**Institutional Effectiveness Steering Committee – Minutes**

**March 10th, 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.

1. Welcome
2. Members present.
3. Approval of agenda. The agenda is approved.
4. Approval of Minutes IESC meeting 24th Feb 2021. The minutes are approved.
5. Claudio notifies the committee members that the **service** for the faculty participation in the committee will count as half of a a standing committee of the Faculty Senate.
6. The edits to the **assessment website** have been finalized. If the committee members have comments or desired edits they will send them to Olivia. Olivia will do another round of edits when she receives the comments.
7. Has **CC** discussed requesting **assessment methods and grading rubrics** to the new proposal forms? The CC has not been able to discuss this item in the past and will not be able to discuss it in the current week. Carla will keep it in the agenda to discuss it in the future.
8. “**How to guides**”: The how to guides are two simple guidelines, one for faculty, and one for chairs. They describe the role of each of them in the assessment, deadlines, and they provide resources such as examples. Olivia presents the first draft of the guides. The guides raise discussions about:

* The deadlines to submit course assessments: the committee cannot tell faculty when to submit the forms. Claudio will present the suggested timeline (when grades are due) to the Council of Chairs for approval.
* The role of the committee in communicating to faculty: currently, the chairs are the ones communicating to faculty about assessment. What should be the role of the committee?
* Concerns about the load of assessment on faculty.
* Concerns about GLACC assessment. Some faculty think that the GLACC assessment is another load on faculty’s busy schedules. Christine clarifies that the GLACC learning outcomes are part of the course learning outcomes and should not be considered as a separate assessment. Therefore, the faculty needs to submit the same matrix to the chair and the GLACC.