
SENATE STANDING COMMITTEE ON TEACHING AND LEARNING

Regular Meeting

Thursday, May 30, 2024

2:00 p.m. – 4:00 p.m.

2410 Arbutus, Surrey Campus

AGENDA

1. Call to Order and Territorial Acknowledgement 2:00
2. Approval of Agenda
3. Approval of Minutes, April 25, 2024
4. Chair's Report
5. AVP, Teaching and Learning Report..... Leeann Waddington 2:10
6. Items for Information
 - 6.1. Learning Centre Report Jovita Vytasek 2:25
7. Items for Discussion
 - 7.1. Connecting Faculty with Academic Integrity 2:45
..... Christina Page, Alejandra Silvera, and David Burns
 - 7.2. Utilization of Generative Artificial Intelligence (GenAI) technologies among students... 3:00
..... Jovita Vytasek
8. Adjournment

SENATE STANDING COMMITTEE ON TEACHING AND LEARNING

Minutes of Regular Meeting

April 25, 2024

2:00 p.m. – 4:00 p.m.

MS Teams Online

Voting Members:10		
Andhra Goundrey, Vice-Chair Catherine Chow Christina Page, Chair Diane Van der Gucht	Jovita Vytasek Leeann Waddington	
		Non-voting
		Catherine Schwichtenberg Mitra Gorjipour Nishan Perera Reza Khakbaznejad
Absent	Senate Office	Guests
Alan Davis Carole St. Laurent Connie Klimek Gillian Sudlow Michael Cober Mike Mann Sharmen Lee Wallapak Polasub	Michelle Molnar	

1. Call to Order and Territorial Acknowledgement

The Chair, Christina Page, called the meeting to order at 2:05 p.m.

2. Approval of Agenda

Jovita Vytasek moved the agenda be confirmed as circulated.

The motion carried.

3. Approval of Minutes, March 21, 2024

Catherine Chow moved the minutes be accepted as circulated.

The motion carried.

4. Chair’s Report

Christina Page, Chair, noted that this meeting is centered on action items from the last meeting, including proposed revisions to the Pathway Attribute Criteria.

5. AVP, Teaching and Learning Report

Leeann Waddington, AVP, Teaching and Learning, presented her report noting lots of new workshop and events planned for the summer. She highlighted the Moodle upgrade and login change occurring at the end of April.

6. Items for discussion

6.1. Default Auto Captioning Q&A

The committee reviewed answers to questions raised at the previous meeting and expressed support in proceeding with default captioning as requested by the KPU Accessibility Committee.

7. Items for motion

7.1. Pathway Attribute Criteria Revision

Christina Page, Chair, reviewed the proposed changes to the Pathway Attribute Criteria.

Leeann Waddington moved that the Senate Standing Committee on Teaching and Learning recommend that the Senate Standing Committee on Curriculum revise the Current Pathway Attribute Criteria to:

- 1. The course 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 is designed to support faculty in coordinating aligned instructional practices (templates, shared syllabus, etc.) to ensure a consistent and inclusive learning experience for all students.**

The motion carried.

8. Adjournment

The meeting adjourned at 2:34 p.m.

SENATE STANDING COMMITTEE ON TEACHING AND LEARNING

Agenda Item: 5

Meeting Date: May 30, 2024

Presenter: Leeann Waddington

Associate Vice President, Teaching and Learning:
Report to the Senate Standing Committee on Teaching & Learning
May, 30 2024 (for the period of April 16, 2024 to May 21, 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 TLIF Spring Cycle Grant Recipients and the Fall 2024 Time Release Recipients have been selected**
 - **UN SDG Fall 2024 champions**
 - Lee Beavington – Faculty of Educational Support and Development– The Learning Centres
 - Ari Goelman – School of Business – Business Quantitative Methods
 - Layne Myhre – Faculty of Science – Biology
 - Greg Simmons – Faculty of Arts- Criminology
 - **UNSDG Content Developer**
 - Maryanne Eva – School of Business – Graduate Diploma: Green Business Management and Sustainability
 - **Compassionate Community Content Developer**
 - Maureen Lee – Faculty of Arts – EDST
 - **TLIF Spring cycle grant recipients**
 - Paula Hirschmanm – Faculty of Arts – Criminology
 - Cindy Milner and Connie Klimek – Faculty of Health – Nursing
 - Jessica Bayntun, Melanie Bland, Lindsay Norris, Michael Pope – Wilson School of Design – *Project Extension*
 - Erin Ashenhurst and Carley Hodgkinson – Wilson School of Design – Graphic Design – *Project Extension*
- Our latest T&L Commons newsletter has been published. [Read it here!](#)

WORKSHOPS AND EVENTS

- Check out our spring learning opportunities [here!](#)
 - [Accessibility – Supporting all Learners June 11](#)
 - [Creating Engaging Educational Media – Video June 6, 13, 20, 27](#)
 - [Curriculum Mapping – A Visual Representation June 21](#)
 - [Teaching Portfolios June 27, 28](#)

LEARNING TECHNOLOGIES

- Moodle logins have been updated to single sign on authentication, bringing it in line with all other KPU systems.
- Courses Moodle and Community Moodle were successfully upgraded from version 3.9 to 4.1 between April 29-30. Upgrades for Trades Moodle and Continue Moodle have been scheduled for a later date. For more information, please refer to our WordPress site: <https://wordpress.kpu.ca/techupdates/>
- As of April 30th WordPress Single Sign-on was successfully updated to have users log-in with kpu email address.

OPEN EDUCATION

- The Spring 2024 OER Grant Recipients and our 2024 UN SDG Open Pedagogy Fellows have been selected
 - Shereen Hassan and Carroll Boydell – Research Methods in Criminology
 - Balbir Gurm – Making Sense of a Global Pandemic 2E
 - Sam Newton – Introductory Canadian Tax 2E; Intermediate Canadian Tax 2E
 - Constanza Rojas-Primus - La hora del cuento en español 2E
 - Tara Immell – UN SDG Open Pedagogy Fellow
- A new teaching resource site supporting OE practices at KPU has been launched. You can find it here: [Engaging in Open Education Practices – Resources, tools, and materials to support open educational practices at KPU.](#)

SENATE STANDING COMMITTEE ON TEACHING AND LEARNING

Agenda Item: 6.1

Meeting Date: May 30, 2024

Presenter: Dr. Jovita Vytasek

Learning Centre Report

TLC Spring 2024 Highlights:

Events:

Youth Train in Trades 2024:

Once again in 2024, TLC hosted an exciting event for the Youth Train in Trades students. KPU's Youth Train in Trades dual credit program allows high school students, with the support of their high school career counsellor, to attend trades training at KPU. These select students receive credit from their high schools and from KPU for the training they complete.

The Learning Centre is committed to this initiative and providing support for these students to aid with the challenging transition from a high school learning environment to a post-secondary learning environment. Before class starts, incoming students have the opportunity to attend a transition conference to help them understand the expectations for learning at KPU. Student attend a 4 hour training session and engaging in a variety of interactive learning experiences. They have an opportunity to meet some of their peers, learning strategists, and learn about the supports that are available to them at KPU.

This year, TLC provided 4 in-person sessions, as well as one online session for students who were unable to attend in person. The team involved in this event included two learning strategists, one learning advisor, one learning assistant as well as 4 peer tutors. We served a total of 103 students.

Long Night Against Procrastination: In collaboration with the Surrey Campus Library, TLC hosted the Long Night Against Procrastination for the second year in a row on April 11th, 2024. We provided 6 Peer Tutors to support students on a drop-in basis for the duration of the evening event. Elizabeth Spalding provided coordination and supervision of the event as well as hosting the 5 therapy dogs in TLC. Students shared that this was a wonderful event to wrap up classes for the term and start their exam preparation.

Distinguished Teaching Award:

Dr. Lee Beavington received the Distinguished Teaching Award during the Feb. 27 convocation ceremony. Dr. Beavington has taught at KPU since 2002, and has worked in five faculties, where he has been innovating curricula, leading field schools, and getting involved with countless student and faculty initiatives over the past two decades. He is the coordinator of KPU Wild Spaces, an interdisciplinary team that focuses on ecological place-based education. With Fine Arts instructor Liz Toohey-Wise he is developing a stóləw (Fraser) river field school in consultation with local First Nations.

Initiatives/Activities:

Decolonize and Indigenize the Learning Centres:

During the Spring 2024 semester, Dr. Lee Beavington and Tanya Burnstad began the work of understanding what steps should be taken to decolonize and Indigenize the Learning Centres at KPU. In collaboration with faculty members from other ACP departments, they worked to review current structures, practices, and resources and set a path toward key action plans that align with xé?el̓t KPU Pathway to Systemic Transformation. The work so far has included consultations with Indigenous community members and other KPU staff who are doing this work, as well as engaging with additional resources that support personal journeys of reconciliation, so that we might move forward in honouring Indigenous worldviews in a way that is respectful, responsible, relevant, reciprocal, and student-centred.



Surrey TLC Space Renovations Complete:

The Learning Centre at Surrey was recently renovated to ensure all furniture meet accessibility standards. Additionally, 3 new study pods were installed to allow for group tutoring, noise-reduced learning spaces for students, and added capacity to deliver workshops.

TLC hosted Langara and Douglas College Learning Centres:

The Learning Centre team hosted a visit from Langara and Douglas College Learning Centres at the Surrey campus on April 29, 2024. This included 20 attendees, where we had an opportunity to share and collaborate in a collegial discussion around services provided and trends we see in supporting student development. We shared our Levels 1, 2, and 3 Tutor Training Handbooks and Facilitator Guides (Open Educational Resources) to help support their peer tutor training initiatives.

TLC Peer Tutor Success Stories:

In the Spring Semester, TLC supported 61 tutors in levels 1, 2, 3 Tutor Training and Writing Tutor training. Our network of peer tutors continue to be in high demand as we continue to support: Writing Labs (6 tutors), Tutor Navigator (7 tutors), Accounting Review sessions (7 tutors), Accounting Monopoly Night (7 tutors), Long Night Against Procrastination (6 tutors), Peer-lead workshops (4 tutors), PebblePad basics (2 tutors), Conversation and Connection for English as an Additional Language Learners (1 tutor).

We are honoured to share some of our tutors' success stories from the Spring semester.

Divjot Chahal



Awarded: KPU Student Leadership

- April 2024
- Amount: \$1,000

Taylor Sayer



Awarded: KPU Student Leadership award

- April 2024
- Amount: \$1,000

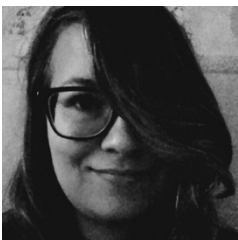
Usha Gunatilake



Awarded: KPU International Merit Scholarship

- Spring Semester
- Amount: \$5,000

Emma Murphy



Awarded: PIPS Wordsmith Endowed Award

- April 2024
- Amount: \$1,000

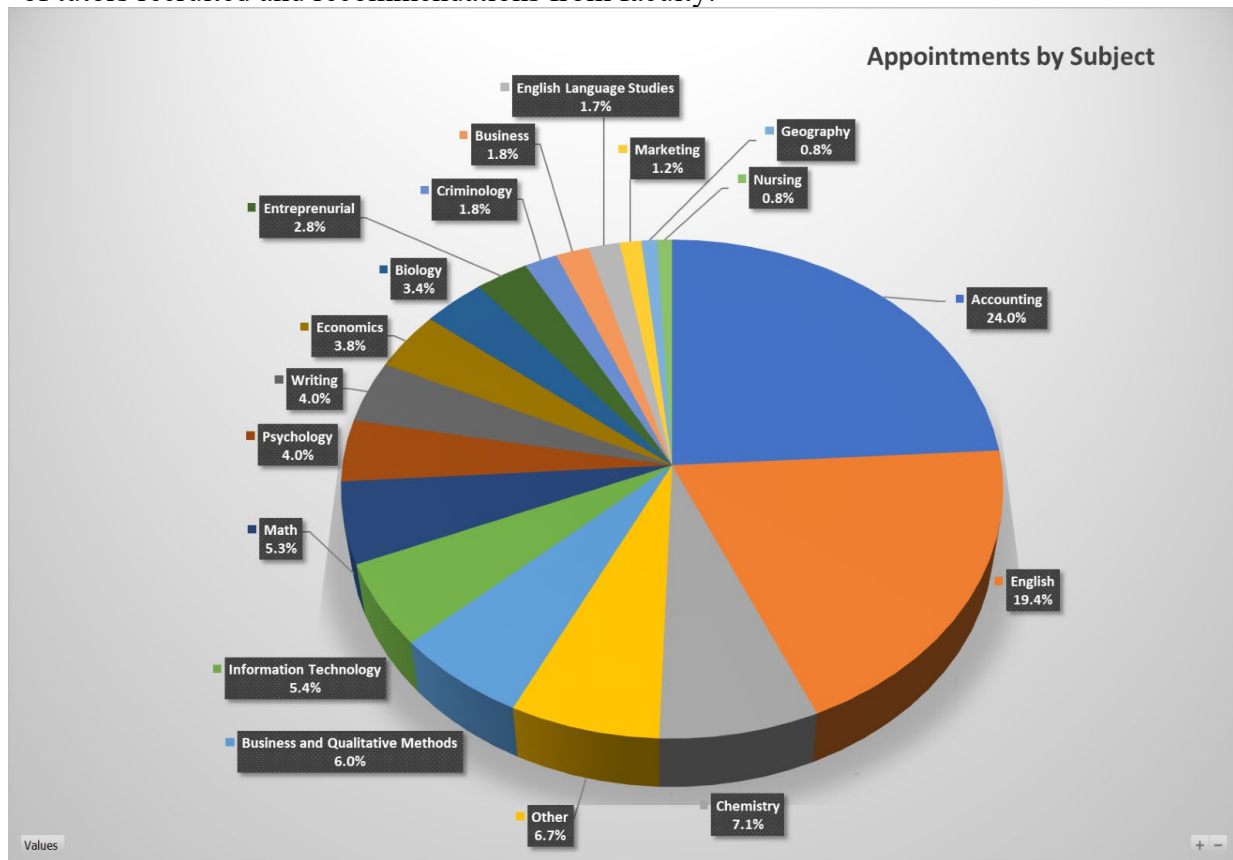
Melissa Campion



- Psychology Honours student, successfully defended her thesis and presented her research research at the Empowering Minds Conference 2024.
- She is an accepted presenter at the American Psychological Association's 2024 conference in August.

Tutoring and Workshops:

Peer tutors completed an impressive 2,146 appointments in the Spring 2024 term and we're seeing a greater variety of subjects being addressed during tutoring sessions thanks to the variety of tutors recruited and recommendations from faculty.



WriteUp Submissions

- 219 submissions in Spring 2024

KPU Tech:

- Drop-in Tutoring Hours: 119
- Class Visits: 9
- Study Skill Workshops: 3
- In-Class Math Review Sessions: 26
- New Resources: 81 pages (including revised documents)

Workshops:

Review Session	Attendees	Registrants	# of Workshops
Grand Total	522	795	18

Academic Boost Camp

Workshop	Attendees	Registrants	# of Workshops
Grand Total	52	101	7

First Year Festival

Workshop	Attendees	Registrants	# of Workshops
Grand Total	39	63	6

Academic Skills Workshops:

Workshop	Attendees	Registrants	# of Workshops
Grand Total	557	978	58

English Language Studies Workshops

Workshop	Attendees	Registrants	# of Workshops
Grand Total	91	185	11

Workshop Total: 1,261

SENATE STANDING COMMITTEE ON TEACHING AND LEARNING

Agenda Number: 7.1

Meeting Date: May 30, 2024

Presenter(s): Christina Page, Alejandra Silvera, and David Burns

AGENDA TITLE: CONNECTING FACULTY WITH ACADEMIC INTEGRITY SUPPORT

ACTION REQUESTED: Discussion

RECOMMENDED RESOLUTION

Context and Background

The Academic Integrity Unit and Teaching & Learning Commons provide vital support for faculty in preventing and responding to Academic Integrity Breaches. The Academic Integrity Unit has produced a [suite of resources](#) for Faculty to support Academic Integrity and provide guidance for dealing with AI breaches (<https://www.kpu.ca/academicintegrity/faculty/tips>). The Teaching & Learning Commons provides support in assignment design, including support in developing rubrics that prevent unauthorized or unethical use of GenerativeAI (genairubrics@kpu.ca).

In addition, several KPU Faculties have formed standing Academic Integrity Committees (e.g., Melville School of Business Standing Committee on Academic Integrity). There is a need to avoid duplication of resources and enhance communication about available supports for faculty.

BC Academic Integrity Day will be hosted at KPU in the fall, and the Academic Integrity Unit is in the early stages of planning KPU's hosting of this event. This creates an opportunity to engage KPU faculty in BC's most important integrity event. KPU's Academic Integrity Week will also be coming up in October.

Key Messages

In order to support faculty education around Academic Integrity/GenAI, input from the Committee on the following questions is being sought:

1. How can we increase awareness of available supports for faculty?
2. What needs are being identified in the Faculty level committees of which we are a part? How do we avoid duplication?

3. What might be included as a part of the Fall Academic Integrity events that would respond to identified needs and provide opportunities to share practices that have been successful at KPU?

Attachments

Submitted by

Christina Page

Date submitted

May 1, 2024

SENATE STANDING COMMITTEE ON TEACHING AND LEARNING

Agenda Item: 7.2

Meeting Date: *May 30, 2024*

Presenter: *Dr. Jovita Vytasek*

Learning Centre Discussion Items

Items for Discussion:

Recent research highlights the increase in utilization of generative artificial intelligence (GenAI) technologies among students (Johnson et al., 2024). This trend is expected to persist into the future with the rapid development of GenAI applications. At KPU, all students now have access to Copilot if they choose to use it and novel tools are becoming more prevalent with fewer sign-in requirements. Acknowledging the impossibility of keeping abreast of the rapidly expanding variety of tools, we would like to explore how we might support our students in the appropriate use of this technology.

Examples from other institutions:

UBC Student Resources & Canvas Course:

- <https://genai.ubc.ca/resources/#students>

AI, Generative Production, & Accessibility

How can students with diverse neurotypes harness AI?

- <https://pressbooks.ulib.csuohio.edu/teachingandlearning/chapter/aiaccessibility/>

McMaster University -Potential Applications of AI for Academic Tasks

- <https://ecampusontario.pressbooks.pub/mcmasterpracticalaiguide/chapter/case-studies/#h5pbookid=22§ion=top&chapter=h5p-interactive-book-chapter-8061124f-0dc6-4dcb-b336-f8bb87ae165b>

University of Alberta:

- Students Use of AI: <https://guides.library.ualberta.ca/generative-ai/which-tool>

University of Waterloo:

Guide for Students

- <https://subjectguides.uwaterloo.ca/c.php?g=734164&p=5328194>

University of Sydney Canvas Course:

- <https://canvas.sydney.edu.au/courses/51655>

Some of our goals are to demystify the use, clarify expectations, prompt positive use and examples of good practices, and put the agency as well as responsibility on the learner for their use of GenAI.

- How might we approach educating students about the ethical use of generative AI technologies?
- How can we share the benefits generative AI tools can offer to students in terms of learning and creativity?

Some Examples:

- Planning and prioritization
 - Studying and self-testing
 - Supporting neurodivergent learners
 - E.x. initiation paralysis, idea generation, organization/classification, time estimation
 - Summarization and understanding
 - Content review and feedback
 - Researching and brainstorming
 - Comparing alternatives
 - Debate
 - Resume and cover letter writing
- How can we guide students on the appropriate use of GenAI to prevent the misuse of tools, such as plagiarism or other forms of academic dishonesty?
 - What GenAI is permissible if it is not used for course assignments?
 - If no course statement is made?

Privacy:

- Are there any specific concerns faculty might have about the academic integrity implications of using generative AI tools?
- How can we ensure that the use of AI tools complies with our existing data privacy policies and regulations?
 - Is the main concern around email login and sharing of personal information?

References:

Johnston, H., Wells, R. F., Shanks, E. M., Boey, T., & Parsons, B. N. (2024). Student perspectives on the use of generative artificial intelligence technologies in higher education. *International Journal for Educational Integrity*, 20(1), 2.