CENTRE FOR TEACHING AND LEARNING ANNUAL REPORT TO THE ACADEMIC POLICY COMMITTEE 2018-19

University of Windsor

1. Executive Summary

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

A. Introduction

The CTL is a leader in educational development, contributing – through research and a scholarly approach and in partnership with units across campus – to a culture of quality teaching and reflective practice, and a community of engaged instructors, staff, and students. Ranging from workshops to year-long programs to granting schemes, Centre programming is intentionally designed to engage instructors at all stages in their careers and with multiple interests, so to build networks of faculty, students, and staff across campus, and a distributed model of leaders committed to teaching excellence and student learning.

The CTL's mandate is both core to the mission of the University of Windsor, as it supports and enhances teaching and learning on campus through the thoughtful integration of interactive technologies and effective pedagogical practices; **and critical to the current provincial context**, as it supports Ontario-wide teaching and learning goals as well as Strategic Mandate Agreements (SMA).

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.
5. Promote international engagement.

C. Successes

- Hosted more than 1,300 participants (619 unique) in 81 courses, programs, and workshops: more than 74% of all full-time faculty participated in a formal CTL event between 2016-18
- Regularly distributed teaching resources and information to all new faculty hires, with 90% of new faculty participating in at least one CTL-facilitated workshop
- Launched the newly revised University Teaching Certificate (UTC) to wait lists of graduate students and faculty from across departments: the UTC is now formally integrated into the Faculty of Law's LLM
- Supported curriculum mapping through consultations, retreats, workshops, and the CTL-developed online tool, CuMA: 41.8% (107.5 programs) programs completed or began developing maps

Course, Program, and Workshop Attendance by Role

1,378 total participants (comprised of 619 unique individuals)

Students[1] 45% · Faculty 38% · Staff 8% · Sessional 6% · Alumni 2% · External 1% · Retiree 0.5%

- Reviewed 534 sets of course-level learning outcomes and 18 sets of program-level learning outcomes that were approved by the Program Development Committee
- Developed and coordinated small grants to support curriculum retreats
- Hosted Blackboard sites in 90% of all courses
- Supported the integration of Blackboard and Learning Analytics with UWinsite Student
- Welcomed nearly 300 participants to the University of Windsor Teaching and Learning Conference, garnering a feature story and interview with the CBC
- Hosted GATAcademy, the GA/TA Orientation, to 300 graduate and teaching assistants
- Disseminated CTL-staff research findings: 7 publications; 24 peer-reviewed and 19 invited sessions; 14 videos
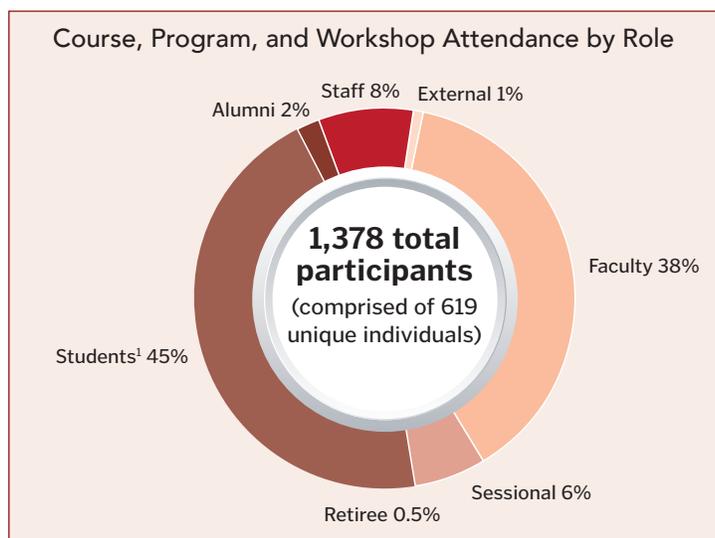
D. Challenges
- Partnering with colleagues across campus to work through issues around data governance
- Ensuring the Centre's involvement in supporting the SMAs remained focused on effective teaching and learning
- Sustaining initiatives as two positions, originally conceived of as permanent are temporary: one to support curriculum development (ending December 2019), and one to support Indigenization (ending August 2020)
- Securing support from University Advancement to pursue fundraising to help address fiscal constraints
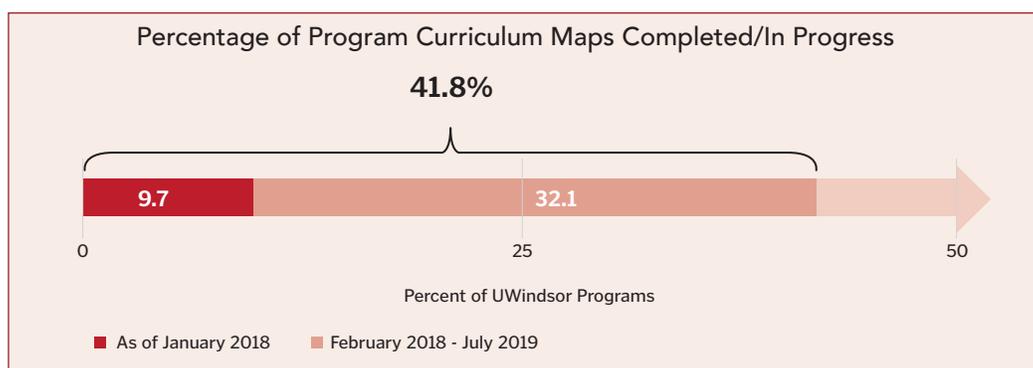
2. Report

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 to the CTL's organizational structure, including the dissolution of the Vice-Provost, Teaching and Learning, Position, as well as preparation for a full unit move to the Ed Lumley Centre for Engineering Innovation (CEI).

1. Provide an exceptional undergraduate experience:
a. Fostered exceptional teaching directly impacting student learning and retention across the institution
- Hosted 1,300 participants (619 unique) in 81 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 53 campus committees
- Provided support for and consultation on institutional policies impacting teaching and learning

b. Supported the development, revision, and mapping of new and existing programs
- Supported curriculum mapping through consultations, retreats, workshops, and the CTL: 41.8% (107.5 programs) programs completed or began developing maps, making progress toward the SMA2 goal of 50% by 2020
- Developed the curriculum mapping tool (CuMA) to create an instant curriculum map with University Graduate Attributes that can be used as a starting point for further mapping and program enhancement
- Provided feedback on 534 sets of course-level learning outcomes and 18 sets of program-level learning outcomes that were approved by the Program Development Committee
- Enhanced the online curriculum mapping tool (CuMA) with a learning outcomes repository, helping to highlight strengths and areas for refinement (ctl2.uwindsor.ca/cuma/prj)

Percentage of Program Curriculum Maps Completed/In Progress

41.8%

9.7	32.1

0   25   50

Percent of UWindsor Programs

■ As of January 2018   ■ February 2018 - July 2019

c. Partnered with students to engage them in teaching, research, and educational development
- Mentored student researchers in a study exploring and disseminating the impact of students partnering with CTLs
- Worked with 100 students directly (Ignite work-study program, research and project assistants, volunteers at events, GATA Coordinators, and workshop facilitators) as well as hundreds more through grants
- Hosted 302 students in formal CTL programs
- Funded 95 students to attend teaching and learning conferences - through travel grants and our hosted conference - in order to encourage student learning through research

- Supervised five Ignite work-study students, with Erika Kustra receiving the Ignite Supervisor of the Year Award

d. Encouraged the effective use of technology to enhance learning by integrating Blackboard Learn, and Learning Analytics consistent with enrollment and retention initiatives
   - Supported 90% of all courses from every Faculty with an active Blackboard site
   - Collaborated with IT Services, OOL, and faculty and staff across campus to offer expertise in pedagogy and hybrid learning, hardware management, programming, and communications
   - Supported the increased use of Blackboard interactive tools, i.e., assignments and discussion forums
   - Resolved more than 1,000 help requests focused on system administration, site access, and use of features
   - Maintained a stable system with 99.8% uptime, supported by improved monitoring with IT Services
   - Supported the integration of Blackboard and Learning Analytics with UWinsite Student

2. Pursue strengths in research and graduate education:
a. Supported graduate assistant and teaching assistant (GA/TA) professional development in teaching
   - Supported graduate education through a collaboration with Law, integrating the UTC into its LLM graduate program: this year saw its first graduating cohort
   - Supported and provided feedback on graduate-level curriculum mapping
   - Hosted 378 GA/TAs in GATAcademy, Winter Academy, and targeted workshops
   - In collaboration with Graduate Studies, supervised the GA/TA Network, a two-person graduate student team who offered workshops, developed resources, and online training modules
   - Hosted over 1,700 members on the GATA Network Blackboard resource site
   - Facilitated promotion and selection of GATA Awards for Educational Practice and Educational Leadership
   - With Graduate Studies, developed the nomination of the GATA Network for a Canadian Association of Graduate Studies Award

b. Encouraged and supported faculty as they developed a scholarly approach to teaching and evidence-based decision-making, and engaged in the scholarship of teaching and learning
   - Hosted the University of Windsor Teaching and Learning Conference, welcoming nearly 300 participants: participants from UWindsor presented 79 concurrent sessions and posters
   - Awarded five Centred on Learning Innovation Fund grants of $2000-5000 to 13 researchers from seven academic and non-academic units
   - Provided 14 travel grants to instructors and students from 13 units to disseminate teaching research
   - Partnered with faculty to research issues in teaching and learning, and facilitated the development of publications and presentations
   - Consulted with faculty across units on pursuing teaching and learning research
   - Began the development of a course focused on supporting faculty in the Scholarship of Teaching and Learning

c. Enhanced student learning experiences through research in collaboration with the Office of Research and Innovation Services (ORIS), as a High Impact Practice
   - Partnered with ORIS to offer seven Undergraduate Research Experience Grants to 11 researchers, a granting scheme developed with ORIS to encourage faculty to teach and mentor undergraduate researchers
   - GA/TA Network 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 six ongoing teaching and learning-focused research grants totaling over $115,000

- Disseminated CTL-staff research findings: 7 publications; 24 peer-reviewed and 19 invited sessions; 14 videos
- Peer reviewed sessions and articles for 12 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, core programming in different formats and lengths for faculty, sessional instructors, students, staff

> This course is extremely practical and I would recommend it to other instructors and graduate students. A lot of the concepts in this course are foundational and essential to teaching and designing a meaningful learning-centred course.
>
> *Course Design 2019*

- Hosted 227 unique full-time faculty and sessional instructors in workshops, programs, and courses; and engaging hundreds more through consultations, departmental retreats, and conferences
- Hosted 81 workshops, courses, and programs, attracting over 1,300 participants in all roles and levels
- Organized workshops and sessions featuring 40 presenters from across campus and seven external visitors
- Piloted the revised UTC, which now allows for more flexibility for faculty participants

b. Embedded support for early career faculty, including UWindsor's final 50 SPF hires and Indigenous Scholars
- Welcomed 90% of new full-time faculty hired in 2018-19 to 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; hosted weekly informal drop-ins, a faculty lunch, and mid-year meeting; and offered preferential access to CTL programs, consultations, and regular email notices
- Began planning for a new mentoring program

c. Provided support and networks for mid- to late-career instructors and Heads
- Provided opportunities for leadership, inviting and mentoring 17 mid-to late-career faculty to facilitate teaching and learning workshops
- Facilitated a Deans, Associate Deans, Heads, and Directors program with the Office of the Provost
- Awarded CLIF and travel grants

d. Engaged educational leaders and change agents to enhance teaching culture
- Awarded the second UWindsor Educational Leadership Award to Antonio Pascual-Leone, Psychology
- Offered the Teaching and Learning Senior Scholars Program, a fellowship for retired faculty members, Veronika Mogyorody (VABE) and Erica Stevens Abbitt (Dramatic Art) were the 2018-19 Senior Scholars
- Provided support and worked with University Teaching Leadership Chairs
- Partnered with leaders in Human Kinetics and Science to research and explore leadership practice

e. Began building capacity to support indigenization of curriculum
- Joined the Aboriginal Education Council (AEC), and together with AEC, the Office of the Provost and Turtle Island, began the hiring process for an Indigenous Curriculum and Pedagogy Project Coordinator

f. Examined effective approaches to evaluating teaching integrated with hiring, tenure, and promotion
- Worked with over 100 people on teaching dossiers, and hosted the Teaching Dossier Academy
- Offered consultations and co-facilitated workshops for Heads and faculty with the Office of the Provost
- Joined the Student Evaluations of Teaching Task Force chaired by Dennis Jackson, Psychology

g. Celebrated teaching excellence, rewarding and valuing teaching in hiring, tenure, and promotion
    - Welcomed over 250 people and celebrated 45 teaching award winners from 16 departments at the Celebration of Teaching Excellence
    - Invited to sit on 4 teaching award committees at the University of Windsor and nationally

5. Promote international engagement:
a. Fostered international relationships and global perspectives with initiatives such as the Visiting Fellows in Educational Development programs
    - Involved with 18 national and international societies, and 23 external committees and boards
    - Coordinated the national Educational Developers Caucus Guide Series
    - Chaired Canadian and international societies, and represented Canada at international meetings
    - Invited to externally review a Canadian teaching and learning centre
    - Consulted with faculty and educational developers across the globe on teaching and learning topics, programs, and research
    - Welcomed a Visiting Fellow from Canada, who facilitated workshops on student attention and engagement

B. Future Actions/Initiatives for 2018-19

1. **Evaluation of Teaching:** Support for 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

C. Recommendations for Senate Consideration

Consider a strategic institutional approach to Indigenization, which will include and embed Indigenous curriculum and pedagogy.

D. Summary Based on 2017-18 Future Actions

In the 2017-18 Annual Report, the CTL identified future goals, actions, and initiatives. Please refer to Appendix E in the full report for a summary of the actions completed related to the these goals: uwindsor.ca/ctl/300/annual-reports.