

1. Executive Summary

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

A. Introduction

The Centre for Teaching and Learning’s programming is intentionally designed to engage instructors at all stages of 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. **The Centre’s mandate is 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 and Strategic Mandate Agreements (SMA).

In 2019-20, the CTL, along with the Office of Open Learning (OOL) and a member of the Office of Quality Assurance (QA), relocated to the Ed Lumley Centre for Engineering Innovation, a move designed to support and strengthen the collaboration between the units, and increase campus visibility for teaching and learning.

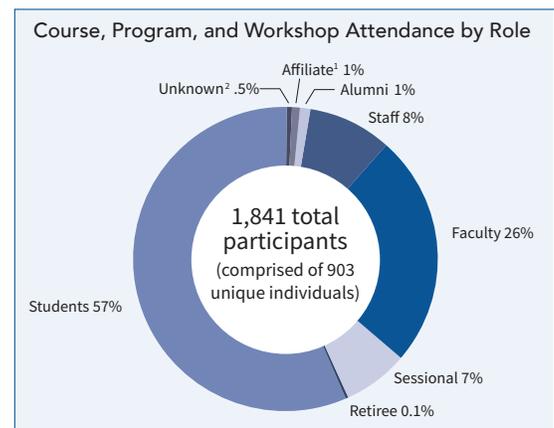


B. Goals and Objectives of Reporting Year: Strategic Priorities

1. Provide an exceptional undergraduate experience.
2. Pursue strengths in research and graduate education.
3. Recruit and retain the best faculty and staff.
5. Promote international engagement.

C. Successes

- Led and supported the campus-wide transition to online teaching and learning due to the COVID pandemic, working with 580 unique instructors in the first three months of the transition, and launching virtual support initiatives: the CTL was recognized internationally for our approach and contributions
- Hosted more than 1,800 participants (903 unique individuals) in 98 courses, programs, and workshops
- Engaged with more than 60% of full-time faculty members through consultations or events
- Hired a part-time Indigenous Curriculum and Pedagogy Project Coordinator and offered workshops to 186 faculty, staff, and students across units, developed [online resources](#), and launched the *Nanadagikenim: Seek to Know Grant*
- Successfully bid for internal and external funding to assess the challenges and perceived needs of educational developers working to support the Indigenization of curricula
- Exceeded the SMA2 requirement for curriculum mapping: 50.9% (176 total) programs were mapped by December 2019
- Refined the CTL/ITS-developed online curriculum mapping tool, [CuMA](#)
- Hosted Blackboard sites in 92% of all courses
- Launched new outreach initiatives including a monthly [CTL Newsletter](#) and [Teach & Learn blog](#)
- Developed a new Early Career Faculty Mentoring Program, and engaged 97% of new faculty in at least one CTL-facilitated event
- Partnered with the Office of Experiential Learning to draft definitions for reporting on experiential learning for SMA3
- Hosted GATAcademy and Winter GATAcademy, the GA/TA orientation events, to over 300 graduate and teaching assistants
- Disseminated CTL-staff research findings: 7 peer-reviewed publications; 10 peer-reviewed and 18 invited sessions; 27 videos, 8 grants
- Received the OPUS 2020 Departmental Appreciation Award for support of part-time students



D. Challenges

- Sustaining capacity to support the pivot to remote teaching during the COVID pandemic
- Sustaining campus-wide initiatives, as two positions, originally conceived of as permanent are now temporary: one to support curriculum development (ending December 2019), and one to support Indigenization (ending August 2021)
- Securing financial support from external sources 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 addition of a part-time Indigenous Curriculum and Pedagogy Project Coordinator and the completion of a limited-term Learning Specialist tasked with supporting curriculum mapping.

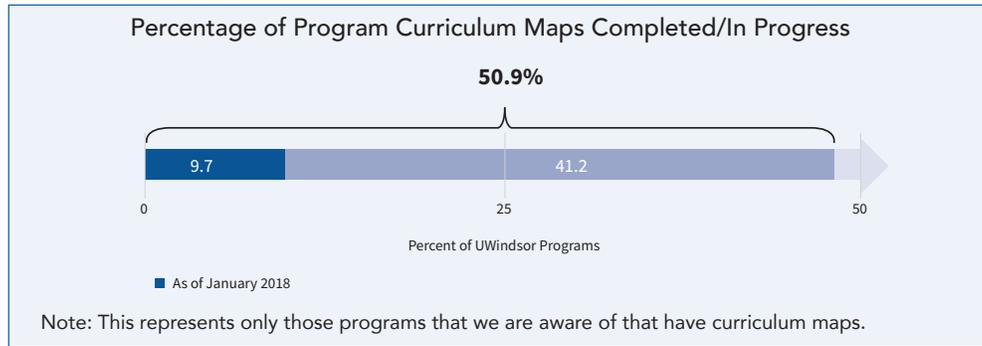
1. Provide an exceptional undergraduate experience:

- a. Supporting the campus-wide pivot online from March-June 2020, in collaboration with multiple units across campus
 - Worked with more than 580 unique participants including instructors, staff, and GA/TAs during the first three months
 - Hired co-op students with approximately \$50,000 external funding
 - Developed virtual support initiatives:
 - Online sprint sessions focused on topics including online assessment
 - New Wiki pages focused on all areas of online instruction
 - Virtual drop-in space, BB Café, for one-on-one support: 368 participants dropped in
 - Campus-wide and department-specific workshops focused on academic integrity, authentic assessment, and Blackboard
 - Online training videos
 - Teaching evaluation surveys for instructors seeking formative feedback on their online teaching
 - Web resources including FAQs related to teaching and learning issues for University-wide sites; email communications regarding teaching and evaluation practices; and an internationally accessed article and blog on the support of online conferences
 - Hundreds of virtual consultations with instructors representing every Faculty on campus
 - Began working on a campus-wide support website, Teaching Online
- b. Fostered exceptional teaching directly impacting student learning and retention across the institution
 - Hosted more than 1,800 participants (903 unique individuals) in 98 courses, programs, and workshops
 - Maintained strong CTL representation across campus with staff sitting on 54 campus committees
 - Provided support for and consultation on institutional policies impacting teaching and learning, such as recording policies
- c. Initiated projects to Indigenize curriculum and pedagogies
 - Hired part-time Indigenous Curriculum and Pedagogy Project Coordinator, Jaimie Kehego
 - Hosted 186 faculty, staff, and students across units in 10 campus-wide workshops focused on bringing Indigenous knowledge and approaches into classrooms
 - Designed an online Foundation Series, held individual consultations, and developed [online resources](#) and videos
 - Launched the *Nanadagikenim: Seek to Know Grant* funding 34 people
 - Successfully bid for internal and external funding to assess the challenges and perceived needs of educational developers working to support the Indigenization curricula
- d. Supported the development, revision, and mapping of new and existing programs
 - Successfully achieved the SMA2 mandate to map 50% of all programs: 50.9% (176) programs were mapped by the December 2019 deadline
 - Supported curriculum mapping through small grants, consultations, retreats, workshops
 - Provided feedback on 340 sets of course-level learning outcomes and 30 sets of program-level learning outcomes that were approved by the Program Development Committee and Senate

"The BBcafe has been a really tremendously important source that I can rely on during these challenging times, and consequently, my students have benefited from the smooth operation of my classes and exams."

Instructor, 2020

- Enhanced the online curriculum mapping tool (CuMA) with a learning outcomes repository, helping to highlight strengths and areas for refinement (<https://ctl2.uwindsor.ca/cuma/prj/>)



- e. Partnered with students to engage them in teaching, research and educational development
 - Mentored student researchers in a study exploring the impact of students partnering with CTLs
 - Directly worked with 50 students (Ignite work-study program, research and project assistants, GATA Coordinators, and workshop facilitators), as well as hundreds more involved in grants
 - Hosted 498 students in formal CTL programs
- f. Encouraged the effective use of technology to enhance learning by integrating Blackboard Learn, and Learning Analytics consistent with enrollment and retention initiatives
 - Supported 92% 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 for assignments
 - Resolved more than 1,276 help requests focused on system administration, site access, and use of features
 - Maintained a stable system with 99.4% uptime, supported by improved monitoring with IT Services

2. Pursue strengths in research and graduate education:

- a. In response to the pivot to online delivery due to the COVID-19 pandemic, GATA Network supported GA/TAs by offering daily (2 hours/day) drop-in virtual office hours beginning in April 2020. They also coordinated and delivered departmental and campus-wide online workshops and facilitated the transition of GATAcademy 2020 to a week-long online event.
- b. Supported graduate assistant and teaching assistant (GA/TA) professional development in teaching
 - Supported graduate education through a collaboration with Law, integrating the University Teaching Certificate into its LLM graduate program: this year saw its first graduate cohort
 - Supported and provided feedback on graduate-level curriculum mapping
 - Hosted over 400 GA/TAs in GATAcademy, Winter Academy, and targeted GATA 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
 - Hosting Blackboard and social media accounts, which have been accessed by thousands of people worldwide.
 - Facilitated promotion and selection of GATA Awards for Educational Practice and Educational Leadership
- c. 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
 - Offered a new six-week course focused on supporting faculty in the Scholarship of Teaching and Learning
 - Awarded four Centred on Learning Innovation Fund (CLIF) grants of \$2000-5000 to 10 researchers
 - Awarded nine Nanadagikenim Seek to Know Grants to 34 individuals, with each grant including collaboration with the Indigenous community
 - Provided 13 CTL travel grants to disseminate teaching research (nine postponed due to COVID)
 - Partnered with faculty to research issues in teaching and learning
 - Consulted with faculty across units on pursuing teaching and learning research
- d. 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 12 Undergraduate Research Experience Grants to 12 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 (the competition was cancelled due to COVID)
- e. Engaged in scholarship to contribute to the enhancement of teaching and learning in higher education
- Worked on eight ongoing research grants totaling over \$33,000 on teaching and learning projects
 - Disseminated CTL-staff research findings: 7 peer-reviewed publications; 10 peer-reviewed and 18 invited sessions; 27 videos
 - Peer-reviewed sessions and articles for 15 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
- Hosted 98 workshops, courses, and programs, attracting over 1,800 participants in all roles and levels
 - Hosted full-time faculty and sessional instructors in workshops, programs, and courses; and engaging hundreds more through consultations, departmental retreats, and conferences – and over 60% of all full-time faculty (315 faculty, AAS, and librarians) in support provided by the CTL
 - Organized workshops and sessions featuring facilitators from outside of the CTL with 40 representatives from across campus and five external visitors
 - University Teaching Certificate had two courses approved for graduate-credit, and with a waiting list of 10
- b. Embedded support for early career faculty
- Welcomed 97% of new full-time faculty hired in 2019-20 to at least one CTL-facilitated workshop; and distributed resources and information about teaching to 100%
 - Launched new Early Career Faculty Mentoring Program, with 24 early career faculty
 - Partnered with the Office of the Provost to provide an extended Early Career Faculty Program, with an interactive four-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
- c. Provided support and networks for mid- to late-career instructors and Heads
- Provided opportunities for leadership, inviting and mentoring eight mid-to late-career faculty to facilitate teaching and learning workshops
 - Awarded grants, and engaged mid to late career faculty in reviewing grants
- d. Engaged educational leaders and change agents to enhance teaching culture
- Awarded the UWindsor Educational Leadership Award to Anne Forrest, Women's and Gender Studies
 - Offered the Teaching and Learning Senior Fellows Program, a fellowship for retired faculty members-Veronika Mogyorody (VABE) and Erica Stevens Abbitt (Dramatic Art)
 - Partnered with leaders in Human Kinetics to research and explore leadership practice
- e. Examined effective approaches to evaluating teaching integrated with hiring, tenure, and promotion
- Developed an informal process for instructors to gather feedback on their teaching, providing sample formative questions and two Qualtrics surveys used during the pivot online in the Winter 2020 semester
 - Offered the first online version of the Teaching Dossier Academy, rated very highly by participants
 - Worked with over 100 people on teaching dossiers
 - Continued work on the Student Evaluations of Teaching Task Force chaired by Dennis Jackson, Psychology
- f. Celebrated teaching excellence, rewarding and valuing teaching in hiring, tenure, and promotion
- Welcomed over 250 people and celebrated 40 teaching award winners from 19 academic units at the Celebration of Teaching Excellence
 - Invited to sit on four teaching award committees at the University of Windsor and nationally

"Early Career Mentoring provided an experience-rich environment where I was able to flourish both personally and professionally. My mentorship experience was intellectually challenging and insightful which fostered reflective growth. I am grateful to have had the opportunity to share this experience."

Phebe Lam, Learning Specialist

5. Promote international engagement:

- a. Fostered international relationships and global perspectives with initiatives such as the Visiting Fellows in Educational Development programs
 - Worked with two colleagues to launch keep-teaching.ca, a national initiative which included resources and webinars supporting faculty and universities during the pivot online that was recognized internationally
 - Involved with 21 national and international societies, and 25 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 and research centre
 - Consulted with faculty and educational developers across the globe on teaching and learning topics, programs, and research
 - Co-sponsored Melanie Little with the Department of English and Creative Writing as our Visiting Fellow/Writer-in-Residence, who facilitated a virtual workshop on peer-review

B. Future Actions/Initiatives for 2020-21

1. **COVID Support for Remote and Online teaching:** Provide ongoing virtual support for instructors to teach and assess effectively
 - a. Provide virtual Blackboard support and support for other educational technologies
 - b. Collaborate with OOL on introducing Better Examinations and YuJa and integrating the platforms into Blackboard
 - c. Support accessibility online
 - d. Consult on learning spaces and technology renovations as we plan to return to campus
2. **Indigenization:** Facilitate increased awareness and support for Indigenization of curriculum, build our local community relationships and national networks, and secure funding to hire a permanent support person
3. **Anti-Black Racism:** Collaborate with other units on campus to provide support, host a workshop series, develop a training framework, and prepare a focused Teaching Leadership Chair
4. **Curriculum Services:** Re-envision curriculum services to focus on the development and mapping of new programs and enhancement of existing programs
5. **Students as Partners:** Work with students as partners in CTL and across the institution
6. **Data Governance and Learning Analytics:** Implement frameworks and systems with ITS and partners across campus
7. **Support Effective Teaching through Sustainable Core Programming:** Provide essential support of teaching through coherent programming for all career stages
 - a. Early career faculty support
 - b. Mid-to-late career and educational leadership
 - c. GA/TA
8. **Experiential Learning:** Essential to the SMA3
9. **Scholarship:** Promote SoTL 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. Consider developing a coherent Teaching and Learning Strategic Plan that integrates and aligns with the University of Windsor's future strategic plans.

D. Actions Identified in 2018-19, and Completed in 2019-20

In the 2018-19 Annual Report, the CTL identified future goals, actions, and initiatives. Please refer to Appendix D in the 2019-2020 full report for a summary of the actions completed related to these goals.