General Faculties Council
TEACHING AND LEARNING COMMITTEE
Approved Minutes

March 14, 2023, 2:00 p.m.   Zoom

Voting Members
Leslie Reid, Co-Chair
Barbara Brown, Academic Co-Chair
Rebecca Archer – left during Item 6
Wendy Benoit
William Bridel
Tracey Clancy
Heather Ganshorn
Dianne Gereluk
Shaziah Jinnah Morsette – arrived during Item 1
Dawn Johnston – arrived during Item 2
Hieu Ngo
Evaristus Oshionebo
James Steele – left during Item 5
Leighton Wilks

Non-Voting Members
Michelle Drefs
Natasha Kenny – left during Item 10
Brenda McDermott
D'Arcy Norman
Trevor Poffenroth – left during Item 6
Mary-Jo Romaniuk
Verity Turpin – arrived during Item 4
Justine Wheeler

Secretary
Courtney McVie

Scribe
Elizabeth Sjogren

Regrets
Fabiola Aparicio-Ting
Yani Jazayeri
Barb McCutcheon
Jennifer Markides
Fabian Neuhaus

Guests
Amy Dambrowitz, Registrar – present for Item 5
Kimberley McLeod, Associate Registrar and Director, Policy and Systems – present for Item 5
Sue Miller, Associate Director - Strategic Operations, Taylor Institute – present for Items 4 and 5
Ed Stafford, Director, Campus Planning – present for Item 5

The Co-Chair called the meeting to order at 2:03 p.m. and confirmed quorum.

1. **Approval of the Agenda**

> **Moved/Seconded**
>
> That the Agenda for the March 14, 2023 Teaching and Learning Committee meeting be approved.
>
> **Carried**

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

The Co-Chair reported that consultations are underway and then there will be another course outlines item on an upcoming Teaching and Learning Committee (TLC) agenda, so that the TLC can provide feedback before any revisions to the Course Outline Regulations move on to the Calendar and Curriculum Subcommittee. Specifically, revisions relating to assessment and deferred exam practices, and the tidying of ambiguous language, are expected.

The Academic Co-Chair expressed pleasure about the learning spaces discussion items on the agenda for this TLC meeting, and noted that she is looking forward to having similar conversations within her Faculty.

In response to a question, it was reported that the TLC has not discussed the possibility of automating course outlines, such as through the University's new Coursedog platform, but that this idea has been discussed in other circles as automation and standardization would be of benefit to the institution.

3. Approval of the February 14, 2023 Meeting Minutes

Documentation was circulated with the Agenda.

Moved/Seconded
That the Minutes of the Teaching and Learning Committee meeting held on February 14, 2023 be approved.
Carried

4. 2022 Taylor Institute Learning Spaces Report

Documentation was circulated with the Agenda. D'Arcy Norman, Associate Director - Learning Technology & Design, and Sue Miller presented this item.

Highlights:

- The presenters gave a presentation summarizing the 2022 Taylor Institute (TI) Learning Spaces Report, including:
    - Data regarding the usage of the TI learning spaces
    - That four themes guide the TI with respect to its learning spaces: 1) the need for a consistent, reliable suite of technology, 2) the need for flexibility for discipline-specific teaching and learning practices, 3) that students need to be able to access technology within and outside their formal course activities, and 4) a course experience will differ depending on the person's role in the course, their connections to others in the course, and the various technology that they use
    - That, in response to feedback, the TI has made improvements to its spaces including: identification of smudge-friendly spaces, purchase of additional whiteboards, transition to the Crestron AirMedia technology interface, updating of video cameras, and the establishment of Zoom videoconferencing and YuJa lecture capture enabled learning spaces

- o That the TI is exploring options to improve accessibility, including the acquisition of adjustable tables and chairs and adopting Listen Everywhere audio streaming technology

- o That the TI's priorities for 2023 are:

  - Furthering collaborations with key partners across the institution and advancing integration with existing University processes

  - Ensuring accessibility for everyone in the TI spaces

  - Continuing to explore, support, and evaluate the full spectrum of on-campus, blended, hybrid, and online teaching and learning

  - Enhancing the role of the TI as a 'learning lab' to inform the development of innovative spaces, technologies, and teaching practices across the University

  - Ensuring a sustainable support model for users of the TI learning spaces, and having an evergreening plan to continuously renew the items in the TI spaces

- The TLC members were given an opportunity during the meeting to submit their feedback to the presenters through a Padlet virtual posting board.

- Discussion included that:

- Persons wishing to use the TI's teaching spaces used to have to apply to do so and had to demonstrate a need for these modern spaces. It was reported that this is no longer required, in part in order to ensure that the spaces are accessible to all.

- The impressiveness of the TI spaces draws attention to the difference between these and some of the other learning spaces at the University. The University needs to invest in all of its learning spaces.

- The TI's classrooms and study spaces are unique and a valuable asset to the University

5. **Community Conversation on Learning Spaces 'What We Heard' Report**

Documentation was circulated with the Agenda. Leslie Reid, Vice-Provost (Teaching and Learning), Amy Dambrowitz, Kimberley McLeod, and Ed Stafford presented this item.

Highlights:

- The presenters provided an overview of the Community Conversation on Learning Spaces 'What We Heard' Report and related information, including that:

  - o A community conversation about the University's learning spaces was held on January 27, 2023

  - o Four themes emerged from the January 27 discussions: 1) the need for predictable and stable technology and the availability of technology support, 2) the need for general classroom support, and a teaching community to, in part, increase awareness of how others have used spaces, 3) the need to redesign spaces through a lens of inclusivity and accessibility, and 4) the importance of the 'spaces in-between' (i.e. hallways, pathways, gathering spaces)

  - o It is being explored whether Archibus, the University's online space tracking and request tool, can be modified to provide more information to facilitate effective booking of spaces for instructors

- o The virtual participation in the January 27 event was not functional, even with troubleshooting staff present, and this was a good example of the challenges instructors can face when trying to deliver in a hybrid manner
- Discussion included that:
    - o The opportunity at the event to discuss current matters relating to learning spaces was appreciated
    - o Matching instructors to a space that meets their teaching needs is good
    - o It is valuable to make information available so that students can choose a course section that is being offered in a space that facilitates them being successful
    - o Simple space changes, such as different lighting or paint, can have a positive impact on neurodiverse students
    - o Making learning spaces more broadly accessible will reduce some need to request accommodation and improve the overall student experience. For example, a database of wheelchair accessible learning spaces that is available without needing to produce a doctor's note demonstrating need would be a positive change.
    - o Some of the details in the report, such as recording concerns about the short period of time between classes, are appreciated
    - o Instructors facing technology issues in the learning space can experience stress and humiliation, and can be penalized in the course evaluation, and this is unfair. The failure of technology in a learning space can also have consequences such as inability to deliver course content as set out in the course outline or reducing the time available for an assessment (e.g. if an instructor cannot play a video clip during an exam).
- The TLC was informed that conversations about the University's learning spaces will continue, and that Information Technologies will seek funding dedicated to improving the available technology

6. **Teaching and Learning Round Table Discussion**

The TLC was given an opportunity to discuss matters currently impacting teaching and learning, and discussion included that:

- Artificial Intelligence (AI), and specifically ChatGPT-4, is a growing concern, especially regarding the assessment of students
- There are concerns about the lack of availability of some courses and how this can impact students meeting their graduation requirements. Overcrowding of high-demand courses is not a positive solution. The systemic issue of budget constraints paired with a growing student population is a serious problem.
- As the University implements its commitment to equity, diversity, inclusion and accessibility (EDIA), there are expectations that instructors will make their course content more inclusive. It is necessary to diversify the University's teaching forces.
- The University is holding Neurodiversity Week from March 13-17, 2023, and there are several events that instructors, staff, and students can participate in and learn from

7. Course Feedback Implementation Working Group (CFIWG) Update

The Co-Chair reported that the CFIWG has been meeting monthly since December and has been talking about matters including the name of the survey and the themes of the core institutional questions. It is intended that an update on this work and a discussion seeking feedback from the TLC will occur at the committee's April meeting.

8. Taylor Institute for Teaching and Learning Report

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

Highlights:

- Early registration for the Conference on Postsecondary Learning and Teaching will be open until March 17, 2023 and registration will fully close on April 21, 2023. Members of the TLC are encouraged to register and to spread the news of the conference to their colleagues. There are registration grants this year if someone is experiencing a financial barrier to attending the conference.

- The TI is partnering with Mount Royal University's Mokakiiks Centre for Scholarship of Teaching to launch a new collaborative speaker series on the scholarship of teaching and learning

- A new Indigenous art installation in the TI was blessed at a ceremony held on February 16, 2023. The installation includes four artworks by Jennifer Leason, Canada Research Chair in Maternal and Child Wellbeing, and these display the four stages of life.

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 SU's 2023 elections have concluded, and the new student representatives will take office at the beginning of May. Transitioning will occur through April.

- The adjudication of the SU's Teaching Excellence Awards has concluded and the recipients will be announced soon

- A workshop series facilitated by students and supported by the Neurodiversity Support Advising office has launched, and this is intended to build a foundational understanding of neurodiversity by faculty and staff. Members of the TLC are encouraged to attend one of these sessions and to encourage their colleagues to do so too.

11. Other Business

There was no other business.

12. Adjournment

The meeting was adjourned at 3:34 p.m.

Courtney McVie
University Secretary