



General Faculties Council
Teaching and Learning Committee
Approved Minutes

Tuesday, March 11, 2025, 2:00 p.m.
Meeting #96

A167/Zoom

Voting Members

Wendy Benoit, Co-Chair
Barbara Brown, Academic Co-Chair
Sarah Adams
Todd Anderson
Fabiola Aparicio-Ting*
Rebecca Archer*
Mark Bauer – left during Item 5
Tracey Clancy* – left after Item 4
Cari Din
Jessie Dinh
Sarah Eaton
Dawn Johnston*
Kim Johnston
Vui Kien Liao
Maliheh Mansouri
Hieu Ngo* – arrived during Item 1, left after Item 3
Dan Wilson – arrived during Item 3

Secretary

Courtney McVie

Scribe

Elizabeth Sjogren

Regrets

Christine Martineau
Fabian Neuhaus
Alexandria Poppendorf

Non-Voting Members

Marni Farrant* – arrived during Item 1
Derritt Mason
D'Arcy Norman
Trevor Poffenroth
Mary Jo Romaniuk
Verity Turpin* – arrived during Item 1, left after Item 4
Morgan Vanek – arrived during Item 1
Leighton Wilks

Guests

Robin Arseneault, Teaching and Learning Project Coordinator – present for Item 3
Shane Royal, Senior Director, Ancillary Services – present for Item 4
Kristal Turner, Graduate Students' Association

**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 2:02 p.m. and confirmed quorum.

1. Meeting Opening

1.1. Approval of the Agenda

Moved/Seconded

That the Agenda for the March 11, 2025 Teaching and Learning Committee meeting be approved.

Carried

1.2. Traditional Land Acknowledgement

The Academic Co-Chair presented a Traditional Land Acknowledgement and then observed that spring is a time of renewal, growth, and restoration of the land, and this season can inspire us to learn, unlearn, and act with humility and respect in our educational practices. It was further observed that the Traditional Land Acknowledgement is an opportunity to reflect and to set a tone for open discussions and holding each other accountable to broadening understanding, hearing diverse perspectives, and challenging biases, promoting cultural competencies, and respecting Indigenous ways of knowing.

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

The Academic Co-Chair welcomed Kim Johnston, Schulich School of Engineering, and Marni Farrant, Alberta Union of Provincial Employees, to their first Teaching and Learning Committee (TLC) meeting.

The Co-Chair included the following in her remarks:

- The University of Calgary Teaching Awards celebration was held February 25, 2025. This is the time of year to think about the teaching award recipients, and all those who support them, and to be inspired by the community of teaching at the University.
- The University's Experiential Learning (EL) Framework will be sunseting in 2025. EL continues to evolve, and it is expected that an item relating to this will come to the TLC in May.
- The EL team has moved to new office space in MacEwen Hall.
- Artificial Intelligence (AI) in the academic setting remains a topic of conversation and learning, and there will be lots to come at the University relating to this. For example, meetings involving Associate Deans and other leaders are occurring this month, including discussions about AI tools and academic integrity.

2. Approval of the January 14, 2025 Meeting Minutes

Documentation was circulated with the Agenda.

Moved/Seconded

That the Minutes of the Teaching and Learning Committee meeting held on January 14, 2025 be approved.

Carried

3. Recommendation of the UCalgary Course Experience Survey (UCES) Operating Standard and Recommendation of Revisions to the Teaching and Learning Committee Terms of Reference

Documentation was circulated with the Agenda. Wendy Benoit, Interim Vice-Provost (Teaching and Learning), and Robin Arseneault, Teaching and Learning Project Coordinator, presented this item.

Highlights:

- The proponents reminded the TLC that a next step in the rollout of the UCalgary Course Experience Survey (UCES) is to develop an operating standard as the guidelines for the previous institutional course survey, the Universal Student Ratings of Instruction (USRI), date to 1998 and need updating. It was noted that the proposed UCES Operating Standard does not introduce significant change to processes but incorporates changes such as reference to the new course survey platform, and that effort has been made to produce a helpful operating standard as it is important to support students in completing the surveys and faculty in receiving the results. The proponents reported that the feedback offered by members at the January 14, 2025 TLC meeting was incorporated into the current draft.
- The proponents reported that it has been determined that the responsibility to regularly review the UCES Operating Standard should rest with the TLC as the members have expertise in this area, and so this will be proposed to the General Faculties Council (GFC).
- Discussion included:
 - It was requested that Section 3.2 of the UCES Operating Standard be revised to include that the Taylor Institute is involved in the administration of the UCES through the Explorance Blue platform to reflect current practice.
 - A suggestion to revise Section 3.13, which describes the pop-up agreement statement that students see when accessing course survey results, was countered because students can access survey results beyond simply the last course offering. It was noted that it will be important to develop resources and communications that make clear to students that a course's content and assessment practices can change over time. It was further observed that some courses, such as "Topics in...", use the same course number but are very different iterations.
- In response to questions, it was reported that:
 - The process for Heads and Deans to access UCES reports is not changing.
 - Courses with enrolment of less than eight students can use the UCES upon approval by the Dean or their designate.
 - Students can access the course survey results for any course, not just for courses they have been enrolled in. The information can be useful for course selection purposes.
 - The Continuing Education unit currently manages its own course survey system and has a different reporting structure.

Moved/Seconded

That the Teaching and Learning Committee recommend that the General Faculties Council:

- 1) approve the UCalgary Course Experience Survey (UCES) Operating Standard, and
- 2) revise the Terms of Reference of the Teaching and Learning Committee to delegate the responsibility to review and approve revisions to the UCES Operating Standard, effective immediately

as set out in the documents provided and with the requested amendment.

Carried

4. Bookstore of the Future Task Force – Academic Materials Sub-Committee

Documentation was circulated with the Agenda. Mary-Jo Romaniuk, Vice-Provost (Libraries and Cultural Resources), and Shane Royal, Senior Director, Ancillary Services, presented this item.

Highlights:

- The proponents reported that there is work underway to consider the future of the University Bookstore in providing academic/course materials, as the Bookstore is not sustainable as it currently operates. A previous move to consider privatization of the Bookstore received negative feedback from the University community. The Provost and Vice-President (Academic) and the Vice-President (Finance) and Chief Financial Officer have established the *Bookstore of the Future Task Force* to examine the current teaching and learning environment at the University and if/how the Bookstore can meet evolving needs. The Task Force has two subcommittees: the Subcommittee on the Provision of Course Materials and the Subcommittee on Branding and Campus Connections.
- It was reported that increased use of digital textbooks, increased use of open educational resources (OERs), changes in student preferences and behaviour, and seller competition are examples of factors that have affected the provision of course materials by the Bookstore. Fewer faculty and students engage with the Bookstore for course materials than in the past. It is posited that, at a minimum, the Bookstore should operate on a cost-recovery basis.
- In response to questions, it was reported that:
 - Only 36% of the University's courses now use textbooks.
 - The Bookstore on the Foothills campus is more sustainable than the Bookstore on the main campus due to the smaller footprint and the nature of the materials sold.
 - Acquisition of textbooks for sale in the Bookstore is done in consideration of data on how many textbooks have been purchased previously.
- Discussion included:
 - The value proposition of the Bookstore may have arguably diminished over time, as academic/course materials can be acquired in other more affordable and convenient-to-use ways than traditional hardcopy books, and it is expected that demand for traditional materials will decrease even more over time, however, it is important to know that students have reliable local access to traditional course materials when needed.
 - Other institutions have decreased the size of their bookstores, and some operate these more as gift and branded apparel stores.
 - Some large classes cannot reasonably switch to using course packs in place of books.
 - Accessibility must be considered. Not all students have the resources to use digital course materials, so a variety of options is needed.
 - A University operation that provides meaningful services to students and staff does not necessarily need to be operated under a business model.
 - The system for having textbooks made available to students in the Library is complicated, and the Library may not have budget to purchase copies of all materials.
 - Some instructors are choosing less-than-ideal course materials (i.e., some OERs) in effort to spare students expense beyond tuition/fees. Some instructors are making a textbook suggested rather than required, so that students are not forced into additional expenses beyond tuition and fees, and so many students will choose not to purchase the textbook from the Bookstore.

- Perhaps the Bookstore could branch out to centrally coordinating course materials other than textbooks, such as case study and simulation materials. This may also help with ensuring copyright compliance.
- Copyright compliance is easier now than in the past as materials can include links to publications, and including links can reduce the cost of the material.
- In relation to the University's digital learning and transdisciplinary research priorities, perhaps the University could put resources into the development of higher quality OERs and perhaps these could be made available through the Bookstore.
- Moving to entirely digital course materials will not work in some cases. The Indigenous Students Access Program (ISAP) purchases textbooks for students, and the ISAP Office should be included in the task force's consultation on this matter.
- The members of the TLC were encouraged to reach out to the proponents if they would like to participate in any of this work.

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:

- Some courses are offered virtually and asynchronously. There are concerns about this format, including how to protect the intellectual property of the instructor and that an instructor may record and post lectures but not be effectively engaged with students.
 - Discussion included that modality is an important pedagogical consideration, that asynchronous courses offer flexibility that some students want/need, that assessment in asynchronous courses has to be thoughtfully planned such as to preserve academic integrity, that option for some direct contact between instructor and students such as through office hours is necessary, and that it is important to pay attention to students' course survey responses.
- The *AI-CADEMY: Canada Summit for Post-Secondary Education* conference was held March 6-7, 2025, in Calgary. Topics of discussion included that AI (artificial intelligence) is increasingly being used for tailored course design and for personally-designed course assignments including in different languages.
 - Discussion included that AI can be used for teaching assistance also, and that courses relating to the use of AI are being offered by the Continuing Education unit. It was noted that it is expected that the TLC will see items relating to AI and teaching and learning on future agendas.

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.

- This is a busy time of year for the three institutional programs that the TI helps support: the UCalgary Teaching Awards, the UCalgary Teaching and Learning Grants, and the Conference on Postsecondary Learning and Teaching.
 - There were 19 UCalgary Teaching Awards given out at the February 25, 2025 Celebration of Teaching.
 - The UCalgary Teaching and Learning Grants application period closed in January with 43 applicants, and adjudication will conclude this week.
 - Early bird registration and pricing for the Conference on Postsecondary Learning and Teaching is available until March 18, 2025. The conference theme is Reassessing Assessment in Postsecondary Education, and

there were 96 submissions received. Members are asked to spread word of the conference to their colleagues.

7. Graduate Students' Association Report

There was no report.

8. Students' Union Report

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

- The SU elections have occurred, resulting in the election of the SU's first Black female President and an all-female executive team. Transition will begin, with the incoming SU Vice-President (Academic) to attend the April TLC meeting as part of her onboarding.
- The nominations period for the SU Teaching Excellence Awards has closed, with 987 nominations received. The adjudication process has begun.

9. Research and Teaching Awards Steering Committee Update

Wendy Benoit, Co-Chair, presented this item.

It was reported that the Research and Teaching Awards Steering Committee meets twice per year. The Committee started as a research awards committee but was expanded to include teaching. The Committee has been discussing the excellent work done at the University that spans research and teaching, and the availability of institutional, provincial, national, and international awards that members of the University community can be encouraged to apply for, such as the prominent 3M National Teaching Fellowship which recognises educational leadership. The Committee is a few years out from looking at awards in a completely fulsome way, and is open to building its understanding of the work being done in the University's units.

10. Other Business

There was no other business.

11. Adjournment

Moved/Seconded

That the Teaching and Learning Committee adjourn the March 11, 2025 meeting.

Carried

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