



UVIC Learning & Teaching
INNOVATION

ANNUAL REPORT

SEPTEMBER 2024 - AUGUST 2025





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Data and stories were developed from leadership from the LTI division.

Report last updated: October 16, 2025 9:00am

A MESSAGE FROM THE EXECUTIVE DIRECTOR

There is a real sense of accomplishment as another academic year wraps up. As I reflect on this past year, I continue to see growth and transformation within our division. I am proud of the strides we have made in advancing our strategic priorities and responding to the evolving needs of our university community.

A major milestone was the finalization of our *Division Strategic Plan*, which now guides our work through a clear vision, three foundational principles, and operational goals. This plan has helped us align our efforts and resources more intentionally, even as we continue to navigate a shifting educational landscape. Looking ahead, we are eager to build on this foundation and make progress toward our defined goals.

We also undertook a significant rebranding initiative, renaming our division to Learning and Teaching Innovation, and updating our team portfolios to better reflect our focus and values. The Centre for Academic Communication was renamed Academic Skills Centre. We welcomed new staff with expertise in pedagogical approaches to large enrollment courses, STEM, data analysis, and academic integrity—areas that are increasingly central to our work.

We continued to expand our support for students and faculty alike. Highlights include the addition of a new graduate student-focused module to our Integrity in Practice Brightspace course series to accompany last years' updated undergraduate module, the VKURA symposium was reimaged with the addition of a 3-Minute Thesis presentation opportunity for participants, and the redesign of our faculty institute of teaching program, now known as the Learning Innovation for Teaching (LIFT) program, which has already seen strong engagement.

As generative AI continues to challenge education and how we teach, we have taken proactive steps to support ethical and effective integration. We have begun piloting Studiosity, a GenAI feedback tool, and launched a community of practice along with targeted workshops to explore the use of GenAI in teaching. We are also developing a student-facing resource to help learners navigate this technology responsibly and have established a dedicated staff position to support students in upholding academic integrity in their coursework, including the responsible use of GenAI.



A major milestone was the finalization of our *Division Strategic Plan*, which now guides our work through a clear vision, three foundational principles, and operational goals. This plan has helped us align our efforts and resources more intentionally, even as we continue to navigate a shifting educational landscape.

Accessibility continues to be central to our work. We created new resources for instructors on *Universal Extended Time*, including a three-part podcast series, and continued to build tools and guides that support inclusive teaching practices, including an accessibility focused community of practice. We also partnered with the Faculties of Education and Social Sciences in creating and co-hosting the *Pathways to Belonging* symposium in August. This collaborative event brought together experts, researchers, educators, and mental health professionals to examine research on accommodation demand in post-secondary, affirming practices, and approaches to building student resiliency.

Despite ongoing resource constraints, our team has remained agile, creative, and deeply committed to our mission. I am continually inspired by the dedication and passion of our staff and partners, whose work makes a meaningful impact on learning and teaching at UVic. As we look ahead, we will build on this momentum by refining our programs and remaining responsive to the evolving needs of students and instructors. Together, I am confident we will continue to foster a vibrant, inclusive, and responsive learning environment.

Best,

A handwritten signature in black ink that reads "S Bedi". The signature is fluid and cursive, with the first name "Shailoo" abbreviated to "S" and the last name "Bedi" written in a more formal cursive style.

Shailoo Bedi, executive director,
Learning and Teaching Innovation



YES! WE USED AI IN THIS REPORT

Just like we teach our students to use Generative AI tools like Microsoft Copilot or ChatGPT effectively and ethically in their coursework where appropriate, we are applying those same principles here. In our AI workshops, we draw on Indigenous pedagogical principles, guided by Jean-Paul Restoule's 5Rs framework — Respect, Relationships, Relevance, Responsibility, and Reciprocity. These values shape both what we teach and how we teach it: modeling transparent, accountable AI use, connecting discussions to students' contexts, and creating space for dialogue and shared learning.

Below, we share how we utilized GenAI to streamline our report writing process. By being transparent about how we integrated this tool, we aim to demonstrate both its potential benefits and its responsible use.

Sample prompts used for this report

1. "I would like to merge these two themes together: Building a resilient infrastructure and innovating curriculum through adaptive learning. How can we combine them effectively?"
2. "We have three titles for the report themes, but they sound a bit repetitive. Here they are: [list of titles]. Can you suggest improvements to make them more distinct?"
3. "Now that we have titles and descriptions for the report, are there any tweaks needed to make them clearer and more impactful?"
4. "I want a one-page section on how we are using GenAI (like this Copilot chat) to help build the report. Include prompts and tips on how to use GenAI effectively."

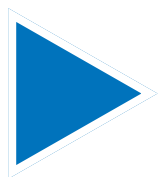


You can learn more about Generative AI use and ethical use here:
<https://teachanywhere.uvic.ca/gen-ai>

Microsoft. (2025). Copilot (GPT-4) [Large language model]. <https://copilot.microsoft.com/>
Microsoft Copilot was employed to enhance content creation for the annual report. All usage adhered to privacy protocols, and the output was critically reviewed to ensure it met the university's standards for quality and integrity.

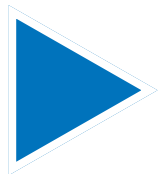
LTI by NUMBERS

Our instructors



Grant funds
\$152,000

distributed to 20 recipients



Professional development funds
\$19,818

distributed to 15 teaching stream faculty members



33 LTI-hosted workshops on topics including professional development, accessibility, GenAI, ethics applications, teaching dossier development



13 LTI-invited workshops



6 peer review of teaching sessions



631 participants

3 Communities of Practice

Scholarship of Teaching & Learning

Accessible Teaching and Learning

Generative AI

8

President's Fellowship in Research-Enriched Teaching sessions

6

teaching award winners

Consultations

706 consultations

111 learning experience design

57 curriculum development

4

Let's Talk About Teaching podcast episodes



637 YouTube views



37 Spotify listens

3 Teach Anywhere resources

Breaking Barriers: Responding to 7 common academic accommodations with accessible teaching strategies

Universal Extended Time: Expanding accessibility in time assessments

Service Level Agreements

661

live sessions

3,597

support tickets

Let's Talk About Teaching

350

attendees

30

presenters

LTI by NUMBERS

Our students

Academic Skills Centre

student interactions

7,427

1-on-1 consultations

6,496

group sessions/workshops

52

\$175,500

117 Jamie Cassels Undergraduate Research awards in collaboration with Students Awards & Financial Aid

\$187,500

25 Valerie Kuehne Undergraduate Research Awards in collaboration with the Office of the Vice-President Academic and Provost

UVIC
Learn

1

new course
Graduate Integrity
in Practice

30

new digital
resources

10,000

visitors since
September launch

Math & Stats Assistance Centre

12,831

student interactions

9,539

1-on-1 consultations

2,189

registrations in
Brightspace course

1,103

exam review sessions
attendees

6

workshops

5

Get Ready for Calculus
sessions

LTI NUMBERS

Educational technologies

Echo360

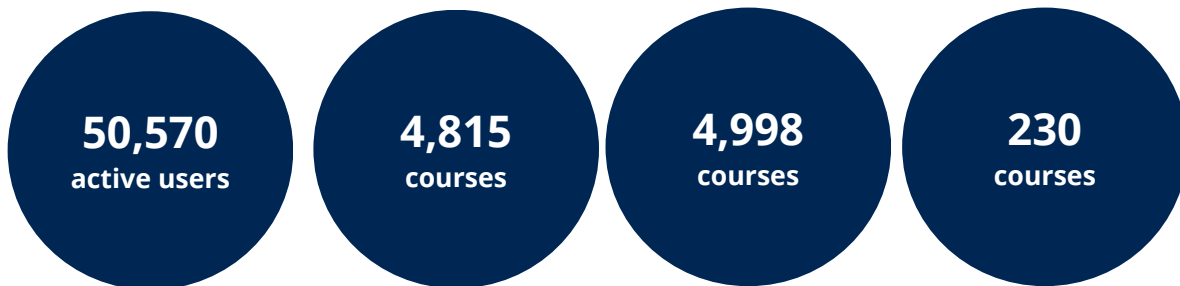


Brightspace

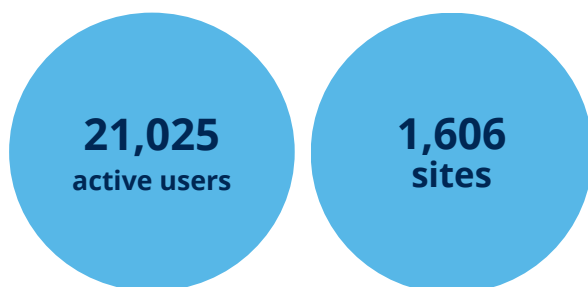
Fall 2024

Spring 2025

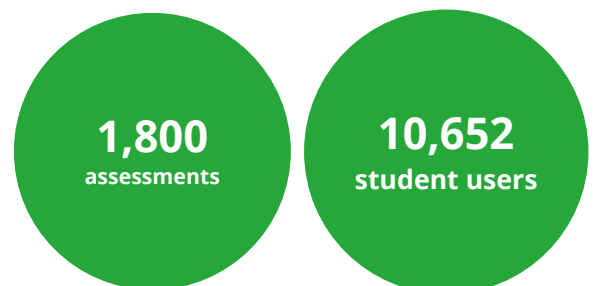
Year long



Online Academic Community



Crowdmark



A 15% increase!

THE LTI STRATEGIC PLAN

Transforming learning by enhancing the practice of teaching and supporting academic success

Collaboration

We build collective wisdom by inviting conversations and partnerships that connect internal and external groups. By working collaboratively across disciplines, we leverage diverse perspectives to strengthen our practices and elevate student success. Through leading with a collaborative spirit and mutual respect, we ensure that every voice contributes to a shared vision of transformative learning.

- C1** Strengthen and broaden instructor engagement to foster teaching practices that contribute to student learning and success
- C2** Cultivate and support cross-disciplinary collaboration and partnerships through peer-to-peer connections in learning and teaching
- C3** Engage with internal and external partners to address current and plan for emerging learning and teaching needs
- C4** Advance our division as an integral partner in program curriculum development and redesign, as well as in initiatives concerning student learning and success on campus

Experimentation

We embrace a culture of creativity, flexibility, and openness by facilitating risk-taking for growth and development. Through modeling learning and teaching, we encourage the freedom to explore new ideas, learn from mistakes, and iterate on our approaches toward better practices. By sharing experimental outcomes, we collectively foster an environment where curiosity leads to innovation and continuous improvement.

- E1** Establish a supportive environment for creativity and the exploration of improving student learning outcomes
- E2** Showcase innovative student learning and sustainable teaching practices
- E3** Facilitate evidence-based implementation and evaluation of innovative methods in post-secondary education
- E4** Promote the sharing of insights and learning gained through experimenting

STRATEGIC PLAN (CONTINUED)

Inclusion

We put people first by creating inclusive opportunities for growth and innovation, ensuring that diverse voices are heard, represented, and respected. By addressing barriers and being aware of power and privilege dynamics, we advocate for equity, inclusion, and a sense of belonging for all. Our commitment to inclusion is rooted in fostering an environment where everyone can thrive and contribute their unique perspectives within the learning and teaching landscape.

I1

Ensure that LTI supports the learning and teaching needs of diverse, and underrepresented learners

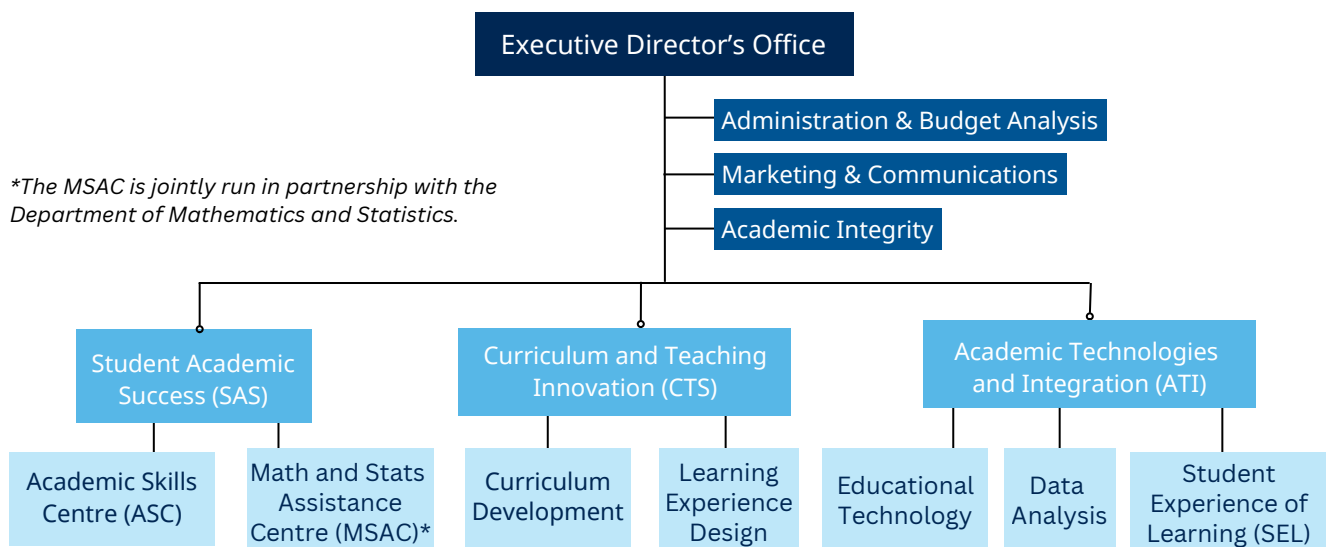
I3

Advocate for and adopt policies that address systemic barriers to learning, fostering equitable opportunities for all students

I2

Support all instructors in developing and implementing inclusive pedagogies and teaching practices that promote accessible learning and student success

LTI ORGANIZATIONAL CHART



COLLABORATION

Division and program rebranding

As part of ongoing efforts to enhance clarity and alignment across the university, our division adopted updated names that better reflect our core mandate. This change followed consultations, including a university-wide survey and input from the Associate Deans Advisory Council.

The new names are:

- Division of Learning and Teaching Innovation (LTI)
- Academic Skills Centre (ASC) - formerly known as the Centre for Academic Communication (CAC)
- Curriculum and Teaching Support (CTS) - formerly known as Curriculum and Teaching Innovation
- Academic Technologies and Integration, a new portfolio that brings together our educational technology specialist and our administrator for the learning technology ecosystem

We continue to learn and adapt our portfolios based on feedback from our External Review in 2023, along with changes in the University structures.

Strategic hiring and restructuring

To support our evolving priorities and ensure continued relevance across our programs, we introduced several new roles this year. These include term positions in data analysis, large class curriculum development, academic integrity, as well as a permanent Inclusion & Access Curriculum Developer. In addition, we updated job descriptions and titles for several existing roles—such as Academic Skills Advisor, Program Assistant, Programs & Communications Coordinator, and Marketing & Communications Manager—to better reflect their contributions and alignment with divisional goals.

Teach Anywhere redesign

We launched a cross-functional working group to lead the comprehensive design of our faculty and instructor website: Teach Anywhere. Originally developed during the COVID-19 pandemic to support remote teaching, the site now requires a refreshed approach to remain relevant and responsive to the evolving needs of instructors. We are currently conducting a full content audit, and environmental scan of peer institutions and plans for usability study, focus groups and surveys this year to gather user insights.

3M Teaching Fellowship and external awards

English professor Rebecca Gagan was named this year's 3M National Teaching Fellow – Canada's highest honour for post-secondary educators – for her transformative work in inclusive and trauma-informed pedagogy. The LTI office supported her nomination and has continued to provide support for other teaching scholars pursuing external teaching awards beyond the university.



GRADUATE INTEGRITY IN PRACTICE COURSE

Project goals and rationale

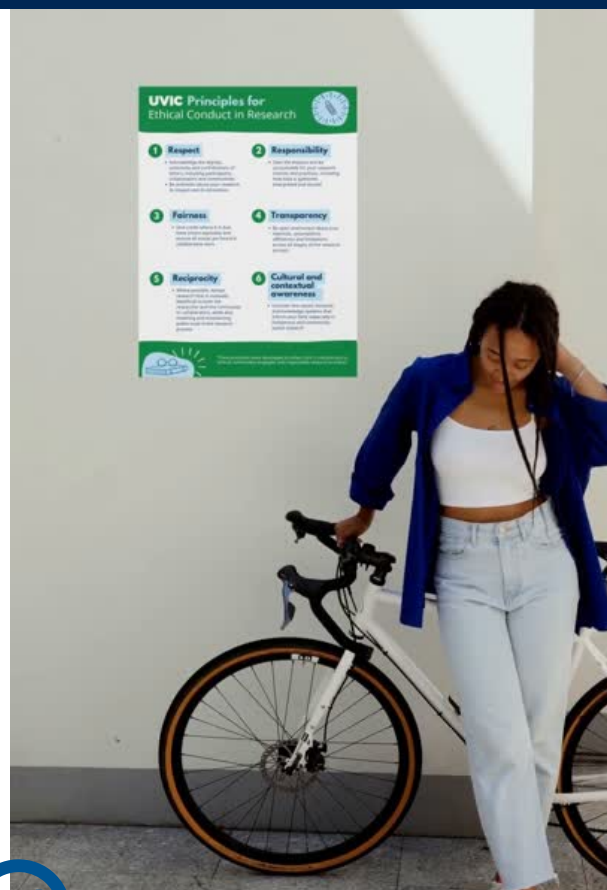
Building on the success of the undergraduate Academic Integrity 101 module, the Graduate Integrity in Practice course was developed to address the unique ethical responsibilities of graduate students. Through two interactive modules—*Being a Graduate Student* and *Scholar and Academic Integrity in Practice*—the course fosters a deeper understanding of academic stewardship, research ethics, and integrity in scholarly work.

Project development and collaboration

Developed by the Division using a collaborative working group model, along with faculty and graduate students and consultation with many campus stakeholders, the course features interactive activities, infographics, and video interviews with UVic scholars. These elements bring real-world perspectives into the learning experience and encourage reflection on the values and practices that shape ethical academic communities.

Impact on student and faculty experience

The course equips graduate students with the tools to navigate complex academic challenges, including distinguishing between academic dishonesty and fraud, understanding the ethical use of generative AI, and accessing UVic resources for support. Early feedback highlights the value of the course's practical guidance and relevance to graduate-level work.



in two months since launch...

155
Currently
enrolled

47
Received
certificate

Next steps

The module will be promoted across graduate programs and integrated into onboarding and professional development pathways. Future enhancements will include discipline-specific case studies and expanded faculty-facing resources to support conversations around academic integrity.



uvic.ca/integrity-in-practice

EXPERIMENTATION

Different formats for instructor workshops and podcasts

This year, we experimented with workshop formats, initially piloting hybrid sessions before deciding to focus on either fully online or fully in-person offerings based on engagement trends. Throughout the year, we delivered 33 workshops, including sessions focused on GenAI, accessibility, peer review and faculty development in our LIFT and PRET programs.

We also evolved our podcast series, Let's Talk About Teaching, releasing four episodes that featured diverse voices and reflective storytelling, including a well-received three-part series on Universal Extended Time. Participant feedback continues to emphasize the value of flexible formats, practical application and storytelling. We continue to explore better structures for our professional development opportunities.

Studiosity pilot

Through a call for expressions of interest, three courses volunteered to participate for the Fall 2025 term (COM 200, HINF 230 and ED-D101) to explore how the tool can support student learning and development. Participation is voluntary and restricted to a limited number of undergraduate students. The pilot will include a review by instructors and students to assess interest in continued use. A Privacy Impact Assessment was submitted and approved by the UVic Privacy Office. It was also reviewed and approved by UVic's Information Security Office. Only students enrolled in the pilot courses will be able to access Studiosity through Brightspace. The platform does not mine, harvest, or sell student data, and students retain full ownership of their work. Importantly, Studiosity does not use student submissions to train its AI systems, ensuring that student work remains private and secure.



"I mean if you think about it, time is a bit of a lever, it's a compensation lever that can get pulled as a means to overcome barriers to performance"

- Dr. LillAnne Jackson - Time is On Your Side, Part 1

Course outline Brightspace integration project - Production phase

Following the pilot phase last year, the Course Outline Project transitioned into its production phase with stakeholder groups in Faculty of Engineering and Computer Science, resulting in the creation of approximately 150 outlines used across multiple course sections. Extensive user acceptance testing was conducted with instructors and staff from across faculties, supported by 10 in-person review sessions. A production pilot launched in Fall 2025, with broader rollout expected in January 2026. Development will continue to address challenges and streamline functionality, alongside a transition to a central support model and expanded outreach to department administrators.

3-MINUTE THESIS FOR VKURA STUDENTS

PRIORITY FEATURE

Project goals and rationale

To strengthen VKURA scholars' oral communication skills, we introduced the internationally recognized Three Minute Thesis (3MT) format to final symposium presentations. This model challenges students to present complex research clearly and engagingly in just three minutes, preparing students to share their work with diverse audiences.

Project development and collaboration

The Academic Skills Centre (ASC) team collaborated with VKURA scholars to deliver a scaffolded series of learning opportunities based on the 3MT framework. These included an introductory workshop, a peer-supported practice session, and a final rehearsal in the symposium venue to refine delivery and build confidence.

"VKURA has been an amazing introduction to the field of research... speaking in front of an audience at the symposium made me realize just how much experience and knowledge I've gained in my research topic."

- Charlotte Bellows, Psychology

"I think that having this opportunity to conduct an independent research project is really good at building confidence as well as gaining experience in a possible industry or field that the student is interested in."

- Brett Raven, Chemistry



"VKURA provides the opportunity for a large amount of hands-on learning that would've otherwise likely not have occurred in my future undergraduate classes."

- Matthew Dowdle, Engineering

Impact on student and faculty experience

All VKURA scholars successfully delivered their presentations, adhering to time limits and effectively engaging their audience. Feedback from students and mentors underscored the value of the coaching process, citing notable improvements in confidence, clarity, and delivery. By embedding the 3MT framework into VKURA, the program not only supported students' immediate success at the Symposium but also fostered the development of transferable communication skills that will serve them in their academic and professional trajectories.

Next steps

We plan to extend the impact of this initiative by offering tailored 3MT-inspired coaching sessions in courses focused on research skill development. Future VKURA iterations will incorporate structured peer feedback and rubrics, enabling clearer assessment of students' oral communication skills throughout the program.



uvic.ca/vkura

INCLUSION

Strengthened inclusive student programming and enhanced accessibility

We expanded student programming to better meet the needs of diverse learners. This included co-hosting academic skills sessions for LE, NONET Transition Seminar (IED 191), designing culturally responsive workshops for international students, and developing comprehensive accessibility resources for VKURA participants.

Specifically, we implemented individualized accommodations with accessibility statements, created a workshop on designing accessible infographics, and developed a companion guideline. We revitalized the MSAC space with inclusive signage and maintained weekly drop-in sessions for Indigenous students at First Peoples House, reinforcing our commitment to belonging and support. Extended ASC hours also improved access for students with varied schedules, ensuring more equitable opportunities for academic success.

Inclusive pedagogies and curriculum

We created learning opportunities for instructors and faculty that center diverse voices and promote accessible teaching practices. We offered six workshops geared around accessibility topics, receiving strong feedback for their impact on teaching perspectives and student connection. We emphasize the social model of disability and access-centred design principles in our workshops, resources and consultations.

Universal extended time resources

We developed a suite of resources to support instructors in implementing Universal Extended Time (UET), including a practical checklist co-created with CAL and a three-part podcast series. UET is an access-centered assessment strategy that seeks to reduce access barriers created by time restricted assessments and increase overall accessibility for all students. The podcast, part of our Let's Talk About Teaching series, features instructor voices and real-world strategies for fostering accessible learning environments. These resources have helped raise awareness of access-centered design and offer flexible, reflective formats for professional development.



WORKSHOP FEEDBACK

"Empowered me to connect more deeply with students"

"Reshaped my perspective on teaching"

"Very timely workshop... practical strategies... inclusive learning environment"

LEARNING INNOVATION FOR TEACHING (LIFT) PROGRAM

PRIORITY FEATURE

Project goals and rationale

The Learning Innovation for Teaching (LIFT) Program was redesigned to better support instructors in developing inclusive, student-centered teaching practices. Grounded in the principle of inclusion, LIFT aims to foster environments where diverse learners can thrive and where educators feel empowered to innovate and reflect on their teaching. The program has three distinct components offered to instructors of all levels: ongoing workshops, lunch and learn series and the Certificate in Post-Secondary Teaching.

Project development and collaboration

It was important that the redesigned program was more inclusive to those in various stages of their teaching career, and flexible to respond to instructors needs. The new program was designed through consultation across the division and integrating feedback from previous participants, as well as aligning with institutional priorities around equity and accessibility.



Impact on student and faculty experience

Although the program is in its infancy, early feedback from participants highlights the program's value in deepening understanding of inclusive pedagogy, and fostering meaningful connections with peers. By embedding inclusive design principles and offering practical strategies, LIFT supports faculty in creating learning environments that are welcoming and effective for all students.

Next steps

Looking ahead, we plan to continue refining the program based on participant feedback and evolving teaching needs, including expanding lunch and learn sessions and elective workshops and courses. Future iterations will explore expanded formats, deeper integration with divisional initiatives like GRIP and curriculum consultations, and enhanced support for instructors working in diverse disciplinary contexts.



teachanywhere.uvic.ca/lift

GOING FORWARD

We have created operational goals for the division - some highlights are listed below.



Educational technology and infrastructure

We plan to redesign our learning spaces, streamline our technology adoption and create centralized support resources to better serve instructors and students. This includes:

- A hybrid, multi-access learning space in HHB 128
- Policies for archiving and retaining educational technology tools
- A centralized educational technology support website
- A transparent, instructor-engaged process for adopting more tools



Innovative teaching and faculty development

We are investing in programs and tools that support instructors in enhancing their teaching practices. This includes:

- Deepen partnerships with instructors to enhance embedded academic support
- Supporting faculty engagement with the Student Experience of Learning Survey
- Developing departmental curriculum retreat templates
- Publish and present innovative teaching and learning research



Inclusive and student-centred learning

We are expanding supports to ensure all students can thrive, including:

- Strengthening campus-wide accessibility and inclusive learning supports
- Deepening embedded academic skills programs tailored to diverse learners
- Using student insights to improve services and resources
- Creating peer-learning opportunities in collaboration with student communities



APPENDIX: NOTABLE COLLABORATIONS

LTI works extensively with faculties, departments and support units. Below is a snapshot of the many colleagues and peers we had the opportunity to learn from and collaborate with this year.

