

UVIC | Learning and Teaching Innovation

ANNUAL REPORT

SEP 2025 - AUG 2026



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

Report last updated: October 30, 2026

A MESSAGE FROM THE EXECUTIVE DIRECTOR



This year reminded me that learning and teaching innovation is not just about new technologies or ideas. It is about our relationships we build and how we work together. It is about creating the conditions for learning, growth and connection.

Across the university, I continue to see instructors, students and staff come together to address emerging challenges and explore new opportunities. This year, we hosted an LTI appreciation event to recognize the many individuals who contributed their time and expertise through advisory groups, adjudication committees, projects and workshops. I was struck by the turnout and by the enthusiasm people brought to sharing ideas and learning from one another. At its heart, our work continues to be guided by a shared commitment to student success.

I also saw a renewed desire for connection and community. Participation in workshops, communities of practice, student award events and our annual conference, Let's Talk About Teaching, remained strong throughout the year. I have been particularly touched by the enthusiasm and care with which our community continues to show up for these opportunities.

To me, this sustained engagement is a meaningful reminder that we are on the right track and that there is genuine desire across our community to connect, share ideas and learn from one another. We continue to create space for new perspectives, strengthen relationships and foster a sense of belonging within a broader learning community.

At the same time, we continue to navigate a rapidly changing environment. Advances in educational technology and generative AI, alongside evolving approaches to academic integrity and accessibility, present both opportunities and challenges. I am confident that by working together, remaining open to experimentation and embracing diverse perspectives, we can continue to respond thoughtfully and effectively. These commitments are reflected in our three guiding principles: collaboration, experimentation, and inclusion.

This report highlights the contributions of LTI staff and colleagues across campus who generously shared their time, expertise and creativity in support of teaching and learning. Together, we are building a learning environment that is responsive, inclusive and focused on student success.

Best,



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 (GenAI) tools like Microsoft Copilot or ChatGPT effectively and ethically in their coursework where appropriate, we are applying those same principles here. In our GenAI guiding statement, we draw on Indigenous pedagogical principles, guided by Dr. 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 assist 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."

Read UVic's GenAI guiding statement and further resources:
uvic.ca/learningandteaching/how-to/generative-ai

Microsoft. (2026). Microsoft Copilot [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

See our numbers over 3 years on page 18

Instructor Support

Communities of Practice	Meetings	Attendees
Accessible Teaching & Learning	5	71
Scholarship of Teaching & Learning	3	18
GenAI	8	83

3
podcast episodes
197 YouTube views
36 Spotify listens

15,953
website views
(Aug 12 – Sep 24, 2026)

Let's Talking About Teaching

24
presenters
5
sessions
250
attendees

Consultations

316
educational technology

41
curriculum development

72
learning design

Tech support

687
live support clients

4,023
resolved tickets

The Final Word: GenAI in Thesis & Dissertation Work symposium

121
attendees

Distributed funds

$91,038
grant funds awarded

$50,650
teaching stream professional development funds

Teaching excellence

6 teaching awards

13 Learning Innovation for Teaching program (LIFT) graduates

9 President's Fellowship in Research-Enriched Teaching (PFRET) sessions

Instructor workshops

658
registrations

64
bespoke workshops & presentations

37
professional development workshops

6
peer review of teaching sessions

95%
of respondents rated workshops between 80% - 100% for:

- effectiveness
- usefulness for professional development
- likelihood to recommend to others

LTI by NUMBERS

See our numbers over 3 years on page 18

Student support

Academic Skills Centre

3,145
booked appointments

38
workshops

133
drop-in participants over 85 sessions

1,298
students interactions in workshops & outreach activities

Math & Stats Assistance Centre

1,000
students supported through exam review sessions, student-facing workshops & facilitated study rooms

8,175
requests for assistance through drop-in supports

2,000
students reached through Brightspace site

Undergraduate Research Awards

117 awarded
$192,000
Jamie Cassels
in collaboration with Students Awards & Financial Aid

26 awarded
$202,500
Valerie Kuehne
in collaboration with the Office of the Vice-President Academic & Provost

Academic Integrity support

571
students reached

18
bespoke in-class workshops & individual consultations

197
academic leaders, instructors & staff reached

16
instructor-facing workshops

2
invited talks

UVIC Learn

16,000
views
March - Aug 31, 2026

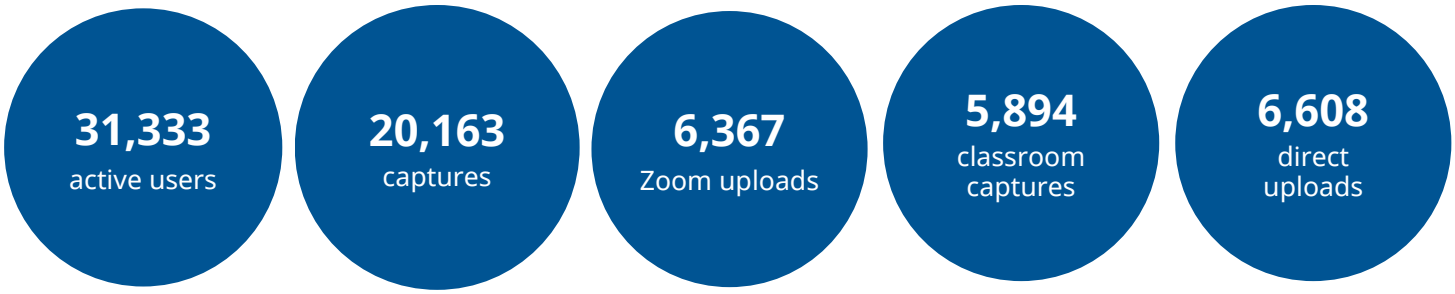
2
updated Academic Integrity courses

LTI by NUMBERS

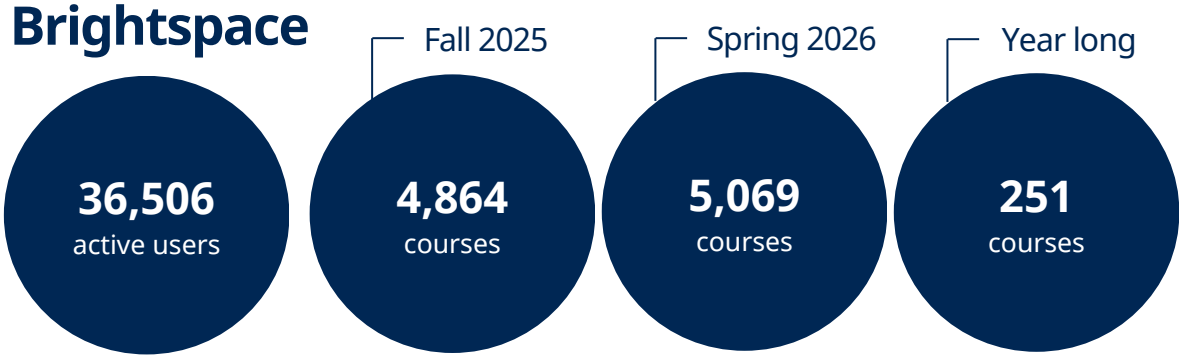
See our numbers over 3 years on page 18

Educational Technologies

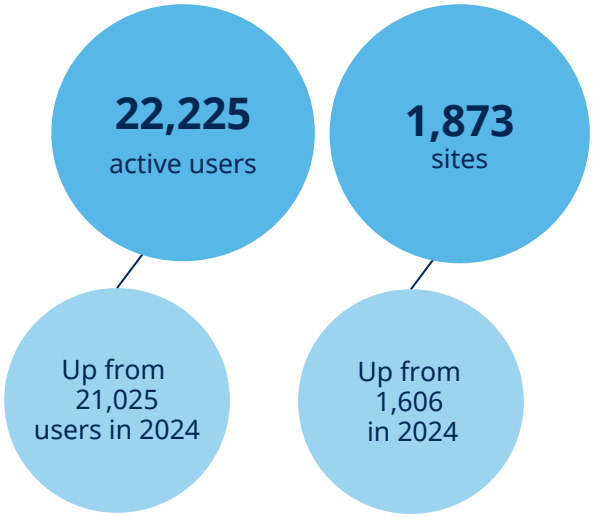
Echo360



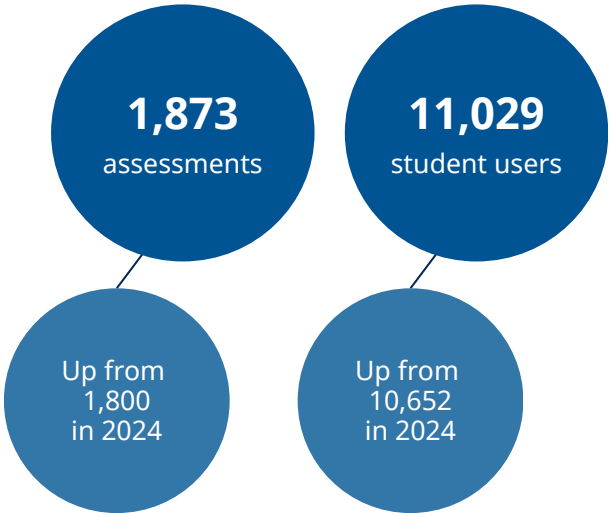
Brightspace



Online Academic Community



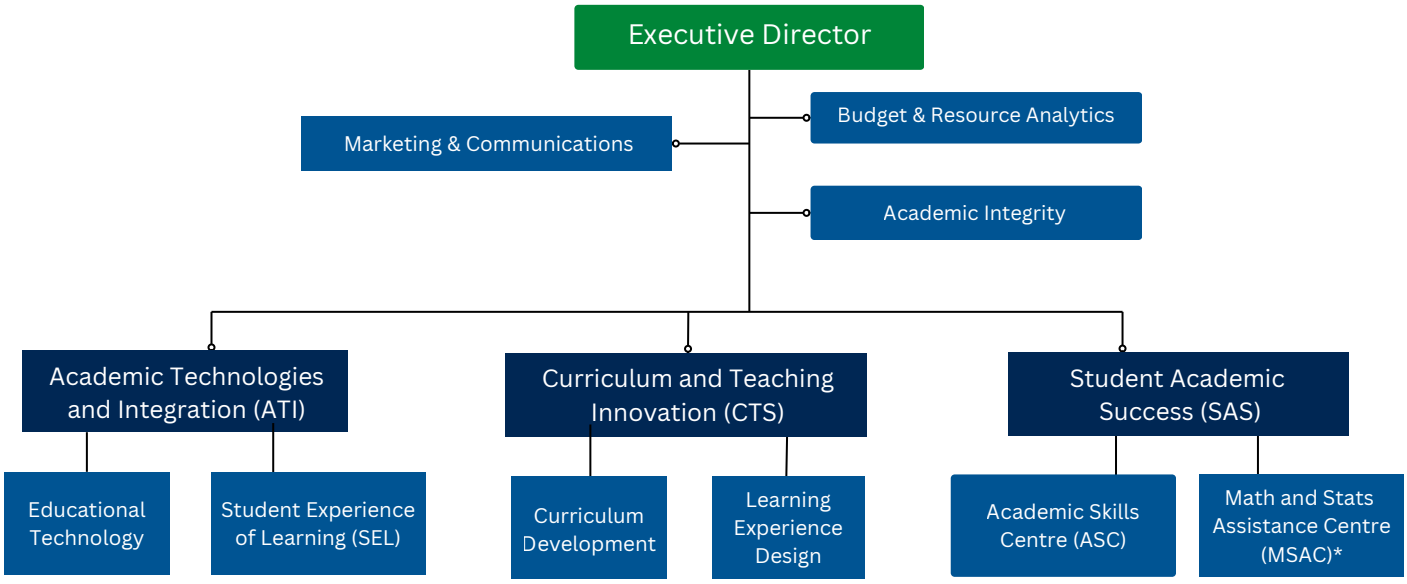
Crowdmark



OUR TEAM

uvic.ca/learningandteaching/get-help/about-us

LTI ORGANIZATIONAL CHART



*The MSAC is jointly run in partnership with the Department of Mathematics and Statistics.

Academic Technologies and Integration

Supports the effective use of learning technologies, including Brightspace (UVic's learning management system), to enhance teaching and learning. The team also administers the Student Experience of Learning survey.

Curriculum Teaching Support

Partners with faculty, instructors and teaching assistants to design and improve courses and curricula. Provides professional development, supports teaching awards and advances evidence-informed teaching practices.

Student Academic Success

Helps undergraduate and graduate students build the skills and strategies needed for academic success. Services are offered through the Academic Skills Centre and the Math & Stats Assistance Centre (in partnership with the Department of Mathematics and Statistics).

Executive Director's Office

Provides leadership and operational support across administration, budgeting, marketing and communications and academic integrity initiatives.

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

I2 Support all instructors in developing and implementing inclusive pedagogies and teaching practices that promote accessible learning and student success

I3 Advocate for and adopt policies that address systemic barriers to learning, fostering equitable opportunities for all students



Photo above:
Spinning wheel with facts, LTI & Friends Fair, September 2, 2026

COLLABORATION

Student academic program partnerships

Collaborative partnerships helped connect students with academic and learning support through courses, programs and established student-support networks. Course-embedded workshops and program collaborations reached approximately 220 students during the year, while partnerships across campus expanded access to services through existing student-facing initiatives. Together, these efforts created multiple pathways to support and strengthened the university's ability to respond to diverse student needs.

The Final Word Symposium

Last spring, we collaboratively hosted a hybrid event with UVic Libraries and the Faculty of Graduate Studies, exploring how GenAI is reshaping graduate student education, academic research and writing practices. The afternoon brought together 121 faculty, graduate supervisors and educational leaders across units in a keynote, panel discussion and breakout groups. Participants emphasized the need to move beyond questions of adoption and compliance toward principle-based guidance that supports scholarly development, authorship, transparency and disciplinary context. Building on this work, the same partners are planning a graduate student symposium for January 2027.

Photo right:
Instructors collaborating together at Let's Talk about Teaching, June 3, 2026

Faculty partnerships through curriculum and learning design

As faculties and departments advance curriculum renewal and redesign initiatives, collaborative partnerships played an increasingly important role in supporting this work. Tailored workshops, presentations and consultations engaged 44 university groups and six external partners in the past year, supporting a wide range of teaching and learning initiatives. Areas of support included assessment design, course and program redesign, learning outcomes, educational technology and pedagogy, with major multi-stage partnerships across several faculties and departments. Many of these engagements developed into multi-stage partnerships and extended beyond one-time consultations, reflecting the collaborative nature and complexity of this work.

GenAI and academic integrity support for academic leaders

Collaborative partnerships with Associate Deans Academic, Chairs and Directors supported responses to emerging questions related to generative AI and academic integrity. This work included co-facilitating tailored panels and discussions, providing input on revisions to departmental handbooks and procedures, and offering guidance on academic misconduct cases involving unauthorized use of generative AI.



GENERATIVE AI GUIDING STATEMENT

uvic.ca/learningandteaching/how-to/generative-ai

PRIORITY FEATURE

Project goals and rationale

As generative AI (GenAI) rapidly reshapes learning and teaching, UVic's original position statement in 2022 required updating. The goal was to create a more practical and accessible resource that would help students, instructors and academic leaders navigate the use of GenAI in learning, teaching and assessment.

Project development and collaboration

A guiding statement was developed through an extensive consultation process involving a core subcommittee, working group members from LTI, Systems and the Libraries, an advisory group with faculty, graduate and undergraduate student members, the GenAI Community of Practice and additional campus experts.

Feedback helped transform the original position statement into a more practical resource grounded in the **5Rs framework: Respect, Relationships, Relevance, Responsibility and Reciprocity.**

Impact on student and faculty experience

Rather than prescribing a single approach, the statement provides role-specific guidance and resources for students, instructors and academic leaders.
By grounding role-specific guidance in the 5Rs framework, the resource provides a clearer pathway from values to action, fostering dialogue and providing common language to hold these conversations. The updated structure shows not only what is expected, but also how the principles can be applied in learning, teaching and assessment contexts.

Next steps

The next phase of work will focus on translating the guiding statement into practical resources, with real-world examples, role-specific guidance and asynchronous resources. The statement will also be shared through presentations to Dean's Council, department meetings and other campus groups. Workshops will also be available for academic leaders, instructors and students to encourage ongoing dialogue and application across the university.



Guiding statement

UVic is committed to supporting our community to engage with GenAI in responsible, ethical and critical ways. We recognize that the appropriate use of GenAI will vary across disciplines, courses, learning outcomes and teaching contexts. As GenAI continues to develop technically, ethically and socially, so too will our understanding of its role in learning and teaching. Rather than prescribing a single approach, this guiding statement is intended to support ongoing conversations through current resources to inform decision-making across the University.

EXPERIMENTATION

Adapting academic support offerings

Student feedback, participation trends and course-specific needs informed several changes to academic support programming throughout the year. Based on IACE coordinators' feedback, academic skills support for first-year Indigenous students in the LE,NONET Transition Seminar was redesigned from a structured workshop format to a more conversational, student-directed approach, with additional sessions added in response to student requests.

Additionally, we redesigned our Three Minute Thesis (3MT) workshops based on observations from the previous years' Valerie Kuehne Undergraduate Research Awards (VKURA) symposium. First- and second-year students learned to give and incorporate feedback using a rubric, ask and answer questions and reflect on their oral communication strengths and areas for improvement.

In response to low participation, the English Conversation Café led by the Academic Skills Centre (ASC) was discontinued and redeveloped as a pilot focused on oral communication skills for a broader student audience. Additional changes in the Math and Stats Assistance Centre (MSAC) included redesigned note-making and test-taking workshops for first-year math courses and tutor-supervised practice tests in courses without existing tutorial or lab support. The ASC and MSAC also piloted a STEM Conversation Café series, designed to support multilingual students' oral communication development while remaining open to all students.

Photo below:
Student posters at the JCURA Fair, March 18, 2026



EXPERIMENTATION (CONTINUED)

Learning Innovation for Teaching (LIFT) program cohort and offerings

LIFT represents a shift from predominantly stand-alone professional-development opportunities toward a structured and sustained pathway for teaching development. The flexible, cohort-based model blends evidence-informed and reflective teaching practices with an exploration with new approaches to teaching and learning.

The program offered six learning streams, self-paced modules, workshops and a monthly online lunch & learn series. Thirteen instructors graduated from the inaugural cohort, with 29 enrolling in the second cohort. Participants represented a range of career stages and instructional roles, from sessional and lab instructors to experienced faculty members and postdoctoral fellows.

Hybrid learning classroom upgrade

We upgraded technology in our main workshop and course space, Harry Hickman Building Room 128 to provide a flexible environment for instructor training, collaborative professional learning and demonstration of teaching practices. The upgrade included three large displays, enhanced capture capabilities and improved networking.

The upgraded space allows us to model hybrid teaching in practice, giving instructors an opportunity to experience and explore approaches to engaging students across in-person and online environments. Instructors can try new approaches, consider what supports meaningful participation, and translate those experiences into their own teaching.



Photo above: Christian Bock, Director of Curriculum & Teaching Support, handing out certificates to the first LIFT cohort at Let's Talk about Teaching, June 3, 2026.

Piloting and scaling learning technologies

Several technology initiatives moved from pilot projects to broader implementation during the year. Adoption of the *Course Outline Management Tool* continued to grow beyond its initial user groups, with ongoing enhancements supporting rollout to additional departments.

A pilot of Vevox, a new polling platform, explored how more accessible and reliable polling could support student engagement and participation, particularly in large classes. The pilot demonstrated improved accessibility and performance at scale, while also eliminating the need for students to pay subscription fees. Following the positive results, the proposal to adopt Vevox institution-wide was approved and has now been implemented, making the platform available as a more accessible and sustainable option for interactive teaching across UVic.

REFRESHING TEACH ANYWHERE

PRIORITY FEATURE

Project goals and rationale

Originally developed in 2020, Teach Anywhere has become a valuable but increasingly complex resource, containing more than 500 pages and posts hosted on the Online Academic Community (Wordpress). As teaching practices and instructor needs continued to shift post-pandemic, the website needed to be re-imagined as a sustainable and user-focused resource.

Project development and collaboration

The redesign was informed by:

- a cross-functional working group
- input from instructors, teaching staff and students across disciplines
- usability testing
- an analytics review
- an environmental scan of other institutions' learning & teaching websites

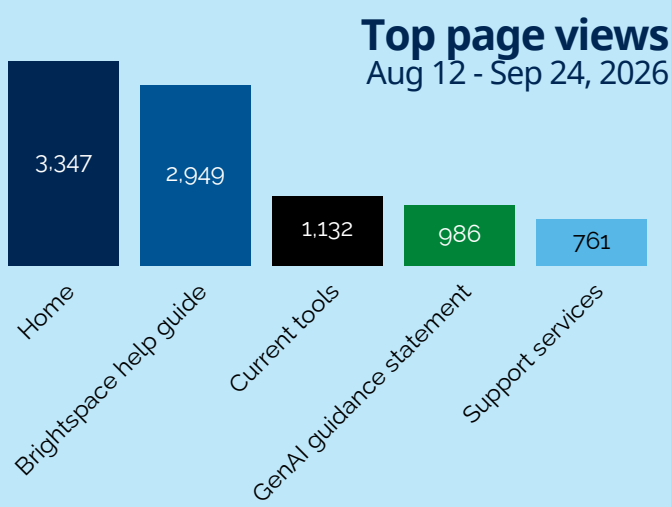
These findings guided the migration to the uvic.ca website in the updated template (Cascade 4) to help improve navigation and brand recognition.

Furthermore, a simplified site structure was developed and content was streamlined into webpages with easy-to-use page navigation, concise actionable content and digital checklists. Learning technology resources were also consolidated into dedicated guides for Brightspace, Crowdmark, Echo360 and other tools.

15,953 website views

46 sec average engagement time

23% returning visitors



Impact on student and faculty experience

Launched in August 2026, the redesigned site provides clearer pathways to teaching resources, learning technologies and student supports. Early feedback has been overwhelmingly positive, particularly regarding navigation and ease of use. In the first 6 weeks, 15,953 have accessed the site.

Next steps

Future work will focus on refining content based on user feedback and website analytics, expanding high-demand resources and strengthening connections between teaching practices and educational technologies. Ongoing review processes will help ensure content remains current and relevant. We would like to update the Academic Skills Centre website to the new UVic Cascade 4 template as well next year.

INCLUSION

Expanding expertise to support inclusive learning

As academic integrity (especially in relation to equitable access, accessibility and generative AI) becomes an increasingly important consideration across higher education, we have expanded our expertise to support these institutional needs.

The *Curriculum Development Specialist-Inclusion & Access* role was made permanent. Additionally, a dedicated curriculum developer role was created to support indigenization and decolonizing curriculum design efforts. Lastly, we developed roles that focus on academic integrity and instructional development, particularly around generative AI. These roles resulted in work related to accessible pedagogy, inclusive course and assessment design, professional development and engagement through communities of practice. Together, these investments broadened the range of support available to instructors, departments and programs across campus.

Strengthening accessible learning supports

With help from specialized tools on loan from the Centre for Accessible Learning (CAL), we trained two Math and Stats Assistance Centre tutors in blind and low vision support methods. CAL also shared style guide information that allowed the MSAC to make its review materials more accessible. Accessibility statements were also added to the JCURA and VKURA Brightspace sites, proactively inviting students to identify barriers and request support.

Accessible pedagogy through lunch and learns

The *Accessibility in Action* lunch & learn series strengthened support for inclusive and accessible teaching by connecting instructors with practical strategies for course design, assessment and classroom practice. The series created opportunities for ongoing dialogue, reflection and knowledge sharing around accessibility in teaching and learning.

LUNCH & LEARN FEEDBACK

"The personas were very helpful way to think about the topic of accessibility from multiple perspectives."

The list of strategies with relevant context about how folks at UVic have implemented them and what has worked well was super helpful. Everything seemed very grounded in student feedback (not just current ideas about "best practices") which was also useful."

Hiring guide and standardized policies

We introduced several initiatives to support greater consistency and transparency in our internal hiring practices. This included creating a hiring guide for managers to navigate recruitment processes, which includes standardized communications, a hiring timeframe and resources that can be accessed throughout probation and performance planning. In addition, a remote work framework was created to allow clarity for staff and managers to evaluate and consider requests in an equitable way.

PRIORITY FEATURE

COMMUNITIES of PRACTICE (CoP)

uvic.ca/learningandteaching/programs-opportunities/cop

Project goals and rationale

We have continued to develop CoP as sustained, relationship-based spaces where instructors can learn with and from one another around shared areas of teaching practice. Our established accessible teaching and learning, GenAI and SoTL communities demonstrate strong and continuing interest in this model, providing an alternative to one-off professional development through ongoing conversation, resource-sharing and peer connection.

Project development and collaboration

The CoP model has continued to mature and diversify:

- the accessible teaching and learning CoP held **5** meetings with **71** attendees
- the GenAI CoP held **8** meetings with **83** attendees
- the SoTL CoP continued as a smaller, focused community

Building on these successful communities, we are now expanding the model through new communities and peer learning groups. The foci will be on indigenization and decolonization, BIPOC faculty and support for academic integrity advisors.

Impact on student and faculty experience

These groups are an important part of our shift towards sustained, relationship-based engagement which complements our workshops, consultations and other offerings. The CoPs give instructors sustained, lower-stakes opportunities to explore emerging and sometimes complex teaching questions, exchange practices across disciplines and develop professional networks beyond their departments.

This aligns with what we have learned more broadly this year: practical programming connected to disciplinary contexts and sustained engagement appears particularly valuable. These communities are developed collaboratively with faculty members and campus partners, drawing on expertise and lived experience from across the university.

Next steps

We will continue to strengthen the established communities while supporting the launch and development of new communities. We also want to create stronger connections between CoPs, workshops, resources and consultations by improving how we track repeat participation and impact; and continue examining participation and facilitation through an inclusion lens. This will also require thoughtful coordination across overlapping areas such as GenAI, accessibility, assessment and curriculum renewal.

GOING FORWARD

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

Strengthen educational technology governance

- Provide a transparent, shared understanding around educational technology decision-making.
- Clearly communicate evaluation processes, adoption criteria and support models, while exploring opportunities for more distributed administration and stewardship across campus.

Share practices and lessons learned

- Expand opportunities to showcase innovative teaching, learning and student support practices through case studies, stories and examples from instructors, students and campus partners.
- Highlight both success stories and lessons learned to support learning and adoption of effective teaching practices.

Provide data-informed service planning

- Develop a more coordinated approach to collecting, analyzing and reporting across student support services.
- Improve the use of appointment, registration and participation data to better understand student success needs.
- Develop approaches to assess the value and impact of our services and initiatives, using participation data, feedback and other indicators to understand what is working, where there are emerging needs and where resources can have the greatest impact.

Curate a sustainable learning and teaching ecosystem

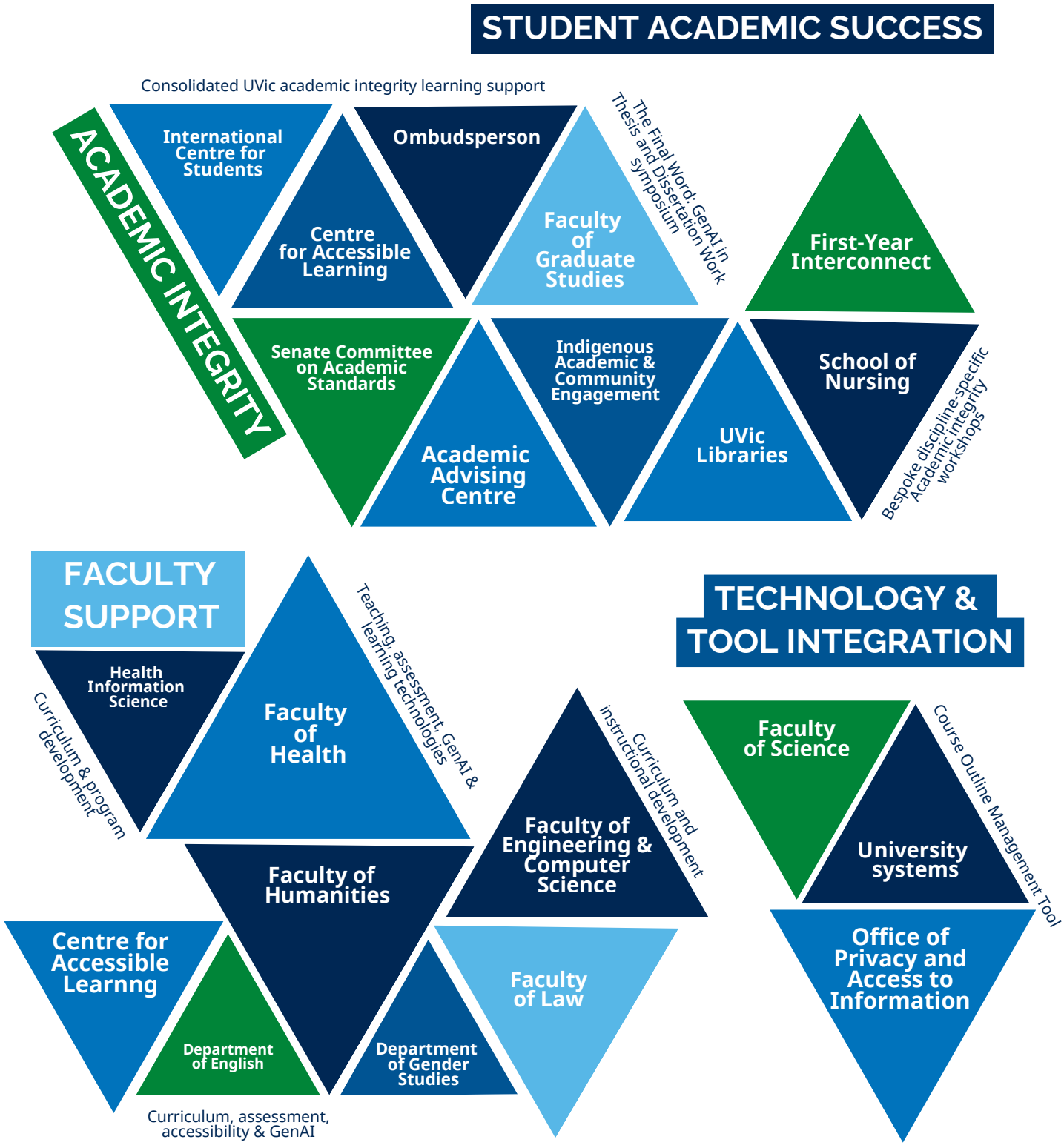
- Following our website redesign and review of existing programming, identify gaps and emerging needs, and prioritize the development, renewal and maintenance of learning and teaching resources and professional-development offerings.
- Consolidate and refine related resources, workshops and materials across UVicLearn, other LTI platforms and relevant university platforms maintained by partner units and divisions.
- Establish sustainable processes for ongoing review, renewal and retirement of resources and programming, informed by emerging needs, evidence and instructor feedback.

Sustain faculty development and curriculum partnerships

- Build on the first two LIFT cohorts and strengthen connections between professional development, communities of practice, consultations and faculty- and program-level curriculum and assessment work.
- Continue embedding accessibility, inclusive pedagogy and responsible GenAI practice across these supports while developing sustainable approaches to prioritizing intensive partnership work.

APPENDIX A: NOTABLE PARTNERSHIPS

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.



APPENDIX B: THREE YEAR COMPARISON

Below are our LTI by numbers over the past three years from 2024, 2025 and 2026. Please note that some numbers were not captured in previous years and are noted as such.

Educational technologies

Brightspace	2023-24	2024-25	2025-26
Active users	48,589	50,570	36,506
Courses | Fall	4,898	4,815	4,863
Courses | Spring	5,039	4,998	5,069
Year long	225	230	251

*only measured total

Crowdmark	2023-24	2024-25	2025-26
Assessments	1,502	1,800	1,873
Sites	8,429	10,652	11,029

Echo 360	2023-24	2024-25	2025-26
Active users	50,192	56,098	31,333
Captures	24,098	22,923	20,163
Zoom uploads	6,450	6,606	6,367
Classroom captures	7,783	7,186	5,894
Direct uploads	7,736	9,131	6,608

OAC	2023-24	2024-25	2025-26
Active users	n/a*	21,025	22,225
Sites	1,675	1,606	1,873

*Data not retrievable

Student support

MSAC	2023-24	2024-25	2025-26
Student interactions	10,251	12,831	1,000
Drop-in requests	10,166	9,891	8,175
1:1 consultations	9,851	9,539	7,894
Brightspace learners	2,072	2,189	2,155
Exam review attendees	1,530	1,103	1,053
Tutoring hours	3,088	3,091	3,131
Workshops	6	6	4
Get ready for calculus	5	5	5

VKURA	2023-24	2024-25	2025-26
Funded	$192,500	$187,500	$202,500
Participants	25	25	26

JCURA	2023-24	2024-25	2025-26
Funded	$165,000	$175,500	$192,000
Participants	114	117	127

ASC	2023-24	2024-25	2025-26
Booked appointments	4,159	4,946	3,145
1-1 consultations	1,533	2,794	1,691
Written feedback	2,626	2,152	1,454
Drop-in sessions	24	24	85
Drop-in participants	19 *1	20 *1	133 *2
Group sessions & workshops	47	52	90 *3
Workshop attendees	619	423	615
Graduate Writing Room (GWR) attendees	176	334	147
Outreach activities	44	51	36
Outreach participants	1,305	1,704	604

*1 First Peoples House drop-in only
*2 First Peoples House + Study Hub + peer supported drop-ins
*3 Includes Graduate Writing Room sessions

APPENDIX B: THREE YEAR COMPARISON

Below are our LTI by numbers over the past three years from 2024, 2025 and 2026. Please note that some numbers were not captured in previous years and are noted as such.

Instructor support

Consults	2023-24	2024-25	2025-26
General (not captured)	350	n/a	n/a
Learning design	n/a *1	111	72
Curriculum dev.	n/a *2	57	41
Live support	630	661	687
Support tickets	4,700	3,597	4,023

*1 Data was collected generally from 2023-24
*2 Curriculum development roles were created in 2024-25

LTAT	2023-24	2024-25	2025-26
Attendees	289	350	250
Presenters	29	30	24

Grant funding	2023-24	2024-25	2025-26
Funds distributed	$156,137	$152,000	$91,038
Recipients	25	20	19

Podcast	2023-24	2024-25	2025-26
Episodes	n/a	4	3
YouTube views	n/a	637	197
Spotify listens	n/a	37	36

Workshops	2023-24	2024-25	2025-26
LTI hosted	13	33	62
LTI invited	*	13	39
Peer review sessions	12	6	6
Total participants	235	631	658

*No data available

Pro-D	2023-24	2024-25	2025-26
Teaching stream	$21,330	$19,818	$50,650
Continuing sessional	$10,192	*	*
Term sessional	$13,183	*	*

*No longer support