



General Faculties Council
Teaching and Learning Committee
Approved Minutes

Tuesday, November 19, 2024, 2:00 p.m.
Meeting #94

A167/Zoom

Voting Members

Wendy Benoit, Co-Chair
Barbara Brown*, Academic Co-Chair
Sarah Adams
Todd Anderson
Fabiola Aparicio-Ting
Rebecca Archer*
Mark Bauer
Tracey Clancy
Sarah Eaton*
Dawn Johnston*
Maliheh Mansouri* – arrived during Item 1
Christine Martineau*
Geoffrey Messier* – left after Item 5
Fabian Neuhaus* – arrived during Item 1
Alexandria Poppendorf
Dan Wilson – arrived during Item 3

Secretary

Courtney McVie

Scribe

Elizabeth Sjogren

Regrets

Cari Din
Jessie Dinh
Hieu Ngo
D'Arcy Norman
Trevor Poffenroth
Mary-Jo Romaniuk
Verity Turpin
Leighton Wilks

Non-Voting Members

Vui Kien Liao*
Derritt Mason
Naomi Tanner* – arrived during Item 1
Morgan Vanek

Guests

Fiona Clement, Head, Department of Community Health Sciences – present for Item 5
David Hansen, Head, Department of Biological Sciences – present for Item 3
Natasha Kenny*, Co-Chair, Assessment Principles Working Group – present for Item 7
Jerrod Smith, Associate Head, Teaching and Learning, Department of Mathematics and Statistics & Department of Mathematics and Statistics Curriculum Review Lead – present for Item 4
Kelly Kay Spurlock*, Analyst, Planning and Reviews, Office of the Provost – present for Items 3-5
Mindi Summers, Associate Dean, Undergraduate Programs and Student Affairs, Faculty of Science & Department of Biological Sciences Curriculum Review Lead – present for Item 3
Antony Ware, Head, Department of Mathematics and Statistics – 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 Chair called the meeting to order at 2:02 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 November 19, 2024 Teaching and Learning Committee meeting be approved.

Carried

1.2. Traditional Land Acknowledgement

The Co-Chair presented a Traditional Land Acknowledgement, and then asked members to reflect upon the Truth and Reconciliation Commission of Canada's Call to Action #63 which includes "*Building student capacity for intercultural understanding, empathy, and mutual respect*" to help strengthen the University community.

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

The Co-Chair included the following in her remarks:

- Meaghan Edwards, Cumming School of Medicine, and Michelle Kilborn, Werklund School of Education, have accepted the appointment by the Teaching and Learning Committee (TLC) to the Course Feedback Implementation Working Group (CFIWG). The working group will begin meeting again soon and will bring a new guiding document for course survey administration to the TLC for review in due course.
- The UCalgary Course Experience Survey is now open for the Fall semester and communications are being sent about this.
- Recent revisions to the GEM Regulations (G: Academic Assessments and Examinations, E: Course Information, and M: Additional Regulations) are being studied. Instructors, units, and students are learning to follow the new regulations, and some challenges are being identified and questions are being asked such as in relation to the weighting of a final exam. The TLC can discuss this and related matters during the roundtable discussion item that is later on the agenda.

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

- Fall convocation was held November 13-14, 2024. The graduates are congratulated, and kudos offered to the faculty, staff, and students involved in the ceremonies.
- Term break was held November 10-16, 2024, and it is hoped that everyone managed to take a restorative break.
- It has been heard that there are concerns about the accessibility of the University's learning spaces, and a discussion about this can be incorporated into a future TLC meeting agenda.

2. Approval of the October 15, 2024 Meeting Minutes

Documentation was circulated with the Agenda.

Moved/Seconded

That the Minutes of the Teaching and Learning Committee meeting held on October 15, 2024 be approved.

Carried

3. Curriculum Review – Department of Biological Sciences

Documentation was circulated with the Agenda. Mark Bauer, Interim Associate Dean (Teaching, Learning and Student Engagement), Mindi Summers, Associate Dean, Undergraduate Programs and Student Affairs and Department of Biological Sciences Curriculum Review Lead, and David Hansen, Head, Department of Biological Sciences, all from the Faculty of Science, presented this item.

Highlights:

- The Co-Chair reminded members that the Quality Assurance process has the TLC receive curriculum review reports and action plans for discussion in order to learn from other unit's experiences and to build awareness.
- The presenters provided an overview of the curriculum review report of the Department of Biological Sciences, including:
 - The curriculum review was guided by these questions: 1) In what ways do our programs, and in particular labs and experiential learning opportunities, prepare students for future careers in Biological Sciences? 2) In what ways do our current teaching practices and program delivery (in-person, online, hybrid, lectures, labs, field, research) support student learning; equity, diversity, inclusion, and accessibility (EDIA); and incorporate Indigenous ways of knowing? 3) In what ways do Science programs support students to develop their skills for careers of the future, including both discipline-specific skills and essential skills that transcend disciplines?
 - The curriculum review included review committee meetings, engagement sessions, focus group meetings, and a survey. In developing the action plan, the Department considered Office of Institutional Analysis data, National Survey of Student Engagement (NSSE) data, student surveys and focus groups feedback, program discussions, program-level learning outcomes (PLO) and curriculum mapping, faculty and staff surveys, a labour market assessment, an employer survey, an environmental scan of similar programs, and a literature review.
 - The Department co-created a vision for teaching and learning including:
 - Update the first and second year BioCore, including redesign of courses
 - Integrate career identity and readiness into programs
 - Design a quantitative spine to serve as a foundation for all the courses in the program
 - Provide an authentic experiential capstone for all students
 - Build community
 - The Department established a BioCore Update Working Group, an Outreach Committee with career readiness pilot activities, a Quantitative Working Group, and a Capstone Working Group.

- The Department's key take-aways from the curriculum review process were: We came together and worked as a department, we developed a model for partnering with students to continually improve our programs, and we created a vision and action plan for teaching and learning.
- Items for further discussion include: Building relationships and curriculum that supports Indigenous Strategy; centering student wellbeing and community in our program design and delivery; opportunities for collaboration with current students, alumni, community, and industry; and where/how to share our experience with others.
- In response to questions, it was reported that:
 - It was determined that students need quantitative skills for the job market, so a quantitative course is now required. No new instructors were needed, the Department just increased the number of students who can participate in this.
 - The Faculty of Science is working on including alignment with the University's Indigenous Strategy in its vision and strategy and then this action will be taken up by departments. Currently existing at the Department level are an Indigenous admission pathway and the course BIOL 212 Biological Ways of Thinking.
 - Graduate students were represented on the curriculum review team, and they brought the perspective of students and teaching assistants.
 - The Department will run surveys and focus group sessions every January to evaluate the progress on the action plan.
 - The engagement in the curriculum review was high because the Department's leadership advocated for the importance of the process. Time was set aside at every Department meeting to discuss matters relating to the curriculum review and to allow for the expression of ideas, and effort was made to engage faculty, students, and staff right from the beginning of the process.

4. Curriculum Review – Department of Mathematics and Statistics

Documentation was circulated with the Agenda. Mark Bauer, Interim Associate Dean (Teaching, Learning and Student Engagement), Jerrod Smith, Associate Head, Teaching and Learning, Department of Mathematics and Statistics and Department of Mathematics and Statistics Curriculum Review Lead, and Antony Ware, Head, Department of Mathematics and Statistics, all from the Faculty of Science, presented this item.

Highlights:

- The presenters summarized the curriculum review report of the Department of Mathematics and Statistics, including:
 - The Department made program changes in 2017 and this curriculum review was an opportunity to assess the implementation of this.
 - The curriculum review was guided by these questions: 1) To what extent are courses and/or programs helping our students achieve their goals? Are students obtaining the skills and knowledge required to meet their needs? 2) How current are our programs? Are programs preparing graduates for traditional and/or emerging roles? 3) In what ways do Science programs support students to develop their skills for careers of the future, including both discipline-specific skills and essential skills that transcend disciplines?
 - Data collection and analysis included curriculum mapping, a student survey, program-specific student focus groups, an environmental scan, and a Department faculty retreat.

- Major action items identified are:
 - Review programs for PLO alignment, skill development, and gaps/overlap.
 - Organise and establish efforts to enhance EDIA and Indigenization across programs.
 - Cultivate and sustain alumni connections to support student skill development and networking.
- The BSc Statistics program has been reinstated.
- Items for further discussion include: In addition to prerequisites, how to help students understand skill requirements/outcomes at the course and program levels; how other departments/programs have successfully created consensus on EDIA and Indigenization and moved forward to implement changes in curriculum that promote these ideas; are there impactful examples of program-level alumni relations from across campus?
- In response to questions, it was reported that the curriculum mapping facilitated understanding of the new program, which has a lot of flexibility. The review determined that some students may be missing important learning outcomes and thinking skills, and so having required courses is being considered.
- Discussion included that:
 - EDIA and Indigenous ways of knowing are different, and result in different outcomes. EDIA and Indigenous ways of knowing should be thought about at a broader program level and not only at the course content level.
 - Some programs, such as in Nursing, engage alumni in mentoring students. The Alumni Association office can assist with connecting with alumni through its Mentor Link initiative, and social media and a program website can also be used to connect with alumni. Peer mentorship also has value.

5. Curriculum Review – Bachelor of Community Rehabilitation

Documentation was circulated with the Agenda. Fabiola Aparicio-Ting, Associate Dean, Undergraduate Health and Science Education, and Fiona Clement, Head, Department of Community Health Sciences, both from the Cumming School of Medicine, presented this item.

Highlights:

- The presenters gave a presentation highlighting the curriculum review report of the Bachelor of Community Rehabilitation, including:
 - The Bachelor of Community Rehabilitation (BCR) program applies Community Rehabilitation and Disability Studies (CRDS) as an interdisciplinary platform of academic inquiry. The focus is on community capacity building, innovation, and evidence-based approaches aimed at improving the well-being of people with diverse abilities, promoting social change and building corresponding knowledge and theory.
 - The BCR program has learning outcomes to: understand foundational knowledge and perspectives; disrupt knowledge hierarchies; connect theory to practice; collaborate, partner with communities, and drive social change; recognise and embrace communication in multiple forms; acquire and mobilise research skills; and demonstrate integrity, accountability, and respect.
 - The BCR program includes a four-year program stream, a two-year post-diploma program stream, and a five-year combined Psychology program stream. The program has interdisciplinary breadth, with core courses and Health, Social Science, and Management options. The program emphasises working with and working in the community.
 - This was the first curriculum review for the BCR program, and the faculty were engaged in the process.

- The curriculum review was guided by these questions: 1) What are the strengths of the BCR program? 2) Where are the gaps and redundancies in supporting or achieving the program-level learning outcomes? 3) What are the gaps in knowledge or academic skills commonly observed in students in the two-year program? 4) To what extent are research skills introduced and practiced in academic coursework? 5) To what extent do the practicum courses require students to demonstrate a connection of theory to practice?
- The curriculum review resulted in the following recommendations and outcomes: Curriculum revisions are needed to increase program flexibility for students, re-align curriculum to meet PLO and work within teaching capacity, and have the course prerequisite structure ladder student learning. Administrative changes will focus on the two-year post-diploma program and reassessing block transfer agreements. Faculty teaching assignments will be stabilised.
- In response to questions, it was reported that:
 - The BCR program has 60-70% of students in the traditional four-year program with only a few of these doing the combined degree, and 30-40% in the two-year post-diploma stream.
 - It has been found that the post-diploma students need more guidance in academic writing and so there is now a mandatory communications course for these students. Students also need guidance in developing research skills.
 - Practical learning is incorporated into the program and is not done only at the end of the program.
 - The Cumming School of Medicine is committed to incorporating Indigenous ways of knowing, doing, and assessment. The Faculty is working with the Indigenous, Local and Global Health office and Indigenous Engagement office to identify gaps in Indigenous content and faculty development.
 - The priority to stabilise faculty teaching assignments came about because the faculty requested more consistency. It will be necessary to consider research leaves, medical leaves, and passions for teaching certain subjects, but stabilising will be prioritised.
- The Academic Co-Chair indicated that resources relating to conducting curriculum reviews are available on the Taylor Institute [website](#).

Secretary's Note: Item 7 was addressed before Item 6

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

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

- Instructors can struggle with students continually deferring term assessments to the point that a final examination will be worth more than the 50% maximum allowed. Section G.2.3 of the Calendar speaks to absences from in-course assessments and allows a Dean or designate to approve an exceptional arrangement such as that a final examination can be worth 55%.
- Student workload is an issue. The Faculty of Science is contemplating a guideline to how much time a student should expect to spend per week on a three-credit course. It was reported that the Haskayne School of Business has established a guideline of nine hours per week per course, which is two hours outside of class for every hour in lecture, and that this is communicated in the course outline. Having this framework in the course outline is good, as it allows students to consider whether they have the capacity to take a five course load. Some Faculties have very different disciplines and so it will be difficult to set a time commitment guideline at the Faculty level but this could be done at the course level. Additionally, learners are different and some may need to spend more time on course materials than others.

7. Assessment Principles Group Update

Documentation was circulated with the Agenda. Barbara Brown and Natasha Kenny, Co-Chairs of the Assessment Principles Working Group, presented this item.

Highlights:

- The presenters gave a presentation on the Assessment Principles Group (APG) history and purpose. The presenters reported that the APG is beginning the process of gathering feedback from across the University community to then begin development of a set of principles to guide practices and decisions relating to the assessment of student learning. This consultation will take the form of a series of campus conversations with persons from academic and non-academic units, student groups, and teaching and learning committees, and engagement with Indigenous Elders. The presenters noted that recent revisions to Sections G (Academic Assessments and Examinations), E (Course Information), and M (Additional Regulations) of the Calendar highlighted the need for having principles relating to assessment. It was reported that it is hoped to have draft principles ready for discussion in the Winter or Spring of 2025, but it could take years to fully develop principles.
- Discussion included that:
 - Assessment is a complex subject, but important for the University community to talk about in the coming years.
 - Learning technologies assessment platforms and commercially published homework systems are among infrastructure that relates to and could support these principles. The presenters noted that generative artificial intelligence (AI) is a topic that comes up and that it is expected that learning technologies will also come up during the consultation period.
 - Units can also hold their own conversations about assessment principles, and the Taylor Institute has facilitation packages and other resources available to support this.
- The Co-Chair noted that the topic of assessment principles will be discussed further by the TLC in the future.

8. Taylor Institute for Teaching and Learning Report

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

The presenter drew attention to the call for proposals for the 2025 Conference on Postsecondary Learning and Teaching that has launched, and that the deadline to submit presentation proposals is January 6, 2025. The theme for the fully in-person 2025 conference is “Reassessing Assessment in Postsecondary Education”, and the keynote speaker and workshop lead will be Catherine (Cate) Denial who is the Bright Distinguished Professor of American History and Director of the Bright Institute at Knox College in Galesburg, Illinois.

9. Graduate Students’ Association Report

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

Highlights:

- The University’s efforts addressing neurodiversity and inclusivity are appreciated, and in particular the TI’s Tactile Toolkits are applauded.

- The 2025 Peer Beyond Graduate Research Symposium is in development. The theme is “Celebrating Knowledge Building”, and the symposium, to be held February 19-20, 2025, will have in-person and virtual formats. It is hoped that student participants will be able to publish on the Libraries and Cultural Resources’ Open Educational Resources (OER) platform.

10. Students’ Union Report

There was no report.

11. Other Business

There was no other business.

12. Adjournment

Moved/Seconded

That the Teaching and Learning Committee adjourn the November 19, 2024 meeting.

Carried

The meeting was adjourned at 3:46 p.m.

Courtney McVie
University Secretary