



The Centre for the Advancement of Teaching and Learning

2021 Annual Report

The Centre for the Advancement
of Teaching and Learning



**University
of Manitoba**

Table of Contents

Message from the director..... 2

Fulfilling our strategic objectives..... 3

Interim strategic pillar 1: To engage in post-COVID planning for teaching, learning, research, and work..... 4

Interim strategic pillar 2: To enhance experiential learning opportunities for all students..... 12

Interim strategic pillar 3: To further our commitment to Indigenous achievement and engagement..... 14

Interim strategic pillar 4: To further our commitment to an accessible, equitable, diverse, and inclusive campus.. 17

What’s next..... 19

Message from the Director, Erica Jung



Creating safe spaces in a challenging time

In partnership with the staff and faculties across the UM, The Centre for the Advancement of Teaching and Learning has persevered through an exceptionally challenging time. We have learned, grown and adapted to the environment around us which has made us stronger and better able to effectively meet the teaching and learning needs of our university.

We want to continue to evolve as a teaching and learning centre and support instructors so they can engage their student learners in innovative ways in the classroom and lab.

Along with our valued colleagues across both campuses, we want to continue to build a partnership that can support the teaching and learning sides of the university.

To this end, there is continued development of new workshops which include an equity, diversity and inclusion series, supports around curricular renewals, partnering with other units on Indigenous-focused education in our teaching practices, wellness and support of our technologies and enterprise systems.

We are continuing our efforts to decolonize our own workplace and support others across the university as they do the same in their teaching. It is important to us that we create a safe space for everyone who enters our physical and virtual spaces.

This annual report highlights the activities and work that The Centre has done in support of the interim 2021-2022 strategic plan, [Our Shared Future: Building on our Strategic Plan](#). We thank everyone who has taken the time to read this as we know that the only way we can move forward is to learn from and build on what we have done in the past.

Message from the Vice-Provost (Teaching and Learning), Dr. Mark Torchia



I've always felt that when one faces challenges, much good can come from the experience. The past year showed me that our incredible colleagues at The Centre are people who can turn challenges into opportunities. Throughout this annual report, The Centre has highlighted not only the hard work and complexity of its connectivity across UM, but also incredibly encouraging feedback from instructors and collaborators who were genuinely helped by The Centre's workshops and consultations. This instructor feedback has been very uplifting to CATL staff during these very complicated and trying times and pushed everyone to keep moving forward to help instructors at UM provide exceptional learning experiences and ultimately promote student academic success. I know that whatever is next for the university and our community, the team at The Centre will face it with the same dedication that has brought us through the past year.



Fulfilling our strategic objectives

During 2021, we were guided by the university's existing strategic plan, [Taking Our Place: University of Manitoba Strategic Plan 2015-2020](#) and by the interim strategic plan, [Our Shared Future: Building on our Strategic Plan](#).

[Our Shared Future: Building on our Strategic Plan](#) outlined four strategic pillars which guided our work in 2021 and are what we are measuring ourselves against in this annual report:

1. To engage in post-COVID planning for teaching, learning, research, and work.
2. To enhance experiential learning opportunities for all students.
3. To further our commitment to Indigenous achievement and engagement.
4. To further our commitment to an accessible, equitable, diverse, and inclusive campus.

This annual report acts as a report card to make sure the work we do here at The Centre is as aligned to the greatest extent possible with the university's strategic vision and also to celebrate how The Centre made our unique contribution to the university's mission.



Interim strategic pillar 1: To engage in post-COVID planning for teaching, learning, research, and work

At The Centre, our vision is to make sure that every teaching experience at UM is optimized for learning. The pandemic required a rapid transition to remote teaching and learning and made realizing our vision more difficult and at the same time more exciting. Working collaboratively with the Manitoba Flexible Learning HUB we made it our mission during the pandemic to support instructors and teaching assistants through the shift to remote learning and help them optimize their courses in a remote setting. We have provided unique professional development opportunities in a variety of areas as faculty and instructors find themselves navigating the post-COVID transition back to campus.

Managing disruption

2021 was about managing disruption, being flexible and dealing with unexpected change at every turn. Very early in the pandemic, we created resources to help people manage the transition to remote learning and in 2021, we continued to maintain and update the [remote learning support](#) section of our site.

Our remote learning resources featured a [quick start to teaching remotely](#), [support for TAs](#) and resources that recognized the immense toll the pandemic was taking on [mental health and wellness](#).

We supported faculty and instructors through three final exam periods by providing technical support for in-person and remote exams, fielding almost 500 requests. We provided support during the two Fall Term exam periods, one for uninterrupted courses and one for courses interrupted by the UMFA strike.

We worked to provide consistency in a series of Terms that were constantly in flux, for instructors and for students.



Amazing work CATL! Our survival as an institution during COVID-19 is due in many ways to the inventiveness and support of you and your team.

Instructor feedback



Teaching practices and pedagogy support

In 2021, The Centre offered many professional development opportunities for faculty, instructors, post-doctoral fellows, and graduate students to develop their teaching and course design practices. All our workshops and programs were updated to include strategies for teaching remotely and in-person to reflect the shifting realities of 2021.

Pandemic-related shifts in our workshops included:

- Adapting our workshops, offerings to reflect the shift to remote learning.
- Updating the Graduate Teaching Program (GTP) to reflect remote learning.
- Enhancing the Teaching and Learning Certificate (TLC) Program to help instructors answer questions like:
 - How do you teach in a remote teaching environment?
 - What needs to change?
 - How do you maintain excellence in teaching while remote?

In addition to workshops, we focused on building relationships through individual teaching and course design consultations to ensure that the UM teaching community felt supported while working remotely. We heard from numerous instructors that our work helped them continue providing high quality classroom experiences throughout the changes of 2021.



You played a major role in allowing UM faculty to continue offering a positive class experience to our students.

Instructor feedback



Foundational teaching skills

Throughout 2021, our public health leaders reminded us to “focus on the fundamentals” to navigate the pandemic safely. Focusing on fundamentals is sound advice for navigating a changing time, and our fundamentals-focused foundational workshops were well-attended as instructors took the opportunity to improve their skills in order to meet the challenges of teaching during a pandemic. Our foundational workshops are designed to deliver core pedagogical knowledge using the principles of evidence-based best practices for teaching and learning in higher education.

Some highlights:

- We conducted 39 foundational teaching workshops with a total attendance of 793.
- The Teaching and Learning Certificate Program (TLC) filled up in April with 19 new faculty members from faculties across both UM campuses including:
 - Rady Faculty of Health Sciences
 - Faculty of Education
 - Faculty of Social Work
 - Faculty of Kinesiology and Recreation Management
 - Faculty of Arts
 - Faculty of Agricultural and Food Sciences
 - Faculty of Science
 - Clayton H. Riddell Faculty of Environment, Earth and Resources
- We celebrated [13 new faculty members](#) who graduated from the TLC Program in a virtual event.
- There were two Teaching Cafés hosted in 2021
 - Teaching Café – Innovation in Remote Teaching and Learning (76 attended)
 - Teaching Café – Gikino’amaagoowin: a teaching or lesson that one receives (67 attended)
- The Graduate Teaching Program Level 1: Novice (GTP) team accepted 63 graduate students across three cohorts.
- There were 48 GTP workshops and institutes held in 2021 with a total of 767 attended.
- 11 students completed the GTP program.
- A three-day Instructional Skills Workshop (ISW) was held for sessional instructors in February and attended by eight individuals. The theme was teaching and learning in online and remote settings.



This was the best session I have attended at CATL in some time. It was an excellent use of my time. Thanks so much!

Adopting, Curating and Creating Open Educational Resources attendee



Best mental health workshop I've attended in my 20+ years as a healthcare provider and new UM faculty.

TLC workshop attendee



Specialty teaching skills

The Centre hosted a variety of workshops that promoted specialty pedagogies throughout 2021. We focused on learners in virtual classrooms and creating and facilitating safe and cordial spaces for all students. We also worked collaboratively with faculties and departments to offer custom designed workshops to meet their specific needs.

We hosted six workshops on specialty pedagogical practices with a total attendance of 80. Highlights of our specialty teaching collaborations included:

- Student Reflection and Metacognition
- Gamification and Digital Game-based Learning

We worked with five different faculties and units to design and deliver 12 custom workshops with a total attendance of 82. We welcomed the chance to work with groups who were interested in delving deep into specialized areas of teaching and learning.

The Centre's workshop attendance at a glance (January - December 2021)

Faculty Participation in The Centre's Workshops, Institutes, and Programs	Number of Attendees
Asper School of Business (Faculty of Management)	29
Clayton H. Riddell Faculty of Environment, Earth and Resources	33
Division of Extended Education	24
External to University of Manitoba	2
Faculty of Agricultural and Food Sciences	61
Faculty of Architecture	15
Faculty of Arts	97
Faculty of Education	23
Faculty of Graduate Studies	18
Faculty of Human Ecology	1
Faculty of Kinesiology and Recreation Management	25
Faculty of Law	7
Faculty of Science	69
Faculty of Social Work	43
Graduate Studies	1
Libraries	15
Marcel A. Desautels Faculty of Music	7
Other	121
Price Faculty of Engineering	59
Rady Faculty of Health Sciences	147
School of Art	9
Student Affairs	12
Total	818

Working with other post-secondary institutions

In 2021, we continued our long-standing collaboration with Lviv Polytechnic National University (LPNU), located in Lviv, Ukraine. The 2021 LPNU-UM collaboration focused on supporting faculty and students in an on-line learning environment brought about through our shared experience of the COVID-19 pandemic. The Centre for the Advancement of Teaching and Learning provided resources in the form of recorded workshops provided to teaching staff at LPNU and facilitated question and answer sessions to support the recorded workshops. During the 2022 Russian invasion of Ukraine, members of the UM community have been in daily contact with our partners in Ukraine.



This collaboration, both in process and in spirit is a rich resource, particularly in these times when so many of us feel so disconnected.

Adam Muller, PhD, Professor & Director, Peace & Conflict Studies, University of Manitoba



Academic Integrity

This past year, The Centre for the Advancement of Teaching and Learning participated in many varied projects, events, and initiatives promoting academic integrity at the University of Manitoba and beyond.

Our involvement promoting academic integrity included:

- Active involvement in the University of Manitoba Academic Integrity Advisory Committee (AIAC).
- Leadership of the Manitoba Academic Integrity Network (MAIN).
- Extensive involvement and organization of provincial and national meetings and events, including the Academic Integrity Inter-Institutional Meeting, and the Canadian Symposium on Academic Integrity.
- Advancing research on academic integrity and academic misconduct through three articles in peer-reviewed publications and in UM Today.
- Provincial, national, and inter-national conference presentations and invited discussion facilitation.
- Supporting faculty and administrators in building cultures of integrity through invited talks both internal and external to the university.
- Ten presentations to departments and faculties at orientations and faculty meetings to support academic integrity.

We participated in 98 academic integrity consultations to help the UM teaching community implement strategies for promoting academic integrity in various teaching contexts. We also started planning to host the fifth anniversary Academic Integrity Inter-Institutional Meeting in 2022.

Scholarship of Teaching and Learning (SoTL)

Helping faculty and graduate students transition back to research and scholarship in a new remote modality was important to us, so we adjusted our Scholarship of Teaching and Learning workshops to include remote as well as in-person methodologies. We offered a redesigned series of SoTL workshop that launched in Fall 2021. We hosted seven SoTL workshops throughout the year with total attendance of 62. The SoTL team supported 10 faculty members at various stages of SoTL projects. We collaborated on two SoTL projects with faculty members from the College of Pharmacy (Rady Faculty of Health Sciences) and the Department of Computer Science (Faculty of Science).

We also participated in an international and inter-institutional project to investigate facilitators and barriers to teaching and student learning during the pivot to remote learning at the beginning of the pandemic.



This workshop was so helpful in providing me with basic knowledge of the Ethics approval process, and also in linking me to others who could provide insights into how this process worked for them/how it would be useful in framing my own research goals.

SoTL workshop participant



Teaching and learning technologies

In 2020, the shift to remote learning put the focus on our teaching and learning technologies team. Instructors who had never or rarely used UM Learn, Webex or Zoom before were all of sudden having to learn a new way of teaching and a new way of using technology to teach. The learning technologies team stepped up in a big way in 2020 and continued their commitment to instructors in 2021.

We increased the number of UM Learn (175) and learning technologies (63) Ask an Expert sessions throughout 2021 to ensure that even while teaching remotely, instructors had access to one-on-one personalized support. During 2021, our learning technologies team addressed a staggering 3,664 requests for technology support. Numbers tell part of the story but we also heard from numerous instructors who started out scared and left a workshop or a consultation with the confidence that they could use technology to enhance their teaching.

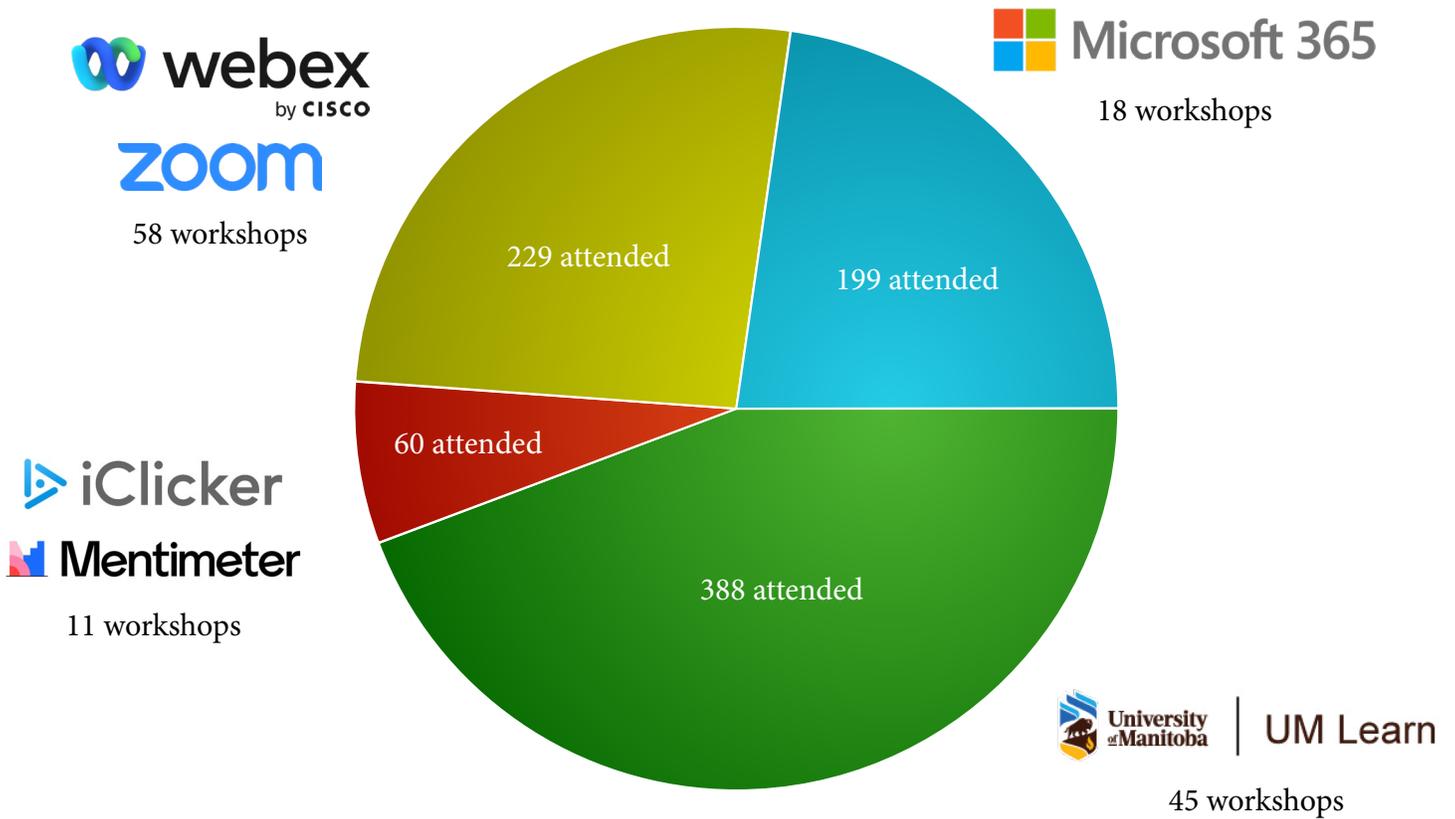


I'm sure every faculty member who has not taught on-line courses appreciates your support. I do.

UM Learn workshop participant



Technology highlights



Overall, it was an engaging and I gained new knowledge of the system. I will definitely attend more.

UM Learn workshop participant



I now have confidence to schedule meetings via Webex and engage students in quizzes.

Cisco Webex Breakout Session attendee



[The instructor] is helpful and open to diverse learners, without being patronizing. That's what a university should strive to do - and she personifies it.

Zoom workshop participant (on how instructor dealt with accessibility challenges)



Focusing on people

In 2021 we continued to learn and understand that the pandemic is a collective trauma we are all experiencing in ways that are the same and different for everyone. Our internal activities and external outreach reflected the need to respect what everyone was going through in 2021.

To address the strain of the pandemic on instructors, we developed a series of five workshops for faculty to promote wellness in teaching and learning based on Martin Seligman's PERMA (Positive Emotion, Engagement, Relationships, Meaning and Accomplishment) framework.

The PERMA series for instructor well-being was held twice, 10 workshops with a total of 109 attendees. We also delivered a workshop specifically designed for instructor well-being in remote classrooms with 9 attendees.

The PERMA series was adapted for graduate students and focused on wellness during graduate studies to reflect the unprecedented time we are living through. The graduate PERMA workshops saw 111 total attendees.



Very well done, I felt engaged and left the session feeling good about what I learned! As a graduate student I found the session helpful in my own academics and see ways the teachings from this workshop can be applied in my future teaching practices! Thank you!

Graduate Student Wellness - PERMA series attendee



Thank you for the PERMA sessions, I greatly value this learning opportunity, the content is inspiring and makes me feel good!

Instructor Wellness - PERMA series attendee



Supporting our staff

The Centre staff have been working tirelessly to support faculties since the pivot to remote teaching. It was important to promote wellness within The Centre as well, so our staff were provided with opportunities to participate in wellness days, group counselling sessions, professional development and guest speaker sessions.



Interim strategic pillar 2: To enhance experiential learning opportunities for all students

Experiential learning is a pedagogical strategy that advances learning, personal growth and competency development by engaging students directly in the applying theoretical concepts in practice and reflecting critically on those experiences. At its best, experiential learning is intentional, reflective, and transformative, and promotes deep engagement with theory through relevant hands-on activities or immersion in a complex learning environment.

In 2021, we hired two Experiential Learning Specialists and founded [The Office of Experiential Learning](#) within The Centre for the Advancement of Teaching and Learning in order to help the university enhance experiential learning opportunities for all students.

The Office of Experiential Learning Mandate

Experiential Learning (EL) is a pedagogical strategy that advances learning, personal growth and competency development by engaging students directly in the applying theoretical concepts in practice and reflecting critically on those experiences. At its best, experiential learning is intentional, reflective, and transformative, and promotes deep engagement with theory through relevant hands-on activities or immersion in a complex learning environment.

Since the University's founding, experiential learning has provided opportunities for students to apply their learning in a range of diverse contexts, and to develop the knowledge, skills and dispositions critical to life, work and global citizenship. Experiential learning integrates principles drawn from Indigenous pedagogies, including respect, reciprocity and reflection, and is a form of learning that is inextricably linked to Indigenous ways of knowing, being and doing (Battiste, 2005).

[The Office of Experiential Learning](#), within The Centre for the Advancement of Teaching and Learning, serves as a gathering place for collaboration and innovation in experiential education. The Office supports a growing community of practice dedicated to sharing knowledge, fostering reflection, and enhancing experiential learning opportunities.

We:

- Support faculty and instructors in the development and deepening of experiential learning activities in courses and programs.
- Act as a coordination point for sharing of high-impact experiential learning practices and resources across all faculties.
- Work with colleagues to incorporate Indigenous pedagogies and inclusive practices within experiential opportunities.
- Support measurement of the impact of experiential learning projects and activities, and gather data and stories about experiential learning at the university.
- Champion a culture of best practices and innovation within experiential education through collaboration within the University and with colleagues across Canada.



Interim strategic pillar 3: To further our commitment to Indigenous achievement and engagement

We know that Indigenous initiatives need to start with people, and in 2021, The Centre stood behind their commitment to Indigenous engagement by hiring a second Educational Developer: Indigenous Initiatives to support the ongoing Indigenous workshops and initiatives. We have worked with numerous units at the university to help make UM a place where Indigenous students can learn and thrive.

Through The Centre we have:

- Developed more Indigenous content in UM courses.
- Engaged with the Indigenous community on campus by working with units and faculties including:
 - Indigenous Studies
 - College of Rehabilitation Sciences (CoRS)
 - Engineering
 - Extended Education

Indigenous engagement has reached out to different units inside and outside of the University of Manitoba to further our commitment to Indigenous achievement and engagement. We have also arranged meetings with the National Centre for Truth and Reconciliation (NCTR) to do a collaboration with them on a workshop.

How The Centre observed the National Day of Truth and Reconciliation

On September 29, members of The Centre gathered for a presentation about The Origins of the National Day for Truth and Reconciliation.

In the spirit of continued efforts in working towards reconciliation, we took time to learn, commemorate, and honour.

Artwork shared during the September 29 presentation to honour the National Day of Truth and Reconciliation

Residential School created by the youth at the Ndinawe Youth (2015) Resource Centre, Winnipeg, Manitoba, under the artistic tutelage of Leah Fontaine and Bernard Ferguson (5ft x 4 ft) paint, plaster, collage materials.

In light of the unmarked graves of children who did not come home from residential school, this presentation is to assist many in bringing awareness and understanding of the National Day for Truth and Reconciliation as a federal statutory holiday which gives the public a chance to recognize and commemorate the intergenerational harm that residential schools have caused Indigenous families and communities, and to honour those who have been affected by this injustice.



Broader UM community engagement

Committees the Indigenous Engagement team engage with include:

- [Indigenous Connect](#) - A project team putting mechanisms in place to address Indigenous faculty and staff working towards building a stronger Indigenous voice on campus.
- [Gaa wii ji'i diyaang](#) - Originally formulated as a working-group in support of the Indigenous Achievement strategic planning process, Gaa wii ji'i diyaang is comprised of Indigenous and non-Indigenous faculty, staff and students walking with and advocating for Indigenous Achievement at the University of Manitoba.
- UM's Anti-Racism Strategic Planning Committee.

We have worked to develop resources and work with faculties to help them support Indigenous students better and make decolonization an everyday practice for instructors:

- How to decolonize curriculum.
- Brought in speakers from the community including Alex Wilson from the University of Saskatchewan who came to talk about land-based pedagogy with the staff of The Centre.
- Storyteller Series, how to use story in different faculties and fields by introducing the art of storytelling, what does digital storytelling look like.
- Conducted 20 workshops, providing a wide range of supports-from supporting Indigenous students in remote communities to working with people who are gifted(elders); with a total attendance of 422.

Our broader community engagement includes:

- Connecting with Indigenous educators across Canada.
- The Centre have been working with an informal group dedicated to “Lifting each other up” - to talk about Indigenous education with challenges and supports. Our inaugural event hosted 53 people from teaching and learning centres across Canada. We plan to host a similar event in June 2022.
- Nicki Ferland Community Engaged Learning coordinator, land-based learning, workshop, Indigenous evaluation methods, alternative assessment for Indigenous students, Engaging with Community resource.
- Developed an online alternative to the blanket exercise KAIROS Canada.



Thanks for this course, very approachable regarding a very hard & uncomfortable topic.

Approaching Reconciliation through Teaching Practice attendee





Interim strategic pillar 4: To further our commitment to an accessible, equitable, diverse, and inclusive campus

Respect for diversity has been part of our transformational values for many years. Through 2021 and into 2022, our commitment to diversity has taken different and exciting new shapes. All our Foundational Workshops and Learning Technologies workshops continue to address the importance of accessibility and creating learning materials for all learners, but with new changes we are carving out a role for ourselves as accessibility leaders at UM.

In 2021, The Centre successfully purchased an enterprise license for the YuJa Video platform that will automatically caption videos, making the work of more than 4,000 UM YuJa users automatically compliant with the Accessibility for Manitobans Act.

Through 2021, we worked to get instructors and other units on board with YuJa with a goal of making YuJa UM's preferred video platform. The YuJa team also began preparation for the launch of YuJa Panorama in 2022, an accessibility tool that indicates how accessible or inaccessible course materials are and offers suggestions to make them more accessible.

Equity, diversity and inclusion

In 2021, we hired an equity, diversity and inclusion specialist. The goal for our work in equity diversity and inclusion is for units and faculties at UM to reach out to The Centre as a collaborative partner in making UM a more just and equitable place. In 2021, The Centre hosted two workshops on topics related to equity, diversity and inclusion with a total of 79 attendees. Also, planning began for an equity, diversity and inclusion-focused Teaching Café event to be held in 2022.

Sun Rope

In 2021, The Centre for the Advancement of Teaching and Learning formed a collective called Sun Rope where colleagues with diverse roles from across our unit discuss topics in equity, diversity, inclusion and anti-racism.



What's next

As outlined in our message from the director, we are living in an exceptionally challenging time. A challenging time, while challenging, gives us a chance to understand what we are made of, as institutions, as departmental units and as individuals. The university aims to undertake a comprehensive strategic planning exercise in 2022 to create a new five-year plan to guide our communal efforts in 2023 and beyond. We are eager to work with the university in this process in any way we can.

Meanwhile, in 2022, we will continue to be guided by [Taking Our Place: University of Manitoba Strategic Plan 2015-2020](#) and the [Our Shared Future: Building on Our Strategic Plan](#). We will also be guided by the feedback we receive from the instructors and graduate students who attend our workshops and Ask an Expert sessions and who reach out for our help on a daily basis. We will also listen to the voices of The Centre's staff, who hear and understand what is going on in the classrooms we serve. We will also be guided by what we have learned in 2020 and 2021 about resilience, compassion and our shared humanity.

In 2022, we look forward to taking the lessons of this past year to help us make the University of Manitoba an exceptional place for students to learn, change and become who they are meant to be in an exceptionally challenging time.