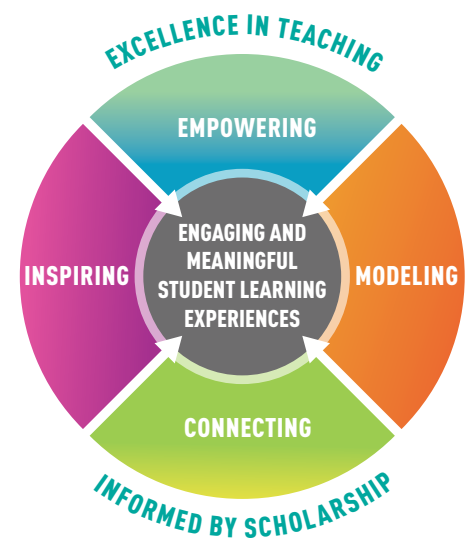
CTL VISION AND MISSION

VISION

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 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, 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 which enable and showcase excellence and innovation in teaching; we bring national and international experts in university teaching to speak at institution-wide and faculty-specific events.

EXCELLENCE IN TEACHING

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INFORMED BY SCHOLARSHIP

OUR PEOPLE

CTL works with instructors to create engaging and meaningful learning experiences for students. We are building our team through a combination of operational, blended learning, and other cost-recovery project-based funding.

Office of the Provost

Academic Director

CTL Special Projects
Contract Instructional Designer

Research Assistants (2)

Research Assistants (1)

Research Staff
Research Associate

Blended Learning Contract Instructional Designers (2)

Associate Director Educational Technology

Production Team
Educational Technology Team Lead

Educational Technologists (3)

e-Learning Specialist

Associate Director Curriculum

Associate Director Assessment

Associate Director Writing

Writing Across the Curriculum Director

Research Assistants (3)

Senior APO

Administrative Group

Communications Coordinator

Administrative Coordinator

Strategic Initiatives Manager

Academic Staff
Educational Developers (3) + 1

Open Education Program Lead

● new in 2017

15 full-time staff members

4 half-time associate directors

4 part time/ research assistants

3

Director
Janice Miller-Young, PhD, Academic Director
　　　　Professor, Biomedical Engineering

Associate Directors
(seconded faculty members, part-time in CTL)
Ken Cor, PhD,
　　　　Director of Assessment, Pharmacy &
　　　　Pharmaceutical Sciences,
　　　　Associate Director (Assessment)
Roger Graves, PhD,
　　　　Professor, English & Film Studies,
　　　　Associate Director (Writing)
Norma Nocente, EdD,
　　　　Associate Professor, Secondary Education,
　　　　Associate Director (Educational Technology)
Carla Peck, PhD,
　　　　Associate Professor, Elementary Education,
　　　　Associate Director (Curriculum)

Educational Developers
Cosette Lemelin, PhD
Graeme Pate, BEd (Hons)
Jennifer Ward, MA
Ellen Watson, M.Ed., Ph.D.(c)

Open Education Collaboration
Krysta McNutt, Open Education Program Lead

Educational Technology
Rishi Jaipaul, Educational Technology Team Lead
Tonille Anstey, Blended Learning Support Team
Katelyn Lindmark, Educational Technologist
Noah Shillington, Blended Learning Support Team
Joseph Siracky, Blended Learning Support Team

Research Staff
Fran Vargas, Research Associate

MOOC Management
Josh Westlake, MOOC eLearning Specialist

Administrative
Sim Senol, Administrative Professional Officer
Curtis Champagne, Strategic Initiatives Manager
Jen Carstensen, Administrative Coordinator
Lily Lai, Communications Coordinator

Contract Staff
Carol Brown
Priscila Dias
Zahra Kasamali
Anita Parker

Undergraduate Students
Catherine Deschenes (Blended Learning)
Natalie Eng (Blended Learning)
Adam Hajji (Blended Learning)
Alex Saikaley (Blended Learning)
Sacha Sim (Blended Learning)
Melina Sinclair (Teaching Awards Study)
Qi'e Wu (Blended Learning)

Graduate Students
Alicia Cappello (Teaching Practices Survey)
Julie Mooney (Inspiring Teaching Project)
Eddie Santos (Blended Learning)
Sergiy Kozakov (Blended Learning)
Daria Polianska (Blended Learning)
Patricia Jagger (Blended Learning)

WAC Special Project Staff
Dan Harvey, Project Manager & Senior Consultant
Shahin Moghaddasi Sarabi, Graduate Teaching Assistant
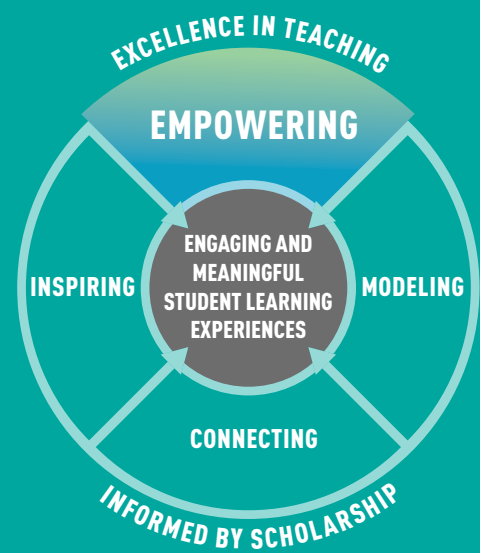Taylor Scanlon
Alexandria King

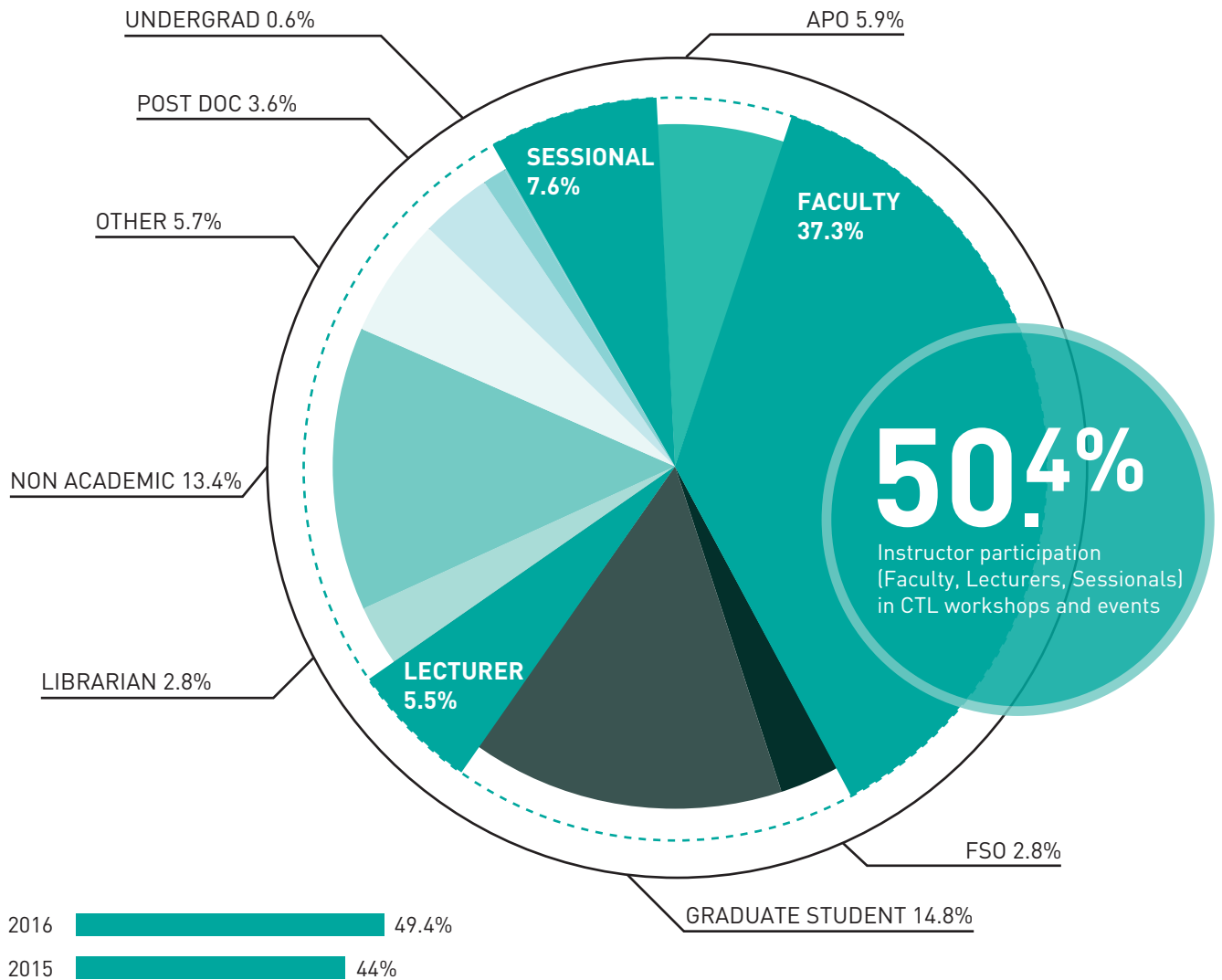# SUPPORTING TEACHING AND LEARNING AT THE INDIVIDUAL LEVEL

FOR THE PUBLIC GOOD:

Objective 14 strategy i. Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the *individual level*.

EXCELLENCE IN TEACHING

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CTL empowers instructors to develop and refine their teaching skills through workshops, seminars and individual consultations.

PARTICIPANTS IN CTL WORKSHOPS & EVENTS

UNDERGRAD 0.6%

APO 5.9%

POST DOC 3.6%

SESSIONAL 7.6%

FACULTY 37.3%

OTHER 5.7%

NON ACADEMIC 13.4%

50.4%
Instructor participation (Faculty, Lecturers, Sessionals) in CTL workshops and events

LIBRARIAN 2.8%

LECTURER 5.5%

FSO 2.8%

GRADUATE STUDENT 14.8%

2016   49.4%

2015   44%

WORKSHOPS BY TOPIC

THE CRAFT OF TEACHING

• A Chance to Exhale and Debrief on Your Teaching: Spring Reflections on Your Course

• Becoming a Peer Consultant with the Centre for Teaching and Learning

• Cheating Lessons: Learning from Academic Dishonesty

• Don't Enrage, Engage: Avoiding obstacles when creating learning materials

• Learning how to incorporate "Yes...and" into your teaching

• Making Lectures Great Again

- New to University Teaching in Canada
- Reflecting on Teaching: Looking back, looking forward
- USRI's and More: Reflecting on Student Perceptions of your Teaching
- What if a Student Asks me a Question I can't Answer?

ASSESSMENT
- Administering Exams with eClass (Moodle)
- Aligning Assessment with Learning Outcomes
- Assessment Blueprints: A tool for constructing better assessments
- Assessing Group Work
- Assessing Participation & Professionalism: Problems, Pitfalls,
  and Pedagogical Considerations

BLENDED LEARNING
- Blended Learning Series - What will my blend be?
- Blended Learning Series - Blended Interactions
- Blended Learning Series - Mixing Assessments

CASE STUDIES
- Half-Day Workshop on Writing or Choosing a Case Study for Teaching and Learning
- Unfolding Case Studies: Preparing Students for the Unpredictability of Practice

COURSE DESIGN AND LEARNING OUTCOMES
- Concepts in Course Design I, II, & III (multi-day courses)
- Conversations about Learning Outcomes

EDUCATIONAL TECHNOLOGY
- Ed Tech Showcase: Using Educational Technology to make your life
  a little easier (and maybe a little more fun)
- Technology Showcase—Moving from 'ho-hum' to 'hurray':
  Enhancing (and assessing) participation using educational technology
- Technology Showcase: Software to help assess groupwork

GROUP WORK
- Evaluating Group Work: Coming Up with Grades for a Group Project
- Group Work that Works: Strategies and Advice for the Weary and the Wary

INDIGENOUS PERSPECTIVES
- Indigenizing Health Care Education
- Indigenous People and Place: Indigenizing Education
- Indigenous Worldviews: Let's make Pemmican!
- So what do SoTL and Indigenous Methodologies have in common anyway?
- The Blanket Exercise: Exploring the History of Colonialism through an Indigenous Lens

39
total number
of workshops

27
average number
of registrants
per session

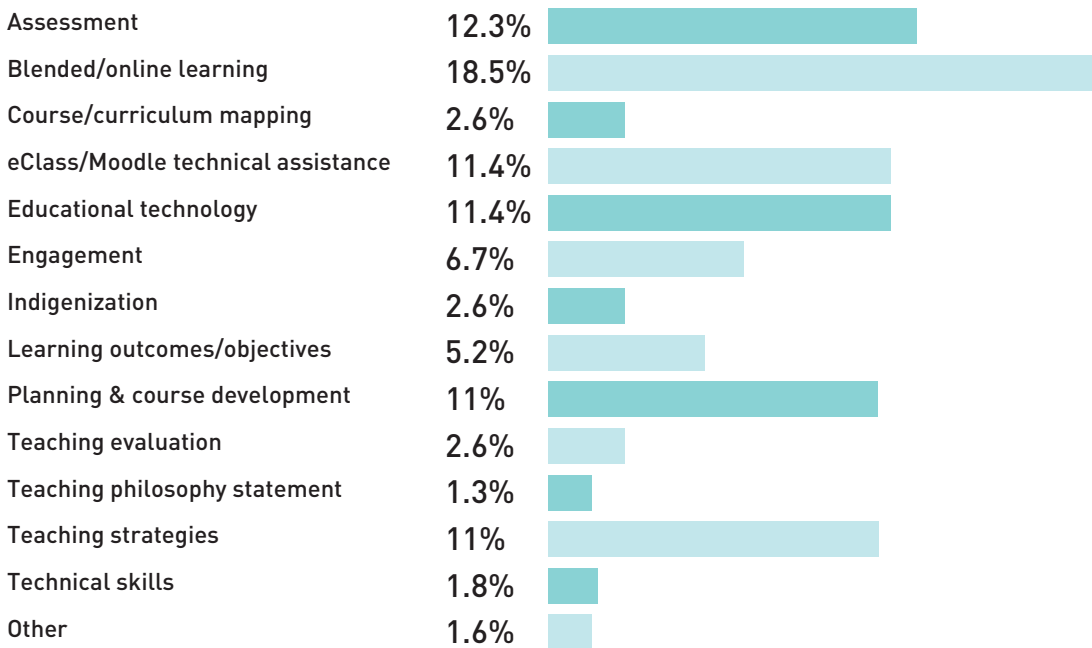**1,048**
total number of
registrants in all
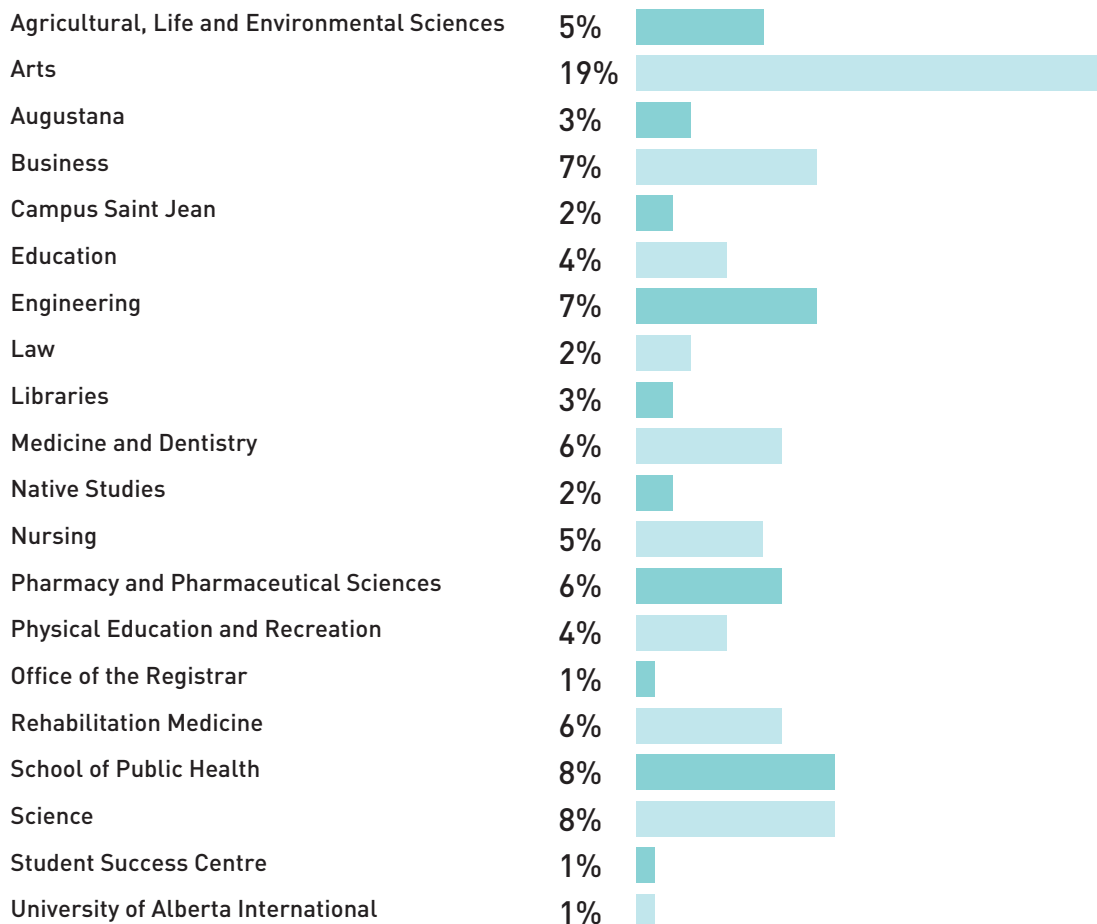CTL workshops

CONSULTATIONS

CTL helps instructors with all aspects of their teaching development through a variety of programming including one-on-one consultations. Our Associate Directors have expertise in Teaching Writing, Educational Technology, Assessment, and Curriculum. Our educational developers consult on a variety of topics related to course development and teaching practice.

132
consultations provided

CONSULTATIONS BY TOPICS

Topic	Percentage
Assessment	12.3%
Blended/online learning	18.5%
Course/curriculum mapping	2.6%
eClass/Moodle technical assistance	11.4%
Educational technology	11.4%
Engagement	6.7%
Indigenization	2.6%
Learning outcomes/objectives	5.2%
Planning & course development	11%
Teaching evaluation	2.6%
Teaching philosophy statement	1.3%
Teaching strategies	11%
Technical skills	1.8%
Other	1.6%

CONSULTATIONS BY FACULTY

Faculty	Percentage
Agricultural, Life and Environmental Sciences	5%
Arts	19%
Augustana	3%
Business	7%
Campus Saint Jean	2%
Education	4%
Engineering	7%
Law	2%
Libraries	3%
Medicine and Dentistry	6%
Native Studies	2%
Nursing	5%
Pharmacy and Pharmaceutical Sciences	6%
Physical Education and Recreation	4%
Office of the Registrar	1%
Rehabilitation Medicine	6%
School of Public Health	8%
Science	8%
Student Success Centre	1%
University of Alberta International	1%

> *"CTL workshops help ground and refocus me to try again to increase participation."*
>
> *- Associate Professor, 10-14 years teaching, Teaching Practices Survey*

REGULAR PROGRAMMING

Concepts in Course Design

Offered two or three times per year, this 3-day course (spread over 3 weeks) aims to support new and experienced staff in all disciplines who want to design a new course, redesign or update an existing one. The course investigates best practice around aligning and integrating objectives, learning outcomes, course content, teaching strategies and assessment within a course. The last offering was in July 2017 in which fifty-five people attended. Feedback from various disciplines included:

- *Very informative and helpful in refining course objectives and outcomes.*
- *The wealth of materials both within the face-to-face and eClass site were particularly helpful.*
- *I liked the clear materials and the step-by-step guidance that can be used for future reference.*
- *The course alignment section was an eye-opener as to why students may be doing poorly on final evaluations.*

55
attendees

New Professor Orientation (August 2017)

Offered annually in August, CTL's New Professor Teaching Orientation aims to inform participants about teaching at the University of Alberta as well as the supports available for those with teaching responsibilities. Joined by incoming faculty members from 20 faculties across the University of Alberta, the educational development and associate director teams offered sessions on educational technology, assessment, and peer-evaluation, and also organized student and tenured faculty panel presentations.

46
attendees

New this Year: New to Teaching Orientation (August 2017)

As additional support for those not only new to the U of A, but also new to teaching, CTL added a second orientation this year. Participants were very appreciative for the opportunity to work closely with peers and educational developers as we explored teaching in higher education. Based on partici-pants' feedback, faculty particularly appreciated the chance to talk at length about graduate student mentorship, and instructors appreciated the guided time to work on their assessment or lessons for their upcoming courses.

21
attendees

"The help I received from CTL at the beginning of this academic year really paid off. I had participated in the course "Concepts in Course Design," and then met with one of the instructors, Cosette, one-on-one to discuss my assessments. As a result, I think this has been my most successful teaching year to date. The work we did on course design was amazingly helpful!! Course planning was much smoother! And the courses I am now planning for Spring and Fall are coming together nicely."

Andrea Korda, Ph.D.
Assistant Professor, Art History
University of Alberta, Augustana Faculty

"I came in expecting to get tools that I can apply in my teaching and found that the various topics and CTL presenters demystified teaching. This orientation definitely met my expectations!"

— New to Teaching Orientation participant

"All of the sessions that day were really useful. The student panel provided a valuable perspective to teaching and the breakout sessions were most informative. I think the essentials were covered really well."

— New Professor Orientation participant

"This day was just great and I could not have dreamed of something better! Both the student panel, with personal insights about what is important for students, and the panel on teaching and tenure, focusing on what is important in terms of career progression, were most useful. I also really liked the 3 classes I attended and, in particular, the numerous exchanges we had with the lecturers."

— New Professor Orientation participant

BLENDED LEARNING

The Provost's Digital Learning Committee funds the redesign of courses into a "blended delivery" format in which there is (usually) a reduction in face-to- face contact time with students with a complementary increase in online delivery of content and instruction. The goal is to create significant changes to the in-class activities in order to transform learning experiences and increase student engagement. CTL facilitates this process through consultations on course design and pedagogical strategies, and online learning tool creation. Nine new projects were funded in 2017. Since these are multi-year projects, CTL is currently facilitating a total of 18 blended learning projects. All projects are listed on the CTL website; one such example is:

East Asia Studies 101
East Asia 101 (Blended) has been a unique collaboration between East Asia Studies, a CTL Educational Developer, and Writing Across the Curriculum (WAC). Each blended week of EASIA 101 includes a Monday lecture, online guest-lecture videos provided by an expert in one aspect of East Asia Studies, and a Friday seminar groups led by teaching assistants from the department. The Game of Writing provides an opportunity to give and receive feedback from classmates and WAC tutors on the writing assignments in the course. This fall is the 3rd offering and has received positive feedback from students since it began.

9
new blended learning projects funded in 2017

18
blended learning projects currently facilitated
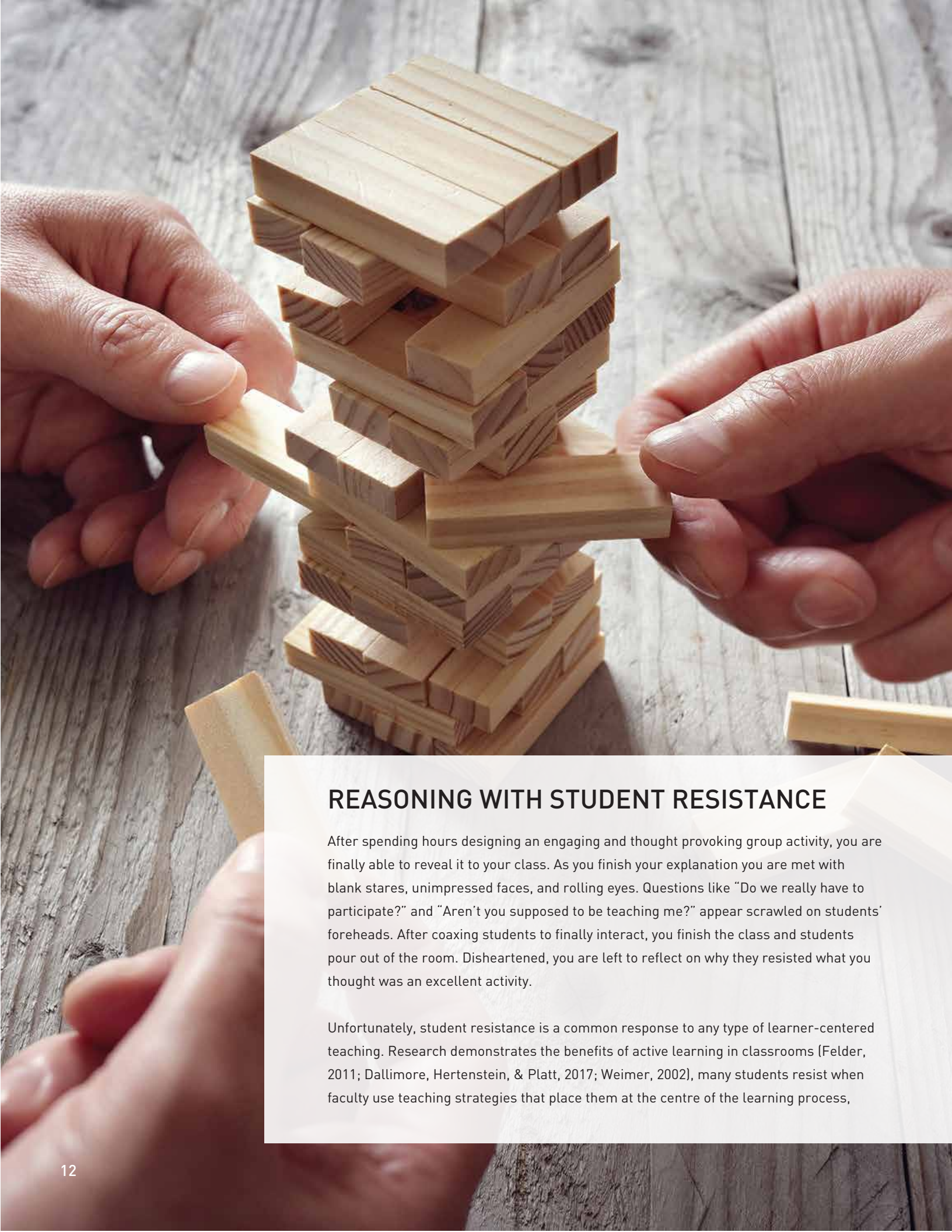
REASONING WITH STUDENT RESISTANCE

After spending hours designing an engaging and thought provoking group activity, you are finally able to reveal it to your class. As you finish your explanation you are met with blank stares, unimpressed faces, and rolling eyes. Questions like "Do we really have to participate?" and "Aren't you supposed to be teaching me?" appear scrawled on students' foreheads. After coaxing students to finally interact, you finish the class and students pour out of the room. Disheartened, you are left to reflect on why they resisted what you thought was an excellent activity.

Unfortunately, student resistance is a common response to any type of learner-centered teaching. Research demonstrates the benefits of active learning in classrooms (Felder, 2011; Dallimore, Hertenstein, & Platt, 2017; Weimer, 2002), many students resist when faculty use teaching strategies that place them at the centre of the learning process,

(continued)

especially after years of teacher-centred methods. While it may be rare that students openly object to participation requests in front of a class, instructors often experience passive resistance such as a lack of enthusiasm or effort, or non-verbal confrontation. Whatever form the resistance takes, it can be disheartening and difficult to move forward with the activity; resistance may leave the instructor wondering, "what did I do wrong?"

Students resist class participation for many reasons; it may not be anything the instructor did at all! Students enter our classrooms with preconceived notions of what teaching and learning entail (Seidel & Tanner, 2013), and changing these notions can prove difficult. Many students, particularly early in their program, may still believe that knowledge only comes from an expert, such as the instructor or textbook. This change in responsibility, from teacher-given to student-created learning, may lead some students to long for the days when they just had to learn what they were told to learn from their teachers (Weimer, 2002) — after all it's much easier to make decisions on what counts as knowl-edge when someone else tells us what to know. This may be why students are not always thrilled when we ask them to take on more responsibility for their own learning (Felder, 2011). Participating in class means more work for students since learning becomes a strenuous activity; yet, this increase in cognitive load also shows that students are engaging with content more than with passive modes of learning (Weimer, 2002). Students resist active learning for a variety of reasons; while instructors may not be the cause of the resistance, they should still try to ease the transition from a passive to an active learning environment.

But, how can we do this?
While an instructor cannot overcome resistance for students, an instructor can help students overcome resistance for themselves (Weimer, 2002). This might include varying teaching methods (Seidel & Tanner, 2013), clearly and explicitly explaining pedagogical choices and reasons for these decisions (Felder, 2011; Seidel & Tanner, 2013, Weimer, 2002), and being prepared to teach students the skills they may not yet have experience with, such as effective group communication.

When peer to peer learning is added to the mix, as an instructor, it's important to remem-ber that your students might not be familiar with this and could feel ill prepared to learn from their peers — so it's up to you as the instructor to let the students know how to master the skills and knowledge needed to accomplish this request (Weimer, 2002);. Finally, and most importantly, be confident and commit to including classroom participa-tion (Weimer, 2002; Seidel & Tanner, 2013). It's about changing your approach to teaching; we must think beyond the pursuit of new techniques for the classroom (Weimer, 2002). By consistently using participatory classroom strategies, students can build confidence and skill in active learning, helping them overcome their initial resistance.

Article by Educational Developer Ellen Watson in the Quad, April 13, 2017

Citations
Dallimore, E., Hertenstein, J., & Platt, M. (2017, March 27). How do students learn from participation in class discussion. Faculty Focus: Higher Ed Teaching Strategies from Magna Publications. Retrieved from http://www.facultyfo-cus.com

Felder, R. (2011). Hang in there! Dealing with student resistance to learner-cen-tered teaching. *Chemical Engineering Education*, 45(2), 131–132.

Seidel, S. & Tanner, K. (2011). "What if students revolt?" — Considering student resistance: Origins, options, and opportunities for investigation. CBE — *Life Sciences Education*, 12(4), 586–595.

Weimer, M. (2002). *Learner-centered teaching: Five key changes to practice*. San Francisco, CA: Jossey-Bass.

SUPPORTING TEACHING AND LEARNING AT THE UNIT LEVEL

FOR THE PUBLIC GOOD:

Objective 14 strategy i. Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the *individual level*.
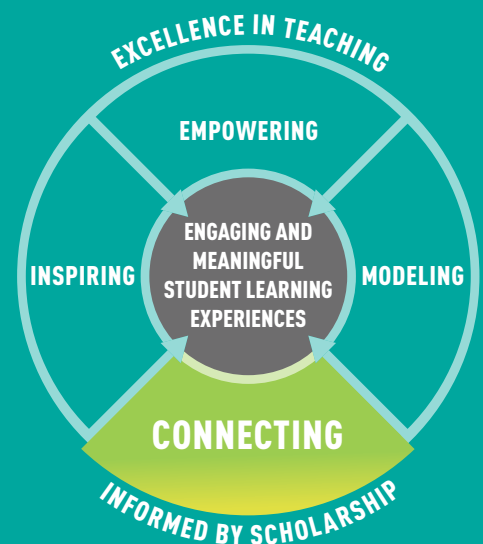
Lasting change frequently requires a density of commitment and interrelationships within a community. Thus, we are pleased to provide workshops and consult on projects at the unit and program level.

Example: School of Public Health, Peer Review of Teaching Program

Consultant: Dr. Carla Peck, CTL Associate Director, Curriculum

"The School of Public Health committed to developing an internal program for peer review of teaching (PRT) and worked to developing this over the past year. We approached Dr. Carla Peck to help us in this process... What started out as general advice on how we might go about developing our own PRT program, developed into a series of workshops and brown-bag lunch sessions on teaching development more broadly. These workshops were filled with practical examples and resources that we can apply to our own classes in the future."

-Jeff Johnson, Professor and Associate Dean (Education)
School of Public Health

Jeff Johnson, Professor and Associate Dean (Education), School of Public Health

Example: Writing in ALES

Consultant: Dr. Roger Graves, CTL Associate Director, Writing and Director, Writing Across the Curriculum

What writing skills do ALES students need? How can ALES provide support to help students learn those skills? Those were the questions from ALES that drove our research into the writing assignments that instructors in ALES give their students. If we knew what instructors were asking students to write, we would then be in a position to craft a variety of writing supports. We have now finished drafting reports for 5 of the seven departments in the faculty and are working on the overall report. In these reports we found hundreds of writing assignments (not including exams) at all levels of the curriculum. Among the initial findings are that students must write a wide variety of kinds of writing in courses, including both academic and professional/business documents. Students write an average of about 2.5 documents per course, as much as students in programs that are traditionally thought of as writing-intensive. As we finish these reports, departments in ALES are reading them and considering the recommendations. The WAC program will work with ALES in 2018 to develop online writing supports, including short videos and annotated documents that provide examples and explanations of the expectations instructors have for the various kinds of writing they assign.

Example: Indigenous Perspectives

To support Provost's Office initiatives as well as instructors who want to bring Indigenous worldviews into their practice and their classrooms, CTL added to our Educational Developer team this year. The use of Indigenous epistemologies and pedagogies in education and training staff are the foundational principles of Jennifer Ward's master's thesis and her previous work with Edmonton Public School Board and the Government of Alberta. Jennifer Ward has worked with the Health Sciences Council Working Group to facilitate meaningful dialogue between the Indigenous community and the University of Alberta with the creation of an Indigenous Health Course. She has given invited workshops to Faculties and Units (pg 17) and delivered CTL workshops with an Indigenous perspective (pg 7).
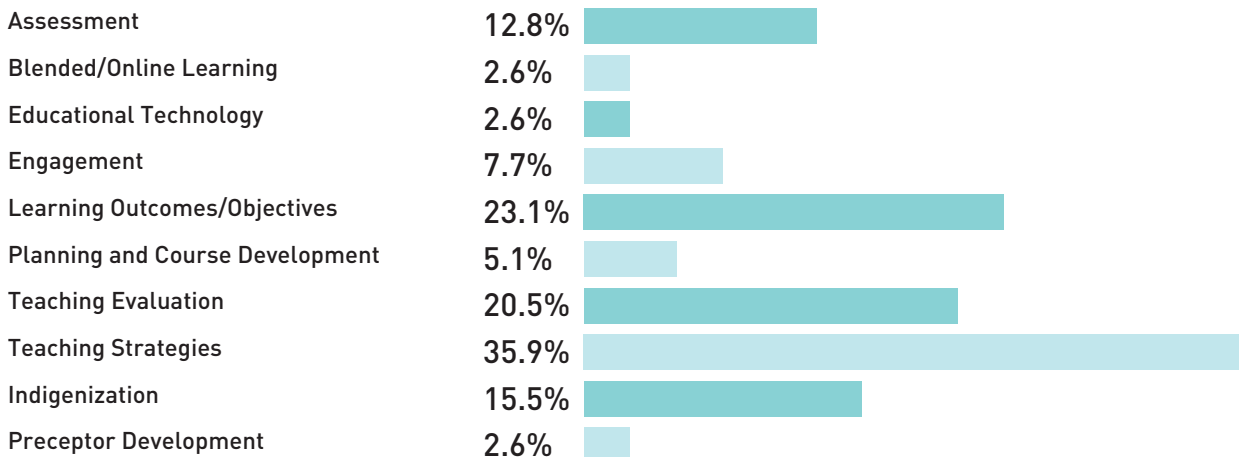
Jennifer Ward
Educational Developer

Indigenous Sports and Recreation Certificate Promotional

Working in tandem with Faculty of Native studies in the creation of a storyboard and scripting, the CTL Production Team produced and filmed promotional material to gain interest in their Indigenous Sports and Recreation Certificate Program. The video showed experiences of those with the certificate and demonstrates how working professionals in these fields can gain a deeper understanding of the cultural context of Indigenous communities through sports and recreation.

INVITED WORKSHOPS AND PRESENTATIONS IN THE FACULTIES AND UNITS

PRESENTATION TOPIC

Topic	Percentage
Assessment	12.8%
Blended/Online Learning	2.6%
Educational Technology	2.6%
Engagement	7.7%
Learning Outcomes/Objectives	23.1%
Planning and Course Development	5.1%
Teaching Evaluation	20.5%
Teaching Strategies	35.9%
Indigenization	15.5%
Preceptor Development	2.6%

FACULTY OF INVITER

Faculty	Percentage
Arts	10.5%
Augustana	2.6%
Education	2.6%
Engineering	5.3%
Interdisciplinary Studies	2.6%
Libraries	13.2%
Medicine and Dentistry	5.2%
Nursing	7.9%
Pharmacy and Pharmaceutical Sciences	10.5%
Office of Sustainability	2.6%
Rehabilitation Medicine	5.3%
School of Public Health	23.7%
Science	7.9%

38
invited faculty/unit presentations

SUPPORTING TEACHING AND LEARNING AT THE INSTITUTION LEVEL

Objective 14 strategy i. Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the *institutional level*

EXCELLENCE IN TEACHING

EMPOWERING

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ENGAGING AND MEANINGFUL STUDENT LEARNING EXPERIENCES

MODELING

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INFORMED BY SCHOLARSHIP

FESTIVAL OF TEACHING AND LEARNING

The University of Alberta's Festival of Teaching and Learning aims to inspire and foster excellence in the academy by creating a venue for the exploration of both practiced and experimental classroom innovations. Instructors and researchers from all disciplines and career points with an interest in teaching and learning issues are welcomed and encouraged to present and attend. CTL provides leadership and administrative support to the Steering Committee. One new and important aspect of the conference this year was the implementation of a peer review process for reviewing and accepting proposals. Past Festival presenters and attendees were invited to be reviewers this year, and 44 colleagues offered their service.

This year's event kicked off with a keynote lecture by Maryellen Weimer, Ph.D., Professor Emerita of Teaching and Learning at Penn State Berks, editor of *The Teaching Professor* newsletter, and author of *The Teaching Professor Blog*.

Keynote Title: Participation, Five Reasons Why and Five Ways to Make It Happen
The day also featured 31 concurrent sessions and 13 poster peer-reviewed presentations; a panel presentation on publishing discipline-specific pedagogical scholarship; and wrapped up with a race against the clock as a group of award winning U of A instructors revealed their best classroom insights as a part of the festival's "Teacher Features" presentations, organized by University Relations. We had a record setting 234 participants and received formal feedback from 113.

31
concurrent sessions

13
poster peer-reviewed presentations

234
participants

91% agreed the keynote was thought provoking

93% agreed FoTaL is an effective way to celebrate and promote excellence in teaching and learning at the UofA

PEER CONSULTATION

CTL provides interested instructors with a peer consultation service that is based on a collaborative peer development model. This model adopts a learning-centered approach where instructors are viewed as active and reflective practitioners who want to better understand and improve their teaching and their students' learning. Our Peer Consultants provide confidential, supportive advice and feedback to instructors who are looking to improve, expand, and/or innovate their teaching practice.

13
new peer consultants joined the program this year

"When I arrived at the University of Alberta, I was pleased to join a department with a number of excellent, dedicated instructors. Moreover, they were more than willing to give their time to discuss teaching strategies, the use of technology, assessment creation…and both sit in on my lectures to provide feedback as well as permit me to observe them in action. These experiences were invaluable to my growth as an educator. I, and my fellow Peer Consultants, are now happy to give back and to serve in these roles through the Peer Consultation program. The Peer Consultants provide great support to those seeking guidance or to act simply as someone to lend a friendly ear; moreover, being part of this community has greatly enriched my time at the University."

-Alex Brown, Professor and Associate Chair (Undergraduate)
Department of Chemistry
Rutherford Teaching Award Winner

SERVICE

We integrate with and advise the campus community by partnering and/or serving on committees and working groups about teaching, learning, educational technology, and curriculum. The institutional committees and working groups which CTL faculty and academic staff have served on this year include:

- Committee on the Learning Environment
- MOOC Portfolio Management Committee
- Provost's Digital Learning Committee
- TLEF Selection Committee and sub-committees
- Learning Outcomes working group
- Academic Integrity Council
- IT Executive Committee
- IT Advisory Committee
- IT Steering Committee - Teaching and Learning

- Learning Technologies Advisory Committee
- FGSR Council
- Engineering Graduate Attributes Review Committee
- Educational Developer's network
- Office of Sustainability Green Teaching Committee
- Library Teaching and Learning Committee
- UA Open Education Interest Group
- eClass CAB

GRADUATE ATTRIBUTES, SKILLS, AND COMPETENCIES

FOR THE PUBLIC GOOD:

Objective 14, Strategy ii: Develop strategies for implementing graduate attributes, skills, and competencies at both the undergraduate and graduate level.

EXCELLENCE IN TEACHING

EMPOWERING

INSPIRING

ENGAGING AND MEANINGFUL STUDENT LEARNING EXPERIENCES

MODELING

CONNECTING

INFORMED BY SCHOLARSHIP
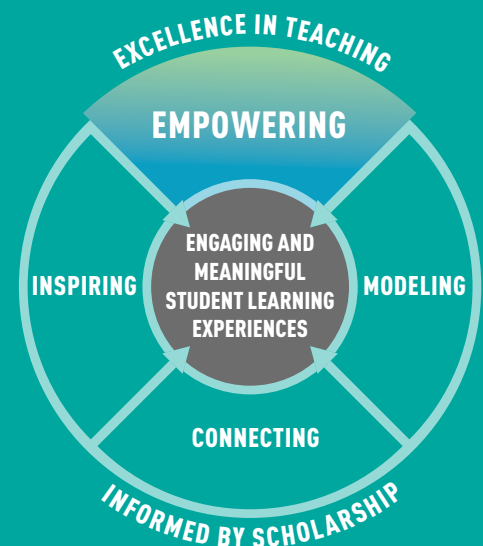
SYLLABUS TOOL

Dr.Cheryl Sadowski and Dr. Sharla King
Faculty of Pharmacy and Pharmaceutical Sciences
Curriculum mapping has become a mandatory program evaluation activity in pharmacy education programs across Canada (CCAPP, 2018). As such, the Faculty of Pharmacy and Pharmaceutical Sciences, in consultation with CTL Assocate Director Dr. Ken Cor, created an online tool that can successfully manage, access, extract and map information contained within course syllabi. This tool is used to enter all course syllabi, including learning outcomes (and where possible assessment and instructional types) into a comprehensive database. This information can then be used in a variety of ways to inform program design, delivery.

The online tool:
• Generates a standardized course syllabi in eClass powered by Moodle (the University of Alberta Learning Management System).
• Facilitates instructor mapping of learning outcomes to assessments and sessions
• Facilitates program administrator mapping of program or external learning outcomes to instructor provided learning outcomes
• Provides access to course and session level information as spreadsheets
• Provides basic reports of mapped program outcomes

The following screen capture illustrates how learning outcomes and assessment information is entered into the on-line tool.

Cheryl Sadowski, Professor
Pharmacy and Pharmaceuti-
cal Sciences

Sharla King, Director
Health Sciences Education
and Research Commons

Using this online tool, course information is tagged and the curriculum can be mapped according to:

1. Knowledge, skills, or attitudes being developed
2. Program and course learning outcomes or competencies
3. Topics and subject matter areas
4. Types of assessments
5. Types of teaching strategies used to deliver a program

LEARNING OUTCOMES RESOURCE

When assessing programs, having well-written learning outcomes that are assessed during the program, or in other words within the core courses, is one important strategy. At a May Learning Outcomes Retreat co-organized by the Provost's Office, CTL, and the Faculty of Graduate Studies and Research, colleagues from across the institution indicated that they wanted resources and exemplars for writing and assessing learning outcomes for their courses and programs. CTL had already developed resources on writing course-level learning outcomes which we had been using with instructors who were designing or redesigning courses, or who needed to write learning outcome statements for external accreditation purposes. We are now developing a Learning Outcomes guide which merges those resources with some practical examples we have collected from across campus.

Part I of The Learning Outcomes Guide is available for download at ctl.ualberta.ca

RESEARCH AND EVALUATION

CTL MODELS pedagogical best practices, including conducting research to benefit our university community, and to inform our own programs and practice

EXCELLENCE IN TEACHING

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INFORMED BY SCHOLARSHIP
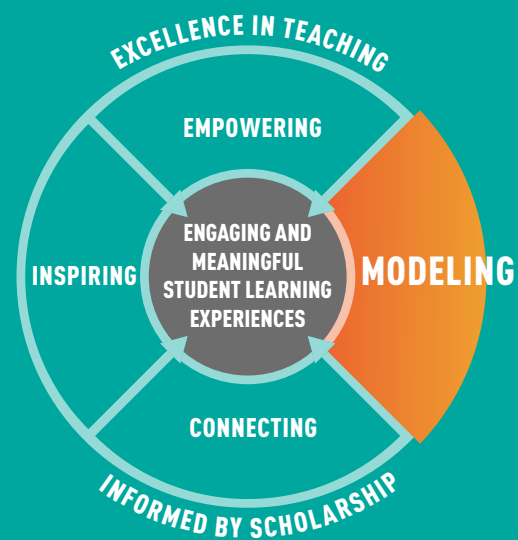
BLENDED LEARNING EVALUATION

The Office of the Provost at the University of Alberta has established the Provost's Digital Learning Committee (PDLC) to support the implementation of digital learning activities across the university. One of these initiatives has been the implementation of blended learning in some courses. The purpose of this ongoing study is to evaluate courses that have implemented blended learning components, understand student satisfaction and engagement in these courses, and recognize instructor experience in developing and implementing their blended learning courses.

Using a mixed-methods approach, students respond to a 10-minute anonymous online survey, and volunteer to participate in a 30-minute semi-structured interview. Instructors volunteer to participate in a 45-minute semi-structured interview. From January to June 2017 we collected 312 student survey responses, and interviewed 14 students, as well as 6 instructors. Results showed that more than 61% of students are satisfied with their blended learning course, and would choose a blended learning section if the course was offered in different formats:

> *"This type of learning encourages students to be a little bit more independent thinkers, rather than just spitting out answers and not really understanding what they're writing. Because you think about it a little bit more, and because it makes it a little more personal, it also develops a certain way of thinking about learning, and a different way of thinking about doing assignments, and I think that's really cool"* (Blended Learning Cycle 2 Student).

Institutional dissemination (PDLC & BL Cycle 2 Teams):
• Experiences of Blending
    • 6 Undergraduate Courses at the University of Alberta: A Summary of Student Surveys & Student and Instructor Interviews
    • Introduction to Biological Diversity: A Summary of Student Surveys & Interviews
    • Civil Engineering Analysis II & Introduction to Continuum Mechanics: A Summary of Student Surveys & Interviews
    • Survol de la Littérature Francophone: A Summary of Student Surveys & Interviews
    • Calculus for the Life Sciences I: A Summary of Student Surveys & Interviews
    • Mechanical Design I & II: A Summary of Student Surveys & Interviews

312
students
surveyed

14
students
interviewed

6
instructors
interviewed

EVALUATING TEACHING AT THE UNIVERSITY OF ALBERTA

On behalf of the GFC Committee on the Learning Environment (CLE), and in response to a motion passed at GFC in May 2016 to examine the use of Universal Student Ratings of Instruction (USRI), we collected information from department chairs (or senior administrators in non-departmental faculties) about teaching evaluation practices at the University of Alberta. The main purpose was to better understand how department chairs go about evaluating teaching.

Using a mixed-methods approach, 43 department chairs (or senior administrators in non-departmental faculties) from across campus participated in a 45-minute semi-structured interview.

Results showed that participants from all faculties (and only a portion of participants from Faculty of Medicine & Dentistry) use USRI scores and comments to evaluate teaching:

> *"We consider all of them, but of course we key in right away on 'the instructor was excellent.' You always look at that one first. And overall the course content was excellent is the second thing you look at. And then, if there's problems in either of those two scores, you look in more detail at the other questions"* (Department Chair).

Furthermore, even when statement 221 (overall the instructor was excellent, 97.3%), and statement 25 (overall the quality of the course content was excellent, 67.6%) are the most commonly used USRI items to evaluate teaching, most participants try to contextualize their interpretation of USRI results:

> *"I don't think [USRI] is very useful by itself. It's incomplete. I'd feel uncomfortable judging somebody's fate just based on that. I'm not saying it's wrong, but it's only one piece of understanding. We take teaching seriously. We don't just look at 'you're above this number or below this number', and we're done. We're looking at you much more carefully than that, but [USRI] is a good start"* (Department Chair).

Institutional dissemination:
• GFC Committee on the Learning Environment (CLE)
• GFC Executive Committee (EXEC)
• GFC

45

minute semi-structured interview

43

department chairs interviewed

TEACHING AWARDS

As part of CTL's student Associates program, undergraduate student Melina Sinclair (program) worked over the summer to do a comprehensive survey of teaching awards at institutions of higher education across Canada. Analysis included coding their purpose, criteria, and suggested and/or required forms of evidence. This work has informed the Provost's Office review of University of Alberta teaching awards. Under the joint supervision of CTL and the Provost's Office, Melina has submitted this work to an international conference and subsequently will submit to a journal of higher education.

TEACHING PRACTICES SURVEY

Despite the many demands on our time, teaching stays fun if instructors reflect, keep learning, and continue to find new ways to improve.
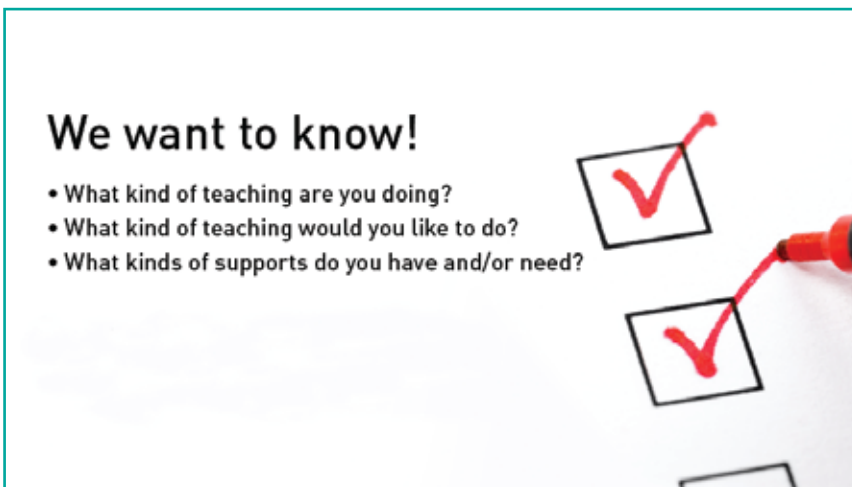
559

responses received

We conducted a survey of instructors in November 2017, the results of which will be disseminated to campus and will help CTL staff and others develop relevant and responsive programming and resources. For instructors, the survey provides an opportunity to think about where they are currently focusing their teaching efforts and what they might want to change or try next.

GRADUATE TEACHING AND LEARNING (GTL) PROGRAM, LEVEL 4

CTL collaborated with the Faculty of Graduate Studies and Research to develop and pilot level 4 of the GTL Program. Level 4, Research in Teaching and Learning, involves an advanced project requiring a minimum of 60 hours of scholarly work offering graduate student participants the opportunity to engage with teaching research and course development. Graduate students work under the supervision of a faculty member but find additional mentorship and community through the program. They receive a notation on their transcript upon completion.

EXTERNAL DISSEMINATION OF CTL-RELATED WORK

INVITED TALKS

Graves, R. (2017, June). Disciplining Lady Rhetorica: An Allegorical Dialogue about (Inter)Disciplinarity and Rhetoric." With H. Graves. Keynote lecture at Canadian Society for the Study of Rhetoric, Toronto, ON.

Miller-Young, J. (2017, January). *Lenses on Learning: Asking Questions in the Scholarship of Teaching and Learning.* Invited workshop at MacEwan University, Edmonton, AB.

Miller-Young, J. (2017, February). *Interdisciplinarity in Teaching and Learning: the bridges, the barriers, and the benefits.* Invited presentation at Interdisciplinary Conference, Edmonton, AB.

Miller-Young, J. (2017, May). *Decoding bottlenecks on the way to information literacy.* Invited half-day workshop at Workshop for Instruction in Library Use, Edmonton, AB.

Miller-Young, J. (2017, November). *Decoding the Gaps in Teaching and Research.* Keynote address at teaching forum hosted by Technische Universität München.

REFEREED CONFERENCE PAPERS AND PRESENTATIONS

Anderson, N., Cocchio, J., **Watson, E.**, Lefsrud, L., & Leijun, L. (2017, June). *Employing multifaceted teaching and learning components to foster CEAB graduate attribute development.* In Press; Paper presented. In Upcoming Proceedings of the 2017 Canadian Engineering Education Association 8th Annual Conference. University of Toronto. Toronto, ON.

Cocchio, J., **Watson, E.**, Anderson, N. & Lefsrud, L. (2017, June). CEAB graduate attributes into a mandatory course *Leadership in Risk Management*. Workshop presented at the Canadian Engineering Education Association Conference, Toronto, ON.

Frail, K., Rosseel, T. & **Peck, C. L.** (2017, June). *Tapping into Institutional Expertise: A Customized Professional Development Program for the Teaching Library.* Paper presented at the Annual NEOS Library Consortium Miniconference, Edmonton, AB. (K. Frail, presenter)

Frail, K., Rosseel, T. & **Peck C. L.** (2017, September). *Professional Development for IL Practitioners: A case study* [Abstract]. The Fifth European Conference on Information Literacy, Saint-Malo, France.

Graves, R.¨(2017, May). *Feedback to Student Writing: Multimodal feedback in a blended academic writing course.* With Graves, H., Harvey Dan., Moghaddasi Sarabi, Shahin. Canadian Association for the Study of Discourse and Writing, Toronto, ON.

Graves, R.¨(2017, May). *The Resourceful Writer: Research, Write, Cite, Repeat.* With Graves, H., Harvey Dan., Moghaddasi Sarabi, Shahin. Canadian Association for the Study of Discourse and Writing, Toronto, ON.

Graves, R., Graves, H. & Rockwell, G. (2017, February). *Gamification and the teaching of academic writing.* Writing Research Across Borders IV. Bogota, Columbia.

Nocente, N., & **Vargas Madriz, L. F.** (2017, May). *Student Engagement and Satisfaction in Blended Learning Courses.* Paper presented at the Canadian Society for the Study of Education Annual Conference, Toronto, ON.

Vargas Madriz, L. F., & **Nocente, N.** (2016, November). *Student Engagement and Satisfaction Between Different Undergraduate Blended Learning Courses.* In Proceedings of E-Learn: World Conference on E-Learning (pp. 1443-1448). Washington, DC, United States: Association for the Advancement of Computing in Education (AACE).

Yerichuk, D. & **Peck, C. L.** (2017). Peer Review of Teaching: A Scoping Review. Manuscript in preparation.

Zhang, J., Mckellar, Mark., Ranaweera, Kamal., **Graves, R.**, Graves, H., Rockwell, G. (2017, June). *Commenting, Gamification and Analytics in an Online Writing Environment: GWrit (Game of Writing)*. Canadian Society for Digital Humanities, Toronto, ON.

Zhang, J., Mckellar, Mark., Ranaweera, Kamal., **Graves, R.**, Graves, H., Rockwell, G. (2017, May). *Commenting, Gamification and Analytics in an Online Writing Environment: GWrit* (Game of Writing). Canadian Society for Digital Humanities, Toronto, ON.

AWARDS AND FUNDING

Through administration of several awards and funding, CTL honors teaching excellence, scholarship and innovation.
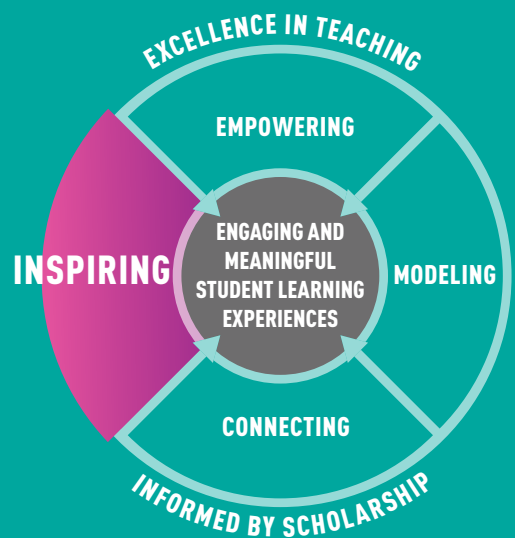
AWARDS AND FUNDING RECIPIENTS

The Centre for Teaching and Learning (CTL) helps reward teaching excellence, scholarship and innovation by managing awards and funding. CTL's Strategic Initiatives Manager Curtis Champagne supports academics in their pursuit of teaching awards by helping to identify award opportunities and offering consultations for developing a strong nomination package.

Summer Student Employment Awards (funding from the Endowment for Teaching, Learning and Their Enhancement)

UNDERGRADUATE STUDENT AWARDS
• Telisa Courtney (BA - Psychology/Political Science)
• Celine Dinel & Madison Howey (BSc – Dental Hygiene)

GRADUATE STUDENT AWARDS
• Kathleen Danser (PhD - Ethnomusicology)
• Carolyn Gibson (MSc - Forest Biology and Management)
• Cecilia Ponce Garcia (MSc - Orthodontics)

Visiting Speaker Grants (funding from the Endowment for Teaching, Learning and Their Enhancement)

• Secondary Education - Dr. Deborah Britzman, Distinguished Research Professor and York Research Chair in Pedagogy and Psychosocial Transformations at York University - Presentation: *Themes Under the Sign of Psychoanalysis and Education*

• Augustana Faculty - Dr. Maryellen Weimer, Professor Emerita of Teaching and Learning at Penn State Berks - Presentation: *What Makes Teaching Learning-Centered*

• English and Film Studies - Maria Campbell, Métis author, playwright, broadcaster, filmmaker, and Elder - Presentation: *Indigenous Knowledge and Indigenizing the University*

• Chemistry - Dr. Alison Flynn, Chemistry and Biomolecular Sciences, University of Ottawa - Presentation: *Flipped and Blended Chemistry Courses: Structures, Implementation Consideration, and Evaluation*

• English and Film Studies - Dr. Tracey Lindberg, Indigenous Studies and Indigenous Law at Athabasca University and The University of Ottawa - Presentation: *Treaty Talk: Reciprocity in Prayers, Songs, Whispers, Stories, Oaths and Writing*

Awards for Faculty Excellence
Distinguished University Professor
• Warren Finlay (Mechanical Engineering)
• Larry Heaman (Earth and Atmospheric Sciences)

University Cup
• Janine Brodie (Political Science)
• Todd Lowary (Chemistry)

McCalla Professorships
• Samira ElAtia, Campus Saint-Jean
• Anastasia Elias, Faculty of Engineering
• Fay Fletcher, Faculty of Extension
• Martin Jagersand, Faculty of Science
• Michael O'Driscoll, Faculty of Arts
• Frances Plane, Faculty of Medicine and Dentistry
• Trish Reay, Alberta School of Business
• Marleny Saldana, Faculty of Agricultural, Life and Environmental Sciences

Vargo Teaching Chair (renewal, 2 years)
• Al Meldrum (Physics)

Awards for Teaching Excellence
Provost's Award for Early Achievement of Excellence in Undergraduate Teaching
• Brandon Alakas (Augustana Campus)
• Douglas Gleddie (Faculty of Education)

Rutherford Award for Excellence in Undergraduate Teaching
• Odile Cisneros (Faculty of Arts)
• Vijay Daniels (Faculty of Medicine and Dentistry)
• Catherine Kellogg (Faculty of Arts)

Award for Excellence in Graduate Teaching
• Darren DeLorey (Faculty of Physical Education and Recreation)

Teaching Unit Award
• Comprehensive Care Delivery Teaching Group (Faculty of Medicine and Dentistry) Trudy AuCoin, Jack Margolus, Darrell Demchuk, Ivano Ongaro, Loretta Hursin, David Tsujikawa, Edward Krause, Byron Wong

William Hardy Alexander Award for Excellence in Undergraduate Teaching
• Martin Davies (Faculty of Medicine and Dentistry)
• Sean Graves (Faculty of Science)
• Lucinda Rasmussen (Faculty of Arts)

TEACHING AND LEARNING ENHANCEMENT FUND (TLEF)

For years, the Teaching and Learning Enhancement Fund (TLEF) has been substantially redesigning a curriculum of studies, developing educational resources, and/or researching educational outcomes achieved through using innovative educational methods. Descriptions of all projects funded by the Teaching and Learning Enhancement Fund (TLEF) are posted on the CTL website. In 2016-2017, 12 new projects were funded. In addition to administrative support for the TLEF application and adjudication process, CTL Associate Directors often consult with applicants in the design phase of their projects (before applying for funding) and, if additional support is required, our academic and production staff may also assist with the implementation of a funded project.

TLEF 2016-17 Project Adjudication Results
Alberta School of Business
Strategic Management and Organization
Emily Block, Michael Maier
The Frontiers of Business Leadership: Alberta Leading Change

Faculty of Arts
Department of Art and Design
Allen Ball
Arts 100: Gamifying Student Engagement in the Faculty of Arts

Department of Art and Design
Jesse Thomas
Experimental Collaboration in the Digital Landscape to Enhance Teaching and Learning in the Painting Graduate Seminar

Department of Drama
Jane Heather
Indigenous Theatre for Knowledge and Change

Faculty of Education
Department of Educational Psychology
Ying Cui, Ali Shiri
Enhancing Student Success through Predictive Learning Analytics: Expanding the Learning Analytic Application at the University of Alberta

School of Library and Information Studies
Michael McNally
Copyright Open Educational Resources (OER)

Extension Faculty
Rob McMahon, Diane Janes, Fay Fletcher, Patricia Makokis, Janice Makokis
We are all related: Using augmented reality and Indigenous storytelling as reconciliation learning resources

Faculty of Medicine and Dentistry
Department of Laboratory Medicine and Pathology
Lisa Purdy, Amanda Van Spronsen, Roberta Martindale
Simulation: An Innovative Curricular Advancement to Instill Foundations of Lab Practice

Department of Medicine
Vijay Daniels, Hollis Lai, Okan Bulut, Minn-Nyoung Yoon, Tracey Hillier
Effect of Detailed Score Reporting on Student Learning

Faculty of Rehabilitation Medicine
Department of Occupational Therapy
Shaniff Esmail, Susan Mulholland, Mary Roduta Roberts, Eleni Stroulia, Martin Ferguson-Pell, Mark Hall, Lu-Anne McFarlane
Using Virtual Reality to Help Students Manage Exam Anxiety

Department of Occupational Therapy
Mary Roduta Roberts, Sharla King, Ying Cui
Assessment and Evaluation of Competencies for Collaborative Practice Within the Interprofessional Learning Pathway

Faculty of Science
Department of Psychology
Peter Hurd, Deanna Singhal
Creation and Implementation of Methods Modules in Introductory Psychology Courses

TLEF PROJECTS

The following projects are just two examples of the diverse projects funded by TLEF and for which CTL has provided support.

Spanish 111 TLEF Project
Dr. Xavier Gutierrez, Modern Languages and Cultural Studies
Using an online program called ZebraZapps the Production Team created an online game implemented for Spanish Language Learning. This game consists of creating pairs of individuals who would attend a New Year's Eve party together. There are three different levels to the game and each new attempt is randomized so each experience can be unique.

Using Learning Philosophies To Develop Self-Regulated Learners
Dr. Neil Haave, Biology, Augustana
Metacognition, or being able to think about one's own thinking and learning, has been shown to improve general student learning outcomes, but little evidence is available for its impact on the learning of specific course material. Having students write learning philosophies is one possible approach to developing student metacognition. This project builds on previous McCalla research in following the Fall 2015 cohort of biology majors at the Augustana Campus through to their biology capstone course and additionally gathering data from other student cohorts. This TLEF-funded phase of the study addresses the question of whether the maturation of students as learners can be affected by their development of a learning philosophy. While analysis is ongoing, preliminary results show that students' intellectual development (measured by the Learning Environment Preferences survey) and learning outcomes (indicated by exam score) can improve with the development of their learning philosophy, although the nature of the benefit varied with the particular course. This three-year project was funded in 2014-2015. Preliminary results were presented at the Society for Teaching and Learning in Higher Education conference in Halifax in June.

Dr. Haave will join the CTL team in 2018 as Associate Director, Scholarship of Teaching and Learning.
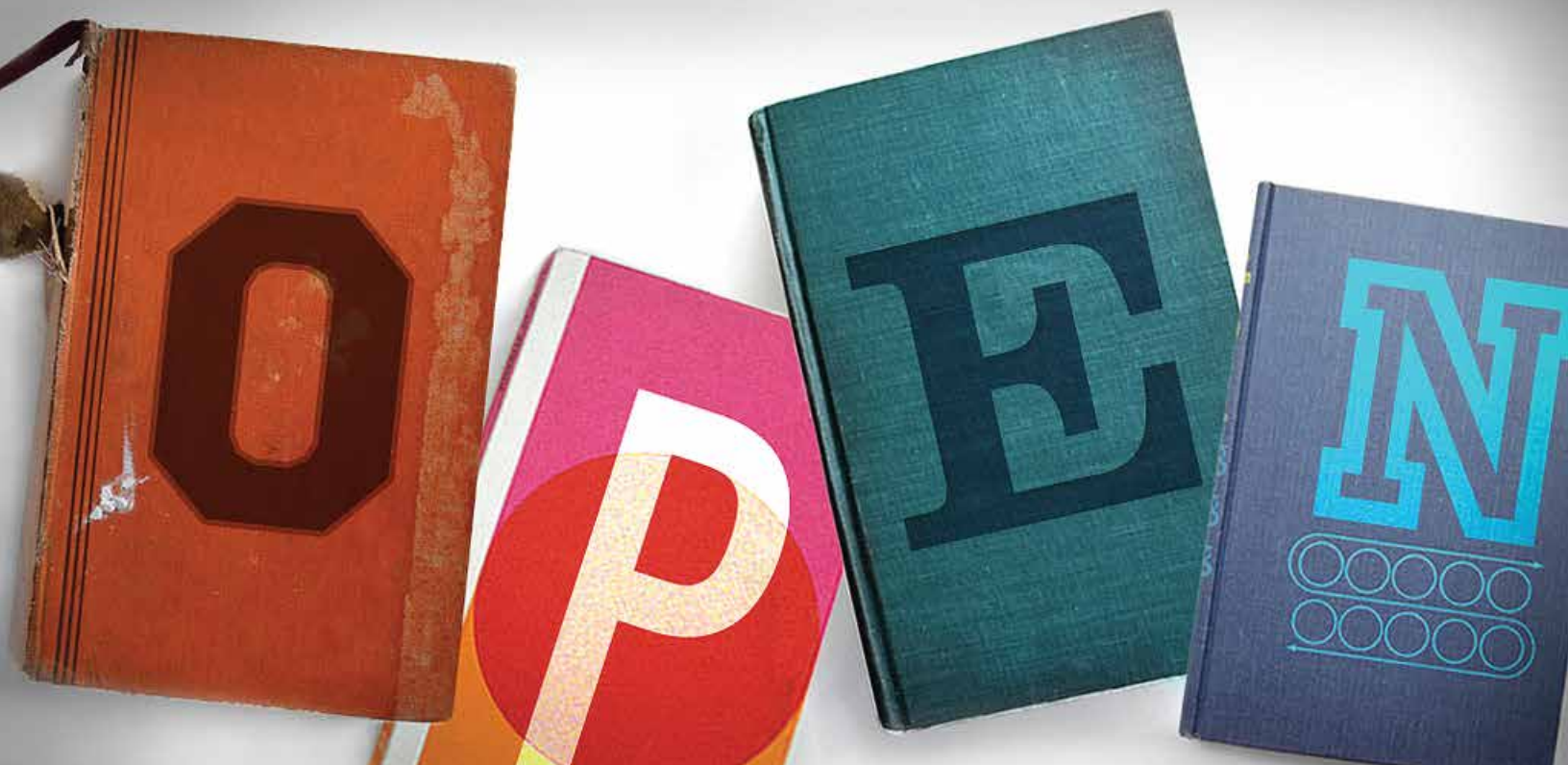
OPEN EDUCATION

The University of Alberta OER (Open Educational Resources) Awards will be funded by an endowment fund through the Provost's Office and from the University of Alberta Libraries. $75,000 has been allocated for the 2018/19 academic year to support the use of OER to benefit teaching and learning through increasing access and discoverability of learning resources and contributing to student cost savings.

Awards will go toward funding:

OER Student Navigators - this team of students will be recruited by the UA OER team to support UA OER award projects. Student navigators will curate potential OER based on the courses' key understandings, help instructors customize OER, and co-create OER-enabled classroom activities.

OER Content Review Stipends - stipends will support discipline-specific peer reviews of curated content to assist the instructor in selecting the OER.

University of Alberta OER Awards will support faculty in the use of open educational resources (OER) in their course delivery. The awards will give faculty support and structure in the selection, integration, and use of open educational resources through collaboration with an open education project team.

The Centre for Teaching and Learning will work closely with UA Libraries to partner with instructors on the OER Awards projects, respond the support needs of campus, and ensure open educational resources are an option that is readily available to instructors.

Krysta McNutt
Open Education Program Lead

CTL ADVISORY COMMITTEE

One important link between CTL and faculties is CTL's Advisory Committee. The Advisory is made up of a representative from each of the UofA's faculties, usually an Associate Dean with teaching and learning in the portfolio, students, and representatives from other key stakeholder groups. This grass roots advisory identifies and helps shape CTL's priorities and ultimately highlights key teaching and learning related issues for the UofA as a whole.

Faculty Representatives

Scott Jeffrey, Associate Dean (Academic), Agricultural, Life and Environmental Sciences

Allen Ball, Associate Dean (Student Programs), Arts

Michelle Inness, Assistant Professor, Business

Janet Wesselius, Associate Dean, Augustana

Yvette D'Entremont, Senior Associate Dean, Campus Saint-Jean

Patricia Boechler, Associate Dean (Graduate Studies and Research), Education

Jason Carey, Associate Dean (Programs & Planning), Engineering

Christie Schultz, Assistant Dean (Academics), Extension

Renee Polziehn, Professional Development & Outreach Director, FGSR

Chris Sprysak, Associate Dean (Research), Law

Carol Hodgson Birkman, Gilbert Chair in Medical Education and Scholarship, Medicine & Dentistry

Nathalie Kermoal, Associate Dean (Academic), Native Studies

Carolyn Ross, Associate Dean (Undergraduate Program), Nursing

Terri Schindel, Associate Dean (Undergraduate Program), Pharmacy

Janice Causgrove Dunn, Associate Dean (Undergraduate Program), Physical Education & Recreation

Faith Davis, Vice Dean, Public Health

Liz Taylor, Associate Dean (Professional Programs and Teaching), Rehabilitation Medicine

Glen Loppnow, Associate Dean(Learning and Innovation), Science

Student Representatives

Harsh Thaker, Vice President Academic, Graduate Students Association

Fahim Rahman, Vice President Academic, Students' Union

Teaching Award Winners

Olenka Bilash, Professor, Secondary Education, 3M Teaching Award Winner

Billy Strean, Professor, Extension Faculty, 3M Teaching Award Winner