

# Teaching, Learning and Academic Resources Committee (TLARC) Annual Report for Information

Presented by: Ralph Deters  
Date of meeting: June 11, 2026

## SUMMARY

The Teaching, Learning and Academic Resources Committee (TLARC) of University Council aims to provide pedagogical oversight and teaching excellence by reviewing methods and practice of teaching as well as providing support and resources for teaching and learning. The committee has had many meaningful conversations throughout the year spanning from academic integrity to micro-credentials, workforce skills, career readiness and flexible learning as well as work of three separate working groups.

TLARC met on 8 occasions throughout 2025-26. Additionally, the working groups met on several separate occasions. The Chair of TLARC also served on the Executive Committee of Council.

## MEMBERSHIP

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ELEVEN MEMBERS OF THE GENERAL ACADEMIC ASSEMBLY, AT LEAST FIVE OF WHOM WILL BE ELECTED MEMBERS OF COUNCIL, NORMALLY ONE OF WHOM WILL BE CHAIR. AT LEAST ONE MEMBER FROM THE GENERAL ACADEMIC ASSEMBLY WITH SOME EXPERTISE IN INDIGENOUS TEACHING AND LEARNING. ONE SESSIONAL LECTURER, ONE GRADUATE STUDENT APPOINTED BY THE GSA, ONE UNDERGRADUATE STUDENT APPOINTED BY THE USSU AND THE VICE-PROVOST, STUDENTS AND LEARNING OR DESIGNATE.

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### **Council Members:**

Ralph Deters (Chair)	Arts and Science	2023-2026
Kate Congreves	Agriculture and Bioresources	2024-2027
John Gjevre	Medicine	2023-2026
Natasha Hubbard Murdoch	Nursing	2024-2027
Marguerite Koole	Education	2025-2028

### **General Academic Assembly Members:**

Natacha Hogan (Vice-chair)	Agriculture and Bioresources	2023-2026
Gurpreet Kaur Aulakh	WCVM	2025-2028
Melanie Hamilton	Education	2025-2028
Maha Kumaran	Library	2025-2028
Ken MacKenzie	Arts and Science	2024-2027
Greg Malin	Medicine	2023-2026

**Sessional:**

Corinna Bar Gar

2025

**Student Members:**

Sunny Bai

GSA (VP Finance & Operations)

Norah Jacob

USSU (VP Operations & Finance)

**Ex-Officio:**

Nancy Turner

Designate for Vice-Provost, Teaching and Learning

## **TERMS OF REFERENCE (TOR)**

1. Commissioning, receiving and reviewing scholarship and reports related to teaching, learning and academic resources, with a view to supporting the delivery of academic programs and services at the University of Saskatchewan.
2. Making recommendations to Council and the Planning and Priorities Committee on policies, activities and priorities to enhance the effectiveness, evaluation and scholarship of teaching, learning and academic resources at the University of Saskatchewan.
3. Promoting student, instructor and institutional commitments and responsibilities, as set out in the University of Saskatchewan Learning Charter and as reflected in the priority areas of the University of Saskatchewan integrated plans.
4. Designating individuals to act as representatives of the Committee on any other bodies, when requested, where such representation is deemed by the Committee to be beneficial.
5. The Committee will carry out all of the above in the spirit and philosophy of equitable participation and an appreciation of the contributions of all people. As one of the university's priority areas is Indigenization, this includes rigorous and supportive programs for Indigenous student success, engagement with Indigenous communities, and the creation of learning outcomes tied to Indigenous content and experiences grounded in Indigenous world views. In this context, Indigenous refers to First Nations, Métis and Inuit people of Canada. In addition, the prioritization of internationalization calls the committee to a focus on intercultural and international engagement among students, educators, and staff.

## Enhancing Teaching & Learning

The Teaching, Learning and Academic Resources Committee engaged in thoughtful discussion throughout the year on university supports for students, instructors, and the wider workforce. Topics of discussions included:

### **Micro-credentials and Workforce Skills**

Micro-credentials continue to generate strong interest as short, flexible learning options designed to address specific workforce and labour market needs. Examples from the College of Agriculture and Bioresources illustrated how industry-identified skill gaps are shaping program design. These offerings typically combine online, non-credit learning with an optional assessment leading to a recognized credential. While delivery models continue to evolve, discussions emphasized that micro-credentials are intended to complement, not replace, traditional degrees and certificates, and to respond directly to real-world workforce demands.

### **Upskilling, Reskilling, and Career Readiness**

Ongoing conversations highlighted the importance of both upskilling—deepening existing competencies—and reskilling to prepare for new roles. Employers continue to place high value on human skills such as communication, problem solving, and collaboration, alongside a growing demand for technological fluency, including AI and data-related skills. Career Services shared how their role has expanded beyond résumé support to include skill development, career exploration, and helping students and alumni navigate emerging workforce trends.

### **Accessibility Planning**

Work is underway on the development of a new [Accessibility Plan](#) grounded in principles of universal design and intersectionality. The plan spans multiple areas, including student experience, [teaching and learning](#), research, employee experience, institutional systems, and physical spaces. A key takeaway was the importance of embedding accessibility into everyday practices, policies, and environments rather than treating it as an add-on. Student feedback reinforced the plan's priorities and emphasized the value of transparency and sustained engagement.

### **Understanding Graduate Outcomes**

Efforts are ongoing to better understand graduate career pathways and how learned skills align with labour market needs. Data from Statistics Canada and provincial partners is helping USask build a more comprehensive picture of employment outcomes, mobility, and trends. While survey response rates continue to be an area for improvement, the available data is already informing institutional planning and decision-making.

### **Student Connection and Loneliness**

A thoughtful discussion explored student loneliness and the importance of relationship-rich learning environments. Contributing factors included large class sizes, online learning formats, busy schedules, and limited opportunities for meaningful connection. Proposed approaches ranged from learning communities and welcoming spaces to more interactive

classroom practices and expanded mentorship opportunities. The overarching message was clear: connection plays a critical role in learning, wellbeing, and student success, and fostering it is a shared responsibility.

### **Academic Integrity and Assessment**

Progress is being made on revisions to the Academic Misconduct Regulations. Discussions around academic integrity focused on understanding why misconduct occurs and how thoughtful teaching practices, assessment design, clarity of expectations, and proactive supports can reduce pressure and misunderstanding—particularly in the context of generative AI. The revised regulations emphasize consistency, education, and creating learning conditions that support student success.

### **Flexible Learning and Pathways**

Flexible learning continues to expand, offering students greater choice in how, when, and where they learn. While this growth increases access, discussions highlighted the need for intentional course design, strong learner supports, and a continued focus on student connection—especially in asynchronous or remote formats. Ongoing evaluation will be important to understand long-term impacts on retention, completion, and professional readiness.

### **TLARC Working Groups**

Several TLARC working groups have been actively advancing key teaching and learning priorities. One group is reviewing research and institutional practices related to teaching effectiveness, including how student learning experience data is used across post-secondary institutions. Another is focused on generative AI, examining campus-wide needs, barriers, and defining appropriate expectations for AI literacy among different user groups. A joint working group is also supporting the rollout of the updated Academic Courses Policy, with a strong emphasis on practical guidance and change management to ensure instructors and colleges are supported—not just compliant—as new policies are implemented.

## **ACKNOWLEDGMENTS**

As the 2025-2026 academic year comes to a close, I want to express my gratitude to each and every one of you for your dedication and hard work.

To all the committee members, thank you for generously dedicating your time and insightful perspectives during our committee meetings as well as to those of you who participated on the working groups in addition to the committee. Your input on various teaching and learning matters, policies, and processes has been influential in achieving the committee's objectives. I also extend a special thanks to our executive members, Vice-Chair Natacha Hogan and Nancy Turner, for their ongoing leadership throughout the year.

Thank you to the Governance Office for your support in ensuring the committee's smooth functioning and success as well as all of the presenters who willingly shared their expertise and time with the committee.

Respectfully,  
Ralph Deters, Chair, Teaching, Learning and Academic Resources