



**DALHOUSIE**  
UNIVERSITY



# **Centre for Learning and Teaching**

## ANNUAL REPORT

**2022-23**

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# Message from CLT Leadership

The last academic year has been a time of reflection on the post-2020 teaching and learning environment. Our online teaching and learning surveys inform us that Dalhousie students and faculty alike are particularly interested in blended approaches to education. Our exploration of the post-digital world through a CLT studio course helped faculty consider the multi-modal possibilities. CLT consultations and programming has been offered in different modalities for different contexts providing more flexibility and access for faculty and graduate students. For example, our annual Dalhousie University Conference on Teaching and Learning was held in a hybrid form this year, providing in-person networking opportunities, while also providing online session options for those at a distance from our Halifax campus.

We have embraced many other ways of re-visioning teaching and learning over this last year. Our Transformative Education Summer Retreat provided a forum for faculty to discuss how they can ensure their courses and their classrooms are inclusive and accessible. We created resources and facilitated discussions about artificial Intelligence in the form of Chat GPT, among many other newly available tools, supporting new approaches and ensuring students meet valuable learning outcomes, recognizing how new technologies might be a feature of work and personal life.

CLT has supported the creation of physical classroom spaces, such as the newly designed McCain 2017, purposely created for multiple kinds of in-person active learning and we continue to provide video and audio services to provide students' access to learning they would otherwise not experience. CLT has also supported Faculties in considering how to develop processes for the holistic evaluation of teaching that can include peer review of teaching through the sharing of classroom spaces and experiences.



There are many quickly evolving teaching and learning questions on the horizon to explore and even more possible answers. We have begun our work in this direction by outlining our Third Century Promise Pillar One Strategies Plan and our Accessibility Plan, both in line with our CLT Strategic Plan created last year. As always, CLT will work collaboratively with our Dalhousie colleagues to support and encourage new ways of conceptualizing our courses and our classrooms while adopting perspectives that ensure a sense of belonging for all.

**Suzanne Le-May Sheffield, PhD**  
Executive Director (Acting)

**Susan Joudrey, PhD**  
Associate Director

# About CLT

## Vision

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We envision an educational environment that takes collaborative, compassionate, and evidence-based approaches to advancing positive change in teaching and learning.

## Mission

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In partnership with academic units, faculty members, and graduate students, CLT encourages the exchange of ideas about and lived experiences of post-secondary education. We advocate for openness to new ideas, creativity, growth, and development, to enhance the practice and scholarship of teaching and learning. To ensure quality learning experiences we take an evidence-based, relational approach to supporting effective teaching practices by integrating aspects of in-person, blended, and online learning; curriculum planning and design; embedding equity, diversity, inclusion accessibility (EDIA); and (re)creating institutional teaching and learning policies and (re)visioning infrastructure.

More about CLT's values and strategic priorities and goals can be found on our [website](#).

# About CLT

## Values-Our CLT Culture

### **Collaboration**

We work collaboratively across the CLT and the University to co-create outcomes that have impact and align with our vision and mission.

### **Collegiality**

We are collegial and seek to develop genuine connections. We are intentional about showing respect and compassion for the diversity of people with whom we work, for each other, and for ourselves.

### **Courage**

We strive to have the courage to advocate for positive change and seek to build capacity for change within ourselves and in those with whom we work.

### **Credibility**

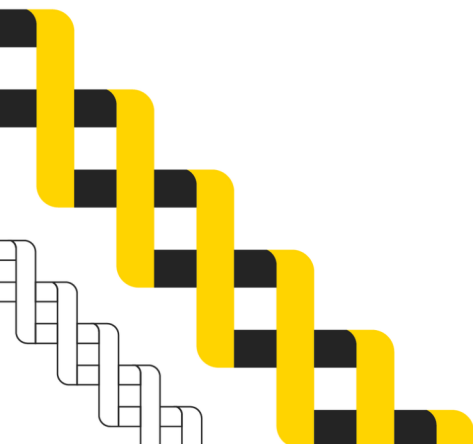
We communicate genuinely and honestly to foster relationships that can enhance learning and teaching at the university.

### **Trust**

We create trusting relationships with one another and with the people with whom we work, to establish open, authentic dialogue; to share different perspectives; and to build confidence in one another to have courageous conversations.

### **Professional Development**

We invest in our own continued professional development and learning through self-reflection, mentorships, partnerships, and scholarly investigation.



# The Team

**Kate Crane**, MA, Educational Developer, Online Pedagogy

**Tereigh Ewert**, MA, Senior Educational Developer, Anti-Oppressive and Transformative Education

**Elizabeth Gillis**, PhD, Educational Developer, Curriculum

**Les T. Johnson**, PhD, Senior Educational Developer, Online Pedagogy

**Betsy Keating**, PhD, Educational Developer, Faculty

**Rachelle McKay**, MA, Educational Developer, Indigenous Knowledges & Ways of Knowing

**Shazia Nawaz Awan**, PhD, Educational Developer, Internationalization and Intercultural Competency

**Jake Nissen**, Videographer

**Nancy Rogers**, Communications and Event Planning Coordinator (2022-23)

**Gillian Roseway**, Manager, Administration and Operations

**Bruno Roy**, Student Feedback and Evaluation Coordinator

**Michelle Soucy Rankin**, Communications and Event Planning Coordinator

**Nasim Tavassoli**, PhD, Educational Developer, Student Development

**Kate Thompson**, PhD, Educational Developer, Scholarship of Teaching of Learning (SoTL)

# Faculty Associates

**Rebecca H. Affoo**, PhD, Faculty of Health

**Christian Blouin**, PhD, Faculty of Computer Science

**Kim Brooks**, PhD, Schulich School of Law

**Marion Brown**, PhD, Faculty of Health

**Laura Cumming**, CA, CPA, MBA, BEd, Faculty of Management

**Karen Gallant**, PhD, Faculty of Health

**Joy Galloway-Jones**, M.A. Ed, Faculty of Agriculture

**Gillian Gass**, PhD, Department of Biology

**Clifton Johnston**, PhD, Faculty of Engineering

**Eric Poitras**, PhD, Faculty of Computer Science

**Raghav V. Sampangi**, PhD, Faculty of Computer Science

**Jennifer van Dommelen**, PhD, Faculty of Science

## CLT LIAISON

**Lindsay McNiff**, MA, MI, Dalhousie Libraries

# Year at a glance: the numbers



**621** Consultations



**41** CLT workshops  
**88** Custom workshops



**22** CLT University-wide events



**400+** Videos produced



**68** Committee memberships



**25** Faculty Certificate registrations  
**34** Graduate (CUTL) Certificate registrations



**7** Faculty Certificate completions  
**15** Graduate (CUTL) Certificate completions



**8000+** visits to CLT focus blog

# Major Events

## **25th Annual Dalhousie Conference on University Teaching and Learning (DCUTL)**

**May 3-4, 2023**

The annual Dalhousie Conference on University Teaching and Learning (DCUTL) aims to promote the importance of university teaching and learning among faculty, staff, and graduate students.

The theme for 2023 was: Mawitam'k (Being Together): How can the Five R's of Indigenous Education — Respect, Responsibility, Relevance, Reciprocity, Relationships, help us to imagine, build, nourish, and sustain teaching and learning communities. In our first-ever hybrid event, 125 participants joined in-person and online.



**DCUTL 2023  
KEYNOTE ADDRESS**

**DR. STEPHEN  
AUGUSTINE**



**DALHOUSIE  
UNIVERSITY** | LEARNING AND  
TEACHING

The graphic is a black rectangular banner. On the left, there is a rounded square photograph of Dr. Stephen Augustine, a man with long dark hair, wearing a colorful traditional Indigenous garment, speaking at a microphone. To the right of the photo, the text 'DCUTL 2023 KEYNOTE ADDRESS' is written in white, and 'DR. STEPHEN AUGUSTINE' is written in yellow. At the bottom left is the Dalhousie University logo (a shield with a bird), followed by 'DALHOUSIE UNIVERSITY' in white. To the right of this, separated by a vertical line, is the text 'LEARNING AND TEACHING' in white.

The event began with a keynote address from Dr. Stephen Augustine. He is a Hereditary Chief on the Mi'kmaq Grand Council, Executive Director of the Marshall Institute and the former Associate Vice-President Indigenous Affairs and Unama'ki College at Cape Breton University.



# Major Events

## **New Academic Staff Orientation (NASO)**

August 15-19, 2022 *(65 participants)*

New Academic Staff Orientation is one of the ways that Dalhousie University welcomes new colleagues to the academic community. The Orientation is designed to introduce faculty to the resources, services, and people who are available to help staff get off to a strong start in their academic roles at Dalhousie.

## **Transformative Education Retreat**

July 5-7, 2023

The Transformative Education Retreat promoted new and resurgent methods and approaches in teaching and learning and gave 55 participants the opportunity to learn from, and alongside, faculty members and educational developers who are developing and implementing creative and innovative teaching and learning practices.

Open to members of the Dalhousie community as well as those from other post-secondary institutions, virtual session topics included: Transforming Spaces and Teaching Outside of the Classroom, Practicing Intellectual Humility, Trauma-Informed Teaching Strategies, and Reframing Grading to Transform Learning

## **Teaching Assistant Professional Development Days (TA Days)**

August 29-September 2, 2022 *(115 participants)*

TA Days is an annual event with a series of workshops that focus on TAs and graduate students who are interested in a teaching career. These sessions are designed to address the essential skills required by graduate students to effectively facilitate classes and enhance their teaching skills.

# Grants and Awards

## University-Wide Teaching Awards

CLT administers the 2023 University Teaching Awards that were awarded this year to:

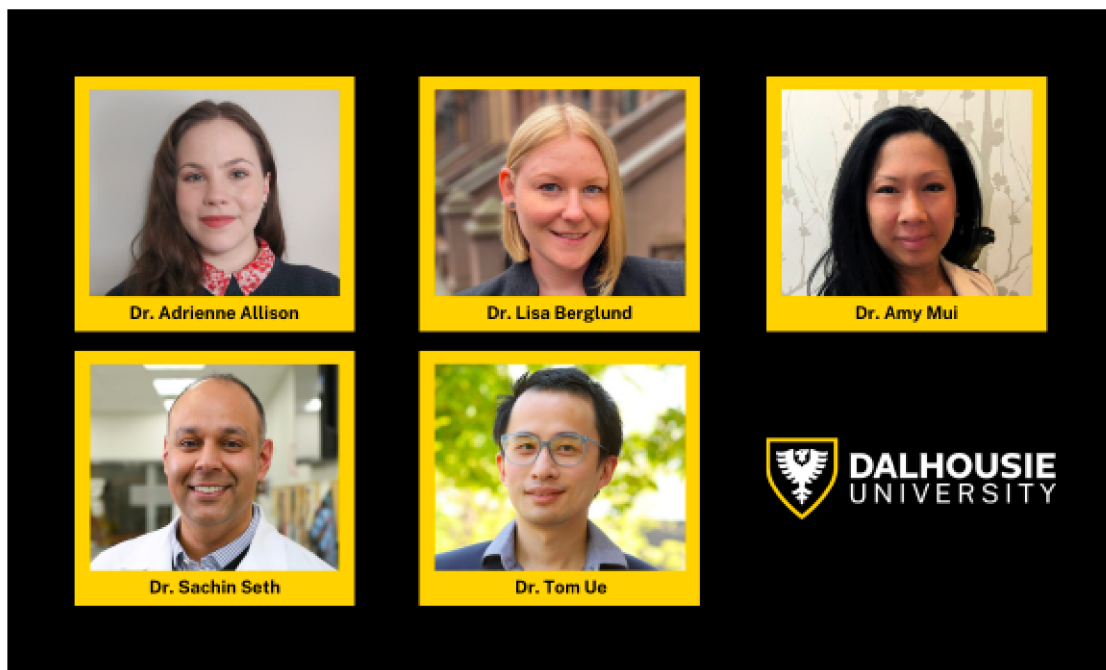
Dr. Adrienne Allison - President's Graduate Student Teaching Award

Dr. Lisa Berglund - Award for Excellence in Online/Blended Course Development, Design, and Delivery

Dr. Amy Mui - Early Career Faculty Award of Excellence in Teaching

Dr. Sachin Seth - Dalhousie Alumni Association Faculty Award of Excellence for Teaching

Dr. Tom Ue - Contract and Limited-Term Faculty Award for Excellence in Teaching



# Grants and Awards

Over \$90,000 in Grants distributed

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**\$65+k**

## Open Educational Resources (OER) Grant

In partnership with the Dalhousie Libraries  
11 Grants valued \$65,253.92

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**\$2k**

## K. Lynn Taylor Educational Conference Presentation Travel Grant

2 Grants valued \$2,000

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**\$20+k**

## Scholarship of Teaching and Learning (SoTL) Grants

7 Grants valued \$20,594.81

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**\$5+k**

## Anne Marie Ryan Teaching and Learning Enhancement Grant

2 Grants valued \$5,984

## CLT Awards/Grants (received)

### **Agent of Change Award**

SLEQ Technical Administrator, Bruno Roy, received the Agent of Change Award at the Bluenotes GLOBAL 2023 conference. This award honours the top three institutions who have influenced the roadmap of Blue during the past 10 years.

### **Award for Outstanding Achievement**

Educational Developer, Tereigh Ewert, received the 2023 DPMG Award for Outstanding Achievement (Career). This award recognizes her dedication to understanding the needs of communities, and lifelong commitment to equity, diversity, inclusivity, accessibility, and Indigenization and decolonization.

### **Employee Wellness Grant received**

CLT applied for and was awarded a grant in the amount of \$594 that was used towards team building and wellness activities.

## CLT Committee Work

CLT staff chair, co-chair, and are members of 68 university-wide committees (including, groups, and task forces) as well as members of external groups. Some notable committees are: Senate Academic Programs and Research Committee, Senate Learning and Teaching Committee and Undergraduate Academic Programs Sub-Committee, The Indigenous Knowledge Action Group, SoTL Canada, and the Atlantic Association of Universities Coordinating Committee on Faculty Development.

# Programs Team

Team members fostered ongoing teaching and learning enhancement and innovation through our dedicated professional development programming and services.

## **CURRICULUM**

Our unit-level work includes curriculum and teaching evaluation. We work closely with faculty as they review, renew, and develop programs. Curriculum consultations were conducted this year ranging across 26 different programs. Our ongoing support for the new Holistic Evaluation of Teaching policy has expanded to include a cross-Faculty discussion group as a place to share ideas and practice related to teaching evaluation across Dalhousie.



## **SCHOLARSHIP OF TEACHING AND LEARNING**

The SoTL Scholars Program supports faculty in developing SoTL skills, knowledge, and community. The annual SoTL Series offered throughout the year provides regular and flexible SoTL programming facilitated by CLT staff, members of the Dalhousie community and beyond. There are 12 active participants in the SoTL Scholars program, and robust participation from the university community in webinars and brown bag lunch series.

# Programs Team

## **FACULTY DEVELOPMENT**

The Faculty Certificate Program has four components, including some online and hybrid options. Three newly created studio course options were offered (30 participants), and 19 faculty members completed the core Course Design course. Participants receive peer feedback during three observation cycles, and they attend the Teaching Dossier Workshop to create and organize a teaching dossier. The Program gained 25 new members, and seven graduates received their certificates. After five years, a program review will begin in 2023-24.

## **STUDENT DEVELOPMENT**

We provide a variety of programs aimed at enhancing the teaching skills and pedagogical knowledge of graduate students and postdoctoral scholars. Our offerings include: the Certificate in University Teaching and Learning (CUTL) program (120+ participants), Teaching Assistantship (TA) Professional Days every fall, Graduate Teaching Dossier retreats for students who are preparing their teaching portfolios for job applications, a short course in Microteaching, and teaching and learning workshops tailored to the specific needs of graduate students and TAs.

## **STUDENT LEARNING EXPERIENCE QUESTIONNAIRE**

We set up SLEQs for 6000 courses per year which is over 200,000 student forms. Each term CLT supported a co-op student to work with the Student Feedback and Evaluation Coordinator.

This year saw the formation of the SLEQ Review of Questions Task Force by the Senate Learning and Teaching Committee to create a new instrument for collecting student feedback. CLT's Executive Director and Student Feedback and Evaluation Coordinator are members of this Task Force. A review of questions asked at other Canadian Universities was conducted by CLT and provided a starting point for Task Force discussion.



# Transformative Pedagogies Team

In 2022-2023, the Transformative Pedagogies team (Anti-Oppressive and Transformative Education, Indigenous Knowledges & Ways of Knowing, and Internationalization and Intercultural Competency) continued the work of implementing the university strategic plan through facilitating workshops, teaching short courses, and providing one-on-one consults with university teaching staff.

The first Transformative Education Retreat was held from July 5-7, 2023, which engaged over 80 registrants. Nine sessions on various topics relating to transformative education approaches were offered, with an average attendance of 40+ participants per session. The next Transformative Education Retreat will be held in Summer 2024.



## **Educational Developer, Anti-Oppressive and Transformative Education**

The Educational Developer who serves on 13 committees (co-chair of one); 1 Caucus (co-chair); 4 task force/working groups; and 5 local/national/international professional groups, had two particular foci. The first, working collaboratively with Faculties and Senate, identifying and mitigating structural biases in policies, and admissions materials, assessment rubrics, and processes. The second focus was on accessibility, anticipating and planning for the implementation of the Teaching, Learning and Research Standards in the Dalhousie Accessibility Plan, as well as contributing to Accessible Employment initiatives.

# Transformative Pedagogies Team

## **Education Developer, Indigenous Knowledges & Ways of Knowing**

The Educational Developer provides guidance on Indigenization & decolonization efforts across programs and serves on 5 committees & councils internal to Dal to advance priorities identified in the Indigenous Strategy (2018). Taking an emanating internal to outward approach, the ED continues to lead sessions for CLT staff on reconciliation and in 2022-2023, two short courses were offered to faculty members: “Reconcili(Action): Engaging Indigenous Knowledges” and “Decolonial Pedagogies & Treaty-Informed Teaching”, to be re-offered in 2024.

## **Educational Developer, Internationalization and Intercultural Competency**

The ED offers support and consultation on internationalization of curriculum, culturally responsive pedagogy, and initiatives related to internationalization at home across programs, faculties, administrative units, and committees (5) as the University works towards ensuring an equitable and inclusive culture.

In 2022-23, the support came in the form of workshops and sessions that are customized to the needs of individual Faculty when required, short and studio courses such as “Teaching International Students (TIS): Making learning experience relevant and inclusive”, for faculty professional development, and advocacy for integration of intercultural competency to enhance a sense of belonging for all.



# Online Pedagogies Team

## Responding to AI

This year saw the higher education landscape come alive with questions, excitement, and worry about the implications of generative artificial intelligence (A.I.) on teaching and learning at Dalhousie. The Online Pedagogies team met this challenge by leading a collaborative effort to hold workshops and information sessions and created a set of resources on generative A.I. These were designed to introduce instructors to these technologies, including how to talk with students, to design assessments with A.I. in mind, and to create awareness of some of the threats to privacy and equity.



## Video Creation

In video production, we saw a growth in requests for instructional videos as well as audio-based videos (videos with a dedicated voice over). We have started laying the groundwork for some new projects in 2024 such as workshops dedicated to showcasing video production and its benefits. We are also in the early stages of a potential livestream-based project, including a course for faculty. In this period, we have produced over 400 videos.

## Re-conceptualizing Online Teaching and Learning

Our team continues to interrogate and discern what it means to be, teach and learn “online,” mining our experiences of pandemic teaching and learning, faculty stories, and a variety of different literatures. This discernment has produced (on-going): a (draft) rubric for instructors to assess their efficacy in “presence,” “guidance,” and “navigation” within their online teaching practices/tools and a teaching and learning podcast, “Kates Discuss,” that reviews the “online” through a variety of different teaching and learning topics. We have also, in the period up to Aug 2023, begun designing a course design course that aims to conceptually dissolve the “online” and “face-to-face” binary to design courses that respond to, not only the ubiquity of digital technologies, but the inseparable entanglement of these technologies and student and teacher practices (course runs between Sept and Dec 2023).

# Administration Team

The Administration team continued to manage the financial, communications and operational needs of the Centre for Learning and Teaching.



We maintained a strong focus on fiscal responsibility, by strategically reducing expenses, while efficiently allocating resources and upgrading technological assets. The team supported all Centre activities, including grant and awards administration as well as the planning and advertising of online, in-person and hybrid conferences, webinars, workshops, programs, and events.

The impactful work of the Educational Developers was also shared with the broader university community through the CLT website, Connected Classrooms newsletter and social media pages.

Our work continued with the Web Renewal Project as we moved from a comprehensive review of our existing website into the planning of a more visually appealing and user-friendly platform that provides accessible information to all stakeholders.



In response to the evolving work environment, in 2022-23 we continued a hybrid work model that balanced remote, and in-person work effectively. The Administration team provided support to all CLT team members and ensured efficient operational continuity.

As we look ahead to the coming year, we remain committed to continuous improvement and the pursuit of overall efficiency in all aspects of our work.

# New Initiatives



## **Science Case Studies Grant**

A new \$1000 Science Case Studies Grant will be awarded in 2023-24 academic year. The focus of this grant is to encourage the creation and use of case studies by educators in Dalhousie science courses to support engaged learning and promote the application of fundamental science.

## **New Award created and launched**

In 2022 the Award for Excellence in Online/Blended Course Development, Design, and Delivery was launched. This award will be presented annually to an individual or team who has designed, developed, and delivered an exceptional online/blended course that has had a notable impact on students.

## **AI Resource created and launched**

In 2023 CLT created an Artificial Intelligence in the Higher Ed Classroom resource. Additionally, the 2021-2022 eLearning survey was completed and can be reviewed in Reports on Use and Perceptions of eLearning on the CLT website.

## **Podcast + Focus Blog**

In 2023 the Centre launched *Kates Discuss* a podcast with Kate Crane and Kate Thompson, two Educational Developers at CLT. The podcast covers a variety of topics related to teaching and learning in higher education. The Centre for Learning and Teaching's blog, FOCUS, continues to feature articles contributed by Dalhousie staff, graduate students, and faculty.



## **Flexible Learning Space**

Dr. Binkley worked with colleagues in the Centre for Learning and Teaching (CLT) — as well as staff in Academic Technology Services, Facilities Management, and the Registrar's Office to create a flexible learning classroom space in the Marion McCain Building. The space has modular seating and tables that allow for greater flexibility with classroom configurations.

# Strategic Priorities and Goals



**Engage** in faculty partnerships and collaborations to foster student-centred and evidence-based teaching approaches, to further the development of meaningful and effective learning experiences.

**Advocate** for and advance transformative pedagogies in teaching and learning by working with faculty, staff and graduate students to encourage equitable teaching and learning experiences and promote mindsets/cultures within our institution that promote transformational methods of education that enhance learning.

**Support** creative and student-centred curriculum development and design by deliberately and intentionally aspiring to create deep, flexible, and student-centred learning experiences through course and program creation and revision within pedagogical frameworks.

**Embed** principles of wellness, respect, and balance in teaching and learning - encouraging teachers to consider their own well-being and the well-being of their students when designing courses and programs, and in daily interactions.

# GET IN TOUCH



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[dal.ca/clt](https://dal.ca/clt)



@DalCLT





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