



General Faculties Council
TEACHING AND LEARNING COMMITTEE
Approved Minutes

Meeting 62

November 17, 2020, 2:00 p.m.

By Zoom platform

Voting Members

Leslie Reid, Co-Chair
Amy Warren, Academic Co-Chair
Semhar Abraha – arrived during Item 5, left during Item 7
Barbara Brown
Fabiola Aparicio-Ting
Jessica Ayala
Wendy Benoit
Tracey Clancy
Diane Gereluk – arrived during Item 4
Dawn Johnston
Alex Paquette
David Paskevich
Elena Rangelova – arrived during Item 4
Leighton Wilks

Regrets

Diane Lorenzetti
Fabian Neuhaus
Nickie Nikolaou
Jessica Shaw

Guests

William Bridel, Faculty of Kinesiology – present for Item 4
Cari Din, Faculty of Kinesiology – present for Item 4
Christine Johns, Senior Director - Academic and International Strategies – present for Item 6
Jessica Revington, member, Embedded Certificate Working Group – present for Item 6
Angelique Saweczko, Registrar – present for Item 5
Penny Werthner, Dean, Faculty of Kinesiology – present for Item 4

Non-Voting Members

Susan Barker
Markus Dann
Patti Dyjur
Brock Kahanyshyn
Natasha Kenny
Brenda McDermott
Mary-Jo Romaniuk – arrived during Item 4

Secretary

Susan Belcher

Scribe

Elizabeth Sjogren

Staff

Tasha Hodzic

The Co-Chair called the meeting to order at 2:00 p.m. and confirmed quorum.

1. Approval of the Agenda

Moved/Seconded

That the Agenda for the November 17, 2020 Teaching and Learning Committee meeting be approved.

Carried

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

The Co-Chair remarked that this is a busy time for the Committee and thanked the members for their commitment and resilience.

The Academic Co-Chair welcomed Markus Dann on this occasion of his first meeting as the representative from the Faculty of Graduate Studies.

3. Approval of the October 20, 2020 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 October 20, 2020 be approved.

Carried

4. Curriculum Review – Faculty of Kinesiology

Documentation for this item was circulated with the Agenda. David Paskevich, Associate Dean (Academic), Faculty of Kinesiology, Cari Din, William Bridel, and Penny Werthner presented this item.

Highlights:

- The proponents provided an overview of the curriculum review report from the Faculty of Kinesiology, specifically highlighting the processes followed. The proponents indicated that the Faculty would appreciate suggestions for how to revise the program level outcomes and how to embed Indigenous, equity, diversity and inclusion, and mental health education into the Kinesiology curriculum.
- Discussion included that:
 - It can be challenging to develop a list of program-level learning outcomes, and it was suggested that the Faculty consider the course-level learning outcomes and the Faculty's strategic goals in order to identify broad program-level learning outcomes
 - The curriculum review process can be a collegial and productive endeavour, and the Faculty was praised for the involvement of students in its process
 - Staff in the Taylor Institute can assist the Faculty in embedding Indigenous, equity, diversity and inclusion, and mental health education into the Kinesiology curriculum
 - Curriculum mapping is a valuable tool for identifying gaps and areas for change

5. Revisions to Assessment Guidelines for Remote and Online Assessments (Changes to Regulations G.1 Scheduling of Tests and In-Class Assessments and G.5 Scheduling of Final Examinations in the University Calendar)

Documentation for this item was circulated with the Agenda. Leslie Reid, Vice-Provost (Teaching and Learning), Susan Barker, Vice-Provost (Student Experience), and Angelique Saweczko presented this item.

Highlights:

- The proponents reported that changes to Section G of the University Calendar (Examinations and Tests) will soon be presented to the Academic Planning and Priorities Committee for approval, in light of the need for updated assessment guidelines for online/remote and blended courses. The proponents highlighted the proposed changes, including revising the guidelines for 24-hour access to timed online assessments and that smaller stakes online assessments may be exempt from the 24-hour access.
- Discussion included:
 - That there is confusion about the additional time that must be allowed for any technology issues, and specifically in relation to the statement that “a 50-minute class would have a test designed to take 50 minutes to complete”
 - That the guidelines state that additional time must be allowed for in case a student experiences technology issues, but that students may experience other issues such as a disruptive learning environment. It was suggested that the section be worded “Timed online tests and assessments must include an additional 50 per cent of the test/assessment time to allow for any technology issues that may arise”. It was further suggested that supporting documentation be created to set out examples of issues that students may have.
 - That students who are normally eligible for extra time for a test/assessment should receive this time in addition to the extra time allowed for technology or other issues
 - Whether the threshold for lower stakes assessment be set at 5%, as proposed, or 10%
 - That the 24-hour access rule opens a door to academic misconduct, as one student may access the test/assessment and share with others
 - Whether the 24-hour access rule should apply only to students in different time zones
 - That the number of assessments that students are experiencing is having an impact on some students’ mental health
- The Co-Chair invited that any additional feedback be sent directly to the proponents

6. Embedded Certificates Definitions and Guidelines

Documentation for this item was circulated with the Agenda. Leslie Reid, Christine Johns, and Jessica Revington presented this item.

Highlights:

- The proponents reminded the Committee that the University has a Certificate and Diploma Credential Framework, but reported that it has been determined that a better definition of embedded certificates, and guidelines relating to the development of these, are needed
- The proponents reported that completion of an embedded certificate is currently noted on a student’s parchment, but students may wish to do more than one embedded certificate and there is not space on the parchment to list more than one. Completion of multiple embedded certificates can be noted on a student’s transcript. A minor or concentration is only noted on a student’s transcript and not on the parchment.
- In response to questions, it was reported that:

- It is known that some graduate students may wish to complete an embedded certificate, and this possibility is being examined
- The awarding of an embedded certificate is meant to indicate that a student has done some extra work, and the stacking of courses is not encouraged
- The Co-Chair invited that any additional feedback be sent directly to the proponents

7. New University of Calgary Teaching Award (Indigenous Ways of Knowing)

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 proponent reported that a new University of Calgary Teaching Award – Indigenous Ways of Knowing – is being developed, and provided an overview of the rationale and proposed plan for this
- Discussion included:
 - The Taylor Institute International Strategy ii'taa'poh't'op Working Group's concern that an 'award' to recognize the outstanding contributions of an individual or group who has advanced Indigenous Ways of Knowing at the University is out of step because competition is not part of Indigenous philosophy, and that it is desired to recognize all persons who are nominated. The Committee suggested that the award be called an 'honour' or 'special recognition', but that care be taken to ensure that the significance of the award be maintained.
 - That the nomination process for this award, and potentially the other awards in the program, be modified to allow for the use of alternate submission formats such as videos
 - That the persons who receive this award could form a community of scholars
- The Co-Chair indicated that the Committee will discuss this proposal again at an upcoming meeting, and then it will move forward to the General Faculties Council for approval

8. Taylor Institute for Teaching and Learning Report

Documentation for this item was circulated with the Agenda. Natasha Kenny presented this item.

Highlights:

- The 2021 University of Calgary Teaching Awards program is open to nominations, and members of the Committee are encouraged to make nominations
- Five streams of the Research on Global Challenges course are going ahead
- The TI and other units have secured up to \$9M in wage subsidy funding to support Work-Integrated Learning
- The University hosted the Calgary Consortium Work-Integrated Learning/Experiential Learning Retreat in October

9. Students' Union Report

Semhar Abraha, Students' Union (SU) representative, communicated that the SU is working to establish an Open Educational Resources teaching grant to be funded by SU Quality Money.

10. Graduate Students' Association Report

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

Highlights:

- The GSA has conducted a survey of Teaching Assistants' experiences during COVID-19, and the results of this survey can be shared soon
- The GSA Teaching Awards program is open to nominations, and members of the Committee are encouraged to nominate graduate students
- The Academic Horror Stories event held on October 29, 2020 was well-attended and inspirational
- Funding has been received to establish an award for a graduate student with disabilities, and details will be announced soon

11. COVID-19 Updates in Teaching and Learning and Updates from TLC Members

The Co-Chair presented this item.

Highlights:

- It can be difficult to understand if/how some provincial COVID-19 regulations apply to post-secondary institutions
- It is important to communicate with students about the challenges at this time
- Some internship and practicum placements are being seriously impacted and this could impact the program completion time for some students
- Distanced students may be struggling to progress in their programs

12. Communication Points

The Academic Co-Chair reviewed the meeting's business that should be shared with the members' units.

13. Other Business

There was no other business.

14. Adjournment

The November 17, 2020 Teaching and Learning Committee meeting was adjourned by consensus.

The meeting was adjourned at 3:57 p.m.

Susan Belcher
Meeting Secretary