

# Provost's Task Force on Pedagogical Innovation Status Update of Working Group Recommendations (August 2022)

This document provides an overview of the status on each of the recommendations proposed by the working groups of the [Provost's Task Force on Pedagogical Innovation](#). See the [PTFPI Summary of Recommendations](#) for a more detailed summary of the recommendations, including key themes.

This document is organized into three main sections:

1. [Recommendations with Completed/Ongoing Work](#)
2. [Recommendations to be Addressed by New Institutional Initiatives](#)
3. [Recommendations to be Discussed for Future Work](#)

Within each section, the recommendations are listed in the grey boxes, followed by notes about how the recommendation is being addressed and the status of the work in this area. Under each recommendation, you'll also find links to the relevant PTFPI Working Group documents that mention the recommendation. All documents created by the PTFPI working groups are located on the [Working Group Outputs](#) site.

Please note that this document may not include every initiative that's happening on our campus related to these recommendations. If you are aware of campus or college-level initiatives that address these recommendations and should be added to this status update document, please contact [otl@uoguelph.ca](mailto:otl@uoguelph.ca).

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## Recommendations with Completed/Ongoing Work

### Changes to course tagging and information on student transcripts related to experiential learning, community-focused learning, and interdisciplinary and transdisciplinary teaching and learning

**Professional and Career Development Record (PCDR) launched in November 2021:** Embedded in the Experience Guelph system, the Professional and Career Development Record (PCDR) launched in November 2021 formally recognizes a student's involvement in experiential learning activities both within their academic program and in co-curricular, career, and professional development activities. All undergraduate and graduate University of Guelph students have access to the PCDR, with diploma student access anticipated for Fall 2022. The tool is designed to help students reflect on their transferable skill development and encourages them to make connections between their experiences and their personal, academic, and career goals. More information about the PCDR can be found on the [Experiential Learning PCDR website](#).

**Curricular Experiential Learning Tagging Process and dashboard launched in Spring 2022:** The EL Hub works with Colleges to track and tag curricular experiential learning that meets both the U of G's definition as well as that of the Ministry. This work includes supporting EL Developers and Curriculum Managers within each College to understand the six criteria and provide an [annual inventory mechanism to track courses that meet all six criteria and those that meet 3 to 5](#). Courses that meet all six criteria are tagged within Colleague and integrated with Experience Guelph so students receive recognition on their [Professional and Career Development Record](#). Further, this process provides an import centralized data source for Institutional Analysis and Planning (IRP) to report on our institutional progress towards achieving at least one curricular EL per undergraduate student. In tandem with IRP, a sub-committee of the Experiential Learning Advisory Committee, the Curricular EL Tagging and Opportunities Committee, has been working to create a data dashboard to support curriculum committees in monitoring their progress within their departments various specializations. As of this year, we will also start tracking and tagging both Diploma program courses as well as some Graduate courses within interested Colleges.

#### Links to read more about this recommendation in the Task Force Working Group documents:

- [Addressing Pedagogical Gaps in a Post-COVID Educational Setting – An Experiential and Community Focused Perspective](#), item #5
- [Consideration of Challenges and Barriers: Inter-Trans-Disciplinary Teaching and Learning](#)

### Integrate community-focused learning pedagogy and activities in the curriculum

The Experiential Learning Hub now maintains a list of Community Engaged Learning courses in their [database](#).

#### Links to read more about this recommendation in the Task Force Working Group documents:

- [Addressing Pedagogical Gaps in a Post-COVID Educational Setting – An Experiential and Community Focused Perspective](#), items #1, 2, & 3

## Invest in teaching communications

**OTL Teaching and Learning Digest launched in May 2021:** The OTL Teaching & Learning Digest is a monthly newsletter intended to advertise OTL programming, share resources, and showcase and promote pedagogical innovations and SoTL research on campus. Since its inception in May 2021, 13 *OTL Teaching & Learning Digest* newsletters have been distributed. Our [webpage](#) hosts the current newsletter and archives of past newsletters. Currently, we distribute the newsletter to Deans, Chairs, and Administrative Assistants with the request that they forward it to faculty and instructors.

**Remote Teaching & Learning – Updates and Announcements:** The [Updates and Announcements section of the Remote Teaching & Learning site](#) provides faculty and staff with important information relating to OpenEd-supported technologies such as software security updates, technology changes, as well as information on upcoming programming offerings. University members can view the updates from the website or [subscribe to the OpenEd eNewsletter](#) to stay informed.

**CourseLink Support – Continuous Delivery Update:** The monthly [CourseLink Continuous Delivery Update](#) highlights important changes to CourseLink and other OpenEd supported educational technologies for the greater University community. These updates are shared with all CourseLink users each month through an announcement posted on the CourseLink homepage. Previous updates remain available to review from the website.

**Annual Surveying to Understand Educational Technology Usage and Needs:** In partnership with the CIO's Office, OpenEd has a central role leading the Teaching and Learning Pillar of the institution's [IT Strategy](#). Specifically, OpenEd will undertake annual surveying of faculty with the aims of identifying current teaching strategies, identifying faculty members' preferred training and support methods, and identifying needs and preferences of faculty members when it comes to educational technology selection. The data collected through these surveys will be shared and used to improve communication about educational technologies on campus.

**Links to read more about this recommendation in the Task Force Working Group documents:**

- [Showcasing Pedagogical Innovation and Teaching Matters Communications](#), item #4

## Curate, create, and share new resources on teaching, learning, assessment, and diverse learning environments

**New and curated resources added to OTL website in Summer 2021** include teaching and learning in [in-person](#), [remote](#), and [mixed \(hybrid, hyflex, blended\)](#) delivery modes, [Assessing Students' Learning in Remote Courses](#) and [Assessing Students' Learning in In-Person Courses](#), with content on authentic assessment, alternative assessments, and links to information from Accessibility Services for designing inclusive and accessible assessments.

The OTL website also curates resources on [Inclusive Teaching](#), with content from Accessibility Services, DHR, and Indigenous Initiatives.

**Engaging faculty in OpenEd Instructional Technology Specialists (ITS) Programming:** OpenEd continues to develop and offer programming that provides a space for inquiry, collaboration and continuous learning and development among faculty. Previous programming offerings like the [Remote Teaching Webinar Series](#) (2020) and the [Return to Campus Series](#) (2021) supported faculty in continuing educational excellence through periods of transition. Programming for [Summer 2022](#) and [Fall 2022](#) feature sessions designed to introduce emerging technologies on campus, including the Web Conferencing Classroom Introduction Series and Get Started With Gradescope!

**New resources added to the OpenEd Remote Teaching & Learning website:** Teaching and learning strategies and supportive technologies have evolved significantly since the original development of the Remote Teaching & Learning site in May 2020. As a result, new resources have been added to the [OpenEd Remote Teaching & Learning website](#) to keep instructors and students up to date on the latest tools and approaches available. New additions to the Remote Teaching & Learning website include information about the new [39 Web Conferencing Classrooms](#), which can be used to teach face-to-face, remotely, or in a mixed delivery mode. Support resources for these new classrooms include an overview of the rooms, technical support documentation, and session recordings discussing pedagogical considerations for teaching and learning in these spaces.

**Evolving the OpenEd Remote Teaching & Learning website:** The COVID-19 pandemic has irrevocably changed the ways in which we use technology to teach and to learn. As U of G emerges from the COVID-19 pandemic, we are taking steps to evolve the Remote Teaching & Learning website from what was initially an emergency support site to a hub for innovative pedagogical practices, tools, and technologies in the post-COVID educational world. This website refresh will allow OpenEd to continue to support communication with instructors and students about technologies, teaching and learning best practices, and available supports as we embrace and explore a wider spectrum of teaching and learning environments.

**Continued development of the OpenEd Documentation & Support site:** The OpenEd [Documentation & Support site](#), first launched in Winter 2020 to replace an older support site, is where instructors and students can find resources, including step-by-step how-to articles and video tutorials for centrally supported learning technologies, including CourseLink and PEAR. In Summer 2022, OpenEd added a new section to the site dedicated to the newly available assessment technology, [Gradescope](#).

**Links to read more about this recommendation in the Task Force Working Group documents:**

- [OTL Proposal](#), “Strengthening Centralized Resources” section
- [Showcasing Pedagogical Innovation and Teaching Matters Communications](#), item #5
- [Transdisciplinary Course Modifications: A Guide to Implementation](#)
- [Transdisciplinary Course Development: Tips, Tricks, and Best Practices](#)
- [Creating a Transdisciplinary Program](#)

### Develop programming for new faculty

OTL’s ongoing and new programming for new faculty:

- **New Faculty Orientation:** OTL participated in the New Faculty Orientation programming in Aug. 2021 and Aug. 2022. Both years, we delivered two-hour sessions to approximately 20 new faculty. The NFO session introduced new faculty to the OTL, the people, our areas of

involvement and expertise, and opportunities for partnership. We also discussed backwards design, constructive alignment, and becoming critically reflective practitioners.

- **New Faculty Workshop Series:** As a new initiative in 2021-22, OTL offered a New Faculty Workshop Series, with the goal of sustaining a cohort experience with multiple opportunities for engagement after the NFO. In December 2021, OTL offered a 1.5-hour workshop entitled “Beginning your Teaching Journey at UofG: The Invisibles of Teaching” focused on preparing faculty for the emotional labour involved in teaching and learning. It provided content on strategies to cope with emotional labour, as well as an opportunity to discuss participant experiences. Six new faculty attended. In May 2022, OTL offered a 2-part workshop entitled “Rethinking your Assessments.” During Part 1, we discussed the principles of inclusive and affective assessments, strategies to foster a learning environment that values academic integrity, and alternative assessment types. During Part 2, participants discussed assessment alternatives they were considering, asked questions, and problem-solved as a group. Thirteen new faculty attended the Part 1 and four new faculty attended Part 2.
- **Resources for New Faculty:** Launched in 2021-22, OTL manages a Courselink site and [webpage](#) of Resources for New Faculty. These sites contain resources to support new faculty in their teaching. During the 2021–22 academic year, we also distributed a curated set of resources to raise awareness of campus services related to teaching and learning and overall well-being, including Wellness@Work, SAS, OpenEd, Health and Performance Centre, and Open Educational Resources working group.
- **Virtual Book Club:** The [OTL Virtual Book Club](#), launched in Fall 2020, provides new and experienced faculty and instructional staff with the opportunity to read and discuss books focused on teaching and learning. Each book club meets 5-7 times over a 4-5 month period. Book club members benefit from sharing ideas and discussing the books with faculty and instructors from different disciplines and with different levels of experience. Approximately 40 faculty and instructors have participated in one of more offerings of the book club.
- **University Teaching Theory and Practice (UNIV\*6800)** is a graduate-level course in university teaching, offered by OTL. The course is open to graduate students, post-docs, instructors, and faculty, and focuses on the relationship between pedagogical theory and instructional practice. It also provides an opportunity for participants to develop and deliver a micro-teaching lesson, to develop the fundamental skills of providing peer-evaluation, and develop their approach to becoming a reflective instructional practitioner.
- **Instructional Skills Workshop (ISW):** [Instructional Skills Workshops](#) were relaunched in Summer 2022 after a pause during the pandemic. In May and June 2022, we ran two Instructional Skills Workshops with a total of 22 UofG faculty, staff, and graduate student participants, and we ran one Facilitators Development Workshop, which trained 9 new UofG ISW Facilitators.

OpenEd’s ongoing and new programming for new faculty:

- **Ed tech programming for new U of G faculty:** OpenEd has developed programming for new U of G instructors that focuses on core components of the University’s learning management system (LMS), CourseLink, and best practices for using Zoom in course delivery. Planning is underway to develop additional programming to support new faculty with classroom AV technology.
- **Faculty orientations at Guelph-Humber and Ridgetown campuses:** OpenEd has a years-long partnership with the University of Guelph-Humber, and continues to develop and offer instructor orientations, providing expertise on leveraging CourseLink tools and implementing strategies for remote, technology-enhanced, and fully online (distance education) teaching. Going forward, OpenEd will extend this support to the Ridgetown campus, providing faculty orientation programming starting in August 2022. As we emerge from the COVID-19 pandemic, the focus of

these orientations will shift from a focus on emergency remote teaching and will support faculty engagement across a spectrum of teaching and learning environments in the post-COVID educational world.

- **Web Conferencing Classroom series:** Along with the development of 39 Web Conferencing Classrooms during Summer 2021, OpenEd created support programming for faculty dedicated to the pedagogical and technological considerations for hybrid delivery and flipped classroom approaches. Additionally, OpenEd created the [Web Conferencing demonstration classroom](#), which provides instructors the opportunity to have an orientation with an instructional technology specialist, test their system with Classroom Technical Support, or simply practice using the equipment outside of class.
- **Competency-Based Education Online Training Modules:** As part of the Student Success through Competency-Based Education (CBE) Project, a three-year project funded by the Ministry of Training, Universities and Colleges, OpenEd, in collaboration with D2L Corporation, developed two online self-directed competency-based education training modules for instructors. The first of these functions as a primer for instructors who are unfamiliar with CBE and/or are teaching a pre-designed CBE course. The second training module provides guidance on the basics of creating a competency-based course or adding CBE components to courses for face-to-face and/or blended delivery. These modules will be available in the Fall 2022 semester.

**Links to read more about this recommendation in the Task Force Working Group documents:**

- [Showcasing Pedagogical Innovation and Teaching Matters Communications](#), item #2

**Support institutional policies and recommendations related to Indigenization, Equity, Diversity, Inclusion and Decolonization (IEDID) and teaching and learning**

The Office of Teaching and Learning collaborates extensively in this space to participate in projects and processes to advance IEDID. This includes the following:

- Collaborating to support new IQAP related IEDID discussions
- Facilitating and participating in departmental discussions related to curriculum and IEDID
- Collaborating on institutional and international resources: [Into the Light: Living Histories of Oppression and Education in Ontario](#) and the *Unconscious Bias Training module* for T&P Committees
- Creating collaborative shared spaces for faculty learning - 2022 [OTL Book Club](#) on *Decolonizing Education: Nourishing the Learning Spirit* by Marie Battiste

Additional institutional projects and initiatives include:

- OpenEd's design and development of 39 Web Conferencing Classrooms across campus supports students' needs for flexibility and accessibility in their learning environments.
- The Automated Quiz Extension Tool, developed in partnership between OpenEd and SAS, allows instructors to ensure that all students registered with SAS receive the appropriate accommodations for online assessments delivered through CourseLink's Quizzes tool.
- OpenEd, in partnership with Dr Lynne Mitchell of the Centre for International Programs and guard.me International Insurance, developed the online course, "Who do you think you are? Identity and Unconscious at Bias at Work". This microcredential provides foundational skills to reduce bias in the workplace and increase intercultural competency and is freely open to the

University of Guelph community through CourseLink. Successful completion of the final assessment results in a digital badge in Diversity Skills in the Workplace. In 2021/22, over 600 students, faculty and staff completed the course.

- In partnership with the Office of Diversity and Human Rights and Student Housing Services, OpenEd created a suite of digital badges connected to three online modules— Principles of Belonging: Anti-Oppression and Anti-Racism, Positive Space, and the Sexual and Gender-Based Violence Training Module for Students—to support the requirement that all incoming residence students be trained in the knowledge and skills required to foster an inclusive, safe campus for all.

**Links to read more about this recommendation in the Task Force Working Group documents:**

- [Addressing Pedagogical Gaps in a Post-COVID Educational Setting – An Experiential and Community Focused Perspective](#), item #4

**Revised exam policies**

Conversations related to these policies with Student Accessibility Services and the Academic Programs and Policies Committee are ongoing. There is a need and desire to move the dates for Deferred Exams so that they do not coincide with the midterms in the subsequent semester. Work with the Program Counsellors, ADAs and the Registrar’s office is ongoing to change the timing of decisions to facilitate this change. There has been increased outreach to faculty regarding best practices with exam scheduling. Specifically regarding students enrolled with SAS, faculty are required to provide an electronic version of the exam three days prior to the midterm or final exam date to enable the SAS staff to review the exam and provide the appropriate accommodation for each student. The exam schedule has been extended by one day on an ongoing basis.

**Links to read more about this recommendation in the Task Force Working Group documents:**

- [Deferred Exams Policy Development Briefing](#)
- [Exam Scheduling Policy Development Briefing](#)

**New institutional learning outcome on Public Service**

The Office of Teaching and Learning and the Experiential Learning Hub are currently partnering to create course redesign and teaching resources related to integrating and embedding EL outcomes and assessments. The Experiential Learning Advisory Committee meets on a monthly basis and showcase one or two innovative EL course at each meeting. At the institutional level, EL is currently highlighted in our strategic areas.

**Links to read more about this recommendation in the Task Force Working Group documents:**

- [Addressing Pedagogical Gaps in a Post-COVID Educational Setting – An Experiential and Community Focused Perspective](#), item #5

## Recommendations to be Addressed by New Institutional Initiatives

**Extend a hub-and-spoke model from OTL to the colleges and create a new internal communication group to guide leadership and promote teaching and learning**  
**Encourage faculty leaders and innovators to facilitate discussions about teaching at the local level**

Two new initiatives have been created that support cross-college communications and collaborations to promote teaching and learning. We plan to launch these initiatives in Fall 2022. PTFPI members can read the draft proposals for these two initiatives on the PTFPI Teams site.

**Teaching and Learning Network:** This network brings together representatives from all Colleges and Campuses, as well as OTL, OpenEd, and graduate and undergraduate students, to exchange ideas and resources, coordinate communication and marketing about teaching and learning events and resources, and collaborate on teaching and learning projects.

**University Teaching Leadership Fellows:** A cross-disciplinary group of funded teaching leaders who design and lead teaching and learning projects and initiatives that have implications for the broader UofG community and beyond UofG. UTLFs also convene as a group at least twice per semester in a cohort-based Faculty Learning Community to encourage cross-disciplinary conversation about teaching and learning.

**Links to read more about this recommendation in the Task Force Working Group documents:**

- [Showcasing Pedagogical Innovation and Teaching Matters Communications](#), items #3 and 6
- [OTL Proposal](#), Supporting Decentralized Work section

**Establish funded University Teaching Chairs**

The new **University Teaching Leadership Fellows** initiative will achieve the goals of this recommendation. We plan to launch this initiative in Fall 2022. PTFPI members can read the draft UTLF proposal on the PTFPI Teams site.

The UTLFs are a funded cohort of cross-disciplinary teaching leaders, who hold the title for a three-year term. The Mission and Aims of the UTLFs are:

The University Teaching Leadership Fellows are a distinguished and cross-disciplinary community of educators who act as institutional change agents by engaging in educational leadership, research, advocacy, networking, service, and mentoring to promote educational excellence.

The University Teaching Leadership Fellows initiative will further the goals of the Teaching and Learning Plan and other institutional teaching and learning initiatives by:

- **Developing and supporting faculty across academic disciplines as educational leaders** through a 3-year engagement in research, inquiry, networking, mentoring, and professional development;



- **Promoting innovative and effective teaching and learning practices that will improve undergraduate and graduate teaching and student learning** through designing and conducting teaching and learning projects that have implications for the broader University community and beyond UofG;
- **Leading and supporting teaching initiatives and contributing to college and institutional cultures of open discourse and critical reflection** about teaching, learning, and student success, through networking in their own colleges, sharing innovative and promising approaches to the UofG community, and engaging with their cohort of UTLFs in a community of practice;
- **Recognizing, rewarding, and celebrating** the engaged and excellent teachers who are selected as UTLFs, and advancing and promoting the value, status, and recognition of teaching and learning at UofG.

**Links to read more about this recommendation in the Task Force Working Group documents:**

- [Showcasing Pedagogical Innovation and Teaching Matters Communications](#), item #3

## Recommendations to be Discussed for Future Work

### Assess the Impact of Teaching and Assessment Innovations

Over the next year, the AVPA and OTL will lead a collaborative process to examine how to best assess the impact of teaching, learning, and assessment innovations, including the two new institutional initiatives. Currently, each area contributing to teaching and learning innovation has their own evaluation process.

The [U of G IT Strategic Plan](#) includes Teaching and Learning as one of its foundational pillars. OpenEd will provide leadership in this pillar by surveying faculty on an annual basis to:

- i. perform needs analysis of preferred classroom technologies that support teaching and learning;
- ii. identify current teaching strategies; and
- iii. review preferred training methods for supporting faculty in the effective use of teaching technologies.

Additionally, by 2023, using Crestron Fusion Room View technology (in network enabled, centrally booked classrooms), we will begin to gather quantitative utilization statistics on the educational technologies that faculty choose to use in their teaching. This data can be triangulated with the Annual Faculty Survey data to validate educational technology needs.

#### Links to read more about this recommendation in the Task Force Working Group documents:

- [OTL Proposal](#), “Assessing Impact” section

### Changes to tenure, promotion, and evaluation criteria and faculty performance reviews

Discussion in this area has led to the creation of modules and resources related to best practices for tenure, promotion, and faculty review. These modules and resources include:

- The standardized Student Questionnaires will be implemented across campus beginning Fall 2022. These validated questions will require students to respond to a 5-level Likert scale. The results will be summarized as a distribution for each of the 12 questions for each course taught. This standardized tool being used across campus will provide a consistent measure of students’ learning experience.
- Instructors may choose to use an in-class peer observation of teaching rather than the standard Student Questionnaires. Resources have been developed and shared for the [In-Class Peer Observation of Teaching](#) process.
- Unconscious Bias training for members of the Tenure and Promotion committee (CourseLink Training Module, University of Guelph Faculty Association, the Office of Diversity and Human Rights, and the Office of Teaching and Learning)

#### Links to read more about this recommendation in the Task Force Working Group documents:

- [Consideration of Challenges and Barriers: Inter-Trans-Disciplinary Teaching and Learning](#)
- [Showcasing Pedagogical Innovation and Teaching Matters Communications](#), item #1
- [Values of Transdisciplinary Teaching](#)
- [Addressing Pedagogical Gaps in a Post-COVID Educational Setting – An Experiential and Community Focused Perspective](#), item #5

### Create a Pedagogical Innovation Lab and Assessment Lab

Preliminary discussions about seeking government and/or donor funding for an Innovation Lab have been initiated between the Provost, AVPA, OTL, and OpenEd.

OpenEd is well-positioned to provide insights gained from the development of similar sites, including the [Web Conferencing demonstration classroom](#) and the [Lightboard studio](#), both of which are places where faculty can receive support with their use and integration of innovative technologies in their courses.

#### Links to read more about this recommendation in the Task Force Working Group documents:

- [OTL Proposal](#), “Building Towards an Assessment Lab” section
- [Educational Technology Lab: Recommendations and Principles](#)

### Academic Technologies Advisory Council showcases faculty engagement with educational technologies

Being the senior-most group on technologies and practices related to the educational mission of the University, ATAC continues to work toward the purpose and goals set out in its terms of reference. A key part of this work is promoting the use of educational technologies by faculty champions across campus.

OpenEd will collaborate with ATAC to identify faculty members who can act as champions for their colleagues on campus by experimenting with new tools and technologies and then speaking insightfully on the challenges, opportunities, and best practices for integrating technology and pedagogy to create impactful learning experiences. Supporting and promoting ed tech champions on campus supports several goals of ATAC including:

- To gather and evaluate information about how institutional educational technologies can enhance instruction and student learning at the University
- To evaluate and make recommendation on appropriate educational technology solutions and systems at the institutional level; and
- To provide an ongoing forum where units can express their needs and experience regarding educational technologies.

#### Links to read more about this recommendation in the Task Force Working Group documents:

- [Showcasing Pedagogical Innovation and Teaching Matters Communications](#), item #6

**Changes to course and program funding and approval processes for inter- trans-disciplinary courses and programs**

Funding for inter- and trans-disciplinary courses and programs has been flagged as an issue to address in the current Operating Budget Model and Resource Allocation Review.

**Links to read more about this recommendation in the Task Force Working Group documents:**

[Consideration of Challenges and Barriers: Inter-Trans-Disciplinary Teaching and Learning](#)