



General Faculties Council
TEACHING AND LEARNING COMMITTEE
Approved Minutes

Meeting 73

March 15, 2022, 2:00 p.m.

By Zoom platform

Voting Members

Leslie Reid, Co-Chair
Barbara Brown, Academic Co-Chair
Fabiola Aparicio-Ting
Wendy Benoit
William Bridel
Tracey Clancy
Heather Ganshorn
Diane Gereluk – arrived during Item 4
Yani Jazayeri – left during Item 5
Jennifer Markides
Fabian Neuhaus – arrived during Item 2
Hieu Ngo
Alex Paquette
Renzo Pereyra
Jason Wiens

Non-Voting Members

Susan Barker – left during Item 4 returned during Item 5
Natasha Kenny
Barb McCutcheon – left during Item 6
Brenda McDermott
D'Arcy Norman
Trevor Poffenroth
Mary-Jo Romaniuk – arrived during Item 4

Secretary

Cherie Tutt

Scribe

Elizabeth Sjogren

Regrets

Michelle Drefs
Evaristus Oshionebo
Amy Warren
Justine Wheeler
Leighton Wilks

Guests

Robin Arseneault, Teaching and Learning Project Coordinator, Taylor Institute – present for Item 5
Andrew Estefan, Co-Chair, USRI Working Group – present for Item 5
Heather Jamniczky, Academic Lead in Teaching and Learning Research, Taylor Institute – present for Item 4
Jacqueline Lambert, Institutional Analyst, Office of Institutional Analysis – present for Item 5

The Co-Chair called the meeting to order at 2:04 p.m. and confirmed quorum.

1. Approval of the Agenda

Moved/Seconded

That the Agenda for the March 15, 2022 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:

- Members were applauded for their resiliency and commitment to successful teaching and learning during this difficult time
- Barbara Brown has been appointed as Academic Co-Chair of the Committee for the remainder of the meeting year. Amy Warren is on a leave, but hopeful to return to the Committee in the Fall. As the Academic Co-Chair, Barbara will also serve on the Academic Planning and Priorities Committee (APPC). Barbara was thanked for this commitment, and it was indicated that the Co-Chair and Academic Co-Chair will begin sharing the chairing of these meetings starting with the next meeting.

The Academic Co-Chair expressed that she is happy for the opportunity to serve as the Committee's Academic Co-Chair and to working with this committee and APPC.

3. Approval of the January 18, 2022 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 January 18, 2022 be approved.

Carried

4. University of Calgary Teaching and Learning Grants Program Evaluation

Documentation was circulated with the Agenda. Heather Jamniczky presented this item.

Highlights:

- The presenter provided an overview of the history and goals of the University of Calgary Teaching and Learning Grants program and then presented on the 2022 grants allocation data and the results of a Fall 2021 survey relating to the program, including specifically that:
 - For the 2022 iteration of the program, projects from the Faculties of Arts, Nursing, Medicine, Social Work, Science, Education, Veterinary Medicine, Engineering, and Architecture, Planning and Landscape were funded
 - The areas of focus of the funded projects include Experiential Learning; Online/Blended Learning; Equity, Diversity and Inclusion; Innovation; Sustainability; Open Educational Resources; and Mental Health
 - 93% of the survey respondents (principal and co-principal grant holders 2014-2021), who are primarily academic staff members, indicate that they recommend the program to their colleagues.
 - 69% accessed one or more of the supports offered by the Taylor Institute for Teaching and Learning (TI), which include individual consults, workshops, and online resources
 - 83% report that their project informed a change to their teaching and learning

approaches, 90% report that they engaged in critical reflection related to their teaching and learning approaches, 77% report that their project renewed their curiosity and interest in teaching and learning, and 74% report that they connected with new colleagues and/or peer networks as a result of their project

- Ripple effects of completing a project include network building, career development, establishment of a new research program, course design, and student collaboration
- The results of completed projects are disseminated through conference participation, publication, and presentation to the home and other units. The presenters observed that external dissemination is larger, and the program wants to grow internal dissemination in order to strengthen the University's teaching and learning community.
- Discussion included that:
 - Grant holders are likely to choose to disseminate their project results through conferences and in publications because this is what is rewarded by the University. The statement on the grant application webpage that recipients "will share their work with relevant campus audiences" is a clear signal that educational leadership is expected, but this is not tangibly valued under the current merit assessment system.
 - Grant holders could be invited to speak about their projects on the TI's podcast and at Faculty gatherings
 - The peer review of grant applications is a good part of the process, but this may be more helpful if it were to occur further in advance of the application deadline
 - As the network of grant recipients grows over time, there will be more people to serve as peer mentors
- In response to questions, it was reported that:
 - The competition will launch earlier, in June, this year so that people have more time to work on their applications
 - Application deadline reminders will be sent more frequently this year
 - Opening the program to postdoctoral scholars and additional Management and Professional Staff is desired but is hindered by financial regulations. Options are being explored.
 - Extensive data on whether receiving one of these grants facilitates the formation of a collaborative team, the reception of large external funding grants, or ongoing publication is not available. The TI is looking into how the long term impacts of the grants can be assessed.
 - There is some connection between the University of Calgary Teaching and Learning Grants program and the annual University of Calgary Conference on Postsecondary Learning and Teaching, but this is not explicit. The conference provides two opportunities for project results dissemination, through a conference presentation and through the conference proceedings.
- The presenter invited that any additional feedback be sent directly to her

5. Recommendation of the Universal Student Ratings of Instruction (USRI) Working Group Recommendation Report

Documentation was circulated with the Agenda. Leslie Reid, Vice-Provost (Teaching and Learning),

Andrew Estefan, Robin Arseneault, and Jacqueline Lambert presented this item.

Highlights:

- The proponents provided an overview of the USRI Working Group Recommendation Report consultation process to date and the changes made to the report in the time since it was last reviewed by the Committee
- Discussion included that:
 - Graduate Teaching Assistants are at a formative time of their career and receiving meaningful feedback from students to reflect upon is essential. The Graduate Students' Association is supportive of the report and its recommendations.
 - It is important for students to have opportunities to voice their feedback, both positive and negative, and to have this feedback be heard. The Students' Union is supportive of the report and its recommendations, with understanding that there is still much work to be done to improve this system.
 - The draft report and its recommendations were well received by the General Faculties Council (GFC) in January, despite some contesting conversations about the appropriateness of bringing this forward at the time, and the proponents were commended for pausing when needed and then bringing the report forward in a positive way
 - The transformative feedback from various groups, especially the student groups, was recognized
- The proponents observed that not every recommendation in the report will require approval through the GFC governance system, and that the proposed working group/implementation committee will oversee the upcoming work

Moved/Seconded

That the Teaching and Learning Committee recommend that the General Faculties Council Executive Committee recommend that the General Faculties Council receive the Universal Student Ratings of Instruction (USRI) Working Group Recommendation Report, in the form provided, and direct the Teaching and Learning Committee to oversee the appropriate actioning of the recommendations including the formation of the Course Feedback Working Group.

Carried

6. Round Table – Emerging Issues and Initiatives in Teaching and Learning

The Committee was given an opportunity to talk about current matters relating to teaching and learning, and discussion included that:

- An instructor must inform the Registrar's office if a change to a course's final exam format is being made so that the centralized system can be updated. Students experiencing confusion about their final exam should speak with their instructor first.
- Things have been going well since the return to in-person teaching after the Reading Break, but people still have questions about operations in the Spring 2022 semester and beyond
- Some tools and practices adopted during the pandemic are valuable, and the Learning Technologies Advisory Committee will continue to meet

- The sudden institutional shift in the format for final exams in the Fall 2021 semester was not great. It was reported that the University's leadership will be meeting in March to assess the current pandemic situation and whether in-person final exams will be possible.
- Some students with urgent needs are reporting that they're experiencing difficulty in meeting with an advisor. It was reported that, in addition to Faculty advising offices, students could address questions to their instructor, the Department Head, the Associate Dean, Enrolment Services, the Student Success Centre, the Ombuds, or the Rex chatbot when the need is urgent. It was observed that the perception of urgency can differ, and also that it is not desired to bounce students around when they are seeking information.
- Zoom connectivity can be problematic in some offices. It was reported that it is hoped to make infrastructure improvements in 2023-2024 and that in the meantime any issues with connectivity should be reported to the Information Technologies service desk.

7. Taylor Institute for Teaching and Learning Report

Documentation was circulated with the Agenda. Natasha Kenny, Senior Director of the TI, presented this item.

Highlights:

- The University of Calgary Teaching Awards program has received 45 nominations this cycle, which is down in number but expected due to the pandemic. The adjudication process will occur May 11-18, 2022 and the Equity, Diversity and Inclusion office will collaborate in training the adjudicators in order to achieve a fair and equitable process. The annual Celebration of Teaching will take place June 28, 2022.
- The 2022 Conference on Postsecondary Learning and Teaching, *Moving Forward in a Good Way: Nurturing the Spirit of Learning in Postsecondary Education*, will take place May 1-3, 2022. The Sunday session will be held in person and is focused on how to support parallel processes and ethical spaces, and Elders Reg and Rose Crowshoe are involved. The rest of the conference will be held online. Over 90 proposals have been received and 70 will be chosen through an adjudication process. Gabrielle Lindstrom, the University's outgoing Educational Development Consultant (Indigenous Ways of Knowing), will present on Indigenous Guiding Principles.

8. Graduate Students' Association Report

Alex Paquette, Graduate Students' Association (GSA) representative on the Committee, presented this item.

Highlights:

- The University's Academic Integrity team is acknowledged for the outstanding work that they are doing
- The Peer Beyond Graduate Research Symposium was held virtually February 23-25, 2022. There were more than 130 presenters and more than 300 attendees. \$18,500 in prizes was awarded to students.
- The GSA's partnership with Mitacs is allowing many graduate students to attend workshops and experiential learning opportunities

- A well-being toolkit, orientation video and web resources are being developed for Teaching Assistants
- Mahadeo Sukhai, Vice President of Research & International Affairs and Chief Accessibility Officer for the Canadian National Institute for the Blind (CNIB), will give a talk on the topic of accessible education on March 24, 2022

9. Students' Union Report

Renzo Pereyra, Students' Union (SU) representative on the Committee, presented this item.

Highlights:

- Nominations for the SU's Teaching Excellence Awards have closed, and classroom visits have begun. Adjudication will take place later this month, and an in-person gala will be held in the Spring to honour the recipients.
- The event "Life of a Graduate Student" will be held on March 31, 2022 and will provide an opportunity for undergraduate students to ask questions of graduate student panellists
- The SU's Open Educational Resources Working Group has started working and this will pass on to the next SU Vice-President (Academic)
- The pilot of the SU's Quality Money Able Award scholarship has launched, and members are encouraged to recommend excelling students with disabilities

10. GFC and GFC Standing Committees Meeting Schedules for 2022-2023 (Revised) and 2023-2024

Documentation was circulated with the Agenda for information only.

11. Other Business

The Vice-Provost (Teaching and Learning) and the Vice-Provost (Student Experience) confirmed that the University is committed to maintaining its masking mandate until the end of the Winter term and reported that there are no ongoing discussions regarding lifting this mandate early.

12. Adjournment

Moved/Seconded

That the March 15, 2022 meeting of the Teaching and Learning Committee be adjourned.

Carried

The meeting was adjourned at 3:33 p.m.