

Annual Report

CENTRE FOR TEACHING AND LEARNING

July 1, 2018 - June 30, 2019





Annual Report

Centre for Teaching and Learning

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OVERVIEW

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

Mission

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

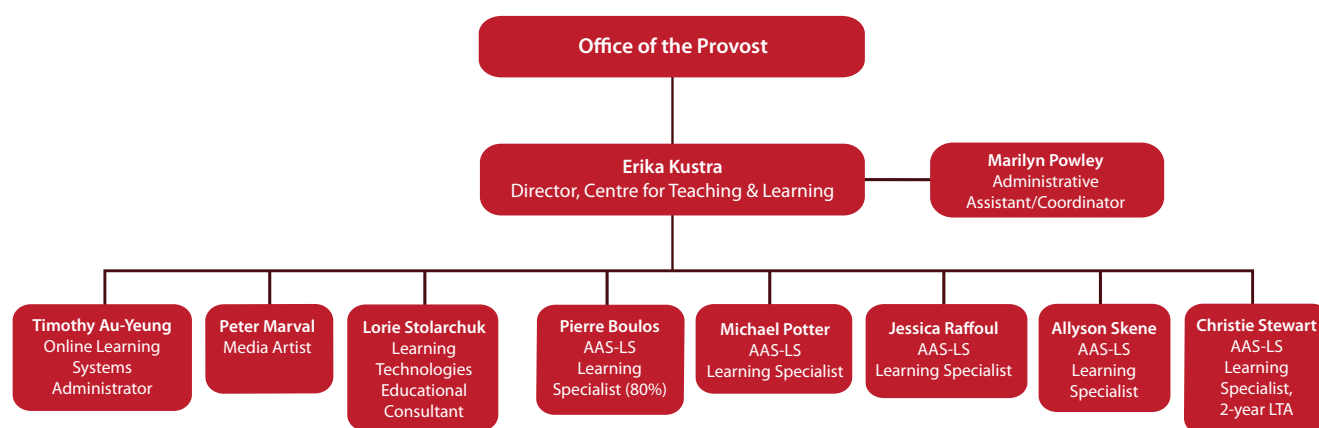
Vision

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

Organizational Structure

In 2018-19, the CTL underwent a few changes around reporting and personnel: at the start of the period, Alan Wright completed his term as Vice-Provost, Teaching and Learning, and the Centre began reporting to the Associate Vice-President, Academic; and Daniela Pusca returned full time to the Faculty of Engineering.

Figure 1: 2018-19 CTL Organizational Chart



ENHANCING TEACHING PRACTICE: SUPPORT PROGRAMS AND SERVICES

Early Career Faculty Support

The CTL coordinates programs and initiatives to support early career faculty in their transition to teaching and to the University: 90% of full-time faculty hired in 2018-19 participated in at least one CTL-facilitated workshop; and 100% of new faculty received resources and information about teaching from CTL staff. Programs and initiatives included:

- **New Faculty Orientation:** With the Office of the Provost, designing and offering sessions during the University-wide New Faculty Orientation. CTL sessions focused on course design, Blackboard, and tenure and promotion.
- **Welcoming Luncheon:** Welcoming newly hired faculty to the Early Career Faculty Luncheon for instructors to meet one another, members of the CTL, and educational leaders.
- **Weekly Drop-In:** Hosting weekly, informal, drop-in meetings for faculty to network and discuss topics of interest.
- **Workshops:** Facilitating four sessions for newly hired faculty to discuss challenges, stressors, mentorship, teaching, and strategies for improvement: 57 participants attended these sessions (Appendix A).
- **Resources:** Regularly emailing best practices in teaching and course design as well as teaching development opportunities.
- **One-on-One Consultations:** Holding one-on-one and group consultations about teaching dossiers, course and syllabus design, assessment of student learning, learning outcomes, Blackboard, and other teaching and learning related topics.
- **Preferential Access:** Offering preferential access to CTL programs, including the Teaching Dossier Academy, University Teaching Certificate, and Instructional Skills Workshops.
- **Mentoring Program:** Began developing a small group mentoring program which will match educational leaders with newly hired faculty.



Mid- to Late-Career Faculty and Educational Leadership Support

In 2018-19, the CTL provided instructional and leadership support to mid- and late-career faculty, fostering networks of professionals across disciplines who support teaching. Initiatives included:

- **Workshops, Resources, and Extended Programming:** With the Office of the Provost, designing a Deans, Associate Deans, Heads, and Directors training and support program; facilitating workshops; and developing and distributing resources.
- **Opportunities for Leadership:** Inviting and mentoring mid- to late-career faculty members to co-facilitate teaching and learning workshops, providing opportunities for faculty to forge partnerships with leaders across campus, experience the value in sharing their expertise, and contribute to a quality teaching culture (Appendix A).
- **Teaching and Learning Senior Scholars Program:** Designing and offering the Teaching and Learning Senior Scholars Program, a fellowship for retired faculty members with a record of educational leadership, and a plan for a project that advances teaching and learning at the University; Veronika Mogyorody (VABE) and Erica Stevens Abbitt (Dramatic Art) were the 2018-19 Senior Scholars.
- **Recognition for Leadership:** Coordinating and awarding the University of Windsor Educational Leadership Award, a campus-wide award honouring those who have led significant and sustained initiatives to improve teaching and curriculum, and contribute to policies that promote effective teaching. Antonio Pascual-Leone (Psychology) was this year's recipient.
- **Research on Educational Leadership:** Partnering with faculty in Human Kinetics and Science to research educational leadership development and capacity; and facilitating the presentation and publication of research on teaching and leadership.
- **Funding:** Offering travel grants and funding for projects that support teaching and student learning (p. 12).
- **Teaching Leadership Chairs:** Facilitating the Teaching Leadership Chair Program, an initiative first launched in 2013 that offers a selection of full-time faculty members funding to lead and support teaching and curricular initiatives in their faculties and across campus.
- **Support for External Awards:** Coordinating three external awards focused on rewarding and fostering educational leadership (p. 8) initiatives on campus and nationally.

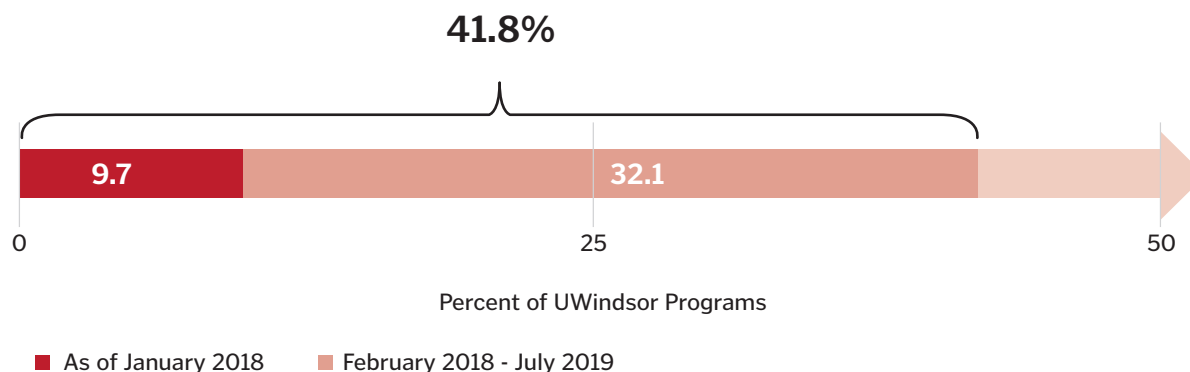
Course and Curriculum Support

In 2017, the provincial government finalized Ontario's Strategic Mandate Agreement, requiring each post-secondary institution to undertake curriculum mapping and report on their progress by 2020. As such, the Centre has directed its efforts toward supporting the University as it set out to achieve its target to map 50% of all programs by 2020. Curriculum mapping is a process of documenting and analyzing the structure of a program to explore how courses work together through each year of study, ensuring students attain program-level learning outcomes by graduation. Visualizing this data in a map facilitates both summative reporting for accreditation and IQAP purposes, as well as formative planning, program design, and enhancement. The Centre has had significant engagement with every Faculty on campus. In January 2018, 9.7% of programs were mapped; and by the end of the reporting period, 41.8% (107.5 programs) were mapped or substantially underway (Figure 2).

CuMA, the CTL/ITS-developed online curriculum mapping tool, was integral in supporting these efforts. This year, staff made changes to the tool so that users can more easily align course outcomes to program-level learning outcomes using University Graduate Attributes. They can then essentially create an instant curriculum map to be used as a starting point. During the year, the CTL also offered a range of services to support curriculum development

including support for departments working on more than 20 programs, facilitating departmental retreats, workshops, and consultations, and developing customized resources. Centre staff reviewed over 534 sets of course-level learning outcomes, and 18 sets of program-level learning outcomes, which were approved by the Program Development Committee; and coordinated and awarded small grants to support curriculum retreats.

Figure 2: Percentage of Program Curriculum Maps Completed/In Progress



Note: This represents only those programs that we are aware of with curriculum maps.

Courses, Workshops, and Extended Sessions

In 2018-19, the CTL hosted 81 courses, programs, and workshops attracting more than 1,300 total participants at all levels and across disciplines. CTL events are designed to address the needs of instructors in different roles and at different stages in their careers, with sessions ranging from introductory level, one-time workshops to semester-long programming intended to explore teaching and learning issues in more depth or provide extended support to faculty cohorts. Through courses, programs, and workshops, the Centre has been able to engage a large number of instructors: in the last year, 227 unique full-time faculty members and sessional instructors completed a CTL-offered course, workshop, or extended session. This does not include the large number of instructors Centre staff directly work with during departmental retreats, faculty councils, orientations, and CTL-hosted conferences.

This year's program highlights include:

- **Summer Series on Teaching and Learning:** A three-day event taking place just before the Fall semester, designed to prepare instructors for the upcoming year. This year's event featured 19 undergraduate and graduate student and faculty presenters speaking openly about their experiences with and recommendations on engagement, motivation, and assessment. The 99 attendees lauded the incorporation of student perspectives, rating the sessions at a 3.8 out of a possible 4.
- **New Faculty and Leadership Programming:** Two newly launched programs, supported by the Office of the Provost and the CTL, and offered throughout the year to provide teaching support to new faculty hires and leadership support to deans, associate deans, heads, and directors. These programs engaged 311 participants in 2018-19.
- **Blackboard Learn Training Workshops:** A series of generalized and topic-specific workshops offered at different levels. In 2018-19, staff offered 12 sessions to 72 participants.

For a complete list of programs, events, and courses offered in 2018-19, see Appendix A; and for a list of invited sessions, see Appendix B. Figures 3 and 4 provide attendance data by role and Faculty.

Figure 3: Course, Program, and Workshop Attendance by Role

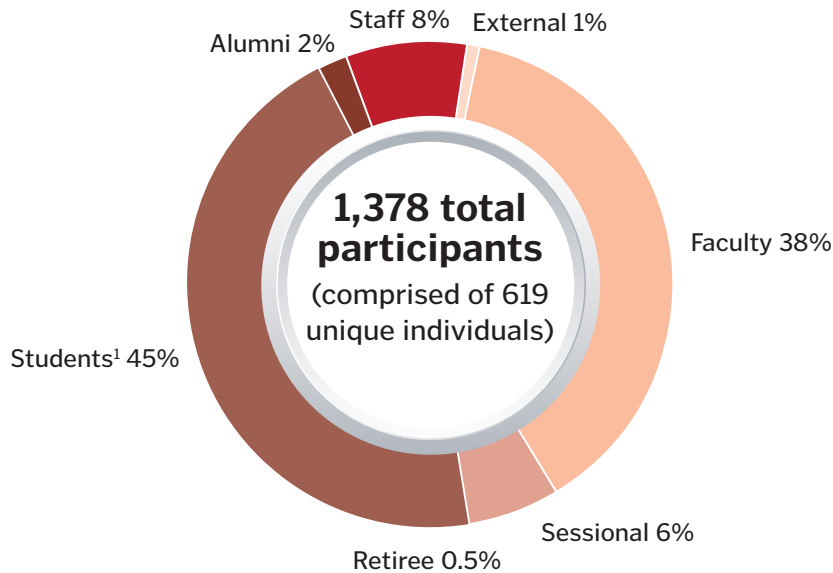
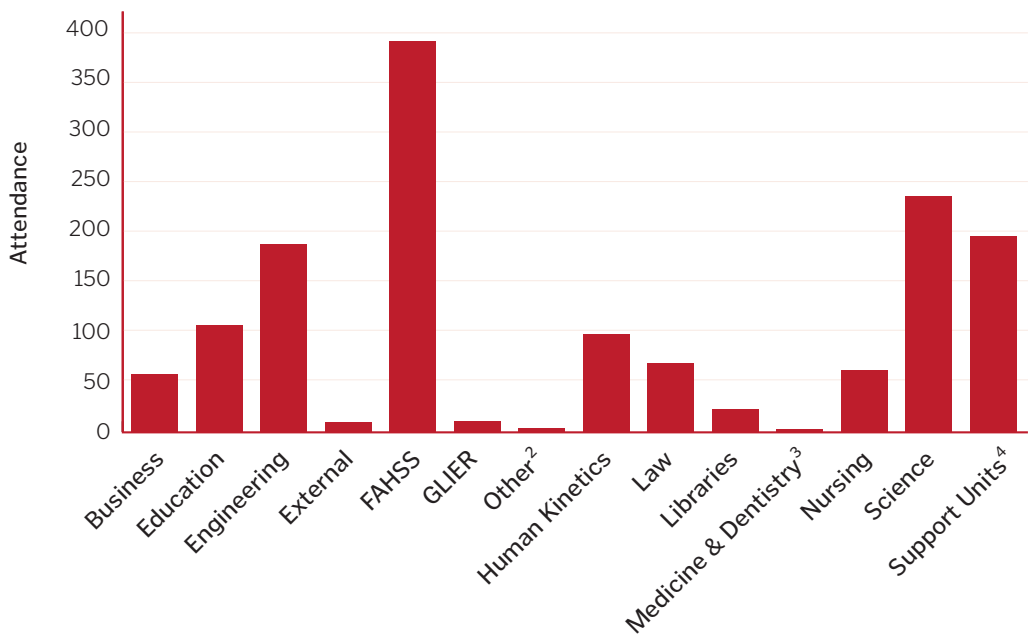


Figure 4: Course, Program, and Workshop Attendance by Faculty/Unit



¹ The 45% of student participants include GATAcademy and Winter Academy participants. See p. 14 for more information on these events.

² Faculty not identified, but designated as Graduate Studies.

³ Schulich School of Medicine & Dentistry – Windsor Campus.

⁴ Support Units include the following non-academic units: Aboriginal Education Centre; Assumption University; Athletics and Recreational Services; Centre for English Language Development; Centre for Executive and Professional Education; Centre for Teaching and Learning; Co-op, Career and Employment Services; Community Legal Aid; Information Technology Services; International Students Centre; Office of Experiential Learning; Office of Human Rights, Equity & Accessibility; Office of Public Affairs and Communications; Office of Research and Innovation Services; Office of the Associate Vice-President, Student Experience; Office of the Provost; Office of the Registrar; Office of the Vice-President, Research and Innovation; Open Learning; Student Accessibility Services; Student Affairs; Student Success and Leadership Centre; and University Advancement.



University Teaching Certificate

Since 2010, more than 50 faculty, sessional instructors, and graduate students have completed the University Teaching Certificate (UTC) Program. The first of its kind in North America, the UTC has been internationally-recognized, receiving praise from organizations such as the Council of Ontario Universities, the Council of Ontario Educational Developers, the Staff and Educational Development Association in the UK, the Higher Education Quality Council of Ontario, and the Ontario Undergraduate Student Alliance; and has been marked as a notable, innovative program in numerous discussion papers and books. CTL staff has also met with members from universities across North America, who now offer their own adapted teaching certificate programs.

Over the years, the Centre has seen a decrease in UTC registrations, with many faculty citing the heavy workload and time commitment. With this data, and recommendations from an external review to re-configure the Program, the CTL formally reviewed the UTC, and in 2018-19 launched the newly designed Program. Now, participants complete three required six-week courses and two additional courses from a selection of five, and a teaching dossier (Appendix C). The intention was to maintain the depth, rigour, and reputation of the Program, while creating a manageable, achievable undertaking for full-time instructors and PhD students. New features include the addition of a course on the Scholarship of Teaching and Learning, as well as a final Practicum where participants have opportunities to observe teachers in their classrooms.

During the reporting period, the first cohort of Law students graduated from the two-year LLM program, which is now integrated with the one-year University Teaching Certificate. The Centre plans to pursue additional partnerships in 2019-20.

This course is extremely practical, and I would recommend it to others....The concepts are foundational and essential to teaching and designing a meaningful learning-centred course....Anyone who is building a new course (or redesigning a course) should take it! It is challenging and pushes you to new levels of deep learning for your students.

Course Design, Participant Feedback

Applicants to this program tell us frequently that they applied to Windsor Law for their LLM because it is the only law school in the world that offers the option to learn pedagogical skills and receive a University teaching and learning certificate at the Masters level. Students in the program are enthusiastic about their courses and the opportunities to learn about teaching in both a practical and theoretical way.

Laverne Jacobs, Associate Dean (Research & Graduate Studies), Windsor Law

Consultations

In 2018-19, CTL staff held thousands of individual and group consultations with instructors, staff, and students representing every Faculty on campus. Topics included teaching practices, curriculum and course design, teaching dossiers, teaching awards, educational leadership, teaching and learning research, learning spaces, and learning technologies.

Faculty and administrators from across Canada and the United States have also requested consultations with CTL staff on topics including educational leadership, teaching awards, the scholarship of teaching and learning, working in educational development, and designing and running centres for teaching and learning.

Recognition of Teaching Excellence

Over 250 University and community members gathered on November 21 to recognize quality teaching and student mentorship at the annual Celebration of Teaching Excellence. The event featured 45 teaching award winners from 16 distinct departments, University Teaching Certificate graduates, and recipients of teaching and learning grants – all honoured with a souvenir program, celebratory quotes from students and colleagues, and a photo slideshow.

In 2018-19, Centre staff were invited to sit on a number of award committees including the 3M National Teaching Fellowship Selection Committee, McMaster University President's Award for Outstanding Contributions to Teaching, GA/TA Award for Educational Practice and for Educational Leadership, Roger Thibert Teaching Excellence Award, and University of Windsor Educational Leadership Award. Staff also coordinated external award nominations for the North American Society for Sport Management Award and the CAGS Award for Excellence and Innovation in Enhancing the Graduate Student Experience, and began working on a submission for a 3M National Teaching Fellowship.

Evaluation of Teaching

In the last five years, Centre staff have worked extensively on uncovering and promoting effective practices in teaching evaluation on campus and provincially through an inter-institutional, government-funded project on assessing student evaluation of teaching practices; and in collaboration with the Office of the Provost, on the development of a flexible template for faculty to consider as they revise their teaching criteria. This last year saw a large increase in the number of faculty interested in developing a teaching dossier, with CTL staff holding hundreds of consultations with members from across disciplines. Staff also consulted with and supported departments as they revised their renewal, promotion, and tenure teaching-related criteria, and initiated conversations with the Office of the Provost around revising the UCAPT-recommended teaching dossier template.

In 2018-19, three members of the CTL were invited to sit on the Student Evaluations of Teaching (SET) Task Force, a committee of University of Windsor faculty, staff, and students tasked with reviewing teaching evaluation practices on campus and making recommendations around data collection, reporting, validity, and use.



INSPIRING SCHOLARLY TEACHING: RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

University of Windsor Teaching and Learning Conference

The University of Windsor Teaching and Learning Conference has more than doubled in size since its inception 13 years ago. Nearly 300 participants – from universities and colleges across Ontario and Michigan – visited the University in May 2019 to engage in high stakes conversations exploring the forces driving change in the post-secondary sector, and the resulting tensions around purpose, pedagogy, curriculum, and evaluation. The conference drew an impressive number of participants from the University of Windsor: 270 instructors and students attended with 79 presenting workshops, concurrent sessions, and posters.

The conference featured a controversial, unconventional keynote presentation focused on the purpose of higher education today as institutions face budget cuts and shifts in funding formulas. The keynote garnered the attention of multiple media outlets including the CBC who ran an article and interview encouraging people to attend the event and participate in this critical conversation. As a special feature this year, the Centre also hosted a formal debate, co-sponsored with the Faculty of Education, and featuring knowledgeable provocateurs speaking briefly on the purpose of education, quickly followed by small and large group audience participation.

The conference was well received by attendees who rated their overall experiences at a 4.6 out of a possible 5. Participants commented favourably on the sessions, organization, and volunteers.





“Very good opportunity for professional development right in our own backyard”

“I have been to many international conferences in academia as well as the industry, and CTL's conference planning, administration, volunteer's commitment and the sessions matched the bar! And from a professor at UofWestern, CTL @ Windsor outdid most of the competitions. Great job team.”

“A big shout out to...the CTL staff and volunteers for orchestrating a fantastic conference that showcases the teaching culture that we have at UWindsor.”

Conference Feedback

Grants

Centred on Learning Innovation Fund

Since launching the granting scheme 11 years ago, the CTL has awarded 98 Centred on Learning Innovation Fund grants to instructors representing all Faculties on campus. These funds – ranging from \$2500 to \$5000 – have been used to develop and assess programs, curricula, and courses; explore and facilitate new teaching methods; and implement evaluation tool. Projects funded in 2018-19 are outlined in Table 1.

Table 1: 2018-19 CLIF Projects

Title	Investigator(s)
Raising Awareness of Impostor Phenomenon to Foster Resilience in an Academic Community	Michelle Bondy, Faculty of Science; Dora Cavallo-Medved, <i>Department of Biological Sciences</i> ; Laura Chittle, <i>Department of Kinesiology</i> ; Amy (Dana) Menard, <i>Odette School of Business and Faculty of Science</i> ; & Elizabeth Ismail, <i>Argumentation Studies</i>
Indigenous Teaching Methodologies	Beverly Jacobs, Valarie Walboose, Sylvia Mcadam, & Jeffery Hewitt, <i>Faculty of Law</i>
The Code of Conduct and Access to Justice	Jillian Rogin, <i>Faculty of Law</i>
Engaging Teacher Candidates in Music Education Through Inclusive Narratives of Identity	Terry Sefton, & Danielle Sirek, <i>Faculty of Education</i>
The Teaching Tool Parade: A Showcase of Practice	Bonnie Stewart, <i>Faculty of Education</i>

Undergraduate Research Experience Grant

Developed and administered by the CTL and Office of Research and Innovation Services (ORIS), the Undergraduate Research Experience Grant (UREG) is an annual granting scheme that supports projects that involve undergraduate students in research and scholarly activities and encourage faculty to mentor students as they pursue this research. The 2018-19 recipients can be found in Table 2.

Table 2: 2018-19 UREG Projects

Title	Investigator(s)
The Modern Girl in the Windsor-Detroit Area in the 1920s and 1930s	Christina Burr, <i>Department of History</i>
Investigations into Windsor-Essex's Past: History, Historical Archaeology, and Geophysics	Maria Cioppa, <i>Department of Earth and Environmental Sciences</i> ; & Guillaume Teasdale, <i>Department of History</i>
Development of a Gut-Friendly Probiotic Towards the Treatment of Insulin Resistance in Type 2 Diabetes and Metabolic Syndrome	Christopher A. Dieni & John F. Trant, <i>Department of Chemistry and Biochemistry</i>
Embodied Research for Actor Creators	Meaghen Quinn, <i>School of Dramatic Art</i>
Fabrication of Stretchable Organic Field-Effect Transistors for Application in Organic Electronics and Biosensing	Simon Rondeau-Gagne, <i>Department of Chemistry and Biochemistry</i>
Development of an Undergraduate International Student Learning Community Using a Research and Student Engagement Approach	Clayton Smith & Guoqiang (George) Zhou, <i>Faculty of Education</i> ; Michael Potter, <i>Centre for Teaching and Learning</i> ; & Deena Wang, <i>International Student Centre</i>
Synthesis and Development of New Cavitands: A Platform for Vertical Peer Mentoring	John F. Trant, <i>Department of Chemistry and Biochemistry</i>

Travel Grants

The Centre offers instructors and students funding to disseminate teaching and learning research at national and international conferences. This year, 14 members from across 13 departments and units received travel grants. Sessions focused on educational leadership, experiential learning, and authentic assessment methods.

Engaging in Research on Teaching and Learning

CTL staff are active researchers in the scholarships of teaching and learning and educational development, establishing the University as a relevant voice in educational development, nationally and internationally. In 2018-19, for example, a CTL-published article (Potter & Kustra, 2011) was referenced four times in an international conference program on the scholarship of teaching and learning.

Staff continued work on nationally-funded projects exploring teaching culture, departmental leadership, and the assessment of impact and accountability in Canadian teaching and learning centres. Current areas of interest include indigenization of curricula, curriculum mapping, early career development, educational leadership, and evaluation of teaching. During the reporting period, the research output from the CTL included:

- 3 refereed journal articles,
- 4 book chapters,
- 24 peer-reviewed conference presentations,
- 19 invited workshops, and
- 14 videos.

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

National and International Outreach

In 2018-19, the CTL fostered a number of partnerships with colleagues and institutions worldwide. Staff are members of 18 national and international societies and represent the University on 23 external committees and boards. Erika Kustra is Chair of the Educational Developers Caucus (EDC) – the national society for educational developers – and has represented Canadian developers at conferences and meetings internationally. Pierre Boulos sits on the Canadian Panel of Research Ethics, and is Chair of its Research Ethics Education Subcommittee, of president-elect of International History, Philosophy, and Science Teaching, and Jessica Raffoul is coordinator of the EDC's Educational Development Guide Series.

In 2019, Erika Kustra was invited to act as an external reviewer of the teaching and learning centre at Mount Royal University, and was recognized as a Distinguished Visiting Scholar at Trent University. Staff have also consulted with faculty and educational developers across the globe on teaching and learning topics, CTL programs, and research opportunities.

In 2018-19, the Centre also hosted a Visiting Fellow in Educational Development – Carolyn Hoessler (Ryerson University). Visiting Fellows facilitate workshops; and consult with faculty, administrators, and CTL staff on teaching development.

ENHANCING THE STUDENT EXPERIENCE: INITIATIVES, PROGRAMS, AND SERVICES

Undergraduate and Graduate Student Partnerships

The CTL intentionally partners with undergraduate and graduate students – working with approximately 100 students directly – engaging them in dialogue around teaching development and learning experiences and ensuring they are represented in decision-making around pedagogical programs and events. In 2018-19, Centre staff worked with a team of students on a student-led SoTL project, initiated by an undergraduate student. The research explored student perceptions of the CTL and found that most students saw themselves as partners. Students noted that they developed transferable skills that they now use personally and professionally: professional development, teamwork and collaboration, leadership, research, and networking. As this is an area that has been under-researched in Canada, the team has shared the results nationally and consulted with members from other institutions.

I think leadership and mentorship are two really important skills to have in any type of career....The CTL has afforded me an opportunity to develop so many tangible skills that I can apply to any job...and the different opportunities that they've given me have really enhanced these skills that I think I can apply to any type of position or even my personal life.

Student Feedback

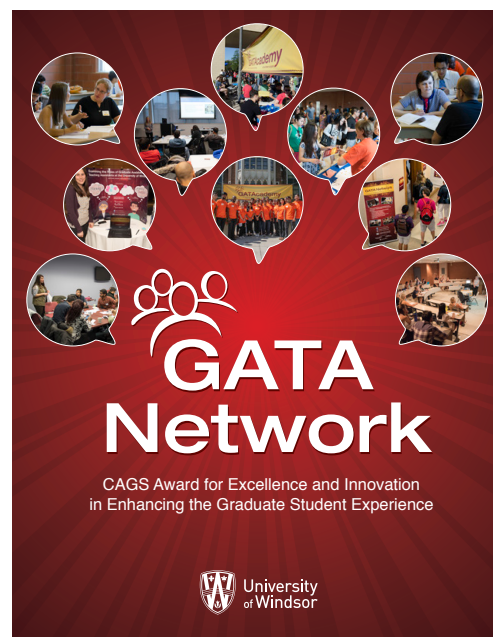
The CTL also works extensively with graduate assistants (GAs) and teaching assistants (TAs), viewing them as valuable members of the University teaching community. The Centre provides formal professional development programming and reserves space for students in CTL courses, workshops, and events. Many of the graduates from the University Teaching Certificate Program have taken on faculty positions at Windsor as well as universities and colleges across Canada and the US.

GA/TA Network

The GA/TA Network has played a major role in transforming the culture on campus to one of graduate student development, engagement, professionalism, and excellence. A collaborative initiative of the CTL and Graduate Studies, this two-person graduate student team is tasked with supporting the University's growing ranks of graduate and teaching assistants in developing, practicing, and honing skills in teaching, leadership, and communication. The Network achieves this by offering campus-wide and discipline-specific programming in multiple formats and throughout the year particularly aimed at engaging GA/TAs from the moment they arrive on campus through to graduation. This year's highlights include:

- Organizing GATAcademy (300 participants), GATA Winter Academy (53 participants), and additional sessions (25 participants) throughout the semester.
- Facilitating full-to-capacity peer-reviewed sessions at the national conference of the Society for Teaching and Learning in Higher Education, and the annual University of Windsor Teaching and Learning Conference (Appendix B).
- Offering workshops for the Faculty of Graduate Studies and Office of Career Development and Experiential Learning, holding an information booth at the Graduate Studies Showcase and New Faculty Orientation, and supporting the campus-wide Teaching Dossier Academy and Summer Series on Teaching and Learning.

- Developing introductory and Faculty-specific online training modules – videos that include ‘how-to’ tips, teaching and learning resources, and information on various University support services.
- Facilitating the promotion and selection of the campus-wide GA and TA Awards for Educational Practice and Educational Leadership.
- Training student presenters for the University of Windsor’s Three Minute Thesis Competition.
- Engaging with and providing resources for more than 1,700 members of the GA/TA Blackboard site.
- Hosting social media accounts, which have been accessed by educational developers, authors and researchers, and teaching and learning institutions worldwide.
- Acting as graduate student representatives on campus-wide teaching and learning committees.



In 2018-19, the GA/TA Network was nominated for the Canadian Association of Graduate Studies Award for Excellence and Innovation in Enhancing the Graduate Experience in recognition of the growing impact this group has had on graduate students across campus.

GA/TA Orientation: GATAcademy and Winter Academy

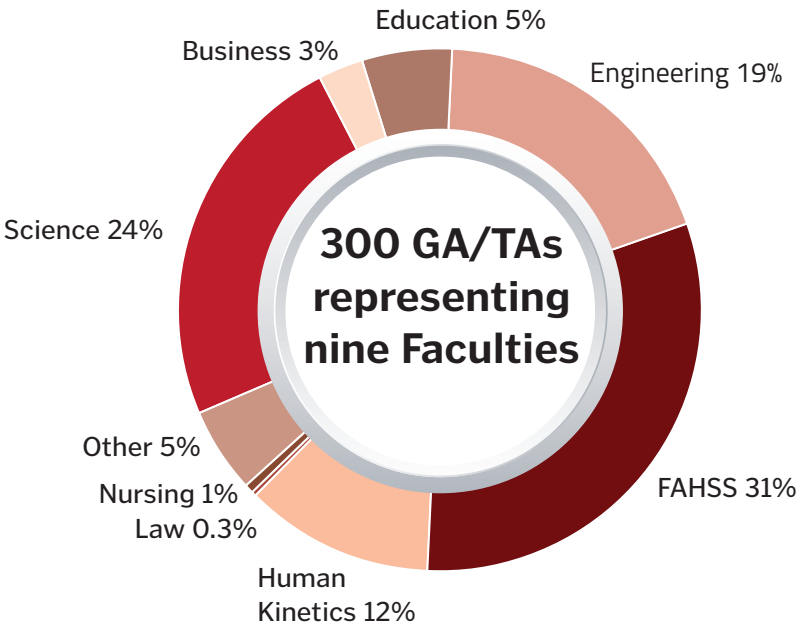
Offered at the start of the Fall and Winter semesters, GATAcademy and Winter Academy are day-long orientation events for GA/TAs. Workshops are led by graduate students and faculty mentors on topics including accessibility and universal design for instruction, best practices in grading, student engagement, and learning-conducive discussions. Since its launch in the arts, humanities, and social sciences 10 years ago, GATAcademy has grown five-fold, and has welcomed more than 2,300 participants from across all disciplines.

In September 2018, 300 graduate and teaching assistants attended GATAcademy, marking a 12% increase in attendance from 2017 (Figure 5). Participation is free to all University of Windsor students, with costs underwritten by the CTL, the Faculties, and organizations from across campus.

Winter Academy took place in January 2019 and featured three workshops to 53 participants. Throughout the year, the Network also offered two additional workshops through its Workshop Series, as a means of providing networking opportunities and continuous support for students (Appendix A).



Figure 5: Percentage of GA/TAs Registered in GATAcademy 2018 by Faculty/Unit



HOWDY PARTNER:
ENHANCING STUDENT PARTNERSHIPS WITHIN A CENTRE FOR TEACHING AND LEARNING

ABOUT THE PARTNER:
The Centre for Teaching and Learning (CTL) is a unique partnership between the University of Windsor and the University of Western Ontario. It is a place where faculty and students can come together to share ideas, learn from each other, and work on projects that will improve the quality of teaching and learning.

MISSION:
To support student partnerships within the Centre for Teaching and Learning.

VALUES:
1. To support student partnerships within the Centre for Teaching and Learning.
2. To support student partnerships within the Centre for Teaching and Learning.

CHALLENGES:
Communication: The challenge was to communicate the value of the CTL to a wide range of stakeholders, including faculty, students, and administrators. This was done through a variety of means, including workshops, seminars, and social media.

TEAM:
The team consisted of a mix of faculty, students, and administrators. They worked together to develop a plan of action and to implement it.

COLLABORATION:
The team worked closely with each other to develop a plan of action and to implement it. They also worked with other departments and organizations to ensure that the CTL was integrated into the wider university community.

LESSONS LEARNED:
The team learned that communication is key to success. They also learned that collaboration is essential for achieving their goals.

CONCLUSION:
The CTL is a successful partnership that has improved the quality of teaching and learning at the University of Windsor and the University of Western Ontario.

UWU Discover! University of Windsor

A few years ago, we had our incoming graduate students attend GATAcademy. Because of the exceptional experience and support that our students received, we made this training mandatory for incoming GAs. Not only has this resulted in more informed and confident graduate students, but it has instilled the importance of professional and pedagogical development. For us and our students, the impact of the GATA Network has been immeasurable!

*Dave Andrews, Professor
Department of Kinesiology*



SUPPORTING TECHNOLOGY FOR TEACHING, LEARNING, AND EDUCATIONAL INNOVATION

The CTL provides support for technologies used to enhance teaching and learning, including Blackboard, classroom response systems, and learning analytics. Staff also explore and mitigate issues around data governance as it relates access, privacy, and institutional risk.

Blackboard Learn

The learning management system (LMS), Blackboard Learn, is a core and critical part of the teaching environment at the University: more than 90% of all courses from every Faculty on campus had an active Blackboard site in 2018-19 (Table 3). During the year, Blackboard was extremely stable, with a 99.8% uptime. Instructors continued to explore Blackboard's interactive tools to engage students: the reporting period saw a steady increase in the use of Assignments and Discussion Forum tools.

Table 3: Percentage of Blackboard Courses per Faculty by Academic Term

Faculty	S18	F18	W19
FAHSS	93%	87%	91%
Education	86%	89%	82%
Engineering	95%	94%	92%
Human Kinetics	67%	87%	96%
Law	--	90%	88%
Nursing	92%	98%	97%
Science	81%	89%	92%
Business	95%	89%	94%

In 2018-19, Blackboard underwent a number of changes and developments. Staff provided extensive support to campus groups with the launch of UWinsite Student, including documentation around necessary adaptations and integrations with Blackboard, as well as training for faculty on the submission of grades. The LMS Team also explored the integration of third-party vendor tools including publisher resources and student response systems. The group evaluated Turning Technologies Turning Point Software and iClickers and consulted with Legal Services to review access and privacy issues around the use of these tools. The iClickers will be piloted in Winter 2020. Staff from Leddy Library and CTL piloted a Blackboard-integrated Course Reserves software, Leganto. This tool will help users more efficiently share online resources with students, streamline copyright practices, drive users towards using licenced resources, and help the Library identify gaps in resources and inform purchases based on user needs. Approximately 130 course sites successfully piloted Leganto in 2018-19.

Blackboard Training and End-User Support

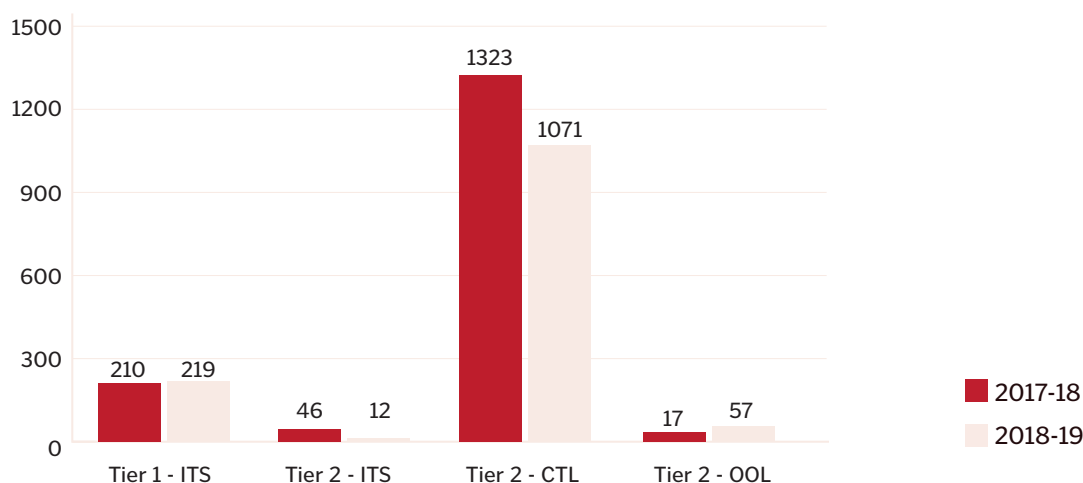
In 2018-19, Centre staff offered 12 face-to-face workshops, 81 customizable one-on-one sessions, and access to 11 online courses, to hundreds of faculty, staff, and students across all Faculties on campus. This year, the LMS Team launched an online calendar booking system to help facilitate requests for one-on-one consultations. Individual consultations with full-time faculty focused primarily on using more advanced teaching tools and features. The face-to-face workshops were targeted to specific departments and offered at the start of the Fall semester or throughout the year to meet specific departmental needs. The LMS Team also updated and customized Blackboard-offered and facilitated online courses to students. In addition, during the year, the Team developed 10 videos to support users with upgraded features as well as use of and integration with UWinsite Student; and created and launched a Student Employee Orientation module.

CTL staff worked with IT Services and Office of Open Learning to resolve tickets submitted through the TeamDynamix support system. During the year, the CTL resolved 1,071 tickets, which focused on issues with LMS tools used for more advanced pedagogical purposes (Figure 6). These types of tickets account for approximately 79% of all tickets submitted by users in 2018-19. The Team regularly reviews tickets to identify frequent issues and make decisions based on evidence (see Appendix D for an example visualization).

The Blackboard Team is accessible, knowledgeable, and always supportive of my teaching. The team members continue to provide me with the type of support I need to ensure that I am making full use of Blackboard - something my students value greatly.

Associate Professor, Faculty of Education

Figure 6: TeamDynamix Closed Ticket Status End-User Support



In response to a feedback survey assessing user satisfaction, 92% of people reported that they were satisfied with the service provided: "If you folks were any faster you would have known my problem before I did." As a few respondents noted difficulty with using the online support request form, CTL staff began working with IT Services on a redesign.

Data Governance

During the reporting year, CTL staff collaborated with IT Services to upgrade Blackboard's Learning Analytics tool, reintegrate it with the new UWinsite Student, and pilot its use as a system for data governance. The pilot began by identifying the different types of data that are in the LMS, and considering their risk classifications, for example, whether data is high risk and private (i.e., student grades), moderate risk or sensitive (i.e., course registrations), low risk, but private or for internal use (i.e., aggregated tool access data), or public (i.e., email addresses). The group identified values for data governance and developed a chart for assigning roles to help realize and maintain those values. CTL staff also chaired a sub-committee, populated by members from IT Services, the Registrar's Office, Institutional Analytics, and Leddy Library, to examine data analytics tools on campus. The sub-committee developed a survey to collect information from across campus on data reporting needs, tools currently in use, and gaps.

CTL 2019-20 GOALS, ACTIONS, AND INITIATIVES

The CTL will focus on the following activities in 2019-20.

- 1.Evaluation of Teaching:** Support for the effective evaluation of teaching including teaching dossiers, student feedback, and evaluation frameworks for renewal, tenure, and promotion
- 2.Indigenization:** Facilitate increased awareness and support for Indigenization of curriculum
- 3.Experiential Learning:** Support for the implementation and analysis of experiential learning experiences (SMA3)
- 4.Curriculum Development:** Continue to support departments to develop, refine, and map programs
- 5.Data Governance and Learning Analytics:** Implement systems with ITS and partners across campus
- 6.Learning Spaces and Technology:** Support Blackboard; champion contemporary, evidence-based learning space designs that support effective teaching, access to technology; and help to facilitate active learning (partnering with OOL, ITS, Facilities, Classroom Prioritization Committee)
- 7.Support Effective Teaching Through Sustainable Core Programming:** Provide essential support of teaching through coherent programming
 - a. Early career faculty support
 - b. Mid-to-late career and educational leadership support
 - c. GA/TA support and programming
- 8.Scholarship:** Undertake, support, and promote the scholarship of teaching and learning and a scholarly approach to effective teaching

For a complete list of the goals identified in 2017-18, as well as the actions taken to meet those goals, please see Appendix E.

APPENDIX A: COURSES, WORKSHOPS, AND EXTENDED SESSIONS

Title	Instructor(s)	Hours	Attend.	Eval.
Lecturing	Pierre Boulos	21	8	--
Learning-Centred Teaching in Higher Education	Jessica Raffoul; Allyson Skene	18	12	6.1/7
Instructional Skills Workshop	Pierre Boulos; Allyson Skene; Anna Galka; Anna Farias	24	6	--
Course Design	Allyson Skene; Erika Kustra	18	11	6.2/7
University Teaching Certificate Practicum	Jessica Raffoul; Pierre Boulos	9	3	6.3/7
Instructional Skills Workshop	Pierre Boulos; Jennifer Soutter	24	8	--
Leading Effective Discussions	Jessica Raffoul; Lorna Stolarchuk	18	10	6.6/7
Teaching Dossier Academy	Allyson Skene; Erika Kustra; Pierre Boulos; Jessica Raffoul; Veronika Mogyorody; Elizabeth Ismail; Laura Chittle	30	20	--

Teaching and Learning Workshop Series

Title	Instructor(s)	Hours	Attend.	Eval.
Bridging the Communication Gap: Strategies for Lecturing in Large Classes	Lionel Walsh	2	12	3.8/4
"Pay Attention?" Make the Most of Memory to Enhance Student Learning	Carolyn Hoessler	2	14	3.9/4
Assessing the Impact of Teaching Innovation	Denise Stockley	1	21	3.3/4
Teaching Controversial Topics	Laverne Jacobs; Maggie Liddle; Sindhu De Livera	2	8	3.6/4

Summer Series on Teaching and Learning

Title	Instructor(s)	Hours	Attend.	Eval.
Active Learning: What Happens When It All Falls Apart?	Erika Kustra; Bill Wellington; Judy Bornais; Peter Marval; Zikra Nilam; Milana Milivojevic	4	34	3.9/4
Early Career Faculty Lunch	--	1	29	--
Student Distractions: Who is Responsible for Engagement?	Tanya Noel; Sara Santarossa; Elizabeth Ismail; Jade Roy; Mariam Ageli	4	34	3.7/4
Assessment: Where's the Learning?	Pierre Boulos; Lisa Salfi; Erica Stevens Abbitt; Samantha Burton; Paige Coyne; Pravina Bhatt; Eliu Austin Mejia; Danielle Soulliere	4	31	3.7/4

New Faculty Orientation and Workshops

Title	Instructor(s)	Hours	Attend.	Eval.
Day One: Getting Started (Course Design: Confidential)	Erika Kustra; Drew Marquardt	5	32	--
Optional Event: Introduction to Blackboard, Our Learning Management System (Decaf Level)	Lorna Stolarchuk	2	6	3.5/4
Day Two: Your Campus Networks	Erika Kustra; Cheryl Collier	4	28	--
Optional Event: Introduction to Blackboard, Our Learning Management System (Espresso Level)	Lorna Stolarchuk	2	13	4/4
Day Three: Pathfinding, Tenure-Track, Trail Blazing: Planning for Scholarly Success	Cheryl Collier; Nick Baker; Mark Lubrick; Iva Gentcheva	3	25	--
Optional Event: Walking Tour of Detroit	Tom Najem; Erika Kustra	3	10	--
Feeling Stressed at the End of the Semester?	Bev Hamilton; Erica Stevens Abbitt; Erika Kustra	1	15	--
Fostering Graduate Student Mentorship for New Faculty	Tracy C. Davis	7	10	--
Surviving and Thriving	Erica Stevens Abbit; Bev Hamilton; Erika Kustra; Veronika Mogyrody	3	18	--
Using Student Evaluation of Teaching and Other Feedback	Bev Hamilton; Phil Graniero	3	14	--
Introducing New Indigenous Faculty to Campus Welcome Breakfast	--	2	52	--

Special Topics Sessions

Title	Instructor(s)	Hours	Attend.	Eval.
Educational Leadership Book Club	Erika Kustra	7	14	--
HK Retreat	Allyson Skene; David Andrews	7	25	--
Odette Business Brown Bag: Using Cases	Jess Dixon; Erika Kustra; Gerry Kerr	1	8	--
Healthcare Data and ICT, Standards, Security, Privacy, Structures and Such	Lorna Stolarchuk; Kumaran Ragunathan	1	9	3.6/4
Educational Leadership Book Club	Erika Kustra	9	10	--
Teaching and Learning Conference Volunteer Training	Tim Au-Yeung; Laura Chittle; Elizabeth Ismail	1	22	--
Teaching and Learning Conference Volunteer Training	Tim Au-Yeung; Elizabeth Ismail; Laura Chittle	1	10	--

Blackboard Learn Training Workshops

Title	Instructor(s)	Hours	Attend.	Eval.
Blackboard Boot Camp – Decaf Level	Tim Au-Yeung; Lorna Stolarchuk; Marlene Sebastian	21	5	6.9
Blackboard – Whirlwind Intro (Law Sessional Instructors)	Lorna Stolarchuk	--	13	--
Blackboard – Espresso Level (Law)	Lorna Stolarchuk; Tim Au-Yeung	3	6	3.8/4
Blackboard Overview (Education Sessional Instructors)	Lorna Stolarchuk; Tim Au-Yeung	1	13	--
Getting Started – Decaf Level	Lorna Stolarchuk; Tim Au-Yeung	2	6	4/4
Getting Started – Decaf Level (Nursing)	Lorna Stolarchuk; Deborah Dayus	1	9	3/4
Getting Started – Espresso Level	Lorna Stolarchuk	2	3	4/4
BB Ready, Set Go (Help Desk)	Lorna Stolarchuk; Tim Au-Yeung	3	5	4/4
Grade Centre and Transfer Final Grades Drop-In	--	1	2	--
Grade Centre and Transfer Final Grades Drop-In	Lorna Stolarchuk; Tim Au-Yeung	1	2	--
Grade Centre and Transfer Final Grades Drop-In	Lorna Stolarchuk; Tim Au-Yeung	1	7	--
Getting Started – Decaf Level	Lorna Stolarchuk	1	1	--

Experiential Education Academy

Title	Instructor(s)	Hours	Attend.	Eval.
Fundamentals of Experiential Education	Shara Lee	3	27	--
Principles of Ethical and Best Practices	Paul Gaszak	3	26	--
Assessment 101	Paul Gaszak	3	29	--
Reflection: Making the Experience Educative	Shara Lee	3	28	--
Legal Issues	Garth M. Kidd	3	26	--
Teaching and Learning Experientially	Donna Qualters	3	25	--

Deans, Associate Deans, Heads, and Directors' Leadership Sessions

Title	Instructor(s)	Hours	Attend.	Eval.
Leadership a La Carte	Beverley Hamilton; Erika Kustra	8	23	--
Developing Mentoring Programs for your AAU and/or Faculty	Tracy C. Davis	2	10	--
Curriculum Mapping: The Good, the Bad and the Ugly	David Andrews; Susan Fox-Wasylyshyn; Natalie Giannotti; Iain Samson; Joel Gagnon; Johanna Frank; Joanna Luft	2	30	--

Teaching and Learning Experientially	Donna Qualters	3	25	--
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GATAcademy

Title	Instructor(s)	Hours	Attend.	Eval.
Connecting Best Practices for Teaching Linguistically-Diverse International Students With International Student Satisfaction	Clayton Smith; Shivani Pansara; Karl Nana Payong; Oghogho Damogbe; Pinka Sabhnani	1	20	3.9/4
Copyright and Open Access	Dave Johnston; Scott Cowan	1	23	3.8/4
Creating and Using Rubrics for Grading Assignments	Michelle Bondy	1	23	3.6/4
Designing Lessons and Creating Lesson Plans	Samantha Burton; Sara Santarossa	1	24	3.8/4
Designing Lessons and Creating Lesson Plans	Samantha Burton; Sara Santarossa	1	21	3.6/4
Do You Need Blackboard for What You Do?	Tim Au-Yeung; Marlene Sebastian; Lorna Stolarchuk	1	12	3.8/4
Do You Need Blackboard for What You Do?	Tim Au-Yeung; Marlene Sebastian; Lorna Stolarchuk	1	10	3.7/4
Ethical Issues Encountered by GAs and TAs	Arief Kartolo; Carolyn Rauti; Kristin Schramer	1	23	3.6/4
Ethical Issues Encountered by GAs and TAs	Kristin Schramer; Arief Kartolo; Carolyn Rauti	1	5	3.8/4
Grading and Providing Effective Feedback	Harmony Peach	1	43	3.8/4
Grading and Providing Effective Feedback	Harmony Peach	1	37	3.8/4
Leading Effective Discussions	Ashlyne O'Neil; Michelle Krieger	1	17	3.8/4
Leading Effective Discussions	Ashlyne O'Neil; Michelle Krieger	1	35	3.7/4
Leading Effective Labs and Tutorials	Maria Cioppa	1	37	3.6/4
Learning is not a Spectator Sport: Engaging Students Using Active Learning Techniques	Lisa Salfi	1	20	3.9/4
Learning is not a Spectator Sport: Engaging Students Using Active Learning Techniques	Lisa Salfi	1	8	3.9/4
Universal Design for Instruction and Equity	Debra Hernandez Jozefowicz; Stephanie Cragg	1	11	3.6/4
Computer Science GATAcademy	Laura Chittle; Elizabeth Ismail	1	17	3.9/4
HK GATAcademy	Laura Chittle; Elizabeth Ismail	1	19	3.9/4
Sociology, Anthropology, Criminology: Intro to GATA Network	Laura Chittle; Elizabeth Ismail	1	17	--

GATA Winter Academy

Title	Instructor(s)	Hours	Attend.	Eval.
Effective Grading and Feedback: The Breakfast of Champions	Samantha Burton; Paige Coyne	1	15	3.9/4
Enabling Your Work/Life Balance: Living effectively as a Student, Researcher, GA/TA, and Human Being	Daniol Coles; Sindhu De Livera	1	22	3.7/4
Encouraging and Answering Questions in Science Labs and Tutorials	Michelle Bondy	1	16	3.9/4

GATA Network Series

Title	Instructor(s)	Hours	Attend.	Eval.
Mental Health and Wellness	Ashley Vodarek	1	18	3.9/4
Creating a Teaching Dossier	Laura Chittle; Elizabeth Ismail	1	7	3.9/4

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

Journal Articles

Boulos, P. (in press). Newton is right, Newton is wrong. No, Newton is right after all. *Science and Education*.

Dawson, D., Meadows, K., & **Kustra, E.** (in press) Perceptions of institutional teaching culture by tenured, tenure-track and sessional faculty. *Canadian Journal of Higher Education*.

Shaw, L., Brown, K., Ellis, D., Wolf, P., Dawson, D., Goff, L., & **Kustra, E.** (2019) From perception to practice: A qualitative exploration into institutional teaching culture. *Collected Essays on Learning and Teaching*, 12, 140-154.

Book Chapters

Arnold, C., Wilson, M., **Potter, M.** & Wheelahan, L. (in press). Shifting paradigms in postsecondary education: Historical, conceptual and theoretical frameworks governing outcomes-based approaches to credit transfer. In C. Arnold & M. Wilson (Eds.), *Learning outcomes, credit transfer and student mobility*. Montreal and Kingston: McGill Queens University Press.

Kustra, E., Raffoul, J., & Hamilton, B. (2018). Beyond the individual: Planning for impact at the institutional, regional, and national level. Invited book chapter in C. Popovic (Ed.), *Learning from academic conferences: Realizing the benefits on individual and institutional practice*. Sense Publishers.

Smith, C., Zhou, G., **Potter, M. K.,** & Wang, D. (2019). Connecting best practices for teaching linguistically and culturally diverse international students with international student satisfaction and student perceptions of learning. In James, W. B., & C. Cobonoglu (Eds.), *Advances in Global Education and Research Volume 3*, 252-265. ANAHEI, Sarasota.

Raffoul, J., Hamilton, B., & Andrews, D. (in press). Narratives of embodied practice: Using portraiture to study leadership. In N. Fenton & W. Ross (Eds.), *Critical reflections on research in teaching and learning*. Brill | Sense Publishers.

Peer Reviewed Conference Presentations

Au-Yeung, T. (2018, July). *Men in black(board): Innovative ways to inspire advanced adoption of Blackboard functionality*. Presentation at BBWorld Orlando World Centre Marriott, Orlando, Florida.

- Boulos, P.** (2018, September). *Newton is right, Newton is wrong. No, Newton is right after all. The Paris academy in the mid-eighteenth century.* Presentation at the Regional Latin America Conference - IHPST, Federal University of ABC - UFABC Santo Andre, Brazil.
- Boulos, P.** (2018, August). *Newton is right, Newton is wrong. No, Newton is right after all. The Paris Academy in the mid-eighteenth century.* Presentation at the International Conference on History of Science and Science Education, Campina Grande, Brazil.
- Chittle, L., Ismail, E., & Boulos, P.** (2019, June). *Reciprocatve engagement within the GATA Network: Fostering transferable skills and leadership among GAs/TAs.* Oral presentation at annual conference of the Society for Teaching and Learning in Higher Education, Winnipeg, MB.
- Kustra, E. & Hoessler, C.** (2019, February). *Four models of educational development collaboration: Integration and investment.* Showcase and facilitation at the Educational Developers' Caucus Conference, Online Conference.
- Mogyorody, V. & Grossi, J.** (2019, May). *A critical look at critique: engaging in effective feedback.* Presentation at the University of Windsor Teaching and Learning Conference, University of Windsor, Windsor, ON.
- Raffoul, J., Hamilton, B., & Skene, A.** (2019, June). *Distributed leadership: Who is empowerment disenfranchising?* Peer-reviewed presentation at the annual conference of the Society for Teaching and Learning in Higher Education, Winnipeg, MB.
- Raffoul, J. & Potter, M.K.** (Accepted). *Engaged alienation: SoTL, inclusivity, and the problem of bad faith.* Peer-reviewed presentation at the annual conference of the International Society for the Scholarship of Teaching and Learning, Atlanta, GA.
- Rener, C. & Kustra, E.** (2018, November). *Sustaining and developing as directors of centers for teaching and learning.* Presentation at the annual conference of the Professional and Organizational Development Network, Portland, Oregon.
- Roy, J., Chittle, L., Ismail, E., & Kustra, E.** (2019, June). *Enhancing student partnerships within a Centre for Teaching and Learning.* Poster presented at the annual conference of the Society for Teaching and Learning in Higher Education, Winnipeg, MB.
- Roy, J., Ismail, E., Chittle, L., & Kustra, E.** (2019, March). *Enhancing student partnerships within a Centre for Teaching and Learning.* Presentation at the UWill Discover Conference, University of Windsor.
- Roy, J., Ismail, E., Chittle, L., & Kustra, E.** (2019, May). *Engaging in student partnerships as a means of developing and enhancing transferable skills.* Poster presented at the University of Windsor Teaching and Learning Conference, University of Windsor, Windsor, ON.
- Sebastian, M. & Stolarchuk, L.** (2019, March). *Ready for Take-off: Student-led experiential learning through a student employee orientation project.* Poster presented at the UWill Discover Conference, University of Windsor, Windsor, ON.

Sebastian, M., Stolarchuk, L., Au-Yeung, T., & Aryal, N. (2019, May). *Leveraging student employee learning in higher-education: A collaborative example*. Poster presentation at University of Windsor Teaching and Learning Conference, University of Windsor, Windsor, ON.

Shaw, L., Grose, J., Goff, L., **Kustra, E.**, Ellis, D., Wolf, P., & Dawson, D. (2019, June) *Effective practices repository: An educator's guide to improving institutional teaching culture*. Poster presented at the annual conference of the Society for Teaching and Learning in Higher Education, Winnipeg, MB.

Shaw, L., Grose, J., & **Kustra, E.** (2019, May). *Exchanging practices that drive cultural change in higher education*. Presentation at the University of Windsor Teaching and Learning Conference, University of Windsor, Windsor, ON.

Siering, G., Kalish, A., **Kustra, E.**, Reder, M., Smitherman, M. & Stanny, C. J. (2018, November) *Perspectives on program review: From self-study to external visit*. Presentation at the annual conference of the Professional and Organizational Development Network, Portland, Oregon.

Skene, A., Raffoul, J., & Chittle, L. (2019, June). *Higher education under surveillance: Navigating the audit culture*. Peer-reviewed session at the annual conference of the Society for Teaching and Learning in Higher Education, Winnipeg, MB.

Kaur, T., Bornais, J., **Skene A.**, & Galka A. (2019, May). *High impact practices: Promises and pitfalls*. Presentation at the University of Windsor Teaching and Learning Conference, University of Windsor, Windsor, ON.

Smith, C., Zhou, G., **Potter, M. K.**, & Wang, D. (2019, May). *Connecting best practices for teaching linguistically and culturally diverse international students with international student satisfaction and student learning*. Presentation at the University of Windsor Teaching and Learning Conference, University of Windsor, Windsor, ON.

Smith, C., Zhou, G., **Potter, M. K.**, and Wang, D. (2019, May). *Connecting best practices for teaching linguistically and culturally diverse international students with international student satisfaction and student perceptions of learning*. Presentation at the Global Conference on Education and Research.

Smith, C, Zhou, G., **Potter, M. K.**, and Wang, D. (2019). *Connecting best practices for teaching linguistically and culturally diverse international students with international student satisfaction and student perceptions of learning*. Presentation at the Ireland International Conference on Education, Dublin, Ireland.

Smith, C, Zhou, G., **Potter, M. K.**, and Wang, D. (2019, June). *Connecting best practices for teaching linguistically and culturally diverse international students with international student satisfaction and student learning*. Poster presented at annual conference of the Society for Teaching and Learning in Higher Education, Winnipeg, MB.

Stolarchuk, L., Au-Yeung, T., Aryal, N. (2019, May). *Another batch of Student Employees? Using Blackboard to onboard effectively*. Presentation at the MiBUG Spring Conference, Washtenaw Community College, Ann Arbor, MI.

Invited Sessions

- Andrews, D., **Skene, A.**, & **Stewart, C.** (2018, October). *Human Kinetics faculty retreat: Program visioning, learning outcome development, and curriculum mapping*. Invited session in the Faculty of Human Kinetics, University of Windsor, Windsor, ON.
- Au-Yeung, T.** & **Sebastian, M.**, (2018, September). *Blackboard orientation for new MBA Students*, University of Windsor, Windsor, ON
- Boulos, P.** (2019, May). *Ethical behaviour as leadership in education*. Invited workshop at the University of Windsor Teaching and Learning Conference, Windsor, ON.
- Currie, J., Winer, L., **Kustra, E.** & Rittenhouse, J. (2018, November). Presentation at the Effective Assessment of Teaching Faculty Bargaining Services Summit, Montreal, QC.
- Flannagan, R., Gomez, A., Quaglia, C., Johnson, K., **Kustra, E.**, **Mogyorody, V.**, & Pulcer, M. (2019, March). *University of Windsor accessibility awareness panel*. Presentation at the Accessibility Awareness Day, University of Windsor, Windsor, ON.
- Keller, W., Maheshwari, B., Savoni, P., Song, Y., **Kustra, E.** & **Stolarchuk, L.** (2019, March). *Electronic devices in the classroom? Distraction or learning tool?* Presentation at the Brown Bag Teaching Series, Odette School of Business, University of Windsor, Windsor, ON.
- Mahajan, A., Kerr, G., Voyer, P., Dixon, J. & **Kustra, E.** (2019, January). *Case-based teaching*. Presentation at the Odette School of Business Brown Bag Lunch, Odette School of Business, University of Windsor, Windsor, ON.
- Kustra, E.** (2019, February). *How can you document research into teaching and learning for permanence, tenure and promotion?* Presentation as the Distinguished Visiting Teaching Scholar, Trent University, Peterborough, ON.
- Kustra, E.** (2019, February). *What counts? Document teaching through a teaching dossier*. Presentation as the Distinguished Visiting Teaching Scholar, Trent University, Peterborough, ON.
- Kustra, E.**, **Chittle, L.**, & **Ismail, E.** (2019, February). *Computer science graduate student teaching support*. Presentation at the Computer Science Series, University of Windsor, Windsor, ON.
- Kustra, E.**, Holmes, T. & Wilson, M. (2018, November). *The past, present and future of COED Council of Ontario Educational Developers (COED)*. Presentation at the COED Fall Meeting 2018, Wilfrid Laurier University, Kitchener, ON.
- Skene, A.** (2019, May). *Law JD curriculum mapping*. Presentation to the Faculty of Law, University of Windsor, Windsor, ON.
- Skene, A.** (2019, May). *Graduate attributes and learning outcomes: Dual JD*. Presentation to the Faculty of Law, University of Windsor, Windsor, ON.

- Skene, A., & Stewart C.** (2018, November). Presentation to PDC to provide orientation to the CuMA tool, University of Windsor, Windsor, ON.
- Stewart, C., & Boulos, P.** (2018, July). *Focus group facilitation: Physics undergraduate program*, University of Windsor, Windsor, ON.
- Stolarchuk, L., Au-Yeung, T.,** (2018, July). *Lunch and learn for new online BEd tech students*, (Online) University of Windsor, Windsor, ON.
- Stolarchuk, L., Au-Yeung, T., Sebastian, M.,** (2018, August). *Blackboard orientation for new MBA (Managers and Professionals) Students*, University of Windsor, Windsor, ON.
- Stolarchuk, L., Au-Yeung, T., Sebastian, M.,** (2018, September). *Do you need blackboard for what you do?* Faculty of Human Kinetics GATA Orientation Day, University of Windsor, Windsor, ON.
- Potter, M. K.** (2019, April). *Adapting high-impact practices for large classes*. Workshop for the School of Social Work, University of Windsor, Windsor, ON.

Videos

- Chittle, L. & Ismail, E.** (2019). Labs and tutorials, University of Windsor, Windsor, ON.
- Fawcett, G. & **Stolarchuk, L.** (2018). *Organizing and hiding unnecessary course sites*. University of Windsor, Windsor, ON.
- Marval, P.** (2019). *Traditional ecological knowledge and the environment*. University of Windsor, Windsor, ON.
- Marval, P.** (2018). *Assessment of learning outcomes within a curriculum*. University of Windsor, Windsor, ON.
- Marval, P.** (2018). Judy Bornais 3M Teaching Fellowship. University of Windsor, Windsor, ON.
- Stolarchuk, L. & Rehman, A.** (2018). *Blackboard course copy: Part 2*. University of Windsor, Windsor, ON.
- Stolarchuk, L. & Rehman, A.** (2018). *Adding a user in a support role to your course*, University of Windsor, Windsor, ON.
- Stolarchuk, L.** (2018). *ePortfolios in Blackboard*, University of Windsor, Windsor, ON.
- Stolarchuk, L. & Rehman, A.** (2018). *Blackboard Self-enroll option for groups*, University of Windsor, Windsor, ON.
- Stolarchuk, L. & Rehman, A.** (2018). *Import to Grade Centre (scantron results)*, University of Windsor, Windsor, ON.

Stolarchuk, L. (2018). *Transfer final grades*, University of Windsor, Windsor, ON.

Stolarchuk, L., & Aryal, N. (2019). *CTL student employee training video*, University of Windsor, Windsor, ON.

Stolarchuk, L., (2019). *Welcome to the CTL*, University of Windsor, Windsor, ON.

Stolarchuk, L., (2019). *TeamDynamix ticket answering tips for student employees*, University of Windsor, Windsor, ON.

Grants

Boulos, P. (2019-2020). *Looking to the Future in a New Way: Open Hearts and Open Minds*. University of Windsor Teaching Leadership Chair Program Funding, \$2,000.

Boulos, P. (2019-2020). UWindsor Travel SSHRC Exchange Grant, \$1,000.

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.

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)*. Insight Development Grant, \$74, 869.00. Approved 2015, completed 2019.

Libben, G., Buchanan, L., Jarema, G., Järvikivi, J. Kehavia, E., Kuperman, V., & Segalowtiz, S., with **Kustra, E.** as a formal collaborator. (2016-2023). *Words in the world training project*. SSHRC Partnership Grant, \$2.5 Million. Approved 2015-2016.

Raffoul, J., Skene, A., & Chittle, L. (2019). *Counting our way up: Centres for teaching and learning in the audit culture*. Educational Developers Caucus Grants. \$2,851.

On-Campus Committees

- Aboriginal Educational Council
- Academic Policy Committee
- Accessible Built Environment Committee
- Accessible Education, Training & Awareness Committee (Chair)
- Blackboard Data Governance Sub-Committee (Chair)
- Campus Accessibility Advocacy Committee
- Centre for Teaching and Learning Curriculum Development Team (Chair)
- Centre for Teaching and Learning Hiring Committee (Chair)
- Centre for Teaching and Learning Renewal, Tenure/Permanence, Promotion (Chair)
- Centred on Learning Innovation Fund Committee (Chair)

- Classroom Committee (Chair)
- CTL-LMS Team - Student Employees (Chair)
- Curriculum Mapping and Retreat Grant Selection Committee
- Curriculum Mapping Team (Chair)
- Data Analytics Working Group (Chair)
- Data Analytics Software Action Group
- Data Governance Committee
- Educational Leadership Award Selection Committee
- Environmental Sustainability Advisory Committee
- ERP Student SIS Advisory Committee
- FAHSS Experiential Learning Steering Committee
- GA/TA Awards for Educational Practice and Leadership Selection Committee (Chair)
- IT Advisory
- Leddy Library Master Space Plan Committee
- Leadership Network (Student Committee)
- LMS Advisory Committee (Chair)
- LMS Data Governance Pilot Group (Chair)
- LMS Team (Co-Chair)
- LMS Steering Committee (Co-Chair)
- New Program Steering Committee
- Program Development Committee
- Program Development Committee Subcommittee, University Program Review (Chair)
- Rhodes Scholar Award Selection Committee
- Roger Thibert Teaching Excellence Award Committee
- OCAV Strategic Mandate Agreement Metrics 3 Pilot Projects Committee
- Student Evaluation of Teaching (SET) Taskforce
- Teaching Leadership Chair Council
- Teaching Leadership Chair Review and Selection Committee
- TeamDynamix Initiative Committee – Working Group
- Undergraduate Medical Education Patient-Centered Context: Integration and Application Committee
- Undergraduate Research Experience Grant Review Committee
- University of Windsor Conference on Teaching and Learning Program Committee (Chair)
- University of Windsor Research Ethics Board
- University of Windsor Teaching and Learning Conference Organizing Committee (Chair)
- University of Windsor Senate
- Windsor University Retirees' Association
- University Teaching Certificate Program Committee (Chair)
- UWill Discover Undergraduate Research Experience Conference Committee
- UWinsite Change Champion Network
- Web Governance Committee
- WUFA Contract (Chair)
- WUFA Council
- WUFA Executive

External Committees and Representation

- Abbitt, E. S., Editorial Board, A Journal of Theatre and Performance of the Americas
- Boulos, P., Chair, Advisory Board, Science and Education (Journal, Springer)
- Boulos, P., Chair, Research Ethics Education Subcommittee, Panel on Research Ethics
- Boulos, P., Member, Board of Directors, L'Institut de Savoir Montfort, Hopital Montfort, Ottawa
- Boulos, P., Ethicist and Consultant, St. Clair College REB
- Boulos, P., Past-President, International History, Philosophy, and Science Teaching (Journal)
- Kustra, E., Advisory Member, Noble International University (NIU)
- Kustra, E., Board of Directors, Society for Teaching and Learning in Higher Education
- Kustra, E., Chair, Educational Developers Caucus (EDC)
- Kustra, E., Committee Member, 3M National Teaching Fellowship Selection Committee
- Kustra, E., External Reviewer, Academic Development Centre, Mount Royal University
- Kustra, E., International Consortium for Educational Developers (ICED) 2020 Scientific Committee
- Kustra, E., ICED Recognition Scheme Committee
- Kustra, E., Member, McMaster University Selection Committee for the President's Award for Outstanding Contributions to Teaching and Learning
- Kustra, E., Member, Teaching and Learning Centre Leaders, EDC Action Group
- Kustra, E., Online Conference Coordinating Committee, EDC
- Kustra, E., Windsor Chair, Strategic Mandate Agreement Research and Innovation Metrics
- Potter, M.K., Board of Directors, Bertrand Russell Society
- Potter, M.K., Program Chair, Canadian Bureau for International Education Regional Meeting
- Raffoul, J., Coordinator, Educational Developers Caucus Guide Series
- Stewart, C., Member, Council of Ontario Educational Developers Curriculum Working Group
- Stewart, C., EDC Curriculum Mapping Action Group
- Stewart, C., Ontario Council of Education Action Learning Set - Experiential Education

Peer Review: Journals and Conference Submissions

- Canadian Journal for the Scholarship of Teaching and Learning (CJSOTL)
- Collected Essays on Learning and Teaching (CELT)
- Educational Developers Caucus (EDC) Annual Conference
- Great Lakes Regional Student Success Conference
- International Consortium for Educational Development (ICED) 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
- Journal for Teaching and Learning
- Professional and Organizational Development (POD) Network Conference
- Society for Teaching and Learning in Higher Education (STLHE) Conference
- Teaching and Learning Journal (TLJ)

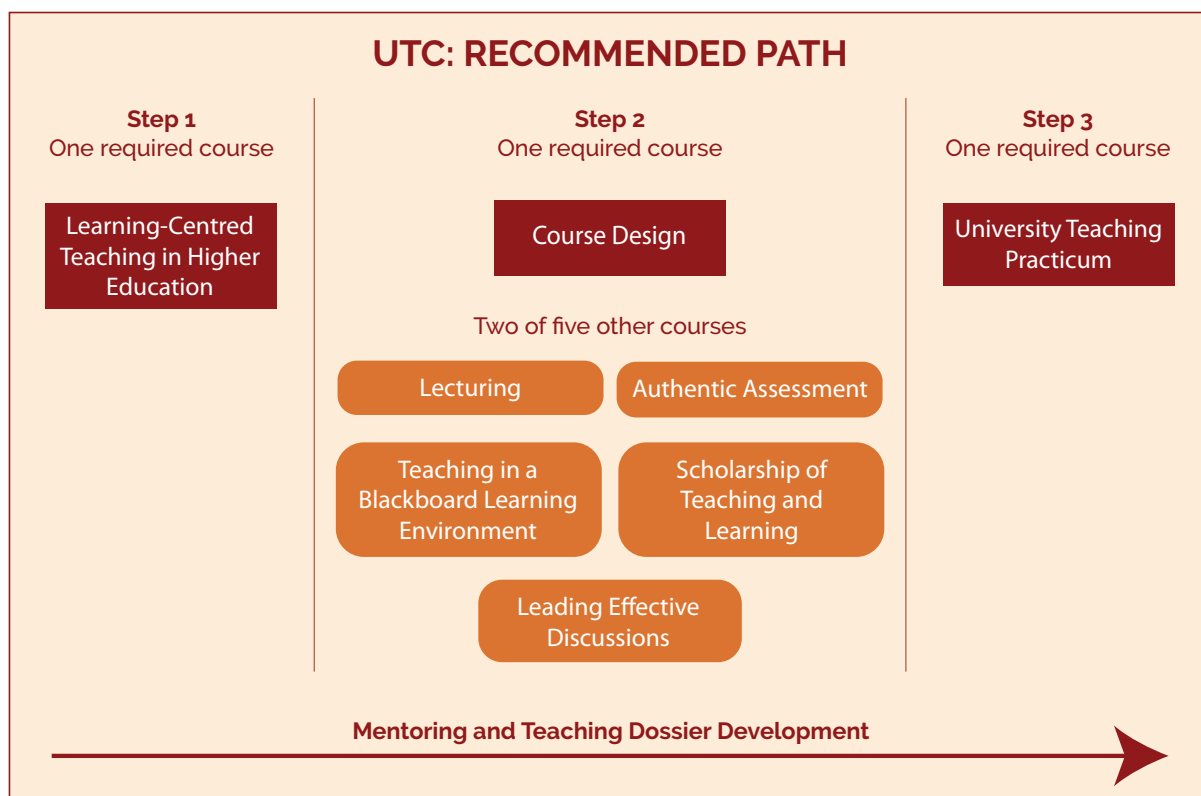
Associations and Memberships

- Council of Ontario Educational Developers (COED)
- 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)
- International Society for the Scholarship of Teaching and Learning Conference
- ISW Facilitators Network
- National Society for Experiential Education
- Ontario College of Teachers
- Professional Administrators Roundtable, University of Windsor
- Professional and Organizational Development (POD) Network in Higher Education
- Senior Women Academic Administrators of Canada (SWAAC)
- Society for Teaching and Learning in Higher Education (STLHE)
- Southwestern Ontario Directors
- Staff and Educational Development Association (SEDA)
- Windsor Human Research Ethics Committee

APPENDIX C: UNIVERSITY TEACHING CERTIFICATE REVISED PROGRAM



The University Teaching Certificate (UTC) Program is designed to help academics, at all levels and in all disciplines, develop their teaching practice, with the goal of enhancing student learning. Both practical and theoretically-grounded, the UTC seeks to engage instructors in areas including course design, teaching practices, leadership, scholarship, and assessment, inspiring reflective, critical, evidence-based practice.



For more information and course offerings, visit: ctl.uwindsor.ca/utc



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APPENDIX D: TEAMDYNAMIX BREAKDOWN OF RESOLVED TICKETS

Request Type	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Grand Total
Roles / Roster integration / Add or Delete Users	12	29	60	19	5	30	52	11	8	8	10	3	247
Training and Support (new skills)	9	17	53	19	9	12	34	8	3	11	4	2	181
Course site merge/term adjustment	8	36	26	3	3	26	30	0	0	11	14	6	163
Site Availability	2	23	19	9	15	27	41	1	1	11	7	7	163
Grade Centre	6	2	12	14	15	17	16	7	8	17	7	3	124
Assignments	6	0	13	23	16	4	13	9	16	6	14	3	123
Student/Instructor Access Issues	6	4	18	5	1	16	13	5	5	10	2	2	87
Other	5	5	10	5	5	5	9	5	4	5	3	5	66
Bb Collaborate	1	1	7	8	2	0	26	5	8	8	0	0	66
Organization sites - requests / issues	4	12	17	6	2	5	5	3	1	5	3	2	65
Add Content or Menu Issues	1	5	18	4	5	3	11	3	2	2	8	3	65
Copy / Import / Export / Migration site contents	6	8	14	3	0	3	13	1	1	5	2	4	60
Course Instructor TBA - No Access	5	14	9	0	0	3	5	2	0	6	6	3	53
Reporting System Downtime	2	2	1	9	1	1	6	0	1	13	14	0	50
Lab/ Custom Site Request	2	7	9	2	3	5	9	1	2	3	3	2	48
Tests / Surveys / Pools	1	0	9	7	8	2	4	3	1	2	2	1	40
Launching Site	0	9	6	2	1	2	6	2	0	6	4	1	39
To escalate to Blackboard Support - 3rd Tier	2	0	6	7	5	2	4	3	3	1	5	1	39
Discussion Forums	2	1	7	5	1	1	5	2	1	0	5	1	31
Group Work	1	2	12	2	0	0	5	0	0	0	2	0	24
Blackboard to Uwinsite Issue	2	0	0	0	1	4	3	2	2	3	4	2	23
Development Site Requests	2	3	6	3	2	1	0	1	2	0	2	1	23
Interactive Tools	1	0	4	2	5	1	2	0	2	0	1	4	22
SafeAssign	0	0	3	4	4	0	0	2	1	2	0	1	17
Mobile	0	0	2	2	5	1	1	0	1	1	3	0	16
Rubrics	1	0	1	1	1	0	1	0	3	0	2	1	11
LTI Integration Tools	0	0	0	1	0	0	2	0	1	1	0	2	7
Feature Request	1	0	1	1	1	0	0	0	0	1	0	0	5
COMPLETED TICKETS	57	138	224	106	92	132	240	55	49	58	109	99	

APPENDIX E: GOALS IDENTIFIED IN 2017-18, AND COMPLETED IN 2018-19

In the 2017-18 Annual Report, the CTL identified a number of future actions. The following table summarizes whether and how these actions were met in 2018-19.

Actions Identified in 2017-18	Actions Completed in 2018-19
Curriculum Development and Mapping: Support departments to develop, refine, and map programs; work towards a target of 50% of all programs mapped by 2020 (SMA2)	<ul style="list-style-type: none"> - Mapped or began mapping 41.8% of all programs - Enhanced CuMA, online curriculum mapping tool, to support effective curriculum development and mapping - Held consultations and facilitated workshops and departmental retreats - Coordinated one-time small grant for departmental retreats
Evaluation of Teaching: Support for effective evaluation of teaching including teaching dossiers, student feedback, and evaluation frameworks for renewal, tenure, and promotion	<ul style="list-style-type: none"> - Held over 100 consultations focused on teaching dossier development - Facilitated an over-subscribed week-long Teaching Dossier Academy - Invited as members of the University-wide SET Taskforce - Worked with departments on evaluation frameworks for RTP
Indigenization: Facilitate increased awareness and support for Indigenization of curriculum	<ul style="list-style-type: none"> - With the Office of the Provost, hosted an Indigenous Scholars breakfast - CTL Director joined the AEC - With one year of funding from the Office of the Provost, developed the Indigenous Curriculum and Pedagogy Project Coordinator
Data Governance and Learning Analytics: Implement systems with ITS and partners across campus	<ul style="list-style-type: none"> - Piloted the Blackboard Learning Analytics tool to explore data governance campus processes, approaches, and policies - CTL member chaired a sub-committee, with members from ITS, the Registrar's office, Institutional Analytics and Leddy Library, tasked with examining data analytics tools - Developed a survey to collect information from across campus on data reporting needs, tools currently in use, and gaps
Learning Spaces and Technology: Champion contemporary, evidence-based learning space designs that support effective teaching, access to technology, and help to facilitate active learning	<ul style="list-style-type: none"> - Increased the use of student engagement tools within Blackboard Learn - Explored the integration of third-party vendor tools including publisher resources and student response systems, consulting with Legal Services to review access and privacy issues - With Leddy Library, piloted the Blackboard-integrated Course Reserves software, Leganto, in 130 course sites - CTL member joined the classroom space committee

<p>Support Effective Teaching Through Sustainable Core Programming: Provide essential support of teaching through coherent programming</p> <ul style="list-style-type: none"> a) BlackBoard Learn, and integration with the new UWinSite Student b) Early career faculty support and reporting for SMA2 c) Mid-to-late career and educational leadership support d) GA/TA support and programming 	<ul style="list-style-type: none"> - Successfully integrated Blackboard Learn and Learning Analytics with UWinSite Student - Developed resources and videos to support instructors submitting grades through Blackboard - Hosted 90% of all new full-time faculty hired in 2017-18 in at least one CTL-facilitated workshop, and distributed resources and information about teaching to 100% - Partnered with the Office of the Provost to provide an extended Early Career Faculty Program, with an interactive three-day orientation, weekly informal drop-ins, a faculty lunch, mid-year meeting, preferential access to CTL programs, consultations, and regular emails - Began planning for a new mentoring program - Offered support for mid-to-late career faculty and for leadership development through workshops, extended sessions, a senior scholars program, an educational leadership award, and more - Coordinated the GATA Network and offered GATA Awards
<p>Scholarship: Introduce a modified teaching and learning conference and promote SoTL</p>	<ul style="list-style-type: none"> - Attracted 300 participants at the University of Windsor-hosted conference, “Crucial Conversations in Teaching and Learning” - Offered funding to undertake research on teaching and learning and to travel to and present at teaching and learning conferences - Held consultations focused on scholarship of teaching and learning
<p>Reputation, Imaging and Branding: Continue to build on recommendations from the External Review, clarify what the CTL does as differentiated from other related units, and work with Advancement for sponsorship opportunities to enhance funding</p>	<ul style="list-style-type: none"> - Held regular meetings with members of the CTL and OOL to clarify the support structures and differentiation of support for Blackboard Learn, Collaborate, and video production - Invited an external consultant who facilitated retreat with members from the CTL, OOL, and Quality Assurance as the units prepare to move together to one location
<p>Workload and Sustainability: Work to clarify the focus of projects to ensure sustainability, in alignment with the recommendations of the External Review</p>	<ul style="list-style-type: none"> - Restructured the University Teaching Certificate Program to address issues around workload - Revised and/or removed regular programming to allow the unit to refocus and redirect its priorities, e.g., Summer Series



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