

## 1. Executive Summary

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

### A. Introduction

The Centre for Teaching and Learning (CTL)'s **mandate is core to the mission** of the University of Windsor, as it enhances effective teaching and learning on campus through the thoughtful integration of interactive technologies and effective pedagogical practices. The role has been essential during the pandemic. It is also **critical to the current provincial context**, as it supports Ontario-wide teaching and learning goals and Strategic Mandate Agreements (SMA). Programming is intentionally designed to engage instructors at all stages of their career, and to build a network of faculty, students and staff across campus.

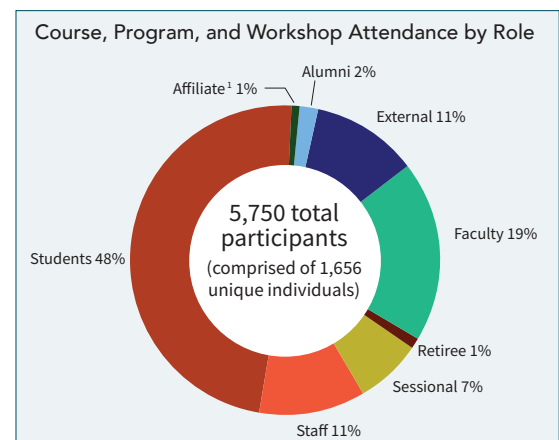


### B. Goals and Objectives of Reporting Year: Strategic Priorities

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

### C. Successes

- Hosted more than 5,700 instructors, staff, graduate students, and undergraduate teaching assistants at 146 courses, programs, and workshops, with **1,656** unique participants
- Played a central role during the COVID pandemic: e.g., BB Café had over 1,595 visits, and Blackboard workshops hosted over 2,700 participants
- Partnered with 60 students to support the campus online
- Recognized for COVID support through the University Impact Award, with Office of Open Learning (OOL)
- Initiated the LMS Review with the OOL and IT Services
- Supported Anti-Black Racism, partnering with the Office of Human Rights, Equity and Accessibility (OHREA) and Windsor University Faculty Association (WUFA) to host a workshop series with 247 participants from every Faculty
- Established the first Anti-Racism Pedagogies Teaching Leadership Chair in Canada with the Office of the President, welcoming Andrew Allen as the first incumbent
- Supported Indigenization through workshops with 461 participants, and partnering with Aboriginal Education Centre (AEC), and developed comprehensive [online resources](#)
- Engaged in successful research grants to understand the educational development role in Indigenization of curricula with a team of nine researchers from six universities from across Canada, disseminated through a webinar with 116 participants and developed connections with local and national Indigenous communities
- Hosted the oversubscribed University Teaching Certificate (UTC)
- Launched the [Curriculum Services website](#), a “one-stop shop” of evidence-based resources for course and program design with Senate Secretariat, Office of Quality Assurance, and Office of Institutional Analysis
- Enhanced the CTL/ITS-developed online curriculum mapping tool, [CuMA](#), which now allows users to easily save a snapshot of their curriculum maps at a given moment of time, to compare and document program development
- Offered the first fully online version of GATAcademy through the GATA Network
- Shifted the Early Career Faculty Mentoring Program online, hosting 30 faculty members
- Recognized Johanna Frank, through the University of Windsor Educational Leadership Award
- Enhanced national and international reputation through 20 publications, 9 conference presentations, 7 grants, and membership on 19 external committees or boards



## D. Challenges

- Sustaining the ongoing support needed for remote and HyFlex teaching during the COVID pandemic
- Managing substantial personnel change during the year
- 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. This year, there has also been work with the community. During the reporting period, there were several changes to the CTL's organizational structure, including the addition of a permanence-track Learning Specialist focusing on curriculum development, return of the Online Learning Systems Administrator from LTD, and change in the role of Learning Technologies Educational Consultant for a two-year leave.

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

- a. Supported the campus during the ongoing pandemic
  - Worked with more than 940 unique participants for Blackboard support including instructors, staff, and GAVTAs, resolving more than 1,800 tickets
  - Enhanced virtual support initiatives:
    - BB Café virtual one-on-one drop-in support with 1,595 visits
    - Online training videos
    - Online sprint sessions
    - Virtual consultations with instructors from every Faculty
    - 16 new Wiki pages focused on all areas of online instruction, from opening a course site to submitting final grades
    - Campus-wide and department-specific workshops focused on engaging students online, authentic assessment, Blackboard and more
    - Web resources including FAQs related to teaching and learning issues for University-wide sites and email communications regarding teaching and evaluation practices
    - A campus-wide support website, [Teaching Online](#), a one-stop-shop for instructors to access resources, strategies, best practices, and templates for re-designing and offering their courses in the online setting: the site received more than 8,300 page views since its launch in August 2020
  - Hired 18 co-op students with external funding secured from the Government of Canada's Student Work Placement Program (SWPP), as well as five Ignite students and five part-time, contract alumni and students, to increase support for instructors using Blackboard
- b. Fostered exceptional teaching directly impacting student learning and retention across the institution
  - Hosted more than 5,700 participants (1,656 unique individuals) in 146 courses, programs, and workshops
  - Maintained strong CTL representation across campus with staff sitting on 71 campus committees
  - Consulted on institutional policies impacting teaching and learning, such as COVID academic changes, Online Exams Timing Guidelines (APC Subcommittee), LMS Archive and Retention Policies
- c. Initiated Anti-Black Racism projects
  - Joined the Anti-Black Racism Training and Education Committee led by OHREA to develop a multi-phase framework for raising awareness and understanding
  - Established Canada's first Anti-Racism Pedagogies Teaching Leadership Chair: Andrew Allen, Education
  - Partnered with OHREA and WUFA to develop the Anti-Black Racism Teaching and Learning Workshop Series: 247 faculty, staff, and academic administrators from every Faculty on campus attended five workshops
  - With the Office of the President, coordinated two workshops focused on anti-Black racism and organizational change specifically designed as professional development opportunities for upper administrators
  - Co-facilitated discussions focused on anti-racism, student inequity, and inclusivity for teaching and learning centre directors from across Canada
  - With the Office of the President and ORIS, developed new Anti-Black Racism Teaching and Learning Grants
  - Launched a community of practice for instructors interested in "resisting pedagogies" (i.e., anti-racist, Black liberational, anti-ableist, feminist, indigenous, queer)

"My colleague and I have several times discussed how the BB Café is the best thing about the university during this pandemic. Without them I certainly could do nothing on Blackboard. They are as patient as they are knowledgeable. My gratitude to them is boundless."

*Instructor, 2021*

- d. Worked on projects to Indigenize curriculum and pedagogies
  - Hosted 461 faculty, staff, and students at 10 campus-wide workshops focused on bringing Indigenous knowledges, approaches, medicines, and healing practices into classrooms and curricula
  - Partnered with the Aboriginal Education Centre to present a series of modules designed to empower those working with First Nations, Inuit, and Métis people with the knowledge needed to provide culturally appropriate, person-centred health care (particularly relevant for Kinesiology, Nursing, and Psychology)
  - Launched a comprehensive collection of [online resources](#)
  - Supported a subcommittee of the Program Development Committee (PDC) to review existing and external resources, and engaged in extensive consultations to modify the supports available for completing PDC forms for new courses and programs
  - Led a research project on the experiences, challenges, and perceived needs of educational developers hired into positions with a focus on Indigenization
  - Shared research findings through a research webinar, the *Waawayaanong Gathering: Educational Developers and Indigenizing Curriculum*, which welcomed 116 participants from 32 institutions
  - Confirmed funding to shift the Indigenous Curriculum and Pedagogy position from part-time to full-time
- e. Supported accessible learning environments
  - Participated in University-wide committees exploring accessibility, inclusivity, and diversity including the Accessibility Coordinating Committee and the Accessible Built Environment Committee
  - Held one-on-one consultations with instructors about universal design for learning, accessibility, and inclusivity
  - Created web resources and blog posts to foster inclusive and accessible teaching and learning environments
  - Began the integration and testing of Panorama into Blackboard, a software which scans uploaded documents and provides suggestions on how to make content more accessible
  - Facilitated a session on universal design as part of the Accessibility Awareness Days
  - In partnership with 10 Ontario institutions, collaborated on a successful eCampus Ontario Virtual Learning Strategy Grant to create a micro-credentialed mini-course to support accessibility
- f. Partnered with students to engage them in teaching, research and educational development
  - Published a study exploring the impact of students partnering with CTLs
  - Directly worked with over 60 students (Ignite work-study program, research and project assistants, GATA Coordinators, and workshop facilitators), as well as hundreds more involved in grants
- g. Encouraged the effective use of technology to enhance learning by integrating Blackboard Learn
  - Supported 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, hardware management, programming, communications, and HyFlex teaching
  - Upgraded Blackboard, integrating a new text editor and McGraw-Hill publisher features
  - Collaborated with OOL to test and develop resources for the new video management platform, YuJa
  - Supported the increased use of Blackboard interactive tools for assignments
  - Resolved more than 1,800 help tickets focused on BlackBoard system administration, the virtual classroom, and student assessment tools – 91.35% of users indicated they were ‘very satisfied’ with the service
  - Began to develop a self-help ‘chat bot’ to provide just-in time support to instructors
  - Maintained a stable LMS with 99.7% uptime, supported by monitoring from IT Services
  - Renewed contracts for 15 Mentimeter licenses to enable interaction with students
- h. Initiated the LMS Review with IT Services and OOL as the current LMS Vendor has announced that they will no longer support self-hosting as of 2023
- i. Supported Learning Analytics consistent with enrollment and retention initiatives
  - Piloted new A4L dashboards with the Faculty of Human Kinetics and the FAHSS allowing for reporting and analysis of program bottlenecks, student retention, and service courses and common electives

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

- a. GATA Network (made up of 3 Coordinators co-supervised with Graduate Studies) continued online support during the COVID-19 pandemic.
  - Offered virtual office hours, and departmental and campus-wide online workshops
  - Developed online resources, including a comprehensive Instructor-GA/TA Checklist designed to support instructors, and GA/TAs in their course-related responsibilities

- b. Coordinated GA/TA professional development in teaching
  - Engaged more than 2,500 students in general CTL workshops as a form of professional development
  - Held GATAcademy orientations online, with 1,637 total participation in the two events
  - Held 10 GATA Network series workshops which welcomed 270 unique participants
  - Collaborated with the Faculty of Graduate Studies, Office of Career Development and Experiential Learning, and New Faculty Orientation to offer additional workshops
  - Facilitated the promotion and review of the GA and TA Awards for Educational Practice and Educational Leadership: the team received eight nominations
  - Shared information with students through Blackboard and social media accounts (Twitter, Facebook, and recently Instagram), which have been accessed by thousands
  - Acted as graduate student representatives on campus-wide teaching and learning committees
  - Provided feedback on graduate-level program and course development
- c. Engaged in scholarship related to graduate education
  - The GATA Network Coordinators secured grants focused on student partnerships and the development of transferable skills, the use of social media to improve online learning, and the imposter phenomenon
  - Shared results through peer-reviewed conference sessions and journal articles
- d. 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 an online version of the six-week course, Scholarship of Teaching and Learning
  - Partnered and consulted with faculty across units on teaching and learning research
  - Invited article submissions to the CTL's Teach and Learn blog with contributions from 17 faculty, students and staff from across campus and beyond the CTL
- e. Offered Grants to support scholarship related to teaching and learning
  - Awarded three Centred on Learning Innovation Fund (CLIF) grants of \$2,000-5,000 to nine researchers
  - Continued to support modifications to awardees of the Nanadagikenim Seek to Know Grants
  - Provided three CTL travel grants to disseminate teaching research (remainder postponed due to COVID)
  - Partnered with ORIS to offer 11 Undergraduate Research Experience Grants to 12 researchers, a grant developed to encourage faculty to teach and mentor undergraduate researchers
  - Launched the inaugural Anti-Black Racism Teaching and Learning Grant in partnership with the Office of the President and ORIS
  - Initiated the one-time HyFlex Teaching and Learning grants with the Office of the President
- f. CTL Members engaged in research to contribute to the enhancement of teaching and learning in higher education
  - CTL members researched major themes such as: Indigenization; evaluation of teaching and educational development; cultivating institutional culture that values teaching; Students as Partners (SaP); educational leadership and change initiatives; curriculum development; impact of accountability on post-secondary institutions; and Scholarship of Teaching and Learning
  - Worked on seven ongoing research grants totaling over \$356,762 on teaching and learning projects
  - Disseminated CTL-staff research findings: 17 refereed journal publications; 3 book chapters; 1 guidebook; 5 non-reviewed blogs; 9 peer-reviewed conference sessions; 10 invited workshops; 10 videos; and 1 national research webinar
  - 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 workshops, programs, courses, consultations, departmental retreats, councils, guest lectures and webinars ranging from introductory level, one-time workshops to semester-long programming, designed to address the needs of instructors in different roles and at different stages in their careers
  - Worked with participants from all Faculties, with greatest number of unique participants from Science and FAHSS (see figure 3 in full report), approximately 60% of faculty attended registered workshops in 2020-21
  - Offered the University Teaching Certificate (UTC) which saw growth in interest and uptake, particularly from the graduate student population across all Faculties on campus as well as from externals from across Canada and internationally: in the last three years, the UCT has been oversubscribed with an extensive waitlist for upcoming registrations

- b. Supported curriculum development, revision, and mapping of new and existing programs
  - Offered curriculum consultations, retreats, and workshops
  - Provided feedback for over 200 sets of course-level learning and program-level learning outcomes that were approved by PDC and Senate
  - Launched the [Curriculum Services website](#), a “one-stop shop” of evidence-based resources for course and program design with Senate Secretariat, Office of Quality Assurance, and Office of Institutional Analysis – providing information and example materials for each stage of the curriculum development process: visioning, design, renewal, as well as institutional processes, such as PDC approvals and cyclical reviews
  - Enhanced the CTL/ITS-developed online curriculum mapping tool, CuMA, which now allows users to easily save a snapshot of their curriculum maps at a given moment of time, to compare and document program development
  - Worked with the Office of Experiential Learning on identifying experiential learning opportunities across campus that would meet the Ministry of Colleges and Universities and SMA 3 requirements
- c. Provided Early Career Faculty Support
  - Hosted nearly all full-time faculty hired in the last year in at least one CTL-facilitated workshop; and 100% received resources and information
  - Redesigned the New Faculty Orientation in an online format in collaboration with the Office of the Provost
  - Provided small group mentoring, with a two-person mentoring team made up of a late-career/Emeritus and mid-career faculty members with 30 early career faculty participating in the online format
- d. Provided support and networks for mid- to late-career instructors and administrator
  - Provided Senior Administrators with resources and information sessions during the pivot online with the Office of the Provost
  - Invited and mentored mid- to late-career faculty members to co-facilitate teaching and learning workshops and communities of practice, and join adjudication committees: 22 mid- to late- career faculty facilitated workshops
  - Awarded the UWindsor Educational Leadership Award to Johanna Frank, Department of English and Creative Writing
  - Offered the Teaching and Learning Senior Scholars Program, a fellowship for retired faculty members: Veronika Mogyorody (VABE) and Erica Stevens Abbitt (Dramatic Art)
- e. Launched initiatives for sessional instructors who face unique challenges
  - Sent personalized emails clearly articulating how the CTL might support sessionals during the pandemic
  - Facilitated a series of Blackboard-focused workshops, Sessional Saturdays
  - Offered extended drop-in hours during exams and holidays, as many sessionals tend to hold professional roles
  - Created a web page which includes a Sessional Onboarding Checklist as well as information around planning and managing a course, teaching online, and University policy and procedures
  - Supervised a PhD project examining professional development needs of sessional instructors at the University
- f. Examined effective approaches to evaluating teaching integrated with hiring, tenure, and promotion
  - Continued work on the Student Evaluations of Teaching Task Force chaired by Dennis Jackson, Psychology
  - Worked with over 100 people on teaching dossiers, and hosted the Teaching Dossier Academy
  - Hosted department specific workshops on teaching dossiers
- g. Celebrated teaching excellence, rewarding and valuing teaching
  - Welcomed over 165 people online for the 15th Annual Celebration of Teaching Excellence, which featured 39 awards
  - Acted as members of six teaching award committees at the University and one external award committee
- h. Engaged in regular outreach to share information with instructors and staff through a monthly newsletter with 1,452 subscribers; Teach-Learn Blog with 1,068 visits; website with 36,326 accesses to the main site; and Daily News articles and mass emails

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

- a. Fostered relationships with Indigenous communities
  - Consulted with alumni, Elders, and Indigenous Knowledge Holders within the community as part of the consultation process to modify the PDC forms to provide more support for the Indigenization of curriculum
  - Consulted with the Treaties, Lands, and Environments Department located in Chippewa of the Thames First Nation, and the Anishnaabek Education Institute
  - Supported the Nanadagikenim Seek to Know Grants including collaborators from the Indigenous community
  - Invited Indigenous Knowledge Holders to share their expertise through workshops

- b. Included community member representation on the inaugural Anti-Black Racism Grant review committee
- c. External community members, including School Board members, attended webinars related to teaching remotely

## 5. Promote international engagement:

- a. Fostered international relationships and global perspectives
  - Staff were members of 19 external committees and boards, 18 national and international societies, and took leadership positions such as:
    - Erika Kustra as Past-Chair of the national Educational Developers Caucus (EDC), and member of the International Consortium of Educational Developers Global Advisory Group
    - Laura Chittle as a member of the Teaching Assistant and Graduate Student Advancement Group
    - Jaimie Kecheogo as a member of the EDC Indigenous Knowledges Community of Practice and Indigenous Curriculum Specialists Network
    - Jessica Raffoul as Associate Editor of the Canadian Journal for the Scholarship of Teaching and Learning as well as a member of the EDC Action Group of Evaluating Educational Development
    - Allyson Skene as a member of the EDC Action Group of Curriculum Mapping
- b. Contributed to [keepteaching.ca](http://keepteaching.ca), a national initiative which included resources and webinars supporting faculty and universities during the pivot online that was recognized internationally
- c. Consulted worldwide with educational developers and administrators on topics including Indigenization, teaching awards, support for online learning, scholarship of teaching and learning as well as educational leadership and CTL programs

## B. Future Actions/Initiatives for 2021-22

1. **Pandemic and Return to Campus Support:** Support instructors, GAs, and TAs in the return to campus, in teaching online, and in delivering hybrid courses
  - Consult with instructors on making the pedagogical shift from online learning back to face-to-face instruction; and consult with service units on learning spaces and technology renovations as we plan to return to campus
  - Collaborate with OOL on introducing Better Examinations and YuJa and integrating these technologies with Blackboard
  - Support accessibility online
2. **Indigenization:** Facilitate increased awareness and support for Indigenization of curriculum; build our local community relationships and national networks; and work towards hiring a permanent Indigenous support position
3. **Anti-Black Racism:** Collaborate with other units on campus to provide support for anti-Black racism initiatives, including workshops, training framework, and support for the Teaching Leadership Chair
4. **Curriculum Support:** Support curriculum development, revision, and mapping for new programs and existing programs
5. **Students as Partners:** Work to enhance student partnerships within the CTL and across the institution
6. **LMS Support and Review:** Continue support for classroom teaching tools ranging from the use of the University's LMS to classroom response systems
  - Collaborate with IT Services and the Office of Open Learning to lead a review of LMS systems, as the University's current licensing with Blackboard Learn will expire, and Blackboard will no longer allow institutions to self-host
  - Implement data governance and learning analytics frameworks and systems with ITS and partners across campus
7. **Support Effective Teaching through Sustainable Core Programming:** Provide essential support of teaching (i.e., experiential learning, reflection, HIPs, authentic assessments, etc.) through coherent programming for all career stages
  - Early career faculty
  - Mid-to-late career and educational leaders
  - Sessional instructors
  - GA/TAs
8. **Scholarship:** Promote the scholarship of teaching, as well as a scholarly approach to effective teaching

## C. Recommendations for Senate Consideration

Examination of the COVID policies for options that will be helpful to adapt for continued use.

## D. Actions Identified in 2019-20, and Completed in 2020-21

In the previous 2019-20 Annual Report, the CTL identified future goals, actions, and initiatives. Please refer to Appendix C in the [2020-2021 full report](#) for a summary of the actions completed related to these goals.