

CTL Annual Report

July 1, 2013 - June 30, 2014

Annual Report to the
Academic Policy Committee
Executive Summary

Centre for Teaching and Learning
University of Windsor
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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

- Foster exceptional teaching, and build capacity for distributed support of teaching and educational leadership
- Support multimedia initiatives and classroom technologies
- Develop audio-visual standards for learning space design to systematically guide the maintenance and revision of educational technologies

Pursue strengths in research and graduate education

- Contribute to the enhancement of teaching and learning in higher education through research and the dissemination of research
- Contribute to a scholarly approach to teaching and evidence-based decision-making
- Support faculty in the research of teaching and learning
- Support GA/TA professional development and enhance undergraduate research opportunities

Recruit and retain the best faculty and staff

- Establish embedded and sustainable programming, networks, and communities of practice for faculty
- Provide and support media production facilities and innovative educational technologies
- Celebrate teaching excellence, and reward and value teaching in hiring, promotion, and tenure

Engage and build the Windsor and Essex County community through partnerships

- Provide media production support for campus and community events
- Support the development of the Downtown Campus

Promote international engagement

- Foster international relationships and global perspectives
- Enhance the University's reputation through international engagement and faculty development

C. Successes

- Earning more than \$1.5 million in external and University-wide funding
- Completing a review of the University's learning management system (LMS), and launching a number of interactive tools for student engagement (i.e., Lecture Tools/Echo360)
- Designing and developing databases, submission and cataloguing systems, and data interfaces to help improve and track service requests for departmental and campus use
- Launching the International Faculty Development Program

D. Challenges

- Embarking on a new reporting relationship through the Dean of the Faculty of Education and Academic Development
- Securing funds for the classroom multimedia equipment replacement plan
- Revising tenure and promotion practices
- Implementing the new learning management system

Report

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

The CTL's mandate is consistent with the educational goals and objectives identified in the University's Strategic Plan. In 2013-14, the CTL achieved its mandate 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: since 2010-11, more than 1,200 unique participants (over 50% of all full-time faculty at the University), at all ranks and in every Faculty on campus attended CTL sessions
- Supporting CLEW course and project sites: by Fall 2013, nearly 100% of students registered at the University were enrolled in at least one course that used CLEW
- Providing classrooms with high performance, reliable technology and, with the Office of Open Learning (OOL), launching new initiatives including automatic lecture capture (i.e., Echo360) in many of the largest classrooms on campus, so students may access recordings of lectures for study purposes
- In collaboration with IT Services, completing the LMS review, and adopting Blackboard Learn as the University's new LMS
- 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 9,000 videos boasted over six million hits from across the globe
- 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: in 2013-14, facilities were used for a total of 5,888 hours by students and faculty
- 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
- Collaborating with the Office of Research Services to investigate the notion of research as a pragmatic teaching tool, and facilitate its integration into the undergraduate curriculum: in 2013-14, the team launched the Undergraduate Research Experience Grant (UREG), funding six projects that involve University of Windsor undergraduates in research and scholarly activities and encourage faculty to mentor students as they pursue this research
- Completing a base specifications document for general purpose classroom audio-visual equipment to more efficiently and effectively guide the maintenance of educational technologies

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 \$1,161,297 in funding from the Ministry of Training, Colleges and Universities' highly competitive Productivity and Innovation Fund, and completing five projects – three of which were inter-institutional – involving a total of 12 universities: this number of funded multi-institutional projects was only matched by the University of Toronto
- Earning \$59,703 in funding from the Higher Education Quality Council of Ontario (HEQCO) for a university-college collaboration between five institutions to write a handbook on program-level learning outcomes assessment
- Receiving three Strategic Priority Fund grants and an Open and Online Learning Strategic Development

grant totalling \$160,340 to develop, design, and deliver a certificate program in Pedagogy for Online Learning, and to identify procedures to successfully launch and support an improvement-oriented, online approach to student evaluations of teaching (SETs) at the University

- Completing the HEQCO-funded study assessing the impact of teaching development programs, which garnered attention from the national news body, *Academica Top Ten*, and, with ongoing funding from HEQCO, continuing to assess the impact of the University Teaching Certificate program
- With the Office of Research Services, offering small grants to faculty engaging undergraduate students in research, and collaborating with the Outstanding Scholars Program to launch a University-wide Undergraduate Research Conference
- Since its launch in 2007, awarding 66 Centred on Learning Innovation Fund (CLIF) grants to faculty for projects that increase student engagement and success at the University
- Granting 22 faculty members from 12 departments travel grants to disseminate research at regional and national teaching and learning conferences
- Welcoming 256 graduate and undergraduate teaching assistants to GATAcademy, an annual, day-long orientation and professional development event
- With the Faculty of Graduate Studies, supervising and supporting the GATA Network who provide graduate students, GAs, and TAs with resources for personal and professional development
- Offering graduate students participation in graduate-level credit courses, workshops, half courses, extended sessions, conferences, and one-on-one consultations
- Disseminating teaching and learning research locally, nationally, and internationally including 22 peer-reviewed conference presentations, 15 invited presentations, one book, one book chapter, two edited journal volumes, five contract research reports, and representation on 58 committees including the NSERC CREATE national committee
- With Oakland University, hosting the annual, international Teaching and Learning Conference, which attracted 200 participants from 15 universities and colleges across Ontario and Michigan: the Dr. Wilbert J. McKeachie Poster Award was awarded to the CTL and student research assistants for their research on the PIF project, Teaching Culture Indicators: Enhancing Quality Teaching

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:

- Launching, supporting, and enhancing educational leadership initiatives including the establishment of seven teaching leadership chairs; completion of the first-ever campus wide scan of institutionally-funded teaching and learning initiatives; the launch of the Educational Leadership Forum; expansion of the Peer Collaboration Network; and continued support for and coordination of the Centred on Learning Innovation Fund
- Rewarding and valuing teaching in hiring, promotion, and tenure processes through consulting on the development of teaching dossiers and, with the Office of the Provost and Vice-President, Academic, New Faculty Orientation
- Supporting and providing access to media production facilities and educational technologies
- Recognizing and celebrating teaching and learning achievements at the eighth annual Celebration of Teaching Excellence, which welcomed over 300 University and community members, and celebrated 33 individual honourees, graduates of the University Teaching Certificate program and, paying tribute to the University's 50th anniversary, the 52 past recipients of the Alumni Association Award for Distinguished Contributions to Teaching
- Coordinating a successful 3M National Fellowship, the University's fourth 3M since the award's inception in 1986
- Establishing embedded and sustainable programming, 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

- Continuing communications between CTL staff and University faculty about upcoming events, services, and resources: more than 1,500 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

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 expertise and support through one-on-one and group consultations on the design of "flexible" classrooms in the University's Downtown Campus
- Providing media and photographic support for community events and partners: special events included Convocation, Alumni Awards Dinner, and the Windsor Welcome Week Celebration
- Collaborating with institutions across Windsor-Essex in an effort to bring teaching and learning 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
- Adopting Blackboard Learn as the University's new LMS in a joint license with St. Clair College: this partnership positions the two institutions for greater collaborations, student mobility, and flexibility

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 four Chinese universities interested in working with a Canadian university for faculty development: in 2013-14, faculty from the College of Computer Science at the National University of Defense Technology, Shanghai University of Engineering Sciences, Changzhou Institute of Technology, and Beijing Information Science and Technology University enrolled in intensive professional development programs at the Centre for 1.5-3 weeks in length
- Visiting universities in Scotland and Sweden, and joining the Scottish Higher Education Developers group and attending the Scotland Quality Enhancement conference
- Welcoming Visiting Fellows in Educational Development from Australia, England, and Canada
- Liaising with the Staff and Educational Development Association (SEDA) about the internationally-certified University Teaching Certificate; and engaging with members of teaching and learning societies in North America and the UK through international conferences (i.e., ICED, SEDA, POD)

B. Challenges

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

Faculty of Education and Academic Development: The greatest opportunity for change was the formal announcement that the Centre for Teaching and Learning and the Faculty of Education would both report to the Dean of the Faculty of Education and Academic Development. The Centre will focus efforts on this new partnership in 2014-15.

Classroom Multimedia Equipment Replacement Plan: Capital replacement of equipment remains underfunded, and operational gaps are widening as new learning spaces are developed in the central campus and downtown. In 2011, the Centre developed a long-term, strategic, cost-effective plan for the purchase, upgrade, and maintenance of classroom technology at the University based on industry best practices. With nearly every general purpose classroom on campus equipped with multimedia equipment, early installations are becoming unusable. The plan must also include funding human resources, 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.

Learning Management System Implementation: Following a review of the University’s LMS and results from a campus-wide survey, the University has adopted Blackboard Learn as its new LMS. The LMS Team (staff from CTL and ITS) has begun to prepare for the migration from CLEW to Blackboard Learn by participating in extensive training on the new system, and developing tools to facilitate the transfer of instructors’ content from CLEW into the new LMS.

C. Future Actions/Initiatives

- Continue to consult external stakeholders interested in sponsoring long-term classroom upgrades
- Commission and launch the first phase of the Downtown Campus
- Develop a virtual tour of classroom learning spaces, and develop online tutorials for classroom consoles
- Continue to survey faculty, staff, and students about CTL programming and services
- Review methods to help revise tenure and promotion
- Continue to enhance educational leadership initiatives
- Implement Blackboard Learn as a pilot for 2014-2015
- Explore methods of enhancing a quality teaching culture on campus
- Involve students in a more integrated fashion in the work of the Centre

D. Recommendations for Senate Consideration

- Revisit hiring, tenure, and promotion review processes
- Review the classroom multimedia replacement plan

Update on Future Actions and Initiatives Identified in the 2012-13 CTL Annual Report

Future Actions Identified in 2012-13	Actions Completed in 2013-14
Research and consult external stakeholders interested in sponsoring classroom upgrades	<ul style="list-style-type: none"> • Consulted with University Advancement to begin fundraising
Develop a virtual tour of classroom learning spaces	<ul style="list-style-type: none"> • Postponed
Develop online tutorials for classroom console use	<ul style="list-style-type: none"> • Installed simulated consoles in the CTL
Survey faculty, staff, and students about CTL programming and services	<ul style="list-style-type: none"> • Surveyed participants in the UTC
Review methods in which the University evaluates teaching in order to help revise tenure and promotion	<ul style="list-style-type: none"> • Reviewed methods of student evaluation of teaching through a MTCU-funded project
Explore ways to develop educational leaders through teaching and learning chairs	<ul style="list-style-type: none"> • Supported the launch the inaugural Teaching Leadership Chairs • Contributed to an MTCU-funded report on embedded educational leadership initiatives at the University of Windsor, including: <ul style="list-style-type: none"> • An environmental scan of current educational leadership projects at the University of Windsor • A report on the outcomes of the inaugural University of Windsor Educational Leadership Forum • Recommendations to expand and improve educational leadership initiatives on campus
Explore new ways to engage students in large classes	<ul style="list-style-type: none"> • With the Office of Open Learning, helped pilot and implement Lecture Tools and Echo360 (supported by an MTCU grant)
Explore methods of sharing course modules between universities to benefit productivity, efficiency, and innovation	Contributed to an MTCU-funded report on exploring ways to develop shared course modules, including: <ul style="list-style-type: none"> • A feasibility study evaluating available resources, viable organizational and business models, and barriers to success • A Guide to Course Re-design in Ontario e-book