



The College of Biological Science Office of  
Educational Scholarship and Practice  
at the University of Guelph:  
**Year Two Report**

August 2018

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## EXECUTIVE SUMMARY

After setting foundations and building processes in Year One, effective communication was a central theme of Year Two of the COESP (roughly June 2017 to June 2018). To communicate effectively with our intended audience, we first need to determine who that audience is. In Year Two, we expanded the reach of the COESP to include teaching staff, with future plans to include the wider graduate student group, postdoctoral fellows, and sessionals in our work. With an understanding of who the CBS teaching and learning community is, we can then work to improve our communications within that community.

The COESP has continued to promote its activities outside Guelph through its website, social media and conferences. Notably, the COESP became the first and only science education office in Canada to become a profiled member of the Network of STEM Education Centers.

The COESP presented a solid schedule of seminars and workshops for the College in Year Two. With the Director on leave in Winter 2018, the COESP steering committee did a great job to organize the COESP Day in May 2018 and to develop resources for CBS about multiple choice questions on assessments. The COESP also hosted the first Instructional Skills Workshop specific to CBS, with future ISW offerings planned.

The BioEd at Guelph blog, organized and written by undergraduate students about their education experience at Guelph, was tremendously successful in Year 2, with incredible growth in viewers from a growing list of countries outside of Canada. Our students have provided recommendations to improve learning in CBS courses and write about the future, mental health, and strategies for success.

The CBS teaching discussion group was on hiatus in Year Two but will be rebooted in Year 3 with structures and processes designed for success and sustainability. While activity among the BioEd Research Hub waned in Year Two due to changes in personnel and intensity, the Hub moved forward with its research regarding student evaluations.

In Year Two, it was exciting to see applications to COESP-funded Course Improvement and BioEd Research Grants increase, with interest from all Departments in the College and two of the three Departmental Chairs in CBS directly involved in the proposed work.

As we move into Year Three, the COESP will continue to support and promote the activities of the CBS teaching and learning community. In Year Three we will assess the alignment of the vision and mission of the COESP with the CBS Strategic Plan and the needs and goals of stakeholders as part of continuous improvement and future planning.



John Dawson, Director

## Administration

The COESP steering committee expanded in Year Two, reflecting our desire to engage more with the whole CBS teaching and learning community. Dr. Jacobs from IB was unable to fully participate on the steering committee in Year Two, so we welcomed Dr. Amy Newman.

### Faculty Director:

Dr. John Dawson (MCB) (*on sabbatical Dec 2017- May 2018*)

### Faculty Representatives:

Dr. Steffen Graether (MCB), (*Acting Director from Dec 2017-May 2018*), *stepping down Fall 2018*

Dr. William Bettger (HHNS)

Dr. Amy Newman (IB)

*Dr. Shoshanah Jacobs (IB), reduced participation and contract ended July 2018*

### Staff Representative:

Charlene Winchcombe-Forhan

Justine Tishinsky, HHNS (*summer 2018*)

Chris Meyer, MCB (*summer 2018*)

Sheri Hincks, IB (*summer 2018*)

### Postdoctoral Fellow Representative:

coming soon!

### Student Representatives:

Michelle Hotchkiss (Undergraduate)

Paisley Worthington (Graduate)

*Tina Hobbins (Graduate), on leave F17*

### OpenEd Liaison:

Sara Fulmer

To improve our inclusiveness, teaching staff members from the departments in CBS have been recruited to join the steering committee. In addition, a new undergraduate representative and replacement for Dr. Steffen Graether from MCB will be brought on board in Year Three. There is good interest among the undergraduate bloggers to continue that blog.

Finally, I have had discussions with a postdoctoral fellow who is interested in participating in the COESP as part of their professional development.

## Strategic Planning

### Vision:

To be **recognized** as the **national leader** in educational scholarship and practice in the biological sciences.

### Mission:

#### To Support and Promote:

- Evidence-based Teaching Practice
- Learning Outcome Development & Assessment
- Biology Education Research

### Values:

#### The COESP is:

- Inclusive
- Accessible
- Responsive
- Evidence-Based

### Comments:

The second year of a new organization brings the challenges of continuing to move forward with the structures and processes put in place in the first year, continuously improving and refining plans to achieve our mission while responding to the reception of the first year of activity. An added challenge in the second year of the COESP was the absence of some of the leadership, with the Director being on sabbatical and the BioEd Research Hub also seeing the absence of some of its members.

In our first year, the COESP embarked on a promotion plan to get the word out that we existed. While people tend to know that we are here, what we do and how we can help them is not as widely understood. In Year Two, we learned that we need to do a better job of living up to our value of inclusiveness. In our work to target new faculty and graduate students as the next generation of educators, we underrepresented teaching staff in our discussions. We have therefore brought on teaching staff representatives from the three departments and will be working with them to determine who they are, what they do, and how the COESP can best support them.

### Needs and Challenges in Biology Higher Education Today

The COESP continued to work with the needs and challenges facing biology education obtained from several sources in 2016 (Appendix 1, from the [Year One report](#)). We organized the half-day COESP day on May 3 to address mental health issues, inviting Dr. Bill Ju from Toronto to share his story with us.

Throughout the year, we also addressed other specific needs, as outlined below, including the need for information for new faculty and staff.

## Promotion of the COESP

### Website:

Our website is updated regularly, although that regularity is not as frequent as we would like. There, you can find links to our award applications, updates on our award winners, a list of our activities and plans, and links to resources from our presentations

### Social Media:

We primarily use Twitter to promote activities and highlight events and research. Our Facebook page is not updated and we might discontinue its use.

A highlight of the COESP activity has been the undergraduate blog. This year, Michelle Hotchkiss did an outstanding job of improving the coordination and promotion of the blog, with a great rise in the impact of the blog as measured through hits. Michelle left us with a detailed document outlining her processes and with further advice for the future that we will hand off to the next coordinator(s) of the blog for the 2018/19 academic year.

### Conference and meetings:

The COESP continues to be promoted at conferences. The Director attended the 2017 Western Conference on Science Education and the 2017 oCube UnConference to promote the Office to the community. Through COESP Travel grants, the Office has broadened its presence at conferences across North America. Notably, the COESP supported the participation of 6 CBS members at the Western Conference on Science Education in the [Summer of 2017](#), and more recently we have sent graduate students to the Calgary Conference on Postsecondary Learning and Teaching and the Society for the Advancement of Biology Education Research [conferences](#).

### Network of STEM Education Centers Membership:

The COESP became a member of the Network of STEM Education Centers ([NSEC](#)) in Winter 2018. This Network is based in the US and lists 126 different office profiles, including the [COESP profile](#). Of note, the COESP is the *only* office in Canada with a profile on the NSEC. The Network provides an amazing Toolkit for education centres, including how to communicate your vision and mission, develop an evaluation and assessment plan, and build partnerships. Although based in the US, the foundational principles can be applied to our context here.

### Comments:

An effective communication plan is needed for the COESP to send messages to the right audience. We discovered in Year Two that some groups within the CBS community were not receiving our communications. In Year Three, we will meet with those with the authority to send communications to all the groups in the CBS departments to clarify the roles of the COESP and our needs for communication as a first step to improving our communication to the CBS community.

## Programming and Resource Development

In our second year, the COESP moved forward with the development of programming for the College and producing information and resources for the community. This information can be found on our website at this link:

<https://www.uoguelph.ca/ada-cbs/coesp/coesp-events/previous-coesp-events>

### Seminars and Workshops

<b>Date</b>	<b>Event Title</b>
May 4, 2017	<b>COESP DAY 2017 - Engaging Your Students</b> <i>Welcome - John Dawson</i> <b>Michelle French Plenary Lecture / Workshop</b>
September 21, 2017	BioEd Graduate Student Award Seminar – Natasha Cook
November 2, 2016	Grad student journal club - Preparing for Stephen Heard visit
November 6, 2017	<b>Stephen Heard Guest Lecture</b>
November 8, 2017	<a href="#">Education Research Discussion</a> with AVPA Serge Desmarais AVP (institutional research and planning) Karen Menard
November 13, 2017	<a href="#">Lecture Capture: In Your Pocket – John Dawson</a>
November 7, 2017 November 21, 2017 December 5, 2017	<b>New MCB Faculty Discussions – John Dawson</b> Before Class – course outlines, midterms, policies, test and exams During Class – classroom technology, response systems, management After Class – email, office hours, grading, teaching journal
May 3, 2018	<b>COESP DAY 2018 – Student and Faculty Mental Health</b> <i>Welcome – Steffen Graether</i> <b>Bill Ju Plenary Lecture / Workshop</b>
June 26-28, 2018	<b>CBS Instructional Skills Workshop</b> <i>John Dawson, Claire Coulter (OpenEd)</i>

### COESP Resources Development

August 2017	<a href="#">Analysis of the Undergraduate Blog Themes 2016/17</a>
April 2018	<a href="#">How to Write Better Multiple-Choice Questions</a> handout

## CBS Instructional Skills Workshop

Although technically held in Year Three, the ISW held in June 2018 needs mentioning. This was the first time that we offered a CBS-specific ISW, and it was the second College-specific ISW on Campus (CBE beat us by a couple of months).

This first offering had two groups of 4 participants each: One group made up of faculty and staff, and another group made up of graduate students – all from CBS. The ISW was a success and demonstrated that we have the physical space in the Science complex and the facilitation expertise between CBS and OpenEd to pull this off (three members of CBS have completed the Facilitator training). Having gone through the process and planning for the first ISW, we now have the experience to hold future ISW events for the CBS community. For example, we are investigating the potential demand for an ISW for postdoc in CBS. Participants in the ISW felt strongly that their approaches to teaching have advanced so much after the 3-day intensive workshop that completing the ISW should be a requirement for all new teaching staff and faculty within the first years of their coming to Guelph. Participants felt that, had they known what they learned at the ISW earlier, their teaching would have been much better much earlier, to the benefit of both students and instructors.

## The CBS Teaching and Learning Community

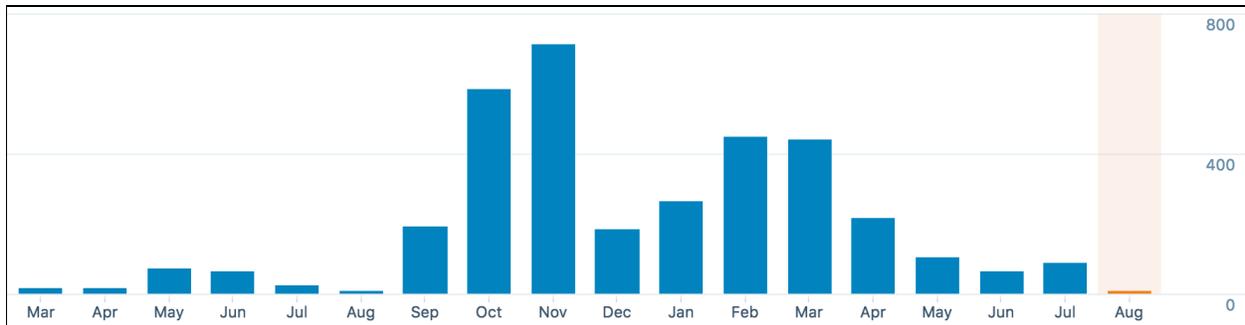
**Graduate Students** -- We had two graduate student representatives on the COESP steering committee. Paisley Worthington started her MSc in BIG in Fall 2017, performing DBER in MCB. Tina Hobbins took a leave for the Fall 2017 from her PhD work in HHNS, returning in Winter 2018. Paisley lead a journal club in preparation for the visit of Stephen Heard in November 2017. In addition, she organized a meeting of other graduate students doing education research across the Guelph campus to build community and support for each other. Even with her efforts, it is still unclear how many graduate students are involved in education research in CBS and Guelph in general. Both Paisley and Tina have been important members of the COESP. In the future, we will reach out to graduate students in CBS to discuss their needs in the areas of teaching and learning.

**Teaching Staff** – We discovered that we have not been as inclusive of the whole CBS teaching and learning community as we could be. To live up to our value of inclusiveness, acting Director Steffen Graether put out a call at the COESP Day in May 2018 for more involvement in the COESP. As a result, Justine Tishinsky from HHNS volunteered to join the COESP steering committee. Over the summer of 2018, two more teaching staff, Chris Meyer from MCB and Sheri Hincks from IB, were brought on to the COESP. Together, we have discussed the roles and responsibilities of teaching staff in CBS and the proper inclusive language for our staff (“teaching staff” was universally recognized). We identified issues facing teaching staff in CBS, including opportunities for professional development and building a sense of community and sharing among the teaching staff in CBS. We will continue these discussions and make plans to address teaching staff needs in the coming year.

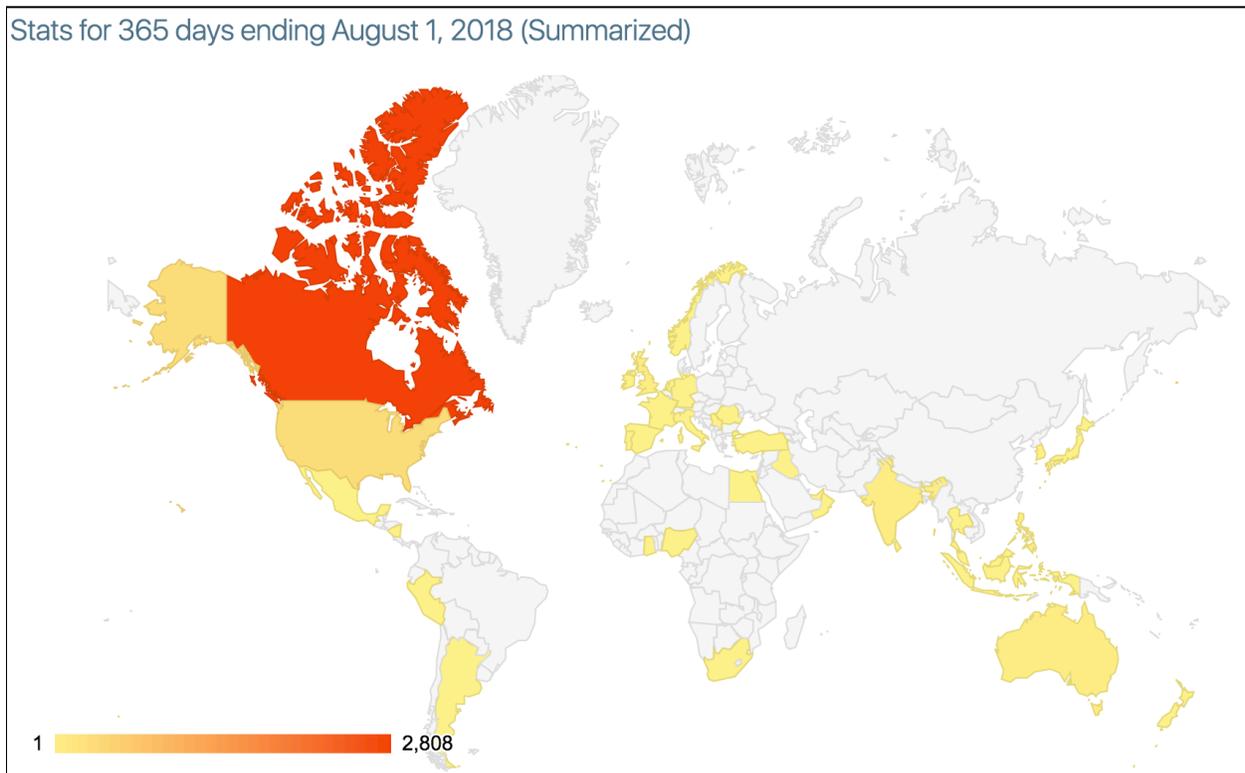
**Postdoctoral Fellows** – Another under-appreciated group in CBS are postdoctoral fellows. I had a productive conversation with a postdoc who wants development in the area of teaching and learning, suggesting that there is demand among postdocs for such training as part of their portfolios. We will investigate the needs of the postdoc community in Year Three.

**Undergraduates** – Our undergraduates continued their blog about their experiences as biology students at Guelph (<https://guelphbioed.wordpress.com/>). This year, the blog was more popular than ever thanks to the efforts of the coordinator and undergrad rep to the COESP, Michelle Hotchkiss. The evidence is clear: Posts from the blog were viewed 3,255 times, up from 456

views the previous year. While the bulk of views are from Canada (86%) and the US (9%), global exposure increased with viewers from the Australia, the UK, India and the Philippines among viewers from 35 other countries (see figures below).



Views of posts to the undergraduate blog by month, from March 2017 to July 2018 (data retrieved August 1, 2018).



Where viewers of the blog are from. Data retrieved August 1, 2018.

The activity of the first year of the blog (2016/17) was [analyzed and reported](#) by Laura Sloat, Educational Developer at OpenEd to provide insight into the topics and themes discussed by bloggers. Three major themes emerged:

1. Strategies for success
2. Focus on mental health
3. Thinking about the future

Furthermore, the students' blogs contained recommendations for instructors to improve learning in courses in CBS:

1. Consider the value and purpose of assessments focused on information memorization
2. Continue or increase use of active teaching strategies

In Year Two of the blog, the most popular blogs reflected the themes identified from the first year of blogs:

1. 150 views: “Fun Fieldwork with Friends” – OUPFB Field Courses
2. 47 views Learning Styles – The Myth We Treat Like Fact
3. 36 views: Improving your communication game outside of school
4. 35 views: Assignments and Exams: the Bread and Butter of University

It is interesting to note that themes around metacognition (Learning Styles) were popular in the undergraduate blog, perhaps indicating a growing interest among our students to learn about their learning.

**Sessionals** – We have not addressed the needs of sessionals in CBS. The COESP recognized that the number of sessionals delivering undergraduate courses has risen across CBS in recent years and that sessionals are common in HHNS. It was also observed that sessionals are also commonly sought for instructional supply to cover sabbaticals or emergency situations with little lead time. It is known that bringing on sessionals to backfill gaps on short notice without longer term commitment raises the chances of lower quality teaching and learning. Since sessionals are likely a permanent fixture in CBS, the COESP advocates for sessional hiring practices that raise the probability of providing the best teaching and learning experience possible. One plan is to provide the College with guidelines for sessional hiring.

**New Faculty** – In Fall 2017, the COESP developed and delivered a pilot program aimed at four new faculty in the MCB department. The group met with John for three meetings to cover practical considerations of teaching CBS courses, divided into activities before class, during class, and after class. The information covering dates and activities for preparing for a course is being adapted for teaching staff and instructors for release in Year Three. The during-class session reviewed the technology available in classrooms on campus, classroom management considerations, lecture capture and classroom response systems, while the after-class session covered handling email, grading and submitting grades, and keeping a teaching journal. These were informative sessions and will be repeated in the future.

### CBS Teaching Discussion Groups

We took a break from the teaching discussion groups in 2017/18 following the experiment of the 2016/17 where participation declined, and presentations were cancelled (see Year One report).

Together with Sara Fulmer from OpenEd, we are examining a reboot of the teaching groups in 2018/19 with the founding principle of forming small groups that engender deeper sharing and commitment. We have been very fortunate in the past that successful groups had strong leadership from within; however, we cannot ensure that such leadership will always be present. Therefore, we conclude that facilitation is needed since self-direction can fail. However, ground rules around that facilitation will be put in place; namely, that the facilitator is not there to answer question or fix specific problems in courses but is there to guide discussion within a group where everyone is not an expert.

Our current thought is to form groups of 4-6 participants (to give the groups an air of exclusivity and therefore demand) that will examine a specific topic or cover sections of a specific book. After advertising and organizing in October (to get over the initial rush of the new semester),

there will be four meetings in November, January, February and March. The topics or readings for the first three meetings will be set by the facilitator, with the topic of the 4<sup>th</sup> meeting agreed upon by the group.

We are considering surveying the CBS teaching and learning community to determine interest and the topics; however, we have a good idea of what the major needs in CBS are (see Appendix 1 from the Year One Report). An additional topic that is at the core of many teaching issues is constructive alignment between content, assessment and outcomes. An understanding and application of this principle would increase the positive experience of students and faculty in courses.

Finally, we would like to have 3 groups, if possible. In addition to Sara and John, we would need to find another facilitator willing to work in the TGD. We would like to include teaching staff in the program to be inclusive and increase their interaction and sense of community. We will explore options to make that happen.

### The BioEd Research Hub

The BioEd Research Hub is a group of faculty who are engaged in discipline based education research in biology. Dr. Gen Newton from the HHNS Department is the Coordinator of the BioEd Research Hub.

HHNS	IB	MCB
<i>Gen Newton</i> <i>Kerry Ritchie</i> <i>Coral Murrant</i> John Zettel William J Bettger	<i>Shoshanah Jacobs</i> Karl Cottenie Patricia A. Wright	<i>John Dawson</i> Steffen Graether

Gen Newton took on a graduate student in Year Two to carry out the research outlined in our successful Learning Enhancement Fund grant from Year One entitled “An Instructor’s Guide to Using Student Evaluations of Teaching to Improve Teaching Effectiveness in the College of Biological Sciences. Phase 1: How Instructors Use Student Evaluations of Teaching”, (See Year One Report, Appendix 3). Student focus groups examining their perception of student evaluation of teaching in CBS have been completed and the results are being compiled. Planning the survey for faculty forming the next phase of the research is nearing completion and will be administered soon.

In Year Two, collective participation in the BioEd Research Hub was lower with the members being on leave or lower time levels (John Dawson, Kerry Ritchie, Gen Newton), changes in administrative duties (Coral Murrant became Chair of HHNS) or contract endings (Shoshanah Jacobs). While it is part of the mandate of the COESP to promote and support biology education research, the activity of CBS in this area is greatly diminished with the ending of Dr. Jacobs contract and we deeply regret the loss of her courage and leadership. Given this loss and the change in focus of the 2018 LEF on Experiential Education, our plans to submit a follow-up LEF to assess the questions on student evaluations did not occur.

Reduced activity in Year Two also impact the demand for establishing policies and procedures for graduate students engaged in education research. The implementation of MSc SOTL scholarships in CBS offered in February 2018 is a positive step forward and we encourage the College to continue offering these scholarships to allow for greater awareness and planning in the coming years. At the same time, establishing demand from students is also required. In this

regard, the Director has started discussions about offering a 3<sup>rd</sup> year undergraduate course on Biology Education Research and Practice to build demand and elevate biology education and education research as a viable career path for our students.

On a positive note, we continued to see the promotion of BioEd research going on in CBS through conferences attended by our graduate students. The COESP will continue to support research through funding travel and other education-focused grants (see below).

### Funding Support

Pointing to the foundational document describing the idea of the COESP (Sept 2015), the COESP offers three sources of funding support together for CBS. Detailed information about each of these grants is found on the COESP website [here](#):

<https://www.uoguelph.ca/ada-cbs/coesp/coesp-grants>

#### 1) COESP Conference Travel Awards

This award provides support for undergraduate and graduate students, postdoctoral fellows, staff, sessional instructors and faculty from the College of Biological Science to attend a Scholarship of Teaching and Learning conference. Since we firmly believe that exposure to the encouraging teaching and learning community will inspire CBS members, priority is given to faculty and staff who have never been to teaching and learning conferences before.

Up to **\$7,000** annually

In [Year 1](#), we funded 7 Conference Travel Awards, mostly to the Western Conference on Science Education in London. This conference occurs every two years, so we anticipate strong use of the conference awards in the upcoming 2018/19 year.

In [Year Two](#), we funded 3 Conference Travel Awards, all for travel outside of Ontario. We also funded two new faculty from MCB to travel to the Education and Cognition Workshop / Conference at McMaster to expose them to advanced education approaches.

#### 2) COESP Course Improvement Grants

These grants provide support to improve and develop courses in CBS in ways that enhance student learning, course delivery and methods to assess the outcomes of the course. The intention is to encourage instructors to renew and innovate their courses, providing support for those changes.

Up to **\$10,000** annually

In Year 1, we funded one Course Improvement grant to a faculty member in IB, aimed at improving content for enhanced engagement in the Discovering Biodiversity course.

In [Year Two](#), we funded five grants from faculty and staff from all three Departments in the College. The innovations range from including in-class experiments, preparing videos for class and lab materials, and using small, single-board computers to track plant growth in labs.

#### 3) BioEd Research Grants

These grants provide seed funding or support to conduct inquiry research of higher education in biology (BioEd) that has strong potential to lead to peer-reviewed publications. Areas include, but are not limited to, investigation of student learning, teaching activities and the student learning experience.

Up to **\$10,000** annually

In Year 1, we funded two awards: 1) to Dr. Graether to study bimodal grade distribution in large classes, present the results at the STLHE conference and in a publication, aiming at the Studies in Scientific Education journal. 2) to Dr. Jacobs to study metacognitive approaches to engagement in undergraduate courses through Courselink, supporting student salaries and dissemination costs.

Dr. Graether's work is being written up with the plan to present at the next STLHE conference.

In [Year Two](#), we funded one BioEd Research grant to Drs. Jacobs and Gregory in IB for \$7000 to research the barriers that exist to high impact practices (HIPs) and field courses, developing a framework to reduce these barriers for increased access.

### Conclusion and Lessons Learned

We saw increased uptake in the COESP awards in Year Two, following the light engagement in Year One. The good news is that the message that these awards exist and can be accessed by members of the CBS community is getting out there! I am looking forward to following up with our award winners to provide updates and feedback to the community about their initiatives and research.

Currently, the deadlines for the Course Improvement and BioEd Research Grants are in the summer when teaching staff and instructors have time to reflect on their teaching practice and write proposals. However, we will examine changing the deadlines to align with the application due date for the [University's Inquire program](#) in March to provide funding support for the SoTL research undertaken by Inquire program participants from CBS. Such an alignment would raise the profile of the Inquire program in CBS and perhaps encourage CBS members to obtain the Inquire Certificate.

I also learned that we must choose wisely when sending new faculty and staff to education conferences. Some new personnel feel that these conferences are pitched too high for their needs and interests, feeling overwhelmed with the depth of the work. For new personnel, workshops presenting "tips and tricks" might be a more appropriate venue, building toward a deeper appreciation of the research done in teaching and learning.

## Did We Achieve our Goals for Year Two?

In Fall 2017, the COESP set these Goals for Year Two (in no particular order):

1. *revision the CBS Teaching Discussion Groups (formerly the PEER Consultation Program) with a mentoring structure*
2. develop the COESP New Faculty Program for new faculty in their first year of teaching development
3. *arrange for pictures of students and instructors in action for use in our website and other materials*
4. continue promoting the COESP outside of Guelph at regional education conferences
5. promote one invited speaker event: Steve Heard from UNB on November 6th!
6. recruit writers and begin postings for the Biology Undergraduate Blog

We solidly achieved the goals 5 and 6 and launched a pilot for goal 3, while continuing to promote the COESP outside of Guelph through support of travel awards and becoming a member Office of the Network of Science Education Centers (NSEC).

While the CBS teaching discussion groups (goal 1) were on hiatus for Year Two owing to lack of manpower to organize and facilitate, we are planning a reboot in Year Three (described above). Finally, we did not work toward goal 3 for our promotional materials owing to its lower priority but we plan on addressing this goal in Year Three.

### Engaging the CBS Teaching and Learning Community in our Mission

We continue to see challenges in engaging the CBS teaching and learning community in the Mission of the COESP:

- Identification of the CBS teaching and learning community
  - The COESP needs to understand who it is meant to support so we can adhere to its core value of inclusiveness
- Communication breakdowns
  - It has come to our attention that not all communications to the CBS teaching and learning community have reached their intended audience (e.g. teaching staff in one department have not received emails from the COESP inviting them to events)
- The perception that teaching in CBS is “good enough”
  - The current priorities and incentives to revise and innovate in our teaching and learning endeavours do not counter pressures to concentrate intensity on other priorities
  - We continue to be concerned that there are no quality measures of graduate supervision; only the number of graduate students overseen by faculty is measured.

To address these issues, the COESP has expanded the representation on the steering committee and is actively engaged in asking “Who do we serve?” I think the answer comes from my first statement at the very first COESP Day in 2016: “We are us.” In recent discussions, the question of whether the COESP should address mental health was asked (this was the topic of the COESP Day 2018), and I think that, inasmuch as the mental health of our students, teaching staff, instructors and even CBS counsellors impacts the quality of student learning, then mental health issues related to learning are part of the mandate of the COESP.

To enhance our communication, one goal for Year Three is personally meeting with the “gatekeepers” in different units to raise awareness of what the COESP does and who the COESP needs to communicate with so that future communications will reach their intended audience.

The COESP was pleased to see Student-Centred Education was listed as part of the identity of CBS in its Strategic Plan for 2018-2023 with a vision of focusing on the student experience. Specifically, Strategic Priority 2 (Drive Innovation in Teaching in the Field of Biology) lists amplifying the work of the COESP as a goal for the College. Another goal in this priority also falls within the mandate of the COESP: enhancing professional development for teaching among CBS teaching staff and instructors. Moreover, the COESP contributes to Strategic Priority 4 regarding strengthening community by giving voice to the members of the CBS teaching and learning community and providing a place for sharing to occur.

### Lessons Learned

The major lesson learned in Year Two was that the COESP needs to adhere to its core value of the inclusiveness. First, we need to understand who the teaching and learning community in CBS is, and then we need to reach out to all the groups in CBS to understand who they are, what they do, and how we can support them. Through this support, the COESP does build community and we see these efforts as having a wider impact than simply raising the quality of student learning. These communities build a positive work environment that encourages and supports innovation.

In Year One, we said we learned that we cannot expect faculty to come to us; we need to go to them. In Year Two, we learned that the teaching and learning community in CBS is more than just faculty and that we need to do better. We can impact the community by going out and talking with people to ask how they are doing and how we can help. In that way, we give them a voice and we build community.

## Financial Report

The COESP has an annual budget coming out of the Dean's Office of \$29,000. We obtained our Year Three budget allotment starting August 1, 2018.

	Year One	Year Two	Two year TOTAL
Travel Awards	\$2,000	\$1,200	\$3,200
Graduate Student Award	\$500	\$500	\$1,000
Course Improvement Grants	\$2,000	\$8,700	\$10,700
BioEd Research Grants	\$8,500	\$7,000	\$15,500
<b>GRANTS SUBTOTAL</b>	<b>\$13,000</b>	<b>\$17,470</b>	<b>\$30,470</b>
Salaries	\$7,340	--	\$7,340
Promotional materials	\$2,300	\$1,010	\$3,310
Event costs	\$2,800	\$1,690	\$4,490
<b>OPERATIONS SUBTOTAL</b>	<b>\$12,440</b>	<b>\$2,700</b>	<b>\$15,140</b>
<b>TOTAL</b>	<b>\$25,440</b>	<b>\$20,170</b>	<b>\$45,610</b>

Given the budget of \$29,000 / year for three year for a total of \$87,000, the calculated remaining budget is **\$41,390**. Our actual remaining budget is:

**\$42,388**

Our actual budget has \$1,000 more in it due to some rounding of expenses and some outstanding travel award claims, or travel claims that did not claim their entire allocation.

Our total commitment to grants and awards is over one-third of the total budget for the COESP for three years. It is noted that the planning for COESP grants calls for up to \$30,000 each year for travel, improvement, and research grants, exceeding the total budget for the COESP. With slow uptake in Year One and lower travel grant expenditures (a total commitment of \$3200 for the first 2 years), we are below budget entering Year Three, with enough budget to examine other opportunities for funds, such as hiring students or part-time staff to assist with the development of programming or bringing in high profile speakers for COESP seminars and workshops.

## YEAR Three of the COESP

Funding for the COESP was planned for 3 years, as is the position of the Director. In Year Three, we will perform an assessment of the COESP, informed by the [Evaluation and Assessment Tools](#) from the NSEC. These tools include asking stakeholders about the alignment of the vision and mission of the COESP with their needs and goals and discussing common outcomes and indicators. Moreover, the assessment can now incorporate the alignment of the mission and values of the COESP with the mission and strategic plan of CBS released in 2018.

Beyond this ongoing assessment, a plan for activities and events in Year Three is listed:

Summer 2018	Fall 2018	Winter 2019
<b>COESP DAY 2018</b> COESP Awards and Grants <b>CBS ISW</b> Conference Debriefs	Grad student award New staff information package External speaker CBS TDG kick off <b>CBS ISW</b> (demand?) Plan COESP Day 2018	CBS Event: TBD Run TDG Plan COESP Day 2018
<b>Discussions with CBS</b>	<b>Discussions with CBS</b>	<b>Discussions with CBS</b>

In Fall, we plan on finalizing and releasing an information package to all teaching staff and instructors that will inform them of the timelines for activities related to offering undergraduate courses in CBS, along with the contact information for CBS staff responsible for either collecting information or helping make things happen. As we move forward with this resource, we will coordinate with OpenEd which is producing general teaching resources that will be applicable to CBS.

Another resource that we have discussed developing is guidelines for Teaching Dossiers that provide optimal information for tenure and promotion committees to assess the quality of faculty in all of the activities encompassed by “teaching.” Once again, there are general resources available through OpenEd; for our guidelines to be specific to CBS, we will ask tenure and promotion committees about their needs for assessment. Those needs must align with the policies of the Departments, something that the COESP discussed and presented at a half-day [workshop](#) in late 2016.

In our planning for COESP Day 2019, we might piggy-back on the theme of the Teaching and Learning Innovations conference around Experiential Education. This upcoming TLI conference will be a national conference, bringing a broader community to Guelph and representing an opportunity to promote the COESP and the efforts within CBS around experiential education.

As discussed earlier, we are rebooting the Teaching Discussion groups in mid-Fall 2018 and running them through to March in the 2019. These groups will have a new look and feel, with facilitation and directed readings on a topic.

The last line in the table above is a reminder that through all of the programming and events, there is also a continuous effort to reach out to the CBS teaching and learning community to connect them with the resources to meet their needs. Year Three will be the year that the COESP really reaches out to build its inclusiveness of the community in CBS.

## CONCLUDING REMARKS

After an incredibly active Year One, the COESP had a good Year Two with solid programming and resource creation. Year Two also brought the realization that the COESP needs to do better on its core value of inclusiveness. It was incredibly important that the COESP return to its core values to maintain its integrity and move forward with greater purpose.

The COESP faces challenges in communicating its mission and engaging with the CBS teaching and learning community. There are cultural and workload barriers that limit the involvement of community members that must be recognized and addressed. To succeed, a cultural shift requires commitment and leadership from administration and support and encouragement from personal connections and caring relationships build on mutual understanding and respect.

As we move into our third year, we shift to expanding the work of the Office to engage with the CBS teaching and learning community as a whole with the goal of building a sharing and encouraging community where everyone can thrive. Together with the assessment of the mission and vision of the COESP and alignment with the CBS strategic plan, we believe our third year will be a milestone for the Office as it moves beyond its formative years to a stable and focused organization achieving its mission.