

AGENDA ITEM NO:

**UNIVERSITY COUNCIL
TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE
FOR INFORMATION ONLY**

PRESENTED BY: Jay Wilson, Chair, Teaching and Learning Committee of Council
DATE OF MEETING: May 19, 2016
SUBJECT: **Teaching, Learning and Academic Resources Committee
Annual Report**
COUNCIL ACTION: For Discussion Only

**ANNUAL REPORT OF THE
TEACHING, LEARNING AND ACADEMIC RESOURCES COMMITTEE OF
COUNCIL
2015-16**

The Teaching, Learning and Academic Resources Committee, in its current configuration, is a relatively new committee of University Council which deals with a range of teaching and learning issues at the university. This committee was formed by merging the former Teaching and Learning Committee and the former Academic Support Committee.

The committee is composed primarily of of faculty from Colleges and Departments across the campus who share their experience and expertise in many areas. The number of university staff officially on the committee is small but it is important to have input from administrative and technical staff; as was the case on the previous committees. To address this need the TLARC Executive has developed a category of “associate member” of the Teaching, Learning and Academic Resources Committee. These individuals receive meeting agendas, and have access to the TLARC meeting website, and can attend meetings on request of the TLARC Executive, or on their own initiative, whenever there are relevant items on an agenda.

Terms of Reference

- 1) Commissioning, receiving and reviewing scholarship and 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 priority areas of the University of Saskatchewan Integrated Plans.

- 4) Designating individuals to act as representatives of the committee on any other bodies where such representation is deemed by the committee to be beneficial.
- 5) Carrying out all the above in the spirit of a philosophy of equitable participation and an appreciation of the contributions of all people, with particular attention to rigorous and supportive programs for Aboriginal student success, engagement with Aboriginal communities, inclusion of Indigenous knowledge and experience in curricular offerings, and intercultural engagement among faculty, staff and students.

Membership

Council Members

Tamara Larre	Law	2018
Alec Aitken	Geography and Planning	2018
Jay Wilson (Chair)	Curriculum Studies	2017
Bev Brenna	Curriculum Studies	2016

General Academic Assembly Members

Michel Gravel	Chemistry	2018
Randy Kutcher	Crop Development Centre	2017
Takuji Tanaka	Food and Bio-product Sciences	2017
Lachlan McWilliams	Psychology	2017
Ken Van Rees	Soil Science	2017
Allison Muri	English	2016
Marcel D'Eon	Community Health and Epidemiology	2016

Sessional Lecturer

Cyril Coupal	Computer Science	2016
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Other members

Patti McDougall	Vice-Provost, Teaching and Learning
Mark Roman/ Shari Baraniuk	Chief Information Officer and Associate Vice President Information and Communications Technology
Vicki Williamson/ Charlene Sorensen	Dean, University Library [Rachel Sarjeant-Jenkins, dean designate as required]
Nancy Turner	Gwenna Moss Centre for Teaching Effectiveness
Gabe Senecal	[USSU designate] VP Academic, USSU
Naomi Maina	GSA designate
Candace Wasacase-Lafferty	Director, Aboriginal Initiatives
Secretary:	Committee Coordinator, Office of the University Secretary

Associate Members

Bryan Bilokreli, Director, Capital Planning
 Kelly Bendig, Audit Services
 Frank Bulk, University Learning Centre
 Ron Cruikshank / Margret Asmuss, Facilities Management Division
 Maxine Kinakin, Disability Services for Students
 Kate Langrell, Copyright Coordinator

Issues and discussions

The Teaching, Learning, and Academic Resources committee of Council met 16 times during the 2015/16 year and addressed many issues that have an impact on teaching and learning activities at the University of Saskatchewan.

Working groups

At its September 24, 2015 meeting, the committee identified four general priorities for committee development, and determined that three of the former working groups established previously, still represent priorities. These working groups are:

Evaluation of Teaching (Chair: Patti McDougall)

The Evaluation of Teaching working group has been active since 2013/14, crafting procedural and policy language around student-based evaluations. In February 2015, draft policy and procedures documents on student-based evaluation from the Evaluation of Teaching working group was presented to TLARC for input. These draft documents were discussed with the University of Saskatchewan Faculty Association in the early fall of 2015, but final drafts have not been brought back to the TLARC. This working group has also taken on the task of developing a more holistic view of teaching quality, serving as an advisory group in the development of a Teaching Quality Framework document. Finally, the working group is turning their attention to consideration of projects related to common tools supported by the university for student-based and peer evaluations.

Experiential Learning (Chair: Patti McDougall)

The Experiential Learning working group worked on increasing experiential learning opportunities for students in 2014/15. The working group mapped out a definition of experiential learning to be used at the U of S, described the benefits associated with experiential learning and worked at “flagging” experiential learning opportunities in the registration system. In 2015/16, the working group has focussed on assessing the success of the “flagging” pilot program from 2015 and on refining the definition of experiential learning to ensure that courses are being appropriately labelled.

Future Learning Technologies (Chair: Randy Kutcher)

The Future Learning Technologies working group was struck in 2014/15 to discuss the use of new and current technologies available to faculty to facilitate teaching. The group is currently working with ICT and GMCTE on a research project to gain better insight on the use of teaching technology by faculty across campus. A report from this research is expected in early 2016/17. This working group has also brought forward information to TLARC on developing and delivering distance education programs

Indigenizing the Curriculum (Chair: Jay Wilson)

Inspired by the USSU’s motion on the inclusion of indigenous content, TLARC undertook to develop a three-fold approach that was presented to University Council at the January meeting. First, TLARC has opened the Learning Charter with a view to identifying how to articulate the University’s desire to include learning outcomes tied to Indigenous content and experiences grounded in Indigenous world views. Second, under the oversight of the Vice-Provost, Teaching and Learning (VPTL), an environmental scan is underway to work with colleges and schools to identify program and curricular development that is already underway. The goal of the scan is to produce a resource that will inform colleges about

different ways to think about “indigenizing” curriculum and degree expectations. Third, when the Learning Charter has been revised and approved by University Council, colleges and schools will be asked to work on implementation strategies that fit within the context of each of their programs. Given the importance of this work, TLARC decided to make the work in this area a project for full committee.

Reports received

Throughout the year, TLARC received reports from the University Library on the Library Transformation Project, the Student Learning Framework, and the Information Literacy Instruction Framework that are underway or are being developed. These reports generated good discussion about the re-envisioning of teaching space and of the library’s role in teaching and learning.

Glenn Hollinger presented the ICT Strategic Plan for comment and questions in October 2015 and information and a demonstration of WebEx video conferencing was provided.

Jim Greer attended to discuss Learning Analytics and Kate Langrell, the university’s Copyright Coordinator, presented updates to the Copyright Policy to TLARC in March 2016 for comment.

Other activities

The committee met with representatives of the Gwenna Moss Centre for Teaching Effectiveness to discuss Open Practice Work, such as open access, open textbooks and open online course. These discussions were in response to the requirements for open access publishing that are now in place for tri-council funded research. TLARC recognizes that the development of a university policy or statement on open access is being developed in the Office of the Vice-President Research, and look forward to contributing to that process as a statement or policy develops.

With the publication of the Truth and Reconciliation Report and the Calls to Action, as well as with the call from students and Council to work towards including indigenous content at the U of S, TLARC has been focused on learning from our Indigenous colleagues and so invited Norman Fleury to enlighten the committee on Indigenous language instruction and the U of S and some history of the Michif people and language.

The committee modified the terms of reference for the committee in regards to composition and wording to encourage more indigenous expertise on the committee in 2014/15, and throughout this year have gone back and forth with the Governance and Nominations committees to ensure that there is indigenous expertise among our membership. The role of Director of Aboriginal Initiatives under the Vice-Provost, Teaching and Learning portfolio was also added to the membership as a resource member.

The bulk of the committee’s work in the latter half of 2015/16 focussed on revising the Learning Charter to reflect new goals relating to Indigenous learning outcomes for all students enrolled in degree programming at the U of S. Much work has been undertaken to identify where and how to revise the document and with whom to consult. It is anticipated that this work will continue into 2016/17.

Acknowledgements

As the Chair I would like to recognize the efforts of those individuals who supported the work of TLARC: The executive committee of Allison Muri (who served as vice chair), Patti McDougall, Shari Baraniuk, and Nancy Turner. They provided both guidance and leadership to all aspects of TLARC. I would also like to recognize the administrative support of Amanda Storey.

Respectfully submitted,

A handwritten signature in black ink, appearing to read "Jay Wilson". The signature is fluid and cursive, with a long horizontal flourish at the end.

Jay Wilson, Chair, Teaching & Learning Committee of Council