



**SENATE TEACHING AND LEARNING COMMITTEE MEETING  
MINUTES**

14 December 2022  
2:00 pm to 3:30 pm  
via Zoom

**Attendees**

**Senators**

Dr. Francis Andrew  
Dr. Maura MacPhee  
Emmanuel Cantiller

Dr. Simon Bates  
Karen Smith

Dr. Joanne Fox (Chair)  
Dana Turdy

**Ex Officio**

Dr. Kin Lo  
Dr. Margret Moss

Dr. Christina Hendricks  
Dr. Jan Hare

Dr. Ainsley Carry

**Regrets**

Dr. Julian Dierkes  
Dr. Ingrid Price  
Rella Ng (Registrar)

Dr. Alison Greig  
Dr. HsingChi von Bergmann

Jorden Hendry  
Dr. Maya Krzic

**Guests**

Annie Yim

**Office of the Senate**

J. Cowen

**Call to Order and  
Land**

The meeting of the Teaching and Learning Committee (the “Committee”) was called to order at 2:02 pm on 14 December 2022 by Joanne Fox, Chair.

**Acknowledgement**

Dr. Christina Hendricks led the land acknowledgement noting teaching resources on the Musqueam website and the CTLT Indigenous Initiatives page. The Chair invited volunteers for future land acknowledgements.

**Agenda**

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

**Adopted by General Consent**

**Student Strategic  
Plan**

Presentation by Ainsley Carry with guests: Samantha Reid, Executive Director, Office of the VP Students, and Dale Mullings, Okanagan AVP Students

Introduction and background by Ainsley Carry



The VP Students portfolio is about services to students with a view to foster exceptional experiences for students, on both campuses, graduate and undergraduate, domestic and international students. The SSP is about the delivery of the best student experience including housing, dining, athletics, childcare, health and career development. One impetus for the SSP was the lack of a single document identifying student-centric deliverables although some of the university strategic plans have line items about students. In 2019, Ainsley began a series of 15 listening sessions with students which asked 5 questions:

- what's working
- what isn't working
- what should be stopped
- what should be maintained
- what aren't we asking?

Faculty and staff were also engaged and various university strategic plans were reviewed to identify possible deliverables. This process was interrupted by Covid and has now been re-started, however, it is important to note that deliverables weren't put on hold and some have been put into action.

Health was the number one issue identified by students in the listening sessions with concerns about the lack of a coordinated structure to support student health, services scattered in different buildings across campus, and the university's hands-off approach to student health. A student health leadership position was created and Noorjean Haasam was brought on board as Chief Student Health Officer. Next position will be leadership of career development.

#### Dale Mullings

As Okanagan AVP Students, Dale works with Ainsley to support the student experience across both campuses with a view to equity across the system. There are differences between Vancouver VP and Okanagan AVP portfolios given the smaller size of UBCO, differences in campus cultures and academic and career development. For example, Okanagan faculties co-fund academic advisors that are in a centralized unit. Because of its smaller size, AVP-O tends to be more generalist in nature but can tap into the more specialized portfolios of VP-V. A major focus of the SSP will be to highlight references to students in the various strategic plans and identify where VP/AVP could take the lead and where they could support; this is a unique approach in the Canadian university landscape.

#### Ainsley Carry

An initial goal was to break down barriers to student services, for example, the UBCV career fair - UBCO students had to fly to Vancouver as the Okanagan didn't have a career fair.

The listening sessions were attended by several PhD research students who were tasked with identifying themes. Their report set out five major themes:



- student health and well-being services are spread out across campus and difficult to navigate (note – the services will be centralised in the new Gateway Building)
- career development
- financial aid/affordability including housing and dining
- respectful environment including antiracism and sexual violence
- communications- for example, students’ first mode of communication is not the University website

Many current policies are outdated and no longer makes sense.

SSP 2025 will set out three key student commitments:

- transformative learning and learning outside the classroom
- well-being for People Place and Planet
- connecting within and across campuses and communities

Dale Mullings

The SSP in action includes - career development resources and supports have been expanded; community engaged learning - developing common understandings of learnings; UBCO indigenous undergraduate research funding and mentorship; various well-being initiatives have been put in place including student assistance program with counselling available in 160 languages; all-access dining; expanding first year orientation programs; Okanagan program plans for all 51 UBCO programs.

The Committee discussion included the lack of mention of the student unions in the SSP; the role the student unions have played so far; more explicit information on the student affordability task force would be valuable; recommendations in the other strategic plans should be explicitly included in the SSP; to measure progress Stephanie McEwen and PAIR will assist with a survey after one year; the availability of the 10-page student affordability task force document; the initiatives in the SSP have been started, there is no end date and much of the work will continue past 2026; mental health supports for critical incidents – there are embedded mental health counsellors in every faculty, physically located in the faculty, except Science; how to address lack of support in second year; the availability of the Indigenous Student Collegium to all years’ students.

**Integrative  
Evaluation of  
Teaching - draft  
policy**

Presentation by Simon Bates with guests: Tanya Forneris, Project Co-Chair, School of Health and Exercise Sciences, Interim Dir & Associate Prof of Teaching and Andrea Webb Project Co-Chair, Education, Associate Professor of Teaching & Area Coordinator (Social Studies)

The Chair briefly introduced the topic drawing attention to the questions provided in the materials.



Simon Bates introduced the guests and provided background to the policy. The draft policy is a work in progress. It still has to go through consultation. It was presented to Okanagan Learning & Research last week.

### **Andrea Webb**

Andrea Webb outlined the identified the questions the group is seeking answers for.

Q1. The current draft sets out that each Faculty or unit has to come up with their procedures, which then go to a Faculty Council for approval and ultimately sit within T&L and L&R. There has been discussion about this because the group received feedback that the needs to have some teeth so it needs stronger language. This led to the question of do we have this high-level policy, designed that way to address both campuses, or do we have something with more teeth?

Q2. Re timeline - the thinking has been that we develop a high-level policy, it moves forward through the Senate approval process with an effective date 2year past the approval date to allow for implementation. Feedback received on this is that too much is currently left unknown. This led to the question of should there be a shift in approach? Do we present a draft to Senate this in order to socialize the change that's coming then return in a year with implementation details before the policy goes forward for approval?

Q3. Should the title be Evaluation of Teaching Policy or Integrative Evaluation of Teaching Policy or Integrated Evaluation of Teaching Policy?

Q4. Is there a need for more language about “formative review” and “summative evaluation”? Or do we speak to it as part of peer review of teaching?

The policy will see some edits in terms of definitions, refining wording and consistency of language.

The final piece is the feedback form, included in the materials, that has been workshopped along the process, as opposed to asking people to do a general tracked changes response. How much detail should be part of the articles of the policy?

The Committee’s discussion included: could the questions be part of the consultation?; Senate will need more information to know what they’re deciding – this has been part of the feedback especially re. implementation; a struggle for the group has been that the policy has to be high level because it’s cross campus and cross discipline but feedback has been don’t pass it if the support and resources aren’t in place to implement; implementation details should wait until consultation feedback can be considered; the consultation and



feedback gathered to date has been informal i.e. not the broad community consultation that will happen in the future; plan for the feedback form was for it to go to the groups that provided the initial feedback as listed in the materials; at L & R, there were two major items of feedback: 1) does this need to be a policy? 2) Senate doesn't generally involve itself in implementation or monitoring; at L&R there was some support for a reporting requirement but not for approval, example the UBCO Digital Assessment Tools Policy.

The Chair noted further comments can be emailed to Andrea and Tanya.

**Minutes**

***THAT THE Senate Teaching and Learning Committee approve the 14 September 2022 meeting minutes as presented.***

**Approved by General Consent**

**Business Arising from the Minutes**

None.

**Introductions**

The Chair welcomed back student Senator Emmanuel Cantiller

**Election of Vice-Chair**

Dana Turdy was acclaimed to the role of Vice-Chair.

**For Approval**

None.

**Other Business**

None.

**Next Meeting**

Next regular meeting is 11 January 2023 from 2:00-3:30pm.

**Adjournment**

The meeting adjourned at 3:19 pm.