

Senate Committee on University Teaching and Learning (SCUTL)  
MEETING MINUTES  
Wednesday October 12 2022  
2:30–4:00 pm  
WMC 1384

Attendees: Kathleen Burke (Eedie), Susan Clements (Vivian) (FCAT), Diana C. Coker (Mason) (VPS), Donna McGee Thompson (LIB), Abhishek Parma (Undergraduate), Parsa Rajat (Graduate Alternate), Mike Stanger (IT), John Stockie (Senate), Amanda Watson (FASS)

Regrets: Mark Lechner (FHS), Sonia Orlu (Graduate)

Absent: Allan Lam (Undergraduate Alternate), Judit Nagy (Undergraduate)

Recorder: Megan Bobetsis

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1. Approval of agenda

The agenda was approved.

2. Approval of previous minutes, September 12, 2022

The September 2022 minutes were approved. However, the Committee reiterated concerns about the changes to the Academic Integrity Policy (Number S10.01) that result in students not being able to defend themselves in cases of disciplinary warnings. Elizabeth will address this with the Registrar.

3. Chairs Report and updates

x Based on the Committee's feedback on the draft changes to the Academic Int 2.7 (c)1b.7 (c)1b.7 (c) as it is clear these changes need more

es (OER) Advisory Committee discussed at  
S, and Elizabeth will connect with TILT

tion Review were brought to the  
en the recommendations have been out  
s were received from the community,  
ee (GECCo) is currently finalizing

required some tweaking after  
ition.  
ements. Community feedback noted

- o that removing these credits would be counter to the intention of general education.
  - o Implementing a recertification process starting in Spring 2023. This process will take place over three years, and will involve faculty expertise in the least burdensome way possible.
  - o Implementing waivers for programs in which courses outside the major are already built into the major requirements (e.g., many Science majors).
  - x Overall, the recommendations involve tightening up WQB requirements, but not making major changes. Senate will be informed of any changes made.
- b) Course Experience Surveys
- The Committee has previously given feedback on the Course Experience Surveys, and the next steps are meetings with SFU and TSSU for their feedback. Each department has also been sent the list of survey questions. The updated surveys will be rolling out for Fall.
- c) Excellence in Teaching Awards
- Nominations close on Monday, October 17 for SFU's Excellence in Teaching Awards Program. The Committee is encouraged to consider nominating someone for the Excellence in Teaching Award or any of the Specialized Awards. More information can be found here: [https://www.sfu.ca/vpacademic/committees\\_taskforces/standing\\_committees/teaching\\_excellence/new.html](https://www.sfu.ca/vpacademic/committees_taskforces/standing_committees/teaching_excellence/new.html)

Online courses can foster thoughtful engagement in certain courses, but not all. For example, Computing Science students are able to collaborate well in online classes because the students can each be on their own computer accessing software. On the other hand, the content of some courses requires person engagement that can't be replicated online.

Not all courses translate well to the online environment, and not all instructors enjoy online teaching. Although online courses can be very well designed and well-received, we need to recognize that this isn't always the case.

Blended courses that are in person one week and online the next allow rooms to be used by more classes.

Online courses should be asynchronous, as synchronous online courses do to address flexibility.

First year courses may not be the best candidates for flexible options, as students in these courses may benefit more from the structure of coming to class every week. Additionally, the C /C2\_0 Tc 0 Tw 9.033 0 Td ( )Tj -0.014 Tc 0.014 Tw

able to excel in the online or blended environment. Additionally, success in the online or blended environment could be established as a learning outcome of the course, and would then influence how the course is taught.

Training for Undergraduate chairs, and specifically Undergraduate Curriculum Committee (UCC) chairs could help ensure consistency among UCCs across the University. This could also foster knowledge sharing across departments in terms of best practices and committee formation.

Exploring options for formation for UCC subcommittee (o)-9.6 (u)-0.7 (n)-0.8 (i)-3.2 (t)4.9 (y) (m)-6.3 (s)9.5 (a(re)-3 ( )10.7 (u)2.3 (in)2.2 (ing(w)-3.4 (e)-3 (l,s)981 ( an)2.3 (d)2.2 (m)-6.3 (s)-1.4 .c