

LTSI Annual Report 2021-2022



**University
of Victoria**
Learning and
Teaching Support
and Innovation

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This report is based on the academic year, September 1, 2021 – August 31, 2022.



Executive Summary

In the 2021/2022 reporting cycle, the division of LTSI continued to gain visibility and credibility. The COVID-19 pandemic continued to provide a shift in learning and teaching modalities. We saw a return to in-person classes in Fall of 2021, we continued to navigate through complexity and an ever changing environment, managing increases in-person absences, the provisioning and launching new multi-access classrooms, a robust rollout of technology to support class recordings. Added to this context was an emergency shift to online exams to conclude the Fall term and the launch of the Winter 2022 term online for the first two weeks before returning in-person.

Throughout the ever-changing learning and teaching landscape over the past couple of year, the division has continued to respond to the uncertainty. We have committed to our goal in aligning with faculty/instructors to support pedagogically sound research-informed teaching practices, along with technology infused environments to enhance accessibility wherever possible and to focus on supporting student learning in all that we do.

In the 2020/2021 reporting year, LTSI grew in staffing, services, and resources we offer. We saw unprecedented growth with staffing including new term position, adding coop students, internal secondments to address the emergency teaching and learning needs of the university. These new positions and growth were made possible by the one-time COVID funding for 2020 and 2021. This past reporting cycle, 2021/2022 saw a resetting of our staffing levels and adjustments to address the shifts in the learning and teaching environment and reductions in funding as a result of the conclusion of COVID funding.

Also notable changes in our key staffing roles occurred in 2021/2022. Dr. Laurene Sheilds, Executive Director of LTSI, stepped down from her leadership role after six very successful years providing unshakable guidance and support to a new division emerging from an integration of the former Learning and Teaching Centre and Technology Integrated Learning to create LTSI. Dr. Sheilds stepped down on June 30th, 2022. The leadership role for LTSI transferred to Dr. Shailoo Bedi on July 1st, 2022. Added to this, we also saw Dr. Mariel Miller, Director, TIL move into a faculty position with Educational Psychology and Leadership Studies in March 2022.

This report highlights our rich and diverse achievements over the 2021/2022 academic year¹.

¹ The reporting period for this report is from September 1, 2021 – August 31, 2022.

At a Glance Highlights

Student Success

- Assisted students with online and hybrid supports within the Centre for Academic Communication, Math & Stats Assistance Centre and the Learning Strategies Program; including an increase in online appointments both through written feedback and zoom appointments and provided specific supports for Indigenous students.
- Opened the [Betty & Gilbert Kennedy Math & Stats Assistance Centre](#) (support funding by the Faculty of Science), in the Elliot Building.
- Developed the [Valerie Kuehne Undergraduate Research Awards \(VKURA\) internship](#), which awarded 44 students from 7 faculties and 13 departments.
- Developed and completed two successful [Students in Community](#) programs (funded by CEWIL Canada) to enhance student learning, remunerate community for their contributions to student learning, and celebrate and share CEL collaborations and outcomes.

Teaching Support

- Guided instructors through changes in teaching modalities from online, to in-person and blended. This support included workshops, drop-ins and one-on-one support as well as teaching observations and faculty development.
- Introduced a new role: Learning Experience Designer – Accessibility (LED-A), to support instructors with accessibility requirements in their classroom and work alongside the Centre for Accessible Learning.
- Created a new Anti-Racism Initiative Grant (ARI), which awarded \$63,350.24 to 10 recipients.
- Supported teaching assistants through the [Learning and Teaching Together with Technology \(L3T\)](#) program which included funding support from the VPAC's office for up to five hours per new TA until January 2022.

Technology Enhancements

- Created resources and digital communications using [Teach Anywhere](#): an OAC specific site for Faculty and Instructors, which included a [term specific learning and teaching resource page](#) to include important updates for in-the-moment learning and teaching supports.
- Worked alongside University Systems to launch the [lecture capture](#) and [multi-access classroom](#) projects to enable in-class recordings, [live-streaming](#), and multi access modalities using a new video hosting platform: [Echo360](#) (from Kaltura).



Points of Contact	#
Workshops	417
TIL Support Tickets	7495
TIL Consultations and live support	3379
Student one-on-one appointments	15141
Teaching Excellence 1:1	226
Community-Engaged Learning 1:1	235
Curriculum Renewal and Strategic Initiatives consults	50
TOTAL	26943

Looking Ahead

As we move into a new context of learning and teaching and a new academic year (2022-2023) the division will be focusing on the following deliverables:

- Addressing our staff issues and retention issues to ensure the best possible support to faculty and students
- Supporting faculty and instructors with more complex issues regarding pedagogy, such as trauma informed approaches, Indigenous ways of knowing and more inclusive and equitable teaching practices (informed by UNDRIP and DRIPA).
- Improving accessibility for learning and teaching that is inclusive and supportive of the new [BC Accessibility Legislation](#)
- Responding and addressing executive decision making from the new [UVic strategic plan](#) and all accompanying plans (e.g. updated Indigenous Plan, International Plan, etc.)
- Supporting and involvement in the creation of a new UVic Digital Strategy Initiative
- Launching a full assessment and usability study to inform redesign of Teach Anywhere and Learn Anywhere to ensure resources are meeting user needs
- Participating in a Division wide external review to help inform the development of a new LTSI strategic plan and goal setting
- Embedding more evidence based data in LTSI's approaches and resources through Scholarship of Teaching Learning oriented research studies
- Maximizing internal capacity and stronger collaborations within the division through the implementation of a working group model for team projects

We are looking forward to working with our campus collaborators to continue our efforts in supporting the growing and changing learning and teaching needs of the university. We are excited about the potential to work together and to work towards innovation that is supportive of the emerging trends in higher education.



Division Portfolios



Division Office

Executive Director: Dr. Shailoo Bedi

- 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, and Learning and Teaching in Higher Education (LATHE), graduate certificate in partnership with Faculty of Graduate Students (FGS) and Educational Psychology and Leadership Studies (EPLS).
- Teaching documentation: teaching dossiers and peer review guidelines and supports
- Teaching workshops: instructional strategies, academic integrity, course level learning outcomes, grading
- Teaching Assistance (TA) program: orientation, support and TA consultation program and workshops

Technology Integrated Learning

Director: currently vacant

- 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: currently vacant

- 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 & VKURA)

Curriculum Renewal & Strategic Initiatives

Director: Dr. Viviana Pitton

- Curriculum renewal supports
- Program-level learning outcomes
- Curriculum design/redesign in alignment with UVic's strategic initiatives
- International supports & instructional strategies
- Indigenous LTSI supports & strategies for instructors
- Anti-racism and Diversity, Equity, Inclusion and Belonging (DEIB) instructional strategies
- Strategic Initiatives grants

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

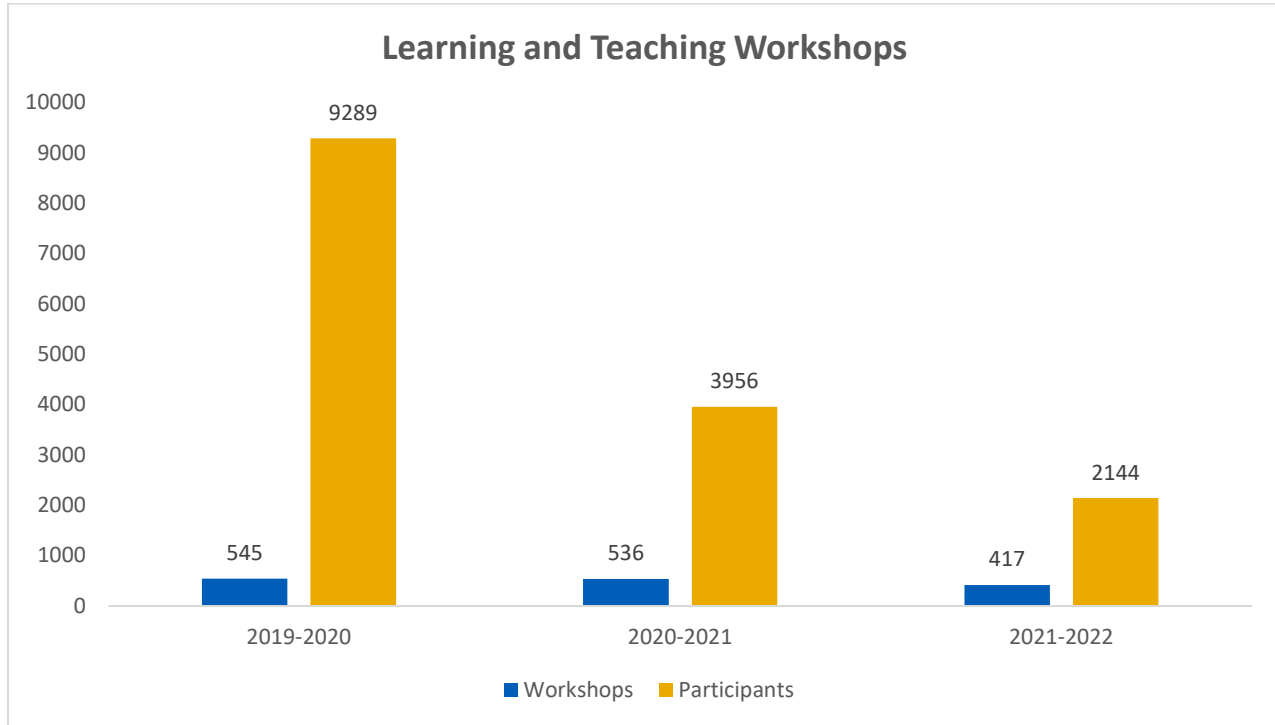
Awards

Awards 2021	Recipient
University of Victoria Provost's Award in Engaged Scholarship	No award presented
University of Victoria Provost's Advocacy and Activism Award in Equity, Diversity and Inclusion	Dr. Jeff Kanohalidoh Corntassel, Department of Indigenous Studies Dr. Marilou Gagnon, School of Nursing
Harry Hickman Alumni Award for Excellence in Teaching and Educational Leadership	Dr. Rebecca Gagan, Department of English
Gilian Sherwin Alumni Award for Excellence in Teaching	Dr. Michael Reed, Department of Medieval Studies
Award for Excellence in Teaching for Experiential Learning	No award presented
Award for Excellence in Undergraduate Research-Enriched Teaching	No award presented
Award for Excellence in Graduate Student Supervision and Mentorship	Dr. Fraser Hof, Department of Chemistry
Andy Farquharson Teaching Excellence Award for Graduate Students	Claude Beaupre, Department of Political Science Hannah Brown, Department of Anthropology Shervin Shameli Derakhshan, Department of Civil Engineering



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 separated between portfolios.



Teaching Excellence

Milestones

- Continued research in the FIT program entitled “The Faculty Institute of Teaching: Impact and Lessons Learned”.
- Consulted one-on-one with 225 instructors on grants, teaching awards, instruction, teaching dossiers and assessment
- Conducted teaching observations of 25 instructors, some were summative reports for tenure and promotion and others were provided with formative reports
- Initiated the [Peer Observation of Teaching and Learning \(POTL\)](#), inter-institutional program with Camosun College that has instructors engaged in observing each other's teaching and engage in collegial conversations about their teaching and student learning
- Developed and executed the Learning-centred Librarian Instruction Program (LLIP), a series of workshops designed specifically for librarians’ unique teaching development needs
- Supported over 200 TAs with transitioning to online or teaching in blended formats through the [Doing TA Work Online](#), [key resources/guides for further TA support on Teach Anywhere](#) and supported departments and units without a TAC virtually with instruction, consultation, professional development and continued communications
- Supported 150 TAs who attended the [Learning and Teaching Together with Technology \(L3T\)](#) in collaboration with Technology Integrated Learning. This included funding support from the VPAC’s office for up to five hours per new TA until January 2022.

Program Statistics (number of participants unless otherwise noted)

Program/Initiative	2019-2020	2020-2021	2021-2022
Faculty Institute of Teaching Certificate			
Summer Intensive FIT 1	11	Did not hold	4
Fall FIT 1	13	8	7
Spring FIT 2	4	5	4
Spring Intensive FIT 2 (1 st year 2022)			6
Let’s Talk About Teaching			
Individual attendees	120	147	150
Total attendance	755~	430	526
Number of Workshops	26	49	46
Teaching Assistants Program			
<i>Fall TA Conference</i>			
Individual attendees	216	284	110
Total attendance	1012	1140	397***
Number of Workshops	26	30	34

<i>Spring TA Conference</i>	64	58	35
Individual attendees	195	167	171
Total attendance	11	10	16
Number of Workshops			
Number of other workshops (non-TA Conference)	45	55 (L3T added)	48
TA Consultants (hired)	28	28	26
Learning and Teaching in Higher Education (LATHE; first year/second year)	13/6	6/10	10/12
Teaching Excellence workshops (others not listed above)	388	249	277
President’s Research-Enriched Fellowship	10	30**	12
One-on-one mentorship (for all TE – instructors and graduate students)	130*	214*	226

Table Index: [*] Does not include Faculty support team support; ** Award reduced and included TAs due to pandemic; [~] Higher than normal due to pandemic shift to teaching online and new technology platforms.***First year of conference back in person, we had a significant increase in numbers during the pandemic due to a shift in online teaching and support. Note: Due to pandemic, some workshops were not run or cancelled from 2020-21.



Technology Integrated Learning

Milestones

- Guided faculty, staff, and instructors through changes to teaching modalities from a return in person in September 2021 and January 2022, to a rapid shift back online during the Fall 2021 exam period (including supporting the move of all 3rd year Business students online for end of term). This support included workshops, drop-ins and one-on-one support.
- Consulted with instructors on ways to reach their course learning outcomes in changing online and blended environments: this includes discussion regarding integrating appropriate technology, recommending assessment strategies and describing the functions of learning technologies
- Facilitated the roll-out of the [Echo360 video hosting platform](#) as a key piece of the lecture capture project which included workshops and classroom recording assistants. This included decommissioning the Kaltura platform (migration and updating of Brightspace courses).
- Offered daily [live support](#) drop-in sessions for all instructors to assist with issues requiring immediate attention, and/or low complexity, or helped to [book consultations](#) with LEDs and ETSSs to address more complex or design related questions. Over the reporting period, TIL assisted instructors 1138 times during these live support sessions.
- Worked alongside University Systems to launch the [lecture capture](#) and [multi-access classroom](#) projects to enable in-class recordings, [live-streaming](#), and multi access modalities. This included training and workshops for instructors and staff in their proper pedagogical use.
- Introduction of the Learning Experience Designer – Accessibility (LED-A) role to work with the Centre for Accessible Learning and foster initiatives in support of accessibility across campus.
- Expanded the Junior Educational Technology Support Specialist (Jr. ETSS) role to address the task-based requests and allow the the ETSSs to focus on more pedagogically-driven questions.
- Employed and trained 40 co-op students to assist with document creation, OAC updates, Online Assessment Room (OAR) support, assist instructors with course building, update Brightspace videos from Kaltura, and support student focused social media take overs.
- Collaborated with University Systems and the Office of the Registrar to improve efficiency and save instructors time, by introducing close to real-time enrollment for students in Brightspace and integrating Brightspace with FAST to export grades directly between the two platforms.
- Supported the migration of content to facilitate the adoption of Brightspace for Continuing Studies and the Faculty of Engineering and Computer Science

Program Statistics

Learning Technology usage	2019-2020	2020-2021	2021-2022
CourseSpaces (until June 2020), then Brightspace			
Users (across years of study includes graduates)	44,329	47,368	53,015
Zoom (Summer 2020 adoption)			
Users	22,778	25,030	34,489



Echo360			
Users		18,973	29,215
Videos Created (Sept 1 2021 – Aug 31 2022)	-	6200	34,917
Class recordings (Sept 1 2021 – Aug 31 2022)		2600	12,433
Kaltura (Summer 2020-Summer 2021)			
Users	15,000	*	N/A
Videos	7728	43,675 files	
Microsoft Teams			
Users	12,395	25,775	44,365
Course Teams	TBD	4638	11,277
Crowdmark (Summer 2020 adoption)			
Students	TBD	3600	6308
Exams		291	962
Online Academic Community (users)	12,129	19,560	16,691
G Suite (limited use for professional context)	962	701	1213

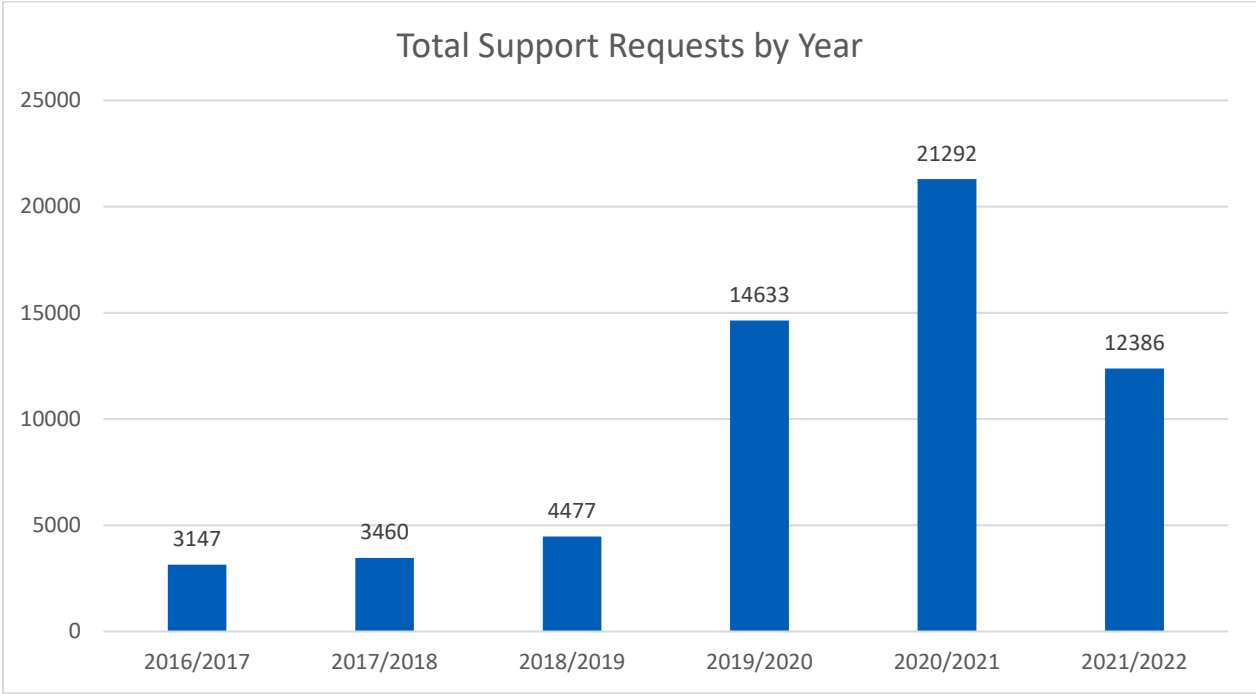
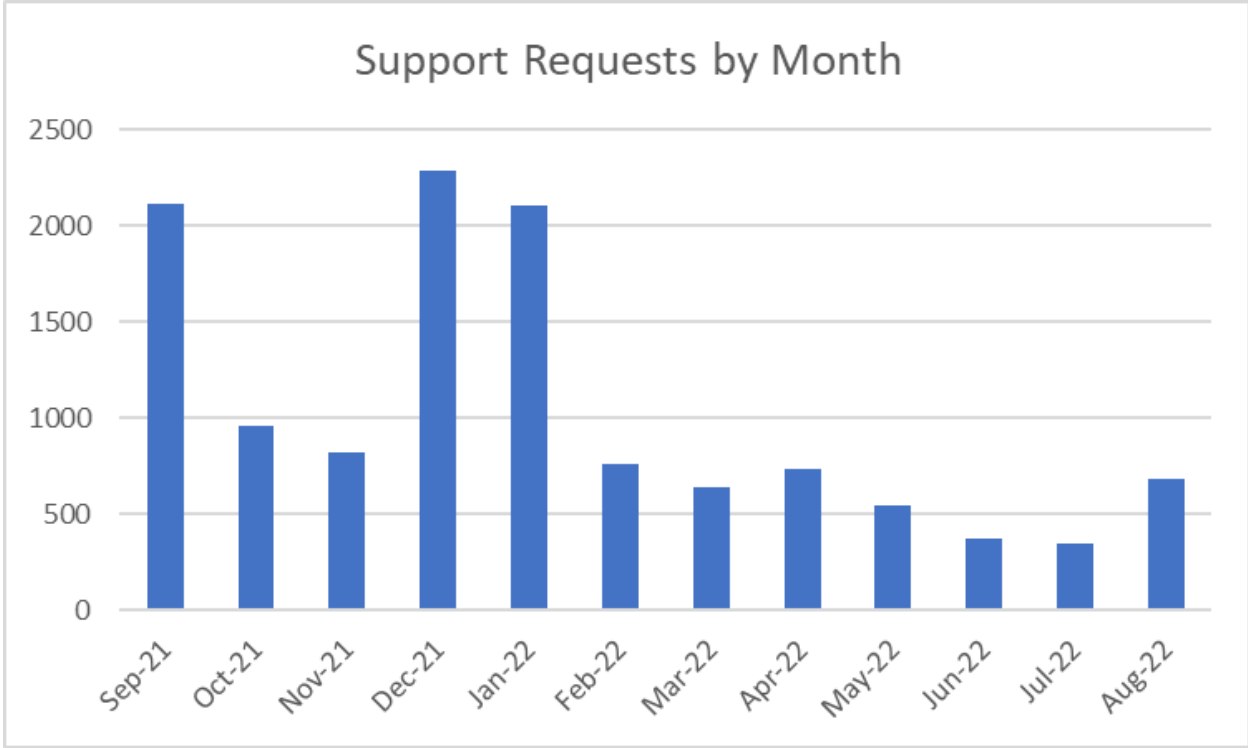
Table Index: [-] data not applicable; [*] migrated to Echo360. Other technologies: iClicker, Respondus Lockdown Browser, Mobius, BLUE (CES platform)

Support Interactions

Category	2019/2020				2020/2021				2021/2022			
	Fall	Spring	Summer	Total	Fall	Spring	Summer	Total	Fall	Spring	Summer	Total
Tickets	1596	2236	3551	7383	5349	5196	2652	13197	3020	2844	1631	7495
Consultations & live support	44	62	267	373	915	1931	1232	4078	1779	1323	319	3379
Workshop attendance	22	873	4582	5477	1313	700	555	2568	260	89	5	354
Content migration	-	-	1400	1400	373	412	303	1088	59	*	*	59
Totals	1662	3171	9800	14633	7950	8239	4742	16189	-	-	-	11287

Table Index: [-] data not available; *CourseSpace retired

Support Requests



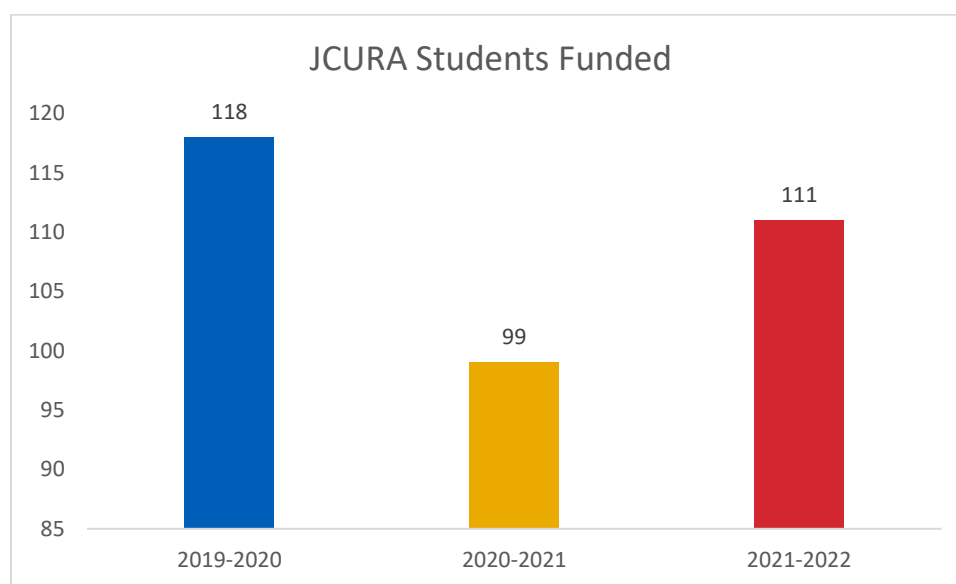
Student Academic Success

Jamie Cassels Undergraduate Research Awards (JCURA)

This year due to the pandemic situation, JCURA took place once again 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. There was also an opportunity to meet the provost, Dr. Valerie Kuehne 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. In previous years, some projects were interdisciplinary. The Faculty of Law is allocated seats, however historically has not put forward applicants.

Category	2019-2020	2020-2021	2021-2022
Students Funded	118	99	111
Departments Funded	44	44	46
Total Awarded to Students	\$176,250	\$148,500	\$166,500



Valerie Kuehne Undergraduate Research Awards (VKURA)

The Valerie Kuehne Undergraduate Research Awards (VKURA) internship was developed in 2022 in honour of Dr. Valerie Kuehne, previous VP Academic and Provost to recognize her leadership and commitment to the value of undergraduate research experiences. Awards are distributed across Faculties based on principles of equal distribution (a set number per Faculty) and size of student population (Faculties with more students have more awards to distribute). A total of 20% of awards are reserved for students from under-represented groups.

Forty-four students, from 7 faculties and 13 departments submitted and participated in the VKURA symposium held on September 21, 2022, with one more student submitting later this year. Students' research posters and memorable moments were displayed on the [Learn Anywhere website](#) and on [UVicSpace as a VKURA collection](#).

Category	2019-2020	2020-2021	2021-2022
Students Funded	-	-	45
Faculty's Funded	-	-	7
Total Awarded to Students	-	-	\$334,000

Table Index: [-] data not applicable, program May 2022

Centre for Academic Communication

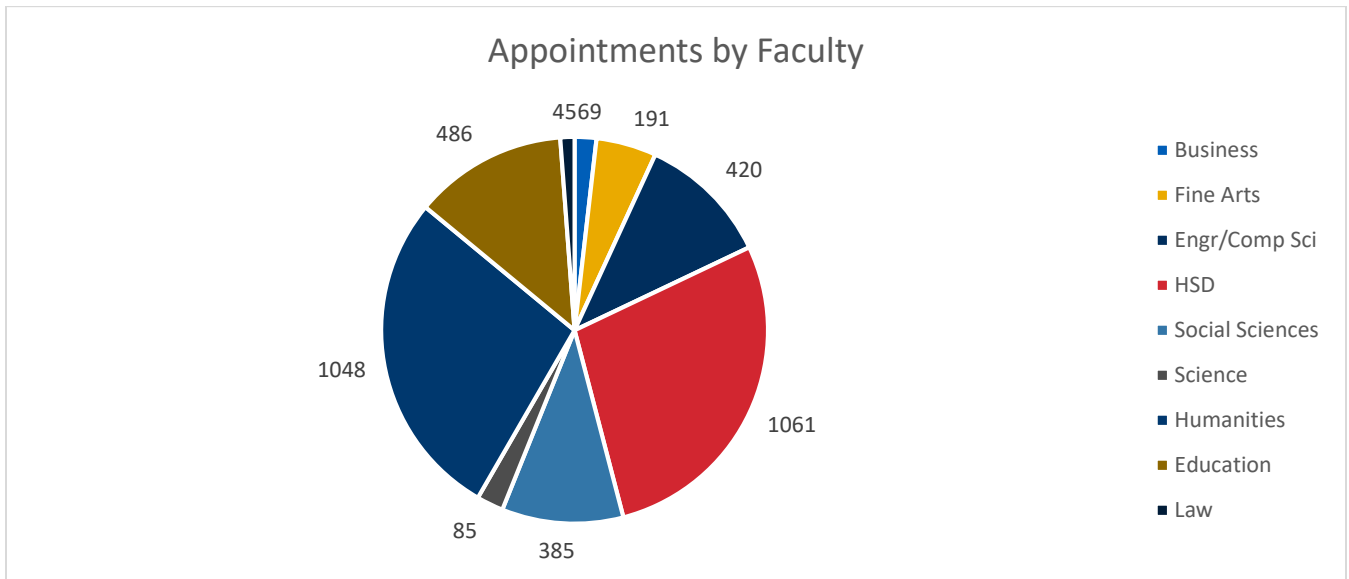
- Assisted students with online and hybrid CAC supports; including an increase in online appointments both through written feedback and zoom appointments.
- Continued collaborating on the [Why Write?](#) OER for undergraduate students, which has strengthened partnerships, leading to increased research and resource development opportunities.
- Conducted weekly online English Conversation Cafés and grad student writing rooms with repeated attendees
- Published [The Arbutus Review, Vol 12 \(1\)](#) published October 2021 with ten articles
- Conducted 24 weekly online conversation café with stimulating informal discussions, vocabulary development, and cultural information for graduate students. Included timed study, resource sharing and Q&A.
- Created writing asynchronous and synchronous online supports for indigenous students each term (September and January) accessed by Indigenous Governance, Indigenous Studies, and Social Work.

Program Statistics

One-on-One Appointments	2019-2020	2020-2021	2021-2022
Total Appointments	5329	5172	6177
Fall	2461	1649	2689
Spring	2010	2292	2254
Summer	858	1231	1234

Faculties supported	Units supported
Business	Business Communication
Education	Education, Exercise Physical and Health Education
Engineering and Computer Science	Engineering, Computer Science
Fine Arts	Theatre, Fine Arts, Art History
Human and Social Development	Social Work, Child and Youth Care, Nursing, Public Admin, Health Information Science, Indigenous Governance
Humanities	English, History, Sociology, Philosophy, Indigenous Studies, Pacific and Asian Studies, History, Linguistics, Greek & Roman Studies, Writing

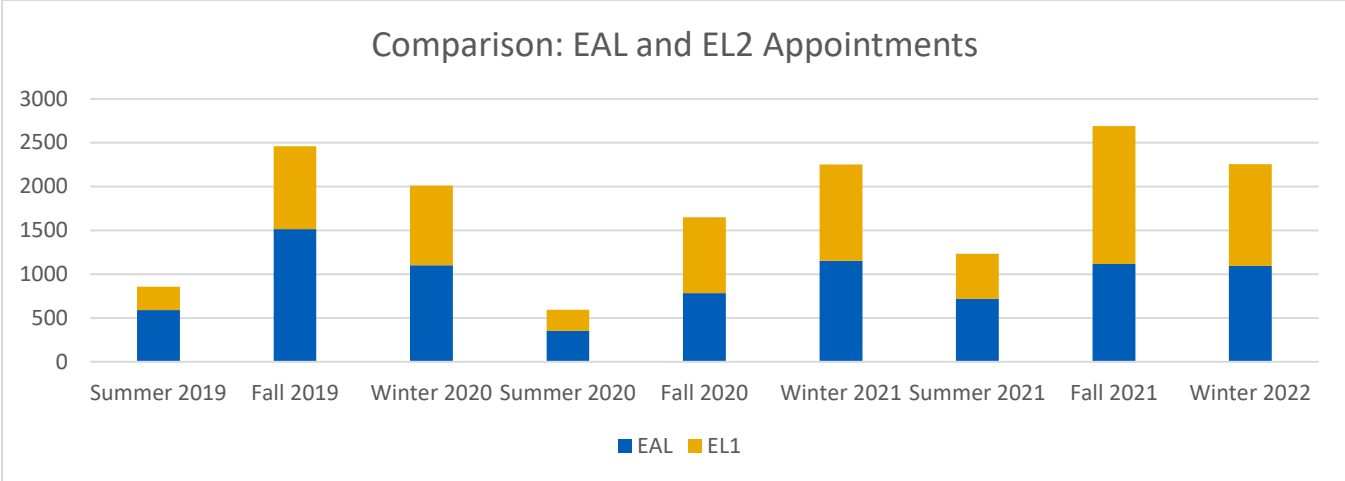
Law	Law
Science	Earth and Ocean Sciences, Biology, Mathematics, Chemistry, Astronomy, Physics, Biochemistry
Social Sciences	Political Sciences, Geography, Economics, Environmental Studies, Anthropology,



Workshops by request

Course	Workshop topic	Attendance (approximate)
Engr – Grad seminar (Sept)	Effective Presentations	60
HNF 130 (Sept & Jan)	Avoiding Accidental Plagiarism	60
MBA & MM orientations (Sept)	Avoiding Accidental Plagiarism	30
FRA 192 (Nov.)	Writing tips for Law	10
SOSW 3rd year	Basics of Academic Writing and Research	40
NSERC event (Feb)	Effective Presentations for Science	35
SOCI 321 (Mar) SOCI 374 (Mar)	Introduction to the 40/20/40 process approach to planning a paper Self-editing strategies	60





Math and Stats Assistance Centre (MSAC)

- During the Fall, provided online support (drop-ins and appointments) through Teams or Zoom, with the addition of remote-working tutors meeting with students in-person.
- A dedicated tutor (Indigenous graduate student) was available in the First Peoples House for both Fall 2021 and Spring 2022 for drop-in appointments at special hours.
- The Betty & Gilbert Kennedy Math & Stats Assistance Centre (support funding by the Faculty of Science) opened in the Elliot Building, for the Spring 2022 term. This new location is more spacious and includes two quiet study rooms which are available for instructors office hours and for students to book.
- Piloted a “group study” program, whereby students from certain targeted courses could sign up for regular group study meetings with a dedicated tutor.
- Piloted a new “Get Ready for Calculus 1” series of Zoom-based workshops in the Summer 2021 term, targeting students who were registered for MATH 100, MATH 102, or MATH 109 (the three first-semester Calculus courses) for the Fall 2022 term.
- Re-established in-person Exam Period review sessions for specific courses, with online alternatives in the Fall term for courses with an online section (majority in a practice exam with review format).
- Completed an ethics application and started data collection studying the impact the MSAC has on student success in Calculus 1 (MATH 100 and MATH 109 primarily).



Program Statistics

Locations and hours:

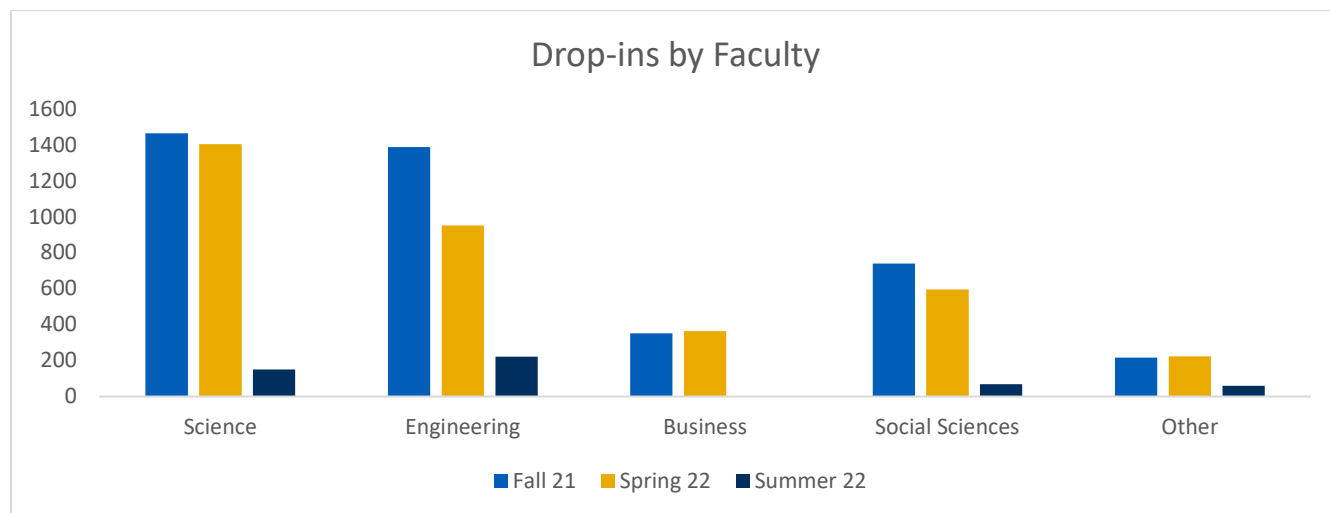
Fall 2021: Teams, Zoom, Brightspace, Library Learning Commons. Tutoring available in person 38 hours per week and online 18 hours per week (Mon-Fri).

Spring 2022: Zoom, Brightspace, Betty & Gilbert Kennedy MSAC, Library Learning Commons. Tutoring available in person 38 hours per week and online 8 hours per week (Mon-Fri).

Summer 2022: Brightspace, Library Learning Commons. Tutoring available in person 8 hours per week.

Appointments	2019-2020	2020-2021	2021-2022
Total Appointments/Requests			
Fall	6358	1060	4300** + 218
Spring	2429	936 + 721*	3572 + 130
Summer	102	100*	502
Total Interactions			
Fall	5956	1007	4186 + 178
Spring	2303	873	3480 + 80**
Summer	102	100*	494
Staffing Hours (tutors)			
Fall	1406	1421	1342
Spring	1256	1290	1279
Summer	140	182	240

Table Index: [*] includes review session attendance; [**] estimate due to lost data. Data does not include exam review sessions (420 student contacts, over 12 separate review sessions). Get Ready For Calculus 1 workshop series had over 770 registered students.



Learning Strategists Program

- Provided Zoom and in-person consultations 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
- Collaborated with multiple LTSI and Academic services on campus in order to develop and facilitate workshops for specific groups of students/faculty.

Program Statistics

Appointments	2019-2020	2020-2021	2021-2022
Total Appointments (approximate)	-	312	546
Fall		-	356
Spring		254	190
Summer		54	-

Student appointments by standing	2019-2020	2020-2021	2021-2022
First year students	-	80	125
Graduate students (Masters and PhD)	-	62	54
English as an additional language	-	49	81

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

Curriculum Renewal and Strategic Initiatives

Milestones

- Planned and facilitated department-wide retreats focused on learning outcomes development
- Facilitated the adjudication process of three LTSI grants dedicated to funding curricular innovations along the University’s strategic goals and commitments: [Anti-Racism Initiative \(ARI\)](#), [Strategic Initiative Indigenous \(SI-I\)](#), and [Strategic Initiative International \(SI-INT\)](#).
- Consulted with instructors on curricular matters involving academic integrity, alternative assessments, marking in asynchronous courses, diversity, equity, inclusion and belonging (DEIB), open access modality, anti-racism, anti-colonialism, and internationalization at home options
- Co-led the Internationalization Community of Practice, which involved planning the bi-monthly meetings and deliverables—e.g., [LTAT 2022 session](#) and [5-days of action workshop](#) focused on DEIB in the classroom
- Led and co-facilitated multiple workshops and sessions:
 - Academic integrity: Meaning & value (2022 School of Nursing MN Orientation)
 - Being, belonging, becoming in higher education: Supporting our first-year students
 - Curriculum development process: What, why and how?
 - [Difficult conversations: Fostering psychological safety and intercultural competence in a diverse classroom](#)
 - [Difficult conversations: Fostering intercultural safety and inclusive engagement in the classroom](#)
 - [Our journey \(so far\): Learning to navigate and engage with diversity, equity, inclusion and belonging in the classroom](#)
 - [Program curriculum in development: Continuous program renewal for learning and success](#)
 - What is contract cheating? (2021 School of Nursing MN Orientation)
- Collaborated with the Global Engagement Office and Community Engaged Learning on the development of a Pre-Departure for Students asynchronous module in Brightspace—ongoing project
- Created ongoing supporting materials for international learning experiences abroad and at home, including:
 - Pedagogical guidelines and resources for instructor-led study abroad
 - Guidelines for students learning abroad
 - Overview of Internationalization at home with examples and resources, including [virtual exchange](#)
- Developed supporting materials concerning curriculum renewal, PLOs development, anti-racist pedagogy, decolonizing and Indigenizing the curriculum, DEIB in learning and teaching—ongoing project
- Facilitated the adjudication process of the [Term Sessional Lecturer Pro-D Fund](#), collaborated with divisional and UVic-related initiatives, and participated in other relevant service activities
- Consulted on the Course Mapping redesign project

Program Statistics

Category	2019-2020	2020-2021	2021-2022
Faculty/schools supported	-	-	8*
Programs/courses supported	-	-	59
People supported**	-	-	50

*Business, Education, Eng. & Comp. Sci, Fine Arts, Human & Soc. Dev., Humanities, Science, Soc. Sciences; ** includes Program Directors/Chairs and instructors. Table Index: [-] data not applicable, reporting reinstated for this reporting period only.

Support areas

Unit/Area	Support type
Business	EDIB curriculum consult & resource sharing
Educational Psychology & Leadership Studies	Program curriculum renewal action plan (exploratory phase)
Electrical & Computer Engineering	Student focus group on program's learning experience (design, facilitation & reporting)
Electrical & Computer Engineering	Virtual exchange resource sharing
Exercise Science, Physical & Health Education	PLO development
Human and Social Development	Anti-colonial/anti-racist curriculum MOOC consult
Music	PLO development
Nursing	Academic Integrity session for new grad students cohort
Human and Social Development	Alternative assessments consult
Psychology	Department-wide ILO retreat (design & facilitation)
Public Health & Social Policy	PLO development
Social Science	Program curriculum renewal action plan (exploratory phase)
Course mapping project	Participant
Sessional Pro-D Fund	Facilitation
Strategic Initiatives Grants	Facilitation: support for new applicants and awardees



Learning and Teaching Grants

Grant	2018-2019	2019-2020	2020-2021
Scholarship of Teaching and Learning (SoTL)			
Applications	10	8	8
Recipients	9	4	5
\$ Requested	\$49,975.97	\$39,067.57	\$47,314.30
\$ Awarded	\$39,110.70	\$12,510.95	\$24,714.74
Course Design/Redesign (CDR)**			
Applications	29	24	7
Recipients	17	11	4
\$ Requested	\$140,559.43	\$110,023.44	\$36,280.28
\$ Awarded	\$71,398.78	\$39,247.44	\$13,192.28
Experiential Learning Fund (includes Community-Engaged Learning & Field-based and Research-enriched Learning)			
Applications	7	25	7
Recipients	6	23	7
\$ Requested	\$33,702.70	\$115,751.40	\$43,159.84
\$ Awarded	\$26,000.00	\$84,584.40	\$40,775.00
Open Educational Resource (OER)*			
Applications	6	8	5
Recipients	5	5	4
\$ Requested	\$27,788.26	\$39,938.94	\$37,227.98
\$ Awarded	\$20,750.00	\$22,250.00	\$29,757.00
Strategic Initiative- Indigenous (SI-I)			
Applications	6	5	6
Recipients	4	3	4
\$ Requested	\$29,643.22	\$19,714.25	\$28,928.50
\$ Awarded	\$19,300.00	\$13,500.00	\$21,828.50
Strategic Initiative-Learning International (SI-INT)			
Applications	2	3	-
Recipients	2	2	-
\$ Requested	\$9,899.13	\$15,000.00	-
\$ Awarded	\$9,899.13	\$10,000.00	-
Anti-Racism Initiative Grant (ARI) – New in 2020			
Applications	-	-	23
Recipients	-	-	10
\$ Requested	-	-	\$148,101.79
\$ Awarded	-	-	\$63,350.24

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

Community-Engaged Learning (CEL)

Milestones

- Developed and completed two successful [Students in Community](#) programs (funded by CEWIL Canada) to enhance student learning, remunerate community for their contributions to student learning, and celebrate and share CEL collaborations and outcomes.
- Building on our 2020-2021 research related to scaffolding experiential learning opportunities, expanded upon and systematized our [Experiential Learning Workshop Series](#), now with accompanying [Brightspace modules and worksheets](#).
- Collaboratively began the development of a notation for community engagement with the Faculty of Social Sciences.
- Re-designed the CEL website within [Learn Anywhere](#) and [Teach Anywhere](#) to better share resources and information about CEL at UVic.
- Supported UVic’s participation in the [Carnegie Classification for Community Engagement](#).
- Built relationships and supported program and pedagogical design for the inaugural year of Engineering’s [INSPIRE program](#).
- Bolstered [CIFAL Victoria by developing a workshop](#) on learning and teaching with the SDGs, supporting student/community collaborations related to the SDGs, and sharing related initiatives with CIFAL’s director.
- Developed a [Field-Based Learning Toolkit](#) for institutions across Canada (funded by CEWIL Canada).
- Initiated a collaborative project to develop a pre-departure orientation module for students going abroad.
- UVic’s CEL Office is now called upon by similar offices in academic institutions across Canada for advice on systems, processes and resources to support high quality CEL initiatives and relationships.

Program Statistics

Group support	2019-2020	2020-2021	2021-2022
Individuals supported (1:1)	68	130	235
<ul style="list-style-type: none"> • Instructors • Staff • Students 	-	85	106
	-	45	36
	-	-	96
Faculties and major units supported (1:1) - see below for details	8	9	18
Units supported (1:1) - see below for details	39	46	58
Community partners supported	120	170	188
Student participants in CEL opportunities supported by office	1250	1475	1523

Table Index: [-] data not applicable; Note: Faculties and units accounted for differently for 2021-2022 based on org chart clarification and changes



Faculty	Unit
Social Sciences	Environmental Studies, Geography, Anthropology, Psychology, Political Science, Economics, Sociology, Human Dimensions of Climate Change, CIFAL (university-wide initiative led by GEOG faculty member)
Sciences	Chemistry, Biology, Earth and Ocean Sciences
Humanities	English, History, French, Germanic and Slavic Studies, Academic and Technical Writing, Indigenous Studies, Philosophy, Gender Studies, Medieval Studies, Centre for Asia-Pacific Initiatives
Education	Curriculum and Instruction, Indigenous Education, Exercise Science, Physical and Health Education, Teacher Education, Educational Psychology and Leadership Studies, Education Technology
Business	n/a (no separate units) - multiple programs
Fine Arts	Theatre, Writing, Art History and Visual Studies, Visual Arts, Music
Engineering and Computer Sciences	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, Child and Youth Care
Law	JID program
Research Operations	Research Partnerships and Knowledge Mobilization, Office of Research Services
Global Engagement	n/a - no individual units
Student Affairs	Student Life, Student Wellness
External Affairs	Community and Government Relations, Alumni Relations, Development
Cooperative Education and Careers Services	Coop coordinators and Career Educators across all discipline portfolios
Indigenous	IACE
Libraries	Digital Scholarship Commons, Learning Commons, Faculty librarians
Financial Planning and Operations	Campus Planning and Sustainability, Risk Management
Human Resources	Occupational Health, Safety and Environment

Projects	2019-2020	2020-2021	2021-2022
CEL Projects	140	135	148
Faculty and unit-level review and design of CEL curricula	4	3	6
Publications (*accepted chapter)	1	1*	1
Workshops (including webinars)	9	15	32
Guest Lectures/ Interviews	15	10	9
Events	-	-	2
Conference presentations	6	2	6
Focus Groups (for SoTL)	-	5	6
Surveys (for SoTL)	-	-	2
Interviews (for SoTL)	-	3	5
External consultations for other institution (began tracking 2021-2022)	-	-	18

Table Index: [-] data not applicable

External Sources of Funding Awarded to CEL	2019-2020	2020-2021	2021-2022
CEWIL Educators Toolkit (Field-Based Learning)	-	-	\$10,000
CEWIL (iHub – Students in Community: Climate and Sustainability Initiatives)	-	-	\$45,000
CEWIL (iHub – Students in Community: Changemakers and Solutions Innovators)	-	-	\$86,601.90
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	-

