
SENATE STANDING COMMITTEE ON TEACHING AND LEARNING

Regular Meeting
Thursday, April 25, 2024
2:00 p.m. – 4:00 p.m.
MS Teams Online

AGENDA

1. Call to Order and Territorial Acknowledgement 2:00
2. Approval of Agenda
3. Approval of Minutes, March 21, 2024
4. Chair's Report
5. AVP, Teaching and Learning and Learning Report Leeann Waddington 2:15
6. Items for Discussion
 - 6.1. Default Auto Captioning Q&A Leeann Waddington 2:25
7. Items for Motion
 - 7.1. Pathway Attribute Criteria Revision 2:45
..... Christina Page, Leeann Waddington, Mitra Gorjipour, Diane Van der Gucht
8. Adjournment

SENATE STANDING COMMITTEE ON TEACHING AND LEARNING

Minutes of Regular Meeting

March 21, 2024

2:00 p.m. – 4:00 p.m.

MS Teams Online

Voting Member: Quorum: 7 members		
Andhra Goundrey, Vice-Chair Catherine Chow Christina Page, Chair Connie Klimek	Diane Van der Gucht Leeann Waddington Michael Cober Sharmen Lee	Alan Davis
		Non-voting
		Carole St. Laurent Catherine Schwichtenberg Gillian Sudlow Mitra Gorjipour
Absent	Senate Office	Guests
Adam Khan Jovita Vytasek Melissa Smith Mike Mann Nishan Perera Reza Khakbaznejad Wallapak Polasub	Maggie Ding (recorder) Michelle Molnar	

1. Call to Order and Territorial Acknowledgement

The Chair, Christina Page, called the meeting to order at 2:00 p.m.

2. Approval of Agenda

Sharmen Lee requested a discussion item on available supports for Indigenizing curriculum and pedagogy.

Connie Klimek moved the agenda be confirmed as amended.

The motion carried.

3. Approval of Minutes, February 22, 2024

Andhra Goundrey moved the minutes be accepted as circulated.

The motion carried.

4. Chair's Report

Christina Page, Chair, welcomed Maggie Ding, a new administrative assistant at the Senate office who will assist the committee.

Christina emphasized two agenda items: one regarding a specific Pathway course and the other concerning the process to ensure course suitability for students. This is a part of SSCTL's ongoing follow-up to the work of the Pathway Working Group, and is being carried out in close collaboration with SSCC. She confirmed that these topics fall within the scope of the committee's terms of reference. Christina also expressed heartfelt gratitude to the members of the SSCC subcommittee for their exceptional efforts in piloting the process.

5. AVP, Teaching and Learning Report

Leeann Waddington summarized her written report, highlighting the refresh of their new office space where folks can gather to share the space and engage in discussions related to teaching and learning. Additionally, she highlighted the recent success of their first generative AI community of practice, which attracted approximately 15 attendees, demonstrating significant interest in this topic. The group will continue meeting to explore business applications and enhance guidelines. Furthermore, they've initiated a privacy impact assessment for generative AI tools to assess opportunities and potential risks.

6. New Business

6.1. Default Auto Captioning in all KPU Instructional Technologies

Leeann Waddington commenced her presentation by extending gratitude to Dr. Nishan Perera, Director of Learning Technologies & Educational Development, for preparing the report during her absence

To support compliance with provincial legislation, KPU formulated an accessibility report and action plan in September 2023, leading the Teaching & Learning Commons to review alignment with the plan's directives. Leeann introduced one recommendation from the review – Default Auto Captioning in all KPU Instructional Technologies – seeking endorsement from SSCTL, noting that the Accessibility committee had already motioned for Teaching and Learning to activate this functionality.

During the discussion, committee members voiced concerns about errors in default captioning and faculty workload. They also questioned the possibility of turning off default captions, and whether captions could be retroactively applied to existing content in Kaltura. Despite uncertainties, there was mutual agreement to fulfill obligations to legislation and provide optimal support to learners. Leeann Waddington emphasized the necessity for a structured rollout plan and acknowledged challenges in enforcing mandatory captioning, committing to address concerns and revisit the topic in the next meeting.

6.2. BUSI 1115 Pathway Attribute Review

SSCC is establishing a subcommittee to evaluate the suitability of courses seeking the Pathway attribute, with SSCTL collaborating as an interim measure. Three SSCTL members—Mitra,

Catherine, and Connie—have assessed BUSI 1115, praising its incorporation of reading materials and scaffolded assignments for Pathway students. Christina addressed reviewers' questions during the process, and Andhra thanked the reviewers for their valuable input in this new process.

The committee discussed whether it was premature to recommend approval of BUSI 1115, as the criteria and procedures for approval are still being refined. The committee decided to table the original motion until after visiting the Pathway course approval process.

Connie Klimek moved to table the original motion until after visiting the Pathway course approval process.

The motion carried.

6.3. Pathway Course Approval Process

Christina reviewed the original 2018 criteria for Pathway courses, highlighting the challenge of implementing the criterion related to course accessibility for students aiming to meet the undergraduate English language requirement. She emphasized the need for clarity in evaluating course accessibility within the Pathway framework.

The committee supported Christina's notion that the current criteria may be inadequate for evaluating courses effectively, implying a potential need for additional criteria to ensure both course quality and student success. Furthermore, the committee discussed the need to ensure that criteria for Pathway course curriculum is addressed at the course outline level, addressing the potential problems of variability between section delivery. Overall, the discussion showcased a commitment to enhancing the clarity and consistency of Pathway course delivery within the institution and ongoing efforts to improve practices surrounding Pathway education.

As a next step, the committee agreed to continue this discussion. A subset of committee members will review the existing criteria, bringing suggested revisions to the committee at the next meeting for discussion.

After discussion and amendment, motion 6.2 was amended to:

Leeann Waddington moved that the Senate Standing Committee on Teaching and Learning (SSCTL) recommended BUSI 1115 for the academic year 24/25 as a Pathway 3, with consideration for further review when the committee is formed.

The motion carried.

7. Items for discussion

None.

8. Adjournment

The meeting adjourned at 3:46 p.m.

SENATE STANDING COMMITTEE ON TEACHING AND LEARNING

Agenda Item: 5

Meeting Date: April 25, 2024

Presenter: Leeann Waddington

Associate Vice President, Teaching and Learning:
Report to the Senate Standing Committee on Teaching & Learning
April, 25 2024 (for the period of March 21 2024 to April 16, 2024)

EVENTS & UPDATES

- The Teaching & Learning Commons is launching a support for rubric development for Gen AI considerations. The team will be available to provide feedback on assessment rubric design to “GenAI Proof” it. Feedback will focus on supporting instructors to refine their rubric to ensure it evaluates integrated learning, which is not easily replicated by GenAI. Email genAIrubrics@kpu.ca. Feedback will be provided within 3-5 business days.
- We've launched a list of supports and learning opportunities for new faculty who will be starting their teaching journey this summer. These T&L supports can be accessed and completed asynchronously with 1:1 support from Strategists and Learn Tech Analysts through drop-ins and as required with a consultation. Learn more [HERE](#).
- We have prepared an action plan in response to the release of the Accessibility Plan and shared it with academic council as well as at a Provincial accessibility community of practice.
- The application cycle for TLIF and OER grants is now closed and the adjudication process complete, recipients will receive communication in the coming weeks. 16 applications for funding were received this cycle.
- Our latest T&L Commons newsletter has been published. [Read it here!](#)

WORKSHOPS AND EVENTS

- Check out our spring learning opportunities [here!](#)
 - [Technology Enhanced e-classrooms orientation May 8th](#)
 - [Instructional Skills for Lab instructors May 10th](#)
 - [Generative AI Workshop May 17th](#)
 - [Privacy and Records a Primer for Faculty May 28th](#)

LEARNING TECHNOLOGIES

- Teaching and Learning Commons is in the final stages of preparing and implementing the universal login conversion to email address, the Moodle upgrade to version 4.1 and the addition of single sign on and the accessibility plug-in for WordPress.

OPEN EDUCATION

- We've worked with the registrar's office and chairs to improve the data collection for ZTC course sections, building in transparency for students during their registration process.
- Monday April 15th TL Commons hosted a wrap up party for the first round of UN SDG Champions, fall champion announcements coming soon.
- If you are interested in learning more about the ZTC Initiative, visit <https://www.kpu.ca/open/ztc>; for help finding OERs to use in your courses, ask your subject librarian <https://www.kpu.ca/library/finding-open-education-resources>.

SENATE STANDING COMMITTEE ON POLICY

Agenda Number: 6.1

Meeting Date: April 25, 2024

Presenter(s): Dr. Leeann Waddington

AGENDA TITLE: *DEFAULT AUTO CAPTIONING Q&A*

ACTION REQUESTED: Discussion

RECOMMENDED RESOLUTION:

N/A

COMMITTEE REPORT

For Secretariat Use Only

Context and Background

In the March SSCTL meeting the Teaching and Learning Commons brought forward for consultation a request from the KPU Accessibility Committee to activate auto caption in the Kaltura media platform. Teaching and Learning provided an overview of how this would support learners and acknowledged the limitation of machine captioning related to accuracy and thus the impact on faculty to make necessary corrections. Discussion resulted in the following questions from SSCTL members. Responses are provided below.

- Q. If the caption is on by default, can the user turn it off if they want to?
A. Yes, the video owners can turn off the caption if they want to. Also, the viewers can turn off the captions when watching the video.

- Q. If students were doing recordings, could captions be turned off?
A. If default caption is enabled, it will apply to all Kaltura users and users can individually disable captions for their videos by adjusting the settings.

- Q. If we turn on captioning, would it be possible to retroactively apply this to all current videos?
A. Yes, this can be done manually. We can turn on the captioning for 250 videos at a time.

- Q. Would transcription be on as well?
A. Yes, both the captions and transcripts can be turned on together.

Q. What's the current data on captioning?

A. As of April 9th, 5,596 out of 168,295 videos have been captioned.

Q. For Technology enhanced e-classrooms, with Kaltura captions be applied and would it be live? Or would it be only after live is done? Can we turn off captioning for this?

A. Kaltura does not support live captioning. Captions can only be applied after recording.

Key Messages

1. Captioning and transcriptions support accessibility for all learners but in particular for those who would otherwise require accommodation or find the materials inaccessible.
2. Activation of this feature in our media platform supports KPU commitment to Accessibility and adherence to Accessibility legislation.

Resource Requirements

(N/A)

Implications/Risks

Consultations

1. Accessibility Committee Jan/Feb 2024 and SSCTL Match/April 2024

Attachments

2. (1. List)

Submitted by

Dr. Leeann Waddington

Date submitted

April 9, 2024

[Date sent to the Secretariat]

SENATE STANDING COMMITTEE ON TEACHING AND LEARNING

Agenda Number: 7.1

Meeting Date: April 25, 2024

Presenter(s): Christina Page, Leeann Waddington, Mitra Gorjipour, Diane Van der Gucht

AGENDA TITLE: PATHWAY ATTRIBUTE CRITERIA REVISION

ACTION REQUESTED: Motion

Recommended Resolution: That SSCTL recommend that SSCC Revise the Current Pathway Attribute Criteria to:

1. Courses should be at the first year undergraduate 1100 level.
2. Courses should only have prerequisites if they are meant to structure progression through the Pathway system (such as a requirement of a Pathway 1 course prior to taking a second related course in Pathway 2).
3. Courses selected should be scheduled regularly.
4. Courses should not be program restricted.
5. When a Pathway course is brought forward, proponents should consider historical student success rates, that is the percentage of students who receive a D or F, or withdrew from a course (DFW rate). This should normally be below 25%.
6. Courses should reflect the level of English proficiency students should have at Pathway 2/3 (i.e. lower than students admitted for undergraduate study).
7. The course applies principles of Universal Design for Learning (UDL), including multiple means of accessing course content and multiple options for representing learning on course assessments (e.g., video or infographic submissions as alternatives to more traditional written assessments).
8. The course supports students in acquiring core academic skills (e.g., time management, notetaking, reading skills, critical thinking skills, and learning strategies); this may include intentional direction to Learning Centre programs and resources.
9. The course teaching team coordinates instructional practices to ensure a consistent and inclusive learning experience for all students.

Context and Background

The Pathway Working Group reviewed Pathway Course Attribute Criteria first developed in 2018 and recommended initial revisions and stronger operationalization. These recommendations have been supplemented by those directly from SSCTL discussion in the March 2024 meeting. As a result of these discussions, the following path ahead has been proposed:

1. To use the CourseLeaf system to collect Pathway course proponents' rationale for seeking the Pathway designation. This method will strengthen the operationalization of Pathway Criteria by ensuring that course proponents thoughtfully assess the suitability of their course. A SSCC subcommittee for the Pathway Attribute would review and assess these submissions.
2. To address course suitability more robustly for Pathway students, additional criteria beyond the 2018 list have been recommended. This ensures consistent good practice not only for students on the Pathway, but for all students in these first-year courses. The three areas emerging from the PWG and SSCTL discussions are:
 - a) Application of UDL principles to course design and delivery;
 - b) Intentional support for acquiring core academic skills, and;
 - c) Coordinated and consistent instructional practice.

These new criteria are intended to ensure a more fulsome understanding of what supports success for students on the Pathway, including responsiveness to English language needs, but extending beyond to practices that increase accessibility (UDL) and support acquisition of core learning skills.

Key Messages

1. The Pathways Working Group and SSCTL recommend that SSCC revise the 2018 list of Pathway Attribute Criteria.

Attachments

1. Draft CourseLeaf Pathway Attribute Form

Submitted by

Christina Page

Date submitted

March 28, 2024

Current Criteria (SSCC 2018)

1. Courses should be at the first year undergraduate 1100 level.
2. Courses should only have prerequisites if they are meant to structure progression through the Pathway system (such as a requirement of a Pathway 1 course prior to taking a second related course in Pathway 2).
3. **Courses should reflect the level of English proficiency students should have at Pathway 2/3 (i.e. lower than students admitted for undergraduate study).**
4. Courses selected should be scheduled regularly.
5. **Courses should be selected on the basis of historical student success rates.**
6. Courses should not be program restricted.
7. **When a Pathways course is brought forward, proponents should consider the percentage of students who receive a D or F, or withdrew from a course (DFW rate).**

Proposed Form and Criteria

Requirements for Courses on the Pathway

(Checkbox Criteria)

1. Courses should be at the first year undergraduate 1100 level.
2. Courses should only have prerequisites if they are meant to structure progression through the Pathway system (such as a requirement of a Pathway 1 course prior to taking a second related course in Pathway 2).
3. Courses selected should be scheduled regularly.
4. Courses should not be program restricted.

(Criteria Requiring Written Responses) **Info bubbles can be embedded in CourseLeaf to provide information to course proponents.

5. When a Pathway course is brought forward, proponents should consider historical student success rates, that is the percentage of students who receive a D or F, or withdrew from a course (DFW rate). This should normally be below 25%.

If this course has previously been taught, please state the DFW rate across all sections in the previous academic year:

6. Courses should reflect the level of English proficiency students should have at Pathway 2/3 (i.e. lower than students admitted for undergraduate study). *Please explain how the course meets the language-related needs of students on the Pathway in the areas below.*
 - a) Independent reading requirements are moderate in quantity and not highly technical in nature.
 - b) Course assessment is not primarily based on extended writing and/or alternatives to written assessment are available to students.

7. The course applies principles of Universal Design for Learning (UDL), including multiple means of accessing course content and multiple options for representing learning on course assessments (e.g., video or infographic submissions as alternatives to more traditional written assessments). *Please explain how UDL principles have been applied in the course design.*

8. The course supports students in acquiring core academic skills (e.g., time management, notetaking, reading skills, critical thinking skills, and learning strategies); this may include intentional direction to Learning Centre programs and resources. *Please explain how the course design supports students in building foundational academic skills.*

9. The course teaching team coordinates instructional practices to ensure a consistent and inclusive learning experience for all students. *Please describe how the teaching team plans to ensure consistent instructional delivery across sections and delivery modes.*

Additional Attachments:

Additional Attachments: You may submit additional documentation to support your application. Examples include draft syllabi, rubrics, assignment guidelines, etc.

Consultations: Please describe any consultations undertaken related to seeking the Pathway Attribute (e.g., Teaching & Learning, Faculty of Academic and Career Preparation).