

Centre for Teaching and Learning Annual Reporting to the Academic Policy Committee

1. Executive Summary

A. Introduction

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

B. Goals and Objectives of Reporting Year

1. **Provide an exceptional undergraduate experience:**

- a) Foster exceptional teaching and explore methods of enhancing a quality teaching culture on campus, directly impacting student learning across the institution
- b) Complete the campus-wide migration to and provide system support for Blackboard (with IT Services [ITS] and the Office of Open Learning [OOL])
- c) Partner with students to engage them in teaching and learning activities

2. **Pursue strengths in research and graduate education:**

- a) Encourage and support faculty as they develop a scholarly approach to teaching and evidence-based decision-making, and engage in the scholarship of teaching and learning
- b) Enhance undergraduate research and learning experiences in collaboration with the Office of Research and Innovation Services (ORIS)
- c) Engage in scholarship to contribute to the enhancement of teaching and learning in higher education
- d) Support graduate assistant and teaching assistant (GA/TA) professional development in teaching

3. **Recruit and retain the best faculty and staff:**

- a) Provide new and enhance existing support for early career faculty, including UWindsor's 50 new hires
- b) Enhance effective approaches to evaluating teaching integrated with hiring, tenure, and promotion
- c) Celebrate teaching excellence, and reward and value teaching in hiring, tenure, and promotion
- d) Support Faculty-level curriculum development, teaching initiatives, and accreditation processes
- e) Enhance the development of educational leadership, building capacity for distributed educational leadership

4. **Engage and build the Windsor and Essex County community through partnerships:**

- a) Partner with St. Clair College to host the Educational Development Caucus Conference

5. **Promote international engagement:**

- a) Foster international relationships and global perspectives with initiatives such as the International Faculty Development and Visiting Fellows in Educational Development programs

C. Successes

- Welcoming the Centre's highest number of faculty, staff, and student participants in workshops and programs: 1,483 total participants, a 37% increase from the previous year
- Transitioning to Blackboard, in collaboration with ITS and OOL and initiating the implementation of Outcomes and Analytics in the Blackboard to support Faculties
- Recognized nationally – with St. Clair College – as hosts of the Educational Development Caucus Conference
- Internationally highlighting UWindsor's work in teaching evaluation with a forum (117 participants)
- Supporting Faculty-level curriculum initiatives including Business and Engineering's accreditation
- Earning funding to enhance scholarly teaching and teaching initiatives with a Centre-led \$74,869 SSHRC grant on teaching culture; partnership on a 2.5 Million SSHRC grant; and \$250,000 for ongoing and completed grants
- Disseminating research findings for Centre and University-wide initiatives: 12 articles, books, and reports; 21 invited presentations; and 20 peer-reviewed presentations

D. Challenges

1. Ongoing changes in the CTL organization structure
2. Finalizing the implementation of Blackboard; addressing risk such as cyber attacks and system failure; developing appropriate guidelines and policies for use and sharing of data; and maintaining sufficient resources – both human and financial – to support the cross-campus learning management system
3. Effectively assessing the impact of CTL services and support to focus priorities and guide direction of the CTL

2. 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 and Strategic Mandate Agreement, with particular focus on the undergraduate experience, pursuing research and graduate development of teaching, and recruiting and retaining the best faculty and staff.

1. **Provide an exceptional undergraduate experience:**

- a) **Foster exceptional teaching** and explore methods of enhancing a quality teaching culture on campus, directly impacting student learning across the institution
 - Welcomed the highest number of participants to attend Centre-led workshops and courses to date: 1,483 total participants (780 unique individuals) representing all Faculties and several non-academic units attended 104 sessions for a total of 5,062 contact hours
 - As a unit, held more than a thousand hours of individual and group consultations with instructors, staff, and students from every department on campus
 - Continued to offer the University Teaching Certificate, providing sustained and systematic development of teaching
 - Maintained strong CTL representation across campus, with staff sitting on 37 campus committees and 18 external committees to support teaching and learning
 - Contributed to the revision of University policies (i.e., *Turnitin.com* and SET form)
 - Developed effective partnerships across campus: ORIS (undergraduate research), OOL (Blackboard, Echo 360), ITS (Blackboard), Human Resources (tracking training), Outstanding Scholars (UWill Discover), and Graduate Studies (GATA Network)
- b) **Complete the campus-wide migration to and provide system support for Blackboard** (with ITS and OOL)
 - Close to 100% of all students and 700 instructors were active in Blackboard by the end of the reporting period
 - Offered 200 workshops, consultations, and drop-in sessions to well over 600 face-to-face participants, with an average feedback rating of 3.9 out of a possible 4; in addition, over 600 participants registered in online training
 - Integrated virtual classrooms using the Blackboard Collaborate module, and provided system administrative support
 - Maintained a unique collaboration with ITS and OOL, as three units who bring together expertise in pedagogy and hybrid learning, hardware management, programming, and communications, in consultation with faculty and students
 - Purchased two modules – Outcomes and Analytics – to provide opportunities for individual instructors and departments or Faculties to access and report on data to assess student success
- c) **Partner with students to engage them in teaching and learning activities**
 - Partnered with 90 students as volunteers and co-organizers for teaching and learning events, as well as panelists and presenters at forums and conference, subsidizing their registration costs
 - Engaged undergraduate students in research and mentorship opportunities as research assistants, participants in the cross-campus run, UWill Discover Conference, and recipients of the Undergraduate Research Experience Grant
 - Supervised PhD students and acted as committee members or external readers on doctoral and master's committees

2. **Pursue strengths in research and graduate education:**

- a) **Encourage and support faculty as they develop a scholarly approach to teaching** and evidence-based decision-making, and engage in the scholarship of teaching and learning
 - Consulted with faculty from across disciplines on the scholarship of teaching and learning, co-facilitating sessions for national and international conferences
 - Focused the Centred on Learning Innovation Fund on teaching evaluation and for the first time offered departmental proposals, funding three departmental and two individual level grants for a total of \$19,895
 - Co-hosted – in Rochester, MI – the Windsor-Oakland Teaching and Learning Conference, *Transformative Student Learning*, welcoming 217 participants from across Ontario and Michigan, with UWindsor members (including a record number of undergraduate student presenters) facilitating 33 of the 65 peer-reviewed sessions: Jenni Hotte, UWindsor doctoral student, won the Dr. Wilbert J. McKeachie International Poster Prize
 - Awarded travel grants to 15 faculty members and graduate students from nine units to disseminate research at national and international teaching and learning conferences

- b) **Enhance undergraduate teaching and research experiences** in collaboration with ORIS
 - Awarded seven Undergraduate Research Experience Grants to support projects that involve undergraduate students in research and scholarly activities – directly funding 12 students and impacting over 300
 - With units across campus, and conference lead, Simon Du Toit, held the UWill Discover Conference, welcoming undergraduate students from nearly every Faculty on campus, presenting 52 sessions
- c) **Engage in scholarship** to contribute to the enhancement of teaching and learning in higher education
 - Principle investigator for a multi-institutional SSHRC Insight Development Grant, *Teaching Culture Indicators: Enhancing Quality Teaching* – an extension of a Ministry of Training, Colleges, and Universities' Productivity and Innovation Fund grant received two years ago to examine the perceptions of whether an institution values teaching (Kustra)
 - As a unit, collaborated on a successful multi-institutional SSHRC Partnership Grant worth more than two million dollars, providing consultation, training, and support through program assessment
 - Continued to develop and support projects with funding of more than \$250,000 such as the GATA Network, and Teaching Leadership Chairs
 - Disseminated scholarly work on University-wide initiatives resulting in 12 articles, books, and reports; 21 invited presentations; 20 peer-reviewed presentations
 - Received recognition from the national group, *Academica Top Ten*; and the high number of downloaded copies of CTL articles ranked UWindsor among the most popular institutions in the Educational Commons on Scholarship of Teaching and Learning
 - Co-authored the first series of the Educational Developers Guide focused on educational portfolio development, now being reviewed for translation into Japanese (Kustra)
- d) **Support GA/TA professional development** in teaching
 - 372 students participated in regularly hosted CTL workshops and events
 - Provided targeted orientation for graduate students through GATAcademy, with 302 students from 10 Faculties attending, a 53% increase from the previous reporting year, and the highest number to attend the event since its inception
 - Supported two graduate students who make up the GATA Network – a partnership initiative with the Faculty of Graduate Studies – as they provided ongoing support for GAs and TAs including the release of the guide, *A Teaching Assistant's Guide to Online and Hybrid Learning*, developed in 2014-15 in collaboration with the Business and OOL; offered GATA Winter Academy to 60 participants; and hosted a new Blackboard site with over 741 members

3. **Recruit and retain the best faculty and staff.**

- a) **Provide new and enhance existing support for early career faculty** including UWindsor's 50 new hires
 - Contributed to the delivery and minor revisions of the 2015 New Faculty Orientation (NFO)
 - Hosted an Early Career Faculty Lunch and the Summer Series on Teaching and Learning with introductory and advanced sessions focused on teaching and learning, paired with the NFO to provide extended opportunities for development
 - Gave priority to early career faculty for CTL programs with capped registration
 - Contacted early career faculty for their recommendations for support
 - Based on feedback, literature, and models at other institutions, collaborated with the Office of the Provost to begin a complete redesign of the NFO and Early Career Faculty Support to be launched in August 2016, and which will now include participation from many campus service units, interactive workshops, and a mentoring program
- b) **Enhance effective approaches to evaluating teaching** integrated with hiring, tenure, and promotion
 - Consulted with instructors and heads on developing teaching dossiers, and provided feedback on drafts
 - Invited Visiting Fellow, Denise Chalmers – an international expert in developing and embedding teaching quality criteria, indicators, and assessment standards – who offered sessions to faculty and staff focused on the development of a teaching criteria framework
 - Co-hosted – with the Office of the Provost – a forum on how teaching is documented and evaluated, welcoming 117 faculty and administrators from UWindsor and from across Canada and the US
 - Collaborated with staff from the Office of the Provost to develop a flexible template for revising teaching evaluation criteria
 - Offered opportunities for faculty to explore topics of interest in teaching evaluation including workshops, consultations, and funding through the Centred on Learning Innovation Fund
- c) **Celebrate teaching excellence**, and reward and value teaching in hiring, tenure, and promotion
 - Welcomed 300 people to the 10th Annual Celebration of Teaching Excellence to celebrate 39 award winners from across campus, University Teaching Certificate graduates, and recipients of teaching and learning grants, marking the first year that all disciplines had representation as award winners
 - Coordinated a successful Ontario Confederation of University Faculty Associations (OCUFA) Teaching Award and 3M National Teaching Fellowship Award, and were members of four campus or Faculty-wide award committees

- d) **Support Faculty-level** curriculum development, teaching initiatives, and accreditation
 - Supported curriculum development through extended consultations with Nursing, Business, Digital Journalism, and Music
 - Explored online tools – with LMS Advisory and faculty members – to better track and assess learning outcomes for programs involved in external accreditation
 - Co-chaired the Senate Working Group on Learning Outcomes with a committee of faculty and staff to describe the current state of learning outcomes to inform future actions (Wright, Kustra)
- e) **Enhance the development of educational leadership**, building capacity for distributed educational leadership
 - Invited and mentored 33 faculty members and graduate students to co-facilitate workshops
 - Continued support for and collaborations with the Teaching Leadership Chairs including work on the Teaching Evaluation Forum; and arranging for a multi-institutional meeting of educational leaders – this group submitted a successful conference proposal to the Society for Teaching in Higher Education national conference
 - Mentored members of the GATA Network as leaders in graduate student support
 - Supported faculty as leaders of projects to enhance teaching and learning through the Centred on Learning Innovation Fund and the Undergraduate Research Experience Grant
 - Mentored faculty in writing their educational leadership statements and compiling evidence of their change initiatives as part of provincial and national award submissions: award winners in turn mentored and nominated over 25 colleagues for awards
 - Continued development of an Educational Leadership Award to recognize formal and informal leadership

4. **Engage and build the Windsor and Essex County community through partnerships:**

- a) **Partner with St. Clair College** to host the Educational Development Caucus Conference (EDC)
 - Successfully collaborated with St. Clair College to host the national conference of the EDC, welcoming 152 delegates – the highest number of registrants at this conference to date – representing 56 institutions worldwide, including 22 UWindsor faculty, staff, and students
 - Received an overall conference feedback rating of 4.72/5

5. **Promote international engagement:**

- a) **Foster international relationships and global perspectives** with initiatives such as the International Faculty Development and Visiting Fellows in Educational Development programs
 - Hosted five Visiting Fellows from China, Australia, US, and New Zealand for a total of 40 Visiting Fellows in nine years, all of whom continue to contribute to UWindsor's international profile
 - Welcomed 29 faculty members from China to the International Faculty Development Program to gain diverse intercultural experiences, innovative approaches to teaching and learning, and increased global understanding
 - CTL staff maintained memberships with 12 societies and participated in multiple inter-institutional partnerships, which enable and enrich relationships with colleagues and institutions worldwide, bringing rich, new perspectives and ideas from around the globe, (e.g., Dr. Erika Kustra was elected Chair of the Educational Developers Caucus, and Dr. Pierre Boulos is President-Elect, International History, Philosophy, and Science Teaching)
 - Participated in external reviews of other centres for teaching and learning

B. **Future Actions/Initiatives for 2016-2017**

1. Enhance support for early career faculty in the context of ongoing support for mid- to late-career instructors
2. Enhance the teaching culture on campus, which includes distributed support of formal and informal leaders, support for the effective evaluation of teaching, and engaging students as partners in educational development
3. Support and enhance curriculum initiatives through workshops, consultations, learning outcomes feedback, and implementing tools such as Blackboard Outcomes
4. Support high-impact teaching practices to provide students with experiential learning opportunities, including undergraduate research experiences
5. Continue to assess the impact and structure of the CTL through an external review

C. **Recommendations for Senate consideration**

1. Examine appropriate guidelines and policies for use and sharing of data as the institution moves towards greater collection and use of big data

Future Actions Identified in 2014-15 APC Report	Actions Completed in 2015-16 APC Report
1. Enhance support for early career faculty including UWindsor's 50 new hires	<ul style="list-style-type: none"> • Collaborated to offer New Faculty Orientation (NFO) • Hosted a New Faculty Lunch paired with sessions during the CTL Summer Series • Gave priority to early career faculty for CTL programs with limited registration • Phoned early career faculty for their recommendations for support • Based on the feedback, literature, and models at other institutions, collaborated with the Office of the Provost to redesign NFO and early career faculty support
2. Collaborate to enhance effective approaches to evaluating teaching, integrated with hiring, tenure, and promotion	<ul style="list-style-type: none"> • Consulted with instructors and heads on developing teaching dossiers, and provided feedback on drafts • Invited Visiting Fellow, Denise Chalmers – an international expert in developing and embedding teaching quality criteria, indicators, and assessment standards • Offered three sessions to faculty and staff focused on the development of a teaching criteria framework • Co-hosted a forum, <i>Weighed in the Balance</i>, on the evaluation of teaching • Collaborated with the staff from the Office of the Provost to develop a flexible template for revising criteria • Offered opportunities for faculty to explore topics of interest through the Centred on Learning Innovation Fund
3. Enhance development of educational leadership	<ul style="list-style-type: none"> • Thirty-three faculty members and graduate students were invited to co-facilitate workshops • Supported and collaborated with Teaching Leadership Chairs (TLCs) • Invited TLCs to co-host the forum on teaching evaluation • Arranged for multi-institutional meeting of educational leaders, and a group submitted a successful conference submission • Mentored members of the GATA Network • Supported faculty as leaders of projects through the Centred on Learning Innovation Fund and the Undergraduate Research Experience Grant • Supported nominations of provincial and national teaching awards, mentoring faculty in writing their educational leadership statements and compiling evidence of their change initiatives • Worked on developing an Educational Leadership Award
4. Host the international Educational Development Caucus Conference for international engagement	<ul style="list-style-type: none"> • Collaborated with St. Clair College to host the national conference of the Educational Developers Caucus
5. Complete the campus-wide migration to Blackboard	<ul style="list-style-type: none"> • Completed the migration from CLEW to Blackboard Learn • Initiated the integration of Outcomes and Analytics modules for Blackboard
6. Focus on assessing impact and using this information to enhance CTL services	<ul style="list-style-type: none"> • Invited a Visiting Fellow to run sessions on assessing impact and consulted on the impact of centre programs • Engaged in externally facilitated examination of CTL practices as well as an internal retreat to review CTL's mission, mandate, and vision • Began discussions for an external review
7. Collaborate with the Provost to examine the organizational structure with move back to the Office of the Provost	<ul style="list-style-type: none"> • Completed

Please Note: Future Actions Identified in 2014-2015 related to Media and Educational Technologies Unit (ie. AV, photography, videography, videoconferencing) will be addressed in the IT Services Report as this reorganization took place in March, 2016.