Subcommittee on Teaching and Learning
of the Academic Policy and Planning Committee
23rd meeting held on Tuesday, 03 February 2009
from 10:00 to 12:00
in James Administration Building –room 310

Present: M. Mendelson (Chair), J. Clark, J. Everett, R. Harris, S. Kanfi, Hang Lau for A. Jaeger, L. Lorenzino, M. McIntosh, D. Starke-Meyerring, S. Tran, C. Urbain, C. Weston, A. Ippersiel (Secretary to the Committee)

Regrets: A. Costopoulos, D. Donnelly, A. De Motta, S. Franke, J. Luker, M. Kreiswirth, H. Sleiman, Y. Steinert

1. **Adoption of the agenda**
   Item 5a) Student Laptop Guidelines will be delayed until next meeting. The agenda was approved as amended.

2. **Approval of minutes of SCTL meeting held on 09 December 2008**

Corrections were made to Sylvia Franke's "tour de table" item as per her email. The minutes were approved as amended and will be circulated.

3. **Membership list 2008-09**

4. **Business arising from minutes of previous meetings –**none

5. **Regular Reports:**
   a) **CIO – Student laptop guidelines – tabled for next meeting**

   b) **Dean of Students: (J. Everett)**
   - *Advising Mission statement:* The Advising Mission statement was approved by Senate on Jan 21, 2009. This will be distributed and will also be put on advising website.
   - *French on Course Outlines-* Amendment to Articles 10 and 15 of the Charter of Students' Rights. Students may submit in French written work that is to be graded. This right is extended to all written work. It was approved by Senate after some discussion.

   Professor Everett said that, according to the Provost, it is normally the Chair's responsibility to make sure that professors have needed resources. Students should let professors know up front that they will be submitting in French.

   c) **Teaching and Learning Services: (C. Weston)**
   TLSWG Principles for Designing Supportive Campus Environments
   Cynthia Weston as the Chair of the Teaching and Learning Spaces Working Group (TLSWG) presented Teaching and Learning Spaces: Principles for Designing Supportive Campus Environments. In trying to prioritize decisions concerning which classrooms to renovate and upgrade, principles were needed to guide the decision process. The Working Group decided to use four NSSE principles for designing supportive campus environments: 1) encourage interaction between students and faculty, 2) encourage active and collaborative learning, 3) respect diverse ways of learning and enrich learning experiences and 4) design a supportive campus environment.

   The presentation provides examples of each principle that is being operationalized in design decisions and presented before and after pictures of 3 main projects completed for 2008-09. These three projects serve multiple faculties:
   1) Leacock 26 now has new ventilation, comfortable furnishings and a smaller podium.
   2) SADB 112 has aisle for movement, moveable chairs, better work surface and power every few seats.
   3) Stewart N2/2 now has aisles for ease of movement, two tiers per row, large work surfaces and moveable chairs.

One of the major goals of the TLSWG for 2009-10 will be to create "Scale Up" classrooms (Student-Centered Active Learning Environment for undergraduate Programs). Scale-Up classrooms all share certain features: tables to facilitate group interactions; white boards (glass) around the room and/or for each group; teacher station near the center of the room and networked laptop computers.

Action item: It is important for the faculty members to inform their Chairs or Deans and to communicate to students the amount of attention being brought to the redesign of classrooms.

Comments/Questions:
- The graduate student representative expressed appreciation for the direction this is headed since learning environments are crucial to learning. He asked how many classrooms are on the list to be done and how long this will take.
- It was noted that this is also a way to attract students. Parents and students want to see the facilities when they attend Open House. They could be brought to newly renovated classrooms.
- A comment was made that sometimes only small changes are need to make a classroom less awkward to use.
- Professor Weston encouraged members to send their requests and comments concerning classrooms to their Deans so they will come forward as part of annual faculty requests. The argument should be made that some of these small changes can be done which provide high impact with low cost.
- The undergraduate student representative suggested that there could be a call for suggestions, modeled on the Cut the Red Tape Contest, that would ask the community for minor classroom renovation requests that could have a high impact/low cost. He also asked if there is a separate budget for deferred maintenance and the Chair responded that there is such a budget. The Chair explained that the TLSWG budget is specifically for teaching but sometimes the two budgets connect.

6. **University Teaching Labs Working Group**
   The Chair noted that the annotated bibliography (TL.09- 01-12) is being brought here mainly for information. He explained that the University Teaching Labs Working Group (UTL) is developing a plan for renovating teaching labs. The UTL Working Group adopted similar principles to the classroom renovations such as active learning, teamwork and cooperative learning. They are concentrating on science labs in the Faculties of Science, Engineering, Agricultural & Environmental Sciences etc. TLS helped research the issue to develop an annotated bibliography. This information will be made available to the people working on particular projects that are based in the Faculties.

Comments/questions:
- Professor Harris noted that the annotated bibliography seemed to be missing some important information such as the principles underlying laboratory instruction and also a certain amount of disciplinary variation.

Action: D. Harris will send Tomlinson project bibliography to TLS.

9. **Other Business- none**

10. **Adjourned: 11:10**