

**University of Windsor
Senate**

5.2.1: **Office of Open Learning Annual Report (2021-2022)**

Item for: **Information**

Forwarded by: **Academic Policy Committee**

See attached.

1. Executive Summary

Please see full 2021-22 annual report for more detail.

A. Introduction

The Office of Open Learning (OOL) is a leader in digital, hybrid and open learning. Our expertise has been crucial to achieving the University's mission in navigating the disruption of the pandemic, graduated return to campus, and cybersecurity attack. We contribute to achieving Strategic Mandate Agreement (SMA) outcomes, as well as strategic institutional priorities, and those of the Provincial Virtual Learning Strategy. OOL fosters a teaching and learning environment that empowers educators and learners to explore, innovate, and excel in their fields, and which recognises and utilises the power of a highly connected digital society. In a world characterised by uncertainty and rapid change, we engage with faculty, staff, and students in addressing challenging questions of equity, accessibility, digital ethics, and sustainability in teaching and learning. We advocate for, explore, implement and support emerging technologies and pedagogical approaches. With just 7 full-time employees, the Office of Open Learning continues to support and initiate activities that have campus-wide impact on teaching and learning, while our work and expertise is also sought after at the provincial, national, and international levels. We are key collaborators and partners in pursuit of transformative educational experiences on campus and beyond.

B. Goals and Objectives of Reporting Year

1. Provide an exceptional undergraduate experience

- a. COVID Pandemic and Transition Support
- b. LMS Renewal
- c. Champion Open Practices
- d. Support digitally-enabled teaching and learning
- e. Students as Partners
- f. Equitable, Accessible, and Inclusive teaching and learning
- g. Indigenization

2. Pursue strengths in research and graduate education

- a. Scholarship of open and online teaching and learning

3. Recruit and retain the best faculty and staff

- a. Funding for curricular innovation and exploration
- b. Educational technologies support and exploration
- c. Post-pandemic future of education

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

- a. Microcredentials

5. Promote international engagement

C. Key Successes

- In partnership with CTL and ITS, provided critical support to instructors and students during the cyber attack as they rapidly transitioned to alternative delivery modes for teaching and assessment
- Continued to play a key role in supporting instructors and students to navigate pandemic disruptions and the return to campus
- Welcomed at least **1242** participants in **130** courses, workshops and invited events, as well as open events where participants were not required to register; co-facilitated an additional 10 workshops in collaboration with CTL
- Provided over 3,000 **consultations** with faculty, sessional instructors, GAs/TAs, students, staff and externals
- Completed the **LMS Review** and developed a procurement process for the next UWindsor LMS in partnership with CTL, ITS, and other campus stakeholders. OOL led the push to develop a process that considered digital

ethics, equity, accessibility, Indigeneity and decolonization in procurement for the first time in educational technology at UWindsor

- **Funding:** As outlined below, OOL members are leads or collaborators on funded projects worth **\$3,239,915** during the reporting period
 - **eCampus Ontario grants:** Supported faculty in successful completion of **19** Virtual Learning Strategy (VLS 1) grants worth a total of **\$1.447m in funding** (awarded in 2021 for completion by February, 2022). At the same time, supported development of applications and submission process for an additional **18** VLS2 grants (January, 2022) competing for a significantly reduced and focused funding pool (<\$2m across all colleges, Universities, and Indigenous Institutes) and were awarded funding for two OOL-led projects worth **\$183,205**
 - **Training Equipment Renewal Fund (TERF):** In 2021, OOL and ITS led the development and submission of a TERF grant proposal that was successful in securing \$548,325 in funding from the province, along with \$585,721 in matching funds from the University to complete a highly ambitious project of transformation of 12 learning spaces across campus to flexible, active, collaborative, and technology-enabled learning spaces (work to be substantially complete by March 31, 2022).
 - **Student Partners:** OOL supported projects directly employed at least **113 student partners** in 2021-22, including 17 co-op students (funded by a \$69,674 subsidy from the Federal Government's Student Work Placement Program (SWPP)), 2 Ignite and part-time students, 12 PALS leaders, and 82 student partners who worked on eCampus Ontario and OOL projects. In total, OOL's student partnerships in 2021- 2022 supported **\$609,517** in work integrated learning opportunities for students
 - **CIHR:** Collaborator on a successful CIHR grant with psychology, nursing, and CTL developing simulated training for nurses to prepare them for healthcare crises (\$405,990)
- **OERs:** Authored, co-authored, and supported the development of **30 OERs**, open textbooks, and interactive media resources that were visited by **166,661 people for 251,905 views**
 - Partnered on the development of the award-winning [Liberated Learners](#) open textbook, a collaboration across six Ontario universities and colleges that was awarded the [2022 Open Education Global Award for Best OER](#) which has had 5,967 visitors and 19,700 views to date
- **Indigenization:** Received funding from eCampus Ontario and provided matching funding to hire an Indigenous Learning Designer for an initial 3-year LTA role to assist in the decolonization and Indigenization of digital spaces, and Indigenizing curricula in online and hybrid courses; Collaborated with CTL to develop a module on Indigenous pedagogies in a larger OOL-led, eCampus-funded open eBook on [Universal Design for Inclusion, Diversity, Equity](#),
- Led the implementation of YuJa enterprise video creation and management platform (integrated to the LMS), and Panorama accessibility support, as well as supporting BetterExaminations online assessment platform
- Led the successful **migration of 40,340** Blackboard Collaborate recordings from Blackboard's native storage to YuJa to enable long-term management, reuse, and reduction in storage costs for the institution
- Strongly advocated for ethical, compassionate, and equitable use of technology and online pedagogies
- OOL staff contributed to multiple UWindsor, provincial, national and international committees and initiatives supporting the pandemic response
- OOL collaborated with CTL to staff the successful Bb Café virtual drop-in support centre, address support tickets submitted through TDx, and offer workshops
- Continued to expand and support **ePortfolios**, with **6,925** users and **6,242** sites; hosted 57 workshops with 880 attendees and 76 drop in sessions; added new SOCA course and all students from MSTHS program
- Continued to expand PALS sessions online during the pandemic, including in graduate level courses in Engineering, both firsts for Supplemental Instruction globally; **762 students** attended a minimum of one PALS sessions in the reporting period; co-presented peer-reviewed article with student SI leader at the International Conference on Supplemental Instruction
- Awarded **18 OOL Strategic Development grants** worth a total of \$50,000 to projects in human kinetics, environmental science, medical biotechnology, microbiology, physics, and education to support adoption and creation of open educational resources (OERs), new online courses, simulations, virtual labs, and Scholarship of Teaching and Learning projects

- Over 130 microcredentials offered primarily through Continuing Education are now approved for OSAP eligibility; the Microcredentials Working Group continues to refine a framework for development, approval, and quality assurance of these credentials
- OOL team members sit on 50 institutional and 16 external committees, working groups, and boards
- Since Feb 2020, OOL has hosted a weekly meeting of online learning centre directors and staff to support provincial planning, sharing of best practices, problem solving, and community building
- Contributed to UWindsor reputation by presenting 22 scholarly presentations (including 7 invited or keynote presentations) at 18 local, national and international conferences, 3 peer-reviewed journal publications, 15 open books as authors or co-authors, published 34 blog posts, membership of 16 external committees and boards, and support and collaborate on 60 internal and external grants (see full report for list of these scholarly activities)

D. Key Challenges

1. Ongoing impact of COVID-19 pandemic and return to campus exacerbated by the cybersecurity attack
2. **Implementation of next LMS** on a very tight timeline and associated replacement of additional educational technology (virtual classroom, similarity checker)
3. Supporting the application development, submission and management of a large number of **provincially-funded projects** with tight, overlapping deadlines across multiple agencies
4. Ongoing **skill gap** in technical areas exacerbated by inability to hire due to inflexible working requirements
5. **Lack of space** in our current building to house all OOL, CTL, and QA staff – 4 AAS faculty are currently hoteling in shared offices. Additionally, no specialized space on campus for development of eLearning content.
6. No formally adopted institutional **definitions of course delivery modes** leading to inconsistency in practice and student experience
7. Diversifying external funding sources to offset unpredictability of provincial funding

2. Report

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

1. Provide an exceptional undergraduate experience:

a. *Educational technologies support and exploration*

- Supported instructors and students (in collaboration with CTL and ITS), who had to pivot away from Blackboard and other campus systems that were unavailable during the cybersecurity attack; identified and tested alternatives for teaching and administering assessment, and developed workshops, advice, and web resources to support the transition within 24 hours; updated open resources including the open book [Teaching with MS Teams](#).
- Led complex multi-stage migration and archiving of all Blackboard Collaborate recordings to YuJa when Blackboard started to charge for storage (collaboration with ITS and CTL)
 - a. 43,760 hours of recordings, 40,340 files, 9.8Tb of data successfully migrated
- Led implementation of YuJa Enterprise Video System, including collaboration with CTL and ITS on integration to the LMS and single-sign-on
 - a. During the reporting period (first year of full availability), 436 instructor and 1655 student accounts created in the system, 850 media captures created
 - b. Created a dedicated website and 14 tutorial videos for using YuJa, along with Wiki articles (in collaboration with CTL)
- Promoted ethical and critical selection and use of educational technologies that respect privacy, safety, accessibility, and sound, evidence-informed pedagogies.
 - a. Successful grant application (\$74,500) to develop a guide to Ethical, Equitable and Sustainable Procurement of Educational Technology that will form the basis of a companion microcredential
- Support and enhance existing educational technologies including Blackboard Collaborate, MS

Teams for teaching WordPress ePortfolios, Pressbooks open publishing system, H5P interactive learning tools, Blackboard Learn and other specific tools

- Wordpress ePortfolios: 711 new users published 659 new ePortfolio sites;
 - a. ePortfolios integrated into both the new Master of Science in Translational Health Sciences (MSTHS) program in the Faculty of Science, and the Seminar in Secondary Music Education (MUSC-4850) course in the School of Creative Arts.
 - b. Hosted 57 workshops with 880 attendees and 76 drop in sessions
 - c. Facilitated the *I'm Going to Google You: UWindsor Wordpress ePortfolios* workshop for graduate students, offered annually through the office of Career Development and Experiential Learning Propel workshop series; 50 student attendees, from across 4 faculties, and 13 unique departments

- b. *COVID Pandemic and Transition Support*
 - Support instructors, students, and administrators in planning which aspects of teaching and learning to revive, revise, and revolutionise as restrictions are lifted and a return to campus is possible
 - Provided pedagogical support and regular training for instructors teaching hy-flex classes, as per the collective agreement requirements for training in alternative delivery modes (collaboration with CTL and ITS)
 - a. Offered 38 workshops targeted for various hyflex stakeholders – faculty (in person and online), designated Hyflex GAs, regular GAs/TAs, and for specific departments as needed
 - Developed videos and how-to guides
 - Support campus planning for effective, responsible, and safe return to campus, including hybrid and hy-flex approaches; Continue to work with faculty to design and develop online, hybrid, and hy-flex learning environments in the transition back to pre-COVID programming
 - a. Developed eBooks, sprints and workshops and provided virtual and in-person consultations for instructors
 - Hired 19 Co-op, Ignite, and part-time students to support instructors and students during the transition
 - Led the implementation of additional core educational technologies: YuJa (Video/lecture recording and management), Panorama (accessibility assistant), and BetterExaminations (assessment platform)), in collaboration with CTL, ITS and other stakeholders, to enhance digital capacity in teaching and learning

- c. *LMS Renewal – Partnership with CTL and ITS*
 - Initiated review of the LMS when Blackboard announced the end of support for self-hosting
 - Collaborated with leaders in CTL and ITS to develop a governance structure to support the review process and eventual procurement process for the next LMS
 - Review undertook extensive consultation with campus stakeholders, including specifically with equity deserving groups, collecting 2,000 survey responses that were used to inform the development of a Request for Proposals for the next LMS for UWindsor.
 - a. This RFP was the first technology procurement at UWindsor to explicitly incorporate considerations of Indigeneity, decolonization, inclusion, accessibility, and sustainability, and has since become a model for other institutions as a result.
 - b. Developed over 400 technical requirements, a series of short responses, and additional complex scenarios that vendors had to address, followed by topics the shortlisted vendors had to address in public presentations (providing targeted information, rather than an open sales pitch)
 - c. Collaborated with Indigenous colleagues and the office of the VP-EDI to develop questions that surface experiences of minority groups in using the technology
 - d. Almost 100 people provided feedback on the vendor presentations and 750 requested access to the sandbox sites for testing, providing an additional 500+ survey responses on their experience in the systems
 - Advisory committees reviewed the systems for privacy, security, accessibility, equity, diversity and

- inclusion elements, Indigeneity, and integrations with existing third-party tools
 - Provide leadership in development and implementation of a process to facilitate renewal of this critical system
- d. *Champion Open Practices*
- The OOL is committed to championing and modelling Open Educational Practices (OEPs) in all aspects of our work, including open publishing in open journals, practicing open scholarship and open peer review, supporting open publishing, and creation and adaptation of Open Educational Resources (OERs)
 - During the reporting period, OOL members authored, co-authored, and supported the development of 30 OERs, open textbooks, and interactive media resources
 - a. Collectively, during the reporting period these resources were visited by 166,661 people for 251,905 views (*Note: data is not currently available for 11 of the 30 resources – we are working to retrieve this data*)
 - Received funding from eCampus Ontario to hire an OER specialist to support development, curation, and promotion of UWindsor OERs, but was unable to hire due to restrictions (most people in these roles work remotely) and timelines
 - Support open publishing e.g. open textbooks and other open educational resources (OERs)
 - Curate and enhance visibility of existing UWindsor-created OERs
 - Support and practice open scholarship
- e. *Students as Partners*
- Engaging students as true partners in the educational journey is a core value of OOL; we ensure that students are involved in all our projects as critical partners
 - Partnered with 113 students during the reporting period programs including Ignite, Co-Op, the Federal government’s Student Work Placement Program (SWPP), and grant-specific resource development with student leadership and involvement; Received \$69,674 in SWPP funding to support 17 co-op students, plus 2 Ignite students working to enhance and teaching and learning across campus
 - a. Student projects included developing OERs, producing how-to guides, video production, consultation and course site review
 - b. The student-created [Students Helping Students](#) site includes 20 blog posts on topics ranging from online learning and organization to UWindsor-specific topics relating to helpful links for students and finding connections online and off. The site also features helpful summaries and links to two open eBooks authored by the co-op students and OOL Learning Specialists. [Making Open Educational Resources: A Guide for Students by Students](#) guides students through finding, using, and even creating open educational resources (OERs), and [Learning to Learn Online](#) (eBook)
 - Virtual Learning Strategy (VLS) grant-funded projects employed 82 student partners across 18 projects
 - Continue to expand and refine Peer Assisted Learning Sessions (PALS), with 24 PALS leaders hired across the year; 762 students attended at least one session (Fall 2021 = 507, Winter 2022 = 255), with an average of more than 3 sessions per attendee.
- f. *Support digitally-enabled teaching and learning*
- As we emerge from the emergency situations encountered since 2020, we continue to evolve our core programming to support digitally-enabled teaching and learning that is inclusive and accessible. We advocate for contemporary, evidence-based learning space designs that enhance flexibility and support multiple pedagogical approaches, provide reliable access to educational technology, and help to facilitate active, collaborative, and technology-enhanced learning
 - **Training Equipment Renewal Fund (TERF):** Secured \$548,325 in funding from the provincial TERF, along with \$585,721 in matching funds from the University to complete a highly ambitious project of transformation of many learning spaces across campus including:
 - a. Reimagining and redesigning five traditional classrooms to become flexible, accessible, comfortable and welcoming and active learning spaces, ranging from smaller 20-30 seat flexible

learning spaces (EH1114 and 1115 and DH365 and 367), to the larger (60 seat) Active and Collaborative Learning Space in Chrysler Hall North G100, which has 7 technology-enabled pods, sound mitigation, and flexible, accessible furniture. **Instructors and students were involved in the visioning and design of these spaces for the first time ever.**

- b. Upgrades to AV and furniture in two teaching spaces in Windsor Hall (WH110 and 116), and extended hy-flex capabilities in 4 classrooms (HEC204, EH 3123, CHS51 and CHS53) with addition of instructor confidence monitors so they can easily see the online audience, additional cameras, and ceiling microphones to capture the audience and share it to those online
 - c. AV and other upgrades to two computer labs in nursing (HEC108 and HEC114)
 - Co-facilitated the first Online Mobile Summer Institute (MoSI) in the Faculty of Science. This is training extends over 5-days and immerses faculty in active learning, peer evaluation, and effective assessment practices in the sciences.
 - OOL Learning Specialist, Dave Cormier, was contracted to develop a curriculum for the Organisation for Economic Co-Operation and Development 's (OECD) [Center for Educational Research and Innovation \(CERI\)](#) teaching pre-service teachers how to integrate creativity into the online classroom
- g. *Equitable, accessible, and inclusive teaching and learning*
- The OOL aims to apply this lens to all our work and as such, it is woven through all our activities.
 - OOL is in the process of designing a new microprogram in [Humanizing Digital Learning](#) that will launch in 2023. The program will consist of 6 stackable microcredentials exploring student engagement, assessment practices, accessibility, EDI, decolonization and Indigenization, ethical educational technology usage, plus an introductory course and a capstone where participants can explore an issue or initiative in their digital teaching.
 - OOL team members sit on three institutional accessibility committees (Accessible Information and Communications Committee (AICC), Accessible Post-Secondary Education Committee (Co-Chair), and Accessibility Coordinating Committee) and provide strong advocacy for equitable practices
 - Successfully co-led (with Mohawk College; CTL was also a collaborator) a \$200,000 grant project with 10 universities and colleges across Ontario developing an open educational resource on [Universal Design for Learning \(UDL\) for Inclusion, Diversity, Equity, and Accessibility \(IDEA\)](#); this includes creating content for a microcredential to be implemented locally to address UDL and Accessibility for Ontarians with Disabilities Act (AODA) accessible education training compliance requirements; OHREA and CTL also collaborated at UWindsor
 - Supported two VLS projects developing open resources for learning about LGBTQS+ in healthcare, and a new course on Empowering Bystanders Against Anti-Black Racism
 - Leading a cross-institutional project to develop a guide to Ethical, Equitable and Sustainable Procurement of Educational Technology that will form the basis of a companion microcredential; these principles were also embedded in the recent LMS procurement process
 - Delivered a workshop on [accessible technology tools](#) during the annual Accessibility Awareness Days, as well as workshops throughout the year on accessibility support tools throughout the year, accessible use of the LMS, alternative assessment approaches, creating accessible video and interactive learning supports and more.
 - Led the implementation and support of the new Panorama accessibility checking tool from YuJa, and supported and trained faculty and students in the use of Read&Write and Equatio
 - Regularly consulted with instructors, students and SAS staff in providing solutions to support equitable, accessible and inclusive learning designs, and achieve accommodation needs, including capturing and utilizing media
 - Continue to advocate strongly through the committees and bodies we are members of for curricular approaches that improve access to education for all learners.
- h. *Indigenization*
- We aim to model commitment to Indigenization and responding to the TRC Calls to Action in our practice
 - Co-developed the first open resource on the relationship between [Indigenous pedagogies and](#)

[Universal Design](#) (co-authored by Jaimie Kecheho (CTL) and Lorie Stolarchuk (OOL))

- Received funding from eCampus Ontario and provided matching funding to hire an Indigenous Learning Designer for an initial 3-year LTA role to assist in the decolonization and Indigenization of digital spaces, and Indigenizing curricula in online and hybrid courses
- Continuing to develop Gikinoo'amaadiwag (They teach each other) - Cross-Cultural Instructional Skills Workshop (GCCISW) (funded by CTL and the office of the VP External with Lorie Stolarchuk as project lead and team member; Ashlyne O'Neil as project team member)
- Successfully completed the VLS project – [Indigenous Lifeways in Canadian Business](#). Led by Russell Evans, Indigenous Scholar in Odette School of Business, the project created openly licenced video vignettes with Indigenous entrepreneurs and business owners telling their stories through an Indigenous lens
- Successfully completed development of an open module on [Indigenous Knowing Methodologies](#) for a VLS project led by Dr. Kara Smith, with the module authored by Elder David Plain (Mts, Aamjiwnaang First Nation).
- Continue to explore and support meaningful engagement in Indigenization and decolonization of curricula, teaching practices, spaces, and technologies

2. Pursue strengths in research and graduate education

a. *Scholarship of open and online teaching and learning*

- OOL faculty and staff continue to be active in scholarship, often partnering with faculty and grad students to present their scholarship at local, national, and international conferences, or work towards publications
- The team presented 22 conference sessions during the reporting period, as well as numerous invited presentations and workshops for local, provincial, national and international audiences
- Offered grants to support scholarship of online, open and technology enabled education
- Promote and support scholarly approaches to online and technology-enabled teaching and learning

3. Recruit and retain the best faculty and staff

a. *Funding for curricular innovation and exploration*

- OOL support campus partners to successfully apply for and complete externally funded (e.g. eCampus Ontario, Ministry of Colleges and Universities) teaching and learning focused grant projects
- In the 2021-22 eCampus Ontario Virtual Learning Strategy grants that were awarded prior to the current reporting period but completed during it, OOL worked with 62 faculty partners to submit a record number of 51 applications, 19 of which were funded (higher than the provincial average) totalling \$1,447,645 in funding. OOL was also a partner on 3 large collaborative VLS grants led by other Ontario institutions
- In the 2022-23 round of funding, which was awarded in the current period and will be completed in the next, the funding available was much smaller and highly targeted. OOL supported the submission of 18 applications, of which two OOL-led proposals were funded for \$183,205
- Following a hiatus during the early part of the pandemic, OOL's Strategic Development grants were revised and relaunched in 2022. These are small internal grants to support open, online, and technology-enabled teaching and scholarship. 31 Expressions of Interest were submitted, with 18 projects ranging from OER creation to research ultimately funded.
- Offered a total of 82 formal workshops and courses for instructors and GAs/TAs in 2021-22, along with bespoke workshops for departments and programs, and over 3,000 hours of consultations with faculty, students and administrators

b. *Post-pandemic future of education*

- OOL aims to assist campus stakeholders in envisioning, exploring, and planning for post-pandemic opportunities for evolving teaching and learning toward more inclusive, equitable, and sustainable practices
- The re-imagined certificate program, *Humanising Digital Learning*, (formerly the Certificate in Online and Open Learning (COOL)) is intended to help instructors explore, extend their knowledge, and plan

the next steps in their digital teaching journey

- The OOL team are members of several of the COVID response committees, including those considering academic and return to campus issues
- The OOL team has been highly engaged and involved in shaping the new Aspire Strategic Plan through committee membership, contributions to data gathering activities, and advocacy
- OOL has begun planning for a Future Challenges Institute exploring futures of higher education, with an application for SSHRC funding to support the activity
- OOL also partnered with the with Ontario Tech University, Trent University, and Durham College in an eCampus Ontario funded project to develop the *Introduction to Higher Education Management Certificate Program (IHEM)*. The IHEM program is designed to close the skills gap and to provide the foundations necessary to become more effective managers and quality leaders in higher education.

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

a. *Microcredentials*

- Continued to chair and expand the Microcredentials Working Group to include more campus stakeholders to develop a framework for microcredentials at UWindsor
 - Collaborate with academic and non-academic units on campus to explore opportunities for offering new microcredentials under the framework that meet needs of local industry, non-profits, and community members
 - Engage with provincial, national, and international groups in developing understanding of microcredentials
 - a. In 2022, OOL members were engaged in multiple provincial working groups and co-authored the eCampus Ontario Microcredentials Toolkit
 - b. In 2022, OOL members were engaged in multiple working groups that developed a framework and ultimately co-authored an open [toolkit](#) on microcredentials that outlines how to navigate opportunities and challenges of developing micro-credentials around three core themes: collaboration, structures, and recognition. [eCampusOntario's Micro-credential Toolkit](#) offers practical suggestions and considerations for the development of microcredentials at post-secondary institutions throughout Ontario.
 - Partnered with the Faculty of Science's FISHCast team on an application (unsuccessful in this round) to Ontario's Microcredential Challenge Fund to develop a non-traditional microcredential program as a value-add to their graduate program. OOL has continued to support the team in their development of a robust badging and microcredential program that develops discrete skills in fisheries graduate students
- b. Partnered with Continuing Education to pilot eCampus Ontario's BCDiploma Blockchain based digital credential system for microcredentials

5. Promote international engagement

- a. *Continue institutional membership in international organisations such as the Open Education Consortium*
- OOL funds UWindsor's institutional memberships to the International Consortium of Distance Educators (ICDE), the Open Education Global (OEGlobal) Consortium, and the Association for Learning Technologies (ALT)
- b. *Foster international relationships, recognition, and connection*
- OOL is actively seeking Visiting Fellows to bring international perspectives, experience, and ideas to our context and co-funds (with CTL) an apartment on campus for fellows
 - Staff of the OOL were involved in 16 external committees and boards during the reporting period
 - In the reporting period, OOL's Twitter presence was as follows: 15,638 impressions in 2021-2022 (average 1,303/mth), 1001 followers

B. Future Actions and Initiatives: 2022-23

An overarching theme for OOL's strategic initiatives in the current year and for 2023-24 will be the response to and implementation of the Aspire Strategic Plan, including the development of an institutional Teaching and Learning Plan. Another will be aligning activities to a Service Level Agreement approach. The following actions will be viewed through that lens.

1. **Brightspace implementation and associated digital technology renewal:** Partner with stakeholders to complete and embed Brightspace and build on the capabilities of the new system.
2. **Artificial Intelligence:** Critical exploration, policy, and practical advice on the emerging field of Generative and Generalized Artificial Intelligence in academic practice.
3. **Equitable, accessible, and inclusive teaching and learning:** Foster a focus on inclusion, accessibility, equity and anti-racism, particularly in technology-enabled environments. Accelerate planning and action towards achieving the AODA Accessibility PSE Standards.
4. **Indigenization and decolonization:** Continue to work towards Indigenizing digital learning environments and curriculums, and our own work; begin to build relationships with local communities and seek opportunities for reciprocity.
5. **Support digitally-enabled teaching and learning:** Digitally enabled teaching and learning is critical to the success of our institution and our students, and should be a pillar of strategic planning for teaching. Support instructors to explore the possibilities of digital teaching, and become leaders in this space. Support development of critical digital literacy across campus.
6. **Educational technologies support and explorations:** Continue to provide support and critical evaluation of educational technologies, both established and emerging. Promote and support ethical and critical use of educational technologies in teaching that respect privacy, safety, accessibility, and sound, evidence-informed pedagogies.
7. **Open Educational Practices:** Continue to provide support and incentives for open publishing (e.g. OERs, open textbooks). Create, curate, and celebrate open resources. Raise the profile of Windsor-created OERs. Support and practice open scholarship.
8. **Students as partners:** Enhance student partnerships in all areas of our work and advocate for a partnership approach across campus. Incentivize adoption of Students as Partners through programming and funding. Continue to expand and refine Peer Assisted Learning Sessions (PALS) for the maximum impact.
9. **Expanding and adapting core programming to support strategic directions:** Launch *Humanizing Digital Learning* microcredential program and expand range of developmental programming in line with the new strategic plan. Enhance awareness and visibility of OOL programming, and focus on reaching beyond our historical audience.
10. **Microcredentials:** Continue to engage Microcredentials Working Group and stakeholders to develop a framework for microcredentials at UWindsor. Explore opportunities to pilot microcredential approaches. Engage with provincial, national, and international groups in developing understanding of microcredentials.
11. **Employee engagement and team development:** Collaboratively develop and implement a plan to address the Employee Engagement Survey.
12. **Community engagement:** Build relationships with community, leveraging open practices.
13. **Data informed practice:** Encourage data informed teaching, including using open data sources. Encourage consistent collection and use of data about one's own teaching. Identify metrics and data that reflect OOL's values and work.
14. **Scholarship of open and digital teaching and learning:** Promote and support scholarly approaches to online and technology-enabled teaching and learning.

C. Recommendations for Senate Consideration

1. Review the impact of COVID19 policy changes on student success and determine what should be kept or modified
2. Begin to prepare for policy changes that will be critical to achieving the AODA's Accessibility Standards for Post Secondary Education