Table of contents

Message from the Director General ........................................ 3
Professional development in teaching .................................. 5
Strategic research and impact evaluation ............................... 8
Program development and evaluation .................................. 10
Chairs in University Teaching .............................................. 12
Development of digital learning resources ............................. 13
Teaching and learning technologies ..................................... 16
Classroom and learning space technologies ......................... 19
Final word ............................................................................ 21
Message from the Director-General

For more than 22 years, the Teaching and Learning Support Service (TLSS) mission has been to support University of Ottawa faculty in developing inclusive, engaging, innovative and effective teaching approaches, and to foster student engagement and improve the quality of their post-secondary learning experience.

TLSS facilitates the exploration of new 21st century pedagogical approaches and emerging learning platforms. Its services are diverse: innovative classroom design, audio-visual and videoconferencing equipment, web programming and development, graphic design, videography and video editing, learning management systems, research and evaluation of new educational technologies, online, blended and distance learning, curriculum and program design and evaluation, distance learning instructional design, academic pedagogy training, and impact research and evaluation.

The Covid-19 pandemic, however, turned our daily lives upside down and resulted in unprecedented adaptations and transformations of all our services, which the TLSS team was able to deliver with exemplary resilience, solidarity, and agility.

At the beginning of the pandemic, in just two weeks, we increased our level of support by implementing a rapid process of adapting systems, acquiring new teaching tools, and delivering nearly 40 training modules to hundreds of professors and teaching assistants to ensure continuity of courses in a distance learning model.

Very quickly, we launched a streamlined and efficient process to hire new specialists in academic technology and web/multimedia development, in order to implement a distributed model of support to each faculty and to respond in a more fluid and personalized way to the growing demands of faculty consultations.

In a very short period of time, we completed the complex process of researching and obtaining new tools to better ensure the security of our systems and the quality of academic integrity and student engagement in online courses.

During the pandemic, we continued our support to the teaching and learning community by producing pedagogical technology guides and offering training webinars.

We successfully finalized a new MEM online master’s program. We completed a complete redesign of our website, improved the Virtual Campus and created a new page for external users.
Message from the Director-General

Under the restrictive conditions of the pandemic—shortages in stock, delayed deliveries, limited staff—we equipped more than 200 classrooms with bimodal course delivery technologies to welcome our students and faculty back into the classroom by fall 2021. We continued to support the reorganization and modernization of program requirements and supported the creation of new microprograms. We collected data and feedback from the community of practice on the bimodal course experience and its impact on academic teaching and learning.

These are just a few examples of the tremendous hard work and passion of the TLSS team, whom I want to thank warmly here.

Without your sacrifices, your flexibility, your spirit of teamwork, collaboration and cooperation, your passion for serving the university community, your full commitment to high quality achievements, even in the exceptional context of the Covid-19 pandemic, fulfilling our mandate to support this community in effectively and sustainably adapting its practices to the realities of post-secondary education today and in the future, would not have been possible.

The experience of the pandemic has not driven us apart, it has brought us together. I am very proud of you, of all your accomplishments, and again I want to thank each of you for contributing to our successes.

Through your expertise, sharing, and cooperation, we have gained a new collective intelligence within TLSS that will inform our strategic plan. We will aim for a more inclusive, interconnected, agile TLSS based on the wisdom of the community of practice, expert knowledge, innovation, strategic research, data analysis, and impact assessment. We will support the implementation of international, interdisciplinary, combinable and scalable programs, and experiential, holistic, inclusive and sustainable pedagogical approaches.

I would also like to take this opportunity to acknowledge and thank all regular and part-time faculty members, teaching assistants and students, as well as members of senior management and our deans, assistant deans, program and academic unit directors who have sought our services while demonstrating trust, patience and ongoing support as we have navigated this unpredictable period.

We are pleased to present a snapshot of the TLSS’ activities over the past two year

Alain Erdmer
Director-General
Professional development in teaching

2020-21

SUPPORT FOR FACULTY
In the pre-pandemic period, our team of academic advisors and specialists advised faculty members in the TLSS offices in Vanier Hall.

However, the pandemic led us to rethink the structure of our personalized consultations in order to respond in a more agile manner to the growing and specific demands of faculty within each faculty. We implemented a distributed model of support whereby each faculty had a full-time technology specialist assigned to them.

TRAINING WEBINARS
The Covid-19 pandemic outbreak disrupted the regular programming and format of workshops for faculty, graduate students and teaching assistants.

Between March 16 and April 29, 2020, the team offered 92 themed training webinars for a total of 2,422 participants. The webinars were all recorded and subsequently made available to the faculty community.

Webinar topics focused on the immediate needs of faculty to successfully finish the semester.

2021-22

SUPPORT FOR FACULTY
The distributed model has been maintained through April 2022. The team has provided over 2000 hours of personalized consultations to all faculty across faculties. The evaluation survey of the model showed an overall satisfaction rate of 91% for those who took advantage of the service.

Unfortunately, the model was discontinued due to budgetary priorities and the reduced risk posed by the health crisis that had justified the creation of this additional team to the existing TLSS structure.

The pedagogical development team provides teaching and learning training for faculty, teaching assistants and graduate students. Its wide range of training and support offerings include workshops, webinars, individual consultations, certificates, certifications, and orientation days, among others.

13
New educational and multimedia specialists hired

2000+
hours of pedagogical consultation

91%
User satisfaction rate of the distributed model of support for faculty
Professional development in teaching

2020-21

STUDENT ORIENTATION
The team maintained its training offerings for teaching assistants and graduate students by restructuring its traditional format.

2034 students were trained in 2020-2021, and 1722 in 2021-2022.

2021-22

PROFESSIONAL DEVELOPMENT
The team continued to support faculty by conducting an additional 94 webinars from May 26, 2020 to April 30, 2021, with 4,311 members of the community of practice participating.

SPOTLIGHT ON TEACHING
At the initiative of Associate Vice Provost for Academic Affairs, Professor Alyson Flynn, a new series of virtual presentations entitled “Spotlight on Teaching and Learning” was launched and has so far attracted over 311 participants. Presentations have focused on academic accommodation, graduate student wellness, decolonizing the curriculum, and uOCompetencies.

SYLLABUS TOOL
Several guides and videos have also been designed by the team to help teachers use the new syllabus tool.

2034 students were trained in 2020-2021, and 1722 in 2021-2022.

STUDENT ORIENTATION
The team maintained its training offerings for teaching assistants and graduate students by restructuring its traditional format.

2034 students were trained in 2020-2021, and 1722 in 2021-2022.

BIMODAL TEACHING DEMONSTRATIONS
Student demand to return to campus and ongoing health measures led the University of Ottawa, like other universities, to equip its classrooms with bimodal technology to accommodate faculty and students in the fall of 2021. Thus, while maintaining its webinar programming, the techno-pedagogical training team a series of bimodal classroom visits over a two-week period before the start of classes.

6911
Faculty trained from 2020 to 2022

3756
Graduate students trained from 2020 to 2022

162
Participants in bimodal teaching demonstrations

932
Downloads of the Simple Syllabus Guide in English and French
### By the numbers

**2020 - 2022**

<table>
<thead>
<tr>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td>92</td>
<td>354</td>
</tr>
</tbody>
</table>

- **92** Webinars on different topics broadcast during the first two months of the pandemic
- **354** Total number of webinars between spring 2020 and spring 2022
- **10667** Webinar participants, (Spring 2020 to Spring 2022)

**Educational consultations per year**

<table>
<thead>
<tr>
<th>Year</th>
<th>2019</th>
<th>2020-21</th>
<th>2021-22</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>776</td>
<td>3706</td>
<td>2198</td>
</tr>
</tbody>
</table>

- **2019**: 776 consultations
- **2020-21**: 3706 consultations
- **2021-22**: 2198 consultations

**In the words of faculty members**

- *My educational specialist goes way 'above and beyond.' As she is an instructor herself, she provides thoughtful input into structural course aspects, like setting exams on Brightspace, mark book, etc. She has an amazing grasp of the technical aspects of Brightspace, etc. - every issue I have had (which I am sorry to say that they are many), she was able to deal with in one Zoom discussion.*
  - Faculty member

- *I had contacted my educational specialist to follow up on the Wooclap workshop, and he remained very present and proactive in accompanying me. I am really grateful because without him, I would have felt like I was in a technological mess all the time. It was a huge challenge for me to learn all the new technologies.*
  - Faculty member
Strategic research and impact evaluation

The Strategic Research and Impact evaluation unit, under the direction of the Vice Provost of Academic Affairs and the TLSS Director General, conducts research on new techno-pedagogical approaches to post-secondary education.

This unit evaluates the impacts of initiatives implemented by the Office of the Vice Provost for Academic Affairs and TLSS on the teaching experience of faculty and student learning. The purpose of this research and impact evaluation is to identify the strengths, weaknesses, risks and opportunities of these educational approaches and initiatives, to propose adaptations and actions appropriate to the culture of the University of Ottawa and to improve the teaching and learning experience.

EVALUATION FRAMEWORK FOR TLSS

Throughout the academic year, the sector also collects internal data from multiple stakeholders on the activities of the various TLSS sectors in order to assess their impact, identify the strengths and weaknesses of their initiatives and actions, feed into the future TLSS strategic plan, and prepare internal and external reports. The data is assessed according to evaluation indicators developed to track impacts longitudinally.

View the TLSS Evaluation Framework

HYBRID INITIATIVE

The University of Ottawa’s Hybrid Initiative (2013-2020), including TLSS trainings on the instructional design of hybrid courses and support for the digital development of these courses, ended in Fall 2020.

Research around two questions was conducted: (1) What are the preliminary impacts of the hybrid initiative on student learning? (2) What are the actual experiences of students, faculty, and administrators with the hybrid initiative across the university?

Read the results of the study
Strategic research and impact evaluation

2020-21

STUDY ON TRANSITION TO DISTANCE/ONLINE TEACHING AND LEARNING

The team launched a series of surveys on the experience of transitioning to online courses with faculty and students at the University of Ottawa.

Read the reports

The team also organized a series of three virtual symposia, entitled Supporting a Transformative Transition to Distance and Virtual Learning, funded by a SSHRC grant.

The series aimed to take stock of experiences in transitioning courses to the distance/online modality and to advance current thinking about the effective design and facilitation of teaching and learning in virtual settings. A publication of the papers in this series is in progress.

Visit the symposium series website

2021-22

E21 CONSORTIUM

In 2021, the E21 Consortium, a consortium initiated by the Office of the Vice Provost for Academic Affairs and the TLSS, in collaboration with the City of Ottawa’s other post-secondary institutions (Carleton University, La Cité and Algonquin College) and other public and private sector partners organized the third E21 Symposium. The goal of the E21 Consortium is to encourage a critical dialogue to explore and imagine education in the 21st century. The theme of the 3rd E21 Symposium was: Rethinking the Relevance of Higher Education.

BIMODAL STUDY

In Winter 2022, as part of an inter-university comparative project in partnership with Carleton University, Brock University and UBC Okanagan, and under the auspices of the Office of the Vice Provost for Academic Affairs, the team surveyed students and faculty on their perceptions of bimodal courses in postsecondary education in the 2021-2022 academic year. The goal of the project was to measure the impacts of such a teaching format on the quality of the teaching and learning experience, and to identify pedagogical considerations and recommended practices.

Read the student report, Appendix
Read the faculty member report
The Program Development and Evaluation team, in collaboration with the Office of Quality Assurance, supports faculty in their plans to analyze, evaluate, revise, create, adopt or develop programs and microprograms. The objectives of this effort include:

- Establish expectations through the development of program learning outcomes
- Better align learning outcomes with the university’s 2030 transformation goals and uOCompetencies
- Structure the learning outcomes so that faculty can then create course content
- Gather diverse stakeholder perspectives on the program through a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats).
- Conduct a detailed curriculum analysis to assess redundancies and gaps after the learning outcomes have been revised.

### 2020-21

**PROGRAM CREATION SUPPORT**

- A first online version of learning path visualization (Major Map) has been created and piloted. Several researches and tests were conducted for its automation.
- In total, the team supported the development of five programs and microprograms within different faculties such as the Faculty of Social Sciences, Faculty of Health Sciences, Faculty of Education, Faculty of Engineering and Faculty of Arts.

### 2021-22

**PROGRAM CREATION SUPPORT**

- In April 2022, the team implemented an automated and efficient model for creating Major Maps that can be used by students and faculty.
- The team supported the creation of two Major maps and supported the creation of one certificate and two programs in the Faculty of Social Sciences.

**PROGRAM EVALUATION**

17 self-evaluations and SWOT analysis of programs were conducted.
By the numbers
2020 - 2022

17
Self-evaluation of programs

4
Major Maps

15
Academic units supported for the creation of new programs and microprograms

Portrait of a Major Map

Major Maps are an online visualization of a student’s journey and learning experience in an academic program. From the course journey to experiential learning opportunities, to campus community engagement and career development, Major Maps detail the various stages of the program related to learning outcomes and competencies.

Major Maps provide a visual aid to inform both enrolled and prospective student of all curricular, experiential, co-curricular, and career opportunities.

The Program Development Specialist works closely with each Faculty to help them map this process through the mapping tables.

View the Major Map for the African Studies program
Chairs in University Teaching

Each year, the University of Ottawa offers a Chair in University Teaching to a faculty member for a period of three years. The program invites candidates for the Chair to propose research projects on the advancement of knowledge in post-secondary teaching and learning that will have a significant impact, particularly at the university-wide level. Managed by the TLSS and coordinated by the Senior Analyst - Strategic Research and Impact Evaluation, the selection process consists of two rounds between November and April of each year. Three Chairs are active at any given time.

2020-21

The 2021 Teaching Chair was awarded to Professor Simon Beaudry, for a project entitled "Building Autonomous Learners by Fostering Academic Resilience in Adverse Learning Contexts."

2021-22

The 2022 Teaching Chair was awarded to Professor Andrew Sowinski for the project "Optimizing Learner Potential through Learning Analytics."

Professors Beaudry and Sowinski have joined the Advancing Knowledge in Postsecondary Teaching and Learning research unit. We welcome them.
Development of digital learning resources

The Digital Learning Resource Development team, comprised of Instructional Development and Digital Learning Specialists, User Interface (UI/UX) Specialists, Web Programmers, and Multimedia Specialists, addresses the needs of developing online courses and interactive, learner experience-based educational resources that support engaging, effective, inclusive, and sustainable teaching and learning.

2020-21

ONLINE EDUCATIONAL PROJECTS

During the first year of the pandemic, to support TLSS’s efforts for a seamless transition to online teaching/learning, while maintaining its commitments and deadlines for ongoing projects, the Digital Learning Resource Development Team focused on projects and/or faculty requests to provide an online alternative to normally classroom-based activities and facilitate online and distance learning.

ACADEMIC INTEGRITY

The team helped launch the official pilot test for the Academic Integrity modules for undergraduate students from July to October 2020 in which 913 students participated. A report was written with recommendations for updates to the modules, including adding videos to the scenario pages.

Support for academic integrity modules continued in 2021-2022.

2021-22

ONLINE MASTER’S PROGRAM (MEM)

The team launched the development of the MEM (Master in Engineering Management) online program for the Telfer School of Management and the Faculty of Engineering, delivering the first courses in May 2021 and the final set of courses in fall 2022, for a total of 16 blended courses.

35

Web resources (OER, websites, interactive tools

47

Courses/workshops

20

Videos (animations, educational videos, etc.)
Development of digital learning resources

2020-21

CNIE AWARD FOR EXCELLENCE 2020

Our partnership with the CNFS (Consortium national de formation en santé) continued throughout the pandemic. In the summer of 2020, the team celebrated a Canadian Network for Innovation in Education (CNIE) Award for Excellence and Innovation in Instructional Design for the online workshop "Intégrer les données probantes à notre pratique quotidienne : un défi réalisable".

View the winning video of the Evidence for Innovation Award

OPEN EDUCATIONAL RESOURCES (OER)

In total, the team has created or adapted 23 open educational resources. Here are two examples:

In collaboration with Dr. Sofia Perin, the team has adapted "Population Dynamics", an OER now available in French.

Access the project

The Stereochemistry project, commissioned by Professor Keillor, is another example of the team’s achievements.

Access the project

2021-22

ONLINE MASTER’S PROGRAM "EMHA"

Building on the success and professionalism of the MEM Online program, and quality of the online courses, the team embarked on the development of the Executive Master of Health Administration (EMHA) online program with the Telfer School of Management.

ECAMPUS ONTARIO PROJECTS

Contributing approximately 4665 hours, the team supported 17 eCampus Ontario projects (to produce interactive videos, OERs, online courses, pressbooks, case studies and assessment tools.

Explore the VLS collection for open resources

29849
Total hours on projects

158
Completed projects

56
Supports
By the numbers
2020 - 2022

Hours per project type

- 2020-21  ▪  2021-22

Online programs

Resources in French

Special projects (eCampus, web, OER, etc.)

Total hours

0  5 000  10 000  15 000  20 000  25 000

Completed projects

- 2020-21  ▪  2021-22

92

66

In the words of faculty members

While this is just the very front edge of the rollout of this program, this is a very opportune moment for me to pay tribute to the effort, collegiality, and quality of the contributions of TLSS MEM-team. I and the professors are mightily impressed by the quality of the learning materials that have been produced, but not only that, the process of engaging and working with your staff has been a true pleasure, with many (especially your IDs), working evenings and weekends to accommodate the part-time professors' availability.

- Faculty member

The CIESN would like to thank you very much for the interest and extraordinary speed with which you completed our Electronic Patient Chart (EPC) project. Your tireless concern for a project well done, with all our little modifications, was greatly appreciated. The work accomplished far exceeds our expectations and hopes. The Centre and our nursing students owe you a lot!

Looking forward to a new collaboration, I would like to express again my gratitude and my sincere thanks.

- Faculty member
Among other things, the TLSS teaching and learning technologies team assures the smooth operation of Virtual Campus (Brightspace), the University of Ottawa’s learning management system. This includes all aspects of access, maintenance and technical support for professors and students, in addition to the 24/7 support provided by D2L, the company that produces Brightspace.

The team also supports several other platforms: course syllabi, student engagement, lecture capture and educational video editing, as well as two platforms to support the university’s academic integrity efforts.

### 2020-21

**SUPPORT REQUESTS**
TLSS noted a large growth in requests for technical support and consultation in 2020-2021. The team received a total of 2,714 requests for technical support in 2020-2021.

**WORKLOAD**
The team worked up to 500-760 hours per week in the first few months to make the necessary adaptations and implement the virtual communication teaching tools.

**VIRTUAL CAMPUS**
Video conferencing tools have been integrated into the Virtual Campus and Brightspace to manage and facilitate access to the tools through the Brightspace courses.

**RESPONDUS**
To prevent plagiarism and ensure the integrity of online and remote delivery of all courses and exams in fall 2020, the team evaluated several exam proctoring tool service offerings before licensing Respondus, a product that provides a browser that locks down the exam environment. 5,372 Respondus licenses in 2020-2021 and 3,258 licenses in 2021-2022 were used.

### 2021-22

**BRIGHTSPACE COURSE TEMPLATES**
Templates for course development and design on the Virtual Campus have been created and made available to faculty to facilitate the transition to distance and bimodal learning.

**WORKLOAD**

**SUPPORT REQUESTS**
TLSS noted strong growth in requests for technical support and consultation, even compared to the first year of the pandemic, with a total of 6,392 requests for technical support.

**RESPONDUS**

To prevent plagiarism and ensure the integrity of online and remote delivery of all courses and exams in fall 2020, the team evaluated several exam proctoring tool service offerings before licensing Respondus, a product that provides a browser that locks down the exam environment. 5,372 Respondus licenses in 2020-2021 and 3,258 licenses in 2021-2022 were used.

**VIRTUAL CAMPUS**
Video conferencing tools have been integrated into the Virtual Campus and Brightspace to manage and facilitate access to the tools through the Brightspace courses.

**MANAGEMENT OF SUPPORT REQUESTS**
In order to better manage the increasing number of email requests and to promote the well-being of our staff, the team adopted the TopDesk help request management tool (already used by IT and other administrative units of the University to verify the nature of the requests, to facilitate their statistical tracking and the time spent responding to them.)

### Numbers

- 9016 technical support requests (2020 à 2022)
- + 40000 students using Virtual Campus per term
- 8630 Respondus licenses in use (total)
Teaching and learning technologies

2020-21

MAESTRO
The team also improved the Virtual Campus system by simplifying the process of creating courses on Maestro and adding new features such as the ability to create Adobe Connect or MS Teams course spaces.

GUIDES
To assist the community of practice, the Learning Management team has created sixteen step-by-step guides in French and English on how to use the various Virtual Campus tools, as well as a guide on the Zoom videoconferencing tool and a guide on Teams.

2021-22

DISTANCE TEACHING
To ensure all faculty and students have access to video conferencing tools and continuity of courses, the team first established agreements for the use of Adobe Connect and Teams in March 2020 and then with Zoom in July 2020 to ensure the smooth transition of online courses. The team has also integrated Zoom and Teams into the Virtual Campus (Brightspace).

BRIGHTSPACE D2L
The team also worked on the renewal of the contract for its LMS with D2L for a period of 5 years. Brightspace remains the central tool for faculty and students to access the various learning technologies implemented over the past two years. This will provide the stability needed to resume a more normal course in the use of tools supporting faculty pedagogy and student learning.

NEW PLATFORMS
The team continued its research to integrate new pedagogical technologies in post-secondary education, compatible with the university’s security, bilingualism, privacy and Virtual Campus requirements.

The TLSS has acquired three new tools: Simple Syllabus to create standardized syllabi, Ouriginal to support academic integrity, and Wooclap to promote participation in class and online.

These new tools meet all the strict security, privacy and accessibility as well as the bilingual requirements of the University.

WEBSITE
The team continued the total redesign of the TLSS website to make it easier to navigate. A survey for the entire university community was implemented on the site to assess user needs. Several usability and navigation tests were conducted with some faculty and student users of the website.

16 "step by step" guides for users of different platforms

4 new technologies for education

500 consultations/day
By the numbers
2020 - 2022

23000
Weekly average of Zoom participants

19000
Average users of Teams

35983
Documents submitted via the Ouriginal academic integrity platform

Volume of consultations

2019
970 consultations

2020-21
2714 consultations

2021-22
6392 consultations

Thank you for keeping Brightspace going for several more years, as it works very well and is very well paired with online course delivery (either with Zoom or Teams).

- Faculty member

The Brightspace template is very useful, some glitches and points of improvement, but I would like to have a place or community to bring my suggestions.

- Faculty member
Classroom and learning spaces technology

TLSS collaborates with Facilities in the design and layout of new and existing classrooms, teaching and learning spaces and meeting rooms.

TLSS acquires, installs, maintains and upgrades educational technology in Registrar classrooms and meeting rooms (e.g., camera, microphone, computer, monitor, audio conferencing software such as Zoom and Teams).

TLSS also lends audio-visual equipment to faculty members, Teaching Assistants and students.

The TLSS Technical Support and Call Center responds daily to numerous calls directly from faculty members in classrooms and meeting rooms, immediately addressing technical issues that arise during course and event delivery.

2020-21

FACILITIES FOR BIMODAL EDUCATION

The arrival of the Covid-19 vaccines in 2021 and the need to accommodate the needs of students to be on campus while respecting the public health measures still in place to limit the number of people at physical gatherings led to finding an alternative mode of teaching classes and promote a gradual return to its facilities in the fall of 2021.

In addition to all of its planned activities, as it did last year under the restrictive conditions of the pandemic and with limited staff, the center has equipped, in three phases, 164 classrooms with bimodal technology to accommodate students and faculty in the fall of 2021 for a current total of 223 equipped classrooms on campus. The team spent hundreds of hours of research, programming, configuration and management time to install and test the equipment while adhering to the province’s health protocol.

2021-22

EVENT MANAGEMENT

For years, many in-person and virtual events have been held daily on campus and remotely. During the first year of the pandemic, when all special events were held virtually, the Educational Technology Innovation Center team was able to host the same number of events as 2019 and was instrumental in their success. The team not only secured special licenses for audio conferencing tools like Zoom for these events; it also helped plan them, coordinate them, and accompanied their organizers to enable their smooth virtual running.

In 2020-2021, the team managed the technical aspects of 688 special events in collaboration with Conventions and Reservations. This number grew to 782 events supported by the team in 2021-2022.
By the numbers

Calls

- 2020-21: 2828
- 2021-22: 8729

Varied support

- Courses
- Conferences
- Thesis defenses
- Webinars
- Special events
- Trainings

Chronology of installation of bimodal rooms (number of rooms)

- March to June 2021: 93 rooms
- July to August 2021: 61 rooms
- September 2021 to August 2022: 69 rooms

223 rooms renovated to date (Sept. 2022)
End word

This report covers the two years 2020-2021 and 2021-2022 during which our efforts and energies were focused on the continuity of learning, the support for distance and online education, and the preparation for bimodal instruction.

This period demonstrated to us the effectiveness of a new model of faculty support and we hope we can return to it in the future.

We have also found that we can provide support both in person and virtually and will continue to do so in order to reach even more faculty.

As we emerge from the pandemic, we will also be able to return to our core mandate with a focus on experiential learning, inclusive teaching, and training faculty in competency-based pedagogical approaches and innovative and emerging technologies to ensure a quality learning experience for students.

Hybrid teaching, and therefore faculty training in hybrid course design, will be an integral part of TLSS priorities.