



'Structure, Finances and Human Resources' Working Group Report

To understand the financial investment in eLearning across the Faculty of Medicine and identify opportunities for the coordination of resources.

Membership

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SECTION 1. INTRODUCTION

A. Objectives of the eLearning Task Force and the 'Structures, Finances and Human Resources' Working Group

1. eLearning Task Force Objectives:

The mission of the eLearning Taskforce is to make recommendations to senior leadership that will further position the Faculty of Medicine as a global leader in eLearning (i.e., teaching, learning and scholarship) across the education continuum so that we can provide the best education for today's and tomorrow's learners.

2. 'Structures, Finances and Human Resources' Working Group Objectives

- 2.1. Examine resources with the assistance of HR and identify staffing/faculty positions dedicated to eLearning and/or Technology
- 2.2. Scholarship: Trace/audit project funding, grants and awards allocated to eLearning projects and development
- 2.3. Review departmental infrastructure allocated to eLearning
- 2.4. Identify strategic priorities for and future requirements of implementing eLearning
- 2.5. Identify opportunities to grow eLearning given current fiscal environment

B. Strategy of the 'Structures, Finances and Human Resources' Working Group

To achieve this, the working group surveyed the Faculty of Medicine leadership on existing strengths, weaknesses, opportunities and threats to eLearning in their programs; examined current space allocated for eLearning (e.g., simulation spaces and computer labs); and completed an inventory of available grants and awards established to celebrate and support the development of eLearning initiatives.

SECTION 2. METHODOLOGY

This section provides methodological details on each of the main phases of the 'Structures, Finances and Human Resources' Working Group.

A. Faculty of Medicine Leadership Survey

1. Survey Instrument Design

The working group drafted a survey instrument to gather information on program and departmental resources for eLearning and potential barriers to funding. The survey incorporated a combination of closed and open-ended questions, with categorical response scales for the former (yes, no, I don't know). Drafts of the survey questions were circulated to the entire eLearning Task Force for discussion and feedback during eLearning Task Force meetings. The final version of the survey and methods of distribution were approved prior to survey dissemination. The survey was uploaded onto the online survey tool Fluid Survey.

Due to high rates of survey non-response during the first round of recruitment, a question was retroactively added to the beginning of the survey, following a brief description of the survey objectives and focus, which asked participants whether the survey was of relevance to them. The intent was to illuminate possible reasons for item non-response.

2. Participant Recruitment

A purposive sampling strategy was used to form the recruitment pool. All individuals possessing leadership roles in the Faculty of Medicine (Deans, Vice Deans, Chairs, Department Heads, etcetera) were recruited, as they were identified as being in the best position to answer questions on the structures, finances and human resources in support of eLearning for their respective departments and/or programs (N=356). Individuals were recruited via email, with a link to the online survey. There were two rounds of recruitment, targeted to non-responders in the second round.

3. Data Collection and Organization

The survey data was imported into an Excel database (software version 2010). The data was re-organized and cleaned up to facilitate analysis. Data entries with 1 or more missing values were removed from the data set (61%, n=153). Of the entries with item non-response of 1 or more survey variables (n=94), 70% of entries were missing values for all survey variables, other than a select few that had demographic information partially completed. Even of the remaining 30% of entries with item non-response, the majority were missing 20% or more of survey data. The results from the additional survey question from the second round of recruitment did not illuminate possible reasons for non-response, as only one person indicated that the survey was not of relevance, despite the fact that 75% of entries were incomplete (n=24). Hence, removal of all entries with item non-response was considered to be the best approach.

The categorical response scales used throughout the survey were recoded numerically (1: Yes, 2: No, 3: I don't know) for descriptive statistical analysis.

One of the areas of inquiry for the Structures, Finances and Human Resources survey was regarding faculty and staff involvement in eLearning. In response to the question "Do you have faculty and staff in your Program/Department/Portfolio that have formal roles specific to eLearning?", we directly contacted those units for whom survey participants answered positively to solicit more information. In particular, we sought to find out how many staff or faculty members are engaged in eLearning, what dedicated jobs currently exist and whether any are in the process of being created.

4. Analysis

Results of the close-ended survey questions were imported into IBM SPSS Statistics version 20 software for descriptive analysis and determining the interrelation between sets of survey variables. Frequency tables, measures of central tendency (median and mode of greatest value), and stacked bar charts, for visually comparing responses between departments and/or programs, were generated for each question. Contingency tables (χ^2 test) were generated to test for interrelationships between categorical variables, using Cramer's V to assess the strength of significant relationships. A p value of < 0.05 (C.I. of 95%) was considered to be statistically significant in all analyses.

Qualitative data from the open-ended survey questions were imported into NVivo 10 software for analysis. A coding scheme was developed around the questions of interest. Using constant comparison method, the data were iteratively coded, and grouped into themes.

B. Inventory of Space Allocated for eLearning

An inventory on space allocated for eLearning, including its specific usage designation, area in square metres, physical location and associated department/program was generated from information tracked by Space Management at the University of Toronto. A limitation to this method is that Space Management is only aware of what is reported to them or what is known on account of them having been part of the acquisition process. Hence, this may not be an extensive inventory of eLearning space.

C. Inventory of Grants and Awards for eLearning

We surveyed our existing awards and grants files for eLearning from 2009 until 2014. This involved surveying internal awards (at the program/portfolio level), external awards (at the provincial and national levels), and funded Education Development Fund projects. We solicited Departments and other units for their records of both eLearning award nominees and recipients; performed a deeper investigation of external awards; and explored other sources of eLearning funding (including the Information Technology and Innovation Foundation).

The following 24 departments and units were included in the scan:

Anesthesia	Occupational Science and Occupational Therapy
Biochemistry	Ophthalmology and Vision Sciences
Biomaterials and Biomedical Engineering	Otolaryngology Head and Neck Surgery
Family and Community Medicine	Paediatrics
Immunology	Pharmacology and Toxicology Physical Therapy
Laboratory Medicine and Pathobiology	Physiology
Medical Biophysics	Psychiatry Radiation Oncology
Medical Imaging	Rehabilitation Science
Medical Science	Speech-Language Pathology
Medicine	Surgery
Molecular Genetics	Terrence Donnelly Centre for Cellular and Biomolecular Research
Nutritional Sciences	
Obstetrics and Gynaecology	

This has been an illuminating process, and we have identified existing avenues to recognize and support eLearning initiatives.

SECTION 3. RESULTS AND DISCUSSION

A. Faculty of Medicine Leadership Survey Results

1. Response Summary

A total of 153 individuals responded to the survey during the combined recruitment rounds 1 and 2, resulting in a response rate of 43%. The majority of respondents (61%; n=94) had incomplete entries, with 1 or more value missing and 70% of these individuals did not respond to any of the survey variables, with the exception of a few who entered demographic information only.

Table 1. Response Rates for Recruitment Rounds 1 and 2

	Recruitment Round 1		Recruitment Round 2		Total	
	Number	Percent	Number	Percent	Number	Percent
Responders	129	36%	24	11%	153	43%
Non-Responders	227	64%	203	89%	203	57%
Total	356	100%	227	100%	356	100%

Table 2. Complete versus Incomplete Survey Entries

	Recruitment Round 1		Recruitment Round 2		Total	
	Number	Percent (n=59)	Number	Percent (n=59)	Number	Percent (n=153)
Complete Entries	53	90%	6	10%	59	39%
Incomplete Entries	76	81%	18	19%	94	61%
				Total	153	100%

2. Participant Demographics

The Departments of Medicine, Family and Community Medicine and Paediatrics had the greatest representation in the survey respondent pool at 17% (10), 12% (7) and 10% (6), respectively. Survey respondents were primarily affiliated with the Hospital for Sick Children (19%; 11), Mount Sinai Hospital (14%; 8), and the University Health Network (12%; 7). The majority of respondents were Professors (27%; 16), Assistant Professors (24%; 14) and Associate Professors (22%; 13).

Table 3. Frequency of Respondents by Department/Program

	Frequency	Percent	Valid Percent	Cumulative Percent
Non-Response	1	1.7	1.7	1.7
Anesthesia	4	6.8	6.8	8.5
Biochemistry	1	1.7	1.7	10.2
Biomaterials and Biomedical	2	3.4	3.4	13.6
Family and Community Medicine	7	11.9	11.9	25.4
Laboratory Medicine and Pathobiology	3	5.1	5.1	30.5
Medical Science, Institute of	1	1.7	1.7	32.2
Medicine	10	16.9	16.9	49.2
N/A	6	10.2	10.2	59.3
Obstetrics and Gynaecology	1	1.7	1.7	61.0
Ophthalmology and Vision Sciences	1	1.7	1.7	62.7
Otolaryngology Head and Neck Surgery	1	1.7	1.7	64.4
Paediatrics	6	10.2	10.2	74.6
Psychiatry	5	8.5	8.5	83.1
Radiation Oncology	1	1.7	1.7	84.7
Speech-Language Pathology	4	6.8	6.8	91.5
Surgery	4	6.8	6.8	98.3
Terrence Donnelly Centre for Cellular and Biomolecular Research	1	1.7	1.7	100.0
Total	59	100.0	100.0	

Table 4. Frequency of Respondents by Primary Hospital Affiliation

	Frequency	Percent	Valid Percent	Cumulative Percent
	4	6.8	6.8	6.8
Baycrest	1	1.7	1.7	8.5
Centre for Addiction and Mental Health	2	3.4	3.4	11.9
Holland Bloorview	1	1.7	1.7	13.6
Hospital for Sick Children	11	18.6	18.6	32.2
Mount Sinai Hospital	8	13.6	13.6	45.8
N/A	9	15.3	15.3	61.0
North York General Hospital	1	1.7	1.7	62.7
St. Michael's	3	5.1	5.1	67.8
St. Michael's Hospital	1	1.7	1.7	69.5
Sunnybrook Health Sciences Centre	6	10.2	10.2	79.7
Toronto East General Hospital	1	1.7	1.7	81.4
Toronto Rehabilitation Institute Research	2	3.4	3.4	84.7
University Health Network (includes the Toronto We	2	3.4	3.4	88.1
University Health Network*	7	11.9	11.9	100.0
Total	59	100.0	100.0	

*Includes the Toronto Western Hospital, Princess Margaret Hospital, Toronto General Hospital, and Toronto Rehabilitation Institute

Table 5. Frequency of Respondents by University Appointment Status

	Frequency	Percent	Valid Percent	Cumulative Percent
Non-response	1	1.7	1.7	1.7
Assistant professor	14	23.7	23.7	25.4
Associate professor	13	22.0	22.0	47.5
Valid Lecturer	7	11.9	11.9	59.3
N/A	8	13.6	13.6	72.9
Professor	16	27.1	27.1	100.0
Total	59	100.0	100.0	

Table 6. Frequency of Respondents by Education Portfolio

	Frequency	Percent	Valid Percent	Cumulative Percent
Non-response	4	6.8	6.8	6.8
Continuing Professional Development (CPD)	3	5.1	5.1	11.9
Graduate and Life Sciences Education (GLSE)	4	6.8	6.8	18.6
Valid N/A	20	33.9	33.9	52.5
Postgraduate Medical Education (PGME)	21	35.6	35.6	88.1
Undergraduate Medical Professions Education (UMPE)	7	11.9	11.9	100.0
Total	59	100.0	100.0	

3. Summary of Findings

“No” was the most frequently selected response for all but three of the survey questions (Tables 7 and 8). Two of these questions were about barriers, one regarding the allocation of resources for eLearning initiatives (question 7) and the other regarding stipends and honorariums for eLearning excellence (question 13), in which in both cases most responded “I don’t know”. Lastly, in question 14 a), the majority of respondents reported “yes” that computer hardware was an additional expense for eLearning initiatives. That the majority of survey participants responded “no” to the majority of questions is disturbing, as this suggests that these departments do not receive adequate funding and resources for eLearning. These results may indicate low levels eLearning-related income generation; funding in the form of major grants, stipends and honorariums; formal eLearning roles; financial resources for faculty development in eLearning; and financial awards for excellence in eLearning teaching, learning or scholarship within the Faculty of Medicine.

The majority of participants (71%; n=59) reported that their program, department or portfolio does not generate income from eLearning products and/or services, nor do they receive major grants for eLearning projects, program and/or application development (61%; n=59). However, 48% of participants (n=59) stated they did not face barriers to generating income for eLearning initiatives and 31% said they did not know.

Responses to survey questions regarding barriers to the allocation of resources for eLearning initiatives and to providing stipends and honorariums for excellence in eLearning teaching, learning or scholarship were quite divided. In both questions, the majority of respondents stated that they didn’t know (42% and 46%, respectively). The follow-up open text questions did not provide much elaboration as the response rate for these questions was low. Hence, the comments are used primarily to contextualize the survey responses and make inferences. However, one participant did mention that allocating resources and providing stipends and/or honorariums for eLearning was not a priority in their department.

Table 7. Measures of Central Tendency (Q1-9) – All Data Entries without Missing Values (1)

	INCOME			EXPENSES/STAFFING			PHYSICAL SPACE
	1. Does your Program /Department/ Portfolio generate income from eLearning products and or services?	2. Has your Program/ Department/ Portfolio received major grants for eLearning projects, program and or application development?	3. a) Have you faced barriers to generating income from eLearning initiatives?	5. Do you have faculty and staff in your Program/ Department/ Portfolio that have formal roles specific to eLearning?	6. a) Does your Program/ Department/ Portfolio fund faculty and/or professional development as it relates to eLearning for staff and faculty?	7. a) Are there barriers to the allocation of resources for eLearning initiatives within your Program/ Department/ Portfolio?	9. a) Do you have space allocated for eLearning (e.g. labs/equipment storage/office space)?
Valid N	59	59	59	59	59	59	59
Missing	0	0	0	0	0	0	0
Mean	1.98	1.95	2.08	1.76	2.03	2.05	1.95
Median	2.00	2.00	2.00	2.00	2.00	2.00	2.00
Mode	2	2	2	2	2	3	2
Std. Deviation	.541	.628	.726	.652	.694	.899	.471
Skewness	-.015	.036	-.131	.280	-.045	-.102	-.177
Std. Error of Skewness	.311	.311	.311	.311	.311	.311	.311
Minimum	1	1	1	1	1	1	1
Maximum	3	3	3	3	3	3	3

Table 8. Measures of Central Tendency (Q11-14) – All Data Entries without Missing Values (2)

	STIPENDS / HONORARIUMS			OTHER EXPENSES					
	11. a) Does your Program/Director/Portfolio contribute any financial resources in the form of internal faculty grants or honorariums/ stipends for the development of eLearning?	12. a) Does your department offer any financial awards for excellence in eLearning teaching, learning or scholarship?	13. a) Are there barriers to providing stipends and honorariums for excellence in eLearning teaching, learning or scholarship?	14. a) Computer Hardware	14. b) Software, i.e. Adobe Connect, Lectora, Captivate, Storyline	14. c) External Consultants	14. d) Discover Commons	14. e) Licensing	14. f) Production Costs (internal and external)
Valid N	59	59	59	59	59	59	59	59	59
Missing	0	0	0	0	0	0	0	0	0
Mean	1.88	2.17	2.19	1.78	1.93	2.00	2.08	2.29	2.03
Median	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00	2.00
Mode	2	2	3	1	2	2	2	2	2
Std. Deviation	.646	.562	.840	.789	.785	.695	.749	.696	.787
Skewness	.113	.041	-.370	.418	.121	.000	-.141	-.461	-.061
Std. Error of Skewness	.311	.311	.311	.311	.311	.311	.311	.311	.311
Minimum	1	1	1	1	1	1	1	1	1
Maximum	3	3	3	3	3	3	3	3	3

3.2. Results of Crosstabulations to Test for Significance and Strength of Relationships

There was a strong significant relationship between survey variables 1 and 3 ($\chi^2 = 21.177$, p value = 0.00, Cramer's V = 0.42). From the contingency table, the data, therefore, suggests that of those that claim to generate income from eLearning initiatives (n=9), the majority (56%) experience barriers to doing so. In comparison, of those that claim not to generate income (n=42), the majority (60%) said they did not experience barriers to doing so. These findings may be explained through the open-text survey responses which suggest that barriers are only made available when one attempts to implement these initiatives. This is reflected, for example, in the comment of one participant who writes: "We haven't tried money generating types of things so don't know if there would be barriers."

In addition, a significant relationship was found between survey variables 5 and 6 ($\chi^2 = 13.090$, p value = 0.011, Cramer's V = 0.333) and between variables 6 and 7 ($\chi^2 = 16.079$, p value = 0.003, Cramer's V = 0.369). Of those that said they do not have formal roles specific to eLearning (n=31), 63% also reported that they do not fund faculty and/or professional development as it relates to eLearning for staff and faculty. Of those that do fund faculty and/or professional development as it related to eLearning (n=13), 69% also nonetheless reported that there are barriers to the allocation of resources for eLearning initiatives in

their program/department/portfolio, suggesting that resource allocation is still an issue even for those actively engaged in eLearning initiatives and scholarship.

Table 9. Cross-tabulation Results to Test for Interrelationships Between Survey Variables

Questions Tested for Interrelationship	Chi-Square Test P Value	Significant? (Y/N)	Relationship Strength (Cramer's V)
1 and 2	0.02	Y	0.31
5 and 6	0.01	Y	0.33
12 and 13	0.00	Y	0.36
6 and 7	0.00	Y	0.37
1 and 3	0.00	Y	0.42
11 and 12	0.00	Y	0.46
11 and 13	0.12	N	0.25
1 and 6	0.09	N	0.26

3.3. Common Themes for Open-Ended Survey Questions

Table 10. Common Themes for Open-Ended Structure and Finance Survey (Q3-9)

	INCOME		EXPENSES/STAFFING			PHYSICAL SPACE
Question	3. Have you ever faced barriers to generating income from eLearning initiatives? If so, please describe:	4. Please list any other sources of eLearning related income (e.g., partnerships with industry):	6. Does your Program/Department/Portfolio fund faculty and/or professional development as it relates to eLearning for staff and faculty? If so, please describe:	7. Are there barriers to the allocation of resources for eLearning initiatives within your Program/Department/Portfolio? If so, please describe:	8. Please list other eLearning expenses related to 'staff' (e.g., external consultants/contractors):	9. Do you have space allocated for eLearning (e.g., labs/equipment storage/office space)? If so, please describe:
Themes	<ul style="list-style-type: none"> • Copyright/Intellectual property issues • Discovery Commons issues • Expense/resource limitations • Crowded market • Limited faculty time and skill in domain 	<ul style="list-style-type: none"> • Industry • Government • Sponsorship and partnerships • University • Other institutions 	<ul style="list-style-type: none"> • Conferences • Seminars • Workshops • Video production • Non-specific to eLearning/General funding • Payment for time spent on eLearning tasks • No formal support but would fund if faculty were interested (respondents from Biomedical Engineering Department) 	<ul style="list-style-type: none"> • Funding / Budget limitations • Resource limitations • Time • Lack of information on this type of resource • Not a main priority 	<ul style="list-style-type: none"> • External consultants in areas where DC does not have expertise • Legal expenses • Web developers • UX designers • Graphic designers • System administrators • Mobile app developers • Marketing and communications 	<ul style="list-style-type: none"> • Office space for staff (IT, education specialists, etc.) • Work stations • Servers • Video-conferencing • 360-HD camera for on-line courses

*Most common themes are in bold.

Table 11. Common Themes for Open-Ended Structure and Finance Survey (Q11-14b)

	STIPENDS / HONORARIUMS			OTHER EXPENSES	
Question	11. Does your Program/Department/Portfolio contribute any financial resources in the form of internal faculty grants or honorariums/stipends for the development of eLearning? If so, please describe and provide an estimate of the annual income:	12. Does your department offer any financial awards for excellence in eLearning teaching, learning or scholarship? If so, please describe:	13. Are there barriers to providing stipends and honorariums for excellence in eLearning teaching, learning or scholarship? If so, please describe:	14. a) Computer Hardware	14. b) Software, i.e. Adobe Connect, Lectora, Captivate, Storyline
Themes	<ul style="list-style-type: none"> • CPD Grants • Departmental Merit awards • Divisional grants • Educational IT fund • Internal research grant competition • PG innovation fund 	<ul style="list-style-type: none"> • Merit awards (not eLearning specific) 	<ul style="list-style-type: none"> • Funding / Budget limitations • Resource limitations • Not a priority 	<ul style="list-style-type: none"> • iPads • Computers (desktop/laptop) • Webcam • Internet hotspot • Microphone • Video-conferencing equipment • Smart Boards 	<ul style="list-style-type: none"> • Captivate • Adobe Connect • Camtasia • Articulate storyline

*Most common themes are in bold.

Table 12. Common Themes for Open-Ended Structure and Finance Survey (Q14c-g)

	OTHER EXPENSES (CONT'D)				
Question	14. c) External Consultants	14. d) Discover Commons	14. e) Licensing	14. f) Production Costs (internal and external)	14. g) Other – please describe
Themes	<ul style="list-style-type: none"> • Developers • Lawyers for contracts • UHM media staff • Curriculum consultant 	<ul style="list-style-type: none"> • Production support for video and lecture recordings • Developers • Project managers • Blackboard support 	<ul style="list-style-type: none"> • Audio tracks • Images • Software 	<ul style="list-style-type: none"> • Staff • Discovery Commons (hourly rate) • Video production (equipment, actors, videographers) 	<ul style="list-style-type: none"> • GoToMeeting webinar service • Travel costs

*Most common themes are in bold.

From the survey data, there appears to be a lack of funding and resources (skilled professionals, time, equipment, etc.) for professional and program development in eLearning across all departments (table 7 and 8). Some individuals even reported having to use personal funds for eLearning initiatives (“I had to buy storyline out of my own education funds in order to try and work around barriers at the learning institute” (Q14 b). This may indicate that integrating eLearning into the educational curriculum is of low priority institutionally. In fact, many survey respondents said that eLearning is *not* a priority in their program or department.

- Examples describing lack of funding and resources from open-ended survey questions:
 - “We have ideas for eLearning projects that would likely generate revenue but have limited human resources and time to develop these - so we have not developed them!” (Question 3)
 - “A fairly quiet room with 5 computers that are shared amongst +- 100 individuals. We could do with more computers. We do desperately also need headphones as most eLearning comes with sound and can be disruptive to others.(Question 9)

- “using [human] resources that don't have the appropriate skills because we don't have money to hire people with appropriate skills also, the e-learning program at the Learning Institute is not functional in its current state, can't get eLearning modules up in shorter than 6-8 month time they don't have enough resources” (Question 8)
- “Most funds for eLearning are granted for evaluation components of the product. This is step two. Step one is building the product. This is a far more costly step, and there is limited to zero funding granted for the cost of building eLearning products.(Question 7)

3.4. Formal Roles in eLearning – Follow-up on Positive Responses to Survey Question 5

In response to the question “Do you have faculty and staff in your Program/Department/Portfolio that have formal roles specific to eLearning?”, we received 59 responses – 21 positive, 31 negative and 7 uncertain – indicating that 17 units have positions dedicated to eLearning engagement in some capacity. We contacted the 17 units directly to solicit more information, namely to find out how many staff or faculty members are engaged in eLearning, what dedicated jobs currently exist and if any are in the process of being created, and have received 9 responses to date.

While the 9 responses received are not necessarily reflective of the Faculty as a whole, there are some trends that we can extrapolate from this sample data. Eight of the responses identified one staff member within the unit who supports eLearning in some way, and almost all of the staff positions described involved eLearning support in an informal, part-time and largely ad hoc capacity. Only two positions described are full-time and solely dedicated to eLearning development; the other seven support eLearning in concert with other non-eLearning responsibilities. The two full-time staff positions solely dedicated to eLearning indicate specialized skills pertaining to eLearning (i.e., content development, module creation, technology development, etc.), while in the other seven units, staff members are largely program, project, or IT assistants without specialized skills and who provide rudimentary support with online learning or content management systems, video production, website management and/or blogs. Only one unit indicated that a new eLearning related staff position is currently being created. Faculty involvement was mentioned in three of the responses; however, there was not enough information provided to identify clear trends.

From the 9 responses received, eLearning staff support appears to be largely ad hoc and unspecialized, and only comprises part of staff job descriptions. More information on faculty engagement and the potential for enhanced, specialized eLearning staff support positions may be beneficial.

Relevant Survey Data

Survey question #5: Do you have faculty and staff in your Program/Department/Portfolio that have formal roles specific to eLearning?

Table 13. Survey Question #5 Frequency Table

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1	21	35.6	35.6	35.6
Valid 2	31	52.5	52.5	88.1
Valid 3	7	11.9	11.9	100.0
Total	59	100.0	100.0	

Graphic response comparisons between Departments/Programs

Chart 1.

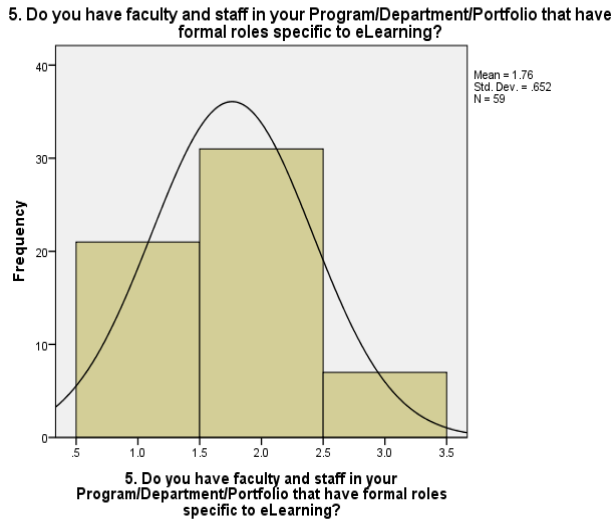
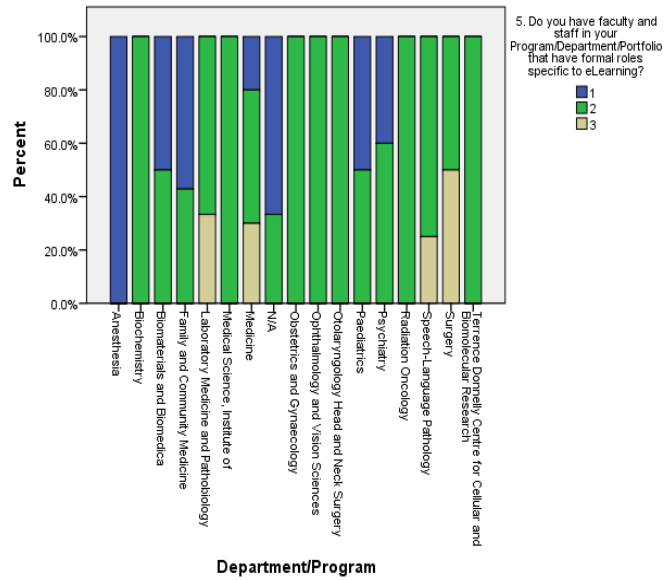


Chart 2.



B. Findings of the Inventory of Available Funding for eLearning Initiatives

Awards and Departmental Funding

While units offer internal awards for merit, only one internal award is specific to eLearning. Faculty members and initiatives can also be recognized via external awards, but often external awards criteria are broad and designed to recognize sustained excellence, career awards and clinical teaching and instruction, rather than eLearning initiatives and innovations. Our investigations have revealed that there are presently very few opportunities for faculty members to gain recognition or funding for eLearning initiatives. Outside of the use of operating funds, there is no indication that Departments have dedicated funds or competitions in place to allocate funding for eLearning initiatives. In order to demonstrate that eLearning is a significant strategic priority within the Faculty of Medicine, and to encourage growth and development in this area, we must implement enhanced recognition and funding opportunities for faculty members who are developing and advancing eLearning initiatives.

Internal Awards (unit-level)

Since 2011, at least 7 internal awards have been granted to recognize or support eLearning initiatives (see Appendix for details). To date, the only internal award which is explicitly for eLearning initiatives is the Fred Fallis Award.

External Awards

Since 2009, we have submitted at least 9 external awards to recognize an individual's or group's contributions to eLearning; of these 9 nominations, we have been successful at least once.

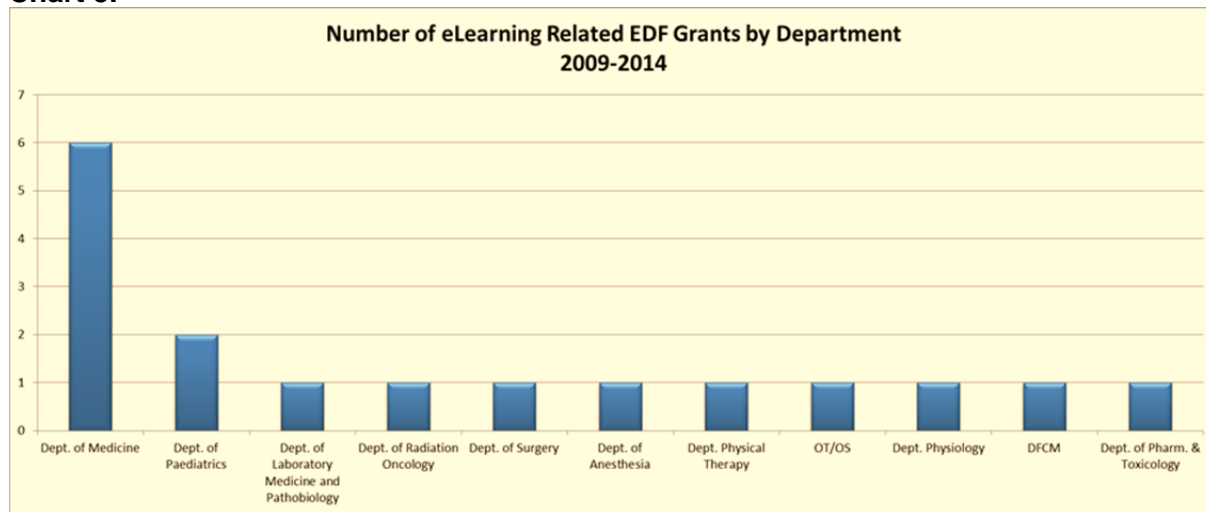
In 2009, Dr. Lynn Russell, Dr. Catherine Smith, Dr. Leila Lax, and Ms. Laura Jayne Nelles won the AFMC John Ruedy Award for Innovation in Medical Education for their development of the Communication and Cultural Competence Program.

While there are no external awards specifically for eLearning initiatives, the most appropriate external award is the AFMC John Ruedy Award for Innovation in Medical Education, which recognizes an individual or group who has developed innovative print materials, electronic learning aids or other teaching aids.

Education Development Fund

Since 2009, we have invested \$124,068.20 to fund 17 EDF projects explicitly related to eLearning and those with the potential to impact future eLearning initiatives (including projects involving simulations, videos and the exploration of multimedia curricula and teaching tools). EDF criteria stipulate that the applicant(s) home department provide matched funding support for the project. With the departmental matched funds, a total of \$248,136.40 has been invested over five years. Within the same time frame, approximately 21 projects have gone unfunded.

Chart 3.

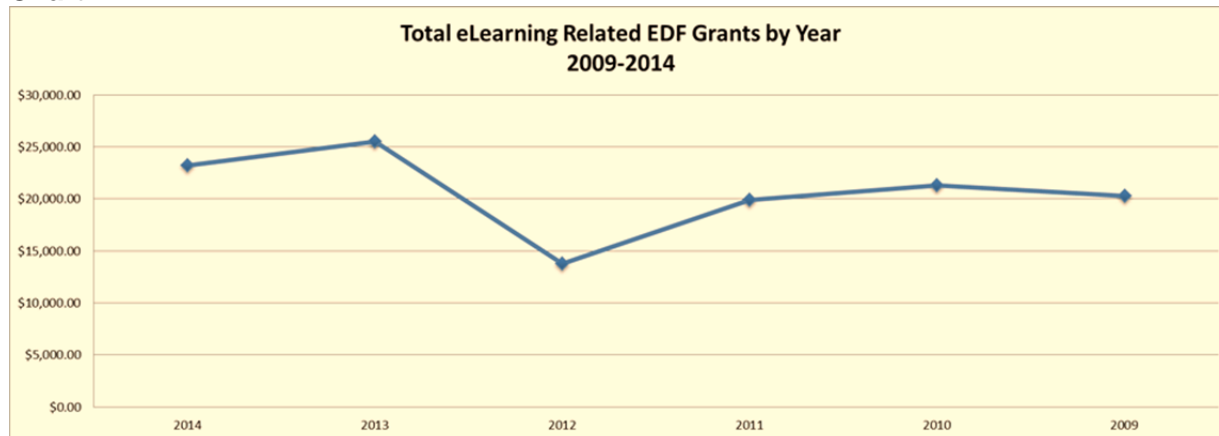


\$124,068.20 total funding represented in this graph but does not include 1:1 departmental match

**Includes 17 projects funded between 2009 and 2014, explicitly related projects and those with the potential to impact future eLearning initiatives, including projects involving simulations, videos and the exploration of multimedia curricula and teaching tools.*

**Department of Medicine includes the Division of Emergency Medicine.*

Chart 4.



Instructional Technology Innovation Fund

The Provost's **Instructional Technology Innovation Fund (ITIF)** is a seed fund designed to catalyze initiatives that immediately and directly impact University of Toronto education and teaching programs through innovation and development. It is funded by the Provost, and administered by Academic and Collaborative Technologies, a partnership between the Centre for Teaching Support & Innovation and Information Technology Services. The ITIF is focused specifically on the practical applications of technology in design, implementation, evaluation, curriculum renewal, faculty development, or continuing education initiatives that enrich learning. The ITIF is intended to support strategic directions in education broadly, across all disciplines. The proposed deliverable and outcomes must be closely aligned with the ongoing goals and objectives of the departments and programs from which they emerge.

In 2011, ITIF was renamed from Instructional Technology Courseware Development Fund (ITCDF). Below, we have captured the previous recipients of the ITCDF for the 2008–2009 funding cycle, as well as recipients of the ITIF for the 2011–2012, 2012–2013 and 2013–2014 funding cycles (see Appendix for details).

Funded Faculty of Medicine-Associated ITIF Projects: Summary

- 2008 – 2009: 8 ITCDF projects funded.
- 2009 – 2010: *No projects funded.*
- 2010 – 2011: *No projects funded.*
- 2011 – 2012: 2 ITIF projects funded.
- 2012 – 2013: 3 ITIF projects funded.
- 2013 – 2014: 8 ITIF projects funded.

C. Inventory of Institutional eLearning Space Available

1. Summary of Space Inventory Findings

A total of 18 departments/divisions/programs were included in the inventory of eLearning spaces. There were a total of 10 categories and 37 types of eLearning spaces in the Faculty of Medicine, distributed across 4 sites: the Medical Sciences, Terrence Donnelly Centre for Cellular and Biomolecular Research, Board of Education and Rehabilitation Sciences buildings. A total area of 2250.09 m² was found to be allocated for eLearning within the Faculty of Medicine. By location, the Medical Sciences building has the greatest space allocation for eLearning (927 m²), followed by the Rehabilitation Sciences Building (915 m²). The greatest allocation of eLearning space in the Medical Sciences Building is for scheduled class labs (computer labs/dry labs) and the least is Computing Facilities (server rooms/computer machine rooms). The Terrence Donnelly Centre for Cellular & Biomolecular Research has the least at 109 m². In the Terrence Donnelly Centre for Cellular and Biomolecular Research, eLearning space is nearly equally divided between study space and research lab support space (mainly server rooms). Most of the area dedicated to eLearning in the Board of Education building (263 McCaul) is allocated toward group study space (mostly group study rooms). The smallest area proportion is allocated toward non-tiered classrooms. In the Rehabilitation Sciences Building, most of the area is dedicated toward research lab space, specifically for clinical skills teaching labs. The least amount of space is dedicated toward classroom service space (A/V closets) at 1 m², followed by non-tiered classrooms, at 39 m².

By department, the Discovery Commons has the greatest area of space allocated for eLearning (361 m²), as might be expected, since it is the Faculty of Medicine's information technology support unit. Most of this space is dedicated toward Scheduled Class Labs. The Department of Physical Therapy and Rehabilitation

Sciences Sector are close behind with 352 (mostly research lab spaces) and 335 m² (primarily for study spaces), respectively. The Microscopy Imaging Lab and Post Graduate Medical Education have the least amount of area dedicated to eLearning (approximately 9 m² for each), with the majority being dedicated to research lab support space and office support space, respectively.

eLearning space for undergraduate medical education far surpasses that of postgraduate education (232 m² compared with 9 m²).

Table 14. Quantity and Area of eLearning Spaces by Department

Department/Division/Institute	Total Area (m ²) of eLearning Spaces	Percent Area of eLearning Spaces	Percent Quantity of eLearning Spaces
Microscopy Imaging Lab (Medicine)	8.93	0.40%	2.70%
Postgraduate Medical Education	9	0.40%	1.35%
Medical Imaging	12.94	0.58%	1.35%
Institute for Life Course and Aging	13.78	0.61%	1.35%
Pharmacology and Toxicology	23.76	1.06%	2.70%
Occupational Science and Occupational Therapy	44.03	1.96%	1.35%
Family and Community Medicine	53.44	2.38%	9.46%
Centre for Cellular & Biomolecular Research	57.41	2.55%	2.70%
Biochemistry	74.99	3.33%	6.76%
Teaching Laboratories	87.92	3.91%	1.35%
Medicine	106.53	4.73%	4.05%
Speech-Language Pathology	140.15	6.23%	4.05%
Anatomy (Surgery)	163.02	7.25%	4.05%
Molecular Genetics	174.16	7.74%	13.51%
Undergraduate Medical Education	231.57	10.29%	18.92%
Rehabilitation Science Sector	334.92	14.88%	9.46%
Physical Therapy	351.92	15.64%	2.70%
Discovery Commons	361.62	16.07%	12.16%
Total	2250.09	100.00%	99.97%

Quantity of eLearning Spaces by Department

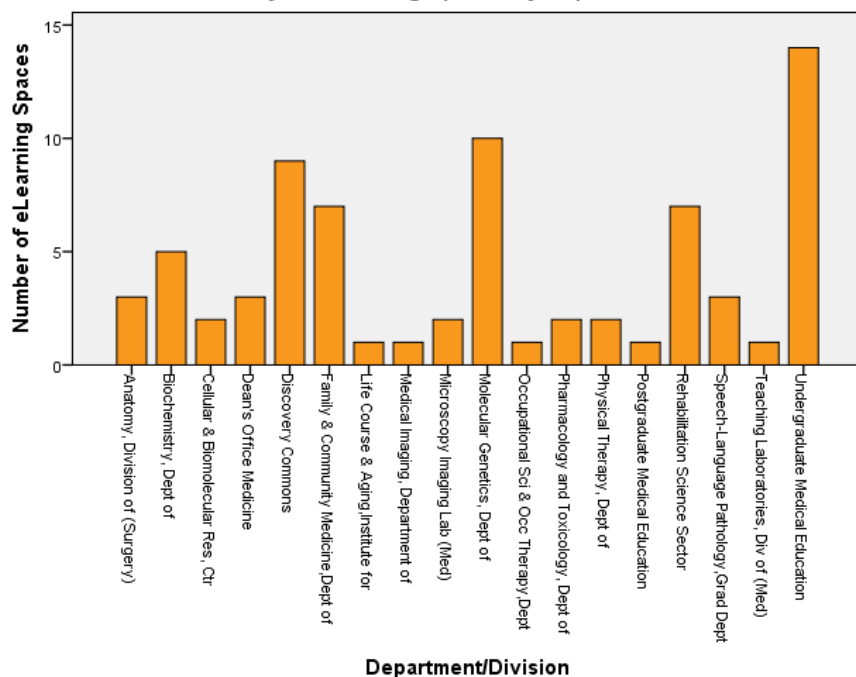


Chart 5. Quantity of eLearning Spaces by Department/Program/Institute

Table 15. eLearning Space Allocation By Location and Category

Building	Category (greatest space allocation)	Area (m ²)	Percent Distribution
Medical Sciences Building	Research Lab Support Space	926.62	41%
Rehabilitation Sciences Building	Research Lab Space	915.28	41%
Old Admin Bldg (Board of Ed)	Study Space Not Under Library Jurisdiction	299.61	13%
Terrence Donnelly Ctr for Cellular & Biomolecular Res	Research Lab Support Space	108.58	5%
	Total	2250.09	100%

Chart 6.

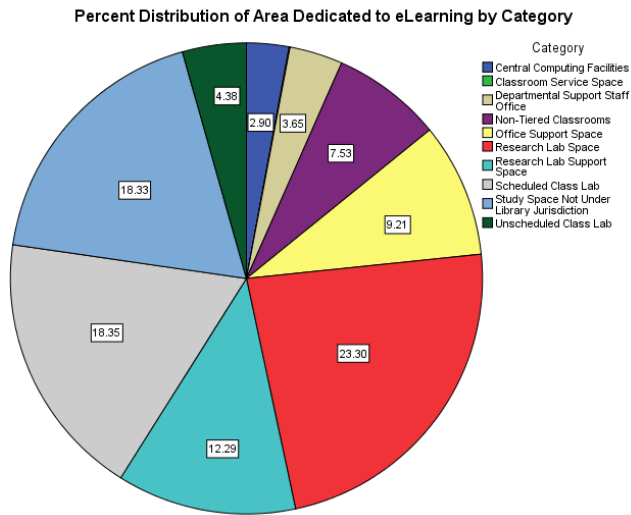
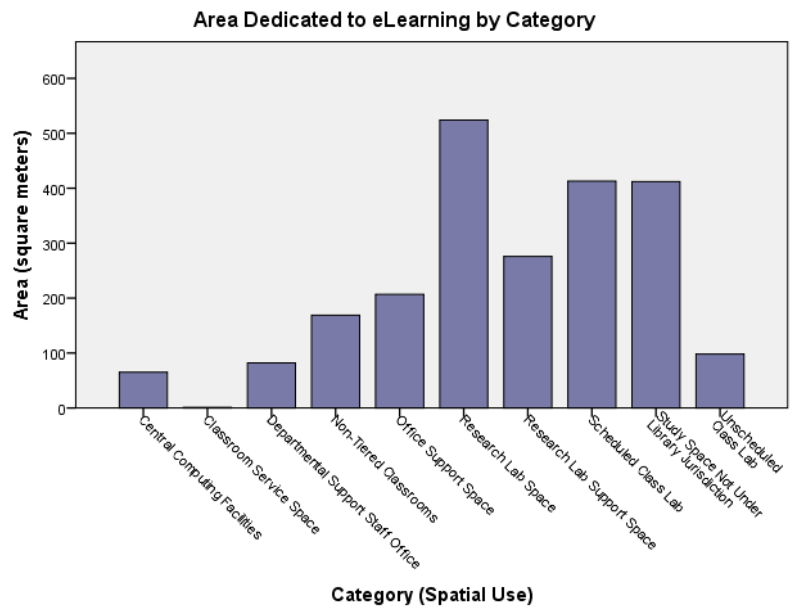


Chart 7.



Only 8 of the departments from the eLearning space inventory were captured in the Structure and Finances survey results for question 9, which asked participants whether their department or program had dedicated space for eLearning. The majority of survey respondents (78%) reported that they do not have space allocated for eLearning. There was no correlation between the Structure and Finances survey results on space allocated for eLearning (question 9) and the eLearning space inventory data. None of the survey participants from the Departments of Rehabilitation Sciences and Molecular Genetics responded to the space allocation question, which is surprising since these departments have some of the greatest space, in terms of area, for eLearning. This may suggest that staff and faculty have different understandings of eLearning (regarding its definition, what it entails, etcetera); or that, in general, staff and faculty are largely unaware of the available eLearning resources for their department/division/institute.

Table 16. Space Inventory of Departments with Respondents to the Structures, Finances and HR Survey

Department/ Division/Institute	Building	Category (greatest space allocation)	Area (m ²)	Q9. Do you have space allocated for eLearning (e.g., labs/equipment storage/office space)? (Mean Response)	Frequency*
Medical Imaging	Old Admin Bldg (Board of Ed)	Study Space Not Under Library Jurisdiction	12.94	2	1
Occupational Sci & Occ Therapy	Rehabilitation Sciences Building	Research Lab Space	44.03	2	1
Family & Community Medicine	Rehabilitation Sciences Building	Departmental Support Staff Office/Non-Tiered Classrooms	53.44	2	8
Centre for Cellular and Biomolecular Research	Terrence Donnelly Ctr for Cellular & Biomolecular Res	Research Lab Support Space	57.41	2	1
Biochemistry	Medical Sciences Building	Research Lab Support Space	74.99	2	1
Speech-Language Pathology	Rehabilitation Sciences Building	Research Lab Space	140.15	1.67	3
Molecular Genetics	Medical Sciences Building	Research Lab Support Space	174.16	-	0*
Rehabilitation Science	Rehabilitation Sciences Building	Study Space Not Under Library Jurisdiction	334.92	-	0*

Table 17. Survey Responses to Question 9 on Space Allocation

Department/Program	Q9. Do you have space allocated for eLearning (e.g., labs/equipment storage/office space)? (Average Response)	Frequency*
Anesthesia	2.17	6
Biochemistry	2.00	1
Family and Community Medicine	2.00	8
Health Policy, Management and Evaluation, Institute of	1.00	1
Laboratory Medicine and Pathobiology	2.00	4
Medical Imaging	2.00	1
Medical Science, Institute of	2.00	1
Medicine	2.00	10
Molecular Genetics		0
N/A	2.00	6
Obstetrics and Gynaecology	1.00	1
Occupational Science and Occupational Therapy	2.00	1
Ophthalmology and Vision Sciences	3.00	1
Otolaryngology Head and Neck Surgery	2.00	1
Paediatrics	1.67	6
Psychiatry	2.00	6
Rehabilitation Science, Graduate Department of		0
Speech-Language Pathology	1.67	3
Surgery	2.00	5
Centre for Cellular and Biomolecular Research	2.00	1
Total	1.92	63

*Number of people who answered question 9 of the HR/Structure and Finances Survey from each department

**Highlighted in blue are the programs for which there is space inventory data available

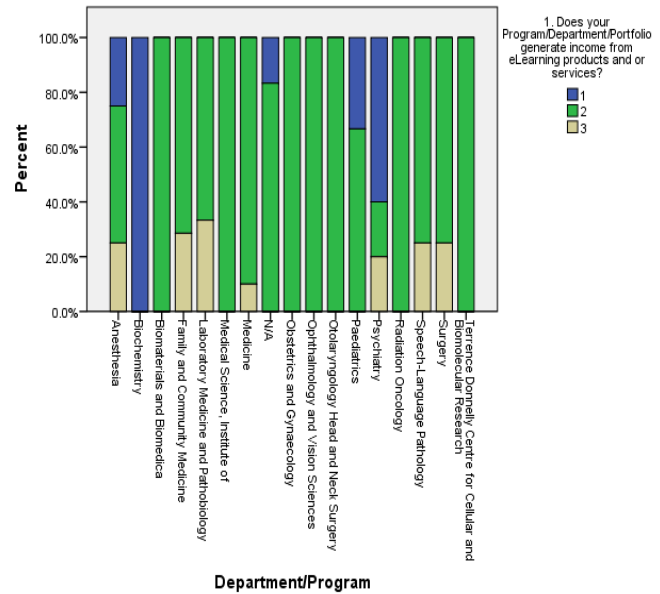
SECTION 4. APPENDICES

A. Structures, Finance and Human Resources Survey

Income

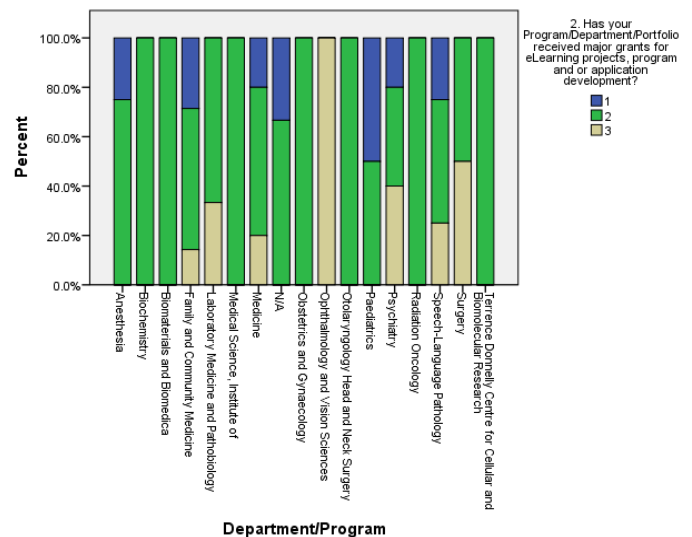
1. Does your Program/Department/Portfolio generate income from eLearning products and or services?

	Frequency	Percent	Valid Percent	Cumulative Percent
1	9	15.3	15.3	15.3
2	42	71.2	71.2	86.4
3	8	13.6	13.6	100.0
Total	59	100.0	100.0	



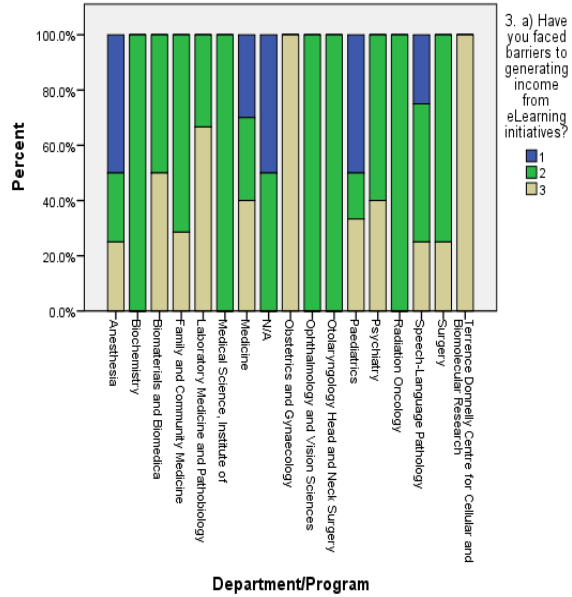
2. Has your Program/Department/Portfolio received major grants for eLearning projects, program and or application development?

	Frequency	Percent	Valid Percent	Cumulative Percent
1	13	22.0	22.0	22.0
2	36	61.0	61.0	83.1
3	10	16.9	16.9	100.0
Total	59	100.0	100.0	



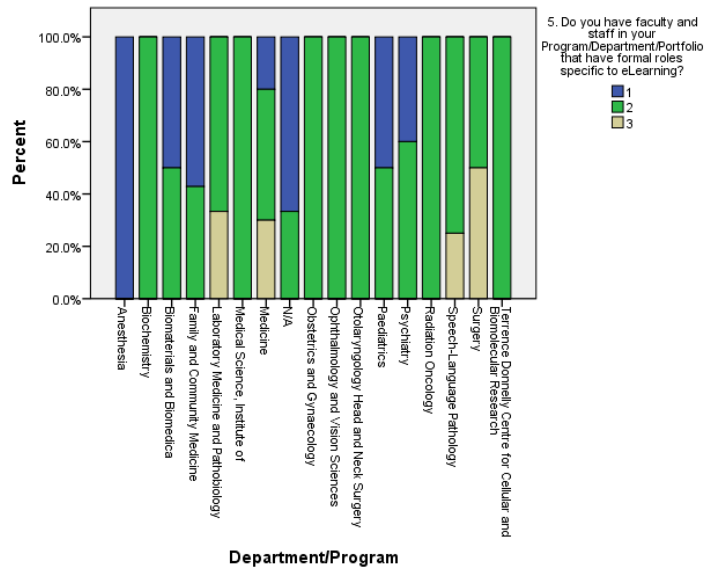
3. a) Have you faced barriers to generating income from eLearning initiatives?

	Frequency	Percent	Valid Percent	Cumulative Percent
1	13	22.0	22.0	22.0
2	28	47.5	47.5	69.5
3	18	30.5	30.5	100.0
Total	59	100.0	100.0	



5. Do you have faculty and staff in your Program/ Department/Portfolio that have formal roles specific to eLearning?

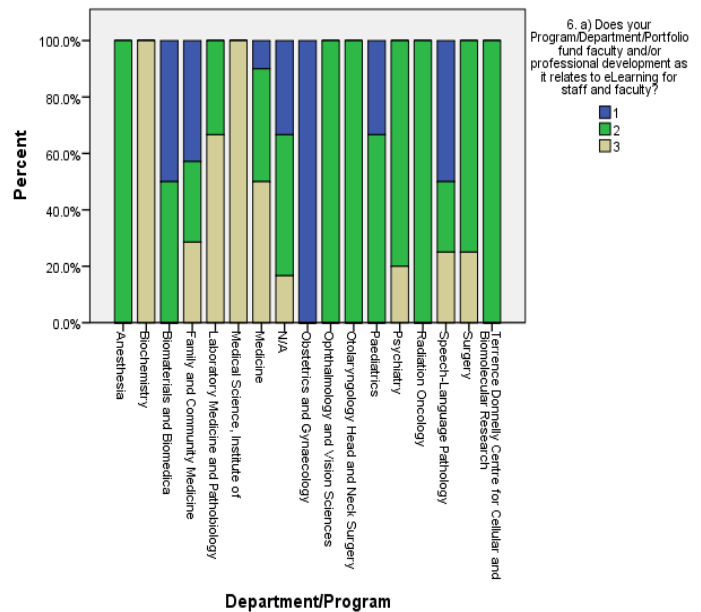
	Frequency	Percent	Valid Percent	Cumulative Percent
1	21	35.6	35.6	35.6
2	31	52.5	52.5	88.1
3	7	11.9	11.9	100.0
Total	59	100.0	100.0	



Expenses/Staffing

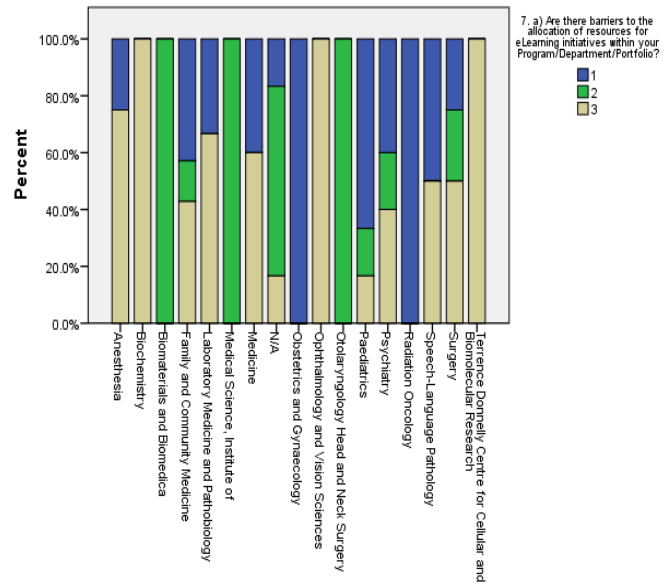
6. a) Does your Program/Department/Portfolio fund faculty and/or professional development as it relates to eLearning for staff and faculty?

	Frequency	Percent	Valid Percent	Cumulative Percent
1	13	22.0	22.0	22.0
2	31	52.5	52.5	74.6
3	15	25.4	25.4	100.0
Total	59	100.0	100.0	



7. a) Are there barriers to the allocation of resources for eLearning initiatives within your Program/Department/Portfolio?

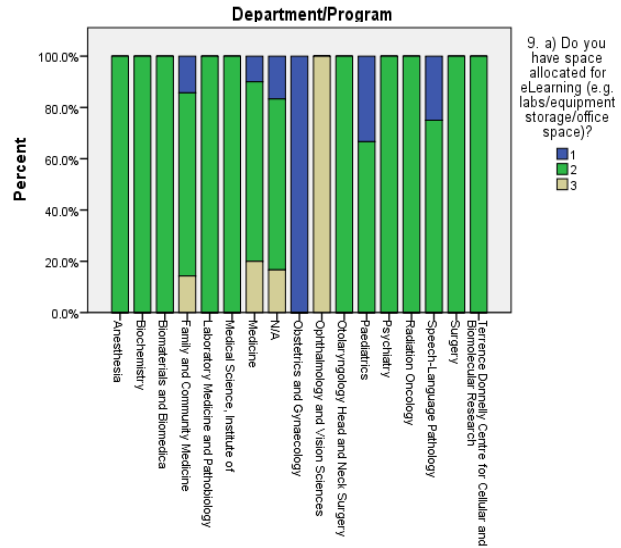
	Frequency	Percent	Valid Percent	Cumulative Percent
1	22	37.3	37.3	37.3
2	12	20.3	20.3	57.6
3	25	42.4	42.4	100.0
Total	59	100.0	100.0	



Physical Space

9. a) Do you have space allocated for eLearning (e.g. labs/equipment storage/office space)?

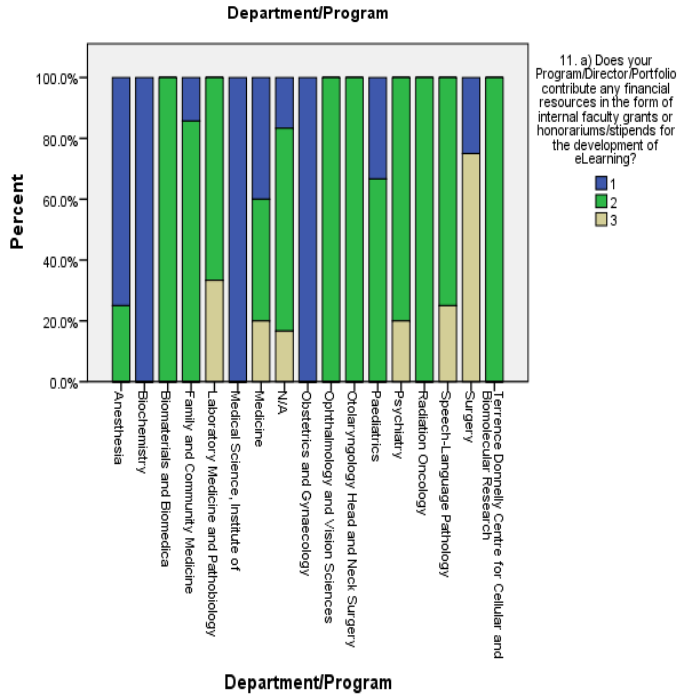
	Frequency	Percent	Valid Percent	Cumulative Percent
1	8	13.6	13.6	13.6
2	46	78.0	78.0	91.5
3	5	8.5	8.5	100.0
Total	59	100.0	100.0	



Stipends/Honorariums

11. a) Does your Program/Director/Portfolio contribute any financial resources in the form of internal faculty grants or honorariums/stipends for the development of eLearning?

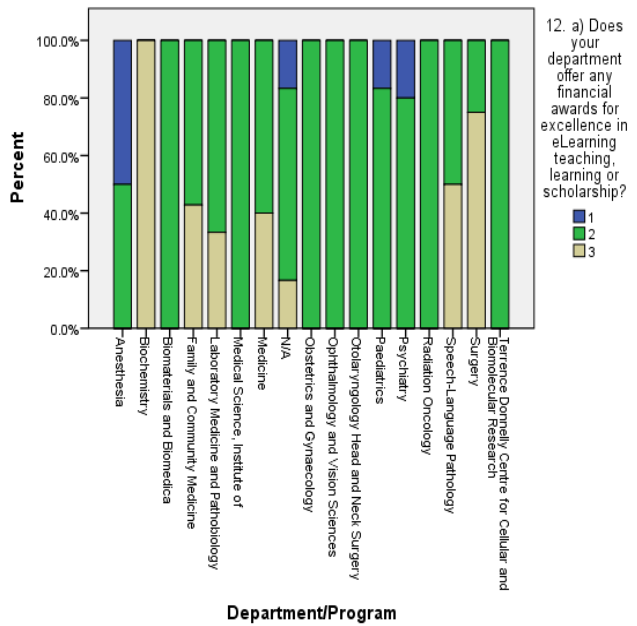
	Frequency	Percent	Valid Percent	Cumulative Percent
1	16	27.1	27.1	27.1
2	34	57.6	57.6	84.7
3	9	15.3	15.3	100.0
Total	59	100.0	100.0	



Department/Program

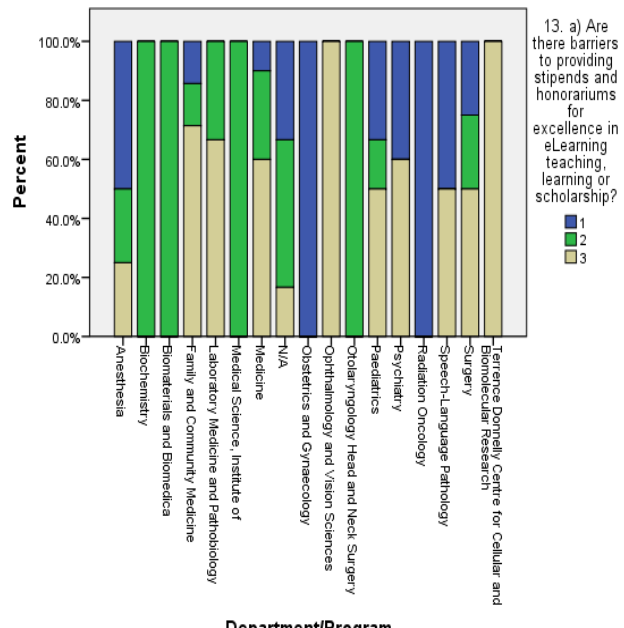
12. a) Does your department offer any financial awards for excellence in eLearning teaching, learning or scholarship?

	Frequency	Percent	Valid Percent	Cumulative Percent
1	5	8.5	8.5	8.5
2	39	66.1	66.1	74.6
3	15	25.4	25.4	100.0
Total	59	100.0	100.0	



13. a) Are there barriers to providing stipends and honorariums for excellence in eLearning teaching, learning or scholarship?

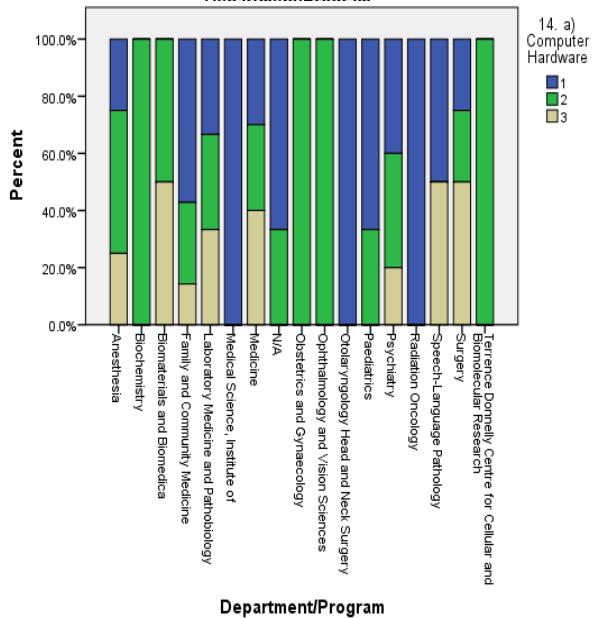
	Frequency	Percent	Valid Percent	Cumulative Percent
1	16	27.1	27.1	27.1
2	16	27.1	27.1	54.2
3	27	45.8	45.8	100.0
Total	59	100.0	100.0	



Other Expenses

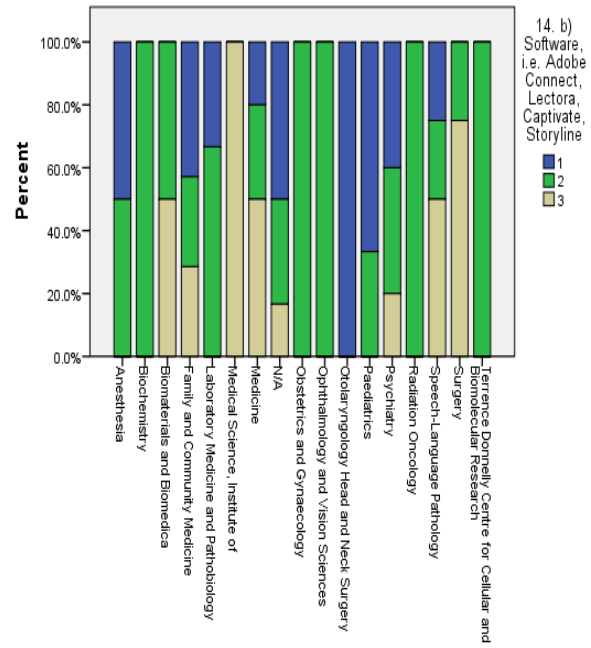
14. a) Computer Hardware

	Frequency	Percent	Valid Percent	Cumulative Percent
1	26	44.1	44.1	44.1
2	20	33.9	33.9	78.0
3	13	22.0	22.0	100.0
Total	59	100.0	100.0	



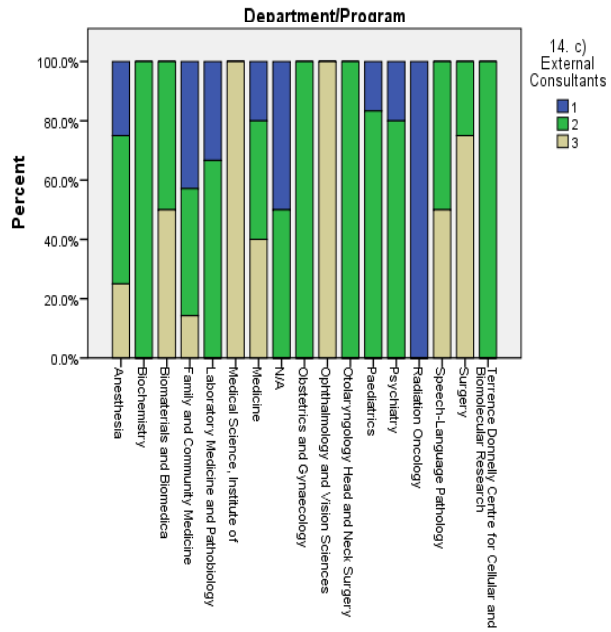
14. b) Software, i.e. Adobe Connect, Lectora, Captivate, Storyline

	Frequency	Percent	Valid Percent	Cumulative Percent
1	20	33.9	33.9	33.9
2	23	39.0	39.0	72.9
3	16	27.1	27.1	100.0
Total	59	100.0	100.0	



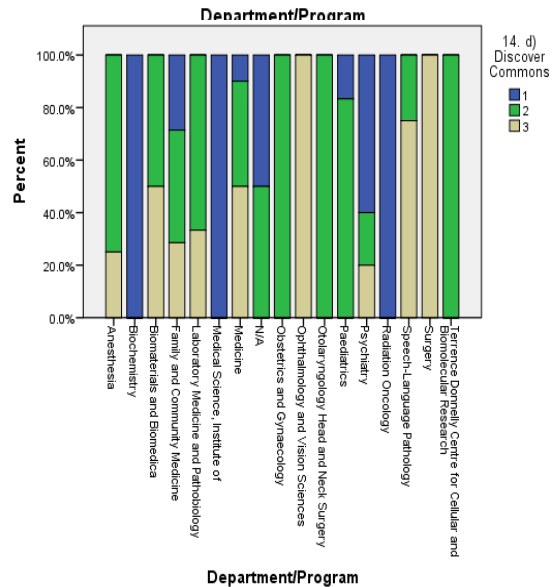
14. c) External Consultants

	Frequency	Percent	Valid Percent	Cumulative Percent
1	14	23.7	23.7	23.7
2	31	52.5	52.5	76.3
3	14	23.7	23.7	100.0
Total	59	100.0	100.0	



14. d) Discover Commons

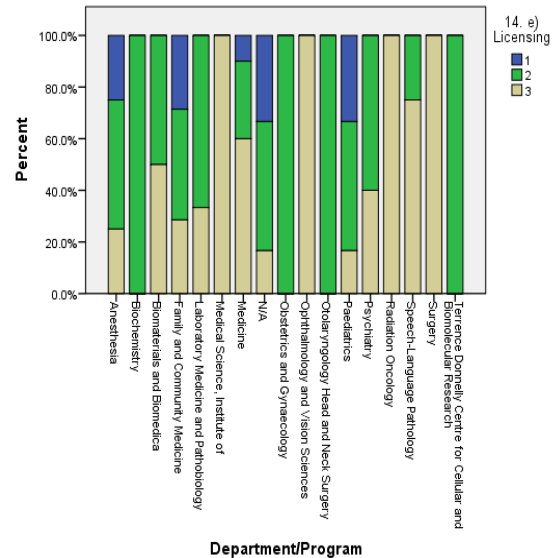
	Frequency	Percent	Valid Percent	Cumulative Percent
1	14	23.7	23.7	23.7
2	26	44.1	44.1	67.8
3	19	32.2	32.2	100.0
Total	59	100.0	100.0	



Department/Program

14. e) Licensing

	Frequency	Percent	Valid Percent	Cumulative Percent
1	8	13.6	13.6	13.6
2	26	44.1	44.1	57.6
3	25	42.4	42.4	100.0
Total	59	100.0	100.0	



Follow-up to Survey Question 5 for Further Information

At this time, I would ask that you please provide additional detail as it will be important to gage the level of staff/faculty involvement in the area of eLearning within your Department/Program/Portfolio.

- 1) Please outline any dedicated job descriptions that currently exist or are in the process of being created.
- 2) Approximately how many staff/faculty are engaged as part of their formal roles?
- 3) Any other details you feel would be relevant.

Crosstabulations and Contingency Tables

Note¹: An α value of 0.5 was used for all statistical tests (C.I. of 95%). $p < 0.5$ is considered statistically significant.

Note²: in all chi tests, there was a violation of having cells with expected count less than 5. Hence, the following crosstabulations should be interpreted with caution. They should be re-done with a larger sample size in order to confirm the observed relationships.

- Questions 1 and 2 (significant)
- Questions 1 and 3 (significant)
- Questions 5 and 6 (significant)
- Questions 6 and 7 (significant)
- Questions 11 and 12 (significant)
- Questions 11 and 13 (non-significant)
- Questions 12 and 13 (significant)
- Questions 1 and 6 (non-significant)

Table 18 a)

		Crosstabulation: Q1 and Q2			Total	
		1. Does your Program/Department/Portfolio generate income from eLearning products and or services?				
		1	2	3		
2. Has your Program/ Department/ Portfolio received major grants for eLearning projects, program and or application development?	1	Count	4	7	2	13
		% within 2. Has your Program/Department/Portfolio received major grants for eLearning projects, program and or application development?	30.8%	53.8%	15.4%	100.0%
		% within 1. Does your Program/Department/Portfolio generate income from eLearning products and or services?	44.4%	16.7%	25.0%	22.0%
		% of Total	6.8%	11.9%	3.4%	22.0%
	2	Count	4	30	2	36
		% within 2. Has your Program/Department/Portfolio received major grants for eLearning projects, program and or application development?	11.1%	83.3%	5.6%	100.0%
		% within 1. Does your Program/Department/Portfolio generate income from eLearning products and or services?	44.4%	71.4%	25.0%	61.0%
		% of Total	6.8%	50.8%	3.4%	61.0%
	3	Count	1	5	4	10
		% within 2. Has your Program/Department/Portfolio received major grants for eLearning projects, program and or application development?	10.0%	50.0%	40.0%	100.0%
		% within 1. Does your Program/Department/Portfolio generate income from eLearning products and or services?	11.1%	11.9%	50.0%	16.9%
		% of Total	1.7%	8.5%	6.8%	16.9%
	Total	Count	9	42	8	59
% within 2. Has your Program/Department/Portfolio received major grants for eLearning projects, program and or application development?		15.3%	71.2%	13.6%	100.0%	
% within 1. Does your Program/Department/Portfolio generate income from eLearning products and or services?		100.0%	100.0%	100.0%	100.0%	
% of Total		15.3%	71.2%	13.6%	100.0%	

Table 18 b)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11.452 ^a	4	.022
Likelihood Ratio	9.836	4	.043
Linear-by-Linear Association	3.661	1	.056
N of Valid Cases	59		

a. 5 cells (55.6%) have expected count less than 5. The minimum expected count is 1.36.

Table 18 c)

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.441	.022
	Cramer's V	.312	.022
	Contingency Coefficient	.403	.022
N of Valid Cases		59	

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

- Out of those who answered no to generating income from eLearning products and/or services, 71% also said they do not receive major grants for eLearning projects, program, and/or application development.
- Out of those who answered yes to generating income from eLearning products and/or services, 44 % also said they receive major grants.
- Statistically significant relationship between the variables (p = 0.022)
- Relationship is strong (Cramer's v of 0.31; contingency coefficient of 0.40)

Table 19 a)

Crosstabulation: Q1 and 3

			1. Does your Program/Department/Portfolio generate income from eLearning products and or services?			Total
			1	2	3	
3. a) Have you faced barriers to generating income from eLearning initiatives?	1	Count	5	7	1	13
		% within 3. a) Have you faced barriers to generating income from eLearning initiatives?	38.5%	53.8%	7.7%	100.0%
		% within 1. Does your Program/Department/Portfolio generate income from eLearning products and or services?	55.6%	16.7%	12.5%	22.0%
		% of Total	8.5%	11.9%	1.7%	22.0%
	2	Count	3	25	0	28
		% within 3. a) Have you faced barriers to generating income from eLearning initiatives?	10.7%	89.3%	0.0%	100.0%
		% within 1. Does your Program/Department/Portfolio generate income from eLearning products and or services?	33.3%	59.5%	0.0%	47.5%
		% of Total	5.1%	42.4%	0.0%	47.5%
	3	Count	1	10	7	18
		% within 3. a) Have you faced barriers to generating income from eLearning initiatives?	5.6%	55.6%	38.9%	100.0%
		% within 1. Does your Program/Department/Portfolio generate income from eLearning products and or services?	11.1%	23.8%	87.5%	30.5%
		% of Total	1.7%	16.9%	11.9%	30.5%
Total	Count	9	42	8	59	
	% within 3. a) Have you faced barriers to generating income from eLearning initiatives?	15.3%	71.2%	13.6%	100.0%	
	% within 1. Does your Program/Department/Portfolio generate income from eLearning products and or services?	100.0%	100.0%	100.0%	100.0%	
	% of Total	15.3%	71.2%	13.6%	100.0%	

Table 19 b)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.177 ^a	4	.000
Likelihood Ratio	21.186	4	.000
Linear-by-Linear Association	11.359	1	.001
N of Valid Cases	59		

a. 6 cells (66.7%) have expected count less than 5. The minimum expected count is 1.76.

Table 19 c)

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal		
Phi	.599	.000
Cramer's V	.424	.000
Contingency Coefficient	.514	.000
N of Valid Cases	59	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

- Of those reporting that they do not generate income from eLearning products/services, 60% said that they did not face barriers to generating income (versus 17% who said they have and 24% who said they didn't know).
- Of those who said they do generate income, 56% said they face barriers to doing so.
- Significant relationship (p = 0.00)
- Relationship strength is strong (cramer's v of 0.42; contingency coefficient of 0.51)

Table 20 a)

Crosstabulation: Q5 and Q6						
		5. Do you have faculty and staff in your Program/Department/Portfolio that have formal roles specific to eLearning?			Total	
		1	2	3		
6. a) Does your Program/ Department/Portfolio fund faculty and/or professional development as it relates to eLearning for staff and faculty?	1	Count	8	5	0	13
		% within 6. a) Does your Program/Department/Portfolio fund faculty and/or professional development as it relates to eLearning for staff and faculty?	61.5%	38.5%	0.0%	100.0%
		% within 5. Do you have faculty and staff in your Program/Department/Portfolio that have formal roles specific to eLearning?	38.1%	16.1%	0.0%	22.0%
		% of Total	13.6%	8.5%	0.0%	22.0%
	2	Count	9	20	2	31
		% within 6. a) Does your Program/Department/Portfolio fund faculty and/or professional development as it relates to eLearning for staff and faculty?	29.0%	64.5%	6.5%	100.0%
		% within 5. Do you have faculty and staff in your Program/Department/Portfolio that have formal roles specific to eLearning?	42.9%	64.5%	28.6%	52.5%
		% of Total	15.3%	33.9%	3.4%	52.5%
3	Count	4	6	5	15	

		% within 6. a) Does your Program/Department/Portfolio fund faculty and/or professional development as it relates to eLearning for staff and faculty?	26.7%	40.0%	33.3%	100.0%
		% within 5. Do you have faculty and staff in your Program/Department/Portfolio that have formal roles specific to eLearning?	19.0%	19.4%	71.4%	25.4%
		% of Total	6.8%	10.2%	8.5%	25.4%
Total		Count	21	31	7	59
		% within 6. a) Does your Program/Department/Portfolio fund faculty and/or professional development as it relates to eLearning for staff and faculty?	35.6%	52.5%	11.9%	100.0%
		% within 5. Do you have faculty and staff in your Program/Department/Portfolio that have formal roles specific to eLearning?	100.0%	100.0%	100.0%	100.0%
		% of Total	35.6%	52.5%	11.9%	100.0%

Table 21 b)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	13.090 ^a	4	.011
Likelihood Ratio	12.495	4	.014
Linear-by-Linear Association	7.553	1	.006
N of Valid Cases	59		

a. 4 cells (44.4%) have expected count less than 5. The minimum expected count is 1.54.

Table 21 c)

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.471	.011
	Cramer's V	.333	.011
	Contingency Coefficient	.426	.011
N of Valid Cases		59	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

- Of those that said their department/program/portfolio has formal roles specific to eLearning, 38% said they fund faculty and/or professional development as it relates to eLearning for staff and faculty and 43% said they don't.
- Of those that said they don't have formal roles specific to eLearning 65% said they also don't fund faculty and/or professional development as it relates to eLearning for staff and faculty.
- Significant relationship (p = 0.01)
- Relationship is strong (cramer's v of 0.33; contingency coefficient of 0.43)

Table 22 a)

Crosstabulation: Q6 and Q7						
			6. a) Does your Program/Department/Portfolio fund faculty and/or professional development as it relates to eLearning for staff and faculty?			Total
			1	2	3	
7. a) Are there barriers to the allocation of resources for eLearning initiatives within your Program/ Department/ Portfolio?	1	Count	9	10	3	22
		% within 7. a) Are there barriers to the allocation of resources for eLearning initiatives within your Program/Department/Portfolio?	40.9%	45.5%	13.6%	100.0%
		% within 6. a) Does your Program/Department/Portfolio fund faculty and/or professional development as it relates to eLearning for staff and faculty?	69.2%	32.3%	20.0%	37.3%
		% of Total	15.3%	16.9%	5.1%	37.3%
	2	Count	4	7	1	12
		% within 7. a) Are there barriers to the allocation of resources for eLearning initiatives within your Program/Department/Portfolio?	33.3%	58.3%	8.3%	100.0%
		% within 6. a) Does your Program/Department/Portfolio fund faculty and/or professional development as it relates to eLearning for staff and faculty?	30.8%	22.6%	6.7%	20.3%
		% of Total	6.8%	11.9%	1.7%	20.3%
	3	Count	0	14	11	25
		% within 7. a) Are there barriers to the allocation of resources for eLearning initiatives within your Program/Department/Portfolio?	0.0%	56.0%	44.0%	100.0%
		% within 6. a) Does your Program/Department/Portfolio fund faculty and/or professional development as it relates to eLearning for staff and faculty?	0.0%	45.2%	73.3%	42.4%
		% of Total	0.0%	23.7%	18.6%	42.4%
Total	Count	13	31	15	59	
	% within 7. a) Are there barriers to the allocation of resources for eLearning initiatives within your Program/Department/Portfolio?	22.0%	52.5%	25.4%	100.0%	
	% within 6. a) Does your Program/Department/Portfolio fund faculty and/or professional development as it relates to eLearning for staff and faculty?	100.0%	100.0%	100.0%	100.0%	
	% of Total	22.0%	52.5%	25.4%	100.0%	

Table 22 b)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	16.079 ^a	4	.003
Likelihood Ratio	20.898	4	.000
Linear-by-Linear Association	12.657	1	.000
N of Valid Cases	59		

a. 3 cells (33.3%) have expected count less than 5. The minimum expected count is 2.64.

Table 22 c)

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal	Phi	.522
	Cramer's V	.369
	Contingency Coefficient	.463
N of Valid Cases	59	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

- Of those that said they don't fund faculty and/or professional development as it relates to eLearning, 32% said they face barriers to the allocation of resources for eLearning initiatives and 45% said they didn't know.
- Out of those that said they did fund faculty and/or professional development relating to eLearning, 69% said there are barriers to the allocation of resources for eLearning initiatives in their program/department/portfolio (Table 26 a)) (versus 31% that said there weren't any barriers).
- Significant relationship (p = 0.003)
- Strong relationship (cramer's v of 0.37; contingency coefficient of 0.46)

Table 23 a)

Crosstabulation: Q11 and Q12						
			11. a) Does your Program/Director/Portfolio contribute any financial resources in the form of internal faculty grants or honorariums/stipends for the development of eLearning?			Total
			1	2	3	
12. a) Does your department offer any financial awards for excellence in eLearning teaching, learning or scholarship?	1	Count	4	1	0	5
		% within 12. a) Does your department offer any financial awards for excellence in eLearning teaching, learning or scholarship?	80.0%	20.0%	0.0%	100.0%
		% within 11. a) Does your Program/Director/Portfolio contribute any financial resources in the form of internal faculty grants or honorariums/stipends for the development of eLearning?	25.0%	2.9%	0.0%	8.5%
		% of Total	6.8%	1.7%	0.0%	8.5%
	2	Count	8	29	2	39
		% within 12. a) Does your department offer any financial awards for excellence in eLearning teaching, learning or scholarship?	20.5%	74.4%	5.1%	100.0%
		% within 11. a) Does your Program/Director/Portfolio contribute any financial resources in the form of internal faculty grants or honorariums/stipends for the development of eLearning?	50.0%	85.3%	22.2%	66.1%
		% of Total	13.6%	49.2%	3.4%	66.1%
	3	Count	4	4	7	15
		% within 12. a) Does your department offer any financial awards for excellence in eLearning teaching, learning or scholarship?	26.7%	26.7%	46.7%	100.0%
		% within 11. a) Does your Program/Director/Portfolio contribute any financial resources in the form of internal faculty grants or honorariums/stipends for the development of eLearning?	25.0%	11.8%	77.8%	25.4%
		% of Total	6.8%	6.8%	11.9%	25.4%
Total	Count	16	34	9	59	
	% within 12. a) Does your department offer any financial awards for excellence in eLearning teaching, learning or scholarship?	27.1%	57.6%	15.3%	100.0%	
	% within 11. a) Does your Program/Director/Portfolio contribute any financial resources in the form of internal faculty grants or honorariums/stipends for the development of eLearning?	100.0%	100.0%	100.0%	100.0%	
	% of Total	27.1%	57.6%	15.3%	100.0%	

Table 23 b)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	24.490 ^a	4	.000
Likelihood Ratio	21.851	4	.000
Linear-by-Linear Association	8.786	1	.003
N of Valid Cases	59		

a. 5 cells (55.6%) have expected count less than 5. The minimum expected count is .76.

Table 23 c)

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.644	.000
	Cramer's V	.456	.000
	Contingency Coefficient	.542	.000
N of Valid Cases		59	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

- Of those that said their program/director/portfolio does not contribute any financial resources in the form of internal faculty grant or honorariums/stipends for eLearning, 85% also said their department doesn't offer financial awards for excellence in eLearning teaching, learning or scholarship and 10% said they didn't know.
- Of those that said their program/director/portfolio does contribute financial resources, 50% said they don't offer financial awards, 25% said they do and 25% said they didn't know.
- Significant relationship (p = 0.000)
- Relationship is strong (cramer's v of 0.46; contingency coefficient of 0.54)

Table 24 a)

Crosstabulation: Q11 and Q13						
			11. a) Does your Program/Director/Portfolio contribute any financial resources in the form of internal faculty grants or honorariums/stipends for the development of eLearning?			Total
			1	2	3	
13. a) Are there barriers to providing stipends and honorariums for excellence in eLearning teaching, learning or scholarship?	1	Count	3	11	2	16
		% within 13. a) Are there barriers to providing stipends and honorariums for excellence in eLearning teaching, learning or scholarship?	18.8%	68.8%	12.5%	100.0%
		% within 11. a) Does your Program/Director/Portfolio contribute any financial resources in the form of internal faculty grants or honorariums/stipends for the development of eLearning?	18.8%	32.4%	22.2%	27.1%
		% of Total	5.1%	18.6%	3.4%	27.1%
	2	Count	7	9	0	16
		% within 13. a) Are there barriers to providing stipends and honorariums for excellence in eLearning teaching, learning or scholarship?	43.8%	56.2%	0.0%	100.0%
		% within 11. a) Does your Program/Director/Portfolio contribute any financial resources in the form of internal faculty grants or honorariums/stipends for the development of eLearning?	43.8%	26.5%	0.0%	27.1%
		% of Total	11.9%	15.3%	0.0%	27.1%
	3	Count	6	14	7	27
		% within 13. a) Are there barriers to providing stipends and honorariums for	22.2%	51.9%	25.9%	100.0%

		excellence in eLearning teaching, learning or scholarship?				
		% within 11. a) Does your Program/Director/Portfolio contribute any financial resources in the form of internal faculty grants or honorariums/stipends for the development of eLearning?	37.5%	41.2%	77.8%	45.8%
		% of Total	10.2%	23.7%	11.9%	45.8%
Total		Count	16	34	9	59
		% within 13. a) Are there barriers to providing stipends and honorariums for excellence in eLearning teaching, learning or scholarship?	27.1%	57.6%	15.3%	100.0%
		% within 11. a) Does your Program/Director/Portfolio contribute any financial resources in the form of internal faculty grants or honorariums/stipends for the development of eLearning?	100.0%	100.0%	100.0%	100.0%
		% of Total	27.1%	57.6%	15.3%	100.0%

Table 24 b)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7.325 ^a	4	.120
Likelihood Ratio	9.211	4	.056
Linear-by-Linear Association	.640	1	.424
N of Valid Cases	59		

a. 5 cells (55.6%) have expected count less than 5. The minimum expected count is 2.44.

Table 24 c)

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Phi	.352	.120
	Cramer's V	.249	.120
	Contingency Coefficient	.332	.120
N of Valid Cases		59	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

- No statistically significant relationship

Table 25 a)

Crosstabulation: Q12 and Q13

			12. a) Does your department offer any financial awards for excellence in eLearning teaching, learning or scholarship?			Total
			1	2	3	
13. a) Are there barriers to providing stipends and honorariums for excellence in eLearning teaching, learning or scholarship?	1	Count	1	14	1	16
		% within 13. a) Are there barriers to providing stipends and honorariums for excellence in eLearning teaching, learning or scholarship?	6.2%	87.5%	6.2%	100.0%
		% within 12. a) Does your department offer any financial awards for excellence in eLearning teaching, learning or scholarship?	20.0%	35.9%	6.7%	27.1%
		% of Total	1.7%	23.7%	1.7%	27.1%
	2	Count	3	12	1	16
% within 13. a) Are there barriers to providing stipends and honorariums for		18.8%	75.0%	6.2%	100.0%	

		excellence in eLearning teaching, learning or scholarship?				
		% within 12. a) Does your department offer any financial awards for excellence in eLearning teaching, learning or scholarship?	60.0%	30.8%	6.7%	27.1%
		% of Total	5.1%	20.3%	1.7%	27.1%
	3	Count	1	13	13	27
		% within 13. a) Are there barriers to providing stipends and honorariums for excellence in eLearning teaching, learning or scholarship?	3.7%	48.1%	48.1%	100.0%
		% within 12. a) Does your department offer any financial awards for excellence in eLearning teaching, learning or scholarship?	20.0%	33.3%	86.7%	45.8%
		% of Total	1.7%	22.0%	22.0%	45.8%
Total		Count	5	39	15	59
		% within 13. a) Are there barriers to providing stipends and honorariums for excellence in eLearning teaching, learning or scholarship?	8.5%	66.1%	25.4%	100.0%
		% within 12. a) Does your department offer any financial awards for excellence in eLearning teaching, learning or scholarship?	100.0%	100.0%	100.0%	100.0%
		% of Total	8.5%	66.1%	25.4%	100.0%

Table 25 b)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15.540 ^a	4	.004
Likelihood Ratio	16.135	4	.003
Linear-by-Linear Association	7.949	1	.005
N of Valid Cases	59		

a. 5 cells (55.6%) have expected count less than 5. The minimum expected count is 1.36.

Table 25 c)

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal	Phi	.513
	Cramer's V	.363
	Contingency Coefficient	.457
N of Valid Cases	59	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

- Significant ($p = 0.004$), strong relationship (cramer's $v=0.36$)
- Of those that said their department does not offer financial awards for excellence in eLearning teaching, learning or scholarship, there was divided opinions on whether barriers exist to providing stipends and honorariums for faculty (36% said yes, 31% said no and 33% said they didn't know)
- Of respondents who said their department do offer financial award, the majority (60%) said there weren't any barriers

Table 26 a)

Crosstabulation: Q1 and Q6

		1. Does your Program/Department/Portfolio generate income from eLearning products and or services?			Total
		1	2	3	
6. a) Does your Program/ Department/ Portfolio fund faculty and/or professional development	1	Count	2	11	0
		% within 6. a) Does your Program/Department/Portfolio fund faculty and/or professional development as it relates to eLearning for staff and faculty?	15.4%	84.6%	0.0%
		% within 1. Does your Program/Department/Portfolio generate income	22.2%	26.2%	0.0%

as it relates to eLearning for staff and faculty?	2	from eLearning products and or services?				
		% of Total	3.4%	18.6%	0.0%	22.0%
		Count	6	22	3	31
		% within 6. a) Does your Program/Department/Portfolio fund faculty and/or professional development as it relates to eLearning for staff and faculty?	19.4%	71.0%	9.7%	100.0%
		% within 1. Does your Program/Department/Portfolio generate income from eLearning products and or services?	66.7%	52.4%	37.5%	52.5%
	% of Total	10.2%	37.3%	5.1%	52.5%	
	3	Count	1	9	5	15
		% within 6. a) Does your Program/Department/Portfolio fund faculty and/or professional development as it relates to eLearning for staff and faculty?	6.7%	60.0%	33.3%	100.0%
		% within 1. Does your Program/Department/Portfolio generate income from eLearning products and or services?	11.1%	21.4%	62.5%	25.4%
		% of Total	1.7%	15.3%	8.5%	25.4%
		Count	9	42	8	59
	Total	% within 6. a) Does your Program/Department/Portfolio fund faculty and/or professional development as it relates to eLearning for staff and faculty?	15.3%	71.2%	13.6%	100.0%
% within 1. Does your Program/Department/Portfolio generate income from eLearning products and or services?		100.0%	100.0%	100.0%	100.0%	
% of Total		15.3%	71.2%	13.6%	100.0%	

Table 26 b)

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	8.093 ^a	4	.088
Likelihood Ratio	8.796	4	.066
Linear-by-Linear Association	4.451	1	.035
N of Valid Cases	59		

a. 6 cells (66.7%) have expected count less than 5. The minimum expected count is 1.76.

Table 26 c)

Symmetric Measures

	Value	Approx. Sig.
Nominal by Nominal	Phi	.370
	Cramer's V	.262
	Contingency Coefficient	.347
N of Valid Cases	59	

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

- No statistically significant relationship found

B. Inventory of Grants and Awards for eLearning Initiatives

Internal Departmental Awards

Since 2011, at least 7 internal awards have been granted to recognize or support eLearning initiatives. They have included:

- Fred Fallis Award | awarded in 2011, 2012 and 2013
To recognize an individual or group that has demonstrated innovation and excellence in online learning for health professionals.
- David Fear Fellowship | awarded in 2014
For the opportunity to visit Stanford University to integrate the experience in on-line eLearning into a national vascular ultrasound eLearning strategy.
- Ivan Silver Innovation Award | awarded in 2014
To recognize an innovative CPD initiative developed and delivered by a U of T faculty member or team that has demonstrated an effect on health professional performance or health outcome.
- President's Teaching Award | awarded in 2013
To recognize outstanding teaching and mentorship of both undergraduate and graduate students and educational innovation.
- W. T. Aikins Faculty Teaching Award – Innovative Instructional Methods | awarded in 2013
To recognize sustained commitment to and excellence in undergraduate teaching. The Innovative Instructional Methods award was created to recognize innovative instructional technologies specifically for use in the undergraduate MD program.

Education Development Fund

The projects listed below reflect high fidelity simulation, multimedia, multi-mode and or are explicitly eLearning:

2014

- *The creation of a web-based learning module for indigenous health education.*
- *Development of an introductory eLearning course on clinical research methods and quality improvement for the Toronto-Addis Ababa Academic Collaboration.*
- *High-Fidelity eLearning to support competency based-residency Training.*

2013

- *Online Interactive Modular Course for Inter-Professional and Continuing Education in Sleep Health.*
- *Creation and use of Animation in Teaching Pharmacokinetic and Pharmacodynamic Principles.*
- *The National Neuropathology Lecture Series: Collaborative Inter-professional eLearning for a small specialty.*
- *Development of a Newborn Lung simulation Model as an Educational Tool for Mechanical Ventilation for Residents and Fellows.*

2012

- *Designing an interactive Video Tool (iVT) to Enhance Integration of Basic and Clinical Sciences in the Analysis of Movement Challenges in Persons with neurological impairments.*
- *Assessment of the construct validity of Virtual Interactive Case (VIC) scores in family medicine virtual patient cases Scores in Family Medicine Virtual Patient Cases Part 1: Usability.*

2011

- *Developing interactive animations of key physiological processes to enhance student competency.*
- *Hinting strategies for improving the Efficiency of Medical Student Learning of Deliberately Practiced Web-based Radiographs.*

2010

- *Is a Multimedia-Based Teaching Tools as Effective As Bedside Teaching? Proposal for a Validation study.*
- *The impact of simulator based education on the acquisition of life-saving airway procedure – role of a specialized hybrid-high fidelity patient simulator model.*
- *Team Training for Trauma (3T): Developing an interdisciplinary, simulation based human factors training curriculum for general surgery residents.*

2009

- *The utility of E-Portfolios for Documentation and Evaluation of the CanMEDS Scholar Domain in General Medicine and Rheumatology Post-graduate Medical Education.*
- *Enveloping Anatomy Learning System (Anatomy Glove and Video).*
- *Does the use of procedure videos during clinical shifts improve the quality of teaching of procedures in the emergency department?*

Faculty of Medicine-Associated ITIF Projects: Details by Year

Below, we have captured the previous recipients of the ITCDF for the 2008–2009 funding cycle, as well as recipients of the ITIF for the 2011–2012, 2012–2013 and 2013–2014 funding cycles.

2008 – 2009

Principal Investigator(s)	Project Title	Department
Heather MacNeill	Bridging the Gap: Development of an online tool to promote Interprofessional Collaboration using the “build-a-case” technique	Physiatry
Massimiliano Meineri	Development of a Simulation of Weaning Patients from Cardiopulmonary Bypass	Anesthesia
Nicolette Caccia	Development of a Web-based Course Covering the Basics of Common Problems in the Delivery of Sub-Specialty Care in Paediatric & Adolescent Gynaecology for Obstetrics & Gynaecology Post- Graduate Trainees at the University of Toronto	Obstetrics and Gynaecology
Denyse Richardson, Susan Takahashi, Erika Abner, Chi-Ming Chow	Resident as Collaborative Practitioner: PGME Core Curriculum Web Initiative	Postgraduate Medical Education
Susan Takahashi, Shipra Ginsburg, Erika Abner, Chi-Ming Chow	Resident as Professional	Postgraduate Medical Education
Lisa Kenney	Virtual Ventilation: The Development of a Simulation of Patients Requiring Respiratory Support with Mechanical Ventilation	Critical Care
Chris Perumalla	Web-Based Interactive Physiology Courses	Physiology
Marc Dryer, Ike Ahmed	3D Visualization of Microsurgical Techniques: A Training Tool for Ocular Surgical Residents and Fellows	Biomedical Communications (UTM)

There were no projects funded in 2009–2010 or 2010–2011.

2011 – 2012

Principal Investigator(s)	Project Title	Department
Marcus Law, Karen Leslie	Students and Faculty as Partners in Innovation: The e-Faculty Development Project	Centre for Faculty Development
Denise Reid	The Mindfulness Program	Department of Occupational Science and Occupational Therapy

2012 – 2013

Principal Investigator(s)	Project Title	Department
Cathy Evans, Sharon Switzer-McIntyre	Continuing Education for Online Diagnostic Imaging for Physical Therapists	Department of Physical Therapy
Alison Gibbs (Department of Statistics), Paul Hamel, (Health Studies Program), Bart Harvey (Human Biology Program), Patrick Brown (Dalla Lana School of Public Health)	Modularization for a Student's Introduction to the Practice of Statistics	Department of Statistics, Health Studies Program, Human Biology Program, Dalla Lana School of Public Health
Jodie Jenkinson (Biomedical Communications, Biology), Michael Corrin (Biomedical Communications)	Vascular Invaders Web-Based Study Aid	Biomedical Communications, Biology

2013 – 2014

Principal Investigator(s)	Project Title	Department
Debbie Hebert	Modular Online Framework for Public Education, Undergraduate & Entry-level Professional Curriculum, & Post-Professional Certification	Department of Occupational Science and Occupational Therapy
Ross Barclay	piPosters: Promoting digital display, re-use and dissemination of academic poster content from educational events	Continuing Education and Professional Development
Massimiliano Meineri	Development of interactive online teaching aids for learning point-of-care ultrasound (POCUS)	Anesthesia
Marcus Law	Preparing prospective and incoming health sciences students with fundamental background knowledge – an innovative e-learning project	Faculty of Medicine
Peter Azmi	Developing best practices and a tool kit for the creation of course cartridges using existing Blackboard-embedded content	Continuing Education and Professional Development
Jeremy Goldfarb	Innovative Case System and Feedback Tool for Undergraduate Ophthalmology	Faculty of Medicine
Ahlia Khan-Trottier	The use of tablet devices to enhance learning and collaboration in the Life Sciences Laboratory Classroom	Biochemistry

C. eLearning Space Inventory

1. Area Dedicated to eLearning by Department/Division/Institute

Department/Division/Institute	Building	Category (greatest space allocation listed)	Area (m ²)
Anatomy, Division of (Surgery)	Medical Sciences Building	Non-Tiered Classrooms/Scheduled Class Labs	163.02
Biochemistry, Dept of	Medical Sciences Building	Research Lab Support Space	74.99
Cellular & Biomolecular Res, Ctr	Terrence Donnelly Ctr for Cellular & Biomolecular Res	Research Lab Support Space	57.41
Dean's Office Medicine	Terrence Donnelly Ctr for Cellular & Biomolecular Res	Study Space Not Under Library Jurisdiction	106.53
Discovery Commons	Medical Sciences Building	Scheduled Class Lab	361.62
Family & Community Medicine, Dept of	Rehabilitation Sciences Building	Departmental Support Staff Office/Non-Tiered Classrooms	53.44
Life Course & Aging, Institute for	Old Admin Bldg (Board of Ed)	Non-Tiered Classrooms	13.78
Medical Imaging, Department of	Old Admin Bldg (Board of Ed)	Study Space Not Under Library Jurisdiction	12.94
Microscopy Imaging Lab (Med)	Medical Sciences Building	Research Lab Support Space	8.93
Molecular Genetics, Dept of	Medical Sciences Building	Research Lab Support Space	174.16
Occupational Sci & Occ Therapy, Dept	Rehabilitation Sciences Building	Research Lab Space	44.03
Pharmacology and Toxicology, Dept of	Medical Sciences Building	Research Lab Support Space	23.76
Physical Therapy, Dept of	Rehabilitation Sciences Building	Research Lab Space	351.92
Postgraduate Medical Education	Rehabilitation Sciences Building	Office Support Space	9
Rehabilitation Science Sector	Rehabilitation Sciences Building	Study Space Not Under Library Jurisdiction	334.92
Speech-Language Pathology, Grad Dept	Rehabilitation Sciences Building	Research Lab Space	140.15
Teaching Laboratories, Div of (Med)	Medical Sciences Building	Scheduled Class Lab	87.92
Undergraduate Medical Education	Old Admin Bldg (Board of Ed)	Study Space Not Under Library Jurisdiction / Unscheduled Class Lab	231.57
		Total	2250.09

2. Area of eLearning Spaces by Building and Category

Building	Category (spatial use)	Type (greatest space allocation listed)	Area (m ²)
Medical Sciences Building	Central Computing Facilities	Server Room/Computer Machine Room	65.23
Medical Sciences Building	Non-Tiered Classrooms	Seminar Room	75.1
Medical Sciences Building	Office Support Space	Video Conferencing Room	154.36
Medical Sciences Building	Research Lab Support Space	Communal Equipment Room/Computer Room	219.03
Medical Sciences Building	Scheduled Class Lab	Computer Lab/Dry Lab	412.9
Old Admin Bldg (Board of Ed)	Non-Tiered Classrooms	Classroom - Flat Floor	55.1
Old Admin Bldg (Board of Ed)	Study Space Not Under Library Jurisdiction	Group Study Room	146.05
Old Admin Bldg (Board of Ed)	Unscheduled Class Lab	ASCM Examination Room	98.46
Rehabilitation Sciences Building	Classroom Service Space	A/V Closet	1.38
Rehabilitation Sciences Building	Departmental Support Staff Office	Info Technology Workshop	82.11
Rehabilitation Sciences Building	Non-Tiered Classrooms	Dorothy Baer Seminar Room	39.27
Rehabilitation Sciences Building	Office Support Space	Server Room	52.91
Rehabilitation Sciences Building	Research Lab Space	Clinical Skills Teaching Lab	524.34

Rehabilitation Sciences Building	Study Space Not Under Library Jurisdiction	Computer Resource Lab	215.27
Terrence Donnelly Ctr for Cellular & Biomolecular Res	Research Lab Support Space	Server Room	57.41
Terrence Donnelly Ctr for Cellular & Biomolecular Res	Study Space Not Under Library Jurisdiction	Study Room	51.17
Total			2250.09

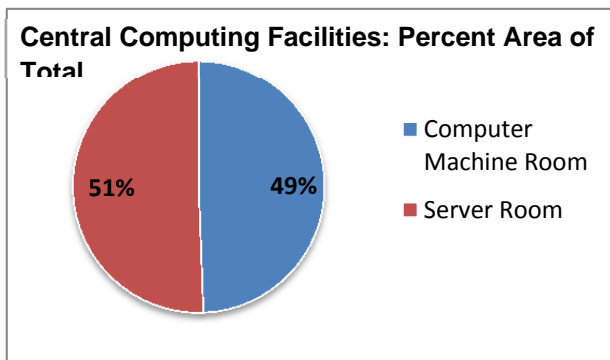
3. Area Allocated to eLearning by Category only

Category	Type (greatest space allocation listed)	Area (m ²)	Percent Area of Total
Classroom Service Space	A/V Closet	1.38	0.06%
Central Computing Facilities	Server Room/Computer Machine Room	65.23	2.90%
Departmental Support Staff Office	Info Technology Workshop	82.11	3.65%
Unscheduled Class Lab	ASCM Examination Room	98.46	4.38%
Non-Tiered Classrooms	Classroom - Flat Floor	169.47	7.53%
Office Support Space	Video Conferencing Room/Server Rooms	207.27	9.21%
Research Lab Support Space	Computer Room / Communal Equipment Room/Computer Room	276.44	12.29%
Study Space Not Under Library Jurisdiction	Group Study Room	412.49	18.33%
Scheduled Class Lab	Computer Lab/Dry Lab	412.9	18.35%
Research Lab Space	Clinical Skills Teaching Lab	524.34	23.30%
Total		2250.09	100.00%

4. Percent Area Allocated to Each Type/Use of eLearning Space, by Category

4.1. Central Computing Facilities

Chart 9.



4.2. Classroom Space

Chart 10.

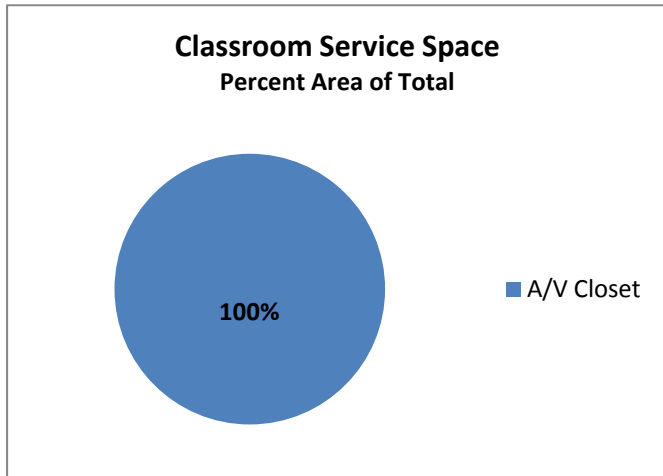
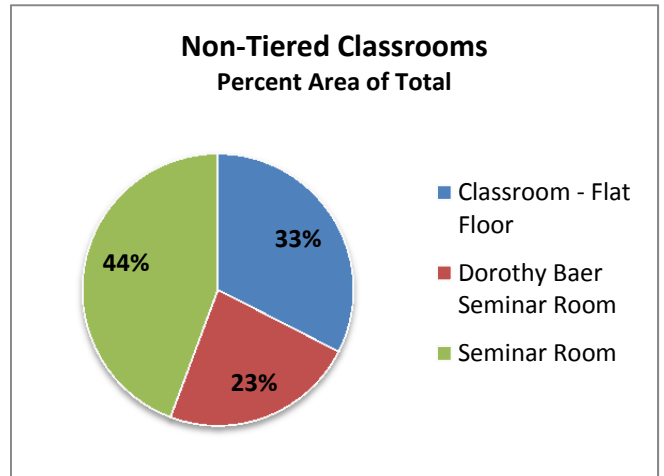


Chart 11.



4.3. Lab Space

Chart 12.

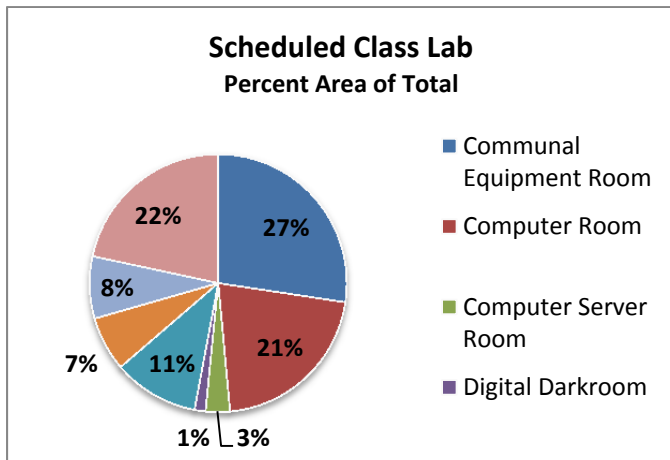


Chart 13.

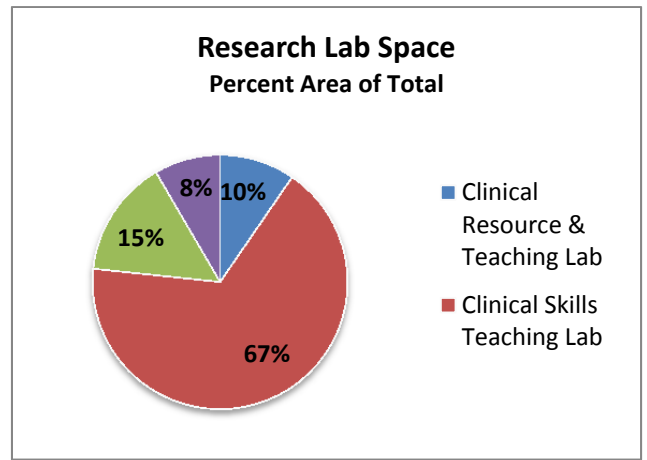
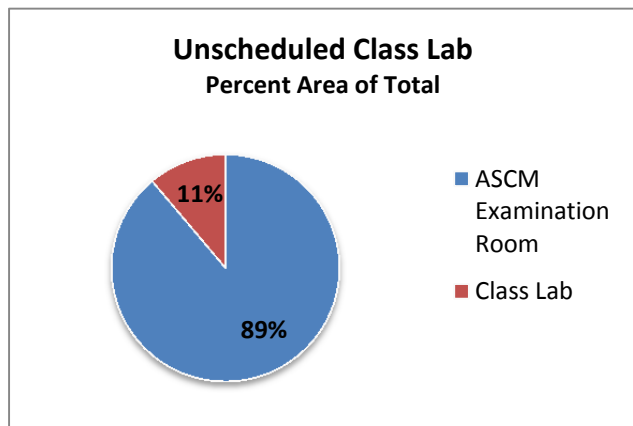
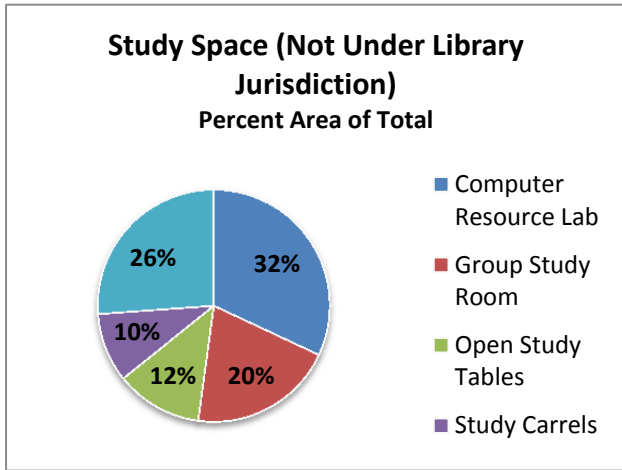


Chart 14.



4.4. Study Space

Chart 15.



4.5 Support Space

Chart 16.

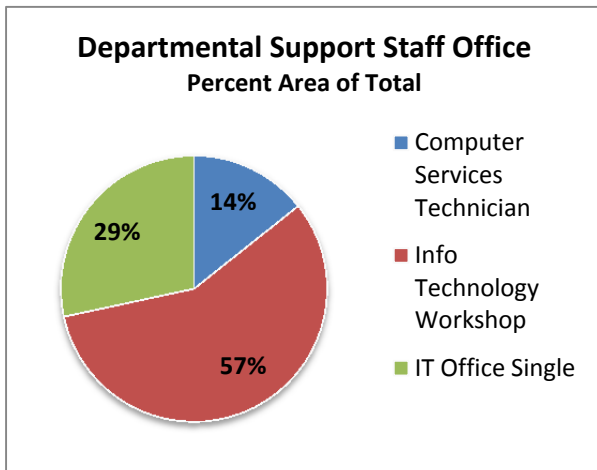


Chart 17.

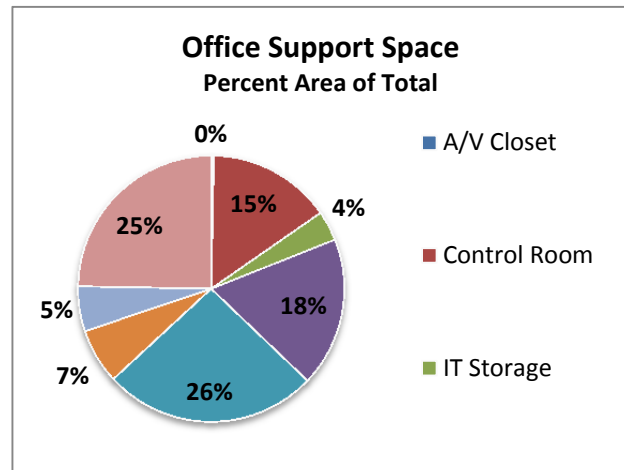
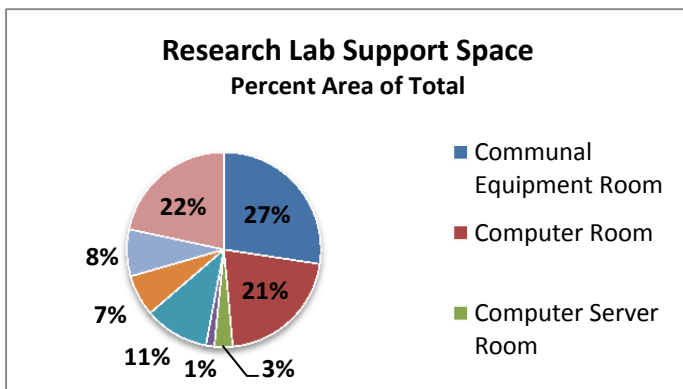


Chart 18.



5. Correlation between Area and Quantity of eLearning Spaces Across Departments

Correlation

	Area	Quantity
Area	1	
Quantity	0.559173*	1

*Moderate correlation

Chart 19.

