

CTL Annual Report

July 1, 2013 - June 30, 2014

Centre for Teaching and Learning
University of Windsor
October 2014



University
of Windsor

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Vision, Mission, Mandate

Vision: The Centre for Teaching and Learning (CTL) will lead an ongoing strategic and intentional development of the teaching and learning culture that will impact the University of Windsor campus community and beyond. 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, audio-visual and media technology integration, and enhanced pedagogical practices.

Mission: The CTL fosters enhanced learning through innovation, creativity, and the development of a learning-centred community with a culture of scholarly and effective teaching through:

- a highly collaborative, collegial, and consultative approach within the unit, the University, and community partners;
- a diverse range of expertise and creativity, continually developing through open-minded, flexible, and innovative approaches;
- a professional approach of integrity, honesty, and respect;
- excellent service and high quality work;
- attention to accessibility and inclusivity; and
- a focus on building capacity in others.

Mandate: The CTL provides leadership and expertise in pedagogy, technology, and media production to enhance teaching and learning in support of the University of Windsor's Strategic Plan. The CTL enhances the practice, culture, and scholarship of teaching and learning by:

- systematically developing effective teaching, which includes assessment, curriculum, and evaluation;
- providing guidance and support through the integration of technologies and media production services; and
- consulting, designing, developing, and supporting learning spaces, with a particular focus on general purpose learning spaces.

CTL Organizational Structure

There were a number of changes to the CTL Organizational Chart in 2013-14. In January 2013, CTL Development staff member, Nick Baker, left his role as an AAS-LS (Learning Specialist), to begin a one-year term as Acting Director of Open Learning; during the 2013-14 reporting period, the one-year term was extended until December 2014. The Centre posted the vacant position, and Dr. Allyson Skene was hired as a Limited Term AAS-LS. During the reporting period, Faculty of Engineering Learning Specialist, Dr. Daniela Pusca, joined the CTL: her work responsibilities were redeployed (50%) to the Centre in an effort to enhance a stronger, more direct partnership between the Faculty of Engineering and the CTL. The Centre also successfully filled a vacant Learning Technologies Technician position; the incumbent was displaced due to bumping in May 2014.

In January 2014, the Office of the Provost and Vice-President, Academic, announced the amalgamation of the Faculty of Education and the Centre for Teaching and Learning. This new working partnership is intended to improve the sustainability of both units and enable opportunities to integrate and enrich the scholarship, pedagogical, academic, and technological expertise of both units under one reporting structure. This change will take effect during the next reporting period. In June 2014, Senate approved a new name for the Faculty of Education to better reflect this new partnership: the Faculty of Education and Academic Development. See Figure 1 for the Vice-Provost, Teaching and Learning, Organization Chart.

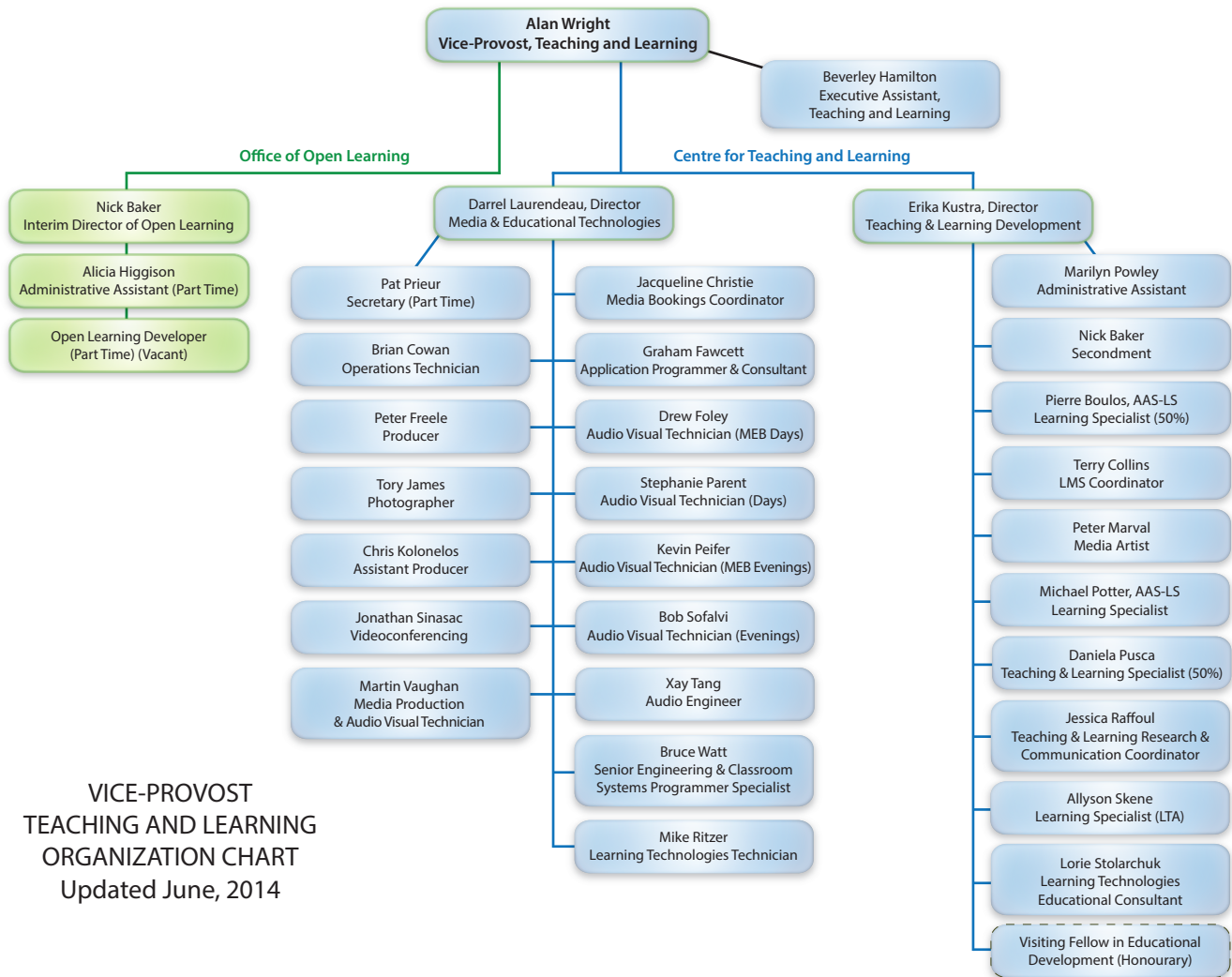


Figure 1: 2013-14 Vice-Provost, Teaching and Learning, Organization Chart

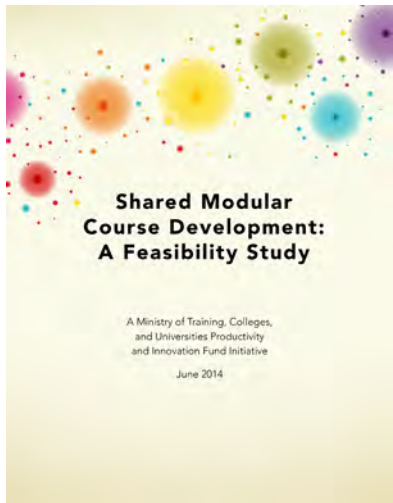
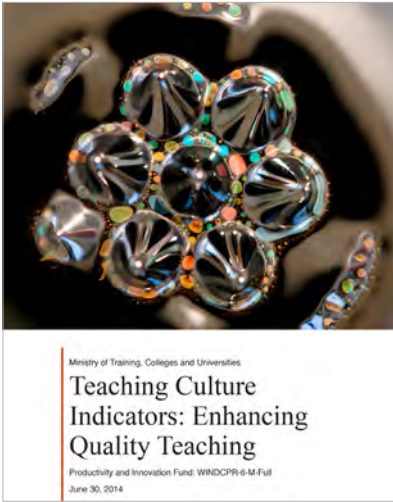
Research, Scholarship, and Creative Activity

Engaging in Research in Teaching and Learning in Higher Education

In 2013-14, CTL researchers received more than \$1.5 million in external and University-wide funding to develop and investigate teaching and learning initiatives and evaluate the impact of existing programs.

In July 2013, the Ministry of Training, Colleges and Universities (MTCU) issued a call for proposals to colleges and universities across the province to encourage institutions to find innovative ways to improve teaching and learning experiences for students. The Productivity and Innovation Fund (PIF) focused on three key areas: redesigning courses and curricula to include more online and multimedia resources; identifying and exploring institutional strengths in line with Ontario's Differentiation Policy Framework; and encouraging collaboration among institutions. Centre staff worked with the Office of the Vice-Provost, Teaching and Learning, and the Office of Open Learning, and submitted five successful proposals, resulting in \$1,161,297 to research teaching and learning topics ranging from educational leadership to enhancing quality teaching (Table 1). University of Windsor staff were primary investigators on all of the grants, and partnered with 12 different institutions from across the province on three of the five grants. The turnaround rate was just under six months: reports were submitted to the Ministry on June 30, 2014. Reports are available online at: <http://apps.medialab.uwindsor.ca/ctl/pif>

Table 1: Centre for Teaching and Learning PIF Grants

	Title	Institution(s)	Amount
 <p>Shared Modular Course Development: A Feasibility Study</p> <p>A Ministry of Training, Colleges, and Universities Productivity and Innovation Fund Initiative</p> <p>June 2014</p>	A multi-institutional feasibility study to explore mechanisms for the development of shared, modular first-year and large-enrolment courses	University of Windsor , Carleton University, Trent University, University of Ontario Institute of Technology, & York University	\$290,758
 <p>Ministry of Training, Colleges and Universities</p> <p>Teaching Culture Indicators: Enhancing Quality Teaching</p> <p>Productivity and Innovation Fund: WINDCPR-6-M-Full</p> <p>June 30, 2014</p>	Teaching culture indicators: Enhancing quality teaching	University of Windsor , Western University, McMaster University, University of Guelph, University of Waterloo, Brock University, Ryerson University, & Wilfrid Laurier University	\$175,000

	Title	Institution(s)	Amount
	<p>The teaching evaluation toolkit: Building the basis of better teaching in Ontario</p>	<p>University of Windsor, Carleton University, Queen's University, & University of Ontario Institute of Technology</p>	<p>\$355,340</p>
	<p>Leading the leaders: Developing metrics and management mechanisms for embedded educational leadership initiatives</p>	<p>University of Windsor</p>	<p>\$90,274</p>
	<p>Navigating large foundational classes: Providing scalable infrastructure for next generation blended learning classrooms to enhance student learning outcomes, access and choice</p>	<p>University of Windsor</p>	<p>\$349,925</p>

During the reporting period, CTL staff were part of a multi-institutional college and university team that received funding (\$59,703) from the Higher Education Quality Council of Ontario (HEQCO) to develop a handbook for program-level learning outcomes assessment – the three-part handbook is intended to serve as a resource for faculty, staff, academic leaders, and educational developers across Ontario engaged in program and course design/review. The handbook will be published during the next reporting period. Staff also continued research on one remaining HEQCO grant (\$21,500) aimed at evaluating the effectiveness of the University Teaching Certificate’s first-level certificate, *Fundamentals of University Teaching*. The final report will be submitted to HEQCO in 2014-15.

In 2013-14, CTL staff received three Strategic Priority Fund grants and an Open and Online Learning Strategic Development grant totaling \$160,340. Two of the four projects, led by faculty members in Education, will develop, design, and deliver a certificate program in Pedagogy for Online Learning. The third grant, *Establishing the Infrastructure for Effective Online Student Evaluation of Teaching*, seeks to identify procedures to successfully launch and support an improvement-oriented, online approach to student evaluations of teaching (SETs) at the University. The last grant, led by the Faculty of Graduate Studies, will fund a 3 Minute Thesis Event – a competitive research communication event – to be hosted at the University of Windsor on an annual basis. At the end of the reporting period, Centre staff partnered with faculty and staff from Education, Outstanding Scholars, Student Affairs, and Research Services to submit two additional grants – one focused on developing an international baccalaureate teaching certificate and the other on launching a campus-wide undergraduate research conference. Results will be communicated in 2014-15.

Centre staff are active in teaching and learning research through publications in teaching and learning journals, presentations at national and international conferences, and representation on a number of provincial and national organizations and committees. In 2013-14, CTL staff submitted a handbook on program-level learning outcomes assessment and a book chapter on teaching; edited two issues of the national journal, *Collected Essays on Learning and Teaching* (CELT), and a special issue of the national journal, *Canadian Journal for the Scholarship of Teaching and Learning* (CJSOTL); prepared five contracted research reports; presented 33 invited sessions and conference presentations; and participated on the NSERC CREATE grant proposal review committee as well as 58 additional committees.

CTL researchers received recognition by the national group, *Academica Top Ten*, for their multi-institutional HEQCO-funded study on the effect of long-term training programs for teaching assistants. *Academica Top Ten* is a free service intended for college and university marketing, communications and advancement professionals, guidance counselors, government policy analysts and professional journalists. They publicize 10 major news stories per day of national interest affecting college and university recruitment, advancement, and reputation, paying attention to ground-breaking, “first-in-Canada” academic programs or facilities. Centre staff also mentored staff from the McMaster University who took over managing CELT in 2013-14.

Please see Appendix A for a complete list of CTL staff publications, presentations, grants, committees, and memberships.

Supporting Research on Teaching and Learning in Higher Education

In focus groups conducted by CTL staff as part of a grant investigating innovative ways to support and enhance undergraduate research on campus, faculty participants both celebrated and called for more inter-disciplinary research experiences and opportunities:

I would really like to do a research exchange between other disciplines...To be an intern or shadow another researcher in a different field.

It would be nice to think we could actually engage in a different way because research is not disciplinary [specific]...I would love if we could get two or three people, each from a different discipline to come together to structure a course.

It's important to celebrate those hybrid practices that fall between disciplines.

Educational development and the scholarship of teaching and learning (SoTL) are inherently inter-disciplinary, and campus support of teaching and teaching research is complemented and supported by a teaching and learning centre staff with degrees in multiple areas (i.e., Windsor’s CTL Development team have professional degrees in Philosophy, English, Business, Biological Sciences, Engineering, Computer Science, and Physics). This wide range of academic expertise helps to ensure that faculty from all units on campus are supported by and may collaborate with researchers with similar and very different educational backgrounds, which many faculty have expressed as a future goal. It is important to note that inter-disciplinary collaboration has been commended by agencies including the MTCU, and has been a pre-requisite to many granting calls in recent years.

Over the last eight years, the CTL has launched a number of initiatives – ranging from an international conference to an annually-distributed fund – to support a community of multi-disciplinary instructors committed to scholarly teaching, research on teaching, and the dissemination of research, promoting the University as an institution engaged in an on-going, systemic effort to enhance teaching and student learning.

The Windsor-Oakland Teaching and Learning Conference is an excellent model of cross-border collaboration, promoting Windsor as a primary destination for an international conference. Faculty, staff, and graduate and undergraduate students from universities across Ontario and Michigan can showcase their work, network with scholars, and become exposed to discipline-based teaching and learning research in an international environment. Held on the campus of Oakland University in May 2014, the annual conference attracted 200 participants from 15 universities and colleges including Windsor, Oakland, Creighton, Grand Valley State, Lawrence Technology, McMaster, Madonna, Mott Community, Ohio, Ryerson, St. Clair, Michigan, Waterloo, Wayne State, and Macomb Community. Themed *Empowering Students*, this year drew an impressive percentage of students from the University of Windsor. Sixty-eight members of the University of Windsor community attended the conference (Figure 2).

A five-member team of Windsor students from multiple disciplines, working under the supervision of Erika Kustra, won the Dr. Wilbert J. McKeachie International Poster Prize. The winning poster highlighted the eight-institution PIF project, Teaching Culture Indicators: Enhancing Quality Teaching, investigating faculty and student perceptions of institutional teaching culture, and whether the institution values teaching. It was one of 22 posters from which a combination of peer review and an international panel of judges selected the winner. The prize promotes the importance and value of posters for the exploration of effective and innovative teaching and learning practices, and the dissemination of research results.

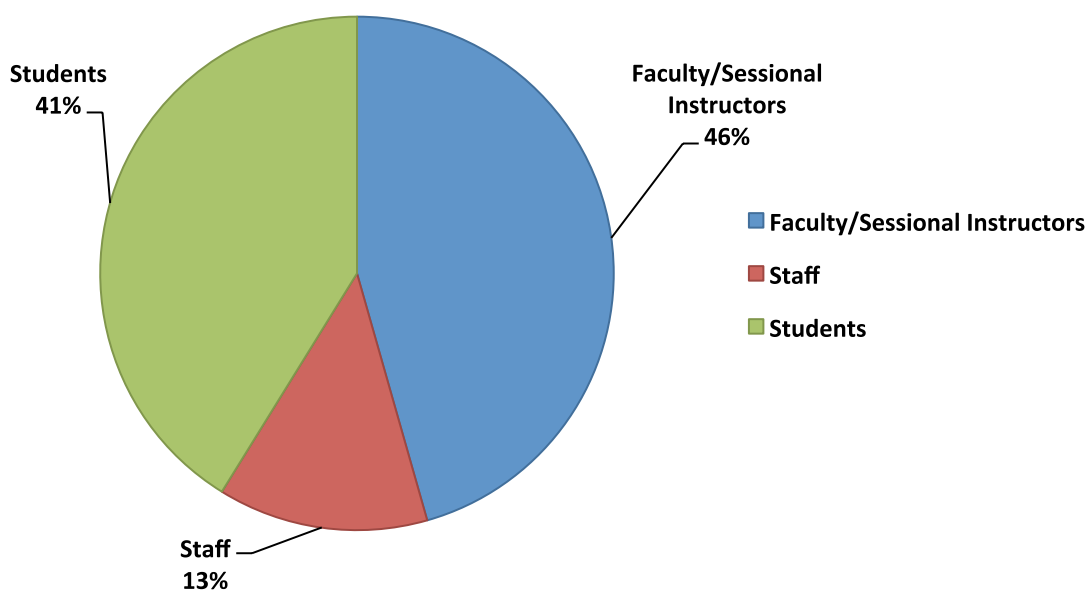


Figure 2: Percentage of University of Windsor Conference Attendance by Role



Dr. Wilbert J. McKeachie International Poster Prize Winning Team: From left, Samantha Burton, Hoda Eiliat, Florida Doci, Kaitlyn Gillard, and Erika Kustra (missing: Carly Del Pup)

In 2013-14, 22 faculty members and staff from 11 distinct departments and faculties received CTL travel grants to disseminate research on teaching and learning at regional, national, and international teaching and learning conferences. Figure 3 details travel grants awarded by Faculty.

Since 2012, CTL staff have collaborated with staff from the Office of Research Services to find ways to uncover and support new and existing linkages between research and teaching. One of the initiatives to come out of this partnership included an application to the University’s SPF to investigate the notion of research as a pragmatic teaching tool, and facilitate its integration into the undergraduate curriculum. In 2012-13, the team received \$20,000, and developed the Undergraduate Research Experience Grant (UREG). The UREG supports projects that involve University of Windsor undergraduates in research and scholarly activities and encourage faculty to mentor students as they pursue this research.

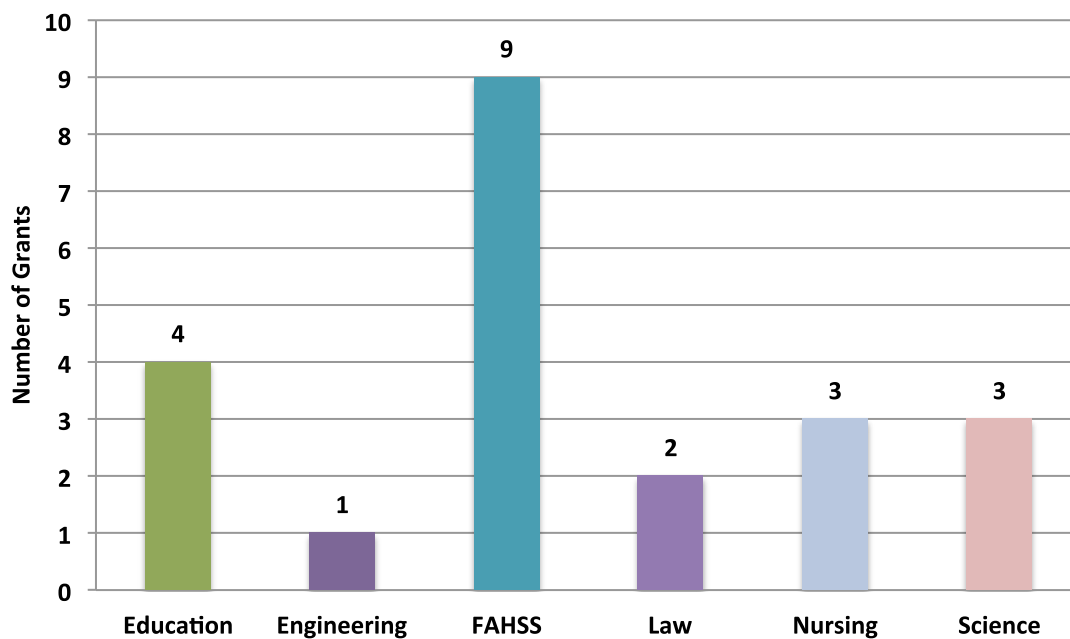


Figure 3: Travel Grants Awarded in 2013-14 by Faculty

The granting scheme is intended to support research for educational purposes, prioritizing initiatives involving a broad range of students over those that involve a few. After a competitive application and selection process, the team funded six UREG projects in 2013-14 (Table 2).

Table 2: 2013-14 Undergraduate Research Experience Projects

Course	Classification
Applying a Virtual Experience to Complement First-Year Undergraduate Biology Teaching Labs	Dora Cavallo-Medved (PI), Candy Donaldson, Marisa Market, & Hussein Hammoud, <i>Department of Biological Sciences</i>
Cross-Disciplinary Undergraduate Research Projects Integrated to Deliver a Collaboratively Assembled eText, Phase 1	Michael Crawford (PI), Gwen Ebbett, Joan Dalton, Dave Johnston, John Hudson, Julie Smit, Lydia Miljan, & 20 undergraduate students, <i>Department of Biological Sciences & Leddy Library</i>
Animal Advocacy and Environmentalism: Understanding and Bridging the Divide	Amy Fitzgerald (PI), <i>Department of Sociology, Anthropology, and Criminology</i>
International Trustworthiness Study – Qualitative Analysis Component	Catherine T. Kwantes (PI), Mia Sisic, Ashleigh Erdelyen, Kirsten Jamieson, & Jenelle McCulloch, <i>Department of Psychology</i>
Review of Entrepreneurship Programs Aimed at Marginalized Populations Including Youth and Women	Francine Schlosser (PI), Nicole Sleiman, Leesa Farah, & Kristy McLean, <i>Odette School of Business</i>
The Inspired Acting Laboratory	Lionel Walsh (PI) & Erika Downie, <i>School of Dramatic Art</i>

Since its launch in 2007, the CTL has awarded 66 Centred on Learning Innovation Fund (CLIF) grants to faculty members from across campus. The purpose of CLIF is to stimulate the development, implementation, and assessment of innovative projects that increase student engagement and success at the University. The many outcomes that have emerged from this initiative include conference presentations, journal articles, course materials, and books. In 2013-14, the Centre funded eight projects (Table 3).

Table 3: 2013-14 CLIF Projects

Title	Investigator(s)
Longitudinal Assessment of Student Learning Tools: Enhanced Higher Learning by Online Modules	Ken Cramer (PI), <i>Department of Psychology</i>
Empowering First Responders Through an Educational Workshop on Human Anatomy	Anna Farias (PI) & Sara McNorton, <i>Schulich School of Medicine & Department of Biological Sciences</i>
Preparing Delivery of the New Criminology Professional Development Practicum Course	Amy Fitzgerald (PI), <i>School of Social Work</i>
Developing an Ethic of Care Through Sexual Assault Prevention Education	Anne Forrest & Dusty Johnstone, <i>Department of Women's Studies</i>
Community-Based Externship Evaluation Project	Gemma Smyth (PI), Claire Mumme, Anneke Smit, Myra Tawfik, & Adam Vasey, <i>Faculty of Law</i>
Online Transactional Simulations for Legal Experiential and Clinical Education	Myra Tawfik & Wissam Aoun, <i>Faculty of Law</i>
"You're Hired!", "Managing Organizational Change", and Other Teaching Simulations: Developing Organizational Behaviour Kinesiology-Specific Teaching Resources	Jess Dixon & Jules Woolf, <i>Department of Kinesiology</i>
Redesign of Engineering Software Fundamental Course to Facilitate Student-Centered Learning	Xiaohong Xu & Vesselina Roussinova, <i>Department of Civil and Environmental Engineering</i>

Educational Leadership Initiatives

Since 2007, the Centre has been increasingly focused on developing and supporting educational leaders at the University of Windsor. In 2013-14, the Office of the Vice-Provost, Teaching and Learning, and the CTL undertook an MTCU-funded study of the impact and scope of existing embedded educational leadership initiatives (EELIs) at the University of Windsor. EELIs support autonomous and often collaborative educational improvement projects individuals undertake within their own contexts involving both formal and informal leaders (Wright et al., 2014). Although research on this topic in North American contexts has been limited, there is clear evidence internationally that embedded, or distributed, leadership is important to institutional improvement: building effective programs to support these leaders and to bring together their networks appears to be a valuable lever in systemic capacity building and knowledge transfer (Holt et al., 2010 cited in Wright et al., 2014).

In keeping with the model described above, the Office of the Vice-Provost, Teaching and Learning, and the CTL sought to enhance opportunities for innovation, networking, and collaboration among educational leaders on campus through the following initiatives in 2013-14:

- The establishment of seven **teaching leadership chairs (TLCs)**, whose service and research, for a one- or three-year period, focus on leading and supporting teaching and curricular initiatives in their faculties and across campus. The Chairs research, develop, and expand major teaching and learning initiatives, enhancing the efficiency, density, and pace of pedagogical innovation at the University. Current TLC initiatives include the establishment of a collaborative science pedagogy network, extension of online case-based simulations, establishment of collegial professional development networks, creation of inter-professional, international service-learning opportunities, implementation of “flipped” classroom pedagogies in Engineering, and modular learning skills programming for first-year courses. A TLC Council coordinates their efforts: their collective and collaborative efforts will have an immense impact both on student engagement and on the visibility of successful projects, inspiring further efforts to enhance the student experience among their colleagues.
- Completion of the first-ever **campus wide scan** of institutionally-funded teaching and learning initiatives at the University. The scan uncovered 132 projects undertaken across all faculties between 2007 and 2013: a summary table outline these initiatives can be found at <http://www1.uwindsor.ca/ctl/system/files/EdLeadFund.pdf>.
- The launch of the University of Windsor’s annual **Educational Leadership Forum**, a valuable cross-campus networking opportunity, enabling regular review of current activities, contexts, challenges, and views of the University’s educational leaders, in order to support and better facilitate a thriving educational leadership climate. The day-long Forum drew 46 faculty and staff who have taken leadership roles in initiatives intended to enhance teaching or student learning at the University. Participants discussed their work with others taking on similar challenges, and with members of the campus community seeking to learn more about what might help to make this kind of leadership easier, more successful, more stimulating, and more sustainable. A core goal of the Forum was to develop a set of recommendations for professional development for educational leaders on campus: the Forum also provided considerable insight into a variety of strategies for further supporting faculty-driven initiatives on campus.
- Consolidation and expansion of the **Peer Collaboration Network**, through which instructors provide each other with feedback on self-identified areas of their teaching and curriculum planning and work together consultatively to improve their teaching.
- Continued support for and coordination of the **Centred on Learning Innovation Fund** (see page 9 for more information on CLIF).

Insights from the study will form a strong basis for ongoing work to provide more effective support for and development of educational leadership on campus.

International Engagement and Faculty Development

The CTL is engaged in a number of inter-institutional partnerships, which enable and enrich relationships with colleagues and institutions worldwide, placing the University's teaching and learning mission within a global network of institutions focused on teaching and learning improvement. These partnerships bring rich, new perspectives and ideas from around the globe.

Now in its seventh year, the Visiting Fellows in Educational Development Program has welcomed 32 fellows from Australia, Belgium, Canada, China, Jamaica, New Zealand, Nigeria, South Africa, the United Kingdom, and the United States (Table 4), strengthening the University's global reach and providing Windsor's students and faculty with the broadest global perspective possible. Visiting Fellows offer workshops; consult with faculty, administrators, and CTL staff; and collaborate on inter-institutional research. The Program has grown in popularity since its inception in 2007, resulting in a highly competitive application process.

Table 4: 2013-14 Visiting Fellows in Educational Development

Name	Institution	Role
Joanne Maddern	Learning and Teaching Development Coordinator, School of Education and Lifelong Learning	Aberystwyth University
Gordon Joughin	Senior Lecturer, Academic Development Unit	University of Wollongong
Eileen Herteis	Director, Purdy Crawford Teaching Centre	Mount Allison University

Over the last seven years, the Centre has garnered an international reputation through the dissemination of research through publications, and conference presentations; the internationally-recognized certificate program in university teaching; staff representation on international committees and associations; and strategic publicity and outreach by the Associate Vice-Provost, International. The CTL launched the International Faculty Development Program in 2013 after representatives from Shanghai University of Engineering Sciences (SUES) – impressed by the Centre's record of achievements and evidence-based, scholarly approach to long-term faculty development – expressed interest in working with a Canadian university to explore faculty development and learn new ways to engage and motivate students.

Organized well. Fresh atmosphere. High quality of support...Very helpful to me. Let me conclude my teaching philosophy. It can ignite me to improve my teaching in the future...I have learned to reflect on my teaching experience constantly and try to improve teaching skill as possible as I can.

College of Computer Science at the National University of Defense Technology
Participant Feedback

The International Faculty Development Program provides international faculty and Centre staff alike with access to diverse intercultural experiences, innovative approaches to teaching and learning, and increased global understanding. The Program includes systematic development of teaching and learning in higher education, consisting of lectures and hands-on practices, company and industry visits, field trips, and tours. In July 2013, the Centre hosted 12 faculty members from SUES for an intensive, three-week program covering the following modules:

- a) Introduction to the Canadian Higher Education System

- b) Course and Curriculum Design
- c) Student Engagement: Active and Self Directed Teaching Methods, Problem-Based Learning, Project-Based Learning, Case-Based Learning
- d) Entrepreneurial Mindset And Projects
- e) Assessment of Learning
- f) Technology and Enhanced Learning
- g) Ongoing Professional Development: Teaching Portfolio
- h) Research into Teaching and Learning
- i) Classroom Visits And Observations, Practice Teaching, Lab Tours, And Hands-On Exercise, Field Trips

In May-June 2014, four faculty members from the College of Computer Science at the National University of Defense Technology in China visited the University to participate in the internationally recognized Instructional Skills Workshop, and the over-subscribed Teaching Dossier Academy. These programs are designed to provide background information, workshops, peer consultation, and extensive expert individual consultation to support the development of participants' teaching and professional teaching portfolios. Feedback has been positive, and many faculty and administrators from other universities overseas expressed interest in sending their own cohort: near the end of the reporting period, Centre staff began to prepare for three additional cohorts of 50 faculty members from Shanghai University of Engineering Science, Changzhou Institute of Technology, and Beijing Information Science and Technology University.

University Teaching Certificate Program

The University Teaching Certificate (UTC) program is an internationally-accredited (SEDA) three-certificate modular program, which involves graduate-level course work, a selection of non-credit half courses, as well as practica, independent project work, and extensive mentoring. Now in its fifth year, the UTC has garnered national and international recognition from organizations such as the Council of Ontario Universities (COU), the Council of Ontario Educational Developers (COED), the Staff and Educational Development Association (SEDA), the Higher Education Quality Council of Ontario (HEQCO), and the Ontario Undergraduate Student Alliance (OUSA).

In addition, the program has been featured in a discussion paper prepared for the Faculty Engagement in Educational Development (FEED) Summit, hosted by COU, COED, and McMaster University; in COU's report on exemplary and innovative programs in higher education; and in Simon and Pleschová's (2013) text, *Teacher Development in Higher Education: Existing Programs, Program Impact, and Future Trends*. During the reporting year, the UTC's program administrator, Michael K. Potter, coordinated with staff from York University and the University of Guelph who followed Windsor's example and have recently created teaching certificate programs.

Windsor offers a Graduate Certificate Program in University Teaching, a comprehensive SEDA-recognized certificate program comprised of numerous course credits. Each of the 3 certificates in the program takes a year to complete and is available to students, faculty (new and experienced), educational developers, and administration.

Jonathan Lemmond
FEED Summit Discussion Paper

As part of its continued effort to assess program-level impact, Centre staff also continued work on a project funded by HEQCO to evaluate the effectiveness of the UTC's first-level certificate. The final report will be presented to HEQCO in 2014-15.

To date, 32 participants – 20 instructors, two staff members, and 10 graduate students - have completed the first-level certificate, *Fundamentals of University Teaching*, and four participants have completed the second-level certificate, *Theory and Practice of Scholarly Teaching*, which was offered for the first time last year.

Both CTL credit courses, *Learning-Centred Teaching in Higher Education* and *Course Design for Constructive Alignment*, were offered to UTC participants as well as University-wide instructors and graduate students in 2013-14. Figures 4 and 5 indicate distribution of students enrolled in both credit courses by role and Faculty.

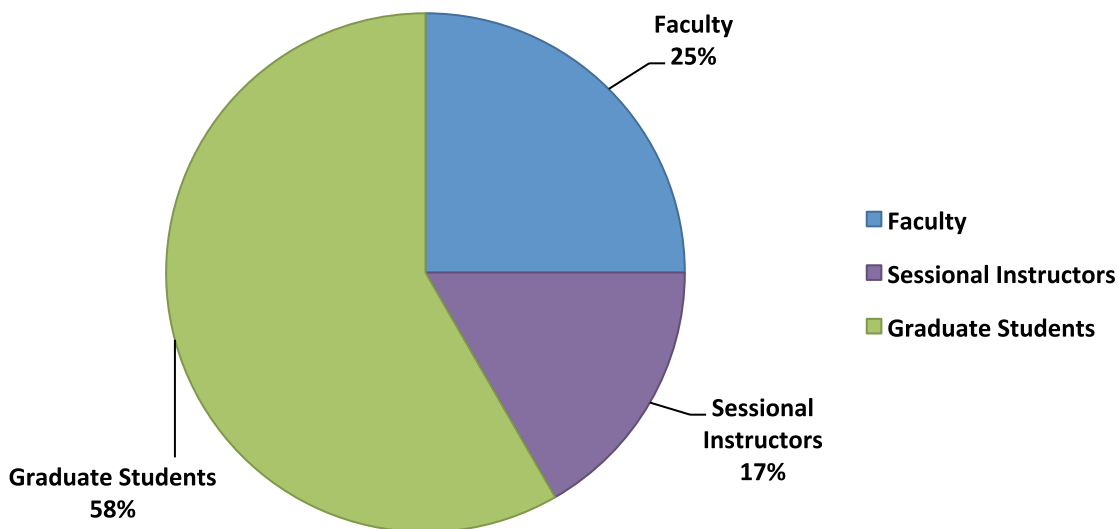


Figure 4: 2013-14 Percentage of Total Students Registered in Credit Courses by Role

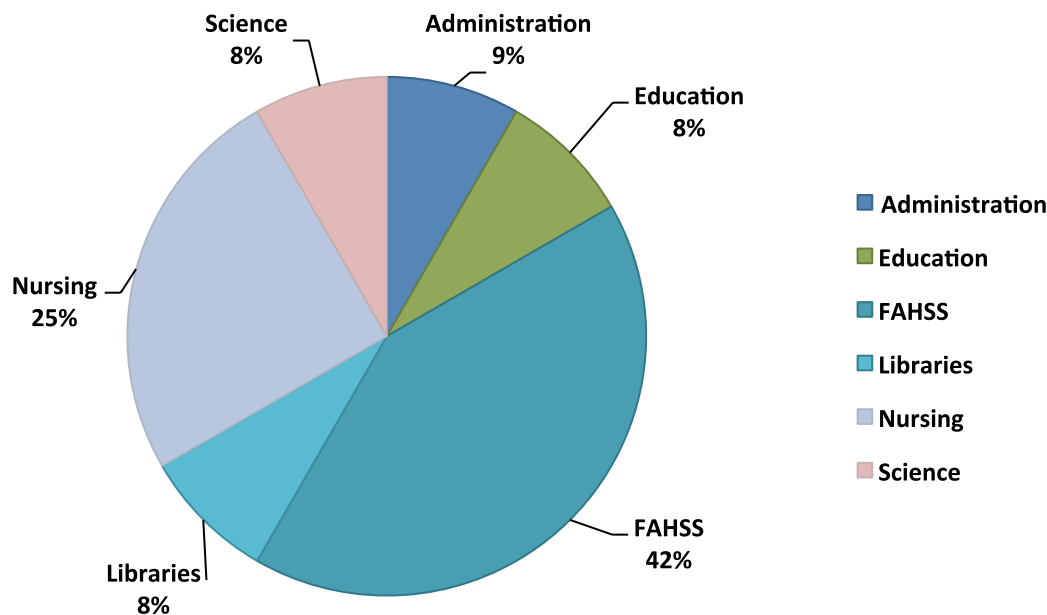


Figure 5: 2013-14 Percentage of Total Students Registered in Credit Courses by Faculty

Workshops, Extended Sessions, and Invited Workshops

In an effort to address multiple faculty interests and availability, the CTL intentionally offers nearly 70 1-3 hour introductory sessions that help build awareness of concrete teaching, assessment, and research techniques; and approximately a dozen extended sessions for individuals interested in exploring issues and practicing techniques more fully. Since 2010-11, these sessions have attracted more than 1,200 unique instructors, staff, and students, at all ranks and in every Faculty on campus.

In 2013-14, 948 participants (comprised of 420 unique individuals from every Faculty on campus) attended workshops and extended sessions for a total of 2,853 direct contact hours (Appendix B). Figures 6, 7, and 8 provide attendance and provide attendance and contact hours by Faculty and role.

In 2013-14, the CTL offered annual, week-long sessions including the Instructional Skills Workshop, Teaching Dossier Academy, and the Summer Series on Teaching and Learning; the six-week and one-week intensive half courses, Authentic Assessment, Lecturing, and Leading Effective Discussions; and the International Faculty Development Program (Table 5). The 2013-14 year also saw the launch of the inaugural Educational Leadership Forum. See page 11 for more information on the International Faculty Development Program; and page 10 for more information on the Educational Leadership Forum.

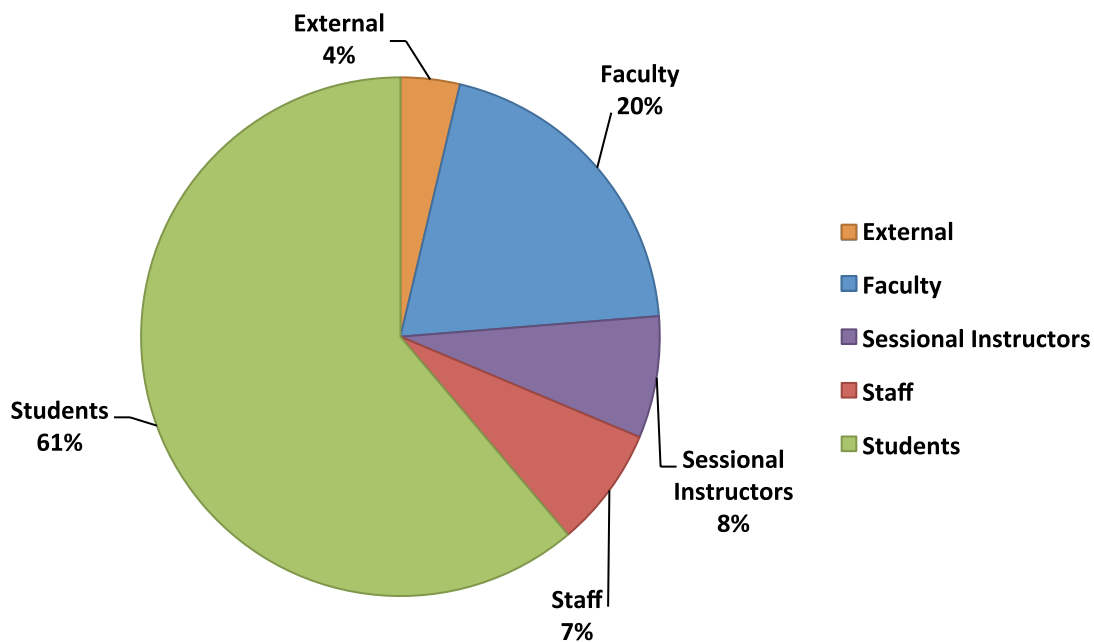


Figure 6: 2013-14 Workshop and Extended Sessions Attendance by Role (% of Total Participants)¹

¹ The 61% of student participants includes GATAcademy and Winter GATAcademy registrations.

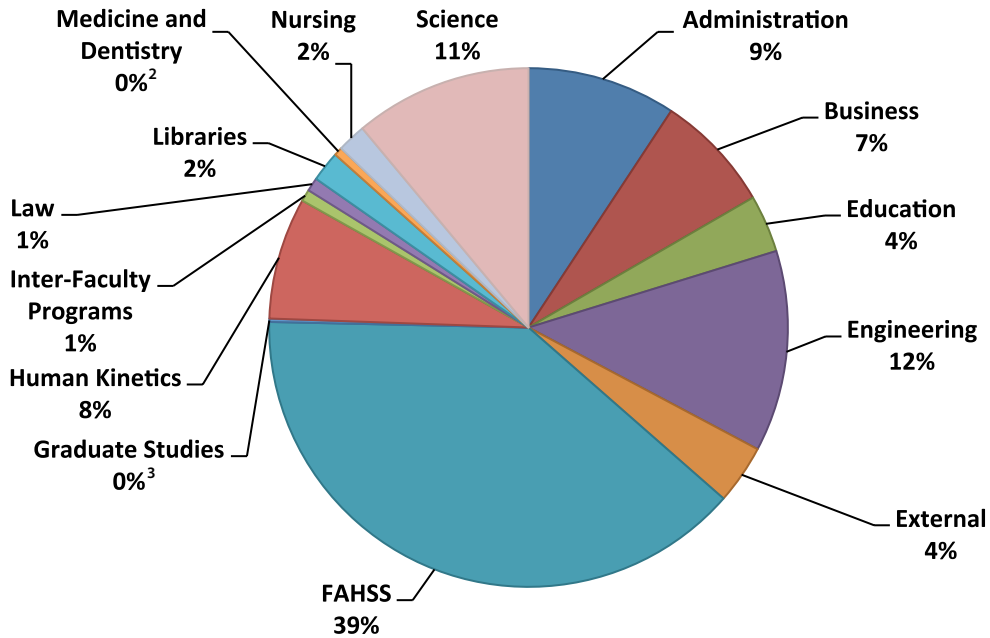


Figure 7: 2013-14 Workshops and Extended Sessions Attendance by Faculty (% of Total Participants)

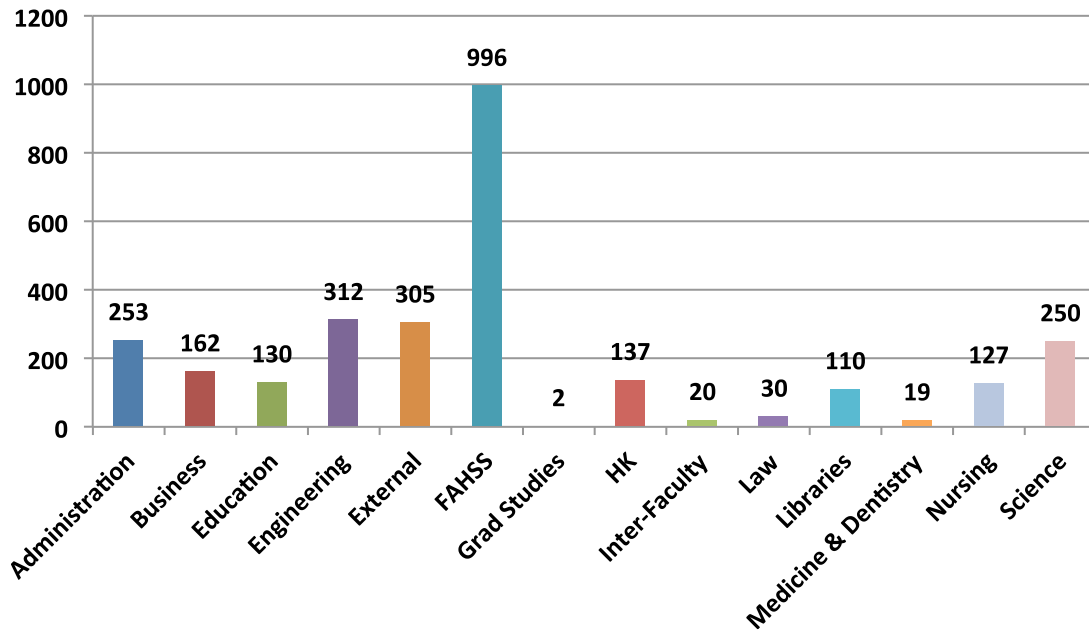


Figure 8: 2013-14 Contact Hours Through CTL Workshops and Extended Sessions by Faculty

² Five participants from Medicine and Dentistry (0%) attended workshops and extended sessions.

³ Two participants from Graduate Studies (0%) attended workshops and extended sessions.

Table 5: Extended Sessions

Course	Classification	Enrolment ⁴
Lecturing	1-week intensive half course	5
International Faculty Development Program	3-week intensive program	12
Instructional Skills Workshop	3-day intensive program	7
Summer Series on Teaching and Learning	3-day intensive program	161
Authentic Assessment	6-week half course	3
Leading Effective Discussions	6-week half course	6
Instructional Skills Workshop	3-day intensive program	11
Instructional Skills Workshop	3-day intensive program	5
Blended Learning Institute	3-day intensive program	28
International Faculty Development Program	1.5-week intensive program	4
Instructional Skills Workshop	3-day intensive program	4
Educational Leadership Forum	full-day event	43
Teaching Dossier Academy	1-week intensive program	17
Lecturing	1-week intensive half course	4

In addition to centrally offered workshops, half courses, and extended sessions, CTL Development and Technologies staff were invited to present in undergraduate and graduate classes, at departmental retreats, for faculty groups, at faculty and graduate student orientations, and campus-wide events. Several hundred faculty, staff, and students attended sessions on learning outcomes, experiential learning, student engagement, scholarship of teaching and learning, and using CLEW, uView, ProTools, and classroom audio-visual (AV) technologies. A complete reference list can be found in Appendix A.

Educational Consultations, Resources, and Communications

Beyond courses, workshops, and events, the Centre offers voluntary, confidential consultation services to faculty: in 2013-14, CTL Development and Technologies staff conducted thousands of individual and group consultations with instructors, staff, and students representing every Faculty on campus. Topics included in-class and asynchronous learning technologies, media production services, classroom design, installation of classroom technologies, teaching practices, teaching dossiers, assessment, career planning, learning outcomes, curriculum development, teaching awards, and teaching and learning research.

Increasing communications about upcoming CTL events, services, and resources is always a priority for Centre staff. More than 1,500 members of the CTL's 'friends list' receive regular digests of upcoming events, scholarship of teaching and learning calls for proposals, national and international conference announcements, and publication opportunities. The CTL also has over 800 books, journals, and practical teaching guides available through its lending library; and more than 150 topic-based web resources. In 2013-14, 16,000 users visited the CTL's website over 60,000 times.

⁴ Registration is capped in the extended sessions to allow for individualized feedback.

Graduate Student Support and GA/TA Programs

In addition to regularly-offered CTL courses, workshops, and events, the Centre offered targeted support to graduate assistants (GAs) and teaching assistants (TAs) through its annual GATAcademy, GATA Winter Academy, and the GATA Network. GATAcademy is an annual professional development event for GAs and TAs. With 256 students in attendance from seven distinct Faculties, the event drew its largest number of participants yet – a 13% increase compared to 2012-13 (Figure 9). Workshops received an average participant rating of 3.6 out of 4.



GATAcademy was also offered during the Winter semester to a smaller audience. Participant response was positive, with workshops receiving an average rating of 3.9 out of 4.

The CTL and the Faculty of Graduate Studies established the GATA Network in 2010 to provide graduate students, GAs, and TAs with resources for personal and professional development. Now in its fourth year, the Network's reach has stretched across the University as well as the broader, national academic development community.

In the last year, the Network created resources, provided training, and offered consultations to graduate students in faculties across campus. In Fall 2013, the Network identified the need to re-establish learning communities within individual departments as a primary focus of outreach efforts for the 2013-14 academic year. Similar to nodes established with the departments of Human Kinetics and Engineering, Network members continue to develop learning communities in the departments of Psychology, Business, Physics, and Biology. As part of its commitment to Faculty-specific support, the Network also entered into collaboration with the Odette School of Business and the Office of Open Learning on the development of a published guideline for Teaching Assistants working in online and hybrid courses.

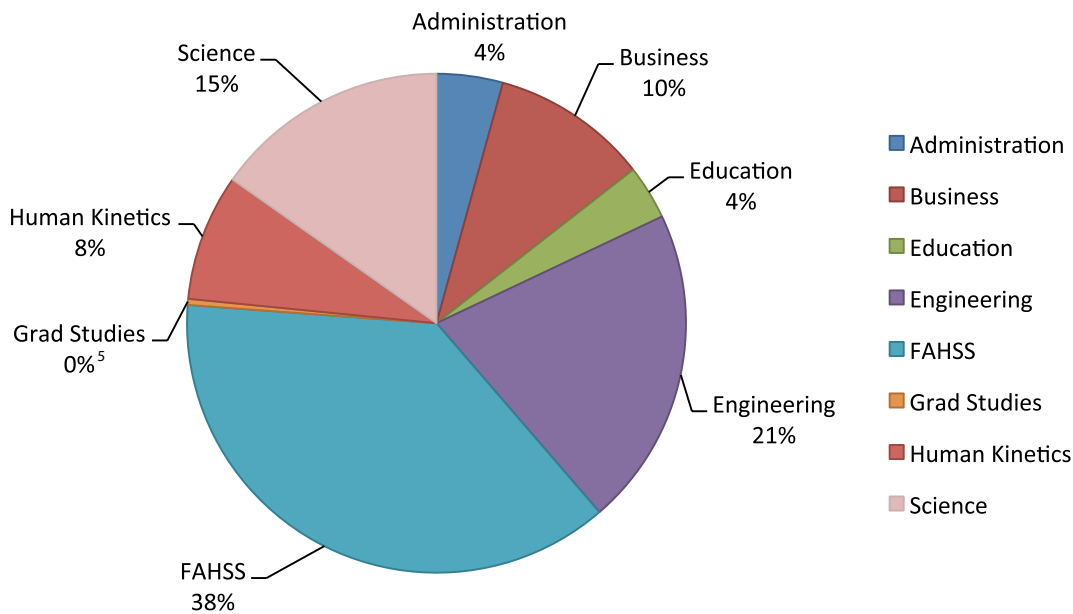


Figure 9: Percentage of GAs/TAs Registered in GATAcademy by Faculty

⁵ One participant from Graduate Studies (0%) attended GATAcademy.

Network members have also continued to disseminate their research through a variety of formats. In 2013-14, they presented at an inaugural conference on teaching and learning hosted at McMaster University, and the 33rd annual conference of the Society for Teaching and Learning in Higher Education (STLHE), at which network member, Betsy Keating, was awarded the highly competitive Teaching Assistant and Graduate Student Advancement (TAGSA) Award for the Best Conference Presentation by a Graduate Student for her presentation on undergraduate TAs' conceptions of teaching at the University of Windsor. In addition, over 1,000 copies of the GATA Network Handbook have been distributed in both digital and print since its original publication in 2011. The guide continues to be one of the most visited resources on both the Network's CLEW site and its blog.

Engaging with other educational developers working in GA and TA development has become an essential function of the GATA Network. Through meetings at the annual conferences of the Educational Developers Caucus (EDC) and the STLHE, Network coordinators were able to contribute feedback to the Teaching Assistant and Graduate Student Advancement (TAGSA) group on the formation of a *Framework for Teaching Assistant (TA) Competencies Development*.

The GATA Network's social media sites saw considerable growth in 2013-14 both in terms of increased traffic and specific engagement with students, campus affiliates, and the general public. Social media tools include CLEW, Facebook, Twitter, YouTube, and Wordpress. CLEW site membership grew by nearly 30% from the previous year, boasting 2,556 members. While the site was originally envisioned as a platform for discussion, CLEW is currently used to collect teaching and learning resources and provide a dedicated channel of communication for announcements about developmental opportunities on campus, including workshops, scholarships, etc. The *Towards Better Teaching* blog has received a total of 13,306 visits to date. From January 2014 through June 2014, the blog saw a 13% increase in traffic compared to the same period one year ago.

Recognition of Teaching Excellence

A key element of the CTL's mandate is to highlight and celebrate success in teaching and learning. This helps to articulate a standard of quality at the University, and motivates faculty to commit themselves to establishing and fostering an effective and engaging level of instruction. 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; and helping faculties develop teaching awards.

Over 300 University and community members gathered on March 19 to recognize 2013-14 teaching and learning achievements. Attendance at the Celebration of Teaching Excellence has been growing steadily since its inception in 2006. In addition to recognizing 33 individual honourees, the program featured the presentation of certificates to graduates of the University Teaching Certificate program and, paying tribute to the University's 50th anniversary, a celebration of the 52 recipients of the Alumni Association Award for Distinguished Contributions to Teaching.

In 2013-14, Erika Kustra sat on the Roger Thibert Teaching Excellence Award Selection Committee and the Ryerson University Teaching Award Selection Committee (external representative); and Alan Wright was a non-voting member of the Alumni Association's Award for Distinguished Contributions to University Teaching Committee. Erika Kustra also consulted with the Faculty of Graduate Studies and the Graduate Students' Society on the development of a mentoring award – the inaugural award was presented at the annual Celebration of Teaching Excellence. In 2013-14, the Centre coordinated a successful 3M National Teaching Fellowship for Donna Marie Eansor, Faculty of Law. Professor Eansor is the fourth University of Windsor instructor to receive this prestigious award since its inception in 1986.

Learning Management System: Development and Support

The learning management system (LMS) is a critical component of the learning environment at the University of Windsor: in Fall 2013, nearly 100% of students registered at the University were enrolled in at least one course that used the current LMS, CLEW (Collaboration Learning Environment Windsor). This percentage does not account for the many student, staff, and faculty groups enrolled in CLEW project sites for research and/or professional development purposes. At any given time during the Fall and Winter semesters, well over 2,500 users are concurrently online in CLEW. See Table 6 for a semester-to-semester comparison from Winter 2011 to Summer 2014, indicating the percentage of courses with CLEW sites each semester.

Table 6: 2012-13 Percentage of Courses With CLEW Sites⁶

Faculty	Winter				Fall			Summer		
	2011	2012	2013	2014	2011	2012	2013	2012	2013	2014
Business	94%	95%	79%	77%	91%	69%	70%	80%	75%	69%
Education	60%	66%	67%	65%	69%	68%	71%	35%	30%	33%
Engineering	64%	105% ⁷	81%	81%	102%	95%	73%	95%	72%	72%
FAHSS	51%	57%	62%	55%	60%	52%	49%	58%	67%	49%
GLIER	33%	0%	0%	0%	0%	0%	0%	0%	0%	0%
HK	79%	84%	85%	83%	100%	102%	88%	54%	58%	54%
Inter-Faculty	71%	71%	63%	64%	36%	55%	46%	67%	0%	50%
Law	41%	44%	56%	38%	39%	35%	35%	0%	0%	0%
Nursing	95%	108%	78%	76%	101%	94%	78%	75%	71%	64%
Science	64%	89%	72%	69%	87%	107%	70%	58%	55%	45%
Total	63%	68%	68%	63%	66%	68%	59%	65%	65%	56%

⁶ SIS Data was retrieved from the Office of the Registrar, and CLEW data was retrieved from the CLEW database. Lab section are excluded, as are sections that exist for administrative purposes and were not available to students.

⁷ A number of courses in Engineering and Nursing have more than one CLEW site per course; for example, in Winter 2012, all Engineering courses had a CLEW site, and some more than one, which contributes to a percentage higher than 100 (i.e., 105%).

In 2013-14, the CTL worked with ITS to improve CLEW's online quizzing features, creating a new quizzing system that enables instructors to create their own quizzes and import quizzes from question banks provided by textbook publishers.

Transition to Blackboard Learn

CLEW is a Sakai-based open-source software that is supported by a community of practitioners. In recent years, this community of practitioners has decreased in size, as universities are now leaning more toward LMS' that better support blended and online teaching and interactivity. This, as well as results from a campus-wide survey, indicated that there is a growing campus need for tools and capabilities that CLEW is unable to accommodate. The University has adopted Blackboard Learn as its new LMS in a joint license with St. Clair College. This partnership positions the two institutions for greater collaborations, student mobility, and flexibility.

Blackboard Learn will significantly enhance the University's capacity to offer engaging, high-quality online and blended teaching, allow greater support for instructors pursuing new pedagogical approaches, and addresses many issues that the campus community has identified. Examples of this improved functionality include:

- Testing and survey tools;
- Customizable assignment rubrics with online grading capability;
- Integrated grading management tools;
- Seamless integration with the Blackboard Collaborate virtual classroom;
- A journaling tool for individual or group use;
- E-portfolios to document student learning;
- Built-in academic integrity evaluation tools (similar to Turnitin);
- Capacity to track student activity within the course site, which allows for greater knowledge of student practices and potential identification of at-risk students;
- Improved archiving capabilities; and
- More consistent user experience across platforms, including the potential for mobile device functionality.

Staff from CTL and ITS form the LMS Team involved in daily management and future planning regarding the University's LMS. In consultation with the LMS Advisory Group (represented by faculty and staff from across campus), the LMS Team has begun to prepare for the migration from CLEW to Blackboard by participating in extensive training on the new system, and developing tools to facilitate the transfer of instructors' content from CLEW into the new LMS. These migration tools will also enable faculty to retain a personal copy of their materials for use in other learning management systems. The LMS Team has identified the following implementation schedule:

- Fall 2014 - Pilot Blackboard Learn with targeted courses in the Centre for Executive and Professional Education chosen because the program would be independent of the general student population and would avoid confusion for students using dual learning management systems.
- Winter 2015 - Pilot Blackboard Learn for a select group of existing CLEW courses.
- Spring 2015 – Pilot Blackboard Learn in courses offered in Spring/Summer.
- Fall 2015 - Implement Blackboard Learn across campus.

The CTL has developed an LMS Review Wiki page http://mediawikibe.uwindsor.ca/clew/index.php/LMS_Review, which hosts FAQs and other information, and will be continually updated during the transition.

Classroom Learning Technologies

Learning Space Renovation

Providing rooms with high performance, reliable technology can inspire innovative, interactive teaching. With classroom technologies, instructors are able to deliver course material in multiple formats, i.e., through videos, simulations, online discussions, classroom response systems, and PowerPoint presentations. CTL technicians and engineers support, maintain, and replace learning technologies in 70 general purpose classrooms, numerous departmental-specific classrooms housed in buildings across campus, and eight general meeting spaces.

In 2013-14, the CTL and the Office of Open Learning undertook an MTCU-funded project to identify and implement the infrastructure required to expand blended learning approaches at the University of Windsor. Overall, the project sought to provide:

- automatic lecture capture capabilities in the largest classrooms on campus;
- lecture streaming capability or integrated lecture capture tools with the University's existing web conferencing solution for delivery to remote learners; and
- recordings of the lectures available to students for review, annotation, discussion, and study purposes, and to instructors for their own pedagogical review.

Specifically, in 2014, the team identified the largest courses taught on campus (>100 students), and invited the instructors to the Blended Learning Design Institute, a three-day program on the theoretical, practical, and technological underpinnings of blended learning course design. CTL staff then installed the Echo360 hardware and software – an integrated system for capturing and sharing videos from lecture hall presentations – in seven classrooms in Erie Hall, Chrysler Hall South, and the Odette Building; the technology was selected for its shallow learning curve, relatively low maintenance cost, efficient support requirements, and ability to seamlessly integrate into existing systems. Lecture capture is currently being piloted in classes that use these rooms, and the hardware will be installed in an additional 22 classrooms during the next reporting period.

Annually, general purpose classrooms identified for renovations are prioritized based on audio-visual concerns and complaints from faculty and students to the Registrar's Office. This ensures that rooms with the greatest needs are renovated. In 2014, Centre staff designed and ordered equipment to renovate classrooms in Odette (104) and Erie Hall (1114, 1115, and 1118), Biology (121), and Education (1101). These rooms will include a Crestron Digital Media System to handle HDMI sources; and new consoles with a computer, document camera, and BluRay, DVD, and VHS players. Renovations will be completed in 2014-15.

In response to instructor requests for better mobility in the classroom while teaching, the CTL installed software in general purpose classrooms, which enables instructors to remotely control the classroom computer using their laptop, tablet, or phone. Instructors can now flip between slides, play videos, and visit webpages without being "tied" to the podium. To improve the performance of classroom audio-video equipment, staff from the CTL and ITS upgraded the AV control network in the Ed Lumley Centre for Excellence and Innovation building; and the CTL's internal network. CTL staff also offered expertise and support through one-on-one and group consultations on the infrastructure and budget requirements for the AV system in the Welcome Centre, Innovation Centre, Downtown Campus, CAW Centre, and the Odette expansion project.

In 2013-14, the CTL worked with faculty and staff from specific units across campus to renovate a number of discipline-specific rooms. The CTL provided the expertise but the specific unit funded renovations. The Centre renovated a news studio for the Digital Journalism Program: staff replaced the news desk, and installed a teleprompter and permanent soft lighting for the green screen and news anchor desk. Instructors can now teach live newsroom courses at the University. Rooms 210 and 212 in the Odette School of Business were renovated to include a console with touch panel controls, HDMI connectivity, and new projectors. Odette 210 is also equipped with an electric height adjustable table. An AV system was installed in the Graduate Studies Student Lounge – this system now allows for full satellite and radio feeds. The CTL's sound and production facilities, Studio A and B, are primarily used to hold classes and events by Music, Dramatic

Art, and Communications, Film, and Media Studies, and to host campus-wide events and special interviews and/or video recordings by other non-academic units. The large studios now have cameras, an intercom system, studio switcher with live chromakeying and four upstream keyers, LED remote controlled lighting, and a camera connection to the adjoining control room using fibre optic cables - improving the studio for use as a television studio. Staff also installed a touchscreen kiosk, located near the Master Control area, which allows visitors to efficiently search for and reserve available CTL facilities.

Audio-Visual Support

In any given semester, the Centre’s audio-visual technicians and part-time student employees consult with approximately 1,000 instructors and students by phone, email, or in person. The team is also responsible for maintaining rolling stock and classroom multimedia equipment; as well as set up for major campus and community events including Convocation, Head Start, and Campus Technology Day. In 2013-14, the AV team set up and supported approximately 11 community events per month, showcasing the University’s facilities and encouraging University-community engagement. A complete list of community-supported events can be found in Appendix C.

An increase in classroom technology upgrades over the last four years, has led to a 22% drop in AV equipment requests in 2013-14 (Figure 10). The most commonly reported AV problems were non-responsive classroom consoles and projectors. In most cases, the problem was easily resolved in minutes by phone; in other cases, if faulty equipment was to blame, turnaround time for repair was under 24 hours.

In an effort to increase efficiency and improve responsiveness to client needs, CTL Technologies staff began a review of Centre policies and procedures for reserving and lending AV and production equipment to faculty and staff. At the end of the reporting period, staff completed a review of current practices and procedures, and prepared a list of recommendations to be circulated more widely to Centre staff and management. The plan will be implemented in 2014-15.

Videoconferencing Support

The University encourages research excellence and real-time collaboration with academics from across the world through classroom technologies like videoconferencing. In 2013-14, the Centre supported videoconferencing in the Medical Education Building (MEB), Lambton Tower, and the Toldo Health Education Centre. Other videoconferencing facilities across campus were primarily used for doctoral and masters’ thesis defenses requiring external committee members, and job interviews.

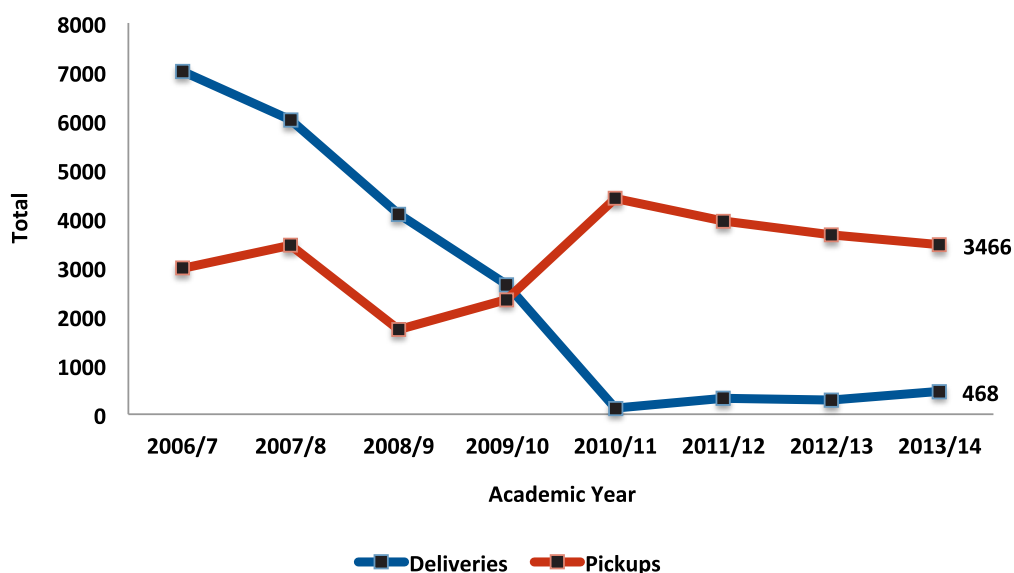


Figure 10: 2006-2014 AV Deliveries and Individual Pickups

Future Audio-Visual Initiatives

The CTL is responsible for the design, purchase, installation, maintenance, and replacement of multimedia in all general purpose classrooms at the University of Windsor. With nearly every classroom on campus equipped with multimedia equipment, early installations are becoming unusable and inefficient. The number of general purpose classrooms has grown from 64 to 70 since 2011, and will continue to grow as the University expands its reach to the Downtown sector.

In 2011, the Centre developed an evergreening plan, which was presented to University administrators. The project sought a budget of approximately \$350,000 a year, which did not include upgrades to equipment in the Centre for Engineering Innovation or the Downtown Campus. Though costly, this initiative directly and inevitably affects instructors and students from every Faculty on campus. In 2012-13, the CTL received \$100,000 in shared funding with Leddy Library, for maintaining general purpose learning spaces, and with this, renovated urgent and high priority classrooms like Erie 1120. The Centre will continue to refine its classroom equipment replacement plan and find ways to fund the long-term strategic and cost-effective plan.

Facility Use

In 2013-14, the Centre's state-of-the-art multimedia facilities were used for a total of 5,888 hours (Table 7). The facilities include a multimedia lab, two production studios, three sound studios, and two meeting spaces with SmartBoards and rolling tables and chairs. The School of Computer Science and the Centre for English Language Development were primary users of the 40-computer Multimedia Lab (G125); the School of Music, Dramatic Art, Department of Communication, Film, and Media Studies, and other non-academic units were primary users of the two production studios and three sound studios; and instructors and non-academic units used the CTL's meeting spaces (G137A and 2103) for meetings, class, and other events.

Table 7: CTL Facilities Use

Room	2010-11 Hours	2011-12 Hours	2012-13 Hours	2013-14 Hours
Production Studios	2,794	2,793	2,442	2,630
Sound Studios	1,998	2,002	1,098	943
Multimedia Lab	1,058	1,020	727	428
Meeting Spaces	1,322	1,475	1,767	1,887
Total Hours	7,172	7,290	6,034	5,888

Application and Database Development and Support

The CTL designs and develops expert-level databases, applications, submission systems, and data interfaces to help improve and track service requests for departmental and campus use. In 2013-14, Centre staff worked with Student and International Affairs and developed and launched a system for managing registrations for their Spring and Fall Open Houses, registering over 750 potential students and their 940 family members and guests for this year's Spring event. Staff also developed an electronic award application system for the GA/TA Recognition awards, and at the end of the reporting period, consulted with CTL Development staff and the Office of Research Services to develop an electronic grant application system for the Undergraduate Research Excellence Grant. The system will be launched in 2014-15.

In 2013-14, the Centre staff continued to revise and support CTL-developed programs, sites, and databases including:

- the grant application processes for the University's Strategic Priority Fund and the CTL's Centred on Learning Innovation Fund;
- the submission and review processes for the Windsor-Oakland Teaching and Learning Conference;
- the workshop registration databases developed by the CTL has been adopted by the Department of

Human Resources, and the Office of Open Learning;

- staff attendance tracking system developed by the CTL, has been adopted by the Department of Finance, Planning and Budgets, the Centre for Executive and Professional Education, the Office of Health and Safety, and the Office of the Provost and Vice-President, Academic;
- online safety courses for the Faculty of Engineering and the Office of Health and Safety;
- an online training program for the Department of Finance, which is required prior to gaining access to the University's financial system; and
- a custom application for the Office of the Provost and Vice-President, Academic, which facilitates the requesting and gathering letters of recommendation for promotion and tenure applicants.

In 2013-14, staff also participated in the SPF-funded Document Management initiative (Dr. Patricia Weir, principal investigator), which seeks to improve the efficiency intensive workflows, i.e., applications for new academic programs; created certification sites for campus safety initiatives including the Workplace

Safety Training and Fume Hood Safety programs; and consulted with the School of Visual Arts about designing an online Wood Shop Safety certification program, which would be a prerequisite for users who wish to use the School's wood-shop facilities.

Audio/Video Production and Photography

The CTL is staffed with experienced producers, videographers, editors, and engineers who offer comprehensive production and post-production services to the University community. From the University's Convocation ceremonies, broadcast locally on Cogeco Cable, to the countless one-on-one sessions with instructors, students, and volunteers, the Centre's multimedia production team reaches nearly every department and non-academic unit on campus.

The media production team is responsible for creating videos that can be used online and in broadcasts for multiple audiences, overseeing the production process until completion. In addition to numerous special video projects, the team works with instructors and graduate and teaching assistants to videotape classes and labs for study and review purposes. CTL support of the University's Convocation ceremonies includes video coverage using a four-camera set up, photographic support complete with two photographers, real-time video recordings projected onto screens and monitors, and audio coverage and engineering. In 2013-14, two sessions of the Fall Convocation and six sessions of the Spring Convocation proceedings were video recorded, webcast live, edited for broadcast on Cogeco Cable, duplicated for distribution, and archived on the Centre's uView system. Staff also produced a series of university-wide and promotional videos including the President's State of the Address, the Three-Minute Thesis Competition, and the two-day Symposium on Entrepreneurship.

The media production team supports the Centre's studio facility in Lambton Tower, which is used daily as a classroom and performance venue. This facility is the largest studio facility in southwestern Ontario. See Appendix C for a catalogue of the Centre's 2013-14 video projects.

The CTL photographer is available for location, studio, and tabletop photography to University clients for website content, online feature articles, marketing and advertising campaigns, and profiles and portraits. The Centre's photographer covered multiple events 2013-14 including annual, campus-wide events such as Convocation, the Celebration of Teaching Excellence, and the University of Windsor-Oakland University Teaching and Learning Conference.

uView: Video Catalogue and Submission System

Over 9,000 videos have been uploaded to the CTL-developed video catalogue and submissions system, uView, since its inception in 2009; in 2013-14, these videos received over six million "hits" from site visitors across the globe (Figures 11

and 12). The system houses class presentations, lecture captures, CLEW instructional videos, Convocation ceremonies, and campus promotional videos. This year, CTL staff developed a tool to allow peers and instructors to provide feedback on videos.

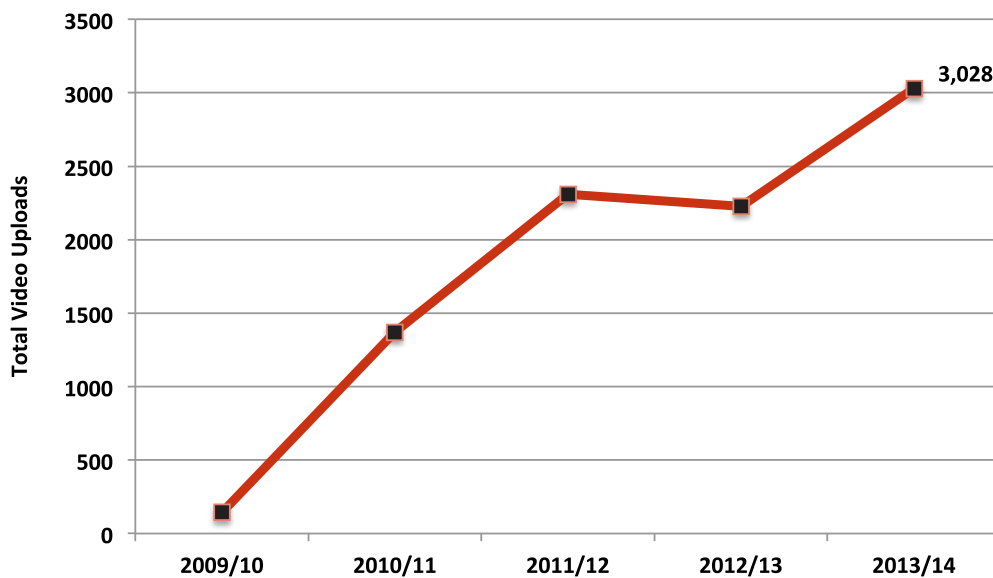


Figure 11: 2009-14 Total Number of uView Video Uploads

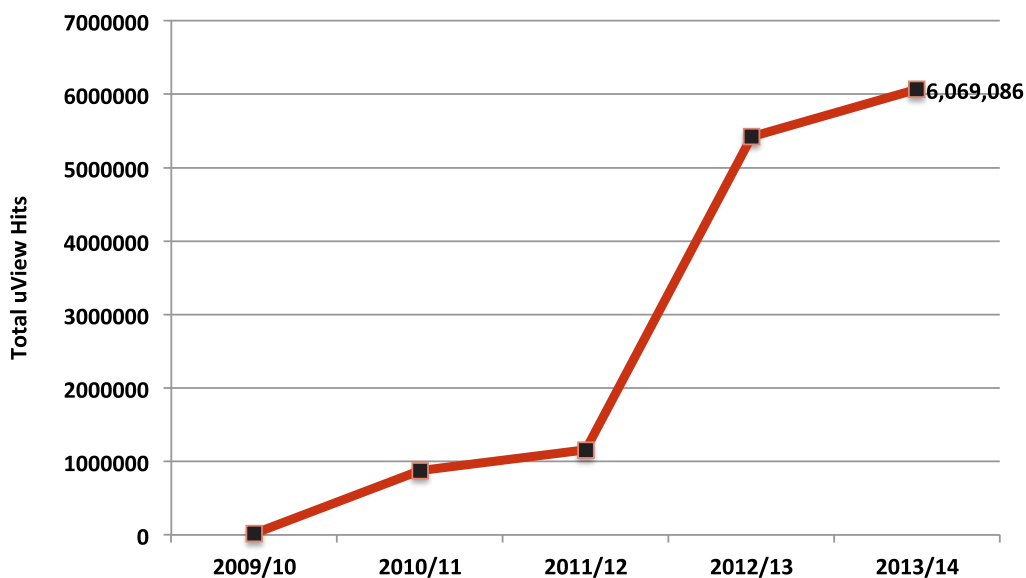


Figure 12: 2009-14 Total uView Hits

Appendix A: 2013-14 CTL Grants, Publications, Presentations, Committees, and Memberships

Books

Goff, L., **Potter, M.K.**, Pierre, E., Carey, T., Gullage, A., **Kustra, E.**, Lee, R., Lopes, V., Marshal, L., Martin, L., **Raffoul, J.**, Siddiqui, A., & Van Gastel, G. (Submitted). *Program-level learning outcomes assessment: A practitioner's handbook*. Toronto, ON: Higher Education Quality Council of Ontario.

Book Chapters

Potter, M.K. & Cobb, C. (in press). Blooming Hemingway's multiple lens portfolio. In G. Holcomb (Ed.), *Teaching Hemingway and race*. Kent, OH: Ohio State University Press.

Annual Journals Edited

Chiappetta, C., Allard, E., Aspenlieder, E., **Raffoul, J.**, & Teeter, C. (Eds.). (2014). *Collected Essays on Learning and Teaching, Volume 7, Issue 1*. Society for Teaching and Learning in Higher Education: McMaster University, Hamilton, ON.

Chiappetta, C., Allard, E., Aspenlieder, E., **Raffoul, J.**, & Teeter, C. (Eds.). (2014). *Collected Essays on Learning and Teaching, Volume 7, Issue 2*. Society for Teaching and Learning in Higher Education: McMaster University, Hamilton, ON.

Wuetherick, B. & **Potter, M.K.** (Special Issue Eds.). (in press). *SoTL Through the Lenses of the Arts and Humanities, Special Issue of the Canadian Journal for the Scholarship of Teaching and Learning*, Society for Teaching and Learning in Higher Education.

Contract Research Reports

Kustra, E., Doci, F., Meadows, K., Dishke Honzel, C., Goff, L., Gabay, D., Wolf, P., Ellis, D., Grose, J., Borin, P., & Hughes, S.E. (2014). *Teaching culture indicators: Enhancing quality teaching*. Report to the Ministry of Training, Colleges and Universities – Productivity and Innovation Fund Program. University of Windsor: Windsor, ON.

Wright, W.A., Hamilton, B., **Kustra, E.**, Groarke, L., Singleton-Jackson, J., & Craig, J. (2014). *Piloting the collegiate learning assessment and the community learning assessment*. Report to Higher Education Quality Council of Ontario. University of Windsor: Windsor, ON.

Wright, W.A., Hamilton, B., **Raffoul, J.**, & **Marval, P.** (2014). *Embedded educational leadership initiatives at the University of Windsor*. Report to the Ministry of Training, Colleges and Universities – Productivity and Innovation Fund Program. Contributors: T. Ackerson, D. Andrews, J. Bornais, J. Dixon, L. Gil, E. Kustra, S. McMurphy, M.K. Potter and N. Timperio. University of Windsor: Windsor, ON.

Wright, W.A., Mighty, J., Muirhead, B., Scharfe, E., Vail, S., & Hamilton, B. (2014). *Shared modular course development: A Feasibility Study*. Report to the Ministry of Training, Colleges and Universities – Productivity and Innovation Fund Program. University of Windsor: Windsor, ON.

Wright, W.A., Mighty, J., Muirhead, B., Scott, J., & Hamilton, B. (2014). *The Ontario Universities' teaching evaluation toolkit: A feasibility study*. Report to the Ministry of Training, Colleges and Universities – Productivity and Innovation Fund Program. University of Windsor: Windsor, ON.

Grants

Goff, L., **Potter, M.K.,** Pierre, E., Carey, T., Gullage, A., **Kustra, E.,** Lee, R., Lopes, V., Marshal, L., Martin, L., **Raffoul, J.,** Siddiqui, A., & Van Gastel, G. (2014). *Program-level learning outcomes assessment: A practitioner's handbook*. Higher Education Quality Council of Ontario, \$59,703.

Daniel, Y., Martinovic, D., Roland, K., Zhang, Z., Weibe, N., **Stolarchuk, L.,** Galka, A., & Magliaro, J. (2013). *Certificate of pedagogy of online learning*. University of Windsor Open and Online Learning Strategic Development Grant, \$25,000

Daniel, Y., Roland, K., Galka, A., Magliaro, J., Martinovic, D., **Stolarchuk, L.,** Zhang, Z., & Weibe, N. (2014). *Certificate program in pedagogy for online learning*. Strategic Priority Fund, University of Windsor, \$50,000

Kustra, E., Grose, J., Goff, L., Wolf, P., Ellis, D., Dawson, D., & Hughes, S. (2013). *Teaching culture indicators: Enhancing quality teaching*. Ontario Ministry of Training, Colleges, and Universities, \$175,000

Potter, M.K., Kustra, E., Boulos, P., Baker, N., & Wright, W.A. (2010-13). *Canada's first internationally recognized University Teaching Certificate program*. Higher Education Quality Council of Ontario (HEQCO), \$21,500

Weir, P., Siu, M., & **Kustra, E.** (2014). *University of Windsor 3 minute thesis competition*. Strategic Priority Fund, University of Windsor, \$7,700.

Wright, W.A. (2013). *Leading the leaders: Developing metrics and management mechanisms for embedded educational leadership initiatives*. Ontario Ministry of Training, Colleges, and Universities, \$90,274

Wright, W.A. (2013). *Navigating large foundational classes: Providing scalable infrastructure for next generation blended learning classrooms to enhance student learning outcomes, access and choice*. Ontario Ministry of Training, Colleges, and Universities, \$349,925

Wright, W.A., Mighty, J., Scott, J., & Muirhead, B. (2013). *The teaching evaluation toolkit: Building the basis of better teaching in Ontario*. Ontario Ministry of Training, Colleges, and Universities, \$355,340

Wright, W.A. & Kathiresan, B. (2014). *Establishing the infrastructure for effective online student evaluation of teaching*. Strategic Priority Fund, University of Windsor, \$77,640

Wright, W.A., Mighty, J., Scharfe, E., Muirhead, B., & Vail, S. (2013). *A multi-institutional feasibility study to explore mechanisms for the development of shared, modular first-year and large-enrolment courses*. Ontario Ministry of Training, Colleges, and Universities, \$290,758

Invited Presentations

Boulos, P. & **Stolarchuk, L.** (2013, September). *Classroom technologies: From consoles to CLEW*. Invited presentation at the annual GATAcademy, University of Windsor, Windsor, ON.

Ciampa, M. & **Kustra, E.** (2014, April). *'We' in welcome centre*. Invited workshop to staff moving into the Welcome Centre, University of Windsor, Windsor, ON.

Kustra, E. (2013, September). *Introduction to the Centre for Teaching and Learning*. Invited workshop for the Faculty of Human Kinetics, University of Windsor, Windsor, ON.

Kustra, E. (2014, April). *OUCS student panel: Student view of campus technology*. Invited panel moderator at the Ontario University Computing Conference (OUCS), University of Windsor, Windsor, ON.

Kustra, E., Baker, N., **Parent, S.**, & **Stolarchuk, L.** (2013, July). *Centre for Teaching and Learning technologies panel discussion*. Invited presentation at the annual University of Windsor New Faculty Orientation, Windsor, ON.

Kustra, E. & Paziuk, G. (2014, April). *Effective use of TAs in large classes*. Invited workshop at the School of Social Work Faculty Retreat, University of Windsor, Windsor, ON.

Pusca, D. (2014, April). *Enhancing teaching and learning: With or without CAD?* Invited lightning round presentation at Campus Technology Day, Information Technology Services, University of Windsor, Windsor, ON.

Raffoul, J. (2013, November). *How to research your teaching*. Invited roundtable at the annual Research Roundtables, Office of Research Services, University of Windsor, Windsor, ON.

Raffoul, J. & Paziuk, G. (2013, November). *Proofreading and editing documents*. Invited workshop for the Employee Engagement and Development Series, Department of Human Resources, University of Windsor, Windsor, ON.

Sinasac, J. & Baker, N. (2014, May). *Polycom, Blackboard Collaborate, and Echo 360 demo*. Invited presentation at the Odette Open Learning Symposium, University of Windsor, Windsor, ON.

Stolarchuk, L. (2014, May). *Using Blackboard Collaborate to teach online courses*. Invited presentation at the Odette Open Learning Symposium, University of Windsor, Windsor, ON.

Stolarchuk, L. (2014, February). *Troubleshooting clickers*. Two invited training session for Information Technology and Leddy Library staff and students, University of Windsor, Windsor, ON.

Stolarchuk, L. (2013, December). *CLEW basics nursing orientation*. Invited presentation for Faculty of Nursing instructors, University of Windsor, Windsor, ON.

Stolarchuk, L. & Baker, N. (2014, June). *Introduction to LectureTools – Human Kinetics*. Invited workshop for Faculty of Human Kinetics faculty and staff, University of Windsor, Windsor, ON.

Wright, W.A., Hamilton, B., **Raffoul, J., & Fawcett, G.** (2014, April). *Ontario-wide course sharing and teaching evaluation toolkit development: Technology central to MTCU grants*. Invited presentation at Campus Technology Day, Information Technology Services, University of Windsor, Windsor, ON.

Conference Presentations

Boulos, P. (2014, February). *Conducting research using our children, ahem, I mean our students, as participants*. Presentation at the annual conference of the Educational Developers Caucus, University of Calgary and Bow Valley College, Calgary, AB.

Boulos, P. & McMurphy, S. (2014, May). *Conducting research using our own children, ahem, I mean, our own students, as participants*. Workshop presented at the eighth annual University of Windsor-Oakland University Teaching and Learning Conference, Oakland University, Rochester, MI.

Chu, S. & **Kustra, E.** (2014, February). *Building leadership resiliency*. Presentation at the annual conference of the Educational Developers Caucus, University of Calgary and Bow Valley College, Calgary, AB.

Dimitrov, N. & **Kustra, E.** (2014, June). *Researching the impact of teaching development across institutions: Opportunities and challenges*. Workshop presented at the International Consortium for Educational Developers, Stockholm, Sweden.

Docì, F., Eiliat, H., Gillard, K., Burton, S., **Kustra, E.,** & Meadow, K. (2014, May). *Teaching culture indicators: Valuing and enhancing teaching in higher education*. Poster presented at the eighth annual University of Windsor-Oakland University Teaching and Learning Conference, Oakland University, Rochester, MI.

Goff, L., **Kustra, E.,** Borin, P., Wolf, P., Grose, J., Dawson, D., Ellis, D., & Hughes, S. (2014, February). *Perceptions and indicators of an institutional culture that values teaching*. Presentation at the annual conference of the Educational Developers Caucus, University of Calgary and Bow Valley College, Calgary, AB.

Kustra, E. (2014, June). *Canada and Scotland: Similarities and differences in the structures of our educational development organizations and in the issues we face*. Workshop presented at the annual Scottish Higher Education Developers Annual Conference, Skye, Scotland.

- Kustra, E., Dawson, D., MacDonald, J., Kenny, N., & Arbach, M.** (2014, June). *Investigating the educational developer's portfolio*. Session presented at the International Consortium for Educational Developers, Stockholm, Sweden.
- McDonald, J., Arbach, M., Borin, P, Kenny, N., & **Kustra, E.** (2014, February). *Building an EDC community resource: Developing a guide to support an educational developers portfolio*. Presentation at the annual conference of the Educational Developers Caucus, University of Calgary and Bow Valley College, Calgary, AB.
- McMurphy, S. & **Kustra, E.** (2014, June). *Trust, trustworthiness and distrust in educational development and leadership*. Workshop presented at the International Consortium for Educational Developers, Stockholm, Sweden.
- Potter, M.K.** (2014, May). *The will to empowerment: A Nietzschean approach to learning*. Workshop presented at the eighth annual University of Windsor-Oakland University Teaching and Learning Conference, Oakland University, Rochester, MI.
- Raffoul, J. & Potter, M.K.** (2014, May). *The why, what, and how to SoTL: Researching and writing about teaching and learning*. Workshop presented at the eighth annual University of Windsor-Oakland University Teaching and Learning Conference, Oakland University, Rochester, MI.
- Raffoul, J.,** Bornais, J., & Hamilton, B. (2014, June). *From teaching to leader: The why and how of teaching award nominations*. Concurrent session presented at the annual conference of the Society for Teaching and Learning in Higher Education, Queen's University, Kingston, ON.
- Skene, A.** (2014, April). *Is anecdote evidence? The art of SoTL*. Session presented at SoTL Through the Lenses of the Arts & Humanities: A Symposium, McMaster University, Hamilton, ON.
- Skene, A.** (2014, May). *Teaching with your mouth shut: Fostering active engagement across the disciplines*. Workshop presented at the eighth annual University of Windsor-Oakland University Teaching and Learning Conference, Oakland University, Rochester, MI.
- Skene, A. & Johnston, N.,** (2014, May). *Bespoke writing instruction: Tailoring workshops to fit*. Session presented at Inkshed30, University of Waterloo, Waterloo, ON.
- Stefanczyk, J., **Raffoul, J.,** Wiebe, N., & Hamilton, B. (2014, May). *Bridging teaching and research through undergraduate research education*. Concurrent session presented at the eighth annual University of Windsor-Oakland University Teaching and Learning Conference, Oakland University, Rochester, MI.
- Stolarchuk, L. & Baker, N.** (2014, May). *In search of the next learning management system (LMS): One universities' approach to solving the LMS jigsaw*. Poster presentation at the annual conference of the Staff and Educational Development Association, Newcastle Upon Tyne, UK.
- Wiggers, R., **Kustra, E.,** & Fee, J. (2014, May). *First generation students as learners: What we know and what we don't know*. Session presented at the Strategic Enrolment Management Summit, University of Windsor, Windsor, ON.

Wright, W.A. (2014, May). La place de la recherche dans les cours de premier cycle: de la théorie à la pratique Congrès de l'association International de la pédagogie universitaire (AIPU), Mons, Belgique.

Wright, W.A., Cassidy, A., Monette, M.J., Streaun, W.B., & Watson, G. (2014, June). *Transforming our learning experiences: Paradigms and paddling pedagogies*. Workshop presented at the annual conference of the Society for Teaching and Learning in Higher Education, Queen's University, Kingston, ON.

Wright, W.A., Scott, J., Mighty, J., Vail, S., & Muirhead, B. (2014, June). *Educational development: New funding, new stakes in higher education collaborations*. Concurrent session presented at the annual conference of the Society for Teaching and Learning in Higher Education, Queen's University, Kingston, ON.

External Committees

- Kustra, E., Secretary, Educational Developers Caucus Executive
- Kustra, E., Member, Ryerson University Teaching Award Committee
- Kustra, E., Advisory Member, Noble International University, USA
- Kustra, E., Judge, Canada Wide Science Fair
- Kustra, E., NSERC CREATE, Grant Proposal Review Committee
- Potter, M.K., Secretary, Bertrand Russell Society
- Potter, M.K., Conference Host and Organizer, Bertrand Russell Society Annual Meeting
- Raffoul, J., Editor, Collected Essays on Learning and Teaching
- Wright, W.A., Editorial Board: Journal of Excellence in College Teaching

On-Campus Committees

- Academic Integrity Committee
- Academic Policy Committee
- Accessible Education, Training & Awareness Committee
- Active Directory Governance Committee
- Blackboard Implementation Committee
- Campus Accessibility Advocacy Committee
- Campus Technology Day Organizing Committee
- CEI Learning Spaces Committee
- Centre for Engineering Innovation: Innovative Spaces Committee
- Centre for Teaching and Learning Hiring, Permanence, and Promotion Committee
- Centre for Teaching and Learning Tenure, Permanence, and Review Committee
- Centred on Learning Innovation Fund Committee
- CLEW Copyright Committee
- CLEW Learning Community
- CLEW Team
- CTL Hiring Promotion and Permanence Committee
- Disaster Recovery Planning Committee
- Downtown Steering Committee

- Faculty of Education and Academic Development Ad Hoc Transitional Team
- Faculty of Education and Academic Development Dean Search Committee
- GA/TA Awards Committee
- International Student Committee
- LMS Advisory Committee
- LMS Copyright Committee
- LMS Implementation and Team
- LMS Review Committee
- LMS Steering Committee
- NSSE Working Group
- Program Development Committee
- Provost's Committee on Teaching and Learning
- Research Ethics Board
- Roger Thibert Teaching Excellence Award Committee
- Scholarly Communications Committee
- Undergraduate Curriculum Committee
- Undergraduate Medical Education Patient-Centered Context: Integration and Application Committee
- Undergraduate Research Experience Committee
- University of Windsor-Oakland University Organizing Committee
- Welcome Centre: Change Management Committee
- WUFA AAS/AAS-LS Committee
- WUFA Communications Subcommittee
- WUFA Council
- WUFA Contract Committee
- WUFA Governance Subcommittee
- WUFA Legal Defense Fund Committee
- WUFA Negotiating Committee
- WUFA Nominating Committee
- WUFA Special Action Committee

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 (IJAD)
- International Journal for the Scholarship of Teaching and Learning (IJSoTL)
- Journal of Teaching and Learning (JTL)
- Russell: The Journal of the Bertrand Russell Archives
- Teaching and Learning Inquiry: ISSOTL Journal
- To Improve the Academy

Peer Review: Conference Submissions

- Educational Developers Caucus (EDC) Annual Conference
- Society for Teaching and Learning in Higher Education (STLHE) Annual Conference
- University of Windsor-Oakland University Teaching and Learning Conference

Associations and Memberships

- Bertrand Russell Society
- Council of Ontario Educational Developers (COED)
- Council on Undergraduate Research (CUR)
- Directors Group (Michigan)
- Educational Developers Caucus (EDC)
- Higher Education Research and Development Society in Australasia (HERDSA)
- Infocomm
- International History, Philosophy and Science Teaching
- International Society for the Scholarship of Teaching and Learning (ISSOTL)
- International Consortium for Educational Development (ICED)
- ISW Facilitators Network
- Michigan Scholarship of Teaching and Learning (SoTL) Academy
- Ontario University Educational Technologies Directors Association
- Professional Engineers Ontario (PEO)
- Professional Administrators Roundtable, University of Windsor
- Professional and Organizational Development (POD) Network in Higher Education
- Scholarship of Teaching and Learning (SoTL) Academy
- 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)

Appendix B: Workshops, Half Courses, and Extended Sessions

Title	Presenter(s) ¹	Hours	Attendance
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	1	3
Help Desk Meets CLEW 2.9.2	Lorna Stolarchuk	1	5
Help Desk Meets CLEW 2.9.2	Lorna Stolarchuk	1	5
Threshold Concepts	Joanne Maddern	3	7
Lecturing (half course)	Michael K. Potter	30	5
Clicker Updates	Lorna Stolarchuk & Brad Ketelaars	2	6
Reflective Practice	Joanne Maddern	3	7
Instructional Skills Workshop	Pierre Boulos, Sonia Sulaiman, & Debbie Rickeard	24	7
Action Research	Joanne Maddern	3	7
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	1
The Neuroscience of Reflective Leadership and Effective Collaboration in Education (Summer Series)	Joanne Maddern	3	17
CTL Luncheon for New Faculty (Summer Series)	--	1	16
Prepping Your First Day and Designing for Engagement (Summer Series)	Judy Bornais	2	26
The Clicker Primers (Summer Series)	Brad Ketelaars & Lorna Stolarchuk	2	6
Assessment: How Do You Know What They Know? (Summer Series)	Michael K. Potter & Pierre Boulos	3	19
Project and Group Work (Summer Series)	Jacqueline Stagner	3	3
Academic Integrity in Collaborations (Summer Series)	Danieli Arbex	2	9
Introduction to Teaching and Learning in a Lab Setting (Summer Series)	Anna Farias, Sara McNorton, & Dora Cavallo-Medved	2	4
Teaching With Gadgets: Educational Technologies Discussion and Demonstration (Summer Series)	--	1	19
Teaching and Learning in a Research Group Setting (Summer Series)	Siyaram Pandey & Alan Scoboria	2	15
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	6
Gradebook Essentials and Updates	Lorna Stolarchuk	2	3
Conducting Effective Labs and Tutorials (GATAcademy)	Marzieh Mehrjoo & Heather Filiatrault	1	28

¹ CTL presenters are in red, University faculty, staff, and graduate students are in blue, visiting fellows are in green, and external presenters are in purple.

Dealing With Conflict (GATAcademy)	Neil Pettit & Victoria Townsend	1	15
Maintaining Professionalism and Email Etiquette in a Cyber-Centred World (GATAcademy)	Corinne Allsop & John Antoniw	1	15
Say What You Mean: Effective Explanations in the Classroom (GATAcademy)	Greg Paziuk	1	34
Teaching in the Multicultural Classroom (GATAcademy)	Enrique Chacon	1	18
The First Day (GATAcademy)	Betsy Keating	1	36
Zotero: Your Research a Click Away (GATAcademy)	Mita Williams	1	20
Catch Me If You Can: Identifying Plagiarism in Students' Papers and Assignments (GATAcademy)	Christin Moeller	1	24
Classroom Technologies: From Consoles to CLEW (GATAcademy)	Pierre Boulos & Lorna Stolarchuk	1	26
Conducting Effective Labs and Tutorials (GATAcademy)	Marzieh Mehrjoo & Heather Filiatrault	1	32
Dealing With Conflict (GATAcademy)	Neil Pettit & Victoria Townsend	1	14
Grading and Providing Meaningful Feedback (GATAcademy)	Jules Woolf & Rochelle Stevenson	1	42
Teaching in the Multicultural Classroom	Enrique Chacon	1	11
Teaching With Stats and Data (GATAcademy)	Carina (Xue) Luo	1	17
Classroom Technologies: From Consoles to CLEW (GATAcademy)	Pierre Boulos & Lorna Stolarchuk	1	13
Grading and Providing Meaningful Feedback (GATAcademy)	Jules Woolf & Rochelle Stevenson	1	39
Leading Dynamic Discussions (GATAcademy)	Beth Kuhn	1	30
Maintaining Professionalism and Email Etiquette in a Cyber Centred World (GATAcademy)	Corinne Allsop & John Antoniw	1	13
Say What You Mean: Effective Explanations in the Classroom (GATAcademy)	Greg Paziuk	1	36
The First Day (GATAcademy)	Jill Jones	1	10
CLEW Basics for Instructors	Lorna Stolarchuk	2	1
Authentic Assessment (half course)	Michael K. Potter	18	3
100%: Best Practices in Grading	Alan Wright, Renée Wintermute, David Andrews, Dora Cavallo-Medved, Judy Bornais, & Anne Forrest	2	11

Putting Your Best Foot Forward: Writing Winning Teaching Award Nominations	Bev Hamilton, Jessica Raffoul, & Peter Marval	1	7
Instructional Skills Workshop	Pierre Boulos & Michael K. Potter	24	11
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	2
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	2
Publishing, Copyright, and Open Access (GATA Winter Academy)	Dave Johnston	1	8
Teaching With Stats and Data (GATA Winter Academy)	Kristi Thompson & Dan Edelstein	1	3
Leading Dynamic Discussions (GATA Winter Academy)	Beth Kuhn	1	10
Leading Effective Discussions (half course)	Pierre Boulos	18	6
Grading and Providing Meaningful Feedback (GATA Winter Academy)	Rochelle Stevenson	1	8
Maintaining Professionalism and Email Etiquette in a Cyber-Centred World (GATA Winter Academy)	John Antoniw & Corinne Allsop	1	4
CLEW Basics: Accelerated	Lorna Stolarchuk	2	1
Working With International Students (GATA Winter Academy)	Enrique Chacon	1	5
Say What You Mean: Effective Explanations in the Classroom (GATA Winter Academy)	Greg Paziuk	1	6
Data Driven: Effective Strategies to Assess Your Teaching	Bev Hamilton, Phil Graniero, & Allyson Skene	3	4
Focus Group Facilitation Training	Suzanne McMurphy	1	19
Instructional Skills Workshop	Sonia Sulaiman & Tamsin Bolton	24	5
Blended Learning Design Institute: Day 1	Allyson Skene, Nick Baker, & Lorna Stolarchuk	7	16
Blended Learning Design Institute: Day 2	Allyson Skene, Nick Baker, & Lorna Stolarchuk	7	11
Blended Learning Design Institute: Day 3	Allyson Skene, Nick Baker, & Lorna Stolarchuk	5	1
Frameworks for Progressing Your Teaching Through Evidence, Reflection, and Narrative	Gordon Joughin	1	14
Gradebook Essentials	Lorna Stolarchuk	2	4
Teaching 2.0: Introducing New Tools to Support Blended Teaching and Learning	Lorna Stolarchuk & Nick Baker	3	20
Introduction to LectureTools	Lorna Stolarchuk	1	1

CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	2
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	2
The University of Windsor Educational Leadership Forum	--	7	43
Responding To Student Evaluations of Teaching	Eileen Herteis	2	9
Instructional Skills Workshop	Judy Bornais	24	4
Teaching Dossier Academy	Alan Wright, Jessica Raffoul, Pierre Boulos, Michael K. Potter, Allyson Skene, & Eileen Herteis	10	17
The Teaching Philosophy Statement: No Need to be Coy, Roy!	Eileen Herteis	2	15
Lecturing (half course)	Michael K. Potter	30	4

Appendix C: 2013-14 Audio/Video Production and Photography

University-Wide Promotional Videos and Photography

- Photographed, and videotaped, edited, and streamed Fall/Spring Convocation – eight sessions for broadcast and distribution
- Produced Windsor Welcome Convocation videos for viewing at the annual Welcoming Ceremony and for broadcast on the University’s website, YouTube, and uView
- Photographed, and videotaped, edited, and streamed the Open Pension Meeting
- Photographed, and produced a promotional video for the annual Celebration of Teaching Excellence, as well as three profiles of winners of campus-wide awards
- Provided video coverage of the annual Celebration of Teaching Excellence including a Daily News story for promotional use
- Produced a video highlighting the Campus Community Barbecue for use in the Daily News
- Provided video coverage of the Three-Minute Thesis Event
- Photographed campus events like the Research Recognition Awards, Retirees’ Dinner, Graduate Students’ Awards, Employee Excellence Awards, 25-Year Service Luncheon and Scholarship Donor Thank-You Breakfast
- Produced a promotional video (“Celebrating Growth”) highlighting the expansion of the Odette School of Business as well as thanking supporters and donors. The video featured high gloss images of the expansion and interviews with the Dean, architects, and students
- Produce and directed a news feature promotional video highlighting Fall Festival Event for release in the Daily News and use on University social media sites
- Produced a promotional video highlighting the University of Windsor during the President's trip to China.
- Produced a promotional video for the Annual Donor Campaign
- Filmed the 2014 CIAU Women's Basketball Championship hosted by the University of Windsor for an ongoing documentary project and for stock footage of the event for future promotional videos

Departmental-Specific and Non-Academic Unit Videos

- Photographed numerous Centre for Teaching and Learning events including workshops, Visiting Fellows, and the annual conference
- Produced a video of keynote speaker for a conference hosted by the Department of Psychology
- Videotaped a mock trial that took place in the Windsor Courthouse downtown – the production included four cameras and microphone feeds (Faculty of Law)
- Produced a series of four modules designed to highlight common problems nurses encounter when dealing with patients and doctors (Faculty of Nursing)
- Videotaped, edited, and streamed the President’s State of the University Address
- Produced the University’s annual Holiday Message featuring President Wildeman and University students
- Videotaped, edited, and streamed the President’s Annual Report
- Produced a video of the presentation, “War! What Is It Good For” (Humanities Research Group)
- Provided video coverage of a presentation by special guest Anne Waldman (Humanities Research Group)
- Provided video coverage and full production of the two-day Symposium on Entrepreneurship (Odette School of Business)
- Provided video support for job candidates in the Department of Biological Sciences
- Produced a video for the Department of Mathematics and Statistics 50th anniversary celebration

- Provided video coverage of the Milos and Hayden Win award (Public Affairs and Communication)
- Produced a video of the CEI-hosted conference for the Faculty of Engineering
- Filmed a special reading of Alistair MacLeod’s book “No Great Mischief” (Department of Languages, Literatures, and Cultures, and School of Dramatic Art); the stage performance included faculty and student performance in front of a live audience

University and Community Events: Audio-Visual Support

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| <ul style="list-style-type: none"> ▪ Welcome Centre Ground Breaking Ceremony ▪ CIS Women’s Basketball Banquet ▪ Coaches Clinic ▪ Essex AA ▪ Alumni Association AGM ▪ Annual Giving Reception ▪ Remembrance Day ▪ AUCC's Open Door 2013 Initiative ▪ Gartner Presentation ▪ Board of Governors Dinner ▪ CERSCA ▪ Annual Rwandan Genocide Memorial ▪ Clark Award Dinner ▪ 25 Years of Services Luncheon ▪ Arab Youth Symposium ▪ Windsor International Film Festival ▪ Summer Info Sessions ▪ Headstart ▪ Instructional Skills Workshop ▪ Engineering Popsicle Bridge Competition ▪ CTL Summer Series ▪ Peer Support Centre ▪ International Affairs Retreat | <ul style="list-style-type: none"> ▪ Afro Fest ▪ Welcome Week ▪ Political Science – Border Transportation ▪ Human Kinetics – Deans’ Honor Roll ▪ Engineering Ring Ceremony ▪ Young African Union ▪ Glenn Craney ONCAT Event ▪ Women’s Memorial ▪ Nursing Orientation ▪ GATA Academy ▪ CEPE Orientation ▪ Student Movie Nights ▪ Computer Science - Celebration of Success ▪ Muslim Student Association – Prayers ▪ Islam Awareness Week ▪ CAOS Student Group Culture Show ▪ High School Social Justice Forum ▪ Grade 8 Social Justice Forum ▪ Canada Youth Business Foundation ▪ University of Windsor Open House ▪ Club SoDA Showcase ▪ Canada Wide Science Fair |
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