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## MEMORANDUM

<b>ATTENTION:</b> Senate
<b>FROM:</b> Elizabeth Elle, Vice-Provost, Learning & Teaching, for The Senate Committee on University Teaching and Learning <i>Elizabeth Elle</i>
<b>RE:</b> SCUTL annual report
<b>DATE:</b> 27 April 2023

Please find attached the 2022-2023 Annual report for the Senate Committee for University Teaching and Learning, including a report from the Open Education Advisory Committee to SCUTL, for the information of Senate.



MEMORANDUM

<b>ATTENTION:</b> Senate
<b>FROM:</b> Elizabeth Elle, Chair
<b>RE:</b> Senate Committee on University and Learning (SCUTL) annual report to Senate
<b>DATE:</b> April 19, 2023

I am pleased to submit to Senate the 2022-2023 annual report of the Senate Committee on University Teaching and Learning.

SCUTL is charged by Senate Committee with the following terms of reference:

**Purpose**

1. To provide institutional oversight on matters related to teaching and learning. These include but are not limited to educational goals, curriculum development and assessment, teaching and course evaluation processes, instructional development needs, and evolving teaching practices.
2. To provide advice, guidance, and support to relevant University bodies and stakeholders on matters related to teaching and learning.
3. To consider the teaching and learning needs of all campuses and diverse academic disciplines in our work.
4. To consider such matters, related to teaching and learning, referred to the Committee by Senate and its committees.

**Operation**

1. The Committee quorum shall be nine members.
2. The Committee may establish sub-committees to gather information, develop expertise, conduct pilot projects or perform other tasks as assigned.
3. Committee meetings shall be open.
4. In general, an "alternate" member may attend meetings when a regular member is not available with prior notice to the Chair.
5. Committee meetings will be held monthly at times established before the beginning of each semester.
6. The Committee shall report to Senate in May of each year.
7. The Committee shall regularly solicit and review teaching and learning related surveys such as the annual SFU Undergraduate Survey, as well as reports of various units including but not limited to the Centre for Educational Excellence and the Student Learning Commons (SLC).
8. The Committee shall regularly communicate with other relevant committees. At the present time (Fall 2021) these committees include the Senate Committee on Undergraduate Studies, the

Education Systems Stewardship Committee, the Learning Spaces Design Committee, and the Academic Integrity Committee.

This report is inclusive of the period April 21, 2022 to April 20, 2023 during which SCUTL held 9 meetings.

## **Activities**

### *Highlights:*

- Formed the Open Educational Resources Advisory Committee as recommended by Senate in May of 2022 (see additional report)
- Developed and approved the assessment plan for University-level Educational Goals; passed by Senate June 2022
- Reviewed progress and updated Senate on February 6, 2023 regarding institutional activities supporting improvement in teaching assessment
- Reviewed General Education Curriculum Committee recommendations, later approved by SCUS and SCUP and passed by Senate in April of 2023
- Provided feedback on mid-cycle Education Goal Assessments (part of the external review process) from six academic schools and departments (Assisted by A. Campbell, Program Assessment Specialist, LEAP)
- Reviewed NSSE and other reports on the student learning experience
- Discussed the future of flexible education, including strategic use of blended and online courses

### *Guests/consultations:*

- K. Bisra (Director, LEAP) consulted on the SETC Improvement project and blended learning.
- T. Nault (Registrar), consulted on possible changes to the Academic Integrity Policy (\$10.01)
- N. Johnston (special advisor, Experiential Education) presented on the Experiential Education Framework Project
- B. Stewart (Chief Information Officer, IT Services) consulted on the Education IT Experience in the Classroom
- S. Reid (Director and Principal, FIC) presented What We Know About International Students: FIC Report

## **SCUTL members during 2022-2023 were:**

*Chair:* E. Elle, Vice-Provost and Associate Vice-President, Learning & Teaching

### *Faculty representatives*

Applied Sciences, D. Cukierman  
Arts and Social Sciences, A. Watson  
Beedie School of Business K. Burke  
Communication, Art and Technology, S. Clements-Vivian  
Education, K. Kumpulainen, S. Smythe, Jan 2023 to present  
Environment, S. Harrison  
Health Sciences, M. Lechner, Vacant, Feb 2023 to present  
Science, S. Johnson

*Faculty Senator:* J. Stockie

*Undergraduate Students:* J. Nagy, A. Parmar, A. Lam (Alternate)

*Graduate Student:* S. Orlu, P. Rajabi (Alternate)

*Ex-officio members*

Centre for Educational Excellence: N. Dimitrov

Lifelong Learning: J. Smith; J. Denholm, Jun 2022 to present

Library: D. McGee-Thompson; E. Magnus, Jan 2023 to present

Student Affairs: T. Mason-Innes

Transforming Inquiry into Learning and Teaching: S. Fabian

IT Services: M. Stanger

Recording Secretary: Z. Ali, M. Bobetsis, C. Brown, J. Chopman, R. Evans, T. McFarlane, A. Pataky

## Outline of an Action Plan for Advancing Open Education at SFU

The Open Education (OE) Advisory Committee (Appendix A), which reports to the Senate Committee for University Teaching and Learning (SCUTL) formed in late 2022 at the recommendation of Senate. This document outlines a strategy developed by the Advisory Committee for taking up two of the key recommendations supported by Senate for increasing OER adoptions and advancing open education more broadly at SFU. The recommendations addressed by this strategy are:

1. Establish an award to celebrate excellence in open education at SFU
2. Identify a service model for central coordination of open education initiatives and activities at SFU.

A third recommendation—to take concrete steps toward including recognition for open education work in the tenure and promotion process—will not be addressed by the committee at this time. Instead, a collaborative conversation should be undertaken with the SFU Faculty Association about how this could be done.

This strategy is consistent with the 2022 [Statement in Support of OER / Open Education](#) endorsed by SFU Senate, and draws on the findings and recommendations from the 2021 report on [Advancing Open Education - Strategic Recommendations for SFU Library](#).

### Rationale

Open education is a growing movement that seeks to advance affordable and accessible teaching and learning worldwide through the development and use of open educational resources (OER) and open pedagogy.

As described in the [Statement in Support of OER / Open Education](#), SFU recognizes the value of open education as a means of strengthening community connections and collaborations within and beyond the university. SFU also recognizes the right of instructors to choose, develop, and adapt teaching materials for their classes as appropriate.

In developing this strategy we have attempted to centre the following:

- The importance of the student experience and student success in regards to open education, including aligning where possible with the [SFU Educational Goals](#).
- The breadth and variety of Open Educational Resources that go beyond open textbooks.
- The need for sustainability and ongoing care and maintenance of OER that looks beyond the short-term goals of creating, adopting, and adapting resources.

### Open Education Goals for SFU

Building on the rationale described in the [2022 Statement in Support of Open Education](#), and in alignment with institutional priorities such as those described in [What's Next: The SFU Strategy](#)

and the [SFU Educational Goals](#), the Advisory Committee has highlighted the following goals for open education over the next 5 years.

1. Increase the availability of low-cost educational resources, as these support the student educational experience.
2. Support faculty by improving their ability to adapt open materials to suit their specific course needs, recognizing that faculty have ownership and control of their course materials.
3. Foster a change in SFU culture such that instructors' value open pedagogy and they use OER where sensible and where students are empowered to make meaningful contributions to public knowledge.

### **Strategy for achieving these goals**

The Advisory Committee recommends the following approaches towards achieving these goals

#### **1. *Collect and analyse data that can be used to shape the direction of future open education initiatives***

To understand where we are, so we can measure improvement in relation to the above three goals, SFU must collect and analyse data on the following:

- The current use of different types of OER at SFU, including by subject, course, and instructor;
- Faculty and staff perceptions towards open pedagogy, including potential resistance and underlying reasons for the sharing of teaching practices, development, adoption, and use of OER;
- Student expectations and behaviour regarding course materials, both paid and open;
- Current availability of appropriate OER across disciplines and their potential value to students.

Funds have been identified in the Library to support the hiring of a research assistant to undertake this work.

#### **2. *Establish an Open Education unit or office within SFU Library with responsibility for coordinating open education initiatives and activities***

To support a move towards a culture that values OER holistically (goal 3), and where faculty benefit from the ownership and control afforded by OER (goal 2), we charge the Provost and Dean of Libraries with establishing an open education office in the Library tasked with building awareness, support, and incentives around OER for faculty, staff, and students.

This office would:

- Facilitate ongoing open education learning and training opportunities for Library staff and for instructors interested in adopting OER, for example through workshops offered by the Centre for Educational Excellence;

- Integrate OER and open pedagogy into Library teaching and learning, and within faculty-targeted programs and services such as those from CEE;
- Seek appropriate resources to support the adoption, adaptation, and creation of OER at SFU, such as via a structured grants program;
- Create a searchable repository of available digital assets at SFU, to improve awareness of OER created at SFU;
- Promote and communicate about open education materials available more broadly in the sector;
- 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.

### 3. *Establish an award to celebrate excellence in open education at SFU*

To improve the perception of the use of OER in the SFU community, we need to recognize those that have championed OER in all its forms. We recommend establishing an award for open education under the auspices of the Excellence in Teaching “Specialized” award program, administered by the Provost and VP Academic under policy A32.01. This award would be offered on a two-to-three-year rotating basis, potentially starting in 2024, in line with the other Specialized awards.

The award would recognize faculty, librarians, and/or staff who demonstrate a commitment to student success through the creation, adaptation, and adoption of Open Educational Resources (OER), and thus would require a revision of A32.01 to expand the definition of teaching excellence at SFU.

We recommend that the Excellence in Teaching Award Committee use the following criteria, in addition to the criteria in A32.01 Appendix A:

Recipients should demonstrate how their open education work / projects:

- Improve affordability for students
- Impact student success and engagement, for example by involving students in open pedagogy
- Include a strategy for the stewardship, ongoing maintenance, and sharing / discoverability of resources
- Adhere to accessibility standards for OER
- Have developed over time (ie a faculty member may demonstrate how they moved from basic adoption of existing resources to adapting and creating resources to align with students’ needs)
- Demonstrate leadership, such as through open sharing of teaching practices with a goal of improving education and training at the institutional, professional, and individual level.

As noted in the policy, Specialized awards are adjudicated by a subcommittee that can include individuals with appropriate expertise. We recommend that the subcommittee include a librarian with expertise in open pedagogy and OER.

## **Appendix A: Membership, Open Education (OE) Advisory Committee**

- Library:
  - Digital Publishing Librarian (Kate Shuttleworth, Chair of OE Advisory Committee)
  - Teaching & Learning Librarian (Caja Blomley)
- Bookstore: Director or designate (Joel Mills)
- Centre for Educational Excellence (CEE): Senior Director or designate (Kanthi Jayasundera, Director, Learning and Teaching Technology in CEE)
- Faculty: three, representing diverse appointment types and Faculties
  - Taco Niet, Sustainable Energy Engineering
  - JF Williams, Mathematics
  - Vacant
- IT Services: Associate Director, Learning and Community Systems (Mike Stanger)
- Undergraduate Student (vacant)
- Graduate Student (Parsa Rajabi)