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Queen’s University is situated on traditional Anishinaabe and Haudenosaunee Territory.

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Kaitlin McDonald
Message from the Director

May 2018 marked the onset of significant change for the Queen’s Centre for Teaching and Learning. Having then just received endorsement by the Provost and the Vice-Provost (Teaching and Learning) of the recommendations that emerged from our external review, we began a cross-campus consultative process to inform changes to both our organizational structure and the focus of programs and services we offer.

Additionally, the emergence of Faculty-embedded teaching units that provide in-house, at-the-shoulder teaching support enabled us to shift our focus to supporting and informing educational priorities at an institutional level. That shift enabled us to focus on imperatives such as decolonizing the curriculum, inclusive pedagogies, aligned assessment practices, and effective use of active and technology-enhanced learning. Those decisions, and our shift in focus, were also informed by a strategic planning retreat in April 2019 where Teaching and Learning administrators, along with the leads of each Faculty-embedded teaching support unit, collaborated to identify central and distributed roles and responsibilities to support teaching.

As you read through this report, you’ll notice mention of programs and services the CTL has come to be known for – individual consultations, and teaching support workshops – but you’ll also notice the start of our transition to supporting change at the institutional and Departmental levels – decolonization at Queen’s, inclusion and support for educational research initiatives.

I hope you’ll be as interested in being a part of the exciting changes in teaching and learning as we are in supporting them.

Director
Centre for Teaching and Learning
Scope of Practice

The Centre for Teaching and Learning (CTL) is the academic service unit that promotes and supports quality teaching. We build teaching and educational leadership capacity in direct support of Queen's students’ learning experiences. We also support evidence-based, innovative and sustainable strategic program enhancement initiatives, and encourage and support emerging, grassroots investigations of novel approaches to teaching and learning.

Committed to implementing the four interconnected strategic drivers of Queen's 2014-2019 Strategic Framework, we worked with all Queen's educators to enhance teaching and learning experiences by:

- Redesigning Campus Learning Spaces
- Enhancing Student Learning
- Supporting Scholarly Teaching and Educational Research
- Facilitating and Supporting Departmental Initiatives
- Providing Structures and Support
- Integrating Technology

Philosophy

The Centre for Teaching and Learning is committed to engaging with all Queen's educators in their ongoing development of evidence-based practice and increasingly sophisticated conceptions of teaching and learning in order to meet the strategic goals of the institution.

Principles of Practice:

Our work is educational and educative:
Our mandate is education-related; we collaborate on the improvement of teaching for the express purpose of improving students' learning; our work is educative in that all stakeholders learn and develop through the process of engagement.

Our approach is developmental:
Our intention is to meet instructors where they are in terms of both conceptual and skills development, and build on exhibited strengths. We work with, rather than for, instructors to help them achieve their goals for professional teaching development.

Our intention is to build both capacity and educational leadership:
Our commitment is to provide expertise, support and resources to Faculties, Departments, Units and individual educators to create integrated and collaborative networks that are necessary for the ongoing development of teaching across campus.
Sue Fostaty Young, PhD.
Director

Robin Attas, PhD.
Educational Developer

Wanda Beyer, M.Ed.*
Assessment Research Projects Manager

Ian Fanning, PhD.*
Educational Developer
Indigenous Curriculum and Ways of Knowing

Selina Idlas
onQ Educational Support

Klodiana Kolomitro, PhD.*
Educational Developer

Cory Laverty, PhD.*
Teaching and Learning Specialist and Librarian

Andy Leger, PhD.
Associate Professor and Educational Developer

Karalyn McRae, PhD.
Educational Development Fellow

Kaitlin McDonald
Departmental Assistant

Louise Moran
Office Administrator

Sandra Murray
Program Coordinator

John Haffner*
Educational Development Associate

Christiana Asantewaa Okyere*
Educational Development Associate

Marin Beck*
Educational Development Associate

Andrea Reid
Educational Development Associate

*Please Note: Wanda, Ian, Klodiana, Cory, John, Christiana, and Marin are no longer at the Centre.
CTL Priorities

The CTL focused on a number of projects and initiatives throughout the year. This past year, the focus has been on:

- Supporting Institutional Teaching and Learning
- Decolonizing the Curriculum
- Network Building
- Graduate Student and Post-Doctoral Programming
- Engaged Learning Environments
- Educational Research

Supporting Institutional Teaching and Learning

Course and Curriculum Design

Working collaboratively with campus leadership, Department chairs, faculty, staff, and students to build capacity in teaching and learning design, the CTL provided leadership in the implementation and evaluation of curriculum development and institutional initiatives for the purpose of enhancing student learning. We offered essential support on different aspects of teaching and learning. The work fostered diversity, inclusivity, and reconciliation to promote a culture of well-being for all who live, learn and work at Queen’s.

The CTL offered evidence-based retreats, consultations, and Departmental workshops on the following topics:

- Learning Outcomes Development and Assessment
- Development of New Academic Programs
- Cyclical Program Review (QUQAPs)
- Curriculum Mapping and Visualization
- Long-term Curriculum Assessment Plans
- Inclusive Curriculum
- Decolonizing the Curriculum

7 Departmental Workshops
15 Retreats
Institutional Research

The Cognitive Assessment Redesign (CAR) project was an institution-wide, network-based study focusing on the development and assessment of cognitive skills (critical thinking, creative thinking, and problem solving) in undergraduate education. The purpose of this research was to examine the relationship between course assessment, standardized rubrics, and a standardized test, to determine the value-add between first and final-year cognitive skills achievement and investigate the effectiveness of a network approach to build the capacity of instructors. The project involved incentivised recruitment of first and fourth-year course instructors interested in purposefully aligning skill development through the design of course assessments tailored to cognitive skill acquisition. Student learning was evaluated using course assessment rubrics, standardized rubrics (VALUE rubrics - Association of American Colleges and Universities), and a standardized test (HEIghten - Educational Testing System). Participating instructors completed pre- and post-implementation surveys. Comprehensive narrative reports were compiled to qualitatively track the change process.

High-level outcomes of the project were:

- Constructively aligned assessment of cognitive skills, using quality metrics with 24 instructors in 15 departments
- Significant correlations between course-based marks, and VALUE rubric scores
- Data was used to inform curricular decisions or course improvements
- A significant (half a standard deviation) improvement in critical thinking skills between first and final year as evidenced by HEIghten test scores.
- Growth and promising results demonstrated on many of the capacity-building indicators including wider adoption of rubric use.
- Clear indication of the inherent challenges in implementing culture change in assessment practices.

For more information, visit Learning Outcomes Project http://www.queensu.ca/qloa/

Consultations

The CTL met with a number of stakeholders across the University this year, including:

- **224** Consultations between June 1 and August 31, 2018
- **231** Consultations between September 1 and December 31, 2018
- **309** Consultations between January 1 and May 31, 2019
- **407** of the consultations this year were with faculty members
Program Highlights

4.5/5 Attending [a CTL] session was a productive use of my time.

Attendance by Faculty

- ArtSci (45%)
- Education (4%)
- Engineering (8%)
- Health Sciences (20%)
- Faculty of Law (2%)
- Business (2%)
- Other (19%)

Attendance by Position

- Faculty 140
- Graduate Student 268
- Librarian 13
- Other 40
- Post-Doctoral 22
- Staff 118
- Undergraduate 20

Changes from 2017/2018:

18.5% of overall attendance this year was for Decolonization Workshops

67% Increase in PUTL Modules completed

Programs

Enhancing Student Writing in Your Discipline

Overall Rating: 4.7/5

June 27, 2018 and August 29, 2018

23 Participants

Course Design @ Queen’s Institute

Overall Rating: 4.5/5

Tuesday, July 17, 2018 and Thursday, July 19, 2018

14 Hours Face-to-Face

24 Participants

7 Facilitators

“I found each one of the sessions useful and applicable to the redesign of my course. I do think that the opportunities to work on our own courses and apply the learning right way was most useful – it also allowed me to ask questions that came up right at that time.”

- Workshop Participant
Teaching Development Day

Wednesday, September 5, 2018

35 Sessions and 4 Posters

35 Sessions and 4 Posters

“[The best part of the day was] learning different ways to develop and deliver teaching portfolio inside and outside the academic setting.”

-Workshop Participant

Supporting International Students in the Classroom

October 23, 2018

Teaching Matters

November 20, 2018 - May 9, 2019

“What I found most useful was] the mix of backgrounds (new instructors, experienced instructors, staff, librarians) shows how different people at Queen’s use group work or support students in group work.”

-Workshop Participant

World Café: Preventing Burnout and Promoting Well-being in the Workplace

November 22, 2018

(Re)Designing Writing Assignments to Enhance Student Learning

December 4, 2018

Writing Pedagogy Institute

May 13, 2019 - May 16, 2019

“[What I liked best about the Writing Pedagogy Institute was] the emphasis on strategies that can be implemented immediately into the classroom, and the focus on diversifying the way that we as educators see writing and its usefulness to learning.”

-Workshop Participant

Session Titles:

- Big-Picture Course Design Issues
- Assignment Design and Delivery
- Feedback Methods and Practices
- Instructional Strategies for Writing
Decolonization at Queen’s

Building awareness and taking the first steps towards decolonization and Indigenization

Queen’s response to the TRC, Yakwanastahentéha/Aakenjigemi/Extending the Rafters, was the call to action for the campus to get serious about a commitment to change. The CTL has worked over the past year to ensure that decolonization and Indigenization are imperatives for anyone engaged in teaching and learning across campus. Our programming has reached faculty, staff, and students across all faculties and schools, and we have developed and deepened relationships with the Office of Indigenous Initiatives, Four Directions Indigenous Students Center, and the Mohawk Language Certificate partnership between Queen’s and Tsi Tyónnheht Onkwawén:na Language School in Tyendinaga Mohawk Territory. Further, our office has made a commitment to considering decolonization as part of our own interactions and processes.

Ian creates a very safe and supportive space to discuss these issues and to explore steps for moving forward.

- Indigenous Ways of Knowing in Curricula Workshop Series Participant

Centre’s Commitment to Reconciliation and Decolonization:

- Meaningful land acknowledgements to open all sessions
- Attendance at the Decolonizing Conference: Dialoguing and Living Well Together; Centre for Integrative Anti-Racism Studies, University of Toronto
- Educational Developers’ half-day retreat to review decolonizing the Course Design Institute
- Embedded decolonization content in signature programming
# Programs

## Brown Bag Conversations: Discussing Decolonization
- **June 25, 2018 - May 29, 2019**
- **85 Participants**
- **Session Titles Include:**
  - The practicalities of hiring Indigenous colleagues
  - Is it possible to decolonize academia?
  - DeQolonization? Decolonization in the Queen’s context

## Introduction to Indigenous Ways of Knowing in Curricula
- **Summer: June 19, 2018 - August 8, 2018**
- **Fall: September 20, 2018 - November 28, 2018**
- **86 Participants**
- **Session Titles:**
  - Holistic Indigenous Approaches in Curricula
  - Highlighting Indigenous Issues in Curricula
  - Indigenizing Curricula - Indigenous Experience and Theorizations of Identity

## Lunch and Learn: Decolonization Conference Debrief
- **November 15, 2018**
- **16 Participants**

## Faculty and Student Voices: Decolonizing the Curriculum
- **February 6, 2019**
- **13 Participants**

## Visioning Curriculum Through an Indigenous Lens
- **May 17, 2019**
- **35 Participants**

## Decolonizing Education: Reimagining Curriculum, Teaching & Learning
- **May 30, 2019**
- **19 Participants**
Network Building

In response to recommendations resulting from our external review, the Centre for Teaching and Learning increased its outreach efforts to teaching and learning partners across campus. Working closely with the managers of Faculty-embedded teaching support units and in conjunction with Faculty-based teaching and learning administrators, we have initiated approaches to programming that build opportunities for interdisciplinary networks. The CTL’s open-space policy also means that small groups of faculty members and students are able to arrange to meet in the Centre to work on collaborative projects on teaching and learning.

Strategic Planning Retreat

Tuesday, April 9, 2019

21 Participants

The Strategic Planning for Teaching and Learning Retreat: Priority-Setting for Teaching, Learning, and Teaching Support at Queen’s, was held on April 9, 2019. This facilitated retreat brought together teaching and learning administrators and the lead representatives from each Faculty-embedded teaching support unit to:
1. Articulate and agree upon institutional and Faculty-specific priorities for teaching and learning;
2. Identify strategies to support teaching and educational development; and
3. Delineate the roles and responsibilities of centralized teaching support services and Faculty-embedded services in ways that filled gaps and reduced redundancies in teaching support services.

Educational Support Professionals’ Retreat

Wednesday, June 13, 2018

41 Participants

Held at the Portsmouth Olympic Harbour, this professional development retreat featured interactive sessions for 41 educational developers, instructional designers, LMS specialists, media analysts, and educational technologists from across campus. Session topics included:
- Voices and Stories: Listening, Learning, and Unlearning PANEL
- Cultural Awareness: Skill-Building Strategies
- Accessible Assignments: Honouring Student Voice and Choice in Learning
- Project Management
- Emerging Interactive Technologies
- Tales from the Field: Breaking Siloes in our Practice

4.1/5

Attending this retreat was a productive use of my time.

Committees

This year, members of the Centre for Teaching and Learning were active on:

<table>
<thead>
<tr>
<th>Committees</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institution-Wide Planning and Advisory Committees</td>
<td>22</td>
</tr>
<tr>
<td>Award and Grant Adjudication Committees</td>
<td>7</td>
</tr>
<tr>
<td>Working and Program Development Groups</td>
<td>6</td>
</tr>
<tr>
<td>Interview Committees</td>
<td>5</td>
</tr>
</tbody>
</table>
Queen’s Educational Developers’ Network

The Queen’s Educational Developers’ Network (QEDN) is a collaborative network of managers/unit leads of the faculty-embedded teaching support units across campus. Initially the group met as a way to keep informed about the teaching and learning priorities across the disciplines and as a means of sharing resources, perspectives and best practices in instructional design, educational development and the scholarship of teaching and learning. The group met eight times during the year and its major project was planning the second annual Educational Support Professional Network professional development retreat.

Programs

**International Educational Development Institute**

Overall Rating: 5/5

September 22 - September 28, 2018

8 Participants

23 Meetings with members of Queen’s

5 Japanese Universities

The Queen's University International Educational Development Institute was a one-week residential program. The institute aimed to foster understanding by providing shared experiences and resources and helping to develop meaningful and sustainable collaborative partnerships. It provided the participants with opportunities to build or improve expertise, skills, and capabilities for designing, enabling and managing educational improvements at the institutional level as well as promoting good teaching at the individual level. The intensive program included a series of sessions focused on aspects of educational development and leadership, individual consultations, and meetings with relevant Canadian stakeholders designed to support the participants in developing their own project or initiative.

**Teaching Triangles**

Overall Rating: 4.3/5

Tuesday, September 25, 2018

5 Participants

Tuesday, January 22, 2019

7 Participants

“Teaching Triangles was a very useful session. I’m surprised that more instructors didn’t take advantage of it this fall.”

-Workshop Participant

Each section included an opening meeting, individually scheduled classroom observations and sharing written reflections on observations within group and a concluding debrief/celebration.

**Showcase of Teaching and Learning at Queen’s**

Overall Rating: 4.7/5

Wednesday, May 1, 2019

120 Participants

22 Presentations

36 Presenters

“Full disclosure: I’m one of the visitors from McGill. I thought this was a great event and we’re already wondering whether and how we could organize something similar at McGill. Need I say more, considering that imitation is the greatest form of flattery?”

-Workshop Participant
Graduate Student and Post-Doctoral Support

PUTL Workshop Series
February 17, 2019 - May 29, 2019
46 Participants
Overall Rating: 4.5/5

Session Titles Include:
- Foundations in Teaching and Learning
- Practical Experience
- Educational Leadership
- Scholarship in Teaching and Learning

“Discussions with others about their experiences helped me to reflect on my own experience and how I could frame it in my philosophy statement.”
- Workshop Participant

SGS902: Teaching and Learning in Higher Education

Winter Term
24 Students
16 Departments

This course is intended for graduate students and post-doctoral fellows across the disciplines who want to develop as skilled, thoughtful, and confident post-secondary teachers. The goal of the course is to challenge and broaden conceptions of learning and approaches to teaching. Sessions are literature-informed but activity and discussion-based with an expectation of a high degree of collaboration and participation. The course has been organized in such a way as to balance theory and practice and to support both conceptual and skill development.

Educational Development Associate (EDA) Program

3 Educational Development Associates each Semester
4 Educational Development Associates this year

The Educational Development Associate (EDA) program is an internship-like opportunity for graduate students with an interest in teaching and learning. Each year the Centre hires up to three graduate students to work closely with an educational Developer to design and deliver programming to support TAs', graduate students' and post-doctoral fellows' ongoing professional development as educators. EDAs working in the CTL are largely responsible for the themes and sessions for TD Day, for PUTL programming, and for supporting networks of collaborations on teaching and learning across campus.

Professional Development in University Teaching & Learning

40 Modules completed
67% Increase from last year

The purpose of PUTL is to encourage new educators to engage in reflective and active practice for improving teaching and learning. As part of a professional development plan, TAs and course instructors can participate as many or few of the modules as they choose and complete the work at their own pace. The 5 modules available last year were Foundations, Practical Experience, Scholarship, Educational Leadership, and Accessibility.
Engaged Learning Environments

Active Learning Spaces

This year, the Teaching and Learning Space Planning Committee and Working Group coordinated the design and re-development of two new active learning classrooms in Ellis Hall that opened in October 2018 (Ellis 226 and 324). In addition, the committee has overseen major renovations in Kingston Hall, Room 101, and Convocation Hall in Theological Hall. They have engaged in the design of a new large classroom in the Bioscience Complex, consulted with the Faculty of Engineering in the use of their new ALC in Mitchell Hall as well as with BHSc on the design and use of active learning classrooms in Botterell and in flipped course design.

There has been ongoing work with the Faculty of Arts and Science to identify classroom for renewal and renovation.

Active Learning Research

There were two areas of focus in research:
This year research has focused on 2 main research goals. The first is an inquiry into how students and instructors perceive the physical space of the active learning classrooms, and how features of the physical space influenced student engagement and interaction in class. The second project focused on students’ identification of potential barriers to learning in the active learning spaces.

onQ Drop Ins

onQ is the Queen's specific name for the Learning Management System (LMS). The LMS, Brightspace, was developed by Desire2Learn (D2L) and assistance is always available at the weekly drop-ins, Tuesdays from 1:30pm to 3:00pm and Thursdays from 10-11am, in the Centre for Teaching and Learning

<table>
<thead>
<tr>
<th>Hours dedicated to Drop Ins</th>
<th>People who attended Drop Ins</th>
<th>Average number of visits per person</th>
</tr>
</thead>
<tbody>
<tr>
<td>142</td>
<td>218</td>
<td>1.58</td>
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</tbody>
</table>
Online Learning

**onQ - Queen’s Learning Management System**

Through the CTLs onQ Educational Support, over 200 members of the Queen’s community received one-on-one to support their work online.

The CTL also coordinated, in partnership with ITS, updated support services for onQ Instructors.

**Turnitin**

Turnitin is a text matching tool used at Queen’s University. Students upload papers in order to receive originality reports that show text matches to the student paper repository, current and archived web site content, and periodicals, journals and publications.

Turnitin is currently solely supported by the CTL and has been successfully integrated into onQ. Documentation and tutorials for the community are being developed to support wider adoption of the tool.

**Qlickers**

Qlicker is a student developed Student Response System that was piloted last year. Student Response Systems engage students in the classroom and to elicit feedback to determine whether students are understanding complex topics. The CTL houses primary support for this project. That includes moving the system to a new server and working with faculty members interested in adopting the tool.

**Aropä**

Aropä is a web-based tool that supports peer review of assignments. Aropä can be used for students to provide formative or summative feedback and/or grades to each other. There is also an additional option that allows the student feedback to be graded by students, TAs, or by an instructor. The CTL is Queen’s support for Aropä use.

**Programs**

**Peer Review and Aropä**

Overall Rating: 4.3/5

November 7, 2018 9 Participants
Educational Research

The Centre for Teaching and Learning offered ongoing support and resources to individuals and research groups engaged in educational research and the Scholarship of Teaching and Learning.

One of those resources was the Scholarship of Teaching and Learning Workshop Series.

Statistics Illustrating Impact of The Series

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Attenees of The Series (2016-2019)</td>
<td>188</td>
</tr>
<tr>
<td>SoTL Grant Applications</td>
<td>39</td>
</tr>
<tr>
<td>Other SoTL Projects Underway or Completed</td>
<td>21</td>
</tr>
<tr>
<td>Presentations at Annual Campus</td>
<td>18</td>
</tr>
<tr>
<td>SoTL Presentations at Conferences/Meetings</td>
<td>38</td>
</tr>
<tr>
<td>SoTL Journal Publications</td>
<td>24</td>
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</tbody>
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Research Consultation

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<tr>
<td>Total:</td>
<td>91</td>
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<tr>
<td>June-August 2018:</td>
<td>26</td>
</tr>
<tr>
<td>September - December 2018:</td>
<td>24</td>
</tr>
<tr>
<td>January - May 2019:</td>
<td>41</td>
</tr>
</tbody>
</table>

In 15 years – this may be the best course I’ve attended! Fantastic and challenging!

- Scholarship of Teaching and Learning Workshop Series Participant

Programs

Scholarship of Teaching and Learning Series

September 18, 2018 - April 27, 2019

“[What I found most useful was] it was practical, easy for all levels of experience to participate; knowledgeable speakers.”

- Workshop Participant

Session Titles Include:

- Approaches to the Scholarship of Teaching and Learning
- Designing and Analyzing Surveys
- Designing Interviews and Focus Groups

Overall Rating: 4.7/5

62 Participants
Research at the CTL

Publications:


McRae KE, Phillipson A, and Leger A. Learning Spaces: Reviewing the Landscape of Active Learning Classrooms at Queen’s University.


Presentations:


Attas, R., “Multi-Modal Pedagogy in the Music Classroom.” Virtual scholarly gathering organized by Jim Palmer, St. Olaf College. December 4, 2019


Fostaty Young, S. & Troop, M. Reciprocal review as educational development; Diversifying the SoTL landscape. Poster presented at the ISSoTL annual conference, Bergen; Norway. October 2018.

Leger, A., Keynote Address - TLSS Symposium: Active Learning Classrooms – A Unique Learning Experience! Active Learning and Active Learning Classrooms. University of Ottawa Aug. 24th, 2018


McRae, KE., Phillipson, A., and Leger, A. Learning Spaces: Reviewing the Landscape of Active Learning Classrooms at Queen’s University. Presented as a oral session at: DCUTL, Dalhousie University Conference on University Teaching and Learning; May 1st, 2019; Halifax, NS Canada. Presented as a poster session at: STLHE, Society of Teaching and Learning in Higher Education Annual Meeting; June 11th, 2019; Winnipeg, MB Canada.


Grants Awarded

2018 Educational Research Grants

<table>
<thead>
<tr>
<th>Grant Title</th>
<th>Recipient(s)</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning and Behaviour in Physics Confirmation Versus Guided-Inquiry Labs</td>
<td>Dr. Bei Cai, Adjunct Professor and Dr. Alastair McLean, Department of Physics, Engineering Physics and Astronomy; and Lindsay Mainhood, PhD Candidate, Faculty of Education</td>
<td>$6,000</td>
</tr>
<tr>
<td>Minding the Gap: Navigating the disparity between doctoral training and professional expectations of teachers of geography in higher education</td>
<td>John Haffner, PhD Candidate, Department of Geography and Planning; Sandra McCubbin, PhD Candidate, Department of Geography and Planning</td>
<td></td>
</tr>
<tr>
<td>Developing a model for academic writing support considering the perspectives of doctoral students and their supervisors at Queen's University</td>
<td>Shikha Gupta, PhD Candidate, School of Rehabilitation Therapy; Jyoti Kotecha, Department of Family Medicine</td>
<td></td>
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</tbody>
</table>

2018 Teaching and Learning Enhancement Grants

<table>
<thead>
<tr>
<th>Grant Title</th>
<th>Recipient(s)</th>
<th>Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of an Ethnocentrism Measure: Better measures fueling better advocacy and cultural sensitivity outcomes in a transformative global health observership</td>
<td>Jennifer Carpenter, Global Health; Eleftherios Soleas, OPDES; Nicholas Cofie, OPDES; Mikaila De Sousa, Global Health; Jenna Webber, Global Health</td>
<td>$30,000</td>
</tr>
<tr>
<td>Online Critical Enquiry Modules: Building a Flipped Classroom</td>
<td>Rosemary Lysaght and Gail Woodbury, School of Rehabilitation Therapy</td>
<td></td>
</tr>
<tr>
<td>Development of Online Radiology Modules: Medical Imaging to Promote Comprehensive Anatomical Understanding</td>
<td>Alexandre Menard, Department of Radiology; and Chloe DesRoche, Department of Computing</td>
<td></td>
</tr>
</tbody>
</table>

Teaching Awards Reception January 15, 2019, Agnes Etherington Arts Centre

On Tuesday, January 15, 2019, Jill Scott, Vice-Provost (Teaching and Learning) held an informal celebration honouring our 2017-2018 Queen's University Teaching Award recipients at the Agnes Etherington Art Centre. An invitation was extended to all the outstanding recipients of the over 80 teaching awards at Queen's, who were recognized for the deep commitment to their own teaching and to the learning of their students.
Awards

The Chancellor A. Charles Baillie Teaching Award

2019
Heather Murray
Department of Emergency Medicine

2018
Erik Knutsen
Faculty of Law

Principal’s Curriculum Development Award

2018
Multidisciplinary Blended Learning Statistics Team

2018
Laura Murray
Department of English Language and Literature

Principal’s Educational Leadership Award

Teaching Awards Directory

We would like to recognize the amazing work being done in the Faculties to celebrate excellence in teaching and learning. Many faculty and graduate students are recognized each year by the university at large.

The following is a summary of the awards granted in the following categories:

10 University-Wide Awards

9 Principal’s Teaching and Learning Awards

36 Faculty of Arts and Science

3 Faculty of Education

20 Faculty of Engineering and Applied Science

9 Smith School of Business

19 Faculty of Health Sciences
With the emergence of Faculty-embedded teaching supports units, centralized educational development needs at Queen’s have changed. Increasingly, units that were originally created to support growth in online learning opportunities are now also providing at-the-shoulder, just-in-time teaching development support to faculty members for their face-to-face courses. Unit managers who are all participants in the CTL-initiated Queen’s Educational Developers’ Network (QEDN) have expressed their need for the CTL to function as the hub of an integrated network for teaching support. It is clearly time to optimize organizational design by differentiating, in a substantive way, the roles of the CTL and the Faculty-embedded teaching support units.

The changes proposed for the CTL will result in greater alignment between our services and programs and the pillars of the Queen’s Strategic Plan and provide opportunities to better utilize the academic skills and expertise of the Educational Developers who staff the Centre.

The Big Picture
Focus on Institutional Priorities and Imperatives

Decolonization

Inclusive Pedagogy

Active Learning and Technology-Enhanced Learning

Improved Assessment Practices

Explore
new approaches to centralized and Faculty-based institutional operational support for teaching and learning
Look for in 2019/2020...

<table>
<thead>
<tr>
<th>Event</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Development Day</td>
<td>Wednesday, September 4, 2019</td>
</tr>
<tr>
<td>Brown Bag Conversations</td>
<td>Starts September 18, 2019</td>
</tr>
<tr>
<td>Introduction to Indigenous Ways of Knowing</td>
<td>Starts September 26, 2019</td>
</tr>
<tr>
<td>Showcase of Teaching and Learning</td>
<td>Wednesday, May 6, 2020</td>
</tr>
<tr>
<td>PUTL Workshop Series</td>
<td>Starts October 30, 2019</td>
</tr>
<tr>
<td>Quick Questions Simple Answers</td>
<td>Starts October 3, 2019</td>
</tr>
<tr>
<td>Development of Interdisciplinary Graduate Course on Teaching and Learning</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>Teaching Matters</td>
<td>Starts September 6, 2019</td>
</tr>
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