



2021-2022

**ANNUAL
REPORT**

**CENTRE FOR LEARNING
AND TEACHING**

MESSAGE FROM CLT LEADERSHIP



Suzanne Le-May Sheffield
Executive Director (Acting)



Susan Joudrey
Associate Director

This academic year saw the gradual transition back to in-person learning from pandemic emergency remote learning. No doubt, as instructors reflect on their online teaching experiences and we look to our elearning faculty and student surveys, we will consider how courses and programs may change, as instructors incorporate aspects of their learning and student's need for flexible and remote instruction into their future teaching.

In line with the Third Century Promise, Dalhousie's Strategic Plan, this year the Centre for Learning and Teaching (CLT) staff engaged in our own strategic planning and goal setting. We collaborated thoughtfully with one another to consider the professional values we aspire to live by, values that will create the kinds of relationships and connections with faculty, post-doctoral fellows and graduate and undergraduate students that will lead and facilitate change in teaching and learning, while keeping our own and our colleagues well being front of mind.

Through successful Strategic Initiative Funding, we were able to ensure that three staff positions became permanent, resulting in much-needed contributions in the area of transformative pedagogies as well as the continuation of videography service at CLT. We also obtained funding to continue our grants programs, including our Open Education Resources (OER) grant partnering with Dalhousie Libraries. In addition, we obtained funding to extend our support work in the area of curriculum development for an additional two years.

As always, in partnership with faculty, departments, and staff across and beyond our campuses, CLT continued our well-established and frequently accessed consultations, programming, grants, and annual events, while contributing new topics and themes for learning and reflection. Notably, CLT staff created a well-attended summer Assessment Retreat, provided support in the Faculties for the Holistic Evaluation of Teaching, and are beginning to contribute to revisions to the Student Learning Experience Questionnaires (SLEQ) core questions. We created programming in the areas of gamification, Indigenous knowledges and decolonial pedagogies, open educational resources, teaching international students, students as partners, and anti-racist and anti-oppressive education.

We are looking forward to the year ahead, continuing to work in partnership with our Dalhousie colleagues to explore new challenges and opportunities.



ABOUT US

FIVE-YEAR STRATEGIC PLAN 2022-2027

CLT Staff engaged in an in-depth visioning and strategic planning process together, resulting in priorities and goals in alignment with Dalhousie's Third Century Promise.

Vision

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

Mission

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.

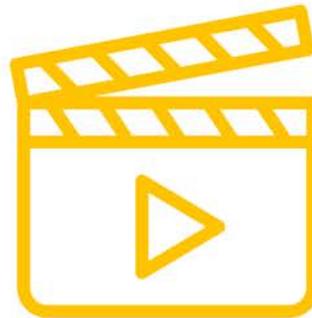
More about CLT's values and strategic priorities and goals can be found on our website.

ABOUT US

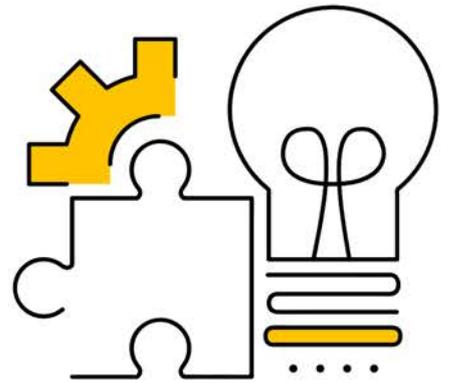
YEAR AT A GLANCE: THE NUMBERS

Consultations:

501



Produced
Videos:
441



Custom
Department Workshops: **45**



CLT University-wide
Workshops: **29**

Event Registrations:
1454



www.dal.ca/CLT



Website Visits:
9817

ANNUAL EVENTS

DALHOUSIE CONFERENCE ON UNIVERSITY TEACHING AND LEARNING (DCUTL)

Each year the conference aims to promote the importance of university teaching and learning among faculty, staff, and graduate students. It is both a showcase for current research and an opportunity to foster new projects. The 2022 theme was “Blended Teaching for Engaged Learning,” Frédéric Fovet, PhD, Associate Professor, School of Education and Technology, Royal Roads University delivered the keynote "Reflecting on Inclusive Teaching in a Post-Pandemic Landscape - Embedding UDL in the Design of Innovative Blended Learning for the 21st Century".

NEW ACADEMIC STAFF ORIENTATION (NASO)

This orientation is designed to introduce new academic staff to the resources, services, programs, and individuals available to support them at Dalhousie. They are invited to meet new colleagues and to discuss strategies and resources to support their academic careers. The event was held online this year, with synchronous events each afternoon and with online modules available for browsing through curated topics of relevant information on Brightspace. This year, over 200 new academic staff members were invited. The Brightspace site remains available to attendees all year for ongoing reference and consultation.

TEACHING ASSISTANT PROFESSIONAL DEVELOPMENT DAYS

The CLT's annual Teaching Assistant Professional Development Days (TA Days) was held virtually during the last week of August. This one-week-long event is geared to support Teaching Assistants (TAs) in their upcoming faculty assignments. Over 100 undergraduate and graduate students and post-doctoral fellows participated in workshops on topics such as grading large classes, equity, diversity, and inclusivity in teaching, effectively facilitating discussions, and giving constructive feedback.

NEW INITIATIVES



SOTL SCHOLARS PROGRAM

The new Scholarship of Teaching and Learning (SoTL) Scholars Program had its first full year and included the SoTL Series, which is an annual series of workshops offered throughout the fall, winter, and spring terms in a combination of face-to-face, blended and online (asynchronous and synchronous) delivery. The goal of the CLT's SoTL Series is to provide regular and flexible SoTL programming offered by CLT staff and members of the Dalhousie community and beyond. There were 14 committed participants in the program, as well as robust participation from the university community in webinars and brown bag lunch series.

MICROTEACHING SHORT COURSE

The Microteaching Short Course is designed to offer graduate students the opportunity to experience planning, developing, and delivering a lesson in a mock classroom with their peers. After completing self-directed tutorials about the fundamentals of teaching, students prepare and deliver a 10-15 minute teaching piece and receive feedback from their peers and CLT coordinator.

WORKPLACE WELLNESS GRANT

In line with CLT's strategic planning, we applied for and received a Workplace Wellness Grant. As a team, we created a book club featuring a text with practical strategies for maintaining work-life balance, work and personal wellness, and healthy relationships. This was followed with a facilitated workshop focused on the same topics.

UNIVERSITY-WIDE TEACHING AWARDS

Academic Innovation Award: Biodiversity Working Group

- Lara Gibson (University Teaching Fellow) Department of Biology, Faculty of Science
- Dr. Susan Gass (University Teaching Fellow) Department of Earth and Environmental Sciences, Faculty of Science
- Dr. Amy Mui (Senior Instructor) Department of Earth and Environmental Sciences, Faculty of Science
- Dr. Heather Cray (Instructor) Department of Earth and Environmental Sciences, Faculty of Science
- Dr. Paul Manning (Assistant Professor) Department of Plant, Food, and Environmental Sciences, Faculty of Agriculture
- Dr. Gabrielle Tompkins (Director, Integrated Science Office) Department of Biology, Faculty of Science

Award for Excellence in Education for Diversity

Dr. Lisa Binkley (Assistant Professor)

Coordinator Art History Certificate) Department of History, Faculty of Arts and Social Sciences

Early Career Faculty Award of Excellence for Teaching

Dr. Angela Crane (Senior Instructor)

First Year Program Coordinator), Department of Chemistry, Faculty of Science

Award for Excellence in Graduate Supervision

Dr. Jason Brown (Professor)

Department of Mathematics and Statistics, Faculty of Science

Contract and Limited-term Faculty Award for Excellence in Teaching

Dr. Heather Cray (Instructor)

Department of Earth and Environmental Sciences, Faculty of Science

Sessional and Part-time Instructor Award for Excellence in Teaching

Dr. Rebecca Babcock (Sessional Instructor)

Department of English, Faculty of Arts and Social Sciences

President's Graduate/Undergraduate Student Teaching Award

Luana Almeida (Ph.D. Candidate)

Graduate Student Representative,

Maritime Risk and Safety Research Group (MARS), Department of Industrial Engineering

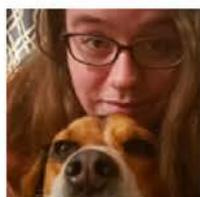
NATIONAL AWARDS

National Awards:

D2L Innovation in Teaching and Learning Award

Established in 2012, the D2L Innovation Award in Teaching and Learning, sponsored by Desire2Learn (D2L), celebrates and recognizes up to five post-secondary educators each year for their innovative approaches that promote student-centred teaching and learning.

2022 Awardee: First Year Chemistry Online Development Team



Angela



Jenn



Mark



Joseph



Adrienne



Reem



Mike



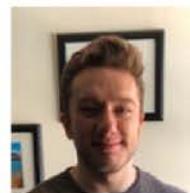
Izzy



Rob



Landon



Pat



Kirsten



Erin



Matt



Sarah



Nick



Joe



GRANTS

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

- **Change One Thing Challenge**
 - San Patten, College of Sustainability
 - Dr. Asmita Sodhi, Department of Mathematics and Statistics
- **K. Lynn Taylor Educational Conference Presentation Travel Grant**
 - Rose Singh, Faculty of Health, School of Social Work
- **Open Educational Resources Grant (partnered with the Dalhousie Libraries)**
 - Dr. Letitia Meynell, Department of Philosophy, Faculty of Arts and Social Sciences
 - Dr. James R. Barker, Faculty of Management, Rowe School of Business
 - Dr. Mike Smit, Professor, School of Information Management
 - Lachlan MacLeod, Copyright and Research Data Management Coordinator, Dal Libraries
 - Eric Poitras, Assistant Professor, Faculty of Computer Science
 - Dr. Philippe Mongeon, Assistant Professor, School of Information Management, Faculty of Management
- **Scholarship of Teaching and Learning Grants**
 - Dr. Kyle Wilby, Associate Professor, College of Pharmacy, Faculty of Health
 - Dr. Parisa Ghanouni, Assistant Professor, Occupational Therapy
 - Scott Comber, PhD, Faculty, University Teaching Fellow, Rowe School of Business, Faculty of Management
 - Natalie Kennie-Kaulbach, College of Pharmacy
 - Dr. Jennifer L. MacDonald, Senior Instructor and First-Year Chemistry Laboratory Coordinator, Department of Chemistry, Faculty of Science
 - Dr. Caitlin McArthur, Assistant Professor, School of Physiotherapy
 - Laurel Schut, College of Sustainability
 - Dr. Marie-Soleil Beaudoin, Department of Physiology & Biophysics, Faculty of Medicine
 - Dr. Colin Conrad, School of Information Management (primary appointment) Department of Psychology and Neuroscience (cross-appointment)
 - Eric Poitras, Assistant Professor, Faculty of Computer Science

GRANTS

- **Anne Marie Ryan Teaching and Learning Enhancement Grant**

- Dr. Jennifer L. MacDonald, University Teaching Fellow and First-Year Chemistry Laboratory Coordinator, Department of Chemistry, Faculty of Science
- Dr. Kelly Lackie PhD RN CCSNE, Associate Director, Simulation-based Education and Interprofessional Education, Assistant Professor, School of Nursing
- Cheryl Murphy, MD, MEd, FRCPC, Associate Professor and Undergraduate & Clerkship Director, Department of Psychiatry
- Dr. Marion Brown, Associate Dean Academic, Faculty of Health
- Dr. Alex Brodsky, University Teaching Fellow, Faculty of Computer Science
- Dr. Karen Gallant (project lead), Assistant Professor, HAHP
- Stephanie Lea RTR MAHSR PhD(c)
- Laurel Schut, College of Sustainability
- Andrew Medeiros, College of Sustainability & School for Resource and Environmental Studies, Faculty of Management
- Samantha Taylor, Rowe School of Business, Faculty of Management
- Alison Thompson, Department of Chemistry, Faculty of Science
- Gaia Aish, Department of Chemistry, Faculty of Science
- Dr. Susan Gass, Department of Earth and Environmental Science, Faculty of Science
- Dr. Wendy Gentleman, Department of Engineering Mathematics and Internetworking, Faculty of Engineering. Cross-Appointment in Department of Oceanography, Faculty of Science.
- Dr. Reinaldo Moya-Barrios, Senior Instructor, Department of Chemistry, Faculty of Science
- Dr. Frances L. Cozens, Associate Professor, Department of Chemistry, Faculty of Science
- Rebecca Moyer, Assistant Professor, School of Physiotherapy

ADMINISTRATION TEAM

In 2021-2022, the Administration team continued to support the work of the Centre for Learning and Teaching through:



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

- Managing the day-to-day operations of the centre
- Financial planning, budget forecasting, and reporting
- Communications
 - CLT website and social media
 - Connected Classrooms monthly newsletter
(in collaboration with the Dal Libraries)
 - Supporting the Dalhousie Brand Refresh and website renewal project
- Project management support to various working groups:
 - CIRTLL
 - Sub-group for Online Teaching Quality Assurance Principles
 - eLearning Strategy Working Group
 - SLEQ Review of Questions Task Force
 - DPMG Professional Development Committee



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

- Assisting with the planning and coordination of CLT workshops, webinars and events:
 - Dalhousie Conference on University Teaching and Learning (DCUTL)
 - Teaching Assistant Professional Development Days (TA days)
 - New Academic Staff Orientations (NASO)
- Grants and Awards committee organization, fund management and distribution

Our team will continue to support the Centre for Learning and Teaching and ensure our work aligns with the strategic plan of CLT and Dalhousie University.

PROGRAMS TEAM

TEAM OVERVIEW

The Programs Team continued to provide support for the university community with a focus on creating accessible programming and fostering the new interest in blended delivery for learning. While much of the work built on or sustained previous initiatives, additions were aligned with the university strategic plan.



FACULTY DEVELOPMENT



**Betsy
Keating**

Faculty Certificate in Teaching and Learning

The Centre offers a Certificate Program offered free to Dalhousie faculty members including limited-term contract faculty, part-time academics, and staff members who teach or have an interest in university teaching. Participants complete four program components to obtain the certificate: One core course in course design, two studio courses, three peer observations of teaching, and a final teaching dossier. Thirty new participants joined the Faculty Certificate Program this year, and nine participants graduated.

Studio Courses

The 205 Faculty Certificate participants had the option to choose from the following studio courses:

- Students as Partners in Online and Blended Teaching
- Teaching International Students (TIS): Making Learning Experience Relevant & Inclusive
- Gamification and Game-Based Learning
- A Perfect Blend: Transitioning to Blended Learning

Annual Teaching Dossier Workshop

The Creating a Teaching Dossier workshop took place in mid-May. During the workshop week, each participant had the opportunity to think about their teaching philosophy or approach to teaching, begin organizing their teaching dossier, and plan how to accurately capture their teaching practice and accomplishments.

STUDENT DEVELOPMENT



**Nasim
Tavassoli**

Programs for Graduate Students and Post-Doctoral Fellows

Certificate in University Teaching and Learning (CUTL)

With over 120 graduate students and post-doctoral fellows registered in CUTL program, our goal is to provide a framework for integrating and recognizing varied range of teaching development. Students in the program take the Teaching and Learning in Higher Education (CNLT 5000) course to complete the certificate.

To broaden and diversify the network of opportunities for students' teaching and learning development, Dalhousie became one of the members of the Centre for Integration of Research, Teaching, and Learning (CIRTL) network. CIRTL offers online courses, workshops and events related to teaching and learning and CUTL participants can benefit from attending CIRTL's offerings to complete their professional development hours. Moreover, CLT in collaboration with CIRTL@Dal provides three levels of CIRTL training and registration: Associate, Practitioner, and Scholar.

Graduate Teaching Dossier Retreat

This two-week retreat covers the fundamentals of a teaching dossier (e.g., teaching philosophy, student evaluations, teaching materials), and provides graduate students with an opportunity to take the time to start developing the foundations to their own dossier and reflect on their learning and teaching experiences. During the retreat, students engaged in asynchronous activities, and attended two synchronous sessions.

CURRICULUM



**Elizabeth
Gillis**

The Educational Developer (ED) Curriculum works closely with faculty as they revise all-ready established programs, create new programs, and map their curriculum. This is time-intensive work involving both regular meetings with team leads over a period of time as well as conducting workshops and retreats as department members work through new directions. Several curriculum consultations were conducted this year ranging across 21 different programs. Final CLT feedback letters are also created for submission to institutional curriculum committees.

Assessment Retreat

This summer we offered a week of ten workshops on various topics related to assessment such as finding the right assessments, reflective assessments, and ungrading. The retreat was held virtually between July 4-8 with sessions in the morning and afternoon each day. A consultation/debrief time was held between each session to allow participants a time to discuss some of their own ideas and challenges. Educational developers from across the centre contributed sessions, and the week was well attended by members of the Dalhousie and surrounding educational community.

Holistic Evaluation of Teaching

The centre's support for the new Holistic Evaluation of Teaching policy led to our creating and launching a website for individuals and faculty who are looking toward engaging with the new policy. The site features a wide selection of new and curated resources. In addition, educational developers within the centre have been supporting individual faculties as they develop their own holistic evaluation procedures through consultations and custom workshops.



Bruno Roy

Student Learning Experience Questionnaire

Bruno administers Dalhousie's Student Learning Experience Questionnaire process and the implementation, processing, and dissemination of the SLEQ reports.

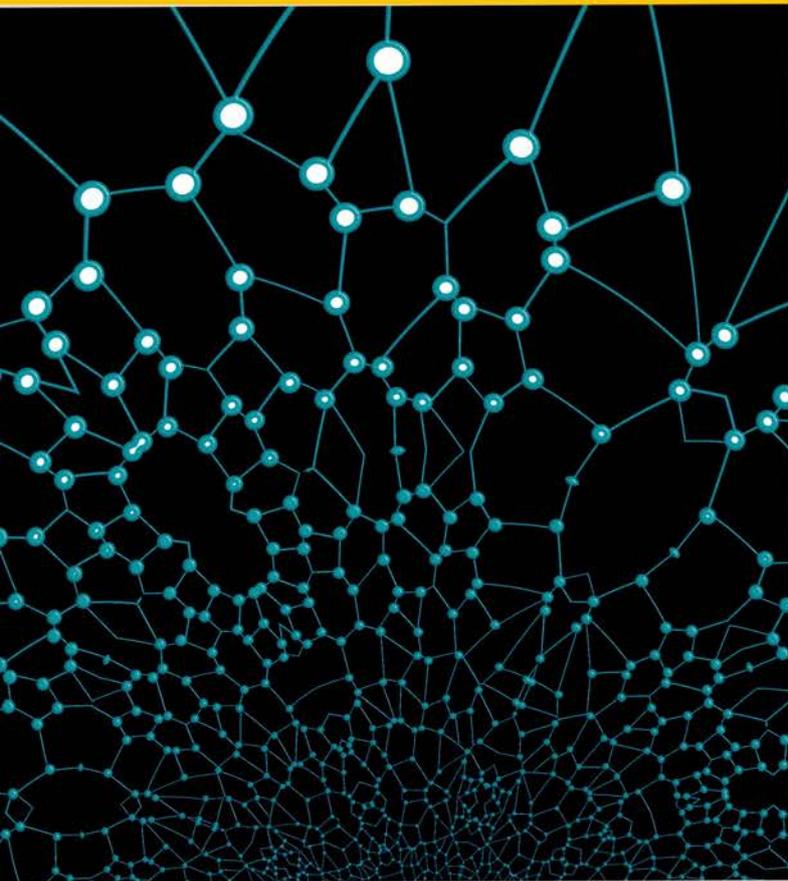
He also supports the Centre with technical troubleshooting, as well as advises on equipment and technology use.

Each term a co-op student supports the SLEQ Administrator. Funding for the student is partially provided by the Department of Labour, Skills, and Immigration through their Co-Op Education Incentive program.

SLEQ Review of Questions Task Force

The SLEQ Review of Questions Task Force has been formed and has started meeting to review the questionnaire as a teaching evaluation instrument. The updated and revised instrument will be piloted for use in a variety of teaching contexts at Dalhousie and a process for supporting feedback literacy among students and faculty will be established.

ONLINE PEDAGOGY TEAM



TEAM OVERVIEW

In 2021-2022, the Online Pedagogy team examined our team's work and its alignment with campus and Centre strategic priorities.

Third-Century Promise

Through our work, we aim to contribute to the pillars of exceptional student experience and inclusive excellence by partnering with faculty as they create and deliver online and blended courses and promoting accessible, inclusive, and collaborative online spaces and learning environments.

Digital Strategy

We remain committed to taking a person-centred approach in supporting faculty in the use of digital tools for their online and blended teaching that "considers all aspects of accessibility and bridges the digital divide."

CLT Strategic Plan 2022-2027

As co-creators of this plan, we feel particularly invested in furthering our shared values of collaboration, collegiality, courage, credibility, trust, and professional development.

ONLINE PEDAGOGY



Kate Crane

Our Year

In 2021-2022, our Online Pedagogy team continued to support online and blended instruction at Dalhousie through:

- Creation of video-based instructional content
- Consultations with faculty on their course designs
- Teaching of Studio Courses on Gamification and Game-Based Learning and Students as Partners
- Hosting various webinars and workshops
- Serving as leaders in committees and working groups



Les T. Johnson

Team Visioning

Our team engaged in a visioning process whereby we reflected on the recent past and changes in the eLearning landscape at Dalhousie; how online and blended teaching aligns with the mission, values, and strategic directions of the CLT; and how we might position ourselves in the future.

One change as a result of our visioning was the updating of our team name to Online Pedagogy, which more closely reflects current terminology and the work we do.



Kate Thompson

Future Goals

Our team will continue to place an emphasis on quality, inclusive and accessible, and evidence-based online and blended course designs and pedagogical practices. Our 2022-2023 work will include the continued creation of guides and resources; offering of webinars, workshops, and events; and dedicated efforts to participate in scholarship of teaching and learning.

VIDEOGRAPHY



Jake Nissen

In 2021-2022, the CLT Video Producer continued to support instructors in creating videos for their online and blended courses. Projects included lab and equipment demonstrations, simulations, field trips, or other situations where there was a need for the physical world to be brought into online learning spaces.

Projects

During the report period, the Video Producer worked with over 20 programs on a wide range of projects within each department. The number of videos produced was more than 400. Highlights include:

Marine Biology Video Library

This project involved the creation of marine biology content videos from recordings of synchronous class sessions. Student likenesses and names were removed to maintain privacy.

Faculty of Arts and Social Sciences (FASS)

Introduction Project

In this project, 14 departments and programs across FASS were invited to create a “Spotlight on...” profile video to highlight for students in required, first-year courses the various disciplines and program offerings through the Faculty.

Future Directions

In the coming year, the Video Producer will be collecting feedback via a confidential experience survey. The plan is to use the information to guide any changes to our videography services in order to best support instructors using videos for their teaching.

TRANSFORMATIVE PEDAGOGIES TEAM



TEAM OVERVIEW

In 2022, CLT successfully hired the position of Educational Developer (Internationalization and Intercultural Competency) now as a permanent and full-time position. The permanent, full-time position for the ED (Indigenous Knowledges and Ways of Knowing) was also filled.

The team has three distinct portfolios that also work at intersections with common purposes: i) anti-oppression and decolonization, ii) praxis and embodiment, (iii) embeddedness, and (iv) work that is relational, reciprocal and responsive. They apply these as faculty and instructors develop programs, curricula, pedagogies, activities, and assessments, resulting in validating, affirming, and aiming to create socially-just student spaces and experiences.

ANTI-OPPRESSIVE AND TRANSFORMATIVE EDUCATION



**Tereigh
Ewert**

Programming

The studio course 'Introduction to Anti-racist and Anti-oppressive Education' was offered a second time. Participants demonstrated a deeper understanding of: systemic oppressions that formed/are upheld in, their disciplines; how to meaningfully and humbly engage in allyship; and how to disrupt (systemic) inequities by leveraging their privilege(s).

With CLT Educational Developer peers, sessions were created for NASO, TA Days, the CLT Assessment retreat, and faculty retreats, equipping participants with lenses of decolonization and Indigenization, internationalization and intercultural competence, and teaching for equity, accessibility, and social justice.

Collaboratively, priority programming centred Universal Design for Learning and Culturally Responsive Pedagogy, frameworks named in the Dalhousie Accessibility plan.

Leadership

The Senior Educational Developer sits on twelve committees, chairing/co-chairing three, which includes the "Teaching, Learning and Research" working group that is advancing Dalhousie's imperative to meet provincial accessibility standards by 2030.

The Senior Educational Developer was approached to provide in-depth feedback and guidance on courses, program proposals and renewals, and admissions procedures, criteria, and documents, as well as to provide input on institutional surveys, and HR policies, procedures, and documents.

INTERNATIONALIZATION AND INTERCULTURAL COMPETENCY



**Shazia
Awan**

The Educational Developer in this two-year-old portfolio, concentrated on developing activities and initiatives and foster relationships focused on three areas: (i) Community (ii) Collaboration, and (iii) Cooperation.

Community

A newly designed course 'Teaching International Students (TIS): Making Learning Experience Relevant & Inclusive' was offered to the Dalhousie teaching community as a place to start thinking about internationalizing their curriculum and integrating components of intercultural competency in their pedagogical practices. Course participants also shared their learning at a Dalhousie showcase event.

Collaboration

The Educational Developer collaborated with (i) CLT colleagues in co-designing and presenting workshops and webinars on topics related to equitable assessments, working with international TAs, and new academic staff orientation (ii) with faculty members to share their ideas and work on intercultural competency with Dalhousie community, (iii) with faculties to respond to their individual requests, and (iv) through committees across Dal, including Pan University committee work.

Cooperation

Cooperation has been and is being extended through consultations with individual faculty members and relevant offices, such as International Centre, in the process of internationalization of programs, curricula, and teaching and learning.

INDIGENOUS KNOWLEDGES & WAYS OF KNOWING



**Rachelle
McKay**

Indigenization efforts at Dalhousie continue as part of our collective imperative to answer the Truth & Reconciliation Commission's Calls to Action.

Taking guidance from the Dalhousie Indigenous Council, Elders, and community members, the course Reconcili(action): Engaging Indigenous Knowledges & Decolonial Pedagogies' was constructed and co-facilitated with Mi'kmaq Pipe Carrier George Bedwell-Doyle. This course utilized Indigenous methods and ways of knowing, including ceremonial and land-based components, to guide Dalhousie faculty members on how to appropriately engage Indigenous knowledges within their course curriculums.

Additional learning opportunities for the Dalhousie teaching community were offered in 2021-2022, including a lunch & learn presentation on 'Teaching in the Era of Reconciliation' at Truro campus and a workshop designed and delivered to over 40 Dalhousie graduate students.

Taking a relation-based approach, the ED works to build connections across disciplines and institutions through serving on various committees, organizing the national ED Indigenous Knowledges Action Group, and participating in the national Indigenous Curriculum Specialist Network.

COMMITTEES

CLT staff chair, co-chair, and are members of University-wide committees, groups, and task forces, and are also involved as members of external groups.

University-wide Standing Committees

Accessible workplace – Accessibility Planning Committee/working group (bi-weekly)
Associate Deans Academic Committee (ADAC)
Copyright Advisory Committee
Classroom Planning Committee (member)
Employment Equity Council (Self-ID and Census sub-group)
IDEA Education Collaborative (co-chair)
TCP 2.4: Career Development Strategy
Indigenous Advisory Council
Research Ethics Board (member)
Senate Academic Programs Review Committee (SAPRC)
Senate Learning and Teaching Committee (SLTC)
University Academic Programs Sub-Committee (UAPSC)

Time-limited University-wide Committees

Accessibility Week RTF and Accessibility Week Planning Committee
Campus Climate Committee
Education Standards (Accessibility) (chair) and Dal Accessibility Working Group Leads Committee
Experiential Learning Project - Dal Advisory / Coordinating Committee (member)
Dalhousie Name Change (Co-Chair)
Institutional Survey Committee (member)
Micro-credential Steering Committee
Online Teaching Quality Assurance Principles (sub-group of eLearning Advisory, SLTC)
Pan-institutional Committee on Recruitment and Retention
Pan University Committee sub-committee on Curriculum, Teaching, and Learning
SLEQ Review of Questions Task Force (members)

COMMITTEES

On-going Institutional Group Meetings

Academic Quality Team (AQT) (members)
CIRTL
Disability Caucus (co-chair)
DPMG Communications Committee (member)
eLearning Community of Practice (Chair and members)
Faculty Administrators Meeting (members)
Healthy Workplace Collaborative (member)
Legacy Awards (member)
T&P information working group (AVPA, HR, DFA, CLT)
Queer Faculty Staff Caucus (members)

Faculty Standing Committees

Academic Programs and Curriculum Committee (FGS) (member)
Academic Review Committee Faculty of Health) (member)
Classroom Planning – Truro/Agriculture (member)
Undergraduate Studies Committee (School of Nursing) - (External member)
FASS Faculty Meetings (attendee)
Nursing EDI Research Advisory Committee (member)
Graduate Student Professional Development Committee (FGS) (member)

Committees – External to Dalhousie

AAU Coordinating Committee on Faculty Development (Vice-Chair)
Centre Leaders Canada Meeting (member)
IKAG (Indigenous Knowledges action group) CANADA (member)
International Journal for Academic Development (Associate Editor)
NS Social Equity Working Group (Dal Representative)
NS Technology Enabled Learning (TEL) Committee (Chair and member)
Organization formerly known as EDC meeting (members)
UDL in Higher Ed (Communications Chair)
SoTL Canada (member)

CLT FACULTY ASSOCIATES

CLT Faculty Associates support CLT work through committee membership, as peer reviewers for our annual conference, and this year by working within their faculties to create holistic evaluation of teaching processes – among other things!

Kim Brooks and Anne Marie Ryan (along with their other 3M colleague Srinu Sampalli) created Dalhousie Leadership in Teaching Excellence (D-LiTE) that formed leadership clusters around varying topics of faculty teaching and learning interest.

Rebecca H. Affoo, Ph.D., CCC-SLP, SLP-Reg, SLP(C)
(She/Her/Hers)
Assistant Professor, School of Communication Sciences and Disorders, Faculty of Health, Cross Appointed, School of Dental Hygiene, Faculty of Dentistry

Christian Blouin, PhD
Associate Professor, Centre for Genomics and Evolutionary Bioinformatics, Faculty of Computer Science and Department of Biochemistry and Molecular Biology

Kim Brooks
Professor of Law, Professor of Accounting and Dean, Faculty of Management

Marion Brown, PhD, RSW
Associate Dean Academic | Faculty of Health, Associate Professor | School of Social Work

Laura Cumming, CA, CPA, MBA, BED
University Teaching Fellow, Rowe School of Business, Faculty of Management

Karen Gallant, PhD
Assistant Professor,
Recreation and Leisure Studies, School of Health and Human Performance
Faculty of Health

Joy Galloway-Jones, M.A. Ed
Instructor,
Faculty of Agriculture, Manager of WIL Programs, Educational Change Facilitator & WUSC Advisor

Gillian Gass, PhD
University Teaching Fellow,
Department of Biology

Clifton Johnston, PhD
Department of Mechanical Engineering,
Faculty of Engineering

Eric Poitras, PhD (he/him)
Assistant Professor,
Computer Science | CSEd Research Cluster

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

Jennifer van Dommelen, MSc Ed
Senior Instructor,
Department of Biology, Faculty of Science

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