



THE UNIVERSITY OF BRITISH COLUMBIA

Learning Centre

Faculty of Land and Food Systems

Faculty of *Land and Food Systems* Learning Centre Strategic Plan

VISION

- To empower the LFS community to achieve excellence through the use of the best tools and practices available.

MISSION

- The Learning Centre connects our community to the best pedagogical, communication and technical solutions. We promote engaging, forward-thinking and efficient practices to advance learning and teaching, research and service.

VALUES

- creative problem-solving
- building technical skill and confidence
- inspiring lifelong learning
- family and personal balance
- care – for ourselves and about the problems we’re solving
- adaptability
- excellent relations and trust with our end users

ABOUT THE LFS LEARNING CENTRE

The Learning Centre (LFSLC) supports students, instructors, faculty and staff in the Faculty of Land and Food Systems, as they strive for excellence in teaching, learning and research. We have three full-time staff members, one quarter-time staff member and 1-3 co-op students at any given time, as well as a manager and an assistant dean (Appendix I). The bulk of the work done in The Learning Centre is currently technical support for staff, faculty and students in their IT and digital media needs. The goal of this strategic plan is to promote and enhance an environment conducive to teaching and learning and research excellence, and competent, confident and capable staff. We also support communication, research and other university business through effective and appropriate use of technologies. It is our goal to make each of these undertakings engaging and informative for all parties. We offer support and training in pedagogy, learning, instructional techniques, communication methods and technologies that enable users to take risks and innovate in their teaching and research. We also concern ourselves with educating the LFS community to the issues of security, privacy, intellectual property, design and quality assurance.

PLANNING CONTEXT

The Learning Centre has articulated several key areas of risk and opportunity.

1) **Efficient Use of Resources:** To ensure efficient use of UBC resources, we aim to provide local resources to complement—rather than overlap with—centrally offered resources, and achieve a balance of support and duplication. The autonomy of LFS allows for a “truth testing” of perceived campus needs versus top down solutions. Excellent relationships with users within the faculty allow the Learning Centre to gather practical feedback for central initiatives. The strength of these relationships, and the small size of the faculty, forms fertile ground for quick uptake and a higher percentage of forward- thinking pedagogical and other practices.

2) **Changes in Infrastructure:** The biggest change to our operation in the last year has been the migration from Blackboard (Connect) to Canvas. This change has touched almost all of our teaching staff and was executed with largely positive results. The migration reflects well on the readiness of our constituents to manage change, as well as the ability of the LFS Learning Centre to support the first of many technological system and practices changes planned.

3) **Compliance with best practices:** Another recent, university-wide change undertaken was related to security, information and privacy. Institutional changes and expectations of compliance present an opportunity to explore ways to implement change. We can and do offer support in standards and compliance but students, staff and faculty must play a role by taking responsibility for encrypting their data and using technology effectively.

The Learning Centre is a shared LFS resource to help with the ideas, vision and expertise needed to effectively deploy technology as an aid to learning, research and best practices. The Learning Centre can identify and articulate the issues LFS community members have with using technology. Learning Centre staff provide support to help faculty, staff and students become confident and—when possible— take measured risks in their teaching, research and work.

Our primary goal is in service of teaching and learning. The capacity, resources and community supported by the Learning Centre can easily be used to support research excellence and workplace efficiency in addition to teaching.

Four Pillars to Guide the LFS Learning Centre activities

Pillar #1: Teaching and Learning: Explore and showcase cutting edge teaching, learning techniques and technologies, best tools and inspiring environments to create compelling and important learning experiences and materials.

Pillar #2: Research: Support/foster environments and communities conducive to student access to research and innovation-

Pillar #3: Community: Communicate and showcase work and vision to the LFS faculty staff, students as well as colleagues in other units.

Pillar #4 Excellent work environment: Provide effective and proactive support, training and coaching for Instructional Support (IS), Information Technology (IT) and best practices ensuring compliance with UBC, provincial, national and industry standards.

Ten Goals for the Next Year (May 2019 – April 2020)

Pillar #1: Teaching and Learning: Lead and showcase best practices in teaching, learning and communication using effective techniques, best tools and inspiring environments to create compelling and important learning experiences and materials.

Enhance the quality and impact of teaching and strengthen efforts to promote and support student success

Goal 1: Revisit and refresh course online presence and help implement classroom technologies through systematic and strategic renewal and supporting TLEF awards

Goal 2: Establish and administer the internal LFS IRGP grant for teaching research projects in alignment with CTLT and other UBC initiatives.

Goal 3: Partner with instructors to present successful instructional strategies and teaching and learning projects to colleagues within LFS and beyond.

Goal 4: Continue to offer support for podcasting, presentations, video, using social media and, infographics.

Pillar #2: Research: Support/foster environments and communities conducive to student access to research and innovation-(experiential learning)

Goal 5: Continue to provide effective, efficient and proactive support mechanisms for Information Technology (IT) with best practices ensuring compliance with UBC, provincial and national standards (e.g. Encryption protocol, SSL) in partnership with central IT and UBC resources.

Pillar #3: Community: Communicate and showcase work and vision to the LFS faculty staff, students and chart future iterative steps in collaboration with CTLT, IT and other faculties.

Goal 6: Redesign Learning Centre website to ensure the information is accessible, useful and up to date with our current projects and publish quarterly newsletter to share stories of showcasing resources and services available.

Pillar #4 Excellent work environment: Provide effective and proactive support, training and coaching for Instructional Support (IS), Information Technology (IT) and best practices ensuring compliance with UBC, provincial and national standards.

Recognize and Reward Excellence in Teaching

Goal 7: Recognize teaching excellence by administering teaching awards (e.g. Killam, TA awards)

Goal 8: Showcase students, faculty and staff as they accomplish significant improvements or changes in teaching and learning through storytelling, blog posts, social media feeds, media.

Goal 9: Re-focus support model to emphasize user training, empowerment and autonomy over dependency on LC support staff. Transition low level, generic technical support tasks to central units and free up LFSLC staff to build capacity and solutions for teaching and learning, research and admin projects. And finally condense drop-in hours to reduce interruptions and allow LFSLC staff to focus on their work for more hours during the day.

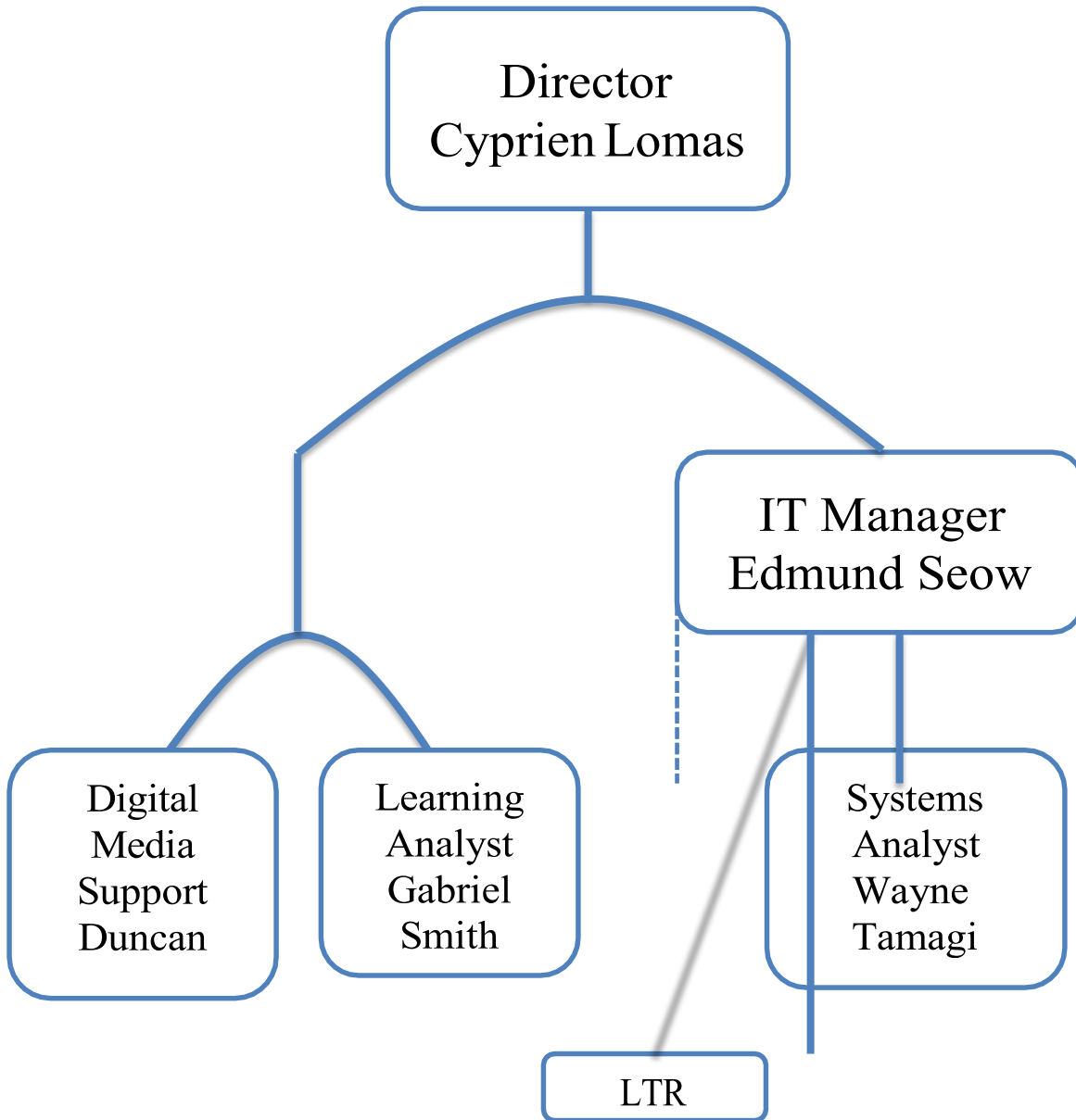
Create a strong team of staff to support Faculty goals

Goal 10: Communicate mission, negotiate expectations, and set number of projects per year where we improve practice for LFSLC staff and investigate and implement metrics to measure compliance.

MEASURING SUCCESS

- The success of this strategic plan will be evaluated on an annual basis and will consist of the following metrics
 - o Report to the LFS LC advisory committee
 - o Identify successful projects with write ups, posters, presentations and papers.
 - o partner with staff, faculty and students on projects
 - o Regular messages to LFS Today as well as workshops and presentations
 - o Establish and improve metrics to measure progress,

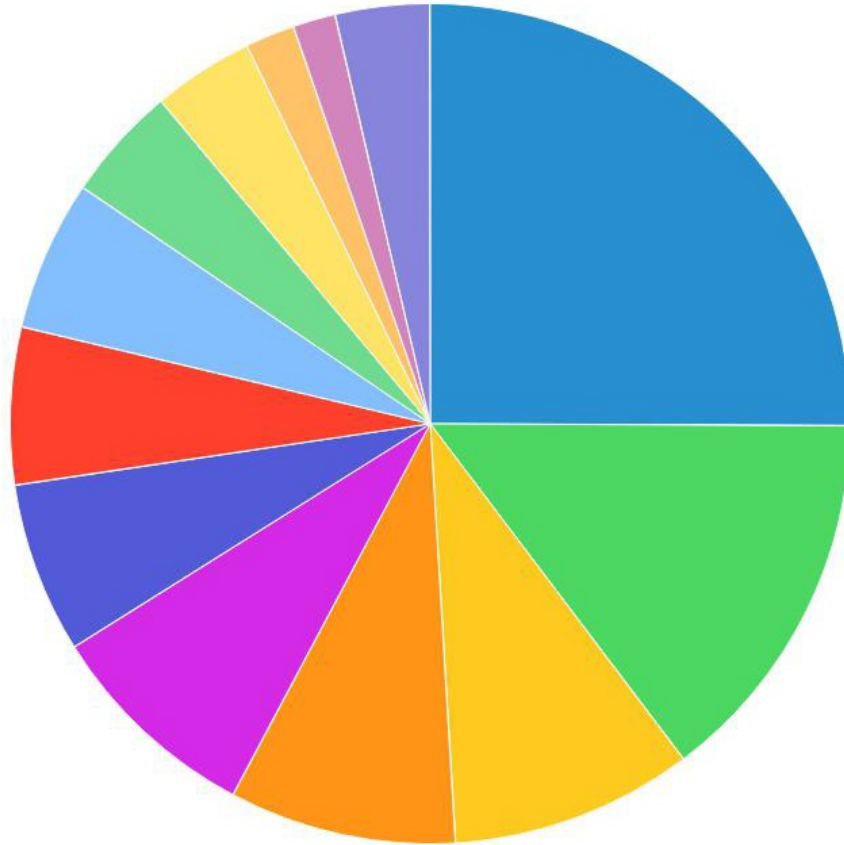
Appendix: Learning Centre Org Chart



I'd add dotted lines from me, Gabriel and Wayne to the LTR as well. And where does the new hire go?

Appendix: How LFS Learning Centre time is currently allocated (Sep 2018 - Jan 2019).- Service Categories.

LFSLC - tickets by service categories and sub-categories



■ Learning Services = 290 (25.09%) ■ IT Hardware = 169 (14.62%) ■ Multimedia Services = 108 (9.34%)
■ Email Services = 101 (8.74%) ■ IT Software = 96 (8.3%) ■ Computer & Print = 76 (6.57%) ■ Web Services = 70 (6.06%)
■ Audio Visual = 67 (5.8%) ■ Network Systems = 51 (4.41%) ■ Accounts & Access = 45 (3.89%)
■ Administrative Technologies = 22 (1.9%) ■ IT Security = 19 (1.64%) ■ Other = 42 (3.63%)