UNIVERSITY OF ALBERTA

Centre for Teaching and Learning

Annual Report

2021-2023

The Centre for Teaching and Learning (CTL) at the University of Alberta is in the city colonially called Edmonton today, which sits on Treaty 6 territory in ᐊᒥᐢᑿᒌᐚᐢᑲᐦᐃᑲᐣ amiskwacîwâskahikan, the homeland of the Métis Nation, and Papaschase (pâhpâstêw) land. The Papaschase Nation was established as part of Treaty 6 in 1877, but Canada annulled it 11 years later in 1888: they were pushed off the land, and they were made to move further south in Edmonton. CTL is committed to learning, unlearning, and relearning more about the lands on which we operate and about the Indigenous peoples living in these territories and their sovereignty and self-government.

Centre for Teaching and Learning
ctl.ualberta.ca

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Message from the Vice-Provost, Learning Initiatives (2021-2023)

These past two academic years (2021-2022, and 2022-2023) have been remarkable years that met with remarkable changes, celebrations, and milestones for the University of Alberta Centre for Teaching and Learning (CTL). Most notably, the 2021-2022 academic year marked CTL's 50th anniversary, bringing to close a half-centenary of our CTL's existence as the first central unit of its kind in Canada that humbly began as a Standing Committee of the General Faculties Council (GFC) in the 1971-1972 academic year: the Committee for the Improvement of Teaching and Learning (CITL). 2022-2023 thus marks a new threshold with new momentum for CTL: the very start of our second half-centenary, continuing to grow, and lead teaching and learning at the University of Alberta together with our faculties, instructors, staff, and community.

The outset of the 2021-2022 academic year saw a massive shift in CTL's DNA and approach to sustainable leadership: the implementation of CTL's first-ever Executive Director, charged with supervising the entire unit, overseeing its operations and strategic mandate, building a sustainable, and 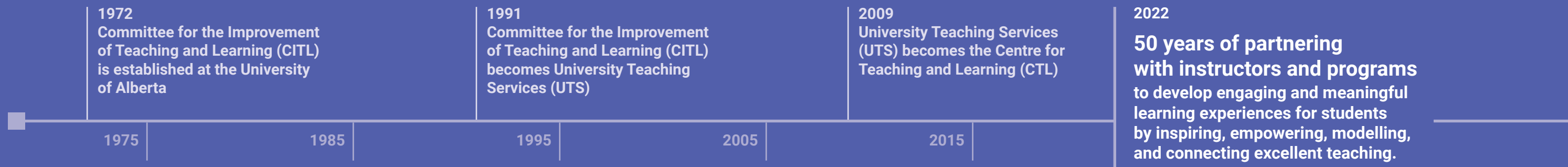predictable, budget for the first time, and leading CTL incrementally through the pandemic, whilst visioning towards its other side without a built-in contractual end-date to their office. This new model of leadership for CTL—that we've never done before at the U of A—marked the emerging and blueprinting of what our CTL will become through critical and creative reflection on the past, present, and future of our CTL and U of A teaching and learning, and where we will go strategically as our local, provincial, national, and international educational communities and priorities shift, grow, and change. This shift necessitated the strengthening of core portfolios and areas of expertise for the Centre while also envisioning, recruiting for, and launching new portfolios to align with and expand U of A's new strategic directions.

The 2022-2023 academic year, with our CTL Executive Director in place and thriving, along with many of the re-envisioned structures and key portfolios and people in place in CTL, began the (re)emerging and the implementing of this new change into existence. The U of A teaching and learning community could feel the electricity of these shifts with a bold new approach to our annual Festival of Teaching of Learning across these two years as well as with new programmatic offerings meeting the U of A in our change and going forward strongly with us, head on. My unexpected leave half-way through this academic year brought about another challenge that CTL met gracefully—and graciously—as new leadership with newfound directions (like the first full-cycle of SPOTs across our community, and unpausing the teaching awards) met with new responsiveness (like with AI and education). But the CTL Leadership Team kept moving forward and partnering powerfully, as they've done for fifty years already, and as I can't wait to see them continue to do into this next fifty.

I have every confidence that our U of A teaching and learning community is in the best hands that we can be with this Centre for Teaching and Learning in this moment and in moments to come. I am deeply saddened that I will not be their "fearless leader" going forward, but I am, and remain, a staunch CTL Friend, CTL Ally, and CTL Champion. I cannot wait to see where they take teaching and learning at the U of A, and I eagerly await to learn, and benefit from, what they will continue to accomplish.

- Dr. John Nychka

1972
Committee for the Improvement of Teaching and Learning (CITL) is established at the University of Alberta

1991
Committee for the Improvement of Teaching and Learning (CITL) becomes University Teaching Services (UTS)

2009
University Teaching Services (UTS) becomes the Centre for Teaching and Learning (CTL)

2022
50 years of partnering with instructors and programs to develop engaging and meaningful learning experiences for students by inspiring, empowering, modelling, and connecting excellent teaching.

1975   1985   1995   2005   2015

CTL Org Chart - Then, and Now
(July 1st, 2021 / June 30th, 2023)

John Nychka
Vice-Provost
(Learning Initiatives)

Cosette Lemelin
Assistant Director

Executive Director*
*incumbent in place
August 1, 2021

Krysta McNutt
Open Education Lead

Anita Parker
Educational Developer

Ellen Watson
Lead Educational Developer, Assessment

Jennifer Ward
Lead Educational Developer, Indigenous-Focus

Graeme Pate
Lead Educational Developer, Technology-Enhanced Teaching and Learning

Karen Seto-Wagg
Human Resources & Events Assistant

Lily Lai
Communications Coordinator

Bradon Valgardson
Data Analyst

Christopher Borger
Instructional Designer

Joey Lucius
Educational Technologist

Katelyn Lindmark
Educational Technologist

Mike Robertson
Multimedia Content Designer

**CTL Team:
July 1, 2021 (Then)**

John Nychka
Vice-Provost
(Learning Initiatives)

Karsten Mündel
Acting Vice-Provost
(Learning Initiatives)

**Vice-Provost
(Indigenous Programming and Research)**

Associate Dean, Education (School of Public Health)

Financial Officer

Tommy Mayberry
Executive Director

Karen Seto-Wagg
Coordinator, Executive and Operations

Lily Lai
Coordinator, Programs and Partnerships

Cosette Lemelin
Assistant Director

Anita Parker
Lead Educational Developer, Online and Hybrid Instruction and Strategy

Graeme Pate
Lead Educational Developer, Instructional Practice and Academic Development

Brad Ambury
Lead Educational Developer, Assessment and Evaluation

Everett Igobwa
Lead Educational Developer, Critical Pedagogies and Equity, Diversity, and Inclusivity

Andrea Menard
Lead Educational Developer, Indigenizing Curricula and Pedagogies

Mandy Penney
Lead Educational Developer, Digital Pedagogies and Access

Mauricio Rivera-Quijano
Educational Developer, Online Design and Delivery

Dalbir Sehmby
Educational Developer, Writing and Multimodal Communication Pedagogies

Lori Ireland
Educational Developer, Indigenous Curriculum and Pedagogy

Katelyn Lindmark
Educational Technologist

Bradon Valgardson
Data Analyst

**CTL Team:
June 30, 2023 (Now)**

*Dr. John Nychka went on leave in November 2022, at which time Dr. Karsten Mündel was appointed Acting Vice-Provost (Learning Initiatives) and served in this role until June 30th, 2023.
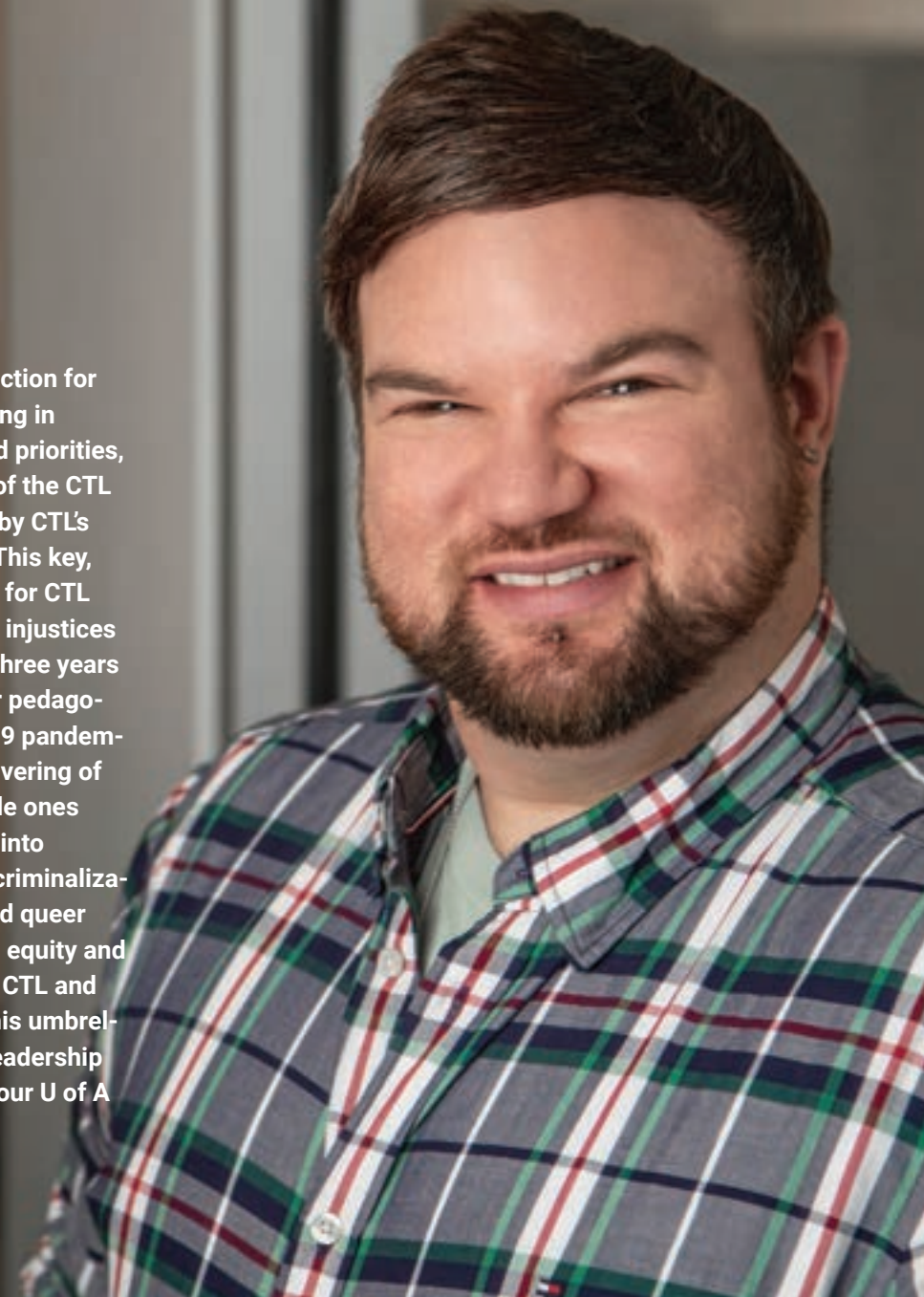
LEGEND
- Office of the Provost and Vice-President (Academic)
- Excluded Management and Professional Staff (MAPS)
- Administrative Professional Officer (APO)
- Non-Academic Staff Association (NASA)

LEGEND
- Office of the Provost and Vice-President (Academic)
- Excluded Management and Professional Staff (MAPS)
- U of A College/Faculty Partners
- Administrative Professional Officer (APO)
- Non-Academic Staff Association (NASA)
- Partnerships/Indirect Reporting
- Direct Reporting

Pedagogical Justice

A new wing and newly (re)committed direction for the U of A Centre for Teaching and Learning in alignment with institutional directions and priorities, the Pedagogical Justice portfolio is part of the CTL Leadership Team and is currently guided by CTL's Executive Director, Dr. Tommy Mayberry. This key, critical, and compassionate area of focus for CTL emerges responsively to the traumas and injustices globally made unignorable over the past three years and their also unignorable impacts on our pedagogies, practices, and peoples: the COVID-19 pandemic; the murder of George Floyd; the dis-covering of the missing and murdered Indigenous little ones across residential school grounds turned into gravesites; the removal of rights and (re)criminalizations and literal attacks on trans, drag, and queer identities and bodies; etc. Overseeing the equity and justice development work and projects in CTL and directly supervising three Teams under this umbrella, our "Pedagogical Justice" focus and leadership establishes CTL for threshold growth for our U of A teaching and learning community.

Celebrations and Recognitions

Even before officially joining us as at the U of A as the Executive Director, CTL in August 2021, Tommy was a familiar face from their pedagogical justice public scholarship and leadership...most notably from having been our Keynote at our August 2020 Online Teaching Institute with their "Gender Pronouns and Cultures of Respect" talk! Immediately upon joining us less-than-a-calendar-year later to lead CTL, Tommy has continued this work and leadership more locally with Faculty- and Department-specific engagements of "Gender Pronouns and Cultures of Respect" - Medicine and Dentistry (Fall 2021), Arts (Fall 2022; Winter 2023) and Education (Winter 2023). Tommy has also been sought after for provincial and national speaking engagements in equity and justice work:

- "Confessions of an 'EDI Killjoy': Just Acronyms...Or Academic Justice?" talk (Pearson Canada Keynote, March 2023; NEOS Library Consortium Keynote, June 2023)

- "You Ain't 'Scared' of Me...You *Hate* Me: An Academic Drag Queen's CRT-Informed Response to Today's Dragphobia and Transphobia" talk (Alternative Dispute Resolution (ADR) Institute of Alberta Keynote, June 2023)

As an academic and scholar, Tommy's pedagogical justice work and research found its way into print globally, too: two chapters in the *Handbook for Creating a Gender-Sensitive Curriculum: Teaching and Learning Strategies* (Oxford Brookes U, 2022); a chapter on teaching and/in drag for *Visual Pedagogies: Concepts, Case, and Models* (Brill, 2023); and the in-print and online launch of their co-edited *RuPedagogies of Realness: Essays on Teaching and Learning with* RuPaul's Drag Race (McFarland, 2022), which also won the Diagram Book Award in December 2022 to close the year.

The biggest accomplishment, though, for Tommy in their role across these past two years absolutely is the re-emerging and re-organization work of the U of A Centre for Teaching and Learning and leading the team through trauma, growth, loss, and hope - individually, and together. CTL is a larger, more diverse, and much more complex team than when Tommy started at the outset of the 2021-2022 academic year, and the people - the real people who you will meet in the upcoming pages of this Report - with their celebrations and recognitions over these past two years, they are who and what Tommy really celebrates and recognizes in having the extreme privilege to lead them and to work with and alongside them every day.

Meet the Executive Director

Tommy Mayberry, PhD, MA, Joint Hons. BA

Tommy (he/she/they) is a scholar, professional, and academic drag queen with a background in diverse teaching and instructional facilitation in academia as well as industry. As a sought-after speaker on the topics of "Gender Pronouns and Cultures of Respect" as well as visual pedagogies, LGBTQIA+ inclusivity, drag/trans and hate, and most recently the figure of the "EDI Killjoy," Tommy has presented their scholarship and research findings nationally as well as internationally, in places such as Oxford, Washington

DC, Tokyo, and Honolulu. They strive to embody and model decolonial, anti-racist, and equity-driven intersectional visions and leadership. Tommy was a SSHRC Doctoral Fellow during their PhD work and is also a recipient of the University of Waterloo's Award for Exceptional Teaching. They are co-editor of the award-winning book *RuPedagogies of Realness: Essays on Teaching and Learning with* RuPaul's Drag Race (McFarland 2022), and they serve as a founding incorporator and director of a new not-for-profit organization for educational development across this nation we now call Canada.

"Progressive professors working to transform the curriculum so that it does not reflect biases or reinforce systems of domination are most often the individuals willing to take risks that engaged pedagogy requires and to make their teaching practices a site of resistance" (hooks 21).

"When we, as educators, allow our pedagogy to be radically changed by our recognition of a multicultural world, we can give students the education they desire and deserve" (hooks 44).

hooks, bell. *Teaching to Transgress: Education as the Practice of Freedom.* Routledge, 1994.

Educational Leadership and Development

An irremovable wing of the U of A Centre for Teaching and Learning, the Educational Leadership and Development portfolio is part of the CTL Leadership Team and is stewarded powerfully by CTL's Assistant Director, Dr. Cosette Lemelin. This newly-carved critical key area of focus for CTL comes at a time in our history where the field of Educational Development is largely recognized in its own right all locally, provincially, nationally, and globally. Overseeing all educational development work and projects in CTL and directly supervising three Teams under this umbrella, our pairing of "Educational Leadership" with "Educational Development" both empowers and in-powers our Centre to not just *develop* but to *lead* - with and for our faculty members and instructors together with and for ourselves.

Celebrations and Recognitions

Mobilizing and advancing Educational Leadership and Development across 2021 and into 2023, Cosette was a key champion and active agent in recruiting for and selecting the incumbents in 5 new CTL portfolios as well as re-envisioning 2 existing CTL portfolios:

- The "5 new" are: Critical Pedagogies and Equity, Diversity, and Inclusivity; Indigenizing Curricula and Pedagogies; Online and Hybrid Instruction and Strategy; Digital Pedagogies and Writing Across the Curriculum; and Writing and Multimodal Communication Pedagogies

- The "2 existing" are: Assessment and Evaluation; and "EdTech" *("EdTech" here refers to the re-imagined and restructuring of the workflows related to Educational Technologies and their best home at the U of A.*)*

Cosette was also the key champion and active agent in re-imagining CTL operational, administrative, and communications workflows and capacities in direct response to the unprecedented budget cuts suffered by the U of A and the subsequent Service Excellence Transformation initiative. Cosette's leadership during this moment brought about 2 new CTL Coordinator positions for the Centre: one, for Executive and Operations; and one, for Programs and Partnerships.

Across all this change and re-envisioning, Cosette also directly supervised and mentored 3 additional CTL roles that each would become re-situated, re-focused, and re-aligned across the Centre:

- our Open Education Lead and portfolio of Open Education*;
- our Data Analyst position*; and
- our Educational Developer, Blended Learning*

An essential driver toward creating the Educational Leadership and Development portfolio in CTL is also the person of Dr. Cosette Lemelin herself, a leader and developer who forefronts and anchors wellness across not just the whole Centre but with and for the individual members of the CTL team as well. Cosette was nominated for the 2021 U of A Wellness Champions from her work organizing and overseeing the monthly CTL Team Gatherings as sustained work in this area. Some of the themes/foci of these Team Gatherings at a glance included:

- Summer Games Online (July 2021)
- Tommy's Research and *Drag Race* Audition Tape (September 2021)
- Healthy Workplaces During the Pandemic (October 2021)
- Making Pizza Dough! (November 2021)
- "Looking Out for Digital Eye Strain" with Dr. Sharon Feng (organized by Cosette with FoMD Occupational Residency program - February 2022)

*read more   …on "EdTech" and CTL in our Instructional Practice and Academic Development Portfolio
…on Open Education and CTL in the *CTL Large-Scale Events* section
…about our CTL Data Analyst in the *Meet The CTL Team* section
…about our Educational Developer, Blended Learning in our Online and Hybrid Instruction and Strategy Portfolio

Meet the Assistant Director

Cosette Lemelin, PhD, MEd

Cosette has 18 years of experience in Educational Developer roles in a 20-year career in adult and post-secondary education at three universities (the University of Winnipeg, the University of Manitoba, and the University of Alberta). She has a Master of Education (2003) and PhD in Education (2016) focusing on adult and post-secondary education. Cosette's unique specialities include teaching within health professions education (with a focus on clinical practicum teaching and learning), classroom management, and varying aspects of interpersonal communication in teaching and learning. Cosette calls herself a "Teaching Coach" for university instructors and faculty members striving to improve their teaching one class, one activity, or one interaction at a time. Cosette is the 2019 recipient of the University of Alberta Excellence in Learning Support Award, and received the award again in 2020 with the CTL Team as part of their COVID-19 Response.

> **"Establishing strong and supportive teaching cultures at all levels (i.e., institutional, faculty/school, department, and smaller groups) is important because it can influence student engagement, faculty motivation, approaches to teaching, and scholarship of teaching and learning"**
>
> **(Shaw et al. 3).**

Shaw, Lindsay, Hannah MacDougall, Lori Goff, Donna Ellis, Erika Kustra, Madelyn P. Law, and Lynn Taylor. "Valuing Teaching: Exploring How A University's Strategic Documents Reflect Institutional Teaching Culture." *International Journal of Academic Development*, April 2023. DOI: 10.1080/1360144X.2023.2200761

Indigenizing Curricula and Pedagogies

The U of A Centre for Teaching was among the very first post-secondary education institutions in this nation now called Canada to not just hire an Educational Developer who is Indigenous but to create and implement an entire portfolio area in their Centre that is Indigenous-focused.* In its contemporary iteration as part of the Pedagogical Justice wing in our CTL, the Indigenizing Curricula and Pedagogies team is supervised by CTL Lead Educational Developer Andrea Menard, who is cross-appointed with CTL and the Office of the Vice-Provost, Indigenous Programming & Research. The Indigenizing Curricula and Pedagogies team is a positive agent of change with the goal to champion the mission and vision of CTL strategic initiatives as well as of *Braiding Past, Present, and Future* (the U of A Indigenous Strategic Plan) across the University of Alberta. Taking a decidedly pedagogical and curricular lens with Indigenization, this team works relationally and in community to reclaim Indigenous ways of teaching and learning and infuse them in our individual and collective work across campus.

...about CTL's inaugural "Indigenous-focus" portfolio and inaugural Indigenous Educational Developer in our *In loving memory, Dr. Jennifer Winters Ward* section

*read more

Celebrations and Recognitions

Immediately upon joining our CTL, Andrea began localizing Indigenous methodologies and approaches in her relational work by using visiting at the ᐱᒥᓇᐗᓱᐃᑲᒥᐠpiminawasowikamik / Kitchen Table Conversations. Engagements through visiting are Indigenous ways of gathering knowledge in oral form and are used in informal or "neutral" or "happy" common spaces like at someone's kitchen table. As we navigate the new teaching and learning landscape, a Fall term visiting at the Kitchen Table Conversations took place from September 19 - December 7, 2022. This first offering explored opportunities and challenges of localizing Indigenous methodologies and approaches at a moment of change and possibility.

The Kitchen Table Conversations (or, KTCs) are open to educators across our U of A campuses, including instructors, graduate students, and parafaculty educators engaged in teaching and learning and as part of the teaching and learning community at the University of Alberta. Participants across the following areas of campus attended our first-ever (and continuing) KTCs: Strategy, Entrepreneurship and Management; Drama; Political Science; Sociology; Anthropology; English & Film Studies; Psychology; Faculté Saint-Jean; English Language School; Educational Psychology; School of Library and Information Studies; Law; Civil and Environmental Engineering; Discover E Science Camps; Kinesiology, Sport, and Recreation; Laboratory Medicine & Pathology; Nursing; Biological Sciences; Chemistry; and Computing Science.

> "For educators, Aboriginal or not, it is not enough to rebel against injustices unless we also rebel against our lack of imagination and caring. To understand education, one must love it or care deeply about learning, and accept it as a legitimate process for growth and change"
>
> (Battiste 190).

Battiste, Marie. *Decolonizing Education: Nourishing the Learning Spirit*. Purich P, 2013.

Meet Andrea

Andrea Menard, LL.M, LL.B
Lead Educational Developer, Indigenizing Curricula and Pedagogies

Andrea Menard (she/they/ᐃᔅᐧᐁᐤwiyawâw) is Métis from the abolished Red River Settlement. Andrea has over twenty years of experience relationship-building with Indigenous Nations across Treaties 4, 6, 7, 8, and 10 as well as the Métis Homeland regions across Alberta and with Indigenous Nations in the unceded lands of British Columbia. Andrea has worked for various organizations that range from academic, government, Treaty-making, and legal non-profit and legal regulatory work, and teaches "Reconciliation and Lawyers" at the University of Calgary, Faculty of Law as well as "In Search of Reconciliation Through Dispute Resolution" at Osgoode Hall Law School. As a Lead Educational Developer at CTL, Andrea focuses on situating Indigenous methodologies and centering Indigenous knowledges in epistemology, laws, and in academic research, teaching, and learning, as well as utilizing Indigenous ethics and engaging with Indigenous communities in reciprocal and respectful manners.

Additional team members include: Lori Ireland, Educational Developer (Indigenous Curriculum and Pedagogy).

Andrea's background in Law not only brought an incredible disciplinary focus to our Centre's work and to educational development but also kept Andrea and this CTL portfolio on the provincial and even national radar - Andrea was the star of numerous podcasts, interviews, and blog posts for her Indigenizing, decolonizing, and reconciliation work across post-secondary education and legal platforms, and she was also named one of Canada's Top 25 Most Influential Lawyers in 2022 in *Canadian Law Magazine* and is the Top 5 Most Influential Lawyer of 2023 in *CIO Times*.

Critical Pedagogies and Equity, Diversity, and Inclusivity

A new portfolio to U of A's Centre for Teaching and Learning that had been in the planning and works for some time and finally arrived together with its leader in January 2022, the Critical Pedagogies and Equity, Diversity, and Inclusivity portfolio is part of the Pedagogical Justice wing and is supervised by CTL Lead Educational Developer, Everett Igobwa. Equity, diversity, and inclusivity (EDI) and critical pedagogies (CP) are best decon-structed and demystified as personal journeys of academic and professional development and growth. To this goal, this portfolio endeavours to journey with the U of A teaching and learning community as we nurture CP and EDI concepts, separately and together, with those involved in learning and teaching in a good way (IAGW) to purposefully create safer, brave and braver, as well as accountable spaces, virtually and/or physically, and to mutually champion learning, unlearning, and relearning IAGW.

Celebrations and Recognitions

Part of the immediate work of this new portfolio and with Everett leading it was the necessary advancement of what are often referred to as "EDI Principles" but also the actual educational work of what these even are together with broadening and deepening the scopes of equity and justice work - overall, and directly with and for teaching and learning. For Everett and CTL, this began taking the U of A instructor community into anti-racist and anti-oppressive teaching and learning in higher education, including: institutionally disruptive approaches to power and privilege in teaching and learning across disciplinary areas and/or within disciplinary areas, as well as instructional capacity-building for decolonization and equity, diversity, inclusivity, and belonging.

In addition to working cross-functionally and in intimate partnership across CTL's portfolios (such as on inclusive writing assignments*), Everett also launched a new series of CTL Webinettes, *The U of A's Strategic Plan for Equity, Diversity and Inclusivity & Your Teaching Practice*, focused dedicated-ly on the 8 Principles that guide the U of A's Strategic Plan for Equity, Diversity, and Inclusivity, which are: Diversity; Equity; Inclusion; Human Rights; Equality-substantive; Intersectionality; Accessibility; and Respect for reconciliation with Indigenous peoples. Everett's work and leadership with this initiative were also celebrated and featured by U of A External Relations in a news story!*

*read more   …in *The Quad*, "Considering Communities and Individuals Alike: How the Lenses of EDI and Critical Pedagogies Can Inform Inclusive Writing Assignments" (by Everett Igobwa and Mandy Penney, August 10, 2022)

…in *The Quad*, Chelsea Novak's story "'Webinettes' Explore Principles of Equity, Diversity and Inclusion: Short Online Webinars Are Tools for Advanc-ing the University's Strategic EDI Goals" (by Chelsea Novak, February 9, 2023)   ***read more**

And not just within our U of A teaching and learning community has Everett been making a difference and leading with critical pedagogies and equity, diversity, and inclusivity, but more widely, both locally and provincially across Alberta, too. This past May, he presented his work and research "Rethinking the Sage on the Stage: Reinventing Our Pedagogy by Learning, Unlearning & Relearning in a Good Way" at the Augustana Conference on Undergraduate Research and Innovative Teaching (ACURIT), and he is Co-Chair of a newly-launched Educa-tional Developers Network of Alberta (EDNA) EDI Com-munity of Practice and Care, connecting folks across Alberta post-secondary to advance work collaboratively with equity and justice in their pedagogies and practices.

Meet Everett

Everett Igobwa, ABD PhD, MA, BEd
Lead Educational Developer, Critical Pedagogies and Equity, Diversity, and Inclusivity

Everett Igobwa has over 19 years experience as an educator in contexts ranging from K-12 to post-secondary education, including roles supporting faculty and graduate students at Queen's University, York University, Yukon University, and University of Alberta. Everett is interested in Equity, Diversity, and Inclusivity (EDI), critical pedagogies, decolonization, Indigenization, developing and co-facilitating the Instructional Skills Workshop (ISW) training, course design and redesign, student-centred pedagogy, professional development for faculty, online, hybrid and blended pedagogy. Collaborat-ing with instructors to demystify teaching and learning is rewarding and meaningful to Everett.

CTL is excited about the arrival of the U of A Vice Provost, Equity, Diversity, and Inclusion to steward our University-wide work with equity and justice and for us to continue partnering with this hard, hard work in a good way.

"Pedagogy is not about training, it is about critically educating people to be self reflective, capable of critically addressing their relationship with others and with the larger world. Ped-agogy in this sense provides not only important critical and intellectual competencies; it also enables people to intervene critically in the world" (Henry A. Giroux).

Giroux, Henry A. qtd. In "Higher Education Under Attack: An Interview With Henry A. Giroux." Interview with C. Cryn Johannsen, *Truthout*, 22 Apr 2011, https://truthout.org/articles/higher-education-under-at-tack-an-interview-with-henry-a-giroux/

Assessment and Evaluation ──────────

A staple of every teaching centre across this nation now called Canada, and the most-established portfolio in the U of A Centre for Teaching and Learning, the Assessment and Evaluation team is part of the Educational Leadership and Development wing and is supervised by CTL Lead Educational Developer, Brad Ambury. U of A's new "Teaching, Learning, and Evaluation Policy" sets out the guiding "principles that apply to teaching and learning and to the evaluation of teaching and learning at the university," and this portfolio's assessment goals include: critically examining assessment strategies and creating guiding principles for cross-disciplinary assessment practices; partnering in instructor development of inclusive, multi-faceted assessment practices; and collaborating with instructors to create a shared understanding of assessment between instructors and students.

Celebrations and Recognitions

Under the direction of Brad Ambury, a Graduate Student Research Project was undertaken that explored critical reflexive approaches to teaching and learning through personal storytelling. This project was U of A graduate student Danielle Morris-O'Connor's (English and Film Studies) as part of her Graduate Teaching and Learning Program (GTLP) Level 4: Scholarship of Teaching & Learning program within the Faculty of Graduate Studies and Research (FGSR) here at the U of A. Danielle's project explored issues tied to student well-being and assessment practices. As well, it presents in guided form a scholarly, personal reflection of teaching practice. CTL aims to develop and share some of this work in 2024 as a quality resource to the instructor community seeking direction about how to assemble effective teaching dossiers.

At the outset and height of the pandemic (the 2020-2021 academic year into and through the 2021-2022 academic year), the CTL Assessment and Evaluation (under the supervision of former CTL Lead Educational Developer, Dr. Ellen Watson) undertook a self-study of our Centre as we pivoted and adapted our services and resources due to the demands of the COVID-19 pandemic. This work was published in the *International Journal of Academic Development* (*IJAD*) in June 2022 and explores and reflects on the ways in which we modified our feedback processes to evidence the value of the services we provided.

Winter 2023 also saw a re-imagining of the "DNA" of the CTL Assessment and Evaluation team that situated the recently-created sub-portfolio of "Writing and Multimodal Communication Pedagogies" into our assessment and evaluation work. Part of this strategy is the integral piece of writing pedagogies and multimodality as part of campus-wide teaching and learning assessment and evaluation work, and part of this strategy is also strengthening of cross-Centre functionality and inter-Centre educational development partnerships - such as the work of AI and Education, our initial suite of webpages and resources that the CTL Assessment and Evaluation agilely led the build on.*

*read more
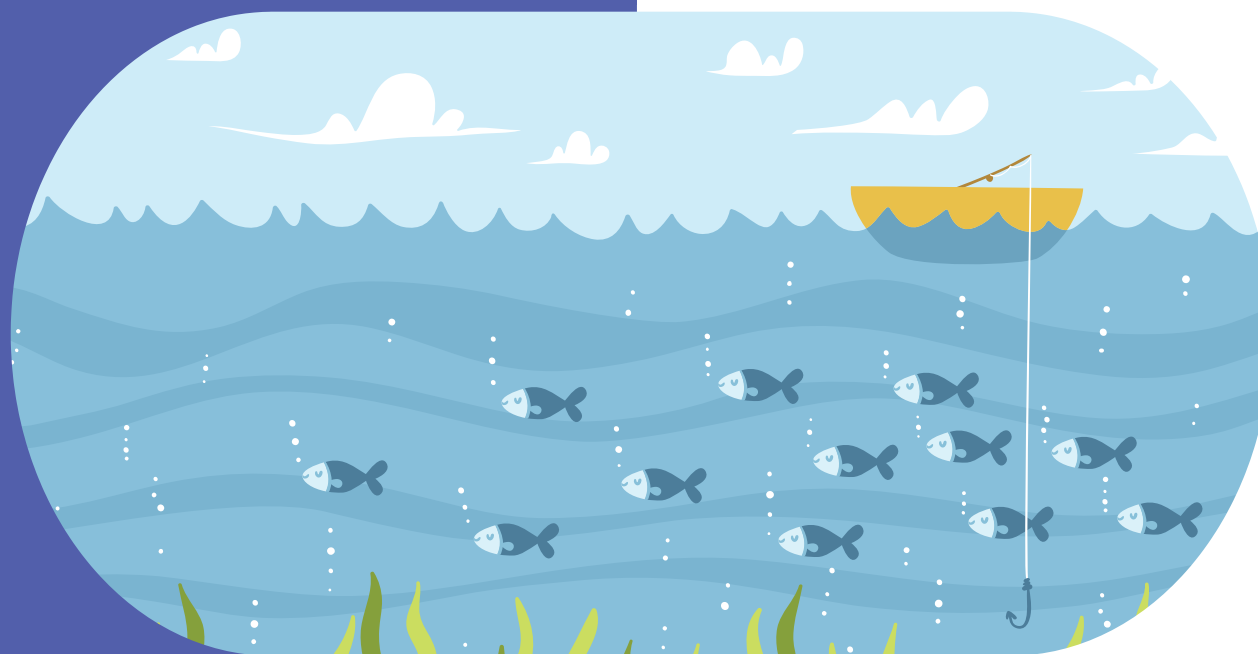
"[T]he intersections and interactions between assessment design, delivery, familiarity, and feedback and student wellbeing need to be explicitly acknowledged and explored within assessment strategy as part of a whole university approach" (Jones et al. 448).

Jones, Emma, Michael Priestley, Liz Brewster, Susan J. Wilbraham, Gareth Hughes, and Leigh Spanner. "Student Wellbeing and Assessment in Higher Education: The Balancing Act," *Assessment & Evaluation in Higher Education* 46:3 (2021): pp. 438-450. DOI: 10.1080/02602938.2020.1782344

"[I]n collecting and analysing these data sources as alternatives to participant satisfaction [such as engagement analytics from a YouTube video, webinar attendance, or time spent on a webpage], we might offer educational developers an opportunity to develop as truly reflective practitioners" (Marin et al. 114).

Marin, Luis Fernando, Bradon Valgardson, and Ellen Watson. "Evaluation in the Time of Crisis: Evidencing Value at a Centre for Teaching and Learning During the Covid-19 Pandemic." *International Journal for Academic Development* 27:2 (2022): pp. 135-147. DOI: 10.1080/1360144X.2022.2082437

Meet Brad

Brad Ambury, MA, BA (Special), BA
Lead Educational Developer, Assessment and Evaluation

Brad brings to his role with the CTL team over 15 years of experience working as a lecturer in four post-secondaries (the University Of British Columbia, the University of Colorado at Boulder, the University of North Carolina at Charlotte, and the University of Alberta). Brad also has 8 years of direct experience working as a Lead Educational Developer at a polytechnic (NAIT) where he undertook a wide range of project work that included both curriculum development and faculty support. His expertise and experience is in building teaching and learning resources, exploring issues related to Writing-Across-the Curriculum, and leading academic program (and course) mapping projects, including their design and development. As a Lead Educational Developer with CTL, Brad's principle areas of interest include (but are not limited to): finding impactful ways to better align curriculum outcomes with meaningful assessment practices; supporting the development of assessment practices to enhance students' learning experiences; and collaborating with faculty to weave relevant assessment processes and practices into the contexts of individual programs and courses.

Additional team members include: Dr. Dalbir Sehmby, Educational Developer (Writing and Multimodal Communication Pedagogies), and Bradon Valgardson, Data Analyst. Meet Dalbir and Bradon on page 21!

Digital Pedagogies and Accesss

The newest portfolio to U of A's Centre for Teaching and Learning, which started as "Digital Pedagogies and Writing Across the Curriculum" in February 2022 and transformed into "Digital Pedagogies and Access" in January 2023*, is part of the Pedagogical Justice wing and is supervised by CTL Lead Educational Developer, Mandy Penney. The Digital Pedagogies and Access team collaborates with instructors across campus to nurture accessible and engaging digital pedagogies both individually and in community. The emphasis here is on teaching and learning approaches that hold equity and justice at their core, including the students-as-partners framework and intentional community and relationship building. Together with instructors, this portfolio designs opportunities for low-stakes/reflective conversations, sharing, and co-learning within and across disciplinary contexts. Ultimately, Digital Pedagogies and Access advocates for flexibility, transparency, and authenticity in approaches to pedagogies, access, accessibility, and disability justice.

...about our Writing and Multimodal Communications Pedagogy Portfolio in the *Meet The CTL Team* section

*read more

Celebrations and Recognitions

Communities of Practice (CoPs) are no novel genre of authentic engagement and situated learning and development, first being introduced in the 1990s; but with the ongoing global pandemic that forced reimaginings of "community" and of spaces and places, a caring and care-full twist was needed, digitally and accessibly. Thus arrived through our CTL "CoPCs" - Communities of Practice and Care - for faculty, instructors, graduate students, and parafaculty educators engaged in teaching and learning across the U of A. Since Spring 2022, our CoPCs have run termly with over 30 (and counting!) instructor-participants across the disciplines and on thematic foci that have included: equitable writing and communication instruction; caring approaches to digital and writing pedagogies; and access and disability justice.

As a portfolio area of expertise and leadership that extends and amplifies equity and justice work by focusing on access and accessibility, Mandy's scholarly voice and advocacy in these areas has been integral both locally across the University and more widely across our communities. Here at the U of A, Mandy partnered with colleagues across CTL to design and implement our first fully and robustly hybrid Festival of Teaching and Learning (FoTL)*, with specific attention to authentic online engagement and principles of accessible design that led to the creation of an Accessibility Guide for FoTL presenters, organizers, and participants. Mandy has also published on her community care and praxis work, and through provincial and national networking and conferencing, she has led accessible pedagogy sessions and even been invited by the Canadian Writing Centres Association (CWCA) to open their 2023 conference with an honest, open, accessible, and yes, digital land acknowledgement.

"Caring pedagogical work and caring subjectivities are nurtured and nurture attentiveness to creating time-spaces which foster dialogical co-creation of knowledges"

(Motta & Bennett 636).

Motta, Sara C. and Anna Bennett. "Pedagogies of Care, Care-full Epistemological Practice and 'Other' Caring Subjectivities in Enabling Education." *Teaching in Higher Education 23*:5 (2018), pp. 631-646. DOI: 10.1080/13562517.2018.1465911

Meet Mandy

Mandy Penney, MA, BSc, BA (Hon)
Lead Educational Developer, Digital Pedagogies and Access

Mandy Penney (she/her) is a queer settler and scholar and an experienced educator originally from Newfoundland. She has worked as both faculty and academic staff (i.e., parafaculty), including as a coordinator of a writing and learning centre. Mandy advocates for equitable, values-driven, and relationship-based practices in teaching and learning: practices that can be approached through digital and writing-based community-building. She is an active member of the Canadian Writing Centres Association (CWCA) and the International Writing Centres Association (IWCA), as well as a co-editor of a special conference edition of *Discourse and Writing / Rédactologie (DW/R)*. Mandy aims to collaborate with the University of Alberta community toward (re)imagining teaching and learning possibilities at this important and challenging global moment.

Mandy's compassionate leadership and professional background also positioned her as a key partner within the Centre for much of the change management and transitions with CTL areas of expertise and strategic directions - particularly with Writing Pedagogies and with Educational Technologies. Across these two years, Mandy expertly stepped up to take on temporary shifting supervisory responsibilities of team members as teams formed and unformed and new directions became set and settled.

*read more   ...about the Festival of Teaching and Learning (FoTL) in our *CTL Large-Scale Events* section

Instructional Practice and Academic Development

"[T]here is a need for faculty across all disciplines to understand best instructional practices and the strategies that develop effective teaching behaviors and skills. While faculty members at the university level are considered experts in their field of study, many may not have been trained in practices of effective teaching, how to share their expertise, or how to improve their teaching"

(Rowbotham 5).

Rowbotham, Melodie A. *The Impact of Faculty Development on Teacher Self-Efficacy, Skills and Perspectives.* Illinois Education Research Council, Southern Illinois University Edwardsville, 2015.

While a staple portfolio in nearly every teaching centre, the decided focus on instructional practice and academic development is a relatively new and clarified area for U of A CTL. Our Instructional Practice and Academic Development team is part of the Educational Leadership and Development wing and is supervised by CTL Lead Educational Developer, Graeme Pate. This area of CTL is focused on the development of scaffolded programming and resources for University of Alberta instructors' professional and academic development of their teaching across the career life-span of post-secondary instruction (i.e., new to teaching; mid-career instructor; and late-career instructors). Further, this instructional development portfolio focuses on developing resources and programming at the level of the department related to curricular change, peer observation of teaching, as well as discipline-specific collaborations in teaching change and pedagogies.

Celebrations and Recognitions

Before becoming the Lead Educational Developer, Instructional Practice and Academic Development, Graeme led the CTL Technology-Enhanced Teaching and Learning (TETL) team, which with the merger of the Learning Engagement Office (LEO) team from the former Faculty of Extension in March 2022 became the CTL Educational Technology Instruction and Strategy (ETIS) team under a new Lead Educational Developer.* This transition of portfolio leadership involved passing-the-torch as well as reimagining CTL's and the U of A's educational technology and pedagogical technology needs. Graeme was a key player at the helm of this work with CTL Leadership and the Provost's Office.

Leading this new portfolio of Instructional Practice and Academic Development in CTL, Graeme has been starting in a grassroots approach to develop and design cross-functional programming and resources - new-and-improved (so to speak), and never-been-done-before-at-the-U-of-A. For example, the creation of a new program for instructors to replace the recently-retired eClass "Teaching and Learning Online: An Introductory Self-Study Course" that was emergency-responsive to remote, online teaching and course (re)design. New programming will offer diverse opportunities for professional development of teaching for our new, experienced, and more seasoned University of Alberta instructors. Also, Graeme has completed the first stage of becoming an Instructional Skills Workshop (ISW) facilitator, which will help CTL bring the ISW training and facilitation programming to our U of A instructors and faculties.

Meet Graeme

A. Graeme Pate, BEd
Lead Educational Developer, Instructional Practice and Academic Development

Graeme has over 30 years of experience integrating effective teaching methodologies and educational technology with impactful course design. He has been an educational developer at the Centre for Teaching and Learning for 5 years and was instrumental in our Centre's response to pandemic needs in teaching development, particularly in self-directed online resources, events, and course development. He spent 28 years in Scotland in education, 18 of which were at the University of Glasgow (School of Education and School of Interdisciplinary Studies), where he was the Programme Director for the B.Ed (Hons.) and MA Primary Education degree programmes. Graeme was presented with three Excellence in Teaching awards by the University of Glasgow for course design, implementation of teaching methods and the use of technology to enhance learning and teaching. He also received the University of Alberta Excellence in Learning Support Award in 2020 with the CTL Team as part of their COVID-19 response.

*"EdTech" and CTL

From 2021-2022, we had EdTech in our Technology-Enhanced Teaching and Learning (or, TETL) Team, and from 2022-2023, with the merging of the Learning Engagement Office (LEO) group from the former Faculty of Extension, we had EdTech in our Educational Technology Instruction and Strategy (or, ETIS) Team. The ETIS Team was dissolved within CTL with the launch of Online and Continuing Education (OCE) at the U of A.

Online and Hybrid Instruction and Strategy

"As digital learning [in-person, blended, hybrid, and fully online teaching and learning efforts, as well as attempts to capture a wide range of teaching and learning contexts which make use of digital technology] in Canada has grown over time, training and support for faculty have also become increasingly necessary"

(Veletsianos et al. 103).

Veletsianos, George, Charlene A VanLeeuwen, Olga Belikov, and Nicole Johnson. "An Analysis of Digital Education in Canada in 2017-2019." *International Review of Research in Open and Distributed Learning* 22:2 (2021): pp. 102-117.

A new core portfolio in the U of A Centre for Teaching and Learning that immediately responds to our "new normal" of post-secondary education and intimately advances key aspects of the University of Alberta Strategic Plan, the Online and Hybrid Instruction and Strategy team is part of the Educational Leadership and Development wing and is supervised by CTL Lead Educational Developer, Anita Parker. This CTL team provides University of Alberta instructors with individualized consultations and useful resources to strengthen their implementation of evidence-based teaching and assessment practices in non-traditional teaching and learning environments. Teaching online, blended, and hybrid are now pillars in the framework of higher education, and each modality requires an instructor to integrate beneficial educational technologies with meaningful learning experiences to scaffold student mastery of discipline-specific content. As the accessibility and inclusivity provided by hybrid teaching and learning at the U of A increases, so, too, will our institutional resiliency along with greater scalability, growth of all of our instructors, students, and campus community, and reach of our courses and programs - and this portfolio and team are here for this journey.

Celebrations and Recognitions

A familiar, friendly face and formidable force at U of A CTL for several years, these past two years have seen a continuation of impressive advancement for Anita that honours and invests in her incredible skills, dedication, and love for teaching and learning as well as educational development. The 2021-2022 academic year saw Anita, from her innovative work and scholarly leadership with moving U of A teaching and learning from blended to hybrid, promoted to Lead Educational Developer for Online and Hybrid Instruction and Strategy. (This continues a trajectory for Anita from the 2020-2021 academic year where she moved from a provostial contract position for blended learning projects across campus to becoming a full-time, permanent CTL Educational Developer.)

Anita also is the critical and creative director behind our *Teaching Plus* podcast, both in general and specifically with our "Teaching Blended & Online Podcast Series." This series dedicated to all things buddingly hybrid at the U of A with teaching and learning brought together engaging relationships, innovative teaching ideas and tips, and heartwarming conversations with faculty, instructors, and students from Engineering, Alberta School of Business, Chemistry, Augustana, Rehabilitation Medicine, and more!

And this past year, Anita took her scholarship and leadership on the road down to the University of Calgary as part of their annual Conference on Postsecondary Learning and Teaching with her presentation, "Teaching Hybrid: Opportunities, Considerations, and Strategies." Embodying her central thesis that teaching hybrid is so much more than maximizing educational technologies because it challenges instructors to provide engagement strategies and encouragement, and to extend a measure of patience, grace, and humour to students and themselves, so it requires thoughtful planning, a growth mindset, and some ambitious multitasking, Anita built her session on an interactive Jamboard instead of the usual "slides." As planned, this provided a fun, messy, collaborative digital space for the entire hour, full with some shared reading/social annotation, sharing and organizing of ideas, drag-and-drop building of a concept map, and more.

Meet Anita

Anita Parker, MEd, BSc, BEd
Lead Educational Developer, Online and Hybrid Instruction and Strategy

Anita Parker brings two decades of science teaching in in-person, online, and hybrid secondary and post-secondary classrooms to her educational development portfolio at CTL. She is also experienced in leading professional development workshops and individual coaching for instructors with a focus on maximizing student engagement with authentic activities and assessments. Since 2015, Anita has worked closely with instructor teams from across the University with their blended and online learning resources and projects. This includes helping build course frameworks on eClass, planning student-centred learning experiences, and storyboard creation for pre-recorded lecture video content. Anita has the great privilege of leading the CTL team that supports pedagogical excellence for our U of A instructors across their online, hybrid, blended, and face-to-face environments.

Additional team members include: Mauricio Rivera-Quijano, Educational Developer (Online Design and Delivery), and Katelyn Lindmark, Educational Technologist.

Meet The CTL Team

You met the folks who lead our interconnecting teams in the *Portfolio Areas of Expertise* section...now meet the folks without whom none of that work could actually get done and advanced in our Centre and across our campuses!

...building out our Indigenizing Curricula and Pedagogies Team...

Lori Ireland
Educational Developer, Indigenous Curriculum and Pedagogy
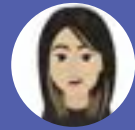
Lori Ireland, BA (she/they) is from Xeni Gwet'in First Nation and grew up in Tŝilhqot'in and Secwepemc territory in the interior of what is now colonially called British Columbia. The lands in which Lori calls home (Xeni Gwet'in) did not enter into Treaty negotiations, and their Aboriginal Title was federally acknowledged in 2014. Lori has been a guest on Treaty 6 territory and the homelands of the Métis peoples for more than 10 years. Lori has 15 years experience working with various Indigenous peoples within numerous capacities, including for the purposes of building community as well as for supporting and sustaining Indigenous ways of knowing, teaching, learning, and being. As an Educational Developer at the Centre for Teaching and Learning, Lori focuses on the development and integration of Indigenous ways of knowing into teaching resources, strategies, and academic, personal, and professional development of instructors and instructional teams at the U of A.

...building out our Assessment and Evaluation Team...

Dalbir Sehmby
Educational Developer, Writing and Multimodal Communication Pedagogies
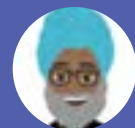
An award-winning instructor with over 20 years of experience across multiple fields, Dalbir Sehmby (PhD, Comparative Literature and Film/Media Studies) views teaching as a skill that requires continual practice and classrooms as spaces that alter with each cohort. As an Educational Developer, Dr. Sehmby does not adhere to one methodology but mixes established and contemporary approaches while seeking insights from instructors, guidance from learning outcomes, and advice from students. A TEDx speaker and the University of Alberta's 2016 Last Lecturer, Dalbir values clear communication as a common denominator in composing across curricula and multimodal media. Dalbir has innovated learning via the "Stresstival" methodology, which privileges student-centred skill building, emotional self-awareness, and life-work balance. Dalbir believes it is possible for instructors and students to be a responsible team of holistic learners who can laugh and learn while cooperating to create a healthy campus community of champions.

Bradon Valgardson
Data Analyst

Bradon Valgardson (MA, University of Southern Mississippi) is the data analyst for CTL. Bradon analyzes institutional data and prepares educational resources, documentation, and reports related to teaching and learning. His past work has focused on the influence of adverse conditions on health and well-being. His research has involved examining data from nationally representative samples and collecting data from various groups including university students, prison inmates, correctional officers, and domestic violence service providers.

...building out our Online and Hybrid Instruction and Strategy Team...

Mauricio Rivera-Quijano
Educational Developer, Online Design and Delivery

Born and raised in El Salvador, Mauricio brings to CTL more than 30 years of experience working in Education. He holds a Bachelor of Arts in Public Education (French) and a Master of Educational Technology (MET). His early work encompasses adult education and K-12 schools in Saskatchewan, as well as Keyano College in Fort McMurray. Mauricio's experiences with online teaching began in his years with Northern Arizona University and the Learning Technology Branch at Alberta Education. From right here at the U of A, Mauricio brings robust experiences from his work and projects with many different units: IST as a Senior Professional Development Specialist, and, at the moment of CTL's named creation in the early 2000s, he was part of that first CTL team as a Senior eLearning and Professional Development Specialist. In 2016, Mauricio was appointed Senior Educational Developer at the Faculty of Science, and in 2020, as Education Program Coordinator at the School of Public Health. Now, as CTL's Educational Developer for Online Design and Delivery, Mauricio responds without hesitation to partnering with instructors toward sustainable, trusting relationships guided by always putting our learners as a core of the educational process.

Katelyn Lindmark
Educational Technologist
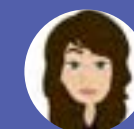
Katelyn Lindmark brings experience in consumer and industrial graphic design. Her current interests include leveraging her graphic design experience in the online environment. Katelyn is part of the Online and Hybrid Instruction and Strategy Team and provides design support for CTL's blended learning projects. A recent alum of U of A's "Digital Accessibility" course, Katelyn is excited and energized to continue working toward increasingly accessible educational resources and experiences across the CTL team and for instructors.

...building out our CTL Leadership Team...

Karen Seto-Wagg
Coordinator, Executive and Operations
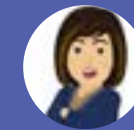
Karen Seto-Wagg (BComm, University of Saskatchewan) has lived in Edmonton since graduating from post-secondary education. She brings a strong knowledge of office administration and analyzing procedures to her role at CTL. Her love of learning combined with an approachable attitude contributes to a positive mark in roles that she takes on. Karen's current role at CTL is providing executive and operational support as well as assisting with CTL programming initiatives.

Lily Lai
Coordinator, Programs and Partnerships

Lily Lai (BDes, University of Alberta) is responsible for the coordination of the Centre for Teaching and Learning (CTL)'s programs, initiatives, and partnerships to champion innovations in teaching and learning. As part of the CTL Leadership Team, she assists in creating visual concepts that support instructor-facing communications, she coordinates CTL's e-newsletter and workshops, and she leverages her 10+ years of experience in our CTL to help build and sustain pedagogical partnerships of all kinds.

2021/2022: Closing Our First Half-Century Together

It wasn't an easy or smooth close to our first fifty years as the centre of teaching and of learning at the U of A, as the 2021-2022 academic year was the third academic year impacted by the global pandemic, but our mandate and our heart as key partners with our instructors and programs never wavered. Our virtual teaching resources, sessions, and events continued to rise in their reach and impact, and our early experimenting and flirting with hybrid and with adding on-site participation and engagement started to shine through, too.

Programs and Partnerships

Website
80,924
Total views

YouTube
65,930
Total views

Teaching Plus Podcast
833
Total plays

Teaching and Learning Online Course
6,189
Total interactions

Articles in The Quad
9,954
Total page views

One-on-one Consultations
261
Total interactions

Equity, Diversity, Inclusivity Series (Part 1-3):
350
Total registrants

Territorial Acknowledgements Video
17,724
Total views

Webinettes
1,321
Total participants

Open Education Symposium
253
Total participants

Festival of Teaching and Learning
204
Total participants

Online Teaching Institute
167
Total participants

2022/2023: Innovating to Start Our Next Half-Century Together

For the first year of our second half-centenary as U of A CTL, which was also the fourth academic year impacted by COVID-19, we knew we had to innovate, evolve, and keep growing together with our instructors and with our teaching and learning community.

Always a leader on the cutting-edge, CTL leaned into our re-envisioned structures and uplifted the lived experiences and educational expertises of our key portfolios and people now in place in CTL to create new (and newly re-imagined!) pedagogical and practical opportunities for ongoing academic, personal, and professional development of U of A instructors. Many of these took a collective approach, and while not forgetting the important place of the individual, these innovations in CTL programming embodied a multifaceted approach to development as both self- and community-focused. Focused, and inspired.

Keeping our past with us as we grow, we thrive in responding agilely to our new and emerging strategic directions, partnerships, needs, and hopes.

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Engagements through visiting (such as together around a kitchen table) are Indigenous ways of gathering knowledge, and CTL opened visiting at ᐱᒫᓇᐧᐊᐧᐃᐧ ᑲᒥᐠ piminawasowikamik / Kitchen Table Conversations about the opportunities and challenges of localizing Indigenous methodologies and approaches at a moment of change and possibility.

Community Learning Circles

As we navigate the ever-shifting teaching and learning landscape together, community connections - and especially learning together with/from/in community - is more important than ever. CTL's Community Learning Circles (CLCs) engage our instructors and educators with Indigenization, decolonization, intersectionality, accessibility, and justice-focused approaches to teaching and learning from their pedagogical, practical, and communal ongoing development.

Communities of Practice & Care

Communities of Practice (CoPs) are staples of educational development and connection, and so we've decidedly built into them *Care* to launch and host CTL CoPCs - Communities of Practice and Care. Initial topics of discussion and focus included: access and disability justice in post-secondary institutions; Universal Design for Learning (UDL); and strategies for building classroom relationships that are flexible, relational, and transparent.

Caffeinate Your Work Week: Teacherly Writing Café

Not just talking (though that is important!) but actual *doing*, actually writing together at regular, recurring intervals across the term on teacherly writing projects (crafting syllabi, teaching philosophy statements, essay comment banks, strong assessment questions, etc.) to connect the writing we do as instructors with the writing that we require/ask our students to do. Collectively and individually, Teacherly Writing Cafés identify goals, track progress, and incorporate periodic reflections.

Instructor Write-In: Designing, Delivering, & Assessing Writing Assignments

Taking the Teacherly Writing Café ethos to an espresso-level intensivity, this three-day program allows instructors time to brainstorm and write with a focus related to their teaching (i.e., grading, providing feedback, course/syllabus/assignment design, and teaching dossiers) using the Pomodoro Method.

Access & Disability Justice Reading Group

It is past time that we intentionally and responsibly reflect on how we can support and advocate for pedagogies of care and access in academia. CTL's Access & Disability Justice Reading Group engages with scholarship and lived experiences for the very real goal of (un/re)learning together and how we can unsettle dominant assumptions about disability and barriers to engagement in universities and academia.

CTL Visiting Speaker Grants

Made possible by the Endowment for Teaching, Learning and Their Enhancement, these are small grants to supplement a department's and/or unit's already funded visit with bringing individuals (which may include scholars, leaders, and/or Indigenous knowledge keepers) to campus whose unique, diverse knowledges and lived experiences will shape, inform, and support teaching and learning within the discipline and/or identified demographic.

Academic Ableism and Teaching and Learning in Higher Education

Faculty of Pharmacy and Pharmaceutical Sciences | March 1, 2023

Keynote address from Dr. Jay Dolmage (University of Waterloo - pictured here) followed by a panel discussion with U of A disability scholars Dr. Lindsay Eales, Dr. Danielle Peers, Dr. Joshua St. Pierre, and Dr. Joanne Weber.

Session recording available on CTL website!   **watch now**

Ableism in academia plays out in many aspects of being a Faculty member, student, and/or staff member on campus. As ableism relates to teaching and learning, and as we continue to manage the impacts of the pandemic on higher education, one place where it is being experienced more and more is with increased numbers of students with approved accommodations and exam deferrals. These increases (and the increasing requests for them) are forcing more conversations about how to support students with disabilities. In some cases, these conversations reveal a lack of awareness about the purpose of accommodations and what needs to be done to properly support students. These conversations also reveal assumptions about why students might be seeking accommodations and the implications of providing them. This session raised awareness about how ableism in academia is present in the way we work to support students, staff, and instructors. It provided knowledges to help reshape attitudes and beliefs about accommodating students with disabilities so that we can work not just reactively but proactively to improve how we meet our teaching and learning communities' needs.

Tactics for Working Anyway: Re-imagining and Re-engaging in Academic Prose

Department of Anthropology | April 14, 2022

In her talk, Dr. Dale Pesmen (working artist, writer, and educator based in Chicago, Illinois) critiqued default imagery related to writing academic prose and examined tools that can be used not only to generate more compelling work, but to actually help take one's thought processes beyond even important initial observations. She offered some devices to help navigate out of a "stuck" or "blocked" condition in both thought and writing.

CTL Large-Scale Events:

Event	By the Numbers	Outcome
1 **Online Teaching Institute** **August 16–18, 2022** **August 10–12, 2021** CTL holds our annual Teaching Institute every August, and since the pandemic hit, we've been hosting it online. Our online Teaching Institute provides opportunities for instructors to develop new skills, ideas, and understandings of various aspects of teaching and learning. Together with CTL Educational Developers, our U of A teaching and learning community explores teaching workshops and presentations intended to develop their teaching, whether they are new to teaching, new to teaching at the U of A, or a more seasoned instructor.	**2022:** CTL was joined by 290 educators across 9 sessions. These sessions were presented by CTL's Lead Educational Developers, Assistant Director, and Executive Director. **2021:** 167 attendees across 9 sessions. Keynotes were Robert A. Duke (University of Texas) and Stephen D. Brookfield (Antioch University).	After attending the Online Teaching Institutes, surveyed respondents indicated that they gained a better understanding of some of the core issues they were facing, and a greater insight into equity, diversity and inclusion, and new ideas to incorporate into the classroom.
2 **Open Education Symposium** **March 7–11, 2022** In 2022, CTL celebrated Open Education Week by hosting an international Open Education Symposium. This Open Education Symposium promoted awareness and highlighted open education efforts at the University of Alberta and beyond. The Open Education Symposium had a variety of sessions including networking, panels, and interactive workshops.	Successful and meaningful open education takes a community, and that was certainly demonstrated by the 253 instructors, students, librarians, educational developers, and instructional designers from around the world who attended this year's Symposium. This event also generated incredible buzz and interest as well as garnered post-Symposium requests for the open recordings with the over 400 registered folks and asynchronous engagements.	After attending the Open Education Symposium, surveyed participants indicated that their confidence to use and create open educational resources increased. And from the organizers' and facilitators' side, this event connected U of A, U of Calgary, and Thompson Rivers U open education leaders and amplified our interconnected work on the global stage.

Open Education and CTL
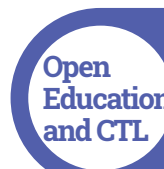
With the departure of our Open Education Lead at the end of the 2021-2022 academic year, CTL worked with the Library to move our Open Education leadership and resources to them for the U of A teaching and learning community's ongoing stewardship and leadership with Open Education.

CTL Flagship Event:

Event

3 **Festival of Teaching and Learning**

May 3–5, 2022
May 2–4, 2023

CTL's Festival of Teaching and Learning (FoTL) is an annual event where all members of the University of Alberta teaching and learning community can share, demonstrate, explore, and embody the plurality of approaches to university teaching with the goal of enhancing our pedagogies as well as our teaching and learning environments across our institution.

10 Year Anniversary 2023

By the Numbers

2022: CTL hosted 204 participants in a completely online Festival of Teaching and Learning who attended and engaged across 17 synchronous sessions and 4 virtual posters showcases presented by University of Alberta faculty, staff, and students.

2023: CTL welcomed 243 attendees in our first-ever *hybrid* Festival of Teaching and Learning, hosted dually online on Zoom while also on-site at the Edmonton Clinic Health Academy. Participants engaged across 19 synchronous sessions, including 2 Keynotes, 3 Interactive Teaching Demos, and 5 Kitchen Table Conversations.

Outcome

In 2022, we had the special privilege of having two Keynote Conversation sessions gifted to us by our U of A students in which they discussed their experiences and perspectives on accommodation and proactive design in teaching and learning. To summarize and emphasize the valuable insights provided by these students, CTL Executive Director Dr. Tommy Mayberry wrote up their reflections on the lessons learned to share back with the U of A community. You can find these reflections on the following pages (pp. 31-34).

For 2023, we continued our new tradition of hosting Student Keynote Conversations (this time, on student engagement in/with digital technologies, including AI - see page 37), and we also had the incredible honour and privilege of bringing back into the U of A teaching and learning community U of A PhD alumn, Dr. Aimée Morrison, for her powerhouse keynote on AI and Education (see page 38).

May 3 – 5, 2022

(Re) Imagining
Post-Pandemic Pedagogies

To introduce the 2022 Festival, Tommy published "Unicorns, Pegasuses, and bell hooks, oh my! A Narrative Prospectus of This Year's Festival of Teaching and Learning" in *The Quad* on April 26, 2022. This article discusses the theme, "(Re)Imagining Post-Pandemic Pedagogies: Critical, Creative, and Affective Reflections on Where We Are Now, Where We've Come From, and Where We're Hoping to Go," as well as aimed to energize and excite our U of A teaching and learning community for this annual teaching and learning showcase event.

Building on critical theorist and critical pedagogue bell hooks' words in her seminal work *Teaching to Transgress: Education as the Practice of Freedom* (published nearly three decades before the COVID-19 global pandemic) where she reacts to the stress and apathy of systemic oppression in higher education to call us all "to imagine ways that teaching and the learning experience could be different," the 2022 Festival of Teaching and Learning Steering Committee set out to embody and to do just that with that year's Festival. Working to continue toward social, racial, and health justice in the academy and, as we here at the U of A say, for the public good, hooks' reflection, and challenge to us, is more vital than ever, and the 2022 Festival sought to invoke our criticality, creativity, and affect as university teachers, learners, and whole people to imagine into existence real ways that teaching and learning experiences can be not just different but more diverse and even more dynamic. Embodying and putting on blast the instructional

ethos that *our students'* critical thinking and critical reflection is pedagogically powerful, what happens when we see and push towards *affective* thinking and *affective* reflection as well…for our students, and for us as (their) instructors?

But why the hybrid unicorn-pegasus as the visual icon for our 2022 Festival of Teaching and Learning? Unicorns and the Pegasus separately are imaginary and fabled creatures who each take the real-world horse as their base figure upon which (by the addition of a single horn or a pair of wings, respectively) they are imagined into existence. A hybrid of the two — why not add a single horn *and* a pair of wings? — is, then, a re-imagining of them into existence. And if you look real closely, you'll see in the design of the FoTL 2022 icon above a reflection of a horse beneath the fierce new hybrid charging their way forward into the future: where we've come from; where we're hoping to go.

read more   Read Tommy's full narrative prospectus for FoTL 2022 online at *The Quad* https://www.ualberta.ca/the-quad/2022/04/unicorns-pegasuses-and-bell-hooks-oh-my.html

hooks, bell. *Teaching to Transgress: Education as the Practice of Freedom.* Routledge, 1994.

Centring Our Students' Voices in Accommodation and Proactive Design

Reflecting on the 2022 Festival Student Keynote Conversation

By: Dr. Tommy Mayberry
Published in: *The Quad*, June 9, 2022

There were many "firsts" this past May 2022 at the Centre for Teaching and Learning's annual Festival of Teaching and Learning (FoTL). The most never-be-fore-been-done of which, perhaps, was our decision to forego bringing in an external Keynote Speaker to anchor and undergird this year's festival and to instead give over that oh-so-hallowed stage to none other than our very own University of Alberta students.

Led by bell hooks' call "to imagine ways that teaching and the learning experience could be different" when facing the stress and apathy of systemic oppression in higher education, we imagined something different with the FoTL Keynote this year. Through the lens of Accommodation and Proactive Design in teaching and learning, we hosted two Keynote Conversations, to open and close this year's Festival, by our very own U of A students who chose us, chose to study with us, chose to come here and live and grow and stay with us for this step on their journeys as young professionals and as brilliant leaders.

It was an incredible experience to listen-in on these robust, raw, authentic and truly powerful conversations our students were having in real time and right in front of the U of A teaching and learning community. I myself am humbled and grateful that our students so generously gifted us their time, their stories, their lived experiences and (true to FoTL 2022's theme) their own (re)imaginings of post-pandemic pedagogies here at the U of A.

Toward active and empathetic listening, so that we could meaningfully engage our students to learn about their contexts, learning experiences and ideas as well as to centre their voices as active agents within the U of A teaching and learning community, we did not record these conversations on Zoom. A promise was made, however, that there would be a "reflective debrief report" (of sorts) capturing the spirit, energy, and wisdom of these conversations. On our CTL website[, and reprinted here on the

following pages, pp. 32-34], you will now find my *CTL Executive Director's Reflective Debrief Report - Student Keynote Conversations: "Accommodation and Proactive Design"* as part of our FoTL 2022 archives. This report is my attempt to capture, to honour and to share back out with the U of A community what our students so wonderfully and powerfully gave to us.

I furiously scribbled down every word, every gem, all the energy and gusto I could from our students as they spoke with each other. I have identified the twelve questions that guided conversations with our students, and to make my 25-pages of notes read-er-friendly and (I hope) accessible and useful to our U of A community, I have two nested "blurbs" under each question. The first, Tommy's "10-second Take-aways" from Our Students, is a quick but not exhaus-tive high-level overview/abstract of the more robust conversation that our students engaged in at the festival; the second, More Insights from Our Students, is a deeper exploration with more nuance, more examples, and more reflections from our students. In the More Insights subsections I have attempted as best I can to capture our students' authentic voices and to re-create the incredible energy and spirit of these conversations our students held for us.

A desired outcome of the first-ever Student Keynote Conversations at this year's FoTL was that we as a community, in re-imagining our post-pandemic pedagogies at the U of A, can work toward more proactive design in our teaching and learning with our real students' voices in mind. I invite you now, dear readers, to (re)visit and to (re)engage in this as active readers now embracing the gift that our U of A students gave to us by way of their time, their lived experiences across a variety of our classrooms, and these conversations they held. And I encourage you to do this through active and empathetic reading, with curiosity and with an open mind, and as a partner in our continued learning, unlearning, and relearning as the U of A community.

Student Keynote Conversations: "Accommodation and Proactive Design"

Snippets from the *CTL Executive Director's Reflective Debrief Report*

What follows below is a sampling of the questions that guided conversations with our students at the 2022 Festival of Teaching and Learning Student Keynote Conversation and excerpts from Tommy's reflective debrief writing. The full Reflective Debrief Report, including more insights from our students, can be found on the Centre for Teaching and Learning website.

Q: What is access? And how would you explain access and accessibility to folks in the audience?

Access in education is where all students can learn in an environment that fits their needs, no matter their race, religion, sexual orientation, abilities, etc. And each student has an equal opportunity to succeed. No matter the background an individual student is coming from, they need to be in an environment where they're welcome and they're safe. If universities increase access, they also increase opportunity which increases the quality of educa-tion rather than decreasing it - quite literally, universities can increase the percentage of success by investing in their students' learning. And every student learns in different ways, so accessibility and accommodations aren't about laziness but about making sure everyone can succeed.

Q: How have instructors supported your access to learning and participation in your classes and classroom spaces with digital networking/connecting platforms, like Zoom?

Giving students choices and options is really beneficial to their learning. For exams and lectures specifically, where choice and options are not the norm, making choice and options the norm is an incredibly accessible shift. Larger windows of exam sessions so exams aren't one attempt of sit-down-start-and-finish but built to allow students to bring and be their best selves; and multimodal lectures and lessons with key moments of synchronous, asynchronous, and available to re-view and re-visit as, if, and when needed.

Q: What has the pandemic taught you about how you learn best? And what might this mean for future students coming to university after you?

Learners and learning can be and are adaptable. Notetaking as a method of documenting class lectures and conversations is better and more efficient with more modes than just synchronous face-to-face. Professors themselves are one of the most important resources for student learning and accessibility. Open-book exams are better for deep learning and authentic learning and should become the standard summative assessment now and beyond pandemic teaching. Grades, contrary to popular practice, don't show actual learning learned! And learning is more about the *why*.

Q: How has the pandemic changed your perspectives on the best ways that you can learn and engage in course content and material?

Actually being centred as the student in the courses makes huge differences in learning and engagement. Trans-modal approaches, for example, to course content and instruction that involves both delivering material in more traditional ways (like multimodal slides with diagrams, text, videos, etc.) and also in more innovative ways (like larger breakout discussion activities). And knowing and seeing that student feedback on courses is being taken into active consideration for course and curricular improvement. Community is also key to learning, and online learning does need to embrace the community that comes with in person learning.

Q: What is something you wish your instructors knew about students?

Life is a big part of the identity of being a student, and being a student is a big part of the life of a student…but being a student is not the *only* part of students' lives. Emergencies and unexpected/unanticipated things do happen that cause stress on top of deadlines, and so building in leniency or pre-planning for contingencies can go a long way. …and no one is really up and writing/marking at midnight (are they?), so instead of midnight submission deadlines, next morning or afternoon is more caring. And online *and* in-person learning is important for all students: being in-person can be really beneficial for students' mental health, and without hyperbole online learning is life-saving for students with disabilities, so having options or capitalizing on the best parts of both could be a good way to go forward.

Q: What aspects of teaching in the pandemic do you think that we should keep in the future, regardless of in-person, online, asynchronous, or hybrid modalities?

Having lectures available and accessible should continue, and the increased awareness and responsiveness to accommodations should also continue. Continue, and keep increasing, too. Increasing, and getting to a point where we are destigmatizing the need for accommodations altogether as well developing our understandings of what disabilities are and how they impact student learning, engagement, and success. Even just a sentence on the syllabus toward this would be a great start, and then destigmatizing an entire first-year orientation and beyond. And let's not lose the increased and empowered communication, flexibility, compassion, and multimodality of teaching and learning that has come to the fore during the pandemic either.

Q: In everything we do, what can faculty do to make it easier, better, and/or more engaging for students to learn?

Try new things to see how they go with each class, and ask each class what they think of these new methods and how they are helping (or not) their learning in the course. Be conscious and even creative with tests and exams: pay attention to time restrictions; share outlines of the content categories to help students focus their studying; and provide graded opportunities for students to share what they have learned that wasn't asked for on the test/exam. Try one thing at a time, and see how it works. And proactively build accommodations and adjustments into the courses, engage students in this process with you, communicate more thoroughly with other instructors in the department/faculty/campus, and don't only teach and test improvisational skills and knowledge. There also should be dedicated time, resources, and funding for professors to be able to learn and keep learning all of this, too.

Q: What are some of your thoughts on summative assessments?

One size doesn't fit all when it comes to summative exams because students excel in different ways where what are strengths for some are the exact weaknesses for others. So having different types of assessments, different types of exams, different types of questions, modalities, lengths, genres, etc. One day even radically overhauling assessments altogether, but since that day isn't today and this takes time, radically overhauling our *thinking* about assessments is a great start for today.

Q: What are some of your thoughts on "academic rigor" and what makes something "challenging" in post-secondary education?

There needs to be a shift in understandings of academic rigor and what makes something challenging from being about hardcore academics and prideful fail rates held up in glory to something more humane, healthy, and authentic. To do this, we should change the way we do assignments and exams, the way we connect/anticipate the real world/workplace with our assignments and exams, and we should always keep our students' living needs (like drinking water, eating food, getting sleep) in focus in our work.

Q: What are some of your favourite moments where your instructors have been innovative or experimental in your courses toward profound results in your learning and engagement?

Testing and assessing students on the process of learning rather than on the product is innovative, really engaging, and quite meaningful. And this contributes to lifelong learning as well as better equipping students in the course to actually learn and demonstrate their learning than focussing so much/only on the final grade number. Any discipline can also reward and mark draft work and process work for grades and for learning, even if it might not be obvious and natural in each specific discipline. And identifying, learning from, and specifically fixing/addressing mistakes is key to better learning…as is having the ability to make mistakes in the first place!

Q: How might university culture evolve simultaneously with the evolving culture outside of academia?

The workplace seems to be evolving and changing much more rapidly than the university is or does, and it is ironic that the university of all places seems to be at times the most conservative and the most resistant to change for fear of leaving tradition(s) behind for innovations. The saying goes, "If it ain't broke, don't fix it" - but who is it "not broken" for, and more importantly, who is it "broken" for? It's part of the university's history to experiment and ask questions and see why and how things work and don't work, and this should be part of our teaching at the university. Let's try on a "If it ain't broke, break it" approach and see what happens, especially for accommodation and proactive design!

read more The full *Reflective Debrief Report*, including more insights from our students, can be found on the CTL website https://www.ualberta.ca/centre-for-teaching-and-learning/events/festival-of-teaching/2022/student-keynote-debrief.html

Traditions Re-Imagined: Learning, Unlearning, and Relearning Teaching

Festival of Teaching and Learning | May 2 - 4, 2023

Building off the 2022 Festival theme, the Steering Committee for our 2023 Festival took the theme of re-imagining of traditions. The sessions at this year's Festival related to, engaged with, and/or mused on and talked about, what the idea of tradition means when it comes to pedagogies and to teaching and learning, what our traditions are in and across academia, and how re-imagining these traditions can move us, individually and collectively, toward learning, unlearning, and relearning teaching in a good way.

Gurleen Kaur is an international student from Punjab who came to Canada with the passion of exploring the opportunities of learning. She loves art and admires its beauty in different forms. Most of her paintings are connected to nature, and through those paintings, she celebrates the shapes, forms, and colours that come together and soothe our eyes. Politics, journalism, art, and activism are the terms that define her interests. She believes meeting people and building relationships is the best way of learning and appreciating the knowledge that exists. She was UASU Vice President Academic for the 2022-23 academic year. She is an Arts student and loves student governance, and through student governance, she wants to ensure that students' voices are empowered and that the university takes the steps that are in the best interest of students. Gurleen created this original painting as the poster artwork for our 2023 Festival.

Gurleen Kaur,
UASU Vice President Academic (2022-2023)

Gurleen's FoTL 2023 Artist's Statement (reprinted from CTL website)

This painting starts from the connection with the land, the connection I have with the fields of Punjab and the connection the Indigenous communities have with the land which I am living on now. When I was thinking about the theme of this year's Festival, "Traditions Re-Imagined: Learning, Unlearning and Re-learning Teaching," I immediately thought about how nature helps us in re-imagining traditions. Any picture can be interpreted in a thousand different ways; in fact, each individual has different eyes and views the things uniquely, and so I want you to take time and see how this picture speaks to you before I narrate my mind.

Now, here's my story of this painting: 'learning' reminds me of the waves in the river, small and big, emerging and taking shapes, dying and blending (integrating) into the river, the one to which they belong. Just like that, we learn, we unlearn, we relearn, and the cycle continues. We fall into the world like the waterfall in the societies and communities where we start taking shape like the waves. There, indeed, the existing knowledge prevails and guides the flow as the rocks on the banks do. I must use this beautiful quote to explain it better, "The stone carries the voices of our Ancestors. The water that once flowed under the rock was said to be the voices of our teachers and healers. In Anishinaabe culture, we call rocks our grandfather, M'Shoomisnaan."[1] Here's another one, from *Manitoba Rocks!*: "However, rocks are considered to be the wisest of all Earth's elements! After all, rocks have been around the longest, for millions, even billions of years. Because rocks are so old and have many stories to tell, Indigenous peoples sometimes call the Earth's rocks 'grandfathers'."[2]

You can also see the footsteps in the left bottom corner and the Indigenous shoes inspiring us to continue the legacies, the ones that connect us back to the cosmic system, since in Cree language children mean stars and stars are also within the children. And now, the sky becomes self-explanatory, representing the vastness and never-ending nature of teaching and learning. Find the planets, the celestial bodies, the constellations, the stars, and your own meanings!

Lastly, some hidden secrets: the design of the shoes is copied from the pair I saw in a display at Wahkohtowin Lodge at Augustana Campus. The use of night colours (the sky, some areas of water) and the day colours (the waterfall, tree in the right, rocks on the bottom) comes from imagining people from different time zones coming together and celebrating the diversity of cultures and knowledges.

[1] *Anne Taylor, Kinomaage Waapkong – The Teaching Rocks.*
https://www.heritage-matters.ca/articles/kinomaage-waapkong-the-teaching-rocks

[2] *Manitoba Rocks! "Grandfather Rocks."*
https://www.manitoba.ca/iem/min-ed/kidsrock/earthwise/index.html

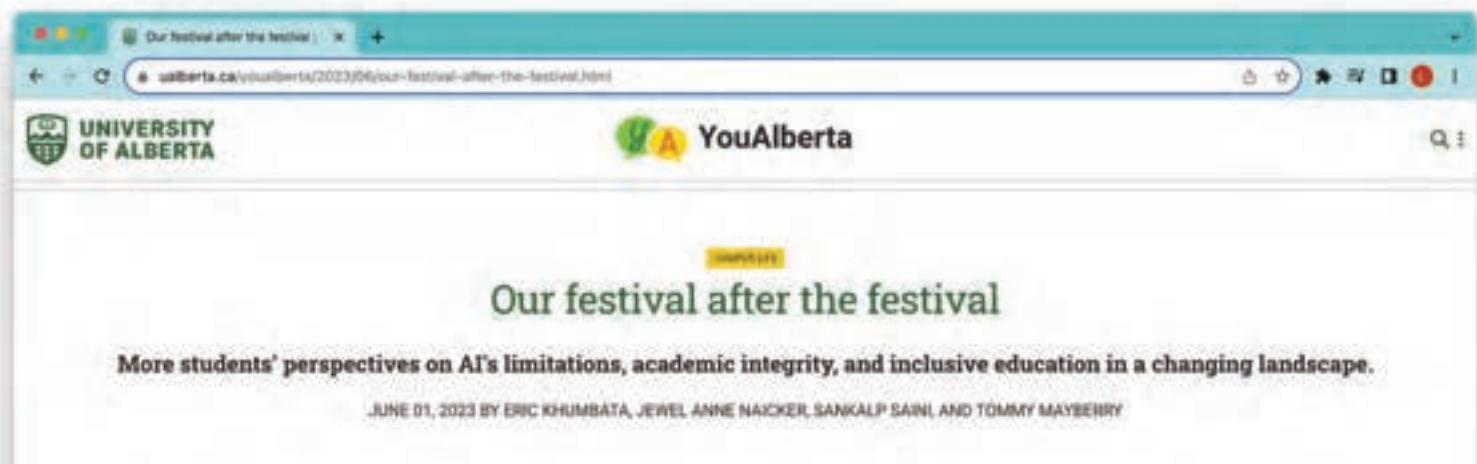# FoTL 2023:
Re-Imagining
Call-for-Proposals

Listen to Tommy's oral reading of our RI-CFP
on the CTL website
https://www.ualberta.ca/centre-for-teaching-and-learn-ing/events/festival-of-teaching/2023/re-imagined-call-for-proposals.html

The FoTL 2023 Steering Committee had many, many robust conversations this year not just about how to get more U of A instructors proposing to share their scholarly teaching work with each other at the annual Festival but also how to lessen the work of proposing yet-another-something to yet-another-conference in yet-another-un-precedentedly-busy-academic year - ! Truly taking to heart and embodying this year's Festival theme of "re-imagin-ing traditions," we launched TWO simultaneous Call-for-Proposals - the *Traditional Call for Proposals* (or, T-CFP), and the *Re-Imagined Call for Proposals* (or, RI-CFP). Each ended with an infinity-loop back to the other that noted: "There's never just one method, nor just one genre, toward whole person engagement in academia." So if either genre, submission form, or style of CFP was *not your style*, not helpful nor guiding enough to your idea, nor inclusive/accessible toward proposing your FoTL 2023 engagement, we hoped the other (or combination of both!) might have proved productive, and enticing.

read now! Read the collaborative essay that followed the 2023 Student Keynote Conversation, online at *YouAlberta*
https://www.ualberta.ca/youalberta/2023/06/our-festival-after-the-festival.html

Our festival after the festival

More students' perspectives on AI's limitations, academic integrity, and inclusive education in a changing landscape.

JUNE 01, 2023 BY ERIC KHUMBATA, JEWEL ANNE NAICKER, SANKALP SAINI, AND TOMMY MAYBERRY

Dr. Aimée Morrison,
U of A Alumn / 2023 Closing Keynote

Everything I Need to Know About ChatGPT, I Learned From My Students

But not in the way that you think. Twenty years of reverse engineering my first-year writing students' (mis)under-standing of what "writing" is so that they can repair their relationships to written communication have equipped me pretty well to argue for the deep humanity of writing, the vulnerability it requires and the joy of connection it offers. I have learned that the things that excite me most about student writing are exactly those qualities most of my students have learned to strip out from their writing: voice, quirk, passion, ambition, surprise. All along, they have been learning how to write as if they were each machines. And of course generative AI does that better, reliably producing safe, grammatical, five paragraph, balanced, insipid prose. Perhaps the ChatGPT crisis is simply this: we need to rethink our drive to teach writing as primarily conformity to a set of rules, and remember that writing was always human, interpersonal, connected.

Aimée Morrison is an Associate Professor in English at the University of Waterloo, where she teaches media theory and history, digital and social media, and an awful lot of first-year writing to Math and CS students, whom she regales with tales of her PhD work on the history of personal computing at the University of Alberta, and especially with the way she managed to finagle herself into being the first doctoral candidate in U of A Arts to have French and Java Programming Language listed on her transcript as her required languages. Yes, Aimée spent six years at the U of A, participating in the founding of the Humanities Computing MA program, acting as the program's first instructor on Electronic Text, and spending her off hours building web sites for professors for the Faculty of Arts. She spent one year as a postdoctoral fellow with the Orlando Project, wrestling with compli-cated semantic and structural SGML markup as well as user interfaces. She has been expressing profound skepticism about big data since 1998. Then as now, she farts around on the internet for a living, and can frequently be heard on local and national media explaining tech culture from a humanities perspective.

Teaching in the Context of AI

ARTIFICIAL INTELLIGENCE

AI: The Future Favours the Prepared Instructor

As artificial intelligence (AI) continues to evolve, corresponding concerns, dilemmas and opportunities increase with respect to its implications for teaching and learning in higher education. Generative AI is already disrupting traditional learning and teaching models and prompting instructors to reimagine the relationship between technology and pedagogy.

Generative AI has the potential to enhance critical and creative thinking in learning and teaching contexts. However, these AI tools also require vigilance and due diligence to determine the relevance, reliability, and validity of AI-generated output (content) for university settings. That said, by utilizing AI tools, instructors can not only foster essential critical thinking and information literacy skills but also create quality student-centered learning that serves diverse student needs while achieving targeted course outcomes.

CTL's "Teaching in the Context of AI" section of our website aims to describe the current landscape of AI important to instructors' conceptual framing of AI as well as the first impacts of teaching and learning in higher education. Instructors are encouraged to invest the time in learning about AI before exploring the teaching strategies and activities.

CTL's Suite of AI and Education Resources

A labour of love and *authentic* (human) intelligence, CTL created and launched, together with the Provost's Taskforce on Artificial Intelligence and the Learning Environment, our dedicated webpages and online resources on the use of AI tools and their applications in teaching and learning. Continuing to embody and model our collaborative approach to working with U of A instructors, we are ready and set to partner with them, too, in responding to and leveraging the potential of Generative AI use to enhance teaching practices and improve students' active learning experiences at the U of A.

Understanding the Impact of Generative AI

This subsection of the website provides insights into how generative AI may affect teaching and learning, helping instructors better comprehend its significance in the landscape of higher education.

What is Generative AI?

Although our primary focus is on natural language processing models, such as GPT-4 and Bing, we also touch on various AI tools to help instructors make informed decisions when integrating AI into theory courses.

AI² - AI & Academic Integrity

This subsection discusses concerns related to academic integrity and offers guidance, suggestions, and resources to help instructors navigate conversations with students about responsible and ethical AI use.

Statements of Expectations

This subsection establishes transparent sets of expectations for AI-use with sample statements on AI usage that can be incorporated into classroom conversations, course syllabi, and eClass.

Suggestions for Instructors

This subsection of the website explores and outlines how instructors can integrate AI tools across four of the five dimensions in our Framework for Effective Teaching.

As we at CTL work towards continuing to identify best pedagogical practices for AI use across teaching and learning in higher education, we value and appreciate instructors' voices and inputs on using Generative AI tools (such as GPT-4 and Midjourney) in teaching as well as students' experiences with Generative AI.

2021-2023: Collaborating Across Our Teaching and Learning Community

This wouldn't be true to the genre of the Annual Report without a summative look - even a summative glance - at some of the total-sum highlights and achievements of our Centre's collaborative work. And since we've taken an unconventional approach for our significant milestone of 50 years (and now beyond) as not *a* but *the* trail-blazing leader for *centring teaching and learning* by simultaneously looking back and looking forward (Year 50 together with Year 51), here are some of our base metrics from July 1st, 2021 to June 30th, 2023 to guide us as we continue into (if you can believe it!) our 52nd year working together across the U of A teaching and learning community.

Highlights at a Glance

Website

170,318

Total views

AI Website (published May 1, 2023)

3,742

Total views

YouTube

111,732

Total views

Teaching Plus Podcast

1,648

Total plays

Articles in The Quad

11,259

Total page views

One-on-one Consultations

504

Total interactions

Equity, Diversity, Inclusivity Series (Part 1-6):

524

Total registrants

Territorial Acknowledge-ments Video

21,518

Total views

Webinettes (retired March 2023)

2,782

Total participants

Webinars (restarted April 2023)

317

Total participants

Festival of Teaching and Learning

447

Total participants

Online Teaching Institute

457

Total participants

2021-2023: CTL's Scholarly Contributions and Educational Research

As the University of Alberta Centre for Teaching and Learning, we embody and are committed to lifelong learning, unlearning, and relearning as well as to the continued academic, personal, and professional development of not just our U of A instructors but of ourselves, too. As part of the U of A teaching and learning community, we partner with instructors and programs to develop engaging and meaningful learning experiences for students by inspiring, empowering, modeling, and connecting excellent teaching across our campuses and beyond - and we do this, in part, by sharing our expertises with our friends, peers, and colleagues all locally, provincially, nationally, inter-nationally, and globally.

Our team members' scholarly contributions and educational research advance the evidence-informed pedagogies and practices that undergird CTL's work. Across 2021-2023, CTL team members, individually and collectively, have delivered **23 invited keynotes, talks, panels, and presentations;** published 26 pieces (including **9 peer-reviewed pieces: 1 book, 3 articles, and 5 chapters**); presented at **26 academic conferences**; and have been featured in the news and media 10 times.

Keynotes and Invited Talks, Panels, Presentations

Bahadur, M., **Mayberry, T**., & Tanchuk, N. (2023, March). Tenure is not the only track: Marketing your skills for teaching and learning careers. Teaching Assistants' Training Program (TATP) Panel, University of Toronto, Toronto, ON. [Panelist]

Glanfield, F., Hamdon, E., **Mayberry, T**., & **Penney, M**. (2022, November). Leadership, Indigenization, decolonization, equity, diversity, and inclusion. Leading Others: Inclusive Leadership. Organizational Development, Human Resources, Health, Safety and Environment (HRHSE), University of Alberta. [Panel Developers and Invited Panelists]

Hamdon, E. & **Mayberry, T**. (2023, April). EDI and teaching awards - (in)equity in adjudication: Approaches to (and challenges of) addressing bias and structural inequity in adjudication practices. Awards for Faculty Excellence Adjudication Committee, University of Alberta, Edmonton, Alberta, Canada.

Igobwa, E. & Mayberry, T. (2022, October). Principles of gender inclusivity. MD Program, College of Health Sciences, Faculty of Medicine & Dentistry, PreClerkship Coordinators Committee Meeting.

Mayberry, T. (2021, September). Gender pronouns, teaching and learning, and cultures of respect. School of Dentistry Keynote, Faculty of Medicine and Dentistry, University of Alberta, Edmonton, AB.

Mayberry, T. (2021, October). Gender pronouns and cultures of respect. *Unmuting generation Z* - Canadian Student Leadership Conference (CSLC) 2021, Keynote, Guelph, ON.

Mayberry, T. (2022, January). Visual pedagogies: teaching can be a real drag (show). Research Fridays @ Intersections of Gender. University of Alberta, Edmonton, ON.

Mayberry, T. (2022, March). Critical pedagogies and critical whiteness: Why, and how, a white academic drag queen is doing Critical Race Theory. Library Speaker Series, University of Alberta, Edmonton, ON.

Mayberry, T. (2022, April). Research/creation in the transgender visual culture classroom: Using experimental assignments. *Critical crafting in and beyond humanities classrooms: 19th-century material culture and 21st-century open pedagogy*. A SSHRC-funded Public Research Series, Co-Investigators Andrea Korda, Mary Elizabeth Leighton, and Vanessa Warne, Critical Crafting Session: Embellishment [Scholarly teaching presentation]

Mayberry T. (2022, May). Gender pronouns and creating cultures of respect. Region of Waterloo Library (RWL) Spring Programming, Region of Waterloo Library, Kitchener, ON.

Mayberry, T. (2022, September). What the heck is intersectionality? EDII Employee Resource Group Speaker Series, University of Alberta, Edmonton, ON.

Mayberry, T. (2022, November). Gender pronouns and cultures of respect. Business Communication Keynote, Ivey Business School, University of Western Ontario, London, ON.

Mayberry, T. (2022, November). Gender pronouns and cultures of respect. Faculty of Arts, University of Alberta, Edmonton, AB. (Academic Teaching Staff focus)

Mayberry, T. (2022, December). Gender pronouns and cultures of respect. Faculty of Arts, University of Alberta, Edmonton, AB. (Non-Academic Teaching Staff focus)

Mayberry, T. (2023, February). Gender pronouns and cultures of respect. Faculty of Humanities & Social Sciences, Sheridan College, Oakville, ON.

Mayberry, T. (2023, March). Confessions of an 'EDI killjoy': Just acronyms...or academic justice? Pearson Education Keynote, *Leading in Learning: A Pearson Lunch, Learn, & Meet Webinar Series*, Pearson, Canada. [Morning Session – Pacific Time]

Mayberry, T. (2023, March). Confessions of an 'EDI killjoy': Just acronyms...or academic justice? Pearson Education Keynote, Leading in Learning: A Pearson Lunch, Learn, & Meet Webinar Series, Pearson, Canada. [Morning Session – Eastern Time]

Mayberry, T. (2023, March). Gender pronouns and cultures of respect. Faculty of Arts, University of Alberta, Edmonton, AB. (Tenured-Faculty focus)

Mayberry, T. (2023, June). Confessions of an 'EDI killjoy': Just acronyms...or academic justice?" Faculty Development Summer 2023 Workshop, Department of Nursing and Health Sciences, University of New Brunswick, Saint John Campus, Saint John, NB.

Mayberry, T. (2023, June). Confessions of an 'EDI killjoy': Just acronyms...or academic justice? NEOS Library Consortium Keynote, MacEwan University and The King's University, Edmonton, AB.

Mayberry, T. (2023, June). You ain't 'scared' of me...*you hate me*: An academic drag queen's CRT-informed response to today's dragphobia and transphobia. ADR Institute of Alberta (ADRIA) 2023 Annual General Meeting, Westin Hotel Downtown Calgary, Calgary, AB.

Morrison, A., Shiri, A., Aziz, B., & **Penney, M**. (2023, May). FoTL Closing Keynote Jointly with ACURIT: AI and Education Keynote Conversation, *Traditions re-imagined: Learning, unlearning, and relearning teaching*, Festival of Teaching and Learning, Edmonton Clinic Health Academy and Zoom, University of Alberta, Edmonton, AB.

Penney, M. (2022, April). *Drag Race* pedagogy and communities of care in teaching and learning spaces. Research Fridays @ Intersections of Gender. University of Alberta, Edmonton, ON.

Courses Developed and/or Taught

Bhalla, M. & **Menard, A**. (2022, Spring). In search of reconciliation through dispute resolution. Osgoode Hall Law School, York University, Toronto, ON.

Mayberry, T. (2022, Winter). Drag and trans- visual cultures and rhetorics. Department of English Language and Literature, University of Waterloo, Waterloo, ON.

Mayberry, T. (2022, February). Gender pronouns for science communication. *Science Communication Certificate*. Royal Canada Institute for Science (RCIScience). Toronto, Ontario, Canada. Online content module. Available online: Certificate Modules [Module 8]

Mayberry, T. (2022, February). The mentorship relationship. *Graduate Supervision Development Program*. Faculty of Graduate Studies and Research, University of Alberta, Edmonton, AB. Online content module.

Menard, A. (2022, Winter). Reconciliation and lawyers. Faculty of Law, University of Calgary, Calgary, AB.

Menard, A. (2023, Winter). Indigenous peoples and the criminal legal system. *The Path: Your Journey through Indigenous Canada*.The Canadian Bar Association, Alberta Branch..

Publications

Ambury, B. & **Penney, M**. (2023, June). Teaching, learning and community in the context of AI. *The Quad: U of A's official faculty and staff blog*, University of Alberta, https://www.ualberta.ca/the-quad/2023/06/teaching-learning-and-community-in-the-context-of-ai.html

Brailey, M. & **McNutt, K**. (2021, November). How to get involved in the Zero Textbook Cost program. *The Quad: U of A's official faculty and staff blog*, University of Alberta, https://www.ualberta.ca/the-quad/2021/11/how-to-get-involved-in-the-zero-textbook-cost-program.html

Bryde, L. & **Mayberry, T.**, eds. (2022). *RuPedagogies of realness: Essays on teaching and learning with RuPaul's drag race*. McFarland & Company. [Peer-reviewed]

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Khumbata, E., Naicker, J.A., Saini, S., & **Mayberry, T**. (2023, June). Our festival after the festival: More students' perspectives on AI's limitations, academic integrity, and inclusive education in a changing landscape. *YouAlberta: U of A's official campus life blog for students, by students*. https://www.ualberta.ca/youalberta/2023/06/our-festival-after-the-festival.html

Lemelin, C. (2021, August). Hybrid or mixed-use teaching and learning landscapes: From the Quad to digital teaching and learning spaces. The Quad: U of A's official faculty and staff blog, University of Alberta, https://www.ualberta.ca/the-quad/2021/08/hybrid or-mixed-use-teaching-and-learning-landscapes-from-the-quad-to-digital-teaching-and-learning-spaces.html

Lemelin, C. (2021, October). Why we don't turn our web cameras on in Zoom: The impact on teaching and learning. T*he Quad: U of A's official faculty and staff blog*, University of Alberta, https://www.ualberta.ca/the-quad/2021/10/why-we-dont-turn-our-web-cameras-on-in-zoom-the-impact-on-teaching-and-learning.html

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Lemelin, C., Gross, C., Bertholet, R., Gares, S., Hall, M., Henein, H., Kozlova, V., Spila, M., Villatorob V., & Haave, N. (2023). Dismantling disciplinary silos: A Faculty Learning Community facilitates interdisciplinary teaching development. *The Journal of Faculty Development 37*(2), 51-59. https://www.proquest.com/docview/2810213272?pq-origsite=gscholar&fromopenview=true [Peer-reviewed]

Lemelin, C., **Parker, A**., & **McNutt, K**. (2021, November). When students ghost the course: Helping instructors manage student absenteeism during pandemic times. *The Quad: U of A's official faculty and staff blog*, University of Alberta, https://www.ualberta.ca/the-quad/2021/11/helping-instructors-manage-student-absenteeism-during-pandemic-times.html

Marin, L. F., **Valgardson, B. A.**, & Watson, E. (2022). Evaluation in the time of crisis: Evidencing value at a Centre for Teaching and Learning during the Covid-19 pandemic. International Journal for Academic Development 27(2), 135-147. https://-doi.org/10.1080/1360144X.2022.2082437 [Peer-reviewed]

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Mayberry, T. (2022). "And where is the body?": Naked drag and the social construction of anatomy as sexed and gendered. In L. Bryde & T. Mayberry (Eds.), *RuPedagogies of realness: Essays on teaching and learning with RuPaul's drag race*, McFarland & Company, pp. 91-114. [Peer-reviewed]

Mayberry, T. (2022). Belle of the ball, or queen of the classroom? Academic drag as a site of fabulous resistance. In M. Kitchener (Ed.), *Handbook for creating a gender-sensitive curriculum: Teaching and learning strategies*, The Centre for Diversity Policy Research and Practice & Oxford Centre for Staff Learning and Development, pp. 92-94. https://gearingroles.eu/gearing-roles-new-handbook/ [Peer-reviewed]

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Mayberry, T. (2022). Teaching can be a real drag (show); Or, move over, sage! That stage is mine: Academic drag in theory, practice, and prancing. In C. Cambre, E. Barromi-Perlman, & D. Herman Jr. (Eds.)*Visual pedagogies: Concepts, cases and practices*, Brill | Sense P, pp. 85-101. https://doi.org/10.1163/9789004529847_007 [Peer-reviewed]

Mayberry, T. (2022, April). Unicorns, pegasuses, and bell hooks, oh my! A narrative prospectus of this year's Festival of Teaching and Learning. *The Quad: U of A's official faculty and staff blog*, University of Alberta, https://www.ualberta.ca/the-quad/2022/04/unicorns-pegasuses-and-bell-hooks-oh-my.html

Mayberry, T. (2022, June). Centring our students' voices in accommodation and proactive design: Reflecting on the 2022 Festival of Teaching and Learning student keynote conversation. *The Quad: U of A's official faculty and staff blog*, University of Alberta, https://www.ualberta.ca/the-quad/2022/06/centring-our-students-voices-in-accommodation-and-proactive-design.html

Mayberry, T. (2023, April). Verna's vlog: Festival of teaching and learning with Tommy Mayberry. Verna's vlog, host Verna Yiu, guest Tommy Mayberry, episode 8, University of Alberta YouTube. https://www.youtube.com/watch?v=kEoqDWwtQAA

Menard, A. (2022). Finding your place in reconciliation: A workbook, *Shadow of the Law Publications*, A. Menard and M. Bhalla, 1st Edition.

Menard, A. (2022, June). Indigenizing curricula: Treaty 6 & Treaty 8 and localizing Indigenous knowledges. Centre for Teaching and Learning at University of Alberta YouTube, https://www.youtube.com/watch?v=_q4dngT7x-I

Menard, A. (2023, January). The Elder podcast with Elder John Bigstone. *Teaching plus*, host Andrea Menard, guest John Bigstone, CTL Podcast, https://podcasts.apple.com/us/podcast/the-elder-podcast-with-elder-john-bigstone/id1612123421?i=1000593833149

Menard, A. (2023, March). Indigenous peoples and the criminal legal system. *The every lawyer podcast*, host Julia Tétrault-Provencher, guest Jennifer David and Andrea Menard, episode 81, Simplecast. https://theeverylawyer.simplecast.com/episodes/indigenous-peoples-and-the-criminal-legal-system-jennifer-david-andrea-menard

Menard, A. (2023, April). Featuring Andrea Menard - Top 25 Most Influential Lawyer Canadian Lawyer Magazine. *The legal connect podcast*, Lawtiq, YouTube. https://www.youtube.com/watch?v=P9H2CJX6dWo https://www.authenticallyship.ca/Reconciliation%20Workbook.pdf

Parker, A. (2021, July). The what, why and how of blended learning. *The Quad: U of A's official faculty and staff blog*, University of Alberta, https://www.ualberta.ca/the-quad/2021/07/blended-learning-what-why-and-how.html

Penney, M. (2022). Pedagogies, praxis, and privilege: RuPaulean communities of care. In L. Bryde & T. Mayberry (Eds.), *RuPedagogies of realness: Essays on teaching and learning with RuPaul's drag race*, McFarland & Company, pp. 252-271. [Peer-reviewed]

Conference Papers and Presentations

Afrin, S., Karki, C., Samboo, S., & **Mayberry, T**. (2023, February). Decolonizing the dissertation: Autoethnography, counterstory, and teaching queer. Concurrent Panel Session at CCCC (Conference on College Composition and Communication) Annual Convention. Hilton Chicago, Chicago, IL.

Ambury, B. (2022, August). Mirror, mirror: Criticality, personal narrative, and reflective teaching. Online teaching institute, Centre for Teaching and Learning, University of Alberta, Edmonton, AB.

Braul, B. (2022, August). Organizing your online teaching environment and establishing your instructor presence. *Online teaching institute*, Centre for Teaching and Learning, University of Alberta, Edmonton, AB.

Bryde, L. & **Mayberry, T**. (2022, March). RuPedadgogies of realness: *RuPaul's* Drag Race and teaching and learning. Roundtable Session at NeMLA (Northeast Modern Language Association) 53rd Annual Convention. Johns Hopkins University. Baltimore, MD.

Bryde, L., **Mayberry, T**., Fine, D., Joy, P., Kampouridou, V., Martin, R., **Penney, M.**, & Workman, N. (2023, February). *RuPedagogies of Realness*, The roundtable edition!: A CCCC roundtable on teaching and learning with RuPaul's Drag Race and on pandemic publishing. Concurrent Roundtable Session at CCCC (Conference on College Composition and Communication) Annual Convention. Hilton Chicago, Chicago, IL.

Igobwa, E. (2022, August). What is EDI—and how can we weave EDI principles into our practice (learning and teaching)? *Online teaching institute*, Centre for Teaching and Learning, University of Alberta, Edmonton, AB.

Igobwa, E. (2023, May). Rethinking the sage on the stage: Reinventing our pedagogy by learning, unlearning & relearning in a good way. *Traditions re-imagined: Learning, unlearning, and relearning teaching*. Augustana Conference on Undergraduate Research and Innovative Teaching (ACURIT), University of Alberta, Camrose, AB.

Lemelin, C. (2021, August). Fostering civility, communication, and trust in synchronous Zoom classes online. *Online teaching institute*, Centre for Teaching and Learning, University of Alberta, Edmonton, AB.

Lemelin, C. (2022, August). Educational leadership session: Planning and implementing departmental changes to programming and teaching practices. *Online teaching institute*, Centre for Teaching and Learning, University of Alberta, Edmonton, AB.

Mayberry, T. (2021, August). Assessing our students' metacognition and critical reflection. *Online teaching institute*, Centre for Teaching and Learning, University of Alberta, Edmonton, AB.

Mayberry, T. (2022, March). Gender pronouns, teaching and learning, and cultures of respect. Northeast Modern Language Association (NeMLA) 53rd Annual Convention. Johns Hopkins University. Baltimore, MD.

McNutt, K. (2021, August). How can CTL's resources help you reflect? *Online teaching institute*, Centre for Teaching and Learning, University of Alberta, Edmonton, AB.

Menard, A. (2022, August). A call to action: Centring Indigenous methodologies and approaches Part 1. *Online teaching institute*, Centre for Teaching and Learning, University of Alberta, Edmonton, AB.

Menard, A. (2022, August). A call to action: Centring Indigenous methodologies and approaches Part 2. *Online teaching institute*, Centre for Teaching and Learning, University of Alberta, Edmonton, AB.

Menard, A. (2022, August). A call to action: Centring Indigenous methodologies and approaches Part 3. *Online teaching institute*, Centre for Teaching and Learning, University of Alberta, Edmonton, AB.

Menard, A. (2022, October). Movie and sharing circle: Sisters in Spirit. Screening and community discussion of *Highway of Tears*. Centre for Teaching and Learning and Office of the Vice-Provost, Indigenous Programming and Research, University of Alberta, Edmonton, AB.

Parker, A. (2021, August). Effective pedagogy using new eClass tools. *Online teaching institute*, Centre for Teaching and Learning, University of Alberta, Edmonton, AB.

Parker, A. (2022, August). Let's learn…hybridly!. *Online teaching institute*, Centre for Teaching and Learning, University of Alberta, Edmonton, AB.

Parker, A. (2023, April). Teaching hybrid: Opportunities, considerations, and strategies. *Conference on postsecondary learning and teaching*, Taylor Institute for Teaching and Learning, University of Calgary, Calgary, AB.

Parker, A., Stein, L., & **Pate, A.G**. (2021, August). Blended learning: What is my preferred blend? Merging COVID with post-COVID teaching. *Online teaching institute*, Centre for Teaching and Learning, University of Alberta, Edmonton, AB.

Penney, M. (2022, August). Community conversation: Building meaningful relationships in your classroom. *Online teaching institute*, Centre for Teaching and Learning, University of Alberta, Edmonton, AB.

Penney, M. & Lawless, K. (2022, May). Ungrading as critical pedagogy: Impacts on equity, agency, and learning in the university classroom. Spring Perspectives on Teaching Conference, Western University, London, ON.

Penney, M., Torbica, M., & Nord, J. (2023, May). Supporting student tutors in holistic and embodied ways. *Unwriting the centre*. Canadian Writing Centres Association, Zoom.

Penney, M., Hock, K., Arunkumar, K., Kuang, Z., Scott, S., Lawless, K., & Power, M. (2023, May). Kindness and care in the realm of grading: Experiences with ungrading and specifications grading. *Teaching and learning with kindness and care*. University of Waterloo Teaching and Learning (UWTL) Conference, University of Waterloo, Waterloo, ON. [Panel Discussion].

Penney, M. & **Sehmby, D**. (2022, August). Mirror, mirror: Building reflective capacity in the contemporary classroom. *Online teaching institute*, Centre for Teaching and Learning, University of Alberta, Edmonton, AB.

Ward, J. (2021, August). Harnessing the hybrid classroom: Using Indigenous teaching praxis to increase student engagement. *Online teaching institute*, Centre for Teaching and Learning, University of Alberta, Edmonton, AB.

Reviewing for Journals and Conferences

Igobwa, Everett
• Proposal Reviewer, Festival of Teaching and Learning, University of Alberta, 2022

Parker, Anita
• Proposal Reviewer, Festival of Teaching and Learning, University of Alberta, 2022

Pate, Graeme
• Proposal Reviewer, Festival of Teaching and Learning, University of Alberta, 2023

Mayberry, Tommy
• Proposal Reviewer (Round Two), CCCC (Conference on College Composition and Communication) 2023
• Reviewer, *Queer Studies in Media and Popular Culture*, "Posthuman Drag" Special Issue
• Reviewer, *Teaching, Learning & Assessment Across Disciplines: ICE Stories*, OpenLibrary Book
• Reviewer, *STEM Fellowship Journal*

Sehmby, Dalbir
• Proposal Reviewer, Festival of Teaching and Learning, University of Alberta, 2023

Valgardson, Bradon
• Proposal Reviewer, Festival of Teaching and Learning, University of Alberta, 2022

Awards, Grants, and Distinctions

Bryde, L. & **Mayberry, T**. 2022 Bookseller/Diagram Prize, *RuPedagogies of Realness: Essays on Teaching and Learning with RuPaul's Drag Race* (McFarland, 2022) – Won

Bryde, L. & **Mayberry, T**. 2022 Bookseller/Diagram Prize, *RuPedagogies of Realness: Essays on Teaching and Learning with RuPaul's Drag Race* (McFarland, 2022) – Shortlisted (Top 6)

Lemelin, C. 2021 U of A Wellness Champions, Wellness Supports and Human Resources, Health, Safety and Environment, University of Alberta - Nominated

Menard, A. 2022 Top 25 Most Influential Lawyers, *Canadian Lawyer Magazine* - Won

Menard, A. 2023 Top 5 Most Influential Lawyers, *CIO Magazine* - Won

Committee Memberships and Service

Ambury, Brad
• Member, Provost's Taskforce on Artificial Intelligence and the Learning Environment, University of Alberta

Igobwa, Everett
• Co-Lead, EDI Community of Practice & Care, Educational Developers Network of Alberta (EDNA)

Lemelin, Cosette
• Chairperson, Educational Developers Network of Alberta (EDNA)
• Board Member, Legal Education Society of Alberta (LESA)
• Member, Alberta School of Business Dean Search Hiring Committee
• Member, MacEwan Symposium for Teaching and Learning Steering Committee
• Team Lead, Welcoming Newcomers Program (2022-2023), University of Alberta International

Mayberry, Tommy
• Member, General Faculties Council (GFC) Committee on the Learning Environment (CLE), University of Alberta
• Member, General Faculties Council (GFC) University Teaching Awards Committee (UTAC), University of Alberta
• Member, Program Support Team (PST) (Undergraduate and Non-Credit), University of Alberta
• Member, Centre Directors' Community of Practice, Educational Development Community in Canada
• Member, EDI Faculty Leads Committee, University of Alberta
• Member, EDI Scoping Group Committee, University of Alberta
• Member, Indigenous Knowledges Action Group (IKAG), Educational Developers Caucus/Educational Development Community in Canada, 2021-2023*
   *IKAG formally came to a close in February 2023 with new leadership in place for the EDCC (Educational Development Community in Canada) and no longer a safe, productive home for Indigenous folks working across educational development in this nation now known as Canada
• Invited Guest (and future Member) of GFC University Teaching Awards Committee (UTAC), University of Alberta (Winter 2023)
• Mentor, NeMLA's CV and Job Clinic, Northeast Modern Language Association (NeMLA) 54th Annual Convention. The University at Buffalo. Niagara Falls, NY, 2023
• Hostess and MC for the Evening, CCCC's Open Mic Night Drag Show, *Doing Hope in Desperate Times*, 2023 CCCC (Conference on College Composition and Communication) Annual Convention, Hilton Chicago, Chicago, IL, 2023
• Member, 2022 COVID-19 Remote Teaching Awards Adjudication Committee, University of Alberta
• Internal Examiner, Economics Quality Assurance (QA) Process, University of Alberta
• Founding Incorporator and Director, EDCC (Educational Development Community in Canada), 2021-2022*
   *interim new organization for educational development across this nation colonially known as Canada; officially incorporated with Corporations Canada on February 11th, 2022 as 13766934 Canada Association; named by the community and voted upon in Fall 2022, at which time, we changed leadership

• Vice-Chair, Communications, EDC (Educational Developers Caucus), Society of Teaching and Learning in Higher Education (STLHE), 2021-2021*

elected by EDC Membership June 2021; then STLHE dissolved the EDC effective November 19th, 2021

Menard, Andrea
• Co-Founder and Co-Chair, Indigenous Lawyers' Forum
• President and Founder, Indigenous Connect
• Board Member, Alternative Dispute Resolution (ADR) Institute of Alberta (ADRIA)
• Member, Canadian Bar Association's National Indigenous Advisory Group - Criminal Justice
• Member, Vice-Provost (Indigenous Programming and Research) Indigenous Advisory Committee
• Member, Vice-Provost (Indigenous Programming and Research) Indigenous Research Strategy Task Force
• Member, Faculty of Science Indigenization of the Bachelor of Science Committee
• Invited Member, General Faculties Council (GFC) Committee on the Learning Environment (CLE)
• Member, Indigenous Engagement Collective (Augustana Campus)
• Member, Festival of Teaching and Learning Steering Committee

Penney, Mandy
• Member, U of A Writing Services Director Hiring Committee

Conference Attendance

Ambury, B. (2022, October). *Indigenizing the Japanese Language Curriculum: Lessons and Perspectives from Indigenous Voices*, University of British Columbia, Zoom. [Workshop].

Ambury, B. (2022, October). *#UngradingCon: Assessment for Equity*, a free Twitter Conference. Twitter.

Ambury, B. (2022, November). *A Virtual Institute for Alternative Assessment in Higher Education*, Athabasca University, Zoom.

Ambury, B., **Parker, A**., **Pate, A.G**., & **Penney, M** (2022, February). *Educational Developers Caucus (EDC) Conference*, University of Waterloo.

Ambury, B., **Ireland, L**., **Lemelin, C**., **Mayberry, T**., **Parker, A**., **Pate, A.G**., & **Penney, M** (2023, April). *Educational Developers Network of Alberta (EDNA) Spring Meeting*, Norquest College.

Borger, C., **Lai, L**., **Lindmark, K**., **Lucius, J**., **Pate, A.G**., & **Robertson, M**. (2021, October). *Adobe MAX - The Creativity Conference*, Online.

Igobwa, E. (2023, May). *Traditions Re-imagined: Learning, Unlearning, and Relearning Teaching*. Augustana Conference on Undergraduate Research and Innovative Teaching (ACURIT), University of Alberta, Camrose, AB.

Igobwa, E., **Lemelin, C**., **Mayberry, T**., **Parker, A**., & **Penney, M**. (2022, October). *Educational Developers Network of Alberta (EDNA) Fall Meeting*, University of Lethbridge.

Lemelin, C. (2021, November). *Evolving Beyond Crisis—Connecting to the Future*. 46th Annual POD (Professional and Organization Development Network in Higher Education) Network Conference, Virtual.

Lindmark, K., **Mayberry, T**., & **Parker A**. (2021, September & October). *ATLA Conference for Antiracist Teaching, Language, and Assessment*, Oregon State University.

Mayberry, T. (2022, March). *Care*. Northeast Modern Language Association (NeMLA) 53rd Annual Convention, Johns Hopkins University, Baltimore, MD.

Mayberry, T. (2023, March). *Resilience*. Northeast Modern Language Association (NeMLA) 54th Annual Convention, University of Buffalo, SUNY, Niagara Falls, NY.

Mayberry, T. & **Penney, M**. (2023, February). *Doing Hope in Desperate Times*. Conference on College Composition and Communication (CCCC) 2023 Annual Convention, Chicago, IL

Menard, A. (2022, May). *Mawachihitotaak (Let's Get Together) Métis Symposium*, Supporting Indigenous Sharing Network (SISN), Alberta.

Menard, A. (2022-2023). *ii' taa'poh'to'p Indigenous Knowledge Lecture Series*, University of Calgary.

Menard, A. (2023, March). *1st Annual SILR Gathering (Supporting Indigenous Language Revitalization (SILR)*, Edmonton, Alberta.

Menard, A. (2023, March). *2nd National Indigenous Citizenship Forum: Moving Beyond Indigenous Self-identification at Canadian Post-secondaries*, First Nations University of Canada.

Parker, A. (2022, November). *Re:Imagine, Re:Connect, Re:Start*. 47th Annual POD (Professional and Organization Development Network in Higher Education) Network Conference, Seattle, WA.

Parker, A. (2022, December). *Courageous Conversations Speakers Series: Human Rights Day Ableism, Disability Justice and Accessible Futures in Post-Secondary Education*, University of Calgary, Office of Equity, Diversity, and Inclusion.

Parker, A., & **Rivera-Quijano, M**. (2023, April). *Conference on Postsecondary Learning and Teaching*, Taylor Institute for Teaching and Learning, University of Calgary, Calgary, AB.

Penney, M. (2022, May). *Spring Perspectives on Teaching Conference*, Western University, London, ON.

Penney, M. (2023, May). *Teaching and Learning with Kindness and Care*. University of Waterloo Teaching and Learning (UWTL) Conference, University of Waterloo, Waterloo, ON.

Penney, M., (2023, May). *Unwriting the centre*. Canadian Writing Centres Association, Zoom.

CTL In the News

October 21, 2021 - "Meet Tommy, executive director of the Centre for Teaching and Learning," *The Quad: U of A's Official Faculty and Staff Blog*, University of Alberta https://www.ualberta.ca/the-quad/2021/10/have-you-met-tommy-mayberry.html

September 27, 2022 - "Post-secondary Indigenous teaching," *Radio Active* with Jessica Ng, Min Dhariwal, featuring Andrea Menard, CBC Listen https://www.cbc.ca/listen/live-radio/1-52-radio-active/clip/15939129-post-secondary-indigenous-teaching

May 12, 2022 - "Talk about getting the pronouns right," featuring Tommy Mayberry, *The Observer*, https://www.observerxtra.com/talk-about-getting-the-pronouns-right/

June 20, 2022 - "A Call to Action: Reconciliation Through Legal Education," Andrea Menard and Marc Bhalla have designed a new course that intends to fill the void in the program's ability to address these recommendations from the Truth and Reconciliation Commission, *Osgoode Hall Law School Professional Legal Education Blog*, York University https://osgoodepd.ca/blog/a-call-to-action-reconciliation-through-legal-education/

June 23, 2022 - "Meet Brad, Lead Educational Developer, Assessment and Evaluation, at the Centre for Teaching and Learning," *The Quad: U of A's Official Faculty and Staff Blog*, University of Alberta https://www.ualberta.ca/the-quad/2022/06/have-you-met-brad-ambury.html

December 9, 2022 - "*RuPedagogies of Realness* wins the Bookseller/Diagram prize ahead of *What Nudism Exposes and Frankenstein Was a Vegetarian*," featuring Tommy Mayberry and Mandy Penney, *The Guardian*, Guardian News & Media Limited https://www.theguardian.com/books/2022/dec/09/oddest-book-title-of-the-year-won-by-rupauls-drag-race-essay-collection

December 9, 2022 - "Shantay you stay: this year's winners makes Diagram herstory," featuring Tommy Mayberry and Mandy Penney, *The Bookseller*, https://www.thebookseller.com/features/shantay-you-stay-this-years-winner-makes-diagram-herstory

February 9, 2023 - "'Webinettes' Explore Principles of Equity, Diversity and Inclusion: Short Online Webinars Are Tools for Advancing the University's Strategic EDI Goals," featuring Everett Igobwa, The Quad: U of A's Official Faculty and Staff Blog, University of Alberta, https://www.ualberta.ca/the-quad/2023/02/webinettes-explore-principles-of-equity-diversity-and-inclusion.html

February 24, 2023 - "Change Makers: Meet Andrea Menard," Reconcili-ACTION YEG, University of Alberta https://www.reconciliactionyeg.ca/post/andrea-menard

February 27, 2023 - "12th Canadian Masters Athletics Indoor Championships," featuring Cosette Lemelin (800m and 1,500m distances in the 45-49 age category), Toronto Track and Field Centre, https://athleticsontario.ca/statistics/results/indoor/2023/230225-canadian-masters-athletics-indoor-championships.pdf

In loving memory, Dr. Jennifer Winters Ward

On March 16th, 2022, Jennifer Winters Ward began, as her husband and partner Dave Ward best put it, her journey to the spirit world.

Jen was of Umpqua, Algonquin, and Walla Walla ancestry, and she was the Lead Educational Developer, Indigenous-focus in our Centre for Teaching and Learning as well as a doctoral student in the Faculty of Native Studies. She was working on her PhD dissertation, "Decolonizing and Indigenizing Post-Secondary Education Development," under the supervision of Dr. Adam Gaudry, and she received her PhD posthumously at the June 2022 Convocation.

Jen was also, and always will be, a kokum, mom, step-mom, roller derby star, transformative pedagogue, fierce friend, and unwavering warrior. She changed forever the lives of all those she touched, and her impact, influence, and inspiration continue to endure today.

Across the U of A, Jen worked with instructors, departments, faculties, and administration to Indigenize and decolonize their curricula and processes by weaving Indigenous worldviews into their pedagogies and practices, and she herself taught an Indigenous Education course for pre-service teachers in the Faculty of Education as well as Indigenous Studies 101 / 201 in the Social Sciences Department at Augustana campus. Jen often told everyone in her engagements with them that working with Elders, students, and community are some of her most cherished experiences.

A national leader, too, across this nation we now call Canada, Jen led Indigenizing and decolonizing teaching and learning conversations as Keynote Addresses at the Educational Developers Caucus (EDC) conference in 2018 at the University of Victoria (BC)[1] as well as at the international Teaching and Learning Innovations (TLI) conference in 2019 at the University of Guelph (ON)[2]. Her *Territorial Acknowledgements: Going Beyond the Script* video remains our most-viewed educational resource, and her co-authored articles "The *Privilege* of Not Walking Away"[3] and "The Emotional Labour of Reconciliation and Indigenization"[4] are and continue to be influential

scholarship embodying and modeling Jen's unshakeable commitment to centring Indigenous women's voices, strength, beauty, and power.

Dr. Jennifer Winters Ward is an essential part of U of A CTL's living history and was an innate part of helping shape the CTL we are today and will continue to become as we keep going forward. Thank you for everything, kokum: rest in power - hiy hiy.

> "The work will be constant, taking place in our homes, bodies, workplaces, and institutions. Reconciliation will be an ongoing process. As Indigenous women, we are committed to this work because it is important and because it is not just about us; it is about the wellbeing of the seven generations to follow. We do not have the privilege of walking away"
>
> (Ward, Gaudet, and McGuire-Adams).[3]

[1] "Gaining an Edge: Working Towards ReconciliACTION in Academia." EDC 2018 Keynote, University of Victoria, BC, 2018.

[2] "Experiential Learning Through an Indigenous Lens." TLI 2019 Keynote, University of Guelph, ON, 2019.

[3] "The *Privilege* of Not Walking Away: Indigenous Women's Perspectives of Reconciliation in the Academy." With Cindy Gaudet and Tricia McGuire-Adams. *aboriginal policy studies* 9.2 (2021): pp. 3-24.

[4] "The Emotional Labour of Reconciliation and Indigenization: Indigenous Women Creating Decolonial Feminist Praxis with the Academy." With Tricia McGuire-Adams and Janice Cindy Gaudet. *Decolonial Feminist Praxis: Centering Knowledge & Resistance at the Margins*, edited by K. Melchor Quick Hall and Annie Isabel Fukushima, forthcoming.

[5] "Nîci-iskwêwak (my fellow sisters)," a poem of Jen's that was shared and read aloud at her celebration of life ceremony.

> "Starting from a place of self-love and self-care is not easy,
> When we've been taught to feel shame and feel less than.
> When we've been told we will never make it in this place,
> So we embody that; we feel it; it's our felt theory,
> Within the academy.
> But then we come together"
>
> - Jennifer Winters Ward, "Nîci-iskwêwak (my fellow sisters)"[5]

Message from the CTL Executive Director

> ## "We simply cannot prepare realistically for our future without assessing honestly our past."
>
> ### - Derrick Bell (1992: 13)

This unconventional Annual Report - unconventional in both format and scope - captures reportingly our past two academic years (2021-2022, CTL's 50th anniversary; and 2022-2023, CTL's 51st anniversary and first year of our second half-centenary) for our thematic approach woven throughout of "50/51" in perspective and reflection. Our 50th year started at the height of the COVID-19 global pandemic and began our emerging (and continuing) work incrementally to the pandemic's other side, and our 51st year ended (almost to the day) with reverberations across this nation now called Canada from the hate-motivated stabbing attack of a professor in a gender studies classroom at the University of Waterloo on June 28th. (June 28th, 2023 was the 54th anniversary of the Stonewall Riots in Greenwich Village that once upon a time signaled apparent progress and liberation for queer, trans, and gender-diverse peoples.)

In her *Statement on the Hateful and Violent Assault at the University of Waterloo*, our Provost and Vice-President (Academic), Dr. Verna Yiu powerfully declared, "We have many students, faculty and staff who study, teach, research and support topics related to gender, sexuality and intersectionality across our campuses. We are committed to upholding their rights to do so in a safe environment free from harassment, discrimination and violence." And the University of Waterloo's Department of English Language and Literature (my double alma mater), seeming to build upon this sentiment of Dr. Yiu's, penned in their letter to their colleagues in the UWaterloo Gender and Social Justice Program: "We wish to stand in solidarity with you in no small part because we recognize that we are all gender studies scholars. No field of science, engineering, or of the arts and the humanities exists that does not demand that its researchers attend to issues of gender, sexuality, and justice." I am, admittedly, biased here in many more ways than just two, but I think this is doubtlessly true, not just here at the U of A but across academia.

As I shared in my reflections for the University Strategic Plan 2023-2033, "As the U of A teaching and learning community, we are offering to the world new and next generations of leaders and change-makers. *This is our entire goal and purpose as a university*. We owe it to our students to bravely shape the academy to be a place where, as bell hooks says, cultural diversity informs every aspect of our teaching and learning — because our students owe it not just to themselves but to their futures and to the future of the world." No matter our fields, no matter our foci, no matter our demographic identities across our campus communities, we are all advancing the work of justice, leadership, and change-making. (We, at CTL, have been doing that for the past 51 years through teaching and learning and pedagogies and praxes, and we, the U of A, have been doing this all encompassingly for the past 115 years. And we will keep doing this work, together.)

We need to look back to look forward, all critically, creatively, and affectively. Derrick Bell intimates this in the quotation I have chosen as epigraph to this Closing Message, but he also emphasizes: "You need to get off quoting the old folks and open your eyes to what is going down right around you in the here and now" (27). We can (and need to) honestly assess our past - be that 50/51, 54, or 115 years ago - but we also can't lose focus of the here and now of today...nor even of just 4 years ago: our incoming class of U of A Undergraduate students starting in Fall 2023 are the Grade 9 students of 2019-2020...the last year of K-12 schooling that had any semblances or experiences of "beforetimes" teaching and learning.

We need to be aware and stay aware of not just this especially new cohort entering the academy and our care but of all the ways that post-secondary teaching and learning is literally under attack as well as being to-the-minute re-shaped and accountably re-formed: artificial intelligence, online and hybrid teaching and learning, sustainability, safety justice, Indigenizing and reconciliation, and more. But "[a]ware don't make it, man!" Bell says, "You got to be *with* it" (27 - italics original).

CTL is committed to being *with* it, and to staying with it...and with us all as the U of A teaching and learning community.

- Dr. Tommy Mayberry

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