Centre for Teaching and Learning 2022-23 Annual Report
Academic Policy Committee

Introduction

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

The following report includes a summary of CTL initiatives, activities, and areas of impact from July 1, 2022 through June 30, 2023. For additional details please refer to the full CTL Annual Report.

Foundational Commitments

1. Establishing and Implementing an Institutional Data Strategy

The CTL continued to focus its efforts on identifying and implementing ways in which the University might track and analyze data to inform best practices in teaching and learning. Work included:

- Advocating for a data strategy and policy that would allow departments and Faculties greater access to program-level data to analyze student pathways, identify bottlenecks and trouble spots within programs, and assess student achievement of learning outcomes, while still protecting the privacy of individual students.
- Supporting evidence-based decision making in course and program design and delivery by building out the learning analytics capabilities of existing systems: after the loss of access to the A4L system in Blackboard, the CTL secured a PerformancePlus package through D2L to provide tools for learning analytics and, by the end of the reporting period, began work on creating reports and dashboards.
- Engaging in and disseminating research on the ethical use of learning analytics.

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

The CTL collaborated with service units and departments, and offered programming designed to foster community building. Initiatives included:

- Hosting networking events for instructors and graduate and teaching assistants, engaging 788 total participants.
- Inviting mid- to late-career faculty members to co-facilitate workshops and join adjudication committees.
- Engaging eight retired and mid-career faculty and offering the Early Career Mentoring Program.
- Offering a fellowship to retired faculty members with a record of educational leadership: Veronika Mogyorody (VABE) and Erica Stevens Abbitt (Dramatic Art).
- Supporting the Associate Vice-President, Academic, with professional development for Heads and Deans.
- Selecting a new Teaching Leadership Chair in Educational Leadership: Dave Andrews (Kinesiology).
- Supporting the development and release of the University's Aspire Strategic Plan.
- Acting as members, chairs, or co-chairs of 76 University of Windsor committees.

> "I believe that the keys to continued success at the CTL are strong collaborative partnerships built on teaching-learning relationships. In my role as the Anti-Racism Pedagogies Teaching Leadership Chair, I had the unique opportunity to work with faculty, staff, and students from across campus to build on and help sustain our distinctive culture of scholarly and effective teaching at the University. I have learned so much and enjoyed working with my CTL family and I look forward to continuing to work with them in my new role as Director of the Joint PhD program in Educational Studies in our Faculty of Education."
>
> *~ Andrew Allen, Faculty of Education*

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

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

- With the LMS Team – led by the CTL with the Office of Open Learning (OOL) and IT Services – naming D2L Brightspace as University's learning management system (LMS) in August 2022. On a rushed, three-month timeline, the CTL:
  - Analyzed its budget, and re-shifted funds to contribute $328,500 to an LMS Implementation Fund.
  - Hosted D2L who provided 14 training sessions to 60 unique CTL, IT Services, and OOL members as well as pilot instructors.
  - Ran a Brightspace pilot with 37 instructors, 31 credit courses, and 18 non-credit/project sites.
  - Recruited, funded, and engaged 11 instructors from all Faculties to serve as Brightspace Faculty Champions.

- Led an extensive, cross-campus communication campaign to ensure the campus was informed of the upcoming LMS change and available resources.
- Created a Brightspace Help Website, which received 436,503 unique pages views.
- Supported IT Services to migrate over 9,600 courses offered since Winter 2021 from Blackboard into Brightspace.
- Hosted training sessions and a Virtual Drop-In, which welcomed more than 1,500 total participants.
- Advocated for Brightspace features and integrated Turnitin, which was used by over 300 classes.
- Licensed a virtual assistant from D2L for after hours support: campus asked more than 400 questions.
- Administered a survey to students, instructors, and staff to evaluate the implementation process and the system itself: 75% of respondents rated their experience as "Good" or "Excellent".
- Received recognition for its efforts: the CTL was selected to present on the implementation process at the international D2L annual conference.

- Supporting IT Services in restoring campus systems following the campus-wide cyber incident.
- Purchasing 15 Mentimeter licenses for campus use.
- Supporting IT Services and OOL with the integration and use of teaching technologies (i.e., Qualtrics, MS Teams).
- Facilitating the use of both Blackboard and Brightspace, which included hosting 127 training sessions, with 1,381 total participants; four online self-paced Blackboard courses; and 967 visits in the virtual drop-in.
- Working with IT Services and OOL to respond to tickets submitted to the TeamDynamix Support System, with CTL staff resolving 82% of the Blackboard-related tickets, and 94% of Brightspace-related tickets.
- Chairing the LMS Policy Committee and creating policies around course site creation, access, integrations, content storage, data sharing, etc.
- Participating on and contributing to the campus-wide Classroom Prioritization Committee.

> "The help provided by the people in Centre for Teaching and Learning Center was outstanding...I have used resources sent out by the CTL at the beginning of each semester, and I also attended a drop-in held by Brightspace Champions in my faculty. I also attended online workshops led by CTL at the beginning of the rollout. The team has done a great job of making resources and help accessible and responding to questions....It seems obvious to me that a lot of thought and planning went into this rollout, and it is very appreciated.... Thanks to all involved in providing that support!"
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> ~ *LMS Survey Responses*

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

The CTL offered programming and launched initiatives designed to support newly hired faculty, and enhance tenure, promotion, and renewal processes.

- With the Office of the Provost, hosting the New Faculty Orientation, offered as a four-day, hyflex event.
- Partnering with units across campus to host 44 early career faculty at eight workshops.
- Offering the Early Career Mentoring Program to 24 faculty members.
- Offering targeted support to more than 200 sessional instructors through CTL workshops; and hosting a website designed for sessional instructors.
- As members of the Student Evaluations of Teaching Task Force, actively contributing to the development and approval of the Student Perceptions of Teaching Survey.
- Hosting two extended sessions, one workshop, four modules, and consultations focused on tenure, promotion, and teaching dossier development to more than 200 instructors and graduate students from across all Faculties.
- Providing course observations for instructors across five Faculties.
- Supporting the Associate Vice-President, Academic, in revising the UCAPT Evaluation Form, and providing feedback on RTP tracking processes.
- Reviewing and revising bylaws and policies related to Teaching-Intensive Faculty.

5. Telling Our Stories and Sharing Our Knowledge

The CTL worked to highlight and celebrate the University as a hub for teaching excellence, disseminating stories, narratives, and resources to academic communities worldwide. Initiatives included:

- Developing and launching the bi-monthly series, Faculty Spotlight, which features faculty members from across campus and highlights their teaching and learning stories.
- Hosting the CTL's blog, Teach and Learn (teach-learn.ca): since its launch in April 2020, the site has been accessed 16,249 times by 7,373 users from 120 countries across the globe.
- Producing a monthly newsletter to 1,423 instructors, students, and staff subscribers.
- Producing captioned teaching and learning-related videos shared via the Centre's YouTube Channel.
- Maintaining the CTL website, which was accessed 61,062 times, with 50,678 unique pageviews this year.
- Distributing cross-campus emails and Daily News articles and stories.
- Partnering with academics from the UCalgary, Queens, USaskatchewan, Thompson Rivers, and Western, to explore and disseminate research on the use of narratives to communicate value.

6. Improving Institutional Processes and Coordination of Service

The CTL reviewed its offerings, and worked with units across campus to enhance transparency. Efforts included:

- Working to streamline the CTL's own reporting processes, and integrating data from across CTL platforms into a single database (i.e., PowerBI).
- Holding two half-day retreats and numerous one-hour meetings to review data, map offerings, identify future directions, and find ways to manage increasing demands for services while prioritizing well-being.
- Co-drafting a report on course delivery modes as part of the APC Subcommittee on Course Modalities.

Advancing Strategic Priorities

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

The Centre supported and pursued scholarship on teaching and learning (SoTL) to enhance teaching and learning and position UWindsor as an institution committed to evidence-based and quality teaching. Initiatives included:

- Providing funding to 12 faculty from nine departments through the Centred on Learning Innovation Fund.
- Supporting the Office of Research and Innovation Services (ORIS) in facilitating the Undergraduate Research Experience Grant, and funding five faculty from across five departments.
- Awarding eight instructors and students funding to disseminate teaching and learning research at conferences.
- Continuing to support recipients of the Nanadagikenim: Seek to Know Grant.
- Facilitating a six-week course on SoTL; and hosting a workshop on the value of SoTL and its impact on RTP.
- Undertaking research and disseminating 14 refereed journal articles, three book chapters, 10 peer-reviewed conference presentations, and 47 invited workshops.
- Securing more than $680,000 in funding for research on teaching and learning including a SSHRC Partnership Grant with USaskatchewan and UBC to advance Indigenization in Canadian post-secondary institutions.
- Mentoring, and partnering with, instructors to engage in research on teaching and learning.
- Holding one-on-one consultations with instructors across disciplines.
- Acting as members of the full REB, and the Delegated REB for SoTL.

"If/when this course [SoTL] is offered again I will absolutely recommend it to others! It helped me make progress on a project I've been thinking about (but not doing anything about) for a while now....I appreciated the systematic approach to writing an article, conference talk, grant, etc. Essentially, your approach was scaffolded and "forced" us to work on our projects throughout the six-weeks....Every time I take a CTL class I appreciate the opportunity to connect with colleagues from other disciplines. Thank you for a great experience!"

~ SoTL Course Feedback

2. Advancing the Journey toward Truth and Reconciliation

The CTL offered programming and collaborated with the campus community to impact institutional processes and procedures related to Indigenization and reconciliation. This year's work included:

- Securing funding to shift the Indigenous Curriculum and Pedagogy position from a part-time staff role to a full-time permanence-track Learning Specialist focused on Indigenization, and hiring Jaimie Kechego in January 2023.
- Hosting 361 total faculty, staff, and student participants representing all Faculties at 17 campus-wide workshops.
- Co-hosting a cross-cultural Instructional Skills Workshop, incorporating Indigenous ways of knowing.
- Partnering with St. Clair College to organize and support the annual Pow Wow.
- Facilitating 11 invited sessions to departments and service units.
- Providing support for PDC processes with respect to Indigenization of courses through consultations and council presentations.
- Refining and updating resources focused on Indigenous knowledges and curriculum.
- Indigenizing CTL courses and beginning to develop a credit course on the Indigenization of curriculum and pedagogy.
- Acting as a member and/or advisor on internal and external groups including the Indigenous Education Council; CUBE: Indigenous and Black Student Talent Incubator; Council of Educational Developers Community of Practice on Indigenous Knowledges; and the Indigenous Curriculum Specialist Network.
- Holding one-on-one consultations with instructors representing all Faculties; and consulting with members from the Windsor Public Library, Art Windsor Essex, St. Clair College, Women's Enterprise Skills Training of Windsor.
- Working to secure funding to offer a second round of the Nanadagikenim Grant.
- Contributing to the rewriting of the terms of reference for the Indigenous Education Council.
- Receiving recognition for the Centre's work on supporting and advancing Indigenization: Jaimie Kechego was awarded the University of Windsor Equity, Diversity, and Inclusion Award.

"It is unusual to feel emotion in a workshop and many of us did. This was most valuable to me to remind me of the difference between how I experienced education, how the workshop leader did, and how [residential school survivors] did. The difference has also changed not just what I teach but how. I witness courage in every decolonization workshop I attend. It's humbling."

~ Workshop Feedback

3. Becoming an Increasingly Equitable, Diverse, Inclusive and Just University

In September 2022, the CTL was recognized for its equity-related practices in the Report of the Review Committee on Employment Equity. The report highlighted the Centre's own professional development as well as its offerings. This year's efforts included:

- Partnering with the Office of Human Rights, Equity, and Accessibility (OHREA) to offer four professional development sessions to a total of 168 participants representing all Faculties.
- With Kaye Johnson (OHREA), jointly supervising a student working on collecting anti-racism and anti-oppression initiatives undertaken by campus units.
- Conceptualizing a new framework for teaching, course design, and curriculum development that addresses areas including the syllabus development, assessment and evaluations, and teaching methods: the Navigating Decolonization and Inclusion in Education Framework will be launched in 2023-24.
- Continuing to support the Anti-Racism Pedagogies Teaching Leadership Chair, Andrew Allen (Education).
- Co-chairing the Accessible Postsecondary Education Committee, a cross-campus group tasked with supporting the University in maintaining/achieving compliance with the Accessibility for Ontarians with Disabilities Act (AODA)
- With Cherie Gagnon (OHREA) and Nick Baker (OOL), delivering information sessions on the AODA's recommendations to Senate and the President's Committee on Diversity and Inclusion.
- Acting as members of the Accessibility Coordinating Committee, the Accessible Build Environment Committee, the

Classroom Prioritization Committee, the Human Kinetics Accessible Ramp Committee, the Human Kinetics Ramp Construction Committee.
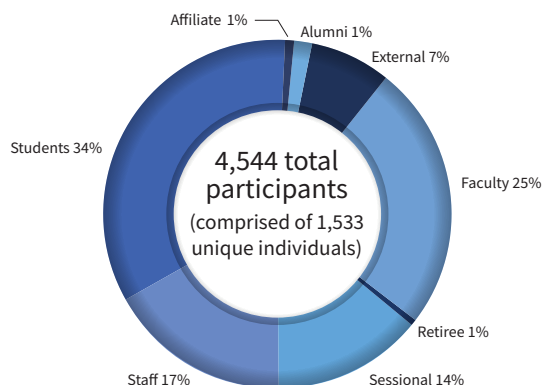
- In partnership with IT Services, the OOL, and OHREA, working to ensure accessibility is a central focus in the selection of educational technologies and the approval of third-party vendors.
- Acting as a member of D2L's Accessibility Committee.
- Hosting three workshops focused on inclusive teaching to 39 instructors and graduate students; and with Cherie Gagnon (OHREA), facilitating a workshop focused on designing accessible presentations offered as part of the University's Accessibility Awareness Days.
- Coordinating and hosting a panel of student presenters who shared stories about their experiences with accessibility and other intersecting elements, at NFO.
- Holding one-on-one consultations with instructors about universal design for learning, accessibility, and inclusive teaching and course design.
- Continuing to refine resources related to accessibility in course and program design on the Curriculum Services SharePoint site.

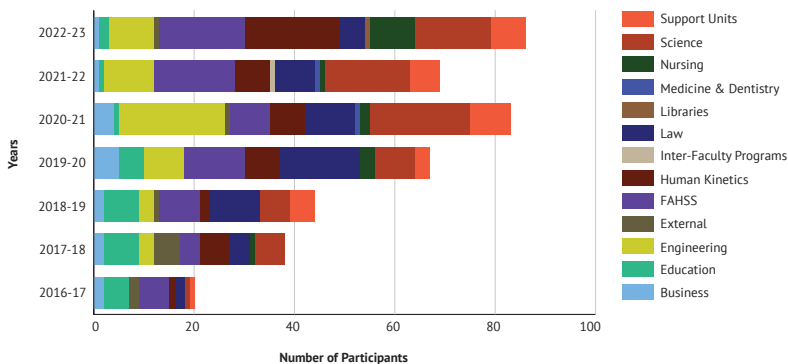4. Ensuring High Quality, Relevant, and Just Teaching, Learning, and Student Experience for Everyone

The Centre enhanced teaching and learning through one-on-one support, workshops, and contributions to policy, procedures, and governance. Through this outreach, CTL members have engaged with members representing all Faculties and departments. Work included:

- Offering 233 courses, programs, and workshops to 4,544 instructors, staff, and graduate students, and teaching assistants (1,533 unique participants).
- Facilitating 47 invited sessions at faculty and departmental councils, retreats, orientations, and as guest lectures in courses.
- Holding thousands of one-on-one consultations with instructors, staff, and students representing all Faculties.
- Offering the University Teaching Certificate (UTC) Program: 85 people have completed the program, 55 are actively working toward completion, and more than 20 are waitlisted for the upcoming academic year.
- Working to formalize the UTC: thus far, the CTL received approval from the New Program Steering, completed PDC forms, and consulted with Graduate Council.
- Initiating and funding the Curriculum Project Engagement (CoPE) Grant to support the creation and enhancement of curricula: $52,606.56 was awarded to support 11 distinct projects across eight Faculties.
- Developing and refining resources on the Centre's Curriculum Services site, and maintaining CuMA, the CTL's application for curriculum mapping.
- Reviewing more than 1,500 learning outcomes across 143 courses (18 programs).
- Working directly with more than 80 students through co-op placements, Ignite hires, practicum courses, course projects, and graduate committees, and fostering opportunities for students to develop leadership skills.
- Partnering with Graduate Studies to oversee the GA/TA Network, a graduate student team tasked with supporting campus GA/TAs. This year's highlights included:
  - Offering professional development events to 804 total participants representing all Faculties; and additional sessions for the Faculty of Graduate Studies and Office of Career Development and Experiential Learning.

Course, Program, and Workshop Attendance by Role

Affiliate 1% — Alumni 1%
External 7%
Faculty 25%
Retiree 1%
Sessional 14%
Staff 17%
Students 34%

4,544 total participants (comprised of 1,533 unique individuals)

UTC Course Completions by Reporting Year and Faculty

Legend: Support Units, Science, Nursing, Medicine & Dentistry, Libraries, Law, Inter-Faculty Programs, Human Kinetics, FAHSS, External, Engineering, Education, Business

Years: 2022-23, 2021-22, 2020-21, 2019-20, 2018-19, 2017-18, 2016-17

Number of Participants

- Acting as graduate student representatives on campus-wide teaching and learning committees.
- Sharing resources with thousands of GA/TAs through the LMS and social media accounts.
- Launching the Graduate Teaching and Learning Fellowship Program, an institution-wide program designed to provide targeted support to GA/TAs within Faculties: Fellows hired in Engineering and Human Kinetics distributed needs assessment surveys, coordinated workshops, developed resources, and presented at faculty councils.
- Receiving recognition for student support: Erika Kustra was awarded the OPUS Friends of Students Award.

5. Fostering an Engaged, Healthy, Safe, and Environmentally Sustainable Campus

The Centre worked to ensure faculty and GA/TAs were celebrated and valued for their engagement and their teaching and learning efforts. Initiatives included:

- Hosting the Celebration of Teaching Excellence to acknowledge quality teaching and student mentorship: the event featured 48 teaching award winners from 20 distinct academic units, UTC graduates, and grant recipients.
- Consulting with departments on developing and refining teaching awards.
- Participating on the following award committees: the Faculty of Human Kinetics Graduate Mentorship Award and the Wayne Marino Teaching Excellence Award; Faculty of Science Roger Thibert Teaching Excellence Award; FAHSS Kate McCrone Teaching Award; and the OOL Dr. Alan Wright Award for Exemplary Digital Teaching.
- Coordinating and chairing the GA/TA Awards for Educational Practice and for Educational Leadership.
- Coordinating external teaching award nominations.
- Recognizing Katherine Quinsey (English and Creative Writing) with the Educational Leadership Award.

6. Generating Local and Global Impact through Partnership and Community Engagement

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

- Acting as members of 21 regional, national, and international societies, and 22 external committees and boards.
- Acting as an external reviewer for programs, centres, and promotion of faculty members at the UVictoria.
- Working to build relationships with local Indigenous communities (see Strategic Priority #2).
- Consulting with administrators, staff, and instructors from many institutions across the world including the UToronto, UManitoba, George Brown, St. Clair College, the Michner Institute, and Kennesaw State.
- Partnering with campus units to host visiting fellows: Alan Corbiere (Assistant Professor, York University), Cole Pauls (Champagne & Aishihik Ci,zen and Tahltan Artist), and Laura Cruz (Associate Research Professor, Penn State).

7. Challenges

Human Resource Issues, Increasing Workload, and Employee Well-Being: As the CTL played a central role in many urgent challenges over the years (i.e., COVID-19 pandemic, cyberattack, numerous LMS shifts, SMA development, etc.), members have not had any downtime which has led to increasing issues with employee health and well-being. As we enter the 2023-24 reporting year, the CTL's Director will move into the Acting AVPA role, one AAS member will fill the acting director role, and another AAS will oversee the LMS and Curriculum; and so the CTL will find itself down the equivalent of two positions. In addition, two AAS members will be taking a sabbatical leave in Winter 2023, and one is

still seconded to WUFA 35%. At the same, workload in the Centre is steadily increasing as provincial and societal needs shift in urgency toward a focus on teaching improvement and curricular refinement.

Challenges With Space: The CTL moved into CEI (700 California Entrance), along with OOL and the Office of Quality Assurance, in 2020. Due to the COVID-19 pandemic and subsequent work-from-home protocols, as well as ongoing construction, the unit was not able to fully move into, and use, the entire full space until this year. Though the space is well-maintained, and the Centre contributed more than $100,000 in renovations, there are challenges with sound and space for employees. The CTL has tried to work within shared spaces, but the confidential nature of meetings (i.e., tenure and promotion, Indigenization, EDI) and consistent consultations has made this difficult.

Accountability and Reporting: Though the Centre has always collected data about its services, the increasing demands for accountability have been a challenge. The CTL is tasked with reporting to Senate through APC, completing performance goals through the AVPA, drafting Service Level Agreements coordinated by Finance, and annually reviewing faculty through RTP processes. The CTL is committed to transparency and accountability; however, the increasing degree of reporting is interfering with the unit's work and leading to burnout.

Fiscal Constraints: The CTL is facing challenges securing financial support for campus needs (i.e., curriculum support, LMS training, etc.) and staffing to cover sabbaticals and secondments. The unit regularly engages in budget planning and has successfully identified anticipated budget cuts (1% over two years), though in this provincial context, additional cuts are a major concern.

Future Actions/Initiatives

1. Teaching and Leadership Development Programming
   - Provide essential support through programming for all career stages and across all disciplines
   - Coordinate and support the newly developed Teaching and Learning Chair in Educational Leadership
   - Formalize the University Teaching Certificate as a Graduate Diploma in University Teaching
   - Contribute to the ASPIRE Teaching and Learning Strategic Plan

2. Curriculum and Program Development
   - Build capacity for richer and collaborative curriculum design and renewal processes by providing support, funding, and resources

3. Data Strategies and Approaches
   - Support evidence-based decision making in courses and program delivery and design by building out the learning analytics capabilities of existing systems (i.e., Brightspace)
   - Contribute to the Strategic Enrollment Management Strategic Plan; the Institutional Quality Assurance Process data project; and the Academic Program Development Review process

4. Indigenization
   - Continue to collaborate with the campus community and impact institutional processes and procedures to reflect Indigenization and reconciliation
   - Explore ways in which we might build stronger relationships with local Indigenous communities
   - Provide support for PDC processes with respect to the Indigenization of courses
   - Continue work on the creation of an Indigenization 1.5 credit course
   - Offer a second round of the Nanadagikenim Grant to support campus-wide Indigenization efforts

5. Equity, Diversity, Inclusion, and Accessibility
   - Contribute to institutional policies and processes related to accessibility and co-chair the Accessibility Post-Secondary Education Committee (APEC), and support the implementation of the Accessibility for Ontarians with Disabilities Act Post-Secondary Education Recommendations
   - Consult with members across campus, and develop a first draft of the Navigating Decolonization and Inclusion in Education Framework

6. LMS Support
- Following the successful implementation of the LMS, provide instructors training for more advanced use of Brightspace (i.e., peer review tools, journals, self-reflection, student response systems, etc.)
- Consult with the campus community and advocate for additional features in Brightspace

7. Teaching Evaluation
- Support faculty in developing documentation for tenure and promotion
- Support the AVPA in the implementation of the SPTs

8. Student Partnerships
- Examine ways to develop and/or formalize student-as-partners initiatives

9. Visioning
- Develop a more explicit, fully articulated vision of the CTL as a hub for teaching and learning on campus

10. Employee Engagement
- Encourage self-care and well-being to support retention, and promote work-life balance
- Discuss the "hidden" aspects of the academic life, including affect, teaching ethics, personal style, pedagogical methodology, and job satisfaction
- Continue to work on a culture of overworking by reviewing Centre priorities and streamlining offerings
- Host face-to-face get-togethers and a retreat for CTL faculty and staff

Recommendations for Senate consideration (if any)

We do not have specific recommendations for Senate consideration. Existing recommendations (i.e., re. Indigenization, accessibility, LMS, etc.) are in progress, and we are actively contributing to these and other teaching and learning-related issues through representation on APC and PDC.