Teaching and Learning Community at Memorial University

Engagement
Committed to Discovery
Support
Inclusive
Outcomes-oriented
Responsive

teachingandlearning.mun.ca
Introduction

• Planning Budget of $1M held in the Office of the Provost;
  – support the development of the Teaching and Learning Framework;
  – insure seed funding would be available to initiate timely response to the recommendations arising from the TLF

• This presentation will:
  – Describe how we spent $1M 😊 and the outcomes achieved
  – Provide background (along with the earlier session with Ken Steele) for this afternoon’s planning session around next steps for the coming three years
DEVELOPMENT OF THE FRAMEWORK

• 15 Advisory Committees, a Working Group and Steering Committee established

• Kick-off retreat to identify qualities of the graduate in January 2011

• Discussion paper

• 65 consultation sessions

• 2 brainstorming sessions
TEACHING AND LEARNING FRAMEWORK AT MEMORIAL

Teaching and Learning Community at Memorial University

Engagement, Support, Committed to Discovery, Inclusive, Responsive, Outcomes-oriented

Principles
Students
Core Values
Educators
Community
Recommendations
Qualities of the Graduate

Foundational Statement
## Development of the Framework

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So, how did we spend the rest of $1M?

- 3 years (2011-2014), across 3 campuses

- Grenfell Campus and Marine Institute each allocated $100,000
  - directed their own initiatives
  - provided reports
Grenfell Campus - $100,000

- Held two campus-wide consultation sessions for students, faculty and staff
- Identified enhancements to implement in the TL environment
- Established a Teaching and Learning Group
- Reviewed the Grenfell Core Curriculum
- Reviewed Summer Bridging Program
- Participated in a conference on the First Year Experience
- Participated in the STLHE conference
Grenfell Campus - $100,000

- Faculty and staff participated in the TSEP
- Created a new teaching support position on Grenfell Campus
- Developed Math Circles Outreach Program
- GCSU sponsored Teaching Awards
- Revitalized Teaching Committee
- Developed “Steps to Success” Program
Marine Institute - $100,000

• Integrated Teaching and Learning into the strategic planning process

• Developed a Writing Centre on MI campus

• Provided technology upgrades to student laboratories

• Program enhancements
  – Safety and Emergency Response Training (SERT) Centre
  – Bachelor of Technology
  – Bachelor of Maritime Studies
Marine Institute - $100,000

- Additional initiatives identified for future development
  - Establish linkages with alumni
  - Training for instructors
  - Develop capacity for enhanced student support
• Guided by structures used to develop the Framework (Advisory Committee Chairs, Working Group and Steering Committee)

• Focused on developing multi-unit and/or cross-portfolio responses to recommendations which could be delivered by existing operational units

• Commitment to following a rigorous process for project development – environmental scan, literature review, broad consultation, recommendations/proposals.

• Leveraged additional resources (cash and in-kind contributions) as a result of the TLF planning budget investments

• Tracked additional projects which were initiated by academic units independently of the TLF Planning Budget Funding (ongoing process)
RECOMMENDATION: Identify people and structure responsible for realizing the vision and enhancing the community at Memorial

- Initial proposal for a TLF secretariat not supported

- Personnel associated with Framework volunteered to continue in their roles: Doreen and Albert as co-leads, Steering Committee, Working Group and Advisory Committee Chairs

- Short-term contracts for:
  - Administrative support for 20 months
  - Communications support for 18 months

- Website development

- Communications and teaching tools (placemat, lens, videos, blogs)
RECOMMENDATION: Identify people and structure responsible for realizing the vision and enhancing the community at Memorial

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RECOMMENDATION: Provide assistance for students who are facing academic challenges, especially in first year

1. Pilot Project: First Year Success Program (third year starting fall 2014)
   – Leadership by Dr. David Philpott and Ms. Su Cleyle (seconded)
   – Research and program development funded by TLF
   – Faculty of Arts agreed to own and deliver the program
   – Pilot Program delivery funded by VPC - $650,000
   – Volunteer instructors for program – 3 librarians (Lorna Adcock, Janet Goosney and Jeannie Bail) and Doreen Neville - $74,550
   – CIAP led the evaluation; DELTS contributed to the introductory video

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RECOMMENDATION: Provide assistance for students who are facing academic challenges, especially in first year

2. Accommodating Students with Individual Learning Needs Associated with Disabilities and/or Mental Health Issues

– Leadership by Dr. Dave Philpott (FOE) and Ms. Elizabeth Chaulk (CNA)
– Report called for an ecological model of well being – Healthy Campus
– Possible programming options include Mental Health First Aid, Universal Curriculum Design for All Students, Case Management Services, Accessibility Audits and a Stepped Care Counseling Model
– Responsibility for Healthy Campus rests with the Deputy Provost-Students and the Director of Human Resources

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RECOMMENDATION: Provide assistance for students who are facing academic challenges, especially in first year

3. Students From Diverse Cultures and Backgrounds

– Leadership by Dr. Dave Philpott (FOE) and Ms. Karen Kennedy (Student Services)
– Study is exploring (1) experiences of students from other cultures and backgrounds; and (2) development of MUN’s intercultural competency (using the Intercultural Development Inventory – IDI)
– Report will outline what is required to insure optimal experiences for our students who come from diverse cultures and backgrounds and propose initiatives which can be undertaken to address the issues raised in the report
– Report due Summer 2014

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RECOMMENDATION: Provide assistance for students who are facing academic challenges, especially in first year

• Other Initiatives:
  
  – School of Music introduced a First Year Success Program tailored to music students struggling with skills in Music Theory and Aural Skills in the first semester
  
  – Grenfell is in the process of reviewing/revising its Bridging Program
  
  – Grenfell offers a “Steps to Success Program” focused on students who are on academic warning
  
  – MI developed a Writing Centre on campus
RECOMMENDATION: Promote student and educator engagement in the first year and throughout programs (including appropriate class sizes, suitability of formal learning space, interaction with inspiring people and ideas)

1. Project Engage in Teaching
   - Leadership by Mr. Albert Johnson (DELTS) and Dr. Trudi Johnson (FOE)
   - Inspired by Project Engage at University of Calgary (Drs. Leslie Reid and Melissa Boyd)
   - 3 year pilot project - underway
   - Program development costs covered mostly by DELTS
   - Pilot project delivery funded by Office of the Provost and Vice President, Academic

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RECOMMENDATION: Promote student and educator engagement in the first year and throughout programs (including appropriate class sizes, suitability of formal learning space, interaction with inspiring people and ideas).

2. Classroom Renovations and Upgrades

- Leadership by DELTS, Facilities Management and Office of the Registrar
- Proposal for $621,000 x 5 years for shared classrooms on St. John’s Campus
- Total refurbishment of 5 large and 5 small classrooms
- Upgrading of 50 classrooms with modern digital technology
- Project funded by VPC from the Grant in lieu of tuition

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RECOMMENDATION: Promote student and educator engagement in the first year and throughout programs (including appropriate class sizes, suitability of formal learning space, interaction with inspiring people and ideas)

3. Other Initiatives

– Marine Institute made technology upgrades to their laboratories

– Classroom Teaching Infrastructure Fund continues to contributes $1M in classroom funding each year across 3 campuses

– This year funding from CTIF will help replace exam furniture used in the MUN gym – a proposal that was generated from the TL community (Office of the Registrar, Blunden Centre and Facilities Management)
RECOMMENDATION: Promote student and educator engagement in the first year and throughout programs (including appropriate class sizes, suitability of formal learning space, interaction with inspiring people and ideas)

4. University 1020- Problem Solving Strategies

- Leadership by Dr. Valerie Burton, FOA and Academic Director, FYSP
- 1.5 hour session once a week exposes student to exciting faculty work from across the disciplines, followed up with another small group discussion to strengthen their understanding of disciplinary research and overall critical skills
- Required course for FYSP but also qualifies as a research/writing course for students pursuing a BA
- All guest instructors are volunteers
- Course development costs covered by FOA and DELTS

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RECOMMENDATION: Promote student and educator engagement in the first year and throughout programs (including appropriate class sizes, suitability of formal learning space, interaction with inspiring people and ideas)

5. Research on Class Size

- Literature review on class size conducted by Ryan Egan in DELTS and funded by DELTS
- Review was used to inform program planning for student engagement in various size classes

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RECOMMENDATION: Make instructional design and delivery support available to all educators

1. Teaching Skills Enhancement Program

   – Leadership by Dr. Trudi Johnson (FOE) who volunteered to supervise the research team
   – Program development funded by TLF
   – Launched in fall of 2012, to date 150 faculty and graduate students have participated
   – Pan-university and on-line component makes resources available to educators 24/7
   – Face-to-face consultations still available
   – Can earn a certificate of completion by participating in specific activities - different streams for faculty and graduate students

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RECOMMENDATION: Make instructional design and delivery support available to all educators

2. Imbedded Instructional Design Support Initiatives

Pilot project involving imbedding teaching support specialists in the Faculty of Engineering and the School of Social Work on a cost shared basis (50% DELTS and 50% Faculty/School)

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RECOMMENDATION: Make instructional design and delivery support available to all educators

3. Other Initiatives

- School of Pharmacy – Post doctoral Fellow (curriculum mapping and faculty development)

- Faculty of Business – Manager of Accreditation (learning goals)

- Faculty of Medicine – Health Education Technology and Learning Unit

- Curriculum Mapping Software – Medicine, Engineering, Pharmacy, Genesis
RECOMMENDATION: Recognition of Teaching Quality, in the P&T process, establishment of university awards and chairs and support of research into the scholarship of teaching and learning

4. Establishment of New President’s Awards for Teaching and Graduate Student Supervision in 2012

- President’s Award for Outstanding Teaching (Faculty, 5-10 years)
- President’s Award for Outstanding Teaching (Lecturers and Instructional Staff)
- President’s Award for Outstanding Graduate and Post Graduate Supervision

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RECOMMENDATION: Recognition of Teaching Quality, in the P&T process, establishment of university awards and chairs and support of research into the scholarship of teaching and learning

4. Teaching and Learning Prize at the Aldrich Interdisciplinary Conference
   - $500 from DELTS in 2013 for best presentation in the Teaching and Learning Stream
   - $1000 from Office of the Provost in 2014 to recognize a student who most effectively conveyed in their presentation the impact their research had or could have had on teaching and learning practice

5. Instructional Development Grants
   - 10 grants of up to $5000 per grant to support the implementation of new and/or projects and programs designed to improve teaching and learning
   - Funding for 2013 discontinued from CTIF and covered for one year by Office of the Provost

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RECOMMENDATION: Recognition of Teaching Quality, in the P&T process, establishment of university awards and chairs and support of research into the scholarship of teaching and learning

6. TLC Submission to the Research Intensity Plan
   - makes the case for consideration of the Scholarship of Teaching and Learning as an integral component of the Research Plan

7. Scholarly Activity From the TLF Planning Fund
   - 17 Conference Presentations
   - 3 Public Presentations
   - 3 Publications
   - 2 Multi-media presentations
RECOMMENDATION: Recognition of the contribution of all educators and partners in the teaching and learning enterprise

1. Non-Faculty teaching awards – previously described

2. Research Project on Maximizing Teaching Potential at Memorial
   - Leadership – Dr. David Philpott, FOE
   - This project is exploring the use of tenure track, tenured, contractual and sessional instructors for university teaching at Memorial and across North America, in order to identify the types of models which exist and their respective implications for teaching and learning. The environmental scan and literature review will be followed by consultations across the 3 campuses (report anticipated in late fall 2014).

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RECOMMENDATION: Flexibility in course scheduling, delivery methods and evaluation strategies to accommodate the needs of our diverse learners and programs

1. Senate regulation on correction and return of student work
   – Graded work worth 20% of the final grade to be received before the last day to drop courses without academic prejudice
   – In courses where evaluation includes a final exam, instructors shall make all reasonable efforts to mark and return all work before the beginning of an examination period

2. Committee on Expanding Mid-Term Break
   – Leadership by Dr. Carrie Dyck, (FOA), with Karen Kennedy (Student Services), Robert Meadus (School of Nursing) and Sheila Singleton (University Registrar)
   – Designed a questionnaire and sent out to faculty; meeting with student unions
   – Preparing a report (anticipated summer 2014)

3. DELTS Offerings on Course Evaluation Methods
   – Professional development sessions on evaluation methods offered each semester as part of the Teaching Dossier stream
   – Albert Johnson met with Senate Committee on Course Evaluation
RECOMMENDATION: Informal gathering/learning spaces for all members of the university community

- Arts Building Atrium, Second Level
- Chemistry Building Alcove
- HKR student gathering space
- Education Gathering Space

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RECOMMENDATION: Appropriate orientation for all educators

- Orientation for new educators occurs twice yearly, plus some Faculties and Schools provide additional orientation

- TLF topics are covered throughout the year in brown-bag lunches

- A D2L course shell has been created which houses orientation materials for per course instructors that can be accessed 24/7

- Subsequent to the restructuring of the Office of the Provost and Vice President Academic, institutional responsibility for review and development of orientation processes for educators lies within the portfolio of the AVPA Faculty Affairs
RECOMMENDATION: Comprehensive Student Support Services that are integrated and coordinated

1. Student Supports Inventory (2011-12)

Tom Brophy (Student Success) and Julie Greene (Academic Advising) led a project to develop a cross portfolio and multi-campus inventory of student support services, employing graduate students to conduct surveys and interviews to develop the database.

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RECOMMENDATION: Comprehensive Student Support Services that are integrated and coordinated

2. Portfolio Reorganization (2013 onwards)

- The creation of the role of Deputy Provost (Students) and Associate Vice President (Academic) Undergraduate Studies was intended to foster a move towards greater integration and coordination of existing support services across all campuses of Memorial University, including linkage of curricular and co-curricular offerings for students, enhancement of services which are working well and creation of new opportunities.

- A proposal for a realignment of the portfolio in 3 phases has gone through a consultation process and is going to the Board of Regents for approval at the May meeting
RECOMMENDATION: Comprehensive orientation for all incoming undergraduate and graduate students

1. Undergraduate Students

   – Responsibility for orientation of undergraduate students rests within the portfolio of the Deputy Provost (Students) and AVPA Undergraduate Students

   – Discussions are underway to create a year-long orientation process which:
     • Links the traditional 2 days in August orientation with a series of planned events throughout the year
     • Provides specific programming in response to the diverse needs of various groups of students—international, Aboriginal, LBGTOQ, trans-gender, students with disabilities, transfer students, mature learners etc
     • Fosters and supports the growth of independence and responsibility among students within the Memorial community
RECOMMENDATION: Comprehensive orientation for all incoming undergraduate and graduate students

2. Orientation for Graduate Students currently includes:

– Pre-orientation webinar in August for all new graduate students – covers administrative information and instructions for incoming students

– Half-day orientation event in September, includes welcome speeches from the President and Deputy Provost (Students), keynote from the Dean of the School of Graduate Studies, student services and fairs. Videos of presentations are uploaded for viewing by on-line students.

– A Graduate Integration Program assists students in making the transition to graduate studies through a number of events and information sessions

– Second year orientation session in January for graduate students in semesters 4, 5 and 6 of their programs – reviews regulations and policies and covers upcoming milestones leading to graduation
RECOMMENDATION: Opportunities for engagement among students, educators and the community at large

- Project Engage (previously described)

- Portfolio of the Deputy Provost (Students) contains many of the services that support engagement in the community (such as COOP and service learning) and opportunities to develop new initiatives may emerge from the portfolio restructuring

- Now that base funding has been announced for all 3 Frameworks there may be an opportunity to create shared projects across the Frameworks which enhance engagement
RECOMMENDATION: A teaching and learning plan that includes a monitoring and evaluation framework

Phase 1: Projects under the TLF Planning Budget (2011-2014)

– Evaluation plans developed specifically for each major project (FYSP, Project Engage, TSEP) and overseen by CIAP

– Preliminary efforts are underway to develop a set of Teaching and Learning Community Accounts which will provide for each Faculty, School, Division, Department and Academic Support Unit:
  • a description of their teaching and learning community, including programs, educators, students and staff
  • relevant university-wide data currently held by CIAP
  • unit specific indicators of the activities related to developing a teaching and learning community which is based on a foundation of engagement and support and is inclusive, responsive, outcomes oriented and committed to discovery
RECOMMENDATION: A teaching and learning plan that includes a monitoring and evaluation framework

Phase 2: New base funding for TLF of $1.2 M recently announced

- One of the conditions of funding will be the inclusion of an evaluation component for initiatives proposed
- Another condition will be the development of a teaching and learning plan
- Retreat later today will begin to identify priorities for the next 3 years which will inform discussions leading up to the development of the Teaching and Learning Plan
So… drum roll 😊

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Planning and Leveraged Cash

TLF Planning  | Leveraged Cash  | Total Cash
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Teaching and Learning Community at Memorial University