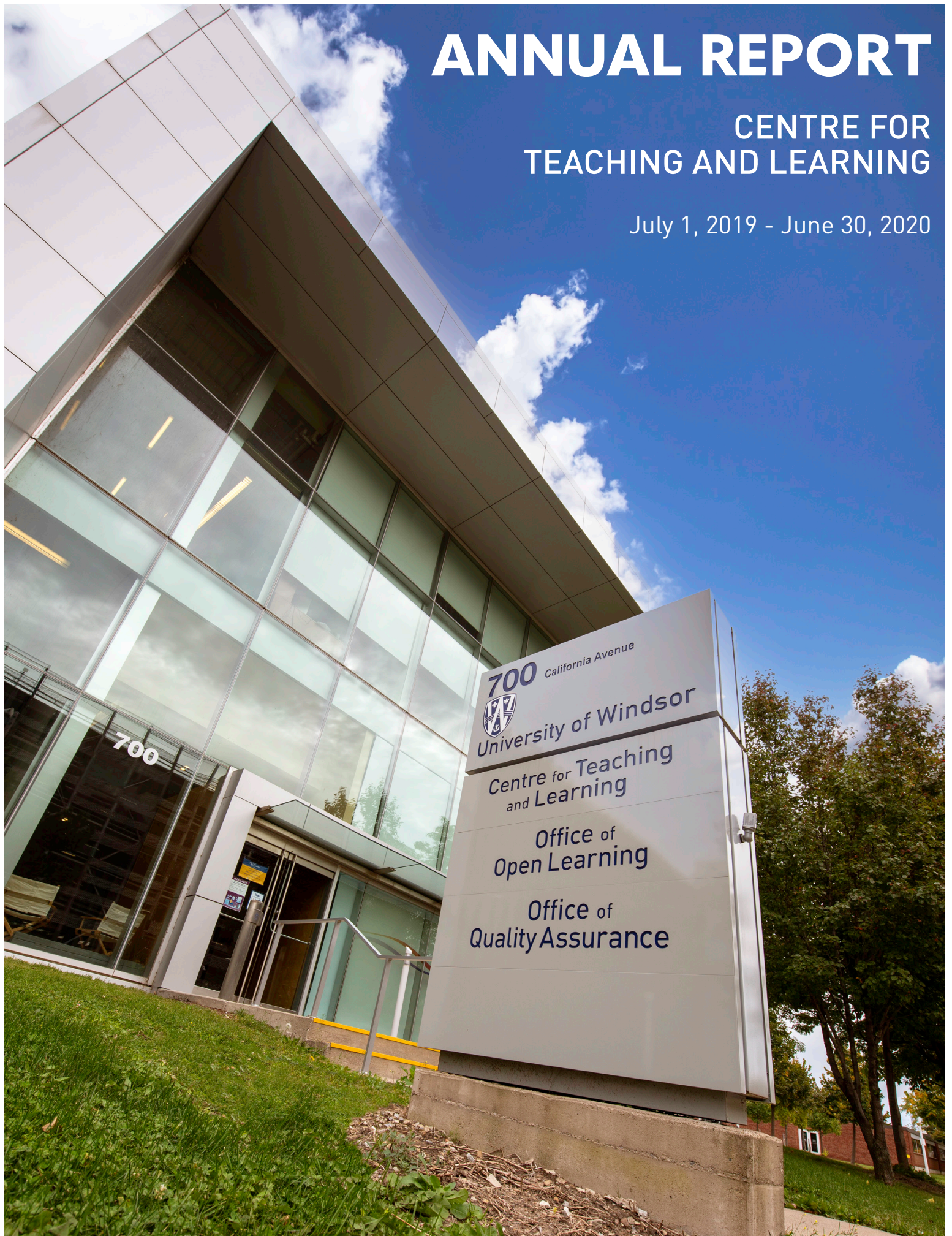


ANNUAL REPORT

CENTRE FOR
TEACHING AND LEARNING

July 1, 2019 - June 30, 2020





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 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. 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.

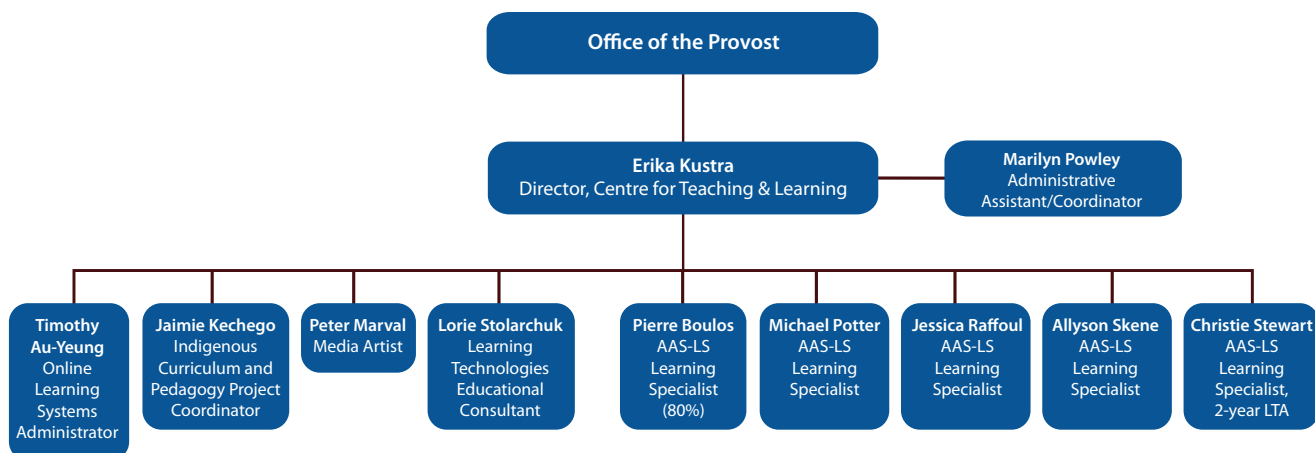
Organizational Structure

In 2019-20, the CTL underwent a number of personnel changes: Learning Specialist, Christie Stewart, completed a two-year limited appointment in December 2019, and Jaimie Kechego was hired as the Indigenous Curriculum and Pedagogy Project Coordinator in September 2019 (Figure 1).

During the reporting period, the Centre – along with the Office of Open Learning and a member of the Office of Quality Assurance – moved into the Ed Lumley Centre for Engineering Innovation. The impetus behind this move was to support and strengthen collaboration between the three offices, create additional teaching and learning spaces, and increase campus visibility.



Figure 1: 2019-20 CTL Organizational Chart

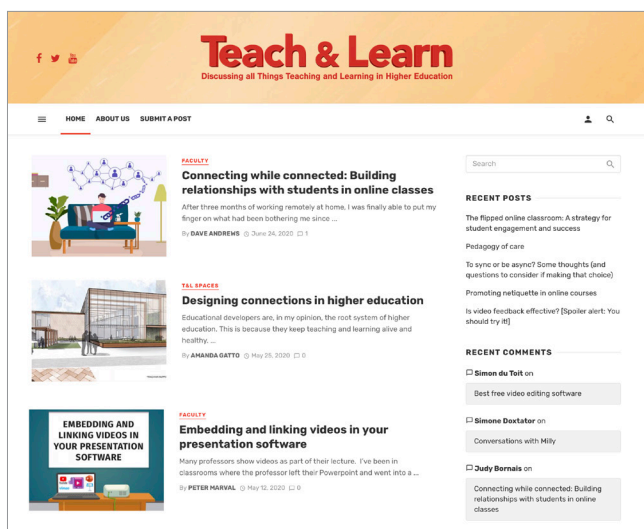


Outreach

In 2019-20, the Centre facilitated a number of new outreach efforts to communicate Centre initiatives and resources both internally and throughout the wider teaching and learning community. These included:

- Launching a monthly, archivable newsletter advertising upcoming events, relevant news, and teaching and learning stories. As of June 2020, 1,627 instructors, students, and staff were subscribed to this newsletter.
- Creating a CTL blog – Teach and Learn (teach-learn.ca) – which features two articles a month focused on scholarly conversations on teaching and learning by CTL staff, faculty, and students from the broader campus community, and invited guests from beyond. Workshops recorded during the pandemic have also been featured on the site.
- Writing articles and stories about significant happenings at the CTL, general announcements, and important events to be featured in the University's Daily News.
- Producing captioned teaching and learning-related videos shared via YouTube.

During the reporting period, the Centre continued to communicate initiatives using the University's mass email system as well as Twitter and Facebook.

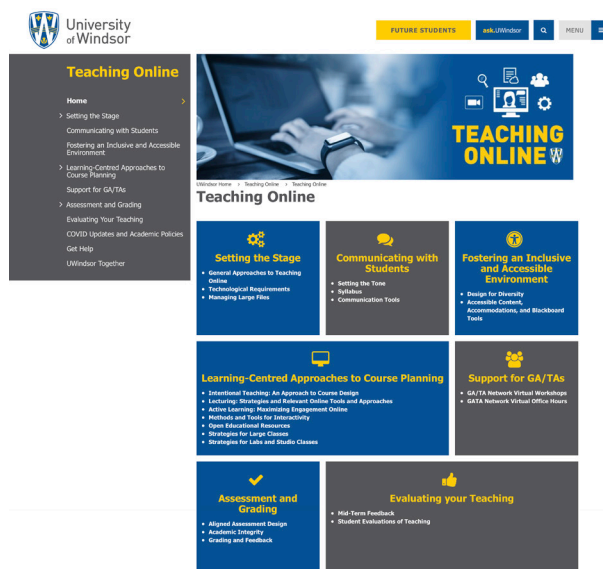


SUPPORTING TEACHING AND LEARNING IN THE PIVOT ONLINE

The CTL played a central role in supporting instructors in the University's pivot online: from March-June 2020, staff worked directly with more than 580 unique instructors, teaching support staff, and graduate and teaching assistants (851 registrations, as many registrants attended more than one session) through newly developed workshops, consultations, and programs; and indirectly with hundreds more through campus-wide resources, website development, and email communications.

Prior to the pivot – and in noting the quick shift online at universities and colleges overseas – the Centre began working with IT Services to assess the infrastructure and capability of the University's learning management system, and with the Office of Open Learning, to prepare workshops, drop-in sessions, and resources. By March 2020, the Centre had put in place a number of support structures for campus-wide access. In particular, initiatives included:

- Holding face-to-face drop-in sessions in buildings across campus during the week before the campus-wide pivot.
- Facilitating 11 online sprint sessions focused on topics including online assessment, teaching in Blackboard, and using Microsoft Teams to 208 participants.
- Creating over 10 new Wiki pages focused on all areas of online instruction ranging from opening a course site to submitting final grades.
- Launching a virtual drop-in space, BB Café, for one-on-one support: 368 participants dropped in for individual support from March through June 2020. The most common areas of concern were using the Blackboard Collaborate virtual classroom, as well as Blackboard course management, tests, grade centre, and assignments (Figure 2).
- Facilitating campus-wide and department-specific workshops focused on academic integrity, authentic assessment, and Blackboard (Appendix A and B), welcoming over 270 participants.
- Developing 27 online training videos.
- Creating teaching evaluation surveys for instructors seeking formative feedback on their online teaching.
- Began working on a campus-wide support website, [Teaching Online](#).
- Drafting 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, recognized by *Academica Top 10*.
- Holding hundreds of virtual consultations with instructors representing every Faculty on campus.



"I was impressed by your website for instructors. I wanted your permission to copy format and relevant text for ours."

Laura Winer, McGill University

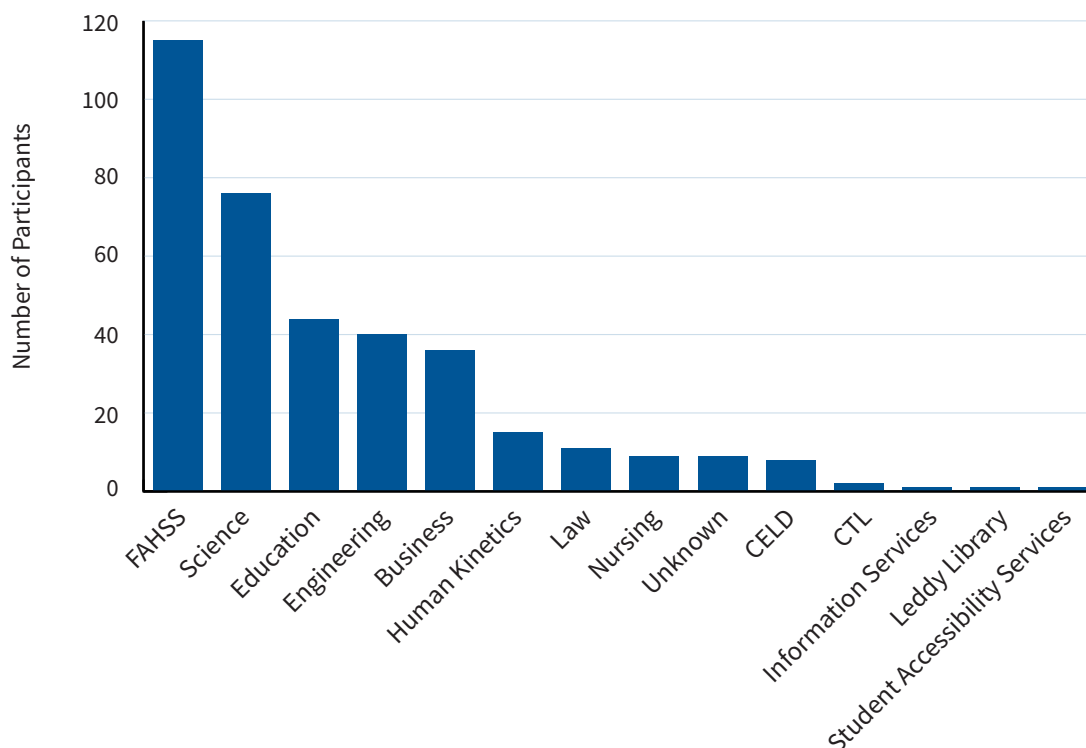
In March 2020, the Centre hired three part-time students and alumni. After successfully receiving \$50,000 in external student funding, in June 2020, six full-time co-op students were hired to increase support around Blackboard training sessions, consultations, ticket requests, drop-ins, and resource development. In these roles, students have been able to collaborate with CTL staff and participate in rich conversations with instructors around online teaching and student learning preferences, concerns, and experiences.

In addition to campus-wide efforts, Centre staff have also made contributions to resources and initiatives nationally, participating on national committees and facilitating webinars for teaching and learning centre directors. CTL's Director worked with two colleagues to develop the website and webinar series, keepteaching.ca. This initiative was highlighted internationally by 3M and the Australian government for providing valuable and time sensitive resources for post-secondary instructors during the pivot online.

"I am writing to say thank you and to let you know that I have great admiration for the team at BB Cafe for the numerous times you have helped me to get ready for this fall semester. Thank you to all BB Cafe members for your guidance, your support and most importantly for your patience! I've learned so much and I am much more confident about setting up my classes. I'd also like you to know that in getting recent feedback from my students -they stated they appreciated how "organized" I am. Well - I could not have done it without the BB Cafe Team!"

UWindsor Faculty

Figure 2: BB Café Users by Faculty, March-June 2020



ENHANCING TEACHING PRACTICE: SUPPORT PROGRAMS AND SERVICES

Indigenizing Curriculum and Pedagogy

In response to the [Truth and Reconciliation Commission of Canada Calls to Action](#) and [Universities Canada Principles on Indigenous Education](#), the CTL has led a number of initiatives in support of the Indigenization of curriculum in teaching practices, both on campus and nationally.

The Centre hired Jaime Kechego into a part-time Indigenous Curriculum and Pedagogy Project Coordinator position in September 2019. In this role, Jaimie worked with faculty and staff on how they might Indigenize curricula, fostering rich, collaborative relationships across campus and within the wider Indigenous community. Specific initiatives included:

- Hosting 186 faculty, staff, and students across units in 10 campus-wide workshops focused on bringing Indigenous knowledge and approaches into classrooms.
- Designing an Indigenous Foundation Series to be offered online in 2020-21.
- Developing [online resources](#) including links to additional best practices in Indigenous education.
- Creating video resources including the Indigenous Wellness Framework video for the Faculty of Nursing.
- Holding individual consultations with faculty and staff from across units.

During the reporting period, the CTL launched the *Nanadagikenim: Seek to Know Grant* to support instructors in incorporating sustainable Indigenous pedagogies in their classrooms, and encourage consultation and collaboration with Elders, Indigenous scholars, and community members ([p. 14](#)).

Centre staff have also chaired a Program Development Committee (PDC) subcommittee tasked with examining modifications and support for the PDC question related to Indigenizing the curriculum and pedagogy. Thus far, this group has begun modifying the PDC forms for new courses and programs and identified relevant support structures and resources.

At the end of the reporting period, CTL staff partnered with researchers from Western University and the University of Saskatchewan and led a successful bid for internal and external funding to assess the challenges and perceived needs of educational developers working to support the Indigenization curricula across the country ([p. 15](#)).



Early Career Faculty Support

The CTL coordinates programs and initiatives to support early career faculty in their transition to teaching, an approach noted by researchers as a contributing factor to a faculty member's productivity, confidence, and retention (Sutherland, 2018). During the reporting period, 97% of full-time faculty hired in the last year participated in at least one CTL-facilitated workshop; and 100% of new faculty received resources and information about teaching from CTL staff.

This year, the Centre developed and launched the Early Career Faculty Mentoring Program for newly hired faculty. This Program takes on a small group mentoring format, with a two-person mentoring team made up of a late-career/ Emeritus and mid-career faculty members, dedicated to supporting early career faculty in their teaching as they balance research and service expectations. During the reporting period, 24 early career faculty participated in the Program, attending regular meetings focused on topics and themes relevant to thriving at the University of Windsor. The Program – supported by faculty members across campus as well as Deans – is in high demand, with registrations filling up within 12 hours of posting.

Ongoing programs and initiatives included:

- **New Faculty Orientation:** With the Office of the Provost, designing and offering sessions during the University-wide New Faculty Orientation. This year, Theresa Sims opened the event with an Indigenous Welcome; and CTL sessions focused on teaching, course design, introduction to our Learning Management System, and tenure and promotion.
- **Weekly Drop-In:** Hosting weekly, informal, drop-in meetings for faculty to network and discuss topics of interest at a local coffee shop, the Green Bean. This format was later moved online after the campus shutdown.
- **Resources:** Regularly emailing best practices in teaching and course design as well as teaching development opportunities, including the newly launched CTL Newsletter.
- **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.

The Early Career Faculty Mentoring Program "was an excellent experience! The mentors were supportive, experienced, and knowledgeable, and they went out of their way to provide personalized guidance, even outside of group sessions. It was also enlightening to meet other early-career colleagues and hear about their interesting work and unique challenges and perspectives."

Lisa Salfi
Learning Specialist, Faculty of Engineering



Mid- to Late-Career Faculty and Educational Leadership Support

The CTL provides instructional and leadership support to mid- and late-career faculty, fostering networks of professionals across disciplines who support teaching. Initiatives included:

- **Senior Administrators' Resources, and Extended Programming:** With the Office of the Provost, offering support for Deans, Associate Deans, Heads, and Directors; and creating reports and resources during the University's transition online.
- **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 Fellows Program:** Offering this successful fellowship for retired faculty members with a record of educational leadership, who provide a plan for a project that advances teaching and learning at the University; Veronika Mogyorody (VABE) and Erica Stevens Abbitt (Dramatic Art) were the 2019-20 Senior Fellows. The success of this program was shared at a peer-reviewed conference (Appendix B).
- **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. Anne Forrest (Women's and Gender Studies) was this year's recipient.
- **Research on Educational Leadership:** Partnering with faculty in Human Kinetics and staff in the Office of the Provost to research educational leadership development and capacity; and facilitating the presentation and publication of research on teaching and leadership, including the publication of a book chapter (Appendix B).
- **Funding:** Offering travel grants and funding for projects that support teaching and student learning ([p. 15](#)).
- **Support for External Awards:** Coordinating external awards focused on rewarding and fostering educational leadership initiatives on campus and nationally ([p. 12](#)), including a successful application for a 3M National Teaching Fellowship (Dave Andrews).

Course and Curriculum Support

Curriculum development and mapping was a major focus for the CTL in 2019-20. Ontario's 2017 Strategic Mandate Agreement, SMA 2, required each post-secondary institution to undertake curriculum mapping and report their results to the government before 2020. The Centre directed its efforts towards supporting the University's target to map 50% of all programs.

"[Curriculum mapping] created an opportunity to discuss with colleagues the nature of the program and potential deficiencies as well as possibilities for change."

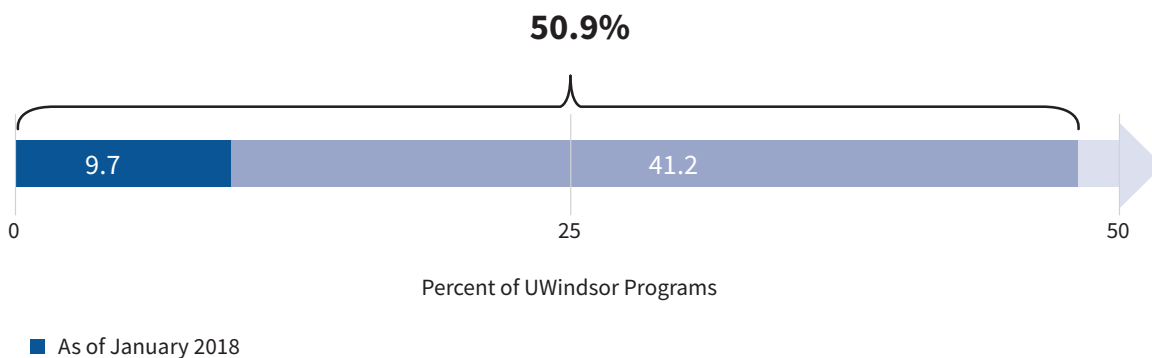
Faculty Feedback

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. At the start of the project in January 2018, 9.7% of programs were mapped; by June 2019, 41.8% were completed; and by the required reporting period of December 2019, the University successfully mapped 50.9% (total of 176 programs) of its programs, through the collaborative efforts of Deans, Heads and faculty members, staff and students.

The Centre has had significant engagement with every Faculty on campus through this initiative. Examples of supports included providing a small grant for curriculum mapping retreats, funded through the Office of the

Provost; facilitating retreats (Integrated Biology and Human Kinetics); and providing extensive consultations (e.g. Law, Nursing, Behaviour Cognition and Neuroscience, Drama, Social Work, School of Creative Arts, Political Science, Chemistry, Earth and Environmental Science, Business, Psychology, and Assumption University). Further enhancements were made to the CTL/ITS-developed online curriculum mapping tool, [CuMA](#), which now allows users to submit learning outcomes as part of the Program Development Committee workflow. During the reporting period, staff reviewed approximately 30 programs and 340 courses outcomes that were successfully approved by Senate in the 2019-20 academic year. Over the entire project, over 800 sets of learning outcomes were developed and approved at the institutional level (Figure 3).

Figure 3: Percentage of Program Curriculum Maps Completed/In Progress

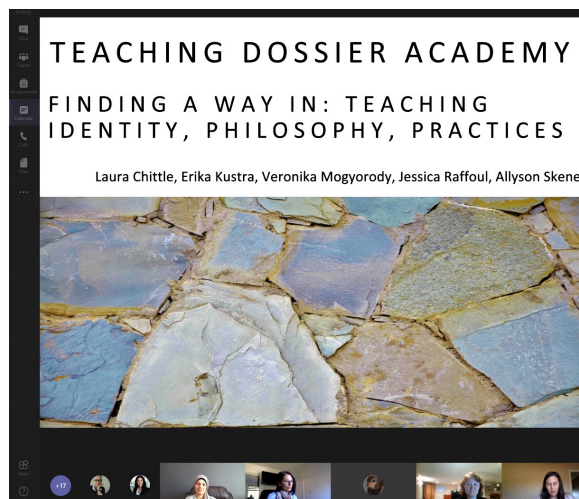


Note: This represents only those programs that we are aware of with curriculum maps.

During the reporting period, the Centre also worked with the Office of Experiential Learning on developing a list of experiential learning-related definitions that would meet the Ministry of Colleges and Universities' requirements and SMA 3.

Courses, Workshops, and Extended Sessions

In 2019-20, the CTL hosted 98 courses, programs, and workshops attracting more than 1,800 instructors, staff, and graduate students and teaching assistants (903 unique participants). CTL sessions range from introductory level, one-time workshops to semester-long programming, and are designed to address the needs of instructors in different roles and at different stages in their careers. Figures 4 and 5 provide attendance data by role and Faculty.



During the reporting period, Centre staff were also invited to facilitate sessions at departmental retreats, faculty orientations, departmental councils, and guest lectures, engaging with hundreds more instructors and graduate students in their teaching and course development. For a complete list of programs, events, and courses offered in 2019-20, see Appendix A; and for a list of invited sessions, see Appendix B.

Figure 4: Course, Program, and Workshop Attendance by Role

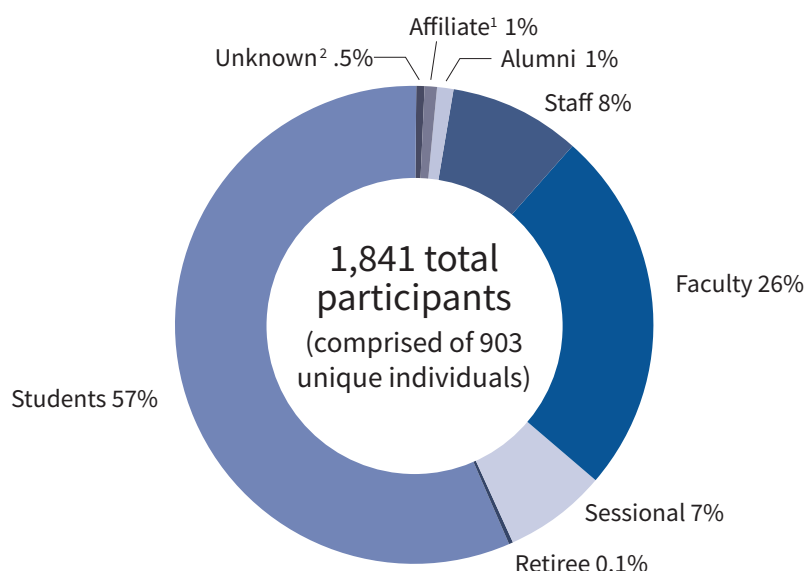
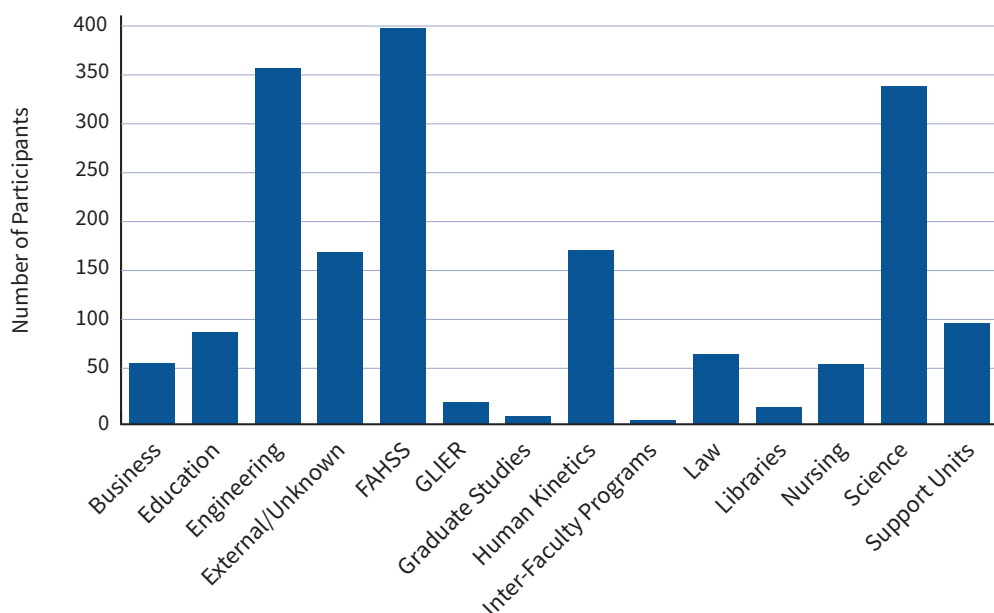


Figure 5: Course, Program, and Workshop Attendance by Faculty/Unit



¹ "Affiliate" participants are post-doctoral students, co-op students, or others who carry cross-appointments.

² Participants labeled "Unknown" are external to the University or had not yet been assigned a UWindsor ID at the time of registration.

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 being marked as a notable, innovative program in numerous discussion papers and books.

"Best course I've ever taking – it assisted in my view on my perspective on life, communication, how I view learning, diversity, authenticity and how important passion is."

Learning-Centred Teaching in Higher Education, Student Feedback

During the reporting year, the UTC was over-subscribed with a waiting list for upcoming registrations. This year, the Centre also received PDC approval for two UTC courses, and began inquiring with program development committees on formally certifying the program.

Consultations

In 2019-20, CTL staff held thousands of individual and group consultations with instructors, staff, and students representing every Faculty on campus. Topics included teaching online, Indigenizing curriculum, teaching practices, curriculum and course design, teaching dossiers, teaching awards, educational leadership, teaching and learning research, learning spaces, and learning technologies. In March 2020, the majority of consultations were focused on the move to remote teaching, including the incorporation of active learning methods in an online class, developing relationships with students, and academic integrity.

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, and Indigenization and educational development practice. The Centre has also provided mentorship for directors of centres, and for educational developers taking new leadership roles.

Evaluation of Teaching

During the reporting period, members of the CTL were on the [Student Evaluations of Teaching \(SET\) Taskforce](#), a group chaired by Dennis Jackson with faculty, staff and student representation from across campus. Windsor's SET questionnaire was last revised in 2004, and since that time there have been advances in teaching practices, new models for gathering and using student feedback, and raised awareness of the importance of multiple sources and types of information to document and evaluate teaching practice. The mandate of the task force is to examine current practices at the University of Windsor, review best practices for SET at other universities and the literature on SETs, and make recommendations for changing the current process.

Due to the pivot online in the Winter 2020 semester, the University did not require instructors to formally collect SETs. The CTL team developed an informal process for instructors to [gather feedback](#) on their teaching, providing sample formative questions and two Qualtrics surveys – one that was more formative, and one that followed the structure of the traditional SET questions.

The Centre continues to support a large number of faculty interested in developing a teaching dossier, with CTL staff holding consultations with members from across disciplines, and quickly exceeding registration limits for the annual Teaching Dossier Academy (moved online this year during the pandemic). Staff also consulted with and supported departments as they revised their renewal, promotion, and tenure teaching-related criteria, including revising the CTL AAS-LS permanence criteria.

Recognition of Teaching Excellence

Over 250 University and community members gathered on November 20 to recognize quality teaching and student mentorship at the annual Celebration of Teaching Excellence. The event featured 40 teaching award winners from 19 distinct academic units, 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 2019-20, Centre staff were invited to sit on a number of award committees including the 3M National Teaching Fellowship Selection Committee, 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 a successful 3M National Teaching Fellowship (Dave Andrews, Department of Kinesiology), and consulted with faculty on developing and submitting teaching award nominations.

During the reporting period, the CTL was the co-recipient of the OPUS 2020 Departmental Appreciation Award for support of part-time students.



INSPIRING SCHOLARLY TEACHING: RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

Grants

Centred on Learning Innovation Fund

Since launching the granting scheme 12 years ago, the CTL has awarded 102 Centred on Learning Innovation Fund (CLIF) 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 2019-20 are outlined in Table 1.

Table 1: 2019-20 CLIF Projects

Title	Investigator(s)
Fostering students as partners: An examination of student-faculty partnerships in science	Dora Cavallo-Medved, <i>Department of Biomedical Sciences</i> ; Laura Chittle, <i>Department of Kinesiology</i> ; Chris Houser, <i>Faculty of Science</i>
Utilizing simulation to educate nurse practitioners about opioid Management and Medical Assistance in Dying (MAID)	Sherry Morrell, Gina Pittman, Amanda Mcewen, & Deborah Rickeard, <i>Faculty of Nursing</i>
Game-based labs for transforming students into data scientists	Cameron Proctor & Alice Grgicak-Mannion, <i>School of Environment</i>
Exploring the factors that (de)motivate UWindsor engineering students to improve their writing skills	Lisa Salfi, <i>Faculty of Engineering</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 2019-20 recipients can be found in Table 2.

Table 2: 2019-20 UREG Projects

Title	Investigator(s)
Does 20 minutes of forearm ischemia increase circulating microparticles and reduce Notch1 activity?	Anthony Bain & Elizabeth Fidalgo, <i>Department of Kinesiology</i>
Investigating the impact of experiential learning in undergraduate cancer research and education	Dora Cavallo-Medved & Lisa Porter, <i>Department of Biomedical Sciences</i> , and Karen Metcalfe, <i>WE-SPARK Health Institute</i>
Design, fabrication, test and characterization of microcashed ultrasonic transducer prototype system for breast cancer imaging application	Arezo Emadi, <i>Department of Electrical and Computer Engineering</i>
Healthy headwaters stream ecology and science communication experience	Catherine Febria, <i>Great Lakes Institute for Environmental Research</i> and Candy Donaldson, <i>Department of Integrative Biology</i>

An examination of the relationship between moral reasoning and personal values on undergraduate business students	George Lan, <i>Odette School of Business</i>
Voices of a generation: Millenials in performance	Michelle MacArthur & Alice Nelson, <i>School of Dramatic Art</i> and Brent Lee, <i>School of Creative Arts</i>
Measuring the effect of cholesterol on the bending rigidity of a eukaryotic (asymmetric) plasma membrane mimic	Drew Marquardt, <i>Department of Chemistry and Biochemistry</i>
Social support among refugee youth in Windsor	Jayshree Mohanty, <i>School of Social Work</i>
Creation of an undergraduate peer-mentorship program for first-year Physics labs	Steven Rehse, Kimberly Lefebvre & Aldo Dicarilo, <i>Department of Physics</i>
Bi-directional coupling of fiber-reinforced elastomeric isolators used in seismic base isolation	Niel Van Engelen, <i>Department of Civil and Environmental Engineering</i>
Fantastic realism: Testing experiences from the inspired acting lab	Lionel Walsh, <i>School of Dramatic Art</i>
Low-cost portable magnetic resonance scanner for non-invasive detection of blood glucose level	Dan Xiao, <i>Department of Physics</i>

Nanadagikenim: Seek to Know Grant

In 2019-20, the CTL launched the Nanadagikenim: Seek to Know Grant to support the Indigenization of courses, curricula, and pedagogies, and foster collaborations between instructors, Elders, Indigenous scholars, and community members. Nine proposals were awarded to 34 faculty and community members from across nine units and Faculties.

Table 3: 2019-20 Nanadagikenim: Seek to Know Grant

Title	Investigator(s)
Sense of place & exploring perspectives: The role of art in growing the traditional ecological knowledge (TEK) and the environment field course experience	Catherine Febria, <i>Great Lakes Institute for Environmental Research</i> ; Jennifer Willet, <i>School of Creative Arts</i> ; and Clint Jacobs, <i>TEK Course Instructor</i>
Increasing awareness of Indigenous approaches to psychological research	Catherine Kwantes and Onawa Labelle, <i>Department of Psychology</i>
Indigenizing curricula and services in the Faculty of Human Kinetics	Victoria Paraschak, Patricia Millar, and Krista Loughead, <i>Department of Kinesiology</i> ; and Sandra Ondracka, <i>Athletics and Recreational Services</i>
Indigenization of cancer education	Lisa Porter and Dora Cavallo-Medved, <i>Department of Health & Biomedical Sciences</i> ; Heather Krohn, <i>Faculty of Nursing</i> ; and Audrey Logan, <i>Windsor Regional Hospital</i>
Navigating images in Indigenous art, visual culture and media studies	Lee Rodney, Karen Engle, Michael Darroch, Nick Hector, and Catherine Heard, <i>School of Creative Arts</i>
Pathways for Indigenous students from secondary to Odette's BComm programs - Consultation and transformation	Maureen Sterling, Russell Evans, Mohammed Baki, and Kerry-Ann Gray, <i>Odette School Of Business</i> ; and Kathryn Pasquach, <i>Aboriginal Education Centre - Turtle Island</i>

Nanadagikenim: Incorporating Indigenous ways of knowing (IWK) and pedagogy into the postsecondary learning environment	Cynthia Stirbys, School of Social Work; and Lindsey Jaber, Faculty of Education
Gikinoo'amaadiwag (They teach each other) - Cross-Cultural Instructional Skills Workshop (GCCISW)	Lorna (Lorie) Stolarчук, <i>Centre for Teaching and Learning</i> ; Jennifer Soutter, <i>Leddy Library</i> , Jacqueline Stagner, <i>Faculty of Engineering</i> ; and Jen Ward, <i>University of Alberta</i>
The Indigenous Legal Orders Institute Indigenous Summer Pre-law Program	Valarie Waboose, Beverly Jacobs, Sylvia McAdams, and Anneke Smit, <i>Faculty of Law</i> ; and Elder Myrna Kicknosway

Travel Grants

The Centre offers instructors and students funding to disseminate teaching and learning research at national and international conferences. This year, four members of the University community traveled to conferences using CTL travel grants, and an additional nine were approved for funding but conferences were cancelled or postponed due to the COVID pandemic.

Engaging in Research on Teaching and Learning

CTL staff are active researchers in the scholarships of teaching and learning and educational development, establishing themselves as a relevant voice in educational development, nationally and internationally. In 2019-20, the Centre led a team of researchers from across Canada to examine the responsibilities, perspectives, and experiences of educational developers, and others in related roles, working to support the Indigenization of curricula at Canadian post-secondary institutions. The group secured external funding from the Educational Developers Caucus as well as an internal SSHRC mobilization grant, and will collaboratively draft recommendations on how teaching and learning centres and Universities might network nationally and launch more sustainable, sound Indigenization efforts and initiatives.

During the reporting period, Centre staff also continued work on nationally-funded projects exploring departmental leadership and the assessment of impact and accountability in Canadian teaching and learning centres. Additional areas of research include curriculum mapping, data analytics, early career development, educational leadership, and evaluation of teaching. During the reporting period, CTL research output included:

- 5 refereed journal articles,
- 2 book chapters,
- 10 peer-reviewed conference presentations, and
- 18 invited workshops.

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

National and International Outreach and Partnerships

In 2019-20, the CTL continued to foster partnerships with colleagues and institutions worldwide. This year, specifically, the Centre collaborated with colleagues across the country to launch the site, keepteaching.ca, an initiative which included resources and webinars supporting faculty and universities during the pivot online ([p. 4](#)).

Staff are members of 21 national and international societies and represent the University on 25 external committees and boards. Erika Kustra was Chair and became Past-Chair of the Educational Developers Caucus (EDC) – the national society for educational developers – and has represented Canadian developers for the Council of Ontario Universities and at conferences and meetings internationally. In 2019, Erika Kustra was invited to act as an external reviewer at the University of Western and Mount Royal University. Pierre Boulos sits on the Canadian Panel of Research Ethics, the Inter-Agency panel of Research Ethics, and eCampus Ontario Faculty Advisory Committee, and was President and Past-President of International History, Philosophy, and Science Teaching. Jessica Raffoul was coordinator of the EDC's Educational Development Guide Series and became Associate Editor for the Canadian Journal for the Scholarship of Teaching and Learning.



In 2019-20, the Centre co-sponsored a Visiting Fellow, Melanie Little, as Writer-in-Residence, with the Department of English and Creative Writing. Melanie Little is a Canadian award-winning author and editor of fiction and non-fiction. She facilitated workshops virtually, led classes with students, consulted with faculty, and contributed to the CTL's Teach & Learn Blog with an entry on [Peer Editing in the Classroom](#).

Staff have also consulted with faculty and educational developers across the globe on teaching and learning topics, CTL programs, and research opportunities.

ENHANCING THE STUDENT EXPERIENCE: INITIATIVES, PROGRAMS, AND SERVICES

Undergraduate and Graduate Student Partnerships

Partnering with students fosters a collaborative and reciprocal environment that supports the Centre's development and provides a space for students to contribute ideas. When based on mutual respect, reciprocity, and responsibility, these partnerships can help with "curricular or pedagogical conceptualization, decision-making, implementation, investigation, or analysis" (Cook-Sather et al., 2014, p. 6-7). During the reporting year, the CTL partnered with 50 undergraduate and graduate students who were engaged with supporting events and projects; facilitating workshops; and conducting research related to teaching and learning in higher education. The CTL follows the Students as Partners (SaP) model in the development of teaching skills for graduate assistants (GAs) and teaching assistants (TAs), viewing them as valuable members of the University of Windsor teaching community. For example, two graduate students – GATA Network Coordinators – are mentored as leaders, and in turn, they support the development of leadership for other GAs as facilitators for sessions.

In 2019-20, Centre staff worked with an undergraduate student to begin the research and writing of an article exploring formal student partnerships in a teaching and learning centre. The research explored student perceptions of the CTL and found that most students saw themselves as partners. Students also identified transferable skills that they used personally and professionally: professional development, teamwork and collaboration, leadership, research, and networking.

"I absolutely have always felt like a partner. One of the most unique things about working there and being a student employee is that I have always felt like my voice was heard and that it mattered."

Student Feedback

The Centre also provides formal professional development programming and reserves space for students in CTL courses, workshops, and events (p. 9). 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

A collaborative initiative of the CTL and Graduate Studies, the GA/TA is a two-person graduate student team tasked with supporting the University's growing ranks of graduate and teaching assistants (GA/TAs) 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 included:

- Offering the campus-wide graduate and teaching assistant professional development events, GATAcademy (296 participants with 221 attending workshops) and GATA Winter Academy (59 unique participants).
- Holding nine GATA Network series workshops which welcomed 282 total participants throughout the year.
- Facilitating peer-reviewed sessions, publishing journal articles, and securing funding related to graduate and undergraduate student support and initiatives (Appendix B).
- Offering workshops for the Faculty of Graduate Studies and Office of Career Development and Experiential Learning, an information booth at the Graduate Studies Showcase and New Faculty Orientation, and supporting the campus-wide Teaching Dossier Academy.

- Facilitating the promotion and selection of the campus-wide GA and TA Awards for Educational Practice and Educational Leadership.
- Hosting Blackboard and social media accounts, which have been accessed by thousands of students, educational developers, authors, researchers, and teaching and learning institutions worldwide.
- Acting as graduate student representatives on campus-wide teaching and learning committees.

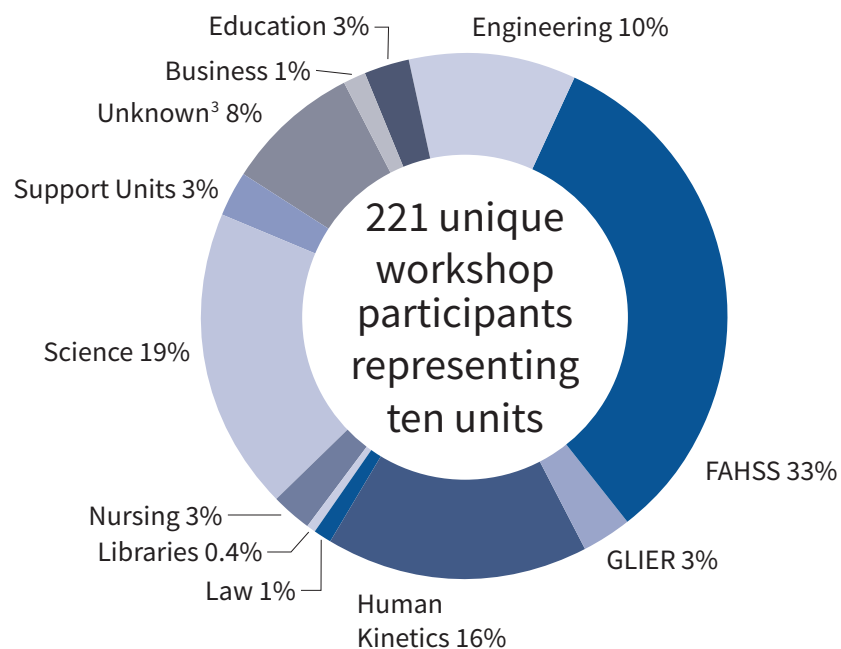
The GATA Network was critical in supporting graduate students, teaching assistants, faculty, and departments during the pivot to online delivery. The team hosted daily drop-in virtual office hours, coordinated and facilitated departmental and campus-wide online workshops, and developed online resources.

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 11 years ago, GATAcademy has grown five-fold, and has welcomed thousands of participants from across all disciplines. Participation is free to all University of Windsor students, with costs underwritten by the CTL, the Faculties, and organizations from across campus. Figure 6 includes a breakdown of GATAcademy workshop participants by Faculty.



Figure 6: Percentage of GA/TAs Registered in GATAcademy 2019 by Faculty/Unit



"This was very helpful in easing anxiety over TAing and marking. The atmosphere was calm and amusing. Very well done."

"Definitely helped me feel more confident and prepared going into my first semester as a TA! Thank you:)"

GATAcademy Student Feedback

³ Participants marked "Unknown" were external to the University or had not been formally assigned a Faculty/unit at the time of registration.

SUPPORTING TECHNOLOGY FOR TEACHING, LEARNING, AND EDUCATIONAL INNOVATION

The CTL collaborates with multiple units (e.g., IT Services, Office of Open Learning) to build a strong foundation of support for technologies used to enhance teaching and learning, including Blackboard, classroom response systems, and learning analytics. This collaborative approach positioned the University well to respond to the COVID pandemic. CTL 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 part of the teaching environment at the University: more than 92% of all courses from every Faculty on campus had an active Blackboard site in 2019-20 (Table 4). During the year, Blackboard was stable, with a 99.4% uptime; downtime was primarily due to maintenance or network issues. Instructors continued to explore Blackboard's interactive tools to engage students: the reporting period particularly saw an increase in the use of the Assignments tools.

Table 4: Percentage of Blackboard Courses per Faculty by Academic Term

Faculty	S19	F19	W20
FAHSS	95.7%	92.8%	93.8%
Education	87.5%	93.9%	95.4%
Engineering	88.7%	90.4%	90.8%
Human Kinetics	100%	95.7%	97.6%
Law	--	92.8%	98.6%
Nursing	77.8%	97.9%	95%
Science	92.8%	91.7%	94.1%
Business	100%	90.4%	91.1%

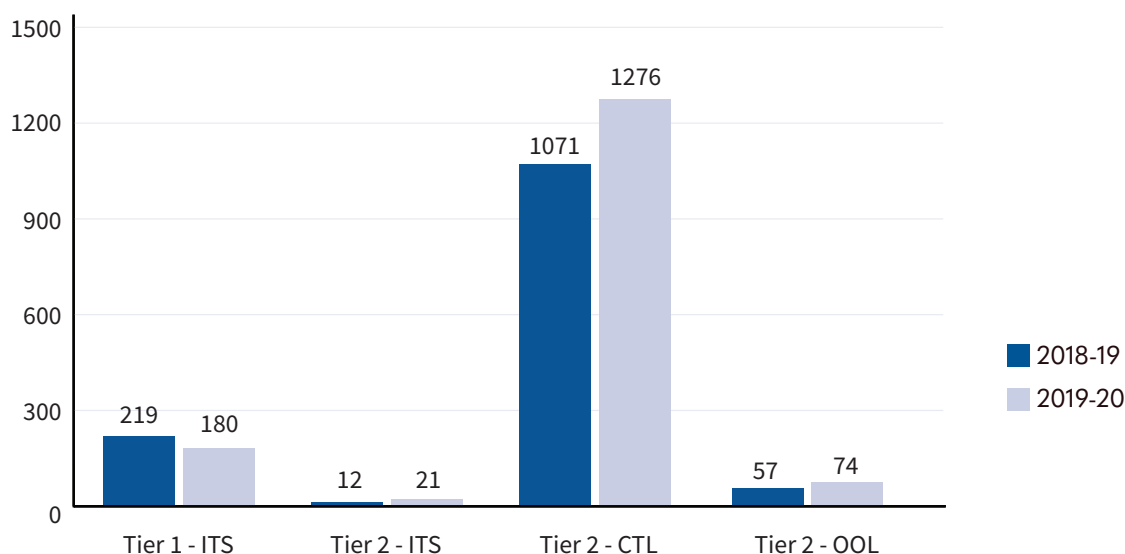
In 2019-20, Blackboard underwent a number of upgrades with general improvements to functionality and SafeAssign. The LMS Team also explored the integration of third-party vendor tools including publisher resources and student response systems. The University moved to supporting iClickers from Turning Technologies Turning Point Software based on consultations with Legal Services and pilots with faculty. Additionally, the University signed a contract for 10 licenses for Mentimeter, a virtual in-class response tool. Staff from Leddy Library and CTL completed the implementation of Leganto, a course reserves software integrated directly into Blackboard sites. The team also explored the legal implications for integrating publisher software, such as McGraw-Hill, into the LMS.

Blackboard Training and End-User Support

In 2019-20, Centre staff offered 27 synchronous workshops, 57 customizable one-on-one sessions, and access to 11 online courses, to hundreds of faculty, staff, and students across all Faculties on campus. Individual consultations with full-time faculty focused on orienting instructors to use Blackboard for remote teaching due to COVID, and on guiding more advanced use of online assessments. Face-to-face workshops were designed to meet specific department needs and offered at the start of the Fall semester. All face-to-face sessions were moved online in March 2020 (p. 4). During the reporting period, the LMS Team also updated student orientation to Blackboard courses, developed 27 videos to support users with upgraded features, and revised modules for student employees.

CTL staff worked with IT Services and Office of Open Learning to resolve tickets submitted through the TeamDynamix support system. CTL staff specifically resolved 1,276 tickets (Figure 7), which accounts for approximately 82% of all tickets submitted by users in 2019-20. The most commonly reported issues centred around course administration (e.g., adding users, merging courses), using the Blackboard Collaborate virtual classroom, and using LMS tools for student assessment (see Appendix C for an example visualization). The majority of users (91.3%) indicated they were “very satisfied” with the service provided: “I have needed assistance a few times this past summer, regarding the Blackboard Class I was teaching. Each encounter was a positive one. I didn't have the time or opportunity to rate each experience, so I'd like to tell you now, that I was very pleased with the staff and resolutions.”

Figure 7: TeamDynamix Closed Ticket Status End-User Support



In March 2020, CTL staff introduced a number of initiatives to support instructors as they pivoted their courses online. For more information, see the COVID section ([p. 4](#)).

Learning Analytics

This reporting year focused on re-integrating and validating the A4L Learning Analytics module into Blackboard, a tool used for accreditation, program refinement, and annual reporting, as the tool was not working properly following the University's move to UWinSite.

Data Governance

In 2017, the University of Windsor launched an institution-wide Data Governance initiative to establish clear policy for managing decision rights and accountabilities for data collection, storage, maintenance, access, and use. The goal of this initiative is to ensure data processes are proactive, measured, and controlled, allowing timely access to critical data, while maintaining security, protecting privacy, and preserving validity. Since then, CTL staff have contributed to this initiative in a number of ways.

In 2019-20, the CTL contributed to an ongoing collaboration with IT Services to use Blackboard as the pilot system for thinking through a Data Governance framework, and participated in the IT-led Data Governance Steering and Working Groups. In addition, Allyson Skene chaired the Data Analytics Tool Assessment Working Group – a sub-

committee with members from IT Services, CTL, the Registrar's Office, Institutional Analytics, and Leddy Library, examining data analytics tools on campus. The sub-committee circulated a survey and reviewed information from across campus on data reporting needs, tools currently in use, and gaps. Preliminary results indicated that while most users were satisfied with the data types and analysis tools available, much of the work remains manual and piecemeal, and respondents expressed interest in tools and strategies to increase efficiency, sustainability, and customization for data collection and reporting.

CTL 2020-21 FUTURE ACTIONS AND INITIATIVES

The CTL will focus on the following activities in 2020-21.

1. **COVID Support for Remote and Online Teaching:** Support instructors, GAs, and TAs in teaching and assessing students online
 - Provide online support for use of Blackboard and other educational technologies
 - Collaborate with OOL on introducing Better Examinations and YuJa and integrating these technologies with Blackboard
 - Support accessibility online
 - 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 work towards funding a permanent Indigenous support position
3. **Anti-Black Racism:** Collaborate with other units on campus to provide support for anti-black racism initiatives, including a workshop series, training framework, and support for a Teaching Leadership Chair
4. **Curriculum Services:** Re-envision curriculum services for better support of the development and mapping for new programs and enhancement of existing programs
5. **Students as Partners:** Work to enhance student partnerships within the 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
 - Early career faculty support
 - Mid-to-late career and educational leadership
 - GA/TA
8. **Experiential Learning:** Central to SMA3
9. **Scholarship:** Promote the scholarship of teaching, as well as a scholarly approach to effective teaching

For a complete list of the goals identified in 2019-20, as well as the actions taken to meet those goals, please see Appendix D.

APPENDIX A: COURSES, WORKSHOPS, AND EXTENDED SESSIONS

Courses and Extended Sessions

Title	Instructor(s)	Hours	Attend.	Eval.
Leading Effective Discussions	Erika Kustra	20	1	--
Learning-Centred Teaching in Higher Education	Jessica Raffoul	21	17	6.8/7
Lecturing	Erika Kustra; Pierre Boulos	21	12	--
Scholarship of Teaching and Learning	Allyson Skene; Jessica Raffoul	18	8	6.8/7
Authentic Assessment	Pierre Boulos	18	9	--
Course Design	Allyson Skene	21	11	3.62/4
Course Design (Intensive)	Allyson Skene; Erika Kustra	35	2	3.71/4
University Teaching Practicum	Jessica Raffoul	30	7	6.8/7
Instructional Skills Workshop	Pierre Boulos	24	5	--
Instructional Skills Workshop	Anna Galka; Ashlyne O'Neil; Jacqueline Stagner; Lindita Prendi; Lorna Stolarchuk	24	7	--
Teaching Dossier Academy	Allyson Skene; Erika Kustra; Jessica Raffoul; Laura Chittle; Veronika Mogyorody	25	19	--
Early Career Faculty Mentoring Program	David Andrews; Erica Stevens Abbitt	6	8	--
Early Career Faculty Mentoring Program	Erika Kustra; Veronika Mogyorody	6	8	--
Early Career Faculty Mentoring Program	Anne Forrest; Edwin Tam	6	8	--

Teaching and Learning Workshop Series

Title	Instructor(s)	Hours	Attend.	Eval.
Bringing Indigenous Pedagogy into the Classroom	Rebecca Major; Valerie Waboose	1	17	3.83/4
Can You Hear Me Now?	Jennifer Swanson	1	7	3.75/4
End of Semester Self-care	Erica Stevens Abbitt; Erika Kustra; Lorna Stolarchuk	1	13	3.94/4
No Frogs Allowed: Maintaining a Healthy Voice	Jennifer Swanson	1	14	3.8/4
Plagiarism Prevention and Detection	Grant Yocom; Kate Hargreaves	2	9	3.75/4
Real-World Readiness: Integrating Professionalism into Curriculum	Christie Stewart; Erica Stevens Abbitt; Meaghen Quinn	3	14	3.9/4
The Emotional Labour of Teaching & Learning	Christie Stewart; Erica Stevens Abbitt	1	15	3.94/4
Peer Editing in the Classroom: A Creative Approach	Melanie Little	1	17	--

Indigenous Curriculum and Pedagogy

Title	Instructor(s)	Hours	Attend.	Eval.
Developing Awareness of One's Own Role in Indigenization and Reconciliation	Jaimie Kechego	1	25	--
How Do We Care for Ourselves and Our Communities Within the Academy While Also Meeting its Rigorous Demands?	Jaimie Kechego	2	14	3.94/4
How to Apply for the New Nanadagikenim – Seek to Know Grant	Jaimie Kechego	2	11	3.8/4
Incorporating Diverse Sources of Indigenous Knowledge	Jaimie Kechego	1	31	--
Indigenization, Decolonization, and Reconciliation	Jaimie Kechego	2	12	3.86/4
Indigenous Cultural Exploration: Cedar Bath Foot Soak Cleanse	Ann Marie Proulx; Stanford White	2	11	--
Looking at Weaving Traditional Practices Into Curriculum	Jaimie Kechego	2	18	3.89/4
Promoting Systemic Change	Jaimie Kechego	1	27	--
What are Indigenous Pedagogies?	Jaimie Kechego	2	22	3.93/4
What are Indigenous Protocols?	Jaimie Kechego	2	15	3.85/4

Blackboard Learn Training Workshops

Title	Instructor(s)	Hours	Attend.	Eval.
Assessment of Student Learning (Tests and Assignments) – Decaf Level	Lorna Stolarchuk; Lauren Sabourin; Niwit Aryal; Tim Au-Yeung	2	10	--
Assessment of Student Learning (Tests and Assignments) – Espresso Level	Lorna Stolarchuk; Lauren Sabourin; Niwit Aryal; Tim Au-Yeung	2	4	--
Blackboard Getting Started – Espresso Level	Lorna Stolarchuk	1	2	--
Building Your Test in Blackboard - Tips for Success	Lauren Sabourin	1	26	--
Communication - Getting Started and Using Discussions - Decaf Level	Lorna Stolarchuk; Lauren Sabourin; Niwit Aryal; Tim Au-Yeung	2	12	--
Communication - Getting Started and Using Discussions - Espresso Level	Lorna Stolarchuk; Lauren Sabourin; Niwit Aryal; Tim Au-Yeung	2	4	--
Deploying and Grading Tests	Niwit Aryal	1	32	--
Grade Centre and Transfer Final Grades Drop-In	Lorna Stolarchuk; Tim Au-Yeung	3	4	--

Grade Centre and Transfer Final Grades Drop-In	Lorna Stolarchuk	3	5	--
Grade Centre Tips and Tricks Featuring Blackboard Annotate for Assignments	Lorna Stolarchuk; Tim Au-Yeung	1	28	--
Grading Student Work and Reconciling the Grade Centre - Decaf Level	Lorna Stolarchuk; Lauren Sabourin; Niwit Aryal; Tim Au-Yeung	2	6	--
Grading Student Work and Reconciling the Grade Centre - Espresso Level	Lorna Stolarchuk; Lauren Sabourin; Niwit Aryal; Tim Au-Yeung	2	6	--
Name Your Topic!	Lorna Stolarchuk		1	--
Sharing Course Content - Espresso Level	Lorna Stolarchuk; Niwit Aryal; Tim Au-Yeung	2	8	--
Troubleshooting and Utilizing the Grade Centre	Lorna Stolarchuk; Niwit Aryal; Tim Au-Yeung	3	4	4/4
Getting Started (Education)	Lorna Stolarchuk; Niwit Aryal; Tim Au-Yeung	2	8	--
Blackboard Overview for Sessional Instructors (Education)	Lorna Stolarchuk; Tim Au-Yeung	1	19	--
Blackboard Whirlwind Intro for Sessional Instructors (Law)	Lorna Stolarchuk		13	--
Getting Started for Staff - Decaf Level (Law)	Lorna Stolarchuk; Tim Au-Yeung	2	9	3.8/4
Blackboard Whirlwind Intro (Law)	Lorna Stolarchuk		10	--
Blackboard Whirlwind Intro (Law)	Lorna Stolarchuk		5	--
Getting Started – Decaf Level (Nursing)	Deborah Dayus; Lorna Stolarchuk	1	3	--
Bb Ready, Set, Go! (Service Desk Staff)	Lorna Stolarchuk; Tim Au-Yeung	2	2	--
Bb Node Admin Training (Continuing Education)	Lorna Stolarchuk; Tim Au-Yeung	2	5	4/4
Creating an Engaging Online Experience (Science)	Erika Kustra; Lorna Stolarchuk; Mark Lubrick; Nobuko Fujita	3	108	--
Getting Started - Decaf Level (Nursing)	Deborah Dayus; Lorna Stolarchuk	1	4	--
iClicker Pilot Instructor Training	Lorna Stolarchuk	3	7	--

GATAcademy

Title	Instructor(s)	Hours	Attend.	Eval.
Connecting Best Practices for Teaching Linguistically-Diverse International Students With International Student Characteristics and Student Satisfaction	Clayton Smith; Deena Wang; Sumeet Kaur; Victor Sam; Zhuying Zhuo	1	17	3.67/4

Crossing the Rubricon: Exploring Criteria Sheets and Scoring Guides for Grading	Veronika Mogyorody; Mona Makki	1	15	3.68/4
Crossing the Rubricon: Exploring Criteria Sheets and Scoring Guides for Grading	Mona Makki; Veronika Mogyorody	1	40	4/4
Decolonizing Practices for Pedagogy	Andrea Sullivan-Clarke	1	18	3.95/4
Do You Need Blackboard for What You Do?	Lorna Stolarчук; Marlene Sebastian; Niwit Aryal; Tim Au-Yeung	1	16	3.87/4
Do You Need Blackboard for What You Do?	Lorna Stolarчук; Marlene Sebastian; Niwit Aryal; Tim Au-Yeung	1	13	3.64/4
Effective Lecture Preparation and Delivery	Irene Muir; Shaymaa Zantout	1	36	3.83/4
Effective Lecture Preparation and Delivery	Irene Muir; Shaymaa Zantout	1	25	3.86/4
Leading Effective Discussions	Paige Coyne; Sindhu De Livera	1	34	3.63/4
Leading Effective Discussions	Paige Coyne; Sindhu De Livera	1	21	3.67/4
Leading Effective Labs and Tutorials	Tanya Noel; Natalie Gosselin	1	21	3.68/4
Leading Effective Labs and Tutorials	Tanya Noel; Natalie Gosselin	1	19	3.50/4
Learning is not a Spectator Sport: Engaging Students using Active Learning Techniques	Lisa Salfi	1	30	3.72/4
Learning is not a Spectator Sport: Engaging Students using Active Learning Techniques	Lisa Salfi	1	16	3.87/4
Managing being both a Researcher and a GA/TA	Hio Tong Kuan; Joan Craig; Stephanie Cragg	1	27	3.19/4
Managing being both a Researcher and a GA/TA	Hio Tong Kuan; Joan Craig; Stephanie Cragg	1	24	3.27/4
More than a Grade: Providing Meaningful Feedback	Ashlyne O'Neil; Kristin Schramer	1	15	3.82/4
More than a Grade: Providing Meaningful Feedback	Ashlyne O'Neil; Kristin Schramer	1	36	3.86/4
Open Educational Resources	Scott Cowan	1	10	--
Using your GA/Taship for Employment and Career Progression	Stephanie Dupley; Manaal Chaudhary	1	46	3.73/4

GATA Winter Academy

Title	Instructor(s)	Hours	Attend.	Eval.
Grading and Providing Effective Feedback	Harmony Peach; Naomi Levitz	1	45	3.46/4
Leading Effective Discussions	Alexa DiCecco; Beth Jarrett	1	44	3.72/4
Planning Effective Lectures to Enhance Student Engagement	Irene Muir; Shaymaa Zantout	1	38	3.83/4

GATA Network Series

Title	Instructor(s)	Hours	Attend.	Eval.
Computer Science GA/TA Workshop	Elizabeth Ismail; Laura Chittle	2	33	--
Computer Science GA/TA Workshop	Elizabeth Ismail; Laura Chittle	2	34	--
Creating a Teaching Dossier	Elizabeth Ismail; Laura Chittle	1	10	--
Dealing With Suspected Plagiarism	Grant Yocom; Kate Hargreaves	1	14	--
Effective Grading and Feedback: The Breakfast of Champions	Paige Coyne	2	29	--
Engineering GA/TA Workshop	Laura Chittle; Niwit Aryal	2	12	--
Supporting Teaching and Learning in the Blackboard Environment: Tips for GAs and TAs	Lauren Sabourin	2	14	--
Supporting Teaching and Learning in the Blackboard Environment: Tips for GAs and TAs	Lauren Sabourin	2	23	--
Using the Virtual Classroom (Blackboard Collaborate Ultra)	Mark Lubrick	1	114	--

Special Topics Sessions

Title	Instructor(s)	Hours	Attend.	Eval.
HK Retreat	Allyson Skene; Kevin Milne	7	14	--
Subverting Assessment as We Pivot	Jessica Raffoul; Pierre Boulos	2	16	--
Teaching Dossier Academy for HK PhD Seminar	Pierre Boulos	8	10	3.8/4
GATAcademy Volunteer Training	Elizabeth Ismail; Laura Chittle	9	14	--
GATAcademy Volunteer Training	Elizabeth Ismail; Laura Chittle	1	13	--
Addressing Stereotypes: Recruiting and Retaining Women in STEM	Steven Spencer	1	90	--
Women in Engineering: Improving Performance and the Environment	Steven Spencer	2	36	--

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. L., Meadows, K. N., **Kustra, E.**, & Hansen, K.D. (2019). Perceptions of institutional teaching culture by tenured, tenure-track and sessional faculty. *Canadian Journal of Higher Education*. 49(3), 24-40.

Ismail, E. & Chittle., L. (2020). A collaborative approach to developing transferable teaching skills among student workshop facilitators. *Collected Essays on Learning and Teaching*, 13, 100-110.

Shaw, L., Grose, J., **Kustra, E.**, Goff, L., Ellis, D., & Borin, P. (in press). Cultivating an institutional culture that values teaching: Developing a repository of effective practices. *To Improve the Academy*.

Skene, A., Raffoul, J., & Chittle, L. (2020). Higher education under surveillance: Navigating the audit culture. *Collected Essays for Learning and Teaching*. 13, 160-165.

Book Chapters

Kustra, E. (In Press). Educational Development Networks in the Canadian Context. In A. Scholkmann, B. Szczyrba, N. Schaper & R. Kordts-Freudinger, (Eds.) *Handbuch hochschuldidaktik (Handbook of educational development)*, utb Verlagsgemeinschaft.

Raffoul, J., Hamilton, B., & Andrews, D. (2020). Narratives of embodied practice: Using portraiture to study leadership. In N.E. Fenton & W. Ross (Eds.), *Critical reflections on research in teaching and learning* (pp. 93-106), Leiden: Brill | Sense.

Non-Peer Reviewed Sources

Marval, P. (2020). *Embedding and linking videos in your presentation software*. Available at <https://teach-learn.ca/2020/05/12/embedding-and-linking-videos-in-your-presentation-software/>.

Mogyorody, V. (2020). *Placemaking*. Available at <https://teach-learn.ca/2020/04/29/placemaking/>

Popovic, C., & **Kustra, E.** (2020). *How to hold a conference online*. Available at <https://teachingcommons.yorku.ca/blog-146/>

Popovic, C., & **Kustra, E.** (2020). *Tips on how to plan a virtual academic conference*. Available at <https://www.timeshighereducation.com/blog/tips-how-plan-virtual-academic-conference>

Skene, A., Galka, A., & Sylvester, J. (2020). *Consideration for experiential learning online: A checklist*. Available at <https://www.uwindsor.ca/cces/1408/remote-and-online-el>

Stevens Abbitt, E. (2020). Self-care in challenging time. *Teach & Learn: Discussing All Things Teaching and Learning in Higher Education*. University of Windsor weblog. Available at <https://teach-learn.ca/>

Online Web Resource

Teaching Online. (2020). University of Windsor. Available at <https://www.uwindsor.ca/teaching-online/>

Peer-Reviewed Conference Presentations¹

Au-Yeung, T. (2019, July). *Another Batch of Student Employees? Use Blackboard to Onboard Effectively*. Presentation at BBWorld, Austin Convention Centre, Austin, Texas

Au-Yeung, T. (2020, May). *IT roundtable*. Presentation at Virtual MiBUG Spring Conference, University of Windsor, Windsor, ON.

Boulos, P. (2019, October). *Ethical behaviour as leadership in education*. Presented at the Lilly Conference on Teaching and Learning, Traverse City, MI.

Hoessler, C., Kolomitro, K., **Raffoul, J.**, & Allard, E. (2020, February). *Telling stories: A conversation on evaluating the contribution, value, and impact of educational development*. Educational Developers Caucus Conference, Halifax, NS.

Ismail, E. (2020, June). *Developing critical thinking with rhetorical pedagogy*. Oral presentation at the Ontario Society for the Study of Argumentation Conference, Windsor, ON.

Kustra, E., & Hoessler, C. (2019, November). *A model of collaboration in educational development for intentionally balancing integration and investment*. Presented at the Professional and Organizational Development Network (POD) conference, Pittsburgh, PA.

Kustra, E., Mogyorod, V., & Lamonica, C. (2020, February). *(Re)locating your centre*. Session at the Educational Developers Caucus 2020 Conference, Mount Saint Vincent University and Dalhousie University, Halifax, NS.

Raffoul, J., & **Potter, M.** (2019, October). *Engaged Alienation: SoTL, Inclusivity, and the Problem of Bad Faith*. International Society for the Scholarship of Teaching and Learning (Accepted) Conference, Atlanta, GA.

¹ Additional conference sessions were accepted for national and international conferences but were postponed due to the COVID pandemic.

Shaw, L., Dunn, A., **Kustra, E.**, Grose, G., Fisher, L., & Borin, P. (2019, November). *Practices that promote teaching from Canadian staff, faculty, and students*. Presented at the Professional and Organizational Development Network (POD) conference, Pittsburgh, PA.

Skene, A., Raffoul, J., & Chittle, L. (2020, February). The audit culture under surveillance: Navigating higher education. Educational Developers Caucus Conference, Halifax, NS.

Invited Sessions

Attas, A., & **Kustra, E.** (2020, April). *Emerging strategies: New faculty orientations*. Presented online at the Keep Teaching Webinar Series, STLHE.

Au-Yeung, T., Frak, B., Karamatos, S., Lubrick, M., & **Stolarchuk, L.** (2019, September). *Blackboard & Microsoft 365 (incl. Teams) - Features and limits*. (Online). University of Windsor, Windsor, ON.

Baker, N., & **Stolarchuk, L.**, (2020, May). *Fundamentals of Online Teaching: Sociology, Anthropology, and Criminology (COVID online preparation)*. University of Windsor, Windsor, ON.

Chittle, L., & Ismail, E. (2019, November). *Marketing your skills through a teaching dossier*. Invited workshop as part of Propel, Career Development and Experiential Learning, University of Windsor, Windsor, ON.

Chittle, L., & Ismail, E. (2019, September). *Appropriate social media usage for GAs/TAs*. Invited presentation for the Orientation Workshop for New Graduate and Teaching Assistants, Faculty of Graduate Studies, University of Windsor, Windsor, ON.

Ismail, E. & Chittle, L. (2019, September). *GATAcademy-Sociology, Anthropology and Criminology*. Invited presentation for the Department of Sociology, Anthropology, and Criminology, University of Windsor, Windsor, ON.

Ismail, E. & Chittle, L. (2019, October). *Professional communications*. Invited workshop as part of Propel, Career Development and Experiential Learning, University of Windsor, Windsor, ON.

Ismail, E., & Chittle, L. (2020, February). *Fostering leadership: Reflections from a distributed leadership model*. Presented at the Lancer Leadership Conference, University of Windsor, Windsor, ON.

Ismail, E., Chittle, L., & Skene A. (2019, September). *Reasoning skills (TA training)*. Invited session for the Department of Philosophy, University of Windsor, Windsor, ON.

Kustra, E., & DeWitt, L. (2019, September). *Faculty of Nursing Masters students' orientation*. Invited session for the Faculty of Nursing, University of Windsor, Windsor, ON.

Kustra, E., & Azar, N. (2019, October). *Preparing presentations*. Invited session for the Faculty of Human Kinetics, Undergraduate Thesis Course, University of Windsor, Windsor, ON.

Kustra, E., Frake-Mistak, M., Hoessler, C., & Stockley, D. (2020, March). *Emerging strategies for COVID-19: Discussion & resource sharing*. Presented Online at the Keep Teaching Webinar Series, STLHE.

Nobuko, F., **Kustra, E.,** Lubrick, M., & **Stolarchuk, L.** (2020, June). *Creating an engaging online experience*. Invited session for the Faculty of Science, University of Windsor, Windsor, ON.

Raffoul, J. & Boulos, P. (2020, June). *Authentic assessment online*. Invited session for the Faculty of Science, University of Windsor, Windsor, ON.

Sebastian, M., Aryal, N., & Au-Yeung, T. (2020, September). *Blackboard orientation for new MBA Students*, University of Windsor, Windsor, ON.

Skene, A. (2020, June). *Fostering academic integrity*. Invited session for the Faculty of Science, University of Windsor, Windsor, ON.

Stockley, D., **Kustra, E.,** Ellis, D., & Linse, A. (2020, April). *Emerging Strategies: Leadership*. Presented online at the Keep Teaching Webinar Series, STLHE.

Stolarchuk, L., Lubrick, M., & **Sabourin, L.** (2020, January). *Creating Digital Content*. Human Resources - UWindsor Sector Awareness Series, University of Windsor, Windsor, ON.

Videos

Aryal, N. (2020). *Compare two weighted total columns and create final grades column*. University of Windsor, Windsor, ON.

Aryal, N. (2020). *Mid-course overview*. University of Windsor, Windsor, ON.

Kojic, L. (2020). *Creating a course menu in Blackboard*. University of Windsor, Windsor, ON.

Sabourin, L. (2019). *Creating and uploading a banner to your site*. University of Windsor, Windsor, ON.

Sabourin, L. (2020). *Grading assignments*. University of Windsor, Windsor, ON.

Sabourin, L. (2020). *Grading tests in Bb*. University of Windsor, Windsor, ON.

Sabourin, L. (2020). *Adaptive release*. University of Windsor, Windsor, ON.

Sabourin, L. (2020). *Creating, associating, and grading with rubrics*. University of Windsor, Windsor, ON.

Sabourin, L. (2020). *Using the Blackboard quiz generator*. University of Windsor, Windsor, ON.

Sabourin, L. (2020). *Sharing your screen with PowerPoint*. University of Windsor, Windsor, ON.

Sabourin, L. (2020). *Uploading a file to OneDrive to share*. University of Windsor, Windsor, ON.

Stolarchuk, L. (2020). *Bare-boned basics of adding student grades to Blackboard*. University of Windsor, Windsor, ON.

Stolarchuk, L. (2020). *Blackboard and MS Teams integration task overview (co-op onboarding)*. University of Windsor, Windsor, ON.

Stolarchuk, L. (2020). *Communications (Co-op onboarding)*. University of Windsor, Windsor, ON.

Stolarchuk, L. (2020). *Exporting and importing a test for practice*. University of Windsor, Windsor, ON.

Stolarchuk, L. (2020). *Teaching in a Blackboard learning environment-introduction*. University of Windsor, Windsor, ON.

Stolarchuk, L. (2020). *Bare-boned basics of adding student grades to Blackboard*. University of Windsor, Windsor, ON.

Stolarchuk, L. (2020). *Creating assignments*. University of Windsor, Windsor, ON.

Stolarchuk, L. (2020). *Third-party software testing and documentation (Co-op onboarding)*. University of Windsor, Windsor, ON.

Stolarchuk, L. (2020). *Training needs (Co-op onboarding)*. University of Windsor, Windsor, ON.

Stolarchuk, L. (2020). *Wiki article preparation (Co-op onboarding)*. University of Windsor, Windsor, ON.

Stolarchuk, L., & Aryal Niwit. (2020). *Module 1-About this course and navigating Blackboard (TBLE)*. University of Windsor, Windsor, ON.

Stolarchuk, L., & Aryal Niwit. (2020). *Module 2-Essential communication and sharing content (TBLE)*. University of Windsor, Windsor, ON.

Stolarchuk, L., & Aryal Niwit. (2020). *Module 3-Discussions: Creating and managing*. University of Windsor, Windsor, ON.

Stolarchuk, L., & Aryal Niwit. (2020). *Module 4-Assignments and tests (TBLE)*. University of Windsor, Windsor, ON.

Stolarchuk, L., & Aryal Niwit. (2020). *Module 5-Grade Centre crash course (TBLE)*. University of Windsor, Windsor, ON.

Stolarchuk, L., & Aryal Niwit. (2020). *Module 6-Final assessment (UTC) and next steps (TBLE)*. 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.

Cavallo-Medved, D., **Chittle, L.**, & Houser, C. (2020). *Fostering students as partners: An examination of student-faculty partnerships in Science*. Centred on Learning Innovation Fund (CLIF) Grant, University of Windsor, \$4,500.

Kustra, E. (2019). General Research Fund (SSHRC funding), University of Windsor Grant, \$13,779.

Raffoul, J., Skene, A., & Chittle, L. (2019). *Counting our way up: Centres for teaching and learning in the audit culture*. Educational Developers Caucus Grant, \$2,852.

Raffoul, J., Kechego, J., Calvez, S., & Haque, A. (2020). *Indigenizing the curriculum: From challenges to opportunities*. Educational Developers Caucus Grant, \$2,981.

Raffoul, J., Kechego, J., Kustra, E., Calvez, S., & Haque, A. (2020). *Indigenizing the curriculum: From challenges to opportunities*. SSHRC Exchange: Mobilization Activity Grant, \$1,000.

Stagner, J., Soutter, J., **Stolarchuk, L.**, Ward, J., & Marshall, D. (2020-2022). *Nanadagikenim Seek to Know Grant*, \$4,981.

On-Campus Committees

- Aboriginal Educational Council
- Academic Continuity Committee (Co-Chair)
- Academic Policy Committee
- Accessible Built Environment Committee
- Accessibility Coordinating Committee
- Blackboard Data Governance Sub-Committee
- Captioning Committee
- Center for Teaching and Learning Appointments Committee
- Centre for Teaching and Learning Curriculum Development Team
- Centred on Learning Innovation Fund Committee (Chair)
- Classroom Committee
- COVID Space Preparation & Planning Working Group
- Data Analytics Working Group (Chair)
- Data Analytics Software Action Group (Chair)
- Data Governance Committee
- Deans Council
- Delegated Research Ethics Board for Education and Learning (REBEL) Committee
- Educational Leadership Award Selection Committee
- Environmental Sustainability Advisory Committee
- Experiential Learning Definitions: Strategic Mandate and EL Tagging
- GA/TA Awards for Educational Practice and Leadership Selection Committee
- Graduate Education Research Conference Steering Committee

- IT Advisory
- Leadership Network
- Leddy Library Master Space Plan Committee
- LMS Advisory Committee (Chair)
- LMS Data Governance Pilot Group
- LMS Steering Committee (Co-Chair)
- LMS Student COOP/LMS Support Team (Chair)
- LMS Team (Co-Chair)
- Nanadagikenim-Seek to Know Review Committee
- New Program Steering Committee
- PDC Subcommittee Indigenizing Curriculum
- Program Development Committee
- Program Development Committee Subcommittee, University Program Review (Chair)
- Provost's Council
- Rhodes Scholar Award Selection Committee
- Roger Thibert Teaching Excellence Award Committee
- Strategic Mandate Agreement Research and Innovation Metrics
- Student Evaluation of Teaching (SET) Taskforce
- SMA3 Experiential Learning Committee
- TeamDynamix Initiative Committee – Working Group
- Transforming Windsor Law
- Undergraduate Research Experience Grant Review Committee
- University of Windsor Research Ethics Board
- University Teaching Certificate Program Committee
- UWill Discover Undergraduate Research Experience Conference Committee
- UWinSite Advisory Committee
- Web Governance Committee
- WUFA Contract Committee (Chair)
- WUFA Co-Chief Negotiator
- WURA Executive
- WURA Vice-President
- WURA JCC Representative

External Committees and Representation

- 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., eCampus Ontario Faculty Advisory Committee
- Boulos, P., Hotel Dieu Grace Hospital Research Ethics Board
- Boulos, P., Inter-Agency Panel on Research Ethics (PRE)
- Boulos, P., Past-President, International History, Philosophy, and Science Teaching (Journal)
- Boulos, P., President, International History, Philosophy, and Science Teaching
- Kustra, E., Advisory Member, Noble International University (NIU)

- Kustra, E., Board of Directors, Society for Teaching and Learning in Higher Education
- Kustra, E., COED Representative, Council of Ontario Universities
- Kustra, E., Chair, Educational Developers Caucus
- Kustra, E., Committee Member, 3M National Teaching Fellowship Selection Committee
- Kustra, E., External Reviewer: Research Institute, University of Western
- Kustra, E., External Reviewer, Academic Development Centre, Mount Royal University
- Kustra, E., International Consortium for Educational Developers (ICED) 2020 Scientific Committee
- Kustra, E., Keep Teaching STLHE and EDC Resource and Webinar during COVID
- Kustra, E., Member, Teaching and Learning Centre Leaders, EDC Action Group
- Kustra, E., Past-Chair, Educational Developers Caucus (EDC)
- Raffoul, J., Editorial Board Member, Canadian Journal for the Scholarship of Teaching and Learning
- Raffoul, J., Associate Editor, Canadian Journal for the Scholarship of Teaching and Learning
- Raffoul, J., Editor and Coordinator, Educational Developers Caucus Guides
- Raffoul, J., Member, Educational Developers Caucus Action Group on Evaluating Educational Development
- Skene, A., Educational Developers Caucus Action Group on Curriculum Mapping

Peer Review: Journals and Conference Submissions

- BBWorld Conference
- Canadian Journal for the Scholarship of Teaching and Learning (CJSOTL)
- Centred on Learning Innovation Fund (CLIF)
- 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 Engineering and Technology Education Conference
- International Journal of Academic Development (IJAD)
- International Society for the Scholarship of Teaching and Learning Conference (ISSOTL)
- Journal of Applied Research in Higher Education (JARHE)
- Journal for Teaching and Learning (JTL)
- 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

- American Institute of Architects (AIA)
- Association for Theatre in Higher Education
- Can Am Indian Friendship Centre of Windsor
- Council of Ontario Educational Developers (COED)
- eCampus Ontario Faculty Advisory Committee
- Educational Developers Caucus (EDC)
- First Nations, Metis, and Inuit Education Association of Ontario

- Higher Education Research and Development Society in Australasia (HERDSA)
- Indigenous Educators Support Network
- International Consortium for Educational Development (ICED)
- International Society for the Scholarship of Teaching and Learning (ISSOTL)
- 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 Region Society of Architects

APPENDIX C: TEAMDYNAMIX BREAKDOWN OF RESOLVED TICKETS

Request Type	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Grand Total
Users, roles, and roster (manual adjustments) / (Roles / Roster integration / Add or Delete Users)	9	24	52	12	8	8	31	10	4	8	14	19	199
Course site merge/term adjustment	14	32	35	1	8	17	25	0	0	10	25	12	179
Site Availability (Student) / (Launching Site)	15	24	47	7	6	2	35	2	3	4	21	10	176
Bb Collaborate (Virtual Classroom)	1	2	18	3	2	0	6	3	44	15	33	31	158
Custom site request (template/lab/org/sandbox)	6	6	11	10	8	17	8	1	11	18	33	11	140
Assignments (Incl. Portfolios & self and peer assessments)	9	4	10	14	9	6	8	6	27	24	4	13	134
Other	6	7	18	6	12	5	13	7	15	15	12	7	123
Grade Centre (incl. import / export / scantron)	1	5	10	13	9	5	12	7	18	27	1	6	114
Tests / Surveys / Pools (design, deploy, results, troubleshooting)	3	0	5	6	7	7	14	4	31	17	3	12	109
Course content or menu issues	5	3	14	5	1	1	3	4	10	5	18	9	78
Upstream user data issues / (Course Instructor TBA - No Access)	3	9	16	0	1	10	11	4	0	5	6	2	67
Training and Support (new skills)	11	15	14	10	5	0	0	0	0	0	0	0	55
BB Interface and Settings	0	0	0	0	0	2	12	5	4	7	6	3	39
Copy / Import / Export / Migration site contents	7	3	7	1	4	2	5	1	3	1	0	3	37
Blackboard transfer final grades to UWinsite issue	9	4	7	1	0	1	1	0	0	9	0	0	32
Make course available	6	11	4	0	2	1	2	0	2	0	2	0	30
UWin account issues / No UWin Account	0	0	2	0	0	0	6	1	7	2	6	6	30
Organization sites - requests / issues	5	9	12	2	1	0	0	0	0	0	0	0	29
Login issues (w/ UWinID)	5	2	14	3	1	0	0	0	0	1	0	2	28
Lab/ Custom Site Request / (Development Site Requests)	4	4	7	7	5	0	0	0	0	0	0	0	27
Discussion Forums	3	0	4	0	0	0	3	1	6	3	5	1	26
Reporting System Downtime	11	0	0	0	0	1	8	0	1	1	0	0	22
Mobile	1	0	6	1	1	0	4	3	3	1	2	0	22
Group Work	1	1	6	0	1	0	2	0	2	3	2	1	19
LTI Integration Tools (external 3rd party e.g. Echo, publisher materials)	1	0	2	0	2	1	5	1	0	1	2	2	17
SafeAssign	1	0	2	3	0	3	1	0	3	1	2	0	16
Interactive Tools (Blogs, Journals, Email, Course Messages)	1	0	1	2	0	1	2	2	2	2	2	0	15
Rubrics	2	1	2	0	0	1	2	1	2	0	0	2	13
Accessibility	0	0	0	0	0	0	3	0	4	1	2	1	11
To escalate to Blackboard Support - 3rd Tier	0	1	3	3	2	0	0	0	0	0	0	0	9
Customize Course Properties	0	0	0	0	0	0	2	0	2	0	2	1	7
Feature Request	1	0	4	0	0	0	0	0	0	0	0	0	5
Reclassification to Tier 2	0	0	0	0	0	1	0	1	1	1	1	0	5
Statistics (Custom requests)	0	0	0	0	0	0	1	0	0	0	1	2	4
Student/Instructor Access Issues	0	0	0	0	0	0	0	0	0	0	0	0	0
Add Content or Menu Issues	0	0	0	0	0	0	0	0	0	0	0	0	0
Blackboard to	0	0	0	0	0	0	0	0	0	0	0	0	0
COMPLETED TICKETS	141	167	333	110	95	92	225	64	205	182	205	156	1975

APPENDIX D: ACTIONS IDENTIFIED IN 2018-19, AND COMPLETED IN 2019-20

In the 2018-19 Annual Report, the CTL identified a number of future actions. The following table summarizes whether and how these actions were met in 2019-20.

Actions Identified in 2018-19	Actions Completed in 2019-2020
1. 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"> - Developed an informal process for instructors to gather feedback on their teaching, providing sample formative questions and two Qualtrics surveys, completed during the pivot online in Winter 2020 as the University did not require instructors to formally collect SETs - Held over 100 consultations on teaching dossier development - Facilitated an online week-long Teaching Dossier Academy - Continued as members of the University-wide SET Taskforce - Worked with departments on evaluation frameworks for RTP
2. Indigenization: Facilitate increased awareness and support for Indigenization of curriculum	<ul style="list-style-type: none"> - Hired part-time Indigenous Curriculum and Pedagogy Project Coordinator, Jaimie Kechego - 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 and encouraging collaboration with community - Successfully bid for internal and external funding to assess the challenges and perceived needs of educational developers working to support the Indigenization of curricula - Included an Indigenous welcome at major events - Began to build stronger relationships with local Indigenous community members and with national Indigenous educational developers
3. Experiential Learning: Support for the implementation and analysis of experiential learning experiences (SMA3)	<ul style="list-style-type: none"> - Partnered with the Office of Experiential Learning to develop definitions and processes for reporting experiential learning activities for SMA3 - Built online resources to support reflection in experiential learning in collaboration with OEL - Integrated an understanding of experiential learning in courses and workshops
4. Curriculum Development and Mapping: Support departments to develop, refine, and map programs; work towards a target of 50% of all	<ul style="list-style-type: none"> - Successfully achieved the SMA2 mandate to have curriculum maps for 50% of programs, mapping 50.9% (176) programs by the December 2020 deadline - Supported curriculum mapping through small grants, consultations, retreats, and workshops

programs mapped by 2020 (SMA2)	<ul style="list-style-type: none"> - 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 - 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/) - Worked with the Office of the Provost to arrange for support for a full-time position to support the development of more robust curriculum services
5. Data Governance and Learning Analytics: Implement systems with ITS and partners across campus	<ul style="list-style-type: none"> - Contributed to an ongoing collaboration with IT Services to use Blackboard as the pilot system for thinking through a Data Governance framework - Participated in the IT-led Data Governance Steering and Working Groups - Chaired the Data Analytics Tool Assessment Working Group – a sub-committee with members from IT Services, CTL, the Registrar’s Office, Institutional Analytics, and Leddy Library, examining data analytics tools on campus - Through the sub-committee, circulated a survey and reviewed information from across campus on data reporting needs, tools currently in use, and gaps - Worked on policies for access to sites and archiving sites - Focused on re-integrating and validating the A4L Learning Analytics module into Blackboard, a tool used for accreditation, program refinement, and annual reporting, as the tool was not working properly following the University’s move to UWinSite
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)	<ul style="list-style-type: none"> - Provided extensive support for Blackboard Learn and associated technology during COVID, including the development of BBCafe (a virtual drop-in service), sprints, videos, online resources, and virtual synchronous workshops - Increased support for the use of assessment tools within Blackboard Learn - Successfully supported Blackboard Learn and Learning Analytics, with over 92% of courses having active sites - 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, implemented the Blackboard-integrated Course Reserves software, Leganto - Supported the classroom space committee and the COVID Space Preparation & Planning Working Group

<p>7. Support Effective Teaching Through Sustainable Core Programming: Provide essential support of teaching through coherent programming</p> <ul style="list-style-type: none"> a) Early career faculty support and reporting for SMA2 b) Mid-to-late career and educational leadership support c) GA/TA support and programming 	<ul style="list-style-type: none"> - Developed resources and videos to support instructors submitting grades through Blackboard - Hosted 97% of all new full-time faculty hired in 2019-20 in at least one CTL-facilitated workshop, and distributed resources and information about teaching to 100% - Launched an Early Career Faculty Mentoring Program - Partnered with the Office of the Provost to provide an extended Early Career Faculty Program, with an interactive four-day orientation, weekly informal drop-ins, a faculty lunch, mid-year meeting, preferential access to CTL programs, consultations, and regular emails - Offered support for mid-to-late career faculty and for leadership development through workshops, extended sessions, a senior fellows program, an educational leadership award, and more - Coordinated the GATA Network and offered GATA Awards
<p>8. Scholarship: Undertake, support, and promote the scholarship of teaching and learning and a scholarly approach to effective teaching</p>	<ul style="list-style-type: none"> - 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 - Offered a newly designed course on the scholarship of teaching and learning - Partnered with faculty to undertake teaching and learning research projects - Facilitated conference presentations and invited sessions, and published articles, book chapters, and non-refereed resources focused on issues in teaching and learning



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