



**THOMPSON  
RIVERS  
UNIVERSITY**

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Centre for  
Excellence in  
Learning & Teaching

# Annual Report

JULY 1, 2020 - JUNE 30, 2021

PREPARED BY CATHARINE DISHKE HONDZEL

SEPTEMBER 2021

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## EXECUTIVE SUMMARY

The 2020-2021 academic year was significantly shaped by the COVID-19 pandemic. The summer of 2020 started with uncertainty about the fall term and was driven by the move to fully online classes for many faculty members. It was also a transition point for our team, with the cessation of funding for nearly all of the SIF projects, two resignations, and onboarding of Carolyn Hoessler as a Coordinator, Learning and Faculty Development to support alternative modes of delivery starting in August 2020.

We found throughout the year that the stress of the pandemic was of foremost concern when interacting with many teaching faculty members. The CELT team responded by developing innovative new learning opportunities, continuing to connect with faculty in meaningful ways, and ensuring the fully online delivery of all of our content and resources. We also successfully launched an online booking system so that CELT consultation support can now be requested by a faculty member at any time, with confidential calendar access to support scheduling. This has led to an increase in 1-1 bookings and requests from many faculty members with whom we had not previously met.

In collaboration with the Learning Technology and Innovation team, CELT supported the development of resources on the Teaching Unbound webpage, collaborated with the Moodle Support team, and created our own very successful Facilitating Learning in Moodle and Course (re)Design workshops. Responses from faculty were strongly positive across the board, and formal feedback indicated that the workshops helped faculty to feel better prepared for the fall semester, more confident in their teaching ability, and have greater awareness about the volume of resources available for their use.

Throughout the year we continued to offer stand-alone workshops, but also collaborated with other departments and services. Workshops on accessibility, assessment, blended learning, goal setting, peer review, learning outcome assessment, and promotion and tenure offered faculty stable support during a time of academic upheaval. Details about many of the workshops and ways in which the CELT team was engaged are presented in more detail in this report.

Given the massive changes we experienced in the last year, it is with great pride that I present this first (and hopefully last) pandemic version of the CELT annual report.

Respectfully,



Catharine Dishke Hondzel, PhD

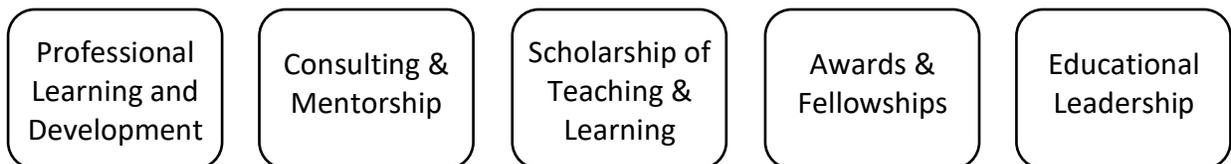
Director, Centre for Excellence in Learning and Teaching

## SERVICE AREAS

Our four over-arching goals at CELT remain:

1. Celebrate teaching and learning by making it visible
2. Build community and faculty engagement through meaningful collaborations
3. Foster and support inclusive and reflective teaching
4. Include student voices

This report is organized in reference to the services and supports in five broad service areas. Though this does not capture the entirety of our work, and often our programming and involvement spans more than one category, this serves as a useful framework inspired by the work of Kenny et al. (2017) and is comparable to other institutions of similar shape and composition as TRU. Next year we look forward to incorporating elements of the integrated strategic plan to align our work with the overarching goals of the university.



## PERSONNEL JUNE 30, 2020 - JULY 1, 2021

Director

Dr. Catharine Dishke Hondzel (2017-Ongoing)

Coordinator, Learning and Faculty Development

Carolyn Ives, Instructional Development I, Tenure-track (2018-Ongoing)

Coordinator, Learning and Faculty Development

Dr. Carolyn Hoessler, Instructional Development I, LTC (2020 – 2022, renewed)

Coordinator, Teaching and Learning

Nina Johnson (July 2019 – January 2021, on leave from September 4, 2020)

Coordinator, Teaching and Learning

Lorraine (Lorri) Weaver, Sessional Faculty, (March – June 2021)

Office Coordinator

Teresa Dickmeyer (2018 – Ongoing)

## PROFESSIONAL LEARNING AND DEVELOPMENT

*CELT offers a variety of workshops, courses and events to enhance teaching and learning at TRU. These are organized using different formats in order to meet the scheduling needs of faculty while aiming to offer learning opportunities with high value and practical outcomes. We know that supporting faculty in developing teaching expertise is directly connected to improving student learning and success. At our core, we are learning-centred.*

A full list of all 2020-2021 workshops with dates and attendance numbers is provided as Appendix A.

### SELECTED FACULTY ENGAGEMENT ACTIVITIES

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#### INTRODUCTION TO COLLABORATIVE ONLINE INTERCULTURAL LEARNING (COIL)

COIL (Collaborative Online Intercultural Learning) involves educators in different countries or regions collaborating to create online interactions and exchange for students. In this introductory session, we introduced main concepts of COIL and invited faculty to consider ways of using this framework in their courses.

#### LET'S TALK ABOUT SERIES

Given the uncertainty of COVID, and racially-motivated violence perpetuated against victims such as George Floyd, this series of talks was developed to support faculty with teaching when many students were experiencing distress and trauma. In partnership with the Office of Intercultural Education we organized four talks, covering what it means to be an ally and advocate for change, how students are unevenly impacted by COVID, facilitating courageous conversations, and rights, responsibilities, and actions that lead to change.

#### NEW FACULTY ORIENTATION

Running fully online for the first time, New Faculty Orientation (NFO) was spread out over five days with 15 separate sessions. Attendance for this year's NFO was significantly lower than usual, but sessions were recorded and archived in an MS Teams page that faculty had access to for the rest of the year. Two subsequent NFO sessions were held in September for faculty who were unable to make the August workshops.

#### PANDEMIC PEDAGOGIES: A DISCUSSION ABOUT LESSONS LEARNED WHILE TEACHING THROUGH COVID

Sessions featured a brief presentation followed by a larger discussion about how the strategies shared might work in participants' own contexts.

#### CELTALKS

These sessions are intended to foster campus-wide collaboration, communication and resource sharing about new and emerging areas related to teaching and learning. All of the talks are available to watch via livestream, and archived on the TRU Vimeo channel. We offered five

archived CELTalks last year spanning topics of experiential learning, building connection, and service-learning.

#### BOOK CLUB: RADICAL HOPE

The fall book club selection was *Kevin Gannon's book Radical Hope: A Teaching Manifesto*. Chapter discussions were facilitated by various members of the CELT team with a focus on applying the messages in the book to the pivot to alternative mode of delivery.

#### HELPING FACULTY SUPPORT INDIGENOUS LEARNERS

Since August 2020 the Office of Indigenous Education has hosted monthly online meetings with First Nations band education managers/coordinators, Métis organizations, and Indigenous organizations in the TRU service delivery area. These meetings garnered extensive feedback and provided clear direction as to what supports are most meaningful to Indigenous learners in the region. Participants in the webinar learned about what the community had to say and came away with strategies they could use to make their courses accessible and better-suited to the diverse needs of Indigenous learners.

#### ATTEND WITH A FRIEND SERIES

During this new series of workshops, faculty were invited to find ways to incorporate one small thing that they could immediately incorporate into their class to improve student connection (part 1) and motivate and scaffold individual learning paths (part 2). Faculty were encouraged to attend with a colleague to help bounce ideas off of and use as a critical friend to address pressing teaching challenges. Created and led by Lorri Weaver.

#### PROMOTION AND TENURE WORKSHOPS

This year in partnership with the Associate Vice-President Academic, People & Culture and TRUFA we continued Promotion and Tenure workshops online, hosted over four days with very high attendance. Topics covered included an overview of the process, document management, creating an educational philosophy, evidencing teaching, and composing an academic CV. Over the four days we had 255 registrations.

#### MULTI-DAY INTENSIVE WORKSHOPS

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##### FACILITATING LEARNING IN MOODLE (FLIM), CONDENSED (AUGUST)

This 5-day workshop supported faculty in planning and implementing a shift to alternate mode of delivery. During the workshop faculty engaged in modules focused on course planning and design, building community, engaging and motivating students, and facilitating assessment.

##### INSTRUCTIONAL SKILLS WORKSHOP (ISW) (NOVEMBER, MAY)

The Instructional Skills Workshop (ISW) is a foundational, internationally-recognized introduction to teaching program offered yearly by CELT. The workshop consists of teaching practice, theory application, and topical sessions specifically relevant to each instructor's

context. Carolyn Ives and Carolyn Hoessler ran two online ISW sessions in 2020-2021, one in November and one in May with a total of 19 participants registered with 12 who completed and received a certificate.

### ASSESSMENT AND EVALUATION OF LEARNING (JANUARY – MARCH)

This is a course TRU received permission from Vancouver Community College to offer as an equivalent to the Provincial Instructor Diploma course, PIDP 3230: Evaluation of Learning. It is a 45-hour course offered over 8 weeks in the winter term, usually throughout January and February. It is co-facilitated by Carolyn Ives and Ben Lovely, Trades Faculty Member. This year we had 22 registrants, with only 9 faculty completing the program. Feedback from those completing was strong and positive, though anecdotally from those who chose not complete stated it was due to the time commitment and conflicts owing to COVID.

### INTERCULTURALIZING THE CURRICULUM (MAY)

In partnership with Dr. Kyra Garson, Intercultural Coordinator, Carolyn Ives co-facilitated this workshop over three weeks virtually in 2020. Interculturalizing the Curriculum is an intensive professional development opportunity for faculty members to enhance culturally responsive teaching strategies and incorporate intercultural learning outcomes in curriculum. We had a total of 18 participants registered in the workshop, many from outside of TRU.

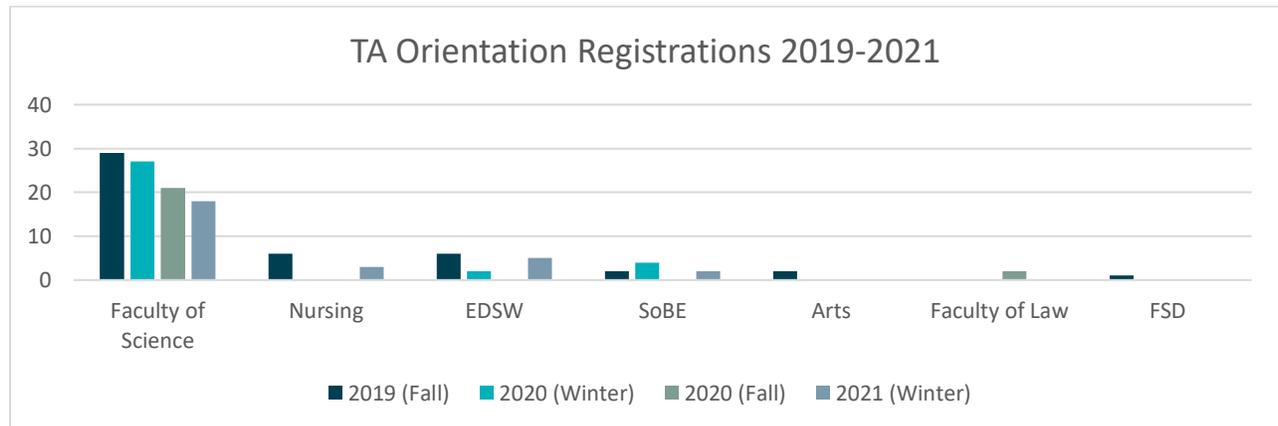
### COURSE (RE)DESIGN INSTITUTE (MAY-JUNE)

Offered in two formats, intensive and paced, this 5-day (40-hour) workshop invite faculty to map course concepts, connect learning outcomes, practice new instructional techniques, and develop activities and assessment strategies for your students. The workshop adapted the process outlined in the 2004 book "*Rethinking Teaching in Higher Education*" by Saroyan and Amundsen. This iteration was organized and led by Lorri Weaver.

## STUDENT ENGAGEMENT

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TA Orientation took place in mid-September with 23 registrants. The event was held online and offered students an opportunity to review the code of conduct, discuss ways of engaging students learning online and meet other Teaching Assistants at TRU.



## CONSULTING AND MENTORSHIP

*The Teaching and Learning Coordinators at CELT use an appreciative inquiry model that focuses on using strengths and goals to support the development of a successful discipline-specific teaching practice for all faculty, programs, and departments. CELT faculty members have developed and offer customized program learning outcome and curriculum mapping workshops for programs and departments. This process is intended to enhance curriculum strength and encourage productive collaboration and conversation among faculty members.*

### CELT FACULTY

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Faculty in the centre (the Coordinators) field regular questions regarding promotion and tenure, curriculum design and renewal, and how to effectively engage with course evaluations. Typically, faculty on campus reach out to the CELT central email address to inquire about making appointments. The Coordinators are encouraged to seek out opportunities to meet informally with faculty and attend campus events to build relationships across campus. This provides the opportunity to reach faculty when needed and invite them for further discussion when the time is right.

This year in support of program review we have begun to offer substantially more workshops to support program learning outcomes, curriculum mapping, and preliminary SOAR (Strengths, Opportunities, Aspirations and Results) workshops for faculty and departments. These custom workshops reflect the move toward building capacity in faculties and schools with regard to enhancing curriculum strength and vitality.

### CUSTOM WORKSHOPS

Name	Audience	Date	Hours	Approx. #
BBA Facilitation for Accreditation	SoBE	October-May	50+	Full dept.
Introduction to Blended Learning (co- led with Brenna Clarke Gray)	SoBE	December	2	35
Constructive Alignment	TOESL	February	1	22
UPrep Future Planning Facilitation	UPrep	February	2	15
Program Learning Outcomes Workshop	Law	March	2	15
SOAR Workshop	Nursing	March	3	16
SOAR Workshop	Law	March	2	11
CELT Supports for Tenure and Promotion	EDSW	May	1	10
SOAR Workshop	UPrep	June	3	10
Goal Setting for your APAR	Library	June	1.5	7
SOAR Workshop	History	June	3	4
Course Redesign Workshops: Veterinary Technology	Science	May -June	20+	Full dept.

## PEER REVIEW

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In early 2021 CELT finalized a plan and approach now recommended for use with Peer Reviews for TRU Faculty. Endorsed by APPC, this process is now established and training sessions continue to be offered. In 2020-21, Carolyn Ives completed 14 peer reviews which involved a pre-observation meeting, an observation and/or Moodle site review, a post-observation meeting, and composing a report. These ranged from 4-12 hours of work each, depending on how long the observation was and how much of the Moodle site was to be included in the review. The new Peer Review of Teaching and Instructional Support webpage contains a wealth of helpful information for faculty wishing to conduct peer reviews for colleagues. A corresponding Moodle page is under development.

## TEACHING TRIANGLES

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The goal of the Teaching Triangles program is to allow three faculty members to join together to learn about teaching and learning from a new perspective. Over the course of a semester, three faculty members create a 'triangle' where each member of the triangle is observed teaching once and will be an observer twice. Classroom visits are preceded by an opening meeting with a CELT team member to discuss the group's goals for the triangle and a follow-up debriefing once the observation process is complete.

## COMMUNITIES OF PRACTICE

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Communities of Practice (CoP) are groups of people who share a concern or interest in an issue or topic. CELT's CoPs bring together faculty who wish to learn about a topic under the mentorship of a CELT faculty member. The groups listed below have all grown out of other conversations related to teaching and learning and provide a safe place for the exploration of new ideas.

Name of Event	# of Offerings	Dates and Times	Total Hours	Total Number of Participants
Scholarship of Teaching and Learning	6	September 17, October 22, November 19, January 29, March 26, April 23	6	32
New Faculty	5	October 19, November 19, January 20, February 9, March 11	6	36

## SCHOLARSHIP OF TEACHING AND LEARNING

*“The Scholarship of Teaching and Learning (SoTL) involves post-secondary practitioners conducting inquiry into teaching and learning processes in higher education contexts” (Poole & Simmons, 2013). CELT supports faculty who wish to examine their classroom practice in a variety of ways, which could include questioning student engagement, reflecting on their teaching, and/ or assessing student learning. We work with emerging to experienced scholars who have a desire to know more about how they and their students learn and engage in practices related to teaching and learning, which we define broadly and inclusively.*

### CELT SOTL AWARDS

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The CELT SoTL awards were put on hold when the university took emergency fiscal prudence measures in early 2020. Though budget was restored in early 2021, we did not have the capacity to offer awards this year. We plan on making some changes to the program this fall and re-launching the awards in time for the 2022 fiscal year along with corresponding supports.

### SOTL COMMUNITY OF PRACTICE

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The CELT SoTL Community of Practice (CoP) met 6 times in 2020-21. Topics covered included learning more about SoTL, learning about survey design, interviews and focus groups, and submitting ethics applications. We had 16 participants in the CoP this past year.



## AWARDS AND FELLOWSHIPS

*Though faculty can be recognized in many ways, a community celebration offers the opportunity to highlight innovative and engaging work being done by instructors, and champions those who are recognized by their students. It is vital to highlight the hard work and dedication being done by faculty in order to encourage student success.*

### TRU PRESIDENT'S ANNUAL MERIT AWARDS

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CELT continues to be responsible for coordinating the logistics and recommendations for the TRU Teaching Awards, part of the TRU Merit Awards program. CELT coordinates the applications for the Faculty Excellence Award, President's Distinguished Teacher Award and Award for Excellence in Interculturalization. The adjudication committees for the Faculty Excellence Award and President's Distinguished Teacher Award are composed of members of the Merit Award Subcommittee on the Senate Teaching and Learning Committee.

The adjudication committee for the Award for Excellence Interculturalization is overseen by a special committee convened by the Senate International Affairs Committee (SIAC) and the Qelmúcw Affairs Committee. Recommendations for the award winners are made based on the submission of a portfolio of relevant documents with preference given to faculty demonstrating innovation in their classrooms and a commitment to leadership and student engagement.

#### FACULTY EXCELLENCE AWARD

##### **Michelle Borgland, School of Nursing**

Michelle has deeply touched many students and others in the TRU community and beyond. She is able to balance the use of humour and raw emotion while also delivering vital information that benefits future clinical practice or provides personal coping strategies for grief. Michelle demonstrates infectious enthusiasm and the utmost care for her students. She creates a safe, non-judgmental learning environment, whether face-to-face or in the virtual setting. Her unique way of making everyone feel welcome and valued contributes to highly engaging discussions in which students can comfortably share experiences. Michelle's teaching pedagogy displays inclusivity and innovation, as well as deep respect and care for students and her patients.

##### **Jenni Karl, Faculty of Arts**

Dr. Jenni Karl creates a picture of what is possible for her students. She is a visionary who thrives in the face of adversity and goes beyond the conventional way of thinking to solve problems and overcome obstacles to accomplish anything she sets her mind to. She never misses an opportunity to get involved with her academic community and leaves a lasting impact wherever she goes. As a result, she has advised and mentored numerous students, many of whom wrote letters of support to state they would not be where they were today without Jenni's mentorship and care.

## **Stan Miles, School of Business and Economics**

Stan is not only an excellent researcher creating new knowledge and publishing in high quality journals, he is also a devoted enthusiastic teacher who motivates his students to achieve their highest potential. Stan's classes operate in an atmosphere of civility, mutual respect, openness, and inclusiveness with students from many diverse backgrounds. Several of his student nominators commented on his care and the way he extends himself to make sure they felt seen and heard in the classroom. Commendable as well, is the number of positive comments from students in a traditionally challenging subject where students frequently struggle.

### PRESIDENT'S DISTINGUISHED TEACHER AWARD

#### **Iain Stewart-Patterson, Adventure Studies Program**

As an expert teacher, a national leader, and mentor to hundreds of former students now located around the world, Iain exemplifies the qualities of the President's Distinguished Teacher at TRU. He has made an indelible mark on the development and success of the Adventure Studies program at TRU, and he has fostered the growth of a whole generation of adventure guides-as-teachers, while contributing to research-informed teaching based on his own lived experience and on instruction in decision-making and wilderness safety. Iain's contributions to teaching and leadership bring to mind the saying "the man on top of the mountain didn't fall there". It has been his considerable effort, relentless professional reflection, and devotion to improving the practice of teaching and learning that have allowed him to reach the top of his field (and many mountains along the way).

### AWARDS FOR EXCELLENCE IN INTERCULTURALIZATION

No Submissions Received

## EXTERNAL AWARDS

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### 3M NATIONAL TEACHING FELLOWSHIP

The 3M National Teaching Fellowship is the most prestigious recognition of excellence in post-secondary educational leadership and teaching in Canada. We were unable to secure any faculty who were able to apply for this award in 2020-21

### 2021 D2L INNOVATION AWARD IN TEACHING AND LEARNING

TRU now boasts three D2L award winners. Naowarat (Ann) Cheeptham (2020), Lyn Baldwin (2018) and Trent Tucker (2013). We look forward to honouring more in the future.

### WEST COAST TEACHING AWARD

The BC Teaching and Learning Council has recently developed this award to recognize leaders in teaching and learning across British Columbia and Yukon. This is the first year the award will be given.

## EDUCATIONAL LEADERSHIP

*Faculty and staff in CELT are regularly asked to be part of decision-making processes at TRU through formal committee membership and participation on working groups. The Teaching and Learning Committee of Senate is chaired by CELT and responds to the needs of the TRU community with regard to questions and service coordination related to effective learning and teaching initiatives and supports. CELT faculty and staff members also sit on a number of national and international committees and working groups to improve teaching and learning practice more broadly.*

## TEACHING AND LEARNING COMMITTEE OF SENATE

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### **Annual Report to Senate September 2021**

#### **1. Appointments to the Committee**

Airini, Dean and Senator, Faculty of Education and Social Work

Daleen Millard, Dean, Faculty of Law

Jasmine Man, Student, Tourism Management

Aditya Sharma, Faculty, Open Learning

We currently have vacancies for two Faculty, two Student and one Senator on the committee.

#### **2. Meetings**

The Teaching and Learning Committee met eight times between September 2020 and August 2021. This past year we have spent most of our meetings engaged in conversations about the activities of the working groups and responding to inquires from faculty regarding aspects of teaching and learning, technology, and library support. We have revised the meeting agenda to encourage a period of service updates to better reflect our terms of reference as a body that coordinates policies, regulations, and services involving the Library, Information Technology Services, and Media Services.

#### **3. Working Groups**

##### Data Stewardship and Analytics for Learning and Teaching (DSALT) Working Group

This group voted to re-name themselves from the previous Learning Analytics Working Group in 2021. The purpose of this group is to determine existing, potential, and approved access to and use of Student and Instructor data for enhancing teaching and learning at TRU, and propose TRU decision-making on access and use processes, governance and policy. It is co-chaired by Brian Lamb, Director of Innovation, and Dr. Carolyn Hoessler, Coordinator of Learning and Faculty Development, CELT. In the past year the group has established a MS Teams site, terms of reference, completed two scans, one of TRU data and policies and one of Peer Institutional

Governance structure. It has also confirmed its membership and developed a list of deliverables.

#### Learning Outcomes and Assessment Task Force (LOATF)

The purpose of the LOATF is to establish principles and procedures to guide institutional and program-level learning outcomes assessment. The group met 9 times between September 2020 and August 2021. The group is chaired by Dr. Catharine Dishke Hondzel and was co-chaired by Dr. Blair McDonald until August 2021. Over the past year the task force has hosted Dr. Marcia Moshe from Ryerson university, reviewed a range of principles for learning outcomes assessment from a variety of other universities, and has developed and recommended 6 principles of effective assessment for TRU. This task force is currently engaged in a pilot project entitled “Strategic Alignment of Institutional Learning” led by Dr. Carolyn Hoessler and Dr. Alana Hoare which has engaged 12 faculty members from different disciplines implementing and evaluating a direct assessment process based in the 6 principles. Preliminary results of this pilot project are to be presented in a variety of venues in Fall 2021 and we are about to begin seeking direct feedback via consultations and a survey in order to refine the process for full implementation in 2022.

#### Peer Review Working Group

The Peer Review of Teaching and Instructional Support Working Group was established at the October 2018 meeting of the Teaching and Learning Committee of Senate and given the task of invigorating and expanding TRU’s peer review procedures. From Fall 2018 until Fall 2020, the Working Group, which was co-chaired by Carolyn Ives, Coordinator of Learning and Faculty Development, CELT and Dr. Mark Paetkau, Science, investigated current peer review practices at TRU and other institutions, conducted an extensive literature review, developed a process to pilot with various faculty members from various departments at TRU, revised and added tools and made modifications to the process in response to the pilot project feedback, and introduced the new process to Faculty Councils. The Academic Planning and Priorities Committee (APPC) commended the working group for their attention to this project, and endorsed the recommendations made by the committee at the March 2021 meeting. This work is now completed and the working group has been disbanded. The oversight of the peer review documents and process is now managed by CELT.

#### Merit Award Criteria Review Working Group

The purpose of this group is to recommend changes to the criteria used to evaluate the President’s Merit Awards for teaching in order to improve equity in nominations, forms, and criteria, make the process more open and transparent, and take pressure off of faculty to self-nominate. This work has been on hold since the adjudication of the awards in early 2021 and is set to resume later this year. This committee will also serve to recommend applicants for the President’s Merit Awards for 2022.

## STRATEGIC INITIATIVES (SIFS)

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Though all of the SIF project funding was cancelled in early 2020, the Open Educational Resource Development Grant (OERDG) continued throughout the year. Christine Miller (UPREP), a previous grant holder was hired as the coordinator for the project. The OERDG program at TRU provides funding and staff support to TRUFA and TRUOLFA members who wish to integrate open educational resources (OER) into their TRU courses. This direct support can be used by faculty to adopt, adapt, create, and/or integrate OER as primary materials within their TRU courses. Five awards are given out twice a year, once in the fall, and once in the winter for a total of 10 per calendar year.

### FALL 2020 RECIPIENTS (2020 ROUND 2)

Faculty Member	Department	Project
Tracy Christianson and Kim Morris	School of Nursing	Development of OER for Health Care Assistant Programs in British Columbia
Michelle Harrison	TRU-OL	Open Pedagogy Publishing Platform
Nicole Schabus	Faculty of Law	Open Educational Resource Development for learning related to the TRC Calls to Action
Natasha Ramroop Singh	Faculty of Science	Adaptation, Modification and Adoption of a selected OER – for Integration into BIOL 2340 – Introduction to Genetics
Jenna Woodrow	Faculty of Arts	OERs for Introduction to Ethics and Elementary Formal Logic

### SPRING 2021 RECIPIENTS (2021 ROUND 1)

Faculty Member	Department	Project
Melanie Reed	School of Business and Economics	Labour Relations Curated Course Materials
Yan Yan	Department of Computing Science	Integrated Course Materials for Bioinformatics and Biological Data Analysis
William Little	Introduction to Sociology: 3rd Canadian Edition	Introduction to Sociology: 3rd Canadian Edition
Christina Cederlof	University and Employment Preparation Department	Adapting Open Education Resources (OER) for Use in the Education and Skills Training (ESTR) Program with a Focus on H5P
Renee Anderson and Andrea Sullivan	School of Nursing	Physical Assessment and Critical Thinking in Nursing H5P Video Series

## CRICKET OPEN EDUCATIONAL RESOURCE FOR FACULTY

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Growing out of the Course (Re)Design Institute and supporting the TRU mission toward open and accessible resources, this initiative serves as a Course Renewal in a Kit (CRICKET). Led by Carolyn Ives, it serves as a resource for creating learning outcomes, learning activities, and assessments, the site also offers a “contribute” feature for people to share their own learning activities and assessments. While the site continues to be developed, the team is excited about the direction in which it’s going. They have added to the OER a Creative Commons 4.0 license and are hoping that others will use, repurpose, and maybe even contribute to the site and its resources. The Cricket team has 16 members.

<https://cricket.trubox.ca/>

## STRATEGIC ASSESSMENT OF INSTITUTIONAL LEARNING (SAIL)

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This project, under the leadership of the Learning Outcomes and Assessment Taskforce aimed to pilot a model for assessing the degree of student achievement of the Institutional learning Outcomes in ILO-approved courses. Twelve faculty members representing six disciplines—tourism management, social work, education, communication, sociology, and cooperative education—participated in a community of practice of co-investigators planning, discussing, and learning about assessment of ILOs. Faculty engaged in ILO-specific community of practices called ILO pods, co-developed institutional rubrics and piloted a process for assessing the extent to which students are achieving Critical Thinking and Investigation, Social Responsibility, and Lifelong Learning in ILO-approved courses based on course-embedded assignments.

This pilot project will be continued in the 2021-22 academic year in partnership with the Office of Quality Assurance. The interim final report will be going for consultation to faculty councils in fall 2022. The SAIL Report (August 2021) which compressively documents the process and outcomes is available upon request. This project is co-led by Carolyn Hoessler and Alana Hoare with support and project management from Teresa Dickmeyer.

## TRU COMMITTEE AND SUBCOMMITTEE MEMBERSHIP

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Academic Computing Technology Advisory Committee (CDH)

Academic Integrity Task Force (CI)

Accreditation Steering Committee (CDH)

Administrative Professionals Network (TD)

Budget Committee of Senate (CDH)

Engagement Steering Committee (CI)

Environmental Sustainability Advisory Committee of Senate (ESAC) (CI)

*Sustainability Education in the Curriculum Steering Sub-committee (CI\*)*

*Core Theme Planning for ESAC (CI)*

General Education Task Force and Working Groups (CI, CDH, NJ)

International Student Success Working Group (CDH)

Learning Design and Innovations: Tenure and Promotion Working Group (CI)  
Open Education Working Group (CDH, CI)  
Prior Learning Assessment and Recognition (PLAR) Assessment (CI)  
Qelmúcw Affairs Committee of Senate (CI)  
Senate Research Committee (CDH)  
Student Success Committee of Senate (CI, CDH, NJ)  
    *Indigenous Student Success Working Group (CI)*  
Teaching and Learning Committee of Senate (CDH\*)  
    *Data Stewardship and Analytics for Learning and Teaching (CH\*)*  
    *Peer Review Working Group (CI\*)*  
    *Learning Outcomes and Assessment Task Force (CDH\*)*  
        Strategic Assessment of Institutional Learning Working Group (CH\*)  
Teaching Practices Colloquium (CI, CH)  
    *Proposal Review Subcommittee (CI)*  
    *Technology Working Group (CH)*

\*Denotes role as chair or co-chair

## EXTERNAL LEADERSHIP

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### BC TEACHING AND LEARNING COUNCIL

From May 2020 to May 2021 Catharine served as co-chair of the BC Teaching and Learning Council, a group affiliated with BCcampus. The Council consists of a community of leaders from British Columbia's public post-secondary education system with a mission to provide local, provincial and national leadership on issues, challenges and directions around teaching, learning technologies, scholarly practice, student learning, and related topics to facilitate the enhancement of high-quality teaching and learning cultures across the BC system.

In October 2020 we co-hosted a Teaching and Learning Leadership workshop for the province with 19 registrants supported by an STLHE Regional Event Grant of \$2000.

### EDUCATIONAL DEVELOPERS CAUCUS (EDC)

Across Canada, the work of educational development, curriculum development and teaching and learning centres is informed through the national Educational Developers Caucus (EDC). Carolyn Hoessler is serving a two-year term as Chair of the EDC executive (June 2020-June 2022). The EDC offers national grants, awards, an annual conference, 46 centre leaders' meetings, online events, CC-BY-SA-NC collaboratively-written national guides, links to resources, an annual institute for new educational developers, and bursaries to attend the conference and instate.

## EDUCATIONAL DEVELOPERS' CAUCUS (EDC) ACTION GROUP: EVALUATING EDUCATIONAL DEVELOPMENT

Carolyn Ives co-leads this group with Jovan Groen from Western University. They organize meetings, readings for literature review, and smaller groups for conference proposal submission and conference presentation. They also jointly composed two articles in the past year.

### RELEVANT MEMBERSHIPS

Canadian Society for the Study of Higher Education (CSSHE)

Educational Developers Caucus (EDC)

Society for Teaching and Learning in Higher Education (STLHE)

International Society for the Scholarship of Teaching and Learning (ISSOTL)

Professional and Organizational Development (POD Network)

## APPENDIX A: ATTENDANCE 2020-21

Events listed chronologically. All events were conducted virtually.

Not all events are evaluated after they are run. For those that are, we usually ask four questions that are rated on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree).

1. This workshop lived up to my expectations
2. The topics covered were relevant to me
3. The pace of the sessions was appropriate
4. This workshop was a valuable learning experience

Participants also have the opportunity to offer suggestions for improvement and recommend future topics.

Results are only given for workshops that received more than 5 responses to the evaluation. Response rate is indicated in brackets.

Name of Event	Date	Reg#	Eval. (#)
Introduction to Collaborative Online Intercultural Learning (COIL)	8/6/2020	10	--
Facilitating Learning in Moodle, Condensed Edition	8/10/2020	19	4.6/5 (7)
Let's Talk about what it means to become an ally and advocate for change at TRU	8/18/2020	18	--
Let's Talk about how students are unevenly impacted by COVID and what to do about it	8/19/2020	11	--
Let's Talk about the next upsetting news clip, and how to facilitate courageous conversations online	8/20/2020	12	--
Let's Talk about rights, responsibilities, and actions that lead to change	8/21/2020	11	--
NFO - Welcome and Indigenous Education	8/24/2020	11	--
NFO - CELT Workshop: Teaching for Learning	8/24/2020	12	--
NFO - Panel Discussion: Campus Culture	8/24/2020	8	--
NFO - CELT Workshop: First Day of Class: The Course Syllabus	8/25/2020	8	--
NFO - Panel Discussion: Teaching and Learning Resources	8/25/2020	10	--
NFO - Work Life: Human Resources	8/25/2020	10	--
NFO - CELT Workshop: TRU Policies and Procedures	8/26/2020	9	--
NFO - Panel Discussion: Student Supports	8/26/2020	7	--

NFO - Work Life: TRU Faculty Association	8/26/2020	9	--
NFO - CELT Workshop: The Best of Small Teaching Online	8/27/2020	8	--
NFO - Panel Discussion: The Teaching and Learning Environment	8/27/2020	7	--
NFO - Technology: IT Services & Educational Technology	8/27/2020	11	--
NFO - CELT Workshop: Formative Assessment and Classroom Assessment Techniques	8/28/2020	9	--
NFO - Panel Discussion: Campus Wellness	8/28/2020	6	--
NFO - Research and Experiential Learning	8/28/2020	7	--
You Got This! Building Your Best First Day of Class in Unprecedented Times	9/3/2020	12	--
Formative Assessment in Alternative Modes of Delivery	9/15/2020	14	--
TA Orientation	9/16/2020	23	--
Scholarship of Teaching and Learning (SoTL) Community of Practice	9/17/2020	1	--
Pandemic Pedagogies: A Discussion about Lessons Learned while Teaching through COVID-19	9/25/2020	13	--
Condensed New Faculty Orientation	9/29/2020	5	--
Condensed New Faculty Orientation (second option)	10/2/2020	4	--
Teaching Triangles	10/2/2020	5	--
CELTalk: Experiential Learning in COVID Times: A practical TRU session for identifying and planning EL in academic and co-curricular contexts	10/5/2020	8	--
CELT Book Club: Radical Hope	10/8/2020	8	--
New Faculty Community of Practice meeting: Assessment Strategies for Alternative Modes of Delivery	10/19/2020	5	--
Scholarship of Teaching and Learning (SoTL) Community of Practice	10/22/2020	3	--
Making Learning Accessible in Alternate Modes of Delivery	10/29/2020	16	--
Pandemic Pedagogies: A Discussion about Lessons Learned while Teaching through COVID-19	10/30/2020	7	--
Alternative Assessment in Alternate Modes of Delivery	11/6/2020	15	--
New Faculty Community of Practice meeting: Student Engagement in Alternate Modes of Delivery	11/19/2020	1	--

Scholarship of Teaching and Learning (SoTL) Community of Practice	11/19/2020	1	--
Pandemic Pedagogy: A Discussion about Lessons Learning while Teaching through COVID-19	11/27/2020	24	--
Instructional Skills Workshop - (held over 2 weeks)	11/28/2020	13	4.4/5 (6)
Introduction to Curriculum Mapping	12/9/2020	23	--
Strategic Assessment of Institutional Learning (SAIL) Initiative: Information Session	12/9/2020	7	--
New Faculty Community of Practice meeting: Peer Review	12/10/2020	4	--
Treasure Island: The Hunt for GREAT Meetings! An Overview of Robert's Rules of Order and How to Run Effective Meetings	12/16/2020	45	--
Assessment and Evaluation of Learning	1/5/2021	16	--
SoTL Writing Time!	1/6/2021	2	--
Faculty Webinar: Intercultural Ambassadors' Experiences of the Fall 2020 Semester	1/7/2021	22	--
New Faculty Orientation, condensed version	1/14/2021	21	--
Read One, Join One: Not your usual book club	1/19/2021	14	--
New Faculty Community of Practice: Course Evaluation Dashboards	1/20/2021	7	--
Teaching Assistants Orientation Day (TA Day)	1/21/2021	31	
CELTalk: Connection and Community Building in an Alternate Delivery World	1/22/2021	15	--
Teaching Triangles - Information Session	1/22/2021	2	--
TRU Faculty Merit Awards Information Session	1/25/2021	5	--
Read One, Join One: Not your usual book club	1/26/2021	1	--
Scholarship of Teaching and Learning Community of Practice	1/29/2021	8	--
Read One, Join One: Not your usual book club	2/2/2021	5	--
New Faculty Community of Practice: Academic Integrity	2/9/2021	8	--
Read One, Join One: Not your usual book club	2/9/2021	4	--
Helping Faculty Support Indigenous Learners	2/11/2021	48	--
Read One, Join One: Not your usual book club	2/23/2021	0	--
Read One, Join One: Not your usual book club	3/2/2021	1	--

New(ish) Faculty Community of Practice: Tenure & Promotion	3/11/2021	15	--
Read One, Join One: Not your usual book club	3/16/2021	1	--
Introduction to Peer Review of Teaching and Instructional Support	3/17/2021	12	--
Introduction to Blended Learning	3/18/2021	28	--
Open Educational Resources (OER) Development Grant Information Session	3/18/2021	11	--
Read One, Join One: Not your usual book club	3/23/2021	1	--
Staying on Track: Goal-setting as Self-Care	3/24/2021	14	17.8/20 (6)
Introduction to Peer Review of Teaching and Instructional Support	3/25/2021	6	--
Scholarship of Teaching and Learning Community of Practice: Great Survey Design	3/26/2021	16	--
Attend with a Friend: Enhance Student Connection Using Technology	3/29/2021	1	--
Attend with a Friend: Enhance Student Connection Using Technology	3/30/2021	0	--
Read One, Join One: Not your usual book club	3/30/2021	1	--
Read One, Join One: Not your usual book club	4/6/2021	1	--
Attend with a Friend (1): Enhance Student Connection Using Technology	4/19/2021	1	--
Attend with a Friend (2): Motivation, Scaffolding and Individual Learning Paths	4/19/2021	0	--
Attend with a Friend (1): Enhance Student Connection Using Technology	4/20/2021	0	--
Attend with a Friend (1): Enhance Student Connection Using Technology	4/21/2021	2	--
Attend with a Friend (2): Motivation, Scaffolding and Individual Learning Paths	4/21/2021	0	--
Introduction to Peer Review of Teaching and Instructional Support	4/21/2021	6	--
Attend with a Friend (2): Motivation, Scaffolding and Individual Learning Paths	4/22/2021	0	--
CELTalk - Project Based Learning Tool - Riipen	4/22/2021	14	--

Scholarship of Teaching and Learning Community of Practice: Interviews and Focus Groups	4/23/2021	3	--
CELTalk: Disruptive Learning Narratives: A new framework for analyzing international service learning experiences	4/26/2021	15	--
Instructional Skills Workshop ONLINE	5/3/2021	6	--
Create a Class Debate Activity! CRICKET Digital Makerspace Series Session #1	5/6/2021	13	--
Interculturalizing the Curriculum	5/11/2021	20	--
Course (Re)design Institute (Paced)	5/17/2021	5	--
CELTalk: How Faculty Connections Support Student Learning in the ESTR Program During and After a Pandemic	5/18/2021	12	--
Document Management - Tenure & Promotion	6/9/2021	45	9.6/10 (11)
Educational Philosophy Statements - Tenure & Promotion	6/9/2021	36	9.6/10 (11)
Candidate Panel - Tenure & Promotion	6/10/2021	41	9.6/10 (11)
Evidencing Teaching - Tenure & Promotion	6/10/2021	41	9.6/10 (11)
Composing or Revising Your CV	6/11/2021	32	9.6/10 (11)
Capacity to Connect: Supporting Students' Mental Health and Wellness	6/15/2021	26	--
Course (Re)design Institute (Intensive)	6/21/2021	6	--
H5P Workshop: A CRICKET Digital Design Lab	6/21/2021	14	--
Preparing for Tenure and Promotion (Rescheduled)	6/23/2021	50	--

Total all registrations- 1550

\*We do not track attendance for CELTtalks, or events open to the entire TRU community.

## APPENDIX B: FACULTY PARTICIPATION BY AREA

From July 1, 2020- June 30 2021 we had 1550 total registrations and 459 unique registrations for all CELT programming for which registration was requested.

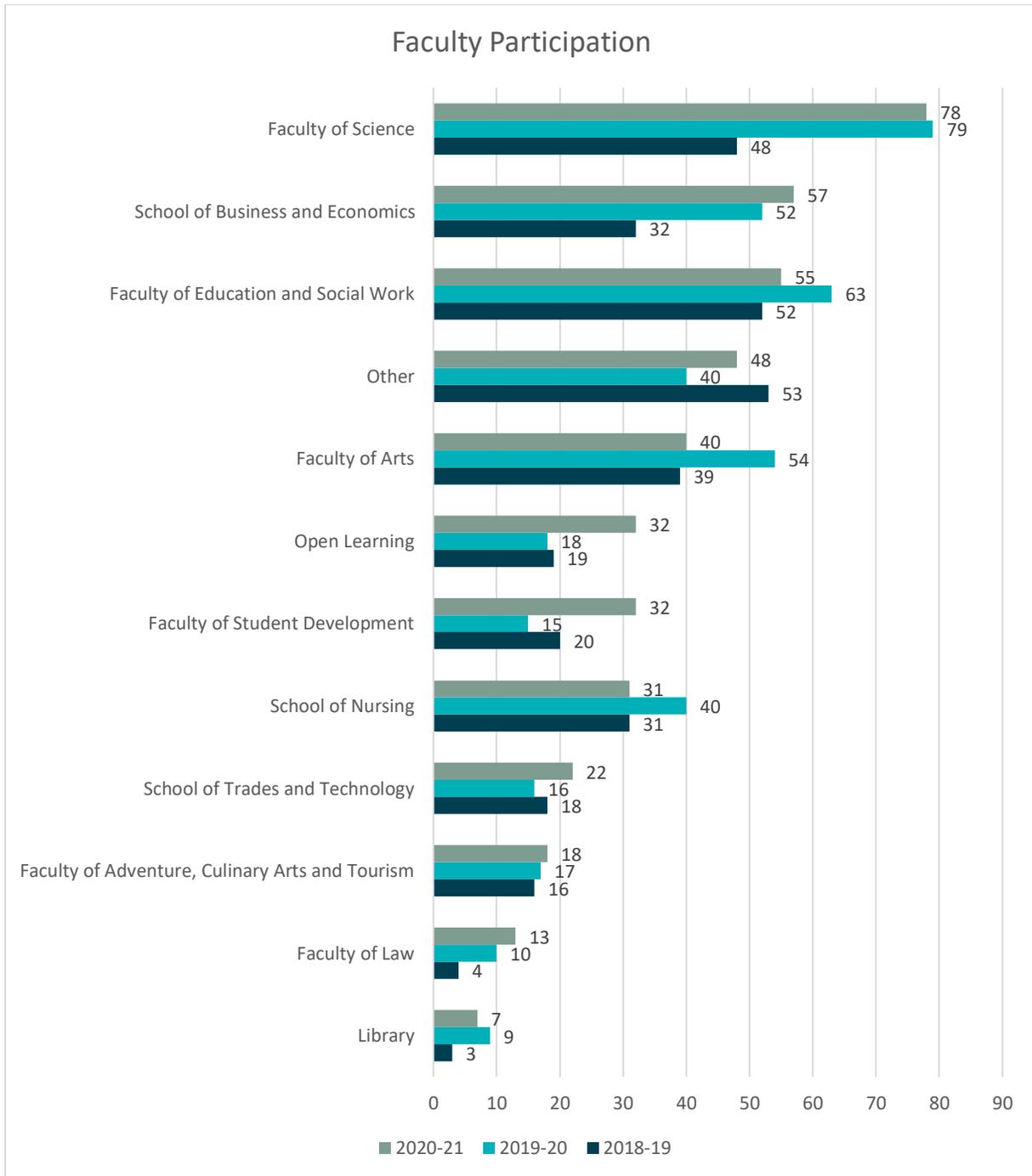


Chart shows unique individuals registered, duplicates and students removed.

## APPENDIX C: PRESENTATIONS AND PUBLICATIONS

### PUBLICATIONS

**Hoessler, C.** & Godden, L. (2021). *Outcome-Based Experiential Learning: Let's Talk About, Design For, and Inform Teaching, Learning, and Career Development*. Higher Education and Beyond.

**Ives, C.** & **Dishke Hondzel, C.** (2020). Rising to the Challenge: Finding Inspiration in Faculty's Commitment to Learning during COVID-19. *Textshop Experiments, 7.5*, <http://textshopexperiments.org/textshop07-5/pedagogy-pop-up/rising-to-the-challenge>

### REFEREED PRESENTATIONS AND WORKSHOPS

Cederlof, C., Anchikoski, T., Villeneuve, E., Martin, S., **Ives, C.**, Clarke Gray, B., & Stranach, M. (2021, April 27-29. WHMIS 2015 hack-a-thon [Conference presentation]. Cascadia Open Education Summit, BC Campus, Online.

**Dishke Hondzel, C.**, Corsi, C., Geiger, D., & Haag, T. (2021, February) *Trades Student Health & Wellness 411*. Paper presented at the National Apprenticeship Conference, Online. (Rescheduled from 2020 due to COVID-19)

**Hoessler, C.**, Ellis, D., & Bayles, B. (2020, November). *Responding with Nimbleness: Teaching Centers through a Human Resource Lens, On-demand interactive presentation*, POD Network conference, Online due to COVID (Note: slides show correct author order, online system reordered). Video: <https://conference.podnetwork.org/session/203/>

**Hoessler, C.**, **Ives, C.**, Groen, J., Laverty, C., Bamber, R., & Kolomitro, K. (2021, June). *Evidencing value within higher education: Charting a course on the waves and winds of change* [Conference presentation]. Canadian Society for the Study of Higher Education (CSSHE). University of Alberta, Edmonton, AB and Online.

Hutchings, P., Sabine, L., Stilborn, J., Chalmers, D., **Hoessler, C.**, & Barrett, M. (2021, June). *Through students' eyes: Critical reflections on social work research practicum experience* [Conference presentation]. CASWE-ACFTS (Canadian Association for Social Work Education) 2021 Conference, (online) Edmonton, Alberta.

**Ives, C.**, Bartlett, M., Clarke Gray, B., **Dishke Hondzel, C.**, & Stranach, M., (2021, June). *Transformative Curriculum Design through OER Creation*. Paper presented at the Society for Teaching and Learning in Higher Education (STLHE) Unconference, online.

**Ives, C.**, Martin, P., Whitteck, E. Lemay, L., & Prange-Martin, L. (2021, May 30-June 1). *Rogue book club: A pandemic story with a happy(ish) ending* [Conference presentation].

Canadian Society for the Study of Higher Education (CSSHE). University of Alberta, Edmonton, AB and Online.

Longstreet, C.S., **Ives, C.**, & Martin, P. (2021, June 22-23). *Conversations about Decolonizing Academic Integrity* [Conference presentation]. Canadian Symposium on Academic Integrity 2021, Thompson Rivers University. Online.

Longstreet, C.S., **Ives, C.**, Sorour, L.S., & Martin, P. (2020, November 10-13 and 23). *Global faculty development: 5 countries, 11 campuses and why it matters for everyone* [Conference plenary address]. The 45th Annual Professional Organizational Development (POD) Network Conference: Looking Inward, Thinking Forward. Online.

Miller, C., **Dishke Hondzel, C.**, Gaynor, K., & Smith, B. (2021, April). *From Seeds to Harvest: Local Care Leads to Global Impact*. Paper presented at Cascadia Open Education Summit, online.

Raffoul, J., **Hoessler, C.**, Groen, J., Kolomitro, K., **Ives, C.**, & Loy, K. (2020, November 10-13). *The power of narratives in evaluating, informing, and influencing educational development* [Conference workshop]. The 45th Annual Professional Organizational Development (POD) Network Conference: Looking Inward, Thinking Forward. Online.

#### NON-REFEREED PUBLICATIONS, PRESENTATIONS & WORKSHOPS

**Ives, C.** (2021, May 12-14). Composing an academic CV [Conference workshop]. Open Learning Faculty Member Conference, Thompson Rivers University, Kamloops, BC. 2021 TRU/TRUFA 19

**Hoessler, C.**, and **Ives, C.** (2021, February 16). Like our students' experience: Moving faculty development online [Conference presentation]. Teaching Practices Colloquium, Thompson Rivers University, Kamloops, BC.

Cederlof, C., **Ives, C.**, Svendsen, M., & Stranach, M. (2021, February 21). It takes a village: Building faculty connections to support student learning in the Education and Skills Training (ESTR) Program during COVID-19 [Conference presentation]. Teaching Practices Colloquium, Thompson Rivers University, Kamloops, BC.