



NOTICE OF MEETING

There will be a meeting of the
ACADEMIC POLICY COMMITTEE

Tuesday, November 27, 2018 at 9:00am-11:00am

In Room 209 Assumption Hall

AGENDA

Formal Business

- 1 Approval of Agenda**
- 2 Minutes of meeting of October 29, 2018**
- 3 Business arising from the minutes**
- 4 Outstanding business**

Items for Information

- 5 Reports/New Business**
5.1 Centre for Teaching and Learning Annual Report Dr. Erika Kustra
APC181127-5.1a
APC181127-5.1b

Additional Business

- 6 Question period/Other business/Open Discussion**
- 7 Adjournment**

Please carefully review the 'starred' (*) agenda items. As per the June 3, 2004 Senate meeting, 'starred' items will not be discussed during a scheduled meeting unless a member specifically requests that a 'starred' agenda item be 'unstarred', and therefore open for discussion/debate. This can be done any time before (by forwarding the request to the secretary) or during the meeting. By the end of the meeting, agenda items which remain 'starred' (*) will be deemed approved or received.

University of Windsor
Academic Policy Committee

5.1: **Centre for Teaching and Learning Annual Report**

Item for: **Information**



1. Executive Summary

Please refer to Full Report: <http://www.uwindsor.ca/ctl/300/annual-reports> for details, figures, and images.

A. Introduction

The CTL is an international leader in educational development, contributing, through research and a scholarly approach, to enhanced pedagogical practices, the design and development of state-of-the art learning spaces, and the integration of educational technologies. Programming is designed in a variety of formats, and with multiple entry points, to engage instructors in all roles and at all stages of their careers. CTL staff work in partnerships, networking people and units across campus to create a culture of scholarly and effective teaching 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.
2. Pursue strengths in research and graduate education.
3. Recruit and retain the best faculty and staff.
4. Engage and build the Windsor and Essex County community through partnerships.
5. Promote international engagement.

C. Successes

- Regularly distributed resources and information about teaching to all full-time faculty hired in 2017-18 with 83% of the new faculty participating in at least one formal CTL-facilitated workshop
- Hosted 1,220 participants (574 unique) in 85 workshops and courses
- Received the *University Impact Award* for external teaching award submissions
- Supported curriculum mapping with launch of curriculum mapping tool, CuMA, which also acts as a searchable repository for learning outcomes - now piloted by 10 departments, and 29% of program maps now underway
- Worked with over 100 people on teaching dossiers
- Awarded the inaugural Educational Leadership Award
- Teaching and Learning Senior Fellow, Veronika Mogyorody, provided mentoring and mid-to late-career support
- Coordinated a successful 3M National Teaching Fellow, and celebrated 50 awards to instructors from all Faculties at the Celebration of Teaching Excellence
- Hosted Blackboard sites in 90% of all courses and supported instructors with new online resources and an intense Bootcamp training
- Disseminated CTL-staff research findings: 6 articles and book chapters; 20 peer-reviewed conference presentations; 19 invited workshops; 11 videos

Throughout the semester, I have felt challenged to think, grow and take risks. I have been provided with excellent constructive and timely feedback. I was excited to come to class each week & see what new experiences and active learning strategies I would be able to take away Truly one of my most memorable and practical courses.

*Learning-Centred Teaching in Higher Education
Participant Feedback*

D. Challenges

1. Integrating Blackboard Learn and re-implementing Blackboard Learning Analytics with the new Student Information System, UWInSite; considering issues of data governance collaboratively with colleagues across campus; and maintaining sufficient resources – both human and financial
2. Curriculum mapping effectively so the process is helpful to instructors, provides opportunities for curriculum enhancement, and successful documentation for the Strategic Mandate Agreement
3. Effectively assessing the impact of CTL services and support to focus priorities and guide direction of the CTL, and clarifying mandate with the Office of Open Learning
4. Sustainability of workload with existing resources and space

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. In the reporting period there were a number of changes in the CTL organizational structure, including hiring a limited-term Learning Specialist for Curriculum Development, and finalizing a long-term disability replacement for the Online Learning Systems Administrator.

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

- a) Fostered exceptional teaching directly impacting student learning across the institution
 - Hosted 1,220 participants (574 unique) in 85 workshops and courses
 - Held thousands of individual consultations with faculty, staff, students from every Faculty
 - Maintained strong CTL representation across campus with staff sitting on 33 committees
- b) Promoted student engagement including undergraduate research and High Impact Practices (HIPS)
 - Partnered with Phil Wernette to support UWill Discover Undergraduate Research Conference, offering workshops to help students develop and present proposals
 - Funded 18 students to attend teaching and learning conferences
 - Organized or facilitated five sessions on HIPS
- c) Encouraged effective use of technology to enhance learning by integrating Blackboard Learn, Outcomes, and Learning Analytics consistent with enrollment and retention initiatives
 - Collaborated with IT Services (ITS), Office of Open Learning (OOL), and faculty and staff across campus to offer expertise in pedagogy and hybrid learning, hardware management, programming, and communications
 - Supported 90% of all courses from every Faculty with a Blackboard site (a 20% increase)
 - Supported an increase in LMS interactive tools, i.e., assignments, tests, surveys, and discussion forums
 - More than 1000 help requests resolved through Tier 2 tickets requiring expertise around system administration, site access, and use of features, almost triple last year
 - Maintained a stable system with 99.5% uptime, and with ITS, introduced a number of strategies to monitor and mitigate system outages
 - Used the new TeamDynamix system to analyze issues reported to allow for more intention and proactive staffing and resource development
 - Validated data and reports provided through Learning Analytics to support informed decisions
- d) Partnered directly with students to engage them in teaching, learning and educational development
 - Mentored a group of student researchers to launch a study exploring the impact of CTLs partnering with students
 - Worked with over 800 students (five students in Ignite Work-study program, two LMS students, ten research and project assistants, over 30 volunteers at events, and over 750 students involved in grants)
 - Hosted 315 students in CTL programs

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

- a) Supported graduate assistant and teaching assistant (GA/TA) professional development in teaching
 - With Graduate Studies, supported nomination of the GA/TA Network for a Canadian Association of Graduate Studies Award
 - Hosted 269 participants at GATAcademy, and 76 in GATA Winter Academy
 - Offered workshops to GA/TAs and with Office of Career Development and Experiential Learning and Graduate Studies on resources and sessions
 - Developed five online training modules for GAs and TAs on tips, resources, and services
 - Hosted 1,570 members on the GATA Network Blackboard resource site
 - Facilitated promotion and selection of GATA Awards for Educational Practice and Educational Leadership
- b) Encouraged 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

- Partnered for over a decade with Oakland University to offer an international teaching conference, with 40 members of University of Windsor participating this year
- Offered five Centred on Learning Innovation Fund (CLIF) grants of \$2000-5000 to 10 researchers from eight academic and non-academic units
- Provided 14 travel grants to disseminate research from seven Faculties at teaching conferences

c) Enhanced student research and learning experiences in collaboration with the Office of Research and Innovation Services (ORIS)

- Partnered with ORIS to offer nine Undergraduate Research Experience Grants to 15 researchers
- GATA Coordinators trained students presenters for the Three Minute Thesis Competition

d) Engaged in scholarship to contribute to the enhancement of teaching and learning in higher education, CTL Staff:

- Worked on seven ongoing research grants totaling over \$300,000 on teaching and learning projects
- Continued analysis of CTL impact assessing a campus-wide survey and presenting internationally
- Disseminated CTL staff research findings: 6 articles and book chapters; 20 peer-reviewed conference presentations; 19 invited workshops; 11 videos
- Peer reviewed for 13 conferences and journals on teaching and learning in higher education
- Supervised PhD students and acted as committee members or external readers on doctoral and master's committees, particularly those related to teaching and learning in higher education

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

a) Offered ongoing programming of different formats and lengths

- In the last two years, hosted 362 full-time faculty and 152 sessionals in CTL workshops and courses, with hundreds more in consultations, departmental retreats, and conferences
- Hosted 85 workshops, courses and programs, attracting over 1,000 instructors, staff and students at all levels
- Organized the Summer Series with 14 presenters from across campus, and the Teaching and Learning Workshop series, with 15 presenters from across campus
- Revised the University Teaching Certificate (UTC) based on the recommendations of an External Review

b) Embedded support for early career faculty, including UWindsor's final 50 SPF hires

- Welcomed 83% of new faculty hired full-time in 2017-2018 in at least one formal CTL-facilitated workshop, and distributed resources and information about teaching to 100%
- Partnered with Office of the Provost to provide an extended Early Career Faculty Program, starting with a highly interactive three-day New Faculty Orientation, weekly informal drop-ins, Early Career Faculty lunch, mid-year meeting, preferential access to CTL programs, one-on-one consultations, and regular email notices

c) Provided support and networks for mid- to late-career instructors and Heads

- Invited and mentored 23 mid-to late-career faculty to facilitate teaching and learning workshop
- Developed a Deans, Associate Deans, Heads and Directors program with Office of the Provost
- Invited scholar from New Zealand to facilitate session for Deans and Heads on support for early career faculty success and retention
- Provided support and worked with University Teaching Leadership Chairs, including consulting on a mid-career faculty retreat designed and run by Judy Bornais and Dave Andrews

d) Engaged educational leaders and change agents to enhance teaching culture

- Established and awarded the first UWindsor Educational Leadership Award to Maureen Sterling, Business
- Continued to offer the Teaching and Learning Senior Scholar Program, a fellowship for retired faculty members with records of educational leadership and a clear plan for continued advancement of teaching
- Partnered with educational leaders in Human Kinetics and Science to explore leadership practice

e) Supported Faculty-level curriculum initiatives and mapping

- Continued to support departments as they designed new and refined existing courses and programs
- Provided feedback on learning outcomes for 273 courses and 33 programs approved by Senate in the calendar year of 2017
- Designed and launched an online curriculum mapping tool with learning outcome repository, with 10 departments piloting the CuMA tool, using it to highlight strengths and areas for refinement (<https://ctl2.uwindsor.ca/cuma/prj/>).
- In only six months, worked with departments to map 29% of all UWindsor programs, more than halfway to the University-set target for the 2020 Strategic Mandate Agreement
- Developed a curriculum primer (<http://www.uwindsor.ca/ctl/474/curriculum-mapping>)

- Presented to Faculty and Provost Council meetings, offered workshops, departmental retreats, and consultations
- f) Built capacity to support indigenization of curriculum
 - Began initial steps to connect with the Aboriginal Education Council, Office of the Provost and Turtle Island, and colleagues from across campus to begin to build capacity, and support those engaged in indigenization
- g) Explored supports for sessional instructors
 - Supervised PhD student engaged in literature review to explore models of support for sessional instructors
- h) Examined effective approaches to evaluating teaching integrated with hiring, tenure, and promotion
 - Offered consultations and co-facilitated workshops for heads and faculty with Office of the Provost
 - Worked with over 100 people on teaching dossiers, and held the Teaching Dossier Academy
- i) Celebrated teaching excellence, and reward and value teaching in hiring, tenure, and promotion
 - Welcomed over 250 people and 50 teaching award winners at the Celebration of Teaching Excellence
 - Invited to sit on six teaching award committees at the University of Windsor and nationally
 - Awarded the University of Windsor Impact Award for work on external teaching award submissions (Marval, Raffoul, Hamilton)

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

- a) Pursued funding and sponsorship

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
 - Involved with 16 national and international societies, and 17 external committees and boards
 - Coordinated the national EDC Educational Development Guide Series
 - Invited to facilitate an Instructional Skills Workshop and train facilitators at Illinois State University
 - Invited to externally review a teaching and learning centre at a Canadian University
 - Staff consulted with faculty and educational developers across the globe on teaching and learning topics, programs, and research
 - Welcomed Visiting Fellows from China and Australia, who facilitated workshops across campus and provincially, and consulted with faculty and staff on teaching development

B. Future Actions/Initiatives for 2018-2019

1. **Curriculum Development and Mapping:** support departments to develop, refine and map curriculum, working towards a target of 50% mapped by 2020 for SMA2
2. **Evaluation of Teaching:** effective evaluation of teaching including Teaching Dossiers, student feedback, and evaluation frameworks for renewal, tenure, and promotion
3. **Indigenization:** facilitate increased awareness and support for Indigenization of curriculum
4. **Data Governance and Learning Analytics:** implement with IT and other key partners across campus
5. **Learning Spaces and Technology:** champion contemporary, evidence-based learning space designs that support teaching choices, reliable access to educational technology, and help to facilitate active learning (partnering with OOL, ITS, Facilities, Classroom Prioritization Committee, and others)
6. **Support Effective Teaching through Sustainable Core Programming:** provide essential support of teaching through coherent programming
 - a. BlackBoard Learn support, including integration with the new Student Information System
 - b. Early Career Faculty support and reporting for SMA2
 - c. Mid- to Late Career and Educational Leadership
 - d. GA/TA
 - e. HIPS and experiential learning in collaboration with the Office of Experiential Learning
7. **Scholarship:** introduce a modified teaching and learning conference and promote SoTL
8. **Reputation, Imaging and Branding:** continue to build on recommendations from the External Review, clarify what the CTL does as differentiated from other related units, and work with Advancement for sponsorship opportunities to enhance funding
9. **Workload and Sustainability:** work to clarify the focus of projects to ensure sustainability, in alignment with the recommendations of the External Review

C. Recommendations for Senate consideration

N/A

D. Summary Based on 2016-2017 Future Actions

In the previous report, Future Actions were identified, and the following is a summary based on that structure:

Future Actions Identified in 2016-17 APC Report	Actions Completed in 2017-18 APC Report
1. Work towards 50% of programs having curriculum maps and support curriculum development introducing a new curriculum mapping	<ul style="list-style-type: none"> Developed curriculum mapping tool, CuMA with IT and 10 departments piloted the new tool Supported departments in developing 273 course LO and 33 program LO, 194 programs as of June have approved learning outcomes Provided departmental retreats, workshops, consultations and resources Supported 68 programs in progress with 13 complete (29% of total)
2. Encourage effective use of technology to enhance learning by integrating Blackboard Learn, Outcomes and Learning Analytics in a cohesive fashion, to enhance student engagement, consistent with enrollment and retention initiatives	<ul style="list-style-type: none"> Initiated Privacy Impact Analysis and Risk Assessment processes for integrating with third party vendors working with IT and Legal Counsel Facilitated 19 face-to-face workshops, 81 customizable individual sessions and eight on-line courses resolved 1325 help tickets Facilitated an increase use of interactive tools Validated the Learning Analytics module (A4L) and developed reports to analyze data from Blackboard Learn to support decision making Negotiated a new implementation of Learning Analytics, A4L, following the campus student information system migration November 2018 Used A4L Pyramid software to analyze CTL registration data Provided access to Mentimeter student response system Contributed to Data governance discussions
3. Embed teaching and learning support for early career faculty, GATAs, sessionals, mid- to late-career instructors, and Heads	<ul style="list-style-type: none"> New Faculty <ul style="list-style-type: none"> Co-organized New Faculty Orientation with Office of the Provost Began monthly informal drop-in mentoring at Green Bean Provided a New Faculty lunch Co-Sponsored a winter Survive and Thrive meeting Provided regular email notices GATA <ul style="list-style-type: none"> Mentored the GA/TA Network, a two-person graduate student team hired to provide GAs and TAs with resources for personal and professional development. All faculties supported the funding for GATAcademy GATA Network offered workshops, including sessions with Propel a program coordinated through Career Development and Experiential Learning Sessional <ul style="list-style-type: none"> Provided targeted BlackBoard training Sessionals welcomed to all CTL campus development opportunities Mid-career <ul style="list-style-type: none"> Invited and mentored 23 mid-to late-career faculty members as facilitators of workshops Consulted with Teaching Leadership Chairs designing the first Mid-career Retreat Late-Career, Heads <ul style="list-style-type: none"> Established Teaching and Learning Senior Fellow in CTL, providing mentoring, workshops and networks, Veronika Mogyorody Facilitated sessions as part of Deans and Heads program with Office of the Provost Invited national research to present on department head's roles in supporting early career faculty
4. Engage educational leaders and change agents to enhance the teaching culture on campus, which includes distributed support of formal and informal leaders	<ul style="list-style-type: none"> Awarded first Educational Leadership Award Invited leaders to sit on Teaching and Learning committees (eg. review grants) Supported Teaching and Learning Chairs as they finalized their terms

5. Support high impact teaching practices to provide students with HIPS and experiential learning (EL) opportunities, including undergraduate research experiences	<ul style="list-style-type: none"> Offered campus wide workshops on HIPS and EL through the Summer Series and TL Series Workshops Facilitated department specific workshops on HIPS (eg. Social Work) Developed resources available online Collaborated with Office of Experiential Learning in preparations for a one-week intensive course on experiential learning Co-sponsored Undergraduate Research Experience Grants Supported UWill Discover as committee members and volunteers Provided funding for 14 students to attend and present at international teaching and learning conferences Led the start of SMA3 Experiential Learning Tagging project, collaborating with 6 units at UWindsor, and 6 other universities Integrated the ability to track and map HIPS and EL in the new curriculum mapping tool
6. Update and re-envision the website and online resources within the new Drupal format	<ul style="list-style-type: none"> Moved website to Drupal 7 Updated Resource page Developed 1 videos on topics such as learning outcomes, HIPs, Blackboard and GATA support
7. Pursue funding and sponsorship	<ul style="list-style-type: none"> Drafted initial sponsorship documents <i>(Note: Representative changed jobs, so we have delayed progress)</i>
8. Support effective evaluation of teaching	<ul style="list-style-type: none"> Worked with Office of the Provost in supporting revised departmental evaluation frameworks Consulted with instructors and Heads on developing teaching dossiers, and provided feedback on drafts, working with over 100 dossiers Facilitated the Annual Teaching Dossier Academy
9. Build capacity to support marginalized people	<ul style="list-style-type: none"> Supervised Education PhD student engaged in literature review for support of Sessional Instructors Began to raise awareness and provide support for the indigenization of curriculum, meeting with Aboriginal Education Council, Office of the Provost and Turtle Island, and colleagues from across campus to begin to build capacity, and support those engaged in indigenization
10. Continue to evaluate the impact and structure of the CTL	<ul style="list-style-type: none"> Analyzed workshop ratings and attendance data using A4L Analytics Analyzed Blackboard issues using TeamDynamix tickets to track problem types and proactively identify busy times, and top issues for future training Continued to collect program and service data including participation and demographic data, participant feedback, self-reports of changes, pre-post tests for the UTC, and participant reflections and portfolios

Annual Report

**CENTRE FOR
TEACHING AND LEARNING**

July 1, 2017 - June 30, 2018



Annual Report

Centre for Teaching and Learning

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Overview

Mission

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

Vision

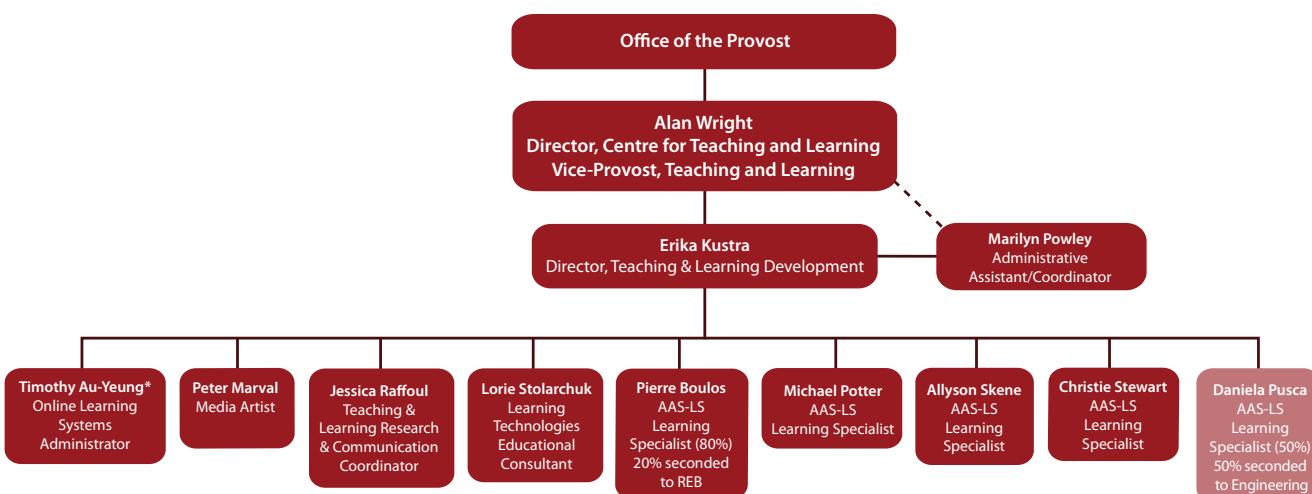
The Centre will lead ongoing strategic and intentional development of the teaching and learning culture at the University of Windsor. The CTL will be an international leader in educational development contributing, through research and a scholarly approach, to the design and development of state-of-the-art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

Organizational Structure

There were a number of changes to the CTL organizational structure in 2017-18. In 2018, the Centre hired Christie Stewart as a limited-term Learning Specialist to primarily support initiatives related to curriculum analysis, mapping, and development; and Tim Au-Yeung as the permanent Online Learning Systems Administrator.

The Centre reports to the Office of the Provost and Vice-President, Academic. In 2018, as Alan Wright's term as Vice-Provost, Teaching and Learning, came to an end, the CTL began reporting to the Associate Vice-President, Academic. See Figure 1 for the CTL organizational structure.

Figure 1: 2017-18 CTL Organizational Chart



Approach to Educational Development

The Centre's programming is intentionally designed to engage instructors at all stages in their careers, and build networks of faculty, students, and staff across campus, resulting in a distributed model of leaders committed to teaching excellence and student learning.

Programs – ranging from short workshops to granting schemes to conferences – are offered at different levels and in different formats to allow for multiple entry points and to meet the varying needs of individuals in all roles, disciplines, and career stages. The CTL partners with academic and non-academic units across campus to support a culture that values quality, reflective, scholarly teaching.

Enhancing Teaching Practice: Support Programs and Services

The CTL offers a variety of workshops, programs, and services to support instructors at every phase of their career, as well as departments and Faculties as they design and refine programs of study.

Early Career Faculty Support

The CTL offers programs and initiatives to support early career faculty in their transition to teaching and to the University: 83% of full-time faculty hired in 2017-18 participated in at least one CTL-facilitated workshop; and 100% of new faculty received resources and information about teaching from CTL staff. Programs and initiatives included:

- With the Office of the Provost, designing and offering sessions during the three-day New Faculty Orientation. CTL sessions focused on student engagement, Blackboard Learn, and tenure and promotion.
- Hosting weekly, informal, drop-in meetings for faculty to network, and discuss topics of interest.
- Welcoming 27 faculty to the Early Career Faculty Luncheon, providing an opportunity for instructors to meet one another, members of the CTL, and educational leaders across the University community.
- Facilitating a mid-winter meeting for newly hired faculty to discuss challenges and strategies for improvement: 12 faculty attended this session.
- Offering preferential access to CTL programs already in place, including the Teaching Dossier Academy, University Teaching Certificate, Instructional Skills Workshops, and Summer Series on Teaching and Learning.
- Regularly emailing best practices in teaching and course design as well as teaching development opportunities.
- Holding one-on-one and group consultations about course and syllabus design, assessment of student learning, learning outcomes, Blackboard, and other teaching and learning related topics.



Mid- to Late-Career Faculty and Educational Leadership Support

In 2017-18, the CTL continued to support educational leaders in both formal and informal roles, fostering networks of people across disciplines who support teaching. Initiatives included:

- With the Office of the Provost, developing a Deans, Associate Deans, Heads, and Directors training and support program to be launched in 2018-19.
- Inviting Kathryn Sutherland (Victoria University, New Zealand) to facilitate a session on international research around deans and department heads' role in faculty success and retention: 10 deans, heads, and instructors from Business, Science, FAHSS, Human Kinetics, Education, and Engineering attended the session.
- Inviting and mentoring 23 mid- to late-career faculty members to facilitate teaching and learning workshops. This helps faculty forge partnerships with leaders across campus, experience the value in sharing their expertise, and contribute to a quality teaching culture.

- Supporting and collaborating with the University's Teaching Leadership Chairs (TLCs). In June 2018, Centre staff consulted with TLCs, Judy Bornais (Nursing) and Dave Andrews (Kinesiology), on a mid-career faculty retreat, providing resources and tips.
- Establishing and awarding the University of Windsor Educational Leadership Award, a campus-wide award honouring those who have led significant and sustained initiatives to improve teaching, curriculum, and policies that promote effective teaching. Award winners receive \$5000, funded by the Office of the Provost, for projects that support educational leadership. Maureen Sterling (Business) was this year's recipient.
- Launching the Teaching and Learning Senior Scholar Program, a fellowship for retired faculty members with a record of educational leadership, and a clear plan for a project that would advance teaching and learning at the University. This year's Senior Scholar was Veronika Mogyorody (VABE).
- Offering travel grants and funding for projects that support teaching and student learning (p. 19).
- Partnering with educational leaders in Human Kinetics and Science to explore their leadership practice and pursue teaching and learning research.

Course and Curriculum Support

During the reporting period, CTL staff continued to support departments as they designed new and refined existing courses and programs, particularly around learning outcome and curriculum development.

In 2017, the provincial government finalized Ontario's Strategic Mandate Agreement, requiring each post-secondary institution to undertake curriculum mapping and report on their progress by 2020. The University of Windsor set a target to map 50% of all programs by 2020. Curriculum mapping is a process of documenting and analyzing the structure of a program to explore how courses work together through each year of study, ensuring students attain program-level learning outcomes by graduation.

Based on recommendations from faculty members across campus gathered by the Senate Working Group on Learning

Courses to Program Outcomes									
Program Learning Outcomes (columns)									
Courses		Core and elective courses in the program							
Project									
		A	B	B	C	D	F	G	I
		PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
GEN101		I		I				I	
GEN201		I	I	I	I	R	R	R	R
GEN202		R			I		I	R	
STATS201						I		I	
GEN301					R				
GEN303		I	R	R	R	R	R	R	R
STATS301						M			
Gen401		R ^a						M ^a	
GEN410		M	M	M	M	M	M		M

Curriculum Mapping Tool (CuMA)

The CuMA tool proved to be very helpful for developing our curriculum maps. Once all the information is entered into the tool, it is quite easy to modify or update, as necessary. Being able to output program learning outcomes and curriculum maps from CuMA in a format that is acceptable for review by PDC, is very helpful and speaks to the thoughtful planning of the tool.

Dave Andrews

Professor,

Department of Kinesiology

Outcomes, Allyson Skene (CTL) and Graham Fawcett (ITS) designed and launched an online curriculum mapping tool (CuMA: <https://ctl2.uwindsor.ca/cuma/prj/>). Accessible by UWinID, users can create and save drafts of maps, access all Senate-approved course and program-level learning outcomes, and track teaching methods and assessments. Ten departments have piloted the tool and have provided feedback on its effectiveness in highlighting gaps and strengths in their programs and identifying gaps where students might be losing traction as they progress through to graduation. In under six months (as of June 2018), 29% of UWindsor programs have been mapped.

In the last year, curriculum mapping has acted as a gateway to more integrated, systematic, aligned, intentional program development and fostered fruitful conversations around curriculum development. In addition to this tool, the CTL has undertaken the following initiatives in support of curriculum development:

- Developing a primer which explores the benefits of curriculum maps, best practices, and general guidelines around map use and analysis, and an adaptable Excel template, accessible online (<http://www.uwindsor.ca/ctl/474/curriculum-mapping>).
- Presenting cross-campus at Faculty and Provost council meetings.
- Offering a campus-wide workshop where participants were able to work individually or in their faculty groups on their own programs and consult with CTL staff.
- Holding group and one-on-one consultations with instructors and administrators representing all Faculties on campus.
- Facilitating departmental retreats focused on program review and refinement.
- Providing feedback on hundreds of program and course-level learning outcomes.

Courses, Workshops, and Extended Sessions

In 2017-18, the CTL hosted 85 courses, programs, and workshops attracting more than 1,000 instructors, staff, and students at all levels and across disciplines. Programming is designed to address the needs of instructors in different roles and at different stages in their careers. The CTL has been able to engage a large number of instructors through workshops and extended sessions: over the last two years, 362 unique full-time faculty members and 152 sessional instructors completed a CTL-offered course, workshop, or extended session. This does not include the large number of instructors Centre staff directly work with during departmental retreats, faculty councils, orientations, and other invited sessions. For a complete list of programs, events, and courses offered in 2017-18, see Appendix A; and for a list of invited sessions, see Appendix B. Figures 2 and 3 provide attendance data by role and Faculty.

Throughout the semester, I have felt challenged to think, grow & take risks. I have been provided with excellent constructive & timely feedback. I was excited to come to class each week & see what new experiences and active learning strategies I would be able to take away from class....You can tell [the instructors] enjoy being together in the classroom. They have great energy & have the ability to feed off of each other. Thanks for a great semester. Truly one of my most memorable & practical courses.

Learning-Centred Teaching in Higher Education
Participant Feedback

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

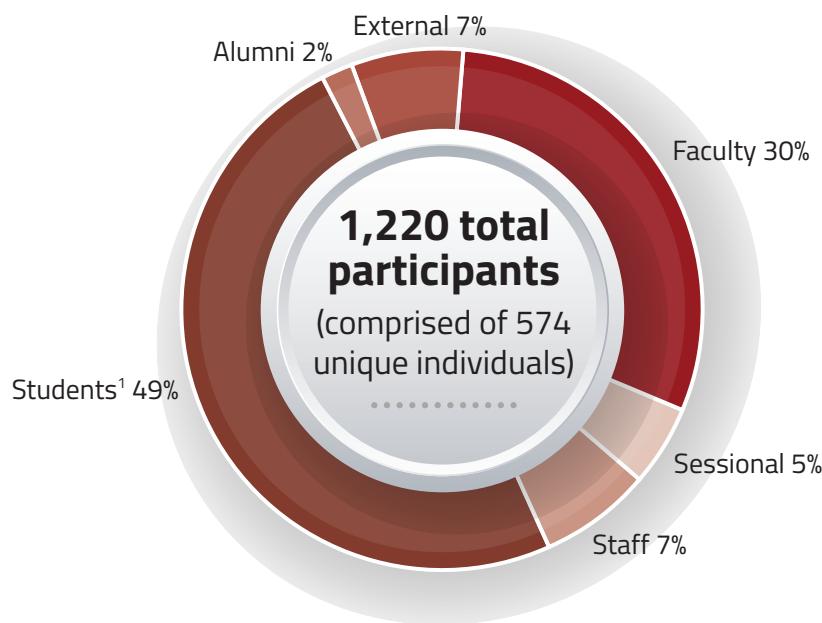
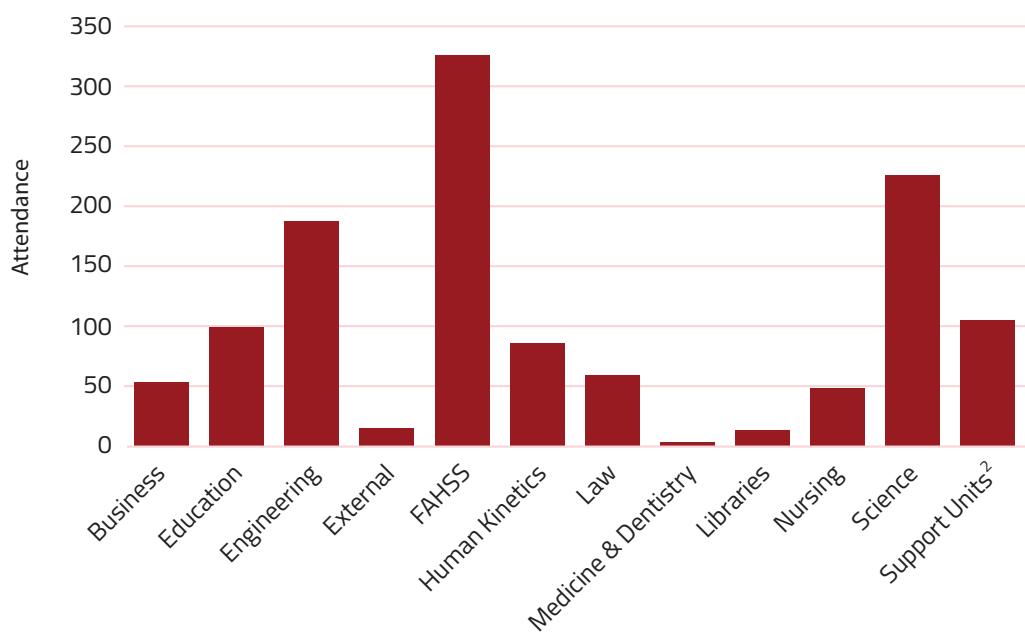


Figure 3: Course, Program, and Workshop Attendance by Faculty/Unit



¹ The 49% of student participants include GATAcademy and Winter Academy participants. See p. 14 for more information on these events.

² Support Units include the following non-academic units: Athletics and Recreational Services; Centre for English Language Development; Centre for Executive and Professional Education; Centre for Teaching and Learning; Community Legal Aid; Co-op, Career, and Employment Services; Cross-Border Institute; Graduate Studies; Human Resources; Information Technology Services; Office of the Vice-President, Research and Innovation; Office of Experiential Learning; Office of the Provost; Open Learning; Student Accessibility Services; Student Recruitment; Student Success and Leadership Centre; and University Advancement.



Program highlights include:

- Summer Series on Teaching and Learning: a week-long event taking place just before the Fall semester, and designed to prepare instructors for the upcoming year. This year's event focused on high impact practices and curriculum and course design with workshops facilitated by 14 instructors across all Faculties, engaging 165 participants.
- Teaching and Learning Workshop Series: an ongoing series of three-hour workshops focused on relevant and emerging issues in teaching and learning. This year, 15 UWindsor instructors and visiting fellows offered eight sessions to 134 instructors and students.
- Blackboard Learn Training Workshops: a series of generalized and topic-specific workshops offered at different levels. In 2017-18, Centre staff offered 19 sessions to 102 participants.

University Teaching Certificate

Forty-seven instructors and graduate students have completed the University Teaching Certificate (UTC) since its inception in 2010. As part of this Program, participants complete two credit courses, three six-week half-courses, pre- and post-assessments, and a final portfolio; and are mentored by a member of the UTC coordinating team. See Table 1 for a list of 2017-18 credit and half-courses.

The first of its kind in North America, the UTC is an internationally-recognized Program; has received praise from organizations such as the Council of Ontario Universities, the Council of Ontario Educational Developers, the Staff and Educational Development Association, the Higher Education Quality Council of Ontario, and the Ontario Undergraduate Student Alliance; and has been referenced as a notable, innovative program in discussion papers and books. CTL staff have also met with members from universities across North America looking to develop their own teaching certificate program.

Table 1: 2017-18 Credit and Half-Courses

Title	Classification	Enrollment
Half-Term Courses (Capped Attendance)		
Instructional Skills Workshop (two offerings)	3-day intensive program	15
Leading Effective Discussions	6-week half course	7
Authentic Assessment	6-week half course	6
Lecturing	6-week half course	5
Half-Term Courses (Capped Attendance)		
Learning-Centred Teaching in Higher Education	13-week master's level credit course	11
Course Design for Constructive Alignment	13-week master's level credit course (LCTHE required)	9

During an external review taking place in the last reporting period, it was recommended that the CTL review and redesign the UTC to address concerns around faculty enrollment and workload while maintaining the high quality and outputs. As such, in 2017-18, Centre staff mapped the existing curriculum; identified assessments, teaching methods, and gaps; and re-drafted course and program-level learning outcomes. A pilot Program will be launched in 2018-19.

Consultations

In 2017-18, CTL staff held thousands of individual and group consultations with instructors, staff, and students representing every Faculty on campus. Topics included teaching practices, curriculum and course design, teaching dossiers, teaching awards, educational leadership, teaching and learning research, learning spaces, and learning technologies.

Faculty and administrators from across Canada and the United States have also requested consultations with CTL staff on topics including curriculum, evaluation of teaching, educational leadership, and designing and running centres for teaching and learning.

Recognition of Teaching Excellence

Over 250 University and community members gathered on November 22 to recognize 50 teaching award winners from across campus, University Teaching Certificate graduates, and recipients of teaching and learning grants, at the annual Celebration of Teaching Excellence. This year marked a record number of teaching award winners representing all Faculties.

In 2017-18, Centre staff were invited to sit on a number of award committees including the McMaster University President's Award for Outstanding Contributions to Teaching, GA/TA Award for Educational Practice and for Educational Leadership, Roger Thibert Teaching Excellence Award, and University of Windsor Educational Leadership Award. Staff also coordinated a successful 3M National Teaching Fellowship. During this reporting period, CTL staff members, Peter Marval and Jessica Raffoul – along with Beverly Hamilton from the Office of the Provost – received the University of Windsor Impact Award for their work on external teaching award submissions.

During the reporting period, CTL staff consulted with and supported departments as they revised their renewal, promotion, and tenure teaching-related criteria; and worked with more than 100 instructors and graduate students across disciplines on their teaching dossiers.





Enhancing the Student Experience: Initiatives, Programs, and Services

The Centre offers a wide range of services, programs, and professional development opportunities to undergraduate and graduate students. In 2017-18, Centre staff partnered with a group of student researchers to launch an REB-approved study reviewing the role of students in centres for teaching and learning. This research – initiated by an undergraduate student – will explore student perceptions of CTLs, the impact, if any, on their learning, and recommendations for further partnerships and opportunities. Data will be shared nationally as this focus area is under-researched in Canada.

The CTL recognizes graduate assistants (GAs) and teaching assistants (TAs) as valuable members of the University of Windsor teaching community, providing formal professional development programming as well as reserving space for students in CTL courses, workshops, and events. Many of the graduates from the University Teaching Certificate Program have taken on faculty positions at Windsor as well as universities and colleges across Canada and the US.

In 2018, the CTL also supported both the UWill Discover Undergraduate Student Conference, and the Undergraduate Research Experience Grant, engaging hundreds of students in undergraduate research opportunities (p. 19).

GA/TA Network

The GA/TA Network is a two-person graduate student team hired to provide GAs and TAs with resources for personal and professional development. The CTL and Graduate Studies created the Network with the intention of providing training, resources, and mentorship to Windsor's growing ranks of GAs and TAs.

Ranging from facilitating workshops to creating and posting resources to developing online videos, the GA/TA Network – Laura Chittle (Kinesiology) and Elizabeth Ismail (Argumentation Studies) – has positively affected GA/TA teaching development at Windsor. In 2018, the team was nominated for the Canadian Association of Graduate Studies Award for



The GATA Network is an invaluable resource for GAs across our campus. I encourage all of our GAs to participate in the GATAcademy and other workshops in order to get the most out of their GA experience, while at the same time providing the best possible learning experiences to undergraduate students.

Graduate Coordinator

Excellence and Innovation in Enhancing the Graduate Student Experience to recognize the growing impact this program has had on graduate students across campus. This year's highlights include:

- Organizing GATAcademy (269 participants), GATA Winter Academy (76 participants), and additional sessions (19 participants) throughout the semester.
- Facilitating a full-to-capacity peer-reviewed session at the national conference of the Society for Teaching and Learning in Higher Education, and a poster presentation at the annual conference of the Educational Developers Caucus (Appendix B).
- Offering workshops for the Faculty of Graduate Studies and Office of Career Development and Experiential Learning, and an information booth at the Graduate Studies Showcase and New Faculty Orientation.
- Developing five introductory and Faculty-specific online training modules – videos that include 'how-to' tips, teaching and learning resources, and information on various University support services (Appendix B).
- Training student presenters for the University of Windsor's Three Minute Thesis Competition.
- Facilitating the promotion and selection of the campus-wide GA and TA Awards for Educational Practice and Educational Leadership.
- Engaging with and providing resources for 1,570 members of the GA/TA Blackboard site.
- Hosting social media accounts, which have been accessed by educational developers, authors and researchers, and teaching and learning institutions worldwide.

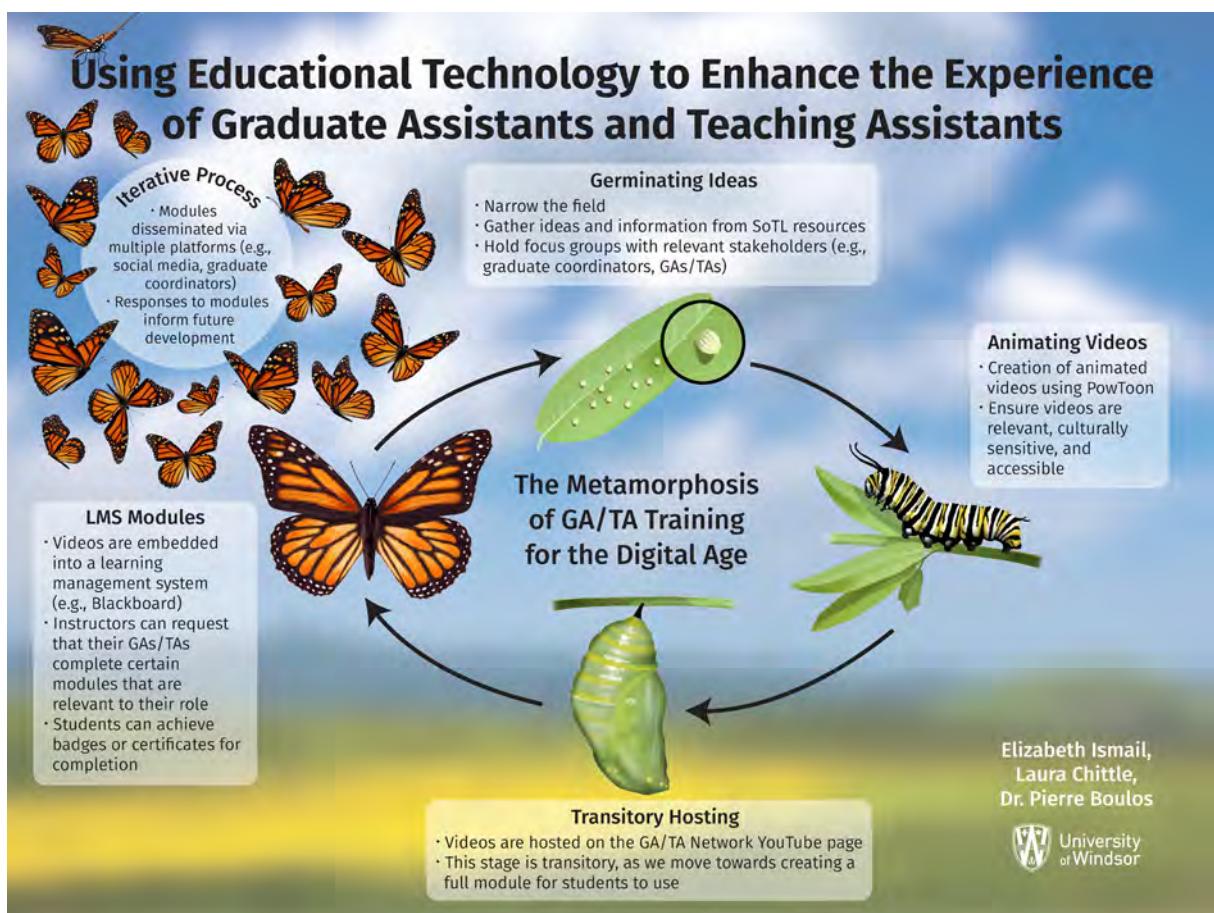
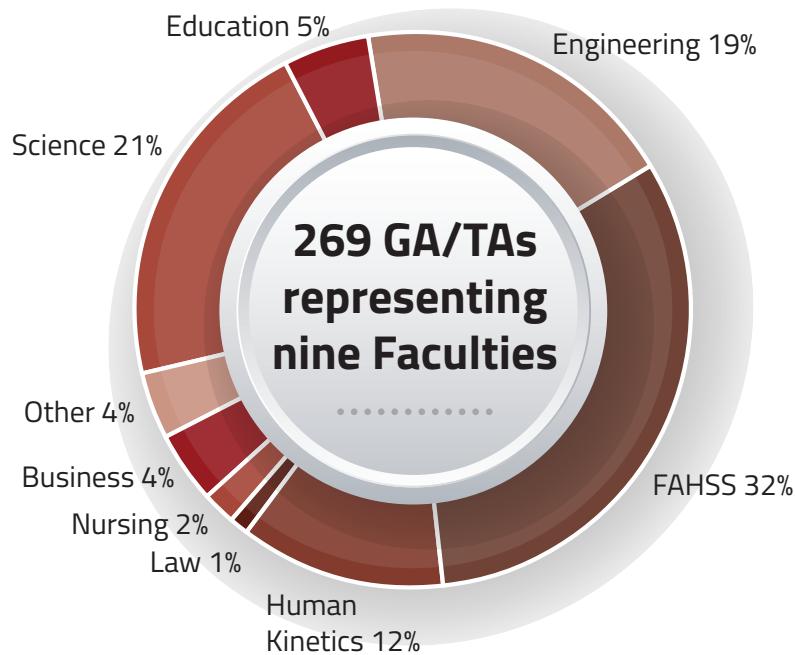
GA/TA Orientation: GATAcademy and Winter Academy

In September 2017, the CTL hosted the tenth annual GATAcademy – a day-long professional development event for GAs and TAs – to 269 students from nine distinct Faculties (Figure 4), marking a 16% increase in attendance from 2016. Facilitated by graduate students and faculty members from across campus, workshops focused on best practices in grading, discussions, feedback, student engagement, and more (Appendix A). Participation is free to all University of Windsor students, with costs underwritten by the CTL, the Faculties, and organizations across campus.

Winter Academy – a shorter version of GATAcademy designed to provide training for GA/TAs hired in the winter semester – took place in January 2018. This event featured three workshops to 76 participants.



Figure 4: Percentage of GA/TAs Registered in GATAcademy by Faculty/Unit



GA/TA Network Poster, Educational Developers Caucus

Supporting Technology for Teaching, Learning, and Educational Innovation

The CTL provides support for technology used to enhance teaching and student learning, including Blackboard Learn, classroom response systems, gamification software, and learning analytics.

Blackboard Learn

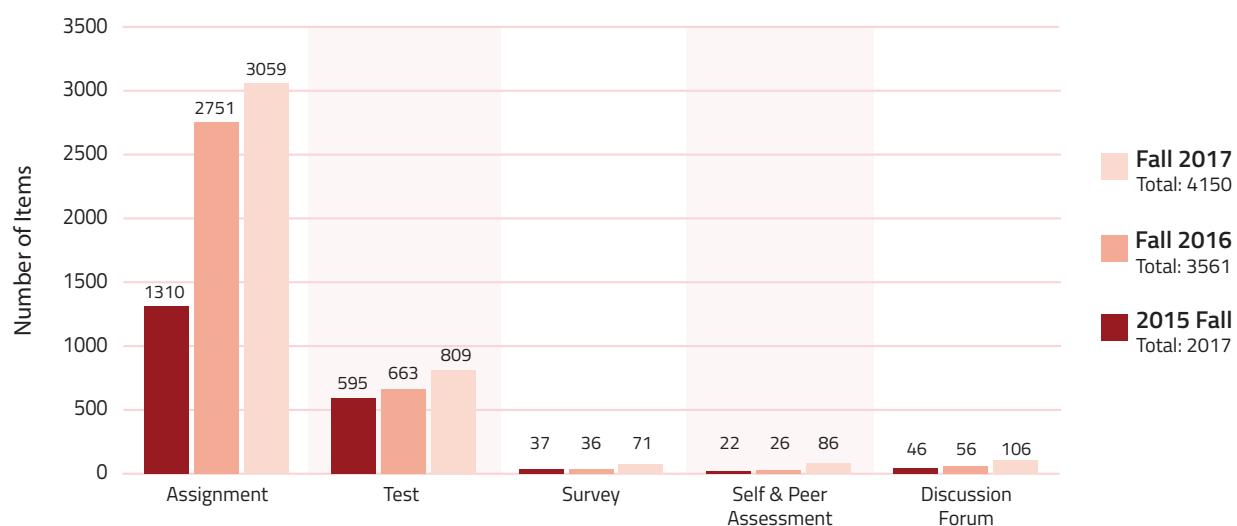
The University's learning management system (LMS), Blackboard Learn, is a core part of the teaching environment at Windsor: 90% of all courses from every Faculty on campus had a Blackboard site in 2017-18, marking a 20% increase from the year before (Table 2). Decisions about the LMS are informed by the LMS Advisory, a group made up of faculty and staff across campus.

Table 2: Percentage of Blackboard Courses per Faculty by Academic Term

Faculty	F17	W18	S18
FAHSS	92%	94%	96%
Education	89%	92%	70%
Engineering	93%	95%	99%
Human Kinetics	98%	96%	71%
Law	95%	95%	--
Nursing	93%	96%	92%
Science	94%	95%	87%
Business	93%	92%	--

Use of the LMS' interactive tools has consistently grown since Blackboard was launched in 2015 (Figure 5). This year, these tools were primarily used to collect and grade assignments, deliver tests, host online discussions, and conduct self and peer assessments.

Figure 5: Interactive Blackboard Tools: Number of Items Created Using Interactive Tools

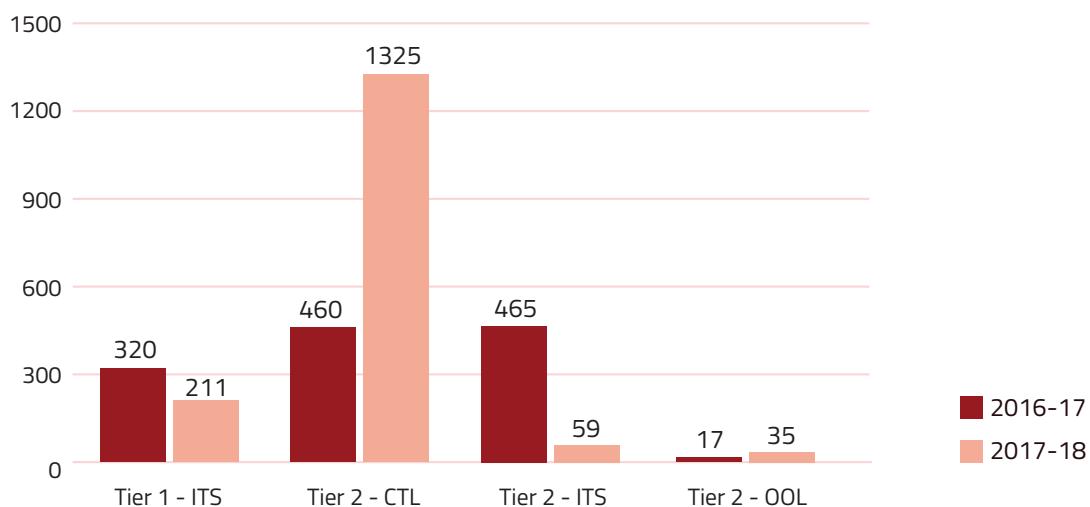


Blackboard Training and End-User Support

In 2017-18, Centre staff offered 19 face-to-face workshops, 81 customizable one-on-one sessions, and access to eight online courses, to hundreds of faculty, staff, and students representing every Faculty on campus (Appendix A).

CTL staff also worked with IT Services and the Office of Open Learning to troubleshoot tickets submitted through the TeamDynamix support system, resolving more than 1,000 tickets between two staff members in 2017-18 (Figure 6). Tier 1 tickets are easy-to-solve requests (i.e., making sites available), which are solved by ITS' Service Desk. Tier 2 tickets require expertise around system administration, site access and availability, and use of features and tools (i.e., Assignments, Grade Centre, Tests), all resolved by CTL staff; and issues around Blackboard Collaborate, which are resolved by the Office of Open Learning. The CTL is training staff at Service Desk to help support additional tickets before they reach the CTL.

Figure 6: TeamDynamix Closed Ticket Status End-User Support



The move to TeamDynamix as a reporting system has enabled staff to analyze the amount and type of issues reported – and by whom – allowing for more intentional decisions around staffing, resources, funding, and so on (Appendix C).

Overall, Blackboard has been stable with 99.5% uptime. Outages did occur from September through November 2017 due to issues with Blackboard servers and institution-wide networking hardware and software problems. During the reporting period, the LMS team implemented a number of strategies to monitor and mitigate system outages. System outages are recorded and available to users online (http://mediawikibe.uwindsor.ca/wiki/index.php/Blackboard_Downtime).

I appreciate very much having the opportunity for an excellent Blackboard training and extensive help on such a short notice....Your efforts will improve our students experience at the University of Windsor.

J. H. Sokolowski
Professor, Mechanical, Automotive and
Materials Engineering

Inspiring Scholarly Teaching: Research, Scholarship, and Creative Activity

Conference Planning

University of Windsor-Oakland University Teaching and Learning Conference

For more than a decade, the University of Windsor has partnered with Oakland University (MI) to offer the Windsor-Oakland University Teaching and Learning Conference, a cross-border initiative that alternates between both campuses annually. This year, due to renovations to conference spaces, Oakland University decided to offer a teaching and learning stream as part of the Great Lakes Regional Student Success Conference, which took place in Downtown Detroit, February 15-16, 2018. The teaching and learning stream particularly focused on what instructors do to promote student success in the classroom, including the use of experiential activities and high impact practices as well as designing learning experiences which contribute toward the development of higher order thinking skills. The conference engaged academics across Michigan, Ohio, Indiana, and Ontario, with 40 faculty members and students from the University of Windsor.



UWill Discover

In 2017-18, CTL staff continued to support UWill Discover, a campus-wide undergraduate conference showcasing undergraduate student research from across disciplines. CTL staff were members of the organizing committee, and prior to the event, many partnered with faculty to offer sessions designed to help students submit proposals and design effective research presentations. This year's conference took place over two days in March 2018, and welcomed undergraduate students representing nearly every Faculty on campus who facilitated more than 100 sessions and visual presentations.

Grants

Centred on Learning Innovation Fund

The CTL has awarded 93 Centred on Learning Innovation Fund grants to faculty members representing all Faculties on campus since launching the granting scheme 10 years ago. These grants – ranging from \$2500 to \$5000 – are awarded to full-time faculty, or departments, to develop and assess programs, curricula, and courses; explore and facilitate new

and emerging teaching and learning methods; implement evaluation tools; and more. In 2017-18, the Centre funded five projects from four Faculties and support units (Table 3).

Table 3: 2017-18 CLIF Projects

Title	Investigator(s)
Exploratory Study of Implementation of a First-Year Seminar in Science	Chitra Rangan, <i>Department of Physics</i> ; Dora Cavallo-Medved, <i>Department of Biological Sciences</i> ; Maria Cioppa, <i>Department of Earth and Environmental Sciences</i> ; Philip Dutton, <i>Department of Chemistry and Biochemistry</i> ; Christopher Houser, <i>Faculty of Science</i>
Creating and Piloting a New and Engaging Science Living Learning Community	Dora Cavallo-Medved, <i>Department of Biological Sciences</i> ; and Lynn Charon, <i>Residence Services</i>
Revamping the Medical Biotechnology Capstone Experience With an "Authentic" Focus	Christopher Dieni, <i>Department of Chemistry and Biochemistry</i>
Sport Management Case Studies Repository: An Online Resource for the Exploration and Discovery of Teaching Case Studies	Jess Dixon, <i>Department of Kinesiology</i>
The Healthcare Digital Storytelling Project	Laurie Freeman and Heather Krohn, <i>Faculty of Nursing</i>

Undergraduate Research Experience Grant

The Undergraduate Research Experience Grant (UREG) is an annual granting scheme – developed and administered by the CTL and Office of Research and Innovation Services (ORIS) – to support projects that involve University of Windsor undergraduate students in research and scholarly activities and encourage faculty to mentor students as they pursue this research. The 2017-18 recipients can be found in Table 4.

Table 4: 2017-18 UREG Projects

Title	Investigator(s)
Nonlinear Filter Bank Implementation for Artificial Cochlea	Shahpour Alirezaee and Mohamed Jalal Ahamed, <i>Department of Electrical and Computer Engineering</i>
Going for the Green: Professional Golfers, Social Media, and Endorsement Possibilities	Craig Greenham and Jess Dixon, <i>Department of Kinesiology</i>
Keyword Search Over Structured Big Data	Mehdi Kargar, <i>School of Computer Science</i>
Measuring University Undergraduate Academic Engagement With Participant-Observers	Carlin Miller and Jill Singleton-Jackson, <i>Department of Psychology</i>
A Machine Learning Approach to Identifying Cancer Subtype Biomarkers	Alioune Ngom and Luis Rueda, <i>School of Computer Science</i>
Research Approaches to Foster Greater Communication Skills for Science Undergraduates	Kirsten Poling and Dennis Higgs, <i>Department of Biological Sciences</i>
The Role of Culture in Shaping the Retrieval, Recollection and Salience of Shared Memories in Emerging Adulthood	Kendall Soucie, <i>Department of Psychology</i>

A Study of Student Involvement in Post-Secondary Curriculum Design and Development: A Scoping Review	Darren Stanley and Karen Roland, <i>Faculty of Education; and Scott Cowan, Leddy Library</i>
Acetal-Free Carbohydrates: Anti-Cancer Research and Undergraduate Vertical Peer Mentoring	John Trant, <i>Department of Chemistry and Biochemistry</i>

Travel Grants

In 2017-18, 14 faculty members and students from 12 departments received travel grants to disseminate research at national and international teaching and learning-related conferences. These sessions focused on innovative teaching and assessment methods, University of Windsor teaching and learning development programs and initiatives, and approaches to teaching evaluation.

Engaging in Research on Teaching and Learning

CTL staff are active researchers in the scholarships of teaching and learning and educational development. In 2017-18, staff continued work on nationally-funded projects exploring the use of data analytics, enhancing teaching culture, and engaging students in high impact practices. Current areas of interest include curriculum mapping, early career development, educational leadership, indigenization of curricula, and evaluation of teaching. During the reporting period, the research output on the CTL included:

- 3 refereed journals articles,
- 3 book chapters,
- 20 peer-reviewed conference presentations,
- 11 videos, and
- 19 invited workshops.

See Appendix B for a complete list of CTL staff publications, presentations, grants, committees, and memberships.

National and International Outreach

In 2017-18, the CTL fostered a number of external partnerships with colleagues and institutions worldwide.

Centre staff are involved with 16 national and international societies and staff represent the University on 17 external committees and boards. In 2018, Erika Kustra was re-elected Chair the Educational Developers Caucus (EDC) – the national society for educational developers, representing Canada at conferences and meetings internationally. In this role, she also sits on the national Society for Teaching and Learning in Higher Education (STLHE) Board and the 3M National Teaching Fellow Selection Committee. Pierre Boulos is also of president-elect of International History, Philosophy, and Science Teaching, and Jessica Raffoul is coordinator of the EDC's Educational Development Guide Series.

In 2018, Centre staff were invited to Illinois State University to facilitate an Instructional Skills Workshop, and to Ryerson University to act as an external reviewer of their Learning and Teaching Office. Staff have also consulted with faculty and educational developers across the globe on teaching and learning topics, CTL programs, and research opportunities.

Visiting Fellows in Educational Development

Since 2007, the Visiting Fellows in Educational Development Program has since welcomed 43 fellows from Australia, Belgium, Canada, China, Jamaica, New Zealand, Nigeria, South Africa, the United Kingdom, and the United States. This year's Fellows, Yi Cai from Suzhou University of Science and Technology in China, and Therese Keane from Swinburne University in Australia facilitated workshops across campus and provincially; and consulted with faculty, administrators, and CTL staff on teaching development.



Yi Cai
Suzhou University of Science and Technology (China)
August 27 - November 20, 2017



Therese Keane
Swinburne University (Australia)
November 27, 2017 - January 26, 2018



Appendix A: Courses, Workshops, and Extended Sessions

CREDIT COURSES

Title	Instructor(s)	Hours	Attend.	Eval.
Learning-Centred Teaching in Higher Education	Jessica Raffoul; Allyson Skene	36	11	--
Course Design for Constructive Alignment	Erika Kustra; Michael K. Potter	39	9	--

HALF COURSES AND EXTENDED SESSIONS

Title	Instructor(s)	Hours	Attend.	Eval.
Instructional Skills Workshop	Anna Galka; Jennifer Souter; Ashlyne O'Neil; Nobuko Fujita	24	6	4.3/5
Instructional Skills Workshop	Lorna Stolarchuk; Elizabeth Ismail; Laura Chittle; Pierre Boulos	24	9	4.9/5
Leading Effective Discussions	Erika Kustra; Jessica Raffoul	18	7	6.8/7
Authentic Assessment	Pierre Boulos	18	6	--
Lecturing	Pierre Boulos	18	5	--
Teaching Dossier Academy	Allyson Skene; Erika Kustra; Jessica Raffoul; Lorna Stolarchuk; Veronika Mogyorody	30	15	4/4

TEACHING AND LEARNING WORKSHOP SERIES

Title	Instructor(s)	Hours	Attend.	Eval.
Cheating: What Instructors Need to Know	Danieli Arbex; Allyson Skene; Erika Kustra; Lorna Stolarchuk	2	16	--
Presence and Presentation: Engaging Your Students in the Classroom	Meaghan Quinn; Peter Marval	1	30	3.5/4
High Impact Experiences are not Just for the Benefit of the Student	Chris Houser	1	18	3.8/4
Beyond Traditional Literacy: Learning and Transformative Practices Using Digital Technologies	Theresa Keane; William Keane	2	8	3.7/4
Making Promises: Mapping Learning Pathways	Allyson Skene; Christie Stewart	3	27	4/4
Feedback is Your Friend: Using Course Data to Inform Course Design	Bev Hamilton; Werner Keller; Ashlyne O'Neil	2	22	3.2/4
Supporting Early-Career Faculty Retention, Success, and Satisfaction: The	Kathryn Sutherland	1	10	--

Many Roles of Department Heads and Senior Faculty				
Making SET Data Meaningful: Effective Inquiry and Representation Strategies	Bev Hamilton; Phil Graniero	3	13	3.9/4

SUMMER SERIES ON TEACHING AND LEARNING

Title	Instructor(s)	Hours	Attend.	Eval.
Navigating the Year Ahead: A Road Map for Course Planning	Veronika Mogyorody	2	32	3.9/4
Early Career Faculty Lunch	--	1	27	--
Tales From the Brightside: Effective Practices in Course Design	Deborah Dayus; Maggie Liddle; Danielle Soulliere; Jeff Defoe; Jess Dixon	2	32	3.9/4
Locating and Dislocating HIPs (High Impact Practices)	Michael K. Potter	2	30	3.6/4
Stories of HIP Placements and Replacements	Debbie Rickard; Pascale Chapdelaine; Simon Du Toit; Heidi Jacobs; Anna Farias; Zbigniew Pasek	2	18	4/4
From Here to There and Back Again: A Road Map for Curriculum Planning	Erika Kustra	2	26	3.9/4

NEW FACULTY ORIENTATION AND SESSIONS

Title	Instructor(s)	Hours	Attend.	Eval.
Day One: Your Campus Network	--	4	35	--
Day Two: Focus on Teaching	--	3	29	--
Day Three: To Tenure and Beyond	--	3	27	--
Optional Event: Introduction to Our Learning Management System	Lorna Stolarchuk; Tim Au-Yeung	2	20	--
Optional Event: Walking Tour of Detroit	--	3	8	--
New Faculty Winter Meeting: Thriving	Erika Kustra; Bev Hamilton; Michael K. Potter	2	12	--

SPECIAL TOPICS WORKSHOPS

Title	Instructor(s)	Hours	Attend.	Eval.
GATAcademy Volunteer Training	Elizabeth Ismail; Laura Chittle	3	16	--
GATAcademy Volunteer Training	Elizabeth Ismail; Laura Chittle	3	12	--
Delivering Critical Feedback (Social Work)	Erika Kustra	1	3	--

Submitting to UWill Discover: Writing an Abstract, Original Work, or Artist Statement	Kate Hargreaves	1	11	--
Drop-in for People Submitting to UWill Discover: Writing an Abstract, Original Work, or Artist Statement	Kate Hargreaves; Phillip Wernette; Dora Cavallo-Medved; Lisa Salfi; Sheila Boamah; Cheri McGowan; Erika Kustra	1	7	--
Drop-in for People Submitting to UWill Discover: Writing an Abstract, Original Work, or Artist Statement	Dora Cavallo-Medved; Lisa Salfi; Sheila Boamah; Erika Kustra; Phillip Wernette	1	5	--
Building Your Brand: ePortfolios, LinkedIn, and More	Alicia Higgison; Lorna Stolarchuk; Tim Brunet	2	13	--
Civil and Environmental Engineering Retreat	Christie Steward; Allyson Skene	3	14	--
Online Instructor Institute (Education)	Lorna Stolarchuk; Mark Lubrick; Nick Baker; Tim Au-Yeung	12	8	3.8/4

BLACKBOARD LEARN TRAINING WORKSHOPS

Title	Instructor(s)	Hours	Attend.	Eval.
Getting Started – Decaf Level (Nursing)	Lorna Stolarchuk; Deborah Dayus	1	3	--
Getting Started – Decaf Level	Lorna Stolarchuk	3	5	--
Exploring Tests, Surveys, and Pools (Law)	Lorna Stolarchuk; Tim Au-Yeung	2	12	--
Blackboard Overview (Education)	Lorna Stolarchuk; Tim Au-Yeung	1	18	--
Getting Started – Decaf Level (ELIP)	Lorna Stolarchuk	3	5	--
Exploring Tests, Surveys, and Pools (Law)	Lorna Stolarchuk; Tim Au-Yeung	2	2	3/4
BB Ready, Set, Go (Help Desk)	Lorna Stolarchuk; Tim Au-Yeung	2	3	4/4
Blackboard Drop-In Session	Maan Joseph	3	2	--
Men in Black(board): Help Save the Welcome Centre (CTL)	Tim Au-Yeung; Maan Joseph; Lorna Stolarchuk	1	13	3.8/4
Getting Started – Decaf Level (Nursing)	Lorna Stolarchuk; Deborah Dayus	1	2	4/4
Blackboard Drop-In Session	Maan Joseph	3	1	--
Getting Started – Decaf Level	Lorna Stolarchuk	3	6	4/4
Getting Started – Decaf Level (ELIP)	Lorna Stolarchuk	3	14	3.6/4
Drop-In Session (Social Work and CEPE)	Tim Au-Yeung; Lorna Stolarchuk	2	5	--
Drop-In Session (Engineering)	Lorna Stolarchuk; Tim Au-Yeung	3	1	--

Drop-In Session (Social Work and CEPE)	Tim Au-Yeung; Lorna Stolarchuk	2	2	--
Getting Started - Espresso Level	Lorna Stolarchuk; Tim Au-Yeung	3	1	--
Getting Started - Decaf Level	Lorna Stolarchuk; Tim Au-Yeung	3	3	4/4
BB Ready, Set, Go (Help Desk)	Lorna Stolarchuk; Tim Au-Yeung	2	4	3.7/4

GATAcademy

Title	Instructor(s)	Hours	Attend.	Eval.
Connecting Best Practices for Teaching Linguistically-Diverse International Students With International Student Satisfaction	Clayton Smith; Deena Wang	1	18	3.6/4
Crossing the Rubicon: Exploring Criteria Sheets and Scoring Guides for Grading	Veronika Mogyorody; Amanda Gatto	1	20	4/4
Ethical Issues Encountered by GAs and TAs	Kathryn Lafreniere; Kristin Schramer; Arief Kartolo; Carolyn Rauti	1	30	3.7/4
Gathering Evidence and Articulating Your Teaching Identities Through Dossiers	Jessica Raffoul; Laura Chittle	1	8	4/4
Hearing More Than Crickets: How to Engage Students Using Active Learning Strategies	Sara Santarossa	1	13	3.7/4
Leading Effective Discussions	Michelle Krieger; Ashlyne O'Neil	1	22	3.9/4
Trending Now: #teachingstats #madeEASY	Kathy Pfaff; Fabrice Mowbray	1	7	3.7/4
Copyright and Open Access	Dave Johnston; Scott Cowan	1	7	3.7/4
Do You Need Blackboard for What You Do? (GATA)	Lorna Stolarchuk	1	14	3.9/4
Ethical Issues Encountered by GAs and TAs	Kathryn Lafreniere; Kristin Schramer; Arief Kartolo; Carolyn Rauti	1	16	3.6/4
Grading and Providing Effective Feedback	Curtis Hyra	1	50	4/4
Hearing More Than Crickets: How to Engage Students Using Active Learning Strategies	Sara Santarossa	1	8	3.4/4
Honey, I Shrunk the Kids: Engaging Large Classes	Anthony Meloche; Elizabeth Ismail	1	7	3.9/4
Leading Effective Labs and Tutorials	Tanya Noel; Natalie Gosselin	1	21	3.7/4
Student, Researcher, Teaching Assistant: Balancing the Demands of Graduate School	Ashlyne O'Neil; Joan Craig; Chantal Boucher	1	9	3.7/4

The First Day	Brandon Sabourin	1	9	3.8/4
Do You Need Blackboard for What You Do? (GATA)	Lorna Stolarchuk	1	10	3.8/4
Grading and Providing Effective Feedback	Curtis Hyra	1	27	4/4
Honey, I Shrunk the Kids: Engaging Large Classes	Elizabeth Ismail ; Anthony Meloche	1	6	3.8/4
Leading Effective Labs and Tutorials	Tanya Noel; Natalie Gosselin	1	15	3.6/4
Student, Researcher, Teaching Assistant: Balancing the Demands of Graduate School	Joan Craig; Ashlyne O'Neil; Chantal Boucher	1	18	3.8/4
Teaching with Technology	Alicia Higgison; Darko Milenkovic	1	15	3.4/4
The First Day	Brandon Sabourin	1	13	3.8/4
GATAcademy-HK	Laura Chittle; Elizabeth Ismail	1	27	3.9/4
Do You Need Blackboard for What You Do? (Human Kinetics)	Lorna Stolarchuk	1	26	--

GATA WINTER ACADEMY

Title	Instructor(s)	Hours	Attend.	Eval.
Grading and Providing Effective Feedback	Harmony Peach	1	34	--
Encouraging and Answering Questions in Science Labs and Tutorials	Michelle Bondy	1	19	--
Juggling Life as a University Student: How to Balance Your Roles of Teacher, Researcher, and Student	Sara Santarossa; Samantha Burton	1	23	--

GATA NETWORK SERIES

Title	Instructor(s)	Hours	Attend.	Eval.
Creating an Inclusive Classroom Environment	Christine Quaglia	1	19	3.6/4

COURSE, PROGRAM, AND WORKSHOP ATTENDANCE BY FACULTY/UNIT AND ROLE

Faculty/Unit	Unique Attendance
Administration	55
Business	31
Education	41
Engineering	89
External	10
FAHSS	157
Human Kinetics	37
Law	25
Libraries	7
Medicine & Dentistry	1
Nursing	23
Science	98
Total	574

Role	Unique Attendance
Alumni	8
External	10
Faculty	150
Sessional	38
Staff	53
Student	315
Total	574

Appendix B: CTL Publications, Presentations, Grants, Committees, and Memberships

Journal Articles

Pusca, D. & Northwood, D.O. (2018). Implementation of high impact practices in engineering design courses. *World Transactions on Engineering and Technology Education*, 16(2), 108-114.

Pusca, D. & Northwood, D.O. (2018). Design thinking and its application to problem solving. *Global Journal of Engineering Education*, 20(1), 48-53.

Pusca, D. & Northwood, D.O. (2018). The why, what and how of teaching: An engineering design perspective. *Global Journal of Engineering Education*, 19(2), 106-111.

Book Chapters

Chalmers, D., Tucker, B., & **Kustra, E.** (2018). A national strategy for teaching excellence one university at a time: Critical friend commentary. In C. Broughan, G. Steventon, & L. Clouder, *Global perspectives on teaching excellence: A new era for higher education*. Taylor and Francis.

Kustra, E., Raffoul, J., & Hamilton B. (2018). Beyond the individual: Planning for impact at the institutional, regional, and national level. In C. Popovic & F. Campbell (Eds.), *Learning from academic conferences: Realizing the benefits on individual and institutional practice*. Sense Publishers.

Raffoul, J., Hamilton, B., & Andrews, D. (in progress). Illuminating practice through portraiture: A study of leadership. In N. Fenton & W. Ross (Eds.), *Critical reflections on research in teaching and learning*. Sense Publishers, 2019.

Peer Reviewed Conference Presentations

Boulos, P. (2018). *Newton is right, Newton is wrong. No, Newton is right after all. The Paris Academy in the mid-eighteenth century*. Presentation at the Regional Latin America Conference - IHPST, Federal University of ABC - UFABC Santo Andre, Brazil.

Boulos, P. (2018). *Newton is right, Newton is wrong. No, Newton is right after all. The Paris Academy in the mid-eighteenth century*. Presentation at the International Conference on History of Science and Science Education, Campina Grande, Brazil.

Boulos, P. & Westover, J. (2018, June). Models of millennial student learning: A multi-university examination of service-learning experiences and outcomes. Presentation at the annual conference of the Society for Teaching and Learning in Higher Education, Université de Sherbrooke, Sherbrooke, QC.

Boulos, P., Kustra, E., Potter, M.K., Raffoul, J., & Skene, A. (2018, February). *Using external review for internal review: A centre survey*. Presentation at the annual conference of the Educational Developers Caucus, University of Victoria, Victoria, BC.

Chittle, L., Ismail E., & Boulos, P. (2018, June). *Milking the GA/TA experience for all it's worth: Professional development in the digital age*. Presentation at the annual conference of the Society for Teaching and Learning in Higher Education, Université de Sherbrooke, Sherbrooke, QC.

Connolly, M., Dawson, D., **Kustra, E.**, Loblaw, T., Murray, S., & Van Bussel, M. (2018, February). *The 3M national teaching and national student fellowships: Advice for nominators and their teams*. Presentation at the annual conference of the Educational Developers Caucus, University of Victoria, Victoria, BC.

Ellis, D., Goff, L., & **Kustra, E.** (2018, June). *Understanding and changing institutional teaching culture: Cultivating effective practices*. Presentation at the International Consortium for Educational Development Conference, Atlanta, GA.

Ismail, E., Chittle, L., & Boulos, P. (2018, February). *Using educational technology to enhance the experience of graduate assistants and teaching assistants*. Poster presentation at the annual conference of the Educational Developers Caucus, University of Victoria, Victoria, BC.

Meadows, K.N., Taylor, L., Ellis, D., **Kustra, E.**, & Wolf, P (2018, October). *Understanding the enablers and challenges to integrating the scholarship of teaching and learning in academic work*. Presentation at the International Society for the Scholarship of Teaching and Learning (ISSoTL) Conference, Calgary, AB.

Murray, S., **Kustra, E.**, Caignon, P., Dawson, D., Loblaw, T., & Connolly, M. (2018, June). *3M - The readers' view: Advice for submitting a 3M national student and teaching fellowship nomination*. Presentation at the annual conference of the Society for Teaching and Learning in Higher Education, Université de Sherbrooke, Sherbrooke, QC.

Ntebutse, J., **Kustra, E.**, Monette, M., & Wright, A. (2018, February). *Teeter-totter experiences and resilience in educational development*. Presentation at the annual conference of the Educational Developers Caucus, University of Victoria, Victoria, BC.

Prendi, L., Kollar, P., & **Stewart, C.** (2018, June). *Quality assurance processes as a vehicle to outcome-based education: Experiences from two Ontario institutions*. Presentation at the annual conference of the Society for Teaching and Learning in Higher Education, Université de Sherbrooke, Sherbrooke, QC.

Raffoul, J., Boulos, P., Kustra, E., & Skene, A. (2018, June). *Looking externally to evolve internally: A centre survey*. Presentation at the International Consortium for Educational Development Conference, Atlanta, GA.

Raffoul, J. & Hamilton, B. (2018, June). *The Cassandra syndrome: Why no one listens*. Peer-reviewed presentation at the annual conference of the Society for Teaching and Learning in Higher Education, Université de Sherbrooke, Sherbrooke, QC.

Stolarchuk, L. (2018, February). *University of Windsor's Blackboard customized LMS administrative toolkit*. Presentation at the Blackboard Analytics Symposium, Austin, Texas.

Skene, A. (2018, June). *The shape of things to come: A brave new world*. Presentation at the International Consortium for Educational Development (ICED) Conference, Atlanta, GA.

Skene, A. (2018, February). *A brave new world? Where big data meets significant learning*. Presentation at the annual conference of the Educational Developers Caucus, University of Victoria, Victoria, BC.

Skene, A., Raffoul, J., & Potter, M.K. (2018, June). *To what extent are you irrelevant?* Peer-reviewed session at the annual conference of the Society for Teaching and Learning in Higher Education, Université de Sherbrooke, Sherbrooke, QC.

Shaw, L., Brown, K., Ellis, D., Wolf, P., Dawson, D., Taylor, L., & **Kustra, E.** (2018, June). *From perception to practice: A qualitative exploration into institutional teaching culture*. Poster presented at the annual conference of the Society for Teaching and Learning in Higher Education, Université de Sherbrooke, Sherbrooke, QC.

Wolf, P., Ellis, D., & **Kustra, E.** (2017, October). *Enhancing our understanding of institutional teaching culture*. Presentation at the annual conference of the Professional and Organizational Development Network, Montreal, QC.

Videos

Chittle, L. & Ismail, E. (2017). *Introduction to the GATA network*. University of Windsor, Windsor, ON. Retrieved from https://www.youtube.com/watch?v=R3kvTq8H_sc

Chittle, L. & Ismail, E. (2017). *Active learning*. University of Windsor, Windsor, ON. Retrieved from <https://www.youtube.com/watch?v=v6zKBXPTkYg>

Hotchkiss, C. & **Marval, P.** (2017). *Dora Cavallo-Medved OCUFA Teaching Award*. University of Windsor, Windsor, ON. Retrieved from <http://www.uwindsor.ca/ctl/471/videos-2017-cte>

Ismail, E. & Chittle, L. (2017). *GATA roles, rights & resources*. University of Windsor, Windsor, ON. Retrieved from <https://www.youtube.com/watch?v=qOTRTIdvWNI>

Ismail, E. & Chittle, L. (2018). *Human Kinetics: GA introduction*. University of Windsor, Windsor, ON. Retrieved from <https://www.youtube.com/watch?v=XrOulnnHnOI>

Marval, P. & Hotchkiss, C. (2018). *Francine Schlosser and Sydney Thompson: High impact practices*. University of Windsor, Windsor, ON. Retrieved from <http://www.uwindsor.ca/ctl/478/ctl-videos>

Marval, P. & Hotchkiss, C. (2018). *Pascale Chapdelaine: High impact practices*. University of Windsor, Windsor, ON. Retrieved from <http://www.uwindsor.ca/ctl/478/ctl-videos>

Marval, P. & Hotchkiss, C. (2018). *Austin Mejia: Learning outcomes*. University of Windsor, Windsor, ON.
Retrieved from <http://www.uwindsor.ca/ctl/478/ctl-videos>

Stolarchuk, L. (2018). *Blackboard boot camp: Overview*. University of Windsor, Windsor, ON.

Stolarchuk, L. (2018). *Blackboard bare-bones basics: Overview of Blackboard need-to-know functions*. University of Windsor, Windsor, ON.

Stolarchuk, L. (2018). *Blackboard course copy: Part 1*. University of Windsor, Windsor, ON.

Invited Sessions

Berryman, F., Hamilton, B., Zanutto, R., Wright, R., **Kustra, E.**, Baker, N., & Willis, C. (2017, November). *NSSE and high impact practices*. Presentation at the Deans, Associate Deans and AAU Heads Training, University of Windsor, Windsor, ON.

Hamilton, B., Baker, N., & **Kustra, E.** (2017, October). *High impact practices, curriculum development, and strategic mandate agreement (SMA 2) compliance*. Presentation to the Deans, Associate Deans and AAU Heads.

Hamilton, B., **Kustra, E.**, & Baker, N. (2018, January). *Curriculum development fund recipient dialogue*. University of Windsor, Windsor, ON.

Kenny, N., Smith, H., Wilson, M., & **Kustra, E.** (2018, February). *National teaching and learning centres leaders meeting*. Presentation at the annual conference of the Educational Developers Caucus University of Victoria, Victoria, BC.

Kustra E. (2018, April). *Engaging the exhausted student/managing timely feedback*. Presentation at the MSW Social Work Orientation, Peel Campus.

Kustra, E. (2018, April). *Engineering and the profession*. Guest Lecture for first-year engineering students, University of Windsor, Windsor, ON.

Kustra, E. (2018, April). *Engaging the exhausted student/managing timely feedback*. Presentation at the MSW Social Work Orientation, Windsor Campus.

Kustra, E., (2017, November). *Educational Developers Caucus update*. Presentation to the Council of Ontario Educational Developers.

Kustra, E. (2017, November). *High impact strategies*. Presentation to Social Work Field Instructors.

Kustra, E. (2017, October). *Delivering critical feedback*. Presentation for the Social Work Field Education Instructors.

Marval, P., Salfi, L., & Wernette, P. (2018, March). *Developing an effective UWill Discover presentation: Communication strategies*. Presentation for undergraduate student researchers, University of Windsor, Windsor, ON.

Pusca, D. (2018, May). *Leading GA/TAs instructional workshop*. Session offered to students the Faculty of Engineering, University of Windsor, Windsor, ON.

Pusca, D. (2018, January). *Leading GA/TAs instructional workshop*. Session offered to students the Faculty of Engineering, University of Windsor, Windsor, ON.

Pusca, D. (2017, September). *Leading GA/TAs instructional workshop*. Session offered to students the Faculty of Engineering, University of Windsor, Windsor, ON.

Skene, A. (2018, February). *Learning outcomes*. Presentation for the School of Social Work, University of Windsor, Windsor, ON.

Skene, A. & Potter, M.K. (2018, May). *Curriculum reform*. Presentation for the Faculty of Law, University of Windsor, Windsor, ON.

Skene, A. & Stewart, C. (2018, May). *Re-visioning the undergraduate curriculum*. Invited session at the Civil and Environmental Engineering Retreat, University of Windsor, Windsor, ON.

Skene, A., Stewart, C., & Kustra, E. (2018, June). *Curriculum mapping*. Presentation at Provost's Council, University of Windsor, Windsor, ON.

Skene, A., Stewart, C., & Kustra, E. (2018, March). *Curriculum mapping*. Presentation at Provost's Council, University of Windsor, Windsor, ON.

Grants

Frank, J., Wright, A., & **Kustra, E.** (2010-present). *Establishing GATA network: Foundational professional skills for graduate students*. Strategic Priority Fund, University of Windsor, \$17,000 one-time, \$36,000 base. *Ongoing*.

Fujita, N., **Stolarchuk, L., Skene, A., & Fawcett, G.** (2017). *Investigating user perceptions of data representations and visualizations from learning analytics reports in online and technology-enhanced courses to develop a best practices guide for higher education institutions*. eCampus Grant, \$18,717. *Approved 2017-18*.

Lathrop, A.H. & **Kustra, E.** (2018). *Strategic mandate agreement metrics pilot 1a: Tagging undergraduate courses for experiential learning*. Council of Ontario Universities and Ministry of Advanced Education and Skills Development, \$19,000. *Approved 2018*.

Libben, G., Buchanan, L., Jarema, G., Järvikivi, J., Kehayia, E., Kuperman, V., & Segalowitz, S. with **Kustra, E.** as a formal collaborator. (2016-2023). *Words in the world training project*. Social Sciences and Humanities Research Council (SSHRC), \$2.5 Million. *Approved 2015-16*.

Kustra, E., Borin, P., Dawson, D., Ellis, E., Meadows, K., Taylor, L., Wolf, P., Beer, J. Goff, L., & Grose, J. (2016). *Teaching culture indicators: Enhancing quality teaching*. Social Sciences and Humanities Research Council (SSHRC), \$74,869.00. *Approved 2015-16*.

Turdaliev, N., Batu, M., Hamilton, B., O'Neil, A., with Baker, N, **Kustra, E.**, Zanutto, R., Flannagan, R., Files, M., Souliere, D., & Cavallo-Medved, D. as partners. (2017). *Establishing institutional*

frameworks for effective course-redesign in critical, large-enrolment first-year courses. eCampus Grant, \$92,873. Approved 2017-18.

Wright, A., Eansor, D.M., Pugliese, T., Georgie, V., Salinitri, G., Walsh, L., Bornais, J., Lafreniere, K., & **Kustra, E.** (2013-2016). *Teaching leadership chairs: A cost-efficient approach to enhancing the quality of the student learning experience at the University of Windsor*. Strategic Priority Fund, University of Windsor, \$60,000. *Ongoing*.

On-Campus Committees

- Academic Policy Committee
- Accessible Education, Training & Awareness Committee (Chair)
- Campus Accessibility Advocacy Committee
- Centre for Teaching and Learning Hiring Committee (Chair)
- Centre for Teaching and Learning Tenure, Permanence, and Review Committee (Chair)
- Centred on Learning Innovation Fund Committee (Chair)
- Curriculum Mapping Team
- Data Analytics Working Group
- Data Analytics Software Action Group
- Data Governance Committee
- Educational Leadership Award Selection Committee
- ERP Fit Gap Consultations
- ERP Student SIS Advisory Committee
- IT Advisory
- LMS Advisory Committee
- LMS Team (Co-Chair)
- LMS Steering Committee
- New Program Steering Committee
- Program Development Committee
- Program Development Committee Subcommittee, University Program Review (Chair)
- Rhodes Scholar Award Selection Committee
- Roger Thibert Teaching Excellence Award Committee
- Teaching Leadership Chair Council
- Undergraduate Medical Education Patient-Centered Context: Integration and Application Committee
- Undergraduate Research Experience Grant Review Committee
- University of Windsor Research Ethics Board
- University of Windsor-Oakland University Organizing Committee (Chair)
- University of Windsor Senate
- University Teaching Certificate Program Committee
- UWill Discover Undergraduate Research Experience Conference Committee
- WUFA Contract (Chair)
- WUFA Council
- WUFA Executive

External Committees and Representation

- Boulos, P., Chair, Research Ethics Education Subcommittee
- Boulos, P., Member, Board of Directors, L'Institut de Savoir Montfort, Hopital Montfort, Ottawa
- Boulos, P., Ethicist and Consultant, St. Clair College REB
- Boulos, P., OCUFA Committee on SETs
- Boulos, P., OCUFA Collective Bargaining Committee
- Kustra, E., Advisory Member, Noble International University (NIU)
- Kustra, E., Board Member, Society for Teaching and Learning in Higher Education
- Kustra, E., Chair, Educational Developers Caucus
- Kustra, E., Committee Member, 3M National Teaching Fellowship Selection Committee
- Kustra, E., Conference Coordinating Committee, Educational Developers Caucus
- Kustra, E., External Reviewer, Learning and Teaching Office, Ryerson University
- Kustra, E., Member, McMaster University Selection Committee for the President's Award for Outstanding Contributions to Teaching and Learning
- Kustra, E., Member, Teaching and Learning Centre Leaders, Educational Developers Caucus Action Group
- Pusca, D., Committee Member, International Scientific Committee
- Pusca, D., Committee Member, Mediterranean Seminar on Engineering and Technology Education
- Pusca, D., Committee Member, World Institute for Engineering and Technology Education
- Raffoul, J., Coordinator, Educational Developers Caucus Guide Series

Peer Review: Journals and Conference Submissions

- Canadian Journal for the Scholarship of Teaching and Learning (CJSOTL)
- Collected Essays on Learning and Teaching (CELT)
- Educational Developers Caucus (EDC) Annual Conference
- Great Lakes Regional Student Success Conference
- International Consortium for Educational Development (ICED) Conference
- International Engineering and Technology Education Conference
- International Journal of Academic Development (IJAD)
- International Society for the Scholarship of Teaching and Learning Conference (ISSOTL)
- Journal of Applied Research in Higher Education
- Journal for Teaching and Learning
- Professional and Organizational Development (POD) Network Conference
- Society for Teaching and Learning in Higher Education (STLHE) Conference
- Teaching and Learning Journal (TLJ)

Associations and Memberships

- Council of Ontario Educational Developers (COED)
- eCampus Ontario Faculty Advisory Committee
- Educational Developers Caucus (EDC)
- Hotel Dieu Grace Hospital Research Ethics Board
- Higher Education Research and Development Society in Australasia (HERDSA)
- Inter-Agency Panel on Research Ethics (PRE)
- International Consortium for Educational Development (ICED)

- ISW Facilitators Network
- National Society for Experiential Education
- Professional Administrators Roundtable, University of Windsor
- Professional and Organizational Development (POD) Network in Higher Education
- Senior Women Academic Administrators of Canada (SWAAC)
- Society for Teaching and Learning in Higher Education (STLHE)
- Southwestern Ontario Directors
- Staff and Educational Development Association (SEDA)
- Windsor Human Research Ethics Committee

Appendix C: LMS Tickets Completed by Topic*

Request Type	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Grand Total
Training and Support (new skills)	17	28	76	30	20	28	48	10	18	32	21	21	349
Roles / Roster integration / Add or Delete Users	8	26	74	23	18	13	78	11	11	14	17	12	305
Reporting System Downtime	0	7	31	121	58	3	2	1	3	1	3	6	236
Student/Instructor Access Issues	5	4	76	47	55	6	9	3	5	5	9	5	229
Course site merge/term adjustment	6	28	33	3	7	28	45	1	0	11	23	3	188
Site Availability	5	15	65	5	4	1	37	0	5	7	7	8	159
Assignments	4	10	13	25	14	7	19	15	15	6	3	10	141
Grade Centre	3	10	17	22	12	11	10	12	9	17	3	7	133
Organization sites - requests / issues	5	13	16	12	7	2	8	2	4	2	7	1	79
Add Content or Menu Issues	6	11	27	6	1	2	11	3	2	3	3	1	76
Other	2	19	3	8	15	9	4	4	2	5	1	0	72
Tests / Surveys / Pools	3	1	20	8	5	3	10	9	4	5	2	2	72
Copy / Import / Export / Migration site contents	6	15	13	1	3	11	8	1	1	3	6	3	71
Course Instructor TBA - No Access	2	9	16	0	2	6	7	1	2	4	0	1	50
Launching Site	2	8	14	0	1	0	5	1	1	6	6	0	44
Interactive Tools	1	6	8	5	7	0	4	2	1	0	3	4	41
To escalate to Blackboard Support - 3rd Tier	0	1	6	3	5	5	4	3	2	1	1	4	35
Discussion Forums	3	3	5	3	2	0	9	2	1	3	2	1	34
Bb Collaborate	2	4	9	1	1	1	6	1	0	1	4	0	30
Group Work	0	1	9	1	2	0	7	1	0	2	2	3	28
Lab/ Custom Site Request	0	1	7	1	2	3	9	1	0	1	2	1	28
Development Site Requests	2	2	0	1	2	0	4	3	1	3	5	1	24
SafeAssign	0	2	4	2	0	5	2	0	2	2	1	3	23
Rubrics	1	2	5	1	0	0	1	4	0	0	1	0	15
Feature Request	1	1	2	0	0	0	4	1	2	2	0	0	13
Mobile	0	3	4	0	1	0	1	0	0	1	0	2	13
Blackboard to eGrade Issue	0	2	1	0	0	0	1	0	0	0	6	0	10
LTI Integration Tools	1	0	0	0	1	0	1	3	2	1	0	0	9
COMPLETED TICKETS	55	160	325	206	144	102	272	68	57	89	92	61	

*Data retrieved and analyzed through TeamDynamix.



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