

ANNUAL REPORT

CENTRE FOR TEACHING AND LEARNING

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Centre for Teaching and Learning

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TABLE OF CONTENTS

Table of Contents	1
Overview	2
Mission	2
Vision	2
Organizational Structure	2
Outreach	3
Teaching and Learning During the Pandemic	4
Cultivating Equity, Diversity, Inclusion, and Indigenization	6
Anti-Black Racism Support and Initiatives	6
Indigenizing Curriculum and Pedagogy	7
Support for Accessible Learning Environments	8
Enhancing Teaching Practice: Support Programs and Services	9
Early Career Faculty Support	9
Mid- to Late-Career Faculty and Educational Leadership Support	9
Support for Sessional Instructors	10
Program and Curriculum Support	11
Courses, Workshops, and Extended Sessions	11
University Teaching Certificate	13
Consultations	14
Evaluation of Teaching	14
Recognition of Teaching Excellence	15
Supporting Technology for Teaching, Learning, and Educational Innovation	16
Blackboard Learn	16
Blackboard Training and End-User Support	16
LMS Review	17
Learning Analytics	17
Data Governance	18
Inspiring Scholarly Teaching: Research, Scholarship, and Creative Activity	19
Grants	19
Engaging in Research on Teaching and Learning	20
National and International Outreach and Partnerships	21
Enhancing the Student Experience: Initiatives, Programs, and Services	22
Undergraduate and Graduate Student Partnerships	22
GA/TA Network	22
GA/TA Orientation: GATAcademy and Winter Academy	23
CTL 2021-22 Future Actions and Initiatives	24
Appendix A: Courses, Workshops, and Extended Sessions	25
Appendix B: CTL Publications, Presentations, Grants, Committees, and Memberships	34
Appendix C: Actions Identified in 2019-20, and Completed in 2020-21	43

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

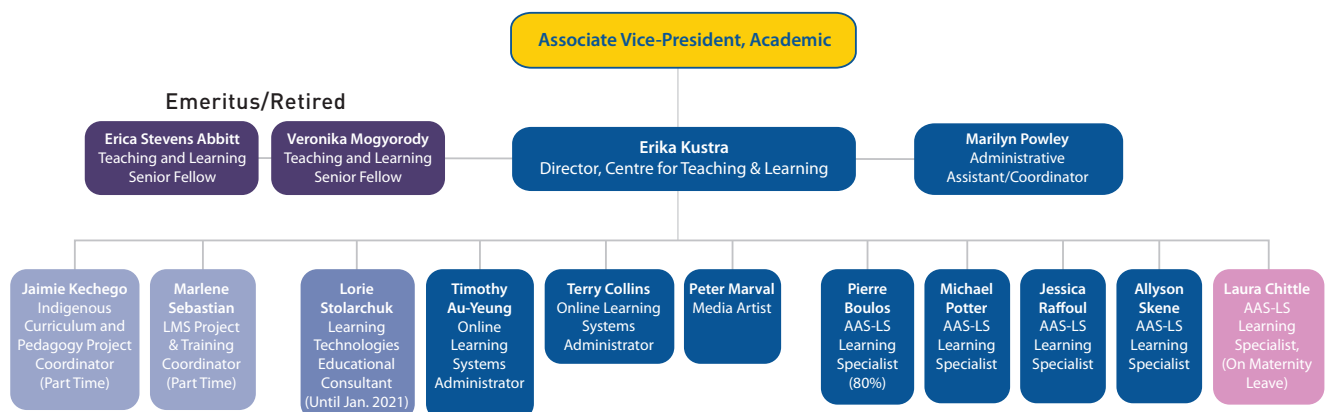
The Centre will lead ongoing strategic and intentional development of the teaching and learning culture at the University of Windsor. The CTL will be an international leader in educational development contributing, through research and a scholarly approach, to the design and development of state-of-the-art learning spaces, technology integration, and enhanced pedagogical practices.

Organizational Structure

The 2020-21 reporting year saw several changes to CTL reporting and personnel (Figure 1):

- August 2020: Teresa Collins returned from LTD to her position as the Online Learning Systems Administrator.
- January 2021: Laura Chittle was hired as a permanence-track AAS-Learning Specialist focusing on curriculum development.

Figure 1: 2020-21 CTL Organizational Chart

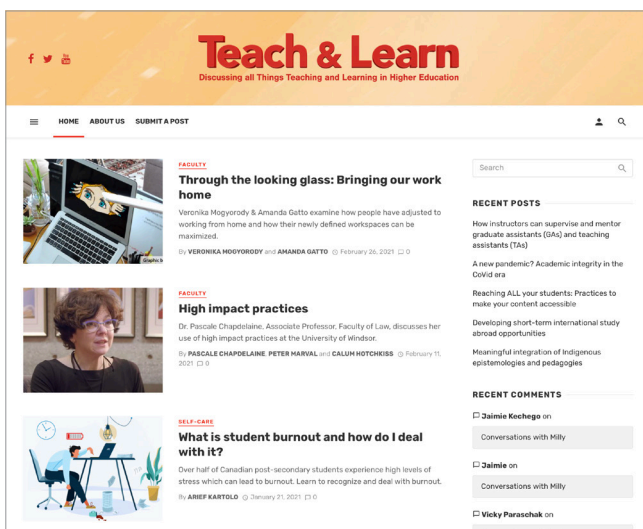


- January 2021: Lorie Stolarchuk took a leave from her role as the Learning Technologies Educational Consultant to take on a two-year AAS-Learning Specialist position in the Office of Open Learning.
- May 2021: Laura Chittle began a one-year maternity leave.
- June 2021: Anna Galka was hired on a limited term to replace Lorie Stolarchuk as the Learning Technologies Educational Consultant.

Outreach

During the year, the CTL continued to disseminate Centre announcements, initiatives, and resources both internally and throughout the wider national and international teaching and learning community. Efforts included:

- Hosting the CTL website featuring announcements, upcoming events, and resources: during the reporting period, this site was accessed 36,326 times.
- Producing a CTL Teaching and Learning Newsletter advertising upcoming events, relevant news, and teaching and learning stories: 1,452 instructors, students, and staff are subscribed to the newsletter.
- Maintaining the CTL's blog, Teach and Learn (teach-learn.ca), which features monthly blog posts focused on relevant and emergent teaching and learning topics: in 2020-21, 21 blog posts were published. The site was accessed 3,614 times, with 2,644 unique page views.
- Distributing cross-campus emails using the University's mass email system.
- Writing Daily News articles and stories about significant happenings at the CTL, general announcements, and important events.
- Producing captioned teaching and learning-related videos shared via YouTube.



TEACHING AND LEARNING DURING THE PANDEMIC

The CTL played a central role in supporting the University's pivot online during the COVID-19 pandemic: from March 2020-June 2021, staff worked with more than 1,200 unique faculty, staff, and students through workshops, drop-in sessions, and consultations, with instructors attending multiple sessions during Fall, Winter, and Summer terms.

During the reporting period, the CTL led and contributed to several initiatives and support structures for campus-wide access. Highlights include:

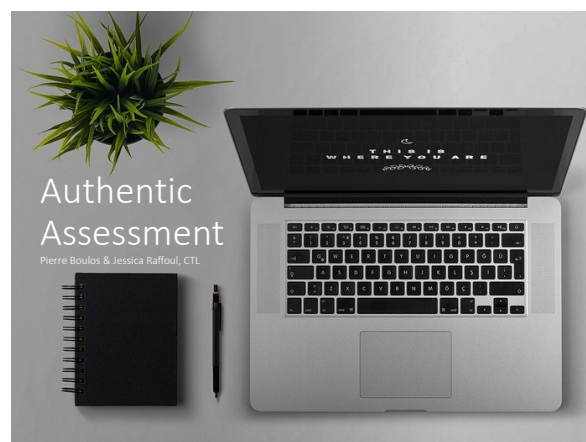
- Hosting and staffing a virtual drop-in space, BB Café, providing one-on-one support to instructors on areas including online assessments, teaching tools, Blackboard Grade Centre, and the Blackboard Collaborate Virtual Classroom: the Café boasted 1,595 visits during the reporting period.
- Facilitating campus-wide and department-specific workshops focused on engaging students online, authentic assessment, Blackboard, and more (Appendix A), welcoming over 2,700 total participants.
- Supporting 940 unique faculty, staff, and students with Blackboard issues, questions, and troubleshooting through the ticketing help system, TeamDynamix, resolving more than 1,800 tickets.
- Creating 16 new Wiki pages focused on all areas of online instruction ranging from opening a course site to submitting final grades.
- Developing six online training videos.
- Creating 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.
- Holding hundreds of virtual consultations with instructors representing every Faculty on campus.
- Creating web resources including FAQs related to teaching and learning issues for University-wide sites and email communications regarding teaching and evaluation practices.
- Working with the Office of the President and Office of the Vice-President, Academic, to draft and release a call for the HyFlex Teaching and Learning Grants, a funding scheme designed to support instructors teaching at least one HyFlex course during the Fall 2021 term.

"There are unquestionably hardships and stresses as we adapt to an online environment. This transition has been unsettling and unnerving at times, for both instructors and students alike. The impact of the CTL/OOL goes far beyond the immediate crisis, however. While our CTL/OOL colleagues are playing an integral role in guiding us through this transition, their impact will leave an important mark once this current crisis subsides, and we transition back to more 'traditional' instruction. This instruction is likely to be forever changed, and forever enriched, through their efforts. Within this crisis lies an opportunity to evaluate and improve our teaching practices as we all engage in a deeper discussion of pedagogy more generally. It is clear that, as we emerge from this pandemic, teaching will have improved across campus due to their efforts."

University of Windsor Impact Award, Nomination Package

The Centre hired 18 co-op students using 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 staff, to increase support for instructors using Blackboard. The students were an invaluable part of the support team and many commented favourably on their experience: "[I enjoyed] helping people every day and getting feedback from them. I have never had a job quite like this where everyone is so appreciative of the work. Even within the team, everyone is so supportive and appreciative of the tasks and work" (Co-Op Student Feedback).

In 2021, the CTL – along with the Office of Open Learning – was awarded the University of Windsor Impact Award in recognition of the groups' collective efforts in supporting the University's pivot online.



CULTIVATING EQUITY, DIVERSITY, INCLUSION, AND INDIGENIZATION

Anti-Black Racism Support and Initiatives

In 2020, the CTL joined the Anti-Black Racism Training and Education Committee – chaired by Kaye Johnson in the Office of Human Rights, Equity, and Accessibility (OHREA) – to develop a multi-phase [framework for raising awareness and understanding of anti-Black racism](#) and building capacity and competency at both the individual and organizational levels. During the reporting period, the Centre was directly involved in hosting, facilitating, and coordinating several of the educational initiatives identified by the committee, particularly relating to those that support the development of anti-racist teaching and learning spaces, approaches, and pedagogy. Initiatives included:

- Partnering with OHREA and the Windsor University Faculty Association (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 focused on topics including institutionalized racism, allyship, and navigating critical incidents in the classroom (Appendix A).
- With the Office of the President and Office of Research and Innovation Services, offering the Anti-Black Racism Teaching and Learning Grants, a granting scheme that funds innovative projects focused on aspects of teaching in higher education including course and curricular design, teaching innovations, and scholarship related to Anti-Black racism pedagogy: the inaugural recipients will be announced in the 2021-22 reporting year.
- Establishing the University's first Anti-Racism Pedagogies Teaching Leadership Chair, which is one of the first of its kind in Canada: Andrew Allen (Faculty of Education) was selected as the Teaching Leadership Chair.
- With the Office of the President, coordinating two workshops focused on anti-Black racism and organizational change specifically designed as professional development opportunities for upper administrators.
- Launching a community of practice for instructors interested in “resisting pedagogies” (i.e., anti-racist, Black liberational, anti-ableist, feminist, indigenous, queer) and sharing ideas, resources, and strategies for progressive curriculum and practice: 20 members of the UWindsor community participated in this monthly event.
- Facilitating opportunities for UWindsor faculty and staff to attend virtual workshops focused on anti-Black racism hosted by Western University.
- Co-facilitating discussions focused on anti-racism, student inequity, and inclusivity for teaching and learning centre directors from across Canada.

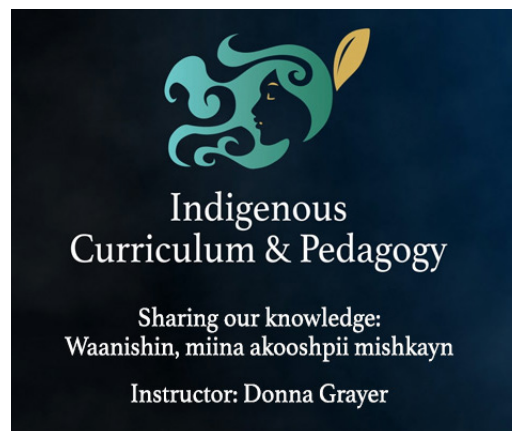
"The [workshop] speaker was passionate, brilliant, and resilient. She shared personal stories and history that EVERYONE needs to know TODAY! She held our attention, and the workshop was one of the BEST I have been part of - I would happily PAY money to hear Dr. DeGruy speak again! Thank YOU, CTL and OHREA for this incredible presentation!"

*Participant Feedback
Anti-Black Institutionalized Racism Workshop*

Indigenizing Curriculum and Pedagogy

During the reporting period, the CTL led several initiatives in support of the Indigenization of curriculum and teaching practices, both on campus and nationally. These have ranged from professional development opportunities for faculty and staff to national research on the progress of Indigenization.

In 2020-21, the Centre 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 (Appendix A). A new initiative this year, Centre staff partnered with Kathryn Pasquach (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. This resulted in additional consultations with, and resource development for, faculty in the Department of Kinesiology and Faculty of Nursing (Appendix B). The CTL also launched [a comprehensive collection of online resources](#) for those interested in learning more about Indigenization. The site is filled with content focused on delivering land acknowledgements, building relationships with Indigenous communities, developing faculty with Indigenous pedagogies, creating an Indigenized syllabus, and more.

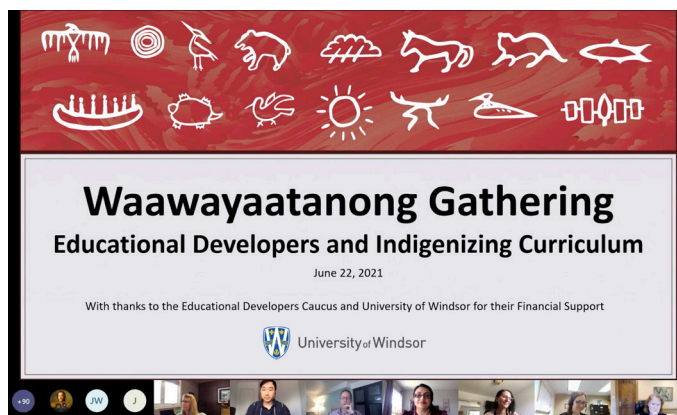


During the year, the Centre participated in more systemic progress toward Indigenizing curricula. The Program Development Committee (PDC) struck a subcommittee to examine the modification of and support for the PDC question related to how faculty have considered Indigenous content, perspectives, or material in courses and programs; members of the CTL were a part of this cross-campus group. The subcommittee undertook a review of existing and external resources, and engaged in extensive consultations with the Aboriginal Education Council, Turtle Island Aboriginal Education Centre, the President's Indigenous Peoples Scholars, PDC members, and additional faculty, staff, students, alumni, Elders, and Indigenous Knowledge Holders within the community. From this work, the group was able to modify the PDC forms for new courses and programs, identify relevant support structures and resources that might assist faculty in completing PDC requirements, and present a series of short and long-term recommendations for Indigenizing curriculum.

As part of an ongoing effort to connect with community, Centre staff established a number of partnerships with local Indigenous peoples. Staff consulted with the Treaties, Lands, and Environments Department located in Chippewa of the Thames First Nation, and the Anishnaabek Education Institute. Members of the CTL staff joined the Aboriginal Education Council, a group of faculty, staff, students, and alumni who work to represent the interests of Aboriginal Peoples. The CTL's Indigenous Curriculum Pedagogy Project Coordinator also joined the Indigenous Curriculum Specialist Network, a cross-country group of people in similar roles who meet regularly to share strategies.

During the year, the CTL also worked toward Indigenization of curricula on a national scale. In March 2020, staff led a research project on the experiences of educational developers hired into positions with a focus on Indigenization. The purpose of this work was to assess the challenges and perceived needs of Indigenous-focused educational developers, and establish strategies for how institutions can better foster transformative change and practices inclusive of Indigenous peoples. With a team of nine researchers from six universities across Canada, Windsor took lead on two successful grants and a national study involving a survey and environmental scan of Canadian institutions, which resulted in a successful journal article, and hosting a webinar to disseminate results and network with colleagues nationally (Appendix B). The webinar, the *Waawayataanong Gathering: Educational Developers and Indigenizing Curriculum*, welcomed 116 participants from 32 post-

secondary institutions across Canada. Feedback collected after this event was positive with participants expressing their appreciation for the research: “I absolutely loved hearing and learning about the research, it resonated quite strongly with me. The infographic and images/content shared in particular was very gripping and super useful.” In the last year, the Centre was also contacted by scholars from five universities and colleges to discuss this research and talk through possible interventions that they might undertake at their own institutions.



At the end of the reporting period, the Centre confirmed funding to shift the Indigenous Curriculum and Pedagogy position from part-time to full-time. This position will be posted in the next reporting period.

Support for Accessible Learning Environments

In 2020-21, the Centre continued to support instructors in learning about and practicing principles of universal design for accessible learning environments. Initiatives included:

- Acting as members of University-wide committees exploring accessibility, inclusivity, and diversity including the Accessibility Coordinating Committee and the Accessible Built Environment Committee.
- Holding one-on-one consultations with instructors about universal design for learning, accessibility, and inclusive teaching and course design.
- Creating [web resources](#) for fostering an inclusive and accessible teaching and learning environment.
- Publishing [blog posts](#) on CTL's Teach & Learn blog focused on accessibility in teaching and course design.
- 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.
- Facilitating a session as part of the Accessibility Awareness Days focused on examining strategies in the planning and implementation of universal design (Appendix B).
- Collaborating on a successful eCampus Ontario Virtual Learning Strategy Grant, led by the Office of Open Learning, and in partnership with 10 Ontario institutions. This project intends to create a micro-credentialled mini-course on designing technology mediated learning environments in support of access and inclusion in higher education in Ontario. Members of this group presented a session on this initiative at CANHEIT, the annual gathering of Canadian higher education IT leaders (Appendix B).

ENHANCING TEACHING PRACTICE: SUPPORT PROGRAMS AND SERVICES

Early Career Faculty Support

The CTL coordinates programs and initiatives to support early career faculty in their transition to teaching and to the University. During the reporting period, nearly all of the 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. Programs and initiatives included:

- **New Faculty Orientation:** With the Office of the Provost, redesigning the University's New Faculty Orientation in an online format, and hosting sessions focused on teaching, course design, introduction to our Learning Management System, and tenure and promotion.
- **Early Career Faculty Mentoring Program:** Facilitating monthly meetings dedicated to supporting early career faculty in their teaching as they balance research and service expectations. 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: 30 early career faculty participated in 2020-21.
- **Resources:** Regularly emailing best practices in teaching and course design as well as teaching development opportunities.
- **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.

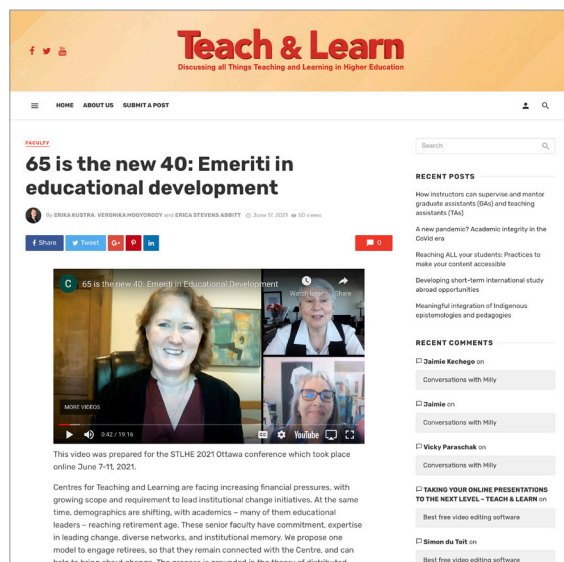
Mid- to Late-Career Faculty and Educational Leadership Support

In 2020-21, the CTL provided instructional and leadership support to mid- and late-career faculty. Program goals have centred around developing enhanced networks of educational leaders across disciplines who champion and support quality teaching and student learning. Initiatives included:

- **Mentoring Educational Leaders:** Inviting and mentoring mid- to late-career faculty members to co-facilitate teaching and learning workshops and communities of practice and join the adjudication committees for teaching and learning grants and awards, providing opportunities for them to experience the value in sharing their expertise and contribute to a culture that values teaching and educational excellence.
- **Senior Administrators' Resources, and Extended Planning:** With the Office of the Provost, offering support for Deans, Associate Deans, Heads, and Directors; and creating reports and resources during the University's pivot online.
- **Teaching and Learning Senior Fellows Program:** Offering a fellowship for retired faculty members with a record of educational leadership, to 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 2020-21 Senior Fellows.
- **Partnerships, Networks, and Sharing Best Practices:** Providing opportunities for retired faculty and mid-career faculty to work together to facilitate the Early Career Faculty Mentoring

Program: 10 facilitators paired to host monthly meetings supporting newly hired faculty with their lessons learned, advice, and more.

- **Support for External Awards:** Supporting external awards focused on rewarding educational leadership initiatives on campus and nationally.
- **Funding:** Offering grants for projects that support teaching, educational leadership, and student learning (p. 19).
- **Dissemination of Teaching Practices and Leadership:** Providing opportunities for faculty to disseminate their teaching practices, innovations, and approaches through videos, blog posts, and teaching and learning research.
- **Recognition for Leadership:** Coordinating 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. Johanna Frank (Department of English and Creative Writing) was this year's recipient.



Support for Sessional Instructors

During the year, the CTL launched several initiatives geared toward sessional instructors as they tend to face unique challenges due to the precarious nature of their role. Sessionals were sent personalized emails clearly articulating how the CTL might support them in their new roles during the pandemic. Staff facilitated a series of Blackboard-focused workshops, Sessional Saturdays, and offered extended drop-in hours during exams and holidays, as many sessionals tend to hold professional roles and have additional work obligations during regular work hours. In 2020, [the Centre 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. Sessionals were also invited to participate in regular CTL programs, events, and courses.

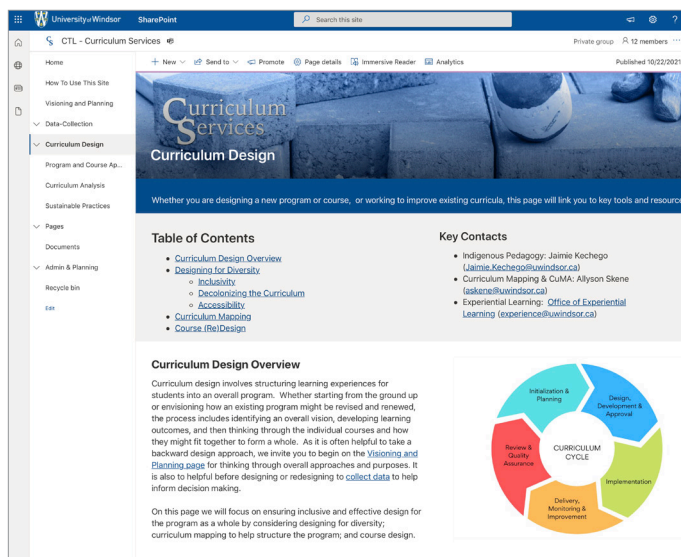
The CTL Director supervised a graduate student conducting an analysis of professional development needs of sessional instructors at the University. The Centre plans to use this needs analysis to guide development of further support of sessional instructors.

"Taking the University Teaching Certificate (UTC) was undoubtedly one of the best experiences of my academic studies thus far. It provided me with the necessary foundational knowledge and practical skills to excel in higher education teaching. Since completing the Program, I have taught as a sessional twice and have felt confident that the ways in which I approach teaching are backed by pedagogical research and best practices (e.g., constructive alignment, learning-centered teaching, active learning). Perhaps most importantly though, my time in the Program reminds me that my growth as an instructor is life-long and that it is important for me to continuously reflect upon my current teaching practices and implement tweaks and changes, as needed, for the betterment of my teaching and the learning of my students."

*Sessional Instructor
Department of Kinesiology*

Program and Curriculum Support

In 2020-21, the CTL continued to support cross-campus curriculum development and renewal. Most notably, Centre staff collaborated with the Senate Secretariat, Office of Quality Assurance, and Office of Institutional Analysis, to launch the [Curriculum Services website](#), a repository of evidence-based resources intended as a “one-stop shop” supporting both pedagogical and practical considerations in program and course design. The site provides extensive information, links, and example materials for each stage of the curriculum development process, including visioning, design, and renewal, as well as institutional processes, such as PDC approvals and cyclical reviews. The repository also includes links, sample surveys, and other resources for collecting relevant data to guide curriculum enhancement.



During the reporting period, the Centre had significant engagement with nearly all Faculties on campus through workshops, retreats, and individual consultations on curriculum (e.g., Assumption University; Business; Chemistry; Creative Arts; Dramatic Art; Earth and Environmental Science; Integrative Biology; Kinesiology; Law; Nursing; Physics; Political Science; Psychology; Sociology, Anthropology, and Criminology). In addition, staff reviewed outcomes for well over 200 courses and programs that were successfully approved by Senate during the 2020-21 academic year. Further enhancements were also made to 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, making it easier to compare and document program enhancements, as well as analyze effects of programmatic renewal.

The Centre continued to work with the Office of Experiential Learning on identifying and developing experiential learning opportunities across campus that would meet the Ministry of Colleges and Universities' requirements and SMA 3. This included hosting campus-wide workshops and departmental sessions on high impact practices including experiential learning and reflection (Appendix A).

Courses, Workshops, and Extended Sessions

In 2020-21, the CTL hosted more than 5,700 instructors, staff, and graduate students and teaching assistants (1,656 unique participants) at 146 courses, programs, and workshops. Sessions ranged from introductory level, one-time workshops to semester-long programming, and were designed to address the needs of instructors in different roles and at different stages in their careers.

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 2020-21, see Appendix A; and for a list of invited sessions, see Appendix B. Figures 2 and 3 provide attendance data by role and Faculty.

Figure 2: Course, Program, and Workshop Attendance by Role

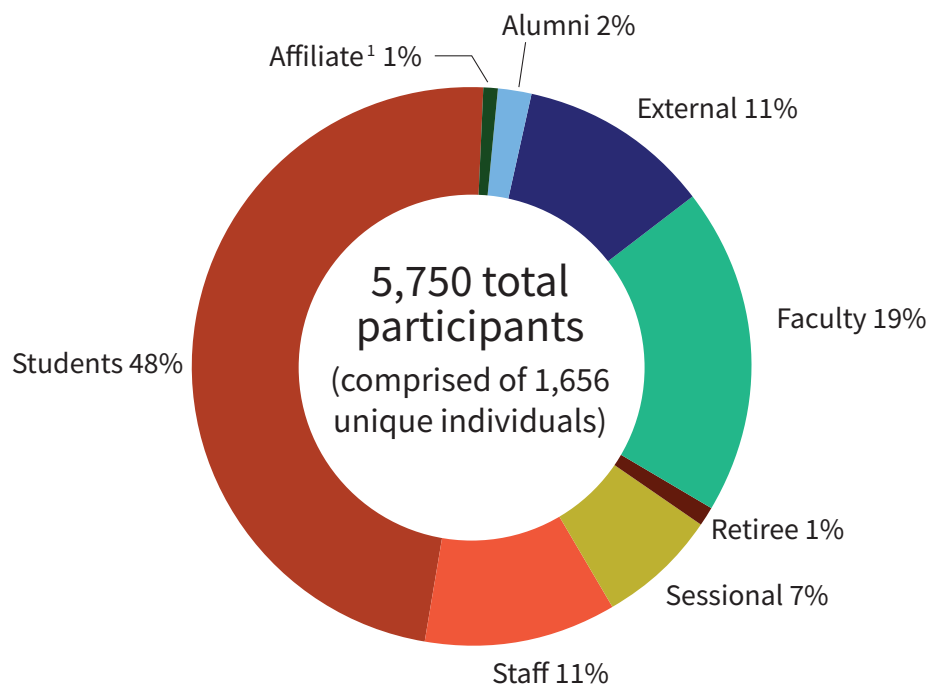
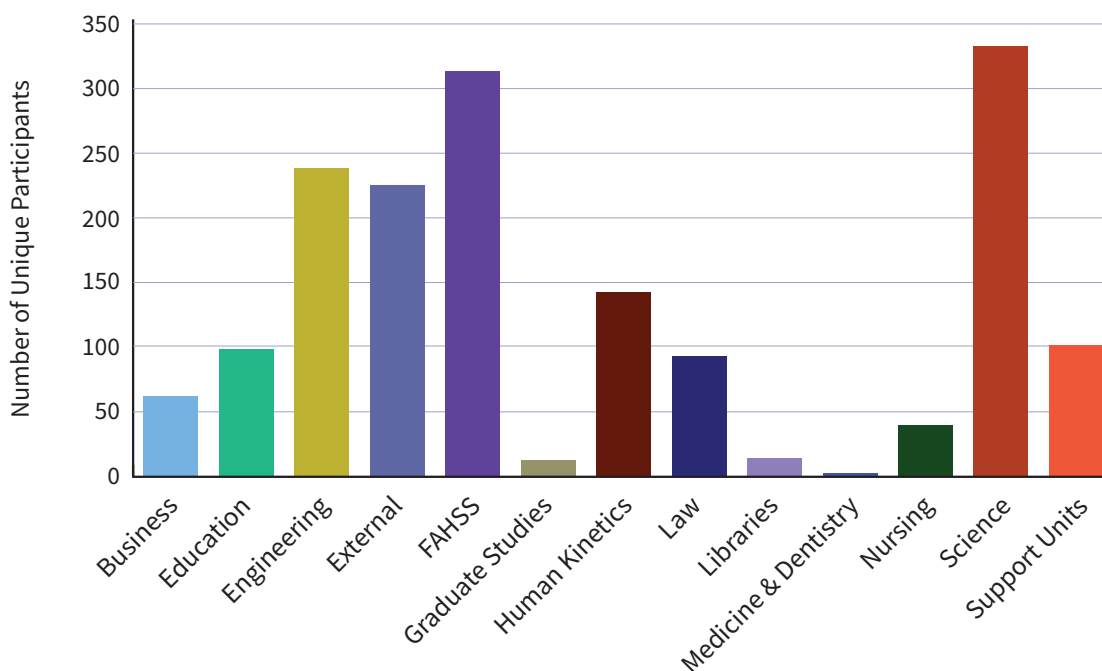


Figure 3: Course, Program, and Workshop Attendance by Faculty/Unit



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

University Teaching Certificate

The University Teaching Certificate (UTC) Program is designed to support academics, at all levels and in all disciplines, to develop their teaching practice with the goal of enhancing student learning. The UTC has been marked as a notable, innovative teaching development Program in numerous discussion papers and books, and by organizations across the world (e.g., Staff and Educational Development Association in the UK, Council of Ontario Universities, Ontario Undergraduate Student Alliance, etc.).

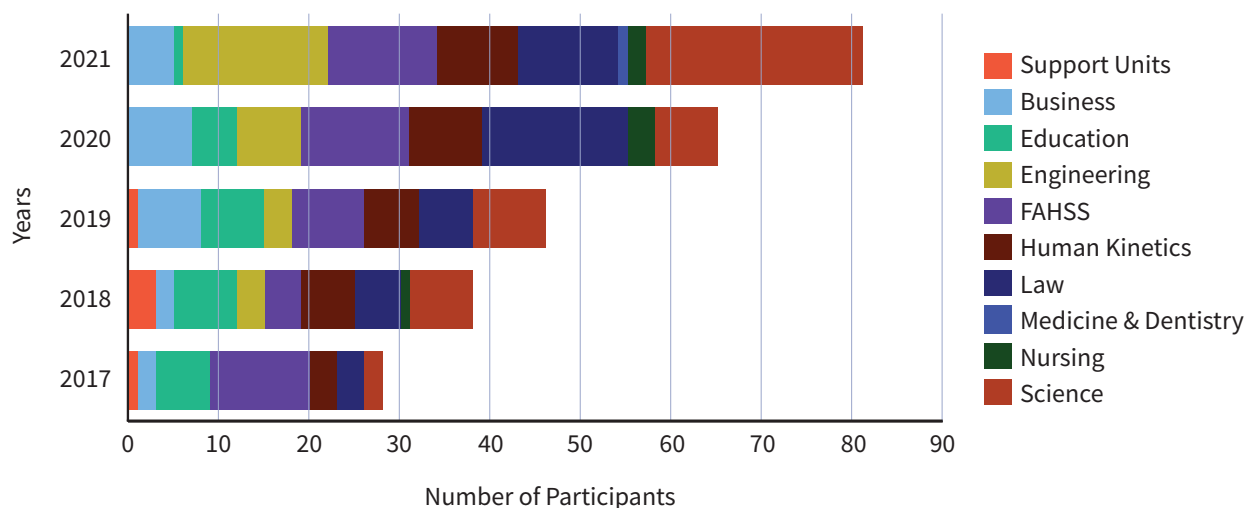
Over the last five years, the Centre has seen a growth in interest and uptake in the Program, particularly from the graduate student population across all Faculties on campus as well as from externals from across Canada and internationally: since 2017, there have been 258 UTC course completions (Figure 4), 84 people have applied to the Program, and 65 have been accepted. In the last three years, the Program has been oversubscribed with an extensive waitlist for upcoming registrations.

This increase in registrations is not entirely surprising, as teaching and learning programs have been growing in relevancy and popularity internationally, and more recently, across Canada, with more and more universities seeking to offer similar programs. Near the end of the reporting period, the Centre began work on an environmental scan of similar programs, and meeting with UWindsor Deans, Heads, and program development committees to investigate the implications around certifying the Program.

"Completing the UTC has been a transformative experience for my teaching. It has equipped me with the methods and scholarly underpinning to be a better instructor and...given me the unique opportunity to learn and work alongside colleagues from diverse backgrounds and experiences. Being able to share ideas and learn teaching methods from other instructors and graduate students allowed me to adapt new techniques and get feedback from peers about my own teaching in a welcoming and inclusive space....The deep learning, practical experience, and one-on-one mentorship provided through this program have had a profound impact that has heightened my passion for teaching."

*Graduate Student
Department of History*

Figure 4: UTC Course Completions by Fiscal Year and Faculty



"The UTC program has given me the tools, language, skills, and moreover a way of viewing the world that I cannot unsee. The program also provided me with the opportunity to immerse myself in the scholarly literature on teaching and learning, an entirely different beast to STEM literature, and as a result I have been able to evaluate and adapt my teaching in the context of this literature. Since beginning this program, I have and will continue to weave teaching and learning theory into every aspect of my academic and professional experience from conference presentations to mentorship."

*Graduate Student
Great Lakes Institute for Environmental Research*

Consultations

During the reporting period, CTL staff and faculty held thousands of one-on-one consultations with instructors, staff, and students representing every Faculty on campus. Topics included teaching online using Blackboard, Indigenizing curriculum, anti-Black racism pedagogies, curriculum and course design, teaching dossier and award development, student evaluation of teaching, educational leadership, teaching and learning research, academic integrity, authentic assessment, and learning technologies.

Members of the CTL were also approached by faculty, educational developers, and administrators from universities across Canada and the United States for consultations on topics including teaching awards, early career faculty programs, teaching online, conference organization, educational leadership, Indigenization, and the scholarship of teaching and learning.

Evaluation of Teaching

The CTL works to promote a more robust, multi-faceted approach to teaching evaluation, encouraging instructors to draw on a variety of lenses through which to explore their teaching effectiveness. Datasets can include teaching dossiers, colleague evaluations, student evaluations of teaching (SETs), unsolicited student feedback, scholarship of teaching and learning, self-reflections, and more.

During the reporting period, the Centre continued to support a growing number of faculty interested in developing teaching dossiers: since 2018, staff have held more than 300 one-on-one consultations focused specifically on teaching dossiers and analyzing and presenting teaching evaluation data for renewal, tenure, and promotional purposes. During the reporting period, the Centre also hosted the CTL's annual Teaching Dossier Academy to an over-subscribed group, and was invited to facilitate department-specific workshops on teaching dossiers (Appendix A).

Members of the CTL are also part of the Student Evaluations of Teaching Task Force, a committee of University faculty, staff, and students tasked with reviewing teaching evaluation practices on campus. During the year, the group collected and summarized research on SETs, analyzed survey data focused on faculty perceptions of SETs, and developed a survey to be administered to students during the next reporting period.

Recognition of Teaching Excellence

The 15th annual Celebration of Teaching Excellence was held virtually February 24 with 165 attendees tuning in to celebrate the winners of internal and external teaching awards. The event featured 39 teaching award winners from 19 distinct academic units, University Teaching Certificate graduates, and recipients of teaching and learning grants. Awardees were honoured with celebratory quotes from students and colleagues, an electronic version of the souvenir program, silver and/or gold-plated pins, and a gift card.

In 2020-21, Centre staff consulted with departments on developing teaching awards, and were invited to sit on the following award committees: Faculty of Human Kinetics Graduate Mentorship Award and the Wayne Marino Teaching Excellence Award, Faculty of Science Roger Thibert Teaching Excellence Award, GA/TA Award for Educational Practice and for Educational Leadership, and University of Windsor Educational Leadership Award. Staff also consulted on an award committee for Ryerson University.



SUPPORTING TECHNOLOGY FOR TEACHING, LEARNING, AND EDUCATIONAL INNOVATION

Blackboard Learn

The learning management system (LMS), Blackboard Learn, is a core part of the teaching environment at the University (Table 1). During the year, Blackboard was stable, with a 99.7%% uptime, with downtime primarily due to maintenance and the implementation of the Blackboard upgrade.

Table 1: Percentage of Blackboard Courses per Faculty by Academic Term

Faculty	S2020	F2020	W2021
FAHSS	83.5	90.4	94.8
Education	90.5	90.6	90.7
Engineering	84.7	89.4	89.5
Human Kinetics	100	78.3	92.1
Grad Studies	--	--	100
Law	--	79.2	89.6
Nursing	85.7	83.1	96.7
Science	81.5	86	94.6
Business	83.6	83.6	87.8

In 2020-21, Blackboard underwent an upgrade, which introduced a refreshed text editor that improved functionality, particularly with pasting text from Microsoft Word. The LMS Team also completed an integration with McGraw-Hill, a shift that impacts students completing publisher assessments; the integration of a new video management platform, YuJa; and continue to test Panaroma, a tool to enhance the accessibility of documents uploaded to Blackboard. Further, the University renewed contracts for 15 Mentimeter licenses, a virtual in-class response tool.

"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."

Faculty Member

Blackboard Training and End-User Support

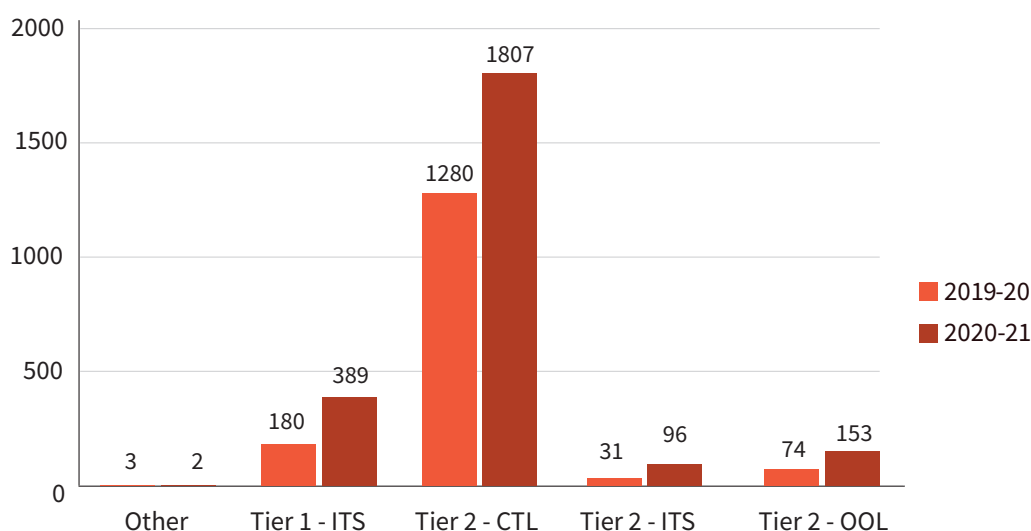
In 2020-21, Centre staff offered 65 synchronous Blackboard workshops and customizable one-on-one sessions, and access to 11 online courses, to hundreds of faculty, staff, and students across all Faculties on campus. In addition, staff supported 1,595 requests (348 unique) in the virtual BB Café on a variety of topics including online assessments, use of the virtual classroom, grading, assignments, and best practices in Blackboard. During the reporting period, the LMS team developed six instructional videos on a number of Blackboard-related topics; and a co-op student developed a chat bot to provide instructors and students with resources to help them navigate the virtual learning environment.

CTL staff worked with IT Services and the Office of Open Learning to resolve tickets submitted through the TeamDynamix support system, primarily concentrating on Tier 2 tickets (i.e., tickets related to pedagogical tools in and use of Blackboard). CTL staff specifically resolved 1,807 tickets (Figure 5), which accounts for approximately 69% of all tickets submitted through this system in 2020-21. 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 assessments (see Figure 6 for an example visualization). The majority of users (91.35%) indicated they were “very satisfied” with the service provided.

"This experience, and all others to date, have been wonderful. I am grateful for the quick service, excellent expertise and, most importantly, the patience... to endure my questions. Keep up the great work!"

Faculty Member

Figure 5: TeamDynamix Ticket Status End-User Support



LMS Review

With IT Services and OOL, the CTL began the process of an LMS Review during the end of the reporting period. The University's current LMS Vendor has announced that they will no longer support self-hosting of the LMS as of 2023, which heavily impacts the University, as Blackboard is self-hosted residing on UWindsor servers. This shift will require that the University move to Blackboard's cloud-based service or to an alternate learning management system. A co-op student has been hired to complete an environmental scan and help facilitate the review process by assisting in the preparation of a survey to assess faculty and student needs and perceptions.

Learning Analytics

Learning analytics draws on data to analyze student learning and the environments in which it occurs. Beginning in 2016, the CTL has worked on implementing A4L, a learning analytics tool provided by Blackboard. In 2020-21, CTL staff piloted new A4L dashboards with the Faculty of Human Kinetics and the Faculty of Arts, Humanities, and Social Sciences. These dashboards allow for reporting and analysis on program bottlenecks, student retention, as well as identifying service courses and common electives.

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. In 2020-21, the CTL contributed to the Data Governance Steering Committee.

Figure 6: TeamDynamix Breakdown of Resolved Tickets

Completed TDx tickets													
Request Type	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Grand Total
⊕ Bb Collaborate (Virtual Classroom)	21	22	100	28	17	8	62	20	36	6	13	3	336
⊕ Site Availability (Student)	7	21	87	11	5	4	34	6	0	22	47	9	253
⊕ Assignments (Incl. Portfolios & self and peer assessments)	8	12	27	30	33	21	22	32	28	12	15	9	249
⊕ Users, roles, and roster (manual adjustments)	6	11	34	9	13	10	40	14	14	6	27	9	193
⊕ Course site merge/term adjustment	19	35	25	3	20	17	6	0	0	20	32	4	181
⊕ Tests / Surveys / Pools (design, deploy, results, troubleshooting)	13	14	9	22	12	6	10	36	20	22	3	4	171
⊕ Custom site request (template/lab/org/sandbox)	18	25	23	9	7	16	8	12	18	16	9	7	168
⊕ Course content or menu issues	5	7	36	11	1	7	18	22	4	18	3	2	134
⊕ Other	5	9	26	6	7	5	8	8	12	16	15	6	123
⊕ Login issues (w/ UWinID)	2	15	34	4	5	2	12	2	4	8	12	12	112
⊕ Grade Centre (incl. import / export / scantron)	3	3	7	6	9	7	4	8	10	20	4	0	81
⊕ BB Interface and Settings	4	5	15	3	5	1	8	6	4	2	0	1	54
⊕ Mobile and app concerns	2	2	26	3	1	1	2	6	0	0	5	1	49
⊕ Upstream user data issues	3	5	20	3	4	1	0	0	2	2	6	0	46
⊕ UWin account issues / No UWin Account	10	16	8	0	0	1	0	0	8	2	0	1	46
⊕ Discussion Forums	2	1	4	2	2	3	8	6	0	0	1	3	32
⊕ Copy / Import / Export / Migration site contents	4	8	7	1	2	4	2	0	0	2	0	1	31
⊕ Make course available	0	2	11	2	0	1	2	0	2	0	7	0	27
⊕ Customize Course Properties	3	2	8	1	0	1	0	0	4	0	4	1	24
⊕ Group Work	1	1	6	1	1	1	6	2	4	0	1	0	24
⊕ Interactive Tools (Blogs, Journals, Email, Course Messages)	2	3	4	1	0	0	8	0	0	0	0	4	22
⊕ SafeAssign	1	1	1	1	2	1	2	6	0	2	0	0	17
⊕ Reporting System Downtime	1	2	1	9	2	0	0	0	0	0	0	1	16
⊕ Blackboard transfer final grades to UWinsite issue	0	1	0	1	0	0	0	0	0	14	0	0	16
⊕ LTI Integration Tools (external 3rd party e.g. Echo, publisher materials)	2	2	5	0	0	0	2	2	0	0	1	1	15
⊕ Accessibility	0	1	5	0	0	3	0	0	0	0	0	3	12
⊕ Statistics (Custom requests)	0	0	0	0	0	0	2	0	0	4	0	0	6
⊕ Rubrics	0	0	1	1	1	0	0	0	0	0	0	0	3
⊕ Course Reports, Performance Dashboard, and Retention Centre, Statistics (Custom requests)	0	0	0	0	1	0	0	0	0	0	0	0	1
⊕ Feature Request, Grade Centre (incl. import / export / scantron)	0	1	0	0	0	0	0	0	0	0	0	0	1
Grand Total	142	227	530	168	150	121	266	188	170	194	205	82	2443

INSPIRING SCHOLARLY TEACHING: RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

Grants

Centred on Learning Innovation Fund

The purpose of the Centred on Learning Innovation Fund (CLIF) is to stimulate the development, implementation, and assessment of innovative teaching and learning practices. Since launching the granting scheme 13 years ago, the CTL has awarded 105 grants to instructors representing all Faculties on campus. These funds – ranging from \$2,500 to \$5,000 – have been used to develop and assess programs, curricula, and courses; explore and facilitate new teaching methods; and implement evaluation tools. Projects funded in 2020-21 are outlined in Table 2.

Table 2: 2020-21 CLIF Projects

Title	Investigator(s)
Building Program THRIVE (Tools Helping Reach Individual Values and Empowerment): Fostering self-regulated learning strategies for academic success in first-year biology courses	Isabelle Barrette-Ng, <i>Department of Integrative Biology</i> ; Michelle Bondy, <i>Faculty of Science</i> ; Dora Cavallo-Medved, <i>Department of Biomedical Sciences</i> ; Trevor Pitcher, <i>Great Lakes Institute for Environmental Research</i>
Examining how research group/lab ethnic diversity influences the persistence of the BIPOC community in science	Tricia Carmichael, <i>Department of Chemistry and Biochemistry</i> ; Michael Godfrey, <i>Faculty of Science</i>
Understanding persistence and retention in underrepresented STEM students	Dana Ménard, <i>Department of Psychology</i> ; Michael Godfrey, <i>Faculty of Science</i> ; Jennifer Johrendt, <i>Department of Mechanical, Automotive & Materials Engineering</i>

Undergraduate Research Experience Grant

Developed and administered by the CTL and Office of Research and Innovation Services, the Undergraduate Research Experience Grant (UREG) is an annual granting scheme that supports projects that involve undergraduate students in research and encourage faculty to mentor students as they pursue this research. The 2020-21 recipients can be found in Table 3.

Table 3: 2020-21 UREG Projects

Title	Investigator(s)
Hydrogen fuel cells for alternative energy	Marcus Drover, <i>Department of Chemistry & Biochemistry</i>
Building industry-inspired medical biotechnology labs to enhance experiential capstone courses	Zareen Amtul, <i>Department of Chemistry & Biochemistry</i>
Head impact research team project proposal development for youth sport	David Andrews, <i>Department of Kinesiology</i>
Learning to form time-aware teams of experts	Hossein Fani, <i>School of Computer Science</i>
Study of biological membrane mimics using Muon Spin Resonance (MuSR) spectroscopy	Drew Marquardt, <i>Department of Chemistry & Biochemistry</i>

Benchmarking the Hybrid Relational Rotation Embedding (HRotatE) model to effectively capture and predict hierarchical relations in knowledge graphs	Ziad Kobti, <i>School of Computer Science</i>
Honouring Indigenous ways of knowing nature through storytelling	Catherine Febria, <i>Great Lakes Institute For Environmental Research</i> and Candy Donaldson, <i>Integrative Biology</i>
Shaking things up: Research in earthquake engineering	Niel Van Engelen, <i>Department of Civil & Environmental Engineering</i>
Nurses' experiences working in Windsor and Detroit hospitals during COVID-19: One-year follow-up interviews	Amy Menard, <i>Department of Psychology</i> ; Laurie Freeman; Jody Ralph, <i>Faculty of Nursing</i> ; Kendall Soucie, <i>Department of Psychology</i>
Creating a living online guide to engage undergraduate students in cognitive aging research	Renee Biss, <i>Department of Psychology</i>
Transport of momentum and entropy in multiphase flows for hydrogen production processes	Ofelia Jianu, <i>Department of Mechanical, Automotive & Materials Engineering</i>

Anti-Black Racism Teaching and Learning Grant

Launched in 2021, the Anti-Black Racism Teaching and Learning Grant supports academic units and instructors undertaking curriculum design and reform and scholarship on teaching learning related to Anti-Black racism pedagogy. Depending on the project type, recipients can apply for \$5,000 for teaching design and mentorship-related grants; and \$10,000 for teams working on curriculum design. The granting scheme is funded by the Office of the President and supported by the CTL and the Office of Research and Innovation Services. The inaugural recipients will be announced in 2021-22.

HyFlex Teaching and Learning Grant

The HyFlex Teaching and Learning Grant was initiated by the Office of the President to help support teaching and student learning in HyFlex courses. The CTL consulted with the Office of the President and the Office of the Vice-President, Academic, to draft and release a call for submissions. Funds will be distributed during the next reporting period.

Nanadagikenim: Seek to Know Grant

During the reporting period, the CTL continued to support recipients of the Nanadagikenim: Seek to Know Grant. This funding scheme supports the Indigenization of courses, curricula, and pedagogies, and foster collaborations between instructors, Elders, Indigenous scholars, and community members.

Teaching and Learning Travel Grants

The Centre offers instructors and students funding to disseminate teaching and learning research at national and international conferences. This year, three instructors received funding to participate in teaching and learning conferences.

Engaging in Research on Teaching and Learning

CTL members are active researchers in the scholarship of teaching and learning and educational development, leading national and international projects focused on and promoting the growth of a culture of quality teaching and engagement. Engaging in scholarships helps the Centre to identify and explore evidence-based data

and insights to better support teaching, course and curricula planning, assessment efforts, student learning, engagement, and motivation. Current research has focused on the following themes:

- the scholarship of teaching and learning;
- Indigenization of curriculum and pedagogical practice;
- evaluation of teaching, educational development, and centres for teaching and learning;
- cultivating institutional culture that values teaching;
- student partnerships within centres for teaching and learning;
- educational leadership and change initiatives;
- effective practices in curriculum development and review; and
- impact of neoliberalism and accountability ideology on post-secondary institutions.

During the reporting period, CTL research output included:

- 17 refereed journal articles.
- 3 book chapters,
- 7 grants,
- 9 peer-reviewed conference presentations, and
- 10 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 2020-21, the CTL continued to foster and establish relationships with colleagues and institutions worldwide. Staff are members of 18 national and international societies, and represent the University of 19 external committees and boards.

Particularly, Erika Kustra acted as Past-Chair of the national society for educational developers, the Educational Developers Caucus (EDC), mentoring and supporting the incoming Chair. She was also invited to act as a member of the International Consortium of Educational Developers (ICED) Global Advisory Group, contributing to possible conference themes and areas of interest for the 2022 annual conference to be held in Denmark; and to provide feedback on a prototype website for Times Higher Education.

Additional CTL members contribute to the national teaching and learning context through communities of practices, action groups, and editorial boards:

- Laura Chittle is a member of the Teaching Assistant and Graduate Student Advancement Group;
- Jaimie Kechego is a member of the EDC Indigenous Knowledges Community of Practice;
- Jessica Raffoul acts 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; and
- Allyson Skene is a member of the EDC Action Group of Curriculum Mapping.

Staff also developed resources and facilitated webinars for national organizations, and consulted with several faculty, educational developers, and administrators worldwide on areas including Indigenization, teaching awards, support for online teaching, scholarship of teaching and learning, and educational leadership; as well as CTL programs, courses, and research.

ENHANCING THE STUDENT EXPERIENCE: INITIATIVES, PROGRAMS, AND SERVICES

Undergraduate and Graduate Student Partnerships

The Centre intentionally partners with students, providing a space for them to contribute to curricular and pedagogical innovations, and gain a better understanding of teaching and their learning experiences. This engagement also helps to develop student leadership skills, and ensures that the Centre continues to consider and include the student voice and perspective in the unit's own programming and activities. During the year, the CTL worked with more than 60 undergraduate and graduate students through co-op placements, internships, Masters and PhD committee representation, Ignite and part-time work, workshop facilitators, and research assistantships. Staff also invited and mentored students as co-presenters at national conferences and local events, and co-publishers within national and international journals.

GA/TA Network

The GA/TA Network is a three-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:

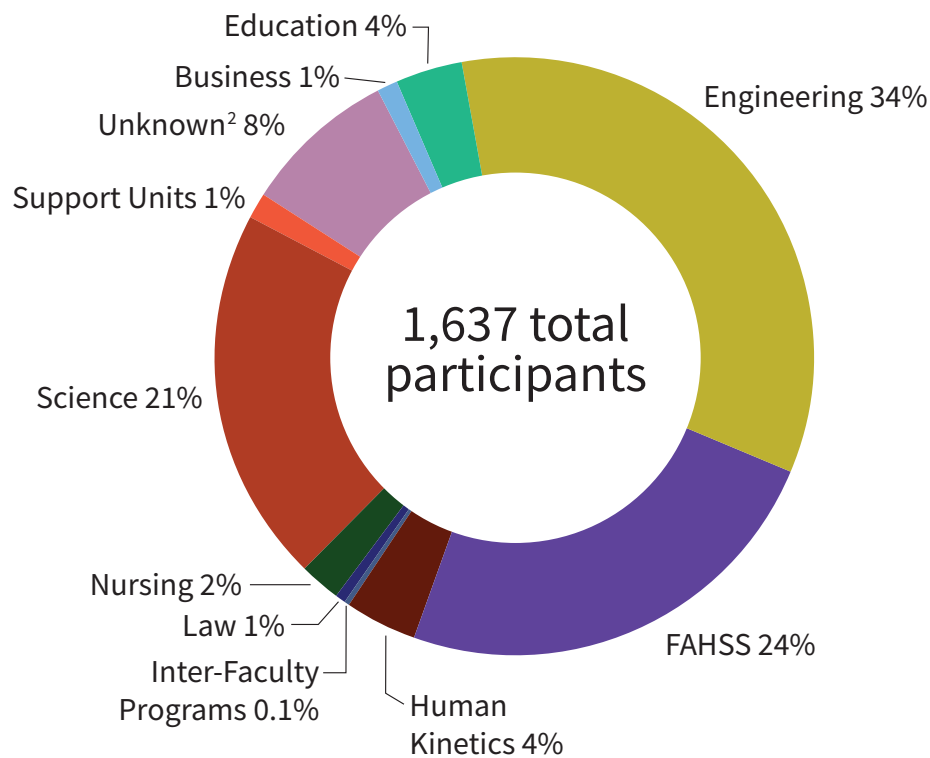
- Supporting graduate students, teaching assistants, faculty, and departments through resource development, departmental workshops, consultations, and daily drop-in virtual office hours during the COVID pandemic.
- Offering the campus-wide graduate and teaching assistant professional development events, GATAcademy (357 unique participants) and GATA Winter Academy 2021 (152 unique participants).
- Holding 10 GATA Network series workshops which welcomed 270 unique participants throughout the year.
- Facilitating peer-reviewed sessions, publishing journal articles, and securing grants focused on student partnerships and the development of transferable skills, professional development, the use of social media to improve online learning, and the imposter phenomenon (Appendix B).
- Offering workshops for the Faculty of Graduate Studies, Office of Career Development and Experiential Learning, and New Faculty Orientation, and supporting the campus-wide Teaching Dossier Academy.
- Facilitating the promotion and review of the campus-wide GA and TA Awards for Educational Practice and Educational Leadership: the team received eight nominations, to be adjudicated during the next reporting period.
- Hosting Blackboard and social media accounts (Twitter, Facebook, and recently Instagram), 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.
- Developing a comprehensive Instructor-GA/TA Checklist, a robust document designed to support instructors and graduate and teaching assistants in their course-related responsibilities.
- Beginning the development of a training video to support the development of partnerships with new CTL student hires.

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 12 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. Figure 7 includes a breakdown of GATAcademy and Winter Academy workshop participants by Faculty.



Figure 7: Percentage of GA/TAs Registered in GATAcademy and Winter Academy by Faculty/Unit



² Participants marked "Unknown" were external to the University or had not been formally assigned a Faculty/Unit at the time of registration.

CTL 2021-22 FUTURE ACTIONS AND INITIATIVES

The CTL will continue to focus on the following existing and new activities in 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

For a complete list of the goals identified in 2020-21, as well as the actions taken to meet those goals, please see Appendix C.

APPENDIX A: COURSES, WORKSHOPS, AND EXTENDED SESSIONS

Courses and Extended Sessions

Title	Instructor(s)	Attend.	Hours	Eval.
Authentic Assessment	Allyson Skene	9	18	6.43/7
Course Design	Allyson Skene	12	18	6.45/7
Leading Effective Discussions	Pierre Boulos	12	18	
Learning-Centred Teaching in Higher Education	Jessica Raffoul	22	19	6.65/7
Lecturing	Laura Chittle; Pierre Boulos	11	18	--
Scholarship of Teaching and Learning	Jessica Raffoul	5	21	7.00/7
University Teaching Practicum	Erika Kustra; Jessica Raffoul	10	30	6.50/7
Early Career Faculty Mentoring Program	Anne Forrest; Edwin Tam	8	6	--
Early Career Faculty Mentoring Program	David Andrews; Erica Stevens Abbitt	5	6	--
Early Career Faculty Mentoring Program	Erika Kustra; Veronika Mogyorody	8	6	--
Early Career Faculty Mentoring Program	Brenda Francis Pelkey; Kathryn Edmunds	2	6	--
Early Career Faculty Mentoring Program	Deborah Dayus; Pierre Boulos	7	6	--
Teaching Dossier Academy	Jessica Raffoul; Allyson Skene; Elizabeth Ismail; Erika Kustra; Michael K. Potter; Pierre Boulos	23	25	--
Virtual Instructional Skills Workshop (Virtual ISW)	Ashlyne O'Neil; Elizabeth Ismail; Laura Chittle; Pierre Boulos	10	16	--

Teaching and Learning Workshop Series

Title	Instructor(s)	Attend.	Hours	Eval.
Authentic Assessment in the Pivot	Jessica Raffoul; Pierre Boulos	6	1	--
Breathe Out, Breathe In: A CTL Self-Care Check-In on Resources, Renewal and Relaxation Before the Break	Erica Stevens Abbitt; Erika Kustra; Lorna Stolarchuk	11	0.45	--
Bringing in the Bystander: Prevention Workshop	Frances (Frankie) Cachon	26	2	--

Designing & Implementing Team-Based Learning in the Online Classroom	Isabelle Barrette-Ng; Neil Pettit	45	1	3.67/4
Developing Short-Term International Study Abroad Opportunities for Your Course: Sharing Lessons Learned	Andrew Allen; Anna Galka; Chris Houser; Mikayla Bornais; Shannon Murray	34	1	3.83/4
Do I belong? Recognizing and Managing Impostorism	Dana Menard; Dora Cavallo-Medved; Laura Chittle; Michelle Bondy	25	1	--
Large Classes: Engaging and Surviving Remotely	David Andrews; Dora Cavallo-Medved; Edwin Tam; Jill Singleton-Jackson	29	1	--
Mental Health Challenges of Online Learning	Linden Crain; Phebe Lam; Donna Patterson; Emily Fraser; Hassan Shaban; Jill Singleton-Jackson; Mohsan Beg; Sarah Woodruff	31	1	3.71/4
Promoting Netiquette in Online Courses	Linden Crain; Phebe Lam; Afshin Rahimi; Dylan Smith; Emily Fraser; Jonathan Graniero; Sarah Woodruff; Teanna Kavanagh; Tina Pugliese	39	1	--
The Flipped Online Classroom: A Strategy for Student Engagement & Success	Isabelle Barrette-Ng; Neil Pettit	49	1	--
Using Reflection for Learning	Allyson Skene; Jessica Raffoul	23	2	--

Indigenous Curriculum, Pedagogy, and Medicine Series

Title	Instructor(s)	Attend.	Hours	Eval.
Indigenous Knowledge 101	Lynn Gehl	64	1	3.60/4
Pulling Together I – Foundations Series	Jaimie Kechego	71	1	--
Pulling Together I – Foundations Series	Jaimie Kechego	13	1	--
Pulling Together II – Foundations Series	Jaimie Kechego	58	1	--
Pulling Together II – Foundations Series	Jaimie Kechego	17	1	--
Pulling Together III – Foundations Series	Jaimie Kechego	45	1	--
Pulling Together III – Foundations Series	Jaimie Kechego	19	1	--
Sharing Our Knowledge: Waanishin, Miina Akooshpii Mishkayn	Donna Grayer	27	2	3.75/4
Waawayaaatanong Gathering: Educational Developers and Indigenizing Curriculum	Aisha Haque; Arief Kartolo; Erika Kustra; Jaimie Kechego; Jennifer Ward; Jessica Raffoul; Stryker Calvez	116	2	--
Healing With Cedar	Ann Marie Proulx-White	89	1	--

Healing With Dance: "Ojibwe Jingle Dress"	Ann Marie Proulx-White	58	1	3.48/4
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Anti-Black Racism Series

Title	Instructor(s)	Attend.	Hours	Eval.
Anti-Black Institutionalized Racism	Joy DeGruy	39	2	4.00/4
Creating Braver Spaces to Deal With Critical Incidents in the Classroom	Wanda Thomas Bernard	45	2	4.00/4
Navigating the N-Word in the Educational Setting	Guracha Clem Marshall	41	2	4.00/4
Unlearning Anti-Black Racism	Guracha Clem Marshall	40	2	3.38/4
Anti-Racism Allyship Across Racialized Groups	Jane Ku; Kevin Milne; Lana Parker; Sylvia Mcadam	82	1	--

Special Topics Sessions

Title	Instructor(s)	Attend.	Hours	Eval.
Documenting Your Teaching Through a Teaching Dossier: MFA Visual Arts	Erika Kustra	7	1	--
Teaching Dossiers: Department of Economics	Erika Kustra; Jessica Raffoul; Nurlan Turdaliev	7	3	--
Integrative Biology Retreat	Isabelle Barrette-Ng; Julie Smit; Tanya Noel; Allyson Skene	21	4	--
Law Faculty Curriculum Retreat	Allyson Skene	27	2	--
Psychology Learning Outcomes	Allyson Skene	21	1	--
So, You're Thinking About Online Experiential Learning?	Allyson Skene; Anna Galka; Mark Lubrick	18	1	--
Resisting Pedagogies Community of Practice	Erica Stevens Abbitt; Jaimie Kechego; Richard Douglass-Chin	20	1	--

Blackboard Learn Training Workshops

Title	Instructor(s)	Attend.	Hours	Eval.
Advanced Test/Assignment Options in Blackboard (Espresso Level)	Jacqueline Stagner; Lauren Sabourin; Lorna Stolarчук; Mark Lubrick; Niwit Aryal	21	2	--
Advanced Test/Assignment Options in Blackboard (Espresso Level)	Lorna Stolarчук; Mark Lubrick	5	2	--
Assessment of Student Learning (Assignments & Tests)	Marlene Sebastian; Tim Au-Yeung	7	2	--
Assessment of Student Learning (Merged)	Aisha Badi; Lauren Sabourin; Lorna Stolarчук; Niwit Aryal; Ronak Doowd; Tim Au-Yeung	23	3	4.00/4

Assessment of Student Learning: Tests and Assignments (Decaf Level)	Lorna Stolarchuk; Lauren Sabourin; Niwit Aryal; Tim Au-Yeung	13	2	4.00/4
Assessment of Student Learning: Tests and Assignments (Espresso Level)	Lorna Stolarchuk; Lauren Sabourin; Niwit Aryal; Tim Au-Yeung	13	2	4.00/4
Blackboard & Microsoft 365 (incl. Teams) - Features and Limits	Bodek Frak; Craig Brown; Lorna Stolarchuk; Mark Lubrick; Stephen Karamatos; Tim Au-Yeung	28	1	4.00/4
Blackboard & Microsoft 365 (incl. Teams) - Features and Limits	Bodek Frak; Lorna Stolarchuk; Mark Lubrick; Stephen Karamatos; Tim Au-Yeung	15	2	4.00/4
Blackboard & Microsoft 365 (incl. Teams) - Features and Limits	Bodek Frak; Lorna Stolarchuk; Mark Lubrick; Stephen Karamatos; Tim Au-Yeung	25	2	--
Blackboard & Microsoft 365 (incl. Teams) - Features and Limits	Bodek Frak; Lorna Stolarchuk; Mark Lubrick; Stephen Karamatos; Tim Au-Yeung	15	2	4.00/4
Blackboard & Microsoft 365 (incl. Teams) - Features and Limits	Bodek Frak; Craig Brown; Lorna Stolarchuk; Mark Lubrick; Stephen Karamatos	7	2	--
Blackboard & Microsoft 365 (incl. Teams) - Features and Limits	Craig Brown; Lorna Stolarchuk; Mark Lubrick; Stephen Karamatos; Tim Au-Yeung	18	2	--
Blackboard & Microsoft 365 (incl. Teams) - Features and Limits	Bodek Frak; Craig Brown; Lorna Stolarchuk; Mark Lubrick; Tim Au-Yeung	8	2	--
Blackboard & Microsoft 365 (incl. Teams) - Features and Limits	Bodek Frak; Craig Brown; Mark Lubrick; Marlene Sebastian; Stephen Karamatos; Tim Au-Yeung	9	2	--
Blackboard & Microsoft 365 (incl. Teams) - Features and Limits	Bodek Frak; Craig Brown; Mark Lubrick; Marlene Sebastian; Stephen Karamatos; Tim Au-Yeung	7	2	3.00/4
Blackboard Tests Best Practices & Troubleshooting - Planning & Building (Part 1 - Sprint)	Marlene Sebastian; Rohan Dhillon; Tim Au-Yeung	2	1	--
Blackboard Tests Best Practices & Troubleshooting - Planning & Building (Part 1 - Sprint)	Ronak Doowd; Eric Jonathan; Haris Delic; Hussein Merza; Lidia Kojic	10	1	--
Blackboard Tests Best Practices & Troubleshooting - Releasing & Grading (Part 2 - Sprint)	Marlene Sebastian; Rohan Dhillon; Tim Au-Yeung	4	1	--
Blackboard Tests Best Practices & Troubleshooting - Releasing & Grading (Part 2 - Sprint)	Zorka Globarevic; Kyle Tiede; Lidia Kojic; Mohamad Ghosn; Rohan Dhillon	7	1	--
Blackboard Training	Terry Collins	1	1	--
Blackboard Training	Terry Collins	1	1	--

Building your Test in Blackboard- (Part 1) Tips for Success (Sprint Session)	Lauren Sabourin	17	1	--
Building your Test in Blackboard- Tips for Success -Part 1 (Sprint Session)	Lauren Sabourin	14	1	--
Collecting and Assessing Files Online - Assignments and Rubrics - How You Can Manage Your Student Work Digitally (Sprint Session)	Lorna Stolarchuk; Ronak Doowd	11	1	--
Communication - Getting Started and Using Discussions (Decaf Level)	Lorna Stolarchuk; Lauren Sabourin; Niwit Aryal; Tim Au-Yeung	18	2	4.00/4
Communication - Getting Started and Using Discussions (Decaf Level)	Lorna Stolarchuk	6	2	--
Communication - Getting Started and Using Discussions (Espresso Level)	Lorna Stolarchuk; Lauren Sabourin; Niwit Aryal; Tim Au-Yeung	12	2	--
Communication - Getting Started and Using Discussions (Espresso Level)	Lorna Stolarchuk; Niwit Aryal; Tim Au-Yeung	4	2	4.00/4
Deploying and Grading Tests - Part 2 (Sprint Session)	Niwit Aryal	12	1	--
Deploying and Grading Tests -Part 2- (Sprint Session)	Niwit Aryal	11	1	--
Digital Feedback on Student Work - Assignment, Inline Grading, Rubrics (SPRINT)	Marlene Sebastian; Ronak Doowd; Tim Au-Yeung; Zeina Sibaei	8	1	--
Facilitating Communication in the Blackboard Environment	Marlene Sebastian; Rohan Dhillon; Tim Au-Yeung; Zeina Sibaei	5	2	4.00/4
Facilitating Communication in the Blackboard Environment	Marlene Sebastian; Rohan Dhillon; Tim Au-Yeung; Zeina Sibaei	12	2	--
Grading Student Work and Reconciling the Grade Centre (Decaf Level)	Lorna Stolarchuk; Lauren Sabourin; Niwit Aryal; Tim Au-Yeung	17	2	--
Grading Student Work and Reconciling the Grade Centre (Decaf Level)	Lorna Stolarchuk; Lauren Sabourin; Niwit Aryal; Tim Au-Yeung	14	2	--
Grading Student Work and Reconciling the Grade Centre (Decaf Level)	Lorna Stolarchuk; Tim Au-Yeung	4	2	--
Grading Student Work and Reconciling the Grade Centre (Espresso Level)	Lorna Stolarchuk; Lauren Sabourin; Niwit Aryal; Tim Au-Yeung	14	2	4.00/4
Grading Student Work and Reconciling the Grade Centre (Espresso Level)	Lorna Stolarchuk; Niwit Aryal	4	2	3.66/4

iClicker - Overview and Demonstration (Contains Blackboard integration information)	Alyssa Del-Valle	7	1	--
iClicker - Training for use in F2020	Alyssa Del-Valle; Gilaine Waterbury	6	1	--
Name Your Topic!	Terry Collins	2	1	--
Name Your Topic!!	Tim Au-Yeung	1	1	--
Sessional Saturday	Lauren Sabourin; Lorna Stolarchuk; Niwit Aryal	20	8	3.66/4
Sharing & Organizing Multimedia Content in Blackboard (SPRINT)	Eric Jonathan; Daniyaal Sohaib; Kyle Tiede; Ronak Doowd; Zorka Globarevic	5	1	--
Sharing Course Content (Decaf Level)	Lorna Stolarchuk; Lauren Sabourin; Niwit Aryal; Tim Au-Yeung	10	2	4.00/4
Sharing Course Content (Decaf Level)	Lorna Stolarchuk; Lauren Sabourin; Niwit Aryal; Tim Au-Yeung	9	2	--
Sharing Course Content (Espresso Level)	Lorna Stolarchuk; Lauren Sabourin; Niwit Aryal; Tim Au-Yeung	12	2	4.00/4
Sharing Course Content (Espresso Level)	Lorna Stolarchuk; Lauren Sabourin; Niwit Aryal; Tim Au-Yeung	14	2	4.00/4
Supporting Teaching and Learning in the Blackboard Environment - Tips for Instructors/GAs/TAs	Ronak Doowd; Zorka Globarevic; Haris Delic; Hussein Merza; Lidia Kojic; Mohamad Ghosn; Rohan Dhillon	4	1	--
Tests, Surveys and Pools - The Good, The Bad, and The Ugly	Lorna Stolarchuk; Mark Lubrick; Niwit Aryal; Tim Au-Yeung; Tim Brunet	8	2	4.00/4
Troubleshooting the Grade Centre (Sprint Session)	Lorna Stolarchuk	13	1	--
Troubleshooting the Grade Centre (Sprint Session)	Marlene Sebastian; Rohan Dhillon	4	1	--
Upcoming Online Exam? (Part 1) - Blackboard Test Creation	Lorna Stolarchuk; Mark Lubrick	7	1	4.00/4
Upcoming Online Exam? (Part 2) - Blackboard Test Deployment	Lorna Stolarchuk; Mark Lubrick	6	1	--
Upcoming Online Exam? (Supplementary Drop-in Session)	Lorna Stolarchuk; Mark Lubrick	1		--
Upcoming Online Exam? - Blackboard Test Creation and Simple Deployment	Lorna Stolarchuk; Mark Lubrick; Marlene Sebastian; Tim Au-Yeung	11	2	4.00/4
Working with Groups in Blackboard	Daniyaal Sohaib; Marlene Sebastian	10	1	--
(Faculty of Education - Sessional Instructors only) - Blackboard Overview	Lauren Sabourin; Tim Au-Yeung	17	1	4.00/4
(Faculty of Law - Sessional Instructors Only) Blackboard Overview	Lorna Stolarchuk; Mark Lubrick	21	1	4.00/4

(Faculty of Law - Sessional Instructors Only) Blackboard Overview	Lorna Stolarchuk; Mark Lubrick	17	1	--
Campus Technicians - Blackboard	Lorna Stolarchuk	9	1	--
New Faculty Orientation - Optional Event: Introduction to Blackboard, our Learning Management System	Lorna Stolarchuk	6	2	4.00/4
Service Desk, Ready, Set Go!	Lorna Stolarchuk; Tim Au-Yeung	3	1	--
Windsor Law: Overview of Blackboard Synchronous & Assignments Options	Lorna Stolarchuk; Mark Lubrick	19	1	--
BB Cafe	--	1,595	--	5.00/5

GATAcademy

Title	Instructor(s)	Attend.	Hours	Eval.
Being a GA/TA Online	Cayla Wood; Katie Hirsh	165	1	3.50/4
Being a GA/TA Online	Cayla Wood; Katie Hirsh	49	1	3.50/4
Do I Belong? Recognizing and Managing Impostorism	Dana Menard; Elizabeth Ismail; Julia Power	22	1	3.00/4
Do I Belong? Recognizing and Managing Impostorism	Dana Menard; Elizabeth Ismail; Julia Power	30	1	3.80/4
Leading Effective Labs and Tutorials in Engineering	Ashley Lehman	52	1	3.50/4
Leading Effective Online Discussions	Chinyere Obinna; Mariam Ageli	119	1	3.50/4
Making the Grade as a GA/TA: Assessment and Feedback	Linda Coltman; Soula Serra	114	1	3.70/4
Making the Grade as a GA/TA: Assessment and Feedback	Linda Coltman; Soula Serra	51	1	3.20/4
Planning Effective Lectures to Enhance Student Engagement	Irene Muir; Shaymaa Zantout	87	1	3.80/4
Running Effective Science Labs/Tutorials - Online and In-Person	Patricia Okpara; Tanya Noel	80	1	3.70/4
Supporting Teaching and Learning in the Blackboard Environment: Tips for GAs and TAs	Aisha Badi; Lauren Sabourin; Lidia Kojic; Ronak Doowd; Zorka Globarevic	48	1	3.50/4
Supporting Teaching and Learning in the Blackboard Environment: Tips for GAs and TAs	Aisha Badi; Lauren Sabourin; Lidia Kojic; Ronak Doowd; Zorka Globarevic	30	1	3.60/4
Supporting Teaching and Learning in the Blackboard Environment: Tips for GAs and TAs	Aisha Badi; Lauren Sabourin; Lidia Kojic; Ronak Doowd; Zorka Globarevic	29	1	3.50/4

Supporting Teaching and Learning in the Blackboard Environment: Tips for GAs and TAs	Aisha Badi; Lauren Sabourin; Lidia Kojic; Ronak Doowd; Zorka Globarevic	39	1	--
Using the Virtual Classroom (Blackboard Collaborate Ultra)	Mark Lubrick	147	1	3.90/4
Using the Virtual Classroom (Blackboard Collaborate Ultra)	Mark Lubrick	59	1	4.00/4
Using your GA/TAs for Employment and Career Development	Nicole Vignone-Kiborn; Stephanie Dupley	76	1	3.90/4

Winter GATAcademy

Title	Instructor(s)	Attend.	Hours	Eval.
Being a GA/TA Online	Cayla Wood; Katie Hirsh	98	1	3.80/4
Grading and Effective Feedback	Lauren Weller; Rashveen Chawla	79	1	3.80/4
Leading Effective Online Discussions	Natalie Beltrano	67	1	3.80/4
Planning Effective Labs and Tutorials to Enhance Student Engagement	Danielle Salters; Priscilla Williams	60	1	3.40/4
Supporting Teaching and Learning in the Blackboard Environment: Tips for GAs and TAs	Niwit Aryal; Ronak Doowd	54	1	3.70/4
Using the Virtual Classroom (Blackboard Collaborate Ultra)	Mark Lubrick	82	1	3.90/4

GATA Network Series

Title	Instructor(s)	Attend.	Hours	Eval.
An Introduction to Creating a Teaching Dossier	Elizabeth Ismail; Irene Muir; Paige Coyne	35	1	--
Being a GA/TA Online	Elizabeth Ismail; Laura Chittle	89	1	--
Communicating with Students - Office Hours and Beyond	Niwit Aryal; Ronak Doowd; Zorka Globarevic	52	--	--
Communicating with Students - Office Hours and Beyond	Dylan Smith; Muhammad Harris; Ronak Doowd	9	--	--
Computer Science GA/TA Training Workshop	Elizabeth Ismail; Irene Muir; Paige Coyne	39	1	3.80/4
Digital Feedback of Student Work- Assignments, Rubrics, Online Grading	Lauren Sabourin; Ronak Doowd	69	--	--

Digital Feedback of Student Work-Assignments, Rubrics, Online Grading	Nick Zuidema; Ronak Doowd; Zorain Khan	26	--	--
Supporting Teaching and Learning in the Blackboard Environment: Tips for GAs and TAs	Aisha Badi; Lauren Sabourin; Lidia Kojic; Ronak Doowd; Zorka Globarevic	28	1	--
Tips and Tricks: Top 10 Things GA/TAs need to Know about Blackboard	Lauren Sabourin; Niwit Aryal; Ronak Doowd; Sehaj Khaira	92	--	--
Tips and Tricks: Top 10 Things GA/TAs need to Know about Blackboard	Jaegar King; Muhammad Harris; Ronak Doowd	8	--	--

APPENDIX B: CTL PUBLICATIONS, PRESENTATIONS, GRANTS, COMMITTEES, AND MEMBERSHIPS

Guidebook

Dyjur, P., **Skene, A.**, Richards, J., Fitzpatrick, K., Hoessler, C., Wolf, P., Grant, K., & Kalu, F., Di Pietro, C., (under revision). A comprehensive guide to working with higher education curriculum development, review & renewal projects, *Educational Developers Caucus, Educational Development Guide Series: No. 4.*

Journal Articles

Chittle, L., Kustra, E., & Houser, C. (under review). "The entire budgeting system is anti-interdisciplinary": An examination of faculty members' perceptions of challenges with interdisciplinary curriculum development. *The Canadian Journal for the Scholarship of Teaching and Learning.*

Coulter, S.E., **Coyne, P.**, Andrews, D.M. (submitted). The choice is theirs: Students achieve positive outcomes when offered flexibility in course assessment options. *Assessment and Evaluation in Higher Education.*

Coyne P., & Woodruff, S. J. (accepted). Giving students choice: Does the use of a flexible assessment weighting scheme result in better student grades. *International Journal of Teaching and Learning in Higher Education.*

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.

Menard, D., **Chittle, L.**, Power, J., Milidrag, L., & Bondy, M. (under review). "I genuinely can't understand why I was selected for the job": The Impostor Phenomenon in university staff and faculty. *Research in Higher Education.*

Muir, I.L., Chittle, L., & Santarossa, S. (2021). Exploring professional development among faculty members across varying career stages in Kinesiology. *International Journal of Kinesiology in Higher Education.* doi: <https://doi.org/10.1080/24711616.2020.1866472>

Popovic, C., & **Kustra, E.** (2020). The challenges and benefits of an online conference: Lessons learned. *ETH Learning and Teaching Journal.* 2(2), 342-346.

Potter, M.K. & Raffoul, J. (accepted with revisions). Engaged alienation: SoTL, inclusivity, and the problem of integrity. *International Journal for the Scholarship of Teaching and Learning.*

Raffoul, J., Ward, J., Calvez, S., Kartolo, A., Haque, A., Holmes, T., Attas, R., **Kechego, J., Kustra, E.**, & Mooney, J. (in press). Institutional structures and individual stories: Experiences from the front lines of Indigenous educational development in higher education. *AlterNative: An International Journal of Indigenous Peoples.*

- Raffoul, J., Skene, A., Chittle, L., & Kartolo, A.** (in press). 'Accountable to whom, for what, and through what means': Educational developers in the audit culture. *International Journal of Academic Development*.
- Raffoul, J., Hoessler, C., Kolomitro, K., Ives, C., Loy, K., & Groen, J.** (under review). Mobilizing narratives in educational development: A framework for evaluating, informing, and influencing. *Journal on Centres for Teaching and Learning*.
- Raffoul, J., Potter, M.K., & Andrews, D.** (2021). The SoTL body: Identifying and navigating points of entry. *International Journal for the Scholarship of Teaching and Learning*, 15(1), Article 5.
- Roy, J., Chittle, L., Ismail, E., & Kustra, E.** (2021). Student partnerships within Centres for Teaching in Learning. *International Journal for Academic Development*. doi: <https://doi.org/10.1080/1360144X.2021.1964970>
- Santarossa, S., Coyne, P., Woodruff, S.J.** (accepted). If you can't beat them, you might as well join them: A case study using Instagram to create an online learning environment. *The Journal of Social Media for Learning*.
- Shaw, L., Grose, J., Kustra, E., Goff, L., Ellis, D., & Borin, P.** (2021). Cultivating an institutional culture that values teaching: Developing a repository of effective practices. *To Improve the Academy: A Journal of Educational Development*, 40(1).
- Skene, A., Winer, L., & Kustra, E.** (submitted with revisions). Clouds in the silver lining: Navigating ethical considerations in learning analytics. *International Journal for Academic Development*.
- 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.** (2021). Educational development networks in the Canadian context. In A. Scholkmann, B. Szczyrba, N. Schaper & R. Kordts-Freudinger (Eds.), *Handbook of educational development/Handbuch hochschuldidaktik* (pp. 1-8), 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 Publishers.
- Smith, C., Zhou, G., Potter, M.K., & Amman, F.** (in press). Engaging diverse international students: Promising online practices. In J. Christensen Hughes, J. Mighty, & D. Stockley (Eds.), *Taking stock 2.0: Transforming teaching and learning in higher education*, STLHE.

Non-Peer Reviewed Sources

- Gatto, A. & **Mogyorody, V.** (2020). The studio: Working together and our collective well-being. *Teach-Learn*, Centre for Teaching and Learning, University of Windsor, <https://teach-learn.ca/2020/09/22/the-studio-working-together-and-our-collective-well-being/>
- Marval, P.** (2021). Taking your online presentations to the next level. *Teach-Learn*, Centre for Teaching and Learning, University of Windsor, <https://teach-learn.ca/2021/03/09/taking-your-online-presentations-to-the-next-level/>
- Marval, P.** (2020). Best free video editing software. *Teach-Learn*, Centre for Teaching and Learning, University of Windsor, <https://teach-learn.ca/2020/09/15/best-free-video-editing-software/>
- Mogyorody, V., Kustra, E., & Abbitt, E.S.** (2021). 65 is the new 40. *Teach-Learn*, Centre for Teaching and Learning, University of Windsor, <https://teach-learn.ca/2021/06/17/65-is-the-new-40/>
- Mogyorody, V. & Gatto, A.** (2021). Through the looking glass: Bringing our work home. *Teach-Learn*, Centre for Teaching and Learning, University of Windsor, <https://teach-learn.ca/2021/02/26/through-the-looking-glass/>

Online Web Resource

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

Webinar: Research Presentation

Raffoul, J., Kartolo, A., Ward, J., Calvez, S., Kustra, E., Kechego, J. & Haque, A. (2021, June). *Research findings, Waawayaatanong Gathering: Educational developers and indigenizing curriculum.* Webinar: University of Windsor.

Conference Proceedings

Popovic, C & **Kustra, E.** (2020). The challenges and benefits of an online conference: Lessons learned. *ETH Learning and Teaching Journal, Special Issue: ICED 2020 Conference Proceedings*, 2(2), 342-346. <https://learningteaching.ethz.ch/index.php/lt-eth/article/view/160>

Peer-Reviewed Conference Presentations¹

Abbitt, E.S., Robinson, K., Robson, T., Stoycheva, B., & Anderson, E. (2020). *Career capstone courses: Preparing our students for today's creative workforce*. Peer-reviewed presentation at the annual conference of the Association of Theatre in Higher Education, Online.

Chittle, L., Ismail, E., & Boulos, P. (2021, June). *Developing educational leaders: The case of teaching assistants*. Peer-reviewed presentation at the annual Society for Teaching and Learning (STLHE) Conference, Online.

Fargo, M., Baker, N., Lubrick, M., Stolarchuk, L., Gagnon, C. **Kustra, E., & Kechego, J.** (2021, June) *The universal design for learning (UDL): An online post-secondary educator microcredential for inclusion, diversity, equity and accessibility (IDEA) project*, CANHEIT, Online.

Ismail, E. (2020, November). *Are we doing enough to teach for critical thinking in the 21st century?* Centre for Research in Reasoning, Argumentation and Rhetoric: Speaker's Series, University of Windsor, Windsor, Ontario.

Ismail, E., Chittle, L., Roy, J., & Kustra, E. (2021, June). *Breaking down traditional hierarchies through student partnerships within a Centre for Teaching and Learning: Implications for practice*. Peer-reviewed presentation at the annual Society for Teaching and Learning (STLHE) Conference, Online.

Kustra, E., Mogyorod, V., & Stevens Abbitt, E. (2021, June). *65 is the new 40: Emeriti in educational development*. Society for Teaching and Learning in Higher Education, Online.

Meadows, K., Dawson, D., & **Kustra, E.** (2021). *Examining the relationships between institutional teaching culture, approaches to teaching, cognitive engagement, and student learning*, Canadian Society for the Study of Higher Education, Online.

Raffoul, J., Hoessler, C., Kolomitro, K., Ives, C., Loy, K., & Groen, J. (2020, November). *The power of narratives in evaluating, informing, and influencing educational development*. Peer-reviewed presentation at the annual conference of the Professional and Organizational Development (POD) Network in Higher Education, Online.

Smith, C., Zhou, G., **Potter, M.K.,** & Ammar, F. (2021, June). *Engaging diverse international students: Promising online teaching practices*. International Teaching Online Symposium, Online.

Invited Sessions

Au-Yeung, T. & Stolarchuk, L. (2020, September). *Co-op student training sessions*. Centre for Teaching and Learning, University of Windsor, Online.

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

- Au-Yeung, T.** & Stolarчук, L. (2021, January). *Co-op student training sessions*. Centre for Teaching and Learning, University of Windsor, Online.
- Au-Yeung, T.,** Baker, N., **Collins, T., Kustra, E.,** Lubrick, M., **Skene, A.,** & Stolarчук, L. (2021). *Hyflex drop-in*. Hyflex Teaching and Learning, University of Windsor, Online.
- Baker, N., **Kustra, E., Au-Yeung, T., Collins, T.,** Drouillard, D., & Lubrick M. (2021, June). *Hyflex high-touch economics faculty*. Hyflex Teaching and Learning, Office of Open Learning, University of Windsor, Online.
- Cormier, D., Stolarчук, L., Lubrick, M., Baker, N., & **Skene, A.** (2021, March). *Myth vs reality: Cheating in online classes and exams*. Office of Open Learning Workshop Series, University of Windsor, Online.
- Kechego, J.** & Parent, B. (2020, October). *Cancer undergraduate research education*. Windsor Essex-Spark Health Institute, Online.
- Kechego, J.** (2021, March). *Increasing inclusion of Indigenous traditional knowledge at the University of Windsor*. Department of Human Resources, University of Windsor, Online.
- Kechego, J.** (2020, October). *Group discussion on Indigenous issues*. University Library Administrative Committee, University of Windsor, Online.
- Mogyorody, V.** (2020, July). *Teaching dossiers*. New Faculty Orientation, University of Windsor, Online.
- Mogyorody, V.** (2021, March). *Supporting human-centered design*. Annual Accessibility Awareness Days, University of Windsor, Online.

Videos

- Corro, C.** (2021). How to edit and regrade a test. University of Windsor, Windsor, ON.
- Kechego, J.** (2020). *The Indigenous wellness framework for nursing*. Faculty of Nursing, University of Windsor, Windsor, ON.
- Marval, P.** (2021). *Dave Andrews 3M Teaching Fellowship*. University of Windsor, Windsor, ON.
- Marval, P.** (2021). *Dave Andrews discusses the great name game as a teaching strategy*. University of Windsor, Windsor, ON.
- Marval, P.** (2021). *65 is the new 40: Emeriti in educational development*. University of Windsor, Windsor, ON.
- Mcfarlane, E.** (2021). Blackboard: Updated content editor. University of Windsor, Windsor, ON.
- Sabourin, L.** (2020). Microsoft Teams: Using shifts. University of Windsor, Windsor, ON.

Sebastian, M. (2021). Add users. University of Windsor, Windsor, ON.

Sibaei, Z. (2021) Exploring the updated text editor in Blackboard. University of Windsor, Windsor, ON.

Zuidema, N. (2020). Setting test exceptions for a group of students. University of Windsor, Windsor, ON.

Grants

Barrette-Ng, I., Noel, T., Tamara, K., Beaulieu, E., Wilson, P., Clare, A., Williams, M., Hinić-Frlog, S., Smith, J., **Chittle, L.**, & Heath, D. (2021). Digital content – OpenGenLab: Open-source Genetics Laboratory Simulations, eCampus Ontario Virtual Learning Strategy Grant, \$85,782.

Menard, D. & **Chittle, L.** (2021). Evaluating the impact of workshop attendance to address experiences of the imposter phenomenon in the academic population. Undergraduate Research Experience Grant (UREG), \$1,999.76.

Outbound Student Mobility Pilot Program, Universities Canada (Collaborator; PI Chris Busch). (2020-2021). Research enhancing faculty engagement in short-term international study abroad programs. \$25,000.

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

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

Schmuckler, M., Kasprzak, M., & D'Amico, C., University of Toronto, with Ryerson University, Western University, University of Waterloo, & **University of Windsor**. (2021). *Developing your teaching dossier: A series of four OER asynchronous online modules*. eCampus Ontario Virtual Learning Strategy Grant. \$40,000.

University of Windsor (PI: Baker, N.), Mohawk College, University of Ottawa, University of Waterloo, Brock University, Ontario Tech University, Nipissing University, St. Clair College, University of Guelph, Centennial College. (2021). *Universal design for learning (UDL): An online post-secondary educator micro-credential for inclusion, diversity, equity and accessibility (IDEA)*, eCampus Ontario Virtual Learning Strategy Grant, \$200,000.

On-Campus Committees

- Aboriginal Educational Council
- Academic Continuity Committee (Co-Chair)
- Academic Policy Committee
- Academic Policy Committee Subcommittee: Online Exams – Timing Guidelines
- Accessible Built Environment Committee
- Accessibility Coordinating Committee

- Action Group of Fall Return
- Anti-Racism Pedagogies Teaching Leadership Chair Committee
- Anti-Black Racism Training and Education Framework
- Anti-Black Racism Grant Development
- Applied Social Psychology
- Blackboard Data Governance Sub-Committee
- Campus Spaces Implementation Team
- Captioning Committee
- Carnegie – Community Engagement Classification Pilot Project Steering Committee
- Carnegie – Community of Practice Committee
- Center for Teaching and Learning Appointments Committee
- Centre for Teaching and Learning Renewal Tenure/Permanence, Promotion Committee
- Centre for Teaching and Learning Renewal Tenure/Permanence, Promotion Criteria
- Centre for Teaching and Learning Curriculum Development Team
- Centre for Teaching and Learning LMS Support Team
- Centred on Learning Innovation Fund Committee (Chair)
- Classroom Committee
- CTL Co-op Student Hiring Committee
- COVID Space Preparation & Planning Working Group
- Data Analytics Working Group (Chair)
- Data Analytics Software Action Group (Chair)
- Data Governance Committee
- Deans Council, Guest
- 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
- Faculty of Education Classroom
- Faculty of Education Faculty Council
- Faculty of Human Kinetics Graduate Mentorship Award Committee
- Faculty of Human Kinetics Wayne Marino Teaching Excellence Award Committee
- Faculty of Science Roger Thibert Teaching Excellence Award Committee
- GA/TA Awards for Educational Practice and Leadership Selection Committee
- Graduate Education Research Conference Steering Committee
- Innovative Designs for Accessibility Competition (IDeA) Panel
- IT Advisory
- Leadership Network – Students
- 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)
- New Faculty Orientation Planning Committee (Co-Chair)
- New Program Steering Committee
- Program Development Committee (PDC)

- PDC Subcommittee, University Program Review (Chair)
- PDC Subcommittee Indigenizing Curriculum (Chair)
- Provost's Council
- Psychology Council
- Psychology Research Ethics Committee (Chair)
- Student Evaluation of Teaching (SET) Taskforce
- TeamDynamix Initiative Committee – Working Group
- Transforming Windsor Law
- Undergraduate Research Experience Grant Review Committee
- University Teaching Certificate Program Committee
- UWill Discover Undergraduate Research Experience Conference Committee
- UWinSite Advisory Committee
- VABE Awards Adjudication Committee
- Web Governance Committee
- WUFA Contract Committee (Chair)
- WUFA Co-Chief Negotiator
- WURA Executive
- WURA Consultation Co-Chair
- WURA JCC Representative

External Committees and Representation

- Abbitt, E.S., Editorial Board Member, Theatre Annual: A Journal of Theatre and Performance of the Americas
- Chittle, L., Member, Teaching Assistant and Graduate Student Advancement (TAGSA)
- Kechego, J., Member, Indigenous Curriculum Specialist Network
- Kustra, E., Past Chair, Educational Developers Caucus (EDC)
- Kustra, E., Member, EDC Action Group on Teaching and Learning Centre Leaders
- Kustra, E., International Consortium for Educational Developers (ICED) Global Advisory Group
- Kustra, E., Advisory Member, Noble International University (NIU)
- Kustra, E., Co-Developer, KeepTeaching Resources and Webinars, STLHE and EDC
- Kustra, E., eCampus and Council of Ontario Universities Online Teaching and Learning Consultations
- Kustra, E., Member, Ryerson University Teaching Awards Selection Committee
- Mogyorody, V., Adjudicator, BrightSpace Awards
- Mogyorody, V., Juror, Board Member, Executive Member, Windsor Endowment for the Arts (WEA)
- Mogyorody, V., Board Member, WEA
- Mogyorody, V., Executive Member, WEA
- Mogyorody, V., Member, Windsor Downtown Districting Committee
- Mogyorody, V., Member, Canadian National Institute for the Blind, Ontario West Division
- Raffoul, J., Associate Editor, Canadian Journal for the Scholarship of Teaching and Learning
- Raffoul, J., Member, Educational Developers Caucus Action Group on Evaluating Educational Development
- Skene, A., Member, Educational Developers Caucus Action Group on Curriculum Mapping

Peer Review: Journals, Conference Submissions, Grants

- 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
- Journal of Applied Research in Higher Education (JARHE)
- Journal for Teaching and Learning (JTL)
- International Journal of Academic Development (IJAD)
- International Society for the Scholarship of Teaching and Learning (ISSOTL)
- Ontario eCampus Virtual Learning Strategy (VLS) Grants
- Society for Teaching and Learning in Higher Education (STLHE) Conference
- Teaching and Learning Journal (TLJ)

Associations and Memberships

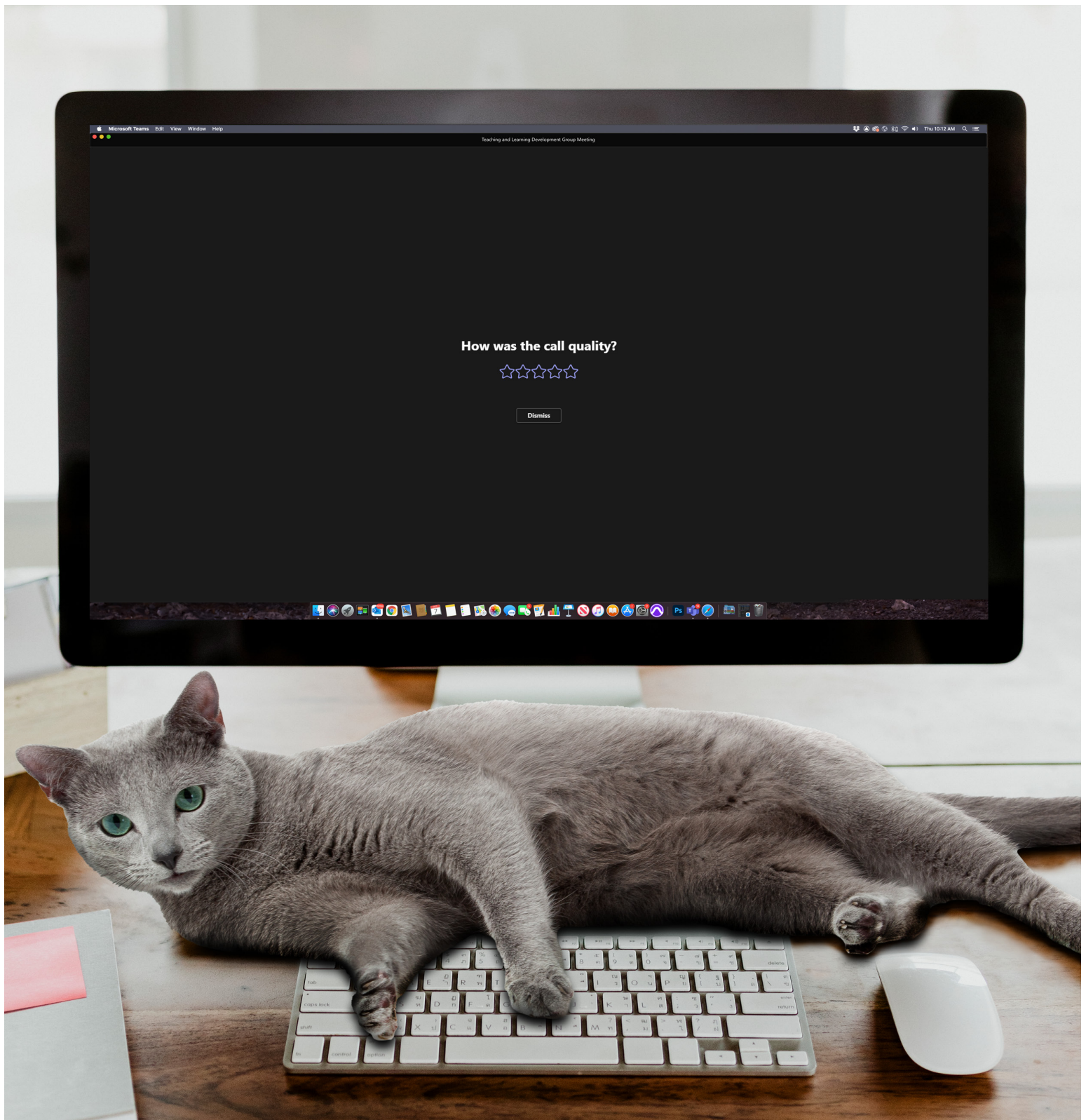
- American Institute of Architects (AIA)
- Association for Theatre in Higher Education
- Can Am Indian Friendship Centre of Windsor
- Council of Ontario Educational Developers (COED)
- Educational Developers Caucus (EDC)
- First Nations, Metis, and Inuit Education Association of Ontario
- Higher Education Research and Development Society in Australasia (HERDSA)
- International Consortium for Educational Development (ICED)
- International Society for the Scholarship of Teaching and Learning (ISSOTL)
- ISW Facilitators Network
- Ontario College of Teachers
- 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)
- Teaching Assistant and Graduate Student Advancement (TAGSA)
- Windsor Region Society of Architects

APPENDIX C: ACTIONS IDENTIFIED IN 2019-20, AND COMPLETED IN 2020-21

In the 2019-20 Annual Report, the CTL identified a number of future actions. The following table summarizes whether and how these actions were met in 2020-21.

Actions Identified in 2019-2020	Actions Completed in 2020-2021
<p>1. COVID Support for Remote and Online teaching: Provide ongoing virtual support for instructors to teach and assess effectively</p> <p>a) Provide virtual Blackboard support and support for other educational technologies</p> <p>b) Collaborate with OOL on introducing Better Examinations and YuJa and integrating the platforms into Blackboard</p> <p>c) Support accessibility online</p> <p>d) Consult on learning spaces and technology renovations as we plan to return to campus</p>	<ul style="list-style-type: none"> • Supported 940 unique faculty, staff, and students with Blackboard • Hosted BB Café, a virtual drop-in, with 1,595 visits • Hosted campus-wide and department specific workshops with 2,700 participants • Resolved 1,800 help tickets • Created 16 new wiki pages, and online training videos • Created the website, Teaching Online, a campus resource that received over 8,300 page views • Contributed to FAQs and communications related to teaching and learning during the pandemic • Collaborated on the development of grants and support for HyFlex teaching • Hired 18 co-op students to provide additional LMS support • Collaborated with OOL to test the integration of Better Examinations and YuJa with Blackboard • Initiated the LMS Review with OOL and IT • Consulted on accessibility and Universal Design for Learning through committees, talks, web resource development, blog posts, grants, and through the testing and support of Panorama integration in Blackboard • Consulted on learning spaces and technology renovations through committees (e.g., providing feedback for Law renovations and for HyFlex classrooms)
<p>2. Indigenization: Facilitate increased awareness and support for Indigenization of curriculum, build our local community relationships and national networks, and secure funding to hire a permanent support person</p>	<ul style="list-style-type: none"> • Hosted 461 faculty, staff, and students at 10 workshops • Partnered with the Aboriginal Education Centre • Continued to support Nanadagikenim: Seek to Know Grants • Developed Resources for Indigenization of curriculum and PDC forms, developed through consultation for a PDC Senate report • Continued to build relationships with community partners • Examined the experience of educational developers engaged in Indigenization by leading a national research project with multiple institutions • Participated as members of the Aboriginal Education Committee
<p>3. Anti-Black Racism: Collaborate with other units on campus to provide support, host a workshop series, develop a training framework, and prepare a focused Teaching Leadership Chair</p>	<ul style="list-style-type: none"> • Partnered with OHREA and WUFA to host a workshop series • Partnered with the Office of the President to develop grants to support teaching and learning projects • With the Office of the President, established the Anti-Racism Pedagogies Teaching Leadership Chair, the first in Canada • Launched the Resisting Pedagogies community of practice • Contributed to the Anti-Black Racism Training and Education Framework • Co-organized workshops for campus leaders with the Office of the Provost, the President, and OHREA

Actions Identified in 2019-2020	Actions Completed in 2020-2021
4. Curriculum Services: Re-envision curriculum services to focus on the development and mapping of new programs and enhancement of existing programs	<ul style="list-style-type: none"> • Launched the Curriculum Services website as a repository of evidence-based resources • Conducted workshop and retreats for 15 academic units • Reviewed outcomes for over 200 courses and programs approved by Senate • Enhanced the curriculum mapping tool, CuMA
5. Students as Partners: Work with students as partners in CTL and across the institution	<ul style="list-style-type: none"> • Worked with more than 60 students • Partnered with co-op and work-study students on projects such as developing a 'chatbot' programmed to provide help with Blackboard questions • Hired two new graduate students to join the GATA Network
6. Data Governance and Learning Analytics: Implement frameworks and systems with ITS and partners across campus	<ul style="list-style-type: none"> • Contributed to the Data Governance Steering Committee • Piloted a new A4L learning analytics dashboard to enable reporting and analysis of programs
7. Support Effective Teaching through Sustainable Core Programming: Provide essential support of teaching through coherent programming for all career stages a) Early career faculty support b) Mid-to-late career and educational leadership c) GA/TA	<ul style="list-style-type: none"> • Supported all new faculty by hosting the New Faculty Orientation with the Provost's Office and by emailing resources • Moved the Early Career Faculty Mentoring Program online for 30 faculty • Supported mid-to late-career faculty through mentoring, educational leadership opportunities, and workshops for senior administrators • Disseminated the model and structure for Teaching and Learning Senior Fellows program at a national conference • Worked with 10 mid-career and retired faculty to become mentors for early career faculty • Recognized Johanna Frank with the Educational Leadership Award • Through the GATA Network, offered workshops, coordinated awards, and developed online resources and videos for students involved in teaching • Hosted over 2,700 graduate and undergraduate student participations in CTL courses and workshops • Initiated support for sessional instructors, including targeted emails
8. Experiential Learning: Essential to the SMA3	<ul style="list-style-type: none"> • Worked with Office of Experiential Learning on identifying and developing experiential learning opportunities
9. Scholarship: Promote SoTL and a scholarly approach to effective teaching	<ul style="list-style-type: none"> • Funded CLIF Grants and CTL Travel Grants • Supported Undergraduate Research Experience Grants with ORIS • Developed two new grants with the Office of the President: Anti-Black Racism Teaching and Learning Grants and the HyFlex Teaching and Learning Grants • Continued to support the Nanadagikenim: Seek to Know Grants • Hosted a course focused on SoTL, which received a rating of 7/7 • Supported faculty in the development and submission of grants and articles to external sources



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