



General Faculties Council
Teaching and Learning Committee
Approved Minutes

Tuesday, October 15, 2024, 2:00 p.m.
Meeting #93

A167/Zoom

Voting Members

Wendy Benoit, Co-Chair
Barbara Brown, Academic Co-Chair
Sarah Adams
Todd Anderson
Fabiola Aparicio-Ting*
Tracey Clancy*
Cari Din – arrived during Item 1
Jessie Dinh
Dawn Johnston – arrived during Item 1
Maliheh Mansouri – left during Item 4
Christine Martineau
Fabian Neuhaus – arrived during Item 1
Hieu Ngo
Alexandria Poppendorf
Dan Wilson

Secretary

Courtney McVie

Scribe

Elizabeth Sjogren

Regrets

Rebecca Archer
Mark Bauer
Sarah Eaton
Vui Kien Liao
Geoffrey Messier
D'Arcy Norman
Trevor Poffenroth
Mary Jo Romaniuk
Verity Turpin

Non-Voting Members

Derritt Mason
Naomi Tanner
Morgan Vanek*
Leighton Wilks

Guests

Robin Arseneault, Teaching & Learning Project Coordinator – present for Items 3 & 5
Geoff Crowe, Manager, IT Client Services – attended for Trevor Poffenroth

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

1. Meeting Opening**1.1. Approval of the Agenda**

Documentation was circulated with the Agenda.

Moved/Seconded

That the Agenda for the October 15, 2024 Teaching and Learning Committee meeting be approved.

Carried**1.2. Traditional Land Acknowledgement**

The Co-Chair presented a Traditional Land Acknowledgement, and then reported that:

- Michelle Good, of the Red Pheasant Cree Nation, gave a presentation at the University's National Day for Truth and Reconciliation/Orange Shirt Day event held on September 30, 2024, and her presentation included observation that Canada has progress to make in meeting the 94 Truth and Reconciliation Commission's Calls to Action as only 13 of the Calls to Action are considered completed to date.
- Engaging in ongoing conversations about reconciliation is crucial, and members are encouraged to visit the Yellowhead Institute website for information and resources.

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

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

- Dan Wilson, Faculty of Law, Todd Anderson, Dean, Cumming School of Medicine, and Christine Martineau, appointee of the Vice-Provost (Indigenous Engagement), were welcomed on this occasion of their first Teaching and Learning Committee meeting.
- The November term break is coming up, and members are reminded to move away from using the language 'reading break' and to model good mental health practices during the term break period.

The Co-Chair remarked that the Committee engages in productive discussions, during items of business and the roundtable item during each meeting, and expressed positivity for engagement to continue during this and upcoming meetings.

2. Approval of the September 17, 2024 Meeting Minutes

Documentation was circulated with the Agenda.

Moved/Seconded

That the Minutes of the Teaching and Learning Committee meeting held on September 17, 2024 be approved.

Carried**3. Subject Management View in Explorance Blue**

Documentation was circulated with the Agenda. Wendy Benoit, Interim Vice-Provost (Teaching and Learning) and

Robin Arseneault, Teaching & Learning Project Coordinator, presented this item.

Highlights:

- The presenters reviewed the recent history of course feedback at the University, including that:
 - Six new institutional questions, replacing the Universal Student Ratings of Instruction (USRI) institutional questions, were approved in December 2023.
 - The new questionnaire is in the Explorance Blue software platform, replacing the Class Climate scantron-based system. Explorance Blue allows students to use their phone or other device to complete a course survey and it supports advanced survey practices, data collection, and management.
 - Most Faculties now have additional Faculty questions in Explorance Blue.
 - The Course Feedback Implementation Working Group (CFIWG) will be working this year on producing resources as described in the 2022 USRI Working Group Recommendation Report, including a new guiding document for course survey administration, and the CFIWG will assess the new questionnaire once it is fully implemented and has run for one academic year.
- The presenters informed members that Subject Management View is a technological feature of Explorance Blue, providing information not available to instructors in the past. The presenters then showed the Committee an example of the Subject Management View, noting that instructors can view if there are ready, live, and completed course surveys, the scheduled start and end dates, and an anonymised report of the percentage of students who have responded to an open course survey. The presenters reported that Subject Management View could be used to enable mid-term surveys and could be used to add an instructor question to a course survey, if this is desired.
- The presenters noted that a benefit of the Subject Management View is that an automated email will be sent to an instructor to inform them when a survey has opened. The Office of Institutional Analysis and Faculty administrators can be inundated by enquiries about whether surveys are open, and this will reduce their workload.
- In response to questions, it was reported that:
 - The Subject Management View feature is not yet turned on. There will be a separate login, and it will not be accessed through D2L.
 - Students can access a course survey through a link in D2L, through a link in an email, or through a QR code.
 - A course survey will still go out to students even if the instructor has not accessed the Subject Management View feature.
 - Instructors do not see the course survey results until after the final grades are submitted.
 - To protect student anonymity, a course survey is not done if a class size is small and the results of a course survey are not provided to the instructor if the response rate is too low.
- Discussion included:
 - There is value in an instructor explaining to students that they find the course feedback useful. Many students are experiencing survey fatigue, but if they understand the importance of their feedback they may participate.
 - Knowing in real time that a response rate is low will allow an instructor to judge if they want to provide time in class for students to complete a course survey in order to achieve the threshold needed to receive the responses.

- The name 'Subject Management View' is not particularly meaningful, and instructors may not realise that this is a useful tool relating to course evaluations. The presenters indicated that the name cannot be changed and agreed that strong communication is needed about this tool.
- It appears that responsibility for course surveys is being shifted to instructors. The roles of the administrator and the instructor need to be made clear. The presenters reported that the survey start and end dates are built into the system based on the length of a course and are not set by the instructor, and that the Subject Management View provides instructors with an interface through which they can know when a survey is open and see other information; instructors used to rely on an administrator to tell them when a survey was open. The presenters noted that interaction with the Subject Management View will differ, and some instructors will simply announce to a class that the survey is open while others will do more with the information.
- Completion of a course survey is not a requirement of students, and it was questioned whether an instructor should prompt students to complete a survey if the Subject Management View indicates that engagement has been low. Providing class time to complete a course survey could be misinterpreted as meaning that the participation is a required part of the course. Guidance is needed regarding appropriate messaging.
- The scantron course surveys were simpler, and it appears that Explorance Blue is more complicated and requires more coordination.
- Adding a mid-term course survey may lead to increased survey fatigue.
- It was suggested that:
 - A sandbox version of the Subject Management View be made available to instructors.
 - A video showing instructors how to use the Subject Management View be produced.
 - The Subject Management View feature be used on a trial basis only, and it be assessed if it has been useful and if there were any issues. It is not clear if there are any risks to turning on this feature.

Secretary's Note: Item 5 was addressed before Item 4.

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

The Academic Co-Chair reported that Artificial Intelligence (AI) in teaching and learning is a matter that will be discussed at an upcoming meeting of the Committee.

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

- There is continuing perception that the University places more priority on research than teaching, and that there is unfairness in academic staff member compensation. The annual employee engagement survey shows that some academic staff members with a focus on teaching do not feel well treated. Instructors must feel recognized as valuable, or they may disengage and this will impact students. Some researchers feel that teaching should be left to the academic staff members who are strong teachers, but teaching is a privilege and researchers can be taught to teach and enjoy it.
- The University's Student Accessibility Services unit functions well and is arguably the best in the country. Accommodation is meant to level the field while maintaining the integrity of a program. Accommodation is a fairness issue at some institutions, and abuse of the system can be seen at some institutions.
- The School of Architecture, Planning and Landscape (SAPL) will be moving fully downtown next year, and this may have impacts such as access to student and staff services, student access to non-SAPL classes, and

participation in meetings.

- The Distributed Medical Education model will have more of the University's students in Lethbridge.
- Some classes have students sharing deeply personal information as part of discussion, and this is a concern if classes are being recorded for accessibility purposes and/or if students are taking notes. Nuances are being explored, such as recording the lecture but not the discussion and disallowing notetaking in some segments. Assurance can be given that unrecorded segments will not be tested. Some instructors may be uncomfortable with recording in general, as voices can be manipulated by AI. Guidance about the recording of classes is needed. There is a duty to accommodate, but privacy and safety must also be priorities.
- The University's resources relating to neurodivergent students are appreciated.
- Student Accessibility Services no longer arranges for note-taking as an accommodation, as, even if they were trained, there is no guarantee that the note-taker will take notes in the manner the accommodated student wishes. Some instructors record or provide a transcript of their lectures, but this is not standardized.
- The intention to grow the undergraduate and graduate student populations is a concern, if there are not additional resources to support this.
- Admission is paused to programs in the Department of Classics and Religion, including the Religious Studies, Greek and Roman Studies, and Ancient and Medieval History programs. No programs are closing at this time, and concerned persons should reach out to the Dean's office in the Faculty of Arts for information.
- Consideration should be given to changing teaching practices and assessment practices, to make learning more broadly accessible. If practices were different, fewer students would seek accommodation.

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

Documentation was circulated with the Agenda.

- The Co-Chair and Academic Co-Chair:
 - Reviewed the role and responsibilities of the CFIWG and its membership structure.
 - Reported that the CFIWG has been operating for two years and that the terms of some of the academic staff members have ended.
 - Outlined the process for the Committee to generate a list of nominees for appointment and how these nominees will be approached.
 - Observed that it is desirable to have a number of perspectives on the CFIWG, and asked members to think holistically about student feedback, about course modalities and delivery formats, and about field/study abroad/experiential learning, and to consider the disciplines of the continuing members of the working group.
- In response to a question, it was reported that the Terms of Reference of the CFIWG does not set out that the membership include an academic staff member with focus on graduate courses but that having a working group member with graduate course experience would be welcome.

The Committee then named academic staff members to be approached by the University Secretariat to serve as members of the CFIWG. The Committee decided to charge the Co-Chair and Academic Co-Chair with rank ordering the list.

Secretary's Note: Following the meeting, Meaghan Edwards, Cumming School of Medicine, and Michelle Kilborn, Werklund School of Education, agreed to serve and were deemed to be appointed by the Committee.

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:

- Applications for the University of Calgary Teaching Awards have now closed, and the review process will start soon. Adjudicators are needed and the deadline to volunteer to do this is October 21, 2024.
- The Universal Design for Learning 3.0 and AI Possibilities webpage has launched within the TI website. Resources on the webpage include strategies and a listing of AI tools that could support accessibility and inclusion in learning environments.
- If persons in the teaching and learning community have suggestions for resources that the TI could develop, the TI is open to this.

In response to a question, it was reported that the TI's information regarding using AI in the learning environment is only identifying this as a tool and is not an endorsement or recommendation of this practice.

7. Graduate Students' Association Report

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

- The Immigration, Refugees and Citizenship Canada (IRCC) changes are top of mind for current and prospective graduate students, and the GSA is seeking clarity about this.
- The GSA has been door knocking in Varsity Courts to gather information on how the closure of this family housing area will impact graduate students.
- The Parenthood in Graduate School Town Hall was held October 1, 2024, and feedback heard included expression of the need for access to childcare and that the graduate student parental leave policy is unclear.

8. Students' Union Report

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

Highlights:

- The University's Academic Integrity Week is October 14-18, 2024, with a number of workshops and other events being held.
- The SU's annual Deans Brunch event is October 16, 2024.
- Fundraising for the Undergraduate Research Symposium is complete, and the application adjudication process is underway. The award presentation event will be held on November 20, 2024.
- Nominations for the Fall 2024 round of the SU Teaching Excellence Awards close October 18, 2024.

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 3:46 p.m.

Courtney McVie
University Secretary