



General Faculties Council  
**TEACHING AND LEARNING COMMITTEE**  
Approved Minutes

February 13, 2024, 2:00 p.m.

AD 167 (Governors Boardroom)/Zoom

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***Voting Members***

Wendy Benoit, Co-Chair  
Barbara Brown, Academic Co-Chair  
Sandra Amin\* – arrived during Item 2  
Fabiola Aparicio-Ting\*  
Mark Bauer  
William Bridel  
Tracey Clancy  
Sarah Eaton\*  
Dianne Gereluk – arrived during Item 2  
Kathleen James  
Dawn Johnston  
Fabian Neuhaus – arrived during Item 2  
Scott Radford

***Regrets***

Rebecca Archer  
Barb McCutcheon  
Jennifer Markides  
Geoffrey Messier  
Kirsten Nepriily  
Hieu Ngo  
Evaristus Oshionebo  
Justine Wheeler

***Guests***

Robin Arseneault, Teaching and Learning Project Coordinator, Taylor Institute – present for Item 5  
Gillian Edwards, Manager, Communications and Programming, Taylor Institute – present for Item 5

***Non-Voting Members***

Geoff Crowe for Trevor Poffenroth  
Michelle Drefs\* – left during Item 5  
Natasha Kenny  
Vui Kien Liao  
D'Arcy Norman  
Mary-Jo Romaniuk\* – arrived during Item 2  
Verity Turpin

***Secretary***

Courtney McVie

***Scribe***

Elizabeth Sjogren

*\*Attended virtually*

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The Co-Chair presented a Territorial Land Acknowledgement, then called the meeting to order at 2:04 p.m. and confirmed quorum.

**1. Approval of the Agenda****Moved/Seconded**

That the Agenda for the February 13, 2024 Teaching and Learning Committee meeting be approved.

**Carried**

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

The Co-Chair included the following in her remarks:

- The Winter semester Term Break is February 18-24, 2024, and it is hoped that people will be able to achieve what they need during this time, including taking a true break
- The Academic Innovation Plan was approved by the General Faculties Council (GFC) on February 8, 2024
- The 2023 National Survey of Student Experience (NSSE) data was presented at the February GFC meeting and will be discussed by the Teaching and Learning Committee (TLC) at its March meeting
- Scott Radford was welcomed back as the Haskayne School of Business representative on the TLC

The Academic Co-Chair reported that the Assessment Principles Working Group has met, and work is underway including conducting an environmental scan and literature review to inform the development of the principles. The Assessment Principles will be brought to the TLC for discussion during development, and the working group will engage with Faculties in the Fall.

**3. Approval of the January 16, 2024 Meeting Minutes**

Documentation was circulated with the Agenda.

**Moved/Seconded**

That the Minutes of the Teaching and Learning Committee meeting held on January 16, 2024 be approved.

**Carried**

**4. Appointment of Two Academic Staff Members to the Course Feedback Implementation Working Group**

Documentation was circulated with the Agenda. The Co-Chair and University Secretary presented this item.

The Committee reviewed the list of names of persons who had previously expressed interest in serving on the Course Feedback Implementation Working Group (CFIWG) and added to this list of names. After discussing and adding to the list of names, and confirming satisfaction with the final list, the Committee

decided to assign to the TLC Co-Chair and Academic Co-Chair the responsibility to rank order this list of nominees, to be approached in rank order by the University Secretariat to serve as members of the CFIWG.

*Secretary's note: Following the meeting, Arti Modgill, Arts, and Nelson Wong, Science, agreed to join the working group and are deemed appointed by the TLC for terms to end June 30, 2026.*

## **5. UCalgary Teaching Awards Review**

Documentation was circulated with the Agenda. Wendy Benoit, Interim Vice-Provost (Teaching and Learning), Natasha Kenny, Senior Director, Taylor Institute for Teaching and Learning (TI), Gillian Edwards, Manager, Communications and Programming, TI, and Robin Arseneault, Teaching and Learning Project Coordinator, TI, presented this item.

### Highlights:

- The proponent reported that the University of Calgary Teaching Awards is a robust and successful program, that the program helps position people to apply for external awards, that the program has recently been reviewed, and that there are five changes to the program being proposed to optimize engagement and address barriers to participation:
  - Streamline the number of criteria included for each teaching award category
  - Ensure that the award criteria align with the University's commitments to equity, diversity, inclusion, and accessibility
  - Outline a process for adjudication committees to identify more than one outstanding awardee when warranted
  - Outline a parallel oral submission process for all awards
  - Remove the requirement for letters of support
- Discussion included that:
  - If it is chosen to include letters of support in a nomination package, it would be helpful to have guidelines around what adjudicators would find useful (e.g. describing the nominee, highlighting key parts of the package)
  - People value having guidance in preparing a nomination package. Having less criteria will reduce structure and increase flexibility, but a balance between clear expectations and flexibility is needed.
  - Some people will write their nomination letter using the criteria of the award almost as a rubric, providing evidence of how the nominee meets or exceeds each criterion, and so streamlining the number of criteria and also communicating that it is sufficient to speak to how a nominee meets or exceeds only one or two of the criteria will be an improvement to the process
  - Whether introducing the option for an adjudication committee to choose more than one awardee in a category could impact high standards. The presenters noted that adjudicators are provided training and support for conversations about how nominees meet or exceed the award criteria which ensures quality awardees.
  - Learning how to produce a good teaching dossier is valuable
  - Having a parallel submission pathway and a mechanism for oral submission within the

- University of Calgary Teaching Awards program is remarkable and can serve as a model for other awards program submission processes at the University
- Building community around the University of Calgary Teaching Awards program, including the Teaching Academy network of award recipients who can mentor others, and the opportunity for colleagues to be involved in the nomination process, is beneficial
  - Some Facilities have hired staff to write nomination letters, and it was questioned if this impacts the value of the nomination letter.
  - Requesting a nomination letter could be an unintended barrier to engaging in the program. It was suggested that removing the requirement for a nomination letter could be trialled, to see if the ability to self-nominate increases participation in the program
- In response to questions, it was reported that:
    - A nomination letter will still be required, and it is only the two letters of support that will no longer be required. In order to keep the nomination process flexible and accessible, it has been decided not to develop an online nomination form.
    - Nomination package requirements are different for external awards, such as the 3M National Teaching Fellowship, and so the proposed changes to the University of Calgary Teaching Awards program will not make nominating for external awards more difficult for people. It is being awarded a University of Calgary Teaching Award that is a critical boost to being considered for an external award, not the internal nomination package.
    - The award category for the Professor (Teaching) rank does not receive as many nominations as hoped
    - The University of Calgary Teaching Awards program is considered to be robust and successful for reasons including: the number of awards categories, that teaching outside the classroom is recognised, the celebration event and wall recognising awardees, the adjudication committees process, and that the General Faculties Council reviews and approves the awards terms of reference
  - Members of the TLC were encouraged to use the [UCalgary Plan for Equity, Diversity and Inclusion in Research and Teaching Awards](#) in their own units

## **6. Teaching and Learning Updates and Emerging Issues Roundtable**

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

- Revisions to Calendar regulation M.1. *Supporting Documentation* are in development and will be brought to the TLC for discussion in March
- Conversations are happening regarding the lack of a standard grading scale within a Faculty and across the University
  - Instructors have varying practices, such as for assigning grades and rounding up, and this is an issue that can create an unfair landscape within a unit
  - Letter grades mean different things in different disciplines
  - The University of Calgary is unusual in that it does not have a common grading scale
  - Some instructors are experiencing increased requests from students seeking grade

rounding

- It was reported that a formal review of the University's grading scale is expected to occur in the near future, and the University of Calgary Assessment Principles Working Group can also discuss this

## **7. Taylor Institute for Teaching and Learning Report**

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

Highlights:

- The adjudication of the University of Calgary Teaching and Learning Grants has begun, with application numbers back to pre-pandemic levels. The recipients will be announced in March.
- The TI is seeing a lot of interest in summer studentships, including the Program for Undergraduate Research Experience (PURE) awards. The University is a leader in Canada for providing a variety of undergraduate research opportunities.
- Early registration for the 2024 Conference on Postsecondary Learning and Teaching is open until March 15, 2024, and the conference will be held April 24-26, 2024. The theme is 'Courageous Practices: Equity, Diversity and Belonging in Postsecondary Education' and 122 proposals have been received. Members were encouraged to attend.
- The Indigenous Curriculum Grants program is open to submissions until February 28, 2024. The grants will provide funding to support meaningful work on the Indigenization of curriculum through innovative land-based learning and inclusion of Traditional Knowledge and Knowledge Keepers. Members were asked to encourage applications to the program.

In response to questions, it was confirmed that the name of the PURE awards will be changing and the program will be growing. Details are not known at this time.

## **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 TI is working with the SU to plan the next Undergraduate Research Symposium, which will be held in November
- The nomination period for the SU Teaching Excellence Awards closes this Friday, February 16, 2024, and then the adjudication process will begin
- The Term Break is supposed to provide a rest period to students, but students are indicating that they have a lot of coursework happening before and after the break. Student academic workload

in general, especially the number of assessments in a course, is also prominent issue of concern. It is hoped that the Assessment Principles Working Group is going to be talking about this.

**10. Other Business**

There was no other business.

**11. Adjournment**

The February 13, 2024 Teaching and Learning Committee meeting was adjourned by consensus.

The meeting was adjourned at 3:38 p.m.

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Courtney McVie  
University Secretary