

2021 FACULTY PRIMER

Getting started with teaching and learning at UBC

Created by the UBC Centre for Teaching, Learning and Technology

Welcome to the UBC community! UBC is a large place with many resources, and as such, we wanted to provide you with a list of curated resources, people, and workshops that can help with your teaching responsibilities over the next couple of years.

While this resource is aimed to be a summary of what is offered centrally, make sure to ask your home faculty/department/unit about what teaching and learning supports are available to you as well. There is a large community to support your teaching endeavours, so please do reach out.

TECHNOLOGY AND UBC SYSTEMS

CAMPUS WIDE LOGIN

Your Campus Wide Login (CWL) provides access to UBC's online systems such as Canvas, the Faculty Service Centre (FSC), and Workday.

- Information about CWL and gaining access is found on the following UBC IT [website](#).

FACULTY SERVICE CENTRE

The Faculty Service Centre (FSC) is where instructors go to access class lists and to submit grades. You will need your CWL and password to log in. Class lists have student photos which you can use to learn students' names.

- You can sign into the FSC [here](#).

LEARNING TECHNOLOGY

UBC hosts a number of learning technologies (LT) to support teaching and learning. Central staff can also provide training and support for particular learning technologies. Your faculty/department/unit may have specific staff who support LT as well.

- See this [website](#) for a list of the UBC-supported LT tools.
- Register for Learning Technology workshops [here](#).
- For support with LT in your teaching, reach out to LT.hub@ubc.ca or refer to the LT Hub [website](#).

AUDIO VISUAL AND IT SUPPORT

UBC classrooms are equipped with different types of audio visual (AV) equipment to support the delivery of lectures. If you are having issues while teaching, there is an AV phone number close to the lectern or AV projection that you can call to get immediate assistance within that building. Alternatively, you can call 604-822-7956 for immediate assistance.

AV has been recently installed, along with secured technology to support recording and streaming in many UBC classrooms.

- See this [website](#) for information related to classroom-specific information, for how-to videos, and to schedule recordings.
 - If you have questions related to IT products or support, see this [website](#).
-



2021 FACULTY PRIMER

Getting started with teaching and learning at UBC

TECHNOLOGY AND UBC SYSTEMS CONT.

CANVAS | UBC LEARNING MANAGEMENT SYSTEM

Canvas is the centrally supported Learning Management System (LMS) at UBC. Your faculty/department/unit will create your Canvas shell for your course or section of the course. You can use the LMS to organize course content, to create Zoom online office hour sessions, and/or to offer online assignments and assessments. The resource below provides additional information about the tool/capabilities of Canvas and also how you can access training and support when needed.

- Find the Canvas instructor guide [here](#).
-

MICROSOFT 365 OFFICE APPLICATIONS

Check with your faculty/department/unit to see if you have access to the online [Microsoft 365 Office Applications](#) including: Word, Excel, PowerPoint, Outlook, OneNote, Publisher & Access (Windows Only), Teams, and OneDrive. These tools are compliant with privacy laws (see below) and if you use other tools, such as Google Drive, you will need to ensure students can maintain their anonymity with a pseudonym if they prefer.

- Find general information [here](#).
 - Find information about getting access to and setting up Microsoft Teams [here](#).
 - * Please note that a `firstname.lastname@ubc.ca` email alias is required to access MS Teams. Contact your department directory admin for support if you do not have this type of address.
 - * Students require a `cwl@student.ubc.ca` alias to access MS Team. Students can learn more about that [here](#).
-

COURSE COMPONENTS AND CONSIDERATIONS

UBC VANCOUVER ACADEMIC CALENDAR

Information related to programs, courses, services, and academic policies is available at this [website](#).

SYLLABUS

The syllabus is an important document/contract that provides information related to the course structure, communications, assessments, learning objectives, and policies/support. It's a student's first introduction to a course and is a place where you can set expectations and a respectful and inclusive classroom climate. Below are a few things to consider with respect to course syllabi.

- Reach out to colleagues in your department to gain access to previous versions of the syllabus for the course(s) you are teaching. Your department might also have a syllabi template that you can work from.
 - Review this 3-page [document](#) developed by the CTLT about how you can create a more inclusive syllabi.
 - This [document](#) provides examples of how faculty members have discussed academic integrity/misconduct within their courses at UBC.
 - This [UBC Vancouver policy](#) describes the content and distribution of a syllabus.
-



2021 FACULTY PRIMER

Getting started with teaching and learning at UBC

COURSE COMPONENTS AND CONSIDERATIONS CONT.

SUPPORTING STUDENTS

Below are a few UBC resources/people that can help students who might need additional support.

- [Green Folder: Supporting Students in Distress](#) | The Green Folder provides a concise and helpful way to quickly assess the urgency and type of students concerns, and refer them to the correct supports. Watch the event recording [here](#).
 - [Early Alert](#) | A system where faculty and staff can identify their concerns about students. The reports are reviewed and acted upon by Student Health Services at UBC. You can submit an Early Alert [here](#).
 - [Faculty advisors](#) | If you are concerned about a particular student, you can also speak with the faculty advisor in your department for additional support and guidance.
 - [The UBC Centre for Accessibility](#) | This centre facilitates disability-related accommodations and helps to remove barriers for students. Students do need to register with this office in order to receive support and accommodations for their learning. Instructors can also reach out to the office to gain guidance/support for students requiring accommodations due to accessibility issues. Students will send you documentation from the centre which outlines their accommodation. If you have questions about the accommodation logistics, ask the associate head or the person who has a similar role in your unit.
-

PROTECTION OF PRIVACY

UBC operates under the British Columbia Freedom of Information and Protection of Privacy Act (FIPPA) which aims to protect personal information of faculty, staff, and students. When teaching, it is important to be aware of how student privacy/work/information is protected and that you receive student consent for aspects of coursework made to be public. Below are some resources and considerations with respect to the protection of privacy at UBC.

- Office of the University Counsel [website](#) about Protection of Privacy for faculty, staff, and students.
 - Four-page [guide](#) for faculty and staff about privacy at UBC.
 - More [information](#) about FIPPA at UBC.
 - Student work should exist on UBC and/or Canadian servers. If using non-UBC and/or non-Canadian servers, students should create anonymous accounts to conceal their identity.
-

POLICIES, REGULATIONS, AND CONCESSIONS

UBC has a number of campus-wide policies and regulations for faculty, staff, and students. Resources and policies related strongly to teaching and learning are highlighted below.

- [Campus-wide policies and regulations.](#)
 - [Academic Concessions for Students.](#)
 - [Academic Accommodations for all Students' Religious Observances and for the Cultural Observances of First Nations, Métis, and Inuit Students.](#)
 - [Academic Accommodation for Students with Disabilities.](#)
 - [Student Conduct and Discipline \(Responsibility; Misconduct\).](#)
 - [Content and Distribution of Course Syllabi.](#)
 - [UBC Statement on Respectful Environment for Students, Faculty, and Staff.](#)
-



2021 FACULTY PRIMER

Getting started with teaching and learning at UBC

COURSE COMPONENTS AND CONSIDERATIONS CONT.

COPYRIGHT AND COURSE RESOURCES

When gathering resources for your course, there are a few things to consider with respect to copyright, online and/or hard copy resources, and fair use.

- The [UBC library](#) has a number of librarians and resources that can help you with gathering resources for your courses and with ensuring your resources align with copyright laws.
 - * This [UBC website](#) explains copyright at UBC, how it applies to your teaching, and how to comply with copyright at UBC. The library offers a convenient [syllabus service](#) which provides the learning content you have assigned as Library Online Course Reserves (LOCR).
 - * Specifics about “fair dealing” for faculty and staff (e.g. how much can you use of a particular text/resource in your course without purchase) is found [here](#).
 - * See this [website](#) for who to contact with questions related to copyright, permissions for materials in course instruction, print and electronic library reserves, etc.
 - See this [website](#) for more information about incorporating Open Education Resources and practices within your courses.
 - If a text is required for your course, reach out to the [UBC Bookstore](#) to discuss ordering textbooks for student purchase.
-

WORKING WITH TEACHING ASSISTANTS (TA)

It is likely you will work with and/or manage undergraduate and/or graduate teaching assistants (TA). The TAs are part of the CUPE 2278 union which supports bargaining, grievances, and lobbying between TAs and UBC.

- There are different [pay rates and classifications](#) for TAs.
- CUPE 2278 collective agreement [information](#).
- CUPE 2278 Sept 2019-2022 quick [guide](#).

Below are a few things to keep in mind as you work with TAs.

- In most departments, a full-time TA position is 192 hours per term. An anticipated workload form is required to be filled out and signed by both the TA and supervisor. If you are teaching a multi-section course with a coordinator, someone else might be responsible for filling out this form.
 - TAs cannot work overtime. Daily TA duties cannot exceed 8 continuous hours without consent. If this is required, consult your department for how this is typically handled.
 - A full-time TA position includes 8 hours of vacation per term and 12 hours of paid sick leave per term. Vacation time will be included on the anticipated workload form.
-

STUDENT EXPERIENCE OF INSTRUCTION

UBC has recently shifted from the name “Student Evaluations of Teaching” to “Student Experience of Instruction”. Students will be asked to provide their feedback near the end of the term on their experience in the course, and their perception of the quality of learning within that context.

Students will have access to the survey in their Canvas shell, and they will be sent several reminder emails about this. You can monitor the survey completion rate on Canvas. You will be sent the results within a few weeks of the end of term, and only once your course grades have been submitted. Detailed information about the upcoming/recent changes, metrics, senate policy, and resources can be found [here](#).



2021 FACULTY PRIMER

Getting started with teaching and learning at UBC

EXAMINATIONS AND GRADING

MIDTERM EXAMINATIONS

The following items offer logistical information and a few suggestions about administering midterm exams in your courses.

- Whether midterm exams can be scheduled during or outside of class time varies across faculties, check with your colleagues about the norm for your unit.
- It is becoming increasingly common for faculties and/or departments to gather information regarding midterm scheduling, so as to not create too many conflicts for students. Check with your department administrators to see if you are required to add your midterm date/time to this schedule.
- If scheduling a midterm outside of class time, make sure to include this date and time within the syllabus course schedule so students can plan ahead. You will also want to check that there are no other major midterms happening on that same date/time and/or offer students options for an alternate date/time. It's important to work with your departmental colleagues and administrators when booking a midterm outside of class time. Additionally, if you administer a two hour midterm outside of class time, you should cancel two hours of lecture time to balance this out.
- Midterms cannot take place within the [last two weeks](#) of the term. However, it is acceptable to have regularly scheduled quizzes and assignments due in these two weeks, according to the [Senate Policy and current practice on term and examination scheduling](#).

GRADE SUBMISSIONS

UBC uses a percentage scale (100%) and equivalent letter grades for grading purposes. Information about percentage and letter grades is available within the Vancouver Academic [Calendar](#).

- You are responsible for providing written guidelines to students about how their final grade is calculated and policies surrounding accommodations.
- At the end of the course, you will be responsible for calculating and submitting a percentage grade for each student.
- Check with your department about grading policies and norms.

FINAL EXAMINATIONS

The following items offer logistical information about final exams in your courses.

- The final exam schedule is arranged centrally and will be announced sometime in the second month of term. Your department administrator will reach out to you early in the term to solicit requests for specific final exam scheduling, which can sometimes be accommodated with sufficient reason. The final exam dates can be found in the [academic calendar](#).
- Final exams must be kept for one calendar year after the date of the exam. After that, they can be shredded.
- A student can apply for an out-of-time final or Standing Deferred (SD) only if they are:
 - * Representing the University, the province, or the country in a competition or performance;
 - * Serving in the Canadian Military;
 - * Working to support oneself or one's family; and having responsibility for the care of a family member;
 - * Unforeseen events include, but may not be limited to: ill health or other personal challenges that arise during a term and changes in the requirements of an ongoing job.

Students apply for SD through their faculty advising office. You may be contacted by this office to provide an interim account of student academic performance or to provide additional information that may be helpful for the SD request to be assessed. The UBC Vancouver policy that covers SD is the [Academic Concession Policy](#).

GRADE SUBMISSIONS

- Grades are submitted via the Faculty Service Centre (FSC), but do check with your department administrators and/or course coordinators for additional information about when to submit grades for different courses/year levels.
 - Keep your final exams for at least one calendar year.
 - Your department may be able to arrange additional TA support for marking final exams. Check with your department about this.
-



2021 FACULTY PRIMER

Getting started with teaching and learning at UBC

CENTRAL RESOURCES, PROGRAMS AND FUNDING TO SUPPORT CURRICULAR AND PEDAGOGICAL PRACTICES

UBC-WIDE TEACHING AND LEARNING RESOURCES

Below are some of the central resources and support units that are available to all instructors at UBC to enrich their teaching. Also, several faculties and departments have discipline-specific centres, resources, and/or people that can support your teaching.

The [New Faculty Orientation Guide](#) highlights contexts and resources to better support you with your teaching (first day of class, assessment and feedback, pedagogical approaches) and with better understanding of student experiences and challenges at UBC.

The [Centre for Teaching, Learning, and Technology](#) (CTLT) provides resources, workshops, and one-on-one consultations to support faculty with all facets of teaching and learning.

- [CTLT resources and general information.](#)
- [CTLT events and workshops.](#)

The CTLT developed a resource guide around strategies for [supporting temporarily remote students](#). As UBC transitions to a safe return to campus this fall, many students will be attending classes in person. However, some students may be delayed in their return due to self-isolation requirements, timelines around visa processing, or other circumstances. This resource is designed to provide options if you find yourself with a mix of in-person and remote students at the start of term.

The [Keep Teaching](#) website was created to support faculty members during the emergency and ongoing shift to online learning, and has resources related to setting up your course on Canvas, sharing and delivering lectures, facilitating group work online, resources related to assignments and assessments, online discussions, and grading support.

The [Keep Learning](#) website was created to support students during the emergency and ongoing shift to online learning, and has resources related to setting up a remote learning study space, learning online, information about technology students might use in classes, resources related to self-care, and information about how students can seek support with technology/learning technologies.

The [Institute for the Scholarship for Teaching and Learning \(ISoTL\)](#) collaborates across the institution to provide resources, workshops, events, and funding opportunities related to research about teaching and learning.

CTLT Indigenous Initiatives and HR Workplace Learning & Engagement recently launched [Respect, Sincerity & Responsibility: Land Acknowledgements @ UBC](#), a Workplace Learning Canvas course intended to guide you when creating a personalized land acknowledgement.

The [Inclusive Teaching @ UBC](#) website provides information about resources, professional development, and funding opportunities for instructors to create more inclusive learning spaces for students.

The [Teaching Development Program for New Faculty](#) is a 10-month program to help new faculty build a foundation for their teaching careers by providing a network of support, as well as professional development opportunities focused on teaching practices. Applications will be accepted on a rolling basis until August 23, 2021. The program will run from August 26, 2021-April 30, 2022.

The [CTLT Summer Institute](#), taking place from August 23-26, 2021, focuses on the fundamentals of teaching and learning for new instructors and teaching assistants. This institute serves as a forum to collaborate, network, and engage in knowledge exchange.



2021 FACULTY PRIMER

Getting started with teaching and learning at UBC

CENTRAL RESOURCES, PROGRAMS AND FUNDING TO SUPPORT CURRICULAR AND PEDAGOGICAL PRACTICES CONT.

TEACHING AND LEARNING FUNDING OPPORTUNITIES

Check with your faculty/department/unit for internal funding opportunities to support curricular and pedagogical development and research within your courses.

- The [Teaching and Learning Enhancement Fund \(TLEF\)](#) supports projects that advance UBC's strategic goals relating to transformative learning, with the aim to enrich and improve student learning experiences. TLEF is financed by a portion of tuition paid by UBC Vancouver students. UBC Vancouver faculty, staff and students can apply for a multi-year Large TLEF Transformation Project grant, eligible for up to \$250,000, or for a Small TLEF Innovation Project grant of up to \$50,000. Learn more about the fund and previously-funded projects [here](#).
- Faculty members can apply for the [SoTL Seed Program](#) which offers graduate research assistants, collegial collaborations, and complementary funding for teaching and learning projects. The call for this funding opportunity takes place bi-annually and additional details are available [here](#).
- The [SoTL Dissemination Fund](#) is open on a rolling basis and faculty members can apply for up to \$1,000 to support conference registrations and travel costs, or for up to \$2,000 for Article Processing Charges (APC) or other fees related to publishing open access. Details are available [here](#).
- The [Open Educational Resources Fund](#) aims to support affordable and inclusive access to learning materials. There are two types of funds:
 - * [OER Implementation Grants](#): Annual call of up to \$25,000 for faculty who wish to incorporate OER as required materials in UBC Vancouver courses.
 - * [OER Rapid Innovation Grants](#): Small grants of up to \$2,000 for the UBC Vancouver community to develop, build awareness, or build capacity with OER (available on a rolling basis).
- Beginning in September, the CTLT and faculty support units will be hosting a series of virtual online drop-in sessions to help applicants in the development of their OER and TLEF project proposals. Details are available [here](#).

UBC also has special calls (e.g. Interdisciplinary Teaching Fund; Undergraduate Program Education Renewal) for funding to support teaching and learning; information about these calls are often shared by department heads as they come up.

TEACHING AND LEARNING NEWSLETTERS

Consider signing up for the following newsletters to receive bi-monthly/monthly updates about upcoming workshops, speaker series, and consultations sessions about teaching and learning, Indigeneity/reconciliation, and equity, diversity, and inclusion

- [Centre for Teaching, Learning, and Technology \(CTLT\) Events Newsletter](#).
 - [CTLT Indigenous Initiatives Newsletter](#).
 - [Equity and Inclusion Office \(EIO\) Newsletter](#).
 - [Institute for the Scholarship of Teaching and Learning \(ISoTL\)](#).
 - [Edubytes](#), the latest trends in teaching and learning in higher education.
 - [CTLT Dialogues](#), current partnerships and projects happening within the UBC teaching and learning community.
-



2021 FACULTY PRIMER

Getting started with teaching and learning at UBC

CENTRAL RESOURCES, PROGRAMS AND FUNDING TO SUPPORT CURRICULAR AND PEDAGOGICAL PRACTICES CONT.

FACULTY AND DEPARTMENT RESOURCES

Be sure to check with your department administrators and/or colleagues for additional instructional resources and policies and for inquiries with respect to course/program components such as course prerequisites, course/program progression, and course resources (photocopying, instructional tools, demonstrations).

Some faculties and departments have internal support for learning technologies, curriculum and pedagogy, IT, and communities of practice. If you're teaching a course for the first time, it can also be valuable to touch base with instructors who have taught the course in the past to see if they would share the course syllabi and notes with you.

ACKNOWLEDGEMENTS/REFERENCES

The resources shared in this document were curated from several UBC websites and guides. In particular, the [UBC Okanagan New Instructor Manual for the School of Engineering](#) was particularly useful.

