**CENTRE FOR
TEACHING & LEARNING**

University of Windsor

CTL Annual Report
July 1, 2007 – June 30, 2008
**The Centre for Teaching and Learning
University of Windsor
April 2009**

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Executive Summary of the CTL Annual Report

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, 2007 and June 30, 2008. Among the most significant are:

Increasing the teaching and learning development offerings. In 2007-8 the Centre significantly increased the teaching and learning development workshop offerings, facilitating and hosting 35% more workshops in 2007-8 than in 2006-7, with an overall attendance increase of 46%. The CTL has increasing impact and contact with instructors: this year alone over 325 unique individuals attended events. The Centre offered events on course alignment, active learning and learning outcomes development in keeping with the University's emphasis on learning-centred and results-based teaching practice.

Launching the Visiting Fellows in Educational Development program, which provides the onsite services of an international educational developer in a cost-efficient manner, and significant opportunities to establish the Centre's reputation internationally within a global network.

Hosting the annual conference of the Society for Teaching and Learning in Higher Education (STLHE), which brought over 400 university professors, administrators, and students from ten countries to the University of Windsor campus for four days. Over 50 members of the University of Windsor community presented at the conference.

Establishing the Centred on Learning Innovation Fund (CLIF) to support effective teaching, curriculum, and program inquiry and development by University of Windsor faculty and full-time instructors.

Coordinating and developing submissions to national and provincial teaching awards competitions including two winning submissions for the provincial Ontario Confederation of University Faculty Association (OCUFA) Teaching Awards for teaching excellence (two out of the six went to Windsor), and two top ten finalists for the *Big Ideas Best Lecturer TVO Competition*.

Launching the CLEW learning management system for general campus use, and supporting the development of 704 separate course sites.

Promoting and increasing the effective use of asynchronous and in-class learning technologies such as audience response systems (clickers) and podcasting.

Technological upgrading of classrooms in Odette, Erie Hall, and Chrysler Hall South: there are now 50 classrooms on campus with permanent multimedia equipment.

Upgrading the videoconference equipment in the CTL to high definition used for blended learning classes such as a collaboration with the University of Oakland to simultaneously present math courses.

Obtaining a $25,000 research grant to study access and success in higher education for under-represented populations. This grant resulted in a background paper produced for an international conference sponsored by the Canadian Millennium Scholarship Foundation and the European Access Network.

In 2007-8, the Centre continued to build on the success of 2006-7, emerging as a full-service teaching and learning centre while continuing to provide support and leadership in the area of educational technology.

Mandate

The Centre's primary purpose is to support the teaching and learning mandate at the University of Windsor. In keeping with the University of Windsor's current strategic plan, *To Greater Heights*, and its emphasis on the evolution of a campus centred on learning, the CTL works in partnership with academic departments, faculty members, staff, and students to enhance the practice, culture, and scholarship of teaching and learning, and to provide support for the integration of technologies that enhance teaching and learning at the University of Windsor. These are current priorities of the Centre:

1. To facilitate and provide opportunities for professional development among faculty, graduate students, and staff based on the understanding that we are all "works in progress."
2. To foster an increasingly learning-centred culture on campus, for example by identifying, tracking, assessing, valuing, and celebrating the achievement of learning outcomes.
3. Through collaborative innovation with other departments and faculty to innovate, diversify, and use technology wisely, including through e-learning, learning management systems, distributed learning, instructional technology, and distance education.
4. To celebrate success in teaching and learning and promote the importance of teaching and learning at the University of Windsor, both on campus and beyond.
5. To promote critical reflection on pedagogical practice, and to revisit teaching evaluation, honouring the essential distinction between formative and summative evaluation.
6. To focus on people and programs that engage with the rich diversity of learners and teachers.

In 2007-8, the Centre increased its capacity to offer professional development services to faculty, graduate students, and staff. It contributed to the growth of learning-centred approaches and the development of well-aligned learning outcomes in departments across campus through workshops, consultation, and other forms of leadership. It continued the work of updating campus learning spaces, both physical and virtual, and establishing a strong and responsive learning management system.

The Centre has contributed to the celebration and recognition of excellence in teaching on campus through coordination of teaching award submissions, on-campus celebrations, and the fostering of opportunities for excellent teachers to share their knowledge and expertise. Through consultation on teaching dossiers, and workshops that encouraged faculty and instructors to reflect on their practice, the Centre promoted critical evaluation of pedagogical practice. All of these efforts contributed to achieving the final strand of the Centre's mandate: through learning technologies and support for innovative and effective pedagogy, the Centre encouraged faculty to create inclusive and accessible learning environments.

Centre Re-organization and Development

Centre restructuring neared completion in 2008 with the hiring of two program coordinators, Lorie Stolarchuk (September '07) and Michael Potter (January '08), a research and communications coordinator, Jessica Raffoul (September '07), and the filling of an existing vacant Media Artist position (Peter Marval, July '07). A final element of restructuring was established in Spring 2008 through the creation of two directorships in the Centre: the Director, Teaching and Learning Technologies, and the Director, Educational Development. Both of these positions were created from previously existing positions at the associate-director level. These positions acknowledge the Centre's dual focus, on learning technologies, and on teaching and learning development, while fostering a high level of collaboration between these teams in order to ensure the successful achievement of the Centre's mandate.

In Fall 2007, the Vice-Provost's International Advisory Council on Teaching and Learning was established. This advisory committee, which meets quarterly by teleconference, is made up of leading figures in the international educational development community. The Council provides the Centre with a global perspective on trends and issues in teaching and learning in higher education, as well as sound counsel regarding emerging issues at the University of Windsor. The Council members are:

Stephen Bostock
Head, Learning Development Unit
Academic Services
Keele University, UK

David Kaufman
Director, Learning and Instructional Development
Centre, Simon Fraser University
Vancouver, British Columbia

Nancy Chism
Associate Vice Chancellor for Academic Affairs
Associate Dean of the Faculties
Indiana University Purdue University
Indianapolis, USA

Mary Deane Sorcinelli
Associate Provost for Faculty Development
Associate Professor, Department of Educational
Policy and Research Administration
University of Massachusetts Amherst

Joy Mighty
Director, Centre for Teaching and Learning
Queen's University
Kingston, ON
President, Society for Teaching and Learning in
Higher Education

Teaching and Learning Development Activities

To facilitate and provide opportunities for professional development among faculty, graduate students and staff based on the understanding that we are all "works in progress."

To foster an increasingly learning-centred culture on campus, for example by identifying, tracking, assessing, valuing, and celebrating the achievement of learning outcomes.

To focus on people and programs that engage with the rich diversity of learners and teachers

Priorities of the CTL, 2007

The CTL fulfils the above elements of its mandate through activities such as workshop facilitation, individual, departmental, and faculty-wide consultation on teaching and curriculum design, subsidies for pedagogically-related conference travel for faculty, the disbursement and support of CLIF grants, support for other teaching-related research projects, and conference organization. This year, the Centre offered faculty, staff, and students over 70 separate opportunities to expand their understanding of teaching and learning through workshops, presentations, videoconferences, and other sessions. Details regarding these and other services and events follow.

CTL Workshops

The CTL's 2007-8 workshop schedule demonstrates significant growth in the Centre's capacity to provide professional development opportunities for faculty, staff, and students. The Centre offered 35% more workshops in 2007-8 than in 2006-7, with an overall attendance increase of 46%. Average satisfaction rating for this year's workshops was 4.3 (out of 5). A total of 325 separate individuals attended workshops offered by the CTL in 2007-8, with 104 participants attending more than one workshop.

The CTL offers programs and support centrally for issues of general concern to participants from across campus, encouraging networking and the exchange of ideas. Additionally, it offers targeted events for specific groups such as departments to meet more specialized needs. This year, many CTL workshops explored aligning instruction through the use of learning outcomes and active learning, though many other topics such as learning technologies, fostering academic honesty, and effective discussion and lecturing were also examined. Topics are specifically chosen to support CTL priorities and University priorities such as learning outcomes and alignment. In addition, speakers are invited to address areas of interest identified by faculty. Table 1 provides a detailed account of this year's workshops, and Figure 1 a description of workshop participants by employment and student status.

Table 1

CTL Workshops, 2007-8

Date	Title	Presenter	Attendance
AUGUST 2007 WORKSHOPS			
27-Aug-07	Communication Strategies for the Classroom (Summer Series on Teaching & Learning)	Lionel Walsh (Dramatic Art)	36
28-Aug-07	Developing Principles for Discussion-Based Teaching (Summer Series on Teaching & Learning)	Erika Kustra & Michael Potter (McMaster University)	43
29-Aug-07	Have Students Caught What I Taught? How Engaging Are We to Our Students and How Can We Know? (Summer Series on Teaching & Learning)	Ken Cramer (Psychology)	38
30-Aug-07	Incorporating Learning Outcomes in Course Design (Summer Series on Teaching & Learning)	Peter Wolf (University of Guelph)	26
SEPTEMBER 2007 WORKSHOPS			
14-Sep-07	PDC Program and Course Change Forms: An Overview of Recent Changes at the University of Windsor	Alan Wright (Vice-Provost, Teaching and Learning); Renée Wintermute (Director of the Senate Secretariat)	31
19-Sep-07	Teaching Intentionally	Virginia S. Lee	23
21-Sep-07	Aligning Our Instructional Practices with the Learning We Value	Virginia S. Lee	17
25-Sep-07	Creating a Culture of Inquiry Around Teaching and Learning	Virginia S. Lee	13
27-Sep-07	Informal Discussion with Students and Academic Services	Virginia S. Lee	15
27-Sep-07	Nurturing a Community of Learners	Virginia S. Lee	13
OCTOBER 2007 WORKSHOPS			
25-Oct-07	PDC Program and Course Change Forms: Workshop on Completing the Forms	Alan Wright; Renée Wintermute	38

31-Oct-07	Approaches to Plagiarism Education: A Panel Discussion	Heather MacIvor (Political Science); Danielle Soulliere (Sociology & Anthropology); Chitra Rangan (Physics); Danielle Istl (Academic Integrity Office)	16
NOVEMBER 2007 WORKSHOPS			
30-Nov-07	A Brilliant Pool of Neurons: Valuing Student Feedback in the University Classroom	Alan Wright; Siyaram Pandey (Chemistry & Biochemistry)	29
21-Nov-07	Academic Honesty Beyond the Classroom: Facilitating Student Writing	Danielle Istl (Academic Integrity Office); Danielle Soulliere; Jennie Atkins (Academic Writing Centre)	18
DECEMBER 2007 WORKSHOPS			
None offered			
JANUARY 2008 WORKSHOPS			
25-Jan-08	Using Clickers in Class	Julie Smit (Biological Sciences); Laurie Freeman-Gibb (Nursing); Ken Cramer; Darrel Laurendeau (CTL); Mical Palumbo (ITS Trainer – assisted with preparation)	26
FEBRUARY 2008 WORKSHOPS			
15-Feb-08	Identifying and Supporting Students at Risk: What is My Role?	Mohsan Beg (Student Counselling Services; David Ryan-Soderlund (Student Disability Services)	40
MARCH 2008 WORKSHOPS			
12-Mar-08	Learning to Make a Difference: Using VARK and Learning Styles	Neil D. Fleming (Lincoln University, New Zealand)	12
28-Mar-08	From Teaching to Learning	Neil D. Fleming	19
APRIL 2008 WORKSHOPS			
24-Apr-08	Connecting with McGill - LMS Lessons Learned	Adam Finkelstein (McGill University)	8

25-Apr-08	Getting the Teaching, Learning and Assessment Lined Up: Constructive Alignment in Curriculum Design	Alison Holmes (University of Canterbury, New Zealand)	22
MAY 2008 WORKSHOPS			
26-May-08	Capturing Excellence: Effective Practices in PhD Research Supervision	Alison Holmes; Michael Potter	16
30-May-08	Using a Learning Preferences Approach in Your Coaching	Neil D. Fleming	24
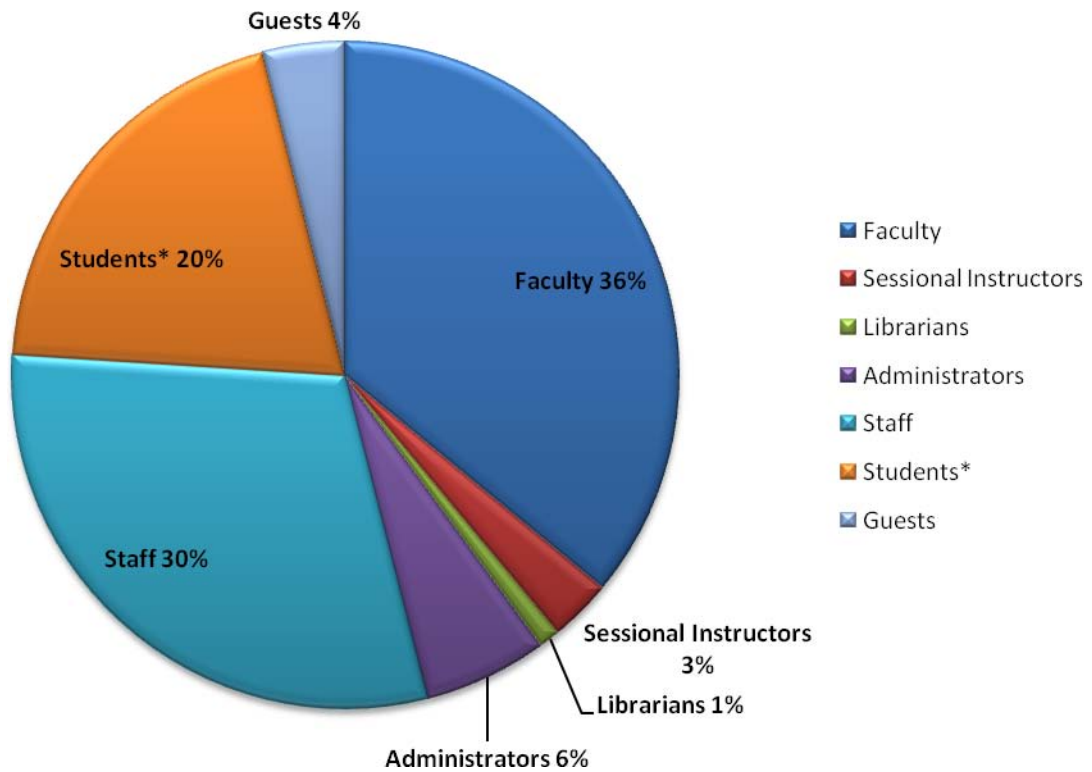
* Students attending workshops are primarily graduate students, graduate assistants, and teaching assistants.

Figure 1: 2007-8 CTL Workshop Participant Distribution

Invited Sessions and Interdepartmental Collaborations

Workshop data as represented do not include some 20 sessions which CTL employees were asked to present at events organized by other departments. These included:

- *New Faculty Orientation*, Office of Recruitment and Retention (4 workshops, 2 presentations).
- *GA/TA Orientation*, Faculty of Graduate Studies (Presentations by Alan Wright and Beverley Hamilton, and extended consultation on Orientation design).
- *GA/TA Orientation* (Organization and presentations by Julie Smit to the Department of Biological Sciences).
- Carl Wieman (UBC) Visit and Workshops (Financial support to Faculty of Science).
- *Institutional Alignment* (Presentation by Alan Wright for Student and Academic Services).
- *The Culture of Teaching and Learning* (Presentation by Alan Wright for University Advancement).
- *Effective Use of Learning Technologies* (Presentation by Lorie Stolarchuk to students, Faculty of Nursing).
- *Learning Outcomes* workshop (Presentation by the CTL team to the School of Social Work).
- *Learning Outcomes and Accreditation Issues* (Consultation by the CTL team and presentation by Alan Wright to the Faculty of Engineering).
- *Centred on Learning* (Presentation by Alan Wright to the School of Dramatic Art).
- Five presentations to the LMS Advisory Committee and LMS CLEW Team.
- *Technology Day* (Workshop by Darrel Laurendeau and Lorie Stolarchuk, *Analyzing Campus Technologies*).

Faculty Travel Grants in Support of Teaching Enhancement

Travel grants support the development of teaching skills, awareness of the literature, and evidence behind teaching and learning. Since priority is given to faculty who have submitted proposals, attendance at conferences also helps to promote the international reputation of the University of Windsor as a learning-centred university. The CTL provided partial funding for 46 faculty members to attend and present at pedagogy-related conferences. Of special note in 2007-8 was the funding of 34 faculty members who presented at the STLHE conference hosted by the CTL at the University of Windsor in June 2008 (Table 2).

Table 2

Travel Grant Disbursements 2007-8

Funded Participants	Conference
34[1]	Society for Teaching and Learning in Higher Education
1	13th International Reversal Theory Conference
1	International Conference on Technology in Mathematics Teaching
1	Cultural Studies Now: An International Conference
1	Michael Chekhov Association Workshop and Festival
1	28th International Lilly Conference on College Teaching
1	First Year in Focus at Canadian Colleges & Universities: Thinking Through First-Year Student Success
1	Midwest Finance Association Meeting
1	Gatlinburgh Conference
2	19th Annual Conference of the Society for Information Technology and Teacher Education
1	Administrative Sciences Association of Canada's Annual Conference
1	Air & Waste Management Association Annual Conference

The average travel grant was approximately $500. The faculty-by-faculty distribution is shown in Figure 2.
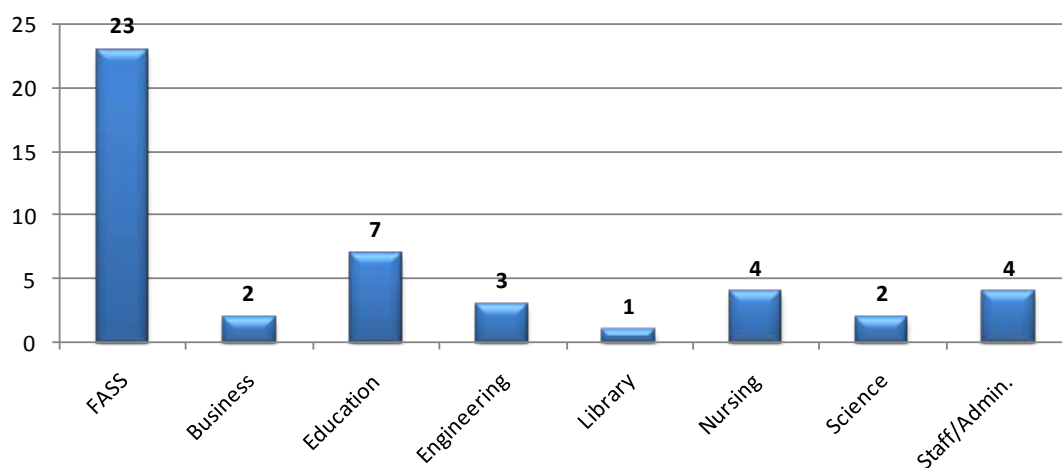
Figure 2: CTL Travel Grant Distribution

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[1] This number represents faculty members who attended the conference and does not include, for example, students who were exempt from payment as volunteers and non-registered session contributors.

Consultation

In 2007-8, the CTL provided individual services including classroom observations, gathering of formative feedback from students, support for curriculum and learning outcomes development, teaching dossier consultation, and opportunities to explore and practice using learning technologies. These activities included formal consultations with the:

- Faculty of Engineering,
- Centre for Career Education,
- School of Computer Science,
- Department of Economics,
- School of Visual Arts,
- Department of Biological Sciences,
- Department of Mathematics,
- School of Social Work,
- Women's Studies Program,
- Faculty of Human Kinetics,
- Faculty of Law,
- Faculty of Graduate Studies,
- Odette School of Business, and
- University Advancement.

Support for Graduate and Teaching Assistants

The CTL collaborated with the Faculty of Graduate Studies, Faculty of Arts and Social Sciences (FASS), and Department of Biological Sciences this year to establish new, and refine existing offerings for GAs and TAs on campus. These efforts included consultation regarding the re-design of the GA/TA orientation offered annually by the Faculty of Graduate Studies and the development of plans for an inaugural FASS GA/TA orientation. While the FASS orientation took place in September 2008, outside of the bounds of this report, the requisite survey of departments' perceived needs and the development of a faculty network to offer these sessions took place in Winter 2007. Also, in conjunction with the Human Rights Office and the Faculty of Graduate Studies, the Centre offered a workshop on graduate student supervision. We anticipate that these orientation programs will expand in the years to come.

As in 2007, the CTL offered a cross-listed graduate course housed in the Faculty of Education in Winter 2008, attracting 14 students from the faculties of Business, Engineering, Arts and Social Sciences, Education, Nursing, and Science. The Centre also sponsored University of Windsor students presenting at the STLHE conference so that they could participate at no cost in exchange for volunteer hours.

Visiting Fellows in Educational Development

The CTL hosted its first Visiting Fellow in Educational Development in September 2007. Fellowships are offered at two levels. The first, designed for experienced educational developers taking short-term leave from their home institutions, enables them to live and work in the University of Windsor environment, contributing new ideas to the evolving, learning-centred culture on campus, and developing their own teaching and learning research projects in a sabbatical context. Postgraduate Visiting Fellowships offer recent graduates an apprenticeship-style experience in the CTL. The CTL provides Visiting Fellows with

room and board allowance determined by mutual agreement, but the fellowship is not intended to represent the salary normally associated with an academic position. In 2007-8, the Centre hosted five Visiting Fellows (Table 3). This program is unique in Canada: it has elicited great interest among educational developers across the country, and several institutions are now examining the possibility of replicating it in their own institutions.

Table 3

Visiting Fellows in Educational Development 2007-8

Virginia Lee	President, POD Network (USA)	September 17-28, 2007
Alison Holmes	University of Canterbury (New Zealand)	April 3-June 30, 2008
Nick Baker	Queensland University (Australia)	June 9- August 30, 2008
Francois Georges	Université de Liège (Belgium)	June 17-August 15, 2008
Marianne Poumay	Université de Liège (Belgium)	June 17-July 2, 2008

Visiting Fellows offer workshops, consult with individuals and groups, collaborate on institutional and interinstitutional research, and work closely with CTL staff, providing input and new perspectives to enrich program and policy development at the University. This year's international cohort, for example, was able to provide expert knowledge about emerging trends in faculty teaching accreditation processes in the European Union, on British quality assurance in higher education, institution-wide program renewal, and multi-institutional perspectives on the creation of effective learning spaces. The initiative therefore provides the services of skilled educational developers in a cost-efficient manner in comparison with bringing individuals to campus for shorter visits. As well, these extended interactions provide significant opportunities to establish the Centre's, and the University's, reputation in a diverse global network.

Distance Education

In 2007-8, the CTL began the work of establishing new directions and decision-making structures for Distance Education at the University in collaboration with the Deans, the Registrar's Office, and the Office of the Provost. These departments are working to establish a process for course development and delivery that is efficient, responsive to faculty needs, and likely to produce significant learning for students. This is an ongoing process: a detailed report and proposal for managing this process was submitted to the Program Delivery Subcommittee of the Budget Committee in Spring 2008. The proposed process considers issues such as faculties' methods for establishing priorities among course development requests based on priorities such as program completion.

In 2007-8, the Distance Education budget allowed for the development of six courses on contract. Consultation was also available to instructors seeking informal support for online course development. The courses identified in Table 4 were undertaken or completed in 2007-8.

Table 4

Distance Education Course Development 2007-8

02-45-377-91	Culture and Policies of the State in the Time of Globalization	completed
02-54-301-95	Labour Movements and Social Change	completed
02-40-234-91	Foundations of Research Methods in Communication Studies	completed
04-70-255-91*	Managerial Accounting 1	completed
02-28-245-91	Modern Art	ongoing
04-70-151-91*	Accounting I	completed

*These courses included the extensive development of interactive learning objects.

The CTL continued its active participation in Eastern and Southern Ontario Education and Training Network (ESODETN), represented on the organization's steering committee by Brian Cowan, CTL Instructional Designer. ESODETN is an initiative of the Ontario government to enhance access to distance education courses for Ontarians in smaller and rural communities. CTL participation in the first general steering committee meeting in Toronto in February 2008 helped shape the current structure of the organization. It has also resulted in inquiries from potential students. Participation in this initiative contributes to the Centre's profile and leadership in distance education. There is no cost for involvement in this organization.

Supporting Inquiry, Research and Development into Teaching and Learning

Centered on Learning Innovation Fund (CLIF)

In November 2007 the CTL launched a call for proposals for projects contributing to learning-centred practice at the University. The 2007 call focused specifically on projects contributing to the development, implementation, assessment, and further exploration of learning outcomes and learning-outcomes based practices on campus. All full-time faculty and individuals holding a full-time teaching appointment at the University for the period of the grant were eligible for funds of up to $2,500, or, for grants of up to $5,000 if matched by their faculties (i.e., $10,000 in total, half from the CTL, and half from the faculty). Fourteen projects were funded. Table 5 lists the projects, in addition to a number of the products of these projects. While these tangible products are significant indications of the Fund's success, the degree to which they have begun to build capacity and leadership in multiple programs is an equally significant outcome of this initiative.

Table 5

2007-8 CLIF Awards

Project Leader	Title of Project	Co-investigator(s)	Products to Date
Judy Bornais, Faculty of Nursing	Using standardized patients in the teaching health assessment labs for nursing students	N/A	Presentation at 2008 STLHE Conference
Karen Roland, Faculty of Education	Social justice education	N/A	DVD of teaching video clips
Louis Cabri, Department of English Language, Literature & Creative Writing	The transparency machine event	N/A	Website materials for learning about poetry
Fuschia Sirois, Department of Psychology	Student motivation for interteaching methods in undergraduate Health Psychology	Rebecca Purc-Stevenson, Alan Scoboria, and Antonio Pascual-Leone, Department of Psychology	Workshop at 2008 STLHE Conference; Presentation at 2008 STLHE Conference
Alan Scoboria, Department of Psychology	Formation of a faculty learning community on the topic of interteaching, with specific application to graduate student education	Fuschia Sirois and Antonio Pascual-Leone, Department of Psychology	Workshop at 2008 STLHE Conference; Presentation at 2008 STLHE Conference
Ken Cramer, Department of Psychology	Teaching learning skills with clickers	N/A	
Clayton Smith, Office of the Vice-Provost, Students & Registrar	Windsor Internship Program	Karen Benzinger, Centre for Career Education	A number of papers, including activities, learning outcomes and assessment methods in cooperative engineering education; *International Journal of Technology and Engineering Education*, June 2008; Presentation at NACE

			Conference, 2009
Jennifer Johrendt, Mechanical, Automotive & Materials Engineering	Developing assessment methods for co-operative education learning outcomes	Derek Northwood, MAME; Karen Benzinger, Centre for Career Education; Geri Salinitri, Fac Education; and Arunita Jaekel, School of Computer Science	
Pierre Boulos, School of Computer Science	Workbook for internet information and ethics	Randy Fortier, School of Computer Science	Boulos, P. (2008). *Understanding Cyber Ethics in a Cyber World.* Kendell-Hunt: Dubuque, Iowa.
Wansoo Park, School of Social Work	Self-efficacy and empowerment as an outcome in a graduate level advanced field integrative seminar course	Connie Kvarfordt, Irene Carter, and Sung Hyun Yun, School of Social Work	Presentation at 2008 STLHE Conference
Irene Carter, School of Social Work	Using learning outcomes to facilitate success for students from community college child and youth programs who are transitioning to a university program	James Coyle and Donald Leslie, School of Social Work	Presentation at UWindsor-OaklandU Conference on Teaching and Learning and STLHE
Diana Kao, Odette School of Business	Design and implementation of a learning outcome-driven MIS curriculum	Gokul Bhandari and Bharat Maheshwari, Odette School of Business	Presentation at UWindsor-OaklandU Conference on Teaching and Learning; Presentation at 2008 Education and Information Systems, Technologies, and Applications (EISTA) Conference; Manuscript submitted to 2008 ASAC conference, (on-going); Cases prepared for

			teaching MIS courses at Odette (on-going)
Shijing Xu, Faculty of Education	Listening to visible minority students: Voices of our ethnically, culturally and linguistically diverse learners on learning-centred practice	Zuochen Zhang, Faculty of Education	Presentation at 2008 STLHE Conference
Suzanne Matheson, Department of English Language, Literature & Creative Writing	Fugitive pages: Recovering the underground railway in print	Heidi Jacobs, Leddy Library	
Karen Roland & Geri Salinitri, Faculty of Education	Developing a mentorship role in associate teachers	Guoqiang Zhou and Christopher Greig, Faculty of Education	

CTL Dissemination and Publication Activities
CTL Staff members were very active in publication and dissemination this year through editorial work, as well as monograph and article publication. A major project was the writing of a background paper commissioned by the Canadian Millennium Scholarship Foundation for their March 2008 international conference and policy summit, *Neither a Moment nor a Mind to Waste: Strategies for Broadening Post-Secondary Participation.* The Centre received a $25,000 grant for this research project. Alan Wright was the principal investigator, and both Clayton Smith and Neil Gold were named researchers on the project. This collaborative project, involving researchers from Canada and Europe, was coordinated by Marie-Jeanne Monette on contract to the CTL.

Monographs and Annual Journal Edited:

Raffoul, J. (Managing Ed.) (2008). *Collected Essays on Learning and Teaching, Vol. 1.* Society for Teaching and Learning in Higher Education: Windsor, ON.

Wright, A. (Series Ed.) (2008). *Collected Essays on Learning and Teaching, Vol. 1.* Society for Teaching and Learning in Higher Education: Windsor, ON.

Wright, A. (Series Ed.) (2008). *Leading Effective Discussions*. **Erika D.H. Kustra** and **Michael K. Potter**. STLHE Green Guide Series No. 9, London ON.

Monographs and Articles Published:

Hunt, G. A., **Wright, A**., & Gordon, G. (2008). Evolving expectations for teaching in higher education in Canada. *Collected Essays on Learning and Teaching, 1,* 15-21.

Kustra, E.D., & Potter, M.K. (2008). *Leading Effective Discussions*. London, ON: Society for Teaching and Learning in Higher Education.

Sauvé, L., **Wright, A.**, Debeurme, G., Martel, V., & Hanca, G. (2008). What are the difficulties faced by students (distance and on campus) in their first year of studies? *Malaysian Journal of Distance Education*

Sauvé, L., Debeurme, G., Martel, V., **Wright, A**. & Hanca, G. (in press) Soutenir les étudiants (distance et sur campus) présentant des difficultés susceptibles d'entrainer l'abandon des études universitaires lors de la première session : constats de recherche et pistes d'intervention, *Revue internationale de pédagogie universitaire*

Windle, S., **Hamilton, B**., Zeng, M., & Yang, X. (2008). Negotiating the culture of the academy: Chinese graduate students in Canada. *Canadian and International Education Journal 37*(1), 71-90.

Wright, A., Frenay, M, Monette, M-J., Tomen, B., Sauvé, L., Smith, C., Gold, N., Houston, D., Robinson, J., & Rowen, N. (2008). *Increasing the odds of access and success at the post-secondary level for under-represented students. Montreal: Canadian Millennium Scholarship Foundation.* Retrieved from http://www.neitheramoment.com/eng_about.html.

Book Chapters:

Wright, A., & Hartley, M. H. (in press). Upon further review: A second look at the student learning portfolio. In Zubizarreta, J. *The learning portfolio: Reflective practice for improving student learning*, 2nd ed. San Francisco: Jossey-Bass.

Sauvé, L., & **Wright, A.** (2008). Personalized learning of workplace competencies online: Principles, applications, obstacles, lessons. In Willment, J.-A.H.(ed). *Workplace learning experiences in Canada.* Calgary : Detselig Enterprises Ltd.

Wright, A., & Schönwetter, D. (2007). L'évolution de la pédagogie universitaire au Canada (anglais). In L. Langevin (Ed.), *Formation et soutien à l'enseignement universitaire.* (pp. 117-135). Québec: Presses de l'université du Québec.

Research and Innovations Conference Presentations:

Andrusiak, S., & Wright, A. (2007, September). *On Canadian SoTL: Cultivating the fields of pedagogical practice*. Poster session presented at the annual meeting of the Lilly North Conference on College and University Teaching, Traverse City, Michigan, Winner of the conference poster prize, The Lorrie Ryan Award for Best Poster.

Holmes, T., & **Potter, M.K.** (2008, June). *Constructing "The Students" as Human Subjects Research Objects: The Problem of Ethics in a Global Frame*. Workshop led at the annual meeting of the Society for Teaching and Learning in Higher Education, Windsor, ON.

Hunt, G., Gordon, G., & **Wright, A**. (2008, June). *Developing a Framework of Teaching Expectations for*

Higher Education in Canada. Workshop led at the annual meeting of the Society for Teaching and Learning in Higher Education, Windsor, ON.

Kaufman, D., Bostock, S., Mighty, J., **Wright, A**., & Holmes, A. (2008, June). *'Hot' Issues in Faculty Development*. Workshop led at the annual meeting of the Society for Teaching and Learning in Higher Education, Windsor, ON.

Potter, M.K., & Enns, D.E. (2008, April). *Interdisciplinary Inquiry in Teaching and Research*. Workshop led at Breaking Boundaries, Forging Connections: Feminist Interdisciplinary Theory and Practice, Halifax, NS.

Potter, M.K., & **Stolarchuk, L.** (2008, February). *Bridging the Gaps: Exploring the Value of Learning Outcomes with Faculty*. Poster session presented at the annual meeting of the Educational Developers Caucus, Vancouver, BC.

Potter, M.K., & Stolarchuk, L. (2008, May). *Bridging the Gaps: Exploring the Value of Learning Outcomes with Faculty*. Poster session presented at the 2nd Annual Conference on Teaching and Learning, Oakland, MI.

Smit, J., & Boulos, P. (2008, May). *Learning Outcomes: Purpose, Perspectives and Planning*. Concurrent session presented at the 2nd Annual Conference on Teaching and Learning, Oakland, MI.

Wright, A. (2007, November). *The "ORA" of Engaged Learning: Ownership, Responsibility, and Autonomy* . Paper presented at the 27th International Lilly Conference on College Teaching. Lilly, OH.

Sauvé, L., **Wright, A**., Debeurme, G., Fontaine, E., Fournier, J., Poulette, L., Boutin, P., Paré, J-F., St-Pierre, S. (2007, December). SAMI-Persévérance: Système d'Aide Multimédia Interactif à la Persévérance aux études postsecondaires. Launch of Multimedia Learning Environment. Quebec (QC)

Wright, A., & Hamilton, B. (2008, February). *On Canadian SoTL: Cultivating the fields of pedagogical practice*. Poster session presented at the annual meeting of the Educational Developers Caucus, Vancouver, BC.

Recognition of Teaching and Learning

> *To celebrate success in teaching and learning and promote the importance of teaching and learning at the University of Windsor, both on campus and beyond.*
>
> *To promote critical reflection on pedagogical practice, and to revisit teaching evaluation, honouring the essential distinction between formative and summative evaluation.*

Priorities of the CTL, 2007

In October 2007, the Centre hosted the second annual Celebration of Teaching Excellence on campus. The Celebration highlighted the following provincial and local teaching award winners:

OCUFA Teaching Award	
Dr. Akshai Aggarwal	School of Computer Science
LIFT Award (Ontario)	
Professor Donna Marie Eansor	Faculty of Law
Dr. Richard Frost	School of Computer Science
Alumni Award for Distinguished Contributions to University Teaching	
Dr. Ken Cramer	Department of Psychology
Dr. Siyaram Pandey	Department of Chemistry and Biochemistry
Professor Lionel Walsh	School of Dramatic Art
Excellence in Mentoring Award	
Dr. Lynda Corkum	Department of Biological Sciences
Dr. Barbara Zielinski	Department of Biological Sciences

The Centre also produced a booklet, highlighting the careers and accomplishments of award winners, which is used by award-winning faculty and the University for promotional purposes. The CTL continued to take an active role in the coordination of provincial and national teaching awards submissions from the University of Windsor in 2007-2008, including one submission for the 3M National Teaching Fellow Award, one for an Alan Blizzard Teaching Award (a national award for collaborative teaching) and four for OCUFA Awards. University of Windsor Professors Ken Cramer (Psychology) and Donna-Marie Eansor (Law) won two of the six OCUFA awards this year. In addition, the Centre coordinated the submission of two TVO Best Lecturer submissions: Professors Finney Cherian (Faculty of Education) and Ken Cramer, both of whom were top ten provincial finalists. The Centre provides consultation and support to faculty and nominators in areas ranging from the development of teaching philosophy statements, to editorial work, to the presentation of SET score data and student comments, to layout and design work. The Vice-Provost, Teaching and Learning, also sat on the deliberations committee for the Alumni award as a non-voting member, with a view to providing the committee with feedback regarding their deliberations processes.

The highly successful 2008 STLHE conference, hosted by the Centre and the University in June, was another central element of increasing the visibility of teaching and learning issues on campus and building capacity for leadership in teaching and learning. The event drew 430 faculty members,

administrators, researchers, and students from ten countries to the University campus for four days. The STLHE is Canada's national society dedicated to developing, inquiring into, and advocating for effective teaching and learning practice at the post-secondary level. Fifty-five University of Windsor faculty members and students presented their own teaching and learning projects or research at the conference. The conference contributed to the achievement of the Centre's mandate this year in numerous ways, as it fostered greater awareness of the increasing value that universities across Canada and abroad place on teaching and learning issues, increased the density of the Centre's network of collaborators, offered the campus community important opportunities to meet leaders in the field of teaching and learning in higher education, and introduced a rich variety of teaching and learning research to campus participants. The conference also afforded an exceptional opportunity to showcase the city and the University to the wider higher education community, and resulted in a financial surplus which was shared between the Centre and STLHE.   For more information on the Conference, please see the conference report executive summary in Appendix A.

Centre staff also make significant contributions to the work of the STLHE through publication in their teaching guide series, the *STLHE Green Guides*, through participation and presentation at conferences, and through contributions to the administrative and editorial work of the Board. Alan Wright was the chair of the STLHE Publications Committee.

In a similar vein, the University of Windsor and Oakland University Conference on Teaching and Learning, hosted every other year by the Centre on behalf of the University of Windsor, was this year held on the Oakland University campus, with Windsor contributions coordinated by the CTL. The conference is partially funded through grants from the Offices of the Provosts of the two universities. Forty-three faculty members from the University of Windsor attended the conference, and 27 presented. Like the STLHE Conference, the Windsor-Oakland conference is an important opportunity to share new knowledge, meet scholars with similar interests, and develop collaborative networks.

Teaching and Learning Technologies Activities

Through collaborative innovation with other departments and faculty, to innovate, diversify, and use technology wisely, including through e-learning, learning management systems, distributed learning, instructional technology, and distance education.

Priorities of the CTL, 2007

The Teaching and Learning Technologies Unit of the CTL supports the use of educational technologies on campus and the development of multimedia materials for educators and other campus groups, with the central goal of fostering inclusive and varied learning-centred practices on campus. Their key areas of responsibility include the support of CLEW sites, the use of in-class and asynchronous learning technologies by faculty, consultation on and installation of classroom technologies, videoconferencing, and media production services.

Collaborative and Learning Environment Windsor (CLEW): The Learning Management System

The 2007-8 year saw the major launch of the University's Sakai-based learning management system, CLEW. Many course sites were transferred from ViCKi, the university's previous Learning Management System, to CLEW, and many new course sites were created. There was also growth in the number of courses from the Fall 2007 to the Winter 2008 semester. See Table 6.

Table 6

CLEW Site Creation 2007-8

Term	Arts	Social Sciences	Science	Business	Education	Engineering	HK	Law	Nursing	Inter-Faculty	Total
2006F	1	0	0	0	0	0	0	0	0	0	1
2007W	0	2	0	1	1	0	1	0	0	0	5
2007S	1	9	6	6	2	2	1	0	3	0	30
2007F	45	97	66	97	56	24	21	27	25	0	457
2008W	49	144	97	119	16	57	18	35	37	0	573
2008S	11	38	19	61	4	26	3	4	14	0	180

Most ViCKi users transferred to CLEW in 2007-8, and the goal for the 2008-9 is to transfer the remaining ViCKi users to CLEW.

Centre staff received positive feedback on CLEW's ease of use and have noticed that some users are beginning to find advanced ways to use the sites and are sharing those ideas with others. The CTL video for demonstrating an ideal course site is available on the CLEW website.

The LMS Implementation Team, comprised of representatives from the CTL and ITS, deals with all communications, technical, and training issues related to the adoption of CLEW. When problems arise,

the two areas work in collaboration to resolve issues as quickly as possible and endeavour to identify permanent solutions to any technical difficulties. The two groups strive to provide a stable technical environment responsive to the needs of the users – faculty and students alike.

In-Class and Asynchronous Learning Technologies

Learning Response Systems

Since September 2005, clickers have been part of the University of Windsor's learning experience. This student response system allows instructors to get immediate feedback on student comprehension of instructed material. Business, Psychology, and Biology continued their use of the devices, and were joined by Women's Studies, Nursing, Chemistry and Engineering (See Table 7).

Table 7

Clicker Use on Campus

Department	# of Instructors	# of Courses
Business	1	1
Psychology	5	1
Biology	1	1
Women's Studies	2	2
Nursing	2	2
Chemistry	1	1
Engineering	1	1

The audience response computer software is installed in all classrooms on campus with permanent consoles.

Podcasting/ Media Streaming

Podcasting and media streaming make materials from workshops, convocations, guest speakers, and lectures available for downloading from the Internet. This year, many faculty have made their lectures available on CLEW as podcasts. In 2007-8, 464 podcast sessions were added to the Podcast directory, up from 26 the previous year.

Media streaming has grown significantly for the past year as well. The CTL has posted more than 400 items for streaming. Examples include special events, convocation and class projects. Streaming media projects are also being integrated into course material through CLEW.

Classroom Upgrades

During the summer of 2007, Odette B03, 108, and 110 were upgraded with the installation of permanent audio-visual equipment. In Erie Hall, Smartboards were installed in six general purpose classrooms. Chrysler Hall South 263 underwent major renovation in 2007-8, which included the installation of a console with permanent technologies. By June 2008, there were 50 classrooms with permanent multimedia equipment.

Staff also repaired the microphone system associated with the videoconference system in Toldo 203, designed and supervised the installation of a new classroom videoconference system in Toldo 100, which includes two new monitors and a second projector. The CTL provided videoconference consultation services for the new medical education building and the Human Kinetics building expansion. The Centre was involved with the installation and commissioning of the new videoconference bridge located in IT Services in August 2007.

The installation of permanent technologies has led to fewer deliveries of portable A/V equipment. The reduction in deliveries over the past three years is reflected in Table 8.

Table 8

Deliveries of Portable A/V Equipment

2005-2006	11,387
2006-2007	11,223
2007-2008	10,290

Multimedia Production Services

The CTL provides video, audio and photographic production services. This section provides an overview of the projects undertaken this year.

Photography

The CTL photographer regularly covers assignments such as Convocation, the President's State of the University Address, the 25-year Employees' Lunch, Retirees' Dinner, CTL workshops and events for Daily News, and can be booked subject to availability for conference events. The list below provides highlights of events covered and projects completed this year:

- Photographic documentation of the world's smallest Digital Stereo Camera developed by Dr. Wang (Electrical Engineering). The images were reproduced in a research journal and used as part of the patent application process.
- Event coverage of many news conferences and announcements including the Medical Education Building construction (e.g. ground breaking, documentation of construction, ministerial visits), provincial funding of a new Engineering Building, and Toyota donation to C.A.R.E. These images were used in University publications and provided to stakeholders and other interested parties for distribution through their own networks.

The CTL photographer was involved in the imaging, (both capturing and researching), for *Pinnacle Magazine* and of numerous celebrations and openings across campus such as:

- the dedication of the new/refurbished School of Music Recital Hall;
- various tree plantings and dedications;
- the Canadian Olympic Track and Field Trials;
- Intelligent Systems Collaborative Conference (AI/GI/CRV/IS), Trade Show and Awards Banquet (Computer Science);
- Music Therapy Centre Opening at the Hospice; and

- the 2008 STLHE Conference.

Many images from these events have been used for promotional purposes on the University and CTL websites.

Video Production Services

Production support may be grouped in the categories listed below.

Video Streaming
Sixty files were encoded for Mac users and 300 files for PC users in support of classroom instruction.

Special Video Projects
CLIF Project: Social Justice Education
Working with Professor Karen Roland, Learning Specialist in the Faculty of Education, production staff directed, recorded and edited a series of four vignettes for education students about social justice issues in the classroom. Sixty DVD copies were made.

President Ross Paul Tribute Video
Over 40 educators, administrators, friends, and politicians were interviewed to produce a 14-minute "tribute" video shown during the farewell and fund-raising evening for the outgoing president.

CTL Visiting Fellows Videos
CTL staff produced a series of interview segments with visiting academics for the CTL website. *In Conversation* segments include Dr. Virginia Lee, Dr. Carl Wieman, and Dr. Neil Fleming.

STLHE Video
The CTL produced a video of STLHE conference events shown to conference participants at the closing plenary. This video was also featured on the conference website.

University of Windsor Cinema Commercial
A commercial produced in HD by a Toronto Production Company was re-edited for digital projection in local theatres as part of a University promotional campaign.

LEED Presentation
A community forum on plans for Leadership in Energy and Environmental Design (LEED) certification for the new Medical Education Building was recorded and edited for the University of Windsor website.

Odette School of Business Recordings
Nine live sessions of the Odette Trading Club were recorded, edited, encoded, and streamed to the web. Similar services were provided for 11 sessions of the *Mergers and Acquisitions* course.

Recurring and Ongoing Projects
Student Project Support
CTL staff provide technical support to students who are required to produce video projects to fulfill course requirements. Students are instructed on the correct use and operation of video cameras and

the fundamentals of editing. In 2007-8, the CTL provided support to students from Education, Music, Nursing, and Communication Studies.

Studio Recordings
Class sessions were recorded in the studio for students from Nursing, Law, and Social Work. Students and professors use these recordings in the evaluation of student performance. Weekly studio labs are supported for Television Performance and Communication Studies students.

Convocation – Fall 2007 & Spring 2008
Eight convocation sessions were projected to the audience, recorded, and edited. These productions were streamed live on the web and broadcast at a later date on Cogeco Cable.

Windsor Welcome Week 2007
This annual production is part of the University's "Welcome Convocation" held during the first week of classes. Recording takes place over the Labour Day weekend. The video is available online and used for student recruitment throughout the year.

President's State of the University Address
CTL staff recorded this annual event and packaged it for broadcast on Cogeco Cable and streaming on the University website.

Great Lakes Centre for Environmental Research
Shark video footage provided by Dr. Aaron Fisk was converted and edited for use by the Discovery Channel and other media outlets.

New Faculty Orientation
Selected sessions were recorded over a five-day period. These sessions were edited, encoded, and streamed to the web.

InFuse Concerts
In 2007-8, The CTL began a new collaboration with an interdisciplinary group from the fine arts departments who are producing the InFuse series. In addition to providing the use of Studio A for performances, technical support (lighting, projection, audio recording) was provided for two of the presentations.

CTL Workshop Recordings
CTL staff have been involved in audio and videorecording of CTL workshops, excerpts of which are used on the CTL website.

CTL Facilities

In 2007-8, the CTL updated its production and videoconference facilities through the purchase of new equipment and standardizing some processes in order to increase efficiency and enhance the range and quality of service. Production upgrades include:

Studio A
- A new audio system to support live events.

- Renovations made to reduce the noise from the fans in the studio.
- New audio mixer replaced an older system.
- New video recorder.

Studio B and Studio B Control Room
- Lighting system upgrade.
- Installation of new cyclorama and green screen.
- Studio console upgrades.
- Smartboard installation to expand potential as teaching/workshop space.

Master Control
- Reorganization to add extra editing and encoding stations.
- Facility and equipment schematic wiring drawings updated.
- Two new media servers were purchased to back up our Windows servers and expand our services to Mac users.

Video Conference Facilities
The CTL video conference classroom, Room G-141 Erie was upgraded to a HD video conference system. It includes:

- a new Crestron system which controls the screens, video conference system, ceiling projector, and lighting in the room; and
- three new plasma screens and a Smartboard

The CTL video conference boardroom, Room G-142 Erie, was upgraded to include:

- a new HD video conference system, and
- new screens.

This system allows clients to share content, e.g. PowerPoint presentations, over the videoconference connection.

Three older video conference systems were repurposed. One was installed in G120 Erie as an additional video conference room for use during peak demand periods and as a backup facility. Two other units were refurbished and are available for portable use.

A new central monitoring station for video conferencing was set up in master control. This enables staff to monitor conferences taking place across the campus network and provide support remotely. A single operator can monitor multiple calls simultaneously.

The Production Unit and SharcNet completed the installation of SharcNet access grid technology in G141 and G142. The Shared Hierarchical Academic Research Computing Network (SHARCNET) is a consortium of Canadian academic institutions who share a network of high performance computers (www.sharcnet.ca). The University of Windsor is one of the founding institutions. With this infrastructure SHARCNET enables world-class academic research.

CTL Facility Use

Multimedia Lab
The multimedia lab is a classroom space available for use by classes requiring access to multimedia-based learning materials during class time. In December, the lab capacity was increased to 40 from 35 to accommodate the needs of the Department of Languages, Literatures and Cultures. The Academic Writing Centre has also benefitted from the increased capacity for language testing. The hardware was also upgraded to enhance performance. In 2006-2007, the lab was booked for 138 hours. In 2007-2008, that increased to 791 hours. The large increase is due to significantly more usage by the Academic Writing Centre and an increase in the number of evening hours that the lab was available. Communication Studies, Social Work, Education, and Drama started to use the lab to complement their learning; and finally, CLEW workshops were held in the Multimedia Lab as opposed to the Computer Centre.

Videoconference Services
Videoconference facilities were used to deliver classes, such as a graduate course in Mathematics with Oakland University, theses defenses, faculty recruitment and student co-op placement interviews, and collegial research collaborations. Clients external to the university were able to schedule the facilities on a fee-for-service basis. A total of 436 hours were scheduled in ten spaces across campus.

Studio A
In 2007-8, Studio A was booked for a total of 1098 hours by the following departments and faculties across campus, and beyond: 523 hours by the CTL; 510 by FASS; 38.5 by the Faculty of Education; 12 hours by the Faculty of Law; 4 by Alumni; and 10.5 hours by organizations off campus.

University Service by Centre Staff

In support of the teaching and learning mandate at the University of Windsor, representatives of the CTL also sat on the following committees in 2007-8:

Internal Committees
- Academic Integrity Committee
- Academic Policy Committee
- Academic Policy Committee Subcommittee on Internationalization of the Curriculum
- Accessibility Planning Group
- Communications Council
- Information Provider Forum
- IT Leaders Group
- Information Technology Steering Committee
- LMS Steering Committee
- LMS Implementation Committee
- LMS Tech Committee
- LMS Team (Support, Training, and Communication) Committee
- LMS Advisory Committee
- Program Development Committee
- Program Development Subcommittee on Program and Course Changes

- The Videoconference Policy and Technical Committees

External Committees
- Council of Ontario E-Learning Group
- Eastern and Southern Ontario Education and Training Network (ESODETN)
- Innovation in Higher Education Editorial Board
- Society for Teaching and Learning in Higher Education Board of Directors
- Society for Teaching and Learning in Higher Education Publications Committee

Appendix A

Executive Summary of the 2008 STLHE Conference Report

The 2008 STLHE Conference took place June 18-21, 2008 at the University of Windsor. This report offers the STLHE Board, future conference organizers, and other interested parties an overview of the organizing committee's timelines and activities in preparing for the conference, data on conference participants' and presenters' activities prior to and during the conference, and an analysis of conference feedback including the organizing committee's observations, responses, and recommendations.
The four-day conference involved 430 participants from ten countries as well as 81 volunteers. It included 33 workshops, 119 concurrent sessions, 27 roundtables, 26 poster presentations, two plenaries, and a number of meetings and social events including the welcoming reception and the conference banquet. These events took place ten buildings on campus and two off-campus venues.
The 2008 conference saw the introduction of a number of new processes, events, and practices. These included:

- The integration of workshops into the regular conference schedule
- An adjudicated poster competition
- Access to customizable session evaluation documents online
- The use of automized submission tracking and response system that exported session information directly to the website and program documents
- An extensive conference greening initiative
- The provision of on-campus cart transportation to support individuals with mobility limitations
- An online personal scheduling tool, BlackBerry session notification, and an electronic program option
- The selection of a coordinator to assist international participants with travel plans and submissions issues

Based on participant feedback and internal review, the 2008 conference organizing committee offers the following observations and recommendations for the consideration of the Board and future conference organizers:

Program Related:
- Although integrating workshops into the full conference program was successful, implementing pre-registration for workshop sessions would enable presenters to more effectively prepare and communicate with participants.
- A fresh approach to the possibilities for the keynote session proved popular with conference participants.
- This year's decision to standardize concurrent session length, offering longer session opportunities on the workshop day, proved popular with participants.
- More extended correspondence with some presenters to promote the refinement of content, activities and clarity appears to have had a positive effect on session quality.

Logistics Related:
- Payment of membership and conference fees is a source of some confusion to prospective participants, in particular in connection with the added confusion of individual vs. institutional memberships. Separation of membership fee collection from conference fee collection would be helpful.
- In all large-group events, attention to acoustics is important.
- The Green Initiative was generally well received, and many aspects of this program could be expanded in future years given suitable campus resources.
- The increasing number of meetings and other related but not STLHE-specific events involved in the conference complicate scheduling and logistical organization a great deal. Decision-making around which events and groups to accommodate may require clear and consistent policy in the future.
- Systematic planning and long term and active sponsorship development were key features in the budgetary surplus.

Communications Related:
- Future conference organizers should ensure that they receive the appropriate mailing lists directly from the STLHE administrator for all publicity and communications
- The electronic versions of the program, while receiving considerable positive feedback, required more technical support, onsite printer access, and a number of revisions outlined in the recommendations section.