

procedure/attributes for community engaged teaching would include additional items including a definition of what community engagement is.

- The subcommittee tried to create a word that rewards someone around innovation, and there was a discussion on potentially creating a separate award for innovation and risk-taking. There was a suggestion to add "*dedicated to innovation and continual improvement*" to the end of the definition but some pointed out that "innovation" is not in the attribut51 a

[\(https://www.macleans.ca/education/national-survey-of-student-engagement-results-for-canadian-universities/\)](https://www.macleans.ca/education/national-survey-of-student-engagement-results-for-canadian-universities/).

Background:

- Areas identified for improvement in the 2017 NSSE Summary (published by IRP) included improving the quality of faculty-student interaction, emphasizing more writing in lower-level courses, and providing more opportunities for senior students to engage in capstone courses.
- An important caveat in the report mentions *“engagement Indicators (EI) vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It’s equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder and your Major Field Report (both to be released in the fall) offer valuable perspectives on internal variation and help you investigate your students’ engagement in depth”*.
- There were many changes in the survey results from 2017 to 2020 including decreases in the following indicators: discussion with diverse others, effective teaching practices, the frequency of the use of learning strategies, and quality and frequency of interactions with faculty.

Discussion:

The group discussed possible solutions to improve SFU’s results. Key themes included:

- Some noticed that first-year students had few interactions with faculty and expressed concern with the quality of their interactions both with faculty and with peers.
- Ensuring the availability of academic advisors is vital as they are more accessible than faculty.
- There are not enough faculty available for the number of students, which can make faculty seem unapproachable to students. Class sizes are also getting too large and should be reduced.
- Well prepared TAs can contribute to student engagement and relieve the workload of faculty by engaging with students in office hours as well as in class.

The group discussed current **campus-wide** initiatives to promote student engagement.

- The university currently has online **university prep programs**, where Co-Curricular Records notation can be earned, such as SFU 101. It was noted that students are generally more attracted to courses with credit.
- <https://www.sfu.ca/students/newundergrads/after-you-accept/fall/university-prep.html>
- <https://www.sfu.ca/students/newundergrads/after-you-accept/fall/sfu101.html>,
- **The Passport to Leadership program** provides additional co-curricular engagement and an opportunity for students to develop transferable leadership skills: <https://www.sfu.ca/students/get-involved/programs-and-opportunities/passport-to-leadership-1.html>.
- **SFU also has living and learning communities**, however none are currently in-person. During the pandemic the Home for Interactive Virtual Engagement Program, also known as HIVE, was created (<https://www.sfu.ca/students/newundergrads/after-you-accept/spring/hive.html>) where new students are placed in small groups with other new students from the same Faculty. If these campus-wide programs are properly set-up and promoted, faculty could take advantage of them as it would not add to their workloads.
- *Examples from other institutions:* The University of Guelph has first-year inquiry seminars that

