



UNIVERSITY  
of Prince Edward  
ISLAND

TEACHING *and*  
LEARNING CENTRE

# 2023–2025 STRATEGIC PLAN



## UPEI TEACHING AND LEARNING CENTRE 2023–2025 STRATEGIC PLAN

Support for teaching and learning is an institutional priority that contributes to UPEI achieving its vision to be a leader in delivering outstanding experiential learning opportunities that allow students to develop their full potential. The UPEI Teaching and Learning Centre (TLC) is home to core professional development functions around instructor and instructors-in-training (e.g., postdoctoral fellows and graduate students) for 1) curriculum and pedagogical practices; 2) instructional design; 3) techno-pedagogical support; 4) faculty development; and 5) the scholarship of teaching and learning. It is a core partner for campus-wide initiatives that nurture a culture focused on improving teaching and learning, recognition of teaching expertise, extending curriculum development, sharing knowledge, and supporting learners.

The Strategic Plan for the UPEI Teaching and Learning Centre is underpinned by

- The UPEI Strategic Plan
- The UPEI EDI Strategy
- Understanding of responsibilities arising from the Truth and Reconciliation Commission
- Five key principles: actionable, high-impact, sustainable, cost-effective, and informed by innovation and evidence-based practices in teaching and learning

The Strategic Plan for the UPEI Teaching and Learning Centre is intended to

- provide leadership and direction for both

collective and individual innovation and initiatives designed to improve teaching and learning at the University;

- guide the development of strong support services for faculty, instructional staff, and students;
- inform decision-making in relation to all aspects of teaching and learning.

### ABOUT OUR PLAN

A critical element to developing a strategic plan for the UPEI Teaching and Learning Centre is connecting with and learning from members of our community. We did this through

- an environmental scan of other Teaching and Learning Centres in the region and across the country to understand the work being done to promote teaching and learning at other universities;
- intentional connection with UPEI initiatives that overlap with the work of the TLC, for example, the University's Strategic Plan, the Campus Mental Health Strategy, and Equity, Diversity, and Inclusion (EDI) strategy;
- sharing various drafts with colleagues within the TLC for feedback.

Input was gathered through

- consultation with groups representing students, including the UPEI Student Union (UPEI SU), the UPEI Graduate Student Association (UPEI GSA), and the Mawi'omi Indigenous Student Centre;
- a campus-wide consultation with faculty and staff facilitated through the Vice-President

Academic and Research (VPAR), Deans, the University Librarian, and the Associate Vice-President, Students and Registrar;

- discussion and review by the Senate Committee on the Enhancement of Teaching (SCENT).
- The input and other contributions of faculty, staff, and students is gratefully acknowledged.

### VALUES

- Collaboration and mentorship
- Inter-disciplinary collegiality
- Innovation and scholarship
- Life-long reciprocal learning
- Critical reflection on practices
- Foster educational leadership in teaching and learning

### VISION

The UPEI Teaching and Learning Centre supports instructors and the goals of UPEI with leadership, support, and resources needed for continuous evidence-based pedagogical advances, which are collaborative and compassionate, to create positive change in teaching and learning for our campus community. Our vision is grounded in principles of accessibility, equity, diversity, and inclusion with a strong commitment to indigenizing and decolonizing teaching and learning at UPEI.

### MISSION

The UPEI Teaching and Learning Centre supports innovative, transformative, and equitable

education at UPEI, working in partnership with instructional colleagues, academic and student support units, and other campus partners to support instructors to embrace evidence-based and emerging pedagogies using learning, experimentation, and reflection. By strengthening campus-wide capacities for teaching and learning through professional development and supporting effective engagement of educational technologies and techniques, the TLC serves students by supporting the instructors who teach them.

### PRIORITIES

#### 1. Support instructors and learners in reaching their full potential

##### Goals

- Continue to build teaching and learning support and professional development for all instructional staff, postdoctoral fellows, and graduate students.
- Provide resources for proactive and ongoing professional development for the TLC team in emerging areas of faculty development, instructional design, multimedia production, etc.
- Explore teaching and learning topics where instructors and/or postdoctoral fellows and graduate students can learn from peers through communities of practice.
- Encourage and support colleagues' ongoing holistic assessment of teaching and critical reflection on innovation attempts, including as part of the tenure/promotion process.
- Promote, support, and value Scholarship





of Teaching and Learning (SoTL) research at UPEI at different levels (individuals, collaborations).

- Nurture scholarly engagement of instructors in the SoTL.
- Model SoTL by conducting and publishing research about teaching and learning.
- Support instructional staff in the development of experiential and work-integrated learning activities for their classes, labs, community settings, etc.
- Respect faculty, staff, and students' contexts and pedagogical starting place, and understand the constraints within which they are working (e.g., disciplinary, career stage, employment context) in our consultations and programming work.
- Ensure that supports developed and curated by the TLC consider the needs of diverse, underrepresented groups.
- Explore and support trauma-informed pedagogical approaches.
- Promote well-being in instructional settings for the campus community.
- Support instructors and staff so that UPEI is a leader in inclusive and accessible teaching and learning.

### Tools

- Strengthen regular short-term, low-prep opportunities for colleagues to engage with pedagogical ideas through a book club or reading group, podcasts, etc.
- Collaborate on initiatives to develop and expand new forms of personally relevant learning to give students engaged and action-oriented opportunities for experiential learning and work-integrated learning.
- Look for ethical and sustainable models of experiential learning initiatives; community-service learning and community-based learning especially with international and Indigenous communities.
- Resource and support students as partners in initiatives at campus, faculty, department/school, and individual instructor levels.
- Promote and support SoTL research through the Internal SoTL Research Grant program and learning opportunities for instructors to learn about SoTL research.
- Show that teaching and learning engagement, innovation and excellence,

and SoTL research are valued in tenure/permanency and promotion processes by looking for and commenting on such evidence in applicant files.

### Partners

- Experiential Education/Work-integrated Learning
- Student Affairs
- Healthy Campus Committee
- Deans/University Librarian
- DRC/URC committees
- VPAR
- EDI Office
- Research Services

### Outcomes

- Increased levels of participation in a wide range of TLC activities from across all areas of campus.

- Strong partnership between Experiential Learning/Work-integrated Learning and the TLC supporting instructors offering ethical, sustainable community-based learning experiences.
- Stable funding with a robust number of proposals to the Internal SoTL Research Grant Program; increased involvement of instructors in SoTL projects, including conference presentations and publications.
- Establishment of a Students as Partners program with stable funding and support through the TLC through which undergraduate students partner with instructors and instructional staff such as lab instructors, librarians, CNIs, etc., on course design projects.
- Embedding of holistic assessment of teaching in individual professional development as well as tenure and promotion processes and practices.



## 2. Build a culture of inclusive teaching and learning

### Goals

- Incorporate Indigenous ways of knowing into teaching, learning, and research activities offered by the TLC.
- Support faculty and instructional staff who are engaged in initiatives to decolonize curriculum and pedagogy.
- Support instructors in developing protocols for working with students who have disabilities that require accommodations.
- Support instructors who require accommodations.
- Assist instructors with discipline-specific teaching and learning activities.
- Assist instructors in providing improved teaching and learning support for international students.
- Incorporate student voice and feedback in TLC initiatives.
- Provide feedback to instructors on teaching and help them collect and interpret holistic evaluation of their teaching.
- Develop informal networks of practice and physical and virtual spaces that connect teaching and learning leaders with each other and with those interested in enhancing their teaching.
- Develop stronger partnerships with centres for teaching and learning at local post-secondary institutions as well as regional, Canadian, and international universities.
- Strengthen the University's connections with teaching and learning organizations such

as the Society for Teaching and Learning in Higher Education (STLHE), SoTL Canada, and the International Society for the Scholarship of Teaching and Learning (ISSOTL).

### Tools

- Develop and deliver flexible pathways (via resources, programs, workshops, communications, etc.) to support effective teaching across UPEI on an ongoing basis.
- Work with Indigenous communities to include their philosophical and pedagogical worldviews that include experiential learning and land-based reciprocity in the University curricula.
- Ensure Mi'kmaq and other Indigenous perspectives are incorporated into TLC activities (e.g., decision-making, grant selection, events, award processes, etc.) that reflect the calls to action of the TRC.
- Provide support and funding for the development of teaching resources and teaching-related research that advance reconciliation with Indigenous communities.
- Provide support and funding for teaching resources and teaching-related research that advance discipline-specific teaching and learning activities.
- Involve students in the work of the TLC through meaningful student placements and the hiring of students for projects.



### Partners

- Deans and Faculties
- Robertson Library
- Mi'kmaq and other Indigenous communities in different regions.
- Mawi'omi Indigenous Student Centre
- VPAR
- Student Affairs
- Accessibility Services
- International Student Office
- Students
- Human Resources

### Outcomes

- Increase the incorporation of Indigenous knowledge and perspectives in all faculties/programs.
- Involve students in TLC activities and get their feedback on an ongoing basis.
- Tenure and promotion files offer holistic evidence around teaching and learning impact.
- Active and vibrant community of instructors engaging with TLC in a wide range of activities.

### 3. Deliver timely and high impact teaching and learning resources and supports

#### Goals

- Collaborate with campus units on curriculum planning, review, and course design processes.
- Encourage innovative and effective use of educational technologies and learning spaces.
- Provide supports for Indigenous elders, faculty, instructors, and staff and by extension, students.
- Integrate EDI perspectives in TLC resources and supports.
- Support effective graduate student supervision and mentorship.
- Foster the development and growth of educational communities of practice.
- Advocate for and support institution-wide teaching initiatives and resource development or revision (e.g., holistic and/or peer evaluation of teaching, online/digital education framework, review of core questions for SOTS, Open Educational Resources (OER) use and development, teaching innovations, flexible instructional spaces that meet current and future needs, etc.).
- Consider new ways that the TLC website might serve as a hub for teaching and learning support and resources.
- Ensure that quality assurance or continual improvement monitoring is part of the ongoing evaluation process in order to provide appropriate support to instructors and other stakeholders such as Student Affairs, Accessibility Services, etc.

#### Tools

- Consult one-on-one with instructors, programs, and/or departments to support curriculum and course development, renewal, and alignment.
- Consult with/include TLC staff in curriculum development committees/reviews.
- Embed curriculum development, renewal, and alignment activities in administrative processes for Academic Planning and Curriculum Committee (APCC)/Senate approval.
- Sponsor and promote communities of practice.
- Discuss innovative perspectives and practices via reading clubs or lunch and learn sessions
- Participate in key regional, national, and international networks/associations related to teaching and learning.
- Promote use of OER in TLC consultations with colleagues.
- Continue the time-based OER grants for the development and updating of resources.
- Continue and encourage work with instructors, librarians, instructional designers, and multimedia specialists to have a steady stream of OER in development.
- Work with UPEI Marketing and Communications on revisioning and restructuring the TLC website.
- Participate in the development of an online or digital education framework for UPEI courses/programs.

#### Partners

- Robertson Library
- Government and SU for OER grants and funding
- VPAR
- Faculty Association
- Student Affairs
- Accessibility Services
- EDI Office
- Maritime Provinces Higher Education Commission (MPHEC)
- Regional, national, and international networks/associations related to teaching and learning

#### Outcomes

- Increased TLC and UPEI instructor involvement in regional, national, and international networks or associations related to teaching and learning.
- Creation of new, adapted, and revised OERs for UPEI courses (and at other universities).
- Increased instructor participation in teaching-related PD activities, consultations, etc.
- New/revised processes that embed curriculum development, renewal, and alignment activities in TLC activities and University approval processes.
- Ongoing development and delivery of flexible pathways for teaching and learning professional development with accessibility and EDI-informed practices embedded.
- Maintain a TLC website that can be accessed regularly by colleagues for Just-In-Time support through resources that address their pedagogical or techno-pedagogical needs.

### 4. Recognize and celebrate engaged teaching

#### Goals

- Enhance incentives that support engaged teaching, innovative teaching, and teaching excellence (time, course release, administration support for experimentation with and reflection on pedagogical ideas).
- Recognize and celebrate *\*all\** instructors who are excellent educators and are making a positive difference in students' lives and to campus culture/climate overall.
- Continue to provide support for nominations for external awards.
- Strengthen awards programs to recognize excellence in teaching, outstanding contributions to student learning, and strong educational leadership.
- Support teaching innovations through grants and awards.
- Highlight SoTL and innovation achievements within the campus community and beyond.

#### Tools

- University awards related to teaching (consider the addition of awards for new/early-career faculty/instructors, other instructional staff, and Innovations in teaching).
- Establish a Teaching Scholars program with stable ongoing resources (e.g., funding, time, course releases, administrative support, senior administrator support).





- Funding, processes, and resources for a program where instructors (including sessionals) with innovative teaching ideas can apply for support and try out these ideas (e.g., funding, course release, teaching assistant support, staff time, University/FA agreements for short-term suspension/modification to Student Opinion on Teaching Survey so that they have less negative impact on sessional hiring or tenure/promotion when experimenting with innovative teaching strategies, etc.).
- Establish processes to identify potential nominees for teaching awards, both internal and external.
- Support nominees in preparing nomination packages for local, regional teaching and educational leadership awards through access to mentors, critical readers; offer professional development for writers of nomination letters/letters of support, etc.
- Devote a section of the TLC website and newsletter to SoTL publications/projects by UPEI colleagues.
- Establish a campus- or faculty-wide recognition event for all instructors (e.g., perhaps a new Convocation tradition, fall BBQ, summer ice cream social, etc.).

## Partners

- VPAR
- HR
- SCENT
- Awards Committee
- Mentors and critical readers for nomination files
- Faculty Association

## Outcomes

- Improvements in teaching and learning.
- Robust number of high-quality nominations for internal teaching awards.
- Increased number of University Awards of Excellence for teaching awarded (an equal balance recognizing excellence in teaching and research).
- Ongoing series of teaching champions with projects relating to a broad range of teaching and learning topics.
- Successful nominations for external awards at regional and national levels.
- Recognition activity/event for all instructors.

In support of these priorities, the TLC offers our Academic Instructional Skills certificate program, workshops, conferences, communities of practice, reading groups, courses, consultations, facilitation, online resources, and instructional design and multimedia services as well as curriculum development and review services at the instructor, departmental, school, faculty, and University level.



## TEACHING *and* LEARNING CENTRE

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