LTSI Annual Report

2020-2021

University of Victoria

Learning and
Teaching Support
and Innovation

Dr. Laurene Sheilds, Executive Director

Contents

Learning and Teaching Key Resources

- Teach Anywhere
- Learn Anywhere
- Teaching Excellence: A Briefing Paper
- Academic Integrity Framework
- Research Enriched Curricula Report
- Student Online Learning Retention Strategies
- First-year undergraduate students' retention and success: A literature review – *coming soon*
- Learning Outcomes: A Briefing Paper

Overview

Winter Session 2020/2021 was as fast-paced as the 2019/2020 academic year within the Division of Learning and Teaching Support and Innovation (LTSI). With the arrival of COVID-19 in March 2020, LTSI played a central role in supporting the shift to emergency remote teaching for the completion of Spring and Summer term 2020. LTSI was then responsible for supporting a predominantly online environment for the Winter Session 2020-21 & Summer Term 2021. Fall 2021 brought the return to a pre-dominantly in-person environment where LTSI once again focused on the necessary supports required in the on-campus learning environment. Through the past 20 months, the goal of LTSI has been to align with faculty/instructors to support pedagogically sound research-informed teaching practices, enhance accessibility wherever possible and to focus on supporting student learning in all that we do. In the context of the pandemic LTSI deliberately re-deployed existing positions and resources across five portfolios and with the support of the Office of the Vice-President Academic & Provost added new term positions and resources to further extend capacity to support faculty/instructors and students. This report includes provides an overview of LTSI milestones and initiatives including activities within each of its five portfolios over the 2020/2021 academic year.

Expansion of learning technologies

- Immediate provision of available technologies to ensure successful completion of the Spring 2020 term, including scheduling and supports for all online exams. Notably, at the time, CourseSpaces was experiencing unexpected and intermittent outages at the time with a high risk for failure of service.
- In partnership with University Systems (SYST), LTSI selected and supported the implementation of new learning technologies (Zoom, Kaltura, Microsoft Teams) and ultimately Brightspace, a new learning management system (LMS). The compressed 2-month time for Brightspace implementation (usually 18-24 months) represents an intense learning curve for everyone requiring LTSI staff to be almost immediately prepared to support faculty/instructors and students in Fall 2020 (approximately 3000 sections).
- LTSI also supported the LMS migration for Continuing Studies (UVCS) in January 2021.
- Subsequently, due to ongoing performance/reliability issues with Kaltura (video-platform), Echo360 was selected (with SYST through a public RFP) as the new video and learning platform in June 2021, with implementation and migrations occurring July – September 2021.

Supports and resources for Faculty/Instructors to enhance digital pedagogy

- Teach Anywhere was constructed as the primary resource for instructors as a resource for the new technologies, effective online pedagogical strategies and as a resource for the myriad of learning and teaching that arose in the transition to online (e.g. academic integrity, online engagement and assessment strategies). A Fall 2021 learning and teaching resource page was also created to include important updates for the back-to-campus transition.
- Development of a new support model that transformed faculty/instructor support from the provision of documentation/instruction to a model that included Faculty specific teams, live support and "hands-on support" combining pedagogical and technology assistance in "real time".
    - LTSI Faculty Support Teams were developed and deployed specific to each Faculty and service unit as a new model of support delivery.
    - The Learning Technology Assistants Program was established and Co-op students were hired (80 for Summer and Fall 2020; 40 for Spring 2021; 20 for Summer 2021; 30 for Fall 2021) to provide hands-on supports to faculty/instructors and to support other technology projects within the unit.

- ○ [Live support](#) was established ensure instructors had timely and efficient access to learning technology supports and continues to be of great value in the in-person learning and teaching environment.
- With SYST, LTSI supported the implementation of [basic class recording](#) in 115 classrooms including the development of two new multi-access classrooms (in partnership with Facilities) and subsequent training for faculty/instructors and students.

Supports and resources for Students and Teaching Assistants

- [Learn Anywhere](#) became the main portal for students accessing academic related supports with specific resources and workshops made available throughout the term in the form of [blog posts](#), [weekly tips](#) (shared through Brightspace announcements) and [Instagram takeovers](#).
- Continued to offer pre-existing and new student academic supports highly accessible through online, blended and now F2F formats ([CAC](#), [MSAC](#), new [Learning Strategists program](#)).
- Provided more [effective supports to TAs](#) in supporting instructors, engaging students and effectively using the new learning technologies, including the [Learning and Teaching Together with Technology (L3T) Series](#).

Strategic supports and projects for learning

- Accessibility, although always a significant pedagogical consideration, emerged in a notable and visible way through the pandemic. Accessibility was a key criteria in the selection of learning technologies and in the development of supports for both instructors and students.
- Partnered with the Centre for Accessible Learning (CAL) to hire Learning Experience Designers in Accessibility (3 FTE) to support instructors in their learning, teaching and assessment practices for students with academic accommodations and most recently in the creation of the invigilated [Online Assessment Room](#) for both online and in-person courses.
- [Conducted an Online Learning and Teaching Student & Instructor Survey](#) to better understand experiences of learning and teaching within a predominantly online environment, analyzing 5242 student and 217 instructor responses, resulting in 6 convergent themes and 7 recommendations.

Forward-thinking

The past 20 months have been challenging, requiring an inordinate amount of change within a short period of time under difficult circumstances. Faculty/instructors and students faced steep learning curves simultaneously adapting to online learning and new technologies. For many, this was a substantial task and quite simply hard. The implementation of the new LTSI support model, combining asynchronous resources with live and hands-on support was instrumental in ameliorating faculty/instructor workload where possible and easing learning curves. However, in the midst of this adversity, there have also been many opportunities for innovation. We have been at the forefront of witnessing faculty/instructors, staff and students rising to the occasion and creating new and innovative ways of learning and teaching. Let's Talk About Teaching 2020 & 2021 showcased and provided a venue for dialogue as faculty/instructors shared new teaching strategies, their own challenges and offered insights in how to adapt and improve. Through Faculty Support Teams, LTSI had the privilege of working directly with unprecedented numbers of faculty/instructors across UVic as they did their best to teach their courses and support students and we are most grateful for the trust placed in us.

Looking forward, it is unlikely that learning and teaching at UVic will ever fully return to its pre-pandemic state. The adoption of five plus new learning technologies has profoundly expanded the repertoire of available learning tools and now positions UVic well among our comparator post-secondary institutions. The advent of the pandemic has propelled most institutions forward into recognizing the importance of the virtual environment in ways that could not have been imagined pre-pandemic. Digital pedagogies (beyond emergency remote teaching) are now becoming commonplace for many instructors with students requesting more accessibility through virtual platforms. While the vast majority of faculty/instructors and students are pleased to return to the in-person environment, learning technologies now infuse most course offerings (in-person, blended & online) and new course delivery modalities are now available (multi-access classroom). What has not changed is the strategic imperative of LTSI to focus on research-informed approaches to enhancing student learning, ensuring accessibility, and supporting faculty/instructors in effective teaching practices.

Division Portfolios

Division Office

Executive Director: Dr. Laurene Sheilds

- Leadership, strategic planning/implementation
- Collaborative partnerships (e.g. Student Services, Systems, IACE, EQHR, Co-op and Career, Privacy Office)
- Academic resource planning
- Oversight of awards, grants and professional development scholarships
- Strategic enrolment management related responsibilities
- Communications
- New faculty & librarian orientation
- Course experience survey (administrative unit)

Teaching Excellence

Director: Dr. Cynthia Korpan

- Teaching programs and certificates: Faculty Institute of Teaching, Instructional Skills Workshop, Teaching Squares, Let's Talk about Teaching, Learning and Teaching in Higher Education (LATHE), in partnership with EPLS.

- Teaching documentation: teaching dossiers and peer review guidelines and supports
- Teaching workshops: instructional strategies, academic integrity, course level learning outcomes, grading
- TA program: orientation, support and TA consultation program and workshops

Technology Integrated Learning

Director: Dr. Mariel Miller

- Digital pedagogy and learning technologies
- Learning experience design & educational technology support
- Live support and consultations for all instructors; secondary supports for all students
- Learning technology workshops for instructors and students

Student Academic Success

Director: Dr. Shailoo Bedi

- Centre for Academic Communication (CAC) including EAL supports
- Math & Stats Assistance Centre (MSAC)
- Learning strategies program
- The Arbutus Review Journal (UG research)
- Student awards (JCURA)

Curriculum Renewal & Strategic Initiatives

Director: Dr. Viviana Pitton

- Curriculum renewal supports & grants
- Program-level learning outcomes
- Curriculum design/redesign
- International supports & instructional strategies
- Indigenous LTSI supports & strategies for instructors & students
- Strategic initiatives: Strategic enrolment management

Community-Engaged Learning

Coordinator: Rhianna Nagel

- CEL opportunities and capacity building
- Instructor, student & community relationship building
- Community Engagement and Partnerships Advisory Committee (CEPAC)
- Experiential learning Grants: CEL, Field School, Research Enriched
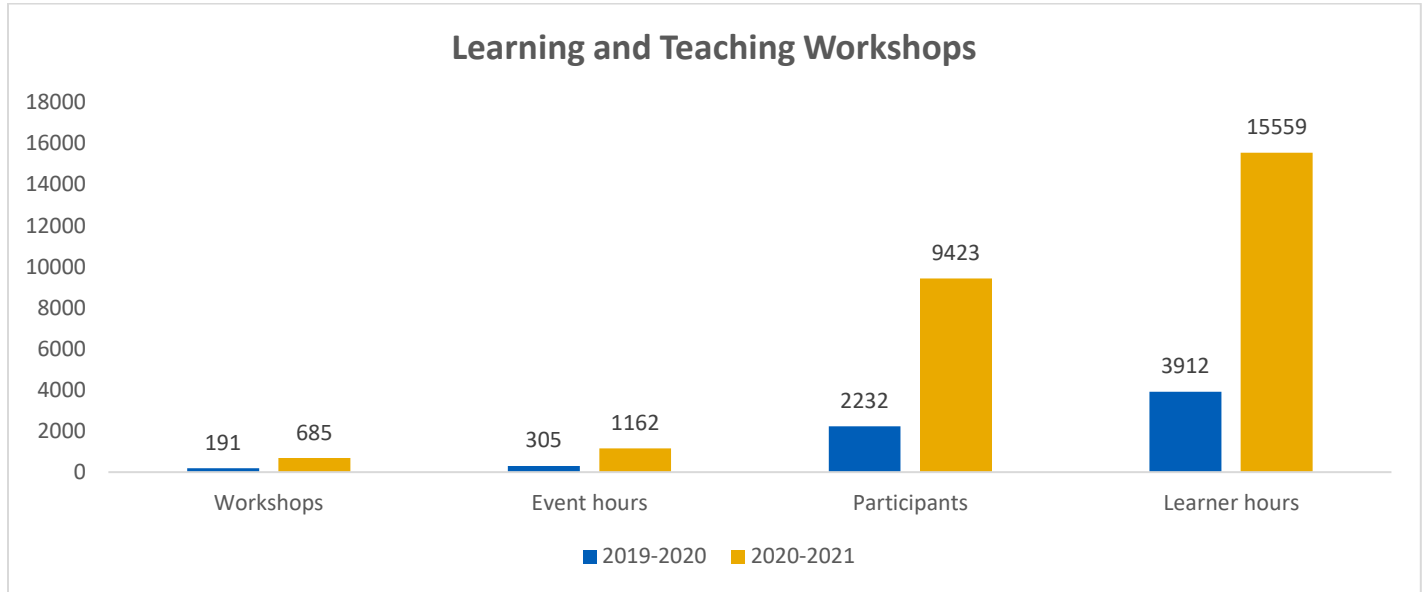- Emergent need fund

Division Office

Awards

Awards 2021	Recipient
University of Victoria Provost's Award in Engaged Scholarship	Julia Baum, Professor Department of Biology Brian Thom, Associate Professor Department of Anthropology Deborah Curran, Associate Professor Faculty of Law and the School of Environmental Studies
Harry Hickman Alumni Award for Excellence in Teaching and Educational Leadership	Erin McGuire, Associate Teaching Professor Department of Anthropology
Gilian Sherwin Alumni Award for Excellence in Teaching	Tim Personn, Sessional Lecturer Department of English
Award for Excellence in Teaching for Experiential Learning	Brendan Burke, Department of Greek and Roman Studies
Award for Excellence in Undergraduate Research-Enriched Teaching	Lisa Rosenberg, Department of Chemistry
Award for Excellence in Graduate Student Supervision and Mentorship	Mauricio Garcia-Barrera, Associate Professor Department of Psychology
Andy Farquharson Teaching Excellence Award for Graduate Students	Erin Chewter, MA student Department of Political Science/INTD (CSPT) Allie MacIlroy, MA student Department of Greek and Roman Studies Brooklyn Trimble, MA student Department of Economics

Learning and Teaching Workshops (Overall)

The majority of LTSI workshops and courses (faculty/instructor, TA and some students) are hosted through Learning Central. The following data is collected from all LTSI workshops and has not been seperated between portfolios.

Learning and Teaching Workshops

Category	2019-2020	2020-2021
Workshops	191	685
Event hours	305	1162
Participants	2232	9423
Learner hours	3912	15559

Teaching Excellence

Milestones

- Transitioned the following workshops to an online teaching format: Faculty Institute of Teaching (FIT), Let's Talk about Teaching (LTAT), Instructional Skills Workshop (ISW) (self-paced Brightspace), TAC program, TA Conferences, President's Fellowship in Research-Enriched Teaching program and LATHE
- Consulted with over 200 instructors (not part of LTSI support teams) online regarding topics, such as grants, teaching awards, instruction, teaching dossiers, and assessment and conducted online teaching observations of over 20 instructors and curriculum support for several departments
- Completed research-enriched teaching study/report (President's Strategic Impact Fund)
- Supported over 400 TAs with transitioning to online through a new Doing TA Work Online Brightspace course, Supporting Online Learning as a TA certificate, Ed Tech Camp (which evolved into L3T), and key resources/guides for further support on Teach Anywhere and supported departments and units without a TAC virtually in with instruction, consultation, professional development and continued communications

Program Statistics

Program/Initiative	2018-2019	2019-2020	2020-2021
Faculty Institute of Teaching Certificate (FIT 1 & 2)	28	31	13
Let's Talk About Teaching			
Individual attendees	152	120	245
Total attendance		463	728
Workshops		26	49
Teaching Assistants Program			
Fall TA Conference	216	272	284
Spring TA conference	93	195	58
LATHE (first year/second year)	6/13	13/6	6/10
Other workshops	21	21	77
TA Consultants (hired)	28	28	28
Teaching Excellence workshops (others not listed above)	74	96	72
President's Research-Enriched Fellowship	-	10	30
One-on-one mentorship	-	130	214*

Table Index: [-] data not available; [*] Does not include Faculty support teams support

Technology Integrated Learning

Milestones

TIL successfully launched support resources and technology infrastructure to make the sudden shift to online teaching possible for the 2020-2021 year:

- Partnered with University Systems to replace CourseSpaces with Brightspace and implemented a suite of 8 new enterprise learning technologies (including Zoom, Teams, Kaltura, Echo360) and equipped 116 class-recording enabled classrooms and two multi-access enabled classrooms
- Provided essential support to faculty/ instructors, and students for learning technologies, online learning, and digital pedagogy via workshops, live support, online documentation and Faculty Support Teams. Services included hands-on support, such as setting up online content, online assessments and exams, and meeting academic accommodations
- Facilitated access to support by becoming the first point of contact for all faculty and instructors

With the return to primarily face-to-face instruction, TIL continues to experience a high volume of support requests:

- TIL received more support request in Sept 2021 (total 2075) than in Oct 2020 (1622), Nov 2020 (1308) or Dec 2020 (1545)
- The type of support requests has evolved with more requests for one-on-one consultations and live support (rather than group support via workshops) and from 'access issues' to more in-depth and complex requests across all teaching modalities
- TIL continues to support integration and maintenance of UVic's learning technologies, including coordinating with D2L, Echo360 and others and advocating for the university's pedagogical needs

Program Statistics

Learning Technology usage	2018-2019	2019-2020	2020-2021
CourseSpaces (until June 2020), then Brightspace			
Users (across years of study includes graduates)	N/A	44,329	47,368
Zoom (Summer 2020 adoption)			
Users	-	22,778	25,030
Echo360 (Fall 2021 adoption)			
Users	-	-	18,973
Videos			6200
Class recordings			2600
Kaltura (Summer 2020-Summer 2021)			
Users	-	15,000	*
Videos		7728	43,675 files
Microsoft Teams (Summer 2020 adoption)			
Users		12,395	25,775
Course Teams		TBD	4638

Crowdmark (Summer 2020 adoption)			
Students Exams		TBD	3600 291
Online Academic Community (users)	N/A	12,129	19,560
G Suite (limited use for professional context)		962	701

Table Index: [-] data not applicable; [*] migrated to Echo360

Other technologies: iClicker, Respondus Lockdown Browser, Mobius, BLUE (CES platform)

Technology Implementation and Maintenance

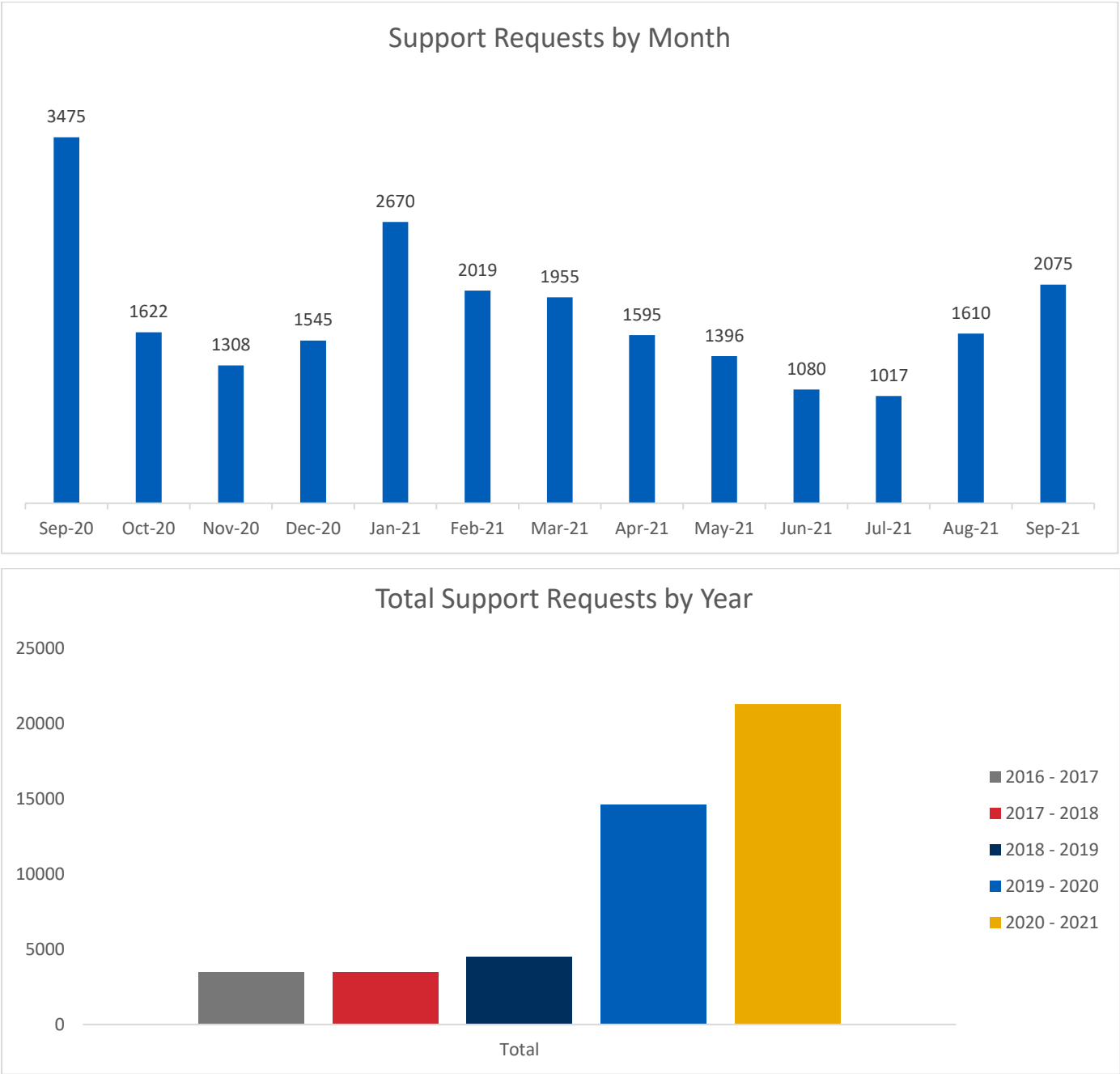| Technology Project	Support Documentation *articles and guides*	Workshops designed	Update Frequency *testing & reviewed*	Migration *cleaning and testing*
Implementation and support of Brightspace as a replacement to CourseSpaces, Connex, and Distance Moodle	332	24	Monthly	2069 courses
Introduced Teams as an online conferencing platform	16	3	Monthly	N/A
Introduced Zoom as an online conferencing platform and integration with Brightspace	43	8	Monthly	N/A
Introduced Mobius as a dynamic quizzing tool	2	1	N/A	N/A
Implementation and support of Kaltura to enable fully online learning for Summer 2020	57	5	Monthly	N/A
Introduced and supported Echo360 as a video learning platform replacing Kaltura for Fall 2021	23	7	Bi-weekly	40,000 videos
Introduced Crowdmark as an assessment tool	24	4	As needed	N/A

Introduced Respondus Lockdown Browser as a proctoring tool for assessment delivered via Brightspace	71	N/A	As needed	N/A
Partnered with Media Services to design, install, test, and support 115 classrooms for recording using Echo360	1 (guide)	2	N/A	N/A
Partnered with Media Services to design, install, test, and support 2 multi-access classrooms	1 (guide)	1	N/A	N/A
Integrated Brightspace with UVic Banner, Zoom, FAST, Learning Central	3	N/A	N/A	N/A
Integrated Echo360 with Zoom (for automatic ingestion of cloud recording)	1	N/A	N/A	N/A

Support Interactions

Category	2018/2019				2019/2020				2020/2021			
	Fall	Spring	Summer	Total	Fall	Spring	Summer	Total	Fall	Spring	Summer	Total
Tickets	1855	1333	1041	**4229**	1596	2236	3551	**7383**	5349	5196	2652	**13197**
Consultations/ drop-In	87	69	39	**195**	44	62	267	**373**	915	1931	1232	**4078**
Workshop (attendance)	22	18	13	**53**	22	873	4582	**5477**	1313	700	555	**2568**
Content migration	-	-	-	**-**	-	-	1400	**1400**	373	412	303	**1088**
Totals	1964	1420	1093	**4477**	1662	3171	9800	**14633**	7950	8239	4742	**16189**

Table Index: [-] data not available

Support Requests

Support Requests by Month

Month	Value
Sep-20	3475
Oct-20	1622
Nov-20	1308
Dec-20	1545
Jan-21	2670
Feb-21	2019
Mar-21	1955
Apr-21	1595
May-21	1396
Jun-21	1080
Jul-21	1017
Aug-21	1610
Sep-21	2075

Total Support Requests by Year

Legend:
- 2016 - 2017
- 2017 - 2018
- 2018 - 2019
- 2019 - 2020
- 2020 - 2021

Supports by Category
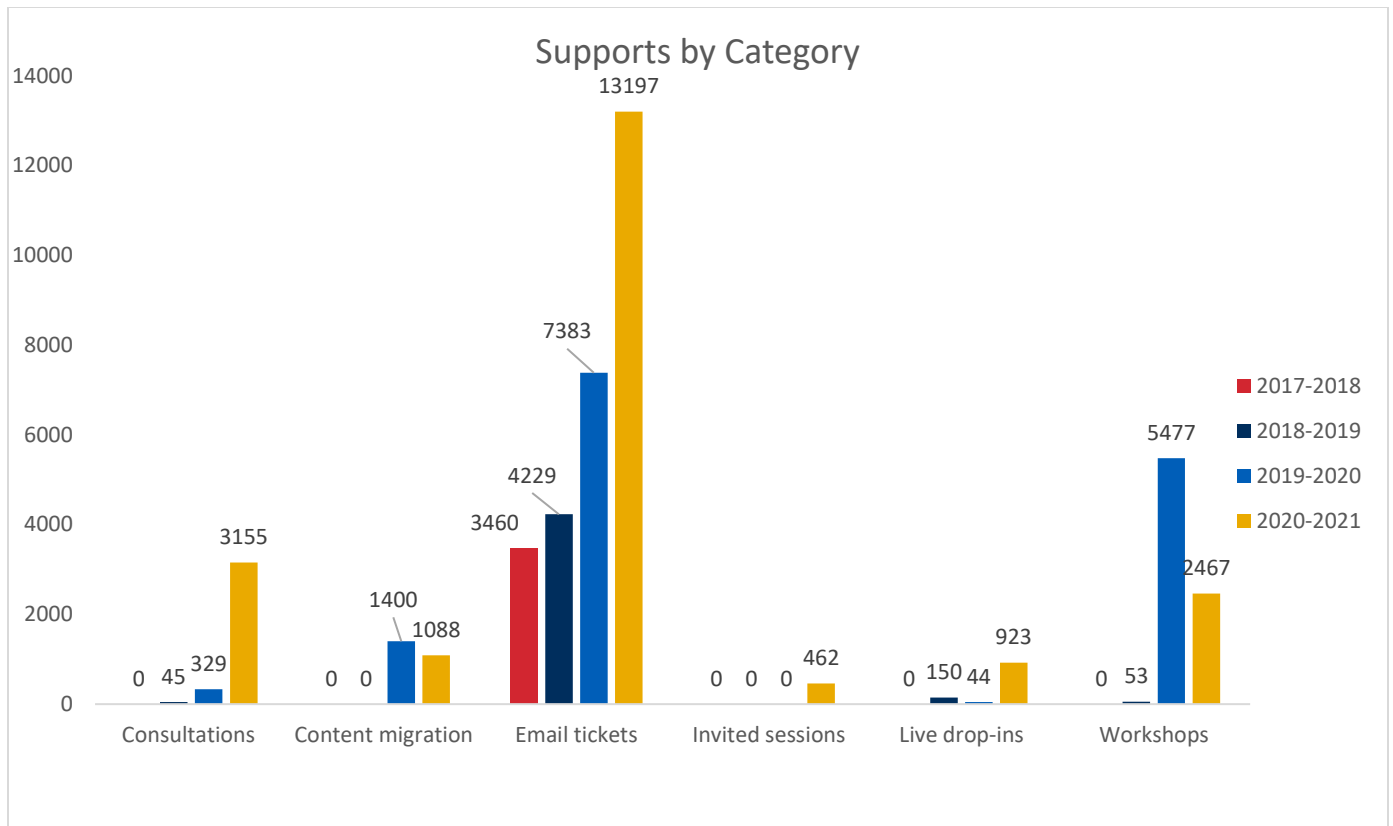
The following are not included in the above support requests numbers:

- Course development work (Privacy annual training for faculty and staff) - SLA
- Course development work (Continuing Studies)
- Quiz / gradebook set up

Student Academic Success

Jamie Cassels Undergraduate Research Awards (JCURA)

This year due to the pandemic situation, JCURA took place online. A website was created hosted through Learn Anywhere, which included student profiles to showcase their posters and a 3-minute presentation of their work (view example of a student profile). There was also an opportunity to meet the new President, Dr. Kevin Hall and celebrate the work of students and supervisors with a keynote presentation by a former JCURA recipient.

Each faculty/department is allocated a number of potential awards, with three additional seats being held centrally for allocation to Indigenous students. Additional awards are then available in through a second call to ensure as many projects as possible are supported within the annual budget. In previous years, some projects were interdisciplinary. The Faculty of Law is allocated seats, however historically has not put forward applicants.

Category	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Students Funded	108	128	118	100	115
Departments Funded	43	43	44	44	46
Total Awarded to Students	$162,000	$192,000	$176,250	$150,000	$172,500

JCURA Faculty Representation by Year
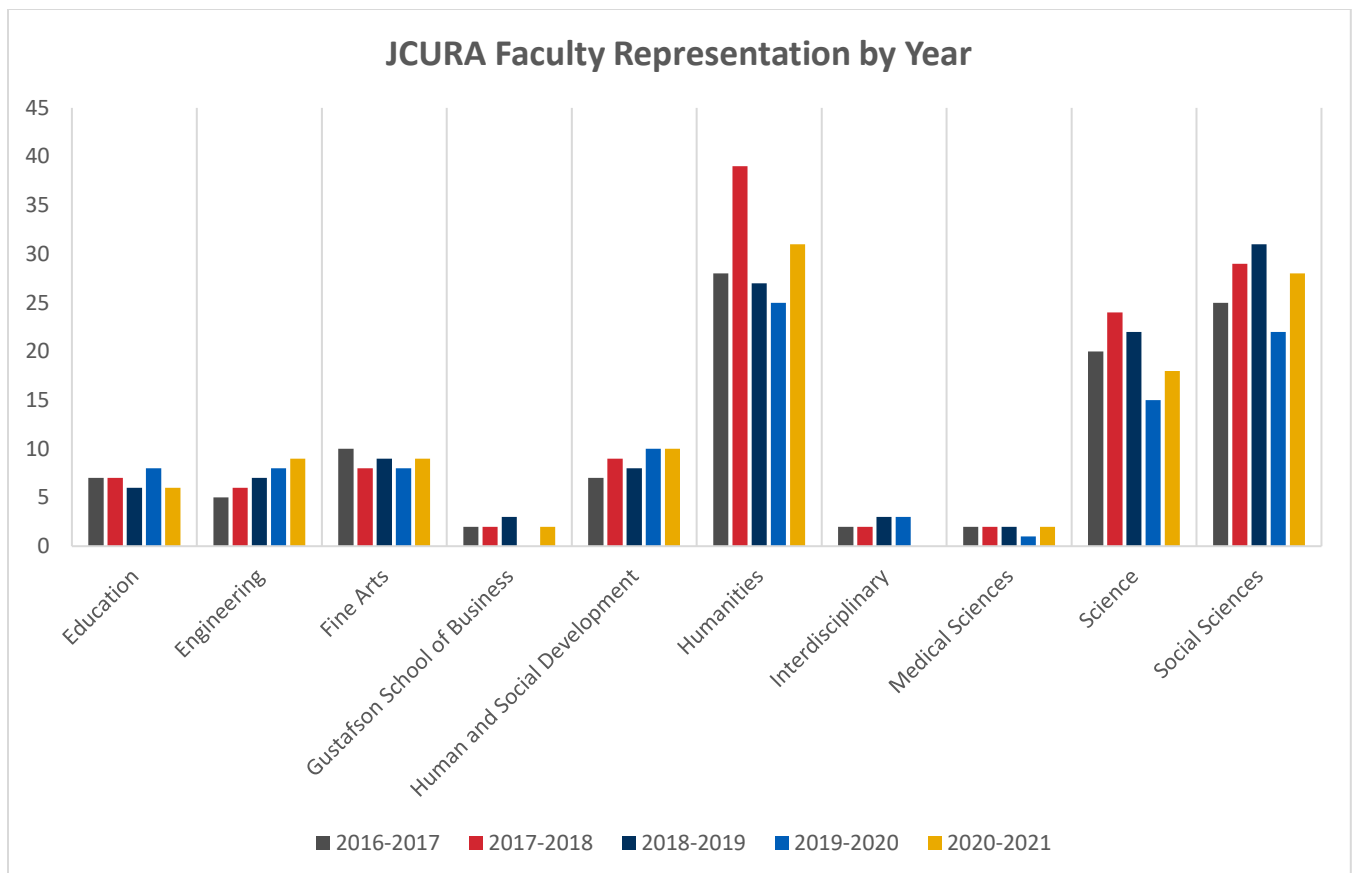
Summary & Milestones: Centre for Academic Communication

- Successfully transitioned from offering primarily in-person appointments/workshops to providing streamlined synchronous and asynchronous appointments, online workshops, events, and cafes over the last year, with 250+ students attending.
- Supported faculty with integrated, online workshops in academic writing, reading, critical thinking, presentation skills, and academic poster-making.
- Offered six-week academic communication learning plans online and developed an enhanced CAC Online resource hub in Brightspace.
- Participated in novel online orientation and welcome events and engaged in outreach via virtual class visits and research consultations for ATWP course instructors.
- Published the 10th anniversary of UVic's undergraduate research e-journal, The Arbutus Review, as well as a Special Issue on Indigenous Wellness featuring Indigenous student authors (image credit: Charles Elliot Jr., Tsarlip First Nation Artist)

The Arbutus Review • 2020 • Vol. 11, No. 1 Special Issue on Indigenous Wellness

Program Statistics: Centre for Academic Communication

One-on-One Appointments	2018-2019	2019-2020	2020-2021
Total Appointments	**5574**	**5329**	**5172**
Fall	2524	2461	1649
Spring	2207	2010	2292
Summer	843	858	1231

Faculties represented in appointments

Faculty	Unit
Business	Business Communications
Education	Education, Exercise Science Physical and Health Education
Engineering and Computer Science	Engineering, Computer Science
Fine Arts	Theatre, Fine Arts
Human and Social Development	Social Work, Child and Youth Care, Nursing

Humanities	English, History, Sociology, Philosophy, Indigenous Studies, Pacific and Asian Studies, History, Linguistics
Law	Law
Science	Earth and Ocean Sciences, Biology, Mathematics, Chemistry, Astronomy
Social Sciences	Political Sciences, Geography, Economics, Environmental Studies, Anthropology

Appointments by Faculty

Legend:
- Business
- Education
- Engineering and Computer Science
- Fine Arts
- Human and Social Development
- Humanities
- Law
- Other/General
- Science
- Social Sciences

Values shown: 238, 566, 301, 181, 1286, 1042, 31, 176, 117, 559
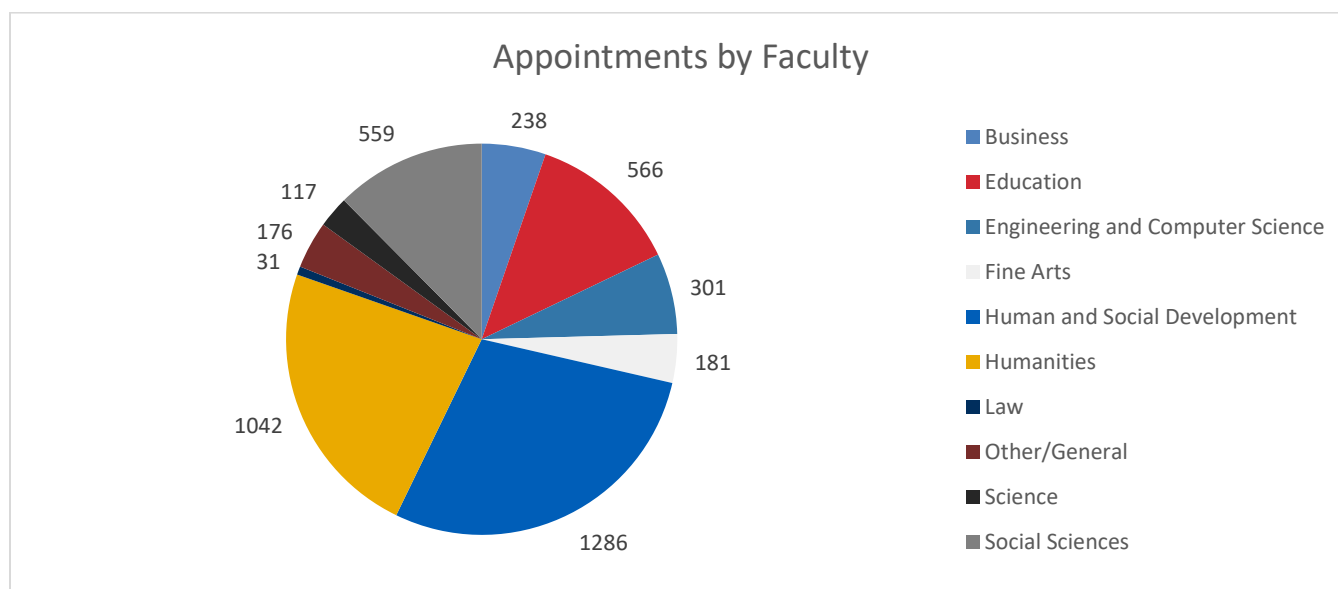
Special requested workshops

Instructor requests for synchronous in-class workshops in the fall and winter introduced larger numbers of UVic students to CAC services. Almost 500 students received instruction on topics like avoiding unintentional plagiarism, writing the literature review, and creating academic posters.

Workshops	Attendance (approximate)
ISS welcome events	190
Graduate/transfer students welcome events	80
Academic skills instruction	486

Dedicated graduate student support

Grad student support included facilitated weekly writing rooms and English Conversation Cafes. The CAC partnered with the Library, FGS, and Counseling to offer an online, two-day Thesis Boot Camp with 32 attendees in December 2020. Fall CAC workshops on enhancing communication skills complemented the ITACC workshop series offered over the academic year.

Dedicated undergraduate student support through collaboration with the ATWP
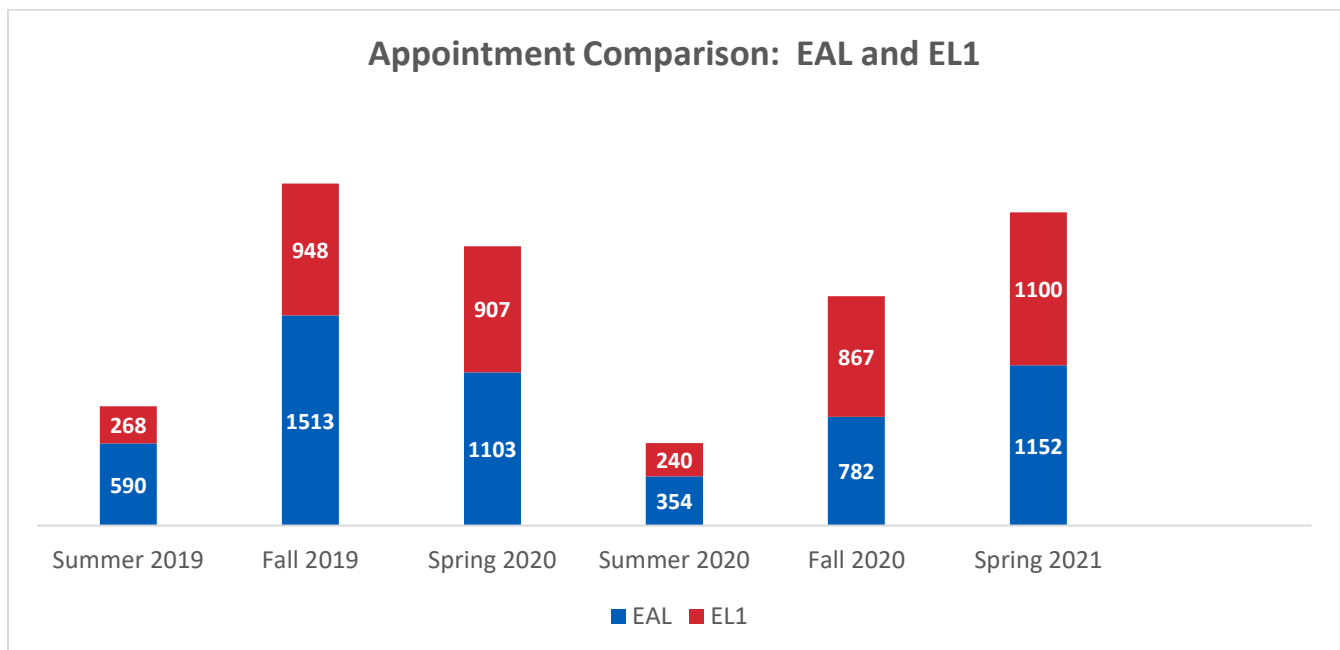
In collaboration with the Academic and Technical Writing Program (ATWP), the CAC offered ATWP students support (particularly for EAL students) through facilitating research consultations for five sections of ATWP 135 in November and for six ATWP 135 sections in early March, 2021.

English as an Additional Language (EAL) and English as a First Language (EL1) student access

Five years ago, EAL students attended almost 70% of CAC appointments. Over this last year, we have noted balanced EL1 and EAL student appointment numbers. This trend may indicate students, whether EAL or EL1, perceive academic writing feedback and instruction as foundational to academic success. The graph below shows a comparison of EAL and EL1 appointment numbers in 2019-20 and 2020-21.

Writing supports for Indigenous Students

The CAC continues to support Indigenous students specifically within various outreach and orientation events (Indigenous Student Welcome Event; Social Work Orientation, Nursing Orientation) as well as liaising with the Indigenous Student Support Coordinator. Furthermore, the centre has invited various Indigenous Faculty in for CAC workshops. In the previous year, the CAC has supported 198 Indigenous student appointments (4% of total appointments).

Appointment Comparison: EAL and EL1

	Summer 2019	Fall 2019	Spring 2020	Summer 2020	Fall 2020	Spring 2021
EL1	268	948	907	240	867	1100
EAL	590	1513	1103	354	782	1152

Legend: ■ EAL ■ EL1

Summary & Milestones: Math and Stats Assistance Centre (MSAC)

- The MSAC structured online tutoring by appointment in Zoom, email, WCOnline, [drop-in through MS Teams](#), as well as a [self-guided review in Brightspace](#) supported by tutors in moderated anonymous discussion forums.
- First Peoples House tutors were available in Fall 2020 and Spring 2021 for booked appointments at special hours, as well as drop-ins through Zoom.
- A campaign was developed to improve visibility among 100- and 200- level MATH and Stat courses, by visiting all synchronous courses as well as approaching instructors of high-use courses to offer distributed group tutoring sessions. Over the course of 14 separate review sessions, targeted at six

different courses, midterm reviews provided a total of 721 student contact points. Relative to a total of 936 one-on-one tutoring requests, this is a significant increase in student contact.

- The Betty & Gilbert Kennedy Math & Stats Assistance Centre will move out of DTB A202 and into ELL 166. Consultation began in May 2020, followed by focus groups with tutors and students, and subsequent consultations. Renovations are expected to be complete by October 2021; including two new quiet study areas that can be bookable.

Program Statistics: Math and Stats Assistance Centre (MSAC)

Appointments	2018-2019	2019-2020	2020-2021
Total Appointments			
Fall	8600	6358	1060
Spring	6600	2429	936 + 721*
Summer	1154	494	100*
Total Interactions			
Fall	8065**	5956	1007
Spring	6245**	2303	873
Summer	1100**	480	100*
Total Hours			
Fall	1344	993	420 (~25 mins)
Spring	1040	384**	873
Summer	183	80	342 (~23.5 mins)

Table Index: [*] includes review session attendance; [**] estimate due to lost data

None of the data above includes exam review sessions, which occur most terms. Midterm review sessions from Spring 2021 accounted for 721 student contacts, over 14 separate review sessions.

Student interactions

Student/tutor interactions took place via video call (Zoom or Teams) this year, and in Summer also over email. Each video call interaction was approximately twice as long as typical in-person interaction. By estimating that each in-person interaction took an average of around 10 minutes each, we can compare our total contact hours with students from 2020/21 with the past two years.

Locations and hours

Summer 2020: Zoom, Brightspace, email, 8 hours per week (Mon-Thur)
Fall 2020 & Spring 2021: Teams, Zoom, Brightspace, email. Tutoring available 28 hours per week (Mon-Fri).
Summer 2020: Not estimated due to a blend of Zoom and email.

Summary & Milestones: Learning Strategists Program

- The Learning Strategies program was established in November 2020, creating a much-needed resource for students and faculty. All strategists are UVic graduate students, providing robust expertise and knowledge to support academic skill building with resources shared on the Learn Anywhere site.
- Developed and led multiple online workshops during Winter Welcome and New Students Orientations and held remote one-on-one consultations with students. As of September 2021, the program now

offers face-to-face consultations with students located in the Learning Strategies Program office in the Learning Commons.
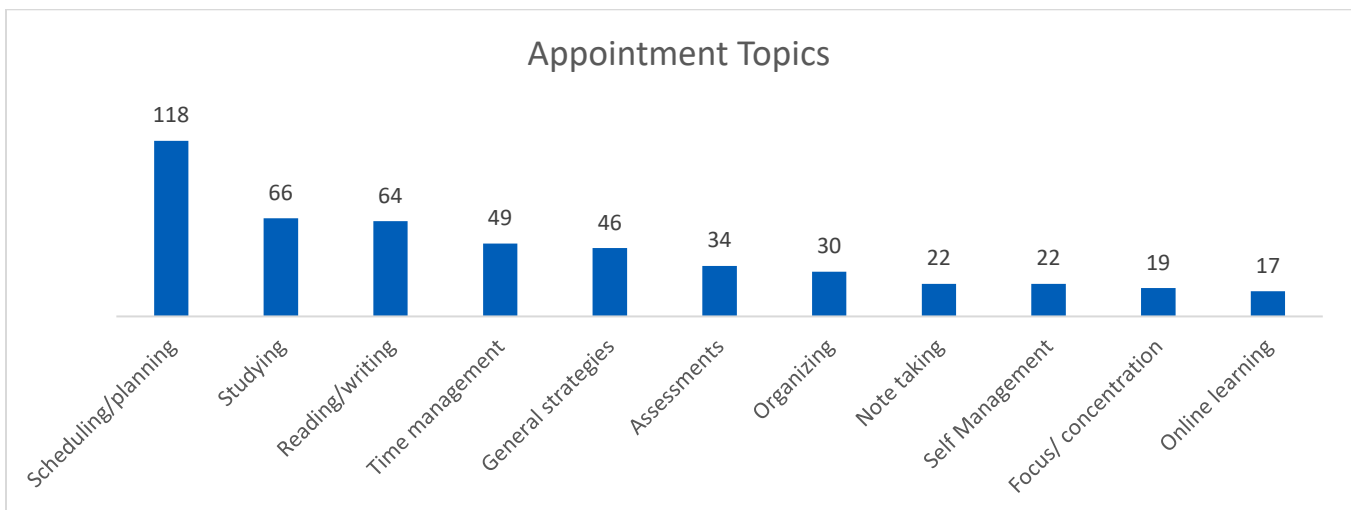- The team has also collaborated with multiple LTSI and Academic services on campus in order to develop and facilitate workshops for specific groups of students/faculty.

Program Statistics: Learning Strategists Program

Appointments	2018-2019	2019-2020	2020-2021
Total Appointments (approximate)	-	-	**312**
Fall			-
Spring			254
Summer			54

Student by type	2018-2019	2019-2020	2020-2021
First year students	-	-	80
Graduate students (Masters and PhD)	-	-	62
English as an additional language	-	-	49

Table Index: [-] data not applicable, program began December 2021

Appointment Topics

- Scheduling/planning: 118
- Studying: 66
- Reading/writing: 64
- Time management: 49
- General strategies: 46
- Assessments: 34
- Organizing: 30
- Note taking: 22
- Self Management: 22
- Focus/ concentration: 19
- Online learning: 17

Workshops	Attendance
Winter welcome	
Strategies for Successful Learning	13
Time Management	11
Summer series: Strategies for Successful Learning	40
Back to School Attendance	
Time Management	91
Setting up for Success	135

Curriculum Renewal and Strategic Priorities

Milestones

Curriculum Renewal
- **Public Health & Social Policy (PHSP):** Consultations, program-wide retreats and curriculum mapping support (ongoing)
- **Department of Linguistics:** Consultations, Undergraduate Programs Curriculum Retreats (3) with a focus on renewal goals, learning outcomes and curriculum mapping (ongoing)
- **Department of Electrical and Computer Engineering (ELEC):** Consultations, planning, execution, analysis and reporting of ELEC focus group data, learning outcomes review and curriculum mapping (ongoing)

Faculty Consultant
The Director of Curriculum Renewal and Strategic Initiatives role was re-deployed extensively to serve as LTSI Faculty Consultant during pandemic and consisted of one on one sessions, faculty wide retreats, regular meetings and creation of materials in the following areas:

- Faculty of Engineering and Computer Science
- Peter B. Gustavson School of Business
- Faculty of Human and Social Development

Strategic Initiatives

Online retention
- [Student Online Learning Retention Strategies:](#) Challenges and strategies report submitted on June 2020

Strategic Enrollment Management (SEM)
- Includes a literature review, environmental scan and a final document with preliminary recommendations and review processes on first-year undergraduate students' retention and success

Internationalization
- Co-lead of the Internationalization Community of Practice; co-design and planning of 5-days of action session
- Facilitator of the SI-International grant
- Creation of support materials for teaching international students online
- Collaboration with the International Student Orientation 2020

Decolonization & Indigenization
- Facilitator of the SI-Indigenous grant
- Collaboration with the identification of instructor and student resources on Indigeneity and racism in the classroom (ongoing project)

Well-being
- Final edits to the *Post-secondary Well-being Overview and Exemplars Report*
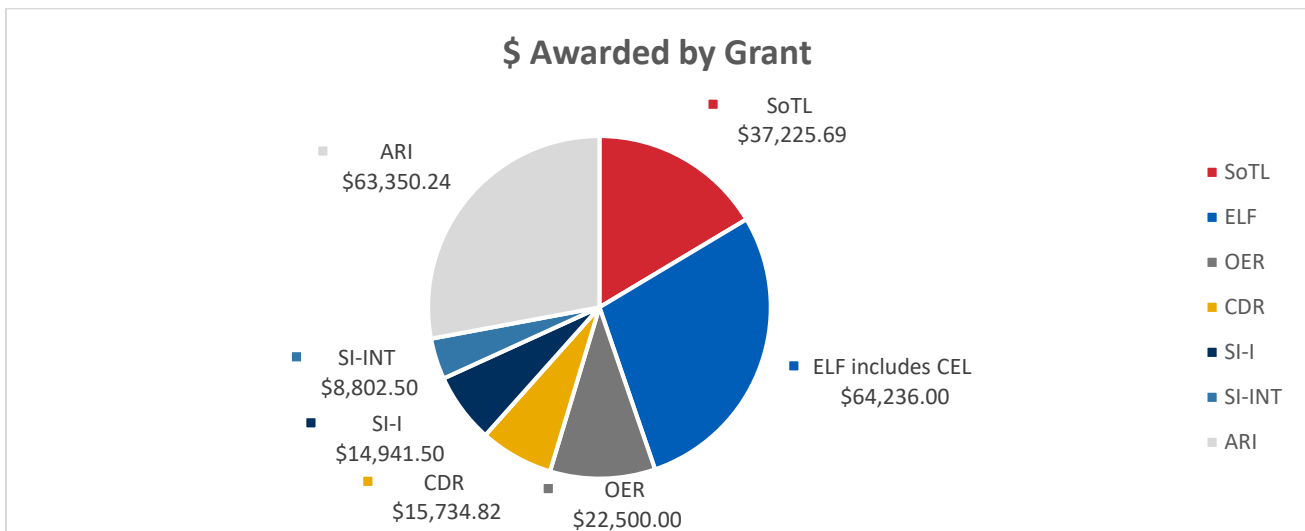- Identification of basic needs resources for students

Learning and Teaching Grants

Grant	2018-2019	2019-2020	2020-2021
Scholarship of Teaching and Learning (SoTL)			
Applications	8	10	16
Departments	7	9	12
Recipients	6	9	9
% Approved	75.00%	90.00%	56.25%
$ Requested	$ 49,211.41	$ 49,975.97	$ 51,281.87
$ Awarded	$ 33,856.00	$ 39,110.70	$ 37,225.69
% Awarded	68.80%	78.26%	72.59%
Course Design/Redesign (CDR)**			
Applications	18	26	24
Departments	16	21	19
Recipients	16	12	12
% Approved	88.89%	46.15%	50.00%
$ Requested	$ 78,022.44	$ 25,013.00	$ 38,934.82
$ Awarded	$ 59,962.26	$ 53,547.58	$ 15,734.82
% Awarded	76.85%	42.83%	40.41%
Experiential Learning Fund (includes Community-Engaged Learning & Field-based and Research-enriched Learning)			
Applications	7	15	17
Departments	7	15	17
Recipients	6	14	16
% Approved	85.71%	93.33%	94.12%
$ Requested	$ 33,702.70	$ 67,659.70	$ 91,251.54
$ Awarded	$ 50,754.00	$ 76,730.00	$ 64,236.00
% Awarded	77.15%	87.64%	70.39%
Open Educational Resource (OER)*			
Applications	-	14	5
Departments	-	8	4
Recipients	-	10	4
% Approved	-	71.43%	80.00%
$ Requested	-	$ 67,727.20	$ 29,971.00
$ Awarded	-	$ 43,000.00	$ 22,500.00
% Awarded	-	63.49%	75.07%

Strategic Initiative- Indigenous (SI-I)			
Applications	5	11	6
Departments	5	11	6
Recipients	5	7	5
% Approved	100.00%	63.64%	83.33%
$ Requested	$ 23,819.65	$ 49,357.47	$ 22,041.50
$ Awarded	$ 23,819.65	$ 32,800.00	$ 14,941.50
% Awarded	100.00%	66.45%	67.79%
Strategic Initiative-Learning International (SI-INT)			
Applications	-	5	2
Departments	-	5	2
Recipients	-	4	2
% Approved	-	80.00%	100.00%
$ Requested	-	$ 24,899.13	$ 9,752.50
$ Awarded	-	$ 19,889.13	$ 8,802.50
% Awarded	-	79.88%	90.26%
Anti-Racism Initiative Grant (ARI) – *New in 2020*			
Applications	-	-	23
Departments	-	-	16
Recipients	-	-	10
% Approved	-	-	43.5%
$ Requested	-	-	$148,101.79
$ Awarded	-	-	$63,350.24
% Awarded	-	-	42.77%

Table Index: [*] May 2019 and January 2020; [**] April 2018 and January 2019, May 2019 and January 2020

$ Awarded by Grant

SoTL $37,225.69
ELF includes CEL $64,236.00
OER $22,500.00
CDR $15,734.82
SI-I $14,941.50
SI-INT $8,802.50
ARI $63,350.24

Legend: SoTL, ELF, OER, CDR, SI-I, SI-INT, ARI

Community-Engaged Learning (CEL)

Milestones

- The CEL portfolio expanded reach (across disciplines) and depth of relationships both on and off-campus and supported a rapid shift of CEL to the online environment: navigating both internal and external relationships, responses and needs.
- Numerous shareable resources (documents, web-based and videos) to support CEL were created and promoted on Learn Anywhere.
- A study on CEL Impact was created with a book chapter currently in progress.
- The team developed and led specific projects: building work integrated learning practices and practitioners on campus; research and support the scaffolding of experiential learning; and the use of ePortfolios for student learning in and across work integrated learning experiences.

Program Statistics

Group support	2018-2019	2019-2020	2020-2021
Individuals supported (1:1)	**55**	**68**	**130**
• Instructors	-	-	85
• Staff	-	-	45
Faculties supported (1:1) - see below for details *(includes: Libraries, Student Affairs, Coop and External Relations)*	7	8	9
Units supported (1:1) *(includes: ORS, RPKM, Global Engagement, Risk Management, IACE and International Student Services)*	22	39	46
Community partners supported	100	120	170
Student participants in CEL opportunities supported by office	600	1250	1475

Table Index: [-] data not applicable

Faculty	Unit
Social Sciences	Environmental Studies, Geography, Anthropology, Psychology, Political Science, Economics, Sociology
Sciences	Chemistry, Biology, Earth and Ocean Sciences
Humanities	English, Philosophy, History, French, Germanic and Slavic Studies, Academic and Technical Writing, Indigenous Studies, Latin American Studies, Hispanic and Italian Studies
Education	Curriculum and Instruction, Indigenous Education, Exercise Science, Physical and Health Education, Teacher Education
Business	n/a

Fine Arts	Theatre, Writing, Art History and Visual Studies, Visual Arts
Engineering	Electrical and Computer Engineering, Civil Engineering, Computer Science
Human & Social Development	School of Nursing, School of Public Administration, School of Social Work, Indigenous Governance, Public Health and Social Policy
Interdisciplinary/ Other	Human Dimensions of Climate Change, Coop

Projects	2018-2019	2019-2020	2020-2021
CEL Projects	130	140	135
Faculty and unit-level review and design of CEL curricula	2	4	3
Research publications (*accepted chapter)	0	1	1*
Workshops (including webinars)	7	9	15
Guest Lectures	12	15	10
Conference presentations	7	6	2
Focus Groups (for SoTL)	-	-	5
Interviews (for SoTL)	-	-	3

Table Index: [-] data not applicable

External Sources of Funding Awarded to CEL	2018-2019	2019-2020	2020-2021
President's Strategic Impact Fund Grant on scaffolding experiential learning)			$18,300
Ministry of Advanced Education WIL Funding, including e-portfolio review and bridging/literature review project on WIL/CEL)	-	-	$120,800