

CENTRE FOR TEACHING AND LEARNING

Annual Report

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University
of Windsor

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

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Vision, Mission, Mandate

Vision: The Centre for Teaching and Learning (CTL) will lead an ongoing strategic and intentional development of the teaching and learning culture that will impact the University of Windsor campus community and beyond. The CTL will be an international leader in educational development contributing, through research and a scholarly approach, to the design and development of state-of-the-art learning spaces, audio-visual and media technology integration, and enhanced pedagogical practices.

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

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

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

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

CTL Organizational Structure

In order to successfully fulfill its mandate, the Centre made a number of changes to its organizational structure in 2012-13. In response to increasing requests for Technologies services, the Centre re-allocated funding from a vacant managerial position and hired a Media Production and Audio-Visual Technician. The position commenced in August 2012. CTL Development staff member, Nick Baker, was seconded to the Office of Open Learning, and began a one-year term as Acting Director of Open Learning in January 2013. By the end of the reporting period, the Centre posted the now vacant AAS-LS position, and a vacant Lab Technician position, for hire in 2013-14. See Figure 1 for the Vice-Provost, Teaching and Learning, Organization Chart.

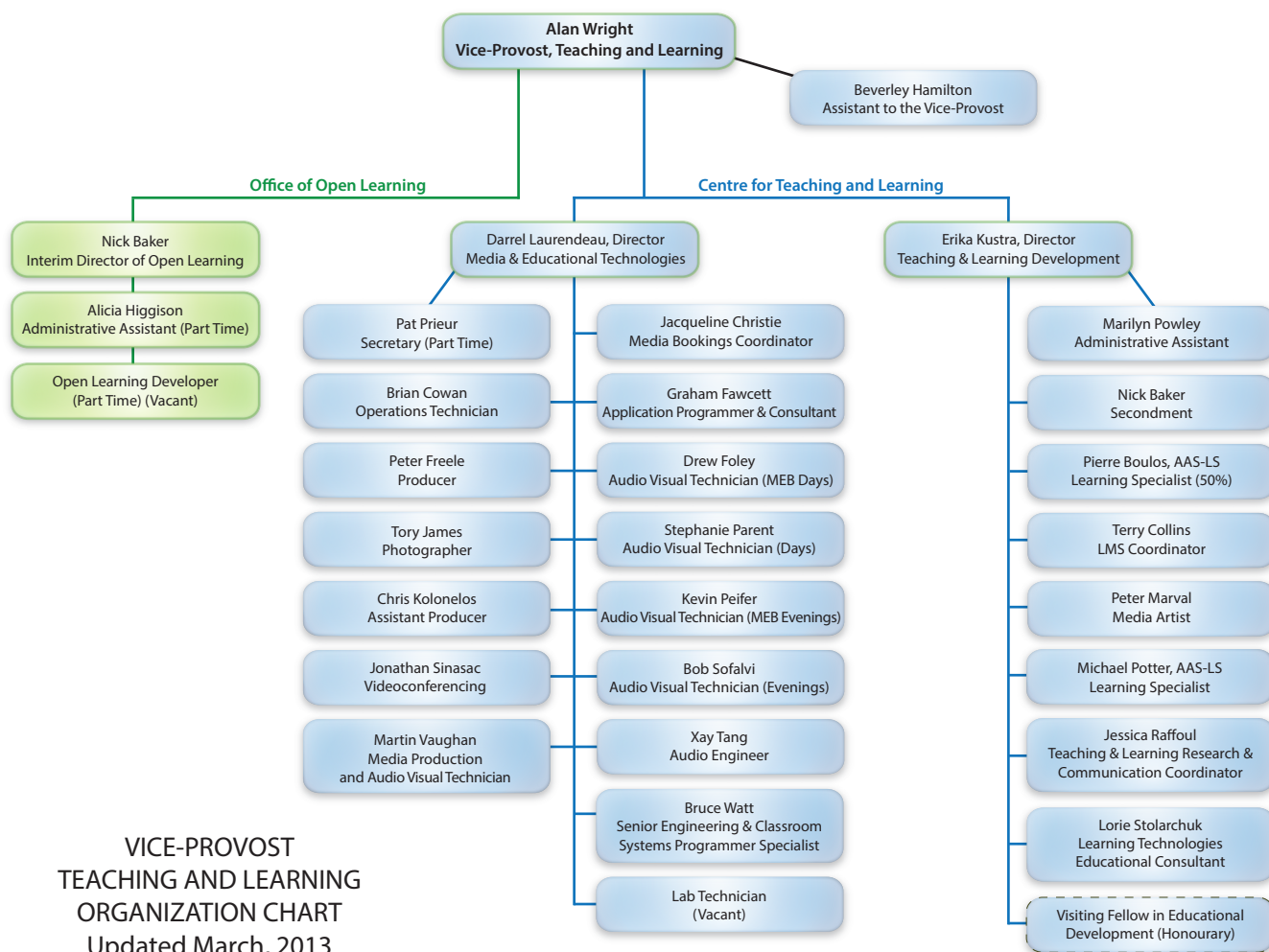


Figure 1: 2012-13 Vice-Provost, Teaching and Learning, Organization Chart

University Teaching Certificate Program

The University Teaching Certificate (UTC) program is a three-certificate modular program, which involves graduate-level course work, a selection of non-credit half courses, as well as practica, independent project work, and extensive mentoring. To date, 23 participants – 15 instructors, three staff members, and five graduate students - have completed the first-level certificate, *Fundamentals of University Teaching*. This year marked the launch of the second-level certificate, *Theory and Practice of Scholarly Teaching*. By the end of the reporting period, 34 people were registered in the first-level certificate, and 11 in the second-level certificate (Figure 2).

Perhaps the most ambitious Canadian training programme is the one initiated in 2009 at the University of Windsor...The programme is unique in North America in having accreditation from the UK-based Staff and Educational Development Association (SEDA).

Christopher Knapper
(Simon & Pleschová, 2013)

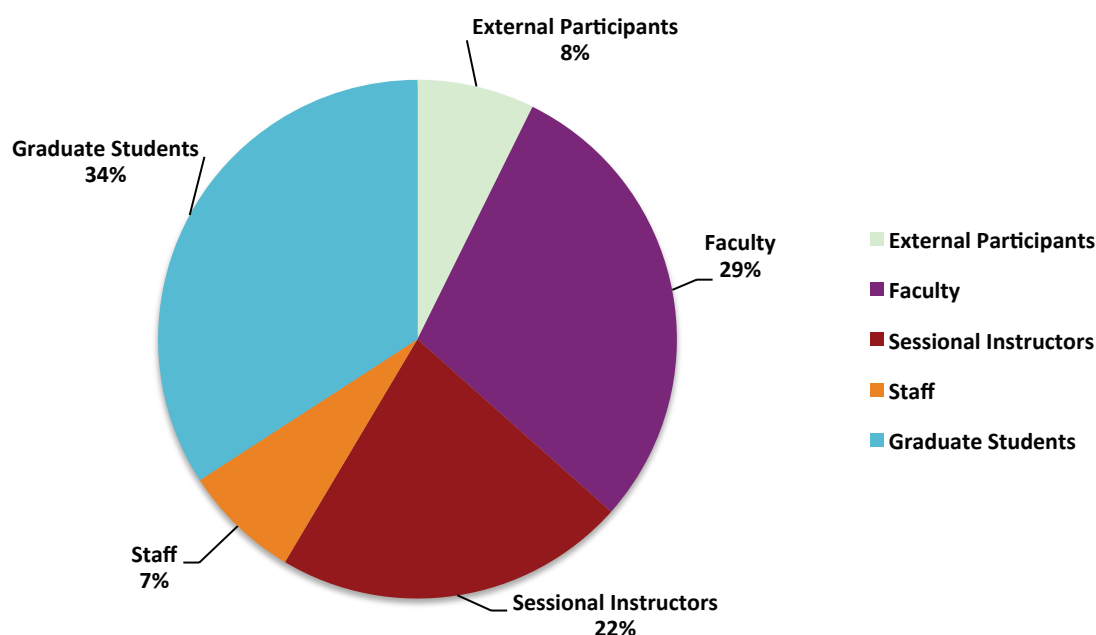


Figure 2: Percentage of Students Registered in First- and Second-Level Certificate by Role

Now in its fourth year, the University Teaching Certificate program has garnered national and international recognition from organizations such as the Council of Ontario Universities (COU), the Council of Ontario Educational Developers (COED), the Staff and Educational Development Association (SEDA), the Higher Education Quality Council of Ontario (HEQCO), and the Ontario Undergraduate Student Alliance (OUSA). In addition, the program has been featured in COU's report on exemplary and innovative programs in higher education; and in Simon and Pleschová's (2013) text, *Teacher Development in Higher Education: Existing Programs, Program Impact, and Future Trends*. Centre staff have also received a number of requests and site visits from administrators, staff, and faculty from institutions across the world hoping to learn more about the program, including:

- Brock University
- Bowie State University
- Copenhagen University
- Durham College
- Mount Royal University
- New York Institute of Technology
- Southwestern University (China)
- University of British Columbia

- University of Guelph
- University of Ontario Institute of Technology
- University of Saskatchewan
- University of Toronto
- University of Waterloo
- University of Western Ontario
- Vancouver Island University
- Wilfrid Laurier University
- York University

During the reporting year, York University and the University of Guelph followed Windsor's example to create their own certificate programs, and have recently received accreditation from SEDA. Since then, the UTC's program administrator, Michael K. Potter, has coordinated with staff from the two universities to create a network of support for SEDA-accredited programs in North America.

As part of its continued effort to assess program-level impact, Centre staff worked on a project funded by HEQCO to evaluate the effectiveness of the UTC's first-level certificate. Team members examined pre- and post-inventories for participants in the certificate; developed a method to review pre- and post-certificate teaching philosophies; and ran focus groups. The final report will be presented to HEQCO in 2013-14.

Credit Courses

In 2012-13, the CTL increased its course offerings to include the graduate-level courses, *Theory and Philosophy of Scholarly Teaching* and the *University Teaching Practicum*, to accommodate students enrolled in the University Teaching Certificate program's second-level certificate. Credit courses, *Learning-Centred Teaching in Higher Education* and *Course Design for Constructive Alignment* were also offered during the reporting period (Table 1). The courses scored an average of 6.4 out of a possible 7 on the Student Evaluation of Teaching Form. Figures 3 and 4 indicate distribution of students enrolled in all credit courses by role and faculty.

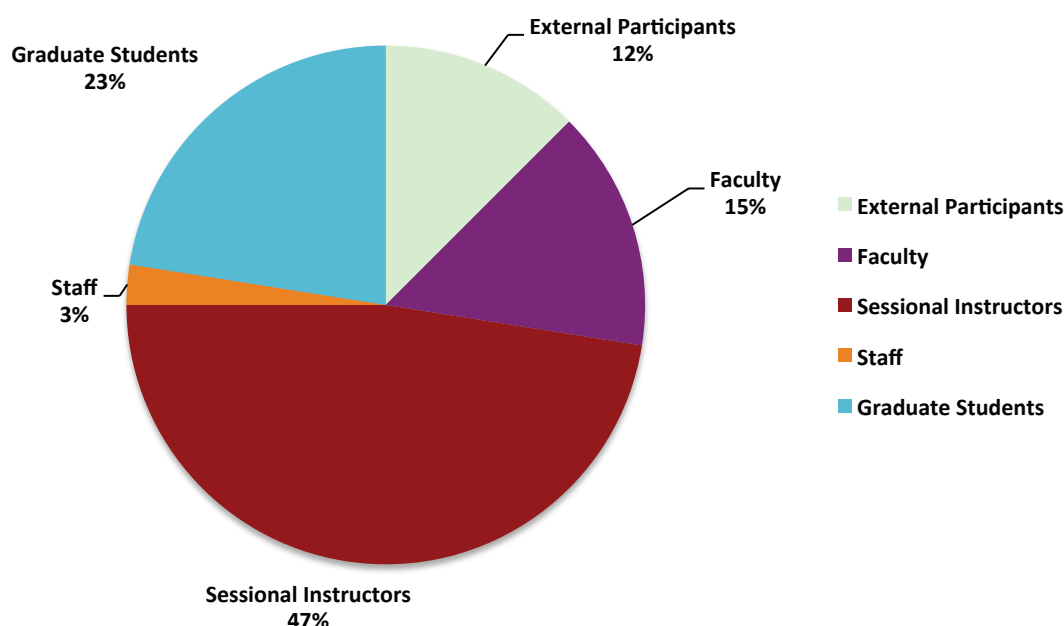


Figure 3: 2012-13 Percentage of Total Students Registered in Credit Courses by Role

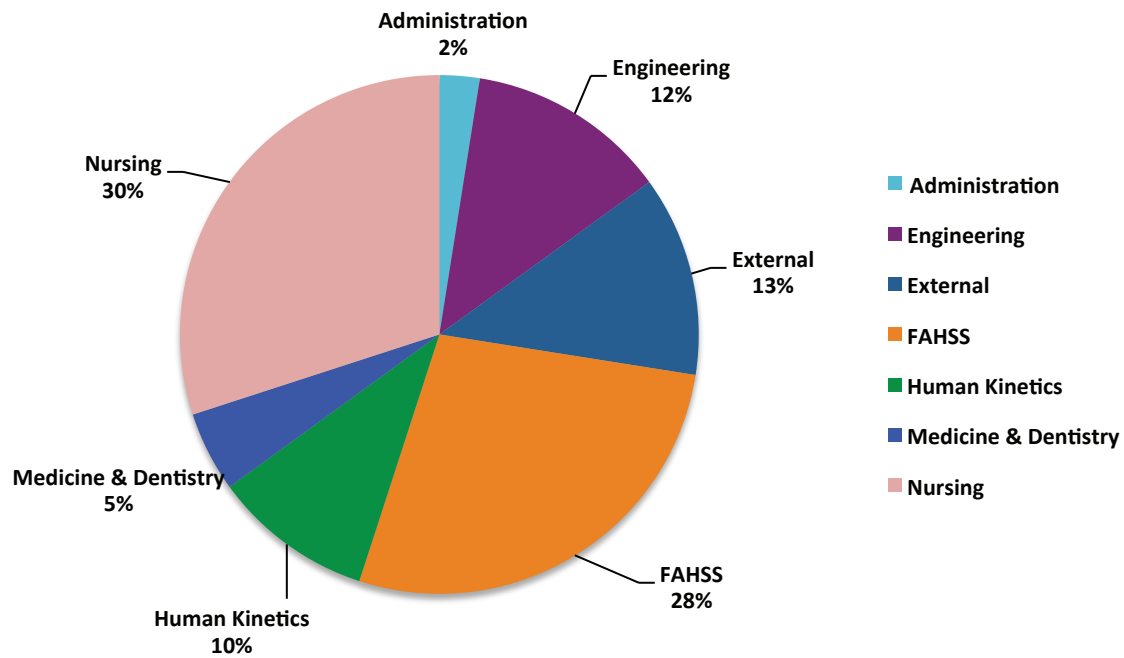


Figure 4: 2012-13 Percentage of Total Students Registered in Credit Courses by Faculty

Table 1: Credit Courses

Course	Classification	Enrolment
<i>Learning-Centred Teaching in Higher Education</i>	13-week credit course	17
<i>Course Design for Constructive Alignment</i>	13-week credit course	13
<i>Theory and Philosophy of Scholarly Teaching</i>	13-week credit course	5
<i>University Teaching Practicum</i>	13-week credit course	5

Workshops, Extended Sessions, and Invited Workshops

Over the last three years, more than 1,000 unique instructors, staff, and students, at all ranks and in every faculty on campus, attended the CTL's centrally-offered workshops and extended sessions (Figure 5). These sessions, facilitated by CTL staff, University faculty, and Visiting Fellows, focus on topics ranging from student engagement to assessment strategies.

In 2012-13, 790 participants (comprised of 492 unique individuals) attended 63 sessions for a total of 3,071 direct contact hours (Appendix A). Though the Centre offered 18% fewer workshops than the previous year, unique attendance increased by nearly 10%, and has been steadily growing since 2010: participants representing every faculty on campus attended at least one CTL session. Overall feedback regarding workshop quality averaged 3.6 out of a possible 4. Figures 6 and 7 provide attendance and contact hours by faculty.

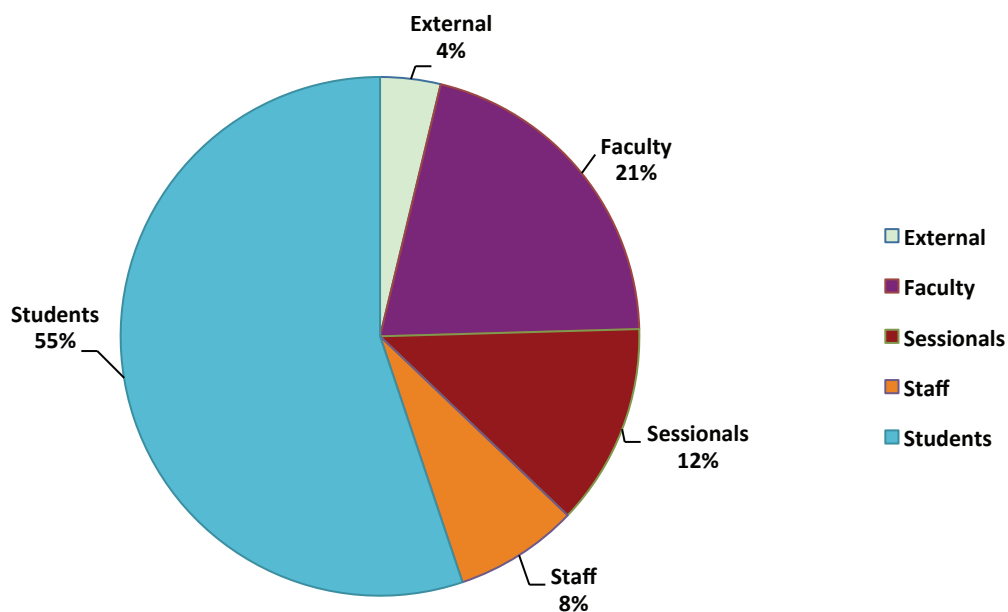


Figure 5: 2010-2013 Workshop and Extended Sessions Attendance by Role (% of Total Participants)

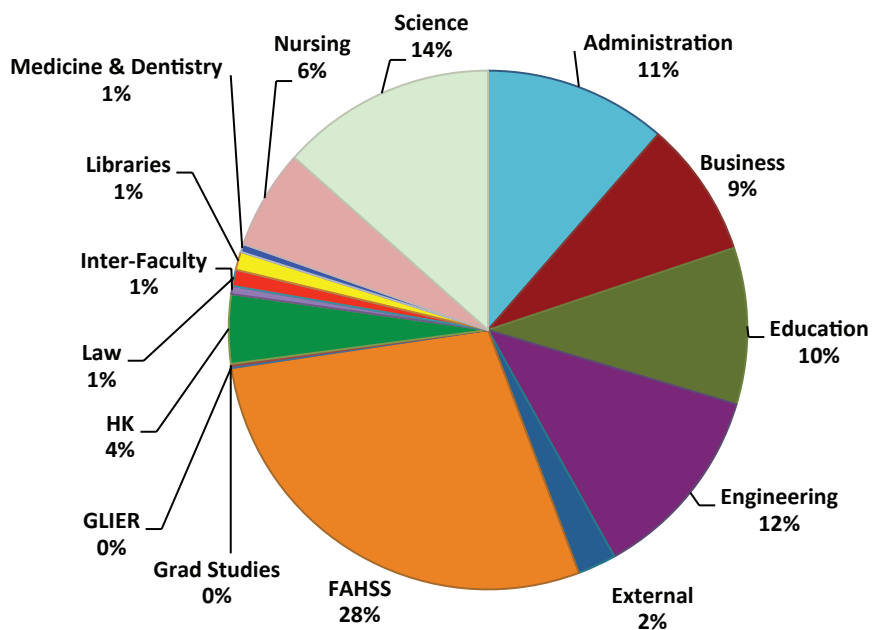


Figure 6: 2012-13 Workshop and Extended Sessions Attendance by Faculty (% of Total Participants)

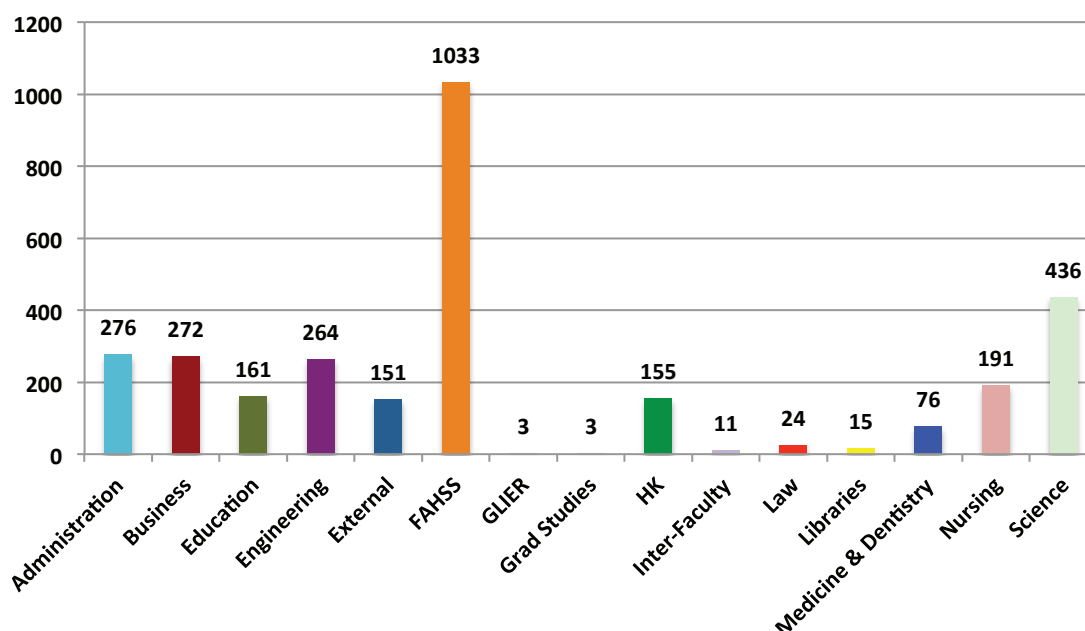


Figure 7: 2012-13 Contact Hours Through CTL Workshops and Extended Sessions by Faculty

The Centre's HEQCO-funded study on the effect of graduate teaching development programs on future faculty showed that one-off, 1-3 hour workshops are useful introductory sessions that help build awareness of concrete teaching techniques. Further research suggests that longer, more extended programs result in greater change in perceptions, attitudes, and behaviour related to effective teaching among instructors (Gibbs & Coffey, 2004; Shannon, Twale, & Moore, 1998). Therefore, in addition to one-off, 1-3 hour sessions, the Centre hosted a number of more extended sessions in 2012-13 for individuals interested in exploring issues and practicing techniques more fully. These included intensive, week-long events like the Instructional Skills Workshop (ISW), Teaching Dossier Academy, and Summer Series on Teaching and Learning; and the over-subscribed, six-week long half courses, Authentic Assessment, Lecturing, Leading Effective Discussions, and Online Education (Table 2). Registration is capped in the extended sessions to allow for individualized practice and feedback.

In 2012-13, the CTL hosted 12 faculty members from Shanghai University of Engineering Sciences (SUES) interested in working with a Canadian university to explore faculty development and learn new ways to engage and motivate students. SUES faculty contacted the University of Windsor because they were impressed by the Centre's record of achievements and curriculum for long-term faculty development. After the three-week event, many faculty and administrators from other universities overseas expressed interest in sending their own cohort, and by the end of the reporting period, two additional cohorts confirmed attendance in 2013-14.

Table 2: Extended Sessions

Course	Classification	Enrolment
Authentic Assessment	6-week half course	5
Leading Effective Discussions	6-week half course	7
Lecturing	6-week half course	8
Lecturing	1-week intensive half course	5
Lecturing	1-week intensive half course	7
Online Education	6-week half course (hybrid model)	16

Summer Series on Teaching and Learning	3-day intensive program	150
Instructional Skills Workshop	3-day intensive program	5
Instructional Skills Workshop	3-day intensive program	9
Teaching Dossier Academy	1-week intensive program	13
International Faculty Cohort	3-week intensive program	12

In addition to centrally offered workshops, half courses, and extended sessions, CTL Development and Technologies staff were invited to present in undergraduate and graduate classes, at departmental retreats, for faculty groups, at faculty and graduate student orientations, and campus-wide events. Several hundred faculty, staff, and students attended sessions on learning outcomes, experiential learning, student engagement, scholarship of teaching and learning, and using CLEW, uView, ProTools, the photography database, and classroom audio-visual technologies. A complete reference list can be found in Appendix B.

The Centre uses its own online registration system for CTL events, workshops, and courses; using this system, staff can run a series of queries detailing total and unique registrants by role, faculty, and department. This data helps staff highlight faculty interests and areas of impact, and identify gaps in outreach and offerings. In 2012-13, nearly 4,000 unique users visited the Centre's registration page.

Graduate Student Support and GA/TA Programs

In addition to regular CTL courses, workshops, and events, the Centre offered support to graduate assistants (GAs) and teaching assistants (TAs) through its annual GATAcademy and the GATA Network.

The CTL and the Faculty of Graduate Studies established the GATA Network in 2010 to provide graduate students, GAs, and TAs with resources for personal and professional development. In 2012-13, the GATA Network helped plan and facilitate GATAcademy, an annual professional development event for GAs and TAs. The event has grown considerably since its inception in 2008: what started as a FAHSS-sponsored event for FAHSS graduate students, is now a multi-sponsored event for graduate students from FAHSS, Engineering, Business, and Science. The event attracted 227 participants – a 12% increase compared to 2011-12. Though GATAcademy is generally offered in the Fall semester, students expressed interest in a Winter edition. This year, the GATA Network offered the event a second time in January. The Network also launched the inaugural GA/TA Celebration Day – a one-day event educating the



2012-13 GA/TA Celebration Day

public on the roles of GAs and TAs and celebrating their contributions to teaching and learning. The event was held in the CAW Centre, and was well attended by students, staff, and faculty members from across campus.

In 2012-13, the Network strengthened its involvement with the Teaching Assistant and Graduate Student Advancement (TAGSA) group. During meetings at both the Society for Teaching and Learning in Higher Education (STLHE) and the Educational Developers Caucus (EDC) annual conferences, Network members met with GAs and TAs from other universities across Canada. One result of these meetings was the launch of a special issue of Teaching Innovation Projects (TIPS), an online journal based at the University of Western Ontario that publishes graduate student research on teaching and learning from across the country. Three University of Windsor graduate student papers appeared in the volume.

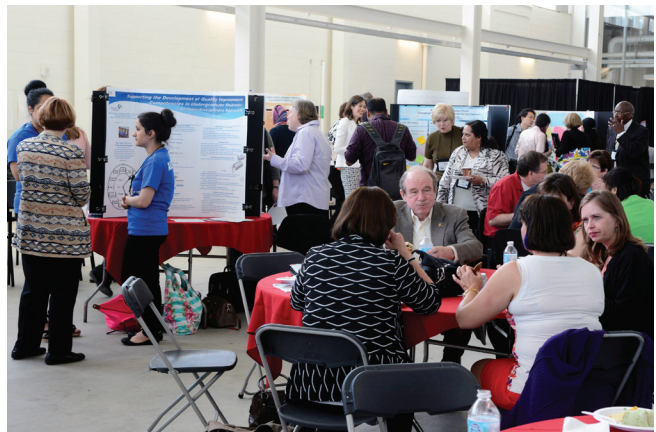
The Network's members have also continued to publish their own research in a variety of formats. Over 800 copies of the GATA Handbook have been distributed in both digital and print since its original publication in 2011. The guide continues to be one of the most visited resources on both the Network's CLEW site and its blog. The Network's social media presence has grown to include the *Towards Better Teaching* blog; Facebook, Twitter, and YouTube accounts; and a CLEW site. The *Towards Better Teaching* blog has received a total of 10,372 visits to date; and the CLEW site has over 1,900 members, and has received 5,863 "hits" since its launch in Fall 2011.

The Network continues to receive recognition for its work from the University, national organizations, and visiting faculty. For the second year in a row, the GATA Network was nominated for the Canadian Association for Graduate Studies (CAGS) and Educational Testing Service (ETS) *Award for Excellence and Innovation in Enhancing the Graduate Student Experience*. The nomination recognizes the considerable impact the GATA Network has had on the GA and TA experience at the University and the model it has become for other institutions.

Windsor-Oakland Teaching and Learning Conference

More than 250 faculty, staff, and students from 19 institutions across Canada and the US gathered on campus May 1 and 2 to debate the future of university teaching at the annual University of Windsor-Oakland University Teaching and Learning Conference. This year's conference saw an 86% increase in attendance than in 2011-12, and record participation from administrators, faculty, and graduate students from the University of Windsor (Figure 8). Sponsored by the provosts of the two universities, the conference featured the inaugural Provosts' Forum on the Future of University Teaching, workshops and sessions covering a wide range of topics related to teaching and learning, and the annual Dr. Wilbert McKeachie International Poster Prize. Institutions represented included Windsor, Oakland, UOIT, Lambton, Carleton, MacEwan, Massachusetts, Macomb, St. Clair, Ryerson, Algoma, Concordia, McMaster, Trent, Toronto, Wayne State, B&H Architects, Higher Education Quality Council of Ontario, Northern Alberta Institute of Technology, and the University of Glamorgan in the UK. Attendees celebrated the chance to explore problems and ideas with people who approach the issues from radically different points of view.

The day-long Provosts' Forum welcomed 16 panelists - who ranged from graduate students to provosts - from seven universities focused on teaching and learning: what they envision, dread, and what they're doing about it. The second day of the conference featured four workshops, 19 concurrent sessions, and 27 posters. Since the event, the Centre has received multiple requests from University staff as well as staff from external universities interested in learning more about hosting an interactive conference.



Photos from the Windsor-Oakland Teaching and Learning Conference

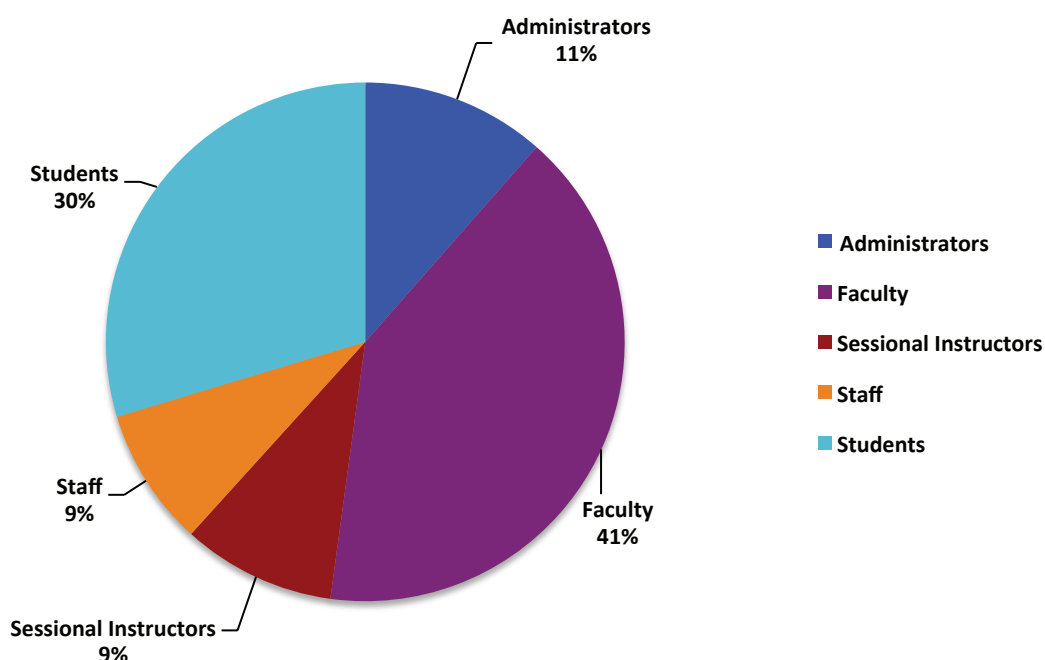


Figure 8: University of Windsor Conference Attendance by Role

Educational Consultations, Resources, and Communications

Beyond courses, workshops, and events, the Centre engages in a range of activities intended to inform, inspire, and support faculty interested in teaching and learning. The Centre offers voluntary, confidential consultation services to faculty: in 2012-13, CTL Development and Technologies staff conducted thousands of individual and group consultations with instructors, staff, and students representing every faculty on campus. Topics included in-class and asynchronous learning technologies, media production services, classroom design, installation of classroom technologies, teaching practices, teaching dossiers, assessment, career planning, learning outcomes, curriculum development, teaching awards, and teaching and learning research. Consultations impact individual practice, departmental curriculum planning, Faculty and institutional-level policies and practices, and extend beyond the University to include national and international audiences.



Ontario Centres for Teaching and Learning: The Different Ways of Engaging Faculty¹

Increasing communications about upcoming CTL events, services, and resources is always a priority for Centre staff. More than 1,700 internal and external members of the CTL's 'friends list' receive regular digests of upcoming events, scholarship of teaching and learning calls for proposals, national and international conference announcements, and publication opportunities. The CTL also has over 800 books, journals, and practical teaching guides available through its lending library; and more than 150 topic-based web resources. In 2012-13, 14,000 users visited the CTL's website over 60,000 times.

¹ Photo taken at the annual meeting of the Council of Ontario Educational Developers (COED), in Toronto, ON.

Support for Research Into Teaching and Learning

In the last three years, CTL researchers have received more than \$80,000 from the Higher Education Quality Council of Ontario (HEQCO) for teaching and learning projects ranging from studying the impact of the Centre's teaching development programs to evaluating the effectiveness of assessment tools as a means of enhancing student learning.

During the reporting period, CTL staff completed one of its multi-institutional HEQCO projects, *Assessing Graduate Teaching Development Programs for Impact on Future Faculty*. Their findings prove that teaching development programs positively affect teaching assistants (TAs) in a number of ways. Specifically, TAs felt better prepared for their role as instructors after participating in training; and both short and long programs contributed to increased teaching self-efficacy and student-focused approaches to teaching. At the end of the reporting period, staff submitted a multi-institutional grant to prepare a handbook for learning outcomes assessment. Results will be communicated during the next reporting period. Staff continued to work on the remaining HEQCO grants, aiming to submit reports by 2013-14.

In 2012-13, CTL staff were successful with two Strategic Priority Fund grants, worth \$80,000. The first project, *Promoting Undergraduate Research: A Catalyst for Enhanced Student Experience, Reputation, and Recruitment*, a result of collaboration between CTL and Office of Research Services, aims to bridge the University's top strategic priorities – teaching and research. The grant will support instructors seeking to enhance student learning through undergraduate research opportunities across the curriculum. The second grant, *Teaching Leadership Chairs: A Cost-Efficient Approach to Enhancing the Quality of the Student Learning Experience* at the University of Windsor, led by CTL staff and faculty in Law, Education, FAHSS, Nursing, and Business, will establish four Teaching Leadership Chairs at the University of Windsor: full-time faculty members who will lead and promote educational initiatives, work in advisory capacities across campus and with their faculty colleagues, pursue external funding for educational initiatives, and in general foster faculty-led improvements to teaching and learning at the University. Centre staff also consulted with faculty members and staff on three of the remaining 13 Strategic Priority Fund grants allocated in 2012-13; and staff continue to support 17 grants awarded in previous reporting periods.

Besides individual consultations, courses, and workshops, the Centre engages in a number of activities intended to support faculty interested in the scholarship of teaching and learning. The Centre managed and produced the sixth volume of the national journal, *Collected Essays on Learning and Teaching*, which exceeded over 43,000 downloads by visitors across the globe in 2012-13. Other activities include circulation of teaching and learning resources, event announcements, and publication opportunities, as well as travel funding and grants. In 2012-13, faculty members from 16 distinct departments and faculties received CTL travel grants to attend local, regional, and national teaching and learning conferences. Figure 9 details travel grants awarded by faculty.

The purpose of the Centred on Learning Innovation Fund (CLIF) is to stimulate the development, implementation, and assessment of innovative projects that increase student engagement and success at the University. Faculty members can apply to receive up to \$2,500 for teaching and learning projects related to a theme chosen annually. Since its launch in 2007, the CTL has awarded 58 grants to faculty members and staff from across campus. The many projects that have emerged from this initiative include conference presentations, journal articles, course materials, and books. In 2012-13, the Centre funded four projects (Table 3).

Table 3: 2012-13 CLIF Projects

Title	Investigators
Impact of the STEPS Program on Environmental Studies Students	Phil Graniero & Laura Prada, Department of Earth and Environmental Sciences, and Educational Development Centre
Exploring the Meaning and Consequences of Learning Orientation and Grade Orientation	Kathryn Lafreniere, Rosanne Menna, & Ken Cramer, Department of Psychology
Building Creative Communities Through Co-Creating New Music	Terry Sefton & Jonathan Bayley, Faculty of Education
Collaborative and Comparative Instruction in the Canadian-American Dual-JD Programme	Anneke Smit, Faculty of Law

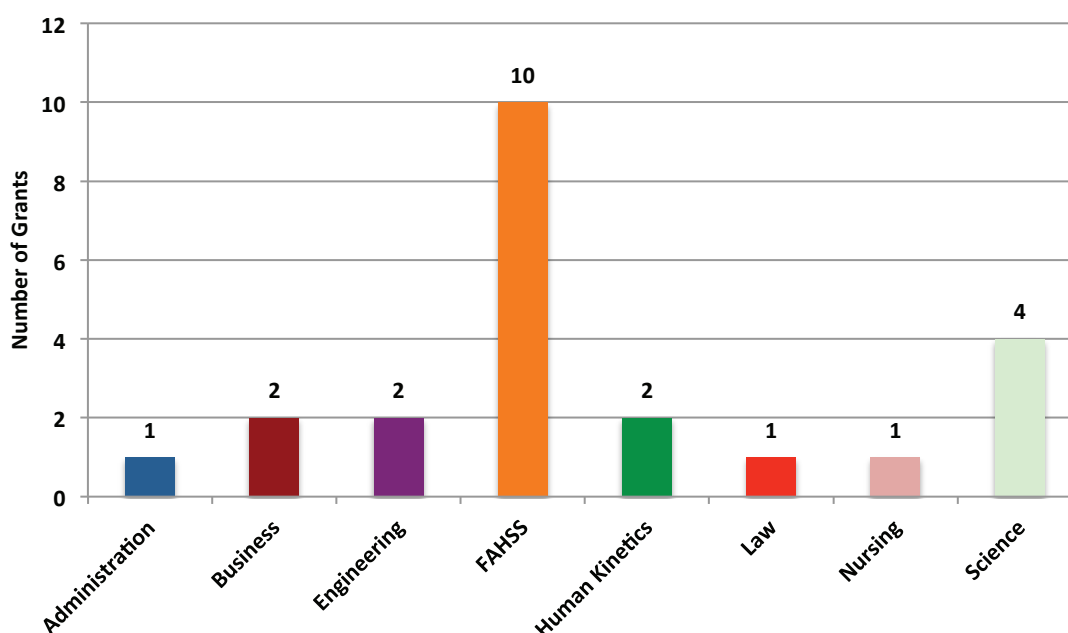


Figure 9: Travel Grants Awarded in 2012-13 by Faculty

Centre staff are active in teaching and learning research through presentations at national and international conferences, representation on a number of provincial and national organizations and committees, and publications in teaching and learning journals. This year, CTL staff also partnered with staff from the Office of Research Services to offer additional support to faculty interested in researching teaching and learning issues. Please see Appendix B for a complete list of CTL staff publications, presentations, grants, committees, and memberships.

Visiting Fellows in Educational Development Program

The CTL's Visiting Fellows in Educational Development Program is the first of its kind in Canada. The Program aims to bring rich, new perspectives and ideas from around the globe to enrich program development at the University, and vice versa. Visiting Fellows offer workshops; consult with faculty, administrators, and CTL staff; and collaborate on inter-institutional research. Now in its sixth year, the Visiting Fellows Program has hosted 29 fellows from Australia, Belgium, Canada, China, Jamaica, Nigeria, South Africa, the United Kingdom, and the United States. In 2012-13, the Centre hosted four visiting fellows (Table 4).

Table 4: 2012-13 Visiting Fellows in Educational Development

Name	Role	Institution
Katrina Falkner	Senior Lecturer, School of Computer Science	University of Adelaide
Cath Fraser	Educational Consultant	Bay of Plenty Polytechnic
Kola Babarinde	Senior Lecturer, Department of Teacher Education	University of Ibadan
Yang Xiaoyu	Professor, English Education Department	Southwest University's School of Foreign Languages

The Visiting Fellows Program has provided many opportunities to establish the Centre's, and the University's, reputation in a global network of institutions focused on teaching and learning improvement. For example, Yang Xiaoyu visited Windsor to kickstart an initiative to develop an ongoing relationship between faculty interested in professional development at Southwest University's School of Foreign Languages and CTL staff. The Vice-Provost,

Teaching and Learning, has visited multiple institutions across the globe to reconnect with past Visiting Fellows and present workshops about the University's teaching and learning professional development opportunities. A number of past Visiting Fellows have also sat on the editorial board of the Windsor-produced, national teaching and learning journal, *Collected Essays on Learning and Teaching*.

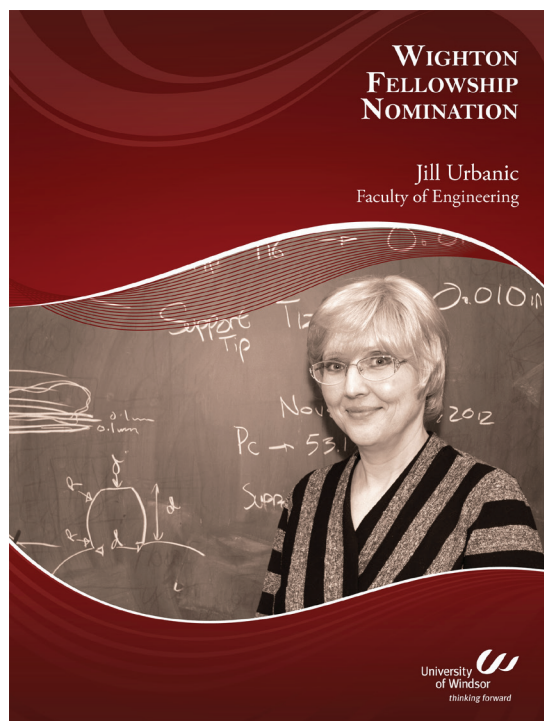
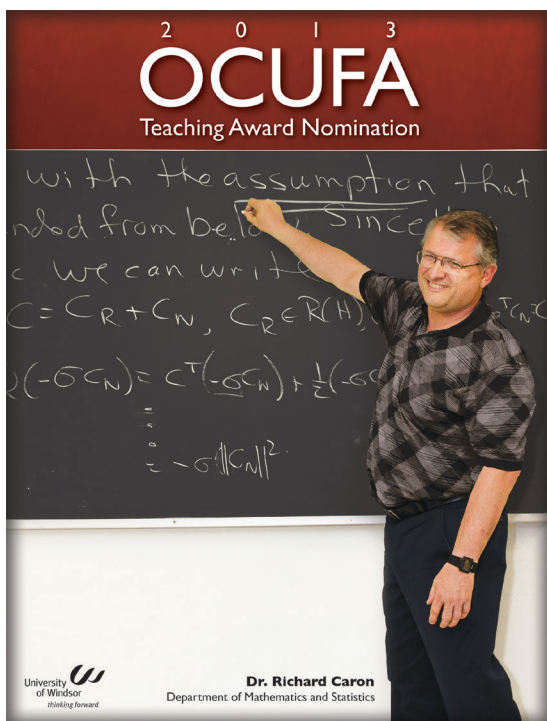
Recognition of Teaching Excellence

The CTL recognizes teaching excellence in many ways: celebrating teaching and learning achievements at the annual Celebration of Teaching Excellence; coordinating the submission of external teaching awards; and helping faculties develop teaching awards.

Nearly 300 University and community members gathered on November 14 to recognize 2012-13 teaching and learning achievements. Attendance at the Celebration of Teaching Excellence has been growing steadily since its inception in 2006. In addition to recognizing 38 individual honourees, the program featured the presentation of certificates of the University Teaching Certificate program.

In 2012-13, Erika Kustra sat on the Roger Thibert Teaching Excellence Award Selection Committee and the Ryerson University Teaching Award Selection Committee (external representative); Michael K. Potter coordinated the GA/TA Awards for Educational Practice and Educational Leadership; and Alan Wright was a non-voting member of the Alumni Association's Award for Distinguished Contributions to University Teaching Committee. CTL staff consulted with Faculty of Graduate Studies and the Faculty of Nursing's Student Society about establishing new awards and refining existing awards.

In 2012-13, the Centre coordinated five provincial and national awards: an Ontario Confederation of University Faculty Associations (OCUFA) Teaching Award nomination, Council of Ontario University Programs in Nursing (COUPN) Excellence in Teaching Award nomination, Wighton Fellowship nomination, Canadian Association of Schools of Nursing (CASN) Nursing Education Excellence Award nomination, and Christopher Knapper Lifetime Achievement Award nomination. All of the submissions were successful.



CLEW: Learning Management System

CLEW (Collaboration Learning Environment Windsor) is a critical component of the learning environment at the University of Windsor: by Fall 2012, just under 100% of students registered at the University were enrolled in at least one course that used CLEW. This percentage does not account for the many student, staff, and faculty groups enrolled in CLEW project sites for research and/or professional development purposes. At any given time during the Fall and Winter semesters, well over 2,500 users are concurrently online in CLEW. See Table 5 for a semester-to-semester comparison from Winter 2010 to Summer 2013, indicating the percentage of courses with CLEW sites each semester.

Table 5: 2012-13 Percentage of Courses With CLEW Sites²

Faculty	Winter				Fall			Summer		
	2010	2011	2012	2013	2010	2011	2012	2010	2012	2013
Business	82%	94%	95%	79%	86%	91%	69%	80%	80%	75%
Education	60%	60%	66%	67%	60%	69%	68%	23%	35%	30%
Engineering	56%	64%	105% ³	81%	60%	102%	95%	47%	95%	72%
FAHSS	45%	51%	57%	62%	51%	60%	52%	41%	58%	67%
GLIER	0%	33%	0%	0%	20%	0%	0%	50%	0%	0%
HK	73%	79%	84%	85%	77%	100%	102%	69%	54%	58%
Inter-Faculty	83%	71%	71%	63%	67%	36%	55%	0%	67%	0%
Law	46%	41%	44%	56%	40%	39%	35%	0%	0%	0%
Nursing	99%	95%	108%	78%	89%	101%	94%	67%	75%	71%
Science	57%	64%	89%	72%	56%	87%	107%	39%	58%	55%
Total	59%	63%	68%	68%	59%	66%	68%	48%	65%	65%

In 2011-12, the CLEW Team (members from IT Services and the CTL) began a formal review of the learning managing system in order to assess its effectiveness and usability, and identify areas of improvement. The CLEW Team administered a campus-wide survey and prepared a report for review by LMS Steering. In 2012-13, LMS Steering struck an LMS Review Committee to carry the review forward. During the reporting period, the LMS Review Committee conducted a gap analysis of the current system, and using this as well as the CLEW survey and a literature review, completed a grid system with over 400 user requirements. By the end of the reporting period, the Committee circulated an RFI (request for information) to interested vendors, and later, an RFP (request for proposals) to a smaller pool.

In 2012-13, the Centre began working to upgrade CLEW from Sakai version 2.7 to version 2.9, projected for release in Fall 2013. The many changes were influenced in part by a 2011-12 CLEW user survey, user requests, and the University's changes to its grading policy. The upgrade will include:

- a new interface with an automated first-time-user tour and drop-down site tool navigation;
- a more efficient Resources tool in which users can remove, hide, copy, and move several resources at once;
- My Active Sites will be renamed More Sites so to be more intuitive to users;
- the new 100-percent grade scale in Gradebook allows users to round up to the next .5 point providing whole numbers for final grades;
- the Quizzes & Tests feature allows instructors to create and upload their own assessment tools
- the launch of a social media Profile tool that enables social connectivity online;
- an improved Email tool where users can select customized individuals, roles, or groups; and

² SIS Data was retrieved from the Office of the Registrar, and CLEW data was retrieved from the CLEW database. Lab section are excluded, as are sections that exist for administrative purposes and were not available to students.

³ A number of courses in Engineering and Nursing have more than one CLEW site per course; for example, in Winter 2012, all Engineering courses had a CLEW site, and some more than one, which contributes to a percentage higher than 100 (i.e., 105%).

- an improved text editor for better efficiency and usability when pasting text from word processors, and compatibility with mobile devices such as smartphones, tablets, and PDAs.

In 2012-13, the Centre also adopted a new revision control system for managing the CLEW/Sakai source code. This system allows staff to more efficiently track and incorporate “upstream” changes from the Sakai community, such as bug fixes and security updates.

Database Development and Server Support

The CTL designs and develops expert-level, complex databases, submission systems, and data interfaces to help improve and track service requests for departmental and campus use. In 2012-13, Centre staff developed a Service Requisition system that allows users to request a variety of services using a user-friendly online form. Staff also developed a “My Schedule” application for the University’s Spring Open House. With this feature, visiting students can view the day’s schedule, select sessions they would like to attend, and view the schedule on their mobile device or print it out before visiting campus. Centre staff also revised a number of existing systems, including the University’s WHMIS interface so that users can complete training on a mobile device; the SPF and CLIF grant submission systems to include real-time budget information; and the Photography Database to include a searchable catalogue, which efficiently enables users to archive and retrieve photos from anywhere, at anytime. Many faculties and departments have now fully adopted a number of CTL databases, including the workshop registration system (Human Resources), the Photography Database (Odette School of Business), and the CLIF submission system (Office of the Provost).

In 2012-13, staff made a number of changes to new and existing servers, including an upgrade to the campus streaming server to improve uView services and increase storage space, and the development of an update server for Apple computers to allow staff more efficient access to software upgrades. To better anticipate and identify acute problems, the CTL began using Zabbix, a server monitoring program, to track system-related variables on a server (CPU usage, memory, disk space, etc.). Psychological Services consulted Centre staff on the design of a process for storing “sensitive” videos (filmed during student/client interviews) onto commodity USB storage devices using an open-source encryption system. This means that if the USB devices are lost or stolen, the videos will be protected from unauthorized viewing. This open-source system ensures protection of these sensitive materials in a highly cost-effective manner.

Classroom Renovations

A key element of the CTL’s mandate is to maintain the University’s learning spaces, providing rooms with high performance, reliable technology that inspire creative, interactive teaching. This service impacts over 17,000 people, including every student and instructor on campus. In 2012-13, the CTL renovated seven general purpose classrooms, and two meeting rooms.

Annually, rooms identified for renovations are prioritized based on audio-visual concerns and complaints from faculty and students to the Registrar’s Office. This ensures that rooms with the greatest needs are renovated. Centre staff partnered with Facilities Services to completely renovate classrooms in Odette (B02 and B04) and Dillon Hall (256, 367, and 368), and a meeting space in Chrysler Hall Tower (500). Each of the renovated classrooms in Odette and Dillon are now equipped with a Crestron Digital Media System to handle HDMI sources; single and/or dual projectors on which instructors can display different images simultaneously; and new consoles with a computer, document camera, and BluRay, DVD, and VHS players. The portable audio-visual cart in Chrysler Hall Tower 500 was replaced with a permanently mounted 80-inch television with audioconferencing capabilities, user-friendly touch panel controls, laptop inputs, and a BluRay player. During the reporting period, CTL staff worked with staff from the Odette School of Business to renovate rooms 210 and 212. Each classroom now has a console with touch panel controls, HDMI connectivity, and new projectors. Odette 210 is also equipped with an electric height adjustable table.

In 2011-12, the CTL received one-time, shared funding of \$100,000, with Leddy Library, for classroom renovations. The Centre used a portion of this fund to upgrade the aging audio-visual technologies in Erie Hall 1120 to include a new user-friendly console with a computer, document camera, and video players; new projectors; and a confidence monitor so that instructors are able to see what they are projecting on the screen behind them. The CTL also upgraded the Toldo 203 Boardroom to include an audio/videoconferencing system. The Board of Governors funded this project.

CTL staff offered expertise and support through one-on-one and group consultations on the design of “flexible” classrooms in the University’s downtown campus; on the audio-visual set-up in the Graduate Studies Student Lounge; and the set-up of the new Digital Journalism Lab in G107.

Several CTL staff were instrumental in coordinating and launching the “CEI Wayfinder” project. The Wayfinder system includes two large touchscreen monitors in the foyer of the CEI building, designed to encourage a more innovative, accessible, welcoming environment. The system allows visitors to quickly find rooms in the building, and also to reserve study spaces.

Classroom Learning Technologies

Over the last three years, major and minor renovations to the University’s general purpose classrooms have led to a 17% drop in AV equipment requests (Figure 10), and a major rise in consultations: Audio-Visual Technicians provide approximately 1,000 instructor consultations per semester by phone, email, or in person. In September 2012 the Centre hired five students to support classroom AV technology during peak hours. Though students are not delivering equipment, they are available for troubleshooting and special events.

In 2012-13, the most commonly reported AV problem was non-responsive classroom consoles. In most cases, the problem was a user issue, which was easily resolved by phone. In other cases, faulty equipment was to blame, during which turnaround time for repair was under 24 hours. At the end of the reporting period, the CTL purchased a Fusion RV Server as a centralized solution for problems with classroom technologies (i.e., consoles). The server affords Technicians remote management of all classroom AV directly from a central webpage. For example, if an instructor phones in about a faulty projector in Toldo 100, the AV Technician can access the Fusion Server, select the classroom in question, and troubleshoot the problem. The Server also tracks and reports technology shelf-life, which assists in budgeting for equipment replacement and maintenance.

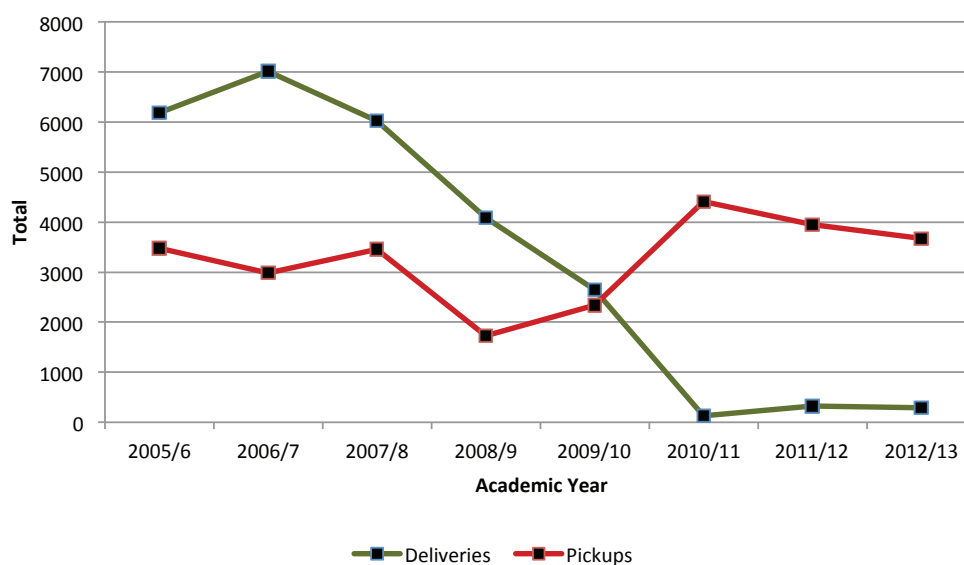


Figure 10: 2005-2013 AV Deliveries and Individual Pickups

Over the last three years, the Centre has been developing a long-term strategic and cost-effective plan for the purchase, upgrade, and maintenance of classroom technology at the University. With nearly every general purpose classroom on campus equipped with multimedia equipment, early installations are now reaching the end of their effective life and are becoming unusable and inefficient. This plan requires a budget of approximately \$350,000 a year. To forecast costs, staff calculated the lifespan of each major component and its replacement cost. The CTL does have an equipment repairs budget of \$67,000 and a capital budget of \$70,679, totaling \$137,679. The Centre must also consider a plan for funding human resources as well as equipment repairs and replacement. For example, the downtown campus will require an annual operating budget for multimedia equipment as well as technicians to maintain and support the learning spaces. In 2011-12, the Centre received \$100,000 in shared, one-time funding, with Leddy Library, for maintaining general purpose learning spaces. Staff used a portion of this fund to renovate high priority classrooms like Erie 1120.

Video Production and Photography

From the many, high-profile campus-wide events to countless one-on-one sessions with instructors, students, interns, and volunteers, the University's multimedia production team reaches nearly every department and non-academic unit on campus, and thousands across the globe who tune in through uView. This year saw an increase in the number of "special event" requests for live video production than ever before, and in 2012-13, the Centre purchased a mobile production system to better support the growing requests. For example, during the June 2013 logo launch in the Ed Lumley Centre for Engineering Innovation (CEI), the portable system allowed staff to project multiple feeds from multiple locations live in CEI 1100, all while being produced for playback on the web. During Convocation, using the new system staff were able to mix animated computer graphics with a live video and prerecorded media to create a fully immersive, engaging experience for students and visitors. This year also marked the first time Convocation was presented in High Definition (HD), which significantly improves the quality of the video image.

The CTL photographer is available for location, studio, and tabletop photography to University clients for website content, online feature articles, marketing and advertising campaigns, and profiles and portraits. Along with support for annual, campus-wide events such as Convocation, the Celebration of Teaching Excellence, and the University of Windsor-Oakland University Teaching and Learning Conference, the Centre's photographer covered over 300 events both on and off campus in 2012-13. These include the grand opening of the CEI and the third floor of the Medical Education Building; the many events staged around the announcement of the downtown campus; special events like the Three Minute Thesis Competition and the Outstanding Scholars Reception; and volunteer photographic support for the International Children's Games and David Suzuki's visit, sponsored by Canvas Campus. This year also saw an increase in requests for "pre-event" photography, so that clients may include photos in event booklets and presentation materials. See Appendix C for a catalogue of the Centre's 2012-13 video and photography projects.



uView: Video Catalogue and Submission System

Over 6,000 videos have been uploaded to the Centre's video catalogue and submission system, uView, since its inception in 2009-10 (Figure 11). In 2012-13, uView videos received nearly four million hits from across globe, more than double the hits received last year (Figure 12). uView has had an obvious effect on video streaming at the University: this user-friendly system enables users to upload and embed videos directly onto their websites and in CLEW for high quality viewing by anyone, anywhere, regardless of their Internet speed and connection. uView now works on iOS devices, such as iPads and iPhones. The Spring 2013 Convocation marks the first University convocation that could be viewed live on an iPad. The system houses class presentations, lecture captures, CLEW instructional videos, Convocation ceremonies, and campus promotional videos.

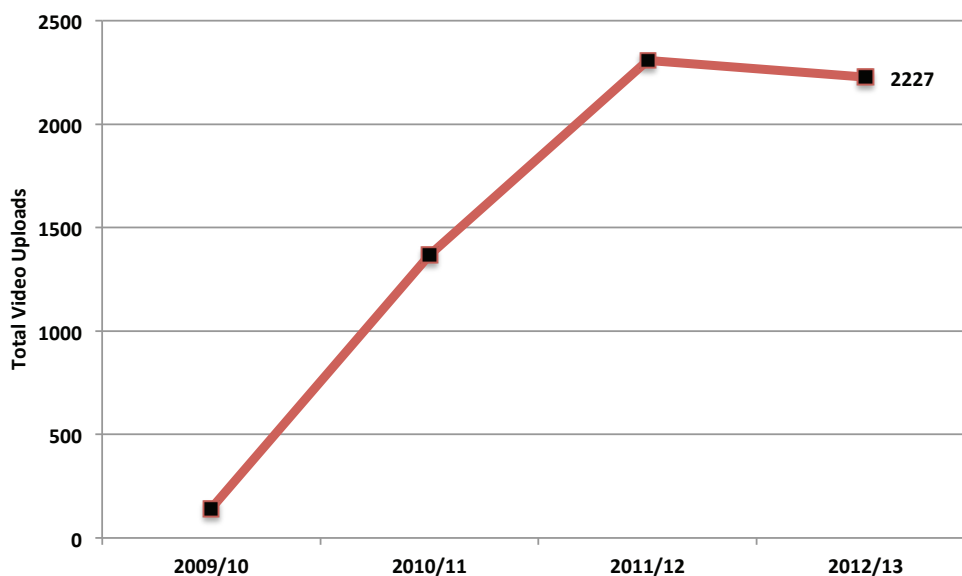


Figure 11: 2009-13 Total Number of uView Video Uploads

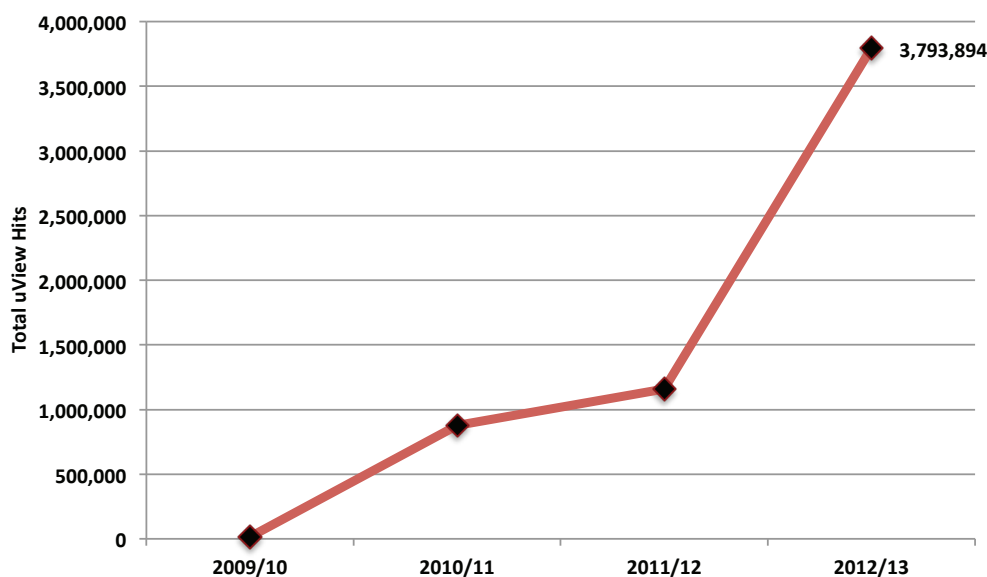


Figure 12: 2009-13 Total uView Video Hits

Facility Use

The Centre houses multimedia facilities available for use by students, faculty, and staff. This includes a multimedia lab, two production studios, three sound studios, a master control area, and two meeting spaces with a SmartBoard and rolling tables and chairs. In 2012-13, the CTL's facilities were used for a total of 6,034 hours. The School of Computer Science and the Centre for Language Development were primary users of the 40-computer Multimedia Lab (G125). The School of Music, Dramatic Art, Department of Communication, Film, and Media Studies, CTL, and other non-academic units were primary users of the Centre's two production studios and three sound studios. Instructors and upper administration used the CTL's meeting spaces (G137A and 2103) for meetings, class, and other events. Table 6 provides room use and contact hours.

Table 6: Studio and Multimedia Lab Hours

Room	2009-10 Hours	2010-11 Hours	2011-12 Hours	2012-13 Hours
Production Studios	2698	2794	2793	2442
Sound Studios	890	1998	2002	1098
Multimedia Lab	997	1058	1020	727
Meeting Spaces	1544	1322	1475	1767
Total Hours	6129	7172	7290	6034

In 2012-13, the Centre continued to support videoconferencing in the Medical Education Building (MEB), Lambton Tower, and the Toldo Health Education Centre. Videoconferencing facilities are primarily used for the medical program, doctoral and masters' thesis defenses, and job interviews.



Appendix A: Workshops, Half Courses, and Extended Sessions

Title	Presenter(s) ¹	Duration (hrs)	Attendance
Lecturing (half-course)	Michael K. Potter	35	8
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	1
The Clicker Primers, Part I	Lorna Stolarchuk	1	1
CLEW Basics for a Project Site	Lorna Stolarchuk	2	7
Gradebook Essentials	Lorna Stolarchuk	2	2
The Clicker Primers, Part I	Lorna Stolarchuk, Brad Ketelaars, & Troy Verriez	2	3
The Clicker Primers, Part II	Lorna Stolarchuk, Brad Ketelaars, & Troy Verriez	2	3
Classroom Technologies (Summer Series)	Nick Baker & Lorna Stolarchuk	2	27
CTL Luncheon for New Faculty (Summer Series)	--	1	12
The New Reality of Higher Education: Technology and Learning	Bal Barot	3	24
Prepping Your First Day and Designing for Engagement (Summer Series)	Erika Kustra & Judy Bornais	3	22
Presentation Alternatives (Summer Series)	Pierre Boulos & Peter Marval	3	20
Teaching With Gadgets: Educational Technologies Discussion and Demonstration (Summer Series)	Darrel Laurendeau, Stephanie Parent, Peter Freele, Graham Fawcett, Bruce Watt, Terry Collins, & Jonathan Sinasac	2	16
The Culture of Information and Student Learning (Summer Series)	Tamsin Bolton & Selinda Berg	2	5
TECH Talks (Summer Series)	Laurie Freeman-Gibb, Jennifer Willet, Phil Graniero, Jess Dixon, & Julie Sando	3	24
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	6
Managing Student Work: Assignments, Dropbox	Lorna Stolarchuk	2	3
CLEW Basics Accelerated	Lorna Stolarchuk	2	2
GATAcademy	--	--	227
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	6
CLEW Basics: Surviving as a GA or TA	Lorna Stolarchuk	2	5
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	1
Interactivity: Polls, Forums, and Wiki	Lorna Stolarchuk	2	1
Experiences in Collaborative Learning	Katrina Falkner	2	17
Lecturing (half-course)	Michael K. Potter	18	5

¹ CTL presenters are in red, University faculty and staff are in blue, visiting fellows are in green, and external presenters are in purple.

Managing Student Work: Assignments, Dropbox	Lorna Stolarchuk	2	3
Gradebook Essentials	Lorna Stolarchuk	2	5
Models for Online and Open Learning: Developing Innovative and Creative Programs for 21st Century Learning at the University of Windsor	Christine Smith	2	15
The Write Approach: Teaching Your Students How to Write Better Essays	Cath Fraser	2	17
Sharing the Load: Interdisciplinary Collaborations for Research, Writing, and Student Engagement Opportunities	Cath Fraser	2	13
Authentic Assessment	Nick Baker & Michael K. Potter	18	5
Tech Talk: Brown Bag Session on iPads - Introduction	Philip Hume & Rob Roy	1	24
Tech Talk: Brown Bag Session on iPads - Tips and Tricks	Philip Hume, Rob Roy, & Laurie Freeman-Gibb	1	25
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	1
CLEW Basics for Instructors and Assistants - Virtual Classroom	Lorna Stolarchuk	1	1
Instructional Skills Workshop	Pierre Boulos, Sonia Sulaiman, Khadija Ali, & Judy Bornais	24	5
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	2
CLEW Basics Accelerated	Lorna Stolarchuk	2	1
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	2
Leading Effective Discussion (half-course)	Erika Kustra & Jessica Raffoul	18	7
Gradebook Essentials Virtual	Lorna Stolarchuk	1	1
CLEW Basics: Surviving as a GA or TA	Lorna Stolarchuk	3	2
Gradebook Essentials	Lorna Stolarchuk	2	5
Presentation Alternatives: How to Avoid 'Death by PowerPoint'	Pierre Boulos & Peter Marval	3	5
Use What You Have: Your Voice and Body in the Large Classroom	Michael Keating	2	8
Online Education (half-course)	Lorna Stolarchuk & Nick Baker	15	16
Instructional Skills Workshop	Tamsin Bolton, Sonia Sulaiman, & Nick Baker	24	9
Tech Talk: Brown Bag Session on iPads - Open Mic	Martin Vaughan	1	20
Tech Talk: Harnessing Productivity Using Your iPad	Philip Hume & Rob Roy	1	24
Tech Talk: iPads in the Classroom	Philip Hume & Rob Roy	1	20
Interactivity: Forums, Polls and Wiki	Lorna Stolarchuk	2	2
Tools and Techniques for Effective Mentoring	Tracy C. Davis	7	14
Designing Effective Academic Posters	Peter Marval	1	24

Designing Effective Academic Posters	Peter Marval	1	11
How to SoTL: Researching and Writing About Teaching and Learning	Jessica Raffoul	2	14
CLEW Basics for Instructors and Assistants	Lorna Stolarchuk	2	1
Lecturing (half-course)	Michael K. Potter	18	7
The Clicker Primers, Part 1	Lorna Stolarchuk	1	1
Gradebook Essentials	Lorna Stolarchuk	2	2
Reflecting on our Practice: How to Develop Personal Philosophies of Teaching	Kola Babarinde	2	10
Teaching Dossier Academy	Erika Kustra, Michael K. Potter, Pierre Boulos, Jessica Raffoul, & Alan Wright	10	13
CLEW Help Wiki Training (Upgrade 2.9.2)	Lorna Stolarchuk	1	6
CLEW Basics for Project Sites	Lorna Stolarchuk	1	1

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

Journal Articles

Potter, M.K. & Keating, B. (in press). Graduate student teaching awards as instruments of educational development. *Studies in Graduate and Professional Student Development*.

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

Potter, M.K. (2013). Constructivism in the shadow of a dead god. *International Journal for the Scholarship of Teaching and Learning*, 7(1), 1-12.

Reports

Dimitrov, N., Meadows, K., **Kustra, E.**, Ackerson, T., Prada, L., Baker, N., **Boulos, P.**, McIntyre, G., & **Potter, M.K.** (2013, August). *Assessing graduate teaching development programs for impact on future faculty*. Report prepared for the 2010-13 Higher Education Quality Council of Ontario (HEQCO) research grant, \$37,970.63.

Grabove, V., **Kustra, E.**, Lopes, V., **Potter, M.K.**, Wiggers, R., & Woodhouse, R. (2012). *Teaching and learning centres: Their evolving role within Ontario colleges and universities*. Online and White Paper, Higher Education Quality Council of Ontario (HEQCO), Toronto, ON.

Policy Responses

Centre for Teaching and Learning Response to the Ministry of Training, Colleges, and Universities Roundtable and Discussion White Paper, 2013.

Southwestern Ontario Directors (**Erika Kustra**, Jill Grose, Peter Wolf, Donna Ellis, Debra Dawson, & Sandy Hughes) Response to the Ministry of Training, Colleges, and Universities Roundtable and Discussion White Paper, 2013.

Southwestern Ontario Directors (**Erika Kustra**, Jill Grose, Peter Wolf, Donna Ellis, Debra Dawson, & Sandy Hughes) Report on the Examination of Indicators and Recommendations, 2012.

Monographs and Annual Journals Edited

Raffoul, J. (Managing Ed.). (2013). *Collected Essays on Learning and Teaching, VI*. Society for Teaching and Learning in Higher Education: Windsor, ON.

Wright, W.A., Marken, L., West, K., Falkner, K., Joughin, G., & Schofield, M. (Series Eds.). (2013). *Collected Essays on Learning and Teaching, VI*. Society for Teaching and Learning in Higher Education: Windsor, ON.

Invited Presentations

Kustra, E. (2013, June). *Law: Active and experiential learning*. Invited presentation to Faculty of Law instructors, University of Windsor, Windsor, ON.

Potter, M.K., Topornycky, J., Korpan, C., & Polziehn, R. (2013, May). *Application of scholarship to programming (networking and support)*. Invited presentation at the Teaching Graduate Students to Teach Conference, Simon Fraser University and the University of British Columbia, BC.

Potter, M.K., Smith, H., Korpan, C., & Day, R. (2013, May). *Embracing, managing or resisting change: A panel discussion*. Invited presentation at the Symposium on Teaching and Learning: Embracing Change, Simon Fraser University, BC.

Kustra, E. (2013, May). *International conference on teaching and learning*. Invited presentation to the Board of Governors, University of Windsor, Windsor, ON.

Boulos, P. (2013, May). *Internet-based research: Mechanical turk, crowd sourcing, and other challenges to research ethics*. Invited presentation at Campus Technology Day, University of Windsor, Windsor, ON.

Baker, N., **Stolarchuk, L.**, Stevens, J., Pfaff, K., Freeman-Gibb, L., Fujita, N., & Gowing, M. (2013, May). *Collaborating online: BB Collaborate users sharing their experiences*. Invited presentation at Campus Technology Day, University of Windsor, Windsor, ON.

Kustra, E. & Baker, N. (2013, April). *Current trends in higher education*. Invited presentation to Dr. Zbigniew Pacek's engineering capstone course, University of Windsor, Windsor, ON.

Stolarchuk, L. (2013, April). *CLEW basics nursing orientation*. Invited presentation to Faculty of Nursing instructors, University of Windsor, Windsor, ON.

Raffoul, J. (2013, April). *How to research your teaching*. Invited roundtable at the annual Research Roundtables, University of Windsor, Windsor, ON.

Raffoul, J. (2013, April). *The sense and sensibility of peer review*. Invited presentation at the Office of Research Services Writing Retreat, Willistead Manor, Windsor, ON.

Kustra, E., Dimitrov, N., Meadows, K., Ackerson, T., Baker, N., **Boulos, P.**, McIntyre, G., **Potter, M.K.**, & Prada, L. (2013, March). *Assessing graduate teaching development programs for impact on future faculty*. Invited presentation on the Higher Education Quality Council of Ontario (HEQCO) Research Day, Toronto, ON.

Kustra, E. (2013, March). *Designing learning outcomes on course outlines*. Invited presentation to the Sessional Instructors Committee, University of Windsor, Windsor, ON.

- Stolarchuk, L., Baker, N., & Cobb, C.** (2013, March). *Universal design for instruction: Is it for you?* Invited presentation at Accessibility Awareness Day, University of Windsor, Windsor, ON.
- Kustra, E., Vaughan, M., & Stagner, J.** (2013, February). *How to use AV equipment and technology in CEI classrooms.* Invited presentation to Faculty of Engineering instructors, University of Windsor, Windsor, ON.
- Stolarchuk, L. & Marval, P.** (2013, February). *Designing learning modules for the web.* Invited presentation in Physics capstone class, University of Windsor, Windsor, ON.
- Stolarchuk, L. & Marval, P.** (2013, February). *Lessons for the web.* Invited presentation in Physics capstone class, University of Windsor, Windsor, ON.
- Sinasac, J.** (2013, February). *uView training.* Invited session for students in the Business Communications course, Odette School of Business, University of Windsor, Windsor, ON.
- Stolarchuk, L.** (2013, January). *SMART Board orientation.* Invited presentation for the English Language Program, University of Windsor, Windsor, ON.
- Raffoul, J.** (2013, January). *How to feed your friends and seduce your editors: Writing and reviewing for SoTL.* Invited presentation to students in University Teaching Practicum, University of Windsor, Windsor, ON.
- Kustra, E. & Faculty of Graduate Studies.** (2012, December). *Learning outcomes graduate and undergraduate degree level expectations: GDLEs and UDLEs.* Invited presentation at the Institutional Quality Assurance Process session, University of Windsor, Windsor, ON.
- Stolarchuk, L.** (2012, December). *CLEW basics nursing orientation.* Invited presentation to Faculty of Nursing instructors, University of Windsor, Windsor, ON.
- Sinasac, J.** (2012, November). *Camera training.* Invited session for students in the Digital Journalism program, University of Windsor, Windsor, ON.
- Sinasac, J.** (2012, November). *ProTools training.* Invited session for students in Communication, Media, & Film, University of Windsor, Windsor, ON.
- Kustra, E.** (2012, September). *Learning outcomes in graduate education.* Invited to be part of a panel at the Ontario Institute for Studies in Education, University of Toronto, Toronto, ON.
- Stolarchuk, L.** (2012, September). *CLEW basics for a project site.* Invited presentation to Concurrent ECE participants, University of Windsor, Windsor, ON.
- Stolarchuk, L.** (2012, September). *SMART Board orientation.* Invited presentation for the English Language Program, University of Windsor, Windsor, ON.
- Kustra, E. & Black, C.** (2012, September). *Mark my words: A guide to grading.* Invited presentation at the annual GATAcademy, University of Windsor, Windsor, ON.

- Kustra, E., Janzen, K., & Simmons, N.** (2012, September). *Quality teaching and learning outcomes*. Invited presentation at the Discussing the Discussion Paper: A Symposium on Key Themes Identified by the Ministry of Training, Colleges, and Universities, Toronto, ON.
- Kustra, E. & Baker, N.** (2012, August). *Developing effective course outlines*. Invited presentation at the annual University of Windsor New Faculty Orientation, Windsor, ON.
- Kustra, E. & Laurendeau, L.** (2012, August). *Centre for Teaching and Learning*. Invited presentation at the annual University of Windsor New Faculty Orientation, Windsor, ON.
- Kustra, E., Murray, G., Fisher, R., Dawson, D., & Kim, J.** (2012, July). *Quality teaching and learning outcomes*. Invited presentation as part of the Panel for Ministry of Training, Colleges, and Universities Innovation and Productivity Roundtables, Fanshawe College, London, ON.
- Stolarchuk, L.** (2012, July). *Joint PhD student orientation*. Invited presentation to Faculty of Education joint PhD students, University of Windsor, Windsor, ON.
- Sinasac, J.** (2012, July). *ProTools training*. Invited session for professors and teaching assistants in Communication, Media, & Film, University of Windsor, Windsor, ON.

Conference Presentations

- Stolarchuk, L. & Vaughan, M.** (2013, June). *Student distractions in the classroom: One university's collaborative approach to managing them*. Presentation at the annual conference of the Society for Teaching and Learning in Higher Education, Cape Breton University, Sydney, NS.
- Potter, M.K.** (2013, May). *Do you want fries with that? Convenience, massification, and the future of fast food education*. Presentation at the annual University of Windsor-Oakland University Teaching and Learning Conference, University of Windsor, Windsor, ON.
- Kustra, E., Chu, S., Popovic, C., & Wilson, M.** (2013, June). *Leading a centre for teaching and learning: Becoming a new director*. Presentation at the annual conference of the Society for Teaching and Learning in Higher Education, Cape Breton University, Sydney, NS.
- Stolarchuk, L., Vaughan, M., Hartley, M.H., & Theresanathan, C.** (2013, May). *Distractions in the classroom: Grrrr...* Presentation at the annual University of Windsor-Oakland University Teaching and Learning Conference, University of Windsor, Windsor, ON.
- Woolf, J., Farias, A., McLaughlin, B., Kuhn, B., Prendi, L., & Boulos, P.** (2013, May). *The faculty of the future: The role of faculty learning communities in developing scholarly teachers*. Presentation at the annual University of Windsor-Oakland University Teaching and Learning Conference, University of Windsor, Windsor, ON.
- Kustra, E.** (2013, May). *Commentary on Michael H.G. Hoffmann's problem-based learning with the argument visualization software "AGORA-net."* Presentation at the annual conference of the Ontario Society for the Study of Argumentation, University of Windsor, Windsor, ON.

Stolarchuk, L., Leslie, D., & Carter, I. (2013, March). *Examples of universal design in higher education (UDHE): Viewing pedagogy through the spectrum of universal design for instruction (UDI)*. Presentation at Accessibility Awareness Day, University of Windsor, Windsor, ON.

Kustra, E., Dimitrov, N., & Meadows, K. (2013, February). *Assessing graduate teaching development programs for impact on future faculty*. Presentation at the annual conference of the Educational Developers Caucus, Wilfrid Laurier University, Waterloo, ON.

Kustra, E., Wolf, P., Goff, L., Dawson, D., Legwegoh, A., & Joe, B. (2013, February). *An institutional and provincial teaching indicators advocacy paper*. Presentation at the annual conference of the Educational Developers Caucus, Wilfrid Laurier University, Waterloo, ON.

Grants

Wright, W.A., Kustra, E., & Pratt, H. (2013). *Promoting undergraduate research: A catalyst for enhanced student experience, reputation, and recruitment*. Strategic Priority Fund, University of Windsor, \$20,000 (one-time funding)

Wright, W.A., Eansor, D.M., Pugliese, T., Georgie, V., Salinitri, G., Walsh, L., Bornais, J., Lafreniere, K., & **Kustra, E.** (2013). *Teaching leadership chairs: A cost-efficient approach to enhancing the quality of the student learning experience at the University of Windsor*. Strategic Priority Fund, University of Windsor, \$60,000 (base funding)

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

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

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

External Committees

- Boulos, P., Assistant Editor, Journal of the Royal Astronomical Society of Canada
- Kustra, E., Secretary, Educational Developers Caucus Executive
- Kustra, E., Member, Educational Developers Caucus Action Group
- Kustra, E., Member, Ryerson University Teaching Award Committee
- Kustra, E., Advisory Member, Noble International University, USA
- Potter, M.K., Board of Directors, Bertrand Russell Society
- Raffoul, J., Managing Editor, Collected Essays on Learning and Teaching

On-Campus Committees

- Academic Integrity Committee
- Academic Policy Committee
- Accessible Education, Training & Awareness Committee
- Active Directory Governance Committee
- Campus Accessibility Advocacy Committee
- Campus Technology Day Organizing Committee
- Centre for Engineering Innovation: Innovative Spaces Committee
- Centred on Learning Innovation Fund Committee
- CLEW Copyright Committee
- CLEW Learning Community
- CLEW Team
- CTL Hiring Promotion and Permanence Committee
- Disaster Recovery Planning Committee
- Downtown Steering Committee
- Downtown Teaching and Learning Committee
- GA/TA Awards Committee
- International Student Committee
- LMS Advisory Committee
- LMS Copyright Committee
- LMS Implementation and Team
- LMS Review Committee
- LMS Steering Committee
- NSSE Working Group
- Open Learning Grants Committee
- President's Advisory Committee on Mental Health Issues
- Program Development Committee
- Program Development Subcommittee: Undergraduate Program Review
- Provost's Committee on Teaching and Learning
- Research Ethics Board
- Roger Thibert Teaching Excellence Award Committee
- Scholarly Communications Committee
- Sharcnet Siteleader
- Undergraduate Medical Education Patient-Centered Context: Integration and Application Committee
- Undergraduate Research Committee
- University of Windsor-Oakland University Organizing Committee
- WUFA AAS/AAS-LS Committee
- WUFA Council
- WUFA Executive

Peer Review: Journals

- Canadian Journal for the Scholarship of Teaching and Learning (CJSOTL)
- Collected Essays on Learning and Teaching (CELT)
- Higher Education Research and Development Journal

- International Journal of Academic Development (IJAD)
- International History, Philosophy, and Science Teaching
- Journal of the Royal Astronomical Society of Canada
- Journal of Teaching and Learning (JTL)
- Science and Education
- Teaching and Learning Inquiry: ISSOTL Journal

Peer Review: Conference Submissions

- Educational Developers Caucus (EDC) Annual Conference
- Society for Teaching and Learning in Higher Education (STLHE) Annual Conference
- University of Windsor-Oakland University Teaching and Learning Conference

Associations and Society Memberships

- Bertrand Russell Society
- Council of Ontario Educational Developers (COED)
- Directors Group (Michigan)
- Educational Developers Caucus (EDC)
- Higher Education Research and Development Society in Australasia (HERDSA)
- Infocomm
- International History, Philosophy and Science Teaching
- International Society for the Scholarship of Teaching and Learning (ISSOTL)
- International Consortium for Educational Development (ICED)
- ISW Facilitators Network
- Michigan Scholarship of Teaching and Learning (SoTL) Academy
- Ontario University Educational Technologies Directors Association
- Professional Engineers Ontario (PEO)
- Professional Administrators Roundtable, University of Windsor
- Professional and Organizational Development (POD) Network in Higher Education
- Scholarship of Teaching and Learning (SoTL) Academy
- Society for Teaching and Learning in Higher Education (STLHE)
- Southwestern Ontario Directors
- Staff and Educational Development Association (SEDA)
- Teaching Assistant and Graduate Student Advancement (TAGSA)

Appendix C: 2012-13 Video and Photography Catalogue

General University-Wide Promotional Videos

- Photographed, and videotaped, edited, and streamed Fall/Spring Convocation – eight sessions for broadcast and distribution
- Produced Windsor Welcome Week videos for viewing at the annual Welcoming Ceremony and for broadcast on the University's website, YouTube, and uView
- Produced videos of Windsor's Outstanding Scholars recounting their academic experiences – three of these videos (preparation for academic appointment, academic appointment, and the reflections segment) were repurposed for recruitment and promotion purposes
- Photographed, and videotaped, edited, and streamed the Open Pension Meeting
- Photographed, and produced a promotional video for the annual Celebration of Teaching Excellence, as well as three profiles of winners of campus-wide awards
- Provided video coverage of the annual Celebration of Teaching Excellence including a Daily News story for promotional use
- Produced a video highlighting the Campus Community Barbecue for use in the Daily News
- Provided video and photographic support of special events at the Ontario Society for the Study of Argumentation (OSSA) conference
- Provided video coverage and photographic support of the Three-Minute Thesis Event
- Provided video coverage of the Alumni Awards Gala
- Provided video coverage and photographic support (prior to the event as well) of the GEM Awards
- Produced a video covering the Celebration of Nations
- Provided video coverage of the Social Justice Leadership Conference
- Produced a promotional video of the welcome home of the Women's Basketball Champions
- Produced a video of the third floor of the Medical School Opening Ceremony
- Photographed open houses and presentations surrounding the announcement of the University's Downtown Campus, CEI grand opening, and the opening of the third floor of the Medical Education Building
- Photographed campus events like the Research Recognition Awards, Retirees' Dinner, Graduate Students' Awards, Employee Excellence Awards, 25-Year Service Luncheon (prior to the event as well), International Student Skating, Exceptional Student Mentors, Queen's Jubilee Award, Chinese University Delegation, Bhutan Delegation, Mental Health Week, Outstanding Scholars Reception, and Scholarship Donor Thank-You Breakfast
- Photographed the mural on the side of the former Windsor Star Building as well as the "street party" for the handing over of the Windsor Star Building keys to the University

Centre for Teaching and Learning

- Produced an informational video, *Distractions in the Classroom*, for use at conferences, presentations, and the Centre's website
- Produced a series of "Rant Videos" about learning technologies and classroom distractions for use on the Centre's website
- Photographed numerous Centre events including workshops, Visiting Fellows, and the annual conference
- Provided video coverage and photographic support of the annual University of Windsor-Oakland University Teaching and Learning Coverage

Community Events

- Photographed the International Children's Games
- Provided photographic support of the David Suzuki visit sponsored by Canvas Campus

Department of Political Science

- Produced a promotional video about studying Political Science at the University of Windsor

Department of Psychology

- Produced two videos of guest speakers at the two-day International Symposium on Arab Youth: Development Pathways for Identify Conference

Department of Women's Studies

- Videotaped, edited, and streamed video and podcasts of the Women's Studies Conference (Distinguished Visitors Series) for record and promotional use on the Department's website

Faculty of Arts, Humanities, and Social Sciences

- Videotaped and edited a video of candidates for Dean

Faculty of Education

- Videotaped, edited, and streamed an Education class for educational and promotional use

Faculty of Law

- Videotaped, edited, and streamed videos of special guests for broadcast on the Law School's website
- Videotaped a mock trial that took place in the Windsor Courthouse downtown – the production included three cameras and seven microphone feeds

Faculty of Nursing

- Videotaped sessions of student mock interviews with clients
- Provided video coverage of the Faculty of Nursing's Orientation

Faculty Recruitment and Retention

- Produced two two-part videos of Dr. David Toews and Dr. Paul Data, used for recruitment purposes

Office of the President

- Videotaped, edited, and streamed the President's Address at CEI – *The Future is Never What it Used to Be*
- Videotaped the inauguration of CEI, including a news story about a young engineering student, who later cut the ceremonial ribbon (aluminum metal)
- Videotaped, edited, and streamed the President's Town Hall Meeting

Humanities Research Group

- Photographed, and videotaped, edited, and streamed presentations which were part of the Humanities Lecture Series, including presentations by Reichert and Cope, Dr. Garland-Thomson, and Dr. Mazzotta

Odette School of Business

- Videotaped a visit from the Minister of Finance, and edited the presentation for broadcast on the Business School's website

School of Dramatic Art

- Produced audition reels for students in Dramatic Art

School of Music

- Videotaped Noiseborder sessions by faculty and students