

UNIVERSITY COUNCIL  
**PLANNING AND PRIORITIES COMMITTEE**  
**FOR INFORMATION ONLY**

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**PRESENTED BY:** Lisa Kalynchuk, chair, planning and priorities committee

**DATE OF MEETING:** October 22, 2015

**SUBJECT:** **Reorganization of Centrally Organized Teaching and Learning Activities**

**COUNCIL ACTION:** For information only

**CONTEXT AND BACKGROUND:**

The eight institutional priorities were those areas of work identified by the university's senior leaders as areas where progress could be made over the 2014-15 year. The planning and priorities committee met with and discussed the eight institutional priorities with priority leaders on November 12, 2014 at a meeting to which the council chair, vice-chair, and Council committee chairs were invited. On February 25, 2015, the committee met with four of the institutional priority leaders to focus the committee's discussion. The meeting included discussion of institutional priority #6 *Complete the re-organization and revitalization of centrally organized teaching and learning activities and functions* under the leadership of priority leader Patti McDougall, vice-provost teaching and learning. On September 30, 2015, the committee received the final report on the restructuring from Dr. McDougall. This report is attached.

**DISCUSSION SUMMARY:**

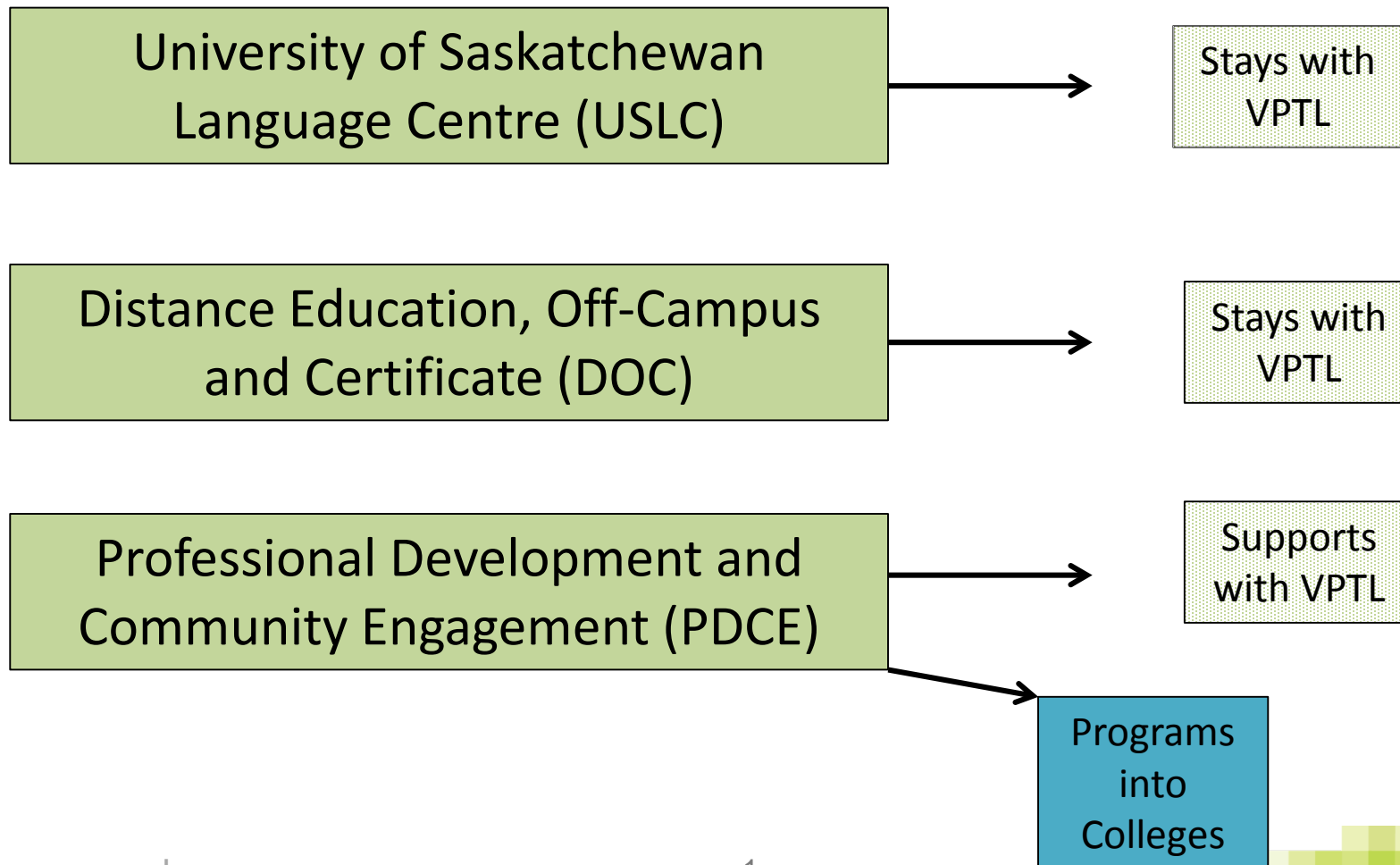
The attached report explains the roles and responsibilities of the original portfolios of each of the three central units affected that report to the vice-provost teaching and learning: the Centre for Continuing and Distance Education (CCDE), the Gwenna Moss Centre for Teaching Effectiveness (GMCTE), and the University Learning Centre (ULC). The report also speaks to the portfolios of the three major units within the CCDE—the University of Saskatchewan Language Centre (USLC), the Distance Education, Off-Campus and Certificate (DOC) unit, and Professional Development and Community Education (non-credit programming)—and the changes that have occurred relative to these units. The redistribution of the activities of Educational Media Access and Production (eMAP) are included in the report for completeness, as the redistribution of eMAP's activities occurred at the same time.

The planning and priorities committee submits these changes to Council for information as the centres policy directs that Council is responsible for those centres with a mandate in support of: “scholarly, artistic, scientific, or technological objectives; teaching; or outreach.”

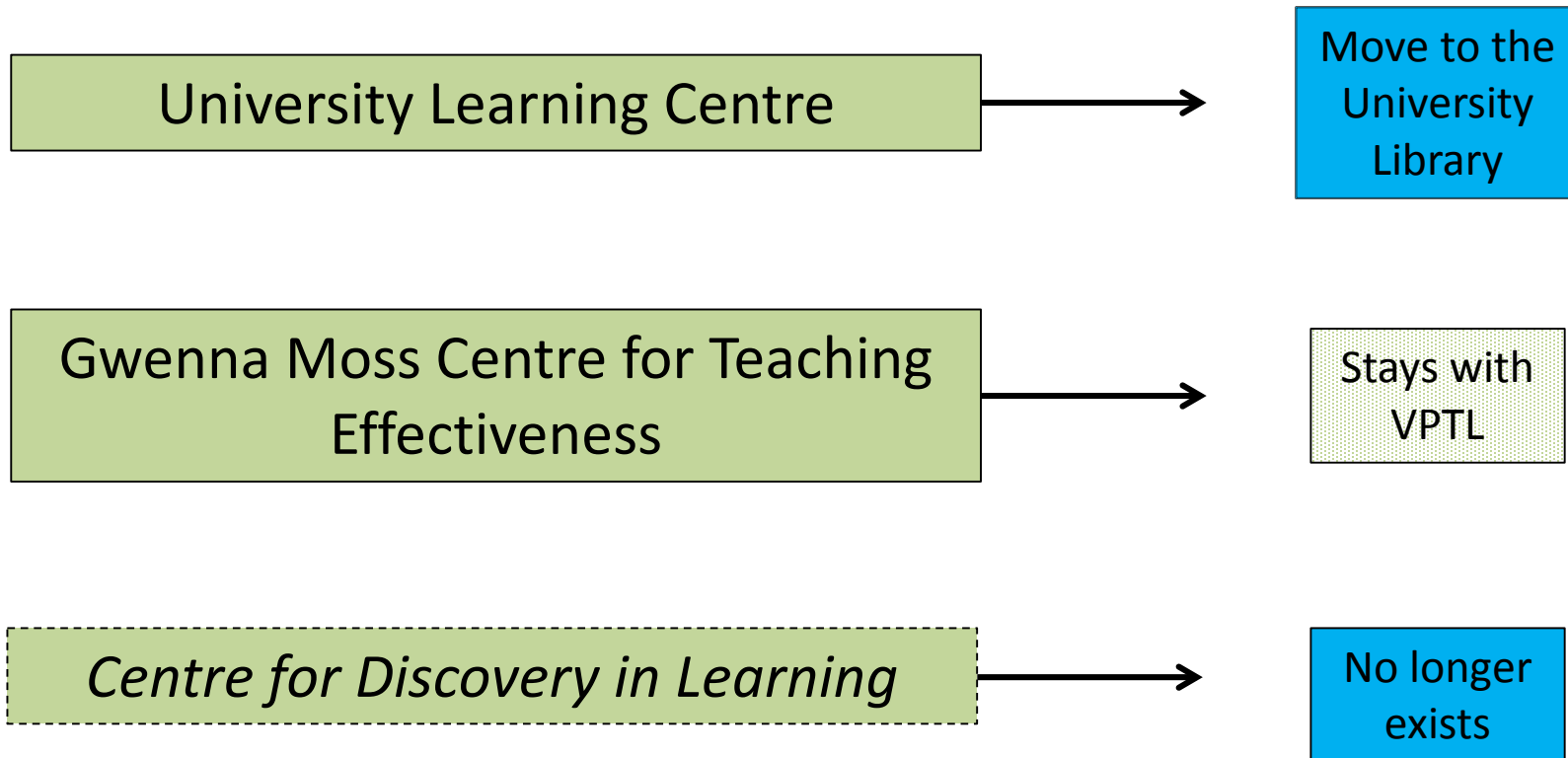
**ATTACHMENTS:**

1. *Report on Reorganization of Centrally Organized Teaching and Learning*

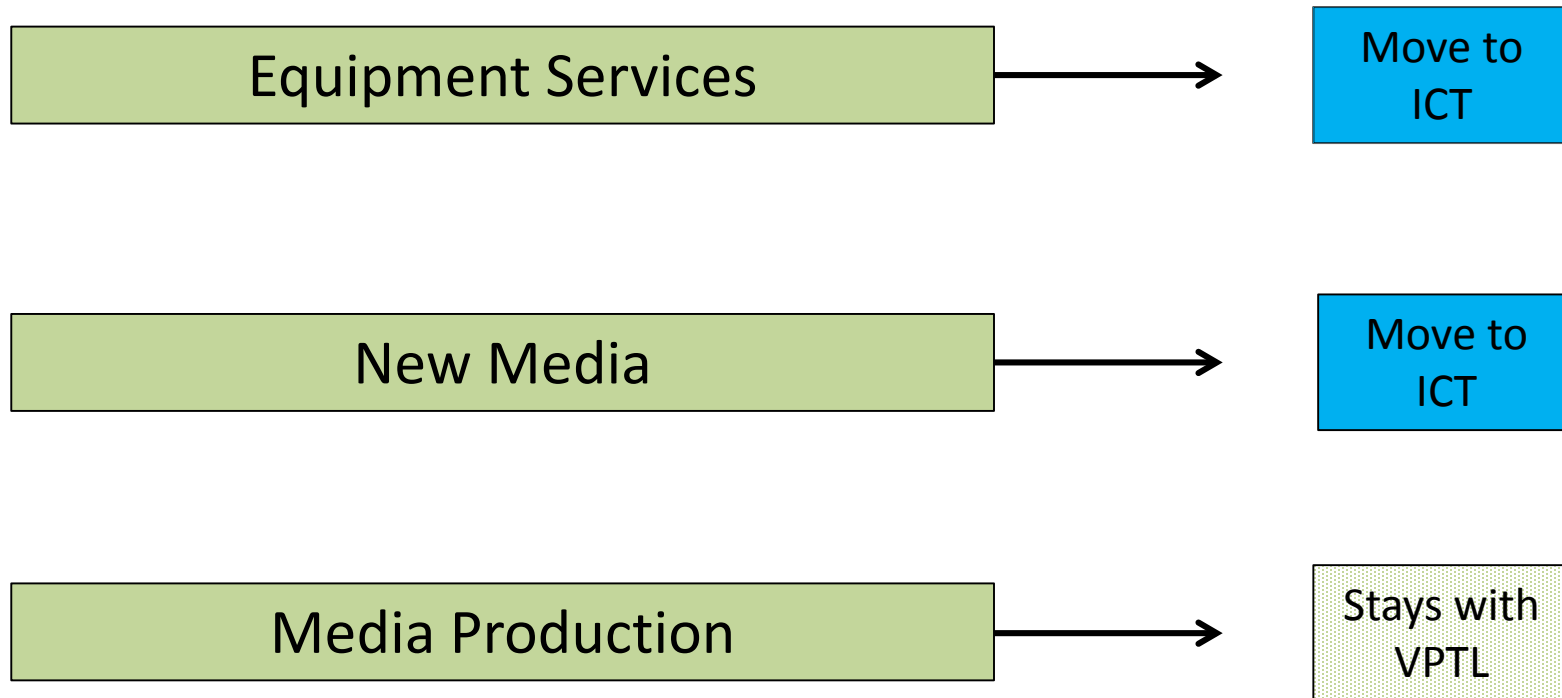
# Changes involving the old CCDE



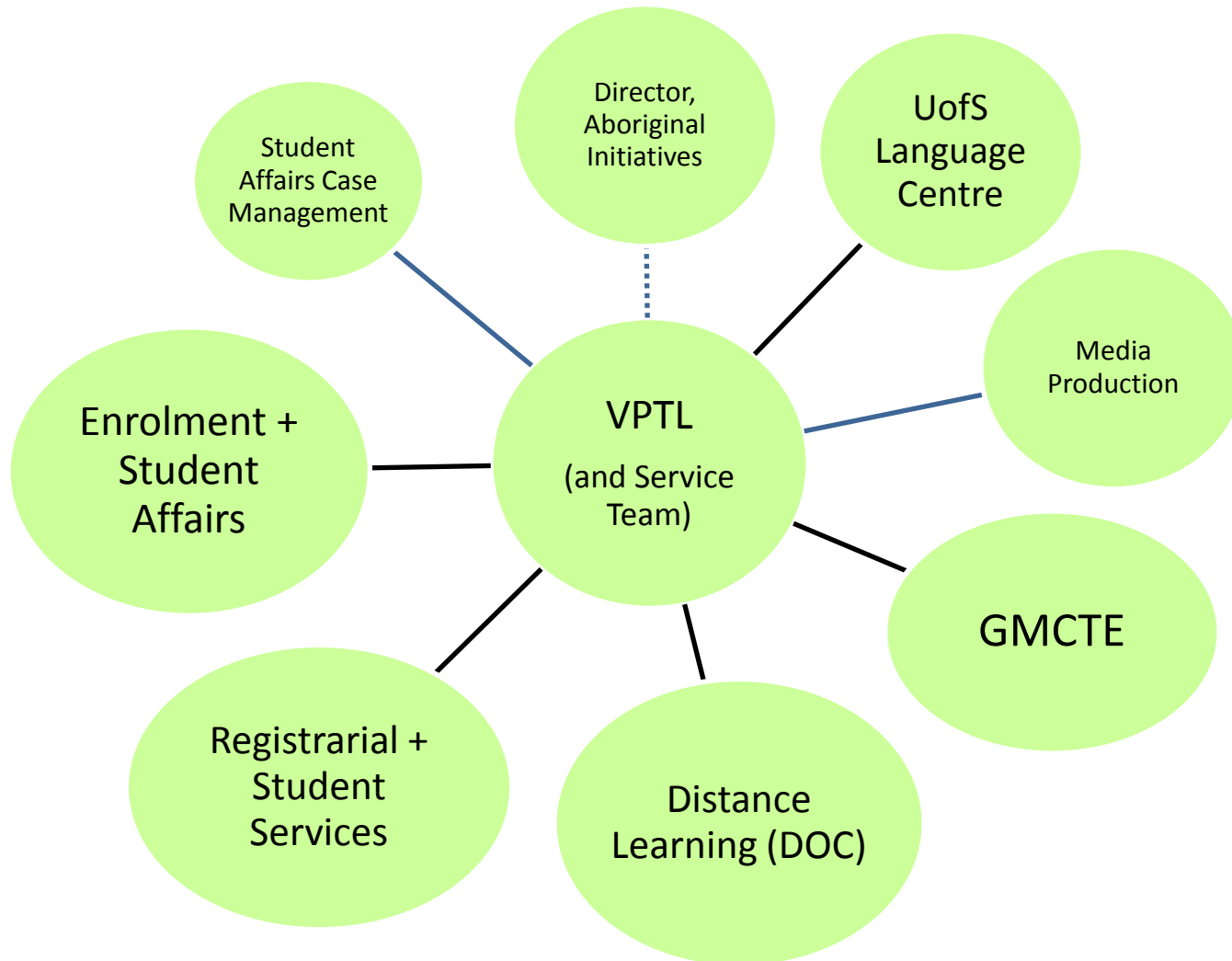
# Changes involving the old ULC



# Changes involving the old eMAP



# VPTL Portfolio – May 1, 2015



## Report for Planning and Priorities – September 30, 2015

### Reorganization of Centrally Organized Teaching and Learning

In the 2014-15 academic year one of the university's priority activities was to complete the reorganization and revitalization of centrally organized teaching and learning activities and functions. This work was led by the Vice Provost, Teaching and Learning (VPTL). What follows below is a summary of the reorganization actions that took place.

#### Centre for Continuing and Distance Education (CCDE)

The **Centre for Continuing and Distance Education (CCDE)** was established by Council in April 20, 2006 as an outcome of the dissolution of the Extension Division. The CCDE contained the **Distance Learning Off-Campus and Certificate Programs (DOC)**, the **University of Saskatchewan Language Centre\* (USLC)** and **Professional Development and Community Education** (non-credit programming). The following changes have now been completed. As a result, the CCDE no longer exists as a structure at the university.

Non-credit professional development and community education programming are now being offered by colleges. There are central supports for registration and marketing through the VPTL. These central supports also provide a level of coordination on behalf of the university. [Note: One program – Community Music Education Program – is no longer being administered by the university and is being delivered in the community.]

- The University of Saskatchewan Language Centre continues as a university centre reporting directly to the VPTL.
- The Distance Learning, Off-Campus and Certificate (DOC) unit continues as a function within the university reporting to the VPTL.

Final steps are now underway to remove the signage from the Williams Building and to modify the website to remove reference to CCDE as a structure. It may be of interest to know that the USLC and the DOC (staff and programming) continue to reside in the Williams Building. Some of the community education programs still make use of Williams Building space, whereas staff from other community education programs have moved into college homes. A second final step will be to make changes to the website so that visitors can continue to find the USLC and the DOC. The university will continue to have a central website presence for all non-credit programming that is offered by the university and we will do so by making sure that links are made between the central site and college-specific information. Such a web presence will ensure that community members have a holistic sense of community-based and/or



business and leadership non-credit offerings. It will take a period of time to transition away from the CCDE label but this will be accomplished with as little disruption as possible.

*\*The Centre for Second Languages changed its name to the University of Saskatchewan Language Centre in 2005*

### **University Learning Centre and the Centre for Discovery in Learning**

The **University Learning Centre (ULC)** was established as a Type B centre by Council September 21, 2006. The larger umbrella of the ULC included the sub-unit of the ULC, the **Gwenna Moss Centre for Teaching Effectiveness (GMCTE)**, and the **Centre for Discovery in Learning (CDL)**. The GMCTE was established prior to the 2005 centres policy and grandfathered in as a type B centre. When the University Learning Centre was established in 2006, the GMCTE and CDL became entities under the umbrella of the ULC. The ULC has two identities: an identity as the umbrella unit for the ULC, GMCTE, CDL, and its own distinct entity as the organizational unit housing student academic supports (e.g., writing help, math help, learning communities).

Since its establishment in 2007, the CDL has had the mandate to build capacity and generate outcomes in the scholarship of university teaching and learning (often referred to as SoTL). In the nine years since its inception the CDL has functioned as a unit without any central operating allocation, fulfilling its mandate by working in partnership with individual Faculty doing SoTL and the GMCTE. While gains have been made during this time period, progress could arguably have been greater had the work been more directly aligned with the resources needed to deliver the necessary capacity development support. For this reason, after consultation by the Director of the CDL, GMCTE and the VPTL with the CDL advisory group, the decision was made to transfer the mandate of the CDL to the GMCTE and dissolve the CDL as a unit. Given that engagement in SoTL activity is a fundamentally reflective activity that results in outputs that advance our collective understanding of university teaching and learning alongside development of the SoTL researcher's teaching practice, the activity integrates well with the broader mandate of the GMCTE.

The following changes have now been completed.

- The ULC student-based activities were moved into the University Library on May 1, 2015. The unit housing the people and programs is known as **Student Learning Services in the University Library**.
- The Gwenna Moss centre remains a university centre with a renewed mandate, which now includes the activities of the CDL; the GMCTE reports directly to the VPTL.

As a result of these changes, ULC as an umbrella and the CDL no longer exist as separate structures.





### *Renewed Gwenna Moss Centre Mandate*

The transition of student learning programs from the University Learning Centre into the organizational structure of the University Library alongside the dissolution of the CDL has meant an expansion of the mandate of the Gwenna Moss Centre to encompass:

1. Supporting instructors in the continuous development of scholarly, inclusive, teaching practices.
2. Supporting the provision and use of learning technology to achieve local and institutional aspirations in teaching and learning.
3. Enabling research-informed practice in teaching and curriculum development, and supporting instructor engagement in the Scholarship of Teaching and Learning (SoTL).
4. Facilitating curriculum development and renewal at the course and program level. This includes the creation of increased experiential learning opportunities for students.
5. Providing opportunity for personal and professional development for faculty, students and staff, particularly:
  - 5.1. graduate student and postdoctoral fellow professional skills development, and
  - 5.2. faculty and staff development in Indigenous histories, cultures, ways of knowing and educational practices.
6. Contributing to the creation of an environment that enables good teaching practices, including:
  - 6.1. the administration of university wide teaching awards,
  - 6.2. contribution to teaching and learning policy review and renewal, and
  - 6.3. facilitating the sharing of good practices in teaching and learning across the institution and the sector more broadly.

The Gwenna Moss Centre is a key contributor to fulfilling the institutional commitments outlined in the University Learning Charter, and in supporting instructors in fulfilling theirs. Given the significant focus on learning in the mandate of the Centre, the VPTL is exploring a shift back to the original name of the Gwenna Moss Centre for Teaching and Learning (GMCTL).

Note: As part of the reorganization, the three units within eMAP (Educational Media Access and Production) were separated as follows: (1) Equipment Services moved into Client Services in Information and Communications Technology (ICT), (2) New Media moved into Academic and Web Services in ICT, and (3) Media Production was retained within the portfolio of the VPTL. The administrative structure called eMAP no longer exists.

The appended figures show the result of changes made.