



**THOMPSON
RIVERS
UNIVERSITY**

Centre for
Excellence in
Learning & Teaching

Annual Report
July 1, 2021 - July 31, 2022

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EXECUTIVE SUMMARY

This has been a year of transition back to a post-COVID university, filled with new opportunities to connect and work with faculty members in face-to-face, online, and hybrid spaces. As of August 2021, we have been navigating these spaces from our new location on the 2nd floor of the House of Learning. This new location has provided us with great opportunities to host workshops in the Library and also have all of our offices in a shared corridor.



The CELT team also continues to change and grow. This year we were fortunate to have two new faculty members join CELT, Laura Grizzlypaws and Dr. Diane Janes, both who bring tremendous skill sets and new ideas to our team. In the spring we also had the wonderful opportunity to celebrate Carolyn Ives' achieving tenure and promotion. For the past two years we couldn't have done all that we have without the incredible work of Dr. Carolyn Hoessler, and we offer her only good wishes for her future endeavours as her contract comes to an end in August. For the last year we were also supported by Mike Looney, who completed an inventory of Open Learning General Education Courses. We came together as a unit to wish Mike all the best with his retirement in April. Together, our team is supported by Teresa Dickmeyer, who is the friendly face of CELT and makes sure everyone is welcome and has what they need.

I like to think this report serves two primary purposes. The first is to document the work that we do in CELT so that we can share it with others. The second purpose of this report is to celebrate teaching and learning. Too often we do our work without taking the time to look back and appreciate the efforts that went into creating an initiative, opportunity or event. Each year when I look back at previous reports I'm reminded of how proud I am of the work we do to carefully support teaching and learning and offer meaningful support for our peers.

In the theme of celebration, also want to briefly highlight the ways TRU faculty have been recognized this year. Finding out that Dr. Naowarat (Ann) Cheeptham received the 3M National Teaching Fellowship was a wonderful surprise and a great way to honour her for all the work that she does. Similarly, Dr. Lyn Baldwin's receipt of the first West Coast Teaching Excellence Award is a glowing recognition for her years of dedication to TRU students. CELT was also recognized with some kind words in a BCcampus article about [Pedagogy and Portfolios](#).

The re-launch of the SoTL grants and our new teaching innovation grants (TIIG) for faculty means more faculty can engage in exciting projects leading to better learning outcomes for students. More information about the grants and the projects faculty are taking on is detailed later in this report.

One area that we have seen substantial growth this year has been in the return to face-to-face workshops and initiatives, especially in the spring of 2022. The re-launch of the SoTL retreat and the Course (Re) Design Institute both brought people back in-person for meaningful conversations and collaboration. Our two new immersive learning experiences, the Land-Based Learning Retreat and Great Teachers Seminar also relied on the lifting of COVID restrictions and careful planning to ensure participants' comfort and safety. Feedback for all face-to-face events has been strongly positive and we look forward to continuing these opportunities in future years.

In reflecting on the past 5 years, it has been remarkable to see the growth and support CELT has garnered since I arrived in August 2017. Though COVID set us back in some ways, in others it gave us unique opportunities to connect with and learn from the TRU and broader educational development community in new ways. We look forward to taking these learnings forward and turning them into meaningful learning opportunities this coming year.

I certainly hope that this report serves as a celebration of the 5th anniversary of CELT and documents work that we can continue to look at with pride in future years.

Gratefully,



Catharine Dishke Hondzel, PhD

Director, Centre for Excellence in Learning and Teaching

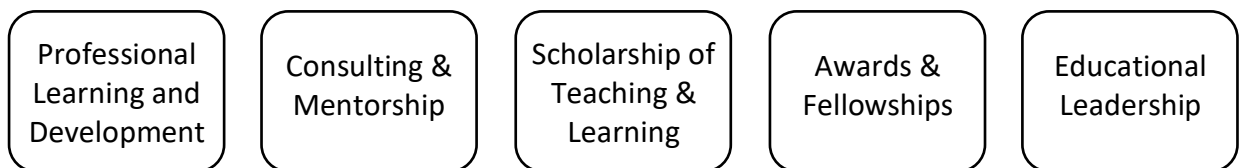


CELT SERVICE AREAS

The four over-arching aims of 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 and respect 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.



PERSONNEL JULY 1, 2021 – JULY 31, 2022

Director

Dr. Catharine Dishke Hondzel (August 2017-Ongoing)

Coordinator, Learning and Faculty Development

Carolyn Ives, Instructional Development II, Tenured (September 2018-Ongoing)

Coordinator, Learning and Faculty Development

Dr. Diane Janes, Instructional Development II, Tenured (August 2021-Ongoing)

Coordinator, Learning and Faculty Development

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

Educational Developer, Indigenous Teaching and Learning

Laura Grizzlypaws, Instructional Development I, LTC (August 2021-August 2025)

Coordinator, Teaching and Learning

Mike Looney, Instructional Support I, Reassignment (August 2021 - April 2022)

Office Coordinator

Teresa Dickmeyer (2018 – Ongoing)

PROFESSIONAL LEARNING AND DEVELOPMENT

The faculty and staff in CELT are committed to offering high quality professional development and learning opportunities for faculty. This year we aimed for a hybrid approach, offering as many opportunities as possible in face-to-face and online formats. We have also received positive feedback for the accessibility of online workshops and will continue to offer these when possible to allow for the greatest participation and audience reach.

A full list of all 2021-2022 workshops with dates and attendance numbers is provided as Appendix A. Workshops provided as service to specific departments are listed under Consulting and Mentorship.

SELECTED FACULTY ENGAGEMENT ACTIVITIES

NEW FACULTY ORIENTATION (SEPTEMBER AND JANUARY)

In August 2021 we moved New Faculty Orientation (NFO) into a hybrid delivery format over two full days. Attendance rebounded this year with 19 faculty registered for the face-to-face event, and 28 online with a range of presenters from departments across campus. The January New Faculty Orientation was offered in a hybrid format as well, with 29 participants registered for the 3-hour event.

COVID SAFETY PROTOCOLS FOR THE TRU CLASSROOM (SEPTEMBER AND FEBRUARY)

Coming back to campus after the COVID health restrictions meant that faculty had many questions about how to manage the ongoing risk of COVID as well as the expectations of students. These two workshops co-hosted by CELT and Sarah Martin from the Office of Health, Safety and Emergency Management provided an opportunity for faculty to ask questions about mask use, illness management and campus protocols.

CELTALKS

These short talks continued to be popular this year and remained in an online format, similar to the 2020-21 academic year. With Laura Grizzlypaws joining the CELT team, it provided her with an opportunity to profile Indigenous teaching and learning resources. In addition, we had talks from faculty about hybrid teaching, scholarly podcasting, and the ongoing SAIL learning outcomes project.

PROMOTION AND TENURE WORKSHOPS (MAY)

In partnership with the Provost's Office, People & Culture and TRUFA we continued offering Promotion and Tenure workshops in a blended format, hosted over two days with strong attendance. Topics covered included an overview of the process, document management, creating an educational philosophy, evidencing teaching, and composing an academic CV. This year we added another well-received session on composing an APAR, hosted by Tara Lyster, TRUFA President.

MULTI-DAY INTENSIVE WORKSHOPS

INSTRUCTIONAL SKILLS WORKSHOP (ISW) (AUGUST, DECEMBER, NOVEMBER, MARCH)

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, Carolyn Hoessler and Jenna Goddard hosted 4 ISWs this year with a total of 23 participants. Participants who complete the ISW are eligible for exemption for PIDP 3220: Delivery of Instruction.



FACILITATOR DEVELOPMENT WORKSHOP (FDW)

The Facilitator Development Workshop is an intensive week-long workshop designed to train faculty to facilitate Instructional Skills Workshops. This year we were pleased to offer an FDW with Carolyn Ives and Iain Stewart-Patterson co-facilitating. In the April offering of the FDW, we had five faculty successfully complete.

TECHNOLOGY FOR TEACHING AND LEARNING AT TRU (SEPTEMBER- NOVEMBER)

Brenna Clarke Gray and Jamie Drozda from the department of Learning Technology and Innovations TRU co-facilitated a ten-week long program which introduced faculty to technologies available to support teaching and learning at TRU. The online course met Wednesdays and had nine faculty members complete successfully. Participants who completed the program are eligible for exemption for PIDP 3240: Media Enhanced Learning.

ASSESSMENT AND EVALUATION OF LEARNING (JANUARY – MARCH)

Co-facilitated by Carolyn Ives and Ben Lovely, this course supported faculty as they examined the ethical, practical, and research foundations for the assessment and evaluation of student learning. The course enables participants to create assessment tools and evaluation systems that are aligned with instruction and learning outcomes to reflect and communicate student learning. Participants who completed the program are eligible for exemption for PIDP 3230: Evaluation of Learning.

SAIL PILOT PROJECT

Started under the banner of the Learning Outcomes and Assessment Taskforce, the SAIL pilot project brought together nine faculty members over the course of the year to evaluate outcomes of student learning under the Social Responsibility and Lifelong Learning Institutional Learning Outcomes. The group has also engaged in a research project and intends to publish the results of the findings of the pilot. A full report of the outcomes of the SAIL project along with recommendations for the future will be compiled in a report to be shared with the TRU community in August 2022. The SAIL Practitioner Handbook has been published as an Open

Education Resource- <https://sail.pressbooks.tru.ca/> This project was led by Carolyn Hoessler and Alana Hoare.

COURSE (RE)DESIGN INSTITUTE (MAY)

This 5-day (40-hour) workshop invites faculty to map course concepts, connect learning outcomes, practice new instructional techniques, and develop activities and assessment strategies for their 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 Carolyn Ives with a total of 11 participants including a student supporting curriculum design in Career and Experiential Learning.

INDIGENOUS LAND-BASED LEARNING AND TEACHING RETREAT (MAY-JUNE)

Led by Laura Grizzlypaws and co-facilitated by Roxane Letterlough, this three-day, two-night immersion workshop was held at TRU's Wells Gray Education Centre. Knowledge-keepers provided participants to learn about Indigenous plants and medicines, drum-making, and traditional storytelling. We had 10 faculty participants in the workshop.



SOTL RETREAT (JUNE)

Building on the SoTL grant program, the SoTL retreat offers faculty three days to build a research project from the ground-up, from developing a research question, to conducting a literature review, to seeking ethical approval to partnering with student researchers. Partners in this retreat included the research office and the library. This year we had 15 participants in the workshop which was facilitated by Diane Janes.

NATIONAL GREAT TEACHERS SEMINAR (JULY)

The National Great Teachers Seminar in the Canadian Mountains is a five-day retreat designed for post-secondary educators who care deeply about effective teaching and enhancing student learning. The workshop is suitable for veteran teachers as well as those new to the profession and has been hosted around the world for the past 40 years. This is TRU's first time hosting the NGTS at Sun Peaks. This year we had 28 registrants, 12 whom are TRU faculty and 16 who joined from universities and colleges across Canada and the US. The budget and final report is available upon request.



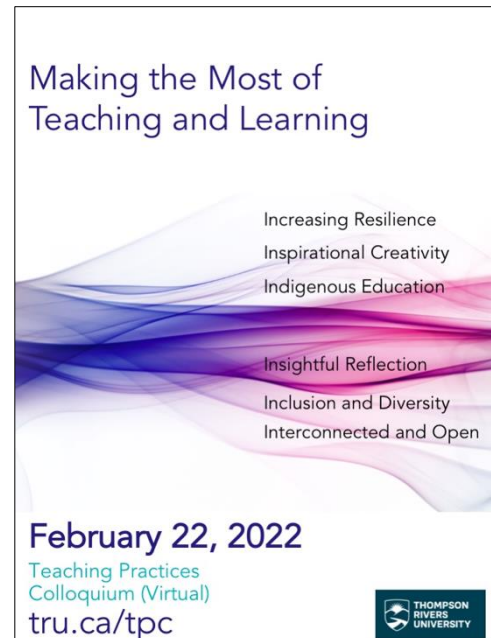
FACULTY ENGAGEMENT AT TRU AND BEYOND

TEACHING PRACTICES COLLOQUIUM

The 18th annual Teaching Practices Colloquium (TPC) was held on February 22, 2022, online. The theme this year was 'Making the Most of Teaching and Learning' with sub-themes of Inspirational Creativity, Interconnected and Open, Indigenous Education, Insightful Reflection, Inclusion and Diversity, and Increasing Resilience.

Keynote speaker Dr. Marian Ignace spoke to faculty on the topic of Indigenous knowledges and decolonizing the curriculum using her unique blend of humor, storytelling and powerful imagery. This year we saw 44 presentations from TRU faculty as well as record attendance with 171 registrants.

TPC is a TRU Faculty-driven conference supported by CELT. <https://www.tru.ca/tpc.html>



CREATIVITY IN THE OPEN

This was the 3rd Creativity in the Open CELT has organized in collaboration with Open Learning. This informal collaborative event is meant to provide faculty with an opportunity to have fun, share and learn in an open creativity-forward environment. Due to the ongoing challenges of COVID-19, we hosted this year's event online.

Keynote speaker Dr. Sarah Leavitt led participants through drawing their own comic memoir, and TRU faculty and staff led participants in 6 concurrent sessions on topics such as poetry, dance, theatre and comics. Registration numbers were strong with 90 participants registering from all over BC and beyond; however we found limited participation in the concurrent sessions. <https://opencreativity.trubox.ca/>

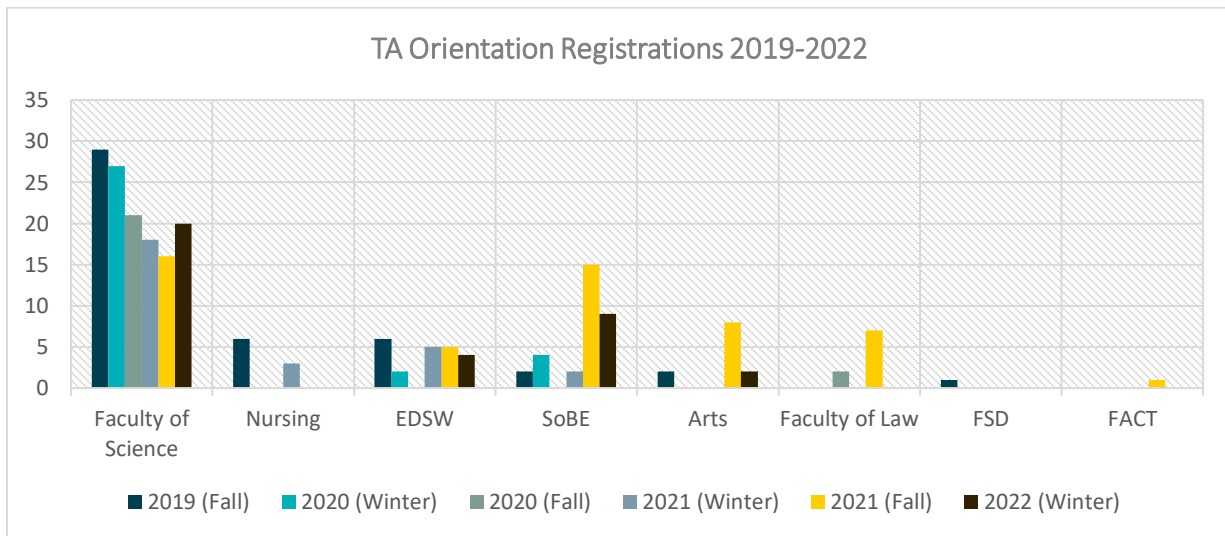


STUDENT ENGAGEMENT

TA Orientation took place in mid-September 2021 with 54 registrants in a face-to-face format. The winter 2022 session was held January with 36 registrants.

The event offers students an opportunity to review the code of conduct, discuss ways of engaging students learning online and face-to-face, and meet other Teaching Assistants at TRU.

As seen in the chart below, we had a significant increase in participants from SoBE, while a declining, though still significant, number of students participating from the Faculty of Science.



CONSULTING AND MENTORSHIP

The Teaching and Learning Coordinators in 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

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. This year we had approximately 320 one-on-one consultations, adding up to nearly 400 1-1 consulting hours.

This year we have implemented a new Bookings system through our website in order to facilitate faculty making appointments. Bookings is connected via MS Teams to faculty calendars, so someone looking for an appointment can select an existing open spot in a coordinator's calendar. This has generated an increase in requests as well as cut down on the back-and-forth generally required to find a workable time.

Coordinators are also 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.

As we continue to offer appreciative support for program review, many of our workshops have been geared to program learning outcomes and SOAR (Strengths, Opportunities, Aspirations and Results) facilitations. Custom workshops are aimed at building capacity in faculties and schools with regard to enhancing curriculum strength and vitality.

CUSTOM WORKSHOPS

Name	Faculty/ School	Date	Hours	Approx. # ppl	Facilitator
Electrical SOAR	Trades	July 5, 2021	4	4	CDH
Carpentry SOAR	Trades	July 16, 2021	4	8	CDH
Education Graduate Programs SOAR	EDSW	August 23, 2021	4	23	CDH
Effective Teamwork Design & Assessment	SoBE MBA	Monday August 23, 2021 / 1- 2:30	1.5	9	CH
B.Ed. Session #1: Courses in Curricunet (co-led with Carol Rees)	EDSW	September 27, 1-3 PM 2021	2	7	CI
B.Ed. Session #2: Priorities (co-led with Carol Rees)	EDSW	October 4, 1-3 PM 2021	2	7	CI

TRU NVIT Business Program	SoBe	October 8, 2021			LG
Visual Arts SOAR	Arts	October 15, 2022	4	10	CDH
Developing Program-level Outcomes for the new BAsc Sports Studies	FACT/ Arts/ Science	September 27/ October 29, 11-12:30 2021	2.5	20	CI, CDH, DPJ
Good Practices in Blended Learning (invited and hosted by Tony Bell; many SOBE faculty contributed)	SOBE	October 29, 12:30-1:30 PM 2021	1	19	CI
Indigenous Education	Human Resources	November 16, 2021			LG
Applied Sustainable Ranching SOAR	Science	December 7, 2022	4	15	CDH
Effective Feedback (co-led with Paul Martin)	OLFM's	January 17, 12-1 PM 2022	1	18	CI
Practical Advice on Indigenizing your Courses	SoBE	Jan 28, 2022			LG
Decolonization & Indigenization	Anthropology	Feb 18, 2022			LG
How to Present to Any Audience to Elicit Any Level of Interaction	All	February 24, 10:30-11:30 AM 2022	1	31	CI
Williams Lake Learning Outcomes for Applied Community Service	Arts	April 1 and April 22, 2022	6	8	CDH
Indigenous Education, Storytelling	Education	April 6, 2022			LG
Authentic Land Acknowledgements - Chemistry	Science	April 12, 2022			LG
Assessing Indigenous Knowledges and Ways for Designated ILO Courses	General Education Taskforce	April 13, 2022			LG
Land Acknowledgements - Enrolment Services	Registrar's Office	April 14, 2022			LG
Land Acknowledgements/ Decolonization	Open Learning	April 30, 2022			LG
Veterinary Technology Diploma Program Redesign - Year 2 (10 courses)	Science	May 9-17, 2022	45	8	CH
MBA Program Faculty Development Conference (co-created and led by Lorri Weaver, BGSobe and DPJ)	SoBE	May 8, 2022	40	8	DPJ
Plumbing SOAR	Trades	June 17, 2022	4	1	CDH

TEACHING TRIANGLES

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. This year we had six faculty members participate in two triangles. This is an area we would like to see grow in coming years.

PROGRAM REVIEW

This year we have worked in collaboration with the Office of Quality Assurance to provide additional support for cyclical program review. This includes offering workshops to faculty on writing learning outcomes, curriculum re-design and consulting with various departments about program design and strategic planning (SOAR). This is an area of growth and opportunity to support the development of vibrant programs and to build capacity for curriculum mapping and assessment. We also collaborated on the publication of an Open Educational Resource detailing the process for TRU faculty- <https://programreviewhandbook.pressbooks.tru.ca/>

COMMUNITIES OF PRACTICE

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. This is an area that we are looking to expand to provide additional areas of connection for faculty.

NEW FACULTY COMMUNITY OF PRACTICE

Covering different topics each month, the New Faculty CoP offers a place for faculty to meet and gain new information after New Faculty Orientation. This CoP is supported by a MS Teams page which hosts pertinent information for new faculty. There are 44 members of the Team, though engagement this year has been low.

SCHOLARSHIP OF TEACHING AND LEARNING (SOTL SPARK)

The SoTL SPARK (Sharing Pedagogy, Advocacy Research and Knowledge) CoP is an active group that supports faculty who hold a SoTL grant as well as past grant-holders, and faculty interested in SoTL research. Members meet regularly to hear from speakers, post questions and answers in the Teams group and learn about upcoming funding opportunities. There are 32 faculty in the group.

SHOW UP AND WRITE

This group meets weekly to work on independent writing projects. Starting as a face-to-face endeavour in 2019, it moved online during the pandemic and remains as a hybrid initiative in collaboration with the library. There are approximately 9 regular participants.

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 2022

This year we were able to re-launch the CELT SoTL Awards with the support of Diane Janes, who revised previous terms and re-launched the website, MS Team, and supported adjudication of the applications. The 12-month grant program (tied to fiscal year) offers up to \$2000 to support SoTL research projects. It is designed for SoTL researchers with any level of experience, ranging from those who are novice to those who have previously completed projects and who may not need assistance in all areas of project development or ethics applications.

2022 Faculty	Project
Lindsey McKay (Arts) & Marie Bartlett (OL)	<i>Multimodal Debates for Critical Thinking</i>
Christine Petersen, Margaret Sonnenfeld (Science)	<i>'Skateboards, Roundabouts & Blood' - An Investigative Case Study of Human ABO Blood Types: Does a CSI Context Improve Learning and Engagement?</i>
Leanne Mihalicz, Sarah Gibson Jamie Noakes, Harshita Dhiman (FSD)	<i>A Multi-Discipline Collaboration in Co-operative Education Course Development</i>
Jennifer Grinstead Mason, Lisa Dyck, Erin Smith-Friesen (WL-Nursing)	<i>Does it stick?: The impact of cultural safety experiential learning events threaded throughout an undergraduate nursing program</i>
Jim Hu (EDSW)	<i>Focusing on First-Year-Student Plagiarism and Institutional Support for Prevention</i>
Sheila Blackstock, Shari Caputo, Kristen Plowe, James Lomen, Devon Graham, Margaret, Shamro, Elizabeth Andersen, Joyce O'Mahony, Tracy Hoot, Renee Anderson (Nursing)	<i>Innovation in Simulation: Pilot Testing an Educational Intervention on Incivility in Nursing</i>

At the end of this fiscal year (spring 2023) we plan to host a celebration of these projects, tentatively in partnership with the Research Office and the Library.

SOTL COMMUNITY OF PRACTICE (SOTL SPARK)

The CELT SoTL SPARK CoP met this year to discuss the SoTL Grants program and to invite new members into the community. Resources were posted in the MS Team and members posted questions to other participants. Past SoTL grant recipients were also invited to be part of the group and seek support for projects.

SOTL RETREAT

Building on the SoTL grant program, the SoTL retreat offered faculty three days to build a research project from the ground-up, from developing a research question, to conducting a literature review, to seeking ethical approval to partnering with student researchers.

Partners in this retreat included the research office and the library and guest speakers from campus and SoTL Canada. This year we had 15 participants in the workshop which was facilitated by Diane Janes.

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.

EXTERNAL AWARDS

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 thrilled to offer significant support to Dr. Naowarat (Ann) Cheeptham, professor in the department of biological sciences and previous D2L award winner, in her acceptance into the fellowship this year.

[From Press Release, [Maclean's Magazine](#), May 3, 2022]

Dr. Naowarat (Ann) Cheeptham has been fascinated with biology ever since she went out catching butterflies with her father while growing up in Thailand. Her interest in microbiology developed while studying at Chiang Mai University in Thailand and at Hokkaido University in Japan. Her scholarship focuses on cave microbiomes and new drug discovery, specifically white-nose syndrome in bats and alternative treatment tools to combat multidrug-resistant infections. Her work has been featured in mainstream media including the *New York Times*, Bloomberg TV's Spark series, Al Jazeera TV, CBC's *The Nature of Things*, Global TV, the Knowledge Network, CBC radio, and in a number of national and international magazines.



Dr. Cheeptham sees each student's unique potential and celebrates diversity. She teaches with curiosity and with an eye to real-world relevancy. She collaborated in the design of a case study exercise based on actual court-cases entitled "Murder by HIV." She used her love of microbially fermented foods to launch an unconventional student-oriented and community-engaged assignment for a fundraising dinner called "TRU Ferments" in an upper level microbiology course. In one of the supporting letters in her dossier, a community member wrote: "Ann found a way to stimulate learning through her ability to facilitate the transfer of knowledge to a wider audience of community members of all ages." Through her leadership, teaching and innovation, Dr. Cheeptham has made a distinctive and important impact on the community and her students.

WEST COAST TEACHING EXCELLENCE 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 year Dr. Lyn Baldwin, Biological Sciences was awarded this honour.

[From Press Release, [BCcampus](#), April 20,2022]

Lyn Baldwin is a science educator and plant ecologist whose aim is to help her students make meaningful change in their communities. Her exceptional contributions to teaching and learning include using place-based and creative approaches to connecting students with the natural world, leading them to learn about and appreciate biodiversity and the many ways that humans interact with plants and each other. Lyn has been recognized for this work with the [2010 TRU Faculty Excellence Award](#) and the [D2L Innovation in Teaching and Learning Award in 2018](#).



Students love learning from Lyn because she helps them to see the world using fresh eyes. Utilizing creative approaches such as journaling, drawing and field trips, students come to see the intricate structures of plants and understand the inherent variation that exists among individuals. When learning moved online in 2020, Lyn developed a fully accessible image library using Moodle H5P tools so students could continue to learn through observation even in isolation.

Lyn believes that learning about place as part of biology matters because it can leverage the power of students' lived experiences and teach them how place is socially constructed. In partnership with local Indigenous community members, they unpack the history of colonialism and discover how the study of science is wound inextricably with time and place. By the end of her classes, students understand that the study of plants through careful observation is an important and intrinsically human activity that connects us all and enriches our lives.

TRU INSTRUCTIONAL INNOVATION AWARD

The TRU Instructional Innovation Award (TIIG) is designed to encourage faculty to enhance and build the classroom experience by adopting or experimenting with instructional approaches that challenge, support, and encourage students. The support provided by this grant is focused on supporting students as partners in roles such as co-researchers, student project managers, or as research assistants. All grant awardees will also be assigned a CELT Coordinator to help manage the scope and outcomes of the project. The value of the award is \$5000 for the 2022-23 fiscal year.

2022 Faculty	Project
Natasha Ramroop Singh (Science)	<i>Introduction to Genetics</i>
Kathie McKinnon (EDSW), Jamie Drozda (OL), Marie Bartlett (OL), Brittany Brennan	<i>TRU WordPress in your course: Co-create innovative learning experiences with your students</i>
Naowarat Cheeptham (Science), Morgan Whitehouse (SD73), Natasha Ramroop Singh (Science), Robert Wielgoz (EDSW), Lilly Dalley (Kamloops)	<i>Actions for science education (K-16) through a STEAM ecosystem: A symbiosis between TRU Science Undergraduates and Cariboo Mainline Regional Science Fair</i>
Jay Goddard, Saskia Stinson, Sheryl-Lynn Lewis (EDSW)	<i>Advocacy: Inclusive Curriculum</i>
Mateus Arantes Fandino (Science)	<i>Introduction of computational methods to intermediate mechanics with python</i>

TRU PRESIDENT'S ANNUAL MERIT AWARDS

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.

This year the Teaching and Learning Committee of Senate underwent a year-long process to revise the procedures for the Merit Awards, implementing a 2-stage process. This process significantly increased the number of nominations and applications to the Faculty Excellence

Award and Awards for Excellence in Interculturalization. The latter is now undergoing changes in its terms of reference, with support being offered by CELT.

FACULTY EXCELLENCE AWARD 2022

TRU recognizes up to three faculty members who represent the best qualities of instruction and/or instructional support. Award winners will receive an engraved plaque plus the opportunity to attend a conference or professional development activity of their choice (to a maximum of \$2,000).

Roxane Letterlough Education and Social Work

Roxane demonstrates an exceptional commitment to Indigenous education and including Indigenous ways of knowing in her teaching practice. As a teacher-educator she aims to create a learning environment where students are comfortable and culturally safe. Students and peers who wrote Roxane's letters of support were enthusiastic and full of praise, sharing the many ways that she has made a positive impact on the lives of her colleagues and her students both inside and outside of the classroom. Most notably, her work to expand the Bachelor of Education Program to create 16 seats for Indigenous students will have a long-lasting impact on the community and the integration of Indigenous knowledges in public schools.

David Carter, Adventure, Culinary Arts and Tourism

According to his chair, "David is an inspiring and motivated instructor, who provides opportunities for students to apply learning beyond the classroom. David spearheaded the formation of a partnership between the Tourism Management department, Tourism Kamloops and The Kamloops Innovation Centre for a Tourism Innovation Lab. This "Lab" provides a platform for his students to pitch ideas with the potential to be transformed into new tourism businesses. The Kamloops Tourism Innovation Lab is an initiative that benefits our students, our program, and the region. David is also honest about his struggles and though his students appreciate his good humour, what stands out is how he is also able to connect with vulnerable and struggling students and help them see their own potential.

Alex Church, Education and Social Work

Alex's award dossier is full of letters from students who praise her strength as an instructor, her ability to create a learning community and her devoted leadership. As a teacher of English as an additional language, Alex aims to create welcoming and open spaces in her classrooms where students are free to express themselves, gain comfort with the language and move on to achieve their goals. Her careful class planning and ability to challenge students while helping them feel safe and supported is recognized and remembered fondly by her former students and she is widely seen as an inspirational and student-centred educator.

PRESIDENT'S DISTINGUISHED TEACHER AWARD 2022

TRU recognizes one individual who best represents significant long-term, career achievements in teaching, pedagogy and the promotion of excellence in learning and teaching. The President's Distinguished Teacher Award complements and builds on the annual Teaching Excellence Awards. The winner will receive an engraved plaque plus the opportunity to attend a future meeting of the Society for Teaching and Learning in Higher Education or equivalent teaching and learning conference (to a maximum of \$3,000).

Dr. Lyn Baldwin, Science

Over the past seventeen years at TRU, Lyn has demonstrated that she pushes the boundaries of teaching and studying biology. By approaching the subject using an interdisciplinary lens, students learn how to carefully observe the world around them, noticing patterns at levels that range for microscopic to global. Her remarkable ability to challenge students, invite curiosity and foster a collaborative and supportive classroom environment is obviously recognized by TRU graduates, many who have written letters sharing how their experiences in Lyn's classes were transformative.

The careful attention Lyn pays to course design, as well as her innovative approach to engaging diverse collaborators in her work leads students to develop a rich and nuanced understanding of the field. This has led to numerous publications, presentations and art exhibitions, outreach to local school districts, and several teaching awards, including the 2020 TRU Student Union Empowerment Award, 2018 STLHE D2L Innovation Award in Teaching and Learning, 2013 TRU Undergraduate Research Mentor Award and 2010 TRU Teaching Excellence Award. Notably, Lyn has also been recognized with the 2022 West Coast Teaching Excellence Award. This award is for BC and Yukon Post-Secondary Educators who have made a significant positive impact on teaching and learning in the province.

At TRU, Dr. Lyn Baldwin has made a distinctive and important impact through public outreach, student engagement and her belief in the power of curiosity. She exemplifies student-centred teaching and learning and our commitment to be a university that makes a positive impact in the Kamloops community and beyond.

AWARDS FOR EXCELLENCE IN INTERCULTURALIZATION 2022

TRU recognizes up to two individuals who represent the best qualities of interculturalization including internationalization and/or Indigenization. This award is designed to increase awareness of efforts to interculturalize TRU, as well as recognize individuals who through their teaching, scholarly activity, and/or service are assisting to operationalize the strategic vision of interculturalization and increasing intercultural understanding through internationalization or Indigenization. Award winners will receive an engraved plaque plus the opportunity to attend a conference or professional development activity of their choice (to a maximum of \$2,000).

Dr. Sheila Blackstock, Nursing

Sheila Blackstock is a leader in the Faculty of Nursing and across TRU in regard to Indigenization, course and curriculum development and innovative pedagogies. In recognition of the impact of her work, she was commended by the TRU Board of Governor's in 2020. For students and faculty, her leadership and the development of talking circles, workshops, and community-building initiatives have helped to lead TRU on its pathway to decolonization. In collaboration with colleagues in Nursing and in Science, Sheila was instrumental in the development series of workshop on "Righting History" as well as the implementation of knowledge drawn from the "In Plain Sight" report on anti-Indigenous racism in health care. Sheila's carefully planned courses on Indigenous health, including her transformative immersion experience in Hazelton for senior nursing students are leading the way for positive and culturally-safe health care for everyone.

Cara Cadre, Arts

As a teacher of the Japanese language and culture, Cara is front and centre as an influencer of positive intercultural attitudes. Herself a long-term resident of Japan, she shares her experience and knowledge of the Japanese language and culture with her students every day in every class. Her course content is entirely devoted toward raising student awareness of intercultural understanding. Cara models an appreciation of diversity in cultures through her respectful learning around Indigenous cultures and issues, her support of other languages and initiatives in the Modern Languages program, her pro-active participation in intercultural activities whenever they are offered, and, not least, her service on committees such as SIAC, the International Mobility Advisory Committee, the First Nations & Aboriginal Affairs Committee, the Student Engagement Committee, and the Campus-wide Field School Committee. cultural perspectives, practices, world views and issues.

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

Teaching and Learning Committee

Annual Report to Senate September 2022

1. Appointments to the Committee

Bella He (Oct '21) - Student
Marie (Christleda) Philip (Oct '21) – Student
Gordon Rudolph (Oct '21) - Senator
Christina Cederlof (Nov '21) – EDSW Faculty
Jim Hobbs (Dec '21) – IT Delegate
Stephanie Klassen (Jan '22) – IPE Delegate
Candace Walker (Feb '22) – Nursing Faculty
Brenna Clarke Gray (May '22) - OL/LT&I Instructional Support
Gul-e-Rana Mufti (May '22) – Arts Faculty

2. Meetings

The Teaching and Learning Committee met nine times between September 2021 and August 2022. This past year we have been active with the business of working groups and continue 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, Open Learning, Information Technology Services, and Media Services. Attendance at meetings continues to be strong and all members are highly engaged in the work of the committee and its associated working groups.

3. Working Groups

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

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. This year the group met several times and produced an Informed Best Practices on Teaching and Learning Data handout which is posted on the CELT webpage.

Learning Outcomes and Assessment Task Force (LOATF)

The Learning Outcomes and Assessment Task Force was disbanded in January 2022. It has been merged with the General Education Taskforce, and re-named the Assurance of Learning Subcommittee (AoL). It completed the work of researching and creating six principles for learning outcomes assessment which were brought forward to the Assurance of Learning Subcommittee for review.

Assurance of Learning Subcommittee (AoL)

The AoL Subcommittee is responsible for overseeing the strategic assessment of institutional learning and has direct reporting to the Academic Planning and Priorities Committee (APPC) and Teaching and Learning Committee (TLC) of Senate. The 23-person committee is representative of the academic side of campus. It is responsible for the following:

- Following broad consultation with Faculties and Schools, advise APPC on the establishment, revision, or discontinuance of policies and procedures in relation to general education curriculum.
- Recommend to APPC and TLC a model of continuous learning outcomes assessment and curriculum review that fits with TRU's culture and established structures and processes, including an assessment plan for TRU's institutional learning outcomes.
- Other duties as assigned by APPC and TLC.

The subcommittee has met twice and are planning a retreat in August to write procedures for learning outcomes and assessment.

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 committee was very active in 2021-22 and has proposed a new 2-stage system for awards which was sent as a memo to APPC and the President's Leadership Group in October 2021. The group also wrote an accompanying procedures guide for running the awards and the adjudication process with the purpose of making the awards more equitable and easier for faculty to apply for. The new 2-stage process was implemented in the fall and resulted in a significant increase in nominations (Stage 1) and applications (Stage 2) for the President' Merit Awards. The

working group will run the staged awards system again this year and evaluate the outcomes with a report expected in 2023.


Scholarly Teaching- SoTL Definitions Working Group

This temporary working group responded to a request from the Office of the Provost and University Tenure and Promotion Committee to create agreed-upon definitions that could be used for an included in Tenure and Promotion Standards Documents in order to clarify the terms 'Scholarly Teaching' (ST) and 'the Scholarship of Teaching and Learning' (SOTL). Once the committee was established, articles providing perspectives on the definitions for ST and SoTL were circulated and stored on a Teams site. The committee reviewed the documents prior to the first meeting on April 19. At that meeting it was decided that the committee would conduct an inventory of Departmental Standards Documents to review the language used for ST and SoTL in reference to common understanding of the definitions. At the second meeting on May 17, the committee reviewed the inventory and came to consensus as to a recommendation to the UTPC. A memo was sent to UTPC on June 20, 2022 and is expected to appear on the agenda for discussion in fall 2022.

4. Other Work

See the Annual Report of the Centre for Excellence in Learning and Teaching attached.

Respectfully submitted,



Catharine Dishke Hondzel, PhD

Chair, Senate Teaching and Learning Committee

Director, Centre for Excellence in Learning and Teaching

OPEN EDUCATION

OPEN EDUCATION RESOURCE DEVELOPMENT GRANTS (OERDG)

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 have traditionally been given out twice a year, once in the fall, and once in the winter for a total of 10 per calendar year.

Though the funding for this project was ended in the 2021 budget, in fall 2021 CELT was able to use its budget surplus to support five additional grants, however we were unable to offer grants in Winter 2022.

This brings the total number of funded OER Projects at TRU to 36 since the OERDG program began in 2018. Projects such as these contribute to better representation of equity-deserving groups, reflect current and local knowledge in the field, and support faculty creativity and engagement. Projects such as these create an estimated savings of 1.5 million dollars for students each year in textbook cost savings.

Christine Miller (UPREP), a previous grant holder continues as the coordinator for the project. See Appendix D for the OERDG report.

FALL 2021 RECIPIENTS (2021 ROUND 2)

Faculty Member	Department	Project
Noah Arney, Leanne Mihalicz & Sarah Gibson	Career & Experiential Learning	Sector Specific Resume Project
Sharon Brewer (Chemistry), Lindsay Blackstock (Chemistry), Verena Roberts (Open Learning), and Michelle Harrison (Open Learning)	Open Learning	Chemistry Questions
Sally Walters	Psychology- Open Learning	OER for PSYC 2131
Kellee Caton	Tourism management	Philosophizing Tourism: Ethics on the Move
Bala Nikku	Social Work	Introducing International Social Work: Professional action to build resilient global communities

CRICKET OPEN EDUCATIONAL RESOURCE FOR FACULTY

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. This year the team presented about CRICKET at four different conferences and the site continues to grow.



For the first time this year the CRICKET site was used for its intended purpose as the main resource for the Course (re)Design Institute in May. Participants appreciated that the course design information was all in one site, and while only one participant completed the feedback survey, that faculty member indicated that CRICKET was very helpful and that they will return to CRICKET when working on future courses. <https://cricket.trubox.ca/>

STRATEGIC ASSESSMENT OF INSTITUTIONAL LEARNING (SAIL)

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 is being conducted in partnership with the Office of Quality Assurance. The interim final report will be going for consultation to faculty councils in fall 2022. This project is co-led by Carolyn Hoessler and Alana Hoare with support and project management from Teresa Dickmeyer. A comprehensive Practitioner Handbook has been published for others to use the SAIL pilot project as a model- <https://sail.pressbooks.tru.ca/>

TRU COMMITTEE AND SUBCOMMITTEE MEMBERSHIP

Academic Computing Technology Advisory Committee (CDH)
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)
 International Student Success Working Group (CDH)
 Open Education Working Group (CDH, CI)
 Prior Learning Assessment and Recognition (PLAR) Assessment (CI)
 Qelmúcw Affairs Committee of Senate (CI, LG)
 Senate Research Committee (CDH, DJ)
 Student Success Committee of Senate (CI, CH, CDH)
 Indigenous Student Success Working Group (CI)
 Rural Student Success Working Group (CH)*
 Teaching and Learning Committee of Senate (CDH*)
 Data Stewardship and Analytics for Learning and Teaching (CH)*
 Learning Outcomes and Assessment Task Force (CDH)*
 Assurance of Learning Subcommittee (CI, CDH)
 Strategic Assessment of Institutional Learning Working Group (CH*)
 Teaching Practices Colloquium (DJ, CH)
 Proposal Review Subcommittee (CH)
 Technology Working Group (CH)

*Denotes role as chair or co-chair

EXTERNAL LEADERSHIP

EDUCATIONAL DEVELOPERS CAUCUS (EDC)- EDUCATIONAL DEVELOPERS COMMUNITY
 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 served a two-year term as Chair of the EDC executive (June 2020-November 2021). With the dissolution of the EDC in fall 2021 Carolyn now steers the development of the new National Educational Developers community leadership team and has supported the installation of a new executive for the organization.

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.

CANADIAN EVALUATION SOCIETY

Carolyn Hoessler serves as the Treasurer for the Canadian Evaluation Society

ISSOTL CONFERENCE

Carolyn Hoessler sits as a Program Committee Member for the ISSOTL Conference to be hosted by UBC-O.

CANADIAN NETWORK FOR INNOVATION IN EDUCATION (CNIE)

Diane served as Secretary-Treasurer from 2018-2022 as well as a member of the executive and numerous sub-committees.

RELEVANT MEMBERSHIPS

Association for Educational Communications and Technology (AECT)

Canadian Society for the Study of Higher Education (CSSHE)

Canadian Evaluation Society (CES)

Canadian Network for Innovation in Education (CNIE)

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 2021-22

Events listed chronologically. Events were hosted in a variety of formats, including face-to-face, online, and hybrid. For simplicity, registration below is for all modalities. Evaluation data is included when recorded.

Though this year we have made significant steps to improve our evaluation system, 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. Double dash (--) indicates the workshop or event was not evaluated.

Name of Event	Date	Reg # In Person	Reg # Online	Eval (n)
Instructional Skills Workshop (ONLINE)	8/9/2021		8	(3)
(on Campus) New Faculty Orientation - Day 1 of 2	8/24/2021	19	28	4.45/5 (11)
(Virtual) Welcome Back Faculty - Keynote: Nathan Matthew	8/26/2021	18	41	--
(Virtual) Build Your Best First Day of Class Ever!	8/26/2021		22	4.36/5 (7)
TA Orientation	9/16/2021	54		--
Show up and Write Community Writing Group	9/17/2021	6		--
PIDP - Technology for Teaching & Learning @ TRU	9/22/2021		11	--
New Faculty Orientation - Condensed	9/23/2021	7		--
Teaching Triangles - Information Session	9/24/2021		5	--
COVID Safety Protocols for TRU Classrooms and Campus	9/28/2021		53	4.16 (8)
CELTalk - Laura Grizzlypaws	9/29/2021		123	4.65 (20)
Open Educational Resources (OER) Development Grant Information Session	10/6/2021		4	--
New Faculty Community of Practice: Getting Started	10/7/2021		16	--

Introduction to Peer Review of Teaching and Instructional Support	10/13/2021		15	(4)
Capacity to Connect (C2C)	10/15/2021	14		(0)
Student Engagement Techniques - 3 session series	10/21/2021		16	(2)
CELTalk - SAIL	10/26/2021		15	(2)
SoTL SPARK (Sharing Pedagogy, Advocacy, Research, & Knowledge)	10/29/2021		5	--
Instructional Skills Workshop (ONLINE)	11/1/2021		7	(3)
Making Learning Accessible	11/2/2021		9	(2)
Land: Place Based Education	11/2/2021	14		(4)
New Faculty Community of Practice (Now known as the New Academy Firecubs CoP)	11/4/2021	6		--
Land: Place Based Education	11/5/2021	14		4.8 (5)
CELTalk: Scholarly Podcasting: Knowledge Mobilization and You!	11/9/2021		16	(1)
CELTalk: Integrating Indigenous Knowledge Pedagogy Teaching and Learning into Curricula	11/18/2021		48	(3)
Introduction to Peer Review of Teaching and Instructional Support	11/19/2021		4	(0)
Integrating Indigenous Perspectives into the Curricula	11/24/2021	4		
Lifelong Learning - SAIL Kick Off	11/25/2021		9	--
Social Responsibility - SAIL Kick Off	11/25/2021		10	--
Introduction to Alternative Grading Strategies	11/25/2021		18	(1)
SoTL SPARK (Sharing Pedagogy, Advocacy, Research, & Knowledge)	11/26/2021		8	--
Critical Thinking & Investigation - SAIL Kick Off	11/26/2021		3	--
Instructional Skills Workshop	12/6/2021	5		(4)
CELTalk: The Decade of Indigenous Languages Begins in 2022: Why is it important to act now on behalf of Indigenous Languages?	12/15/2021		41	(4)
New Faculty Orientation	1/6/2022	12	17	4.7 (5)
Assessment and Evaluation of Learning Course	1/12/2022		11	(3)
The Potential of Open Research in 2022	1/18/2022		56	--
Capstone Course Development Series	1/20/2022	7		(2)
Teaching Assistant Orientation (TA Day)	1/20/2022	36		4.3 (5)
TIIG (TRU Instructional Innovation Grant) Drop-In Information Session	2/1/2022		21	--
COVID Safety Protocols for TRU Classrooms and Campus	2/2/2022		34	--
TIIG (TRU Instructional Innovation Grant) Drop-In Information Session	2/3/2022		6	--
Introduction to Teaching Triangles	2/8/2022		2	--

Making the Most of Peer Review of Teaching and Instructional Support	2/10/2022		9	--
CELTalk: Hybrid Teaching Made Simple - A step by step guide - John O'Fee	2/23/2022	3	46	4.41 (8)
How to Create Authentic and Transformative Land Acknowledgments	2/28/2022		77	4.48 (12)
Instructional Skills Workshop (Online)	3/14/2022		16	4.43 (7)
Learning Assessment Techniques	3/16/2022	18		--
Facilitator Development Workshop (FDW)	4/19/2022	4		(3)
Welcome and Preparing for Tenure & Promotion	5/3/2022		56	4.6 (10)
Educational Philosophy Statements	5/3/2022	36		5.0 (11)
Document Management	5/3/2022	36		4.73 (9)
Faculty Candidate Panel	5/3/2022		28	4.57 (8)
CVs vs. Resumes	5/4/2022	28		4.71 (7)
Evidencing Your Teaching	5/4/2022	31		4.58 (8)
APARs (In Person)	5/4/2022	32		4.77 (8)
Makerspace Grant Information Session 1	5/6/2022		7	--
Course (re)Design Institute	5/9/2022	11		(1)
Makerspace Grant Information Session 2	5/10/2022		4	--
Backward Design Workshop	5/25/2022		15	(3)
Indigenous Land Based Teaching and Learning (Learning from the Land)	5/30/2022	10		4.94 (6)
SoTL Retreat	6/20/2022	15		(4)
National Great Teachers Seminar	7/10/2022	0	30	

Total all registrations- 1520

*We do not track attendance for CELTtalks, or events open to the entire TRU community such as Creativity in the Open, or Teaching Practices Colloquium in our LibCal registration system.

APPENDIX B: FACULTY PARTICIPATION BY AREA

From July 1, 2021- July 31 2022 we had 593 unique registrations for all CELT programming for which registration was requested.

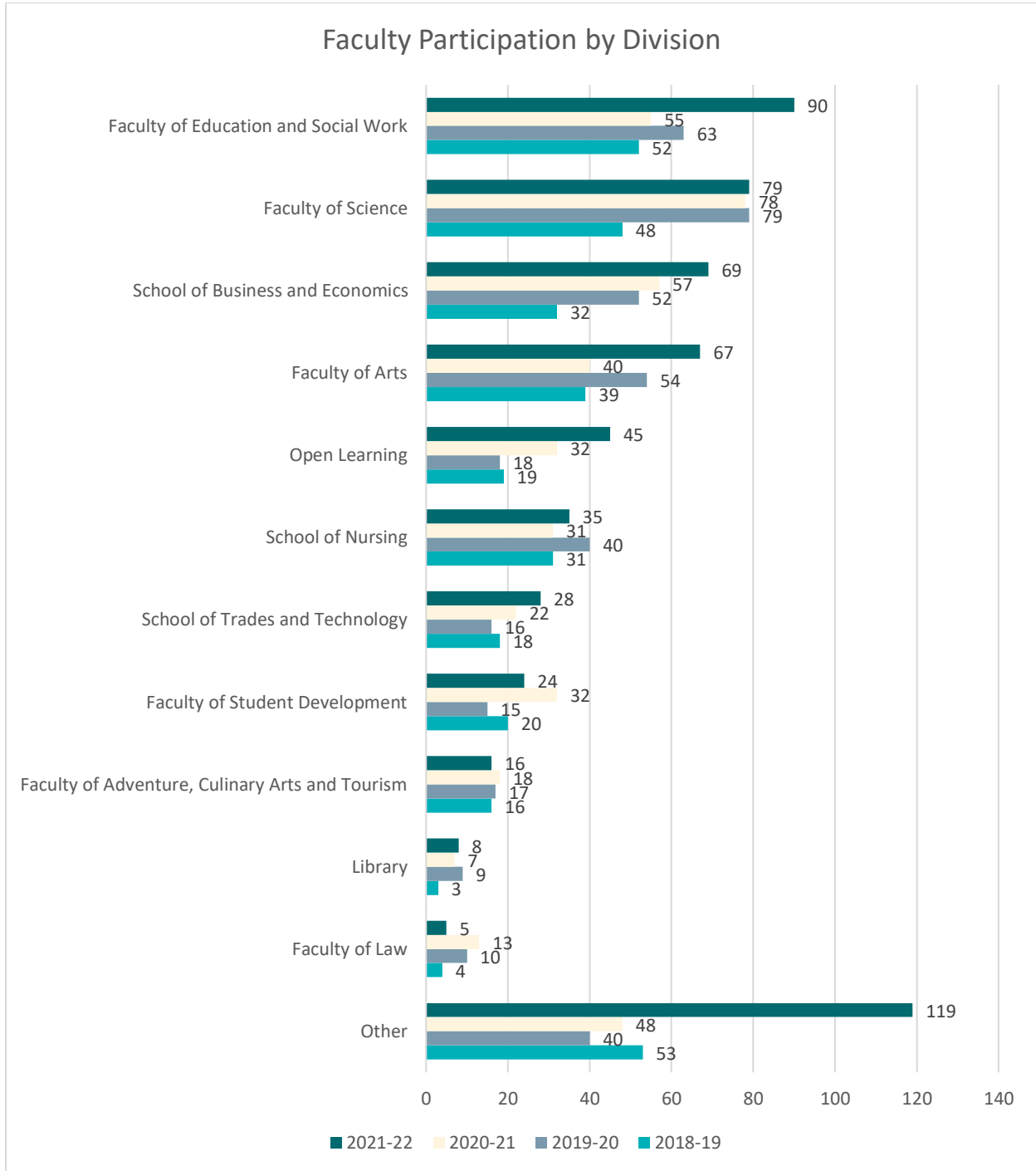


Chart shows unique individuals registered, duplicates and students removed.

APPENDIX C: PRESENTATIONS AND PUBLICATIONS

PUBLICATIONS

- Carter, L., & **Janes, D.** (2021). Linking the Past, Present, and Future of Canada's Adult and Continuing Education Unit: A Conceptual Paper for Post-2020 Times: A conceptual paper for post-pandemic times. *Canadian Journal for the Study of Adult Education*, 33(2). Retrieved from <https://cjsae.library.dal.ca/index.php/cjsae/article/view/5631>
- Campbell, K. & **Janes, D.** (2021). Myths, Metaphors, and the Master Narratives of Instructional Design: Counterstories and Alternatives. *The International Journal of Design Education*, 15 (1): 231-252. [doi:10.18848/2325-128X/CGP/v15i01/231-252](https://doi.org/10.18848/2325-128X/CGP/v15i01/231-252).
- Hoare, A., **Dishke Hondzel, C.**, & Wagner, S. (2022). Forming an Academic Program Review Learning Community: Description of a Conceptual Model. *Quality Assurance in Education*. <https://doi.org/10.1108/QAE-01-2022-0023>
- Tyrrell, R., Motley, P., Dobbs-Oates, J., **Dishke Hondzel, C.**, Archer-Kuhn, B., Eady, M. J., & Seeley, J. (2022). Online, qualitative research: conducting a multi-institutional, multinational study on immersive learning pedagogies. In *SAGE Research Methods Cases*. <https://dx.doi.org/10.4135/9781529601466>

REFEREED PRESENTATIONS AND WORKSHOPS (CHRONOLOGICAL)

- Ives, C.**, Bartlett, M., & Smith, B. (2022, June). CRICKET Hackathon: Co-creating an OER for Educational Developers and Instructional Designers [Pre-conference session]. Society for Teaching and Learning in Higher Education Annual Conference, Ottawa, ON.
- Hoare, A., **Dishke Hondzel, C.** & Wagner, S. (2022, June) *Facilitating Academic Program Review using a Professional Learning Community Approach*. Paper presented at the Society for Teaching and Learning in Higher Education (STLHE) Conference, Ottawa, ON.
- Hoessler, C.**, Ellis, D., & Bayles, B. (2022, June). *Enabling Agility of Teaching Centres: A Workshop for Leaders*. Workshop, ICED 2022, Aarhus, Denmark.
- Ives, C.** (2022, June). *Fraying the Edges: Shifting Institutional Power Dynamics*. International Consortium of Educational Developers, Aarhus, Denmark.
- Hoessler, C.**, **Ives, C.**, Martin, P., Longstreet, S. & **Dishke Hondzel, C.** (2022, May). *To, For, With, By, As: Examining Power in Educational Development*. Paper presented at the International Consortium for Educational Development 2022, Aarhus, Denmark.
- Smith, B., Bartlett, M, & **Ives, C.** (2022, May). CRICKET: *An OER for Educational Developers and Instructional Designers*. Open/Technology in Education, Society, and Scholarship Association (OTESSA) Conference, as part of the Federation for the Humanities and Social Sciences Congress, May 12-20, 2022, Online.

- Crowley, C., Ives, C. & **Janes, D. P.** (2022, May). *The AMTEC History project*. CNIE, Concordia University, Montreal, QC. Online.
- Janes, D. P.** & Bares, J. (2022, May). *Digital Learning Exchange: A case study in transformative communities of practice*. CNIE, Concordia University, Montreal, QC. Online.
- Hoare, A., & **Dishke Hondzel, C.** (2022, March). *Teaching, Learning and Quality Assurance: How Can We Use Cyclical Program Review as an Opportunity for Appreciative Faculty Development?* Roundtable session presented at the BCNET Connect Conference, Vancouver, BC
- Smith, B., Lamb, B., **Ives, C., Janes, D., Dishke Hondzel, C.** & Bartlett, M. (2022, March). *CRICKET: An OER for Educational Developers and Instructional Designers*. Paper presented at the BCNET Connect Conference, Vancouver, BC.
- Hoessler, C.** (2022, February). *Unlocking Change in Teaching and Learning: An Interactive Workshop with the Four-Factor Model*. Pre-conference workshop, EDC Conference 2022, online (University of Waterloo).
- Ives, C.,** Martin, P., **Hoessler, C.,** Longstreet, S., & **Dishke, C.** (2022, February). *From Margins to Experts: Interrogating Power Dynamics in Educational Development Work*. Workshop presented at the Educational Developer Caucus Conference, University of Waterloo, online.
- Ives, C., Dishke, C. & Janes, D.** (2022, February) *CRICKET: An OER for Educational Developers*. Paper presented at the Educational Developer Caucus Conference, University of Waterloo, online.
- Janes, D.P.** & Bares, J. (2022, February). *Supporting Faculty via Digital Communities of Practice: A Research Project*. Paper presented at the Educational Developer Caucus Conference, University of Waterloo, online.
- Campbell, K., **Janes, D.,** & Carter, L. (2021, November). *Instructional design as social action: Cases from a Canadian context*. ICERI 2021, Valencia Spain, online.
- Janes, D.P.** & Bares, J. (2021, October). *Digital Communities of Practice: Supporting the Scholarship of Teaching and Learning*. Paper presented at the the International Society for the Scholarship of Teaching and Learning (ISSOTL) Annual Conference, online.
- Motley, P., Tyrrell, R., Archer-Kuhn, B., **Dishke, C.,** Dobbs-Oates, J., Eady, M. (2021, October). *Immersive learning pedagogies: Insights from ongoing research*. Paper presented at the the International Society for the Scholarship of Teaching and Learning (ISSOTL) Annual Conference, online.
- Smith, B., Miller, C., Monroe, K. & **Dishke Hondzel, C.** (2021, October). *Embracing Open for All: Initiatives in Support of Kw'seltknéws*. Paper presented at the Open Education Conference, online.
- Austin, L., **Dishke Hondzel, C.** Dumouchel, E., Hoare, A., **Hoessler, C.,** Kondrashov, O., McDonald, B., Noakes, J., & Reid, R. (2021, October). *SAILing Forth! Faculty-Led Assessment of Institutional Learning Outcomes*. Paper presented at the IUPUI Assessment Institute, [online](#).

Ives, C.M., & Whitteck, E. (2021, October). *Navigating assessment of effectiveness of teaching: Two context-specific approaches* [Conference presentation]. Assessment Institute, IUPUI, Indianapolis, and Online.

Hoare, A., **Dishke Hondzel, C.**, Austin, L., Dumouchel, E., Sullivan, A., & Lake, L. (2021, September). *Co-creating a Student-centered General Education Model Using an Emergent Appreciative Process*. Paper presented at the Association for General and Liberal Studies Constitute, online.

Cederlof, C., **Ives, C.**, Svendsen, M., & Stranach, M. (2021, July). *Valuing diversity through the development of transferable skills for future employment*. Sixth International Association for the Scientific Study of Intellectual and Developmental Disabilities Europe Congress, Amsterdam, Netherlands and Online.

INVITED AND NON-REFEREED PUBLICATIONS, PRESENTATIONS & WORKSHOPS

Goddard, J., Churchley, J., & **Ives, C.** (2022, May 5). *Creative Disruption: Using Music and Spoken Word to Decolonize Academic Writing*. Creativity in the Open, Thompson Rivers University, Kamloops, BC, Online.

Ives, C., & Martin, P. (2022, April 28-30). *Efficient and Effective Grading* [Conference workshop]. Open Learning Faculty Member Conference, Thompson Rivers University, Kamloops, BC. <https://olfmworkshop2022.sched.com/event/zemo/effective-and-efficient-grading>

Ives, C., & Forseille, S. (2022, April 28-30). *PLAR 2001: A Learning Odyssey* [Conference workshop]. Open Learning Faculty Member Conference, Thompson Rivers University, Kamloops, BC. <https://olfmworkshop2022.sched.com/event/zen9/plar-2001-a-learning-odyssey>

Hoessler, C., & Ives, C. (2021, February 22). *Beyond course content: Fostering connection and reflection in the virtual classroom* [Conference presentation]. Teaching Practices Colloquium, Thompson Rivers University, Kamloops, BC, Online.

Ives, C., & Lovely, B. (2021, February 22). *What We Learned about Engagement from Shifting Faculty Development Online* [Conference presentation]. Teaching Practices Colloquium, Thompson Rivers University, Kamloops, BC, Online.

Janes, D.P. (2022, February 22). *Getting started with SoTL Research: What are the Benefits for Faculty and Learners*. [Conference presentation]. Teaching Practices Colloquium, Thompson Rivers University, Kamloops, BC, Online.

Sayre, F. & **Janes, D. P.** (2022, February 22). *TRU Library Makerspace*. [Conference presentation]. Teaching Practices Colloquium, Thompson Rivers University, Kamloops, BC, Online.

Hoare, A., **Dishke Hondzel, C.**, & Wagner, S. (2022). *Program review handbook: A course-based approach to conducting program review*. <https://programreviewhandbook.pressbooks.tru.ca/>

APPENDIX D: OERDG ANNUAL REPORT

Open Educational Resource Development Grant (OERDG) Annual Report

April 1, 2021 – March 31 2022

Written by Christine Miller, OERDG Facilitator

The OER Development Grant (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.

The purpose of this initiative is:

- To support faculty to integrate OER into their courses (through course release or other financial support/incentive)
- To build capacity at TRU for creating and adapting open textbooks and other OER that are up to date and appropriate for TRU curricula
- To demonstrate TRU's commitment to student needs as outlined in TRUSU's Open Textbook Grants Program proposal.

The past fiscal year has been a busy one, with two intakes for the OERDG program. This included two separate grant intakes, one in the spring and one in the fall of new grant recipients. Joining our existing projects, the following projects were funded this year:

Sally Walters – Faculty of Arts, OER for PSYC 2131

Noah Arney, Leanne Mihalicz and Sarah Gibson – Faculty of Student Development, Career and Experiential Learning resource

Sharon Brewer and Lindsay Blackstock – Faculty of Science (Chemistry), Supplementary Learning resources – Interactive study questions

Kellee Caton – Faculty of Arts, Culinary and Tourism, Translation of Seminal studies and development of global network for sharing.

Bala Nikku, Faculty of Social Work, OER for International Social Work

Melanie Reed – School of Business and Economics, Labour Relations Curated Course Materials

Yan Yan and Nishta Puyeth– Department of Computing Science, Integrated Course Materials for Bioinformatics and Biological Data Analysis

William Little – TRU-OL, 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

3 of these projects are now complete and the remaining 7 are ongoing, many of which will be piloted in the Fall 2022 semester. Of the past grant recipients, from intakes pre-April 1, 2021, 3 projects were completed this fiscal year and are being used on-campus and through TRUOL.

Support for this grant is ongoing and takes many forms:

Support	Description	# Sessions
Application Support Meetings	One on one meetings with prospective applicants, answering questions, advice on project scope, feedback on application documents	5
OERDG Info Sessions	Information session about the nature of the grant and the application process	2
Grant Intake Meetings	One on one meeting to discuss scope of project, what supports are needed and what workshops would be helpful	10
Workshops	For each intake of the grant the OERDG Coordinator runs a suite of workshops. This includes Introduction to Pressbooks, Creative Commons, Editing/Copyright, Introduction to H5P, and others on request.	11
Writing Sprints	A day-long event with introductions, goal setting, writing time, check-ins, and on-demand support for pressbooks, copyright and H5P.	2 x 5 hours
Regular Check-ins - email	During intake meetings, grant recipients can opt to have regular check-ins from the Grant Coordinator. Most grant recipients are on a bi-weekly or monthly check-in schedule. Check-ins include an email offering support	Biweekly and Monthly

	and an invitation to meet if the grant recipient feels that would be helpful.	
One on one support meetings	Grant recipients can contact the Grant Coordinator for help at any time. Many of these meetings arise from the Check-ins reported above. Topics range from request for editing support, technical support for Pressbooks/H5P, help with scope of project, and others.	12

In addition to supporting grant applicants and recipients directly, the OERDG Coordinator participates in other activities that support the overall goals of the grant. These include:

- Membership in the Open Education Working Group
- Co-Chairing of the OER Community of Practice
- Attending information gathering meetings as part of the administration of the grant
- Promoting the grant through an OERDG Showcase during Open Access Week and Open Education Week
- Promoting TRU’s grant support structure through platforms such as the Cascadia Open Education Summit, providing consult for other institutions hoping to implement a similar support structure, and representing TRU in the BCcampus-sponsored quarterly Open Interior Connect meetings.