Summary

| Themes | - Emphasis upon putting in place quality measures and assessment in terms of teaching and learning. Promoting and facilitating evidence-based teaching excellence.  
- Augmenting and enriching the learning environment  
- Importance of identifying the U of A’s unique qualities and its institutional priorities. Cannot include everything. |
| Thought Provokers | - Pay attention to decreasing male participation rates in post-secondary education  
- Teaching and learning assessment and evaluation should align more with the academy’s goals.  
- Tackle research questions that come out of the community, not only the academy. |
| Tension to Drive Positive Change | - Internal trust and accountability is an issue. |
| Strategies | - |

Full Notes

The Chair reported to members that several forums have been recently organized to discuss the institutional strategic planning process, and that input from members of GFC CLE would be highly valued.

Amy Dambrowitz explained that the goal of the next institutional strategic plan is to combine all institutional documents into one primary guiding document. She noted that a draft version will be presented to the community in January, 2016. She reminded members that there is still time to provide feedback before Christmas and in the New Year, and she added that members may also contribute via the website.

Anne Bailey updated members in regards to new material included within the institutional strategic planning process PowerPoint presentation.

The Chair invited members to provide commentary on the key elements of the next institutional strategic plan.

A good foundation begins with communication and writing skills.
We should also be paying attention to decreasing male participation rates in post-secondary education.

Who is doing the teaching? A teaching stream is a viable solution that should be considered.

Should include experiential learning, including an overall focus in relation to excellence in teaching. Institutional support for co-curricular activities—huge area where skills are gained

Internal trust is an issue which could be explored further.

Need to be leaders in research especially among Alberta PSE—important for both undergraduate and graduate students.

What do we want to be known for? Focus on specific institutional priorities, and not try to cover all areas.

Internal trust is an important issue. We need to be accountable to ourselves.

We should be a leader in terms of the systems and processes that students have to use and manage throughout their degrees—easy, efficient, effective.

Clearly identify what is unique to the University of Alberta.

Use the 3M National Teaching Fellows on campus as a way to augment the learning experiences of students. Value what we do (e.g. TLEF) and build to the next level.

Start with proper assessment of teaching, such as peer evaluation. Evidence-based approach to teaching and learning.

Self-reflection is difficult from within the academy, and suggestion that a series of questions could stimulate the discussion.

Consider UCalgary’s integrative framework.

Academic plans tend to be similar in content, so the plan should include specific goals: “you cannot address culture with strategy.”

Would like to see a specific section within the document entitled, “The Learning Environment”. The Chair asked members for additional clarification in regards to the measurement of excellence.

Need to open and clear about how and why we use data.

Teaching and learning assessment and evaluation should align more with the academy’s goals. Will be tough but we need to do it.

In regards to the topic of non-academic staff, three things:

1. Include dedicated language about the role that NASA staff play in supporting faculty and student experience
2. More awards of recognition or professional development opportunities.

Larger focus on graduate mentorship rather than supervision in graduate studies. Grad students need experience to prepare for a career outside of academia. In addition, there could be more focus on applied research.

Tackle research questions that come out of the community, not only the academy.

We are an institution that seeks the truth (quaecumque vera)—how well are we doing this and supporting it? What are the problems? What are the solutions? Excellence and quality give us indicators but the search for truth is higher than that. Very abstract but it’s going back to basics.

Teaching plans—people should make them and be held accountable to them by peers.

The recent issue of revenue generation has changed the focus for academics from teaching and learning to business incubation. She added that her APO is very skilled in this area, but that it’s the academic who are tasked with thinking about revenue generation. Indicates a lack of respect in expertise possessed by non-academic staff.

The Chair asked members to elaborate on the impact of revenue generation on this process.

Members, in response, noted that removing revenue generation from this discussion would be helpful, as most Faculties are anxious about revenue generation. However, the trend in government cut-backs is not an issue which will go away.

Revenue generation impacts the institution in large ways, such as a clash with FEC and other foundational ideas, adding that rumors about such big issues leads to internal mistrust. Revenue generation is an underlying aspect of a lot of campus interaction. Revenue generation is an inherent part of Faculty-to-Faculty collaboration in terms of programming.