CENTRE FOR TEACHING & LEARNING
University of Windsor

CTL Annual Report

July 1, 2009 - June 30, 2010

Centre for Teaching and Learning
University of Windsor

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1.0 Executive Summary of the CTL Annual Report

This report provides an overview of the activities and achievements of the Centre for Teaching and Learning (CTL) at the University of Windsor between July 1, 2009 and June 30, 2010. Among the most significant are:

- **Developing and launching the first and only graduate certificate program in university teaching in North America to be recognized by the professional body SEDA in the United Kingdom**: the University Teaching Certificate program offers systematic professional and academic development to faculty and graduate students.
- **Technological upgrading of 20 classrooms** in Chrysler Hall North and South, Erie Hall, Dillon Hall, and the Education Building, leading to 43% fewer deliveries of portable audio-visual equipment than in 2008-9.
- **Significantly increasing teaching and learning development offerings**: the CTL facilitated and hosted 93 workshops (43 pedagogy and 50 CLE*W* training workshops) to 753 participants combined, representing every academic department on campus – an overall attendance increase of 40%.
- **Establishing faculty-specific GATAcademies**: 241 graduate and teaching assistants participated in this professional development event, more than double the registrants of the year before.
- **Supporting the adoption of CLE*W* course and project sites**, in use by approximately 1,100 instructors, nearly every student on campus, and 94 different project groups.
- **Drawing awareness among educational developers across the globe, interested in replicating the Visiting Fellows in Educational Development Program** at their own institutions. This year, the CTL hosted Fellows from New Zealand, Australia, South Africa, and the United Kingdom.
- **Establishing a number of career development opportunities for early career faculty, and faculty new to the University**: more than 80% of faculty hired in the last year participated in CTL events.
- **Coordinating and developing submissions to external teaching award competitions** including six provincial nominations, one national nomination, and one international submission.
- **Promoting and increasing the effective use of asynchronous and in-class learning technologies** such as student response systems (clickers), podcasting, and lecture capture.
- **Organizing, with Oakland University, the fourth annual Teaching and Learning Conference**, where Windsor's undergraduate Drama students, Rod Turton and Talish Zafar, won the Dr. Wilbert J. McKeachie International Poster Prize in a competition primarily comprised of international faculty.

2.0 Mandate

The Centre for Teaching and Learning (CTL) works in partnership with academic departments, faculty members, staff, and students to enhance the practice, culture, and scholarship of teaching and learning, and to support the integration of technologies that enhance teaching and learning, at the University of Windsor. The current priorities of the Centre are:

- To facilitate and provide opportunities for professional development among faculty, graduate students, and staff based on the understanding that we are all "works in progress."
- To foster an increasingly learning-centred culture on campus, for example by identifying, tracking, assessing, valuing, and celebrating the achievement of learning outcomes.
- Through collaborative innovation with other departments and faculty, to innovate, diversify, and use technology wisely, including through e-learning, learning management systems, distributed learning, instructional technology, and distance education.
- To celebrate success in teaching and learning and promote the importance of teaching and learning at the University of Windsor, both on campus and beyond.
- To promote critical reflection on pedagogical practice, and to revisit teaching evaluation, honouring the essential distinction between formative and summative evaluation.
- To focus on people and programs that engage with the rich diversity of learners and teachers and consistently promote inclusive practice.

In the 2009-10 academic year, the Centre established a number of programs and initiatives fundamental to meeting the priorities above. The Centre offered professional development services to faculty, graduate students, and staff through workshops and events, curriculum design support, consultations and observations, and other forms of leadership. The teaching and learning technology team continued the work of updating campus learning spaces, both physical and virtual, maintaining a strong and responsive learning management system, and supporting technological innovations with an effective framework for promoting the use of these technologies in ways most likely to facilitate independent learning.

3.0 The Centre's Organizational Structure

In order to successfully fulfill its mandate, the Centre made a number of changes to its organizational structure, including the addition of three Ancillary Academic Staff (AAS). This organizational move distinguishes the Centre's operating structure from that of any other teaching and learning centre in the country: AAS reporting directly to a teaching and learning centre is unique in Canada. This restructuring also means that the operation of the Centre is becoming more aligned with that of academic units across campus. In July 2009, Dr. Pierre Boulos filled one AAS position, and is seconded 50% to the Research Ethics Board. Before the end of the reporting period, plans were finalized to begin the hiring process of the two additional AAS positions.

In August 2009, a Learning Technology Trainer position was transferred from Information Technology (IT) Services to the CTL. This move reflects the need to emphasize effective pedagogy using CLE*W*. In June 2010, the Vice-Provost, Teaching and Learning, and the Assistant to the Vice-Provost, Teaching and Learning, relocated to the fifth floor of Chrysler Hall Tower. The Centre's Media Artist and Research and Communications Coordinator, who formerly reported to the Assistant to the Vice-Provost, Teaching and Learning, began reporting to the Directors of the CTL. During this time, Pat Prieur joined the Centre, providing administrative support to the Office of the Vice-Provost, Teaching and Learning, and the CTL (The 2009-10 organizational chart can be found in Appendix A).

4.0 Teaching and Learning Development Activities

In 2009-10, the Teaching and Learning Development Unit worked with over 800 members representing every academic department on campus. The 604 participants at CTL workshops, credit courses, and half courses engaged in approximately 2,900 hours of professional development. This standard workshop number does not include participants in CLE*W* pedagogy workshops, which became part of the CTL mandate with the transfer of a position from IT Services to CTL on August 1: in 11 months, 149 individuals participated in 50 CLE*W* workshops and over 100 one-on-one sessions. The reporting period also saw the creation and launch of the first and only internationally-recognized graduate university teaching certificate program in North America. In addition, the Centre offered a record number of credit courses, half courses, and individual-, departmental-, and faculty-wide consultations on teaching and course design. The CTL continued to provide subsidies for pedagogically-related conference travel for faculty, support for other teaching-related research projects, and opportunities for faculty to share their research on teaching and learning.

4.1 University Teaching Certificate Program

In 2009, the Centre's University Teaching Certificate (UTC) program was formally recognized by the Staff and Educational Development Association (SEDA), an organization based in the United Kingdom (UK) which has been at the forefront of accreditation of educational development programs for many years, both in the UK and internationally. With SEDA recognition, the UTC program joins an international educational development network that provides advice and assistance for continuous enrichment of the program. Involvement in the SEDA network opens up opportunities for international exchange and collaboration on strategies to enhance teaching and improve the educational experience of students.

Through the UTC program, the Centre offers systematic professional and scholarly development to faculty and graduate students, with the aim of helping academics realize their potential as scholarly teachers of their disciplines and educational leaders in their academic communities. The three-certificate modular program involves graduate-level course work for credit, a selection of non-credit half courses based on participants' interests, as well as practica, independent project work, and extensive mentoring. The first certificate, *Fundamentals of University Teaching*, was piloted this year in three cohorts, with 17 participants.[1] During the first cohort, the credit course, *Course Design for Constructive Alignment*, scored an impressive 6.7/7 on the Student Evaluation of Teaching Form. Participants reported that the Program contributed to their own professional growth, and they perceive the Program as a useful and rewarding source of professional development that impacts colleagues at the departmental and/or faculty levels.

The UTC Program is the first and only SEDA-recognized graduate university teaching certificate program in North America, placing the University of Windsor at the forefront of professional and academic development in higher education. For an overview of the program, please see Appendix B.

> *"The University of Windsor is to be congratulated on its vision and initiative in adopting the de facto international standard for teacher development programmes. SEDA hopes that this will be a stimulus for other Canadian universities… to support the continuous improvements in teaching and learning that we all work for in higher education."*
>
> - Dr. Stephen Bostock, Chair, SEDA Professional Development Framework Committee, Keele University, U.K.

4.2 Workshops

In 2009-10, the CTL offered 43 workshops[2] centred on enhancing student engagement (A list of workshops along with a detailed account of workshop and theme alignment can be found in Appendix C). Workshop attendance, total contact hours generated through workshops, and overall feedback regarding workshop quality, was higher than any year before: 604 participants attended CTL workshops (comprised of 260 unique individuals); total contact hours through workshops was approximately 2,900 hours; and overall feedback regarding workshop quality averaged 3.8 out of a possible 4. Figures 1 and 2 provide attendance and contact data by faculty.

[1] This cohort was limited to a maximum of 17 participants.

[2] The standard workshop numbers do not include CLE*W* pedagogy workshops, which became part of the CTL mandate with the transfer of a Learning Technology Trainer position from IT Services to CTL in August 2009.

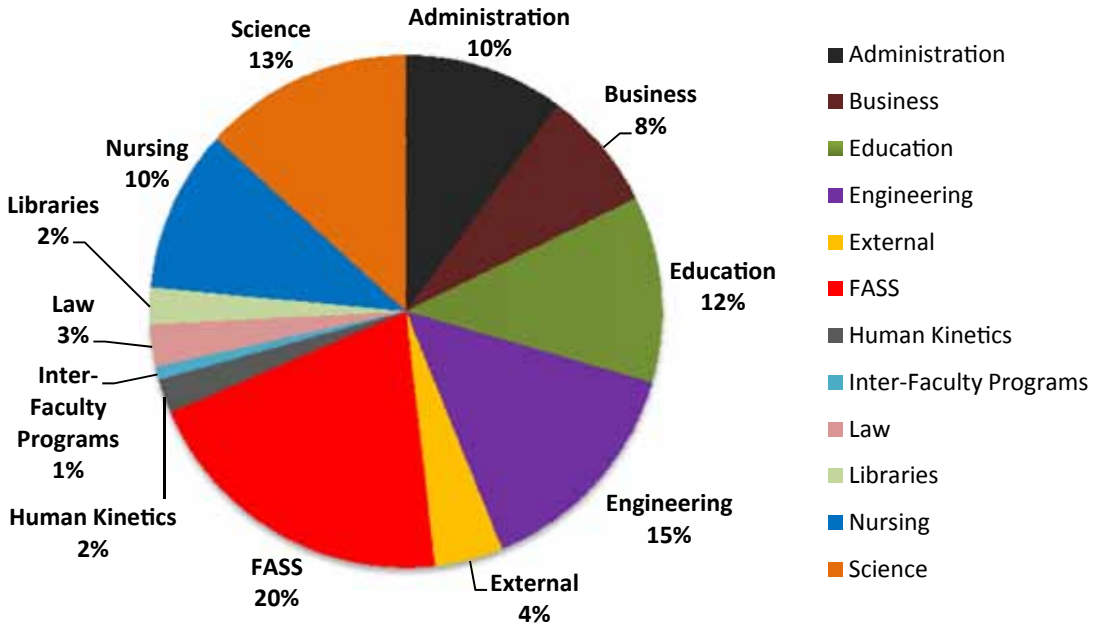


Figure 1: 2009-10 Workshop and Half-course Attendance by Faculty

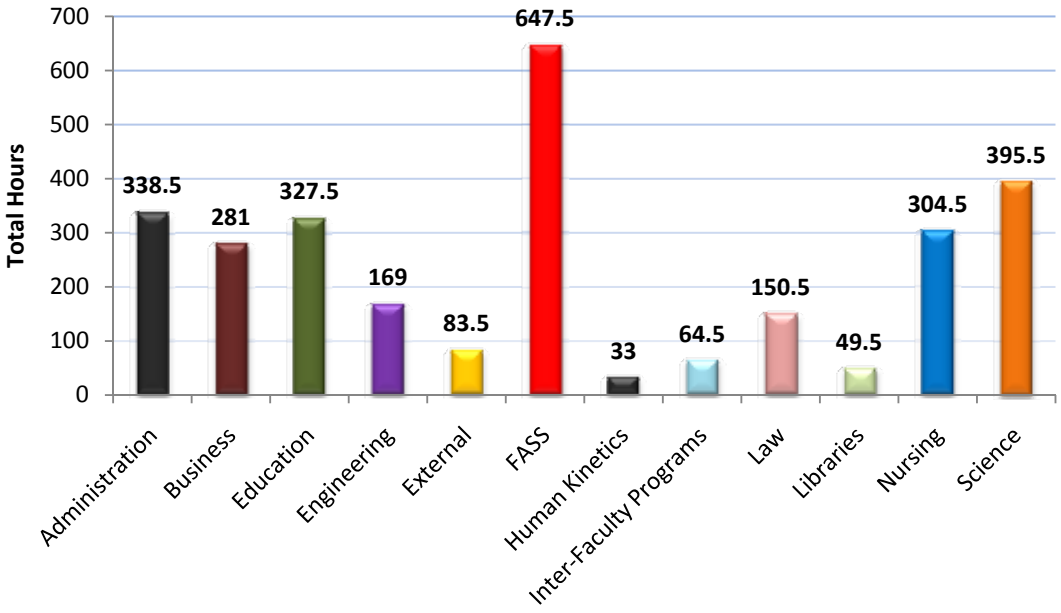


Figure 2: 2009-10 Contact Hours through CTL Workshops and Half Courses by Faculty

4.2.1 CLE*W* Training Workshops

Since its launch three years ago, the uptake of the University's Sakai-based learning management system, CLE*W*, has been impressive: nearly every student on campus has at least one course employing CLE*W* (See Section 5.1.1 for further details about CLE*W* use). In August 2009, the determination was made to transfer a Learning Technology Trainer (LTT) position from IT Services to the CTL. The development of relevant CLE*W* training and documentation is crucial to the adoption, advancement, and improvement of the learning management system at the University. This move clearly articulates the use of CLE*W* as an element of effective teaching practices.

The Learning Technology Trainer is responsible for demonstrating the capabilities of the learning management system (LMS) and developing a training program for faculty including a course content delivery structure based on clearly articulated learning outcomes, training materials, and online learning materials. The LTT delivers training workshops, one-on-one consultations, and half courses. In 2009-10, the LTT offered a record number of CLE*W* training workshops to instructors and staff representing nearly every faculty on campus: 149 participants attended 50 CLE*W* workshops. Overall feedback regarding workshop quality averaged 3.9 out of a possible 4. Figure 3 details the total number of workshop attendees by faculty. In 2009-10, the LTT also offered approximately 100 one-on-one consultations to faculty, sessional instructors, staff, and graduate students.

> *"Very impressive offerings and attendance [demonstrating] concrete evidence of your goals and mission put into motion… Simply a staggering amount of activity for a teaching and learning centre."*
>
> - Excerpt from a peer review of CTL programming by Dr. Nancy Chism, Associate Vice-Chancellor for Academic Affairs and Associate Dean of the Faculties Indiana University Purdue University Indianapolis, and Professor of Higher Education at Indiana University.

4.2.2 Invited Sessions

In addition to CLE*W* and CTL workshops, Centre staff were invited to present at departmental retreats, faculty and graduate student orientations, and campus-wide events hosted by the Faculties of Nursing, Education, Business, Engineering, Graduate Studies, Human Kinetics, Arts and Social Sciences, and the Office of Faculty Recruitment and Retention, and IT Services. The complete reference list can be found in Appendix D.

4.3 Credit Courses and Program Development

In 2009-10, the Centre increased its course offerings to include two credit courses and three half courses (Table 1). Along with the credit course *Learning-Centred Teaching in Higher Education:*

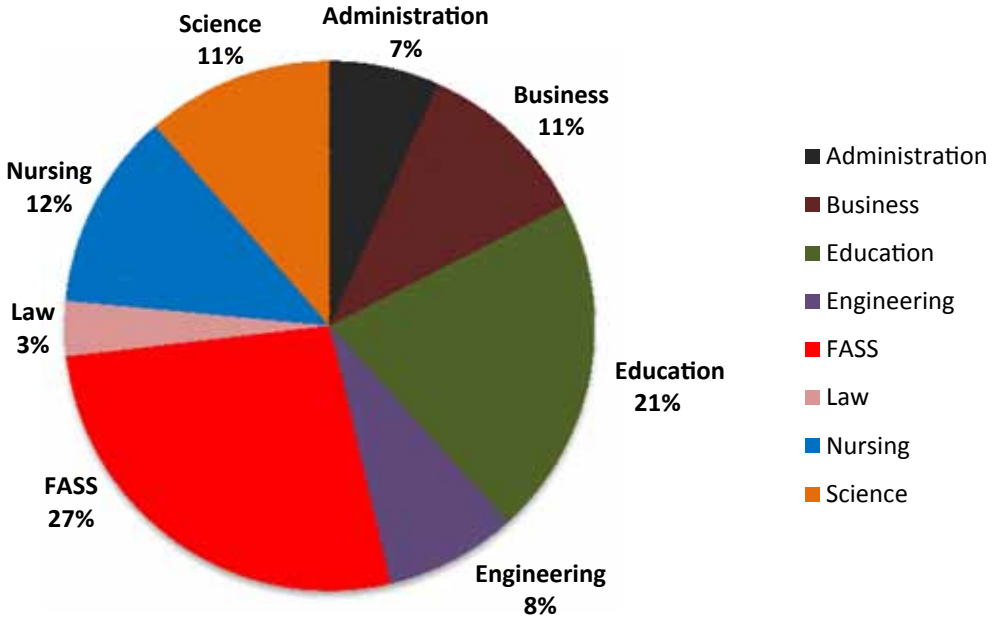


Figure 3: CLE*W* Workshop Attendance by Faculty

Table 1: 2009-10 Credit Courses and Half Courses

Course	Classification	Instructor(s)	Enrolment[3]
Learning-Centred Teaching in Higher Education: Principles and Practices	Graduate credit course	Alan Wright & Pierre Boulos	15
Course Design for Constructive Alignment	Graduate credit course	Erika Kustra & Michael K. Potter	14
Leading Effective Discussions	6-week half course	Erika Kustra	13
Lecturing and Presentations	6-week half course	Michael K. Potter	9
Online Education	6-week half course	Pierre Boulos & Lorie Stolarchuk	11

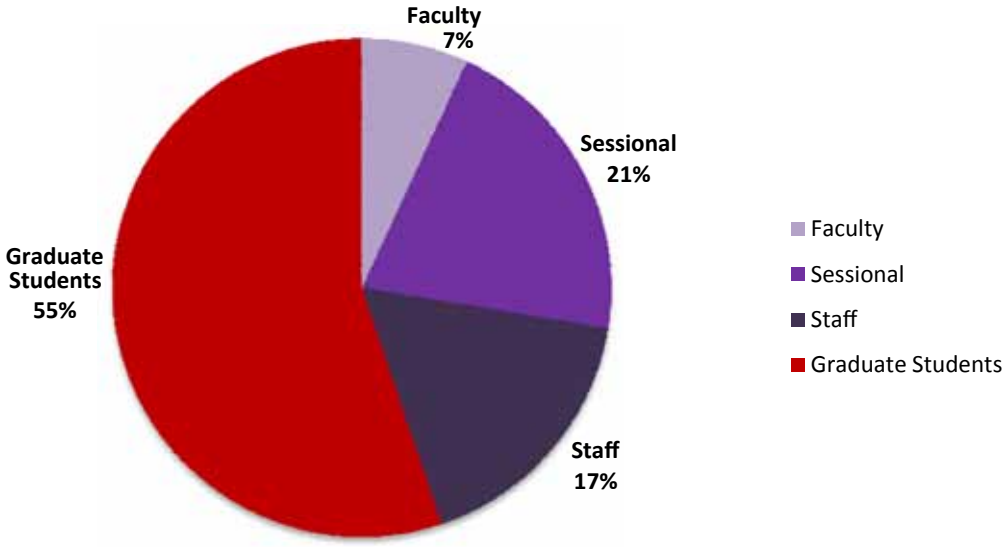


Figure 4: Students Registered in Credit Courses by Role

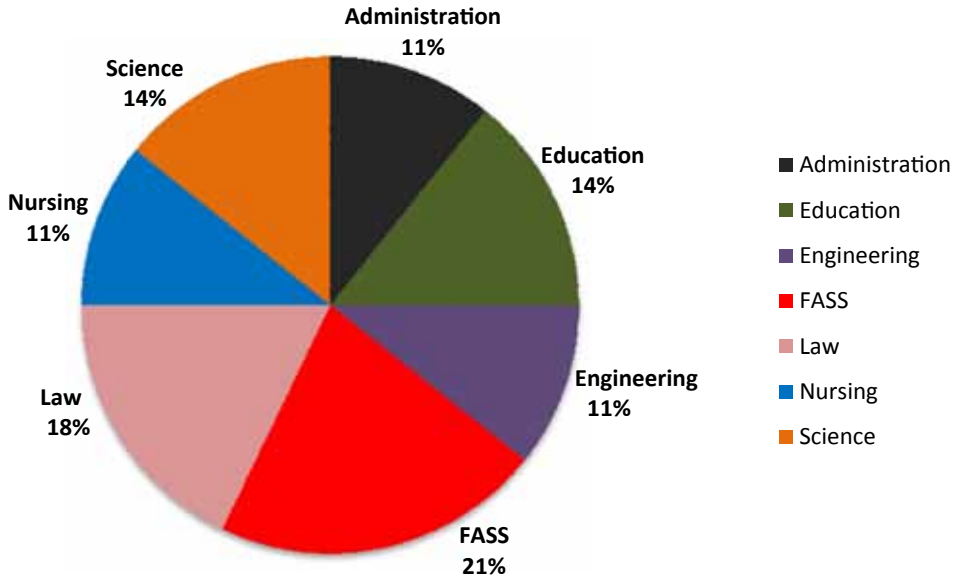


Figure 5: Students Registered in Credit Courses by Faculty

[3] Course enrolment is limited.

Principles and Practices, which was again offered through the Faculty of Education in Fall 2009, the CTL developed and offered *Course Design for Constructive Alignment* as a special topics course through the Faculty of Education in Winter 2010. Figures 4 and 5 indicate the distribution of students enrolled in both courses by faculty and status.

In 2009-10, the Centre launched a number of more extended non-credit, half courses which offer instructors and graduate students opportunities to explore issues, practice techniques more fully, and increase interaction through a growing network of scholars interested in teaching and learning issues. The Centre also offered the inaugural UTC program to faculty and graduate students. The three-certificate modular program involves graduate-level course work for credit, a selection of non-credit half courses based on participants' interests, practica, independent project work, and extensive mentoring. The UTC Program is described in detail in Section 4.1.

4.4 Early Career Faculty

In 2009-10, the CTL introduced a number of career development opportunities for early career faculty, and faculty new to the University. Early career faculty were offered preference in workshops and events throughout the year. In addition, CTL staff consulted with new faculty about course and syllabus design, assessment of student learning, writing learning outcomes, and other teaching and learning related activities. In July 2009, members of the CTL also presented and/or co-presented three workshops at the Office of Faculty Recruitment and Retention's annual New Faculty Orientation. Topics included teaching techniques, creating course outlines, developing a teaching dossier, and teaching technologies. The 2009-10 year also saw the launch of the *New Faculty Luncheon*, a luncheon held on the first day of the Summer Series on Teaching and Learning to welcome new faculty and provide an opportunity for them to meet each other, members of the CTL, and the broader University community.

4.5 The Windsor-Oakland Teaching and Learning Conference

The Windsor-Oakland Teaching and Learning Conference is an excellent model of cross-border collaboration. Windsor faculty, staff, and graduate and undergraduate students showcase their work, network with scholars from the US, and become exposed to discipline-based teaching and learning research in an international environment. Held in May 2010 on the campus of Oakland University, the fourth annual conference, themed *Student Engagement*, attracted 167 participants from 10 universities

and colleges. Thirty-two members of the University of Windsor community presented at the conference, with 33 presenters from Oakland, and another nine from institutions across Canada. An international panel of judges and popular vote awarded Windsor Drama students Rod Turton and Talish Zafar, and their supervisor, Simon du Toit, the Dr. Wilbert J. McKeachie International Poster Prize for their project, "Developing a Manifesto for Life." Windsor's team, competing against a large number of international faculty, focused their research on how the mentoring classroom dynamic—incorporated with group performance, self-expression, and creativity—aids students in developing a strong enthusiasm for their major, with which they can identify their own goals. The McKeachie prize is awarded to promote the importance and value of posters for the exploration of effective and innovative teaching and learning practices and the dissemination of research results.

4.6 Graduate Student Support and GA/TA Programs

In 2009-10, the Centre launched a number of more extended offerings for graduate students, graduate assistants (GAs), and teaching assistants (TAs) to help develop their communication, group management, leadership, teaching, and reflective skills. In addition to regular CTL workshops and events, the CTL offered two GATAcademies, two credit courses and three half courses (Section 4.3), a certificate program in university teaching (Section 4.1), a GA/TA learning community, and individual consultations.

GATAcademy is a professional development event for GAs and TAs designed to enhance their skills and knowledge through active-learning workshops. Building on the success of 2008's inaugural GATAcademy for the Faculty of Arts and Social Sciences (FASS), GATAcademy 2009 expanded to two events: one

sponsored by and created for FASS (September 3, 2009), and one sponsored by and created for the Faculty of Science (September 18, 2009). GAs and TAs facilitated or co-facilitated nearly all of the workshops at both GATAcademies. Some facilitators were drawn from the GA/TA Learning Community and others were invited based on recommendations from faculty members. A total of 241 GAs and TAs attended the GATAcademies in 2009. Overall feedback regarding workshop quality averaged 3.8 out of a possible 4. Because of tremendous uptake from students in faculties other than FASS and Science, in Winter 2010, the Centre began planning to expand GATAcademy to include: one in FASS, and another in Science and Engineering. In 2009, the Centre also collaborated with the Faculty of Graduate Studies on their annual GA/TA Orientation.

In 2009-10, the CTL offered a GA/TA Learning Community in order to provide a supportive environment for small groups of GAs and/or TAs to meet bi-weekly, share experiences and advice, take advantage of professional development opportunities, and generally work together as teachers. GAs and TAs can also request classroom observations and individual consultations, and are always invited to participate in Centre workshops and events (see Appendix C for a complete list of workshops and events).

4.6.1 GA/TA Awards

In 2008, the CTL developed two awards intended to celebrate and raise awareness of the excellence of GA/TA contributions on campus: the GA/TA Award for Educational Practice and the GA/TA Award for Educational Leadership. The 2008-9 award winners were recognized during the 2009-10 academic year: winners received free registration at the 2010 Windsor-Oakland Teaching and Learning Conference; they were celebrated at the annual Celebration of Teaching Excellence, alongside award-winning faculty members; and their biographies and photos were published in the CTL annual booklet celebrating teaching and learning, which was distributed to University administration, departments, and award winners.

This year, the Selection Committee, comprised of Windsor faculty and staff, commented on the considerable increase in the number and quality of submissions. Based on dossier submission and peer review, the 2009-10 award recipients were:

- *GA/TA Award for Educational Practice*
  - Rebecca Hill, Department of History
  - Ben F.T. Cooper, Department of Chemistry
  - Jennifer Rosati, Department of Biological Sciences
- *GA/TA Award for Educational Leadership*
  - Shaelyn Kavanaugh, Julia Colella, and Shawna Scott, Department of Psychology
  - Alexandra Leafloor, School of Dramatic Arts
  - Rob Rieveley, Department of Mechanical, Automotive, and Materials Engineering

Leadership awards for GAs and TAs are comparatively rare nationally. This award establishes Windsor as a university that values the contributions of students to its teaching and learning culture and celebrates the preparation of excellent faculty members.

4.7 Educational Consultation

In 2009-10, the CTL conducted individual consultations with members representing every faculty on campus as well as more extended consultations with over 200 faculty, staff, instructors, and students from the Faculties of Arts and Social Sciences, Science, Engineering, Law, Education, Business, Human Kinetics, and IT Services, Student Services, Great Lakes Institute Environmental Research, Visual Arts and the Built Environment, and the University of Windsor Student Alliance. In addition, the Learning Technology Trainer provided over 100 individual technology familiarization sessions.

The CTL also offers support for establishing learning outcomes for new and existing courses and programs. The Vice-Provost, Teaching and Learning, chairs the Subcommittee on Program and Course Development, providing direct input into the process of course and program development. This year, CTL staff systematically contacted all faculty members submitting programs through the course proposal process to ensure they receive the support they need to develop clear learning outcomes. Through this process, CTL staff worked directly with faculty members from the Faculties of Arts and Social Sciences, Science, Engineering, and Nursing on a total of 28 courses for approximately 100 contact hours.

In June 2010, the Centre offered its second annual Teaching Dossier Academy (TDA) to 28 participants. The TDA involved three workshops and one-on-one mentoring by experienced dossier developers, including internationally-renowned educational developer, Visiting Fellow in Educational Development, Dr. Patsy Paxton. Workshop topics were consistent with the criteria for the optional University of Windsor Promotion and Tenure Teaching Dossier. Centre staff also regularly work with individual faculty members regarding elements of their teaching dossiers at their request.

4.7.1 Distance Education

In 2009-10, the Centre continued to offer course development support and consultation to individuals and departments across campus. This year, the CTL distance education budget allowed for the development of five courses on contract (Table 2).

The Instructional Designer also provided informal support to instructors developing the following courses: *Introduction to Research Methods*; *Arabic Language*; *Principles of Arts Management I*; *Principles of Arts Management II*; *French Language*; *Communication and Diversity*; and *The World in the Twentieth Century I*, FASS; and *Management and Organizational Life*; and *Business Finance I*, Business.

Table 2: 2009-10 Distance Education Courses

Course Title	Faculty
Principles of International Law	FASS
The World in the Twentieth Century II	FASS
Gal Pals: Women and Friendship	FASS
Basic Human Nutrition	Nursing
Digital Journalism	FASS

4.8 Support for Research into Teaching and Scholarly Inquiry

The Centre engages in a range of activities intended to support faculty interested in researching teaching and learning. Since its development in 2009, the number of members of the Centre's scholarship of teaching and learning (SoTL) distribution list has nearly doubled. At present, over 300 members of the University's academic community now receive regular digests of SoTL calls for proposals, grant competitions, and publication opportunities, on a monthly basis.

Faculty travel grants constitute another element of support for the dissemination of teaching and learning research and best practices. In 2009-10, 24 faculty members from 13 distinct departments and faculties made use of CTL travel funds to attend local, regional, and national teaching and learning events. Figure 6 details travel grants awarded in 2009-10 by faculty.

In addition, Centre staff are increasingly collaborating with University faculty and staff on presentations and publications. For further details, see Appendix D.

4.8.1 Centred on Learning Innovation Fund (CLIF)

Faculty members can apply to receive funding up to $2,500 for teaching and learning projects related to a theme chosen annually. Since its launch in 2007, the CTL has awarded 38 CLIF grants to faculty members from the Faculties of Nursing, Business, Arts and Social Sciences, Education, Science, Human Kinetics, Law, and Engineering; and staff from the Leddy Library, Centre for Smart Community Innovation, International Students' Centre, Centre for Career Education, Office of the Vice-Provost, Students and Registrar, and Research Ethics Board. The many products that have emerged from this initiative, such as scholarly journal articles, books, conference presentations, classroom materials, are valuable

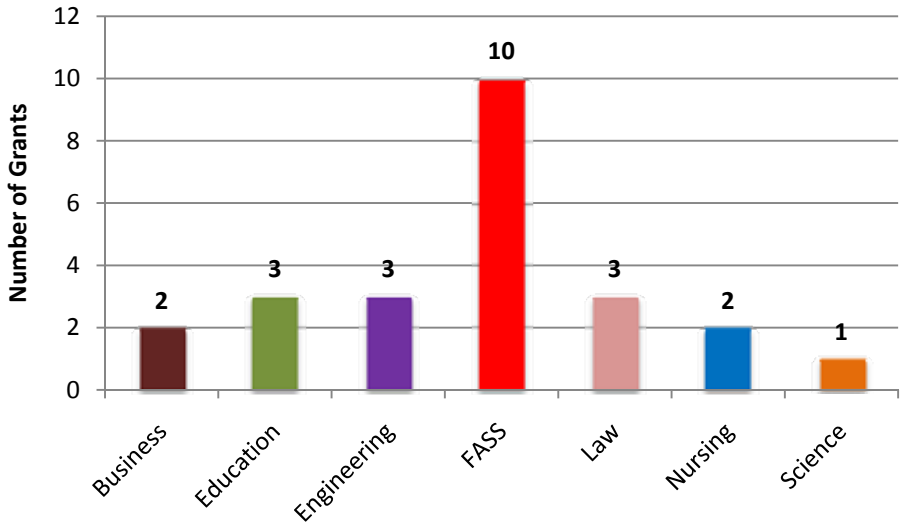


Figure 6: Travel Grants Awarded in 2009-10 by Faculty

as evidence of the impact of CLIF, as well as their contributions to the teaching and learning culture of the University.

In 2009-10, CLIF applications focused on the development, implementation, assessment, and further exploration of initiatives that increase student engagement and success at the University. In March 2010, the CTL received 18 applications centred on advising, curriculum innovation, integrated skills development, community building, peer learning, mentoring, learning support, experiential learning, incorporating innovative use of technologies in teaching, and other common curricular elements. See Appendix E for a list of 2009-10 CLIF recipients.

4.8.2 CTL Professional Development, Publications, and Presentations

Centre staff are active in teaching and learning research, within the University and in collaboration with other institutions, focused on the quality of instruction encouraging independent learning through formative feedback, assessment, learning technologies, and alternative teaching methods, and promoting the University as an institution which offers cutting-edge, internationally-recognized programs on university teaching. See Appendix D for a complete list of CTL staff publications, presentations, and grants.

4.9 Visiting Fellows in Educational Development Program

Now in its third year, the Centre's Visiting Fellows in Educational Development Program has hosted 14 fellows from New Zealand, Australia, Belgium, South Africa, the United Kingdom, and the United States. This program is unique in Canada, and has elicited great interest among educational developers across the globe: several universities are now examining the possibility of replicating the program at their own institutions.

Visiting fellows offer workshops, consult with individuals and groups, collaborate on institutional and inter-institutional research, and work closely with CTL staff, providing new perspectives to enrich program development at the University. This year's international cohort, for example, was able to provide expert knowledge about course design and learning outcomes, learning-oriented assessment, curriculum development, and academic quality matters. These extended interactions provide many opportunities to establish the Centre's, and the University's, reputation in a global network of institutions and researchers devoted to the quality of instruction. The Centre hosted seven Visiting Fellows in 2009-10 (Table 3).

4.10 Collaborations

In 2009-10, the CTL collaborated with the academic community on a day-to-day basis through activities such as:

- interchange with the international Sakai community regarding upgrades to the University's learning management system;
- collaboration with departments such as the Office of Faculty Recruitment and Retention, Faculty of Graduate Studies, and IT Services to offer invited presentations at larger events;
- collaborations with academic and service departments on the development and facilitation of workshops and on media production projects;
- collaboration with the Faculty of Science on the Science Rendezvous, an initiative taken by Ontario Universities and others to provide engaging science activities to the general public;
- collaboration with the Faculty of Engineering on the Engineering Arts Symposium, an interdisciplinary event examining the connections between Engineering, Arts, and

Table 3: 2009-10 Visiting Fellows in Educational Development

Course Title	Role	Faculty
Mark Schofield	Dean, Teaching and Learning Development	Edge Hill University, UK
Dorothy Spiller	Senior Lecturer, Teaching Development Unit	University of Waikato, New Zealand
Gordon Joughin	Senior Lecturer, Academic Development Unit	University of Wollongong, Australia
Iwona Miliszewska	Associate Head, School of Engineering and Science	Victoria University, Australia
Ewa Sztendur	Research Fellow, Centre for Innovation in Learning and Teaching	Victoria University, Australia
Damian Ruth	Lecturer, Strategic Management	Massey University, New Zealand
Patsy Paxton	Senior Researcher, South African Tertiary Education Development Project	Nelson Mandela Metropolitan University, South Africa

Business; and

- collaboration on presentations and workshops with faculty, staff, and graduate students (Appendix D).

In addition to these types of ongoing activities, the list below documents more formal CTL collaborations as well as committees on which CTL staff serve both externally and on campus.

External Invited Presentations

Bernstein, J.L., Bass, R., **Kustra, E.**, & Neely, R. (2010, May). *Why SoTL? And, why now?* Invited conference plenary at the annual conference of the Scholarship of Teaching and Learning Academy, Eastern Michigan University, MI, USA.

Kustra, E. (2010, June). Aligning the UDLE and GDLE. *Spring 2010 degree level expectations workshop: Implementing the undergraduate and graduate degree level expectations: Sharing successes and challenges.* Invited workshop at McMaster University, Hamilton, ON.

Kustra, E., Day, R., Gross, J., Atkinson, M., & Dawson, D. (2010, June). *Facilitator development workshop*. Invited multi-day workshop (40 hours) for faculty at the University of Western Ontario, London, ON.

Kustra, E. & Parson, R. (2010, June). *Mapping the GLDE*. *Spring 2010 degree level expectations workshop: Implementing the undergraduate and graduate degree level expectations: Sharing successes and challenges.* Invited workshop at McMaster University, Hamilton, ON.

Woodhouse, R., Dence, C., Borin, P., & **Kustra, E.** (2010, February). *Developing a Canadian agenda for research on the practice of educational development*. Invited, full-day pre-conference workshop at the annual conference of the Educational Developers Caucus, Thompson Rivers University, Kamloops, BC.

Wright, W.A. (2009, December). *External evaluator for University of New Brunswick's Centre for Enhanced Teaching and Learning. Teaching* Fredericton, NB.

Research Collaborations

Borin, P., Martin, L., **Kustra, E.**, Vajoczki, S., Savage, P., & Sana, F. *Scholarly Teachers and the Scholarship of Teaching and Learning*. Funded Research Team Member.

Kustra, E., **Potter, M.K.**, **Boulos, P.**, **Wright, A.**, **Baker, N.**, & **Stolarchuk, L.** *University Teaching Certificate and Graduate Teaching Assistant*. Funded Research Team.

Simmons, N., **Kustra, E.**, **Potter, M.K.**, Rodgers, R., & Wolstenholme, J. *Mapping the Canadian ED Landscape: Demographics and Practices of Post-Secondary Educational Development Centres.* Funded Research Team Member.

External Committees

Drouillard, J., E-Learning Informal Committee of Ontario Universities

Kustra, E., Advisory Member, Noble International University (NIU), USA

Kustra, E., Chair, Educational Developers Caucus Nomination Committee

Potter, M., Chair-Elect, Council of Ontario Academic Developers (COED)

On-Campus Committees

- Academic Integrity Committee
- Academic Policy Committee
- Accessibility Planning Group
- Classroom Renovations Committee
- CLEW Learning Committee
- Communications Council
- Digital Journalism Working Group
- GA/TA Awards Committee
- Information Provider Forum
- IT Leaders Group
- IT Steering Committee
- IT Steering Executive Committee
- IT Budget Committee
- LMS Steering Committee
- LMS Advisory Committee
- LMS Implementation Committee
- Provost's Coordinating Council
- University of Windsor and Oakland University Teaching and Learning Conference Organizing Committee
- University of Windsor Professional Administrators Roundtable
- University of Windsor Research Ethics Board
- Videoconferencing Policy and Technical Committees
- WUFA Council
- WUFA Executive

Peer Review: Journals

- Canadian Journal for the Scholarship of Teaching and Learning (CJSOTL)
- Collected Essays on Learning and Teaching (CELT)
- Ethics and Information Technology
- The Journal of General Education (JGE)
- International Journal of Academic Development (IJAD)
- To Improve the Academy

Peer Review: Conference Submissions

- University of Windsor and Oakland University Teaching and Learning Conference
- Higher Education Research and Development Society in Australasia (HERDSA)
- Society for Teaching and Learning in Higher Education (STLHE)
- Educational Developers Caucus Annual Conference
- Opportunities and New Directions
- Navigating Your PATH (Teaching Assistant and Graduate Student Development)
- International Blended Learning Conference

Association and Society Memberships

- Council of Ontario Educational Developers (COED)
- Higher Education Research and Development Society in Australasia (HERDSA)
- International Society for the Scholarship of Teaching and Learning (ISSOTL)
- Teaching Assistant and Graduate Student Development (TAGSA)
- Bertrand Russell Society
- Michigan Scholarship of Teaching and Learning (SoTL) Academy
- Society for Teaching and Learning in Higher Education (STLHE)
- Staff and Educational Development Association (SEDA)
- Professional Engineers Ontario (PEO)
- Educational Developers Caucus (EDC)

4.11 Recognition of Teaching Excellence

A key element of the CTL's mandate is to highlight and celebrate success in teaching and learning and ensure that leaders receive recognition for their efforts and commitment. This helps to establish a standard of quality at the University, and motivates faculty to commit themselves to establishing and fostering an effective and engaging level of instruction that helps students and creates independent learners. The CTL recognizes teaching excellence in many ways: helping in the development of thoughtfully designed teaching awards at the departmental, faculty, and campus-wide level; coordinating the submission of provincial, national, and international teaching award nominations; and publicly honouring teaching award winners at the annual Celebration of Teaching Excellence. In 2009-10, Centre staff also consulted with four units about the establishment of new teaching awards. This process is ongoing.

4.11.1 The Celebration of Teaching Excellence

Approximately 200 members of the academic community celebrated 2008-9 teaching award winners from the faculties of Science, Law, Arts and Social Sciences, Nursing, Education, Engineering, and the Odette School of Business at the annual Celebration of Teaching Excellence, on October 20, 2009. Hosted by the Office of the Provost and the Centre for Teaching and Learning, the event included CTL-produced video presentations on national award winners featuring their colleagues and students; a poster session highlighting teaching and learning research and development projects supported by CLIF; and the presentation of the University of Windsor inaugural GA/TA Awards for Educational Practice and for Educational Leadership. Following the Celebration, the Centre produced a booklet, highlighting the careers and accomplishments of award winners, which is used by award-winning faculty and the University for promotional purposes (Figure 7).

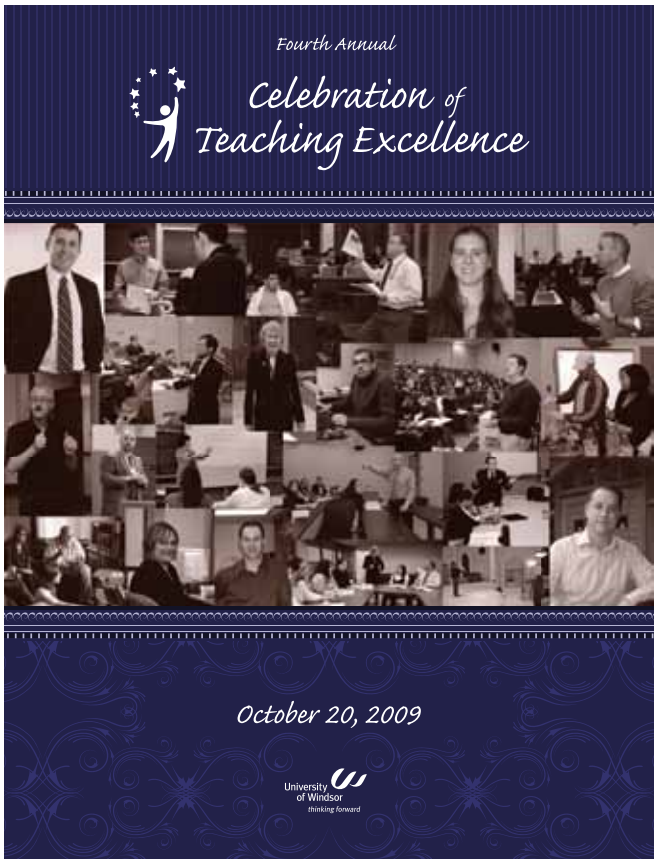


Figure 7: Fourth Annual Celebration of Teaching Excellence Book Cover

4.11.2 Coordination of External Teaching Awards

External recognition of the many excellent teachers at the University builds pride within the campus community and positively contributes to Windsor's reputation as an institution committed to providing its students with an exceptional educational experience, beginning with the quality of instruction. In 2009-10, the Centre coordinated two Ontario Confederation of University Faculty Associations (OCUFA) Teaching Award nominations, one 3M National Teaching Fellowship, four TVO Best Lecturer applications, and a submission for the North American Society for Sport Management's Distinguished Sport Management Educator Award.

4.12 Increasing Awareness of CTL Services on Campus

The CTL increased awareness of its mandate, services, and activities on campus in 2009-10 by producing a number of brochures and posters highlighting the following CTL offerings: the University Teaching Certificate program; the annual Teaching Dossier Academy; Early Career Faculty Support; and the University's videoconferencing policy (Appendix F).

In Spring 2010, Centre staff began a complete revision of the CTL website in an effort to transition to the University's new content management system, Drupal. Making this virtual move has proven helpful in organizing, categorizing, re-structuring, and filtering through web content in a more strategic fashion, emphasizing new programs and events, and archiving old ones. The Centre's new website will launch in Fall 2010.

In 2009-10, the Centre created an online registration system

(Figure 8). This system acts as a compendium of past, present, and future events, and enables Centre staff to run a number of queries detailing total and unique registrants by role, faculty, and department. Faculty, staff, students, and visitors external to the University can sign into the system and register for Centre events. Prior to the event, registrants receive an automated reminder of the date, time, and place of the event.

The Centre also maintains a mailing list organized by keyword for the purposes of generating contact lists for specific events or initiatives, in addition to its usual publicity through individual mail-outs, the Daily News, and electronic and hard copy posters designed for workshop series. Samples of publicity materials from 2009-10 can be found in Appendix G.

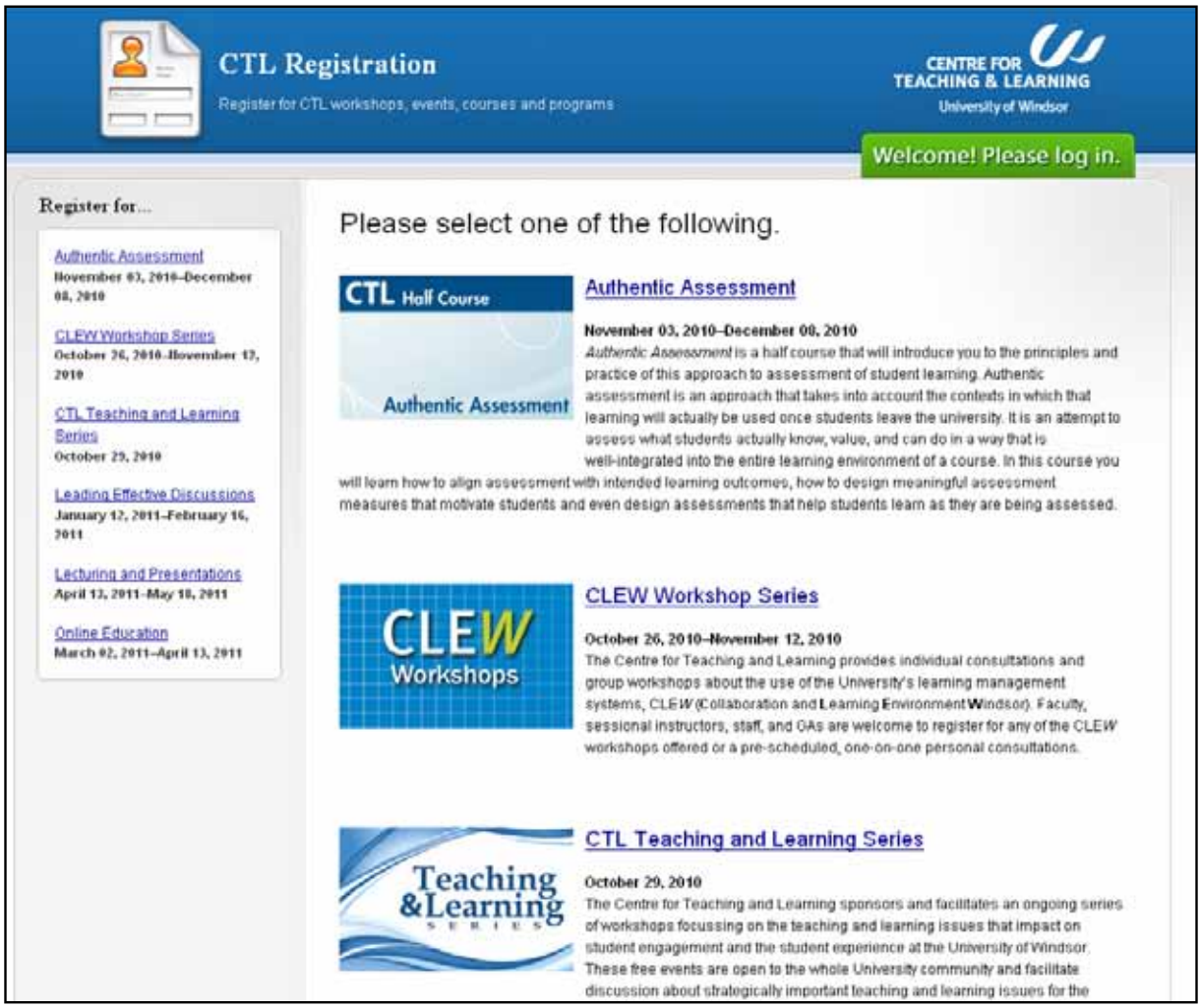


Figure 8: CTL Registration Page Screen Shot

5.0 Teaching and Learning Technologies Activities

The Educational Technologies Unit of the CTL supports the use of educational technologies on campus and the development of multimedia materials for educators and other campus groups. Key areas of responsibility include the support of CLE*W* sites, the use of in-class and asynchronous learning technologies by faculty, consultation on and installation of classroom technologies, videoconferencing, and media production services.

5.1 CLE*W*: Learning Management System

5.1.1 CLE*W* Use

In the three years since its inception, CLE*W* adoption has steadily been on the rise. At any time during the semester, approximately 1,300 users are concurrently online in CLE*W*. CLE*W* is also used by research, student, and staff groups, and faculty for professional development purposes. In 2009-10, CLE*W* supported 94 of these project sites. Table 4 provides a semester to semester comparison from 2008 to 2010, indicating the percentage of courses with CLE*W* sites in that faculty that semester.

5.1.2 CLE*W* Support

The University's learning management system (LMS) is jointly supported by the CTL and IT Services. Prior to 2009-10, primary contact was shared between the LMS Administrator in CTL and a Learning Technology Trainer in IT Services. As CLE*W* became fully functional, the determination was made in July 2009 that the Learning Technology Trainer position, with its growing emphasis on effective LMS pedagogy, should be transferred to the CTL. After joining the CTL in August 2009, the Learning Technology Trainer delivered 50 workshops and over 100 one-on-one consultations with faculty members from almost every faculty on campus in 2009-10. For more information on LMS pedagogy, see Section 4.2.1. The LMS Administrator is generally the first point of contact for instructors using CLE*W* or experiencing any difficulties with the system. In 2009-10, the CTL LMS Administrator provided approximately 110 consultations per week with instructors by phone, email, or in person.

5.2 Classroom Learning Technologies

5.2.1 Classroom Multimedia Equipment

In its ongoing effort to include instructional technology in learning spaces across campus, the CTL installed permanent multimedia equipment in 20 classrooms in 2009-2010 (Table 5).

Table 5: 2009-10 Permanent Classroom Technology Installations

LCD Monitors and DVD/VHS Combination Units
• Chrysler Hall North G125 • Chrysler Hall South 53-1 and 53-2 • Erie Hall 2137 and 2139 • Dillon Hall 254, 353, 359, 364, 365, 366, 367, and 368
Full Multimedia Installations
• Dillon Hall 350, 352, and 354 • Education Building 1121 and 1123 • Chrysler Hall North 2173 and G100

Table 4: 2008-10 Percentage of Courses with CLE*W* Sites [4]

Faculty/Program	Winter 08	Fall 08	Winter 09	Summer 09	Fall 09	Winter 10	Summer 10
Business	67%	88%	83%	78%	86%	82%	80%
Education	8%	50%	45%	13%	59%	60%	23%
Engineering	32%	38%	47%	44%	52%	56%	47%
FASS	19%	35%	41%	38%	47%	45%	41%
GLIER	0%	0%	0%	0%	0%	0%	50%
Human Kinetics	39%	67%	67%	64%	70%	73%	69%
Inter-Faculty	22%	0%	50%	0%	50%	83%	0%
Law	21%	30%	31%	0%	29%	46%	0%
Nursing	83%	71%	96%	50%	100%	99%	67%
Science	36%	42%	53%	32%	38%	57%	39%
Total	31%	46%	52%	43%	53%	59%	48%

[4] Source of SIS data: Lorraine Grondin, Office of the Registrar. CLE*W* data was retrieved from the CLE*W* database. Lab sections are excluded, as are sections which exist for administrative purposes and were not available to students.

The installation of permanent technologies, once again, led to fewer deliveries of portable AV equipment (Figure 9).

The AV Office is also responsible for maintaining classroom multimedia equipment, which involves approximately 10 maintenance or repair tasks per week, and staff regularly respond to numerous calls every day from instructors requesting support. In the past, AV staff manually updated approximately 70 classroom computers per semester. To improve efficiencies, in 2009-2010, the CTL purchased a server which allows a single technician to update all classroom computers from one central location.

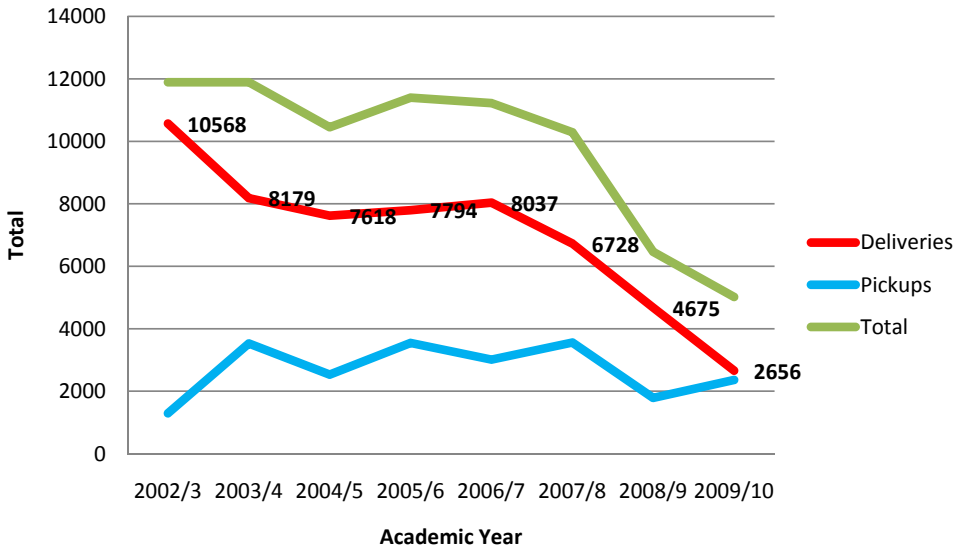


Figure 9: 2002-2010 AV Deliveries and Individual Pickups

5.2.2 Videoconferencing

In 2009, the Videoconferencing Policy Committee developed a videoconferencing policy in order to facilitate effective, consistent, and satisfactory use of the technology on campus. Specifically, the policy describes user and support staff responsibilities, timelines, and the technical requirements for the installation of new facilities involving videoconference room systems (Appendix F). The Committee is comprised of members from the CTL, Leddy Library, IT Services, and Centre for Smart Community Innovation, and is chaired by the Vice-Provost, Teaching and Learning. The videoconferencing policy was approved and adopted by the IT Steering Committee in 2010, and launched at Campus Technology Day on May 13, 2010. Technology Day's keynote speaker presented via videoconference from Alberta.

In addition to the conference rooms and classrooms in Lambton Tower and the Toldo Health Education Centre, the CTL provides videoconferencing support to the University of Western Ontario Schulich School of Medicine & Dentistry – Windsor Program. The Medical Education Building (MEB) has two multimedia classrooms with full high-definition videoconferencing capabilities, six small group learning suites, and a 48-seat computer lab. The CTL employs a full-time technician in the MEB to effectively support videoconferencing with the University of Western Ontario. Table 6 summarizes videoconference services from 2006-2009.

5.2.3 Clickers

The number of instructors using clickers in their classes increased from 27 to 45 in 2009-2010 (Figure 10). Clickers are used primarily in large first- and second-year classes. The Assistant Applications Developer held approximately 95 one-on-one sessions with instructors to help set up clicker software on their computers. In

Table 6: 2006-09 Videoconference Services

Reporting	Requests	Hours	Tests	Test Hours	Total Calls	Total Hours
2009	**136**	**279**	**40**	**24**	**176**	**303**
2008	235	519	40	32	275	551
2007	125	319	79	113	204	432
2006	93	205	36	13	129	217

addition, the Teaching and Learning Development Unit hosted eight workshops on clicker use for student engagement (See Section 4.2 for more information).

5.2.4 Podcasting

Podcasting technology enables faculty and staff to upload audio recordings of lectures, workshops, and guest speakers to the Internet using an RSS feed. This year, instructors uploaded these recordings to their CLE*W* sites for their students to access. In 2009-10, 235 podcasts were added to the directory.

5.2.5 Lecture Capture

Lecture capture technology allows instructors and staff to take video recordings of classroom activities or special events using specific software, and upload that recording to the Internet. The CTL uses software programs that combine voice-over narration with a video-capture of computer images to develop instructional materials for digital distribution. The recordings are hosted on the CTL media server for downloading and playback by students. In 2009-10, 72 videos were added to the directory. Users included instructors in the Odette School of Business, and the Faculties of Engineering, Science, Arts and Social Sciences, Law, and Nursing.

5.3 Media Production

The CTL provides a variety of media production services to the campus community, including audio recording, sound production, photography, and video services.

5.3.1 Audio Recording and Sound Production

The CTL provides multiple sound and recording systems for campus events. Events recorded, amplified, or broadcast in 2009-10 included the Enwin Green Star Award Ceremony; MEB Room Namings Ceremony; Town Hall Meetings, Bernard Cohn, Herb Gray, and William Bogart Lectures; Torture and National Security Conference (Law); Property Planning and Public Interest Conference (Law); Lieutenant Governor's Visit; Convocation (Fall and Spring); Windsor Welcome Week; Annual General Meeting (Alumni Office); Research Recognition Awards; Reel Canada Event (Education); and the Green Shield Annual Meeting.

5.3.2 Photography

Along with support for annual campus events, such as Convocation, first-year Law class photographs, and various departmental staff photography for websites, the CTL photographer was involved in covering special events including:

- Shooting high profile events such as the Celebration of Teaching Excellence and the Research Recognition Awards.
- Documenting the Windsor-Oakland Teaching and Learning Conference.
- Photographic support for special events like the Provost's Welcome, the Retirees' Dinner, the Clark Awards Dinner, the 25-Year Service Employees' Luncheon, the MEB Room Naming Ceremony, and

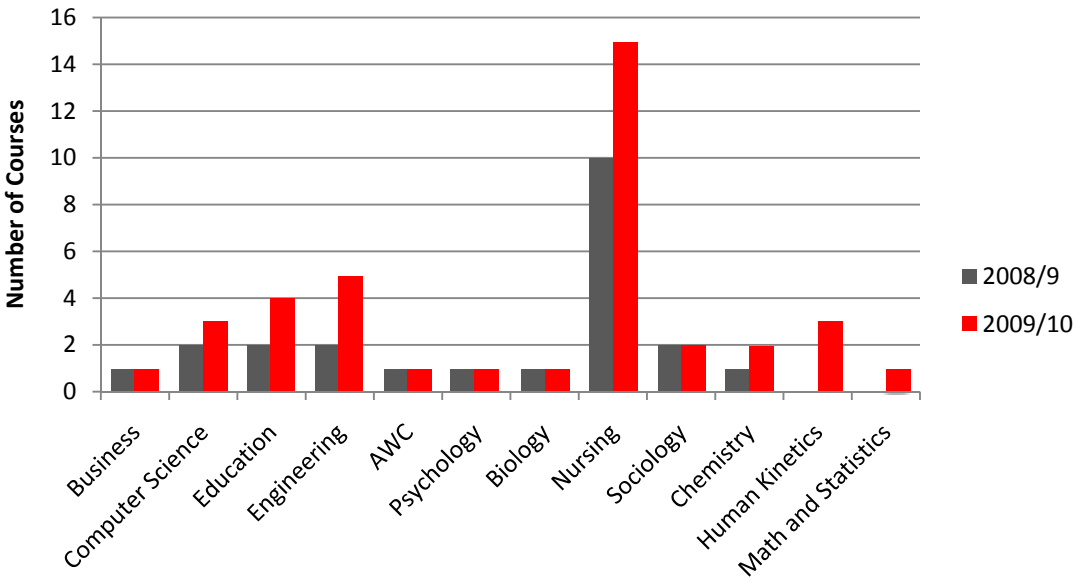


Figure 10: 2008-10 Clicker Use in Courses by Faculty

the Scholarship Donor Thank You Breakfast.
- Photography for many campus visits such as the Minister of Industry's (Tony Clement) tour of the Automotive Research and Development Centre, and representatives from Cairo University's tour of the University.
- Photography both on and off campus for the Visual Arts and the Built Environment (VABE) program.
- Documenting the Faculty of Education's Celebration of Education Teaching and Research.
- Photographic support to the Faculty of Law's Mediation Services for the completion of their brochure.
- Documenting the annual conference of the Institute of Industrial Engineers.

5.3.3 Convocation

Two sessions of the Fall 2009 Convocation and five sessions of the Spring 2010 Convocation proceedings were video recorded, webcast live, edited for broadcast on Cogeco Cable, and duplicated for distribution. In 2009-10, the CTL duplicated 206 copies of Fall and Spring sessions to graduates at their request.

5.3.4 Duplication, Encoding, and Streaming Services

Materials duplicated may be related to research or events which were originally recorded by the CTL or by the clients themselves. In 2009-10, the client list included the Office of the President (8), Faculty of Arts and Social Sciences (5), Faculty of Law (75), Faculty of Nursing (7), Department of Psychology (201), Academic Writing Centre (2), School of Social Work (6), Department of Sociology and Anthropology (1), Schulich School of Medicine & Dentistry, Windsor Program (5), School of Dramatic Art (16), School of Visual Arts (1), Office of Health and Safety (2), Odette School of Business (1), Women's Basketball (50), Convocation (206), and approximately 800 copies of *CELT*.

There have been a number of requests to encode a client's existing video recordings for access via CLE*W* course sites. In total, 1,293 videos were encoded in 2009-10. In addition, the CTL stores approximately 2,600 media files, which were accessed a combined 114,701 times during the reporting period.

5.3.5 Video Production

The CTL produced a number of videos for the following faculties, departments, and events:

- Academic Integrity Office – Produced, captioned, and streamed four videos.
- *Arts Management* – Produced two videos for the online course.
- Centre for Teaching and Learning – Produced Teaching Dossier Academy promotional video, and four videos for the Celebration of Teaching Excellence.
- Chemical Control Centre – Produced a General Spills Response safety video.
- Fall/Spring Convocation – Streamed and edited seven sessions for broadcast and distribution.
- Faculty of Engineering – Produced Union Gas/ UWindsor Energywise Partnership in Research and Education videos for the web.
- Office of Human Rights, Equity & Accessibility – Produced the Disability Awareness video.
- Information Technology Services – Produced Blackberry and Campus Technology Day presentations.
- Faculty of Law – Videotaped, edited, and streamed an interview with the Dean of Law; videotaped two public lectures (Herb Gray and Bernard Cohn); and videotaped the Torture and National Security, Property Planning and Public Interest, Lenczner Slaght conferences.
- Faculty of Nursing – Produced a simulation video.
- Human Resources – Recorded and edited the Pension Meeting video for the web.
- Office of Research Services – Produced three videos (General Introduction, Engineering, and Environmental).
- Centre for Studies in Social Justice – Produced the Stitches Project video.
- School of Social Work – Produced orientation video for the Master's program.
- TVO Best Lecturer Competition – Videotaped and edited three videos for submission to the annual competition.
- Windsor Welcome Video – Produced and edited the annual video for viewing at Welcoming Convocation.

5.4 Facility Use

5.4.1 Multimedia Lab

The CTL Multimedia Lab (ER G125) is used for classroom instruction requiring multimedia-based learning materials, and English language testing for the Academic Writing Centre. In 2009-10, Communication, Media, & Film Studies, Computer Science, Women's Studies, Education, and French Studies used the room primarily. The Lab was used for 997 hours during the year, an increase from 881 hours the previous year, and from 791

hours the year before that.

5.4.2 Studio Spaces

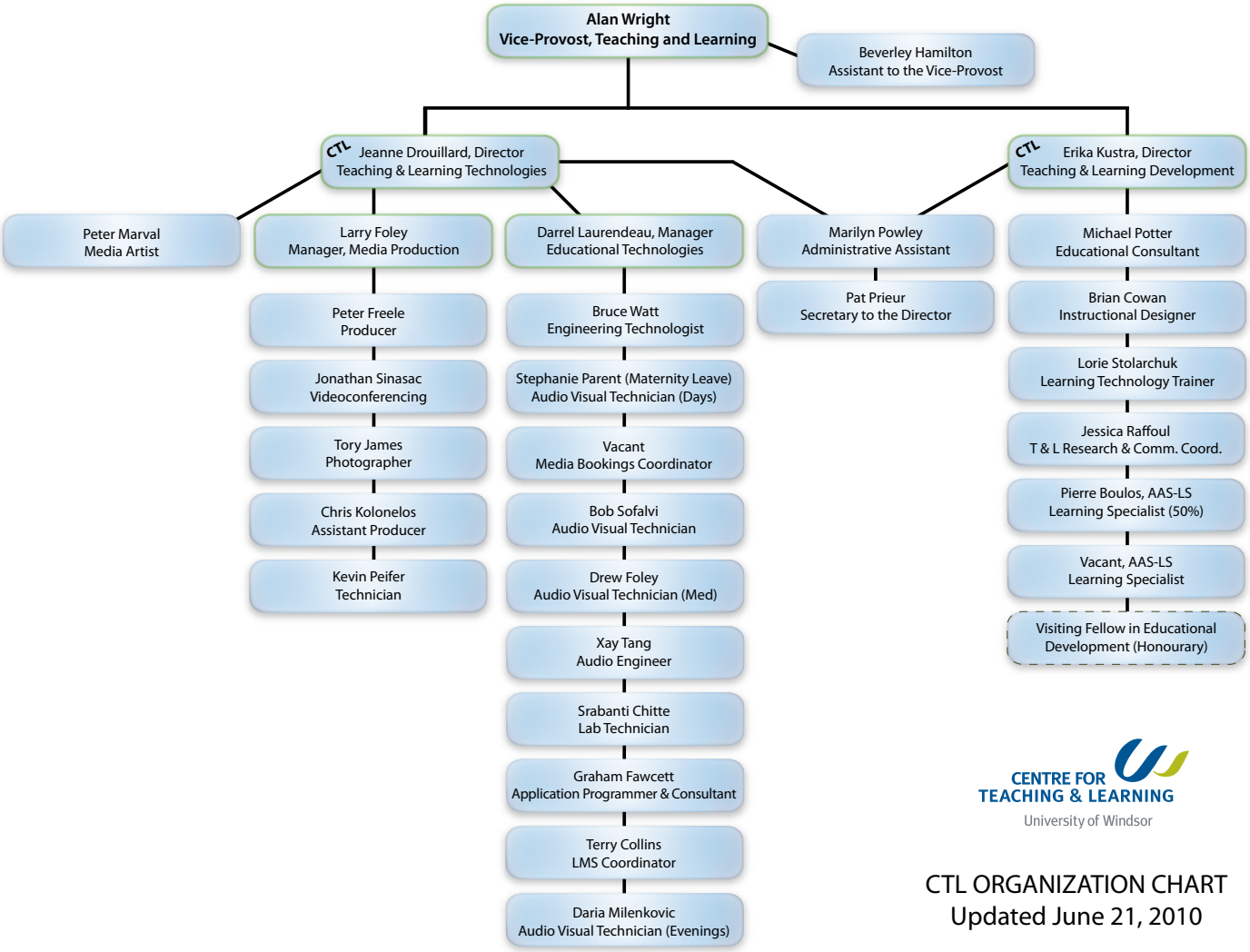
In 2009-10, CTL production (Studios A and B) and sound studios (G122, G123, and G140) were used by AAU/Departments for a total of 2,305 hours (Table 7). The studios were used primarily for coursework, public performances, recording production projects, workshops, and photography.

Table 7: Sound and Production Studio Hours

AAU/Department	Production Studio Hours	Sound Studio Hours
Centre for Teaching and Learning	394.5	23
Music	357.5	46
Communication, Media, and Film	346.5	814
Dramatic Art	191	-
Academic Integrity Office	47	-
Nursing	45.5	-
Law	40	-
Total	2,305	

Appendix A: CTL Organizational Chart, June 2010

This chart represents the CTL organizational structure at the end of the reporting period.



CENTRE FOR TEACHING & LEARNING
University of Windsor

CTL ORGANIZATION CHART
Updated June 21, 2010

Appendix B: University Teaching Certificate Overview

The Three Levels of the Program

THE UNIVERSITY TEACHING CERTIFICATE (UTC) PROGRAM

Program Overview

An academic and practical program emphasizing the development of scholarly teaching:

- Evidence-based, theoretically-grounded pedagogy, course design, and assessment.
- Adaptable, flexible, and practical approaches to fostering effective learning environments and deep learning.
- Encouragement and support in applying new learning to current teaching responsibilities.
- Cycles of activity, constructive feedback, and critical reflection facilitating the integration of theory and practice.
- Supported self-direction including responsive mentoring, a personal learning plan, and portfolio-based assessment.

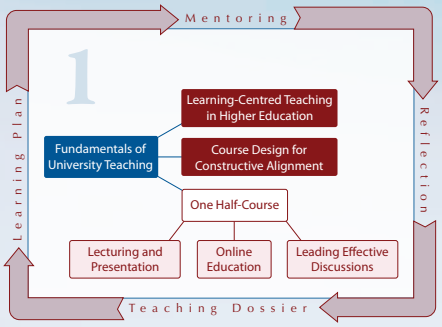
The UTC is a post-graduate academic program. Given a commitment of 5-10 hours per week, participants can complete each independent level in approximately one year. All levels involve reading, study, individual or group assignments, and ongoing, multi-modal assessment. Later levels involve classroom and institutional practica.

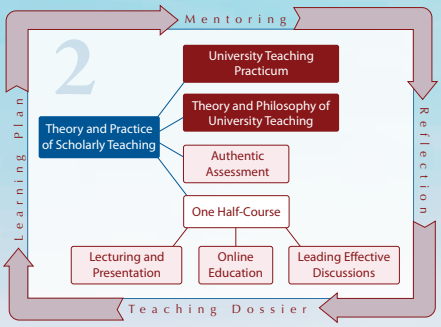
The UTC: Core Principles

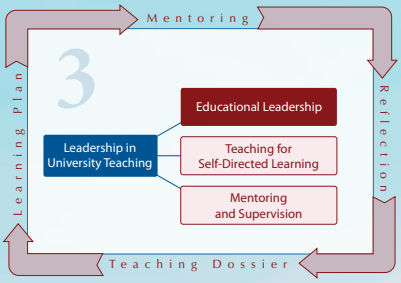
- All academics have the potential to become more effective teachers.
- Adult learners are best served by environments encouraging autonomous learning and inquiry.
- There are many kinds of effective teaching.
- The best teachers draw upon a store of knowledge and skills to adapt to changing circumstances.
- Critical inquiry, thorough reflection, and informed leadership are fundamental elements of scholarly teaching.

UTC
University Teaching Certificate

uwindsor.ca/utc







The UTC includes three independent levels with a certificate of completion for each level

International Recognition

Staff and Educational Development Association (SEDA), a UK-based, international academic development network, has formally recognized the UTC program, meaning that its curriculum and instructors have been reviewed and found to be consistent with the organization's rigorous and internationally respected professional development framework for post-secondary teaching and learning. UTC graduates meet internationally recognized standards in teaching and learning. The SEDA network offers many benefits in terms of ongoing program development and inter-institutional exchange.

The UTC is the first SEDA-recognized program in North America.

CENTRE FOR TEACHING & LEARNING
University of Windsor

SEDA
STAFF AND EDUCATIONAL DEVELOPMENT ASSOCIATION

Appendix B: University Teaching Certificate Overview

Fundamentals of University Teaching: Program-Level Learning Outcomes

By the end of this program the successful participant should be able to . . .	**Mentored Planning, Reflection, & Dossier Development**	**Learning-Centred Teaching in Higher Education**	**Course Design for Constructive Alignment**	**One of:** *Leading Effective Discussions*, *Lecturing & Presentation*, or *Online Education*
1 - Draw on multiple teaching strategies, background knowledge, & reflective insight to adapt practice	**X**	**X**	**X**	**X**
2- Identify the presuppositions inherent in his or her teaching practices, change them as needed, justify, & use them to explicitly inform practice	**X**		**X**	
3 - Evaluate the effectiveness of his or her own teaching & assessment practices, & courses, in a variety of ways, taking into account contextual variables, & adapt accordingly	**X**	**X**	**X**	
4 - Respond constructively to common issues in post-secondary teaching & learning	**X**	**X**	**X**	**X**
5 - Critically reflect, discuss, analyze, & evaluate educational concepts, beliefs, values, practices, issues, orientations, philosophies, strategies & outcomes to guide practice	**X**	**X**	**X**	**X**
6 - Find & evaluate scholarly information on teaching & learning & use it to guide practice	**X**	**X**	**X**	
7 - Design & use curricula, assignments, & lessons that inspire & support deep learning	**X**	**X**	**X**	**X**
8 - Design effective learning outcomes, aligned with learning experiences & assessment	**X**	**X**	**X**	
9 - Support student learning by building rapport with students, attending to multiple styles or modes of learning, proactively minimizing non-pedagogical conflict, & otherwise creating learning-centred classroom atmosphere	**X**	**X**	**X**	**X**
10-Formulate answers to fundamental questions of education, drawing on scholarly theory & information where relevant				
11-Frame & evaluate his or her teaching practices using a variety of pedagogical orientations, philosophies & theories				
12 - Advise, mentor, & supervise students to effectively support their learning & development, adapting to contexts, needs, & interpersonal styles				
13 - Lead new educational initiatives at the department, faculty, or institutional level – such as curricular reforms & departmental learning communities				

Appendix C: 2009-10 Workshops

Title	Presenter(s)[1]	Duration (hrs)	Attendance	Learning Outcomes & Alignment	Assessment & Feedback	Communicating in the Classroom	Inclusive Pedagogies	Professional & Reflective Practices	Active Learning Strategies	Students & Student Engagement
AUGUST 2009										
The Clicker Primer, Part I	Brad Ketellars	2	21		✔		✔		✔	✔
The Clicker Primer, Part II	Brad Ketellars	2	14		✔		✔		✔	✔
Making Multiple Choice Work for You	David DiBattista	3	36		✔					
Roadmaps for Success: Clarity in Course Design	Dorothy Spiller & Erika Kustra	2	33	✔				✔		
Day One: The Power of First Impressions	Tina Pugliese, Siyaram Pandey, & Erika Kustra	2	36			✔		✔	✔	✔
Aligned Assessment: Learning Outcomes Grow Up	Jim Coyle, Todd Sands, & Nick Baker	2	21	✔	✔			✔		✔
Energizing the Student Experience in Large Classes	Kirsten Poling, Kristina Verner, & Nick Baker	2	35			✔	✔		✔	✔
High Impact Feedback	Dorothy Spiller	2	24		✔					✔
Identifying Students at Risk – And What to Do Next	Mohsan Beg, Karen Roland, & David Ryan-Soderlund	2	13			✔	✔			
Creating Your Teaching Dossier to Reflect Pedagogical Priorities	Alan Wright & Nick Baker	2.5	28					✔		
SEPTEMBER 2009										
FASS & Science GATAcademies	---	--	241	✔	✔	✔	✔	✔	✔	✔
Research and Teaching Synergy: Enhancing Student Learning?	Dorothy Spiller & Erika Kustra	1.5	14						✔	✔
OCTOBER 2009										
Using Consoles for Classroom Presentations	Stephanie Parent	1	11			✔			✔	✔
Getting the Most out of Clickers	Lorna Stolarchuk	0.5	6		✔		✔		✔	✔
The Care and Feeding of Graduate Student-Supervisor Relationships: A Toolkit for Planning Successful Graduate Research	Michael K. Potter & Nick Baker	3	7		✔			✔		✔
Assessment Matters: Marking and Feedback for GAs and TAs	Gordon Joughin & Nick Baker	3	5	✔	✔					✔
Teaching Conversations: Moving Ahead as Excellent GAs and TAs	Nick Baker	1	2			✔		✔		✔
Using Consoles for Classroom Presentations	Daria Milenkovic	0.5	8			✔			✔	✔

[1] CTL presenters are in red, University faculty and staff are in blue, visiting fellows are in green, and external presenters are in purple.

Appendix C: 2009-10 Workshops

Title	Presenter(s)	Duration (hrs)	Attendance	Learning Outcomes & Alignment	Assessment & Feedback	Communicating in the Classroom	Inclusive Pedagogies	Professional & Reflective Practices	Active Learning Strategies	Students & Student Engagement
OCTOBER 2009										
Teaching Dossier Workshop Part II	Alan Wright & Nick Baker	2	7					✔		
Curious About Clickers?	Brad Ketellars, Lorna Stolarchuk, & Srabanti Chitte	1	4		✔		✔		✔	✔
Clicker Installation Boot-Camp for Instructors	Brad Ketellars, Lorna Stolarchuk, & Srabanti Chitte	1	4		✔		✔		✔	✔
Clickers: Reports, Conditional Branching, Teams, and Demographics	Brad Ketellars, Lorna Stolarchuk, & Srabanti Chitte	1	2		✔		✔		✔	✔
NOVEMBER 2009										
Oral vs. Written Assessment of Student Learning: Exploring the Benefits of Assessing Learning by the Spoken Word (brown bag lunch)	Gordon Joughin	2	6	✔	✔		✔			✔
Designing Assessment to Support Student Learning	Gordon Joughin	3	11	✔	✔					✔
Teaching Dossier Workshop Part III	Alan Wright & Nick Baker	2.5	6					✔		
DECEMBER 2009										
Instructional Skills Workshop	Erika Kustra, Michael K. Potter, & Lorna de Witt	24	8	✔		✔	✔	✔	✔	✔
Clicker Installation Boot-Camp for Instructors	Lorna Stolarchuk & Srabanti Chitte	1.5	2		✔		✔		✔	✔
Clickers: Reports, Conditional Branching, Teams & Demographics	Lorna Stolarchuk & Srabanti Chitte	1.5	3		✔		✔		✔	✔
Linking Learning Outcomes and Assessment Practices	Alan Wright & Gordon Joughin	2	11	✔	✔	✔		✔	✔	✔
JANUARY 2010										
Online Education (half-course)	Pierre Boulos & Lorna Stolarchuk	--	11	✔	✔		✔		✔	✔
FEBRUARY 2010										
iPods & iTunes Webinar	Higher Education Hero Webinar	1	3				✔			
Engaging Students: Practical Strategies for Success (Magna Audio Seminar)	Joy Mighty	2	10				✔		✔	✔
Five Minutes to Better Teaching: Using Feedback to Improve Your Teaching	Erika Kustra & Lorna de Witt	4	6	✔		✔		✔	✔	✔

[1] CTL presenters are in red, University faculty and staff are in blue, visiting fellows are in green, and external presenters are in purple.

Appendix C: 2009-10 Workshops

Title	Presenter(s)	Duration (hrs)	Attendance	Learning Outcomes & Alignment	Assessment & Feedback	Communicating in the Classroom	Inclusive Pedagogies	Professional & Reflective Practices	Active Learning Strategies	Students & Student Engagement
FEBRUARY 2010										
Leadership for Excellence in Teaching and Learning: An Introduction to Educational Leadership	Iwona Miliszewska	2	19					✔		✔
Doing Quantitative Research in Teaching and Learning	Ewa Sztendur	2	11					✔		
MARCH 2010										
Leading Effective Discussions (half-course)	Erika Kustra	18	13		✔	✔	✔	✔	✔	✔
Leadership in Teaching GAs, TAs, and Sessional Staff	Nick Baker, Catherine Kuharski, Jesse Bauer, Melanie Santarossa, Anoop Gupta, & Marian Manavathu	2	18					✔		✔
Exploring Forms of Knowledge	Damian Ruth	2	18				✔	✔	✔	
APRIL 2010										
Ethical Behaviour as Leadership in Education	Pierre Boulos & Michael K. Potter	2	16		✔	✔	✔	✔		✔
Instructional Skills Workshop	Erika Kustra, Michael K. Potter, & Lorna Stolarchuk	24	9	✔		✔	✔	✔	✔	✔
Exploring Forms of Knowledge	Damian Ruth	2	10				✔	✔	✔	
Lecturing and Presentations (half course)	Michael K. Potter	27	9	✔	✔	✔	✔	✔	✔	✔
APRIL 2010										
4th Annual University of Windsor-Oakland University Teaching and Learning Conference	--	--	167	✔	✔	✔	✔	✔	✔	✔
MAY 2010										
Teaching Dossier Academy	Alan Wright, Patsy Paxton, Pierre Boulos, Erika Kustra, Michael K. Potter, Nick Baker, & Beverley Hamilton	8.5	28					✔		

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Appendix D: CTL Professional Development, Publications, and Presentations

Monographs and Annual Journals Edited

Raffoul, J. (Managing Ed.). (2010). *Collected Essays on Learning and Teaching, III*. Society for Teaching and Learning in Higher Education: Windsor, ON.

Wright, A., Wilson, M., MacIsaac, D. (Eds.). (2010). *Collected Essays on Learning and Teaching, III*. Society for Teaching and Learning in Higher Education: Windsor, ON.

Monographs and Articles Published

Wright, A. & Monette, M-J. (2010). L'Accès et la Réussite au Postsecondaire pour les Étudiants Issus de Groupes Sous-Representes: Un Défi Collectif. *Collected Essays on Learning and Teaching, 3,* 15-21.

Wright, A., Monette, M-J., **Hamilton, B.** (2010). Paddle your own canoe: Metaphors for teaching between the tides. *Collected Essays on Learning and Teaching, 3,* 75-80.

Book Chapters

Wright, A. (2010). Foreword. In D. Kaufman & L. Sauvé, *Educational gaming and simulation environments: Case studies*. Hershey (PA): IGI Global.

Wright, A. (2010). Mind the gap: Aligning research and practice in teaching, learning and educational development. In J. Christensen Hughes & J. Mighty (Eds.), *Taking stock: Research on teaching and learning in higher education*. Montreal: McGill-Queen's University Press.

Zimmermann, A., **Baker, N.**, Inskip, C. Linnell, J.D.C., Marchini, S., Odden J., Rasmussen G., & Treves, A. (2010). Contemporary views of human-carnivore conflicts on wild rangelands. In J. du Toit, R. Kock & J.C. Deutsch (Eds.), *Wild rangelands: Conserving wildlife while maintaining livestock in semi-arid ecosystems* (pp. 129-151). Wiley-Blackwell, UK.

Proceedings

Sauvé, L, Debeurme, G., **Wright, A.**, Racette, N. et Pépin, K. (2010 - sous presse). Validation d'un dispositif en ligne d'aide à la persévérance aux études postsecondaires. 6e Colloque CIRTA - *Recherche et pratique du e-Learning*, l'Université Laval, Québec, 16-18 novembre, 4 pages.

Invited Presentations

Baker, N., Gomez, A., Hartley, H., Magliaro, J., Poling, K., Smith, P., & Winter, J. (2010, June). *Constantly connected: Engaging students in the wireless classroom*. Invited presentation at Campus Technology Day, University of Windsor, Windsor, ON.

Appendix D: CTL Professional Development, Publications, and Presentations

Bernstein, J.L., Bass, R., **Kustra, E.**, & Neely, R. (2010, May). Why SoTL? And, why now? Invited conference plenary at the annual conference of the Scholarship of Teaching and Learning Academy, Eastern Michigan University, MI, USA.

Bornais, J. & **Boulos, P.** (2009, July). *Preparing for the first day of teaching*. Invited presentation at the New Faculty Orientation, University of Windsor, Windsor, ON.

Chitte, S. & **Laurendeau, D.** (2010, June). *Automated classroom computer upgrades with SCCM.* Invited presentation at Campus Technology Day, University of Windsor, Windsor, ON.

Kustra, E. (2009, September). *Centred on learning at the University of Windsor*. Invited presentation at the University of Windsor Graduate Student Orientation, University of Windsor, Windsor, ON.

Kustra, E. (2009, September). *Working in teams*. Invited presentation to students in the *Capstone Engineering Design* course, University of Windsor, Windsor, ON.

Kustra, E. (2009, December). *Refining curriculum*. Invited presentation at the Human Kinetics Departmental Retreat, University of Windsor, Windsor, ON.

Kustra, E. (2010, June). Aligning the UDLE and GDLE. *Spring 2010 degree level expectations workshop: Implementing the undergraduate and graduate degree level expectations: Sharing successes and challenges.* Invited workshop at McMaster University, Hamilton, ON.

Kustra, E., Day, R., Gross, J., **Potter, M.K.**, Atkinson, M., & Dawson, D. (2010, June). *Facilitator development workshop*. Invited multi-day workshop (40 hours) for faculty at the University of Western Ontario, London, ON.

Kustra, E. & Parson, R. (2010, June). Mapping the GLDE. *Spring 2010 degree level expectations workshop: Implementing the undergraduate and graduate degree level expectations: Sharing successes and challenges.* Invited workshop at McMaster University, Hamilton, ON.

Kustra, E. & **Potter, M.K.** (2010, February). *Leading discussions: Peer mentors*. Invited presentation at the undergraduate peer mentors, University of Windsor, Windsor, ON.

Kustra, E., **Potter, M.K.**, & **Baker, N.** (2010, April). *Learning outcomes*. Invited presentation to the Department of Civil and Environmental Engineering, University of Windsor, Windsor, ON.

Kustra, E. & Ruth, D. (2010, May). *Faculty development workshop*. Invited presentation to Odette School of Business faculty, University of Windsor, Windsor, ON.

Kustra, E. & Schofield, M. (2009, July). *Creating a teaching dossier.* Invited presentation at the New Faculty Orientation, University of Windsor, Windsor, ON.

Kustra, E. & Schofield, M. (2009, July). *Creating course outlines*. Invited presentation at the New Faculty Orientation, University of Windsor, Windsor, ON.

Potter, M.K. (2009, September). *Exploring learning preferences*. Invited presentation at the University of Windsor Graduate Student Orientation, University of Windsor, Windsor, ON.

Appendix D: CTL Professional Development, Publications, and Presentations

Stolarchuk, L. (2009, July). *Teaching technologies*. Invited presentation at the New Faculty Orientation, University of Windsor, Windsor, ON.

Stolarchuk, L. (2009, September). *CLEW basics*. Invited presentation at the Faculty of Nursing's Sessional Instructor Orientation, University of Windsor, Windsor, ON.

Stolarchuk, L. (2010, February). *CLEW and you.* Invited presentation to the Faculty of Education's Graduating Class, University of Windsor, Windsor, ON.

Stolarchuk, L. & Tousignant, W. (2010, June). *Online teaching and learning imaginarium*. Invited presentation at Campus Technology Day, University of Windsor, Windsor, ON.

Stolarchuk, L. & **Kustra, E.** (2010, February). *CTL, CLEW, and you.* Invited presentation to the Odette School of Business Faculty Council, University of Windsor, Windsor, ON.

Woodhouse, R., Dence, C., Borin, P., & **Kustra, E.** (2010, February). *Developing a Canadian agenda for research on the practice of educational development*. Invited, full-day pre-conference workshop at the annual conference of the Educational Developers Caucus, Thompson Rivers University, Kamloops, BC.

Conference Presentations

Baker, N., Paxton, P., **Kustra, E.**, & **Wright, A.** (2010, June). Visiting fellowships in educational development: Creating international partnerships in professional development and developing the developers. Peer-reviewed presentation at the annual conference of the Society for Teaching and Learning in Higher Education, Ryerson University, Toronto, ON.

Eansor, D.M., **Wright, A.**, & Monette, M-J. (2009, October). *Strategies to increase Aboriginal access: Higher stakes for higher education professional programs?* Peer-reviewed presentation at the Inaugural Conference of the Canadian Post-secondary Access Partnership, Toronto, ON.

Holmes, T., Ewert-Bauer, T., **Hamilton, B.**, **Potter, M.K.**, & Wuetherick, B. (2010, February). *Metaphors of nation in the construction of Canadian developer identities*. Peer-reviewed presentation at the annual conference of the Educational Developers Caucus, Thompson Rivers University, Kamloops, BC.

Manathunga, C., Holmes, T., Green, D.A., Little, D., Wuetherick, B., Rathbun, G., Turner, N., & **Hamilton, B.** (2010, June). *The political geographies of academic development: neutral, non-neutral and/or marginal*. Symposium presented at the 8th Conference of the International Consortium of Educational Development: Enhancing strategies for global quality learning in higher education, Barcelona, Spain.

Kustra, E., **Potter, M.K.**, **Boulos, P.**, & **Wright, A.** (2010, May). *Provoking change through intentional design: An internationally accredited certificate program*. Poster presented at the fourth annual University of Windsor and Oakland University Teaching and Learning Conference, Oakland University, Rochester, MI.

Appendix D: CTL Professional Development, Publications, and Presentations

Kustra, E., **Potter, M.K.**, **Boulos, P.**, & **Wright, A.** (2010, June). *Provoking change through intentional design: An internationally accredited certificate program*. Peer-reviewed presentation at the annual conference of the Society for Teaching and Learning in Higher Education, Ryerson University, Toronto, ON.

Potter, M.K. (2010, June). *Learning the shape of the sp*oon. Peer-reviewed presentation at the annual conference of the Society for Teaching and Learning in Higher Education, Ryerson University, Toronto, ON.

Potter, M.K. & **Kustra, E.** (2010, February). *The relationship between scholarly teaching and scholarship of teaching*. Workshop facilitated at the annual conference of the Educational Developers Caucus, Thompson Rivers University, Kamloops, BC.

Potter, M.K. & **Kustra, E.** (2010, May). *A shaky foundation? The importance of reflective practice in scholarly teaching*. Peer-reviewed presentation at the annual conference of the Scholarship of Teaching and Learning Academy, Eastern Michigan University, MI, USA.

Potter, M.K. & Keating, B. (2010, April). *Models and experiences in the development of graduate student leadership.* Peer-reviewed presentation at Opportunities and New Directions Annual Conference, University of Waterloo, Waterloo, ON.

Simmons, N., Cassidy, A., **Kustra, E.**, Macpherson, A., **Potter, M.K.**, Rodgers, R., Scrimger, A., Wilson, M., & Wolstenholme, J. Z-K. (2010, February). *ED website A, B, C, D: A bridge for cross-cultural dialogue?* Peer-reviewed presentation at the annual conference of the Educational Developers Caucus, Thompson Rivers University, Kamloops, BC.

Stolarchuk, L. (2009, September). *Examples of universal design in higher education (UDHE)*. Poster presentation at the Lilly Conference on College & University Teaching, Traverse City, MI, USA.

Stolarchuk, L. & Tousignant, W. *Online teaching and learning imaginarium*. Peer-reviewed presentation at the annual Sakai Conference, Denver, CO, USA.

Stolarchuk, L., Visser, B., Bristow, P., & **Collins, T.** (2010, June). *Sunset to sunrise: The University of Windsor evolution of Sakai*. Peer-reviewed presentation at the annual Sakai Conference, Denver, CO, USA.

Woodhouse, R., **Kustra, E.**, Boyd, C. (2010, June). Leading a centre for teaching and learning. Peer-reviewed presentation at the annual conference of the Society for Teaching and Learning in Higher Education, Ryerson University, Toronto, ON.

Wright, A. & Monette, M-J. (2010, February). *Ensemble for engagement*. Peer-reviewed presentation at the annual conference of the Educational Developers Caucus, Thompson Rivers University, Kamloops, BC.

Wright, A., & Monette, M-J. (2010, June). *A holistic approach to student success*. Poster presented at the International Consortium of Educational Development (ICED), Barcelona, Spain.

Appendix D: CTL Professional Development, Publications, and Presentations

Grants

Simmons, N., Kustra, E., Macpherson, A., Potter, M.K., Scrimger, A., & Wilson, M. (2009). *Mapping the Canadian ED landscape: Demographics and practices of post-secondary educational development centres (Phase II)*. Educational Developers Caucus (EDC) Grant, $2500.

Research Teams

FQRSC – Actions concertées. Les troubles d'apprentissage liés aux stratégies d'études, à l'oral, à l'écrit et aux calculs et l'apport des outils d'aide chez les étudiants en première année d'études au collège et à l'université. Louise Sauvé, chercheure principale en collaboration avec Godelieve Debeurme, François Ruph, Nicole Racette, Alan Wright, Philippe Labelle, Denise Berthiaume, Marie Michèle Roy et Johanne Raymond. 2009-2012.

Mapping the Canadian ED Landscape: Demographics and Practices of Post-Secondary Educational Development Centres, Research Team: Nicola Simmons, University of Waterloo; Erika Kustra and Michael K. Potter, University of Windsor; Ruth Rodgers, Durham College/UOIT; Anne Scrimge, Mount Royal College; and Janet Z-K Wolstenholme, University of Guelph

Scholarly Teachers and the Scholarship of Teaching and Learning, Research Team: Erika Kustra, University of Windsor; Paola Borin, Ryerson University; and Lynn Martin, Sue Vajoczki, Philip Savage, and Faria Sana, McMaster University

University Teaching Certificate and Graduate Teaching Assistant Programs, Research Team: Erika Kustra, Michael K. Potter, Pierre Boulos, Alan Wright, Nick Baker, and Lorna Stolarchuk, University of Windsor; and Nanda Dimitrov, University of Western Ontario

Appendix E: CLIF Projects

Research Team	Title of Project
Dora Cavallo-Medved, Julie Smit, & Kirsten Poling, Department of Biological Sciences	Student-Centred Approach to Course Development
Sharon McMahon & Kathy Pfaff, Faculty of Nursing	Enhancing Moral Literacy of First-Year Nursing Students Through Engagement in "Virtual" Ethical Grand Rounds
Mohammed Baki, Odette School of Business & Fouzia Baki, Department of Industrial & Manufacturing Systems Engineering	Enhancing Student Learning Experiences in Introductory Statistics Labs
Deborah Dayus & Judy Bornais, Faculty of Nursing	Enhancing Nursing Education of Large Groups: Using Simulation on a Grander Scale
Zbigniew Pasek & Paul Rousseau, Department of Industrial & Manufacturing Systems Engineering	Promoting Collaborative Learning by Enhancing Student Leadership Skills in Study Groups and Project Teams
Geri Salinitri, Faculty of Education & Victoria Paraschak, Department of Kinesiology	Experiential Learning Through a Mentor-Based Resiliency Intervention for "At-Risk" Youth in Urban Secondary Schools
Fouzia Baki, Waguih ElMaraghy, & A. Ziout, Department of Industrial & Manufacturing Systems Engineering	Facilitating Student Engagement: Teaching Industrial Health and Safety (IH&S) With Cases
Gemma Smyth, Faculty of Law & Susanne McMurphy, School of Social Work	Techniques to Assess Professional Identity Learning in Interdisciplinary Programs
Irene Carter & Donald Leslie, School of Social Work	Developing Effective Teaching Guidelines for Post-Secondary Course Websites Based on Universal Instructional Design
Michael Darroch, Department of Communication, Media & Film	City as Media: Connecting Theory and Practice Through Urban Media Studies
Mary Medcalf & Cheryl Taggart, School of Social Work	University Civic Engagement: The Critical Role of Student Internships in Community Revitalization
Chitra Rangan, Department of Physics	Improving Scaffolding for Problem-Solving in Junior Level Electromagnetic Waves

Appendix F: 2009-10 CTL Brochures

Videoconferencing Services

The University of Windsor works to make preparing for, using, and assessing videoconferencing as simple as possible.

Let's Get Started!

Please visit **www.uwindsor.ca/videoconference** to:

- check available facilities;
- book a videoconference;
- view a check list for an event;
- read a set of frequently asked questions and tips on videoconferencing;
- determine if there are costs associated with a videoconference;
- learn how to optimize the service you receive; or
- find out how to book a consultation for a new installation.

To ensure the success of your videoconferencing experience, please note that videoconferences are to be booked a minimum of three business days in advance and that all contact information for the external videoconference host is necessary in order to complete booking.

The **Media Coordinator** in the Centre for Teaching and Learning at extension **3044** will also be happy to answer your questions.

Videoconferencing Services

Guidelines

University of Windsor

uwindsor.ca/videoconference

Optimizing Your Videoconferencing Experience

Videoconferencing plays an important role in establishing and enriching the academic, community, and professional networks involved in the teaching, learning, research, and administrative mission of the University. It offers a level of interaction among distant individuals and groups that is often necessary, but not easily available through other media. The University provides technical and pedagogical support for room system videoconferencing.

The members of the Videoconference Policy Committee encourage you to make use of the facilities on campus to enhance and supplement your teaching and research activities, as well as your meeting requirements. Because the use of videoconferencing technology depends upon the cooperation of users and support services from a number of departments, we have developed a detailed policy describing user and staff roles and responsibilities. We hope that the full policy will ensure optimal videoconferencing experiences. The document is available online at **www.uwindsor.ca/videoconference**.

We invite you to contact us with any questions, comments, or suggestions you may have.

Members of the Videoconference Policy Committee:

Dr. Alan Wright	Vice-Provost, Teaching and Learning Chair, Videoconference Policy Committee
Ms. Jeanne Drouillard	Director, Teaching and Learning Technologies Centre for Teaching and Learning
Ms. Gwendolyn Ebbett	University Librarian, Leddy Library
Mr. Roger Lauzon	Executive Director, Information Technology Services
Dr. Todd Sands	Executive Director & CIO, Centre for Smart Community Innovation

What is Videoconferencing?

Videoconferencing is an interactive tool that combines the use of video, computing, and communications technologies to allow people in different locations to meet virtually to conduct a class, participate in a conference, attend a meeting, or be part of an interview. Users see and hear each other in real time, allowing natural conversations not possible with voice-only communications technology.

In order to facilitate effective, consistent, and satisfactory use of this service, the University has developed a policy on the use of videoconferencing on campus. This policy describes user and support staff responsibilities, service timelines, the level of support provided for the use of this technology, and the technical requirements for the installation of new facilities which involve videoconference room systems.

Appendix F: 2009-10 CTL Brochures

University Teaching Certificate Program

◆ The UTC: Benefits ◆

- Richer, more effective teaching and learning experiences for you and your students.
- Increased efficiency through informed prioritizing, planning, and decision making.
- Establishment of a path for life-long growth in teaching practice.
- Increased integration of teaching and research practice.
- Engagement with a growing multi-disciplinary community of scholarly teachers.
- Opportunities for discipline-specific teaching and learning research.
- Participation and leadership in the evolution of the University's teaching and learning culture.
- Internationally recognized qualification.
- A competitive edge in an increasingly globalized job market.

"Through reflective practices and constructive feedback, this program has enriched my knowledge-base and pedagogical values. I would recommend the UTC to anyone considering university teaching as a career, to be well-equipped for facing today's demanding and varied learning environment."

UTC Participant

◆ UTC: Teaching & Mentoring Staff ◆

Dr. Pierre Boulos
Teaching & Learning Specialist, CTL
Chair, Research Ethics Board

Dr. Erika Kustra
Director, Teaching & Learning Development, CTL

Michael K. Potter
Educational Consultant, CTL
Coordinator, University Teaching Certificate

Lorna Stolarchuk
Learning Technology Trainer, CTL

Dr. Alan Wright
Vice-Provost, Teaching and Learning

◆ Contact Information ◆

To apply or to find out more about the University Teaching Certificate, please contact:

Michael K. Potter
Centre for Teaching and Learning
University of Windsor
Windsor, ON N9B 3P4
Phone: (519) 253 – 3000 ext. 4831
Email: pottermk@uwindsor.ca

UTC University Teaching Certificate

◆ Register now for the ◆

UNIVERSITY TEACHING CERTIFICATE (UTC) PROGRAM

UTC University Teaching Certificate

uwindsor.ca/utc

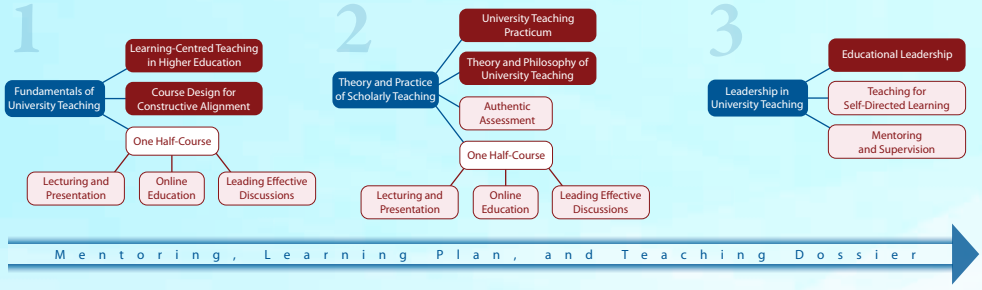
Presented by the Office of the Vice-Provost, Teaching and Learning, and the Centre for Teaching and Learning
University of Windsor
Windsor, Ontario, Canada

CENTRE FOR TEACHING & LEARNING University of Windsor

SEDA Staff and Educational Development Association

The University Teaching Certificate (UTC)

The UTC includes three independent levels with a certificate of completion for each level



◆ Program Overview ◆

An academic and practical program emphasizing the development of scholarly teaching:

- Evidence-based, theoretically-grounded pedagogy, course design, and assessment.
- Adaptable, flexible, and practical approaches to fostering effective learning environments and deep learning.
- Encouragement and support in applying new learning to current teaching responsibilities.
- Cycles of activity, constructive feedback, and critical reflection facilitating the integration of theory and practice.
- Supported self-direction including responsive mentoring, a personal learning plan, and portfolio-based assessment.

The UTC is a post-graduate academic program. Given a commitment of 5-10 hours per week, participants can complete each independent level in approximately one year. All levels involve reading, study, individual or group assignments, and ongoing, multi-modal assessment. Later levels involve classroom and institutional practica.

◆ The UTC: Core Principles ◆

- All academics have the potential to become more effective teachers.
- Adult learners are best served by environments encouraging autonomous learning and inquiry.
- There are many kinds of effective teaching.
- The best teachers draw upon a store of knowledge and skills to adapt to changing circumstances.
- Critical inquiry, thorough reflection, and informed leadership are fundamental elements of scholarly teaching.

◆ International Recognition ◆

Staff and Educational Development Association (SEDA), a UK-based, international academic development network, has formally recognized the UTC program, meaning that its curriculum and instructors have been reviewed and found to be consistent with the organization's rigorous and internationally respected professional development framework for post-secondary teaching and learning. UTC graduates meet internationally recognized standards in teaching and learning. The SEDA network offers many benefits in terms of ongoing program development and inter-institutional exchange.

The UTC is the first SEDA-recognized program in North America.

SEDA Staff and Educational Development Association

Appendix F: 2009-10 CTL Brochures

Teaching Dossier Academy

Academy Registration and Fees

There is no charge for members of the University of Windsor academic community.

The discounted fee for Oakland University faculty, and for full-time graduate students from institutions other than the University of Windsor, is $150 (CDN or US funds).

The fee for faculty from other institutions is $250 (CDN or US funds).

Please send personal or institutional cheques or money orders to:

Centre for Teaching and Learning c/o Marilyn Powley
Room 2107, Lambton Tower
401 Sunset Ave.
Windsor, Ontario N9B 3P4
Canada

Name: _____

Institution: _____

Email: _____

Workplace Phone: _____

Mailing Address: _____

_____

_____

Note: Enrollment for the Academy is limited to 25 participants.

The Academy team will plan special activities to accommodate out-of-town and overseas guests.

A luncheon and two continental breakfasts with coffee breaks, as well as a closing reception, are included as part of your registration.

Academy Schedule

Monday, June 7, 2010 (LT G137A)
8:30 am Registration and continental breakfast
9:00 am - 12:00 pm Introductory workshop *Your Teaching Portfolio: First Steps*
12:00 - 1:00 pm Academy luncheon (catered)

Monday afternoon and all day Tuesday
Individual writing as well as consultation appointments with mentors

Wednesday, June 9, 2010 (LT G137A)
9:00 am Continental breakfast
9:30 am - 12:00 pm Workshop *Building Your Teaching Profile*

Wednesday afternoon and all day Thursday
Individual writing and revision as well as consultation appointments with mentors

Friday, June 11, 2010
Morning: Drop-in session (LT2103) and dossier completion
1:30 pm Dossier completed
1:30 - 2:30 pm (University Club) Academy closing reception and presentation of certificates of completion by Dr. Leo Groarke, Provost and Vice-President, Academic. Light refreshments will be served.

Register now for

The Teaching Dossier Academy

Five days to build your teaching portfolio

Presented by the Office of the Vice-Provost, Teaching and Learning, and the Centre for Teaching and Learning
University of Windsor
June 7-11, 2010
Windsor, Ontario, Canada

CENTRE FOR TEACHING & LEARNING
University of Windsor

The Teaching Dossier Academy

An invitation to participate from the Vice-Provost

The University of Windsor is pleased to invite college and university professors of all ranks and years of experience to its second annual Teaching Dossier Academy. The Academy is designed to provide background information, workshops, peer consultation, and extensive expert individual consultation to support the development of participants' professional teaching portfolios over a period of five days.

Organizers of the Academy will guide higher education teachers through the process of gathering materials and selecting items to include in their dossiers as well as articulating teaching methods and philosophies.

The Academy will accommodate doctoral students as they articulate their teaching identities, early-career faculty seeking to establish their teaching profiles, tenure-track teachers required to prepare or re-write their dossiers for formal evaluation procedures, instructors developing materials for teaching awards, and teachers at all career stages who wish to enhance their pedagogical practice through reflection and peer dialogue.

I invite you to participate in a stimulating week of professional growth, one which promises to help you to describe, in one succinct and cogent narrative, your aims, activities, and accomplishments as a college or university instructor. If you have any questions or concerns, please write me directly at awright@uwindsor.ca.

Alan Wright, PhD
Vice-Provost, Teaching and Learning

Academy Staff

The Academy will be staffed by an energetic and highly competent international facilitation team, which will provide several hours of individual mentorship and guidance. The ratio of participant to staff will be five to one. The Academy offers a balance of three group meetings, individual writing and dossier compilation time, and private consultations with dossier mentors.

Academy Director

Dr. Alan Wright, Vice-Provost, Teaching and Learning
Alan has 20 years' experience in teaching dossier development as an authour and mentor. He has presented workshops on the subject from coast to coast in Canada as well as at many institutions in the US and overseas.

Academy Mentors

Michael Potter, Educational Constultant
Michael is an experienced educational developer, and coordinator, instructor, and mentor in the University Teaching Certificate Program, in which dossiers play a key role.

Dr. Patsy Paxton, Senior Researcher, South Africa-Norway Tertiary Education Development Program (SANTED)
Prior to her current position, Patsy was the Academic Director of the Auckland University of Technology (NZ). She provides a multi-institutional, international perspective.

Dr. Erika Kustra, Director, Teaching and Learning Development
For over ten years, Erika has collaborated with instructors to help them develop unique dossiers for the purposes of job interviews, tenure and promotion, and award applications.

Bev Hamilton, Assistant to the Vice-Provost, Teaching and Learning
Bev has coordinated external teaching and learning award dossiers for the CTL since 2006, and also manages the Centre's communications team.

Dr. Pierre Boulos, Learning Specialist and Chair, Research Ethics Board
A dossier academy participant last year, Pierre also offers the insights and perspectives of the informed participant, experienced faculty member, and faculty search committee member.

Participant Comments

Graduates of the first annual Teaching Dossier Academy in 2009 assessed the experience and outcomes as follows:

Initially it seemed like a daunting task. I was clueless at first! But under the expert guidance of the mentors, I was able to produce my very first dossier.

I thought the dossier was like a resume but it is so much more. I am very thankful for going through this workshop.

It helped me to put together information about my teaching that I did not think was there. I came up with a final product which is a work in progress.

It was stimulating. It motivated me to start working on my dossier for the first time in my life.

It was a very supportive environment. All the mentors went out of their way to help us progress with our dossiers. Well done!

2009 Teaching Dossier Academy Participants and Staff

Appendix F: 2009-10 CTL Brochures

Supporting Early Career Faculty

SUPPORTING EARLY CAREER FACULTY

The Centre for Teaching and Learning (CTL) offers a wide range of support and career development opportunities for early career faculty, and faculty new to the University. We know the turmoil that starting a new job, teaching new courses, and developing your career bring to your life; but you don't have to go through it alone! From the time you arrive at the University of Windsor, the CTL provides you with a wide variety of support for your teaching and career development to help you hit the ground running, including:

Getting started: Welcome and orientation

New Faculty Orientation Teaching Workshops. The Orientation (coordinated by the Office of Faculty Recruitment and Retention) includes a number of workshops on teaching and learning topics to help you get started quickly as a new faculty member at the University.

The Summer Series on Teaching and Learning. The CTL coordinates a free week-long mini-conference in August each year that is themed around strategic teaching and learning priorities in the University, and offers 8-10 interactive workshops over the course of a week.

Place and space: representing your disciplinary curriculum. This session in the Summer Series is open only to new and early career faculty and examines disciplinary differences in approaches to curriculum and teaching in a fun, interactive activity. It also provides an opportunity to explore the University and Windsor as a source of inspiration for teaching.

New Faculty Luncheon. A luncheon is held on the first day of the Summer Series to welcome new faculty and provide an opportunity for them to meet each other, members of the CTL and the broader University community.

Ongoing development and support for university teachers

University Teaching Certificate. The UTC is an internationally recognised certificate program in university teaching. The UTC Program is designed to help academics develop as scholarly teachers engaged in evidence-based, theoretically-grounded pedagogy, course-design, mentoring and assessment.

One-on-one consultation. The CTL's experienced and supportive staff are available to consult with faculty on course and syllabus design, assessment/evaluation of student learning, writing learning outcomes, course refinement, and other teaching and learning related activities.

Teaching observation and evaluation. The CTL offers observation of classroom teaching, facilitation of mid-way feedback on teaching, and design and facilitation of special teaching evaluations.

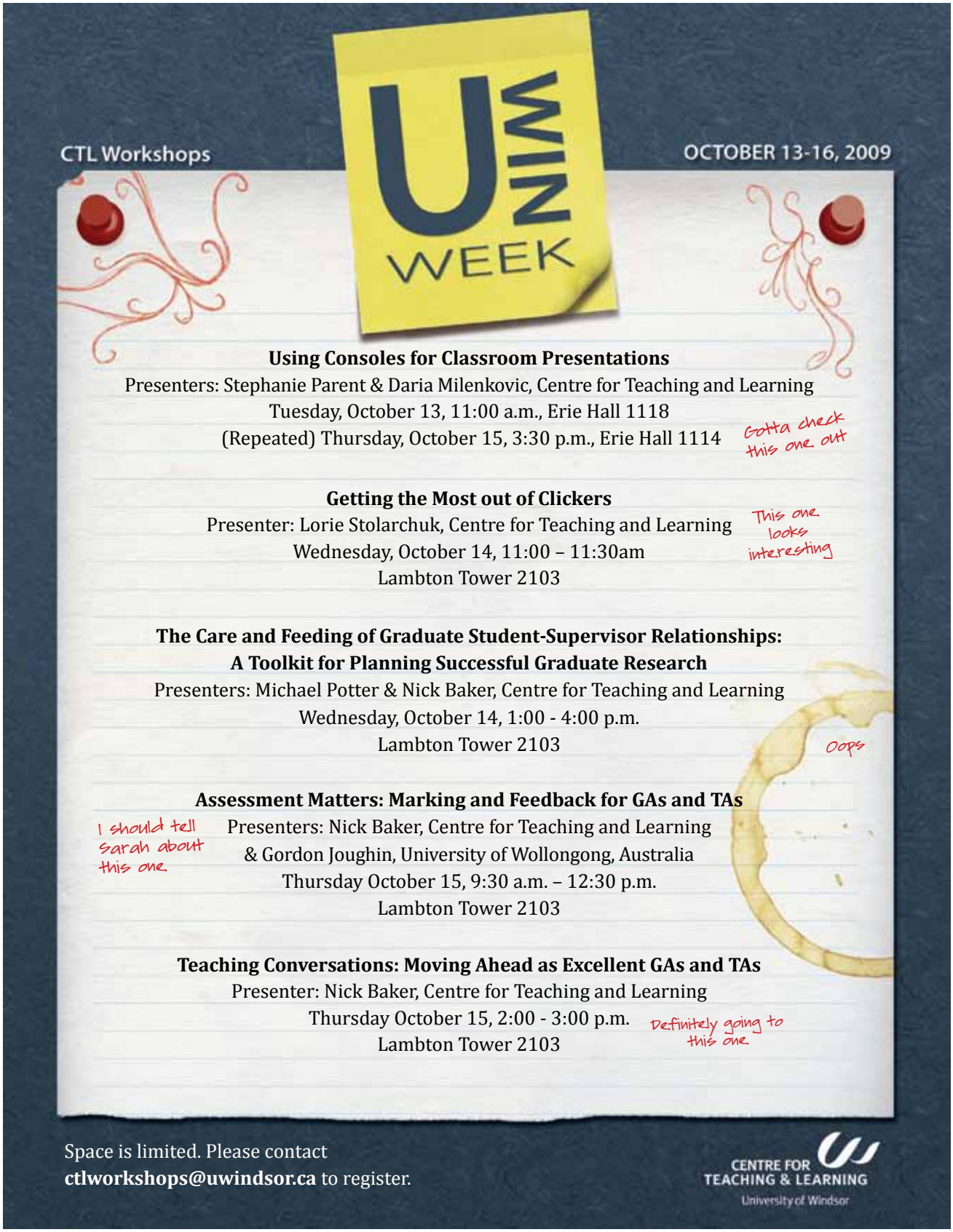
CENTRE FOR TEACHING & LEARNING
University of Windsor

Appendix G: 2009-10 Samples of Publicity Materials

Summer Series

Appendix G: 2009-10 Samples of Publicity Materials

U WIN Week



Appendix G: 2009-10 Samples of Publicity Materials

Connections

CONNECTIONS

A series of speakers on teaching and learning featuring Dr. Maryellen Weimer

Schedule:

Session 1
Monday, June 7 – 10:00 a.m. to 12:00 p.m.
Topic: *Diversity in the Classroom*
Presenter: **Sonja Christopherson**

Session 2
Monday, June 7 – 1:00 to 3:00 p.m.
Topic: *Body Language in the Classroom: What's the Hidden Message?*
Presenter: **Kathryn Brillinger**

Session 3
Tuesday, June 8 – 10:00 a.m. to 12:00 p.m.
Topic: *Teaching That Promotes Learning*
Presenter: **Maryellen Weimer**

Session 4
Tuesday, June 8 – 1:00 to 3:00 p.m.
Topic: *Growth and Development of University and College Professors*
Presenter: **Maryellen Weimer**

Session 5
Wednesday, June 9 – 1:00 to 3:00 p.m.
Topic: *Developing Critical Thinking Skills in the Classroom*
Presenter: **Helen Harrison**

Session 6
Monday, June 14 – 1:00 to 3:00 p.m.
Topic: *Creating and Using Marking Rubrics*
Presenter: **Cheryl Batten**

Session 7
Tuesday, June 15 – 10:00 a.m. to 12:00 p.m.
Topic: *Making the Most of Multiple Choice Testing*
Presenter: **David DiBattista**

Space is limited.
If you would like to participate please email Nancy Kendrick at nkendrick@stclaircollege.ca
For more information visit ctl.uwindsor.ca

In 2007, Maryellen Weimer retired from Penn State as a Professor Emeritus of Teaching and Learning. For the last 13 years of her career at Penn State, she taught communication courses and first-year seminars and other courses to business students at one of Penn State's regional campus colleges. In 2005 she won Penn State's Milton S. Eisenhower award for distinguished teaching.

Before returning to full time teaching, Dr. Weimer was the Associate Director of the National Center on Postsecondary Teaching, Learning and Assessment, a five-year, $5.9 million, US Department of Education research and development center. Dr. Weimer has a Ph.D. in Speech Communication from Penn State which she received in 1981. For the next ten years she directed Penn State's Instructional Development Program. Dr. Weimer has numerous publications including articles in referred journals, book chapters, books reviews, and service on the editorial boards of journals. She has consulted with over 450 colleges and universities on instructional issues. Dr. Weimer regularly keynotes national meetings and regional conferences.

Since 1987, she has edited *The Teaching Professor*, a monthly newsletter on college teaching with 15,000 subscribers. She has also edited or authored eight books and was primary author of *Teaching Tools; Learner-Centered Teaching: Five Key Changes to Practice;* and *Enhancing Scholarly Work on Teaching and Learning.* Her book, *Inspired College Teaching: A Career-Long Resource for Professional Growth*, was released by Jossey-Bass in March, 2010.

ST. CLAIR COLLEGE