

Centre for Teaching and Learning (CTL) Key Priorities for 2012
January 23, 2012

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Preamble

This document outlines the Centre for Teaching and Learning's major goals for 2012, cross-referenced to specific sections of *mâmahohkamâtowin : Our Work, Our People, Our Communities, Strategic Plan 2009-2014*. This is a dynamic document that will be revised periodically to reflect the changing campus environment and the constantly evolving larger post-secondary landscape. Progress will be tracked and reported quarterly, using an approach similar to that employed by the Library.

Our Work

1. Determine and implement best practices to support, promote and celebrate excellence in teaching, including sustainable teaching practices, in both face-to-face classroom and alternative delivery teaching/learning environments. (A1, A5, A6, B2, B3, B5, C1)

OBJECTIVES

1. Increase the number of teaching faculty participating in CTL seminars and workshops. (A1; B3; B5)
2. Establish channels for more widespread promotion of CTL events.(A1; B5)
3. Increase the number of teaching awards and the attention given to teaching within faculties, and in the University at large. (A1; B5; C1)

ACTIONS

- a. **Support**—through regular workshops, small group sessions, programs, etc. a variety of approaches/methodologies/strategies for good teaching in all teaching environments. (A1)
 - o Actively engage with “learning leaders” in each faculty (A1; B5)
 - o Develop a teaching handbook (A1; B3)
- b. **Promote**—and take a lead on—structuring occasions for demonstrating new teaching approaches, new tools, and new resources that can be effectively used in teaching—and which promote sound pedagogy—in regular face-to-face classrooms and in alternative delivery teaching environments. (A1; A6; B3; B5)
- c. **Celebrate**—
 - o Collaborate with faculties and Deans' Council in an advisory capacity to revise Criterion Documents to more effectively recognize and reward effective teaching; work with instructors to recognize, seek and collect appropriate evidence of effective teaching; coach tenure and promotion committees to understand and recognize indicators of effective teaching through the annual review process. (B5)
 - o Work with potential teaching award winners to compile effective dossiers, help with the award application process, hold special events to share and celebrate award winners (e.g., 3M, Graduate Teaching Awards, Garth Ferguson), and otherwise publicize excellence through our journal, on You Tube and other means. (B5; C1)

- Create regular postings in the public domain (e.g., Leader Post page, @ Archer, YouTube videos, UR report, Alumni magazine, CTL blog, etc). (C1)

2. Engage in an ongoing visioning process for the future of the Centre, ensuring that CTL is stable but also dynamic and able to evolve to reflect both the changing post-secondary education landscape and key university initiatives.(A1; B4; B5)

OBJECTIVES

1. Consult widely about the Centre's structure, programming, and services.(B5)
2. Review CTL's interim structure and develop an ongoing review/assessment process. (B4)

ACTIONS

- a. Develop position description and recruit permanent Centre leadership.(B5)
- b. Produce strategic plan for 2013 and beyond. (A1; B4)

3. Research and disseminate findings about innovative and emerging teaching practices (with and without technology), new media tools, resources, and delivery formats in face-to-face classroom environments and in alternative delivery environments. (A1, A4, A5, A6, B2, B3, B4, C1; C3)

OBJECTIVES

1. Work towards becoming a recognized Centre for Research Excellence in Teaching, where teaching is actively researched (SoTL), and results widely disseminated through presentations, seminars and workshops. (A1; C1)
2. Increase campus awareness of emerging educational technologies (e. g., mobile technology kiosk, workshops within faculties, highlighting and showcasing the work of instructors who are teaching using emerging technologies, etc). (A4; C1)

ACTIONS

- a. Continue research focused on informing teaching and learning (e.g., learning characteristics of today's students; plagiarism detection; video, audio and other course content - development, services and storage; cloud computing; new ways of teaching (with and without technology); appropriate 'fit' of technology to course content and students; lecture capture; classroom response systems). (A4; C1)
- b. Conduct research into alternative 'spaces' for teaching and learning (physical and virtual). (B3)
- c. Work with Facilities Management/AV Services in a consulting role for matters concerning classroom technology. (B3)
- d. Research alternative delivery formats and blended learning environments where various technologies can be used together (e.g., lecture casting, web or video conferencing, live streaming, f2f contact with students) to determine the best 'fit' of technologies for each class. This can help with large enrolment classes, existing classroom space issues, and provide a greater degree of flexibility and accessibility. (A6; B3)

- e. Work with Centre for Student Accessibility to define best practices for development and delivery of course material. (B2)
- f. Establish research relationships with other units on campus (e.g., Computer Science—native and web-based apps; External relations—mobile technology) and beyond (COHERE, SFDC, EDC, STLHE, etc.) to collaborate on research of mutual benefit. (B4; C3)
- g. Disseminate research through regular f2f seminars/workshops, through provincial, national and international conferences, and through distance delivery formats (e.g., video-conferencing). (C1)

Our People

4. Foster the engagement of faculty and all other teaching staff so that the University of Regina will become well known for the high quality of the undergraduate and graduate instruction that it offers. (A1, B1; B3, B5; C1; C2)

OBJECTIVES

1. Encourage and support university administration (including VPs, Deans, etc.) in demonstrating greater commitment to the importance of teaching in fulfillment of the institutional mission. (A1; C1)
2. Explore, identify and promote faculty teaching accomplishments in various ways (e.g., university newsletters, *Leader Post*, etc.). (C1)
3. Create opportunities for all instructors to learn more about Aboriginal epistemologies and Aboriginal pedagogies. (B1; C2)

ACTIONS

- a. Publish articles in public forums (university publications, *Leader Post*, etc.) identifying and promoting faculty accomplishments related to excellence in teaching at the University of Regina. (A1; C1)
 - b. Build a communications structure to facilitate communication with faculty learning leaders and Deans to identify innovative teaching practices and teaching accomplishments. (A1; B5)
 - c. Invite university administration (including VPs, Deans, etc.) to events highlighting teaching and encourage faculties to involve these administrators in their own events as well. (A1; B3; B5)
 - d. Revisit and revise the publication *First Nations and Metis Students: A Faculty Guide*. (B1; C2)
5. Partner with the Dr. John Archer Library staff to create public awareness of the work of CTL, to offer programs in a flexible and collaborative learning environment (physically and virtually), and to work together to support and enhance our use of technology, as a means for supporting the teaching mission of the university. (A1, B4)

OBJECTIVES

1. Develop/strengthen collaborative communication and promotional efforts between the Library and CTL. (A1; B4)

2. Increase Library and CTL joint program offerings. (A4; B4)
3. Increase collaboration on technology support and related initiatives.(B4)

ACTIONS

- a. Integrate CTL and Library communication efforts through joint newsletter, television monitors, and membership on the joint communications committee.(A1; B4)
- b. Capitalize on the strengths of CTL and Library staff in the development and delivery of program offerings, such as workshops/seminars on academic integrity, copyright, information literacy.(A4; B4)
- c. Work with Library technology staff to identify and collaborate on joint initiatives, (e.g., video streaming, media storage, digital publishing, etc.) and to educate and support users on new technologies. (B4)

6. Contribute to the development of optimal physical and virtual learning spaces for all students. (A6; B2, B3, B4; B6)

OBJECTIVES

1. Serve as consultant to Facilities Management around physical learning space design.(B3; B4)
2. Increase use and adoption of UR Courses and related technologies (wikis, blogs, lecture capture, video streaming, etc.). (A6; B4)

ACTIONS

- a. Increase joint consultations about optimal learning space with a view to increasing the number of classrooms that incorporate these principles. (B3)
- b. Continue to consult with Distance Learning Division about virtual learning spaces.(A6; B4)
- c. Provide workshops to familiarize faculty, staff and students with ways to maximize new teaching and learning spaces on campus. (B2; B3; B6)
- d. Increase consultation between the Distance Learning Division and the Centre for Teaching and Learning relating to UR Courses, emerging trends, and best practices. (A6; B4)
- e. Collaborate with Information Services to establish a wiki and blog service on campus to further support teaching and learning activity.(A6; B4)
- f. Work with Information Services on establishing an updated video streaming service to meet the needs of faculty, the library, and other units on campus. (A6; B4)

Our Communities

7. Lead efforts to plan and publicise teaching and learning opportunities and achievements, and to showcase examples of excellence. (A1; B5; C1; C3)

OBJECTIVE

1. Expand awareness of U of R teaching excellence at local, provincial, and national levels. (A1; B5; C1; C3)

ACTIONS

- a. Work with External Relations and the community to showcase examples of excellence in teaching (by both faculty and graduate students). (A1; C1)
- b. Offer support and resources to teaching award applicants. (A1, C1)
- c. Promote CTL as a centre for excellence in research on teaching and also promote other events that will showcase examples of excellence in teaching (with and without technology). (A1; C1)
- d. Remain an active participant in and contributor to the Canadian teaching centre community, adopting best practices and refining local approaches accordingly. (A1; C1; C3)