Senate Committee on University Teaching and Learning (SCUTL) **MEETING MINUTES** Wednesday, April 19, 2023 2:30 – 4:00 pm Bennet Library 7200

Attendees: Kathleen Burke (Beedie), Nanda Dimitrov (CEE), Elizabeth Elle (Chair), Sheri Fabian (TILT), Sarah Johnson (FS), John Stockie (Senate), Amanda Watson (FASS), Diana Cukierman (FAS), Susan Clements-Vivian (FCAT), Ebony Magnus (LIB), Parsa Rajabi (grad alternate), Scott Harrison (FENV), AbLalted), abJ0 ,U AMike Stanger (IT),
Santos (for Tracey Mason-Innes, VPSI), Annette Santos (VPSI)

Kiran Bisra (LEAP)

Julia Denholm (LLL), Suzanne Smythe (EDUC)

Judit Nagy (Ugrad), Sonia Orlu (Grad)

Courtney Brown

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1. **Approval of agenda & previous minutes (March 2023)**

   Today's agenda and March 2023 minutes were approved.

1. **Ch.004 Tw u4hpm0.00.0pc43:2 40.8** ere passed at Senate with no questions. The subcommittees are being formed. We are in really good shape to populate those committees, but this group is also encouraged to volunteer. Our goal is to represent all faculties that give us names because we want to be inclusive. Although if a department doesn't have many Breadth courses for example, we understand if they don't put forward a representative. We will be bringing our recommendations 0.7)6 (s)6(gi)6(i)3.S (s)2..(e)9This was one of the items flagged for SCUTL discussion before the departure of the Vice Provost.

   2. **Blended learning report (Kiran Bisra, guest)**

      It is comprehensive report on what instructors and TAs are thinking and how students are experiencing these courses. A lot of information is presented about perceptions of learning and opportunities. The action items that come out of this will be going to SCUS next month to make it a permanent learning option.

It was noted that the sciences didn't offer as many blended learning courses. We had more of an uptick in FASS because of the champions of it in the faculty.

A large amount of time is necessary up front to put together these courses, it is thought that it will equal less work after it has been setup.

  i. Although that may not be the case, because professors end up doing different types of work and spend more time at the computer answering questions and acting as a guide for students.

We hear resistance from faculty about the possibility of being only given half credit for blended courses, because they are just as much work.

It is also harder to make an adjustment once everything has been setup, but CEE can assist with partial builds of a course, when changes are needed.

Funding and a promise that the courses will stay may move the needle in faculties that haven't adapted. We don't have a lot of support, because why spend all the time creating a course, if it isn't guaranteed that you will be able to use any of it again.

A good motivator for blended learning is students requiring more flexibility, but also wanting an opportunity to make connections.

Action Item: Check with the registrar:o t6/TT2 uTc 03)2i (13.2 (:)-1e2 (:)-1, ((e-0.0Tw m)-nTc 03) Tc 03) 6r)3.f (r)3. nTc 03

With the quality assurance metrics for blended and online learning being discussed next month, the idea for a similar guide for in person teaching was suggested. The Director of CEE was enthusiastic about being given a mandate to complete the project.

Attendance in class is about half since the pandemic, and students don't seem to feel the need to come to class. The concern was raised that students feel okay learning just off of notes, but as we are seeing with grades the in-class component is important. This is a separate issue. Students are having to struggle and fail a bit to learn and get them back on track. The University is not pushing to move everything to blended or online. They will always be a minority of our offering.

K. Bisra and LEAP will be focusing on a similar exploration of online courses next.

Action Item: E. Elle and K. Bisra to get the Blended Learning document out to the SFU community including students.

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3. **OER Advisory Committee Action plan**

This committee was tasked by Senate to create an action plan.

staff perceptions towards open pedagogy, including potential resistance and underlying reasons for the development, adoption, and use of OER;"

Under the second strategy update the last two bullet points to "Promote and communicate about open education materials available more broadly in the sector" and "Promote and communicate about SFU courses and instructors that are using OER and open pedagogy to increase awareness and a culture that values OER and open pedagogy."

Action Item: In the future, task the OER