

# UBC Okanagan Centre for Teaching and Learning (CTL) Program Review – 2019



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## Executive Summary

The reviewers are pleased to provide this report on the operations and mandate of the Centre for Teaching and Learning (CTL) requested by the provost at the University of British Columbia, Okanagan campus (UBCO).

We are grateful to all of the persons who responded to our requests to complete a confidential survey and to those who met with us for confidential interviews. The staff of Office of the Provost, George Athans and Janine Wood, were always ready to assist with logistics of various kinds, including most importantly the organizing of the survey and the meetings with the various persons we met. Okanagan Planning and Institutional Research (OPAIR) met all of our requests. Both the provost and the deputy vice-chancellor gave us time, insight and guidance.

UBCO, and UBC generally, have plans for the future, supported by the University's strategic plan, that require a robust support for teaching and learning at UBCO. The existing CTL was created at the time of the establishment of UBCO, when its needs focused on transition from a university college to a university campus. While it was always intended that UBCO be a research-intensive university in the South Okanagan, it is only relatively recently that it has developed the ability to be such a university. At the time of CTL's initiation, faculty consisted primarily of those who transitioned from Okanagan University College and a few new appointments, not as is the case today where new arrivals are exclusively prepared with doctorates and often further equipped through post-doctoral fellowships. While there may have been a culture of teaching in the college days, there was not a culture of research and scholarship: the university environment has its own exigencies. In a research-intensive university all faculty are expected to teach well. In 2011 the University introduced the tenureable Educational Leadership stream whose members are expected to excel and to lead as teachers. Since then, members of that stream have been recruited in substantial numbers. The members of this stream need support, their roles clarified, and their leadership potential developed and ultimately exploited for the benefit of learning on the campus. It likely goes without saying that research faculty, never trained to teach, also need substantial support to excel as teachers.

It is unsurprising that many participants in our review felt positively about CTL and its people while doubting CTL's ability to do what UBCO needs now. Similarly, it is no surprise that CTL feels inadequately resourced, staffed and supported as it seeks to meet the needs of *Outlook 2040*. Fortunately, with this review both CTL's operations and mandate are under scrutiny and therefore open to new support.

The reviewers believe that the CTL staff and director are dedicated and committed; they work hard and care about teaching and learning. We heard many good things about the annual conference. However, we are concerned that CTL staff is not large enough, sufficiently connected with the state of the art, or informed widely- and diversely skilled-enough to meet the needs of UBCO as it progresses towards the achievement of the goals of *Outlook 2040*.

We conducted a short survey, discussed in more depth later. Throughout the survey responses and interview conversations we heard concerns about the structure, organization and governance of CTL repeated. The following summarizes what we heard:

- CTL needs a clear mandate and mission
- CTL's relationship with educational and learning support in the provost's and deans' offices needs to be sorted out and coordinated
- CTL needs to be adequately staffed with qualified and knowledgeable people
- CTL should be a catalyst for meaningful change across UBCO
- An advisory group is needed and would be important to inform the work of CTL and keep it current with academic activities and needs
- A learning support services coordinating group should be established
- Distance learning, flexible learning, experiential learning, coop learning, service learning, etc., need to be prioritized and coordinated in order to address the changing UBCO demographic and what we know about learning
- Responsibility for the alignment and coordination of services and for providing leadership in academic/instructional/learning zone needs to be clarified; we suggest that UBCO consider AVP or Vice-Provost Learning or an AVP level person with these responsibilities in their portfolio
- Creating a program coordinators' network that focusses on curriculum mapping, might result in efficiencies through the avoidance of unnecessary duplication and shared learning across the campus
- Hardware and software integration in learning and teaching need an aligned leadership structure to encourage adoption of and competence in new practices
- UBC "system approach" should be considered where it would be efficient and effective in influencing learning and teaching leadership at both UBCO and UBC Vancouver (UBCV).
- Teaching and learning leadership needs a place at the UBCO top table
- UBCO would be well advised to consider the following questions, among others:
  - Should CTL be a catalyst for change? If so, what change(s): curricular, learning models, teaching methods, technology -- all?
  - Or, from where should change in learning and teaching be stimulated?
  - Would a CTL Fellows program encourage effective instructors to help others to become more effective?
  - Is the Provost's Award for Teaching Excellence and Innovation Award a basis for the initial formation of a Fellowship?
  - Could CTL become a centre for Scholarship of Teaching and Learning (SoTL) and the study of the UBCO experience to inform improvements?
- Career pathway advice for academics should be left to faculties, schools, departments and areas.

Few universities publicly assert that they will be excellent in both teaching and research. While good researchers can be good teachers and vice versa, neither the two skill sets required to excel, nor the two professional interests are coterminous. Excellence is rarely a function of talent alone, though talent is a very useful beginning quality. While to a degree excellent teachers and researchers are born, most are made, over time. The graduate school experience in most institutions is not intended to build teachers, it is intended to build researchers. The internal support for research is significant in fields where research is done in teams and senior researchers lead. This mentorship model is pervasive in certain fields though nonexistent in others. Some junior researchers fail to meet tenure scholarship and research standards in part because they are unsupported. However, research support and funding are systemic; the same is not sufficiently so for teaching. As research VPs evolved from the offices of vice-presidents, academic or provosts, no similar role immediately evolved in teaching. Teaching is normally led by the provost; however, that role has become bigger and more central in the last quarter century. Centres for teaching and learning are characteristically service supports to teaching, not campus leaders in curricular and instructional quality and innovation. Though not the first to do so, UBCV has recently created the associate vice-president teaching and learning position. An AVP teaching and learning level appointment would serve UBCO well. Perhaps a current AVP role could be expanded to encompass teaching and learning. For now, we will refer to an AVP.

We envisage a pan campus arrangement, led by the Office of the Provost and deans, to thread the high priority of teaching and learning throughout UBCO's academic operations. Teaching occurs where faculty and students are located, though not necessarily in the same place or at the same time. Its quality is likeliest to be maximised if the reward and recognition operate in alignment with its importance. So, for example, hiring, promotion, tenure etc. criteria and standards need to reflect the centrality of teaching to the UBCO enterprise. Deployment of faculty resources will need to be in line: a thoughtful blend of research and educational leadership appointments. And while the Education Leadership stream should indeed lead in advancing teaching, their research colleagues also need to care about the commitment to excellence in learning and teaching.

In our view, UBCO would benefit greatly from an internal system, working with the provost and deans to lead excellence in teaching, course, curriculum and program development and innovation, and to coordinate the various campus participants whose roles include the support of learning and the means to facilitate its achievement, predominantly teaching. To achieve this, we make five overarching recommendations with specific recommendations and questions arising embedded within the text.

1. We propose that a single officer unconstrained by line authorities needs to be identified with leading excellence in learning and teaching, an AVP.
2. A robust CTL needs to be developed with the abilities and resources to do what needs to be done to support excellence in teaching and be given a clear mandate to make it so.

3. CTL needs to be guided in its work through its report to the AVP and abetted by an Advisory Group of users, beneficiaries, and leaders of good teaching, key stakeholders, what we will call CTLAG.
4. The various campus offices and roles with a substantial part in the support of the student experience and learning should be coordinated through a learning and teaching coordinating group, perhaps a Learning Coordination Council (LCC). Both groups might be chaired by the AVP or a senior leader and exemplar of excellence in learning and teaching.
5. The AVP would establish a link with the Institute for the Scholarship of Teaching and Learning (ISToL) at UBCV and explore the best mechanism for the enhancement of SoTL at UBCO. Might ISoTL become a pan UBC unit?

So, the first task should be an assessment of existing resources to support learning and teaching and to identify gaps followed by allocation to CTL of some of the missing expertise. At the same time, all those who have a responsibility for excellence in teaching need to be listed and coordinated through the LCC. Simultaneously, CTLAG should be established with significant representation from users, including heads, deans, graduate teaching assistants (GAs)/teaching assistants (TAs). Timing for such developments aligns and combines well with recent reorganizations at UBCO.

CTL must formally connect with the Equity and Inclusion Office to inform its work. The majority of respondents, including members of the CTL staff, identified a significant gap in how to address the needs of an increasing diverse student population. Many interview participants did not feel that CTL had a deep enough understanding of the needs of the changing UBCO student demographic (i.e., Generation Z and various sub-groups, as well as International and Aboriginal Access students) and felt that its staff should work more closely and be aligned with the Equity and Inclusion Office and the Aboriginal Centre. Significant efforts are required to support both Indigenous instructors and learners. If CTL has a role to play in curriculum revision, it or another agency can do so specifically as support for Indigenous students and teachers, and as a way to address the various Calls to Action and UBCO Commitments to the Truth and Reconciliation Commission (TRC).

We received very helpful feedback from graduate teaching assistants. There is a belief that the training should be discipline specific and focus on the actual work of TAs (e.g., focus on how to structure labs, tutorials etc.). For now, training is too general and focuses on approaches for the 1<sup>st</sup> year students, which are different than what's needed for 4<sup>th</sup> year students. This feedback squares with what we hear from others that content and related outcomes drive teaching approaches and that discipline specific assistance is very useful, and sometimes required.

In considering ways forward for GTA/TA training we looked at the UBCV approach. We believe the UBCV program might help inform the opportunities at UBCO and begin to standardize expectations, preparation and support so that potential TAs and GTAs can develop their competence. We learned that many students who work as Supplemental Learning Learners go on to become TAs and GTAs and eventually, sessional

instructors. Recognizing the important role these students play in the undergraduate experience, laddering and leveraging these experiences might improve teaching and learning on the Okanagan campus.

CTL should now lead the campus on learning and teaching practice by creating spaces for formally structured conversations about teaching practices and leveraging the expertise of new hires, especially those in the Educational Leadership stream, who are hired, in part, for their pedagogical expertise within their subject domains.

If UBCO is to become a centre of teaching and learning excellence, a place that puts student learning at the centre of institutional values and actions, there will need to be a demonstrated institutional commitment to making it so. Part of that demonstration will be to actualize the capacity to perform and a system to maintain, support, encourage and maximize the likelihood of teaching excellence. This will be reflected in a fully enabled CTL as a key component of an overall strategy and plan to focus on student learning.

## Mandate for the Review

This is an important time as UBC plans for the future and is making structural changes at the UBCO campus. To guide its actions, it has developed two complementary plans, one for both campuses and the other to better focus the development of UBCO in the early days of UBC's second century: *Shaping UBC's Next Century* and UBCO's *Outlook 2040*, respectively. One key focus of these plans is the establishment and maintenance of an exceptional learning and teaching environment. In pursuit of these plans, we were asked to review the Centre for Teaching and Learning (CTL) at UBCO and to consider whether its current structure, operations and mandate support the realization of the University's teaching and learning aspirations.

In reporting on our reflections, we were asked to identify strategies for the support of the development of teaching and learning practices, more generally; and specifically, to identify strategies to support CTL's integration in and support of academic leadership development.

The review was commissioned by the provost with a report due to her by December 2019. This is a confidential report, subject to wider release by the provost.

The following specific questions have also guided our inquiry and this report.

- Do faculty and TA/GTAs feel that their developmental needs are being met?
- What are CTL's strengths, including the quality of impact of its current programming?
- Where do developmental opportunities exist?
- How can CTL's programming and organization meet the developmental needs of academic administrators including effective assessment of teaching and learning, faculty mentoring and academic administrative succession planning?
- What mechanisms are necessary to facilitate regular and ongoing assessment of the Centre's programming?

We believe we have responded to these questions in our discussion: CTL should become a robust component of an overall system to promote learning across the UBCO campus. Responses to our inquiry suggest strongly, that alone, CTL in its existing structure, cannot and ought not to be expected to do what is needed to inform and support teaching excellence on the Okanagan campus.

Please see Appendix A – Review Mandate for specific details.

## Information Gathering Process

The reviewers adopted a mixed methods approach to conduct the review. First, we considered the university's strategic plans and directions, viz., UBCO's *Outlook 2040* and UBC Strategic Plan, *Shaping UBC's Next Century*. Second, we asked for and received a self-study from the director. Third, we developed a short survey administered to key stakeholders and those we planned to interview. OPAIR prepared a report on the



survey. (Please see Appendix C – Survey Findings for the compiled data.) Fourth, we held meetings with key stakeholders. (Please see Appendix B - List of Those Consulted by Group.) Fifth, the reviewers used snowball sampling, talking with additional members of various groups based on suggestions from individuals identified in the original groupings. In this report we have synthesized the findings from the interviews.

The following questions were used as prompts to initiate and follow through on the interviews:

- What is your experience with CTL?
- Has CTL helped you in your work? How?
- What are your suggestions for ways in which CTL could/should move forward to serve UBCO and support *Outlook 2040* aspirations? On what basis are you making those suggestions?
- How do you understand the relationship and/or connections within UBC as one university with two campuses as it relates to the support of teaching and learning?
- Where at UBC can one find the expertise that supports the achievement and maintenance teaching and learning excellence?
- Is there anything else concerning CTL or teaching and learning that you would like to share with us?

## Context of UBC Okanagan into which CTL is Positioned

“UBCO was established in 2005 with a mandate to be a research-intensive university campus for the Southern Interior, and uniquely, was founded in partnership with local Indigenous Peoples, the Sylix Okanagan Nation” (*UBC Okanagan Outlook 2040*, p. 5).

Its location and affiliation inform UBCO’s commitment to four key areas:

1. Bridging the achievement gap for aboriginal learners
2. Support for aboriginal scholar/teachers
3. Educating a skilled labour force for the future
4. Being responsive to the needs of the technology sector

The terms nimble, innovative, and responsive are typically used to describe UBCO. UBCO has grown steadily since its founding to tripling its initial student enrolment. There are 9,935 students, of which 8,990 are undergraduate and 945 are graduate students. Students come from 102 countries. Some attributes of the student body include:

- 90% Undergraduate
- 10% Graduate
- 75% Domestic Undergraduate
- 15% International Undergraduate
- 6% Domestic Graduate
- 3% International Graduate
- 17% Live on campus
- 30% New to UBC in 2018
- 5.7% Self-identify as Aboriginal

There are 2,381 faculty and staff. There are 629 faculty members, 310 who are tenured and 319 who are not. There are 636 staff members and 1,116 student staff members (<https://ok.ubc.ca/about/facts-and-figures/>).

It is clear from UBCO's aspirational documents and strategic plan that it intends to be learner-centred and to pursue and celebrate creativity and knowledge. To achieve this, UBCO stated it would provide an intimate learning community focused on:

- Teaching excellence and learning success;
- Outstanding student experiences and achievements;
- Career development and support for lifelong learning;
- Creativity, imagination and fun, in every aspect of academic life (UBCO 2006 Academic Plan, p. 5).

The 2006 Academic Plan also called for the establishment of a Centre for Teaching, Learning and Research, with the academic lead being the AVP Learning Services with the support of the AVP Students and AVP Academic and Research. The Centre would enhance UBC Okanagan's teaching and research including:

- Support innovative student-centred approaches including experiential learning, problem-based learning, project-based learning, and e-portfolio strategies;
- Continue the annual learning/teaching/research conference; build a UBC Okanagan Teaching and Learning Enhancement Fund (TLEF); and offer mandatory instructional skill workshops for all faculty;
- Create a Teaching Success Task Force, including the AVP Academic and Research and the AVP Learning Services, to design and implement a reward system for teaching success, including linking teaching quality to promotion and tenure;
- Create a Research-Learning Task Force to integrate research and learning. Among other things the Task Force would identify (a) coordinator(s) for Interdisciplinary Studies with outreach beyond UBC and to foster the integration of research and teaching at the undergraduate level; create a Learning Commons connected to the Community engagement office (p. 10).

In a word, from the outset, UBCO was focused on learner-centredness, with a priority on learning and teaching excellence in both word and deed.

## Some Key Learnings Informing Context

Consistent amongst review participants was the idea that UBCO is a successful start-up that is ready to question, as one respondent put it, "how some things were structured/started ... and to begin to think bigger about the role of the enterprise ... establishing it in terms of an ecosystem of learning that supports graduates' career cycles and needs". The place of teaching and learning, if anything, should be more deeply embedded in the culture of UBCO. While not eschewing the centrality of learning

and teaching at UBCO, numerous respondents emphasized the challenge of underscoring excellence in teaching while simultaneously stressing research excellence. The pressures faced by those in the midst of the tenure and promotion process were noted.

Another pervasive thread throughout the review conversations was the need to recognize the importance of the members of Educational Leadership stream to the achievement of teaching and learning excellence. We were urged to note the importance of enhancing those faculty members' roles, responsibilities and skillsets. It also appears necessary to develop clear criteria for the assessment of excellence in teaching with accompanying standards along with the evidence required to establish excellence. Currently, academic staff at UBCO are configured as follows:

- Faculty are appointed to one of two streams: Educational Leadership or Research, members in both streams teach
- Renewable 12-Month Lecturers
- Part-Time Sessional Lecturers
- Graduate Teaching Assistants
- Teaching Assistants.

Please see Appendix E for the UBCO Provost Organization Chart that illustrates the academic reporting structure.

## Survey Data – A Brief Review

As part of the review of the mission and operations of CTL, the reviewers asked persons whom they planned to interview to complete a short survey. The proposed interviewees were selected because they had a role at UBCO that placed teaching excellence as a job priority for themselves as teachers or as leaders or supporters of teachers. This group included active and successful educational leadership stream members, chairs, heads and directors of academic units, faculty deans, the DVC, members and leaders of both the CTL staff at UBCO and CTLT staff at UBCV, along with others engaged in supporting or leading teaching.

The survey served two main purposes: first, it helped to begin to focus respondents on the CTL UBCO review and its goals in preparation for the participants' interview; secondly, it provided the reviewers some baseline input upon which to build their inquiry of the respondents.

The survey was prepared by the reviewers; it was administered, and the results were compiled, by Okanagan Planning and Institutional Research of the university (OPAIR).

Survey findings suggest that if UBCO is to become a centre of teaching and learning excellence, a place that puts student learning at the centre of institutional values and actions, there will need to be a demonstrated institutional commitment to making it so. Part of that demonstration will be to actualize the capacity to perform and a system to maintain, support, encourage and maximize the likelihood of teaching excellence. This

will be reflected in a fully enabled CTL as a key component of an overall strategy and plan to focus on student learning. Our inquiry and the survey questions seek to respond to both of these issues.

When asked what they perceive the role/responsibilities of CTL to be, the overwhelming majority, 86% of respondents, chose "support for instructors to develop excellence in teaching and learning" rather than the constructive and remedial "support for instructors who are working hard and ineffective in teaching and learning" chosen by 64%. (Please see UBC Okanagan CTL Review, OPAIR, Appendix C)

Seventy-two per cent of respondents answered "agree" or "strongly agree" that CTL has the expertise to inform good teaching and learning on campus. However, only 43% endorsed "CTL's operations support the realization of UBC's teaching and learning aspirations", and even fewer, 31% believed that "CTL's resourcing supports the realization of UBC's teaching and learning aspirations", and somewhat more respondents, 39% believe that "CTL's current structure supports the realization of UBC's teaching and learning aspirations." Resourcing, operations and structure all need to be improved, according to survey respondents, despite the relatively strong support for its expertise in the current context, rather than the aspirational future: interestingly, respondents were tentative at best, 49% "Maybe" and 19% "No", in concluding that "CTL is capable of addressing the aspirations stated in 'Shaping UBC Okanagan's Outlook 2040'". It is not clear from the results alone what was meant by "capable" as that could include both competence and resource sufficiency or of a combination.

Respondents were on the whole at best lukewarm or negative about CTL meeting the needs of academic administrators in

- assessment of learning and teaching (29% well or very well),
- faculty mentoring (32% well or very well), and
- administrative succession planning (23% well or very well).

A few quick takeaways follow:

- Deans (56%), heads (60%), faculty (61%) and TAs (52%) all consider CTL valuable, but not with an overwhelming level of support, and certainly not within the context of UBCO's aspirations. One would look for greater valuing of a key resource.
- respondents consider CTL to be a positive resource because it is:
  - a champion for good teaching (85%)
  - accessible (68%)
  - reliable (65%)

Only 33% of respondents always read the CTL newsletter, 40% attend its conferences and 32% present at them. The 40% attendance at conferences is quite strong in light of the need to take time away from usual responsibilities, as is 32% having presented. The

rate of Newsletter reading is disappointing: it's not time consuming or difficult to schedule.

CTL in its current state is challenged to support UBCO in the next two decades as it strives towards 2040. *Outlook 2040* states that "UBCO will offer an array of excellent undergraduate, graduate and professional continuing education programs, delivered to a diverse and international student body." . . . "Inside and outside the classroom, UBCO will offer a student experience that is second to none. The campus will be recognized for its historic partnership with the Okanagan Nation and be a leader in Canada in the proportion of Indigenous faculty and students." This is a major endeavour.

We were impressed at the motivation and interest demonstrated by respondents. Many pages of unstructured comments following several components of the survey were interesting and revealed some key themes:

- CTL staff beliefs:
  - CTL is working hard and doing much well
  - It is under resourced, and
  - In its view, given its actual resources, it serves the campus with energy, flexibility and effectiveness
- CTL has modest resources
- Lack of awareness of the contents of Outlook 2040
- Concern for Indigenization of teaching and issues including Equity, Diversity and Inclusion
- Need for partnerships with CTLT at UBCV, faculties, and Educational Leadership stream teachers, among others
- Teaching needs to be broadly defined to include curriculum and course planning and development, technology's uses in teaching
- Ways to meet the needs of both diverse, in every sense, instructors and learners.
- Poor structuring and organization of CTL. No details were offered, but some frustration was expressed
- Need for an enhanced teaching and learning induction program for new faculty and perhaps a certificate for Educational Leadership stream instructors and/or others, including TAs and GTAs

The survey findings, taking in both survey responses and comments, suggest that respondents are aware of CTL's many efforts, and that those efforts made by a small group fall short in many instances of securing a strong basis for the future of teaching and learning as a signature element of UBCO's contribution to and reputation in, post-secondary learning. The results reveal little doubt that CTL strives to do its best but that it is constrained by its limited resources and many commitments:

CTL is spread thinly and with an ambiguous mandate. Currently, it is not viewed as providing leadership for teaching and learning activities or the place that enables or studies innovative practices. Is this a matter of capacity or interest, or some mixture? We suggest it is likely a blend. Importantly, CTL's role is not perceived to be one of

leading and it is not placed within the structure of UBCO or funded to actuate such a role.

Perhaps CTL tries to do too much and should focus its current resources in a more focussed and narrower way? This would leave some constituencies unserved and others likely better served. However, if CTL is to support the UBCO *Outlook 2040*, it will need to be better and perhaps differently resourced, staffed and internally organized and placed within the structure.

We will pursue this matter further following, as in assessing both operations and resourcing is pertinent to the achievement of our mandate. However, more resources may not be the only need: perhaps there ought to be different and more focussed resources, a strengthened internal learning support system, coupled with strengthened partnerships both within UBCO and within UBC broadly, to take advantage of the considerable expertise at UBCV, so that UBCO's resources are leveraged to do more.

## Reviewers' Comments on CTL Self Study

Dr. Peter Newbury, Director of CTL, was asked to consult his team and to prepare a self-study as part of the review process. (Please see Appendix D for the complete document.) Based on the self-study, we identified some key areas that informed our interview questions, added additional participants to our consultation list, and identified three areas that surfaced in the self-study that appear to impact the existing CTL structure, culture and activities.

### 1. System-wide Opportunities

There is an obvious need to address "system-wide" issues both within UBCO and across the UBC enterprise, often referred to as "one university, two campuses". The resources of the two campuses offer significant leveraging opportunities for each campus. We discuss the UBC System in a section later in this review – "Leveraging the UBC System".

While we were able to identify several groups, units, structures, *etc.* within UBCO focused on aspects of teaching and learning and the student experience, there appears to be little or no interaction or formalized communication among and between the groups; there is no mechanism for the sharing of information or that prioritizes or coordinates services, conveys assessments, identifies needs or defines responsibilities. For example, we learned CTL, Student Services, including Aboriginal Access, Indigenous Caucus, Supplemental Learning, *etc.* and the Flexible Learning/Special Projects appear related but not coordinated.

UBC provides system-wide technology support (e.g., enterprise software solutions and data storage); however, it does not appear to provide educational technology support across the UBC "system". An example was given on page 11 of the self-study concerning the roll out of the learning management system, Canvas. "We

acted as the go-between, receiving resources, policies, and practices from Vancouver, adapting them to the Okanagan context ...”. No other instances of sharing/collaborating on system projects or products were mentioned during the review.

There appears to be a gap at the classroom/instructional level as to whose job it is to support academic staff in learning both the nuances of *why to use* various applications as well as *how to use* them. Furthermore, the approach used at UBCV for the preparation and training of TAs and GTAs, which was reported as working well, is not used at UBC Okanagan. The approach at UBCO was reported as not being satisfactory; the self-study noted the need to revise it as well (p. 25)

Questions that arose from the self-study and subsequent conversations include:

- The flexible learning initiative: What is the flexible learning initiative; what is or should be the CTL director’s relationship with this work; and what is its connection, if any, with CTLT at UBCV? Is this initiative a support for a more broad-based approach to curriculum revision and a way to explore innovations in teaching and learning, and if so, how does it impact/inform CTL activities? No doubt there are answers to these questions; CTL ought to be appraised of the answers.
- How does the establishment of UBCO Commons and the potential for other innovative learning space inform the work of CTL? And, how does the existing CTL expertise inform the design, development, implementation and support of these innovative learning environments?

## **2. CTL Mandate and Capacity**

Currently, CTL works under the following mission statement: “To promote, inspire, and support excellence, leadership, scholarship, and technologies in teaching and learning (p. 4).” They state they achieve their mission through a promote-inspire-support strategy (p. 4), and following three guiding principles:

1. “We advocate for and support evidence-informed approaches to teaching and learning.
2. We provide ongoing and valuable professional development for all those who teach.
3. Our approach is based on respect, inclusion, equity and compassion”.

Normally a mission statement sets out what an organization is good at. Currently, the mission statement reads more as a vision statement – what CTL is aiming to be. Our findings suggest CTL’s current vision is well beyond what it is currently capable of achieving. In addition to a realistic mission statement (what it is good at), we suggest CTL would benefit from a clear mandate (what it ought to do) from UBCO.

Many interview participants noted CTL has not adapted its ways of supporting learning and teaching to match the needs of the university and to begin to address the aspirations proposed for the future. Many respondents noted CTL appears overly occupied with past practices, suggesting it might be influenced by the legacy of its Okanagan University College roots. Further, as an example, they suggested CTL was offering traditional approaches to teaching that were inconsistent with the good practices many of the new hires in the Education Leadership stream were bringing to their individual faculties, schools and departments. CTL will need to move forward with a more progressive approach to teaching and learning.

The self-study tended to refer to actions and activities and not accomplishments. The “Impact Statement” set out on pages 8 – 17 provides little evidence of improved teaching and learning at UBCO despite CTL’s guiding principle of evidence-based approaches to teaching. The CTL does not seem to have an outcomes assessment process that would help it determine whether there is a difference between the state of affairs before and after it provided assistance. Put simply, the self-study did not provide evidence that its activities were impacting student learning in significant ways. Further, the self-study suggested CTL had a role to play in supporting promotion and tenure on the Okanagan campus; however, this was an area the deans, heads, and others felt the CTL had limited capacity or knowledge of the system to participate in it. Perhaps a conversation on the subject with academic leaders would bring about ways in which CTL can assist deans and heads to work with faculty to achieve their goals.

While there was general consensus that CTL staff were helpful, willing and supportive, interview participants overall did not see CTL as capable of proactive engagement with academic staff or leaders for the implementation of effective practice. The staff was seen as being capable of providing just in time support for emergent problems and issues related to the everyday functionality of, for example, Canvas and iClickers. People we spoke with questioned the capacity of CTL to inform or support SoTL or ISoTL activities on the Okanagan campus. These activities were not mentioned by CTL during the review.

Many interview participants did not feel that CTL had a deep enough understanding of the needs of the changing UBCO student demographic (i.e., Generation Z and various sub-groups, as well as International and Aboriginal Access students) and felt that its staff should work more closely and be aligned with the Equity and Inclusion Office and the Aboriginal Centre.

The reviewers believe that the CTL staff and director are dedicated and committed; they work hard and care about teaching and learning. We heard many good things about the annual conference. However, we are concerned that CTL staff is not large enough, sufficiently connected with the state of the art, or informed widely- and diversely skilled-enough to meet the needs of UBCO as it progresses towards the achievement of the goals of *Outlook 2040*.



### 3. Leveraging the UBC System (Globally) and Finding Economies/Efficiencies (Locally)

It would be extremely useful were CTL to consider ways to leverage existing expertise amongst the academic staff, especially those who have been recently hired into the Educational Leadership stream.

Deans, heads and directors spoke confidently of their ability to hire colleagues who demonstrate both subject matter and teaching expertise; these colleagues have much to offer one another and campus initiatives. CTL could be a place for Educational Leadership faculty, in particular, to explore and develop their scholarship in and practice of teaching excellence.

UBCO and CTL would benefit from learning from and sharing the good practices of academic staff who have received recognition for teaching excellence through the Provost's Teaching Excellence and Innovation Award, CTL TA and GTA Excellence Awards, and teaching Honour Roll recipients.

Survey participants discussed the need to create a CTL advisory board, suggesting academic staff with proven teaching excellence could inform and potentially enhance the capability of CTL. While CTL is going to need to expand, engaging campus exemplars to support the achievement of *Outlook 2040's* aspirations would be efficient, effective and sustainable. We feel that simply adding more staff to the existing CTL would not make the types of systemic change desired and needed at UBCO.

## What We Learned and Some Implications

### 1. CTL works hard and does its best

There is a consensus that CTL is composed of hardworking and capable professionals, with a positive reputation on campus. It has a caring and able leader. Its current structure, resourcing and activities are, however, insufficient to support its role in the achievement of the goals of *Outlook 2020*.

Following are some key points generally agreed with our comments:

- The annual conference is good, providing an opportunity to present accomplishments and innovations. Given the time required to mount it, an assessment should be made of the return on investment of effort. The same might be said of the newsletter, given the rate of reading reported to us.
- A strength is CTL's ability to respond just in time to technology issues that arise including iPeer and iClicker; technical support in Canvas is acceptable and Scantron assistance is good. However, CTL is not equipped to provide proactive, academic leadership in exploring and responding to current trends in the use of technology in teaching and learning.

- CTL would like to do more and exert more academic leadership. CTL staff stated they:
  1. need to be at the “table” where academic decisions are being made;
  2. want clear direction as to how to engage with the Education Leadership stream faculty;
  3. are concerned about how to support the increasing diverse student population;
  4. are understaffed, and this is not sustainable, especially in light of recent retirements;
  5. are interested in knowing how they can tap into and leverage the UBC system;
  6. are interested in pursuing the following activities/opportunities:
    - peer mentoring
    - support for ATL funded grants
    - new course design, department level curriculum design
    - support for TAs and GTAs
    - creation of professional development modules and development of a repository of good practices
    - maintaining and enhancing their own expertise by drawing on the knowledge of co-op students, attending Educational Technology Users Group and other relevant professional conferences, receiving professional development course waivers, collaborating with UBCV, participating in webinars, and working with UBC Studios and the Systems Analyst II – Emerging Technologies’ IT team
    - consulting with faculty on classroom climate
    - continuing to develop expertise at developmental and technical levels with more help and support

## 2. View of Heads

The faculty/program directors and heads offered specific insights into the ways in which CTL could improve its practice and support teaching and learning. Existing CTL practice is being outpaced by the new faculty hires within the Educational Leadership stream who were bringing domain specific pedagogical experience to individual programs.

The following comments were offered as examples of areas of concern:

- CTL has little support and few resources to offer – CTL facilitates conversations rather than providing substantial assistance/support.
- CTL assistance needs to be tailored to area and discipline.
- CTL does not have sufficient expertise in drafting multiple-choice questions essential in some programs or expertise in competency-based learning, syllabus revisions, drafting learning outcomes.
- Many of the new professorial hires are not coming with teaching experience or expertise, so support is essential but not always readily available. New faculty need onboarding teaching and instructional planning support. This might be

accomplished through the development of a certificate in Higher Education Teaching.

- It was suggested that the UK model of learning outcomes by discipline would be instructive and essential for quality program development. Effective curriculum mapping would help find program efficiencies within, between and among courses and programs. Concern was expressed that CTL did not have the capacity to assist with this task.
- Existence of roles within the provost's office dealing with curriculum and teaching make CLT leadership more difficult to carry out and at minimum require careful coordination.
- Faculty often do not see CTL as providing pedagogical leadership expertise.
- There is a need for three or four competent CTL staff to connect with specific programs and help find synergies and supports among and between them.

In summary, it was the view of this group that services need to be developed and improved for CTL to be of significant value.

### **3. Support is Needed for Indigenous Learners and Aboriginal Programs**

In light of the growth of the Indigenous student population and the university's desire to respond to Calls to Action from the Truth and Reconciliation Commission (TRC), CTL needs to establish significant connections with the Aboriginal Centre and other key aboriginal groups on campus. If CTL has a role to play in curriculum revision it or another agency can do so specifically as support for Indigenous students, and as a way to address the various Calls to Action and UBCO Commitments to TRC.

We learned from multiple respondents that

- CTL has little or no potential to assist with Indigenizing the curriculum or improving learning for Indigenous students; its needs to hire staff or consultants with specific expertise.
- Groups such as the Indigenous Caucus, for example, have not been consulted by CTL to inform practice and chart a way forward to address the TRC Calls to Action or efforts to Indigenize the curriculum. There are indigenous faculty in many programs who could be consulted by CTL.
- There are three distinct needs that require specific expertise that CTL and existing service arms do not possess:
  - how to decolonize curriculum organization, contents and accessibility
  - how to embed Aboriginal/Indigenous Ways of Knowing, Being and Learning
  - addressing the TRC Calls to Action
- The needs of Aboriginal students of which CTL ought to be aware so that it can support appropriate teaching and learning practices:
  - Aboriginal students need access to clearly identifiable and appropriate learning supports from faculty and elsewhere on campus. Currently, this is not happening and many of these students feel CTL is not friendly or supportive of their needs.

- Not all Aboriginal students (Access students) need the same supports or in some cases, any supports. How can they be supported by their teachers as necessary to transition to academic ways of learning?

It is preferable to lodge learning needs (vs. teaching improvement requirements) of Aboriginal students in an enhanced or supported teaching/learning context rather than in a service setting.

#### **4. Collaboration is Needed with Other Programs on Campus**

CTL is one of many services and supports for the learning experience. It needs to have a mechanism to coordinate with and learn from others. Through such activity, it and others can leverage structures, create connections, provide pathways and provide a more robust learning support system.

We discovered a need to identify **all** campus assets, share what they do, and then leverage that capacity to inform practice.

Following are some suggestions:

- Consult with School of Education and other Faculties that study teaching, learning and curriculum restructuring.
- Recognize that many of the recent hires in Educational Leadership Stream have a great deal more to offer.
- Create an Advisory Board to inform the direction and activities of CTL.
- Leverage the existing structures, e.g., Educational Leadership Stream, teaching excellence faculty, IT excellence, curricular innovation, student support services.
- Formally, work to build a culture of teaching excellence across the Okanagan campus.

#### **5. Equity and Inclusion Office Must Be Consulted**

CTL must formally connect with the Equity and Inclusion Office to inform its work. The majority of respondents, including members of the CTL staff, identified that how to address the needs of an increasing diverse student population was a significant gap.

#### **6. Mandate for CTL Must Be Reconsidered**

UBCO transitioned from a college to a university college to a research university. Initially CTL was developed to help legacy faculty make changes in their teaching practices to address different learning needs for a university. However, CTL should now lead the campus on learning and teaching practices by creating spaces for formally structured conversations about teaching practices and leveraging the expertise of new hires, especially those in the Educational Leadership stream, who are hired, in part, for their pedagogical expertise and commitments within their subject domains.

We were told very clearly that:

- As new learning/teaching spaces such as The Commons are developed, CTL will need to develop or acquire the expertise to conceptualize the requirements of and support those new learning environments.
- Expertise in the provost's office, and elsewhere, needs to be coordinated with or integrated into CTL's activities, or *vice versa*.
- An Advisory Group should be created to inform CTL activities, CTLAG. That group should have a clear mandate; positions on the board should be changed periodically, and a chair should come from outside CTL staff, perhaps the AVP we have mentioned.
- Education Leadership Stream faculty are unclear of how to use their expertise for the development of teaching excellence on campus and how to work cooperatively with CTL both to acquire and share skills and knowledge.
- Academic leadership comes with certain kinds of credibility – the CTL leader or their immediate supervisor ought likely to be a faculty member with the expertise and credibility to lead CTL.
- Most of CTL's experience is with trouble shooting and suggestions, not academic leadership or pedagogical change or innovation.
- CTL is a slimly resourced service, and, for now, with its existing structure it cannot provide disciplinary based pedagogical expertise, including applicable emerging educational technology options.
- Perhaps CTL can undertake a thematic analysis of the UBC strategic plan and *Outlook 2040* to identify ways ahead, then find expertise within the system to address the directions.
- There is doubt that CTL has the capacity to undertake or gainfully support system change – for example, investigate a course or program and make suggestions for improved pedagogical or design practice.

## 7. Rethink the Preparation of TAs and GTAs

We learned that the existing preparation and support of TAs and GTAs is inadequate.

The following information was reported to us:

- There is little awareness of the actual TA specific roles and responsibilities and how CTL can consistently and effectively support those needs across UBCO.
- The training should be discipline specific and focus on the actual work of TAs (e.g., focus on how to structure labs, tutorials etc.). Training now is too general, e.g., approaches for 1<sup>st</sup> year students is different than what's needed for 4<sup>th</sup> year students.
- Need the introduction to educational technology to be applicable to the TA/GTA roles (e.g., such software as Solid Works in Engineering or PowerPoint for tutorials).
- Follow up sessions after the main training offered by CTL were viewed as unhelpful.

- Prefer the HKIN version of TA/GTA training, which offers a graduate credit course taught by faculty.
- Expectations for certification are confusing at faculty level as well as CTL level, and the content of certification was too general.
- CTL might consider hiring experienced TA/GTAs to work with new TAs as experienced TA/GTAs know what works.
- Need help with how male TAs can help female students and how to work with diverse students/genders, etc.
- CTL needs expertise and advice from an Aboriginal Advisory group or the Indigenous Caucus.
- TA/GTAs need a course on pedagogy from CTL with or by the subject area.
- TA/GTAs need more support on how to engage students for whom the course is a general requirement not a discipline specific course for their degree.

## 8. Structural, Organizational and Governance Issues

Throughout the survey responses and interview conversations we heard concerns about the structure, organization and governance of CTL repeated. The following points summarize what we heard:

- CTL needs a clear mandate and mission
- CTL's relationship with educational and learning support in provost's and deans' offices needs to be sorted out and coordinated
- CTL needs to be adequately staffed with qualified and knowledgeable people
- CTL should be a catalyst for meaningful change across UBCO
- An advisory group is important to inform the work of CTL and keep it current with academic activities and needs
- A learning support services coordinating group should be established
- Distance learning, flexible learning, experiential learning, co-op learning, service learning, etc., need to be prioritized and coordinated in order to address the changing UBCO demographic
- An agency needs to be responsible for aligning and coordination services and provide leadership in the academic/instructional/learning zone: an AVP or Vice-Provost Learning
- Creating a campus-wide program coordinators' network, focusing on curriculum mapping, might result in efficiencies and increased expertise across the campus
- Hardware and software integration in learning and teaching need an aligned leadership structure to encourage adoption of new practices
- How can both campuses leverage being part of UBC? Will UBC operate as a system at times? Will that system be used to influence learning and teaching leadership at UBCO?
- Teaching and learning leadership need a place at the campus' top table.
- Should CTL be a catalyst for change? What change: Curricular? Models of learning? Teaching methods and technology?

- Would a CTL Fellows program encourage effective instructors to help others to become more effective? Is the Provost's Award for Teaching Excellence and Innovation Award a basis for the initiation formation of a Fellowship?
- Could CTL become a centre for SoTL and the study of the UBCO experience to inform improvements?
- Career pathway advice for academics should be left to faculties, schools, departments and areas

## Leveraging the UBC System

We heard a variety of comments from various respondents concerning the need/possibility to leverage the UBC system as a way of providing support, expertise, and efficiencies for teaching and learning on the Okanagan campus. However, in our conversations on both campuses, we came to question whether there was a UBC system – a third space/entity that provides infrastructure and support.

Our findings suggest there does not appear to be an actual UBC system, but rather there is UBC Vancouver, which being older and larger, struggles to understand its role/relationship with UBC Okanagan and to find incentives or reasons to cooperate and collaborate between campuses. Members of UBCV's Centre for Teaching, Learning and Technology (CTLT) reported seeing value in collaborating with UBCO, especially in terms of the smaller campus' ability to be nimble and innovative and make change more quickly. UBCO CTL members and faculty reported concern about UBCV seeking to take over operations and not understanding the character and opportunities of the smaller Okanagan campus.

The following are additional observations and opportunities that we found:

1. There is a need to identify ways and to create incentives for both Centres (CTL and CTLT) to collaborate and support teaching and learning across the campuses. Both could benefit from shared expertise and efficiencies in purchasing, technology support, encouragement of SoTL activities, and innovative pedagogical practices. Both could work together to develop more fully the intentions and potential of the Educational Leadership stream for faculty while supporting individual campus needs for subject/domain expertise within each context.
2. Is there a desire to employ and leverage UBC as a system for specific purposes? If collaboration and interaction are truly desired, then the aspirations/roles and responsibilities across that system will need to be articulated following dialogue on and among and between both campuses and various faculties, schools and units.
  - Currently, CTL appears to want total independence from CTLT and like other aspects of UBCO, seems concerned it will be swamped by UBCV's size (budget, number and seniority of people, etc.). UBCV reported being turned down at times, when it offered to share or include the CTL in initiatives.
  - If there is a desire to promote collaboration, UBC should consider incentives and reasons to collaborate. Other than participation in the CTL conference and the

roll out of Canvas, there appeared little ongoing, formalized engagement between the two Centres.

3. An area, along with ISoTL, that would benefit from initial collaboration between the two campuses is the preparation, support, training and certification for TAs and GTAs. UBCV appeared to have an effective program that results in a Certificate of Teaching Experience that is recorded on a graduate's transcript. We believe the UBCV program might help inform the opportunities at UBCO and begin to standardize expectations, preparation and support so potential TAs and GTAs can develop their competence. We learned that many students who work as Supplemental Learning Leaders go on to become TAs and GTAs and eventual sessional instructors. Laddering and leveraging these experiences might improve teaching and learning on the Okanagan campus, recognizing the important role these students play in the undergraduate experience.
4. Numerous respondents informed us that UBC, on both campuses, should seriously consider how to enhance its capacity to design for change. We spoke with several innovative faculty who do not turn to either CTLT or CTL for support, suggesting that sites of innovative pedagogy and program change are typically found within the Faculty rather than the service units charged to support them. This gap is an area to be explored further and is beyond the scope of this review. However, it is worth noting that if faculty are using their resources to seek innovative support elsewhere, those are opportunities that are not necessarily informing UBC generally.

## Additional Findings and Concerns Arising

The following questions and concerns remain under-answered. Our inquiry may not have been broad enough to supply answers, and so there are only partial answers and questions begging for resolution. Items 4 and following are questions for which we have some thoughts recorded in various places in this report.

1. Who looks after ensuring learning spaces at UBCO are safe places for all instructors and learners – e.g., issues of cultural safety, gender equity, Indigenous inclusion and support?
  - The Aboriginal Centre has turned to UBCV for assistance, especially in terms of support in Engineering for Indigenous education.
  - Review respondents questioned the ability of CTL to help with decolonizing the classroom, innovative teaching approaches and alternative practices – respondents felt CTL tended to support conventional practice.
2. Who looks after Indigenous/Aboriginal Educational Issues/Concerns?
  - Existing ESL/EFL approaches do not address academic language needs of incoming indigenous students. It is important not to treat indigenous students as international or special needs students but to recognize their transition to university may require specific academic English language supports.



- CTL (as well as other organizations/services on campus) need help in approaching three clear areas:
    - decolonizing the curriculum and academic supports
    - addressing the TRC Calls to Action
    - embracing/embedding Aboriginal pedagogy, including ways of knowing and doing
3. Who ensures the quality preparation and ongoing support for TAs and GTAs across campus? The following areas were identified by faculty working with TA/GTAs and by those students themselves.

Respondents reported that CTL appeared to lack awareness of the basic TA specific roles and responsibilities and how Canvas can support those needs. It can help greatly as follows;

- provide more support concerning how to address diverse learners' needs
  - provide more support on how to engage students for whom the course is a general requirement not a discipline specific course for their degree
  - help with the development of rubrics and other assessment tools
  - help with conceptual understanding of how to prepare and deliver a quality presentation
  - support TAs and GTAs once they had been certified, suggesting they should be supervised and the quality of their teaching practice reviewed
  - offer specific, subject area Canvas support
  - provide assistance on how to teach, especially tutorials and labs
  - provide help with specific software – e.g., Solid Works in Engineering
  - re-think its TA/GTA certification process
4. Is there clarity in the mandate of CTL and CTLT across the UBC system – especially in terms of adoption of educational technologies and exposure to current trends and emerging good practices in teaching and learning? Further, what is the motivation/incentive for CTL and CTLT to collaborate, share, engage, change practices? UBC could promote this interaction. How can each benefit the other?
5. Review the mandate for CTL so the legacy of its previous efforts/direction/understandings can be left behind and prevent its history from interfering with future opportunities. This change would require substantial restructuring/retraining/re-staffing.
- At this time, CTL is not resourced to provide academic leadership
  - CTL needs to be designed and resourced to enable it to meet UBCO's aspirations to enable it, e.g., to review a course and make suggestions for improved practice
  - There is no evidence of substantial experience with education programming beyond trouble shooting and suggestions
  - Currently, the CTL model cannot provide expertise where knowledge of the discipline is important, e.g., with respect to the appropriateness of various

educational technology applications and tools, or in up to date pedagogical practices

- UBCO would benefit from a thematic analysis of the strategic plan and *Outlook 2040* to find directions and then identify expertise within the system or to be recruited to address the directions to be conducted by CTL or the Office of the Provost, or in tandem
- CTL's role with Student Evaluations of Teachings needs to be reviewed
- The Educational Leadership stream can be harnessed to lead and support teaching excellence.

6. The pursuit of a student-centred learning oriented campus is a significant endeavour. Thought must be given to an overall strategy to keep learning at the centre of UBCO's goals. A decision will be necessary as to who and what agencies should play academic leadership roles in relation to the development of teaching excellence at UBCO. CTL, its director, the provost and deans, support services, various campus committees require a mechanism to lead and coordinate. As the central academic policy and regulating body Senate could be asked to establish a campus-wide coordinating committee with leadership from the provost's and DVC's offices? Please see our suggestions in the body and the executive summary.

Here are a few things to consider:

- CTL might play the role of "campus teaching excellence developer" by taking the lead in coordinating program coordinators or other group or network to share best practices
- Create a network of support for CTL
- Enable CTL to support curriculum reform
- Better connect and coordinate IT and CTL to ensure best equipment and software choices and capacity to provide training and support
- CTL might offer help faculty to diversify student learning opportunities
- Help CTL build on flexible learning strategies
- Leverage the UBC "system"
- Offer research informed practices
- Know more about how students learn

## Recommendations

### Ideas about how CTL might be structured

A university that prizes teaching by definition prizes student learning and academic success. Similarly, a commitment to research is a commitment to faculty learning and most importantly to student and societal benefit. A centre for the support of teaching and learning is one small, albeit critical, component of the overall means of achieving institutional aspirations for teaching excellence and for supporting all who teach, thus facilitating learning and enabling faculty to share the learnings of their research. Excellence in teaching produces a win-win for both students and their instructors.

If UBCO is to become a centre of teaching and learning excellence, a place that puts student learning at the centre of institutional values and actions, there will need to be a demonstrated institutional commitment to making it so. Part of that demonstration will be to actualize the capacity to perform and a system to maintain, support, encourage and maximize the likelihood of teaching excellence. This will be reflected in a fully enabled CTL as a key component of an overall strategy and plan to focus on student learning. Our inquiry seeks to respond to both of these issues.

Thus, CTL must fit into an overall institutional plan for the promotion of deep learning. So, we have asked ourselves: how might that plan be conceptualized? What are its key structural components? Where does CTL fit within that overall schema?

We envisage a pan campus arrangement, led by the Office of the Provost and deans, to thread teaching and learning throughout UBCO's academic operations. Teaching occurs where faculty and students are located, though not necessarily in the same place or at the same time. Its quality is likeliest to be maximised if the reward and recognition operate in alignment with its importance. So, for example, hiring, promotion, tenure etc. criteria and standards need to reflect the centrality of teaching to the UBCO enterprise. Deployment of faculty resources will need to be in line: a thoughtful blend of research and educational leadership appointments. And while the Education Leadership stream should indeed lead in advancing teaching their research, colleagues also need to care about the commitment to excellence in learning and teaching.

The system established needs to recognize both local and central roles in generating activity to encourage, establish and maintain teaching quality, and in the longer run, work towards excellence. With the academic areas and the provost as the "centres" of oversight, facilitation and activity, a distributed model of support would be feasible. Through the aegis of the provost Senate might be asked to create a Learning Coordination Council (LCC) to bring key stakeholders, Indigenous education leaders and support services together to promote the coordination of such offices as CTL, the flexible learning initiative, and other academic student services, etc. The LCC would work with stakeholders to create the vision, direction and opportunities for learning and teaching at UBCO.

Specifically, we recommend the following as next steps in guiding the significant change in the restructuring of teaching and learning activities on the UBCO campus following the creation of an LCC:

1. Identify the existing entities at UBCO who are working in the fields of teaching and learning and student academic support and describe their roles and relationship to one another. Identify unnecessary or costly duplication.
2. Use the opportunity for institutional restructuring going on now on the UBCO campus to re-think teaching and learning supports and activities and find synergies in existing areas.

3. Create an AVP Learning, or add responsibilities to an existing academic leader with a tenured faculty position to coordinate and lead teaching and learning and further develop SoLT activities on campus, in concert with UBCV, that is well-developed in this area.
4. Provide Fellowships within CTL for excellent practitioners on campus to encourage the exploration of pedagogical excellence or issues of practice that can be shared and celebrated.
5. Hire project managers rather than trying to expect CTLT or CTL to keep up or consultants with expertise to bridge the pedagogical concerns with the technology needs as soon as possible, rather than employing ongoing CTL staff.
6. Draft a clear and renewed mandate for CTL.
7. Re-classify Centre Leadership - CTL will have greatest credibility if it is led by a faculty member/senior campus leader who is at the right tables working with deans who can help CTL develop an academic vision tied to UBCO's vision. The CTL director must be intentionally included in the conversations about program change, meeting regularly with the deans, academic heads, directors and others who enable, support, and lead the discussions about innovation and change as well as academic opportunities and directions.
8. CTL needs to be the broker of good ideas, resources and supports:
  - it needs to create the place where instructors can come to learn and share and see examples of good practices and approaches
  - in order to support faculty CTL needs to know what technology is available and perhaps have an educational technology expert on its staff
  - It could become a hub for innovation in instruction and the use of educational technologies, not merely a tech support service
  - provide a place for Educational Leadership stream members to find a pedagogical study home
  - lead educational research and its applications in practice, i.e., find and model current trends and innovations
  - Facilitate organic development, sharing and good practices
9. Position the re-organized CTL within a Faculty Committee that coordinates the services needed to be make innovative programming successful. An example that was shared with us will be the needs of those attending, supporting and instructing in the new Indigenous Language program, which will start in 2021. While academics will create the relationships with the Indigenous community and develop the content and Indigenous pedagogy, who will support the unique programmatic needs, including:
  - Developing the technology infrastructure required to collect artifacts – especially in terms of language concerns, supporting video in various settings that are rural and remote, creating a dedicated space for learning, and developing and

supporting ways to capture and record language. This is necessary and innovative work that underpins the program.

- Supporting the five distinct language groups, with approximately 20 students in each group, who will be attending UBCO in less than 2 years. How will students and instructors be supported?
- Developing the dedicated Language Lab required to support this program. Examples of possible activities within the Language Lab include, but are not limited to:
  - Collecting and developing materials, content, interactive learning materials to support language users/learners
  - Supporting remote access within 100 communities
  - Supporting virtual travel among and between the sites
  - Hosting virtual residencies with Elders to maintain and support the communities involved in the program

10. Create a space for CTL to be part of the UBC discussions concerning innovation and change: where does one go to gain support pedagogical innovation at UBC? The Indigenous Language program (described in #9 above) is but one example provided of UBC committing to TRC and its Calls to Action, in principle, but not necessarily creating the infrastructure to support the actions and the innovations required to implement them. Innovations create change which requires services and supports to change as well.

11. Does UBC have a policy for academic success and quality teaching? Does UBCO have a clear understanding of what the Educational Leadership stream is about and what evidence of excellence, in terms of tenure and promotion, look like? Does UBCO's view of Educational Leadership align with UBCV's view?

## Concluding Comments

We were pleased with the openness and willingness of the UBC faculty and staff to share their ideas and experiences. We felt these interactions, and the thoughtful comments they generated, reflected the degree to which they took the review seriously and the importance they placed on improving teaching and learning at UBCO.

The overwhelming majority of people we spoke with stated that while they genuinely valued the people who were providing the existing services and supports and their expertise, they unanimously identified the need for CTL to change almost every aspect of its existing structure and to develop better ways to support the changing needs of instructors and students. We heard no support for maintaining the status quo. The recommendations made in this review will require significant structural change and academic supports to enable UBCO to move from what it was in its transition to what it aspires to be. We suggest these changes start with a collaboratively developed mandate describing quality learning experiences to be developed at UBCO and a nuanced articulation of how teaching excellence will be fostered, encouraged and supported. A centre such as a reconceptualized CTL may be part of that support.

UBC Okanagan identifies as a nimble, innovative “start-up” with a strong affiliation to what we discovered is a somewhat nebulous “UBC system.” UBCO states it has a commitment to and reputation for teaching excellence. We suggest that while that commitment appears to be true, the pursuit of maintaining and building on nimbleness, innovation and excellence must become more intentional. Further, we recognize adopting the recommendations tabled in this review will not be easy. We suggest all the recommendations will require substantial academic leadership at all roles and ranks across UBCO to create the new ways of working that UBCO requires to become the university described in the *Outlook 2020* document.

We would be pleased to address any questions that may arise.

Respectfully submitted, this 3rd day, of January 2020

Susan Crichton

Neil Gold

## Appendix A – Review Mandate

### Centre for Teaching and Learning (CTL) Program Review – 2019

**The mandate of the Program Review:** The Okanagan Provost's Office will carry out a review of the Center's mandate and operational effectiveness that can be presented to and discussed with, the Deputy Vice Chancellor, and the academic leaders of UBC Okanagan. The final report will be made available to the Provost no later than December 1, 2019. Further, the review identifies strategies for supporting the development of teaching and learning practices at UBCO and the CTL's integration and support of, academic leadership development on the Okanagan campus.

UBC Okanagan has recently completed a visioning exercise (The Outlook 2040) which anticipates significant academic innovation on the campus. A properly designed CTL will be critical to this endeavour. It is expected that the review will contribute to that process.

The review includes recommendations to address the following questions:

- a. Given its mandate, current leadership, organizational structure and programming do faculty, graduate students and TAs feel that their developmental needs are being met?
- b. What are its strengths, including the quality and impact of its current programming?
- c. Where do the developmental opportunities exist?
- d. Does CTL's current mandate and programming strategy align with teaching aspirations of an interdisciplinary and community engaged, "exceptional learning and teaching environment" as reflected in the University's strategic plan: *Shaping UBC's Next Century*, and the Okanagan's *Outlook 2040*?
- e. Does the current structure and operation support the realization of the University's teaching and learning aspirations?
- f. How can CTL's programming and organization meet the developmental needs of academic administrators including effective assessment of teaching and learning, faculty mentoring and academic administrative succession planning?
- g. What mechanisms are necessary to facilitate regular and ongoing assessment of the Center's programming?

Different perspectives will be presented to include but not limited to, recommendations on the Centre's structural / organizational change; programming changes and "functional training" to support academic leadership.

**What else:** At its discretion, the Working Group may consider recommendations that extend beyond CTL, for example, distributed learning opportunities housed in the individual Faculties

2. **The Who:** Dr. Neil Gold and Dr. Susan Crichton are retained to conduct the assessment, working in partnership with a working group that includes George Athans and Janine Wood (together, the "working group").

3. **Scope:** The interviews, discussions, draft report and final report will be completed in a maximum of 10 working days, unless otherwise agreed.

4. **Suggested Process:**

- a. Focus group meetings will be required with, for example, the following:
  - Okanagan Deans (individual interviews as appropriate)
  - Experienced/former Heads, Associate Deans and other academic leadership positions, including representation from the Southern Medical Program
  - representatives of UBCV-O offices/resources such as Equity, University Counsel, Faculty Relations, Human Resources, Research Services ; Simon Bates in CTLT, Research Services, Student Services/student development – as available
  - specific individuals as determined by the Working Group
  - Lead administrators at the department, program and faculty levels.
- b. will be responsible for the set up and logistics of the meetings.
- c. The bulk of the meetings will take place in during the period between September 30 and October 10, 2019.

5. **Timing of the Assessment process:**

- a. **By end of June:**
  - George will draft a briefing document / terms of reference guide the working group
  - George to provide background materials on CTL needs assessment, year-end report and related materials
  - The Working Group will meet to:
    1. review the briefing document
    2. Determine the interview format
    3. Finalize the list of interviewees;
    4. determine schedule for the interview/focus group process
- b. **September/October:**
  - Conduct interviews and hold focus groups (which will be carried out by Neil and Susan together)
  - Working group to meet/consult as necessary but no fewer than 2 meetings
  - First draft of report due late November at which time Neil and Susan will meet with the working group and the Provost to review the draft.
- c. **November:**
  - Final report will be completed and deliver to the Provost no later by December 1, unless otherwise agreed.

6. **The Product:** It is anticipated that a short report will be produced, perhaps with appendices to flesh out the points/recommendations. Probably no more than 15-20 pages in length – with a crisp, bullet-style presentation. A two – three page executive summary will be provided.



## Appendix B – List of Those Consulted

Experienced former Heads and Academic Directors (5)

CTL Team (6) and the CTL Director and Senior Advisor, Learning Initiatives

UBC Okanagan Leadership – Not Faculty (6)

Faculty from across various ranks (10)

Selected TAs and GTAs (8)

Aboriginal / Indigenous Community Consultation (6)

A selection of individuals who work closely with CTLT at UBC Vancouver (9)

Appendix C – Survey Findings – Combined

# UBC Okanagan CTL Review 2019



**a place of mind**

THE UNIVERSITY OF BRITISH COLUMBIA

**Okanagan Planning and Institutional Research**

## Introduction

This report presents the results of the Fall 2019 Centre for Teaching and Learning (CTL) Review Surveys. Participating individuals were asked about their perceptions and experiences with CTL.

## Methodology

Three surveys were deployed using the UBC Survey Tool (Qualtrics). The first survey was available from October 1<sup>st</sup> to October 4<sup>th</sup>, the second survey was available from October 7<sup>th</sup> to October 9<sup>th</sup>, and the third survey was available from October 28<sup>th</sup> to November 8<sup>th</sup>. All surveys were distributed via anonymous links. All three surveys contained the same questions.

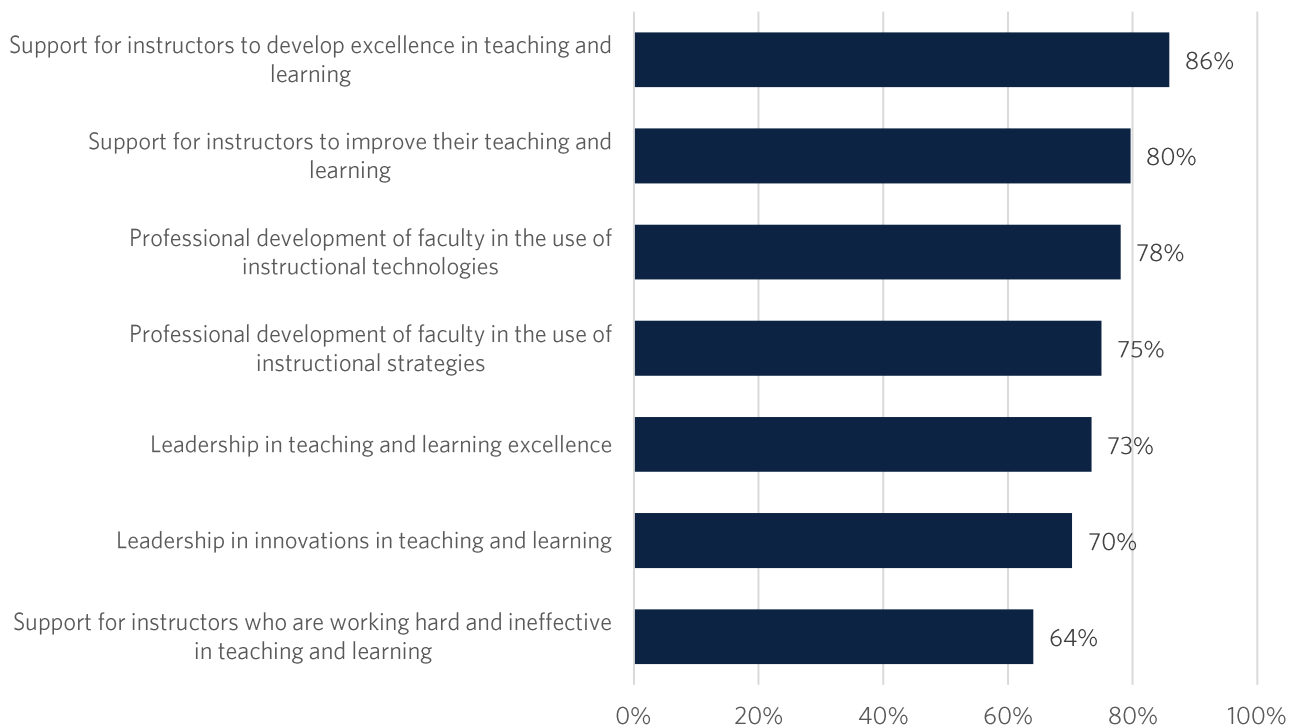
## Notes

Readers should be aware that the percentages given in this report reflect the number of respondents who selected an option in terms of the total number of individuals who responded to a given survey item, unless otherwise noted. In other words, “50%” denotes 50% of individuals who responded to a certain item rather than 50% of all individuals who participated in the survey.

## Results

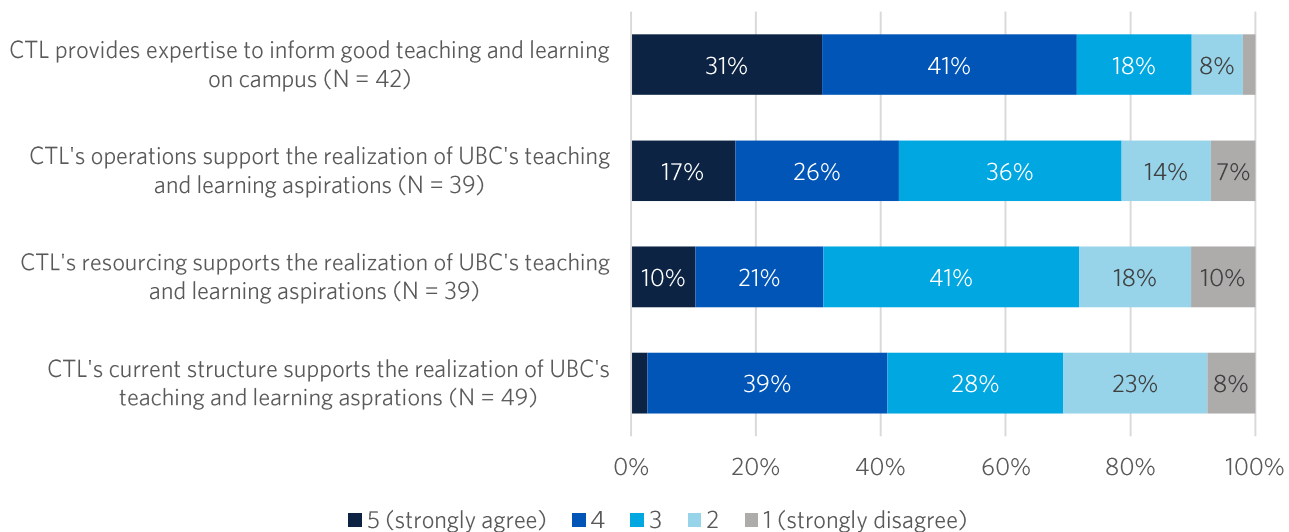
When asked what they perceive the role/responsibilities of CTL to be, 86% of respondents chose “support for instructors to develop excellence in teaching and learning”, whereas only 64% of respondent chose “support for instructors who are working hard and ineffective in teaching and learning” (N = 70).

Figure 1. What do you perceive the role/responsibilities of CTL to be?



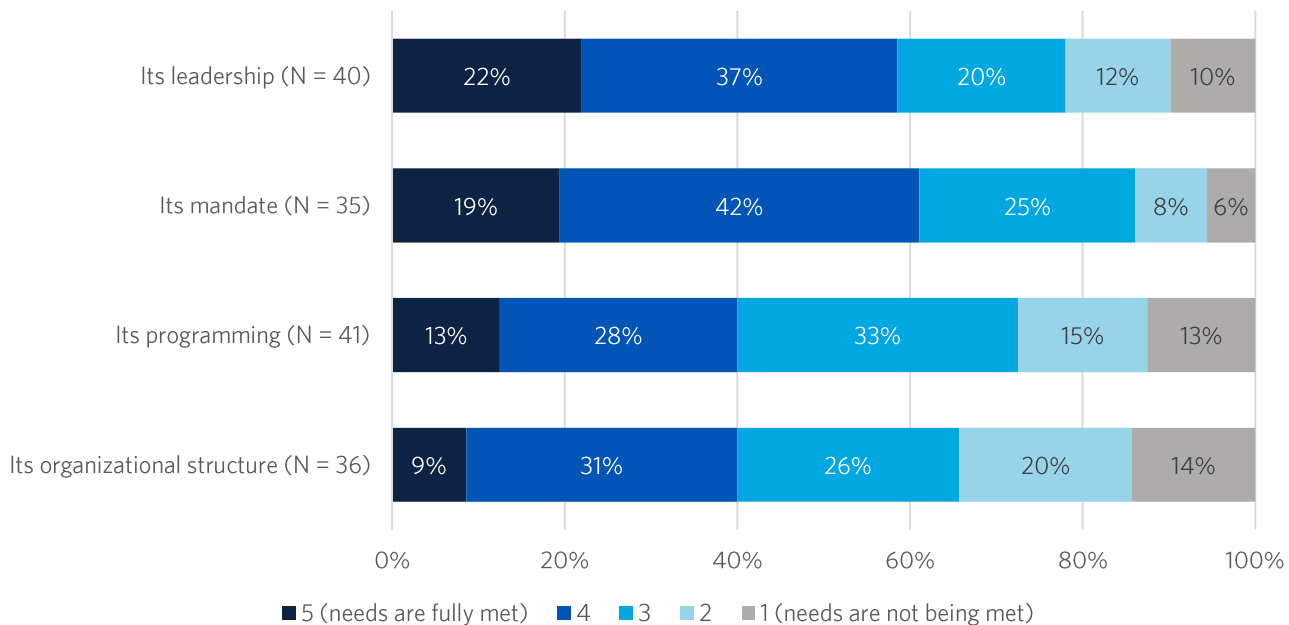
Thirty-one percent of respondents strongly agreed that CTL provides expertise to inform good teaching and learning on campus. Please note that respondents selecting “don’t know” were excluded from the following analysis.

Figure 2. On a scale of 1 (strongly disagree) to 5 (strongly agree), how much do you agree with the following statements?



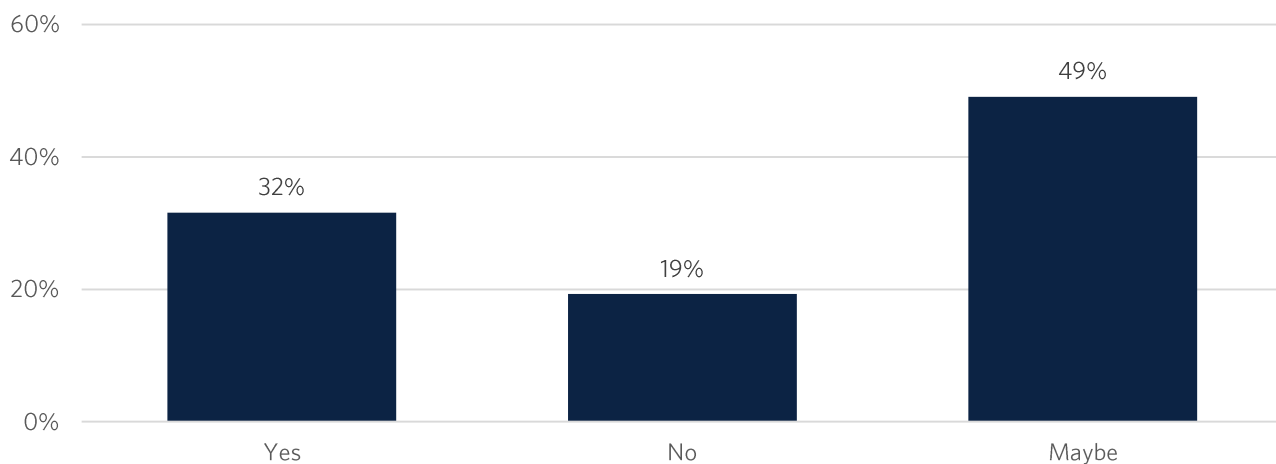
The leadership and mandate of CTL were most likely to be rated as fully meeting the needs of respondents' faculty/graduate students'/TAs' developmental needs, with 22% and 19% selecting “needs fully met”, respectively. Please note that respondents selecting “don’t know” were excluded from the following analysis.

Figure 3. On a scale of 1 (needs are not being met) to 5 (needs are fully met), do you feel your faculty/graduate students'/TAs' developmental needs are being met by CTL by the following:



When asked if they think the CTL is capable of addressing the aspirations stated in “Shaping UBC Okanagan’s Outlook 2040”, 32% of respondents said “yes” and 49% responded “maybe” (N = 57).

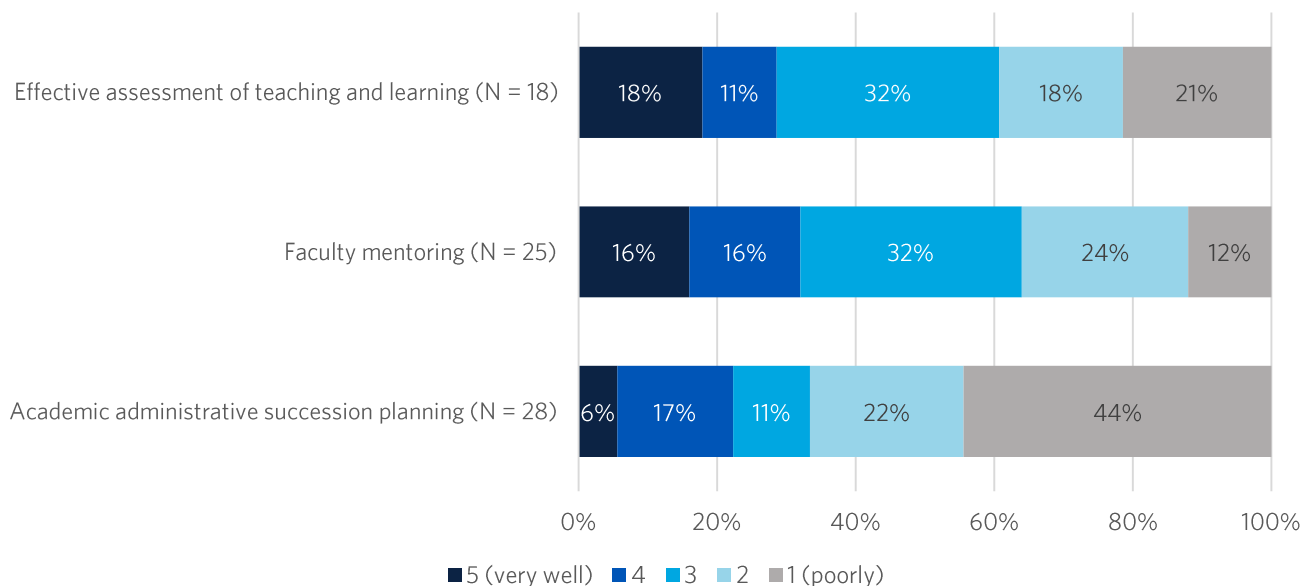
Figure 4. Do you think the CTL is capable of addressing the aspirations stated in “Shaping UBC Okanagan’s Outlook 2040”?



Reasons for the above responses are given in Appendix 1.

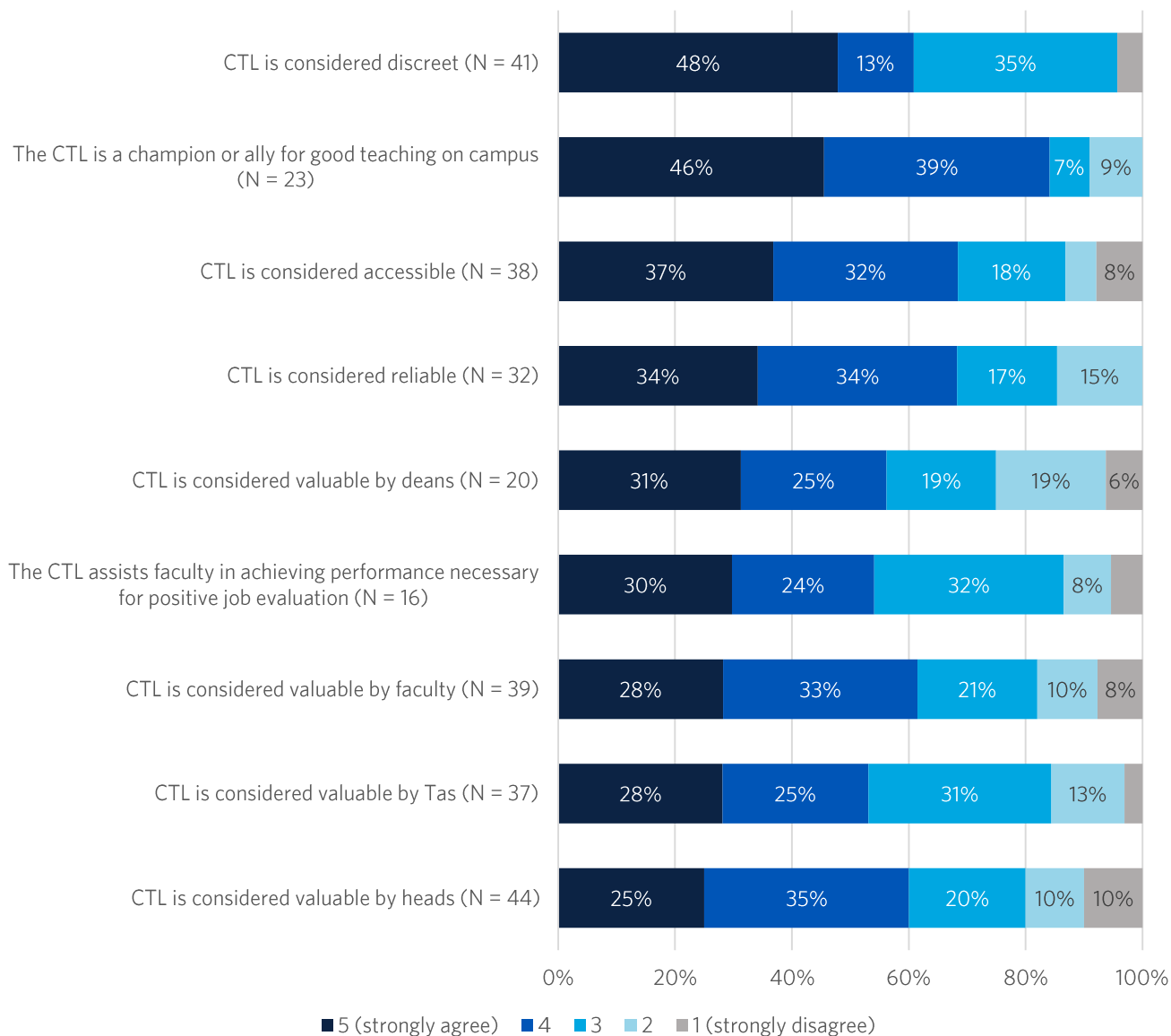
Effective assessment of teaching and learning was most likely to be rated “very well” when respondents were asked how well CTL’s programming and organization meets the developmental needs of academic administrators. Please note that respondents selecting “don’t know” were excluded from the following analysis.

Figure 5. On a scale of 1 (poorly) to 5 (very well), how well does CTL’s programming and organization meet the developmental needs of academic administrators including:



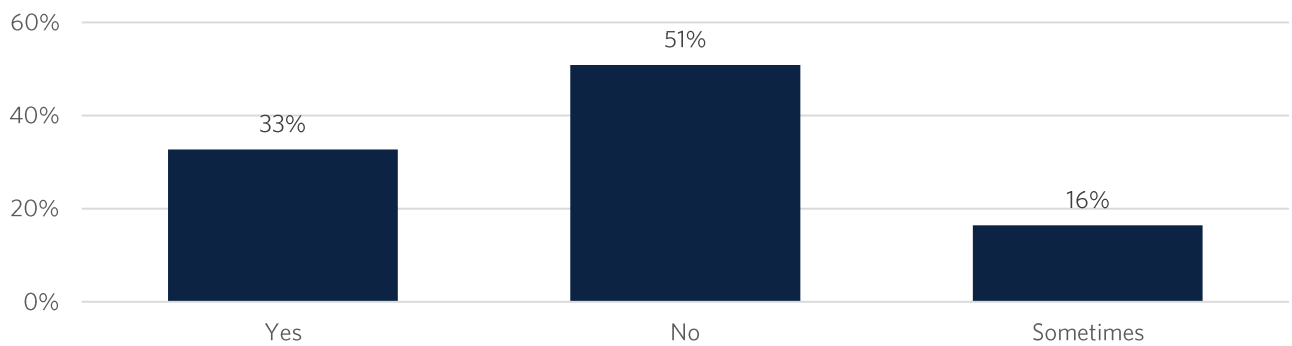
Respondents were most likely to strongly agree that CTL is considered discreet (48%), and the CTL is a champion or ally for good teaching on campus (46%). Please note that respondents selecting “don’t know” were excluded from the following analysis.

Figure 6. On a scale of 1 (strongly disagree) to 5 (strongly agree), please indicate the degree to which you agree with the following statements:



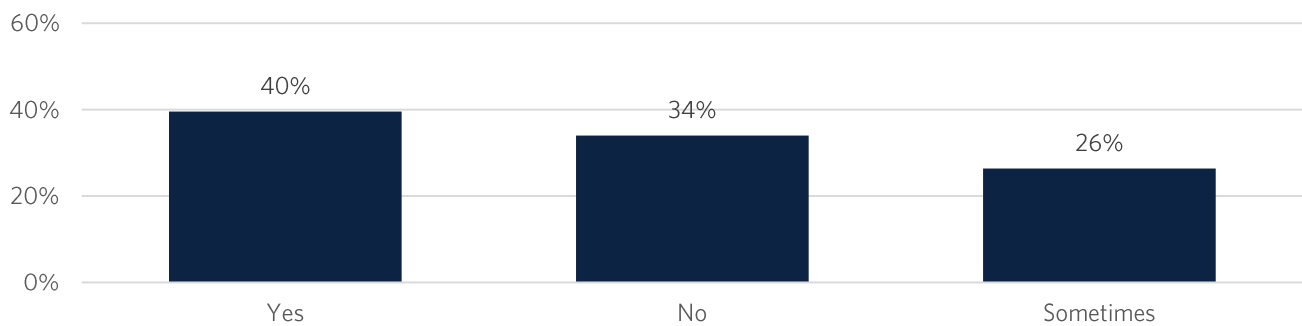
Thirty-three percent of respondents indicated they read the CTL newsletter, while another 16% reported that they sometimes read the CTL newsletter (N = 55).

Figure 7. Do you read the CTL newsletter?



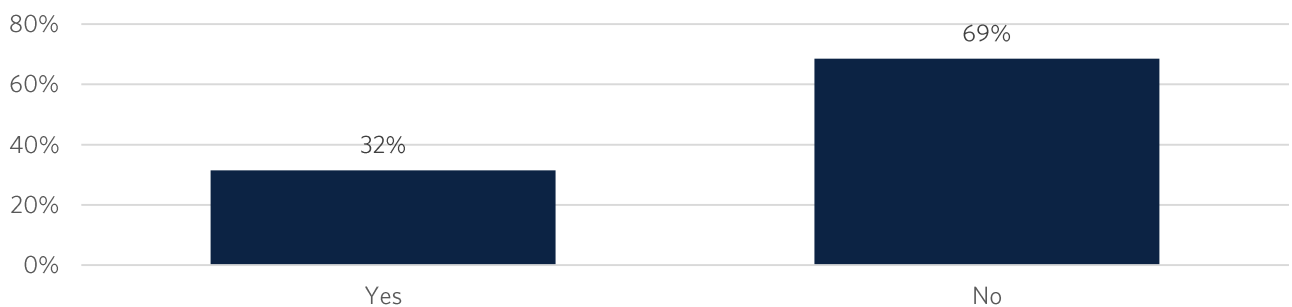
When asked if they attend the CTL conferences, 40% of respondents replied “yes” and 26% replied “sometimes” (N = 53).

Figure 8. Do you attend the CTL conferences?



Only 32% of respondents indicated that they had presented at the CTL conference (N = 54).

Figure 9. Have you presented at the CTL conference?



Responses to the open-form text-entry questions are given in Appendix 1.



[Appendix 1 has been redacted to preserve confidentiality of respondents]

Appendix D – CTL Self Study  
CTL Self Study



UBC OKANAGAN  
CENTRE FOR TEACHING AND LEARNING

***SUPPORTING THOSE WHO TEACH AND  
THOSE WHO SUPPORT TEACHING***

September, 2019

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## Introduction

The Centre for Teaching and Learning was last reviewed in 2010. In the decade since, student enrolment, the number of faculty, and the size of the CTL have all nearly doubled in size. There have been remarkable advances in the science of learning, practices to support those who teach in higher education, and the power of educational technologies to enhance teaching and learning. The 2019 External Review is an opportunity for everyone on campus to “take the pulse” of teaching and learning in this place and at this time.

This self-study summarizes our contributions and impact. It has been extremely valuable, giving us a benchmark of our current state, allowing us to reflect and assess our programs and support as the CTL continues to evolve.

We strive here to describe our programs and demonstrate evidence of impact. Many of these data are presented with so-called “treemap charts”. This snippet from Figure 6, for example, shows the number of emails received by the CTL Help Desk in October 2018 from the School of Engineering and the Faculty of Health and Social Development. The area of each cell is proportional to the number of items in that category. The Figure shows we received roughly equal numbers of emails, 24 and 20, and half the emails from Engineering were requests for access to Canvas course shells.

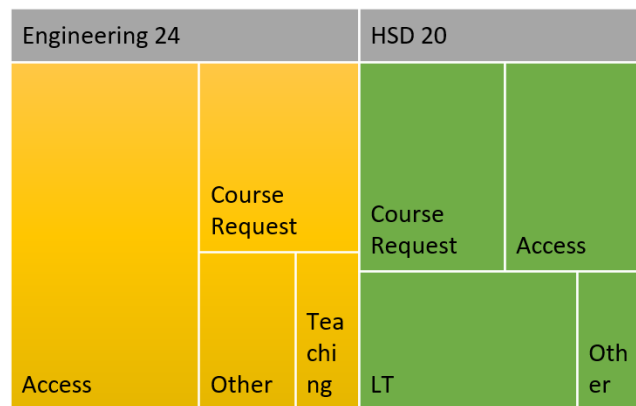


Figure 1: In a treemap chart, the area of each cell is proportional to the number of items in that category. This example shows the CTL Help Desk received roughly the same number of emails from Engineering (24) and HSD (20), and half the emails from Engineering were requests for access to Canvas course shells.

I look forward to discussing the impact of the CTL and the contents of this self study with the External Reviewers, others involved in the review, and the academic leaders of UBC Okanagan, now and in the conversations that follow.

*Peter*

Peter Newbury, Ph.D.  
Director, Centre for Teaching and Learning  
Senior Advisor for Learning Initiatives, Office of the Provost

# Centre for Teaching and Learning in 2019

**Mission: To promote, inspire, and support excellence, leadership, scholarship, and technologies in teaching and learning.**

It's natural and expected that we "promote" and "support" teaching and learning strategies and technologies. We recognize something else we love to do: "inspire" those in our teaching and learning community. We have the privilege of interacting with many people and projects, so when we're consulting with course instructors, academic leaders, and other service units, we can weave exciting and creative opportunities into our discussions. Sometimes that's all it takes to inspire someone – they're creative, curious, and enthusiastic but they don't have the time to survey what's out there.

This promote-inspire-support strategy applies to educational leadership and the scholarship of teaching and learning, too. While CTL staff are regular contributors to projects, articles, and conference presentations, we're thrilled to spark projects and be co-investigators and co-authors. It's critical that we support educational leadership and research done by faculty members.

## Guiding Principles

1. We advocate for and support evidence-informed approaches to teaching and learning.

We chose "evidence-informed" rather than "evidence-based" to allow for experimentation and innovation. Limiting our support to approaches that have conclusive evidence and peer-reviewed literature could dampen the curiosity and innovation of the people we work with.

2. We provide ongoing and valuable professional development for all those who teach.

We don't "train" course instructors how to teach – it's too complicated for that. Instead, we provide opportunities for these professionals to develop their skills and practices. Furthermore, the CTL is not the "teaching police" so our feedback and guidance, while honest and critical, is always presented as ongoing and formative.

3. Our approach is based on respect, inclusion, equity, and compassion.

The people we work with are people, first. We must acknowledge they have complicated lives with motivations and stresses that reach far beyond the classroom, and treat them the respect and compassion they deserve. We thoughtfully consider who is included and who is excluded from what we do. This guiding principle means we're committing to have difficult conversations with course instructors when their teaching practices appear to be disrespectful, to exclude any student, to treat students unfairly, or to show a lack of care. By actively modelling respect, inclusion, equity, and compassion, we believe we can create an even better campus community.

## Current CTL Staff

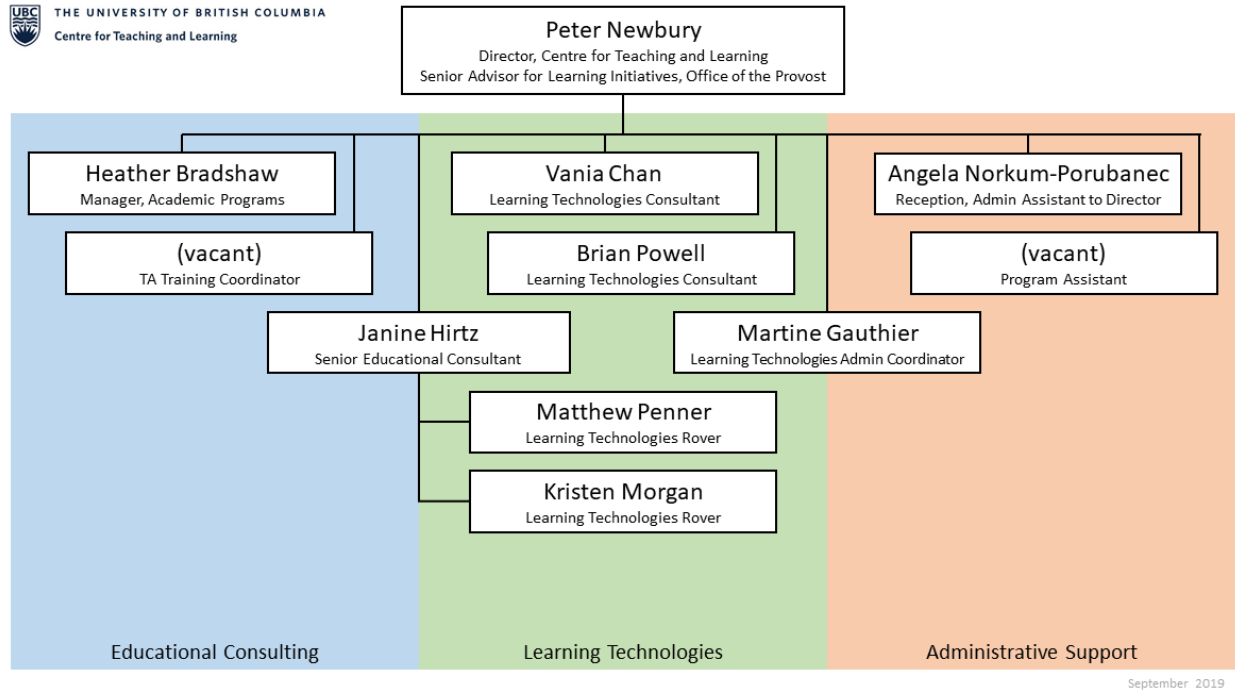


Figure 2: Centre for Teaching and Learning org chart, updated September 2019

### Peter Newbury – Director of the CTL and Senior Advisor for Learning Initiatives, Office of the Provost

The Director is responsible for leading and managing the CTL staff, programs, and collaborations so the CTL can fulfill its mission. The additional role of Senior Advisor for Learning Initiatives in the Office of the Provost was added to the position in 2016 when Peter joined UBC Okanagan. It gives the Senior Advisor “a seat at the table” in discussions about teaching and learning that impact the campus, at the time before decisions are made and circulated for feedback. This permits the Senior Advisor to inject into the discussions evidence and evidence-based practices about teaching and learning, feedback and concerns from the wide range of people who interact with the CTL, and creates opportunities for collaboration. When this new position was created in 2016, it was moved from a faculty position in the UBC Faculty Association to a staff position in the Management and Professional Staff group.

### Heather Bradshaw and Janine Hirtz – Educational Consultants

Heather and Janine consult with course instructors, teaching assistants, and program leaders on issues of pedagogy, from course and syllabus design to effective teaching practices in face-to-face, blended, and online courses. Janine brings deep experience and expertise with educational technologies, especially for teaching partially- and full-online courses.

### Vania Chan and Brian Powell – Learning Technologies Consultants

The CTL provides the support for Canvas on the Okanagan campus, including learning technologies integrated into Canvas (like i>clicker and iPeer) and stand-alone technologies that enhance learning (like the kaltura video platform and Collaborative Learning Annotation System (CLAS).)

[Martine Gauthier](#) – Learning Technologies Admin Coordinator

Martine manages the administration and deployment of Canvas on the Okanagan campus, ensuring the right people have the right level of access to the right courses, and that UBC-wide Canvas updates and policy changes are integrated into the Okanagan context.

[\(vacant\)](#) – Teaching Assistant Training Coordinator

The CTL runs the TA Credentialing Program, a 12-hour program that provides new teaching assistants with a foundation in lesson design (similar to the Instructional Skills Workshop (ISW) model), creating an inclusive classroom, TA's roles supporting Canvas, and more. John Parry filled this role for more than 10 years until his retirement in 2019. Heather facilitated the program for Fall 2019/20.

[Angela Norkum-Porubanec](#) – Reception and Admin Assistant to the Director

Angela handles the day-to-day operations of the CTL. She ensures the Centre is welcoming and ready to serve everyone who visits. She processes all financial and HR tasks and provides scheduling and other support for the Director.

[\(vacant\)](#) – CTL Program Assistant

The CTL Program Assistant's primary responsible is managing the CTL Help Desk [ctl.helpdesk@ubc.ca](mailto:ctl.helpdesk@ubc.ca). As detailed below, the CTL receives 100's of emails each month requesting support. The Program Assistant resolves many themselves or re-directs them to other CTL staff. The Program Assistant assembles the CTL monthly newsletter, develops communications and promotions for CTL programs and events, updates the CTL website, and plays an important role in organizing the annual UBC Okanagan Learning Conference

[Kristen Morgan and Matthew Penner](#) – Learning Technology Rovers (LTRs)

The CTL receives visitors each day seeking urgent help with Canvas and other learning technologies. We ensure there is always a LTR like Kristen and Matthew "on call" to support them. Sometimes these visitors are in distress, so demonstrating a commitment to respect, inclusion, equity, and compassion is part of the job interview for potential LTRs.



## Growth of the CTL 2005 – 2019

The Centre for Teaching and Learning has been a part of UBC Okanagan since it began in 2005, led by Peter Arthur (2005 – 2015), Michelle Lamberson (interim Director, 2016) and Peter Newbury (2017 – present). As shown in Figure 3, the Centre has grown in step with the rest of campus.

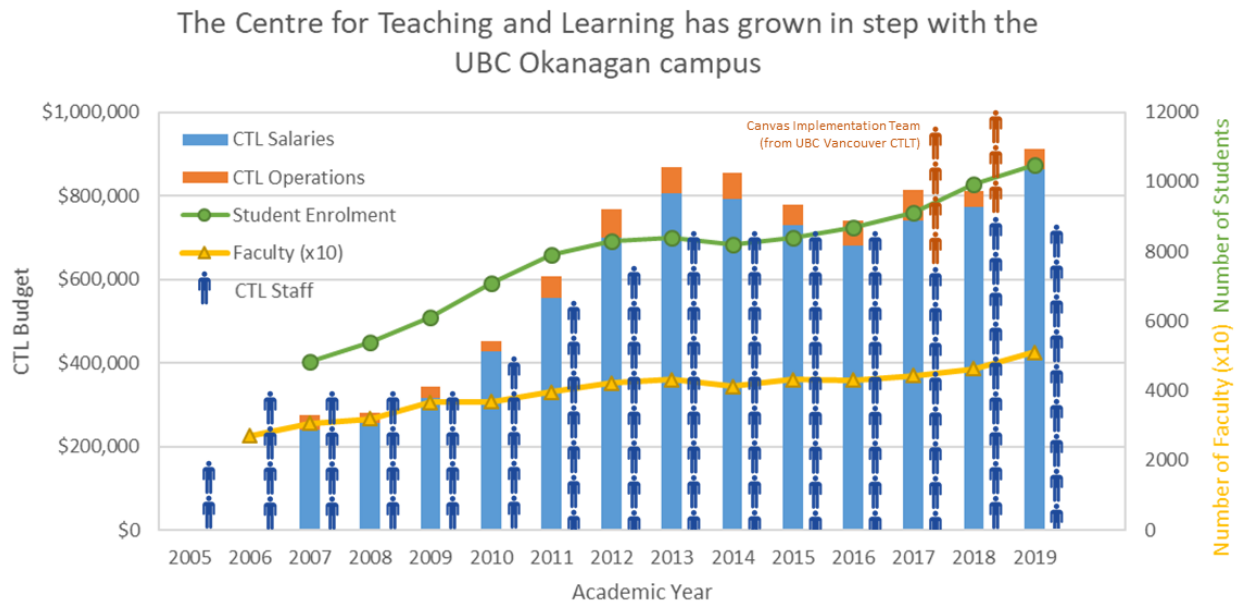


Figure 3: The Centre for Teaching and Learning budget and staff have grown in step with the number of students and faculty at UBC Okanagan

## Impact in the Classroom

Centre for Teaching and Learning staff supports those who teach and those who support teaching to become even more effective educators in the classroom.

### First-name basis support

The CTL has always had a strong reputation for supporting learning technologies, especially the learning management system, and our reputation for supporting pedagogy is growing. Whatever their motivation for contacting the CTL and whatever the size, scope, or urgency of the project, CTL staff takes a people-first approach.

To get a measure of the strength and breadth of these relationships, in July 2019, each CTL staff member went through the list of the 640 current UBC Okanagan faculty members, rating their level of interaction and familiarity with each person on a 0-1-2 scale:

- 0) little contact or familiarity
- 1) we recognize their name; they're familiar with the CTL
- 2) we greet them by name when they come into the CTL; they know someone in the CTL who they're comfortable contacting directly

Figure 4 summarizes our interactions, broken down by Faculty, School, Department and by stream Research, Educational Leadership, Other (lecturers, sessionals, adjuncts, postdocs). The size of each cell represents the number of people in each category. The intensity of the colour shows the level of interaction, from little contact (lighter) to knowing each other on a first-name basis (darker).

Figure 4 reveals several striking patterns:

1. The CTL has very strong relationships with faculty in the Educational Leadership stream. In fact, of the 54 faculty members in the Educational Leadership stream, we're on a first-name basis with 51 of them.
2. There are strong relationships between the CTL and faculty in the Research stream, too, with roughly 85% of the 350 Research stream faculty familiar by first name to someone in CTL staff.
3. The weakest relationship is with lecturers, sessionals, adjuncts, and postdocs. While the nature of these precarious positions makes it difficult to develop relationships, these 240 faculty members – more than 1/3 of the faculty – are deserving of the same attention we give permanent faculty. This is an area the CTL needs pursue.

Accepting help and guidance takes trust so we strive to build relationships, and we're able to greet nearly 2/3 of UBC Okanagan faculty by name. More importantly, 2/3 of faculty have someone in the CTL they know and trust.

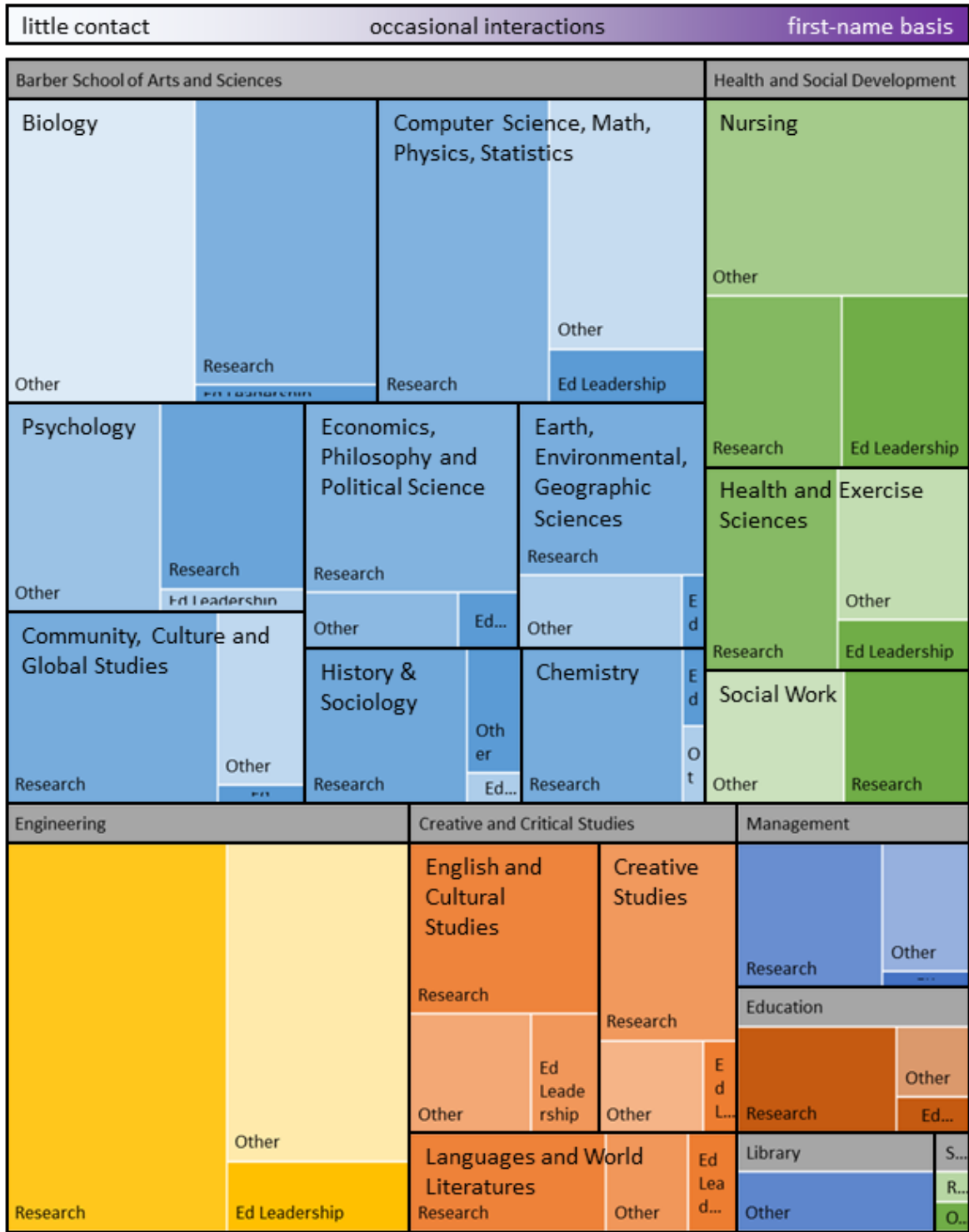


Figure 4: The number of UBC Okanagan faculty members, by Faculty, School, Department and by stream Research, Educational Leadership, Other (sessional, lecturer, adjunct, postdoc). The Intensity of the colour indicates the level of interaction with the CTL, from little contact (lighter) to knowing each other on a first-name basis (darker).

## Online support

Not all interactions occur face-to-face. When UBC transitioned to Canvas in 2016, the CTL launched the CTL Help Desk to receive email requests for help. The Help Desk has become more and more popular for course instructors, teaching assistants, and staff to get quick help for technical problems. Between August 2018 and August 2019, the Help Desk received more than 3000 requests, with the heaviest traffic at the beginning of each Term (see Figure 5). Requests come from all Faculties and from other units that support teaching (Student Services, Library), roughly in proportion to the size of the Faculty (Figure 6).

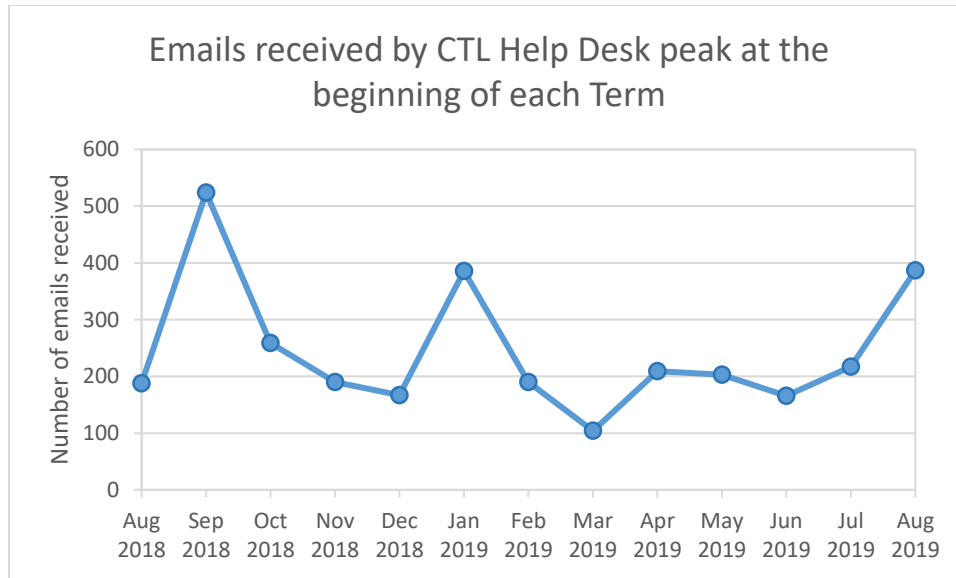


Figure 5: Number of emails received by the CTL Help Desk. Emails requests peak at the beginning of each Term.

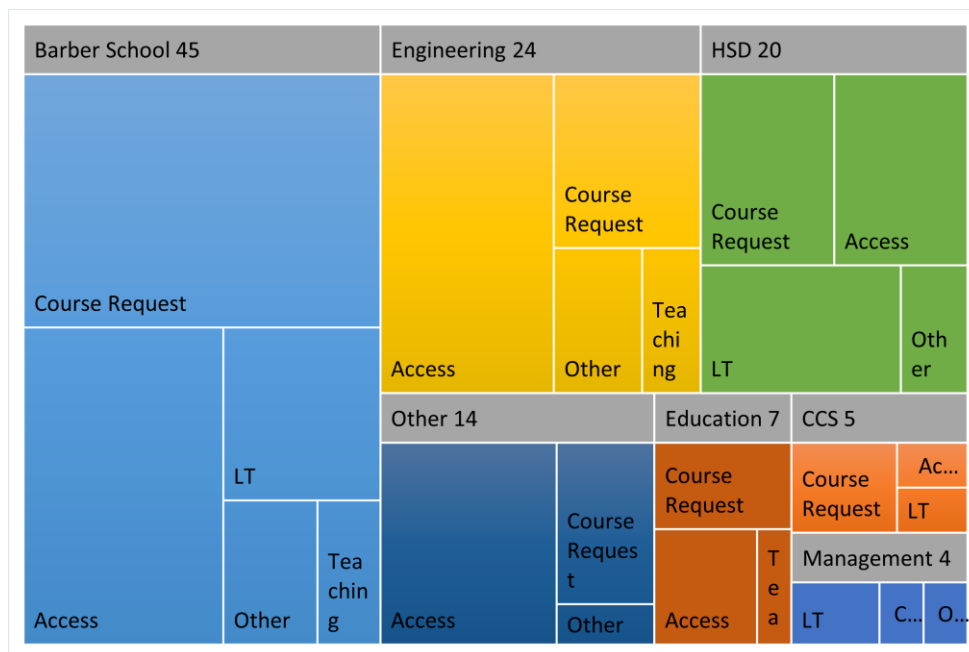


Figure 6: In a typical month (October, 2018 shown here), the CTL Help Desk resolves 100 - 200 requests. Roughly 75% are related to Canvas administration, like merging course shells and resolving requests for access to course shells.

For now, the CTL Program Assistant and LT Admin Coordinator have the capacity to address these requests, usually within a day. We’ve discussed implementing a “ticket system” but decided against it in order to maintain the personal connection that people have come to expect.

## Support for Canvas

The CTL has supported a succession of Learning Management Systems: WebCT from 2001-2007, WebCT Vista 2007-2012, Connect (BlackBoard) 2012-2017. The Centre for Teaching, Learning and Technology at UBC Vancouver managed the UBC-wide implementation of Canvas with a careful and deliberate transition from Fall 2017 thru Winter 2018. The CTL was the face of the transition on the Okanagan campus. We acted the go-between, receiving resources, policies, and practices from Vancouver, adapting them to the Okanagan context, and then supporting UBC Okanagan course instructors, teaching assistants, and admin staff.

It’s difficult to determine what fraction of courses use Canvas, as some courses have 1 shell to support the lecture component and additional shells for each lab, tutorial, and practicum section. In 2018/19 Winter Term, for example, 1100 courses were offered, 1900 Canvas shells were automatically created – one for every lecture, lab, tutorial, or practicum section – and 1300 Canvas shells were active (Figure 7).

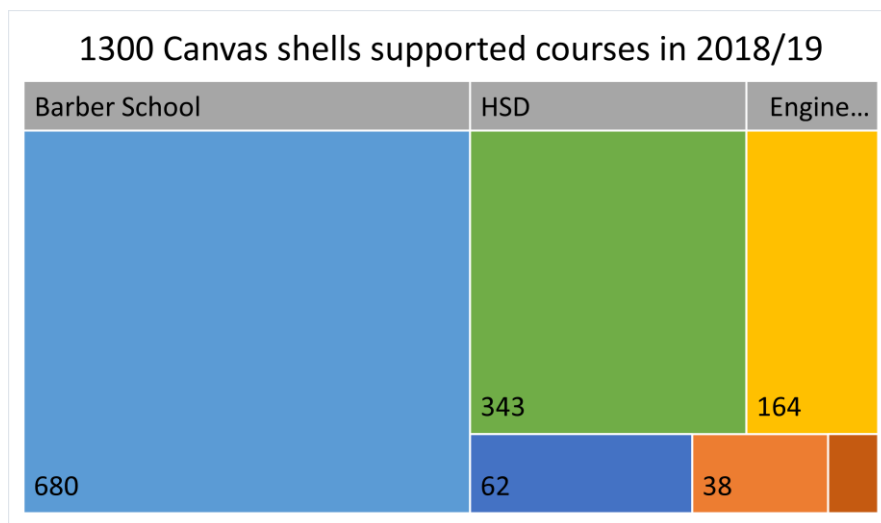


Figure 7: In the 2018/19 Winter term, course instructors used 1300 Canvas shells

Though we’re unable to easily determine what fraction of course instructors use Canvas, we know that 1300 times, course instructors are more efficiently managing their classes, giving them more time to design their lessons, give more personalized and critical feedback on student assignment, and respond to student concerns. They are able to properly use and distribute copyrighted materials, and more easily integrate tools like groups and “clickers” to support active, collaborative teaching strategies. In 2018/19, for example, 40 instructors used clickers in 60 courses, ranging in size from 25 – 400 students. In total, clickers were used by 8200 students in all classes combined. (This number represents non-unique students because some students use clickers in more than one course.)

The broad use of Canvas also enhances the student experiences by giving them a consistent and reliable tool for accessing course materials, making the materials accessible, and giving them up-to-date and confidential access to their grades.

## Impact Beyond the Classroom

There's much more to teaching than what happens in the classroom. In this Section, we outline CTL programs and contributions outside the classroom that support the professional development of those who teach.

### TA Credentialing Program

The University recognizes the important contribution made by teaching assistants and graduate students to its instructional course offerings. In collaboration with the University's academic departments and graduate programs, the TA Credentialing program, offered by the Centre for Teaching and Learning, provides opportunities to advance graduate students' pedagogical, academic, and professional progress. The purpose of the credentialing program is to develop the skills of TAs at UBC Okanagan so that they can begin their teaching careers using known and tested effective strategies. In the Barber School of Arts and Science, Faculty of Creative and Critical Studies, and the School of Engineering, obtaining the TA Credential is required before the graduate student is assigned to a TA position. The TA Credential is recommended in the Faculty of Health and Social Development and the Faculty of Management.

To earn the credential, graduate students

1. participate in a 9-hour series of workshops which include theory, presenting two 10-minute mini-lessons, and getting feedback, similar to the Instructional Skills Workshop (ISW) model
2. participation in 3 or more workshops on additional topics in teaching and learning: inclusive teaching, learning technologies, assessment strategies,...
3. many TAs request one or more classroom observations with formative feedback

At the time of this report, the program for 2019/20 is still in progress so we share information about the 2018/19 cohort of 344 graduate students who earned the credential (Figure 8).

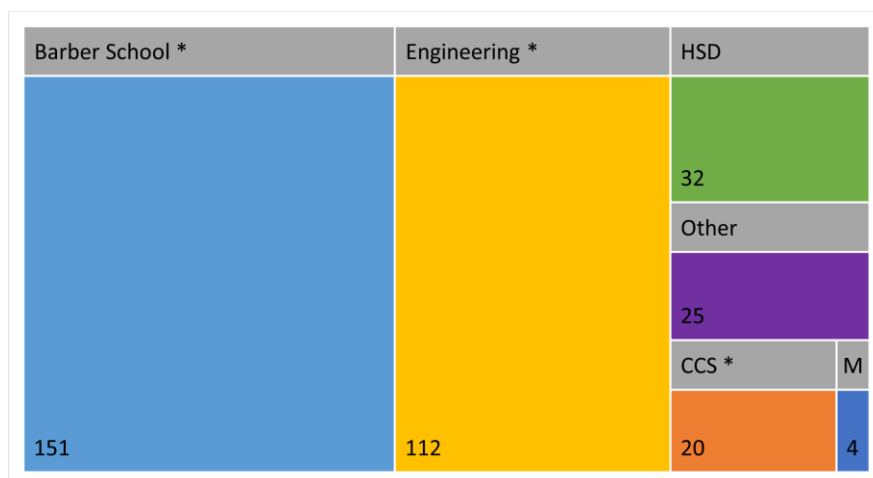


Figure 8: In 2018/19, 344 graduate students completed the TA Credential program. The credential is required in Faculties marked \*: Barber School of Arts and Sciences, Engineering, Creative and Critical Studies.

## Foundations of Teaching and Learning Series

Like other Centres for Teaching across Canada, the CTL regularly planned a program of workshops on various aspects of teaching and learning. And like those other universities, very few people participated. There are two main reasons for this. First, in order to accommodate the wide range of disciplines of the attendees – a physicist sitting next to a historian sitting next to an engineer – the examples in the workshops must be so generic that they're relevant to no one's courses. Second, the workshops are at times and locations convenient to the CTL.

Starting in Fall 2018, we replaced that model with the Foundations of Teaching and Learning Series.

The Centre for Teaching and Learning partners with a particular Faculty, School, or Department to offer a series of six 90-minute workshops that give participants theory and practice in teaching and learning. A guiding principle in the design and delivery of these workshops is that they are valuable to the participants:

- The content is discipline-specific because the CTL collaborates with a “local champion” in that discipline to include learning outcomes, assessments, activities, habits of thinking, expert-like skills, demonstrations/artifacts, common misconceptions and difficulties, relevant educational research, and more that are specific to the discipline. This makes the support and resources immediately relevant to the participants.
- The workshops take place at times and locations arranged by the local champion to fit the schedules of their peers.
- The cohort remains when series is over, creating a local learning community that's immediately available in the hallway, in the mailroom, before and after a meeting, to share teaching and learning challenges and successes.
- The series is supported by a Canvas shell that remains open after the series ends, so that all materials are available to the participants.
- The CTL provides documentation, recognition, or acknowledgement the participants need to describe this professional development when preparing their files.
- We approach faculty members in the Educational Leadership stream be the local champions, as organizing and promoting the series with their peers, collaborating on the development of the content, and facilitating the workshops are all excellent opportunities for those faculty members to demonstrate leadership and have impact beyond their classrooms.

### Session Topics

1. How People Learn: Key findings about how people learn and how instructors can use those findings in the design and delivery of their sessions.
2. Creating Supportive, Inclusive Learning Environments: Students will not succeed if they don't feel welcomed and safe. Creating and maintaining that classroom environment requires thoughtful, deliberate, and on-going attention.

3. Learning Outcomes: The first step to designing and teaching a concept, a lesson, or an entire course is determining the learning outcomes: what must a student be able to do to demonstrate they understand?
4. Assessment for Learning: It's one thing to teach a lesson; it's another thing entirely whether or not students learned it. We'll explore formative assessments.
5. Instructional Strategies: There are times when a short lecture is the right tool to share your expertise and model expert-like habits of thinking. The evidence is clear, though, that more of your students will achieve higher levels of success in classes with effective, active learning.
6. The topic for the last session is be chosen by the cohort. This session could be specific to teaching in management (e.g. group work, small and large classrooms, assessment, active learning, technology etc.) or being a successful educator (education research, teaching philosophies, etc.)

As of August, 2019, we've run the series four times with a total of 42 faculty, clinical instructors, postdocs, and graduate students (Figure 9). Two more series with another 15 participants are scheduled for Fall 2019. The series has sparked significant follow-up collaborations with a handful of participants. Three faculty members are using these workshops to fulfill requirements of the Teaching Development Program for New Faculty launched in 2019 by the Centre for Teaching, Learning and Technology at UBC Vancouver.

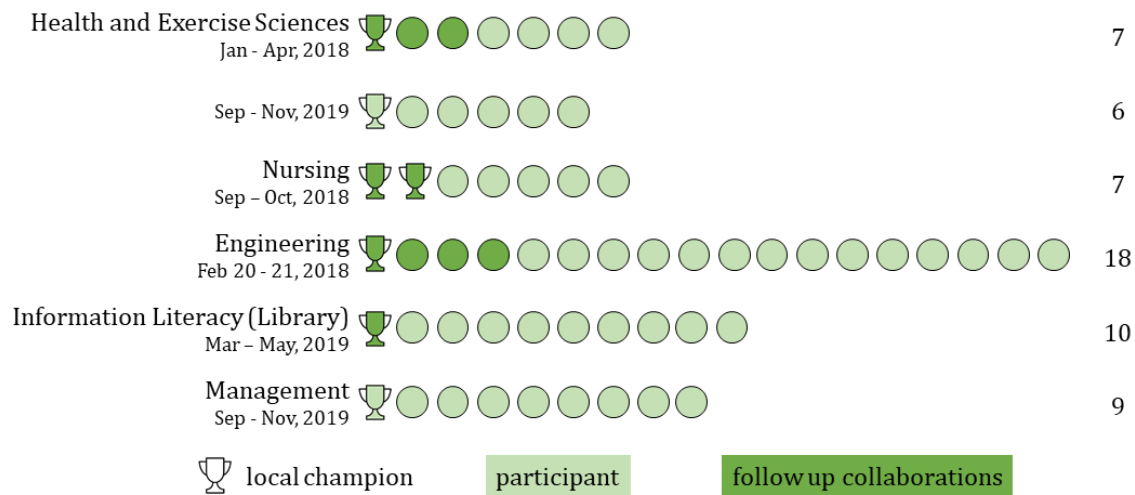


Figure 9: Participation in the CTL's Foundations of Teaching and Learning series. The series has run four times with 42 faculty, clinical instructors, postdocs, and graduate students. Two more series with 15 participants are scheduled for Fall 2019.

## Canvas Workshops

Following the Foundations model of “in their space and at the time when they want it”, the CTL runs Canvas workshops and “pop-ups” throughout August and early September. The workshops (12 in 2018, 9 in 2019) are held in computer labs at various locations around campus. “Pop-ups” are drop-in sessions (12 in 2018, 3 in 2019) scheduled in various boardrooms and meeting rooms around campus for course instructors to get one-on-one technical support in locations that are familiar and convenient.



## Committees and Collaborations

CTL staff are privileged to be able to contribute to numerous committees and to collaborate with units across UBC that support teaching. These are critically important interactions because they allow us to

- relay faculty members' enthusiasm and concerns
- share information, resources, and initiatives between silos
- advocate for effective, evidence-informed teaching
- model respect, inclusion, equity, and compassion
- provide UBC Okanagan content and context in UBC-wide discussions and projects

CTL staff currently serve on these committees:

- Inclusive Technology Lab Advisory Committee (Brian)
- Inclusive Action Plan (Vania, Peter)
- Learning Technologies Ecosystem (Canvas) Working Group (Vania)
- Learning Technologies Operations Committee (Peter)
- Barber School Advisory Committee on Distance Learning (Janine)
- Experiential Learning Task Force (Peter)
- Integrated Renewal Program implementation (Angela)
- Educational Technology Users Group (ETUG) steer committee (Janine, co-chair)
- Aspire Learning and Teaching (ALT) Fund review committee (Peter)
- Provost Award for Teaching Assistant and Tutors selection committee (Peter, John)
- BCcampus Facilitating Learning Online (FLO) guiding committee (Janine)
- Senate Learning & Research Committee (Peter, ex officio)
- Okanagan Learning Spaces Advisory Committee (Peter)
- Commons Steering Committee (Peter)
- British Columbia Teaching & Learning Council (Peter, ex officio)
- Student Evaluation of Teaching Working Group (Peter)
- Academic Furniture Renewal committee (Peter)

CTL staff regularly collaborate with these units:

- IT, Media & Classroom Services
- Student Services (Supplemental Learning)
- Enrolment Services
- Campus Planning & Development, UBC Okanagan
- Facilities Planning, UBC Vancouver
- Human Resources
- Equity & Inclusion Office (Okanagan and Vancouver)
- Disability Resource Centre
- UBC Okanagan Library
- Centre for Teaching, Learning and Technology, UBC Vancouver
- Learning Technology (LT) Hub, UBC Vancouver
- Okanagan Planning and Institutional Research (OPAIR)
- Student Union of UBC Okanagan (UBCSUO)

## Student Evaluation of Teaching

The student evaluation of teaching (SEoT, formerly known as the Teaching Evaluation Questionnaire (TEQ)) is deployed UBC-wide. UBC Okanagan has always managed the survey on this campus, using surveys different than UBC Vancouver. The staff member responsible for managing the survey has been in the Office of the Provost (2005 - 2010), in the CTL (2011 – 2018), Okanagan Planning and Institutional Research (2019).

We initiated moving the SEoT coordinator from the CTL to OPAIR for a number of reasons:

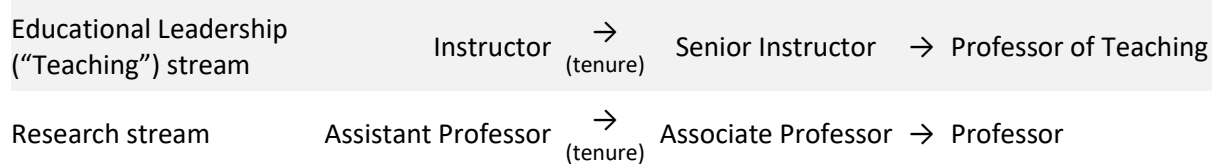
1. Our mission and guiding principles state we provide ongoing (that is, formative) support for course instructors and teaching assistants. We wanted to distance ourselves, especially people's perceptions of us, from the SEoT which is a high-stakes, summative evaluation of teaching. It is important that people know they can trust and approach CTL colleagues with challenges and failures, without fear of repercussions on their career advancement.
2. Queuing the SEoT (ensuring the right students evaluate the right educator at the right time with the right survey), deploying the survey, processing the data, and distributing reports are tasks familiar to OPAIR staff. OPAIR was already involved in creating summaries ("norm reports") for Faculties, Schools, and Departments.
3. In Fall, 2018, UBC replaced the ailing TeachEval/CoursEval software with a new tool, blue by Explorance, for queuing and deploying the survey, and creating and distributing the SEoT reports. This took significant, technical collaboration between the Okanagan and Vancouver campuses. It was the perfect opportunity for OPAIR to create and fill a Research Analyst position responsible for managing the SEoT.

Like at universities across the U.S. and Canada, there are on-going discussions across UBC and at UBC Okanagan about the interpretation and application of the SEoT. The CTL has been a part of those discussions since the beginning. The first CTL Director, Peter Arthur, had significant input as Director through the *ex officio* position on the Senate Learning & Research Committee and also as a member of the UBC Okanagan Senate. The current Director continues to sit on the Senate Learning & Research Committee.

Throughout 2016-2018, Peter and Associate Provost, Patricia Lasserre, led an initiative guided by the Provost and the Senate Learning & Research Committee to better describe effective, "transformative" teaching. One goal was to work with UBC Okanagan faculty, graduate students, and undergraduates to co-create a rubric listing the most important elements of effective teaching, with descriptions of developing, effective, and excellent practices. That project was put on hold in 2018 with the introduction of the UBC Strategic Plan: Shaping UBC's Next Century and the important "Ryerson Arbitration." Those events sparked the creation of a UBC-wide SEoT Working Group with co-Chairs on both campuses. Peter is one of 6 UBC Okanagan representatives on the working group.

## Supporting Promotion and Tenure

There are two main categories of help and support the CTL provide to faculty around tenure and promotion: help as they prepare their annual reports and long-term support on their trajectory to tenure and beyond. There are two faculty streams at UBC and our support is tailored to their trajectory.



	Types of support	Educational Leadership	Research
Long term (3-5years)	<b>Formative classroom observations:</b> CTL educational consultants observe course instructors and TAs, provide formative feedback, observe again, look for changes and improvements. Feedback is confidential.	✓	✓
	<b>Interpretation and responses to SEoT:</b> CTL educational consultants guide course instructors and TAs through their Student Evaluation of Teach reports, including ways to interpret the results, suggesting responses to meaningful criticism.	✓	✓
	<b>Planning for evidence of impact:</b> CTL educational consultants work with course instructors (particularly those in Ed Leadership stream) to devise “research plans” to demonstrate evidence of impact. May include strategies for collecting longitudinal data about teaching and learning; building evidence into assignments; guidance on Behavioural Research Ethics Board (BREB); familiarization with UBC Educational Leader Map.	✓	(✓)
	<b>Educational Leadership opportunities:</b> In planning and leading CTL programs (workshops, SoTL, annual Learning Conference, etc.) and through our committees and collaborations, we come upon many opportunities where faculty members could demonstrate “impact beyond their classroom.” So, whenever possible, we invite faculty to collaborate with the CTL and connect them with those leadership opportunities.	✓	(✓)
Annual	<b>Interpretation of SEoT reports:</b> CTL educational consultants guide course instructors through their Student Evaluation of Teach reports, including ways to interpret and present the results in their annual reports.	✓	✓
	<b>Presenting evidence of “impact beyond your classroom”:</b> CTL educational consultants help faculty demonstrate their “impact beyond their classroom” in their annual reports. May include providing references; wider context in and beyond their discipline; assistance with analysis, interpretation, and presentation of data;	✓	✓

## Impact Beyond the Campus

The CTL contributes to the teaching and learning community beyond the UBC Okanagan campus and beyond UBC, and creates opportunities for people from away to enrich UBC faculty, staff, and students.

### CTL Newsletter

The CTL distributes a monthly electronic newsletter to approximately 500 subscribers. The newsletter contains time-sensitive updates about Canvas and other learning technologies; timely announcements of internal and external events like workshops, webinars, and conferences; and strategies and techniques to enhance teaching and learning at the time when they're relevant, like syllabus guidance in August, gathering midpoint feedback in October and February, manipulating the Canvas Gradebook in December and April, and interpreting SEoT statistics in January and May. In the past year, for example, the newsletter contained short articles on

- why and how inclusive teaching is important
- creating your course syllabus
- running midpoint stop-start-continue surveys
- ending the Term on the right note
- new See, Say, Do guide for dealing with students in distress
- fostering a culture of respect in the classroom
- how to interpret the statistics in the new SEoT reports
- showing and hiding grades in Canvas gradebook
- recording screencasts with Kaltura
- making course materials more accessible with the Canvas accessibility checker

### Scholarship of Teaching and Learning

Conducting educational research and disseminating it, formally and informally, is both a scholarly approach to teaching and a way to demonstrate “impact beyond your classroom.” SoTL is recognized as a form of educational leadership, though it not required for promotion in the Educational Leadership stream. CTL staff promote, inspire, and support SoTL at different levels involvement.

#### Low Involvement

When faculty use their own students as participants in their educational research, BREB usually requires a third-party to inform students about the research, seek their informed consent, and collect surveys, to reduce the risk of repercussions from the course instructor for students who choose not to participate. For example, CTL staff distribute and collect consent forms and surveys for Dr. Zoë Soon's Undergraduate Blended Teaching Strategies Effectiveness Study in Health and Exercise Sciences and collect pre/post Force Concept Inventory (FCI) surveys for a long-running Physics project.

Since 2015, the UBC Okanagan Office of the Provost has supported academic program innovation through the Aspire Learning and Teaching (ALT) Fund, which supports faculty members with grants at \$25,000, \$100,000, and \$150,000. Although formal SoTL is not a requirement for receiving funding, many recipients include an education research component to demonstrate evidence of impact of their project which may lead to formal dissemination of the results. The CTL regularly provides Resource Commitment Letters for faculty members submitting proposals (3 in 2019/20, 3 in 2018/19, 1 in

2017/18). Respecting the confidential nature of the proposal process, we will provide a list of faculty members and proposals upon request.

### Medium Involvement

Many faculty members, particularly those in the Educational Leadership stream, engage in SoTL. For the vast majority, SoTL is different than the disciplinary research they undertake. Heather, Janine, and Peter regularly consult with faculty on the research design. Current projects include:

- working with Dr. Ernest Goh in the School of Engineering to devise a “cross-over” study to investigate the effectiveness of his ALT Fund supported project, “Modularization of APSC 180 Statics for delivery during terms with different durations and to suit students with diverse prior knowledge.”
- working with Dr. Wendy Klassen in the Okanagan School of Education to investigate the feasibility of creating an Education version of the Colorado Learning Attitudes about Science Survey (CLASS), an instrument that “measures students’ self-reported beliefs about physics and their physics courses and how closely these beliefs about physics align with experts’ beliefs.” (Adams, et al. 2006).
- Many faculty members perceive the Behavioural Research Ethics Board (BREB) process as an insurmountable barrier, enough to discourage them from engaging in educational research. CTL staff assist researchers with the BREB application and then addressing provisos. For example, we helped Dr. Abdallah Mohamed (Computer Science) submit a successful application for his 2019 project, COSC123 Flipped-Classroom Questionnaire.

In 2018, the Institute for the Scholarship of Teaching and Learning (ISoTL) in the Centre for Teaching, Learning and Technology at UBC Vancouver drafted guidelines to help UBC Vancouver faculty members submit a BREB application for SoTL. The guide steps faculty members through the BREB application – many have never done research with human participants – paying particular attention to levels of risk and informed consent. Heather and Peter collaborated with ISoTL and the UBC Okanagan Office of Research Services to augment those guidelines with Okanagan-specific information so that the guidelines are applicable for faculty members across UBC.

There is considerable interest from faculty members, particularly those in the Educational Stream, to create a BREB process for SoTL-specific projects. For example, this process could provide expedited or exempt status to educational projects with minimal risk. The CTL may collaborate the Office of Research Services on both campuses, ISoTL, CTLT, and faculty interested in educational research to pursue this.

### High Involvement

Currently, CTL staff are co- and principal-investigators in two significant SoTL projects:

**Evaluation of students’ problem-solving skills:** The project, led by Dr. Andis Klegeris (Computer Science), develops an evaluation tool to assess the growth of students’ problem-solving skills. Heather (Bradshaw, formerly Hurren) is a co-investigator.

Klegeris, A., Gustafsson, E., & Hurren, H. (2018). Comparison of student marks obtained by an assessment panel reveals generic problem-solving skills and academic ability as distinct skill sets. *Compare: A Journal of Comparative and International Education*, 48(5), 674-685.

Klegeris, A., McKeown, S. B., **Hurren, H.**, Spielman, L. J., Stuart, M., & Bahniwal, M. (2017). Dynamics of undergraduate student generic problem-solving skills captured by a campus-wide study. *Higher Education*, 74(5), 877-896.

Klegeris, A., Bahniwal, M., & **Hurren, H.** (2013). Improvement in generic problem-solving abilities of students by use of tutor-less problem-based learning in a large classroom setting. *CBE—Life Sciences Education*, 12(1), 73-79.

Klegeris, A., & **Hurren, H.** (2011). Impact of problem-based learning in a large classroom setting: student perception and problem-solving skills. *Advances in physiology education*, 35(4), 408-415.

**Assessing the impact of the design of the 400-seat active learning Commons classroom:** During the design of the newest UBC Okanagan building, the Commons, Peter was invited to collaborate with the architect on the design of the 400-seat classroom. The goal of the design was to create a welcoming, inclusive learning space that enhances student-student collaboration and student-instructor interactions. Peter is principal investigator on a research project to study the impact of the design. Janine is a co-investigator.

Freeman, T., **Hirtz, J.**, Hopkinson, J., Lacey, S., McNeil, W.S., & **Newbury, P.** (2019, June). *How the Design of a Large Active Learning Classroom Impacts Teaching and Learning*. Poster presented at the annual meeting of the Society for Teaching and Learning in Higher Education, Winnipeg, Manitoba.

Freeman, T., **Hirtz, J.**, Hopkinson, J., Lacey, S., McNeil, W.S., & **Newbury, P.** (2019, August). *How the Design of a Large Active Learning Classroom Impacts Teaching and Learning*. Poster presented at the 2019 International Forum on Active Learning Spaces, Minneapolis, Minnesota.

McNeil, W.S., & **Newbury, P.** (2019, November). *Space Exploration: Impacts of Active-Learning Classroom Design on Teaching and Learning*. Oral presentation (accepted) at the Mount Royal University Symposium on Scholarship of Teaching and Learning, Banff, Alberta.

UBC President Santa Ono highlighted this project in his speech at the official opening of the Commons on January 25, 2019. Professor Ono said, “[the Commons] is not only a place but it will actually be a place of scholarship and research” and then went on to describe our project:

[The Centre for Teaching and Learning] will study the impact of the large classroom to test whether its design truly enhances learning including by comparing data in an evidence-based way, collected before and after instructors began teaching in the 400-seat classroom. Now, this is not a typical classroom – it’s a classroom that can be modified and used in different ways to enhance learning. It’s an important part of the University’s broader strategic plan shaping our next century.

## Annual UBC Okanagan Learning Conference

Every year since UBC Okanagan opened in 2005, the Centre for Teaching and Learning has organized and hosted the Annual UBC Okanagan Learning Conference.

<b>Year</b>	<b>Conference Title / Theme</b>	<b>Keynote Speakers</b>
2019	Experience Learning	Santa Ono, UBC
2018	Creating Space for Learning	Robert Talbert, Grand Valley State University, MI
2017	Engaging Every Learner	Sarah Eddy, Florida International University, FL
2016	Engaging and Learning in Authentic Environments	Linda Nilson, Clemson University, SC
2015	Making an Impact: Transforming the Student Experience	Alec Couros, University of Regina, SK
2014	Reflecting on Scholarly Approaches	Marsha Lovett, Carnegie Mellon University, PA
2013	Enhancing Student Learning	Pat Rogers, Wilfred Laurier University, ON
2012	Scholarly Approaches - Evidence Informed Teaching & Learning	Geoff Norman, McMaster University, ON
2011	Innovations in Learning – SoTL	Richard Gale, Mount Royal University, AB Julia Christensen Hughes, University of Guelph, ON
2010	Learning Through Research	John Smol, Queen’s University, ON Gweneth Doane, University of Victoria, BC
2009	Looking for Success in Learning	Doug Owram, UBC Okanagan, BC Connie Varnhagen, University of Alberta, AB
2008	Teaching and Learning in a Changing World	Joy Mighty, Carleton University, ON Richard Schwier, University of Saskatchewan, SK
2007	Making Connections: Learning and Research	Carl Wieman, UBC Vancouver, BC Roland Case, Simon Fraser University, BC
2006	Learning Free of Boundaries	John Willinsky, UBC Vancouver, BC
2005	From the Inside Out	Gary Poole, UBC Vancouver, BC

The conference allows faculty, staff, and students to share their educational research and promising practices, via oral presentations, workshops, and conference posters. Over the last three years of the conference (Figure 10), nearly 200 different faculty, staff, and students have presented their work, about ½ from UBC Okanagan, ¼ from UBC Vancouver, and ¼ from other universities and colleges, primarily in Western Canada. Surprisingly, a significant number of staff, sessionals, lecturers, librarians, and students present at the conference.

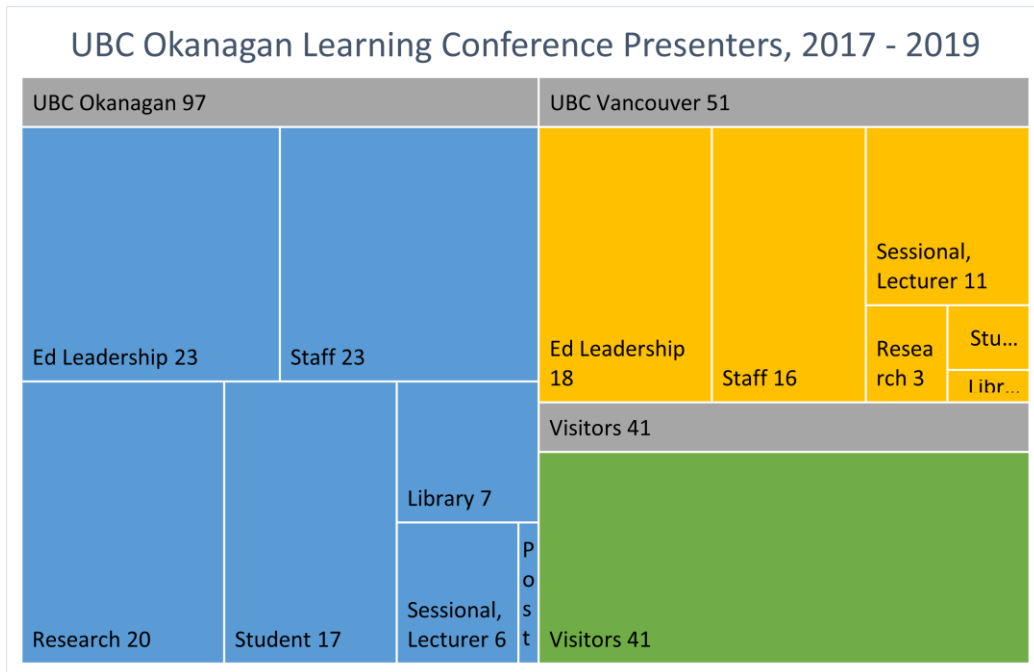


Figure 10: Nearly 200 different faculty, staff, and students have presented their work at the UBC Okanagan Learning Conference in the last 3 years.

Over the same time period, 350 people have attended the conference, mimicking the distribution of conference presenters (Figure 11). CTL staff are full participants in the conference – meeting colleagues, learning about innovations and initiatives, identifying educational leadership opportunities, connecting people across disciplines – which accounts for the larger number of UBC Okanagan staff in Figure 11.

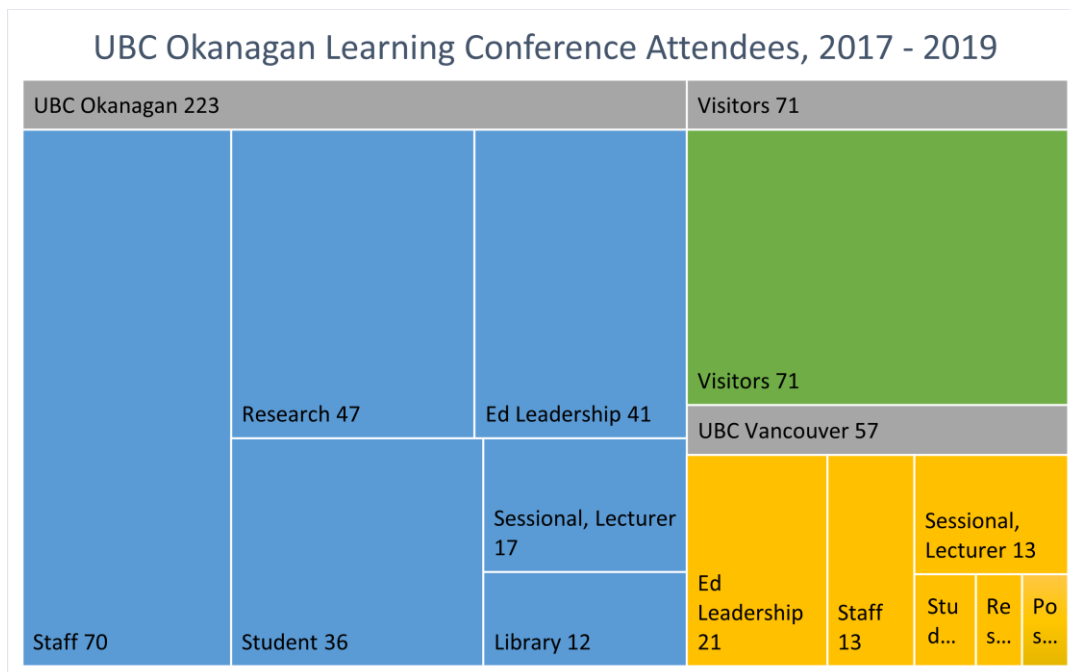


Figure 11: Between 2017 - 2019, 350 people have attended the UBC Okanagan Learning Conference.



While some faculty have external funding to cover travel expenses, most faculty, as well as staff and students, have limited funds to support travel. Furthermore, most faculty have obligations to attend (and pay for) their disciplinary conferences first. The UBC Okanagan learning conference at UBC Okanagan provides an inexpensive opportunity for them to present their work in peer-reviewed setting. (In recent years, conference registration fees have been \$150 for visitors, \$50-\$150 for UBC faculty and staff, \$50 for students.)

Conferences are always valuable for meeting and connecting with colleagues and peers. Faculty, staff, and students who attend the Learning Conference have a rare opportunity to discuss teaching and learning with people from outside their discipline. The conference breaks down silos and brings people together from diverse disciplines, ranks, and professions.

## Areas for Growth

Through conversations with faculty, staff, and students and gathering data for this report, we have identified a number of areas for growth. We look forward to the discussions and recommendations that arise from this Review.

### Teaching development for graduate students and postdocs

The TA Credentialing program gives new teaching assistants an introduction to their teaching duties. The content and delivery of this introduction needs updating. More importantly, there are huge benefits to graduate students' and postdocs' current and future academic careers if they have knowledge about pedagogy and course design and classroom teaching experience. When a new teaching coordinator for graduate students and postdocs joins the CTL, we look forward to partnering with the College of Graduate Studies and with educators in each Faculty and School to develop and deliver programs tailored to their needs.

### Support for sessionals and adjuncts

As Figure 4 shows, more 1/3 of current faculty (240 of 640) are sessionals, adjuncts, term lecturers, and postdocs, and their connections and interactions with the CTL is minimal. Some of this is structural. For example, there is often little time or compensation for sessionals to participate in CTL workshops and consultations. Nevertheless, these people teach a great deal at UBC Okanagan, and deserve the same kind of resources, support, and relationships we have with the Research and Educational Leadership faculty.

### Support for Department Heads and Directors for Educational Leadership faculty

Of the 54 faculty currently in the Educational Leadership stream, 18 are Instructors (tenure-track), 43 are tenured Senior Instructors, and only 3 are full Professors of Teaching. This means 51 faculty are turning to their Department Heads and Directors for guidance on tenure and promotion. These Department Heads and Directors, as well as UBC Okanagan Human Resources and Faculty Relations, are looking for guidance and support from the CTL so they're better able to support the career advancement of their faculty members. It is absolutely not the role of the CTL to declare what "counts" and what doesn't, but senior CTL staff (Peter, Janine, Heather) are able to pass along and reinforce the tenure and promotion practices and recommendations of senior academic leaders.

Department Heads and Directors seek guidance on what constitutes "teaching excellence." It never has been, nor will it ever be, the CTL's role to report that a faculty member or teaching assistant is a developing, effective, or excellent educator. However, the CTL is well-positioned to facilitate and contribute to discussions about teaching excellence, and then provide guidance and resources for Department Heads, Directors, and course instructors to assess the quality of their teaching.

### Beyond pedagogical content knowledge and educational technology

The CTL successfully supports faculty through the design of their courses and facilitation of their classes, including support for educational technologies that enhance learning. There are additional elements of teaching, at the individual, program, and campus levels, where more support would enhance the learning experience and the community: inclusive teaching; indigenization of the curriculum; and

program and curriculum mapping. We recognize the CTL might not be the right “home” for these kinds of support, and we look forward to further discussions.

### Centre for Teaching and Learning website

CTL staff have excellent face-to-face consultations and the CTL Help Desk responds well to hundreds of emails each month. The CTL website [ctl.ok.ubc.ca](http://ctl.ok.ubc.ca) should be an excellent resource that people can use when they need it and a place we can point people to. At the moment, the CTL does not effectively serve the community. With a continuing CTL Program Assistant position, we can redesign the webpage using the new UBC look-and-feel.

## Conclusions

Every day, we reaffirm and enact our mission to promote, inspire, and support excellence, leadership, scholarship, and technologies in teaching and learning. CTL staff – Heather, Vania, Martine, Janine, Kristen, Peter, Angela, Matthew, Brian, and all those who helped build the CTL – have a deep impact on teaching and learning on this campus, across UBC, and beyond. Our success lies in the first-name relationships we build and maintain with those who teach and those who support teaching, and cutting through silos by treating everyone with respect, equity, inclusion, and compassion. We have strong programs – consultations with course instructors, Canvas support, support for demonstrating impact in and beyond the classroom, the annual learning conference. There are areas where we need to grow and help the campus grow: teaching development of graduate students and postdocs, support for precarious faculty, resources for academic leaders, and supporting our increasingly diverse students, faculty, and staff.

We look forward to the discussions this Review brings, and responding to the current and future needs of this community.

## Director's Job Description

### Job Summary

The Director, Centre for Teaching & Learning (CTL), Okanagan campus, is responsible for providing strategic leadership to the CTL. Directs the development, implementation and evaluation of professional development strategies offered by the CTL in support of learning and teaching for faculty, graduate students and staff. Collaborates and negotiates partnerships with faculties to develop and implement professional development programs in order to foster teaching and learning excellence within academic units on campus aligned with the mission of the University. Acts as central liaison across campuses to align learning initiatives and outcomes. Advises senior leadership on the Okanagan campus on current and emerging learning initiatives.

### Organizational Status

The Centre for Teaching and Learning (CTL) is a centrally positioned unit, providing leadership, academic services and support to the UBC teaching and learning community in the areas of scholarship of teaching and learning, curriculum development, flexible learning, instructional design, educational technology development, instructional support and teaching practice development.

Reports to the Okanagan Provost (or designate). Works with Deans, Department Heads, Associate Deans, faculty members, and teaching and learning staff from other units across the campus and system. Liaises with relevant UBC Vancouver administrative units. Manages contacts with external stakeholders.

### Work Performed

- Directs and leads strategic planning for CTL including comprehensive plans and policies, professional development, resource development and community engagement of faculty and graduate students involved in teaching in support of the University's strategic teaching and learning goals.
- Develops business plans for CTL and various system-wide projects for the Provost.
- Builds strategic relationships with partners in faculty support organizations, academic service areas and technology providers in order to facilitate knowledge-transfer, best practice development and teaching and learning community development.
- Collaborates and negotiates partnerships with faculties to develop and implement professional development programs such as one-to-one faculty assistance and workshops on teaching skills development, assessment and evaluation of student learning, and effective teaching and learning strategies.
- Provides leadership and direction on projects and programs that ensure that the CTL's mission and values are optimally delivered.

- Directs the strategic financial planning and budgeting for the CTL.
- Acts as central liaison across campuses to align learning initiatives and outcomes, and liaises with UBC Vancouver campus on system-wide initiatives.
- Leads and develops the CTL team through effective people management and coaching, and evaluates the team with an eye to attaining goals and outcomes of the CTL.
- Ensure compliance of educational programming with University policies, governmental regulations and international governance.
- Directs the development of workshops in areas related to educational programming.
- Facilitates online, in-person and blended courses and workshops for faculty, graduate students and other interested parties.
- Leads the process of innovative change to develop and ensure the areas of teaching and learning best practices.
- Leads internal and campus-wide teams/task forces and projects.
- Ensures currency of CTL programming and compliance with senate and University policies.
- Represents UBC Okanagan interests and coordinates participation in relevant University teaching and learning working groups and committees.
- Performs other related duties or special projects as required.

### **Supervision Received**

Works independently under general direction from the Okanagan Provost (or designate). Receives little direct supervision and takes a leadership role in the unit and across the campus. Consults supervisor on funding or major policy issues and advises on other developments and implementation of initiatives.

### **Supervision Given**

Directs and oversees all operations of the CTL. Direct reports include: e-learning instructional support specialists; manager, academic programs; other support staff for CTL.

### **Consequence of Error/Judgement**

The Director sets the overall strategic direction of the CTL and makes decisions regarding teaching and learning professional development initiatives which could have significant impact on programs across UBC and achievement of campus and University goals. Errors in judgment may result in the inefficient use of resources, lack of effective communication across the Okanagan campus and between campuses, the provision of substandard educational experience and may consequently damage the image and reputation of the University and CTL.

### **Qualifications**

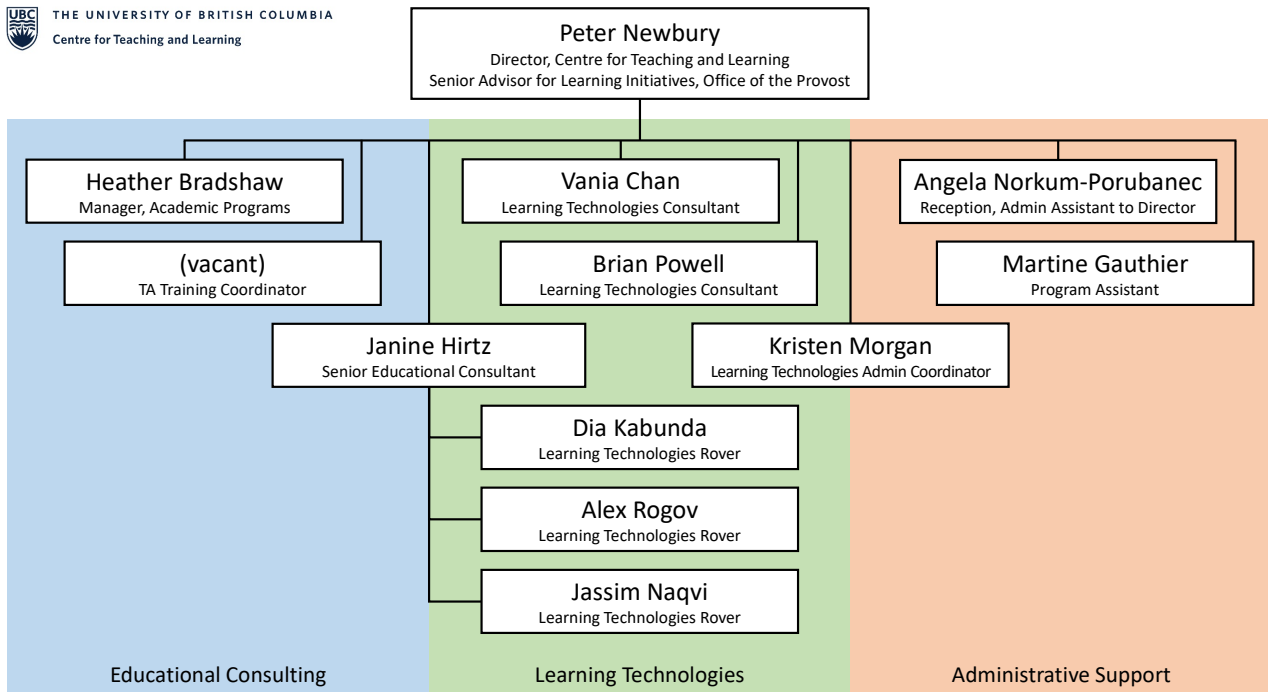
Master's degree in Education specializing in curriculum development or an academic specialization relevant to the educational programming area. Preference will be given to PhD level training. Minimum of 10 years' experience or the equivalent combination of education and experience. Proven experience in a University environment. Demonstrable leadership, management, communication, and interpersonal skills. Experience with management and leadership in a complex, multi-campus organization, with a specialization in effective and efficient use of technology in support of teaching and learning. Experience with learning technology platforms, including up-to-date knowledge of trends and advances in the area. A strategist who can map knowledge of learning platforms onto desired outcomes. Ability to conduct needs analyses, plan, organize, manage, monitor, complete, and evaluate projects for instructional programs and courses. Ability to develop and maintain cooperative and productive working relationships, including with external stakeholders. Ability to assess training requirements for the CTL. Ability to analyze and interpret data, determine implications, and provide recommendations.

*UBC hires on the basis of merit and is strongly committed to equity and diversity within its community. We especially welcome applications from visible minority group members, women, Aboriginal persons, persons with disabilities, persons of minority sexual orientations and gender identities, and others with the skills and knowledge to productively engage with diverse communities. All qualified candidates are encouraged to apply; however Canadians and permanent residents will be given priority.*

# CTL Organization Chart



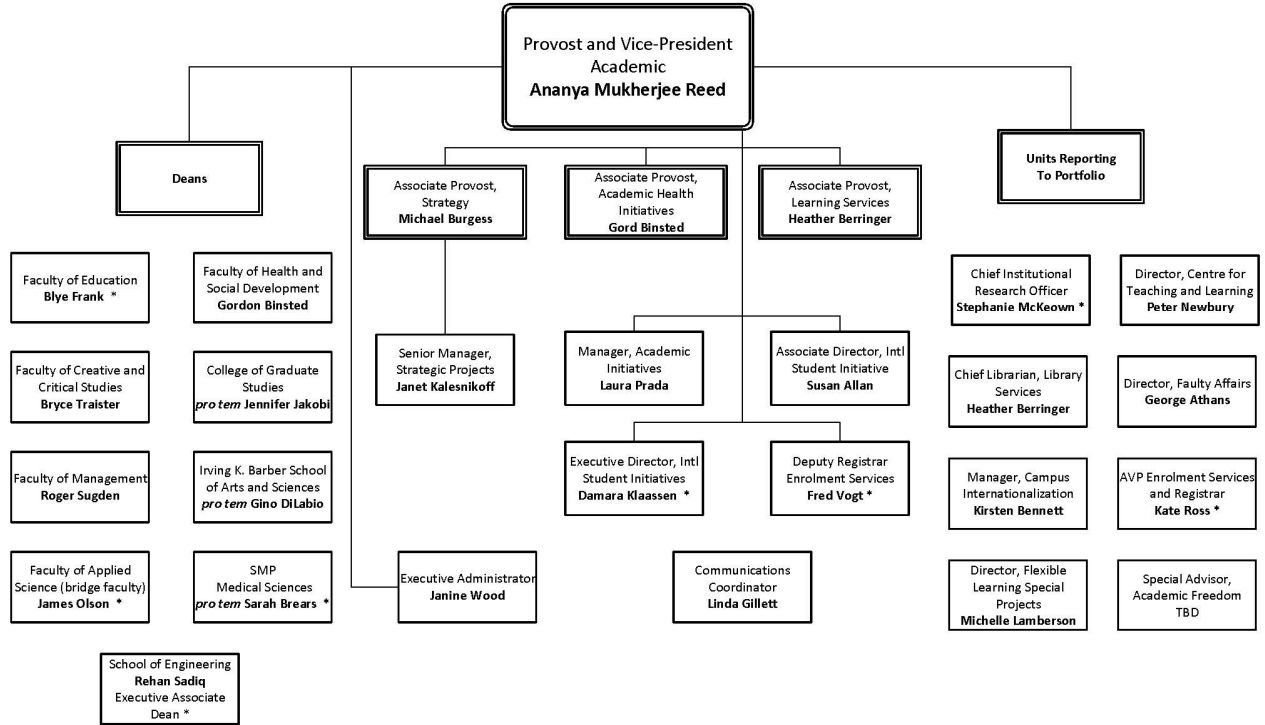
THE UNIVERSITY OF BRITISH COLUMBIA  
Centre for Teaching and Learning



June 2019



# Appendix E - UBC Okanagan Provost's Office Organization Chart



\* Dual reports with Vancouver

December 2019