
SENATE STANDING COMMITTEE ON TEACHING AND LEARNING

Regular Meeting
Thursday, October 2, 2025
2:00 p.m. – 4:00 p.m.
Surrey-Arbutus-A2410

AGENDA

1. Call to Order and Territorial Acknowledgement 2:00
2. Approval of Agenda
3. Approval of Minutes, May 29, 2025
4. Chair's Report Mike Larsen 2:05
 - 4.1. Committee Member Introductions
 - 4.2. Workplan for 2025-2026
5. Committee Mandate and Membership Review Mike Larsen 2:20
6. AVP, Teaching and Learning Report.....Leeann Waddington 2:30
 - 6.1. Directions and Plans Informing T&L StrategyLeeann Waddington 2:45
7. Stay the Course Pilot Project (Presentation) Jovita Vytasek and Nina Jauering 2:55
8. Senate Orientation Catherine Schwichtenberg 3:05
9. Items for Discussion
10. Adjournment

SENATE STANDING COMMITTEE ON TEACHING AND LEARNING

Minutes of Regular Meeting
Thursday, May 29, 2025
2:00 p.m. – 4:00 p.m.
MS Teams Online

Voting Member Quorum: 7		
Andhra Goundrey Catherine Chow Christina Page Diane Van der Gucht	Jovita Vytasek Mike Larsen Sharmen Lee Seng Sengsavanh	Alan Davis
		Non-voting
		Catherine Schwichtenberg Reza Khakbaznejad
Regrets	Senate Office	Guests
Caja Blomley Carole St. Laurent Leeann Waddington Mitra Gorjipour Mike Mann Nishan Perera Sonayna Rana Jashanpreet Singh	Michelle Molnar Ruby Gupta	Josephine Chan

1. Call to Order

The Chair, Christina Page, called the meeting to order at 2:00 p.m.

2. Approval of Agenda

Diane Van der Gucht, moved the agenda be confirmed as circulated.

The motion carried.

3. Approval of Minutes, April 10, 2025

Diane Van der Gucht, moved the minutes be accepted as circulated.

The motion carried.

4. Chair’s Report

Christina Page, Chair of SSCTL shared that she has one more year as a member of the committee and is happy to mentor the new chair through the transition.

5. AVP, Teaching and Learning Report

The committee was referred to the report.

6. New Business

Catherine Schwichtenberg, Vice-Chair of Senate, thanked Christina Page for her work as the outgoing, praising her many accomplishments and dedication to the position.

6.1. Election Of New Chair 2025-2026

The term of office begins September 1, 2025 and ends on Aug 31,2028 or the last day of the chair's current term on Senate or the committee.

Catherine Schwichtenberg, Vice-Chair of Senate, conducted the election and called for nominations:

First call: no nominations

Second call: Diane Van der Gucht nominated Mike Larsen. Mike Larsen accepted the nomination.

Third call: no nominations

Mike Larsen was acclaimed as the chair. His chair term will run from Sept 1-2025 until Aug 31-2027.

Andhra Goundrey will continue as vice-chair of the committee until Aug 31,2028

The committee congratulated Chair and Vice-chair.

6.2. Draft Policy and Procedure AC15 Digital credentials

Josephine Chan, Special Assistant to the Provost on Policy and Academic Affairs, provided the background on revisions of Policy and Procedure AC15 Micro-credentials including the updated title to "AC15 Digital Credentials (Non-Credit)". She noted that the draft Policy and Procedures were posted on the KPU Policy Blog for a 3-week Phase Two posting period from March 6 to March 26, 2025.

The final draft Policy and Procedure AC15 was endorsed by the Digital Badge Committee and will seek recommendation to Senate and the Board of Governors from the following committees:

1. Senate Standing Committee on Policy (June 3, 2025)
2. Senate Standing Committee on Curriculum (June 4, 2025)
3. Senate Micro-credential Committee (June 6, 2025)

Committee discussed the process of proposing digital credentials, micro-credentials and digital badges. It was recommended to have the Digital Credentials Approval process flow chart included in the procedure as appendix for ease of reference as this would serve as an excellent resource for the developers of micro-credentials and digital credentials. The members discussed the operations of developing micro-credentials and digital badges to improve the efficiency and effectiveness in marketing. The committee also provided feedback on definitions and terminology used within the policy and procedures.

Sharman Lee moved that the Senate Standing Committee on Teaching and Learning recommends that the Senate recommend the Board of Governors approve draft Policy and Procedure AC15 Digital Credentials (Non-Credit), effective January 1, 2026.

The motion carried.

6.3. Student Representation on SSCTL

Catherine Schwichtenberg, Vice-Chair of Senate shared with the members the opportunity for filling the vacancy of student senators with student representatives for a period of one year, during which time the all standing committee memberships will be reviewed to ensure appropriateness and consistency.

Andhra Goundrey, moved that Senate approve the Senate Standing Committee on Teaching and Learning to fill a vacancy of a student senator with a student representative for a period of one year, beginning September 1, 2025.

The motion carried.

7. Adjournment

The meeting adjourned at 3:19 p.m.

SENATE STANDING COMMITTEE ON TEACHING AND LEARNING**Agenda Number: 5****Meeting Date:** *Thursday, October 2, 2025***Presenter(s):** *Mike Larsen*

AGENDA TITLE: COMMITTEE MANDATE AND MEMBERSHIP REVIEW**ACTION REQUESTED:** Discussion

Context and Background

On September 19, 2021, the Senate Governance and Nominating Committee (SGNC) discussed the importance of having each committee annually reacquaint itself with its mandate and membership. This practice is intended to help new members understand the committee's mandate and membership while allowing returning members to refresh their knowledge.

During 2022-2023, the Vice-Chair of Senate conducted a comprehensive three-year review of all committee mandates and memberships and recommended changes to the SGNC and Senate.

Senate approved the updated mandate and membership attached on November 11, 2023.

Key Messages

Senate standing committees continue the practice of providing an informational introduction to their mandates and memberships each fall.

Attachments

1. Mandate and Membership, SSCTL
-

Submitted by

Ruby Gupta, Administrative Assistant, University Senate

Date submitted

September 22, 2025

MANDATE

1. Advise Senate on issues in teaching, learning, and related scholarship.
2. Advise Senate on student success scholarship and practice at the qualifying, vocational, undergraduate, and graduate levels of instruction.
3. Identify challenges of and opportunities for faculty and learners that may be addressed or supported by the Teaching and Learning Commons.
4. Receive reports and provide guidance to the operation and planning of teaching and learning events, scholarship, initiatives and environments.
5. Identify the forms of support needed to maintain excellence in teaching and make recommendations to Senate and other bodies as needed (such as information technology, student services, accessibility, academic integrity etc.).
6. Establish other subcommittees as needed to fulfill the committee's responsibilities.
7. Other duties as assigned by Senate.

MEMBERSHIP COMPOSITION

Voting Members

- Chancellor
- President
- Student Senator
- Faculty senator or representative from each Faculty
- Vice-Provost, Teaching and Learning or designate
- Two deans or designates

Non-voting Members

- Vice-Chair of Senate
- Associate Vice-President, International, or designate
- Associate Vice-President, Research, or designate
- Chief Information Officer, or designate
- Dean, Faculty of Academic and Career Preparation, or designate
- Librarian
- Representative, Office of Teaching and Learning
- Educational Consultant

SENATE STANDING COMMITTEE ON TEACHING AND LEARNING

Agenda Item: 6

Meeting Date: October 2, 2025

Presenter: Leeann Waddington

**Associate Vice President, Teaching and Learning:
Report to the Senate Standing Committee on Teaching & Learning
Oct 2, 2025 (for the period of May 20, 2025 to Sept 18, 2025)**

UPDATES

- Beginning Fall 2025 all synchronous TL Commons workshops will be listed on Humanitix. [HERE](#)
- As we continue to navigate enrollment and retention challenges, the Teaching & Learning Commons remains committed to supporting faculty with curated resources and flexible learning opportunities. The TL Commons Road Trip for Student Success launched in May invited faculty to explore professional learning pathways aligned with their individual goals. Over the summer, many faculty members hit the road, engaging with the road trip in various ways.
 - Attending one of the 11 Road trip specific [workshops](#)
 - Discovering valuable teaching resources shared in the 12 [Tuesday Tune-Ups](#) that have been released so far.
 - Participating in various [Refueling stations](#) which focus on wellness and community for KPU faculty
 - Heard from their peers in [Messages from the Road](#) – digital postcards highlighting faculty success with promising practices to support student success.
 - Took advantage of our Visitor’s Centre which provides weekly drop in support in Richmond, Surrey, and Langley.
- This journey isn’t over yet! New Refueling Stations, Workshops and Tune-ups are coming this fall, offering fresh opportunities to recharge, reflect, and expand your teaching toolkit. Additional information can be found [HERE](#)
- On June 3rd, 2025, the Teaching & Learning Commons hosted an art unveiling by Squamish Nation Artist and Fashion Designer, Pam Baker. Grounded in Coast Salish teachings, the piece, designed to represent the teaching and learning relationship, emphasizes the integration of story, heart, mind, and the symbolism of feathers. This piece will remain a permanent part of the Office of Teaching & Learning, serving as a reminder of our ongoing commitment to reconciliation, respect, and learning from Indigenous knowledge systems. We welcome you to visit the office in Arbutus 2400 and explore the piece in person.
- The TL Commons team held a series of in-person and online sessions to support faculty with the transition to Simple Syllabus.
- The TL Commons team will be holding a series of Learning Technologies drop-in sessions on Fridays during the fall semester. More information can be found [HERE](#)
- We’ve been reviewing and analyzing the results of the faculty survey to inform our support services and future programming.
- The [Teaching and Learning SharePoint site](#) was officially launched on April 24th, 2025. The purpose of the site is to make it easier for faculty to find the information and support they need in their teaching practices. It also includes a comprehensive overview of the Teaching and Learning team, our strategic plan, and direct links to

services, events, blogs, newsletters, and more. Faculty and staff are encouraged to check out the site to explore the available resources.

- [Road Trip for Student Success](#)
- [Simple Syllabus](#)
- [Zoom Transition](#)
- [Guidance on Teaching use of Generative AI](#)
- The latest TL Commons Newsletter can be found [HERE](#)

WORKSHOPS AND EVENTS

- Generative AI Community of Practice continues with the intention of developing knowledge, sharing use cases and informing leadership decisions around gen AI tools. Join us [HERE!](#)
- Check out our Fall learning opportunities [here!](#)
 - [Teaching with Awareness: Understanding Instructor Impact](#)
 - [Maximizing Moodle Gradebook](#)
 - [Generative AI Workshop Series](#)

Open Education

- Four new OERs have been published recently, check them out at the links below!
 - [IACP Critical Disability Pedagogy](#)
 - [Introductory Canadian Tax – 2nd Edition](#)
 - [Intermediate Canadian Tax – 2nd Edition](#)
 - [Faculty Guide for International Student Success](#)

Learning Technologies

- 5 new H5P Content types have recently been added to Moodle to help enhance course content. More information about H5P can be found [HERE](#)
- The Zoom-Moodle integration officially launched on August 1, offering a streamlined and consistent virtual experience for both instructors and students. A series of drop-in sessions were held over the summer in order to support instructors with this transition.



Teaching & Learning Commons

Directions for Teaching and Learning

SSCTL Overview Fall 2025

We at Kwantlen Polytechnic University respectfully acknowledge that we work, live, and study in a region that overlaps with the unceded, traditional and ancestral lands of the xwməθkwəyə'm (Musqueam), qǫ́ cə'y' (Katzie), SEMYOME (Semiahmoo), scə'waθən (Tsawwassen), qiqéyt (Qayqayt), Kwikwetlem, and the lands of the qw' a:nł' ə'n' (Kwantlen) First Nation, which gifted its name to this university.

In the cause of reconciliation, we recognize our commitment to address and reduce the ongoing systemic colonialism, oppression and racism that Indigenous Peoples continue to experience.

Through active intentional partnering, the Teaching & Learning Commons provides pedagogical leadership that is grounded in community, ethics, creativity, and care.



**ACTIVE
INTENTIONAL
PARTNERING**

Driving our Agenda



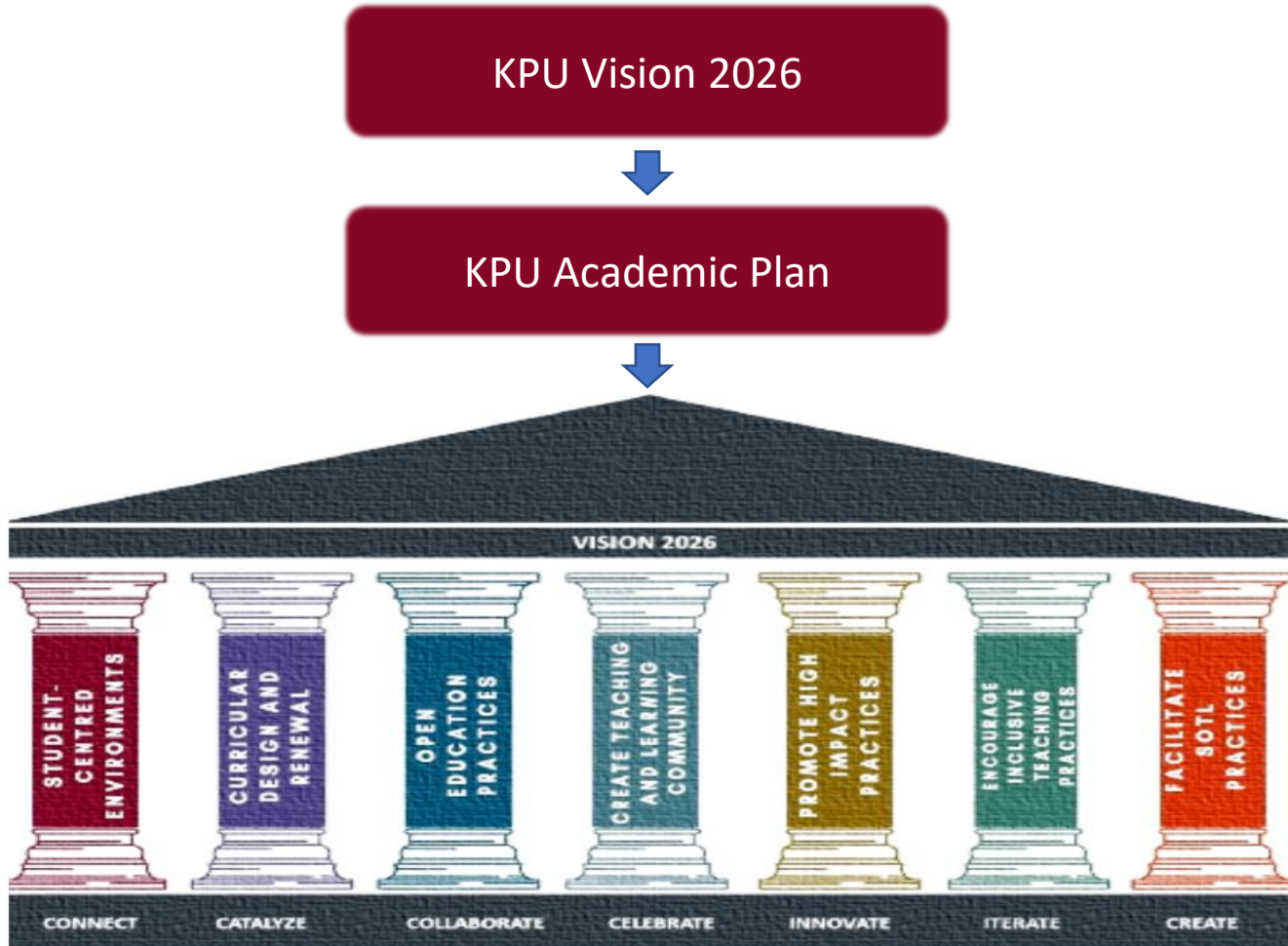
Internal Plans

- KPU Vision
- KPU Academic Plan
- KPU Accessibility Plan
- KPU Global Education Plan
- KPU EDI Plan
- Climate Strategy
- KPU - xé?elł Pathways Systemic Transformation Framework

External Plans

- Educause Horizon Report
- Canadian Digital Learning Survey
- BC Digital Learning Strategy
- 2024 Pan-Canadian Report

Our Current TL Strategy



Pillar 1



Encourage Student-Centered Learning Environments:

- Promote and support experimentation with, and adoption of secure, ethical, and effective educational technologies
- Partner to develop integrated structures and systems that foster effective learning environments
- Provide evidence-based faculty development for all modes of instruction, supporting teaching and learning practices aligned with the academic plan

Pillar 2



Support Curricular Design & Renewal:

- Support course design that is student-centered, flexible, inclusive, and engaging
- Support continuous curricular and instructional design improvement during program review and revision
- Partner to promote course design practices that uphold academic integrity

Pillar 3



Expand Open Education Practices

- Expand institutional engagement with open education
- Promote the creation and use of open educational resources (OER)
- Expand support and engagement for the use of open pedagogies
- Share the work of our department openly with external partners

Pillar 4



Create Teaching and Learning Community

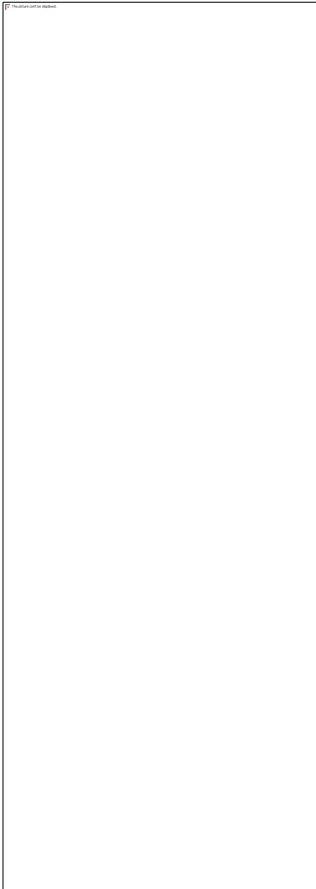
- Foster a community of educators and facilitate sharing of practices by building internal and external relationships
- Celebrate teaching excellence and innovation
- Building internal and external relationships

Pillar 5

Promote High Impact Practices

- Advance the use of ePortfolios
- Partner to support undergraduate research
- Promote collaborative activities and assignments
- Partner to support global learning initiatives
- Partner to support WIL service learning opportunities for learners

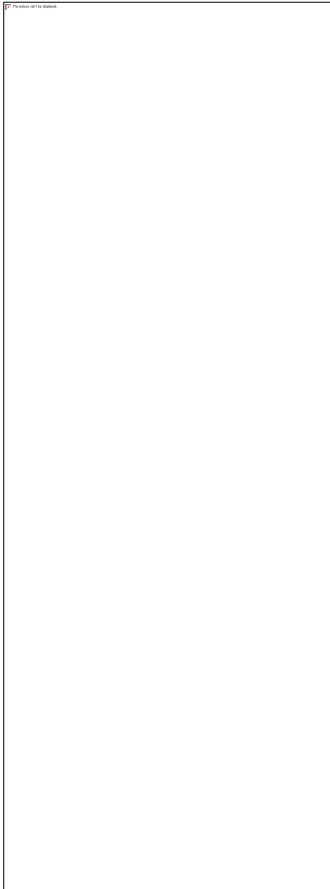
Pillar 6



Encourage Inclusive Teaching Practices

- Partner to advance justice, equity, diversity, inclusion in KPU learning environments
- Commitment to support decolonization in relation to teaching and learning

Pillar 7



Facilitate SoTL Practices

- Develop human and system capacity to support the scholarship of teaching and learning

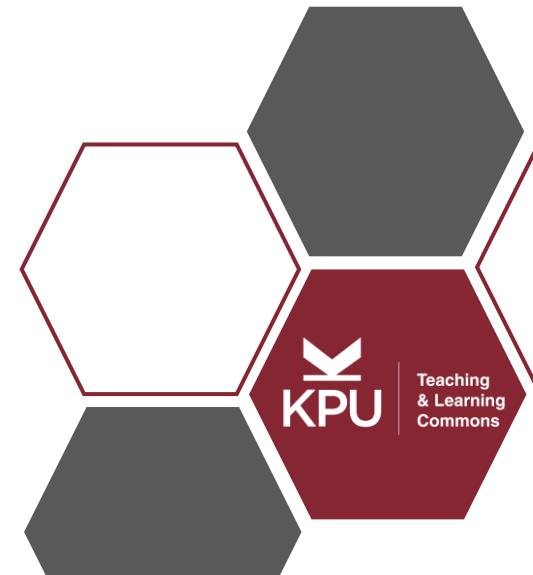
External Directives / Influences

- [2025 Educause Horizon Report](#)
- [BC Digital Learning Strategy](#)
- [2024 Pan-Canadian Report](#)

LEARNING CAN HAPPEN ANYWHERE



SO TEACHING HAPPENS EVERYWHERE





New KPU Plans

Phase 1: Review Plans

- [KPU Accessibility Plan](#)
- [KPU Global Strategy Plan](#)
- [KPU EDI Plan](#)
- Climate Strategy – Under development
- [KPU - xé?ełt Pathways Systemic Transformation Framework](#)

Phase 2: Communicate Relevant Items

- Communicate to the relevant area items already in place or in progress

Phase 3: Action Plan

- Develop Action Plan

Current Action Plans

- [KPU Accessibility Plan](#) – 16
- [KPU Global Education Plan](#) – 11
- [KPU EDI Plan](#) – 19
- [KPU - xé?el+ Pathways Systemic Transformation Framework](#) – 24
- [SEPC Online Learning Working Group Report](#)
- Climate Strategy – Under development

Refining Existing Strat Plan to Extend 1 Year

Draft updates to current Plan:

- Pillar 5 renamed: *Advance KPU Academic Priorities*
- New strategies added to 6 of the 7 pillars

LEARNING CAN HAPPEN ANYWHERE



SO TEACHING HAPPENS EVERYWHERE

Pillar Highlights

Pillar 1: Student-Centered Environments / Learning Design

- Champion/advocate effective design and delivery of digital learning (*NEW*)
- Expand opportunities for learning outside the classroom, in nature, and through simulation (*NEW*)
- Explore/create connections & support AI innovation in teaching & learning processes (*NEW*)
- *Explicit statement on student success?*

Pillar 2: Curricular Design and Renewal

- Partner to support design and implementation of digital credentials (*NEW*)

Pillar 4: Create Teaching & Learning Community

- Partner to support enhancement of faculty and instructional staff engagement (*NEW*)
- Recognize and support teaching innovation (*NEW*)

Pillar 5: Advance KPU Academic Priorities (*renamed*)

- Advance integration of UNSDGs (*NEW*)
- Implement priorities from the KPU Climate Strategy (*NEW*)

Pillar 6: Encourage Inclusive Teaching Practices

- Promote integration of the UDL framework in course design & delivery (*NEW*)

Pillar 7: Facilitate SoTL Practices

- Encourage development of individual teaching philosophy (*NEW*)
- Model and support reflection on teaching practice (*NEW*)
- Advance scholarly inquiry projects in partnership with ORS (*NEW*)
- Showcase KPU educational development activities in the post-secondary sector (*NEW*)

Summary

- KPU has provided us with 7 plans
- In total, 70 recommendations in the scope of TL
- Challenges – No priority order, overlap of initiatives or potential synergy between mandate that is not capitalized on. Volume of needs.

LEARNING CAN HAPPEN **ANYWHERE**



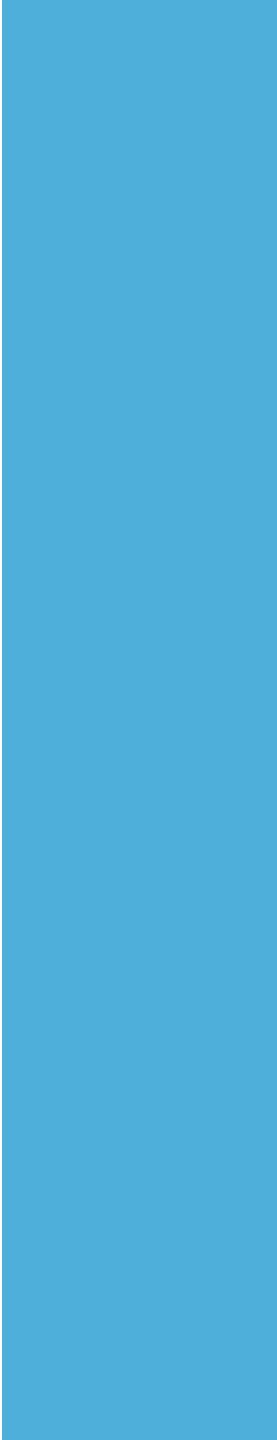
SO TEACHING HAPPENS **EVERYWHERE**

Discussions and Questions

LEARNING CAN HAPPEN ANYWHERE



SO TEACHING HAPPENS EVERYWHERE



Stay Connected!



kpu.ca/teaching-and-learning



Teaching.andlearningcommons@kpu.ca



[KPU Teaching & Learning Commons](#)



Introducing the Stay the Course Pilot Program

Senate Standing Committee on Teaching and Learning

October 2, 2025



Table of Contents

1. Program Background and Purpose
2. Participants and Criteria
3. Team
4. Program Requirements (Components)
5. Recommended (Optional) Activities
6. Timeline
7. Q&A

Program Background & Purpose



- KPU's leaver rates are high, especially among domestic students in open intake programs (in Arts, Business and Science). **About 65% of students don't graduate.** Many don't persist past the first year.
- "Stay the Course" is a pilot program modeled after a City University of New York initiative, focusing on **improving first-year retention for domestic, open-intake (undeclared) undergraduate students (arts, business, and science).**

Target: Increase retention from 71% to 79%

Will also measure withdrawal rates, longer-term graduation tracking, and student satisfaction survey results.

Participants & Criteria



- Students new in Fall 2025, with no transfer credits and domestic or permanent residents and currently in undeclared open-access programs.
- Registered in at least 9 credits this semester (6 credits allowed for students with registered accommodations).
- Limited intake programs and students in other targeted cohorts (e.g., Learning Communities) are excluded from this pilot.
- Register for 12+ credits (two of the following semesters: Summer 2026, Fall 2026, or Spring 2027) **and earn a \$700 tuition credit.**

- Program intake closed Sept. 9th 2025.
- Out of ~1,200 eligible students, 192 applied for the pilot.

Team

- Theresa Voorsluys – Academic Advising (Project Lead)
- Nina Jauernig – Faculty, MSOB (Faculty Champion)
- Cynthia Lo – Learning Centre Coordinator, KPU 100
- Luka Wall – Manager, Institutional Research
- Amy Yiu – Academic Advisor
- Calvin Tiu – Academic Advisor
- Kathy Lo – Coordinator, Transition Programs (Peer Mentor Program)

Program Requirements

Needs Assessment Survey

- Customize resources based on students' identified needs.
- E.g., specific Learning Centre workshop, Learning strategist, or a peer/faculty tutor.

KPU 100

- Complete KPU 100 or be enrolled in EDUC 1100.
- New asynchronous KPU 100: Stay the Course (~160 students will be taking it).

Advisor and Peer Mentor

- Meet at least once with an academic advisor and once with a peer mentor.
- More engagement is encouraged but not mandatory.

Student Satisfaction Survey

- Launch post-Thanksgiving, open 3-4 weeks.

Recommended (Optional) Activities

- Attend New Student Orientation (NSO)
- Meet with a Career Coach/Attend a Career Fair/Volunteer on Campus
- Meet with a Financial Advisor
- Meet with a Learning Strategist or Tutor
- Complete a KPU Digital Badge
- Attend an Academic Skills Workshop
- Meet with your KPU librarian
- Peer mentor activities and events
- Other university events

Timeline



Looking to launch a Stay the Course spring offering, but details need to be finalized.

Thank You!



Questions? Email staythecourse@kpu.ca
Website: <https://www.kpu.ca/staythecourse>

SENATE STANDING COMMITTEE ON CURRICULUM

Agenda Number: 8

Meeting Date: October 2, 2025

Presenter(s): Catherine Schwichtenberg

AGENDA TITLE: COMMITTEE ORIENTATION

ACTION REQUESTED: Information

Context and Background

Senate Standing Committees are a vital part of our university's governance structure. They are responsible for reviewing, analyzing, adjusting or refining, documents, policies, recommendations, and curriculum before recommending to the university community. The representation of Senate Standing Committees is chosen carefully, so that a variety of perspectives can be heard.

Approximately one-third of committee membership changes annually, so it is essential that all members understand their roles and Senate's expectations. To promote consistency, engagement, and transparency across all committees, Chairs are encouraged to dedicate the first meeting of the academic year to orientation.

Committees will, unless otherwise decided by Senate, follow the [bylaws of Senate](#).

Committee Member Responsibilities

- Represent the best interests of the university, rather than as a delegate of the body or constituency from which they are drawn
- Disclose any affiliations or biases when speaking
- Engage respectfully and constructively
- Prepare for meetings by reviewing materials in advance

Voting Members:

- Vote in the best interests of KPU – not the department, Faculty, or personal interests
 - If unsure, ask clarifying questions – very important!
 - Don't be afraid to speak up and out – Senate needs diverse opinions
 - If the committee is silent or appears to be in favour, ask questions that help look for issues – be the devil's advocate
 - Understand that the decision of the committee belongs to the committee – not one person.
 - Communicate with your Faculty
-
-

Non-voting members

- May not vote but can participate in the discussion – providing the expertise of their particular area

Guests:

- Typically invited to attend and if required, to speak on specific agenda items
- May include proponents (e.g., curriculum changes) or administrative leads (e.g., policy updates)
- Do not vote

Observers:

- May attend but do not speak (unless invited by the chair, because of special expertise)
- Shall not disrupt or influence the committee's deliberations
- Do not vote

Chair

- Drafts agendas and reviews minutes
- Facilitates inclusive and respectful discussion
- Encourages diverse perspectives
- Manages time and ensures all voices are heard
- Voting chairs may choose to vote only in the event of a tie or may vote last as to avoid influencing the group

Meeting Etiquette

1. Use of the Teams chat is reserved for members to submit motions and request recognition of the Chair to speak. Teams chat contents generate an institutional record, cannot be deleted, and may be subject to an FOI request.
2. The Senate office assistant will notify the chair when quorum is met and note the number of voting members present.
3. Members are encouraged to decline meeting invitations or notify the Senate Office when they are unable to attend a meeting so they can ensure quorum can be met.

Submitted by

Ruby Gupta, Administrative Assistant, University Senate

Date submitted

September 24, 2025