YEAR IN REVIEW

Teaching and Learning
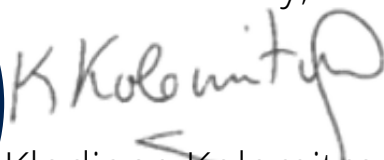
2021-2022

WELCOME

Dear Colleagues,

I am pleased to share with you the 2021-22 Year in Review from the Office of Vice Provost Teaching and Learning. I am extremely proud of our team's responsiveness to all the challenges we faced during a time of significant change – all while we continued to expand and evolve our work. Our entire team remained relentlessly committed to our university community and to each other, and inspired to keep delivering on the Principal's strategy and its vision.

My heartfelt gratitude and respect go out to each of you as well for your exemplary leadership, steadfast commitment, passion, partnership, and tremendous support this past year. I hope you take as much pride as I do in what we were able to accomplish together. We will continue to be bold, innovative, and accountable in the years ahead and aim to reach even greater heights.

Yours sincerely,

Klodiana Kolomitro, PhD
Associate Vice-Principal (Teaching and Learning)

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DEGREE LEVEL EXPECTATIONS

Following a year-long consultation process, the Queen's University Undergraduate and Graduate Degree Level Expectations - central to curriculum development, continuous improvement, review and transfer- were updated to include focus on Indigenization, equity, diversity and inclusion.

As programs prepare for cyclical review, they will consider in depth how their teaching and learning activities prepare students to meet the revised expectations.

KENJGEWIN TEG PARTNERSHIP

Partnership developed with Kenjgewin Teg Indigenous Educational Institute (KT) to offer 3 Indigenous Studies courses in Winter 2022. The courses were part of a learning bundle gifted to KT by the University of Sudbury.

KT provided course materials and collaborated in hiring 3 Indigenous instructors for the courses.

A memorandum of understanding was developed.

Queen's Arts and Science Online developed the courses in onQ for remote delivery to a total of 70 students through the Department of Languages, Literatures and Cultures.

Queen's has committed to continuing with this partnership while KT focuses on developing their own accredited degree programs over the next 5 years.

ACADEMIC INTEGRITY

- **Procedures for handling departures from academic integrity were updated to encourage standardization across faculties and ensure procedural fairness. Approved by Senate fall 2021.**

- **The first Queen's-wide academic integrity coordinator was hired. A Fall 2022 campaign to promote the value of academic integrity reached over 2,000 students on social media.**

- **Academic integrity website relaunched, featuring guidance for students and instructors.**

- **Collaborated with other universities on development of modules on AI for students in STEM fields; produced March 2022.**

- **Analysis of annual trends in departures from AI identified needs for further research in this area.**

ADVANCE HIGHLY EFFECTIVE PEDAGOGIES
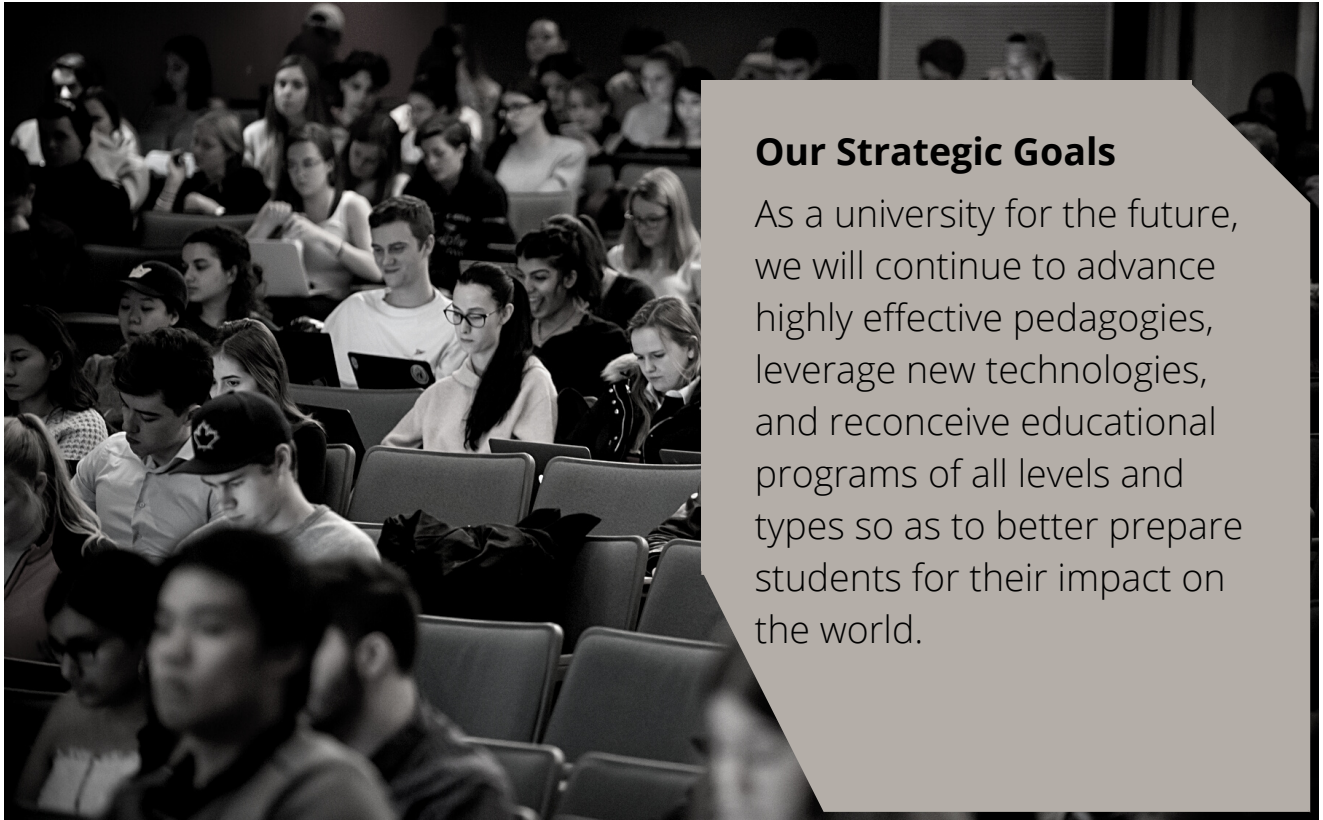
Our Strategic Goals

As a university for the future, we will continue to advance highly effective pedagogies, leverage new technologies, and reconceive educational programs of all levels and types so as to better prepare students for their impact on the world.

Programming from the Centre for Teaching and Learning

Provost's Teaching and Learning Advisory Committee

Educational Technology Priorities

Sustainability in the Curriculum

Ventus

QSSET

EDUCATION LEADERS-IN-RESIDENCE

Dr. Michelle Searle

Dr. Mala Joneja

Dr. Lee Airton

Funding to provide 3 Queen's faculty members with protected time and funds to develop and implement campus-wide teaching and learning initiatives in the following areas:

teaching and learning practices that foster interdisciplinarity

anti-racism and intersectional pedagogies

inclusion in the teaching and learning environment

Launched
November 2021

Selected
February 2022

Term Start
July 2022

STUDENT LEARNING FOR IMPACT

10 *proposals have been selected as the Principal's Impact Courses to integrate inquiry, community impact and research in undergraduate teaching*

Student Learning for Impact Advisory Committee was created in January 2022 to:

1. capture, share and promote exemplars of learning for impact experiences;
2. advise on the creation of new University-wide experiences;
3. advise on a process for engaging the larger community.

Work will be completed in phases

1. develop a framework to define what learning for impact is;
2. create a community of practice of instructors developing or teaching these experiences;
3. ground the approach in pedagogical scholarship, and research the effectiveness of our approach;
4. Scale up experiences and disseminate the approach across Faculties and Schools.

Key distinguishing features of Learning for Impact experiences:

1. inquiry-based/curiosity-driven;
2. collaborative and interdisciplinary;
3. promote personal development of the learner;
4. students co-direct learning with instructors;
5. bring about positive social impact

PROVINCIAL FUNDING & VIRTUAL LEARNING STRATEGY

$2M Administration and liaison with eCampus Ontario on over 30 projects developed across Queen's which together received over $2 million from Ontario's Virtual Learning Strategy (VLS).

30+ Over 30 new virtual learning resources made available in March 2022 for students and faculty at Queen's and across the province through eCampus Ontario's Open Library.

$2.5M Supported the development of proposals which received over $2.5m in provincial government funding.

→ Training, Equipment and Renewal Fund to expand healthcare simulation training.

→ Challenge Fund to support development of two suites of micro-credentials.

→ Challenge Fund Community Impact Award expands the reach of micro-credentials in neurotechnology.

SUSTAINABLE DEVELOPMENT GOALS IN THE CURRICULUM

Sustainability in the Curriculum Advisory Group was created in February 2022 to review how student learning at Queen's connects to the 17 UN Sustainable Development Goals.

Academic units were asked to confirm which of their courses contain content relevant to the SDGs.

The group is considering how best to inform students to help them plan SDG-related learning.

The CTL educational developer in program and curriculum globalization continues to act as a resource for faculties/school.

ASSESSMENT PRACTICES

Task force made an inventory of summative assessments used by Queen's instructors and throughout the post-secondary sector.

Pros and cons of each assessment type were considered, as well as the ideal 'case-use(s)' to raise instructor awareness.

Survey on assessment practices was distributed to all faculty in May 2022. Results will be analyzed over the summer, and students' views will be sought in September.

Will lead to recommendations for types of central or Faculty/School support for summative assessments.

DRIVE FOR CONTINUOUS IMPROVEMENT

Task force created to evaluate success of Fall Term Break pilot. Consulted widely with students, faculty and staff. Proposal to create a week-long break starting with Thanksgiving Monday approved by Senate fall 2021.

A cross-faculty group is reviewing what is included on the student transcript. A Senate policy on the student transcript will be developed in 2022-2023.

Conducted quality assurance review of Bader College.

QUALITY ASSURANCE

2 new programs established (Black Studies and Digital Product Management)

6 major changes to existing programs approved

Quality Assurance Processes (QUQAP) revised to reflect the province's updated Quality Assurance Framework, increasing the focus on continuous improvement.

Over 30 proposals reviewed by the Senate Committee on Academic Development and Procedures

Audit of existing programs led to updating of schedule for cyclical program reviews.

Guidance and template documents created and updated to assist units undertaking cyclical review, and more frequent check-ins held.

Working with the Centre for Teaching and Learning, established network for units preparing for cyclical program review. Training included using student feedback, reporting on equity considerations, and a two-day retreat on curriculum alignment.

MICRO-CREDENTIALS

The Micro-Credential Advisory Group has:

Defined what 'micro-credential' means at Queen's.

Created a central webpage highlighting micro-credential opportunities at Queen's.

Developed a Faculty-based approval process for new not-for-credit micro-credentials.

The group will establish a quality assurance process for for-credit micro-credentials and articulate OSAP-eligibility requirements and procedures.

MEANINGFUL I-EDIAA

The Academic and Curricular Diversity Subcouncil of UCARE addressed PICRDI recommendation 16. Progress was reported across faculties, including development of curriculum models and rubrics to facilitate the diversification of curricula.

A comprehensive review of academic frameworks and procedures was conducted and revisions were made to meaningfully integrate I-EDIAA. New initiatives including revisions of Degree Level Expectations, educator leaders-in-residence, and Kenjgewin Teg partnership were developed for the purposes of advancing equity and inclusion.

The AVPTL facilitated conversations with Quality Council on embedding I-EDIAA on academic programs.

The team participates in planning for National Day of Truth and Reconciliation.

VENTUS ACADEMIC ACCOMMODATIONS PORTAL

The new portal has been developed specifically for Queen's over the past year, in consultation with instructors, support staff, and a student feedback group.

Launched May 2, 2022, Ventus securely connects students, Queen's Student Accessibility Services (QSAS), the Exams Office, instructors, and other support services in the process to manage and implement academic accommodations.

The portal streamlines communication needs for instructors and students, and supplies instructors with the essential information required for providing students with the appropriate accommodation.

Ventus replaces the exchange of emails containing Letter of Accommodations (LoA) as well as the Exam Accommodation System (EAS). The interface enables students to view details of their accommodation arrangements for in-class work, quizzes, exams, and more.

CLASSROOM RENEWAL & ED TECH

EDUCATIONAL TECHNOLOGIES

Design, funding and start of construction of 5 new active learning classrooms

Upgrade/renewal of our largest lecture theatre BIO1101

Planned for long-term teaching needs with associate deans of teaching and learning

Continued support for enterprise educational technologies purchased for transition to remote learning.

Continued deployment of the student educational technology team to support instructors, including captioning.

Transition of streaming service from Ensemble to Panapto

PANDEMIC RESPONSE

Sought instructors' feedback on continuing pandemic impacts on teaching and learning. Provided direction and clarification.

Collaborated on the development of protocols and guidelines.

Worked with colleagues across campus to ensure appropriate educational technology available to support remote and in-person teaching.