



The Centre for the Advancement of Teaching and Learning

2024 Annual Report



University
of Manitoba

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A Year of Growth, Learning and Impact



Message from the Director, Dr. Erica Jung

The Centre for the Advancement of Teaching and Learning continues its mission to support teaching and learning at the University of Manitoba. The 2024 annual report highlights the collective impact of our programs and services and showcases key moments of growth and reflection through the work we do with faculty and students.

As a mature teaching and learning centre, we are committed to supporting faculty members, instructors and graduate students in their teaching and learning journey. The Centre provides resources and supports through online resources, consultations, workshops, and more. We continue our journey of decolonizing our practices and lens, in an effort to create a more inclusive environment for everyone who engages with or comes across The Centre in their work.

Thank you for your interest and engagement with The Centre in 2024.



Message from the Vice-Provost (Learning, Analytics, and Academic Infrastructure), Dr. Mark Torchia

We are pleased to share this 2024 annual report with the UM Community. It was an extremely busy and productive year for The Centre for the Advancement of Teaching and Learning.

The Centre's primary mission of supporting instructors and professors continued to be at the forefront of the entire team's activities.

The Centre has also continued to support curriculum renewal and development, universal design for instruction, entrepreneurship integration, experiential learning, higher education research and the scholarship of teaching and learning.

The University of Manitoba's Strategic Plan - Momentum: Leading Change Together, continues to be the anchoring values for all of The Centre's work.

Thank you for your engagement and support during 2024.

2024 highlights

The Centre continued to provide transformative educational experiences throughout the year.

Broadened UM community engagement



1,715 individual attendances



126 workshops



378 UM community members

378 UM community members participated in 126 workshops, for a total of 1,715 individual attendances, underscoring the demand for faculty development. Our continued expanded support for the Rady Faculty of Health Sciences saw 364 attendees engage in various sessions across UM campuses.

Workshops that matter

The quality and relevance of The Centre's offerings were validated by workshop attendees: 94% of participants said that the sessions met or exceeded their expectations.

Enhancing our foundational knowledge

As part of our Reconciliation Action Plan, Centre staff engaged in activities and training to deepen their understanding of decolonization, equity, diversity, inclusion and accessibility. These learnings guide and shape the support and resources we provide in our programming.

Curriculum renewals

The Centre is engaged in 12 curriculum renewals across 12 faculties and colleges. The Centre staff offer custom support and guidance at each stage of these renewals, from early consultation, visioning, facilitating retreats, program evaluation and more.



The IDEA START Podcast

The Centre was a co-creator of the [IDEA START Podcast](#), a new monthly conversation with leaders and entrepreneurs exploring all things creativity, innovation and entrepreneurship.

Hosts Rajeev Koyal, the Program Manager for IDEA START, and Janine Carmichael, The Centre's Faculty Specialist for Entrepreneurship, engaged with a range of experts to share insights and inspired stories. Season 1 highlights included strategies for protecting and advancing intellectual property and examples of how virtual reality is being used to reimagine faculty development.

Elevating teaching and learning across UM

We continued our work in 2024 to help instructors adapt their methods, materials and assessments to create an optimal learning experience for the university's diverse student population. The Centre's foundational and 31 custom workshops foster teaching excellence and encourage inclusive, equitable environments where students can thrive.

To this end, **Universal Design for Learning (UDL)** and **accessibility** continued to be priorities.

UDL: Fostering optimal learning experiences for all

A monthly series of **Universal Design for Learning in Practice** workshops were well attended by instructors keen to adapt their teaching to create meaningful genuine learning opportunities for all students everyone in their classrooms. The sessions included information on disability activism and theory to contextualize the learning.

Attendees were eager to ask questions, apply their learnings with students and collaborate further with The Centre to incorporate UDL into their curriculum. The popular series is ongoing.



Teaching Café – Introducing accessibility into the classroom

The desire and need to implement accessible course design principles increases each year. Accessibility is many-layered, and knowing where to start as an instructor and in what direction to go can seem overwhelming.

At the 2024 Teaching Café, hosted by The Centre as part of the [TLC program](#), four UM panelists presented basic concepts of accessibility and shared thoughtful approaches for examining teaching practices, student-teacher interactions and power structures.

Tina Chen, Vice-Provost (Equity), Carolyn Christie, Student Accessibility Services Director, Dr. Stephanie Hladik, Assistant Professor, Centre for Engineering Professional Practice and Engineering Education, and Johnathan Bevan, Educational Developer with The Centre gave attendees helpful examples of how a combination of small, cumulative actions and strategic planning can bring about positive change.

Integrated Accommodations Project

This new project, launched in consultation with Student Accessibility Services (SAS), employed creative methods to make teaching more inclusive.

The innovative approach includes:

- Giving students who are supported by SAS the opportunity to have the same educational experience as their peers
- Acknowledging that not all students with impairments have had the diagnoses required to receive SAS support
- Providing access to a more inclusive class environment for students who do not have a disability diagnosis but who experience other barriers to learning related to family, economics, or other personal circumstances.

With the successful completion of the project pilot, the goal is for implementation across all programs and campuses.

Knowledge that strengthens our practice

Centre staff continued to expand their understanding of topics relating to equity, diversity and inclusion. Monthly “Sun Rope” professional development sessions, initiated in 2020, included a focus on accessibility and disability justice in 2024.

As an example, staff participated in a walkability assessment of the Fort Garry campus to help them understand and evaluate the challenges faced by people with physical impairments.

Through this and other activities, Centre staff continued to enhance their understanding of accessibility issues and the roots of disability-related oppression, building foundational knowledge that we can infuse into all our programs and practices. [Read more about our 2024 Sun Rope activities.](#)

Graduate Teaching Program

This program is designed for current UM graduate students who are new to teaching or new to teaching in Canada, and who are looking to develop a good foundation of teaching knowledge and practices. Strengthening graduate student teaching skills is one way The Centre is helping build an exceptional student experience at UM.

In 2024, a redesigned GTP program introduced the benefits of micro-credentialling, where students earn a badge for each module they complete. This approach makes it easier for students to start and complete the program while respecting the demands of their graduate work.

Forty-one students completed one or more of the seven modules in 2024, earning 184 badges.

Reconciliation and inclusivity: A foundation for teaching, learning and community building

Reconciliation is foundational to our work. Through faculty development, inclusive course design, onboarding of new staff, ongoing professional learning and performance reviews, we strive to create educational spaces that honour Indigenous perspectives and contribute to meaningful systemic change across the institution.

We are committed to advancing Reconciliation by supporting the integration of Indigenous pedagogies and knowledges into teaching, learning and our everyday practices.

Reconciliation Action Plan and activities

In 2023, The Centre introduced its first Reconciliation Action Plan to detail our commitment to valuing relationships, listening to truth, sharing knowledge and creating shared understanding. In 2024 our new Reconciliation Committee began to meet monthly to ensure the actions outlined in the plan are infused into our work.

Lunch-and-Learns

Centre staff gathered bi-monthly over the lunch hour to watch Indigenous films or APTN programming, an activity that helps to foster awareness, reflection and engagement and is a meaningful response to the Truth and Reconciliation Commission's Calls to Action.

Sun Rope collective

This monthly Centre professional development gathering brings together colleagues to talk about decolonization, equity, diversity, inclusion and accessibility. The collective is a safe place to ask questions, explore complex and uncomfortable topics with curiosity and compassion, and share actionable ideas.

Our 2024 focus was on cultural competence, the future of education, accessibility, ableism and disablement in higher education, the legacy of residential schools in post-secondary contexts, the Seven Sacred Teachings, and creating personal reconciliation action plans.

4 Seasons of Reconciliation training

New required training for all Centre staff is this course on Indigenous histories and the impacts of colonialism. Created by First Nations University in conjunction with community members, Knowledge Keepers and Elders, the online course is another step in efforts to decolonize our practices and reshape the work we do.

Respecting First Nations data sovereignty

The Science of Teaching and Learning team began their training in the First Nations principles of ownership, control access and possession (OCAP®) offered through the First Nations Information Governance Centre. This training helps us to appropriately support faculties in SoTL and other researchers working with First Nations data.

TLC program: Celebrating 10 years of growth and impact

In 2014, the Teaching and Learning Certificate (TLC) program for new faculty was established, enrolling an initial cohort of 17 participants supported by four mentors from The Centre for the Advancement of Teaching and Learning (CATL) and two faculty mentors.

Over the past decade, the program has experienced consistent growth, with more than 200 faculty members having participated in the program and 62 faculty members contributing as mentors.

The program's workshops and institutes emphasize foundational principles of teaching and learning, while classroom observations and mentor feedback offer individualized support to foster teaching development. Community-building initiatives, including a holiday luncheon and the annual Teaching Café, further enhance the sense of collegial support among early career faculty.

Upon completion of the program, participants are equipped with a comprehensive teaching dossier suitable for promotion and tenure processes, as well as a lasting network of peers committed to effective and reflective teaching practices.

Reflections from the TLC community

A decade into its journey, the TLC program continues to leave a lasting impression on participants and mentors alike.



“Participating in this program, I felt it was one of the few spaces in academia where I could bring my whole self — as a community health educator, a feminist researcher and someone who works at the intersection of community and global justice. The conversations I had with my mentor weren’t just about technical strategies, but also the ethics and deeper meaning of teaching. That space helped me develop the confidence to embed feminist, Indigenous and community-minded methodologies into my work — and to teach with vulnerability, authenticity and care.”

— Dr. Punam Mehta, TLC Participant



“I’ve been involved with TLC since the beginning, and I believe in it more than ever. My experience with the program has been wonderful. The people I’ve mentored have also mentored me — even if they didn’t realize it. We all learn from each other, and that’s been really spectacular in my mind.”

— Colleen Plumton, TLC Mentor

Supporting experiential learning and entrepreneurship

In 2024, The Centre continued to support innovative experiential learning (EL) and entrepreneurship initiatives that engaged students, staff and faculty across the university. These initiatives emphasized critical reflection, creative problem-solving, interdisciplinary collaboration and real-world impact — cornerstones of experiential education.

Experiential learning highlights

The EL Institute returned with a refreshed focus on assessment in experiential learning, facilitated by Meaghan Ewharekuko and Gerardo Villagran Becerra. Participants explored assessment strategies beyond exams and reports, with several requesting a future offering due to the session’s relevance and value.

We also hosted the Competencies Framework Workshop, where faculty developed learning activities rooted in backward design and competency alignment, and Keep Calm and Call the Nurse, which trained clinical nursing educators to foster reflective practice among students. These sessions expanded our support for new disciplines and advanced professional learning for instructors and educators.

Another point of pride was the growing EL Community of Practice, where faculty across UM come together to share, learn and co-develop experiential approaches. A former participant now helps lead this initiative — demonstrating the capacity-building impact of this community.



Better Together 2.0: Fostering an entrepreneurial mindset

The second annual Better Together learning event in November 2024 brought together nearly 50 participants from 11 faculties in a non-competitive design sprint to solve real challenges facing the university.

Three UM mentors helped the student teams explore the concepts of design thinking and embrace a broader view of entrepreneurship — one that focuses on creative thinking to solve problems and make an impact.

Working over two days, the teams created three-minute video pitches tackling campus challenges, such as how to help newcomers navigate the UM experience and how to build resilience within the UM community to reduce climate anxiety.

Several participants from 2023’s inaugural event returned with new recruits in 2024 because they enjoyed the event’s non-competitive and refreshing learning approach.

Scholarship of Teaching and Learning: Building connections across disciplines

We build community through the Scholarship of Teaching and Learning (SoTL) by creating spaces where educators collaboratively explore, reflect on and generate evidence that enhances learning.

In 2024, SoTL scholars across the university gathered to celebrate our local SoTL community through a [luncheon](#) hosted by the Office of the Provost and Vice-President Academic and organized by The Centre. Following a vibrant keynote delivered by the University of Alberta's Dr. Janice Miller-Young, this event transcended disciplinary boundaries to generate open dialogue and share responsibility for student learning.

The Centre also played a critical role in supporting the [Seed and Major Support Fund](#) recipients throughout 2024. In particular, Xinli Wang, from the Department of Mathematics in the Faculty of Science received the [SoTL Teaching Scholar](#) award with the support of Dr. Brenda M. Stoesz, Research Lead — Science of Teaching and Learning, to explore the use of generative AI in supporting students' learning of math proofs.

Scholarship of Teaching and Learning Support Fund recipients

The Scholarship of Teaching and Learning Support Fund provides opportunities for professors, instructors, and librarians to undertake projects that increase knowledge in pedagogy and learning.

In 2024, funding for six projects of \$6,000 and one major project of \$25,000 was awarded.

2024 Major Project recipient



“A critical element of this research is to provide students with more learning opportunities which require them to put theory into practice, and enhance their hands-on skills when practicing MSK medicine.”

Dr. Jason Peeler, Rady Faculty of Health Sciences

Project title: Improving Clinical Skills Training in the Area of Musculoskeletal Medicine

Despite musculoskeletal (MSK) injuries being among the most common reasons why a patient will see a doctor, research shows that a majority of physicians lack adequate knowledge, confidence and clinical skills when treating MSK conditions. Over the past decade, Peeler has sought to change that.

Peeler is an associate professor in the department of human anatomy and cell science and the pre-clerkship course director for MSK medicine. Recognized for excellence in teaching, he is dedicated to his students' success and facilitating a high-quality interactive learning experience. Since the introduction of a new MSK curriculum in 2015, he has been focused on examining how MSK learning and knowledge retention can be enhanced among physicians graduating from the UM medical program.

Supported by the SoTL Support Fund, Peeler's current research project will involve the assessment of three specific training models to teach MSK clinical skills: a case-based asynchronous learning module, an interdisciplinary peer-assisted training course, and extracurricular “hands-on” learning sessions. Each educational strategy will be piloted in the classroom and analyzed against key objectives. The findings are expected to improve medical student engagement and satisfaction with MSK clinical skills training and also fill a significant knowledge gap regarding the efficacy of current MSK clinical skill education.

2024 Seed Award recipients

Kamni Gill and Frits van Loon, Faculty of Architecture

Project title: Seeing shades of blue: Stimulating a hydrological imagination in undergraduate landscape architecture students through experiential learning

Yuhao Lu and Frits van Loon, Faculty of Architecture

Project title: Landscape Pattern Cards (LaPAC): develop a catalogue of spatial patterns and vocabulary for landscape architectural students

Olesya Fedoryak, Faculty of Science

Project title: Enhancing Student Engagement and Learning in Large General Chemistry Courses

Madison Wright, Faculty of Science

Project title: Culturing Your Pet Bacteria Together: Integrating collaboration into a first year microbiology laboratory course project

Xihui Liang, Price Faculty of Engineering

Project title: Enhancing understanding of mechanics of materials through hands-on finite element analysis

Jennifer Hedges, Faculty of Social Work

Project title: Required readings: Moving beyond compliance to reading engagement for transformative learning in social work education

2024 Teaching Scholar recipients

Marnie Kramer, Rady Faculty of Health Sciences

Project title: Exploring threshold concept integration supported by flipped mastery learning to address troublesome knowledge in an evidence-informed practice course

Wan Wang, Faculty of Arts

Project title: Fear not this GenAI: Teaching proper use of ChatGPT to facilitate learning in a student-centred project

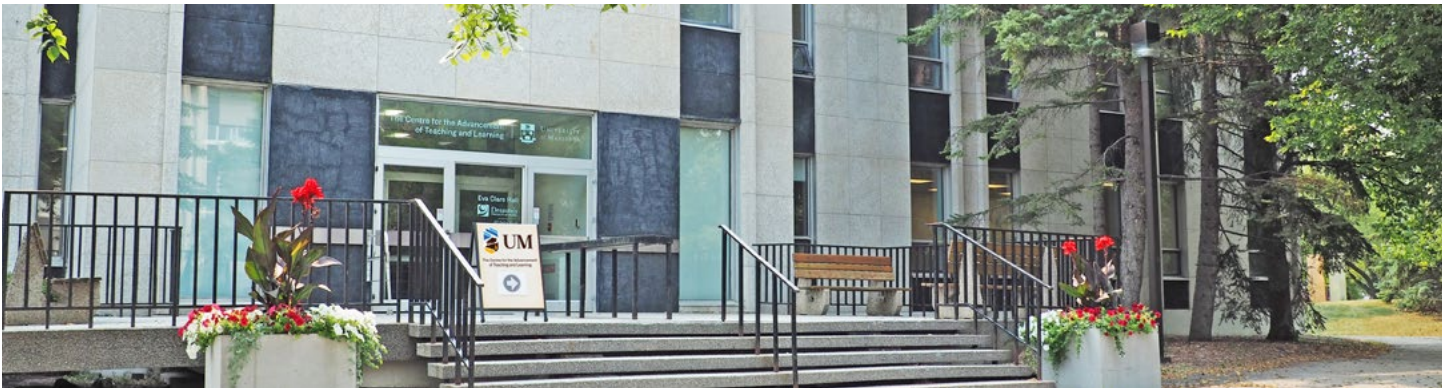
Teaching awards

Olive Beatrice Stanton Award for Excellence in Teaching

Dr. Sarah Cooper, Department of City Planning, Faculty of Architecture, was the 2024 recipient of this award, which recognizes an outstanding UM educator who has demonstrated continuing teaching excellence and who has made contributions to advancing teaching and learning at UM.

Dr. Cooper joined UM in 2018 and is a leader in her faculty. Her city planning students give her glowing reviews, as she helps train them to be well-rounded, engaged, empathetic and inspired members of their communities and profession.

She is committed to community-based practice, and her teaching is deeply rooted in a respectful, place-based understanding of Indigenous cultures and methodologies. Cooper's colleagues commend her for seizing every opportunity to be transformative, leading by example with her commitment to embedding social justice and Reconciliation into the culture of the faculty.



Looking ahead: A commitment to innovation and inclusivity

Higher education is experiencing the impact of environmental, political and educational changes. As a teaching and learning centre, we are tasked with keeping pace with trends and world events and developing supports and resources that matter.

We are excited to see the Integrated Accommodation Project incorporated into larger, first-year courses. It will allow for a more inclusive design of curriculum and less demand for formal accommodation.

GenAI is also a topic that can be heard in conversations across the university in classrooms and labs, office administrative work, and academic units. The Centre will be releasing a series on some of the many ways that genAI can transform how educators carry out the tasks of teaching in higher education.

Also, The Centre has acquired virtual reality (VR) equipment that will be used to run two modules on active listening and clear communication. More topics are in development.

We look forward to the continued work and connections with faculty across the university.