

General Faculties Council  
**TEACHING AND LEARNING COMMITTEE**  
Approved Minutes

Meeting 57  
January 23, 2020, 2:00 p.m.

A167

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***Voting Members***

Leslie Reid, Co-Chair  
Dawn Johnston, Academic Co-Chair  
Mohamed Abdelsamie  
Jessica Ayala  
Wendy Benoit – arrived during Item 4  
Tracey Clancy  
Kevin Dang  
Christie Hurrell  
Fabian Neuhaus  
Nickie Nikolaou  
Amy Warren  
Leighton Wilks

***Regrets***

Fabiola Aparicio-Ting  
Catherine Burwell  
Kent Donlevy  
Patti Dyjur  
Dianne Gereluk  
Melanie King Rosario  
David Paskevich  
Elena Rangelova  
Mary-Jo Romaniuk

***Guests***

Rachel Braun, Experiential Learning Program Specialist, Taylor Institute – present for Item 4  
Michael Jones, Manager - Scheduling, Student and Enrollment Services – present for Item 5  
Kimberley McLeod, Manager - Scheduling - Exams and Curriculum Management, Student and Enrollment Services – present for Item 5  
Angelique Saweczko, Registrar – present for Item 5  
Lisa Stowe, Director of Experiential Education, Taylor Institute – present for Item 4  
Andrew Szeto, Director - Mental Health Strategy – present for Item 6

***Non-Voting Members***

Susan Barker – left after Item 6  
Brock Kahanyshyn  
Natasha Kenny  
Kim Lenters

***Secretary***

Susan Belcher

***Scribe***

Elizabeth Sjogren

***Observer***

Jaclyn Carter, University Secretariat

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The Co-Chair called the meeting to order at 2:05 p.m. and confirmed quorum.

### 1. Approval of the Agenda

**Moved/Seconded**

That the Agenda for the January 23, 2020 Teaching and Learning Committee meeting be approved.

**Carried**

### 2. Remarks of the Co-Chair and Academic Co-Chair

The Co-Chair included the following in her remarks:

- Amy Warren, Faculty of Veterinary Medicine representative, was welcomed to her first meeting
- The University is hosting the Carnegie Foundation Classification for Community Engagement Canadian Pilot Cohort this week. Cohort members are exploring community engagement in the Canadian context, and are interested in learning about initiatives at the University.

The Academic Co-Chair reminded members that the deadline to nominate for the University of Calgary Teaching Awards is today, and members were thanked for their participation in the program. The Committee discussed that the new shorter length of the nomination letter is appreciated, but it was noted that consideration should be given to shortening the length of the letters of support to two pages as well.

### 3. Approval of the December 19, 2019 Meeting Minutes

Documentation for this item was circulated with the Agenda.

**Moved/Seconded**

That the Minutes of the Teaching and Learning Committee meeting held on December 19, 2019 be approved.

**Carried**

### 4. Mapping Experiential Learning Project

Documentation for this item was circulated with the Agenda. Lisa Stowe and Rachel Braun presented this item.

Highlights:

- The proponents reminded members that one of the priorities in the University's *Experiential Learning Plan 2020-2025* (ELP) is to create an inventory of experiential learning (EL) in the curriculum at the University, and reported that this will be done by analysing course descriptions in the Calendar and by consulting with persons such as Associate Deans, Department Heads, and Undergraduate Program Directors
- The proponents reviewed the goals of the ELP and described the variety of initiatives underway in addition to the curriculum inventory

- The Committee discussed that:
  - While the ELP defines EL, clarity is needed regarding what intensity is required for an experience to count. The proponents reported that intensity is not being measured at this time, and focus is on pedagogical experience and assessment processes.
  - The EL content in a course may differ depending on who is instructing the course
  - Any information gleaned from the Calendar should be confirmed with instructors
  - Resources may be needed to develop EL in units, and that it will take time for units to grow EL opportunities for students
  - As part of tracking student participation in EL, data should be gathered on registration in the courses listed in the inventory of EL in the curriculum
- In response to questions, it was reported that:
  - The inventory of EL in the curriculum will be reviewed by units before publication
  - The inventory will be used by Academic Advisors, at orientation sessions, and at recruitment events
  - The inventory will identify courses that have restricted enrolment

## **5. Instructional Scheduling and Space Utilization Policy**

Documentation for this item was circulated with the Agenda. Angelique Saweczko and Kim McLeod presented this item.

### Highlights:

- The proponents provided an overview of the Instructional Scheduling and Space Utilization Policy, and reported that a number of space utilization policies are being amalgamated into one, with the associated procedures being separated into operating procedures
- The proponents reported that it is proposed to change the instructional day to 8:30-5:30, as it has been determined that this shift away from the underutilised 8:00 a.m. start time will result in better usage of spaces and increased course accessibility for students
- The Committee discussed that:
  - The proposed 8:30 a.m. start and 5:30 p.m. end to the regular instructional day may be problematic for persons responsible for school drop-off and/or with children in aftercare
  - The policy indicates that approval is needed for instruction outside of the regular instructional day, but does not contain much detail related to blended courses
- In response to questions, it was reported that:
  - A course can be scheduled for face-to-face and blended hours, so that a classroom space is not booked unnecessarily
  - The proposed change will not impact the length of the Monday-Wednesday-Friday and Tuesday-Thursday courses, which will remain at 50 minutes and 75 minutes respectively
  - Student mobility is considered when determining where a course will be held
  - Students will be consulted as part of the development of the policy

## **6. Aligning Terminology and Rationale for Fall and Winter Breaks**

Documentation for this item was circulated with the Agenda. Susan Barker, Vice-Provost (Student Experience), and Andrew Szeto presented this item.

Highlights:

- The proponents reminded members that the University has two breaks, an established 'Winter Reading Week' in the winter term, and a new 'Fall Break' in the fall term, and it was reported that the Calendar now identifies both as a "Term Break, no classes"
- The Committee discussed that:
  - Clarity, and then compliance, is needed regarding the purpose of these breaks
  - Instructors should adhere to the principle that coursework should not be assigned immediately before and made due the first day after the break. All major coursework and due dates should be identified in the course outline so that students can manage their time.
  - Consistency in terminology is needed, especially as some course outlines referred to the fall break as a "Fall Reading Week"
  - To support mental health, it is desirable to define the fall and winter breaks as 'course breaks' and move away from the phrase 'reading week'. Some students may choose to use the break to do coursework or to study, but some may choose to take a needed vacation.
  - The breaks are valuable to instructors too, as some choose to use the time for needed rejuvenation and some choose to use the time for meetings and other projects
- In response to questions, it was reported that:
  - There can be some approved exceptions to the no teaching rule during these breaks
  - The introduction of the Fall Break in 2019 did not impact instructional time, as the term started earlier and orientation was shortened

## **7. Universal Student Ratings of Instruction (USRI) Working Group Update**

The Academic Co-Chair reported that the USRI Working Group's broad consultation on the revamp of the USRI is beginning this term, and that work is also beginning on the drafting of a 'use of student feedback' document, an introductory statement for the Faculty forms, and a survey to gather ratings from faculty members.

## **8. Taylor Institute for Teaching and Learning – Unit Plan 2020-2025**

Documentation for this item was circulated with the Agenda. Natasha Kenny, Senior Director of the Taylor Institute for Teaching and Learning (TI), presented this item.

Highlights:

- The presenter provided an overview of the *Taylor Institute for Teaching and Learning – Unit Plan 2020-2025*, including the vision, mission and values of the TI and its strategic priorities

- The presenter then reviewed each of the TI's priorities, and the strategies to achieve them, as follows:
  - 'Foster innovation in evidence-based teaching and learning', including through enrichment of curriculum review and development, recognition of educational leadership, and expansion of supports for teaching development, blended and online learning, and use of learning space and technologies
  - 'Develop EL opportunities', including the formation of a new unit in the TI to focus on EL
  - 'Expand impact and connect communities', including working with National Survey of Student Engagement (NSSE) action teams, supporting cross-Faculty collaborations and national and international networks, and encouraging educational leadership and mentoring
  - 'Advance equity, diversity and inclusion (EDI) and Indigenous perspectives', through weaving these into TI training programs, increasing awareness, and striking an Indigenous perspectives working group
  - 'Meaningfully develop the TI team and its workplace culture', through supporting staff well-being, practicing staff recognition, and maintaining clear operational processes
- There were no questions

#### **9. Taylor Institute for Teaching and Learning Report**

Documentation for this item was circulated with the Agenda. There were no questions.

#### **10. Students' Union Report**

Kevin Dang, Students' Union (SU) representative to the Committee, presented this item.

Highlights:

- The SU Undergraduate Research Symposium occurred November 26-28, 2019, and feedback from stakeholders will be gathered in March or April
- The student consultation on changes to the USRI will take place on February 11, 2020
- The SU Teaching Excellence Awards nominations phase is now open, and the deadline to nominate is February 28, 2020
- A new SU annual award for student service is being developed, and it is hoped that this will be launched this year
- The Students Legislative Council (SLC) welcomes suggestions from the Committee for items of business and offers to attend SCL meetings to engage with students

#### **11. Graduate Students' Association Report**

Mohamed Abdelsamie, Graduate Students' Association (GSA) representative to the Committee, presented this item.

**Highlights:**

- The Peer Beyond Graduate Research Symposium will be held January 28-30, 2020. The symposium has been expanded to three days this year, with the third day focussing on the theme of innovation.
- The GSA is working with Innovate Calgary to encourage students to think about the value of their research to the community
- The deadline to nominate for the GSA's Excellence Awards and the GSA's Student Leadership Awards is January 27, 2020
- The deadline to apply for the GSA's Professional Development Grants is February 10, 2020

**12. Identification of Take-aways**

The Co-Chair and Academic Co-Chair indicated that they would compile and send meeting take-aways to the Committee.

**13. Other Business**

There was no other business.

**14. Adjournment**

The January 23, 2020 meeting of the Teaching and Learning Committee was adjourned by consensus.

The meeting was adjourned at 3:58 p.m.

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Susan Belcher  
University Secretary