TLEF Sustainment Report Summary

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Report outline

UBC faculty whose TLEF (Teaching and Learning Enhancement Funding) project support ended between 2019-2022 have been asked to report on the sustainment of their projects. The main purposes of the survey were to:

1) learn whether project elements were sustained after TLEF project funding ended;
2) document the expansion of the TLEF project;
3) identify the factors that led to project sustainment;
4) identify the factors that prevented project sustainment, and
5) gather general feedback to improve the TLEF program.

From the 154 invitations, 64 survey responses were received. The following summary to help current TLEF holders understand the longstanding impact that TLEF projects can have and common roadblocks for continued sustainment.

Summary of projects after closure

Project leads indicated whether specific project areas (e.g., resources, innovative assessment, teaching roles and training) continued to be used or impacted by the project after the TLEF project period had ended. Across all project areas 78% were regularly used, 19% were occasionally used or relevant, and 3% were no longer used or relevant.

Expansion of project beyond TLEF funding

73% of projects continued to expand even after the funding period ended. The areas of expansion included:
- Within the same course(s) (53%)
- To courses taught by others (51%)
- To other courses taught by project lead (49%)
- Beyond UBC (38%)
- To other Departments/Units within UBC (32%)
- To other Faculties within UBC (28%)
- Other (28%)

What factors contributed to sustainability of TLEF projects?

The top three reasons that the TLEF was sustained after project completion were:
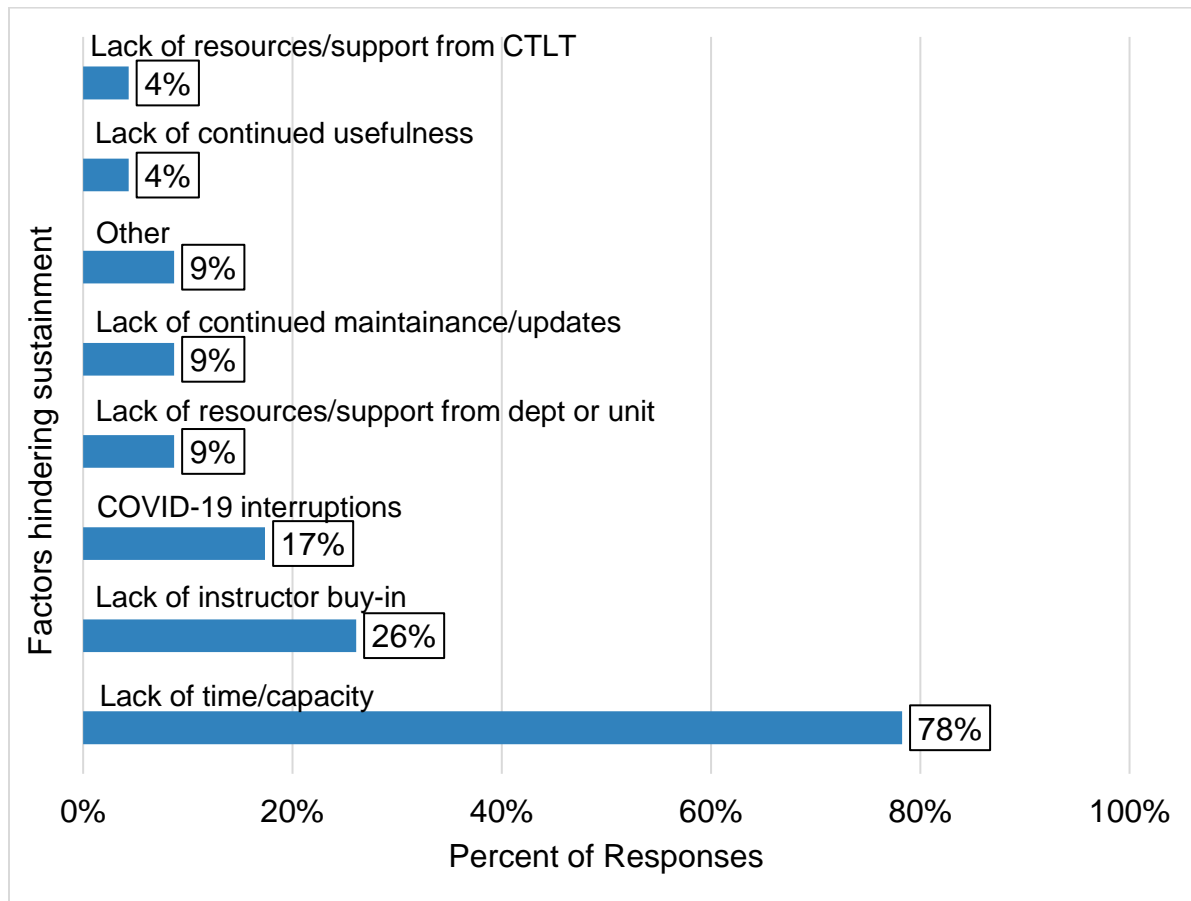
- Continued usefulness for students/instructors (n = 56)
- Instructor buy-in (n = 45)
- Continued maintenance/updates (via CTLT, Faculty support units, students, instructors) (n = 28)
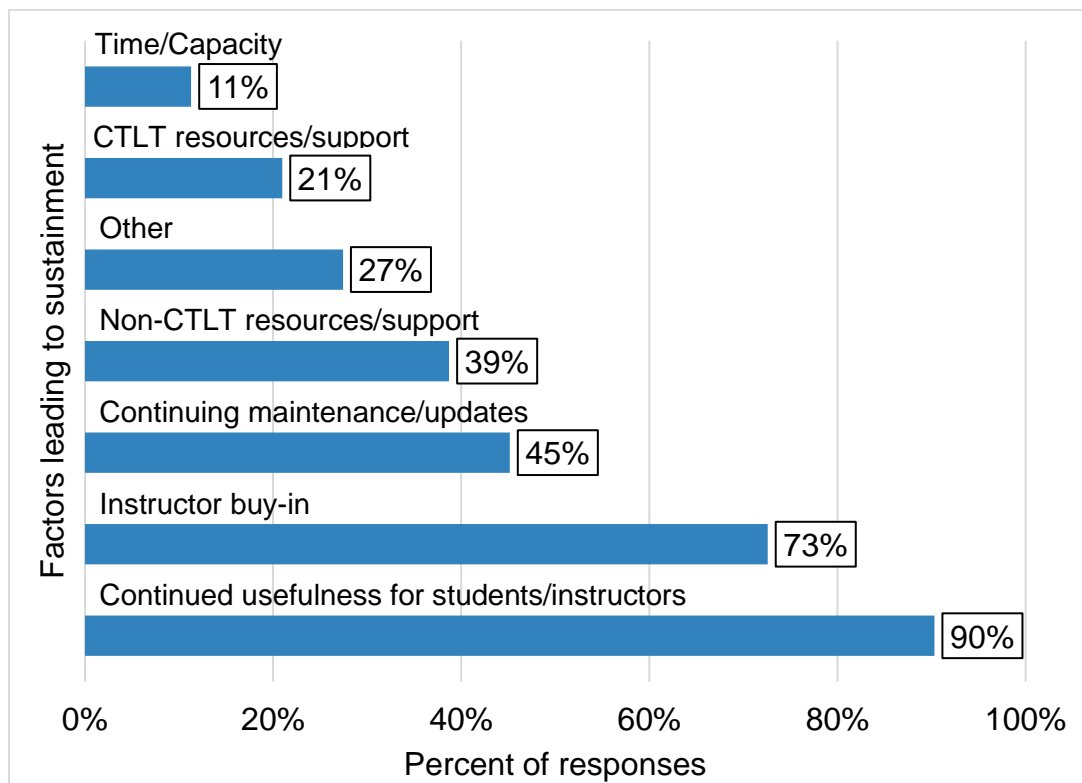
What factors hindered sustainability of TLEF projects?

The top three factors hindering TLEF project sustainment after project completion were (Note: this question was added in 2022 and as a result only 23 individuals responded to the item):

- Lack of time or capacity (n = 18)
- Lack of instructor buy-in (n = 6)
- COVID-19 interruptions (n = 4)

Final comments

Themes	Sub-themes (n)
Positive feedback/ thanks for support	- Thanks, experience was great (15) - Positive feedback on CTLT support (7)
Positive feedback or examples of sustainment	- Specific examples or expansion on previous question (7) - Project was invaluable with online pivot for COVID (2) - Most sustainable aspect of project was collaborative relationships built (2) - Project inspired follow-up (1) - Positive feedback on project impact (1)
Challenges to sustainment	- Sustainment report is not representative due to COVID-related challenges (3) - Reminding folks to use it (1) - Buy-in from instructors (1) - Changes in lead/co-PIs (1)
Constructive feedback on TLEF model	- Funding (2): Funding runs out too soon; reconsider model of year-on-year funding - Re-consider/clarity goal of the TLEF (1) - Need more support big-picture to improve program (1) - Navigating cross-faculty finances was challenging - Wish there were more time/resources allocated for external/substantive dissemination (1) - Wish there were more ways advertise created resources to other faculty: posters are not accomplishing this (1)
Positive feedback on TLEF model	- Grateful for COVID extensions (2) - Grateful to be able to apply as staff (1)