

CTL Annual Report

July 1, 2010 - June 30, 2011

The Centre for Teaching and Learning
University of Windsor
September 2011



Many CTL employees contributed to the writing of this report.
Thanks to all of you for your contributions.

W. Alan Wright
Vice-Provost, Teaching and Learning

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This report provides an overview of the activities and achievements of the Centre for Teaching and Learning (CTL) at the University of Windsor between July 1, 2010 and June 30, 2011. Among the most significant are:

Earning more than \$140,000 in provincial and University-wide funding to study the impact of CTL programs, and to develop programs at both the undergraduate and graduate level.

Increasing participation across campus: 749 workshop participants engaged in approximately 2,600 hours of professional development; and thousands of faculty, students, and staff worked with Centre staff in one-on-one consultations and extended training sessions on teaching and learning development and technologies.

Attracting a record number of instructors to CTL credit and half courses: the total number of faculty and sessional instructors enrolled in Centre credit courses more than tripled from the previous year.

Significantly increasing the number of career development opportunities for early career faculty, and faculty new to the University: 100% of the faculty hired in the last year participated in workshops and events offered by CTL staff.

Organizing, with Oakland University, the fifth annual Teaching and Learning Conference, which welcomed 183 participants from 24 different institutions across Canada, the United States, and the University of Technology in Jamaica. Seventy-two University of Windsor faculty and students presented at the conference.

Launching the inaugural GATA Network Development Team, who, in just under a year, presented their initiatives at national and international conferences, hosted a blog where students can find teaching tips and upcoming events, and produced the teaching and learning handbook, *Towards Better Teaching*.

Supporting the adoption of CLEW course and project sites, in use by well over 1000 instructors, nearly every student on campus, and 113 non class-based project sites.

Developing the University's highly successful video submission and cataloguing system, Vidsub/Vidcat: University and community members watched over 3,000 videos, 884,820 times, for over 50,000 hours. This represents a 671% increase from the year before.

Technologically upgrading classrooms in Dillon Hall and Memorial Hall, creating the first digital media classrooms on campus.

Promoting and increasing the effective use of asynchronous and in-class learning technologies such as student response systems (clickers), podcasting, and lecture capture.

The Centre for Teaching and Learning (CTL) works in partnership with academic departments, faculty members, staff, and students to enhance the practice, culture, and the scholarship of teaching and learning, and to support the integration of technologies that enhance teaching and learning at the University of Windsor. The current priorities of the Centre are:

- To facilitate and provide opportunities for professional development among faculty, graduate students, and staff based on the understanding that we are all “works in progress.”
- To foster an increasingly learning-centred culture on campus, for example by identifying, tracking, assessing, valuing, and celebrating the achievement of learning outcomes.
- Through collaborative innovation with other departments and faculty, to innovate, diversify, and use technology wisely, including through e-learning, learning management systems, distributed learning, instructional technology, and distance education.
- To celebrate success in teaching and learning and promote the importance of teaching and learning at the University of Windsor, both on campus and beyond.
- To promote critical reflection on pedagogical practice, and to revisit teaching evaluation, honouring the essential distinction between formative and summative evaluation.
- To focus on people and programs that engage with the rich diversity of learners and teachers and consistently promote inclusive practice.

In the 2010-11 academic year, the Centre established a number of programs and initiatives fundamental to meeting the priorities above. The Centre offered professional development services to faculty, graduate students, and staff through workshops and events, consultations and observations, audio and video production services, support for learning technologies, and other forms of leadership.

In order to successfully fulfill its mandate while adhering to 2009-10 University-wide budget realignment, the Centre made a number of changes to its organizational structure in 2010-11. In July 2010, the Centre eliminated the Toldo Health Education Centre's Audio-Visual Technician position and the Instructional Designer position. According to the CUPE 1393 Collective Agreement, the Centre cannot employ students to deliver, pick up, and service audio-visual classroom equipment as long as there are laid off employees who have the skill and ability to perform the available work. As a result, on September 1, 2010, the Centre converted to an audio-visual counter pick-up and drop-off service in place of delivery service for instructors requiring portable audiovisual equipment for their events or classes. In order to reduce the number of managers, and relieve budget constraints, the Centre also eliminated the Director of Teaching and Learning Technologies position in June 2011.

In April 2011, with the Centre's five-year plan coming to an end, the Vice-Provost, Teaching and Learning invited consultants to review the Centre's organization, operations, and contributions to the University. The consultation was carried out by Drs. David Kaufman and Alice Ireland (Simon Fraser University), and Pat Rogers (University of Windsor). The consultants met in face-to-face group and/or individual interviews with 20 members of CTL staff and management, two LMS CLEW Team members from Information Technology (IT) Services, and 28 invited clients and users of CTL services. Additional participants offered feedback via email. Questions focused on CTL strengths and positive impacts, suggestions for improvements, the 'biggest' problem or issue that should be addressed, and ways in which CTL organization and management could improve staff job satisfaction and their ability to effectively contribute to the Centre's mandate. Participants were assured that their comments would be kept anonymous.

At the end of the 2009-10 reporting period, plans were finalized to begin the hiring process of two Ancillary Academic Staff (AAS) to report to the Director, Teaching and Learning Development. Both positions are funded entirely by the conversion of two vacant Program Coordinator positions. This organizational move distinguishes the Centre's operating structure from most other teaching and learning centres in the country. The restructuring means that the operation of the Centre is becoming more aligned with that of academic units across campus. Both positions were filled in July 2010. The 2010-11 organizational chart can be found in Appendix A.

In 2010-11, the Teaching and Learning Development Unit received more than \$140,000 in provincial and University-wide funding to study the impact of their programs and develop programs at both the undergraduate and graduate level. The internationally-recognized University Teaching Certificate graduated its first cohort, and faculty members from Canada, the United States, and Europe expressed interest in joining the program in the 2011-12 academic year. CTL Development staff worked with over 900 individuals representing every academic department on campus. The 749 participants at CTL workshops engaged in approximately 2,600 hours of professional development. In addition, the Centre offered a record number of credit courses, half courses, and individual, departmental, and faculty-wide consultations on teaching and course design. The CTL continued to provide subsidies for pedagogically-related conference travel for faculty, support for teaching-related research projects, and opportunities for faculty to share their research on teaching and learning.

4.1 Teaching and Learning Research Grants

In 2010, CTL researchers received more than \$57,000 in provincial funding to study the impact of their teaching development programs. The two projects were among only 13 granted across the province from the Higher Education Quality Council of Ontario (HEQCO) as part of its initiative to ensure the continued improvement of the post-secondary system.

The first research project, led by Michael K. Potter, will evaluate the effectiveness of the University Teaching Certificate's first certificate, *Fundamentals of University Teaching*, in helping participants build their knowledge of, and comfort with, the building blocks of scholarly teaching. It will also evaluate the effectiveness of the second certificate, *Theory and Practice of Scholarly Teaching*, in helping participants integrate their learning into an individual teaching identity that will drive effective pedagogical activity. Centre staff will partner with the University of Western Ontario on the second research project to assess the impact of Windsor and Western's teaching skills programs for graduate assistants and teaching assistants.

The University of Windsor's leading role in two of these HEQCO-supported projects underscores its strong commitment to providing opportunities for graduate students and university faculty to learn more about effective teaching practices.

Richard Wiggers,
Research Director, HEQCO

In 2010-11, CTL staff also received two of the 16 awarded University of Windsor Strategic Priority Fund grants, together worth more than \$50,000 one-time, and \$36,000 base funding. The first project, led by CTL staff and the School of Social Work, will develop an online learning model for social work education at both the undergraduate and graduate level. The second project, led by CTL staff and the Faculty of Graduate Studies, was awarded to help establish a widely supported graduate assistant/teaching assistant (GA/TA) network across campus, which would facilitate and systematize GA/TA peer mentorship, peer development, and resource sharing in support of improved educational practice. The GATA Network came to fruition in 2011, and to date, the development team has delivered a number of workshops, developed a blog, and launched a teaching and learning handbook, *Towards Better Teaching*. (Section 4.7). The Centre also consulted with faculty members from the Faculties of Engineering, Science, and Arts and Social Sciences on eight of the remaining 14 Strategic Priority Fund grants.

4.2 University Teaching Certificate Program

The University Teaching Certificate (UTC) program is North America's only internationally recognized certificate program for teaching at the post-secondary level. Now in its second year, the program has garnered national and international recognition from organizations such as the Council of Ontario Universities, the Council of Ontario Educational Developers, the Staff and Educational Development Association, the Higher Education Quality Council of Ontario, and the Ontario Undergraduate Student Alliance. The Centre has also received a number of requests from faculty members, both nationally and abroad, to learn about and participate in the program: faculty members from the University of British Columbia, Copenhagen University, and New York Institute of Technology inquired about joining the program in the 2011-12 academic year. The program administrator receives at least two expressions of interest per week from people external to the University of Windsor all year long.

In 2010-11, the UTC graduated its first cohort, celebrating the participants' achievements at the annual Celebration of Teaching Excellence. The graduates expressed a strong desire to register for the second certificate. Many of the program's participants have since been hired for teaching jobs, and other teaching-related work: participants reported that the program contributed to their professional growth and perceived the UTC as a valuable source of professional development that impacts colleagues and students.

Scholarly evaluation and dissemination is ongoing as part of continued quality enhancement of the program. In 2010-11, CTL staff received provincial funding to evaluate the effectiveness of the UTC's first certificate, produced and distributed hundreds of promotional brochures at national and international conferences, networked with faculty from other institutions, and presented program outcomes and rationale to faculty and students at the University's New Faculty Orientation, GATAcademy, and Celebration of Teaching Excellence.

Presently, six early career faculty, eight sessional instructors, eight graduate students, one staff member, and two external faculty members are enrolled in the first certificate of the program. The program is oversubscribed: in fact, the UTC has had a waiting list since its inception. For an overview of the program, please see Appendix B.

4.3 Workshops

In 2010-11, the CTL offered 72 workshops on learning outcomes, assessment, inclusive pedagogies, reflective practice, active learning strategies, student engagement, and learning technologies (Appendix C). Since 2008-9, attendance at Centre workshops increased by 39%: in 2010-11, 749 participants (comprised of 384 unique individuals), representing nearly every faculty on campus, attended CTL workshops, reaching well over 2,600 contact hours. Overall feedback regarding workshop quality averaged 3.8 out of a possible 4. Figures 1 and 2 provide attendance and contact hours by faculty. The Centre publicizes its workshops and events through individual mail-outs, the Daily News, and electronic and hard copy posters. Samples of publicity materials from 2010-11 can be found in Appendix D.

In 2010-11, members of both the CTL's Development and Technologies Units were invited to present at departmental retreats, faculty and graduate student orientations, and campus-wide events hosted by the Faculties of Nursing, Education, Business, Engineering, Graduate Studies, Human Kinetics, Arts and Social Sciences, and the Office of Faculty Recruitment and Retention, the Schulich School of Medicine and Dentistry, the Windsor University Faculty Association, and IT Services. In addition, the Vice-Provost, Teaching and Learning was invited to the University of Technology in Jamaica to present a number of workshops on the enhancement of teaching and learning; and the Director, Teaching and Learning Development, was invited to present four different workshops at the University of Michigan in Ypsilanti, MI, and the Higher Education Quality Council of Ontario, in Toronto, ON. A complete reference list can be found in Appendix E.

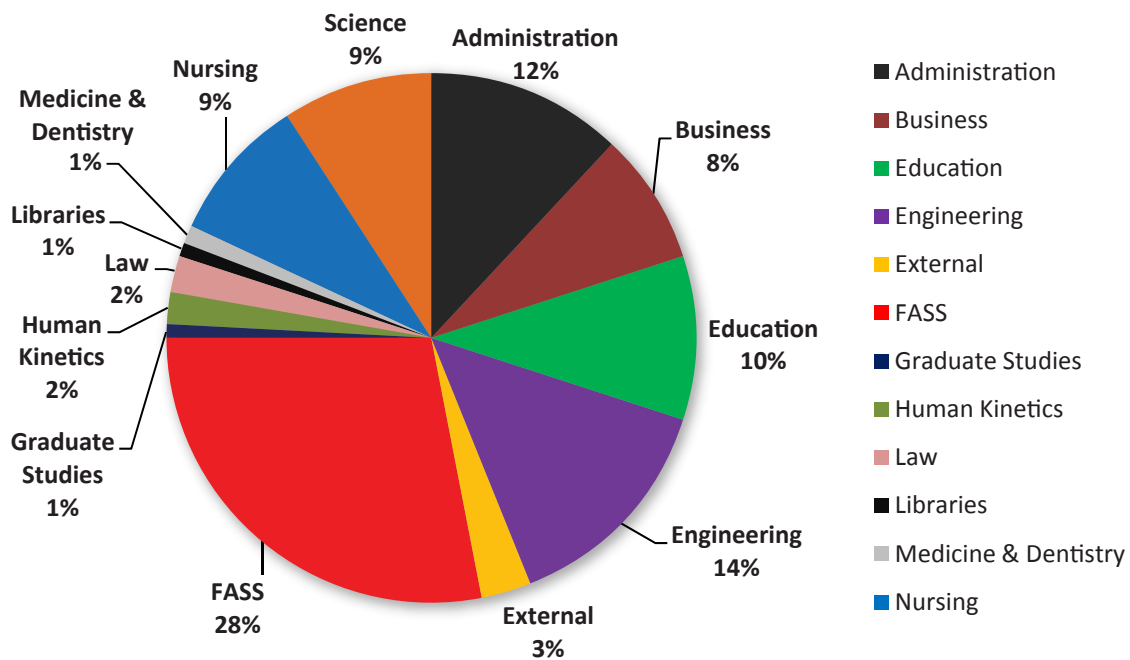


Figure 1: 2010-11 Workshop and Half Course Attendance by Faculty (% of Total Participants)

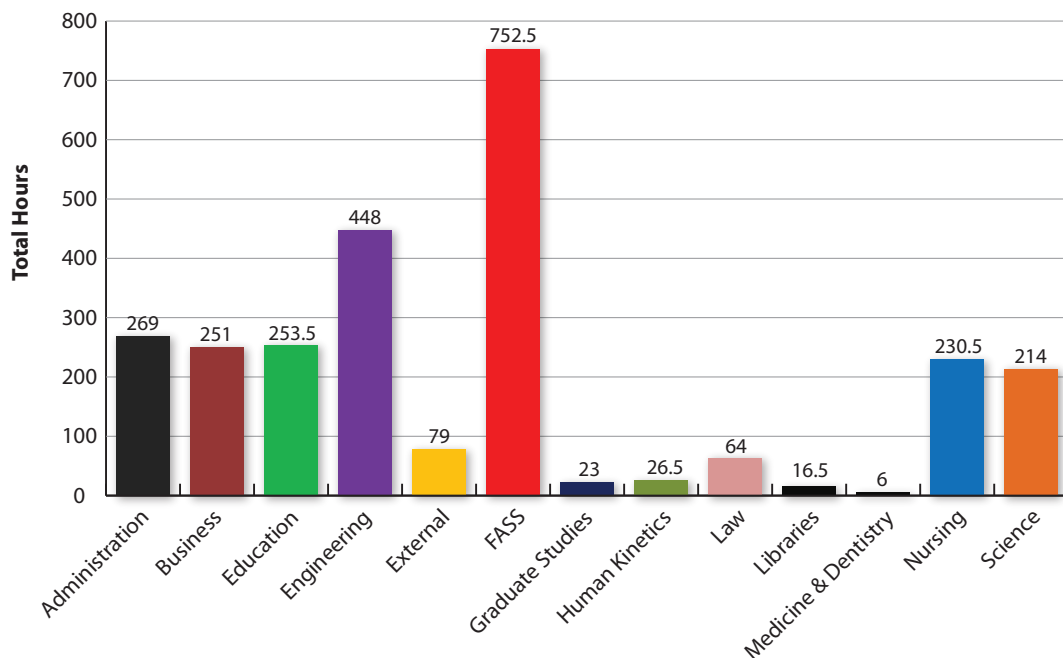


Figure 2: 2010-11 Contact Hours through CTL Workshops and Half Courses by Faculty

4.4 Credit Courses and Program Development

The credit courses *Learning-Centred Teaching in Higher Education* and *Course Design for Constructive Alignment* were again offered through the Faculty of Education to faculty, sessional instructors, staff, and graduate students across campus (Table 1). This year saw an overall attendance increase of 21% from the previous year, as well as an enormous increase in the number of enrolled faculty and sessional instructors: the total number of instructors enrolled in credit courses more than tripled from the previous year. Figures 3 and 4 indicate the distribution of students enrolled in both courses by role and faculty. The courses scored an average 6.5 out of a possible 7 on the Student Evaluation of Teaching Form.

In 2010-11, the Centre increased its non-credit, course offerings to include *Authentic Assessment*, in addition to *Leading Effective Discussions*, *Online Education*, and *Lecturing*. These half courses offer instructors and graduate students opportunities to explore issues and practice techniques in an in-depth fashion.

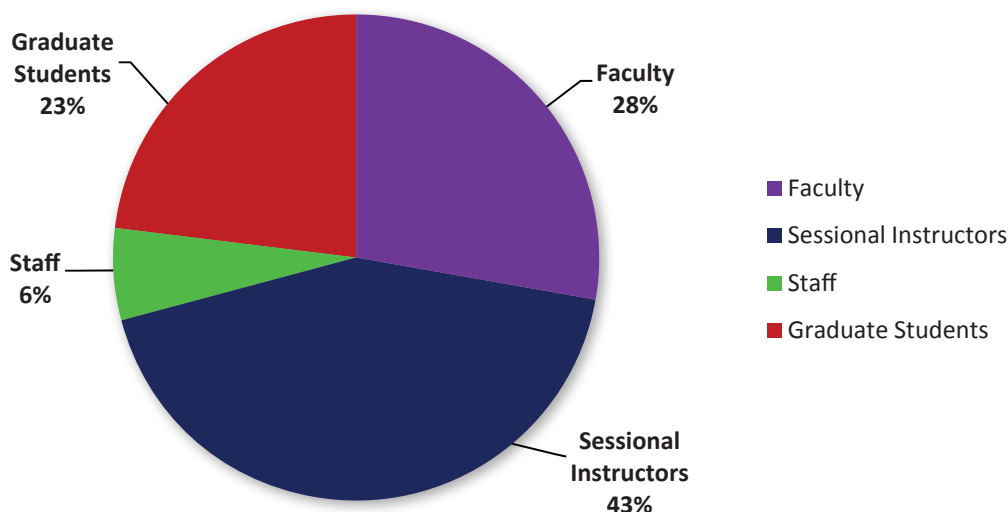


Figure 3: Percentage of Total Students Registered in Credit Courses by Role

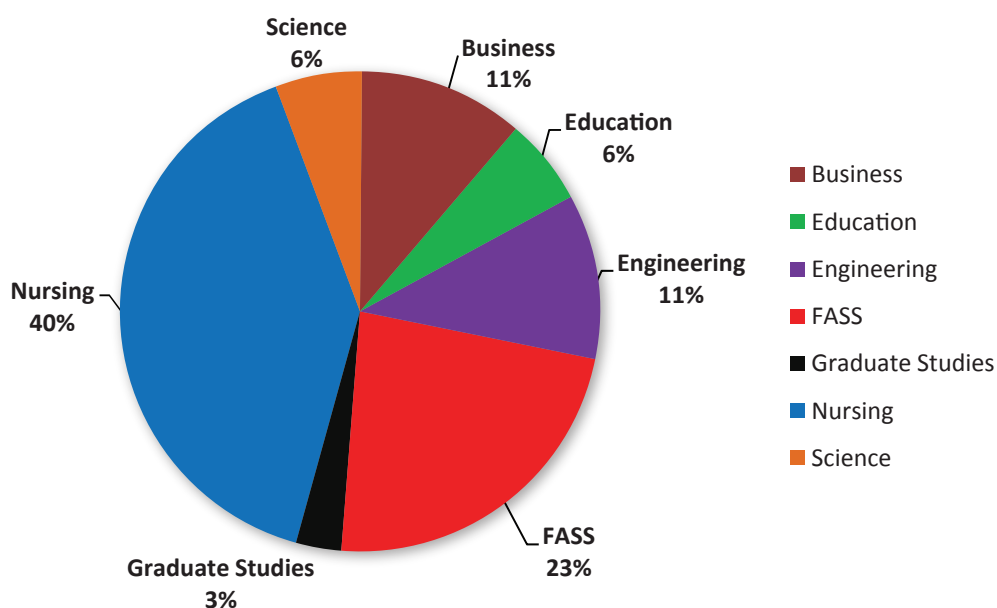


Figure 4: Percentage of Total Students Registered in Credit Courses by Faculty

Table 1: 2010-11 Credit Courses and Half Courses

Course	Classification	Instructor(s)	Enrolment ¹
<i>Learning-Centred Teaching in Higher Education: Principles and Practices</i>	Graduate credit course	Erika Kustra & Pierre Boulos	18
<i>Course Design for Constructive Alignment</i>	Graduate credit course	Michael K. Potter & Erika Kustra	17
<i>Authentic Assessment</i>	6-week half course	Nick Baker & Michael K. Potter	9
<i>Leading Effective Discussions</i>	6-week half course	Erika Kustra	11
<i>Online Education</i>	6-week half course	Nick Baker & Lorna Stolarchuk	14
<i>Lecturing</i>	6-week half course	Pierre Boulos & Michael K. Potter	11

4.5 The Windsor-Oakland Teaching and Learning Conference

The Windsor-Oakland Teaching and Learning Conference is a joint initiative of the two universities, sponsored by both institutions' provosts, and intended to foster collaboration and exchange about innovative and effective teaching among faculty, staff, and students. The University of Windsor welcomed 183 participants from 24 different institutions. Now in its fifth year, the two-day conference has made an impression on faculty from other universities in Michigan and across Canada: this year saw an 18% increase in external registrants. Attendance by Windsor faculty members, sessional instructors, administrators, and students was also higher than any year before.

The 2011 conference explored the theme *Moving Beyond the Traditional Classroom: Engaging Students Through Experience*. Seventy-two members of the University of Windsor community presented at the conference, with 10 from Oakland, and another 42 from institutions across Canada and the United States. The annual Dr. Wilbert J. McKeachie International Poster Prize competition showcased 27 different projects around the theme of experiential learning. Popular vote and the input of an international panel of judges awarded Windsor Drama instructor Esther Van Eek's *(Un)Learning: Rediscovering the Creative Self* and Nursing instructors Debbie Rickeard and Judy Bornais *Drama in Trauma* first prize.

This year also saw many new initiatives. Conference Chair, Michael K. Potter, led participants in a non-traditional opening plenary: *Faculty Feud*, based loosely on the popular game show *Family Feud*, engaged participants in an experiential activity and discussion of a broad range of experiential learning initiatives at the post-secondary level (Figure 5). As a closing plenary, the conference featured the inaugural Experiential Expo, intended to provide a place for universities and colleges in Canada, the United States, and beyond to showcase innovative and successful experiential learning opportunities at their institutions. In keeping with the theme, the Expo showcased experiential learning in a range of ways, including multimedia presentations, hands-on demonstrations, and discussions with representatives from each institution explaining how they support and deliver experiential learning. Representatives included administrators of programs, faculty, clinical/placement coordinators, and students. Both the opening and closing plenaries received positive ratings on the conference evaluation form.



Figure 5: Faculty Feud, Windsor-Oakland Conference

¹ Course enrolment is limited in both credit and half courses.

4.6 Early Career Faculty

In 2010-11, the CTL offered a wide range of support and career development opportunities for early career faculty, and faculty new to the University. Early career faculty are given preference in a range of limited enrolment events like the Instructional Skills Workshop, the Teaching Dossier Academy, and the Summer Series on Teaching and Learning: 100% of the faculty hired in the last year participated in workshops and events offered by CTL staff. In August 2010, the Centre offered the *New Faculty Luncheon*, a luncheon held on the first day of the Summer Series on Teaching and Learning to welcome new faculty and provide an opportunity for them



Figure 6: 2010 New Faculty Luncheon

to meet each other, members of the CTL, and the broader University community (Figure 6). The CTL also hosts and supports a number of learning communities, including the CLEW, Enhancing the Classroom Learning Environment, and AAS learning communities. These are places for instructors to explore new ideas and approaches in teaching, share their experiences, and support each other. In July 2010, members of the CTL presented and/or co-presented six workshops at the Office of Faculty Recruitment and Retention's annual New Faculty Orientation (Appendix E).

4.7 Graduate Student Support and GA/TA Programs

In addition to regular CTL workshops and events, the Centre increased its offerings to graduate students, graduate assistants (GAs), and teaching assistants (TAs) to include two GATAcademies, a certificate program in university teaching, two credit courses, four half-courses, a GA/TA learning community, individual consultations, and a new GATA Network.

GATAcademy is a professional development event for GAs and TAs. Workshops feature material and activities for both new and experienced GAs/TAs. Topics addressed include GA/TA professionalism, grading, facilitating discussions, lecturing, and mentoring/tutoring. The event is supported by the CTL, and the Faculties of Arts and Social Sciences, Science, and Engineering. GATAcademy has been steadily growing to include more faculties since its inception in 2008: this year, the Faculty of Engineering joined the Faculty of Science, and Faculty of Arts and Social Sciences. A total of 143 GAs and TAs attended the GATAcademies in 2010. In 2010-11, Centre staff also collaborated with the Faculty of Graduate Studies on their annual GA/TA Orientation.

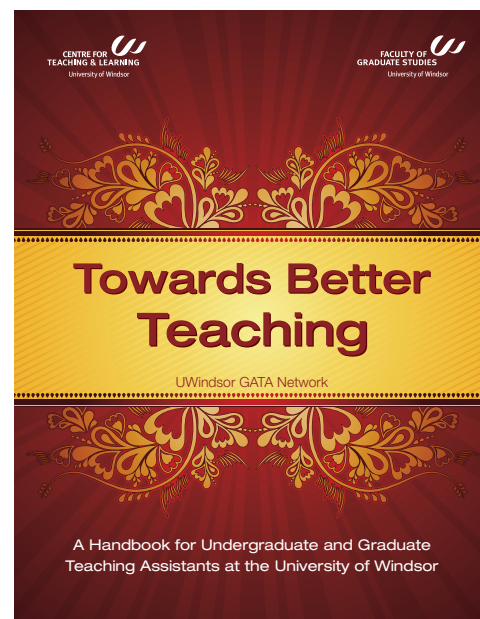


Figure 7: GATA Network Handbook Cover

In 2010-11, the CTL and the Faculty of Graduate Studies established the GATA Network, a team of three graduate students who support GAs and TAs across campus, introducing them to mentors and resources to improve their pedagogical knowledge and skills. In 2010-11, the team presented their initiatives at a national and an international conference, and delivered workshops and practice sessions on teaching and learning issues graduate students may face. The Network also hosts social networking sites, including a blog, where students can find tips, videos, profiles of Windsor GAs and TAs, and information about upcoming events. The reporting period also saw the launch of the GATA Network's teaching and learning handbook, *Towards Better Teaching* (Figure 7). The handbook, which will also be available online, serves as a resource manual to support GAs and TAs in their teaching development. Topics include preparing lectures, leading discussions, marking papers, and facilitating laboratory sessions. Faculty members, librarians, administrators, learning specialists, and graduate students contributed to this year's handbook.

The CTL continued to offer the GA/TA Learning Community. GAs and/or TAs met bi-weekly to share experiences and advice, take advantage of professional development opportunities, and generally work together as teachers in a supportive environment. GAs and TAs can also request classroom observations and individual consultations, and are always invited to participate in Centre workshops and events (see Appendix C for a complete list of workshops and events).

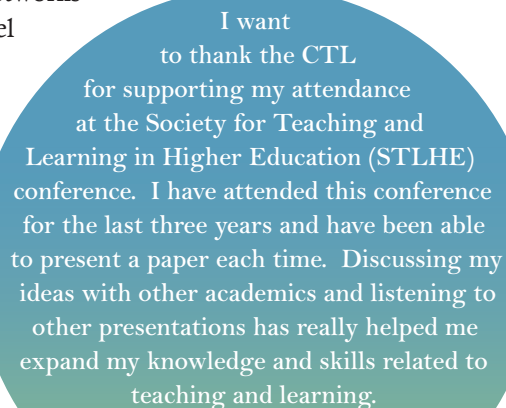
4.8 Educational Consultation

In 2010-11, CTL Development staff conducted well over 700 individual consultations with members representing every faculty on campus for more than 1500 contact hours on topics like curriculum and learning outcomes development, teaching dossiers, educational research and career planning, and learning technologies. In addition to these one-on-one sessions, CTL staff provided a number of classroom observations to teaching staff in the Faculties of Arts and Social Sciences, Nursing, and Law. These observations afford instructors the opportunity to assess the quality of student learning in their classrooms, and their role in facilitating that learning.

The CTL also offers support for establishing learning outcomes for new and existing courses and programs. The Vice-Provost, Teaching and Learning, chaired the Subcommittee on Program and Course Development, providing direct input into the process of course and program development. CTL staff systematically contacts all faculty members submitting programs through the course proposal process to ensure they receive the support they need to develop clear learning outcomes.

4.9 Support for Research into Teaching and Scholarly Inquiry

In 2010-11, the Centre made significant progress in creating networks of teaching and learning scholars through distributions lists, travel funding, teaching and learning grants, publications, and national and international conference presentations. More than 350 members of the University's academic community now receive regular digests of scholarship of teaching and learning (SoTL) calls for proposals, grant competitions, national and international conference announcements, and publication opportunities. The CTL also coordinates travel and funding for local, regional, and national teaching and learning conferences; priority is given to faculty who are presenting at conferences. In 2010-11, 22 faculty members from 13 distinct departments and faculties received CTL travel grants. Figure 8 details travel grants awarded by faculty.



I want to thank the CTL for supporting my attendance at the Society for Teaching and Learning in Higher Education (STLHE) conference. I have attended this conference for the last three years and have been able to present a paper each time. Discussing my ideas with other academics and listening to other presentations has really helped me expand my knowledge and skills related to teaching and learning.

James Coyle,
School of Social Work

The purpose of the Centred on Learning Innovation Fund (CLIF) is to stimulate the development, implementation, and assessment of innovative projects that increase student engagement and success at the University. Faculty members can apply to receive up to \$2,500 for teaching and learning projects related to a theme chosen annually. Since its launch in 2007, the CTL has awarded 38 CLIF grants to faculty members and staff across campus. The many projects that have emerged from this initiative include national and international conference presentations, scholarly journal articles, course materials, and books. In 2010-11, CLIF applications focused on assessment at the University of Windsor. The CTL received 13 applications centred on online assessment, assessing student engagement, evaluating course curriculums, and measuring the efficacy of programs.

Centre staff are active in teaching and learning research, further enhancing the University's reputation for scholarly inquiry through presentations at national and international conferences, representation on a number of provincial bodies and committees, and publications in internationally-known SoTL journals. Topics include independent learning, learning technologies, assessment, the University's internationally-recognized, post-graduate teaching certificate, and alternative teaching methods. The CTL also collaborates with the academic community on a day-to-day basis through activities such as the New Faculty and Graduate Student Orientations, the Science Rendezvous, video production and photography projects for high profile campus and community events, ongoing discussions with the international Sakai community regarding the University's learning management system, and presentations and publications with faculty and staff. Centre staff are extremely active on campus and external committees and review boards. Please see Appendix E for a complete list of CTL staff publications, presentations, grants, committees, and memberships.

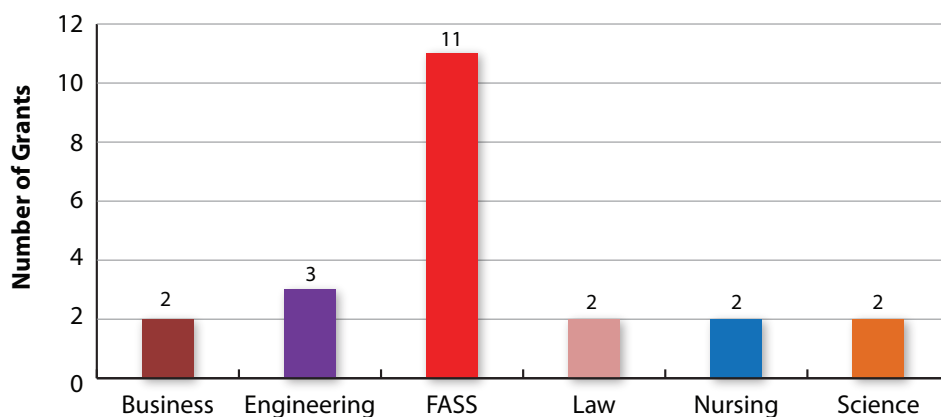


Figure 8: Travel Grants Awarded in 2010-11 by Faculty

4.10 Visiting Fellows in Educational Development Program

The Centre's Visiting Fellows in Educational Development program is unique in Canada, eliciting great interest among teaching and learning centre directors and educational developers across the globe. Several universities are now examining the possibility of replicating the program. In the four years since its inception, the Centre has hosted 22 fellows from Australia, Belgium, Canada, Jamaica, South Africa, the United Kingdom, and the United States. Visiting fellows offer workshops, consult with faculty and administrators, collaborate on institutional and inter-institutional research, and work closely with CTL staff, providing new perspectives to enrich program development at the University. This year's international cohort was able to provide expert knowledge on synchronous and asynchronous learning tools, learning-oriented assessment, critical thinking, and facilitation skills. This program provides many opportunities to establish the Centre's, and the University's, reputation in a global network of institutions focused on teaching and learning improvement. In 2010-11, the Centre hosted eight Visiting Fellows (Table 2). The application process is highly competitive. By the end of this reporting period, the Centre had filled positions through September 2013.

Table 2: 2010-11 Visiting Fellows in Educational Development

Name	Role	Institution
Patsy Paxton	Senior Researcher, South African Tertiary Education Development Project	Nelson Mandela Metropolitan University, South Africa
Sue Purnell	Academic Developer, Centre for Lifelong Learning	University of Liverpool, UK
Louise Sauvé	Professor, UER Éducation at TÉLUQ	Université du Québec à Montréal (UQAM), QC
Charles D. Morrison	Professor, Faculty of Music	Wilfrid Laurier University, ON
Jan Sobocan	Instructor, Faculty of Education	University of Western Ontario, ON
David Kaufman	Professor, Faculty of Education	Simon Fraser University, BC
Cynthia Onyefulu	Senior Lecturer, Faculty of Education	University of Technology, Jamaica
Winsome Russell	Associate Vice President, Academic Management and Quality Assurance	University of Technology, Jamaica

4.11 Recognition of Teaching Excellence

Recognizing and rewarding important achievements, innovations, and practices that leading instructors bring to the classroom helps to establish a standard of quality at the University. The CTL recognizes teaching excellence in many ways: celebrating teaching and learning achievements at the annual Celebration of Teaching Excellence; coordinating the submission of external teaching awards; supporting the development of teaching awards at the departmental, faculty, and campus-wide level; establishing the GA/TA Awards for Educational Practice and Educational Leadership; offering events like the Teaching Dossier Academy; and consulting with faculty members on dossier development.

Over 200 University administrators, instructors, and students honoured 2010-11 teaching and learning achievements at the annual Celebration of Teaching Excellence on November 10, 2010. Hosted by the Office of the Provost and the Centre for Teaching and Learning, the event celebrated teaching award winners from the faculties of Arts and Social Sciences, Engineering, Human Kinetics, Law, and Science, and the Odette School of Business. The CTL-produced video presentations featured provincial and international award winners, and a poster session highlighted teaching and learning research and development projects supported by CLIF. The UTC program's first graduates were presented with certificates. Guests received a souvenir booklet, which featured the award winners, CLIF projects, and UTC graduates, including photos and quotes from colleagues and students (Figure 9).

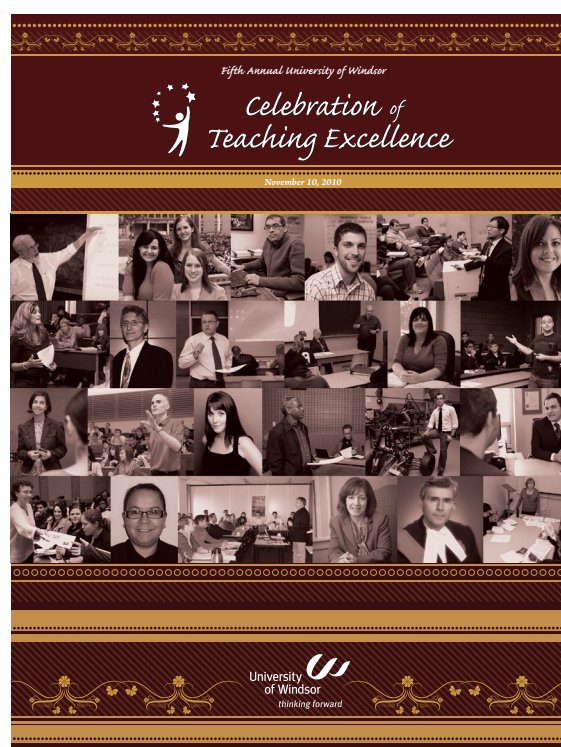


Figure 9: Fifth Annual Celebration of Teaching Excellence Program Cover

In 2010-11, the CTL presented the second annual GA/TA Award for Educational Practice and the GA/TA Award for Educational Leadership to celebrate and raise awareness of the excellence of GA/TA contributions on campus. Both awards recognize and honour exemplary GAs and TAs who contribute to a positive, learning-centred environment at the University. The winners were chosen based on dossier submission and peer review.

The Centre coordinates the submission of external teaching and learning awards at the provincial, national, and international levels. External recognition of Windsor's instructors positively contributes to the University's reputation. In 2010-11, the Centre coordinated one Ontario Confederation of University Faculty Associations (OCUFA) Teaching Award nomination. Donald Leslie (School of Social Work) received an OCUFA Teaching Award in 2010, and Dean Bob Boucher (Faculty of Human Kinetics) received the North American Society for Sport Management Educator Award in 2011 (Figure 10). In 2010-11, Centre staff consulted with three faculties about the development of departmental and faculty-wide teaching awards.

In order to help teaching staff receive recognition for their teaching both internally and externally, the CTL provides teaching dossier support to instructors in the form of workshops, one-on-one consultations, and its annual Teaching Dossier Academy. The Teaching Dossier Academy is designed to provide background information, workshops, peer consultation, and extensive expert individual consultation to support the development of participants' professional teaching portfolios over a period of five days. The Academy is always well attended and oversubscribed: 16 University of Windsor instructors and three students participated, and 5 external faculty from across Canada, the United States, and Jamaica participated in the third annual event.²

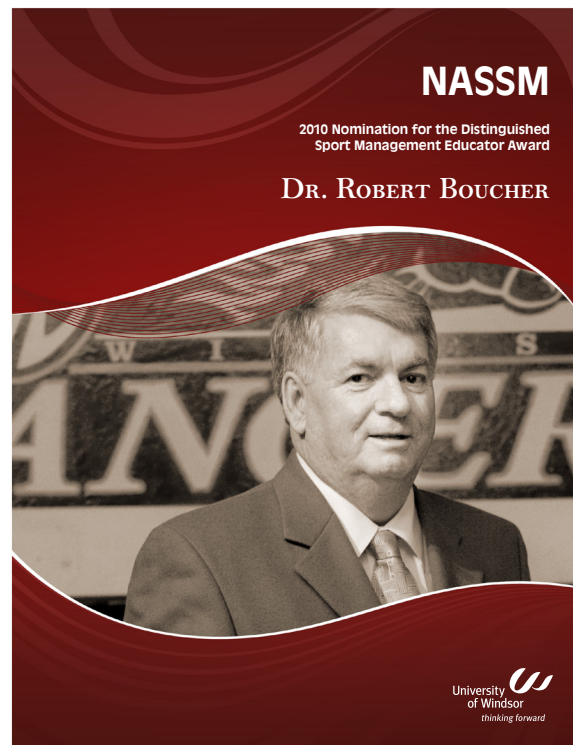


Figure 10: Cover of the Distinguished Sport Management Educator Award Nomination

² Enrolment for the Academy is limited to 20-25 participants.

In 2010-11, the CTL's Teaching and Learning Technologies Unit conducted thousands of individual and group consultations with faculty, students, and staff representing every faculty on campus, on CLEW, the use of in-class and asynchronous learning technologies, the installation of classroom technologies, videoconferencing, and media production services. Centre staff also delivered more extended training sessions to faculty and students: over 150 faculty members and students from the Faculties of Arts and Social Sciences, and Nursing, and the Odette School of Business engaged in approximately 100 hours of professional development. Session topics included ProTools training, clicker use, camera and lighting techniques, and studio use. In addition, staff consulted with faculty on camera purchases, classroom upgrades, and equipment repairs. The reporting period also saw the creation and launch of the University's user-friendly video submission and cataloguing system, Vidsub/Vidcat, onto which faculty and staff uploaded well over 3,000 videos. Centre staff continued to provide daily support to users of the University's learning management system, and the CTL's videoconferencing rooms, studios, labs, and audiovisual equipment.

5.1 CLEW: Learning Management System (LMS)

Uptake of the University's Sakai-based learning management system (LMS) has increased every year since its inception: now in its fourth year, CLEW has reached every student on campus in every year of study. At any given time during the Fall and Winter semesters, well over 2000 users are concurrently online in CLEW. The learning management system is also used by research, student, and staff groups, and faculty for professional development purposes, including tutorial sites in the Faculty of Science, collaborative projects in Business and Law, and Nursing's Clinical Learning Centre. In 2010-11, CLEW supported 113 project sites, a 20% increase from the year before. Table 3 provides a semester to semester comparison from Winter 2009 to Summer 2011, indicating the percentage of courses with CLEW sites each semester.

Table 3: 2010-11 Percentage of Courses with CLEW Sites ³

Faculty/Program	Winter			Fall			Summer	
	2009	2010	2011	2008	2009	2010	2010	2011
Business	83%	82%	94%	88%	86%	86%	80%	73%
Education	45%	60%	60%	50%	59%	60%	23%	26%
Engineering	47%	56%	64%	38%	52%	60%	47%	49%
FASS	41%	45%	51%	35%	47%	51%	41%	55%
GLIER	0%	0%	33%	0%	0%	20%	50%	0%
Human Kinetics	67%	73%	79%	67%	70%	77%	69%	50%
Inter-Faculty	50%	83%	71%	0%	50%	67%	0%	25%
Law	31%	46%	41%	30%	29%	40%	0%	0%
Nursing	96%	99%	95%	71%	100%	89%	67%	68%
Science	53%	57%	64%	42%	38%	56%	39%	44%
Total	52%	59%	63%	46%	53%	59%	48%	53%

³ SIS data was retrieved from the Office of the Registrar, and CLEW data was retrieved from the CLEW database. Lab sections are excluded, as are sections which exist for administrative purposes and were not available to students.

Primary contact with users in 2010-11 was shared between the CTL's LMS Administrator and Learning Technologies Educational Consultant. The LMS Administrator is generally the point of first contact for instructors using CLEW. In 2010-11, the LMS Administrator provided approximately 300 consultations per week with instructors, and uploaded 299 online quizzes to course sites, consulting with instructors throughout the uploading, converting, and coding process.

The Learning Technologies Educational Consultant is responsible for demonstrating the capabilities of the learning management system and developing a training program for faculty, including group workshops and one-on-one consultations, training materials, and online learning materials.

This year saw a 9% increase in CLEW workshop attendance: 162 instructors, representing nearly every faculty on campus, attended 27 workshops. The Learning Technologies Educational Consultant also delivered an invited session to instructors in the Faculty of Nursing, three external sessions at Brock University, as well as approximately 75 one-on-one consultations with faculty, sessional instructors, and staff.

The LMS CLEW Team, comprised of representatives from CTL and IT Services, deals with all communications, technical, and training issues related to CLEW. Over the last year, the Team reviewed hundreds of calls, emails, and problem reports, in order to uncover recurrent bugs in the system and improve operational efficiency for instructors and students. The determination was made in March 2010 that CLEW would undergo a complete system upgrade in time for the Fall 2011 semester. The upgrade will help improve the functionality of several key tools, and address a number of performance issues in the current version. The CLEW team will also introduce a documentation wiki – an online help system that enables users to search for specific terms, link to other tools, and print instructional documentation (Figure 11). By the end of the reporting period, the Team finalized plans to pilot the upgraded LMS in the CTL's half course, *Online Education*.

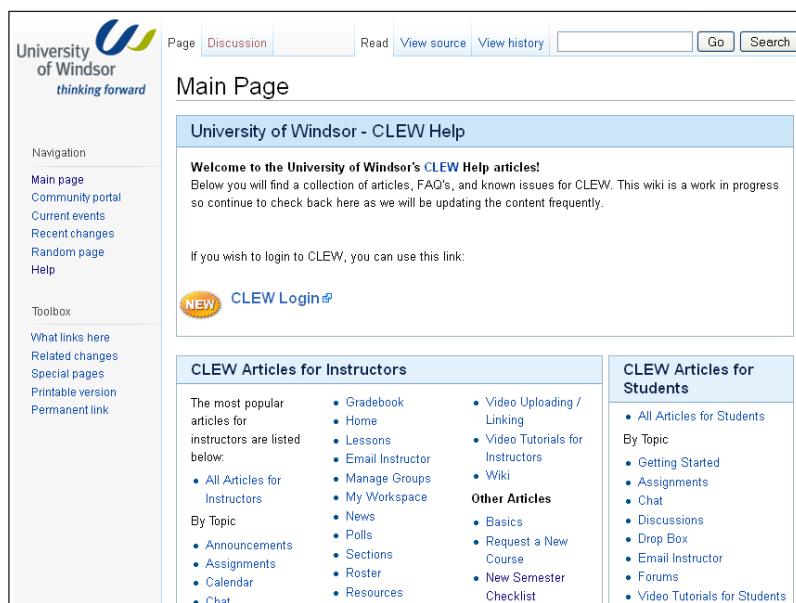


Figure 11: CLEW Wiki

5.2 Classroom Learning Technologies

A key element of the CTL's mandate is to help foster and promote an increasingly learning-centred culture and a user-friendly environment where students are active participants in their learning. Year after year, Centre staff spend countless hours over the summer months renovating classrooms to help achieve this goal, and develop a campus standard for technology-enhanced spaces. In 2010, the CTL partnered with Facilities Services to completely renovate rooms in Dillon (265) and Memorial Hall (109), establishing the first Digital Media classrooms on campus (Figure 12). Each room is equipped with two large projectors on which instructors can display different images and/or videos simultaneously; new consoles with a computer, document camera, BluRay, DVD, and VHS players; and an automated lighting system with motion sensors. In addition to the major classroom renovations in Dillon and Memorial Hall, staff upgraded and/or repaired sound system equipment in the Toldo Health Education Building and sound studios in the Leonard and Dorothy Neal Education Building. The CTL renovated its own Master Control area to better serve the campus. Master Control now has separate areas for videoconferencing, archival and digital video duplication, studio controls, and computer work stations. CTL staff also offered expertise and support through one-on-one and group



Figure 12: Digital Media Classroom

provided approximately 600 instructor consultations per semester by phone, email, or in person, and 50 one-on-one consultations per semester with students preparing for thesis presentations. CTL Technicians and Engineers were also responsible for maintaining classroom multimedia equipment, which involved approximately 20 maintenance or repair tasks per week.

In Spring 2011, the CTL's Media Artist, Applications Programmer, and Photographer began a complete revision of the University's Classroom Database in order to provide instructors with more information about their classrooms. The improved Database will enable instructors to remotely view general-purpose classrooms, identify seating capacity and the types of technology tools available in these classrooms, and request AV equipment. Each classroom entry will consist of a description and photos, installed equipment, notes about special features and uses, and instructions on the use of the installed equipment. The Classroom Database will be launched in Fall 2011.

consultations on the design of classrooms and labs in the Centre for Engineering Innovation building.

The Centre's efforts to improve efficiencies and make the most out of limited resources by installing permanent audiovisual (AV) equipment in classrooms across campus proved to be especially important in 2010-11. In order to meet its budget realignment, as of September 1, 2010, the Centre began providing an AV counter service instead of delivery service for instructors requiring portable AV equipment for their events or classes. Because of this shift, the 2010-11 year saw an 87% increase in AV pickups, which typically included laptops, data projectors, screens, wireless microphones, and cables (Figure 13); and an increase in support calls. The Audio-Visual Technicians

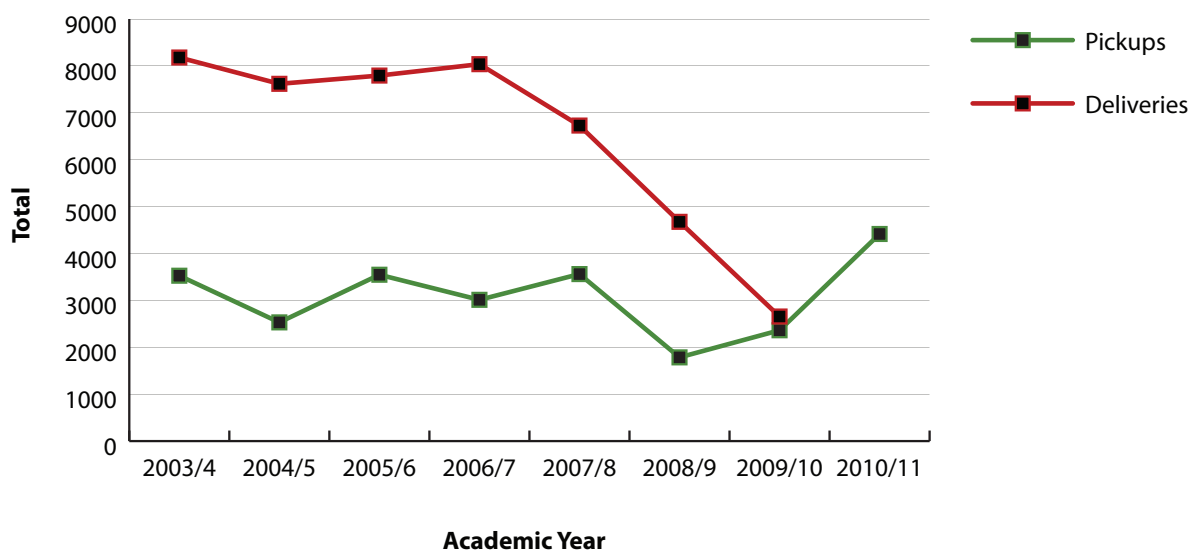


Figure 13: 2003-2011 AV Deliveries and Individual Pickups

5.3 Clickers

Since 2008, the number of instructors using clickers in their classes more than doubled. Centre staff offered 10 well-attended workshops to faculty and sessional instructors (Appendix C). In addition, the Assistant Applications Developer held approximately 150 one-on-one consultations with instructors to help set up clicker software on their computers. Figure 14 reflects clicker use in courses according to department/faculty.

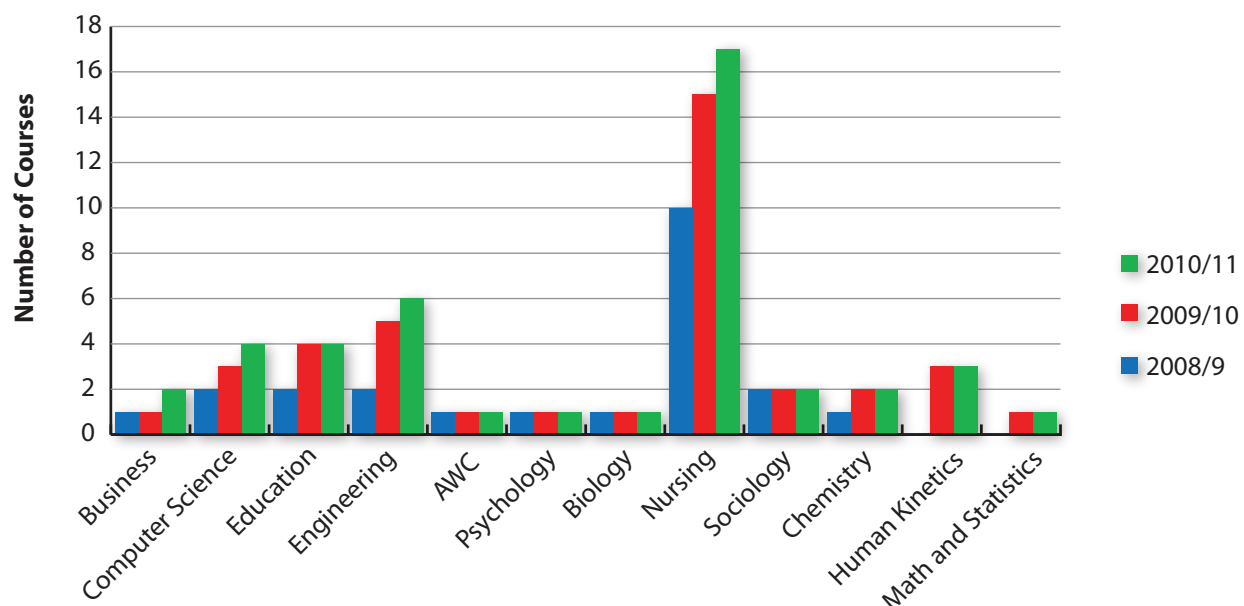


Figure 14: 2008-2011 Clicker Use in Courses by Department/Faculty

5.4 Virtual Collaboration Spaces

In 2010-11, the Centre continued to offer videoconferencing support to the University of Western Ontario Schulich School of Medicine & Dentistry – Windsor Program. The Medical Education Building (MEB) has two multimedia classrooms with full high-definition videoconferencing capabilities, six small group learning suites, and a 48-seat computer lab. The CTL employs a full-time technician in the MEB to effectively support videoconferencing with the University of Western Ontario. The technician also provides one-on-one consultations to instructors on operating the equipment. In addition to the conference rooms in the MEB, the Centre supports videoconferences in Lambton Tower and the Toldo Health Education Centre. In 2010-11, these facilities were primarily used for doctoral and masters' thesis defenses requiring external committee members, and job interviews. Table 4 summarizes videoconferences services from 2007-2010.

Table 4: 2007-2010 Videoconference Services: Lambton and Toldo

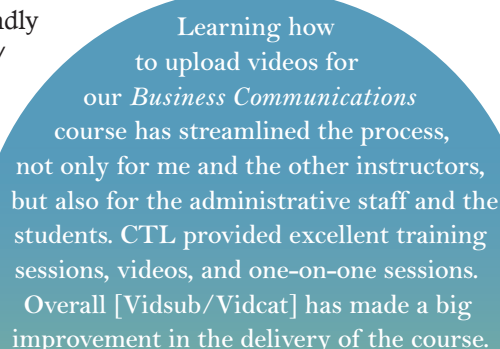
Reporting	Requests	Hours	Tests	Test Hours	Total Calls	Total Hours
2010	120	271	54	36	174	307
2009	136	279	40	24	176	303
2008	235	519	40	32	275	551
2007	125	319	79	113	204	432

Centre staff collaborated with IT Services to test and troubleshoot the videoconferencing software, Polycom CMA Desktop. This video communications tool will enable users to connect with colleagues around the globe, from the convenience of their home or office computer.

In 2010-11, Teaching and Learning Specialist, Nick Baker, with a team of faculty from the Faculties of Arts and Social Sciences, and Engineering, and staff from IT Services and the CTL, researched and planned for future virtual collaborations using synchronous online collaborative learning tools. This multi-disciplinary team developed a comprehensive grid to analyze user needs, and circulated a request for proposals. The committee chose two vendors for piloting in both the CTL half course, *Online Education*, and a graduate-level Social Work course, in Summer 2011.

5.5 Video Catalogue and Submission System

In response to the high demand from faculty to upload and stream videos online, Centre staff developed a highly successful and user-friendly video submission and cataloguing system in 2010-11. The Vidsub/Vidcat system enables users to upload their videos online. In the past, uploading videos took up to two weeks, which meant that many projects were backlogged. The Vidsub/Vidcat system automatically determines the best encoding settings to provide high quality viewing for all users, regardless of their Internet speed and connection; and generates web links that can be added to CLEW course sites or other University of Windsor websites. Users can also create playlists so viewers can watch a sequence of videos, for example, on a single CLEW site. The system currently houses class presentations, lecture captures, CLEW instructional and how-to videos, Convocation ceremonies, campus promotional videos, and distinguished visitor interviews. In the 2010/11 reporting year, the CTL encoded 3,178 videos into the system, a 146% increase from the year before. The system has had an obvious effect on video streaming as catalogued videos are more easily accessible: University and community members watched over 3,000 videos, 884,820 times, for over 50,000 hours. This represents a 671% increase from the year before.



Learning how to upload videos for our *Business Communications* course has streamlined the process, not only for me and the other instructors, but also for the administrative staff and the students. CTL provided excellent training sessions, videos, and one-on-one sessions. Overall [Vidsub/Vidcat] has made a big improvement in the delivery of the course.

Professor Joanne Ramsay,
Odette School of Business

Instructors also uploaded audio recordings of lectures, workshops, and guest speakers to the Internet using an RSS feed. This year, 261 uploaded podcasts were accessed 24,723 times, representing an 11% increase than the year before.

5.6 Video Production

Along with support for annual campus events, such as Convocation and the Celebration of Teaching Excellence, the CTL production team produced a number of high profile videos for the campus community, including:

- Coverage of the Lancer women's basketball team's win of the Canadian Interuniversity Sport championship tournament, which included a series of six short films, and a video capturing highlights of this historic run to the team's first-ever national title.
- Support of Professor Heather Hartley's Eye on Campus project, which has been submitted to Cogeco Cable.

- Video, audio, and photographic support of the Fall and Spring 2011 Convocation ceremonies, which were webcast live, edited for broadcast on Cogeco Cable, duplicated for distribution, and archived online in the Centre's Vidsub/Vidcat system.
- Video coverage of the construction of the Centre for Engineering Innovation building.

See Appendix F for a catalogue of the Centre's 2010-11 videos.

5.7 Photography

Along with support for annual campus events, such as Convocation, first-year Law class photographs, and various departmental staff photography for websites, the CTL photographer was involved in covering special events including:

- Shooting high profile events such as the Celebration of Teaching Excellence and the Research Recognition Awards.
- Documenting the Windsor-Oakland Teaching and Learning Conference.
- Photographic support for special events like the Retirees' Dinner, the Scholarship Donor Thank You Breakfast, and the CTL Dean's Showcase.

5.8 Facility Use

CTL multimedia rooms and studios are used by faculty, students, and staff across campus for classroom instruction requiring multimedia-based learning materials, final projects, public performances, recording production projects, workshops, and photography. The 2010-11 year saw a 28% increase in the use of CTL facilities.

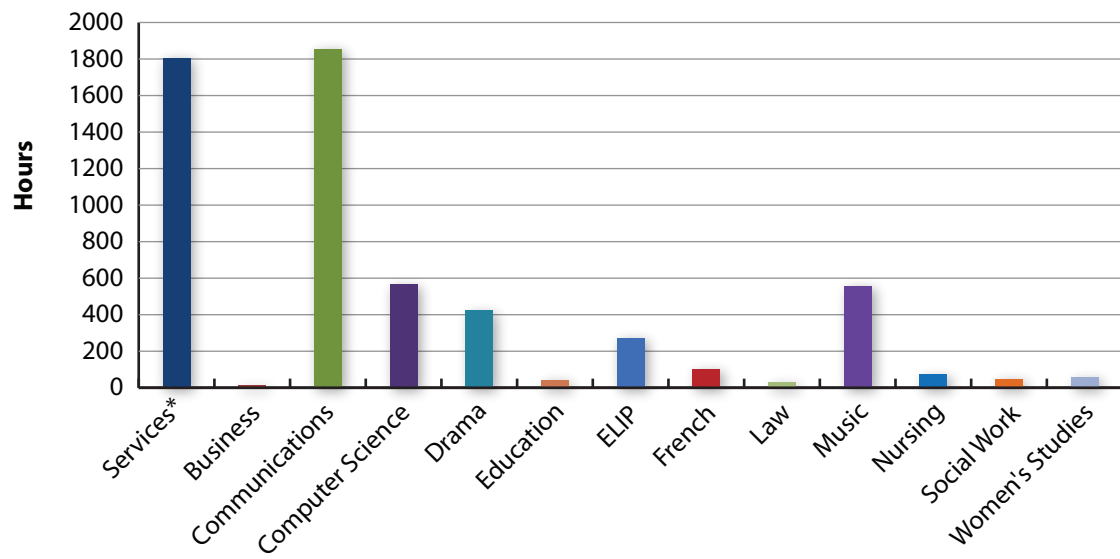
Table 5: Studio and Multimedia Lab Hours

Room	Hours	
	2009-10	2010-11
Production Studios	2698	2794
Sound Studios	890	1998
Multimedia Lab	997	1058
Total Hours	4585	5850

The CTL Multimedia Lab (ER G125) was used primarily by the School of Computer Science for classroom instruction and the Centre for English Language Development for testing. The Lab is supported full-time by a Lab Technician/Assistant Applications Developer, who also provides technology training and support for use of other classroom technologies. The production studios were used primarily by the Department of Communication, Film, and Media Studies for video production labs. The CTL's Operations Technician provided technical support for these classes as well as setup and training sessions on camera work. The Department of Music, School of Dramatic Art, and other non-academic units were also primary users of the two television production studios and three sound studios. Table 5 and Figure 15 provide room use and contact hours by department/faculty.

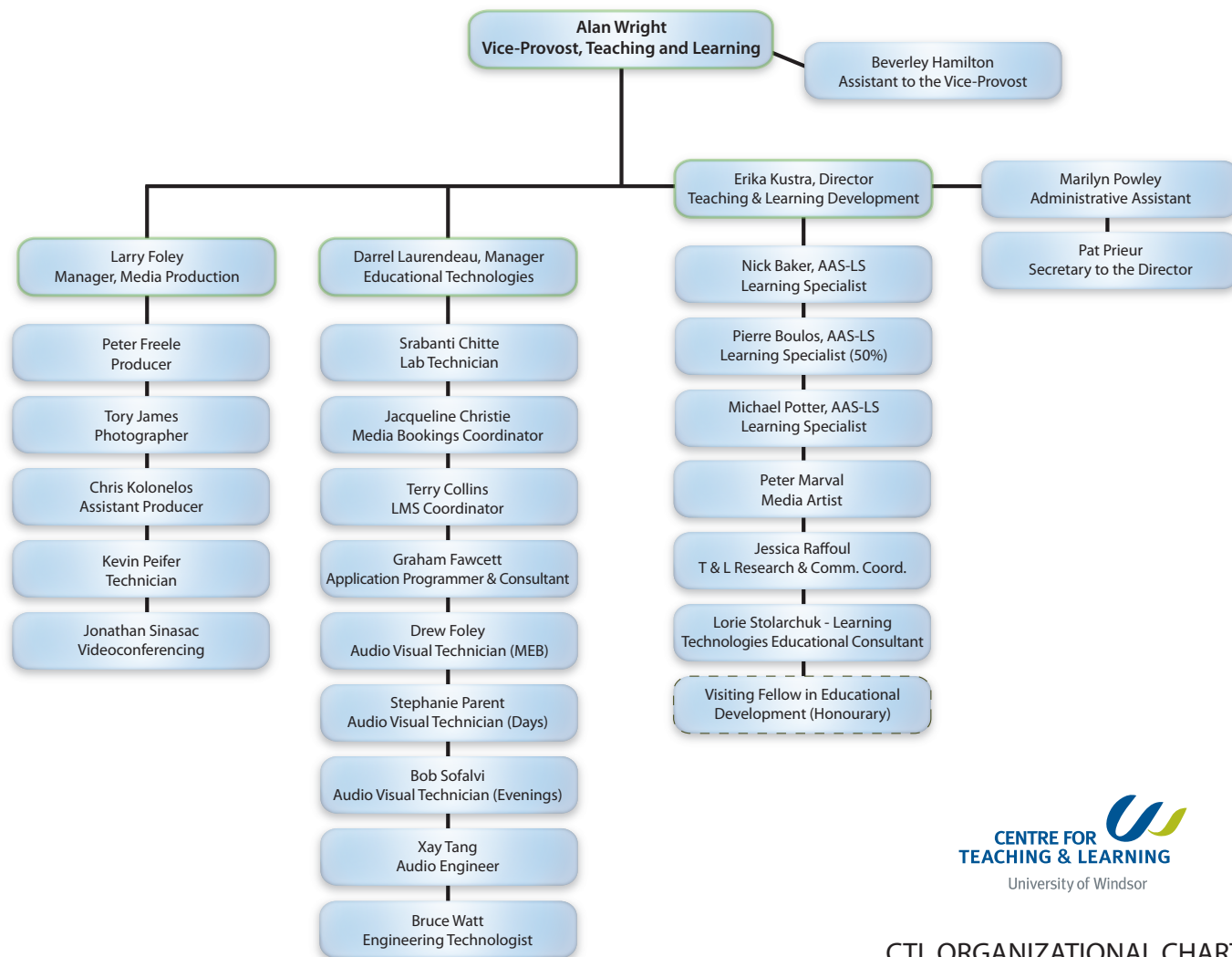
This year the CTL team has greatly expanded the learning opportunities for students in my production courses and for me as a teacher and filmmaker.

Heather Hartley,
Department of Women's
Studies



* Non-academic departments

Figure 15: CTL Facilities Use by Department/Faculty



THE UNIVERSITY TEACHING CERTIFICATE (UTC) PROGRAM

Program Overview

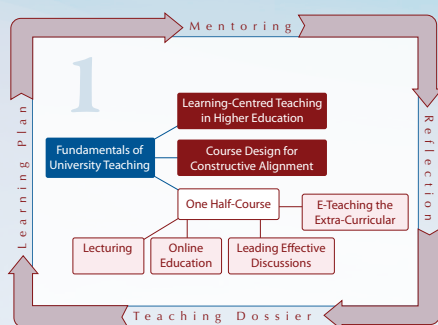
An academic and practical program emphasizing the development of scholarly teaching:

- Evidence-based, theoretically-grounded pedagogy, course design, and assessment.
- Adaptable, flexible, and practical approaches to fostering effective learning environments and deep learning.
- Encouragement and support in applying new learning to current teaching responsibilities.
- Cycles of activity, constructive feedback, and critical reflection facilitating the integration of theory and practice.
- Supported self-direction including responsive mentoring, a personal learning plan, and portfolio-based assessment.

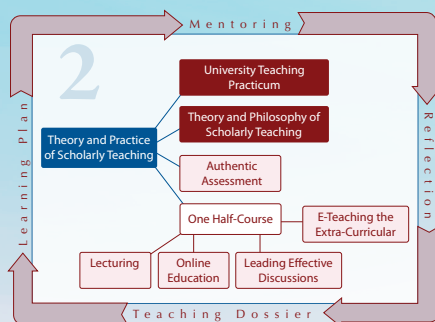
The UTC is a post-graduate academic program. Given a commitment of 5-10 hours per week, participants can complete each independent level in approximately one year. All levels involve reading, study, individual or group assignments, and ongoing, multi-modal assessment. Later levels involve classroom and institutional practice.

The UTC: Core Principles

- All academics have the potential to become more effective teachers.
- Adult learners are best served by environments encouraging autonomous learning and inquiry.
- There are many kinds of effective teaching.
- The best teachers draw upon a store of knowledge and skills to adapt to changing circumstances.
- Critical inquiry, thorough reflection, and informed leadership are fundamental elements of scholarly teaching.



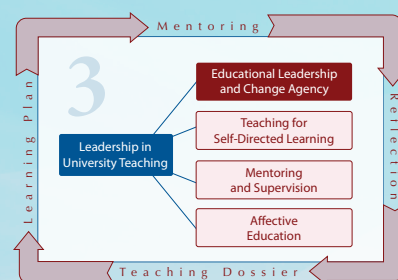
The UTC includes three independent levels with a certificate of completion for each level



International Recognition

Staff and Educational Development Association (SEDA), a UK-based, international academic development network, has formally recognized the UTC program, meaning that its curriculum and instructors have been reviewed and found to be consistent with the organization's rigorous and internationally respected professional development framework for post-secondary teaching and learning. UTC graduates meet internationally recognized standards in teaching and learning. The SEDA network offers many benefits in terms of ongoing program development and inter-institutional exchange.

The UTC is the first SEDA-recognized program in North America.



Title	Presenter(s)*	Duration (hrs)	Attendance
Gradebook Essentials	Lorna Stolarchuk	1.5	6
Gradebook, Feedback, and Quizzes: Conducting and Recording Assessments	Lorna Stolarchuk	2.5	2
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	1.5	4
Invitational Education: What Does This Mean for University Teachers?	Patsy Paxton	2.5	17
Managing Student Work: Using Assignments and Drop Box	Lorna Stolarchuk	2	5
Instructional Skills Workshop	Nick Baker, Judy Bornais, & Erika Kustra	24	6
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	1.5	2
Curious About Clickers?	Srabanti Chitte, Brad Ketelaars, & Lorna Stolarchuk	1	6
Clicker Installation Boot-Camp for Instructors	Srabanti Chitte, Brad Ketelaars, & Lorna Stolarchuk	1	8
Clickers: Reports, Conditional Branching, Teams, and Demographics	Srabanti Chitte, Brad Ketelaars, & Lorna Stolarchuk	1	8
Self Assessment as the Foundation for Developing and Encouraging Independent Learning	Don Woods	3	36
Aim for Student Success: Accessibility in the Classroom	Anne Carrick, Irene Carter, Ken Cramer, Erika Kustra, Donald Leslie, Beth Oakley, Christine Quaglia, Karen Roland, & Lorna Stolarchuk	2.5	6
Encouraging Self-Directed Learning	Jill Singleton-Jackson & Alan Wright	2	18
Using CLEW to Support Independent Learning	Nick Baker & Lorna Stolarchuk	2	9
Tapping Into the Personal Technology Revolution to Support Learner Autonomy	Nick Baker, Pierre Boulos, & Candace Nast	2	15
Using Problem-Based Learning to Develop Independent Learners	Erika Kustra & Maggie Liddle	2.5	19
Creating Assessment Tasks That Support Independent Learning	Nick Baker	2	17
Student Learning Portfolios: Developing, Documenting, and Evaluating the Independent Lifelong Learner	Nick Baker & Erika Kustra	2	17
Curious About Clickers?	Srabanti Chitte, Brad Ketelaars, & Lorna Stolarchuk	1	8
Clicker Installation Boot-Camp for Instructors	Srabanti Chitte, Brad Ketelaars, & Lorna Stolarchuk	1	7
Clickers: Reports, Conditional Branching, Teams, and Demographics	Srabanti Chitte, Brad Ketelaars, & Lorna Stolarchuk	1	7
FASS/Science/Engineering GATAcademy	---	--	143
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	1.5	5
Managing Student Work: Using Assignments and Drop Box	Lorna Stolarchuk	3	6
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	1.5	4
Interactivity: Polls, Forums, and Wiki	Lorna Stolarchuk	2.5	2
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	4

* CTL presenters are in red, University faculty and staff are in blue, visiting fellows are in green, and external presenters are in purple.

Title	Presenter(s)*	Duration (hrs)	Attendance
Gradebook, Feedback, and Quizzes: Conducting and Recording Assessments	Lorna Stolarchuk	2	1
Gradebook Essentials	Lorna Stolarchuk	1.5	3
Gradebook Essentials	Lorna Stolarchuk	1.5	4
Making Group-Work Work: The Challenge of Requiring Group Work for Credit	Sue Purnell	2	14
Smart Board Demo	Lorna Stolarchuk	0.5	2
The Pitfalls of Assessing Group Projects	Nick Baker & Sue Purnell	2	14
Authentic Assessment (half course)	Nick Baker & Michael K. Potter	18	9
CLEW Basics	Lorna Stolarchuk	2	2
Curious About Clickers?	Srabanti Chitte, Brad Ketelaars, & Lorna Stolarchuk	1	5
Clicker Installation Boot-Camp for Instructors	Srabanti Chitte, Brad Ketelaars, & Lorna Stolarchuk	1	3
Clickers: Reports, Conditional Branching, Teams, and Demographics	Srabanti Chitte, Brad Ketelaars, & Lorna Stolarchuk	1	3
Evaluating the Learning Experience: A Strategy for Quality Enhancement	Sue Purnell	3	18
Gradebook Essentials	Lorna Stolarchuk	2	2
Research-Stimulated Strategies for Self-Directed Learning	Sue Purnell & Alan Wright	1.5	12
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	3
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	2
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	6
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	1
Managing Student Work: Using Assignments and Drop Box	Lorna Stolarchuk	3	1
Leading Effective Discussions (half course)	Erika Kustra	18	11
"I Hate Group Work!" Online Education Strategy Workshop for Avoiding That Phrase!	Nick Baker & Lorna Stolarchuk	2.5	8
Smart Board and Clicker Technology in the Classroom	Kyle Pearce & Lorna Stolarchuk	2	14
Online Learning, Teaching, and Research?	Louise Sauvé	2	6
Gradebook Essentials	Lorna Stolarchuk	2	4
Developing Online Educational Games: Platforms for Instructor Use	Louise Sauvé	2	11
Gradebook Essentials	Lorna Stolarchuk	2	1
Clicker Orientation	Lorna Stolarchuk	1.5	1
S@mi-Perseverance: Enhancing Student Perseverance Online	Louise Sauvé	2	8
Synchronous and Asynchronous Learning Tools for Lifelong, Personalized Learning	Louise Sauvé	2	7
Online Education (half course)	Nick Baker & Lorna Stolarchuk	--	14

* CTL presenters are in red, University faculty and staff are in blue, visiting fellows are in green, and external presenters are in purple.

Title	Presenter(s)*	Duration (hrs)	Attendance
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	1
'Boyer Reconsidered:' Fostering Students' Scholarly Habits of Mind and Models of Practice	Charles D. Morrison	1	13
Gradebook Essentials	Lorna Stolarchuk	2	3
Thinking With and Through Assessment and Evaluation	Jan Sobocan	1.5	22
Lecturing (half course)	Pierre Boulos & Michael K. Potter	18	11
Developing Facilitation Skills	David Kaufman	3	17
New Technologies for Teaching and Learning	David Kaufman	3	15
Using Humour in Teaching	David Kaufman	3	19
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	5
CLEW Basics: Accelerated	Lorna Stolarchuk	2	2
5 th Annual University of Windsor-Oakland University Teaching and Learning Conference	---	--	183
Teaching Dossier Academy	---	10	24
Voice, Body, and Presence	Anne Scrimger	3	19
Test Item Writing Workshop	Cynthia Onyefulu	3	10
Improving Reliability and Validity Through the Use of Item Analysis	Cynthia Onyefulu	3	5

* CTL presenters are in red, University faculty and staff are in blue, visiting fellows are in green, and external presenters are in purple.



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Books

Potter, M.K. (in progress). *Noble lies, dangerous truths: How morality impedes education*. New York: Peter Lang Publishing.

Monographs and Annual Journals Edited

Raffoul, J. (Managing Ed.). (2011). *Collected Essays on Learning and Teaching, IV*. Society for Teaching and Learning in Higher Education: Windsor, ON.

Wright, W.A., Wilson, M., Wolstenholme, J., Schofield, M., Paxton, P. (Series Eds.). (2011). *Collected Essays on Learning and Teaching, IV*. Society for Teaching and Learning in Higher Education: Windsor, ON.

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Baker, N., Potter, M.K., Purnell, S., & **Wright, W.A.** (in progress). Drawing them in: An holistic approach to engaging early career faculty in academic development. *International Journal of Academic Development*.

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Potter, M.K. & Keating, B. (2011). Models and experiences in the development of graduate student leadership. *Opportunities and New Directions*, 2, 67-76.

Potter, M.K. & **Kustra, E.** (2011). The relationship between scholarly teaching and SoTL: Models, distinctions, and clarifications. *International Journal for the Scholarship of Teaching and Learning*, 5(1), 1-18.

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Potter, M.K. (in progress). *Teaching as if*.

Potter, M.K. (in progress). *Student-centredness as handmaiden to Narcissus*.

Potter, M.K. (in progress). *The integrity of the whole: An honest approach to academic dishonesty*.

Potter, M.K. & Kustra, E. (in progress). *A shaky foundation? The role of reflective practice in scholarly teaching*.

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Sauvé, L., Debeurme, G., **Wright, W.A.**, Racette, N. et Pépin, K. (2010). Validation d'un dispositif en ligne d'aide à la persévérance aux études postsecondaires. 6e Colloque CIRTA - *Recherche et pratique du e-Learning*, Université Laval, Québec, 16-18 novembre, 4 pages.

Invited Presentations

Bornais, J. & **Boulos, P.** (2010, July). *Preparing for your first day of teaching*. Invited presentation at the New Faculty Orientation, University of Windsor, Windsor, ON.

Carrick, A., **Stolarchuk, L.**, Leslie, D., Carter, I., Quaglia, C., & **Kustra, E.** (2010, September). *Aim for student success: Accessibility in the classroom*. Invited presentation to faculty in the Faculty of Education, University of Windsor, Windsor, ON.

Dalton, J., Ebbett, G., Taylor, R., **Kustra, E.**, & **Boulos, P.** (2011, May). *Teaching, scholarship, and copyright in the digital age*. Invited presentation at Campus Technology Day, University of Windsor, Windsor, ON.

Kustra, E. (2010, August). *Effective communication*. Invited workshop sponsored by the United Way, Windsor, ON.

Kustra, E. (2010, September). *Learning outcomes and assessment rubrics*. Invited presentation to faculty in the Department of History, University of Windsor, Windsor, ON.

Kustra, E. (2010, September). *GATAcademy opening plenary*. Invited presentation to graduate students and teaching assistants at GATAcademy 2010, University of Windsor, Windsor, ON.

Kustra, E. (2010, September). *Graduate student orientation*. Invited presentation to graduate students sponsored by the Faculty of Graduate Studies, University of Windsor, Windsor, ON.

Kustra, E. (2010, September). *Team skills for professionals*. Invited presentation to undergraduate students in the Department of Industrial and Manufacturing Systems Engineering, University of Windsor, Windsor, ON.

Kustra, E. (2011, March). *Assessing the impact of teaching and learning initiatives*. Invited workshop on the role of teaching and learning centres, to educational developers, Higher Education Council of Ontario (HECQO), Toronto, ON.

- Kustra, E.** (2010, December). *Assessment*. Invited presentation to faculty in the Department of Women's Studies, University of Windsor, Windsor, ON.
- Kustra, E.** (2011, February). *Working in teams: Professional skills for engineers*. Invited presentation to undergraduate students in the Department of Civil and Environmental Engineering, University of Windsor, Windsor, ON.
- Kustra, E.** (2011, June). *Teaching patient-centred context: Integration and application*. Invited presentation to the Schulich Medical School, University of Windsor, Windsor, ON.
- Kustra, E. & Baker, N.** (2010, July). *Developing effective course outlines*. Invited presentation at the New Faculty Orientation, University of Windsor, Windsor, ON.
- Kustra, E. & Baker, N.** (2010, July). *Creating a teaching dossier*. Invited presentation at the New Faculty Orientation, University of Windsor, Windsor, ON.
- Kustra, E., Dimitrov, N., Baker, N., Boulos, P., Meadows, K., & Potter, M.K.** (2010, October). *Assessing graduate teaching development programs for impact on future faculty*. Invited presentation to the Higher Education Quality Council of Ontario (HEQCO), Toronto, ON.
- Kustra, E., Drouillard, J., Foley, L., & Laurendeau, D.** (2010, July). *Teaching and learning at the University of Windsor*. Invited presentation at the New Faculty Orientation, University of Windsor, Windsor, ON.
- Kustra, E., Ebbett, G., & Tawfiq, M.** (2011, April). *Copyright panel*. Invited presentation to the Windsor University Faculty Association, University of Windsor, Windsor, ON.
- Kustra, E. & Kerr, G.** (2011, February). *Teaching with cases*. Invited presentation to faculty in the Odette School of Business, University of Windsor, Windsor, ON.
- Kustra, E., McMurphy, S., & Boulos, P.** (2011, May). *Research ethics quality through questions*. Invited by SoTL Academy and SoTL Collaborative Co-Director, Eastern Michigan University, Ypsilanti, MI.
- Kustra, E., Moriarty, S., & Wright, W.A.** (2011, May). *Navigating the mobile classroom*. Invited workshop to the Faculty of Human Kinetics, University of Windsor, Windsor, ON.
- Kustra, E., Tam, E., & Mogyorody, V.** (2011, March). *Learning and teaching in the new CEI spaces*. Invited presentation to the Faculty of Engineering, University of Windsor, Windsor, ON.
- Nast, C., Keating, B., & Santarossa, M.** (2011, May). *The GA/TA Network: Reaching out to teaching assistants*. Invited presentation at Campus Technology Day, University of Windsor, Windsor, ON.
- Potter, M.K.** (2011, February). *Working in teams: Professional Skills for Engineers*. Invited presentation to Faculty of Engineering, University of Windsor, Windsor, ON.
- Potter, M.K.** (2011, March). *Writing your teaching philosophy and developing a teaching dossier*. Invited presentation, University of Windsor, Windsor, ON (Material adapted from a design by N. Baker, Centre for Teaching and Learning, University of Windsor).
- Potter, M.K.** (2011, May). *A feud, a conversation, an experiential opportunity*. Opening Plenary at the fifth annual Windsor-Oakland Teaching and Learning Conference, University of Windsor, Windsor, ON.
- Potter, M.K., Baker, N., Boulos, P., Kustra, E., & Wright, W.A.** (2010, October). *Internationally-recognized University Teaching Certificate (UTC) Program*. Invited presentation to the Higher Education Quality Council of Ontario (HEQCO), Toronto, ON.

- Sinasac, J.** (2010, July). *ProTools assistant training*. Invited session to faculty in the Faculty of Arts and Social Sciences, University of Windsor, Windsor, ON.
- Sinasac, J.** (2010, December). *Communication Studies camera training*. Three invited sessions to students in the Faculty of Arts and Social Sciences, University of Windsor, Windsor, ON.
- Sinasac, J.** (2010, November). *ProTools assistant training*. Invited session to faculty in the Faculty of Arts and Social Sciences, University of Windsor, Windsor, ON.
- Sinasac, J.** (2010, November). *Vidcat & Vidsub training sessions*. Two invited sessions to faculty in the Odette School of Business, University of Windsor, Windsor, ON.
- Sinasac, J.** (2011, January). *Camera skills workshop*. Two invited sessions to students in the Faculty of Arts and Social Sciences, University of Windsor, Windsor, ON.
- Sinasac, J.** (2011, January). *Vidcat & Vidsub training sessions*. Invited session to faculty in the Odette School of Business, University of Windsor, Windsor, ON.
- Sinasac, J.** (2011, February). *Vidcat & Vidsub training sessions*. Invited session to students in the Odette School of Business, University of Windsor, Windsor, ON.
- Sinasac, J.** (2011, March). *ProTools training*. Five invited sessions to students in the Faculty of Arts and Social Sciences, University of Windsor, Windsor, ON.
- Stolarchuk, L.** (2010, July). *CLEW orientation: Seminar 1*. Invited presentation to doctorate students at Brock University, St. Catharines, ON.
- Stolarchuk, L.** (2010, July). *CLEW orientation: Seminar 2*. Invited presentation to doctorate students at Brock University, St. Catharines, ON.
- Stolarchuk, L.** (2010, July). *CLEW orientation: Customized session*. Invited presentation to doctorate students at Brock University, St. Catharines, ON.
- Stolarchuk, L.** (2010, July). *Collaboration Learning Environment Windsor (CLEW) and teaching technologies*. Invited presentation at the New Faculty Orientation, University of Windsor, Windsor, ON.
- Stolarchuk, L.** (2011, January). *CLEW basics Nursing orientation*. Invited presentation to Faculty of Nursing instructors, University of Windsor, Windsor, ON.
- Stolarchuk, L.** (2011, January). *SmartBoard and clicker technology in the classroom*. Invited presentation to Faculty of Education faculty and students, University of Windsor, Windsor, ON.
- Stolarchuk, L., Baker, N., & Boulos, P.** (2011, May). *Hang on, it gets better! Effective eLearning early course strategies using CLEW and other open-source software*. Invited presentation at Campus Technology Day, University of Windsor, Windsor, ON.
- Wright, W.A.** (2010, September). *Engaging MORA for the self-directed learner: Motivation, Ownership, Responsibility, and Autonomy*. Keynote public lecture presented at the Terra Nova Hotel for the University of Technology, Jamaica. Kingston, Jamaica.
- Wright, W.A. & MacKinnon, G.** (2011, January). *The enhancement of teaching and learning*. An invited workshop series for the University of Technology, Jamaica. Kingston, Jamaica.
- Wright, W.A., MacKinnon, G., & Burgess, N.** (2010, September). *The learning-centred environment*. An invited workshop series for the University of Technology, Jamaica. Kingston, Jamaica.

Conference Presentations

- Baker, N.** (2011, June). *Challenges and benefits of open source vs. commercial learning management systems in higher education: Is this the right question and does it really matter to students?* Roundtable discussion at the annual conference of the Society for Teaching and Learning in Higher Education, University of Saskatchewan, Saskatoon, SK.
- Baker, N. & Boulos, P.** (2011, May). *Tapping into the personal technology revolution to support learner autonomy.* Presentation at the annual conference of the Scholarship of Teaching and Learning Academy, Eastern Michigan University, Ypsilanti, MI.
- Baker, N., Boulos, P., & Stolarchuk, L.** (2011, May). *Follow the yellow brick road: Effective early course strategies in eLearning.* Poster presented at the annual Windsor-Oakland Teaching and Learning Conference, University of Windsor, Windsor, ON.
- Keating, E., **Kustra, E.**, Nast, C., & Santarossa, M. (2011, June). *Models of collaboration: Change on a shoestring budget.* Presentation at the annual conference of the Society for Teaching and Learning in Higher Education, University of Saskatchewan, Saskatoon, SK.
- Potter, M.K. & Boulos, P.** (2011, June). *Reconstructing constructivist pedagogy in higher education: Getting the epistemology right.* Pre-conference workshop presented at the annual conference of the Society for Teaching and Learning in Higher Education, University of Saskatchewan, Saskatoon, SK.
- Potter, M.K. & Kustra, E.** (2011, May). *Persuasion, propaganda, and pedagogy: Exploring SoTL advocacy.* Workshop presented at the annual conference of the Scholarship of Teaching and Learning Academy, Eastern Michigan University, Ypsilanti, MI.
- Potter, M.K. & Kustra, E.** (2011, February). *A shaky foundation? The importance of reflective practice in scholarly teaching.* Presentation at the annual conference of the Educational Developers Caucus, Algoma University, Sault St. Marie, ON.
- Stolarchuk, L. & Boulos, P.** (2011, February). *Hang on, it gets better! Effective eLearning early course strategies.* Presentation at the annual conference of the Educational Developers Caucus, Algoma University, Sault St. Marie, ON.

Grants

- Centre for Teaching and Learning & Faculty of Graduate Studies. *Establish GA/TA Network-Foundational Professional Skills for Graduate Students.* Strategic Priority Fund, University of Windsor, \$17,000 one-time, \$36,000 base.
- Dimitrov, N. & Kustra, E., with Meadows, K., Boulos, P., & Potter, M.K. (2010). *Assessing graduate teaching development programs for impact on future faculty.* Higher Education Quality Council of Ontario (HEQCO) Grant, \$37,970.63.
- Kustra, E. & Angell, B. (2010-11). *Developing asynchronous models of education in Social Work.* Strategic Priority Fund, University of Windsor, \$37,000.
- Potter, M.K. with Kustra, E., Boulos, P., Baker, N., & Wright, W.A. (2010). *Canada's first internationally recognized University Teaching Certificate program.* Higher Education Quality Council of Ontario (HEQCO) Grant, \$21,500.

Research Teams

- Assessing Graduate Teaching Development Programs for Impact on Future Faculty**, Research Team: Erika Kustra, Nick Baker, Pierre Boulos, & Michael K. Potter, University of Windsor, collaborating with Nanda Dimitrov, & Ken Meadows, University of Western Ontario.

Instructional Skills Workshop Impact, Research Team: Erika Kustra, University of Windsor; Judy Britnell, Ryerson University; and Deb Dawson, University of Western Ontario.

Mapping the Canadian ED Landscape: Demographics and Practices of Post-Secondary Educational Development Centres, Research Team: Nicola Simmons, University of Waterloo; Erika Kustra and Michael K. Potter, University of Windsor; Ruth Rodgers, Durham College/VOIT; Anne Scrimge, Mount Royal College; and Janet Z-K Wolstenholme, University of Guelph.

Program and Impact Assessment: University Teaching Certificate and Graduate Teaching Assistant Programs, Research Team: Michael K. Potter, Pierre Boulos, W. Alan Wright, Nick Baker, & Lorna Stolarchuk, University of Windsor, 2009-Present.

Scholarly Teachers and the Scholarship of Teaching and Learning, Research Team: Erika Kustra, University of Windsor; Paola Borin, Ryerson University; and Lynn Martin, Sue Vajoczki, Philip Savage, and Faria Sana, McMaster University.

External Committees

- Baker, N., Member-at-Large, STLHE Board
- Kustra, E., Advisory Member: Noble International University (NIU), USA
- Kustra, E., Ryerson University Teaching Award Committee
- Kustra, E., Secretary, Educational Developers Caucus Executive
- Kustra, E., SoTL Academy Organizing Committee
- Potter, M.K., Chair, Council of Ontario Academic Developers (COED)

On-Campus Committees

- Academic Integrity Committee
- Academic Policy Committee
- Accessibility Planning Group
- Campus Technology Day Organization Committee
- Classroom Renovations Committee
- CLEW Team
- Communications Council
- Digital Journalism Working Group
- GA/TA Awards Committee
- Information Provider Forum
- International Student Committee
- IT Leaders Group
- IT Steering Committee
- IT Steering Executive Committee
- IT Budget Committee
- Law School Curriculum Review Team
- LMS Copyright Committee
- LMS Steering Committee
- LMS Advisory Committee
- LMS Implementation Committee
- Provost's Advisory Committee on Teaching and Learning
- Synchronous Online Collaboration Tools Working Party
- University of Windsor and Oakland University Teaching and Learning Conference Organizing Committee
- University of Windsor Professional Administrators Roundtable

- University of Windsor Research Ethics Board
- Videoconferencing Policy and Technical Committees
- WUFA Council
- WUFA Executive

Peer Review: Journals

- Canadian Journal for the Scholarship of Teaching and Learning (CJSOTL)
- Collected Essays on Learning and Teaching (CELT)
- International Journal of Academic Development
- To Improve the Academy

Peer Review: Conference Submissions

- Educational Developers Caucus Annual Conference
- Ethics and Information Technology
- University of Windsor and Oakland University Teaching and Learning Conference
- Navigating Your PATH Conference: Exploring and Supporting Teaching Assistant and Graduate Student Advancement
- Opportunities and New Directions Conference
- Society for Teaching and Learning in Higher Education (STLHE) Conference

Associations and Society Memberships

- Bertrand Russell Society
- Council of Ontario Academic Developers (COED)
- Educational Developers Caucus (EDC)
- Higher Education Research and Development Society in Australasia (HERDSA)
- International Society for the Scholarship of Teaching and Learning (ISSOTL)
- ISW Facilitators Network
- Michigan Scholarship of Teaching and Learning (SoTL) Academy
- Professional Engineers Ontario (PEO)
- Society for Teaching and Learning in Higher Education (STLHE)
- Staff and Educational Development Association (SEDA)
- Teaching Assistant and Graduate Student Advancement (TAGSA)

General University-wide Promotional Videos

- Produced a series of six video new stories about the construction of the Centre for Engineering Innovation building, including the LEED certification process, alumni contributions, and the collaborative efforts of CARE and the Danish company Bruel & Kjaer in regard to the wind turbine power generation in southwestern Ontario.
- Videotaped, edited, and streamed the Lt. Governor's Speech.
- Videotaped and streamed winners of the Facebook video contest.
- Fall/Spring Convocation – Streamed and edited sessions for broadcast and distribution.
- Windsor Welcome Video – Produced and edited the annual video for viewing at Welcoming Convocation.
- Produced the Lancer women's basketball team's win of the Canadian Interuniversity Sport championship tournament, which included a series of six short films, and a video capturing highlights of this historic run to the team's first-ever national title.

Office of the President

- Produced Open House Streeters 2:02, a video of students, faculty, and staff for use at the President's Town Hall Meeting.
- Videotaped the President's Town Hall Meeting, for streaming online.

Educational Development Centre

- Videotaped, edited, and streamed a panel discussion on eating disorders.

Humanities Research Group

- Produced and streamed presentations which were part of the Humanities Lecture Series: President's address to the Humanities Research Group; and a presentation by faculty members, Brent Lee & Sigi Torenus.

Finance Department

- Videotaped and edited a presentation on pension in the Freed-Orman Centre. The video was uploaded to our server.

Centre for Teaching and Learning

- Produced videos for two faculty members who were nominated for the TVO Best Lecturer Competition.
- Produced Teaching Dossier Academy promotional video and videos for the Celebration of Teaching Excellence.
- Interviewed, and videotaped upper administration who attended the CTL Showcase.

Department of Communications, Media Studies, and Film

- Videotaped the *100 Years of Music* celebration (16 days of studio recording).
- Supported the Eye on Campus project.
- Videotaped students in a public speaking course.

Faculty of Education

- Videotaped and edited REEL Canada. Video copies were provided to faculty and staff in the Faculty of Education.
- Videotaped, edited, and streamed two guest lecturers.
- Videotaped and edited three videos of candidates for Dean of the Faculty of Education.

Faculty of Engineering

- Produced a video for the Department of Civil and Environmental Engineering's Wind Turbine Compressed Air Project.
- Videotaped, edited, and streamed students' final presentations.

Faculty of Human Kinetics

- Produced the news story, BodPod, which was aired on the University's website.
- Videotaped and edited two videos of candidates for Dean of the Faculty of Human Kinetics.

Faculty of Law

- Video coverage of the Torture Conference resulted in 12 fully-edited video segments, with sound support (Xay Tang). The video segments were uploaded online, and DVDs were provided to faculty and staff in the Faculty of Law.
- Videotaped, edited, and streamed four public lectures: Herb Gray Lecture Series; Ron Ianni Visiting Scholar Series; the G20; and Bernard Cohnn Lecture Series.
- Videotaped and edited seven 45-min videos for the Legal Enforcement Accountability Program (LEAP). Five copies of each video were provided to faculty and staff in the Faculty of Law.
- Videotaped and edited two videos of candidates for Dean of the Faculty of Law.
- Produced two videos for Community Legal Aid: Peter Griffin Seminar Presentation Video outlining cross examination techniques; and a Cross Examination Workshop.
- Produced a video of panel dissertations.
- Videotaped eight sessions of student mock interviews for Mediation Services.

Faculty of Nursing

- Recorded and edited presentations by two faculty members. Video copies were provided to the departmental head.
- Videotaped 16 sessions of student mock interviews with clients.
- Videotaped and edited a video of candidates for a faculty position.
- Videotaped, edited, and streamed three lectures: Dr. McMahon; the Windsor Health Unit; and Dr. Singleton-Jackson.

Department of Political Science

- Videotaped an interview with CBC personality Nora Young.
- Produced the Dispute Resolution (Israeli/Palestinian Conflict Resolution) video.

Department of Biological Sciences

- Videotaped, edited, and streamed a public lecture: Davey Resource Group.

Schulich School of Medicine and Dentistry

- Videotaped orientation for medical students at Hotel Dieu Grace Hospital.

School of Music

- Videotaped weekly Noiseborder sessions by faculty and students.

School of Social Work

- Videotaped 12 sessions of student mock interviews with clients.
- Videotaped, edited, and streamed four public lectures: Human Rights Advocacy in Mad People's History; Professionalism and Social Work by Dr. Brent Angell; a lecture by Raj Patel; and one by Dr. Geoffrey Reume.
- Videotaped and edited two student orientation videos on field placements.

School of Dramatic Art

- Videotaped student year end productions: character studies.

Odette School of Business

- Produced a video for the Study Seminar for Financial Analysts.