Summary Report:
Writing Session 1: Teaching and Learning Framework


Date of Event: Tuesday, March 15, 2011
Time: 8:30am to 1:00 pm.  
Venue: Senate Rooms, ED5004/5 MUN
Size of group: 50+  
Number of small groups: 8 (6 or 7 per table)

Context
Participants invited to this writing session were members of the Working Group, the Advisory Committees and Steering Committee. There were three goals for the morning’s work: 1) To identify the underlying principles/beliefs that are underscoring the Teaching and Learning enterprise at Memorial University; 2) To review the data from the consultation process to date; 3) To begin to design an effective first-year experience for incoming undergraduates. Each of the Advisory Committees had been asked to prepare and submit a statement of the foundational principle(s) or beliefs which were underscoring the work of that particular committee.

Introduction
There was a brief introduction to the purpose of the session by Doreen Neville. Maureen Dunne then randomly divided the assembly into 8 groups. She reviewed the working assumptions for interpersonal communication for the morning’s work.

Part 1: Considering the Principles/Beliefs

Process
The principles were written on 12 large charts which were posted across the wall in the front of the room. The Advisory Committee identification and the corresponding statement of its foundational principle are listed below:

Academic Support
The University recognizes its obligation and is committed to providing comprehensive academic support and guidance to all students throughout their academic career. The University is committed to communicating to students, in a genuinely effective way, the availability of academic support and the importance of proactively seeking guidance. The University recognizes the importance of community and will actively create new forums with the intention of fostering collegiality among all of its members.

Program Quality Assurance
Memorial is committed to the continuous evaluation of the quality of its programs.
**Student Centered Learning**
Memorial provides a distinctive educational experience grounded in student-centered learning and development in all teaching, learning and institutional practice.

**Non-academic Student Support**
Memorial University is committed to the holistic development of our students and will provide a support community that fosters individual transformation.

**Teaching Recognition**
Teaching achievement should be valued, celebrated and rewarded.

**Complementarity with Research Plan**
The concept of knowledge co-creation is at the core of both research and teaching/learning. Research and teaching/learning are thus inseparable, and of equal importance: Research informs teaching and contributes to it; similarly, issues or thoughts that arise from teaching can inform and drive research.

**Laboratory Instruction**
Memorial supports self-directed learning with support from instructors in facilitation and debriefing.

**Critical Thinking**
The capacity to think critically is what distinguished the university graduate. The development of this skill in the student and the professors’ fostering of it is at the heart of our endeavor.

**Diversity**
Memorial University needs commitment to support all forms of diversity, and recognizes the “value-added” of student, staff and faculty diversity.

**Lifelong Learning**
Lifelong learning requires commitment and support by the university. [Beliefs; Prior Learning Assessment; Adult Learning Information/Resource Center; Community outreach (storefront); Embrace technology; Interdisciplinary courses/programs]

**Experiential Education**
Experiential education needs to be expanded but also appropriately resourced and recognized.
Interdisciplinarity

Meaningful interdisciplinary teaching and learning brings together expertise in different fields in a way that retains and clarifies the fundamental building blocks of a given discipline while articulating its complementarity with one or more other disciplines.

Individuals were asked to reflect about their personal responses to the listing of principles and then to discuss their reactions within their small groups. After a subsequent large group discussion, each group was asked to discuss and record their responses to, and/or recommendations about, this set of principles in terms of their completeness and clarity.

A synthesis of the comments made included the following points. They have been grouped according to perspective: concepts that need to be included or emphasized in the principle statements, descriptors of the environment necessary for achievement of the principles, and suggestions for format of the statement of principles.

1) Concepts that need to be included in the content of the statement of principles:

<table>
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<tr>
<th>Concept</th>
<th>Comments from Group Notes</th>
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| Importance of student engagement in their own learning | • More about student engagement/active participation  
• Challenge students to be engaged learners  
• Engagement is missing and needs to be clearer – not just student engagement but engagement of all sectors – faculty, students, staff, disciplines  
• Students’ responsibility for their own learning  
• Emphasis on student responsibility for their learning |
| Challenging curriculum content | • Particular emphasis needed on development of students’ critical reading, writing, and information-seeking skills  
• [Concepts of] Self-directed learning and research to include both laboratory instruction and synthesis of subject literature  
• Relevancy and currency as cross-cutting themes |
| Balance between teaching and research as the major activities of the university | • Balance between teaching and research  
• More emphasis on bridging the gap between research and teaching/learning |
| Assessment as a formative strategy for learning | • Creating a culture of assessment for learning  
• Converting student assessment from information to action |
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<tbody>
<tr>
<td>Lifelong Learning</td>
<td>• Include idea of faculty and staff as life-long learners [as well as students]</td>
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2) Description of the *environment* necessary for achievement of principles:

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<tr>
<th>Environment</th>
<th>Comments from Group Notes</th>
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| Required change In university culture | • Cultural change (radical) – engagement on part of upper administration and faculty  
• Institutional change: Challenge to MUN to go from ‘research intensive’ towards ‘teaching intensive’ and to pioneer [a solution]  
• Participate/partner with the broader community in the holistic development of the student [The whole institution is responsible for student development, not just teaching personnel] |
| Commitment to resources and sustainability of support | • Where are resources and support mentioned?  
• For both faculty and students: support, programs, incentives, accountability, value, environment for learning  
• Must be supported by appropriate infrastructure and resources |
| Standards for success | • Benchmarks for success, both qualitative and quantitative  
• Needs to have benchmarks, timelines and measurable outcomes |
| Recognition and support for teaching | • Teaching competence must be more heavily weighed in promotion and tenure criteria  
• Does not address equity for approximately 70% of instructors who deliver teaching and learning opportunities at Memorial  
• Create mechanisms to hear from faculty/discussion on teaching: questionnaires, surveys, National Study of Student Engagement (NSSE) and the faculty equivalent |
| Respect for student diversity | • Meeting diverse student population where they are (not simply where we want/expect them to be) – and offering warm, fun, welcoming environment  
• First-year – critical time for engagement |
Suggestions on *format* of statements:

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<tr>
<th>Format</th>
<th>Comments from Group Notes</th>
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<td></td>
<td>• Principles need to be more succinct and distinct</td>
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<td></td>
<td>• Each principle needs an accompanying action statement</td>
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<td>• All are statements reflecting what the university will do!</td>
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<td>• [A few suggestions were made on wording of specific principles]</td>
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*Underlying Core Values*

In order to maximize the practicality and usefulness of the principles, the group was asked to identify what they thought were the core inclusive one-word terms that collectively represent the essential or core values of the entire set of principles. The values were then grouped for similarities within the group and consensus achieved on five concepts per group. These core values were assembled on cards on the wall and clustered according to similar use of language or perceived commonalities of intent.

Cluster 1: Engagement, engaging, consistent engagement, engaging, engagement, engagement, engagement

Cluster 2: Respectful, supporting, shared responsibility, community, community, collegiality, supportive community

Cluster 3: Equity, collegial/collaborative, supportive, citizenship, learning-community, inclusiveness

Cluster 4: Commitment, investment [of resources], commitment, reflexive realism [practical, do-able], support (concrete), valued

Cluster 5: Quality, continuous improvement, blended teaching and research, quality, educational excellence

Cluster 6: Holistic, holistic approach, holistic development

Cluster 7: Integrity, completeness/integrity
These clusters require further discussion to achieve clarification of terms, a possible re-clustering, and then appropriate naming through group discussion and consensus-building.

Facilitator’s Commentary

There were significant patterns of repetitive themes in the issues and concerns that were discussed in small and large groups and reported in writing in both parts of first segment. A draft statement of principles that captures the fundamental ideas that emerged in the conversations as heard and interpreted by the facilitator, might read something like:

A quality education at Memorial University is achieved through continuous dialogue between learners and teachers. As an essential human endeavor, it is founded on respect and ethical care for diverse others; as a scholarly activity, it is evidence-driven both in content and in process; as a community responsibility, it is fully achieved only through the active engagement of all of its members and a generous commitment of resources. [Sample statement only.]

Part 2: Considering the Consultation Data

In the second part of the morning, there were four short presentations on the early patterns that are beginning to emerge from the university-wide consultation process. In all cases, the presentations were made by individuals involved in collecting the data they presented. Data from the faculty/school consultations was presented by Doreen Neville, data from the student focus group sessions was presented by Elaine Crocker, data from the student online survey was presented by Albert Johnson, and data from the faculty focus group sessions was presented by Trudi Johnson. While the consultation is not yet completed, there are definite patterns and trends that are beginning to emerge across all groups. The patterns and trends so far evident can be viewed in the presentation PowerPoint slides in Appendix A.

After listening to the issues arising in the data collection, group participants were asked to report on the most important insights they gained from the presentations and the emerging themes they thought most needed to be captured in the framework document. During the large group discussion that followed the small group conversations, the issues that most needed to be addressed in the document were identified as (in no particular order):

- Assurance of higher levels of consistency of instruction
- Professional development in teaching for all instructors
- Development of a sense of community at every level
- Better communication across and between groups, perhaps more focused on a just-in-time approach
• Emphasis on faculty engagement, not just student engagement (e.g. timeliness of response to students, relevancy of curriculum, etc., but with faculty being offered more support for teaching and with more value given to teaching)
• Relevance of curriculum – more emphasis on real-world orientation and connectedness
• Creation of both social and professional spaces, accompanied by high standards of maintenance
• Strong first-year experience
• Low student-teacher ratio in classes
• Managing expectations of technology-oriented students as they make the transition from high school to university
• Orientation process that is offered over the entire first-year
• Adjustment of the inconsistency in messaging about the importance of teaching within the institution – e.g. the practice of offering teaching “release” or “remission” as a reward

Part 3: Turning Theory into Practice: The First-Year Experience

In this segment of the workshop, group participants were asked to assimilate what they had learned through the processing of the foundational working principles and the core values, as well as through listening to the patterns and trends in the reporting of the consultation data, and bring those emerging understandings to the design of a first-year experience. The question they were asked to address was,

What are the most essential elements or opportunities that need to be included in the design of an effective first-year experience?

Given the apparent, but not fully articulated, assumption that first-year students need to become independent, empowered, and successful, the responses from the groups to the question above were organized into the following elemental categories which are listed in order of frequency of related comments.

The most essential elements or opportunities that need to be included in the design of an effective first-year experience are:

A first-year experience in the form of a course/seminar/interest group
• First year foundational seminar/course
• Orientation 100 course (perhaps incorporated as a 4th hour into a basic first year course such as English 1080?)
• “Teach them how we are going to teach them.”
• Mandatory course : Critical Enquiry 1000
• For-credit first year experience course
• Required writing/reading “credit” first year course (interdisciplinary course with specific professional development for instructors
• MUN101 – first year survival – credit course, mandatory – 1st year –
• Interdisciplinary first-year cohorts or interest groups – groups that may continue to connect beyond first year
• Addressing varied skill sets (note-taking, research, presentation, library, writing skills, math skills)
• Cohort training
• Compulsory experiences

**Strong teaching in first-year courses**
• Best teachers assigned to first-year classes (considering personal suitability as well as credentials)
• Effective teaching
• Commitment to supporting faculty and staff in providing the first-year experience
• Education of instructors about the first-year student adjustment expectations
• More teachers
• Professional development for all teachers in addressing learning styles with appropriate teaching methods and strategies for blended learning
• Focused professional development, orientation, teaching strategies for faculty teaching first-year (required); pan university, team taught
• Create a new valuing system for teaching first year and undergraduate
• Teaching support for first-year instructors
• “Star Professors”

**A set of strategies to enable students to make personal connections to the academic community**
• “Buddy system” with older students
• Meetings with faculty advisors – recognized as important by the institution
• Easy access to instructors – in person and online
• Improve connections/communications before they arrive – career/advising
• More value on orientation – faculty/school specific
• Advising is critical
• Personal contact
• Responding at critical times in student formation (early on), e.g. monthly check-in with advisor to check progress
• Summer orientation
• Office space for instructors for meeting with students

**Common spaces for first-years for socializing and information-gathering**
• Making connections through gathering spaces
• Quality gathering spaces (both departmental and a main central one)
• Student Service Mall
• Common space
• Focus on student informal learning spaces – identified spaces by students
• First-year experience centre - “Mall” - collaborative approach to resources
• By end of first-year students need to be part of a social group/community (need to feel connected/feel important)
• First year societies
• Ways to keep students on campus daily

*High quality courses*
• Standards for curriculum
• Course consistency [in multiple sections of same course] in outlines, assignments; team approach
• Creative approaches to research
• Evidence that [students] can do something with classroom experience, e.g. internships, work terms
• Tech-enabled approach, lecture capture, use of D2L, communications
• Communication of expectations and responsibilities (note-taking, role of instructor)

*Continuous academic support*
• Mentoring program for students entering with 70-75% averages
• Target strategies for at-risk students
• Academic tutors
• Target strategies for traditionally low performance courses – Supplemental instruction
• Advocacy

*Recognition and support of diversity*
• Recognition of different student needs
• Respect for specific needs of diverse groups

*Small class size*
• 30 student cap on first year courses
• Small class sizes

*Need for more research*
• What are students’ first experiences?
• Where are they going [when they leave]? Do exit interviews.

*Other*
• Complete re-design of lecture theatres
• Focus on aesthetics across campus, e.g. public art, décor
• Enough spaces to accommodate everyone (e.g. residence – not turning anyone away)

**Conclusion**

By the conclusion of the workshop activities, the group had assembled a draft set of foundational principles for the working committees, considered the core values that underscored them, reflected and commented on the patterns and themes of the
consultation data to date, and made a first effort at identifying the essential elements of an effective first year experience.

In terms of moving forward from this session, the connective tasks that need to be completed are:

1) a refinement and synthesis of the foundational working principles of the sub-committees so that they clearly and succinctly express the educational and operational principles of the Teaching and Learning Initiative. They may need to be captured from more than these two perspectives.

2) the specific naming of the core values of the Initiative so that they can be used as a clearly defined set of criteria against which critical decisions are measured and made; and

3) a comparison of the principles and values identified in this workshop to the characteristics of a Memorial graduate, as drafted in an earlier session in January, to ensure alignment of programs, processes and goals.

Facilitator's commentary. This workshop session, in and of itself, was an important learning opportunity for those of us who designed and facilitated it and those who participated in it.

Because the principles were not submitted until shortly or immediately before the workshop began, the differences in perspectives of the various groups were not readily apparent until the charts were posted. In retrospect, the question posed to the groups beforehand needed to be slightly different for the two different kinds of working committees. For those committees working directly with concepts of student learning, the question might have been: 'What are the foundational principle(s) of student learning which are underscoring the work of your committee and towards which teaching must be directed?' For the others, the question might have been, 'What are the foundational principle(s) of providing support for learning and teaching that are underscoring the work of your committee?'

This shift in focus will need to be applied in the formulation of the foundational principles of the framework document. We will need a set of principles that are based on research and experience in how students learn and we will need a set of principles on how to best create the learning and teaching environment that achieves optimal student learning.
Appendix A
Teaching and Learning Framework Initiative
The Early Returns – March 15, 2011

Consultation Sessions: Best Experiences
Engagement
- Active student participation
- Enthusiastic and passionate instructors
- Meaningfulness of material
- Personal connections – relationships with faculty
- Personal connections – student cohorts

Consultation Sessions: Best Experiences
Flexibility
- Scheduling – blocks, evening, institutes
- Delivery – recognize learning styles, on campus, online, blended, media rich
- Small group experience, small classes
- Informal learning
- Evaluation and timely feedback

Consultation Sessions: Best Experiences
Experiential
- Practical applications – experience from the faculty
- Laboratory and field work
- Practical experiences – internships, work placements, work study

Consultation Sessions: Best Experiences
Challenging
- Provide opportunities for students to grow by presenting challenges
- Create a greater sense of competency with the material
- Students take risks and are support to do so

Consultation Sessions: Conditions for Success
Appropriate Learning Spaces
- Good spaces (i.e., seating, lighting, acoustics, etc.)
- Small group work spaces – breakout rooms
- Technology enabled spaces
- Informal gathering spaces
Consultation Sessions: Conditions for Success

Support of Teaching
- Support for faculty development in teaching
- Appropriate teaching load and class sizes
- Office space for teaching staff, including graduate students
- Promotion and Tenure recognition of teaching as equally valued as research

Support of Students
- Better integration of student support services across the university
- Improve student preparedness especially in first year
- Curriculum designed to address learning styles
- Improve student access to supports

Integration of the Curriculum
- Insure connectedness of programs of student for students
- Insure student exposure to great teaching
- Insure integration of research and experience with the course material

Student Survey – Questions
- Think about your learning experience at Memorial in the broadest possible terms. What are three things that the University can do to improve your learning experience at Memorial? (102 responses)
- What types of supports or services do you need as a student of Memorial? (91 responses)

Student Survey: Improving the experience
- Smaller class size
- Interaction with faculty (response time)
- Support and PD for faculty in teaching
- Improved technology (i.e., online note available, lecture capture, wireless network, etc.)
- Standardized course evaluations and marking

- Better classroom facilities (furniture, aesthetics, etc.)
- Comfortable gathering spaces
- Flexibility (more courses, more online courses, more time slots, etc.)
- Better orientation
- Cheaper alternatives to textbooks
- Listen to students
Student Survey: Student supports and services

- 24 hour library service
- Cheaper food on campus
- Résumé counseling
- Career counseling
- Financial advising
- Technology support (i.e., be able to order printed copies of online notes, application based support, D2L, etc.)

Student Survey: Student supports and services

- Peer Tutoring
- More help centre time
- Parking
- Better access to doctors on campus
- Grievance procedure to mediate issues between faculty and students
- Services for above average aged students
Teaching and Learning Framework Initiative

The Early Returns – March 15, 2011
Tenure Track Faculty and Par Course Instructors

Tenure Track Faculty:
Threads across best teaching
• Connection between teaching and research
• Real world connections
• Relationships in the learning environment
• Variety in assessment models
• Communication
• Time and energy, instructor passion, model lifelong learning
• Teaching expertise

Positive aspects of teaching
• Orientation sessions and workshops
• Past learning experiences
• Reduced teaching load
• Administrative support
• Relationships

Aspects that need work
• Peer connections
• Orientation
• Teaching load
• Promotion and tenure requirements

Suggestions to support new faculty
• Ongoing orientations and PD, buddy system
• Handbook
• Reduced teaching load
• Integration of teaching and research
• Accountability of P and T
• Teaching Certificate
• Integration of curriculum

Sustain good teaching and learning
• Collaboration
• Relevance
• Focus on the difference that Memorial provides
• Nurturing Environment
Per Course Instructors: Threads across best teaching
- Sense of community and collegiality
- Respect
- Organized
- Practical application
- Real-world connections
- Student input
- Challenging courses, effective questioning

Per Course Instructors: Positive aspects of teaching
- Opportunities for professional development
- Academic support
- Library access
- Instructor qualities
- DELT

Per Course Instructors: Aspects that need work
- Storage space
- Communications and connections
- Consistency
- Program goals
- Professional development
- Office space

Per Course Instructors: Support for PC instructors
- Decision making
- Orientation
- Hiring
- Salary
- Collaboration, mentoring and monitoring, establish connections
- Storage space
- Acknowledge value

Per Course Instructors: Sustain good teaching and learning
- Classrooms
- Gathering spaces
- Committee to discuss common issues
<table>
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<tr>
<th>Student Feedback</th>
<th>Undergraduates</th>
<th>Undergraduates</th>
<th>Graduate</th>
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<tr>
<td>Question posed to students: What key words describe the kind of teaching and learning environment Memorial needs to create and sustain in order to strengthen its academic programs?</td>
<td>• Comfortable, relaxed, respectful, welcoming classrooms</td>
<td>• Opportunities and space for social interactions (first year off campus)</td>
<td>• Common meeting spaces for socialization and interaction</td>
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<td>• Writing skill support</td>
<td>• Variety of opportunities and experiences: - field work; inclusion in research projects; presenting and publishing</td>
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<td>• Interdisciplinary options</td>
<td>• Interactive classrooms where students are engaged and challenged</td>
<td>• Opportunities for graduate students to teach and receive teaching training</td>
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<td>• Sensitivity to individual needs and differences: - recognition that there are ‘different ways of knowing’ and demonstrating knowledge; alternative methods of assessment - need to understand background context and terminology (international students) - orientation good – need better awareness of services earlier in program</td>
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<td>• Strong interpersonal relationships between students and supervisors</td>
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<td>• Critical thinking development – challenging</td>
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<td>• Collegial and collaborative culture (Orientation)</td>
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<td>• Connections to real world</td>
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<td>• Balance between on-line and face-to-face</td>
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<td>• Field work; inclusion in research projects; presenting and publishing</td>
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<td>• Opportunities for graduate students to teach and receive teaching training</td>
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Graduate students

- More opportunities for networking and participation for part time students (part of the university community)

- Positive and supportive service ethic
Summary Report:
Writing Session II: Teaching and Learning Framework

Prepared by M. Dunne, Facilitator, Cardinal Rose Consulting, April 9, 2011

Date of Event: Thursday, April 7, 2011
Time: 8:30am to 4:00 pm. 
Venue: Senate Rooms, ED5004/5 MUN
Size of group: 64+
Number of small groups: 11 (5 or 6 per table)

Context
Writing Session II built on the work of Writing Session I which was held on March 15, 2011. The same individuals were invited to both sessions: the members of the Advisory Groups, the Working Group and Deans and Directors. In preparation for the workshop, participants were asked to review the full report of Writing Session I (posted in the D2L shell and on the webpage of the VPA). They were also asked to read the background paper (Appendix A) for this meeting.

The objectives of the daylong session were:
1) to review a synthesis of the principles that were presented in Session I
2) to clarify and consolidate the core values identified in Session I
3) to present new data and update student data from the D2L survey
4) to present, discuss, and prioritize a draft set of recommendations that are emerging from the consultation data
5) to develop a practical vision of what the prioritized recommendations would look like three years after implementation.

Introduction
There was a brief welcome and introduction to the day by Dr. Evan Simpson, Vice-President, Academic, ProTempore, and by Dr. Doreen Neville, Associate Vice-President (Academic) and Co-lead on the Teaching and Learning Initiative. Then the facilitator began the session with a short warm-up activity in which participants in small groups were asked to share with each other the new insights about teaching and learning that were gained since they became involved in the Teaching and Learning Initiative.

Topic 1: Reconnecting to the Outcomes of Writing Session I

Principles. Groups were invited to discuss the session background paper (Appendix A) and to provide feedback on whether the synthesis of the educational and operational principles was a fair and respectful representation of the submissions of the advisory groups and to suggest further changes.
Values. The groups were also asked to consider whether the core values listed in the background document reflect the values they wish to see embodied in the various components of the teaching and learning initiative. Groups were asked to report their feedback to the large group and to record their main points for submission to the facilitators.

(The raw data on both those questions can be reviewed in Appendix B-1: Writing Session II: Verbatim Data from Topic 1: Principles and Values.)

The strengths of the principle statements, as noted verbally by individual groups in the large group discussions when they were asked to identify one strength of the principles, included the following points (A complete list can be found in Appendix B-1):

- The focus on students
- The type of discourse used
- The range of concepts captured
- Agreement with the principles as stated
- Comprehensiveness and concreteness of the principles
- The reflection of student development theory as well as teaching and learning theory.

A summary of the changes recommended when each group was asked to verbally identify one change that needed to be made in the principles included the following points (A complete list can be found in Appendix B-1):

- Operational principles are not operational and need to be re-integrated with the educational principles
- ‘Responsibility’ needs to be extended and shared among students and educators and seen as a partnership
- The term ‘experiential’ needs to be made more inclusive
- Reordering and re-organization of the principles is required
- Framework needs to explicitly state that research and teaching are both essential and equally inform each other
- ‘Evaluation’ focus needs to shift to ‘improvement’ focus
- More emphasis on community connectedness
- Make the education-to-career connection
- Re-think use of words ‘flexibility’ and ‘excellence’
- Clarifying descriptors of the values are required
- Core values that could be added to the list: compassion, supporting/nurturing, holistic, rigor.

In the written reports submitted, the following themes became apparent. (The re-organization of the data from the verbatim reports can be seen in Appendix B-2.)
Re-combination of the Educational and Operational Principles: The feedback from the groups strongly recommended that the educational and operational statements of principles be re-combined. They expressed the concern that the separation was artificial and divisive. Discussion on this issue also seemed to result in strong agreement that the academic and support units of the university need to play a closer, more collaborative role in the delivery of educational services. There needs to be less distinction made between them, especially in how the university applies the terms, 'academic' and 'non-academic' to the types of work they do; non-academic is a term which many received as pejorative.

Broader Application of the Concept of Experiential Learning: The groups stated that the concept of experiential learning as written in the principles needs to be more explicit in the inclusion of both formal and informal experiences, inside and outside the classroom. Laboratory sessions are excellent examples of formal experiential learning opportunities. Experiential learning has the potential to make a career connection and to build professional skills. It is also an opportunity for students to see professors making important connections to ‘real world’ situations.

Linking Evaluation to Improvement: Several groups recommended that the principle statement, “Continuous evaluation of the quality of programs is central to teaching and learning success.” be changed to “Continuous improvement of the quality of programs is central to teaching and learning success.” A culture of assessment and continuous improvement needs to be fostered in the institution. They noted that the importance of institutional assessment and continuous quality enhancement needs to be made explicit in the framework. Program quality assurance could be re-integrated into the idea of “assessment for learning” because the two are not separate. The practice of continuous assessment of programs and services is necessary for accountability.

Stronger Emphasis on Community-Building: The theme of community needs to become more apparent as a strong thread in our statement of principles. It is implied but not explicit. If connectedness and student engagement are critical to the learning process, then we need to be more definitive in the statement of principles about the link between the two and also in the creation of the environment and opportunities for student engagement to occur.

Holistic Ownership of Responsibility: The responsibility for effective teaching and learning lies within the institution as a whole: educators, students and staff. Students assume responsibility for their own learning. Educators and support staff assume responsibility for actively engaging students in learning. The holistic nature of the responsibility for student learning needs to be explicit in the statement of principles.

Student-Centered Learning as a Foundational Value: The concept of student-centered learning was seen to play a dual role: It is both a teaching approach
and a pervasive and compelling element of the environment. It was seen to be a core value of the university and could be expressed as such. The connection between student-centered learning and student engagement also requires further development in the principle statements, so that student engagement is more apparent as a strong theme.

**Distinctiveness of Memorial University as a Teaching Institution:** Some groups expressed the concern that the statement of principles does not describe Memorial as a distinct teaching institution. In other group discussions, participants have also commented that part of the task of the Initiative is to identify that characteristic and make it explicit.

**Topic 2: Presentation of Additional Data**

In this segment of the session, three presenters offered participants additional data for their consideration and review.

1. Paul Chancey, Director of the Centre for Institutional Analysis and Planning (CIAP), gave a statistical overview of the success rate of first year students and also of undergraduate progression to degree completion.
2. Albert Johnson, Co-lead on the Teaching and Learning Initiative, gave a preliminary overview of the patterns and trends emerging from the online student survey which was completed by approximately 275 students who have access to Desire To Learn (D2L) course shells.
3. Elaine Crocker, an external facilitator for the Initiative, gave an overview of the responses received on selected questions from the series of four two-hour consultations that were held with staff from across the campus. (All three PowerPoint presentations can be found in Appendix C.)

After the presentations and a brief question period with each presenter, the groups were asked to reflect on the new data, formulate feedback to the facilitators by responding to the following question:

*Are new/different patterns or trends emerging from these sets of data? What are the important issues to be captured in the Teaching and Learning Document?*

The responses from the groups are summarized in three categories. (The full response can be read in Appendix D.)

**First-Year Programming:** Memorial needs to take a serious look at the data that has been collected on first-year and undergraduate success rates. There was general agreement that the University has a moral responsibility towards ‘at risk’ first year students (<75% high school average) who are accepted into the institution. These students are failing and dropping out at alarming rates and therefore, the university needs to be responsive in the provision of appropriate early programming. Research on previous efforts at Memorial and at other
institutions needs to be reviewed and mined for best practices and lessons learned. Research is also required on the factors that enable many students with low entering averages to achieve academic success in spite of the predictions otherwise. Exit interviews would contain revealing data not only about those who leave having not succeeded academically, but also about the factors that contributed to the success of those who have succeeded. Supports for student who seek re-admission also has to be considered. In what ways does Memorial assist students to return?

*Cross-institutional cooperation and collaboration:* The expression of core values depends on co-operation among the various divisions that exist in the university; the framework needs to avoid the establishment of further barriers or the creation of other silos. An infrastructure that encourages and promotes interdisciplinary and cross-departmental conversation needs to be established.

*Inclusive and welcoming environment:* There is a need to create a welcome and inclusive environment that is extended to all, so that everyone feels valued and respected in the institution. The sense of community would be enhanced by the creation of more gathering and social spaces on campus, not only for students but also for faculty and staff. Inclusivity would also be protected through the creation of an ombudsman, a person whose responsibility it is to listen to student, staff or faculty non-academic issues and provide support and direction.

*Omission of reference to students registered for non-credit courses:* The framework has a serious gap in that the language is not inclusive of those students who register for non-credit courses in the university.

**Topic 3: Recommendations Emerging from the Consultation Data**

Doreen Neville presented a draft set of recommendations that are emerging from the consultations overall. These recommendations have been identified through 65 consultations and their subsequent reports, Advisory Committee Reports, feedback from the March 15th Writing Session I, feedback from the Working Group, and feedback from the Steering Committee.

She identified thirteen broad areas for action in her presentation:

- Institutional Commitment to Teaching and Learning
- Community-Building
- Teaching and Learning Culture
- Institutional Processes
- Engagement
- Faculty Support
- Student Support
- Experiential Learning
- Laboratory Instruction
• Program Quality
• Interdisciplinarity
• Research and Teaching Nexus
• Diversity

Within each category, she presented a range of examples in which each area could be advanced. These examples arose through the consultation process. (The PowerPoint presentation can be viewed in its entirety in Appendix E.)

Small groups were then asked to consider the recommendations and answer the question:

*Is this list inclusive? What needs to be added?*

In the large group debrief that followed the question, the needs identified were reported as follows;
• Establishment of continuous evaluation processes as we progress with the initiative
• More explicit recognition of graduate students and graduate services as a distinct group within the student body.
• Importance of respecting university protocols in the implementation of new courses; e.g. seeking consultation with faculty councils
• Re-thinking the institutional expectations for academic output of new faculty; creation of a better balance between teaching and research
• Dialogue with our primary funder – the provincial government
• Development of benchmarking as a strategy towards improvement
• Establishment of a Chair of Teaching, similar to Chairs in other research areas.
• Establishment of a Vice-President or Associate Vice-President (Teaching)
• Creation of more awards for teaching

*Developing a Practical Vision*
Each small group was assigned one or two of the broad areas of recommendations from Doreen Neville’s presentation and were asked to discuss the following question:

*If recommendations in this particular area were accepted and implemented, what would teaching and learning look like at Memorial in three to four years time? What would be the first step in getting there?*

The following summaries attempt to capture the three most salient themes of each written submission. (The full verbatim reports can be found in Appendix D.)
Institutional Commitment to Teaching and Learning and Institutional Processes

• **Co-ordinated and accessible policy network.** Streamline organizational processes and policies that affect educational programming; create a policy network centralized on a server with search engines that allow easy and direct access to processes; hire a senior level person to coordinate this work.

• **Adoption of prior learning assessment.** Integrate prior learning assessment into admission and transfer processes; develop processes, rubrics and trained assessors.

• **Longitudinal approach to transition to university.** Develop a strong transition program for first year students, initiate stronger entrance counseling, generate creative approaches to high school students becoming engaged in early exposures to university though ‘Summer U’, MedQuest, and other short programs.

Community-Building

• **MUN App.** Create a general MUN app that will allow the user to self-select options and information; app would facilitate direct information transfer to students; develop a virtual community through an enhanced MUN website.

• **Cross-institutional special interest groups.** Create communities of special interests (research, teaching, or personal) and allow individuals to choose to participate in it. Students/staff/faculty could work together in this learning community.

• **Equalized socialization activities.** Offer activities that are directed toward the inclusion of commuter students, non-credit and distance students

Teaching and Learning Culture

• **Aligned course syllabi.** Offer professional opportunities for faculty on the development of course syllabi which are in line with calendar descriptions and establish assessment practices that are aligned with the goals of the course. Enforce calendar regulation on necessity of offering evaluative feedback to students in a timely and meaningful manner.

• **Formalized student disciplinary involvement.** Increase the focus on student engagement and leadership in their chosen disciplines through activities such as student associations, undergraduate colloquia, student conferences.

• **Recognition of teaching.** Raise the profile of teaching by creating a Chair or Fellow of Teaching/ Learning; create specific teaching awards that exemplify student engagement.

Engagement

• **Departmental standards for multi-section courses.** Develop strategies to ensure more consistency on standards across sections of a course within departments and across departments.
• **Improved structures for student engagement.** Increase opportunities for student engagement through small group break-out sessions with graduate student tutors, lower student to faculty ratio, class size maximums, blended learning experiences (online discussions), attendance expectations in first-year.

• **Full-time teaching faculty.** Enhance engagement of full-time teaching faculty by creating job security and applying consistent standards to the use of the job title.

**Faculty Support**

• **Technologies for Teaching Center.** Create a teaching technology center for faculty as a drop-in center to learn technological enhancements to course delivery and to receive instructional design support. Utilize hardware, software and expertise that are currently available.

• **Alternatives to teaching remissions.** Develop alternatives to teaching remissions through assignment of extra research assistants and teaching assistants; increase professional development opportunities and access to technology support.

• **Holistic and inclusive approach to faculty transition.** Enhance faculty orientation and include provisions for family programs.

**Student Support**

• **Seamless delivery of student services.** Improve ease of access to all student services through a centralized location, the provision of adequate physical space, and a virtual component to the marketing and delivery of services, e.g. MUNLive

• **Social spaces.** Encourage a sense of belonging by creating spaces that encourage staff/faculty and students to mix – one area per building to start; offer more student/faculty/staff spirit and sporting activities for socializing and sharing time; equalize opportunities for community-building for commuter students.

• **First-year transition program.** Establish a first year course for elective credits; offer a variety of formats and topics such as math basics, writing basics (English grammar), computer skills, academic success, communications in higher education, career planning, research essentials, “me” in university community; assessment via portfolio or projects.

**Experiential Learning**

• **Real world applications.** Enrich teaching and learning with experiential learning opportunities embedded in the curriculum of every faculty. This approach would result in clearer student expectations of what disciplinary professionals do in “real life” and assist them to develop a skill set specific to their discipline.

• **Timetable flexibility.** Create flexibility in the university timetable to allow for a variety of non-traditional formats for course delivery.
• **Community engagement.** Organize community partnerships that provide students with practical hands-on opportunities for learning.

**Program Quality**

• **Measurement for improvement.** Define quality; create appropriate measurement tools and conduct research and collect data on what works best in student learning; engage in the Scholarship of Teaching and Learning.

• **Consistency within multi-section courses.** Strengthen consistency and coherence of multi-sectional courses by identifying a course coordinator, offering common exams (with 20% flexibility component), involving senior level faculty, determining course objectives at the departmental level.

• **Graduate student professional development programs.** Develop professionalization of graduate students as teachers and/or professionals; offer mentorship to Masters’ and PhD students; set expectations for professional socialization.

**Interdisciplinarity**

• **Programming at the periphery.** Think beyond “disciplines” of interdisciplinary work to real interdisciplinarity and reaching out into the community; value experiences at the periphery of the traditional academy. Interdisciplinarity would then become recognizable in 3-4 years’ time by students saying, “That’s what I came to university for,” - to develop networks and to learn how to participate in public venues. Community groups would look to the university as a partner and agent of change.

• **Dialogue program.** Create an interdisciplinary collaborative dialogue program or dialogue institute that focuses on process-oriented skills. Start by funding small-scale pilot projects in programs that already have a natural synergy.

• **Interdisciplinary courses.** Offer thematically-based courses, e.g. “Cultivating Humanity” or “How to think about Science”; engage instructors from a variety of disciplines to deliver the course.

**Diversity**

• **Diversity training.** Mandate professional development for students, faculty, and staff in diversity awareness and teaching methods for diverse learners, and well as in the development of specific course content to address diversity.

• **Formalization of diversity support.** Strike academic unit committees to be responsible for curriculum/supports around diversity and to develop supports for students from diverse backgrounds.
• **Innovative programs.** Increase support for the development of innovative programming which celebrates diversity and promotes equity.

**Research and Teaching Nexus**

• **Memorial research consortium.** Create a Memorial-wide research consortium which includes all members of the university community who are doing research: faculty, staff, students. Engage students in conference involvement at all levels, including first-year; engage students in experiential activities that are research-based; increase funding for student positions. Yaffle for everyone!

• **Engagement in Scholarship of Teaching and Learning.** Conduct research on teaching effectiveness and contribute to the Scholarship of Teaching and Learning; offer professional development to assist faculty in this work; organize conferences at Memorial.

• **Mandatory professional development in teaching.** Establish mandatory professional development in teaching for new instructors; expand IDO support and services for per course instructors and new faculty; create a Desire to Learn (D2L) shell on teaching and learning; offer a teaching program or certificate for new faculty.

**Closing Remarks: Where from Here?**

Doreen Neville outlined the series of events that will unfold over the next couple of months as the Teaching and Learning Initiative proceeds. She plans to present the Teaching and Learning Framework Initiative document to Senate on May 10, 2011. She thanked participants for their commitment to the task and for their engaged participation in a long day of discussion. She invited them all to return to the task in the Fall semester and to stay with the process until its completion.
Appendix A
Background Document for April 7, 2011

Foundational Statement

The foundations of teaching and learning at Memorial University reinforce the importance of connectedness to each other, our community, and our world in the service of knowledge generation and the advancement of a just society.

QUALITIES OF GRADUATES

As a launch to this teaching and learning framework initiative, 90 members of the university community, including deans and directors, faculty, students, and staff, met to identify these qualities. That group determined that our province and the global community need Memorial University graduates to:

- be critical and practical thinkers;
- be responsible citizens;
- demonstrate ethical, moral and intellectual integrity;
- celebrate diversity and promote equity;
- be creative and responsive problem solvers;
- have passion for learning;
- be supportive collaborators with particular regard to diversity of interests;
- be knowledgeable and competent in their field;
- communicate effectively with others; and
- be passionate and industrious individuals.

Core Values

Community Building
Engagement
Inclusiveness
Excellence
Integrity
Respect
Commitment

Educational Principles

The Teaching and Learning Framework at Memorial is built on principles that have emerged from educational and disciplinary-specific research on effective university teaching as well as the experience and knowledge of Advisory Group members. The work of the groups engaged in the structuring of the framework has resulted in the following statements of educational principles:
• **Student-centered learning** lies at the core of effective teaching practice. A distinctive educational experience at Memorial is grounded in student-engagement.

• Memorial recognizes the importance of assessment for learning by providing students with continuous formative feedback on their progress.

• **Fostering Critical thinking** is at the heart of the teaching and learning enterprise.

• **Experiential education** is a critical component of student development and personal transformation. Self-directed development in teaching, learning and institutional practices includes facilitation and debriefing. Domestic and international experiential opportunities are encouraged.

• **Interdisciplinary teaching and learning** at Memorial brings together expertise in different fields in a way that is meaningful and retains and clarifies the fundamental building blocks of a given discipline while articulating its complementarity with one or more other disciplines.

• **Knowledge co-creation** is at the core of both research and teaching/learning at Memorial. Research and teaching/learning are thus inseparable, and of equal importance: Research informs teaching and contributes to it; similarly, issues or thoughts that arise from teaching can inform and drive research.

• **The commitment to lifelong learning** is an essential component of a university education. Memorial offers institutional and community learning opportunities that respect adult learning styles, and are responsive to community needs.

• Responsibility for effective teaching and learning lies with faculty, instructors, students, staff, and the institution as a whole. Students assume responsibility for their own learning. The institution mobilizes resources (human, technological, and space) appropriately in support of the teaching and learning enterprise.

**Operational Principles**

Memorial University is a learning organization which, in all of its dimensions, has an obligation to support and enhance the teaching and learning endeavour in the creation and application of its operational policies and procedures. In so doing, the University commits to the identification and distribution of resources to equitably support these foundational principles.

• Memorial is committed to providing comprehensive **academic support and guidance** to all students throughout their academic career. The University is committed to communicating to students, in a genuinely effective way, the availability of academic support and the importance of proactively seeking guidance.

• Memorial recognizes the importance of a sense of **community** connectedness and will actively create new forums with the intention of
fostering collegiality among all of its members. It is committed to the holistic development of students and strives to provide a support community that fosters individual transformation.

- The celebration of individual diversity is key to authentic inclusivity. Memorial respects the expression of all forms of diversity, and values the richness of diversity of its student, staff and faculty community.
- Teaching is a partner of research at Memorial and is to be valued, celebrated and rewarded in a manner that is both concrete and public.
- All individuals in instructional roles deserve the respect and support of the institution in optimizing learning experiences of our students.
- Continuous evaluation of the quality of programs is central to teaching and learning success. It encourages the development of benchmarks and standards for systematic monitoring and evaluation of courses and programs at the faculty, school and division level.
Appendix B-1
Writing Session II
Verbatim Data – Topic 1: Principles and Values
Reported by Maureen Dunne, Facilitator, April 9, 2011

Reconnecting to Writing Session I
Groups were invited to discuss the session background paper and to provide feedback on the following questions:

1) Is the synthesis of the educational and operational principles a fair and respectful representation of the submissions of the advisory groups? What changes are needed?
2) Do the core values reflect the values we wish to see embodied in the various components of the teaching and learning initiative?

Groups were asked to report their feedback and record their main points for submission to the facilitators.

Strengths of the Principle Statements
In a subsequent large group processing of the discussion regarding these questions, each group was asked to name one strength of the principles statements as they were written and one aspect that required change. The strengths of the principle statements were noted as follows:

- The type of discourse used
- Array of concepts captured
- Operational principles strong and clear; we can build applications from them
- Agreement with principles
- Agreement with principles
- Like the term ‘responsibility’
- Comprehensive (but not complete)
- Students and student interaction permeate the whole
- Comprehensiveness
- Concrete and descriptive
- Comprehensive and support student development theory as well as teaching and learning theory

Suggested Changes to the Principle Statements
The aspects that needed to be changed were expressed as follows:

- Responsibility belongs to everyone; add accountability
- Operational principles are not operational; how [do we achieve it?]; more about environment than operations
- Knowledge co-creation statement: [include] ‘both are essential’ and ‘equally informing’
- Support and guidance for all- community connectedness; culture vs community?
- Experiential statement: broaden statement interpretation
• Responsibility statement: include the term educators; create more of a sense of partnership
• Education to career connection
• Educational principles: Are they complete? They were created separately and need some re-ordering; graduating from critical to essential; prioritization – core/interconnectedness, heart
• Add: every student should be connected to MUN
• Eliminate dichotomy between educational and operational principles
• Change continuous evaluation to include improvement
• Should operational principles be separated from educational? One set: operational part of educational [to create] a holistic framework
• What does flexibility mean in core values?
• Add supportive/nurturing
• Descriptors needed
• Add ‘holistic’ to core values; make explicit
• Add ‘compassion’ (quality of a graduate student)
• Make core values more descriptive; offer more explanation
• Excellence can be difficult to achieve - Can the word ‘excellence’ be changed?
• Add ‘rigor’ to the core values

The written reports presented below are reported as they were submitted. Not all groups addressed both questions. Interpretation appears in the summary document.

**Principles:**

**Table 1:**

- Educational Principles: Broader interpretation of experiential education needed; “responsibility” should be edited to one sentence (the first one); accountability should be added to educational principles
- Operational Principles: “Support and Guidance” to everyone, not just students; community needs to be understood as “culture” or expanded to capture this
- Other: Like: Discourse reflects morals, “obligation”; Change: Bring down to one list: no need to separate into two lists

**Table 2:**

- Need to understand the diversity of the student and student experience
- Don’t like what was put in operational principles; not operational; needs to be valued (experience/environment). [These are] principles of the learning environment
- Fostering – is a verb, restore noun; remove fostering; critical thinking is at the heart of the teaching and learning experience.
- Add faculty – should read- "student and faculty experience"
• Assessment is important for learning and continuous formative feedback is an essential part of the process
• Operational is missing (how are we going to do this?)
• Concepts [are] there; verbiage needs to be looked at

Table 3:
• In Experiential Learning, practices need to include both formal and informal
• In Knowledge Co-creation, research and teaching/learning are both essential and of equal importance: Research can inform teaching....
• In Responsibility, add in after sentence [that states] students assume responsibility for their own learning, “with appropriate student-centered services”
• Operational principles are strong and clear and can build applications from them

Table 4:
• 15 principles: 3 definitively teaching – more principles, more clearly articulated; 8 student focused
• Is there a clear tie between educational and operational?
• Operational principles [describe] support and guidance to students – what about employees? New faculty be a very lonely experience – minimal support
• Is there a sense of community within units? Tied to leadership? Does focus on research fractionalize units? Common course/common exams created a focus for discussion; More emphasis on teaching creates/created more opportunities for development of community
• Integration of teaching and research articulates dangerous insights.
• Problem in building community: Space – no University Club – informal space needed for employees as well as students; [large number of] sessionals decrease opportunities for community; teaching only through distance means you never have to be on campus; it has become easier to deliver courses online, but is it being done to create greater ‘throughput’?; whether distance can work depends on the course as well as the learning style; level of relationship is different and can have greater depth online, but then is very student-specific
• Great principles, but will they happen? Culture is not there, is in part due to emphasis on research; teaching remissions filled by sessionals; no option to be teaching-focused, but option to be research-focused.
• Is there a clear distinction between educational and operational principles?
• Nothing in our work so far distinguishes us from any other university. Should we aspire to distinction in this process?
Table 5:
- Uncertain of the value in dividing the principles into educational and operational
- "Community" is missing from the educational principles
- The sentence "Domestic and international experiential opportunities are encouraged", should be altered to be more reflective of experiences outside of co-op and should also recognize informal experiential
- The phrase 'respect 'adult' learning styles, the word 'adult' might not be appropriate
- The term 'operational' in operational principles may be a little inappropriate
- The term 'celebration' in "celebration of individual diversity" may not be appropriate. We don't want to be perceived as insincere. Perhaps the word recognition or acknowledgement might be more appropriate?
- The principles that “All individuals in instructional roles deserve the respect and support of the institution in optimizing learning experiences of our students” might be generalized to staff [make a bold statement].

Table 6:
- Responsibility for effective teaching and learning lies with educators, students, staff: the institution as a whole. Students assume responsibility for their own learning and educators assume responsibility to actively engage students in learning and are held accountable their contribution to teaching and learning
- Strength [of the principles]: good that it mentions responsibility; it should also mention partnership
- Weakness [of the principles]: too general; increase specifics

Table 7:
- Educational Principles: The principles are fairly comprehensive. The principles need to be reworded in a cohesive fashion. Right now, their structure is heterogeneous, and the message isn’t as well-expressed as it could be. Principles are comprehensive, but need to be merged and ordered. They were all conceived separately, and need to become cohesive.
- The phrases ‘at the heart of’, ‘at the core of’, ‘a critical component of” – mixed metaphors; some word-smithing needed!
- The term ‘student centered learning’ needs to be explained better. Student-centered learning really focuses on the environment, no the particular learning strategy. There are many strategies that qualify as student-centered learning. However, the phrase ‘student centered learning’ can have particular connotations that are not desired by the authors. Student-centered learning is more like a core value of the university.
- Add Accountability!
- Students need to be connected to the university community
• ‘Operational’ is the wrong word, also a false dichotomy between educational and operational principles.
• Delete ‘of a sense’ before ‘community connectedness’ in bullet 3 in operational list; delete ‘added’
• Delete ‘evaluation’ in the last bullet in the operational list and substitute ‘improvement’
• Missing: connection from education to career, enabling students to build their identify and professional goals, to find a career. Students typically don’t see pros’ connection to the ‘outside world’, how their work is applied.

Table 8
• A new first bullet should be added, “Every student should be connected to the university community”
• Please drop ‘the’ and ‘enterprise’ near the sentence’s end in #1
• Please change ‘continuous’ to ‘timely’ in #3
• We feel #5 needs clarification; don’t entirely understand what is being said
• Under Operational Principles, make a change in the last bullet and say ‘continuous improvement of programs’; drop the words ‘evaluation’ and ‘quality’
• Under first bullet in Operational, change ‘holistically’ to ‘personally’; in the second bullet, make it ‘a supportive community’

Table 9:
• “Celebration of individual diversity”, opening sentence is clunky; need “recognition and support” somewhere in the statement; put the need first, then express the celebration of it
• Program quality assurance is missing from educational principles – assessing students is included, but institutional assessment is missing, although included as operational; integrate program assurance back into “assessment for learning” because the two aren’t separate; operationalized principles still have educational value as teaching moment when student see us engaged in program evaluation
• We are concerned about the artificial dichotomy between educational and operational principles
• Develop and foster a culture of assessment (in diversity, community engagement, etc.) and the follow-through that turns it into action
• Why separate academic from holistic in bullet #1 under operational principles)? E.g. delete “both academically and holistically” because they should be integrated
• Core values need to be reflected in the principles – use those terms explicitly in the wording of the principles
• Principles could be condensed more by collapsing
• Principles in Operation section should be reflected in Education section (i.e. parallel the concepts and vice-versa)
• Combine self-directed development with student-centered learning bullet in educational principles section; self-directed life-long learning
• Strength: comprehensiveness of the document
• Way to change: The artificial dichotomy between educational and operation – reduce to one page

Table 10:
• Strength: Concrete – tells what MUN is about from T and L perspective
• Weakness: Is ‘engagement’ represented strongly enough?
• Why is ‘laboratory session’ so specifically mentioned in bullet #5?
• In Responsibility bullet, needs a specific statement about faculty and instructor responsibility for quality of teaching (leading?)
• In the first bullet in Operational principles, the last part of the second sentence says the same thing as the last sentence of the second bullet and is not specific enough; ambiguous.
• Substitute evaluation with improvement in the first bullet under Operational.
• In bullet #5 under Operational, strengthen ‘support’ – be more specific about the development of teachers and pedagogy.

Table 11:
• All items in Educational Principles and the Operational Principles support student development and theory and research on student learning
• We wonder about this way of separating the two lists; and raise the question of a true paradigm shift which focuses on learning which integrates all elements between academic and non-academic to capture a broader view of teaching and learning
• Academic and non-academic still feel like sibs
• Ready for a paradigm shift which focuses on Learning of all aspects of campus
• Bolded word reflect educational principles but text to elaborate to be more inclusive of academic and ‘non-academic’
• Do we need to have educational and operation principles as separate? Feels like a divide – can we have one list called teaching and learning principles?
• Needs to be more inclusive to recognize learning takes place in and out of classroom
• Recognize student support services are a part of academic
• Question use of experiential education vs experiential learning
• Further define what student engagement means with reference to the concept of community
• Still feels fragmented between services provided to student and academic learning. Negative image with word “non-academic”
Values

Table 1:
Core Values:
- Should be expanded out to sentences: lessen opportunity for misinterpretation
- Core value suggestions: Supportive, holistic, resilience

Table 2:
- Description of values required
- Add supportive environment (nurturing, challenging - accommodating)
- Need the context in order to have the discussion
- Assume ethical is in integrity

Table 3:
- Excellence is very hard to achieve (all others are achievable); maybe, 'striving for excellence'
- Add community engagement - more holistic than community building and has a broader scope
- Community and engagement could achieve more clarification with [the term] world-mindedness; most of our discussion was around these two terms
- Virtual and physical- have to connect with their local community
- Need areas to congregate – student mall on campus

Table 5:
- There needs to be an introductory paragraph similar to quality of graduates
- Flexibility? [Meaning is unclear] [Maybe] responsive??
- Cluster 6 in the original document [on theme of being holistic] was not included [in this list]

Table 8:
- Add ‘rigor’ to the list of values

Table 9:
- Core values missing: holistic development; compassion - it may be implicit, but needs to be explicitly in the document; other core values support compassion, but it needs to be included, i.e. students remember those who “gave a damn” – the genuine care
- Also include ‘holistic’ and ‘compassion’ in qualities of graduates
Repeated recommendations from Groups:

1. Re-integrate the two lists into one; compose the principles so that they both present, and represent, the paradigm shift that needs to occur in teaching and learning at Memorial.
2. Combine some of the principles, make the list shorter, perhaps a page.
3. Community is missing from the educational principles; community could be captured as culture; student connectedness to university community needs to be addressed; expansion of the idea of community into community engagement.
4. Use the term improvement instead of evaluation.
5. In references to experiential learning, practices need to include both formal and informal.
6. More clearly define student responsibility and extend responsibility for student learning to include everyone at the university.
7. Ensure staff inclusion in principles.
8. Include accountability; quality; culture of assessment of programs and systems; institutional assessment.
9. Principles need to be more tightly organized.
10. Support needs to be identified as a core value.
11. Drop word non-academic.
12. Values need descriptors; context.

Important unique insights:

1. Ensure that the central words of the themes expressed in the principles are captured and repeated in the core values and also in the qualities of a graduate student.
2. What distinguishes us?
3. Connection of students to career goals and opportunities is missing.
4. Student-centered learning as an environmental principle.
5. Further define what student engagement means in terms of community.
Appendix B-2
Writing Session II

Major Themes from the Verbatim Reports on Topic 1: Principles and Values

Compiled by Maureen Dunne, Facilitator, April 10, 2011

Each bulleted item from the group reports written in response to the second draft of principles has been re-grouped according to the themes that emerged from their content. The themes that emerged are as follows:

Re-combining Operational and Educational Principles

- Operational Principles: “Support and Guidance” to everyone, not just students; community needs to be understood as “culture” or expanded to capture this
- Don’t like what was put in operational principles; not operational; needs to be valued (experience/environment). [These are] principles of the learning environment
- Operational is missing (how are we going to do this?)
- Operational principles are strong and can build applications from them
- Is there a clear tie between educational and operational?
- Is there a clear distinction between educational and operational principles?
- Uncertain of the value in dividing the principles into educational and operational
- The term ‘operational’ in operational principles may be a little inappropriate
- ‘Operational’ is the wrong word, also a false dichotomy between educational and operational principles.
- We are concerned about the artificial dichotomy between educational and operational principles.
- Principles in Operation section should be reflected in Education section (i.e. parallel the concepts and vice-versa)
- We wonder about this way of separating the two lists; and raise the question of a true paradigm shift which focuses on learning which integrates all elements between academic and non-academic to capture a broader view of teaching and learning
- Do we need to have educational and operation principles as separate? Feels like a divide – can we have one list called teaching and learning principles?
- Way to change: The artificial dichotomy between educational and operation – reduce to one page
- Change: Bring down to one list: no need to separate into two lists

Broader Application of the Concept of Experiential Learning

- Educational Principles: Broader interpretation of experiential education needed; “responsibility” should be edited to one sentence (the
• In Experiential Learning, practices need to include both formal and informal
• The sentence “Domestic and international experiential opportunities are encouraged”, should be altered to be more reflective of experiences outside of co-op and should also recognize informal experiential
• Needs to be more inclusive to recognize learning takes place in and out of classroom
• Question use of experiential education vs experiential learning
• Why is ‘laboratory session’ so specifically mentioned in bullet #5?
• Missing connection from education to career, enabling students to build their identify and professional goals, to find a career. Students typically don’t see profs’ connection to the ‘outside word’, how their work is applied.

**Linking Evaluation to Improvement**

• Program quality assurance is missing from educational principles – assessing students is included, but institutional assessment is missing, although included as operational; integrate program assurance back into “assessment for learning” because the two aren’t separate; operationalized principles still have educational value as teaching moment when students see us engaged in program evaluation
• Develop and foster a *culture of assessment* (in diversity, community engagement, etc.) and the follow-through that turns it into action
• Delete ‘evaluation’ in the last bullet in the operational list and substitute ‘improvement’
• Assessment is important for learning and continuous formative feedback is an essential part of the process
• Under Operational Principles, make a change in the last bullet and say ‘continuous improvement of programs’; drop the words ‘evaluation’ and ‘quality
• Substitute evaluation with improvement in the first bullet under Operational.
• Accountability should be added to educational principles
• Add Accountability!

**Stronger Emphasis on Community Building**

• Is there a sense of community within units? Tied to leadership? Does focus on research fractionalize units? Common course/common exams created a focus for discussion; More emphasis on teaching creates/created more opportunities for development of community
• Problem in building community: Space – no University Club – informal space needed for employees as well as students; [large number of] sessionals decrease opportunities for community; teaching only through distance means you never have to be on campus; it has become easier to deliver courses online, but is it being done to create greater ‘throughput’?; whether distance can work depends on the course as well
as the learning style; level of relationship is different and can have greater depth online, but then is very student-specific
• “Community” is missing from the educational principles
• Students need to be connected to the university community
• A new first bullet should be added, “Every student should be connected to the university community”
• Operational principles [describe] support and guidance to students – what about employees? New faculty be a very lonely experience – minimal support
• Further define what student engagement means with reference to the concept of community

Using Appropriate Language to Describe Diversity
• “Celebration of individual diversity”, opening sentence is clunky; need “recognition and support” somewhere in the statement; put the need first, then express the celebration of it
• Need to understand the diversity of the student and student experience
• The term ‘celebration’ in “celebration of individual diversity” may not be appropriate. We don’t want to be perceived as insincere. Perhaps the word recognition or acknowledgement might be more appropriate?

Holistic Ownership of Responsibility
• Responsibility for effective teaching and learning lies with educators, students, staff: the institution as a whole. Students assume responsibility for their own learning and educators assume responsibility to actively engage students in learning and are held accountable their contribution to teaching and learning
• In Responsibility, add in after sentence, students assume responsibility for their own learning, “with appropriate student-centered services”
• In Responsibility bullet, needs a specific statement about faculty and instructor responsibility for quality of teaching and learning

Student-Centered Learning as Foundational Value
• The term ‘student centered learning’ needs to be explained better. Student-centered learning really focuses on the environment, not the particular learning strategy. There are many strategies that qualify as student-centered learning. However, the phrase ‘student center learning’ can have particular connotations that are not desired by the authors. Student-centered learning is more like a core value of the university.
• Combine self-directed development with student-centered learning bullet in
• Principles could be condensed more by collapsing

Strengths and Weaknesses
• Like: Discourse reflects morals, “obligation
• Strength [of the principles]: good that it mentions responsibility; it should also mention partnership
• Strength: comprehensiveness of the document
• Strength: Concrete – tells what MUN is about from T and L perspective
• Weakness: Is ‘engagement’ represented strongly enough?
• All items in Educational Principles and the Operational Principles support student development and theory and research on student learning

Support of Faculty and Staff
• The principles that “All individuals in instructional roles deserve the respect and support of the institution in optimizing learning experiences of our students” might be generalized to staff [make a bold statement].
• In bullet #5 under Operational, strengthen ‘support’ – be more specific about the development of teachers and pedagogy.

Distinction
• Should we aspire to distinction in this process?
• Nothing in our work so far distinguishes us from any other university.

Clarification of Terms - Academic and Non-Academic
• Bolded words reflect educational principles but text to elaborate to be more inclusive of academic and ‘non-academic’
• Recognize student support services are a part of academic
• Academic and non-academic still feel like sibs
• Ready for a paradigm shift which focuses on Learning of all aspects of campus
• Still feels fragmented between services provided to student and academic learning. Negative image with word “non-academic”

Format
• Concepts [are] there; verbiage needs to be looked at
• Weakness [of the principles]: too general; increase specifics:
• Educational Principles: The principles are fairly comprehensive. The principles need to be reworded in a cohesive fashion. Right now, their structure is heterogeneous, and the message isn’t as well expressed as it could be. Principles are comprehensive, but need to be merged and ordered. They were all conceived separately, and need to become cohesive.
• Core values need to be reflected in the principles – use those terms explicitly in the wording of the principles

Suggested Language Changes
• Fostering – is a verb, restore noun; remove fostering; critical thinking is at the heart of the teaching and learning experience.
• The phrase “respect ‘adult’ learning styles, the word ‘adult’ might not be appropriate
• The phrases ‘at the heart of’, ‘at the core of’, ‘a critical component of’ – mixed metaphors; some word-smithing needed!
• Please drop ‘the’ and ‘enterprise’ near the sentence’s end in #1
• Please change ‘continuous’ to ‘timely’ in #3
• Under first bullet in Operational, change ‘holistically’ to ‘personally’; in the second bullet, make it ‘a supportive community’
• Why separate academic from holistic in bullet #1 under operational principles)? E.g. delete “both academically and holistically” because they should be integrated
• In the first bullet in Operational principles, the last part of the second sentence says the same thing as the last sentence of the second bullet and are not specific enough; ambiguous.
• Add faculty – should read- “student and faculty experience”
• In Knowledge Co-creation, research and teaching/learning are both essential and of equal importance: Research can inform teaching ….:
• We feel core value #5 (flexibility) needs clarification; don’t entirely understand what is being said
• Delete ‘of a sense’ before ‘community connectedness’ in bullet 3 in operational list; delete ‘added’

Miscellaneous
• 15 principles: 3 definitively teaching – more principles, more clearly articulated; 8 student focused
• Integration of teaching and research articulates dangerous insights.
• Great principles, but will they happen? Culture is not there, is in part due to emphasis on research; teaching remissions filled by per-course instructor; no option to be teaching-focused, but option to be research-focused.
Appendix C-1
Appendix C-2
Appendix C-3
Consultations with Staff
Summary Report

Participating Offices:
• Administration & Finance
• Alumni Affairs
• Marketing and Communications
• Office of the President
• Office of Research
• Office of the Vice-President (Academic)
• Office of the Board of Regents
• Student Affairs and Services

Characteristics of a Positive and Significant Learning Experience

Welcoming and Respectful Learning Environment
• Approachable teachers
• An open culture where individual opinions are encouraged and participants feel comfortable to express views
• Diversity is respected and valued

Interactive Engagement
• Two-way communication occurs
• Instructors have good communication skills, are engaging and knowledgeable
• Learners are active participants

Experiential
• “Hands-on” activities
• Work related experiences
• Application activities

Personal Development
• Encouragement to ‘think outside the box’
• The learner is “pushed” to think and grow, is challenged to think and reason
• Sense of confidence: A ‘can-do’ attitude is encouraged
Relevance
• Connections are made to individual experience; analogies are made to real world events and issues; everyday life examples are used

Recommendations for the Teaching and Learning Framework

Community Building: Collaboration and Connection
• Opportunities for cross-unit and cross-disciplinary collaboration
• More communication to develop awareness of work of non-academic units
• Increased opportunities for connection to wider community
• More collaboration and communication between non-academic and academic members

Financial
• Enhancement of employment conditions
• Space for social gatherings of students
• Improved classroom and lab space
• Appropriate class size for course learning goals

Student Development
• More comprehensive technological support to develop student computer literacy
• Expansion of opportunities for work related experience and community connections
• Importance of a philosophy valuing the accommodation of students with disabilities

Student Development (con’t)
• A holistic model of student learning that acknowledges the contributions of various units toward student development
• Development of ways to increase student awareness and use of services
Student Development (cont)

• Creation of opportunities for students to gain inter-disciplinary knowledge
• Creation of opportunities for cross-disciplinary experiences (research, projects)
• Highlighting of the importance of recruitment and education of students related to program choices and career planning

Teaching

• Identification of ways to encourage and enhance strong and effective teaching
• Development of a better system for ‘tracking’ teaching performance
• Identification of additional ways to reward good teaching
• Provision of opportunities for professional development and mentoring

Teaching-Research Connection

• Clear articulation of the relationship between teaching and research – how the work of the Research Office relates to and supports teaching
• Development of a mechanism to promote the conversation about the role of research and its connection to teaching
Appendix D
Presentation of Additional Data
In this segment of the session, three presenters offered participants additional data for their consideration and review. Paul Chancey, Director of the Centre for Institutional Analysis and Planning (CIAP), gave a statistical overview of the success rate of first year students and also of undergraduate progression to degree completion. Albert Johnson, Co-lead on the Teaching and Learning Initiative, gave a preliminary overview of the patterns and trends emerging from the online student survey which was completed by approximately 275 students who have access to Desire To Learn (D2L) course shells. Elaine Crocker, an external facilitator for the Initiative, gave an overview of the responses received on selected questions from the series of four two-hour consultations that were held with staff from across the campus. All three PowerPoint presentations can be found in Appendix C.

After the presentations and a brief question period with each presenter, the groups were asked to reflect on the new data and formulate feedback to the facilitators by responding to the following question:

Are new/different patterns or trends emerging from these sets of data? What are the important issues to be captured in the Teaching and Learning Document?

The responses from the groups included the following points:

- New hope that changes can happen!
- There is a need for more clearly defined grievance procedures, especially for non-academic issues and for harassment that is not sexual in nature.
- There is a need for more gathering and social spaces on campus, for the creation of community for all groups on campus, not only students.
- Entrance average data needs to be further examined and addressed.
- The Bridges program needs to be examined.
- The University has a moral responsibility towards ‘at risk’ first year students who are accepted into the institution and therefore it needs to provide specific programming for them. Stronger entrance counseling is required.
- More research is required into ‘arranging for success’ for students who experience difficulty.
- Support for re-admission has to be considered – how does the university assist students to gain re-admission? Exit interviews would contain revealing data about those who leave having not succeeded academically and also about those who have.
• The expression of core values depends on co-operation among empires in the university; the framework needs to avoid the establishment of further barriers or the creation of other silos.
• The framework needs to be founded on our current realities; National Study on Student Engagement (NSSE) data included.
• Research is required on the factors that enable many students with low entering averages to achieve academic success in spite of the predictions otherwise.
• There is a need to focus on the success of students with <80% averages. Gather data on best teaching practices and lessons learned.
• Is this process focusing too much on the present and not enough on the future?
• The framework has a serious gap in that it is not addressing students who register for non-credit courses in the university.
• There is a need to create a welcome and inclusive environment that is extended to all, so that everyone feels valued and respected in the institution.

A synthesis of the main points is presented in the full session report.
Appendix E
Recommendations Emerging From the Consultation Process to Date

Doreen Neville
Teaching and Learning Framework Initiative
April 7th Writing Session

Source of Recommendations

• Those presented in this session:
  ◦ Consultation processes and reports
  ◦ Advisory Committee Reports
  ◦ Feedback from April 7th session
  ◦ Feedback from Working Group
  ◦ Feedback from Steering Committee

Key Recommendations To Date

• First step
  • Broad areas for action identified
  • Examples provided to illustrate each, not a complete list
  • Final Framework Document will contain complete list of all recommendations received

Institutional Commitment to Teaching and Learning

• Identify person with leadership responsibility for coordinating the institutional response to the Teaching and Learning Framework
  • Establish coordination mechanisms from the top of the institution down to the faculty, President, VPs Council, Deans and Directors
• Establish a “teaching and learning lens” through which Memorial’s policies, practices and resource allocation decisions are examined
• Introduce and/or strengthen processes and structures which help break down silos within the university around TL issues
• Provide resources to implement key recommendations arising from the Framework Document
• Continue to engage the university community in the development, implementation and evaluation of TL initiatives

Community Building

• Improve internal and external communication processes to increase overall awareness among students, staff, and the public of the services provided by the various units in different portfolios (VPA, VPFA, VPR, 3 campuses)
• Create more opportunities and structures to support cross portfolio and cross disciplinary collaboration
• Increase the number and type of opportunities for connection to the wider community for students, faculty and staff

Teaching and Learning Culture

• Establish regular program and curriculum reviews to develop what graduates need to know, value and be able to do and align course activities and assessment practices with those intended learning outcomes
• Establish the expectation that communication of timely, constructive and appropriate feedback to students is the norm
• Promote incorporation of experiential learning activities, including links to career education, into the curriculum where appropriate
• Promote flexibility in program delivery and evaluation
• Promote faculty and student engagement
**Institutional Processes**

- Support lifelong learning for diverse student populations
- Expand the learning assessment and evaluation process
- Innovate uses of technology to enhance learning
- Develop a wide range of student supports for successful transition from high school to university
- Foster a culture of continuous improvement and collaboration
- Provide accessible, flexible, and continuous learning opportunities
- Support innovative programs that impact societal needs and issues
- Strengthen the impact of the academic program delivery and mobility
- Enhance the student experience through active learning environments

**Engagement**

- Introduce experiences explicitly designed to engage students and faculty engaged in the academic community before the first year of the undergraduate and graduate programs
- Strengthen the student’s program of study and the student’s program of study
- Develop student engagement through experiences that support student and faculty interaction
- Increase involvement in programs that engage community members early in the LSS community

**Faculty Support**

- Encourage and support innovation in teaching practices
- Increase recognition of teaching excellence in the promotion and tenure process
- Consider alternative to teaching load to support new faculty
- Increase institutional recognition of excellence in teaching through recognition of additional teaching awards
- Broaden institutional perspectives to include additional teaching environments

**Student Support**

- Compile a review of all support services on campus and determine the overlaps and gaps in order to improve communication about services
- Increase student, faculty, and staff awareness of student support services
- Break down existing silos between the academic and student affairs portfolios and improve access to student support services
- Establish a First Year Centre/Faculty Experience Office (both virtual and on-campus) to facilitate on-campus and off-campus student support
- Provide better access to bring support after first year
Student Support

- Support services that contribute to the holistic development of the individual
- Increase our understanding of why students are staying or leaving through coordinated research initiatives
- Expand the number of innovative interventions
- Facilitate student connections to the career opportunities that follow degree programs
- Extend services currently available in the Commons to other locations

Student Support

- Create a cornerstone course which would provide first year students with exposure to university expectations for academic performance, an engaging experience with a faculty member in a small group format, exposure to excellent research underway at Memorial, and an experiential component.
- Compulsory, year long multi-disciplinary course; first term would concentrate on critical reading, writing and thinking; second term would include research skills and experiential learning.
- Taught by instructors who embrace this new paradigm and receive appropriate professional development in education and support throughout the course.

Student Support

- Mandatory orientation
- Extend orientation, including 4th credit hour and extension of summer orientation programs
- Introduce required 4th credit hour to all sections of English 1080, offered on a rotating basis by appropriate instructors which would:
  - offer information on supports available as well as instruction in time management and study skills
  - Reinforce student responsibility, and the importance of seeking advice early and planning a program of study
  - Reinforce student understanding of academic integrity issues.

Student Support

- Implement strategies for early identification of students who are experiencing significant academic challenges
- Review existing approaches to providing support to students who are experiencing academic challenges
- Revise existing necessary existing practices to ensure effective and appropriately measured/remediated interventions are in place to support students who are experiencing academic challenges, particularly in the areas of math and English.
- Academic integrity – provide in students a sense of ethical awareness and academic integrity.
- Promote student acceptance of self responsibility for learning.

Program Quality

- Establish commitment to the continuous evaluation and improvement of the quality of academic programs
- Establish an effective course review process which:
  - builds upon the work of the Senate committee on CEQs and the Academic Program Review Process
  - includes input from both students and faculty/instructors
  - incorporates mechanisms such as peer review and greater use of the teaching dossier
  - promotes course content alignment throughout the curriculum
- Investigate introducing a standardized curriculum development process and support for instructional design for all campuses.
- Insure that critical thinking is an integral feature of all courses at all levels and that the assessment of this component is included in the Academic Program Review Process.
Experiential Learning

- Develop and fully implement superbfff and co-curricular record initiatives
- Expand the range of activities that can be considered for academic credit in the CO-OP programs
- Expand student access to internships, community placements
- Expand experiential components in courses - labs, field work, community engagement exercises
- Coordinate the activities of different experiential programs to avoid duplication of effort or competition for placements

Experiential Learning

- Recognize practitioners of experiential learning
- Value their contribution to innovation through their involvement in community engagement initiatives
- Strengthen the linkage between experiential learning and the in-class curriculum
- Develop a parallel tenure and promotion process for experiential learning practitioners
- Explore the technological capacities of DELT to support, reinforce and record experiential learning

Laboratory Instruction

- Reduce content currently found in labs to increase time available to maximize the opportunity to develop critical thinking skills, master practical skills and reinforce content learned in lectures
- Recognize laboratory instructors as independent faculty teaching positions, not as staff; support positions as currently classified. To that end, instructors have access to time and resources to improve the delivery of the instructional curriculum
- Lower the number of first-year students in each laboratory section and provide increased support in terms of teaching aids and instructional staff
- Introduce professional development opportunities and recognition for teaching staff, including medication

Interdisciplinarity

- Build supports for interdisciplinary collaboration into structures that focus on community engagement
- Establish interdisciplinary as a core institutional value and recognize it through the P and T process, cross appointments, use of professional associates etc.
- Include interdisciplinary experience as part of the first-year curriculum
- Build stronger interdisciplinary connections and review and renew programs over time
- Build stronger interdisciplinary connections in making degree programs
- Develop less cumbersome ways to achieve joint degrees

Research and Teaching Nexus

- Emphasize the educational value of research in the intellectual development of faculty and students
- Align where possible the research interests and areas of expertise with their teaching assignments
- Embed subject liaison librarians into all academic programs
- Create a dialogue about research in teaching activities
- Include assignments that enhance the understanding of research content.
- Enhance research opportunities for students through research assignments in courses
- Foster student engagement through research projects
- Promote and value research on teaching and learning

Diversity

- Provide better induction for professors around the types of accommodation available for students with disabilities
- Improve models in diversity awareness and metacognitive training, professional development
- Develop more engaged, university policies on working with individuals with disabilities on and off campus initiatives - reduce the cumbersome processes associated with accommodating a request for reasonable accommodation
- Foster and recognize study/ intern abroad experiences for both faculty and students
- Develop specific courses that address diversity
- Create more distance delivery options - offer better for students with disabilities
Diversity

- Develop more supports for students from all cultures:
  - Programs to increase awareness of the need for understanding context and
    terminology in class
  - Emphasis in courses regardless of writing placement scores
  - Guide students toward selecting writing courses that address their needs
  - Information about specific citation styles, expectations for the format for written
    assignments
  - Education for students who may not have experiences in
    academic settings
  - Better information for students while they are still in their home countries
    so that they are better prepared to make fully informed decisions about their
    programs.
Appendix F
Developing a Practical Vision
Each small group was assigned one or two of the broad areas of recommendations from Doreen Neville’s presentation and were asked to answer the following question:

*If recommendations in this particular area were accepted and implemented, what would teaching and learning look like at Memorial in three to four years time? What would be the first step in getting there?*

Groups were asked to record all of the practical implications they identified. Their submissions are reported verbatim.

*Institutional Commitment to Teaching and Learning and Institutional Processes*

- Streamlined organizational processes
- Search engine developed to find and explain a particular process, e.g. risk management, conference organization
- Development of a shared information hub or a policy network
- Examine processes that may impact academic programming and see where they can be centralized, e.g. risk management for student going abroad; registration for exchange students; facilities management, human resources
- Identify and hire a director or senior administrative person to run this show
- Develop a process/rubric for assessment of prior learning; train people to assess prior learning
- Immediate review of the Bridging program; a transition program for high school students – what would this program look like? This program would help students develop an understanding of what university education or career can be.
- Offer Summer U – allow high school students to take one course; when they finish high school, they get the credit; expand mini-university idea, e.g. MedQuest;
- Flexible program delivery: Prior learning assessment, accelerated programs
- Steps: Identify a position, develop a work plan and human resources to execute the following tasks: resource commitment, physical space, hiring process.
Community-Building

- Students/staff/faculty working together in terms of research/teaching/learning
- Create a community of interests (research interests, teaching interests, personal interests) and allow people to choose to participate in it.
- Need some type of communication system other than Newsline that people will want to use. Not sure what that is but email is not working.
- Some concentration on commuter students, non-credit and distance students but not to the point of creating more silos. Can’t have four categories of students: residence students | distance students | commuter students | non-credit students
- To start: research other institutions to see what is happening; do a blueprint of institution to see what space is available, how well it is utilized and make decisions around physical space on that.
- Dedicated money and technological staff who maintain up to date website
- Overhaul MUN website so it is easier to use; perhaps has a virtual feel to it. (Develop a virtual community).
- Create a general MUN app that will allow the user to self-select options and information; can be direct to students in that manner

Teaching and Learning Culture

- [Enforce] calendar regulation about feedback: timely, constructive, appropriate; students should have meaningful feedback before drop course date; know what their course mark is going into an exam
- Create meaningful work (to meet objectives of course and relevant); students need to know what the expectation are;
- More faculty instruction how to create a course syllabus; match calendar expectations with syllabus expectations; [include] meaningful continuous feedback in courses
- [Renew or create] discipline-based student associations; develop student leadership;
- Undergraduate colloquia in discipline
- [Create teaching] award that exemplifies student engagement; easy way to submit
- Create Chair or Fellow of Teaching/Learning
- IDO Office rolling out support in multiple ways, more than in person
- Simplify the curriculum review process; [cycle] takes too many years >7
- Encourage pilot course/pilot approaches; invite proposals

Engagement

- There would be a much larger faculty commitment
- [Increase engagement through] large courses with break-outs done by grad students. Are graduate students competent and are they cost-effective?
- Certain amount of lecture needed on basic information required
• Union collective agreements would be radically different
• Emphasis on first-year teaching would make it hard to recruit new faculty
• Students and many faculty treat MUN as a commuter campus
• Faculty need more time
• Maximum class size that must be enforced
• Lower student to faculty (tenure) ratio
• Construct/reconstruct physical life sciences lab space
• Far more adequate space; student society space for every disciplines
• Alleviate financial burden that requires students to work so that they have time to be engaged
• Blend of on-campus teaching and online discussion (freer space but can consume more faculty time); will require a culture change
• Required attendance in first year could lead to greater engagement and therefore better attendance in supper year courses
• Informal gathering spaces; faculty/university club with no membership fees
• Better integration of North and South sides of the campus
• Permanent full-time teaching faculty; we have them but with no job security; will it be institutionalized? (Lots of debate on the pros and cons).
• Engagement would require more consistency on standards across sections of a course within departments and across departments
• First steps: job security for full-time teachers; consistency of standards

Faculty Support
• Center for faculty to learn technologies for teaching and receive instructional design support; leverage existing resources and expertise; hardware/software/support expertise available
• Alternative to teaching remission: extra research assistants, extra teaching assistants; professional development opportunities; access to technology support
• Enhancing faculty orientations
• Provision of a family program
• Teaching recognition, e.g. Winners of President's Award for Distinguished Teaching deliver inaugural lecture to first-year orientation students

Student Support
• Ease of access to all student services: (Wellness/counseling, writing center, help centers/ academic advising, career development, financial/administration (cashier), International Student Advising, admissions); with [adequate] physical space and a virtual component, e.g. MUNLive
• Recognition of Student Services role at MUN: identify what we are already doing well; value/reward student service providers; increase
staffing/ resources where needed as identified by these valued community members

- **Sense of Belonging**: Space to encourage staff/faculty and students to mix – one area per building to start. (Example of current space that works: Engineering Café); more student/faculty/staff spirit and involvement: sports activities, etc. for socializing and sharing time; integrate opportunities for community-building for residence and non-residence students. (Currently few, small rooms and few tutors in residence.)
- **Alternative to cornerstone course**: Establish a first year course for 3 elective credits; take 3 topics; chose from 5-7 options; 1 hour/week per topic or 4 weeks/topic for a total of 3 hours/week over 12/13 weeks. Topic examples: math basics, writing basics (English grammar), computer skills, academic success, communications in higher education, career planning, research essentials, “me” in university community; assessment via portfolio or projects

**Experiential Learning**

- Money, space, time and recognition of the value of experiential learning
- Community partnerships
- Flexible university timetable
- Using resources (such as technology) to help students come to class better prepared so that class time can be spent doing “hands-on” activities
- “Incentives” to develop experiential learning
- Simulation | study | consolidation | debriefing
- Teaching and learning enriched with experiential learning embedded in the curriculum of every faculty; students would have clearer expectations of what individuals in their disciplines do in “real life”; students would also have developed a skill set specific to their discipline
- “Be where students are.”

**Program Quality**

- Define Quality (Outcomes)
- Collect data – as [in the field of the] Scholarship of Teaching and Learning
- Longitudinal satisfaction surveys
- Employer surveys
- Instructional design support
- [Develop] a good measurement tools and use it in P and T decisions
- Professional development activities within structure of work – higher value
- Teaching development/teaching conferences
- Peer review needs to be supported and rewarded with time recognized
- Faculty doing more stuff – where does time come from
- Professional schools accreditation – but all programs are reviewed on a regular basis – do they matter?
- Course quality – alignment with course objectives
• Department Reviews: accessibility of review material; quantify outcomes and objectives; accountability and measurement
• Consistency of courses: multi-sectional first year intro; coordinator; common exams with 20% flexible; coherence; have senior level faculty involvement; objectives determined by department
• Need to examine “input – process - output (or outcomes)” sequence; collect data [to see what works best]
• Demonstrate [and reward] “most improved”, i.e. measure the change in average from beginning to completion; the lower the average, the greater the improvement. This can be transformational for students.
• Develop professionalization of graduate students; as a teacher or as a professional
• Offer Masters’ students and PhD students mentorship; set expectations for professional socialization: conferences, teaching, pubs
• Critical thinking: is it not done? Does it happen? Is it happening less than it did 20 years ago? Students are changing.

Interdisciplinarity
• Discussion of our own need to think beyond “disciplines” of interdisciplinary work to real interdisciplinarity; entails reaching out into the community
• Interdisciplinary collaborative program that reports directly to VPA, e.g. dialogue program, dialogue institute; run a dialogue program; focus on skill building, process oriented skills
• “Build your own degree”?
• University needs to value experiences at the periphery of the traditional academy
• Start many small projects – pilot, pilot pilot!
• Seems to be easier to do ‘interdisciplinary” work within the discipline itself
• Thematic course, e.g. Cultivating Humanity” or “How to think about science” rather than disciplinary-based. (Disciplines have a difficult time being told what to do.)
• Recognize what programs already have a natural synergy
• Provide small chunks of funding to pilot small-scale projects (e.g. Instructional Development Grants)
• Have an office or position created to promote interdisciplinarity - i.e. create a position, report directly to the VPA, start at the obvious connections, move to the less obvious ones; give it a home, an institute
• Interdisciplinarity would be recognized in 3-4 years’ time by the fact that students would come out saying, “That’s what I came to university for.”; that student could look back on their time as a place to develop networks; they learned how to contribute writing, video, etc in public venues; that community groups would look to the university as a partner and agent of change. (Look at where the Simon Fraser Dialogue Program was three years ago.)
**Diversity**

- More students with diverse learning needs at Memorial with increased success rate; mandatory professional development for student faculty and staff in diversity awareness and teaching methods for diverse learners; develop specific course content to address diversity; each academic unit has committee responsible for curriculum/supports around diversity; develop supports for students from diverse backgrounds.
- Memorial is a safe, comfortable and welcome environment fore everyone, regardless of background with a culture of respect and understanding (sense of belonging for all); increased support for programming which celebrates diversity and promotes equity.

**Research and Teaching Nexus**

- Expand research and teaching to include all members of the university (including staff) who are doing research.
- Engage students in conference involvement at all levels from first year onward.
- Greater support.
- Memorial conferences.
- Yaffle for everyone!
- Annual conference on teaching-scholarship of teaching; a one or two day conference.
- Teaching and learning D2L shell for new faculty.
- Involve student in an experiential activity that is research-based; more funding for student positions.
- [Draw upon expertise of] one or two individuals who have expertise in the scholarship of teaching.
- Mandatory PD for teaching.
- Expand IDO support and services for per course instructors, new faculty; D2L shell on teaching and learning; teaching program for new faculty; PD days.
- Emphasize the educational value of the research in the intellectual development of all members of Memorial, e.g. Memorial-wide research consortium.