

Attendance: Aiman N, Alexa G, Amrit S, Andre C (DoS), Arveen D, Clint G, Everett H, Gavin P (ISS), Gurbir M, Harikrishna R, Jade L, Jane L (RO), Jessica H, Katherine Z (DoS), Katie K (SU), Leah H, Lindsay J (Libraries), Madelynn S, Rashed A, Sarah W (DoS), Sridhar P (GSA), Tyler Z, Yashita S

1. Welcome and Introductions

2. Standing Items

a. Updates from the Vice Provost and Dean of Students

Restructuring Update:

-Academic restructuring and SET initiatives underway. Noticeable change will be creation of a student services centre.

-DoS and RO have been working towards streamlining student services over past couple of years.

-Phase 1 may be active in January, remotely. Working on structure and recruiting appropriate staff.

-Think of model as a big front door with multiple side doors. If you know what service you need, you can contact directly, i.e. go through the side door. But, if you're not sure what service will benefit you or who to go to for answers to questions, the services centre/front door, will be the place to go.

-Q as to whether positions exist—looking at student services landscape to determine if we already have these positions or if they need to be created.

-Q as to whether services centre will be just for undergrads—there will still be specialized supports for various kinds of students, but lots of services/supports that apply to all students.

-Q regarding how University is determining what services should be provided centrally vs via Faculties. Are students being consulted? Students are being consulted. Looking at activities (i.e. student support) rather than focusing on jobs.

-Q regarding line-up/wait for student services centre being too long—goal to have strong coordination between central and faculty-based services, i.e. front and side doors. Everyone in student services needs to have training about student services landscape. Central staff will need to have very good understanding of landscape.

-Q regarding how these changes are being communicated to students—Town Halls, opportunities like this committee. General Faculties Council (GFC) and UASU or GSA Students' Councils. SU just decided to have Town Hall on restructuring—date TBD.

- Follow-up comment on importance of engaging students who aren't already engaged, especially first-year students.
- Staff do not necessarily know much more than students as decisions are being made day-by-day to work on tight timeline.
- Q about how money gets transferred from speedcode to speedcode, i.e. different units, and the administrative burden of existing processes. Is there going to be friction addressing these sorts of issues? Yes, but these are issues that need to be addressed.
- Comment about importance of keeping a knowledgebase of requests for continuous learning and training since there will be new problems throughout the transitions.
- Q regarding support for Indigenous students and importance of having options aside from First Peoples' House—FPH isn't going anywhere, but not the only place for support for Indigenous students.

Joint Advisory Committee on Sexual Violence:

- Committee has started to meet.
- First draft of a newly revised SV website. Should be available to feedback by next meeting.
- Committee is also undertaking review of the SV Policy which was adopted almost 3 years ago. University commonly reviews policies a few years after they are adopted to make appropriate revisions.

b. Experience with online delivery

- Return of assignments and feedback slower than in previous years—not sure why, but problematic in terms of learning from mistakes and applying that learning in future assignments--other students have provided similar feedback. Instructors are coping with a learning curve too, but their transition shouldn't negatively impact students' ability to learn. Vice-Provost Learning Initiatives is focused on issues like this, as is CTL to provide support to instructors as they adjust and juggle challenges, both work and personal (i.e children at home or other Covid-related circumstances).
- Some TAs members of DAC shared experience of how it is challenging to provide timely and thorough feedback via Adobe Acrobat as opposed to writing comments on a physical report. Lots of time is spent learning to use technology, not just marking assignments.
- Comment about how posting solutions for class has been helpful.
- Grad student seminars going well virtually, but TA work is challenging due to volume.
- Confusion as to whether exams are open-book or proctored. Having accurate knowledge in advance of the mid-term or exam is important since the format changes way students study.
- Transitional phase of professors trying to adapt old assessment methods to new environment or trying new things. Range of successes and failures. Students should share feedback with TAs and professors, Departments, or DoS depending on their comfort level. Staff and faculty want to hear feedback.

-Comment re asynchronous course going well, but lacking engagement with peers and instructor so leaning on professional development opportunities that are synchronous to engage with others. General discussion about synchronous vs asynchronous.
-TAs and professors want feedback—comment from committee members who are TAs.
-Discussion of Vera, bot on RO website for answering questions—expand to crawl all University websites and provide more extensive information to student questions.

4. Discussion Items

- a. EDI Initiatives - BIPOC Faculty and Deans

Yasmin

*Hold for November meeting - Yasmin not present

5. Roundtable

6. Adjournment

Next Meeting November 25, 2020