



Centre for Teaching
and Learning

ANNUAL REPORT

July 1, 2024 - June 30, 2025



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OVERVIEW

The [Centre for Teaching and Learning](#) (CTL) is an academic service area made up of faculty, staff, and students working to support and enhance teaching and student learning at the University of Windsor.

Through many and varied initiatives, we provide opportunities and space for instructional development, equitable and inclusive practice, and aligned and innovative course and program design. We commit to listening, learning, and evolving, pursuing research on teaching and learning to both enhance our approach and offerings, and position the University as an institution committed to evidence-based and quality teaching practices.

Centre programs – ranging from short workshops to granting schemes – are offered at different levels and in different formats to allow for multiple entry points and to meet the varying needs of individuals and an ever-evolving context.

The following report captures CTL initiatives, activities, points of contact, and areas of impact from July 1, 2024 through June 30, 2025.

Mission

The CTL works in partnership with faculty, staff, and students from across campus to create a culture of scholarly and effective teaching at the University of Windsor – a culture which values, recognizes, practices, and rewards teaching that is well-grounded in research and reflective practice, and thus likely to enhance and inspire student learning.

Vision

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

Organizational Structure

The CTL underwent numerous organizational changes during 2024-25 reporting year, heavily impacting workload and programming (Figure 1):

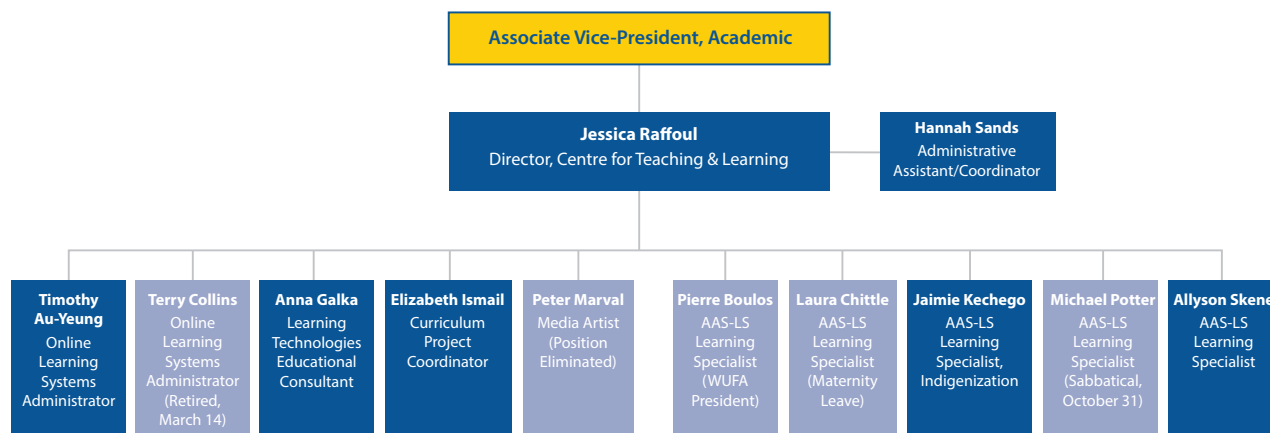
- July 2024: Pierre Boulos was elected WUFA President on a two-year term, resulting in a reduction of two thirds of his weekly hours to the CTL; and Michael Potter continued his six-month sabbatical through October 2025.
- August 2024: Jessica Raffoul began a five-year term as CTL Director, and Laura Chittle began a one-year maternity leave, resulting in two vacant AAS-LS positions.
- December 2024: Natalie Beltrano completed her limited term appointment as an AAS-LS.
- March 2025: After 23 years of devoted service, Teresa Collins retired, leaving a vacant learning management system support position.
- February 2025: The Media Artist and Consultant position



was eliminated as part of a University-wide centralization of media services, which resulted in the unit's inability to hire student positions (i.e., Ignite and Co-Op) for a two-year period in accordance with the CUPE collective agreement.

- April-June 2025: Two staff members received notice that they would be displaced as part of the bumping processes occurring across campus (Curriculum Project Coordinator; Administrative Assistant/Coordinator).

Figure 1: CTL Organizational Chart (July 1, 2024-April 30, 2025)



Following the closure of the Office of Open Learning (OOL) on April 30, 2025, four (three AAS-LS and one LTA) of OOL's five members, as well as elements of their mandate and programming, moved into the CTL on May 1, 2025. This shift presents the Centre with new opportunities for teaching development and programmatic innovation across all teaching modalities, as well as challenges with maintaining a growing workload with decreasing staff levels. The group will continue to review programming and campus priorities in 2025-26.

Offerings, Reporting, and Impact

Throughout the year, the Centre gathered and evaluated data to measure the effectiveness of its programming and services, track the unit's progress over time, and ensure the team was meeting both campus and broader sector needs. This process involved examining participation records, types of engagement, workshops and event feedback, details about session formats and lengths, as well as staff insights.



The CTL also upgraded its data collection and analysis capabilities by improving semantic models and PowerBI dashboards. The team drew on data from the CTL's registration system, Brightspace, and Google Analytics to better understand and report on participant interaction with programming and resources. These efforts contributed to the information presented in the current report and helped define objectives for 2025-26 (p. 31).

Outreach

During the reporting year, the Centre connected with the campus community, as well as national and international teaching and learning communities, through several outreach activities. These included:

- Maintaining the [CTL website](#), [registration system](#), and [curriculum services repository](#), which feature resources, announcements, and upcoming programs and events. During the reporting period, the main CTL site had 36,663 unique pageviews.
- Hosting the CTL's blog, [Teach and Learn](#), which featured blog posts focused on relevant and emergent teaching and learning topics: in 2024-25, the site was accessed by 4,489 users.
- Producing a Teaching and Learning Newsletter advertising upcoming events, relevant news, and teaching and learning stories.
- Conceptualizing and distributing a [Faculty Spotlight Series](#), which highlights teaching and learning stories from across campus: this year, three instructors from the Faculties of Nursing, Human Kinetics, and Science were featured.
- Distributing a monthly Brightspace Bulletin email series to all UWindsor members with a Brightspace sandbox site, informing them of new features and supports. This year, the Bulletin was expanded to include announcements and relevant information about additional teaching technologies (e.g., classroom response technologies, teaching with MS Teams, online teaching, artificial intelligence, etc.).
- With social media tools like [YouTube](#), [LinkedIn](#), and Instagram, sharing upcoming events, announcements, and recorded teaching sessions.
- Distributing news articles, events, and resources through the University's mass email and news system.

Despite the success of the unit's outreach activities over the last 18 years, the CTL had to cancel its newsletter, blog, and spotlight series near the end of the reporting period with the loss of the Media Artist and Consultant to the centralization of services. To quickly mitigate this gap in services, and to account for the move of OOL into CTL, the unit revamped its website in May 2025 to include a static landing page, and relevant information from OOL's site focused on relevant teaching technologies, online instruction, open educational resources, and artificial intelligence. During the next reporting period, the Centre will work with PAC to determine how the unit might reinstate relevant services.



ENHANCING TEACHING AND CURRICULA: PROGRAMS, SERVICES, AND INITIATIVES

During the year, the Centre supported teaching development, program and curricular innovation, and student learning through workshops, department-specific sessions, consultations, and contributions to University policy, procedures, and governance. Through this outreach, CTL members have engaged with members representing all Faculties, departments, and teaching and learning-related support units on campus.

Support for Program Design, Revision, and Review

In 2024-25, the CTL continued to support the University community through comprehensive curriculum-related contributions related to new program development, review, and renewal, as well as course design, teaching, and assessment methodologies. This year's highlights included:

- Working with departments on the development of three new programs and numerous major program revisions, offering iterative support on program design, curriculum mapping and assessment alignment, and Indigenization of curricula.
- Offering support on course and program-level learning outcome development and refinement, reviewing more than 3,400 learning outcomes across 298 courses and 17 programs.
- As members of the New Program Steering Committee, Program Development Committee (PDC), PDC Advisory, and Senate, contributing to the processes and approvals of University of Windsor programs and courses.
- Facilitating a two-day retreat for faculty in Law to enhance and support curriculum reform.
- With the Associate Vice-President, Academic (AVPA), reviewing program development processes and workflow to help streamline development and identify possible efficiencies.
- With a team led by the Office of the Provost, exploring software to better support programmatic workflow, approval processes, calendaring, outcome tracking, and achievement.
- With the Microcredentials Working Group, exploring a process for approving and tracking non-credit microcredentials.
- Supporting departmental accreditation processes and review.
- Consulting with instructors on all aspects of course design (i.e., assessment planning, academic integrity, the pedagogical implications and opportunities with artificial intelligence, experiential learning, rubric development, etc.).

During the reporting year, the CTL also continued to offer the Curriculum Project Engagement (CoPE) Grant, a one-time fund designed to support the creation and enhancement of sustainable, effective, and engaging curriculum practices and processes. Available to all units offering academic programming, as well as academic programs that span units, the grant is intended to help offset costs and manage the workload associated with curriculum design. This year, the CTL funded eight projects across five Faculties (Table 1).

Table 1: 2024-25 Curriculum Project Engagement (CoPE) Grant Recipients

Faculty	Project Team	Title	Funding
Education	Lindsey Jaber; Ken Montgomery; Abby Nakhaie; Shijing Xu; Juliet Bushi; Jean Kaya; Alleson Mason	Implementing the all-new reimagined Bachelor of Education curriculum	\$5,946.24
FAHSS	David Court	School of Dramatic Art: Curriculum/program redesign	\$6,000.00

Faculty	Project Team	Title	Funding
FAHSS	Gregg French	Mapping curriculum pathways: Building a learner-focused History Department for the future	\$5,950.00
FAHSS	Phebe Lam; Tina Pugliese	Inspire forward: Reimagining mentorship and leadership	\$5,535.00
Human Kinetics	Adriana Duquette	Capitalizing on our human capital: Leveraging our best assets to develop a dynamic and timely curriculum	\$5,995.00
Nursing	Jane Simanovski Peakovic	Employment and education experiences of registered nurse (RN) prescribers in Ontario: A mixed methods study to inform incorporation of RN prescribing into the undergraduate BScN curriculum	\$5,829.14
Science	Alice Grgicak-Mannion; Jaimie Kechego; Allyson Skene; Karim Malik; Jamey Essex; Grace Oyeyi; Azadeh Babaghaderi; Kevin Granville; Nadia Harduar; Penny Kollar; Katie Stammer; Donna Kashian; Catherine Febria; Dora Cavallo-Medved; Lee Rodney; Clinton Jacobs; Russell Nahdee	Incorporating sustainability knowledge within the undergraduate curriculum at the University of Windsor: Using UN sustainability development goals as a standard final version	\$5,995.15
Science	Chitra Rangan; Steven Rehse; Jeffrey Rau; Dan Xiao; TJ Hammond; Caio Licciardi	Development of a general BSc program in astronomy, space, and planetary physics	\$5,963.00

Projects completed in 2023-24 led to numerous advances in curricula focused on Indigenization, student retention and recruitment, and experiential learning.

"The application process was very supportive, and we were provided a great deal of information on how to create an application (project) that is feasible. During this process we (applicants) learned about curriculum development and how to start with a small-scale project and then move towards change within the wider department."

"The Laboratory Experiences in [our] courses were redesigned, and implementation began in the Fall of 2024. This major shift has enabled all of our students to obtain the same core competencies in these required courses as part of our BSc Program. Ensuring these core competencies will impact the future careers and options available to students upon graduation."

"This grant was very helpful in developing our curriculum...and hope that there are many more, as it provides a process by which includes evidence-based curriculum development strategies while meeting department and faculty needs."

~ Feedback from Past CoPE Recipients

Support for Institutional Quality Assurance Processes

During the year, the CTL continued to support the Office of Quality Assurance (QA) and departments engaging in cyclical program review (CPR) processes. Centre faculty and staff provided consultations on cyclical review self-studies, and feedback and support on IQAP [Institutional Quality Assurance Process] forms, gathering and analyzing student data, and supporting curriculum mapping and assessment reporting. Further, in February 2025, the CTL collaborated with QA to offer the New Cyclical Program Review Cycle Orientation Session to faculty and staff

from departments engaging in upcoming cyclical reviews (e.g., Education, Engineering Technology, and Civil and Environmental Engineering). The CTL also provided ongoing support to additional departments, such as guidance on collecting data from various stakeholders and support with curriculum mapping. The unit plans to continue working with QA on enhancing the support of campus IQAP processes in the upcoming reporting year, particularly around the collection of data and development of the self-study. This is complemented by the CTL's ongoing membership on the PDC/CPR Subcommittee.

Over the last two years, the CTL played a critical role in the institutional quality assurance audit conducted by the Quality Council. As part of the University of Windsor Quality Assurance Audit Team, CTL members contributed to the design of the survey for the self-study, data analysis, and the composition of the self-study submitted in July 2024; presentations offered in preparation for the audit; multiple meetings with the Quality Council during the site visit in November 2024; and with the Office of the Provost and University Secretariat in June 2025, the review of the Quality Council's recommendations. In their final report, the Quality Council complimented the Office of Quality Assurance and CTL on their efforts to shift the perspective of cyclical reviews from a matter of compliance to one of improvement and enhancement, noting that the offices were both universally praised by campus members.

Learning Analytics for Assessing Curricula, Achievement, and Student Retention

During the year, the Centre made considerable progress exploring tools for understanding and reporting on student learning outcomes achievement, program offerings, and curriculum development and delivery. Staff continued to explore D2L's PerformancePlus package, an add-on to Brightspace that facilitates the creation of customized dashboards for learning analytics. With the Faculty of Engineering, CTL staff used the Analytics Builder to develop a custom dashboard with reports on all Brightspace assessments, including gradable tools such as assignments, discussions, quizzes, rubrics, as well as grade column objects. This level of granularity allows for detailed and aggregate reporting for cyclical review and accreditation purposes. The CTL also used the Analytics Builder to develop validated datasets and dashboards for generating reports to capture Brightspace engagement and tool usage so to help determine gaps in the system, training needs, and resource development. Some of this work, in particular Tim Au-Yeung's work on building custom reports, was sufficiently innovative that it was submitted and accepted as an on-demand presentation for the 2025 D2L Fusion conference. Further, in Fall 2024, the CTL partnered with two instructors from the Odette School of Business to conduct a small-scale pilot of D2L's Outcomes Achievement dashboard. Though the tool did provide some useful insights into student learning outcomes achievement for assessments held in Brightspace, it proved less useful for those conducted outside of the LMS.

As budgetary concerns have proved a key challenge at the University over the reporting period, the CTL devoted significant time to exploring diverse approaches to make curriculum-related data available while reducing overhead costs. In particular, the Curriculum Services team worked with two Ignite students and eight Masters of Applied Computing students enrolled in the *Internship/Project II* course, on exploring the viability of expanding the CTL's in-house curriculum mapping tool, CuMA. Further, the CTL worked on developing PowerBI dashboards to share relevant learning outcomes (and other Brightspace) data with instructors, Departments, and Faculties. As some of the datasets required for this level of reporting have become quite large, with potential to incur additional costs for storage, the team has begun to explore ways to streamline and minimize the size of datasets while providing the same functionality. The team intends to further enhance learning outcomes reporting, as well as explore the value and potential of using Brightspace data to provide early alert notifications to ensure students can receive timely support.

Courses, Workshops, and Extended Sessions

In 2024-25, the CTL hosted over 2,900 instructors, staff, graduate students, and teaching assistants (849 unique participants) across 99 diverse courses, programs, and workshops, featuring initiatives such as communities of practice focused on progressive pedagogy and social justice, workshops on innovative teaching methods, and sessions on the use of technology tools like Brightspace, classroom response systems, and artificial intelligence ([Appendix A](#)). Across all sessions, participant feedback was consistently positive, highlighting the value of open discussions, critical perspectives, and practical tools in facilitation learning. Figures 2 and 3 provide attendance data by role and Faculty.

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

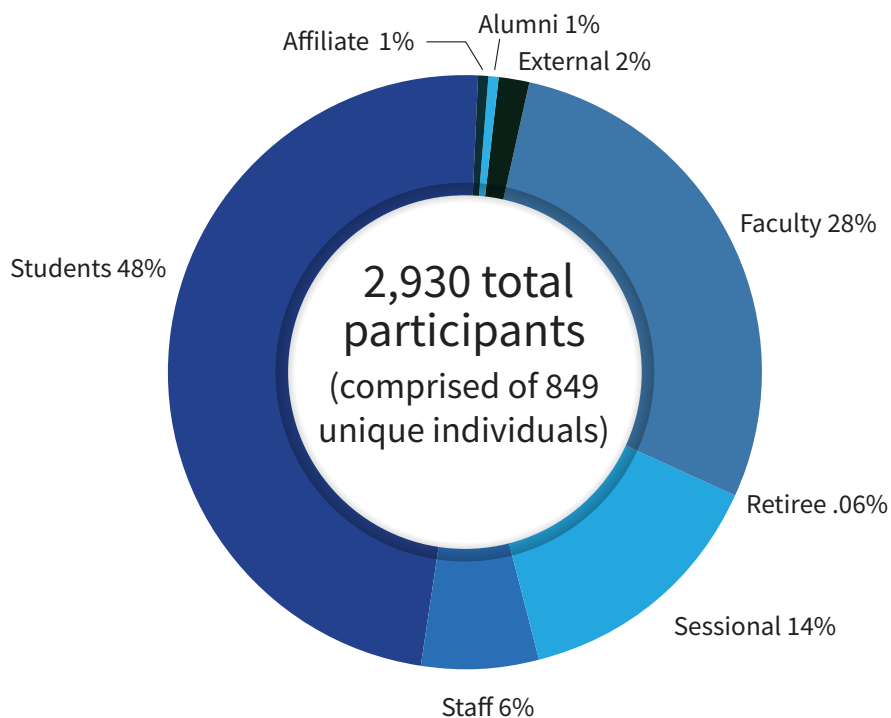
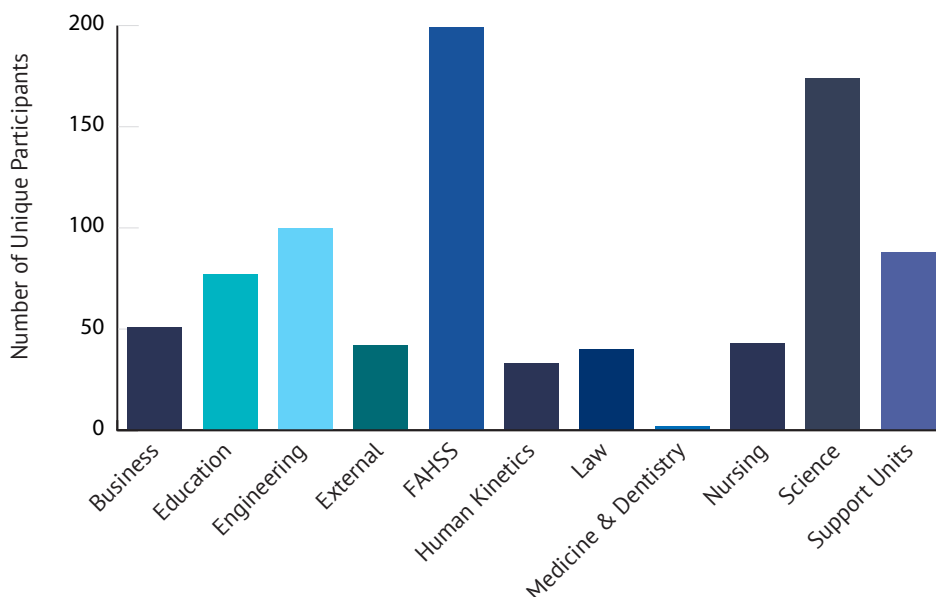


Figure 3: Course, Program, and Workshop Attendance by Faculty/Unit



During the reporting period, Centre members were also invited to facilitate an additional 28 sessions in course, at departmental meetings and retreats, and for University-wide orientations, engaging with additional instructors and students across campus. For a list of invited sessions, please see [Appendix B](#).



"[The workshop] helped me think about how AI can be integrated in teaching & learning to foster critical thinking...The approach was great - it wasn't 'the sky is falling' that we hear so much elsewhere....I really appreciated the open discussion and getting to engage with fellow participants. I also appreciate all the facilitators coming from different places and positions."

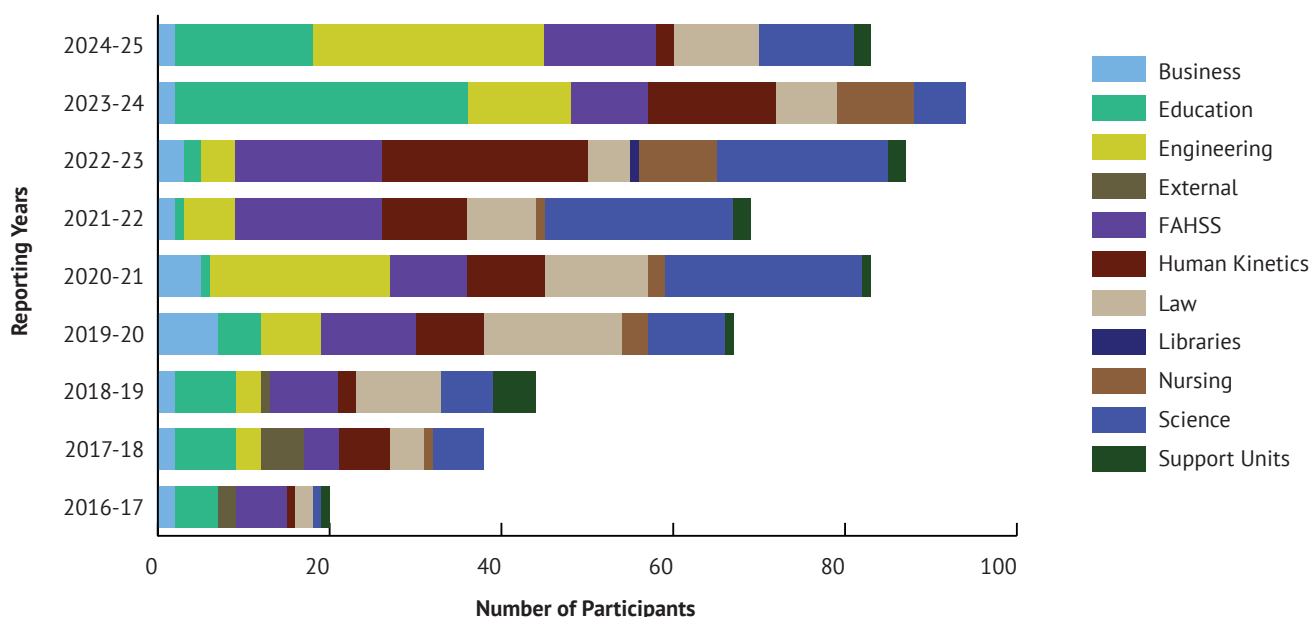
~ Workshop Participant Feedback



University Teaching Certificate/Graduate Diploma in University Teaching

During the year, the CTL continued to offer its University Teaching Certificate (UTC) Program to graduate students and instructors. The UTC is an in-depth program that integrates theory with practice to foster excellent teaching. In three required courses and two electives, students explore the scholarly literature on effective teaching, draw on theoretical principles and approaches and apply them in practice, and reflect in an ongoing way to develop their identities as teachers and develop as effective and reflective practitioners. To date, 116 people from across all disciplines have completed the program, and 19 are actively working toward completion. UTC courses continue to hold waitlists year after year, with 585 course completions since 2016-17 (Figure 4).

Figure 4: Course Completions by Reporting Year and Faculty



UTC graduates experience multiple positive effects that they attribute to their experiences in the program, including success in securing future employment as faculty members and teaching-intensive instructors; long-term professional growth and confidence; and a willingness to take on academic leadership roles. In an exit survey distributed to 2024-25 graduates, all the respondents noted that they would recommend the UTC to others, and that they are drawing on material they learned within the Program in their new roles/academic programs.

Participating in the UTC program significantly enhanced my teaching skills, particularly in creating engaging and interactive classroom environments. The program provided me with practical tools and strategies to foster student participation and inclusivity, which I have already started applying in my teaching and will continue to use in future roles. For example, I applied storytelling techniques learned during the program to explain complex legal concepts in a way that resonates with students.

UTC Graduate, Faculty of Law

Coming into the UTC program, I had little direct teaching experience and I was seeking opportunities to build my skills and portfolio. This opportunity invited me to engage with teaching in a space that felt safe and provided me an opportunity to learn and grow...I recently took a big step and applied for the first time to a teaching position. I had been preparing for this moment for a long time, but the UTC program fast-

tracked my readiness and the encouragement I received from the facilitators of the UTC program made a significant difference to my teaching journey! Thank you!

UTC Graduate, School of Social Work

Participating in the UTC helped me to determine what my teaching identity was/is and mold my practices around what being a teacher meant to me. It greatly helped me to build my confidence as a teacher which only helps me to be better for my students. The content taught is practical and evidence based. The amount of content is great because while some aspects are similar for any teacher (e.g., having aligned learning outcomes) other aspects can be individualized for use based on you as a teacher, and the learning style of your students (e.g., types of assessments). You walk away from the program with a flexible toolbox and confidence to know which tool to grab and when as a teacher.

UTC Graduate, Department of Kinesiology

Building upon the established success of the UTC, the CTL initiated the process to formalize the UTC as a Type 2 Graduate Diploma during the previous reporting period. Type 2 Diplomas are awarded in conjunction with graduate degrees and represent an additional, often interdisciplinary, qualification. Currently, students may list the certificate program on their CVs; however, formal transcript recognition highlights both the depth and rigour of the program, distinguishes it from other certificate programs, and signals to prospective employers that graduates have acquired substantial expertise in teaching and learning.

By late Fall 2024, the Graduate Diploma successfully moved through all institutional program development stages and received approval from the Quality Council, becoming the first for-credit diploma program in university teaching in Canada. The Diploma Program is scheduled to officially launch in Fall 2025 with an inaugural cohort of 17 graduate students and currently has a waitlist of nine applicants for the Winter 2026 intake. During the next reporting period, the CTL plans to explore the development of a Type III iteration of this Program, offered online and open to anyone outside of the University.

Early Career Faculty Support

The CTL offers programming, and disseminates resources, to welcome and orient new instructors to campus. During the reporting period, all full-time faculty hired in the last year participated in at least one CTL-facilitated workshop and/or received resources about teaching from CTL members. Support for early career faculty included:

- **New Faculty Orientation:** With the Office of the Provost, designing and hosting the two-day New Faculty Orientation (NFO). CTL primarily oversaw the development of the handbook and creation of the presentation materials and resources, and worked with the AVPA on establishing the agenda, selecting facilitators, and hosting the event. NFO sessions focused on teaching, course design, research, and tenure and promotion, and offerings included a campus tour and Detroit walking tour ([Appendix A](#)).
- **Early Career Faculty Workshop Series:** Partnering with units across campus to offer six workshops specifically designed for new faculty: 61 registrants participated in sessions focused on developing teaching dossiers for renewal, tenure, and promotion, using Brightspace and the eCV system, and identifying and administering relevant policies related to teaching and learning ([Appendix A](#)).
- **Campus Services Early Career Networking Event:** Collaborating with the Office of the Provost to host the Campus Community Network Event in September 2024: 21 new and early career instructors had an opportunity to connect with campus service units including Student Accessibility Services, WUFA, Turtle Island, Human Resources, and more.
- **One-on-One Consultations:** Holding one-on-one and group consultations about tenure and promotion,

teaching dossiers, course design, artificial intelligence, assessment, Brightspace, and other teaching and learning related topics.

- **Preferential Access:** Offering early career faculty preferential access to CTL programs, including the Teaching Dossier Academy, Summer Series on Teaching and Learning, and the University Teaching Certificate.

During the year, the CTL also continue to offer its Early Career Faculty Mentoring Program. A mentoring team made up of late-career/emeritus and mid-career faculty members led monthly meetings dedicated to supporting early career faculty in their teaching as they balance research and service expectations. Meetings focused on promotion, tenure, curricular challenges, work-life balance, self-care, and self-advocacy.



"The early career mentorship has broadened my perspective and knowledge on how to best plan, execute, and carry out a tenure-track plan that best helps me achieve my goals."

~ *Riham Al-Saadi,*
Assistant Professor
School of Social Work

"I attended the early career mentorship program in my first year and found it to be such a valuable and welcoming community. I learned a great deal from [the facilitators], whose insights as accomplished educators helped me reflect on and develop my own pedagogical approach. I also gained so much from the generosity and perspectives of my peers in the group. Our gatherings always left me feeling both supported and inspired."

~ *Yanhong Li,* Assistant Professor
Odette School of Business

"The early career mentoring [facilitators have] been very instrumental for me finding balance while navigating the process of being a new faculty. The resources and conversations have significantly enhanced my understanding and outlook. Their willingness and support to listen and advice has been instrumental to my growth. I 100% recommend new faculty members to be part of this program."

~ *Grace Oyeyi,* Assistant Professor
Department of Civil and Environmental
Engineering

Mid- to Late Career Faculty and Educational Leadership Support

In 2023-24, the CTL continued to build capacity for educational leadership and support the development of educational leaders, providing opportunities for faculty to take on leadership roles (i.e., workshop facilitators, committee chairs, advisory council members, etc.), launching programs to both enable faculty to lead significant initiatives, and recognizing faculty who are working to enhance the teaching and learning culture and context at the University. Initiatives included:

- **Teaching Leadership Chairs:** Hosting the Teaching Leadership Chair (TLC) in Educational Leadership Program, and working with the current TLC, Dave Andrews (Kinesiology) as well as a community of practice made up of faculty leaders from across campus on exploring student persistence and retention.
- **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 2024-25 Senior Fellows. Their work contributed to designing accessible teaching materials and learning spaces, incorporating inclusive and resisting pedagogies across disciplines, and facilitating communities of practice.
- **Recognition of Leadership:** Recognizing educational leadership at the annual Celebration of Teaching Excellence, and through consultations on and coordination of external award nominations.
- **Establishing Partnerships and Networks:** Inviting and supporting retired and mid- to late-career faculty members to co-facilitate teaching and learning workshops and communities of practice, and to join adjudication committees for teaching and learning grants and awards.
- **Funding:** Offering grants for projects that support teaching, leadership, and student learning ([p. 27](#)).
- **Research on Leadership Development:** Launching a study exploring the perceptions, experiences, and needs of people in formal academic leadership roles in Ontario's public universities; and using participants' insights, identifying how universities might better support their leaders.

Support for Sessional Instructors

During the reporting period, the CTL offered targeted support to sessional instructors, including Brightspace workshops specifically designed for sessional instructors, and a [Sessional Instructor Support webpage](#) with information on getting started at the University, teaching modalities, and course preparation. Sessionals were also invited to participate in regular CTL programs, events, and courses: this year, 121 unique sessional instructors participated in programming, and many more engaged CTL faculty in one-on-one consultations and teaching observations.

During the year, CTL staff continued to advocate for early Brightspace access for sessional instructors to give them time to prepare their courses well in advance of the start of term. While a manual workaround via “sandbox” sites exists, it is limited and does not address additional challenges from IT Services' conditional access policies. CTL will keep pushing for a streamlined solution that supports instructors and aligns with best teaching practices.

Consultations and Contributions to Policy and Governance

In 2024-25, CTL staff and faculty conducted thousands of consultations with instructors, staff, and students across all Faculties. This year's sessions primarily focused on artificial intelligence and its impact on learning and assessment, learning outcome development, curriculum and course design, Brightspace, Indigenization of teaching practices, teaching dossier development, teaching and learning research, and academic integrity. Some of these consultations required extensive preparatory work and necessitated numerous meetings over the course of the year (e.g., program design), and others consisted of a one-off meeting (e.g., assessment design).

During the year, CTL members contributed to the development and review of institution-wide policies and

procedures related to teaching and learning. Highlights included:

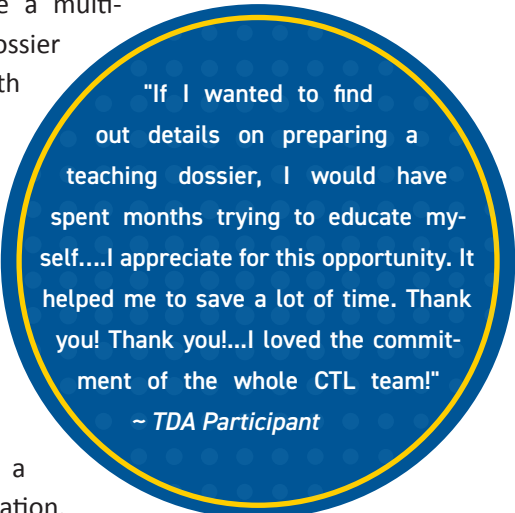
- Contributing to the drafting and review of bylaws and policies related to teaching and student learning as a member of the Academic Policy Committee (APC) Subcommittee on Cross-Listed Courses, the APC Subcommittee on Generative AI, the APC Subcommittee on Course Modalities, and the Bylaw Review Committee.
- As a member of the Teaching and Learning Plan Working Group led by the AVPA, working toward conceptualizing the University's first teaching and learning plan.
- Drafting FAQs related to the Ministry's requirements for the inclusion of course material costs on syllabi, as mandated in Bill 166; and beginning consultations with Leddy Library on launching initiatives focused on the development and promotion of affordable course materials for students.
- Co-chairing the Accessible Postsecondary Education Committee, and continuing work on the review of UWindsor policies related to teaching, learning, and accessibility ([p. 19](#)).
- Co-chairing the Indigenous Education Council and contributing to the rewriting of the terms of reference ([p. 17](#)).
- Engaging in ongoing consultations on the question related to Indigenization as part of the program development process with representatives of PDC, department heads, and instructors.
- Working on reviewing and updating the University of Windsor's Learning Management System Policy and Standards Operating Procedure document.
- Supporting the revision of policies related to teaching evaluation and the administration of the new Student Perceptions of Teaching (SPT) form.
- Acting as members of the Institutional Quality Assurance Audit Team ([p. 6](#)).
- Providing feedback on the People, Equity, and Inclusion Strategy; Global Engagement Strategy; and Anti-Racism Action Plan.
- Representing the Centre and teaching and learning more broadly by acting as members of 91 University of Windsor committees ([Appendix B](#)).

In April 2025, the Centre Director worked with the University's President, Provost, and AVPA to draft the structure, priorities, and deliverables for a newly conceptualized role, the Institutional Advisor on AI. In June 2025, the role was offered to Nick Baker who, over the next year, will work alongside an advisory committee, and other UWindsor members, to guide AI-related priorities, create a multi-year roadmap, and establish outreach strategies. The CTL will also continue work with instructors, departments, and Faculties on assessing AI's impact on programs and courses.

Support for Teaching Evaluation and Renewal, Tenure, and Promotion

Throughout the reporting period, the CTL continued to promote a multi-faceted approach to teaching evaluation by supporting teaching dossier development, conducting course observations, and working with instructors on interpreting student ratings of instructions.

The Centre hosted its week-long Teaching Dossier Academy (TDA); a special topics session for early career faculty on developing teaching dossiers for tenure, promotion, and renewal; a 'teaching observations' workshop for graduate assistants and teaching assistants; and four online, self-paced modules focused on dossier development, to 173 participants representing all Faculties. CTL faculty also conducted course observations for numerous instructors, which included one-on-one meetings, teaching observations, and a feedback report for use in renewal, tenure, and promotion documentation.



"If I wanted to find out details on preparing a teaching dossier, I would have spent months trying to educate myself....I appreciate for this opportunity. It helped me to save a lot of time. Thank you! Thank you!...I loved the commitment of the whole CTL team!"
~ TDA Participant

During the year, the CTL continued to act as members of the SPT Steering and Implementation Committee, supporting the implementation and review of the form, and engaging with faculty on interpreting the data and using the feedback for teaching development and for renewal and tenure processes.

Recognition of Teaching and Educational Development

On October 10, 2024, CTL hosted 130 guests at its annual Celebration of Teaching Excellence, a long-standing campus-wide event which recognizes quality teaching, student mentorship, and educational leadership. The event featured 47 teaching award winners from nine Faculties, 28 UTC graduates, and recipients of teaching and learning grants. Awardees were honoured with celebratory videos and quotes from students and colleagues, silver and/or gold-plated pins, and a teaching and learning-related book.

During the year, Centre members consulted with departments on developing and refining teaching awards, and were invited to sit on the following on-campus and external award committees:

- EDI Awards Selection Committee
- Educational Leadership Award Selection Committee (Co-Chair)
- Faculty of Arts, Humanities, and Social Sciences (FAHSS) Faculty and Staff Awards Committee
- FAHSS Kathleen E. McCrone Teaching Award Adjudication Committee
- Faculty of Human Kinetics Graduate Mentorship Award Selection Committee
- Faculty of Science Roger Thibert Teaching Excellence Award Selection Committee
- GA/TA Awards for Educational Practice and Leadership Selection Committee (Chair)
- Teaching Leadership Chair Adjudication and Selection Committee (Chair)
- VABE Awards Adjudication Committee
- 3M Student Fellowship, Society for Teaching and Learning in Higher Education (External)

Planning for future CTEs is on hold due to the loss of the Media Artist and Consultant, and so at the end of the reporting period, the CTL began exploring new ways to recognize and reward the University's instructors and educational leaders.





CULTIVATING EQUITY, DIVERSITY, INCLUSION, AND INDIGENIZATION

In 2024-25, the CTL introduced and supported various initiatives and participated in institutional committees, processes, and policy development focused on Indigenization, decolonization, and accessibility.

Support for the Indigenization of Teaching, Courses, and Curricula

Throughout the year, the Centre remained dedicated to supporting instructors and administrators in furthering the Indigenization of curriculum, teaching, and mentorship at the University. The Centre hosted 96 faculty, staff, and students at five campus-wide workshops, one of which was hosted in partnership with the Faculty of Law, Department of History, and Turtle Island, and featured Dr. Alan Corbiere, Canada Research Chair in History of Indigenous Peoples in North America. In July 2025, the CTL offered an iteration of the Gikinoo'amaadiwag Cross-Cultural Instructional Skills Workshop (GCCISW), an adaptation of the internationally-recognized Instructional Skills Workshop, incorporating Indigenous knowledge from local communities. Additionally, Jaimie Kechego, CTL's Learning Specialist in Indigenization, organized eight invited sessions for various campus offices and departments ([Appendix B](#)) and conducted hundreds of ongoing consultations with instructors

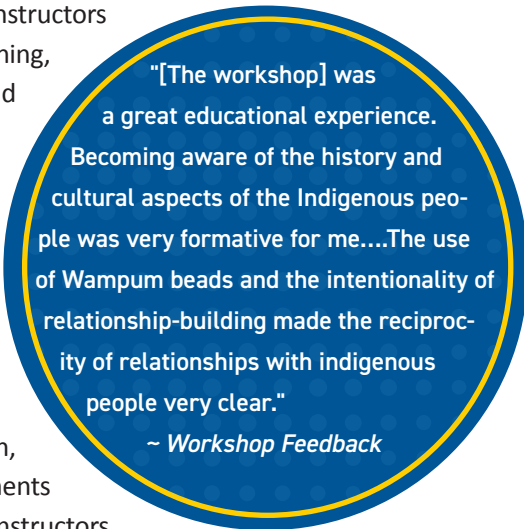
across all Faculties. Staff also focused on enhancing and updating CTL resources related to Indigenous [knowledges](#) and [curriculum](#), creating blog posts, and working collaboratively with faculty on pressbooks and online guides ([Appendix B](#)).

Throughout the institution, the CTL has taken a leading role in advancing the Indigenization of courses and programs, frequently collaborating with members of PDC and Senate to explore ways the campus can include Indigenous knowledge and methodologies. In addition, Jaimie worked with partners across campus to review and update the University's inaugural Indigenous Strategic Plan. Further, as the co-chair of the Indigenous Education Council (IEC), she spearheaded the revision of the council's Terms of Reference and secured internal funding for a two-day retreat, enabling IEC members to participate in collective visioning.

Within the CTL, members engaged in professional development sessions provided both on the University of Windsor campus and externally. CTL faculty integrated Indigenous-related concepts, research, and practices into all UTC and Graduate Diploma courses; and completed the development of a six-week credit course focused on the Indigenization of curriculum and pedagogy, which is scheduled for submission for institutional approval in the upcoming reporting period.

The CTL continued to research Indigenous-related topics, frequently partnering with Indigenous student research assistants at UWindsor and collaborating with peers from institutions throughout Canada. Over the past year, the team shared findings through conference presentations and invited talks, while also progressing toward completing data analysis on a Social Sciences and Humanities Research Council (SSHRC) Partnership Development Grant alongside the University of Saskatchewan and University of British Columbia ([Appendix B](#)).

During the year, the Centre engaged with internal and external communities to foster stronger local, provincial, and national networks and partnerships. CTL members sat on six Indigenous-related committees, and Jaimie Kechego



"[The workshop] was a great educational experience. Becoming aware of the history and cultural aspects of the Indigenous people was very formative for me....The use of Wampum beads and the intentionality of relationship-building made the reciprocity of relationships with indigenous people very clear."
~ Workshop Feedback



acted both as an advisor for CUBE: Indigenous and Black Student Talent Incubator and an adjudicator for the first offering of the CUBE bursary; a member of the Research Ethics Review Committee for Indigenous-Related Research; a member of the Pow Wow Internal Committee; and provided remarks at numerous events in the Canadian National Negotiation Competition, the WE-Spark Health Conference, and the UW-NUPH Science Kinship Circle. Externally, she acted as a member of the cross-Canada Council of Educational Developers Community of Practice on Indigenous Knowledges and the Indigenous Curriculum Specialist Network; as well as numerous local communities. She has also offered numerous sessions and talks for external groups including Mitacs, Chippewa of the Thames First Nation, St. Clair College, and the CBC ([Appendix B](#)).

"On behalf of myself and Mitacs, I want to send my most sincere gratitude for sharing your stories with the folks at Mitacs. From the questions and reactions, it was clear the impact that you have made and the emotions you were able to stir up for people to think of reconciliation in a more meaningful and tangible way. This...interaction really solidified the impact you have made, and I am hopeful to see the top-down ripple effects to take on this effort across the organization."

~ Senior Advisor, Equity, Diversity and Inclusion, Mitacs

Anti-Racism Support and Initiatives

The CTL undertook numerous initiatives designed to support instructors and students in decolonizing their teaching practices and courses. Over the course of the year, 35 individuals participated in *Resisting Pedagogies*, a monthly Community of Practice that served as an open forum to exchange ideas, resources, and methodologies aimed at renewing classroom curriculum and practice. The group explored a range of topics, including anti-racist, anti-ableist, trauma-informed, queer and feminist pedagogies, mad studies, and Indigenous pedagogies. Additionally, the CTL conducted targeted sessions on anti-racism practices, inclusive teaching strategies, implicit bias, and micro-aggressions through its GATAcademy and GATA Network series, which collectively engaged 188 student participants from all Faculties.

Throughout the year, the CTL created a variety of resources to promote anti-racism, prioritize inclusion and intersectionality, and motivate educators to consider their own identities and positions in order to support meaningful

change. These materials addressed topics such as [anti-black racism and anti-racism](#), [resisting and critical pedagogies](#), [inclusive teaching and learning approaches](#), and [positionality and inclusivity statements](#).

Across campus, CTL's LMS Team supported the review and dissemination of Western University's modules on Antisemitism and Islamophobia, integrating the short courses, and attestation surveys, into Brightspace. CTL members also sat on numerous campus-wide committees including the EDID Senate Subcommittee, the Anti-Racism Strategic Plan Advisory Council, the Training and Education Subcommittee ([Appendix B](#)); engaged in numerous consultations with campus offices on the development of web content focused on anti-racism and anti-oppression; and provided feedback on the University's Anti-Racism Action Plan. At the start of the reporting period, the Centre wrapped up a long-standing project with the Office of Human Rights, Equity, Accessibility, which included the supervision and support of students engaging in a campus-wide scan of anti-racism and anti-oppression initiatives undertaken by academic and service units.

CTL members continued to engage in ongoing professional development on decolonization and anti-racism teaching practices, and undertook research on equitable education, decolonization of courses and curricula, and inclusive approaches to assessment design ([Appendix B](#)).

Support for Accessible Teaching and Learning Environments

In 2024-25, the Centre maintained its commitment to assisting instructors in understanding and implementing inclusive principles and approaches to foster accessible learning environments. Initiatives included:

- Chairing the Accessible Postsecondary Education Committee (APEC), a cross-campus group tasked with supporting the University in maintaining/achieving compliance with the Accessibility for Ontarians with Disabilities Act (AODA). This year, the group continued to refine and cluster recommendations, and communicate with relevant groups on their implementation.
- With Cherie Gagnon, Accessibility Specialist, working toward conceptualizing a working plan to mobilize accessibility efforts; and on the development of a Faculty Guide to the AODA Post-Secondary Education Standards.
- Acting as members of additional University-wide committees focused on accessibility in teaching, learning, and building and classroom spaces, including the Accessibility Coordinating Committee, the Accessibility and the Built Environment Committee, the Classroom Prioritization Committee, the Accessibility Information and Communications Committee, Training Advisory Committee, and the Footprint Reduction and Environmental Preservation Working Group.
- Hosting a Teaching and Learning Senior Fellow (Veronika Mogyorody), who devoted her time toward fostering equitable, accessible spaces on campus, and encouraging a culture that inherently welcomes accessibility; some of her initiatives included completing walkthroughs of numerous campus spaces and acting as a judge for the Innovative Designs for Enhancing Accessibility (IDeA) student competition.
- Hosting workshops focused on supporting accommodations in classroom settings and on ensuring accessibility in Brightspace to 16 members of the campus community ([Appendix A](#)).
- Holding one-on-one consultations with instructors about universal design for learning, accessibility, and inclusive teaching and course design.
- Acting as members of numerous external groups including D2L's Accessibility Advisory Group and Interest Group; Ontario Network of Accessibility Professionals (ONAP) and ONAP Digital Accessibility Sub-Group; and the Council of Ontario Universities Accessible Technology Working Group.
- Disseminating [resources](#) to support instructors in creating accessible content in Brightspace and common academic accommodations and potential approaches.
- Engaging in professional development, attending University-wide, and external, workshops focused on equity and inclusive technologies.

SUPPORTING TECHNOLOGY FOR TEACHING, LEARNING, AND EDUCATIONAL DEVELOPMENT

The CTL oversees and facilitates the implementation of technologies that enhance teaching and learning, including the University's learning management system (LMS), Brightspace, classroom response systems, learning analytics for instructional support and student retention, and more. Following the integration of OOL's staff and mandate into the centre in May 2025, the Centre's responsibilities have expanded to encompass support for online education, open educational resources, and the evaluation and integration of AI within teaching and learning environments. The group will continue to refine and prioritize this growing mandate in the upcoming reporting period.

D2L Brightspace: Campus Uptake, Use, and Support

The learning management system is a core part of the teaching and learning environment at the University: during the reporting period, over 1,500 instructors and staff, and more than 19,000 students, accessed a course in Brightspace; and 3,687 courses across all Faculties had active Brightspace course sites across the Summer 2024, Fall 2024, and Winter 2025 terms (Table 2). Throughout all academic terms, instructors predominantly used the LMS to distribute course materials, manage and evaluate assignments, quizzes, and examinations, communicate announcements, and facilitate online discussions.

Table 2: Brightspace Course Usage by Faculty

Faculty	S2024	F2024	W2025	Total
Business	87	157	156	400
Education	31	242	197	470
Engineering	134	115	141	390
FAHSS	80	389	376	845
Graduate Studies	1	3	3	7
Human Kinetics	5	40	38	83
Law	--	89	89	178
Nursing	11	224	329	564
Science	99	347	304	750
Total	448	1,606	1,633	3,687

Though Brightspace was stable and active throughout the year, with no disruptions to service, the CTL received numerous communications from instructors who were unable to access the system due to conditional access policies initiated by IT Services. The LMS Team continues to work with IT to navigate these challenges.

In 2024-25, the CTL delivered 30 Brightspace sessions to instructors and staff across all Faculties and facilitated 881 virtual drop-in visits. Visitors sought support on a range of topics, including grading, assignments, and quizzes. Additionally, the CTL resolved 87% of Brightspace-related tickets submitted via the IT Services TeamDynamix platform, with most inquiries focusing on pedagogical tools. User feedback regarding CTL support was consistently positive, emphasizing the team's responsiveness, accessibility, patience, and professionalism.

CTL staff continued to refine instructional materials on the use of Brightspace: during the year, the Brightspace website had over 795,000 visits and over 968,000 page views with 4166 unique users accessing training resources. The team also disseminated "Brightspace Bulletins" to keep instructors abreast of new features in Brightspace and to provide

"EXCELLENT service, I submitted the ticket and it was taken care of IMMEDIATELY. There was no wait time. THANK YOU so very much. I really appreciate this, especially when we are at the beginning of a semester, the busiest time of year."

"Please keep this service! It is amazing and it not only answers your questions, but it gives you peace of mind and reduces stress knowing there is someone to help you. Also, by getting your question answered in a timely fashion we can provide better service to our students. Thank you!!!!"

"I love the Brightspace Drop In. It is very practical and helps me a lot with using Brightspace for my teaching. I also find the people running it are very friendly and explain things in an accessible way."

timely tips; and continued to offer additional support after hours through D2L's virtual help desk, with campus members asking the virtual assistant more than 750 questions during the year. The team plans to continue expanding its offerings during the next reporting period, particularly through the development of a self-paced Brightspace course for new and sessional instructors, and those who tend to have a short turnaround time from hiring to course delivery.

Brightspace Features and Functionality

During the year, the CTL's LMS Team worked on Brightspace-related integrations, features, and initiatives. Some highlights included:

- Supporting the use of Turnitin, the campus similarity checking software in Brightspace: Turnitin was used in 661 unique classes during the reporting period.
- With faculty partners, engaging in a pilot of D2L's Learning Outcomes Dashboard ([p. 7](#)).
- Continuing work on learning analytics to support data-driven decision making; and documenting best practices for data extraction and report writing.
- Launching a small pilot to explore and assess the New Content Experience feature.
- Collaborating with D2L to evaluate and determine system storage capacities and assisting faculty in removing old files to meet contractual requirements.
- After one year of implementation, engaging in a review of the LMS Policy and Standard Operating Procedures document.
- Hosting an onsite visit, and monthly virtual meetings, with D2L representations to discuss the University's use of the LMS and features in the system.



- Securing an annual scholarship from D2L to support Indigenous students.
- With the University approaching the halfway mark of its five-year contract with D2L, beginning work on a campus user and satisfaction survey to be distributed next reporting period.

Throughout the year, the Centre's LMS Team connected with Brightspace users across the country and received requests from several institutions to provide insights into implementing Brightspace. Further, Anna Galka was invited to participate in a panel presentation at the 2024 D2L Fusion Conference sharing best practices from UWindsor's implementation.



Teaching and Learning Technologies

Along with Brightspace, the CTL also supports additional teaching and learning technologies. This year, the team provided resources and educational opportunities for faculty to learn about interactive technologies including H5P, Panorama, and MS Teams. Following a review of student response/engagement systems, the team provided recommendations for instructor-pay and student-pay engagement tools, hosting workshops on the use of the tools ([Appendix A](#)). At the end of the reporting period, the Centre began exploring AI technologies, and their impact on teaching, learning, and assessment practices. This work is ongoing.

ENHANCING THE STUDENT EXPERIENCE: INITIATIVES, PROGRAMS, AND SERVICES

Throughout the year, the CTL collaborated with students to ensure their perspectives and needs were reflected in Centre programming, and to help create avenues for students to build leadership skills and gain a deeper understanding of teaching and learning on campus. In 2024-25, the CTL engaged with more than 50 students through research partnerships, student hires, practicum courses, guest lectures, course projects, and graduate committees. These students made meaningful contributions to significant programs and initiatives, including creating teaching and learning resources, reviewing the curriculum development tool (CuMA), and formalizing the UTC program, among others. Centre faculty published numerous articles about how these partnerships support student skill development, work readiness, and university programming, showcasing the University's leadership in this area, particularly around the success of the GA/TA Network ([Appendix B](#)). The CTL also offered regular teaching development opportunities for graduate students and teaching assistants, reaching 1,411 total student participants (339 unique individuals).

GA/TA Network

The GATA Network is an established collaboration between the CTL and the Faculty of Graduate Studies, which offers comprehensive training, resources, and mentorship opportunities to graduate and teaching assistants (GA/TAs) at the University. During the reporting year, the Network was staffed by three graduate students under the supervision of the Director of CTL. The team provided both campus-wide and discipline-specific programming throughout the academic year. Notable initiatives included:

- Supporting the CTL's campus-wide graduate and teaching assistant professional development events, Fall GATAcademy (206 unique participants; 931 total participants), Fall GATAcademy Networking Event (71 unique participants), and Winter GATAcademy (57 unique participants; 136 total participants).
- Hosting three GATA Network series workshops which welcomed 25 participants across five faculties: sessions focused on the challenges of balancing student work with GA/TA responsibilities, fostering inclusive learning environments, and understanding and addressing implicit bias and microaggressions in classroom contexts.
- Facilitating a session focused on the appropriate use of social media at the Orientation Workshop for New Graduate and Teaching Assistants, hosted by the Faculty of Graduate Studies.
- Leading four sessions as part of the Office of Career Development and Experiential Learning professional development events: these sessions focused on best practices in professional communications and marketing skills through teaching dossiers.
- Supporting the 3MT, which included redesigning and facilitating a training session for UWindsor participants.
- Hosting an information booth as part of the Winter Lancer Care initiative.
- Completing an environmental scan of TA offerings at post-secondary institutions across Canada to identify gaps in programming.

"The grading activity was a great demonstration of the differences between feedback and effective feedback. Comparing my grading before vs. after really drilled home the learning points that were taught in this session!"

"The practical activities and applications for the ideas presented were very useful. The presenters were very knowledgeable and communicated their ideas well."

"I will definitely use the sandwich method and also be more respectful when giving feedback. I will also be more clear and precise so the students know what to do moving forward."

~ GATAcademy, Student Feedback

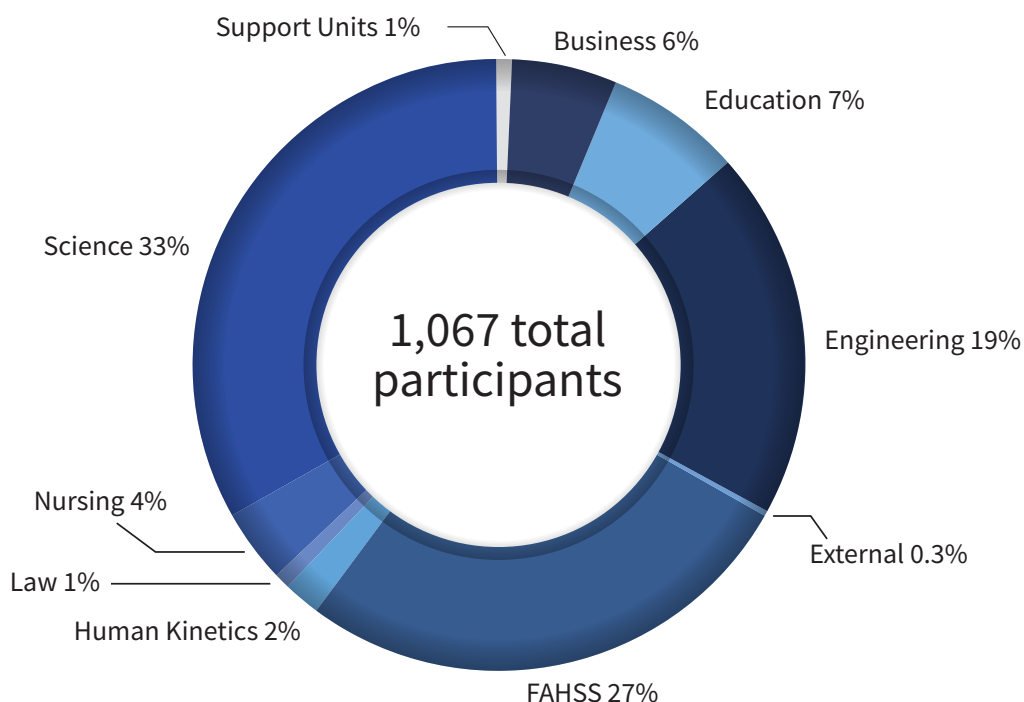
- Acting as graduate student representatives on campus-wide teaching and learning committees.
- Hosting social media accounts (Twitter, Facebook, Instagram, LinkedIn, and YouTube), which have been accessed by thousands of students, educational developers, researchers, and teaching and learning institutions worldwide; and a Brightspace site used to share resources with more than 2,900 graduate students.
- Connecting with national groups by acting as members of the Society for Teaching and Learning in Higher Education's (STLHE) TAGSA Executive Committee and facilitating a pre-conference session on the role of AI and graduate student engagement at the STLHE conference ([Appendix B](#)).

During the year, the Centre completed work on a research project assessing the impact of the GA/TA Network on network coordinators, and launched a study exploring how workshop attendance impacts and supports the GA/TA professional development (Appendix B).

GA/TA Orientation, Awards, and Resources

Offered at the start of the Fall and Winter semesters, GATAcademy is a multi-day orientation event for GA/TAs. Workshops are led by graduate students and faculty mentors on topics including best practices in grading, student engagement, learning-conducive discussions, anti-racism pedagogies, and supporting international students. Since its launch in the arts, humanities, and social sciences 16 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 5 includes a breakdown of Fall GATAcademy and Winter GATAcademy workshop participants by Faculty; workshop topics and presenter names can be found in [Appendix A](#).

Figure 5: Fall and Winter GATAcademy Attendance by Faculty/Unit



As part of the Fall iteration of this event, the CTL held an in-person networking event in September 2024, hosting 71 graduate and undergraduate students and GA/TAs who were able to network with one another and connect with representatives from 16 service areas on campus. The team secured \$1,650 in sponsorship from the University of Windsor Student Alliance (UWSA), Graduate Student Society (GSS), and CUPE 4580, to support catering costs.



This year, the CTL facilitated the GA/TA Awards for Educational Practice and Educational Leadership. An interdisciplinary committee reviewed 28 nominations and awarded Ailin Barzegar (Department of Mechanical Engineering) and Samantha Monk (Department of Kinesiology) the award for Educational Leadership; and Chloe Brescia (School of Dramatic Art) and Ashley Watt (Department of Integrative Biology) the award for Educational Practice.



CTL members, along with the GATA Network coordinators, continued to refine GA/TA resources, and in Fall 2024, launched the [University of Windsor Graduate Assistant and Teaching Assistant Handbook](#). This open-source text covers topics including inclusive teaching, lesson planning, leading effective labs and tutorials, and more ([Appendix B](#)).

Graduate Teaching and Learning Fellowship Program

The second cohort of the Graduate Teaching and Learning (GTL) Fellowship Program concluded their term in August 2024. The GTL Program is designed to provide direct and targeted support by positioning experienced GAs within a Faculty to facilitate professional development opportunities and mentorship for GAs/TAs. The program is funded by the participating Faculties, and the GTL Fellows are mentored and supervised by the CTL. This year's contributions included:

- Coordinating and facilitating workshops based on Faculty needs ([Appendix A](#)).
- Developing and disseminating resources including department-specific GA/TA handbooks.
- Hosting Teaching Squares as a model for GA/TA Peer Observation of Teaching in the Faculty of Engineering.

At the end of the reporting period, the CTL decided to hold off on distributing a new call for Fellows for the upcoming year so that the group could formally assess the impact of the program and determine whether it is effectively supporting Faculty needs.

INSPIRING SCHOLARLY TEACHING: RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

Throughout the year, the Centre hosted funding programs, conducted research, and established national and international partnerships to enhance support for scholarly teaching and position the University as a leading institution in teaching and learning development.

Teaching and Learning Grants

Centred on Learning Innovation Fund

Since launching the Centred on Learning Innovation Fund (CLIF) 17 years ago, the CTL has awarded 117 grants to instructors representing all Faculties on campus. With these funds (ranging from \$2,500 to \$5,000), instructors have been able to revise courses and curricula, develop and assess programs, examine teaching practices, and develop and incorporate teaching tools and platforms. Projects funded in 2024-25 can be found in Table 3.

Table 3: 2023-24 CLIF Projects

Title	Investigator(s)
In Their Own Voices: Exploring the Experiences and Expectations of Graduates from Disability Support Programs in Higher Education Canada	Shi Jing Xu, <i>Faculty of Education</i>
Enhancing Accessible Learning Through a Multimodal-Based Lead GA/TA Training Program in the Humanities	Gregg French, <i>Department of History</i>

Nanadagikenim: Seek to Know Grant

The CTL continued to support recipients of the 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. With grant funds, instructors have worked toward increasing awareness of Indigenous approaches and incorporate Indigenous ways of knowing across seven Faculties.

Curriculum Project Engagement Grant

The Curriculum Project Engagement (CoPE) Grant supports Faculties in curriculum development and renewal: in Fall 2024, the CTL funded eight projects across five Faculties. Additional information on CoPE can be found on [p. 5](#).

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, the CTL funded seven projects from Education, FAHSS, and Science.

Support for the Scholarship of Teaching and Learning

The CTL continued to support faculty members engaging in teaching- and learning-related scholarship (SoTL) through one-on-one consultations on project development; feedback on grant submissions, journal articles, and conference presentations; targeted invitations to attend workshops and conferences; and collaborating on conference presentations and co-authoring academic publications.

In Spring 2025, the CTL offered a six-week course focused on SoTL development ([Appendix A](#)). Participants learned about the history of SoTL as a field of inquiry and explored its value to teaching, learning, and higher education, leaving with a SoTL project underway and a dissemination plan. The curriculum also encouraged critical analysis of dominant colonial research paradigms and introduced participants to Indigenous research methodologies.

Engaging in Research on Teaching and Learning

CTL faculty actively pursue research into teaching and learning and educational development, publishing book chapters and journal articles, regularly presenting at regional, national, and international conferences, securing grants, and acting as reviewers for journals, conferences, and granting agencies.

During the reporting period, CTL research output included:

- 15 refereed journal articles, and book chapters,
- 17 non-peer reviewed, and online web resources,
- 5 grants,
- 8 peer-reviewed conference presentations, and
- 28 invited sessions.

Research themes included Indigenization, students-as-partners, inclusive teaching and decolonization, and leadership development. Please see [Appendix B](#) for a complete list of CTL publications, presentations, grants, committees and memberships.

"I genuinely like this course...especially the way it builds towards a final project – such a good use of time. And it's a collaborative learning environment instead of being lecture heavy...The reading materials are excellent and very well chosen...[and] the instructor is extremely knowledgeable. They were clear in their teaching and presented themselves as an excellent role model in the field."

~ SoTL Course Feedback



External Outreach and Partnerships

In 2024-25, the CTL continued to foster and establish relationships with teaching and learning colleagues, associations, and institutions across the world. Centre staff are members of 22 national and international societies, and represent the University on 31 external committees and boards ([Appendix B](#)). Highlights are included below:

- Tim Au-Yeung facilitated a listserv, and participates in monthly meetings, with other Ontario post-secondary Brightspace users to share ideas and best practices and encourage cross-provincial collaborations. This group has expanded to include representatives from universities outside of Ontario, and has acted as a useful resource for challenges, questions, and
- Anna Galka acted as a member of D2L's Accessibility Interest Group and Advisory Group, and the Canadian Higher Education Universal Design for Learning Collective, to explore topics and resources related to universal design and assistive teaching and learning technologies.
- Laura Chittle continued her role as an adjudicator for the Society for Teaching and Learning in Higher Education's 3M Student Fellowship.
- Jamie Kechego represented the University as a member of numerous cross-Canada groups related to Indigenization including the Indigenous Curriculum Specialist Network, Can Am Indian Friendship Centre, First Nations, Metis, and Inuit Association of Ontario, and the Council of Educational Developers (COED) Indigenous Community of Practice.
- Mark Lubrick sat on numerous provincial level committees related to accessibility and teaching and learning including the Ontario Network of Accessibility Professionals Digital Accessibility Sub-Group and COU Accessible Technology Working Group.
- Jessica Raffoul connected with the wider educational development community by acting as an external reviewer for Saint Mary's teaching and learning centre as well as a member of the Southwestern Ontario Centre Directors group. She also engaged with the scholarship of teaching and learning community by acting as an adjudicator for SSHRC Insight grants and consulting with colleagues across Canada on leadership and change in university contexts.
- Allyson Skene continued her work with the COED Curriculum Development Community of Practice, working to establish best practices in curriculum development, revision, and mapping.

The CTL also consulted with members from institutions including the University of the Fraser Valley, University of Guelph, University of Victoria, University of British Columbia, and the University of Saskatchewan.

During the reporting period, the Centre hosted three Visiting Fellows in Educational Development:

- Rachael Burke (Toi Ohomai Institute of Technology, New Zealand)
- Patrick Maher (Nippising University)
- Simina Banu (Co-Sponsored Writer-in-Residence with the Department of English and Creative Writing)

Visiting Fellows consulted with faculty members and offered workshops on international student support, supporting teaching and learning during times of crisis, and writing pedagogy amidst the rise of AI ([Appendix A](#)). To date, CTL's Visiting Fellows Program has welcomed 50 fellows from around the world to offer workshops, consult with UWindsor faculty, administrators, and staff, and collaborate on inter-institutional research and initiatives. The Program has helped to situate the Centre and the University of Windsor within an international network of high caliber scholars, and often holds an extensive waiting list. Due to budgetary constraints, the CTL was forced to discontinue this Program at the end of the reporting period. The team is actively pursuing new approaches to develop national and international partnerships through established programs, including the Fulbright Fellowship.



CURRENT CHALLENGES AND FUTURE ACTIONS AND INITIATIVES

Challenges

The (Crisis and the) Aftermath: Like most campus units, the CTL has faced significant challenges resulting from recent financial difficulties experienced at Canadian post-secondary institutions. In response to cross-campus budget cuts, some CTL program funding lines (e.g., Visiting Fellows Program, Celebration of Teaching Excellence, LMS Fund) were centrally reallocated; and in February 2025, the Media Artist and Consultant position was eliminated as part of the University-wide centralization of communications-related positions. These changes will impact the unit's ability to continue its outreach strategy, maintain teaching and learning resources and websites (e.g., CTL Registration Site, CTL Website, Teaching Online, Curriculum Services, etc.), and coordinate teaching recognition initiatives. Further, given the inability to hire students (i.e., Ignite, etc.) for a period of two years in accordance with a clause in the CUPE collective agreement related to member layoffs, an institution-wide hiring freeze in place since September 2024, and numerous vacancies related to maternity leaves, secondments, sabbaticals, and retirements, the CTL is not able to properly staff and support existing programming. Staff are navigating the psychological and physical consequences of these ongoing changes, and are facing burnout, uncertainty, and compassion fatigue.

The 'Expanding' Mandate: Following the closure of the Office of Open Learning (OOL) on April 30, 2025, four (three AAS-LS and one LTA) of OOL's five members, as well as elements of their mandate and programming, moved into the CTL on May 1, 2025. Though this shift presents the Centre with new opportunities for teaching development and programmatic innovation across all teaching modalities, the unit has entered a period of organizational transition, which presents significant challenges related to change management, community-building, visioning, and resource allocation.

The Fast-Forward Effect: Higher education is undergoing rapid and continuous transformation driven by advances in technology, shifting student needs, and a budget-strapped post-secondary environment. For example, the CTL has been challenged to keep abreast with ongoing developments in artificial intelligence, particularly around its impact on student learning, teaching approaches, equity and decolonization, and university-wide programming.

Future Actions/Initiatives

Community-Building and Community Builders: It's no secret that universities tend to operate in siloes, a reality which becomes more pronounced when resources are scarce, the future is unknown, and information is limited. We will commit the next year to disrupting this narrative, and toward intentionally building community within our unit, and actively contributing to fostering community across the University. As our unit is uniquely positioned in such a way that we are directly engaged in many university functions (e.g., course delivery, program development, student engagement, teaching and learning policy development, etc.), we can actively work toward strengthening relationships between units, helping to dismantle silos and identify partnerships and new collaborations. Further, we will continue to elevate educational enhancement and student learning over the weight of efficiency; explore operations that support integrity-based decision-making; encourage grassroots approaches to teaching and learning; and offer low-risk programming (e.g., communities of practice, watercoolers, networking events, etc.) to encourage connection across units. Within the CTL, we will take time to reconnect and ensure our values and activities are aligned. We will recognise the emotional effects of financial uncertainty, foster open dialogue about well-being, and acknowledge achievements.

Prioritizing Essential Programming: Given the challenges identified above, and after consultations with campus members, we have decided to prioritize the following areas:

- **Program Development and Renewal:** This includes supporting new program development at Windsor and between institutions; reviewing existing programming to identify challenges related to student and sector needs; and expanding our support of departments engaging in cyclical program reviews and accreditation.
- **Student Persistence, Engagement, and Retention:** This includes exploring the impact of teaching and learning on student retention; exploring the value and potential of using Brightspace data to provide early alert notifications; and with campus partners (e.g., Leddy Library, Student Services, Graduate Studies) working on initiatives focused on student engagement, student access to affordable course materials, and student skill development.
- **Artificial Intelligence and Learning:** This includes offering workshops, grants, and consultations, and developing resources, on the impact, and integration, of AI within teaching and learning environments; and reviewing programs to identify challenges and opportunities related to AI.
- **Inclusive Teaching and Learning and Indigenization:** This includes the development of a Faculty Guide to the AODA Post-Secondary Education Standards; and reviving our small grant scheme in support of Indigenization of courses, curricula, and departments.
- **Technology-Enhanced Teaching:** With the University approaching the halfway mark of its five-year contract with D2L, this includes launching a campus user and satisfaction survey; reviewing the use of the LMS and storage obligations; and disseminating resources related to online instruction, open learning, and open educational materials.

From Crisis to Creative Action: Crises of any kind often disrupt routinized practice, and while such situations can be disorienting and provoke anxiety, they can present opportunities for meaningful change and innovation. In light of recent reductions to certain funding streams and programs—including the Celebration of Teaching Excellence, the Visiting Fellows in Educational Development Program, and the Curriculum Project Engagement Grant—we will collaborate with PAC to explore avenues for reviving outreach initiatives; and build new partnerships by drawing on established programs such as the Fulbright Fellowship. Additionally, we will develop online, self-paced modules on GA/TA development and Brightspace use so that we might decrease one-off workshop offerings and address staff capacity.

APPENDIX A: COURSES, WORKSHOPS, AND EXTENDED SESSIONS

Courses, Extended Sessions, and Events

Title	Instructor(s)	Attend.	Eval.
Authentic Assessment (CTLTP-8210)	Allyson Skene	7	7/7
Course Design (CTLTP-8200)	Allyson Skene	9	6.77/7
Leading Effective Discussions (CTLTP-8120)	Erika Kustra	14	7/7
Learning-Centred Teaching in Higher Education (CTLTP-8100)	Jessica Raffoul	13	7/7
Lecturing (CTLTP-8110)	Pierre Boulos	14	--
Scholarship of Teaching and Learning (CTLTP-8220)	Jessica Raffoul	16	6.7/7
University Teaching Capstone (CTLTP-8300)	Pierre Boulos	10	--
Instructional Skills Workshop	Natalie Beltrano; Diana Sarkis	5	5/5
Teaching Dossier Academy	Jessica Raffoul; Allyson Skene; Anna Galka; Elizabeth Ismail; Michael K. Potter; Pierre Boulos; Veronika Mogyorody	19	3.79/4
Celebration of Teaching Excellence	--	130	--

Teaching and Learning Workshops

Title	Instructor(s)	Attend.	Eval.
Building Relationships, Fostering Belonging: Drawing on Māori Health Models to Support International Students	Rachael S. Burke	17	4/4
Breaking Barriers: Accommodations Supporting Inclusive Classrooms	Cherie Gagnon; James Oloo; Joyceln Lorito	7	4/4
"For the Love of...?": Tales of Teaching and Learning in Transition	Pat Maher	8	4/4
Writing Pedagogy Amidst the Rise of AI	Simina Banu	23	3.07/4
Leveraging the Library Resources with Leganto	Dave Johnston	1	--
Group Member Evaluation Using ITP Metrics Peer Feedback Tool	Samantha Jones	5	4/4
Increase Student Classroom Engagement with iClicker Cloud	Kathryn Treadway	10	--
Engage Students Using Mentimeter and Other Student Response Systems	Anna Galka; Tanya Noel	8	3.6/4

Summer Series on Teaching and Learning

Title	Instructor(s)	Attend.	Eval.
A Smart Start: Planning a Course with Intention and Alignment	Lisa Salfi	18	3.54/4

Effective Student Assessments from Across Campus	Anna Kozarova; Jeff Defoe; Maggie Liddle; Michele Stewart; Natalie Beltrano	14	3.86/4
Creating a Culture of Learning in a World of Convenience	Allyson Skene; Anna Galka; Elizabeth Ismail; Jessica Raffoul	19	3.87/4
Networking Lunch	--	20	--

Indigenization, Decolonization, and Anti-Racism Workshops

Title	Instructor(s)	Attend.	Eval.
Pulling Together: A Guide for Teachers and Advisors	Jaimie Kechego	14	4/4
Let's Learn About the Importance of Orange Shirt Day	Jaimie Kechego	10	--
Let's Learn About the Importance of Treaties and Wampums	Jaimie Kechego	48	4/4
Knowledge Sharing with Community	Alan Corbiere	17	--
Resisting Pedagogies: A Community of Practice	Erica Stevens Abbitt; Natalie Beltrano	16	--
Resisting Pedagogies: A Community of Practice	Erica Stevens Abbitt; Jaimie Kechego	19	3.3/4
Teaching Where You Are: Weaving Indigenous and Slow Principles and Pedagogies (Book Club)	Jaimie Kechego; Natalie Beltrano	7	--

New and Early Career Faculty Programming

Title	Instructor(s)	Attend.	Eval.
New Faculty Orientation Day 1: Getting Started	--	21	--
New Faculty Orientation Day 2: Creating Networks and Communities	--	16	--
Campus Tour	--	10	--
Detroit Walking Tour	Tom Najem	10	--
Early Career Mentoring Program	Phebe Lam; Tina Pugiese; Veronika Mogyorody	6	--
NFO-Getting Started with Brightspace	Anna Galka	3	
Teaching with Microsoft Teams	Mark Lubrick	2	--
Campus Community Networks	--	21	--
Leaning into Discomfort: Creating Positionality and Inclusivity Statements for Teaching and Learning	Jenn Myer; Natalie Beltrano	3	--
Rights, Responsibilities & An Ethic of Care: Key Bylaws and Strategies for Effectively Supporting Students	Frances (Frankie) Cachon; Renée Wintermute	16	3.67/4
Documenting Your Impact: Teaching Dossiers	Jessica Raffoul; Veronika Mogyorody	16	3.67/4
Creating and Sharing Your eCV	Erika Kustra	21	4/4

Brightspace Workshops, Training, and Support¹

Title	Instructor(s)	Attend.	Eval.
Getting Started with Brightspace – Nursing Clinical Instructors*	Anna Galka	11	4/4
Getting Started with Brightspace – Law Sessionals	Anna Galka	7	--
Getting Started with Brightspace – MSWwp	Anna Galka	8	3.7/4
Getting Started with Brightspace – Education	Anna Galka	19	4/4
Learning Outcomes in Brightspace	Anna Galka	2	--
NFO-Getting Started with Brightspace*	Anna Galka	14	4/4
Getting Started with Brightspace*	Anna Galka	34	4/4
Brightspace Assignments Tool*	Anna Galka	19	4/4
Brightspace Grades Tool*	Anna Galka	16	4/4
Brightspace Quizzes Tool	Anna Galka; Mark Lubrick	5	4/4
Brightspace Discussions and Groups	Anna Galka	4	4/4
Ensuring Accessibility in Brightspace*	Anna Galka; Mark Lubrick	9	4/4
Brightspace Analytic Tools to Support At-Risk Students	Anna Galka	5	4/4
Name Your Topic!	Anna Galka	3	--
Brightspace Drop-In	--	881	--

Fall/Winter GATAcademy

Title	Instructor(s)	Attend.	Eval.
Creating and Sharing Your eCV	Jarrod Smith; Mason Sheppard	73	4/4
Connecting with Students: Promoting Effective Communication and Building Rapport	Brennen Siemens; Danielle Salters	77	3.89/4
GA/TA 101: Your Rights, Responsibilities, and What to Expect When You're Hired	Danial Davarnia; Emily Varga	112	4/4
The GA/TA Advantage: Use Your Role to Develop Skills and Boost Your Career	Jenni Dorvilier; Johanna Beneteau	88	4/4
Brighten Up Your Teaching: Tips and Tricks for GAs/TAs in Brightspace	Anna Galka; Tim Au-Yeung	83	3.7/4
Sparking Student Engagement: Where to Start as a GA/TA	Ashley Pagliarella; Erica Miklas	55	3.75/4
Teaching your Students to Write Better	Ronnie Haidar	76	3.93/4
The Lab Master: Tips and Tricks for Running Engaging and Effective Labs and Tutorials	Samra Khan; Sarah Nasri	58	4/4
(Re)Framing Anti-Racism Pedagogies, Practices and Scholarship at the University of Windsor	Andrew Allen	39	4/4

¹ Brightspace sessions on commonly requested topics are repeated throughout the year. Within the table, these sessions, marked with an asterisk (*), are listed once. In total, the CTL hosted 30 Brightspace sessions and a virtual drop-in.

Global Perspectives in Academia: Navigating Challenges and Embracing Opportunities for International GA/TAs	Chioma Ibeh; Ehsan Ur Rahman Mohammed	36	4/4
Inclusive Teaching: What GA/TAs Need to Know	Onome Eluwa; Suhaib Zada	50	4/4
Well-being and Pedagogy of Care	Hio Tong Kuan	44	4/4
GATA Networking Event	--	71	--
Grading Greatness: A GA/TA's Guide to Assessment and Feedback	Mark Potter; Samantha Monk	37	3.97/4
Navigating Conflict and Responding to Student Challenges as GAs/TAs: Making the Best out of Difficult Situations	Alli Slavik; Natalie Beltrano	32	3.83/4
Brighten Up Your Teaching: Tips and Tricks for GAs/TAs in Brightspace	Anna Galka	30	--
Connecting with Students: Promoting Effective Communication and Building Rapport	Brennen Siemens; Jake Ouellette	27	--
Grading Greatness: A GA/TA's Guide to Assessment and Feedback	Mark Potter; Melissa Paré	44	--
Using Social-Emotional Teaching Approaches to Enhance Student Engagement and Success	Onome Eluwa	35	--

GATA Network/Fellowship Workshop Series

Title	Instructor(s)	Attend.	Eval.
Balancing the demands of being a GA/TA and a Student	Jake Ouellette; Onome Eluwa	6	3.75
Understanding and addressing implicit bias as a GA/TA	Jake Ouellette; Onome Eluwa	12	4
Understanding and addressing micro-aggressions and stereotypes as a GA/TA	Onome Eluwa	7	
Teaching Observation Workshop for GA/TAs	Ailin Barzegar; Mahsa Jalali	11	

Developing Your Teaching Dossier Online Modules: Graduate Student Series

Title	Instructor(s)	Attend.	Eval.
Module 1 - Reflecting on Your Teaching Experience: An Introduction to Teaching Dossiers	--	36	--
Module 2 - Articulating Your Teaching Values and Practices: Developing Your Statement of Teaching Philosophy	--	32	--
Module 3 - Connecting Narratives and Evidence: Developing Components of Your Teaching Dossier	--	30	--
Module 4 - Looking Ahead: Telling New Stories About Our Teaching Experiences	--	29	--

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

Journal Articles

Chittle, L. & Raffoul, J. (2025). “A perspective worth hearing”: Exploring the impact of students as educational developers. *International Journal of Educational Development*, 1-13.

Chittle, L., King, A., Sood, S., Hinch, I., Houser, C., & Cavallo-Medved, D. (2024). Fostering students as partners: A faculty-wide examination of science undergraduate and graduate students’ perspectives of pedagogical partnerships. *Canadian Journal for the Scholarship of Teaching and Learning*, 15(2).

Chittle, L., Laios, E., King, A., Hinch, I., Sood, S., Sorge, A., Milidrag, L., Houser, C., & Cavallo-Medved, D. (2024). A mixed-method investigation of faculty perspectives on the benefits and challenges of engaging in student partnership activities in science. *International Journal for Students as Partners*, 8(2), 58–81.

Dufour, G.K., **Raffoul, J.**, Kechego, J., Di Palma, D., & Kustra, E. (in progress). The challenge of defining Indigenization: Qualitative interviews with subject matter experts in a university setting. *AlterNative*.

McSweeney, J., Scholz, K., Ostrowdun, C., Tran, L., Woolmer, C., **Chittle, L.**, Barrette-Ng, I., & Carroll, H. (Revised/Resubmitted). The impact of COVID-19 on equitable approaches to teaching and learning across Canadian higher education institutions: An exploration of student and instructor experiences. *International Journal for Academic Development*.

Ménard, D., **Chittle, L.**, & Bondy, M. (2024). Understanding group differences and predicting the impostor phenomenon among university staff and faculty. *Transformative Dialogues: Teaching and Learning Journal*, 17(2).

Raffoul, J., Paré, M., **Fetter, S.**, & Andrews, D. (in progress). Leaders in crisis: Exploring educational leadership in today’s Ontario universities. *Teaching and Learning Inquiry*.

Raffoul, J., Skene, A., & Andrews, D. (in progress). A case for the re-imagination of SoTL. *Teaching and Learning Inquiry*.

Skene, A. (in progress). Knowing Robert: Critical reflections on deep vs surface learning.

¹ Note: M. Lubrick, N. Fujita, R. Nahdee, and N. Baker joined the CTL in May 2025; their contributions (e.g., publications, committees, etc.) during the period of May 1, 2025 through June 30, 2025 are included.

Book Chapters

Ostrowdun, C., Scholz, K., **Chittle, L.**, Tran, L., Woolmer, C., McSweeney, J., Barrette-Ng, I., Carroll, H., McCollum, B., Aizenobie, A., Sibbald, K., Rowland, C., McBride, B., Foster, C., Pryke, D., Maher, P., de Bie, A., & Wuetherick, B. (2024). Supporting equity in online learning during COVID-19. In B. Wuetherick, A. Germain-Rutherford, D. Graham, **N. Baker**, D. J. Hornsby, & N. K. Turner (Eds.), *Online learning, open education, and equity in a post-pandemic world* (pp. 153-173). Palgrave Macmillan.

Potter, M.K. (accepted). Institutionism. *Encyclopedia of Global Justice*. Springer, 2025.

Potter, M.K. (accepted). Lifeboat ethics. *Encyclopedia of Global Justice*. Springer, 2025.

Potter, M.K. (accepted). Moral authority. *Encyclopedia of Global Justice*. Springer, 2025.

Potter, M.K. (accepted). Prima facie duties. *Encyclopedia of Global Justice*. Springer, 2025.

Potter, M.K. (accepted). Bertrand, Russell. *Encyclopedia of Global Justice*. Springer, 2025.

Conference Proceedings

Ismail, E. (in press). Complexity and criticality: Inference at the edge of chaos. *Ontario Society for the Study of Argumentation (OSSA) Conference Proceedings*, 2025.

Non-Peer Reviewed Sources

Beltrano, N. & Stevens Abbitt, E. (2024). Resisting pedagogies 101: Resistance is not a bad word. *Teach & Learn*, Centre for Teaching and Learning, University of Windsor, <https://teach-learn.ca/2024/07/17/resisting-pedagogies-101/>

Chittle, L., Ismail, E., Fetter, S., Miklas, E., Ouellette, J., & Varga, E. (2024). *Graduate assistant and teaching assistant handbook*. Centre for Teaching and Learning, University of Windsor. Pressbook. Retrieved from <https://ecampusontario.pressbooks.pub/uwindsorgata/>

Chittle, L., Ismail, E., Fetter, S., Miklas, E., Ouellette, J., & Varga, E. (2024). Leading effective labs and tutorials. In L. Chittle et al., *Graduate Assistant and Teaching Assistant Handbook*. Centre for Teaching and Learning, University of Windsor. Pressbook. Retrieved from <https://ecampusontario.pressbooks.pub/uwindsorgata/>

Chittle, L., Ismail, E., Fetter, S., Miklas, E., Ouellette, J., & Varga, E. (2024). Grading and effective feedback. In L. Chittle et al., *Graduate Assistant and Teaching Assistant Handbook*. Centre for Teaching and Learning, University of Windsor. Pressbook. Retrieved from <https://ecampusontario.pressbooks.pub/uwindsorgata/>

Fujita, N. (in progress). *Research methods in education*. Available at <https://ecampusontario.pressbooks.pub/research/>

Kwantes, C.T., Adair, W.L., Gosse, L., & Nahdee, R. (2025). *Building trust with Indigenous employees: The Indigenous workways toolkit*. University of Windsor. Available at <https://ecampusontario.pressbooks.pub/indigenousworkways/>

Marval, P. (2025). Faculty Spotlight: Chitra Rangan. *Teach & Learn*, Centre for Teaching and Learning, University of Windsor, <https://teach-learn.ca/2025/02/24/faculty-spotlight-chitra-rangan/>

Marval, P. (2024). Faculty Spotlight: Kathy Pfaff. *Teach & Learn*, Centre for Teaching and Learning, University of Windsor, <https://teach-learn.ca/2024/12/02/faculty-spotlight-kathy-pfaff/>

Marval, P. (2024). Faculty Spotlight: Jess Dixon. *Teach & Learn*, Centre for Teaching and Learning, University of Windsor, <https://teach-learn.ca/2024/09/30/faculty-spotlight-jess-dixon/>

Online Web Resources

Beltrano, N. (2024). *Anti-black racism and anti-racism resources*. Teaching and Learning Resources. Centre for Teaching and Learning, University of Windsor, <https://www.uwindsor.ca/ctl/628/anti-racism-anti-oppression-resources>

Beltrano, N. (2024). *Resisting (critical) pedagogies and methods of teaching and learning*. Teaching and Learning Resources. Centre for Teaching and Learning, University of Windsor, <https://www.uwindsor.ca/ctl/651/resisting-critical-pedagogies-and-methods-teaching-and-learning>

Beltrano, N. (2024). *Inclusive teaching and learning*. Teaching and Learning Resources. Centre for Teaching and Learning, University of Windsor, <https://www.uwindsor.ca/ctl/645/inclusive-teaching-and-learning>

Beltrano, N. (2024). *Positionality and inclusivity statements*. Teaching and Learning Resources. Centre for Teaching and Learning, University of Windsor, <https://www.uwindsor.ca/ctl/637/positionality-and-inclusivity-statements>

Beltrano, N. (2024). *Self, peer, and group assessments*. Teaching and Learning Resources. Centre for Teaching and Learning, University of Windsor, <https://www.uwindsor.ca/ctl/650/self-and-peer-assessments>

Skene, A. (2024). *Assessment design*. Teaching and Learning Resources. Centre for Teaching and Learning, University of Windsor, <https://www.uwindsor.ca/ctl/640/assessment-design>

Skene, A. (2024). *Academic integrity*. Teaching and Learning Resources. Centre for Teaching and Learning, University of Windsor, <https://www.uwindsor.ca/ctl/491/academic-integrity>

Marval, P. & **Raffoul, J.** (2025, April-May). *Centre for Teaching and Learning website redesign*. University of Windsor, Windsor, ON. Available at <https://www.uwindsor.ca/ctl/>

Conference Presentations

Beltrano, N., O'Neil, A., Johnson, K., & **Kechego, J.** (2024, October). *Finding our way: A path towards decolonization in higher education*. Peer-reviewed presentation at the annual Lilly Conference on Advancing Teaching and Learning, Traverse City, MI.

Fujita, N. (2025, June). *Six ways GenAI can transform the design of university courses and programs*. Peer-reviewed presentation at the annual conference of the Society for Teaching and Learning in Higher Education, Saskatoon, SK.

Ferrazano, J., **Galka, A.**, Russell, P., & Silberman, E. (2024, July). *Transitioning to Brightspace: Our learning transformations*. Invited panelist at the annual D2L Fusion Conference, Toronto, ON.

Ismail, E. (2025, May). *Online and AI-based argumentation tools as partners in debate and dialogue: Development of the Munazara model GPT*. Peer-reviewed presentation at the International Conference for Debate and Dialogue, Doha, Qatar.

Ismail, E. (2025, June). *Enhancing debate pedagogy: Comparative insights from Kialo Edu and Sway Beta AI*. Peer-reviewed presentation at the annual conference of the Society for Teaching and Learning in Higher Education, Saskatoon, SK.

Mohammed, E., Fraser, M., Hind, K., Mraiche, F., Biswas, S., **Fetter, S.**, & Bezerra Rodriguez, R. (2025, June). *Bridging pedagogical evolution and community building: The role of AI and graduate student engagement*. Peer-conference session at the annual conference of the Society for Teaching and Learning in Higher Education, Saskatoon, SK.

Raffoul, J., Andrews, D., & Biggar, J. (2025, June). *On shaky ground: Exploring educational leadership in Ontario universities*. Peer-reviewed paper presentation at the annual conference of the Society for Teaching and Learning in Higher Education, Saskatoon, SK.

Stevens Abbitt, E., Derr, H., Parisi, B., Kilburn, J. & Friedman, J. (2024, August). *Feminist approaches in the classroom, roundtable part II*. Women & Theatre + Program Presentation at the annual conference of the Association of Theatre in Higher Education (ATHE), Atlanta, GA.

Invited Sessions

Fetter, S., **Ouellette, J.**, & **Raffoul, J.** (2025, February). *GATA Network*. Lancer Care, University of Windsor, Windsor, ON.

Fetter, S. & **Ouellette, J.** (2024, November). *Best practices in professional communications*. Propel, Career Development and Experiential Learning, University of Windsor, Windsor, ON.

- Fetter, S. & Ouellette, J.** (2025, March). *Best practices in professional communications*. Propel, Career Development and Experiential Learning, University of Windsor, Windsor, ON.
- Fetter, S.** (2024, November). *Marketing your skills with a teaching dossier*. Propel, Career Development and Experiential Learning, University of Windsor, Windsor, ON.
- Galka, A. & Ismail, E.** (2024, November). *Learning outcomes report*. LMS Advisory, University of Windsor, Windsor, ON.
- Ismail, E.** (2025, May). *Critical thinking and resisting pedagogies*. Resisting Pedagogies Community of Practice, University of Windsor, Windsor, ON.
- Kechego, J.** (2024, July). *Leadership training*. Invited session for resident assistants and desk assistants. University of Windsor, Windsor, ON.
- Kechego, J.** (2024, August). *Indigenous legal orders Blanket Exercise*. Sharing Circle facilitator. University of Windsor, Windsor, ON.
- Kechego, J.** (2024, August). *Personalizing your land acknowledgement*. Invited presentation for the Office of Enrolment Management. University of Windsor, Windsor, ON.
- Kechego, J.** (2024). *Journeying down a path of understanding: Treaty education in Ontario*. University of Windsor, Windsor, ON.
- Kechego, J.** (2024, November). *Indigenous perspectives*. Guest lecture in Social Work 8630. University of Windsor, Windsor, ON.
- Kechego, J.** (2024, September). *Mitacs National Day for Truth and Reconciliation*. Invited presentation for Mitacs. Windsor, ON.
- Kechego, J.** (2024, October). *Indigenous perspectives*. Guest lecture in Social Work 4230. University of Windsor, Windsor, ON.
- Kechego, J.** (2024, November). *Foregrounding Indigenous perspectives*. Invited interview with Ann Ludbrook. Online.
- Kechego, J.** (2024, November). *Leadership from an Indigenous perspective*. Invited presentation to members from the School of Dramatic Art. University of Windsor, Windsor, ON.
- Kechego, J.** (2025, February). *Communications in science*. Guest lecture in SCIE 1000. University of Windsor, Windsor, ON.
- Kechego, J.** (2024, December). *Welcoming address*. Invited presentation for the Office of Human Rights, Conflict Resolution and Mediation Equity Awards, University of Windsor, Windsor, ON.
- Koller, P., Kustra, E., & Ismail, E.** (2025, February). *Office of Quality Assurance 2025-6 IQAP cyclical review orientation meeting*. University of Windsor, Windsor, ON.

- Mogyorody, V. & Ebbett, G.** (2025, May). *Transition to retirement*. Windsor University Retirees Association, University of Windsor, Windsor, ON.
- Raffoul, J.** (2024, September). *Reflection and teaching and learning*. Guest Lecture, SAGES, SCIE-8000, University of Windsor, Windsor, ON.
- Raffoul, J. & Chittle, L.** (2024, July). *An introduction to course design*. New Faculty Orientation, University of Windsor, Windsor, ON.
- Raffoul, J. & Chittle, L.** (2024, July). *Roundtable: Active learning*. New Faculty Orientation, University of Windsor, Windsor, ON.
- Raffoul, J. & Chittle, L.** (2024, July). *Roundtable: Creating dossiers for RTP/RPP processes*. New Faculty Orientation, University of Windsor, Windsor, ON.
- Raffoul, J. & Fetter, S.** (2024, September). *An introduction to the GATA Network*. Human Kinetics Graduate Student Orientation. Faculty of Human Kinetics, University of Windsor, Windsor, ON.
- Raffoul, J. & Fetter, S.** (2025, March). *Marketing your skills with a teaching dossier*. Propel, Career Development and Experiential Learning, University of Windsor, Windsor, ON.
- Skene, A. & Ismail, E.** (2024, September-December). *Focus group: Undergraduate student perspectives on Physics programs*. Department of Physics, University of Windsor, Windsor, ON.
- Skene, A. & Ismail, E.** (2024, September-December). *Focus group: Graduate student perspectives on Physics programs*. Department of Physics, University of Windsor, Windsor, ON.
- Skene, A., Ismail, E., Mummé, C.** (2025, May 26-27). *Faculty of Law curriculum reform retreat*. Faculty of Law, University of Windsor, Windsor, ON.

Grants

- Atkins, J., **Raffoul, J.**, Koller, P., **Skene, A.**, & Kustra, E. (2024-25). *Pilot for vicinity jobs trends navigator*. IT Strategic Priority Fund. \$20,000.
- Kecheho, J. & Williams, S.** (2025-26). *Indigenous Education Council Maawnji'diwin*. University of Windsor Diversity, Indigeneity, and Anti-Racism Professional Development Grant. \$6,500.
- Kecheho, J.** (2024). *Who we are: Exploring Indigenous identity symposium*. University of Windsor Diversity, Indigeneity, and Anti-Racism Professional Development Grant. \$1,630.
- Stolarchuk, L., Soutter, J., Stagner, J., Ward, J., & **Kecheho, J.** (2021-2025). *Gikinoo'amaadiwag (They teach each other) cross-cultural Instructional Skills Workshop*. University of Windsor Nanadagikenim Grant. \$4,981.

Squires, V., Hendricks, C., Stewart, J., Calvez, S., Turner, N., & Kustra E. with collaborators, Lew, J., Perreault, A., **Raffoul, J. & Kechego, J.** (2022-24). *Using relational systems thinking to explore and advance Indigenization of teaching and learning at three Canadian higher education institutions*. SSHRC Partnership Development Grant. \$198,526.

On-Campus Committees

- Academic Policy Committee (APC)
- Academic Policy Committee Subcommittee: Cross-Listed Courses
- Academic Policy Committee Subcommittee: Course Modalities
- Academic Policy Committee Subcommittee: Generative Artificial Intelligence
- Academic Support Leadership Team
- Accessibility and the Built Environment Committee
- Accessibility Coordinating Committee
- Accessibility Information and Communications Committee
- Accessible Postsecondary Education Committee (APEC) (Co-Chair)
- Anti-Racism Strategic Plan Advisory Council
- Brightspace Data Analytics Working Group (Chair)
- Bylaw Review Committee
- Celebration of Teaching Excellence Organizing Team (Chair)
- Center for Teaching and Learning (CTL) Appointments Committee (Chair)
- Centred on Learning Innovation Fund Review Committee (Chair)
- Classroom Technology Committee
- Classroom Prioritization Committee
- CTL Co-Op/Ignite Student Hiring Committee (Chair)
- CTL Curriculum Services Team (Chair)
- CTL Data Analytics Working Group (Chair)
- CTL Director Search Committee
- CTL LMS Support Team (Chair)
- CTL Renewal Tenure/Permanence, Promotion Committee (Chair)
- CTL Renewal Tenure/Permanence, Promotion Criteria (Chair)
- CTL Travel Grant Committee (Chair)
- CUPE 1393 Professional Development Committee
- Curriculum Management Software Working Group
- Cybersecurity Steering Committee
- Delegated Research Ethics Board for SoTL and Education (SoTL-E) Committee
- EDI Awards Selection Committee
- EDID Senate Subcommittee
- Educational Leadership Award Selection Committee (Co-Chair)
- Educational Leadership Community of Practice
- Employee Mental Health Strategy Ambassador
- Employee Mental Health Strategy Council
- Employee Mental Health Strategy Implementation Working Group
- Faculty Academic Support System Advisory Committee
- Faculty of Arts, Humanities, and Social Sciences (FAHSS) Faculty and Staff Awards Committee

- FAHSS Associate Dean's Advisory Group
- FAHSS Kathleen E. McCrone Teaching Award Adjudication Committee
- Faculty of Human Kinetics Graduate Mentorship Award Selection Committee
- Faculty of Science Roger Thibert Teaching Excellence Award Selection Committee
- Footprint Reduction and Environmental Preservation Working Group
- GA/TA Awards for Educational Practice and Leadership Selection Committee (Chair)
- GA/TA Network Coordinator Hiring Committee (Chair)
- Graduate Diploma in University Teaching Program Committee (Chair)
- Incubator/CUBE Advisory Committee
- Indigenous Caucus of Indigenous Faculty and Staff
- Indigenous Educational Council (Co-Chair)
- Indigenous Educational Council Rapid Response Subcommittee
- Indigenous Research Ethics Board Review Committee
- Indigenous Strategic Plan Working Group
- Innovative Designs for Accessibility Competition (IDeA) Panel
- Lancer Care Working Group
- LMS Advisory (Chair)
- LMS Learning Outcomes Dashboard Pilot Group (Chair)
- LMS Policy Committee (Chair)
- LMS Steering (Chair)
- LMS Team (Co-Chair)
- Microcredentials Working Group
- New Faculty Orientation Planning Committee
- New Program Steering Committee
- Program Development Committee (PDC)
- PDC Advisory
- PDC Subcommittee, Cyclical Program Review
- PDC Subcommittee, Indigenizing Curriculum
- Philosophy Head Hiring Committee
- Philosophy Faculty Council
- Pow Wow Internal Committee
- Provost's Council
- Research Data Management – Operations Leadership Committee
- Senate
- Socio-Behavioural Full Board, Research Ethics Board
- Slip, Trip, and Fall Subcommittee
- Student Perceptions of Teaching (SPT) Implementation Steering Committee
- Student Response Systems Review Committee (Chair)
- Sustainability – Academic Working Group
- Teaching Leadership Chair Adjudication and Selection Committee (Chair)
- Training Advisory Committee
- Training and Education Subcommittee, Employment Equity Coordinating Committee
- University of Windsor Age Friendly University Global Network Committee
- University of Windsor Teaching and Learning Plan Working Group
- University Teaching Certificate Program Committee (Chair)
- UWill Discover Sustainable Future Adjudication Panel

- VABE Awards Adjudication Committee
- WUFA AAS/LS Committee (Chair)
- WUFA Executive Board
- WUFA Special Action Committee (Chair)
- Windsor University Retirees Association (WURA)
- WURA Sunset House Renovation Team
- WURA JCC Representative

External Committees and Representation

- Au-Yeung, T., Member, Ontario Higher Education Brightspace Users Group
- Au Yeung, T., Chair, Ontario Brightspace Data Working Group
- Boulos, P., Senior Fellow, QatarDebate Centre
- Chittle, L., Adjudicator, 3M Student Fellowship, Society for Teaching and Learning in Higher Education
- Galka, A., Advisor, Rotaract Club of Windsor (1918)
- Galka, A., Member D2L's Accessibility Interest Group
- Galka, A., Member, D2L's Assessment Advisory Group
- Galka, A., Member, Ontario Higher Education Brightspace Users Group
- Galka, A., Member, Canadian Higher Education Universal Design for Learning Collective
- Galka, A., Secretary, Rotary Club of Windsor-WIDE (We are Inclusive, Diverse, and Equitable)
- Ismail, E., Member, Council of Ontario Educational Developers Community of Practice on Curriculum Development
- Kechego, J., Member, Art Windsor-Essex, Indigenous Advisory Committee
- Kechego, J., Member, Indigenous Curriculum Specialist Network
- Kechego, J., Member of Can Am Indian Friendship Centre
- Kechego, J., Member, First Nations, Metis, and Inuit Education Association of Ontario
- Kechego, J., Member, Council of Ontario Educational Developers Indigenous Community of Practice
- Kechego, J., Member of Chippewa of the Thames First Nation, Crane Clan
- Lubrick, M., Member, Ontario Universities Council on eLearning (OUCeL)
- Lubrick, M., Member, OUCeL Stewardship Committee
- Lubrick, M., Member, Ontario Network of Accessibility Professionals (ONAP)
- Lubrick, M., Member, ONAP Digital Accessibility Sub-Group
- Lubrick, M., Member, Council of Canadian Universities (COU) Technology Working Group
- Mogyorody, V., Member-at-Large, 3M Council Executive Committee, Society for Teaching and Learning in Higher Education
- Nahdee, R., Member, Proposal Review Committee, Technology Education Seminar Showcase
- Raffoul, J., Reviewer, Social Sciences and Humanities Research Council of Canada (SSHRC) Insight Grant
- Raffoul, J., Member, SoTL Educational Developers Working Group
- Raffoul, J., Member, Southwestern Ontario Centre Directors
- Raffoul, J., External Reviewer, Saint Mary's University Studio for Teaching and Learning
- Skene, A., Member, COED Community of Practice on Curriculum Development
- Stevens Abbitt, E., Editorial Board Member, Theatre Annual: A Journal of Theatre and Performance of the Americas

- Stevens Abbitt, E., Associate Artistic Director, Playhouse Creatures Theatre Company, New York City

Peer-Review: Journals, Conferences, Grants

- Canadian Journal for the Scholarship of Teaching and Learning (CJSOTL)
- Innovative Designs for Enhancing Accessibility (IDeA) Competition
- International Conference on Debate and Dialogue (ICDD2)
- International Journal of Academic Development (IJAD)
- Journal for Teaching and Learning (JTL)
- Nature, Humanities, and Social Sciences Communication
- Society for Teaching and Learning in Higher Education (STLHE) Conference
- Technology Education Seminar Showcase (TESS)
- UWill Discover Undergraduate Research Conference

Associations and Memberships

- American Institute of Architects (AIA)
- Association for Theatre in Higher Education (ATHE)
- Can Am Indian Friendship Centre of Windsor
- Council of Ontario Educational Developers (COED)
- COED Curriculum Community of Practice
- COED Graduate Student Development Community of Practice
- Educational Development Community in Canada (EDCC)
- First Nations, Metis, and Inuit Education Association of Ontario
- Indigenous Council of Educational Developers
- Indigenous Curriculum Specialist Network
- Institute for Performance and Learning (I4PL)
- 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
- Society for Teaching and Learning in Higher Education (STLHE)
- Staff and Educational Development Association (SEDA)
- Teaching Assistant and Graduate Student Advancement (TAGSA)
- Theatre Communications Group (TCG)
- Windsor Region Society of Architects
- Women and Theatre Program (WTP)



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