

UNIVERSITY COUNCIL
TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE

FOR INFORMATION ONLY

PRESENTED BY: Vince Bruni-Bossio, Chair
Teaching, Learning and Academic Resources Committee of
Council

DATE OF MEETING: June 17, 2021

SUBJECT: Teaching, Learning and Academic Resources Committee
Annual Report

COUNCIL ACTION: For Information Only

**ANNUAL REPORT OF THE
TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE OF COUNCIL
2020-2021**

The Teaching, Learning and Academic Resources Committee (TLARC) deals with a range of teaching and learning issues at the university.

The committee is composed primarily of faculty from colleges and departments across the institution who share their experience and expertise in many areas. University staff, who sit as committee members or resource people, provide important input from administrative and technical perspectives.

Terms of Reference

- 1) Commissioning, receiving and reviewing reports related to teaching, learning and academic resources, with a view to supporting the delivery of academic programs and services at the University of Saskatchewan.
- 2) Making recommendations to Council and the Planning and Priorities committee on policies, activities and priorities to enhance the effectiveness, evaluation and scholarship of teaching, learning and academic resources at the University of Saskatchewan.

- 3) Promoting student, instructor and institutional commitments and responsibilities, as set out in the University of Saskatchewan Learning Charter and as reflected in the top priority areas of the University of Saskatchewan Integrated Plans.
- 4) Designating individuals to act as representatives of the committee on any other bodies, when requested, where such representation is deemed by the committee to be beneficial.
- 5) Carrying out all of the above in the spirit of philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

Membership

Membership comprises 11* members of the GAA, at least 5 of whom will be members of Council; includes 1 sessional lecturer.

Council Members

Vince Bruni-Bossio (Chair) -Exec	Management and Marketing	2023
John Gjevre	Medicine	2023
Paul Jones	Toxicology	2022
Jo Ann Murphy	Library	2023
Chris Willenborg	Plant Sciences	2021

General Academic Assembly Members

Manar Angrini	Biology	2022
Loleen Berdahl (Vice-chair) -Exec	Political Studies	2022
Jorden Cummings	Psychology	2021
Kathleen James-Cavan	English	2022
Gail MacKay	Curriculum Studies	2021
Ann Martin	English	2023
Jaris Swidrovich	Pharmacy and Nutrition *Resigned Mar.15	2021

Sessional

Liv Marken	Student Learning Services	2021
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Student Members

Kiefer Roberts	USSU Designate	2021
Carmen Marquez	GSA Designate	2021

Ex-officio (voting)

Patti McDougall -Exec	Vice-Provost, Teaching, Learning and Student Experience
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Resource members (non-voting)

Shari Baraniuk	CIO, Information and Communications Technologies
Rachel Sarjeant-Jenkins	Designate of the Dean, University Library
Cheri Spooner	Director, Distance Education Unit
Nancy Turner	Director, Teaching and Learning Enhancement
Candace Wasacase-Lafferty	Director, Indigenous Initiatives
Candice Weingartner	Director, ICT Academic and Research Technologies
Erin Holcomb -Exec	Committee Secretary

Associate Members

Kate Langrell	Copyright Coordinator
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**Per the June 25 approval of University Council, there were 12 members of the GAA on TLARC for 2020-21, in order to ensure that there was sufficient Council member representation.*

Overview of TLARC Committee Responsibilities:

At the September 2020 meeting, I outlined that TLARC committee members would complete three functions as part of their role: (1) receiving information about teaching and learning, (2) providing input and insight when needed, and (3) voting on teaching and learning issues, policies and processes. TLARC committee members are also asked to contribute to working groups when possible.

I also outlined the challenges that the COVID-19 pandemic posed and asked for a discussion on how TLARC could assist the university with responding to the pandemic. Below I outline the outcome of this discussion and the work completed this past year.

New Meeting Structure

The need to meet virtually offered a unique challenge, given part of TLARC's work has involved extensive deliberation. The TLARC Executive met multiple times to discuss possible tools and approaches to remote facilitation. As a result, the TLARC agenda structure this year included space for members to break out into groups to discuss relevant topics related to the pandemic and other issues. Each breakout session was followed up with a larger group discussion. Members were asked to contribute ideas for conversation topics and all discussions were tracked in minutes. This was a very effective method for running meetings in a virtual space because it offered the opportunity to hold synchronous and engaged discussions on relevant topics.

Issues, Discussions and Work Completed

The Teaching, Learning and Academic Resources Committee (TLARC) of Council met 10 times during the 2020-21 year and discussed issues, concerns and opportunities related to teaching and learning activities at the University of Saskatchewan. Special consideration was given to the impacts the COVID-19 pandemic had on our delivery and assessment of courses.

On different occasions over the course of these 10 meetings, TLARC was asked to provide strategic advice to inform initiatives within the portfolio of Teaching, Learning, and Student Experience (TLSE).

On April 15, 2021, I provided an update to University Council to review TLARC's strategies for working in this pandemic and overviewed the two working group activities as noted below.

New Strategy for Working groups

In the past TLARC and its working groups have focused on longer term strategies such as developing our University of Saskatchewan Learning Charter and adopting the Student Learning Experience Questionnaire (SLEQ). At the September 2020 meeting, TLARC members reviewed the general priorities for the coming year and considered the unprecedented challenges of working remotely. This discussion resulted in members agreeing to pause longer term initiatives to free up resources for assisting with challenges and opportunities related to remote delivery. One reason for this decision was to focus on supporting efforts to transition to remote delivery. A second reason involved the reality that many of the people on TLARC working groups were also heavily involved with working on the COVID-19 response. Recognizing the additional workload of this group in responding to the pandemic, the activities of three working groups were postponed for the duration of the 2020-2021 year. The remaining two working groups were continued because their mandates were related to the pandemic response (see below).

1. Assessment (Chairs: Nancy Turner and Patti McDougall)

This working group had been focused on evidence-informed assessment practice, however after review of needs and concerns being faced in remote teaching and assessment this group pivoted in Fall 2020 to focus on particularly on academic integrity. Two key foci were determined:

- Resource Development - to support instructors, including webpages, information sheets, blog posts, assessment design sessions, and other workshops offered through GMCTL.
- Academic Integrity forum aimed at academic leaders and their role in addressing academic integrity, focused on prevention.

The group produced a [comprehensive resource for instructors](#) that was launched in the Winter term 2021. Additionally, a key suggestion from the academic integrity forum (both from the expert panel members and internal academic leaders) was the creation of a group that could advance academic integrity strategic work in a collaborative fashion. As a result, an institution-wide task group is being created to further the work on advancing a culture of academic integrity institutionally.

As the task group is formed to begin their work in this area, the focus of the Assessment working group will return to focus on evidence informed assessment practices.

2. Experiential Learning

This working group's activities were paused for 2020-2021 due to COVID-19.

3. **Homework Systems**

This working group's activities were paused for 2020-2021 due to COVID-19.

4. **Teaching Quality (Chair: Nancy Turner)**

After a brief pause in March-May 2020, this group resumed its work during this past year, building on completed on policy and process for student feedback by advancing development of policy and practice for peer review of teaching practices. The group has developed a set of principles and draft policy. The working group's next steps will be to consult widely on the draft policy. We expect that the policy, revised based on input from the consultations, will be brought to University Council in 2021/22.

5. **Wellness Strategy**

This working group has completed a report and is waiting to present it, and an associated action plan in early Fall 2021.

Consultations:

October 2020 - Dr. Irena Creed from the School of Environment and Sustainability presented the Sustainability Strategy Plan. TLARC members were asked to give feedback regarding missed action(s) or commitment(s) from their perspectives.

April 2021 - Draft revisions to the Regulations on Student Academic Misconduct policy were presented by Amanda Storey, Governance Office. Members were asked to give feedback on revisions and the fuller document.

Reports Received:

September 2020, Dana Carriere presented the Equity, Diversity, and Inclusion Policy for TLARC members to review.

Other activities:

TLARC also welcomed presentations from its members and a variety of guests, who shared information and updates on programs and university-wide strategies including:

- Micro-credentials
- Preliminary data of the midterm SLEQ feedback
- Experiential Learning in a remote context
- Motivation in the remote context - data from pulse survey

TLARC invited Dr. Baljit Singh, Vice President Research to engage with members in a discussion of possible connections and synergies between teaching and learning and research. Dr. Singh attended the meeting on April 6, 2021.

Acknowledgements

My sincere thanks to our executive committee of Dr. Loleen Berdahl, who served as vice chair, Vice-Provost Patti McDougall and Dr. Nancy Turner. They provided exceptional guidance and leadership during this challenging year. As well, my thanks to all the members of TLARC. This highly engaged group enthusiastically adapted to a new meeting structure and offered their time, wisdom and energy to examining complex topics and discussions. I would also like to thank all the guests and speakers who offered their insight and wisdom about teaching and learning issues across campus. A special thanks also to Erin Holcomb for the exceptional support she provided to TLARC this past year.

Respectfully submitted,

A handwritten signature in black ink, appearing to read 'Vince Bruni-Bossio', with a long horizontal flourish extending to the right.

Vince Bruni-Bossio, Chair
Teaching, Learning and Academic Resource Committee of Council