ANNUAL REPORT

CENTRE FOR TEACHING AND LEARNING

July 1, 2021 - June 30, 2022

ANNUAL REPORT

Centre for Teaching and Learning

TABLE OF CONTENTS

OVERVIEW

The Centre for Teaching and Learning's (CTL) 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.

Near end of the reporting period, the Centre began reviewing its Vision and Mandate and identified possible areas of growth, restructuring, and renewal. Please see the Future Actions and Initiatives for more information on future goals.

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

During the 2021-22 reporting year, the CTL experienced several reporting and personnel changes (Figure 1):

- August 2021: Hannah Sands was hired as the Administrative Assistant/Coordinator.

- September 2021: Marilyn Powley retired from her full-time role as Administrative Assistant/ Coordinator and joined the Centre on a part-time basis from October 2021 through April 2022

Figure 1: 2021-22 CTL Organizational Chart
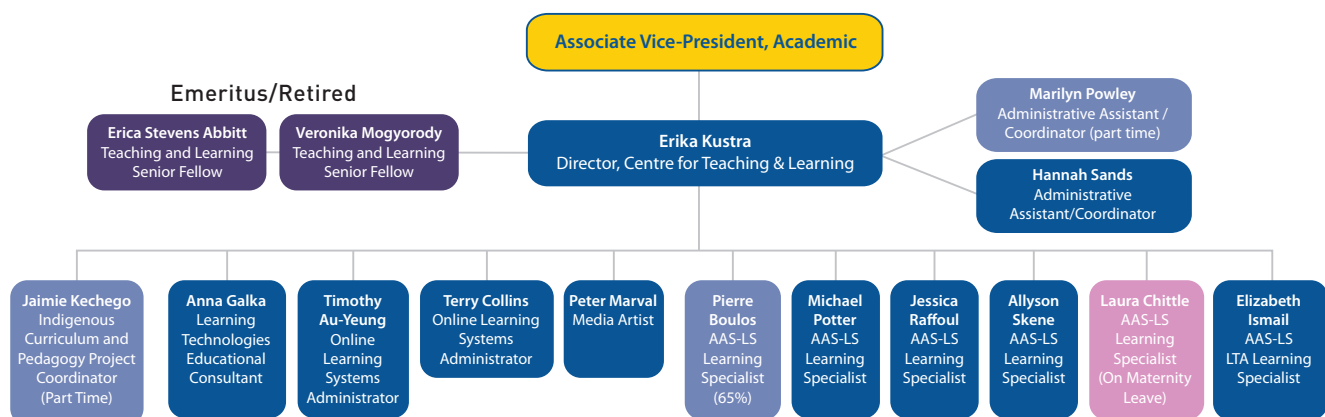
to help train the incumbent hired into the role; Marlene Sebastian left her part-time position as LMS Project and Training Coordinator; and Pierre Boulos was acclaimed VP Grievance, WUFA, and as such 35% of his time is devoted to this new role.

- October 2021: Elizabeth Ismail was hired on a limited term appointment to support the maternity leave and secondment of CTL Learning Specialists.

- May 2022: Laura Chittle returned from a one-year maternity leave.

Outreach

During the reporting year, the Centre continued to communicate its initiatives and resources to national and international teaching and learning communities. Outreach activities included:

- Maintaining the CTL website which featured announcements, upcoming events, and resources: during the reporting period, this site was accessed 46,081 times, with 36,452 unique pageviews.

- Producing a monthly CTL Teaching and Learning Newsletter advertising upcoming events, relevant news, and teaching and learning stories: 1,462 instructors, students, and staff are subscribed to the newsletter.

- Hosting 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 2021-22, 17 blog posts were published, and the site was accessed 4,493 times, with 3,606 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 and Blackboard training videos, shared via the Centre's YouTube Channel (Appendix B).
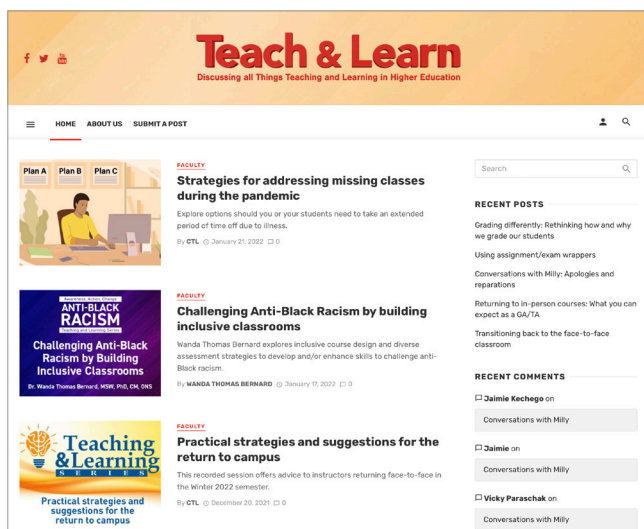
SUPPORTING TECHNOLOGY FOR TEACHING, LEARNING, AND EDUCATIONAL DEVELOPMENT

Advancing Teaching and Learning During Unpredictable Times

This reporting period has seen many unusual challenges, such as ongoing support for online teaching during the pandemic, return to campus initiatives with HyFlex options, and an unprecedented cyberattack.

In Fall 2021, the University announced that it would be engaging in a partial return to campus in Winter 2022. As part of the initiative, the CTL arranged for a panel to share strategies for a return to teaching on campus, "Practical Strategies and Suggestions for the Return to Campus", with six faculty members, each from different disciplines sharing their experiences. Forty-eight instructors participated in the virtual event which was recorded and shared on the CTL's Teach & Learn Blog. The Centre also hosted an additional department-specific session with faculty from the Odette School of Business, and held numerous consultations on supporting students as they return to the classroom environment.

As part of the University's Return to Campus, the CTL collaborated with the Office of Open Learning (OOL) and IT Services to offer training and support for HyFlex teaching. HyFlex teaching provides students the opportunity to choose their mode of engagement with the learning, where learners have the choice to attend classes in face-to-face or online modalities. During the year, the CTL supported OOL with designing workshops and facilitating sessions, and developed a series of HyFlex web resources.

In addition to supporting instructors in HyFlex teaching, the Centre created a Microsoft (MS) Teams site for all HyFlex instructors and graduate and teaching assistants (GA/TAs). The Centre also distributed a survey to instructors and GA/TAs in October 2021 and the results were shared with Provost's Council, and the Special Advisor to the Provost and Vice-President, Academic, for return to campus planning. During the end of the reporting period, the CTL began providing additional one-on-one support and resources to instructors to support their full return to campus in Fall 2022.

On June 19, 2022, the University of Windsor faced a campus-wide cyberattack. As a result, the campus lost access to Blackboard, the virtual classroom Collaborate, and the Blackboard help documentation wiki, along with CTL registration system, and other critical IT systems. The Centre worked quickly in collaboration with IT Services and OOL to help instructors transition from Collaborate to MS Teams to host their online classes. In just one day, the Centre created information emails with simple instructions, emergency webpages, and informal drop-in opportunities through MS Teams. Over a 12-day period, staff assisted 46 people in the MS Teams drop-in sessions. Further, CTL co-op and Ignite students and Centre staff created how-to resources to replace extensive help documents that were no longer accessible. The Centre also facilitated communication between various critical units through the Academic Continuity Committee.

LMS Review

In 2021-22, the CTL partnered with OOL and IT Services to launch a formal learning management system (LMS) review in response to Blackboard's announcement that they would no longer support self-hosting. As a first step, the LMS Review team engaged in extensive consultation, including a robust environmental scan of LMS' used nation-wide, and surveying over 2,000 instructors and students to acquire feedback on the use of the LMS. An RFP Evaluation Committee, with representation from across campus and stakeholder groups, then developed an assessment grid and distributed a request for proposals.

In March 2022, three prospective vendors were selected to facilitate a session about their product and provide testing sites for use by the campus community. Instructors from across campus attended the presentations and 750 people tested the various platforms, which resulted in roughly 500 survey responses from users across campus. Advisory committees were also involved in reviewing each platform for their accessibility, integrations, equity, diversity, inclusion, Indigeneity, privacy, and security functions. By the end of the reporting period, the RFP Evaluation Committee completed their review of the feedback collected from these multiple sources and data points, and made a recommendation on a possible LMS to administration.

Blackboard Learn

The LMS is a core component of the University's teaching and learning environment. During the year, Blackboard was stable, with over 95% uptime; however, the system was offline for roughly two weeks during the University's cyberattack in June 2022.

In May 2022, Blackboard underwent an upgrade which introduced features including the ability to upload files from cloud storage and a file size limit to help manage storage space for files uploaded to the LMS. The LMS Team continued work on integrating publisher resources, and other third-party vendors, to enhance the abilities of the platform. These integrations included: Pearson and zyBooks publisher resources, partnering with OOL to integrate the YuJa video platform, Better Examinations testing tool, and the Panorama accessibility tool.

Blackboard Training and End-User Support

During the reporting period, the Centre offered Blackboard workshops and consultations (Appendix A); hosted four self-paced online courses; and supported 1,298 requests in the virtual drop-in BB Café on a variety of topics including grading, assignments, and surveys. Ninety-seven percent of people who submitted feedback regarding their BB Café experience indicated they were "extremely satisfied," and remarked that they were able to resolve their teaching challenges effectively and efficiently.

> "The BB Café was a Godsend. I wouldn't have made it through last semester without it!"
>
> *Instructor Feedback*

The CTL also worked with staff from IT Services and OOL to resolve tickets submitted through the TeamDynamix Support System. During the reporting period, CTL staff specifically resolved 1,703 tickets related to site availability and use of Blackboard: this makes up 95.7% of the tickets submitted in 2021-22 (see Figure 2 for a visualization of TeamDynamix tickets). Users indicated they were highly satisfied with the service provided, commenting positively on the speed of service and responsiveness of Centre staff.

The Centre is committed to establishing partnerships with students: during the reporting period, the Centre worked with 16 co-op students, 12 Ignite students, many of which returned following a co-op term, and three additional students hired on a part-time basis. Many of the CTL's co-op students continued their employment with the Centre returning in either full, or part-time capacities. During their terms, CTL students worked on a variety of initiatives, including the improvement of data visualizations across the department to better inform support and program decisions. In recognition of the Centre's support of co-op students and internship programs, the CTL was awarded the Unsung Hero of 2021.

> "The Centre for Teaching and Learning is receiving the Unsung Hero of 2021 Award, which recognizes the University of Windsor department or faculty that met one or more of the following criteria: having hired more than 10 students throughout 2021 in one discipline or more, efficiently transitioning from in-person to virtual work term experiences to help provide a consistent learning opportunity for students, and having created exceptional work term experiences throughout the year."
>
> *University of Windsor, Daily News*

Figure 2: TeamDynamix Breakdown of Resolved Tickets

TeamDynamix Ticket Heatmap by Topic

Topic	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Total
Site Availability (Student)	65	11	2	17	21	2	8	20	101	8	13	9	277
Users, roles, and roster (manual adjustments)	46	18	12	5	21	7	8	19	59	14	24	14	247
Bb Collaborate (Virtual Classroom)	30	26	9	1	9	2	11	10	57	26	9	8	198
Course site merge/term adjustment	35			9	21	2	6	30	44	1	4	31	183
Assignments (Incl. Portfolios & self and peer assessments)	5	7	9	14	7	4	6	8	16	18	18	12	124
Login issues (w/ UWinID)	16	5	3	7	8	4	5	7	48	5	5		113
Custom site request (template/lab/org/sandbox)	12	1	5	5	3		11	17	26	4	8	5	97
Tests/ Surveys/ Pools (design, deploy, results, troubleshooting)	3	9	11	8	1	2	10	5	9	10	11	8	87
Mobile and app concerns	2	2	25	1	2	1	6	6	32	2	4	1	84
Other - provide details in Other text-field	11	3	3	1	3		7	9	19	8	8	5	77
Course content or menu issues	3	2	1	2	6	3	1	4	18	26	2	7	75
Grade Centre (incl. import/ export/ scantron)	3	5	4	7	9	1	1	2	9	10	4	9	64
Upstream user data issues	8	7	2	5	8	3	2	6	11	1		3	56
Make course available	5		1	4	2	1	1	4	16		4	1	39
BB Interface and Settings	4	2	3	2	1	1	1	3	6	12	1	2	38
Reporting System Downtime	13					13			2	2			30
Copy/ Import/ Export/ Migration site contents	2			3	2			7	7	3		5	29
Customize Course Properties	8			1	3	3		2	6			2	25
Group Work	3	3	3		4				5	1	3		22
LTI Integration Tools (external 3rd party e.g. Echo, publisher materials)	9	3			1	2	1		1	1	1	1	20
UWin account issues/ No UWin Account	3				7			2	6				18
Discussion Forums	3	2		1		1		1	3	5			16
Interactive Tools (Biogs, Journals, Email, Course Messages)			3	1				1	5	2	1	1	15
Blackboard transfer final grades to UWinsite issue	2			1	1			1	1		1		7
Other course tools				2				1	1	2			6
SafeAssign			2						2	1	1		6
Reclassification to Tierr 2			3									2	5
Rubrics		1	1							1	1		5
Accessibility				1		1	1						3
Statistics (Custom requests)										1	1		2
Course Reports, Performance Dashboard, and Retention Centre 1											1		1
Total	281	98	95	91	129	50	72	146	451	146	108	116	1808

CULTIVATING EQUITY, DIVERSITY, INCLUSION, AND INDIGENIZATION

Anti-Black Racism Support and Initiatives

During the reporting period, the CTL continued to work with Kaye Johnson, Office of Human Rights, Equity, and Accessibility (OHREA), to assist with the implementation of the multi-phase framework for raising awareness and understanding of anti-Black racism, developed in December 2020, and to help build capacity and competency at both the individual, and organizational levels. During the reporting period, the Centre:

- Offered, in collaboration with OHREA and the Windsor University Faculty Association (WUFA), seven Anti-Black Racism Teaching and Learning Workshop Series workshops, including the intensive series from Courageous Conversations: 277 total participants from every Faculty attended these sessions (Appendix A).

- Hosted a book study, in collaboration with Kaye Johnson (OHREA), on the book *Courageous Conversations About Race*, in which 15 campus members participated.

- Published a blog post, Challenging Anti-Black Racism by Building Inclusive Classrooms, featuring a recorded workshop offered by Dr. Wanda Thomas Bernard.

- Reviewed Anti-Black Racism Teaching and Learning Grants offered by the Office of the President, Office of the Vice-President, Equity, Diversity and Inclusion (EDI), and the Office of Research and Innovation Services: two projects were awarded funding to explore anti-racist, Afrocentric approaches to teaching, curricula, admission, and retention.

- Supported the University's inaugural Anti-Racism Pedagogies Teaching Leadership Chair, Andrew Allen (Faculty of Education), and participated in three professional development workshops for CTL members led by Dr. Allen. Dr. Allen also coordinated and participated in several campus-wide activities including departmental workshops, the African Diaspora Youth Conference, and a speaker's series.

- Continued the "Resisting Pedagogies" Community of Practice examining the intersection of anti-racist, Black liberational, anti-ableist, feminist, indigenous, and queer, and sharing ideas, resources, and strategies for progressive curriculum and practice: 20 members of the UWindsor community participated in this monthly event.

- Held individual consultations with instructors on incorporating anti-racist pedagogies and course content.

- Partnered with OHREA to hire an Ignite student to undertake an environmental scan of University of Windsor anti-racism and anti-oppression practices.

- Participated in designing and facilitating a sub-group focused on equity, diversity, and inclusion (EDI) and anti-racism for the Aspire Strategic Planning consultation sessions.

Indigenizing Curriculum and Pedagogy

During the reporting period, the CTL's support of the Indigenization of curriculum and teaching practices continued to evolve, both on campus and nationally.

In 2021-22, the Centre hosted a total of 478 faculty, staff, and student participants at 18 campus-wide workshops. Workshops included an Indigenous foundational knowledge series and medicine lecture series, often offered in collaboration with campus staff member Kathryn Pasquach from Turtle Island, Aboriginal Educational Centre, as well as community members including Joseph Pitawanakwat and Alicia Charlebois. Sessions focused on bringing Indigenous knowledges, approaches, medicines, and healing practices into classrooms and curricula.

> "This [Indigenous Knowledge Foundation Series] is truly an opportunity you don't want to miss. I was honoured to participate in these foundations' sessions last summer. Jaimie Kechego is a powerful speaker. The knowledge she shared with us about Indigenous history and pedagogy changed the way I see the world and the work that I do."
>
> *Workshop Participant*

CTL members also refined and updated Indigenization-related resources on the Centre's website, and in collaboration with Lorie Stolarchuk (OOL) developed an e-book and videos focused on Indigenization and universal design for learning, inclusion, diversity, and equity. Videos topics included:

- The Importance of Place and Space
- The Importance of Indigenous Foundations
- Key Principles for Indigenous Pedagogies
- Connecting Indigenous Pedagogies to University Design for Learning
- Assessment and Resources

During the year, the Centre continued to support the Nanadagikenim: Seek to Know Grant recipients as they worked toward Indigenizing courses, curricula, and pedagogies, and establishing partnerships with local Indigenous communities. CTL members facilitated a session for the University's Board of Governors, and held group consultations with students, faculty, and staff on Indigenization as part of the University's Strategic Plan consultation process. The Centre also continued its work with a Program Development Committee (PDC) subcommittee composed of members from across campus examining the modification of and support for the PDC question related to Indigenizing courses and teaching content.

The CTL has also developed and fostered relationships provincially and nationally, participating in the Council of Ontario Educational Developers (COED) Community of Practice on Indigenous Knowledges, the Ontario Action Learning Set, the Canadian Educational Development Community (EDC) Indigenous Knowledges Community of Practice, and the Indigenous Curriculum Specialist Network.

CTL researchers and instructors also worked to Indigenize their own courses and disseminate research on Indigenization. The Centre's University Teaching Certificate (UTC) instructors revised the graduate-level courses, *Learning-Centred Teaching in Higher Education* and *Course Design*, to include Indigenous content, pedagogies, and ways of knowing, and began to conceptualize the design of a new UTC course focused on Indigenizing curriculum and pedagogy.

In 2022, CTL members published a national, multi-institution study on the support of Indigenization of curricula at Canadian institutions, in the international journal, *AlterNative*: since its publication in April 2022, this article

was named one of the top read articles in the journal over a six-month period. As an output of this work, CTL researchers partnered with the University of Saskatchewan and the University of British Columbia on a successful Social Sciences and Humanities Research Council (SSHRC) Partnership Development Grant to explore and advance Indigenization of teaching and learning at Canadian universities. In addition, staff also presented research related to Indigenization at a conference hosted by the University of Calgary (Appendix B).

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 2021-22, the CTL continued to provide support to instructors on incorporating the principles and practices of universal design for accessible learning environments, and inclusive teaching. Initiatives included:

- Hosting six workshops as part of both the Teaching and Learning and Intersections Workshop Series exploring inclusive teaching, intersectionality, "accessivility", and designing accessible courses, to 91 instructors and graduate students from across campus.

- Holding one-on-one consultations with instructors about universal design for learning, accessibility, and inclusive teaching and course design.

- Publishing blog posts on CTL's Teach & Learn blog focused on accessibility in teaching and course design.

- Facilitating sessions as part of the Accessibility Awareness Days focused on examining strategies in the planning of accessible spaces (Appendix B).

- Collaborating with the Faculty of Human Kinetics, OHREA, and Facility Services to submit a grant focused on creating accessible building spaces.

- Acting as members of University-wide committees exploring accessibility, inclusivity, and diversity including the Accessibility Coordinating Committee, Accessible Built Environment Committee, and Accessible Postsecondary Education Committee (Appendix B).

- As part of the LMS Review process and in partnership with OOL and IT Services, engaging in a review of educational technologies to ensure accessibility is central to University's selection of a new LMS.

- With Cherie Gagnon, the Accessibility Manager in OHREA, advising a student group working on a project focused on ADHD and Neurodiversity in Post-Secondary Education, which included supporting their research ethics application, presentation materials, and research content development.

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, an undertaking noted by researchers as a contributing factor to a faculty member's confidence, productivity, and retention (Sutherland, 2018). During the reporting period, 100% of full-time faculty hired in the last year participated in at least one CTL-facilitated workshop and/or received resources and information about teaching from CTL staff. In 2021-22, ongoing targeted support for early career faculty included:

> "Overall, the [New Faculty Orientation] organizers, presenters, and volunteers were excellent - extremely warm, welcoming, always ready to help, and very knowledgeable and informative. The organization, integration of various activities, resources shared, and the attention to audience reactions/comments was impressive. I am so grateful to all for the time and energy devoted to what ended as a wonderful and insightful new faculty orientation. Thank you!"
>
> *NFO Participant Feedback*

- **Early Career Faculty Support Program**: Partnering with multiple units across campus to offer eight workshops specifically designed for new faculty: 34 registrants participated in these sessions focused on teaching using the LMS, the finance system, career support for partners, the UWinSite system, support for research, and coping with the challenges of beginning a faculty position (Appendix A).

- **New Faculty Orientation**: Partnering with the Office of the Provost and the Office of Research and Innovation Services to lead the four-day New Faculty Orientation offered online. Sessions focused on teaching, course design, research, and tenure and promotion (Appendix A).

- **Early Career Faculty Mentoring**: Facilitating monthly meetings dedicated to supporting early career faculty in their teaching as they balance research and service expectations. Four two-person mentoring teams made up of a late-career/emeritus and mid-career faculty members mentored 28 early career faculty in a small group format.

- **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 early career faculty 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 2021-22, 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 23 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.

- **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) continued as the 2021-2022 Senior Fellows.

- **Recognition of Leadership**: Recognizing leadership through the Educational Leadership Award, which honours those who have led significant and sustained initiatives to improve teaching and curriculum and contribute to policies that promote effective teaching. Chitra Rangan, Department of Physics, was this year's recipient.

- **Dissemination of Teaching Practices and Leadership**: Inviting faculty to disseminate their teaching practices, innovations, and approaches through videos, blog posts, and teaching and learning research.

- **Support for External Awards**: Supporting the nomination files for faculty submitting external awards focused on teaching and educational leadership.

- **Teaching Leadership Chair in Educational Leadership**: Beginning to plan a call for a Teaching Leadership Chair focused on educational leadership development and capacity building.

- **Support for University Leaders**: Supporting the Associate Vice-President, Academic, with professional development for Heads and Deans.

Support for Sessional Instructors

During the reporting period, the CTL continued to offer support to sessional instructors as they tend to face unique challenges due to the precarious nature of their role. 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. Sessionals were also invited to participate in regular CTL programs, events, and courses.

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

Program and Curriculum Support

In 2021-22, the CTL continued to support cross-campus curriculum development and renewal. Most notably, Centre staff have been laying the groundwork to significantly enhance curriculum-related supports and services. A new Curriculum Project Coordinator position was approved and will soon be posted: this role will provide Faculties and Departments with project management support for navigating external and internal approval processes. In addition, the Centre developed a pilot Curriculum Project Engagement (CoPE) Grant to help offset the costs and workload of curriculum development and renewal as well as support the creation and enhancement of sustainable, effective, and, and engaging curriculum practices and processes. The CoPE Grant will be available in the 2022-23 academic year.

During the reporting year, Centre staff supported curriculum conversations in many Faculties and for diverse programs on campus through facilitating retreats, participating in program meetings, and conducting consultations (e.g., Business, Dramatic Art, Economics, Education, Engineering, FAHSS, Kinesiology, Law, Physics, Political Science, Psychology, Social Work, Science, WGST). CTL staff also reviewed outcomes for 280 courses and 60 programs that were successfully approved by Senate during the 2021-22 academic year.

In addition, CTL staff have continued to expand the [Curriculum Services website](), a repository of evidence-

based resources providing extensive information, links, and example materials for each stage of the curriculum development process. This site continues to grow with additional resources for supporting inclusivity, decolonization and anti-racist pedagogies, collecting and analyzing data, developing sustainable practices, and other resources to guide curriculum enhancement. The CTL/IT Services collaborative application for curriculum mapping, CuMA, has seen increased use and the first curriculum maps were passed through Senate and published in the UWindsor Courses and Programs outcomes archive within CuMA.

During the reporting period, the Centre also participated in the editing and authorship of a national guide on curriculum development (Appendix B).
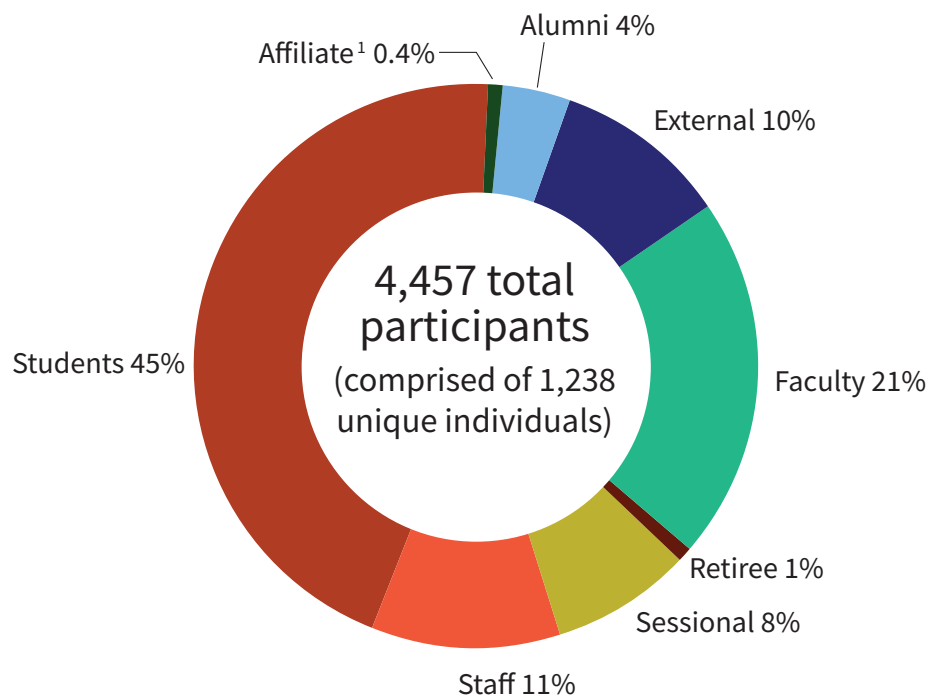
Courses, Workshops, and Extended Sessions

In 2021-22, the CTL hosted more than 4,400 instructors, staff, and graduate students and teaching assistants (1,238 unique participants) at 170 courses, programs, and workshops. This year's sessions focused on a variety of teaching and learning issues including inclusive teaching, Indigenizing teaching and courses, learning-centred teaching, dossier development, teaching with Blackboard, and more. Sessions ranged from introductory level, one-time workshops to semester-long programming, and were designed to address the needs of instructors in different

"Despite the circumstances – the distance and online platform – I always felt wonderfully engaged. It was an important experience for me, especially as an international student. The energy of the group was warm and encouraging, everybody had great input and stories to share. For me, it was the active learning aspect that was most effective, whether it was the breakout groups, Mentimeter participation, reflective pauses, chats or more. All of it worked!"

Course Feedback

Figure 3: Course, Program, and Workshop Attendance by Role

4,457 total participants (comprised of 1,238 unique individuals)

Affiliate[1] 0.4%
Alumni 4%
External 10%
Faculty 21%
Retiree 1%
Sessional 8%
Staff 11%
Students 45%

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

Figure 4: Course, Program, and Workshop Attendance by Faculty/Unit
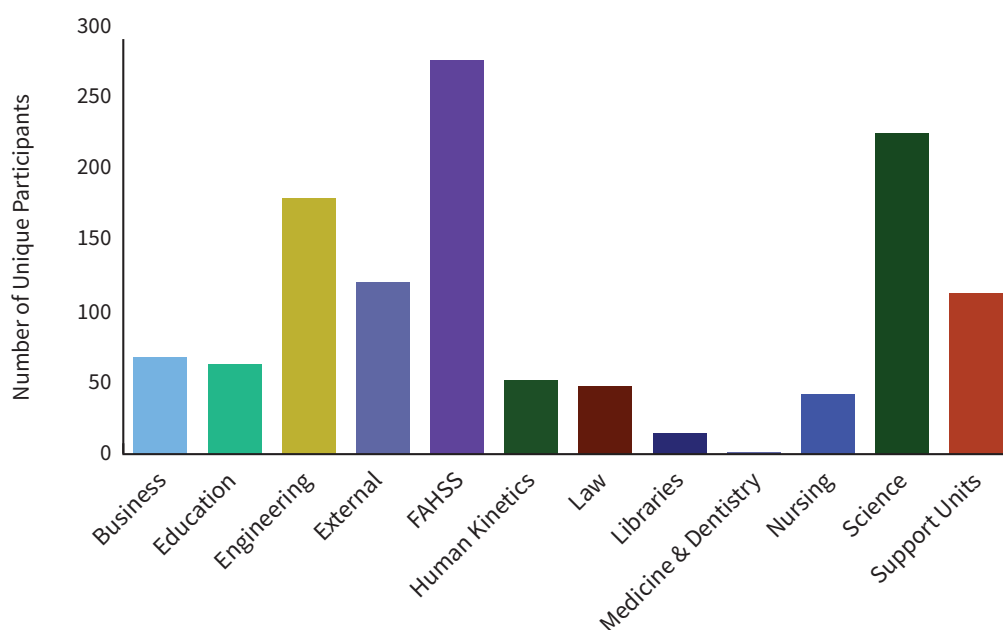
roles and at different stages in their careers. Figures 3 and 4 provide attendance data by role and Faculty.

During the reporting period, Centre members were invited to facilitate sessions at departmental retreats, faculty orientations, departmental councils, and in courses as guest lectures, engaging with hundreds more instructors and graduate students. For a complete list of programs, events, and courses offered in 2021-22, see Appendix A; and for a list of invited sessions, see Appendix B.

University Teaching Certificate

The Centre continued to offer its heavily subscribed University Teaching Certificate (UTC) Program to University of Windsor graduate students and instructors. The UTC is an extensive Program which has been a staple at the University since 2010, and has garnered praise from national and international organizations for its rigorous approach and innovative design. Specifically, the Program is made up of credit and non-credit courses, as well as opportunities for individual mentorship with a CTL faculty member. Graduating students leave the UTC with a more robust understanding of teaching in the post-secondary environment, inclusive learning environments, course and program design, teaching and learning scholarship, and a well-rounded, comprehensive teaching dossier.

The UTC Program has been of interest to graduate students and instructors from all Faculties on campus, and since its inception, has been oversubscribed with an extensive waitlist. Since 2016, there have been 332 UTC

> "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."
>
> *PhD Student, School of Social Work*

Figure 5: UTC Course Completions by Fiscal Year and Faculty

	Support Units
	Science
	Nursing
	Medicine & Dentistry
	Law
	Human Kinetics
	FAHSS
	External
	Engineering
	Education
	Business
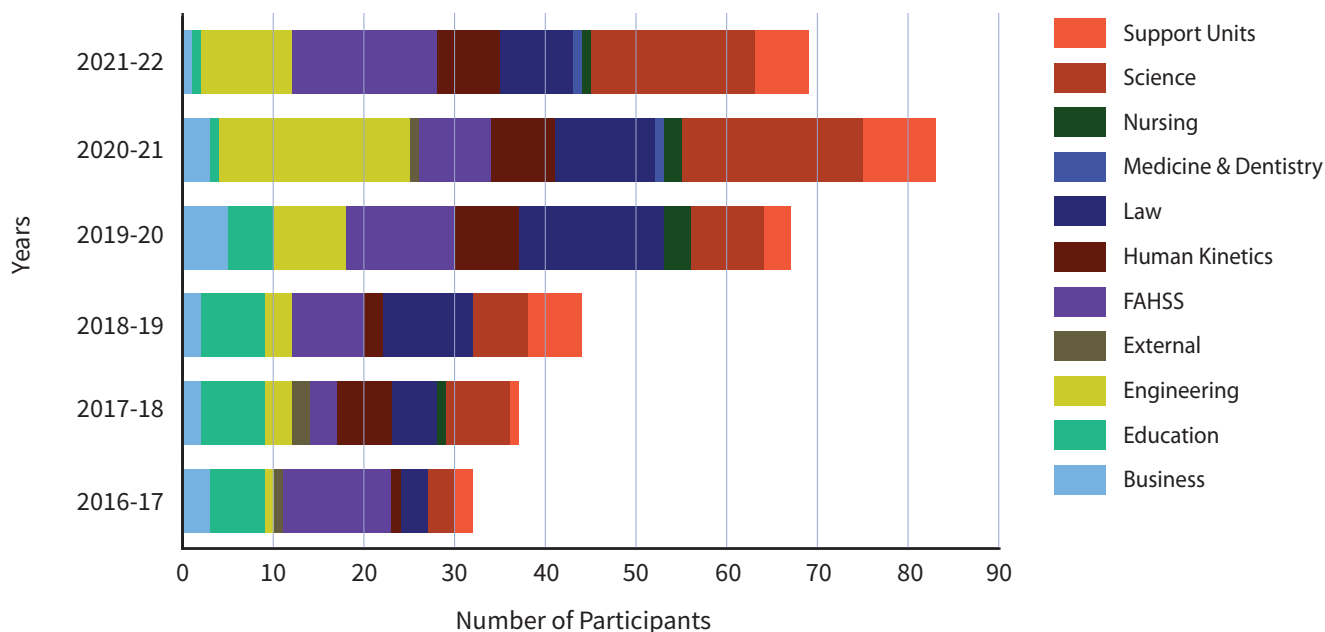
> "I miss the program already and I miss our mentorship meetings! I wish it didn't finish that fast! Gratefully, I'm regularly using UTC materials and tools and always reflecting on its experience in my current work. I also would like to let you know that I'm applying these days to PhD programs (in both Canada and the US) and I'm making sure to highlight my UTC experience in my applications."
>
> *UTC Graduate*

course completions (Figure 5), and 118 UTC Program applications and expressions of interest. By the end of the reporting period, the UTC had 42 active registrants and an already growing waitlist for the upcoming year.

During the last reporting period, the Centre began investigating the implications around certifying the Program. In 2021-22, Centre faculty completed an environmental scan of similar programs, consulted with Deans, Heads, and program development committees, and explored a variety of certification options guided by student needs and focused on filling institutional and national gaps in teaching and learning development.

Consultations

In 2021-22, CTL staff and faculty held thousands of one-on-one consultations with instructors, staff, and students representing every Faculty on campus. These sessions primarily focused on educational leadership, Indigenizing curriculum, anti-Black racism pedagogies, curriculum and course design, teaching dossier and award development, student evaluation of teaching, teaching and learning research, academic integrity, and designing authentic assessments. Staff also represented the Centre by acting as members, chairs, or co-chairs of 71 University of Windsor committees (Appendix B); and acted as facilitators during the Aspire Strategic Planning sessions focused on teaching and learning, research and creative activity, and EDID.

CTL members conducted numerous external consultations. Many were approached by faculty, educational developers, and administrators from universities across Canada and the United States for consultations on topics including teaching philosophy development, scholarship of teaching, Indigenization of curricula, teaching online, conference organization, educational leadership, Indigenization, and the scholarship of teaching and learning. Jaimie Kechego also 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.

Evaluation of Teaching

During the reporting period, the CTL continued to promote a multi-faceted approach to teaching evaluation through its support of teaching dossiers, course observations, student evaluations of teaching, and student feedback on teaching.

CTL members held more than 50 consultations focused specifically on teaching dossiers and analyzing and presenting teaching evaluation data for hiring, renewal, tenure, and promotion purposes, and hosted its annual Teaching Dossier Academy to an over-subscribed group ([Appendix A]). In 2021, Centre members were invited by the University of Toronto to engage in a multi-institution eCampus Ontario project to develop four online modules intended to support graduate students in developing a teaching dossier, as well as exercise reflective practice and develop transferable skills ([Appendix B]). The modules were released province-wide in Winter/Spring 2022, and integrated into the University's LMS for participation by UWindsor students. By the end of the reporting period, 84 graduate student registrants enrolled in the modules. The Centre is also planning to incorporate one or more of the modules into its *University Teaching Practicum* course, and GATA Network offerings.

> "TDA [The Teaching Dossier Academy] has given me a running headstart, and a sense of real momentum, toward my promotion and tenure process a year or so from now. I have such a strong foundation now, to expand and refine over the coming year... This felt like a supportive, encouraging environment in which to do the important work of documenting and soul-searching, and now that I have a draft philosophy and draft outline for my dossier, I feel like I will be more confident in my day-to-day work. What I do and how I feel about it make sense to me, now, in a way they have not done before...I suspect that, as much as the usefulness of this dossier for RTP, will be one of the most enduring long-term impacts of my TDA participation."
>
> *TDA Participant*

During the year, the CTL conducted course observations at the request of instructors seeking to develop their teaching practice. These included pre-observation meetings, class visits, feedback from students, and a final report. Centre members held numerous consultations with instructors, reviewing their student evaluation data, and providing feedback on how they might address areas in need of improvement, and contextualize scores.

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 reporting year, the group worked on developing a pilot survey which they will share with students and instructors for feedback on question design and use.

Recognition of Teaching Excellence

The 16th annual Celebration of Teaching Excellence was held virtually March 8, 2022, with over 160 awardees joined by friends and family members, to celebrate their win of internal and external teaching awards. The event featured 50 teaching award winners from 19 distinct academic units, UTC 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 2021-22, 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, Faculty of Science Roger Thibert Teaching Excellence Award, Faculty of Humanities, Social Sciences, and Arts Kate McCrone Teaching 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 Toronto Metropolitan University.

INSPIRING SCHOLARLY TEACHING: RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

Grants

Centred on Learning Innovation Fund

Since launching the Centred on Learning Innovation Fund (CLIF) 14 years ago, the CTL has awarded 108 grants to instructors representing all Faculties on campus. With these funds (ranging from $2500 to $5000), instructors have been able to revise courses and curricula, develop and assess programs, examine teaching practices and interventions, and develop widely shared teaching tools and platforms. Projects funded in 2021-22 are outlined in Table 1.

Table 1: 2021-22 CLIF Projects

Title	Investigator(s)
Toward the Creation of a Program Advisory Board	Jess Dixon, Terry Eddy, & Patricia Millar, *Faculty of Human Kinetics*
Using an Equity Walk to Create Inclusive Learning Environments for Undergraduate Nursing Students: A Participatory Action Project	Rachel Elliot, Edward Cruz, Debra Sheppard-Lemoine, Sherry Morrell & Gina Pittman, *Faculty of Nursing*
Building an E-Mentoring Program: Adapting Traditional Peer Mentorship Models for a New Higher Education Context	Tamsin Bacon, *Leddy Library;* Tina Pugliese & Meagan Auer, *School of Dramatic Arts*

Undergraduate Research Experience Grant

The Undergraduate Research Experience Grant (UREG) is a collaboration between the CTL and the Office of Research and Innovation Services that seeks to support projects that involve undergraduate students in research experiences and encourages faculty to mentor students as they develop skills in research and inquiry. The 2021-22 UREG Project recipients can be found in Table 2.

Table 2: 2021-22 UREG Projects

Title	Investigator(s)
Hydrogen fuel cells for alternative energy	Marcus Drover, *Department of Chemistry & Biochemistry*
Building industry-inspired medical biotechnology labs to enhance experiential capstone courses	Zareen Amtul, *Department of Chemistry & Biochemistry*
Head impact research team project proposal development for youth sport	David Andrews, *Department of Kinesiology*
Learning to form time-aware teams of experts	Hossein Fani, *School of Computer Science*
Study of biological membrane mimics using Muon Spin Resonance (MuSR) spectroscopy	Drew Marquardt, *Department of Chemistry & Biochemistry*
Benchmarking the Hybrid Relational Rotation Embedding (HRotatE) model to effectively capture and predict hierarchical relations in knowledge graphs	Ziad Kobti, *School of Computer Science*

Honouring Indigenous ways of knowing nature through storytelling	Catherine Febria, *Great Lakes Institute For Environmental Research* and Candy Donaldson, *Integrative Biology*
Shaking things up: Research in earthquake engineering	Niel Van Engelen, *Department of Civil & Environmental Engineering*
Nurses' experiences working in Windsor and Detroit hospitals during COVID-19: One-year follow-up interviews	Amy Menard*, Department of Psychology;* Laurie Freeman; Jody Ralph, *Faculty of Nursing;* Kendall Soucie, *Department of Psychology*
Creating a living online guide to engage undergraduate students in cognitive aging research	Renee Biss, *Department of Psychology*
Transport of momentum and entropy in multiphase flows for hydrogen production processes	Ofelia Jianu, *Department of Mechanical, Automotive & Materials Engineering*

Anti-Black Racism Teaching and Learning Grant

Funded by the Office of the President and supported by the CTL and the Office of Research and Innovation Services, 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. This year's inaugural recipients can be found in Table 3.

Table 3: 2021-22 Anti-Black Racism Teaching and Learning Projects

Title	Investigator(s)
Teacher Education, Anti-Black Racism, Anti-Indigenous Education, Admission and Retention	Andrew Allen, George Zhou, Christine Vanderkooy, James Oloo, Lana Parker, & Naved Bakali, *Faculty of Education*
Revising and Re-Imagining Performance-Based Curriculum in the School of Dramatic Art to Eradicate Anti-Black Racism and Include More Afrocentric Approaches	Meaghen Quinn & Lionel Walsh, *School of Dramatic Art*

Nanadagikenim: Seek to Know Grant

During the year, the CTL continued to support recipients of the 2020-21 Nanadagikenim: Seek to Know Grant. This granting scheme encourages and supports the Indigenization of courses, curricula, and pedagogies, and fosters 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, five instructors received funding to participate in teaching and learning conferences.

Engaging in Research on Teaching and Learning

During the reporting period, CTL faculty continued to contribute to the wider scholarship of teaching and learning and educational development community through several national and international projects. Research themes included:
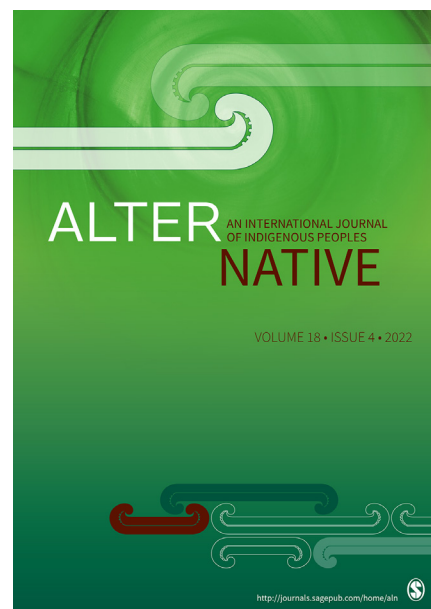
- Indigenization of curriculum, courses, and pedagogies;

- curriculum development, review, and mapping;
- the scholarship of teaching and learning;
- institutional teaching culture;
- centre for teaching and learning impact; and
- ethical use of learning analytics.

During the reporting period, CTL research output included:
- 15 refereed journal articles.
- 2 book chapters,
- 6 grants,
- 15 peer-reviewed conference presentations, and
- 20 invited workshops.

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

ALTER NATIVE
AN INTERNATIONAL JOURNAL OF INDIGENOUS PEOPLES

VOLUME 18 • ISSUE 4 • 2022

http://journals.sagepub.com/home/aln

National and International Outreach and Partnerships

In 2021-22, the CTL continued to foster and establish relationships with teaching and learning colleagues, associations, and institutions across the world. Centre staff are members of 21 national and international societies, and represent the University on 21 external committees and boards. During the year, Erika Kustra continued to work with the International Consortium of Educational Development (ICED) Global Advisory Group and was invited to act as a session chair during ICED's annual conference held in Denmark in May 2022. She was also invited to consult with the Principal of the School of Applied Health Sciences Michener Institute on educational development centres, and the Council of Ontario Universities Taskforce on Space; and acts as a mentor to newly hired centre for teaching and learning directors at institutions across Canada, providing advice, networks, and resources as they acculturate to their new role.

Laura Chittle continued her role as a member of the national Teaching Assistant and Graduate Student Advancement Group (TAGSA), taking on a leadership role in drafting resources and sub-committee reports, and contributing the group's annual reports. Jamie Kechego is a member of numerous cross-Canada groups related to Indigenization including the Educational Developers Caucus (EDC) Indigenous Knowledges Action Group, the Indigenous Curriculum Specialist Network, Can Am Indian Friendship Centre, and the First Nations, Metis, and Inuit Education Group. Jessica Raffoul contributed to the wider scholarship of teaching and learning community by acting as an Associate Editor of the Canadian Journal for the Scholarship of Teaching and Learning, and disseminating scholarship focused on the value and impact of educational development as a member of both EDC Action Group and the Community of Practice on Evaluating Educational Development. Allyson Skene continued her work with the COED Curriculum Development Community of Practice, regularly working to establish best practices in curriculum development, revision, and mapping.

These unique roles have helped Centre members to establish research partnerships with colleagues at institutions across Canada and the US including the 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.

For more information on international and national outreach, see Appendix B.

ENHANCING THE STUDENT EXPERIENCE: INITIATIVES, PROGRAMS, AND SERVICES

Undergraduate and Graduate Student Partnerships

The CTL has taken an evidence-based approach to establishing student partnerships and worked to intentionally integrate the student voice in its programming and offerings. These partnerships also foster opportunities for students to provide feedback on and develop agency in the teaching and learning environment on campus. In 2021-22, the CTL worked directly with 61 students through co-op placements, Ignite part-time hires, practicum courses, undergraduate and graduate theses projects, graduate committees, and workshop facilitation; and 112 student volunteers through the Aspire Strategic Planning Consultations. Several students contributed to large University of Windsor initiatives included the LMS environmental scan and learning analytics infrastructure, and engaged in extensive scholarly projects focused on stressors of tenure applicants (A. Galley) and evaluating educational development (E. Ripley-McNeil). Staff also invited and mentored students as co-presenters at national conferences and local events, and as co-publishers within national and international journals (Appendix B).

GA/TA Network

The GA/TA Network is a collaborative initiative of the CTL and Graduate Studies that plays a major role on campus in the culture of graduate student development, engagement, professionalism, and excellence. This graduate student team is 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:

- Launching the Graduate Teaching and Learning (GTL) Fellowship Program to expand and distribute the Network's centralized efforts by providing direct and targeted support within individual faculties or academic units. The inaugural cohort of Fellows will begin in Engineering in Fall 2022 and in Human Kinetics in Winter 2023.

- 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 (226 unique participants) and Winter GATAcademy 2022 (117 unique participants).

- Facilitating an orientation workshop specifically designed for GA/TAs in the School of Computer Science: 70 GAs/TAs attended this workshop.

- Holding five GATA Network series workshops which welcomed 149 unique participants throughout the year.

- 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.
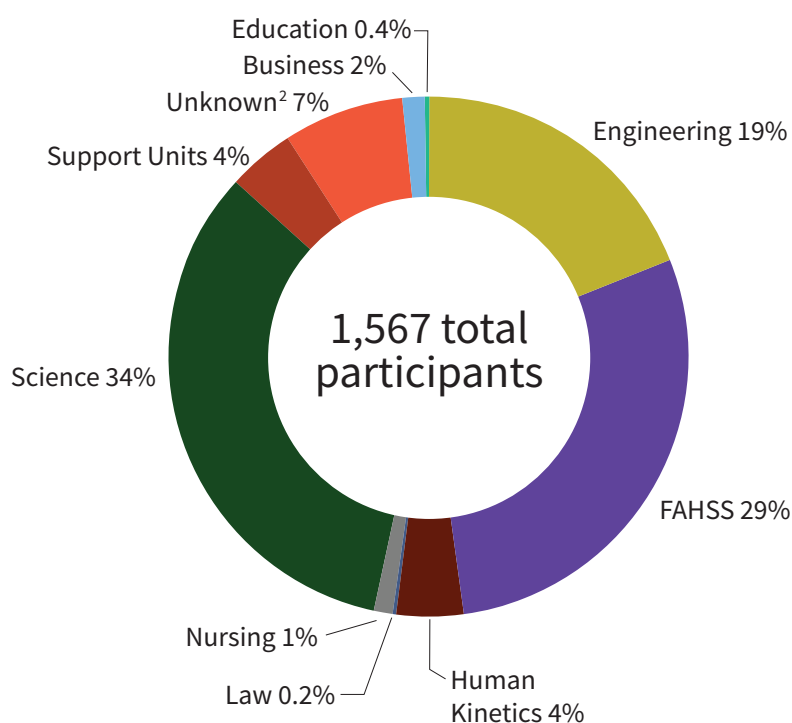
- Facilitating peer-reviewed sessions, publishing journal articles, and securing grants focused on student partnerships and the development of transferable skills, professional development, the use of social media to improve online learning (Appendix B).
- Facilitating the promotion and review of the 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 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.

GA/TA Orientation: GATAcademy and Winter GATAcademy

Offered at the start of the Fall and Winter semesters, GATAcademy and Winter GATAcademy are day-long orientation events for GA/TAs. Workshops are led by graduate students and faculty mentors on topics including best practices in grading, student engagement, learning-conducive discussions and accessibility and universal design for instruction. Since its launch in the arts, humanities, and social sciences 13 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 6 includes a breakdown of GATAcademy and Winter GATAcademy workshop participants by Faculty.

Figure 6: Percentage of GA/TAs Registered in GATAcademy and Winter Academy by Faculty/Unit

Education 0.4%
Business 2%
Unknown[2] 7%
Support Units 4%
Science 34%
Engineering 19%
1,567 total participants
FAHSS 29%
Nursing 1%
Law 0.2%
Human Kinetics 4%

---

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

CTL 2022-23 FUTURE ACTIONS AND INITIATIVES

The CTL will continue to focus on the following existing and new activities in 2022-23.

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):** 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
5. **Curriculum and Program Development:** Enhance curriculum development, revision, and mapping for new programs and existing programs
6. **Evaluation of Teaching**: Support teaching dossiers, student perceptions, and feedback
7. **Provide Essential Support and foster Leadership in 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
   - Fostering educational leadership
   - Early career faculty
   - Mid-to-late career
   - 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 building new Graduate Teaching and Learning Fellows
   - Certification of extended programs: Creating formal opportunities for instructors and graduate students for accreditation (eg. UTC)
9. **Data informed approaches:** Promote the scholarship of teaching, as well as a scholarly approach to effective teaching through the use of data, and data analytics
10. **Employee Engagement** – Respond to the Employee Engagement Survey and working towards sustainable workloads and healthy teams

Challenges

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

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

APPENDIX A: COURSES, WORKSHOPS, AND EXTENDED SESSIONS

Courses and Extended Sessions

Title	Instructor(s)	Attend.	Hours	Eval.
Authentic Assessment	Allyson Skene	8	18	6.6/7
Course Design	Allyson Skene	11	18	6.6/7
Facilitator's Development Workshop	Pierre Boulos; Laura Chittle	3	40	
Leading Effective Discussions	Pierre Boulos	6	18	
Learning-Centred Teaching in Higher Education	Jessica Raffoul	15	21	6.9/7
Lecturing	Elizabeth Ismail; Pierre Boulos	10	21	
Teaching Dossier Academy	Jessica Raffoul; Allyson Skene; Elizabeth Ismail; Erika Kustra; Laura Chittle; Pierre Boulos; Veronika Mogyorody	17	7	4/4
University Teaching Practicum	Jessica Raffoul	10	27	6.5/7
UTC Program	Jessica Raffoul; Allyson Skene; Elizabeth Ismail; Laura Chittle; Pierre Boulos; Erika Kustra	20	--	--
Teaching in a Blackboard Environment-UTC (Online, Self-Paced)	Anna Galka; Lorna Stolarchuk	9	--	
Instructional Skills Workshop	Anna Galka; Ashlyne O'Neil	8	16	

Teaching and Learning Workshop Series

Title	Instructor(s)	Attend.	Hours	Eval.
Do I Belong? Recognizing and Managing Impostorism	Dana Menard; Elizabeth Ismail; Michelle Bondy	25	2	4/4
Practical Strategies and Suggestions for the Return to Campus	Arezoo Emadi; David Andrews; Elizabeth Ismail; Jess Dixon; Lee Wilson; Lionel Walsh	48	1	
Reaching ALL Your students: Practices to Make Your Content Accessible	Cherie Gagnon; Veronika Mogyorody	17	1	4/4
Strategic Use of High-Impact Practices: First-Year Experiences and Common Intellectual Experiences	Michael K. Potter	4	2	
Strategic Use of High-Impact Practices: Internships, Service Learning, Community-Based Learning, and Diversity/Global Learning	Michael K. Potter	5	2	
Strategic Use of High-Impact Practices: Learning Communities and Collaborative Assessment Tasks	Michael K. Potter	8	2	
Strategic Use of High-Impact Practices: Writing-Intensive Courses and Capstone Projects	Michael K. Potter	6	2	

Indigenous Curriculum, Pedagogy, and Medicine Series

Title	Instructor(s)	Attend.	Hours	Eval.
Engaging With Indigenous Communities	Jaimie Kechego	51	1	
Incorporating Diverse Sources of Indigenous Knowledge	Jaimie Kechego	37	1	
Let's Learn About National Indigenous Peoples Day	Jaimie Kechego	19	1	
Meaningful Integration of Indigenous Epistemologies and Pedagogies	Jaimie Kechego	56	1	3/4
Pulling Together I – Foundations Series	Jaimie Kechego	18	1	
Pulling Together II – Foundations Series	Jaimie Kechego	16	1	
Pulling Together III – Foundations Series	Jaimie Kechego	21	1	
Understanding Indigenization	Jaimie Kechego	50	1	
Woodland Cultural Tour of the Mohawk Residential School	Lorrie Gallant	26	1	4/4
Aboriginal Community Health Services	Alicia Charlebois; Jaimie Kechego; Kat Pasquach	10	3	3.5/4
Aboriginal Community Health Services	Jaimie Kechego; Kat Pasquach	4	3	
First Nations, Inuit and Metis Culture, Colonization, and the Determinants of Health	Jaimie Kechego; Kat Pasquach	27	3	4/4
Indigenous Knowledge and Traditional Health	Alicia Charlebois; Jaimie Kechego; Kat Pasquach	13	3	3/4
Indigenous Knowledge and Traditional Health	Jaimie Kechego; Kat Pasquach	11	3	
Sharing Our Knowledge – A Discussion on Kidney Medicine with Joe Pitawanakwat	Joe Pitawanakwat	67	1	
Sharing Our Knowledge: Indigenous Herbal Medicine	Joe Pitawanakwat	28	1	
The Need for Cultural Competence in Healthcare	Alicia Charlebois; Jaimie Kechego; Kat Pasquach	17	3	3.5/4
The Need for Cultural Competence in Healthcare	Jaimie Kechego; Kat Pasquach	7	3	

Anti-Black Racism Series

Title	Instructor(s)	Attend.	Hours	Eval.
Anti-Black Institutionalized Racism Part 1: Context and Foundation	Joy DeGruy	63	2	
Anti-Black Institutionalized Racism Part 2: Next Steps	Joy DeGruy	50	2	
Challenging Anti-Black Racism by Building Inclusive Classrooms	Wanda Thomas Bernard	41	2	3.64/4
Courageous Conversations About Race: Book Study	Erika Kustra; Kaye Johnson	15	6	
Courageous Conversations: The Exploration	Domonic Rollins	56	6	

Unconscious Bias	Tanya (Toni) De Mello	29	2	4/4
Virtual Courageous Conversations: The Experience	Andrea Johnson	23	8	

Intersections: Decolonization, Diversity, Inclusivity, Equity, Accessibility, and Justice

Title	Instructor(s)	Attend.	Hours	Eval.
Inclusive Teaching for Economically Diverse Students	Erica Stevens Abbitt; Frankie Cachon; Lana Parker; Michael K. Potter	11	2	
Inclusive Teaching for Queer and Trans Students	Erica Stevens Abbitt; Michael Godfrey; Michael K. Potter	14	2	
Intersectionality, Decolonization, and Equity in Teaching and Learning	Andrew Allen; Erica Stevens Abbitt; Michael K. Potter	23	2	
Modelling Accessivility	Cherie Gagnon; Erica Stevens Abbitt; Michael K. Potter; Veronika Mogyorody	14	2	
Subtle Acts of Inclusion	Andrew Allen; Erica Stevens Abbitt; Kaye Johnson; Michael K. Potter	12	2	
The Upside of Anger: Teaching with Emotion	Erica Stevens Abbitt; Jane Ku; Michael K. Potter; Richard Douglass-Chin	8	2	

Special Topics Sessions

Title	Instructor(s)	Attend.	Hours	Eval.
Returning to Teach on Campus: Practical Strategies for Winter 2022	Dave Bussiere; John Mihalo; Kerry Gray; Erika Kustra	13	1	
The Haiti Relief Initiative	Gabriel Osson; Isaac Saney	13	2	

New Faculty Orientation

Title	Instructor(s)	Attend.	Hours	Eval.
Day 1: Getting Started	--	17	3	
Day 2: Your Campus Networks	--	25	4	
Day 3: Course Design, Policy, and Sharing Your Research	--	19	3	
Day 4: Explain Yourself!	--	24	3	
Optional Event: Funded Research – Process and Admin Steps for Accessing Grant Funding	Courtney Chamberlain; Gagneet Kaur; Kate Rosser-Davies	4	1	
Optional Event: Dual Career Session	Jennifer Charron; Melina Smedsrud	4	2	

Optional Event: Introduction to Blackboard, our Learning Management System - Decaf Level	Eric Jonathan; Marlene Sebastian; Nick Nguyen	3	2	
Optional Event: Introduction to Blackboard, our Learning Management System - Espresso Level	Eric Jonathan; Marlene Sebastian; Nick Nguyen	4	2	
Optional Event: Microsoft 365 Teams Hands on Workshop	Bodek Frak; Craig Brown; Stephen Karamatos	2	1	
Optional Event: UWinsite Fundamentals for Faculty	Lorraine Grondin	4	1	
UWInsite Finance, New Faculty Orientation	Charlie Simpkins; Ivona Bilbilovska; Karen Gorospe; Paige Sowerby	13	1	

Early Career Faculty Programming

Title	Instructor(s)	Attend.	Hours	Eval.
Early Career Faculty Mentoring Program	Andrew Allen; Deborah Dayus	4	7	
Early Career Faculty Mentoring Program	Anne Forrest; Jacqueline Stagner	6	8	
Early Career Faculty Mentoring Program	David Andrews; Erica Stevens Abbitt	9	9	
Early Career Faculty Mentoring Program	Erika Kustra; Veronika Mogyorody	9	9	
Surviving and Thriving – Early Career Faculty	Erica Stevens Abbitt; Erika Kustra	7	1	

Blackboard Learn Training Workshops

Title	Instructor(s)	Attend.	Hours	Eval.
Assessment of Student Learning (Assignments & Tests)	Eric Mcfarlane; Kyle Tiede	3	2	
Assessment of Student Learning: Assignments	Anna Galka; Kyle Tiede	6	1	
Blackboard & Microsoft 365 (incl. Teams) - Features and Limits	Anna Galka; Bodek Frak; Craig Brown; Mark Lubrick; Stephen Karamatos; Tim Au-Yeung	10	2	
Blackboard & Microsoft 365 (incl. Teams) - Features and Limits	Anna Galka; Bodek Frak; Craig Brown; Mark Lubrick; Tim Au-Yeung	10	2	
Blackboard & Microsoft 365 (incl. Teams) - Features and Limits	Bodek Frak; Craig Brown; Mark Lubrick; Marlene Sebastian; Stephen Karamatos; Tim Au-Yeung	3	2	
Blackboard Test Best Practices & Troubleshooting - Releasing and Grading	Eric Mcfarlane; Ravi Bhagat; Zeina Sibaei	3	1	

Blackboard Tests Best Practices & Troubleshooting - Part 1: Planning & Building	Anna Galka; Kyle Tiede	1	1		
Blackboard Tests Best Practices & Troubleshooting - Part 2: Releasing & Grading	Anna Galka; Rohan Dhillon	1	1		
Digital Feedback of Student Work - Assignment, Inline Grading, Rubrics (SPRINT)	Lidia Kojic; Hussein Merza; Mohamad Ghosn; Zorain Khan	1	1		
Getting Started, Sharing Content, and Communicating with Blackboard	Anna Galka	3	2		
Getting Started, Sharing Content, and Communicating with Blackboard	Anna Galka; Eric Jonathan; Eric Mcfarlane; Kyle Tiede	4	2		
Getting Started, Sharing Content, and Communicating with Blackboard	Anna Galka; Kyle Tiede; Mohamad Ghosn	4	2		
Getting Started, Sharing Content, and Communicating with Blackboard	Anna Galka; Marlene Sebastian; Ronak Doowd	3	2		
Leveraging the Virtual Library: Managing Library Resources in Blackboard	Dave Johnston	9	1		
Name Your Topic	Anna Galka	2	1		
Name Your Topic!	Tim Au-Yeung	1	1		
Sessional Saturday	Anna Galka; Eric Jonathan; Marlene Sebastian	4	8		
Troubleshooting the Grade Centre (SPRINT)	Ronak Doowd; Zorka Globarevic; Eric Jonathan; Hussein Merza; Kyle Tiede; Rohan Dhillon	2	1		
Working with Groups in Blackboard	Anna Galka; Daniyaal Sohaib	4	1		
BB Cafe	--	1,298			
(Faculty of Education - Sessional Instructors only) - Blackboard Overview	Anna Galka; Tim Au-Yeung	5	1		
(Faculty of Law - Sessional Instructors Only) Blackboard Overview	Anna Galka; Mark Lubrick	27	1		
Service Desk, Ready, Set Go!	Anna Galka; Tim Au-Yeung	4	1		

GATAcademy

Title	Instructor(s)	Attend.	Hours	Eval.
(Re)Framing Anti-Racism and Anti-Black Racism Pedagogies: Practices and Scholarship	Marium Tolson-Murtty	56	1	3.8/4
Being a GA/TA in a Hy-flex Course: What Does it Mean and What Can You Do?	Dave Cormier; Mark Lubrick; Nick Baker	53	1	3.8/4
Connecting Best Practices for Teaching Linguistically-Diverse International Students	Adithya Subramanian Chandramouli; Christopher Wang; Clayton Smith; Deena Wang; Emily G. Espinoza Lewis	38	1	4/4

Dealing with Issues as a GA/TA: Confrontation and De-escalation	Natalie Beltrano	93	1	3.9/4
Decolonizing Practices for Pedagogy	Andrea Sullivan-Clarke	35	1	4/4
General EDI-Focused Considerations for GAs/TAs	Michael Godfrey	64	1	4/4
Leading Effective Online Discussions	Danielle Salters; Mariam Ageli	63	1	3.8/4
Making the Grade as a GA/TA: Assessment and Feedback	Linda Coltman; Soula Serra	97	1	3.8/4
Mental Health for Student Leaders: Caring for Your Peers and Yourself	Katie Chauvin	59	1	3/4
Planning Effective Lectures and Tutorials to Enhance Student Engagement	Lauren Weller; Rashveen Chawla	62	1	3.9/4
Running Effective STEM Labs/Tutorials	Ashley Lehman; Patricia Okpara	65	1	3.9/4
So, You're Hired as a GA/TA - Now What?!	Cayla Wood; Katie Hirsch	29	1	3.8/4
So, You're Hired as a GA/TA - Now What?!	Katie Hirsch; Cayla Wood	113	1	3.7/4
Supporting Teaching and Learning in the Blackboard Environment: Tips for GAs and TAs	Eric Jonathan; Kyle Tiede; Ronak Doowd	16	1	4/4
Supporting Teaching and Learning in the Blackboard Environment: Tips for GAs and TAs	Ronak Doowd; Eric Jonathan; Lidia Kojic	70	1	3.5/4
Using Teams (to Add Value to Your GAship)	Bodek Frak	33	1	3.84
Using Teams (to Add Value to Your GAship)	Bodek Frak; Craig Brown	63	1	4/4
Using the Virtual Classroom (Blackboard Collaborate Ultra)	Mark Lubrick	91	1	4/4
Using your GA/TAship for Employment and Career Development	Adeyemi Adesina; Stephanie Dupley	90	1	3.7/4

Winter GATAcademy

Title	Instructor(s)	Attend.	Hours	Eval.
(Re)Framing Anti-Racism Pedagogies, Practices and Scholarship	Andrew Allen	45	1	4/4
Academic Integrity and Plagiarism Prevention and Detection Tips	Grant Yocom	47	1	4/4
Being a GA/TA in a Hy-flex Course: What Does it Mean and What Can You Do?	Anna Galka; Dave Cormier; Mark Lubrick	48	1	4/4
Making the Grade as a GA/TA: Assessment and Feedback	Haleh Nazemi; Linda Coltman	56	1	4/4
So, You're Hired as a GA/TA - Now What?!	Cayla Wood; Katie Hirsch	62	1	3.8/8
Supporting Teaching and Learning in the Blackboard Environment: Tips for GAs and TAs	Anna Galka; Daniyaal Sohaib; Kyle Tiede; Mohamad Ghosn; Tim Au-Yeung	46	1	3.7/4
Using Teams (to Add Value to Your GAship)	Bodek Frak; Craig Brown	27	1	3.3/4
Using the Virtual Classroom (Blackboard Collaborate Ultra)	Mark Lubrick	46	1	3.8/4

GATA Network Series

Title	Instructor(s)	Attend.	Hours	Eval.
An Introduction to Creating a Teaching Dossier	Irene Muir; Paige Coyne	35	1	--
Best Practices in Professional Communication	Irene Muir; Paige Coyne	48	1	--
Best Practices in Professional Communications	Irene Muir; Paige Coyne	50	1	--
GA/TA Rights and Responsibilities	Emily Varga	12	1	--
Marketing Your Skills Through a Teaching Dossier	Irene Muir; Paige Coyne	6	1	--

Developing Your Teaching Dossier Graduate Student Series: Online Modules

Title	Instructor(s)	Attend.	Hours	Eval.
Module 1 - Reflecting on Your Teaching Experience: An Introduction to Teaching Dossiers TD-O-W22-01	--	27	1	--
Module 2 - Articulating Your Teaching Values and Practices: Developing Your Statement of Teaching Philosophy TD-O-W22-02	--	20	1	--
Module 3 - Connecting Narratives and Evidence: Developing Components of Your Teaching Dossier TD-O-W22-03	--	19	1	--
Module 4 - Looking Ahead: Telling New Stories About Our Teaching Experiences TD-O-W22-04	--	18	1	--

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

Guidebook

DiPietro, C., Dyjur, P., Fitzpatrick, K., Grant, K., Hoessler, C., Kalu, F., Richards, J., **Skene, A.**, & Wolf, P. (2022) Educational Development Guide Series: No. 4. A Comprehensive Guide to Working with Higher Education Curriculum Development, Review & Renewal Projects. (P. Dyjur & **A. Skene**, Eds.). Educational Developers Caucus.

Journal Articles

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

Coyne P. & Woodruff, S. J. (2022). 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, 33*(3), 398-406.

Meadows, K.N., Dawson, D.L., **Shaw, L.,** & **Kustra, E.** (submitted). Assessing the teaching culture on campus: The development and validation of the institutional teaching culture perception survey-faculty, *International Journal for Academic Development*.

Ménard, A.D., & **Chittle, L**. (under review). The Impostor Phenomenon in post-secondary students: A review of the literature, *Review of Education.*

Ménard, A.D., **Chittle, L.,** Bondy, M., Power, J., Milidrag, L. (under review). 'I genuinely can't understand why I was selected for the job': Understanding and predicting the Impostor Phenomenon in university staff and faculty members, *Canadian Journal for the Scholarship of Teaching and Learning.*

Ménard, A.D., Bondy, M., Jones, M., Desjardins, L., Milidrag, L., Foulon, A., & **Chittle, L.** (under review). "I wasn't that good at it but I pretended to be": Students' experiences of the Impostor Phenomenon in academic settings, *Current Psychology.*

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

Raffoul, J., **Skene, A.**, **Chittle, L.,** & Kartolo, A. (2021). 'Accountable to whom, for what, and through what means': educational developers in the audit culture, *International Journal for Academic Development*, DOI: 10.1080/1360144X.2021.2015355

Raffoul, J., Ward, J., Calvez, S., Kartolo, A., Haque, A., Holmes, T., Attas, R., **Kechego, J**., **Kustra, E.**, & Mooney, J. (2022). Institutional structures and individual stories: Experiences from the front lines of Indigenous educational development in higher education. *AlterNative: An International Journal of Indigenous Peoples, 18*(1), 163-172.

Raffoul, J., Hoessler, C., Kolomitro, K., Ives, C., Loy, K., & Groen, J. (in press). 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.

Santarossa, S., **Coyne, P.**, Woodruff, S. J. (2022). 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, 2*(1), 3-16. https://doi.org/10.24377/LJMU.jsml.vol2article509

Shaw, L., MacDougall, H., Goff, L., Ellis, D., **Kustra, E.,** Law, M., & Taylor, L. (submitted). Valuing teaching: Exploring how a university's strategic documents reflect institutional teaching culture, *International Journal for Academic Development.*

Skene, A., Winer, L., & **Kustra, E.** (2022). Clouds in the silver lining: Navigating ethical considerations in learning analytics. International Journal for Academic Development. https://doi.org/10.1080/1360144X.2022.2099208.

Book Chapters

Roy, D., **Kustra, E.** & Borin, P. (accepted with revisions). Taking teaching seriously. In S. Baptiste, C. Grisé, S. Sammon & A. de Bie (Eds.). *Reflections on Teaching and Learning at McMaster: 50 Years of Stories*. McMaster University.

Skene, A. (in press). Peril and promise in ethical use of learning analytics for SoTL. In L.M. Fedoruk, (Ed.) *Ethics and the Scholarship of Teaching and Learning.* Springer.

Non-Peer Reviewed Sources

Marval, P. (2022). Rethinking academic poster design. *Teach-Learn*, Centre for Teaching and Learning, University of Windsor, https://teach-learn.ca/2022/04/13/rethinking-academic-poster-design

Marval, P. (2022). Taking your online presentations to the next level – Part II. *Teach-Learn*, Centre for Teaching and Learning, University of Windsor, https://teach-learn.ca/2022/03/22/taking-your-online-presentations-to-the-next-level2/

Muir, I., Coyne, P., Ismail, E., & **Chittle, L.** (2022). Gathering student feedback as a GA/TA. *Teach-Learn*, Centre for Teaching and Learning, University of Windsor, https://teach-learn.ca/2022/06/27/gathering-student-feedback-as-a-gata/

Skene, A. (2021). A new pandemic? Academic integrity in the CoVid era. *Teach-Learn*, Centre for Teaching and Learning, University of Windsor, https://teach-learn.ca/2021/10/29/academic-integrity-in-the-covid-era/

Online Web Resource

Chittle, L., et al. (2021). Teaching Assistant and Graduate Student Advancement (TAGSA), Online Resources, https://docs.google.com/spreadsheets/d/1cRU1--2wQOYTNRAV_C-EPtUsG5aF-8036lbiFrCszyA/edit#gid=2113861401

University of Toronto, **University of Windsor (Chittle, L., Ismail, E., Kustra, E., Raffoul, J.)**, Western University, University of Waterloo, Toronto Metropolitan University. (2021-22). *Developing Your Teaching Dossier: A Series of Four OER Asychronous Online Modules*. Funded by eCampus Ontario, https://openlibrary-repo.ecampusontario.ca/xmlui/handle/123456789/1107

Kechego, J. (2022). *Module 5: Indigenous Pedagogies and the Benefits for all Learners in Ontario*. Universal Design for Learning (UDL) for Inclusion, Diversity, Equity and Accessibility (IDEA). Pressbooks, https://ecampusontario.pressbooks.pub/universaldesign/part/module-5-indigenous-pedagogies-and-the-benefits-for-all-learners-in-ontario/

Skene, A., *Curriculum Services.* (2021). University of Windsor. Available at https://uwin365.sharepoint.com/_layouts/15/sharepoint.aspx

Webinars

Kechego, J. (2022, June). Lift Each Other Up Gathering. *Helping academics speak from their hearts, bodies, spirits, and minds.* University of Manitoba, Online.

Videos

Marval, P. (2022). *Challenging Anti-Black Racism by building inclusive classrooms.* University of Windsor, Windsor, ON. https://youtu.be/1FBM8H9hgRk

Marval, P. (2021). *Practical strategies and suggestions for the return to campus.* University of Windsor, Windsor, ON. https://youtu.be/U9kJCqKOUZU

Marval, P. (2021). *Reaching ALL your students: Practices to make your content accessible.* University of Windsor, Windsor, ON. https://youtu.be/PBRZbS7K0IM

Marval, P. (2021). *Developing short-term international study abroad opportunities.* University of Windsor, Windsor, ON. https://youtu.be/8w-1TpPA5Yk

Marval, P. (2021). *Meaningful integration of Indigenous epistemologies and pedagogies.* University of Windsor, Windsor, ON. https://youtu.be/OQ6NAPJqdMQ

Marval, P. (2021). *Incorporating diverse sources of Indigenous knowledge.* University of Windsor, Windsor, ON. https://youtu.be/CI_kDGQYpQw

Marval, P. (2021). *Engaging with Indigenous communities.* University of Windsor, Windsor, ON. https://youtu.be/D6UaBtqZAWQ

Marval, P. (2021). *Understanding Indigenization.* University of Windsor, Windsor, ON. https://youtu.be/xOSnfrfyVaE

Peer-Reviewed Conference Presentations

Chittle, L., Stewart, K., Merheb, J., Innes, L., Houser, C., Noel, T., Barrette-Ng, I. (2021, October). *Biological science student and faculty perceptions of the development of graduate attributes: The role of teaching methods and assessment practices*. Peer-reviewed poster presentation at the International Society for the Scholarship of Teaching and Learning Conference. (Online conference).

Chittle, L., Barrette-Ng, I., Noel, T., Steward, K., Innes, L., Merheb, J., & Houser, C. (2021, July). *How do different teaching methods and assessment practices contribute to the development of graduate attributes?* Peer-reviewed poster presentation at the Society for the Advancement of Biology Education Research Conference (Online).

Clare, A., McLeavey, A., Gallagher, M., Cogswell, A., Febria, C., Proctor, C., Kehn, A., Pitcher, T., Tomcsak, T. A., Duffield, F., McKay, M., **Chittle, L.,** Williams, M., Lubrick, M., Brousseau, M., Barrette-Ng, I. (2022, June). *myWATERSHED: A sandbox game for connecting and accelerating sustainability stewards of the future*. Peer-reviewed poster presentation at the Society for Teaching and Learning in Higher Education, Ottawa, ON.

Gourlay, G., **Chittle, L.,** Chang, S. (2022, February). *Identifying gaps and enhancing support for TAs and graduate students: The evolving role of TAGSA in 2020-21.* Peer-reviewed showcase video at Educational Developers Caucus Conference. University of Waterloo, ON, Online.

Kechego, J. & Stolarchuk, L. (2022, May). *Maada'oonidiwag: Sharing Anishinaabwe pedagogies into a Western open educational resource.* Digital poster presentation at the annual conference of the Taylor Institute for Teaching and Learning, University of Calgary, Online.

King, A., Sood, S., Hinch, I., Cavallo-Medved, D., Houser, C., & **Chittle, L.** (2022, April). *Fostering students as partners: A faculty-wide examination of science undergraduate students' perspectives of*

pedagogical partnerships. Peer-reviewed oral presentation at the 13th Annual University of Waterloo Teaching and Learning Conference: Fostering Partnerships in Pedagogy. University of Waterloo, ON, Online.

King, A., Sood, S., Hinch, I., Cavallo-Medved, D., Houser, C., & **Chittle, L.** (2022, March). *Fostering science students as partners. Examining undergraduate students' perspectives of pedagogical partnerships*. Peer-reviewed oral presentation at UWill Discover, University of Windsor, ON.

Muir, I., **Coyne, P.**, & **Ismail, E.** (2021). *An examination of student partnerships within a teaching assistant development program.* Poster presentation at Innovations in Education Conference, McMaster University, Online.

Muir, I., **Coyne, P.**, & **Ismail, E.** (2022). *Fostering leadership: Reflections from a transformational leadership model*. Oral presentation at Graduate Students in Teaching Conference, University of British Columbia, Online.

Raffoul, J., Felten, P., Chick, N., & DiPietro, M. (2022, May). *Storytelling and meaning-making: Educational developers in times of crisis*. Pre-conference workshop at the International Consortium of Educational Developers Conference, Aarhus, Denmark.

Raffoul, J., Felten, P., DiPietro, M., & Chick, N. (2021, October). *Storytelling and meaning-making: Educational developers in times of crisis*. Two pre-conference sessions at the annual conference of the Professional and Organizational Development (POD) in Higher Education Conference, Online.

Ripley-McNeil, E. & **Kustra, E.** (2022, February). *A Framework for expanding evaluation and reporting practices of educational development programs: Evidence from an environmental scan of Canadian and international practices.* Peer-reviewed presentation at the annual Educational Developers Caucus Conference, University of Waterloo, Online.

Skene, A. (2022). *Learning analytics: sustainably solving the 2-sigma problem?* Peer-reviewed presentation accepted to the International Consortium of Educational Developers Annual Conference, Aarhus, Denmark. (Accepted, but withdrawn).

Wright, M.C., Flaming, A. & **Kustra, E.** (2022, June). *Defining what matters: CTL tools for evaluation and strategic planning.* Peer-reviewed presentation at the annual International Consortium for Educational Developers (ICED): Sustainable Educational Development, Aarhus, Denmark.

Wuetherick, B., Woolmer, C., Barrette-Ng, I., Maher, P., McSweeney-Flaherty, J., **Chittle, L.**, McCollum, B., Sibbald, K., Tran, L., Carroll, H., McBride, B., Foster, C., Scholz, K., de Bie Das, A., & Ostrowdun, C. (2022, May). *Perspectives and experiences of equity in the online domain during the pandemic: A multi-institutional study of Canadian Institutions (Research Oriented).* Peer reviewed oral presentation at The Open/Technology in Education, Society, and Scholarship Association Conference (Online Conference).

Invited Sessions

Bali, M., Lederer, M., **Mogyorody, V.**, Pillon, K., & Gagnon, C. (2022, March). *Accessible spaces and places.* Accessibility Awareness Days 2022, University of Windsor, Online.

Sabourin, B., Gadoury-Sansfaçon, G., Goulay, G., Young, K., **Chittle, L.,** Chang, S. (2022). Rethinking graduate student teaching development: A year (or two) in review. Invited workshop at the Society for Teaching and Learning in Higher Education, Ottawa, ON.

Dixon, J., Fritz, P. & **Kustra, E.** (2022, February). *Chronicle strategic leadership program for Heads.* AAU Heads Meeting, Office of the Provost, Online.

Haque, A., **Kechego, J.**, Khan, R., & Molicard-Chartier, P. (2021, November). *The times are urgent; let us slow down.* Invited panelist for the Council of Ontario Educational Developers, Online.

Kechego, J. (2022, January). *Meaningful integration of Indigenous pedagogies.* Faculty of Education Annual Vulnerability and Marginalization Conference, University of Windsor.

Kechego, J. (2022, February). *Graduate seminar civil and environmental engineering*. Faculty of Engineering, University of Windsor.

Kechego, J. (2022, March). *Land acknowledgement guidance session,* Centre for English Language Development, University of Windsor.

Kechego, J. (2022, March). *Indigenous perspectives regarding mental wellness, Clinical Interviewing*. Department of Psychology, University of Windsor.

Kechego, J. (2022, March). *What does it mean to Indigenize the University of Windsor?* Equity, Diversity, Inclusion and Decolonization Week, University of Windsor.

Kechego, J. & Major, R. (2022, March). *Engaging Indigenous communities and people: In a good way.* Board of Governors Retreat, University of Windsor.

Kechego, J. & Jacobs, B. (2022, June). *Session with Honorable Michaëlle Jean*. University of Windsor.

Kechego, J. (2021, December). *Understanding Indigenization*. Employment, Engagement and Development, Human Resources, University of Windsor.

Kechego, J. (2021, November). *Indigenous wellness framework*. Faculty of Nursing, University of Windsor.

Kechego, J., Falzetti, A., & Major, R. (2021, November). *Working with Indigenous scholars and communities*. Office of Research and Innovation Services, University of Windsor.

Kechego, J. (2021, August). *Indigenous peoples' experiences with mainstream medicine and providing culturally safe care*. University of Windsor Student Medical Response Service, University of Windsor.

Kustra, E. & Ciampa, M. (2022, March). *Aspire world cafe consultations: Volunteer training*, Aspire Strategic Planning, Office of the President, University of Windsor.

Kustra, E. (2021, November). *Assessment: Balancing student and instructor workload winter term.* Associate Deans Council, University of Windsor, Online.

Mogyorody, V. (2022, March). *Council of Ontario Universities (COU) Task Force on University Space Transformation*, Invited Participant, Online.

Sibaei, Z., Hailemariam, D., Mcfarlane, E., Merza, H. (2021, December). *UWindsor Wizard: An Enchanted Support Tool,* MiBUG, Online.

Skene, A., Winer, L. & **Kustra, E**. (2022, May). *Ethical considerations for educational developers working with learning analytics*. Learning Analytics Community Special Interest Group, POD Network, Online.

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.

Barrette-Ng, I., Proctor, C., Febria, C., Clare, A., Jacobs, C., Beckford, C., Kelly, T., McKay, M., Pitcher, T., Williams, M., & **Chittle, L**. (2021). *myWATERSHED: A sandbox game for connecting and accelerating sustainability stewards of the future*. eCampus Ontario Virtual Learning Strategy Grant, $85,068.

Ménard, A.M., Freeman, L., Luctkar-Flude, M., Ralph, J., Soucie, K., Yerman, J., McEwen, A., Rickeard, D., Baker, N., & **Kustra, E.** (2022-2024). *Improving psychological preparedness of Canadian nurses working during healthcare crises: Simulated training to improve resiliency of nursing groups (STRONG).* Canadian Institutes of Health Research (CIHR): Addressing the Wider Health Impacts of COVID-19 2021-11-08. $405,990.

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

Squires, V., Hendricks, C., Stewart, J., Calvez, S., Turner, N., & **Kustra E**. with collaborators, Lew, J., Perreault, A., **Kechego, J.**, & **Raffoul, J**. (2022-2024). *Using relational systems thinking to explore and advance Indigenization of teaching and learning at three Canadian higher education institutions.* Social Sciences and Humanities Research Council of Canada Partnership Development Grant. $198,526.

University of Windsor (PI: Baker, N., and CTL Contributors: **Kechego, J., Kustra, E., Potter, M.K**.), 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 (Co-Chair)
- Academic Continuity Committee (Co-Chair)
- Academic Planning COVID Working Group
- Academic Policy Committee
- Academic Policy Committee Subcommittee: Online Exams – Timing Guidelines
- Accessibility and the Built Environment Committee
- Accessibility Coordinating Committee
- Anti-Black Racism Teaching and Learning Grant Review Committee (Co-Chair)
- Applied Social Psychology
- Applied Social Psychology Comprehensive Exam Committee, Department of Psychology
- Campus Multimedia Committee
- Campus Spaces Implementation Team
- Carnegie – Community Engagement Classification Pilot Project Steering Committee
- Carnegie – Community Engagement Classification Pilot Project Community of Practice
- Center for Teaching and Learning Appointments Committee
- Centre for Teaching and Learning LMS Support Team
- Centre for Teaching and Learning Renewal Tenure/Permanence, Promotion
- Centre on Learning Innovation Fund Selection Committee (Chair)
- Classroom Committee
- CTL Co-op Student Hiring Committee
- Data Governance Committee
- Delegated Research Ethics Board for Education and Learning (REBEL) Committee
- Delegated Research Ethics Board for SoTL and Education (SoTL-E) Committee
- EDID Senate Subcommittee
- Educational Leadership Award Selection Committee
- Faculty of Education Faculty Council
- Faculty of Education Renewal, Tenure and Promotion Committee
- FAHSS Kate McCrone Teaching Award Selection Committee
- Faculty of Kinesiology Graduate Mentorship Award Selection Committee
- Faculty of Nursing Curriculum Group
- Faculty of Science Roger Thibert Teaching Excellence Award Selection Committee
- GA/TA Awards for Educational Practice and Leadership Selection Committee
- Indigenous Allyship Tool-Kit Project (Collaborator)
- Indigenous Knowledge Keeper Appointments Committee
- LMS Advisory Committee (Chair)
- LMS Data Governance Pilot Group
- LMS Review Committee
- LMS Review Evaluation Committee
- LMS Review Project (Co-Chair)

- LMS Review RFP Evaluation Advisory Committee-Integration
- LMS Project Steering Committee (Co-Chair)
- LMS Steering Committee (Co-Chair)
- LMS Student Co-Op/LMS Support Team
- LMS Team (Co-Chair)
- Microcredentials Working Group
- National Indigenous People's Month Committee
- New Faculty Orientation Planning Committee (Co-Chair)
- New Program Steering Committee
- Orange Shirt Day Committee
- Program Development Committee
- PDC Subcommittee, University Program Review (Chair)
- PDC Subcommittee, Indigenizing Curriculum
- Provost's Council
- Psychology Council
- RPP Committee, Centre for Teaching and Learning
- RPP Committee, Office of Open Learning
- Skills and Competencies SMA Metric Working Group
- SMA3 Experiential Learning Definitions Committee
- Strategic Planning Committee
- Strategic Planning Working Group, Community & Campus Engagement (Co-Chair)
- Strategic Planning Consultation EDI and Anti-Racism Sub-Committee
- Student Evaluation of Teaching (SET) Taskforce
- Transforming Windsor Law
- Two Row Wampum Project Group
- Undergraduate Research Experience Grant Review Committee
- University Teaching Certificate Program Committee
- Web Governance Committee
- WUFA AAS/LS Committee
- WUFA Executive Board
- WURA Executive Board
- WURA Constitution (Co-Chair)

External Committees and Representation

- Chittle, L., Member, Teaching Assistant and Graduate Student Advancement (TAGSA) Executive Committee
- Chittle, L., Member, TAGSA Resources Sub-committee
- Chittle, L., Member, TAGSA Awards/Conference Sub-Committee
- Ismail, E., Member, TAGSA Student Member-at-Large, Executive Committee
- Kechego, J., Member, Indigenous Curriculum Specialist Network
- Kechego, J., Member, Educational Developers Caucus – Indigenous Knowledges Action Group
- Kechego, J., Member, Can Am Indian Friendship Centre
- Kechego, J., Member, First Nations, Metis, and Inuit Education
- Kustra, E., Advisory Member, Noble International University (NIU)

- Kustra, E., EDC Action Group on Teaching and Learning Centre Leaders
- Kustra, E., Member, Council of Ontario Universities (COU) Task Force on University Space Transformation
- Kustra, E., Co-Chair, COU Workshop 1 Classrooms and Instructional Laboratories
- Kustra, E., Member, Connections Grant Social Sciences and Humanities Research Council (SSHRC)
- Kustra, E., International Consortium for Educational Developers (ICED) Global Advisory Group
- Mogyorody, V., Member, Accessibility Task Force and Policy Review Committee
- 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, EDC Community of Practice on Evaluating Educational Development
- Raffoul, J., Member, EDC Action Group on Evaluating Educational Development
- Skene, A., Member, COED Curriculum Community of Practice (Member)

Peer Review: Journals, Conference Submissions, Grants

- Canadian Journal for the Scholarship of Teaching and Learning (CJSOTL)
- Collected Essays on Learning and Teaching (CELT)
- Educational Developers Caucus (EDC) Annual Conference
- Journal of Applied Research in Higher Education (JARHE)
- International Journal of Academic Development (IJAD)
- International Society for the Scholarship of Teaching and Learning (ISSOTL)
- Society for Teaching and Learning in Higher Education (STLHE) Conference
- To Improve the Academy (TIA)

Associations and Memberships

- American Institute of Architects (AIA)
- Association for Theatre in Higher Education (ATHE)
- Art Windsor Essex (AWE)
- 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 the Advancement of Biology Education Research (SABRE)
- 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
- Women and Theatre Program (WTP)

APPENDIX C: ACTIONS IDENTIFIED IN 2020-21, AND COMPLETED IN 2021-22

Actions Identified in 2020-2021	Actions Completed in 2021-2022
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	• Hosted a Return to Campus Panel and shared through the Blog • Supported HyFlex teaching through workshops, resources, survey and MS Teams site with OOL and ITS • Created and updated resource pages and videos • Provided one-on-one consultations on return to campus • Liaised with Facilities, ITS Services and OOL about space and technology renovations • Provide Blackboard support as identified below in section 6 • Supported integrations, including collaborating with OOL to test and integrate Yuja video platform and Better Examinations • Collaborated with OOL to test Panorama as an accessibility tool • Integrated accessibility as a requirement for all software. Consulted on accessibility and Universal Design for Learning through committees, talks, web resource development, blog posts, and grants
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	• 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 • Jaimie Kechego co-chaired the Aboriginal Education Council • Partnered with the Aboriginal Education Centre and community members to co-host workshops including Indigenous healing practices • Provided Guest Lectures for departments, units and courses • Refined resources for Indigenization of curriculum and pedagogy including co-developing an e-book and videos • Indigenized the CTL course, *Learning-Centred Teaching in Higher Education* • Provided consultations on PDC forms and provided information presentations for PDC, Senate and the Board of Governors • Continued to support Nanadagikenim: Seek to Know Grants • Continued to build relationships with community partners as invited speakers and joining community committees • Published research in *AlterNative* and presented findings from the national research project • Received SSHRC Partnership Development grant to explore Indigenization with UBC and USaskatchewan • Built provincial and national networks through COED and EDC and the national Indigenous Curriculum Specialist Network • Confirmed a permanent full-time position for Indigenization as an AAS-Learning Specialist 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	• Worked with 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

		• Reviewed Anti-Black Racism Teaching and learning Grants with the Office of the President, ORIS and Office of the VP ED • Supported the inaugural Anti-Racism Pedagogies Teaching Leadership Chair, Dr. Andrew Allen • Continued Resisting Pedagogies Community of Practice • Provided one-on-one consultations • Partnered with ORHEA 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 sub-group focused on equity, diversity, inclusion and anti-racism
4.	**Curriculum Support:** Support curriculum development, revision, and mapping for new programs 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 in 14 academic units • Reviewed outcomes for 280 courses and 60 programs successfully approved by Senate • Expanded the Curriculum Services repository • Supported increased use of the Curriculum Mapping (CuMA) tool, with the first curriculum maps passed through Senate
5.	**Students as Partners:** Work to enhance student partnerships within the CTL and across the institution	• Worked with 61 students in positions such as co-op, part-time Ignite, practicum, and theses • Coordinated and trained 112 students as volunteers in the Aspire Strategic Planning consultation process • Students contributed to large initiatives such as the LMS Review, support of Blackboard and HyFlex, anti-racism environmental scan, assessment of educational development centres and more
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	• Hosted campus-wide and department specific workshops on Blackboard with 534 faculty, students and staff • Hosted BB Café, a virtual drop-in with 1,298 visits • Resolved 1703 Blackboard tickets • Launched formal LMS review with OOl and IT Services, conducting extensive consultation including a survey with over 2000 responses from instructors, students and staff, and a representative governance and review committee • Approximately 100 people provided feedback on the three vendor demonstrations and 750 sites were requested to test the platforms • Advisory committees reviewed the platform for accessibility, integrations, equity, diversity, inclusion, Indigeneity, privacy and security • Published article on learning analytics, working with McGill university • Most data governance work on hold due to the pandemic and cyberattack
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	• Supported all new faculty by hosting an online New Faculty Orientation with the Provost's Office and by emailing resources • Hosted the Early Career Faculty Mentoring online for 28 faculty • Supported mid-to late-career faculty through mentoring, educational leadership opportunities, and workshops for senior administrators • Offered varied programming including workshops, courses, UTC Program and grants to meet different career level needs

	• Mid-to-late career and educational leaders • Sessional instructors • GA/TAs	• Worked with 7 mid-career and retired faculty to become mentors for early career faculty, and 23 mid-to-late career to be workshop facilitators • Recognized Chitra Rangan with the Educational Leadership Award • Began planning for the Teaching Leadership Chair focused on educational leadership • Offered Blackboard workshops on evenings and weekends for sessional instructors, created targeted information emails and supervised a PhD thesis on the professional development needs of UWindsor sessionals • Through the GATA Network, offered workshops, coordinated awards, and developed online resources and videos for students involved in teaching • Hosted over 2,000 graduate and undergraduate student participations in CTL courses and workshops (562 unique students)
8.	**Scholarship:** Promote the scholarship of teaching, as well as a scholarly approach to effective teaching	• Funded three CLIF Grants, five CTL Travel Grants • Reviewed and supported two Anti-Black Racism Teaching and Learning Grants with Office of the President, ORIS and Office of the VP EDI • Continued to support the Nanadagikenim: Seek to Know Grants • Reviewed and supported the Undergraduate Research Experience Grants with ORIS • Hosted a six-week course on Scholarship of Teaching and Learning • One-on-one consultations • CTL staff published 17 articles and chapters and presented 15 peer-reviewed conference presentations • CTL staff received six grants, including a SSHRC Partnership Development Grant ($198,526), eCampus grants, and contributing to a CIHR grant

CENTRE FOR TEACHING AND LEARNING

Address

700 California Avenue
Centre for Engineering Innovation
Windsor, Ontario
N9B 3B3

Email and Web

ctl@uwindsor.ca
ctl.uwindsor.ca
twitter.com/CtlWindsor

Phone

P: (519) 253-3000 ext. 3090