

Tuesday, January 14, 2025, 2:00 p.m.  
Meeting #95

A167/Zoom

**Voting Members**

Wendy Benoit, Co-Chair  
Barbara Brown, Academic Co-Chair  
Sarah Adams  
Fabiola Aparicio-Ting  
Mark Bauer  
Tracey Clancy – arrived during Item 4  
Cari Din  
Jessie Dinh  
Sarah Eaton  
Dawn Johnston  
Maliheh Mansouri – arrived during  
Item 4  
Christine Martineau  
Hieu Ngo\* – left after Item 5  
Alexandria Poppendorf  
Dan Wilson\* – arrived during Item 1

**Non-Voting Members**

Derritt Mason  
D'Arcy Norman  
Trevor Poffenroth – arrived during Item 1,  
left after Item 5  
Mary Jo Romaniuk  
Naomi Tanner  
Verity Turpin  
Morgan Vanek  
Leighton Wilks\* – left during Item 5

**Secretary**

Courtney McVie

**Scribe**

Elizabeth Sjogren

**Regrets**

Todd Anderson  
Rebecca Archer  
Kim Johnston  
Vui Kien Liao  
Fabian Neuhaus

**Guests**

Lorelei Anselmo, Learning and Instructional Design Specialist, Taylor Institute; member, Academic GenAI Working Group – present for Item 4  
Robin Arseneault, Teaching & Learning Project Coordinator; resource person, Course Feedback Implementation Working Group – present for Item 5  
Garrett Beatty, Academic Integrity Specialist, Student Success Centre; member, Academic GenAI Working Group – present for Item 4  
Arti Modgill, Faculty of Arts; Co-Chair, Course Feedback Implementation Working Group – present for Item 5  
Leeanne Morrow, Associate University Librarian, Student Learning and Engagement; member, Academic GenAI Working Group – present for Item 4  
Oleksiy Osiyevskyy, Haskayne School of Business; member, Academic GenAI Working Group – present for Item 4  
Soroush Sabbaghan, Werklund School of Education; member, Academic GenAI Working Group – present for Item 4  
Isha Thompson\*, Senior Manager, Communications and Programming, Taylor Institute; member, Academic GenAI Working Group – present for Item 4  
Fouzia Usman\*, Educational Development Consultant, Taylor Institute; member, Course Feedback Implementation Working Group – present for Item 5

*\*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 2:01 p.m. and confirmed quorum.

## 1. Meeting Opening

### 1.1. Approval of the Agenda

#### **Moved/Seconded**

That the Agenda for the January 14, 2025 Teaching and Learning Committee meeting be approved.

**Carried**

### 1.2. Traditional Land Acknowledgement

The Co-Chair presented a Traditional Land Acknowledgement and then noted that the Independent Special Interlocutor Report *Sites of Truth, Sites of Conscience: Unmarked Burials and Mass Graves of Missing and Disappeared Indigenous Children in Canada* that was published last Fall builds upon the work of the Truth and Reconciliation Commission is available online for reading.

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

The Co-Chair observed that the Winter semester has begun and thanked members for all that they do, including participating in thoughtful conversations, such as around assessment, during the Committee's meetings.

The Academic Co-Chair also expressed gratitude for all that the members do, noting that this is the time of year for preparing grant applications which adds to workload and pressure. The Academic Co-Chair noted that there may not be time for the Committee's roundtable discussion item today and reminded members that they are welcome to reach out to the Committee's co-chairs at any time regarding matters impacting teaching and learning.

## 2. Approval of the November 19, 2024 Meeting Minutes

Documentation was circulated with the Agenda.

#### **Moved/Seconded**

That the Minutes of the Teaching and Learning Committee meeting held on November 19, 2024 be approved.

**Carried**

## 3. Recommendation of Revisions to the Terms of Reference for the Teaching and Learning Committee and Approval of Revision to the Terms of Reference for the Course Feedback Implementation Working Group

Documentation was circulated with the Agenda. Courtney McVie, University Secretary, presented this item.

Highlights:

- The proponent described the proposed revisions to the Teaching and Learning Committee (TLC) and Course Feedback Implementation Working Group (CFIWG) Terms of Reference (TOR), noting that:

- Language in both the TLC and CFIWG TOR is being updated to reflect the recent structural changes at the University; and
- Reference to the Qatar Faculty is being proactively removed from the TLC TOR in anticipation of its winddown this year.
- In response to a question, it was reported that an *ex officio* seat on the TLC for the new Senior Director of the office of Signature Learning Experiences is not being added as this area is already represented on the TLC in other ways and the proposed revision is not changing the number of Committee members but updating who is holding a seat due to position changes as a result of the recent restructuring in the Provost's office.

#### **Moved/Seconded**

That the Teaching and Learning Committee (TLC):

1. Recommend that the General Faculties Council Executive Committee approve the revisions to the Terms of Reference for the TLC, and
2. Approve the revision to the Terms of Reference for the Course Feedback Implementation Working Group

as set out in the documents provided to the Committee.

**Carried**

Jessie Dinh and Alex Poppendorf abstained.

#### **4. Academic Generative Artificial Intelligence (AI) Update**

Documentation was circulated with the Agenda. Wendy Benoit, Interim Vice-Provost (Teaching and Learning), Mary-Jo Romaniuk, Vice-Provost (Libraries and Cultural Resources), Sarah Eaton, Werklund School of Education, Soroush Sabbaghan, Werklund School of Education, Garrett Beatty, Academic Integrity Specialist, Student Success Centre, Leeanne Morrow, Associate University Librarian, Student Learning and Engagement, Oleksiy Osiyevskyy, Haskayne School of Business, D'Arcy Norman, Associate Director, Learning Technologies & Design, Taylor Institute, Lorelei Anselmo, Learning and Instructional Design Specialist, Taylor Institute, and Isha Thompson, Senior Manager, Communications and Programming, Taylor Institute, all members of the Academic GenAI Working Group, presented this item.

Highlights:

- The Academic GenAI Working Group gave a presentation including:
  - Generative AI (GenAI) is a current topic of conversation and the Academic GenAI Working Group has formed to connect people from units across the University to discuss, amplify, and navigate GenAI in academic work. These efforts align with the Academic Innovation Plan's goals to educate transformative leaders, to have innovative academic programming, and to prepare students for their futures.
  - Areas for engagement include in AI literacy (for both instructors and students), teaching, learning, assessment, academic integrity, and coordination of approach.
  - There is a pressing need for guidance regarding the use of GenAI at the University.
  - A subset of the Academic GenAI Working Group is working to identify GenAI tools and examine how they function, and will continue building resources to help members of the University community assess the usefulness of the tools.
  - Specific questions for the Committee and the institution to consider, now and in the coming months, are:
    - What aspects of GenAI tools in academic contexts are of current interest or discussion?

- What are the aspirations for the use of GenAI tools in academic contexts?
- What would be most helpful in navigating these contexts with clarity and institutional alignment?
- Discussion included:
  - Some students and instructors may have ethical concerns about the use of GenAI. The presenters agreed that the appropriate use of GenAI must be a topic of discussion as there are ethical and pedagogical implications. The presenters reassured the Committee that no one is required to use GenAI at this time.
  - There is diverse engagement with the use of GenAI across the institution and even within units, ranging from those who embrace this as a tool to those who see this as a matter needing regulation.
  - A course outline should clearly set out the permitted use of GenAI in a course, and students should be responsible for reading the course outline and following any instructions or limitations included. Courses may have different policies regarding the use of GenAI, and students should be aware of what is permitted in each of their courses. In addition to the course outline content, instructors should speak with students about the appropriate use of GenAI in coursework.
  - Supervisors should similarly speak with students about the appropriate use of GenAI in research and writing. Reference was made to Faculty of Graduate Studies GenAI guidelines as a tool to support this.
  - Not all academic misconduct cases involving inappropriate use of GenAI have malicious intent, and education is important. Students can be guarded about use of GenAI because of uncertainty about possible impacts.
  - GenAI has many potential practical uses, including writing, coding, and learning accommodations.
  - A definition of GenAI is needed as there is uncertainty about whether some applications or features use GenAI. Users need to know which tools (e.g., Grammarly) are considered to use GenAI and how they can be engaged with, so that their use can be properly disclosed.
  - Equitable access to GenAI tools will need to be considered.
- In response to a question, it was speculated that disclosing personal information when signing up to use a GenAI tool is not significantly different from when signing up to use traditional software. For GenAI tools or other tools, all need to adhere to privacy regulations. It was reported that the University conducts privacy assessment of Level 3 and 4 personal data collection for software that is institutionally recommended but this is in relation to how the data is collected, and it is not within the privacy assessment to examine how the data is used.

## **5. UCalgary Course Experience Surveys (UCES) Operating Standard**

Documentation was circulated with the Agenda. Wendy Benoit, Interim Vice-Provost (Teaching and Learning), Arti Modgill, Faculty of Arts, Jessie Dinh, Students' Union, Alex Poppendorf, Graduate Students' Association, Christine Martineau, Educational Development Consultant - Indigenous Ways of Knowing, Taylor Institute, and Fouzia Usman, Educational Development Consultant, Taylor Institute, all members of the Course Feedback Implementation Working Group (CFIWG), and Robin Arseneault, Teaching & Learning Project Coordinator and CFIWG resource person, presented this item.

### **Highlights:**

- The CFWIG gave a presentation including:
  - The UCES is the survey that is administered at the end of each semester in most courses. The UCES replaced the Universal Student Ratings of Instruction (USRI) and was first administered across Faculties in Fall 2024. The UCES consists of 11 student information questions, five Likert scale questions, one open comment qualitative question, and up to five Faculty-chosen questions.

- The UCES is administered through the mobile-friendly Explorance Blue software platform, which makes the survey more accessible to students.
- The document guiding course survey use was written in 1998 and needs updating.
- An operating standard at the University serves to establish standard practices, outlines the purpose and scope, and tracks the history of approval and revisions.
- Discussion included:
  - The concept of cleaning survey responses to remove inappropriate comments is complex. While the motivation of wanting to protect instructors from hurtful comments is positive and the University has a duty to provide a safe workplace, having access to all comments can be important, for example if an instructor needs to demonstrate a record of ongoing abuse or persecution (e.g., comments about the instructor's attributes, ethnicity, etc.).
  - Students should be educated as to the purpose of the UCES and what constructive feedback is. It should be reminded that, while anonymous, feedback provided through the UCES must comply with the University's Code of Conduct. The presenters indicated that communication and education tools are currently being developed.
  - Experiences vary from course to course, and some instructors can face harsh criticism for their teaching or assessment methods. Students may not appreciate that a chosen teaching or assessment method is in their best interests.
  - Administering the UCES through the Explorance Blue platform may make the survey easier for students and steps continue for improving response rates. The value of the survey could be spoken about in class and/or class time could be provided for the completion of the survey. The D2L prompts to complete the survey have improved response rates slightly.
- In response to questions, it was reported that:
  - Section 5c of the operating standard, which reads "*Completed surveys shall be retained for a period of one (1) year following the completion of the session within which it was administered, following which they will be securely destroyed*", refers to how long a completed survey is available to a student. Instructors will have ongoing access to survey reports through the portal.
  - Survey report access through the portal will differ depending on a person's role.
  - The overall response rate to the Fall 2024 UCES was 27%.
  - Multi-instructor courses are a logistical challenge. A single UCES for a course is not done because each instructor needs feedback for their teaching dossier and because of the need to keep feedback private, but students may not want to complete multiple UCES for a course.
  - Processes are being established to prepare for future features (e.g., adding instructor-chosen questions to a UCES) and revising existing UCES questions.

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

*Item withdrawn to allow additional time for the previous two items.*

## **7. 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:

- A posting for an Educational Leader in Residence (Generative AI) position is open and will close January 31, 2025. This is a two-year 0.3 FTE secondment opportunity, with the role starting in Summer 2025.
- The deadline to apply for a UCalgary Teaching and Learning Grant is January 15, 2025. The TI is currently seeking adjudicators for this program, with the review of applications to occur in February.
- The deadline to submit proposals for the 2025 Conference on Postsecondary Learning and Teaching was last week. Over 100 proposals were received, and the TI is now seeking peer reviewers.
- Proposals are now being accepted to the UCalgary Indigenous Curriculum Grants program. The deadline to submit is January 31, 2025.

## **8. Graduate Students' Association Report**

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

Highlights:

- There is still availability for graduate students to register to participate in the Peer Beyond Graduate Student Conference, which will occur in-person on February 19 and virtually on February 20, 2025. The deadline to register to present is January 15, 2025. Conference proceedings will be produced for the first time this year.
- The GSA's Equity, Diversity, Inclusion, and Accessibility Committee is hosting a blanket exercise 'Exploring Indigenous History' on January 20, 2025.
- Members are asked to encourage the graduate students in their networks to read the GSA newsletter that is emailed to them, and which includes information and links to event registrations.

## **9. Students' Union Report**

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

Highlights:

- The process is underway to appoint a new SU representative from the Faculty of Nursing.
- The deadline to sign up to participate in the Culture in Motion fashion show event, to be held on March 12, 2025, was extended. Students and others are encouraged to sign up and share about their cultures.
- Nominations for the SU Teaching Excellence Awards open January 24, 2025. Classroom visits will occur during the Winter semester.
- The SU is working on renewing its Strategic Plan which expires this year.
- The SU Executives recently did their mid-cycle performance reviews.

## **10. Other Business**

There was no other business.

**11. Adjournment**

**Moved/Seconded**

That the Teaching and Learning Committee adjourn the January 14, 2025 meeting.

**Carried**

The meeting was adjourned at 3:34 p.m.

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Courtney McVie  
University Secretary