



Centre for *Teaching* and *Learning*

C T L

Annual Report

(July 2022 to June 2023)

ACKNOWLEDGMENT

We respectfully acknowledge the Syilx Okanagan Nation and their peoples, in whose traditional, ancestral, unceded territory UBC Okanagan is situated.



The artistic fire bowl is titled *For Future Matriarchs* and was created by internationally recognized Syilx artist Krista-Belle Stewart and Secwépemc artist Tania Willard in memory of the 14 women killed in the École Polytechnique massacre.

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EXECUTIVE SUMMARY

“The core mission of the CTL is faculty support, and the form of this support is evolving as we have emerged from online teaching during COVID.”

The Centre for Teaching and Learning (CTL) is the source for professional development, learning, and collaboration for instructors as they tackle key challenges of ensuring accessibility in courses, modifying content in the presence of artificial intelligence (AI), and creating inclusive learning spaces. The core mission of the CTL is faculty support, and the form of this support is evolving as we have emerged from online teaching during COVID. High-value, intensive training sessions such as the four-day Instructional Skills Workshop (ISW) for all faculty, post-doc and grad students and the Teaching Development Program (TDP)

targeted at new UBC faculty continue to grow and positively impact more people. Since 2021, CTL has delivered the Teaching Assistant (TA) Foundational Training program that provides training to TAs across UBC Okanagan, funded by the ALT-2040 Fund. In the Winter 2022 term, 366 TAs were trained across both semesters. CTL supports instructional technologies such as Canvas. The move back to in-person classes has changed the volume and types of requests, and CTL maintains highly responsive support in collaboration with LT Hub and the Centre for Teaching, Learning and Technology (CTLT) in Vancouver.

HIGHLIGHTS

- Release of [CTL Strategic Plan 2023-2028](#)
- [Celebrate Learning Week - Power of Place](#) in May 2023
- Appointment of [Academic Director](#)
- New support for Scholarship of Teaching and Learning (SoTL) including [SoTL seed grants](#)
- [Teaching Fellows](#) recognition and formation of CTL advisory group
- Over 100 participants in workshops on EDI, course design, and learning technologies
- Launch of [Curriculum MAP](#) project in collaboration with the Provost Office
- Hosting support for the International Society for the Scholarship of Teaching and Learning (ISSOTL)
- Letter of Completion micro-credential (through the College of Graduate Studies (CoGS) for TA foundational training
- Support for Quality Assurance Process Audit (QAPA)

Recognizing exceptional instructors is critically important, and CTL provides assistance and adjudication for internal and external teaching awards, including the [Provost's Teaching Excellence and Innovation Award](#), [Excellence for Teaching Assistants Award](#), the [Killam Teaching Prize](#), the [West Coast Teaching Excellence Awards](#), and the [3M National Teaching Fellowship](#). Initiated by the CTL and supported by the Provost's office, a new recognition was also created, called [Teaching Fellows](#), recognizing ten instructors for their contributions to teaching and learning on campus. The Teaching Fellows also form the CTL advisory

group, helping to provide community feedback and direct CTL priorities.

Looking forward, there is excitement with the recent hirings to fill new roles to address Indigenous Initiatives, including our new educational consultant for Indigenous initiatives and an Indigenous grad student in the role of Indigenous Fellow. Another new role is the Manager of Learning Technology and Strategy. The coming year will see new initiatives aligning with our strategic plan that will expand the scope and impact of the CTL to build our teaching and learning community at UBC Okanagan.



Brad Wuetherick

Associate Provost,
Academic Programs,
Teaching and Learning



Ramon Lawrence

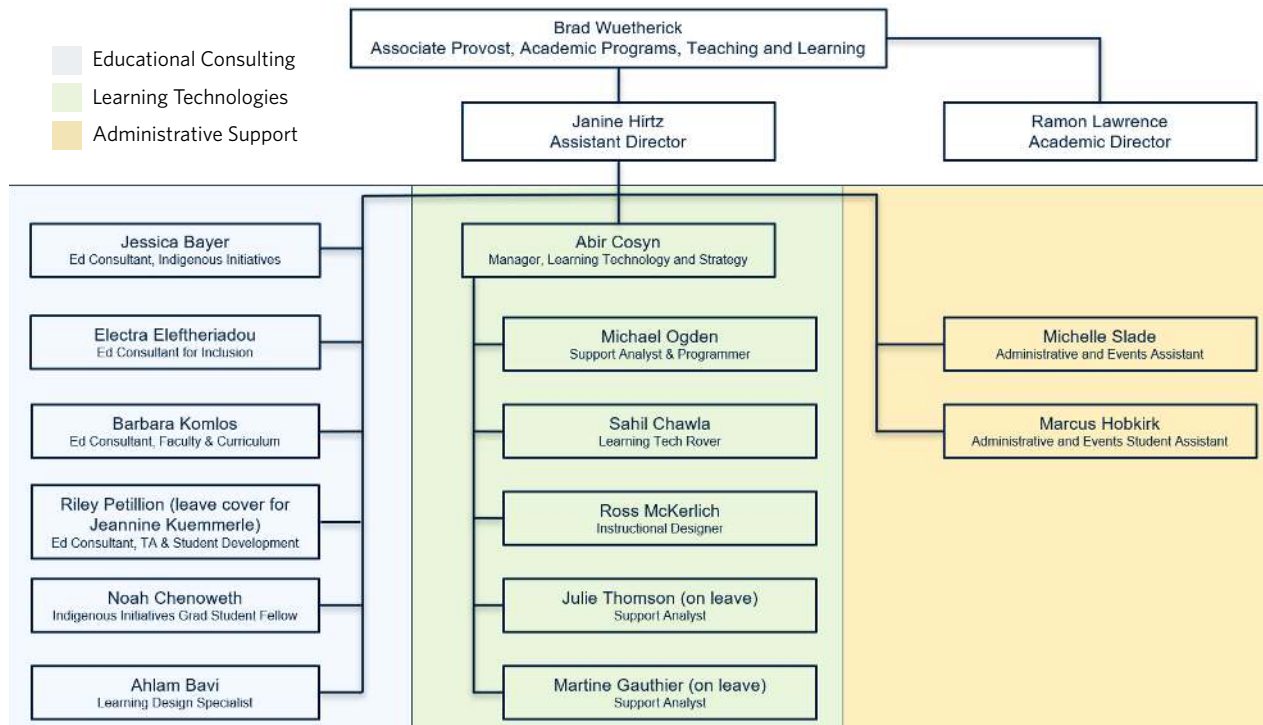
Academic Director,
Centre for Teaching and
Learning



ABOUT THE CTL

The Centre for Teaching and Learning (CTL) works with Instructors and Teaching Assistants to advance teaching excellence at UBC Okanagan.

Our Team



CTL STRATEGIC PLAN

The [CTL Strategic Plan for 2023-2028](#) was released in May 2023 and details the CTL vision and strategic priorities. In this inaugural report since the strategic plan's release, CTL activities are discussed in respect to their alignment with the plan.

New and ongoing contributions are highlighted, and future implementation plans to realize the vision and strategic goals are discussed.

Vision:

The CTL is the epicentre connecting the UBC Okanagan community dedicated to inspiring and inclusive teaching, learning innovation, professional development, and excellence in student learning outcomes and experience.

Mission:

To promote, inspire, and support excellence in teaching and learning practices, scholarship, technologies, and leadership.

Values:

Collaboration, Caring, Innovation, Integrity, Respect, Outcome-Driven

Strategic Priorities



Priority #1: Community



Priority #2: Professional Development



Priority #3: Scholarship of Teaching and Learning



Priority #4: Learning Technology Support and Innovation



Priority #1: Community

Support and foster a community dedicated to advancing teaching and learning at UBC Okanagan through learner-centred and evidence-informed teaching approaches and curriculum development practices. This collaborative community increases the impact of the CTL through peer mentorship and connecting broadly within departments and faculties.

From supporting events such as [Celebrate Learning Week](#) (CLW) to assisting with recognition opportunities, such as [teaching awards](#) and the new [Teaching Fellows](#) program, the CTL aims to foster a positive, collegial experience for students, faculty and staff and provide a central point of connection and mentorship vital to building a strong, supportive teaching and learning community at UBC Okanagan.

The CTL plays a vital role in supporting faculty to reach instructional goals and meet new challenges, such as artificial intelligence (AI), equity and religious accommodation, assessment and computer exams.

CTL staff broadly support a number of communities both internal and external, building strong relationships across the university. The positive relationships between the CTL and CTLT support cross-promotion and deployment of workshops, events, and technology support between campuses. CTL staff are also active members of the community, frequently sitting on hiring committees, working groups, steering committees, and advisory panels for a wide range of issues and initiatives, including academic integrity, open educational resources (OER), teaching and learning advisory, learning

technologies, Indigenous Strategic Initiatives (ISI) consultations, CLW planning, award adjudication and Quality Assurance Process Audit (QAPA) working groups. QAPA efforts also include creating resources to operationalize and support UBC Okanagan's response and commitments, such as the development and delivery of the workshop, *Developing Program Learning Outcomes and Assessment of Learning: A Program Level View*.

Priorities for the 2023/2024 academic year include supporting [Communities of Practice \(CoP\)](#) for faculty members to collaborate and discuss instructional topics and continuing to grow participation at CLW.



Community Highlights

- [Celebrate Learning Week](#) hosted in collaboration with CTLT provides opportunities for instructors to meet, share, and learn from each other. The Indigenous theme of the 2023 event connected instructors with members of the host nation. [CLW 2023](#) included 28 events, welcoming 647 total attendees and 116 attendees at the keynote.
- The CTL supported UBC Okanagan hosting the **International Society for the Scholarship of Teaching and Learning (ISSOTL)** with delegates and participants from across the globe.
- [Teaching Awards](#) provided increased opportunities to recognize instructors and TAs, including the new Teaching Fellow program to support further community-building efforts. The CTL supports instructors in applying and nominating, including hosting [information sessions](#).
(Right: [2023 West Coast Teaching Award winner Dr. Stephen McNeil](#))
- The CTL supported instructors to adapt to **AI, Assessment, and Computer Exams** with resources on [AI in Teaching and Learning](#) and [computer assessment](#). The CTL hosted workshops on [Academic Integrity with AI](#) and how faculty are using AI to [transform their classes](#).





Priority #2: Professional Development

Deliver programming and events that support the community in professional development to improve teaching practice. Specific focus on key university priorities including experiential learning, Indigenous content integration, inclusion, accessibility, and learning outcomes.

The CTL supports a wide range of professional development activities to provide opportunities for the UBC Okanagan community to learn and improve their skills. These activities include several courses and resources—from shorter, one-day workshops to more intensive training such as the four-day Instructional Skills Workshop (ISW) and Course (re)Design Intensive (CDI) and year-long Teaching Development Program (TDP). The CTL's goal is to reach as many faculty as possible in ways that are convenient for them. The CTL delivers in-person, online, and multi-access workshops to the UBC community. The shift to multi-access is in response

to our community's requirements for flexibility and improving accessibility. UBC Okanagan faculty and staff can also participate in CTLT workshops. Workshops are provided on key instructional priorities such as artificial intelligence, assessment, EDI, accessibility, curriculum design and learning outcomes, and Indigenous integration.

The CTL's educational consultants and leadership provide support and resources for individual faculty through one-to-one consultations, special topics workshops with academic units and collaborations with cross-campus partners. CTL helps faculty

identify and create programming that supports UBC's strategic goals, including Indigenization and pedagogies that are inclusive, accessible and evidence-informed. Consultations also are performed on teaching award nominations, Student Experience of Instruction data review and goal setting, midpoint feedback, community agreements, program and course reviews, and review and support for ALT-2040 Fund proposals. These consultations have a significant, direct impact on improving teaching practice for faculty and the students enrolled in their courses.

Example consultations:

- Pedagogical support with a focus on inclusion and accessibility for [SCI Physical Activity Counselling training modules](#) (Faculty of Health and Social Development) resulting in an open access course and journal publication.
- [Gender-Based Analysis Plus \(GBA+\) intersectional analysis for course design](#) (Irving K. Barber Faculty of Science).

Professional Development Highlights

- The **Instructional Skills Workshop (ISW)** is an internationally certified program designed to increase teaching effectiveness and encourage reflection on teaching practice. The fifteen participants in 2022 doubled from 2021.

Priorities for 2023/2024 include increasing the number of participants in TDP and ISW. As ISW sessions are limited by design to six participants per facilitator, increasing ISW participation will involve training new facilitators. Efforts will be made to optimize the collection of statistics related to registration and attendance.

The CTL is also exploring opportunities for ISW cohorts and other program cohorts to connect as part of CLW.

- The **Teaching Assistant (TA) Foundational Training** evolved in response to COVID and has been funded since 2020 both through one-time funding and the ALT-2040 Fund. In 2022, the TA Foundational training was approved as a Letter of Completion issued by the CoGS for TAs who complete 10 hours of paid training, which is offered to all new-to-UBC undergraduate and graduate TAs. The training is broken into several asynchronous and synchronous modules.

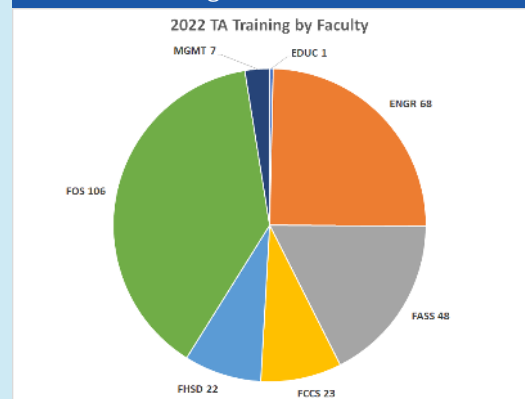
In the 2022/23 academic year, 275 TAs registered and participated in the training, with 186 receiving the Letter of Completion. In January, another 88 TAs enrolled and participated in the term two offering, with more than half completing the maximum number of hours.



TDP May 2023 capstone session

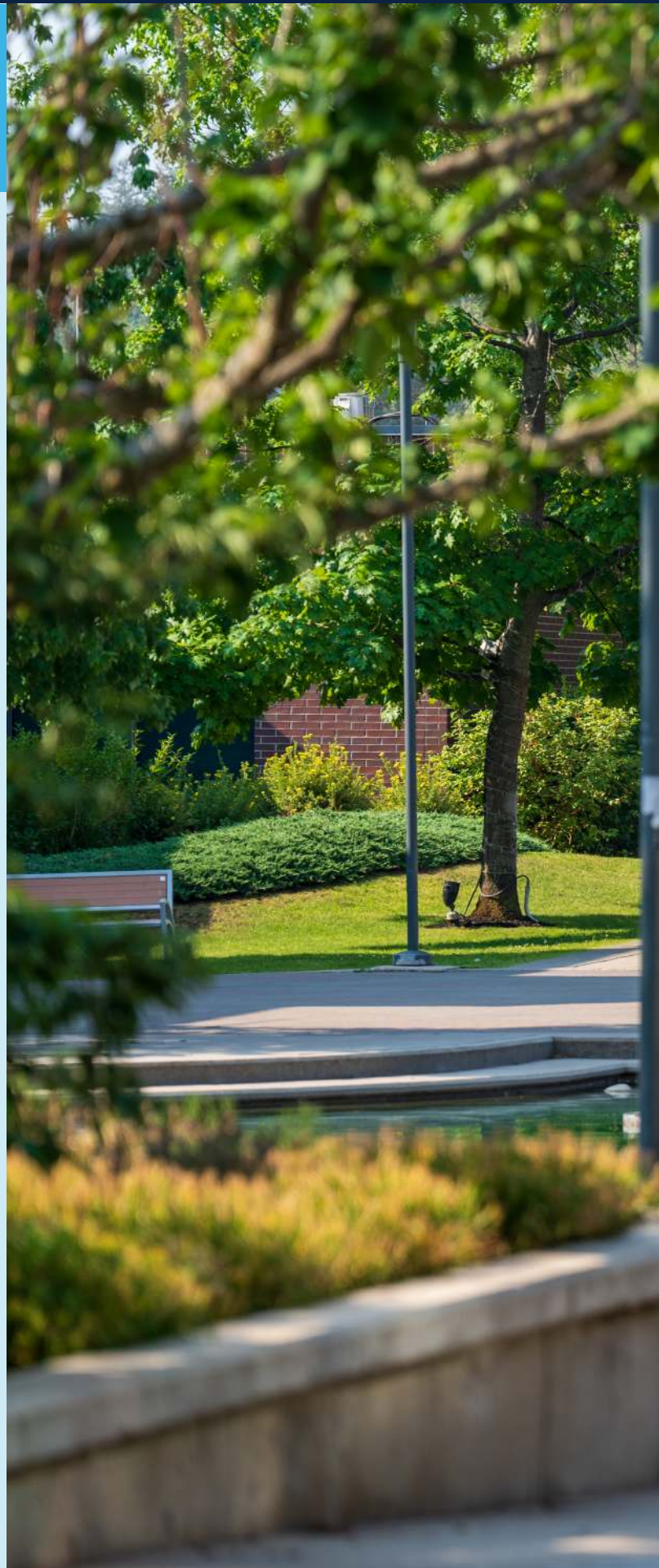


ISW Nov 2023 graduate student cohort



Professional Development Highlights (cont.)

- The **Teaching Development Program (TDP)** is a cohort program that supports faculty members in their professional growth as teachers delivered in collaboration with CTLT. 2022 had the largest-ever cohort of 14 faculty.
- Over 100 participants in various workshops, including:
 - **Outdoor Interactive Workshop: Exploring Accessibility and Inclusion in Place-Based Teaching and Learning:** Held in partnership with Natalie Forssman, Haida Gaede and Daisy Pullman.
 - **Positionality: How History and Place Inform Your Teaching Practice:** This popular cross-campus event was held in partnership with Sue Hampton at CTLT.
- The **Teaching Practices Survey (TPS)** 2023 performed data collection during May 2023, and the results were analyzed and distributed in Fall 2023. These results will inform how CTL will support our learning community with future offerings.
- At the end of June 2022, CTL started work on the **Learning Design Certificate program**. This will provide graduate students with a much-needed professional development opportunity to help them gain valuable skills in course creation (both credit and non-credit). A second 150-hour **Teaching in Higher Education Certificate program** is also in development and will be offered to graduate students, post-docs and faculty with the possibility of extending to participants outside the institution.



ISW TESTIMONIAL

"I wanted to take a moment to express my deepest appreciation for you and all your incredible efforts at CTL. I must emphasize the magic of the one-week ISW workshop, which provided me with the opportunity to practice how to blend my authentic self when I present with the effective communicator I aspire to be. This workshop was truly transformative, and its impact on my professional development cannot be overstated.

During that practice week, not only did I gain invaluable teaching skills by watching how my peers communicate their knowledge and receive informative feedback on mine, but it also helped me build the confidence I needed to present my abilities effectively in both teaching and research. I am incredibly fortunate to have had the opportunity to attend ISW and learn from you."



Priority #3: Scholarship of Teaching and Learning

Support the development of educational leadership and scholarship of teaching and learning (SoTL) on campus.

The Scholarship of Teaching and Learning allows the creation and deployment of new ideas to positively impact student learning. The CTL supports SoTL through events and establishing collaborations with faculty members. CTL staff participate and assist with research projects and publications and help faculty with their research goals.

A significant new achievement was establishing and funding opportunities for UBC Okanagan faculty to participate in the [SoTL seed and dissemination grants](#) offered at UBC Vancouver. In collaboration with the [Institute for the Scholarship of Teaching](#)

[and Learning \(ISoTL\)](#), the CTL funded grants for UBC Okanagan researchers and established a SoTL specialist position for our campus.

SoTL priorities include expanding the visibility of teaching and learning research through events such as Lunch and Learns, SoTL spotlights, and SoTL researcher profiles. A study of the SoTL landscape at UBC Okanagan is currently in progress.

Scholarship of Teaching and Learning Highlights

- **SoTL Seed and Dissemination Grants:** The ALT-2040 Fund provided \$25,000 to support new SoTL seed grants and a SoTL specialist. The SoTL Seed Program provides graduate research assistant support, collegial collaborations and funding for SoTL projects. Selected projects will incorporate research on teaching in higher education with potential for strategic contributions to the UBC community.
- **SoTL Seed Grant Recipients May 2023**
 - Sally Stewart:** “EMPHASize: developing, implementing and evaluating online curriculum modules for health professional programs”
 - Rishma Chooniedass:** “A curricular evaluation of the Foundations for Inclusive and Respectful Engagement (FIRE) modules”
 - Natalie Forssman:** “Connecting the Development of Interdisciplinary Skills and Perspectives on Power, Privilege, and Positionality in Sustainability Education”
- **SoTL Research Seminar: Introduction to the Scholarship of Teaching & Learning (SoTL)** was delivered by Brad Wuetherick in March - May 2023.



Sally Stewart: 2023 SOTL grant recipient



Rishma Chooniedass: 2023 SOTL grant recipient



Natalie Forssman: 2023 SOTL grant recipient

SOTL Resources

SoTL Spotlight



Peyman Yousefi teaching an online class via Zoom and exploring virtual watershed for flood management strategies.

Find more SoTL information on the CTL website, including:

- Services and programs
- Funding opportunities
- How-to-guides
- SoTL spotlight profiles
- Upcoming SoTL events



Priority #4: Learning Technology Support and Innovation

Provide expertise and support for current and future educational technologies, curriculum design, and evaluation methods. Encourage instructors to adopt new technologies and techniques into their pedagogy that demonstrate improved learning outcomes.

The CTL supports learning technologies at UBC Okanagan in collaboration with partners in [Information Technology \(IT\)](#), the [Learning Technology \(LT Hub\)](#), and the [CTLT](#). Key learning technologies include Canvas, Kaltura, Respondus LockDown Browser and Zoom.

The transition back to primarily in-class instruction has impacted the volume and types of support requests. A key goal is to maintain high-quality

response interactions with minimal wait times.

Achieving this goal requires ongoing collaboration with partners as many support requests are not handled by CTL directly. Specifically, any audio/video (AV) and classroom issues are handled by IT, and some technologies are supported only by LT Hub in Vancouver.

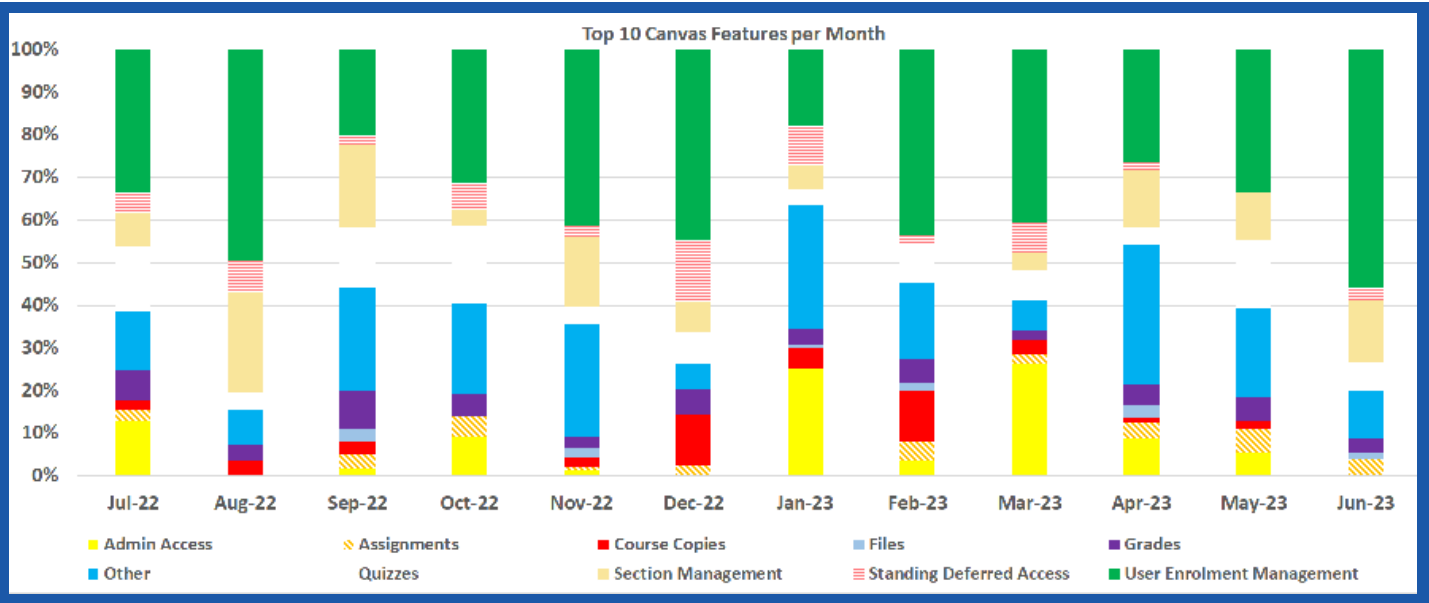


Figure 1

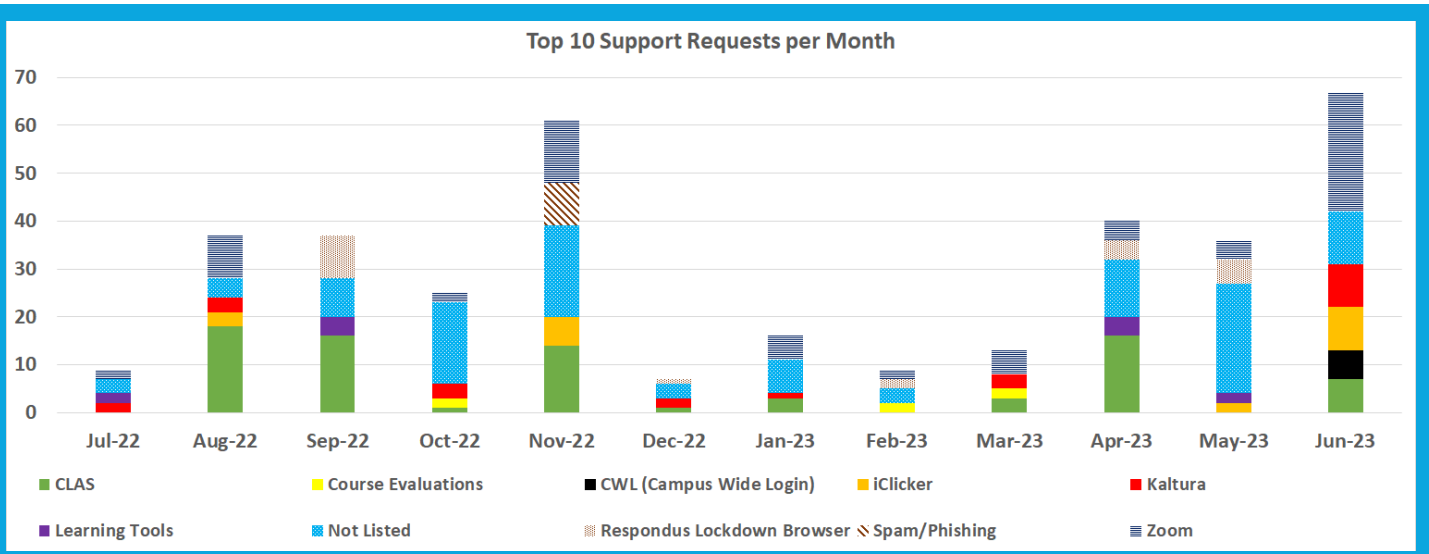


Figure 2

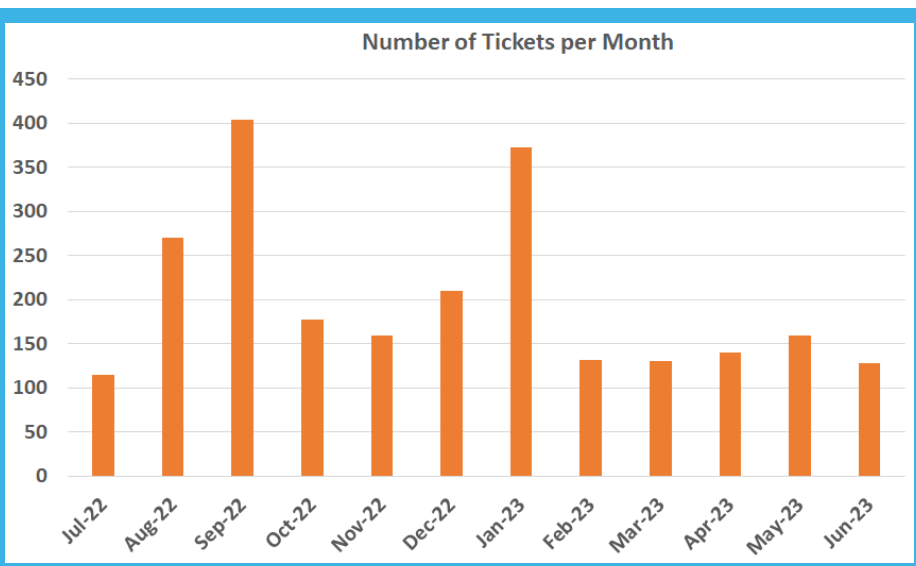


Figure 3

Figure 1: Top 10 Canvas-specific requests between July 1, 2022 and June 30, 2023

1) User enrollment, 2) Standing deferred exam access, 3) Course section management, 4) Quizzes, 5) Other, 6) Grade management, 7) File management, 8) Course copies, 9) Assignment management, 10) Admin access (such as creating new non-credit course shells).

Figure 2: General support requests by highest demand

1) Zoom, 2) Spam/phishing, 3) Respondus LockDown Browser, 4) Other (guiding faculty/staff in general queries), 5) Learning tools (guiding faculty/staff with other learning tools), 6) Kaltura, 7) iClicker, 8) CWL campus-wide login, 9) Course evaluation, and 10) CLAS (creating CLAS courses).

Figure 3: Number of support tickets

There were two cycles of high demand: during August/September at the start of Winter Term 1, and December/January at the start of Winter Term 2. The first cycle demonstrated slightly more demand than the second.



Looking Forward

The 2023/2024 academic year is full of excitement and opportunities for the CTL. With the recent hiring of two educational consultant positions and an experienced Manager for Learning Technologies & Strategy, the CTL is a fully staffed team for the first time in years and infused with new energy.

Community building will be fostered by new Communities of Practice starting in September 2023. The Teaching Fellows started their term in July 2023 and are already contributing in areas such as supporting TA training, workshops and panels, and developing new professional development paths. The introduction of a new award called the [Outstanding Instructor Award](#) will replace the previous Honour Roll to enable recognition of more of our exceptional instructors.

Key professional development activities, including TA Foundational Training, TDP, and ISW, are all highly engaged and growing. The TA training funding is being annually renewed, so stable, long-term funding must be secured for this program. The CTL is collaborating with the CoGS and other Faculties to produce non-credit certificates, including the Learning Design Certificate and the Teaching in Higher Education Certificate. These will be offered to graduate students, post-docs and faculty at UBC Okanagan with the possibility of extending to participants outside the institution.

The collaboration with ISoTL to support SoTL research at UBC Okanagan is exciting, and we expect to see strong impacts from the first funded projects. Similar to the TA training program, this was supported by the ALT-2040 Fund for one year, and funding would need to be renewed to continue this excellent initiative.

Our technology support staff are highly focused on efficiency and improving service levels for the current year. This includes improved support session tracking and streamlining processes. Part of this process involves clarifying and documenting the support roles with our partners in IT, LT Hub, and CTLT. Instructors need timely support and ultimately are less concerned about the service unit that provides that support.

The technology team is also exploring how we support technological innovation. Many SoTL research projects develop systems that require ongoing maintenance for use. Understanding how best to support this innovation with an eye to maintenance costs is a key goal.

The CTL team is excited to support the community and looking forward to the engagements and opportunities to come.

