



SENATE TEACHING AND LEARNING COMMITTEE MEETING

MINUTES

13 April 2022

2:00 pm to 3:30 pm

Via Zoom

Attendees

Senators

Dr. Francis Andrew
Dr. Alison Greig
Karen Smith

Dr. Simon Bates
Dr. Maura MacPhee
Lisa White

Dr. Joanne Fox (Chair)
Dr. HsingChi von Bergmann
Georgia Yee (Vice-Chair)

Ex Officio

Dr. Kin Lo
Dr. Eduardo Jovel

Dr. Christina Hendricks
Dr. Maja Krzic

Dr. Ainsley Carry
Dr. Moura Quayle

Regrets

Dr. Julian Dierkes
Eshana Bhangu

Dr. Jan Hare
Dr. Kate Ross

Dr. Ingrid Price

Guests

Annie Yim

Dr. Cyprian Lomas

Dr. Qian Wang

Office of the Senate

J. Cowen

B. Menard

**Call to Order and
Land**

The meeting of the Teaching and Learning Committee (the “Committee”) was called to order at 2:02 pm on 13 April 2022 by Joanne Fox, Chair.

Acknowledgement

M. Macphee led a presentation about how she has customized her land acknowledgement for her classes.

Agenda

THAT THE Senate Teaching and Learning Committee adopt the agenda as amended.

J. Fox

H. von Bergmann

Carried by General Consent

Minutes

THAT THE Senate Teaching and Learning Committee approve the 09 February 2022 meeting minutes as presented.

J. Fox

H. von Bergmann

Carried by General Consent



**Learning
Technology
Advisory Group**
Guests: Qian Wang
Associate Professor of
Teaching, Director of
Chinese Language
Program, Asian Studies
and Cyprien Lomas
Assistant Dean, Learning
Technologies and Director
of the Learning Centre,
Faculty of Land and Food
Systems

As presented by Christina Hendricks, Qian Wang and Cyprien Lomas

C. Hendricks provided a brief introduction and context. This is a dual campus group, including faculty, students and staff, chaired by Qian and Christina. The group has drafted a discussion paper outlining benefits, challenges and recommendations which is now out for consultation to Associate Deans, Learning and Research. There is not currently an intention to create a policy. The group is seeking feedback from T&L on what might be missing or wrong.

Q. Wang outlined the benefits of class recordings which include the promotion of learning equity amongst students, especially for those for students with diverse learning background, for those who may need longer to digest or need more repetitions to learn thoroughly, and for those who have English as an additional language. Recordings are also helpful for reviewing, which reduces students stress and anxiety over taking notes during class time, especially during exam periods. There are also benefits for instructors: recordings can be adapted, clipped or reorganized; can serve as a soft quality control tool; can be used for review and to prepare for peer review of teaching. Recordings may also be useful for further curriculum innovations.

C. Lomas outlined the main challenges:

- 1) Attendance – will students show up?
- 2) Is the classroom still safe and doesn't welcome contributions when there is a third party "observer"?
- 3) Is it always appropriate to make recordings? Lectures – maybe, yes; activities are small groups – no check this
- 4) What will students do with the recording? i.e. will they watch two or three times with time better spent elsewhere? Where are they watching? Bus? Phone?
- 5) Quality and classroom dynamic, audience response
- 6) Possibility for editing out

The main points of the committee's discussion were: acknowledgment of the equity benefits; viewing lecture capture as one of the tools to moderate learning not the primary tool; lecture capture is difficult for hard of hearing students; Australian data showing attendance is low with lecture capture which may create an inferior learning experience; lecture capture may send a message to students that they are expected to learn from videos not from reading the materials; it may undermine the efforts of those who are producing high quality video material; copyright concerns; the potential to change classroom dynamics and student engagement; students recording lectures on their own; intellectual property issues if a class has a guest speaker, for example, an Indigenous Elder; including language in syllabus about how the lecture capture supports the learning design; and a possible reduction in micro aggressions.



Evaluation of Teaching Policy - update

As presented by Simon Bates

This is a dual campus working group struck to work towards developing an integrative evaluation of teaching policy. It is working closely with the Chairs of Teaching and Learning and Okanagan Learning and Research. This WG grew out of a previous working group created by T&L that resulted in sixteen recommendations being put to the Senate with a focus on adopting a scholarly and integrative approach to evaluation of teaching. An environmental scan has been done of how other institutions are addressing a more integrative approach to evaluation of teaching, what are the data types, what are the sources, how are these effectively integrated together. The call for expressions of interest attracted many more people than could easily be accommodated in a single committee so a policy review group is also being created to act as a separate advisory table. The WG has had its first meeting - work is at a very early stage. The materials outline principles of teaching evaluation and possible elements of new policy, procedures and guidelines as well as an engagement plan which proposes a broad group of stakeholders to capture diverse perspectives and feedback. The work is meant to be a next step in peer review, both performative and summative review.

It was noted that the WG may want to look at whether its membership includes sufficient research professor and indigenous representation as well as grad student input.

Proposal for May 11th meeting

Eduardo Jovel proposed holding the May 11th meeting in-person outdoors at the X^wcičəsəm Garden at UBC Farm. The session would allow the group to be safe meeting in person while experiencing the cultural space and would be relevant to some of the Committee's discussions around the ISP, experiential learning, land-based learning.

ISP

With the committee members having received the anonymous ISP Qualtrics survey results, the Chair suggested the committee take an intentional pause with respect to T&L engagement with the ISP. She noted it's difficult work and committee members experienced various levels of difficulty in completing the ISP Self-Assessment Tool because it's built for units. Additional challenges included: committee members were unsure of where other members were at; members hold their committee membership appointments in varying capacities which can create various power dynamics; and some members have expertise in this arena while others are novice learners.

The committee's discussion included the safety of the T&L space; how ready is the committee to undertake the work; the lack of a clear purpose for completing the ISP tool; how might the power of the ISP be embedded in Senate processes; the possibility of co-designing a set of questions that fit the committee; working relationships and personal relationships among committee members; the CTLT Indigenous Initiatives Team advice to slow down e.g. completing one question in two hours; and the need for time for reflection.



Business Arising from the Minutes	None.
For Approval	None.
Other Business	The Chair recognised outgoing Student Senator White's contributions to the committee. None.
Next Meeting	Next regular meeting is 11 May 2022 from 2:00-3:30pm at the UBC Farm
Adjournment	The meeting adjourned at 3:33 pm.