

CENTRE FOR TEACHING AND LEARNING ANNUAL REPORT TO THE ACADEMIC POLICY COMMITTEE 2021-22



1. Executive Summary

Please refer to the full 2021-22 report: uwindsor.ca/ctl/300/annual-reports for additional details, figures, and images.

A. Introduction

The Centre for Teaching and Learning (CTL) has been essential to the University of Windsor's teaching and learning mission during the pandemic, return to campus, and in the current provincial context and Strategic Mandate Agreements (SMA). The CTL's [mandate](#) is to enhance teaching and learning on campus, and it does so through programming that is intentionally designed to engage instructors at all stages of their career, and to build a network of faculty, students and staff across units. Made up of just 10 full-time employees, the Centre launched numerous campus-wide, regional, and national initiatives, and contributed to policies and procedures impacting teaching and learning at the University.

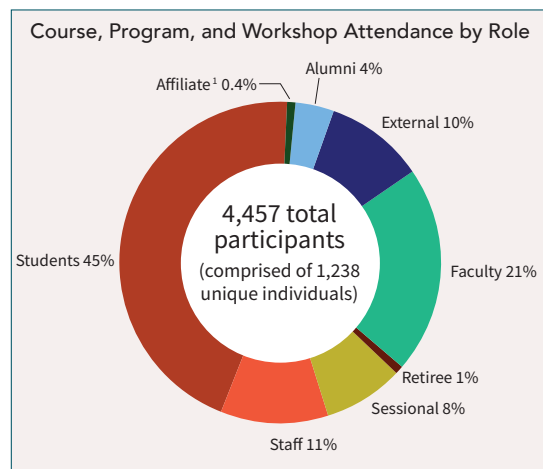


B. Goals and Objectives of Reporting Year: Strategic Priorities

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

C. Successes

- Hosted 4,457 instructors, staff, students and teaching assistants at 170 courses, programs, and workshops, with 1,238 unique participants
- Provided key support during the cyberattack to move instructors to alternative platforms
- Played a central role for instructors during the continued COVID pandemic and return to work through workshops, mentorship, and technology support: BB Café had over 1,298 visits, Blackboard workshops hosted 249 total participants, and Centre staff resolved 1,703 tickets with high satisfaction
- Completed the LMS Review with the Office of Open Learning (OOL) and IT Services (ITS) with strong campus engagement
- Partnered with 61 students to support campus, and recognized for working with students through the Co-op Unsung Hero award
- Integrated principles of equity, diversity, inclusivity, and accessibility throughout CTL activities
- Contributed to anti-Racism initiatives through the review of the Anti-Black Racism Teaching and Learning Grants; hosting a book study; collaborating with the Anti-Racism Pedagogies Teaching Leadership Chair, Dr. Andrew Allen; and partnering with the Office of Human Rights, Equity and Accessibility (OHREA) and Windsor University Faculty Association (WUFA) to host a workshop series with 277 participants
- Supported Indigenization through hosting 18 workshops for 478 participants, partnering with the Aboriginal Education Centre (AEC), providing guest lectures to departments, units, courses, Senate and Board of Governors, discussing PDC forms and pedagogy, and developing an [e-book and videos](#) with OOL
- Disseminated findings from a research grant to understand the role of educational development in Indigenization of curricula with a team of nine researchers from six Canadian universities; the peer-reviewed article was among the top read articles in *AlterNative* over a six month period, and the Windsor research team partnered with USaskatchewan and UBC on a successful SSHRC Partnership Development Grant
- Developed the Curriculum Project Engagement (CoPE) grant scheme for release in 2022-23
- Launched the Graduate Teaching and Learning Fellowship Program to expand and distribute the GATA Network within Faculties, beginning with Engineering in Fall 2022
- Recognized Chitra Rangan, through the University of Windsor Educational Leadership Award
- Enhanced national and international reputation of the Centre and University through 17 publications, 15 conference presentations, 6 grants, and membership on 21 external committees or boards; grants totaled \$1,015,366, including SSHRC Partnership Development, eCampus, and CIHR grants



D. Challenges

- Implementing the new LMS, Brightspace, on an unusually tight timeline
- Managing substantial personnel changes during the year
- Managing sustainable workloads and employee health
- Clarifying mandate and branding with a growing scope and within the new Strategic Plan
- Finding sufficient space for employees and activities
- Securing financial support from external sources to help address fiscal constraints

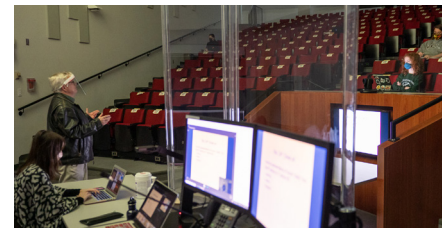
2. Report

A. Area's Goals and Objectives and the University's Strategic Plan

The CTL's mandate is consistent with the educational goals and objectives identified in the University's current Strategic Plan, the Strategic Mandate Agreement, and the themes emerging from the new Aspire Strategic Plan, with particular focus on the undergraduate experience, research-based practice, graduate teaching development, and supporting faculty and staff. This year, the CTL has also worked within the community. During the reporting period, there were several changes to the CTL's organizational structure, including a maternity leave and secondment.

1. Provide an exceptional undergraduate experience:

- a. Supported instructors and students during the campus-wide cyberattack
 - As Blackboard and associated systems were no longer available, aided instructors in transitioning from Collaborate to MS Teams to host online courses in collaboration with ITS and OOL
 - In less than 24 hours, created MS Teams virtual drop-ins, information emails, emergency webpages, and replacement documentation for resources no longer accessible
- b. Supported the campus during the ongoing pandemic and return to campus
 - Hosted a Return to Campus Panel and shared recommendations through the [Teach & Learn Blog](#)
 - Supported HyFlex teaching with workshops, resources, a survey, and MS Teams site with OOL and ITS
 - Provided consultations on return to campus
 - Liaised with Facilities, ITS and OOL about classroom renovations
 - Hired 31 co-op, Ignite, and part-time students, to increase support for instructors
 - Provided virtual support initiatives:
 - BB Café virtual one-on-one drop-in support: 1,298 visits, and 97% were extremely satisfied
 - Online training videos, workshops, sprint sessions
 - Virtual consultations with instructors
 - Resource pages, including the one-stop resource [Teaching Online](#) website, FAQ's, videos, and emails
- c. Encouraged the effective use of technology to enhance learning
 - Supported courses from every academic unit with an active Blackboard site
 - Hosted campus-wide and department specific workshops on Blackboard with 249 total faculty, students and staff
 - Resolved 1,703 help tickets focused on BlackBoard system administration, the virtual classroom, and student assessment tools with high user satisfaction
 - Upgraded Blackboard to manage file uploading more effectively
 - Supported integrations, including managing integrations with Pearson and zyBooks, and collaborating with OOL to test and integrate Yuja video platform and Better Examinations
 - Worked on data analysis and visualization projects, partnering with computer science students
 - Published article on learning analytics, working with McGill university
- d. Completed the LMS Review with IT Services and OOL
 - Initiated an LMS review when the current LMS Vendor announced they will no longer support self-hosting
 - Launched a representative governance and review committee
 - Conducted extensive campus consultation with over 2,000 survey responses from faculty, students and staff; feedback from 99 people on the three vendor demonstrations; and 750 requested test sites
 - With advisory committees, reviewed the platform for accessibility, integrations, equity, diversity, inclusion, Indigeneity, privacy, and security
- e. Fostered exceptional teaching, directly impacting student learning and retention across the institution
 - Hosted more than 4,400 participants (1,238 unique individuals) in 170 courses, programs, and workshops



- Maintained strong CTL representation across campus with staff sitting on 71 campus committees
- Consulted on institutional policies impacting teaching and learning, such as COVID academic changes, timing of assessments for asynchronous online courses (APC Subcommittee), and LMS archive and retention

f. Partnered with students to engage them in teaching, research and educational development

- Directly worked with over 61 students (Ignite work-study program, research and project assistants, GATA Coordinators, and workshop facilitators), as well as over 100 student volunteers to foster agency and voice; student projects included: LMS, anti-racism initiatives, tenure stressors, evaluation of educational development

g. Initiated Anti-Black Racism projects

- Worked with the OHREA to implement the multi-phased Anti-Black Racism Training and Education Framework developed in 2020
- Offered a workshop series in collaboration with OHREA and WUFA to 277 participants
- Hosted a book study on *Courageous Conversations About Race* with Kaye Johnson
- Published a blog post by Dr. Wanda Thomas Bernard [Challenging Anti-Black Racism by building inclusive classrooms](#)
- Reviewed Anti-Black Racism Teaching and learning Grants with the Office of the President, ORIS, and Office of the Vice-President, Equity, Diversity and Inclusion (EDI)
- Supported the inaugural Anti-Racism Pedagogies Teaching Leadership Chair, Dr. Andrew Allen
- Continued the Resisting Pedagogies Community of Practice
- Provided one-on-one consultations
- Partnered with OHREA to hire an Ignite Student for an environmental scan of University of Windsor anti-racism and anti-oppression practices
- Participated in designing and facilitating Aspire Strategic Planning group focused on EDI and anti-racism



Dr. Joy De Gruy,
Invited Speaker

h. Indigenization of curriculum and pedagogy

- Hosted 478 total participants in 18 campus-wide workshops plus an additional 58 through training through GATA training and Intersections series resulting in 536 total participants in formal CTL workshops, often partnering with the Aboriginal Education Centre
- Provided invited guest lectures for departments, units, and courses in addition to the CTL sessions
- Refined resources for Indigenization of curriculum and pedagogy including co-developing an [e-book and videos](#) as part of an e-Campus grant
- Indigenized the CTL course, *Learning-Centred Teaching in Higher Education*
- Co-chaired (Jaimie Kehego) the Aboriginal Education Council
- Provided consultations on PDC forms and information presentations for PDC, Senate and the Board of Governors
- Built relationships with Indigenous community partners as speakers and community committees
- Published research in *AlterNative* and presented findings from the national research project exploring educational developers engaged in Indigenization of curriculum and pedagogy
- Received a SSHRC Partnership Development grant with the University of British Columbia and the University of Saskatchewan to explore Indigenization
- Built provincial and national networks through Council of Educational Developers of Ontario, Educational Developers of Canada, and the national Indigenous Curriculum Specialist Network
- Confirmed a permanent full-time AAS-Learning Specialist position focused on Indigenization
- Expanded a comprehensive collection of [online resources](#)

i. Supported accessible learning environments

- Hosted six workshops for 91 total participants from across campus on accessibility and inclusion and facilitated a session on universal design as part of the Accessibility Awareness Days series
- Participated in university-wide committees exploring accessibility, inclusivity, and diversity
- Consulted on accessibility and Universal Design for Learning and developed web resources and blog posts
- Integrated accessibility as a requirement for all software purchased including the LMS
- Collaborated with OOL to test Panorama as an accessibility tool in the LMS
- Collaborated with partners including OHREA, Faculty of Human Kinetics, and Facility Services to submit grants, including one focused on creating accessible building spaces

2. Pursue strengths in research and graduate education:

a. Through the GATA Network, a collaboration with CTL and Graduate Studies, two coordinators supported graduate and undergraduate teaching assistants (GA/TA)

- Launched the Graduate Teaching and Learning Fellowship Program to expand and distribute the GATA Network

within Faculties, beginning with Engineering in Fall 2022

- Coordinated awards for GATA educational practice and leadership
- Supported GA/TAs during the pandemic through consultations, resource development and virtual office hours
- Acted as graduate student representatives on campus-wide teaching and learning committees
- Shared information with thousands of students through Blackboard and social media accounts

b. Coordinated GA/TA teaching professional development

- Hosted over 2,000 graduate and undergraduate student participations in CTL courses and workshops targeted for GAs and TAs (over 560 unique students)
- Held GATAcademy orientations online (226 unique participants Fall, 117 unique participants in Winter)
- Held five campus-wide workshops which welcomed 149 unique participants, and offered department specific workshops (e.g., Computer Science and Human Kinetics)
- Collaborated with the Faculty of Graduate Studies, Office of Career Development and Experiential Learning, and New Faculty Orientation to offer additional workshops

c. Engaged in scholarship related to graduate education

- GATA Network graduate student coordinators facilitated peer-reviewed sessions at conferences, and secured grants on topics such as student partnerships and teaching dossiers

d. Encouraged and supported faculty as they developed a scholarly approach to teaching and evidence-based decision-making, and engaged in the scholarship of teaching and learning (SoTL)

- Partnered and consulted with faculty across units on teaching and learning research
- Invited 17 article submissions to the CTL's Teach and Learn blog receiving 3,606 unique page views

e. Offered grants to support scholarship related to teaching and learning

- Funded three Centred on Learning Innovation Grants to ten faculty, and five CTL Travel Grants to share teaching and learning initiatives and research
- Reviewed and supported two Anti-Black Racism Teaching and Learning Grants with Office of the President, ORIS and Office of the VP EDI
- Reviewed and supported the Undergraduate Research Experience Grants with ORIS awarding 11 grants
- Continued to support the Nanadagikenim: Seek to Know Grants

f. CTL Members engaged in research to contribute to the enhancement of teaching and learning

- CTL staff partnered on six grants, totaling \$1,015,366 including a SSHRC Partnership Development Grant and eCampus grants, and collaborating on a CIHR grant
- CTL members researched major themes such as: Indigenization; curriculum development, SoTL, institutional teaching culture, centre for teaching and learning impact, and ethical use of learning analytics
- Published 17 articles and chapters and presented 15 peer-reviewed conference presentations
- Supervised PhD students, two undergraduate theses and practicums, and acted as committee members or external readers on over 10 doctoral and master's committees, particularly those related to teaching and learning in higher education

3. Recruit and retain the best faculty and staff:

a. Engaged in regular outreach to campus

- Shared information about teaching and learning with instructors and staff through a monthly newsletter with 1,462 subscribers, a Teach-Learn Blog with monthly articles, website with 36,452 unique page views in the reporting period, and regular Daily News articles and mass emails

b. Offered core programming in different formats and lengths for faculty, sessional instructors, students, staff

- Hosted workshops, programs, courses, consultations, departmental retreats, guest lectures and webinars ranging from introductory level, one-time workshops to semester-long programming, designed to address the needs of different roles and different career stages
- Worked with participants from all Faculties, with greatest number of unique participants from Science and FAHSS (see [figure 4 in full 2021-2022 report](#)), approximately 41% of full-time faculty attended formally registered CTL workshops in 2021-2022 in addition to those in department specific events or consultations
- Offered the extended program, [University Teaching Certificate \(UTC\)](#), with waitlists each year

"When I started my teaching career, I was insecure and felt like an imposter. The CTL courses and all of their instructors were pivotal in the development of my identity as a teacher. I have gained confidence in my teaching abilities, and I am now willing to take risks in the classroom to promote student-centered learning opportunities. I continue to develop my skills and my teaching dossier through participation in courses, learning seminars, and ongoing consultation with my UTC mentor."

UTC Participant, School of Social Work

- c. Supported curriculum development, revision, and mapping of new and existing programs
 - Co-authored a national guide on curriculum development
 - Developed the Curriculum Project Engagement (CoPE) Grant
 - Received funding and approval for a new CUPE curriculum project coordinator position
 - Provided program and departmental consultations, workshops, or retreats in 14 academic units
 - Reviewed outcomes for 280 courses and 60 programs successfully approved by Senate
 - Expanded the [Curriculum Services repository](#), providing information and example materials for each stage of the curriculum development process
 - Supported increased use of [Curriculum Mapping Aid](#) (CuMA), with the first curriculum maps passed in Senate
 - d. Provided Early Career Faculty Support
 - Coordinated the New Faculty Orientation in an online format in collaboration with the Office of the Provost
 - Hosted the Early Career Faculty Mentoring online to 28 new faculty members
 - Coordinated eight workshops as part of the Early Career Faculty Support program
 - Hosted nearly all full-time faculty hired in the last year in at least one CTL-facilitated workshop; and 100% received resources and information
 - e. Enhanced leadership and networks for mid- to late-career instructors and administrator
 - Worked with seven mid-career and retired faculty to become mentors for early career faculty, and 23 mid-to-late career members to act as workshop facilitators
 - Supported mid-to late-career faculty through mentoring, educational leadership opportunities, and workshops for senior administrators
 - Recognized Chitra Rangan with the Educational Leadership Award
 - Continued the Teaching and Learning Senior Scholars Program, a fellowship for retired faculty members: Veronika Mogyorody (VABE) and Erica Stevens Abbitt (Dramatic Art)
 - Began planning for the Teaching Leadership Chair focused on educational leadership
 - Provided support for external teaching award nominations
 - f. Continued support for sessional instructors who face unique challenges
 - Offered Blackboard workshops on evenings and weekends for sessional instructors
 - Created targeted information emails
 - Supervised a PhD thesis on the professional development needs of UWindsor sessionals
 - g. Examined effective approaches to evaluating teaching integrated with hiring, tenure, and promotion
 - Promoted a multi-faceted approach to teaching evaluation through teaching dossiers, course observations, student evaluations of teaching, and student feedback on teaching
 - Engaged in a multi-institution eCampus Ontario project to develop four online modules intended to support graduate students in developing a teaching dossier released province-wide
 - Continued work on the Student Evaluations of Teaching Task Force chaired by Dennis Jackson, Psychology
 - Worked with over 50 people on teaching dossiers, and hosted the Teaching Dossier Academy
 - Hosted department specific workshops on teaching dossiers
 - h. Celebrated teaching excellence, rewarding and valuing teaching
 - Hosted the 16th Annual Celebration of Teaching Excellence: 160 people joined online to celebrate 50 awards
 - Acted as members of five Faculty or institutional teaching award committees on campus and one externally
- 4. Engage and build the Windsor and Essex County community through partnerships:**
- a. Fostered relationships with Indigenous communities
 - Consulted with alumni, Elders, and Indigenous Knowledge Holders within the community as part of the consultation process
 - Acted as a member of Can Am Indian Friendship Centre, and the First Nations, Metis, and Inuit Education Group
 - Supported the Nanadagikenim Seek to Know Grants which included collaborators from Indigenous communities
 - Invited Indigenous Knowledge Holders to share their expertise through workshops in the CTL and provided connections for departments with local community members
 - Consulted with the Windsor-Essex Art Gallery and the Canadian Brain Research Strategy Group on land acknowledgements and Indigenous perspectives, and designed an Indigenous Instructional Skills Workshop for the Chippewa of the Thames
 - Partnered with AEC, Office of Student Experience, and other campus



units and as part of the Orange Shirt Committee for events on September 30 with the community and University of Windsor, including the Orange Shirt Day Community Walk along Riverside

b. Supported connections through the Anti-Black Racism Teaching and Learning Grants with the Office of VP EDI

5. Promote international engagement:

a. Fostered international relationships and global perspectives

- Staff were members of 21 external committees and boards, 21 national and international societies, and took leadership positions:

- Erika Kustra as a member of the International Consortium of Educational Developers Global Advisory Group and invited session chair during the ICED conference in May 2022
- Laura Chittle as a member of the Teaching Assistant and Graduate Student Advancement Group
- Jaimie Kehego as a member of the EDC Indigenous Knowledges Community of Practice and Indigenous Curriculum Specialists Network
- Jessica Raffoul as Associate Editor of the Canadian Journal for the Scholarship of Teaching and Learning as well as a member of the EDC Action Group on Evaluating Educational Development
- Allyson Skene as a member of the EDC Action Group on Curriculum Mapping

b. Fostered research and project partnerships with Elon University, Brown University, Kennesaw State University, Rollins College, the University of Saskatchewan, University of British Columbia, McMaster University, Wilfred Laurier University, University of Guelph, Western University, Queens University, Toronto Metropolitan University, University of Calgary, and more

c. Consulted worldwide with educational developers and administrators on topics including Indigenization, teaching awards, support for online learning, scholarship of teaching and learning, educational leadership, and CTL programs, and provided mentorship for new teaching and learning directors

B. Future Actions/Initiatives for 2021-22

1. **Brightspace Implementation:** Focus on enhancing learning and teaching for students, faculty and staff – with added elements (Turnitin, etc.)

2. **Visioning:** Review the Centre's mandate and vision in addition to the development of an institutional Teaching and Learning Plan aligned with the new Strategic Plan

3. **Indigenization:** Continue to facilitate increased awareness and support for Indigenization of curriculum; build local community relationships and national networks

4. **Anti-Black Racism and Equity, Diversity, Inclusion & Accessibility (EDIA):** Support curriculum development, revision, and mapping for new programs and existing programs

5. **Curriculum and Program Development:** Enhance curriculum development, revision, and mapping for new programs and existing programs, with the new grant system

6. **Evaluation of Teaching:** Support teaching dossiers, student perceptions, and feedback

7. **Provide Essential Support and foster Leadership in Teaching through Sustainable Core Programming:** (i.e., experiential learning, reflection, HIPs, authentic assessments, etc.) through coherent programming for all stages

- Early career faculty
- Mid-to-late career and educational leaders
- Sessional instructors
- GA/TAs

8. **Student Partnerships:** Work to enhance student partnerships within the CTL and across the institution

- Students as Partners funding and initiatives
- GATA Network, and mentoring new Graduate Teaching and Learning Fellows
- Certification of extended programs: Creating formal opportunities for instructors and graduate students for accreditation (e.g., UTC)

9. **Data informed approaches:** Promote the scholarship of teaching, as well as a scholarly approach to effective teaching through the use of data

10. **Employee Engagement:** Respond to the Employee Engagement Survey by working towards sustainable workloads and healthy teams

11. **Scholarship:** Promote the scholarship of teaching, as well as a scholarly approach to effective teaching

C. Recommendations for Senate Consideration

Review of remaining policies instituted during the pandemic for options that will be helpful for continued use.

D. Actions Identified in 2020-21, and Completed in 2021-22

In the previous 2020-21 Annual Report, the CTL identified future goals, actions, and initiatives. Please refer to Appendix C in the [2021-2022 full report](#) for a summary of the actions completed related to these goals.