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General Faculties Council
TEACHING AND LEARNING COMMITTEE
Approved Minutes

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December 13, 2022, 2:00 p.m.   Zoom

Voting Members
Leslie Reid, Co-Chair
Barbara Brown, Academic Co-Chair
Fabiola Aparicio-Ting – left during Item 5
Wendy Benoit
William Bridel
Heather Ganshorn
Dianne Gereluk – left during Item 6
Shaziah Jinnah Morsette – arrived during Item 4
Jennifer Markides – left during Item 6
Dawn Johnston
Hieu Ngo
James Steele – left during Item 6
Leighton Wilks – left during Item 5

Regrets
Rebecca Archer
Tracey Clancy
Yani Jazayeri
Fabian Neuhaus
Evaristus Oshionebo
Mary-Jo Romaniuk

Non-Voting Members
Michelle Drefs – left during Item 5
Natasha Kenny
Barb McCutcheon – left during Item 5
Brenda McDermott
D'Arcy Norman
Trevor Poffenroth – left durng Item 5
Verity Turpin
Justine Wheeler

Secretary
Courtney McVie

Scribe
Elizabeth Sjogren

Guests
Robin Arseneault, Teaching & Learning Project Coordinator, Taylor Institute – present for Items 4 and 5
Zahra Shajani, Associate Professor (Teaching), Faculty of Nursing – present for Item 4
Fouzia Usman, Educational Development Consultant (Equity, Diversity & Inclusion), Taylor Institute –
    present for Item 4

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 December 13, 2022 Teaching and Learning Committee meeting be approved.
>
> **Carried**

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

The Co-Chair thanked the members of the Teaching and Learning Committee (TLC) for their commitment to the committee and for the work that they do in their units.

The Academic Co-Chair wished the members a restful and joyful December break.

3. Approval of the November 15, 2022 Meeting Minutes

Documentation was circulated with the Agenda.

Moved/Seconded

That the Minutes of the Teaching and Learning Committee meeting held on November 15, 2022 be approved.

Carried

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4. New University of Calgary Teaching Award (Inclusive Excellence)

Documentation was circulated with the Agenda. Leslie Reid, Vice-Provost (Teaching and Learning), Hieu Ngo, Faculty of Social Work, Robin Arsenault, Teaching & Learning Project Coordinator, Taylor Institute, William Bridel, Faculty of Kinesiology, Zahra Shajani, Faculty of Nursing, and Fouzia Usman, Educational Development Consultant (Equity, Diversity & Inclusion), Taylor Institute, presented this item.

Highlights:

- The presenters reported that Terms of Reference (ToR) for a new University of Calgary Teaching Award to recognize inclusive excellence in teaching has been drafted. The proponents described the collaborative process that was followed in the development of the ToR and specifically noted that:
    - o The proposed new award is part of enacting the University's commitment to equity, diversity, inclusion and accessibility (EDIA) and fostering systemic change
    - o There will be awards for individuals and teams
    - o Some members of the University community have been embracing EDIA, and this award will provide an opportunity to recognize their inspirational work
- In response to a question, it was reported that a team may be a formal University unit or a partnership of persons, and may include instructors, teaching assistants, and community partners. There will be a place in the nomination package for the makeup of the team being nominated to be described.
- Discussion included:
    - o The descriptor "change-maker" may be challenging for adjudicators to assess, and so it was suggested that a clearer description of the attributes/actions of nominees be written. It was suggested that the word "courage" could be incorporated.
    - o The philosophy statement is missing some words and needs to be edited

- o The creation of this award will continue the University's national leadership in EDIA

- o Some people will nominate themselves for EDIA awards and others do not promote themselves as special. It will be important to encourage the nomination of all strong candidates.

- o The creation of a nomination package can be time-consuming (e.g. preparation of a teaching dossier) and this could be a barrier to the nomination of a strong candidate. It was suggested that some portions of the nomination package, such as the nominee's philosophy statement, could be submitted in an oral format. It was noted that the ToR for the Teaching Award for Indigenous Ways of Knowing allows for oral submissions and so similar language could be included in the ToR for this new award.

- o Support in the preparation of nomination packages, including early advice and feedback partway through the process, should be provided. It was noted that the Taylor Institute has resources available, such as guidelines for developing a philosophy statement.

- o Some Faculties have EDIA awards, so thought could be given to creating a streamlined and aligned system for awards

- It was reported that this proposal will return to the committee's January 17, 2023 meeting for further review and then it is expected that this proposal will be presented for approval at the February 9, 2023 General Faculties Council (GFC) meeting. The proponents welcomed members to submit any additional feedback directly to them in the coming weeks.

5. National Survey of Student Engagement (NSSE) 2020 Summary Report

Documentation was circulated with the Agenda. Leslie Reid and Robin Arseneault presented this item.

Highlights:

- The presenters reported that:

- o A 2020 National Survey of Student Engagement (NSSE) summary report has been produced, like the summary report that was produced with the 2017 data, and it is meant to serve as a collection of information to learn from

- o The 2020 NSSE summary report will be presented to the GFC for information at its February 9, 2023 meeting

- o The 2023 NSSE survey will open to students in February

- In response to questions, it was reported that:

- o Faculties can still submit content for the report and this will be added to the document before its broader circulation and posting on the NSSE website

- o More than 90% of the 2020 NSSE survey responses were submitted before the pandemic triggered remote teaching and learning. The NSSE team did an analysis of pre- and post-pandemic survey responses and concluded that the 2020 data was not significantly impacted. It is expected that the 2023 survey will reflect changes in student engagement during the pandemic.

- o If students provide demographic information with their NSSE 2023 submission, it will be possible to consider EDIA in relation to the NSSE data. There is a 'culture and belonging' module as part of the NSSE bank of questions, but this has been determined to be United

States-centric and will not be used by the University. There is currently not a way to collect some demographic information, such as whether a student identifies as Indigenous, and this will be looked at for a future NSSE.

- o The NSSE is targeted to first and final-year undergraduate students. The Canadian Graduate and Professional Student Survey (CGPSS) is a similar engagement survey for graduate students.

- o Final-year students are identified based on their number of course credits

- Discussion included:

- o The summary report presents the NSSE data in a digestible and actionable context

- o The University is special in its attention to and discussion of the NSSE data

- o It is important to share this data broadly, including with students. Students see effort such as the production of this report as taking their feedback seriously and appreciate that their feedback is used in a way that can be impactful.

- o The University can consider the NSSE data when setting out student experience priorities and metrics during the current strategic planning initiative

- o Meaningful and digestible infographics help in the sharing of the NSSE data

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:

- Students have been impacted by a number of factors this term, including the pandemic and other illnesses, world political and wartime events, and weather events. Faculty and staff are asked to be watchful and to reach out to Student and Enrolment Services if a student appears to be in need of support including health and wellness care or financial assistance.

- There has been a lot of uptake on deferred assessments this term. Some students, especially those new to in-person university life, are struggling academically and need various supports, but instructors are also feeling greater than normal pressures

- Not requiring formal documentation when a student requests deferral due to illness is an appreciated change

- Assessment practices will be an ongoing topic of discussion in 2023. For example:

- o It is important to be compassionately flexible in support of a student but waiving an assignment or exam and rolling the grading to the next component can result in an assignment or exam being highly weighted, so a student needs to make an informed decision when asking for accommodation

- o Waiving or deferring assignments or exams does not prepare students to exist in their future workplace

- o Students must be encouraged to stay home if they are ill, and so accommodations should be made in a way that is not punitive

- o Passive students may see other more self-assertive students receiving extensions to assignments and deferral of exams, and may become frustrated with perceived inequity in support

- o The use of Artificial Intelligence tools by students, such as in writing essays, is a growing concern

- Regarding the trend to require students to gather in a classroom to write an exam, consideration should be given to the University's current wifi issues, lack of electrical socket infrastructure, and that there may be inequity in the technology owned by students. The inequity in technology ownership should be considered throughout the term, as a student may not have a laptop or phone to use during classroom activities.

- Mental health and wellbeing is critical for instructors and staff as well as for students, and it is valuable for instructors and staff to model self-care to students in part because they will notice the improvement to quality that will come from this

- The purveyance of teaching technology, such as the Kritik peer-grading platform, can be an issue for Faculties. Some technology vendors encourage instructors to adopt a teaching technology that will improve the student experience or save instructor/teaching assistant time, and may even indicate that they are close to establishing an institutional license, but then there is an issue when the free trial expires and the Faculty cannot afford to pay and refuses continuance. A more robust approach to acquiring teaching technology is needed.

- Algorithmic software can be flawed, such as when individuals from marginalized groups are not detected by Zoom and this does not align with EDIA principles

7. Course Feedback Implementation Working Group Update

The Co-Chairs reported that:

- The committee's Course Feedback Implementation Working Group (CFIWG) is now fully populated and has met once to discuss the scope of its work

- The CFIWG will have one more orientation meeting this month and then will begin its work in the new year

- In tandem with the work of the CFIWG will be a project to adopt a new platform for the Universal Student Ratings of Instruction (USRI) survey as the current technology is not sufficient

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:

- Adjudicators (academic staff members and students) are needed for the February 2023 adjudication period of the University of Calgary Teaching and Learning Grants program, and members were asked to encourage people in their networks to volunteer

- The new deadline to submit proposals for the 2023 Conference on Postsecondary Learning and Teaching is January 6, 2023. The 2023 theme is "Collective Transformation: How Blended and Online Learning Have Changed Postsecondary Education" and the conference will be held April 26-28, 2023.

- A new workshop developed by colleagues in the Werklund School of Education and the Taylor Institute entitled "Challenging 'Curriculum': Opening Dialogues with Indigenous Ways of Knowing, Being and Doing" will be held January 16, 2023

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 2022 Undergraduate Research Symposium was successful, with 60 presentations given and 34 prizes awarded at an event held on November 24, 2022

- As part of the implementation of the Campus Mental Health Strategy, Community Stories presenting the mental health stories of many University students, faculty and staff are posted on the University's webpage, and members were encouraged to view these

- The SU has been working with the Vice-Provost (Libraries and Cultural Resources) to determine strategies to increase provincial government support for Open Educational Resources (OER). Goals include demonstrating a cultural shift toward adopting OERs and submitting a proposal to secure teaching release for academic staff members to create OERs, and members were encouraged to suggest persons who could be candidates for this OER creation work.

Discussion included that the University of Calgary Teaching and Learning Grants can provide a model for looking at OER through the lens of teaching and learning and that the grants program allows for teaching release to do grant-funded work.

11. Other Business

There was no other business.

12. Adjournment

The meeting was adjourned at 3:45 p.m.

Courtney McVie
University Secretary