Subject:	Updates: Faculty survey feedback, new faculty development framework, innovation funding, and draft micro-credentials policy
Date:	Thursday, February 25, 2021 at 4:49:53 PM Pacific Standard Time
From:	Rajiv Jhangiani
Attachments:	Draft AC15 Micro-credentials Consolidated.pdf, image001.gif

Dear faculty colleagues,

It has been just over 50 days since I was appointed to my new role and so I wanted to reach out to you to share four updates:

1. Survey on teaching & learning supports completed

First, I want to thank the hundreds of faculty who responded to our recent survey about teaching and learning supports. It was wonderful to see that:

- 85% of respondents agreed that KPU values teaching and learning (including 47% of respondents who strongly agreed with that statement)
- 87% find our Moodle training helpful
- 55% have one or more of their courses included in the Zero Textbook Cost (ZTC) initiative

It was also helpful to learn that:

- 46% would use more accessibility tools within Moodle
- 53% are interested in learning more about Universal Design for Learning
- 46% will very likely avail of supports for indigenizing the curriculum

We are looking carefully at all of your feedback, which will inform the development of a strategy for teaching and learning.

2. New faculty development framework drafted: The Foundations in Teaching Excellence program

The centrepiece of our forthcoming strategy for teaching and learning is all of the training and support that we provide to you, our faculty. Although we receive positive feedback about much of our training, some of our workshops have been developed in response to a specific need (such as the *Level Up: Learn to Teach Online* course). As a result, what has been lacking is a coherent framework that organizes our training in a way that is comprehensive and integrated.

Over the past eight weeks I have been working closely with our team to develop a new program that will, once launched, encompass all of our training. This will be known as the *Foundations in Teaching Excellence program*. This will be a flexible, modular, and stackable program that involves training opportunities within five core domains: Learning Design, Learning Assessment, Inclusive Teaching, Learning Technologies, and Reflective Practice. The core training will be augmented with optional enhancements for those seeking a deeper dive within a specific domain, along with mentorship opportunities and communities of practice. In the coming weeks I will be presenting the details of this new program at the various Faculty Councils for additional feedback.

3. Teaching & Learning Innovation Fund proposals supported

I have been delighted to see several proposals for our new Teaching & Learning Innovation Fund (TLIF) this year. The latest recipients include our colleagues Jessica Bayntun (Wilson School of Design), who will integrate virtual reality into her "3D Futures" course; Kent Mullinix and his colleagues (Institute for Sustainable Food Systems), who will develop open source educational media for agriculture extension and building community connections; and Erika Balcombe (Wilson School of Design), who will use the funding to support a digital exhibition of design student work related to the pandemic. I urge you to consider applying to the TLIF to

support your projects. All applications are adjudicated quickly, within two weeks. For more information see: https://www.kpu.ca/teaching-and-learning/tlif

4.   Draft policy and procedure for Micro-credentials (AC15)

After more than a year of discussions with both faculty and staff units (e.g., FSH Chairs, ACA Faculty as a Whole, Student Services Fall Forum, etc.), meetings with individual faculty and staff from both academic departments and service units that have expressed interest in developing micro-credentials and/or digital badges, and consultations with the Micro-credentials Working Group, Polytechnic University Executive, Academic Council, the Vice Chair of Senate, the University Secretary, and the University Registrar, I finished drafting a policy and procedure for Micro-credentials and Digital Badges. Over the past 3 weeks, these draft documents (including a detailed backgrounder) were presented for discussion at the meetings of three Senate Standing Committees: Policy Review, Academic Planning & Priorities, and Curriculum. The feedback from these meetings has already informed some revisions to the draft documents. Both the feedback received and the corresponding revisions made have been carefully recorded in a table to enhance the transparency of the consultation and revision process. Members of these 3 Senate standing committees were encouraged to share the draft policy with their faculty colleagues.

Next steps for AC15:

The revised draft policy is currently being shared with all 8 Faculties. In most cases this is taking place at Faculty Council meetings (although in two cases this is being shared at other forums, such as curriculum committees). All of these meetings will take place either before or during the six week posting period on the Policy Blog, which begins **tomorrow, February 26**. Once the draft policy is posted on the policy blog, all members of the university community will have an opportunity to review it and provide feedback. Note that the version of the draft policy posted to the blog will not necessarily be the final version, as comments on the blog may lead to additional revisions. While the draft policy is still on the blog, AC15 will return to the 3 Senate Standing Committees (Policy Review, Academic Planning & Priorities, and Curriculum) a second time between March-April for further discussion. Accompanying the draft policy documents will be a table summarizing all of the feedback received during and since the previous SSC discussions, along with any related revisions made to the policy documents.

I am writing about this today because I want to make sure that all faculty are aware of this draft policy before the six week posting period on the blog begins (I have attached a copy of the draft policy documents to this email so that you do not need to search for them). I also want to make sure that you know that feedback on this policy is welcome, whether through your representatives at the upcoming meetings of your Faculty Council or the 3 Senate Standing Committees, or directly on the policy blog. Finally, I will continue to make time to meet with any member of the university community who wishes to discuss this draft policy or potential future micro-credentials.

That is all I have to share for now. I look forward to sharing more updates with you as things progress, and working with your input to develop stronger supports for teaching and learning at KPU.

Warm regards,
Rajiv

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At KPU, we work, study, and live in a region south of the Fraser River which overlaps with the unceded traditional and ancestral lands of the Kwantlen, Musqueam, Katzie, Semihamoo, Tsawwassen, Qayqayt, and Kwikwetlen peoples.