University of Windsor

CENTRE FOR TEACHING AND LEARNING

July 1, 2015 - June 30, 2016

Annual Report

Contents

CENTRE FOR TEACHING AND LEARNING
University of Windsor

MISSION

The Centre for Teaching and Learning (CTL) works in partnership with faculty, staff, and students from across campus to create a culture of scholarly and effective teaching at the University of Windsor – a culture which values, recognizes, practices, and rewards teaching that is well-grounded in research and reflective practice, and thus likely to enhance and inspire student learning.[1]

APPROACH TO EDUCATIONAL DEVELOPMENT

The CTL's approach to educational development is to intentionally plan programming at different levels and in different formats allowing for multiple entry points and meeting varying needs, while balancing both central and distributed models to encourage networking across and within disciplines. This scholarly approach is guided by evidence and reflection.

The CTL works with individuals in different roles, disciplines, and career stages, including undergraduate and graduate students and teaching assistants, sessional instructors, faculty, department heads, deans, and staff members; as well as departments, faculties, and non-academic units across the University.

Programs at different lengths are offered throughout the year. The Centre's provincially-funded study on the effect of graduate teaching development programs demonstrated that short, 1-3 hour workshops are useful introductory sessions that help build awareness of concrete teaching techniques, and encourages further involvement in additional sessions and programs (Dimitrov et al., 2013). 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). Additionally, different people at different career stages are interested in, and benefit from, a variety of educational development initiatives. As a result, the Centre offers multiple points of engagement ranging from book clubs, workshops, consultations, and learning communities to courses, grants, conferences, and departmental retreats.

Programs are intentionally designed to build partnerships among faculty and students across campus resulting in a network of educational leaders. This sustainable, adaptive, distributed model of educational development is intended to inspire a more robust positive campus teaching culture and, as evidence suggests, a culture that values teaching results in more effective, quality teaching and learning (Berger & Braxton, 1998; Berger & Milem, 2000; Cox, McIntosh, Reason, & Terenzini, 2011; Grayson & Grayson, 2003).

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[1] The CTL developed this interim mission following the re-organization of the Centre in 2015-16. The mission will be refined and finalized following an external review scheduled to take place in 2016-17.

ORGANIZATIONAL STRUCTURE

The 2015-16 reporting period saw a number of changes to the CTL's organizational structure. In 2014, the CTL was moved out of the Office of the Provost, and was amalgamated with the Faculty of Education to make up the Faculty of Education and Academic Development (FEAD). However, in an effort to centralize the work of the Centre and in response to a growing emphasis on teaching and learning development and support both at Windsor and provincially, in July 2015, the Centre was moved out of FEAD, and returned to the Office of the Provost, reporting to the Associate Vice-President, Academic, rather than the Provost.

In March 2016, the Teaching and Learning Technologies Unit – the group tasked with supporting classroom audio-visual technologies, media production, and photography – was moved out of the CTL and into IT Services. The 2015-16 Organization Chart can be found in Appendix A.

Enhancing Teaching Practice: Faculty Support Programs and Services

The CTL offers a variety of workshops, programs, and customized consultation services to support instructors at every phase of their career; 2015-16 initiatives are outlined below.

EARLY CAREER FACULTY

In 2015-16, the CTL continued to offer a range of support and career development opportunities for early career faculty, and faculty new to the University:

- This year's New Faculty Orientation included workshops on teaching and learning facilitated by CTL staff. With the wave of faculty hires expected over the next three years, the CTL was invited to collaborate on the event, which underwent a minor redesign of sessions to increase opportunities for interaction. The event was also held in August, taking place just before the Summer Series on Teaching and Learning so that faculty could attend both programs consecutively. At the end of the reporting period, with the Office of the Provost, the CTL began a complete redesign of the program to be offered in 2016-17.

- The Summer Series on Teaching and Learning is an annual week-long event, which takes place in August and is free to all faculty, staff, and students at the University. In 2015-16, Summer Series sessions focused on course alignment, assessment, teaching evaluation, peer feedback, and preparing for the first day; the event welcomed 138 participants from across campus.

- The New Faculty Luncheon is held on the first day of the Summer Series to welcome early career faculty and provide an opportunity for them to meet each other, members of the CTL, and the broader University community. In 2015-16, 24 new and early career faculty, CTL staff, administrators, Teaching Leadership Chairs, and other members of the University community attended the Luncheon.

- The Centre's Director of Teaching and Learning Development, Erika Kustra, phoned all early career faculty hires to ask them to identify strengths and gaps in early career support at the University. Many faculty noted that this effort was appreciated and identified useful revisions to University programming and support.

> **I felt warmly accepted, and very useful information was given during a short, two-day program [New Faculty Orientation].**
>
> *Faculty Participant*
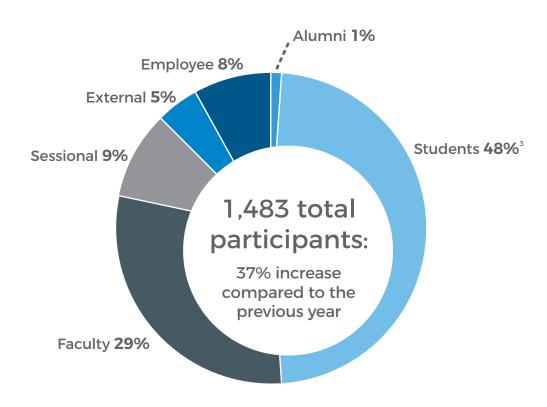> *School of Computer Science*

- Early career faculty were offered preference in the following workshops and programs: the University Teaching Certificate, Instructional Skills Workshop, Teaching and Learning Workshop Series, and Teaching Dossier Academy.

In addition, CTL staff consulted with new faculty about course and syllabus design, assessment of student learning, learning outcomes, Blackboard, and other teaching and learning related topics. At the end of the reporting period, the Centre began planning for mentoring programs for early career faculty, a suggestion identified by CTL staff, early career faculty, and in the literature.

COURSES, PROGRAMS, AND WORKSHOPS

Since 2010, CTL workshops, courses, and extended sessions have attracted more than 1,800 unique instructors, staff, and students, at all ranks and in every Faculty on campus. In 2015-16, 1,483 participants (comprised of 780 unique individuals) attended 52 teaching and learning development sessions and 52 LMS training sessions for a total of 5,062 contact hours (Appendix B).[2] The variation in the number of total participants and unique individuals means that participants often attended more than one workshop. Two hundred twenty-nine unique faculty members (nearly 50% of all faculty on campus) participated in CTL sessions during the reporting year. Cross-campus enrolment in CTL sessions has been steadily rising from year to year, and this year marks the highest number of participants to date – a 37% increase in participation from the previous year. Programming offered by the CTL is designed to provide different types and levels of professional development to meet the needs of a diverse campus. Figures 1 and 2 provide attendance by Faculty and role.

Figure 1: 2015-16 Courses, Programs, and Workshop Attendance by Role

Alumni **1%**

Employee **8%**

External **5%**

Sessional **9%**

Students **48%**[3]

Faculty **29%**

1,483 total participants:

37% increase compared to the previous year

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[2] This data does not include the number of participants in Blackboard drop-in sessions, consultations, and online workshops. For more information on the support available in the transition to Blackboard, see page 25.

[3] The 48% of student participants includes GATAcademy and Winter Academy registrants.
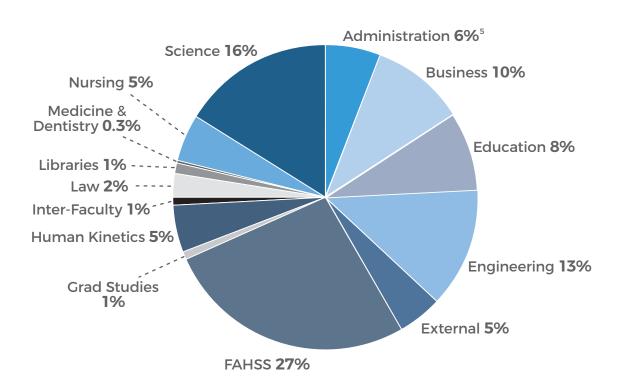
Figure 2: 2015-16 Courses, Programs, and Workshop Attendance by Faculty/Unit[4]

In 2015-16, the CTL continued to offer the University Teaching Certificate (UTC) program to instructors and graduate students. The UTC is an internationally-recognized (SEDA) three-certificate program, which involves graduate-level course work, a selection of non-credit half courses, as well as practica, independent project work, and extensive mentoring. As of June 2016, 37 faculty, staff, and students completed the first-level certificate and four completed the second. As part of the UTC, both CTL credit courses, *Learning-Centred Teaching in Higher Education* and *Course Design for Constructive Alignment*, were also offered to University faculty, sessional instructors, graduate students, and external members of the academic community. CTL staff received recognition from the national group, *Academica Top Ten*, for their HEQCO-funded study on the effects of the University Teaching Certificate program. The study found that after taking the program, "participants displayed a 'more student-focused approach to teaching, an increase in philosophies associated with actively engaging students in the learning process, an increased focus on discipline-specific knowledge and skills, and greater confidence" (*Academica Top Ten*, 2015).

During the reporting period, the CTL offered intensive, extended sessions for the campus, including the Summer Series on Teaching and Learning, the Instructional Skills Workshop, and Teaching Dossier Academy (Table 1).

In addition to open sessions, staff were also invited to present in undergraduate and graduate classes, departmental retreats, faculty councils, faculty and graduate student orientations, and campus-wide events to offer targeted support specific to the disciplinary needs of units. A complete reference list can be found in Appendix D.

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[4] See Appendix C for the number of unique participants by Faculty/Units.
[5] Administration includes all non-academic units (i.e., IT Services, Student Recruitment, Centre for Executive and Professional Education, etc.).

Table 1: Extended Sessions

Title	Classification	Enrollment
Half-Term Courses (Capped Attendance)		
Lecturing (two sections)	6-week half course	7
Leading Effective Discussions	6-week half course	8
Online Education	7-weeks online course	7
Authentic Assessment	6-week half course	4
Instructional Skills Workshop	3-day intensive program	3
Facilitator's Development Workshop	1-week intensive program	5
Full-Term Courses (Capped Attendance)		
Learning-Centred Teaching in Higher Education	13-week master's level credit course	11
Course Design for Constructive Alignment	13-week master's level credit course (LCTHE required)	5
Events		
Summer Series on Teaching and Learning	3-day intensive program	138
Teaching Dossier Academy	1-week intensive program	16
Weighed in the Balance: Evaluating Teaching in Higher Education	day-long forum	117

> **[The Teaching Dossier Academy] created a space for me to truly explore my identity (and desired identity) as a teacher, and afforded me the time to begin crafting a teaching dossier to include in my tenure packet…I really found it incredibly useful...Thank you so much for a transformative week!**
>
> *Participant Feedback*

INDIVIDUAL, CURRICULUM, AND FACULTY-LEVEL CONSULTATIONS

In addition to courses, workshops, and events, the Centre offers voluntary, confidential consultation services to faculty: in 2015-16, CTL staff conducted more than a thousand hours of individual and group consultations with instructors, staff, and students representing every Faculty on campus. Topics included teaching practices, teaching dossiers, assessment design, course development, teaching awards, teaching and learning research, and Blackboard. Faculty and administrators from across Canada and the United States have also requested consultations with CTL staff on topics including academic integrity, assessment of learning, support for early career faculty, learning outcomes, educational leadership, and teaching evaluation. Through work on subcommittees of the Academic Policy Committee, staff were also consulted on revisions to the Turnitin Policy and to gender references in policies regarding the Student Evaluations of Teaching form.

In 2015-16, CTL staff worked with departments and Faculties across campus to support learning outcomes and curriculum planning. Highlights include:

- Faculty of Nursing: The CTL offered workshops on designing course level learning outcomes; consulted with faculty to

develop and map outcomes for all undergraduate program courses and map these to the competencies required by their accreditation body; and supported the development and mapping of the PhD program level outcomes.

- Odette School of Business: The CTL continued work with the Odette School of Business to draft program level rubrics and outcomes to help support accreditation and inform program review and curriculum design.

- Digital Journalism: Consulted with faculty in the program to help them define their strengths, weaknesses, and opportunities; and to map their course structure to determine possible areas of improvement to curriculum design and student outcomes.

- School of Music: Facilitated a retreat to examine the undergraduate curriculum, including options for alternative course formats.

[The CTL] did a masterful job bringing us…to the point where we revised three of our five program level rubrics. Their choice of learning materials, their constructive interventions, and the way in which they structured the attendees to accomplish this output was perfect. [They] were exceptional and professional in their roles as educators and facilitators.

Maureen Gowing
Odette School of Business

Learning outcomes are a critical part of program curriculum design. The Director of the CTL co-chaired, with the Vice-Provost, Teaching and Learning, a Senate Working Group on Learning Outcomes, with a mandate to review the current status of learning outcomes. A representative committee surveyed and interviewed faculty and staff on campus, and reviewed the literature. A report was presented to Senate in June 2016.

During the reporting period, Centre staff also provided classroom observations to instructors from across campus – these include a pre-meeting to discuss concerns and questions, review of course materials and assessments, the actual classroom observation, and a post-meeting with a report detailing strengths and areas for improvement.

BUILDING A NETWORK OF EDUCATIONAL LEADERS

In 2015-16, the Centre continued its focused on developing and supporting educational leaders at the University of Windsor through the following initiatives:

- The Centre continued its support for and collaboration with the Teaching Leadership Chairs (TLCs). TLCs were invited to co-host the Teaching Evaluation Forum in November 2015, and many were invited to speak along with members from other institutions in Canada who hold equivalent roles. Centre staff supported this multi-institutional group in a successful submission to the national Society for Teaching and Learning in Higher Education (STLHE) conference. These partnerships across institutions help further develop educational leadership on a national level and raise the reputation of Windsor as a leader in higher education.

- The Centre mentored the members of the GATA Network – two graduate student leaders who provide graduate and teaching assistants with resources for professional and personal development. The Network regularly invites graduate students to facilitate workshops, partnering students from across disciplines and with similar pedagogical interests. This year, the Network also offered the GATA Awards for Educational Practice and Leadership.

- Thirty-three faculty members and graduate students were invited to co-facilitate CTL Teaching and Learning Series workshops along with CTL staff to encourage educational leaders to see the value and worth in sharing their expertise with instructors from across disciplines.

- Faculty leaders are encouraged to take a more evidence-based approach to teaching through the pursuit of and engagement with teaching and learning research; in 2015-16 the CTL continued support for and coordination of the Centred on Learning Innovation Fund and the Undergraduate Research Experience Grant, and invited faculty to present at and attend two CTL-hosted teaching and learning conferences.

- The Centre supports nominations for provincial and national teaching awards. Faculty nominees are mentored as they write a teaching philosophy, educational leadership statement, and compile evidence of their teaching successes and change initiatives. There is a trend at Windsor, where award winners go on to nominate others for teaching awards, and in one case, an Ontario Confederation of University Faculty Associations (OCUFA) Teaching Award winner went on to nominate more than 25 faculty members for teaching and leadership awards in the five years since she was honoured. In 2015-16, two University faculty members received teaching awards at the provincial and national level.

In 2015-16, Erika Kustra was honoured as an EPICentre Fellow in recognition of her entrepreneurial-minded approach. Fellows act as an Internal Board of Advisors, in order to discuss entrepreneurial initiatives that might work to engage faculty and students in the various faculties, making further connections between leaders across campus. Jessica Raffoul was recognized for her leadership through the President's Excellence in Leadership Award.

We become good, and eventually excellent, teachers, because of our dedication to and investment in our teaching. That's why it's so rewarding being involved with the CTL in their Faculty Development workshops. This past summer I thoroughly enjoyed my experience as a CTL workshop facilitator. It was energizing being involved with a group of faculty committed to teaching and interested in new pedagogical methods.

Veronika Mogyorody
School of Creative Arts

RECOGNITION OF TEACHING EXCELLENCE
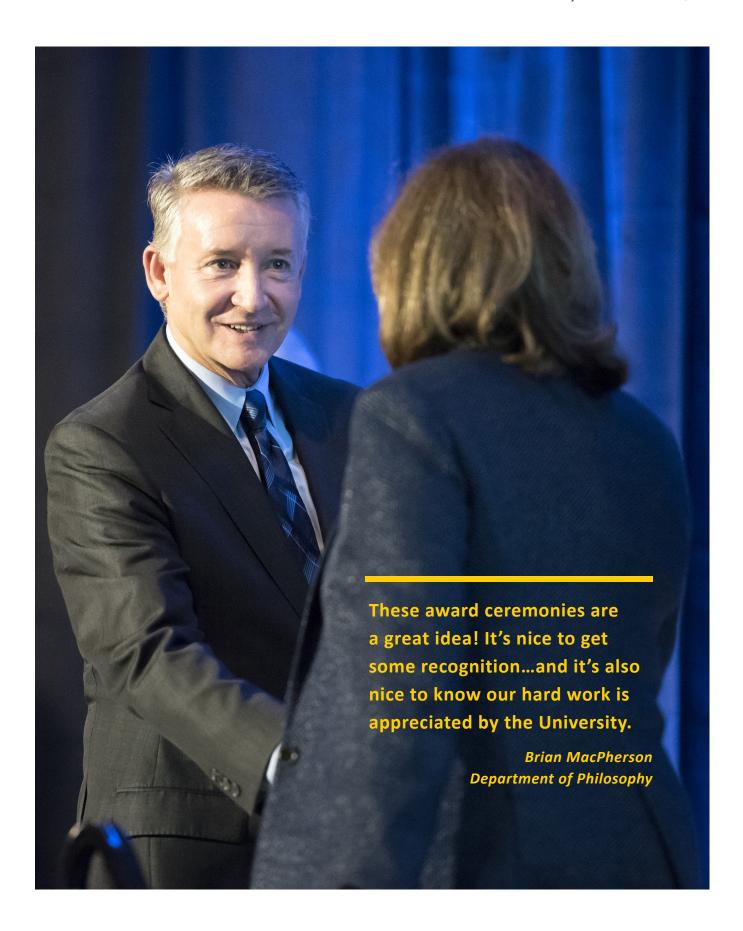
Highlighting and celebrating success in teaching helps articulate a standard of quality at the University, motivating faculty to commit themselves to an effective and engaging level of instruction. Over 300 University and community members gathered on November 18 to recognize 39 teaching award winners from across campus, University Teaching Certificate graduates, and recipients teaching and learning grants, at the tenth annual Celebration of Teaching Excellence. Nearly every faculty on campus has consulted with members of the CTL to develop one or more awards to honour teaching excellence since the event was first launched in 2006, and this year marked the first with representation from across disciplines.

In 2015-16, Centre staff were represented on a number of award committees including the Alumni Award for Distinguished Contributions to University Teaching, GA/TA Award for Educational Practice and for Educational Leadership, Faculty of Human Kinetics Wayne Marino Teaching Excellence Award, and the Roger Thibert Teaching Excellence Award Selection Committees; and coordinated a successful OCUFA Teaching Award and 3M National Teaching Fellowship Award.

These award ceremonies are
a great idea! It's nice to get
some recognition...and it's also
nice to know our hard work is
appreciated by the University.

Brian MacPherson
Department of Philosophy

Inspiring Scholarly Teaching: Research, Scholarship, and Creative Activity

Scholarly teachers are critically reflective; they consult relevant literature, gather evidence, review theoretical frameworks, observe the learning environment, analyze outcomes – all with the goal of improving teaching and maximizing learning (Potter & Kustra, 2011; Richlin, 2001). The CTL offers a wide range of events, funding programs, dissemination opportunities, and research partnerships to better support and encourage a network of scholarly teachers and educational leaders.

TEACHING EVALUATION AS TOOL FOR IMPROVING TEACHING

In 2014, Centre staff worked with members of the University community to lead a multi-institutional, provincially-funded feasibility study on teaching evaluation as a tool to improve teaching. The study intended to inform future developments in teaching evaluation in Ontario, offering a well-contextualized understanding of the goals of teaching evaluation, strengths and challenges across Ontario universities, and an evidence-based approach to evaluating and improving teaching. From here, it became clear that teaching evaluation was a topic of concern and value for faculty on campus, and across the Province.

In September 2015, the Centre invited Denise Chalmers – an international expert in developing and embedding teaching quality criteria, indicators, and assessment standards – to consult with and offer workshops to faculty. She offered three sessions to faculty and staff focused on the development of a teaching criteria framework, with lessons learned from her experiences.

In November 2015, with the Office of the Provost, the CTL co-hosted a forum on how teaching is documented and evaluated, both at the University of Windsor and elsewhere. The day-long event welcomed 117 University of Windsor faculty and administrators from across all disciplines – as well as participants from Alberta, Carleton, Dalhousie, McGill, McMaster, Mount Allyson, Ottawa, Queens, Waterloo, Wayne State, Western, Wilfred Laurier, and York. International expert in teaching evaluation, Nira Hativa, offered the keynote and set the groundwork for identifying fair and effective evaluation practices that contribute to teaching improvement. Faculty also examined Denise Chalmers' recommended framework, noted modifications, and provided feedback to the organizing team. In May 2016, the Centre collaborated with the staff from the Office of the Provost to develop a highly flexible template for faculty to consider as they revise their own teaching criteria.

In 2015-16, the CTL also offered a number of opportunities for faculty to explore topics of interest in teaching evaluation including workshops, consultations, and funding through the Centred on Learning Innovation Fund. The Centre will also host a second forum on teaching evaluation in May 2017 to further explore these issues.

CENTRED ON LEARNING INNOVATION FUND

Since its inception in 2007, the CTL has awarded 80 Centred on Learning Innovation Fund (CLIF) grants to faculty members representing every Faculty on campus. This funding has resulted in evidence-based development of and changes to programs, curricula, and courses; scholarly publications and presentations at national and international conferences; teaching and learning print and online resources for training and distribution; and tools to assess student learning and skill development. To build on the questions and ideas that emerged during the Teaching Evaluation Forum held in November 2015, this year's CLIF call focused on teaching evaluation. While individuals were still eligible for grants up to $2,500, for the first time this year, departments were also invited to submit proposals exploring teaching evaluation at a program, department, or inter-department level for up to $5,000. In 2015-16, the Centre received 12 proposals and funded three departmental and two individual level grants for a total of $19,895 (Table 2).

Table 2: 2015-16 CLIF Projects

Title	Investigator(s)
Developing a UWindsor Guide to Assist Department Heads to Evaluate Teaching (*Departmental Level*)	Dave Andrews (PI), *Department of Kinesiology*; Dora Cavallo-Medved, *Department of Biological Sciences*; and Chitra Rangan, *Department of Physics*
Developing a Supplementary Student Ratings of Instruction Instrument for Evaluating the Student Experience in Online, Blended, and Technology-Enabled Courses (*Individual Level*)	Nick Baker, *Open Learning*; Maureen Gowing, *Odette School of Business*; and Chitra Rangan, *Department of Physics*
Evaluating the Potential of SET Exploration Tools for Reflective Practice (*Departmental Level*)	Phil Graniero, *Department of Earth and Environmental Sciences*; Beverley Hamilton, *Office of the Provost*; and Charles Macdonald, *Department of Chemistry and Biochemistry*
Teaching Assistants: Evaluating Lab Instructors to Support Development and Improvement in Teaching Skills (*Individual Level*)	Julie Smit and Tanya Noel, *Department of Biological Sciences*
Myth Busting the SET: Student Retention and Satisfaction (*Departmental Level*)	Patricia Weir and James Gauld, *Graduate Studies*; Jess Dixon, *Department of Kinesiology*; and Lori Buchanan, *Department of Psychology*

UNDERGRADUATE RESEARCH EXPERIENCE GRANT

The Undergraduate Research Experience Grant (UREG) is an annual granting scheme – developed and administered by the CTL and Office of Research and Innovation Services (ORIS) – to support projects that involve University of Windsor undergraduate students in research and scholarly activities, and to encourage faculty to mentor students as they pursue this research. Since its inception in 2012, the team has awarded 21 grants to faculty across 13 departments. The 2015-16 recipients can be found in Table 3.

Table 3: 2015-16 Undergraduate Research Experience Projects

Title	Investigator(s)
Validation of Novel Cognitive Affective Measures in Acquired Brain Injury	Christopher Abeare, *Department of Psychology*
Connecting Classroom, Practicum, and Research-Based Learning to Promote Pro-Social Bystander Behavior in Response to Partner Violence in LGBTQ Communities	Betty Barrett, *Women's and Gender Studies*
Fostering Strong Collaborative Relationships Between Students: Engaging and Mentoring Peers to Build Skills and Confidence Amongst First-Year Students	Judy Bornais, *Faculty of Nursing*
Exploring the Impact of the Relative Age Effect on Player Injuries in Professional Sports	Jess Dixon, *Department of Kinesiology*
Race, Athletics, Courage in Chatham, ON: A Digital Archive Devoted to the Barrier Breaking Life of Wilfred "Boomer" Harding (1915-1991)	Heidi Jacobs, *Leddy Library*
Examining School-Based Sex Education in Ontario	Dana Levin, *School of Social Work*
Can 3 Minutes Make a Difference?	Carlin Miller, *Department of Psychology*

CONFERENCE PLANNING

Educational Developers Caucus

In 2015-16, the CTL partnered with faculty from St. Clair College in a successful bid to host the annual conference of the Educational Developers Caucus (EDC) – a national body which works to facilitate the advancement and evolution of educational development as a field of practice. Themed, *Educational Developers Without Borders*, the conference explored the changing, expanding, limiting borders of educational development, taking advantage of Windsor's unique location in connection with Detroit, a city famously known as one of the most challenging and intriguing urban laboratories in the world.

One hundred fifty-two delegates – including 22 faculty, staff, and students from the University of Windsor – representing 56 institutions across the world attended the conference. This is the highest number of registrants at an EDC conference since its inception. The conference featured 63 sessions including half- and full-day pre-conference workshops, 30-minute formal presentations, 60-minute interactive presentations, 90-minute workshops, roundtable discussions, and poster presentations. Eleven University of Windsor members – including two students who were awarded EDC bursaries subsidizing their registration fees – facilitated sessions focused on leadership in higher education, online course development, and the professional conduct of educational developers.

Keeping with the organization of all CTL events, staff ensured that students were an essential component of the conference. Student volunteers were able to attend sessions and network with academics from across the globe. Of the 150 student requests to volunteer, 70 were accepted based on experience and conference needs. Conference feedback indicated that the volunteers were exceptionally well regarded, with a rating of 4.96/5.

Overall, conference feedback was very positive receiving a score of 4.72/5. The CTL is now consulting with the University of Guelph who will host the event in 2017; and due to the success of EDC 2016, Centre staff have been invited to participate in an ongoing national organizing team who would ensure consistency in the planning of the conference from year to year.

This was the best EDC I've ever attended…The hosting institutions were wonderful! Real collaboration between the College and University… Loved every minute of it… This has raised the bar on quality…Thanks for all the hard work!
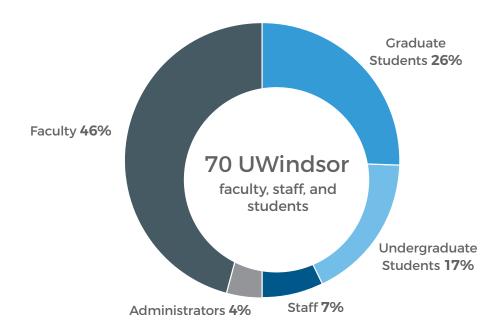
Conference Feedback

University of Windsor-Oakland University Teaching and Learning Conference
Held on the campus of Oakland University in May 2016, the Windsor-Oakland Teaching and Learning Conference hosted 217 participants from 13 colleges and universities across Ontario and Michigan. Themed *Transformative Student Learning*, the annual conference welcomed 70 faculty, staff, and students from the University of Windsor, including a record number of undergraduate students who co-facilitated over-subscribed, well-received sessions to faculty and administrators (Figure 3). In total, University of Windsor members facilitated 33 of the 65 peer-reviewed sessions.

Jenni Hotte, a University of Windsor doctoral student in the School of Social Work and student in the first level of the University Teaching Certificate, was awarded the Dr. Wilbert J. McKeachie International Poster Prize for best poster presentation for her work on the application of permaculture principles to teaching. It was one of 16 posters from which a combination of peer review and an international panel of judges selected the winner. The prize promotes the importance and value of posters for the communication of teaching practice and research, and honours Wilbert McKeachie, professor emeritus of psychology at the University of Michigan and author of a textbook on teaching at the post-secondary level.

Figure 3: Percentage of University of Windsor Conference Attendees by Role

UWill Discover
In 2012, CTL researchers partnered with ORIS and Outstanding Scholars in a successful application to the Strategic Priority Fund. The group was seeking to find new ways to uncover and support new and existing linkages between research and teaching, particularly investigating the notion of research as a pragmatic teaching tool and empowering undergraduate students to partake in research activities. This resulted in the launch of many initiatives, including UWill Discover, a campus wide undergraduate conference showcasing undergraduate student research from across disciplines. Once initiated, the CTL continued to provide support for the event as a

member of the coordinating team, and Simon du Toit, Outstanding Scholars, took point on the event as the conference organizer. This year's conference took place on March 29, 2016, and welcomed undergraduate students representing nearly every Faculty on campus who facilitated 52 sessions and posters. Three-minute video talks and abstracts were uploaded to the conference website, and have been accessed more than 2,000 times by viewers from 39 countries between March 2016 and June 2016.

TRAVEL GRANTS

In 2015-16, 15 faculty members and graduate students from nine departments and Faculties received travel grants to disseminate research at national and international teaching and learning conferences. Peer-reviewed sessions brought to light many innovative and impressive UWindsor teaching and learning projects, contributing to the University's reputation as an institution committed to the development and advancement of teaching research. Session highlights included:

- A formal review of a department's undergraduate curriculum and teaching practices aimed at providing more and better opportunities for students to learn, grow, and succeed both in and out of the classroom.

- An exploration of factors that produce ambiguities when interpreting student ratings of instruction (SRI), and a review of tools and strategies for using inquiry to make SRI reports more meaningful and useful for improving teaching practice.

- A review of the integration of pedagogical theories of student-centred learning, constructive alignment, authentic assessment, and collaborative instruction into a first-year multidisciplinary writing course.

ENGAGING IN RESEARCH ON TEACHING AND LEARNING

Just as the most effective teachers are scholarly and evidence-driven in their practice, the same is true of educational developers. This approach lends a level of validity to the practice, and networks Centre staff with developers around the world, further raising the profile of the University as an institution that values quality teaching and evidence-based support. As a result, it is important that the Centre's educational developers are scholarly and active scholars in teaching and learning research.

In 2015-16, the Centre led a successful multi-institutional SSHRC Insight Development Grant, *Teaching Culture Indicators: Enhancing Quality Teaching*. This project is an extension of a Ministry of Training, Colleges, and Universities' Productivity and Innovation Fund grant received two years ago to examine the perceptions of whether an institution values teaching. The Centre is also a formal collaborator on a multi-institutional SSHRC Partnership Grant, "Words in the World" with Dr. Lori Buchanan worth more than two million dollars, providing consultation, training, and support through program assessment. In addition to newly received funding, staff continues to develop and support projects with funding of more than $250,000 (Appendix D).

In 2015-16, many of the Centre's published articles and guides, were accessed by readers across the world via the University's Digital Commons network, ranking the University of Windsor among the most popular institutions in the Educational Commons in Scholarship of Teaching and Learning. Additional highlights included:
- publishing 12 books and journal articles on ethics and teaching research, learning outcomes assessment, and perceptions of teaching culture, and a contracted research report assessing the first certificate of the University Teaching Certificate;

- with a multi-institutional team of writers, publishing the first series of the Educational Developers Guide focused on portfolio development

- facilitating 41 invited sessions and conference presentations; and

- participating in 18 provincial and national committees, and 37 on-campus committees.

See Appendix D for a complete list of CTL staff publications, presentations, grants, committees, and memberships.
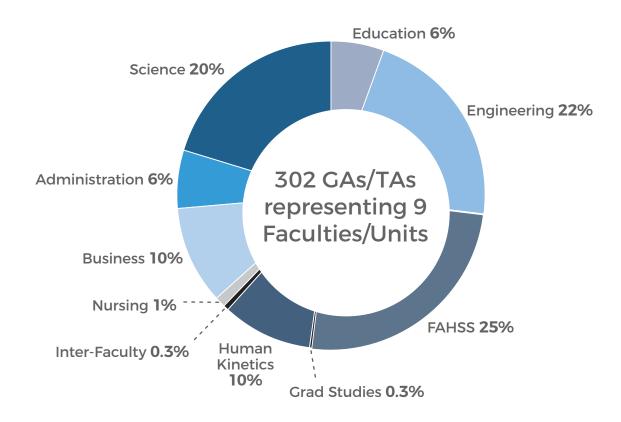
Enriching the Student Experience: Student Support Programs and Services

The CTL offers a wide range of services, programs, and professional development opportunities to undergraduate and graduate students, intentionally engaging them as partners in learning and teaching and learning development. In addition to specifically designed programs, which are outlined below, graduate and teaching assistants are invited to participate in regularly-offered CTL courses, workshops, and events, and where applicable, their registration fees are reduced or waived.

GATACADEMY

In 2015-16, the CTL offered GATAcademy, its annual professional development event for GAs and TAs, to 302 students from 10 distinct Faculties, which marks a 53% increase in attendance from the previous year (Figure 4). Workshop topics ranged from teaching with technology to tips on grading and providing feedback, and were facilitated by graduate students and faculty members. Workshops received an average participant rating of 3.6 out of 4. The event was supported by financial contributions from the Faculties of Arts, Humanities and Social Sciences, Education, Engineering, Graduate Studies, Human Kinetics, Nursing, Science, the Odette School of Business, and the Graduate Student Society.

Figure 4: Percentage of GAs/TAs Registered in GATAcademy by Faculty/Unit

GATA NETWORK

Now in its sixth year, the GATA Network – created by the CTL and the Faculty of Graduate Studies to provide GAs and TAs with resources for personal and professional development – has extended its reach and impact to every Faculty on campus. This year's highlights include the following initiatives and activities:

- facilitating presentations focused on strategies to support graduate and teaching assistants at UWindsor at the University of Windsor-Oakland University Teaching and Learning Conference in Rochester, MI, and the Scholarship of Teaching and Learning (SoTL) Conference in Findlay, OH;

- as volunteers and session hosts, networking with educational developers from across Canada at the annual conference of the Educational Developers Caucus;

- collaborating with the Odette School of Business and the Office of Open Learning to create *A Teaching Assistant's Guide to Online and Hybrid Learning*, a comprehensive resource for new and experienced teaching assistants;

- co-organizing GATAcademy (302 participants), GATA Winter Academy (60 participants), and additional sessions throughout the year to provide engaging and interactive workshops on teaching for GAs and TAs, and working with graduate students to these facilitate sessions;

- hosting an information booth at the Graduate Studies Showcase in Fall 2015; and

- serving as reviewers, judges, and organizers for the Three Minute Thesis Competition and the UWill Discover Undergraduate Research Conference.

In keeping with the CTL's beliefs about the value of highlighting and celebrating quality teaching, the Network reestablished the GA and TA Awards for Educational Practice and for Educational Leadership in 2015-16. The team received five nominations, and by the end of the reporting period, a Selection Committee was preparing to review the dossiers. The winner will be announced in 2016-17.

Social media has allowed the Network to engage with the larger GA/TA community, while also offering resources to support GA/TA development. Existing resources were made available for download through Blackboard; new professional development resources were uploaded to the *Towards Better Teaching* blog; and students were informed about campus opportunities through Facebook and Twitter:

- The GATA Network Blackboard site now serves over 741 members.

- *Towards Better Teaching*, the GATA Network's blog, received 18,570 hits since it was launched in November 2010.

- The GATA Network's Facebook page has 378 fans, a 15% increase from 2014-15.

- The Network's Twitter account (@GATAnetwork) increased its reach by more than 20%. Twitter content has been shared by educational developers, in educational publications, and by teaching and learning institutions around the world.

STUDENTS AS RESEARCH PARTNERS

In 2015-16, Centre staff continued work with students on teaching and learning focused research and grants, providing them with the experience in and facility with the scholarship of teaching and learning – an area not generally covered in disciplines across the institution. Staff also worked in partnership with other units on campus to offer UWill Discover and the Undergraduate Research Experience Grants (page 14-19).

During the reporting year, the CTL supervised graduate students in a formal capacity: staff were committee members or external readers on 10 doctoral and six master's student committees; and mentored graduate students enrolled in the University Teaching Certificate.

The CTL also partnered with students to run Centre events, with students participating in vital roles including volunteers, panelists, and session hosts. Approximately 90 students worked with the CTL as volunteers during the reporting year.

National and International Outreach

The CTL is involved with 12 national and international societies and a number of inter-institutional partnerships, which enable and enrich relationships with colleagues and institutions worldwide, bringing rich, new perspectives and ideas from around the globe. In June 2016, Erika Kustra was elected Chair of the national society for educational developers – the Educational Developers Caucus. As such, she now sits on the national STLHE Board and the 3M National Teaching Fellow Selection Committee, representing the University of Windsor both nationally and internationally in the area of educational development. In addition, Pierre Boulos is President-Elect, International History, Philosophy, and Science Teaching.

Now in its ninth year, the Visiting Fellows in Educational Development has welcomed 40 fellows from Australia, Belgium, Canada, China, Jamaica, New Zealand, Nigeria, South Africa, the United Kingdom, and the United States (Figure 5). Visiting Fellows offer workshops; consult with faculty, administrators, and CTL staff; and collaborate on inter-institutional research and projects of priority for the University of Windsor.

Figure 5: 2015-16 Visiting Fellows in Educational Development

Tian Yingai
Beijing Information Science & Technology University
June 15 - August 15, 2015

Focus:
- Develop her skills in educational development and the planning and delivery of centre programs

Li Zhou
Beijing Information Science & Technology University
June 15 - August 15, 2015

Focus:
- Develop his skills in educational development and the planning and delivery of centre programs

Denise Chalmers
University of Western Australia
August 16 - October 24, 2015

Focus:
- Assessing centres for teaching and learning programs
- Developing a teaching evaluation framework

Claire Lamonica

Illinois State University

October 26 - December 19, 2015

Focus:

- Providing support to early career faculty
- How to organize centre programs and initiatives

James Paterson

Bay of Plenty Polytechnic

June 14 - July 16, 2016

Focus:

- Effective ways of engaging students
- Opportunity for him to work with 3M National Teaching Fellows

The CTL invited Denise Chalmers to visit Windsor as a Visiting Fellow to provide guidance on developing successful teaching evaluation criteria and standards, and on assessing the impact of centres for teaching and learning programs. Effective and efficient assessment of centre programs has been an area of growing interest worldwide. In October 2015, Denise offered a two-day workshop to 14 participants from the University of Windsor, Guelph, Waterloo, Wilfrid Laurier, and Western. During the session, participants developed frameworks to better assess their programs, and exchanged best practices. Other external visitors, including Rosalind Beaumont, Newcastle University, UK, also visited for shorter periods, but not as part of the formal Visiting Fellows Program. In April 2016, York University invited Erika Kustra to act as one of two formal reviewers of their teaching and learning centre.

The CTL launched the International Faculty Development Program (IFDP) in 2013 after representatives from Shanghai University of Engineering Sciences (SUES) – impressed by the Centre's record of achievements and evidence-based approach to long-term faculty development – expressed interest in working with a Canadian university to explore faculty development. Now in its third year, the IFDP has welcomed 29 faculty members from SUES and Beijing Information Science & Technology University (BISTU) making up two cohorts over six weeks. The program covered topics in course and curriculum design, assessing student learning, and teaching methods to engage students.

Technology for Teaching, Learning, and Educational Innovation
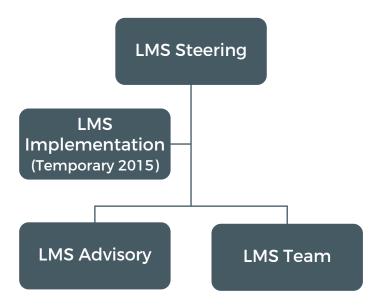
TRANSITION TO BLACKBOARD LEARN

A major undertaking this reporting period was the launch of Blackboard Learn, which replaced CLEW as the University's learning management system (LMS). Blackboard enables instructors to offer engaging, high-quality online and blended teaching and explore new pedagogical approaches. The successful transition was due largely in part to the collaborative efforts of the CTL, IT Services, and the Office of Open Learning – who bring together expertise in pedagogy and hybrid learning, hardware management, programming, and communications – as well as with support from the Faculties and administrative staff.

The implementation occurred in phases to allow more targeted support to Faculties (Appendix E). The team incorporated an extensive two-year communication plan that included incremental e-mails, LMS announcements, and Daily News articles. Additionally, the LMS team visited Senate, Academic Policy Committee, IT Steering, faculty councils, non-academic units, and departmental councils. An essential component of the communication plan was the LMS Advisory Committee, part of the LMS Governance (Figure 6) made up of representatives from each Faculty, each non-academic unit related to the LMS, and students. The LMS Advisory gathered and shared feedback, concerns and needs from their units, and communicated updates and changes to their units, helped organize drop-ins, and co-facilitated sessions to provide disciplinary experience.

A small team (comprised of one full-time staff member, 20% of a CTL faculty member's position, and three part-time students) offered extensive training in a variety of formats (page 27) to meet the needs of a wide audience from different disciplines with different teaching needs, different schedules, learning preferences, and with differing degrees of comfort with technology.

Figure 6: LMS Governance Structure

LMS USAGE
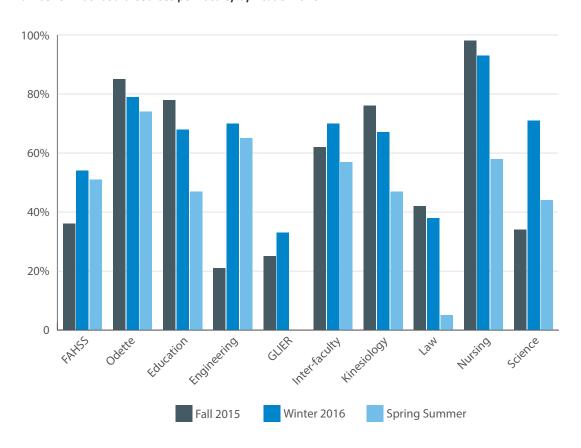
The launch was successful, and by Winter 2016, there were a substantial number of users in Blackboard (Table 4, and Figure 7): nearly 14,000 students were using Blackboard – this makes up 89% of all undergraduate and graduate students. As some students used the system in only one term, the total use of Blackboard over the reporting period is close to 100%. Over 700 instructors were active in the system.   In Summer 2016, CLEW was formally sunset and all active courses were in Blackboard. Full archiving of the CLEW system will occur December 2017, allowing instructors to access and transfer information in a read-only system.

Instructors are using the system tools for more interactive engagement: 78% of students engaged in some form of interactivity in Blackboard (including tests, assignments, blogs, journals, discussions) during the Summer term from May 9 to August 15.

Table 4: Total Number of Unique Students and Instructors Using Blackboard per Academic Term

Academic Term	Number of Students	Number of Instructors
Fall 2015	12689	499
Winter 2016	13894	713
Summer 2016	5711	233
Fall 2016	14772	654

Figure 7: Number of Blackboard Courses per Faculty by Academic Term[6]

Fall 2015   Winter 2016   Spring Summer

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[6] Adoption rates for Spring/Summer 2016 are lower than Fall 2015 and Winter 2016, but that this dip is consistent with the historical data, as CLEW was also used less during Spring and Summer terms (CTL Annual Report 2014-2015).
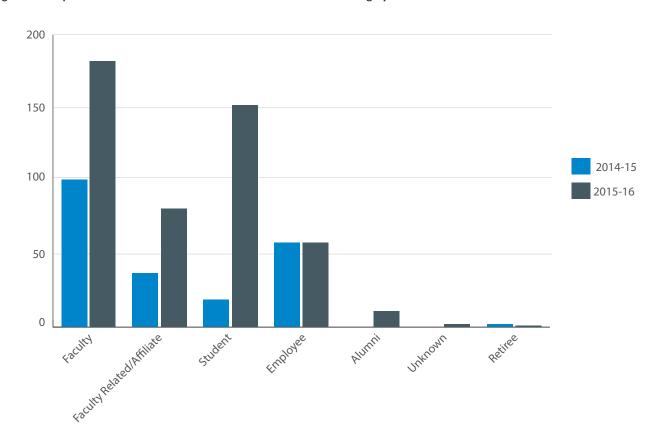
LMS TRAINING AND SUPPORT

The team offered 200 workshops, consultations, and drop-in sessions in 2015-16, working with well over 600 participants in face-to-face training and over 600 registrations in online courses, and offering over 1,000 hours of consultations. Face-to-face and online training included different levels such as bean (entry), decaf (introductory), and espresso (advanced); as well as many variations in the types of offered sessions (Table 5). Figure 8 includes the number of unique individuals enrolled in face-to-face training by role, and Appendix F details the number of registrants in online courses. Workshop feedback was very positive, scoring an overall average of 3.9 out of a possible 4.

Table 5: Types of Face-to-Face online training sessions
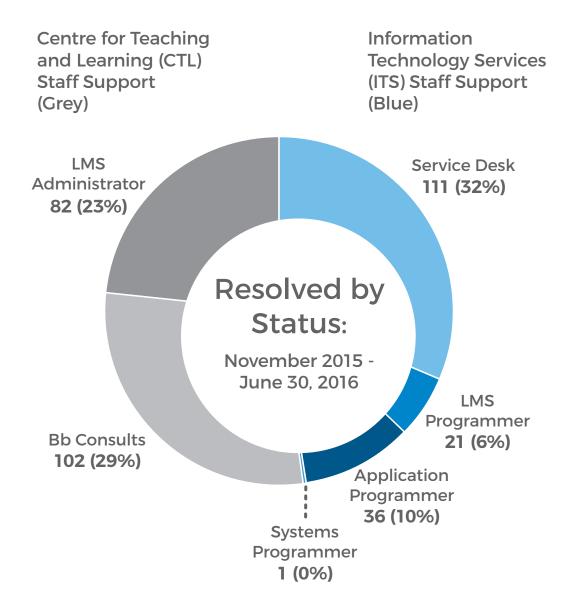
Face -to-Face Training	Online Training
General workshops	Survivor online course (UWindsor-specific)
Faculty-specific workshops	7 online Blackboard licensed modules (from Getting Started to Assessing Learners)
Service desk personnel training	Lynda.com site licence with videos
Migration mornings	Student training (new)
Drop-in sessions held in Faculties	UWindsor-designed Blackboard wiki
One-on-one consultations	UWindsor developed short videos
Phone consultations	Email bbconsults@uwindsor.ca

Figure 8: Unique Individuals Enrolled in Face-to-Face Blackboard Training by Role 2015-16

The team initiated a group email account in the initial stages of the Blackboard implementation process (bbconsults@uwindsor.ca), to which users could request support. In addition to this account, lmsadmin@uwindsor.ca remained the direct support inbox for course settings and troubleshooting specific issues in course and organization sites. The most common questions for Blackboard consultants were those regarding grading, assessments, tests, migration, and training. In November 2015, IT Services initiated a new tracking system, TeamDynamix – an online ticket based support system for teams to collaborate and manage technical troubleshooting and training requests. CTL staff (LMS Administrator and the Training team – bbconsults) resolved approximately 53% of all Blackboard support tickets, which are classified as Tier 2 support. The balance of Tier 2 support (17%) was resolved by programmers in ITS. Tier 1 is provided by Service Desk staff of ITS, who resolved 32% of tickets (Figure 9).

Figure 9: End-User Support in New TeamDynamix System

Centre for Teaching and Learning (CTL) Staff Support (Grey)

Information Technology Services (ITS) Staff Support (Blue)

LMS Administrator
82 (23%)

Service Desk
111 (32%)

Resolved by Status:

November 2015 - June 30, 2016

LMS Programmer
21 (6%)

Bb Consults
102 (29%)

Application Programmer
36 (10%)

Systems Programmer
1 (0%)

COLLABORATE

Virtual classrooms such as Blackboard Collaborate are used to facilitate online collaboration between students, and between students and instructors, as well as external participants. Collaborate is also used for online office hours, online tutorials or real time classes, research collaborations, online meetings, external collaborations and a host of other possibilities. In this reporting period, Blackboard Collaborate was fully integrated into Blackboard Learn so that the virtual classrooms are now accessed through the LMS and are still available for external collaborations.

NEW DIRECTIONS: OUTCOMES AND ANALYTICS

In December 2015, the University of Windsor purchased two new modules to enhance the power the LMS: Outcomes and Analytics. Each of these modules provides opportunities for individual instructors and departments or Faculties to access and report on data housed within Blackboard to assess student success and engagement and facilitate data-driven decision making.

The Analytics module is a complex tool that permits a variety of reports. Individual instructors will more easily be able to identify students at risk in their courses, thus enabling more effective and timely interventions. In addition, they will be better able to track activity within their courses to determine student usage of specific materials, as well as performance against specific outcomes. Installation of the Analytic module involved complex integration with the Student Information Systems, as well as customization of Blackboard to fit with our unique SIS, which took several months, with the module completed and ready to use in Fall 2016.
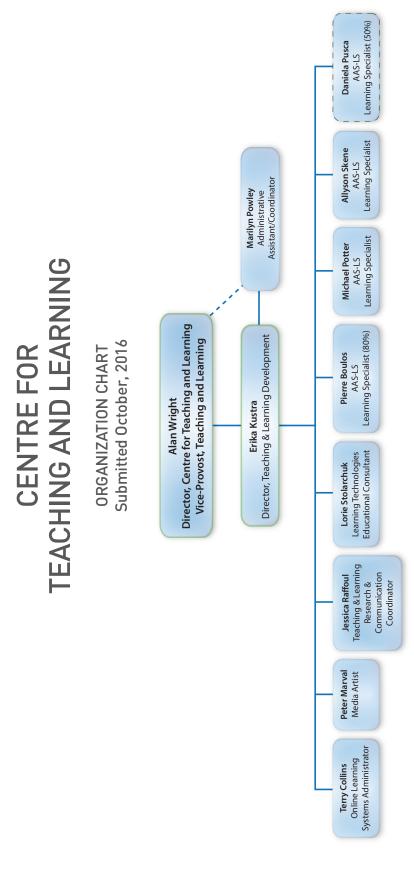
The Outcomes module allows for course materials and assessments to be aligned to course, program, University, and accreditation body learning outcomes, and facilitates the collection, analysis and reporting of data on course and program coverage of learning outcomes, as well as student performance with respect to those outcomes. The Outcomes module was installed in May of 2016, and tested starting Summer 2016.

ISSUES AND RISKS

Overall, Blackboard Learn and Collaborate have been stable with 99.4% up time. Major system failures for the reporting year were a result of peripheral systems or structures failing such as hardware and network failures with supporting infrastructure centrally.

Risk assessment of the LMS indicates that there is little back up if there is illness in the core team. Also, issues of cyber-attacks and policies around the appropriate use and sharing of data become increasingly important. The LMS Team has requested funding for a position to support outcomes/analytics modules and a student support position in an ongoing basis. IT Services is involved in campus-wide planning for cyber-attacks. Finally, the campus is initiating a committee to examine policies around data use and storage as the University moves forward with data analytics following principles that are responsible, ethical, and compliant with FIPPA.

APPENDIX A: 2015-16 CTL ORGANIZATION CHART

CENTRE FOR
TEACHING AND LEARNING

ORGANIZATION CHART
Submitted October, 2016

Alan Wright
Director, Centre for Teaching and Learning
Vice-Provost, Teaching and Learning

Marilyn Powley
Administrative
Assistant/Coordinator

Erika Kustra
Director, Teaching & Learning Development

Daniela Pusca
AAS-LS
Learning Specialist (50%)

Allyson Skene
AAS-LS
Learning Specialist

Michael Potter
AAS-LS
Learning Specialist

Pierre Boulos
AAS-LS
Learning Specialist (80%)

Lorie Stolarchuk
Learning Technologies
Educational Consultant

Jessica Raffoul
Teaching & Learning
Research &
Communication
Coordinator

Peter Marval
Media Artist

Terry Collins
Online Learning
Systems Administrator

University
of Windsor

APPENDIX B: WORKSHOPS, COURSES, AND EXTENDED SESSIONS

Title	Instructor(s)[7]	Hours	Attend.
Lecturing (Half Course)	Michael K. Potter	30	5
Instructional Skills Workshop	Lorna Stolarchuk	20	3
The First Day: Laying the Foundations for Student Learning (Summer Series)	Anna Farias & Jacqueline Stagner	2	19
CTL Luncheon for New Faculty (Summer Series)	--	1	24
Reading the Clues in Your SETs to Improve Your Students' Learning Experience (Summer Series)	Bev Hamilton & Phil Graniero	3	20
Assessment: How Do You Know What They Know? (Summer Series)	Pierre Boulos	3	14
We Learn so Our Students Learn: Developing Your Teaching Using Peer Feedback (Summer Series)	David Andrews & Judy Bornais	3	13
Alignment: Teaching With Integrity (Summer Series)	Michael K. Potter	3	16
Peer Evaluation: Helping Students Help Each Other (Summer Series)	Betsy Keating & Erika Kustra	3	23
Celebrating Teaching Success Stories at UWindsor (Summer Series)	Erika Kustra, Michael K. Potter, & Jessica Raffoul	3	9
Active Learning (GATAcademy)	Kristy Smith & Dwayne Barris	1	34
Assisting With Marking (GATAcademy)	Alexandra Gayowsky & Marissa Reaume	1	52
Introducing Blackboard (GATAcademy)	Allyson Skene, Tomas Dobos, Tim Au-Yeung, & Daniela Pusca	1	26
Presenting Effective Labs (GATAcademy)	Jacqueline Stagner & Phil Graniero	1	48
The First Day (GATAcademy)	Richard Caron	1	51
Active Learning (GATAcademy)	Kristy Smith & Dwayne Barris	1	37
Creating and Offering Effective Feedback (GATAcademy)	Dora Cavallo-Medved	1	56
Effective Explanations (GATAcademy)	Kathryn Lafreniere	1	51
Intercultural Relations: In Class and Across Campus (GATAcademy)	Enrique Chacon	1	19
Introducing Blackboard (GATAcademy)	Allyson Skene, Tomas Dobos, & Tim Au-Yeung	1	34
Publishing, Copyright, and Open Access (GATAcademy)	Dave Johnston	1	34
Creating and Offering Effective Feedback (GATAcademy)	Dora Cavallo-Medved	1	35
Effective Explanations (GATAcademy)	Kathryn Lafreniere	1	38
Intercultural Relations: In Class and Across	Enrique Chacon	1	20

[7] University faculty and graduate student presenters are noted with red font and external presenters are noted with blue font.

Campus (GATAcademy)			
Introducing Blackboard (GATAcademy)	Lorna Stolarchuk, Tomas Dobos, & Tim Au-Yeung	1	35
The First Day (GATAcademy)	Judy Bornais	1	30
Lecturing (Half Course)	Michael K. Potter	18	2
Learning-Centred Teaching in Higher Education (Full Course)	Pierre Boulos & Allyson Skene	36	11
Evidencing Quality: Teaching Criteria and Standards	Denise Chalmers	3	15
Assessing Impact of Educational Development Centre Programs I	Denise Chalmers	6	13
Assessing Impact of Educational Development Centre Programs II	Denise Chalmers	3	6
Teaching Enhancement Workshop on Threshold Concepts (Odette)	Erika Kustra, Michael K. Potter, Lorna Stolarchuk, Julie Timmermans, & Allyson Skene	7	32
Taking Information Literacy Seriously: Empowering Students to Become Critical Learners	Jim Wittebols	2	12
Authentic Assessment (Half Course)	Michael K. Potter	21	4
Cheating: What Instructors Need to Know	Danieli Arbex, Allyson Skene, & Erika Kustra	2	11
Weighed in the Balance: Evaluating Teaching in Higher Education (Day-Long Forum)	Nira Hativa (Keynote Speaker)	7	111
Midterm Feedback on Teaching: Do You Have a Plan for the Coming Term?	Claire Lamonica	1	14
Facilitator's Development Workshop	Michael K. Potter & Pierre Boulos	40	5
Conducting Effective Labs and Tutorials (Winter Academy)	Jacqueline Stagner & Phil Graniero	1	19
Active Learning (Winter Academy)	Dwayne Barris & Kristy Smith	1	20
Introducing Blackboard (Winter Academy)	Lorna Stolarchuk, David Cracknell, & Tomas Dobos	1	21
Course Design for Constructive Alignment (Full Course)	Michael K. Potter	33	5
Online Education (Half Course)	Lorna Stolarchuk & Mark Lubrick	18	7
Feminist Pedagogy in Theory and Practice	Jane Nicholas, Renée Bondy, Chris Greig, Susan Holbrook, & Dusty Johnstone	1	50
Intercultural Relations: In Class and Across Campus	Enrique Chacon	1	17
Teaching Dossier Workshop (School of Creative Arts)	Pierre Boulos	1	9
Leading Effective Discussions (Half Course)	Erika Kustra & Jessica Raffoul	18	8
Creating a Teaching Dossier (GATA Network Series)	Pierre Boulos	2	6

Informing Your Teaching Practice With Effective SET Visualization Techniques	Bev Hamilton & Phil Graniero	3	10
Dealing With Conflict (GATA Network Series)	Neil Pettit	1	7
Refining Assurance of Learning (AoL) Rubrics (Odette)	Allyson Skene & Erika Kustra	5	18
Teaching Dossier Academy	Pierre Boulos, Marcello Guarini, Jessica Raffoul, Allyson Skene, & Veronika Mogyorody	30	16

LMS Training Sessions

Title	Instructor(s)	Hours	Attend.
Getting Started - Decaf Level (Odette)	Lorna Stolarchuk	3	9
Getting Started - Decaf Level (FAHSS)	Lorna Stolarchuk & Allyson Skene	3	10
Getting Started - Espresso Level (Science)	Lorna Stolarchuk	3	12
Getting Started - Espresso	Lorna Stolarchuk	3	8
Getting Started - Espresso Level (Science)	Lorna Stolarchuk	3	3
Getting Started - Decaf Level (Science)	Lorna Stolarchuk	3	7
Do You Need Blackboard for What You'll Do? An Introduction for Helpdesk Consultants	Tim Au-Yeung & Tomas Dobos	3	4
Grade Centre - Decaf Level	Lorna Stolarchuk	3	3
Blackboard - Getting Started (New Faculty Orientation)	Lorna Stolarchuk & Allyson Skene	1	7
The Bean - Bb Decaf Level	Lorna Stolarchuk	3	5
Do You Need Blackboard for What You'll Do? An Introduction for TAs & GAs	Tim Au-Yeung & Tomas Dobos	3	6
Do You Need Blackboard for What You'll Do? An Introduction for TAs & GAS	Tim Au-Yeung & Tomas Dobos	3	6
Getting Started - Decaf Level (FAHSS)	Lorna Stolarchuk	3	7
Getting Started - Decaf Level (FAHSS)	Lorna Stolarchuk & Allyson Skene	3	14
Getting Started - Bb Decaf Level (Law)	Lorna Stolarchuk & Allyson Skene	3	14
Survivor - Bb Decaf Level	Allyson Skene & Lorna Stolarchuk	3	3
Getting Started - Bb Decaf Level (Education)	Lorna Stolarchuk	3	20
Bb Ready, Set, Go (Help Desk)	Lorna Stolarchuk & Allyson Skene	2	7
Survivor - Bb Espresso Level	Lorna Stolarchuk & Allyson Skene	3	6
Survivor - Bb Espresso Level	Lorna Stolarchuk	3	3
Nursing – Blackboard Sessional Orientation	Lorna Stolarchuk & Deborah Dayus	1	6
Bb Ready, Set, Go (Help Desk)	Tomas Dobos & Tim Au-Yeung	2	4
Do You Need Blackboard for What You'll Do? An Introduction for TAs & GAs	Tim Au-Yeung & Tomas Dobos	2	3
Grade Center - Espresso Level (Odette; Education)	Lorna Stolarchuk & Allyson Skene	3	7

Do You Need Blackboard for What You'll Do? An Introduction for TAs & GAs	Tim Au-Yeung & Tomas Dobos	2	3
Grade Center - Espresso Level	Lorna Stolarchuk & Tomas Dobos	3	2
Grade Center - Decaf Level (Law)	Lorna Stolarchuk	3	6
Grade Center - Decaf Level (Odette)	Allyson Skene & Tomas Dobos	3	3
Getting Started - Decaf Level	Allyson Skene & Tomas Dobos	3	3
Survivor - Bb Decaf Level	Lorna Stolarchuk & Tomas Dobos	3	4
Getting Started - Bb Espresso Level (Engineering)	Allyson Skene, Tomas Dobos, & David Cracknell	3	8
Getting Started - Decaf Level	Allyson Skene & Tomas Dobos	3	1
Grade Center - Decaf Level	Allyson Skene & Tomas Dobos	3	2
Grade Center - Espresso Level	Lorna Stolarchuk	1	1
Survivor - Bb Decaf Level (Engineering)	Allyson Skene, Daniela Pusca, & Tomas Dobos	3	10
Getting Started - Decaf Level	Allyson Skene, Tomas Dobos, & David Cracknell	3	1
Getting Started - Bb Decaf - Plus Bonus Feature - Bb Collaborate	Mark Lubrick, Lorna Stolarchuk, & Tomas Dobos	3	5
Grade Center - Decaf Level	Allyson Skene & Tomas Dobos	3	2
Getting Started - Decaf Level	Allyson Skene, Tomas Dobos, & David Cracknell	3	5
Survivor - Bb Decaf Level	Lorna Stolarchuk & Tim Au-Yeung	3	5
Getting Started - Plus Bonus Feature - Bb Collaborate - Bb Espresso Level	Mark Lubrick & Lorna Stolarchuk	3	1
Grade Center - Espresso Level	Allyson Skene & Tomas Dobos	3	1
Getting Started - Plus Bonus Feature - Self and Peer Assessment - Espresso	Lorna Stolarchuk & Werner Keller	3	4
Getting Started - Decaf Level (Nursing)	Lorna Stolarchuk & Deborah Dayus	3	9
The Bean - Bb Decaf level	Lorna Stolarchuk	3	5
Getting Started with Blackboard - Bb Decaf Level (Social Work)	Lorna Stolarchuk & Allyson Skene	2	8
Troubleshooting the Grade Centre (FAHSS)	Lorna Stolarchuk & Allyson Skene	3	4
Troubleshooting the Grade Centre (Science)	Lorna Stolarchuk, Allyson Skene, & David Cracknell	3	7
Getting Started - Decaf Level (Nursing)	Allyson Skene & Deborah Dayus	1	2
Bb Ready, Set, Go (Help Desk)	Lorna Stolarchuk & Tim Au-Yeung	1	5
Getting Started with Blackboard (Decaf) Organization Sites	Lorna Stolarchuk	3	2
Getting Started With Blackboard (Decaf) (Computer Science)	Lorna Stolarchuk	3	5

APPENDIX C: COURSES, PROGRAMS, AND WORKSHOP UNIQUE ATTENDANCE BY FACULTY/UNIT AND ROLE

Faculty/Unit	Unique Attendance
Administration	46
Business	79
Education	64
Engineering	100
External	36
FAHSS	210
Grad Studies	6
Human Kinetics	38
Inter-Faculty	6
Law	20
Libraries	10
Medicine & Dentistry	2
Nursing	38
Science	125
Total	**780**

Role	Unique Attendance
Alumni	10
Students	372
Faculty	229
External	36
Sessional	72
Employee	61
Total	**702**

APPENDIX D: CTL PUBLICATIONS, GRANTS, PRESENTATIONS, COMMITTEES, AND MEMBERSHIPS

Books

Boulos, P. (in progress). *Research ethics and the scholarship of teaching and learning, 110*. Green Guide Series on Teaching and Learning: Society for Teaching and Learning in Higher Education.

Goff, L., **Potter, M.K.**, Pierre, E., Carey, T., Gullage, A., **Kustra, E.**, Lee, R., Lopes, V., Marshal, L., Martin, L., **Raffoul, J.**, Siddiqui, A., & Van Gastel, G. (2015). *Learning outcomes assessment: A practitioner's handbook*. Toronto, ON: Higher Education Quality Council of Ontario.

McDonald, J., Kenny, N., **Kustra, E.**, Dawson, D., Iqbal, I., Borin, P., & Chan, J. (2016). *Educational development guide series: No. 1. The educational develo*per's *portfolio*. Ottawa, ON: Educational Developers Caucus. Retrieved from https://www.stlhe.ca/wp-content/uploads/2016/03/ED-Guide-No1_The-Educational-Developers-Portfolio_Final.pdf

Annual Journals Edited

Wuetherick, B. & **Potter, M.K.** (Special Issue Eds.). (2015). *SoTL Through the Lenses of the Arts and Humanities, Special Issue of the Canadian Journal for the Scholarship of Teaching and Learning*, Society for Teaching and Learning in Higher Education.

Refereed Journal Articles

Kenny, N., Iqbal, I., MacDonald, J., Borin, P., Dawson, D., Chan, J., & **Kustra, E.** (in press). Exploring the potential of educational developer portfolios. *To Improve the Academy: A Journal of Educational Developmen*t.

Kustra, E., Doci, F., Gillard, K., Dishke Hondzel, C.,Goff, L., Gabay, D., Meadows, K., Borin, P., Wolf, P., Ellis, D., Eiliat, H., Grose, J., Dawson, D., & Hughes, S., (2015). Teaching culture perception: Documenting and transforming institutional teaching cultures. *Collected Essays on Learning and Teaching*, *8*, 231-244.

Pusca, D. & Northwood, D.O. (2016). Can lean principles by applied to course design in engineering education? *Global Journal of Engineering Education*, Scopus.

Pusca, D. & Northwood, D.O. (2016). Technology-based activities for transformative teaching and learning, *World Transactions on Engineering and Technology Education, 14*(1), 77-82.

Pusca, D. & Northwood, D.O. (2015). How to engage students in the context of outcome-based teaching and learning. *World Transactions on Engineering and Technology Education*, *13*(3), 268-273.

Pusca, D., Stagner, J., Bowers, R.J. (2015). Outcome-based design approach for engineering design. *International Journal of Design Education*, *9*(3), 27-34.

Thompson, D., Fazio X., **Kustra, E.**, Patrick, L., & Stanley, D. (2016). Scoping review of complexity theory in health services research, *BioMed Central Health Services Research*. Retrieved from http://bmchealthservres.biomedcentral.com/articles/10.1186/s12913-016-1343-4

Research Reports

Potter, M.K., **Kustra, E.**, Ackerson, T., & Prada, L. (2015, November). *The effects of long-term systematic educational development on the beliefs and attitudes of university teachers*. Higher Education Quality Council of Ontario, Toronto, ON.

Wright, A., **Kustra, E.**, Hamilton, B., Baker, N., Dalton, J., Pender, S., **Potter, M.**, Gowing, M., Smit, J., Walsh, L., Lyons, E., & King, E. (2016, May). *Report of the senate working group on learning outcomes*. University of Windsor, Windsor, ON. Retrieved from http://www.uwindsor.ca/secretariat/sites/uwindsor.ca.secretariat/files/sa160610-5.2.2_senate_wg_on_learning_outcomes-report.pdf

Grants

Goff, L., **Potter, M.K.**, Pierre, E., Carey, T., Gullage, A., **Kustra, E.**, Lee, R., Lopes, V., Marshal, L., Martin, L., **Raffoul, J.**, Siddiqui, A., & Van Gastel, G. (2015). *Learning outcomes assessment: A practitioner's handbook*. Higher Education Quality Council of Ontario, $59,703. *Completed 2015-16.*

Du Toit, S., Smith, C., & **Kustra, E.** (2014-16). *UWill Discover! The first annual University of Windsor Undergraduate Research Conference*. Office of Open Learning: Open and Online Learning Strategic Development Grants, University of Windsor, $10,000. *Ongoing*.

Kustra, E., Borin, P., Dawson, D., Ellis, E., Meadows, K., Taylor, L., Wolf, P., Beer, J. Goff, L., & Grose, J. (2016). *Teaching culture indicators: Enhancing quality teaching,* Social Sciences and Humanities Research Council (SSHRC) Insight Development Grant, $74,869.00. *Approved 2015-16.*

Frank, J., Wright, A., & **Kustra, E.** (2010-present). *Establishing GATA network: Foundational professional skills for graduate students*. Strategic Priority Fund, University of Windsor, $17,000 one-time, $36,000 base. *Ongoing*.

Libben, G., Buchanan, L., Jarema, G., Järvikivi, J., Kehayia, E., Kuperman, V., & Segalowitz, S. with **Kustra, E.** as a formal collaborator. (2016-2023). *Words in the world training project*. SSHRC Partnership Grant, $2.5 Million. *Approved 2015-16*.

Potter, M.K., **Kustra, E.**, **Boulos, P.**, **Baker, N.**, & **Wright, W.A.** (2010-15). *Canada's first internationally recognized University Teaching Certificate program*. Higher Education Quality Council of Ontario (HEQCO), $21,500. *Completed 2015-16*.

Salinitri, G., Smith, K., Smith, C., Fujita, N., **Kustra, E.**, Xu, S., Huang, X., Kelly, E., Salinitri, D., Ibrahim, J., Nakhaie, A., & Nardone, L. (2014-16). *International baccalaureate teaching certificate*. Office of

Open Learning: Open and Online Learning Strategic Development Grants, University of Windsor, $50,000. *Ongoing*.

Wright, W.A., Eansor, D.M., Pugliese, T., Georgie, V., Salinitri, G., Walsh, L., Bornais, J., Lafreniere, K., & **Kustra, E.** (2013-2016). *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. *Ongoing*.

Invited Presentations

Boulos, P. (2015, September). *Science education and research ethics*. Invited workshop as part of the PEARL: Promoters of Experiential and Active, Research-Based Learning Series, Faculty of Science, University of Windsor, Windsor, ON.

Boulos, P. (2016, March). *Creating a teaching dossier*. Invited workshop presented to members of the Department of Kinesiology, University of Windsor, Windsor, ON.

Boulos, P. (2016, February). *Teaching dossier workshop*. Invited workshop presented to students in the School of Creative Arts, University of Windsor, Windsor, ON.

Berryman, J., **Wright, A.**, & **Kustra, E.** (2016). *Enhancing teaching and learning and the UCAPT Process*. Invited presentation at the AAU Heads and Deans Luncheon, University of Windsor, Windsor, ON.

Kustra, E. (2015). *Faculty engagement in teaching and learning: Why and how?* Invited session, along with representatives from all Ontario universities, Council of Ontario Universities Academic Colleagues.

Kustra, E. (2015, December). *Music curriculum retreat*. Invited workshop to faculty in the Faculty of Arts, Humanities, and Social Sciences, University of Windsor, Windsor, ON.

Kustra, E., Chu, S., Smith, H., & Sheffield, S. (2016, June). *Fifth national centre leaders meeting: Making choices and establishing balance for the centre*. Invited workshop at the Society for Teaching and Learning in Higher Education, London, ON.

Kustra, E. & Chu, S. (2016, February). *Fourth national centre leaders meeting: Issues and challenges for national centre leaders*. Invited workshop at the annual conference of the Educational Developers Caucus, Windsor, ON.

Kustra, E. & **Potter, M.K.** (2015, October). *Learning outcomes and constructive alignment: The why and the how*. Invited workshop presented to faculty and staff at Algoma University, Sault Ste. Marie, ON.

Kustra, E. & **Skene, A.** (2016, May). *Refining assurance of learning rubrics*. Invited half-day workshop presented to faculty in the Odette School of Business, University of Windsor, Windsor, ON.

Marval, P. (2016, March). *Creating effective visuals using PowerPoint and Prezi*. Invited presentation as part of Human Resources Professional Development Series, University of Windsor, Windsor, ON.

Marval, P. (2015, October). *Creating effective visuals using PowerPoint and Prezi*. Invited presentation as part of Human Resources Professional Development Series, University of Windsor, Windsor, ON.

McDonald, J., & **Kustra, E.** (2015). *The educational developer's portfolio*. Invited session as part of the Council of Ontario Educational Developers Lunch and Learn Webinar.

Pusca, D. (2015, September). *SEGATA as a key performance indicator for quality of teaching and learning.* Invited workshop offered in the Faculty of Engineering, University of Windsor, Windsor, ON.

Raffoul, J. & **Kustra, E.** (2015, April). *Researching and publishing on teaching: How do you start? What is valued?* Invited workshop as part of the PEARL: Promoters of Experiential and Active, Research-Based Learning Series, Faculty of Science, University of Windsor, Windsor, ON.

Skene, A. (2016, February). *Curriculum mapping*. Invited workshop presented to members of the Digital Journalism Program, University of Windsor, Windsor, ON.

Skene, A. (2016, June). *Learning outcomes*. Invited workshop presented to the Faculty of Nursing Collaborative Curriculum Workshop, St. Clair College, Thames Campus, Chatham, ON.

Stolarchuk, L., **Skene, A.**, Au-Yeung, T., Dobos, T. (2015, September). *Introducing Blackboard*. Invited session presented at GATAcademy 2015, University of Windsor, Windsor, ON.

Timmermans, J., **Kustra, E.**, **Potter, M.K.**, **Skene, A.**, & **Stolarchuk, L.** (2015, October). *Teaching enhancement workshop on threshold concepts.* Invited full-day workshop to faculty in the Odette School of Business, University of Windsor, Windsor, ON.

Tucker, B. & **Kustra, E.** (2015). *Establishing your academic career*. Invited session at the New Faculty Orientation, University of Windsor, Windsor, ON.

Tucker, B. & **Kustra, E.** (2015). *Tenure dialogues*. Invited session at the New Faculty Orientation, University of Windsor, Windsor, ON.

Peer Reviewed Conference Presentations

Boulos, P. (2016, May). *Commentary on Evelyn Brister & Elizabeth N. Hane Critical thinking and metacognitive techniques for evaluation of scientific argument .* Session presented at the annual conference of the Ontario Society for the Study of Argumentation, Windsor, ON.

Boulos, P. (2015, July). *Newton and diagrams*. Session at the IHPST Biennial Conference, Rio de Janeiro.

Chittle, L., **Ismail, E.**, & **Boulos, P.** (2016, May). *GATA Network: Strategies used to promote transformative teaching and learning among graduate and teaching assistants.* Poster

presented at the annual University of Windsor-Oakland University Teaching and Learning Conference, Oakland University, Rochester, MI.

Hamilton, B. & **Kustra, E.** (2016). *Using the Australian University Teaching Criteria and Standards Framework (AUTCSF) as the basis for campus development of promotion and tenure teaching criteria.* Presentation at the Teaching and Learning National Institute, Evergreen College, Seattle, WA.

Iqbal, I., Dawson, D., **Kustra, E.**, McDonald, J., & Chan, J. (2015). *The educational developer's portfolio: Preparation, practice, performance, and proof* . Presentation at the annual conference of the Professional and Organizational Development (POD) Network, San Francisco, CA.

Ismail, E., **Chittle, L.**, & **Boulos, P.** (2016, May). *Supporting graduate and teaching assistants through technologically mediated learning environments.* Oral presentation at the Scholarship of Teaching and Learning Conference, Findlay, OH.

Kustra, E. (2016). *Teaching culture indicators survey: Leading educational change through documenting and transforming institutional teaching culture* . Presentation at the Teaching and Learning National Institute, Evergreen College, Seattle, WA.

Lockett, M., McSweeney, J., **Boulos, P.**, McDonald, J., & Benoit, D. (2016, June). *Ethics and educational development in the Canadian post-secondary context* . Session presented at the BC Festival of Learning, Burnaby, BC.

McSweeney, J., **Boulos, P.**, & McDonald, J. (2016, February). *Investigating the professional conduct of educational developers across Canada* . Roundtable presented at the annual conference of the Educational Developers Caucus, Windsor ON.

Potter, M.K. (2016, June). *Realizing the principle of growth through the will to power* . Session presented at the annual meeting of the Bertrand Russell Society, Rochester, NY.

Potter, M.K. (2016, May). *Commentary on Adam Auch* . Session presented at the annual conference of the Ontario Society for the Study of Argumentation, Windsor, ON.

Prier, P., Salinitri, G., & **Boulos, P.** (2016, June). *Exploring psychological type theory and how it can support administrators, academic advisors and their 'at-risk' students as they make important decisions around appropriate retention interventions* . Session presented at the annual conference of the Society for Teaching and Learning in Higher Education, London, ON .

Pusca, D. & Stagner, J. (2016, May). *From traditional teaching and learning to student engagement: A case study* . Session presented at the annual University of Windsor-Oakland University Teaching and Learning Conference, Oakland University, Rochester, MI.

Raffoul, J. & Hamilton, B. (2016, June). *Why good initiatives lose traction* . Session presented at the annual conference of the Society for Teaching and Learning in Higher Education, London, ON.

Raffoul, J. & **Skene, A.** (2016, May). *Reflective writing: Higher education meets Hollywood*. Session presented at the annual University of Windsor-Oakland University Teaching and Learning Conference, Oakland University, Rochester, MI.

Raffoul, J., **Kustra, E**., & **Potter, M.K.** (2016, May). *The stories we tell: Transforming teaching through celebratory narrative*. Session presented at the annual University of Windsor-Oakland University Teaching and Learning Conference, Oakland University, Rochester, MI.

Skene, A. & Johnston, N. (2016, February). *Putting the spotlight on introverts: Increasing leadership capacity in higher education*. Preconference session presented at the annual conference of the Educational Developers Caucus, Windsor ON.

Skene, A. (2016, May). *To catch a thief: Tackling the problem of plagiarism*. Session presented at the annual University of Windsor-Oakland University Teaching and Learning Conference, Oakland University, Rochester, MI.

Skene, A. (2016, June). *Teaching 'em how to fish: Scaffolding student autonomy*. Session presented at the annual conference of the Society for Teaching and Learning in Higher Education, London, ON.

Thompson, D., Fazio, X., **Kustra, E.**, Patrick, L., & Stanley, D. (2016, May). *A scoping review of complexity theory in peer-reviewed health services research*. Poster presented at the Canadian Association for Health Services and Policy Research, Toronto, ON.

On-Campus Committees
- Academic Policy Committee
- Academic Policy Committee Subcommittee, Review of Policy
- Accessible Education, Training & Awareness Committee
- Campus Accessibility Advocacy Committee
- Campus Technology Day Organizing Committee
- CEI Learning Spaces Committee
- Centre for Teaching and Learning Hiring, Permanence, and Promotion Committee
- Centre for Teaching and Learning Tenure, Permanence, and Review Committee
- Centred on Learning Innovation Fund Committee
- Downtown Steering Committee
- Faculty of Education and Academic Development Ad Hoc Transitional Team
- Faculty of Education and Academic Development Dean Search Committee
- LMS Advisory Committee
- LMS Implementation Steering Committee
- LMS Team
- LMS Steering Committee
- New Program Steering Committee
- Program Development Committee
- Program Development Committee Subcommittee, Undergraduate Program Review
- Provost's Committee on Teaching and Learning
- Roger Thibert Teaching Excellence Award Committee

- Senate Working Group on Learning Outcomes
- Teaching Leadership Chair Council
- University Committee on Academic Promotion and Tenure (UCAPT) Equity Assessor
- Undergraduate Curriculum Committee
- Undergraduate Medical Education Patient-Centered Context: Integration and Application Committee
- Undergraduate Research Experience Grant Review Committee
- University of Windsor Research Ethics Board
- University of Windsor-Oakland University Organizing Committee
- University of Windsor Senate
- UWill Discover Undergraduate Research Experience Conference Committee
- WUFA AAS/AAS-LS Committee
- WUFA Council
- WUFA Contract Committee
- WUFA Governance Subcommittee
- WUFA Retirement and Benefits Committee
- WUFA Grievance Officer

External Committees and Representation
- Boulos, P., Chair/Lead, Educational Developers Caucus Action Group: Ethics and Professionalism
- Boulos, P., President-Elect, International History, Philosophy, and Science Teaching
- Boulos, P., Panelist, Tri-Agency Panel on Research Ethics
- Boulos, P., Member, Advisory Board Humanities Research Group
- Boulos, P., Member, eCampus Ontario Faculty Supports Steering Committee
- Boulos, P., Member, Ontario Confederation of University Faculty Associations Board of Directors
- Kustra, E., Chair, Educational Developers Caucus
- Kustra, E., Board Member, Society for Teaching and Learning in Higher Education
- Kustra, E., Member, 3M National Teaching Fellow Selection Committee
- Kustra, E., Conference Co-Chair, Educational Developers Caucus
- Kustra, E., Educational Developers Caucus Action Group: Teaching and Learning Centre Leaders
- Kustra, E., Educational Developers Caucus Action Group: Living Plan Revision
- Kustra, E., Member, Ryerson University Teaching Award Committee
- Kustra, E., Advisory Member, Noble International University, USA
- Kustra, E., NSERC CREATE, Collaborative Research and Training Program
- Kustra, E., 3M Fellows Scholarship of Leadership in Education (SoLE) Grant Program Committee
- Kustra, E., Member, Research and Training Experience Program National Grant Review Committee
- Raffoul, J., Coordinator, Educational Developers Caucus, Educational Developers Guide

Peer Review: Journals and Conference Submissions
- American Society for Engineering Education (ASSE)
- Canadian Journal for the Scholarship of Teaching and Learning (CJSoTL)
- Collected Essays on Learning and Teaching (CELT)
- Educational Developers Caucus (EDC) Annual Conference
- Society for Teaching and Learning in Higher Education (STLHE) Annual Conference
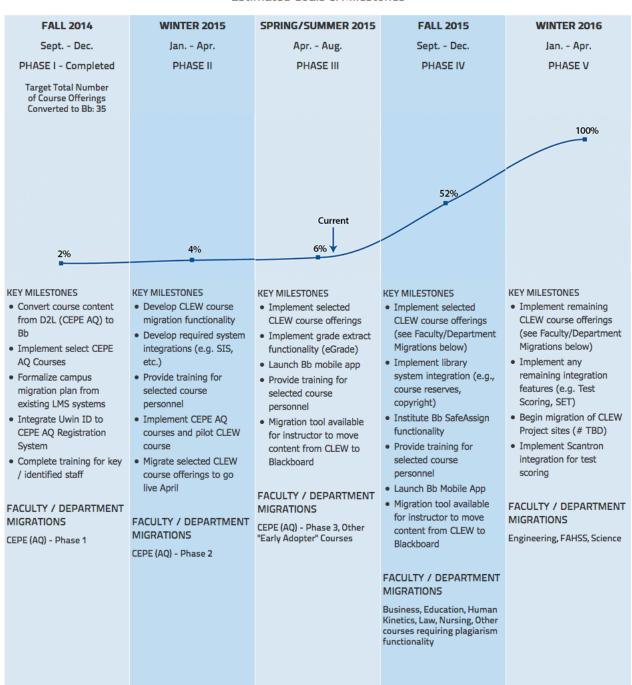
- Teaching and Learning Inquiry: ISSoTL Journal
- Undergraduate Forensics Conference, University of Windsor
- University of Windsor-Oakland University Teaching and Learning Conference
- UWill Discover Conference, University of Windsor

Associations and Memberships
- Council of Ontario Educational Developers (COED)
- Council on Undergraduate Research (CUR)
- Educational Developers Caucus (EDC)
- Higher Education Research and Development Society in Australasia (HERDSA)
- International Society for the Scholarship of Teaching and Learning (ISSOTL)
- International Consortium for Educational Development (ICED)
- ISW Facilitators Network
- Professional Administrators Roundtable, University of Windsor
- Professional and Organizational Development (POD) Network in Higher Education
- 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)
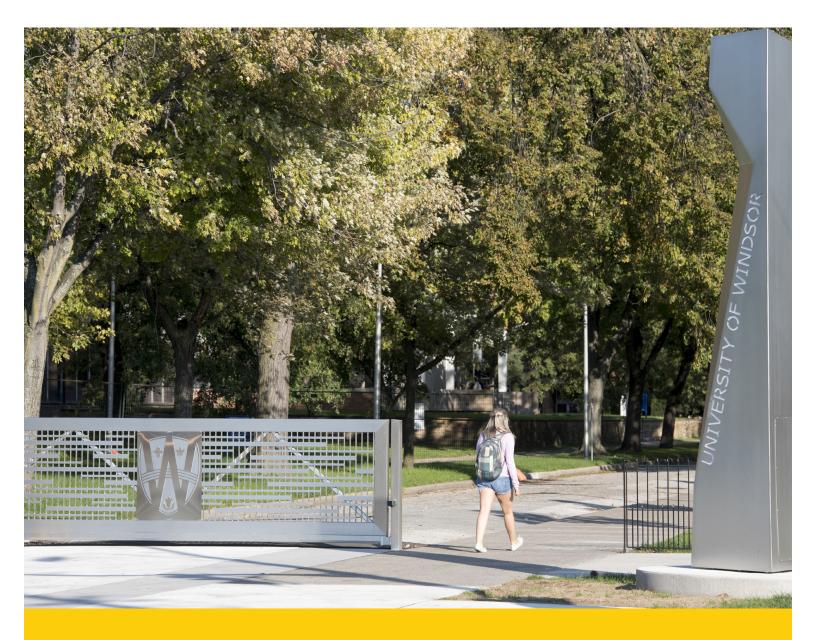
APPENDIX E: LMS COURSE MIGRATION PLAN

University Learning Management System
Course Migration Plan to Blackboard
Estimated Goals & Milestones

FALL 2014	WINTER 2015	SPRING/SUMMER 2015	FALL 2015	WINTER 2016
Sept. – Dec.	Jan. – Apr.	Apr. – Aug.	Sept. – Dec.	Jan. – Apr.
PHASE I – Completed	PHASE II	PHASE III	PHASE IV	PHASE V

Target Total Number of Course Offerings Converted to Bb: 35

100%

52%

Current

2%   4%   6%

KEY MILESTONES

- Convert course content from D2L (CEPE AQ) to Bb
- Implement select CEPE AQ Courses
- Formalize campus migration plan from existing LMS systems
- Integrate Uwin ID to CEPE AQ Registration System
- Complete training for key / identified staff

FACULTY / DEPARTMENT MIGRATIONS

CEPE (AQ) - Phase 1

KEY MILESTONES

- Develop CLEW course migration functionality
- Develop required system integrations (e.g. SIS, etc.)
- Provide training for selected course personnel
- Implement CEPE AQ courses and pilot CLEW course
- Migrate selected CLEW course offerings to go live April

FACULTY / DEPARTMENT MIGRATIONS

CEPE (AQ) - Phase 2

KEY MILESTONES

- Implement selected CLEW course offerings
- Implement grade extract functionality (eGrade)
- Launch Bb mobile app
- Provide training for selected course personnel
- Migration tool available for instructor to move content from CLEW to Blackboard

FACULTY / DEPARTMENT MIGRATIONS

CEPE (AQ) - Phase 3, Other "Early Adopter" Courses

KEY MILESTONES

- Implement selected CLEW course offerings (see Faculty/Department Migrations below)
- Implement library system integration (e.g., course reserves, copyright)
- Institute Bb SafeAssign functionality
- Provide training for selected course personnel
- Launch Bb Mobile App
- Migration tool available for instructor to move content from CLEW to Blackboard

FACULTY / DEPARTMENT MIGRATIONS

Business, Education, Human Kinetics, Law, Nursing, Other courses requiring plagiarism functionality

KEY MILESTONES

- Implement remaining CLEW course offerings (see Faculty/Department Migrations below)
- Implement any remaining integration features (e.g. Test Scoring, SET)
- Begin migration of CLEW Project sites (# TBD)
- Implement Scantron integration for test scoring

FACULTY / DEPARTMENT MIGRATIONS

Engineering, FAHSS, Science

APPENDIX F: ONLINE COURSE REGISTRATIONS FOR 2015-16 REPORTING PERIOD BY ROLE

Online Course Registration 2015-2016	Faculty	Faculty Related	Employees	Students	Alumni	Other	Totals
1a. Getting Started with Blackboard (Pre-requisite)	64	48	20	21	4	2	159
1b. Survivor (Pre-requisite)	35	33	26	15	3	0	112
2. Building Courses (Basics)	31	27	9	8	3	1	79
3. Assessing Learners (Basics)	35	20	10	7	3	2	77
4. Enhancing Communications (Basics)	19	16	4	7	2	1	49
5. Monitoring Student Performance (Advanced)	27	18	7	12	1	1	66
6. Building Online Communities (Advanced)	19	8	3	2	2	1	35
7. Designing Engaging Content (Advanced)	16	7	4	3	2	1	33
Total Registrations	**246**	**177**	**83**	**75**	**20**	**9**	610

Note: these figures represent registration only, and cannot confirm participation within the courses as they are designated as self-paced, non-facilitated courses.

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