



General Faculties Council
TEACHING AND LEARNING COMMITTEE
Approved Minutes

January 16, 2024, 2:00 p.m.

AD 167 (Governors Boardroom)/Zoom

Voting Members

Wendy Benoit, Co-Chair
Barbara Brown, Academic Co-Chair
Sandra Amin
Fabiola Aparicio-Ting
Mark Bauer
William Bridel
Tracey Clancy
Sarah Eaton*
Dianne Gereluk – arrived during Item 4
Kathleen James
Dawn Johnston
Jennifer Markides*
Hieu Ngo

Non-Voting Members

Natasha Kenny
Vui Kien Liao
D'Arcy Norman
Mary-Jo Romaniuk*
Verity Turpin
Justine Wheeler* – left during Item 5

Secretary

Courtney McVie

Scribe

Elizabeth Sjogren

Regrets

Rebecca Archer
Michelle Drefs
Barb McCutcheon
Geoffrey Messier
Kirsten Nepriily
Fabian Neuhaus
Evaristus Oshionebo
Trevor Poffenroth

Guests

Amy Dambrowitz, Registrar – present for Item 5
Penny Werthner, Interim Provost and Vice-President (Academic) – present for Item 4
Vanessa Wood, Deputy Registrar – present for Item 5

**Attended virtually*

The Co-Chair presented a Territorial Land Acknowledgement, then 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 January 16, 2024 Teaching and Learning Committee meeting be approved.

Approved by Consensus

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

The Co-Chair remarked that this is her first meeting as Co-Chair of the Committee, and that she is appreciative of the support received so far and is looking forward to the continuation of the meaningful and collegial work of the Teaching and Learning Committee (TLC).

The Academic Co-Chair welcomed Kathleen James, Libraries and Cultural Resources representative, on this occasion of her first TLC meeting and welcomed Wendy Benoit to her new position as TLC Co-Chair.

3. Approval of the November 21, 2023 Meeting Minutes

Documentation was circulated with the Agenda.

Moved/Seconded

That the Minutes of the Teaching and Learning Committee meeting held on November 21, 2023 be approved.

Carried

4. Recommendation of the Academic Innovation Plan

Documentation was circulated with the Agenda. Penny Werthner, Interim Provost and Vice-President (Academic), presented this item.

Highlights:

- The proponent gave a presentation on the development of the Academic Innovation Plan, the feedback received during the consultation period, and the changes that were made in response to this feedback. The proponent reported that some minor revisions to the document were requested by the Academic Planning and Priorities Committee (APPC) yesterday, and these will be incorporated into the version that will be provided to the General Faculties Council for approval.
- In response to a question, it was reported that the plan is now called the “Academic Innovation Plan” and not the “Academic Plan” because this recognizes that the University is going to need to be innovative, such as in how to effectively teach a growing student population and through initiatives such as the first-in-family funding and support program
- Discussion included:
 - Whether the wording “Indigenous ways of knowing, being, doing and connecting” from

the Indigenous Strategy should be mirrored in section 4.2.a of the Academic Innovation Plan rather than the wording “Indigenous ways of knowing, teaching, learning and research”. The proponent reported that the APCC requested that section 4.2.a be revised to read “intercultural capacity” and not “cultural competency” and “Indigenous ways of knowing, teaching, learning, research, and partnerships”.

- The suggestion that communications around the new plan include a grounding statement about what is meant by ‘innovation’
- That Section 2.1 could incorporate a commitment to strengthen the pathways for instructors to connect with experts, such as in Libraries and Cultural Resources and the Taylor Institute, to curate accessible course materials such as but not limited to Open Educational Resources (OER). It was discussed that ‘accessible’ often means affordable materials, but can also mean materials written by diverse authors or earlier editions of materials, and so there will need to be clarity as to what is meant by ‘accessible’ as the University moves forward.
- That more information is needed about what is meant by ‘recognize’. It is understood that members of the University community are going to need to be adaptive and innovative as we move forward, and there should be recognition and rewards for these efforts within the merit system. The proponent indicated that ‘recognize’ does not always mean to acknowledge effort or reward, and that in the plan, for example in Section 2.1.c, the word means to identify current practices and initiatives that can be built upon. It was noted that Section 3.1 of the plan does speak to recognizing and valuing individuals’ contributions, and that there will need to clarify how this will be done.
- That because ‘operationalizing’ has different meanings, this will also need to be clarified, either within the plan or the communications pieces surrounding it

Moved/Seconded

That the Teaching and Learning Committee (TLC) recommend that the General Faculties Council (GFC) approve the Academic Innovation Plan, in the form provided to the TLC, with the reported and requested amendments, and authorize the proponent to make non-substantive changes to the Academic Innovation Plan prior to its presentation to the GFC.

Carried

5. Changes to the Academic Regulations: Section E. Course Information and Section G. Academic Assessments and Examinations

Documentation was circulated with the Agenda. Amy Dambrowitz, Registrar, Vanessa Wood, Deputy Registrar, and Wendy Benoit, Interim Vice-Provost (Teaching and Learning), presented this item.

Highlights:

- The proponents indicated that changes to Section E.1 (Course Outlines) and Section G (Academic Assessments and Examinations) of the Academic Regulations in the University Calendar are being presented to the TLC and the Calendar and Curriculum Subcommittee for further discussion at this time
- The proponents then provided an overview of the changes being proposed, noting that most of the changes are to Section G but there are some significant changes to Section E. It was also noted

that the online assessment pieces added during the pandemic are now incorporated, and the proponents remarked that the changes are intended to make these Calendar sections readable and meaningful. The proponents reported that Section M.1 of the Calendar (Supporting Documentation) is currently under separate review.

- Discussion included:
 - The clear definitions of ‘in-course assessment’ and ‘final examination’ are appreciated, but Section G.2.4 uses the words ‘term work’ and definition of this is needed
 - Section G.1.1, which reads “*A student may be refused permission to write or participate in an in-course assessment or final assessment or final examination in a course, on the recommendation of the instructor and with the approval of the Dean or designate*”, is unclear about what this is trying to address. The TLC discussed that this could be applied in a situation when there is a safety concern or if a student has missed too much coursework.
 - It was suggested that the preamble of Section G, around Final Assessment, could be reworded to relate that more than one assessment could be happening during the period after the end of classes
 - Section G.3.1, Final Assessment and Final Examination Principles, needs clearer language about the practices relating to online assessments and scheduling extra time
 - It was suggested that either ‘instructor’ or ‘course instructor’ be used consistently
 - It appears that some content relating to online assessment, created during the pandemic, is missing from the revised Calendar sections. The current version states that the course outline must explicitly set the modality of an assessment, but, for example, the Regulations do not say when an assessment must be online, in person, or both, or when it should be synchronous or asynchronous.
 - Clarity is needed around Section G.3.2, which reads “*Take-home final examinations cannot be due before the eighth calendar day of the final examination period*”. It was suggested that, since the intent is that students will have a full seven calendar days for a take-home examination, this section should simply specifically say that a due date must provide a full seven calendar days within the final examination period and cannot go past the end of the final examination period. It was observed that some students will work on an examination for a full seven days if that is available to them, but most instructors intend for the examination to be written in only a few hours, and so expectation about time to be spent should be communicated.
 - It was suggested that Section G.3.3 should make clear whether deferral of a final examination due to the extenuating circumstance of debilitating illness applies only to a student’s illness or also to someone for whom they are a caregiver
 - Section E.1 should specify if a course outline must be available to students by the first day of term or the first day of classes, and remove the ambiguity created by the word “Normally” in the statement “*Normally, a copy of the course outline will be made available to students on the first day of the term and no later than the first scheduled day of the course*”. It was recognized that each Faculty has different internal deadlines for course outline approvals, which are significantly earlier than the first day of classes, and also that the finalising of a course outline can be delayed if there is a late hiring of a sessional instructor or a switch of instructors. The phrasing needs to be clear on the date that all courses can adhere to and is well before the add/drop deadlines.

- It was suggested that Section E.1 could establish that course outlines should frame information about misconduct, academic integrity, and accommodations processes in a manner to promote positive engagement with these processes
- In response to questions, it was reported that:
 - Section G.2.1.a, which reads *“On or before the last day of classes (the withdrawal deadline), students must have received... 30 percent of the total course grade”*, does not apply to alternative grading model situations. The proponents indicated that they would reconsider Section G.2.1, In-Course Assessment Principles, to ensure that all grading models (ungrading, contract grading, and specifications grading) are addressed and the intent of this section is met.
 - Exceptions to the Assessment Principles are possible, with the consent of the Dean, such as if an instructor using a specifications grading model wants to provide students with a second opportunity to demonstrate mastery of a subject after the end of classes
 - Section G.2.2.a, which reads *“In-course assessments may not be held on... the days after the last day of classes and prior to the first day of the final examination period”* is intended to provide that students have study time between the last day of classes and the final examination period
 - These Regulations do not apply to non-credit courses and micro-credentials
 - Section G.2.2.f states that timed online in-course assessments will have one additional hour for contingency only because this is felt to be sufficient time to raise alert of a technical issue and instructors should not be expected to be available for twenty-four hours. It was noted that an issue needs to be reported, but not necessarily resolved, within one hour.
- The proponents reported that it is intended to have the changes to these Calendar sections finalised and approved for the 2024-2025 Calendar

6. Teaching and Learning Updates and Emerging Issues Roundtable

Secretary’s Note: This item was withdrawn due to lack of time.

7. Taylor Institute for Teaching and Learning Report

Documentation was circulated with the Agenda. Natasha Kenny, Senior Director of the Taylor Institute for Teaching and Learning (TI), presented this item.

Highlights:

- The TI has worked with the Office of Indigenous Engagement and the Vice-Provost (Teaching and Learning) to develop an Indigenous Curriculum Grants program. The program is now open to applications, and will provide grants of up to \$10,000 for proposals to advance Indigenous pedagogies in courses and programs. The deadline to apply for this first round of grants is February 28, 2024 and members were encouraged to raise awareness of this new grants program in their areas.

- The deadline to apply to the University of Calgary Teaching and Learning Grants program was January 15, 2024 and more than forty applications were received. Adjudication will take place in February and the recipients will be announced in March.

8. Graduate Students' Association Report

There was no report.

9. Students' Union Report

Sandra Amin, Students' Union (SU) member of the committee, presented this item.

Highlights:

- The nominations period for the Winter semester SU Teaching Excellence Awards opens next week
- The SU has heard from Faculty representatives that students are struggling to self-advocate and with how to proceed with Faculty leadership when they have concerns relating to assessments and final exams

10. Other Business

There was no other business.

11. Adjournment

Moved/Seconded

That the Teaching and Learning Committee adjourn the January 16, 2024 meeting.

Approved by Consensus

The meeting was adjourned at 3:54 p.m.

Courtney McVie
University Secretary