**Institutional Effectiveness Steering Committee - Minutes**

**21st April 2021 - Teams**

Members: Laurence Amoureux, Darcee Caron, Christine Tomasek, Carla Canelas Tobar, Russell Williams, Olivia Grobocopatel, and Claudio Piani.

Present: Christine Tomasek, Carla Canelas Tobar, Russell Williams, Olivia Grobocopatel, and Claudio Piani.

Guest: Safia Benyahia

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1. Welcome
2. Members present (apologies).
3. Approval of agenda. The agenda is approved.
4. Approval of Minutes IESC meeting 24th Mar 2021.
5. **Update on GLACC Brief**

The assessment is moving forward. Claudio and Olivia are in conversations with Rika. Olivia will integrate all individual assessment reports into one document that will be attached to the brief. Claudio and Olivia will work on the final assessment matrix.

1. **Outline of work for Departmental reports reviews and Admin report reviews.**

Departmental reports will be submitted by May 15th. Claudio will distribute the reports among the committee members to evaluate them. Each should take around half an hour. Claudio will share the assessment rubrics to evaluate the reports among the committee members.

1. **Presentation of OAD workshops: Title, description, expected result.**
* **Safia’s workshop: “Assessment methodologies for complex objectives”**

Safia presents her workshop. The idea is to tackle big ideas that people find overwhelming. For example, Safia has to assess the leadership development during extra-curricular activities. She deals with soft skills and inter-personal relationships.

The idea is to look at every unit that has this big picture missions. Some challenge is that they serve AUP’s mission indirectly. They need to link it back to AUP’s mission. Safia will work with Albert Cath who works in complexity theory. They are not going to present a system but they want to make people excited about assessment and help people be less overwhelmed with the task.

Albert is going to help by introducing some complex management strategies, a brief introduction for 5 minutes. Then they are going to start with abstract questions and then let guests walk away with something more concrete for units.

Claudio thanks Safia and gives some recommendations about the planned outcomes. Christine recommends Safia to work on the structure with Albert. Safia will send new planned outcomes shortly.

* **Russell – CC workshop: missing title**

The workshop is going to be in connection with the revised CC forms. There will be talk of learning outcomes and rubrics.

The new forms will be voted by the senate on May 5th.

The expected outcome is to inform faculty of the change in forms, to tighten up the learning outcomes, to show examples of assessment rubrics.

Carla suggests adding the matrix to the FARs as well but Claudio says he has proposed to remove assessment from the FARs.

Russell will send a title to Claudio shortly.

* **Laurence – FB workshop**

Laurence was absent. Claudio will contact her to ask for the workshop title, description, and expected outcomes.

1. **Preliminary schedule:**

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| 9:00 | Welcome and coffee |
| 9:15 | Welcome from the provost |
| 9:30 | Presentation: “Where are we with MSCHE?” |
| 10:00 | Workshops |
| 10:30 |
| 11:00 |
| 11:30 | Coffee and tiramisu’ |
| 12:00 | Panel of Rapporteurs |
| 12:30 | Closing remarks |

The committee members suggest that Claudio does not focus on the MSCHE accreditation during his presentation but on what assessment looks like at AUP. A more general workshop that explains the process, a timeline, the importance of each step of the process. Russell thinks that people lack the idea of the whole process. There should be an introduction to the key moments of assessment during the year, kind of a life cycle of course assessment.

Claudio suggests re-naming the presentation “Streamlining assessment”. He proposes to share photos of the assessment matrix and examples.

Christine suggests underlining why assessment is important. There are different kinds of people at the university, those that believe in assessment, those that pretend to believe, and those that are afraid of it. She suggests to use a different word than assessment to have them change perspectives.