

# ANNUAL REPORT

July 1, 2023 - June 30, 2024



## Centre for Teaching and Learning University of Windsor





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# OVERVIEW

The [Centre for Teaching and Learning](#) (CTL) is an academic service area made up of faculty, staff, and students working to enhance and support teaching and student learning at the University of Windsor.

We value and intentionally work toward developing authentic, trusting relationships with instructors, staff, students, and administrators. Through many and varied initiatives, we provide opportunities and space for instructional development, equitable and inclusive practice, and aligned and innovative course and program design. We commit to listening, learning, and evolving, pursuing research on teaching and learning to both enhance our approach and offerings and position the University as an institution committed to evidence-based and quality teaching practices.

Centre programs – ranging from short workshops to granting schemes – are offered at different levels and in different formats to allow for multiple entry points and to meet the varying needs of individuals and the ever-evolving context.

The following report captures CTL initiatives, activities, points of contact, and areas of impact from July 1, 2023 through June 30, 2024.

## 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.

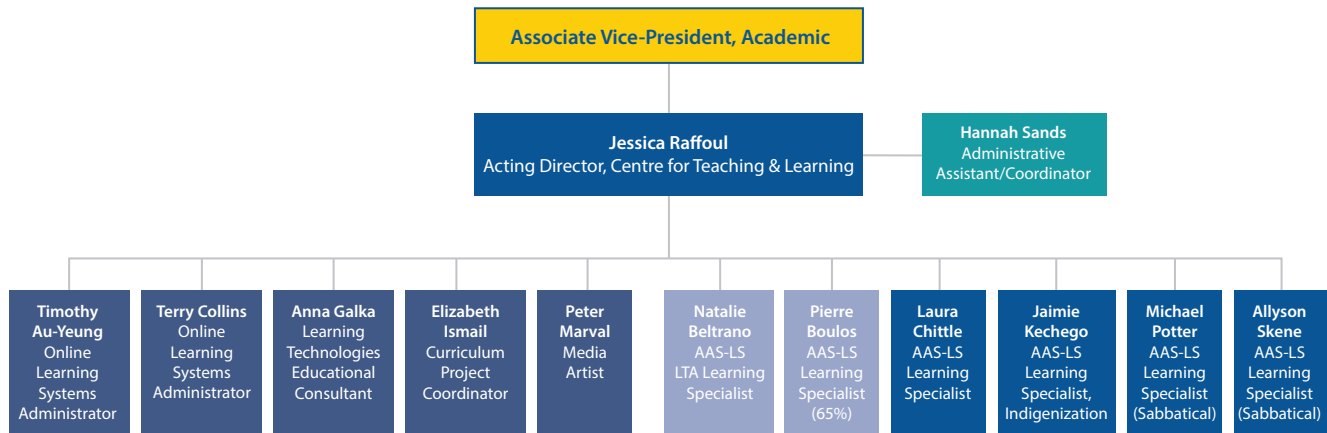
## Organizational Structure

The 2023-24 reporting year saw several changes to CTL's organizational structure (Figure 1):

- July 2023: Jessica Raffoul stepped into the role of Acting Director of the CTL as Erika Kustra moved into the role of Acting Associate Vice-President, Academic; and Natalie Beltrano began a limited term, one-year appointment as an AAS-LS to support secondments and sabbaticals of CTL Learning Specialists.
- July 2023-June 2024: Pierre Boulos continued his role as Vice-President, Grievance, WUFA, with 35% of his time devoted to this work.
- September 2023: Elizabeth Ismail was hired as the Curriculum Project Coordinator, a CUPE position tasked with promoting and supporting effective curriculum design and review.
- January 2024-June 2024: In January 2024, Allyson Skene began a six-month sabbatical; and in May 2024, Michael Potter began a six-month sabbatical.

Near the end of the reporting period, the Office of the Provost struck an elected committee to begin the search and hiring process for a new CTL Director. This will be wrapped up during the next reporting period.

**Figure 1: 2023-24 CTL Organizational Chart (Full-Time Members)**



## Offerings, Reporting, and Impact

Though the CTL has always gathered data about its services to identify gaps, assess impact, and inform future offerings, this year saw an increase in demands for accountability reporting. In addition to annual reports to the Academic Policy Committee and Senate, the Centre was also tasked with drafting Performance Goals, submitted to the Office of the Provost; and a Service Level Agreement, submitted to Finance. The Centre also engaged in a review of its annual reports over the last decade to identify trends, opportunities for collaboration, and redundancies with other areas on campus.

To satisfy the growth in reporting and support its own evidence-based decision-making, the CTL held regular meetings to gather staff’s ideas and perceptions; consulted with administrators, faculty members, and students to assess whether the reports addressed their teaching and learning needs; and collected and reviewed participant/departmental attendance, points of contact and use over time, follow up surveys, workshop feedback, and types and duration of sessions. During the year, the Centre continued to enhance its data collection and analysis systems by creating semantic models and PowerBI dashboards, drawing on CTL registration data, Brightspace data, and Google Analytics to more efficiently assess and report on engagement with Centre programming. This work informed the collection and synthesis of data included in this report, as well as the identification of future goals for 2024-25 (p. 30).

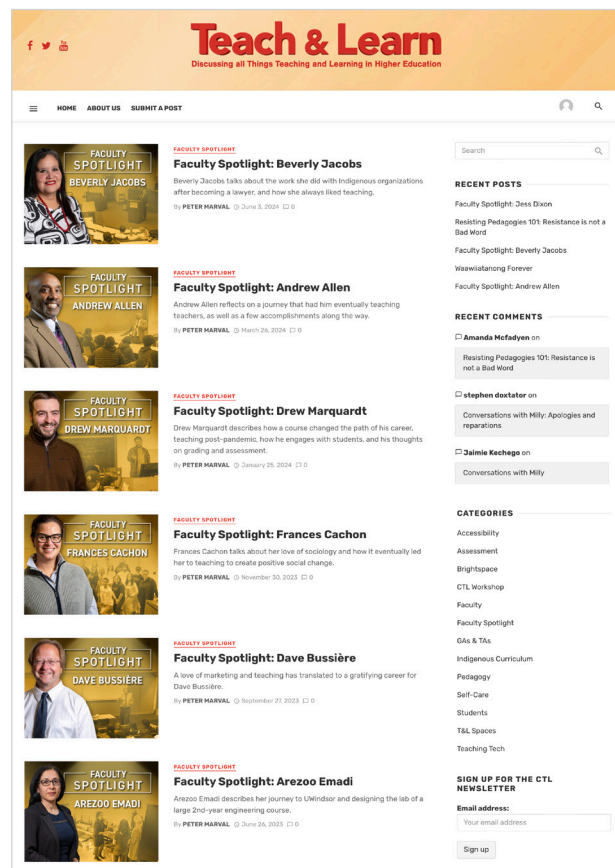
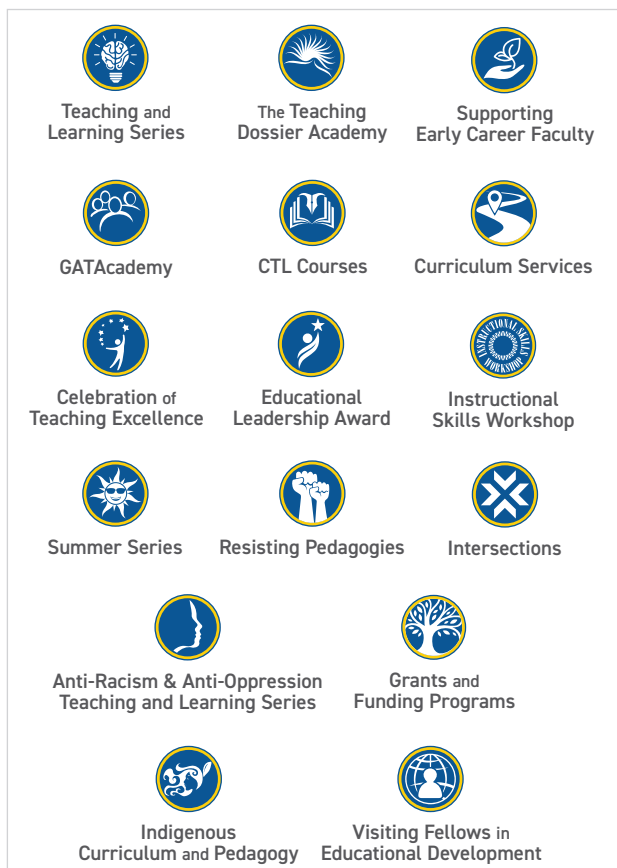


## Outreach

During the reporting year, the Centre connected with the campus community, as well as national and international teaching and learning communities, through several outreach activities. These included:

- Maintaining the [CTL website](#), [registration system](#), and [curriculum services repository](#), which feature resources, announcements, and upcoming programs and events. During the reporting period, the main CTL site had 35,883 unique pageviews.
- Hosting the CTL's blog, [Teach and Learn](#), which features monthly blog posts focused on relevant and emergent teaching and learning topics: in 2023-24, 11 blog posts were published, and the site was accessed by 4,464 users, with 7,165 unique page views.
- Producing a monthly Teaching and Learning Newsletter advertising upcoming events, relevant news, and teaching and learning stories: 1,417 instructors, students, and staff are subscribed to the newsletter.
- Conceptualizing and distributing a [Faculty Spotlight Series](#), which highlights teaching and learning stories from faculty members from across campus: this year, five instructors from the Faculties of Arts, Humanities, and Social Sciences, Education, Law, Business, and Science were featured.
- Launching Brightspace Bulletins, a monthly email series sent to all UWindsor members with a Brightspace sandbox site, informing them of new features, relevant announcements, and tips.
- Producing captioned teaching and learning-related videos shared via the [Centre's YouTube Channel](#).
- Building a more robust social media presence, using free tools such as [LinkedIn](#) to promote material and communicate announcements.
- Distributing news articles, events, and resources through the University's mass email system and Daily News.

This year, the CTL undertook a significant redesign of its branding and promotional materials to create a more cohesive identity that aligns more closely with the University's brand.





# ENHANCING TEACHING AND CURRICULA: PROGRAMS, SERVICES, AND INITIATIVES

During the year, the Centre supported teaching and course development, program and curricular innovation, and student learning through department-specific support, workshops and events, consultations, and contributions to University policy, procedures, and governance. Through this outreach, CTL members have engaged with members representing all Faculties, departments, and teaching and learning-related support units on campus.

## Support for Program Design, Revision, and Review

In 2023-24, CTL’s Curriculum Services team continued to make strides in supporting the University of Windsor community through comprehensive curriculum-related programming, consultations, resources, and support, engaging with instructors, staff, and graduate students representing all Faculties. This work has been critical in new program development, navigating the PDC [Program Development Committee] process, enhancing course design, integrating innovative teaching and assessment methodologies, and developing learning outcomes that align with Faculty, departmental, and institutional goals.

### Funding for and Consultations on Curriculum and Course Development

During the reporting year, the CTL continued to offer the Curriculum Project Engagement (CoPE) Grant, designed to support the creation and enhancement of sustainable, effective, and engaging curriculum practices and processes. Available to all units offering academic programming, as well as academic programs that span units, the grant is intended to help offset costs and manage the workload associated with curriculum (re)design. In Fall 2023, the second call for CoPE Grant applications resulted in funding for 11 projects across four Faculties (Table 1).

**Table 1: 2023-24 Curriculum Project Engagement (CoPE) Grant Recipients**

Faculty	Project Team	Title	Funding
Business	Rachel Aleks; Karen Robson	Formative and summative Indigenous modules for required business courses	\$6,000.00
Engineering	Lorraine Chandler ; Alex Pershaj; Jacqueline A. Stagner; Afsaneh Edrisy; Jo Asuncion	Integrating Indigenous ways of knowing, living, and being into the engineering undergraduate curriculum, phase II	\$5,997.00
Engineering	Lisa Salfi-Novena; Bill Van Heyst; Lorraine Chandler	English language skills enhancement in Master of Engineering Program	\$5,946.00
FAHSS	Nicholas Papador; Bruce Kotowich; Irene Schiller; Kaitlyn Karns	SoCA   Music Major program changes 2023-24: Implementation of new degree structures and content re-envisioning initiatives	\$5,993.80
FAHSS	Kristoffer Romero; Patti Fritz	A Psychology undergraduate degree to address current and future challenges	\$5,999.40
FAHSS	Kristen Lwin; Robin Wright; Kristina Nikolova	Experiential learning through case simulation to build social work student practice skills	\$5,989.00
FAHSS	Tanja Collet-Najem; Judy Xu	A student-focused curriculum for Asian Studies courses – a study of student needs and motivations	\$5,998.23

Faculty	Project Team	Title	Funding
FAHSS	Natalie Delia Deckard; Jane Ku; Frances Cachón; Rachel Aleks; Brandi Lucier; Juanita Stephen; Richard Douglass-Chin; Dorian Moore	Black Studies Honours, Labour Studies Honours, and Social Justice General and Honours Programs	\$5,974.80
Science	Drew Marquardt; James Gauld	Indigenization of chemical education	\$6,000.00
Science	Isabelle Barrette-Ng; Stephanie Doucet; Catherine Febria; Michelle Bondy; Clint Jacobs; Tanya Noel; Hannah ter Hofstede; Dora Cavallo-Medved; Candy Donaldson	Developing, implementing and assessing Course-Based Undergraduate Research Experiences (CUREs) in the Department of Integrative Biology in the Faculty of Science through the formation of a community of practice	\$5,937.50
Science	Yufeng Tong, Sirinart Ananvoranich, Holger Eichhorn, and Kenneth Ng	Identify the gaps in the undergraduate programs in Chemistry and Biochemistry to improve recruitment, retention, and conversion.	\$6,000.00

Completed projects funded in 2022-23 led to numerous advances in curricula focused on Indigenization; review, renewal, and program development; and experiential learning and study abroad opportunities for students. In an exit survey assessing the impact of the grant and CTL processes, respondents from all seven of the completed projects agreed that they were able to complete their intended objectives, that the CoPE funds were critical to the success of the project, and that the projects contributed to meaningful conversations among faculty about curriculum. The feedback also consistently emphasized the importance of CTL’s funding and support in achieving their project goals and expressed excitement about future prospects. The remaining four projects will be wrapped up in the 2024-25 academic year.

In addition to CoPE, Centre faculty consulted with departments on the development of two new programs and numerous major program revisions; reviewed more than 2,600 learning outcomes across 269 courses and 11 programs; provided support to Faculties undergoing accreditation; and consulted with instructors on all aspects of course design (i.e., assessment planning, academic integrity, experiential learning, rubric development, etc.). As members of the New Program Steering Committee, PDC, and PDC Advisory, CTL members have ushered approvals of all levels of program and course design and revision.

“This project...enabled a significant program revision and provided a foundation/expectation for Indigenization, reconciliation, and decolonization within the program. We have observed notable changes in the mindsets of students and instructors as a consequence of these efforts.”

“[Departments] were able to draw up curriculum maps for their various degree programs with the assistance of two student researchers...Student involvement was key to the completion of this project. The students also provided faculty with an essential viewpoint from which to approach this project: that of the undergraduate student.”

“My experience with support and resources were phenomenal. Both Allyson and Elizabeth were immensely helpful and consistently available to answer questions, provide support and resources, and to provide feedback. There was also much flexibility granted to us when we realized that our initial grant application was far too ambitious for the time allotted. We were able to amend our initial application and to complete the project with more realistic goals.”

~ CoPE Recipient Feedback

## Learning Analytics for Assessing Curricula, Achievement, and Student Retention

During the reporting year, CTL members explored avenues for streamlining workflow and collecting data for use in curriculum development and review, and student achievement and retention.

The Centre began testing D2L's PerformancePlus package, an add-on to Brightspace that facilitates the creation of customized dashboards for learning analytics. Working with the Faculty of Engineering, CTL members explored the potential of this tool for tracking and analyzing student achievement of learning outcomes for Engineering's upcoming accreditation. This work resulted in an interactive dashboard allowing for both detailed and aggregate reporting on learning outcomes across Engineering that is currently being tested and validated.

In Spring 2024, D2L phased in a new platform (Quicksight) for learning analytics reporting, and CTL worked to migrate all previously built and in-progress reports and dashboards into Quicksight. Because of inherent limitations in D2L's systems, the Centre also began testing PowerBI as an option for visualizing and analyzing learning outcome data from Brightspace. In addition, the Centre volunteered to pilot D2L's new Outcomes Achievement dashboard, consulting with Engineering, Law, Nursing, FAHSS, Science, Human Kinetics, and Odette to secure feedback on the viability and effectiveness of this tool for the University. A small pilot of this dashboard will begin in Business in the upcoming reporting year. Going forward, the Centre will expand work on these dashboards, with a view to providing effective, accurate, and reliable learning analytics to Faculties, departments, and instructors.

The CTL continued to provide support for its in-house Curriculum Mapping Aid (CuMA), including troubleshooting technical problems, providing training on how to use the tool, consulting with faculty on effective curriculum mapping strategies, and assisting with the extraction and analysis of curricular data for cyclical review and accreditation reporting. During the year, Centre members also partnered with students in the Master of Applied Computing (MAC) *Internship/Project II* course (COMP 8977) to explore the potential for enhancing the features and functionality of CuMA. This collaboration provides the MAC students with real-world project experience and an opportunity to develop skills in communication, critical thinking and problem-solving, teamwork and collaboration, and professionalism and work ethic.

During the year, CTL faculty also participated in the Strategic Enrollment Management Planning strategy development sessions, co-leading a team focused on evaluating the limitations and potentials of Early Warning Alert systems. The Centre continues to explore these and additional options.

## Support for Institutional Quality Assurance Office and Processes

In 2023-24, CTL members joined the University of Windsor Quality Assurance Audit Team to prepare for and support the institutional quality assurance audit conducted by the Quality Council (QC). The CTL's contributions were multifaceted, including support for the design of the survey for the self-study, data analysis, and the composition of the self-study. The CTL will continue to work with the Office of Quality Assurance (QA) during the upcoming QC site visit taking place in November 2024.

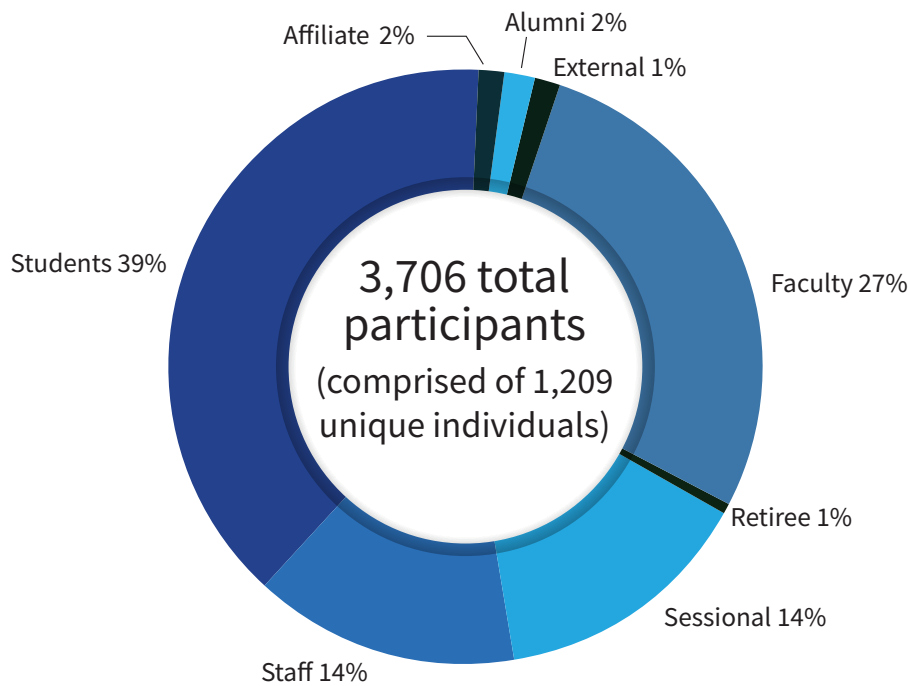
During the year, the CTL worked with QA and the Associate Vice-President, Academic, to respond to the University's academic program review audit, and identify ways in which we might streamline and enhance program development processes on campus; and collaborated with QA to revise the cyclical review template. In March 2024, the Centre partnered with QA offer a New Cyclical Program Review Cycle Orientation Session to members in Human Kinetics, Computer Science, Physics, and English. Faculty were introduced to the cyclical review process and were provided access to resources including the Centre's Curriculum Services repository.



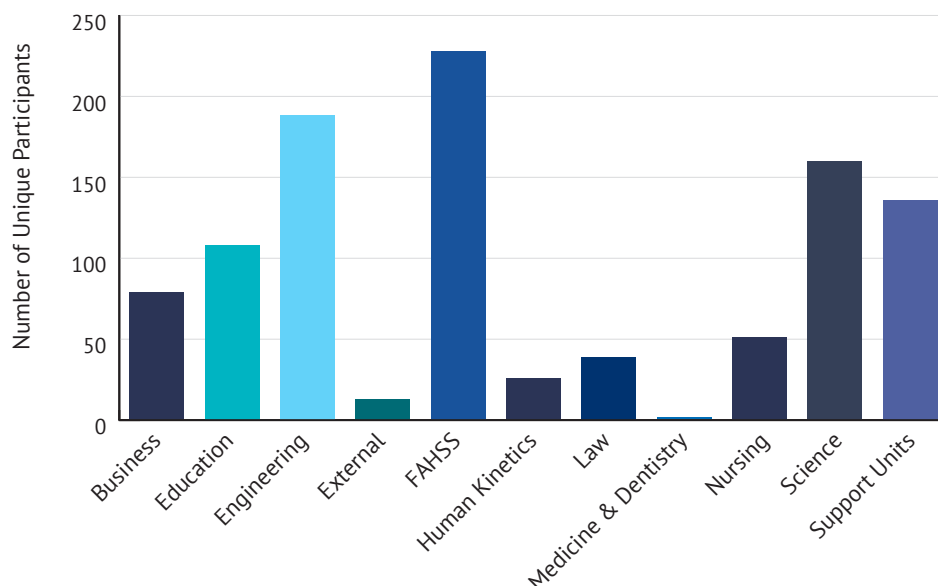
## Courses, Workshops, and Extended Sessions

In 2023-24, the CTL hosted more than 3,700 instructors, staff, and graduate students and teaching assistants (1,029 unique participants) at 153 courses, programs, and workshops. Sessions, offered in a variety of modalities, ranged from one-off 1-3 hours workshops to six-week half-credit courses, and focused on a variety of topics including decolonization, Indigenizing teaching and curriculum, Brightspace, course design, assessment, and more ([Appendix A](#)). Figures 2 and 3 provide attendance data by role and Faculty.

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



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



During the reporting period, Centre members were also invited to facilitate sessions at faculty and departmental councils, retreats, orientations, and as guest lectures in courses, engaging with additional instructors and students across seven Faculties. For a list of invited sessions, please see [Appendix B](#).

"The workshop was very effective in allowing for honest and uncomfortable conversations... and fostering understandings of equity that go beyond performativity. Every aspect of it was beyond challenging in a very effective way. This was one of the most thought-provoking and truly active workshops."

"Thank you for demystifying the teaching process, the resources shared, the supportive learning community! CTL is still my happy place."

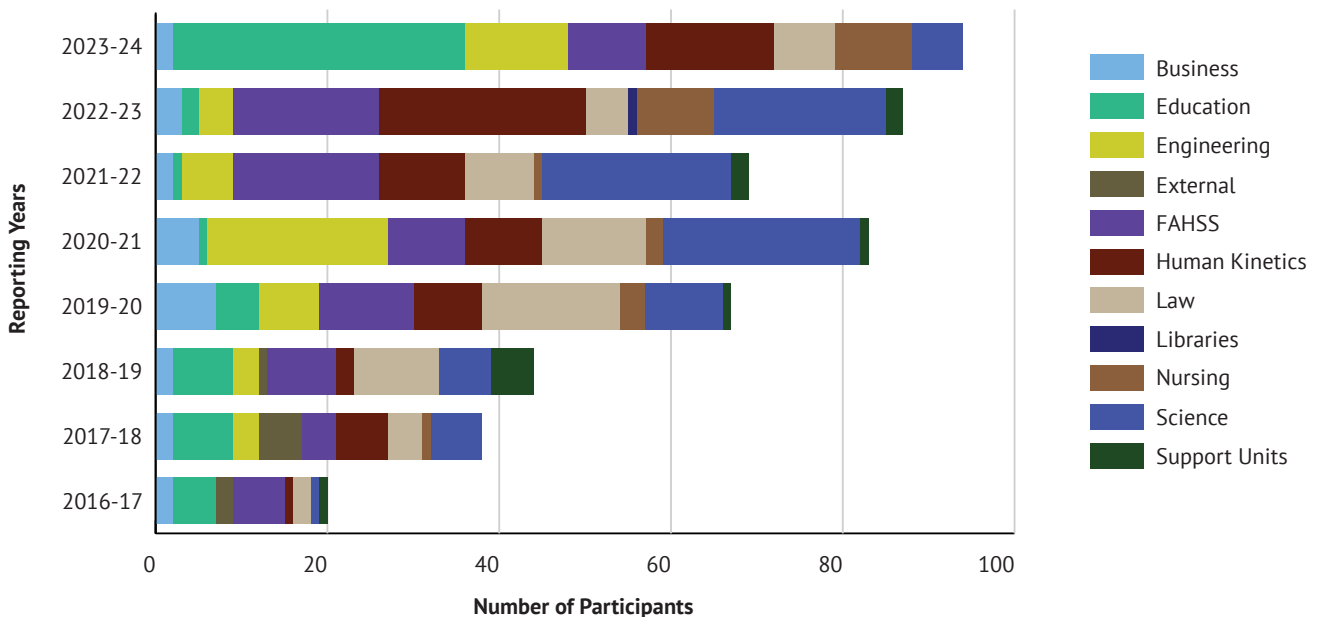
~ Workshop Participant Feedback



## University Teaching Certificate

In 2023-24, the CTL continued to offer its University Teaching Certificate (UTC) Program to graduate students and instructors. The UTC is an in-depth program that integrates theory with practice to foster excellent teaching. Students explore the scholarly literature on effective teaching, draw on theoretical principles and apply them in practice, and develop as reflective practitioners. Since its inception, registrations and expressions of interest have more than tripled as the program gained traction both on campus and across the sector. To date, 106 people from across all disciplines have completed the program, many of whom are now in faculty positions around the world; 40 are actively working toward completion; and more than 15 are waitlisted for the upcoming academic year. UTC courses have reflected this growth with 502 course completions since 2016-17 (Figure 4).

**Figure 4: UTC Course Completions by Reporting Year and Faculty**



Student feedback on the Program has been consistently positive: in an exit survey distributed to 2023-24 graduates, all respondents emphasized that the Program was critical to their understanding and application of effective teaching practices and would highly recommend the UTC to others. Participants also noted that they are actively using the skills they have developed within the Program in their new roles/academic programs.

The UTC program not only boosted my confidence but also broadened my perspective on instructional design and course development....In a diverse educational landscape like Canada's, engaging students from various backgrounds requires a thoughtful and inclusive approach. The strategies provided were not only innovative but also practical, allowing for active student engagement in a way that respects and leverages this diversity.

*UTC Graduate, Faculty of Education*

At a macro level, the most impactful aspect of the UTC program was that it facilitated my engagement with the scholarship on teaching and learning, which I believe has influenced by approach to teaching and learning both inside and outside of the classroom....My engagement with the UTC program, at least in my opinion, undeniably helped me receive a faculty position and for that, I will be forever thankful to the Centre for Teaching and Learning.

*UTC Graduate, Department of History*

This opportunity invited me to engage with teaching in a space that felt safe and provided me an opportunity to learn and grow....I recently took a big step and applied for the first time to a sessional teaching position. I had been preparing for this moment for a long time, but the UTC program fast-tracked my readiness and the encouragement I received made a significant difference to my teaching journey! Thank you!

*UTC Graduate, School of Social Work*

The UTC program has profoundly influenced my approach to teaching and professional development. Now, as an Assistant Professor, the skills, knowledge, and perspectives I gained in the UTC have enhanced my teaching effectiveness, encouraged innovation in my instructional methods, and fostered a commitment to inclusivity and research-informed practices. These experiences will continue to inform my future endeavors in academia, as I strive to contribute positively to the learning experiences of my students and the broader educational community.

*UTC Graduate, Faculty of Engineering*

During the year, the CTL made significant progress towards formalizing the UTC as a Type 2 Graduate Diploma in University Teaching (i.e., offered in conjunction with a graduate degree). This formalization recognizes the depth and rigour of the program, acts as a value-add, interdisciplinary certification for UWindsor, and signals to potential employers that participants have attained significant skills in teaching and learning. Most notably, a for-credit diploma program in university teaching is the first of its kind in Canada, further distinguishing the University as a leader in teaching development. The CTL received all institutional approvals (Graduate Council, PDC, and Senate), and engaged in an external review of the program as mandated by Quality Council. The external review was incredibly successful, with only minor recommendations by reviewers, including the suggestion that the University should expand this offering to a Type 3 Diploma (i.e., a stand-alone, direct admission program). The CTL anticipates Quality Council approval during the next reporting period.

"Both the proposal brief and the program itself are well-organized, with objectives clearly described and aligned with the institution's mission and vision....Student learning is well facilitated throughout, most notably through a mentorship aspect which all students interviewed spoke very positively of. This will be the first for-credit diploma program of its kind and there is strong student demand for it, with benefits including assisting in acquiring a faculty position upon graduation and recognition from other institutions."

*~ GDip in University Teaching,  
External Review*

## Early Career Faculty Support

The CTL intentionally designs programming, and disseminates resources, to welcome and orient new instructors to teaching and to campus. During the reporting period, all full-time faculty hired in the last year participated in at least one CTL-facilitated workshop and/or received resources and information about teaching and professional development opportunities from CTL members. Support for early career faculty included:

- **New Faculty Orientation:** With the Office of the Provost, designing and hosting the two-day New Faculty Orientation (NFO). CTL primarily oversaw the development of the handbook, selection of and communication with facilitators, and co-creation of the agenda. NFO sessions focused on teaching, course design, research, and tenure and promotion, and offerings included a campus tour and black historical walking tour ([Appendix A](#)).
- **Early Career Faculty Support Program:** Partnering with units across campus to offer 13 workshops specifically designed for new faculty: 151 registrants participated in these sessions focused on the finance system, Brightspace, the eCV system, and Indigenization ([Appendix A](#)).

- **Early Career Faculty Mentoring:** Facilitating monthly meetings dedicated to supporting early career faculty in their teaching as they balance research and service expectations. Three two-person mentoring teams made up of a late-career/emeritus and mid-career faculty members mentored 20 early career faculty in a small group format ([Appendix A](#)). Meetings focused on promotion, tenure, curricular challenges, work-life balance, self-care, and self-advocacy.
- **One-on-One Consultations:** Holding one-on-one and group consultations about tenure and promotion, teaching dossiers, course design, assessment, Brightspace, and other teaching and learning related topics.
- **Preferential Access:** Offering early career faculty preferential access to CTL programs, including the Teaching Dossier Academy, University Teaching Certificate, and Instructional Skills Workshops.

"The [Early Career Mentoring Group] provided an outlet for me to connect with colleagues from across campus, build my professional network, and demystify institutional processes. It's helped me to feel more comfortable and confident in my teaching, research, and service work all while providing me with the emotional support needed to navigate institutional contexts."

~ Participant Feedback



## Mid- to Late Career Faculty and Educational Leadership Support

In 2023-24, the CTL continued to build capacity for educational leadership and support the development of educational leaders, providing opportunities for faculty to take on leadership roles (i.e., workshop facilitators, committee chairs, advisory council members, etc.), and launching programs to both enable faculty to lead significant initiatives, and recognize faculty who are working to enhance the teaching and learning culture and context at the University. Initiatives included:

- **Teaching Leadership Chairs:** Developing and launching the Teaching Leadership Chair in Educational Leadership, which awards a campus leader funding and support to launch strategic and intentional programming focused on furthering the development of educational leaders at the University. After an extensive selection process with a committee made up of faculty as well as the Provost, Dave Andrews (Kinesiology) assumed this role in January 2024.
- **Teaching and Learning Senior Fellows Program:** Offering a fellowship for retired faculty members with a record of educational leadership, to provide a plan for a project that advances teaching and learning at the University; Veronika Mogyorody (VABE) and Erica Stevens Abbitt (Dramatic Art) continued as the 2023-24 Senior Fellows. Their work contributed to designing accessible learning spaces, incorporating inclusive pedagogies, and facilitating communities of practice.
- **Recognition of Leadership:** Recognizing leadership through the Educational Leadership Award, which honours those who have led significant and sustained initiatives to improve teaching and curriculum and contribute to policies that promote effective teaching. Kathy Pfaff (Nursing) and Dave Andrews (Kinesiology) were this year's recipients.
- **Support for External Awards:** Supporting the nomination files for faculty submitting external awards focused on teaching and educational leadership.
- **Mentoring Educational Leaders:** Inviting and supporting mid- to late-career faculty members to co-facilitate teaching and learning workshops and communities of practice and join the adjudication committees for teaching and learning grants and awards.
- **Establishing Partnerships and Networks:** Providing opportunities for retired faculty and mid-career faculty to work together to facilitate the Early Career Mentoring Program: six facilitators paired to host monthly meetings, providing newly hired faculty with their lessons learned, advice, and more.
- **Funding:** Offering grants for projects that support teaching, educational leadership, and student learning ([p. 27](#)).

## Support for Sessional Instructors

During the reporting period, the CTL continued to offer targeted support to sessional instructors. Sessionals were invited to participate in regular CTL programs, events, and courses: 146 unique sessional instructors participated in programming. CTL members also facilitated Brightspace workshops specifically designed for sessional instructors, and offered extended drop-in hours during exams and holidays, as many sessionals tend to hold professional roles and have external work obligations during regular work hours.

During the year, the CTL also worked with the Office of the Provost and Human Resources to help find ways to provide sessionals earlier access to a uWinID so that they can enter Brightspace and begin working on their courses well in advance of the start of term. Though the CTL's Brightspace team identified a workaround many years ago (i.e., providing access to a "sandbox" site until the uWinID is generated by outside offices), this can only be done manually and on an ad hoc basis. The CTL will continue to advocate for a more systematized approach that supports the instructors and is grounded in best teaching practices.

The Centre continued to update and resource [a website designed for sessional instructors](#), which includes an onboarding checklist, information about Brightspace, and professional development opportunities.

## Consultations and Contributions to Policy and Governance

In 2023-24, CTL staff and faculty held thousands of one-on-one consultations with instructors, staff, and students representing all Faculties. This year's sessions primarily focused on learning outcome development, curriculum and course design, Brightspace, Indigenization and land acknowledgements, student ratings of instruction, teaching dossier development, teaching and learning research, academic integrity, and assessment. Some of these consultations required extensive preparatory work and necessitated numerous meetings over the course of the year (e.g., program design), and others consisted of a one-off meeting (e.g., assessment design).

During the year, CTL members contributed to the development and review of institution-wide policies and procedures related to teaching and learning. Highlights included:

- Chairing the Learning Management System (LMS) Policy Committee and drafting, finalizing, and shepherding the approval of the University of Windsor LMS Policy as well as the Standards Operating Procedure document ([p. 21](#)).
- Acting as a member of the Academic Policy Committee (APC) Subcommittee on Cross-Listed Courses, contributing to the review of cross-listed courses and exploring challenges and opportunities as the group begins to draft the new policy for release during the next reporting period.
- Joining the APC Subcommittee on Artificial Intelligence (AI) during the end of the reporting period, and supporting the group as they drafted and released sample statements regarding AI for use in UWindsor syllabi.
- Co-chairing (with N. Baker) the Accessible Postsecondary Education Committee, and beginning discussions on the review of UWindsor policies related to accessibility.
- Revising policies related to teaching evaluation and the administration of the new Student Perceptions of Teaching form.
- Contributing to the rewriting of the terms of reference for the Indigenous Education Council.
- Engaging in ongoing consultations on the question related to Indigenization as part of the program development process with representatives of PDC, department heads, and instructors.
- Acting as members of the Institutional Quality Assurance Audit Team ([p. 7](#)).

CTL staff and faculty also represented the Centre and teaching and learning more broadly by acting as members, chairs, or co-chairs of 82 University of Windsor committees (Appendix B) including APC, PDC, and Senate; and supported the ongoing development of the University of Windsor Teaching and Learning Plan.

## Support for Teaching Evaluation and Renewal, Tenure, and Promotion

Throughout the reporting period, the CTL continued to promote a multi-faceted approach to teaching evaluation by supporting teaching dossier development, conducting course observations, and working with instructors on interpreting student ratings of instructions.

During the year, the Centre hosted its week-long Teaching Dossier Academy; a special topics session for department heads on evaluating teaching dossiers; two sessions designed specifically for graduate and teaching assistants on designing dossiers; and four online, self-paced modules focused on dossier development, to 250 participants representing all Faculties. CTL faculty also provided course observations across four Faculties; these include one-on-one meetings, teaching observations, and a feedback report for use in renewal, tenure, and promotion documentation.

"Thank you so much for hosting such a superb week [Teaching Dossier Academy]. Your instruction, mentorship, preparation, and company were all so exquisitely done. The learning was thought-provoking and moving. Bravo!"

~ TDA Participant

Members of the CTL are also part of the Student Evaluations of Teaching Task Force, the Student Perceptions of Teaching (SPT) Implementation Steering Committee, and the SPT Communications Committee. After engaging in extensive consultations with faculty members and administrators, coordinating student think-alouds, revising numerous iterations of the form, and acquiring Senate approval, the group launched the new SPT survey in Fall 2024. CTL members will continue to support its implementation and review, and have begun extensive consultation with faculty on interpreting these new forms of data and using the feedback for teaching development and for renewal and tenure processes.

## Recognition of Teaching and Educational Development

The CTL has undertaken numerous campus-wide efforts to highlight and recognize effective teaching practice. Since 2008, the unit has coordinated 21 successful nominations for external teaching awards at the provincial, national, and international levels, with Jess Dixon (Kinesiology) receiving the North American Society for Sport Management Distinguished Sport Management Educator Award in 2023-24. During the year, Centre members consulted with departments on developing and refining teaching awards, and were invited to sit on, or chair, the following on-campus and external award committees:

- Educational Leadership Award Selection Committee (Co-Chair)
- Faculty of Arts, Humanities, and Social Sciences (FAHSS) Faculty and Staff Awards Committee
- FAHSS Kathleen E. McCrone Teaching Award Adjudication Committee
- Faculty of Human Kinetics Graduate Mentorship Award Selection Committee
- Faculty of Human Kinetics Wayne Marino Teaching Excellence Award
- Faculty of Science Roger Thibert Teaching Excellence Award Selection Committee
- GA/TA Awards for Educational Practice and Leadership Selection Committee (Chair)
- Mary Lou Dietz Equity Leadership Award Selection Committee
- Office of Open Learning (OOL) Dr. Alan Wright Award for Exemplary Digital Teaching Adjudication Committee
- Teaching Assistant and Graduate Student Advancement (TAGSA) Award (External)
- Teaching Leadership Chair Adjudication and Selection Committee (Chair)
- 3M Student Fellowship, Society for Teaching and Learning in Higher Education (External)

During the reporting period, the Centre made the decision to postpone the Celebration of Teaching Excellence to Fall 2024 as the unit reviewed its priorities and workload.







# CULTIVATING EQUITY, DIVERSITY, INCLUSION, AND INDIGENIZATION

In 2023-24, the CTL launched and supported several initiatives, and contributed to institutional committees, processes, and policies, related to Indigenization, decolonization, and accessibility.

## Support for the Indigenization of Teaching, Courses, and Curriculum

The CTL’s support of the Indigenization of curriculum and teaching practices continued to evolve, both on campus and nationally. The Centre hosted 275 faculty, staff, and student participants at 12 campus-wide workshops. Workshops included an Indigenous series for curriculum developers, a talk on the importance of Orange Shirt Day, and an introduction to Indigenizing teaching practices. Sessions focused on bringing Indigenous knowledges, approaches, medicines, and healing practices into classrooms and curricula, and were all well received by participants ([Appendix A](#)). In addition to campus-wide offerings, Jaimie Kechego, the CTL’s Learning Specialist in the Field of Indigenization, designed and offered more than 20 invited sessions to campus offices and departments ([Appendix B](#)); and held hundreds of consultations – many ongoing – with instructors representing all Faculties on campus. She also worked toward refining and updating CTL resources focused on Indigenous [knowledges](#) and [curriculum](#), developed blog posts, and engaged in conversations on her teachings and practices.

The second phase of the CTL-funded Gikinoo’amaadiwag Cross-Cultural Instructional Skills Workshop (GCCISW), a partnership across numerous units (OOL, Engineering, and Leddy Library), was held in November 2023 at the Ojibway Nature Centre, with Elder Myrna Kicknosway. The group consulted with community members, Indigenized material for the internationally-recognized Instructional Skills Workshop, and provided certificates to all the participants that completed the GCCISW, and certificates to the Indigenous facilitators to acknowledge their newly conceived status as “Feather Leaders” for the GCCISW. Following the GCCISW, the attendees and facilitators continued to seek opportunities to maintain the relationships that they had established, holding a craft day in April 2024 to honour the National Day of Awareness for Missing and Murdered Indigenous Women



Love is a universal value across cultures, says Jaimie Kechego, learning specialist in Indigenization at the Centre for Teaching and Learning.

### Love is a cornerstone concept across cultures, says specialist in Indigenization

Jun 28th, 2024

“Love is a gift from the Creator given to Anishinaabe people so they can learn to love themselves, learn to love creation – the earth, the sky, the waters, everything,” says Jaimie Kechego.

Learning specialist in Indigenization at the Centre for Teaching and Learning, she is Anishnaabwekwe from Deshkaan Ziibing – the Chippewa of the Thames First Nation reserve – and a UWindsor grad twice over (BA 2006, B.Ed 2015).

Kechego agreed to share with *DailyNews* readers her understanding of the concept of *Zaagidwin*, love, one of the seven Grandfather Teachings represented along Turtle Island Walk.

“Love is unconditional, sacred, and based in truth – you can’t have one without the other,” she says. All of the teachings are interdependent and, says Kechego, contain a universal message.

“Every culture has a version of this teaching: when you’re acting with love, you tend to put more good stuff into the universe. What comes back is blessings.”

She says she tries to act in accordance with the seven teachings.

“No matter your background, no matter what you have learned, what ultimately matters is your beliefs and your actions,” Kechego says.



and Girls and Two-Spirit People. The group also delivered a presentation at the University of Guelph's Teaching and Learning Innovations Conference (May 2024) to share their experiences and lessons learned throughout the development of the GCCISW. During the year, the CTL funded three projects focused on Indigenization of curricula in Business, Science, and Engineering, through its CoPE grant ([p. 5](#)).

Within the CTL, members participated in professional development sessions, courses, and extended workshops offered both on and beyond the University of Windsor campus. All CTL instructors have incorporated Indigenous-related concepts, research, and practices into the University Teaching Certificate courses and have continued work on developing a credit course on the Indigenization of curriculum and pedagogy, to be offered as part of the upcoming Graduate Diploma in University Teaching. Further, CTL faculty continued to pursue and disseminate research on Indigenization-related topics, often partnering with researchers at institutions across Canada. This year, the Centre undertook SSHRC-funded research assessing the progress of Indigenization at Canadian universities and re-envisioning assessment practices in higher education through an Indigenous lens. Members also presented conference sessions and invited presentations at local and national conferences and symposiums ([Appendix B](#)).

During the year, the Centre continued to engage with internal and external communities to foster stronger local, provincial, and national networks and partnerships. Jaimie Kechego acted as co-chair of the Indigenous Education Council, an advisor for CUBE: Indigenous and Black Student Talent Incubator, a member of the newly developed Research Ethics Review Committee for Indigenous-Related Research, and a flag carrier during the Celebration of Nations, carrying the Thunderbird Flag. She was also a member of the cross-Canada Council of Educational Developers Community of Practice on Indigenous Knowledges and the Indigenous Curriculum Specialist Network. Within the local community, the CTL consulted with members from the Can Am Friendship Centre, St. Clair College, and the CBC.

## Anti-Racism Support and Initiatives

The CTL undertook numerous initiatives designed to support instructors in decolonizing their teaching practices and courses. A total of 231 participants representing all Faculties engaged in 13 CTL-sponsored workshops focused on anti-racist pedagogies, decolonization and inclusion in course design, and navigating diverse contexts. The Centre continued to run its monthly Resisting Pedagogies Community of Practice, encouraging the campus community to share ideas, resources, and methodology. Discussions focused on decolonizing curriculum and revitalizing classroom practices to include Indigenous, feminist, queer, non-ableist, anti-racist, and non-traditional approaches and materials, and considerations. CTL members also facilitated cross-campus invited sessions ([Appendix B](#)); created resources focused on [Anti-Black Racism and Anti-Racism](#) and [positionality and inclusivity statements](#); and continued work with Kaye Johnson (Office of Human Rights, Equity, and Accessibility, OHREA) jointly supervising a student who is collecting anti-racism and anti-oppression initiatives undertaken by academic and non-academic units across campus.

After completing an environmental scan of anti-racism, anti-Black racism, and decolonization efforts undertaken by universities across Canada, CTL faculty – led by Natalie Beltrano – along with Kaye Johnson (OHREA) and Ashlyne O'Neil (OOL), began conceptualizing a new framework that forefronts inclusion and intersectionality, and encourages instructors to reflect





on both their identities and positionality to foster change through teaching, course, and curricular practices. During the reporting year, the group developed a preliminary theoretical framework and engaged in extensive consultations with members from numerous departments and units including Education, Business, Engineering, Nursing, Kinesiology, Interdisciplinary Studies, UWin Pride, Lancers Recovery, Student Accessibility Office, Leddy Library, Office of the Vice-President, People, Equity, and Inclusion, etc., as well as numerous representatives from universities across Canada at the national conference of the Society for Teaching and Learning in Higher Education. The team is now engaging in revisions to the framework, and has begun exploring its practical application in teaching and learning contexts.

Near the end of the reporting period, the CTL partnered with Camisha Sibblis (Black Scholars Institute) on a proposal to the Diversity, Indigeneity, and Anti-Racism Professional Development Fund to redesign and launch an Instructional Skills Workshop for Black faculty, staff, and graduate students. The objective of this project is to enhance instructional skills for Black faculty, staff and students, create a brave space for professional development specific to their needs, and offer a professional development community where Black voices and experiences may be centred. Further, as part of a successful CoPE grant, the CTL collaborated with Interdisciplinary and Critical Studies and the Black Student Support Coordinator on a study engaging students on the creation of a Black Studies program. This work will inform program and course development, which will take place during the next reporting period.

## Support for Accessible Teaching and Learning Environments

In 2023-24, the Centre continued to support instructors in learning about and practicing principles of universal design for accessible learning environments. Initiatives included:

- Co-chairing (with Nick Baker, OOL) the Accessible Postsecondary Education Committee (APEC), a cross-campus group tasked with supporting the University in maintaining/achieving compliance with the Accessibility for Ontarians with Disabilities Act (AODA). This year, the group began sorting and clustering recommendations and communicating with relevant groups on their impact and implementation.
- Acting as members of additional University-wide committees focused on accessibility in teaching, learning, and building and classroom spaces, including the Accessibility Coordinating Committee, the Accessibility and the Built Environment Committee, the Classroom Prioritization Committee, the Human Kinetics Accessible Ramp Construction Documentation and Construction Administration Committee, the Human

Kinetics Accessible Ramp Schematic Design/Design Development Committee, and the Footprint Reduction and Environmental Preservation Working Group.

- Hosting a workshop as part of GATAcademy exploring inclusive teaching, diversity, and equity.
- Holding one-on-one consultations with instructors about universal design for learning, accessibility, and inclusive teaching and course design.
- Hosting a Teaching and Learning Senior Fellow (Veronika Mogyorody), who devoted her time toward fostering equitable, accessible spaces on campus, and encouraging a culture that inherently welcomes accessibility; some of her initiatives included completing walkthroughs of the Law Building, Law Library, Computer Science downtown campus, and Windsor Hall; supporting the development of the new Human Kinetics ramp; and acting as a judge for the Innovative Designs for Enhancing Accessibility (IDeA) student competition.
- Continuing to refine resources related to accessibility in course and program design on the [Curriculum Services SharePoint](#) site.
- Acting as a member of D2L's Accessibility Interest Group and continuing to maintain and support the effective use of virtual spaces (i.e., Brightspace & related technology) for teaching and learning.
- Developing and disseminating [resources](#) to support instructors in creating accessible content in Brightspace.
- Coordinating and co-hosting a panel of student presenters who shared stories about their experiences with accessibility and other intersecting elements, at the annual orientation for new faculty in July 2023.
- Engaging in professional development, attending University-wide, and external, workshops focused on equity and inclusive technologies.



# SUPPORTING TECHNOLOGY FOR TEACHING, LEARNING, AND EDUCATIONAL DEVELOPMENT

The Centre’s staff members are primarily responsible for leading and facilitating the use of technologies for teaching and learning, particularly the University’s learning management system (LMS), Brightspace (D2L). As this marked the first full reporting period since the implementation of the new LMS, this year’s work was focused primarily on the review of the system, development of policies and procedures, and integration of new and existing technologies.

## D2L Brightspace: Implementation and Uptake

The learning management system is a core part of the teaching environment at the University: during the reporting period, just under 2,000 instructors and staff, and more than 18,500 students, accessed a course in Brightspace; and 3,868 courses across all Faculties had active Brightspace course sites across the Summer 2023, Fall 2023, and Winter 2024 terms. As Brightspace is a cloud hosted LMS, the system was stable and active throughout the year, save for an 11-minute disruption (i.e., slowed performance) in July 2023 due to sudden overuse of resources, as cited by D2L.

Following the successful implementation of Brightspace in Winter 2023, the LMS Team moved toward assessing the functionality of the system, administering a survey to all faculty, staff, and students to gather early insights into users’ experiences after a full semester of use. A total of 2,074 users (209 faculty; 99 staff; 1,766 students) completed the survey, with the majority of respondents rating their experience with Brightspace as “Good” or “Excellent”. Faculty and staff noted that, though the timing of the implementation was not ideal, they felt supported throughout and were able to quickly access resources when required. Students found the system user-friendly and were able to navigate the LMS without difficulty.

In recognition of the rushed implementation process, the LMS Implementation Team consisting of Centre staff and student employees, along with members from IT Services and OOL, received the Employee Recognition Awards [Service Excellence Award – All Service Interactions](#). CTL staff members, Tim Au-Yeung and Anna Galka also presented



a [recorded session at the 2023 D2L Fusion conference](#), sharing with an audience of international educational institutions, the key actions in the engagement and implementation that contributed to the successful transition. Throughout the year, the Centre's LMS team received requests from several institutions in Canada and the US to provide insights into implementing Brightspace.

## Brightspace Features and Support

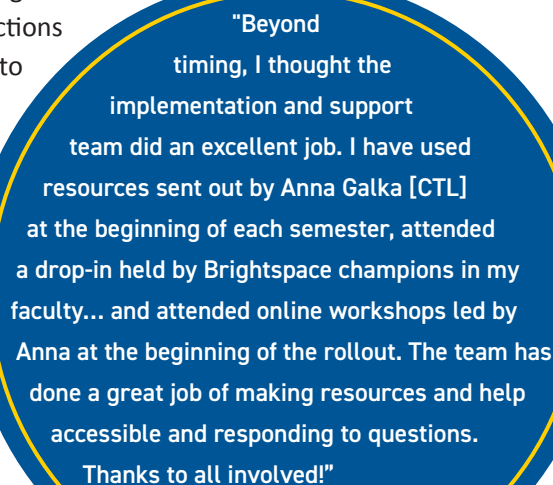
During the year, Centre staff focused on finalizing documentation related to campus use of the LMS, enhancing features and completing integrations, and providing ongoing support to instructors. Some initiatives included:

- With IT Services, drafting and finalizing the [LMS Policy](#) and shepherding its approval through LMS Steering and the Office of the Provost; this policy ensures that LMS use and administration aligns with product licensing and University policies and by-laws, ensures that LMS data is safely and securely maintained, and establishes transparent principles and procedures for safe and secure use, maintenance, and administration of the LMS.
- With IT Services, drafting the LMS [Standards Operating Procedures](#) document, which includes clauses that describe LMS storage limits, archiving and retention limits, access parameters, and approval processes.
- Hosting an onsite visit, and monthly virtual meetings, with D2L representatives to discuss the University's progress in the LMS, our usage, storage limits, and additional features of the system.
- Following extensive consultation with UWindsor's and McGraw's legal teams, completing the McGraw Hill integration, which allows for a seamless transfer of grades between platforms.
- Upon request from Ancillary Operations, integrating the Textbook Pass Program into Brightspace for the Summer 2024 pilot.
- Supporting the integration and use of Turnitin, the campus similarity checking software in Brightspace: Turnitin was used in 772 unique classes during the reporting period.
- Signing onto D2L's Learning Outcomes Dashboard pilot and securing faculty partners to test the system ([p. 7](#)).
- With IT Services, working toward developing a memorandum of understanding and consulting with campus members on partnering with Assumption University to migrate their users from Blackboard to Brightspace.
- Setting up the terms for an annual scholarship from D2L to support Indigenous students.

The CTL continues to work with IT Services on automating workflows including enabling auto-groups for course sections, merging two-term courses, and project site enrolments; and advocates for more advanced features from D2L including an advanced mobile app and regular storage reporting.

In 2023-24, the CTL offered 61 Brightspace-related sessions to instructors representing all Faculties, and supported 1,149 visits in the virtual drop-in. Users visited the drop-in for a wide range of topics including grading, assessments, discussions, and quizzes. Ninety-nine percent (99%) of people who provided feedback on their drop-in experience indicated that they were extremely satisfied.

The CTL also worked to resolve tickets submitted through the IT Services TeamDynamix Support System, primarily concentrating on tickets related to pedagogical tools in, and use of, Brightspace. CTL staff specifically resolved



"Beyond timing, I thought the implementation and support team did an excellent job. I have used resources sent out by Anna Galka [CTL] at the beginning of each semester, attended a drop-in held by Brightspace champions in my faculty... and attended online workshops led by Anna at the beginning of the rollout. The team has done a great job of making resources and help accessible and responding to questions. Thanks to all involved!"

*~ LMS Survey Response*

928 tickets, which accounts for 92.4% of the LMS-related tickets submitted through this system in 2023-24. Users indicated they were highly satisfied with the service provided, commenting positively on the speed of service and responsiveness of Centre staff.

CTL staff continued to develop instructional materials on the use of Brightspace, including “How To” documentation to [support accessibility in Brightspace](#), [creating accommodations](#), [editing course homepages](#), [journalling using the Discussions tool](#), and [troubleshooting various assessment scenarios](#): during the year, the Brightspace website had over 4.8 million views, and more 1,300 unique users accessed “How To” resources. The team also launched “Brightspace Bulletins” to keep instructors abreast of new features in Brightspace and to provide timely tips; [uploaded recordings](#) of new workshops and worksheets on using Brightspace beyond the basic tools; and continued to offer additional support after hours through D2L’s virtual help desk, with campus members asking the virtual assistant more than 700 questions during the year.

During the reporting period, the CTL’s LMS Team worked with nine students through co-op placements, the Ignite program, and on a contract basis. During their work terms, students worked on a variety of initiatives, including the improvement of data visualizations to better inform support program decisions, revising and updating help documentation, and staffing the Brightspace Drop-In.

## Teaching and Learning Technologies

During the year, the CTL continued to support additional teaching and learning technologies, chairing a committee to review student response/engagement systems to provide recommendations for instructor-pay and student-pay engagement tools; launching a review of peer review tools; and planning a workshop on tools for group member peer assessment to take place during the next reporting period.



“As ever, you are worth your weight in gold.”

“Truly unbelievable service and assistance. Whatever the stereotype is for tech support Terry [Collins] is changing how we think about it.”

“Invaluable service. Every drop-in session attended has been superb, often under time constraint/duress. Staff communication and technical skills truly exceptional, especially under such circumstances.”

“Very to the point and super practical. This is one of the best teaching supports in the university. Thank you!”

~ Brightspace Drop-in Feedback



# ENHANCING THE STUDENT EXPERIENCE: INITIATIVES, PROGRAMS, AND SERVICES

The CTL has always integrated student perspectives into its programming and offerings, fostering opportunities for students to develop teaching and leadership skills and a deeper awareness of the teaching and learning environment on campus. In 2023-24, the CTL worked with more than 70 students through co-op placements, Ignite, course projects, teaching and learning committees, external program review, workshop facilitation, and graduate committees. Many of these students had the opportunity to contribute to large-scale University of Windsor programs and initiatives including the development of graduate and teaching assistant resources, revisions to the Centre's curriculum mapping tool, support of the LMS, review of the Centre's University Teaching Program, and more. The CTL also provided teaching development opportunities to graduate students and teaching assistants through their regular offerings, including courses, workshops, and programs: this year, the Centre engaged 1,232 total student participants (comprised of 331 unique individuals) through CTL programming.

## GA/TA Network

The GATA Network is a long-standing collaborative partnership between the CTL and the Faculty of Graduate Studies designed to provide training, resources, and mentorship to the University of Windsor's growing ranks of graduate and teaching assistants (GA/TAs). Staffed by two graduate students and supervised by CTL faculty member, Laura Chittle, the Network offered campus-wide and discipline-specific programming throughout the year. Highlights included:

- Supporting the CTL's campus-wide graduate and teaching assistant professional development events, Fall GATAcademy (180 unique participants; 870 total participants), Fall GATAcademy Networking Event (73 unique participants), and Winter GATAcademy (53 unique participants; 112 total participants).
- Hosting three GATA Network series workshops which welcomed 40 participants across seven faculties: sessions focused on the challenges of balancing student work with GA/TA responsibilities, fostering inclusive learning environments, and creating a teaching dossier.
- Facilitating a session focused on the appropriate use of social media at the Orientation Workshop for New Graduate and Teaching Assistants, hosted by the Faculty of Graduate Studies.
- Leading three sessions as part of the Office of Career Development and Experiential Learning professional development events: these sessions focused on best practices in professional communications and marketing skills through teaching dossiers.
- Upon request from the Associate Dean, Research and Graduate Studies in the Department of Kinesiology, holding monthly GA Support Office Hours to provide GAs with a designated time and place where they could ask questions related to their GA or learn more about the Network and teaching and learning development opportunities.
- Supporting the 3MT by redesigning and facilitating a training session for UWindsor participants, and mentoring the University's 3MT winner, in preparation for the provincial competition.

"The various examples of conflict resolutions and how to solve them. >> Role-playing was awesome."

"Incredible! Brought forward experiences of race, institution, privilege and inequities in today's society and reflect back on North America's roots."

"I really loved all the active learning techniques, they gave me better ideas to proceed."

"Providing constructive and effective feedback is important to set the goals and reflect on our expectations from the students."

~ GATAcademy, Student Feedback



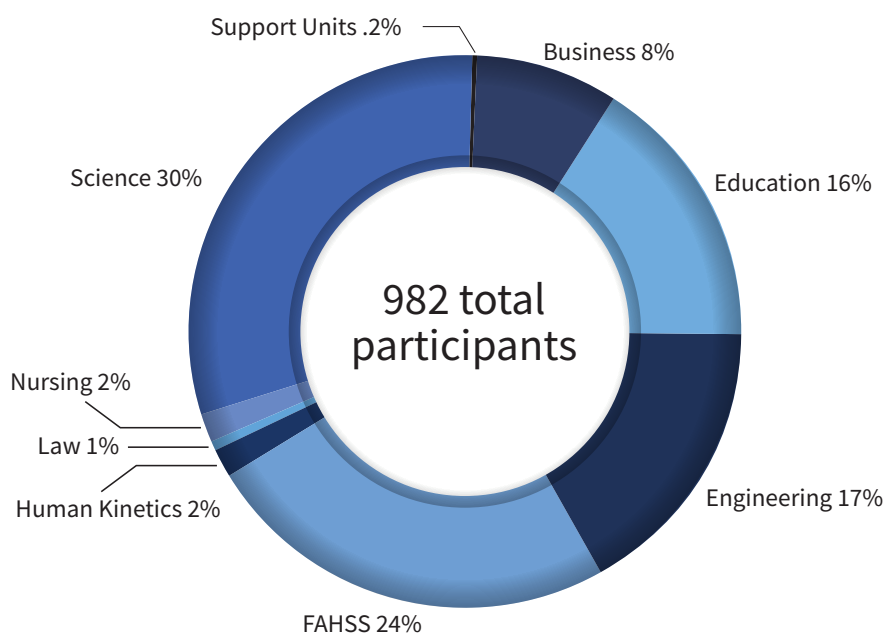
- Hosting an information booth in the CAW Student Centre as part of the fall and winter Lancer Care initiative.
- Acting as graduate student representatives on campus-wide teaching and learning committees including the GA and TA Awards for Educational Practice and Educational Leadership and the Educational Leadership Award Selection Committee.
- Hosting social media accounts (Twitter, Facebook, Instagram, LinkedIn, and YouTube), which have been accessed by thousands of students, educational developers, authors, researchers, and teaching and learning institutions worldwide. This year, the Network also partnered with Shelby Johnston, the multi-media coordinator from Public Affairs and Communications, to create an Instagram reel (i.e., a short video) about tips and tricks for GA/TAs.
- Connecting with national groups by acting as members of the Society for Teaching and Learning in Higher Education's TAGSA Executive Committee.

During the year, the Centre also launched a research project assessing the impact of the GA/TA Network on network coordinators, and a study exploring how workshop attendance impacts and supports the GA/TA professional development. This work is ongoing.

## GA/TA Orientation, Awards, and Resources

Offered at the start of the Fall and Winter semesters, GATAcademy is a multi-day orientation event for GA/TAs. Workshops are led by graduate students and faculty mentors on topics including best practices in grading, student engagement, learning-conducive discussions, and accessibility and universal design for instruction. Since its launch in the arts, humanities, and social sciences 15 years ago, GATAcademy has grown five-fold, and has welcomed thousands of participants from across all disciplines. Participation is free to all University of Windsor students. Figure 5 includes a breakdown of Fall GATAcademy and Winter GATAcademy workshop participants by Faculty; workshop topics and presenter names can be found in [Appendix A](#).

**Figure 5: Fall and Winter GATAcademy Attendance by Faculty/Unit**



As part of the Fall iteration of this event, the CTL held an in-person networking event in September 2023, hosting 73 graduate and undergraduate students and GA/TAs who were able to network with one another, enjoy food and drink, and connect with representatives from 20 service areas on campus. The Centre secured \$1,100 in sponsorship from the University of Windsor Student Alliance (UWSA), Graduate Student Society (GSS), and Organization of Part-Time University Students (OPUS), to underwrite part of the catering costs. During the year, the CTL also secured a 10-year gift agreement from GSS totalling \$15,000 to support graduate and teaching assistant programming.

CTL members, along with the GATA Network coordinators, continued to draft and refine GA/TA resources, including the [University of Windsor Graduate Assistant and Teaching Assistant Handbook](#). This open-source text covers topics including inclusive teaching, lesson planning, leading effective labs and tutorials, and more ([Appendix B](#)).

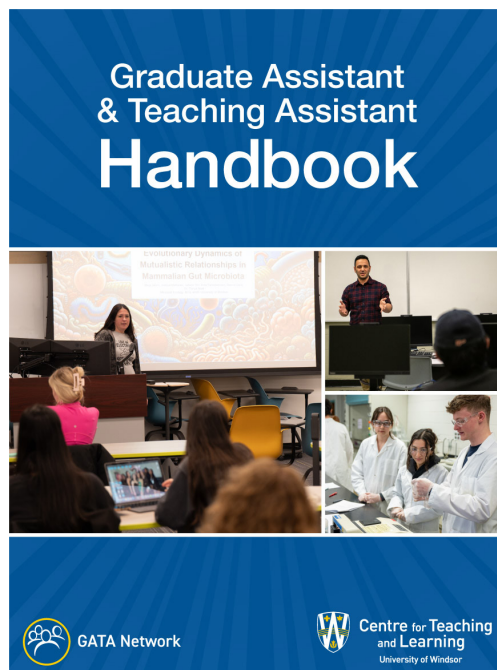
This year, the CTL continued to facilitate the GA/TA Awards for Educational Practice and Educational Leadership. An interdisciplinary committee reviewed 20 nominations and awarded Haesung Ahn (Department of Civil and Environmental Engineering) and Sheldon Fetter (Department of Kinesiology) the award for Educational Leadership; and Mark Potter (Department of Chemistry and Biochemistry) and Emily Varga (Great Lakes Institute for Environmental Research) the award for Educational Practice. The four recipients will be recognized at the Celebration of Teaching Excellence, which will be held in October 2024.

## Graduate Teaching and Learning Fellowship

The Graduate Teaching and Learning (GTL) Fellowship Program, a newly developed program launched in 2022-23, is designed to provide direct and targeted support by positioning experienced GAs within a Faculty to facilitate professional development opportunities and mentorship for GAs/TAs. The program is funded by the participating Faculties, and the GTL Fellows are mentored and supervised by the CTL. In August 2023, Fellows in Engineering (Haesung Ahn; Haleh Nazemi) and Human Kinetics (Sheldon Fetter) completed their terms, and two new Fellows began a one-year term in Engineering (Ailin Barzegar; Mahsa Jalali). This year's contributions included:

- Coordinating and facilitating workshops based on Faculty needs ([Appendix A](#)).
- Developing and disseminating resources including department-specific GA/TA handbooks.
- Launching Teaching Squares as a model for GA/TA Peer Observation of Teaching in the Faculty of Engineering.
- Facilitating departmental council presentations, and consulting with GA/TAs, Deans, and faculty members.
- Building on the GA/TA Needs Assessment Survey launched last year in Engineering, launching a survey distributed to instructors across the Faculty to gather their perceptions of GA/TAs including common challenges, roles, responsibilities, etc.
- Facilitating peer-reviewed conference presentations at the Canadian Engineering Education Association Conference.

At the end of the reporting period, the CTL held off on distributing a new call for Fellows for the upcoming year so that the group could formally assess the impact of the program and determine whether it is effectively supporting Faculty needs.







# INSPIRING SCHOLARLY TEACHING: RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITY

Throughout the year, the Centre provided a variety of funding programs, conducted research, and established national and international partnerships to enhance support for scholarly teaching and position the University as a leading institution in teaching and learning development.

## Teaching and Learning Grants

### Centred on Learning Innovation Fund

Since launching the Centred on Learning Innovation Fund (CLIF) 16 years ago, the CTL has awarded 115 grants to instructors representing all Faculties on campus. With these funds (ranging from \$2,500 to \$5,000), instructors have been able to revise courses and curricula, develop and assess programs, examine teaching practices, and develop and incorporate teaching tools and platforms. Projects funded in 2023-24 are outlined in Table 2.

**Table 2: 2023-24 CLIF Projects**

Title	Investigator(s)
Indigenization of Physical Science Education, Part 2	Drew Marquardt, <i>Department of Chemistry &amp; Biochemistry</i>
Annotating the Victorians: Victorian Literature and Culture, Disability, and the Digital Humanities	Danielle E. Price, <i>Department of English and Creative Writing</i>
Enhancing Graduate Students' Engagement in Research Activities by Exposure to Conversation with Faculty	Wansoo Park, Connie Kvarfordt, Irene Carter, and Elizabeth Donnelly, <i>School of Social Work</i>

### Nanadagikenim: Seek to Know Grant

The CTL continued to support past recipients of the Nanadagikenim: Seek to Know Grant. This granting scheme encourages and supports the Indigenization of courses, curricula, and pedagogies, and fosters collaborations between instructors, Elders, Indigenous scholars, and community members. With grant funds, instructors have worked toward increasing awareness of Indigenous approaches and incorporate Indigenous ways of knowing across seven Faculties. During the reporting year, the Centre continued to formally evaluate the impact of this grant ([p. 28](#)) to inform a second call for submissions, slotted for 2024-25.

### Curriculum Project Engagement Grant

The Curriculum Project Engagement (CoPE) Grant supports Faculties in curriculum development and renewal: in Fall 2023, the CTL funded 11 projects across four Faculties. Additional information on CoPE can be found on [p. 5](#).

### Teaching and Learning Travel Grants

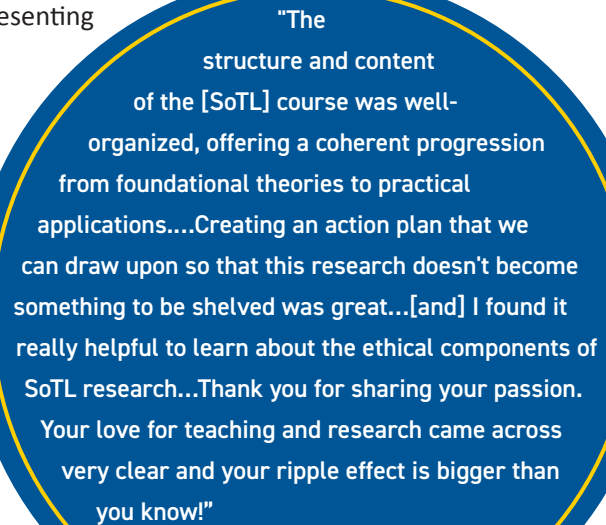
The Centre offers instructors and students funding to disseminate teaching and learning research at national and international conferences. This year, the CTL funded eight projects from Education, FAHSS, Kinesiology, Nursing, and Science.

## Support for the Scholarship of Teaching and Learning

The CTL continued to mentor and support faculty members engaging in teaching- and learning-related scholarship (SoTL) through one-on-one consultations on interests, goals, theoretical approaches, and project development; providing feedback on grant submissions, journal articles, and conference presentations; disseminating targeted

invitations to attend workshops and conferences; forging partnerships between scholars within and across disciplines; and co-presenting at conferences and co-authoring publications.

In Winter 2024, the CTL offered a six-week course focused on SoTL development ([Appendix A](#)). Participants learned about the history of SoTL as a field of inquiry and explored its value to teaching, learning, and higher education, leaving with a SoTL project underway and a dissemination plan. This year, the course underwent a major redesign to include an interrogation of colonial research approaches and academic research culture; and content focused on Indigenous research methodologies. The course also received PDC and Senate approval during the reporting period, and will be offered as a graduate-level, credit course as part of the upcoming Graduate Diploma in University Teaching in 2024-25.



"The structure and content of the [SoTL] course was well-organized, offering a coherent progression from foundational theories to practical applications....Creating an action plan that we can draw upon so that this research doesn't become something to be shelved was great...[and] I found it really helpful to learn about the ethical components of SoTL research...Thank you for sharing your passion. Your love for teaching and research came across very clear and your ripple effect is bigger than you know!"

~ SoTL Course Feedback

## Engaging in Research on Teaching and Learning

CTL faculty actively pursue research into teaching and learning and educational development, publishing book chapters and journal articles, regularly presenting at regional, national, and international conferences, securing grants, and acting as reviewers for journals, conferences, and granting agencies.

During the reporting period, CTL research output included:

- 17 refereed journal articles,
- 2 book chapters,
- 13 non-peer reviewed, and online web resources,
- 3 grants,
- 16 peer-reviewed conference presentations, and
- 43 invited sessions.

Research themes included Indigenization, inquiry-based learning, students-as-partners, neurodiversity and teaching, inclusive teaching and decolonization, and curriculum development and refinement; and much of this work involved inter-institutional partnerships. For example, CTL faculty continued work on a large-scale SSHRC-funded partnership grant, with the University of Saskatchewan and University of British Columbia, reviewing the effectiveness and impact of the Nanadagikenim: Seek to Know granting scheme, and similar initiatives, in supporting Indigenization at Canadian universities. During the reporting period, the group conducted interviews with individuals involved in the conceptualization, planning, funding, proposal review/evaluation, and project administration of the grant; interviews and a sharing circle with grant recipients; and interviews with individuals identified as playing key roles in Indigenization efforts across the University. Results from this study will be situated within relational systems theory (Goodchild, 2021) across all three institutions, and will inform Canadian universities on the barriers and facilitators to Indigenization work in an academic context.

Please see [Appendix B](#) for a complete list of CTL publications, presentations, grants, committees and memberships.

## External Outreach and Partnerships

In 2023-24, the CTL continued to foster and establish relationships with teaching and learning colleagues, associations, and institutions across the world. Centre staff are members of 25 national and international societies, and represent the University on 23 external committees and boards ([Appendix B](#)). Highlights are included below:

- Allyson Skene continued her work with the Council of Educational Developers (COED) Curriculum Development Community of Practice, working to establish best practices in curriculum development, revision, and mapping.
- Anna Galka joined D2L's Accessibility Interest Group and the Canadian Higher Education Universal Design for Learning Collective to explore topics and resources related to universal design and assistive teaching and learning technologies.
- Jamie Kechego represented the University as a member of numerous cross-Canada groups related to Indigenization including the Indigenous Curriculum Specialist Network, Can Am Indian Friendship Centre, First Nations, Metis, and Inuit Association of Ontario, and the COED Indigenous Community of Practice. As part of these groups, she was invited to facilitate sessions focused on best practices in Indigenizing teaching and learning.
- Jessica Raffoul contributed to the wider scholarship of teaching and learning community by acting as an adjudicator for SSHRC Insight grants, and disseminating scholarship focused on the value and impact of educational development as a member of the Action Group on Evaluating Educational Development. She also consulted with numerous universities and faculty members across North America on the scholarship of teaching and learning, centre for teaching and learning programming, and educational leadership; and acted as a member of the Southwestern Ontario Directors group.
- Laura Chittle was elected to act as an adjudicator for the Society for Teaching and Learning in Higher Education's 3M Student Fellowship; and continued her role as a member of TAGSA, and with Elizabeth Ismail, contributed to the development of two national guides on supporting graduate and teaching assistants.
- Pierre Boulos continued in his role as a Senior Fellow with the QatarDebate Centre, forging collaborations and partnerships on argumentation and teaching and learning.
- Tim Au-Yeung created a created listserv for, and participates in monthly meetings with, other Ontario post-secondary Brightspace users to share ideas and best practices and encourage cross-provincial collaborations. Through word-of-mouth, this group is expanding to include representatives from universities outside of Ontario.

The CTL also engaged in consultations with members from institutions including the Northern Alberta Institute of Technology, the Michener Institute, Carleton University, McLennan College, Westfield State University, Kennesaw State University, Boston University, University of Guelph, University of Victoria, University of British Columbia, and Madison College.

During the reporting period, the Centre hosted [Cynthia Korpan](#), adjunct professor in Educational Psychology and Leadership Studies and former director of Teaching Excellence, University of Victoria, as a Visiting Fellow in Educational Development. Dr. Korpan consulted with faculty members on curriculum design, scholarship, and teaching awards, and offered a workshop to department heads on assessing teaching dossiers ([Appendix A](#)). To date, CTL's Visiting Fellows Program has welcomed 47 fellows from around the world to offer workshops, consult with UWindsor faculty, administrators, and staff, and collaborate on inter-institutional research and initiatives. The Program has helped to situate the Centre and the University of Windsor within an international network of high caliber scholars, and often holds an extensive waiting list. At the end of the reporting period, the Centre was reviewing applications for upcoming appointments.



# CURRENT CHALLENGES AND FUTURE ACTIONS AND INITIATIVES

## Challenges

**The Complexity of the Context:** There are numerous challenges facing Canadian post-secondary institutions, and we are certainly not exempt. Internally, we've faced changes in leadership, and personnel, without the ability to backfill positions. For example, our former director moved into the role of Associate, Vice-President, Academic, and one of the CTL's AAS-LS assumed the CTL Director role, leaving a vacant AAS position; two AAS members took sabbatical leave; an AAS will begin a maternity leave in August 2024; and the remaining AAS member will assume the role of WUFA president in July 2024. Staff shortages, coupled with increasing demands for accountability and reporting (i.e., SMAs, SLAs) and the emergence of a new discourse across the sector (i.e., the cost v. revenue centre), are yielding an inevitable shift in culture away from collaboration and community. And so, like most units on campus, we are working to maintain our central values, and contain our workload, within an increasingly complex context, and with no budgetary relief in clear sight.

**An Evolving Mandate and The Crisis of Expectation:** Since the [CTL was first established in 1976](#), it has undergone numerous reviews and changes in title and structure. What remains constant, however, is its focus on enhancing teaching processes and student learning. Under this umbrella, and given our mandate, our scope of work is quite large, and showing no signs of slowing down. We are seeing an increase in requests for support in areas including program design, assessment and academic integrity, Indigenization, incivility, and accessibility. Further, in response to shortages in staffing, we have attempted to cut back on offerings, but have faced a crisis of expectation – both from others and ourselves. We have always been a group that takes on more, and agrees to all, but we are now challenged with synthesizing our work, prioritizing some initiatives over others, and finding ways to communicate this externally.

**Employee Well-Being and Morale:** The CTL has played a central role in many urgent institution-wide crises and projects over the years (i.e., COVID-19 pandemic shift online, numerous LMS shifts, return to campus, SMA development, etc.), without much downtime. This has led to increasing issues with employee health, well-being, and morale. With current and emerging budgetary challenges, we are increasingly concerned about staff morale and well-being.

## Future Actions/Initiatives

**Community, Learning, and Integrity:** Learning, community, engagement, trust building, and collaboration form the basis of our values in the Centre. We'll commit our time this year to highlight and celebrate educational enhancement and student learning over the weight of the context and its infatuation with metrics; explore systems and operations that support integrity-based decision-making in program and course design; encourage and support grassroots and novel approaches to teaching and learning; and offer programs (e.g., communities of practice, watercoolers, networking events, etc.) that enhance community building across and within units, and celebrate people and their collective efforts.

**A Review, Re-Envisioning, and Prioritization of CTL Offerings:** Given the challenges identified above, the unit has begun engaging in a review of our portfolio, and after consultation with campus members, we have identified the following areas of prioritization:

- Curriculum and Program Development (e.g., consultations on program design; sustainability in academic programming; evidence-based decision-making in programming)

- Student Engagement (e.g., highlight and explore factors related to student retention)
- Indigenization and Decolonization (e.g., support of Indigenization; launch Black Scholars ISW)
- Accessibility (e.g., focus existing grant calls on accessibility in teaching and learning; continue work as co-chair of the Accessibility Post-Secondary Education Committee; focus on accessibility in technology use)
- Graduate Diploma in University Teaching (e.g., upon approval, work on building the infrastructure)

**Reflection, Rest, and Recognition:** This year, we'll intentionally engage in group discussions on our challenges, successes, and aspirations, taking space to connect and regroup. We are certainly a nimble and adaptive unit, providing resources and offerings in response to emergent trends in higher education, but in light of our current challenges, it is critical that we find time to pause, rest, clarify our mandate, identify duplication with other units on campus, and make sure, in our collaborations with others, our efforts are recognized.





# APPENDIX A: COURSES, WORKSHOPS, AND EXTENDED SESSIONS

## Courses, Programs, and Extended Sessions

Title	Instructor(s)	Attend.	Eval.
Authentic Assessment	Natalie Beltrano; Pierre Boulos	14	--
Course Design (CTLP-8200)	Erika Kustra; Laura Chittle	16	6.84/7
Course Design (CTLP-8200)	Allyson Skene	6	6.5/7
Instructional Skills Workshop	Natalie Beltrano; Pierre Boulos	3	--
Leading Effective Discussions	Allyson Skene; Laura Chittle	10	7/7
Learning-Centred Teaching in Higher Education (CTLP-8100)	Jessica Raffoul	17	6.9/7
Scholarship of Teaching and Learning	Jessica Raffoul	12	7/7
Teaching Dossier Academy	Jessica Raffoul; Elizabeth Ismail; Laura Chittle; Natalie Beltrano; Pierre Boulos; Veronika Mogyorody	11	3.89/4
University Teaching Certificate	--	21	--
University Teaching Practicum	Pierre Boulos	10	--
University Teaching Practicum	Jessica Raffoul; Laura Chittle	10	6.78/7

## Teaching and Learning Workshop Series

Title	Instructor(s)	Attend.	Eval.
Constructing Curiosity Through Inquiry-Based Learning	Natalie Beltrano	7	3.86/4
Constructing Curiosity: An Introduction to Inquiry-Based Learning	Natalie Beltrano	11	4/4

## Summer Series on Teaching and Learning

Title	Instructor(s)	Attend.	Eval.
Assessment in the Era of Artificial Intelligence	Laura Chittle; Michael Potter	37	4/4
Let's Get Students Talking: An Introduction to Facilitating Engaging Discussions	Lindsey Jaber	29	3.9/4
Love, Laugh, Learn: Rediscovering the Joys of Teaching	Erica Stevents Abbitt; Michael Potter	15	4/4
Preparing for Success: The Ultimate Guide to Lesson Planning	Edward Cruz	20	3.83/4

## Indigenous Curriculum and Pedagogy Series

Title	Instructor(s)	Attend.	Eval.
Keešaakosita: An Introduction to Algonquian Grammar	Ashley Glassburn	6	--
Let's Learn About the Importance of Orange Shirt Day	Jaimie Kechego	44	3.8/4
Let's Learn About the Importance of Orange Shirt Day	Jaimie Kechego	33	4/4
Pulling Together: A Guide for Curriculum Developers 1	Jaimie Kechego	23	4/4
Pulling Together: A Guide for Curriculum Developers 2	Jaimie Kechego	18	4/4
Pulling Together: A Guide for Curriculum Developers 3	Jaimie Kechego	21	4/4
Pulling Together: A Guide for Curriculum Developers 4	Jaimie Kechego	22	4/4
Pulling Together: A Guide for Curriculum Developers 5	Jaimie Kechego	23	--
Pulling Together: A Guide for Curriculum Developers 6	Jaimie Kechego	20	--
Treaty Week With Kanahsohon/Kevin Deer	Kanahsohon/Kevin Deer	13	--

## Decolonization, Anti-Racism, and Anti-Oppression Workshops

Title	Instructor(s)	Attend.	Eval.
A Framework Towards Decolonization in Higher Education: Inclusivity and Anti-Racism in Teaching and Learning	Allyson Skene; Ashlyne O'Neil; Jaimie Kechego; Kaye Johnson; Michael K. Potter; Natalie Beltrano	18	3/4
Beyond Diversity by Courageous Conversation Global Foundation	Madame Athena Chang	41	3/4
Courageous Conversations About Race: Book Study	Anouchka Plumb; Kaye Johnson; Priscila Correa	9	3.75/4
Resisting Pedagogies Community of Practice	Erica Stevens Abbitt; Jaimie Kechego; Natalie Beltrano	12	--
Decolonizing Equity: Understanding Our Roles to Decolonize Equity in Teaching and Learning: Book Study	Jaimie Kechego; Natalie Beltrano	4	--
Leaning Into the Discomfort: Critical Engagement for Inclusivity	Natalie Beltrano	7	--
Leaning Into the Discomfort: Writing Positionality Statements for Teaching and Learning	Jenn Myer; Natalie Beltrano	17	--

## Special Topics and Department-Specific Sessions

Title	Instructor(s)	Attend.	Eval.
Faculty of Engineering: Learning Outcomes and Brightspace	Allyson Skene; Jacqueline Stagner	33	--
Faculty of Engineering: Learning Outcomes and Brightspace	Allyson Skene; Jacqueline Stagner	21	--
Odette School of Business: Delivering and Receiving Difficult Messages 1	Anne Mullen	9	--
Odette School of Business: Delivering and Receiving Difficult Messages 2	Anne Mullen	10	--
Heads Workshop: Evaluating Teaching Dossiers: A Holistic Approach	Cynthia Korpan	11	3.6/4

## New Faculty Orientation

Title	Instructor(s)	Attend.	Eval.
New Faculty Orientation Day 1: Getting Started	--	35	--
New Faculty Orientation Day 2: Creating Networks and Communities	--	34	--
Campus Tour	--	8	--
Streets of Sandwich: A Black Historical Walking Tour	Irene Moore Davis	11	--

## Early Career Faculty Programming

Title	Instructor(s)	Attend.	Eval.
Early Career Faculty Mentoring Program	Dave Andrews; Erica Stevens Abbitt	7	--
Early Career Faculty Mentoring Program	Phebe Lam; Veronika Mogyorody	6	--
Early Career Faculty Mentoring Program	Anne Forrest; Victoria Paraschak	7	--
Avoiding the Splat: More Key Bylaws for Your Hip Pocket Part 2: What You Need to Know as an Instructor	Renée Wintermute	8	--
Creating and Sharing Your eCV	Erika Kustra; Kyle Asquith; Paul Henshaw	16	3.86/4
Creating and Sharing Your eCV (New Interface)	Erika Kustra; Kyle Asquith; Michael Salvador; Paul Henshaw	41	3.67/4
Getting Started with UWinsite Finance, New Faculty Orientation	Michelle Clement; Christine Hall; Dario Pavia; Drew St. Louis; Karen Gorospe	16	4/4
Making Meaningful Connections: Effective Communication for 2SLGBTQIA+ Inclusion	Quinn Blue	14	4/4

NFO-Getting Started with Brightspace	Anna Galka	5	
NFO-Getting Started with Brightspace	Anna Galka	7	4/4
Teaching with Microsoft Teams	Mark Lubrick	10	4/4
UWinsite Student Information System – Grade Submissions, Drop and Adds, Oh My!	Ray Darling	7	--
Indigenizing Your Teaching: An Introduction	Jaimie Kecheho	27	3.8/4

## Brightspace Workshops, Training, and Support<sup>1</sup>

Title	Instructor(s)	Attend.	Eval.
Getting Started with Brightspace – Education	Anna Galka; Tim Au-Yeung	12	3.9/4
Getting Started with Brightspace for AQ Instructors	Joe Sisco	1	--
Getting Started with Brightspace – Law Sessionals*	Anna Galka; Daniel Vaxman	10	4/4
Getting Started with Brightspace – MSWwp*	Anna Galka	38	4/4
Getting Started with Brightspace – Nursing Clinical Instructors	Anna Galka	5	4/4
Brightspace Assignments Tool*	Anna Galka	20	4/4
Brightspace Discussions and Groups*	Anna Galka	8	4/4
Brightspace Grades Tool*	Anna Galka	26	3.89/4
Brightspace Quizzes Tool	Anna Galka; Mark Lubrick	13	4/4
Brightspace Surveys and Self-Assessments	Anna Galka	6	--
Brightspace Tools to Support Time Management and Student Success	Anna Galka	12	4/4
Customize and Personalize your Brightspace Course	Joe Sisco	4	3.75/4
Getting Started with Brightspace*	Anna Galka	48	3.8/4
Increase Instructor to Student Contact: Using Intelligent Agents	Anna Galka; Rachel Elliott	11	4/4
Name Your Topic!	Anna Galka; Tim Au-Yeung	13	--
Getting Started with Brightspace – New Faculty*	Anna Galka	8	4/4
Rubrics*	Anna Galka	6	--
Turnitin: Brightspace Settings and Interpreting Similarity Reports*	Anna Galka	11	4/4
Brightspace Drop-In	--	1,149	--

<sup>1</sup> Brightspace sessions on commonly requested topics are repeated throughout the term. Within the table, these sessions, marked with an asterisk (\*), are listed once. In total, the CTL hosted 61 Brightspace sessions and a virtual drop-in.

## Fall GATAcademy

Title	Instructor(s)	Attend.	Eval.
(Re)Framing Anti-Racism Pedagogies, Practices, and Scholarship at the University of Windsor	Andrew Allen	37	3/4
Brighten Up Your Teaching: Tips and Tricks for GAs/TAs in Brightspace	Anna Galka; Ayman Khatib; Christine Wong; Kyle Tiede; Tim Au-Yeung	46	4/4
Building Bridges: How GAs/TAs Can Connect with Students	Carolyn Francis; Stephanie Cragg	78	4/4
Conflict Resolution for GAs/TAs: How to De-escalate Tricky Situations	Natalie Beltrano; Reem Adas	62	3.67/4
GA/TA 101: Your Rights, Responsibilities, and What to Expect When You're Hired	Emily Varga; Mason Sheppard	115	4/4
GATA Networking Event	--	73	--
Global Perspectives in Academia: Navigating Challenges and Embracing Opportunities for International GA/TAs	Ehsan Ur Rahman Mohammed	30	--
Grading Greatness: A GA/TA's Guide to Assessment and Feedback	Jake Ouellette; Natalie Sykora	79	4/4
IDEA: Inclusion, Diversity, Equity, and Accessibility	Cherie Gagnon; Kaye Johnson	18	3.9/4
Let's Talk: How GAs/TAs Can Foster Engaging Classroom Discussions	Archisha Satyarthi; Bridget Nicholls	48	--
Making the Most of Your GA/TA Office Hours	Ehsan Ur Rahman Mohammed	57	--
Student Mental Health Leadership	Camille Busby; Rebecca Dandach	38	4/4
Teamwork Makes the Dream Work: How GAs/TAs Can Collaborate with Microsoft Teams	Bodek Frak	39	4/4
The Future is Now: Do's and Don'ts for GAs/TAs Living in an AI World	Dave Cormier	58	4/4
The GA/TA Advantage: Use Your Role to Develop Skills and Boost Your Career	Aya Roumie; Stephanie Dupley	78	3.5/4
The Lab Master: Tips and Tricks for Running Engaging and Effective Labs and Tutorials	Joy-Lynn Kobti; Omotayo Gbadamosi	62	4/4
Walking Together: A GA/TA's Guide to Supporting Indigenous Students in the Classroom	Jaimie Kecheho	25	4/4

## Winter GATAcademy

Title	Instructor(s)	Attend.	Eval.
Brighten Up Your Teaching: Tips and Tricks for GAs/TAs in Brightspace	Anna Galka; Christine Wong; Sarah Merza	20	3.4/4

Cultivating Classroom Connections: Strategies for Engaging Students in Dynamic Learning Experiences	Onome Eluwa; Suhaib Zada	22	4/4
Grading Greatness: A GA/TA's Guide to Assessment and Feedback	Jake Ouellette; Jarrod Smith	22	4/4
Supporting Success: GAs/TAs' Guide to Understanding and Responding to Student Challenges	Natalie Beltrano; Reem Adas	31	3.9/4
Well-Being and Pedagogy of Care	Shamara Nicholson; Stephanie Cragg	17	3.8/4

### GATA Network Series

Title	Instructor(s)	Attend.	Eval.
An Introduction to Creating a Teaching Dossier	Laura Chittle; Sheldon Fetter	21	4/4
Being Mindful: Tips and Tricks for Balancing Being a Student and a GA/TA	Alessandra MacDonald; Sheldon Fetter	10	3.89/4
Inclusive Pedagogy: Building a Community of Learners in Your Classroom	Onome Eluwa; Suhaib Zada	9	3.6/4

### Graduate Teaching and Learning Fellowship Workshop Series

Title	Instructor(s)	Attend.	Eval.
A Semester in the Life of a GA/TA: Roles, Responsibilities, and Professionalism	Ailin Barzegar; Mahsa Jalali	14	3.38/4
Let's Talk Teaching Squares – A Community of Practice for GA/TAs	Haesung Ahn; Haleh Nazemi	7	3.5/4
Navigating Cultural Challenges in GA/TA Roles	Ailin Barzegar; Behrang Bootaki; Jennifer Sears; Jiahai Fan; Mahsa Jalali; Shelair Sinhari; Siddharth Popli	22	3.63/4
Prepare to Mark: Constructive Feedback, Effective Grading, and Rubric Design	Ailin Barzegar; Mahsa Jalali	24	3.94/4
Reflecting on Your Teaching Experience: A Beginner's Guide to Creating a Teaching Dossier	Laura Chittle	17	3.68/4
Sparking Student Engagement: An Introduction to Interactive Teaching Methods	Ailin Barzegar; Mahsa Jalali	13	3.64/4

## Developing Your Teaching Dossier Online Modules: Graduate Student Series

Title	Instructor(s)	Attend.	Eval.
Module 1 - Reflecting on Your Teaching Experience: An Introduction to Teaching Dossiers	--	52	--
Module 2 - Articulating Your Teaching Values and Practices: Developing Your Statement of Teaching Philosophy	--	48	--
Module 3 - Connecting Narratives and Evidence: Developing Components of Your Teaching Dossier	--	45	--
Module 4 - Looking Ahead: Telling New Stories About Our Teaching Experiences	--	45	--



## APPENDIX B: CTL PUBLICATIONS, PRESENTATIONS, GRANTS, COMMITTEES, AND MEMBERSHIPS

### Journal Articles

**Beltrano, N.R.** (2023). Call and response: Inquiry-based learning as a critical pedagogy in the scholarship of teaching and learning to promote transformation and transformational leadership. *Imagining SoTL*, 46-61.

Carter, I., Wright, R., **Beltrano, N.R.**, Wade, C., & Hartleib, M. (2023). Highlighting the need for creating online pedagogy in meeting the needs of social work students through twelve-week integration seminars. *Professional Development: The International Journal of Continuing Social Work Education*, 26(2), 1-10.

**Chittle, L.**, Coyne, P., King, A., Sood, S., Houser, C., & Cavallo-Medved, D. (2023). But do they agree? Examining differences in science faculty and student perceptions of student partnership values. *International Journal for Students as Partners*, 7(2), 28-47.

**Chittle, L.**, King, A., Sood, S., Hinch, I., Houser, C., & Cavallo-Medved, D. (in press). Fostering students as partners: A faculty-wide examination of science undergraduate and graduate students' perspectives of pedagogical partnerships. *The Canadian Journal for the Scholarship of Teaching and Learning*.

**Chittle, L.**, Kustra, E., & Houser, C. (2023). A qualitative examination of science faculty members' perceptions of interdisciplinary curriculum development and refinement. *The Canadian Journal for the Scholarship of Teaching and Learning*, 14(2).

**Chittle, L.**, Laios, E., King, A., Hinch, I., Sood, S., Sorge, A., Milidrag, L., Houser, C., & Cavallo-Medved, D. (in press). A mixed-method investigation of faculty perspectives on the benefits and challenges of engaging in student partnership activities in science. *International Journal for Students as Partners*.

**Chittle, L. & Raffoul, J.** (under review). "A perspective worth hearing": Exploring the impact of engaging students as educational developers. *International Journal of Academic Development*.

McSweeney, J., Scholz, K., Ostrowdun, C., Tran, L., Woolmer, C., **Chittle, L.**, Barrette-Ng, I., & Carroll, H. (in progress). The impact of COVID-19 on equitable approaches to teaching and learning across Canadian higher education institutions: An exploration of student and instructor experiences across four institutions.

Ménard, D., Bondy, M., Jones, M., Desjardins, L., Milidrag, L., Foulon, A., **Chittle, L.** (2023). "I wasn't that good at it, but I pretended to be": Students' experiences of the impostor phenomenon in academic settings. *Alberta Journal of Education Research*, 69(3), 363-383.



- Ménard, D., **Chittle, L.**, Bondy, M., Power, J., & Milidrag, L. (2023). "I genuinely can't understand why I was selected for the job": Descriptions of the impostor phenomenon in university staff and professors. *Transformative Dialogues: Teaching and Learning Journal*, 16(1).
- Ménard, D., Pare, M., **Chittle, L.**, Jaffri, S., & Houser, C. (submitted). Barriers to and facilitators of persistence beliefs and behaviours in Canadian science students. *McGill Journal of Education*.
- Ménard, D., **Chittle, L.**, & Bondy, M. (under review). Understanding group differences and predicting the impostor phenomenon among university staff and faculty. *Transformative Dialogues: Teaching and Learning Journal*.
- Ménard, A., Pitre, A., Milidrag, L., & **Chittle, L.** (2024). Students' descriptions of belonging experiences in post-secondary settings. *Learning Environments Research*.
- Potter, M.K. & Raffoul, J.** (2023). Engaged alienation: SoTL, inclusivity, and the problem of integrity. *International Journal for the Scholarship of Teaching and Learning*, 17(1), 1-6.
- Raffoul, J.**, Loy, K., Hoessler, C., Kolomitro, K., Ives, C., & Groen, J. (2023). Using narratives to communicate value in educational development. *Journal on Centres for Teaching and Learning*, 14, 90-105.
- Skene, A., Raffoul, J.**, & Andrews, D. (in progress). A case for the re-imagining of SoTL. *Teaching and Learning Inquiry*.
- Skene, A.** (submitted). Knowing Robert: Critical reflections on deep vs. surface learning. *Higher Education*.

## Book Chapters

- Beltrano, N.R.** (in progress). Implementing inquiry-based learning: Lessons learned under uncertainty. In B. Archer-Kuhn & S. MacKinnon (Eds), *Love it or hate it: IBL in graduate social work education*. Cambridge Scholars Publishing.
- Ostrowdun, C., Scholz, K., **Chittle, L.**, Tran, L., Woolmer, C., McSweeney, J., Barrette-Ng, I., Carroll, H., McCollum, B., Aizenobie, A., Sibbald, K., Rowland, C., McBride, B., Foster, C., Pryke, D., Maher, P., de Bie, A., & Wuetherick. (in progress). *Supporting equity in online learning during COVID-19, Online learning, open education and equity in the age of COVID*, Athabasca University Press.

## Non-Peer Reviewed Sources

- Beltrano, N.R.** (2024). Learning from the Teach-In: From the margins to creating space for mental illness in higher education. *Teach & Learn*, Centre for Teaching and Learning, University of Windsor, <https://teach-learn.ca/2024/03/26/learning-from-the-teach-in/>

- Chittle, L., Ismail, E., Fetter, S., Miklas, E., Ouellette, J., & Varga, E.** (2024). *Graduate assistant and teaching assistant handbook*. Centre for Teaching and Learning, University of Windsor. Pressbook. Retrieved from <https://ecampusontario.pressbooks.pub/uwindsorgata/>
- Kechejo, J.** (2024). Waawiiatanong forever. *Teach & Learn*, Centre for Teaching and Learning, University of Windsor, <https://teach-learn.ca/2024/03/28/1310/>
- Marval, P.** (2024). Faculty Spotlight: Andrew Allen. *Teach & Learn*, Centre for Teaching and Learning, University of Windsor, <https://teach-learn.ca/2024/03/26/faculty-spotlight-andrew-allen/>
- Marval, P.** (2024). Faculty Spotlight: Beverly Jacobs. *Teach & Learn*. <https://teach-learn.ca/2024/06/03/faculty-spotlight-beverly-jacobs/>
- Marval, P.** (2023). Faculty Spotlight: Dave Bussière. *Teach & Learn*, Centre for Teaching and Learning, University of Windsor, <https://teach-learn.ca/2023/09/27/faculty-spotlight-dave-bussiere/>
- Marval, P.** (2024). Faculty Spotlight: Drew Marquardt. *Teach & Learn*, Centre for Teaching and Learning, University of Windsor, <https://teach-learn.ca/2024/01/25/faculty-spotlight-drew-marquardt/>
- Marval, P.** (2023). Faculty Spotlight: Frances Cachon. *Teach & Learn*, Centre for Teaching and Learning, University of Windsor, <https://teach-learn.ca/2023/11/30/faculty-spotlight-frances-cachon/>

## Online Web Resources

- Beltrano, N.R.** (2024). Inquiry-based learning resources. *Teaching and Learning Resources*, Centre for Teaching and Learning, University of Windsor, <https://www.uwindsor.ca/ctl/634/inquiry-based-learning>
- Beltrano, N.R.** (2024). Positionality and inclusive statements. *Teaching and Learning Resources*, Centre for Teaching and Learning, University of Windsor, <https://www.uwindsor.ca/ctl/637/positionality-and-inclusivity-statements>
- Beltrano, N.R.** (2024). Anti-black racism and anti-racism resources. *Teaching and Learning Resources*, Centre for Teaching and Learning, University of Windsor, <https://www.uwindsor.ca/ctl/628/anti-racism-anti-oppression-resources>
- TAGSA [Teaching Assistant and Graduate Student Advancement] Quick Guide. (2024). *Leveraging your office hours to foster student success*. Developed by members of TAGSA, the special interest group of the Society of Teaching and Learning in Higher Education, with contributions from **Chittle, L. & Ismail, E.** Retrieved from <https://drive.google.com/file/d/1F9pYLsuGqyCoqCge-Ow63bNWTh1WiQlh/view>
- TAGSA Quick Guide. (2024). *Conflict management*. Developed by members of TAGSA, the special interest group of the Society of Teaching and Learning in Higher Education, with contributions from **Chittle, L. & Ismail, E.** Retrieved from [https://drive.google.com/file/d/1sOeOmMkqUwQ\\_RSN04bEakliDh1\\_BQkwx/view](https://drive.google.com/file/d/1sOeOmMkqUwQ_RSN04bEakliDh1_BQkwx/view)

## Videos

Cruz, L. & **Marval, P.** (2023). *Classroom mapping*. <https://teach-learn.ca/2023/10/23/classroom-mapping/>

**Marval, P. & Chittle, L.** (2024). *Jess Dixon NASSM Award*. University of Windsor, Windsor, ON.

## Conference Presentations

Adas, R., Myer, J., Park, M., & **Beltrano, N.** (2024, April). *Transformative dialogue: Embracing bell hooks' teaching to transgress*. Presentation at the Conference on Post-Secondary Teaching, University of Calgary, Online.

**Au-Yeung, T. & Galka, A.** (2023, July). *Success lessons: UWindsor's lightning speed transition to D2L Brightspace*. Pre-recorded presentation at the D2L Fusion Conference, Online.

Barzegar, A., Jalali, M., & Van Heyst, B., & **Chittle, L.** (2024). *A year in review: Supporting engineering teaching assistant professional development through a graduate teaching and learning fellowship program*. Poster presentation at the Canadian Engineering Education Association Conference, Calgary, AB.

**Beltrano, N.**, Johnson, K., **Potter, M.K.**, **Skene, A.**, **Kecheho, J.**, & O'Neil, A. (2024, June). *Developing a framework towards decolonization in higher education: Anti-racism & inclusivity in teaching and learning*. Peer-reviewed presentation at the annual conference of the Society for Teaching and Learning in Higher Education, Niagara Falls, ON.

**Beltrano, N.** (2024, April). *A journey towards courageous teaching through inquiry-based learning: A novice's experience*. Peer-reviewed presentation at the Conference on Post-Secondary Teaching, University of Calgary, Online.

**Beltrano, N.** (2023, December). *Inspiring of maintaining the status quo? Novice teachers and curriculum developers attempt to transgress*. Paper presentation at the Innovations in Education Conference, Hamilton, ON.

**Chittle, L.**, Laios, E., King, K., Hinch, I., Sood, S., Sorge, A., Mildrag, L., Houser, C., Cavallo-Medved, D. (2024). *Student-faculty partnerships in science: Examining faculty perspectives of the benefits, challenges, and best practices for engaging in partnerships*. Peer-reviewed presentation at Society for Teaching and Learning in Higher Education, Niagara, ON.

**Chittle, L.**, **Raffoul, J.**, & **Ismail, E.** (2024, February). *Dissolving silos and embracing systems: Graduate students as catalysts in pan-institutional educational development*. Peer-reviewed presentation at the annual conference of the Educational Development Community in Canada, Online.

**Ismail, E.** (2024, May). *Complexity and criticality: Inference at the edge of chaos*. Peer-reviewed presentation at the Ontario Society for the Study of Argumentation Conference, Windsor, ON.

- Ismail, E., Kecheho, J., Nahdee, R., O'Neil, A., Soutter, J., & Stolarchuk, L.** (2024, May). *Gikinoo'amaadiwaa (they teach each other) cross-cultural instructional skills workshop (GCCISW): Lessons learning from a pilot project.* Peer-reviewed presentation at the Teaching and Learning Innovations Conference, University of Guelph, Guelph, ON.
- Jalali, M., & Barzegar, A., Van Heyst, B., & **Chittle, L.** (2024). *Developing engineering students as educational leaders: Reflections from two graduate teaching and learning fellows.* Poster presentation at the Canadian Engineering Education Association Conference, Calgary, AB.
- Korpan, C., Sheffield, S., Kenny, N., **Chittle, L.**, Gourlay, G., & Usman, F. (2024) *Our educational developer career path: What will your future look like?* Pre-conference workshop at the annual conference of the Society for Teaching and Learning in Higher Education, Niagara Falls, ON.
- Marval, P. & Raffoul, J.** (2024, June). *Communication as bridge: Disseminating teaching and learning stories and initiatives.* Peer-reviewed poster presentation at the annual conference of the Society for Teaching and Learning in Higher Education, Niagara Falls, ON.
- Raffoul, J., Skene, A., & Andrews, D.** (2024, June). *A house of mirrors: Redefining SoTL in a world of change.* Peer-reviewed presentation at the annual conference of the Society for Teaching and Learning in Higher Education, Niagara Falls, ON.
- Squires, V., Kustra E. Hendricks, C., Bodner, C., Sysing, M., Dufour, G., Strader, A., **Kecheho, J.**, Kasperski, J., Lew, J., & with collaborators Perreault, A., **Raffoul, J.**, Turner, N. et al. (2024, June). *Using relational systems thinking to advance Indigenization of teaching and learning at three Canadian universities.* Canadian Society for the Study of Higher Education, Montreal, QC.
- Wade, C. & **Beltrano, N.** (2023, December). *How do we teach to transgress in an online classroom? Critical conversations between black and white instructor inspired by bell hooks.* Paper presentation at the Innovations in Education Conference, Hamilton, ON.

## Invited Sessions

- Baher, T., Bondy, M., & **Ismail, E.** (2023, October). *Recognizing and managing imposterism.* Faculty of Law, University of Windsor, Windsor, ON.
- Beltrano, N.** (2023, November). *Fighting for our children: Decolonizing education to address systemic violence,* Teach-In Series: Learning (to) Hate Violence, Department of Interdisciplinary and Critical Studies, University of Windsor, Windsor, ON.
- Burt, D., **Galka, A.**, & Russell, P. (2023, July). *Unveiling the excitement: Transitioning from Blackboard to D2L Brightspace.* Invited panelist for D2L webinar, Online.
- Chang, S., **Chittle, L.**, Gourlay, G., Hind, K., **Ismail, E.**, Rahman Mohammed, E. (2024, June). *Reflecting on our collective journeys as graduate students and teaching assistants: Present, past, and future.* Invited presentation at the annual conference of the Society for Teaching and Learning in Higher Education, Niagara Falls, ON.

- Chittle, L.** (2023, September). *An introduction to the GATA Network*. Faculty of Human Kinetics Graduate Orientation, University of Windsor, Windsor, ON.
- Chittle, L.** (2023, November). *Marketing your skills through a teaching dossier*. Propel, Career Development and Experiential Learning, University of Windsor, Online.
- Chittle, L.,** Desjardins, L., & Ménard, D. (2023, November). *Do I belong? Recognizing and managing imposterism*. Lancers Care Week, University of Windsor, Online.
- CUBE Launch (w. **Kecheho, J.**). (2023, September). *Panel discussion to launch Indigenous and Black student talent incubator*. Office of the Vice-President, People, Equity and Inclusion; Black Studies Institute; the Entrepreneurship Practice and Innovation Centre (EPICentre); the Odette School of Business, University of Windsor, Windsor, ON.
- Indigenous Curriculum Specialist Network (w. **Kecheho, J.**). (2023, October). *Indigenizing higher education: Sharing wise practices*. University of Ottawa, Ottawa, ON.
- Ismail, E.** (2024, March). *Complexity and criticality*. Center for Research in Reasoning, Argumentation, and Rhetoric (CRRAR), University of Windsor, Windsor, ON.
- Ismail, E.** (2024, March). *Inferential criticality: A complex adaptive systems model of critical thinking*. Western Complex Systems Conference, University of Western Ontario, London, ON.
- Ismail, E.,** Kollar, P., & Kustra, E. (2024, February). *Office of Quality Assurance 2024/25 IQAP cyclical review orientation meeting*. University of Windsor, Windsor, ON.
- Ismail, E.** & Rickard, D. (2024, March). *Best practices for managing live-streamed classes*. Faculty of Nursing, University of Windsor, Windsor, ON.
- Kecheho, J.** & Major, R. (2023, July). *Teaching: Indigenizing your teaching*. New Faculty Orientation, University of Windsor, Windsor, ON.
- Kecheho, J.** (2023, July). *Pulling Together: A guide for front line staff, student services, and advisors*. Resident Assistants & Desk Assistants, University of Windsor, Windsor, ON.
- Kecheho, J.** (2023, August). *Blanket exercise*. Indigenization Legal Orders, Windsor, ON.
- Kecheho, J.** (2023, August). *Land acknowledgements*. Office of Enrolment Management, University of Windsor, Windsor, ON.
- Kecheho, J.** (2023, September). *Welcome week training for faculty and event volunteers*. University of Windsor, Windsor, ON.
- Kecheho, J.** (2023, October). *Indigenization*. Guest lecture in English Methodology 5356, Faculty of Education, University of Windsor, Windsor, ON.

- Kechego, J.** (2023, October). *Journeying down a path of understanding: Treaty Education in Ontario/Offering 1*. Human Resources, University of Windsor, Windsor, ON.
- Kechego, J.** (2023, October). *Indigenizing Computer Science*. Computer Science Council, University of Windsor, Windsor, ON.
- Kechego, J.** (2023, November). *Indigenous perspectives*. Guest lecture in Social Work 8630, School of Social Work, University of Windsor, Windsor, ON.
- Kechego, J. & Raffoul, J.** (2023, November). *Indigenizing curriculum*. Sociology and Criminology Departmental Council, University of Windsor, Windsor, ON.
- Kechego, J.** (2023, October). *Tips for writing a meaningful land acknowledgment offering 1 - Employee Experience*. Human Resources, University of Windsor, Windsor, ON.
- Kechego, J.** (2023, November). *Indigenous perspectives*. Guest lecture in Nursing 9100, School of Social Work, University of Windsor, Windsor, ON.
- Kechego, J.** (2023, December). *Indigenous education: Sharing best practices toward Indigenization in UDL*. Council of Ontario Educational Developers, Online.
- Kechego, J.** (2024, January). *How to facilitate a respectful book club around Indigenous issues*. Perspectives, Experience, Acknowledgement, Reading and Learning (PEARL) Environment Book Club, Leddy and Law Library, University of Windsor, Windsor, ON.
- Kechego, J.** (2024, February). *Land acknowledgements*. Law Library, University of Windsor, Windsor, ON.
- Kechego, J.** (2024, February). *Indigenization in Engineering*. Guest lecture in Industrial Engineering, Faculty of Engineering, University of Windsor, Windsor, ON.
- Kechego, J.** (2024, March). *Symposium on slurs, Day 3 [Indigenous women in Canada]*. Equity, Diversity, Indigenization and Decolonization (EDID) Week, University of Windsor, Windsor, ON.
- Kechego, J.** (2024, April). *How to do better with land acknowledgements*. Justice, Equity, Diversity, Inclusion, and Decolonization (JEDID) Circle/Faculty of Nursing, University of Windsor, Windsor, ON.
- Kechego, J.** (2024, April). *Tips for writing a meaningful land acknowledgment offering 2 - Employee Experience*. Human Resources, University of Windsor, Windsor, ON.
- Kechego, J.** (2024, May). *Land acknowledgement workshop*. Student Success and Leadership Centre, University of Windsor, Windsor, ON.

**Kecheho, J.** (2024, May). *Journeying down a path of understanding: Treaty Education in Ontario/Offering* 3. Human Resources, University of Windsor, Windsor, ON.

**Kecheho, J.** (2024, June). *Risks and rewards: Indigenization processes best practices*. St. Clair College Faculty Retreat, Windsor, ON.

**Kecheho, J.,** Nadhee, R., Stolarchuk, L., **Ismail, E.,** O'Neil, A., Stagner, J., & Soutter, J. (2023, November). *Gikinoo'amaadiwag Cross-Cultural Instructional Skills Workshop (GCCISW), Phase 2*, Ojibway Nature Centre, Windsor, ON.

Kustra, E., Jackson, D., & **Chittle, L.** (2024, May). *SPT drop-in session*. University of Windsor, Online.

**Mogyorody, V.** (2023, December). *Invited keynote presentation at the Opening Ceremony of the Windsor-Essex League Challenge Qualifier, Lego Competition/Tournament*, St. Clair College, Windsor, ON.

Nadhee, R. & **Kecheho, J.** (2024, March). *Maada'oonidiwag - Sharing Anishinaabe pedagogies into a Western OER*. Office of Open Learning, University of Windsor, Windsor, ON.

**Raffoul, J. & Chittle, L.** (2024, May). *Faculty of Education World Café roundtable: CTL Grant opportunities*, University of Windsor, Windsor, ON.

**Raffoul, J. & Mogyorody, V.** (2023, July). *Documenting your impact: Teaching dossiers*. New Faculty Orientation, University of Windsor, Windsor, ON.

**Skene, A.** (2023, October). *Reading and assessing learning outcomes*. Program Development Committee, University of Windsor, Windsor, ON.

**Skene, A.** (2023, October). *Online exams: Logistics and integrity*. Faculty of Nursing, University of Windsor, Windsor, ON.

## Grants

**Kecheho, J.** (2024). *Who we are: Exploring Indigenous identity symposium*. University Diversity, Indigeneity, and Anti-Racism Professional Development Fund/Grant, Office of the Vice President of People, Equity and Inclusion, University of Windsor. \$1629.57.

Page-Gould, E., et al. [multiple members and institutions; **Kecheho, J.** listed as *Participant*]. (submitted). *Pathways to Research Excellence Program (PREP)*. SSHRC Partnership Development Grant. \$2,496,029.

Squires, V., Hendricks, C., Stewart, J., Calvez, S., Turner, N., & Kustra E. with collaborators, Lew, J., Perreault, A., **Raffoul, J. & Kecheho, J.** (2022-24). *Using relational systems thinking to explore and advance Indigenization of teaching and learning at three Canadian higher education institutions*. SSHRC Partnership Development Grant. \$198,526.

## On-Campus Committees

- Academic Continuity Committee
- Academic Policy Committee (APC)
- Academic Policy Committee Subcommittee: Cross-Listed Courses
- Academic Policy Committee Subcommittee: Generative Artificial Intelligence
- Accessibility and the Built Environment Committee
- Accessibility Coordinating Committee
- Accessible Postsecondary Education Committee (APEC) (Co-Chair)
- Associate Vice-President, Academic, Search Committee
- Blackboard Data Governance Sub-Committee
- Brightspace Data Analytics Working Group (Chair)
- Celebration of Teaching Excellence Organizing Team (Chair)
- Center for Teaching and Learning (CTL) Appointments Committee (Chair)
- CTL Co-Op Student Hiring Committee (Chair)
- CTL Curriculum Services Team (Chair)
- CTL Data Analytics Working Group (Chair)
- CTL Director Search Committee
- CTL LMS Support Team (Chair)
- CTL Renewal Tenure/Permanence, Promotion Committee (Chair)
- CTL Renewal Tenure/Permanence, Promotion Criteria (Chair)
- CTL Travel Grant Committee (Chair)
- CUPE Curriculum Coordinator Hiring Committee
- Centred on Learning Innovation Fund Review Committee (Chair)
- Classroom Prioritization Committee
- CUPE 1393 Professional Development Committee
- Delegated Research Ethics Board for SoTL and Education (SoTL-E) Committee
- EDID Senate Subcommittee
- Educational Leadership Award Selection Committee (Co-Chair)
- Employee Mental Health Strategy Implementation Working Group
- Faculty of Arts, Humanities, and Social Sciences (FAHSS) Faculty and Staff Awards Committee
- FAHSS Associate Dean's Advisory Group
- FAHSS Kathleen E. McCrone Teaching Award Adjudication Committee
- FAHSS Equity, Diversity, Inclusion, and Decolonization Committee, Community Engagement and Outreach (Co-Chair)
- Faculty of Human Kinetics Graduate Mentorship Award Selection Committee
- Faculty of Human Kinetics Wayne Marino Teaching Excellence Award
- Faculty of Science Roger Thibert Teaching Excellence Award Selection Committee
- Footprint Reduction and Environmental Preservation Working Group
- GA/TA Awards for Educational Practice and Leadership Selection Committee (Chair)
- GA/TA Network Coordinator Hiring Committee (Chair)
- Graduate Teaching and Learning Fellowship Program Hiring Committee
- Incubator/CUBE Committee
- Indigenous Aspects, Spring 2024 Convocation
- Indigenous Caucus of Indigenous Faculty and Staff



- Indigenous Educational Council (Co-Chair)
- Indigenous Educational Council Rapid Response Subcommittee
- Indigenous Research Ethics Board Review Committee
- Innovative Designs for Accessibility Competition (IDeA) Panel
- HK Accessible Ramp Construction Documentation and Construction Administration Committee
- HK Accessible Ramp Schematic Design/Design Development Committee
- Lancer Care Working Group
- LMS Advisory Committee (Chair)
- LMS Co-op Student Hiring Committee (Chair)
- LMS Implementation Committee (Training Lead; Communication Co-Lead)
- LMS Learning Outcomes Dashboard Pilot Group (Chair)
- LMS Policy Committee (Chair)
- LMS Steering Committee (Co-Chair)
- LMS Co-Op/LMS Support Team (Chair)
- LMS Team (Co-Chair)
- Mary Lou Dietz Equity Leadership Award Selection Committee
- New Faculty Orientation Planning Committee
- New Program Steering Committee
- Program Development Committee (PDC)
- PDC Advisory
- PDC Subcommittee, Indigenizing Curriculum
- Pow Wow Internal Committee
- Provost's Council
- Office of Open Learning Dr. Alan Wright Award for Exemplary Digital Teaching Adjudication Committee
- Office of Open Learning Renewal Tenure/Permanence, Promotion Committee
- Senate
- Socio-Behavioural Full Board, Research Ethics Board
- Strategic Enrollment Management Planning (SEMP): Establishment of an Early Alert Strategy Team (Co-Chair)
- Student Evaluation of Teaching (SET) Taskforce
- Student Perceptions of Teaching (SPT) Implementation Steering Committee
- SPT Communications Committee
- Student Response Systems Review Committee (Chair)
- Teaching Leadership Chair Adjudication and Selection Committee (Chair)
- Undergraduate Research Experience Grant Review Committee
- University of Windsor Teaching and Learning Plan Working Group
- University Teaching Certificate Program Committee (Chair)
- VABE Awards Adjudication Committee
- WUFA AAS/LS Committee
- WUFA Executive Board
- WURA JCC Representative

## External Committees and Representation

- Au-Yeung, T., Member, Ontario Higher Education Brightspace Users Group
- Beltrano, N., Adjudicator, Teaching Assistant and Graduate Student Advancement (TAGSA)
- Boulos, P., Senior Fellow, QatarDebate Centre
- Chittle, L., Member, TAGSA
- Chittle, L., Committee Lead, TAGSA Resources Sub-Committee
- Chittle, L., Member, TAGSA Awards/Conference Sub-Committee
- Chittle, L., Member, TAGSA Communications Sub-Committee
- Chittle, L., Adjudicator, 3M Student Fellowship, Society for Teaching and Learning in Higher Education
- Galka, A., Advisor, Rotaract Club of Windsor (1918)
- Galka, A., Member D2L's Accessibility Interest Group
- Galka, A., Member, Ontario Higher Education Brightspace Users Group
- Galka, A., Member, Canadian Higher Education Universal Design for Learning Collective
- Ismail, E., Member, Teaching Assistant and Graduate Student Advancement (TAGSA)
- Kecheho, J., Member, Indigenous Curriculum Specialist Network
- Kecheho, J., Member of Can Am Indian Friendship Centre
- Kecheho, J., Member, First Nations, Metis, and Inuit Education Association of Ontario
- Kecheho, J., Member, Council of Ontario Educational Developers Indigenous Community of Practice
- Kecheho, J., Member of Chippewa of the Thames First Nation, Crane Clan
- Raffoul, J., Member, Action Group on Evaluating Educational Development
- Raffoul, J., Adjudicator, Social Sciences and Humanities Research Council of Canada (SSHRC) Insight Grant
- Skene, A., Member, Council of Ontario Educational Developers, Curriculum Community of Practice
- Stevens Abbitt, E., Editorial Board Member, Theatre Annual: A Journal of Theatre and Performance of the Americas
- Stevens Abbitt, E., Associate Artistic Director, Playhouse Creatures Theatre Company, New York City

## Peer Review: Journals, Conference Submissions, and Grants

- Canadian Journal for the Scholarship of Teaching and Learning (CJSOTL)
- Canadian Society for the Study of Higher Education Conference
- GENOME Journal
- Innovations in Education Conference
- Educational Development Community in Canada Conference
- Innovative Designs for Enhancing Accessibility (IDeA) Competition
- International Journal of Academic Development (IJAD)
- International Journal for Students as Partners
- International Society for the Scholarship of Teaching and Learning (ISSOTL)
- Society for Teaching and Learning in Higher Education (STLHE) Conference
- Theatre Annual: A Journal of Theatre and Performance of the Americas
- UWill Discover Undergraduate Research Conference

## Associations and Memberships

- American Institute of Architects (AIA)
- Association for Theatre in Higher Education (ATHE)
- Canadian Association of Social Work Education
- Can Am Indian Friendship Centre of Windsor
- Council of Ontario Educational Developers (COED)
- COED Curriculum Community of Practice
- COED Graduate Student Development Community of Practice
- Educational Development Community in Canada (EDCC)
- First Nations, Metis, and Inuit Education Association of Ontario
- Indigenous Council of Educational Developers
- Indigenous Curriculum Specialist Network
- Institute for Performance and Learning (I4PL)
- International Consortium for Educational Development (ICED)
- International Society for the Scholarship of Teaching and Learning (ISSOTL)
- ISW Facilitators Network
- Ontario Association of Social Workers
- Ontario College of Teachers
- Ontario College of Social Workers and Social Service Workers
- Professional and Organizational Development (POD) Network in Higher Education
- Society for Teaching and Learning in Higher Education (STLHE)
- Southwestern Ontario Directors
- Staff and Educational Development Association (SEDA)
- Teaching Assistant and Graduate Student Advancement (TAGSA)
- Windsor Region Society of Architects
- Women and Theatre Program (WTP)



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