

Office of Open Learning Annual Reporting to the Academic Policy Committee 2016-17

1. Executive Summary

A. Introduction

Mission (revised in 2017):

The Office of Open Learning (OOL) provides leadership in the design, development and delivery of high-quality online, open, and hybrid learning opportunities for all learners. OOL fosters a teaching and learning environment that provides the tools and policies necessary to empower educators and learners to achieve their aspirations for innovation, excellence, impact, and openness. Underpinned by scholarly practice, we advocate for, explore, and implement the emerging technologies our institution needs to be on the leading edge of educational innovation.

Mandate (revised in 2017):

The mandate of the Office of Open Learning is to:

- Provide support and professional development for instructors of online, open, and hybrid learning and teaching through formal and informal development opportunities
- Use an iterative instructional design process underpinned by scholarship, accepted quality standards, and a commitment to accessibility and openness in all learning designs
- Work collaboratively with faculty and students to design, develop, deliver, evaluate and iterate high-quality, engaging, media-rich learning environments that respect the diverse disciplinary cultures and contexts of the University's faculty and students
- Provide rapid eLearning multimedia production services, including emerging techniques such as 360-degree video, immersive learning environments, simulations, augmented and virtual reality, and custom learning objects
- Provide a comfortable, safe and supportive environment in which faculty can explore innovations in technology, pedagogy and curriculum
- Provide faculty and student support for adoption and implementation of emerging educational technologies
- Obtain funding for research and development of online and open learning environments
- Provide project management of online teaching and learning grants and projects
- Assist faculties and departments to design, develop, and increase enrolment in innovative, high-quality online, hybrid, and open courses and programs
- Support faculty in scholarly teaching practice, educational research, and embedding high impact practices in online, hybrid and open courses
- Champion the adoption, adaptation, and development of Open Educational Resources (OERs), including open access texts, simulations, and other learning tools
- Continuously evaluate the needs of online and hybrid learners and educators for highly reliable, usable, and accessible educational technologies, and collaborate with appropriate campus partners to meet those needs
- Expand the boundaries of teaching and learning practice, including emerging educational technologies, pedagogies, and credentialing practices, and provide evidence-based consultation and advice to faculty on their adoption
- Enhance the University of Windsor and OOL's profiles as provincial, national, and global leaders in the design and delivery of online education, the Scholarship of Online and Open Teaching and Learning (SoOOTL), and open educational practices

B. Goals and Objectives of Reporting Year

1. ***Provide an exceptional undergraduate experience:***

- a) Collaborate with faculty and departments to develop successful proposals for online program and open courseware funding, as well as research and innovation grants.
- b) Partner with faculty members and Leddy Library to produce open access textbooks and other Open Educational Resources (OERs)
- c) Begin process of designing and developing a new physical space for OOL
- d) Partner across campus to explore options for growing innovative and responsive programming, including sub-degree, ladder credentials
- e) Develop more rigorous project management and course development workflow to improve quality enhancement processes in OOL projects
- f) Continue to assess the impact of OOL's activities and refine priorities and approaches through an external review and stakeholder engagement
- g) Continue to experiment with cutting edge learning technologies to address needs of the UWindsor community and work collaboratively to evaluate and implement these as needed (e.g. Collaborate Ultra)
- h) Begin to transition OOL budget to a more strategic and sustainable model to better serve the current needs of the campus
- i) Expand reach of ePortfolios to additional programs and faculties

- j) Proactively evaluate emerging technologies that may facilitate or contribute to engaging learning environments
- 2. ***Pursue strengths in research and graduate education:***
 - a) Plan first annual Online and Technology Enhanced Teaching and Learning Symposium
 - b) Support faculty exploring their own Scholarship of Online Teaching and Learning (SoOTL), including co-development of grant applications, publications, research protocols, and conference presentations
 - c) Support undergraduate and graduate student involvement in disciplinary, as well as pedagogical research and development, and engage students as partners in grant-funded projects
 - d) Engage in scholarship of teaching and learning and educational research in higher education, particularly in online, hybrid, and technology-enhanced teaching and learning
- 3. ***Recruit and retain the best faculty and staff:***
 - a) Launch the *Alan Wright Award for Exemplary Online and Technology-Enhanced Teaching*
 - b) Provide support for individual faculty, departments, and faculties in obtaining funding and technology support for curriculum innovation in online, hybrid, technology-enhanced, and open programming
 - c) Provide expanded programming to support the development of teaching capacity and positive teaching culture in online, hybrid, and technology-enhanced education, including support for new (SPF50) and existing faculty at various career stages
 - d) Support faculties and departments in strategic situated educational development activities, curriculum innovation and renewal, and accreditation requirements
 - e) Continue to develop Certificate in Online and Open Learning for launch in Winter 2018
- 4. ***Engage and build the Windsor and Essex County community through partnerships:***
 - a) Provide strong advocacy for enhancing flexibility of programming across campus, including development of new programming and enhancement of existing programs, to improve accessibility of education for non-traditional and mature students in the Windsor-Essex region and beyond
 - b) Partner with St. Clair College to provide educational development support for their online educators, as well as development of pathways between the institutions
 - c) Partner with faculty to develop OERs that are accessible and freely available to the community
- 5. ***Promote international engagement:***
 - a) Implement a visiting fellowship program for the OOL in partnership with the CTL
 - b) Promote UWindsor online learning opportunities through eCampus Ontario
 - c) Provide technological and pedagogical support for faculty and students to engage in international collaborative and experiential learning opportunities

C. Successes

- Successfully partnered with faculty from across campus and external partners to secure **\$2,572,733** in funding for 6 eCampusOntario-funded projects developing online programs and an open text book. At least 38 online courses and 4 new online programs will be developed over 2017/18 in these projects
- Partnered with faculty to secure **\$145,283** in funding for 4 research and innovation projects
- Partnered with Faculty of Science to successfully secure two eCampus Technology Sandbox pilot projects with Riipen (experiential learning facilitators) and Labster (high fidelity virtual labs)
- Top 3 in the province for number of successful eCampus grant applications and funding received
- Over 20% of faculty members have applied for funding to support online learning since 2014, with over 10% (50% success rate overall) successfully receiving funding
- Open textbooks: Working with faculty in Business and Engineering on developing two new open textbooks, and two open textbook adoptions in Science
- Partnered with departments to continue expanding 'on-demand hybrid' delivery mode to enhance flexibility and choice for students
- Continued partnership with CTL and ITS to implement Blackboard Outcomes and Analytics package, including an eCampusOntario funded research project exploring faculty and student needs for learning analytics data
- Supported Faculty of Education with accreditation process (meeting review panel, providing data)
- Expanded ePortfolio use from a pilot in one department to 6 departments and faculties, including all new Education and Nursing students and over 2000 ePortfolios
- In collaboration with Research Ethics Board, developed a standard REB protocol for online teaching and learning research/SoOOTL projects
- Launched Alan Wright Award for Exemplary Online and Technology-enhanced Teaching – inaugural recipient to be celebrated at annual Celebration of Teaching Excellence
- OOL team received the *2016 Service Excellence Award – Team* at the annual Employee Recognition Awards

- Provided 1142 consultations for a total of 1570 consultation hours
- Offered 23 formal workshops
- Conference and other presentations and publications
- Created over 400 video and other custom learning objects
- 186 online courses listed in eCampus Ontario portal (including 77 AQ and 6 IB Certificate courses through CEPE)
- Worked directly with 41 students as partners on Open Learning projects
- **13,782 enrollments** in online and hybrid courses in 2016/17 (**6,689** unique students taking at least one online course)

D. Challenges

1. Moving office spaces and lack of access to a suitable design lab space for efficient and effective rapid eLearning development for online, hybrid, technology-enhanced, and open access courses places us behind most universities in Ontario; Windsor was the first university in the country to build a lightboard but has been unable to secure a location to permanently set it up and make it easy for faculty to use
2. Ongoing lack of space restricting hiring of additional staff
3. Staffing: Lack of capacity in key skill areas (graphic/media design, web-development, 3D media) and reliance on short-term contract hires and student labour to develop complex, high-profile projects
4. No formal out of hours technical support for faculty teaching online or hybrid classes
5. Lack of dedicated academic and technical support for online students, including out of hours
6. Lack of full programs in online mode makes marketing difficult
7. Inconsistent quality and difficulty in finding publically available online information about courses and programs
8. Ongoing low capacity of wireless internet access in parts of the campus (especially for hybrid or technology-enhanced courses), especially in large classes
9. Addressing areas of overlap in mandate and functions with other campus units, including the Centre for Teaching and Learning, as noted in the external review and stakeholder engagements

2. **Report**

A. Area's Goals and Objectives and the University's Strategic Plan

1. *Provide an exceptional undergraduate experience:*

- a) Collaborate with faculty and departments to develop successful proposals for online program and open courseware funding, as well as research and innovation grants.
 - Successfully partnered with faculty from across campus and external partners to secure **\$2,572,733** in funding for 6 eCampus Ontario projects developing online programs and an open text book. At least 38 courses and 4 new online programs will be developed over 2017/18 under these projects
 - Successfully managed the whole process from initial call, to proposal development, submission, completion, accounting, and reporting for all UWindsor submissions to eCampus funding opportunities
- b) Partner with faculty members and Leddy Library to produce open textbooks and other Open Educational Resources (OERs)
 - New open access textbook in Pension Finance (Business) under development (eCampus funded), plus an additional two open textbook adoptions/adaptations (both in Science)
 - Over **400** video and custom learning module assets created for online and other courses
 - Three major Creative Commons licenced Open Educational Resources (OERs) released
- c) Begin process of designing and developing a new physical space for OOL
 - The process has started and stalled several times. The initial space agreed to in Leddy Library was withdrawn. Multiple proposed moves are hugely disruptive to our work.
 - The currently proposed space in the basement of Lambton tower is less functional than the original space of the Office in Erie Hall. It does not solve the space issues identified for the unit, as there is still no access to the type of creative eLearning development space required to improve quality of resource production, and does not provide enough space to grow
- d) Partner across campus to explore options for growing innovative and responsive programming, including sub-degree, laddered credentials
 - 13,782 enrollments in online and hybrid courses in 2016/17 (6,601 unique students taking at least one online course)

- New online programs in development include Grad. Dip. in Industrial and Organisational Psychology, Certificate in Materials Chemistry and Nanoscience, online course-based Masters of Science in Physics (shared with Trent and York universities), and a redevelopment of the computer science credit transfer/degree completion pathway with St. Clair College.
 - Consulting with Faculty of Education on online M.Ed. and other online programming, including International Baccalaureate certification program – the only one of its kind in North America
- e) Develop more rigorous project management and course development workflow to improve quality enhancement processes in OOL projects
- Ongoing development of responsive project management approaches; developing a modified form of AGILE project approach (often used in software development)
 - Externally funded project budgets include provision for project management support
- f) Continue to assess the impact of OOL's activities and refine priorities and approaches through an external review and stakeholder engagement
- Stakeholder engagement – 80 targeted respondents provided feedback through a survey
 - One consistent theme in stakeholder responses was a perceived need to expand the human resources of the OOL to support faculty, specifically with technological pedagogies, instructional design, and media development, and for more appropriate physical space for OOL's work
 - Stakeholders identified need for better advertising of OOL programming and services (new website under development)
 - External review completed in partnership with CTL in Feb. 2017 and planning to implement recommendations has begun; review recommendations include clarifying unique roles of OOL and CTL, developing an umbrella structure including both OOL and CTL as distinct but complementary and collaborative units, and creating an awareness campaign. The review also recommended providing appropriate space for OOL, with the long-term goal of co-location of services that support teaching and learning re-examining priorities and scope of the units in relation to their core mandates, and.
- g) Continue to experiment with cutting edge learning technologies to address needs of the UWindsor community and work collaboratively to evaluate and implement these as needed (e.g. Collaborate Ultra)
- Collaborate Ultra is now live in production in Blackboard Learn (available to all faculty to use), improving stability, usability, and accessibility of our web-conferencing system
 - Submitted three eCampus Ontario Sandbox applications for Riipen, Labster, and digital badges
 - Continue implementation of new version of Echo360 student engagement platform
 - Exploring ways to use 360 degree video and static imagery in teaching
 - Collaborate with CTL and ITS on implementing Blackboard Learning Analytics
 - Exploring digital badges for development and recognition of microcredentials
- h) Begin to transition OOL budget to a more strategic and sustainable model to better serve the current needs of the campus
- Budget transitioning to support staffing and technology licencing to support the development of quality online programming, rather than the delivery of existing online courses as has historically been the case
 - Move to supporting strategic development of online programming, rather than status quo; support for course delivery phased out by 2018
- i) Expand reach of ePortfolios to additional programs and faculties
- ePortfolio use expanded from small pilot with WordPress and Drupal in SoCA and VABE, to over 2393 ePortfolio users with 2010 sites in WordPress across SoCA, Business, Law, Education, Nursing, Science, and Outstanding Scholars (294 new ePortfolios and 338 new users created in the reporting period)
 - All new incoming students in Education and Nursing will now develop ePortfolios across their program beginning fall 2017
- j) Proactively evaluate emerging technologies that may facilitate or contribute to engaging learning environments
- Lightboard use growing (hundreds of videos created) in rapid development of eLearning assets (requires dedicated space to be more user-friendly and improve adoption); two research projects underway on effectiveness of lightboard videos in supporting student learning
 - Piloting Scalar for production of media-rich, non-linear digital textbooks
 - Piloted PollEverywhere audience response system in COU community consultations
 - Exploring virtual reality tools for use in online and other courses
- k) Foster excellence in online, hybrid, and technology-enhanced teaching and learning practices across the campus through multiple accessible and flexible pathways to teaching and learning development

- Delivered five multi-day intensive introductory online course design workshops (the Online Course Design Institute). Participants receive a certificate of completion at the end and we are exploring options for awarding digital badges.
 - Delivered situated/tailored academic development sessions in 6 faculties
 - Provided 1142 (44% increase over 2015-16) individual and group consultations with instructors, students, and staff across all faculties and several non-academic units, as well as external collaborators, totaling over 1570 hours (67% increase over 2015-16) of consultations.
 - 23 formal workshops offered to the campus community (137 participants recorded in OOL registration system, plus other workshops where registration was not handled through our system), plus an additional approximately 20 custom workshops within departments and faculties (formal attendance not recorded – estimated 200 participants)
 - Collaborated with the Provost's Office and CTL on workshop series for Department Chair, Deans and Heads
 - Provided hundreds of formal workshops, situated, in-class, and one-on consultations, training and support opportunities for faculty and students adopting WordPress ePortfolios
 - Expanding faculty development opportunities to include a Certificate in Online and Open Learning (COOL) launching in Winter 2018, built on open educational resources
 - Supported and trained approximately 30 faculty in using common tools to develop their own videos for courses, including Echo360 Personal Capture, Camtasia Studio, Adobe Captivate, and Articulate Storyline, plus a number of free tools
 - Updated two OER short tutorial modules for instructors to incorporate in their Bb course sites to provide introduction to two common tools – BVirtual live online proctoring service, and Blackboard Collaborate, plus a SCORM tool to generate certificates from Blackboard based on adaptive release rules
 - OOL staff sit on 27 internal committees and working parties and 8 external national and international committees.
- i) Collaborate with ITS and CTL to provide system support for Blackboard Learn
- Unique partnership in providing support for Blackboard Learn users, and ongoing development of the system
 - TeamDynamix used to distribute support request load to the three units, dealing with technical, pedagogical, enhancement requests, training, and custom site development

2. *Pursue strengths in research and graduate education:*

- a) Plan first annual Online and Technology Enhanced Teaching and Learning Symposium
- Symposium was planned but had to be postponed due to OOL office moves
 - Event will be rescheduled once stability in OOL's location is reached
- b) Support faculty exploring their own Scholarship of Online and Open Teaching and Learning (SoOOTL), including co-development of grant applications, publications, research protocols, and conference presentations
- Facilitated development, submission and management processes for all UWindsor-led and collaborative eCampus Ontario projects
 - eCampus Ontario changed funding opportunities from courses to include support for programs and open content development, as well as research and innovation grants.
 - UWindsor developed and co-developed 7 program level applications (one with Western University, one with St Clair College), and received funding for 5 of the applications; 5 applications for open content development were submitted (one with University of Toronto) with 2 receiving funding; 3 technology sandbox applications were submitted, with two successful
 - Faculty involved in several of the projects presented or co-presented their projects at local and international conferences, and working on publications.
 - In collaboration with Research Ethics Board, developed a standard REB protocol for online teaching and learning research/SoOOTL projects
- c) Support undergraduate and graduate student involvement in disciplinary, as well as pedagogical research and development, and engage students as partners in grant-funded projects
- Encourage and facilitate a Students As Partners approach to all course development projects
 - Partnered with 41 students in various paid and volunteer capacities on OOL projects

- Supported wide range of opportunities for students to showcase their research, including the 3-Minute Thesis Competition (provided coaching for participants and judging the heats), Trends in Forensic Science undergraduate research conference (sponsorship, judging posters, social media support), ongoing support for open access undergraduate forensic science journal in collaboration with Leddy Library and Forensic Science program, and the UWillDiscover Undergraduate Research Conference (organizing committee, social media support)
 - Graduate student intern co-presented at major international conference on research with OOL
- d) Engage in scholarship of teaching and learning and educational research in higher education, particularly in online, hybrid, and technology-enhanced teaching and learning
- OOL staff delivered 22 research and scholarship presentations at local, national, and international conferences, including invited presentations, and co-presentations with faculty
 - Co-developed and submitted 13 proposals for eCampus Ontario research and innovation grants; 5 successful
 - OOL blog used as an open scholarship tool to disseminate information about our projects
 - Support campus initiatives such as the GATA Network and CTL's Summer Series on Teaching and Learning (co-presenting workshops), and Teaching Leadership Chairs (OOL funds a Teaching Leadership Chair in Online and Open Learning)

3. ***Recruit and retain the best faculty and staff.***

- a) Launch the *Alan Wright Award for Exemplary Online and Technology-Enhanced Teaching*
- Inaugural award to be celebrated and announced at the annual Celebration of Teaching Excellence in November
 - Award focuses on exemplary teaching practice that should be shared to a broader audience
- b) Provide support for individual faculty members, departments, and faculties in obtaining funding and technology support for curriculum innovation in online, hybrid, technology-enhanced, and open programming
- OOL spearheaded 6 successful 2-year grant applications to eCampus Ontario for online course and program development and open educational resources totaling \$2,752,733 (including a collaborative grant with Western University worth \$802,120 in total). These grants will lead to 4 new fully online programs and one open textbook. OOL also worked with faculty to secure an additional \$145,283 in Research and Innovation funding from eCampus Ontario for 5 projects,
 - Two Technology Sandbox projects to pilot Riipen and Labster Virtual laboratories in Faculty of Science received (project completion Fall 2018).
 - Consultation with departments and faculties on development of Curriculum Development Fund applications
 - OOL co-funds Blackboard Learn/Collaborate/Analytics licence (with ITS), and fully funds the university's contribution to Echo360 (hosting, streaming, admin; students pay for access to the end-user tool), WordPress (hosting), and video captioning for accessibility
 - OOL manages BVirtual live exam proctoring on behalf of the institution
 -
- c) Provide expanded programming to support the development of teaching capacity and positive teaching culture in online, hybrid, and technology-enhanced education, including support for new (SPF50) and existing faculty at various career stages
- Delivered 23 workshops and an additional 20 situated development opportunities within departments and faculties
 - Non-credit *Certificate in Online and Open Learning* launching Winter 2018. Program is highly flexible and responsive to the needs of individual faculty members, recognizing a wide range of professional learning experiences, while also providing foundational skills and knowledge to online instructors
 - Increased number of Online Course Design Institutes from 2 to 4 plus additional customized versions for specific groups and projects
 - Facilitated a *Community of Practice* for instructors interested in or teaching online, or in hybrid or technology-enhanced courses and programs
 - Participated in the New Faculty Orientation program.
- d) Support faculties and departments in strategic situated educational development activities, curriculum innovation and renewal, and accreditation requirements

- Worked with Social Work to design and develop two capstone courses in BSW and MSW now being delivered online; delivered off-site and online training to Social Work instructors about to teach online courses
- Delivered training, instructional design, and technical support to Faculty of Education online course developers
- Consulted with faculties on Curriculum Development Fund applications
- Assisted Education with accreditation process (met with accreditors)
- Approximately 20 invited workshops for faculty and students delivered within faculties and departments on request
- Collaborated with Leddy Library on developing, hosting, and finding open content for courses

4. ***Engage and build the Windsor and Essex County community through partnerships:***

- Provide strong advocacy for enhancing flexibility of programming across campus, including development of new programming and enhancement of existing programs, to improve accessibility of education for non-traditional and mature students in the Windsor-Essex region and beyond
 - Working with departments to develop flexible and fully online programming both with and without eCampus Ontario funding
 - Development of online Certificates, Diplomas, Graduate Certificates, and microcredentials
 - Working with Faculty of Science to develop technology suite to support Extension Science program that will provide deep links between science students and local industries through partnerships and internships
- Partner with St Clair College to provide educational development support for their online educators, as well as development of pathways between the institutions
 - Delivered 2 intensive 2-day course design workshops to St. Clair staff on site and 3 additional intensive workshops on campus at UWindsor for St Clair staff involved in project developing online Computer Science pathway program
- Work in partnership with faculty to develop open access educational resources that are accessible and freely available to the community
 - Developing new open textbook in finance, supporting adoption of 2 open textbooks, one open journal, and multiple OERs (including hundreds of instructional videos made available on YouTube)
 - Developed three funded OERs (*Rearranging and Solving Equations*, *Virtual Tool Kit for Transfer Student Success*, and *Writing Skills for Human Service Professionals*). All are openly available for use under a Creative Commons licence; some are already being repurposed for other OER projects
- Support COU community consultations
 - Supported the COU community consultations with technology and pedagogical expertise

5. ***Promote international engagement:***

- Implement a visiting fellowship program for the OOL in partnership with the CTL
 - Co-sharing cost of visiting fellow program with CTL
 - International visiting fellow with strong online learning and educational technology focus scheduled for Fall 2017
- Promote UWindsor online learning opportunities through eCampus Ontario resources
 - Director is a member of the working party designing and developing the eCampus Ontario portal, as well as a member of the eCampus Ontario Board of Directors
 - Continuing to develop functionality of the portal, including Windsor's presence
 - 2012 people visited the University of Windsor profile in the eCampus Ontario portal during the reporting period, with 1451 viewing courses (History of Crime most viewed; 6 of top 10 courses viewed have worked with OOL)
 - Windsor was the first institution to deliver an online course using an open textbook
- Provide technological and pedagogical support for faculty and students to engage in international collaborative and experiential learning opportunities
 - Supported several instructors who were travelling nationally or internationally to deliver their courses while travelling
 - Supported courses where students who were travelling nationally or internationally, or on an experiential learning placement needed accommodations for assessment

- Blackboard Collaborate Ultra implemented in production supporting live online classes
- d) Promote a positive image of UWindsor through social media and Web 2.0 tools
- Promote UWindsor innovations and courses through Twitter and other social media – Average monthly number of impressions = 7,576, with a peak of 24,300 impressions in March 2017; 651 followers on Twitter and 168 followers on Facebook
 - Planning to launch a podcast in 2018 focusing on research-teaching nexus with a focus on online and technology enabled learning
- e) Foster international engagement
- OOL staff maintain memberships in 18 national and international societies
 - Approved for institutional membership in the peak international group for online and distance education – the *International Consortium of Distance Educators (ICDE)*
 - OOL's staff review for 14 international journals and conferences
 - Collaborated with colleagues across Canada and internationally on projects that enhance Windsor's reputation and relationships with other institutions
 - Participated in and supported Windsor-Oakland Conference on Teaching and Learning
 - Facilitated preliminary discussions on joining the Open Educational Resources Universitas (OERu) consortium

B. Future Actions/Initiatives

1. Continue to partner with faculty members, departments, faculties, and central units to develop successful funding proposals for development and research in online and open teaching and learning
2. Successfully complete the current 2-year round of eCampus projects
3. Continue to partner with faculties, departments, and individual faculty members to expand online and hybrid course and program offerings, and enrolments to meet SEM Plan and SMA2 targets
4. Champion the adoption, adaptation, and development of Open Educational Resources (OERs), including open textbooks, and updating existing UWindsor OERs to platforms outside the LMS
5. Secure commitment to an appropriate permanent space for OOL that is fit for purpose and serves the campus community's needs for rapid eLearning development, including a rapid eLearning lab/ design makerspace
6. Develop a regional Symposium on Online and Open Teaching and Learning in partnership with local colleges
7. Expand the range of options for faculty to engage in and learn about online and open learning, and emerging educational technologies and pedagogies, including launching non-credit Certificate in Online and Open Learning
8. Continue to develop Student Partners in online, open, and hybrid learning programs to expand student awareness of options and to support teaching and learning innovation
9. Obtain institutional membership in the International Consortium of Distance Educators (ICDE) and work towards membership in OERu
10. Complete transition of OOL budget to support more strategic needs of the unit and the University community, including appropriate staffing and funding for innovative technologies
11. Reintroduce the OOL Strategic Development Grants with a focus on open educational resources
12. Pilot and evaluate several educational technologies including Riipen, Labster, CanCred Open Digital Badges, Scalar digital publishing tool for open texts and open educational resources
13. Continue to support and embed core educational technologies, including Blackboard Collaborate Ultra, Echo360 cloud based student engagement platform, and WordPress ePortfolios
14. Begin implementation of OOL-CTL joint external review recommendations
15. Assist UWinsite team in the design and implementation of online training and support tools for the new ERP

C. Recommendations for Senate consideration (if any)

N/A