

LC Faculty Subcommittee – Jan. 27, 2012
310 Scott

Notes

Attending: Ron Sheese, Cathy Boyd-Withers, Sophie Bury, Celia Popovic, Mark Robertson
Regrets: Cherie Bova

1) Business Arising

- There was a call in Dec. to members to gather suggestions for survey questions. Cathy provided some suggestions earlier. Will renew the call again if/when we decide to proceed with a survey.

2) Report on Mark's Conversation with Sue Vail

- Mark reviewed 5 possible strategies of Faculty Subcommittee with Sue Vail (see Dec. Subcommittee notes).
- Sue observed that faculty are currently being asked to complete an online surveyed about EE and Elearning baselines, so said there may be some survey fatigue; may be a good idea to wait until the baseline survey is complete.
- Sue suggested contacting Assoc Deans with teaching and learning portfolios to discuss some of our ideas. Assoc Deans could help bring in program directors, chairs or other key instructors in their Faculties into the discussion.
- We agreed this would be a good way to broaden the impact of any initiatives we might take on and a strategic way to make connections.

3) AIF Proposal

- Ron and Sophie discussed the "Supporting Academic Literacy Instruction Within Courses" AIF proposal.
- If we were to receive funding, Ron has some ideas for people we could hire to help with the background conceptual work. The proposal's budget is for \$9000.
- If we do not receive AIF funding, we might a) pursue funding from other sources (our home units?), or b) consider how we might proceed anyway without funding.
- The approach outlined in the proposal would reframe faculty participation. We would be asking faculty to join us in exploring the concept of "academic literacies" and strategies for teaching them. They would be helping us, at the same time we hope it might have the potential to enrich or transform their teaching.

4) Discussion about Next Steps

- **Phase 1: Conceptual Groundwork (January – August)**
 - Assessment (survey in March or April?):
 - Survey of faculty: purpose is to better understand how faculty approach academic literacies in their teaching/curriculum and what they perceive the challenges to be. Example questions to explore: What academic literacies do they perceive to be most crucial in their courses and/or programs? Where do they see the greatest needs of their students? How are these academic literacies currently being addressed? What are the obstacles to their ability to address them?
 - Survey of undergraduate students (optional): purpose is to better understand what

students find most challenging in terms of academic literacies, and to gain insight into how they cope with these challenges. Example questions to explore: Where do they turn for support? What kind of strategies have they developed and how have they learned them? How competent do they feel research/writing/learning skills/numeracy etc.? In their experience how have these challenges been addressed within the curriculum of their courses/programs?

- We could also consider focus groups with faculty (after the survey?)
- Curriculum Design Research
 - The purpose of this research would be to identify curriculum design ideas that relate to academic literacies
 - Search for relevant literature and examples of curriculum ideas, assignment design, etc.
 - Sophie observed that there is some similar work going on in the Libraries' Information Literacy / Curriculum Integration Working Group. This group is intending to update the Libraries' "Assignment Design" web page, which provides suggestions and ideas for faculty:
<http://www.library.yorku.ca/ccm/FacultyAndGrad/LibraryAssignmentConsultation.htm>
 - Possible next step: consider joint meeting between our Fac. Subcommittee and IL Curriculum Integration group
 - The research could extend over the summer whether or not we are awarded with AIF funding
- **Phase 2: Building Partnerships (Fall 2012 – onward)**
 - Purpose: to build partnerships with faculty/Faculties. Identify key collaborators/innovators at York who are engaged in one way or another with academic literacy instruction.
 - Build network to share and develop strategies.
 - This would lead toward the development of a Summer Institute (phase 3).
 - Best strategy might be to work through Associate Deans with teaching/learning portfolios, down through program directors and chairs. Consider inviting key Associate Deans to a meeting for initial discussion.
 - Develop this network in conjunction with the body that will eventually be replacing the CST.
- **Phase 3: Summer Institute (Summer or Fall 2013)**
 - Collaborate with faculty partners
 - Bring in external speakers?
 - Make it available to others beyond York