IMS GLOBAL®
Learning Consortium

Better
Learning
from
Better
Learning
Technology

Digital
Curriculum

Learning
Platforms,
Apps, Tools

e-Assessment

Learning
Data &
Analytics

Digital
Credentialing

2015 Fiscal Results & Progress

IMS Global Provides a Better Path to the Future: Leading Organizations Collaborating on the Interoperable Platform that Can Enable Better Learning & Educational Experiences

Financial and Member Growth Highlights:

- IMS membership and revenues achieved record levels for the tenth year in a row, finishing the year with 339 member organizations and revenues of $3,549,441.

- IMS revenues have grown at a compound annual growth rate (CAGR) of 12.5% over the last ten years. Membership has increased over the same period at a CAGR of 21.1%.

- 2015 was the single largest year of growth in IMS membership in history, adding 65 net new members.

Revenue, Membership Totals and Net Assets 2005-2015

Legend: Revenue, Member Organizations, Net Assets
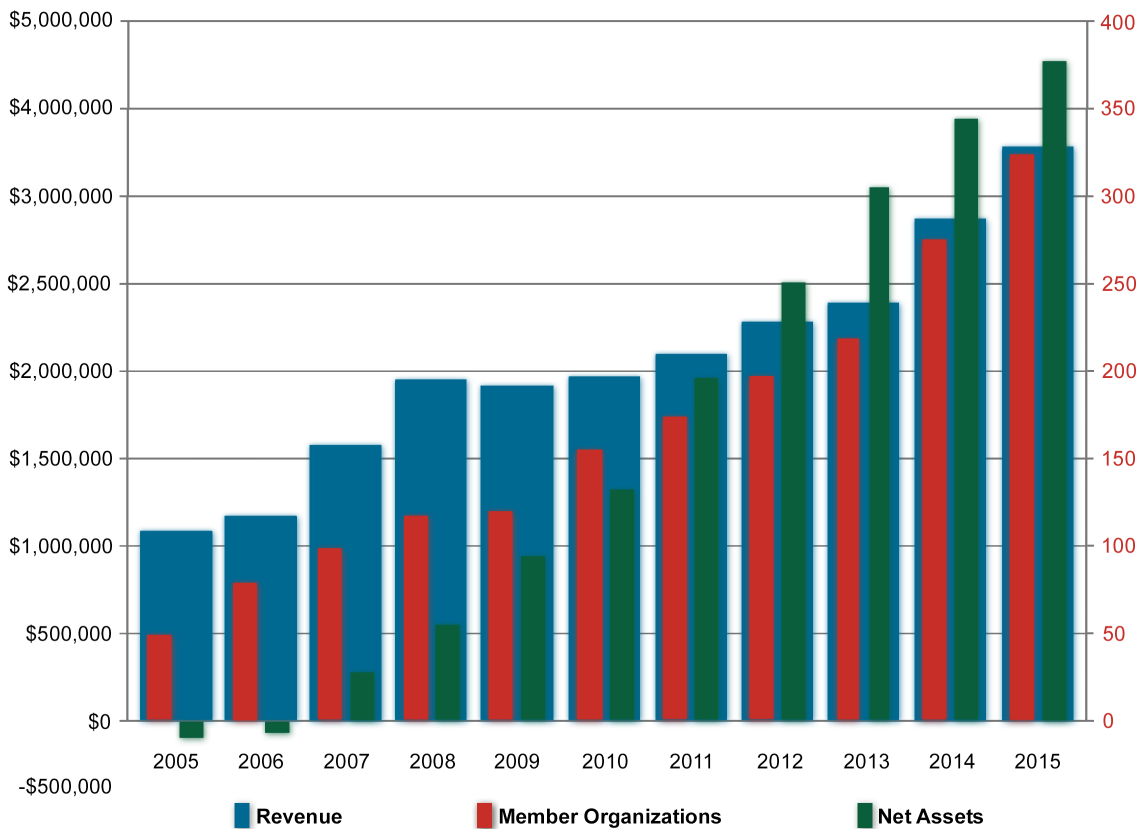
Letter from the Chairman and the CEO

To IMS Global Stakeholders Worldwide,

We are pleased to present the IMS annual report for calendar and fiscal year 2015. This report provides highlights of the IMS Global Learning Consortium progress during 2015. The progress is a result of the leadership of the IMS member organizations, especially our Contributing Members shown on the back cover of this report, who provide the overwhelming majority of the financial and resource support to IMS.

Thanks to our members, the IMS community is leading the development and adoption of an open interoperable education platform that is owned by no one, yet benefits everyone. Ten years ago the probability of achieving this vision seemed small. Today, the vision not only appears viable, but the idea of a plug and play educational technology ecosystem based on IMS standards has become the predominant view among educational and information technology leaders. Indeed, nearly 400 products have achieved IMS Global conformance certification, with millions of IMS-enabled interactions among leading learning platforms, learning tools, digital resources and e-assessments occurring every day.

In 2015 the IMS organization achieved extraordinary growth –the best in the organization's 20-year history. Revenues jumped 21% while the number of member organizations grew 24%. After the last ten years of growth IMS Global is now one of the largest and best resourced member-based standards consortia in the world in any sector.
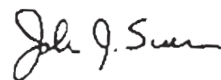
In 2015 IMS Global released a new web site. This was a substantial undertaking in that the IMS web site, including the member resources, totals some 250,000 pages. The new web site reflects the value proposition of IMS, which is summarized in our new tag line, **"Better Learning from Better Learning Technology."** Simply put, the tag line represents what the objective of the IMS work is and what the IMS community enables.

We believe that the accelerating growth of IMS Global, upon what is already a very strong base of support, is an indicator of the compelling value proposition of IMS to help bolster the education sector worldwide. Leading institutions, governments and suppliers are finding that aggressive adoption of the IMS interoperability standards is accelerating their leadership in enabling better educational experiences and outcomes.

The IMS way is a better way to the future in which each organization contributes a little and in return gets a lot. Please read this report and we think you will agree. If your organization is not already a member, join the cause!

Rob Abel, Ed.D.,
Chief Executive Officer

Jack Suess
Chairman of the Board of Directors

Better Learning from Better Learning Technology

The global challenge to enable better education and learning for the world's citizens is the challenge that underlies all other challenges of the future.

How to we improve education? Better teaching? Yes. More effective educational models? Yes. Timely information to students, parents and administrators? Yes. Personalized learning for the needs of each student? Yes.

What technologies will help us achieve better education and better learning? Technologies that enable better teaching, more effective educational models and better information.

Which technologies are those? In a few words, it is too early to tell. There are lots of promising technologies that have taken hold and are taking hold, but the use of technology to improve education is in its infancy.

What is clear? Technology has a major role to play in scaling teaching and learning innovation.

How do we get to the future faster?

A community developed technology platform based on open standards that enables the educational business ecosystem to accelerate innovation – enabling better teaching, more effective models, timely information and personalized learning.

What are the characteristics of the technology platform for educational innovation?

Seamless user experience and information integration across tools and digital resources from many sources.

Agile plug and play connectivity among apps with educational institutions to enable timely personalization and information.

Effective investment in the use of technology through the ability to understand the learning impact of diverse approaches.
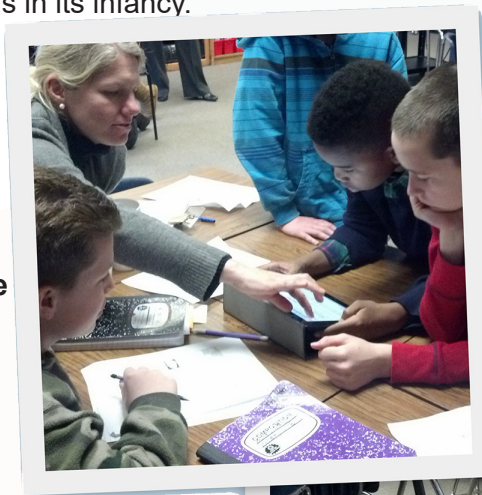
Photo credit: Gwinnett County Public Schools and imgur.com/user/MCGunner

2015 Achievements: Exponential Adoption of the IMS Open Platform Across K-12 and Higher Education Continues

- IMS Learning Tools Interoperability® (LTI®) continues to expand across the learning technology sector, resulting in dramatic improvements in integration among a wide variety of learning platforms, tools and digital resources. The number of learning platforms supporting LTI nearly doubled to over 70, as did the number of LTI certified tools to nearly 200.
www.imsglobal.org/all-learning-tools-interoperability-lti-platforms

- Basic LTI version 1 launches are being rapidly evolved to higher quality and even more seamless integrations using additional LTI services that enable more sophisticated placement of LTI links and rich outcomes reporting. These better integrations can be achieved via LTI v1 or the new LTI v2. LTI v2 provides a more extensible architecture that also further reduces the administrative overhead associated with installing interoperable tools. www.imsglobal.org/activity/learning-tools-interoperability

- The IMS Thin Common Cartridge®, a standard that enables manifests of LTI links to be passed as a search index to learning platforms, portals and learning object repositories, has enabled large scale integration of content from leading publishers. Open Educational Resource (OER) content providers are leveraging Thin Common Cartridge to afford dramatically better customization by faculty.
www.imsglobal.org/activity/common-cartridge

- IMS furthered the breakthrough EDUPUB collaboration with IDPF and W3C to combine the cross-platform and accessibility advantages of EPUB3 with IMS standards, including LTI, Caliper and QTI.
www.imsglobal.org/activity/edupub

- IMS Learning Information Services (LIS) has evolved into a K-12 standard for rostering of all the digital learning apps, tools and platforms with student and course information, called OneRoster™. OneRoster is becoming the fastest adopted IMS standard of all time as it will save school districts and technology suppliers a very large and unnecessary expenditure of time and resources. IMS conformance certification is available for OneRoster with several leading US school districts currently adopting with a substantial set scheduled for Fall of 2016. www.imsglobal.org/activity/onerosterlis

- IMS Caliper Analytics™, which provides click stream data on learning activities from learning resources, tools and platforms, achieved final release of version one with a set of ten leading suppliers achieving conformance certification. Caliper is the first open standard for analytics, driven and owned by the education sector. IMS is also developing standards for privacy of student data to support Caliper and other data exchanges in education. www.imsglobal.org/activity/caliperram

- IMS's work in e-Assessment including Question & Test Interoperability® (QTI®) and Accessible Portable Item Protocol® (APIP®) has enabled the evolution to digital assessment as a more responsive and reliable alternative to paper-based testing. In 2015 over 15 million tests based on QTI/APIP were delivered as part of the inaugural phase of the U.S. Race to the Top Assessment program. QTI-based e-assessment has also gone live in the Netherlands. www.imsglobal.org/activity/qtiapip

- IMS demonstrated several firsts in the area of Digital Credentials in 2015, with the goal being to enable a major leap ahead in the ability of educational technology ecosystem to support an interoperable comprehensive student record. IMS demonstrated interoperability of a variety of supporting technologies required to enable Competency-based Education (CBE). IMS also announced a collaboration with Mozilla Foundation and MacArthur Foundation to further the use of Open Badges in Education. www.imsglobal.org/activity/digital-credentialing

- IMS initiated a new executive and technical leadership program for K-12 and higher education institutions focused on creating high impact from the major IMS initiative areas of digital curriculum, learning tools & platforms, learning analytics, e-assessment, and digital credentialing.
www.imsglobal.org/pressreleases/pr141029.html

- 2015 Community Reach: 1,054 attended face-to-face IMS events; 2,198 individuals participate in the IMS member community; IMS presented at 50 conferences; @LearningImpact (Twitter account for IMS) has 1,950 followers.

Education Sector Leadership

The tremendous progress achieved in 2015 is the result of the leadership of IMS member organizations. Thanks to IMS members, the IMS community is creating an interoperable ecosystem to enable better learning and educational experiences. The following statements are a sampling of the progress being achieved across the education sector via the adoption of IMS open standards and practices.

"Since integrating SAFARI Montage with IBM and Desire2Learn via IMS LTI standards, Gwinnett County Public Schools has logged over 1.5 million plays of SAFARI Montage content in the first three months alone."

Tim Beekman, President and Co-Founder, **SAFARI Montage**

"Education technology is unique in both its potential to positively impact our children and its relative lack of technical uniformity. The EdTech landscape is arguably the industry most in need of unifying standards and the mission of IMS. With a common set of standards fostering interoperability, students can focus on learning, teachers on teaching, and developers on designing the best teaching and learning software possible."

Stephen Laster, Chief Digital Officer, **McGraw-Hill Education**

"In 2015, Microsoft delivered two LTI apps (OneNote and Office Mix) and we are actively working with our partners and customers to explore other opportunities. We're delighted with the feedback we have received from educators and students that are benefitting from having OneNote Class Notebooks and mixes integrated seamlessly within their learning platforms. We feel a standards based approach is most beneficial in our multi-platform world throughout Education and see a growing collaboration with our Partners especially our Publisher and LMS partners who see the benefits of key standards."

Anthony Salcito, Vice President, Worldwide Public Sector – Education, **Microsoft Corporation**

"By adopting IMS Standards like LTI, we have enabled millions of teachers and students to access hundreds of different tools in meaningful ways within our platform. In fact, nearly 100% of Canvas institutions have at least one LTI tool added at their account. In addition, these standards are now allowing us to change the ways that we think about data and analytics, our learning platforms and even the new solutions we build internally."

Melissa Loble, Vice President Partnerships, **Instructure**

"IMS standards continue to simplify access to learning content for our customers," says Rick Johnson, VP of Product Strategy for VitalSource Technologies. VitalSource Bookshelf® users have opened more than 40 million textbooks in the past academic year through LTI integrations that take only minutes to set up."

Rick Johnson, Vice President of Product Development and Sales Engineering, **VitalSource Technologies**

"At Pearson we appreciate the power of industry standards to improve access, quality and scale of digital curriculum solutions. As a small example, we have delivered well over 500M QTI-based items to K12 students in 2015 alone and during peak instructional hours our systems deliver and score over 10,000 QTI 2.1 items per minute, 5 days a week. Our customers increasingly appreciate the interoperability benefits of LTI, Thin Common Cartridge and OneRoster standards to free up hours for more teaching and learning and we are committed to working side by side with them and our fellow supplier partners to achieve this common goal."

Michael Chai, Chief Digital Officer, **Pearson**

"Adopting IMS standards has made it exponentially easier to design, build, deliver and scale adoption of our new courseware products for colleges and universities. An organization of our size could never support the heavy burden of point-to-point integrations that was necessary before IMS standards were in common use. Using LTI and the Thin Common Cartridge, integrating systems and content is an essential but easily-supported component of our product strategy."

Kim Thanos, CEO, **Lumen Learning**

"The Turnitin LTI tool provider was certified by the IMS as LTI 1.1 compliant in 2013. We started to heavily market Turnitin LTI in 2014/2015, and since then, adoption and usage has significantly increased. Our Turnitin LTI tool provider is now being used worldwide, offering a seamless integration with Turnitin via 25+ IMS Global certified LTI tool consumers. Since 2013 we have documented that 1,115 admins have configured their Turnitin accounts to use an LTI integration; 311,251 assignments have been created in Turnitin via LTI; 856,265 users have launched into the Turnitin LTI tool provider; and 4,605,158 submissions to Turnitin have been made via LTI."

Jessica Wells, Principal Product Manager, Integrations, **Turnitin**

"Adoption of IMS Global Learning standards can be a true catalyst for growth for companies serving the education industry. By embracing open technology standards, ClassLink is creating new and better ways to serve schools and partners alike. Schools adopting our single sign-on and secure roster delivery products are giving students and teachers instant access to their digital resources and they love it. Further, with the rapid adoption of IMS OneRoster, a surge of publishers and platform providers are working together to counterbalance fee-based SSO platforms that require proprietary technologies. Through our work with IMS Global community, we are building lasting partnerships for the benefit of teachers and students everywhere. "

Berj Akian, CEO & Founder, **ClassLink**

IMS Key Initiatives: Getting to a Better Future

Successful technologies are those that make teaching and learning easier and more productive. IMS Global members have prioritized five key initiatives that go right at the heart of making it easier for institutions around the world to create and scale efficient and effective digital teaching and learning environments. IMS key initiatives include:

- Integrated and Effective Digital Curriculum
- Digital Credentialing, Badges and Competency-based Education
- Integrated and Actionable e-Assessment
- Real-time, Cross Application Educational Data and Analytics
- Plug & Play Ecosystem of Learning Platforms, Apps and Tools

The following section provides a brief summary of progress achieved in 2015 for each initiative.

Integrated and Effective Digital Curriculum

As institutions transition to digital there is growing demand for easier access to a wide variety of digital applications and exchange of data among systems to support personalized learning. Via the IMS Integrated and Effective Digital Curriculum Initiative, IMS members are defining what it means to offer an effective and integrated digital curriculum. This leadership has led to several breakthroughs in interoperability, namely Thin Common Cartridge and OneRoster, and the continued evolution of LTI to enable plug and play of EdTech tools.

A common barrier districts experience in transitioning to digital is the costly and time consuming process to extract custom CSV data files from the district's Student Information System (SIS) or other systems to roster a myriad of tools, content and platforms in order to personalize education. To address this barrier, IMS Global worked with leading districts and suppliers to create OneRoster in a matter of months, and it is becoming the fastest adopted IMS standard of all time as schools begin to prepare for the 2016/2017 school year.

The IMS Thin Common Cartridge, a standard that enables manifests of LTI links to be passed as a search index to learning platforms, portals and learning object repositories, has enabled large scale integration of content from leading publishers. Open Educational Resource (OER) content providers are leveraging Thin Common Cartridge to afford dramatically better customization by faculty.

The "How to Transition to Integrated Digital Curriculum Using IMS Standards Guide" is available for free download at www.imsglobal.org/sites/default/files/K12a/K12TransitiontoIntegratedDigCurriculumFNL.pdf.

Digital Credentials, Badges and Competency-Based Education

Historically, traditional educational models have placed great value on the educational process: quality faculty, great students, a strong curriculum, and excellent facilities. Increasingly, however, emerging educational models focus on the results of the educational process in the form of demonstrated competencies and seek to express those competencies in the form of digital credentials.

In 2015, IMS Global committed a substantial investment on behalf of our members to identify and resolve technical interoperability issues that interfere with the adoption of non-traditional models and to create a better future for digital credentials. In collaboration with C-BEN, AACRAO, Badge Alliance, Collective Shift and Mozilla Foundation, and of course with our 350 member organizations, we began working on a number of areas related to competency-based education and Open Badges with a focus on enabling a full range of educational accomplishments to be compiled into a secure linked-data e-Transcript and, in the future, a highly effective and comprehensive learner record.

Going forward, IMS will continue investment to accelerate progress in these areas with a focus on improved conformance certification for the applications and platforms used for competency-based education programs and the exchange of digital credentials.

Additional information about progress, reflections and upcoming plans for the Digital Credentials, Badges and Competency-Based Education Initiative can be found at www.imsglobal.org/activity/digital-credentialing.

Educational Data and Analytics

To remove significant barriers to collecting and analyzing data to support student success, the IMS community released Caliper Analytics v.1, the world's first interoperability standard for educational click stream data that gained quite a bit of media coverage in 2015. Caliper Analytics enables the collection of real-time event data, via software sensors (or the Sensor API™) and information models (known as metric profiles). By establishing a set of common labels for learning activity data, the metric profiles enable the exchange of the data across multiple platforms, which will allow institutions to derive better insights from interaction with digital content, learning tools and platforms. Caliper is a significant milestone as the first analytics data standard created by the education community for the education community.

Caliper is being used by leading suppliers to collect millions of events every week and the data is helping to shape teaching and learning on multiple levels. Among the first leading EdTech organizations to implement Caliper into their products and complete conformance certifications included Blackboard, D2L, Elsevier, Intellify Learning, Kaltura, Learning Objects, McGraw-Hill Education, University of Michigan and VitalSource Technologies. IMS is also developing standards for privacy of student data to support Caliper and other data exchanges in education.

Additional details about the Educational Data and Analytics Initiative can be found at www.imsglobal.org/initiative/real-time-cross-application-educational-data-and-analytics.

Integrated & Actionable e-Assessment

IMS Global has seen great progress in the market over the last three years in the transition toward digital assessment as a result of industry adoption of the IMS QTIv2 and APIP standards, as demonstrated by the over 15 million tests based on QTI/APIP that were delivered as part of the inaugural phase of the U.S. Race to the Top Assessment program. QTI-based e-assessment has also gone live in the Netherlands, France and Italy.

To further accelerate progress of the IMS e-Assessment Initiative, IMS formed the Executive Board on Assessment (EBA) to help remove the barriers to broader adoption of QTI and APIP. The EBA serves as an extension of the IMS Board of Directors and is open to all IMS Contributing Members, but requires an executive pledge to provide the leadership and resources needed to lead the market in charting the next phase of QTI and APIP standards to build strong end-to-end interoperability and accelerate standards compliance. Charter members included ACT, CITO, College voor Toetsen en Examens, ETS, Florida Virtual School, Houston ISD, McGraw-Hill Education, Measured Progress, Minnesota Department of Education, National Center and State Collaborative (NCSC), NWEA, Open Assessment Technologies, Pacific Metrics, PARCC, Questar Assessment, Smarter Balanced, and WIDA.

Since the launch in May 2015, the EBA has taken some important steps. They completely re-wrote the rules on QTI conformance, which will lead to much better content interoperability. They also approved a charter document for aQTI, the next generation of the QTI standard that will merge APIP and HTML5 capabilities into a single specification. Thanks to strong end-user participation, the EBA has quickly established itself as a key player in shaping assessment technology today and well into the future.

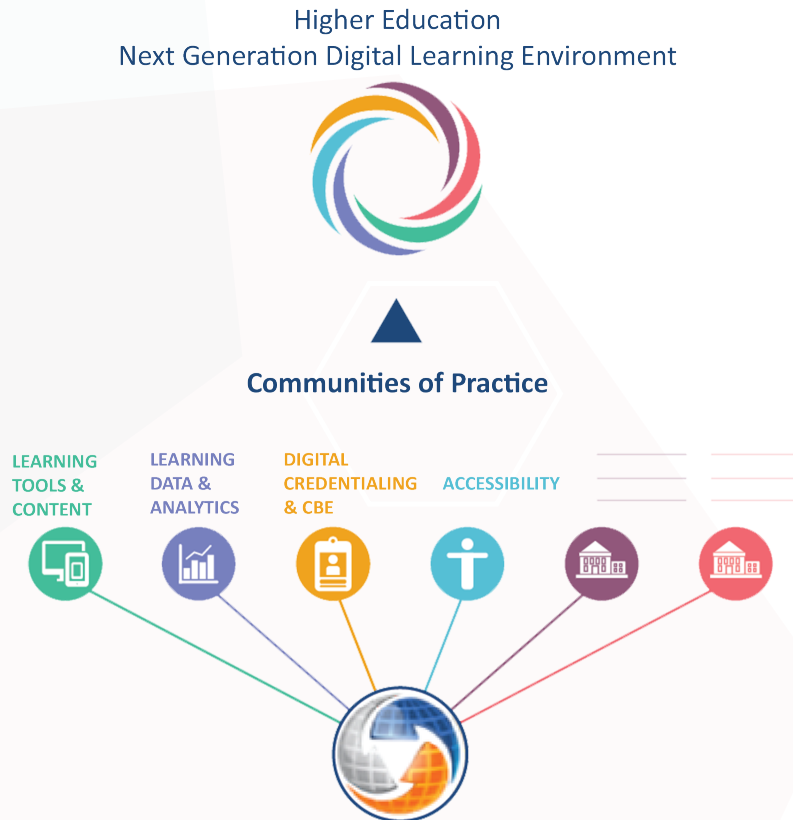## Plug & Play Ecosystem of Learning Platforms, Apps and Tools

Two years ago, Jack Suess, Malcolm Brown, and Rob Abel wrote an EDUCAUSE Review article titled "A New Architecture for Learning." In the article they posited that to support students and faculty as connected learners and instructors, institutions must rethink its approach to academic technology architecture to scale connected learning. Via the IMS Learning Platforms, Apps and Tools Initiative, with support from the Bill & Melinda Gates Foundation, member organizations are making tremendous progress to create an open architecture to make it easier to integrate educational apps, tools and platforms into the enterprise. While progress is encouraging, there is a need for greater collaboration to accelerate adoption of "plug & play" via an interoperable foundation. At a minimum, the one thing institutions can do is require new and existing suppliers to achieve conformance certification with the standards as listed at www.imscert.org.

The 2nd Annual Connected Learning App Challenge winners were announced in recognition of their creativity and ease of integration enabled by the adoption of LTI. The top three winners were GradeCraft – University of Michigan, ChemVantage – University of Utah, and OneSearch Lite – University of Central Florida.

Thanks to the leadership of UCLA and several other IMS members, continued progress was demonstrated by the Community App Sharing Architecture (CASA) workgroup to revolutionize institutions' ability to develop and curate digital resources and tools. The value proposition for CASA is still evolving . . . lots of great ideas are emerging.

IMS Global Communities of Practice

In 2015, with support from the Bill and Melinda Gates Foundation, IMS Global launched the Communities of Practice initiative to make it easier for institutions and districts to transition to integrated digital curriculum to support next generation digital learning. These Communities are comprised of representatives from institutions, K-12 districts, and edtech suppliers to define clear project plans to address challenges and opportunities in leveraging IMS open standards, help create and share exemplary practices, and participate in cross-institutional research to capture Learning Impact gains.

Higher Education
Next Generation Digital Learning Environment

Communities of Practice

| LEARNING TOOLS & CONTENT | LEARNING DATA & ANALYTICS | DIGITAL CREDENTIALING & CBE | ACCESSIBILITY | | |

Initially, seven Communities of Practice were identified, three specific to K-12 and four higher education focused communities.

Higher Education Communities of Practice	K-12 Communities of Practice
• Learning Tools & Content • Learning Data & Analytics • Digital Credentialing & CBE • Accessibility	• Meta-tagging & Metadata • eAssessment & Analytics • Curriculum Competency Framework

Get involved!
If you are interested in participating in the Communities of Practice initiative, please contact Samantha (Sam) Birk (sbirk@imsglobal.org).

2015 Learning Impact Report
Growing Shift towards Integrated Digital Content and e-Assessments Paving the Way for Student-Centered Learning Experiences

The 2015 Learning Impact Report was released, providing an analysis of the winners of the 2015 Learning Impact Award (LIA) program, an annual competition that was created in 2007 by IMS Global for the purpose of recognizing outstanding, innovative applications of educational technology to address the most significant challenges facing education. Winners were selected by a panel of esteemed evaluators based on the use of technology in an educational institution context, using eight learning impact criteria.

Distillation of 2015 LIA finalists' entries offered a series of pragmatic themes, practices and recommendations to help others to launch their own learning technology initiatives. The 2015 implementation themes presented ways to:

- Integrate digital curriculum to tailor learning experiences;
- Improve student evaluation and outcome accountability through digital assessment;
- Facilitate digital course content adoption with streamlined creation and curation;
- Develop personalized and engaging student learning experiences;
- Equalize education access for all students.

Finally, the report offered recommendations to help facilitate successful learning technology implementation.

Download the 2015 Learning Impact Report at
www.imsglobal.org/sites/default/files/2015LearningImpactReport.pdf

IMS Board of Directors

A majority of the IMS Directors are elected by the Contributing Members. They serve to represent the membership as a whole and its diverse interests.

- **Rob Abel, Ed.D.**, Chief Executive Officer, IMS Global
- **Mark Armstrong**, VP Higher Education Product Development, Oracle
- **Jeremy Auger**, Chief Strategy Officer, Desire2Learn Incorporated
- **Timothy Beekman**, President & Co-Founder, SAFARI Montage
- **Malcolm Brown**, Director, EDUCAUSE Learning Initiative (ELI), EDUCAUSE
- **Michael Chai**, Chief Digital Officer, Pearson North America
- **Paul Czarapata, Ed.D.**, VP and Chief Information Officer for the KCTCS
- **William Graves, Ph.D.**, Board Chair Emeritus
- **Steve Flynt, Ph.D.**, Chief Strategy and Performance Officer, Gwinnett County Public Schools
- **Rick Johnson**, VP of Product Dev. and Sales Engineering, VitalSource
- **Michael King**, Vice President, Global Education Industry, IBM
- **David LaBine**, Director, Education Software, SMART Technologies
- **Stephen Laster**, Chief Digital Officer, McGraw-Hill Education
- **Bruce Maas**, Vice Provost for Information Technology and CIO, University of Wisconsin-Madison
- **Jodi Marshall, Ph.D.**, Executive VP of Business & School Solutions, Florida Virtual School
- **Jason Palmer**, Deputy Director, Postsecondary Success, Gates Foundation (Board Observer)
- **Laura Patterson**, Associate VP and Chief Information Officer, University of Michigan
- **Lenny Schad**, Chief Information Technology Officer, Houston Independent School District
- **Jack Suess**, Chairman of the IMS Board, Vice President of Information Technology and CIO, University of Maryland, Baltimore County

Executive Board on Assessment

Serves as an extension of the IMS BoD to remove barriers to adoption of QTI & APIP. The EBA is co-chaired by Marc Oswald, Co-Founder and CEO, Open Assessment Technologies, and Mark Molenaar, Head of Information Management, Cito

- ACT
- BPS
- Cito
- CvTE
- ETS
- FLVS
- Gwinnett County Public Schools
- Houston ISD
- Instructure
- Measured Progress
- McGraw-Hill Education
- Minnesota DoE
- NWEA
- NYC DoE
- O.A.T.
- Pacific Metrics
- PARCC
- Pearson
- Performance Matters
- Questar Assessment
- Smarter Balanced
- WIDA

Executive Technical Advisory Board

Responsible for identifying and prioritizing the technical work of IMS Global.

- **Gary Driscoll**, Senior Strategic Advisor, ETS
- **Alfred Essa**, VP, R&D and Analytics, McGraw-Hill Education
- **David Gappa**, Software Architect, SAFARI Montage
- **Bradley S. Fordham**, Ph.D., Chief Technology Officer, Echo360
- **Bracken Mosbacker**, Director of Development, Lumen Learning
- **Rose Rocchio**, Director Education and Collaborative Technologies, Office of Information Technology, UCLA
- **Tim Tomlinson**, VP, Core Services Product Development, Blackboard
- **Chris Vento**, CEO, Intellify Learning
- **Jennifer Whiting**, Sr. Manager Product Development, Florida Virtual School

Executive Strategic Council

The Executive Strategic Council advises IMS Global's leadership to highlight major challenges facing the learning community worldwide, both current and future, and to help guide the strategic priorities of IMS. Members are comprised of industry leaders who may or may not be IMS members.

- **Leilani Cauthen,** CEO and Publisher, The Learning Counsel
- **John Cavanaugh**, President and CEO, Consortium of Universities of the Washington Metropolitan Area
- **Marie Cini**, Provost, University of Maryland, University College
- **Antonette "Toni" Cleveland**, President and CEO, HERDI
- **James DeVaney**, Assistant Vice Provost for Digital Education & Innovation, University of Michigan
- **Dae-Joon Hwang**, CEO, IMS Korea, Provost, Planning & Budgeting and Professor, School of Information & Communication Engineering at Sungkyunkwan University
- **Bernard Luskin**, Chancellor, Ventura County Community College District
- **Mollie McGill**, Director Programs & Membership, WCET

HED Institutional Executive Board

Comprised of HED academic and IT leaders who provide leadership in terms of outreach to the wider HED community. Active Contributing Membership is required to participate.

- **Thomas Cavanaugh**, Associated Vice President of Distributed Learning, University of Central Florida
- **Mark Crase**, Senior Director, Technology Infrastructure Services at California State University, Chancellor's Office
- **Paul Czarapata**, Vice President and CIO for the Kentucky Community & Technical College System
- **Tristan Denley**, Vice Chancellor of Academic Affairs, Tennessee Board of Regents
- **Sean DeMonner**, Executive Director, ITS Teaching & Learning, University of Michigan and Vice Chair for the IMS HED Institution Executive Board
- **Steve Gance**, Policy Analyst, Washington State Board for Community and Technical Colleges
- **Brent Harris**, Vice President for Information Technology, University of Mary Hardin-Baylor
- **Jeff Henry**, Executive Director of Educational Technology Services, UC San Diego
- **Avi Hyman**, Director of Academic & Collaborative Technologies, University of Toronto
- **Jeff Grann**, Academic Director of Assessment and Learning Analytics, Capella University
- **Linda Jorn**, Associate Vice Provost for Learning Technologies and DoIT Director of Academic Technology - University of Wisconsin - Madison,
- **Mary-Ellen Kreher**, Director, Course Design and Development, Innovative Learning Technology Initiative, UC Office of the President
- **Patrick Laughran**, Associate Vice President for Technology and Chief Information Officer, Framingham State University
- **Jason Palmer**, Deputy Director, Postsecondary Success, Gates Foundation
- **Wendi Prater**, Associate Vice Chancellor, Lone Star College Online
- **Terence N. O'Heron**, Director of Operations and Program Manager, The Pennsylvania State University
- **Michael J. Savoie**, Dean of the College of Technology & Computing, Utah Valley University
- **Jenn Stringer**, Associate CIO, Academic Engagement, UC Berkeley
- **Jack Suess**, Vice President of Information Technology and CIO, University of Maryland, Baltimore County
- **Ken Tothero**, Associate Director of Educational Technology, Center for Teaching and Learning, University of Texas at Austin
- **Karen Vignare**, Vice Provost, Center for Innovation in Learning, University of Maryland University College and IMS HED Institution Executive Board Chair

K-12 Institutional Executive Board

Comprised of school district or state leaders who provides leadership in terms of outreach to the wider K-12 Community. Active Contributing Membership is required to participate.

- **L. Beatriz Arnillas**, Chair IMS K-12 Institutional Executive Board, Director of IT - Education Technology, Houston ISD
- **Kyle Berger**, Chief Technology Officer, Duncanville ISD
- **Marty Bray**, Chief Technology and Information Officer, Forsyth County School System
- **Lloyd Brown**, Executive Director of Information Technology, Baltimore County Public Schools
- **Maurice Draggon**, Director of the Instructional Management System, Orange County Public Schools
- **Joe Griffin**, Chief Technology Officer, Keller ISD
- **D. Patches Hill**, Technology Sys Manager, Indian River School District
- **Tony Hunter**, CIO, Broward County Schools
- **Tom Ingram**, Director Information Technology, Escambia County Schools
- **Tricia Kennedy**, Vice Chair IMS K-12 Institutional Executive Board, Director of eCLASS Transformation Gwinnett County Public Schools
- **Kurt Kiefer**, Assistant State Superintendent for the Division of Libraries and Technology, Wisconsin Department of Public Instruction
- **Gordon Knopp**, CIO, Laramie County School District
- **Janelle McClure**, Director of Digital and Multimedia Learning, Cobb County School District
- **Barbara Nesbitt**, Director of Instructional Technology, Pickens County School District
- **Jack Polnar**, IT Services Manager, Newton Public Schools
- **Darlene Rankin**, Instructional Technology Director, Katy Independent School District
- **Serena Sacks**, CIO, Fulton County Schools
- **John Simon**, Director of Technology and Information Services, Pasco County Schools, FL
- **Jennifer Whiting**, Sr. Manager Product Development, Florida Virtual School

EDUPUB Advisory Council

Identifies priorities and issues between ePub3 and IMS standards and works to identify conformance certification requirements for EDUPUB.

- **Rob Abel**, CEO, IMS Global Learning Consortium
- **Paul Belfanti**, Director, Content Architecture, Pearson
- **Alfred Essa**, Vice President, R&D and Analytics, McGraw-Hill Education
- **Ivan Herman**, Digital Publishing Activity Lead, W3C
- **Rick Johnson**, VP of Product Development & Sales Engineering, Vital Source Technologies, Inc.
- **Bill McCoy**, Executive Director, IDPF
- **Cristina Mussinelli**, Italian Publishers Association
- **Tim Rogers**, VP, Product Development, Follett Software
- **Gaspar Vibal**, President, Vibal Publishing
- **Tsuneo Yamada**, Professor, Center for ICT and Distance Education (CODE), the Open University of Japan

IMS Staff

A highly experienced core staff supports and facilitates our member organizations around the world in the full range of IMS activities.

- **Rob Abel, Ed.D**, Chief Executive Officer
- **Hap Aziz**, Connected Learning Facilitator
- **Samantha Birk**, Program Manager, Institutional Centers of Excellence
- **Chris Chung**, K12 Community Facilitator
- **Sandra DeCastro**, VP Community Programs
- **Tracy Fandel**, Manager, Finance & Administration
- **Mark Leuba**, VP, Product Management
- **Lisa Mattson**, Chief Operating Officer
- **Mark McKell**, Project Manager
- **Colin Smythe**, Chief Architect
- **John Tibbetts**, Chief Product Architect
- **Stephen Vickers**, Project Manager

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Contributing Members are the voting members of IMS and provide over 90% of the support for the work of the IMS community. By being a Contributing Member an organization demonstrates superior leadership and dedication to the IMS mission of establishing an open foundation for seamless, agile and information-rich educational technology integration.

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