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

DATE OF MEETING: June 20, 2019

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 2018-19

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 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.

The committee will carry out all of the above in the spirit and philosophy of equitable participation and an appreciation of the contributions of all people. As one of the university’s priorities is Indigenization, this includes rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, and the creation of learning outcomes tied to Indigenous content and
experiences grounded in Indigenous world views. In this context, Indigenous refers to First Nations, Métis and Inuit people of Canada. In addition, the prioritization of internationalization calls the committee to a focus on intercultural and international engagement among students, educators, and staff.

Membership

Council Members

Vince Bruni-Bossio (chair) Management and Marketing 2020
John Gjerve Medicine 2019
Jo Ann Murphy Library 2020
Petros Papagerakis (vice-chair) Dentistry 2020
Jaris Swidrovich Pharmacy and Nutrition 2021

General Academic Assembly Members

Marie Battiste Educational Foundations 2019
Jorden Cummings Psychology 2021
Kathleen James-Cavan English
Gail MacKay Curriculum Studies 2021
Sean Maw Ron and Jane Graham School of Professional Development 2020
Eric Micheels Agriculture and Resource Economics 2020

Sessional Lecturer

Darrell Bueckert Music 2019

Other members

Patti McDougall Vice-Provost, Teaching, Learning and Student Experience
Shari Baraniuk Chief Information Officer, Information & Communications Technology
Rachel Sarjeant-Jenkins Designate of the Dean, University Library
Cheri Spooner Director, Distance Education Unit
Nancy Turner Director, Teaching and Learning Enhancement
Chad Coller Director, ICT Academic and Learning Enhancement
Sheldon Moellenbeck VP Academic Affairs, USSU
Marie-Eve Presber GSA
Candace Wasacase-Lafferty Director, Indigenous Initiatives
Wendy Klingenberg Secretary/Committee Coordinator, Student Finance and Awards (for the Office of the University Secretary)

Associate Members

Margaret Asmuss Office of Sustainability
Kate Langrell Copyright Coordinator

Overview of TLARC Committee Responsibilities

At the September 2018 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. I also explained that TLARC committee members would also be asked to contribute to working groups when possible. Below I outline the work completed this past year that encompassed these functions.

Issues, Discussions and Work Completed

The Teaching, Learning and Academic Resources Committee (TLARC) of Council met 12 times during the 2018-19 year and addressed many issues that have an impact on teaching and learning activities at the University of Saskatchewan. In addition, in response to a request by the Governance Committee and
in response to the dissolution of the International Activities Committee, TLARC reviewed and proposed revision to its terms of reference.

**Working groups**
At its September 2018 meeting, the TLARC identified general priorities to develop. This resulted in the continuation of three previously established working groups. These working groups, for the most part, were engaged in implementing various initiatives and developing policy and procedures (see below).

1. **Our Learning Charter Implementation (Chair: Nancy Turner)**
   Following council’s acceptance of the revised Learning Charter in October 2018, this group shifted from revision of the Learning Charter to implementation. Nancy Turner, Stryker Calvez and Wendy James led the development of an action plan for Charter implementation. The working group presented the implementation plan to TLARC in May 2019 and its progress will be reported on annually to this committee.

2. **Teaching Quality (Chair: Patti McDougall)**
   With the spring 2018 university council approval of SLEQ as the validated, institutionally supported student experience of teaching and learning instrument at the university, the Teaching Quality working group focused its work on the implementation of the instrument. Under the authority granted to TLARC by University Council, the committee approved minor changes to two open-ended instructor-related questions within SLEQ to clarify the subject of the questions and to bring them into consistency with existing closed-ended instructor-related questions (*Appendix A*). In addition, the working group developed policy and procedure documents for student learning experience feedback institutionally. These will be presented to council in fall 2019.

3. **Wellness Strategy (Chairs: Nancy Turner and Petros Papagerakis)**
   This group’s work focuses on the aspects or practices within the learning environment that enable and constrain student mental health and well-being. After approval of a project charter, a small team, under the guidance of the working group, proceeded with three strands of work to address the need for change, potential foci for that change and examples where change has been successfully undertaken institutionally. An initial report from this work will be completed in fall 2019.

In an effort to address emerging issues and opportunities, TLARC added three new working groups. These working groups focused mainly on research and planning activities with the intention to focus on implementation in the coming year (see below).

1. **Homework Systems (Chairs: Patti McDougall and Sheldon Moellenbeck)**
   This working group was established in September 2018 in response to a concern raised by the USSU about the increased use of online homework systems for summative assessment within courses and the financial burden the use of such systems places on students. The working group will continue its work in 2019-20, focusing on establishing guidelines for online homework system use in courses, particularly where the system is used for summative assessment, and processes, where appropriate, to enable review of associated fees.

2. **Internationalization (Chair: Nancy Turner)**
   This working group began in September 2018 in connection to the University’s International Blueprint. The group has focused on internationalization of curricula, progressing work in examining practices at the institution, reviewing the literature and sector good practices, and defining internationalization of curricula for the USask context in relation to other strategic priorities within internationalization.
3. Our Learning Charter Implementation – Educator Commitments (Chair: Vince Bruni-Bossio)
Established in the fall of 2018, this group has developed a detailed action plan including resource development, learning opportunity provision, and support for colleges and departments, to enable educators in their achievement of the commitments outlined in our Learning Charter. This plan is currently being implemented under the leadership of Wendy James from the Gwenna Moss Centre for Teaching and Learning.

Consultations
In response to a request from the Governance Committee, TLARC reviewed and made recommendation to amend its terms of reference and mandate to identify and articulate its focus on international activities and issues. These revisions have been presented at the front of this report.

Reports received
TLARC received *Strategies for Approaching Trauma-Related Student Responses to Course Materials* (A. Martin / P. McDougall), a report developed as a faculty-led initiative to provide approaches and resources for instructors and units to address trauma-related student responses to course materials. The committee will present the document and its strategies to Council at a future meeting.

Other activities
The committee welcomed presentations from a variety of guests, who shared information and updates on programs and university-wide strategies, including:
- the work of Access and Equity Services
- the revised *Policy on Smoking, Alcohol and Substances* and the university’s harm reduction approach to legal cannabis use
- the Learning, Teaching and Student Experience plan, a companion to the University Plan to 2025
- the International Blueprint and an update on activities and goals
- PICT, a teaching activity bringing internationalization into the classroom
- the development and activities of the Indigenous Strategy
- Interdisciplinarity and collaborative programming
- the work of Student Affairs and Outreach
- the work of the Co-Curricular Record Advisory Committee
- the enrolment growth strategy, *Enrolment 2025*
- the Academic Programs Review process

Acknowledgements
My sincere thanks to our executive committee of Petros Papagerakis, who served as vice chair, Patti McDougall and Nancy Turner. They provided exceptional guidance and leadership to me as a new chair and to all aspects of TLARC’s work. As well, my thanks to all the members of TLARC. They engaged with our work at a deep level and offered their time, wisdom and energy to sustain and advance the valuable work of the committee and the university. A special thanks to Wendy Klingenberg for the exceptional support she provided TLARC this past year.

Respectfully submitted,

Vince Bruni-Bossio, Chair
Teaching, Learning and Academic Resource Committee of Council
Minor Wording Changes to Student Learning Experience Questionnaire (SLEQ)

In order to ensure that faculty fully understand that individual instructor open-ended question responses shown in their reports are indeed restricted to them, the Teaching Quality working group proposed a minor change to two SLEQ open-ended questions. Authority to approve minor changes to the instrument has been delegated by university council to TLARC.

February 12, 2019:
TLARC approved the Teaching Quality working group proposal to provide additional clarity in reporting by making minor changes to two open-ended questions to parallel the wording of the existing instructor-specific closed-ended questions. Changes are shown bolded in red:

1. Mid-course: Please comment on the overall quality of the instruction provided by (INSTRUCTOR’S NAME) in this course so far.
2. End-of-course: Please comment on the overall quality of the instruction provided by (INSTRUCTOR’S NAME) in this course.

Motion (Papagerakis / McDougall)
To approve the two minor wording amendments to SLEQ as presented.

Carried unanimously.