

DALHOUSIE  
UNIVERSITY



# CENTRE FOR LEARNING AND TEACHING

ANNUAL REPORT 2020-21

# Message from CLT Leadership

There is no doubt that during this last year we lived through an extraordinary time in human history in which the COVID pandemic changed our lives at least in the short-term and perhaps irrevocably for the long term. We have never seen universities move faster, demonstrating ingenuity in, commitment to, and passion for learning and teaching in a multitude of ways.

At the Centre for Learning and Teaching, we answered the call to respond to faculty who were making the remote pivot to online in March 2020. Subsequently, we worked with faculty who were undertaking the Herculean task of creating fully online courses on a very short timeline for all their courses for Summer, Fall, and then Winter 2021. Bringing our knowledge and experience, learning and re-learning ourselves, our staff responded to the needs of faculty – working long hours to ensure courses would run smoothly and students' experience, even if altered, would not be diminished. Dalhousie senior administration supported our work by recognizing the need for additional educational developers.

We have never been more proud of our CLT team members. This Report reflects the extent of our reach across our campuses and beyond, the range of ways in which we supported online development, and our reimaging of our own programs and events as we adapted them for the virtual world and shared them beyond the confines of the institution. It also reflects our partnerships with individual faculty, groups, and units, including Dalhousie Libraries (in particular Academic Technology Services), the Academic Quality Team led by Dr. Vivian Howard, Student Affairs, and the AVPA's and Provost's Office. We are grateful to all of our Dalhousie colleagues who trusted us and turned to us for assistance during a difficult, but ultimately successful, time in their teaching careers.

We look forward to building upon the reputation, relationships, and good work accomplished over the last year to further foster Dalhousie's commitment to teaching and learning.

**Suzanne Le-May Sheffield, PhD. Executive Director (Acting)**  
**Susan Joudrey, PhD Associate Director**

## Farewell to Brad Wuetherick

In April 2021, CLT bid farewell to Brad Wuetherick who, for the past eight years, served as Executive Director for the Centre for Learning and Teaching at Dalhousie University. Brad's contributions to the CLT team, Dalhousie, and the wider Nova Scotia community have had an immense impact.

We wish Brad all the best as he embarks on his new role as, Associate Provost, Academic Programs, Teaching and Learning at UBC Okanagan.





# From The President

## CLT's Impact

“ The depth and breadth of what this team has been able to accomplish in a relatively short period of time is truly remarkable. ”



In the *President's Corner* Column, Dalhousie University President & Vice-chancellor Dr. Deep Saini spoke of the impact of the Centre for Learning and Teaching.

"I had the pleasure of meeting with Dalhousie's Centre for Learning and Teaching team to hear from them directly about the work they have done to respond to the move to online learning since last spring.

"The depth and breadth of what this team has been able to accomplish in a relatively short period of time is truly remarkable. This includes, among other things, providing more than 600 eLearning consultations with faculty, reaching more than 4,000 faculty members from Dalhousie and other Atlantic universities through webinars and workshops, and creating programming focussed on online learning and the transition to online.

"I commend them heartily for their impressive work."

# What We Do

## Our Mission

The Centre for Learning and Teaching (CLT) works in partnership with academic units, faculty members, and graduate students to enhance the practice and scholarship of learning and teaching at Dalhousie University.

CLT takes an evidence-based approach to advocating for effective learning and teaching practices, curriculum planning, services to support the use of technology in education, and institutional policies and infrastructure to enhance the Dalhousie learning environment.



# What We Do

## CLT Services

CLT services and programs support academic units, faculty members, and graduate students. Our work includes providing one-on-one consultations as well as customized workshops. This work includes consultations on individual teaching, course design, scholarship of teaching and learning, classroom spaces, teaching award applications and teaching dossiers. CLT is responsible for the administration of the Faculty Certificate in Teaching and Learning, the Certificate in University Teaching and Learning, Micro-Teaching and the Teaching Dossier Retreat.

CLT also works in partnership with individuals and groups on program development, including support for curriculum mapping and planning. Our work also includes several eLearning initiatives designed to support online pedagogical teaching and assessment practices, instructional design and integration of instructional tools and technologies with teaching practice. The CLT eLearning Team supports and guides faculty with the creation of online course content and interactive learning strategies. The CLT EDIA Team works to embed aspects of equity, diversity, inclusion and accessibility across all of CLT's work, and to partner with faculty and departments to ensure teaching, learning and curriculum design are working towards an inclusive learning and teaching culture at Dalhousie.

Another component of our work is the administration of the Student Ratings of Instruction (SRI), a valuable component in the assessment of quality education the University provides.

In response to the pandemic, CLT services have expanded to include videography providing support for video creation to enhance students' learning experience.

Team members have an on-going impact across Dalhousie and beyond, serving on 86 Committees.

# Who We Are

## Meet the Team

### Educational Developers (Core Team)

**Tereigh Ewert**, MA, Senior Educational Developer  
(Diversity and Inclusivity)-Team Lead

**Les T. Johnson**, PhD, Educational Developer  
(eLearning)-Team Lead

**Susan Joudrey**, PhD, Senior Educational Developer  
(Curriculum)

**Betsy Keating**, PhD, Educational Developer  
(Faculty Certificate Program Coordinator)

**Jill Marie McSweeney-Flaherty**, PhD, Educational Developer  
(Scholarship of Teaching & Learning | Classroom Spaces  
SoTL Scholars Program Administrator)

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

**Diane Obed**, MA, Educational Developer  
(Indigenization)

**Chad O'Brien**, M.Ed, Educational Developer  
(eLearning)

**Chunming Tai**, PhD, Educational Developer  
(Students)

**Kate Thompson**, PhD, Educational Developer  
(eLearning)

### Leadership

**Brad Wuetherick**  
Executive Director

**Suzanne Le-May Sheffield**, PhD  
Director

### Administration

**Jake Nissen**  
Videographer

**Bruno Roy**  
Technical Administrator

**Ngoc Song Ha Pho**  
SRI Co-op Student

**Michelle Soucy Rankin**  
Communications and Event Planning Officer

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

# Who We Are

## Meet the Team

### Educational Developers (2020-21)

**Nataliya Bukhanova**, PhD, MEd, Educational Developer  
(embedded Health Administration)

**Kate Crane**, MA, Educational Developer  
(embedded FASS)

**Bianca Goree**, MBA candidate, Educational Developer  
(eLearning)

**Adrienne Lucas**, MA, M.Ed, Educational Developer  
(e-Learning)

**Anna Meer**, M.Ed, Educational Developer  
(eLearning)  
(embedded Management)

**Robyn Moore**, MA, Educational Developer

**Peter Newbury**, PhD, Educational Developer  
(e-Learning)  
(embedded Engineering and Science)

**Roberta Sharpe**, M.Ed, Educational Developer

**Kate Thompson**, PhD, Educational Developer  
(eLearning)

### Faculty Associates

Christian Blouin, PhD  
Assoc. Professor  
Faculty of Computer Science

Kim Brooks  
Professor of Law  
Schulich School of Law

Laura Cumming, CA, CPA, MBA, BEd  
University Teaching Fellow

Karen Gallant, PhD  
Assistant Professor  
Recreation and Leisure Studies

Gillian Gass, PhD  
University Teaching Fellow  
Department of Biology

Clifton Johnston, PhD  
Faculty of Engineering

Anne Marie Ryan, PhD  
University Teaching Fellow

Raghav V. Sampangi, PhD  
Instructor | Faculty of Computer Science

Jennifer van Dommelen, PhD  
Senior Instructor, Department of Biology  
Faculty of Science

# Year at a Glance

## CLT's Work

### eLearning (The Pivot to Online)

In what will go down in history as an unprecedented year, the Centre for Learning and Teaching played a key role in supporting Dalhousie in navigating the challenges of the pandemic.

The University's Strategic Initiative Fund (SIF) made a significant investment in CLT, in response to the need to shift to online. This funding supported the CLT team's growth.

With quick responsiveness, the CLT Team supported all faculty as the University transitioned to fully online learning. Expanded capacity, in response to increasing requests for CLT services, allowed us to meet demand, as we assisted with moving courses, workshops, conferences, and other programming online.

Over the year, the eLearning Educational Developers and the entire Centre for Learning and Teaching Team, supported online teaching, with one-on-one consultations with instructors to design online courses.

The work extended beyond Dalhousie, as webinars were made open to all Association of Atlantic Universities.





# Year at a Glance

## CLT's Work

### Equity, Diversity, and Inclusion (EDI) Work

In October 2020, the EDI Team was expanded from one educational developer focused on diversity and inclusivity, to three educational developers including two 8-month term positions focused on internationalization and intercultural competence, and Indigenization. The team undertook the important work of visioning, identifying the synergies among the three portfolios, their shared principles, foci, and what was needed at an institutional level to achieve the portfolio mandates:

Synergies between the 3 portfolios:

- **Anti-racism anti-oppression, anti-colonialism** - (institutional) barriers
- **Theory, praxis, and embodiment**-Practice is informed by theoretical and social perspectives and practice demonstrates, enables, and nurtures embodiment
- **Aspire and embody**-Humanizing and student-centred pedagogy and introduce and develop the concept of a 'holistic graduate' through University-wide graduate attributes
- **Embedded**-Explicit integration of EDI, Indigenization, and internationalization in curriculum, pedagogy, activities, and assessments

**Important foci**- raising awareness, intersectionality, move away from hyper-intellectualization to holism, emancipation through education and flexibility in all-things related to curriculum and its delivery.

#### Key Initiatives:

- Individual consultations, facilitating workshops, webinars and retreats, chairing and co-chairing committees
- Acting as a resource for the CLT team
- Created the Studio Course: What is Anti-racist/Anti-oppressive Education? An Introductory Course for White Faculty Wanting to Effect Change
- Reviewing program and course proposals going forth for Senate approval, including advising on the new Indigenous Studies major
- Reviewing and advising on admissions processes/policies, and university documents and policies
- Advising the Faculty of Computer Science, and their MACs program
- Working closely with the Director, Indigenous Community Engagement, and the Indigenous Advisory Council
- Building relationships and connections with internal and external stakeholders

# Year at a Glance

## CLT's Work

### Program Work

The CLT Team reconceptualized work, programming, and events and shifted to fit an online context. This took the form of existing work moving online, as well as the development of new courses that prepared faculty for digital course delivery.

#### **Foundations in Online Course Design**

This newly created course established a platform for faculty, empowering them with the necessary tools to build effective and engaging online courses that would reflect the quality of traditional, in-person sessions.

#### **Teaching and Learning in Higher Education (CNLT 5000)**

Our graduate-level course in university teaching and learning transitioned online and included a newly created Talking Teaching podcast that profiled instructors around the Dalhousie campus and their unique perspectives on topics such as pandemic teaching, testing, and alternative assessments, and the ethics of teaching.

#### **Teaching Assistant Professional Development Days**

The CLT's annual Teaching Assistant Professional Development Days (TA Day) evolved into a week-long event geared to support Teaching Assistants (TAs) in their upcoming work. Over 100 participants attended workshops on topics such as facilitating engagement in a synchronous environment; Equity, Diversity, and Inclusivity; providing feedback; and building an online community of learning.

#### **Online Micro-teaching Short Course**

The Micro-teaching Short Course was expanded to include an asynchronous module on engaging students in an online environment, and graduate students and teaching assistants were provided a safe and supportive space to practice teaching and facilitating in an online environment.

#### **Teaching Online for TAs**

In response to the rapid shift to online, a community Brightspace site was created to provide undergraduate and graduate TAs with a range of resources on marking, engaging students, providing feedback, and building communities online.

# Year at a Glance

## CLT's Work

### Online Teaching Website

CLT in collaboration with the Academic Technology Services unit created the Online Teaching Website. This resource provides information about the effective use of technology in course design and instructional tools, while maintaining academic quality.

The Online Teaching Website supports instructors in their online teaching journey.



### Going Online Together: Dalhousie Teaching Community

Educational Developers at the CLT created an Online Brightspace Community of resources where faculty can also connect, share and interact with each other and CLT Staff in support of transitioning their work online.

### Connected Classrooms

CLT worked in collaboration with the Dalhousie Libraries to create the AVPA bi-weekly newsletter to keep everyone up to date and connected, as we worked remotely.

# Year at a Glance

## CLT's Work

### Policy Work

CLT developed the Holistic Evaluation Teaching Policy and led the revision of the Syllabus Policy and SRI Policy. The SRIs will relaunch in the fall as Student Learning Experience Questionnaire (SLEQ).

In response to the Nova Scotia Accessibility Act (2017), CLT is leading one of the Accessibility Planning Committees working groups-Education Standard.



### Events moved Online

- Workshops moved to Webinars
- Teaching Assistant Development (TA Day)
- New Academic Staff Orientation (NASO)
- Dalhousie Conference on University Teaching and Learning (DCUTL)



# Year at a Glance

## Our Work in Numbers

**1000+** One-on-One  
Consultations

**90K** Website  
Visits

**52** Focus  
Articles

**238** Videography  
Projects

**76**  
Webinars

**96** Custom Workshops  
for Faculty/Departments

# Year at a Glance

## DCUTL

### **Over 500 Faculty and Staff attended the first virtual *Dalhousie Conference on University Teaching and Learning (DCUTL)***

For the first time, the Dalhousie Conference on University Teaching and Learning was hosted virtually under the theme “Educating the Whole Student”.

Keynote speaker Dr. Bryan Dewsbury, Associate Professor of Biology University of Rhode Island discussed inclusive practices in the context of their meaning and purpose and provided specific examples from his classrooms on the practice and impacts of inclusive approaches.

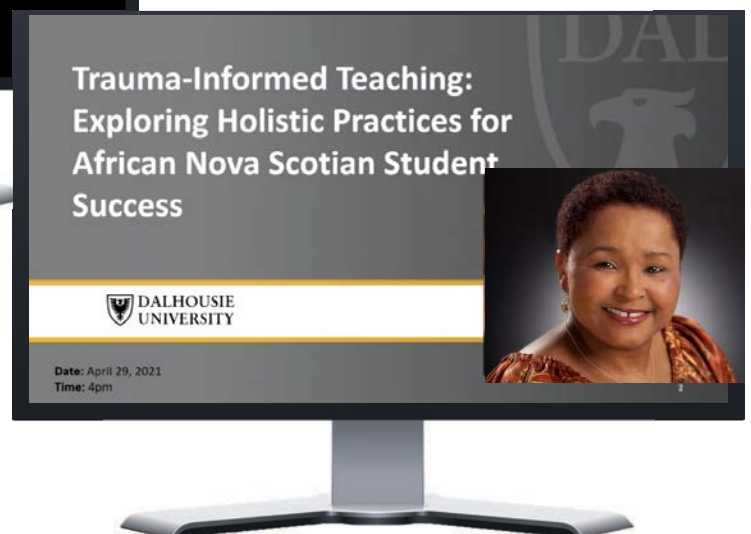
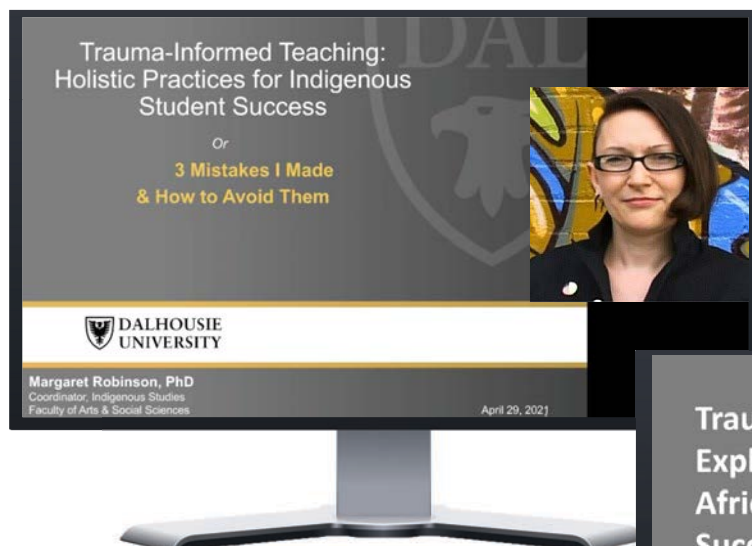


# Year at a Glance

## DCUTL

The closing panel speakers included Barbara Hamilton-Hinch, PhD, Assistant Vice-Provost Equity and Inclusion, and Margaret Robinson, PhD, Assistant Professor Department of Sociology and Social Anthropology. Their presentation focused on "Trauma-Informed Teaching: Exploring Holistic Practices for Indigenous and African Nova Scotian Student Success".

The discussion that followed explored ways to support academic success for student groups.



# Year at a Glance

## Grants

The Centre for Learning and Teaching offers five grants annually to support the development and dissemination of teaching innovation and scholarship.

The K Lynn Taylor Educational Conference Presentation Travel Grant is awarded to a single recipient to attend and present at an educational conference of their choosing. The Change One Thing Grant provides recipients with funding to attend and share their experience with student engagement at a teaching and learning conference of their choosing. This year, these grants provided funding to instructors from the School of Social Work, the College of Sustainability and the Department of Mathematics and Statistics.

CLT received funding in Winter 2021 from the Strategic Initiative Fund (SIF) for the Teaching and Learning Enhancement Grants and the Scholarship of Teaching and Learning Grants. The Enhancement Grant provides up to \$3000 to support the design and development of new or innovative approaches to student learning. The Winter 2021 call received 16 applications and of those, 9 were funded across 5 Faculties. The SoTL Grant offers up to \$3000 to support the scholarly inquiry into teaching practice. Seven, of eleven, applications across 8 Faculties were funded for the Winter 2021 call.

Based on the overwhelming increase of applications and call for support from the Dalhousie Community, the CLT received additional SIF funding to support a Summer 2021 call for the Enhancement and SoTL Grants.

In 2020, the CLT partnered with the Libraries, through the OER Working Group, to administer the SIF-funded Open Educational Resources Grants that support the development, design, and creation of OERs at Dalhousie with a grant of up to \$5000. The Winter 2021 call funded 5 projects across 5 Faculties. An additional Fall 2021 call has been announced, with awards granting up to \$7000.

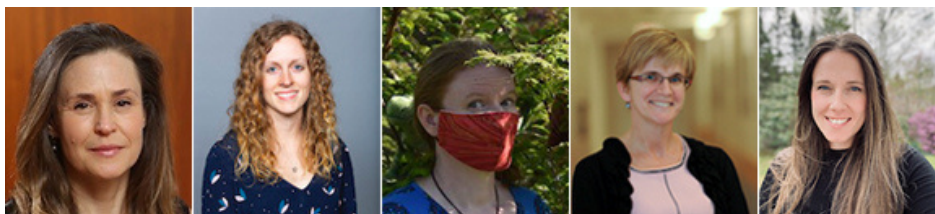


# Year at a Glance

## Awards

Centre for Learning and Teaching, on behalf of Senate, administers the following University-Wide Teaching Awards:

- Academic Innovation Award
- Award for Excellence in Education for Diversity
- Award for Excellence in Graduate Supervision
- Contract and Limited-term Faculty Award for Excellence in Teaching
- Dalhousie Alumni Association Faculty Award of Excellence for Teaching
- Early Career Faculty Award of Excellence for Teaching
- Educational Leadership Award for Collaborative Teaching
- President's Graduate Student Teaching Award
- Sessional and Part-time Instructor Award for Excellence in Teaching



**Dr. Eileen  
Denovan-Wright**

**Dr. Adria Quigley**

**Dr. Lexie Arnott**

**Dr. Catherine Craig**

**Dr. Leanne  
Stevens**



**First Year  
Chemistry  
Online  
Development  
Team**

**Katherine M.  
Marczenko**

**Ralph (R.J.) Redden**

**Christie Stilwell**

**Sue Goyette**

We congratulate the 2020-21 Award and Grant recipients. The full list of awardees can be found on our website.

# Future Focus

## 2021-22 Priorities

CLT remains committed to enhancing the practice and scholarship of learning and teaching at Dalhousie University. Our work is grounded in principles of accessibility, inclusion and diversity, respect, and collaboration.

In planning for the upcoming year, and beyond, we are developing an internal strategic plan that both reflects our core values and aligns with Dalhousie's strategic plan *Third Century Promise*.

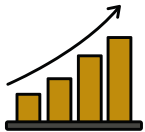


# Future Focus

## 2021-22 Priorities



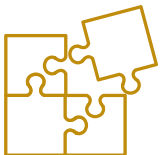
Building on eLearning strategies to inform University-wide policy



Increasing capacity to strengthen our work in EDI, Indigenization, and Internationalization



Staying connected to the people we serve, and continuing to provide support for their work



Strengthening relationships across faculties, departments, and units



Launching of the SoTL Scholars Program



Continued partnership with other university and community partners to enhance our work

## Connect with Us!



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CLT Annual Report 2020-21