

CENTRE FOR TEACHING AND LEARNING

Annual Report
to the Academic
Policy Committee
Executive Summary

July 1, 2012 - June 30, 2013

University of Windsor
January 2014



University
of Windsor

Centre for Teaching and Learning: Annual Report to the Academic Policy Committee Executive Summary

A. Introduction

The CTL works in partnership with academic departments, faculty members, staff, and students to provide leadership and expertise in pedagogy, technology, and media production to enhance teaching and learning in support of the University of Windsor's Strategic Plan.

B. Goals and Objectives of the Reporting Year

Provide an exceptional undergraduate experience:

- Fostering exceptional teaching
- Developing a capital replacement plan for educational technologies
- Supporting educational technologies and open learning initiatives

Pursue strengths in research and graduate education:

- Contributing to a scholarly approach to teaching and learning and evidence-based decision making
- Researching the impact of programs and supporting research on teaching in higher education
- Launching the second-level certificate of the University Teaching Certificate
- Supporting GA/TA professional development

Recruit and retain the best faculty and staff:

- Establishing embedded and sustainable programming for faculty
- Establishing networks and/or communities of practice among instructors
- Celebrating teaching excellence

Engage and build the Windsor and Essex County community through partnerships:

- Providing video and photographic support for community events
- Supporting consultations between University and community members regarding the Downtown Campus

Promote international engagement:

- Fostering international relationships and global perspectives
- Promoting the University's teaching and learning initiatives through international engagement

C. Successes

- Earning more than \$160,000 in external and University-wide funding
- Attracting a record number of instructors to CTL credit and half courses
- Forging partnerships with multiple universities
- Maintaining and supporting classroom technologies and the learning management system
- Designing and developing expert-level databases, submission systems, and data interfaces to help improve and track service requests for departmental and campus use

D. Challenges

- Administering a classroom multimedia equipment replacement plan
- Assessing the impact of CTL programs
- Completing the learning management system formal review
- Revising tenure and promotion practices

Report

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

The University of Windsor's values are embedded in the CTL mandate, therefore guiding all CTL activities. The mandate is consistent with the educational and institutional goals and objectives as identified in the University's strategic plan in the following ways:

Provide an exceptional undergraduate experience: Improving student learning and the student experience by strategic and intentional development of teaching and a learning-centred community lies at the heart of the CTL's mandate. Contributing activities and initiatives include:

- Attracting a record number of instructors to CTL-led workshops, courses, and extended sessions: in the last three years, over 1,000 unique participants (over 50% of all full-time faculty at the University of Windsor), at all ranks and in every faculty on campus, attended CTL sessions
- Conducting thousands of individual and group consultations with instructors, staff, and students representing every faculty on campus, impacting individual practice, departmental curriculum planning, and Faculty-wide and institutional-level policies and practices: topics included media production services, classroom design, classroom technologies, teaching practices, teaching dossiers, assessment, career planning, learning outcomes, curriculum development, teaching awards, province-wide priorities in higher education, and teaching and learning research
- Supporting the adoption of CLEW course and project sites: by Fall 2012, just under 100% of students registered at the University were enrolled in at least one course that used CLEW
- Technologically renovating classrooms, meeting rooms, and learning technologies in the Odette Building, Erie Hall, Dillon Hall, Chrysler Hall Tower, Toldo Health Education Centre, Lambton Tower, and the Ed Lumley Centre for Engineering Innovation
- Developing a long-term strategic and cost-effective plan for the purchase, upgrade, and maintenance of classroom technology at the University
- Designing and developing expert-level, complex databases, submission systems, and data interfaces to help improve and track service requests for departmental and campus use: the highly successful and unique video cataloguing system, uView, with its over 6,000 videos boasted nearly four million hits from across the globe – more than double the hits received in 2011-12
- Housing and supporting multimedia facilities available for use by students and faculty, including a multimedia lab, two production studios, three sound studios, a master control area, and two meeting spaces with a SmartBoard, rolling tables, and chairs: in 2012-13, facilities were used for a total of 6,034 hours by students and faculty in the School of Computer Science, Centre for Language Development, School of Music, School of Dramatic Art, Department of Communication, Film, and Media Studies, CTL, and other non-academic units

Pursue strengths in research and graduate education: Research excellence, innovation, creativity, and development of effective teaching materials and tools supported by evidence-based practice are central to the CTL's mission. Initiatives include:

- Attracting more than \$160,000 in external and University-wide funding to develop teaching and learning initiatives and evaluate the impact of existing programs
- Offering graduate students participation in graduate-level credit courses, workshops, half courses, extended sessions, conferences, and one-on-one consultations
- Graduating the University Teaching Certificate's third cohort, and launching the wait-listed second-level certificate, *Theory and Practice of Scholarly Teaching*: 15 instructors, three staff members, and five graduate students completed the first-level certificate. Going forward 34 people are registered in the first-level certificate, and 11 in the second-level certificate
- Increasing graduate-level for-credit course offerings to include *Theory and Philosophy of Scholarly Teaching*,

the *University Teaching Practicum*, *Learning-Centred Teaching in Higher Education*, and *Course Design for Constructive Alignment*

- Establishing the GATA Network, a group of graduate students who have developed and distributed more than 800 copies of their GATA Handbook, began a blog which has received over 10,000 visits to date, and host a CLEW site with more than 1,900 members
- Welcoming 227 graduate students from across campus to GATAcademy, an annual, day-long professional development event
- Granting faculty members from 16 distinct departments and faculties with travel funds to attend local, regional, and national teaching and learning conferences
- Since its launch in 2007, awarding 58 Centred on Learning Innovation Fund (CLIF) grants to faculty for projects that increase student engagement and success at the University
- Partnering with the Office of Research Services to host workshops for faculty interested in teaching as a field of scholarly inquiry
- Drawing more than 250 administrators, faculty, and students from 19 institutions across the world to discuss the future of university teaching at the annual University of Windsor-Oakland University Teaching and Learning Conference

Recruit and retain the best faculty and staff: Being the university of choice for excellent faculty requires a stimulating teaching and learning environment, with increasing attention to teaching spaces, technologies, and creative practices. Activities include:

- Recognizing and celebrating teaching and learning achievements at the seventh annual Celebration of Teaching Excellence, which welcomed over 300 University and community members, and celebrated 38 honourees, University Teaching Certificate graduates, and teaching and learning research initiatives
- Establishing multiple networks and communities of practice among instructors at all career stages through pedagogy and technology training sessions, courses and half courses, the University of Windsor-Oakland University Teaching and Learning Conference, and the University Teaching Certificate program
- Increasing communications between CTL staff and University faculty and staff about upcoming events, services, and resources: more than 1,700 internal and external members of the CTL's 'friends list' receive regular digests and announcements and access to the Centre's 800-plus books, journals, and practical teaching guides, and topic-based web resources
- Coordinating five external teaching awards, including an Ontario Confederation of University Faculty Associations (OCUFA) Teaching Award nomination, Council of Ontario University Programs in Nursing (COUPN) Excellence in Teaching Award nomination, Wighton Fellowship nomination, Canadian Association of Schools of Nursing (CASN) Nursing Education Excellence Award nomination, and Christopher Knapper Lifetime Achievement Award nomination: all of the submissions were successful

Engage and build the Windsor and Essex County community through partnerships: The CTL is committed to developing and fostering community partnerships that strengthen the economy and well-being of the Windsor-Essex region. Contributions include:

- Providing video and photographic support for community events and partners: special events included the International Children's Games and David Suzuki's visit, sponsored by Canvas Campus
- Collaborating with institutions across Windsor-Essex in an effort to bring community and University experts together: members of St. Clair College participated in the annual University of Windsor-Oakland University Teaching and Learning Conference
- Inviting members of the community to take part in Centre workshops and events: a number of staff members at St. Clair College are enrolled in the University Teaching Certificate
- Offering expertise and support through one-on-one and group consultations on the design of "flexible" classrooms in the University's Downtown Campus

Promote international engagement: The CTL is engaged in a number of inter-university partnerships that complement the University's teaching and research strengths. Initiatives include:

- Forging partnerships with universities overseas interested in working with a Canadian university to explore faculty development: in 2012-13, faculty from Shanghai University of Engineering Sciences (SUES) enrolled in a three-week, intensive professional development program at the Centre, and following the event, faculty and administrators from other universities expressed interest in sending their own cohort. By the end of the reporting period, two additional universities confirmed attendance in 2013-14
- Pioneering the Visiting Fellows in Educational Development Program – the first of its kind in Canada – and in six years, welcoming 29 Fellows from Australia, Belgium, Canada, China, Jamaica, Nigeria, South Africa, the United Kingdom, and the United States. The program has drawn awareness among educational developers from across the globe interesting in replicating the initiative at their own institutions
- Bringing rich, new perspectives to enhance teaching and learning and program development at the University by collaborating with the international Sakai community about learning management system upgrades, concerns, and changes; members of the Staff and Educational Development Association (SEDA) about the internationally-certified University Teaching Certificate; and members of teaching and learning societies in North America and the UK
- Encouraging real-time collaboration with academics across the world through classroom technologies like videoconferencing
- Garnering international recognition with the University Teaching Certificate, welcoming inquiries from faculty at countless universities including the University of British Columbia, Copenhagen University, and Bowie State University

Challenges

Over the last year, the CTL faced a number of challenges and, consequently, opportunities for growth and development. These include:

- *Classroom Multimedia Equipment Replacement Plan:* Over the last three years, the Centre has been developing a long-term strategic and cost-effective plan for the purchase, upgrade, and maintenance of classroom technology at the University. With nearly every general purpose classroom on campus equipped with multimedia equipment, early installations are now reaching the end of their effective life and are becoming unusable. This plan requires a budget of approximately \$350,000 a year. The Centre must also consider a plan for funding human resources as well as equipment repairs and replacement. For example, the Downtown Campus will require an annual operating budget for multimedia equipment as well as technicians to maintain and support the learning spaces. In 2011-12, the Centre received \$100,000 in shared, one-time funding, with Leddy Library, for maintaining general purpose learning spaces. Staff used a portion of this fund to renovate high priority classrooms like Erie 1120.
- *Assessing the Impact of CTL Programs:* Centres for teaching and learning across the province have reported difficulty identifying effective, valid ways to measure the impact of their programs while maintaining participant anonymity. Because student learning is impacted by a number of issues, many of those beyond an instructor's control, it is difficult to accurately assess the impact of any single intervention. This year, CTL staff completed a HEQCO-funded study on the impact of its graduate teaching development programs (GATAcademy), graduate student programs, and the University Teaching Certificate Program. Results showed that one-off, 1-3 hour workshops are useful introductory sessions that help build awareness of concrete teaching techniques; and longer, more extended programs result in greater change in perceptions, attitudes, and behaviour related to effective teaching among instructors (Gibbs & Coffey, 2004; Shannon, Twale, & Moore, 1998). While balancing time, commitments, and resources, staff will find ways to assess the impact of CTL faculty programs in a way that is sustainable and conclusive.

- *Learning Management System (LMS) Review*: In 2011-12, the CLEW Team (members from IT Services and the CTL) began a formal review of the learning management system in order to assess its effectiveness and usability and identify areas of improvement. In the last two years, the CLEW Team and LMS Review Committee have administered a campus-wide survey, prepared a report for review by LMS Steering, conducted a gap analysis of the current system and, using this as well as the CLEW survey and a literature review, completed a grid system with over 400 user requirements. By the end of the reporting period, the Committee circulated an RFI (request for information) to interested vendors, and later, an RFP (request for proposals) to a smaller pool. The challenge specifically is to manage the LMS review in an effective, comprehensive, and timely fashion, in light of budget limitations. CTL staff will continue to work with IT Services and other University partners to identify the most effective approach to learning management system growth and sustainability.

B. Future Actions/Initiatives

- Research and consult external stakeholders interested in sponsoring long-term classroom upgrades
- Develop a virtual tour of classroom learning spaces
- Develop online tutorials for classroom console use
- Survey faculty, staff, and students about CTL programming and services
- Review methods in which the University evaluates teaching in order to help revise tenure and promotion
- Explore ways to develop educational leaders through teaching and learning chairs
- Explore new ways to engage students in large classes
- Explore methods of sharing course modules between universities to benefit productivity, efficiency, and innovation

C. Recommendations for Senate Consideration

- Revise the tenure and promotion review processes
- Review the classroom multimedia replacement plan

Full CTL Annual Report available at: ctl.uwindsor.ca/annual-reports