CENTRE FOR TEACHING & LEARNING
University of Windsor

CTL Annual Report

July 1, 2011 - June 30, 2012

Centre for Teaching and Learning
University of Windsor
December 2012

Many CTL employees contributed to the writing of this report.
Thanks to all of you for your contributions.

W. Alan Wright, Vice-Provost, Teaching and Learning

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1.0 Executive Summary

This report provides an overview of the activities and achievements of the Centre for Teaching and Learning (CTL) at the University of Windsor between July 1, 2011 and June 30, 2012. Among the most significant are:

Increasing participation across campus: thousands of faculty, staff, and students worked with Teaching and Learning Development and Technologies staff in one-on-one, group, and extended training sessions.

Attracting a record number of instructors to CTL workshops and extended sessions: 701 unique participants, including instructors, staff, and students, at all ranks and in every faculty on campus, attended CTL sessions in the last two years.

Launching the first phase of the learning management system review through a cross-campus survey to which more than 1,000 faculty, staff, and students responded.

Attracting more than $150,000 in external and University-wide funding to develop teaching and learning initiatives and evaluate teaching tools.

Significantly increasing support and career development opportunities for graduate students: in just two years, the GATA Network Development Team delivered more than 10 workshops, produced a teaching and learning handbook, and developed four online learning modules.

Expanding the use of the University's highly successful video submission and cataloguing system, uView: University and community members watched over 3,500 videos, more than one million times, for 60,000 hours. This represents a 32% increase from the year before.

Selecting, launching, and supporting the University's first tool for synchronous online collaboration, Blackboard Collaborate: 110 faculty and staff from every faculty on campus are now moderating 159 individual sessions, of which 60% are for formal courses.

Supporting the adoption of CLE*W* course and project sites: by Fall 2011, 96% of students registered at the University were enrolled in at least one course that used CLE*W*.

Technologically upgrading classrooms and equipment in Dillon, Erie, Essex, Biology and the Odette Building, and in Lambton Tower, renovating a sound studio to include a full surround sound editing system. This room was used for nearly 1,500 hours in 2011-12, up 85% from the year before.

Hosting, with the Office of the Provost, the sixth annual Celebration of Teaching Excellence, which welcomed over 250 participants from across campus, and celebrated 30 honourees, University Teaching Certificate graduates, and teaching and learning research initiatives.

Graduating the University Teaching Certificate's second cohort, and preparing to launch the already wait-listed second-level certificate: eight instructors, two staff, and one student completed the first-level certificate. Going forward, 44 people are registered in the first-level.

2.0 Vision, Mission, Mandate

Having successfully met the goals set out in the Centre's five-year plan, CTL staff revisited the mandate in 2011-12, aiming to reflect current institutional strategies and goals while supporting and informing the teaching and learning mission at the University. Developed through an internal process made up of focus groups, weekly team meetings, and larger staff meetings, the 2012 mandate is now a three-part plan: vision, mission, and mandate. Staff members from both the CTL Teaching and Learning Development and Technologies Units generated ideas, provided feedback, and asked critical questions during one-on-one sessions and staff meetings, further contributing to the Centre's ongoing effort to integrate the work of the two Units.

Vision

The Centre for Teaching and Learning will lead an ongoing strategic and intentional development of the teaching and learning culture that will impact the University of Windsor campus community and beyond. 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, audio-visual and media technology integration, and enhanced pedagogical practices.

Mission

The CTL fosters enhanced learning through innovation, creativity, and the development of a learning-centred community with a culture of scholarly and effective teaching through:

- a highly collaborative, collegial, and consultative approach within the unit, the University, and community partners;
- a diverse range of expertise and creativity, continually developing through open-minded, flexible, and innovative approaches;
- a professional approach of integrity, honesty, and respect;
- excellent service and high quality work;
- attention to accessibility and inclusivity; and
- a focus of building capacity in others.

Mandate

The CTL provides leadership and expertise in pedagogy, technology, and media production to enhance teaching and learning in support of the University of Windsor's Strategic Plan. The CTL enhances the practice, culture, and scholarship of teaching and learning by:

- systematically developing effective teaching, which includes assessment, curriculum, and evaluation;
- providing guidance and support through the integration of technologies and media production services; and
- consulting, designing, developing, and supporting learning spaces, with a particular focus on general purpose learning spaces.

The CTL's mandate is consistent with the educational and institutional goals and objectives as identified in the University's strategic plan in the following ways:

Providing an exceptional and supportive undergraduate experience: improving student learning and the student experience

by fostering effective teaching lies at the heart of the CTL mandate. Centre staff sustain, enrich, and advocate for a thriving, evolving culture of teaching and learning through areas as diverse as:

- multimedia production,
- learning technologies,
- in-class and online instruction,
- assessment,
- student engagement,
- active learning strategies,
- teaching dossiers,
- scholarship of teaching and learning,
- course and curriculum design,
- teaching and learning research,
- inter-institutional partnerships,
- promotion and tenure processes,
- learning space design and renovation, and
- recognition of teaching excellence.

This always-evolving culture of teaching and learning encourages student learning, faculty development, research excellence, and innovative leadership.

Creating a more research-intensive university with graduate programs that build on academic and professional strengths: research excellence, innovation, creativity, and development of effective teaching materials and tools supported by evidence-based practice are central to the CTL vision and mandate. The University Teaching Certificate Program is an internationally recognized graduate certificate program aimed at helping students realize their potential as scholarly teachers of their disciplines and as educational leaders in their academic communities. Centre staff support graduate program development and collaborate with the Faculty of Graduate Studies to manage the GATA Network. The Centre also engages in a number of additional activities intended to inspire and support faculty and graduate students interested in teaching as a field of inquiry (Scholarship of Teaching and Learning) including dissemination opportunities, teaching and learning resources, travel funding, Centred on Learning and Innovation Fund (CLIF) grants, teaching and learning conferences, and mentoring and publication opportunities. Centre staff offer one-on-one and group consultations to faculty interested in developing a teaching and learning research plan, and incorporating research and teaching plans into their tenure applications.

Recruiting and retaining the best faculty and staff: being a university of choice for excellent faculty requires a stimulating teaching and learning environment, with increasing attention to teaching spaces, technologies, and creative practices. The Centre provides continued, systemic, and strategic teaching and learning support to faculty at all career stages. All teachers, including sessional instructors and graduate assistants, are invited to CTL pedagogy and technology training workshops, courses and half courses, and other events like the Windsor-Oakland Teaching and Learning Conference. Research suggests establishing networks among new faculty is a major contributing indicator of success (Boice, 2000). New faculty and early career faculty are offered preference in "limited enrolment" events and other sessions geared specifically to their needs. The Centre recognizes faculty for their distinctive contributions to teaching, and research into teaching and learning, through events like the annual Celebration of Teaching Excellence.

Engaging the community in partnerships: the CTL's media production team provides video and photographic support for community events and partners. Centre staff also work with other educational institutions in Windsor-Essex in an effort to bring community and university experts together. Members of the community also take part in Centre workshops and other events.

Promoting international engagement and partnerships to complement the university's teaching and research strengths: the CTL is engaged in a number of inter-university partnerships around the globe. The Centre sponsors a Visiting Fellows in Educational Development Program, which in the last five years has brought 25 teaching and learning experts to the University. The Centre hosts the Windsor-Oakland Teaching and Learning Conference, a two-day event intended to foster collaboration and exchange about innovative and effective teaching and research among faculty and students from across Michigan and Ontario as well as further afield. CTL staff also collaborate with the international Sakai community regarding upgrades and

additions to the University's learning management system, members of teaching and learning societies across Canada and overseas, and international members of the Staff and Educational Development Association (SEDA) about the internationally-certified University Teaching Certificate. The CTL encourages research excellence and real-time collaboration with academics across the world through classroom technologies like videoconferencing. Providing and maintaining technology that allows for multiple and varied ways of teaching ensures accessibility, attending to current and future needs of international students, and providing them with the broadest global perspectives possible.

See Sections 6.0 and 7.0 for CTL challenges and future goals.

3.0 CTL Organizational Structure

In order to successfully fulfill its current mandate, the Centre made a number of changes to its organizational structure in 2011-12. In August 2011, the Manager of Media Production, Larry Foley, retired after more than 40 years of service to the CTL. To respond to increasing requests for services, this position's funding was re-allocated to support a new position able to provide both technical and production services, the Media Production and Audio-Visual Technician. By the end of the reporting period, CTL staff filled the position, to commence in August 2012. All Educational Technologies Unit staff members, including media production staff, now report to the Manager of Educational Technologies. In 2011-12, at the request of and with funding from Windsor's Schulich School of Medicine and Dentistry, the Centre hired an additional Audio-Visual Technician to support videoconferencing with the University of Western Ontario during the evenings. During the reporting period, the CTL also completed six job re-evaluations.

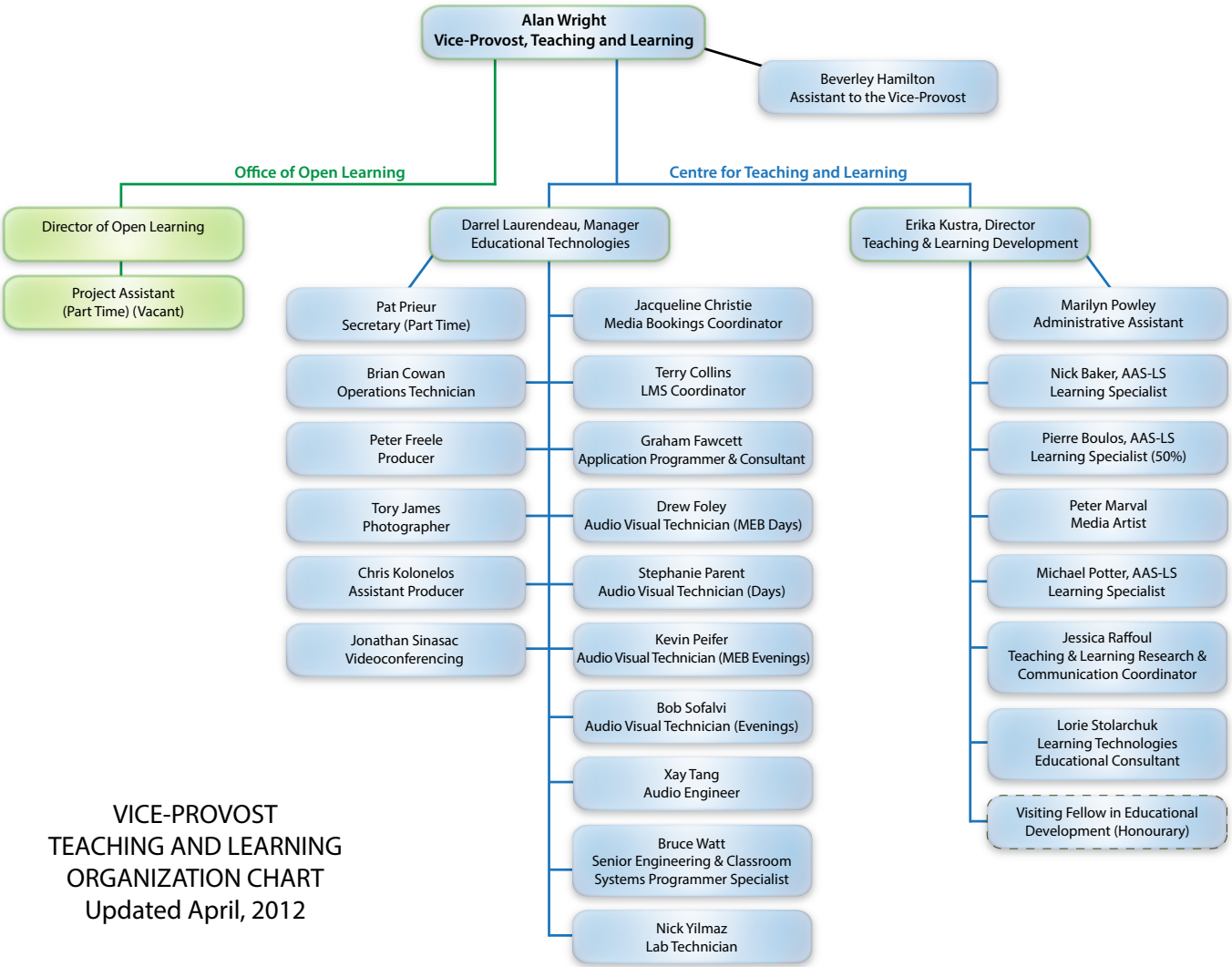

Figure 1: CTL Organizational Chart

4.0 Teaching and Learning Development Activities

In 2011-12, the CTL provided a wide-range of services in support of teaching and learning. The Teaching and Learning Development Unit worked with over 60 departments and administrative units, and faculty, staff, and students representing every academic department on campus, through its workshops, courses, and consultations. This last year saw 845 participants engaging in approximately 3,500 hours of professional development at CTL-led sessions. In addition, the Centre offered two over-subscribed credit courses, and seven half courses. CTL staff supported 12 academic units in developing new curricula and refining existing programs. The internationally recognized University Teaching Certificate received expressions of interest from 13 different institutions across the globe. The program also graduated its second cohort and welcomed 31 students in 2011-12, with another 21 registered to begin in 2012-13. The Development Unit supported grant applications for external and University-wide funding to develop teaching and learning initiatives and evaluate teaching tools. The CTL continued to provide subsidies for pedagogically-related conference travel, support for teaching-related research projects, and opportunities for faculty to share their research on teaching and learning.

4.1 University Teaching Certificate Program

Windsor's University Teaching Certificate (UTC) program is the only internationally-recognized graduate university teaching certificate program in North America[1]. This three-certificate modular program involves graduate-level course work, a selection of non-credit half courses, as well as practica, independent project work, and extensive mentoring. In 2011-12, the UTC's second cohort – eight instructors, two staff members, and one graduate student – completed the first-level certificate, *Fundamentals of University of Teaching*. Now in its third year, enrollment in the UTC has more than tripled: 31 people are currently registered in the first-level certificate (Figures 2 and 3); and by the end of the reporting period, an additional 13 registered in the first level, and eight in the second level, which will begin in 2012-13.

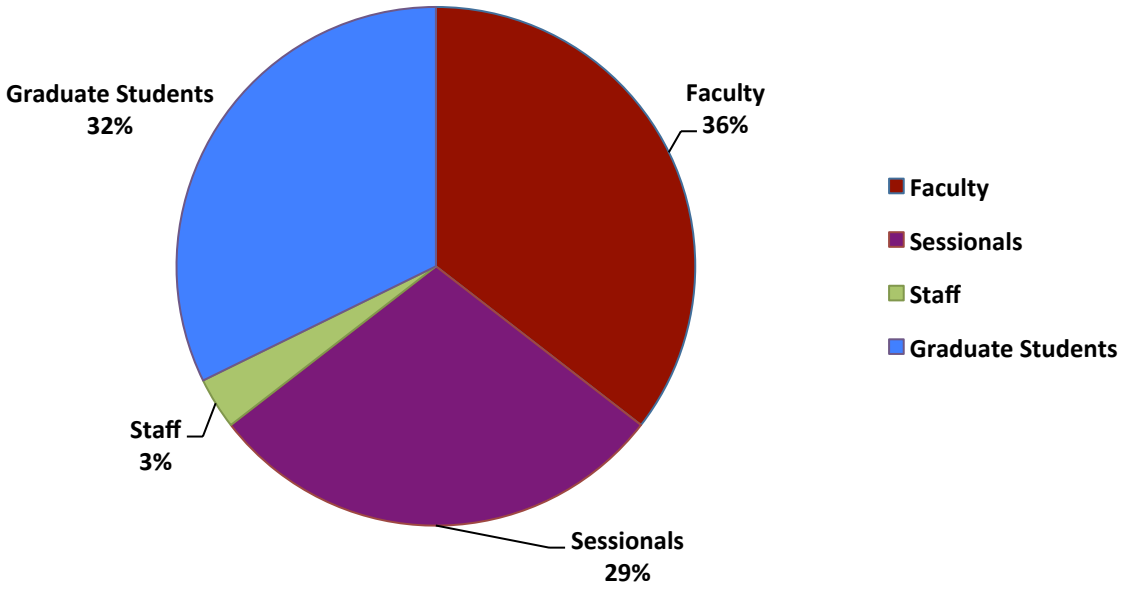

Figure 2: Percentage of Students Registered in *Fundamentals of University Teaching* by Role

[1] The UTC is recognized by the Staff and Educational Development Association (SEDA), an organization based in the United Kingdom that has been at the forefront of accrediting educational development programs both in the UK and internationally.

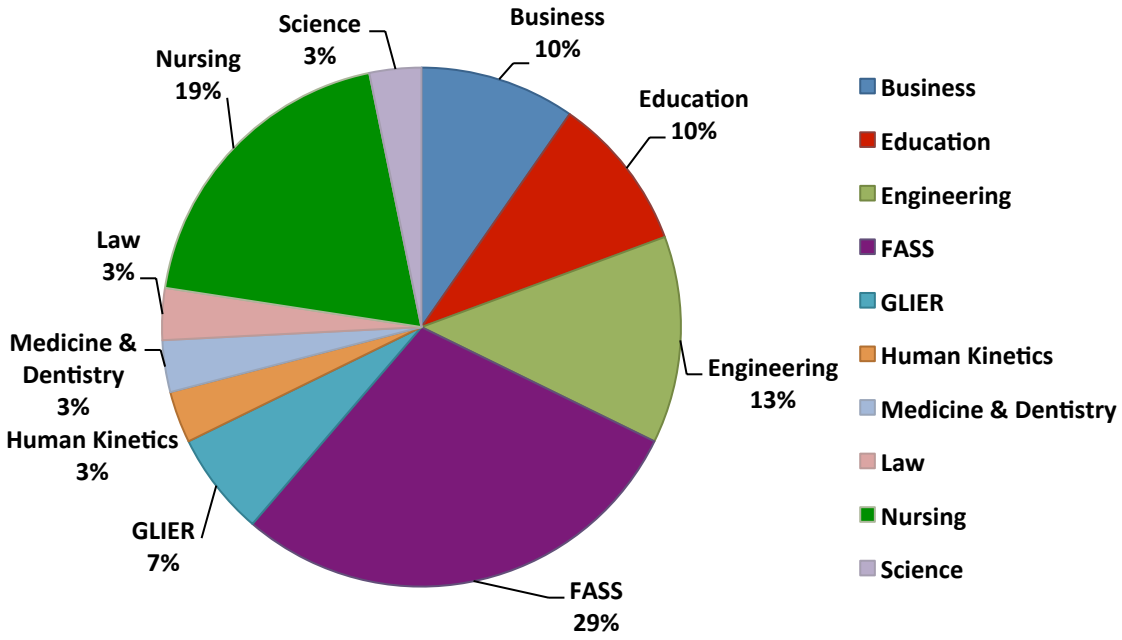

Figure 3: Percentage of Students Registered in *Fundamentals of University Teaching* by Faculty

Many participants perceive the UTC as a valuable source of professional development that impacts colleagues and students, Highly committed to their disciplines and pedagogical practice, the program's graduates and participants' exceptional contributions continue to be recognized by their colleagues and students through teaching and learning conference presentations, prizes, teaching awards, and employment opportunities. Participants report that the program has contributed to their professional growth.

The program has also garnered national and international recognition: the UTC was featured in the Council of Ontario Universities report on exemplary and innovative programs in higher education. The Centre has also received a number of requests and site visits from administrators, staff, and faculty from institutions across North America hoping to learn more about the program, including Brock University, Bowie State University, Durham College, Mount Royal University, University of Guelph, University of Saskatchewan, University of Toronto, University of Waterloo, Wilfrid Laurier University, York University, and overseas from educational developers in Norway and the UK. Scholarly evaluation and dissemination is ongoing as part of continued quality enhancement of the program. In 2011-12, Centre staff began work on a project funded by the Higher Education Quality Council of Ontario (HEQCO) to evaluate the effectiveness of the UTC's first-level certificate.

4.2 Credit Courses and Program Development

Both CTL credit courses, *Learning-Centred Teaching in Higher Education* and *Course Design for Constructive Alignment*, were over subscribed in 2011-12 (Table 1). This year saw a 10% increase in the number of full-time faculty and doctoral students participating in these courses compared with the previous year. The courses scored an average of 6.8 out of a possible 7 on the Student Evaluation of Teaching Form. Figures 4 and 5 indicate distribution of students enrolled in both courses by role and faculty.

CTL half courses afford instructors and graduate students the opportunity to explore issues and practice techniques more extensively. In 2011-12, the Centre offered the half courses *Authentic Assessment*, *Leading Effective Discussions*, *Lecturing*, and *Online Education* to 25% more participants than in the previous year. In order to accommodate requests for the *Lecturing*

course, but still maintain a smaller, more manageable class size, the Centre offered the course three times in 2011-12, including a more intensive, one-week option for those who had trouble fitting a six-week half course into their schedules.

> This summer I will be teaching my first online course. To prepare, I signed up for the *Online Education* course. Along with providing me with a wealth of resources, it encouraged me to enroll in other CLEW workshops…I can't tell you how much these meetings and the course have bolstered my confidence and knowledge-base. I am now ready to try out a whole new skill-set.
>
> *UWindsor Instructor*

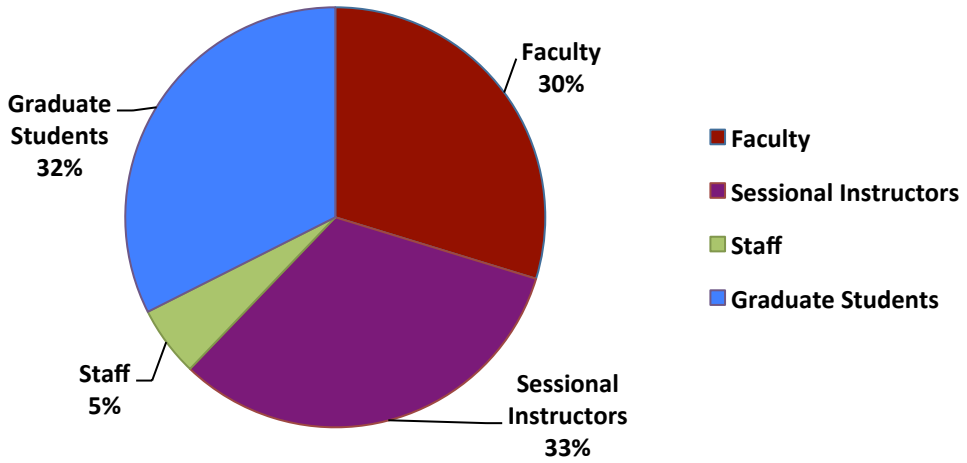

Figure 4: Percentage of Total Students Registered in Credit Courses by Role

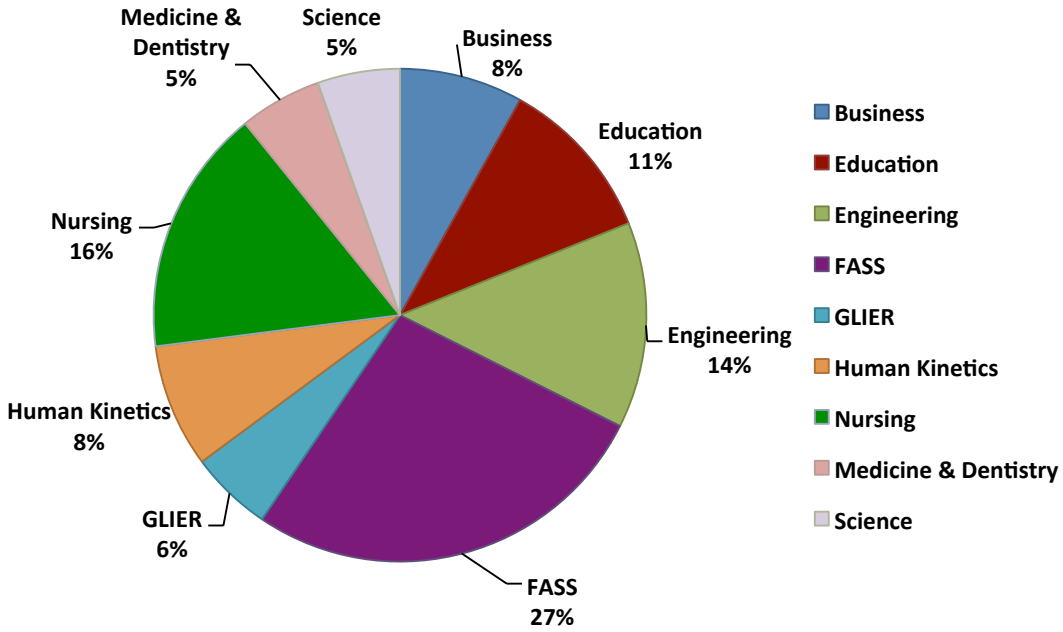

Figure 5: Percentage of Total Students Registered in Credit Courses by Faculty

Table 1: Credit Courses and Half Courses

Course	Classification	Instructor(s)	Enrolment[2]
Learning-Centred Teaching in Higher Education: Principles and Practices	Graduate credit course	Erika Kustra & Pierre Boulos	20
Course Design for Constructive Alignment	Graduate credit course	Michael K. Potter	17
Online Education	3-week intensive half course	Nick Baker & Lorna Stolarchuk	7
Lecturing	1-week intensive half course	Michael K. Potter	5
Lecturing	6-week half course	Michael K. Potter	6
Authentic Assessment	6-week half course	Nick Baker & Michael K. Potter	10
Leading Effective Discussions	6-week half course	Erika Kustra	9
Online Education	6-week half course	Nick Baker & Lorna Stolarchuk	11
Lecturing	6-week half course	Michael K. Potter	8

4.3 Workshops and Extended Sessions

The CTL reaches over 60 departments and administrative units, and instructors, staff, and students, at all ranks and in every faculty on campus, through its workshops and extended sessions: in the last two years alone, 701 unique individuals attended CTL sessions. In 2011-12, CTL staff, University faculty, and Visiting Fellows from universities across the globe offered 77 workshops, extended sessions, and half-courses on student engagement, learning technologies, inclusive pedagogies, assessment, and active learning strategies (Appendix A). Attendance increased by 40% compared to the year before (845 participants comprised of 432 unique individuals). Participants representing nearly every faculty on campus attended at least one CTL session for well over 3,500 contact hours. Overall feedback regarding workshop quality averaged 3.8 out of a possible 4. Figures 6 and 7 provide attendance and contact hours by faculty.

In 2011-12, the Centre hosted a number of more extended offerings to provide a further level of instruction and inquiry for individuals ready to take on topics in more depth than they would in regular, 1-3 hour workshops on similar topics. These longer offerings enable educators with similar concerns and interests to meet and work together and explore issues and practice techniques more fully. The Instructional Skills Workshop (ISW) is an intensive three-day workshop: each day involves a workshop in the morning, followed by a microteaching session in the afternoon, where each participant teaches a lesson and receives verbal and written feedback from other participants. This year, 15 instructors and students from the faculties of Arts and Social Sciences (FASS), Engineering, Nursing, Science, the Odette School of Business, and a Visiting Fellow from the UK participated in the ISW. In 2011-12, Dr. Jill Grose (Brock) joined the CTL's Erika Kustra to offer the Facilitators Development Workshop (FDW) to eight participants. The FDW is a 40-hour one-week intensive program for individuals who have completed the ISW, and who are interested in acting as a facilitator in future ISWs or simply wish to improve their teaching skills. The FDW completion certificate is widely recognized at Canadian and international post-secondary institutions. The Teaching Dossier Academy is designed to provide background information, workshops, peer consultation, and extensive expert individual consultation to support the development of participants' professional teaching portfolios over a period of five days. The Academy is always in demand: 19 instructors, five students, and two external faculty from across Canada were selected to participate in the fourth annual event.

In 2011-12, CTL staff were invited to present at departmental retreats, faculty and graduate student orientations, and campus-wide events. In addition, the Director of Teaching and Learning Development was invited to a number of universities across the province to present workshops and participate in roundtables on the enhancement of teaching and learning. A complete reference list can be found in Appendix B.

The Centre uses its own online registration system for CTL events, workshops, and courses. Faculty, staff, students, and

[2] Course enrolment is limited in both credit and half courses.

visitors external to the University can sign into the system and register for Centre events. This system also enables Centre staff to run a number of queries detailing total and unique registrants by role, faculty, and department. In 2011-12, over 4,500 unique users visited the Centre's registration page, and an additional 6,200 users visited the CTL's main page over 30,000 times.

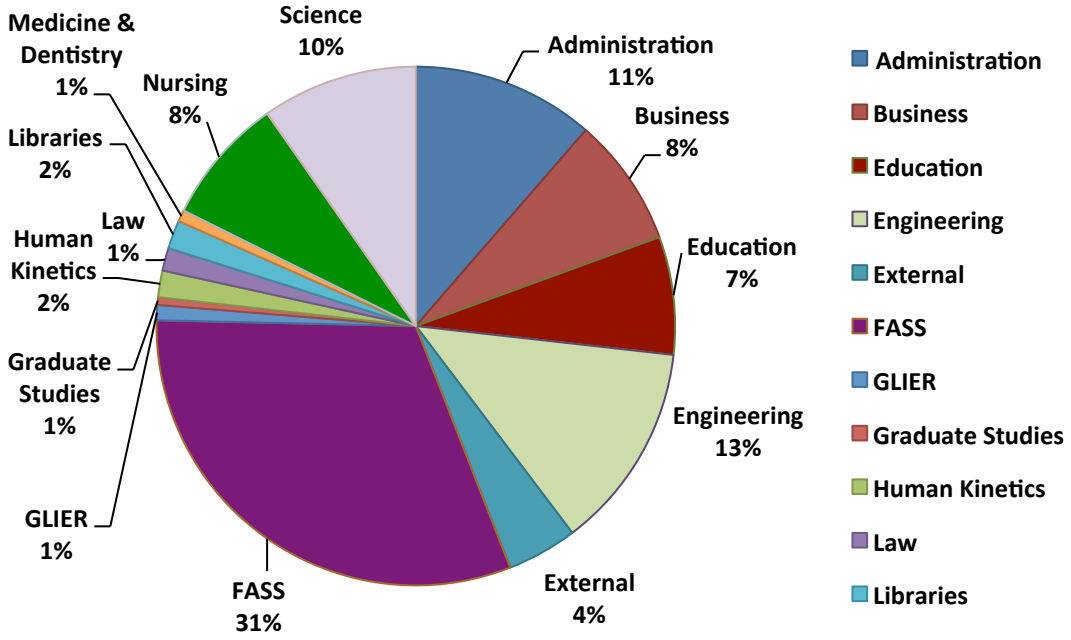

Figure 6: Workshop and Extended Session Attendance by Faculty (% of Total Participants)

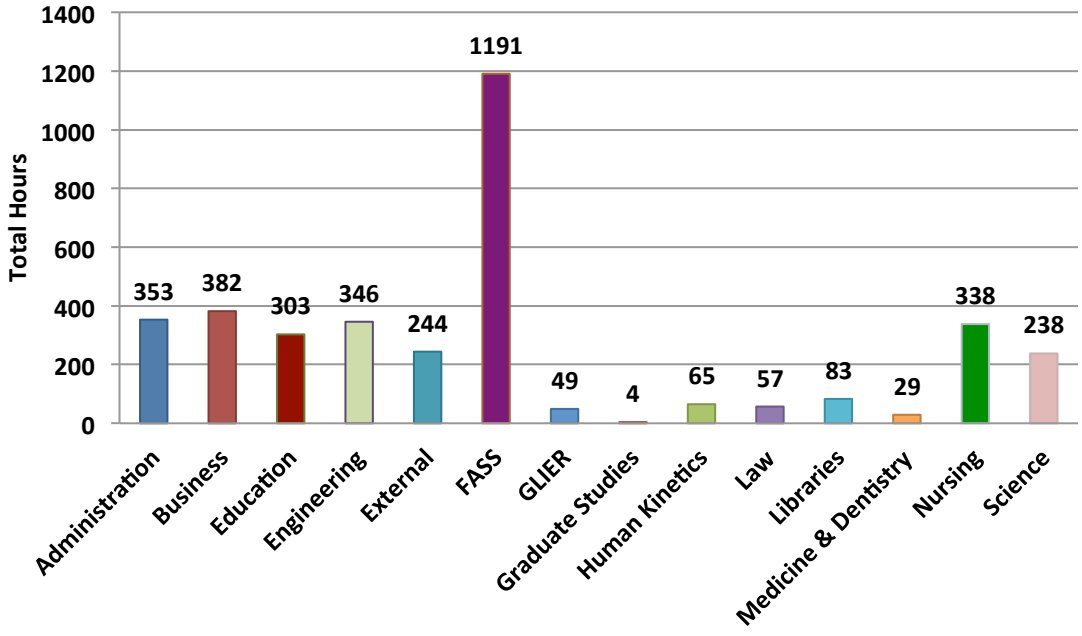

Figure 7: Contact Hours Through CTL Workshops and Extended Sessions by Faculty

4.4 Early Career Faculty

In 2011-12, the CTL offered a number of career development opportunities for early career faculty, and faculty new to the University: all faculty hired in the last three years participated in workshops and events offered by CTL staff. Early career faculty were offered preference in "limited enrollment" workshops, half courses, and events like the Instructional Skills Workshop and the Teaching Dossier Academy. In August 2011, the Centre hosted a New Faculty Luncheon on the first day of the Summer Series on Teaching and Learning to welcome new faculty and provide an opportunity for them to meet one another and members of the CTL. In July 2011, members of the CTL presented and/or co-presented three workshops at the Office of Faculty Recruitment and Retention's annual New Faculty Orientation (Appendix B).

4.5 Graduate Student Support and GA/TA Programs

In addition to regular CTL workshops and events, the Centre continued to offer graduate students, graduate assistants (GAs), and teaching assistants (TAs) support through its annual GATAcademy, enrollment in the certificate program in university teaching, the GATA Network, and individual consultations.

GATAcademy is a professional development event for GAs and TAs. Workshop topics include GA/TA professionalism, grading, facilitating discussions, lecturing, and mentoring/tutoring. The event is supported by the CTL, FASS, Science, and Engineering; though this year, 13% of the registrants were from Business, Education, and Human Kinetics. GATAcademy attendance has been steadily growing since its inception in 2008. A total of 202 GA/TAs attended the event – a 41% increase compared to 2010-11.

In 2010, the CTL and the Faculty of Graduate Studies established the GATA Network, coordinated by three graduate students and/or recent graduates, to engage with and provide support for GAs and TAs across campus. Since then, the team has delivered more than 10 workshops and practice sessions on teaching and learning issues; initiated social networking sites and a blog; launched a teaching and learning handbook, *Towards Better Teaching*; presented at international and national conferences; and most recently, developed four online learning modules for use in CLEW: lesson planning, assessment and feedback, facilitating discussions, and using technology effectively in teaching and learning. These highly useful modules also include learning outcomes, resources, exercises, and assessments. At the end of the year, this remarkable group was nominated for the prestigious Canadian Association for Graduate Studies (CAGS) and Educational Testing Service (ETS) *Award for Excellence and Innovation in Enhancing the Graduate Student Experience*.

In 2011-12, Centre staff also collaborated with the Faculty of Graduate Studies on their annual GA/TA Orientation, and continued to offer classroom observations, and one-on-one consultations to both graduate and teaching assistants. The Director of Teaching and Learning Development also co-supervises one PhD candidate and one Masters candidate, and sits on two doctoral thesis committees (internal and external).

4.6 Educational Consultations

The Centre offers voluntary, confidential consultation services to faculty: in 2011-12, CTL Development staff conducted well over 800 individual consultations with members representing every faculty on campus (more than 1,500 contact hours). Topics included teaching dossiers, educational research and career planning, assessment strategies, teaching practices, and learning technologies. CTL Development staff also met with their assigned University Teaching Certificate mentees throughout the year. In addition to these one-on-one sessions, CTL staff provided a number of classroom observations to teaching staff across campus. These observations afford instructors the opportunity to assess the quality of student learning in their classrooms, and their role in facilitating that learning.

The CTL's Learning Specialists and Director, Teaching and Learning Development, also provide one-time and ongoing support for curriculum development, re-design, and refinement. In 2011-12, the CTL provided curriculum-related consultations with representatives or teams from Law, Inter-Faculty Programs, the Bachelor of Arts in Engineering Program, Environmental Studies, Digital Journalism, Armouries Integrative Arts Program, the Aeronautics Leadership Program, the Centre for Engineering Innovation Curriculum Review Team, the Advanced Practice Nursing Program in Oncology (Online), Masters in History (Online), and the Accounting DE/Online Project. In addition, the CTL offers support for establishing learning outcomes for new and existing courses and programs.

4.7 Support for Research Into Teaching and Scholarly Inquiry

Beyond individual consultations, courses, and workshops, the Centre engages in a range of activities intended to inform, inspire, and support faculty interested in teaching and learning. In 2011-12, the Centre continued to expand the campus network of teaching and learning scholars through the circulation of teaching and learning resources, distributions lists, travel funding, grants, publications, and national and international conference presentations.

Increasing communication about upcoming CTL events and services is always a priority for Centre staff. From the more than 140 topic-based teaching and learning web resources, to the over 800 books, journals, and practical teaching guides available through its lending library, to the 1,400-person 'friends of CTL' mailing list, the Centre supports and disseminates research-based best practices and approaches to university teaching on a day-to-day basis. Faculty, sessional instructors, graduate students, and staff receive notifications of upcoming events through targeted emails, posters, Daily News, and the University's Event's page.

Faculty travel grants constitute another element of support for the dissemination of teaching and learning research and best practices. In 2011-12, 20 faculty members from 12 distinct departments and faculties made use of CTL travel funds to attend local, regional, and national teaching and learning conferences. Priority is given to faculty presenting at conferences. Figure 8 details travel grants awarded in 2011-12 by faculty.

The Centred on Learning Innovation Fund (CLIF) funds teaching and learning projects (up to $2,500) related to a theme chosen annually. CLIF grants support projects like developing new courses, improving existing courses, evaluating instructional methods, and assessing curricular needs. Since its launch in 2007, the CTL has awarded 54 CLIF grants to faculty members from the Faculties of Nursing, Business, Arts and Social Sciences, Education, Science, Human Kinetics, Law, and Engineering; and staff from the Leddy Library, the Centre for Smart Community Innovation, the International Students' Centre, the Centre for Career Education, the Office of the Vice-Provost, Students and Registrar, and the Research Ethics Board. Many products have emerged from this initiative, such as publications in discipline-specific as well as teaching and learning journals, presentations at national conferences, fundamental restructuring of courses and/or curricula, and new experiential learning models that can be used across disciplines. In 2011-12, the CTL awarded six CLIF grants; see Appendix C for the list of recipients.

CTL members further enhance the University's reputation for scholarly inquiry through presentations at national and international conferences, representation on a number of provincial bodies and committees, and publications in internationally-known scholarship of teaching and learning (SoTL) journals. Centre staff were also extremely active on external committees and review boards: Erika Kustra was Secretary for Canada's Educational Developers' Caucus (EDC); Nick Baker was member-at-large of the national, Society of Teaching and Learning in Higher Education (STLHE); Michael K. Potter chaired the Council of Ontario Educational Developers (COED); and Peter Marval and Jessica Raffoul managed and produced one of the STLHE's annual publications, *Collected Essays on Learning and Teaching* (CELT), which exceeded over 70,000 downloads by visitors across the globe in 2011-12. Please see Appendix B for a complete list of CTL staff publications, presentations, grants, committees, and memberships.

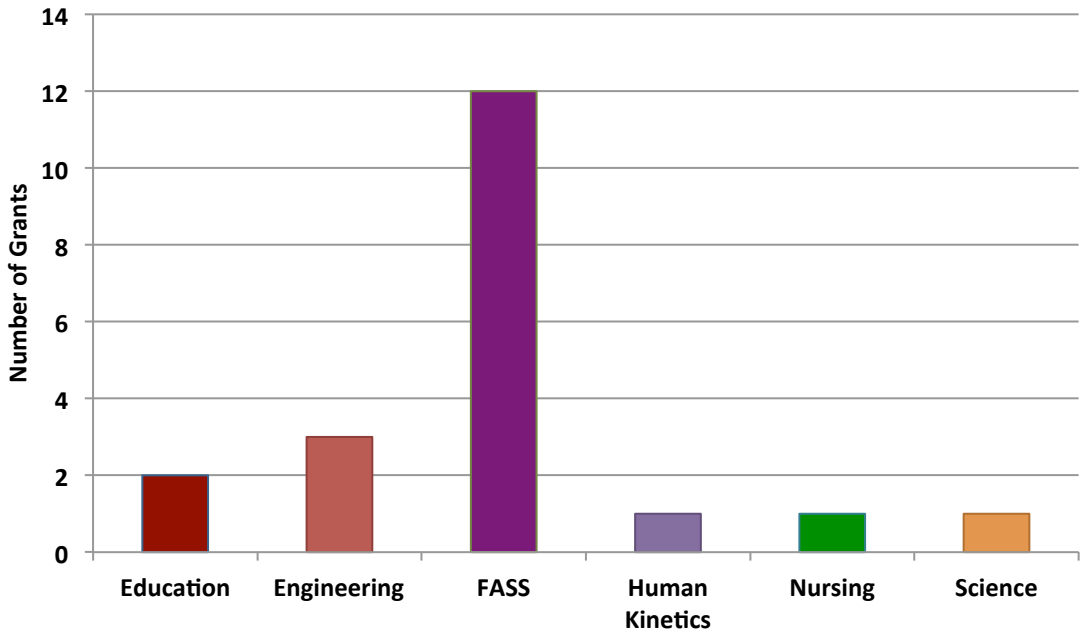

Figure 8: Awarded Travel Grants by Faculty

4.8 Teaching and Learning Grants

In 2011-12, CTL researchers received approximately $22,000 from the Higher Education Quality Council of Ontario (HEQCO) to evaluate the effectiveness of the Collegiate Learning Assessment tool as a means of enhancing pedagogical practice and student learning. During the reporting period, Centre staff continued to work on the two additional HEQCO grants, received in 2010/11, studying the impact of their teaching and learning programs (worth more than $57,000). Team members gathered data from participants who completed the first level of the University Teaching Certificate program, *Fundamentals of University Teaching*; developed a rubric for evaluating teaching philosophies using the Structure of Observed Learning Outcome (SOLO) taxonomy model, and evaluated a number of philosophies using the rubric; and began working on a literature review.

Centre staff, along with faculty from Science, Nursing, and FASS, also received two additional grants worth approximately $8,500. The first, awarded by the Sigma Theta Tau International Honour Society of Nursing, will fund the development of simulated patient scenarios for use in a new blended learning program. The second, funded by CTL's Centred on Learning Innovation Fund, seeks to develop an innovative online method for teaching threshold concepts in social work.

In 2011-12, CTL staff were successful with two Strategic Priority Fund grants, worth more than $130,000. The first project will establish, promote, and assess the initial impact of a professional and pedagogical peer consultation process designed to improve teaching, peer evaluation of teaching, and the status of teaching at the University. The second project, led by the Faculty of Education and CTL staff, will develop, design, and deliver a number of new Education graduate-level courses that will complement and/or supplement current course offerings. Centre staff also consulted with faculty members from the FASS, Science, Engineering, Nursing, Education, and the Odette School of Business on nine of the remaining 29 Strategic Priority Fund grants allocated in 2011-12. The CTL also continues to consult on and support eight grants awarded in the previous reporting period.

4.9 University of Windsor - Oakland University Teaching and Learning Conference

Figure 9: UWindsor Student, Victoria Townsend, Poster Session

The Windsor-Oakland Teaching and Learning Conference is a joint initiative of the two universities, supported by both institutions' provosts, and intended to foster collaboration and exchange about innovative and effective teaching among faculty, staff, and students. The sixth annual conference was hosted by Oakland University in 2012, attracting 142 participants from 11 different institutions. Twenty-two members of the University of Windsor community presented at the conference, exploring the theme *Excellence in Teaching and Learning*. The annual Dr. Wilbert J. McKeachie Poster Prize competition showcased 16 different projects. Windsor Engineering student Victoria Townsend tied with a faculty team from Oakland University to win the prize for her poster, *Road Trip! Building Meaningful Memories in an Experiential Continuum*. University of Windsor faculty and/or students have won the international poster prize every year since its inception.

This collaboration has also contributed to other emerging initiatives. After a number of consultations and site visits with staff from Windsor's Centre for Teaching and Learning, Oakland University Oakland University appointed their first-ever teaching and learning Director, and developed their own Centre for Excellence in Teaching and Learning.

4.10 Visiting Fellows in Educational Development

The Visiting Fellows in Educational Development program is unique in Canada, eliciting great interest from across the globe. The application process is highly competitive: at the start of the reporting period, the Centre had filled positions through 2013. Now in its fifth year, the Visiting Fellows Program has hosted 25 fellows from Australia, Belgium, Canada, Jamaica, South Africa, the United Kingdom, and the United States. Visiting fellows offer workshops, consult with faculty and administrators, collaborate on institutional and inter-institutional research, and work closely with CTL staff, providing new perspectives to enrich program development at the University. In 2011-12, the Centre hosted four visiting fellows (Table 2).

Table 2: 2011-12 Visiting Fellows in Educational Development

Name	Role	Institution
Cynthia Onyefulu	Senior Lecturer, Faculty of Education	University of Technology, Jamaica
Anne Dickinson	Head, eLearning Unit	Coventry University, UK
Cherry Stewart	Research Fellow, Faculty of the Professions	University of New England, Australia
Jane Clarke	Head, Academic Professional Development	De Montfort University, UK

4.11 Recognition of Teaching Excellence

A key element of the CTL's mandate is to highlight and celebrate success in teaching and learning. This helps to articulate a standard of quality at the University, and motivates faculty to commit themselves to establishing and fostering an effective and engaging level of instruction. The CTL recognizes teaching excellence in many ways: celebrating teaching and learning

achievements at the annual Celebration of Teaching Excellence; coordinating the submission of external teaching awards; and helping to develop faculty-wide teaching awards.

Over 250 University administrators, instructors, and students gathered on November 14 to recognize 2011-12 teaching and learning achievements (Figure 10). Attendance at the Celebration of Teaching Excellence has been growing steadily since its inception in 2006: this year saw a 25% attendance increase from the previous year. Hosted by the Office of the Provost and the Centre for Teaching and Learning, the event celebrated teaching award winners from the faculties of Arts and Social Sciences, Law, Nursing, Science, and the Odette School of Business; and recognized the winners of the inaugural Faculty of Science's Roger Thibert Teaching Excellence Award and the Faculty of Nursing, Nursing Society Teaching Awards. In addition to recognizing 30 individual honourees, the program featured the presentation of certificates to graduates of the University Teaching Certificate program. The CTL-produced video presentations featured campus-wide award winners, and a poster session highlighted teaching and learning research and development projects supported by CLIF. Guests received a souvenir booklet, which featured the award winners and photos and quotes from colleagues and students.

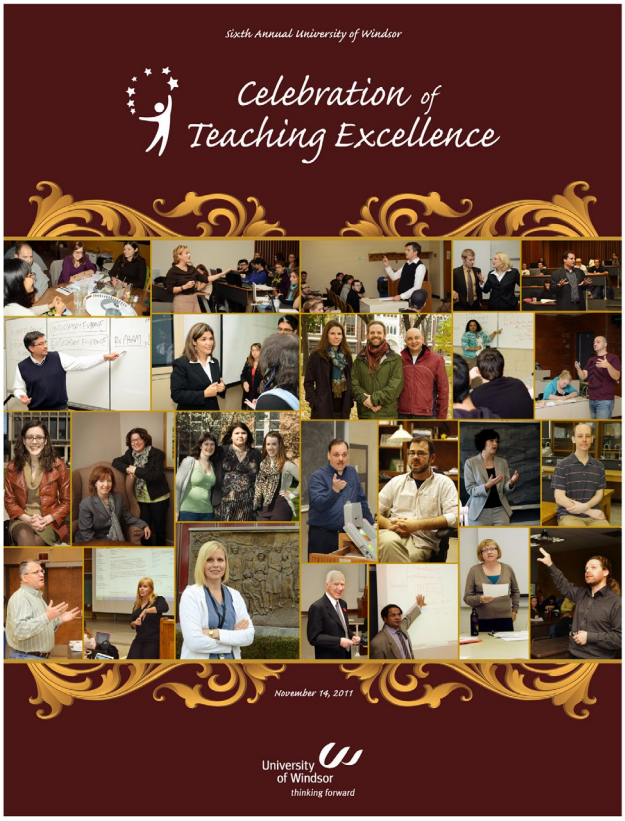

Figure 10: CTE Program Cover

The CTL also consulted with the Faculty of Science Students' Society and the University of Windsor Student Alliance (UWSA) about establishing new awards and refining existing awards. In 2011-12, Erika Kustra sat on the Roger Thibert Teaching Excellence Award Selection Committee and the Ryerson University Teaching Award Selection Committee (as an external representative); Michael K. Potter coordinated the GA/TA Awards for Educational Practice and Educational Leadership; and Alan Wright was a non-voting member for the Alumni Association's Award for Distinguished Contributions to University Teaching Committee.

External recognition of the many excellent teachers at the University builds pride and positively contributes to Windsor's reputation as an institution committed to providing its students with an exceptional educational experience, beginning with the quality of instruction. In 2011-12, the Centre coordinated two Ontario Confederation of University Faculty Associations (OCUFA) Teaching Award nominations (Figure 11). Winners will be announced in 2012-13.

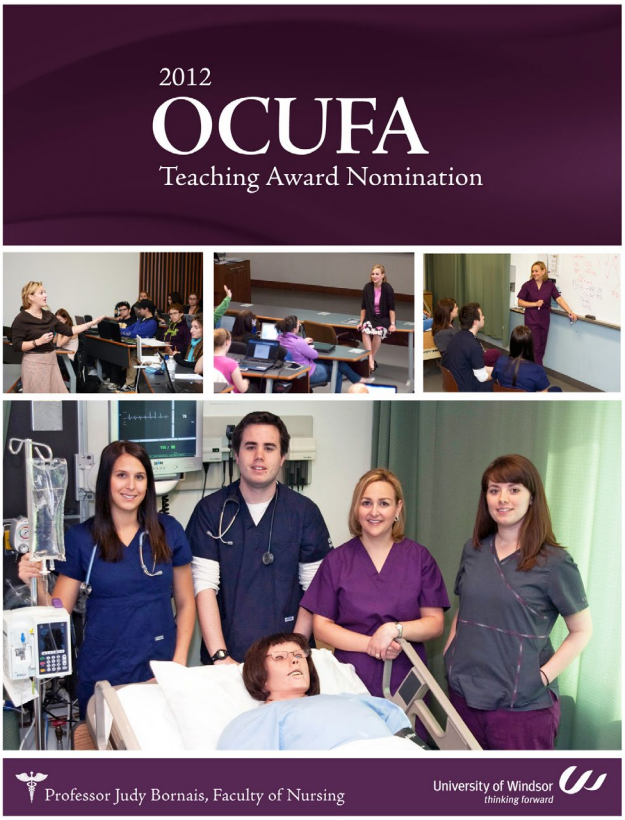

Figure 11: OCUFA Cover

5.0 Teaching and Learning Technologies Activities

In 2010-11, the CTL's Teaching and Learning Technologies Unit conducted thousands of individual and group consultations with instructors, staff, and students representing every faculty on campus. Topics included in-class and asynchronous learning technologies, the installation of classroom technologies, media production services, videoconferencing, and learning spaces. Centre staff also delivered more extended training sessions: over 200 faculty members and students from FASS, the Odette School of Business, and the Educational Development Centre attended sessions on topics including ProTools, uView, camera and lighting techniques, and studio use.

The reporting period also saw many successful developments. Centre staff developed and launched the Service Request form, an electronic tool that enables users to remotely request CTL services; the newly branded video submission and catalogue system, uView, from which users watched over 3,500 videos more than one million times; a CLEW Help Wiki, an online help system which users accessed more than 7,000 times in its first two weeks; and an evergreening plan for the strategic replacement of classroom technologies. Blackboard Collaborate, the University's synchronous online collaboration tool, went live in 2011-12, and Teaching and Learning Technologies and Development staff began the first phase of the learning management system review by distributing a survey campus-wide. The media production team also worked with hundreds of faculty and students across campus to develop high-profile promotional videos, which are broadcast globally via uView.

5.1 CLE*W*: Learning Management System

Learning management systems (LMS) are personal learning environments, and when used most effectively, can impact student engagement, experience, and learning. Uptake of the University of Windsor's Sakai-based learning management system, CLE*W* (Collaboration and Learning Environment Windsor), has increased every year since its inception: by Fall 2011, 96% of students registered at the University were enrolled in at least one course that used CLE*W*, and at any given time during the Fall and Winter semesters, well over 2,500 users are concurrently online in CLE*W*. CLE*W* is also used by research, student, and staff groups and faculty for professional development purposes: in 2011-12, CLE*W* supported 82 project sites. Clearly, the LMS is a critical component of the learning environment at the University of Windsor. See Table 3 for a semester-to-semester comparison from Winter 2009 to Summer 2012, indicating the percentage of courses with CLE*W* sites each semester.

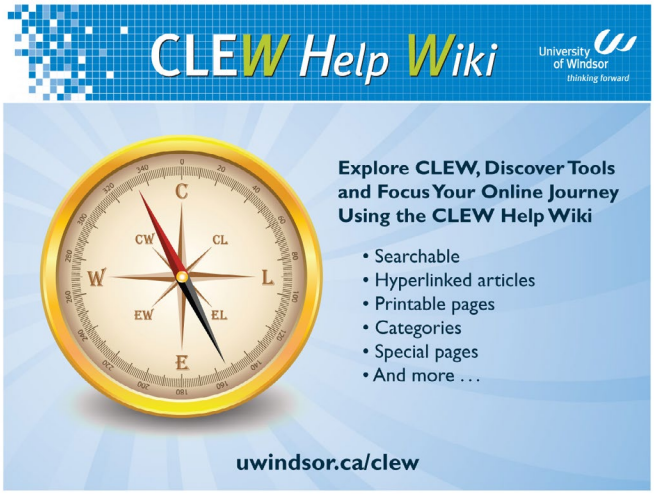

Figure 12: CLE*W* Help Wiki Promotional Materials

Table 3: 2011-12 Percentage of Courses With CLE*W* Sites[3]

Faculty	Winter				Fall			Summer		
	2009	2010	2011	2012	2009	2010	2011	2010	2011	2012
Business	83%	82%	94%	95%	86%	86%	91%	80%	73%	80%
Education	45%	60%	60%	66%	59%	60%	69%	23%	26%	35%
Engineering	47%	56%	64%	105% [4]	52%	60%	102%	47%	49%	95%
FASS	41%	45%	51%	57%	47%	51%	60%	41%	55%	58%
GLIER	0%	0%	33%	0%	0%	20%	0%	50%	0%	0%
HK	67%	73%	79%	84%	70%	77%	100%	69%	50%	54%
Inter-Faculty	50%	83%	71%	71%	50%	67%	36%	0%	25%	67%
Law	31%	46%	41%	44%	29%	40%	39%	0%	0%	0%
Nursing	96%	99%	95%	108%	100%	89%	101%	67%	68%	75%
Science	53%	57%	64%	89%	38%	56%	87%	39%	44%	58%
Total	**52%**	**59%**	**63%**	**68%**	**53%**	**59%**	**66%**	**48%**	**53%**	**65%**

Now in its fifth year, CLE*W* will undergo its first formal review in order to assess its effectiveness and usability as well as identify areas of improvement. In November 2011, the CLE*W* Team (members from the CTL and IT Services) began the first phase of the review by administering a survey to students, staff, and faculty. More than 1,000 faculty, staff, and students participated in the study. At the end of the reporting period, Centre staff drafted a CLE*W* report summarizing the data collected from the survey and outlining a number of recommendations to help improve the LMS for all user groups across campus. The report will be widely distributed in 2012-13.[5]

In 2011-12, the University of Windsor joined one third of Canadian universities outside of Quebec who did not sign the copyright license drafted by the Association of Universities and Colleges of Canada (AUCC), Access Copyright, choosing instead to promote digital licensing agreements, educational exceptions, open-access content, and case-by-case payments to publishers for other materials copied by faculty, staff, and students. The Director, Teaching and Learning Development, chaired the CLE*W* Copyright Committee, which pulled together staff from Leddy Library, IT Services, Document Services, the University Bookstore, Legal Services, and the Faculty of Law. Joan Dalton, Leddy Library, drafted information resources for faculty and students, which are posted on the Leddy Library website and can be accessed from the CLE*W* Wiki website.

CTL's LMS Administrator is generally the point of first contact for instructors using CLE*W*. In 2011-12, the LMS Administrator uploaded 218 online quizzes to course sites, and provided approximately 300 consultations per week with instructors. The Learning Technologies Educational Consultant is responsible for demonstrating the capabilities of the system and developing a training program for instructors. This year, instructors and graduate assistants representing nearly every faculty on campus attended 74 workshops. The Learning Technologies Educational Consultant also delivered three invited sessions to instructors in the Faculty of Nursing, faculty at the University's New Faculty Orientation, graduate students as part of the annual GATAcademy, attendees at Campus Technology Day, as well as numerous consultations with faculty, sessional instructors, and staff.

In Fall 2011, CLE*W* underwent a complete system upgrade to help improve the functionality of several key tools, and address a number of performance issues. The Learning Technologies Educational Consultant also introduced a documentation wiki – an online help system that enables users to search for specific terms, link to other tools, and print instructional documentation (Figure 12). The CLE*W* Wiki has been well-received: in its first two weeks, students accessed the "Getting Started" page more

[3] SIS data was retrieved from the Office of the Registrar, and CLE*W* data was retrieved from the CLEW database. Lab sections are excluded, as are sections that exist for administrative purposes and were not available to students.

[4] A number of courses in Engineering and Nursing have more than one CLE*W* site per course; for example, in Winter 2012, all Engineering courses had a CLE*W* site, and some more than one, which contributes to a percentage higher than 100 (i.e., 105%).

[5] This report is available upon request.

than 7,000 times. By the end of the reporting period, members of the CTL began working and consulting with global members of Sakai, the open source software that CLE*W* is founded on, to test the latest version of Sakai and draft support documentation that would be necessary in light of an upgrade.

5.2 Evergreening Plan

Over the last 10 years, the CTL has installed multimedia technology in nearly all general-purpose classrooms on campus. Unfortunately, early installations in a large number of classrooms are now reaching the end of their effective life and are becoming unusable and inefficient leading to increased risk of equipment failure. For example, the audio-visual system in Erie Hall 1120 is 10 years old, well past its industry-projected lifespan. Every Monday through Thursday during the Fall/Winter semester, 25 different first and second-year classes, more than 20 instructors from nearly every faculty on campus, and just over 10,000 students, back-to-back, from 8:30am to 10:00pm, frequent the large lecture hall. At any given time, the equipment could fail, obviously impacting faculty and students alike.

Facing this impending crisis, the CTL began to identify strategic approaches to classroom equipment replacement. After consulting with the Ontario University Education Technology Directors Association (OUETDA) and representatives from a number of universities across the province, Centre staff drafted an Evergreening Plan, a long-term strategic and cost-effective plan for the purchase, upgrade, and maintenance of classroom technology.[6] Centre staff presented this plan to University administration in December 2011, and submitted a proposal to the Strategic Priority Fund in January 2012. The project seeks a budget of approximately $350,000 a year, which does not include anticipated upgrades to equipment in the Centre for Engineering Innovation or the downtown campuses. Though costly, this initiative directly and inevitably affects instructors and students from every faculty on campus. By the end of the reporting period, the CTL received $100,000 in shared funding with Leddy Library, for maintaining general purpose learning spaces. In 2012-13, staff will use this money to renovate urgent and high priority classrooms like Erie 1120.

5.3 Classroom Renovations

The past decade has seen a major shift in the way educational technologies are used in the university classroom. With classroom technologies, instructors are able to deliver course material in ways that are more adaptive to student learning styles, for example, through videos, simulations, online discussions, classroom response systems, PowerPoint presentations, etc. A key element of the CTL's mandate is to maintain the University's learning spaces, providing rooms with high performance, reliable technology that inspire innovative, creative, interactive teaching.

In 2011-12, the CTL partnered with Facilities Services to completely renovate three general-purpose rooms in Dillon Hall (353, 359, and 366), into fully equipped Digital Media classrooms. Each room now has two large projectors on which instructors can display different images and/or videos simultaneously; new consoles with a computer, digital outputs (i.e., HDMI) for laptops, document camera, BluRay, DVD, and VHS players; and an automated lighting system with motion sensors. In addition to these major renovations, staff upgraded and/or repaired control software in 16 classrooms in the Biology Building, Chrysler Hall North and South, Dillon Hall, Erie Hall, Essex Hall, and the Odette Building; and installed SMART Boards three classrooms in Erie Hall and one in Lambton Tower. Staff also renovated the Centre's sound studio, Lambton G140. The large studio now has a new computer, console, and more importantly and notably, a Control 24 board. Ideal for large professional sound studios, the Control 24 is a full surround sound editing system with 16 built-in preamps, which enables users to record up to 16 channels at once. Further, users can control any parameter of any plug-in – simply, users can control the entire studio right from the desk. This system revolutionizes the way the facility is used, and is a strong recruitment tool. In the last year, the newly renovated room was well-received across campus: students, faculty, and staff from the Department of Communication, Film, and Media Studies, the School of Music, and the CTL used G140 for nearly 1,500

[6] This report is available upon request.

hours in 2011-12, up 85% from the year before. In 2011-12, members from the CTL offered expertise and support through one-on-one and group consultations on the design of classrooms and labs in the Centre for Engineering Innovation building, the third floor of the Medical Education Building, the Odette Building, and the downtown campuses. See Appendix B for a list of on-campus committees related to classroom design.

In 2011-12, the CTL launched a newly improved version of its Classroom Database, a tool which enables instructors to remotely view general-purpose classrooms, identify seating capacity and the types of technology tools available in these classrooms, and request audio-visual (AV) equipment. Each classroom entry now consists of a description and photos, installed equipment, notes about special features and uses, and instructions on the use of the installed equipment. In the coming months, CTL staff plan to integrate the UWindsor Virtual Campus Tour directly into the Classroom Database.

5.4 Facility Use

The Centre houses state-of-the-art multimedia facilities open to students, faculty, and staff across campus. This includes a multimedia lab with 40 computer stations, two production studios, three sound studios, a master control area, and a meeting space with a Smart Board and rolling tables and chairs. The Centre's multimedia spaces are a teaching and learning hub, and the energy and productivity in these innovative, non-traditional "classrooms" are infectious:

- instructors and students in Music, Dramatic Art, Communications, and other programs use the studios to practice and enact theories they learn in class;
- instructors in Nursing videotape medical scenarios which are used as teaching and/or study tools;
- students in Communication, Film, and Media Studies use the production studios to produce professional, mastered multimedia projects in an environment which mimics the work world;
- the Noiseborder Ensemble, an eclectic group musicians and artists, use the studio spaces for their experimental, multimedia performances, which draw out new crowds from across the community; and
- Centre staff use the facilities to photograph and videotape speakers and other influential groups who visit the University for use as promotional and/or recruitment tools.

In 2011-12, the CTL's multimedia facilities were used for a total of 6,460 hours. The School of Computer Science and the Centre for Language Development were primary users of the 40-computer Multimedia Lab (G125). The School of Music, Dramatic Art, Department of Communication, Film, and Media Studies, CTL, and other non-academic units were primary users of the Centre's two production studios and three sound studios. Instructors and upper administration used the CTL's meeting space (G137A) for meetings and other events. Table 4 and Figure 14 provide room use and contact hours by department/faculty.

Figure 13: CTL Facilities

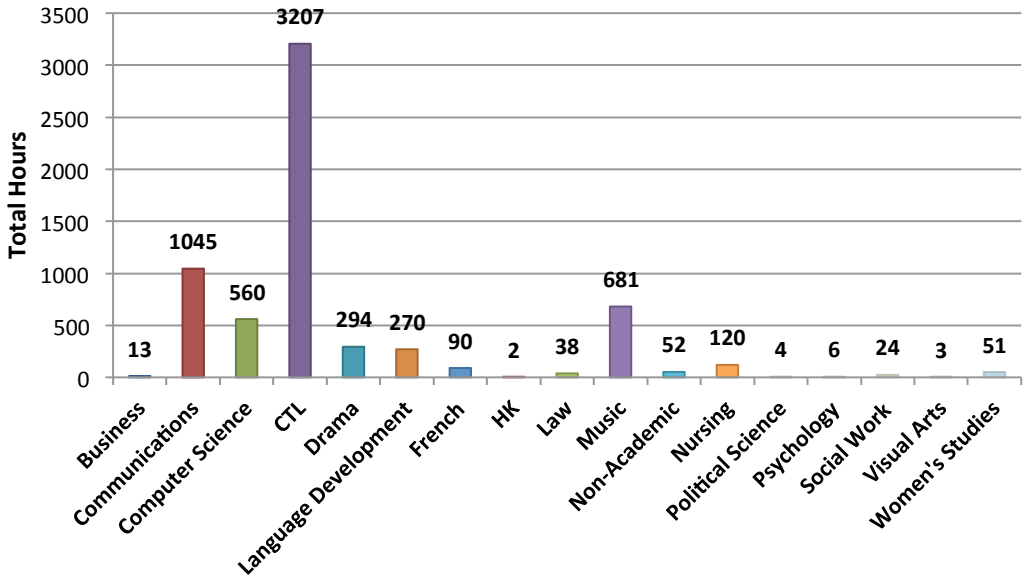

Figure 14: CTL Facilities Use by Department/Faculty

Table 4: Studio and Multimedia Lab Hours

Room	2009-10 Hours	2010-11 Hours	2011-12 Hours
Production Studios	2698	2794	2793
Sound Studios	890	1998	2002
Multimedia Lab	997	1058	1020
Meeting Space	720	580	645
Total Hours	5305	6430	6460

5.5 Classroom Learning Technologies

The number of major and minor classroom renovations led to an 11% drop in audio-visual equipment requests in 2011-12 (Figure 15). On the other hand, the Audio-Visual Technicians conducted twice as many consultations with instructors than in 2010-11: staff provided approximately 1,000 instructor consultations per semester by phone, email, or in person, and 100 one-on-one sessions with students preparing for course and thesis presentations. CTL Technicians and Engineers were also responsible for maintaining rolling stock and classroom multimedia equipment, which involved approximately 20 maintenance or repair tasks per week; as well as set up for major campus events including Convocation, Head Start, and Campus Technology Day.

Since 2009, the number of instructors using clickers in their classes has gone up by 13%. Lorna Stolarchuk, the CTL's Learning Technologies Educational Consultant, and Brad Ketelaars, a Technology Solutions Consultant with Nelson Education, presented five workshops (Appendix A). Figure 16 reflects clicker use in courses according to department/faculty.

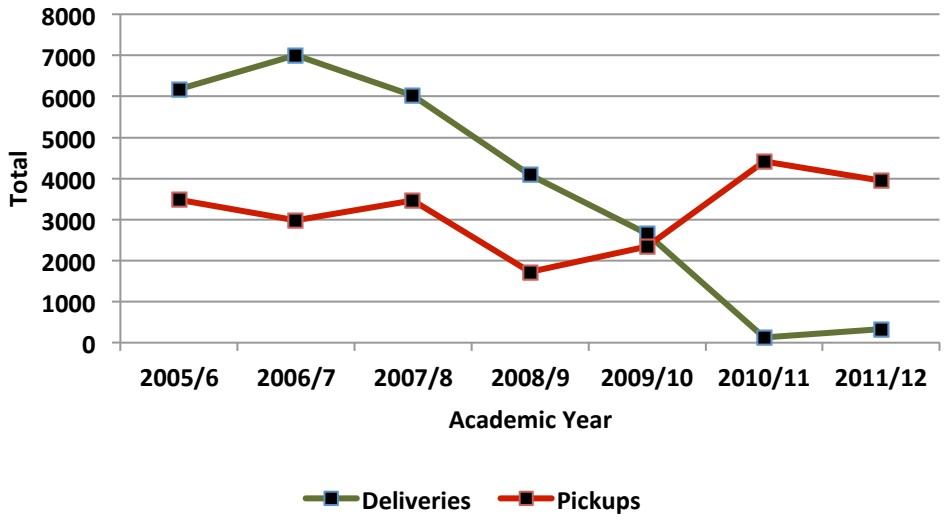

Figure 15: 2005-2012 AV Deliveries and Individual Pickups

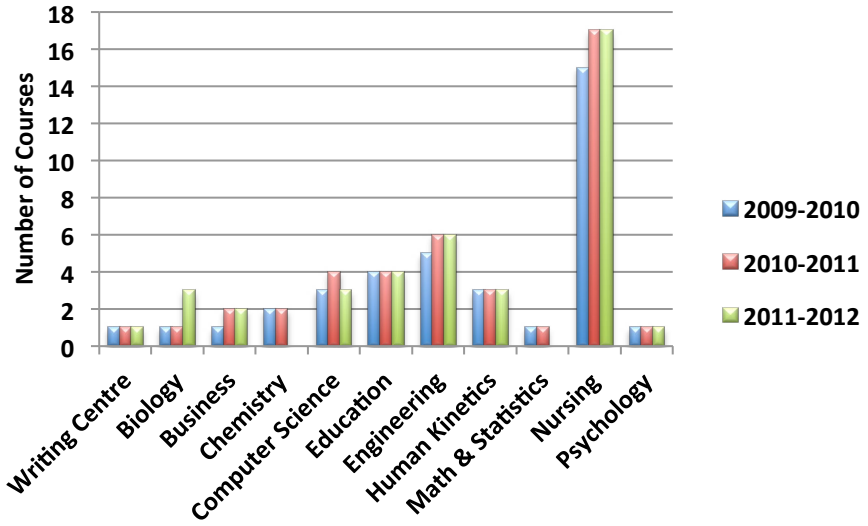

Figure 16: 2009-2012 Clicker Use in Courses by Department/Faculty

5.6 Video Production and Photography

The Centre is staffed with experienced producers, videographers, editors, and engineers who offer comprehensive production and post-production services to the University community. From the University's Convocation ceremonies, broadcast locally on Cogeco Cable – to the countless one-on-one sessions with instructors, students, interns, and volunteers – the Centre's multimedia production team reaches nearly every department and non-academic unit on campus, and thousands across the globe who tune in through uVIEW.

The CTL's multimedia team provides equipment, set-up, and technical support for the annual Celebration of Teaching Excellence, establishing and maintaining an elegant, smoothly run event, year after year. In 2011-12, the team dressed the

room with a large projection screen, a photography hub, and spotlights and other audio-visual equipment affixed to the ceiling. CTL engineers provided audio support during the awards presentation; videographers documented highlights and interviewed attendees for a promotional video, which aired, edited and mastered, in the University's Daily News less than 24 hours after the event; and the photographer captured take-home shots of the winners. The team's set up and support of the annual event has always been applauded: event committees across campus are continually requesting, "the same event set-up as the CTE's."

CTL support of the University's Convocation ceremonies includes video coverage using a four-camera set up, photographic support complete with two photographers, real-time video recordings projected onto screens and monitors, and audio coverage and engineering. In 2011-12, two sessions of the Fall Convocation and six sessions of the Spring Convocation proceedings were video recorded, webcast live, edited for broadcast on Cogeco Cable, duplicated for distribution, and archived on the Centre's uView system. The CTL video production team also produced a series of promotional videos including a myUWindsor Mobile App promotional and information videos, a profile of University of Windsor graduate and entrepreneur, Richard Peddie, and Dr. Charlene Senn's *When a Kiss is Not a Kiss: Sex Without Consent,* a video shown to first-year University students. See Appendix D for a catalogue of the Centre's 2011-12 video projects.

The CTL photographer is available for location, studio, and tabletop photography to University clients for website content, online feature articles, marketing and advertising campaigns, and profiles and portraits of University faculty, staff, students, and visitors. Stock images will be available for online browsing with the launch of the Centre's Photography Database. Along with support for annual campus events, such as Convocation, the Celebration of Teaching Excellence, and the University of Windsor-Oakland University Teaching and Learning Conference, the Centre's photographer covered a number of special events both on and off campus in 2011-12. These included open houses and presentations surrounding the announcement of the University's Downtown Campus; campus events like the Research Recognition Awards, Retirees' Dinner, and Scholarship Donor Thank-You Breakfast; and numerous Centre workshops and Visiting Fellows. See Appendix D for a catalogue of the Centre's 2011-12 photography projects.

5.7 uView: Video Catalogue and Submission System

Uptake of the Centre's video catalog and submission system has increased every year since its inception in 2009-10. Rebranded as uView in 2011-12, this user-friendly system enables users to upload and embed videos directly onto their websites and in CLEW. The system automatically determines the best encoding settings to provide high quality viewing for all users, regardless of their Internet speed and connection. Users can also create playlists so viewers can watch a sequence of videos, for example, on a single CLEW site. In 2011-12, users uploaded 2,315 videos, representing a 69% increase from the year before (Figure 17). uView currently houses class presentations, lecture captures, CLE*W* instructional and how-to videos, Convocation ceremonies, campus promotional videos, and distinguished visitor interviews.

The system has had an obvious effect on video streaming as catalogued videos are more easily accessible: University and community members watched over 3,500 videos, 1,158,612 times, for over 65,000 hours. This represents a 32% increase from the year before (Figure 18).

> Through effortless uploads to my CLEW course sites, uVIEW promotes interactive learning in the classroom by allowing students to review the videos of their in-class performances, giving them the unique opportunity to appraise their work on their own terms critically.
>
> *Dr. Deborah Cottreau*

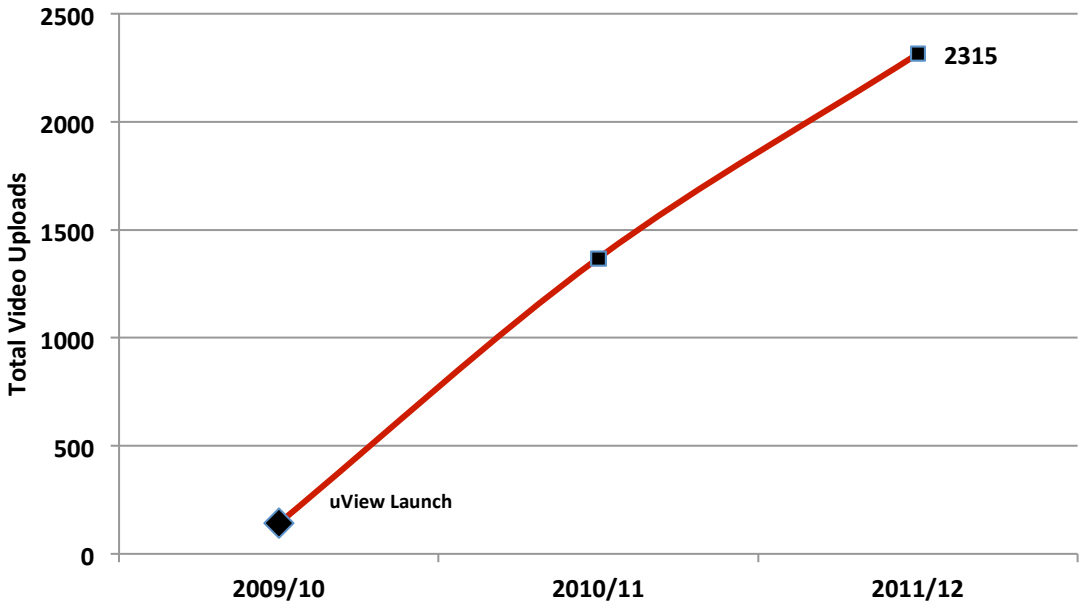

Figure 17: 2009-12 Total Number of uView Video Uploads

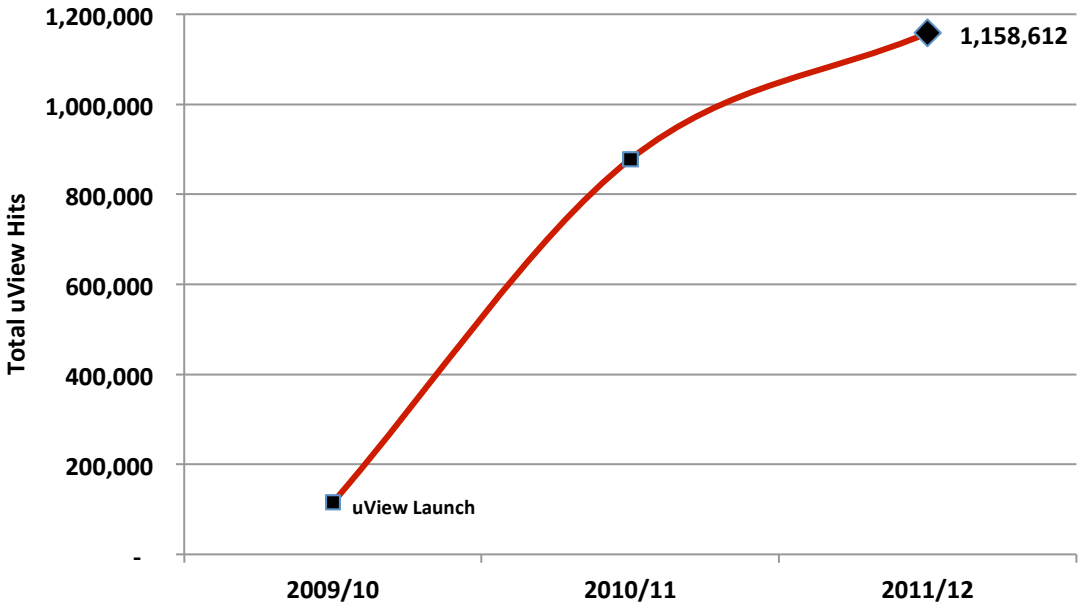

Figure 18: 2009-12 Total uView Video Hits

Centre staff have offered workshops, an information session at Campus Technology Day, and numerous one-on-one consultations with faculty on how to use the system to their advantage (Figure 20). Feedback has been very positive, with faculty from across campus championing its usability and efficiency, and noting CTL technical staff's excellent service. In 2011-12, instructors also uploaded 180 podcasts of lectures, workshops, and guest speakers to the Internet using an RSS feed.

Figure 19: uView Promotional Business Card

5.8 Videoconferencing

The University encourages research and teaching excellence and real-time collaboration with academics across the world through classroom technologies like videoconferencing. In 2011-12, the Centre supported videoconferencing in the Medical Education Building (MEB), Lambton Tower, and the Toldo Health Education Centre. The University of Western Ontario Schulich School of Medicine & Dentistry – Windsor Program depends heavily on the videoconferencing equipment in the MEB. The CTL employs a full-time technician in the MEB to support videoconferencing with the University of Western Ontario, and in 2011-12, received funding from the medical program to hire an additional person for support during the evening shift. The technicians also provide one-on-one consultations to instructors on operating the equipment. Other videoconferencing facilities across campus were primarily used for doctoral and masters' thesis defenses requiring external committee members, and job interviews. Table 5 summarizes videoconference services from 2008-2011.

Table 5: Videoconferencing Services

Reporting	Requests	Hours	Tests	Test Hours	Total Calls	Total Hours
2011	128	278	44	32	172	310
2010	119	271	54	36	173	306
2009[7]	134	277	40	24	174	301
2008	235	519	40	32	275	551

5.9 Blackboard Collaborate

In 2011-12, CTL Learning Specialist, Nick Baker, chaired an interdisciplinary project team of faculty from the faculties of Arts and Social Sciences and Engineering, and staff from IT Services and CTL, that researched, evaluated, and selected a tool for synchronous online collaboration. Blackboard Collaborate gives University of Windsor instructors, staff, and students access to a highly stable virtual classroom, office, and web conferencing facility at no cost to the individual or department. This tool eliminates the need to physically be in the same place to learn or collaborate on projects, and provides more stable, highly flexible virtual classrooms/offices with video and audio capabilities, a whiteboard, text chatting, breakout rooms, desktop and application sharing tools, web-tours, polling, and a quizzing module. All interactions can also be recorded so that students and other collaborators can go back and review information as needed. After trialing the tool in the Summer and Fall 2011 semesters, Blackboard Collaborate was rolled out across campus in Winter 2012. Campus uptake has been considerable: from January 2012 until June 2012, users have logged onto Collaborate 1,837 times for over 1,600 hours; and 110 faculty and staff representing every faculty on campus moderate 159 individual sessions, of which 95 (60%) are for formal courses, and the remainder for a shared research group projects, conferences and webinars, or meeting spaces for units. Nick Baker and Pritz Bristow (IT Services) have further supported the implementation of Blackboard Collaborate across campus, specifically through workshops, student training sessions, one-on-one consultations on design and implementation, system administration, advertising, and user documentation.

[7] The introduction of web conferencing led to the drop in videoconferencing requests in 2009.

6.0 Challenges

In the last year, the CTL has faced a number of challenges and consequently, opportunities for growth and development.

Classroom Multimedia Equipment: An Evergreening Plan

The CTL is seeking funding to launch a sustainable, long-term classroom equipment replacement plan. The multimedia equipment in nearly all of the 64 general purpose classrooms on campus is at or nearing the end of its projected lifespan: this includes sound systems, control hardware, speakers, projectors, screen and lighting controls, switchgears, consoles, computers, document cameras, touchscreens, DVD and VHS players, and video switchers. The growing number of classrooms falling under the CTL's purview coupled with budget and resource constraints and increased equipment failures, is leading to an ad hoc, piecemeal approach to provision of service as parts are cannibalized to support aging systems no longer supported by vendors. Classrooms are a shared resource, and multiple instructors have access to classroom technologies every day of the week, around the clock: faulty equipment impacts both students and instructors from every faculty on campus.

The plan serves as a bridge between established standards and classroom practice, protecting past investments by improving the reliability and usability of current investments. Maintaining the University's learning spaces by forward thinking and planned renovations improves learning for all students and the working environment for all instructors, resulting in a stronger sense of student, staff, and faculty identity and pride in the University.

CTL Programs: Assessing Impact

Centres for teaching and learning across the province have reported difficulty identifying effective, valid ways to measure the impact of their programs while maintaining participant anonymity. Because student learning is impacted by a number of issues, many of those beyond an instructor's control, it is difficult to accurately assess the impact of any single intervention. Researching and evaluating possible solutions requires time and resources. The CTL has received external funding to assess the effectiveness of its graduate teaching development programs (GATAcademy), graduate student programs and the University Teaching Certificate Program. While balancing time, commitments, and resources, staff must find ways to assess program impact in a way that is sustainable and conclusive.

Teaching and Learning Technologies: Learning Management System (LMS) Review

This year, the CLEW Team (members from CTL and IT Services) administered a survey to students, staff, and faculty as part of the first phase of the LMS review. The challenge specifically is to manage the LMS review in an effective, comprehensive, and timely fashion, in light of budget limitations. CTL staff will continue to work with IT Services and other University partners to identify the most effective approach to learning management system growth and sustainability.

The Centre must also find ways to support and sustain new initiatives, including Blackboard Collaborate and ePortfolios. The CTL will work on finding sustainable support for Blackboard and ePortfolios using existing resources, online tutorials, and University experts, and will work with the Director of the Office for Open Learning on piloting ePortfolio software that can be used across the institution. The Centre is examining ways of using technology to support sessional instructors on campus. For example, many sessional instructors are not included on electronic lists until later in the term, therefore missing orientation opportunities.

Overall, the CTL faces budget, staffing, and resource constraints and has been working to enhance overall efficiency and productivity, especially in the wake of the elimination two management positions. Staff is currently reviewing priorities and strategically re-allocating work to better serve the growing demand for CTL services.

7.0 *Moving Forward*: Future Goals

> The Centre will lead an ongoing strategic and intentional development of the teaching and learning culture on campus…and will be an international leader in educational development.
>
> ~ *CTL Vision*

Moving forward, the Centre for Teaching and Learning will continue to guide, support, and enhance the teaching and learning mission at the University, contributing further to the University's highly collaborative, collegial, professional culture of scholarly and effective teaching and research. Centre staff will work with representatives from universities across the globe to bring new perspectives and enrich program development on campus, especially in light of current and future issues proposed by the Ontario Ministry of Training, Colleges and Universities. Given the Ministry's interests, the CTL will also re-examine and clarify departmental priorities keeping in mind budget constraints. This includes further work on identifying ways to assess the impact of CTL programs and services.

In 2012-13, the CTL will introduce the University Teaching Certificate Program's second-level certificate and will work on developing the third-level certificate, *Leadership in University Teaching*. This also aligns with one of the Centre's major goals – to foster educational leadership on campus, and support deans, chairs, heads, and future administrators. Enhancing informed leadership practice across campus will ultimately multiply the impact, and hence efficiency, of Centre initiatives.

The CTL will continue to support learning spaces that inspire students and encourage positive instructor-student interactions, and will work with the Director of the Office of Open Learning to support online education. Staff will revise the existing evergreening plan to incorporate classrooms and equipment in CEI and the downtown campus, and will work with central budgeting to find a sustainable solution. The CTL hopes to further explore faculty development programs with international partners, and to draw a large number of participants from across Canada and the United States to the Provosts' Teaching and Learning Forum (May 1-2, 2013).

Appendix A: Workshops, Half Courses, and Extended Sessions

Title	Presenter(s)[8]	Duration (hrs)	Attendance
Online Education (half-course)	Nick Baker & Lorna Stolarchuk	18	7
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	3
Instructional Skills Workshop	Erika Kustra & Lorna de Witt	24	7
Interactivity: Polls, Forums, and Wiki	Lorna Stolarchuk	2	3
Gradebook Essentials	Lorna Stolarchuk	2	3
Lecturing (half-course)	Michael K. Potter	30	5
Assessment: How do You Know What They Know? (Summer Series)	Erika Kustra & Jill Singleton-Jackson	3	31
Assessing Critical Thinking (Summer Series)	Leo Groarke & Jan Sobocan	3	38
eAssessment: A Practical Introduction to Designing Technology-Supported Assessment (Summer Series)	Nick Baker & Lorna Stolarchuk	3	14
How to Assess Writing Skills: When Writing Isn't the Point (Summer Series)	Betsy Keating	3	18
Free and Fair: Creating Accessible Online Assessment (Summer Series)	Anne Dickinson & Pierre Boulos	3	10
Student Evaluation of…What Exactly? (Summer Series)	Michael K. Potter	3	18
The Clicker Primer, Part I	Brad Ketelaars & Lorna Stolarchuk	1.5	5
Blackboard Collaborate: Piloting Synchronous Online Collaboration Tools	Nick Baker, Phil Chatterton, & Brad Beecher	1.5	12
The Clicker Primer, Part II	Brad Ketelaars & Lorna Stolarchuk	1.5	5
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	5
What's New in CLEW	Lorna Stolarchuk	1	3
FASS/Science/Engineering GATAcademy	--	--	202
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	5
CLEW Basics Accelerated	Lorna Stolarchuk	2	3
What's New in CLEW	Lorna Stolarchuk	2	1
Less is More: Creating Accessible MS Word and PowerPoint Documents	Anne Dickinson	2	12
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	6
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	2
Gradebook, Feedback, and Quizzes: Conducting and Recording Assignments	Lorna Stolarchuk	3	3
Constructions of "Success" in Academia: Findings From an International Research Project	Kathryn Sutherland	1	5
Avoiding PowerPoint Karaoke	Kathryn Sutherland	2	23
Clicker Basics	Lorna Stolarchuk	1	1
Managing Student Work: Using Assignments and Drop Box	Lorna Stolarchuk	3	2

[8] CTL Presenters are in red, University faculty and staff are in blue, visiting fellow are in green, and external presenters are in purple.

Lecturing (half-course)	Michael K. Potter	18	6
Use What You Have: Your Voice and Body in the Classroom	Michael Keating	2	21
Authentic Assessment (half-course)	Nick Baker & Michael K. Potter	18	10
We Learn by Doing: Learning Through Simulation	Cherry Stewart	2	10
Copyright Fundamentals in the Classroom and Beyond	Joan Dalton & Gwendolyn Ebbett	2	12
Blended Design for Reflective eLearning	Cherry Stewart	--	13
Interactivity: Polls, Forums, and Wiki	Lorna Stolarchuk	3	1
Educational Design and Networked Learning: Can You See a Pattern Here?	Cherry Stewart	2	12
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	2
CLEW Basics: Surviving as a GA or TA	Lorna Stolarchuk	2.5	1
Get Your Face Out of Those Lecture Notes: How to Talk to Large Classes	Lionel Walsh	2	21
CLEW Basics: Nursing	Lorna Stolarchuk	1.5	4
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	1
Leading Effective Discussions (half-course)	Erika Kustra	18	9
CLEW Basics: Surviving as a GA or TA	Lorna Stolarchuk	2.5	6
CLEW Basics: Accelerated	Lorna Stolarchuk	2	2
Gradebook, Feedback, and Quizzes	Lorna Stolarchuk	3	1
Interactivity: Polls, Forums, and Wiki	Lorna Stolarchuk	3	2
Gradebook Essentials	Lorna Stolarchuk	2	2
Understanding Our Students: Similarities and Differences Between Cultures	Jane Clarke	2	11
Blackboard Collaborate Virtual Classroom: What Can it do For You and Your Students?	Nick Baker	2	5
CLEW Basics for a Project Site	Lorna Stolarchuk	2	2
Peer Review of Teaching: Maximizing Gains, Minimizing Risks	Nancy Van Note Chism	1.5	27
What Underpins Outstanding Teaching and Enables Exceptional Learning? Staff and Student Perceptions	Jane Clarke	2.5	15
Instructional Skills Workshop	Lorna Stolarchuk & Lorna de Witt	24	8
Online Education (half-course)	Nick Baker & Lorna Stolarchuk	18	11
Communicating Effectively and Assessing Understanding: A Workshop for Graduate Supervisors and Mentors	Tracy C. Davis	1.5	31
Blackboard Collaborate Virtual Classroom: What Can it do For You and Your Students?	Nick Baker	2	3
Gradebook Essentials	Lorna Stolarchuk	2	1
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	1
CLEW Basics: Nursing Orientation	Lorna Stolarchuk	1.5	5
Developing Groups That Work: Inclusivity	Kaye Johnson	2	10
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	1	1
Curious About Clickers?	Lorna Stolarchuk	1	3
CLEW: Setting up Groups in Forums	Lorna Stolarchuk	1	1
Introducing Blackboard Collaborate Virtual Classroom/Office	Erika Kustra	1	20

Lecturing (half-course)	Michael K. Potter	18	8
Learning How to Engage Your Students	Erika Kustra	2	16
The Clicker Primers Part I and Part II	Brad Ketelaars & Lorna Stolarchuk	5.5	4
Peer Observation and Professional Practice in the UK	Carole L. Davis	2	11
Gradebook Essentials	Lorna Stolarchuk	2	2
Tech Talk: Brown Bag Session on iPads	Craig Brown, Laurie Freeman-Gibb, Trevor Pittman, Paul Rousseau, Lorna Stolarchuk	1.5	12
Facilitator Development Workshop	Jill Grose & Erika Kustra	40	8
Teaching Dossier Academy	Nick Baker, Pierre Boulos, Erika Kustra, Michael K. Potter, Jessica Raffoul, & Alan Wright	24	26
uView Training	Jonathan Sinasac, Dave Johnston, & Guoying Liu	1.5	5
Blackboard Collaborate Virtual Classroom Basics	Nick Baker	2	2
Interactivity: Polls, Forums, and Wiki	Lorna Stolarchuk	3	3
CLEW Basics: Nursing	Lorna Stolarchuk	1.5	5

Appendix B: CTL Professional Development, Publications, Presentations, Committees, and Membership

Monographs and Annual Journals Edited

Raffoul, J. (Managing Ed.). (2012). *Collected Essays on Learning and Teaching, V*. Society for Teaching and Learning in Higher Education: Windsor, ON.

Wright, W.A., Marken, L., West, K., Joughin, G., & Schofield, M. (Series Eds.). (2012). *Collected Essays on Learning and Teaching, V*. Society for Teaching and Learning in Higher Education: Windsor, ON.

Monographs and Articles

Holmes, T., Manathunga, C., **Potter, M.K.**, Wuetherick, B. (in press). The impossibilities of neutrality: Other geopolitical metaphors for academic development units. *International Journal for Academic Development*.

Potter, M.K. & **Kustra, E.** (2011). The relationship between scholarly teaching and SoTL: Models, distinctions and clarifications. *International Journal for the Scholarship of Teaching and Learning*, *5*(1).

Vajoczki, S., Savage, P., Martin, L., Borin, P., & **Kustra, E.** (2011). Good teachers, scholarly teachers, and teachers engaged in teaching scholarship: A case study from McMaster University, Hamilton, Ontario. *Canadian Journal of the Scholarship of Teaching and Learning, 2*(1), 27.

Wiggers, R., Grabove, V., **Kustra, E.**, Lopes, V., **Potter, M.K.**, & Woodhouse, R. (2012). Teaching and learning centres: Their evolving role within Ontario colleges and universities. Invited paper for HEQCO Reports, Number 12: *Informing Policy Through Analysis of Current Research*, *Higher Education Quality Council of Ontario.*

Book Chapters

Potter, M.K. (2011). Intuitionism. In D.K. Chatterjee (Ed.), *Encyclopedia of global justice* (first edition, print and e-version), Springer.

Potter, M.K. (2011). Lifeboat ethics. In D.K. Chatterjee (Ed.), *Encyclopedia of global justice* (first edition, print and e-version), Springer.

Potter, M.K. (2011). Moral authority. In D.K. Chatterjee (Ed.), *Encyclopedia of global justice* (first edition, print and e-version), Springer.

Potter, M.K. (2011). Prima Facie Duties. In D.K. Chatterjee (Ed.), *Encyclopedia of global justice* (first edition, print and e-version), Springer.

Potter, M.K. (2011). Russell, Bertrand. In D.K. Chatterjee (Ed.), *Encyclopedia of global justice* (first edition, print and e-version), Springer.

Proceedings

Boulos, P. (2011). *Commentary on McCoombs naturalistic methods, constititutive principles and Einstein's elevator.* Proceedings from the 2007 Ontario Society for the Study of Argumentation (OSSA) Conference.

Invited Presentations

Baker, N., Freeman-Gibb, L., & Gowing, M. (2012, May). *Collaboration in a digital world: Introducing Blackboard Collaborate virtual classroom and office.* Invited presentation at Campus Technology Day, University of Windsor, Windsor, ON.

Baker, N., **Stolarchuk, L.**, Edelstein, D., **Kustra, E.**, & Nease, R. (2012, May). *Survey says! What you told us about CLEW.* Invited presentation at Campus Technology Day, University of Windsor, Windsor, ON.

Baker, N., **Wright, W.A.**, Houston, C., & Macdonald, C. (2011, September). *2011 GATAcademy opening plenary*. Invited plenary at GATAcademy 2011, University of Windsor, Windsor, ON.

Istl, D. & **Freele, P.** (2012, May). *Academic integrity goes digital*. Invited presentation at Campus Technology Day, University of Windsor, Windsor, ON.

Laurendeau, D. (2012, May). *Centre for Teaching and Learning services and access.* Invited presentation at Campus Technology Day, University of Windsor, Windsor, ON.

Kristensen, E., **Kustra, E.**, Herteis, E., Ahmad, A., & Roderick, C. (2012, February). *Upon reflection: Learning from our diverse educational development journeys.* Invited closing plenary at the annual conference of the Educational Developers Caucus, Dalhousie University, Halifax, NS.

Kustra, E. (2011, September). *Working in teams for engineering*. Invited presentation to Faculty of Engineering fourth-year students, University of Windsor, Windsor, ON.

Kustra, E. (2011, December). *Orientation for sessional instructors*. Invited presentation to instructors in the Department of Psychology, University of Windsor, Windsor, ON.

Kustra, E. (2012, February). *Working in teams*. Invited presentation to Faculty of Engineering fourth-year students, University of Windsor, Windsor, ON.

Kustra, E. (2012, March). *Nursing: Blackboard Collaborate introduction*. Invited presentation to the Faculty of Nursing, University of Windsor, Windsor, ON.

Kustra, E. (2012, April). *Introducing Blackboard Collaborate virtual classroom/office.* Invited presentation to the Faculty of Nursing instructors, University of Windsor, Windsor, ON.

Kustra, E. (2012, May). *Learning how to engage your students.* Invited workshop to Odette School of Business instructors, University of Windsor, Windsor, ON.

Kustra, E. & **Baker, N.** (2011, July). *Developing effective course outlines.* Invited presentation at the New Faculty Orientation, University of Windsor, Windsor, ON.

Kustra, E. & Berg, S. (2011, August). *Patient-centred context: Integration & application facilitator training*. Invited presentation at the Schulich School of Medicine & Dentistry, University of Windsor, Windsor, ON.

Kustra, E., **Baker, N.**, & Seltzer, K. (2012, March). *CEI: Learning spaces*. Invited presentation to the Faculty of Engineering, University of Windsor, Windsor, ON.

Kustra, E., **Foley, L.**, & **Laurendeau, D.** (2011, July). *Centre for Teaching and Learning*. Invited presentation at the New Faculty Orientation, University of Windsor, Windsor, ON.

Nast, C. & Kenny, R. (2012, May). *Google apps for teaching and learning*. Invited presentation at Campus Technology Day, University of Windsor, Windsor, ON.

Sinasac, J., **Fawcett, G.**, Ramsay, J., Gowing, M., & **Stolarchuk, L.** (2012, May). *How to get videos to CLEW or a website: A user's perspective.* Invited presentation at Campus Technology Day, University of Windsor, Windsor, ON.

Stelzer, K., Muscedere, R., & **Kustra, E.** (2012, May). *Centre for Engineering Innovation (CEI): Live building*. Invited presentation at Campus Technology Day, University of Windsor, Windsor, ON.

Stolarchuk, L. (2011, July). *Collaboration Learning Environment Windsor (CLEW) and teaching technologies.* Invited presentation at the New Faculty Orientation, University of Windsor, Windsor, ON.

Stolarchuk, L. (2012, January). *CLEW basics nursing orientation*. Invited presentation to Faculty of Nursing instructors, University of Windsor, Windsor, ON.

Stolarchuk, L. (2012, April). *CLEW basics nursing orientation.* Invited presentation to Faculty of Nursing instructors, University of Windsor, Windsor, ON.

Stolarchuk, L. (2012, June). *CLEW basics nursing orientation.* Invited presentation to Faculty of Nursing instructors, University of Windsor, Windsor, ON.

Conference Presentations

Baker, N. & **Potter, M.K.** (2012, February). *Collateral damage in educational development: What if your programs cause harm?* Presentation at the annual conference of the Educational Developers Caucus, Dalhousie University, Halifax, NS.

Baker, N., Wilson, M., Kenny, N., Grose, J., & Barichello, A. (2012, February). *How can we know that they got it? Supporting the search for evidence of student achievement of learning outcomes*. Roundtable discussion at the annual conference of the Educational Developers Caucus, Dalhousie University, Halifax, NS.

Borin, P., **Potter, M.K.**, Wilson, M., & Parson, R. (2012, February). *Curriculum conversations in the disciplines.* Presentation at the annual conference of the Educational Developers Caucus, Dalhousie University, Halifax, NS.

Kustra, E. & **Potter, M.K.** (2012, February). *Persuasion, propaganda, and pedagogy: Increasing educational development uptake on your campus.* Presentation at the annual conference of the Educational Developers Caucus, Dalhousie University, Halifax, NS.

Kustra, E., **Wright, W.A.**, & **Potter, M.K.** (2012, June). *Crossing boundaries: Threshold concepts for scholarly teaching*. Pre-conference workshop at the annual conference of the Society for Teaching and Learning in Higher Education, Montreal, QC.

Potter, M.K. (2012, April). *Verstehen and Einbildung: What psychopaths can teach us about affective education.* Presentation at the Psychology, Emotion, and Human Sciences Symposium, University of Windsor, Windsor, ON.

Raffoul, J. & **Kustra, E.** (2012, June). *How to feed your friends and seduce your editors: Writing and reviewing for SoTL.* Presentation at the annual conference of the Society for Teaching and Learning in Higher Education, Montreal, QC.

Stolarchuk, L. (2012, June). *Hang on, it gets better! Effective early course strategies in eLearning*. Presentation at the annual Sakai Conference, Los Angeles, CA.

Stolarchuk, L., **Baker, N.**, & **Boulos, P.** (2012, June). *Follow the (online) yellow brick road: Is it a journey, or a trap?* Poster presented at the annual conference of the Society for Teaching and Learning in Higher Education, Montreal, QC.

Wiggers, R., Grabove, V., **Kustra, E.**, Lopes, V., **Potter, M.K.**, & Woodhouse, R. (2011, December). *The evolution of teaching and learning centres*. Presentation at the Research on Teaching and Learning: Integrating Practices Conference, McMaster University, Hamilton, ON.

Williams, P., Prendi, L., Lariviere, J., **Kustra, E.**, Ahmed, E., & Koschinsky, M. (2012, May). *Increasing student engagement and retention through foundational mathematics instruction.* Poster presented at the annual Windsor-Oakland Teaching and Learning Conference, Oakland University, Rochester, MI.

Wright, W.A. & Davis, C. (2012, May). *Peer review in Canada and the UK: Two countries, two models.* Presentation at the annual Windsor-Oakland Teaching and Learning Conference, Oakland University, Rochester, MI.

Wright, W.A. & Pandey, S. (2012, May). *Kolb's experiential learning cycle and the catabolic assignment*. Poster presented at the annual Windsor-Oakland Teaching and Learning Conference, Oakland University, Rochester, MI.

Wuetherick, B., **Baker, N.**, Owen, W., & **Potter, M.K.** (2012, February). *Proselytizing "best practices:" Metaphors of practice in educational development*. Presentation at the annual conference of the Educational Developers Caucus, Dalhousie University, Halifax, NS.

Grants

Development of university teaching through peer consultation. (2011/12). Strategic Priority Fund, University of Windsor, $80,040 One Time: $29,390 in 2011/12, $33,890 in 2012/13 and $16,760 in 2013/14.

Dimitrov, N., **Kustra, E.**, with Meadows, K., **Boulos, P.**, & **Potter, M.K.** (2010-13). *Assessing graduate teaching development programs for impact on future faculty*. Higher Education Quality Council of Ontario (HEQCO), $37,970.63

Freeman-Gibb, L., Teplovs, C., & **Baker, N.** (2012). *A study on the integration, use, and evaluation of simulated patient scenario video clips within a synchronous online learning environment*. Sigma Theta Tau International Honour Society of Nursing Research Grant, $6,000.

Graduate studies on-line course development and course delivery model. (2011/12). Strategic Priority Fund, University of Windsor, $50,000 one-time.

McMurphy, S., Park, W., Ackerson, T., **Baker, N.**, & **Stolarchuk, L**. (2012). *An innovative on-line method for teaching threshold concepts in social work*. Centred of Learning Innovation Fund (CLIF), $2,455.

Potter, M.K. with **Kustra, E.**, **Boulos, P**., **Baker, N.**, & **Wright, W.A.** (2010-13). *Canada's first internationally recognized University Teaching Certificate program*. Higher Education Quality Council of Ontario (HEQCO), $21,500

Wright, W.A., Groarke, L., **Kustra, E.**, Singleton-Jackson, J., & **Hamilton, B.** (2012-13). *An evaluation of the Collegiate Learning Assessment as a tool for enhancing pedagogical practice and student learning*. Higher Education Quality Council of Ontario (HEQCO), ~$22,000

Research Teams

Assessing Graduate Teaching Development Programs for Impact on Future Faculty, Research Team: Erika Kustra, Nick Baker, Pierre Boulos, & Michael K. Potter, University of Windsor, collaborating with Nanda Dimitrov & Ken Meadows, University of Western Ontario.

Instructional Skills Workshop Impact, Research Team: Erika Kustra, University of Windsor; Judy Britnell, Ryerson University; & Deb Dawson, University of Western Ontario.

Program and Impact Assessment: University Teaching Certificate and Graduate Teaching Assistant Programs, Research Team: Michael K. Potter, Pierre Boulos, W. Alan Wright, Nick Baker, & Lorna Stolarchuk, University of Windsor.

External Committees

- Baker, N., Member-at-Large, STLHE Board
- Baker, N., Co-editor, STLHE Green Guide Series
- Boulos, P., Assistant Editor, Journal of the Royal Astronomical Society of Canada
- Kustra, E., Advisory Member: Noble International University (NIU), USA
- Kustra, E., Ryerson University Teaching Award Committee
- Kustra, E., Secretary, Educational Developers Caucus Executive
- Kustra, E., SoTL Academy Organizing Committee
- Kustra, E., South Western Ontario Directors
- Kustra, E., Directors (Michigan Area)
- Potter, M.K., Chair, Council of Ontario Educational Developers (COED)
- Potter, M.K., Board of Directors, Bertrand Russell Society
- Raffoul, J., Managing Editor, Collected Essays on Learning and Teaching (CELT)

On-Campus Committees

- Academic Integrity Committee
- Academic Policy Committee
- Accessibility Planning Group
- AODO Adherence Policy and Planning Committee
- Armouries Integrative Arts Curriculum Review Team
- Campus Technology Day Organization Committee
- CEI: Curriculum Development Committee
- CEI: Project Supervision Committee
- CEI: Teaching in Innovative Spaces Committee
- Centre for Research in Reasoning, Argumentation, and Rhetoric
- Centred on Learning Innovation Fund Committee
- Classroom Renovations Committee
- CLEW Learning Community
- CLEW Team
- Communications Council
- Convocation Planning Committee
- Digital Journalism Working Group
- Downtown Campus Teaching and Learning Group
- Downtown Campus Infrastructure Planning
- Faculty Accessibility Working Group
- GA/TA Awards Committee
- Information Provider Forum
- International Student Committee
- IT Leaders Group

- IT Steering Committee
- IT Steering Executive Committee
- IT Budget Committee
- Law School Curriculum Review Team
- LMS Copyright Committee
- LMS Steering Committee
- LMS Advisory Committee
- LMS Implementation and Team Committee
- MEB Third Floor Technical Committee
- Nursing PTR Committee
- Professional Administrator's Roundtable (PAR)
- Provost's Coordinating Council
- Psychology, Emotion, and the Human Sciences Symposium Organizing Committee
- Synchronous Online Collaboration Tool Project
- University of Windsor Law School Curriculum Review Team
- University of Windsor and Oakland University Teaching and Learning Conference Organizing Committee
- University of Windsor Professional Administrators Roundtable
- University of Windsor Research Ethics Board
- Videoconferencing Policy and Technical Committees
- WUFA AAS/AAS-LS Committee
- WUFA Council
- WUFA Executive

Peer Review: Journals

- Canadian Journal for the Scholarship of Teaching and Learning (CJSOTL)
- Collected Essays on Learning and Teaching (CELT)
- Higher Education Research and Development Journal
- International History, Philosophy, and Science Teaching
- International Journal of Academic Development
- Journal of Teaching and Learning (JTL)
- Russell: Journal of the Bertrand Russell Archives
- To Improve the Academy
- Science and Education

Peer Review: Conference Submissions

- Educational Developers Caucus (EDC) Annual Conference
- Ethics and Information Technology
- McMaster University Scholarship of Teaching and Learning Conference
- University of Windsor and Oakland University Teaching and Learning Conference
- Navigating Your PATH Conference: Exploring and Supporting Teaching Assistant and Graduate Student Advancement
- Opportunities and New Directions Conference
- Psychology, Emotion, and the Human Sciences Symposium

- Society for Teaching and Learning in Higher Education (STLHE) Conference
- Society for Teaching and Learning (SoTL) Academy Annual Conference

Associations and Society Memberships

- Bertrand Russell Society
- Council of Ontario Educational Developers (COED)
- Educational Developers Caucus (EDC)
- Higher Education Research and Development Society in Australasia (HERDSA)
- Infocomm
- International Society for the Scholarship of Teaching and Learning (ISSOTL)
- ISW Facilitators Network
- Michigan Scholarship of Teaching and Learning (SoTL) Academy
- Ontario University Educational Technologies Directors Association
- Professional Engineers Ontario (PEO)
- Society for Teaching and Learning in Higher Education (STLHE)
- Staff and Educational Development Association (SEDA)
- Teaching Assistant and Graduate Student Advancement (TAGSA)

Appendix C: Centred of Learning Innovation Fund (CLIF) Recipients

An Innovative On-Line Method for Teaching Threshold Concepts in Social Work
Suzanne McMurphy, Wansoo Park, & Theimann Ackerson, School of Social Work; and Nick Baker and Lorie Stolarchuk, Centre for Teaching and Learning

Beginning Teachers: Storytelling for Professional Practice
Karen Roland & Clinton Beckford, Faculty of Education

Business Simulation to Improve Student Engagement
Maureen Gowing, Odette School of Business

CSI-Windsor: Forensics Hands-On
Shashi Jasra, Centre for InterFaculty Programs

Edible Manufacturing Learning
Jill Ubanic & Victoria Townsend, Department of Industrial and Manufacturing Systems Engineering

The Interdisciplinary Playbook
Justin Langlois, Faculty of Arts and Social Sciences; Phil Graniero, Department of Earth and Environmental Sciences; and Rod Strickland, School of Visual Arts

Appendix D: Video and Photography Catalogue

General University-Wide Promotional Videos

- Photographed, and videotaped, edited, and streamed Fall/Spring Convocation – eight sessions for broadcast and distribution
- Produced two Windsor Welcome Week videos for viewing at the annual Welcoming Ceremony and for broadcast on the University's website and on YouTube
- Videotaped interviews for the President's Scholar Day – produced a piece that was featured at a Town Hall and used at a promotional tool
- Produced videos of Windsor's Outstanding Scholars recounting their academic experiences
- Produced a promotional video for the Service Excellence Initiative
- Photographed, and videotaped, edited, and streamed the Open Pension Meeting
- Photographed, and produced a promotional video for the annual Celebration of Teaching Excellence, as well as three profiles of winners of campus-wide awards
- Videotaped the Alumni Annual General Meeting and produced a 10-minute promotional video including interviews, graphics, and event footage
- Produced a video promoting the Student Evaluations of Teaching
- Produced a commercial, long-form video, and news story promoting the new myUWindsor Mobile App, which were premiered at Campus Technology Day and are broadcast on the University's website and on YouTube
- Produced the three information videos promoting the University's Strategic Priority Fund: International Engagement; Exceptional Undergraduate Experience; and Ways of Knowing
- Produced a series of video messages for the University's automated phone system
- Produced the video, *When a Kiss is Not a Kiss: Sex Without Consent*, with Charlene Senn that is shown to first-year students
- Produced a news-style promotional video about the opening of the Multi-Faith Space
- Photographed open houses and presentations surrounding the announcement of the University's Downtown Campus; and campus events like the Research Recognition Awards, Retirees' Dinner, Graduate Students' Awards, Nursing Reception, Computer Science Awards Ceremony, Windsor Law Students Nation Charter Project, FASS Diaspora Conference, and Scholarship Donor Thank-You Breakfast

Academic Integrity Office

- Produced an informational video profiling the story about cheating on exams

Centre for Enterprise and Law

- Produced two videos: a presentation by staff from the Centre and representatives from Law and Business; and coverage of the Centre's "Kick Off" event

Centre for Teaching and Learning

- Produced a Teaching Dossier Academy promotional video and a video highlighting the Centre's Visiting Fellows program for broadcast on the Centre's website
- Photographed numerous Centre events including workshops, Visiting Fellows, and the annual conference

Community Events

- Photographed Artcite's annual Fahrenheit Festival, Lasalle, ON

- Photographed community visit by General Romeo Dalliers for a United Way fund raising publication and website
- Photographed art camps targeting Aboriginal/First Nations youth
- Provided studio photos of the 1812 Tributes of Tecumseh and Brock for the artist Mauro, and event photography for MacKenzie Hall, Sandwich Towne, Amherstburg, and the City of Windsor for various 1812 Bicentennial events.

Department of Biological Sciences
- Videotaped, edited, and streamed a public lecture by the Davey Resource Group
- Produced a series of videos with Dan Mennill to be referenced in an academic journal

Department of Communication, Media Studies, and Film
- Videotaped the *100 Years of Music celebration* (16 days of studio recording)
- Supported the Eye on Campus project
- Videotaped students in a public speaking course

Department of English Language, Literature, and Creative Writing
- Produced a video with Tom Dilworth for use by British filmmakers producing a documentary about post-war British authors

Department of Labour Studies
- Produced a promotional video about studying Labour Studies at the University of Windsor

Educational Development Centre
- Videotaped, edited, and streamed a panel discussion on mental health

Faculty of Education
- Videotaped, edited, and streamed a talk by Dr. Michael W. Apple about the joint Ph.D. in Education
- Videotaped and edited a presentation for Dr. Shi Jing Xu as part of a Centred of Learning Innovation Fund (CLIF) project
- Videotaped and edited a video of candidates for Dean

Faculty of Engineering
- Videotaped, edited, and streamed students' final presentations
- Produced a testimonial reel and video about the Advanced Professional Certificate in Energy Management with Rupp Carriveau
- Photographed the construction of the Ed Lumley Centre for Engineering Innovation building as well as many promotional events and the "first class" held in the new building

Faculty of Graduate Studies
- Videotaped and edited the Graduate Studies Student Scholarship Workshop

Faculty of Law
- Videotaped, edited, and streamed two talks by Alexander D. Pringle, Q.C., as part of the Bernard Cohn Memorial Lecture Series
- Videotaped and edited a presentation by Justice Joseph Donohue for broadcast on the Law School's website
- Videotaped and edited a law student's review of the G20
- Videotaped eight sessions of student mock interviews for Mediation Services

Faculty of Nursing

- Videotaped 16 sessions of student mock interviews with clients
- Videotaped, edited, and streamed three lectures: Dr. McMahon; Dr. Daniel A. Radin (Windsor Health Unit); Jill Singleton-Jackson (Guest Lecture)
- Videotaped and edited a video of candidates for a faculty position

Great Lakes Institute for Environmental Research

- Produced an promotional video about donating to GLIER

Office of the President

- Videotaped, edited, and streamed the President's Town Hall Meeting
- Videotaped the President's Garden Party and produced a promotional piece highlighting the event
- Produced a number of videos of the President including the President's Holiday Message, Annual Report Opening, and message regarding the Medical School Opening Ceremony

Humanities Research Group

- Photographed, and videotaped, edited, and streamed presentations which were part of the Humanities Lecture Series: the President's address to the Humanities Research Group; and presentations by Brent Lee and Sigi Torenus; Lois Smedick; Jason Brown; Domenixo Pietropaolo; Tracy Davis; and Robert Weir

Odette School of Business

- Videotaped a visit from University of Windsor graduate and entrepreneur, Richard Peddie, and edited the presentation for broadcast on the Business School's website
- Videotaped a talk by Ken Holland offsite at the Caboto Club along with his visit to the University for student questions and interviews – from this footage, produced a three-minute promotional video for Odette's *Breakfast With Champions Speaker Series*
- Videotaped, edited, and streamed a talk by Paul Godfrey as part of the Odette's *Breakfast With Champions Speaker Series*
- Produced a series of one-on-one interviews with successful business leaders like Paul Alofs and Richard Peddie for use in Business classes and for broadcast on the School's website
- Produced a video for the Study Seminar for Financial Analysts

School of Music

- Videotaped Noiseborder sessions by faculty and students

School of Social Work

- Videotaped 12 sessions of student mock interviews with clients
- Videotaped, edited, and streamed two public lectures: Human Rights Advocacy in Mad People's History and Professionalism and Social Work; two lectures by Mary Metcalfe; a lecture by Raj Patel; Geoffrey Reume; and on by Jill Grant

Schulich School of Medicine & Dentistry – Windsor Program

- Videotaped orientation for medical students at Hotel-Dieu Grace Hospital
- Provided video footage to the University of Western Ontario for use in a promotional video
- Photographed the Charter Medical Class for a newspaper ad