University of Windsor

NOTICE OF MEETING

**There will be a meeting of the
ACADEMIC POLICY COMMITTEE
Thursday, January 15, 2026 at 9:00am-10:30am
Location: Room 209 ASSUMPTION HALL or via MS Teams**

AGENDA

1   **Approval of Agenda**

2   **Minutes of meeting of December 10, 2025**

3   **Business arising from the minutes**

4   **Outstanding business**

5   **Reports/New Business**
     5.1   Centre for Teaching and Learning Annual Report   **Jessica Raffoul -** Information
     (Lead Reader: Kristina Nikolova)   APC260115-5.1

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 (2024-2025)**

Item for: **Information**

Submitted by: **Jessica Raffoul, Director, Centre for Teaching and Learning**

To view the full, more in-depth Centre for Teaching and Learning Annual Report, please visit:
https://www.uwindsor.ca/ctl/sites/uwindsor.ca.ctl/files/ctl-annualreport-2025.pdf

See attached.

Centre for Teaching and Learning Report to APC (2024-25)

Introduction

The [Centre for Teaching and Learning](#) (CTL) works in partnership with instructors and students from across all disciplines to enhance teaching and student learning. The unit is central to the University's teaching and learning mission, offering programming, and undertaking initiatives, that range from professional development opportunities and funding for teaching, research, and program design, to contributions to institution-wide policies and procedures related to teaching and learning.

Area's Goals and Objectives of the Reporting Year and the University's Strategic Plan

The following report includes a summary of CTL initiatives from July 1, 2024 through June 30, 2025. For additional details (i.e., qualitative and quantitative data, outreach, etc.), please refer to the [full CTL Annual Report](#).

Addressing Foundational Commitments

1. Establishing and Implementing an Institutional Data Strategy

The CTL continued to explore avenues for collecting data for use in curriculum development and review, and student achievement and retention. Work included:

- Providing support for the CTL's in-house Curriculum Mapping Aid (CuMA); assisting faculty with the extraction and analysis of curricular data for cyclical review and accreditation; and working with Computer Science students to explore the viability of expanding CuMA to include other relevant programming data (e.g., program workflow, IQAP data, etc.).
- Using D2L (Brightspace) tools, investigating the potential of creating customizable dashboards for learning analytics reporting with members from Engineering and Business.
- Developing validated datasets and dashboards for generating reports to capture Brightspace engagement and tool usage to determine gaps in the system, training needs, and resource development: this work will be featured as on-demand presentation at the 2025 D2L conference.
- Exploring the use of PowerBI to develop dashboards with relevant learning outcomes (and other Brightspace) data for use in curriculum review, programming planning, and teaching development.
- With a team led by the Office of the Provost, identifying software options to better support programmatic workflow, approval processes, calendaring, outcome tracking, and achievement.
- With the Microcredentials Working Group, investigating a process for approving and tracking non-credit microcredentials.
- Beginning work on exploring the value and potential of using Brightspace data to provide early alert notifications to ensure students can receive timely support.

2. Foster Resilience and Institutional Learning through Connection, Reconnection and Collaboration

The CTL offered programming designed to build cross-campus networks and foster community. Initiatives included:

- Hosting networking events for instructors and teaching assistants, engaging hundreds of participants: these included communities of practice, book clubs, and lunches
- With the Office of the Provost, hosting a Campus Community Event, providing 21 new and early career instructors an opportunity to connect with service units.

> "The early career mentorship has broadened my perspective and knowledge on how to best plan, execute, and carry out a tenure-track plan that best helps me achieve my goals."
>
> ~ Participant Feedback

- Building capacity for educational leadership and institutional learning through the support of CTL's Teaching Leadership Chair in Educational Leadership, Dave Andrews (Kinesiology), who launched a community of practice made up of faculty leaders working on enhancing student persistence and retention.
- Offering a Teaching and Learning Senior Fellowship Program for retired faculty members to provide a plan for a project that advances teaching and learning at the University: this year's fellows worked on designing accessible teaching materials and learning spaces and incorporating inclusive and resisting pedagogies across disciplines.
- Collaborating with retired and mid- to late-career faculty members to lead teaching and learning workshops and sit on adjudication committees for teaching and learning grants and awards.

3. Continue to Foster and Build Welcoming, Inclusive and Engaging Physical and Virtual Spaces

The CTL continued to support the effective use of technology for teaching and learning. Efforts included:

- Leading and facilitating the use of the learning management system (LMS), Brightspace: over 1,500 instructors and staff, and more than 19,000 students, accessed a course in Brightspace, and 3,687 courses across all Faculties had active Brightspace course sites across all terms; this year, instructors predominantly used the LMS to distribute course materials, manage and evaluate assessments, post announcements, and facilitate discussions.
- Ensuring the stability of the LMS and advocating for instructor access to Brightspace under the prevailing conditional access policies implemented by IT Services.
- Delivering 30 Brightspace-related sessions to instructors and staff representing all Faculties; and supporting 881 visits in the virtual drop-in on a range of topics, including grading, assignments, and quizzes.
- Resolving 87% of LMS-related tickets submitted in TeamDynamix.
- Consistently receiving positive feedback regarding the CTL LMS Team's support of the system, with users emphasizing the team's responsiveness, accessibility, patience, and professionalism.
- Refining instructional materials on the use of Brightspace: during the year, the Brightspace website had over 968,000 page views with 4,166 unique users accessing training resources.
- Continuing to offer after hours support through D2L's virtual help desk, with campus members asking the virtual assistant more than 750 questions.
- Beginning planning on the conceptualization of a self-paced Brightspace course for new and sessional instructors, and those who tend to have a short turnaround time from hiring to course delivery.
- Supporting the use of Turnitin, the campus similarity checking software in Brightspace, which was used in 661 unique classes.
- Launching a small pilot to explore and assess Brightspace's New Content Experience feature.
- Chairing or co-chairing seven LMS-related committees, including the cross-campus LMS Advisory, to engage campus partners on the maintenance and use of the LMS.
- After one year of implementation, engaging in a review of the LMS Policy and Standards Operating Procedures document.
- Hosting an onsite visit, and monthly virtual meetings, with D2L representations to discuss the University's use of the LMS, storage limits, and additional features of the system.
- Connecting with Brightspace users across the country and providing insights into Brightspace use: this year, Anna Galka was invited to participate in a panel at the international D2L Conference to share Windsor's best practices.
- With the University approaching the halfway mark of its five-year contract with D2L, beginning work on a campus user and satisfaction survey to be distributed next reporting period.
- Providing resources and educational opportunities for faculty to learn about interactive technologies including H5P, Panorama, and MS Teams; and recommendations for instructor-pay and student-pay engagement tools.
- Contributing to the review and maintenance of classroom spaces as a member of the Classroom Prioritization Committee, Accessibility and the Built Environment Committee, and the Classroom Technology Committee.
- Following the integration of the Office of Open Learning's (OOL) staff and mandate into the Centre in May 2025, expanding the CTL's mandate to online education, open educational resources, and the evaluation and integration of Artifical Intelligence (AI) in teaching and learning environments.

4. Ensuring that Faculty and Staff Have the Skills and Support to Maximize Impact, Growth, and Engagement

The CTL offered programming and launched initiatives designed to support newly hired faculty, sessional instructors, and leadership development. These included:

- With the Office of the Provost, hosting the two-day New Faculty Orientation: CTL oversaw the development of a resource handbook and presentation materials, and facilitated teaching-related workshops.

- Partnering with units across campus to host 61 registrants at six workshops designed for early career faculty.
- Offering the Early Career Mentoring Program: monthly meetings focused on tenure, curricular challenges, work-life balance, and self-care.
- Disseminating teaching and learning resources (e.g., syllabus templates, relevant policies, etc.) and teaching development opportunities to new faculty; and offering early career faculty preferential access to CTL programs.
- Offering targeted support to 121 unique sessional instructors through CTL workshops and hosting a website designed for sessional instructors.
- Working on manual processes to provide sessional instructors earlier access to Brightspace to give them time to prepare their courses well in advance of the start of term.
- Conducting course observations for instructors across three Faculties.
- Offering workshops, extended programs, and modules on tenure, promotion, and teaching dossier development to instructors and graduate students, engaging 173 participants representing all Faculties.
- As members of the Student Perceptions of Teaching (SPT) Steering Committee, supporting the SPT process, and engaging with faculty on interpretating data and using feedback for teaching development and tenure processes.

"[The workshop] helped me think about how AI can be integrated in teaching & learning to foster critical thinking...The approach was great - it wasn't 'the sky is falling' that we hear so much elsewhere....I really appreciated the open discussion and getting to engage with fellow participants. I also appreciate all the facilitators coming from different places and positions."

~ Workshop Participant Feedback

5. Telling Our Stories and Sharing Our Knowledge

The CTL connected with internal and external communities, highlighted UWindsor's instructors, and disseminated stories and resources through several activities:

- Maintaining the CTL website, with 36,663 unique pageviews, as well as the CTL's registration system and curriculum services repository.
- Hosting the CTL's blog, Teach and Learn, which was accessed by 4,489 users worldwide.
- Conceptualizing and distributing a Faculty Spotlight Series, which featured teaching and learning stories from faculty members in Nursing, Human Kinetics, and Science.
- Producing a Teaching and Learning Newsletter advertising events, relevant news, and teaching stories.
- Distributing a monthly Brightspace Bulletin email series to all UWindsor members with a Brightspace sandbox site, informing them of new features and supports: this year, the Bulletin was expanded to include relevant information about emergent teaching issues and technologies (e.g., online teaching, AI, etc.).
- Through social media tools like YouTube, LinkedIn and Instagram, sharing upcoming events, announcements, and recorded teaching sessions.
- Distributing news articles, events, and resources through the University's mass email and news system.
- In response to the elimination of the Centre's Media Artist position and the acquisition of OOL, revamping the CTL website to include a static landing page and relevant information about open education.

6. Improving Institutional Processes and Coordination of Service

The Centre reviewed its offerings to enhance user engagement and partnered with campus units to review processes to inform and streamline practices. Efforts included:

- Engaging in numerous activities to review and inform CTL programming including regular meetings, campus consultations, attendance data, workshop feedback, and types and duration of sessions; and using registration and Brightspace data to create semantic models and dashboards on event and LMS engagement across Faculties.
- Contributing to the drafting and review of bylaws and policies related to teaching and student learning as members of the Academic Policy Committee (APC) Subcommittee on Cross-Listed Courses, the APC Subcommittee on Generative AI, the APC Subcommittee on Course Modalities, and the Bylaw Review Committee.

- Drafting FAQs related to the Ministry's requirements for the inclusion of course material costs on syllabi; and beginning consultations with Leddy Library on launching initiatives focused on the development and promotion of affordable course materials.
- As members of the Quality Assurance Audit Team, supporting the development of the University's quality assurance self-study for the November 2024 site visit; participating in meetings with the Quality Council; reviewing the Quality Council's recommendations; and providing recommendations to help streamline and accelerate processes.
- Consulting with departments on cyclical program review self-studies and providing feedback IQAP [Institutional Quality Assurance Process] forms, gathering and analyzing student data, and supporting curriculum mapping and assessment reporting.
- Collaborating with Office of Quality Assurance to offer the New Cyclical Program Review Cycle Orientation Session to departments engaging in upcoming cyclical reviews.
- With the Associate Vice-President, Academic (AVPA), reviewing program development processes and workflow to help streamline development and identify efficiencies.
- With the University's Administration, drafting the structure, priorities, and deliverables for a newly conceptualized role, the Institutional Advisor on AI, offered to Nick Baker in June 2025.
- Representing the Centre and teaching and learning more broadly by acting as members, chairs, or co-chairs of 91 University of Windsor committees.

Advancing Strategic Priorities

1. Advancing Bold, Impactful Research, Scholarship, and Creative Activity

The Centre provided funding programs, conducted research, and established national and international partnerships to enhance support for scholarly teaching:

- Through the Centred on Learning Innovation Fund, funding two instructors from FAHSS and Education taking on research related to accessible teaching and learning.
- Continuing to support past recipients of the Nanadagikenim: Seek to Know Grant: with grant funds, instructors have worked toward increasing awareness of Indigenous approaches and incorporating Indigenous ways of knowing across seven Faculties.
- Drafting a call to, and beginning consultations with departments on, a second round of the Nanadagikenim Grant.
- Awarding travel funding to instructors and students from Education, FAHSS, and Science to disseminate teaching and learning research at conferences.
- Supporting faculty members engaging in the scholarship of teaching and learning (SoTL) through one-on-one consultations, feedback on research, and resource dissemination.
- Disseminating targeted invitations to faculty to attend workshops and conferences on teaching and learning; collaborating on conference presentations; co-authoring academic publications with instructors and students.
- Offering a six-week credit course focused on SoTL development, where participants conceptualized a SoTL project and dissemination plan, and were encouraged to critique dominant colonial research paradigms.
- Pursuing research into teaching and learning with output including 15 journal articles and book chapters, 17 non-peer reviewed and online resources, and eight conference presentations.
- Launching new research projects including a study on the experiences of people in formal leadership roles in Ontario's universities; and studies on the impact of teaching assistant programs on student skill development.

"I genuinely like this course...especially the way it builds towards a final project – such a good use of time. And it's a collaborative learning environment instead of being lecture heavy...The reading materials are excellent and very well chosen...[and] the instructor is extremely knowledgeable. They were clear in their teaching and presented themselves as an excellent role model in the field."

~ SoTL Course Feedback

- Securing more than $230,000 in funding for research on teaching and learning including a SSHRC Partnership Grant with USaskatchewan and UBC to advance Indigenization in Canadian post-secondary institutions.
- Acting as members of the full Research Ethics Board (REB), the Delegated REB for SoTL, and the Delegated REB for Indigenization-related research.
- Acting as reviewers for journals and conferences, as well as adjudicators for SSHRC Insight grants.

2. Advancing the Journey toward Truth and Reconciliation

The CTL remained dedicated to supporting the University in furthering the Indigenization of curriculum and teaching.
- Hosting 96 faculty, staff, and students at five campus-wide workshops.
- Facilitating eight invited sessions for various service units and departments.
- Offering the Gikinoo'amaadiwag Cross-Cultural Instructional Skills Workshop (GCCISW), an Indigenized adaptation of the internationally recognized Instructional Skills Workshop.
- Holding hundreds of consultations – many ongoing – with instructors representing all Faculties.
- Updating resources related to Indigenous [knowledges](#) and [curriculum](#), creating blog posts, and working collaboratively with faculty on creating pressbooks and online guides.
- Providing support on Program Development Committee (PDC) processes with respect to Indigenization of courses and programs.
- With campus partners, revising the University's inaugural Indigenous Strategic Plan.
- Acting as co-chair of the Indigenous Education Council (IEC), spearheading the revision of the IEC's Terms of Reference, and securing internal funding for a two-day retreat for IEC members.
- Acting as a member and/or advisor of numerous internal and external groups: Pow Wow Internal Committee; CUBE: Indigenous and Black Student Talent Incubator; the Council of Educational Developers Community of Practice on Indigenous Knowledges; and the Indigenous Curriculum Specialist Network.
- Providing opening remarks at numerous events including the Canadian National Negotiation Competition, the WE-Spark Health Conference, and the UW-NUPH Science Kinship Circle.
- Delivering talks for external groups including Mitacs, Chippewa of the Thames First Nation, St. Clair, and the CBC.
- Ensuring an annual scholarship established through the acquisition of the LMS continues to be provided in support of Indigenous students.
- Participating in professional development opportunities on campus and externally; and integrating Indigenous-related concepts, research, and practices into all CTL credit courses.
- Completing the development of a six-week credit course focused on the Indigenization of curriculum and pedagogy, to be offered as part of the Graduate Diploma in University Teaching.
- Engaging in research on Indigenization, frequently partnering with Indigenous student research assistants at UWindsor and collaborating with peers from institutions throughout Canada.

"On behalf of myself and Mitacs, I want to send my most sincere gratitude for sharing your stories with the folks at Mitacs. From the questions and reactions, it was clear the impact that you have made and the emotions you were able to stir up for people to think of reconciliation in a more meaningful and tangible way. This...interaction really solidified the impact you have made, and I am hopeful to see the top-down ripple effects to take on this effort across the organization."

~ Senior Advisor, Equity, Diversity and Inclusion, Mitacs

3. <u>Becoming an Increasingly Equitable, Diverse, Inclusive and Just University</u>

The CTL launched and supported several initiatives, and contributed to institutional committees, processes, and policies, related to equity, decolonization, inclusion, and accessibility. Work included:

- Engaging 35 individuals in Resisting Pedagogies, a monthly Community of Practice that served as an open forum to exchange ideas, resources, and methodologies aimed at renewing curriculum and teaching.
- Hosting workshops on accessible teaching to 16 instructors; and sessions on anti-racism practices and implicit bias to 188 student participants from all Faculties.
- Consulting with campus offices on the development of web content focused on anti-racism and anti-oppression; and holding one-on-one consultations with instructors about accessibility and inclusive teaching.
- Creating teaching resources focused on [Anti-Black Racism and Anti-Racism](), [resisting and critical pedagogies](), [inclusive teaching and learning approaches](), [positionality and inclusivity statements](); and [resources]() to support instructors in creating accessible content in Brightspace.
- Chairing the Accessible Postsecondary Education Committee, a cross-campus group tasked with supporting the University in maintaining/achieving compliance with the Accessibility for Ontarians with Disabilities Act (AODA).
- With Cherie Gagnon (Accessibility Specialist), working toward conceptualizing a working plan to mobilize accessibility efforts; and on the development of a Faculty Guide to the AODA Post-Secondary Education Standards.
- Supporting the review of Western University's modules on Antisemitism and Islamophobia, and integrating the short courses, and attestation surveys, into Brightspace for widespread dissemination.
- Acting as members of campus-wide committees including the Accessibility Coordinating Committee, Accessibility Information and Communications Committee, Training Advisory Committee, EDID Senate Subcommittee, Anti-Racism Strategic Plan Advisory Council, and the Training and Education Subcommittee.
- Providing feedback on the University's Anti-Racism Action Plan and the People, Equity, and Inclusion Strategy.
- Acting as an adjudicator for the first offering of the CUBE bursary.
- With the Office of Human Rights, Equity, Accessibility, completing a long-standing project which included the supervision and support of students engaging in a campus-wide scan of anti-racism and anti-oppression initiatives undertaken by academic and service units.
- Undertaking and disseminating research on equitable education, decolonization of courses and curricula, and inclusive approaches to assessment design.
- Acting as members of numerous external groups including D2L's Accessibility Advisory Group and Interest Group; Ontario Network of Accessibility Professionals (ONAP) and ONAP Digital Accessibility Sub-Group; and the Council of Ontario Universities Accessible Technology Working Group.
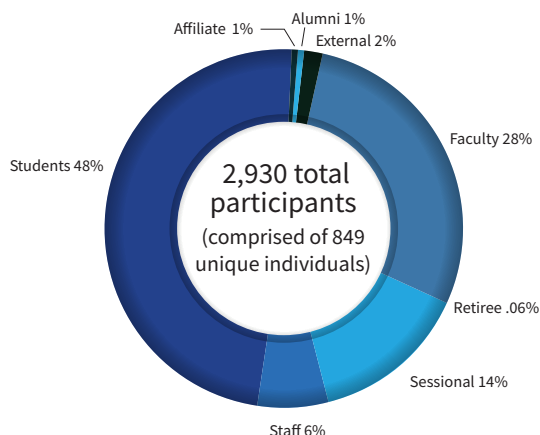
4. <u>Ensuring High Quality, Relevant, and Just Teaching, Learning, and Student Experience for Everyone</u>

CTL members engaged with members representing all Faculties, departments, and teaching-related support units on campus through workshops, events, and consultations. Work included:
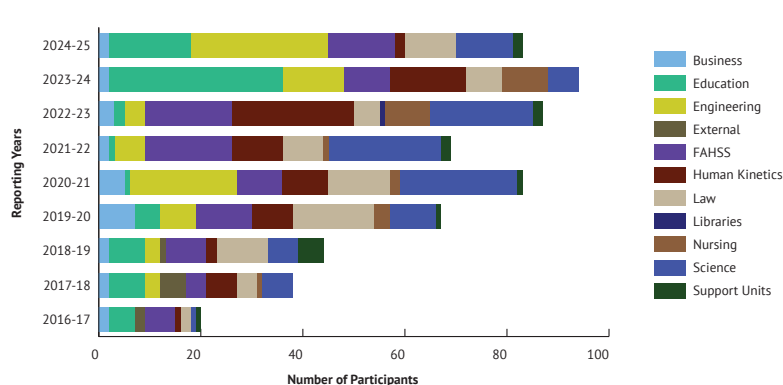
- As a member of the Teaching and Learning Plan Working Group led by the AVPA, working toward conceptualizing the University's first teaching and learning plan.
- Working with departments on the development of three new programs and numerous major program revisions, and offering iterative support on program design, mapping, and assessment alignment.
- Offering support on course and program-level learning outcome development and refinement, reviewing more than 3,400 learning outcomes across 298 courses and 17 programs.
- Working with instructors on all aspects of course design (i.e., assessment planning, academic integrity, artificial intelligence, rubric development, etc.), and as members of New Program Steering, PDC, and PDC Advisory, supporting the approvals of all levels of program and course design and revision.
- Facilitating a two-day retreat for faculty in Law to enhance curriculum reform.
- Supporting departmental accreditation processes and review.
- Offering funding to support the creation and enhancement of curricula: eight distinct projects were funded across five Faculties (total: $47,213.53); and ushering the completion of projects funded in 2023-24, leading to advances in curricula focused on Indigenization, student retention and recruitment, and experiential learning.
- Offering 99 courses, programs, and workshops to 2,930 total instructors, staff, graduate students, and teaching assistants (849 unique participants); and 28 invited sessions at departmental councils, orientations, and courses.

- Holding one-on-one consultations with instructors, staff, and students representing all Faculties: sessions focused on AI, course and curriculum design, Indigenization, dossier development, and academic integrity.
- Developing and refining syllabus templates and resources on the Centre's main and Curriculum Services sites.
- Offering the University Teaching Certificate Program: 116 people from across disciplines have completed the program, many of whom are now in faculty positions around the world; and 19 are working toward completion.
- Developed and ushered the approval of the Graduate Diploma in University Teaching, the first for-credit diploma program of its kind in Canada: the Diploma is scheduled to launch in Fall 2025 with an inaugural cohort of 17 graduate students and a waitlist of nine applicants for the Winter 2026 intake.
- Working directly with more than 50 students through research partnerships, student hires, practicum courses, guest lectures, and committees, fostering opportunities for students to develop academic and leadership skills.
- Partnering with Graduate Studies to oversee the GA/TA Network, a graduate student team tasked with supporting campus GA/TAs. This year's highlights included:
  - Offering professional development events to 1,067 total student participants representing all Faculties; and additional sessions for Graduate Studies, Career Development and Experiential Learning, Lancer Care, etc.
  - Launching a workshops series on fostering inclusive learning environments and understanding and addressing implicit bias and microaggressions in classroom contexts.
  - Supporting the 3MT, which included redesigning and facilitating a training session for UWindsor participants.
  - Completing an environmental scan of TA offerings at post-secondary institutions across Canada.
  - Acting as graduate student representatives on campus-wide teaching and learning committees.
  - Hosting social media accounts (Twitter, Facebook, Instagram, LinkedIn, and YouTube), which have been accessed by thousands of students, educational developers, researchers, and teaching and learning institutions worldwide; and a Brightspace site with more than 2,900 graduate students.
- Facilitating the GA/TA Awards for Educational Practice and Educational Leadership: recipients were Ailin Barzegar (Engineering), Samantha Monk (Kinesiology), Chloe Brescia (FAHSS), and Ashley Watt (Science).
- Launching the University of Windsor Graduate Assistant and Teaching Assistant Handbook, an open-source text covering topics including inclusive teaching, lesson planning, leading effective labs and tutorials, and more.
- Supporting the Graduate Teaching and Learning Fellowship Program, an institution-wide program designed to provide targeted support to GA/TAs within Faculties: Fellows hired in Engineering coordinated workshops, developed resources, and completed peer observations.

Course, Program, and Workshop Attendance by Role

Affiliate 1% Alumni 1% External 2%
Faculty 28%
Students 48%
2,930 total participants (comprised of 849 unique individuals)
Retiree .06%
Sessional 14%
Staff 6%

UTC Course Completions by Reporting Year and Faculty

Legend:
- Business
- Education
- Engineering
- External
- FAHSS
- Human Kinetics
- Law
- Libraries
- Nursing
- Science
- Support Units

Reporting Years: 2024-25, 2023-24, 2022-23, 2021-22, 2020-21, 2019-20, 2018-19, 2017-18, 2016-17
Number of Participants (x-axis: 0, 20, 40, 60, 80, 100)

> "Participating in the UTC program significantly enhanced my teaching skills, particularly in creating engaging and interactive classroom environments. The program provided me with practical tools and strategies to foster student participation and inclusivity, which I have already started applying in my teaching and will continue to use in future roles. For example, I applied storytelling techniques learned during the program to explain complex legal concepts in a way that resonates with students."
>
> *~ UTC Graduate, Faculty of Law*

5. <u>Generating Local and Global Impact through Partnership and Community Engagement</u>

The CTL continued to foster and establish relationships with teaching and learning colleagues, associations, and institutions around the world. Efforts included:

- Hosting three <u>Visiting Fellows in Educational Development</u> who consulted with faculty members and offered workshops on international student support, teaching during times of crisis, and AI and writing pedagogy.
- Acting as members of 22 national and international societies, and 31 external committees and boards, exploring emergent topics in higher education including AI, curricular innovation, accessibility, and assistive technologies.
- Establishing a listserv for, and participating in monthly meetings with, Ontario post-secondary institutions who use Brightspace, sharing ideas and best practices and encouraging cross-provincial collaborations.
- Acting as an external reviewer for Saint Mary's University teaching and learning centre, and drafting recommendations on the Centre's reporting structure, budget, programming, and staffing levels.
- Supporting granting schemes focused on establishing relationships with local Indigenous communities.
- Providing feedback on the University's Global Engagement Strategy.
- Consulting with members from institutions including the Fraser Valley, Guelph, Victoria, British Columbia, and Saskatchewan on various topics including teaching awards, educational leadership, teaching technologies, etc.
- Connecting with national groups by acting as members of the Society for Teaching and Learning in Higher Education's (STLHE) Teaching Assistant and Graduate Student Advancement Executive Committee and facilitating a pre-conference session on the role of AI and graduate student engagement at the STLHE conference.

Challenges

<u>The (Crisis and the) Aftermath</u>: Like most campus units, the CTL has faced significant challenges resulting from recent financial difficulties experienced at Canadian post-secondary institutions. In response to cross-campus budget cuts, some CTL program funding lines (e.g., Visiting Fellows Program, Celebration of Teaching Excellence, LMS Fund) were centrally reallocated; and in February 2025, the Media Artist and Consultant position was eliminated as part of the University-wide centralization of communications-related positions. These changes will impact the unit's ability to continue its outreach strategy, maintain teaching and learning resources and websites (e.g., CTL Registration Site, CTL Website, Teaching Online, Curriculum Services, etc.), and coordinate teaching recognition initiatives. Further, given the inability to hire students (i.e., Ignite, etc.) for a period of two years in accordance with a clause in the CUPE collective agreement related to member layoffs, an institution-wide hiring freeze in place since September 2024, and numerous vacancies related to maternity leaves, secondments, sabbaticals, and retirements, the CTL is not able to properly staff and support existing programming. Staff are navigating the psychological and physical consequences of these ongoing changes, and are facing burnout, uncertainty, and compassion fatigue.

<u>The 'Expanding' Mandate</u>: Following the closure of the Office of Open Learning (OOL) on April 30, 2025, four (three AAS-LS and one LTA) of OOL's five members, as well as elements of their mandate and programming, moved into the CTL on May 1, 2025. Though this shift presents the Centre with new opportunities for teaching development and programmatic innovation across all teaching modalities, the unit has entered a period of organizational transition, which presents significant challenges related to change management, community-building, visioning, and resource allocation.

<u>The Fast-Forward Effect</u>: Higher education is undergoing rapid and continuous transformation driven by advances in technology, shifting student needs, and a budget-strapped post-secondary environment. For example, the CTL has been challenged to keep abreast with ongoing developments in artificial intelligence, particularly around its impact on student learning, teaching approaches, equity and decolonization, and university-wide programming.

Future Actions/Initiatives

<u>Community-Building and Community Builders</u>: It's no secret that universities tend to operate in siloes, a reality which becomes more pronounced when resources are scarce, the future is unknown, and information is limited. We will commit the next year to disrupting this narrative, and toward intentionally building community within our unit, and actively contributing to fostering community across the University. As our unit is uniquely positioned in such a way that we are directly engaged in many university functions (e.g., course delivery, program development, student engagement, teaching and learning policy development, etc.), we can actively work toward strengthening relationships between units, helping to dismantle silos and identify partnerships and new collaborations. Further, we will continue to elevate educational enhancement and student learning over the weight of efficiency; explore operations that support integrity-

based decision-making; encourage grassroots approaches to teaching and learning; and offer low-risk programming (e.g., communities of practice, watercoolers, networking events, etc.) to encourage connection across units. Within the CTL, we will take time to reconnect and ensure our values and activities are aligned. We will recognize the emotional effects of financial uncertainty, foster open dialogue about well-being, and acknowledge achievements.

Prioritizing Essential Programming: Given the challenges identified above, and after consultations with campus members, we have decided to prioritize the following areas:

- Program Development and Renewal: This includes supporting new program development at Windsor and between institutions; reviewing existing programming to identify challenges related to student and sector needs; and expanding our support of departments engaging in cyclical program reviews and accreditation.
- Student Persistence, Engagement, and Retention: This includes exploring the impact of teaching and learning on student retention; exploring the value and potential of using Brightspace data to provide early alert notifications; and with campus partners (e.g., Leddy Library, Student Services, Graduate Studies) working on initiatives focused on student engagement, student access to affordable course materials, and student skill development.
- Artificial Intelligence and Learning: This includes offering workshops, grants, and consultations, and developing resources, on the impact, and integration, of AI within teaching and learning environments; and reviewing programs to identify challenges and opportunities related to AI.
- Inclusive Teaching and Learning and Indigenization: This includes the development of a Faculty Guide to the AODA Post-Secondary Education Standards; and reviving our small grant scheme in support of Indigenization of courses, curricula, and departments.
- Technology-Enhanced Teaching: With the University approaching the halfway mark of its five-year contract with D2L, this includes launching a campus user and satisfaction survey; reviewing the use of the LMS and storage obligations; and disseminating resources related to online instruction, open learning, and open educational materials.

From Crisis to Creative Action: Crises of any kind often disrupt routinized practice, and while such situations can be disorienting and provoke anxiety, they can present opportunities for meaningful change and innovation. In light of recent reductions to certain funding streams and programs—including the Celebration of Teaching Excellence, the Visiting Fellows in Educational Development Program, and the Curriculum Project Engagement Grant—we will collaborate with PAC to explore avenues for reviving outreach initiatives; and build new partnerships by drawing on established programs such as the Fulbright Fellowship. Additionally, we will develop online, self-paced modules on GA/TA development and Brightspace use so that we might decrease one-off workshop offerings and address staff capacity.

Recommendations for Senate consideration

We do not have specific recommendations for Senate consideration. Many existing recommendations (i.e., re. support of Indigenization, accessibility, course-related policies, etc.) are in progress, and we are actively contributing to these and other teaching and learning-related issues through representation on APC, PDC, and Bylaw Review Committee.