



# CTL Annual Report

July 1, 2008 - June 30, 2009

The Centre for Teaching and Learning  
University of Windsor  
December 2009

**The following employees of the CTL contributed to this report:**

Pierre Boulos, Learning Specialist  
Brian Cowan, Instructional Designer  
Jeanne Drouillard, Director, Teaching and Learning Technologies  
Larry Foley, Manager, Media Production  
Beverley Hamilton, Assistant to the Vice-Provost, Teaching and Learning  
Erika Kustra, Director, Teaching and Learning Development  
Darrel Laurendeau, Manager, Educational Technologies  
Peter Marval, Media Artist  
Marilyn Powley, Administrative Assistant  
Michael Potter, Program Coordinator  
Jessica Raffoul, Research and Communications Coordinator  
Lorie Stolarчук, Learning Technology Trainer

Under the Direction of  
Alan Wright, Vice-Provost, Teaching and Learning

**For more information, please contact:**

Centre for Teaching and Learning  
Lambton Tower  
401 Sunset Avenue, Windsor, Ontario N9B 3P4  
(519) 253-3000 ext. 4835  
[ctl@uwindsor.ca](mailto:ctl@uwindsor.ca) | [ctl.uwindsor.ca](http://ctl.uwindsor.ca)

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## 1.0 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, 2008 and June 30, 2009. Among the most significant are:

- Hiring Dr. Erika Kustra as Director, Teaching and Learning Development.
- Establishing extended programs (half-, five-, and three-day courses) for more intensive study and practice.
- Developing the University Teaching Certificate Program, submitted to the Staff and Educational Development Association for approval.
- Establishing faculty-specific GATAcademies.
- Hosting Visiting Fellows in Educational Development from Australia, Belgium, New Zealand, and the UK.
- Launching the inaugural GA/TA Awards for Educational Practice and Educational Leadership.
- Organizing the third annual University of Windsor and Oakland University Teaching and Learning Conference, which attracted 150 participants from 18 universities and colleges.
- Publishing and presenting on teaching and learning issues: CTL collaborations with 21 faculty members.
- Offering inaugural Teaching Dossier Academy to a capacity group of 25.
- Fully implementing *CLEW* with improved stability, in use by nearly 900 instructors, by nearly every student on campus, and by 120 different project groups.
- Successfully launching technical support for the Schulich School of Medicine and Dentistry, including videoconference-based courses.
- Establishing collaboration with Noiseborder Ensemble/Music/Visual Arts.

Impact: 538 participants in workshops. 285 unique participants. 2,554 workshop contact hours. 64 different departments. 6,000 AV deliveries. 6,000 *CLEW* support calls. 900 instructors using *CLEW*. 5 full classroom renovations and upgrades. Technical support for a remote medical school. 13 year-long research and development projects focused on improving students' first-year experiences. A growing teaching and learning culture at the University of Windsor.

## 2.0 Introduction

The Centre for Teaching and Learning (CTL) works in partnership with academic departments, faculty members, staff, and students to enhance the practice, culture, and the scholarship of teaching and learning, and to support the integration of technologies that enhance teaching and learning at the University of Windsor. The Centre's five-year plan (2006-11) focuses on three key objectives, operating through a multi-faceted approach consistent with the holistic support required for lifelong individual and community-wide growth in teaching practice. These objectives are:

- the continuous growth of a learning-centred culture at the University of Windsor;
- building capacity and fostering leadership for scholarly pedagogy at the University of Windsor; and
- responsive support for and innovation in e-learning and learning technologies.

This report provides an overview of Centre activities in 2008-9 structured around these three objectives.

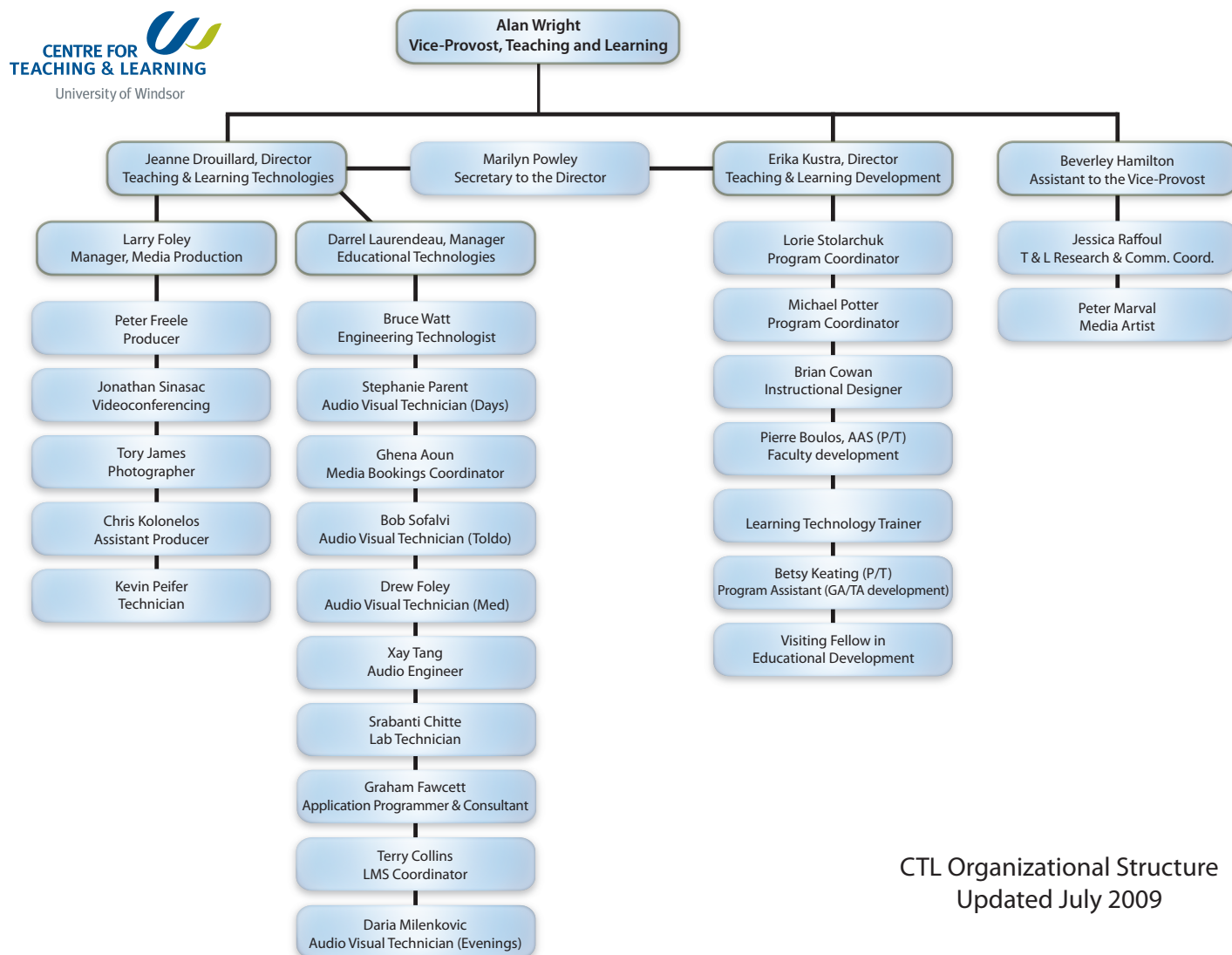
In the 2008-9 academic year, the Centre refined its operating structure and established a number of programs and initiatives fundamental to meeting the objectives above. The Centre increased the breadth, intentionality, and focus of programs with a view to fostering autonomous leadership and activity in the service of continuous improvement of learning and student engagement on campus. The teaching and learning technology team continued the work of updating campus learning spaces, both physical and virtual, establishing a strong and responsive learning management system, and supporting technological innovations with an effective framework for promoting the use of these technologies in ways most likely to facilitate deep and lasting learning.

## 3.0 The Centre's Organizational Structure

In Summer 2008, the Centre hired Dr. Erika Kustra as Director, Teaching and Learning Development. With over ten years' experience in the field of educational development, Dr. Kustra is a national winner of the Alan Blizzard Award for collaboration in innovative teaching, and is the co-author of an STLHE Green Guide. With her arrival in August 2008, the Centre's teaching and learning development team began the process of clarifying roles and responsibilities with regard to the Centre's many programs and services for departments, faculty, instructors, and graduate students. Her expertise and commitment have made a significant contribution to the team's capacity. Plans to transfer a trainer's position from Information Technology Services (ITS) to a Learning Technology Trainer position with the CTL were also finalized in this period: as CLEW adoption has proceeded very successfully, this transition reflects the need to emphasize effective pedagogy using CLEW rather than the more purely technical

acquisition of CLEW tools. The Centre's efforts are also supported by two advisory groups. The Learning Management System (LMS) Advisory, a cross-campus committee, provides input that informs decision making with regard to the CLEW system, and the service and support functions it necessitates (Appendix A). The Vice-Provost's International Advisory Council (VPIAC) provides input on an approximately quarterly basis, discussing emerging and existing challenges identified by the Vice-Provost for the purposes of informing strategic directions for the Centre and for teaching and learning policy across campus. The VPIAC is comprised of acknowledged leaders in the field of academic development from New Zealand, Canada, England, and the United States (Appendix A). The Council provides a useful global perspective that enables the Vice-Provost to contextualize programs and challenges at the University of Windsor and to strategize with leaders in the field.

**Table 1: CTL Organizational Structure July 2009**



This chart represents the CTL organizational structure at the end of the reporting period. In 2008-9, the Centre employed an additional Ancillary Academic staff member and two research assistants' positions that were closed or converted by June 30, 2009.

## 4.0 Continuous Growth of a Learning-Centred Culture at the University of Windsor

Improving student learning and the student experience by fostering effective teaching lies at the heart of the CTL mandate. This mission takes many forms: one-on-one pedagogical coaching, instruction in the effective and competent use of learning technologies, and the facilitation of workshops and courses are among those that may come most readily to mind. However, fostering lasting learning for students and lasting change in teaching and institutional practice demands much more than the simple transmission of ideas, strategies, or techniques. In areas as diverse as community building; teaching and learning research, promotion and tenure processes, interdisciplinarity, learning space design and renovation, celebration of exceptional practice, effective innovation and leadership, multimedia production, technology

support, and inter-university cooperation and collaboration, the CTL continued in 2008-9 to sustain, enrich, and advocate for the culture of teaching and learning at the University. A culture of teaching and learning is an organic and complex system, involving a shared vision, shared values, a common language of endeavour, diverse but interdependent and interacting roles, and a necessarily collaborative approach to skill and program development. It is what moves a university beyond the impressive but ultimately fragile efforts of individual, exceptional teachers, to a collective understanding of and commitment to excellence in teaching. Ultimately, a thriving campus culture of teaching and learning places learning at the core of decision-making and consistently takes learning into account at the structural level.

**Figure 1: An Evolving Culture of Teaching and Learning**





## 4.1 Teaching and Learning Development Activities

### 4.1.1 Workshops

In 2008-9, the CTL offered 33 workshops on teaching and learning issues. The central focus of workshops offered for campus-wide enrolment was enhancing student engagement. A list of workshops can be found in Table 2 (CTL staff presenters are in **red**, University faculty and staff are in **blue**, and external presenters are in **green**), and a summary of the key themes each workshop addressed can be found in Table 3. Appendix B provides a more detailed account of workshop and theme alignment.

*I think my involvement in the summer series of teaching workshops, both as a participant and as a presenter, helped to spur me on in terms of whatever accomplishments I may have achieved.*

*- Donald Leslie, Professor, School of Social Work*

**Table 2: 2008-9 CTL Workshops**

Title	Presenter(s)
Pedagogy with a Point and a Purpose: Using Learning Outcomes Effectively	Michael K. Potter
Helping Students Survive First Year	Nick Baker
Ever-Growing University Classes: How to Cope Without a Debigulator	Ken Cramer
Success for First Year Students	Alan Wright
Incorporating Authentic Experiential Learning Activities into the Curriculum	Nick Baker
Transforming Practices: Addressing Prejudice and Discrimination in the University Classroom	Yvette Daniel & Finney Cherian
Using Technologies to Enhance Teaching and Learning	Pierre Boulos, Darrel Laurendeau, & Lorna Stolarchuk
The View from the Senate	Clayton Smith & Linda Patrick
Managing Your Assessment Workload (brown bag lunch)	Erika Kustra
Finding Time for Teaching, Research, and Life (brown bag lunch)	Kathryn Sutherland
Five Minutes to Better Teaching: Using Video and Feedback to Improve Your Teaching	Kathryn Sutherland
Five Minutes to Better Teaching: Using Video and Feedback to Improve Your Teaching	Kathryn Sutherland
Five Minutes to Better Teaching: Using Video and Feedback to Improve Your Teaching	Kathryn Sutherland
Fostering Success in Assessment	Pierre Boulos
Avoiding PowerPoint Karaoke	Kathryn Sutherland
Early Career, New Faculty Success	Kathryn Sutherland
Developing a Philosophy of Teaching	Kathryn Sutherland
Improving Student Writing: Exploring Assignments and Techniques	Alan Wright & Betsy Keating
Communicating in the Canadian Classroom: Teaching in the North American Classroom	Erika Kustra & Kim Alexander
Implementing the Seven Principles of Good Practice in Undergraduate Education into a CLEW Website	Linda Patrick, Todd Sands, & Lorie Stolarchuk
Identifying Students at Risk: What is My Role?	Mohsan Beg, David Ryan-Soderlund, & Karen Roland
Instructional Skills Workshop	Erika Kustra & Michael K. Potter
Communicating in the Canadian Classroom: What Students Want	Erika Kustra & Kimberly Alexander
Learning-Centred Feedback	Michael K. Potter & Jill Singleton-Jackson
Leading Effective Discussions (half-course)	Erika Kustra & Michael K. Potter
Designing Efficient Writing Assignments	Karen Bonasso, Richard Lanspeary, & Dave Owen
Millennial Students: Myths and Realities	Michael Barbour

Title	Presenter(s)
Communicating in the Canadian Classroom: Cross Cultural Communication	Enrique Chacon & Kim Alexander
Developing Teaching Portfolios	Ken Cramer & Laurie Freeman-Gibb
Framing Effective Teaching: From Competence to Excellence	Stephen Bostock
Communicating in the Canadian Classroom: Lecturing for Impact	Erika Kustra & Kim Alexander
3 <sup>rd</sup> Annual University of Windsor-Oakland University Teaching and Learning Conference	--
Facilitator Development Workshop	Russel Day, Jill Grose, Erika Kustra, & Michael K. Potter
Teaching Dossier Academy	Alan Wright, Erika Kustra, Michael K. Potter, Beverley Hamilton, & Mark Schofield

**Table 3: 2008-9 Workshop Themes**

Theme	Number of Workshops Related to the Theme	Theme	Number of Workshops Related to the Theme
Learning Outcomes & Alignment	15	Professional & Reflective Practices	14
Assessment & Feedback	14	Active Learning Strategies	18
Communicating in the Classroom	14	Students and Student Engagement	20
Inclusive Teaching	17		

Attendance at Centre workshops continued to be strong in 2008-9, and was consistent with 2007-8 participation despite the truncated and more intense year resulting from the 2008 labour interruption. In 2008-9, 538 individuals attended CTL workshops, comprised of 285 unique individuals, indicating that many individuals attended more than one event. The range of contact hours per individual was between 1 and 67.5 hours, with a mean of 8.65 hours and a median of 4 hours. To document the shift from single-contact three-hour events to a schedule involving more extended instructional events (Table 4), 2008-9 attendance has also been calculated in terms of total contact hours for all individuals. Total contact hours through workshops in 2008-9 was over 2,500 hours, with an additional 660 hours of contact generated by the Faculty of Arts and Social Sciences (FASS) GATAcademy in September 2008. Overall feedback regarding workshop quality averaged 3.75 out of a possible 4. Table 4 and Figures 2 and 3 provide attendance and contact data by faculty.

**Table 4: 2008-9 Total Contact Hours through CTL Workshops and Half-Courses by Faculty**

Faculty	Total Hours		Total Hours Including GATAcademy	
Administration	390	15%	390	12%
Business	142	6%	142	4%
Education	190	7%	214	7%
Engineering	343	14%	351	11%
External	314	12%	314	10%
FASS	378	15%	954	30%
Human Kinetics	24	1%	32	1%
Law	24	1%	24	1%
Library	87	3%	87	3%
Nursing	186	7%	194	6%
Science	296	12%	336	10%
Unknown	180	7%	180	5%
Total	2554		3218	

Figure 2: 2008-9 Total Number of Workshop and Half-Course Attendees by Faculty

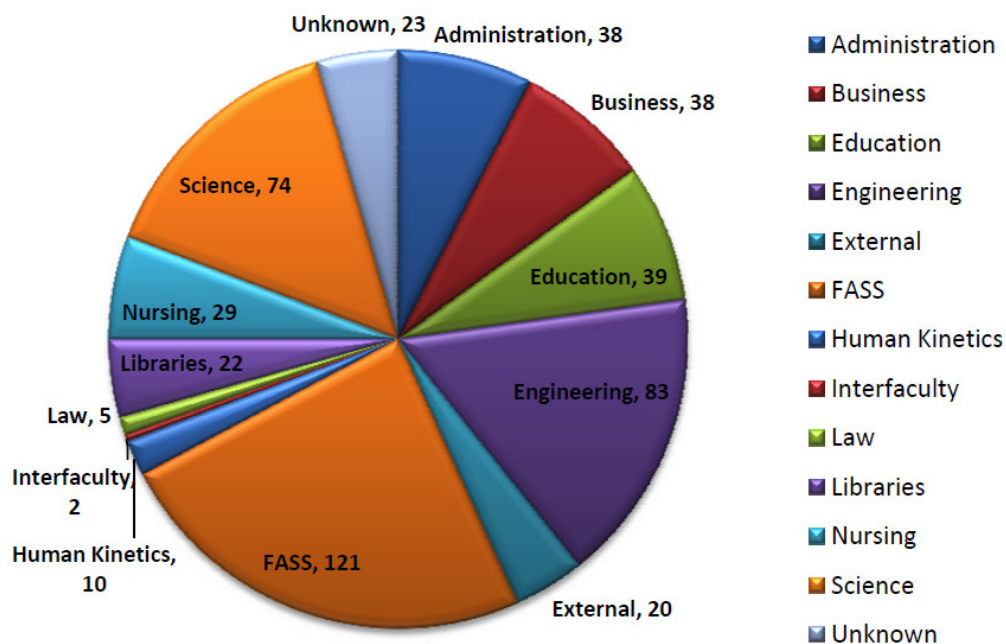
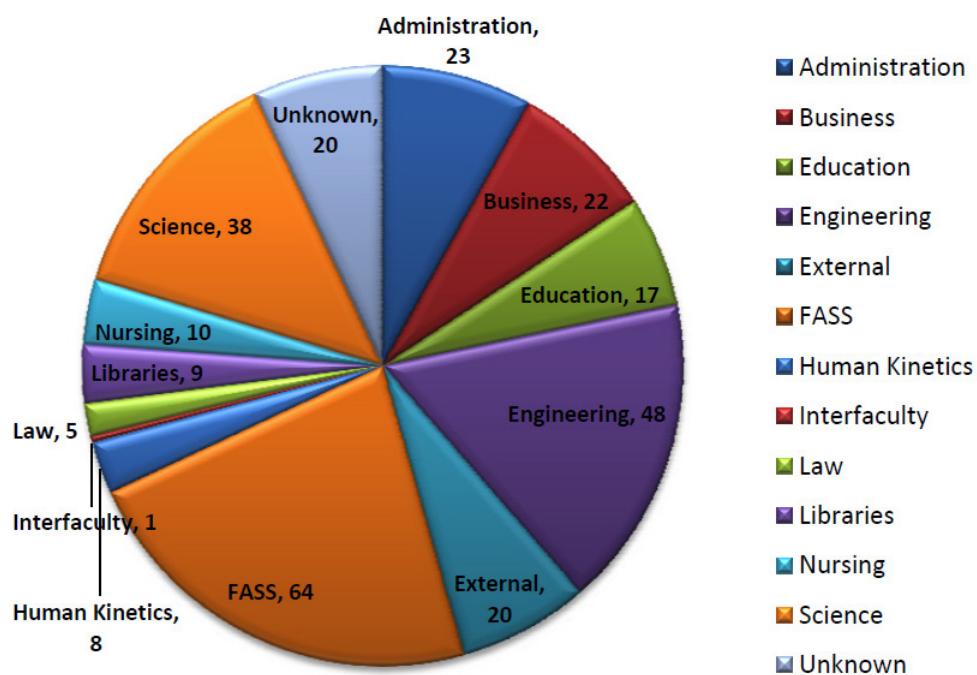


Figure 3: 2008-9 Total Number of Unique Participants in Workshops and Half-Courses by Faculty



### 4.1.2 Increased Emphasis on Extended Teaching and Learning Programming

In 2008-9, the Centre launched a number of more extended offerings (See Table 5 for details) which offer instructors opportunities to explore issues and practice techniques more fully, and also increase interaction through the growing network of instructors and graduate students engaged with the teaching and learning mission of the University. These programs enable educators with similar concerns and interests to meet and work together more intensively, and are generally more likely to result in lasting change than shorter, introductory workshops on similar topics. They provide a further level of instruction and inquiry for individuals ready to take on a topic in depth or to apply principles more fully in their practice. In some cases, such programs may also be intended to support a specific campus group with common but specialized needs. *Communicating in the Canadian Classroom*, for example, primarily focused on sociocultural and linguistic challenges often encountered by instructors from international backgrounds, as well as those who speak English as an additional language.

In addition, these offerings build the University's educational leadership capacity. The *Facilitator Development Workshop* (FDW) for example, a forty-hour one-week intensive program, prepared 10

faculty and staff members from Canadian universities and colleges to offer the *Instructional Skills Workshop* (ISW), a three-day intensive microteaching program offered at post-secondary institutions all over the world. Three of the 10 FDW participants were from the University of Windsor, while another two experienced University of Windsor ISW facilitators trained simultaneously to offer the FDW. This event therefore significantly increased the University's capacity to offer ISWs to specific departments, faculties, or interfaculty groups, as well as to train more facilitators as necessary. These programs, in particular the FDW, are in considerable demand in the wider academic community: the Centre drew faculty and staff from five other Ontario universities to Windsor for this program, on a cost recovery basis. As well, the Windsor facilitators trained at the FDW are eligible to facilitate the ISW elsewhere, increasing our presence in the wider teaching and learning community. Members of other extended programs, such as the half-course *Leading Effective Discussions*, have also begun to emerge as leaders in other CTL offerings, such as the GATAcademy program (See Section 4.2.1). The promotion and responsive coordination of more autonomous educational leadership multiplies the impact of CTL activities on campus.

*There's no experience like it [ISW]! Think of the benefits of spending a week with your peers to evaluate and reflect upon your abilities as a teacher and a facilitator. It puts you face to face with the challenges you want to deal with, yet sets up a safe environment to try out new approaches you always wished you had time for in a class, but were hesitant to try out due to time constraints...Metaphors take on a new meaning after this reflective and active experience.*

- Anonymous

*The FDW workshop was an outstanding experience...The takeaway from the workshop is the lesson I have been telling everyone in my institution about: it's important. Of course the application of the method takes time and a lot of effort but I will always remember the famous quote "trust the model and model the trust." It is a must workshop for almost all instructors in all disciplines.*

-Anonymous

**Table 5: 2008-9 Extended Teaching and Learning Programs**

Communicating in the Canadian Classroom	Four two-hour sessions on the sociocultural context of the Canadian classroom and proactive approaches to language barriers in teaching
Instructional Skills Workshop	Three-day, 24-hour lesson design and micro-teaching course; six students maximum per facilitator
Leading Effective Discussions	Six-week, 18-hour half-course
Facilitator Development Workshop	Five-day, 40-hour course preparing ISW graduates to facilitate ISW workshops
Teaching Dossier Academy	Five-day, 8.5 hour program with one-on-one mentoring between workshops

Learning communities are another form of extended teaching and learning programs, described in detail in Section 4.4.2.



### 4.1.3 University Teaching Certificate Planning

In Spring 2009, the Centre submitted a proposal for a graduate certificate program in university teaching to the Staff and Educational Development Association (SEDA), an organization based in the United Kingdom which has been at the forefront of accreditation of educational development programs for many years, both in the UK and internationally. This certificate program will be offered to faculty and to select advanced graduate students with the aim of assisting academics to realize their potential as scholarly teachers of their disciplines and as educational leaders in their academic communities. It is a modular program involving for-credit graduate-level course work, and a selection of non-credit half courses based on students' interests, practica, independent project work, and extensive mentoring. The certificate program received SEDA recognition in July 2009. For an overview of the program, please see Appendix C.

SEDA recognition of this program establishes that it meets the standards of an internationally accepted and adopted framework for academic development. With SEDA recognition, the University of Windsor program joins an international educational development network that provides advice and assistance for the continual improvement of the program. It opens up opportunities for international exchange and collaboration. The program was also designed to be consistent with Council of Ontario Universities Graduate Degree Level Expectations, making the program an effective complement to discipline-specific graduate research programs. This program will be the only SEDA-recognized graduate certificate program in North America, placing Windsor's offerings at the forefront of educational development in Canada.

## 4.2 Graduate Student and GA/TA Programs

### 4.2.1 GATAcademies and GA/TA Orientations

Consistent with the guidelines established through the Canadian Association of Graduate Studies (CAGS, 2008), in 2008-9 the Centre increased its offerings to graduate students, GAs, and TAs focusing on improving students' communication, group management, leadership, teaching, and reflective skills. With the support of FASS, the Centre offered its first day-long GATAcademy to FASS students in September 2008. Topics included facilitating discussion, mentoring and tutoring strategies, professionalism, marking practices, and effective lecturing. Seventy-three GAs and TAs attended the inaugural event. In Winter 2009, the Centre began planning for two GATAcademies to take place in Fall 2009, one in FASS, and a second in the Faculty of Science. The Centre also collaborated with the Faculty of Graduate Studies on their annual GA/TA orientation.

### 4.2.2 Graduate Course and Program Development

The credit course *Teaching and Learning in Higher Education*, taught by Alan Wright, was again offered through the Faculty of Education to graduate students across campus in Winter 2009. Demand for the course is high. With permission from the Dean of Education, enrollment in the course was expanded beyond the normal limit of 15 students. Figures 4 and 5 indicate the distribution of students by faculty and status since the course was first offered in 2007. Please see Section 4.1.3 for a description of the proposal for the University Teaching Certificate, which will ultimately include a number of other for-credit graduate level courses.

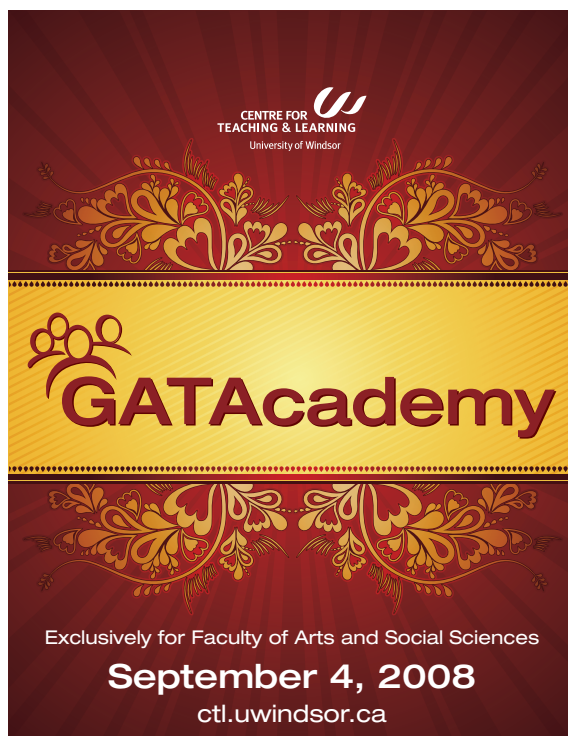


Figure 4: Students Registered in *Teaching and Learning in Higher Education* by Faculty, 2007-9

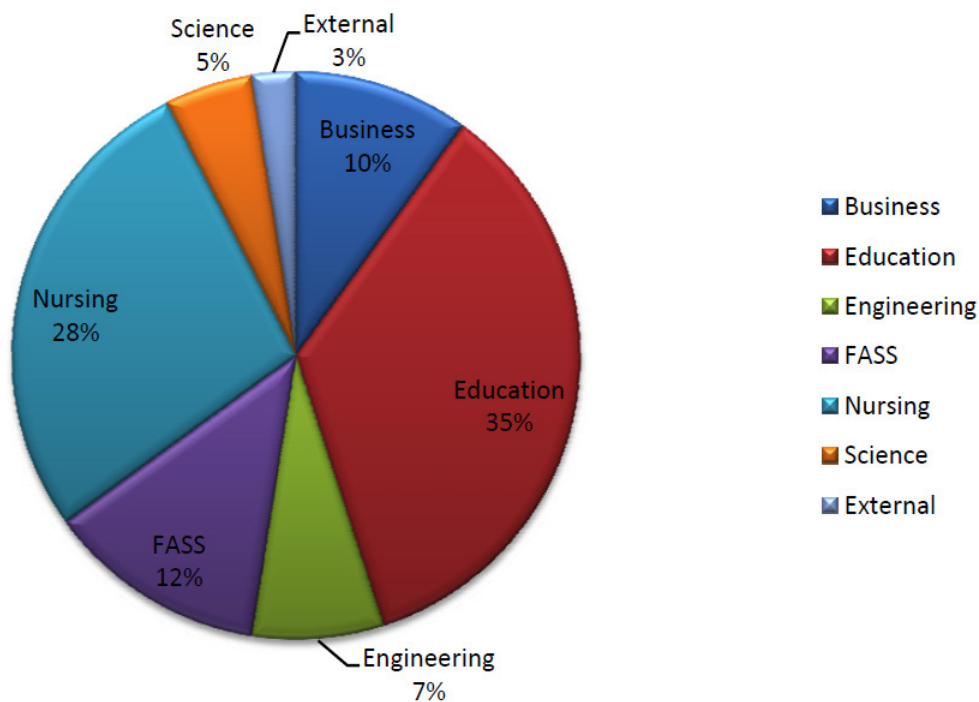
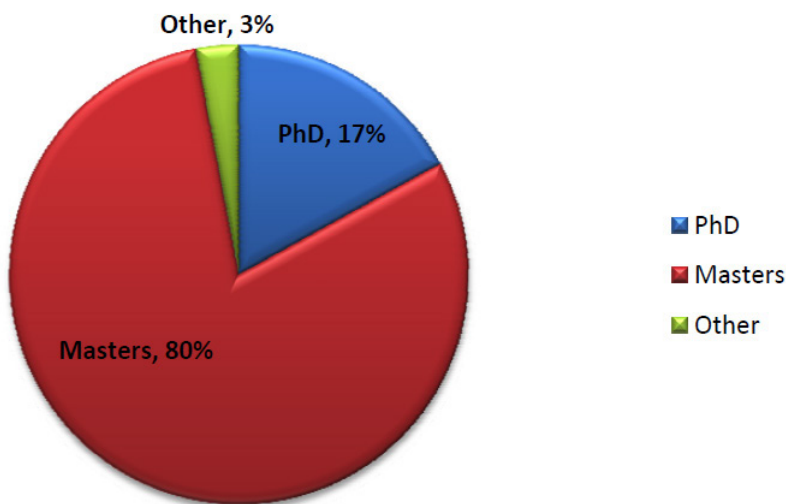


Figure 5: Students Registered in *Teaching and Learning in Higher Education* by Status, 2007-9



### 4.2.3 GA/TA Awards

In 2008-9, the CTL launched two awards intended to celebrate and raise awareness of the excellence of GA/TA educational practice on campus: the GA/TA Award for Educational Practice and the GA/TA Award for Educational Leadership. Based on dossier submission and peer review, the inaugural award recipients were:

- *GA/TA Award for Educational Practice*
  - George Bacioiu, doctoral student, Department of Industrial and Manufacturing Systems Engineering
  - Crystal McKenzie, doctoral student, Department of Physics
- *GA/TA Award for Educational Leadership*
  - Neil Porter, doctoral student, Department of Earth and Environmental Sciences

Leadership awards for GAs and TAs are comparatively rare nationally. This award establishes Windsor as a university that values the contributions of students to its teaching and learning culture and celebrates the preparation of excellent faculty members.





#### 4.2.4 The University of Windsor and Oakland University (UWOU) Teaching and Learning Conference

Now in its third year, the UWOU Teaching and Learning Conference returned in 2008-9 to the University of Windsor campus, attracting 150 participants from 17 universities and colleges. Funded in part by the Provosts of the two universities, this cross-border collaboration alternates between the two campuses annually. It is an excellent opportunity for academics and graduate students to present and to become exposed to discipline-based teaching and learning research in a local environment. Thirty-two members of the University of Windsor community presented at the conference. There were 13 presenters from Oakland, and another 18 from institutions across Canada. Evidence of the conference's growing reputation, the 22 external participants also brought in \$4,100 in registration fees. The 2009 conference explored the theme *Promoting Student*

*Learning: Diversity and Student Success*. Drs. Joy Mighty (Queen's) and Christopher Knapper (Queen's, Emeritus) offered keynotes and a joint plenary. The 2009 conference also featured the inaugural Dr. Wilbert J. McKeachie International Poster Prize competition, intended to promote the importance and value of posters for the communication of teaching practice and research. Dr. McKeachie (University of Michigan, Emeritus), a seminal figure in the establishment of the discipline of educational development in higher education and the author of the well-known text, *Teaching Tips: Strategies, Research and Theory for College and University Teachers* (2007), attended the conference. Popular vote and the input of an international panel of judges awarded Michael K. Potter of the University of Windsor first place.

*You all did a great job! I have been to many conferences in the industry and in academia, and few can meet that same level, not only from the organization perspective, but also meaningfulness...Participants are left with many new things in their 'tool box' that they can use in pursuing the common goal: teaching excellence.*

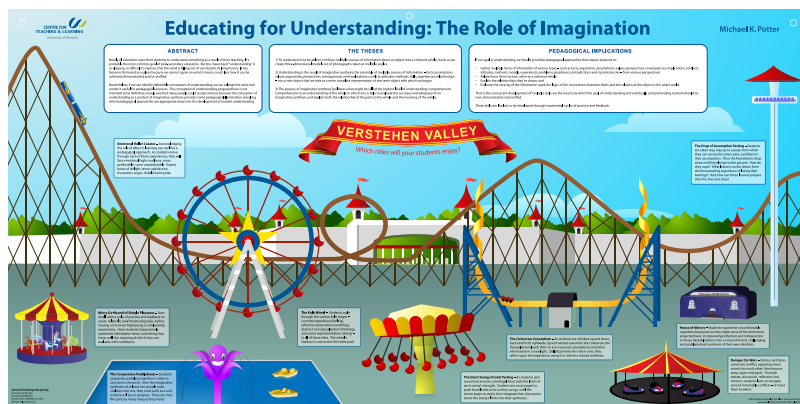
- George Bacioiu, PhD Student,  
Department of Industrial and  
Manufacturing Systems Engineering



Christopher Knapper and Joy Mighty



Bruce Tucker, Michael K. Potter, Wilbert McKeachie, and Alan Wright



2009 Wilbert J. McKeachie prize winning poster



### 4.2.5 Individual Consultation

In 2007-8, the CTL provided individual services for instructors, including classroom observations, gathering of formative feedback from students, support for curriculum and learning outcomes development, teaching dossier consultation, educational research and career planning, and opportunities to explore and practice using learning technologies. The CTL welcomes opportunities to support individual faculty members as one element in a spectrum of support services, always with the awareness of efficiencies of scale and resource limitations. This year, the CTL conducted consultations on teaching issues with faculty, staff, instructors and GA/TAs from FASS, the Odette School of Business, Faculty of Education, Faculty of Engineering, Faculty of Science, Faculty of Law, Faculty of Nursing, and Student Services. These one-on-one consultations involved multiple meetings, videotaped classroom observations, and preparatory research on a variety of topics. In addition, the learning technologies team provided over 200 individual technology familiarization sessions in 2008-9.

## 4.3 Curriculum-Design Consultation

### 4.3.1 Workshops and Seminars

Please see Appendix B for a summary of workshops providing guidance and information on curriculum design, learning outcomes, and course development.

### 4.3.2 Individual-, Departmental-, and Program-Level Curriculum Consultation

The CTL offers curriculum design support focused on establishing aligned learning outcomes in classes, workshops, presentations, mentoring, and supervision, as well as appropriate pedagogical techniques for the outcomes involved. In 2008-9, the CTL provided curriculum-related consultations with representatives or teams from the following departments and faculties:

- Odette School of Business (October 2008)
- School of Computer Science (January 2009, March 2009)
- Department of Physics (July-August 2008)
- Faculty of Education (October 2008)
- Department of Philosophy (November 2008, June 2009)
- Faculty of Law (December 2008)
- Department of Earth and Environmental Sciences (January 2009)
- School of Music (October 2008)
- Department of Languages, Literatures, and Cultures (February-March 2009)
- Department of Electrical Engineering (February-March 2009)
- Department of Kinesiology (February-March 2009)
- Department of Industrial Manufacturing Systems Engineering (March 2009)
- Department of Women's Studies (April-June 2009)
- Faculty of Arts and Social Sciences, Fundamentals of Academic Writing

The Vice-Provost, Teaching and Learning, also chairs the PDC Subcommittee on Program and Course Development, providing direct input into the process of course and program development and liaising with staff at the CTL to ensure that faculty members piloting programs through the course proposal process receive the support they need to develop clear and well-articulated proposals and learning outcomes.

## 4.4 Community Building

### 4.4.1 Post-Labour Dispute Faculty Support

Establishing and sustaining networks of learning and practice is always important to the Centre's mandate, an activity even more crucial than usual following the Fall 2008 labour dispute. The Centre gathered and developed online learning resources to assist faculty in reconfiguring their courses and planning for any possible challenges arising from the temporary disruption of classes. As well, the Centre offered workshop and brown bag sessions that provided a safe forum for dialogue and problem solving during the post-strike period. Although workshop enrollment in the month following the labour dispute was somewhat lower than usual, attendance soon rose to normal levels.

*Your website on resources for teaching and learning is fantastic! Congratulations to all who put it together. The scope is broad and resources are really useful. I hope that instructors, especially sessional instructors, will use the site and find it helpful.*

*- Barbara Niewitecka, Advising Centre*

### 4.4.2 Establishment of Learning Communities

Learning communities bring together groups of individuals who wish to engage in cross-disciplinary studies of specific topics, in this case related to teaching and learning. Learning communities include members of varying ranks, disciplines, and experience. Although each group has a coordinator, all members of the community share responsibility for moving the exploration of the topic forward. Learning communities offer a rich opportunity for individuals on campus to progress autonomously in their teaching practice while benefiting from support and interchange with others. In 2008-9, the Centre established two learning communities, one for GAs and TAs, and one for those interested in exploring CLEW use. Both of these initiatives have been successful and are ongoing.

### 4.4.3 Library and Work-Room Redevelopment

The CTL has also improved the usability of its public spaces, focusing on making them more flexible, welcoming, and resource rich. A modest teaching and learning lending library was established in the second floor resource room, which has also been reorganized and equipped for more effective discussion, technology exploration, teaching, and meeting. The resultant increase in usage has been significant: the room was booked for over 400 hours of meetings, workshops, classes, and learning technology practice sessions since the establishment of its electronic booking system in January 2009. The room is also used as an informal drop-in space.

## 4.5 Policy and Advocacy

In addition to the efforts of the CTL focused on faculty, staff, and student development, the Office of the Vice-Provost, Teaching and Learning plays an active role in policy development, advocacy, and the clarification and prioritization of teaching and learning issues for the University as a whole. To a very large degree, the Vice-Provost's work in this capacity is informed by his day-to-day knowledge of the work of the Centre, by his long experience with teaching and learning cultures on post-secondary campuses more generally, and by his partnership and leadership in the international educational development community. The Vice-Provost works closely with the Office of the Provost and the Provost's Coordinating Council, with committees of Senate such as the Program Development Committee and the Academic Policy Committee, as well as the Academic Advisory Committee, providing an informed and experienced perspective on the impact of proposed initiatives and decisions on the teaching and learning culture and on student learning experience on campus. Of course this role functions in both directions, enabling the Centre to be significantly and more quickly responsive to needs and issues identified within all of these decision-making bodies.

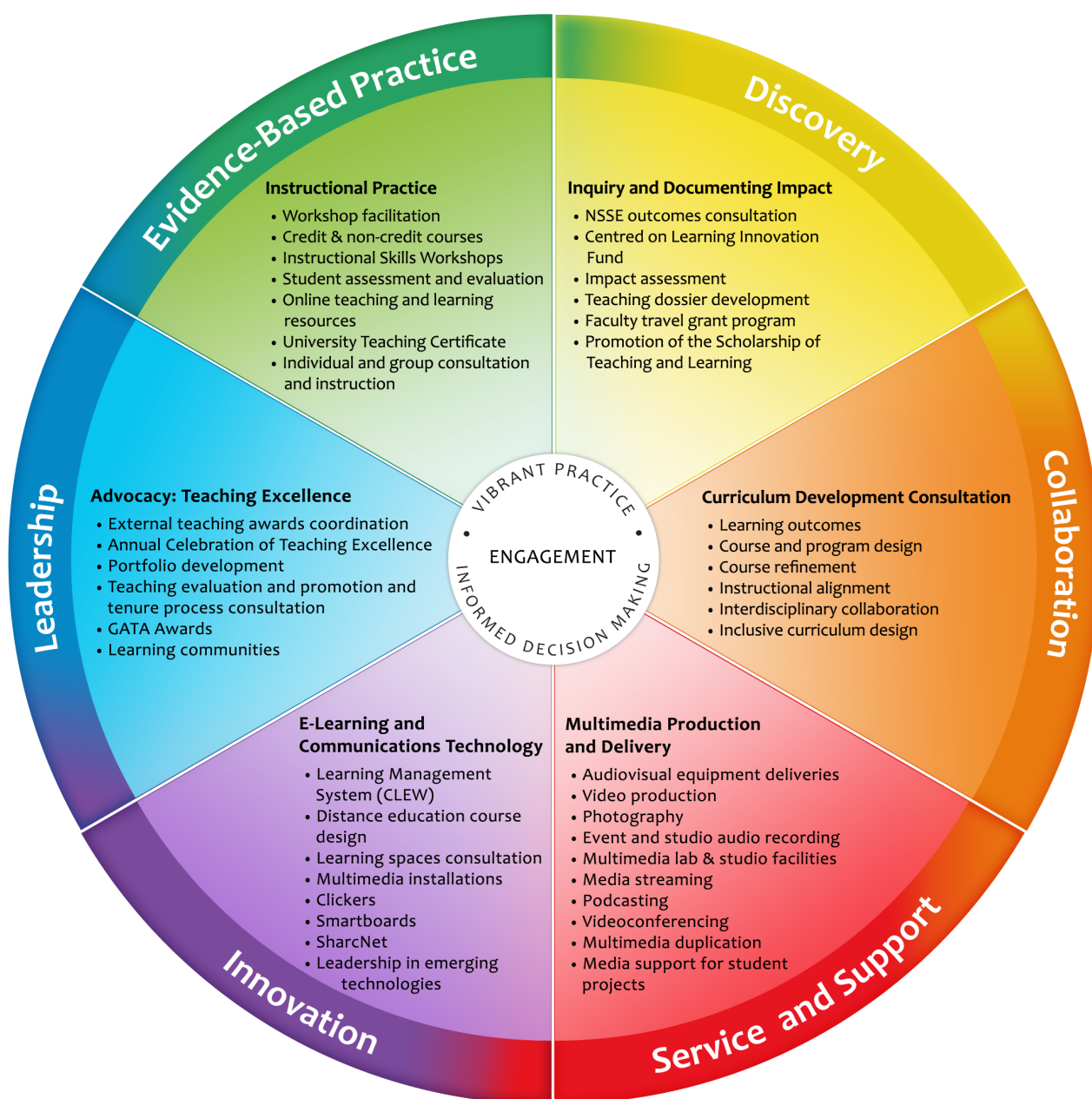
## 4.6 Increasing Awareness of CTL Services on Campus

The CTL emphasized increasing awareness of its mandate, services, and activities on campus in strategic planning for 2008-9. In Spring 2009, the communications team, in collaboration with Centre staff and management, developed a brochure that reflects the ethos, mandate, initiatives, and practices of the Centre, communicating the role of each of the Centre's major projects and programs in its overall mandate. A copy of the brochure can be found in Appendix D: the central concept map is reproduced below (Figure 6). Feedback on the brochure has been very positive and the brochure has been an excellent articulation of the Centre's evolving character.

*I just received the packet of flyers, brochures, etc. from the CTL re: programs, opportunities, etc. Everything is so well designed, readable, attractive — they really make a wonderful impression. Well done!*

*- Bruce Tucker, Associate Vice-President, Academic Affairs*

Figure 6: CTL Brochure: Concept Map



Many other CTL activities contribute to the Centre's profile on campus, in particular the annual Celebration of Teaching Excellence and the Centred on Learning Innovation Fund (CLIF) grants, which tend to have strong penetration into departments and faculties, beyond what one might think of as the Centre's traditional audience. In addition, the Centre now maintains a "Friends of the CTL" mailing list organized by keyword for the purposes of generating contact lists for specific events or initiatives, in addition to its usual publicity through individual mail-outs, the Daily News, and electronic and hard copy posters designed for workshops. Samples of publicity materials from 2008-9 can be found in Appendix E. The Centre's website acts as a compendium of events past, present, and future, and includes a marquee for current events and an RSS feed for those wishing to be alerted to new web content (Figure 7). The Centre is establishing a national reputation for the quality of its conference website services, having this year provided consultation, technical, and design support to both the Society for Teaching and Learning in Higher Education 2009 organizing committee and met for consultation with the organizers of the McGraw-Hill Ryerson Teaching, Learning, and Technology Conference with regard to possible use of our web framework.

**Figure 7: CTL Website Homepage Capture**



## 5.0 Capacity Building: Fostering Leadership in Scholarly Pedagogy

Increasing the Centre's capacity to impact teaching and learning across campus is of course a priority for the CTL, which has evolved significantly since the arrival of the University's first Vice-Provost, Teaching and Learning, in 2006. Obviously, it is not feasible or even desirable for a modestly sized teaching and learning team to approach the challenge of offering services to each member of an instructional community the size of Windsor's by attempting to provide individual services to each of them directly. What it can strive to do, however, is to create efficient and responsive services with multiple entry points and to foster leadership and autonomous initiatives among those that it does work with. This approach multiplies the impact of its interactions through the efforts of committed instructors and graduate students within their own disciplines and networks. Ideally, the Centre's direct work with instructors and students ripples outwards, fostering scholarly pedagogical practice through the influence of a network of committed and well-informed educational leaders and learners.

In 2008-9, the Centre made significant progress in creating these networks through support for innovative teaching inquiry, advocacy, and recognition of teaching excellence on campus, and the coordination of teaching and educational leadership awards at the provincial and national level. In addition, programs such as the University Teaching Certificate and the ISW/FDW (see Sections 4.1.2 and 4.1.3), whose modularity offers participants a significant level of freedom in determining both the rate and the trajectory of their own professional development, provide multiple frameworks for fostering critically informed leadership in teaching and learning.

### 5.1 Support for Teaching Inquiry

The Centre engages in a range of activities intended to inspire and support faculty as they become reflective, innovative, and engaged pedagogues as one element of their integrated endeavour of scholarship. Support for teaching as a field of inquiry is therefore one element of enriching reflective and innovative pedagogical practice on campus. Such support comes in a number of forms.

#### 5.1.1 Dissemination Opportunities for Faculty

In 2008-9 the Centre established a Scholarship of Teaching and Learning (SoTL) distribution list, through which over 100 members of the University's academic community now receive regular digests of SoTL calls for proposals, grant competitions, and publication opportunities. In addition, the CTL coordinates

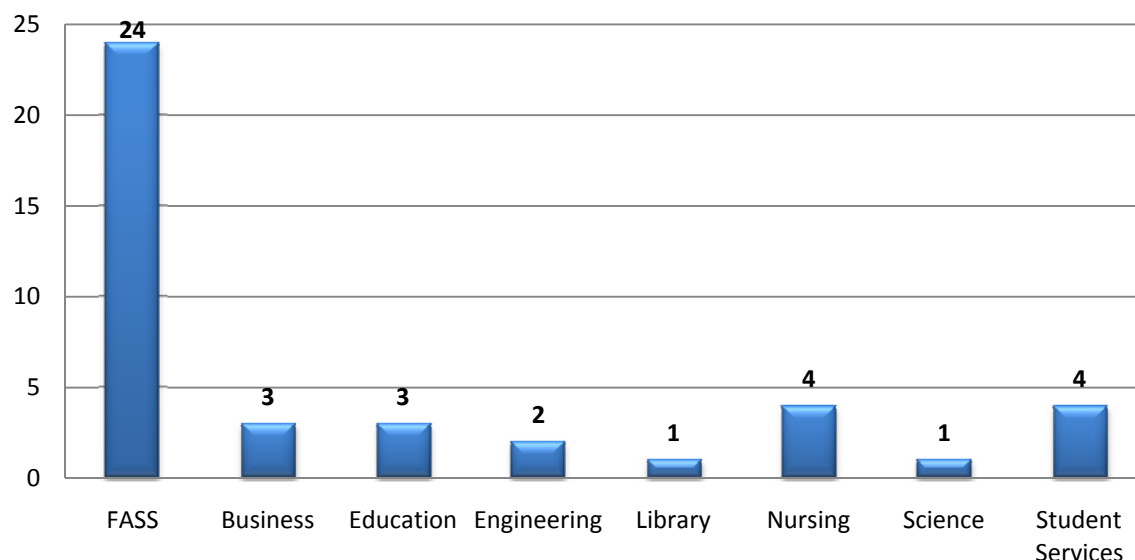
travel and funding for local, regional, and national events such as the UWOU conference (Section 4.2.4) and the Scholarship of Teaching and Learning Academy (Michigan), as opportunities for cohorts of University of Windsor scholars to network both with each other and with other scholars in the region interested in this field. In addition, the Centre provides opportunities for members of the academic community to share their innovative and effective pedagogical practices with others on the University campus through workshops and seminars, often coordinating panels and group sessions which can involve individuals working in similar or complementary areas or as collaborators with CTL staff. In 2008-9, individuals from the following departments and faculties presented workshops or presentations at the University and at regional and national conferences with the financial and strategic support of the CTL:

- Faculty of Education
- Department of Psychology
- School of Dramatic Art
- Department of Sociology, Anthropology, & Criminology
- Faculty of Nursing
- School of Computer Science
- Leddy Library
- Student Services
- Department of English Language, Literature, & Creative Writing
- Centre for Smart Community Innovation
- Student Counselling Centre
- Academic Writing Centre
- International Student Centre

In addition, Centre staff are increasingly collaborating with members of the academic community on presentations and publications, integrating disciplinary expertise with conceptual frameworks drawn from the literature of academic development. For more detail, please see Section 5.1.2 which outlines publications and presentations by Centre staff.

Faculty travel grants constitute another element of support for the dissemination of teaching and learning research and best practices. Figure 8 details faculty travel grants awarded in 2008-9. Decisions regarding these grants prioritize faculty presenting at conferences, and the Centre strongly encourages awardees to share what they learn at these conferences with the campus community upon their return.

Figure 8: 2008-9 Faculty Travel Grants



### 5.1.2 CTL Professional Development, Publications and Presentations

Centre staff are active in teaching and learning research, both within the University and in collaboration through multi-institutional research teams. Collaborators from the University of Windsor academic community are marked with an asterisk (\*).

Monographs and Annual Journal Edited:

**Raffoul, J.** (Managing Ed.). (2009). *Collected Essays on Learning and Teaching, 2*. Society for Teaching and Learning in Higher Education: Windsor, ON.

**Wright, A.,** Wilson, M., & MacIsaac, D. (Eds.). (2009). *Collected Essays on Learning and Teaching, 2*. Society for Teaching and Learning in Higher Education: Windsor, ON.

Monographs and Articles Published:

Prendi, L., **Hamilton, B.**, & \*Henshaw, P. (2009). Greening the 2008 STLHE conference: Sustainability as a teaching and learning challenge. *Collected Essays on Learning and Teaching, 2*, 211-220.

Ritzer, M. & **Sinasac, J.** (2009). How to book a videoconference. *Insight, 22*(3).

Book Chapters:

**Wright, A.** (in press). Mind the gap: Aligning research and practice in teaching, learning and educational development. In J. Christensen Hughes & J. Mighty (Eds.), *Taking stock: Research on teaching and learning in higher education*. Montreal: McGill-Queen's University Press.

**Wright, A.** (in press). Foreword. In D. Kaufman & L. Sauvé, *Educational gaming and simulation environments: Case Studies*. Hershey (PA): IGI Global.

**Wright, A.,** & \*Hartley, M. H. (2009). Upon further review: A second look at the student learning portfolio. In J. Zubizarreta (Ed.), *The learning portfolio: Reflective practice for improving student learning* (pp.223-238). San Francisco: Jossey-Bass.

Sauvé, L. & **Wright, A.** (2008). Personalized learning for online training: A decade of Francophone research.. In J.A.H. Willment (Ed.), *Learners in midlife: Graduate education and workplaces in Canada* (pp.161-195). Calgary: Detselig Enterprises Ltd.

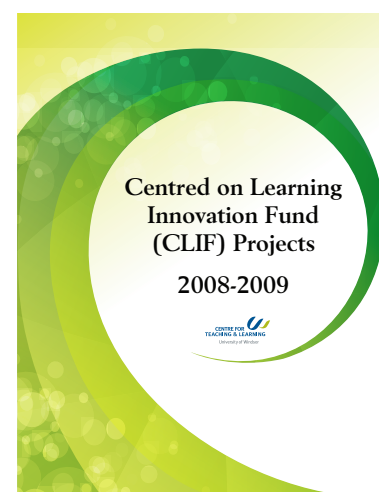
Conference Presentations:

- Baker, N. & **Wright, A.** (2008, July). *Who are my students and how do they learn?* Invited workshop at the 2008 New Faculty Orientation, University of Windsor, Windsor, ON.
- Boulos, P., **Laurendeau, D.**, & **Stolarchuk, L.** (2008, July). *Educational technologies*. Invited workshop at the 2008 New Faculty Orientation, University of Windsor, Windsor, ON.
- Collins, T.**, Galka, A., & **Stolarchuk, L.** (2008, July). *Collaboration and learning environment Windsor (CLEW)*. Invited workshop at the 2008 New Faculty Orientation, University of Windsor, Windsor, ON.
- \*Tucker, B., \*Bird, R., **Wright, A.**, & \*Crawford, M. (2008, July). *Establishing your academic career*. Invited panel discussion at the 2008 New Faculty Orientation, University of Windsor, Windsor, ON.
- Potter, M.K.** (2008, July). *Facilitating small-group discussion*. Invited workshop at the 2008 New Faculty Orientation, University of Windsor, Windsor, ON.
- Wright, A.** (2008, July). *Teaching and learning at the University of Windsor*. Invited presentation at the 2008 New Faculty Orientation, University of Windsor, Windsor, ON.
- Wright, A.**, **Drouillard, J.**, **Foley, L.**, **Laurendeau, D.** (2008, July). *Centre for Teaching and Learning*. Invited presentation at the 2008 New Faculty Orientation, University of Windsor, Windsor, ON.
- Borin, P., Vajoczki, S., **Kustra, E.**, Martin, L., Sana, F., Savage, P. (2008, October). *Exploring the connections between scholarly teaching and scholarship of teaching and learning*. Presentation at the International Society for the Scholarship of Teaching and Learning, Edmonton, AB.
- Potter, M.K.** (2008, October). *Educating for understanding: The role of imagination*. Poster session presented at the International Society for the Scholarship of Teaching and Learning Conference, Edmonton, AB.
- Potter, M.K.** (2008, October). *Beyond the classroom: Addressing the role of student workload in teaching and learning*. Peer-reviewed concurrent session at the International Society for the Scholarship of Teaching and Learning Conference, Edmonton, AB.
- Wright, A.**, & Sutherland, K. (2008, November) *Sharing our 'baskets of knowledge': Global teaching, internationalization, and faculty development collaboration*. Presentation at the 27th annual International Lilly Conference on College Education, Oxford (OH): Miami University.
- Cowan, B.** (2009, February). *Returning PowerPoint to pedagogy*. Peer-reviewed concurrent session presented at the conference of the Educational Developers Caucus, Oshawa, ON.
- Hamilton, B.** & **Kustra, E.** (2009, February). *Learning neighbourhoods in the community of knowledge: Fostering institutional change*. Peer-reviewed concurrent session presented at the conference of the Educational Developers Caucus, Oshawa, ON.
- Simmons, N., **Kustra, E.**, **Potter, M.K.**, Rodgers, R., Scrimger, A., & Wolstenholme, J. (2009, February). *An evolving landscape: Demographics and practices of Canadian educational development centres*. Peer-reviewed concurrent session presented at the conference of the Educational Developers Caucus, Oshawa, ON.
- Wright, A.**, **Stolarchuk, L.**, & Sauvé, L. (2009, February). *Barriers to change in online teaching*. Peer-reviewed concurrent session presented at the conference of the Educational Developers Caucus, Oshawa, ON.
- Kustra, E.**, \*MacKenzie, C., \*Singleton-Jackson, J., \*Bornais, J., \*Dayus, D., & \*Lee, B. (2009, May). *Using technology in the classroom*. Invited panel session at Campus Technology Day, 2009, University of Windsor, Windsor, ON.
- \*Poling, K., **Smit, J.**, & \*Higgs, D. (2009, May). *The use of interactive tablet PC-based instruction to increase student engagement across a biology curriculum*. Peer-reviewed concurrent session at the third annual University of Windsor and Oakland University Teaching and Learning Conference, Windsor, ON.
- Potter, M.K.** (2009, May). *Educating for understanding: The role of imagination*. Poster session presented at the third annual University of Windsor and Oakland University Teaching and Learning Conference, Windsor, ON.
- Potter, M.K.** (2009, May). *Student-centredness as handmaiden to Narcissus*. Peer-reviewed concurrent session at the third annual University of Windsor and Oakland University Teaching and Learning Conference, Windsor, ON.

- Potter, M.K. & Kustra, E.** (2009, May). *Developing SoTL capacity through scholarly teaching: A rope of sand*. Presentation at SoTL Academy, Eastern Michigan University, Michigan, USA.
- Ritzer, M., **Sinasac, J.**, & **Fawcett, G.** (2009, May). *Videoconferencing at UWindsor*. Invited presentation at Campus Technology Day 2009, University of Windsor, Windsor, ON.
- Scott, T., Ducharme, K., **Foley, D.**, \*Mogyorody, V., \*Castellan, D., & \*Mazer, B. (2009, May). *Using technology to deliver learning in the MEB*. Invited presentation at Campus Technology Day 2009, University of Windsor, Windsor, ON.
- Stolarchuk, L.**, \*Carter, I., & \*Leslie, D. (2009, May). *Examples of universal design in education (UDE)*. Poster session presented at the third annual University of Windsor and Oakland University Teaching and Learning Conference, Windsor, ON.
- Wright, A. & Stolarchuk, L.** (2009, May). *Barriers to change in online teaching*. Invited presentation at Campus Technology Day 2009, University of Windsor, Windsor, ON.
- Hamilton, B.**, \*Mogyorody, V., & **Kustra, E.** (2009, June). *Fostering thriving learning neighbourhoods: Mapping out your learning campus*. Peer-reviewed concurrent session at the annual meeting of the Society for Teaching and Learning in Higher Education, Fredericton, NB.
- Hunt, G., **Wright, A.**, & Gordon, G. (2009, June). *Addressing the dilemma of professionalizing post-secondary teaching in Canada*. Peer-reviewed concurrent session led at the annual meeting of the Society for Teaching and Learning in Higher Education, Fredericton, NB.
- Potter, M.K.** (2009, June). *Teaching as if*. Peer-reviewed workshop led at the annual meeting of the Society for Teaching and Learning in Higher Education, Fredericton, NB.
- Potter, M.K.** (2009, June). *Student-centredness as handmaiden to narcissus*. Peer-reviewed concurrent session led at the annual meeting of the Society for Teaching and Learning in Higher Education, Fredericton, NB.
- Potter, M.K.** (2009, June). *Educating for understanding: The role of imagination*. Poster session presented at the annual meeting of the Society for Teaching and Learning in Higher Education, Fredericton, NB.
- Simmons, N., **Potter, M.K.**, Wilson, M., **Kustra, E.**, Scrimger, A., Wolstenholme, J., Rodgers, R., Cassidy, A., & MacPherson, A. (2009, June). *The ebb and flow of Canadian educational development practices*. Presentation at the Society for Teaching and Learning in Higher Education Annual Conference, Fredericton, NB.
- Wolf, P., Dawson, T., Ahmad, A., **Wright, A.**, Schwarz, K., Simmons, N., & Weible, J. (2009, June). *Recognition of formal scholarship of teaching and learning faculty programmes – a good idea?* Peer-reviewed roundtable discussion led at the annual meeting of the Society for Teaching and Learning in Higher Education, Fredericton, NB.
- Wright, A., Hamilton, B.**, & Monette, M.J. (2009, June). *Paddle your own canoe: Metaphors for teaching between two tides*. Peer-reviewed workshop led at the annual meeting of the Society for Teaching and Learning in Higher Education, Fredericton, NB.
- Wright, A. & Monette, M.J.** (2009, June). *Push and pull: Under-represented students beating the odds for access and success in higher education*. Peer-reviewed concurrent session led at the annual meeting of the Society for Teaching and Learning in Higher Education, Fredericton, NB.

### 5.1.3 The Centred on Learning Innovation Fund (CLIF)

CLIF grants faculty members up to \$2,500 for teaching and learning projects related to a theme chosen annually and aligned with current priorities of the University. In 2008-9, 13 CLIF projects focused on enhancing the first-year experience. Each CLIF team works in collaboration with a CTL staff member available for consultation as the project unfolds. Table 6 details the projects funded in 2008-9 and many of the products that have emerged from these initiatives. These products are valuable as evidence of the impact of these projects: the Centre also values these emerging collaborations as contributions to the teaching and learning culture of the University, and because of the many benefits of the projects in the daily lives of students.



**Table 6: 2008-9 CLIF Grants**

Research Team	Title of Project	Products to Date
Judy Bornais & Kathy Pfaff, Faculty of Nursing	Enhancing the Teaching and Learning of Physical Assessment Skills: Peer Mentors as Standardized Patients	Presentation at the Nursing Research Forum; CASN Conference in Edmonton (submitted); and the 3rd Biennial Nursing Research Conference, University of Windsor (submitted); and paper submitted for publication
Kim Calderwood, Wansoo Park, & Lisa Allison, School of Social Work	Fostering Inclusion Through Peer-Mentoring Programs	
Irene Carter & Donald Leslie, School of Social Work	Promoting Success for First Year Students by Developing a Set of Teaching Guidelines Incorporating the Principles of Universal Instructional Design	Presentation at the Canadian Disability Association Annual Conference; poster and presentation at the STLHE Conference; paper submitted to <i>CELT</i> , Vol. III
Dora Cavallo-Medved, Julie Smit, & Kirsten Poling, Department of Biological Sciences	Enhancing First Year Biology Labs to Enrich the Student Learning Experience	
Ken Cramer, Department of Psychology; Laurie Freeman-Gibb, Faculty of Nursing; Kathryn Lafreniere & Craig Ross, Department of Psychology	Student Academic Entitlement by Year and Faculty	Presentation at the 28th Annual Conference on The First Year Experience, Orlando, Florida
Dragana Martinovic, Faculty of Education; Jelena Magliaro, Leddy Library; Kristina Verner, Centre for Smart Community Innovation; & Timothy Pugh, Grand Erie District School Board	Collaborative Technologies as Enhancers of the First Year University Experience	Presentation at the Canadian Society for the Study in Education (CSSE) Annual Conference, Carleton University, Ottawa; and a poster at the UWOU Conference, University of Windsor, ON
Francine Schlosser & Winter 2009 Instructors for 71-100 (Business Communications), Odette School of Business	Enhancing the First Year Business Communication Experience	
Jill Singleton-Jackson & Jeffrey Reinhardt, Department of Psychology	Educational Expectations of First Year Students	Paper submitted for publication; survey instruments used to collect data regarding student entitlement
Tim Reddish, Department of Physics; George Zhou, Faculty of Education; & Elena Maeva, Department of Physics	Using Computer-Based Resources and Peer Tutoring to Facilitate First Year Students' Understanding of Physics	
Jennifer Willet, School of Visual Arts	BioArt: Contemporary Art and the Life Sciences	Course blog: BioArt: Contemporary Art and the Life Sciences



Research Team	Title of Project	Products to Date
George Zhou & Zuochen Zhang, Faculty of Education; Guoying Liu, Leddy Library; & Enrique Chacon, International Students' Centre	First Year International Students' Expectations, Experiences, and Challenges at the University of Windsor	Presentation at the UWOU Conference; and the Canadian Society for the Study of Education Conference (submitted)

## 5.2 Internal Professional Recognition of Teaching

A key element of fostering sustained and distributed leadership in a teaching and learning culture is ensuring that leaders receive recognition for their efforts and commitment. This can take the form of advocacy for change to systemic reward structures such as promotion and tenure processes, or the establishment and development of thoughtfully designed teaching awards at the departmental, faculty, and campus-wide level. In 2008-9, the Centre completed an inventory of current internal teaching awards processes on campus (Appendix F). Through the awareness of teaching awards fostered by the annual Celebration of Teaching Excellence and the annual book honouring teaching award winners on campus (Figure 9), the CTL also consulted with two faculties about the establishment of new teaching awards. This process is ongoing. The Vice-Provost, Teaching and Learning, is an ex officio member of the Alumni Award for Distinguished Contributions to University Teaching selection committee, and has been consulting with Alumni Affairs and the awards committee regarding refinements to the awards criteria. The establishment of the GATA awards (See Section 4.2.3) is another element of this effort. The communications team also submitted a dossier for the University of Windsor President's Achievement Award in December 2008: Graham Fawcett of the CTL won the campus-wide award.

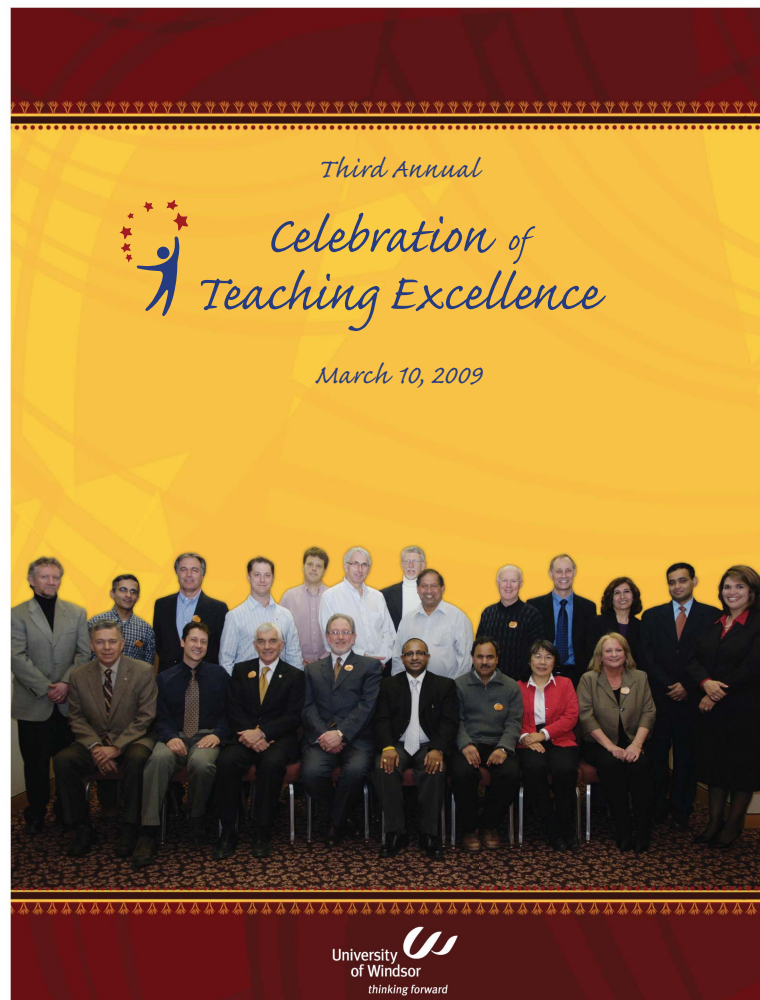
### 5.2.1 The Celebration of Teaching Excellence

Honouring teaching award winners for the 2007-8 year, the Celebration of Teaching Excellence took place in March 2009. The event celebrated the achievements of faculty and instructors from the faculties of Science, Law, Arts and Social Sciences, Human Kinetics, Education, and Engineering. Over 100 members of the academic community attended this event, which featured video clips with students and colleagues of national, provincial and campus wide teaching awards now available on the CTL website. The event was very well received.



*Oh what a night! The Celebration of Teaching Excellence was delightful: focused, carefully planned and paced, spirited, dedicated to learning through teaching, and classy...It was a great evening dedicated to the core mission of the University. As individuals and as a team you have a great deal to be proud of. The CTL moves from success to way beyond. Please keep the momentum as we learn more and more how to be centred on learning.*

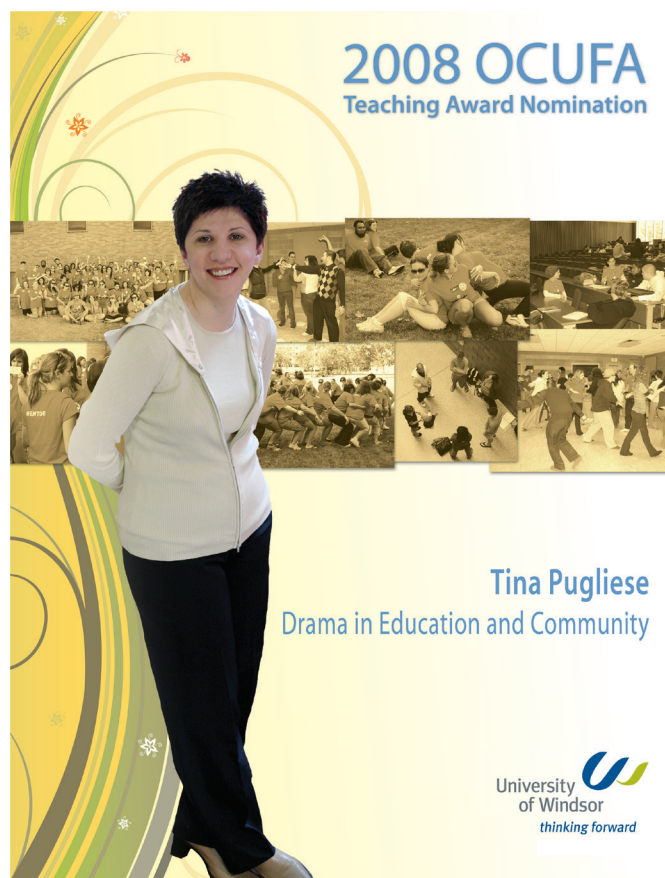
*-Neil Gold, Vice-President, International*



**Figure 9: Third Annual Celebration of Teaching Excellence Book Cover**

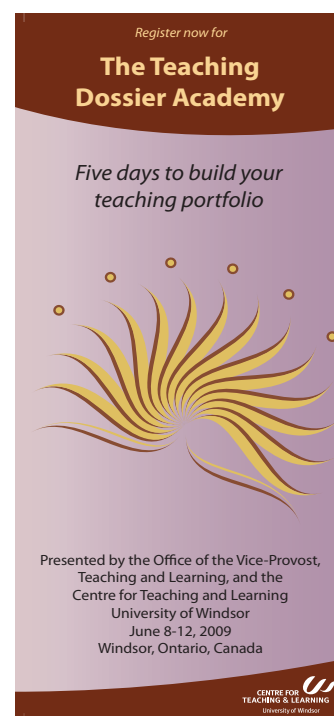
### 5.3 Coordination of External Teaching Awards Processes

The Centre coordinates the submission of external teaching and learning awards at the provincial and national levels. This activity contributes to the Centre's mandate on a number of levels. External recognition of the many excellent teachers at the University is a positive contribution to the University's reputation. It also provides members of the campus community with a clearer sense of the true quality of the work of University of Windsor instructors. As well, the process of developing the awards nominations, generally very intensive, affords campus educational leaders an opportunity to explore their own practice in terms of traditions of educational thought: it can give words to their ideas in highly productive ways, enabling them to function more effectively as leaders on campus. In 2008-9, the Centre coordinated two provincial Ontario Confederation of University Faculty Associations (OCUFA) Teaching Awards nominations. Changes to the 3M National Teaching Fellowships timeline meant that no award applications were completed in the 2008-9 year, as the deadline was moved to August 2009. However, Ken Cramer (Department of Psychology) received a 2009 3M Fellowship in June 2009. One application, in process prior to the end of this annual reporting period, was submitted for 3M. Owing to the labour dispute in Fall 2008, no TVO Best Lecturer applications were submitted in 2008-9.



## 5.4 Teaching Dossier Academy (TDA) and TD consultations

In June 2009, the Centre offered its first TDA to 25 participants. While the event was intended primarily for members of the University of Windsor community, it drew participants from as far away as New Mexico interested in working with Dr. Wright, well known for his work in this area. The TDA involved three workshops interspersed with one-on-one mentoring by experienced dossier developers. Workshop topics were consistent with the criteria for the optional University of Windsor Promotion and Tenure Teaching Dossier. In addition, Centre staff regularly work with individual faculty members regarding elements of their teaching dossiers at their request. The TDA, while serving the needs of individual instructors and graduate students, is also one element of the Vice-Provost's ongoing campus dialogue regarding the ways in which teaching can be valued and assessed within the University of Windsor and its tenure and promotion process.





## 5.5 Collaborations

Collaboration is fundamental to the work of a centre, which must, perforce and generally also by principle, move forward on the basis of “working with” rather than “doing for.” On a day-to-day basis this includes activities such as:

- interchange with the international Sakai community regarding upgrades and additions to Sakai;
- the complex process of collaborating with ITS, CSSI, the Registrar’s Office and others on CLEW;
- collaboration on presentations and workshops with instructors, graduate students, and faculty (See Sections 4.1.1 and 5.1.2);
- collaboration with other departments such as the Office of Faculty Recruitment and Retention and ITS to offer invited presentations at larger events, or with members of the Student Services staff to develop workshops for faculty regarding approaches to supporting student skill development in areas such as writing or on inclusive practice more generally; and
- collaborations with academic and service departments on the development and facilitation of seminars and on media production projects.

In addition to these types of ongoing collaborative activities, the list below documents more formal CTL collaborations as well as committees on which CTL staff serve both externally and on campus.

### External Consultations

**Kustra, E.** (2009, February). Invited Talk, Wycliffe College, University of Toronto for Delegation of Administrators from Beijing, China.

**Wright, A.** (2008). Review, Centre for Teaching and Learning, Queen’s University.

### External Collaborations

Berthiaume, B., D’Amours, L., Debeurme, G., Labelle, P., Racette, N., Raymond, J., Roy, M., Ruph, F., & **Wright, A.** *Les troubles d’apprentissage liés aux stratégies d’études, à l’oral, et aux calculs et l’apport des outils d’aide chez les étudiants en première année d’études au college et université.* Funded Research Team Member.

Borin, P., Martin, L. **Kustra, E.**, Vajoczki, S., Savage, P., & Sana, F. *Scholarly teachers and the scholarship of teaching and learning research team.* Research Team Member.

Simmons, N., **Kustra, E.**, **Potter, M.K.**, Scrimge, A., & Wolstenholme, J. *Mapping the Canadian ED landscape: Demographics and practices of post-secondary educational development centres.* Funded Research Team Member.

### External Committees

**Cowan, B.**, Steering Committee, Eastern and Southern Ontario Education and Training Network

**Kustra, E.**, Chair, Educational Developers Caucus Nomination Committee

**Wright, A.**, Chair, Publications Committee, STLHE

**Wright, A.**, Board of Directors, STLHE

**Wright, A.**, Innovative Higher Education (IHE) Review Board Member

### On-Campus Committees

- Academic Integrity Committee
- Academic Policy Committee
- Accessibility Planning Group
- Classroom Renovations Committee



- Communications Council
- Council of Ontario E-Learning Groups
- Information Provider Forum
- IT Leaders Group
- Information Technology Steering Committee
- Information Technology Steering Executive Committee
- Information Technology Budget Committee
- LMS Steering Committee
- LMS Advisory Committee
- LMS Technical Committee
- LMS Implementation Committee
- Medical Education Program Ed-Tech Committee
- Program Development Committee
- Provost's Coordinating Council
- Videoconference Policy and Technical Committees
- University of Windsor Professional Administrators Roundtable
- Building planning committees (Medical Education, Engineering), in regard to learning spaces and technical support for teaching

#### Peer Review: Journals

- *CELT: Collected Essays on Learning and Teaching*
- *IJAD: International Journal of Academic Development*
- *JGE: The Journal of General Education*
- *JECT: Journal on Excellence in College Teaching*
- *New Directions in Teaching and Learning*
- *To Improve the Academy*
- *IHE: Innovative Higher Education*

#### Peer Review: Conference Submissions

STLHE; ISSOTL; Grant Review for PetroCanada Young Innovator Awards (McMaster University)

#### Association and Society Memberships

- Bertrand Russell Society
- Concerned Philosophers for Peace
- COED (Council of Ontario Educational Developers)
- HERDSA (Higher Education Research and Development Society of Australasia)
- ISSOTL (International Society for the Scholarship of Teaching and Learning)
- Michigan SOTL (a new collaborative network)
- STLHE (Society for Teaching and Learning in Higher Education)
- SEDA (Staff and Educational Development Association)

#### Environmental Forum

Senate requested that the CTL organize a forum to discuss environmental teaching and research at the University of Windsor. An organizing committee with representatives from various faculties planned the day's events. The Forum was held during the Winter semester in the basement facilities of the CTL. More than 120 participants including faculty and students attended a plenary session with a guest speaker from the University of Toronto, a panel presentation on the state of environmental teaching and research at the University of Windsor and a series of breakout discussions. A summary of the discussions, including recommendations, was presented to Senate at its June meeting.

## 6.0 Support and Innovation in e-Learning and Learning Technologies

Support for learning technologies has been a central element of the CTL's mandate since its inception in 2000. In 2008-9, the Directors of the Centre collaborated on the development of a *University of Windsor Philosophy of E-Learning* at the request of the Information Technology Steering Committee. This document articulates the central values that govern decision making around learning technologies on campus, but also illustrates the Centre's understanding of how learning technologies must fundamentally, practically, and philosophically integrate into the larger complex of teaching and learning practice in order to truly fulfill their promise. As the *Philosophy* puts it:

E-learning is one avenue to promote and further develop a learning-centred campus, and a good environment for

learning. For electronic tools to be effective in fostering e-learning, their use must be consistent with the enduring principles of higher education. Effective e-learning practices provide avenues to increase student engagement, and to take advantage of the best-known practices identified in the literature. (CTL, 2008) <sup>1</sup>

These practices, derived from Chickering and Gamson's seminal *Seven Principles for Good Practice in Undergraduate Education* (1987), include the thoughtful use of technologies to foster peer interaction, instructor-student interaction, prompt and constructive feedback, active learning, high expectations, inclusive practice, and greater time engaged in relevant and helpful activities and assignments. These principles are fundamental to the Centre's decision making in all areas, including the effective integration of learning technologies in instructors' repertoires of teaching tools.

## 6.1 Support for Pedagogy Involving Learning Technologies

### 6.1.1 CLEW Management System

#### 6.1.1.1 LMS/CLEW Adoption

In the two years since its introduction, CLEW adoption has been impressive. At any given time during the semester, approximately 1,000 users are concurrently online in CLEW. CLEW currently reaches almost every undergraduate student. Nearly 900 instructors use the system. CLEW is also used by research groups, extracurricular student groups, staff groups, and by at least one faculty for professional development purposes: in 2008-9, CLEW supported approximately 120 such project sites. Table 7 provides a semester to semester comparison from 2007 to 2009, indicating the number of CLEW sites in that faculty that semester (bold), out of the total number of courses sections offered in that faculty that semester.

**Table 7: 2007-9 CLEW Sites** <sup>2</sup>

Faculty/Program	Fall 07	Fall 08	Winter 08	Winter 09	Summer 08	Summer 09
Business	0/193	<b>157</b> /172	<b>129</b> /193	<b>156</b> /187	<b>61</b> /104	<b>73</b> /93
Education	3/244	<b>127</b> /256	<b>20</b> /243	<b>109</b> /243	3/31	7/55
Engineering	3/102	<b>42</b> /112	<b>46</b> /143	<b>71</b> /151	<b>32</b> /102	<b>48</b> /108
FASS	1/780	<b>265</b> /754	<b>149</b> /784	<b>305</b> /749	<b>55</b> /186	<b>69</b> /184
GLIER	0/4	0/5	0/4	0/3	0/2	0/2
Human Kinetics	0/38	<b>26</b> /39	<b>16</b> /41	<b>27</b> /41	3/14	9/14
Inter-Faculty	0/7	0/9	2/9	4/8	0/0	0/1
Law	0/143	<b>48</b> /161	<b>32</b> /149	<b>51</b> /167	4/0 <sup>3</sup>	2/0 <sup>4</sup>
Nursing	0/143	<b>121</b> /171	<b>120</b> /145	<b>164</b> /171	<b>28</b> /30	<b>13</b> /26
Science	<b>11</b> /268	<b>127</b> /301	<b>99</b> /273	<b>159</b> /300	<b>20</b> /111	<b>38</b> /117
Total	<b>18</b> /1922	<b>913</b> /1980	<b>613</b> /1984	<b>1046</b> /2020	<b>206</b> /580	<b>259</b> /600

#### 6.1.1.2 LMS Development

In 2008-9, the LMS team migrated CLEW from the vendor version of Sakai (RSmart) to the open source version. This transition has increased the University's synchronization with the international Sakai community's evolving code, creating more transparent interaction with the wider Sakai community. A key achievement this year has been the significant improvement in the stability of the system owing

<sup>1</sup> For the complete text, see Appendix G.

<sup>2</sup> Source of SIS data: Lorraine Grondin, Office of the Registrar. CLEW data was retrieved from the CLEW database. Lab sections are excluded, as are sections which exist for administrative purposes and were not available for student.

<sup>3</sup> Project sites.

<sup>4</sup> Project sites.

to increased infrastructure and resources. Given its wide use, stability, and usability, it can be said that the system has made the transition from an implementation project to an evolving but steady state of maintenance and development.

### 6.1.1.3 LMS Support

LMS is jointly supported by CTL and ITS. Primary contact with users in 2008-9 was shared between the LMS Administrator in CTL and a Learning Technology Trainer in ITS. In 2008-9, the CTL LMS Administrator provided approximately 150 consultations per week with instructors by phone, email, or in person in support of CLEW. The LMS Administrator is generally the point of first contact for instructors using CLEW or experiencing any difficulties with the system. While the current administrator is widely recognized as an exceptionally service-oriented individual, there are limitations to the services she can provide. The University's LMS must be functional and accessible 24 hours a day without downtime. Achieving this goal requires more than 35 hours of administrative support. Currently, funding is provided for LMS administrative support Monday to Friday between the hours of 8:30a.m. and 4:30p.m. Given that the regular classes at the University take place until 10:00p.m., the University is currently not providing service during its complete teaching and learning schedule. A learning-centred campus responsive to the diverse patterns of student learning and instructor practice must support the needs of students and instructors outside traditional business hours in order to provide a supportive environment that fosters student success and engagement and to remain competitive in the university market. Additionally, the current volume of reasonable support requests significantly exceeds the 35 hours of work a week available from the existing LMS Administrator. This level of demand is expected to continue, and cannot be supported with the current staffing.

The Learning Technology Trainer (LTT) is responsible for demonstrating the capabilities of the new LMS and developing an LMS training program for faculty including a course content delivery structure based on clearly articulated intended learning outcomes, training materials, and on-line learning materials. The

LTT delivers training courses and offers workshops. The LTT also assists faculty and instructors in developing ways of structuring course content in CLEW to maximize learning.

As the system has become fully functional and faculty have begun to adopt its use in a more transparent fashion, the determination was made in Winter 2009 that this position, with its growing emphasis on effective LMS pedagogy, should be transferred to the CTL. This move increases the effectiveness of LMS training by more fully integrating the promotion of CLEW use with the promotion of effective pedagogy, clearly articulating the use of CLEW as one element of a balanced repertoire of effective teaching practices. The University of Windsor selected and implemented CLEW with the conscious intention of fostering effective learning-centred pedagogy on campus, in keeping with the University's strategic initiatives. The development of relevant training and documentation is crucial to the adoption, advancement, and improvement of the LMS at the University of Windsor.

The Application Developer/Consultant in the CTL collaborates with the LMS Application Programmer in ITS, acting as liaison between the University and the SAKAI open-source community, keeping abreast of software upgrades and news regarding system functionality, and accessing and offering the development community for support in solving problems that arise in university systems. They ensure that University issues are resolved in a timely manner. The developers support the ITS infrastructure team with respect to LMS implications, for example assisting in the expansion of the server infrastructure to accommodate continuous LMS growth by performing such tasks as installing load balancers and changing configurations of the system. The developer performs regular maintenance and quality assurance tasks to further stabilize the server infrastructure and code.

### 6.1.2 Distance Education

In 2008-9, the Centre continued to offer consultation and course development support to the University community, collaborating with individuals identified by departments and paid through a CTL Distance Education Fund to develop specific courses requested by departments. This year seven courses were completed through this program, which is the maximum supported by the funding (Table 8).

**Table 8: 2008-9 Distance Education Courses**

Course Title	Faculty
<i>History of Crime</i>	FASS
<i>Principles of International Law</i>	FASS
<i>Biochemistry</i>	Science
<i>Statistics for the Sciences</i>	Science
<i>Management and Organizational Life</i>	Business
<i>Digital Journalism</i>	FASS
<i>The World in the 20<sup>th</sup> Century, 1914-1945</i>	FASS

The Instructional Designer also provided non-contractual support to instructors developing the following courses:

- *Introduction to Research Methods*, FASS
- *Arabic Language*, FASS
- *Principles of Arts Management I*, FASS
- *Principles of Arts Management II*, FASS
- *The World in the 20<sup>th</sup> Century, 1914-1945*, FASS
- *History of Crime*, FASS
- *Communication and Diversity*, FASS

In addition to these course development activities, the CTL redeveloped the distance education contract in collaboration with University Counsel to ensure that they were current, concise, and reflected intellectual property rights appropriately.

### 6.1.3 Audio/Video (A/V) Deliveries

One focus of efforts to improve efficiencies and make the most of limited resources in 2008-9 has been the ongoing process of installing permanent audiovisual equipment in classrooms across campus. Consequently, the A/V office again saw a significant drop in deliveries in 2008-9 (Table 9). Equipment delivered typically includes data projectors, television carts, media cart setups, and PA systems. Equipment picked up at the office mainly includes laptops, data projectors, and wireless microphones.

*Your staff have been incredibly professional, and all our A/V requirements have been dealt with very efficiently.*

*- Arthur Barbut, Special Projects Manager, Office of the Vice-President, Administration and Finance*

**Table 9: 2008-9 Distance Education Courses**

Year	Deliveries	Pickups	Total
2002-2003	10568	1294	11891
2003-2004	8179	3526	11893
2004-2005	7618	2531	10453
2005-2006	7794	3547	11387
2006-2007	8037	3012	11223
2007-2008	6728	3561	10290
<b>2008-2009</b>	<b>4675</b>	<b>1785</b>	<b>6460</b>

A reduction in the number of deliveries is expected in the next year as well. The A/V office is also responsible for repairing and maintaining the classroom equipment, which involves approximately 15 maintenance or repair tasks per week. A/V staff update approximately 70 classroom computers each semester. In 2008-9, the A/V office provided approximately 40 sessions of one-on-one training on the use of classroom technology each semester. The office also responds to numerous calls every day from instructors requesting support.



### 6.1.4 Videoconferencing

The CTL developed an electronic videoconference booking database, launched in May 2009. This tool permits University faculty and staff to request, schedule, provide technical input and evaluate their experiences in videoconferencing at the University of Windsor. CTL staff and faculties support the vast majority of videoconferences at Windsor. In addition to regular courses offered entirely by videoconference, other uses include thesis defenses, faculty recruitment meetings, student placement interviews, and events booked by clients external to the University. Table 10 summarizes videoconference services from 2005 to 2008:

**Table 10: 2008-9 Videoconference Services**

Reporting	Requests	Hours	Tests	Test Hours	Total Calls	Hours
2008	235	519	40	32	275	551
2007	125	319	79	113	204	432
2006	93	205	36	13	129	217
2005	22	84	7	4	29	87

### 6.1.5 Medical Education Building (MEB) Support

The MEB houses the University of Western Ontario Schulich School of Medicine and Dentistry, Windsor Program. The building includes two multi-media classrooms with full high definition videoconferencing capabilities. The building also contains six small group learning suites and a 48 seat computer lab with a dividing wall. A CTL technician provides support to the classrooms and the designated medical program spaces. These spaces include the Gross Anatomy Lab, the Virtual Anatomy Lab, and the Clinical Skills Area. In its first year, the technician supported videoconferencing with the University of Western Ontario every morning of the semester. Services in the Toldo Health Education Centre were supported by a full-time technician in 2008-9.

### 6.1.6 Other Learning Technologies

#### 6.1.6.1 Clickers

The number of instructors using clickers in their classes increased from 13 to 27 in 2008-9. The Assistant Applications Developer held 17 one-on-one sessions with instructors to assist in setting the clicker system on their laptops. Clickers are used primarily in large first- and second-year classes. Table 11 reflects clicker use according to AAU/Department.

**Table 11: 2008-9 Clicker Use**

AAU/Department	Instructors	Courses
Business	1	1
Computer Science	3	2
EDC	1	N/A
Education	2	2
Engineering	2	2
AWC	1	1
Psychology	5	1
Biology	1	1
Nursing	7	10
Sociology	3	2
Chemistry	1	1

### 6.1.6.2 Podcasting

Podcasting technology enables professors to upload audio recordings of their lectures to the Internet, and also to connect these recordings to their CLEW sites for ease of student access. There were 302 podcasts added to the directory in 2008-9.

### 6.1.6.3 Lecture Capture

The CTL used software programs that combine voice-over narration with a video-capture of computer images to develop instructional materials for distribution over the web or in video format, completing 63 Camtasia/Showtime videos. Users included instructors in the Department of Biological Sciences; School of Social Work; Department of English Language, Literature, and Creative Writing; and the Department of Languages, Literatures, and Cultures.

## 6.2 Permanent Classroom Technology Installations & Classroom Renovations

During the summer of 2008, the following five classrooms were completely renovated:

- Dillon Hall, 253 and 264
- Memorial Hall, 105 and 311
- Erie Hall, 3127



A joint committee consisting of representatives from the CTL, Facility Services, the Registrar's Office, and the Finance Department chose the five rooms for renovation. Two rooms were carried over from last year, one room was in violation of the fire code, and another two were well-worn and in need of refurbishment. Further, four of the five rooms did not have permanent A/V equipment. Budgets submitted to the Finance Committee were as follows:

Room	Renovations Cost	A/V Cost
Memorial Hall, 105 and 311	\$308k	\$70k
Dillon Hall, 253 and 264	\$185k	\$60k
Erie Hall, 3127	\$92k	\$17k

Actual costs for renovations are still being determined. A/V equipment costs came in under budget. Please see Appendix H for a full classroom renovations report.

## 6.3 Multimedia Production

The CTL provides a variety of media production services to the campus community, broadly connected to learning and learning-related events. These include audio recording, sound production, photography, and video services.

### 6.3.1 Audio Recording and Sound Production

The Centre provides multiple microphone professional sound and recording systems including a media box which local media outlets use for audio recording. Events recorded, amplified, or broadcast in 2008-9 included the Olympic Trials Press Conference (July 3), Welcome Week events (Sept. 2 and 3, included production of the Welcome Week video), Alumni Field Dedication Ceremony (Sept. 13), President's Installation (Oct. 24, which included video recording), President's Press Conference (Oct. 27), Medical School Opening events (Nov. 4, 6, and 7), Information Night (Dec. 9 and Feb. 11, 2009, included video recording), Celebration of Excellence in Research (Feb. 10), Celebration of Teaching Excellence (March 10), the University of Windsor and Oakland University Teaching and Learning Conference (May 12-13), and the President's Town Hall Meetings (June 3 and June 11, which included video recording and subsequent streaming).

### 6.3.2 Photography

Along with the usual support for campus events (such as services to Public Affairs and Communications, the Board of Governors, Convocation, various departmental staff photography for websites, JDLLB and first-year Law class photographs), the photographer was involved in covering special events on campus including:

- Documenting five separate events surrounding the opening of the Schulich School of Medicine and Dentistry, Windsor Program, along with numerous visits to the site to record construction progress.
- Photography both on and off campus for the Visual Arts and the Built Environment (VABE) program.
- Photographic support to the Employment Equity Office for the complete re-tooling of both their website and printed information.
- Shooting high profile events such as the Research Recognition Awards and the Celebration of Teaching Excellence.
- Many campus visits, such as the German Minister of Trade, the Lublin delegation, and the Korean delegation from Kangnang-Wonju National University.
- Two events announcing initiatives surrounding the new engineering building.
- Law school celebrations surrounding the opening of the Mediation Services office in downtown Windsor and a number of location sessions to create photos in support of advertising the service (e.g. Walkerville Secondary School).
- Documenting the University of Windsor and Oakland University Teaching and Learning Conference.
- A visit to St. Anne's separate school with the President and a researcher to accept a donation for cancer research.
- Inside photography for *Pinnacle Magazine*.

### 6.3.3 Convocation

Two sessions of the Fall 2008 Convocation and five sessions of the Spring 2009 Convocation proceedings were video recorded, webcast live, edited for broadcast on Cogeco Cable, and duplicated for distribution. The CTL provides all media support (including the video projection and sound systems) onsite at the St. Denis Centre. The CTL duplicated and mailed 31 copies of the Fall 2008 sessions and 51 copies of the Spring 2009 sessions to graduates at their request.

### 6.3.4 Duplication, Encoding and Streaming Services

Demand for duplication of various materials to DVD continues to grow. Materials duplicated may be related to research, or activities and events which were originally recorded either by CTL, or by the clients themselves. In 2008-9, the client list included the Office of the Provost; Faculty of Science; Faculty of Education (60 copies of a CLIF video plus an additional DVD); Office of the Registrar

(9); ITS (4); Department of Languages, Literatures, and Cultures; Academic Integrity Office; Chemical Control Centre; Office of the Vice-Provost, Teaching and Learning; Schulich School of Medicine and Dentistry; Light Metals Casting Group; School of Visual Arts; Department of Psychology (60); Department of Communication, Media, & Film; Academic Writing Centre (12); and approximately 450 copies of *CELT*.

There have also been a number of requests to encode a client's existing video recordings for access via CLEW course sites (e.g. Nursing, Law). Several presentations in the Odette School of Business were recorded and are streamed via the web in both Windows Media and Quicktime formats. Included in these are student classroom presentations made available for student evaluation of their work. The CTL also conducted production consultation, and editing/streaming support was also provided to Dr. Larry Morton's Education students in the course, *Psychology in Education*.

In addition, the CTL stores approximately 3,000 media files accessed a combined 225,000 times a year.

## 6.4 Facility Use

### 6.4.1 Multimedia Lab

The CTL Multimedia Lab (ER G125) is used for classroom instruction and English language testing for the Academic Writing Centre. Computer Science and Communication, Media, & Film use it primarily. The Multimedia Lab was used for 881 hours during the year, an increase from 791 hours the previous year and from 197 hours the year before that. This usage is comparable to general purpose classrooms of the same size.

### 6.4.2 Studio Spaces

Communication, Film, and Media Studies; Dramatic Art; and Music are the primary users of Studio A. Communication, Media, & Film averages 12 hours per week; Dramatic Arts averages four hours per week; and Music averages eight hours per week (four hours for coursework plus four hours for rehearsal and public performances). The CTL uses Studio A approximately 250 hours a year for recording production projects and workshop presentations, including the Environmental Forum and GATAcademy (Table 12). The Noiseborder project was officially launched in October of 2008. Noiseborder is an umbrella for a wide range of new music and media activities that use Studio A and adjoining work spaces for project development, classes, and public events. In 2008-09, Noiseborder presented more than 20 live performances by faculty, students, and guest artists-in-residence.



2008-9 Performances of the Noiseborder Ensemble



**Table 12: 2008-9 Production Studio Hours**

Production Studios	Bookings	Hours
Studio A	158	1004.6
Studio B	112	620.6
Studio B Control (G137A)	138	511.4
Total		2136.4

Nursing, Law, Social Work and Dramatic Art are the major users of Studio B. These users focus on documenting and evaluating student performance through interviews and role-plays, and providing feedback on the practical skills students will require in their professional careers. The CTL used Studio B for approximately 75 hours for video recordings and workshop presentations. Studio B was also used by the CTL as a photography studio for a total of 60 hours during the year.

Studio B Control (G137A) was recently refurbished for use for faculty development workshops offered by the CTL, in addition to becoming a classroom for teaching courses such as *New Music Workshop* (Table 13).

**Table 13: Sound Studio Hours**

Sound Studios	Bookings	Hours
G123	137	290.5
G122	124	266.5
G140	124	264.5
Total		821.5

In 2008-9, more than 90% of the hours for sound studio facilities were used by Communication, Film, and Media for their Sound Production courses (weekly labs plus student assignments). The remaining 10% was used for CTL projects or students in Communication, Media, & Film, and Music courses (e.g. mixing soundtracks for film courses).

## 7.0 Impact Assessment

Just as educators seeking to formulate a clear sense of their students' achievement in a course must synthesize data from multiple sources, so too, a Centre must look at a wide range of data in order to assess the impact and effectiveness of its offerings and services. This section examines the alignment of the Centre's activities with its three key objectives, the intended focus of Centre activities, the breadth of Centre contact, and peer feedback on the Centre's effectiveness.

### 7.1 Intended Focus of Services

Table 14 provides a summary of the Centre's activities in 2008-9, documenting the intended target audience of each activity. The Centre's aim is to provide a balance of services, ensuring that individuals are supported adequately while moving forward with initiatives that offer leadership and foster growth to departments and to the institution more generally. In addition, many of the Centre's activities have a regional, national, or international impact.

*Whenever I attend a workshop or meet with faculty and staff from the CTL, I learn something new that I can add to my scholarly research and to my classroom and website teaching. As a result of involvement with CTL staff, I have presented at nine Teaching and Learning conferences and events, as well as several workshops, over the last three years... CTL has played a big part in making my experience at the University of Windsor a rich and rewarding one. I would highly recommend anyone new to the University to become involved with the energetic and enthusiastic team at the CTL.*

*- Irene Carter, Assistant Professor, School of Social Work*

**Table 14: 2008-9 Current and Evolving Projects**

Many Centre activities have an impact on more than one level: in the table, darker shading indicates that the activity is more specifically intended to focus on that level of impact.

<b>1. Continuous Growth of Learning-Centred Culture at the University of Windsor</b>							
<b>1.1 Educational development activities for staff, faculty, and students</b>		<b>Individual</b>	<b>Departmental</b>	<b>Faculty</b>	<b>Institutional</b>	<b>National</b>	<b>International</b>
Workshops (open/proactive)	See Section 4.1.1						
Workshops (targeted/responsive)	See Section 5.1.2						
Half-courses	<i>Leading Effective Discussions</i> March-April 2009, <i>Instructional Skills Workshop</i> February 2009 (24 hours), <i>Facilitator Development Workshop (FDW)</i> May 2009 (40 hours), <i>FDW Trainer Development Workshop</i> May 2009 (40 hours)						
University of Windsor and Oakland University Teaching and Learning Conference	May 12-13, 150 participants from 17 universities and colleges took part in the conference – 81 participants were from the University of Windsor						
New Faculty Orientation	July 2008 (nine sessions)						
August Professional Development Summer Series	August 2008 (eight half-day workshops)						
Faculty Support (observations by CTL staff)	For faculty and instructors in FASS, Business, Law, Nursing, Student Services and other departments						
Professional Development/Language Programme ( <i>Communicating in the Canadian Classroom</i> )	January to March 2009 (four sessions) primarily for international faculty and faculty for whom English is an additional language - individual support for faculty members as requested						
Electronic resources/web-based support	Updates and revision ongoing						
Early Career Faculty Program	See Section 4.1.3						
<b>1.2 Learning outcomes/curriculum design consultation</b>							
Workshops	Five workshops related to learning outcomes and curriculum alignment						
Consultation	Consultation with 21 department on learning outcomes; with Women's Studies on coordinating writing improvement efforts with FASS writing program and curriculum alignment						

		Individual	Departmental	Faculty	Institutional	National	International
Curriculum mapping	Women's Studies Curriculum Review June 2009; planning for Social Work and Philosophy curriculum reviews underway; planning for Engineering Arts Symposium with curriculum review underway						
<b>1.3 Community building for staff, faculty, and students engages with teaching and learning development</b>							
Learning Communities	Two established in 2009: GA/TA learning community and CLEW community of practice						
Portfolio Institute	June 2009: 25 participants						
Peer Classroom Observation Caucus	-						
<i>Instructional Skills Workshops</i> (Participant, Facilitator, Facilitator Trainer)	February and May 2009						
<b>1.4 Graduate student, GA/TA programs</b>							
Faculty of Graduate Studies (FGS) - GA/TA Orientation	Two half days as per FGS request						
Graduate courses (developed)/Graduate diploma	<i>Teaching and Learning in Higher Education</i> offered in Winter 2009						
CTL GA/TA Programs	Full day FASS GATAcademy offered September 2008 for c. 100 participants; planning for two academies (FASS and Science), which took place in September 2009						
GA/TA Learning Communities	GA/TA learning community established						
<b>1.5 Increase awareness of CTL services on campus</b>							
Development of CTL hard-copy promotional materials	CTL brochure completed						
Extend web presence - RSS feed, video interview projects, etc.	Ongoing development						

<b>2. Building Capacity – Fostering Leadership in Scholarly Pedagogy</b>							
<b>2.1 Fostering Leadership</b>		<b>Individual</b>	<b>Departmental</b>	<b>Faculty</b>	<b>Institutional</b>	<b>National</b>	<b>International</b>
Ongoing support for chairs and deans around teaching and learning	On an individual basis this year						
University Teaching Certificate	Researched and developed program design; established timelines with Education; mapped program to the Staff and Educational Development Association (SEDA) requirements and developed SEDA recognition application in cooperation with Stephen Bostock, FSEDA; formal SEDA recognition for program received July 2009						
CTL Advisory Committee	Developed proposal						
Staff training - conferences, professional development, etc.	Ongoing						
<b>2.2 Support for teaching inquiry</b>							
Travel funds for teaching and learning conference presentations	Semi-annual funding submissions						
<i>Centred on Learning Innovation Fund</i> (CLIF) projects	Annual funding submissions: in 2008-9, the Call emphasized projects involving the first-year experience; each project was also supported by a member of the CTL staff (Section 5.1.3)						
SoTL distribution list	Ongoing						
<b>2.3 Internal professional recognition of teaching</b>							
Consultation and advocacy; Alumni Awards	Consultation with Education and Nursing regarding internal teaching awards; non-voting membership on Alumni Teaching Award committee; consultation on refining criteria						
Tenure and promotion issues	Five-day Teaching Dossier Academy June 2009; individual consultations with faculty members regarding teaching dossiers						

2.4 Support for internal teaching awards		Individual	Departmental	Faculty	Institutional	National	International
Celebration of Teaching Excellence	March 2009						
GA/TA Award	Established February 2009						
2.5 Co-ordination of external teaching awards processes							
OCUFA Teaching Award	Coordinated two applications for the 2008 competition						
TVO Best Lecturer Competition	Promoting the 2010 competition						
3M Teaching Fellowship	Coordinated one application for the 2009 competition: Ken Cramer was awarded a 3M Teaching Fellowship in 2009						
Alan Blizzard							
2.6 National and international reputation and networking							
<i>Collection of Essays on Learning and Teaching (CELT)</i> (coordination & editing)	Volume II launched at STLHE in Fredericton in June 2008						
International Advisory Council	Two meetings 2008-9 academic year						
Visiting Fellows in Educational Development	Five Visiting Fellows consulted at the Centre in 2008-9: Dr. Nick Baker, University of Queensland (AU); Professor Marianne Poumay, Université de Liège, (BE); François Georges, Université de Liège (BE); Dr. Kathryn Sutherland, Victoria University of Wellington (NZ); Dr. Stephen Bostock, Keele University						
External presentations by CTL staff	Section 5.1.2						
Other campus activities: Environmental Forum	At the request of Senate, the CTL hosted a campus-wide forum with the goal of exploring the challenges and possible future of environmental research, programs, and interdisciplinary initiatives at the University; in June 2009, a report based on the participant discussion was presented to Senate						



<b>3. Support and Innovation in eLearning and Learning Technologies</b>							
<b>3.1 Permanent classroom technology installations</b>		<b>Individual</b>	<b>Departmental</b>	<b>Faculty</b>	<b>Institutional</b>	<b>National</b>	<b>International</b>
Classroom technology upgrades	MH105, MH311, DH253, DH264, EH3127; television installations in smaller classrooms; Odette 321: installed a video camera system allowing up to five small groups to record sessions and play them back immediately for class feedback						
Technology in learning spaces consultations	Medical Education Building multimedia; helped launch the Odette Stock Trading Room						
<b>3.2 Distance education</b>							
Development and pedagogy	Six courses completed (target met)						
<b>3.3 Support for pedagogy involving learning technologies</b>							
Clickers	Increased faculty users to 27						
Educational Technology Training Programs: Smartboards, CLEW, clickers, podcasting	c. 15-20 sessions in 2008-9						
Instructor classroom familiarization	c. 70 in 2008-9						
Development of technical instruction texts (e.g. How To sheets)	Launched in 2008-9						
<b>3.4 LMS/CLEW (Sakai)</b>							
System development and maintenance	Upgrading CLEW to Sakai community version						
CLEW sites created (this includes faculty contact and support)	Section 6.1.1.1						
CLEW pedagogy workshops	Two workshops, and two meetings of the CLEW Learning community						
CLEW Advisory	Two meetings of the CLEW Advisory Committee						
<b>3.5 Facility use</b>							
Studio Use; LT 2103 Lab; Multimedia Lab; Sound Studio	These spaces are in regular use by the CTL, FASS, the Faculty of Education, the Faculty of Law, the Academic Writing Centre, Alumni, and by organizations off campus						

3.6 Video production and broadcast		Individual	Departmental	Faculty	Institutional	National	International
Video Production (in studio)	Approximately six major production projects as well as day-to-day activities						
Special events	Video recording, editing, and broadcasts of seven convocation sessions; video recording, editing, and live streaming of Windsor Welcome Video, President's Installation, Herb Gray lecture, and Technology Day sessions, University teaching award winners, and course-related materials						
Media streaming	As requested						
Videoconferences	Online videoconference booking system developed; upgraded to high definition equipment; supported a wide range of projects including interviews, faculty recruitment, meetings, classes, thesis defenses, and research team meetings						
3.7 AV Orders							
Orders	Over 6,000 orders per year						
3.8 Classroom equipment							
Replacement equipment	As necessary						
3.9 Learning systems database							
Database development	Developed electronic registration and individual schedule creator for workshop and conference registration; developed photography database						

## 7.2 Breadth of Contact

The CTL worked with individuals and groups from 64 different departments on campus in 2008-9, not including A/V deliveries. There were 538 participants at CTL workshops, comprised from 285 unique individuals, resulting in approximately 2,500 contact hours with members of the University of Windsor community. Satisfaction with the quality of workshops and courses offered has been strong. In terms of educational technologies, nearly every student on campus has at least one course employing CLEW. The Centre supported the creation of 300 podcasts, and provides access to media files that, in 2008-9, were accessed a combined 225,000 times. Centre staff offered hundreds of one-on-one sessions to instructors familiarizing them with classroom technologies and assisting with the use of CLEW, as well as responding to approximately 150 CLEW-related support calls from instructors per week.

## 7.3 Collegial Views of CTL Activities

In August 2009, members of the Vice-Provost's International Advisory Council on Teaching and Learning reviewed an account of the Centre's activities in 2008-9. Dr. Nancy Chism, Associate Vice Chancellor for Academic Affairs and Associate Dean of the Faculties

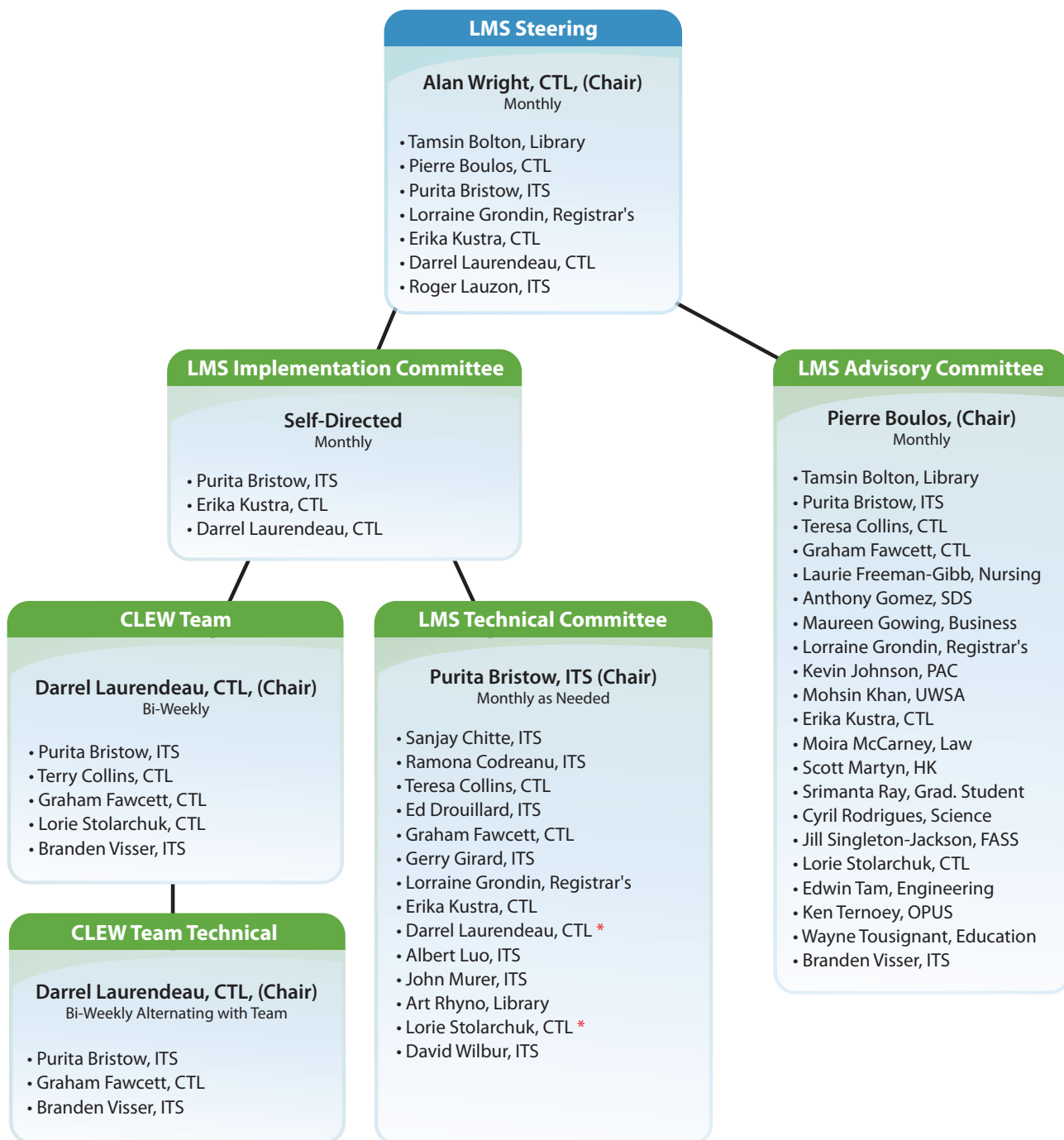
at Indiana University Purdue University Indianapolis, and Professor of Higher Education at Indiana University, provided written feedback regarding the Centre's achievements in 2008-9, describing the work of the CTL as "very impressive offerings and attendance [demonstrating] concrete evidence of your goals and mission put into motion" and further noting that the description reflected "simply a staggering amount of activity for a teaching and learning centre." Dr. Chism is extremely active as an external international consultant with teaching and learning centres.

Visiting Fellows in Educational Development also provide feedback regarding their experiences at the Centre. Kathryn Sutherland, who worked with the emerging teaching and learning development team in 2008, described the staff as "really building as a team and as an entity within the university" while Mark Schofield, in a document reviewing the CTL's contributions to the University, noted that the CTL "is a central resource for individual faculty members, for departments, and for faculties as they establish strategic plans aligned with emerging University priorities...The activities of the CTL are designed to foster individual and institutional change, which has profound implications for the University's potential to realize its goals." He further described his time at the Centre as "a remarkable experience and a great opportunity to focus on learning, teaching and professional development for the enhancement of the student experience within an impressive organization."

## 7.4 Summary

The Centre has shown significant growth in terms of the depth and breadth of its offerings this year, and has continued to establish itself as a central resource for instructors, faculty, GAs and TAs on campus. CTL initiatives such as the CLIF grants, ISW/FDW, and ongoing collaborations are significantly increasing campus awareness of teaching and learning issues and our capacity for innovative and transformative leadership at the University. Nationally and internationally, the CTL has successfully positioned itself as a highly professional and collegial educational development organization.

# LMS Governance Structure



\* Denotes an official committee member, typically represented by another committee member.

## Appendix A

### Vice Provost's International Advisory Council (VPIAC) Members

**Mary Deane Sorcinelli**

Associate Provost for Faculty Development;  
Associate Professor in the Department of  
Educational Policy and Research Administration,  
University of Massachusetts Amherst

**Nancy Chism**

Associate Vice Chancellor for Academic Affairs;  
Associate Dean of the Faculties, Indiana University  
Purdue University Indianapolis

**Joy Mighty**

Director of the Centre for Teaching and Learning;  
Full Professor in the School of Business, Queen's  
University

**David Kaufman**

Director, Learning and Instructional Development  
Centre, Simon Fraser University

**Stephen Bostock**

Head of the Learning Development Unit, Academic  
Services, Keele University, UK

**Alison Holmes**

Director of the University Centre for Teaching and  
Learning, University of Canterbury, New Zealand



## Appendix B

### 2008-9 Workshops

Title	Presenter(s)	Duration	Attendance	Learning Outcomes & Alignment	Assessment & Feedback	Communicating in the Classroom	Inclusive Teaching	Professional & Reflective Practices	Active Learning Strategies	Students & Student Engagement
AUGUST 2008										
Pedagogy with a Point and a Purpose: Using Learning Outcomes Effectively	Michael Potter	3	19	✓	✓			✓	✓	
Helping Students Survive First Year	Nick Baker	2	21	✓	✓			✓		✓
Ever-Growing University Classes: How to Cope Without a Debigulator	Ken Cramer	2	18				✓		✓	✓
Success for First Year Students	Alan Wright	2	17			✓	✓		✓	✓
Incorporating Authentic Experiential Learning Activities into the Curriculum	Nick Baker	2	10	✓	✓	✓	✓		✓	✓
Transforming Practices: Addressing Prejudice and Discrimination in the University Classroom	Yvette Daniel & Finney Cherian	2	16	✓	✓				✓	✓
Using Technologies to Enhance Teaching and Learning	Pierre Boulos, Darrel Laurendeau, & Lorna Stolarчук	2	16				✓			✓
The View from the Senate	Clayton Smith & Linda Patrick	2	10					✓		
SEPTEMBER 2008 <sup>1</sup>										
OCTOBER 2008										
Managing Your Assessment Workload (brown bag lunch)	Erika Kustra	1	8					✓		
Finding Time for Teaching, Research and Life (brown bag lunch)	Kathryn Sutherland	1	6					✓		
NOVEMBER 2008										
Five Minutes to Better Teaching: Using Video and Feedback to Improve Your Teaching <sup>2</sup>	Kathryn Sutherland	3	4	✓		✓			✓	✓
Five Minutes to Better Teaching: Using Video and Feedback to Improve Your Teaching <sup>3</sup>	Kathryn Sutherland	3	5	✓		✓			✓	✓
Five Minutes to Better Teaching: Using Video and Feedback to Improve Your Teaching <sup>4</sup>	Kathryn Sutherland	3	3	✓		✓			✓	✓
Fostering Success in Assessment	Pierre Boulos	1.5	15	✓	✓					
Avoiding PowerPoint Karaoke	Kathryn Sutherland	2	43				✓		✓	✓

<sup>1</sup> Workshops were not offered during the month of September due to a labour dispute.

<sup>2</sup> This workshop was limited to a maximum of 6 GA/TAs.

<sup>3</sup> This workshop was limited to a maximum of 6 faculty.

<sup>4</sup> This workshop was limited to a maximum of 6 GA/TAs.

## Appendix B

### 2008-9 Workshops

Title	Presenter(s)	Duration	Attendance	Learning Outcomes & Alignment	Assessment & Feedback	Communicating in the Classroom	Inclusive Teaching	Professional & Reflective Practices	Active Learning Strategies	Students & Student Engagement
DECEMBER 2008										
Early Career, New Faculty Success	Kathryn Sutherland	2	25					✓		
Developing a Philosophy of Teaching	Kathryn Sutherland	2	26					✓		
JANUARY 2009										
Improving Student Writing: Exploring Assignments and Techniques	Alan Wright & Betsy Keating	1.25	29	✓	✓				✓	
<i>Communicating in the Canadian Classroom</i> : Teaching in the North American Classroom	Erika Kustra & Kim Alexander	1.5	9			✓	✓			
Implementing the Seven Principles of Good Practice in Undergraduate Education into a CLEW Website	Linda Patrick, Todd Sands, & Lorie Stolarchuk	2	12	✓	✓		✓			
FEBRUARY 2009										
Identifying Students at Risk: What is My Role?	Mohsan Beg, David Ryan-Soderlund, & Karen Roland	2	17				✓			✓
Instructional Skills Workshop	Erika Kustra & Michael Potter	24	12	✓		✓	✓	✓	✓	✓
<i>Communicating in the Canadian Classroom</i> : What Students Want	Erika Kustra & Kim Alexander	1.5	3			✓	✓			✓
MARCH 2009										
Learning-Centred Feedback	Michael Potter & Jill Singleton-Jackson	2	12	✓	✓				✓	✓
Leading Effective Discussions (half-course)	Erika Kustra & Michael Potter	16	7		✓	✓	✓			✓
Designing Efficient Writing Assignments	Karen Bonasso, Richard Lanspeary, & Dave Owen	2	6		✓	✓	✓		✓	✓
Millennial Students: Myths and Realities	Michael Barbour	1.5	16	✓	✓		✓	✓		
<i>Communicating in the Canadian Classroom</i> : Cross Cultural Communication	Enrique Chacon & Kim Alexander	3	11			✓	✓			✓
APRIL 2009										
Developing Teaching Portfolios	Ken Cramer & Laurie Freeman-Gibb	2	37					✓		
Framing Effective Teaching: From Competence to Excellence	Stephen Bostock	3	20					✓		
Communicating in the Canadian Classroom: Lecturing for Impact	Erika Kustra & Kim Alexander	2	9			✓	✓			✓

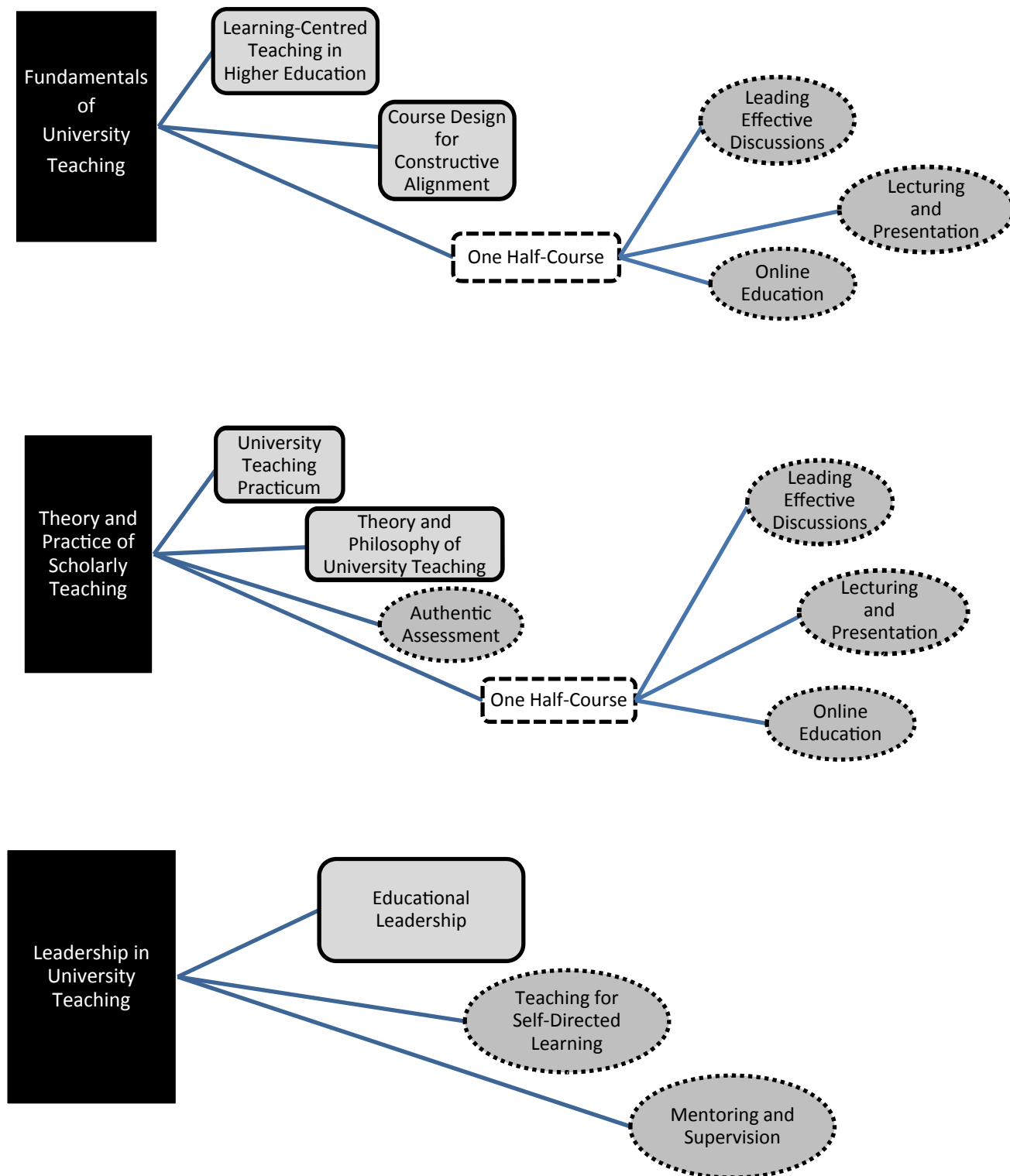
## Appendix B

### 2008-9 Workshops

Title	Presenter(s)	Duration	Attendance	Learning Outcomes & Alignment	Assessment & Feedback	Communicating in the Classroom	Inclusive Teaching	Professional & Reflective Practices	Active Learning Strategies	Students & Student Engagement
MAY 2009										
3 <sup>rd</sup> Annual University of Windsor-Oakland University Teaching and Learning Conference	--	--	150	✓	✓	✓	✓	✓	✓	✓
Facilitator Development Workshop	Russel Day, Jill Grose, Erika Kustra, & Michael Potter	40	10	✓		✓	✓	✓	✓	✓
JUNE 2009										
Teaching Dossier Academy	Alan Wright, Erika Kustra, Michael Potter, Bev Hamilton, & Mark Schofield	8.5	24					✓		

## Appendix C

### University Teaching Certificate Overview The Three Levels of the Program





## Appendix C

### Fundamentals of University Teaching: Program-Level Learning Outcomes

By the end of this program the successful participant should be able to . . .	Mentored Planning, Reflection, & Dossier Development	Learning-Centred Teaching in Higher Education	Course Design for Constructive Alignment	One of: Leading Effective Discussions, Lecturing & Presentation, or Online Education
1 - Draw on multiple teaching strategies, background knowledge, & reflective insight to adapt practice	X	X	X	X
2- Identify the presuppositions inherent in his or her teaching practices, change them as needed, justify, & use them to explicitly inform practice	X		X	
3 - Evaluate the effectiveness of his or her own teaching & assessment practices, & courses, in a variety of ways, taking into account contextual variables, & adapt accordingly	X	X	X	
4 - Respond constructively to common issues in post-secondary teaching & learning	X	X	X	X
5 - Critically reflect, discuss, analyze, & evaluate educational concepts, beliefs, values, practices, issues, orientations, philosophies, strategies & outcomes to guide practice	X	X	X	X
6 - Find & evaluate scholarly information on teaching & learning & use it to guide practice	X	X	X	
7 - Design & use curricula, assignments, & lessons that inspire & support deep learning	X	X	X	X
8 - Design effective learning outcomes, aligned with learning experiences & assessment	X	X	X	
9 - Support student learning by building rapport with students, attending to multiple styles or modes of learning, proactively minimizing non-pedagogical conflict, & otherwise creating learning-centred classroom atmosphere	X	X	X	X
10-Formulate answers to fundamental questions of education, drawing on scholarly theory & information where relevant				
11-Frame & evaluate his or her teaching practices using a variety of pedagogical orientations, philosophies & theories				
12 - Advise, mentor, & supervise students to effectively support their learning & development, adapting to contexts, needs, & interpersonal styles				
13 - Lead new educational initiatives at the department, faculty, or institutional level – such as curricular reforms & departmental learning communities				

## Appendix D

### CTL Brochure

#### Commitment to Excellence

The University of Windsor has made a profound commitment to excellence in teaching and learning in higher education. Over the past several years, the Office of the Provost and the Centre for Teaching and Learning have worked with academic and service departments, institutional committees and individual instructors, and support personnel to further this overall aim. Many components of this ambitious, ongoing program to enhance teaching and learning at the University of Windsor are listed in this brochure.

The success of the teaching and learning improvement efforts, undertaken in collaboration with a large number of academic and non-academic staff, contributes to increasing recognition of the University as an institution which is truly centred on learning and where effective teaching is recognized.

The University of Windsor is assuming a leadership role in Canadian and international milieux dedicated to research and constant attention to the enhancement of teaching and learning practices in higher education. These efforts are helping to position our University as an emerging leader in matters relating to the provision of excellent educational experiences for professors and for our student body. This document invites you to call upon the CTL to further this essential institutional mission.

*A. Wright*

Alan Wright, PhD  
Vice-Provost, Teaching and Learning

#### Contact Us

Explore new ways to engage, inspire, and support your students, and to develop effective solutions to the ongoing challenges of teaching and learning.

**Erika Kustra, PhD**  
Director, Teaching and Learning Development  
ext. 4842, [kustraed@uwindsor.ca](mailto:kustraed@uwindsor.ca)

**Jeanne Drouillard, MBA**  
Director, Teaching and Learning Technologies  
ext. 4830, [jeanned@uwindsor.ca](mailto:jeanned@uwindsor.ca)

**Frequently Called Numbers**  
Workshop and Course Registrations ext. 3090  
Learning Outcomes Consultation ext. 4842  
University Teaching Certificate ext. 4831  
CLEW Consultation ext. 4836  
Audiovisual Equipment Bookings ext. 3044  
Audiovisual Equipment after 4 p.m. ext. 3051  
Multimedia Production Questions ext. 3047



Centre for Teaching and Learning  
Lambton Tower,  
(519) 253-3000 ext. 3090  
[ctl.uwindsor.ca](http://ctl.uwindsor.ca)

#### Strategic Directions of the Centre for Teaching and Learning (CTL)

The CTL works with members of the campus community to enhance the practice, culture, and scholarship of teaching and learning, and to support the integration of technologies that extend and enrich learning.

##### CTL Priorities

- Professional development in teaching and learning, based on the understanding that we are all "works in progress."
- Wise, effective, and innovative technology use to facilitate learning.
- Celebrating success in teaching and learning and promoting its importance on campus and beyond.
- Critical reflection on and productive approaches to assessing and documenting instructional practice and student learning.
- Engaging with the rich diversity of learners and teachers and consistently promoting inclusive practice.



## Engagement Collaboration Innovation Support

**CENTRE FOR  
TEACHING & LEARNING**  
University of Windsor

# Appendix D

## CTL Brochure

### Teaching and Research: Moving Beyond “Competing Demands” to Stimulating Discovery

The CTL is committed to supporting instructors' efforts to balance and integrate their teaching, research, and service priorities through:

- technological support for teaching and research;
- efficient and effective instructional strategies;
- improved pedagogical impact;
- discipline-specific teaching support;
- individual professional development plans;
- documentation of practice as an element of scholarly pedagogy and the promotion and tenure process;
- fostering connections with colleagues locally, provincially, nationally, and internationally; and
- respect for instructor and student diversity.

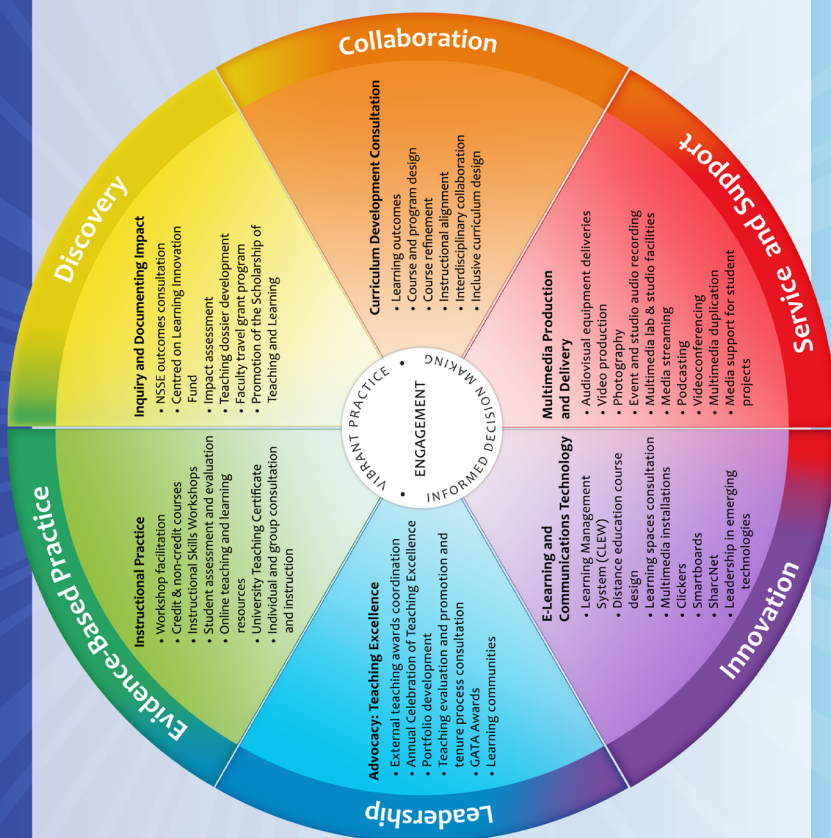


### Enriching the Student Experience: A Multifaceted Challenge

The CTL works in partnership with individuals, groups, departments, administrators, and faculties to establish instructional conditions that inspire student engagement, foster student success, and contribute to the development of vibrant and enriching programs of study. The CTL draws on evidence-based, proven instructional strategies, course design, and learning technologies to further the University's commitment to learning-centred practice, curricula, and culture. The Centre is a meeting ground for people from all disciplines, departments, approaches, and career stages who share a passion for teaching and learning.

Find out about our specialized programs that might suit your individual needs:

- The Teaching Dossier Academy
- Instructional Skills Workshops
- Communicating in the Canadian Classroom
- GA/TA & CLEW Learning Communities
- CLEW and learning technologies training
- The Summer Series
- Course Design
- University Teaching Certificate
- Leading Effective Discussions (half-course)
- Teaching Awards Nomination Consultation



## Appendix E

### Publicity Materials

# The Summer Series On Teaching and Learning Centred On Learning

August 25 to 29, 2008

The Summer Series on Teaching and Learning consists of eight two-hour workshops offered in **Katzman Lounge** from August 25 to August 29. The Centre for Teaching and Learning invites faculty, instructors, and graduate students with teaching responsibilities to join colleagues in reflecting on their own pedagogical practices, exploring the various means of making the university experience truly "Centred on Learning" for Windsor's students. This year's series gives special emphasis to the first-year experience, coping with large classes, experiential learning, the use of educational technologies, addressing discrimination in the classroom, as well as Senate regulations pertaining to teaching. Please pre-register for the one to eight workshops of your choosing, and the complimentary barbecue scheduled for noon on August 29. Space is limited; please register at [ctlworkshops@uwindsor.ca](mailto:ctlworkshops@uwindsor.ca).

TIME	Monday, August 25	Tuesday, August 26	Wednesday, August 27	Thursday, August 28	Friday, August 29
9:00-9:30	Registration and Coffee	Registration and Coffee	Registration and Coffee	Registration and Coffee	Registration and Coffee
9:30-11:30		Helping Students Survive First Year – Nick Baker	Success for First Year Students – Alan Wright	Transforming Practices: Addressing Prejudice and Discrimination in the University Classroom – Yvette Daniel and Finney Chertan	The View from the Senate – Clayton Smith
12:30-1:00	Registration and Coffee	Registration and Coffee	Registration and Coffee	Registration and Coffee	BBQ (12:00-1:00 pm) (Vanier Hall)
1:00-3:00	Pedagogy with a Point and a Purpose: Using Learning Outcomes Effectively – Michael Potter	Ever-Growing University Classes: How to Cope Without a Debulator – Ken Craner	Incorporating Authentic Experiential Learning Activities Into the Curriculum – Nick Baker	Using Technologies to Enhance Teaching and Learning – Pierre Boulos, Darrel Laurendeau, and Lorna Stolarchuk	





## Appendix E

### Publicity Materials

# CTL Fall Workshops

### Fostering Success in Assessment

Presenter: Pierre Boulos, Chair, Research Ethics Board/Faculty,  
IT Learning Specialist, Centre for Teaching & Learning and  
Computer Science

**Friday, November 21**

2:00 p.m. to 3:30 p.m.

Erie Hall G141 (Videoconference Room - basement)

This workshop will explore how to design and carry out fair assessment, so that students have the opportunity to thrive. While security and integrity regarding our final exams and other assessments are important, we should not lose sight of the pedagogical value of the assessment itself. This workshop will also offer participants the opportunity share some "tricks of the trade."

### Early Career Faculty Success

Presenters: Dr. Kathryn Sutherland, Senior Lecturer, University  
Teaching Development Centre, Victoria University of  
Wellington, New Zealand

Dr. Nick Hopwood, Research and Evaluation Officer for the  
Centre for Excellence in Preparing for Academic Practice,  
Learning Institute, Oxford University, UK

**Monday, December 1**

1:30 p.m. to 3:30 p.m.

Katzman Lounge, Vanier Hall

The workshop draws on evidence from two studies, one conducted at Oxford University (UK), and one in New Zealand and Sweden, investigating the experiences and work practices of doctoral students and of academics in the early stages of their careers. This workshop will use the findings to frame discussion and activities that explore questions such as:

- What sorts of relationships can foster success in doctoral and early career experiences?
- How can doctoral students and early career faculty develop agency in creating, nurturing and maintaining effective support bases?
- Why does it matter whom we know, and how we know them?

### Avoiding PowerPoint Karaoke

Presenter: Dr. Kathryn Sutherland, Senior Lecturer,  
University Teaching Development Centre, Victoria  
University of Wellington, New Zealand

**Monday, November 24**

1:30 p.m. to 3:30 p.m.

Katzman Lounge, Vanier Hall

Microsoft PowerPoint is a popular and powerful tool for communicating with students. The session will cover designing slides that assist learning, using PowerPoint during lectures, and effective use of handouts. This session focuses on using PowerPoint, but the material is applicable to a wide variety of presentation technologies and learning contexts.

### Philosophy of Teaching

Presenter: Dr. Kathryn Sutherland, Senior Lecturer, University  
Teaching Development Centre, Victoria University of  
Wellington, New Zealand

**Friday, December 12**

9:30 a.m. to 11:30 a.m.

Oak Room, Vanier Hall

This workshop will help you work towards developing a "philosophy of teaching" statement that you might include in a teaching portfolio. A good workshop for both new and experienced teachers, it will help you to identify your goals, strengths, weaknesses, values, and commitments as teachers. (Optional continued involvement available after session, in form of Learning Community).

To register for a workshop, please contact the  
CTL at: [ctlworkshops@uwindsor.ca](mailto:ctlworkshops@uwindsor.ca).

# Fall Workshops



## Appendix E

### Publicity Materials



Bring your lunch and participate in lunchtime discussions dealing with managing your assessment workload, and finding time for teaching, research and life!

#### **Managing Your Assessment Workload: Brown-Bag Lunch**

Hosted by Erika Kustra, Director, Teaching and Learning Development

Bring your lunch, and share strategies and challenges with your colleagues. How can you find out what students are learning? How can you do it in a reasonable number of hours? What has worked for other people? You will have an opportunity to discuss issues and review resources related to assessment with your colleagues over lunch.

Friday, October 24, 12:00 pm. – 1:00 p.m., Lambton Tower 2103

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#### **Finding Time for Teaching, Research and Life: Brown-Bag Lunch**

Kathryn Sutherland, Senior Lecturer, University Teaching Development Centre, Victoria University of Wellington, New Zealand

Time is the ultimate, non-renewable scarce resource - particularly for those of us who teach AND do research. This "brown-bag" session will be a focused facilitated discussion to help provide some practical and adaptable techniques for improving the productivity of your time spent on research and writing, teaching and marking, email and meetings. The aim is to help you advance your professional goals without sacrificing overall work-life balance and well-being. Bring your lunch and join us to meet fellow colleagues and have a casual conversation around this topic.

Wednesday, October 29, 12:00 pm. – 1:00 p.m., Lambton Tower 2103.

The Centre for Teaching and Learning invites you to pre-register by emailing [ctlworkshops@uwindsor.ca](mailto:ctlworkshops@uwindsor.ca).



## Promoting Student Learning: Diversity and Student Success

Third Annual Conference on Teaching and Learning  
University of Windsor, Windsor, Ontario  
May 12-13, 2009



[www.uwindsor.ca/tlconf](http://www.uwindsor.ca/tlconf)

## Appendix F

### University of Windsor Teaching Awards

Alumni Awards	
Alumni Award for Distinguished Contributions to University Teaching	Awarded annually at Spring Convocation. Honours and recognizes excellence in teaching on campus.
Excellence in Mentoring Award	Sponsored by Patrick Palmer (Class of 1970). Recognizes faculty who offer personal, academic and/or professional guidance to students, and make a significant contribution to their all up to and following graduation.

Faculty of Arts and Social Sciences (FASS)	
Kathleen E. McCrone Teaching Award	Eligible are full-time faculty members of FASS who have been employed for at least three years by the University of Windsor. Two broad performance categories are considered: teaching performance in the classroom and availability and help provided to students outside the classroom; and/or the introduction and successful application of innovative teaching methods.

Faculty of Science	
Highest Weighted Means Teaching Score Award	Established in 2000 by the Faculty of Science to recognize a single faculty member from each department for their contribution to teaching. Awarded to professors who have taught 100 students or more collectively over all three terms and achieved the highest weighted average on questions on teaching effectiveness from the Student Evaluation of Teaching form in their department.

University of Windsor Students' Alliance	
University of Windsor Students' Alliance (UWSA) Teacher of the Year	Promotes and recognizes professors who demonstrate outstanding dedication to the education of students.

Organization of Part-Time University Students (OPUS) Awards	
Teacher of the Year Award	Recognizes professors who demonstrate outstanding dedication to part-time students, helping them to achieve academic excellence and greater learning.
Faculty Award	Recognizes and applauds the efforts of faculty members who unselfishly assist part-time students in their efforts to achieve academic excellence. The range of recognized teaching accomplishment may include, but are not limited to, effectiveness in large-class teaching, effective implementation of teaching and learning innovations, or development of materials for flexible learning and delivery.

Faculty of Law	
Students' Law Society Faculty Award	Presented to two professors who most exemplify the attributes of an exceptional teacher for the school year in question.
Students' Law Society Outstanding Special Lecturer Award	Presented to the sessional instructor who most exemplifies the attributes of an exceptional teacher for the school year in question.

Odette School of Business	
Commerce Society Professor of the Year	Presented to professors in Finance, Accounting, Management, Management Science, and Marketing who demonstrate excellence in their teaching and recognizes their outstanding overall career contributions to students. Awarded by the business undergraduate student body.
Commerce Society Sessional Instructor of the Year	Presented to the sessional instructor who best exemplifies the attributes of an exceptional teacher and influences the lives and careers of his or her students.

Department of Civil and Environmental Engineering	
Green Truss Award	Recognizes Civil and Environmental Engineering professors who best exemplify the qualities of compassion, dedication, and excellence in teaching and the senior level.

# Appendix G

## University of Windsor Philosophy of E-Learning (complete text)

### Philosophy of E-learning



### Preamble

During an Information Technology (IT) Steering meeting in the fall of 2007 a member suggested developing a philosophy statement articulating the University of Windsor's approach and commitment to on-line learning. The initial purpose of the document was to demonstrate senior management endorsement of on-line learning, to encourage instructors to adopt the technology, and to guide decisions related to on-line learning. Initially called a *Philosophy of On-Line Learning*, the idea was raised within the context of introducing a new Learning Management System (LMS) for the University of Windsor, called CLEW.

Jeanne Drouillard, Director Teaching and Learning Technology and Darrel Laurendeau, Manager, CTL, began the process of drafting a document. Clayton Smith, Vice-Provost, Students and Registrar, suggested presenting the document to Senate. The University identifies being centred on learning as part of the teaching and learning mandate of the university. After consultation with members of IT Steering, LMS Steering, administrators and members of the Centre for Teaching and Learning (CTL), the authors broadened the focus to *e-learning* to address a larger range of issues in the continually evolving campus environment.

Erika Kustra, Director, Teaching and Learning Development began a revised draft of the document in Fall 2008, with the goal of developing a coherent set of guiding principles for e-learning that would provide a context to make assessments and set priorities. An outline was developed through a focus group of members of the CTL, and consultation with Bruce Tucker, Associate Vice-President, Academic Affairs, Brian Mazer, Special Advisor to the Provost, and members of the LMS Advisory and IT Steering.

### **The following employees of the University of Windsor contributed to this document:**

Erika Kustra, Director, Teaching and Learning Development  
All members of the Centre for Teaching and Learning  
Members of the LMS Steering Committee

For more information, please contact:  
Erika Kustra, [kustraed@uwindsor.ca](mailto:kustraed@uwindsor.ca)  
Centre for Teaching and Learning  
Lambton Tower, 2106  
University of Windsor

# Appendix G

## University of Windsor Philosophy of E-Learning (complete text)

### The University of Windsor's Approach to E-Learning

#### Purpose

The quality of the University of Windsor's curriculum and students' educational experiences is critical to the University's success. The purpose of this document is to articulate the University of Windsor's approach to e-learning and its contribution to promoting a learning-centred environment. It identifies principles intended to foster a coherent approach toward e-learning in support of student learning, affecting resource-related decisions and pedagogical support.

#### Context

The increasing use of technology has influenced many aspects of life on campus and in the community, including the libraries, student support services, and social networks. Activities outside of the classroom have an impact on learning. As a result, technology affects learning, even if it is not in use in a particular classroom. In this context, the entire campus can be centred on learning. There are opportunities to intentionally use technology to support flexibility, diversity, access to information and education, and to support student success. While the specific technology itself may change rapidly, the goal of using electronic tools to support and enhance learning remains constant.

#### Definition and Scope

**E-learning is an experience of learning that is achieved through the use of electronic tools**, such as clickers, cell phones, personal agenda devices, tablets, the internet, teleconferencing, assistive devices or immersion in virtual environments. E-learning may take place both inside the classroom and outside, and as a result may include both distance education and blended learning (face-to-face and distance opportunities). Electronic technology may be used in a variety of ways, including as a method to provide information, additional learning assistance, or opportunities to practice skills.

The overall purpose of these electronic tools at the University of Windsor should be to support learning. The target audience is broad, including undergraduate students and graduate students who represent different levels and programs, in addition to instructors and staff. Differences in past experience, current programs and preferred learning styles will have an impact on the need for support. Technological and pedagogical support is fundamental to the effectiveness of e-learning, and should be a critical part of planning new initiatives. It is not the tools themselves that have the greatest impact on learning, but how they are used and supported.



## Appendix G

### University of Windsor Philosophy of E-Learning (complete text)

#### Principles

E-learning is one avenue to promote and further develop a learning-centred campus, and a good environment for learning. For electronic tools to be effective in fostering e-learning, their use must be consistent with the enduring principles of higher education. Effective e-learning practices provide avenues to increase student engagement, and to take advantage of the best-known practices identified in the literature. Many of the principles may be summarized through adaptation of Chickering and Gamson's work (1987). E-learning is most effective when the use of electronic tools encourages:

1. **Peer Interaction:** Learning is a social practice, and opportunities for student-student interactions and group learning can help improve learning.
2. **Instructor-Student Interaction:** Interacting with the instructor profoundly impacts learning.
3. **Feedback:** Students need prompt, ongoing and constructive feedback to learn more effectively.
4. **Active Learning:** Student engagement is particularly increased when students are actively applying and reflecting on course content.
5. **High Expectations:** Setting reasonable and high expectations is essential, and must include integrity in e-learning.
6. **Diversity:** Students and instructors have diverse learning styles, backgrounds, needs for support or accessibility.
7. **Time on Task:** Time spent in and outside of the classroom is most useful when it encourages students to spend time engaged in relevant and helpful activities and assignments.

With these principles in mind, effective use of e-learning tools should also foster a learning-centred campus through developing:

- a. **Inquiry skills**, where students develop greater autonomy and responsibility for learning and are actively engaged in finding answers and developing research skills.
- b. **Greater coherence in program curriculum planning**, through opportunities to gather and share information across instructors within a program, and to develop shared resources.
- c. **Better exchange of information** between students and instructors. For example, instructors may gather information about students' background and emerging understanding of course content to help target teaching methods. Students may more rapidly exchange information.

The University of Windsor commits to the effective use of e-learning, as one way to foster a supportive environment for learning.

**For students**, the university commits to using effective practices for e-learning, and providing the necessary support for students in their use of electronic tools. This includes introducing innovative and new techniques, but it focuses on the effective use of any electronic tool to support learning.

**For instructors**, the university commits to providing continuing education in effective practices for e-learning and necessary support in developing and implementing e-learning opportunities. The CTL, in collaboration with IT Services, will provide ongoing professional development.

# Appendix G

## University of Windsor Philosophy of E-Learning (complete text)

### Critical Aspects for Success

It is specifically part of the mandate for CTL to help instructors use technology effectively, and to support leading edge techniques. Technology is pervasive, extending beyond the boundaries of any one group. Consequently, for e-learning to be most successful, it requires that decisions and information be shared in collaboration between university services, departments, students and administration.

When making decisions related to e-learning, members of the campus should consider:

- a) **Purpose:** Why is the technology being used? Will the technology add value? How will it help students learn more effectively? How will it help students develop the desired attributes and learning outcomes? Is this technology the most efficient way to achieve the learning goals identified?
- b) **Effective Practice:** In what ways does the technology encourage effective practices as identified in this document and in the literature? If there is existing literature, does the research evidence support the method as effective for learning? How will the success of a project be evaluated?
- c) **Practical Implications:** Is the workload for students, instructors and staff reasonable? Does the technology incorporate best practices for accessibility? What commitment will this technology require (money, time, infrastructure), and from whom?

E-learning provides an opportunity to develop ways of working together across campus, using articulated models. This includes collaborating on how we assess the success of a project and identify benchmarks for success.

The University of Windsor commits to the effective use of e-learning, as one of the ways to bring about a supportive environment for learning.

Chickering, A. W., & Gamson, Z.F. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 40(7), 3-7.

# Classroom Renovations Summer 2008

*Space can have a powerful impact on learning;  
we cannot overlook space in our attempts to accomplish our goals.*

– Nancy Van Note Chism<sup>1</sup>

## INTRODUCTION

During the summer months, when classrooms are more readily available, a selected few undergo renovations in order to meet the increasing demands of their users. In the summer of 2007, Chrysler Hall South, Room 263, was completely renovated, permanent audio-visual equipment was installed in three classrooms in the Odette Building (rooms B03, 108, and 110), and SMARTBoards were installed in six classrooms in Erie Hall.

## THE CLASSROOMS

During the summer of 2008, the following five classrooms were completely renovated:

- Dillon Hall, Rooms 253 and 264
- Memorial Hall, Rooms 105 and 311
- Erie Hall, Room 3127

The five rooms were chosen for renovation by a joint committee consisting of representatives from the Centre for Teaching and Learning (CTL), Facility Services, the Registrar's Office, and the Finance Department because two rooms were carried over from last year, one room was in violation of fire code, another in disrepair due to old age, and the last was extremely well worn. Further, four of the five rooms did not have permanent Audio-Visual equipment.

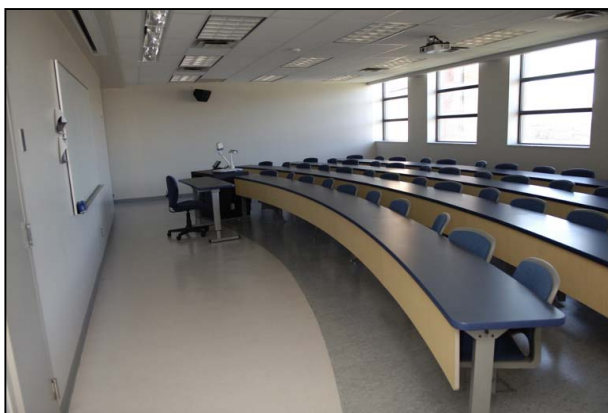


FIGURE 1: MEMORIAL HALL, 105 AFTER RENOVATION. MEMORIAL HALL, 311 HAS A VERY SIMILAR LAYOUT AND DESIGN.

<sup>1</sup> Van Note Chism, N. (2006). Challenging traditional assumptions and rethinking learning spaces. *Learning Spaces*, Educause Publications.

## Appendix H

### Classroom Renovation Report



FIGURE 2: DILLON HALL, 264 AFTER RENOVATION. DILLON HALL, 253 HAS A VERY SIMILAR LAYOUT AND DESIGN.

First, individual room designs were reviewed to ensure that the classrooms would be optimal learning spaces, with higher occupancy loads, but easily maintainable. The two rooms in Memorial Hall, 105 and 311, were carried over from last year's renovation plan. They were horrible learning spaces: aesthetically unappealing, tablet seating, and non-accessible. Now, both rooms have accessible, fixed table and chair seating, permanent audio-visual equipment, and are aesthetically pleasing.

Because both rooms are long and narrow, originally, the audience was facing one of the short walls, pushing the members of the audience at the back of the room far away.

During the design phase, the rooms' layouts were rotated: the audience now faces one of the large walls. By installing this semi-circle seating arrangement, all members of the audience are closer to the presenter and their material.

Both rooms in Dillon Hall, chosen for their past state, were designed and renovated in the same way. Dillon Hall, 264 was in violation of the fire code, and Dillon Hall, 253 was in disrepair due to its age.

The fifth room, Erie Hall 3127, is primarily used by the Languages, Literatures, and Cultures Department. When the room was first brought to the committee's attention, it was carpeted with individual tables with fixed chairs. The tables were of different makes and models, the walls were painted multiple colours, and the carpeting was extremely worn and stained. The Languages, Literatures, and Cultures Department wanted to keep the flexible seating and the multimedia, but wanted a setting which enabled instructors to teach and interact with their classes in a comfortable manner. During the design phase, we were able to accommodate their requests. The room was designed to include two SMARTBoards hooked to wall-a mounted tray which houses a DVD/ VCR player and a hookup for a laptop.

The Languages, Literatures, and Cultures Department is extremely happy with the renovations and both the instructors and students seem to be impressed.



FIGURE 3: ERIE HALL 3127 AFTER ITS RENOVATION. THE CLASSROOM HAS TWO SMARTBOARDS THAT CAN WORK INDEPENDENTLY OF EACH OTHER OR SHOW THE SAME IMAGE.

## Appendix H

### Classroom Renovation Report

#### RENOVATION AND EQUIPMENT COSTS

Classrooms must be built, maintained, and updated: “Formal and informal learning spaces aren’t just created – they must be sustained and supported to bring lasting value.”<sup>2</sup> Updating and maintaining our classrooms aligns with the University of Windsor’s Thinking Forward initiative. Updated classrooms meet the needs of next-generation students and instructors and can only help us retain the highest number of students that we can. However, upgrading classrooms is an expensive endeavour, but obviously an important one. Renovation costs are budgeted each year. This year the budgets submitted to the Finance Committee were as follows:

- Memorial Hall 105 and 311: \$308k in renovation costs and \$70k in A/V equipment;
- Dillon Hall 253 and 264: \$185k in renovation costs and \$60k in A/V equipment; and
- Erie Hall 3127: \$92k in renovation costs and \$17k for A/V equipment.

Actual costs for renovations are still being determined. A/V equipment costs came in under budget.

#### SUMMER 2009

We have begun preparing for summer 2009 renovations. The planned rooms at this time, which are subject to change, are:

- Education Building, Rooms 1121 and 1123
- Chrysler Hall North, Rooms G100 and 2173

The rooms undergo a similar review and design process as those in 2008, helping to ensure the same success achieved with those renovations.

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<sup>2</sup> Johnson, C.; (2006). Sustaining and supporting learning spaces. *Learning Spaces*, Educause Publications.



## Appendix H

### Classroom Renovation Report

## APPENDIX A – BEFORE AND AFTER PICTURES

### DILLON HALL 253



APP. A, FIG 1 SHOWS DH 253 BEFORE THE RENOVATION WITH A CAPACITY OF 33.



APP. A, FIG 2 DH 253 AFTER THE RENOVATION WITH A CAPACITY OF 41.

## Appendix H

### Classroom Renovation Report

#### **DILLON HALL 264**



**APP. A, FIG 3 DH 264 BEFORE THE RENOVATION WITH A CAPACITY OF 82.**



**APP. A, FIG 4 DH AFTER THE RENOVATION WITH A CAPACITY OF 54.**

## Appendix H

### Classroom Renovation Report

#### MEMORIAL HALL 105



APP. A, FIG 5 MH 105 BEFORE THE RENOVATION WITH A CAPACITY OF 62.



APP. A, FIG 6 MH 105 AFTER THE RENOVATION WITH A CAPACITY OF 44.

## Appendix H

### Classroom Renovation Report

#### **MEMORIAL HALL 311**



**APP. A, FIG 7 MH 311 BEFORE THE RENOVATION WITH A CAPACITY OF 90.**



**APP. A, FIG 8 MH 311 AFTER THE RENOVATION WITH A CAPACITY OF 51.**



## Appendix H

### Classroom Renovation Report

#### ERIE HALL 3127



APP. A, FIG 9 SHOWS ER 3127 BEFORE THE RENOVATION WITH A CAPACITY OF 36.



APP. A, FIG 10 ER 3127 AFTER THE RENOVATION WITH A CAPACITY OF 40.