



Centre for Teaching
and Learning

ANNUAL REPORT

July 1, 2022 - June 30, 2023

University of Windsor





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OVERVIEW

The [Centre for Teaching and Learning](#) (CTL) is a well-integrated unit made up of faculty, staff, and students working to enhance and support teaching and student learning at the University of Windsor.

We strive to develop strong, trusting relationships with instructors, staff, students, departments, and administrators, and commit to collectively working toward instructional excellence, equitable and inclusive teaching practices, and aligned and innovative course and program design and delivery. We pursue research on teaching and learning to both enhance our approach and offerings, and position the University as an institution committed to evidence-based and quality teaching practices.

Centre programming is intentionally designed to engage instructors at all stages of their careers, and build networks of faculty, students, and staff across campus, resulting in a distributed model of leaders committed to teaching excellence and student learning. Programs – ranging from short workshops to granting schemes – are offered at different levels and in different formats to allow for multiple entry points and to meet the varying needs of individuals in all roles, disciplines, and career stages.

The following report captures CTL initiatives, activities, points of contact, and areas of impact from the period July 1, 2022 through June 30, 2023.

Mission

The CTL works in partnership with faculty, staff, and students from across campus to create a culture of scholarly and effective teaching at the University of Windsor — a culture which values, recognizes, practices, and rewards teaching that is well-grounded in research and reflective practice, and thus likely to enhance and inspire student learning.

Vision

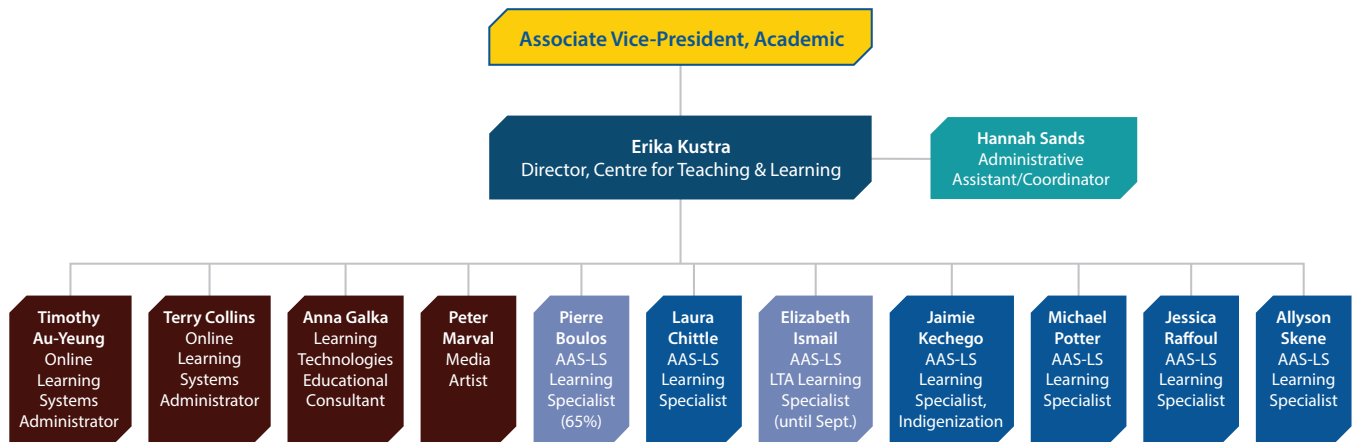
The Centre will lead ongoing strategic and intentional development of the teaching and learning culture at the University of Windsor. The CTL will be an international leader in educational development contributing, through research and a scholarly approach, to the design and development of state-of-the-art learning spaces, technology integration, and enhanced pedagogical practices.

Organizational Structure

The 2022-23 reporting year saw several changes to CTL personnel (Figure 1):

- July 2022-December 2022: Pierre Boulos began a six-month sabbatical. Upon his return in December 2022, Pierre continued his role as Vice-President, Grievance, WUFA, with 35% of his time devoted to this work.
- September 2022: Elizabeth Ismail completed a limited term appointment which was originally secured to support a maternity leave, and secondment, of CTL Learning Specialists.
- January 2023: Jaimie Kechevo shifted from her role as a part-time position supporting Indigenization to a full-time permanence-track Learning Specialist in Indigenization; and Anna Galka was formally hired as the Learning Technologies Educational Consultant.

Figure 1: 2022-23 CTL Organizational Chart (Full-Time Members)



Offerings, Reporting, and Impact

The CTL continued to gather data about its courses, services, and offerings. Data included participant/departmental attendance, points of contact and use over time, follow up surveys, workshop feedback, and types and duration of sessions. The Centre held two half-day retreats and numerous meetings to review data, map out offerings over the course of the year, identify future directions, and find ways to manage increasing demands for services while prioritizing faculty and staff well-being. This work informed the [identification of future goals for 2023-24](#) (p. 26).

Both the campus-wide cyberattack in 2022 and the shift to Brightspace in 2023 led to massive disruptions to CTL reporting systems; throughout the reporting period, the unit worked to generate more efficient approaches to reporting using analytics technologies (i.e., Xanadu, PowerBI, Google Analytics, and Insights Portal).



Outreach

During the reporting year, the Centre engaged with the campus community, as well as national and international teaching and learning communities, communicating its initiatives and resources. Outreach activities included:

- Maintaining the CTL website which featured announcements, upcoming events, and resources: during the reporting period, the site was accessed 61,062 times, with 50,678 unique pageviews, marking a 33% increase from the previous year.
- Producing a monthly CTL Teaching and Learning Newsletter advertising upcoming events, relevant news, and teaching and learning stories: 1,423 instructors, students, and staff are subscribed to the newsletter.
- Developing and launching the bi-monthly series, [Faculty Spotlight](#), which features faculty members from across campus and highlights their teaching and learning stories: profiles focus on instructors' early life, the journey that led them to the University, and their teaching practices.
- Hosting the CTL's blog, Teach and Learn ([teach-learn.ca](#)), which features monthly blog posts focused on relevant and emergent teaching and learning topics: in 2022-23, 13 blog posts were published, and the site was accessed 7,239 times, with 6,077 unique page views. Since its launch in April 2020, the site has been accessed 16,249 times by 7,373 users from 120 countries across the globe.
- Producing captioned teaching and learning-related videos shared via the [Centre's YouTube Channel](#).
- Distributing cross-campus emails using the University's mass email system, and Daily News articles and stories about significant happenings at the CTL, general announcements, and important events.

At the end of the reporting period, the CTL began a review of its promotional materials and websites to design a more coherent brand that better reflects the work (and narratives) of the Centre.

The screenshot shows the Teach & Learn website interface. The header features the site logo and navigation links. The main content area displays a 'Faculty Spotlight' article for Nick Hector, including a photo of him, social sharing options, and a brief bio. The right sidebar contains sections for 'Recent Posts', 'Recent Comments', and 'Categories'.

A blue banner for the 'Teaching and Learning NEWSLETTER' from the University of Windsor. Below the banner is a dark blue box with the text 'February Newsletter'.

A dark red banner with a gold border for the '17th Annual Celebration of Teaching Excellence'. It includes the text 'PLEASE JOIN US FOR THE 17th ANNUAL Celebration of Teaching Excellence'.

The 17th Annual Celebration of Teaching Excellence

The seventeenth annual Celebration of Teaching Excellence will be celebrated on Wednesday, March 1, 2023, from 4:00 - 6:00 p.m. This event will celebrate individuals who received teaching awards in 2022. [View a list of award winners](#)

The celebration, jointly hosted by the Office of the Provost and the Centre for Teaching and Learning, includes recognition for winners of departmental, faculty-level, and student-initiated teaching awards on campus, as well as national and international teaching awards.

[Please RSVP by filling out this form.](#)

The logo for the Center of Learning Innovation Fund (CLIF) Grants, featuring a green circular design with the text 'Center of Learning Innovation Fund' and 'CLIF Grants'.

CLIF Call for Proposals

This year the theme of *Centered on Learning Innovation Fund (CLIF)* will be *The Role of Literacy in Higher Education*. As the academic sector slowly emerges from three years of complexity, rapid innovation under duress, and even chaos, the time seems right to turn our attention to a topic that has always been central to formal education at every level – but which has become more complex and diversified in recent years. We invite proposals that deal with literacy in higher education in innovative ways from diverse disciplinary, interdisciplinary, and multidisciplinary points of view.



CULTIVATING EQUITY, DIVERSITY, INCLUSION, AND INDIGENIZATION

During the reporting year, the CTL launched and supported several initiatives, and contributed to institutional committees, processes, and policies, related to Indigenization, decolonization, and accessibility.

In September 2022, the CTL was recognized for its equity-related initiatives and practices in the *Report of the Review Committee on Employment Equity*. The report highlighted the Centre's own internal professional development as well as its offerings to campus on topics including accessible learning environments, anti-racism, and Indigenization.

Support for the Indigenization of Teaching, Courses, and Curriculum

In 2022-23, the Centre secured funding to shift its Indigenous Curriculum and Pedagogy position from a part-time staff role to a full-time permanence-track Learning Specialist focused on Indigenization, and hired Jaimie Kechego in January 2023. This hire, highlighted by [Education News Canada](#), enabled the Centre to expand and systematize its offerings, and marked an institution-wide, long-term commitment to Indigenization.

Throughout the year, the CTL offered numerous cross-campus, and departmental, professional development opportunities and resources. Efforts included:

- Hosting a total of 361 faculty, staff, and student participants representing all Faculties at 17 campus-wide workshops. Topics ranged from introductory sessions on Indigenizing curriculum to more focused sessions on the impacts of the residential school system in Canada ([Appendix A](#)).
- Co-hosting a cross-cultural Instructional Skills Workshop, incorporating Indigenous ways of knowing drawn from local communities.
- Supporting campus-wide events and initiatives including the annual University of Windsor and St. Clair College Pow Wow and the ASPIRE Strategic Plan.
- Facilitating invited and focused sessions, guest lectures, and roundtables to departments and units ([Appendix B](#)).
- Refining and updating resources focused on Indigenous [knowledges](#) and [curriculum](#).
- Attending faculty councils to discuss the Indigenization of courses.
- Facilitating sessions focused on how instructors might respond to the PDC [Program Development Committee] question related to Indigenization.
- Holding one-on-one consultations with instructors representing all Faculties.

The screenshot shows a news article from Education News Canada dated January 30, 2023. The headline reads: "New hire to support the Indigenization of curriculum and pedagogy". The article features a photograph of Jaimie Kechego, a woman with glasses wearing a blue t-shirt with the word "Indigenians" and a floral design. The text of the article states: "The Centre for Teaching and Learning has hired Jaimie Kechego as a teaching and learning specialist in the field of Indigenization." It further details her role as a project co-ordinator and her commitment to providing a space for Indigenous knowledges in education.

During the reporting period, the CTL's support of the Indigenization of curriculum and teaching practices continued to evolve, both on campus and nationally.

Within the CTL, members have participated in professional development sessions, courses, and extended workshops offered both on and beyond the University of Windsor campus. CTL faculty have incorporated Indigenous-related concepts, research, and practices in courses and have begun conceptualizing a credit course on the Indigenization of curriculum and pedagogy, to be offered as part of the upcoming Graduate Diploma in University Teaching. Further, CTL researchers have disseminated work on Indigenization-related projects, presenting conference sessions and invited presentations at local and national conferences and symposiums. Members also began working on a successful Social Sciences and Humanities Research Council (SSHRC) Partnership Development Grant with the University of Saskatchewan and University of British Columbia, exploring how institutions might advance Indigenization of teaching and learning and build stronger relationships with local Indigenous communities ([Appendix B](#)).

"It is unusual to feel emotion in a workshop and many of us did. This was most valuable to me to remind me of the difference between how I experienced education, how the workshop leader did, and how [residential school survivors] did. The difference has also changed not just what I teach but how. I witness courage in every decolonization workshop I attend. It's humbling."
~ Workshop Feedback

During the year, the Centre continued to engage with internal and external communities to foster stronger local, provincial, and national networks and partnerships. Jaimie Kecheho sat as a member on the Indigenous Education Council and acted as an advisor for CUBE: Indigenous and Black Student Talent Incubator. She was also a member of the cross-Canada Council of Educational Developers Community of Practice on Indigenous Knowledges and the Indigenous Curriculum Specialist Network. Within the local community, the CTL consulted with members from the Windsor Public Library, Art Windsor Essex, St. Clair College, and Women's Enterprise Skills Training of Windsor.

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Anti-Racism Support and Initiatives

In 2022-23, the Centre partnered with the Office of Human Rights, Equity, and Accessibility (OHREA) to offer professional development workshops as part of its Anti-Racism and Anti-Oppression Teaching and Learning Series. A total of 168 participants representing all Faculties attended four workshops focused on anti-racist pedagogies, inclusive teaching, and change in higher education. The Centre also supported Kaye Johnson (OHREA) to jointly supervise a student working on collecting anti-racism and anti-oppression initiatives undertaken by academic and non-academic units across campus. This work will be shared with others across campus so to foster stronger networks of people working to decolonize programs and spaces.



Over the year, the CTL compiled a series of resources to support faculty in the decolonization of their courses and curriculum. After completing an environmental scan of anti-racism frameworks used by universities across the globe, the Centre began conceptualizing a new framework that not only supports anti-racism, but forefronts inclusion and intersectionality, and encourages instructors to reflect on both their identities and positionality to foster change. The framework will address areas including the classroom environment, syllabus development, assessment and evaluations, teaching methods, and critical theory perspectives. This work was led by doctoral student, Natalie Beltrano (Social Work), who worked within the CTL as an Ignite student during the reporting year. The Navigating Decolonization and Inclusion in Education Framework will be launched in 2023-24.

"I believe that the keys to continued success at the CTL are strong collaborative partnerships built on teaching-learning relationships. In my role as the Anti-Racism Pedagogies Teaching Leadership Chair, I had the unique opportunity to work with faculty, staff, and students from across campus to build on and help sustain our distinctive culture of scholarly and effective teaching at the University. I have learned so much and enjoyed working with my CTL family and I look forward to continuing to work with them in my new role as Director of the Joint PhD program in Educational Studies in our Faculty of Education."

~ Andrew Allen, Faculty of Education

The CTL continued to support the Anti-Racism Pedagogies Teaching Leadership Chair, Andrew Allen (Faculty of Education). During the year, some of Dr. Allen's activities included supporting the Black Scholars Hiring Initiative; organizing a Distinguished Scholars/Speakers Series; providing professional development sessions for the GATA Network, New Faculty Orientation, and CTL members; holding consultations with faculty and departments; and engaging with community members. Dr. Allen has been tireless in his efforts and has critically impacted anti-racism pedagogies and practices on campus. He ended his term on June 30, and will take on an administrative role in Education.

Support for Accessible Learning Environments

In 2022-23, the Centre continued to support instructors in learning about and practicing principles of universal design for accessible learning environments. Initiatives included:

- Co-chairing the Accessible Postsecondary Education Committee (APEC), a newly created cross-campus group tasked with supporting the University in maintaining/achieving compliance with the Accessibility for Ontarians with Disabilities Act (AODA). With Cherie Gagnon (OHREA) and Nick Baker (Office of Open Learning [OOL]), the CTL delivered information sessions on the AODA's upcoming post-secondary education recommendations to Senate and the President's Committee on Diversity and Inclusion.
- Acting as members of University-wide committees focused on accessibility in teaching, learning, and building and classroom spaces, including the Accessibility Coordinating Committee, the Accessible Build Environment Committee, the Classroom Prioritization Committee, the Human Kinetics Accessible Ramp Committee, the Human Kinetics Ramp Construction Committee.
- In partnership with IT Services, the OOL, and OHREA, working to ensure accessibility is a central focus in the selection of educational technologies (i.e., Brightspace), and the approval of third-party vendors.
- Acting as a member of D2L's Accessibility Committee and continuing to maintain and support the effective use of virtual spaces (i.e., Brightspace & related technology) for teaching and learning.
- Hosting three workshops as part of GATAcademy and the Teaching and Learning Series exploring inclusive teaching and designing accessible courses, to 39 instructors and graduate students from across campus.
- With Cherie Gagnon (OHREA), facilitating a workshop focused on designing accessible presentations offered as part of the University's Accessibility Awareness Days.

- Coordinating and hosting a panel of student presenters who shared stories about their experiences with accessibility and other intersecting elements, at the annual orientation for new faculty in July 2022.
- Holding one-on-one consultations with instructors about universal design for learning, accessibility, and inclusive teaching and course design.
- Continuing to refine resources related to accessibility in course and program design on the [Curriculum Services SharePoint site](#).
- Engaging in professional development, attending University-wide, and external, workshops focused on inclusive allyship and inclusive technologies.



ENHANCING TEACHING PRACTICE: SUPPORT PROGRAMS AND SERVICES

During the year, the Centre enhanced teaching and student learning through one-on-one support, workshops and events, and contributions to University policy, procedures, and governance. Through this outreach, CTL members have engaged with members representing all Faculties and departments as well as support units tasked with advancing teaching and student learning.

Early Career Faculty Support

The CTL intentionally designed programming to welcome new instructors to campus. During the reporting period, all full-time faculty hired in the last year participated in at least one CTL-facilitated workshop and/or received resources and information about teaching and professional development opportunities from CTL members. Support for early career faculty included:

- **New Faculty Orientation:** With the Office of the Provost, designing and hosting the University’s New Faculty Orientation (NFO), offered as a four-day, hyflex event. As this year’s offering marked the first in-person event since 2019, faculty members hired across three years were invited to participate. Sessions focused on teaching, course design, research, and tenure and promotion, and offerings included a campus-wide networking event and welcome reception ([Appendix A](#)).
- **Early Career Faculty Support Program:** Partnering with units across campus to offer eight workshops specifically designed for new faculty: 44 registrants participated in these sessions focused on the finance system, career support for partners, the UWinSite system, support for research, and coping with the challenges of beginning a faculty position ([Appendix A](#)).



- **Early Career Faculty Mentoring:** Facilitating monthly meetings dedicated to supporting early career faculty in their teaching as they balance research and service expectations. Four two-person mentoring teams made up of a late-career/emeritus and mid-career faculty members mentored 24 early career faculty in a small group format ([Appendix A](#)).
- **One-on-One Consultations:** Holding one-on-one and group consultations about tenure and promotion, teaching dossiers, course design, assessment of student learning, Brightspace, and other teaching and learning related topics.
- **Preferential Access:** Offering early career faculty preferential access to CTL programs, including the Teaching Dossier Academy, University Teaching Certificate, and Instructional Skills Workshops.

"I am so glad I had the opportunity to experience the [new faculty] orientation. I feel very inspired and fortunate to be working at UWindsor with incredible, dedicated, and innovative people."

"Thank you to all the organizers of NFO. You really made this event informative, helpful, and welcoming."

~ NFO Feedback

Mid- to Late-Career Faculty and Educational Leadership Support

In 2022-23, the CTL provided instructional and leadership support to mid- and late-career faculty. Program goals have centred around developing enhanced networks of educational leaders across disciplines who champion and support quality teaching and student learning. Initiatives included:

- **Teaching Leadership Chairs:** Supporting and collaborating with the Anti-Racism Pedagogies Teaching Leadership Chair, Andrew Allen (Faculty of Education); and distributing a call for, and selecting, a new Teaching Leadership Chair focused on educational leadership development and capacity building. Dave Andrews (Department of Kinesiology) will begin a two-year term as the Teaching Leadership Chair in Educational Leadership in January 2024.
- **Teaching and Learning Senior Fellows Program:** Offering a fellowship for retired faculty members with a record of educational leadership, to provide a plan for a project that advances teaching and learning at the University; Veronika Mogyorody (VABE) and Erica Stevens Abbitt (Dramatic Art) continued as the 2022-2023 Senior Fellows.
- **Mentoring Educational Leaders:** Inviting and supporting mid- to late-career faculty members to co-facilitate teaching and learning workshops and communities of practice and join the adjudication committees for teaching and learning grants and awards.
- **Establishing Partnerships and Networks:** Providing opportunities for retired faculty and mid-career faculty to work together to facilitate the Early Career Mentoring Program: eight facilitators paired to host monthly meetings, providing newly hired faculty with their lessons learned, advice, and more.
- **Recognition of Leadership:** Recognizing leadership through the Educational Leadership Award, which honours those who have led significant and sustained initiatives to improve teaching and curriculum and contribute to policies that promote effective teaching. Katherine Quinsey (Department of English and Creative Writing) was this year's recipient.
- **Support for External Awards:** Supporting the nomination files for faculty submitting external awards focused on teaching and educational leadership.
- **Funding:** Offering grants for projects that [support teaching, educational leadership, and student learning](#) (p. 19).
- **Support for University Leaders:** Supporting the Associate Vice-President, Academic, with professional development for Heads and Deans.

Support for Sessional Instructors

During the reporting period, the CTL continued to offer targeted support to sessional instructors. In July 2022, sessionals were invited to the NFO Campus Network Event, where they were able to meet and engage with service units from across campus.

Sessionals were also invited to participate in regular CTL programs, events, and courses: during the reporting year, 213 sessional instructors participated in workshops. CTL members facilitated Brightspace workshops specifically designed for sessional instructors, and offered extended drop-in hours during exams and holidays, as many sessionals tend to hold professional roles and have external work obligations during regular work hours.

The Centre continued to update and resource [a website designed for sessional instructors](#), which includes an onboarding checklist, information about Brightspace, and professional development opportunities.

Program and Curriculum Support

In 2022-23, the Centre initiated and funded a pilot Curriculum Project Engagement (CoPE) Grant to help offset the costs and workload of curriculum development and renewal, and support the creation and enhancement of sustainable, effective curricula. Faculty from across the University responded to the call and in December 2022 through January 2023, a total of \$52,606.56 was awarded to support 11 distinct projects across eight Faculties (Table 1). Projects are currently under way.

Table 1: 2022-23 Curriculum Project Engagement (CoPE) Recipients

Faculty	Project Team	Title	Funding
Business	Brent Furneaux, Robyn Herman	Decolonization of a graduate program that targets international students	\$5,990.00
Business	Fazle Baki, Phil Baluyot, Michelle Fitzgerald	Creating an inventory of international exchange opportunities for BComm students	\$5,932.50
Education	Abby Nakhaie, Ken Montgomery, George Zhou, Pre-Service Committee Membership	Renewing the Bachelor of Education program	\$5,988.00
Engineering	Alex Pershai, Jacqueline Stagner, Afsaneh Edrisy, Jo Asuncion	Incorporating Indigenous ways of knowing in the Engineering undergraduate curriculum	\$5,968.00
FAHSS	Tina Pugliese, David Court, Lionel Walsh	Experiential learning and HIP practices in the School of Dramatic Art	\$3,278.30
FAHSS	Tanja Collet Najem, Patricia Fagan, Jeremy Worth	Curriculum mapping of the Department of Language, Literatures and Cultures	\$1,987.89
FAHSS	Kristen Lwin, Robin Wright, Kristina Niklova, Mary Kay Morand, Wayne Ambrose-Miller	Incorporating experiential learning in Social Work curricula	\$5,932.50
Human Kinetics	Linda Rohr, Patti Millar, Jess Dixon, Adriana Duquette	Curriculum mapping and review in the Faculty of Human Kinetics	\$5,948.00
Law	Jillian Rogin, Wissam Aoun, Jasminka Kalajdzic, Gemma Smyth, with Danardo Jones, David Tanovich, Sara Wharton	Creating an effective integrated criminal practice curriculum	\$5,520.00
Nursing	Susan Fox, Kathryn Pfaff	Creating effective systems for monitoring and tracking curricular change in Nursing	\$5,995.60
Science	Dora Cavallo-Medved, Phil Dutton, Isabelle Barrett-Ng, Indigenous Knowledge Keeper (TBD)	Developing an evidence-based approach to incorporating Indigenous knowledge into Science curricula	\$5,998.27

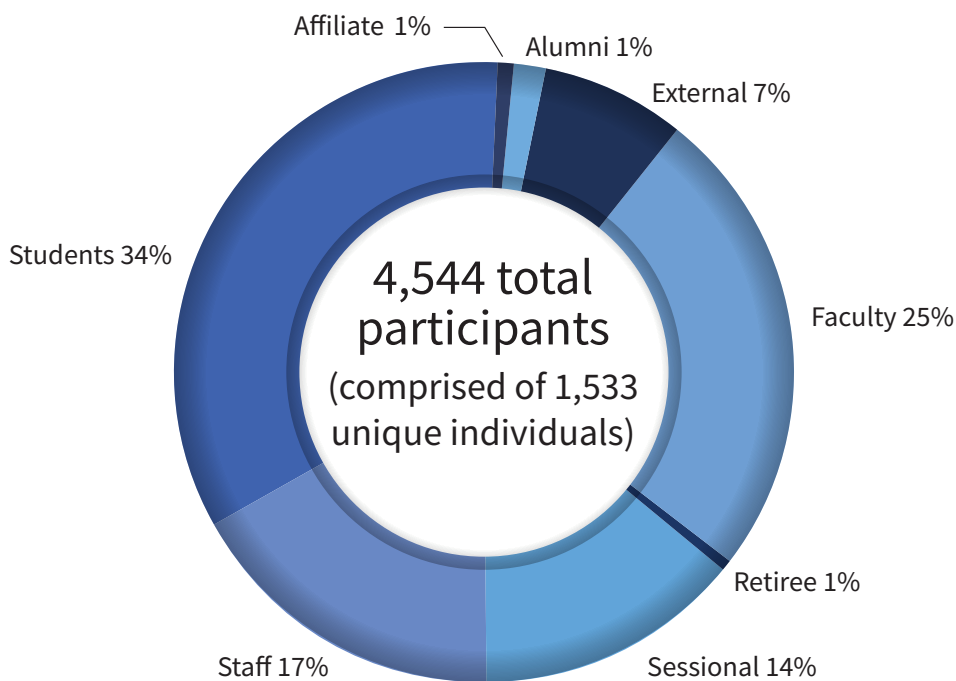
The CTL continued to support cross-campus course and curriculum development and renewal by facilitating retreats, participating in program meetings, conducting consultations, offering two iterations of *Course Design*, developing and refining resources on the [Centre’s Curriculum Services site](#), and maintaining the internally-developed application for curriculum mapping, CuMA. CTL members also served on PDC and PDC Advisory, and reviewed more than 1,500 learning outcomes across 143 courses (18 programs).

In addition, Centre faculty members undertook research on curriculum development, and participated on provincial and national groups tasked with exploring effective practices in program development and refinement ([Appendix B](#)).

Courses, Workshops, and Extended Sessions

In 2022-23, the CTL hosted more than 4,500 instructors, staff, and graduate students and teaching assistants (1,533 unique participants) at 233 courses, programs, and workshops. Sessions ranged from one-off 1-3 hours workshops to six-week half-credit courses, and focused on a variety of topics including active learning, Indigenizing teaching and curriculum, Brightspace, assessment, and more ([Appendix A](#)). Figures 2 and 3 provide attendance data by role and Faculty.

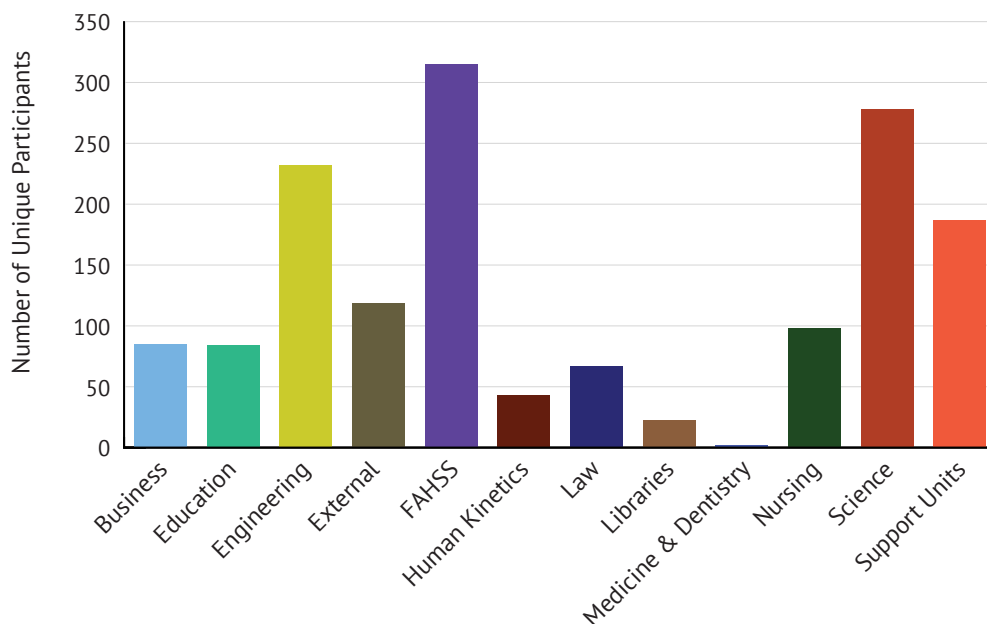
Figure 2: Course, Program, and Workshop Attendance by Role



"I wanted to let you all know about the impact that you have all had on my life and professional career. Yes, that is one of my truths. Taking the CTL courses was some of the best professional developments that I have ever engaged in. You were all so very supportive and encouraging - exactly what doctoral students need...I have attached the cover to our book that is to be released this month...Here is my evidence of your impact...I wanted you to know that it was your work at CTL in helping me to better understand [teaching and learning and] that has inspired me to move it forward in higher education."

~ Beth Archer-Kuhn, Associate Professor, University of Calgary

Figure 3: Course, Program, and Workshop Attendance by Faculty/Unit



During the reporting period, Centre members were also invited to facilitate sessions at faculty and departmental councils, retreats, orientations, and as guest lectures in courses, engaging with additional instructors and graduate students across all Faculties. For a list of invited sessions, please see [Appendix B](#).

University Teaching Certificate

In 2022-23, the CTL continued to offer its University Teaching Certificate (UTC) Program to graduate students and instructors. The UTC is an in-depth program that integrates theory with practice to foster excellent teaching. In three required courses and two electives, students explore the scholarly literature on effective teaching, draw on theoretical principles and approaches and apply them in practice, and reflect in an ongoing way to develop their identities as teachers and as reflective practitioners.

"The UTC's focus on identity creation has pushed me to become more creative in my teaching by becoming a more aligned teacher. Connecting the scholarship with who I am as a teacher allows me to be purposeful in my practice. In doing so, I can be intentional in the creative steps I take in teaching and learning. The UTC changed my perspective about who I want to be in the classroom and gave me a purpose and direction that I sorely needed. It provided the opportunity to focus myself and my teaching. My future career is now channeled with intention thanks to the UTC!"

~ UTC Graduate, Department of Kinesiology

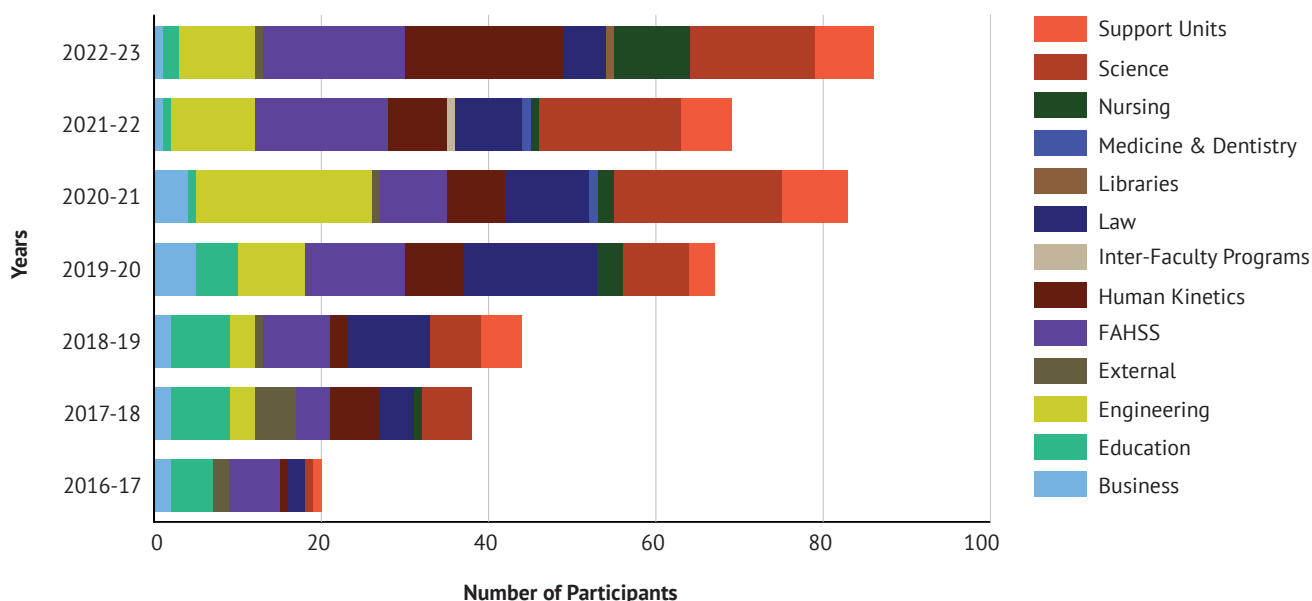
"In my [current] role, I contribute to the creation of educational materials tailored for small to medium-sized tech corporations....My experience [in the UTC] has significantly contributed to my ability to write and edit well-structured scripts for our educational videos. My deeper understanding of what engages adult learners and the significance of incorporating storytelling techniques into educational content has proven to be invaluable in enhancing engagement and effectiveness...The value I've gained from the UTC experience will undoubtedly yield ongoing benefits and contribute to my future endeavors!"

~ UTC Graduate, Faculty of Law

The UTC has been recognized by teaching and learning organizations around the world (i.e., Council of Ontario Universities, Council of Ontario Educational Developers, Staff and Educational Development Association in the UK, Higher Education Quality Council of Ontario, Ontario Undergraduate Student Alliance, etc.) and has generated increasing interest from UWindsor graduate students. Since its inception, 85 people have completed the program, 55 are actively working toward completion, and more than 20 are waitlisted for the upcoming academic year. UTC courses have also reflected this growth with 407 course completions from across Faculties since 2016-17 (Figure 4).

UTC graduates experience multiple positive effects that they attribute to their experiences in the program, including success in securing future employment, with teaching awards, and in programs; long-term professional growth and confidence; and a willingness to take up academic leadership roles. In an exit survey distributed to 2022-23 graduates, all the respondents noted that they would recommend the UTC to others, and that they are drawing on material they learned within the Program in their new roles/academic programs.

Figure 4: UTC Course Completions by Reporting Year and Faculty



In 2022-23, the CTL continued to work on formalizing the UTC as a Type 2 Graduate Diploma in University Teaching. This format was selected after review of university teaching development programs offered worldwide, and extensive consultation with UWindsor administrators, Deans, and Heads. Type 2 Graduate Diplomas are offered in conjunction with a Master’s or doctoral degree and represent an additional, usually interdisciplinary, qualification. Formalizing the UTC in this way will help to enhance the success of the program and its participants by providing institutional recognition of the accomplishments of its graduates. While currently, students can list the certificate program on their CVs, formal acknowledgement on transcripts will serve to both recognize the depth and rigour of the program and distinguish it from other programs that provide certificates of completion, and serve as a signal to potential employers that participants have attained significant skills in teaching and learning. During the year, the CTL received approval from the New Program Steering Committee, completed PDC forms, and visited Faculty of Graduate Studies Graduate Council to discuss the program and its requirements. All program forms were submitted at the end of the reporting period.

Consultations and Contributions to Policy and Governance

In 2022-23, CTL staff and faculty held thousands of one-on-one consultations with instructors, staff, and students representing all Faculties. These sessions focused on curriculum and course design, Brightspace, active learning, Indigenization, RTP criteria, teaching dossier and award development, student evaluations of teaching, teaching and learning research, academic integrity, and assessment.

During the year, CTL members contributed to the development and review of institution-wide policies and procedures related to teaching and learning. Highlights included:

- Chairing the Learning Management System (LMS) Policy Committee and creating policies around course site creation, access, customizations and integrations, content storage, data sharing, etc.
- Co-drafting a report on course delivery modes as part of the Academic Policy Committee (APC) Subcommittee on Course Modalities.
- Reviewing and revising bylaws and policies to address the inclusion of the newly created category of Teaching-Intensive Faculty.
- Revising policies related to teaching evaluation and the administration of the new Student Perceptions of Teaching form.
- Contributing to the rewriting of the terms of reference for the Indigenous Education Council.
- Consulting on the question related to Indigenization as part of the program development process.

CTL faculty also represented the Centre by acting as members, chairs, or co-chairs of 76 University of Windsor committees ([Appendix B](#)) including APC, PDC, and Senate; and supported the development and release of the University's Aspire Strategic Plan.

Support for Teaching Evaluation and Renewal, Tenure, and Promotion Processes

During the reporting period, the CTL continued to promote a multi-faceted approach to teaching evaluation through its support of teaching dossiers, course observations, and student evaluations of teaching.

The Centre held one-on-one consultations, offered two extended sessions and one workshop, and hosted four modules, focused on teaching dossier development to more than 200 instructors and graduate students from across all Faculties. CTL faculty also provided course observations across five Faculties which included one-on-one meetings, teaching observations, and a feedback report.

"[The Teaching Dossier Academy] has improved my ability to recognize key themes/principles in how I teach (and why) which I will keep in mind when teaching future courses....CTL people are very helpful and supportive. Thank you!"

~ TDA Participant

Members of the CTL are also part of the Student Evaluations of Teaching Task Force, a committee of University faculty, staff, and students tasked with reviewing teaching evaluation practices on campus. During the reporting year, the group completed literature reviews, engaged in extensive consultations with faculty members and administrators, developed a survey instrument, and acquired Senate approval for a new form and process. The Student Perceptions of Teaching (SPT) survey will be formally launched in Fall 2024, and CTL members will continue to support its implementation and review process as members of the SPT Implementation Steering Committee.

In addition, the Centre supported the Associate Vice-President, Academic, in revising the [UCAPT Evaluation Form](#), and provided feedback on RTP tracking processes to promote transparency.

Recognition of Teaching and Educational Development

More than 130 members from the University and local community, and family of award winners, came together March 1, 2023, to honor and acknowledge quality teaching and student mentorship for the first in-person Celebration of Teaching Excellence since 2019. The event featured 48 teaching award winners from 20 distinct academic units, UTC graduates, and recipients of teaching and learning grants. Awardees were honoured with celebratory quotes from students and colleagues, a print version of the souvenir program, silver and/or gold-plated pins, and the book, *The Slow Professor* (Berg & Seeber, 2017). The event celebrated instructors who won teaching awards from January 2022 to December 2022.

In 2022-23, Centre members consulted with departments on developing and refining teaching awards, and were invited to sit on the following award committees: the Faculty of Human Kinetics Graduate Mentorship Award and the Wayne Marino Teaching Excellence Award; Faculty of Science Roger Thibert Teaching Excellence Award; Faculty of Humanities, Social Sciences, and Arts Kate McCrone Teaching Award; and the Office of Open Learning Dr. Alan Wright Award for Exemplary Digital Teaching. The CTL also coordinated and chaired the GA/TA Awards for Educational Practice and for Educational Leadership and, with the Office of the Provost, the University of Windsor Educational Leadership Award; and coordinated the nomination of Dr. Jess Dixon for the North American Society for Sport Management Distinguished Sport Management Educator Award.

Internally, Centre members were celebrated for their leadership in educational development. Jaimie Kechego was awarded the University of Windsor Equity, Diversity, and Inclusion Award; and Erika Kustra received the OPUS Friends of Students Award.





SUPPORTING TECHNOLOGY FOR TEACHING, LEARNING, AND EDUCATIONAL DEVELOPMENT

This reporting period continued to see unusual, urgent challenges related to teaching and learning technologies marked by the campus wide cyberattack, and a change in the University's LMS from Blackboard Learn to Brightspace. The Centre's staff members are primarily responsible for leading and facilitating the LMS, which is a core part of the teaching environment at the University.

Brightspace Implementation

Following a comprehensive review and consultation process that concluded in the spring of 2022, the LMS Team, led by the CTL with OOL and IT Services, named D2L Brightspace as University of Windsor's learning management system in August 2022. In the past, LMS implementation and transition tended to occur during down times (i.e., Intersession/Summer terms), and with ample time (i.e., roughly two years) for campus training and resource development. However, this year, the CTL had a few weeks to recruit instructors for a pilot run; and roughly three months to hire part-time support, train CTL members, educate instructors, and transition all courses (except for many two-term courses) to Brightspace by the start of Winter 2023. The hurried transition was in response to Blackboard's announcement that they would no longer support self-hosting, and would not extend the University's existing contract past April 2023. This extensive undertaking included the following activities:

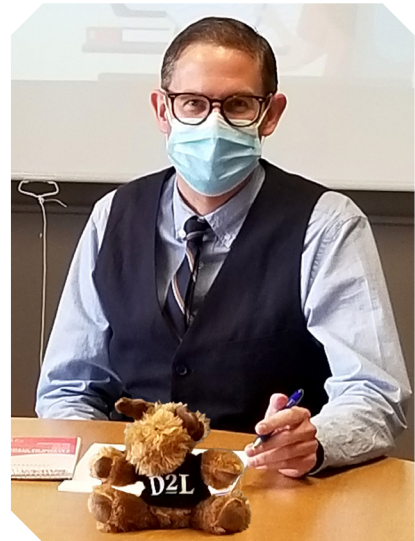
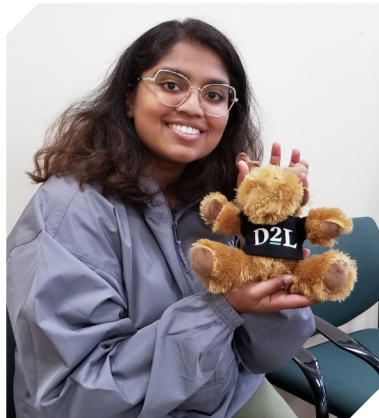
- Analyzing the CTL budget, and re-shifting programming funds to contribute \$328,500 to an LMS Implementation fund to support instructors in migrating to Brightspace.
- Hosting D2L who provided 14 training sessions to 60 unique CTL, IT Services, and OOL members as well as pilot instructors in early Fall 2022.
- Running a Brightspace pilot with 31 credit courses and 18 non-credit/project sites with 37 instructors in Fall 2022.
- Recruiting, funding, and engaging 11 instructors from all Faculties to serve as Brightspace Faculty Champions: these members acted as a communication channel between the Faculty and the implementation team, and provided faculty-specific support to colleagues.
- Leading an extensive, cross-campus communication campaign to ensure faculty, staff, and students were informed of the upcoming LMS change and the resources available to help in the transition: in early Fall, the LMS Team facilitated 25 sessions at departmental and faculty councils, Senate, and Provost Council – 23 of which were led solely by CTL members ([Appendix B](#)).
- Creating a [Brightspace Help website](#) containing resources, videos, and other help links to assist faculty, staff, and students in their adoption and use of Brightspace: during the year, the site received 436,503 unique pages views.
- Supporting IT Services to migrate courses offered since Winter 2021 from Blackboard into Brightspace, which amounted to over 9,600 sites; CTL staff migrated an additional 340 sites which fell outside of the range, or were existing organizational sites.
- Hosting training sessions, which were attended by more than 1,000 total participants from across campus ([Appendix A](#)).
- Offering Brightspace drop-ins, virtually and in person, in the CTL offices, and within faculties: the Brightspace Virtual Drop-In boasted more than 967 visits during the reporting period.

After a full term of Brightspace-use, in May 2023, the LMS team administered a survey to students, instructors, and staff to evaluate the implementation process, resources, and the system itself. A total of 2,074 respondents (comprised of 209 faculty members, 99 staff, and 1,766 students) completed the survey, with the majority (75%) of respondents rating their experience with Brightspace and the implementation as "Good" or "Excellent".

Students' positive comments were focused on the user-friendliness of the Brightspace interface; and faculty and staff commented that they felt supported in the transition from Blackboard, and were very appreciative of the efforts made for a smooth implementation. At the end of the reporting period, the CTL was selected to present on the successful implementation at the D2L international annual conference to take place in July 2023.

“The help provided by the people in Centre for Teaching and Learning Center was outstanding...I have used resources sent out by the CTL at the beginning of each semester, and I also attended a drop-in held by Brightspace Champions in my faculty. I also attended online workshops led by CTL at the beginning of the rollout. The team has done a great job of making resources and help accessible and responding to questions....It seems obvious to me that a lot of thought and planning went into this rollout, and it is very appreciated....Thanks to all involved in providing that support!”

~ LMS Survey Responses



LMS Features and Support

The CTL supported both Blackboard and Brightspace in 2022-23. During the first half of the reporting period, Blackboard faced significant periods of instability caused by the quick restoration of the system after the cyber incident and subsequent technical issues with additional server resources. As Brightspace is a cloud hosted system, since its implementation in Winter 2023, the LMS had a 100% uptime.

During the year, the LMS Team was successful in advocating for features from D2L, such as the auto-submission of quizzes, and plan to work toward securing additional ones such as dark mode, improved group assessment features, and a more comprehensive mobile application. Further, Turnitin was integrated into Brightspace as the University's similarity checking software in December 2022, as a replacement to SafeAssign, which was built into Blackboard. Turnitin was used by over 300 unique classes during the reporting year.

In 2022-23, the CTL hosted and/or facilitated 127 Blackboard and Brightspace sessions, with 1,381 total participants across all Faculties. In addition, the CTL hosted four online self-paced Blackboard courses, and supported 967 visits in the virtual drop-in. Users visited the virtual drop-in for a wide array of topics such as grading, assessments, and quizzes. Ninety-seven percent of people who provided feedback on their drop-in experience indicated they were extremely satisfied. CTL, along with IT Services and OOL, worked to respond to tickets submitted to the TeamDynamix Support System. CTL staff resolved most of the submissions including 82% of the Blackboard-related tickets, and 94% of Brightspace-related tickets.

The University also licensed a virtual assistant, live chat, and email support from D2L, which offered campus members an additional avenue to seek support after hours: campus members asked the virtual assistant more than 400 questions.

During the reporting period, the CTL LMS group worked with 18 unique students. Many of the Centre's students return for multiple placements, continuing their employment with CTL either in full or part-time capacities, and overall, the CTL sponsored a total of 13 term-long coop placements, 12 part-time ignite, and six casual positions. The students were an invaluable asset during the transition to Brightspace, preparing documentation, hosting drop-ins, and contributing to a variety of projects. The students also had the opportunity to build and enhance their leadership skills through chairing weekly staff meetings and taking lead on specific initiatives.

Learning Analytics

During the year, the CTL continued to explore support for learning analytics software. During the cyberattack, the University lost complete access to the Analytics4Learn(A4L) system. Though the system was unrestorable, the move to Brightspace helped the Centre to secure a PerformancePlus package which would provide tools for learning analytics, including the Insights Portal and a platform for generating custom reports. At the end of the reporting period, the CTL began work on creating reports in this new platform, and the group plans on building dashboards and reports to support learning outcomes reporting over the next reporting period.



INSPIRING SCHOLARLY TEACHING: RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

During the year, the CTL continued to promote and engage in scholarship on teaching and learning for personal, institutional, and professional advancement. The Centre offered a range of funding programs, engaged in research, and established national and international partnerships to better support and encourage scholarly teaching and situate the University as a leading institution in teaching and learning development.

Teaching and Learning Grants

Centred on Learning Innovation Fund

Since launching the Centred on Learning Innovation Fund (CLIF) 15 years ago, the CTL has awarded 112 grants to instructors representing all Faculties on campus. With these funds (ranging from \$2,500 to \$5,000), instructors have been able to revise courses and curricula, develop and assess programs, examine teaching practices and interventions, and develop teaching tools and platforms. Projects funded in 2022-23 are outlined in Table 2.

Table 2: 2022-23 CLIF Projects

Title	Investigator(s)
Improving academic literacy through an understanding of the role of citations in disciplinary meaning construal	Tanja Collet-Najem, <i>Department of Languages, Literatures, and Cultures</i>
Re-envisioning performance criticism pedagogies and practices across arts disciplines	Michelle Macarthur, <i>School of Dramatic Art</i> ; Johanna Frank, <i>Department of English and Creative Writing</i> ; Nicholas Papador, Kim Nelson, and Nick Hector, <i>School of Creative Arts</i>
Leveraging misconceptions to bring conceptual change to the teaching and learning of Introductory Biochemistry	Yufeng Tong, <i>Department of Chemistry and Biochemistry</i> ; Lin Li, <i>Department of Education</i>
Fostering the development of digital literacy and academic integrity literacy in STEM students to support the ethical use of artificial intelligence tools	Isabelle Barrette-Ng, <i>Department of Integrative Biology</i> ; Dora Cavallo-Medved, <i>Department of Biomedical Sciences</i> ; Nick Baker, <i>Office of Open Learning</i> ; Tanya Noel, <i>Department of Integrative Biology</i>

Undergraduate Research Experience Grant

The Undergraduate Research Experience Grant (UREG) is a collaboration between the CTL and the Office of Research and Innovation Services that seeks to support projects that involve undergraduate students in research experiences and encourages faculty to mentor students as they develop skills in research and inquiry. The 2022-23 UREG Project recipients can be found in Table 3.

Table 3: 2022-23 UREG Projects

Title	Investigator(s)
Post-translation regulation of the pluripotent cell-cycle	Brian Deveale, <i>Department of Biomedical Sciences</i>
Understanding the difference in body composition assessment methods in university-aged Canadian students	Adriana Duquette, <i>Department of Kinesiology</i>
The Black inhabitants of the Windsor-Essex Region: Histories of oppression, resistance, community, and agency in the 19th and 20th centuries	Gregg French, <i>Department of History</i>

Title	Investigator(s)
Partitioning and dynamics of nicotine in lipid membranes	Drew Marquardt, <i>Department of Chemistry and Biochemistry</i>
Designing an innovative heart rate integrated sports bra for female athletes	Andrew Perrotta, <i>Department of Kinesiology</i>

Nanadagikenim: Seek to Know Grant

The CTL continued to support recipients of the 2020-21 Nanadagikenim: Seek to Know Grant. This granting scheme encourages and supports the Indigenization of courses, curricula, and pedagogies, and fosters collaborations between instructors, Elders, Indigenous scholars, and community members.

During the year, the CTL began a SSHRC-funded review of the effectiveness of this grant, exploring whether it has been successful in supporting the incorporation of Indigenous ways of knowing, teaching, and learning into teaching and learning contexts. This research will inform a second call for submissions, which is slotted for 2023-24.

Curriculum Project Engagement Grant

In 2022-23, the Centre launched the Curriculum Project Engagement (CoPE) Grant to support Faculties in curriculum development and renewal. In January 2023, the CTL funded 11 projects across eight Faculties. [For more information on CoPE, please visit p. 10.](#)

Teaching and Learning Travel Grants

The Centre offers instructors and students funding to disseminate teaching and learning research at national and international conferences. This year, eight instructors from Education, FAHSS, Kinesiology, and Law received funding to participate in teaching and learning conferences.

Support for the Scholarship of Teaching and Learning

The CTL continued to provide entry points for instructors to engage in scholarship on teaching and learning (SoTL). Initiatives included:

- Facilitating a course on how to initiate a SoTL project: in this course, participants learn about the history of SoTL as a field of inquiry and explore its value to teaching, learning, and higher education; and leave with a SoTL project underway and a dissemination plan ([Appendix A](#)).
- Hosting a workshop on the value of SoTL including its role in RTP processes ([Appendix A](#)).
- Mentoring, and partnering with, instructors to engage in research on teaching and learning, and disseminating scholarship at national and international conferences, and in high impact journals ([Appendix B](#)).
- Holding one-on-one consultations with instructors across disciplines.

"If/when this course [SoTL] is offered again I will absolutely recommend it to others! It helped me make progress on a project I've been thinking about (but not doing anything about) for a while now....I appreciated the systematic approach to writing an article, conference talk, grant, etc. Essentially, your approach was scaffolded and "forced" us to work on our projects throughout the six-weeks....Every time I take a CTL class I appreciate the opportunity to connect with colleagues from other disciplines. Thank you for a great experience!"

~ SoTL Course Feedback

Engaging in Research on Teaching and Learning

During the reporting period, CTL faculty continued to contribute to the wider scholarship of teaching and learning and educational development community through several national and international projects. Research themes included:

- institutional teaching culture;
- students as partners;
- impact of the COVID-19 pandemic on teaching and learning;
- Indigenization of curriculum, courses, and pedagogies;
- the scholarship of teaching and learning; and
- self-efficacy and belonging in university contexts.

During the reporting period, CTL research output included:

- 14 refereed journal articles.
- 3 book chapters,
- 5 grants,
- 10 peer-reviewed conference presentations, and
- 47 invited workshops.

This work supported the unit in further establishing international collaborations and resulted in academics from external institutions reaching out to learn more about the work of the Centre and launch new initiatives: “A colleague attended two of your sessions in Kelowna and came to me afterwards to tell me how “blown away” she was. (I nodded knowingly)...There’s an important connection with your work, and I wanted to connect you and this amazing colleague” (Email Communications, March 2023).

See [Appendix B](#) for a complete list of CTL publications, presentations, grants, committees, and memberships.

External Outreach and Partnerships

In 2022-23, the CTL continued to foster and establish relationships with teaching and learning colleagues, associations, and institutions across the world. Centre faculty are members of 21 regional, national, and international societies, and represent the University on 22 external committees and boards. Notable representation included the following:

- Laura Chittle continued her role as a member of the national Teaching Assistant and Graduate Student Advancement Group (TAGSA), taking on a leadership role in creating resources and communication plans.
- Jamie Kehego acted as a member of numerous cross-Canada groups related to Indigenization including the Indigenous Curriculum Specialist Network, Can Am Indian Friendship Centre, and the First Nations, Metis, and Inuit Education Group.
- Erika Kustra continued to work with the International Consortium of Educational Development (ICED) Global Advisory Group; co-facilitated a session on teaching and learning spaces as part of the Council of Ontario Universities Space Taskforce; and acted as an external reviewer for programs, centres, and promotion of faculty members at the University of Victoria.
- Jessica Raffoul contributed to the wider scholarship of teaching and learning community by acting as an Associate Editor of the Canadian Journal for the Scholarship of Teaching and Learning, and disseminating scholarship focused on the value and impact of educational development as a member of the Action Group on Evaluating Educational Development.
- Allyson Skene continued her work with the COED Curriculum Development Community of Practice, regularly working to establish best practices in curriculum development, revision, and mapping.

Centre faculty and staff also consulted with administrators, staff, and instructors from many institutions across the world including the University of Toronto, University of Manitoba, George Brown, St. Clair College, the Michner Institute, and Kennesaw State University.

During the reporting period, the Centre hosted visiting fellows. Since its inception in 2007, the CTL's Visiting Fellows in Educational Development Program has welcomed 46 fellows from around the world to offer workshops, consult with UWindsor faculty, administrators, and staff, and collaborate on inter-institutional research and initiatives. This year, the Centre partnered with UWindsor departments and units to co-host Alan Corbiere, Assistant Professor at York University, and Canada Research Chair in History of Indigenous Peoples of North America; and Cole Pauls, a Champagne & Aishihik Ci,zen and Tahltan comic artist, illustrator, and printmaker who resides in Vancouver. The CTL also welcomed Laura Cruz, Associate Research Professor of Teaching and Learning Scholarship at Penn State, who specializes in the scholarship of teaching and learning. Fellows facilitated sessions to 68 total participants, and held consultations with members from across campus on Indigenization, research on teaching and learning, assessment, and more. The Visiting Fellows Program has helped to situate the Centre and the University of Windsor within an international network of high caliber scholars, and often holds an extensive waiting list. At the end of the reporting period, the Centre was reviewing applications for upcoming appointments.





ENHANCING THE STUDENT EXPERIENCE: INITIATIVES, PROGRAMS, AND SERVICES

During the year, the CTL partnered with students, and worked to intentionally integrate student perspectives and needs into its programming and offerings. These partnerships foster opportunities for students to develop leadership skills and a deeper awareness of the teaching and learning environment on campus. In 2022-23, the CTL worked directly with more than 80 students through co-op placements, Ignite hires, practicum courses, course projects, and graduate committees. Many of these students had the opportunity to contribute to large University of Windsor initiatives including the LMS implementation, the Student Perceptions of Teaching form development, and the Curriculum Services site development. In addition, in March 2023, CTL students were invited to participate in the CogecoTV Let's Talk Show, providing their stories and insight on the value of students to the university community. Throughout the year, Centre faculty also supervised and/or acted as committee members for masters and doctoral students working on projects related to teaching and learning in higher education.



Sheldon Fetter, Department of Kinesiology

"Working in the CTL in various roles has provided me with unique opportunities and experiences as a graduate student that have greatly enhanced my educational leadership, pedagogical knowledge and skills and teaching and learning abilities. Through these roles I have been engaged in event planning, workshop design and facilitation, report writing, curriculum development, and a conference presentation, among other opportunities. Further, through my roles in the CTL I have been able to connect with so many individuals across campus, expand my network, and share my love for teaching and learning in higher education."

GA/TA Network

A collaboration with the Faculty of Graduate Studies, the GA/TA Network is a graduate student team is tasked with supporting the University's graduate and teaching assistants (GA/TAs) in developing, practicing, and honing skills in teaching, leadership, and communication. The Network achieves this by offering campus-wide and discipline-specific programming in multiple formats and throughout the year particularly aimed at engaging GA/TAs from the moment they arrive on campus through to graduation. This year's highlights included:

- Offering the campus-wide graduate and teaching assistant professional development events, Fall GATAcademy (564 total participants; 152 unique participants) and Winter GATAcademy (194 total participants; 108 unique participants).
- Hosting five GATA Network series workshops which welcomed 43 unique participants throughout the year.
- Offering invited sessions, and participating in events, for the Faculty of Graduate Studies, Office of Career Development and Experiential Learning, and New Faculty Orientation; and supporting the CTL's Teaching Dossier Academy and Instructional Skills Workshop series.
- Supporting graduate students, teaching assistants, faculty, and departments through resource development and consultations: this year, the team began working on a Pressbook focused on topics ranging from classroom management to teaching in a Canadian classroom.
- Facilitating the promotion and review of the campus-wide GA and TA Awards for Educational Practice and Educational Leadership: the team received 20 nominations, which will be adjudicated in the next reporting year.
- Hosting social media accounts (Twitter, Facebook, Instagram, and YouTube), which have been accessed by thousands of students, educational developers, authors, researchers, and teaching and learning institutions worldwide.

- Acting as graduate student representatives on campus-wide teaching and learning committees.
- Actively seeking additional internal and sponsorship funding to support the growth of the Network to better reflect diverse student needs.
- Facilitating peer-reviewed sessions and publishing journal articles focused on student learning outcomes, assessment, and student partnerships ([Appendix B](#)).
- Connecting with national groups by acting as members of the Society for Teaching and Learning in Higher Education's TAGSA Executive Committee.

Graduate Teaching and Learning Fellowship Program

This year, the CTL launched the Graduate Teaching and Learning (GTL) Fellowship Program, an institution-wide program designed to expand and distribute the Network's centralized efforts and provide direct and targeted support within Faculties. Through this program, 1-2 experienced graduate students are positioned within a Faculty to facilitate professional development opportunities and mentorship for GAs/TAs. The inaugural cohort of Fellows began in Engineering in August 2022, and in Human Kinetics in January 2023. This year's contributions included:

- Coordinating and facilitating workshops designed based on Faculty needs ([Appendix A](#)).
- Developing resources including an office hours manual, teaching-related tip sheets, and a GA/TA formative feedback form.
- Planning, coordinating, and implementing Teaching Squares as a model for GA/TA Peer Observation of Teaching in the Faculty of Engineering.
- Conceptualizing a GA/TA Handbook for use in the Faculty of Human Kinetics.
- Facilitating departmental council presentations, and consulting with GA/TAs, Deans, and faculty members.
- Facilitating a peer-reviewed conference presentation at the Canadian Engineering Education Association.
- Distributing a GA/TA Needs Assessment Surveys in both Human Kinetics and Engineering to determine GA and TA needs and challenges, and to help direct support initiatives.
- With CTL faculty and students, participating in CogecoTV Let's Talk Show.



Haesung Ahn, Faculty of Engineering

"I'm excited to share some great news about my job with you. Honourably, I have been hired as a full-time faculty member in Civil

Engineering at the British Columbia Institute of Technology (BCIT)!...I want to thank each of you. My time as the Graduate Teaching and Learning (GTL) fellow and receiving the GA/TA Award played a significant role in my job application. Your guidance and advice in shaping my teaching philosophy and improving my teaching skills have been invaluable. The GTL experience was truly a life-changing moment for me."



Haleh Nazemi, Faculty of Engineering

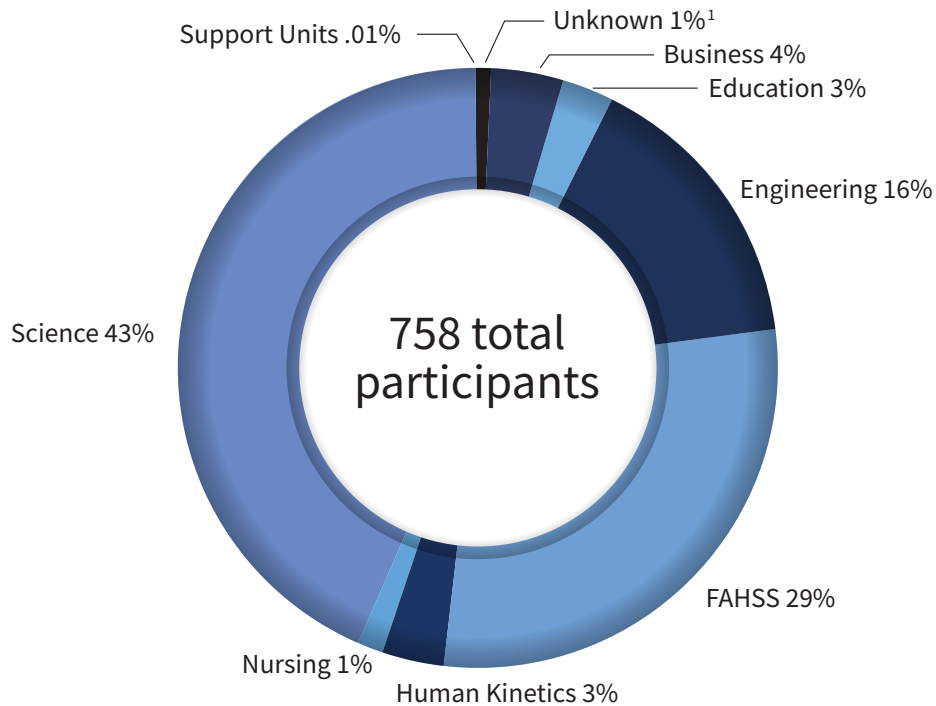
"What I learned during the GTL Fellowship will significantly influence how I

teach, study, and pursue my future career. It will continue to shape my growth as an instructor and as someone committed to lifelong learning. The program has enhanced my leadership skills through the creation and conduct of workshops, enabling effective mentorship. Gratitude to the CTL and the Faculty of Engineering for offering this exceptional opportunity to graduate students."

GA/TA Orientation: Fall and Winter GATAcademy

Offered at the start of the Fall and Winter semesters, GATAcademy and Winter GATAcademy are multi-day orientation events for GA/TAs. Workshops are led by graduate students and faculty mentors on topics including best practices in grading, student engagement, learning-conducive discussions and accessibility and universal design for instruction. Since its launch in the arts, humanities, and social sciences 14 years ago, GATAcademy has grown five-fold, and has welcomed thousands of participants from across all disciplines. Participation is free to all University of Windsor students. Figure 5 includes a breakdown of GATAcademy and Winter GATAcademy workshop participants by Faculty.

Figure 5: Percentage of GA/TAs Registered in GATAcademy and Winter Academy by Faculty/Unit



¹ Participants marked “Unknown” were external to the University or had not been formally assigned a Faculty/Unit at the time of registration.



CURRENT CHALLENGES AND FUTURE ACTIONS AND INITIATIVES

Current Challenges

Human Resource Issues, Increasing Workload, and Employee Well-Being: As the CTL played a central role in many urgent challenges over the years (i.e., COVID-19 pandemic, cyberattack, numerous LMS shifts, SMA development, etc.), members have not had any downtime which has led to increasing issues with employee health and well-being. As we enter the 2023-24 reporting year, the CTL's Director will move into the Acting AVPA role, one AAS member will fill the acting director role, and another AAS will oversee the LMS and Curriculum; and so the CTL will find itself down the equivalent of two full positions. In addition, two AAS members will be taking a sabbatical leave in Winter 2023, and one is still seconded to WUFA 35%. At the same, workload in the Centre is steadily increasing as provincial and societal needs shift in urgency toward a focus on teaching improvement and curricular refinement.

Challenges With Space: The CTL moved into CEI (700 California Entrance), along with OOL and the Office of Quality Assurance, in 2020. Due to the COVID-19 pandemic and subsequent work-from-home protocols, as well as ongoing construction, the unit was not able to fully move into, and use, the entire full space until this year. Though the space is well-maintained, and the Centre contributed more than \$100,000 in renovations, there are challenges with sound and space for employees. The CTL has tried to work within shared spaces, but the confidential nature of meetings (i.e., tenure and promotion, Indigenization, EDI) and consistent consultations has made this difficult.

Accountability and Reporting: Though the Centre has always collected data about its services, the increasing demands for accountability have been a challenge. The CTL is tasked with reporting to Senate through APC, completing performance goals through the AVPA, drafting Service Level Agreements coordinated by Finance, and annually reviewing faculty through RTP processes. The CTL is committed to transparency and accountability; however, the increasing degree of reporting is interfering with the unit's work and leading to burnout.

Fiscal Constraints: The CTL is facing challenges securing financial support for campus needs (i.e., curriculum support, LMS training, etc.) and staffing to cover sabbaticals and secondments. The unit regularly engages in budget planning and has successfully identified anticipated budget cuts (1% over two years), though in this provincial context, additional cuts are a major concern.

Future Actions/Initiatives

1. Teaching and Leadership Development Programming

- Provide essential support through programming for all career stages and across all disciplines
- Coordinate and support the newly developed Teaching and Learning Chair in Educational Leadership
- Formalize the University Teaching Certificate as a Graduate Diploma in University Teaching
- Contribute to the ASPIRE Teaching and Learning Strategic Plan

2. Curriculum and Program Development

- Build capacity for richer and collaborative curriculum design and renewal processes by providing support, funding, and resources

3. Data Strategies and Approaches

- Support evidence-based decision making in courses and program delivery and design by building out the learning analytics capabilities of existing systems (i.e., Brightspace)
- Contribute to the Strategic Enrollment Management Strategic Plan; the Institutional Quality Assurance Process data project; and the Academic Program Development Review process

4. Indigenization

- Continue to collaborate with the campus community and impact institutional processes and procedures to reflect Indigenization and reconciliation
- Explore ways in which we might build stronger relationships with local Indigenous communities
- Provide support for PDC processes with respect to Indigenization of courses
- Continue work on the creation of an Indigenization 1.5 credit course
- Offer a second round of the Nanadagikenim Grant to support campus-wide Indigenization efforts

5. Equity, Diversity, Inclusion, and Accessibility

- Contribute to institutional policies and processes related to accessibility and co-chair the Accessibility Post-Secondary Education Committee (APEC), and support the implementation of the Accessibility for Ontarians with Disabilities Act Post-Secondary Education Recommendations
- Consult with members across campus, and develop a first draft of the Navigating Decolonization and Inclusion in Education Framework

6. LMS Support

- Following the successful implementation of the LMS, provide instructors training for more advanced use of Brightspace (i.e., peer review tools, journals, self-reflection, student response systems, etc.)
- Consult with the campus community and advocate for additional features in Brightspace

7. Teaching Evaluation

- Support faculty in developing documentation for tenure and promotion
- Support the AVPA in the implementation of the SPTs

8. Student Partnerships

- Examine ways to develop and/or formalize student-as-partners initiatives

9. Visioning

- Develop a more explicit, fully articulated vision of the CTL as a hub for teaching and learning on campus

10. Employee Engagement

- Encourage self-care and well-being to support retention, and promote work-life balance
- Discuss the “hidden” aspects of the academic life, including affect, teaching ethics, personal style, pedagogical methodology, and job satisfaction
- Continue to work on a culture of overworking by reviewing Centre priorities and streamlining offerings
- Host face-to-face get-togethers and a retreat for CTL faculty and staff



APPENDIX A: COURSES, WORKSHOPS, AND EXTENDED SESSIONS

Courses and Extended Sessions

Title	Instructor(s)	Attend.	Hours	Eval.
Authentic Assessment	Pierre Boulos	12	18	--
Course Design	Allyson Skene	5	18	6.3/7
Course Design	Allyson Skene	8	18	6/7
Instructional Skills Workshop	Diana Sarkis; Elizabeth Ismail; Laura Chittle	5	8	5/5
Leading Effective Discussions	Erika Kustra; Laura Chittle	13	18	6.6/7
Learning-Centred Teaching in Higher Education	Jessica Raffoul	16	18	6.9/7
Lecturing	Laura Chittle; Pierre Boulos	11	18	6.6/7
Scholarship of Teaching and Learning	Jessica Raffoul	9	18	7/7
Teaching Dossier Academy	Elizabeth Ismail; Erika Kustra; Jessica Raffoul; Laura Chittle; Michael K. Potter; Veronika Mogyorody	15	17	3.9/4
Teaching Dossier Academy for HK PhD Seminar	Laura Chittle	12	8	4/4
University Teaching Practicum	Jessica Raffoul	10	25	6.9/7
University Teaching Practicum - Independent Study	Jessica Raffoul	2	25	--

Teaching and Learning Workshop Series

Title	Instructor(s)	Attend.	Hours	Eval.
Understanding ADHD; ADHD and Neurodiversity in the Classroom	Nadia Gill; Rame Marie	11	1.5	3.75/4
Collective Responsibility for Accessibility & Inclusion: Knowing Your Students	Cherie Gagnon; Veronika Mogyorody	8	2	4/4
Critical Thinking, Consensus, and Connecting: Techniques for the Face-to-Face Classroom	Andrew Allen; David Andrews; Erica Stevens Abbitt; Frances (Frankie) Cachon; Laura Chittle	9	1.5	4/4
Grading Differently: Rethinking How and Why We Assess Learning	Laura Cruz	17	1.5	3.82/4
Leveraging the Library Resources with Leganto	Dave Johnston	2	1.5	--
Leveraging the Library with Brightspace and Leganto	Dave Johnston	5	1.5	4/4
Mapping your Classroom: Making Space for Student Engagement	Laura Cruz	8	1.5	3.86/4

Recognition and Reward: The Scholarship of Teaching and Learning (SoTL) and RTP	Laura Cruz	9	1.5	3.8/4
Sharing Stories with Mini Zines	Cole Pauls	6	1.5	4/4
Teaching Across Cultures	Celina Ussoletti	6	2	3.6/4
Transitioning Back to the Face-to-Face Classroom	Anna Galka; Karen Robson	10	1.5	3.78/4
Why Bother Reading: Strategies for Getting Students to Read Course Material	Laura Chittle; Michael K. Potter	2	3	--

Summer Series on Teaching and Learning

Title	Instructor(s)	Attend.	Hours	Eval.
Active Learning Strategies: Online and In-Person	Tanya Noel	27	1	3.85/4
Assessment Methods: Key Considerations and Examples	David Andrews; Julie Smit; Michael K. Potter; Veronika Mogyorody	18	1	4/4
Set Yourself up for Success with Lesson Planning	Debbie Rickeard	25	1	4/4

Indigenous Curriculum and Pedagogy Series

Title	Instructor(s)	Attend.	Hours	Eval.
Back to Basics: The Anishinaabe Understanding of the Covenant Chain and the 1764 Treaty of Niagara	Alan Corbiere	28	3	--
Let's Learn About National Indigenous Peoples Day	Jaimie Kecheho	11	1	4/4
Let's learn about the importance of Orange Shirt Day	Jaimie Kecheho	27	1	4/4
Mohawk Institute Residential School Virtual Tour	Woodland Cultural Interpreter	16	1	4/4
Mt. Elgin Residential School: Sharing My Grandmother's Story	Jaimie Kecheho	51	1	3.5/4
Pulling Together I – Foundations Series	Jaimie Kecheho	21	1	4/4
Pulling Together I – Foundations Series	Jaimie Kecheho	10	1	4/4
Pulling Together II – Foundations Series	Jaimie Kecheho	21	1	4/4
Pulling Together II – Foundations Series	Jaimie Kecheho	11	1	4/4

Pulling Together III – Foundations Series	Jaimie Kechego	18	1	4/4
Pulling Together III – Foundations Series	Jaimie Kechego	10	1	4/4
Pulling Together: A Guide for Curriculum Developers 1	Jaimie Kechego	31	1.5	3.91/4
Pulling Together: A Guide for Curriculum Developers 2	Jaimie Kechego	24	1.5	3.91/4
Pulling Together: A Guide for Curriculum Developers 3	Jaimie Kechego	21	1.5	3.91/4
Pulling Together: A Guide for Curriculum Developers 4	Jaimie Kechego	24	1.5	3.91/4
Pulling Together: A Guide for Curriculum Developers 5	Jaimie Kechego	20	1.5	3.91/4
Pulling Together: A Guide for Curriculum Developers 6	Jaimie Kechego	17	1.5	3.91/4

Anti-Racism and Anti-Oppression Teaching and Learning Series

Title	Instructor(s)	Attend.	Hours	Eval.
Beyond Diversity by Courageous Conversation Global Foundation	Madame Athena Chang	73	14	3.95/4
Deepening Your Practice in Antiracist Pedagogy: Transforming Learning Environments Through Antiracism Actions and Inclusive Teaching Practices	Jodie Glean-Mitchell	40	2	3.92/4
Deepening Your Practice in Antiracist Pedagogy: Transforming Learning Environments Through Intentional Course Design	Jodie Glean-Mitchell	41	2	4/4
Reparations in the Classroom: Pedagogical Pathways to Leading Change in Higher Education	Wanda Thomas Bernard	14	2	4/4

Special Topics Sessions

Title	Instructor(s)	Attend.	Hours	Eval.
Advancing Teaching Culture at Your University: Evidence based Indicators and Strategies	Debra L. Dawson; Donna Ellis; Erika Kustra; Ken Meadows; Madelyn Law; Peter Wolf	80	1.5	3.5/4
VSAR 8586/98 Teaching Philosophy Session, School of Creative Arts	Jessica Raffoul	8	1.5	--

New Faculty Orientation

Title	Instructor(s)	Attend.	Hours	Eval.
New Faculty Orientation Day 1: Getting Started	--	19	3	--
New Faculty Orientation Day 2: Hitting the Ground Running (Teaching, Research, Service)	--	20	4	--
New Faculty Orientation Day 3: Your Campus Networks	--	15	2	--
New Faculty Orientation Day 4: Where Do You Go From Here?	--	24	3	--
Network Event	--	30	1	--
Provost's Welcome Reception	--	15	2	--
Optional Event: Campus Tour	--	8	1	--
Optional Event: Dual-Career Connection Program	Logic Executive Search & Workplace Solutions	5	1	--
Optional Event: Introduction to Blackboard	Anna Galka; Daniyaal Sohaib; Kyle Tiede; Sean Ross	4	2	4/4
Optional Event: Introduction to Blackboard	Anna Galka; Manroop Mader; Tim Au-Yeung	1	2	--
Optional Event: Streets of Sandwich: A Black Historical Walking Tour	Irene Moore Davis	10	1	--

Early Career Faculty Programming

Title	Instructor(s)	Attend.	Hours	Eval.
Early Career Faculty Mentoring Program	Andrew Allen; Deborah Dayus	6	8	--
Early Career Faculty Mentoring Program	Erika Kustra; Veronika Mogyorody	7	8	--
Early Career Faculty Mentoring Program	David Andrews; Erica Stevens Abbitt	7	4	--
Early Career Faculty Mentoring Program	Anne Forrest; Victoria Paraschak	4	7	--
Surviving and Thriving – Early Career Faculty	Anna Galka; Erica Stevens Abbitt; Erika Kustra	3	1	--
Getting Started with UWin Finance	Michelle Clement; Dario Pavia; Karen Gorospe; Lynsey Millman; Paige Sowerby	6	1.5	4/4
UWinsite Student Information Systems: Grade Submissions, Drop and Adds, Oh My!	Lorraine Chandler	7	1	4/4

Blackboard Learn Training Workshops

Title	Instructor(s)	Attend.	Hours	Eval.
Assessment of Student Learning: Assignments	Anna Galka; Kyle Tiede	2	1	--
Blackboard & Microsoft 365 (incl. Teams) - Features and Limits	Anna Galka; Bodek Frak; Craig Brown; Mark Lubrick; Stephen Karamatos	10	2	--
Getting Started in Blackboard	Anna Galka; Kyle Tiede; Sean Ross	7	2	--
Law Session Orientation	Anna Galka; Mark Lubrick	6	1	--

Brightspace Workshops, Training, and Support

Title	Instructor(s)	Attend.	Hours	Eval.
Creating & Using Rubrics in Brightspace: Education	Joe Sisco	5	1	--
Getting Started - School of Dramatic Art	Anna Galka	4	2	--
Getting Started - Law Faculty and Sessional Instructors	Anna Galka	34	2	4/4
Getting Started - Philosophy	Anna Galka	8	2	4/4
Getting Started - Nursing	Anna Galka	20	2	--
Getting Started - Social Work	Anna Galka	35	2	3.75/4
Getting Started in Brightspace - Languages, Literature & Culture	Anna Galka	6	2	4/4
Getting Started with Brightspace - Economics	Anna Galka	11	2	3.61/4
Getting Started with Brightspace - MAME	Anna Galka; Tim Au-Yeung	10	2	--
Getting Started with Brightspace - Psychology	Ashlyne O'Neil; Mark Lubrick	7	2	--
Getting Started with Brightspace - CEE	Anna Galka; Mark Lubrick	8	2	--
Getting Started with Brightspace - Kinesiology	Ashlyne O'Neil	10	2	3.8/4
Getting Started with Brightspace - Education	Anna Galka	9	2	--
Getting Started with Brightspace - MAME	Anna Galka; Tim Au-Yeung	11	2	3.6/4
Getting Started with Brightspace - Political Science	Ashlyne O'Neil	4	2	3.75/4
Getting Started with Brightspace - Business	Anna Galka	12	2	3.75/4

Getting Started with Brightspace - Business	Anna Galka	9	2	4/4
Getting Started with Brightspace - Science	Mark Lubrick	18	2	3.6/4
Getting Started with Brightspace – Science	Mark Lubrick; Anna Galka	25	2	--
Getting Started with Brightspace - Law	Lorna Stolarchuk	7	2	4/4
Getting Started with Brightspace - Leddy Library	Anna Galka	6	2	4/4
Getting Started with Brightspace - MSWwp	Anna Galka; Kyle Tiede; Mark Lubrick; Mohamad Ghosn	21	2	4/4
Getting Started with Brightspace e-MSWwp	Anna Galka	22	2	4/4
Getting Started with Brightspace - Nursing Clinical Instructors	Anna Galka	27	2	4/4
Getting Started with Brightspace - Nursing Clinical Instructors	Lorna Stolarchuk	28	2	3.4/4
Getting Started with Brightspace - SAC	Mark Lubrick	9	2	--
Getting Started with Brightspace - SoCA	Anna Galka	8	2	4/4
Getting Started - Chemistry/Biochemistry	Anna Galka	9	2	4/4
Getting Started - English	Anna Galka	8	2	4/4
Brightspace Admin - Training 1	--	10	2	--
Brightspace Admin - Training 2	--	10	2	--
Brightspace Assessments and Grades	--	10	2	--
Brightspace Instructor - Training 1	--	18	2	--
Brightspace Instructor - Training 2	--	21	2	--
Brightspace Instructor - Training 3	--	13	2	--
Brightspace Instructor - Training 4	--	15	2	--
Brightspace Learning Object Repository-Instructors	--	9	1.5	--
Group Work and Peer Assessment	--	9	1	--
Intelligent Agents and Course Reporting-Instructor Level	--	6	2	--
Intelligent Agents and Course Reporting-LMS Admin and Support Level	--	3	2	--
Learning Object Repository for Administrators	--	6	1.5	--
Q&A with a D2L Trainer	--	9	1	--
Troubleshooting Brightspace for Service Desk	--	15	1	--
Assignments	Anna Galka; Lorna Stolarchuk	10	2	3.6/4
Assignments	Lorna Stolarchuk	14	2	4/4

Assignments	Anna Galka	24	2	4/4
Assignments	Anna Galka	9	2	4/4
Assignments	Anna Galka	30	2	4/4
Assignments	Anna Galka	6	2	4/4
Assignments	Anna Galka	4	2	4/4
Assignments	Anna Galka	4	2	3/4
Brightspace Assignments Tool	Anna Galka	3	2	4/4
Brightspace Assignments Tool	Anna Galka	9	2	--
Brightspace Discussions and Groups	Anna Galka	11	2	4/4
Brightspace Grades Tool	Anna Galka	1	1.5	--
Brightspace Grades Tool	Anna Galka	2	1.5	--
Brightspace Grades Tool	Anna Galka	7	1.5	--
Brightspace Quizzes Tool	Anna Galka; Mark Lubrick	2	2	--
Brightspace Quizzes Tool	Anna Galka; Mark Lubrick	4	2	4/4
Brightspace Quizzes Tool	Anna Galka	6	2	4/4
Creating & Using Rubrics in Brightspace	Joe Sisco	5	1	--
Creating & Using Rubrics in Brightspace	Joe Sisco	3	1	--
Discussions and Groups	Anna Galka	1	2	--
Getting Started with Brightspace	Anna Galka	14	2	--
Getting Started with Brightspace	Anna Galka	7	2	--
Getting Started with Brightspace	Anna Galka	9	2	3/4
Getting Started with Brightspace	Anna Galka	20	2	--
Getting Started with Brightspace	Anna Galka	9	2	3.75/4
Getting Started with Brightspace	Anna Galka; Lorna Stolarchuk	12	2	4/4
Getting Started with Brightspace	Mark Lubrick	12	2	4/4
Getting Started with Brightspace	Anna Galka	13	2	--
Getting Started with Brightspace	Ashlyne O'Neil; Mark Lubrick	21	2	--
Getting Started with Brightspace	Anna Galka	20	2	--
Getting Started with Brightspace	Mark Lubrick	25	2	4/4
Getting Started with Brightspace	Lorna Stolarchuk	17	2	3.6/4
Getting Started with Brightspace	Anna Galka	12	2	3.72/4
Getting Started with Brightspace	Anna Galka	10	2	1.5/4
Getting Started with Brightspace	Anna Galka	9	2	4/4
Getting Started with Brightspace	Ashlyne O'Neil	23	2	3.75/4
Getting Started with Brightspace	Lorna Stolarchuk	17	2	4/4
Getting Started with Brightspace	Anna Galka	10	2	4/4
Getting Started with Brightspace	Anna Galka	24	2	4/4
Getting Started with Brightspace	Anna Galka; Kyle Tiede	15	2	4/4
Getting Started with Brightspace	Anna Galka	10	2	4/4
Getting Started with Brightspace	Anna Galka	28	2	3.6/4
Getting Started with Brightspace	Anna Galka	8	2	4/4
Getting Started with Brightspace	Anna Galka; Kyle Tiede	8	2	4/4
Getting Started with Brightspace	Anna Galka	5	2	4/4
Getting Started with Brightspace	Anna Galka	1	2	--

Getting Started with Brightspace	Anna Galka	1	2	4/4
Getting Started with Brightspace	Anna Galka	4	2	4/4
Getting Started with Brightspace	Anna Galka; Ayman Khatib	2	2	--
Getting Started with Brightspace	Anna Galka; Sarah Merza	4	2	--
Getting Started with Brightspace	Anna Galka	14	2	4/4
Getting Started with Brightspace	Anna Galka	1	2	--
Grades	Anna Galka	4	1.5	--
Grades Tool	Anna Galka	1	1.5	--
Grades Tool	Anna Galka	10	1.5	4/4
Grades Tool and Grading	Anna Galka	10	2	3.9/4
Grades Tool and Grading	Anna Galka	33	2	3.6/4
Grades Tool and Grading	Anna Galka	8	2	4/4
Grades Tool and Grading	Anna Galka	25	2	4/4
Name Your Topic (Anna)	Anna Galka	1	1	--
Name Your Topic (Anna)	Anna Galka	1	1	--
Name Your Topic! (Anna)	Anna Galka	2	1	--
Name Your Topic! (Anna)	Anna Galka	1	1	--
Name Your Topic! (Anna)	Anna Galka	1	1	--
Name Your Topic! (Anna)	Anna Galka	1	1	--
Quizzes	Anna Galka; Mark Lubrick	2		4/4
Quizzes (and Tests)	Anna Galka; Mark Lubrick	9	2	4/4
Quizzes (and Tests)	Mark Lubrick	20	2	4/4
Quizzes (and Tests)	Mark Lubrick	24	2	3.6/4
Quizzes (and Tests)	Anna Galka	1	2	--
Quizzes and Tests	Anna Galka	5	2	--
Quizzes and Tests	Anna Galka	22	2	4/4
Quizzes Tool	Anna Galka; Mark Lubrick	6	2	4/4
Transferring Grades from Blackboard to Brightspace	Mark Lubrick	5	.5	--
Transferring Grades from Blackboard to Brightspace	Mark Lubrick	4	.5	--
Transferring Grades from Blackboard to Brightspace	Mark Lubrick	4	.5	--
Transferring Grades from Blackboard to Brightspace	Mark Lubrick	2	.5	--
Turnitin Brightspace settings and Interpreting Similarity Reports	--	57	1	--
Using Turnitin Grading and Feedback Tools to Promote Learning	--	12	1	--
Brightspace Café (Drop In)	--	967	--	--

Fall GATAcademy

Title	Instructor(s)	Attend.	Hours	Eval.
Connecting Best Practices for Teaching Linguistically-Diverse International Students	Clayton Smith; Deena Wang; Carolina Rodriguez Molina; Mohit Vijay Agarwal; Shivam Goyal; Tolulope Ajayi	19	1.5	4/4
Dealing with Issues as a GA/TA: Confrontation and De-escalation	Natalie Beltrano; Samantha D'Agostino	31	1.5	4/4
GA/TA Rights and Responsibilities	Emily Varga	35	1.5	--
GATA Networking Event	--	68	2	--
General EDI-Focused Considerations for GAs/TAs	Michael Godfrey; Yu Fei Qin	31	1.5	4/4
Leading Effective Discussions	Sheldon Fetter; Zach Evans	29	1.5	--
Making the Grade as a GA/TA: Assessment and Feedback	Diane Trudgill; Linda Coltman	48	1.5	3.33/4
Mental Health for Student Leaders: Caring for Yourself and Others	Katie Chauvin; Krista Lucier	20	1.5	--
Planning Effective Lectures and Tutorials to Enhance Student Engagement	Bridget Nicholls; Rashveen Chawla	40	1.5	3.5/4
Planning for Accessibility	JoyceIn Lorito; Mark Lubrick; Nadia Gill; Rame Marie; Veronika Mogyorody	20	1.5	3.5/4
Running Effective Labs/Tutorials	Isabelle Hinch; Patricia Okpara	26	1.5	3.5/4
So, You're Hired as a GA/TA - Now What?!	Katie Hirsch; Melissa Pare	68	1.5	3.71/4
Supporting Teaching and Learning in the Blackboard Environment: Tips for GAs and TAs	Daniyaal Sohaib; Manroop Mader; Sean Ross	25	1.5	3/4
Using Teams (to Add Value to Your GAship)	Bodek Frak	35	1.5	3.67/4
Using the Virtual Classroom (Blackboard Collaborate Ultra)	Mark Lubrick	33	1.5	4/4
Using Your GAship for Employment and Career Development	Gauri Kumar; Stephanie Dupley	36	1.5	4/4

Winter GATAcademy

Title	Instructor(s)	Attend.	Hours	Eval.
Discussing Dialogue: Leading Effective Discussions in the Classroom	Natalie Beltrano	7	1.5	3.75/4
Grading and Giving Effective Feedback	Jake Ouellette; Natalie Sykora	44	1.5	3.5/4

Mental Health for Student Leaders: Caring for Yourself and Others	Katie Chauvin; Rebecca Dandach	7	1.5	4/4
So, You're Hired as a GA/TA - Now What?!	Mason Sheppard; Melissa Pare	39	1.5	3/4
Supporting Teaching and Learning in the Brightspace Environment: Tips for GAs and TAs	Anna Galka; Tim Au-Yeung	87	1.5	3.22/4
What is Active Learning and How to use it as a GA/TA in STEM Labs and Tutorials	Haesung Ahn; Haleh Nazemi	10	1.5	3.7/4

GATA Network Series

Title	Instructor(s)	Attend.	Hours	Eval.
Effective Feedback & Grading	Jake Ouellette; Samantha Monk	5	1.5	4/4
Experiences of an International GA/TA: Challenges and Opportunities	Ehsan Ur Rahman Mohammed	27	1.5	3.5/4
Let's Talk Teaching Dossiers – A Community of Practice for Graduate Students	Elizabeth Ismail; Laura Chittle; Paige Coyne	2	2.5	4/4
Pulling Together – A Guide for Teaching Assistants and Advisors	Jaimie Kechevo	3	1	4/4
Running Effective Office Hours as a GA/TA	Ehsan Ur Rahman Mohammed	9	1.5	

Graduate Teaching and Learning Fellowship Workshop Series

Title	Instructor(s)	Attend.	Hours	Eval.
Active Learning: What it is and How to Use it in Engineering Labs and Tutorials	Haesung Ahn; Haleh Nazemi; Ahmed Hamdi Sakr; Jeff Defoe; Niharendu Biswas	15	1.5	3.71/4
Creating an Inclusive Classroom by Considering Indigenous Ways of Knowing and Cultural Sensitivity	Alexander Persháí	9	2	3.93/4
Engineering - Recognizing and Managing Imposter Phenomenon	Dana Menard; Elizabeth Ismail; Michelle Bondy	21	1.5	4/4
Inclusive Language, Gender-Neutral Pronouns, and Accent Sensitivity	Alexander Persháí; Ashlyne O'Neil	12	2	3.78/4
Inclusive Teaching, Gender-Based Violence and Misconduct	Alexander Persháí; Anne Rudzinski	11		3.88/4
Supporting Teaching and Learning in the Brightspace Environment: Tips for GAs and TAs	Kyle Tiede; Samantha Monk	65	1.5	

Writing an EDI Statement: Incorporating Fundamentals of EDI into CVs and Proposals	Alexander Pershái	10	2	3.75/4
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Developing Your Teaching Dossier Online Modules: Graduate Student Series

Title	Instructor(s)	Attend.	Hours	Eval.
Module 1 - Reflecting on Your Teaching Experience: An Introduction to Teaching Dossiers	--	44	1	--
Module 2 - Articulating Your Teaching Values and Practices: Developing Your Statement of Teaching Philosophy	--	42	1	--
Module 3 - Connecting Narratives and Evidence: Developing Components of Your Teaching Dossier	--	38	1	--
Module 4 - Looking Ahead: Telling New Stories About Our Teaching Experiences	--	36	1	--



APPENDIX B: CTL PUBLICATIONS, PRESENTATIONS, GRANTS, COMMITTEES, AND MEMBERSHIPS

Journal Articles

- Chittle, L.,** Coyne, P., King, A., Sood, S., Houser, C., Cavallo-Medved, D. (in press). But do they agree? Examining differences in science faculty and student perceptions of the presence of student partnership values. *International Journal for Students as Partners*.
- Chittle, L.,** King, A., Sood, S., Hinch, I., Houser, C., Cavallo-Medved, D. (submitted). Fostering students as partners: A faculty-wide examination of science undergraduate and graduate students' perspectives of pedagogical partnerships. *The Canadian Journal for the Scholarship of Teaching and Learning*.
- Chittle, L., Kustra, E.,** & Houser, C., (in press). A qualitative examination of science faculty members perceptions of interdisciplinary curriculum development and refinement. *The Canadian Journal for the Scholarship of Teaching and Learning*.
- McSweeney, J., Scholz, K., Ostrowdun, C., Tran, L., Woolmer, C., **Chittle, L.,** Barrette-Ng, I., & Carroll, H. (submitted). The impact of COVID-19 on equitable approaches to teaching and learning across Canadian higher education institutions: An exploration of student and instructor experiences across four institutions. *Canadian Journal of Higher Education*.
- Meadows, K.N., Dawson, D.L., **Shaw, L.,** & **Kustra, E.** (submitted). Assessing the teaching culture on campus: The development and validation of the institutional teaching culture perception survey-faculty, *International Journal for Academic Development*.
- Ménard, D., Bondy, M., Jones, M., Desjardins, L., Milidrag, L. Foulon, A., & **Chittle, L.** (accepted). "I wasn't that good at it but I pretended to be": Students' experiences of the Impostor Phenomenon in academic settings. *Alberta Journal of Education Research*.
- Ménard, A. D., & **Chittle, L.,** (2023). The impostor phenomenon in post-secondary students: A review of the literature. *Review of Education, 11*(2), 1-32.
- Ménard, D., **Chittle, L.,** Power, J., Bondy, M., & Milidrag, L. (revised and resubmitted). 'I genuinely can't understand why I was selected for the job': The impostor phenomenon in university staff and faculty members. *Transformative Dialogues: Teaching and Learning Journal*.
- Ménard, D., **Chittle, L.,** & Bondy, M. (submitted). Understanding group differences and predicting the impostor phenomenon among university staff and faculty. *Transformative Dialogues: Teaching and Learning Journal*.
- Ménard, A., Pitre, A., Milidrag, L., & **Chittle, L.** (submitted). I thrive in this environment: Students' descriptions of belonging experiences in post-secondary settings. *Learning Environments Research*.

- Potter, M.K. & Raffoul, J.** (2023). Engaged alienation: SoTL, inclusivity, and the problem of integrity, *International Journal for the Scholarship of Teaching and Learning*, 17(1), 1-6.
- Raffoul, J., Loy, K., Hoessler, C., Kolomitro, K., Ives, C., & Groen, J.** (2023). Using narratives to communicate value in educational development. *Journal on Centres for Teaching and Learning*, 14, 90-105.
- Raffoul, J., Ward, J., Calvez, S., Kartolo, A., Haque, A., Holmes, T., Attas, R., Kechego, J., Kustra, E., & Mooney, J.** (2022). Institutional structures and individual stories: Experiences from the front lines of Indigenous educational development in higher education. *AlterNative: An International Journal of Indigenous Peoples*, 18(1), 163-172.
- Shaw, L., MacDougall, H., Goff, L., Ellis, D., **Kustra, E.**, Law, M., & Taylor, L. (2023). Valuing teaching: Exploring how a university's strategic documents reflect institutional teaching culture. *International Journal for Academic Development*. DOI: [10.1080/1360144X.2023.2200761](https://doi.org/10.1080/1360144X.2023.2200761)

Book Chapters

- Ostrowdun, C., Scholz, K., **Chittle, L.**, Tran, L., Woolmer, C., McSweeney, J., Barrette-Ng, I., Carroll, H., McCollum, B., Aizenobie, A., Sibbald, K; Rowland, C., McBride, B., Foster, C., Pryke, D., Maher, P., de Bie, A., & Wuetherick, B. (accepted). Supporting equity in online learning during COVID-19. In *Online learning, open education and equity in the age of COVID*. Athabasca University Press.
- Roy, D., **Kustra, E.**, & Borin, P. (2022). Taking teaching seriously. In S. Baptiste, C. Grisé, S. Sammon & A. de Bie. *Where learning deeply matters: Reflections on the past, present, and future of teaching at McMaster University*, Chapter 4, pp. 1-17. McMaster University.
- Skene, A.** (2022). Peril and promise in ethical use of learning analytics for SoTL. In L.M. Fedoruk, (Ed.) *Ethics and the scholarship of teaching and learning*. Springer.

Non-Peer Reviewed Sources

- Galka, A.** (2022). Transitioning back to the face-to-face classroom. *Teach-Learn*, Centre for Teaching and Learning. University of Windsor, <https://teach-learn.ca/2022/08/31/transitioning-back-to-the-classroom/>
- Kechego, J.** (2022). Conversations with Milly: Apologies and reparations. *Teach-Learn*, Centre for Teaching and Learning. University of Windsor, <https://teach-learn.ca/2022/09/28/conversations-with-milly-reparations/>
- Marval, P.** (2022). *Centre for Teaching and Learning Newsletter*. Centre for Teaching and Learning, University of Windsor.
- Marval, P.** (2023). Faculty Spotlight: Arezoo Emadi. *Teach-Learn*, Centre for Teaching and Learning. University of Windsor, <https://teach-learn.ca/2023/06/26/faculty-spotlight-arezoo-emadi/>

Marval, P. (2023). Faculty Spotlight: Nick Hector. *Teach-Learn*, Centre for Teaching and Learning, University of Windsor, <https://teach-learn.ca/2023/06/01/faculty-spotlight-nick-hector/>

Online Web Resources

Brightspace Help & Resources. (2022-23). Centre for Teaching and Learning, University of Windsor, <https://www.uwindsor.ca/brightspace/>

Kechego, J. & Stolarchuk, L. (2022). *Module 5: Indigenous Pedagogies and the Benefits for all Learners in Ontario.* Universal Design for Learning (UDL) for Inclusion, Diversity, Equity and Accessibility (IDEA). Pressbooks, <https://ecampusontario.pressbooks.pub/universaldesign/part/module-5-indigenous-pedagogies-and-the-benefits-for-all-learners-in-ontario/>

University of Toronto, **University of Windsor (Ismail, E., Kustra, E., Raffoul, J.),** Western University, University of Waterloo, Toronto Metropolitan University. (2021-22). *Developing Your Teaching Dossier: A Series of Four OER Asynchronous Online Modules.* Funded by eCampus Ontario, <https://openlibrary-repo.ecampusontario.ca/xmlui/handle/123456789/1107>

Videos

Galka, A. (2023). *Transferring grades using Gradenflow.* University of Windsor, Windsor, ON. <https://uwindsor.yuja.com/V/Video?v=831106&node=4074116&a=103793371&autoplay=1>

Galka, A. & Au-Yeung, T. (2023). *UWindsor's lightning speed transition to Brightspace: Success and lessons.* <https://teach-learn.ca/2023/06/23/uwindsors-transition-to-brightspace/>

Conference Presentations

Ahn, H., Nazemi, H., Ismail, E., **Chittle, L.,** Van Heyst, B. (2023, June). *Graduate teaching and learning fellowships: Developing educational leaders in Engineering through student partnership.* Poster presentation at the Canadian Engineering Education Association Conference, Kelowna, BC.

Chittle, L., Hinch, I., Patel, M., King, A., Sood, S., Houser, C., & Cavallo-Medved, D. (2023, June). *Graduate student- faculty partnerships: An investigation of science students' perspectives of the benefits and challenges.* Peer-reviewed presentation at annual conference of the Society for Teaching and Learning in Higher Education, Charlottetown, PEI.

Georgieva, K. N., Andrews, D.M., & **Chittle, L.** (2023, June). *Examining kinesiology students' perceptions of their learning gains across their degree program.* Peer-reviewed presentation at annual conference of the Society for Teaching and Learning in Higher Education, Charlottetown, PEI.

- Ismail, E.,** Coyne, P., Fetter, S., & **Chittle, L.** (2023, June). *Building graduate students as educational leaders: A distributed approach to a teaching assistant development program*. Peer-reviewed presentation at annual conference of the Society for Teaching and Learning in Higher Education, Charlottetown, PEI.
- Kecheho, J.** & Stolarчук, L. (2022, November). *Maada’oonidiwag: Sharing Anishnaabe pedagogies into a Western OER*. Presentation at the annual EDUCAUSE conference, Online.
- Kustra, E.,** Dawson, D.L., Goff, L, Law, M. & Wolf, P. (2023, May). *Tools for advancing university teaching culture*. Presentation at the Canadian Society for the Study of Higher Education (CSSHE), Toronto, ON.
- Major, R., **Kecheho, J.,** Stirbys, C., & Waboose, V. (2023, May). *Indigenous faculty, staff, and student presentations on research, scholarship, and methodology*. Panel presentation, Indigenous Research and Scholarship Forum, University of Windsor, Windsor, ON.
- Raffoul, J., Skene, A.,** & Andrews, D. (2022, November). *Down the rabbit hole: A case for the re-imagining of SoTL*. Peer-reviewed presentation at the annual conference of the International Society for the Scholarship of Teaching and Learning, Kelowna, BC.
- Raffoul, J.,** Attas, R., **Kecheho, J.,** Calvez, S., **Kustra, E.,** Holmes, T. & Kartolo, A. (2022, November). *Stories of humility, healing, and hope: Reclaiming SoTL as an inclusive space for educational justice*. Peer-reviewed presentation at the annual conference of the International Society for the Scholarship of Teaching and Learning, Kelowna, BC.
- Stolarчук, L. & **Kecheho, J.** (2023, June). *Maada’oonidiwag: Sharing Anishnaabe pedagogies into a Western OER*. Poster presentation at annual conference of the Society for Teaching and Learning in Higher Education, Charlottetown, PEI.

Invited Sessions

- Au-Yeung, T, Galka, A.,** & Stolarчук, L. (2022). *Introducing Brightspace*. Department of Political Science, University of Windsor, Windsor, ON.
- Au Yeung, T. & Kustra, E.** (2022). *Introducing Brightspace*. Faculty of Law, University of Windsor, Windsor, ON.
- Chang, S., **Chittle, L.,** Ismail, E., Wright, M., Gourlay, G., & Nombro, E. (2023, June). *Graduate students and teaching assistants and the scholarship of teaching & learning (SoTL): An introduction to pathways into SoTL*. Invited presentation at the annual conference of the Society for Teaching and Learning in Higher Education, Charlottetown, PEI.
- Gagnon, C., & **Kustra, E.** (2023, March). *Tips for accessible in-person and online presentations*. Accessibility Awareness Days, Office of Human Rights, Equity and Accessibility. University of Windsor, Online.

- Gagnon, C., **Kustra, E.** & Baker, N. (2023, May). *AODA postsecondary education standard recommendations*. Senate Information Session. University of Windsor, Online.
- Galka, A.** (2022). *Introducing Brightspace*. Department of Philosophy, University of Windsor, Windsor, ON.
- Galka, A.** (2022). *Introducing Brightspace*. School of the Environment, University of Windsor, Windsor, ON.
- Galka, A.** (2022). *Introducing Brightspace*. Department of Kinesiology, University of Windsor, Windsor, ON.
- Galka, A.** (2022). *Introducing Brightspace*. Department of Communication, Media and Film, University of Windsor, Windsor, ON.
- Galka, A.** (2022). *Introducing Brightspace*. Department of Mechanical, Automotive and Materials Engineering, University of Windsor, Windsor, ON.
- Galka, A.** (2022). *Introducing Brightspace*. Department of Economics, University of Windsor, Windsor, ON.
- Galka, A.** (2022). *Introducing Brightspace*. Department of Sociology, Anthropology and Criminology, University of Windsor, Windsor, ON.
- Galka, A.** (2022). *Introducing Brightspace*. Department of Mathematics and Statistics, University of Windsor, Windsor, ON.
- Galka, A.** (2022). *Introducing Brightspace*. School of Creative Arts, University of Windsor, Windsor, ON.
- Galka, A.** (2022). *Introducing Brightspace*. School of Computer Science, University of Windsor, Online.
- Galka, A.** (2022). *Introducing Brightspace*. Department of Civil and Environmental Engineering, University of Windsor, Windsor, ON.
- Galka, A.** (2022). *Introducing Brightspace*. Department of Physics, University of Windsor, Windsor, ON.
- Galka, A.** (2022). *Introducing Brightspace*. Finance and Administrative Managers, University of Windsor, Online.
- Galka, A. & Au-Yeung, T.** (2022). *Introducing Brightspace*. Faculty of Education, University of Windsor, Windsor, ON.
- Galka, A. & Au-Yeung, T.** (2022). *Introducing Brightspace*. Faculty of Nursing, University of Windsor, Windsor, ON.
- Galka, A., Au Yeung, T., & Kustra, E.,** (2022). *Introducing Brightspace*. Faculty of Science, University of Windsor, Windsor, ON.

- Galka, A., & Kustra, E. (2022).** *Introducing Brightspace*. University of Windsor Senate, Windsor, ON.
- Galka, A. & Kustra, E. (2022).** *Introducing Brightspace*. Department of Psychology, University of Windsor, Windsor, ON.
- Galka, A. & Kustra, E., (2022).** *Introducing Brightspace*. Department of Biomedical Sciences, University of Windsor, Windsor, ON.
- Kecheho, J. (2023, March).** *Indigenization Panel*, Odette Business Forum, University of Windsor, Windsor, ON.
- Kecheho, J. (2023, June).** *Panel presentation*, Building Reconciliation Forum, Western University, London, ON.
- Kecheho, J. (2023, June).** *Exploring the Three Fires Territory: An introduction to Anishinaabe and Haudenosaunee Peoples*. Presentation for the Women's Enterprise Skills Training Group, Windsor, ON.
- Kecheho, J. (2023, May).** *Land acknowledgements*. Presentation for the Student Success and Leadership Centre, University of Windsor, Windsor, ON.
- Kecheho, J. (2022, August).** *Kairos Blanket Exercise*, Indigenous Legal Orders.
- Kecheho, J. (2022, November).** *Tips for writing a meaningful land acknowledgement*. Employee Experience, University of Windsor, Windsor, ON.
- Kecheho, J. (2022, November).** *What is Indigenous science?* Guest lecture in SCIE 4000, University of Windsor, Windsor, ON.
- Kecheho, J. (2022, November).** *The Indigenization of the social work practice*. Guest lecture in SWRK 4100, School of Social Work, University of Windsor, Windsor, ON.
- Kecheho, J. (2022, October).** *Pulling together: A guide for teachers and instructors*. Guest lecture in SWRK 8570, School of Social Work, University of Windsor, Windsor, ON.
- Kecheho, J. & Leung, V. (2023).** *Land acknowledgements: How to create a respectful statement*, Canadian Association of Law Libraries.
- Kecheho, J. & Pasquach, K. (2023, June).** *Kairos Blanket Exercise*, Centre for Teaching and Learning, University of Windsor, Windsor, ON.
- Kustra, E. (2022).** *Introducing Brightspace*. Provost's Council, University of Windsor, Windsor, ON.
- Kustra E. (2022).** *Introducing Brightspace*. Department of Electrical and Computer Engineering, University of Windsor, Online.
- Kustra, E. (2023, June).** *How has teaching changed since COVID?* Council on University Planning and Analysis (CUPA). University of Windsor, Online.

- Kustra, E.** (2023, March). *Course design*. Teaching linguistically and culturally diverse international students, EDUC 8901-01. University of Windsor, Windsor, ON.
- Kustra, E., Baker, N. & Gagnon, C.** (2023, March). *AODA Postsecondary Education Standard recommendations*. President's Committee on Diversity and Inclusion (PCDI). University of Windsor, Online.
- Nombro, E., **Ismail, E.**, Chang, S., Gourlay, G., & **Chittle, L.** (2023, March). *SoTL Canada Roadshow Webinar: SoTL for Students*, SoTL Canada, Online.
- Raffoul, J.** (2022, November). *Teaching dossiers/writing a teaching philosophy*, Guest lecture in VSAR 8596/98 2022, School of Creative Arts, University of Windsor, Online.
- Skene, A. & Chittle, L.** (2023, February). *Introduction to curriculum mapping*. Invited workshop for the Department of Languages, Literatures and Cultures, University of Windsor, Online.
- Jackson, D., Tam, E., Cristoffaini, F. & **Kustra, E.** (2023, May). *Report of the SET Task Force*. Senate Information Session. University of Windsor, Online.
- Ralph, J., **Kustra, E.**, Cruz, E., Bornais, J. (2023, March). *PhD milestones: Preparing a teaching dossier*. Nursing Graduate Program. University of Windsor, Online.
- Tam, E., & **Kustra, E.** (2023, March). *Aspire Strategic Plan*. Senate, University of Windsor, Windsor, ON.
- Tam, E., Will, C. & **Kustra, E.** (2022, September). *Teaching dossiers: Renewal, Tenure and Promotion (RTP) Process for Deans and Heads*, University of Windsor, Windsor, ON.

Grants

- Kustra, E.** (2022-23). *Institutional teaching culture perception surveys (ITCPS) knowledge mobilization*. Social Sciences and Humanities Research Council (SSHRC) Exchange Grant for Knowledge Mobilization, University of Windsor. \$1000.
- Kustra, E., Law, M. & Shaw, L.** (2023-24). *Advancing teaching culture: Scoping review and partnership development*. Research Grants for Women, University of Windsor. \$4816.
- Ménard, A.M., Freeman, L., Luctkar-Flude, M., Ralph, J., Soucie, K., Yerman, J., McEwen, A., Rickeard, D., Baker, N., & **Kustra, E.** (2022-2024). *Improving psychological preparedness of Canadian nurses working during healthcare crises: Simulated training to improve resiliency of nursing groups (STRONG)*. Canadian Institutes of Health Research (CIHR): Addressing the Wider Health Impacts of COVID-19 2021-11-08. \$405,990.

Samson, P., **Kustra, E.**, Kondrashov, O., McConnell, S., Damianakis, T., (Co-Investigators), Mann-Johnson, J., Hrnčić-Lipović, K., (Collaborators), (2023-2025). *Critical thinking and transformative learning: Field instructors supporting students' transitions into the practice context*. SSHRC Insight Development Grant. \$74,130.

Squires, V., Hendricks, C., Stewart, J., Calvez, S., Turner, N., & **Kustra E.** with collaborators, Lew, J., Perreault, A., **Kecheho, J.**, & **Raffoul, J.** (2022-24). *Using relational systems thinking to explore and advance Indigenization of teaching and learning at three Canadian higher education institutions*. SSHRC Partnership Development Grant. \$198,526.

On-Campus Committees

- Academic Continuity Committee (Co-Chair)
- Academic Policy Committee
- Academic Policy Committee Subcommittee: Course Modalities
- Accessibility and the Built Environment Committee (ABEC)
- Accessibility Coordinating Committee
- Accessible Postsecondary Education Committee (APEC; Co-Chair)
- Applied Social Psychology
- Applied Social Psychology Training Committee (Interim Chair)
- Aspire Strategic Plan Implementation Committee
- Aspire Strategic Planning Committee
- Aspire Strategic Planning Working Group, Community & Campus Engagement (Co-Chair)
- Aspire Strategic Planning Consultation EDI and Anti-Racism Sub-Committee
- Center for Teaching and Learning Appointments Committee (Chair)
- Centre for Teaching and Learning Curriculum Development Team
- Centre for Teaching and Learning LMS Support Team
- Centre for Teaching and Learning Renewal Tenure/Permanence, Promotion Committee (Chair)
- Centre for Teaching and Learning Renewal Tenure/Permanence, Promotion Criteria
- Centre for Teaching and Learning Travel Grant Committee
- Centre on Learning Innovation Fund Selection Committee (Chair)
- Classroom Prioritization Committee
- CUPE Curriculum Coordinator Hiring Committee
- CUPE 1393 Professional Development Committee
- Dean's Council (Extended Membership)
- Delegated Research Ethics Board for SoTL and Education (SoTL-E) Committee
- EDID Senate Subcommittee
- Educational Leadership Award Selection Committee (Co-Chair)
- Emergency Preparedness Committee (Chair)
- Footprint Reduction and Environmental Preservation Working Group
- FAHSS Kate McCrone Teaching Award Selection Committee
- Faculty of Kinesiology Graduate Mentorship Award Selection Committee
- Faculty of Kinesiology Wayne Marino Teaching Excellence Award
- Faculty of Science Roger Thibert Teaching Excellence Award Selection Committee
- GA/TA Awards for Educational Practice and Leadership Selection Committee

- GA/TA Network Hiring Committee
- Graduate Teaching and Learning Fellowship Program Hiring Committee
- Incubator/CUBE Committee
- Indigenous Caucus
- Indigenous Educational Council
- Indigenous History Month and Orange Shirt Day Committee
- Indigenous Working Scholars Group
- HK Accessible Ramp Committee
- HK Ramp Construction Committee
- LMS Advisory Committee (Chair)
- LMS Co-op Student Hiring Committee (Chair)
- LMS Data Governance Pilot Group
- LMS Implementation Committee (Training Lead; Communication Co-Lead)
- LMS Policy Committee (Chair)
- LMS Review and Implementation Project (Co-Chair)
- LMS Steering Committee (Co-Chair)
- LMS Student Co-Op/LMS Support Team
- LMS Team (Co-Chair)
- Mental Health Committee
- Microcredentials Working Group
- New Faculty Orientation Planning Committee (Co-Chair)
- New Program Steering Committee
- Office of Open Learning Dr. Alan Wright Award for Exemplary Digital Teaching Adjudication Committee
- Office of Open Learning Renewal Tenure/Permanence, Promotion Committee
- Pow Wow Internal Committee
- Program Development Committee
- PDC Subcommittee, University Program Review (Chair)
- PDC Subcommittee, Indigenizing Curriculum
- Plagiarism/Similarity Checking Tool Review Committee (Co-Chair)
- Provost's Council
- Psychology Council
- Senate
- Skills and Competencies SMA Metric Working Group
- Socio-Behavioural Full Board, Research Ethics Board
- Student Evaluation of Teaching (SET) Taskforce
- Student Perception of Teaching (SPT) Implementation Steering Committee
- Teaching Leadership Chair Selection Committee (Chair)
- Transforming Windsor Law Space Committee
- Turnitin Implementation Committee
- Undergraduate Research Experience Grant Review Committee
- University Teaching Certificate Program Committee
- WUFA AAS/LS Committee
- WUFA Executive Board

External Committees and Representation

- Chittle, L., Member, Teaching Assistant and Graduate Student Advancement (TAGSA)
- Chittle, L., Committee Lead, TAGSA Resources Sub-Committee
- Chittle, L., Member, TAGSA Awards/Conference Sub-Committee
- Chittle, L., Member, TAGSA Communications Sub-Committee
- Galka, A., Advisor, Rotaract Club of Windsor (1918)
- Kecheho, J., Member, Indigenous Curriculum Specialist Network
- Kecheho, J., Member of Can Am Indian Friendship Centre
- Kecheho, J., Member, First Nations, Metis, and Inuit Education
- Kecheho, J., Member, Council of Ontario Educational Developers Indigenous Community of Practice
- Kecheho, J., Member of Chippewa of the Thames First Nation, Crane Clan
- Kustra, E., Advisory Member, Noble International University (NIU)
- Kustra, E., Centre Leaders
- Kustra, E., Council of Ontario Universities Task Force on University Space Transformation, Committee Member
- Kustra, E., International Consortium for Educational Developers (ICED) Global Advisory Group
- Kustra, E., External Reviewer for Tenure Applications, University of Calgary
- Mogyorody, V., Member, Carnegie Community of Practice Working Group
- Mogyorody, V., Member, Art-Windsor Essex External Accessibility Task Force
- Mogyorody, V., Member, CNIB Foundation Southwest Regional Board
- Raffoul, J., Associate Editor, Canadian Journal for the Scholarship of Teaching and Learning
- Raffoul, J., Member, Action Group of Evaluating Educational Development
- Skene, A., Member, Council of Ontario Educational Developers, Curriculum Community of Practice
- Stevens Abbitt, E., Editorial Board Member, Theatre Annual

Peer Review: Journals, Conference Submissions, Grants

- AlterNative
- Canadian Journal for the Scholarship of Teaching and Learning (CJSOTL)
- Canadian Society for the Study of Higher Education Conference
- Journal of Applied Research in Higher Education (JARHE)
- International Journal of Academic Development (IJAD)
- International Journal for Students as Partners
- International Society for the Scholarship of Teaching and Learning (ISSOTL)
- Society for Teaching and Learning in Higher Education (STLHE) Conference
- Teaching and Learning Innovation
- To Improve the Academy (TIA)
- UWill Discover

Associations and Memberships

- American Institute of Architects (AIA)
- Association for Theatre in Higher Education (ATHE)
- Art-Windsor Essex (AWE)
- Can Am Indian Friendship Centre of Windsor
- Council of Ontario Educational Developers (COED)
- Educational Development Community in Canada (EDCC)
- First Nations, Metis, and Inuit Education Association of Ontario
- Higher Education Research and Development Society in Australasia (HERDSA)
- International Consortium for Educational Development (ICED)
- International Society for the Scholarship of Teaching and Learning (ISSOTL)
- Institute for Performance and Learning
- ISW Facilitators Network
- Ontario College of Teachers
- Professional and Organizational Development (POD) Network in Higher Education
- Senior Women Academic Administrators of Canada (SWAAC)
- Society for Teaching and Learning in Higher Education (STLHE)
- Southwestern Ontario Directors
- Staff and Educational Development Association (SEDA)
- Teaching Assistant and Graduate Student Advancement (TAGSA)
- Windsor Region Society of Architects
- Women and Theatre Program (WTP)



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