UNIVERSITY OF CALGARY

General Faculties Council
TEACHING AND LEARNING COMMITTEE
Approved Minutes

November 15, 2022, 2:00 p.m.   Zoom

Voting Members
Leslie Reid, Co-Chair
Barbara Brown, Academic Co-Chair
Fabiola Aparicio-Ting
Rebecca Archer – left during Item 5
Wendy Benoit – arrived during Item 4
Tracey Clancy
Dianne Gereluk – arrived during Item 4
Shaziah Jinnah Morsette
Dawn Johnston – arrived during Item 4
Jennifer Markides
Fabian Neuhaus – arrived during Item 4
Hieu Ngo
Evaristus Oshionebo – left during Item 5
James Steele – left during Item 7
Leighton Wilks – left during Item 5

Non-Voting Members
Michelle Drefs – left during Item 10
Natasha Kenny
Barb McCutcheon
D'Arcy Norman
Verity Turpin
Justine Wheeler

Secretary
Courtney McVie

Scribe
Elizabeth Sjogren

Regrets
William Bridel
Heather Ganshorn
Yani Jazayeri
Brenda McDermott
Trevor Poffenroth
Mary-Jo Romaniuk

Guests
Amy Dambrowitz, Registrar – present for Item 4
Vanessa Wood, Deputy Registrar – present for Item 4
Jennifer Sinclair, Coordinator, FOIP – 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 November 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:

- The Committee will be providing feedback on two important discussion items today

- It has been announced that the cycle for the University of Calgary Teaching Awards is being shifted to align with when people have more time to develop nomination packages, and going forward packages will be submitted in the summer with adjudication to occur in the Fall

- At an upcoming meeting, the Committee will be asked to review the Terms of Reference for a new University of Calgary Teaching Award to recognize inclusive excellence

The Academic Co-Chair included the following in her remarks:

- The new timeline for the University of Calgary Teaching Awards is welcomed

- Many colleagues and students represented the University positively at the International Society for the Scholarship of Teaching and Learning (ISSOTL) conference held in Kelowna from November 2-5, 2022

3. **Approval of the October 18, 2022 Meeting Minutes**

Documentation was circulated with the Agenda.

Moved/Seconded
That the Minutes of the Teaching and Learning Committee meeting held on October 18, 2022 be approved.
Carried

4. **Changes to the Academic Regulations Section G.** *Examinations and Tests*

Documentation was circulated with the Agenda. Amy Dambrowitz and Vanessa Wood presented this item.

Highlights:

- The proponents provided an overview of the proposed revisions to the University Calendar Section G (*Examinations and Tests*) and the rationale for these revisions. The proponents reported that the revisions include moving the overarching regulations to the beginning of the section, eliminating repetition relating to proof of identity, and reorganizing the remaining content into three subsections: 1) Assessment Conduct and Eligibility, 2) In-Course Assessments and Absences, and 3) Final Assessments.

- In response to questions, it was reported that:
  - Some instructors have expressed that there is a lack of clarity in the current content relating to the scheduling of final exams and deferral of final exams, and so the revisions to G.5 and G.6 are meant to address this
  - It is intended that the final exam should be in the same modality as the course. Instructors should have clear backup plans for assessments, for example, having a plan in case holding an exam in-person becomes impossible.

- o   It is necessary to consider the Student Accommodation Policy and procedures in relation to the Examinations and Tests Regulations, in particular to ensure clarity as to when a student must provide their Letter of Accommodation to the instructor

    - o   Conversations need to occur about what are considered to be good assessment practices, particularly in relation to group work, and how these should be set out in the course outline

- • Discussion included that:

    - o   Having "effective formative feedback processes… in place at intervals during the course" may not be appropriate in all clinical or professional practice-based courses, as there may only be time for one formative assessment and not multiple. The proponents agreed that this line could set out that there be 'one or more' formative feedback evaluations in a clinical or professional practice-based course.

    - o   The bulleted format of subsection G.2.2 allows for easy reading, and it was suggested that other sections could be similarly bulleted

    - o   It would be useful to see an example of a contingency plan that allows extra time for completion of an assessment so that it can be seen how this aligns with an accommodation requirement through Student Accessibility Services

    - o   Instructors want the flexibility to change their assessment plan if circumstances warrant it, and the proposed Section G content allows for this

    - o   Students need to understand what they need to do and when if they wish extra time for a timed assessment, and the revised format of Section G should help with this understanding

    - o   The disabling of the 'back' button in an online exam should be reconsidered as it is reasonable for students to want to review their answers before submission. It was noted that guidelines and frameworks for best practices for assessments are needed but may not be appropriate for inclusion in the Calendar, and it was suggested that the Calendar could have links to other resources as they are developed.

    - o   Section G.2.2 speaks to the requirement to have contingency plans for online assessments, for issues including with technology, caregiving responsibilities, or distractions within a student's test-taking environment, but section G.1.2 states that it is at the discretion of the instructor whether to make alternative arrangements if a student is absent from an in-person assessment. It was suggested that student-centred contingency plans should be required for both online and in-person assessments, and that instructors should make reasonable efforts to adjust to accommodate issues encountered by all students.

5.   Updates to the Operating Standard for Media Recordings of Students in Learning Environments

Documentation was circulated with the Agenda. Leslie Reid, Vice-Provost (Teaching and Learning), and Jennifer Sinclair presented this item.

Highlights:

- • The proponents reported that a section has been added to the Operating Standard for Media Recordings of Students in Learning Environments, regarding recording or live streaming for invigilation of timed online assessments, because the University does not endorse e-proctoring

that requires a student to record themselves or have their camera on while doing an assessment. The proponents emphasised that the University's position is that students are entitled to privacy and that some students may not have access to technology that supports live streaming, and it was noted that this information used to be posted on the University's Covid website but now that this is no longer posted the information is being moved into the Operating Standard.

- Discussion included:

    o That some universities are shifting to using formal e-proctoring software or ad hoc use of Zoom or Teams for e-proctoring, and it is appreciated that the University is committed to not endorsing this as there are risks and problems with e-proctoring that cannot be fixed

    o That a clear statement of the University's stance on e-proctoring is appropriate to be in this Operating Standard

    o A suggestion that a definition of "media live streaming" be added to the Definitions section of the Operating Standard, and that reference to "media live streaming" be added to the Scope section

    o That Section 6.1 provides examples of when it is appropriate to record students for the formative or summative assessment of learning, and it was questioned whether the required use of cameras, such as for a participation grade, should be specifically addressed in the Operating Standard

    o A suggestion that content could be added to the Purpose section to clearly set out examples of the appropriate recording of students

6. Teaching and Learning Updates and Emerging Issues (Roundtable)

The Committee was given an opportunity to discuss matters currently impacting teaching and learning, and discussed that:

- The mental health and wellbeing of students, instructors, and staff is a concern at this time and that:

    o There has been a notable downward shift in wellbeing in recent weeks

    o There needs to be a balance between compassion for others and boundaries to accommodations that can reasonably be made. Students' expectations for extensions and other accommodations can put tremendous strain on instructors.

    o Many students are experiencing challenges such as food and housing insecurity, and these challenges can present in the classroom. The intensity of these challenges appears to be increasing.

    o It is important for leadership to acknowledge that some activities may have to stop in order that new activities can be taken up, and thoughtful decisions about what does or does not have to be done are needed

- The University has made great strides in equity, diversity, and inclusion (EDI) and Indigenous engagement and the decolonization of teaching and learning. It is important to continue having conversations about emerging standards and efforts to make progress in these areas.

7.   Course Feedback Implementation Working Group (CFIWG) Update

The Co-Chairs reported that the CFIWG will hold its first meeting tomorrow, and that there is optimism as this body begins its work.

8.   Taylor Institute for Teaching and Learning Report

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

Highlights:

- The call for proposals for the 2023 Conference on Postsecondary Learning and Teaching is now open, and proposals are due December 15, 2022. The conference will have the theme 'Collective Transformation: How Blended and Online Learning Have Changed Postsecondary Education'.

- The Teaching and Learning Grants and Scholars program needs adjudicators, and the members of the Committee are asked to make their colleagues aware of this

9.   Graduate Students' Association Report

There was no report.

10.   Students' Union Report

Shaziah Jinnah Morsette, Students' Union (SU) member of the committee, presented this item.

Highlights:

- The Undergraduate Research Symposium culminating event will be held on November 24, 2024, with a keynote presentation by Penny Pexman and with the award winners presenting their work. The event is open to all, and the members of the Committee are asked help to raise awareness of this.

- The SU By-Election has been held, and the positions filled include Faculty representatives for the Haskayne School of Business (1 seat), the Faculty of Kinesiology (1 seat), and the Schulich School of Engineering (2 seats), the Board of Governors Student-at-Large role, and the Vice-President (External) role. Students also voted to approve that the Health and Dental Plan fees can increase with the Consumer Price Index by up to 4% per year to keep up with inflation, without requiring further referendums each time an increase is necessary.

- Applications are now open for the 2023-2024 SU Quality Money, and the deadline to submit is November 25, 2022

11.   Other Business

There was no other business.

12. Adjournment

Moved/Seconded

That the Teaching and Learning Committee adjourn the November 15, 2022 meeting.

Carried

The meeting was adjourned at 3:38 p.m.

Courtney McVie
University Secretary