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## MINUTES

Subcommittee on Teaching and Learning

Tuesday, September 24, 2019 (10:30am – 12:00pm)

McLennan Library Building, room MS-74

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**Present:** Peter Barry, Chris Buddle, Jeremy Garneau, Jessica Head, Sujata Madan, Annette Majnemer, Douglas McNabney, Henrique Mecabo, Jean-Paul Rémillieux, Caroline Riches, Kira Smith, Nancy St-Pierre (Secretary), Carole Urbain, Laura Winer (Chair)

**Regrets:** Adam Finkelstein, Angela Campbell, Miranda Hickman, Svetlana Komarova, Laurent Mydlarski, Vrinda Narain

**Guest:** Maggie Lattuca, Program Manager, Online Education

### 1. Administrative

- *Welcome and introductions:* the Chair welcomed members to the first meeting of the STL for the 2019-2020 academic year.
- *Adoption of the agenda:* the agenda was adopted as circulated.
- *Membership for 2019-2020:* the membership was provided for information purposes.
- *Approval of the minutes, April 9, 2019:* the minutes were approved as circulated.
- *Business arising:* no business arising was identified.

### 2. Action

#### a) STL Annual Report of Activities for 2018-2019

Proposed by Annette Majnemer and seconded by Douglas McNabney, the annual report was approved.

**Action:** the annual report will be forwarded to APC for discussion at an upcoming meeting. It will then be presented to Senate for its information.

### 3. Discussion

#### a) Update on Ingram School of Nursing online program (Maggie Lattuca, Program Manager, Online Education)

Members were advised that the Bachelor in Nursing Integrated (BNI) has been approved as a fully online program, with a Fall 2021 launch. The intent of the program is twofold: 1) increase the number of students into the program while providing flexibility to nurses who are already working or located in the regions, and 2) increase the scope of activities Quebec-based nurses are allowed to perform, and help them achieve their career aspirations. This is a post-RN program targeted to Quebec students only as nurses in other provinces must have a Bachelors of Nursing to practice. For the first cohort, there will be a strict distinction between on-campus and online students and they will not be permitted to cross-over.

The following are highlights of the discussions:

- The myCourses platform will be used for course delivery. A separate landing page is being developed so students can receive tailored announcements.

- Courses will be primarily asynchronous, with some synchronous activities being planned for labs. It was noted that the program will be using new D2L tools which will eventually be rolled-out to the university-wide community.
- Online component is being developed by in-house course designers, and while the language of instruction will be English, materials will be available in both official languages.
- The program is not deregulated; Quebec tuition will be assessed in order to ensure accessibility.
- As certification issues reduce the chances of out-of-province students registering, there was some question related to tuition. Caroline noted that the Faculty of Education had been informed that out-of-province students would be charged deregulated and out-of-province fees. While Maggie noted that this does not match the information she had, she would follow-up with Enrolment Services and report back. **Secretary's note:** following the meeting, the following clarification was provided by McGill's Analysis, Planning and Budget Office:
  - If a program is regulated by the Ministry, tuition fees for Québec and out-of-province students are regulated (i.e., about \$84 per credit for both Québec and Canadian out-of-province students, + about \$170 per credit in supplements for out-of-province students) and tuition fees for international students are deregulated and set centrally by the University - see the table here: [https://mcgill.ca/student-accounts/files/student-accounts/selffinancedundergraduatefeesfor201920\\_0.pdf](https://mcgill.ca/student-accounts/files/student-accounts/selffinancedundergraduatefeesfor201920_0.pdf)
  - If a Faculty sets-up a program declared to be self-funded by the Ministry, the University may decide the appropriate level of tuition fees to set but there must be only one type of tuition fees regardless of the origin of the student. However, to approve a program as self-funded, the Ministry requires a guarantee of accessibility to Quebec students (e.g., in the form of scholarships), the program must be specialized, not be in competition with other programs offered by other Quebec universities and meet social or economic objectives.
- Carole added that last summer, Quebec university libraries moved to a unified platform which should simplify book loans. Students who show their McGill ID at their local university library should be able to borrow the books they need.

**b) Update on University Student Assessment Policy** (*Chris Buddle, Dean of Students*)

Members were advised that the Working Group had its first meeting on September 23<sup>rd</sup>, with discussions centered on the scope of the policy (finals, deferrals, accommodations, etc.). While the membership was intentionally kept small, all Faculties and student associations will be consulted. The intent is to rebuild the policy and prepare it for Senate approval in Spring 2021. Members were reminded that the revised Pedagogical Principles for Assessment (STL2018-02-08) presented at the September 2018 meeting will serve as the foundation on which the policy will be built. For 2019-2020, the Working Group anticipates getting feedback on the current policy, hosting consultations, collecting common practices and tracking how Faculties approach different aspects of assessment.

The following are highlights of the discussions:

- In response to a question from Annette, Chris confirmed that representatives from professional programs will be invited on an as-needed basis; targeted consultations would likely be the most efficient way to allow for feedback.

- STL will be asked to provide feedback and serve as an ad hoc advisory group. Members may be asked to get information from their faculties or suggest participants for a particular meeting/consultation. STL will be provided with regular updates.
- Henrique noted that SSMU is currently collecting data on the assessment policy and collecting concerns such as syllabus and weighting. Chris asked that he coordinate with Madeline Wilson to ensure that the information SSMU and the Working Group collect complement each other rather than duplicate.
- For the moment, only McGill students in credit programs are in-scope in the new policy; however the work can certainly inform a potential policy geared towards faculty development or professional development assessment purposes.
- While grade conversion issues might be outside the scope of the policy, the working group can certainly review it and recommend that another group tackle this topic.
- A formal mandate is in development.

c) **Peer observation: building a framework** (*Kira Smith, Teaching and Learning Services*)

As per the April 9<sup>th</sup> meeting, TLS proceeded to benchmark peer observation at other institutions. The websites of 32 institutions were canvassed (including the U15). The following are highlights:

- Most peer observation exercises are designed to be used for in-class teaching with minimal resources for online courses.
- Peer observation was found to be either formative (to gain feedback on teaching), or summative (assessment for teaching for tenure recommendation), with most resources focused on formative.
- Only two examples of programmatic support being offered by teaching and learning type centers were found: Western University and Harvard, whose website is very comprehensive.
- UBC has a fairly detailed site and provides support for formative assessment including materials for faculty to engage with one another. There is a rubric for summative assessment, but it is less developed. UBC has a working group that continues to look at the issue.
- McMaster is at the beginning stages of their project but it is targeted to health sciences only.
- Only about 50% of U15 institutions have resources available.

The following are highlights of the discussion:

- No universities were found to have formal, recognized peer observation programs.
- UBC has both formative and summative observation; while there is an established practice with a rubric, it is unclear if the teaching and learning center is involved.
- Western has a teaching squares program which is peer-led so less intimidating. Note that they recommend cross-faculty reviewers and have a 3-stage model.
- Jean-Paul noted that Georgia Tech has a quality assurance program for their online courses.
- Annette noted that a one-pager could be interesting: explaining the limitations and benefits this could bring to the table. She also suggested that once drafted, it should be floated by the PVPA to gauge institutional interest and support.
- It was suggested that we develop resources for formative assessment (as professional development). However, it was reiterated that should we want to change the culture, it must be seen as valuable at the highest levels. At the

moment, evaluations of teaching are not multidimensional in teaching portfolios as the only data included is course evaluation data.

**Next steps:**

- reach out to UBC and get more information on both types of assessment, their process as well as how much credibility is given in promotion.
- Undertake a scan of what is required in teaching dossiers/portfolios – does anyone require that this information be reported (vaguely or in-detail).
- Undertake a scan of McGill departments to see if any of them do something like this or have mentor programs, both formal and informal.
- PVPA to be brought into discussion to see if this is something that would be valued.

There being no further business, the meeting was adjourned at 11:45.