

# Learning and Teaching Beyond COVID

## Phase one project report

This project report is the collaborative effort of a group of faculty, staff and students from discussions taking place from June-Oct 2021. A full list of contributors are in the Appendix.

Version Phase 1 Report

# Learning and Teaching Beyond COVID: phase one project report

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## Executive Summary

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Over the past 18 months, the challenges and disruption brought by COVID have raised questions as to what the future of teaching and learning in higher education could and should look like. During this period of disruption, our faculty, staff and students have seen unprecedented change and responded with creativity and resilience. Building on the shift to remote learning in the last 18 months we began a conversation in May 2021 with approximately 100 faculty, students and staff across all levels of seniority, from both campuses, to understand what went well during this period, what should we keep and how we might improve for the future.

Six working groups were convened to consider a range of areas from flexibility in course, program and assessment design through to technology improvements and aspects of inclusion and wellbeing for all on our campus. While we recognise the focus was mainly on undergraduate programs there will be relevance to Graduate programs and students at UBC. From these working groups a set of recommendations were put forward, which have been grouped under four thematic areas that emerged during subsequent discussions. A number of the original working group recommendations intersected – wellbeing for all working, learning and teaching in our community; the need to sustain enhanced support in the teaching environment; attention and focus on the types of technological tools deployed to support teaching and learning.

The four thematic areas are:

**Theme 1 Innovation and flexibility:** How can we continue to innovate in learning and teaching post-COVID, in ways that retain some of the flexibility and other benefits that emerged during these enforced changes?

**Theme 2 Inclusion and well-being:** How may we continue to build inclusive learning environments that allow all students to achieve their potential, whilst at the same time paying attention to the well-being of all those engaged in the enterprise of teaching and learning?

**Theme 3 Technology and support for faculty and student success:** The COVID period saw unprecedented investments in tools and supports for learners and educators. How do we retain these in a way that can be sustainable?

**Theme 4 Processes and policies:** How might we re-examine the processes, practices and policies around aspects of teaching and learning that have (often, inadvertently) raised barriers or challenges for educators and / or learners?

This report provides a summary of the origins and process of the project; the recommendations grouped into four thematic areas and details of the next phase of the project. Recognising that we still have work to do on engaging a wider number of strategic priority groups and individuals, this next phase will entail a broader consultation process and alignment to key institutional activities already underway, to refine and prioritize recommendations that have emerged to date. There is full list of the groups and individuals we will be reaching out to for discussion and reflections on the report to date and what is needed for the next phase. An update from this work will be highlighted in a phase 2 project report prepared in early 2022.

## 1. An overview of the 'Beyond COVID' project

The scale of the changes to our teaching and learning activities since March 2020, in response to the challenges of COVID-19, have been immense. As an institution, we have been through multiple cycles of having to rethink and redesign how we support the continuity of learning and teaching for our students and faculty. The past 18 months have required remarkable and sustained individual and collective efforts, commitment and resilience on the part of faculty, staff and students. In April this year, whilst there remained still many questions about the return to campus for the fall, we took the opportunity to begin a conversation with our academic community about how we might imagine teaching and learning will be different in a beyond-COVID environment.

The period since March 2020 has also seen a number of other activities move forwards within UBC<sup>1</sup> and powerful movements for social change globally, inspired by the Black Lives Matter protests and on-going climate emergency issues. The lens through which this work was viewed centred on the significant changes in the teaching and learning context brought about by the COVID-19 pandemic, but was situated in the context of broader events and priorities. As we have moved through this period, it is also now looking almost certain that there will be no sharply-defined endpoint when we can declare we are 'beyond COVID', but rather a process of transitions back to a 'new normal' over an extended period of time, with accompanying significant changes to university operations (including but not limited to teaching and learning). The resumption of work and study on campus at scale at the start of the current academic year is certainly an important milestone in this process.

Rather than settle back into whatever versions of 'a new normal' might emerge entirely organically, we have engaged a group of nearly 100 faculty, staff and students from both campuses, in a short timeline and focussed conversation about what post-COVID learning and teaching *could* and *should* look like. Recognising that we would use this work as the basis for broader consultation and engagement within the wider University community. What have we learned? What has worked, even perhaps better than we might have thought possible in pre-COVID times? What has not? And what might work better, if we enact it under different conditions or with adjustments? Thoughtful answers to these questions represent a significant opportunity for pedagogical enhancement and innovation. One of the advantages a large scale move online has been flexibility: but how much of this flexibility do students want to retain in their learning in a new normal? Does this align with, or is it at odds with, the wishes of faculty and the needs of programs? What are the implications for faculty and student workload? And, for all of these questions, what are the implications for our spaces (both physical and digital), our academic processes (scheduling, degree requirements, etc.), and the supporting staff members involved throughout?

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<sup>1</sup> Academic Integrity Project, [Digital Strategy](#), [Inclusion Action Plan](#), [Indigenous Strategic Plan](#), UBC Anti-Racism Initiative, [UBC Task Force on Anti-Racism and Inclusive Excellence](#), [UBC Presidents Priorities](#)

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Some initial discussions are in progress around academic scenario planning in the 10 - 20 year horizon, where we imagine how UBC can not only succeed with learnings from COVID but also thrive given the evolving challenges of the future. The 'Beyond COVID' project represented a deeper dive into the realm of teaching and learning that can take emerging ideas from the different scenarios and test their viability with stakeholders. The work for this project started in May 2021 with a call for chairs and membership of six thematic Working Groups (WGs) by reaching out through academic networks, previous membership for the guiding principles work in 2020, student leadership and Associate Deans. Expand explicit connections here – mental wellness, anti-racism, EDI etc.

The WGs explored the following thematic topics / areas:

- **WG1: Implications for the design of courses:** What are the implications for the way courses are designed, in the light of the past 18 months of predominantly online teaching during COVID?
- **WG2: Teaching activities (care and compassion in development of pedagogy, course delivery, applications of policies, accommodations and concessions):** Care and compassion became a repeated refrain as faculty, staff and students grappled with markedly changed environments for teaching and learning. Aligned with the institution's commitment to EDI, how do we retain this spirit as we move forwards?
- **WG3: Rethinking approaches to assessment (aligned to work already underway on both campuses on academic integrity):** 'Assessment drives learning' as the saying goes and the large scale move online surfaced new challenges in assessment design, delivery and integrity, as well as concerns over the role of remote invigilation. How can we understand the impacts on students and faculty?
- **WG4: Implications for flexible curriculum and program design:** How might the experiences of the past 18 months influence the design of curricula; are there new, potentially online or blended possibilities to explore, to build curricular choice and flexibility?
- **WG5: Learning Technology tools:** affordances, limitations and requirements considering the capabilities (and potentially, functional gaps) of the tools we currently have, how can these be used more effectively and what are new opportunities in this space?
- **WG6: Teaching as a collaborative effort:** More than ever over the last 18 months, we have seen that teaching is truly a collaborative effort, with GAAs/TAs having been intimately involved with the designing, building and delivery of courses, together with pedagogical and Learning Tech support staff. Thinking across both in-person and virtual classrooms, how can we ensure these collaborations endure and are appropriately resourced and recognized?

In addition to the WGs, we convened a small project planning team with cross-campus and student leadership membership. During the summer from June to August, the WGs each met between 4 - 6 times. Membership of these groups is included as [Appendix 1](#) and the general terms of reference as [Appendix 2](#). The WGs contained representation from many different faculty ranks, roles and disciplines, professional staff as well as student perspectives, enabling diverse perspectives and discussions relevant to all who teach and learn at UBC.

## 2. Project phases and timeline

WGs met several times over June, July and early part of Aug 2021 discussing their experiences over the past year, how this impacted their teaching and informed their understanding of what would continue to benefit students and faculty going forward. Over several of the meetings, group members and guest speakers provided additional information on topics both University wide and focused in specific areas to support the formulation of the recommendations from the WGs.

Prior to the commencement of the WGs, we had assembled a significant amount of data to inform their work: UBC surveys across both campuses, literature and other commentary on the effect of the pandemic on post-secondary education. Supplementing this with significant data gathering and analysis that has continued over the summer, additional data sources have included:

- (UBCV) Faculty of Arts student survey (Conducted in April 2021, >3000 responses);
- (UBCV) Faculty of Science Faculty survey (June 2021, >250 faculty responses);
- (UBCV) AMS / GSS student surveys (July 2021, 8000+ responses);
- UBCV survey of new / returning international students in direct-entry programs (Aug 2021, N=7000).
- (UBCO) Student survey of online (Nov 2020)
- (UBCO) September Restart Student Survey (Mar 2021)
- (UBCO) Faculty survey (Dec 2020 – Jan 2021)

WGs were tasked with formulating recommendations for their particular thematic areas, paying attention to alignment with institutional priorities, identifying key stakeholders on campus that would need to be engaged as the recommendations were developed and considering some low-resource 'easy wins'. These are synthesized below in [Section 3](#) into thematic areas with access to the full recommendations from the working groups on request.

This report will serve as the basis for further consultation, prioritization and refinement of recommendations during the winter terms of 2021 with an engagement plan for faculty, academic leaders, Senate committees and student leaders outlined in [Section 5](#). The project will conclude in early 2022, with a phase 2 project report that highlights priority recommendations for implementation.

## 3. Emergent themes

Following consideration of the 'raw' recommendations emerging from WG discussions during summer 2021, the following themes were distilled, offering a way to cluster and refine recommendations. Note that the categorizations are deliberately broad and not intended to be hard-walled. As we consider prioritization and implementation of these recommendations, the need to have relevant and up-to-date data together with an understanding of work already underway in these areas will be essential. It is also critical that we take a measured and incremental approach to these recommendations: asking people to do more or different at a time when they are exhausted by the experiences of the pandemic over the last 20 months is not feasible or desirable.

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## Theme 1 (T1): Innovation and flexibility

The experience of teaching and learning over the past 18 months has resulted in hard-earned insights as to what has been effective and what has not, from the different perspectives of individual teachers and learners, academic units and the institution (see, for example, Bartolic et al., 2021). Dhawan (2020) suggests that ultimately this experience can be marshalled into making the teaching–learning process more student-centered, more innovative, and even more flexible. Undoubtedly, faculty had to learn new tools, new approaches and be generally far more responsive to uncertain and changing environments; these experiences will inform, and in some cases, fundamentally change their approach to their work as educators. Similarly, students lost a great deal of the experience of being a member of the academic community over the past 18 months, and had a much more solitary and (literally) remote learning experience, yet nonetheless appreciated some elements of the flexibility afforded by online instruction. For instance, Yang, B., & Huang, C. (2021) have highlighted that some students appreciate saving commuting time, and that the ‘replay’ and ‘fast-forward’ functions enhance their ‘control’ over learning. Departments and units thinking about development of new programs or renewal of existing curricula have new possibilities in terms of course and program design.

As a learning institution, we must reflect on these experiences to understand the implications for what flexibility looks like, and how it can be manageably incorporated into courses post-COVID. There is an important opportunity to scale up innovations that enable many active, interactive, and experiential modes of education delivery (Salmi, 2020). Yet, we cannot offer total choice to students to ‘choose their own adventure’ in how and where they engage in courses due to a wide variety of practical and workload constraints. However, we can consider: a) how to make learning experiences more accessible to all learners, where inequities are a large part of what we try to solve as we consider pivoting to blended learning (Doucet et al., 2020), b) capitalize on the significantly expanded levels of cooperation and experience-sharing among instructors across academic departments, schools, and faculties that would typically occur (Salmi, 2020), and c) consider ways to further expand who contributes to and benefits from these learning experiences.

Combining the long history and deep capability for educational innovation at UBC, in service of supporting more flexible approaches to course and program design, is at the heart of the transformative learning mission of the institution. These are themes that carry over into this work from the UBC Strategic Plan.

## Theme 2 (T2): Inclusion and well-being

The challenges posed by COVID-19 required a renewed focus on care and compassion within teaching and learning: it was ‘principle zero’ of the [guidance](#) to support teaching online developed at the start of the pandemic and it continues to resonate as a foundational guiding principle as we emerge from this period. With university students already at increased risk of experiencing mental health stressors (Patterson et al. 2021; Prowse et al. 2021), additional, and potentially unfamiliar, situations, challenges, and issues that arose over the past 18 months were diverse, numerous and complex. During that time,

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many more students reported, in Faculty and other UBC surveys, that they experienced accessibility issues and significant challenges to feeling ‘part of the class’.

These accessibility issues and sense of disconnectedness were also keenly felt by faculty and staff, with impacts not distributed equitably during the pandemic (VanLeeuwen et al., 2021; Watermeyer et al., 2021).

Jenkins et al. report that “..our analyses uncovered differential mental health impacts by gender, sexual orientation, household income, ethnicity, mental health status, and disability status.” As such, it is not surprising that teaching and learning experiences during the COVID pandemic exposed inadequacies, inequities and inequalities in some of our approaches and practices, compounded for those experiencing marginalization. Faculty reported doing the very best they could under difficult circumstances, but sometimes may still have felt that they were falling short for their students. Evidence supports the assertion that students reveal health issues to instructors, because they are proximate (Heim & Heim, 2021; Patterson et al., 2021), adding pressure to those in teaching roles and emphasizing the importance of instructors and student services professionals being able to promote, and refer students to, supports (Patterson et al., 2021) or participate personally in their delivery (Heim & Heim, 2021).

Striving to maintain a balance between work / study and home / personal lives became an acute problem for many of us (as discussed in VanLeeuwen et al., 2021), with the student-age population being particularly impacted, exacerbated by the loss of usual social and family contacts for long periods of the pandemic. This loss of social and family contact (also sometimes described in the context of “loneliness”) was one of the main stressors noted in several studies conducted during the relevant time period (Linden et al., 2021; Patterson et al., 2021; Ma & Miller, 2021; Browning et al., 2021). Creating a more inclusive and welcoming learning environment, which allows students to achieve their full potential, whilst paying attention to the well-being of all those engaged in the teaching and learning enterprise, has been articulated as a core priority for UBC. A spirit of innovation and flexibility (Theme 1) can support bringing core priorities of inclusion and well-being to life in our academic programs, with a focus on historically marginalized groups. Effective supports and resources are also a necessary contributor towards UBC’s goals to support well-being, guided by the [Okanagan Charter](#).

### Theme 3 (T3): Technology and support for faculty and student success

Rising to meet the challenges of the COVID-19 pandemic saw an unprecedented draw on resources – particularly human (people, support, collaboration) and digital (tools, applications and technologies). Recognizing that we were entering a period of emergency remote teaching faced with the knowledge that “effective online education requires an investment in an ecosystem of learner supports” (Hodges et al., 2020), additional personnel supported course design and delivery activities, as well as providing front line consultation and support in both central and local units. Teaching Assistants (TAs) and Graduate Academic Assistants (GAAs) took on new activities within their roles; many courses utilized undergraduate students to support and build community within learner cohorts. Faculty within and across departments engaged in regular and sustained conversations about teaching and learning as part

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of a collaborative and collective effort. We greatly expanded the range and uptake of applications and digital tools that were licensed to support teaching and learning, opening up new pedagogical spaces but also highlighting significant ethical and academic integrity issues that go beyond regulatory compliance around privacy.

A challenge moving forwards is how to maintain these structures and approaches in a sustainable way, in ways that support students using new tools to enhance their learning, without overwhelming them with the sheer number of different tools. Studies show that a multitude of factors affect the benefits of learning technologies, including use of appropriate pedagogies, curriculum design, instructor effectiveness, and student agency. Adequate resourcing and support are key underpinning enablers for innovation to thrive; without it we fail to deliver the transformative learning our students deserve, and fail to equip faculty with ‘best of breed’ tools and applications to realize their teaching and learning goals (Laufer et al., 2021). A particular focus has emerged around assessment practices (St-Onge et al., 2021; Montenegro-Rueda et al., 2021), with both a need to guide and provide affordable ways to resource both from a people and technology perspective the enhancements in this space, together with the appropriate recognition for all those (staff, students and faculty) who take on this work.

### Theme 4 (T4): Processes and policies

A period of several cycles of rapid redevelopment and change has placed enormous pressures on faculty, staff and students (VanLeeuwen et al., 2021; Watermeyer et al., 2021; Patterson et al., 2021): faculty have had to redesign effectively all courses (often more than once) to accommodate the changing circumstances of the pandemic; support staff have been dealing with both increased volumes and complexity of urgent support requests; students have been the recipients of just-built, untested course designs in challenging contexts (see, for example, Keegan & Bannister, 2020; Hill et al., 2020; Galloway et al., 2020). Arrangements for assessments have been brought into particularly sharp focus (St-Onge et al., 2021; Montenegro-Rueda et al., 2021). Coming out of this, we need to re-examine our processes and policies around aspects of teaching and learning that have (often, inadvertently) raised barriers or challenges. This can include local practices (‘small p policies’), including ongoing work to decolonize curriculum, as well as those developed through academic governance channels.

A component of this will be to re-examine how teaching activities are planned at a unit level, balancing instructor autonomy with program / unit needs and institutional constraints, including reflection on the impact of novel approaches and pedagogies on the workloads of students across a portfolio of courses they are taking. It is important to consider the ethical implications of digital learning tool use (see, for example, Coghlan et al., 2021), and recognize that academic intellectual property increasingly lives in new digital spaces where existing guidelines and legal protections do not fully anticipate the effects of ease of dispersal of these materials.

Faculty innovation (Theme 1) and effective support and resourcing (Theme 3) will fail to achieve their full promise if there are institutional or local processes and policies that do not support and may even act in opposition to these goals.

## 4. Recommendations linked to themes

### Theme 1 (T1): Innovation and flexibility

Recommendations in this theme span multiple scales of teaching and learning activities; from the innovation and flexibility built into individual courses through their design, to aspects across courses within our community of scholars, through to unit-level roles and responsibilities in the design of programs. Taking this opportunity to continue and support the ongoing work over time of decolonizing curriculum across programs.

<p><b>T1.1 Intentionally promote &amp; encourage principles of Universal Design for Learning (UDL)</b></p> <p><u>UDL</u> is a framework to improve and optimize teaching and learning for all learners based on scientific insights into how humans learn. It includes consideration and accommodation for non-traditional barriers to access as foundations for course design. Some faculty are intentionally and through teaching practice embodying components of this already, but it – and other research-based learning frameworks – can be used to support innovation in course design activities that:</p> <ul style="list-style-type: none"> <li>• <b>Reassess options for course modalities</b> - Combining online and face-to-face teaching, as well as synchronous and asynchronous instruction to understand how elements of course design align with the larger learning outcomes, competencies and skills we are trying to teach, relevant to disciplinary approaches, course level, size, and topic.</li> <li>• <b>Build a strong sense of community in courses</b>, through both class activities and technology such as discussion forums, office hours, and/or other opportunities for increased interaction — so that students are more likely to connect with each other, with the instructor(s), and with TA(s).</li> <li>• <b>Facilitate student-to-student interaction</b> - through use of class time, modes of engagement and class materials / assessments.</li> </ul>	
<p>Actions:</p>	<ol style="list-style-type: none"> <li>1. Intentionally promote and build-out resources <ul style="list-style-type: none"> <li>• Intentional promotion of UDL fundamentals and resources through various channels</li> <li>• Clear communication that UDL should be appreciated as a goal, a process that can be implemented in incremental steps</li> <li>• Awareness regarding not only accessibility barriers but also fundamentals of UDL</li> <li>• Provide (and more intentionally promote) user-friendly resources for learning about, and implementing, UDL</li> </ul> </li> <li>2. Support and create opportunities that innovate course designs: <ul style="list-style-type: none"> <li>• Workshops for faculty seeking to incorporate online and in-person elements into their courses moving forward, building on resources already created / curated through CTL/T</li> <li>• Incorporate UDL approaches into course redesign programs (e.g., Teaching and Learning Enhancement Fund (TLEF) funding, Students as Partners, Alt2040 funding opportunities) and consider ‘special calls’ of these</li> </ul> </li> </ol>

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	<ol style="list-style-type: none"> <li>3. Create a representative group of faculty and staff members from across disciplines as UDL experts and practitioners for ongoing consultation, furthering this conversation from a place of lived experience, as course designers and instructors. Including liaising with Indigenous Strategic Plan leadership / CLT Indigenous initiatives to ensure respectful and appropriate guidelines for engaging Indigenous community members.</li> <li>4. As part of larger initiative for recognising contributions for Inclusive Teaching, support a rewards and recognition program recognising excellence in practice by faculty, instructional designers, educational developers, and instructional support staff.</li> </ol>
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### **T1.2 Promote collaborative approaches to teaching (team teaching, teaching resource sharing, and community partnerships)**

Further support and enhance the use of teaching teams and teaching resource sharing within and across departments and faculties to foster consistency and alignment in program objectives, coordination in the use of pedagogical tools and assessment strategies across programs. Considerations of wellbeing and belonging as part of collegial interaction among colleagues while ensuring the impact is focused on reducing redundancy and unnecessary workload.

Actions:	<ol style="list-style-type: none"> <li>1. At a Faculty / unit level, coordinate and review support needs for teaching teams for first- and second-year courses (undergraduate) and for multi-section courses taught by sessional instructors.</li> <li>2. Develop guidance for assessment of teaching that includes expectations and standards around collegial contributions to teaching activities (working in tandem with the Evaluation of Teaching policy group established through Senate Learning and Teaching (UBCV) and Learning and Research (UBCO)</li> </ol>
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### **T1.3 Broaden opportunities for community participation to enhance the UBC student experience**

Collate and review the modes and methods through which community partners contribute to taught courses, considering technical challenges of merging in person and online experiences, making appropriate suggestions for respectful community engagement and speaker compensation, and review linkages to campus groups with shared interests like the UBC Alumni Association.

Action:	<ol style="list-style-type: none"> <li>1. Create a campus-wide working group that would:             <ul style="list-style-type: none"> <li>• Determine best practices for inviting, hosting, support with technology etc., and compensating external speakers to UBC. These best practices should be documented and disseminated to departments via the Associate Deans and student representatives.</li> <li>• Coordinate approaches with Indigenous Strategic Plan (ISP) leadership / Indigenous Research Support Initiative (IRSI), leaders, elders and knowledge keepers from across the ethno racial community to ensure respectful and appropriate guidelines for engaging community members.</li> <li>• Establish linkages to campus groups with shared interests like the UBC Alumni Association.</li> </ul> </li> </ol>
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### **T1.4 Promote flexibility in program design**

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<p>Provide opportunities for the integration of flexible program design within and across departments and faculties while meeting program objectives and national/international accreditation standards.</p> <p>Flexible program design may include offering courses in a variety of modalities (face to face, online, hybrid, hyflex) or developing competency based programs and micro-credentials that are stackable across programs and disciplines (e.g. to upgrade a skill such as learning introductory level Python). This recommendation is aimed at the integration of flexibility in both of these areas (modalities and micro-credentials).</p>	
<p>Actions:</p>	<ol style="list-style-type: none"> <li>1. Policy discussion around the development of for credit micro-credentials and to aid in coordination of these micro-credentials, aligned to the recent BC Micro-credential framework.</li> <li>2. Subsequently, support for development of micro credential options: <ul style="list-style-type: none"> <li>• Funding to support design and development of flexible open options</li> <li>• Ability to track accumulation of credentials.</li> </ul> </li> </ol>

### Theme 2 (T2): Inclusion and well-being

Recommendations in this thematic area are intended to support and sustain campus wide momentum and progress towards core priorities of inclusion and well-being in our academic programs; creating both welcoming and healthy spaces for all those who teach and learn to thrive.

<p><b>T2.1 Establish and resource a UBC Disability Task Force</b></p> <p>Building off the work already well-underway through the Gender Diversity Task Force and the Task Force on Anti-Racism and Inclusive Excellence, establish a similar group, aligned to priorities developed as part of strategic projects undertaken across UBC, to consider the needs of disabled members of the entire university community, with a particular focus on teaching and learning.</p> <p>Recommended Key Principles for the UBC Disability Task Force:</p> <ol style="list-style-type: none"> <li>1. Foundational to the work of the UBC Disability Task Force should be building of trust and safety with the community, with utmost respect for confidentiality.</li> <li>2. Steps should be taken to ensure work of the UBC Disability Task Force is structured with accessibility and flexibility across all members of the disability community at the core of the engagement.</li> <li>3. The UBC Disability Task Force should be structured to evolve in its membership, mandate, and scope.</li> </ol>	
<p>Actions:</p>	<ol style="list-style-type: none"> <li>1. Central leadership to establish and resource a UBC Disability Task Force – to provide guidance for all students, faculty and staff. There should be fair and reasonable compensation and/or recognition (e.g. credit for service) for each participating member of the UBC Disability Task Force.</li> <li>2. The Disability Task Force to develop a more equitable and inclusive plan for working on campus including creation of an accommodation policy for faculty and staff centering the need for autonomy and flexibility in determining what constitutes safe return to</li> </ol>

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	<p>campus for disabled people. The plan must also prioritize the safety of students, and the UBC Disability Task Force must consider the needs of disabled members of the entire university community.</p> <ol style="list-style-type: none"> <li>3. The UBC Disability Affinity Group has already expressed full support of this recommendation, so this will optimistically serve to advance the initiative quickly, in collaboration with the Equity &amp; Inclusion Office (EIO).</li> <li>4. The UBC Disability Task Force be informed and led by members of the UBC Community from diverse backgrounds with lived, diverse experience of disability including, but not limited to, physical, learning, intellectual disability, chronic illness, mental illness, and neuro-divergence.</li> <li>5. As best practice, we further recommend UBC Disability Task Force representation include space for those with intersectional identities (e.g., women, gender diverse individuals, those who identify as 2SLGBTQIA+, Indigenous, Black, People of Colour, as well as religious and cultural minorities).</li> </ol>
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### **T2.2 Integrate well-being and compassion as foundational values for teaching, curriculum development, and professional development**

Integrate visible well-being elements into program and curriculum paths for students, and into faculty/staff professional development opportunities, using a positive, collaborative approach, in order to support well-being as a foundational priority for all in the learning environment. Working with existing well-being resources and programs on campus, strategic collaboration and coordinated efforts need to be expanded to prioritize well-being and integrate it into our campus community and culture.

<p>Actions:</p>	<ol style="list-style-type: none"> <li>1. One option for some students would be a health based course (e.g., HEAL 100) as part of their program requirements/options/electives; and/or having direct enrollment into the Canvas wellbeing module; and/or standardizing campus wellbeing resource information on course syllabi/in Canvas courses.</li> <li>2. For faculty/staff, this may work best by integrating and giving the opportunity to participate in health related professional development through faculty meetings, teaching retreats, CTL/T workshops, online short course offerings, and establishing guiding principles for such PD development that are supported at the faculty and departmental levels.</li> </ol>
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### Theme 3 (T3): Technology and support for faculty and student success

Technological tools to support teaching and learning have been a feature of the learning landscape for decades, but the reliance on learning applications over the past 18 months in a rapidly-changing digital environment have given us new insights to review and reimagine the role and use of technology. A fundamental guiding principle is the use of technology in pedagogically-effective and ethical ways to align to student-centered learning.

### **T3.1 Balance innovation in technology with consistency for students**

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<p>There is an inherent tension between innovation and experimentation using different learning tools and the consistency of the learning environment for students. Where it is possible and appropriate to do so, there should be a degree of standardization in instructional software with preference for widely-transferable solutions that integrate with the existing Learning Management Systems (LMS) (e.g., Canvas) to reduce the time and effort required by students, staff, and faculty to use them. A key factor is considering affordability of and financial cost to students and the institution which can be mitigated to some extent by prioritizing appropriate open source, public domain, and UBC developed resources.</p>	
Actions:	<ol style="list-style-type: none"><li>1. Review principles for adoption of Learning Technology tools, initially developed in 2015 to ensure -- wherever possible -- we prioritize teaching and learning technology and content that has minimal financial cost to students, faculty, and the institution including open source, public domain, and UBC developed resources.</li><li>2. Gather feedback from students regarding variety in learning tool use across courses to understand issues and affordances.</li></ol>

### **T3.2 Scaffold and support students when introducing different learning technologies in the classroom**

When you use learning technology that students are not familiar with, provide scaffolding which supports learning through demonstrations, instructions and peer student supports. Ensuring adequate supports are in place for all will help avoid a situation where students spend more time figuring out the technology rather than engaging with the subject matter.

Action:	<ol style="list-style-type: none"><li>1. Centrally develop tools and guidance for instructors and TAs that can be incorporated into courses (so that faculty / course teams do not have to generate these individually). This guidance can include:<ul style="list-style-type: none"><li>• Provide links to resources showing how to use the tools</li><li>• Provide specific instruction on how to use the tool in your classroom context</li><li>• Partner with student support to provide support for students to use specific tools.</li><li>• Gather data on how tools are being used to support pedagogy</li></ul></li></ol>
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### **T3.3 Provide a framework to support innovation in assessments**

There should be enhanced guidance and support for well-designed, innovative, and effective assessment practices for faculty members creating and deploying these kinds of assessments. This should include recognition of the time investments faculty members make when developing assessments and the different, often evolving, best practices for assessment in different disciplines -- particularly when they diverge from standard summative assessment practices (e.g., exams, letter grades, etc.). Most critically, this must recognize the need for appropriate teaching and educational support.

Actions:	<ol style="list-style-type: none"><li>1. Faculty-led development of framework, recognizing the diverse disciplinary contexts and needs across UBC.</li><li>2. Articulation of supports needed for innovation of assessment practices and alignment of funding sources to support these.</li></ol>
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<b>T3.4 Conduct authentic (online) assessments at scale</b>	
There is demand for spaces, technologies, and administrative support for large, “at-scale,” assessments, particularly new and emerging computer-supported assessment technologies, and large in-person classes. These systems should not only facilitate the administration of assessments, but also provision of useful feedback to students and faculty.	
Actions:	<ol style="list-style-type: none"><li>1. Conduct a needs assessment for computer-based assessments across faculties and evaluate use of platforms currently under-development or in pilot (PrairieLearn, PLOM, JupyterHubs)</li><li>2. Develop funding model to support digital systems and physical infrastructure needed for implementation.</li><li>3. Evaluate and implement a solution for barcode scanning of student IDs for in-person assessments.</li></ol>

<b>T3.5 Actively consider the ethical use of learning technology tools and how student data is collected and used</b>	
There are both legal and ethical dimensions to the selection of learning technology tools and the data that they capture, and how that data is used in support of teaching and learning. Compliance with privacy requirements is a bare minimum and should be supplemented by an understanding of the ethical uses of the tool, together with transparent details about how student data is collected and used. As we transition back into the classroom, we have a renewed opportunity to intentionally make decisions about which tools we use and how we use them.	
Action:	<ol style="list-style-type: none"><li>1. Develop principles to guide the selection and implementation of learning tools that incorporate considerations of ethical use and how data is collected, stored and used.</li></ol>

### Theme 4 (T4): Processes and policies

Recognize, support, and incentivize teaching and leadership activities that reflect collaboration, inclusion, and compassion. With teaching being upheld as one of the core priorities in UBC Strategic Plans, it is important that there be sufficient investment in teaching activities and demonstration of care and compassion for not only students but also teaching faculty and staff.

<b>T4.1 Recognize, support, and incentivize teaching and leadership activities that reflect collaboration, inclusion, and compassion</b>
Develop and share stories of how these activities have supported student learning through the pandemic (building on the current Keep Teaching series). Ensure that these activities (care, compassion, collaborative course and program design, inclusive teaching approaches) are foregrounded in programming, guidance and resources to support formal evaluations and other processes, such as awards, merit, promotion, and performance evaluation.
Raise awareness of the workload implications of these approaches, with particular attention to those in precarious employment situations (e.g., Lecturers, Sessionals, Adjuncts).

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Actions:	<ol style="list-style-type: none"> <li>1. Intentional promotion of awareness regarding equity, diversity and inclusion as a key principle of teaching excellence.</li> <li>2. A stakeholders meeting should be organized aimed at reviewing and enhancing models for support of TA training and development at UBC. In addition, we should work towards guidance for units in the development of teaching assistants, including discussions around appropriate compensation for professional development at the undergraduate level and graduate levels.</li> <li>3. CTL/T groups to coordinate annual meetings at UBCV and UBCO to sustain the conversation and facilitate collaboration between faculty members, resource centres, and TAs/students to address existing systemic barriers around accessible course design, accommodation policies, and communication between stakeholders.</li> <li>4. Review the TA training program to ensure it meets the current needs of TAs, students, faculty and departments. Create opportunities to increase directed TA training as part of their development and paid element of the role.</li> </ol>
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<b>T4.2 Create a pool of UBC student auditors working ‘from the margins’ to audit selected policies and processes at UBC and identify those that foster accessibility and inclusion at UBC</b>	
<p>UBC aims to include diverse students in the intellectual life of the university, including those working ‘from the margins’ who more often experience barriers to learning due to differences in physical/mental ability (e.g., visual, auditory, mobility, affective, cognitive), language (e.g., English as an additional language), ethnicity/race (e.g., BIPOC), gender/sexual identity (e.g., LGBTQ+), living conditions (e.g., rural, remote, children at home, elders cared for at home), and access to technology (e.g., shared computer, outdated computer, smart phone only, unreliable internet). As UBC transitions into post-COVID learning/teaching environments, the affordances and constraints of these circumstances need to be more thoroughly and systematically mapped — by those working with them first hand (e.g., UBC students and faculty) and uniquely positioned to speak to their capacity perpetuate or alleviate experiences of exclusion at UBC.</p>	
Action:	<ol style="list-style-type: none"> <li>1. Establish auditing process and group and identify 2-3 areas to work on; an example well-aligned to other recommendations would be access to technology and affordances / limitations of specific teaching and learning tools.</li> </ol>

<b>T4.3 Assess academic policies around assessment and evaluation at UBC</b>	
<p>UBC (both UBCO and UBCV) has a surprisingly large number of formal academic regulations which discuss, limit, prohibit, or otherwise interact with the assessment of students. It is timely to (re-) assess if and how these might need to be reconsidered in a post-COVID teaching and learning environment. This would be a useful pre-cursor to a broader conversation on the nature of grading in courses at UBC.</p>	
Action:	<ol style="list-style-type: none"> <li>1. Undertake an assessment of Calendar policies and processes regarding assessment and assessment tools, to ensure they are consistent with best practices for assessment and UBC’s strategic priorities regarding learning and inclusion.</li> </ol>

### 5. Consultation plan and next steps

The second phase of the project will seek input and feedback on the themes and recommendations, with a goal of refining, developing and prioritizing recommendations provided above.

Alignment with institutional priorities, [articulated by the President](#), will be a key element at the start of our consultation and engagement process. This includes open, ongoing and honest dialogues to ensure we are reflecting appropriately the priorities within the Indigenous Strategic Plan, Taskforce and Anti-Racism and Inclusive Excellence Report, Inclusion Action Plan and the priorities within the Academic Integrity project report among others.

The following stakeholder groups will be part of the engagement and consultation process:

- Academic leadership on both campuses (Deans, Associate Deans, Heads and Directors)
- Center for Accessibility (UBCV) and Disability Resource Centre (UBCO)
- CTL/T offices across the Okanagan and Vancouver campuses
- Elected student leadership
- Equity & Inclusion Office
- Faculty and student groups (to be determined how best to do this; town hall meetings, focus groups, workshops etc.)
- Faculty Association / Faculty Relations
- Indigenous Strategic Plan leadership
- Senate sub-committees (Learning and Teaching UBCV, Learning and Research UBCO) and potentially (at the suggestion / desire of these committees) full Senate discussions.
- Staff in roles that support teaching and learning activities
- Student Senate Caucus across both campuses
- Task Force on Anti-Racism and Inclusive Excellence leadership
- UBC Health leadership
- UBC Wellbeing portfolio
- UBC Ombuds office
- Vice President Students portfolio

A phase 2 project report, incorporating the feedback from these various consultations, and prioritizing recommendations for action and resourcing, will be prepared early 2022.

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## Appendix

Appendix 1 – Membership

Appendix 2 – Working Group Terms of Reference

## Appendix 1 – Membership

WG1: Implications for the design of courses				
Name	Role	Department / School / Unit	Faculty	Campus
Catherine Corrigan-Brown, <b>Chair</b>	Associate Head, Associate Professor	Sociology	Arts	Vancouver
Brett Couch	Associate Professor of Teaching	Departments of Botany and Zoology	Science	Vancouver
Chris Crowley	Manager, Learning Design	CTLT		Vancouver
Seckin Demirbas	Assistant Professor of Teaching	Mathematics	Science	Vancouver
Shona Ellis	Professor of Teaching	Botany	Science	Vancouver
Nina Langton	Associate Professor	Languages and World Literatures	CCS	Okanagan
Kari Marken	Full-Time Lecturer	Entrepreneurship & Innovation / Law & Business Communications	Sauder	Vancouver
Jana Martin	Lecturer	Management	Management	Okanagan
Jeff Miller	Senior Associate Director	CTLT		Vancouver
Malida Mookan	Lecturer	Management	Management	Okanagan
Jason Myers	Faculty Liaison	CTLT/Arts ISIT	CTLT/Arts	Vancouver
Lindsay Rogers	Lecturer	Biochemistry and Molecular Biology	Medicine	Vancouver
Gina Whitaker	Lecturer	Health & Exercise Sciences	Health & Social Dev.	Okanagan
Ayaka Yoshimizu	Assistant Professor of Teaching	Asian Studies	Arts	Vancouver

**WG2: Teaching Activities (care/compassion, app. of policies, accommodations & concessions)**

Name	Role	Department / School / Unit	Faculty	Campus
Tamara Ebl, <b>Chair</b>	Lecturer / Senator	Management	Management	Okanagan
Julia Burnham	MA student/ Senator/ GSS	Educational Studies		Vancouver
Emmanuel Cantiller	Arts Student Senator	Political Science	Arts	Vancouver
Rachel Cheang	Recent graduate/ Student staff/ RA	Geography, SPPH and Climate Hub	Arts	Vancouver
Brendan D'Souza	Lecturer	Biology	IKB FoS	Okanagan
Hannah S. Facknitz	Masters Student/GAA/GRA/GTA	History	Arts	Vancouver
Tanya Forneris	Associate Professor of Teaching	Health & Exercise Sciences	Health & Social Dev	Okanagan
Pam Garcia	Student Engagement Advisor	CSIC		Vancouver
Marcia Graves	Asst. Prof of Teaching	Microbiology and Immunology	Science	Vancouver
Sarah Gumpinger	Lecturer	Management	Management	Okanagan
Paul Kennedy	Associate Director UG Affairs	Kinesiology	Education	Vancouver
Melissa Lee	Assistant Professor of Teaching	Statistics	Science	Vancouver
Morgan Lorenz	Senator	Education/Kinesiology	Education	Vancouver
Anna Mylvaganam	UG student/ Teaching Assistant	Psychology	Arts	Vancouver
Dory Nason	Assoc. Prof of teaching	CIS/GRSJ	Arts	Vancouver
Gabriel Potvin	Associate Professor of Teaching	Chemical and Biological Eng	APSC	Vancouver
Bean Sherman	Science education specialist	EOAS	Science	Vancouver
Laia Shpeller	Student	Biomedical Engineering	APSC	Vancouver
Mohammed Tiznobaik	Lecturer	School of Engineering	APSC	Vancouver
Hanae Tsukada	Partnership Strategist	Equity and Inclusion Office		Vancouver
Kristen Walker	Assistant Professor of Teaching	Applied Biology Program	LFS	Vancouver
Rachel Wilson	Lecturer	Zoology and Botany	Science	Vancouver

WG3: Re-imagining approaches to assessment (aligned to work underway on academic integrity)

Name	Role	Department / School / Unit	Faculty	Campus
Jonathan Graves, <b>Chair</b>	Assistant Professor of Teaching	Vancouver School of Economics	Arts	Vancouver
Adriana Briseno-Garzon	Snr Manager, Research & Evaluation	CTLT		Vancouver
Anita Chaudhuri	Instructor	English & Cultural Studies	CCS	Okanagan
Jan Cioe	Associate Professor	Psychology/Management		Okanagan
Bruce Dunham	Professor of Teaching	Statistics	Science	Vancouver
Cinda Heeren	AH Undergrad	CPSC	Science	Vancouver
Shirley Hutchinson	Sessional Instructor	Psychology	IKB FoS	Okanagan
Carol Jaeger	Associate Dean/ PoT	APSC/ ECE	APSC	Vancouver
Sina Kheirkhah	Assistant Professor	School of Engineering	APSC	Okanagan
David Kind	Student / Facilitator of Student Seminar	Psychology	Arts	Vancouver
Celeste Leander	Prof of Teaching	Botany/zoology	Science	Vancouver
Barry Mason	Associate Professor of Teaching	CPS	Medicine	Vancouver
Firas Moosvi	Lecturer	Computer Science, Mathematics, Physics and Statistics	IKB FoS	Okanagan
Andrew Rechnitzer	Professor	Mathematics	Science	Vancouver
Jackie Stewart	Associate Professor of Teaching	Chemistry	Science	Vancouver

WG4: Implications for flexible curriculum and program design

Name	Role	Department / School / Unit	Faculty	Campus
Silvia Bartolic, <b>Chair</b>	Associate Professor of Teaching	Sociology	Arts	Vancouver
Andrew Almas	Assistant Professor of Teaching	Forest Resources Management	Forestry	Vancouver
Neil Armitage	Lecturer	Sociology	Arts	Vancouver
Judy Chan	Faculty Associate, MFS Advisor Sessional Lecturer	CTLT/ LFS		Vancouver
Alon Eisenstein	Assistant Professor of Teaching	School of Engineering	APSC	Okanagan
Kathryn Gretsinger	Associate Professor	School of Journalism Writing & Media	Arts	Vancouver
Susan Grossman	Director	Centre for Community Engaged Learning	VPS	Vancouver
Andrea Han	Associate Director, Curriculum Services	CTLT		Vancouver
Tara Ivanochko	Academic Director USI, Director Environmental Science	USI / EOAS	Science	Vancouver
Gabrielle Lam	Assistant Professor of Teaching	Materials Engineering and School of Biomedical Engineering	APSC	Vancouver
Barb Marcolin	Associate Professor	Management	Management	Okanagan
Aisha Ravindran	Senior Instructor	English & Cultural Studies	CCS	Okanagan
Amber Shaw	Instructor	Vantage College	Academic English Program	Vancouver
Sally Stewart	Associate Professor of Teaching	Health & Exercise Sciences	Health & Social Dev	Okanagan

**WG5: Learning Technology tools: affordances, limitations and requirements**

<b>Name</b>	<b>Role</b>	<b>Department / School / Unit</b>	<b>Faculty</b>	<b>Campus</b>
Stephen Michaud, <b>Chair</b>	Senior Manager, Learning Applications, Integrations, and Analytics	Centre for Teaching, Learning and Technology		Vancouver
Rebecca Carruthers Den Hoed	Assistant Prof. of Teaching	School of Journalism, Writing, and Media	Arts	Vancouver
Bhushan Gopaluni	Associate Dean	Chemical and Biological Engineering	APSC	Vancouver
Ramon Lawrence	Professor	Computer Science	IKB FoS	Okanagan
Maki Sumitani	Support Analyst I	LT Hub		
Rie Namba	Educational Resources Developer	CTLT		Vancouver
Patrick Pennefather	Assistant Professor	Theatre & Film/Design and Production	Arts	Vancouver
John Sasso	Assistant Prof of Teaching	Health & Exercise Sciences	Health & Social Development	Okanagan
Zoe Soon	Associate Professor of Teaching,	IKB Faculty of Science	Biology	Okanagan
Ray Taheri	Professor of Teaching	School of Engineering	APSC	Okanagan
Greg Werker	Full-time Lecturer	Operations and Logistics division	Sauder	Vancouver
Lucas Wright	Senior Educational Consultant: Learning Technologies	CTLT		Vancouver

WG6: Teaching as a collaborative effort: perspectives from GAAs/TAs

Name	Role	Department / School / Unit	Faculty	Campus
David Oliver, <b>Chair</b>	Associate Professor of Teaching	Microbiology and Immunology	Science	Vancouver
Jacqueline Barnett	Ph.D. Candidate	Center for Microbiome & Inflammatory Research		Okanagan
Adrija Chakrabarti	Student Directed Seminar Course Coordinator/Developer (ISCI 490)	ISCI/PSYC	Science	Vancouver
Claudia Diaz	Educational Consultant: Indigenous Initiatives	CTLT		Vancouver
Maja Krzic	Associate Professor	Forest Sciences	Forestry	Vancouver
Moberly Luger	Assistant Prof of Teaching (and CAP Chair)	English Language and Literatures, Coordinated Arts Program (CAP)	Arts	Vancouver
Em Mittertreiner	Student Directed Seminar Student Coordinator (ASTU400B)	Psychology, Institute of Gender, Race and Social Justice	Arts	Vancouver
Maya Pilin	PhD Student/TA 4 Years	Psychology	Arts & Social Sciences	Okanagan
Riley Petillion	PhD candidate, student senator		Science	Vancouver
Sarin Raj Pokhrel	TA & CTL Learning Design Intern	School of Engineering	Applied Science	Okanagan
Ange-Aimee Quesnel	TA & CTL Learning Design Intern	Interdisciplinary Grad Studies	College of Graduate Studies	Okanagan
Alex Santos	PhD Student/TA 4 Years	Health & Exercise Sciences	Health & Social Dev	Okanagan

Project Planning Advisory Group			
Name	Title	Unit	Campus
Simon Bates, Co-chair	Associate Provost, Teaching and Learning	Provost Office	Vancouver
Heather Berringer, Co-chair (May-Aug 2021)	Chief Librarian and Associate Provost, Learning Services	Provost Office	Okanagan
Eshana Bhangu	AMS, Vice-President Academic and University Affairs UBC Vancouver Senator	Student	Vancouver
Debbie Hart	Senior Manager Strategic Projects	Provost Office	Vancouver
Afsaneh Sharif	Faculty Liaison/Senior Project Manager   Projects and Faculty Partnerships	CTLT	Vancouver
Yundi Wang (May-Aug 2021)	GSS, VP University and Academic Affairs	Student	Vancouver
Brad Wuetherick, Co-chair (Aug 2021-)	Associate Provost, Academic Programs, Teaching and Learning	Provost Office /CTL	Okanagan
Yuran Zhang (Sept 2021 -)	GSS, VP University and Academic Affairs	Student	Vancouver
Development and integration of the bibliography - Library Services UBC Okanagan			
Kim Buschert, Robert Janke, Vanessa Kitchin, Sajni Lacey, Barbara Sobol			

## Appendix 2 – Working Group Terms of Reference - General

### Purpose:

Across the working groups, we will be sharing and building on our collective experiences in the working group (WG) thematic area, drawing on background materials (surveys, reports etc.) gathered during the past year. Our outputs at the end of a focussed couple of months of discussions will be a small number of recommendations on what things in the WG thematic area *could* and *should* look like in the future. The outputs of this work will enable further conversations towards being more deliberate about what we might want to retain, do differently or reject, as a result of our collective experience over the last year or so.

### Key Terms of Reference:

#### WGs will:

1. Share group members' own and disciplinary perspectives and experiences over the past year, in relationship to the WG thematic area.
2. Consider a synthesis of student / faculty survey data gathered over the past year, together with summary insights gained from other reports on the post-COVID teaching and learning environment, as it relates to their WG area.
3. Keep front of mind current key UBC priorities and goals (including the Inclusion Action Plan and anti-racism activities, the Indigenous Strategic Plan, Climate Action initiatives etc.), together with the pressure points that have arisen from COVID (e.g. workload and work location issues, for faculty, staff and students).
4. Distil key questions facing UBC in the thematic WG area, focussing on both challenges and opportunities.
5. Propose small number (~ 3) recommendations for action that balance bold aspiration with practical realities and resource constraints.

### Working Group Themes:

**WG1: Implications for the design of courses** – What are the implications for the way courses are designed, in the light of the past 18m of predominantly online teaching during COVID?

**WG2: Teaching activities (care and compassion in course delivery, applications of policies, accommodations and concessions)** – Care and compassion became a repeated refrain as faculty, staff and students grappled with markedly changed environments for teaching and learning. Aligned with the institution's commitment to EDI, how do we retain this spirit as we move forwards?

**WG3: Rethinking approaches to assessment (aligned to work already underway on both campuses on academic integrity):** 'Assessment drives learning' as the saying goes and the large scale move online surfaced new challenges in assessment design, delivery and integrity, as well as concerns over the role of remote invigilation Building on the wiki document created for last fall, the impact of academic

integrity / cheating websites, invigilation requirements and processes and understanding how these pressures How can we understand the impacts on students and faculty?.

**WG4: Implications for flexible curriculum and program design** – How might the experiences of the past 18m influence the design of curricula; are there new, potentially online or blended possibilities to explore, to build curricular choice and flexibility?

**WG5: Learning Technology tools:** affordances, limitations and requirements considering the capabilities (and potentially, functional gaps) of the tools we currently have, how can these be used more effectively and what are new opportunities in this space?

**WG6: Teaching as a collaborative effort:** More than ever over the last 1m, we have seen that teaching is truly a collaborative effort, with GAAs/TAs having been intimately involved with the designing, building and delivery of courses, together with pedagogical and Learning Tech support staff. Thinking across both in-person and virtual classrooms how can we ensure these collaborations endure and are appropriately resourced and recognized.

DRAFT