

UNIVERSITY OF WINDSOR

CENTRE FOR **TEACHING & LEARNING**

JULY 1, 2016 - JUNE 30, 2017

Annual Report



CENTRE FOR **TEACHING & LEARNING**

ANNUAL REPORT

For more information, please contact:

Centre for Teaching and Learning

Lambton Tower

401 Sunset Avenue

Windsor, Ontario N9B 3P4

(519) 253-3000 ext. 3090

ctl@uwindsor.ca | ctl.uwindsor.ca

Table of Contents

Overview	4
Mission	4
Vision	4
Approach to Educational Development	4
Organizational Structure	5
Enhancing Teaching Practice: Faculty Support Programs and Services	6
Curriculum Mapping	6
Early Career Faculty Support	7
Building a Network of Educational Leaders: Mid-to Late-Career Support	9
Courses, Programs, and Workshops	10
Consultations and Classroom Observations	12
Recognition of Teaching Excellence	13
Enriching the Student Experience: Student Support Initiatives, Programs, and Services	15
Enhancing the Undergraduate Experience	15
GA/TA Orientation: GATAcademy	16
GATA Network	18
Technology for Teaching, Learning, and Educational Innovation	20
Blackboard Learn	20
Blackboard Stability and Risk	22
Blackboard Training and End-User Support	22
Learning Analytics	23
Inspiring Scholarly Teaching: Research, Scholarship, and Creative Activity	24
Teaching Evaluation as a Tool to Improve Teaching	24
Conference Planning	26
Grants	28
Engaging in Research on Teaching and Learning	30
National and International Outreach	31
Visiting Fellows in Educational Development	32
Assessing the Impact of the Centre of Teaching and Learning	33
CTL Assessment Model	33
Assessing the CTL: A Campus-Wide Survey	35
Future Actions/Initiatives for 2017-18	37
Appendix A: Windsor CTL Historical Timeline 1976-2017	38
Appendix B: University of Windsor Curriculum Mapping Workshop Resource	39
Appendix C: Workshops, Courses, and Extended Sessions	40
Appendix D: CTL Publications, Grants, Presentations, Committees, and Membership	47
Appendix E: 2016-17 Number/Percentage of Courses Using Blackboard	54
Appendix F: CTL Self-Study Survey Tool	55
Appendix G: CTL Self-Study Survey Demographics	58

Overview

Mission

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

Vision

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

Approach to Educational Development

The CTL works with individuals in all roles, disciplines, and career stages, including undergraduate and graduate students and teaching assistants, sessional instructors, faculty, department heads, deans, and staff members; as well as departments, Faculties, and non-academic units across the University.

The Centre intentionally offers programming at different levels and in different formats to allow for multiple entry points and to meet varying needs ranging from book clubs, workshops, consultations, and learning communities to courses, grants, conferences, departmental retreats, and institution-wide initiatives. Programs are intentionally designed

to build partnerships among and networks of faculty and students across campus resulting in a distributed model of educational leaders committed to teaching excellence. This evidence-based approach is intended to inspire a more robust positive teaching culture, resulting in more quality teaching and learning (Berger & Braxton, 1998; Berger & Milem, 2000; Cox, McIntosh, Reason, & Terenzini, 2011; Grayson & Grayson, 2003).

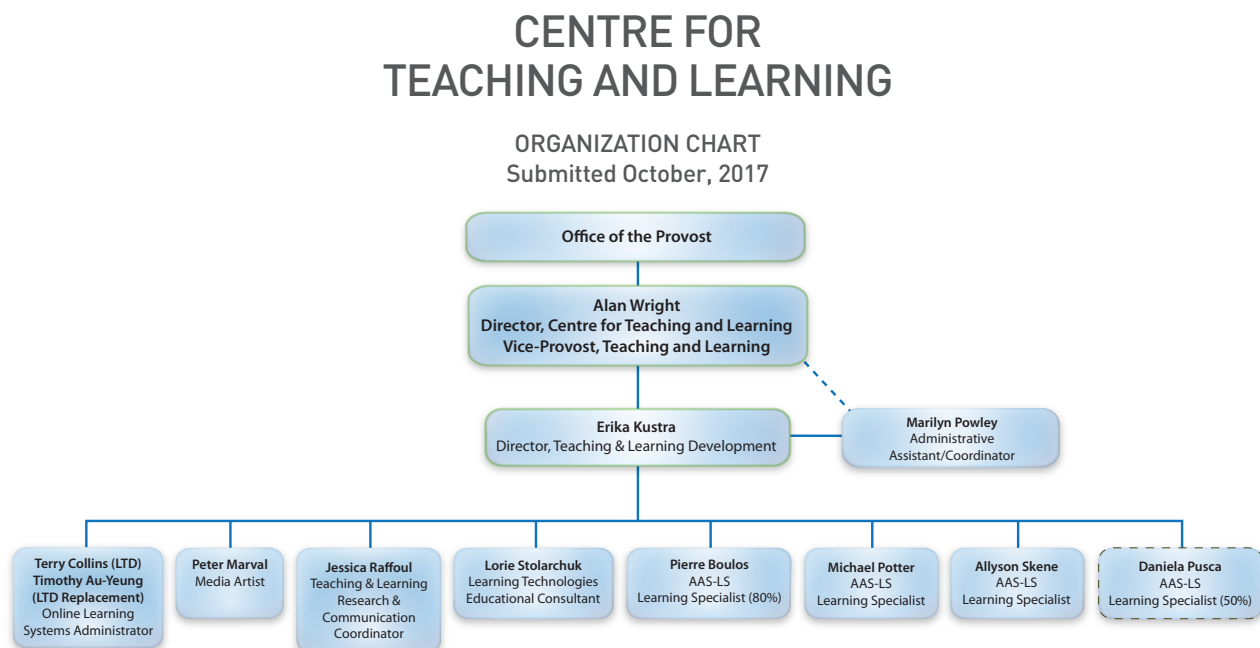
The CTL offers many opportunities to comfortably meet with other faculty (new, mid-career, and older). The exchange is always delightful and everyone is quite earnest and open. Often simply listening to someone from another discipline approach the same teaching issue differently really helps to bring new insights to the situation and how you could improve. You start to examine things outside of your disciplinary box and comfort zone. It is truly invigorating.

Self-Study Participant Feedback

Organizational Structure

The 2016-17 year was one of adjustment after a number of years of structural shifts: in 2014, the CTL was moved out of the Office of the Provost, and was amalgamated with the Faculty of Education to make up the Faculty of Education and Academic Development (FEAD); in July 2015, the Centre was moved out of FEAD, and returned to the Office of the Provost, reporting to the Associate Vice-President, Academic; and in March 2016, the Teaching and Learning Technologies Unit – the group tasked with supporting classroom audio-visual technologies, media production, and photography – was moved out of the CTL and into IT Services (Appendix A). Now, the Centre consists of a Director, Teaching and Learning Development, and faculty and staff working in teaching and learning development and support; technology for teaching, learning, and innovation; and research, scholarship, and creative activity (Figure 1). As part of the adjustment process, the Centre engaged in both a self-review and external evaluation, explored further on page 33.

Figure 1: 2016-17 CTL Organization Chart



Enhancing Teaching Practice: Faculty Support Programs and Services

The CTL offers a variety of workshops, programs, and services to support instructors at every phase of their career; as well as departments and Faculties as they design and refine programs of study.

Curriculum Mapping

Curriculum mapping is a process of documenting and analyzing the structure of a program, particularly exploring how individual courses work together to support student success through each year of study. It is a practical and systematic way to effectively and efficiently articulate new programs and refine current ones, as well as enable improved cross-disciplinary collaborations (Figure 2).

Figure 2: Curriculum Map Template

Program Learning Outcomes *I = Introduction R=Reinforcement M=Mastery	Program outcome 1		Program outcome 2		Program outcome 3	
	A. Indicate I, R, or M*	B. Identify Assessments	A. Indicate I, R, or M*	B. Identify Assessments	A. Indicate I, R, or M*	B. Identify Assessments
Course 1						
Course 2						
Course 3						
Course 4						
Course 5						

In 2016-17, curriculum mapping was identified by the provincial government as part of the Strategic Mandate Agreement, tasking institutions to undertake this exercise and report on the number of programs with curriculum maps.

During the reporting year, the CTL began working on resources and templates to support faculty engaging in curriculum mapping, including an online resource introducing curriculum mapping, and the ways in which departments can engage in this exercise, as well as an adaptable Excel template (<http://ctl.uwindsor.ca/curriculum-mapping>). Staff also developed workshops on curriculum and learning outcomes, facilitated two departmental retreats focused on curriculum, and consulted with department heads and program/curriculum committees across the University (Appendix B).

In 2016, the CTL chaired a Senate Working Group on Learning Outcomes, conducting consultations with faculty across campus: the results revealed that faculty would prefer to have tools to help support the process of developing programs and learning outcomes as well as a searchable learning outcomes database (<http://www.uwindsor.ca/secretariat/7/senate>). During the reporting period, CTL staff evaluated existing tools and found that none were viable. In collaboration with staff from IT Services, and with the financial support from the Office of the Provost, Centre staff began designing a University of Windsor curriculum mapping tool. With this new tool, users will be able to:

- map course-level outcomes to program-level outcomes in order to help identify patterns and gaps within a program;
- draft new programs;
- develop curriculum maps and reports;
- find Senate-approved learning outcomes in a searchable repository;
- identify teaching methods and assessments and high impact practices (HIPs) across a given program; and
- timestamp existing curriculum maps to allow for comparison as programs develop and/or change.

The LMS Team also began rolling out Blackboard Outcomes and Learning Analytics, which will enable users to map learning outcomes and track assessments directly in Blackboard. They worked closely with the Faculty of Engineering to pilot this tool as they prepared for external accreditation. Further details on the implementation of Learning Analytics are introduced on page 20.

Early Career Faculty Support

In 2016-17, the Centre collaborated with the Office of the Provost to redesign the University's New Faculty Orientation from a single to a three-day interactive event with a greater focus on active engagement with campus services; networking opportunities; and workshops on teaching, research, service, and promotion and tenure. Centre staff participated in the campus fair, showcasing CTL programs and meeting new faculty; and facilitated sessions on promotion and tenure, student engagement, teaching dossiers, and Blackboard (Appendix C and D). Twenty-nine new faculty members participated in the three-day event.

The New Faculty Orientation was a wonderful and beneficial experience – it provided numerous resources, information on many topics, opportunities to make meaningful connections, and much more. Thank you to CTL, the Office of the Provost and Vice President, Academic, and the many others who worked hard to prepare and facilitate this 3-day event. I feel extremely welcome, well equipped, and supported in my new role at the University of Windsor.

*Lisa Salfi
Faculty of Engineering*

This year, the Centre launched a mentoring network, using a research-based model for group mentoring, which matches early career faculty with more than one mentor and helps to establish strong support networks (Sorcinelli & Yun, 2007). Along with a CTL staff member, four faculty members representing multiple disciplinary backgrounds were invited to act as mentors. During the reporting period, the group consulted the literature, reviewed effective learning community models, and developed an action plan. In April 2017, the team met with 11 early career faculty members to explore a topic identified in a recent University Affairs article, "What I wish I knew as an early career Professor." Follow up meetings are scheduled for the next reporting period.

Interactions were awesome. The mentorship provided and ongoing support in scholarship, course planning, and design, etc., has been a valuable gift that has set me on a journey as a faculty member in my discipline. Interactions are rated as "excellent."

Self-Study Participant Feedback

Early-career faculty were also given preferential access to a number of services and programs already in place, including the Teaching Dossier Academy, University Teaching Certificate, Instructional Skills Workshops, and Summer Series on Teaching and Learning. The CTL hosted the New Faculty Luncheon on the first day of the Summer Series to welcome early career faculty and provide an opportunity for them to meet each other, members of the CTL, and the broader University community. In 2016-17, 21 new and early career faculty, CTL staff, administrators, Teaching Leadership Chairs, and other members of the University community attended the Luncheon.

In addition, CTL staff consulted with new faculty about course and syllabus design, assessment of student learning, learning outcomes, Blackboard, and other teaching and learning related topics. Overall, 80% of new faculty hires participated in an event hosted by the Centre for Teaching and Learning in 2016-17.



Building a Network of Educational Leaders: Mid-to Late-Career Support

In 2016-17, the Centre continued its focus on developing and supporting educational leaders in both formal and informal roles, helping to establish networks of instructors and students who support teaching and help to contribute to the enhancement of a culture that values quality teaching.

Centre staff worked with faculty members and graduate students on facilitating CTL workshops, and mentored members of the

GATA Network – two graduate student leaders who provide graduate and teaching assistants with resources – who in turn partnered with exceptional graduate students to facilitate workshops. This mentoring, pass-it-forward model encourages these educational leaders to see the value and worth in sharing their expertise with instructors from across disciplines, and distributes leadership capacity across the institution. In 2016-17, over 40 University of Windsor faculty members and graduate students facilitated workshops (Appendix C).

Faculty leaders were encouraged to take a more evidence-based approach to teaching through the pursuit of and engagement with teaching and learning research; in 2016-17 the CTL continued support for and coordination of the Centred on Learning Innovation Fund and the Undergraduate Research Experience Grant, and invited faculty to present at and attend a CTL-hosted teaching and learning conference, and the national conferences of the Educational Developers Caucus and Society for Teaching and Learning in Higher Education. Staff also collaborated with faculty on a national peer-reviewed presentation exploring how educational developers can better build leadership capacity on campus (Appendix D).

This year, the CTL launched the University of Windsor Educational Leadership Award to honour the contributions of individuals who have led significant and sustained initiatives to improve teaching, curriculum, resources, and policies and procedures that promote effective teaching. The inaugural winner will be announced during the next reporting period. The Centre also supported nominations for provincial and national teaching awards. Faculty nominees are mentored as they write a teaching philosophy, educational leadership statement, and compile evidence of their teaching successes and change initiatives. The Network also offered the GATA Awards for Educational Practice and Leadership.

CTL staff continued to meet with and support the University's Teaching Leadership Chairs, inviting many to participate in Centre activities, national conferences, and international forums. This encouraged partnerships across institutions, helping to further develop educational leadership on a national level, and raising the reputation of Windsor as a leader in higher education.

“Among the members of the CTL I observe a collegiality and professional ethic that is grounded in a culture of leadership and empowerment. I can honestly say that I have never had a bad or even an indifferent interaction with any member of the team...More importantly, I have worked closely with the CTL team and I know how much educational leadership and high-quality learning experiences matter to them personally.”

Self-Study Participant Feedback

The CTL launched a new initiative in 2017 to provide a fellowship for a retired faculty member with a record of educational leadership. Applicants should have a clear plan for a project that would advance teaching and learning at the University. International and national teaching award winner, and former Director of Visual Arts and the Build Environment Program, Veronika Mogyorody (School of Creative Arts) was selected as the first inaugural Teaching and Learning Senior Fellow. Since she began her tenure in January 2017, she has accomplished the following activities:

- adjudicated a university-wide accessibility competition;
- sat on the selection committee for the international Brightspace Innovation Award in Teaching and Learning;
- presented a keynote address at the Faculty of Education's Creating New Knowledge Conference;
- facilitated workshops for the International Forum on Teaching Evaluation, Summer Series on Teaching and Learning, GATAcademy, and New Faculty Orientation;
- acted as a member of the program committee for the University of Windsor-Oakland University Teaching and Learning Conference; and
- mentored an undergraduate student, and together, conducted a formal space audit of the CTL.

When asked to describe what a leader is, many would be tempted to list their characteristics, rather than describe them in functional terms. But what I have learned from working with members of the CTL who are experts in developing educational leaders, is that it is what leaders do that defines them. Not only is the CTL outstanding in how they support teaching and learning on campus, but it is through their own scholarship and novel distributed approach, whereby they empower and encourage educational leadership in every unit, that they have actively shaped and transformed teaching and learning on our campus. Through this distributed approach, they have recognized and unlocked the leadership potential in many of us who are committed to mentoring others, and facilitating teaching and learning initiatives, the underlying focus of which, is to enhance the student experience at the University of Windsor, and beyond.

*Dave Andrews
Department of Kinesiology*

Courses, Programs, and Workshops

Since 2010, CTL workshops, courses, and extended sessions have attracted more than 2,200 unique instructors, staff, and students, at all ranks and in every Faculty on campus. In 2016-17, 1,375 participants (comprised of 564 unique individuals) attended 93 teaching and learning development and LMS training sessions for a total of 4,111 contact hours (Appendix C). The variation in the number of total participants and unique individuals means that participants often attended more than one workshop. Programming offered by the CTL is designed to provide different types and levels of professional development to meet the needs of a diverse campus. Figures 3 and 4 provide attendance by Faculty and role.

Figure 3: 2016-17 Course, Program, and Workshop Attendance by Role

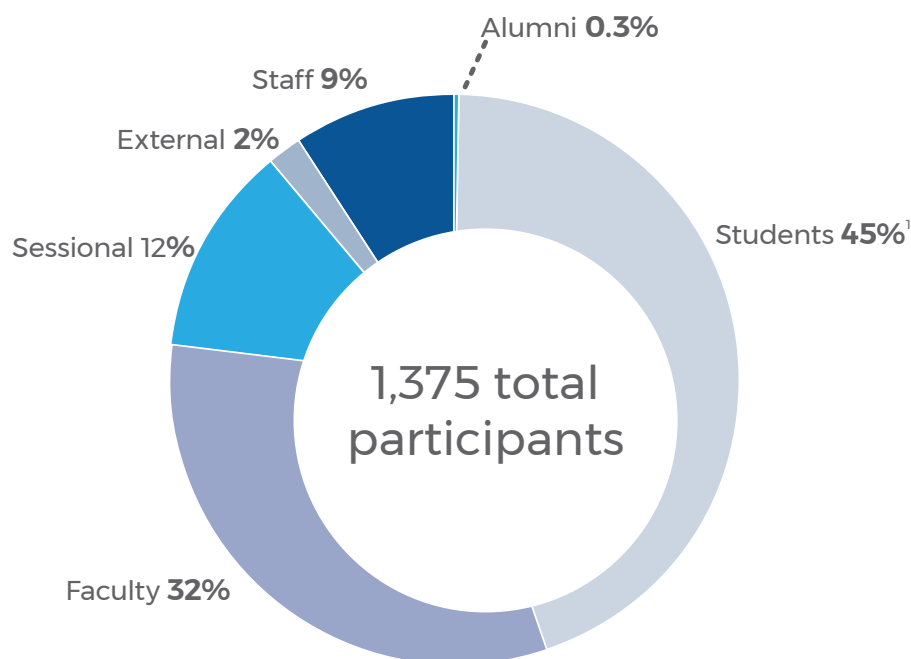
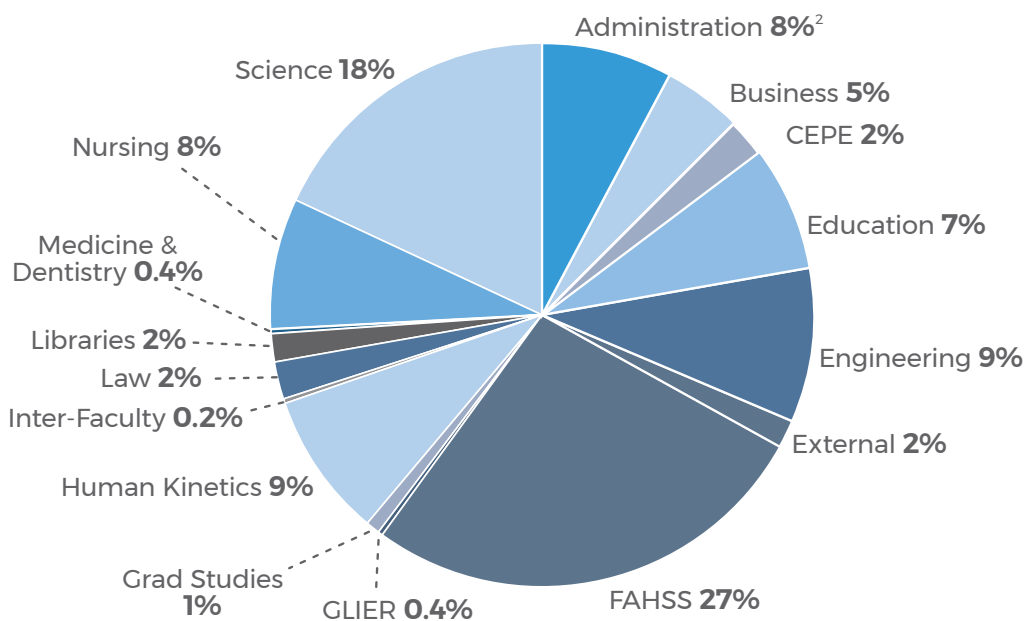


Figure 4: 2016-17 Course, Program, and Workshop Attendance by Faculty/Unit



¹The 45% of student participants include GATAcademy and Winter Academy participants.

² Administration includes the following non-academic units: Aboriginal Education Centre; Campus Services; Centre for English Language Development; Centre for Teaching and Learning; Community Legal Aid; Co-op, Career, and Employment Services; EPICentre; Institute for Diagnostic Imaging Research; IT Services; Office of the Associate Vice-President, Student Experience; Office of the Provost; Office of the Registrar; Open Learning; Organization of Part-Time University Students; and Public Affairs and Communications.

During the reporting period, the CTL offered intensive, extended sessions including the Summer Series on Teaching and Learning, the Instructional Skills Workshop, and Teaching Dossier Academy (Table 1).

Table 1: Extended Sessions

Title	Classification	Enrollment
Half-Term Courses (Capped Attendance)		
Online Education	7-week online course	4
Instructional Skills Workshop (two offerings)	3-day intensive program	14
Leading Effective Discussions	6-week half course	10
Facilitator's Development Workshop	1-week intensive program	9
Full-Term Courses (Capped Attendance)		
Learning-Centred Teaching in Higher Education	13-week master's level credit course	8
Course Design for Constructive Alignment	13-week master's level credit course (LCTHE required)	10
Events		
Summer Series on Teaching and Learning	3-day intensive program	232
Teaching Dossier Academy	1-week intensive program	23

This year's Summer Series on Teaching and Learning welcomed its highest number of participants since its inception nine years ago. The event consisted of seven workshops facilitated by 20 faculty and staff from a variety of Faculties including FAHSS, Nursing, Business, Law, Science, and Engineering, as well as the Leddy Library and Co-op, Career, and Employment Services. Workshops focused on designing effective courses to assessing student learning to engaging students using active learning techniques. Workshops received an average rating of 3.7 out of a possible 4.

The number of events that are of interest to many colleagues across campus has been extensive over the years. This has brought us together on a number of occasions, allowing us to learn about our common interests and motivations related to teaching and learning.

Self-Study Participant Feedback

In addition to open sessions, CTL staff were also invited to present in undergraduate and graduate classes, departmental retreats, faculty councils, faculty and graduate student orientations, and campus-wide events to offer targeted support specific to the disciplinary needs of units. A complete reference list can be found in Appendix D.

Consultations and Classroom Observations

Beyond courses, workshops, and events, the Centre offers voluntary, confidential consultation services to faculty: in 2016-17, CTL staff held hundreds of individual and group consultations with instructors, staff, and students

representing every Faculty on campus. Topics included teaching practices, teaching dossiers, assessment, learning outcomes, curriculum mapping, teaching awards, teaching and learning research, and in-class and asynchronous learning technologies.

During the reporting period, Centre staff also provided classroom observations to faculty members representing every Faculty on campus – these included a pre-meeting to discuss concerns and questions, review of course materials and assessments, the classroom observation, and a post-meeting and report provided to the instructor with constructive critical feedback.

Meeting new colleagues and building teaching and learning relationships/partnerships with them has been the greatest advantage of participating in CTL workshops/symposium/ conferences. This network serves as a huge support group for me.

Self-Study Participant Feedback

Recognition of Teaching Excellence

Over 300 University and community members gathered on November 16 to recognize 41 teaching award winners from across campus, University Teaching Certificate graduates, and recipients of teaching and learning grants, at the annual Celebration of Teaching Excellence. Every Faculty on campus has consulted with members of the CTL to develop one or more awards to honour teaching excellence since the event was first launched in 2006, and this year boasted a record number of teaching award winners, including winners of the prestigious Ontario Confederation of University Faculty Associations (OCUFA) Teaching Award and 3M National Teaching Fellowship Award.

In 2016-17, Centre staff were invited to sit on a number of award committees including the McMaster University President's Award for Outstanding Contributions to Teaching, as well Windsor's Alumni Award for Distinguished Contributions to University Teaching, GA/TA Award for Educational Practice and for Educational Leadership, and the Roger Thibert Teaching Excellence Award. Staff also coordinated a successful OCUFA Teaching Award, and began working on a 3M National Teaching Fellowship. During this reporting period, CTL staff members, Lorna Stolarчук, Allyson Skene, Tim Au-Yeung, and Terri Collins, received the University of Windsor Impact Award as part of the LMS Team.

In my capacity as Chair of the OCUFA Teaching and Academic Librarianship Committee I have had the opportunity to see and read numerous award nomination packages from across the province. I have been asked, by the Committee, to share with our Provost how well put together the nomination packages are from the University of Windsor. The nomination letter clearly identifies the criteria and brings the nominee to life...and the remainder of the dossier helps to support and validate information in the nomination letter. The committee has repeatedly been impressed by these nomination packages. We are very fortunate to have a dynamic trio working on teaching award nomination packages.

*Judy Bornais
Faculty of Nursing*



Enriching the Student Experience: Student Support Initiatives, Programs, and Services

The CTL offers a wide range of services, programs, professional development opportunities to, and is part of a number of initiatives focused on, undergraduate and graduate students: in 2016-17, 612 students participated in formal CTL programs.

Enhancing the Undergraduate Experience

In July 2016, the University of Windsor sent a team of faculty, staff, and administrators to the Teaching and Learning National Institute, sponsored by both the National Survey of Student Engagement (NSSE) and the National Institute for Learning Outcome Assessment (NILOA). Erika Kustra represented the Centre for Teaching and Learning, and with this group, sought to explore how the University can and does enhance student engagement, concentrating particularly on the problem of critical, high-enrolment first-year courses with high withdrawal rates. The group presented four sessions, with high acclaim, as recognized during the Keynote by world-renowned teaching and learning researcher, Pat Hutchings. Members of the group were also able to network and establish connections with colleagues at other universities.

Many initiatives came out of this informative event. The Centre partnered with faculty from three distinct departments and hosted the symposium, *Effectively Teaching in Large Classes*, which welcomed 136 faculty, staff, and graduate students representing 12 Faculties/Units across campus (Appendix C). The day centred on common barriers identified by faculty teaching large classes, and the many ways instructors, and the University as a community, can better mitigate these challenges. Through the Centred on Learning Innovation Fund, the CTL also provided seed funding for the launch of a Learning



Community on Large Classes. The CTL was also part of a successful eCampus grant focusing on establishing institutional frameworks for effective course-redesign in large-enrolment first-year courses (Appendix D).

In 2016-17, Centre staff were invited into graduate courses in Kinesiology and Creative Arts to lead sessions focused on teaching dossier development.

Over 100 students have worked with the CTL directly, and thousands indirectly, in 2016-17 through projects

and research on teaching and learning. During the reporting period, the CTL worked with instructors across campus on how they can better incorporate high impact teaching practices into their courses. Staff also began working with members of administrative units on processes to effectively document and report on the use of high impact practices, particularly related to the terms of the University's Strategic Mandate Agreement. The CTL continued to offer the Centred on Learning Innovation

Fund and the Undergraduate Research Experience Grant, and support the UWill Discover Conference, which further provide opportunities for undergraduate research development and experiential learning opportunities (See page 24 for more information on these initiatives). The Centre also partners with students, involving in teaching projects and events through work study, research assistantships, and event volunteer support.

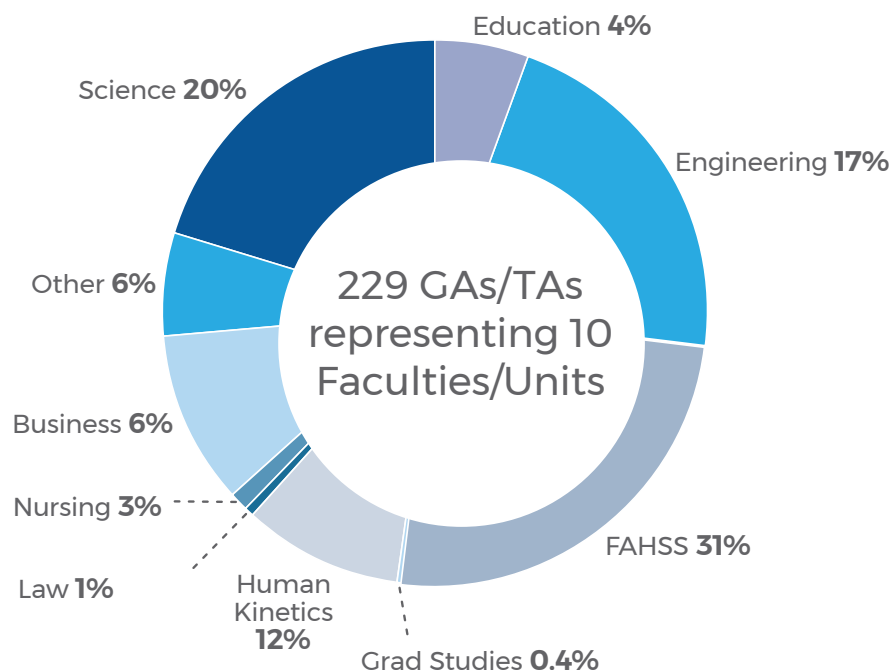
I was able to meet other GAs and TAs and learn some of their grading and teaching strategies. It was nice to meet GAs and TAs from other faculties to get a broader perspective on various teaching methods.

Self-Study Participant Feedback

GA/TA Orientation: GATAcademy

In 2016-17, the CTL offered GATAcademy – its annual professional development event for GAs and TAs – to 229 students from nine distinct Faculties (Figure 5). The one-day orientation to teaching and learning for graduate and undergraduate teaching assistants was founded in 2008 for what was then called the Faculty of Humanities, Arts and Social Sciences. Since then, GATAcademy has grown considerably, and now reaches students in all Faculties. Workshop topics ranged from teaching with technology to tips on grading and providing feedback,

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



and were facilitated by graduate students and faculty members (Appendix D). Workshops received an average participant rating of 3.58 out of 4. The event was supported by financial contributions from the Centre for Teaching and Learning, the Faculties of Arts, Humanities and Social Sciences, Education, Engineering, Human Kinetics, Nursing, Science, the Odette School of Business, and the Graduate Student Society.



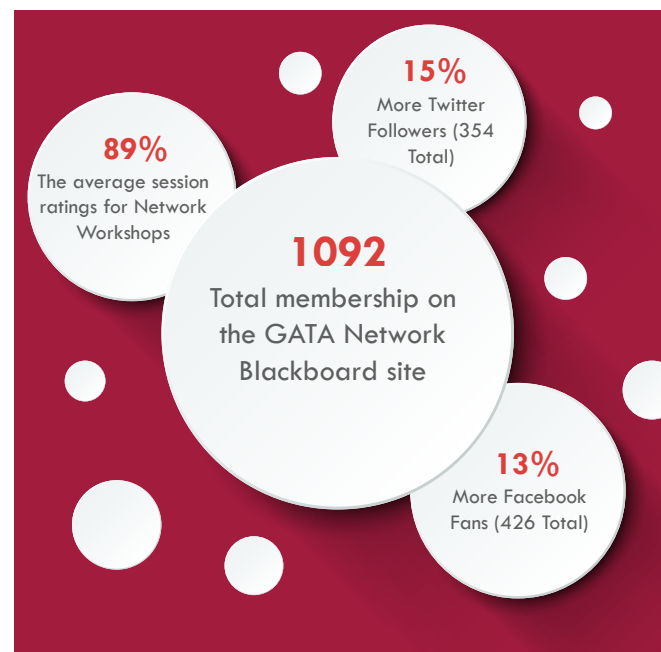
Following the event, the GATA Network distributed a survey to GATAcademy participants to assess the effectiveness of the event and collect feedback on how to better improve offerings. Sixty-one participants reported that they were generally satisfied with workshop topics, and provided useful suggestions on scheduling, registration, and logistics.

In addition to specifically designed programs like GATAcademy, graduate and teaching assistants are invited to participate in regularly-offered CTL courses, workshops, and events, and where applicable, their registration fees are reduced or waived.

GATA Network

In 2010, the CTL partnered with the Faculty of Graduate Studies to launch the GATA Network, a two-person graduate student team hired to provide GAs and TAs with resources for personal and professional development. This year's highlights include:

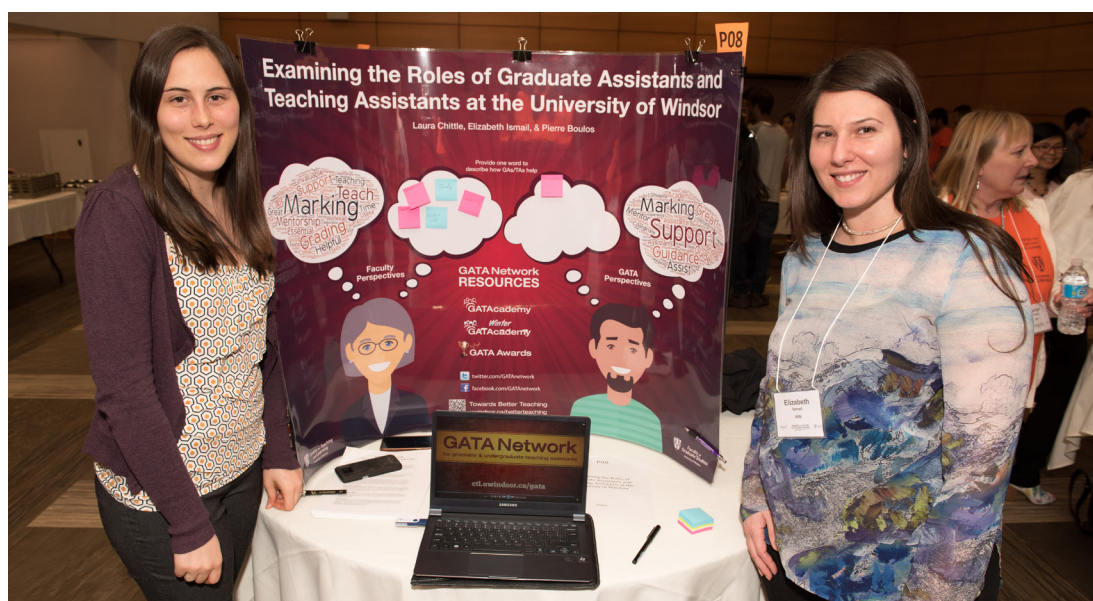
- Hosting an information booth at the Graduate Studies Showcase; the Leadership Advancement for Women and Sport's Actively Engaging Leaders Conference; and the Campus Network Fair;
- Co-organizing GATAcademy (229 participants), GATA Winter Academy (86 participants), and additional sessions throughout the year;
- Coordinating volunteers for the international University of Windsor-Oakland University Teaching and Learning Conference;
- Recruiting and mentoring graduate students from across campus to facilitate workshops;
- Offering a session at the Graduate Studies Orientation focused on GA/TAs' appropriate use of social media;
- Participating in a panel at the New Faculty Orientation session, *Student Voices: Who Are Your Students?*;
- Serving as organizers for the University's Three Minute Thesis Competition; and
- Facilitating the launch, promotion, and selection of the campus-wide GA and TA Awards for Educational Practice and Educational Leadership.



Members of the Network continued to undertake research on GA/TA development and teaching and learning, publishing a journal article, and presenting three peer-reviewed sessions. In February 2017, the Network surveyed graduate and teaching assistants, faculty, and sessional instructors to examine their perceptions of how GAs and TAs support teaching and student learning at the University of Windsor. Study results and now being used to inform decisions regarding workshop topics and other types of professional development. The Network was able to present their findings at the international University of Windsor-Oakland University Teaching and Learning Conference as a peer-reviewed interactive poster (Appendix D).

Social media has allowed the GATA Network to engage with the larger GA/TA community, while also offering resources to support GATA development. Existing resources were made available for download through Blackboard; new professional development resources were uploaded to their *Towards Better Teaching* blog; and students as well as educational developers across the globe were informed about University of Windsor GATA initiatives through Facebook and Twitter.

By the end of the reporting period, the Network began developing online training modules – videos that include ‘how-to’ tips, teaching and learning resources, and information on various University of Windsor support services. The team completed an introductory module; a module summarizing the roles, rights, and resources for GAs/TAs; and one focused on active learning. They are currently working with the Faculties of Human Kinetics and Nursing to design faculty-specific videos. This undertaking includes hosting focus groups for GAs/TAs within the Faculty, identifying Faculty needs, and liaising with graduate coordinators. The videos are available online (Appendix D).



Technology for Teaching, Learning, and Educational Innovation

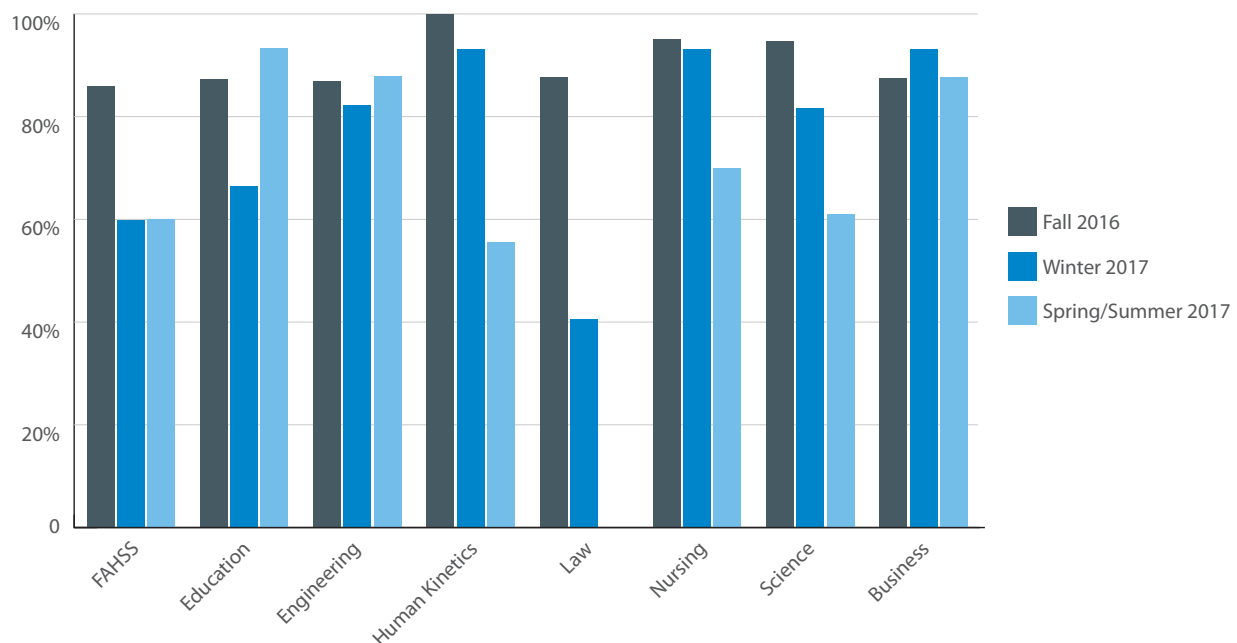
The CTL provides support through workshops, consultations, and extended sessions on technology used to enhance teaching and student learning, such as Blackboard Learn, classroom response systems, gamification software, learning analytics, and plagiarism detection software.

Blackboard Learn

The University's learning management system (LMS), Blackboard, enables instructors to offer engaging, high-quality online and blended teaching and explore new pedagogical approaches. It is a core part of the teaching environment at the University of Windsor, as over 70% of all courses from every Faculty on campus had a Blackboard site in 2016-17 (Figure 6; Appendix E). Blackboard was most commonly used to share resources, collect and grade assignments, deliver tests, host online discussions, and encourage reflection in online journals and wikis. Many instructors made use of the interactive tools offered through Blackboard to engage students (Figure 7).

The University of Windsor completed the transition to Blackboard during the reporting period. The successful transition was due largely in part to the collaborative efforts of the CTL, IT Services, and the Office of

Figure 6: Percentage of Blackboard Courses per Faculty by Academic Term³

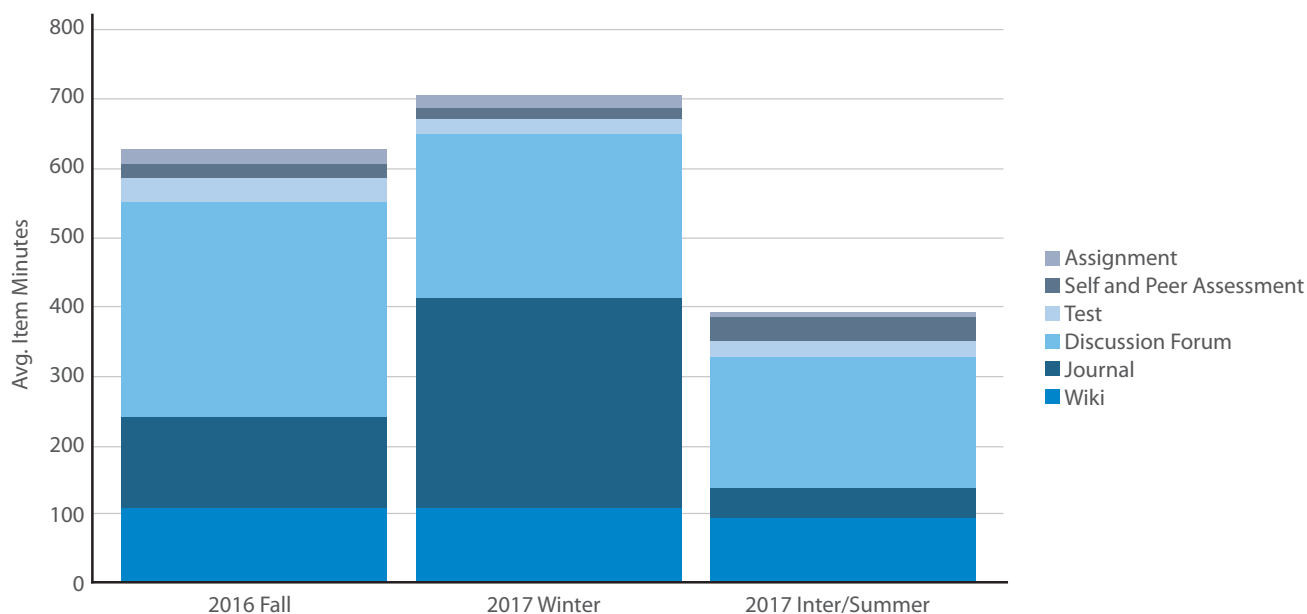


³ This data was gathered using the new learning analytics tool, which was still under review during the reporting period. Therefore, Fall 2016 percentages may not be as accurate as they will be during the next reporting period.

Open Learning – who bring together expertise in pedagogy and hybrid learning, hardware management, programming, and communications – as well as with support from the Faculties and administrative staff. This team was honoured with a University of Windsor Impact Award in 2017 for this massive undertaking.



Figure 7: Interactive Blackboard Tools: Average Use by Minutes Across all Faculties



Blackboard Stability and Risk

Overall, Blackboard has been stable with 99.67% uptime: the system was completely out of service for 29 out of a possible 8,736 hours during the reporting period. This was due to upgrades and unanticipated outages. All outages are recorded on the University's Blackboard Help page at http://mediawikibe.uwindsor.ca/wiki/index.php/Blackboard_Downtime.

I attended a workshop to learn the basics, and was able to pose questions by email or in person for anything that I was unsure about as I set up my course. The support team was absolutely fabulous in assisting me with technological issues throughout the semester.

Self-Study Participant Feedback

The team has identified many risks associated with the management and maintenance of the LMS. This year, a member of the core team became ill, and with no position available as back-up, it was increasingly difficult to maintain the system. Also, issues of cyber-attacks and policies around the appropriate use and sharing of data are becoming increasingly important. To mitigate these issues, the LMS Team has requested funding for a position to support the outcomes/analytics modules and a student support position on an ongoing basis, and IT Services is currently involved in campus-wide planning for cyber-attacks, and assembled a data governance committee.

Blackboard Training and End-User Support

As faculty, staff, and students became more accustomed to using Blackboard this year, the focus of the training sessions shifted from generic, introductory workshops to more customized, advanced ones. In 2016-17, the Centre offered 18 face-to-face workshops, 86 customized one-on-one Name Your Topic sessions, and eight online courses, to hundreds of faculty, staff, and students representing every Faculty on campus (Appendix C). The Centre also resolved 460 tickets through the TeamDynamix support system on issues like choosing the best tools to engage students, using SafeAssign and managing grade appeals, and finding alternative methods of assessment and grade tracking (Table 2).

Table 2: 2016-17 TeamDynamix Closed Ticket Status End-User Support

Service Unit – Team Dynamix Tickets by Resolved/Closed Status	Number of Tickets resolved	Percentage of Total
Tier 1 Support (Service Desk)	318	25%
Tier 2 Support		
ITS	467	37%
CTL	460	36%
OOL	17	1%
Total Tier 2 Support	944	
Total Number of Resolved Tickets	1,262	100%

The LMS Team and LMS Advisory Committee – with representation from students, non-academic units, and all Faculties - provided regular notifications about upgrades, tips and strategies, and information about upcoming semesters. CTL staff also created a Blackboard Blog with tips, and redesigned an online help site (<http://www.uwindsor.ca/blackboard>), which now offers support by user role.

Learning Analytics

Over the past few years, there has been a growing need to analyze the large amount of data generated through the learning system for evidence informed decisions, and for external accreditation. In 2016, the CTL and IT Services installed the Analytics for Learn (A4L) and the Outcomes modules of Blackboard. The Outcomes module allows instructors to link course learning outcomes to program and accreditation level outcomes. A4L provides new opportunities for individual instructors, departments or Faculties, and the institution as a whole access relevant data housed within Blackboard and the Student Information Systems (SIS) to inform the enhancement of teaching and learning. A4L may facilitate the following:

- Course Design: Individual instructors will be better able to track student use of and engagement with their course materials. Test item and course report tools are also now available.
- Early Warning Systems: A4L has tools to help identify at-risk students, enabling more effective and timely interventions.
- Retention: Along with identifying at-risk students, other enrollment and registration indicators can assist with reporting on student movement into and out of specific courses and programs.
- Accreditation Reporting: Learning outcomes can be uploaded into Blackboard and aligned with course materials and assignments. These alignments can be used to generate reports for the Institutional Quality Assurance Process (IQAP) or other accreditation bodies identifying where in a curriculum specific learning outcomes are being taught and assessed as well as student performance with respect to those outcomes.

A4L installation was completed in Spring 2017, and data validation and customization of the installation will continue until November 15, 2017, after which the tool will be available to the campus. The Faculty of Engineering has been a partner in piloting the use of the tools.

Inspiring Scholarly Teaching: Research, Scholarship, and Creative Activity

A key function of the CTL is to support research into teaching and learning for personal, institutional, and professional advancement, and to encourage, enable, and support scholarly teachers and active, engaged learners. The CTL offers a wide range of events, funding programs, dissemination opportunities, and research partnerships to better support and encourage a network of scholarly teachers and educational leaders.

Teaching Evaluation as a Tool to Improve Teaching

During the last reporting period, the Centre collaborated with the staff from the Office of the Provost to develop a highly flexible template for faculty to consider as they revise their own teaching criteria. This model was developed over a number of years through and informed by a provincially-funded study on teaching evaluation, consultations with University of Windsor faculty and educational leaders from across disciplines, and through consultations with Denise Chalmers – an international expert in developing and embedding teaching quality criteria, indicators, and assessment standards. In 2016-17, CTL staff offered one-on-one consultations, and co-facilitated workshops offered to department heads, deans, and faculty working on the teaching criteria (Appendix D).

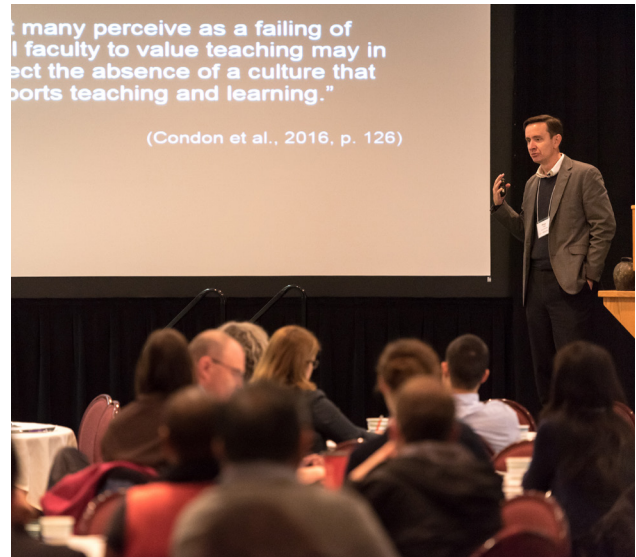
After hosting a well-received international forum on teaching evaluation in 2015, the CTL collaborated with staff from the Office of Provost, Oakland University (Rochester, MI), the University of Toronto, and McGill University, and in 2016-17, secured Social Sciences and Humanities Research Council (SSHRC) to further explore these issues at a second forum.

The International Forum on Teaching Evaluation opened the University of Windsor-Oakland University Teaching and Learning Conference on May 2, 2017. This full-day forum offered 120 academics, administrators, faculty, students, and private sector professionals an opportunity to network, attend workshops, and participate in working sessions, focused on the nature and role of teaching evaluation – and the challenges of leading change in this area. Peter Felton (Elon University) and Laura Winer (McGill University) led a workshop during the pre-conference forum, and representatives from universities across Canada offered concurrent sessions and facilitated team and group work sessions. Work completed by University of Windsor faculty and

The Windsor/Oakland pre-conference was instrumental in connecting Western Teaching Fellows with similar educational leaders from Windsor and Waterloo. This connection led to a number of beneficial conversations and a session at STLHE [Society for Teaching and Learning in Higher Education Conference]. And, personally, I enjoy interacting with the CTL team whenever possible as they are amazing people with wonderful ideas.

Self-Study Participant Feedback

staff really stood out: Phil Graniero and Beverley Hamilton profiled their very well-received project, a tool that helps faculty visualize student evaluation data. This team is now partnering with McGill University to examine use of this tool at different institutions.



Conference Planning

University of Windsor-Oakland University Teaching and Learning Conference

Now in its 11th year, the Windsor-Oakland University Teaching and Learning Conference has more than doubled in size since its inception. Approximately 220 participants from 20 universities and colleges across Canada and the US – including Windsor, Oakland, British Columbia Institute of Technology, Brock, Denver, Elon, Florida International, Manitoba, Medicine and Health Sciences, McGill, McMaster, Montreal, Niagara, Saginaw Valley, Saskatchewan, St. Clair,

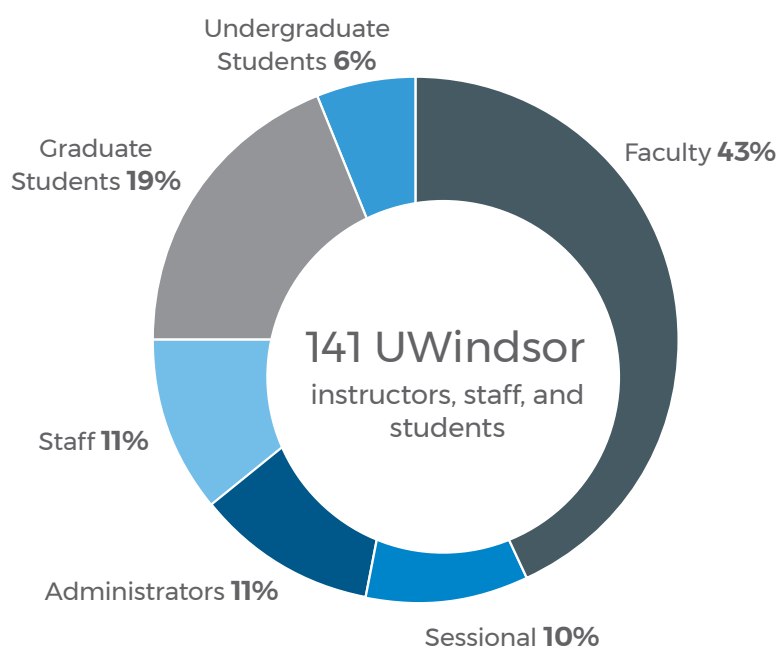
Toronto, Waterloo, Wayne State, and Western – visited the University in May 2017 to explore how they can contribute to the enhancement of a culture that values teaching. This cross-border initiative, supported by both institutions' provosts, is intended to foster collaboration and exchange about innovative and effective teaching among faculty, staff, and students from across Ontario and Michigan.

What an excellent conference. As usual it was well organized with high quality sessions. Thank you to CTL for all of the work they did to organize such an excellent conference...I used two of the teaching learning strategies in class yesterday and they worked well...I wish I could have attended all sessions!

Conference Feedback

The conference drew an impressive number of participants from the University of Windsor: 141 instructors and students attended the conference (Figure 8), and 57 presented workshops, concurrent sessions, or posters.

Figure 8: Percentage of University of Windsor Conference Attendees by Role



Participants at the International Forum on Teaching Evaluation were invited to participate in an inquiry cohort that ran across the entire three-day conference. Cohorts met daily to systematically identify relevant sessions, exchange information and insights gained from keynotes and sessions, and work on your preliminary plans for a teaching evaluation project. Meetings were facilitated by experienced practitioners. This new initiative was a great way to extend the planning and project development process, as well as bring together colleagues working on similar initiatives.



UWill Discover

In 2016-17, the CTL continued to provide support for UWill Discover, a campus wide undergraduate conference showcasing undergraduate student research from across disciplines as part of the coordinating team. This year's conference took place on March 31, 2017, and welcomed undergraduate students representing nearly every Faculty on campus who facilitated 72 sessions and posters.

Grants

Centred on Learning Innovation Fund

Since its inception in 2007, the CTL has awarded 88 Centred on Learning Innovation Fund (CLIF) grants to faculty members representing every Faculty on campus. CLIF provides seed grants ranging from \$2500 to \$3000 to full-time instructors to develop, implement, and assess creative ways of approaching teaching and learning and to support a scholarly approach to teaching enhancement. This funding has resulted in evidence-based development of and changes to programs, curricula, and courses; scholarly publications and presentations at conferences; teaching and learning resources; and tools to assess student learning and skill development. In 2016-17, the Centre funded eight projects from six Faculties (Table 3).

CLIF grants have offered me the opportunity to conduct a wide-range of teaching and learning research including the development of novel biology teaching labs, characterization of the academic challenges of domestic versus international science students, and the implementation of a multidisciplinary, campus-wide faculty learning community centred on teaching in large-enrollment classes. Most significant is the opportunity to include and support undergraduate student researchers in these various CLIF-funded projects, thus enriching their understanding of and appreciation for research-based pedagogy, and strengthening the overall impact of the projects.

*Dora Cavallo-Medved
Department of Biological Sciences*

Table 3: 2016-17 CLIF Projects

Title	Investigator(s)
Tools for Teaching Everyday Anti-Racist Intersectional Practice	Cara Fabre, <i>Women's and Gender Studies</i>
Embedded Information Literacy for Engineering Students	Grace Liu, <i>Leddy Library</i> ; and Lisa Salfi, <i>Faculty of Engineering</i>
Development of a Web-Based GIS Learning Module for Community-Asset Mapping to Improve Service Learning in Social Work	Wansoo Park, <i>School of Social Work</i> ; and Xue Luo, <i>Leddy Library</i>
Developing a Work-Integrated Learning Model for Human Performance: A Collaboration Between the Department of Kinesiology and the Department of Athletics and Recreational Services	Chad Sutherland and Kevin Milne, <i>Department of Kinesiology</i> ; and Lucas Hodgson and David Stoute, <i>Department of Athletics and Recreational Services</i>
Establishing a Faculty Learning Community Focused on Teaching in Large Classes	Dora Cavallo-Medved, <i>Department of Biological Sciences</i> ; Danielle Soulliere, <i>Faculty of Arts, Humanities and Social Sciences</i> ; and Judy Bornais, <i>Faculty of Nursing</i>
Tactical Workshops: Professional Practices for Emerging Artists	Karen Engle, Jennifer Willet, and Cyndra MacDowall, <i>School of Creative Arts</i>

Title	Investigator(s)
Digital Storytelling to Foster Engagement and Learning in Undergraduate Physiology Courses	Kevin Milne, Matthew Krause, Kenji Kenno, and Cheri McGowan, <i>Department of Kinesiology</i>
Vertical Peer Mentoring as a High Impact Experiential Learning Opportunity: Expansion and Evaluation of the SURE Program (Science Undergraduate Research Experiences)	John Trant, <i>Department of Chemistry and Biochemistry</i> ; and Christopher Houser, <i>Faculty of Science</i>

Undergraduate Research Experience Grant

The Undergraduate Research Experience Grant (UREG) is an annual granting scheme – developed and administered by the CTL and Office of Research and Innovation Services (ORIS) – to support projects that involve University of Windsor undergraduate students in research and scholarly activities, and to encourage faculty to mentor students as they pursue this research. Since its inception in 2012, the team has awarded 27 grants to faculty across departments. The 2016-17 recipients can be found in Table 4.

Table 4: 2016-17 Undergraduate Research Experience Projects

Title	Investigator(s)
Are Cognitive Tests Developed for Native English Speakers Appropriate to Use in Diverse Populations? A Study in Cross-Cultural Neuropsychology	Laszlo Erdodi, <i>Department of Psychology</i>
A Collaborative Student Approach to Address First-Year Academic Challenges in Science	Dora Cavallo-Medved, <i>Department of Biological Sciences</i>
Mapping the Toronto Theatre Blogosphere	Michelle Macarthur, <i>School of Dramatic Art</i> ; and Mehdi Kargar, <i>School of Computer Science</i>
Study of Anticancer Activities of Natural Compounds and Extracts Alone and in Combination with Chemotherapeutic Drugs in Human Cancer Cell Lines	Siyaram Pandey, <i>Department of Chemistry & Biochemistry</i>
Usability of Law: Pilot Phase	Noel Semple and Annette Demers, <i>Faculty of Law</i>
Developing Nimble Researchers: Coordinating Undergraduate Multi-Disciplinary Research Teams to Solve Industry Problems	Myra Tawfik, <i>Faculty of Law</i> ; Francine Schlosser, <i>Odette School of Business</i> ; and Jill Urbanic, <i>Mechanical, Automotive & Materials Engineering</i>

Travel Grants

In 2016-17, 11 faculty members and graduate students from five Faculties received travel grants to disseminate research at national and international teaching and learning conferences. These sessions focused on issues in teaching and learning including approaches to undergraduate science education, course and curriculum design, and student learning preferences. These efforts further contribute to the University's reputation as an institution committed to teaching research.

Thanks to CTL travel grants, I have been able to attend a couple of conferences on the teaching of French at the University level.

Self-Study Participant Feedback

Engaging in Research on Teaching and Learning

CTL staff have a wide range of academic expertise, which helps to ensure that faculty from across disciplines are supported by, and may collaborate with, researchers from both similar and different educational backgrounds. Over the last five years, CTL staff have mentored, co-facilitated, edited, co-authored, and consulted with professors representing all Faculties and at all career levels regarding the scholarship of teaching and learning (SoTL), as well as their individual home disciplines.

The CTL has a highly knowledgeable and passionate team. They are committed to improving teaching and learning at UWindsor and beyond, and are fully embedded in the fabric of the University through their service to many committees, departments, and projects. They care a great deal about the instructors they support, and are willing to sacrifice their own time to help a colleague.

Self-Study Participant Feedback

CTL staff are active researchers in the scholarship of teaching and learning and, in some cases, their home disciplines. In 2016-17, CTL staff have received external funding from the Social Sciences and Humanities Research Council and eCampus for SoTL research related to teaching and learning programs and initiatives. During the reporting period, the research output of the CTL included:

- 5 refereed journal articles,
- 6 book chapters,
- 19 peer-reviewed conference presentations,
- 4 videos and podcasts, and
- 18 invited workshops.

Scholarship and SoTL support are critical to the CTL's viability as a relevant voice in educational development, locally and nationally. Engaging in SoTL helps that CTL staff model the scholarly approaches it encourages. Modeling and supporting SoTL activity is also critical to helping faculty members understand that teaching and learning are proper objects of scholarship, and should be treated with as much scholarly rigor as anything else. The CTL's SoTL support works to help faculty members develop an appreciation of scholarly and intentional teaching, so they are empowered to seek out and use the best available information to inform their teaching decisions, and to pursue answering significant teaching and learning questions for themselves. By helping faculty members develop such agency, the CTL believes it contributes to better undergraduate and graduate education, a sense of partnership and support that enhances faculty retention, and the emergence of University of Windsor voices into provincial, national, and international discourses on teaching and learning.

See Appendix D for a complete list of CTL staff publications, presentations, grants, committees, and memberships.

National and International Outreach

The CTL has developed and participated in a number of initiatives to foster external partnerships with colleagues and institutions worldwide, bringing new perspectives and ideas from around the globe.

Centre staff are involved with 16 national and international societies and staff represent the University on 13 external committees and boards. In 2016, Erika Kustra was elected Chair the Educational Developers Caucus – the national society for educational developers. As such, she has had the opportunity to highlight teaching and learning issues relevant to the University of Windsor on a national and international stage: in 2016, she traveled to Kentucky to represent Canada at the Professional and Organizational Development Network, which welcomed approximately 1000 educational developers from across the world. In this role, she also sits on the national Society for Teaching and Learning in Higher Education (STLHE) Board and the 3M National Teaching Fellow Selection Committee. Pierre Boulos is also of president-elect of International History, Philosophy, and Science Teaching.

Staff have also consulted with faculty and educational developers across the globe on teaching and learning topics, CTL programs, and research opportunities. In July 2016, Erika Kustra was invited to be a Visiting Scholar at Illinois State University, and as part of that tenure, acted as an external reviewer for their Centre for Teaching, Learning, and Technology.



Visiting Fellows in Educational Development

Initiated in 2007, the Visiting Fellows in Educational Development Program has since welcomed 41 fellows from Australia, Belgium, Canada, China, Jamaica, New Zealand, Nigeria, South Africa, the United Kingdom, and the United States. This year's Fellows, Jean Gabin Ntebutse from the University of Sherbrooke (Quebec) and James Patterson from the Bay of Plenty Polytechnic (New Zealand) facilitated workshops including a series offered in French and featuring material produced by francophone academics; and consulted with faculty, administrators, and CTL staff on current issues in teaching development. Visiting Fellows are not supported financially but rather are provided with an apartment and shared office space.

The Visiting Fellows Program has helped to situate the Centre and the University of Windsor within an international network of high caliber scholars, and often holds an extensive waiting list. CTL staff have exchanged ideas and perspectives internationally, collaborated on teaching and learning research and projects, and received feedback on Centre programs and services. This program has also led to numerous visits across institutions and invited keynotes.



James Paterson

Bay of Plenty Polytechnic

June 14 - July 16, 2016



Jean Gabin Ntebutse

University of Sherbrooke (Quebec)

January 7 - April 28, 2017

Assessing the Impact of the Centre of Teaching and Learning

Staff at the Centre for Teaching and Learning strive for scholarly and ethical practice, excellence in teaching, learning, and research, and toward a culture of feedback, adaptation, and accountability. Despite a number of structural and budgetary shifts (p. 5), over the last five years, the CTL has developed and supported a number of successful and emerging campus-wide initiatives and programs, many of which are central to the very core mandate of the University. The Centre has extended its reach across the world through various institutional partnerships, leading cutting edge research in educational development and securing funds from national agencies who do not generally award funding to practitioners in this field. That being said, as new programs grow old, and old programs need review, and emerging and pressing issues require the design of new programs, there is a need for reflection, review, and prioritization. As such, in 2016-17, the Centre underwent a self-study; collected data on its services through a campus-wide survey; held focus groups with administrators, instructors, students, and staff; and, with the Office of the Provost, invited a formal external review.

Two teaching and learning administrators from across Canada completed the formal review in February 2017. The reviewers believed that “the University of Windsor punches above its weight in teaching and learning.” During the campus consultations, they “...heard repeatedly how valued these individuals [CTL staff] are, how they have helped programs to achieve their goals, and how encouraging they are.” They found “ample evidence of a vibrant culture of scholarly teaching at the University of Windsor.” Reviewer recommendations included:

- institutional changes like developing a university-wide strategic plan for teaching and learning; and enhancing support for curriculum mapping
- structural changes like developing an umbrella structure for reporting with the CTL and Office of Open Learning reporting to the same office
- Centre priority shifts like reviewing its large scope of activities; continuing to conduct scholarship in teaching and learning and build capacity through networks and partnerships; and increasing philanthropic funding

CTL Assessment Model

The CTL used a variety of research-based strategies to evaluate and collect feedback on its programs and services (Figure 9).

Level 1: Measuring Initial Reactions

The CTL gathers registration numbers, attendance, contact hours, and demographics for all formal events through its registration database. Other than consultations focused on Blackboard, staff do not gather demographic information for individual consultations, as these are generally confidential. Analysing total and

Figure 9: 2016-17 CTL Assessment Model⁴

unique participants and examining changes and gaps in participation across disciplines and roles over time is an important first step in understanding user interest and program value. This information is reported in CTL annual reports (<http://ctl.uwindsor.ca/annual-reports>). The Centre also assesses participant reactions and perceptions through workshop feedback forms. These evaluations are gathered for all workshops, events, and conferences; sent to facilitators for their professional development; and entered into the Centre's registration database to track over time, and help make decisions about future session topics and facilitators.

Level 2: Reflections on Learning

The CTL examines participant reports of learning through the workshop feedback forms, particularly through the question "What is one idea or practice from this workshop that you will use?" CTL courses build in reflective practice and assessments such as learning portfolios and submitted reflections that require more extended metacognition on learning. These reflections are assessed by course instructors, but they are not analyzed and reported on systematically, with the exception of an extensive provincial study on the University Teaching Certificate Program. In select workshops and courses and half-courses in University Teaching Certificate Program, the Centre gathers pre/post-tests of attitudes, approaches, knowledge, and skills, particularly for participant personal development, and in some cases, to assess learning for course completion.

⁴ This model is adapted from Kirkpatrick (1996); Guskey (2002); Wilson and Ens (2010); Wolf, Hill, & Evers (2006); and Grabove, Kustra, Lopes, Potter, Wiggers, & Woodhouse (2012).

Level 3: Institutional Support and Change

Observing changes in teaching practice is primarily done in full- and half-term courses. This is not tracked systematically, but used for course revisions. The CTL holds focus groups with users in particular programs for research and revision purposes. Cultural changes toward teaching and positive cross-campus testimonials collected over time, and shifts in resource allocation help CTL staff observe shifts in institutional perspectives and priorities. This information should be used cautiously as it may be influenced by many factors.

Level 4: Impact of Changed Practice

The Centre is observing its impact on teaching practice and student learning through an online institutional survey on Centre programs, and NSSE surveys. Additionally, the Centre led a provincially-funded Teaching Culture Perception Survey with eight institutions across the province (http://ctl.uwindsor.ca/ctl/system/files/Teaching_Culture_Indicators.pdf). This work recently received SSHRC funding to extend the survey more widely. Preliminary results indicate there is a clear gap between the importance individuals place on teaching, and their perception of the importance the institution places on teaching.

Assessing the CTL: A Campus-Wide Survey

Five hundred twenty-seven (527) instructors, administrators, and students representing every Faculty on campus participated in the CTL's survey (see Appendix F and G for a copy of the instrument and survey demographics. Full survey results are available upon request). A preliminary analysis is included below.

Users rated CTL programs and services a 4.1 out of a possible 5. Some caution must be used in interpreting the ratings, as certain courses or workshops were rated by a higher number of people than the number that was reported as attended, so some survey participants may be rating based on reputation, initial impression based on the title, misidentification with another program or event, or any number of associations other than experience.

From the responses, it was clear that there was some confusion around the CTL's organization – as several respondents thought the CTL and the Office of Open Learning were one unit, and others did not realize that the media and technology unit had been moved into IT Services.

Two hundred seventeen (217) people responded to the question "Which ideas and/or practices from CTL events/programs have you implemented in your teaching?" Common themes included lesson planning, learning-centred teaching methods, authentic assessment approaches, Blackboard, curriculum alignment and learning outcomes, self-reflection, and leadership skills.

When asked to provide feedback on the quality of their interactions with members of the CTL, the responses were overwhelmingly positive, noting that staff were professional and knowledgeable staff. Eight out of the

281 responses were neutral, and one was of a negative nature. Some powerful testimonials include:

All of the members of CTL are enthusiastic, accessible, and eager to help and share. It is comforting to know the CTL is there.

Excellent. The student volunteers at the conference were pleasant and helpful. Of the full-time staff I've met at the CTL, they're really approachable and knowledgeable; leaders.

CTL members have been very helpful and supportive in the development of my teaching skills. They have been consistently professional and knowledgeable in the area of pedagogy and also kind and supportive. CTL is an important asset for the University of Windsor.

The workshops on Blackboard were very well designed, there were many of them available during transition (no excuses for availability!), very well advertised, focused on essential components, additional courses available, and included individualised mentoring.

The CTL has a highly knowledgeable and passionate team. They are committed to improving teaching and learning at UWindsor and beyond, and are fully embedded in the fabric of the University through their service to many committees, departments, and projects. They care a great deal about the instructors they support, and are willing to sacrifice their own time to help a colleague.

Respondents noted that through CTL programs, they valued the ability to network with colleagues in other disciplines:

CTL workshops and events are spaces where you can meet colleagues from across campus also interested in creating engaging, active learning for students.

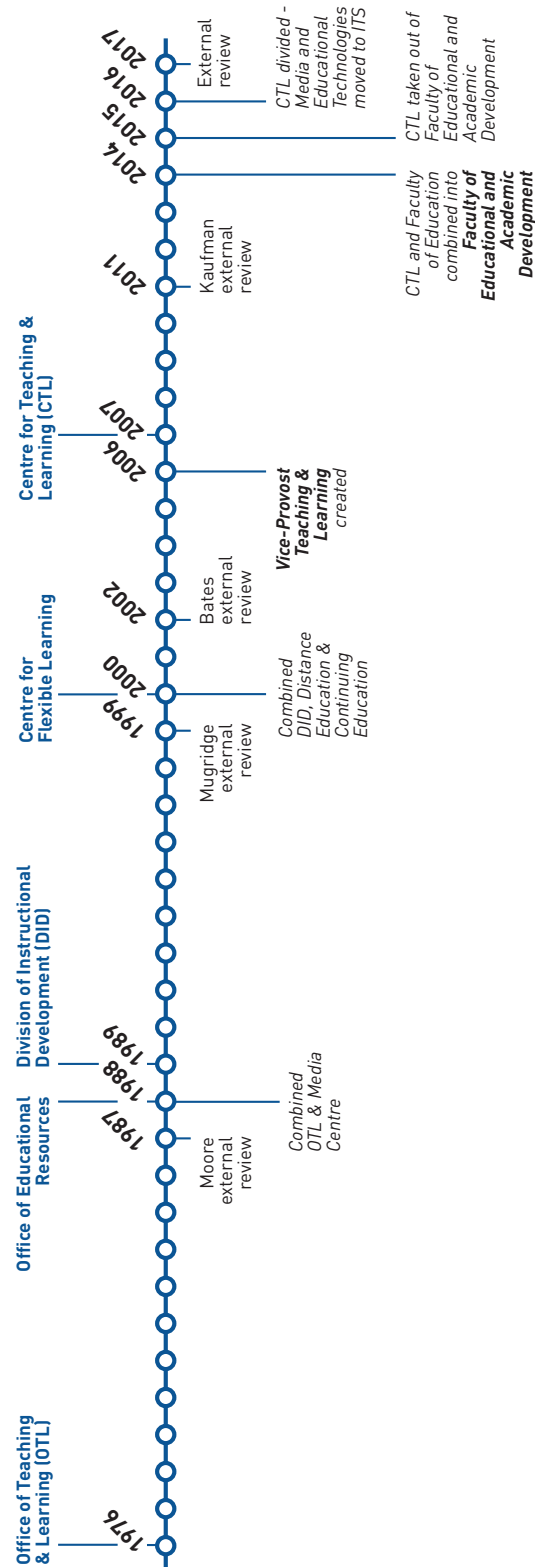
As [an upper administrator], I have found CTL to be an invaluable resource. I brag about it to prospective faculty members when they come for interviews and frequently refer colleagues to CTL programming and resources.

The most barriers to participating in CTL services, identified by 227 participants, include time and workload, and the notion that teaching is not recognized or rewarded in certain areas. To the question – “What would make the CTL more effective in achieving its mission?” – 198 participants recommended mandatory training, introducing new and maintaining teaching technologies, offering workshops in the evenings or on weekends, increasing campus-wide awareness of the CTL by attending departmental meetings, and finally, working to change the University culture and physical structures that get in the way of teaching (e.g., poor classrooms and the ways in which we value and evaluate teaching). Centre staff is working through this data and a full analysis of survey results will be completed during the next reporting period.

Future Actions/Initiatives for 2017-18

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 Drupel 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

Appendix A - Windsor CTL Historical Timeline 1976-2017



Appendix B: University of Windsor Curriculum Mapping Workshop Resource

What is it?

- A mapping and reporting tool to help envision or revise curriculum.
- A searchable database for programs, courses, and their learning outcomes.

What is curriculum mapping?

Curriculum mapping is a process of documenting and analyzing the structure of program, and how individual courses work together to support student success through each year of study.

(More details

<http://www1.uwindsor.ca/ctl/curriculum-mapping>)

		Year 1					
UWIN Grad Attributes	Program Learning Outcomes *I = Introduction R=Reinforcement M=Mastery	Course 1	Course 2	Course 3	Course 4	Course 5	Course 6
A. the acquisition, application and integration of knowledge	Program outcome 1	A. Indicate I, R, or M*					
	B. Identify Assessments						
	Program outcome 2	A. Indicate I, R, or M*					
	B. Identify Assessments						

How will you be able to use the curriculum mapping tool?

Faculty members, departments and Faculties will be able to use this tool to:

- Map course level outcomes to program level outcomes – to help identify patterns and gaps
- Help draft and visualize new programs
- Develop curriculum maps and reports for accreditation and for the Strategic Mandate Agreement (SMA)
- Find Senate-approved learning outcomes in a searchable repository across the institution (as models or for information)
- Identify teaching methods and assessments that are being used, as well as use of high impact practices (HIPs) across a given program
- Time stamp the maps so you can compare change over time as you develop a program

The system will be flexible enough to add additional mapping and reporting features in the future.

Main contacts for information ... or interested in being in a pilot?

Allyson Skene x4923 askene@uwindsor.ca

Erika Kustra x4842 kustraed@uwindsor.ca

Appendix C: Workshops, Courses, and Extended Sessions

CREDIT COURSES

Title	Instructor(s)	Hours	Attend.	Eval.
Learning-Centred Teaching in Higher Education	Pierre Boulos & Allyson Skene	36	8	--
Course Design for Constructive Alignment	Michael K. Potter	39	10	7/7

HALF COURSES AND EXTENDED SESSIONS

Title	Instructor(s)	Hours	Attend.	Eval.
Online Education	Mark Lubrick; Lorna Stolarchuk	18	4	6.7/7
Instructional Skills Workshop (ISW)	Pierre Boulos; Jennifer Soutter; Anna Galka	24	5	4.8/5
Instructional Skills Workshop (ISW)	Pierre Boulos; Allyson Skene; Jacqueline Stagner	24	9	4.8/5
Leading Effective Discussions	Erika Kustra; Jessica Raffoul	18	10	6.9/7
Facilitator's Development Workshop	Pierre Boulos; Michael K. Potter	40	9	--
Teaching Dossier Academy	Pierre Boulos; Allyson Skene; Erika Kustra; Jessica Raffoul; Veronika Mogyorody; Michael K. Potter	30	23	--

SUMMER SERIES ON TEACHING AND LEARNING

Title	Instructor(s)	Hours	Attend.	Eval.
Begin at the Beginning: Designing Effective Courses	Lorna de Witt	3	28	3.52/4
New Faculty Luncheon	--	1	21	--
See the Universe Through the Eyes of Another: Culturally Aware Assessment	Emma Bourassa; Chris Busch	1	21	3.72/4
Experiential Learning: Nothing Ever Becomes Real 'til it is Experienced	Marty Gervais; Roger Bryan	1	24	3.6/4
Assessing Student Learning: The End Precedes the Beginning	Erika Kustra; Jeremy Rawson	3	34	3.9/4
Where Angels Fear to Tread: eAssessment	Lorna Stolarchuk; Mark Lubrick; Tanya Noel; William (Bill) Wellington; Erica Stevens Abbitt	1	36	3.67/4
Engaging Students and Learning to Engage	Veronika Mogyorody	1	42	3.8/4
Soup to Nuts: Supporting the Development of Student Core Skills	Anne Forrest; Francine Schlosser; Dale Jacobs; Myra Tawfik; Jennifer Soutter; Tamsin Bolton Bacon; Ahmed Azab	2	26	3.75/4

LMS TRAINING WORKSHOPS

Title	Instructor(s)	Hours	Attend.	Eval.
Getting Started With Blackboard – Decaf Level (CEPE)	Lorna Stolarchuk; Nick Baker	3	11	4/4
Getting Started – Espresso Level	Lorna Stolarchuk	3	2	--
Blackboard Overview – Sessional Instructors (Education)	Lorna Stolarchuk	--	13	--
Getting Started (Nursing)	Lorna Stolarchuk	1	3	4/4
Getting Started – Decaf Level	Lorna Stolarchuk	3	2	4/4
Journals, Assignments, and Grade Centre	Lorna Stolarchuk	1	2	--
Blackboard – Troubleshooting the Grade Centre	Tim Au-Yeung; Lorna Stolarchuk	3	2	--
Getting Started (ELIP)	Lorna Stolarchuk	3	4	--
Getting Started – Espresso Level	Lorna Stolarchuk	3	2	--
Getting Started – Decaf Level	Lorna Stolarchuk; Tim Au-Yeung	3	7	3.75/4
Getting Started – Decaf Level	Lorna Stolarchuk	3	2	--
Getting Started (ELIP)	Lorna Stolarchuk; Anouchka Plumb	3	6	3.83/4
Blackboard Drop-In Session	Tim Au-Yeung	3	3	--
Getting Started (Nursing)	Lorna Stolarchuk; Deborah Dayus	2	3	3.67/4
Blackboard Drop-In Session	Tim Au-Yeung	1	1	--
Blackboard Drop-In Session	Tim Au-Yeung	2	1	--
Getting Started (ELIP)	Lorna Stolarchuk	1	1	--
Getting Started With Blackboard – Decaf Level	Lorna Stolarchuk	2	1	--

TEACHING AND LEARNING WORKSHOP SERIES

Title	Instructor(s)	Hours	Attend.	Eval.
Walking in Two Worlds: A New Zealand Approach to Student Engagement	James Paterson	2	27	3.55/4
Educating for Understanding	Michael K. Potter	3	8	4/4
Making the Most of Tests With Multiple Choice Questions: Effective Question Design and the Two-Step/Group Exam	Julie Smit; Erika Kustra	3	17	4/4
Using 360 Degree Feedback to Achieve Your “Personal Best” in the Classroom	Dora Cavallo-Medved; Jess Dixon	2	10	4/4
Promoting a Culture that Values Teaching: Writing an Effective Proposal for the Windsor-Oakland Conference	Erika Kustra; Jessica Raffoul	1	12	3.9/4

It Doesn't Always Have to be this Way: Why Engaging Students in Content Laden Large Classes Needn't be Such Hard Work	Carole L. Davis	3	24	3.84/4
Probably One of the Most Important Things Teachers Do: The Why, How, and When of Giving Students Feedback for Learning	Carole L. Davis	2	25	3.71/4
Re-thinking Foundational Courses: Engaging Science Students through Collaborative Course Design	Tim McKay	1	23	4/4
Why Learning Analytics: Solving Your Teaching Problems	Tim McKay	1	30	3.82/4

NEW FACULTY ORIENTATION

Title	Instructor(s)	Hours	Attend.	Eval.
Building and Navigating Your Campus Network	Erika Kustra	2	27	--
Who Are Your Students?	--	--	26	--
Getting Started in Blackboard – Decaf Level	Lorna Stolarchuk; Allyson Skene	1	8	--
The Tenure Dialogues	Jeff Berryman; Erika Kustra; Emma Richez; Dennis Higgs	1	21	--

EFFECTIVELY TEACHING IN LARGE CLASSES: A SYMPOSIUM OF IDEAS

Title	Instructor(s)	Hours	Attend.	Eval.
Keynote: Teaching Large Classes	Mike Atkinson	1	48	3.97/4
Teaching Large Classes	Michelle French	1	40	3.92/4
Common Challenges Identified by Faculty Teaching Large Classes	Mike Atkinson; Michelle French; Judy Bornais; Julie Smit	--	26	3.94/4
Launch of the Large Class Learning Community	Dora Cavallo-Medved	--	22	--

SPECIAL TOPICS WORKSHOPS

Title	Instructor(s)	Hours	Attend.	Eval.
Educational Leadership Book Club	--	10	14	--
Teaching Dossier Workshop (HK PhD Students)	Pierre Boulos; Erika Kustra; Jess Dixon	8	7	3.85/4
Learning Outcomes Workshop (French)	Pierre Boulos	2	6	--
Innovative Teaching Strategies and Resources for Social Work	Erika Kustra	1	8	--

Innovative Teaching Strategies and Resources for Social Work	Erika Kustra	1	10	--
Les déjeuners pédagogiques: La notion de compétence en formation universitaire	Alan Wright; Jean Gabin Ntebutse	1	6	--
Dossiers, Portfolios, and Profiles: What Kind of Law Educator Are You?	Alan Wright	1	6	--
Teaching Dossier Workshop (SoCA)	Pierre Boulos	3	9	--
Teaching Dossier Coaching Session	Alan Wright	1	3	--
Teaching Dossier Coaching Session	Alan Wright	1	3	--
Les déjeuners pédagogiques	Alan Wright; Jean Gabin Ntebutse	1	3	--
Les déjeuners pédagogiques	Alan Wright; Jean Gabin Ntebutse	1	4	--
High Impact Practices: Social Work Peel Campus	Erika Kustra	1	11	--
Les déjeuners pédagogiques	Alan Wright; Jean Gabin Ntebutse	1	2	--
Teaching and Learning Volunteer Training (Windsor-Oakland)	Laura Chittle; Lorna Stolarchuk	1	17	--
Teaching and Learning Volunteer Training (Windsor-Oakland)	Laura Chittle; Lorna Stolarchuk	1	9	--
Teaching and Learning Volunteer Training (Windsor-Oakland)	Laura Chittle; Lorna Stolarchuk	1	14	--

GATACADEMY

Title	Instructor(s)	Hours	Attend.	Eval.
Assisting With Marking	Alexandra Gayowsky; Marissa Reaume	1	47	3.47/4
Conducting Effective Labs and Tutorials	Phil Graniero; Jacqueline Stagner	1	31	--
Culturally Competent Communication, Teaching, and Learning	Marcela Ciampa	1	9	3.89/4
How Do You Know When Your Teaching is Working	Jenni Hotte	1	13	3.69/4
Individual Differences in Students and Academic Risk-Taking	Ashlyne O'Neil; Joan Craig; Kathryn Lafreniere	1	10	3.7/4
Teaching With Stats and Data: Tools, Tips, and Tricks	Kristi Thompson; Dan Edelstein	1	11	3.09/4
Teaching With Technology	Elizabeth Ismail; Alicia Higgison	1	5	3.8/4
Conducting Effective Labs and Tutorials	Phil Graniero; Jacqueline Stagner	1	25	3.83/4
Culturally Competent Communication, Teaching, and Learning	Marcela Ciampa	1	8	3.71/4
Designing Lessons	Pierre Boulos; Michelle Krieger	1	21	3.44/4

Ethical Issues Encountered by GAs and TAs	Kathryn Lafreniere; Kristin Schramer	1	27	3.36/4
Introducing Blackboard	Lorna Stolarchuk; Allyson Skene; David Cracknell; Tomas Dobos	1	19	3.3/4
Student, Researcher, Teaching Assistant: Balancing the Demands of Graduate School	Ashlyne O'Neil; Joan Craig	1	29	3.43/4
The First Day	Kristy Smith; Dwayne Barris	1	5	3.6/4
Copyright, Publishing, and Open Access	Dave Johnston	1	9	3.67/4
Designing Lessons	Pierre Boulos; Michelle Krieger	1	23	3.43/4
Introducing Blackboard	Lorna Stolarchuk; Allyson Skene; Tomas Dobos; David Cracknell	1	19	3.61/4
Student, Researcher, Teaching Assistant: Balancing the Demands of Graduate School	Ashlyne O'Neil; Joan Craig	1	41	3.42/4
Teaching With Technology	Elizabeth Ismail; Alicia Higgison	1	7	3.57/4
The First Day	Kristy Smith; Dwayne Barris	1	9	3.89/4

GATA WINTER ACADEMY

Title	Instructor(s)	Hours	Attend.	Eval.
Marketing Your GA/TA Skills to Potential Employers	Jess Dixon; Laura Chittle	1	29	3.81/4
Encouraging and Answering Questions in Science Labs and Tutorials	Michelle Bondy	1	23	3.76/4
Effective and Efficient Strategies for Grading Written Assignments	Nadia Timperio	1	34	3.7/4

GATA NETWORK SERIES

Title	Instructor(s)	Hours	Attend.	Eval.
Engaging Adult Learners	Elizabeth Ismail; Anthony Meloche	1	8	4/4
Marketing Your Skills Through a Teaching Dossier	Laura Chittle; Elizabeth Ismail	1	12	3.8/4

COURSE, PROGRAM, AND WORKSHOP ATTENDANCE BY FACULTY/UNIT AND ROLE

Faculty/Unit	Unique Attendance
Administration	39
Business	33
CEPE	28
Education	39
Engineering	65
External	9
FAHSS	148
GLIER	2
Graduate Studies	1
Human Kinetics	45
Inter-Faculty	2
Law	15
Libraries	6
Medicine & Dentistry	2
Nursing	36
Science	94
Total	564

Role	Unique Attendance
Alumni	3
Staff	53
External	9
Faculty	143
Sessional	79
Student	277
Total	564

ONLINE BLACKBOARD COURSES AND REGISTRATIONS FOR 2016-2017

Online Course Registration 2016-2017	Faculty	Faculty Related	Employee s	Student s	Alumn i	Other	Totals
1a. Getting Started with Blackboard (Pre-requisite)	10	17	13	14	2	0	56
1b. Survivor (Pre-requisite)	9	7	8	8	1	0	33
2. Building Courses (Basics)	11	9	3	13	3	0	39
3. Assessing Learners (Basics)	7	10	7	15	1	0	40
4. Enhancing Communications (Basics)	4	4	0	7	1	0	16
5. Monitoring Student Performance (Advanced)	3	8	3	10	1	0	25
6. Building Online Communities (Advanced)	3	3	1	7	1	0	15
7. Designing Engaging Content (Advanced)	3	2	2	7	2	0	16
Total Registrations	50	60	37	81	12	0	240

Appendix D: CTL Publications, Grants, Presentations, Committees, and Membership

Journal Articles

- Goodwin, A., **Chittle, L.**, Dixon, J. C., & Andrews, D. M. (under review). Taking stock and effecting change: Curriculum evaluation through a review of course syllabi. *Assessment & Evaluation in Higher Education*.
- Kenny, N., Iqbal, I., MacDonald, J., Borin, P., Dawson, D., Chan, J., & **Kustra, E.** (2017). Exploring the potential of educational developer portfolios. *To Improve the Academy*, 36, 61-75. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1002/tia2.20054/abstract?campaign=woletoc>.
- Pusca, D.** & Northwood, D.O. (2016). Can lean principles be applied to course design in engineering education? *Global Journal of Engineering Education*, 18(3), p. 173-179.
- Pusca, D.**, Bowers, R.J., & Northwood, D.O. (2017). Hands-on experiences in engineering classes: The need, the implementation and the results. *World Transactions on Engineering and Technology Education*, 15(1), p. 12-18.
- Pusca, D.** & Northwood, D.O. (2017). The why, what and how of teaching: An engineering design perspective. *Global Journal of Engineering Education*, 19(2), p. 106-111.

Book Chapters

- Cobb, C. & **Potter, M.K.** (2017). Bad blood in Texas. In A. Robert (Ed.), *The X-Files and philosophy: The truth is out there*. Illinois: Open Court Publishing.
- Cobb, C. & **Potter, M.K.** (2016). Propaganda and pedagogy for apt pupils. In J.M. Held (Ed.), *Stephen King and philosophy*. Maryland: Rowen and Littlefield Publishers.
- Cobb, C. & **Potter, M.K.** (2016). David Bowie and death. In T. Ammon (Ed.), *David Bowie and philosophy*. Illinois: Open Court Publishing.
- Cobb, C., & **Potter, M.K.** (in press). *Teaching Hemingway and race*. Kent State University Press, Kent, OH.
- Chalmers, D., Tucker, B., & **Kustra, E.** (in press). A national strategy for teaching excellence one university at a time: Critical friend commentary. In C. Broughan, G. Steventon, & L. Clouder, *Global perspectives on teaching excellence: A new era for higher education*. Taylor and Francis.
- Kustra, E.**, **Raffoul, J.**, & Hamilton, B. (in press). *Beyond the individual: Planning for impact at the institutional, regional, and national level*. In C. Popovic & F. Campbell (Eds.), *Learning from academic conferences: Realizing the benefits on individual and institutional practice*. Sense Publishers.

Grants

- Frank, J., **Wright, A.**, & **Kustra, E.** (2010-present). *Establishing GATA network: Foundational professional skills for graduate students*. Strategic Priority Fund, University of Windsor, \$17,000 one-time, \$36,000 base. *Ongoing*.
- Fujita, N., **Stolarchuk, L.**, **Skene, A.**, & Fawcett, G. (2017). *Investigating user perceptions of data representations and visualizations from learning analytics reports in online and technology-enhanced courses to develop a best practices guide for higher education institutions*. eCampus Grant, \$18,717. *Approved 2017-18*.
- Kustra, E.**, Borin, P., Dawson, D., Ellis, E., Meadows, K., Taylor, L., Wolf, P., Beer, J. Goff, L., & Grose, J. (2016). *Teaching culture indicators: Enhancing quality teaching*. Social Sciences and Humanities Research Council (SSHRC), \$74,869.00. *Approved 2015-16*.
- Kustra, E.**, **Raffoul, J.**, Hamilton, B., Graniero, P., Winer, L., Ableser, J., Burnett, M., & Rolheiser, C. (2017). *Conference on effective teaching evaluation and enhanced teaching cultures*, Social Sciences and Humanities Research Council (SSHRC): Connections Grant, \$25,000. *Approved 2016-17*.
- Libben, G., Buchanan, L., Jarema, G., Järvikivi, J., Kehayia, E., Kuperman, V., & Segalowitz, S. with **Kustra, E.** as a formal collaborator. (2016-2023). *Words in the world training project*. Social Sciences and Humanities Research Council (SSHRC), \$2.5 Million. *Approved 2015-16*.
- Turdaliev, N., Batu, M., Hamilton, B., O'Neil, A., with Baker, N, **Kustra, E.**, Zanutto, R., Flannagan, R., Files, M., Soulliere, D., & Cavallo-Medved, D. as partners. (2017). *Establishing institutional frameworks for effective course-redesign in critical, large-enrolment first-year courses*. eCampus Grant, \$92,873. *Approved 2017-18*.
- Wright, A.**, Eansor, D.M., Pugliese, T., Georgie, V., Salinitri, G., Walsh, L., Bornais, J., Lafreniere, K., & **Kustra, E.** (2013-2016). *Teaching leadership chairs: A cost-efficient approach to enhancing the quality of the student learning experience at the University of Windsor*. Strategic Priority Fund, University of Windsor, \$60,000. *Ongoing*.

Peer Reviewed Conference Presentations

- Andrews, M. D., **Chittle, L.**, Dixon, C. J., Marino, G. W., Martindale, T., & McGowan, C. (2017, May). *Fifty years of practice: How Kinesiology at the University of Windsor developed and enhances a culture that values teaching*. Presentation at the annual University of Windsor-Oakland University International Teaching and Learning Conference, University of Windsor, Windsor, ON.
- Boulos, P.** (2016, August). *Ontology and diagrams: The mathematical reasoning in Newton's Principia*. Presentation at the European Regional Conference IHPST, Flensburg, Germany.
- Boulos, P.** (2016, November). *Newton, diagrammatic reasoning, and inquiry*. Presentation at the Philosophy of Science Association, Atlanta, GA.

- Chittle, L., Ismail, E., & Boulos, P.** (2017, May). *Examining the roles of graduate assistants and teaching assistants at the University of Windsor*. Poster presentation at the annual University of Windsor-Oakland University International Teaching and Learning Conference, University of Windsor, Windsor, ON.
- Chittle, L., Santarossa, S., & van Wyk, P.** (2017, May). *Hearing more than crickets: How to engage students using active learning strategies*. Presentation at the annual University of Windsor-Oakland University International Teaching and Learning Conference, University of Windsor, Windsor, ON.
- Dawson, D., Meadows, K., & Kustra, E.** (2017, June) *Part and full-time faculty members' perception of institutional teaching culture*. Presentation at the annual conference of the Society for Teaching and Learning in Higher Education, Dalhousie University, Halifax, NS.
- Hamilton, B., Berryman, J., & Kustra, E.** (2017, February). *Enhancing teaching and disrupting tradition: Implementing a teaching evaluation framework in the Canadian context*. Presentation at the annual conference of the Educational Developers Caucus, University of Guelph, Guelph, ON.
- Hamilton, B., Berryman, J., Turner, N., & Kustra, E.** (2017). *Evaluating Teaching: A framework in the Canadian context*. Presentation at the annual University of Windsor-Oakland University International Teaching and Learning Conference, University of Windsor, Windsor, ON.
- Hamilton, B., Raffoul, J., & Andrews, D.** (2017, June). *For better or worse: I lead*. Presentation at the annual conference of the Society for Teaching and Learning in Higher Education, Dalhousie University, Halifax, NS.
- Kustra, E.** (2016). *Teaching culture indicators survey: Leading educational change through documenting and transforming institutional teaching culture*. Presentation at the Teaching and Learning National Institute: Bright Ideas, Evergreen College, Seattle, WA.
- Kustra, E. & Hamilton, B.** (2016). *Using the Australian university teaching criteria and standards framework (AUTCSF) as the basis for campus development of promotion and tenure teaching criteria*. Presentation at the Teaching and Learning National Institute: Bright Ideas, Evergreen College, Seattle, WA.
- Kustra, E., Meadows, K.N., Borin, P., & Shaw, L.** (2017, May). *Enhancing institutional teaching culture based on evidence: indicators, perceptions, and recommendations*. Presentation at the annual University of Windsor-Oakland University International Teaching and Learning Conference, University of Windsor, Windsor, ON.
- Pusca, D., Pusca, A., & Spanic, A.** (2017, May). *Engaging students through digital technology in engineering classes*, Presentation at the annual University of Windsor-Oakland University International Teaching and Learning Conference, University of Windsor, Windsor, ON.
- Potter, M.K.** (2017, June). *The principle of growth in the alright era*. Session presented at Bertrand Russell Society Annual Meeting, Central Connecticut State University, New Britain, US.
- Raffoul, J., Kustra, E., Potter, M.K.** (2016, November). *The stories we tell: Transforming teaching through celebratory narrative*. Presentation at the Professional and Organizational Development Network, Louisville, KY.

Raffoul, J., Kustra, E., & Potter, M.K. (2017, February). *The stories we tell: Transforming culture through celebratory narrative*. Presentation at the annual conference of the Educational Developers Caucus, University of Guelph, Guelph, ON.

Skene, A., McMurphy, S., Fujita, N., & **Stolarchuk, L.** (2017, May). *The ethics of 'big data' in SoTL: Comparing the Canadian and American experiences*. Presentation at the annual University of Windsor-Oakland University International Teaching and Learning Conference, University of Windsor, Windsor, ON.

Skene, A. & Raffoul, J. (2017, February). *Narcissus' pool: Just how deep is reflection?* Presentation at the annual conference of the Educational Developers Caucus, University of Guelph, Guelph, ON.

Wright, A., Davis, C., & **Kustra, E.** (2017, February). *Harnessing the dynamics of curriculum change: (Re)thinking the role of the educational developer in the UK and Canada*. Presentation at the annual conference of the Educational Developers Caucus, University of Guelph, Guelph, ON.

Videos and Podcasts

Chittle, L. & Ismail, E. (2017). *Introduction to the GATA network*. University of Windsor, Windsor, ON. Retrieved from https://www.youtube.com/watch?v=R3kvTq8H_sc

Chittle, L. & Ismail, E. (2017). *GATA roles, rights & resources*. University of Windsor, Windsor, ON. Retrieved from <https://www.youtube.com/watch?v=qOTRTldVWNI>

Chittle, L. & Ismail, E. (2017). *Active learning*. University of Windsor, Windsor, ON. Retrieved from <https://www.youtube.com/watch?v=v6zKBXPTkYg>

Kustra, E. & Lamonica, C. (2016). *Teaching portfolios POD cast interview*. Let's Talk Teaching Series. Illinois State University, Normal, IL. Retrieved from <https://ctl.illinoisstate.edu/podcast/2016/ep004.shtml>

Invited Sessions

Arbex, D. & Skene, A. (2016, September). *Cheating: What instructors need to know*. Centre for English Language Development, University of Windsor, Windsor, ON.

Berryman, J., Hamilton, B., Kustra, E., Raffoul, J., Skene, A., & Boulos, P. (2016, September). *Renewal tenure and promotion (RTP) criteria workshops for deans and heads: Teaching evaluation framework*. Invited workshop for the Office of the Provost, University of Windsor, Windsor, ON.

Berryman, J., Hamilton, B., Kustra, E., Raffoul, J., Boulos, P., Skene, A., & Potter, M.K. (2016, November). *Research tenure and promotion research criteria workshop*. Invited workshop for the Office of the Provost, University of Windsor, Windsor, ON.

Berryman, J., Wright, A., & Kustra, E. (2016, September). *Enhancing teaching and learning and the university committee on appointment, promotion and tenure (UCAPT) process*. Invited

presentation at the AAU Heads and Deans Luncheon, Office of the Provost, University of Windsor, Windsor, ON.

Blitz, D., Bruneau, B., Madigan, T., **Potter, M.K.** (2017, June). *A panel discussion on the centenary of principles of social reconstruction*. Invited presentation at Bertrand Russell Society Annual Meeting, Central Connecticut State University, New Britain, US.

Higgs, D., Smit, J., & **Kustra, E.** (2016). *Biology department fall retreat*. Invited presentation at the Department of Biological Sciences Fall Retreat, University of Windsor, Windsor, ON.

Kenny, N., Smith, H., & **Kustra, E.** (2017, June). *National teaching and learning centres leaders meeting*. Facilitated meeting at the annual conference of the Society for Teaching and Learning in Higher Education, Dalhousie University, Halifax, NS.

Kustra, E. (2017, March). *Implications of the strategic mandate agreements for centres for teaching and learning*. Webinar, Centre Leaders, Educational Developers Caucus.

Kustra, E. (2017). *Social Work department spring retreat*. Invited presentation at the School of Social Spring Retreat, University of Windsor, Windsor, ON.

Kustra, E. (2016, July). *Instructional skills workshop*. Invited three-day intensive program at Illinois State University, Normal, IL.

Kustra, E. & Baker, N. (2017). *Curricular efficiency and curricular effectiveness; and curriculum mapping for fun and profit*. Presentation for the New Heads Orientation, Office of the Provost, University of Windsor, Windsor, ON.

Kustra, E. & Hamilton, B. (2017, May). *The scary parts and making it work: Teaching evaluation*. Presentation at the International Forum on Teaching Evaluation, University of Windsor, Windsor, ON.

Kustra, E., & Hamilton B. (2016). *What teaching looks like*. New Faculty Orientation. University of Windsor, ON.

Kustra E., Pitcher, T., & Hamilton B. (2016). *Problematic situations in teaching debrief*. New Faculty Orientation. University of Windsor, ON.

Kustra, E. & **Raffoul, J.** (2017, January). *Promoting a culture that values teaching: Writing an effective proposal for the Windsor-Oakland conference*. Invited presentation at Oakland University, Rochester, MI.

Mogyorody, V. & **Raffoul, J.** (2017, May). *Teaching dossiers: A kaleidoscope of divergent reflection*. Invited breakout session at the International Forum on Teaching Evaluation, University of Windsor, Windsor, ON.

Raffoul, J. & Hamilton, B. (2016, August). *Tenure and promotion: Documentation and evidence*. Presentation at the New Faculty Orientation, University of Windsor, Windsor, ON.

Skene, A. (2017, January). *Leadership in higher education: What does it take?* Keynote Presentation at the University of Western Ontario Teaching and Learning Conference, London, ON.

Workshops

Skene, A. & Stolarchuk, L. (2017, March). *Learning analytics: Getting the right data, and getting the data right!* Presentation at Campus Technology Day, University of Windsor, Windsor, ON.

On-Campus Committees

- Academic Policy Committee
- Accessible Education, Training & Awareness Committee (Chair)
- Alumni Award for Distinguished Contributions to University Teaching Selection Committee
- Campus Accessibility Advocacy Committee
- Ad Hoc Deans Committee on Learning Outcomes (Co-Chair)
- Centre for Teaching and Learning Hiring Committee (Chair)
- Centre for Teaching and Learning Tenure, Permanence, and Review Committee (Chair)
- Centred on Learning Innovation Fund Committee (Chair)
- Data Governance Committee
- ERP Fit Gap Consultations
- IT Advisory
- LMS Advisory Committee (Chair)
- LMS Implementation Steering Committee
- LMS Team (Co-Chair)
- LMS Steering Committee
- New Program Steering Committee
- Program Development Committee
- Program Development Committee Subcommittee, University Program Review (Chair)
- Research Ethics Education and Internationalization
- Roger Thibert Teaching Excellence Award Committee
- Senate Discipline Appeal Committee
- Strategic Enrolment Management: Program Innovation and Marketing Team
- Teaching Leadership Chair Council
- University Committee on Academic Promotion and Tenure (UCAPT)
- Undergraduate Medical Education Patient-Centered Context: Integration and Application Committee
- Undergraduate Research Experience Grant Review Committee
- University of Windsor Research Ethics Board
- University of Windsor-Oakland University Organizing Committee (Chair)
- University of Windsor Senate
- UWill Discover Undergraduate Research Experience Conference Committee
- WUFA Council
- WUFA Executive

External Committees and Representation

- Boulos, P., Chair/Lead, Educational Developers Caucus Action Group: Ethics and Professionalism
- Boulos, P., President-Elect, International History, Philosophy, and Science Teaching
- Boulos, P., Member, Board of Directors, Canadian Association of Research Ethics Boards
- Kustra, E., Chair, Educational Developers Caucus

- Kustra, E., Board Member, Society for Teaching and Learning in Higher Education
- Kustra, E., Member, 3M National Teaching Fellow Selection Committee
- Kustra, E., Educational Developers Caucus Action Group: Teaching and Learning Centre Leaders
- Kustra, E., Educational Developers Caucus Action Group: Living Plan Revision
- Kustra, E., Member, McMaster Selection Committee for the President's Award for Outstanding Contributions to Teaching and
- Kustra, E., Advisory Member, Noble International University, USA
- Kustra, E., NSERC CREATE, Collaborative Research and Training Program
- Kustra, E., 3M Fellows Scholarship of Leadership in Education (SoLE) Grant Program Committee
- Raffoul, J., Coordinator, Educational Developers Caucus, Educational Developers Guide

Peer Review: Journals and Conference Submissions

- Balkan Region Conference on Engineering and Technology Education
- Canadian Journal for the Scholarship of Teaching and Learning (CJSOTL)
- Collected Essays on Learning and Teaching (CELT)
- Educational Developers Caucus (EDC) Annual Conference
- Higher Education Research and Development Society of Australasia (HERDSA)
- International Engineering and Technology Education Conference
- International Journal of Academic Development (IJAD)
- International Society for the Scholarship of Teaching and Learning Conference (ISSOTL)
- Journal of Applied Research in Higher Education
- Professional and Organizational Development (POD) Network Conference
- Society for Teaching and Learning in Higher Education (STLHE) Conference
- Teaching and Learning Inquiry: ISSOTL Journal
- Teaching and Learning Journal (TLJ)
- University of Windsor-Oakland University International Teaching and Learning Conference

Associations and Memberships

- Council of Ontario Educational Developers (COED)
- Council on Undergraduate Research (CUR)
- eCampus Ontario Faculty Advisory Committee
- Educational Developers Caucus (EDC)
- Hotel Dieu Grace Hospital Research Ethics Board
- Higher Education Research and Development Society in Australasia (HERDSA)
- Inter-Agency Panel on Research Ethics (PRE)
- International Consortium for Educational Development (ICED)
- ISW Facilitators Network
- Professional Administrators Roundtable, University of Windsor
- Professional and Organizational Development (POD) Network in Higher Education
- Royal Astronomical Society of Canada
- Society for Teaching and Learning in Higher Education (STLHE)
- Southwestern Ontario Directors
- Staff and Educational Development Association (SEDA)
- Windsor Human Research Ethics Committee

Appendix E:

2016-17 Number/Percentage of Courses Using Blackboard

Faculty	Semester	Course Available ¹ (n)	Course Not Available (n)	% Usage
Faculty of Arts, Humanities, and Social Sciences	2016 Fall	374	61	86%
	2017 Winter	382	256	59.9%
	2017 Inter/Summer	69	46	60%
Faculty of Education	2016 Fall	89	13	87.3%
	2017 Winter	73	37	66.4%
	2017 Inter/Summer	14	1	93.3%
Faculty of Engineering	2016 Fall	86	13	86.9%
	2017 Winter	125	27	82.2%
	2017 Inter/Summer	102	14	87.9%
Faculty of Human Kinetics	2016 Fall	43		100%
	2017 Winter	41	3	93.2%
	2017 Inter/Summer	5	4	55.6%
Faculty of Law	2016 Fall	72	10	87.8%
	2017 Winter	60	88	40.5%
Faculty of Nursing	2016 Fall	155	8	95.1%
	2017 Winter	202	15	93.1%
	2017 Inter/Summer	21	9	70%
Faculty of Science	2016 Fall	219	12	94.8%
	2017 Winter	231	52	81.6%
	2017 Inter/Summer	61	39	61%
Odette School of Business	2016 Fall	148	21	87.6%
	2017 Winter	164	12	93.2%
	2017 Inter/Summer	79	11	87.8%

¹ This data was gathered using the new learning analytics tool, which was still under review during the reporting period. Therefore, Fall 2016 numbers may not be as accurate as they will be during the next reporting period. The indicator “Course Available” to determine usage was selected because the default setting for all course shells is “Course Not Available”. For a course to become available to students, the instructor must manually change this setting. Note, however, that because individual instructors control these settings, there may be instances where a course was available, but then made unavailable manually, artificially inflating the “Course Not Available” stats.

Appendix F: CTL Self-Study Survey Tool

1. Faculty: Please select your faculty and, where appropriate, please indicate your department or program.
2. Please select your role(s) (as many as apply).
3. Have you taught in higher education?
4. Course and/or University Teaching Certificate: Please select the course/program in which you have participated (as many as apply) and please provide a rating:: (1 = Poor, 5 = Excellent)

Variable	Response
[utc.0] 4. Course and/or University Teaching Certificate University Teaching Certificate Program	
[utc.1] 4. Course and/or University Teaching Certificate Learning-Centred Teaching in Higher Education (Full Course)	
[utc.2] 4. Course and/or University Teaching Certificate Course Design for Constructive Alignment (Full Course)	
[utc.3] 4. Course and/or University Teaching Certificate Philosophy of Scholarly Teaching (Full Course)	
[utc.4] 4. Course and/or University Teaching Certificate University Teaching Practicum (Full Course)	
[utc.5] 4. Course and/or University Teaching Certificate Lecturing (Half Course)	
[utc.6] 4. Course and/or University Teaching Certificate Leading Effective Discussions (Half Course)	
[utc.7] 4. Course and/or University Teaching Certificate Online Education (Half Course)	
[utc.8] 4. Course and/or University Teaching Certificate Authentic Assessment (Half Course)	
[utc.9] 4. Course and/or University Teaching Certificate Instructional Skills Workshop (Half Course)	
[utc.10] 4. Course and/or University Teaching Certificate Facilitators Development Workshop (Half Course)	
[utc.11] 4. Course and/or University Teaching Certificate Mentoring	

5. Consultations, observations, or retreats with a member or members from the CTL: Please select the program in which you have participated (as many as apply) and please provide a rating: (1 = Poor, 5 = Excellent)

Variable	Response
5. Consultations, observations, or retreats with a member or members from the CTL. Individual Consultations (face-to-face, phone or email regarding e.g. pedagogy, assessment, learning outcomes, course design, teaching dossiers, technology, CTL Visiting Fellow, curriculum, etc.)	
5. Consultations, observations, or retreats with a member or members from the CTL. Course Observations	
5. Consultations, observations, or retreats with a member or members from the CTL. Departmental Retreats (facilitated by CTL)	

6. Symposia and Events: Please select the program in which you have participated (as many as apply) and please provide a rating: (1 = Poor, 5 = Excellent)

Variable	Response
6. Symposia and Events Celebration of Teaching Excellence	
6. Symposia and Events Teaching Dossier Academy	
6. Symposia and Events Conferences (e.g. Windsor-Oakland Teaching and Learning Conference)	
6. Symposia and Events Symposia (e.g. Leadership Forum, Teaching Evaluation, Large Classes, etc.)	

7. GA/TA: Please select the program in which you have participated (as many as apply) and please provide a rating: (1 = Poor, 5 = Excellent)

Variable	Response
7. GA/TA GATAcademy	
7. GA/TA Winter GATAcademy	
7. GA/TA GA/TA Workshop Series	
7. GA/TA GA/TA Network	
7. GA/TA GA/TA Awards	

8. Workshops and/or Training: Please select the program in which you have participated (as many as apply) and please provide a rating: (1 = Poor, 5 = Excellent)

Variable	Response
8. Workshops and/or Training Summer Series Workshops	
8. Workshops and/or Training Teaching and Learning Series (workshops)	
8. Workshops and/or Training LMS Blackboard/CLEW Training Face-to-Face (workshops)	
8. Workshops and/or Training LMS Blackboard/CLEW Training Online (workshops/modules)	
8. Workshops and/or Training Technology Workshops	
8. Workshops and/or Training Departmental Workshops (facilitated by CTL)	
8. Workshops and/or Training New Faculty Orientation	

9. CTL Grants and Funding: Please select the program in which you have participated (as many as apply) and please provide a rating: (1 = Poor, 5 = Excellent)

Variable	Response
9. CTL Grants and Funding CLIF Grants	
9. CTL Grants and Funding CTL Travel Grants	
9. CTL Grants and Funding Undergraduate Research Experience Grants (with ORIS)	

10. Teaching and Teaching Award Support, Book Clubs, and CTL Fellows: Please select the program in which you have participated (as many as apply) and please provide a rating: (1 = Poor, 5 = Excellent)

Variable	Response
10. Teaching and Teaching Award Support, Book Clubs, and CTL Fellows Scholarship of Teaching and Learning Support	
10. Teaching and Teaching Award Support, Book Clubs, and CTL Fellows Book Clubs/Learning Communities	
10. Teaching and Teaching Award Support, Book Clubs, and CTL Fellows CTL Website	

Resources

10. Teaching and Teaching Award Support, Book Clubs, and CTL Fellows | External Teaching Award Support

10. Teaching and Teaching Award Support, Book Clubs, and CTL Fellows | CTL Visiting Fellows Program



11. Which ideas and/or practices from CTL events/programs have you implemented in your teaching

12. How has the CTL helped you network or collaborate with your colleagues?

13. What motivates you to engage in developing your teaching knowledge and skills?

14. What inhibits you from engaging in developing your teaching knowledge and skills?

15. Please provide feedback on the quality of your interactions with members of the CTL.

16. What would make the CTL more effective in achieving its mission?

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

17. Which topics or themes would you be interested in learning more about over the next two years?
Select all that apply.

18. Which kinds of support would you like the CTL to offer that is not currently available?







Appendix G: CTL Self-Study Survey Demographics

1. Faculty





Response	Chart	Percentage	Count
Faculty of Arts, Humanities, and Social Sciences (1)		29.4%	155
Faculty of Education (2)		10.4%	55
Faculty of Engineering (3)		8.5%	45
Faculty of Graduate Studies (4)		4.7%	25
Faculty of Human Kinetics (5)		5.3%	28
Faculty of Law (6)		2.8%	15
Faculty of Nursing (7)		4.6%	24
Odette School of Business (8)		6.1%	32
Faculty of Science (9)		15.4%	81
Other (10)		17.3%	91
Total Responses			527
Mean			5.07
Median			4.00

2. Please select your role(s) (as many as apply).

Response	Chart	Percentage	Count
Tenured/Permanent Faculty (including Learning Specialist and Librarians) (1)		23.8%	124
Tenure-track/Permanence-track Faculty (including Learning Specialist and Librarians) (2)		3.5%	18
Sessional Instructor (3)		14.8%	77
Sessional Lecturer (4)		3.1%	16
Limited Term Appointments (5)		4.0%	21
Undergraduate Student/Teaching Assistant (6)		6.2%	32

Graduate Student/Graduate Assistant (7)		27.9%	145
Post-doctoral Fellows (8)		0.8%	4
Staff (9)		17.1%	89
Alumnus/Alumna (10)		4.6%	24
External: (11)		4.2%	22
Institution: (12)		2.3%	12
Other: (13)		5.0%	26
		Total Responses	520
		Mean	5.84
		Median	7.00

3. How many years of experience do you have teaching in higher education?

Response	Chart	Percentage	Count
1-5 years (1)		34.1%	114
6-10 years (2)		18.6%	62
11-20 years (3)		25.4%	85
Over 20 years (4)		21.9%	73
		Total Responses	334
		Mean	2.35
		Median	2.00



CENTRE FOR TEACHING AND LEARNING



Address

401 Sunset Ave.
Lambton Tower
Windsor, Ontario
N9B 3P4



Email and Web

ctl@uwindsor.ca
ctl.uwindsor.ca
twitter.com/CtlWindsor



Phone

P: (519) 253-3000 ext. 3090