

## **AVI Phase 2 Implementation Pedagogy Working Group: Final Report to the UNBC Senate (February 14, 2008)**

### **Purpose and Background of the AVI Phase 2 Implementation Pedagogy Working Group**

The Academic Visioning Initiative Phase One: Final Report, passed unanimously by Senate and UNBC's Board of Governors, in April 2006 outlined strategic areas of focus related to academic planning for the University over the next five years. The AVI Phase One: Final Report can be found at: [http://www.unbc.ca/embracingchange/academic\\_visioning.html](http://www.unbc.ca/embracingchange/academic_visioning.html)

A central element of the Academic Vision is the promotion and practice of pedagogical excellence.

After the approval of the AVI by Senate, an AVI Pedagogy Subcommittee was struck as part of the broader Embracing Change, Promoting Excellence process.

#### **AVI Goals:**

Consistent with the AVI: Final Report of April 2006 the committee was tasked with recommending interventions and outcome measures related to the following three goals:

1. Enhancing our learner-centred educational environment.
2. Delivering academic programs that are delivered in accordance with the innovative pedagogical approaches envisioned in the Academic Visioning Initiative. Subsumed under this goal is a broadly defined set of six pedagogical approaches:
  - a. Experiential, collaborative and active learning
  - b. Interdisciplinary approaches to knowledge application
  - c. Diversity in teaching, learning, and knowing
  - d. Appropriate use of technology
  - e. Research enriched and enhanced instruction
  - f. Internationalization
3. Graduating students who exhibit the expected student outcomes outlined in the Academic Visioning Initiative. Subsumed under this goal is a broadly defined set of six student outcomes:
  - a. Knowledge and skills
  - b. Thinking skills
  - c. Inclusiveness
  - d. Personal growth
  - e. Life long learning
  - f. Engaged citizenship

The members of that committee were:

Heather Smith, (Coordinator of Professional Development, Centre for Teaching and Learning) (Chair)  
Penny Barrett, (Nursing)  
Lyn Benn, (Learning Skills Centre)  
Jennifer Hyndman, (Math)  
Paul Madak, (Dean of Enrolment Management)  
Susan McIntyre, (Director of Student Services)

William Owen, (Psychology)  
Carolyn Russell, (Director of International Programs)  
Robert Tait, (Dean of Graduate Studies)  
Lynda Williams, (Centre for Teaching and Learning)  
Eleanor Wint, (Social Work)

The committee submitted a final report in January 2007 to the Provost, Dr. Howard Brunt. The document did not go to Senate. The document included a series of interventions that the committee felt was necessary to move us toward our goals. This document is attached as Appendix I.

In May 2007 the committee was reconstituted under the aegis of the UNBC Senate. The original terms of reference for the AVI Phase 2 Implementation: Pedagogy Working Group are:

This committee is to make recommendations to the Senate Academic Visioning Initiative (“AVI”) Steering Committee with respect to the implementation of the AVI interventions related to learner-centeredness, pedagogy and student outcomes.

#### **Terms of Reference:**

- Between April and October 2007 engage in a consultative and iterative process with the University community and the broader community to develop the three year implementation plan referred to below.
- By November 2007, develop a three year plan to implement the AVI interventions related to:
  - (a) learner-centeredness;
  - (b) pedagogy; and
  - (c) student outcomes.
- Assist the Senate AVI Steering Group with the implementation of the pedagogy-related plans contained within the AVI Implementation Plan over the next three years.

#### **Membership:**

Vice-Provost Research and Graduate Programs or Designate (Ron Thring)  
Dean, Teaching, Learning and Technology (Heather Smith)  
Dean, Enrolment Management and Student Success (Paul Madak)  
Director of Student Success (Carolyn Russell)  
Director of First Nations Centre or designate (Paul Michel)  
Faculty Member from CASHS: (Bill Owen)  
Faculty Member from CSAM: (Jennifer Hyndman)  
Lynda Williams (CTL) – removed herself from the committee  
Faculty Member from Professional Programs (Penelope Barrett)  
Coordinator of the Learning Skills Centre, (Lyn Benn )  
Faculty Member from Professional Programs (Eleanor Wint)  
Two Senator Appointees:

- Eleanor Annis
- Eileen Owen-Williams

NUGSS Appointee: Michelle Lamoureux  
GSS Appointee: TBA

**Final Report:** September 2010

It is the view of the committee that the AVI Pedagogy Committee Report (attached at Appendix One) sets out a series of initiatives and strategies that have continued relevance and merit. The committee decided to use the January 2007 report as their starting point.

Over a series of meetings during the 2007 fall semester the committee met. Two town hall sessions with the UNBC community were also held.

To date, the committee has focused its work on modification of the central assumptions which inform the context in which this document is being developed and the critical initiatives that we believe are necessary to the successful implementation of pedagogical goals of the Academic Visioning Initiative. These two elements, we believe, will form the core of the final document and these are the two sections which are at the heart of this interim report.

### **1. Working Assumptions**

The committee has designed its initiatives based on the following assumptions:

1. The initiatives identified in this document are University level goals and reflect what will be the experience of all our students, both undergraduate and graduate.
2. The University is committed to inclusiveness and diverse ways of teaching, learning and knowing, including indigenous epistemologies, previous experience, distance pedagogies and the support of community-based learning.
3. Not all students will have an identical experience nor will each of the outcomes or approaches have equal weight in the planning and delivery of the respective colleges, degree programs, courses or staff initiatives.
4. The pedagogical approaches listed within are to provide depth, breadth, and excellence; however, they are not meant to represent an exhaustive set.
5. Initiatives identified below are designed to build a sense of community, in order to support and enhance student, faculty, and staff experiences at UNBC.
6. The UNBC community currently has Programs and/or individuals that can further champion or pilot one or more of the initiatives outlined in this report.

### **2. Critical Initiatives in Promoting Pedagogical Excellence**

In order to be most effective in supporting the University community to embrace the directions for the future regarding the promotion of pedagogical excellence, it is important that a clearly defined path towards successful outcomes be established. The committee strongly endorses the following five initiatives which apply to the goals outlined in the AVI Pedagogy Phase One Final Report (listed on page two of this document).

The committee assumes that initiatives 1-3 listed below provide critical support necessary for the implementation of initiatives 4-5.

**Critical Initiative 1: Programs, colleges and administrative units will be provided with budgetary support and infrastructure for the implementation of the initiatives.**

- Outcome measure A: **Successful implementation of the major Academic Visioning Initiative pedagogical approaches and student outcome themes by 2010.**
  - Responsibility: Provost.
  - Timeline: Annual reporting consistent with fiscal year
  - Related Activity to date: information forthcoming
  - Budget by year: vary by year according to projects undertaken.

**Critical Initiative 2: Establish a working committee composed of faculty, staff and students to coordinate, monitor, evaluate and support the implementation of the initiatives.**

- Outcome measure A: By March 2008, committee will be established, with terms of reference and appropriate administrative support.
  - Responsibility: Appointed by the Provost, with composition broadly consistent with Pedagogy Working Group. The committee is to be broadly representative and include faculty senators.
  - Budget by year: no additional financial resources required but will place additional time demands on participants.

**Critical Initiative 3: Determine capacity for assessment procedures, design or buy assessment product/procedure and conduct baseline assessments of UNBC's current status.**

- **Initiatives linked to goals of learner-centred environment, student outcomes, and innovative pedagogical approaches.**
- **These assessments may include appropriate baseline measurements, student exit interviews, new teaching evaluations to reflect student outcomes, peer teaching support, and the integration of pedagogical and student outcomes as part of annual reports.**
- Outcome measure A: By April 2008 the capacity to conduct such assessments will have been evaluated and appropriate action taken.
  - Responsibility: Pedagogy Implementation committee (see above).
  - Timeline: Capacity assessed by April 2008.
  - Budget by year: committee work demands time resources of participants, but budget will vary depending on the findings – if in house capacity exists, assessment maybe accommodated through monies for secondment/buyouts – if we need an assessment expert, cost will be approximately \$75,000.
  - Support requested through the SIF: components of this outcome measure were included in the 2008 PGW SIF Proposal (See Appendix I).
- Outcome measure B: By July 2008, the National Survey of Student Engagement, Association of Universities and Colleges Canada, *Internationalization Survey*, CUSC will be assessed relative to characteristics of a learner centred environment, student outcomes and innovative pedagogical approaches to see which of the areas it captures and which it does not. Appropriate strategies for teaching, learning and retention will be considered as they relate to the findings.

- Responsibility: Centre for Teaching, Learning and Technology Advisory Committee
- Related activity to date: NSSE undertaken in 2007 and results are available, AUCC Internationalization Survey done in September 2007 and results are available, CUSC done in 2007 and results are available.
- Budget by year: National Survey of Student Engagement (\$10, 000 for each year to be done next in 2009 and then every 2 years thereafter), additional time demands on participants.

**Critical Initiative 4: Determine appropriate staff/faculty to design and deliver professional development related to learner-centred environment, student outcomes, and innovative pedagogical approaches to Chairs, faculty, staff.**

- Outcome measure A: By 2007, there will be two annual sessions on learner centred teaching.
  - Responsibility: Centre for Teaching, Learning and Technology
  - Related activity to date: The CTLT delivered a session on student engagement as a pre-conference workshop in Fall 2007, in addition to various sessions in the Annual Teaching Workshop 2007 that were consistent with the theme of learner centred teaching. Enhanced delivery of support of distance modes of delivery are also designed to be student-centred as are all sessions in the CTLT *Seminars on Teaching*.
  - Timeline: Fall 2007, ongoing
  - Budget by year: capacity presently exists.
  
- Outcome measure B: Where appropriate, by 2010 all programs and regions will have received training to support integration of strategies related to a learner centred environment, student outcomes and pedagogical approaches into their curriculum. Success will be indicated by percentage increase of adoption of strategies and integration into curriculum relative to the baseline.
  - Responsibility: designation of training units done by the Pedagogy Implementation committee and ongoing training and assessment will be the responsibility of the assigned units. Units involved to address learner centred, student outcomes and pedagogical approaches will include: Centre for Teaching, Learning and Technology, Learning Skills Centre, First Nations Centre, Instructional Designers, International Operations, Counseling Services, Disability Services, the Library, and Faculty.
  - Timeline: By Fall 2008, appropriate units and teams will be in place with first round of workshops delivered in the Annual Teaching Workshop, with program specific consultations to follow and be completed by 2010.
  - Budget by year: Annual Teaching Workshop costs approximately \$5000.00, additional training by appropriate administrative units will place time/financial demands on respective units. Additional budget planning required depending on the depth and breadth of training and support required (See Appendix I). Appropriate support for the regions must be included in future budget projections.

- Outcome measure C: By January 2009, 2 faculty from each college, and 2 from the professional programs will have received intensive training on learner centred environment, student outcomes and pedagogical approaches, with an end to setting up a distributed model of professional development.
  - Responsibility: Centre for Teaching, Learning and Technology and appropriate administrative units.
  - Timeline: January 2009 ongoing
  - Budget by year: Full time educational developer for the Centre for Teaching, Learning and Technology (\$75,000), buy outs/course releases for faculty members (\$30, 000), support for training if off site (\$8,000); costs of training on site (\$3000), appropriate support for administration of professional development, appropriate support for administrative unit participation.
  - Support requested through the SIF: components of this outcome measure were included in the 2008 PGW SIF Proposal (See Appendix I).
  
- Outcome measure D: By September 2008, peer teaching support processes in place.
  - Responsibility: Centre for Teaching, Learning and Technology.
  - Related Activity to date: UNBC has two faculty members who are trained as ISW facilitators but both have one more training session before they are certified to deliver the ISW. ISW was offered for the first time at UNBC in August 2008, with a eleven staff, faculty and grad student participants. One staff member from that training will be support through the CTLT Director's budget to take the facilitator's training.
  - Timeline: by September 2008, ongoing.
  - Budget by year: ongoing training, either the University of Alberta model or Instructional Skills Workshop model, approximate cost being \$2,500 per year.
  - Support requested through the SIF: components of this outcome measure were included in the 2008 PGW SIF Proposal.

**Critical Initiative 5: Promotion of pedagogical goals by the identification of champions and the establishment of pilot projects related to a learner-centred environment, innovative pedagogical approaches, and student outcomes.**

- Outcome measure A: Incentive fund established to support pedagogical excellence and pilot projects will be established by budget year of 2008-09 with support through buyout/stipends/awards/Centre for Teaching, Learning and Technology fellowships for initiatives in support of the Academic Visioning Initiative.
  - Responsibility: Provost and Centre for Teaching, Learning and Technology
  - Related activities to date: The CTLT Faculty Associate Fund, which received soft funding for 2007/08, is supporting research on: student retention and MACE; indigenous pedagogies and epistemologies; benchmarking student learning outcomes and field schools. The fund will not be renewed for 2008-09 as it was one time funding.
  - Timeline: Budget 2009-10
  - Budget by year: \$50,000.
  
- Outcome measure B: Reports on all the pilot projects will be conducted by the end of the first year of the project (e.g. Living and Learning Communities by 2008).
  - Responsibility: Units/Personnel who develop and deliver the pilot projects.

- Timeline: vary according to the implementation date of the project.
- Budget by year: subsumed within monies above.

*With these five critical initiatives in place, UNBC will be in a position to change and promote pedagogical excellence. If even one of these four elements is left out of the plan to implement the Academic Visioning Initiatives, the ability to effectively and successfully deliver any initiative related to promoting pedagogical excellence will be seriously compromised. These five critical initiatives provide the foundation and scaffolding for all of the initiatives related to the goals of: Enhancing our learner-centred educational environment; Delivering academic programs that are delivered in accordance with the innovative pedagogical approaches envisioned in the Academic Visioning Initiative; Graduating students who exhibit the expected student outcomes outlined in the Academic Visioning*