



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 continual 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 of the Faculty of Land and Food Systems as they strive for excellence in teaching, learning and research. We offer support and training in pedagogy, instructional techniques, communication methods and technologies that enable users to take risks and innovate in their teaching and research. It is our goal to make these activities engaging and informative for all parties. On the IT side, we also concern ourselves with educating the LFS community central to the issues of security, privacy and quality assurance.

The goal of this strategic plan is to articulate our plan moving forward to promote and enhance an environment conducive to teaching, learning and research excellence and provide direction to our competent, confident and capable staff, consisting of four 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).

Planning Context

The Learning Centre has articulated several key areas of 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.
- 2) **Relationships:** Excellent relationships with users within the faculty allow the Learning Centre to gather practical feedback to central initiatives. This strength in 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.
- 3) **Changes in Infrastructure:** The biggest change to our operation in the last year has been the pivot from in-person to online to hybrid learning. This change has touched almost all of our teaching staff and was executed with largely positive reactions. The pivot 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 planned changes to technological systems and practices.
- 4) **Compliance with Better Practices:** Another large institutional change recently undertaken has been related to security, information and privacy. Institutional changes and expectations of compliance present an opportunity to explore ways to implement change.
- 5) **Remote Work:** The situation with working remotely has allowed the Learning Centre to hire remote staff members and explore new ways of connecting online. Staff members have also benefited from greater convenience and flexibility in terms of their location. We hope that this flexibility will continue into the coming years.

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 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 and national standards.

Goals for the Next Year (2022)

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.

Goal 1: Maintain online presence following the pandemic.

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 to colleagues within LFS and beyond.

Goal 4: Continue to offer support for podcasting, presentations, video, using social media, and infographics (identify overlap with Communications).

Pillar #2: Research

Support/foster environments and communities conducive to research and innovation

Goal 1: Continue to provide effective, efficient and proactive support mechanisms for research technology in partnership with ARC, central IT and other UBC resources.

Goal 2: Continue student focus groups and share results with LFS community.

Goal 3: Support TLEF and other internal and external funding for teaching and learning projects and innovations.

Pillar #3: Community

Communicate and showcase work and vision to the LFS faculty staff, students as well as with colleagues in other units.

Goal 1: Redesign Learning Centre website to ensure the information is accessible, relevant, and easy to locate.

Goal 2: Continue Lunch & Learn series with direction based on feedback from attendees.

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.

Goal 1: Recognize teaching excellence by administering teaching awards (e.g. Killam, TA awards, 3M) and explore launching an undergrad teaching assistant award.

Goal 2: 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 3: Transition low level, generic technical support tasks to less skilled resources to free up skilled LFSLC staff to build capacity and solutions for teaching and learning, research and admin projects.

Goal 4: Communicate mission, negotiate expectations, 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

- Report to the LFS LC advisory committee
- Lunch & Learn, ServiceNow and Canvas analytics

Appendix: Learning Centre Org Chart

