

For: Members Deans' Council
From: Vi Maeers, Director of Teaching and Learning
Update—incorporating ideas suggested at Deans' Council November 18/09

University Committee on Teaching and Learning (UCTL)

This committee, at least at the outset, will be a working committee, and thus will require much time and effort of its members. These members should be carefully selected for their interest in teaching and for their interest in implementing the strategic plan goal A1. Membership on UCTL must be recognized as very important, strategic work and note should be made of the nature and extent of this work in the faculty member's file. I can't stress this enough because this work I believe is critical and must be engaged in by willing-to-work interested people, who will be recognized in some way for their contribution.

This committee will be involved in some very high level work, including creating and implementing a strategic plan for teaching for the university. This plan will have integrated into it an e-learning solution for the university (teaching and learning *with* technology—in all of its delivery formats—is still teaching and learning). An e-learning task force (possibly a sub-committee of UCTL or a separate committee with UCTL membership) will conduct a short study on e-learning needs and opportunities and will integrate its findings into the Strategic Plan for Teaching.

It is clear from what I had originally outlined, and from what was brought forward at Deans' Council, that UCTL has a lot of work ahead. The committee looks like it might be quite large, and, consequently difficult to schedule complete committee meetings. But it would be good if we could have a couple of meetings of the whole committee in quick succession in January to clarify our mandate etc and decide on priorities. Then it may be possible to split up some of the tasks into working sub-committees, encourage graduate student research participation, work with the U of R survey people, and so on.

I continue to be very excited about the positive acceptance of this committee and look forward to working with you next semester.

University Committee on Teaching (and Learning)— (including e-learning and e-teaching)

Background on the Centre for Teaching and Learning (CTL)

The Centre for Teaching and Learning (CTL) officially began January 2007—previously two separate centres existed: The Teaching Development Centre (TDC) and the Centre for Academic Technologies (CAT). These two centres still exist in separate physical locations, but are now integrated philosophically in their services and supports to faculty and staff. The Director of Teaching and Learning provides leadership for both centres, oversees the work of both centres, and provides faculty development opportunities through the facilities of both centres. This Director position is new (January 2007) and the integrated CTL is new. It is important that this centre provides the appropriate faculty development opportunities for teaching at all levels of a teaching career, at any point of entry, and for all groups of teaching personnel (e.g., Sessional Instructors, graduate students who teach, regular teaching faculty). It is also important that this centre keeps current with new teaching initiatives, addressing social networking software, Second Life and other virtual worlds, and generally promotes and supports innovative, effective and appropriate teaching strategies for face-to-face, blended, and web-based learning.

The objective of the **Centre for Teaching and Learning (CTL)** is to support teaching and learning at the University of Regina by becoming visible, accessible, and useful to all teaching personnel. The focus of CTL is

on teaching and learning, on exploring the nature of teaching and learning, on exploring how to make sense of and how to improve teaching and learning, on learning how to conduct research on teaching and learning, and on experiencing joy, excitement, and satisfaction in our teaching/learning encounters. CTL supports teaching in all of its delivery formats—whether face-to-face, online, blended, or televised. Through CAT, the Centre for Teaching and Learning supports the development of online courses and courseware projects, creates pedagogical adaptations for the ongoing and evolving UR Courses project (using the Open Source Moodle platform), and provides face-to-face and virtual training in many of the new technologies—all of this to enable instructors to access more widely and deeply the technology resources that are available and useful for teaching, and to encourage and support more instructors to use technology appropriately in their teaching—in order to provide for their students a rich learning environment in whatever learning space is being constructed. The teaching mission within the university community, within the strategic plan and vision of the university, must address many delivery formats, many instructional methodologies, many learning styles, and must endeavor to create a learning environment that will engage and stimulate our learners. CTL needs a strong committee that can serve as a sounding board for ideas, as a vehicle for communication, as a forum for discussion, and as a body that can develop policy and inform the overall strategic planning process.

This University Committee on Teaching and Learning (UCTL) will report to the Vice-President Academic.

Membership

AVP Academic (Chair)

1 member appointed by Vice-President (Academic)

2 members appointed by Deans' Council (faculty members, Deans or Associate Deans)

1 Instructor appointed by the Chair

1 member from CCE (appointed by the Director of CCE)

1 member from Student Affairs (appointed by the AVP of Student Affairs)

1 student representative (appointed by URSU or GSA)

1 member appointed by the Library

1 member from the Federated Colleges

1 member from First Nations University of Canada

1 member from the Institut Francais

Director of Teaching and Learning

Membership term of office (e.g., staggered appointment) will be determined at the first meeting of UCTL.

The Centre for Teaching and Learning will schedule meetings and will supply administrative support to the committee.

Terms of Reference

This committee has been formed to develop, update and communicate the vision and strategic objectives for the University with respect to teaching, ***in all of the forms and delivery formats that teaching can assume***. The Committee will develop any needed university-wide policy with respect to teaching, including a strategic plan for teaching to parallel the new strategic plan for research. The Committee is to accomplish its mandate through inclusive and consultative processes that it shall design and implement. This Committee will advise all levels of academic and administrative management as well as the Budget Committee on teaching project investments that will move the University forward in achieving its vision and strategic objectives. The Committee shall report on a periodic basis the completion status of each project undertaken. On an annual basis the Committee shall report on the degree to which the vision and strategic objectives of the University with respect to teaching are being achieved.

The following is a more detailed list of the responsibilities of the University Committee for Teaching and Learning:

1. Solicit university-wide input, develop, vet and communicate a vision and strategic objectives for teaching within the University—in other words—establish and recommend to senior administration a strategic plan for teaching for the University of Regina. There are several points to consider in creating this plan:
 - a. to follow up with any DETF recommendations as they relate to teaching and learning in what is termed an e-learning solution (blended learning; determining what technologies should be focused on to enable and support instructors in their day-to-day teaching with technology—these are mostly on-campus instructors, but we also must consider our instructors who teach in distant locations).
 - b. to conduct an e-learning task force, including recommendations from 1a. An e-learning task force (possibly a sub-committee of UCTL or a separate committee with UCTL membership) will explore and outline any relevant teaching and learning e-learning recommendations from the DETF, conduct a short study on e-learning needs and opportunities, including a software use inventory, and will then integrate its findings into the Strategic Plan for Teaching.
 - c. the plan will outline processes around researching new technologies and teaching initiatives, vetting the most viable and sustainable of these through appropriate channels (e.g. weekly seminars), making recommendations re. adoption through appropriate channels (e.g., ACRIC, GASP, UITSC).
2. Provide opportunities to learn about, discuss and make recommendations to senior administration (through appropriate channels) about the adoption of some of the new technologies that can be effectively and appropriately used in face-to-face and virtual learning spaces (e.g., SmartBoard technologies interacting with web conferencing at multiple sites; integration of lecture casting, course management, and iTunesU). This committee needs to understand what these technologies are like, what they can do, and if and how they can be supported, in preparation for a more formal recommendation for institutional adoption. For UCTL to know about this it will need to engage with the ongoing PD activity (which of course it will advise on).
3. Provide opportunities for communication among faculty, administration and research with respect to teaching issues. Specifically, this Committee will seek to understand the teaching needs of the larger university community and will use this understanding to advise on the design of programs for CTL. These programs need to reflect the teaching and learning (with and without technology) needs of instructors and reflect the need to create PD for faculty in multiple content areas in multiple delivery modes (e.g., on YouTube).
4. Provide a forum to discuss recommendations emerging from the Distance Education Task Force in relation to alternative modes of teaching and teaching load, recognition for teaching and tenure and promotion.

NOTE: The Distance Education Task Force Report will be discussed at Deans' Council and through other committees. Several recommendations emerging from this report have a direct connection with teaching and will come to UCTL for deliberation and implementation. Another committee called URTEL (the University of Regina Technology Enhanced Learning) will be addressing a separate set of recommendations from the Distance Education Task Force Report (e.g., identifying courses that could be taught using an alternative form of delivery, that fit gaps in existing programs). There may be some overlap, but the intention is for each committee to address a specific set of issues and recommendations. At times URTEL may be asked to present to UCTL and vice versa

5. Serve to support the adjudication committee for the annual President's Teaching and Learning Scholar Project submissions and for any new teaching award initiatives (note: not the Alumni award). UCTL will advise on the establishment of the format, content, and approval signatures required for teaching and learning project proposal submissions to the committee.

6. Design and engage in a campus-wide systematic analysis of the type, administration of, and use made of student evaluations.
7. Explore and discuss how teaching is being evaluated through the tenure/promotion process; this may lead to (a) rewriting or re-interpreting (especially for tenure/promotion committees) the criterion document wording around teaching, (b) designing new structures/systems to highlight the importance of and recognition for teaching, (c) giving more credit and support for the development of teaching portfolios. UVic, Uof M and Queens have solid processes in place for this kind of teaching evaluation.
8. Advise on projects such as the university-school divisions transitions management committee
9. Participate in the undergraduate research project (with KHS).
10. Work with the Faculty of Graduate Studies and Research to explore and discuss graduate learning outcomes.
11. Participate in research projects that impact teaching and learning (e.g., relationship between class size and learning outcomes; ongoing research on literacy issues; effectiveness of lecture capture on student learning).
12. Explore the possibility of establishing a U of R Teaching Chair position—similar to Queens University (see <http://www.queensu.ca/ctl/scholarship/chairs/>) The Chair would conduct research into an area of mutual interest to the Chair and to the university in teaching and learning, would oversee the President's Teaching and Learning Scholar Program, and would organize SoTL seminars.
13. Collaborate on details around the establishment and administration of faculty teaching awards.
14. Review progress of each project initiated and not yet completed.
15. Advise the Director of Teaching and Learning who is appointed to coordinate the activities of CTL.
16. Advise the Director of Teaching and Learning on the acquisition and allocation of budget.
17. Publish the final decisions of the Committee with supporting documentation.
18. Report on a regular basis to the University Leadership Team and/or Deans' Council.
19. Annually report on the progress toward achievement of the vision and strategic objectives for teaching initiatives within the University.
20. Meet at the call of the Chair, through negotiation with members.
21. The Director will report to the committee at each of its meetings and will be responsible to the Associate Vice-President Academic.