

General Faculties Council
Teaching and Learning Committee
Approved Minutes

Tuesday, September 17, 2024, 2:00 p.m.
Meeting #92

A167/Zoom

Voting Members

Wendy Benoit, Co-Chair
Barbara Brown, Academic Co-Chair
Sarah Adams
Fabiola Aparicio-Ting
Rebecca Archer* – left during Item 5
Mark Bauer
Tracey Clancy
Cari Din
Jessie Dinh
Sarah Eaton* – left during Item 4
Dawn Johnston*
Maliheh Mansouri
Geoffrey Messier* – left during Item 8
Fabian Neuhaus – left during Item 6
Hieu Ngo
Alexandria Poppendorf *

Secretary

Courtney McVie

Scribe

Elizabeth Sjogren

Regrets

Todd Anderson
Verity Turpin
Dan Wilson

Non-voting Members

Vui Kien Liao
Derritt Mason
D'Arcy Norman
Trevor Poffenroth
Mary Jo Romaniuk*
Naomi Tanner
Morgan Vanek*
Leighton Wilks

Guests

Lisa Stowe, Academic Lead, Experiential Learning – present for Item 4
Erin Kaipainen, Director, Experiential & Work-Integrated Learning – present for Item 4
Christine Martineau, Educational Development Consultant, Indigenous Ways of Knowing – present for Item 4
Elyse Bouvier, Communications Specialist, Taylor Institute – present for Item 4

**Attended virtually*

Secretary's Note: In accordance with the General Faculties Council (GFC) Bylaws Section 8.2, the motion box and "Carried" denotation serves as the entry in the minutes that the Chair of the meeting declared the motion carried.

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

1. Approval of the Agenda

The Co-Chair presented a Traditional Land Acknowledgment, and encouraged members to engage in Truth and Reconciliation events and activities this month.

The Co-Chair explained conflict of interest in relation to the Committee's business. There were no conflicts of interest declared.

Moved/Seconded

That the Agenda for the September 17, 2024 Teaching and Learning Committee meeting be approved.

Carried

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

The Academic Co-Chair included the following in her remarks:

- New and returning members were welcomed
- That the recently provided Faculty reports on the National Survey of Student Engagement (NSSE) results and the associated training video are useful. The report provides information that can be looked at to inform teaching and learning practices.

The Co-Chair included the following in her remarks:

- Student engagement will be an important topic to think about this year.
- There is a standing roundtable item on all of the Committee's agendas which is an opportunity for members to discuss matters currently impacting teaching and learning in their areas, and members are encouraged to use this time to share.

3. Committee Orientation

Courtney McVie, University Secretary, and Elizabeth Sjogren, Governance Coordinator, gave a presentation orienting the members to the work of the Committee, including:

- An overview of University's legislated shared governance structure, explanation that the University operates with collegial governance, illustration of the General Faculties Council (GFC) committee structure, a summary of the meeting schedule, and reminders of the expectations of members and that decisions are to be made in consideration of the betterment of the institution as a whole.
- A review of the role and responsibilities and membership of the Committee, as set out in its Terms of Reference.
- Links to educational resources that may be of interest.
- The supports provided to the Committee by the Secretariat.

4. Updates to the Experiential Learning Framework

Documentation was circulated with the Agenda. Lisa Stowe, Academic Lead, Experiential Learning, Erin

Kaipainen, Director, Experiential & Work-Integrated Learning, Christine Martineau, Educational Development Consultant, Indigenous Ways of Knowing, and Elyse Bouvier, Communications Specialist, Taylor Institute, presented this item.

Highlights:

- The proponents gave a presentation highlighting the history of experiential learning (EL) at the University and describing some recent endeavours relating to EL, including:
 - It is desired to keep the *Experiential Learning Plan for the University of Calgary 2020-2025* and its appendix the *Experiential Learning Framework for the University of Calgary* in step with current EL thinking and practices. Additionally, these documents relate to the University's more recent *Ahead of Tomorrow 2023-2030* strategic plan, and there is continuous learning and growing in the EL area.
 - Feedback has been gathered from persons who are connected to EL, and it has been heard that:
 - The definition of EL needs to be updated and made more succinct.
 - The original five categories of EL are not always a good fit and can create confusion and distraction.
 - It has been realised that there should have been more engagement with the Indigenous community when the current *Experiential Learning Plan* and *Experiential Learning Framework* were being developed.
 - The reimaged definition of EL is: "Experiential learning is learning by doing, being, connecting and reflecting". EL should be a combination of experience and reflection. The reflection does not have to be a formal process.
 - The *Experiential Learning Plan* references the PEAR model for quality learning (Pedagogy, Experience, Assessment, Reflection). It is currently thought that the PEAR model is too work integrated learning (WIL) based and falls short for other EL activities, and so the AIR framework for EL is preferred (Authentic Experience, International Design, Critical Reflection).
 - A two-dimensional *Continuum of Experiential Learning* has been developed in place of categories, which allows for an EL activity to be plotted by its environment (classroom, studio/lab/field, natural/social world, campus/community, or workplace) and by its purpose or focus (innovation, research, knowledge/skills/attributes, career, or creativity).
- Discussion included:
 - EL aligns with the signature pedagogy of several disciplines, but is possible in all programs.
 - The continuum graphic is appreciated, as its flexibility allows for all EL activities to be mapped.
 - Course-based EL is feasible and is done regularly but other types of EL can require resources, including financial resources. The presenters reported that the Experiential Learning Advisory Committee and others are thinking about creative ways to deliver EL that are not resource heavy, such as by job shadowing.
 - Connecting the *Experiential Learning Plan* to *ii 'taa'poh'to'p* (the University's Indigenous Strategy) as well as the *Ahead of Tomorrow* strategic plan is applauded, and this is good modeling of parallel processes for the rest of the University.
 - Evaluation of the success of EL activities can be incorporated into program planning and curriculum review processes, and the EL continuum graphic can be looked at along with curriculum maps. The use of consistent language is important.

- The reflection component of EL can also include contemplation of the success of an experience.
- The assessment of course-based EL can consider the effort that a student has put in as well as the learning that they have demonstrated.
- The new definition of EL will stimulate conversations about EL
- In response to questions, it was reported that:
 - WIL is a subset of EL, and is not considered to be more important than other EL opportunities. Activities such as undergraduate research experience and entrepreneurial thinking projects also fall under the umbrella of EL. It will be contemplated how to reflect that the continuum graphic is not a hierarchical order.
 - The EL targets in *Ahead of Tomorrow* complement the targets in the *Experiential Learning Plan*, and data is being collected about EL experiences. It was suggested that EL experiences can be catalogued by looking at things such as academic blogs and portfolios, in addition to using more traditional data collection methods.
 - EL opportunities can be highlighted and promoted to students in a number of ways.
 - The shorter duration of graduate programs is a limiting factor to having EL experiences, and that is why the *Experiential Learning Plan* sets a target of one EL opportunity for graduate students and two EL opportunities for undergraduate students. To date there has been a focus on providing WIL opportunities to graduate students and not a broad range of EL.
- It was noted that the governance routing for the approval of the updates to the *Experiential Learning Plan* and *Experiential Learning Framework* will be determined, and this will include returning to the Committee.

5. Teaching and Learning Updates and Emerging Issues (Roundtable)

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

- There are tensions between budget reductions and growing the University's student population and program offerings. Instructors are concerned about things including class sizes, reductions in Graduate Teaching Assistant (TA) support, and inadequate teaching spaces. There can also be tensions between growing the student population and program offerings and increasing student engagement. Advocacy for teaching and learning is needed, and it will be necessary to prioritise goals.
- The new template for course outlines is being used and is appreciated. Colleagues who have been mentoring others in the use of the course outlines template are thanked.
- The use of artificial intelligence (AI) is growing, for example some instructors are now using generative AI to create academic assessments. Permitted student use of generative AI should be clearly addressed in the course outline, and instructors are being encouraged not to default to a simple ban on student generative AI use. Additionally, assignment descriptions should clearly provide guidelines on appropriate generative AI use and how to reference this. Instructors can model the use of AI as a tool to support teaching and learning, and students should feel welcome to ask their instructor or TA for guidance on appropriate use. It was observed that the paid versions of generative AI tools are superior to the free versions, and so accessibility is another factor to be considered. It was reported that there are working groups at the University studying AI and ensuring that guidelines and policies are current in relation to this. Some use of AI will be inappropriate or in contravention of expressed permitted use, and so there is an academic integrity component. Conversations about AI use will be continuing across the campuses

this year.

6. Taylor Institute for Teaching and Learning Report

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

Highlights:

- The deadline to nominate for the University of Calgary Teaching Awards is September 25, 2024 and the deadline to seek peer feedback on applications to the University of Calgary Teaching and Learning Grants program is November 13, 2024.
- Consultants are available to help with applications to the awards and grants programs and to support teaching in several ways.
- A new badge in Equity, Diversity, Inclusion, and Accessibility (EDIA) is now open to academic staff. The course starts October 8, 2024 and consists of four modules, participation in one or two Zoom sessions, and a capstone project.

7. Graduate Students' Association Report

Alexandria Poppendorf, Graduate Students Association (GSA) member of the committee, presented this item.

Highlights:

- The GSA, the Graduate Labour Union, and the Public Service Alliance of Canada (PSAC) are hosting a townhall on the topic of parenthood as a graduate student. Comments heard will inform GSA advocacy.
- The GSA is forming a working group on non-thesis graduate student learning and engagement. Most of the GSA Executive are thesis students, and so it is desired to learn more about the challenges faced by non-thesis students.
- The annual GSA Peer Beyond Graduate Research Symposium will be held in February or March 2025. Details will be shared when known.

8. Students' Union Report

Jessie Dinh, Students' Union (SU) member of the committee, presented this item.

Highlights:

- Donor outreach for the annual Undergraduate Research Symposium has finished, and the SU is now forming the adjudicating committee and seeking judges.
- Nominations open on Friday for the Fall 2024 semester SU Teaching Excellence Awards.

9. Other Business

There was no other business.

10. Adjournment

Moved/Seconded

That the Teaching and Learning Committee adjourn the September 17, 2024 meeting.

Carried

The meeting was adjourned at 3:48 p.m.

Courtney McVie
University Secretary