



## 1. Executive Summary

Please refer to the full report: <http://www.uwindsor.ca/ctl/300/annual-reports> for additional details, figures, and images.

### A. Introduction

The CTL is an international leader in educational development, contributing, through research and a scholarly approach, to enhanced pedagogical practices, the design and development of state-of-the-art learning spaces, and the integration of educational technologies. Programming is designed in a variety of formats, and with multiple entry points, to engage instructors in all roles and at all stages of their careers. CTL staff work in partnerships, networking people and units across campus, to create a culture of scholarly and effective teaching well-grounded in research and reflective practice, and thus likely to enhance and inspire student learning.

### B. Goals and Objectives of Reporting Year: Strategic Priorities

1. Provide an exceptional undergraduate experience.
2. Pursue strengths in research and graduate education.
3. Recruit and retain the best faculty and staff.
4. Engage and build the Windsor and Essex County community through partnerships.
5. Promote international engagement.

### C. Successes

- Regularly distributed teaching resources and information to all full-time faculty hired in 2017-18, with 83% of new faculty participating in at least one CTL-facilitated workshop
- Hosted 1,220 participants (574 unique) in 85 workshops and courses
- Received the *University Impact Award* for external teaching award submissions
- Supported curriculum mapping with the launch of CuMA, a curriculum mapping tool uniquely created for Windsor, which also acts as a searchable repository for learning outcomes; 10 departments piloted the tool, and 29% of programs have curriculum maps underway, supporting the Strategic Mandate Agreement (SMA)
- Worked with over 100 people on teaching dossiers
- Awarded the inaugural Educational Leadership Award
- Teaching and Learning Senior Fellow, Veronika Mogyorody, provided mentoring and mid-to-late-career support
- Coordinated a successful 3M National Teaching Fellow, the top recognition in Canada, and celebrated 50 award-winning instructors from all Faculties at the Celebration of Teaching Excellence
- Hosted Blackboard sites in 90% of all courses and supported instructors with new online resources and intensive Bootcamp training
- Disseminated CTL-staff research findings: 6 articles and book chapters; 20 peer-reviewed conference presentations; 19 invited workshops; 11 videos

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Throughout the semester, I have felt challenged to think, grow and take risks. I have been provided with excellent constructive and timely feedback. I was excited to come to class each week & see what new experiences and active learning strategies I would be able to take away ... Truly one of my most memorable and practical courses.

*Learning-Centred Teaching in Higher Education  
Participant Feedback*

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### D. Challenges

1. Integrating Blackboard Learn and re-implementing Blackboard Learning Analytics with the new Student Information System, UWinSite Student; with colleagues across campus, considering issues around data governance; and maintaining sufficient resources – both human and financial
2. Ensuring curriculum mapping is implemented in a way that is useful to instructors and programs, and supports program enhancement in addition to successful documentation for the SMA
3. Effectively assessing the impact of CTL services and initiatives, to focus priorities and guide the direction of the CTL, further clarifying mandates with the Office of Open Learning (OOL)
4. Sustainability of workload with existing resources and space

## 2. Report

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

The CTL's mandate is consistent with the educational goals and objectives identified in the University's Strategic Plan and Strategic Mandate Agreement, with particular focus on the undergraduate experience, research-based practice, graduate teaching development, and supporting faculty and staff. In the reporting period there were a number of changes in the CTL organizational structure, including hiring a limited-term Learning Specialist for Curriculum Development, and finalizing a long-term disability replacement for the Online Learning Systems Administrator.

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

- a) Fostered exceptional teaching directly impacting student learning across the institution
  - Hosted 1,220 participants (574 unique) in 85 workshops and courses
  - Held thousands of individual consultations with faculty, staff, and students from every Faculty
  - Maintained strong CTL representation across campus with staff sitting on 33 committees
- b) Promoted student engagement and learning through undergraduate research and High Impact Practices (HIPs)
  - Partnered with Phil Wernette to support the UWill Discover Undergraduate Research Conference, offering workshops to help students develop and present proposals, supporting the connection between teaching and research
  - Funded 18 students to attend teaching and learning conferences
  - Organized or facilitated five sessions on HIPs
- c) Encouraged effective use of technology to enhance learning by integrating Blackboard Learn, Outcomes, and Learning Analytics consistent with enrollment and retention initiatives
  - Collaborated with IT Services (ITS), OOL, and faculty and staff across campus to offer expertise in pedagogy and hybrid learning, hardware management, programming, and communications
  - Supported 90% of all courses from every Faculty with a Blackboard site (20% increase compared to last year)
  - Supported increase in Blackboard interactive tools, i.e., assignments, surveys, discussion forums
  - More than 1,000 help requests resolved through Tier 2 tickets requiring expertise from the CTL around system administration, site access, and use of features - almost tripled since last year
  - Maintained a stable system with 99.5% uptime, and with ITS, introduced a number of strategies to monitor and mitigate system outages
  - Used the new TeamDynamix system to analyze reported issues, allowing for more intentional and proactive staffing and resource development
  - Validated data and reports provided through Learning Analytics to inform decisions
- d) Partnered directly with students to engage them in teaching, learning and educational development
  - Mentored student researchers to launch a study exploring the impact of students partnering with CTLs
  - Worked with over 800 students (five students in Ignite Work-study program, two LMS students, ten research and project assistants, over 30 volunteers at events, and over 750 students involved in grants)
  - Hosted 315 students in formal CTL programs

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

- a) Supported graduate assistant and teaching assistant (GA/TA) professional development in teaching
  - With Graduate Studies, supported the nomination of the GATA Network for a Canadian Association of Graduate Studies Award
  - Hosted 269 participants at GATAcademy, and 76 at the GATA Winter Academy
  - Offered workshops to GA/TAs, and with Office of Career Development and Experiential Learning and Graduate Studies, on resources and sessions
  - Developed five online training modules for GAs and TAs on tips, resources, and services
  - Hosted 1,570 members on the GATA Network Blackboard resource site
  - Facilitated promotion and selection of GATA Awards for Educational Practice and Educational Leadership
  - Supported graduate education through a collaboration with Law, integrating the University Teaching Certificate (UTC) into a graduate program
  - Supported and provided feedback on graduate-level curriculum mapping

- b) Encouraged and support faculty as they develop a scholarly approach to teaching and evidence-based decision-making, and engage in the scholarship of teaching and learning
  - Partnered for over a decade with Oakland University to offer an international teaching conference, with 40 members of University of Windsor participating this year
  - Awarded five Centred on Learning Innovation Fund (CLIF) grants of \$2000-5000 to 10 researchers from eight academic and non-academic units (contributing to a total of 93 grants over 10 years)
  - Provided 14 travel grants to instructors and students from seven Faculties to disseminate teaching research
- c) Enhanced student learning experiences through research in collaboration with the Office of Research and Innovation Services (ORIS)
  - Partnered with ORIS to offer nine Undergraduate Research Experience Grants to 15 researchers
  - GATA Coordinators trained students presenters for the Three Minute Thesis Competition
- d) Engaged in scholarship to contribute to the enhancement of teaching and learning in higher education
  - Worked on seven ongoing research grants totaling over \$300,000 on teaching and learning projects
  - Continued analysis of the CTL's impact, assessing a campus-wide survey and presenting internationally
  - Disseminated staff research findings: 6 articles and book chapters; 20 peer-reviewed conference presentations; 19 invited workshops; 11 videos
  - Peer reviewed for 13 conferences and journals on teaching and learning in higher education
  - Supervised PhD students and acted as committee members or external readers on doctoral and master's committees, particularly those related to teaching and learning in higher education

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

- a) Offered ongoing programming of different formats and lengths
  - In the last two years, hosted 362 full-time faculty and 152 sessionals in workshops and courses, and engaging hundreds more in consultations, departmental retreats, and conferences
  - Hosted 85 workshops, courses, and programs, attracting over 1,000 participants in all roles and levels
  - Organized the Summer Series with 14 presenters from across campus, and the Teaching and Learning Workshop series, with 15 presenters from across campus
  - Revised the University Teaching Certificate based on the recommendations of an External Review
- b) Embedded support for early career faculty, including UWindsor's final 50 SPF hires
  - Welcomed 83% of 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 email notices
- c) Provided support and networks for mid- to late-career instructors and Heads
  - Invited and mentored 23 mid-to late-career faculty to facilitate teaching and learning workshops
  - Developed a Deans, Associate Deans, Heads, and Directors program with the Office of the Provost
  - Invited a scholar from New Zealand to facilitate a session for Deans and Heads on new faculty success
  - Provided support and worked with University Teaching Leadership Chairs, including consulting on a mid-career faculty retreat offered by Judy Bornais and Dave Andrews
- d) Engaged educational leaders and change agents to enhance teaching culture
  - Established and awarded the first UWindsor Educational Leadership Award to Maureen Sterling, Business
  - Continued to offer the Teaching and Learning Senior Scholar Program, a fellowship for retired faculty members with records of educational leadership and a plan for continued advancement of teaching
  - Partnered with educational leaders in Human Kinetics and Science to explore leadership practice
- e) Supported Faculty-level curriculum initiatives and mapping
  - Continued to support departments as they designed new and refined existing courses and programs
  - Provided feedback on learning outcomes for 273 courses and 33 programs approved by Senate in 2017 calendar year
  - Designed and launched an online curriculum mapping tool with a learning outcomes repository: 10 departments are piloting the tool, helping to highlight strengths and areas for refinement (<https://ctl2.uwindsor.ca/cuma/prj/>)
  - In just six months, worked with program maps, with 29% underway, over halfway to the SMA target for 2020
  - Developed a curriculum primer (<http://www.uwindsor.ca/ctl/474/curriculum-mapping>)

- Presented to Provost and Faculty Council meetings, offered workshops, departmental retreats, and consultations
- f) Built capacity to support indigenization of curriculum
- Began initial steps to connect with the Aboriginal Education Council, Office of the Provost and Turtle Island, and colleagues from across campus to begin to build capacity, and support those engaged in indigenization
- g) Explored support for sessional instructors
- Supervised PhD student engaged in a literature review to explore models of support for sessional instructors
- h) Examined effective approaches to evaluating teaching integrated with hiring, tenure, and promotion
- Offered consultations and co-facilitated workshops for Heads and faculty with the Office of the Provost
  - Worked with over 100 people on teaching dossiers, and held the Teaching Dossier Academy, with strong recognition from participants
- i) Celebrated teaching excellence, and reward and value teaching in hiring, tenure, and promotion
- Welcomed over 250 people and 50 teaching award winners at the Celebration of Teaching Excellence
  - Invited to sit on six teaching award committees at the University of Windsor and nationally
  - Awarded the *University of Windsor Impact Award* for work on external teaching award submissions (Marval, Raffoul, Hamilton)

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

- a) Pursued funding and sponsorship

#### 5. ***Promote international engagement:***

- a) Fostered international relationships and global perspectives with initiatives such as the International Faculty Development and Visiting Fellows in Educational Development programs
- Involved with 16 national and international societies, and 17 external committees and boards
  - Coordinated the national Educational Developers Caucus Guide Series
  - Invited to facilitate an Instructional Skills Workshop and train facilitators at Illinois State University
  - Invited to externally review a teaching and learning centre at a Canadian University
  - Consulted with faculty and educational developers across the globe on teaching and learning topics, programs, and research
  - Welcomed Visiting Fellows from China and Australia, who facilitated workshops across campus and provincially, and consulted with faculty and staff on teaching development

### B. **Future Actions/Initiatives for 2018-2019**

1. **Curriculum Development and Mapping:** support departments to develop, refine, and map programs, working towards a target of 50% mapped by 2020 for SMA2
2. **Evaluation of Teaching:** support for effective evaluation of teaching including teaching dossiers, student feedback, and evaluation frameworks for renewal, tenure, and promotion
3. **Indigenization:** facilitate increased awareness and support for Indigenization of curriculum
4. **Data Governance and Learning Analytics:** implement systems with ITS and partners across campus
5. **Learning Spaces and Technology:** 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, and others)
6. **Support Effective Teaching through Sustainable Core Programming:** provide essential support of teaching through coherent programming
  - 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
  - d. GA/TA
  - e. HIPs and experiential learning in collaboration with the Office of Experiential Learning
7. **Scholarship:** introduce a modified teaching and learning conference and promote SoTL
8. **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
9. **Workload and Sustainability:** work to clarify the focus of projects to ensure sustainability, in alignment with the recommendations of the External Review

**C. Recommendations for Senate consideration**

Consider the role of faculty in strategic planning, development, and refinement of learning spaces

**D. Summary Based on 2016-2017 Future Actions**

In the previous report, Future Actions were identified for 2017-2018. The following is a summary of actions based on that structure:

Future Actions Identified in 2016-17 APC Report	Actions Completed in 2017-18 APC Report
1. Work towards 50% of programs having curriculum maps and support curriculum development introducing a new curriculum mapping	<ul style="list-style-type: none"> <li>• With ITS, developed the curriculum mapping tool, CuMA, now in use by 10 departments</li> <li>• Supported departments in developing 273 course learning outcomes (LO) and 33 program-level LO (194 programs as of June have approved LO)</li> <li>• Provided departmental retreats, workshops, consultations, and resources</li> <li>• Supported 68 programs in progress with 13 complete (29% of total)</li> </ul>
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	<ul style="list-style-type: none"> <li>• Initiated Privacy Impact Analysis and Risk Assessment processes for integrating with third party vendors working with ITS and Legal Counsel</li> <li>• Facilitated 19 face-to-face workshops, and 81 customizable sessions; hosted eight on-line courses; and resolved 1325 help tickets</li> <li>• Facilitated an increase use of interactive tools</li> <li>• Validated the Learning Analytics module (A4L) and developed reports to analyze data from Blackboard Learn to support decision making</li> <li>• Negotiated a new implementation of Learning Analytics, A4L, to be ready to implement following the campus student information system migration</li> <li>• Used Blackboard's A4L Pyramid software to analyze CTL registration data</li> <li>• Provided access to Mentimeter, a student response system</li> <li>• Contributed to data governance discussions</li> </ul>
3. Embed teaching and learning support for early career faculty, GATAs, sessionals, mid- to late-career instructors, and Heads	<ul style="list-style-type: none"> <li>• New Faculty               <ul style="list-style-type: none"> <li>○ Co-organized New Faculty Orientation with Office of the Provost</li> <li>○ Began monthly informal drop-in meetings</li> <li>○ Provided a New Faculty lunch</li> <li>○ Co-Sponsored a winter Survive and Thrive meeting</li> <li>○ Provided regular email notices</li> </ul> </li> <li>• GATA               <ul style="list-style-type: none"> <li>○ Mentored the GATA Network, a two-person graduate student team hired to provide GAs and TAs with resources for personal and professional development</li> <li>○ Recruited support from all Faculties for the funding of GATAcademy</li> <li>○ GATA Network offered workshops, including sessions with Propel, a program coordinated through Career Development and Experiential Learning</li> </ul> </li> <li>• Sessional               <ul style="list-style-type: none"> <li>○ Provided targeted BlackBoard training</li> <li>○ Invited sessionals to all CTL campus development opportunities</li> </ul> </li> <li>• Mid-career               <ul style="list-style-type: none"> <li>○ Invited and mentored 23 mid-to late-career faculty members as facilitators of workshops</li> <li>○ Consulted with Teaching Leadership Chairs, and supported two who designed the first Mid-Career Retreat</li> </ul> </li> <li>• Late-Career, Heads               <ul style="list-style-type: none"> <li>○ Established Teaching and Learning Senior Fellow in CTL, providing mentoring, workshops and networks, (Veronika Mogyorody)</li> <li>○ Facilitated sessions as part of Deans and Heads program with Office of the Provost</li> <li>○ Invited international researcher to present on department head's roles in supporting early career faculty</li> </ul> </li> </ul>
4. Engage educational leaders and change agents to enhance the teaching culture on campus	<ul style="list-style-type: none"> <li>• Awarded first Educational Leadership Award</li> <li>• Invited leaders to sit on Teaching and Learning committees (eg. review grants)</li> <li>• Supported Teaching and Learning Chairs as they finalized their terms</li> </ul>

<p>5. Support high impact teaching practices to provide students with HIPs and experiential learning (EL) opportunities, including undergraduate research experiences</p>	<ul style="list-style-type: none"> <li>• Offered campus wide workshops on HIPs and EL through the Summer Series and TL Series Workshops</li> <li>• Facilitated department specific workshops on HIPs (e.g., Social Work)</li> <li>• Developed online resources</li> <li>• Collaborated with Office of Experiential Learning on a one-week intensive course on EL</li> <li>• Co-sponsored Undergraduate Research Experience Grants</li> <li>• Supported UWill Discover as committee members and volunteers</li> <li>• Provided funding for 14 students to attend and present at international teaching and learning conferences</li> <li>• Led the start of SMA3 Experiential Learning Tagging project, collaborating with 6 units at UWindsor, and 6 additional universities</li> <li>• Integrated the ability to track and map HIPs and EL in the new curriculum mapping tool</li> </ul>
<p>6. Update and re-envision the website and online resources within the new Drupel format</p>	<ul style="list-style-type: none"> <li>• Moved website to Drupal 7</li> <li>• Updated Resource page</li> <li>• Developed 11 videos on topics such as learning outcomes, HIPs, Blackboard and GATA support</li> </ul>
<p>7. Pursue funding and sponsorship</p>	<ul style="list-style-type: none"> <li>• Drafted initial sponsorship documents <i>(Note: Representative changed jobs, so we have delayed progress)</i></li> </ul>
<p>8. Support effective evaluation of teaching</p>	<ul style="list-style-type: none"> <li>• Worked with Office of the Provost in supporting revised departmental evaluation frameworks</li> <li>• Consulted with instructors and Heads on developing teaching dossiers, and provided feedback on drafts, working with over 100 dossiers</li> <li>• Facilitated the annual Teaching Dossier Academy</li> </ul>
<p>9. Build capacity to support marginalized people</p>	<ul style="list-style-type: none"> <li>• Supervised Education PhD student engaged in literature review for support of Sessional Instructors</li> <li>• Began to raise awareness and provide support for the indigenization of curriculum, meeting with Aboriginal Education Council, Office of the Provost and Turtle Island, and colleagues from across campus to begin to build capacity and support those engaged in indigenization</li> </ul>
<p>10. Continue to evaluate the impact and structure of the CTL</p>	<ul style="list-style-type: none"> <li>• Analyzed workshop ratings and attendance data using A4L Analytics</li> <li>• Analyzed Blackboard issues using TeamDynamix tickets to track problem types and proactively identify busy times, and top issues for future training</li> <li>• Continued to collect program and service data including participation and demographic data, participant feedback, self-reports of changes, pre-post tests for the UTC, and participant reflections and portfolios</li> </ul>