

Centre for Teaching and Learning Annual Reporting to the Academic Policy Committee 2016-2017

1. Executive Summary (Full Report: <http://ctl.uwindsor.ca/annual-reports>)

A. Introduction

The CTL leads ongoing strategic and intentional development of the teaching and learning culture impacting the University of Windsor campus community and beyond. The CTL is an international leader in educational development, contributing, through research and a scholarly approach, to the design and development of enhanced pedagogical practices.

B. Goals and Objectives of Reporting Year

1. **Provide an exceptional undergraduate experience:**

- a) Foster exceptional teaching and explore methods of enhancing a quality teaching culture on campus, directly impacting student learning across the institution
- b) Promote student engagement including undergraduate research and high impact practices
- c) Provide system support for Blackboard (with IT Services [ITS] and the Office of Open Learning [OOL])
- d) Partner directly with students to engage them in teaching and learning activities

2. **Pursue strengths in research and graduate education:**

- a) Encourage and support faculty as they develop a scholarly approach to teaching and evidence-based decision-making, and engage in the scholarship of teaching and learning
- b) Enhance undergraduate research and learning experiences in collaboration with the Office of Research and Innovation Services (ORIS)
- c) Engage in scholarship to contribute to the enhancement of teaching and learning in higher education
- d) Support graduate assistant and teaching assistant (GA/TA) professional development in teaching

3. **Recruit and retain the best faculty and staff:**

- a) Provide new and enhance existing support for early career faculty, including UWindsor's 50 new hires
- b) Support Faculty-level curriculum development, teaching initiatives, and accreditation processes
- c) Enhance effective approaches to evaluating teaching integrated with hiring, tenure, and promotion
- d) Celebrate teaching excellence, and reward and value teaching in hiring, tenure, and promotion
- e) Build capacity for distributed educational leadership

4. **Engage and build the Windsor and Essex County community through partnerships:**

- a) Support community consultations

5. **Promote international engagement:**

- a) Foster international relationships and global perspectives with initiatives such as the International Faculty Development and Visiting Fellows in Educational Development programs

C. Successes

- 1375 participants (565 unique) attended 93 workshops/courses/events for a total of 4111 contact hours
- Over 50% of faculty participated in CTL courses, workshops, and extended events in the past three years
- Early Career Faculty support welcoming over 80% of 2016's new faculty to at least one CTL event, including a collaboration with Office of the Provost to substantially revise New Faculty Orientation
- Award for LMS Team for successful implementation of Blackboard and ongoing introduction and validation of Learning Outcomes and Learning Analytics in Blackboard
- International forum and conference supported by a SSHRC Connection Grant enhancing effective evaluation of teaching, and promoting a culture that values teaching through distributed leadership
- Inaugural Senior Teaching and Learning Fellow, Veronika Mogyorody, with a particular focus on learning spaces, and mentoring educational leaders
- Disseminating research findings for Centre and University-wide initiatives: 11 articles and book chapters; 18 invited presentations; and 19 peer-reviewed presentations

D. Challenges

1. Finalizing the implementation of Blackboard Learning Analytics; considering issues of data governance collaboratively with colleagues across campus; and maintaining sufficient resources – both human and financial
2. Engaging students through high impact practices
3. Curriculum mapping effectively so the process is helpful to instructors, provides opportunities for curriculum enhancement, and successful documentation for the Strategic Mandate Agreement
4. Effectively assessing the impact of CTL services and support to focus priorities and guide direction of the CTL, and clarifying mandate in working with the Office of Open Learning

2. Report

A. Area's Goals and Objectives and the University's Strategic Plan

The CTL's mandate is consistent with the educational goals and objectives identified in the University's Strategic Plan and Strategic Mandate Agreement, with particular focus on the undergraduate experience, pursuing research and graduate development of teaching, and recruiting and retaining the best faculty and staff.

1. **Provide an exceptional undergraduate experience:**

- a) Foster exceptional teaching and explore methods of enhancing a quality teaching culture on campus, directly impacting student learning across the institution
 - o More than 2,200 unique participants in CTL Workshops, courses and extended sessions since 2010
 - o 1,375 participants (565 unique) attended 93 workshops/courses/events for a total of 4,111 contact hours
 - o Highest number of Summer Series participants since its inception: 232 participants in seven workshops facilitated by 20 faculty and staff representing 6 Faculties, with 3.7/4 rating
 - o Hundreds of individual consultations on in-class and asynchronous learning technologies, teaching dossiers, teaching practices, assessment, learning outcomes, curriculum mapping and design, teaching awards, teaching and learning research, and more
 - o Maintained strong CTL representation across the campus with staff sitting on 32 campus committees, 13 external committees to support teaching and promote cross-unit partnerships
- b) Promote student engagement including undergraduate research and high impact practices
 - o Team of faculty and staff attended the Teaching and Learning National Institute sponsored by NSSE, presented four sessions, and from the experience, faculty hosted a symposium and learning community on large classes as well as partnered on an eCampus grant with OOL, faculty, and the Provost's Office
 - o Staff began working with members to effectively document and report on high impact practices, and continued promoting undergraduate research opportunities
- c) Provide system support for Blackboard (with ITS and OOL)
 - o LMS Team received the University of Windsor Impact Award for their work in transitioning the campus from CLEW to Blackboard
 - o Maintained a unique collaboration with ITS and OOL, as three units who bring together expertise in pedagogy and hybrid learning, hardware management, programming, and communications, in consultation with faculty and students
 - o Over 70% of courses had Blackboard sites in the reporting period, most commonly used to share resources, collect and grade assignments, deliver tests, host online discussions, encourage reflection
 - o 99.6% uptime
 - o 18 face-to-face workshops, 86 customized sessions, and 8 online courses
 - o Resolved 460 tickets through TeamDynamix dealing with pedagogical issues, training and system administration
 - o Installed Blackboard Learning Analytics and Blackboard Outcomes modules to access and report on relevant data to inform decisions to enhance teaching and learning and explored ethical and access issues as part of data governance, partnering with IT, OOL, and piloting with Engineering
- d) Partner directly with students to engage them in teaching and learning activities
 - o 612 students participated in formally registered CTL programs
 - o Over 100 students worked directly with the CTL (1000's indirectly) as research assistants, work study students and volunteers
 - o Supervised PhD students and acted as committee members or external readers on doctoral and master's committees, particularly those related to teaching and learning in higher education

2. **Pursue strengths in research and graduate education:**

- a) Encourage and support faculty as they develop a scholarly approach to teaching and evidence-based decision-making, and engage in the scholarship of teaching and learning
 - o 220 participants from 20 universities and colleges across Canada and US attended the Windsor-Oakland Teaching and Learning conference, exploring enhancement of a culture that values teaching, cross-border initiative supported by the two Universities' Provosts; 141 instructors and students from the University of Windsor participated
 - o An inquiry cohort ran across the entire three-day conference exploring teaching evaluation projects
 - o CLIF grants funded 8 projects from 6 Faculties on the theme of high impact practices
 - o Awarded 11 travel grants to disseminate research and practices and national and international conferences
- b) Enhance undergraduate research and learning experiences in collaboration with the Office of Research and Innovation Services (ORIS)

- Supported Undergraduate Research Experience Grant with ORIS
- Member of UWill Discover organizing committee
- 41 students funded to present at the international Windsor-Oakland Teaching and Learning Conference
- c) Engage in scholarship to contribute to the enhancement of teaching and learning in higher education
Disseminating research findings for Centre and University-wide initiatives: 11 articles and book chapters; 18 invited presentations; and 19 peer-reviewed presentations
 - Assessment of CTL impact involved a formal self-review with an online survey, focus groups, event data collection and analysis; a formal external review of the Centre; 527 faculty, sessionals, graduate and undergraduate teaching assistants, administrators and staff participated in the survey
 - Collaborators and Co-PI on internal and external grants
 - \$ 307,459 in funding for internal and external grants to support teaching and learning including Principle Investigator (PI) for a multi-institutional SSHRC Insight Development Grant examining teaching culture indicators, examining the perceptions of whether an institution values teaching and a SSHRC Connection Grant disseminating teaching evaluation and teaching culture findings; and Co-PI or Collaborators on e-campus grants related to learning analytics
- d) Support graduate assistant and teaching assistant (GATA) professional development in teaching
 - 229 graduate students attended the voluntary Fall Orientation, GATAcademy, with an additional 89 attending Winter GATAcademy
 - GATA Network: supported two graduate students as coordinators in partnership with Graduate Studies to focus on graduate development, including workshops, showcases, online resources, videos and blog, Towards Better Teaching
 - 1092 members are part of the GATA Network
 - GATA Network conducted survey of faculty, GATAs to examine perceptions of how GAs and TAs support teaching and student learning at the University of Windsor

3. *Recruit and retain the best faculty and staff:*

- a) Provided new and enhance existing support for early career faculty, including UWindsor's 50 new hires
 - Over 80% of new faculty in 2016-2017 participated in an event hosted by the CTL
 - Redesigned the New Faculty Orientation with the Office of the Provost, with 29 new faculty participating
 - Designed and launched mentoring network
- b) Supported Faculty-level curriculum development, teaching initiatives, and accreditation processes
 - Developed online resources and an adaptable excel template
 - Hosted workshops, retreats and consulted with department heads and program committees
 - Reviewed and began design of a curriculum mapping tool with IT Services
- c) Enhance effective approaches to evaluating teaching integrated with hiring, tenure, and promotion
 - Developed a flexible template for faculty to consider as they revise their teaching criteria, with the Office, offering one-on-one consultations and co-facilitated workshops for heads and faculty
 - International Forum on Teaching Evaluation with 120 participants
- d) Celebrate teaching excellence, and reward and value teaching in hiring, tenure, and promotion
 - Coordinated a successful provincial OCUFA Teaching Award, and consulted on national teaching awards
 - Over 300 people gathered at the Celebration of Teaching Excellence to recognize 41 teaching award winners and University Teaching Certificate graduates
 - Teaching Dossier Academy, workshops and consultations to support the recognition of teaching in the hiring and tenure processes
- e) Build capacity for distributed educational leadership
 - Educational Leadership award launched, with the first call in 2016
 - Inaugural Teaching and Learning Senior Fellow – a new fellowship for retired faculty members with a track record of teaching and learning, to continue as mentors and leaders at the University
 - ~26 faculty facilitated workshops and sessions, as leaders for their colleagues in the Summer Series, Teaching and Learning Series and GATAcademy
 - Teaching Leadership Chairs as ongoing partners, invited to collaborate in Centre activities and forums
 - National presentation from CTL and faculty about how to better build leadership capacity

4. *Engage and build the Windsor and Essex County community through partnerships:*

- a) Support community consultations
 - Helped to facilitate focus groups with the University of Windsor Community Consultations led by the Office of the Provost

5. Promote international engagement:

- a) Foster international relationships and global perspectives with initiatives such as the International Faculty Development and Visiting Fellows in Educational Development programs
 - o Centre staff are involved with 16 national and international societies, an 13 external committees and boards, including Chair of the Educational Developers Caucus, President-Elect of the International History, Philosophy, and Science Teaching
 - o Visiting Scholar and external reviewer at Illinois State University (Kustra)
 - o Welcomed Visiting Fellows from New Zealand and Quebec

B. Future Actions/Initiatives for 2017-2018

1. Work towards 50% of programs having curriculum maps and support curriculum development introducing a new curriculum mapping
2. Encourage effective use of technology to enhance learning by integrating Blackboard Learn, Outcomes and Learning Analytics in a cohesive fashion, to enhance student engagement, consistent with enrollment and retention initiatives
3. Embed teaching and learning support for early career faculty, GATAs, sessionals, mid- to late-career instructors, and Heads
4. Engage educational leaders and change agents to enhance the teaching culture on campus, which includes distributed support of formal and informal leaders,
5. Support high impact teaching practices to provide students with experiential learning opportunities, including undergraduate research experiences
6. Update and re-envision the website and online resources within the new Druple format.
7. Pursue funding and sponsorship
8. Support effective evaluation of teaching
9. Build capacity to support marginalized people
10. Continue to evaluate the impact and structure of the CTL

C. Recommendations for Senate consideration

N/A

D. Actions Completed from 2015-2016 Report

Future Actions Identified in 2015-16 APC Report	Actions Completed in 2016-17 APC Report
1. Enhance support for early career faculty in the context of ongoing support for mid- to late-career instructors	<ul style="list-style-type: none"> • Collaborated to offer redesigned New Faculty Orientation (NFO) • Hosted a New Faculty Lunch paired with sessions during the CTL Summer Series • Gave priority to early career faculty for CTL programs with limited registration • Piloted an early career mentoring circle
2. Enhance the teaching culture on campus, which includes distributed support of formal and informal leaders, support for the effective evaluation of teaching, and engaging students as partners in educational development	<ul style="list-style-type: none"> • Teaching Culture Survey – leader for 8 other institutions • International conference 220 participants from 20 universities and colleges across Canada and US attended the Windsor-Oakland University Teaching and Learning conference, exploring enhancement of a culture that values teaching- 141 instructors and students from the University of Windsor participated, 28 participants engaged in extended conversations in inquiry cohorts, with working teams focused on developing effective evaluation of teaching • ~26 faculty formally facilitated CTL sessions, and more were involved as consultants and informal leaders • Teaching Evaluation Framework collaboration with Office of the Provost to introduce and consult on the development of AAU contextualized versions • Consulted with instructors and heads on developing teaching dossiers, and provided feedback on drafts • Facilitated the Annual Teaching Dossier Academy • Supported distributed leadership through Teaching Leadership Chairs (TLCs), mentoring faculty to develop and run symposiums on teaching and learning • Supported faculty as leaders of projects through the Centred on Learning Innovation Fund

	<ul style="list-style-type: none"> Supported nominations of provincial teaching awards, mentoring faculty in writing their educational leadership statements and compiling evidence of their change initiatives First call for nominations for the Educational Leadership Award Worked with over 100 students as research assistants, work study students and volunteers to support teaching projects across the institution and internationally
3. Support and enhance curriculum initiatives through workshops, consultations, learning outcomes feedback, and implementing tools such as Blackboard Outcomes	<ul style="list-style-type: none"> Developed a short resource to introduce curriculum mapping and an excel template to support faculty engaging in curriculum mapping http://ctl.uwindsor.ca/curriculum-mapping Facilitated 2 retreats on curriculum and consulted with department heads and program/curriculum committees Organized workshops on curriculum and learning outcomes Consulted on over 50 course/program learning outcomes, with well over 1000 learning outcomes per year Began the integration of Blackboard Outcomes and Learning Analytics Evaluated existing tools for curriculum mapping and began the design of a University of Windsor curriculum mapping tool in collaboration with IT
4. Support high impact teaching practices to provide students with experiential learning opportunities, including undergraduate research experiences	<ul style="list-style-type: none"> Consultations on high impact teaching Undergraduate Research Experience Grants in collaboration with ORIS Supporting 41 students to attend and present at the International Teaching and Learning Conference Committee member the UWill Discover Undergraduate Research Experience Conference
5. Continue to assess the impact and structure of the CTL through an external review	<ul style="list-style-type: none"> Collected ongoing program and service data eg. participation and demographic data, participant feedback, self-reports of changes, pre-post tests for the UTC, submitted reflections and portfolios Engaged in a self-review, including <ul style="list-style-type: none"> review of changes over time based on past data collected formal online survey focus groups External Review conducted