

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 18, 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
2016-17**

The Teaching, Learning and Academic Resources Committee 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 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
Len Findlay	English	2019
John Gjevre	Medicine	2019

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
Marie Battiste	Educational Foundations	2019

Sessional Lecturer

Bill Robertson	Computer Science	2016
----------------	------------------	------

Other members

Patti McDougall	Vice-Provost, Teaching and Learning
Shari Baraniuk	Chief Information Officer and Associate Vice President Information and Communications Technology
Charlene Sorensen	Interim Dean, University Library [Rachel Sarjeant-Jenkins, dean designate as required]
Nancy Turner	Gwenna Moss Centre for Teaching Effectiveness
Brooke Malinoski	[USSU designate] VP Academic, USSU
Carolyn Gaspar	[GSA designate] VP External
Candace Wasacase-Lafferty	Director, Aboriginal Initiatives
Secretary: Amanda Storey,	Committee Coordinator, Office of the University Secretary

Associate Members

Frank Bulk, University Learning Centre
 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 10 times during the 2016/17 year and addressed many issues that have an impact on teaching and learning activities at the University of Saskatchewan.

Working groups

At its September 2016 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. Work in 2016/17 focused on selection of a new tools for student-based evaluations. The working group began by considering a review of the literature and from this developed a set of principles to guide the selection of a new question set and system for these evaluations. The working group has also shifted to using the language of Student Experience of Teaching and Learning Questionnaire (SETLQ) as it better represents what the tool will help students provide to inform quality teaching at the institution. One supplier has been selected for more in-depth consideration and will be presentation to stakeholder groups, including TLARC, in mid May.

Experiential Learning (Chair: Patti McDougall)

The Experiential Learning working group worked began its work in 2014/15, with the goal of increasing the experiential learning opportunities for students. In 2015/16, this working group focussed their efforts on the flagging experiential learning opportunities in the registration system to increase the visibility of experiential learning opportunities and to refine the definition of experiential learning. The work on the definition of experiential learning wrapped up in 2016/17 and with it the work of this working group. The flagging process continues as an operational activity lead by the Gwenna Moss Centre.

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 highlight of the Future Learning Technologies working group was the completion of the Project report: 'Engagement with learning technologies at the University of Saskatchewan', which was initiated in 2015-2016. The report identified U of S instructors' needs and aspirations for learning technologies to facilitate teaching with the goal of improving and increasing use of the technologies identified as beneficial by instructors. From the report an Action Plan has been developed that will guide implementation of the outcomes of the report.

Profile of Teaching (Chair: Patti McDougall)

The Profile of Teaching working group commenced its work in 2016/17 to address mechanisms for ensuring that teaching is highlighted in key ways as a core part of the academic mission of the University. A key part of this work was to ensure good representation of teaching on the university's website. This work dovetailed with the development of the teaching.usask.ca website in the office of the vice-provost teaching and learning, which was launched in March 2017 and helps guide members of the university community to teaching resources, answer questions, and celebrate successes.

Learning Charter (Chair: Nancy Turner)

After discussion of changes needed to the Learning Charter, including a thought-provoking and meaningful summit in October 2016, work on changing the Learning Charter began in earnest in early 2017. Nancy Turner and Stryker Calvez are leading a working group of TLARC members and Indigenous staff and faculty to look at what meaningful changes can be incorporated into the Learning Charter to help meet the University's goal of incorporating Indigenous content and ways of knowing into every academic program. This work is ongoing.

Reports received

TLARC received a report on Teaching Quality Framework which looked at how teaching quality is described in various institutional documents, like university, college, and department-level standards for promotion and tenure and other institutional documents like the Learning Charter. The report highlighted the lack of alignment between our values and aspirations in teaching (from Foundational Documents, the Learning Charter) and the way in which we evaluate and reward teaching. This work is intended to inform development of a shared understanding of what we mean by teaching quality and act as a common point of reference for processes that relate to quality teaching across the institution.

TLARC heard from the University Library both on the Master Planning process and on work being done to develop an academic integrity module that could be developed through Blackboard as either a stand-alone educational tool or as part of a course.

Other activities

TLARC received a definition of Indigenizing that was developed by Indigenous faculty. There was a strong sense of the importance of ensuring that Indigenizing be seen as a process, not an endpoint, and that it be considered as an active process. TLARC was very supportive of this definition, and brought it forward to Council for information in February 2017.

With respect to its ongoing work relating to Indigenous knowledge and experiences grounded in Indigenous worldviews being part of every degree-level program at the U of S , the committee heard about a landscape review lead by the vice-provost, teaching and learning to gather information on current and promising practices in these endeavours being undertaken by programs, departments and colleges at the U of S. This information will facilitate faculty and colleges learning from each other and help us determine what resources may be needed to support achievement of Indigenous knowledge and experiences grounded in Indigenous worldviews being part of every degree-level program at the U of S.

TLARC participated in consultations related to the next integrated plan throughout the spring of 2017 and look forward to seeing the next integrated plan's implementation in 2017/18.

Acknowledgements

As the Chair I would like to recognize the efforts of those individuals who supported the work of TLARC: The executive committee of Ken Van Rees (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,



Jay Wilson, Chair, Teaching & Learning Committee of Council