



General Faculties Council
TEACHING AND LEARNING COMMITTEE
Approved Minutes

Meeting 71

December 14, 2021, 2:00 p.m.

By Zoom platform

Voting Members

Leslie Reid, Co-Chair
Amy Warren, Academic Co-Chair
Fabiola Aparicio-Ting
Wendy Benoit
William Bridel
Barbara Brown
Tracey Clancy
Heather Ganshorn
Diane Gereluk
Yani Jazayeri – left during Item 5
Jennifer Markides
Fabian Neuhaus – arrived during Item 4
Hieu Ngo
Evaristus Oshionebo – left during Item 5
Alex Paquette – arrived during Item 3
Renzo Pereyra

Regrets

Susan Barker
Michelle Drefs
Barb McCutcheon
Mary-Jo Romaniuk
Jason Wiens
Leighton Wilks

Guests

Kelly Hoglund, Program Proposal Specialist, Office of the Provost – present for Item 4
Christine Johns, Senior Director, Academic and International Strategies, Office of the Provost – present for Item 4
Lisa Stowe, Director, Experiential Education, Taylor Institute for Teaching and Learning – present for Item 4

Non-Voting Members

Natasha Kenny
Brenda McDermott
D’Arcy Norman
Trevor Poffenroth
Justine Wheeler

Secretary and Scribe

Elizabeth Sjogren

Staff

Shumaila Faisal – left during 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 14, 2021 Teaching and Learning Committee meeting be approved.

Carried

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

The Co-Chair reported that the Learning Technologies Advisory Committee met today to discuss technology in the classroom and about how needs may be different in 2022.

The Co-Chair and Academic Co-Chair thanked the members for all of the work done during this difficult semester, as part of the Committee and in their broader teaching and learning and other efforts, and wished the members a restorative holiday break.

3. Approval of the November 16, 2021 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 November 16, 2021 be approved, with the requested amendments.

Carried

4. Creation of a Flexible Undergraduate Work-Integrated Learning Course

Documentation for this item was circulated with the Agenda. Lisa Stowe, Christine Johns, Kelly Hoglund, and Leslie Reid, Vice-Provost (Teaching and Learning), presented this item.

Highlights:

- The presenters gave a presentation on the proposed creation of a flexible Work-Integrated Learning (WIL) academic course for undergraduate students, explaining that:
 - This is different from co-op, internship, or practicum learning
 - WIL is one of five types of experiential learning. WIL is curricular experiential learning that occurs in a hosted workplace or practice setting, can occur at the course or program level, and provides learning outcomes including those related to future employability.
 - Experiential learning is identified as a priority within the University's Framework for Growth, and is part of the University's performance-based budgeting
 - It is known from the first-year student National Survey of Student Engagement (NSSE) feedback that many students are interested in having a WIL experience, but the senior-year student NSSE feedback indicates that not all have had the opportunity to achieve

this. The proposed WIL course will enhance WIL access, help to meet WIL targets, and will be scalable.

- The development of the WIL course is currently in a broad consultation phase, and it is planned that the course will be approved in 2023
- The pilot of the WIL course will be available to any undergraduate student who is in a program without a required WIL component and who has completed a minimum of 30 post-secondary units
- The WIL course will be in two concurrent parts: classroom learning and workplace learning. The workplace setting can be a setting for paid work, volunteering, or career exploration.
- Discussion included:
 - The cross-disciplinary nature of the course is applauded
 - Parameters for student protection, including insurance, oversight of the work, and general safety, are important
 - Because it is a stated University goal that each undergraduate student have two Experiential Learning experiences during their studies, it would be good for this course to be expanded in the future
 - It is important for students to develop necessary skills and for their WIL experience to be meaningful. Students will need to learn how to articulate the skills that they have learned.
- In response to questions, it was reported that:
 - A student with a practicum component in their program will not be eligible to take the new course
 - The course will be appropriate across disciplines
 - The proponents are considering if a similar offering could be created for graduate students, and the Faculty of Graduate Studies is developing a transformative talent program which builds on its existing WIL program
 - There will be a targeted communications plan, initially focusing on students in Arts and Science, but students from other Faculties will be eligible. The initial offering of the course will be a small pilot, to allow for evaluation and adaptation, and it will expand over time.
 - This is meant to provide WIL opportunities for students who are currently experiencing barriers to WIL, and so is not intended for students who have required or optional WIL opportunities in their Faculty
 - The provincial government's expectations relating to WIL do not specify the skills to be learned or the industries to be partnered with

5. 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:

- The Learning Technologies Production Coaches are streamlining the process for responding to requests, to enable more responsiveness to instructors

- There is uncertainty about the Winter semester, and what the classroom experience will be
- The teaching and learning expectations of instructors and students have evolved during the pandemic and will continue to evolve and shift, and it will take time for the classroom infrastructure to catch up to what is desired
- When teaching and learning is occurring within a hybrid model, care must be taken to ensure equity between online and in-person learners
- Instructing within a hybrid model adds burden to instructors
- The University's safety measures during the pandemic are understood to be necessary, but there is potential for discord, such as between the vaccinated and unvaccinated, and this must be mitigated
- Conversations about what is best for the teaching and learning experience, such as hybrid teaching and flipped learning, are needed
- Some instructors are accommodating students who cannot attend class at this time, such as those who are quarantining or staying home with children, by giving the option to attend virtually and helping them to keep up with coursework. This flexibility would also help students who are travelling as part of their work as a research assistant.

6. Taylor Institute for Teaching and Learning Report

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

Highlights:

- The TI has a number of resources available to help instructors prepare to teach in the Winter semester, including resources relating to access during this time of disruption, adaptive course design, blended learning, and mental health and wellness in course design
- The call for proposals for the 2022 Conference on Postsecondary Learning and Teaching has launched. Marie Battiste, Special Advisor at Cape Breton University, and Jacqueline Ottmann, President of the First Nations University of Canada, will be the keynote speakers. The conference will be held online due to the pandemic.
- The TI's upcoming Winter programming includes a workshop on developing course content through an Equity, Diversity and Inclusion perspective

In response to a question, it was reported that the TI is establishing parallel processes for the Conference on Postsecondary Learning and Teaching, including for the adjudication of proposals, and that Reg Crowshoe, Traditional Knowledge Keeper in Residence, Michael Hart, Vice-Provost and Associate Vice-President Research (Indigenous Engagement), and other members of the Indigenous community are providing guidance.

7. Graduate Students' Association Report

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

Highlights:

- The GSA is looking into a problem that some Teaching Assistants are having to go beyond their contracted grading time
- The Mitacs workshop series was a new initiative for the GSA this year, and the five workshops held to date were well attended. Students are encouraged to apply for Mitacs paid internship opportunities.
- The annual Peer Beyond Graduate Research Conference will be held February 23-25, 2022 and registration is now open. The conference will be held online again this year using the Gather platform.

8. Students' Union Report

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

Highlights:

- The SU's Undergraduate Research Symposium (URS) was held November 22-26, 2021. Related URS workshops held in Kinesiology, Medicine and Education were successful.
- The end of the Fall semester is a time when student appeals ramp up, and the SU has been contacted by a number of students about this

In response to a question, it was reported that that the overall number of appeals by students during the pandemic have not significantly increased. It was observed that shifts in academic integrity-related appeals can be attributed to increased awareness and implementation of the new Student Academic Misconduct Policy and Procedure and not entirely to the impacts of the pandemic.

9. Other Business

There was no other business.

10. Adjournment

The December 14, 2021 Teaching and Learning Committee meeting was adjourned by consensus.

The meeting was adjourned at 3:22 p.m.

Elizabeth Sjogren
Meeting Secretary