COMMITTEE ON THE LEARNING ENVIRONMENT
OPEN SESSION AGENDA

Wednesday, March 06, 2019
2-31 South Academic Building (SAB)
2:00 PM - 4:00 PM

OPENING SESSION
1. Approval of the Agenda  Sarah Forgie
2. Approval of the Open Session Minutes of February 6, 2019  Sarah Forgie
3. Comments from the Chair (no documents)  Sarah Forgie

DISCUSSION ITEMS
4. Revisions to the Graduate Teaching and Learning Program, Faculty of Graduate Studies and Research  Deanna Davis
5. Can we predict the future of postsecondary education? (no documents)  Sarah Forgie
6. Open Educational Resources (no documents)  Krysta McNutt
Michelle Braily
7. Draft Teaching Policy  Sarah Forgie
8. Draft Teaching Evaluation Policy  Sarah Forgie
9. Updates
   A. Centre for Teaching and Learning (CTL)  Janice Miller-Young
   B. Information Technology  Jeff Rawlings
   C. Learning Services  Dale Askey
   D. General Faculties Council  Eva Lemaire
   E. Student Success Centre  Robert Desjardins
10. Question Period  Sarah Forgie

INFORMATION REPORTS
11. Information Items Forwarded to Committee Members Between Meetings
12. Items Approved by the Committee by E-Mail Ballots (non-debatable)

CLOSING SESSION
13. Next Meeting: April 3, 2019
14. Next General Faculties Council Meeting: March 18, 2019
**Presenter(s):**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Sarah Forgie</td>
<td>Vice-Provost (Learning Initiatives), Chair, GFC Committee on the Learning Environment</td>
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<tr>
<td>Deanna Davis</td>
<td>Professional Development Instructional Design Specialist, GTLP Principal Instructor, Faculty of Graduate Studies and Research</td>
</tr>
<tr>
<td>Krysta McNutt</td>
<td>Open Education Program Lead, Centre for Teaching and Learning</td>
</tr>
<tr>
<td>Michelle Braily</td>
<td>Digital Initiatives Projects Librarian, Libraries – Information Resources</td>
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<td>Janice Miller-Young</td>
<td>Academic Director, Centre for Teaching and Learning</td>
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<tr>
<td>Jeff Rawlings</td>
<td>Director Digital Learning Environments, Information Services &amp; Technology – Relationship Management</td>
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<tr>
<td>Dale Askey</td>
<td>Vice-Provost (Learning Services) and Chief Librarian</td>
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<tr>
<td>Eva Lemaire</td>
<td>Assistant Professor, Faculté Saint-Jean</td>
</tr>
<tr>
<td>Robert Desjardins</td>
<td>Graduate Writing Advisor, Student Services – Academic Success Centre</td>
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</table>

Documentation was before members unless otherwise noted.

**Meeting REGRETS to:** Heather Richholt, 780-492-1937, richholt@ualberta.ca  
**Prepared by:** Meg Brolley, GFC Secretary  
**University Governance:** [www.governance.ualberta.ca](http://www.governance.ualberta.ca)
OPENING SESSION

1. Approval of the Agenda

Materials before members are contained in the official meeting file.

Motion: Varnhagen/Miller-Young

THAT the GFC Committee on the Learning Environment approve the Agenda. CARRIED

2. Approval of the Open Session Minutes of December 5, 2018

Materials before members are contained in the official meeting file.

Motion: Maraj/Zentner

THAT the GFC Committee on the Learning Environment approve the Open Session Minutes of December 5, 2018. CARRIED

3. Comments from the Chair (no documents)

The Chair noted that she and Mr Rawlings had presented the report on 2017/18 USRIs discussed at CLE in December 2018 to GFC on January 28, 2019. She provided an update on the GFC discussion of the early opening date of the USRIs on rather than after the course drop date. Mr Rawlings noted that this occurred when the drop date was a Friday in order to avoid the first day for USRIs being a Saturday. He reported that: there was a significant drop in response rates over the entire period when USRIs opened on a Saturday, there was no one available at the university to answer student questions and no vendor support on Saturdays, and that his team had removed all USRI responses from students who had subsequently withdrawn from the course. The
The committee discussed response rates and the window of time for USRIs responses; the Chair noted that the committee would discuss this further in conjunction with the new procedures at upcoming meetings.

The Chair reported that the Provost’s Office engaged the Centre for Teaching and Learning to produce a white paper as requested by CLE on the use of long form handwriting for examination purposes.

**DISCUSSION ITEMS**

4. **Zero/Low cost Textbook Course Indicator on Bear Tracks**  
*Presenter(s):* Akanksha Bhatnagar, Vice-President Academic, Students’ Union

*Purpose of the Proposal:* This discussion item will be to look at how the University of Alberta can incorporate an indicator, category, or filter to courses in Bear Tracks with zero or low textbook costs (ZTC, hereafter). ZTC indicators can allow students to find low-cost course options through simple input like selecting a dropdown menu option, and has already been piloted at other Canadian institutions.

*Discussion:*  
Ms Bhatnagar provided a presentation on the results of a student survey on the perceived value of textbooks, alternate ways to access materials, cost barriers, and benefits of a low cost textbook indicator for courses. She noted that this was discussed at the Council on Student Affairs (COSA) who supported the initiative and noted: sometimes there is no choice due to program requirements, students would consider this as one of many criteria in choosing courses, co-creation of Open Educational Resources (OER) could increase collaboration amongst instructors.

Members expressed comments and questions, including but not limited to: gathering requirements and inputting data, the Bear Tracks system, whether textbook information is available when students are registering for courses, potential for cost being a deterrent to registering for a course, that a disproportionate focus on this indicator could result in students making decisions detrimental to their education. Members suggested that an indicator that OER is available could be a good compromise. Also noted were the efforts of instructors to reduce costs, alternative sources of textbooks and other resources, and reserved materials available at the Libraries. Members noted the importance of students being able to make informed choices.

The committee discussed what constitutes an OER and how widely they were used. The Chair indicated that an invitation would be issued to Krysta McNutt and Michelle Brailey to provide further information to the committee on OER.

5. **Student Success/Learning Analytics Ethics Framework**  
*Presenter(s):* Jeff Rawlings

*Purpose of the Proposal:* General discussion and feedback

*Discussion:*  
Mr Rawlings provided an overview on the item, the use of analytics to enhance student success in a course, and the need for an ethical framework for using data. He noted the data in Moodle has some learning analytics available.

Members expressed several comments and questions, including but not limited to: FOIP restrictions on the collection and use of data; research ethics; information contained in eclass - how instructors use it during the course and is there a framework on the use of that data; who owns the data; how will the use of learning analytics impact students; do students opt-in or opt-out on the collection and use of their data; transparency and confidentiality; and the importance of having clear principles to use in decision making.
6. **Teaching Policy (documents to follow)**

*Presenter(s):* Sarah Forgie, Vice-Provost (Learning Initiatives), and Chair Committee on the Learning Environment

*Purpose of the Proposal:* The proposal is before the committee for discussion and in preparation for early consultation at the GFC Executive Committee and GFC.

**Discussion:**
The committee discussed the document and provided comments, including but not limited to: maintaining student learning as the ultimate goal; training graduate students to be teachers; the importance of providing a safe environment for teaching innovation; integration of research and teaching; the use of technology appropriate to the specific course. The Chair invited members to continue to comment on the draft document through the google document.

7. **Updates**

A. **Centre for Teaching and Learning (CTL)** – Dr Miller-Young noted the call for proposals for the Festival of Teaching and Learning, May 2, and noted the keynote speakers scheduled.

B. **Information Technology** – No report.

C. **Learning Services** – Dr Harder reported on the February roll out of the OER platform and indicated that the Digital Scholarship Centre would have a soft launch in April.

D. **General Faculties Council** – Ms Brolley reported that GFC had met on January 28 and in addition to the USRI report, considered standing committee terms of reference, revisions to the Animal Ethics Policy and Procedures, the draft Employee Code of Conduct, and the Equity, Diversity and Inclusivity (EDI) Strategic Plan.

E. **Academic Success Centre** – Dr Desjardins noted the accessibility resources available at the centre and spoke about the fresh start program.

8. **Question Period**

There were no questions.

**INFORMATION REPORTS**

9. **Items Approved by the Committee by E-Mail Ballots**

There were no items.

10. **Information Items Forwarded to Committee Members Between Meetings**

There were no items.

**CLOSING SESSION**

11. **Adjournment**

The meeting was adjourned at 4:00 pm
# GRADUATE TEACHING AND LEARNING PROGRAM

## LEVEL 1
- **Workshops: Foundations**
  - Core workshops plus two optional workshops approximately 20-25 hours
  - Exit Survey

## LEVEL 2
- **Course: Practicum**
  - Equivalent 17 hours of instruction + approx. 80 minutes individual work/week
  - Lesson Plan
  - Microteaching (2)
  - Self-reflection
  - Peer Feedback
  - Statement of Teaching Philosophy
  - Teaching Development Plan
  - Exit Survey

## LEVEL 3
- **Project Based Course: Pedagogy & Course Design**
  - Equivalent to 3 hours/13 weeks + approx. 3 hours individual work/week
  - Course Design Portfolio
  - Microteaching (1)
  - Self-reflection
  - Peer Feedback
  - Completion of Dossier
  - Teaching Development Plan (Revision)
  - Exit Survey

## LEVEL 4
- **Research Project: Scholarship of Teaching & Learning**
  - 60+ hours + Cohort Meetings
  - Research and/or Development Project
  - Research Plan
  - Literature Review
  - Participation in Cohort Discussion Meetings
  - Peer Feedback
  - Project Dissemination
  - Teaching Development Plan (Revision)
  - Exit Survey

## Students will receive:
- **Transcript Notation: Foundations**
- **Transcript Notation: Practicum**
- **Transcript Notation: Pedagogy**
- **Transcript Notation: Research**
# Governance Executive Summary

**Advice, Discussion, Information Item**

**Item No. 7**

## Agenda Title

<table>
<thead>
<tr>
<th>Agenda Title</th>
<th>Draft Teaching Policy</th>
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## Item

<table>
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<td>Sarah Forgie, Chair CLE</td>
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## Details

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## Executive Summary

**Further to direction from GFC in May 2016 to conduct a review on the use of the USRIs for assessment and evaluation of teaching, the Committee on the Learning Environment has been engaged in examining both the USRI and multifaceted evaluation of teaching. Part of this task has been directed towards rescission of the current GFC Policy Manual Section 111 Teaching and Learning and Teaching Evaluation and creation of new UAPPOL policies to support teaching and learning and teaching assessment and evaluation.**

CLE concluded that this would be best accomplished by transitioning the existing GFC Policy into several policies and procedures. The first is a Teaching Policy, and the second a separate Teaching Evaluation Policy. Cascading under the Teaching Evaluation Policy, there will be procedures around the evaluation of teaching.

The proposed Teaching Policy, presented at this time for early consultation, underscores the University's commitment to teaching activities.

The Teaching Evaluation Policy suite will come forward in due course with associated procedures which will speak to multi-faceted evaluation, including student feedback on teaching.

## Supplementary Notes and context

## Engagement and Routing (Include proposed plan)

<table>
<thead>
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<th>Consultation and Stakeholder Participation</th>
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<td>Centre for Teaching and Learning</td>
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Those who have been consulted:

- GFC Executive Committee – March 4, 2019
- General Faculties Council – March 18, 2019
## Strategic Alignment

<table>
<thead>
<tr>
<th>Alignment with <em>For the Public Good</em></th>
<th>MISSION: Within a vibrant and supportive learning environment, the University of Alberta discovers, disseminates, and applies new knowledge for the benefit of society through teaching and learning, research and creative activity, community involvement, and partnerships.</th>
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<th>Please note below the specific institutional risk(s) this proposal is addressing.</th>
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### Attachments

1. Draft Teaching Policy

*Prepared by:* Sarah Forgie, Chair, GFC Committee on the Learning Environment, and University Governance
Teaching Policy

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<tr>
<td>Approver:</td>
<td>General Faculties Council</td>
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<tr>
<td>Scope:</td>
<td>Compliance with this University policy extends to all members of the University community.</td>
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Overview

The university has at its heart several overlapping goals which contribute to the uplifting of the whole people: the creation, dissemination, and preservation of knowledge, and the education of citizens in order to thrive and to tackle local, national, and global challenges. This interdependence and integration of teaching and research is what distinguishes a university from other educational institutions. Although the balance between these activities may vary, all members of the university, whether scholars or students, are learners who extend the range of their knowledge through questioning, exploration and discovery.

The University of Alberta is a large, teaching and research intensive institution that emphasizes the seamless relationship of scholarly activities. More than simply recognizing that what we teach flows from the work of scholars, we are convinced that dedicated researcher-teachers and teacher-scholars best accomplish innovative and effective postsecondary and graduate curriculum development and delivery. They share with the student a rich knowledge of the discipline and its place in the larger intellectual community while actively reflecting upon, measuring and innovating their teaching practice. We are committed to providing respectful, supportive and inclusive learning environments with purposeful opportunities for collaborative student-instructor and student-student interaction, while recognizing that the learning process is a shared responsibility between instructor and student.

Teaching is a complex practice, with no single approach to serve all disciplines and settings. Development of new teaching models should be grounded in an understanding of how people learn, should be evaluated by those who are sensitive to the particulars of the teaching environment, and the final arbiters must be the promotion of student learning, student engagement, and academic excellence.

Purpose

The policy underscores the University's commitment to teaching activities.

POLICY

- GUIDING PHILOSOPHY OF UNIVERSITY TEACHING AND LEARNING

  Our primary roles are to educate students to the baccalaureate level, and to educate and mentor graduate students and postdoctoral scholars. The University of Alberta will also make our faculty and courses available
to continuing, professional, and lifelong learners.

The University’s commitment to teaching will be demonstrated through:
  a. Fostering in students the graduate attributes and skills defined by the University.
  b. Regular and ongoing review and revision of programs and outcomes.
  c. Provision and regular review of instruments for student feedback on teaching
  d. Provision and regular review of supports and instruments for the formative and summative
     multifaceted evaluation of teaching.
  e. Acknowledgement and reward of excellent teaching.
  f. Provision of professional development in teaching and scholarship for instructors.
  g. Ongoing support for the Centre for Teaching and Learning
  h. Fostering inclusive, supportive and accessible learning environments.
  i. Continued renewal of teaching and learning infrastructure

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended
institution-wide use. [▲Top]

<table>
<thead>
<tr>
<th>Defined Term</th>
<th>Enter the definition for the term in this column. There is no limit to the number of terms you may define. Terms should be listed here in the order they appear above.</th>
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<tbody>
<tr>
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<td>If you do not need to define any terms, do not delete this section. Delete this row only and change the above message to read “There are no definitions for this Policy.”</td>
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RELATED LINKS

Should a link fail, please contact uappol@ualberta.ca. [▲Top]

List any other related links in alphabetical order. Try to link to lead sites that will remain current (e.g. the Government of Alberta’s Queen’s Printer main page.

If there are no related links do not delete the RELATED LINKS heading or above message – indicate “No Related Links for this Procedure”.

PUBLISHED PROCEDURES OF THIS POLICY

All procedures linked to this policy are listed here. (Delete this sentence when adding your links)
Governance Executive Summary
Advice, Discussion, Information Item

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**Supplementary Notes and context**

**Engagement and Routing** (Include proposed plan)

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Legislative Compliance and jurisdiction

Post-Secondary Learning Act

GFC Committee on the Learning Environment Terms of Reference

Attachments (each to be numbered 1 - <>)

1. Draft Teaching Evaluation Policy (also available on google doc)

Prepared by: University Governance
Evaluation of Teaching Policy

Overview
The University of Alberta serves the community by the dissemination of knowledge through impactful teaching. The university is committed to providing high quality teaching in its academic programs. A key component of this commitment involves the evaluation of teaching.

Purpose
At the University of Alberta, evaluation of teaching serves several purposes:

a. To provide formative data that encourages teachers to develop and refine their practice

b. To provide summative evaluations as a review and overview of an individual’s teaching that is an essential element in merit, promotion and tenure decisions

c. To provide information on courses and teaching to students

d. To provide information for review of programs and curricula

Principles
Evaluation of teaching at the University of Alberta should:

1. Reflect institutional priorities around teaching and learning
2. Be multifaceted, diverse and holistic (with multiple sources of input and varying types of input)
3. Be flexible enough to apply to diverse teaching contexts
4. Be fair, equitable, and transparent in the collection, use and interpretation of data
5. Allow for both summative and formative feedback on teaching
6. Provide meaningful data across disciplines to teachers, students and administrators
7. Support ongoing teaching development and the use of teaching innovations

Draft Revised June 13, 2018