



**GENERAL FACULTIES COUNCIL  
AGENDA**

Meeting #585, November 8, 2018, 1:30-4:30 p.m.

ST 147

Item	Description	Presenter	Materials	Estimated Time
1.	Conflict of Interest Declaration	Cannon	Verbal	1:30
2.	Remarks of the Chair and Vice-Chair	Cannon/Marshall	Verbal	1:35
3.	Question Period	Cannon	Verbal	1:45
4.	Safety Moment	Becker <sup>1</sup>	Document	1:50
	<b>Action Items</b>			
5.	Approval of the October 11, 2018 Meeting Minutes	Cannon	Document	1:52
6.	Approval of the Change of Name of the Faculty of Environmental Design to the School of Architecture, Planning and Landscape	Taron <sup>2</sup>	Document	1:55
7.	Approval of the University Credit Credentials Framework	Johns <sup>3</sup>	Document	2:05
	<b>Discussion Items</b>			
8.	Information Technologies Strategic Plan	Moynaugh <sup>4</sup>	Document + PowerPoint	2:15
	<b>Information Items</b>			
9.	Enrolment Report 2018	Saweczko <sup>5</sup>	PowerPoint	2:45
10.	Institutional Sustainability Strategy 2017-2018 Year-End Progress Report	Gerlach <sup>6</sup>	Document + PowerPoint	2:55
11.	Student at Risk Annual Report	Barker <sup>7</sup> /Bruckner <sup>8</sup>	Document	3:10

Item	Description	Presenter	Materials	Estimated Time
12.	Standing Reports: a) Report on the October 15, 2018 Academic Planning and Priorities Committee Meeting b) Report on the October 23, 2018 Research and Scholarship Committee Meeting c) Policy Development Update	Cannon	Documents	3:20
13.	Other Business	Cannon		3:30
14.	Adjournment Next meeting: December 6, 2018	Cannon	Verbal	3:30

**Regrets and Questions:** Elizabeth Sjogren, Governance Coordinator  
 Telephone: 220-6062 or email: [esjogren@ucalgary.ca](mailto:esjogren@ucalgary.ca)

Susan Belcher, University Secretary  
 Telephone: 220-6138 or email: [sbelcher@ucalgary.ca](mailto:sbelcher@ucalgary.ca)

**GFC Information:** <https://www.ucalgary.ca/secretariat/general-faculties-council>

<u>Presenters</u>
1. Bart Becker, Vice-President (Facilities)
2. Joshua Taron, Associate Dean, Research & Innovation for John Brown, Dean, Faculty of Environmental Design
3. Christine Johns, Senior Director, Academic and International Strategies
4. D'Arcy Moynaugh, Chief Information Officer
5. Angelique Saweczko, Registrar
6. Craig Gerlach, Academic Coordinator for Sustainability
7. Susan Barker, Vice-Provost (Student Experience)
8. Debbie Bruckner, Senior Director, Student Wellness - Access and Support

## Safe Winter Walking

Snow and ice on campus can present a greater risk of slips, trips and falls. Practice safe winter walking to help you stay on your feet this winter.

Facilities management crews do their best to clear snow and ice as quickly as possible, but you may find some areas are slippery as you make your way across campus.

Report snow-covered or icy sidewalks and roadways by calling the Customer Care Centre at (403) 220-7555 or submitting a service request online via Archibus [www.ucalgary.ca/facilities/services/snow](http://www.ucalgary.ca/facilities/services/snow). You can find more information at [www.ucalgary.ca/safe-winter-walking](http://www.ucalgary.ca/safe-winter-walking)

Examples of safe walking practices:

- Walk in designated areas - stay on the cleared sidewalks, even if it takes extra time.
- Wear appropriate winter footwear.
- When walking on a surface that may be slippery, do the penguin shuffle:
  - point your feet outward like a penguin
  - take short, shuffle-like steps
  - keep your arms at your side and out of your pockets

### What to do if you or someone you see falls

If the person is injured, call Campus Security at 403-220-5333 to report any injuries or 911 in cases of emergency. It is important to also report any near misses or injury incidents in the Online Accident Reporting System (OARS) at <https://www.ucalgary.ca/safety/oars>

### Slips, Trips and Falls Prevention

Last winter, in response to the increasing number of slips, trips and falls, a working group including Facilities, Risk and University Relations was formed. More than 80% of slip, trip and fall related incidents happen on snow days and so the working group instituted several improvements to snow and ice removal practices and winter walking communications to the community.

The changes resulted in a significant improvement over the previous year, including:

- The number of calls to Customer Care about slippery/snowy areas on campus increased from 80 to 160.
- The number of lost time injuries to employees caused by winter slips, falls decreased from 15 to 5 with fewer serious injuries such as concussions and fractures.

### Winter 2018/19

Preparations for this year's winter season have already begun.

Facilities will:

- Continue to apply more resources on weekends and early morning on snow days.
- Target having all high priority areas cleared by 8:30am on snow days.
- Use a variety of materials to treat icy sidewalks and roads depending on weather conditions.

This year's Communication Plan has been updated with web/digital, social media and print components.

The key messages for this winter are:

- The importance of reporting slip hazards to Customer Care Centre for action.
- The importance of reporting all slip injury incidents and near misses.
- Safe winter walking practices.

**'Snow Happens but Winter Slips and Falls Don't Have To'**

The draft Minutes are intentionally removed from this package.

Please see the approved Minutes [uploaded separately on this website](#).





UNIVERSITY OF  
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**GENERAL FACULTIES COUNCIL  
ACTION BRIEFING NOTE**

For Approval       For Recommendation       For Discussion

**SUBJECT:            Change of Name of the Faculty of Environmental Design to the School of Architecture, Planning and Landscape**

**MOTION:**

<p>That the General Faculties Council (GFC) approve the change of name of the Faculty of Environmental Design to the School of Architecture, Planning and Landscape, effective April 1, 2019, as presented to the GFC and as recommended by the Academic Planning and Priorities Committee.</p>
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**PROPONENT(S)**

Dr. John Brown, Dean, Faculty of Environmental Design (EVDS)

**REQUESTED ACTION**

The General Faculties Council (GFC) is being asked to approve of the change of the name of the Faculty of Environmental Design to the School of Architecture, Planning and Landscape (SAPL).

**KEY CONSIDERATIONS/POINTS**

The Faculty of Environmental Design (EVDS) is proposing to change its name to the School of Architecture, Planning and Landscape.

The new name more accurately reflects the nature of the degree programs and research being undertaken in the Faculty. This enhanced legibility will help improve recruitment into the three course-based professional degree programs - Master of Architecture, Master of Planning, and Master of Landscape Architecture as well as the thesis-based Masters and Doctoral degrees. It will also facilitate an increased awareness, at local, national and international levels, of the reality that the Faculty's high-quality teaching, research, and community engagement are in the fields of architecture, planning, and landscape architecture.

**RESOURCE REQUIREMENTS**

To manage the workload impact on staff and the financial impact on the Faculty, the name change will be rolled out over the 2019 calendar year. The majority of the human resource costs associated with the transition will be executed by full-time staff as part of their regular duties. The Faculty's Manager of Marketing and Communication will work with University Relations to execute the name change as part of the already scheduled winter 2019 renewal of our faculty website and social media platforms. The transition of brochures and other business stationary will occur as supplies are replenished to minimize reprinting costs. The Registrar's Office will execute the name change in the University Calendar with an effective date of August 26, 2019. Most of the human resource costs associated with the name change will be covered by existing administrative staff. Additional HR resources and other hard costs (to produce new print material and building signage for example) will be come out of the Faculty's operating budget.

## BACKGROUND

The Faculty was founded in 1971 as the Province of Alberta's School of Architecture. In response to the emergence of the environmental movement, and modeled on the University of California, Berkeley's Faculty of Environmental Design, the University of Calgary expanded the original architecture school mandate to include an interdisciplinary trans-scalar approach to design education that encompassed architecture, urbanism, and environmental science. The name was chosen as a tactical call to action and served the Faculty well for several decades. An interdisciplinary trans-scalar approach to design informs many if not most professional design curriculums. However, despite the obvious connection between the design of the built environment and environmental sustainability, only three other institutions of the 181 offering professional design degrees globally use the name Environmental Design. The result is that Environmental Design is not a term commonly identified with schools of architecture, planning, and landscape architecture. In Faculty unit reviews and accreditation reviews of our three professional degrees, the name has been criticized as being overly confusing and even misleading to prospective students, employers, potential donors, and the public in. In an increasingly competitive academic landscape, this lack of clarity has become detrimental to the long-term success of the Faculty.

The Faculty is seeking a new name that is clear, unambiguous, and consistent with other professional design-based units across the globe. In a review of the 2018 Program Directory for the Association of Collegiate Schools of Architecture (ACSA), 98% of these institutions have their professional degree programs in their name (e.g. - architecture, urbanism, landscape architecture, interior design). 57% of the institutions use the term School and only 4% use the term Faculty. In Canada, of the 12 institutions, eight are Schools and four are Faculties. At the University of Calgary four professional units have been re-named Schools - Business, Engineering, Medicine, and Education. Law and Social Work remain Faculties.

On September 28, 2018 EVDS Faculty Council voted unanimously to change the name to the School of Architecture, Planning and Landscape (SAPL).

## ROUTING AND PERSONS CONSULTED

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
	Environmental Design Leadership Team	Aug 21, 2018			X	
	Environmental Design Faculty Forum	Sep 6, 2018			X	
	Environmental Design Faculty Council	Sep 28, 2018		X		
	Academic Planning and Priorities Committee	Oct 15, 2018		X		
X	General Faculties Council	Nov 8, 2018	X			

The decision to change the name has been done in consultation with industry, our professional regulators (AAA, APPI, AALA), emeriti professors, alumni, support staff, and students.

## NEXT STEPS

The name change will launch on January 1, 2019 and transitioned in the 2019 calendar year. The name change will



become fully effective on April 1, 2019.

A name change working group will be formed to develop, track and implement a list of actions to facilitate the name change. This group will also liaise with University Relations, Human Resources, Finance, IT, the Registrar's office, the Provost's office, and the relevant professional organizations to ensure an efficient transition.

To be done:

- Updating Signage in and around the Faculty
- Updating website (continues through to September)
- Updating University Calendar
- Updating printed publications, recruitment brochures, and business stationery
- Updating external program sites
- Updating PeopleSoft apps
- Updating future student web sites (aside from the faculty specific and FGS pages)
- Updating various student loan organizations (US loans, AB student loans, other provinces, NSL)
- Updating reporting (internal and with the government)

### **SUPPORTING MATERIALS**

1. Letter from Coben Christianson, Council President, The Alberta Association of Architects
2. Letter from Todd Reade, Executive Director, Alberta Association of Landscape Architects
3. Letter from Erin O'Neill, President, Alberta Professional Planners Institute





**The Alberta Association of Architects**  
Architects and Licensed Interior Designers

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September 17, 2018

John L. Brown, PhD, Architect, AAA  
Professor and Dean  
Faculty of Environmental Design, University of Calgary  
PF 2190, 2500 University Dr NW  
Calgary, AB T2N 1N4

Via Email: [evds.dean@ucalgary.ca](mailto:evds.dean@ucalgary.ca)

Dear Dr. Brown:

**Re: Faculty Name Change – Letter of Support**

The Alberta Association of Architects applauds the efforts being made by the University of Calgary to change the name of the faculty to *School of Architecture, Planning, and Landscape*.

We believe that the new name will provide greater clarity to students, the architectural, engineering, and construction community, as well as the public at large.

We are pleased to advise you that the Alberta Association of Architects is in complete support of the name change and we are eager to see this effort realized.

Kind regards,

Coben Christianson, Architect, AAA, MRAIC  
Council President

CC/sn



Dr. John Brown  
Dean and Professor  
Faculty of Environmental Design, University of Calgary  
PF 2190, 2500 University Dr NW  
Calgary, AB T2N 1N4

**Re: Faculty Name Change – Letter of Support**

Dear Dr. Brown:

On behalf of the Alberta Association of Landscape Architects (AALA) please accept this letter of support for the change of name from the Faculty of Environmental Design's proposal to change to the School of Architecture Planning and Landscape.

The AALA is in complete support of this initiative. The new name increases awareness of the Faculty's high-quality teaching, research, and community engagement and decreases confusion for prospective students, employers, professionals, and the general public.

I believe the new name better articulates the presence of a Landscape Architecture program in the Faculty and increases the overall awareness of the profession of Landscape Architecture.

Sincerely,

Todd Reade, Executive Director  
*on behalf of the Board of Directors of the Alberta Association of Landscape Architects.*



Dr. John Brown  
Dean and Professor  
Faculty of Environmental Design, University of Calgary  
PF 2190, 2500 University Dr NW  
Calgary, AB T2N 1N4

Via Email: [evds.dean@ucalgary.ca](mailto:evds.dean@ucalgary.ca)

**Re: Faculty Name Change – Letter of Support**

Dear Dr. Brown:

On behalf of the Alberta Professional Planners Institute (APPI) please accept this letter of support for the University of Calgary's Faculty of Environmental Design's proposal to change their name to the School of Architecture, Planning and Landscape. The Alberta Professional Planners Institute is the professional institute that regulates and advocates on behalf of over 1000 professional planners, in the public interest.

APPI fully supports this initiative and believes that the new proposed name more clearly articulates the nature of the degree programs and research being undertaken in the Faculty. This will increase awareness of the Faculty at local, national and international levels. The proposed name is also more in line with other planning degree programs across Canada and helps to address the accreditation standard requirement that programs offering a degree in planning shall be recognizable administrative units within their educational institution.

If you require more information about the Alberta Professional Planners Institute, please contact MaryJane Alanko, APPI Executive Director, at [execdir@albertaplanners.com](mailto:execdir@albertaplanners.com) or via phone at 780-297-0626.

Sincerely,

A handwritten signature in black ink, appearing to read 'Erin O'Neill', is written in a cursive style.

Erin O'Neill, RPP, MCIP  
President, Alberta Professional Planners Institute





**UNIVERSITY OF  
CALGARY**

**GENERAL FACULTIES COUNCIL  
ACTION BRIEFING NOTE**

For Approval       For Recommendation       For Discussion

**SUBJECT:      University of Calgary Certificate and Diploma Framework**

**MOTION**

That the General Faculties Council approve the revised University of Calgary Certificate and Diploma Framework, in the form provided to the Committee, and as recommended by the Academic Planning and Priorities Committee.

**PROPONENT(S)**

Dru Marshall, Provost and Vice-President (Academic)  
Christine Johns, Senior Director, Academic and International Strategies

**REQUESTED ACTION**

The release of the Alberta Credential Framework in May 2018 has required the University of Calgary to update our existing Certificate and Diploma Framework. The General Faculties Council (GFC) is being asked to review and approve the proposed changes to the University of Calgary Certificate and Diploma Framework.

**KEY CONSIDERATIONS**

The revised University of Calgary Framework renames our Post-Bachelor's Certificate and Diploma to a Graduate Certificate and Diploma to bring the nomenclature into compliance with the new Provincial Framework. The addition of a Post-Bachelor Certificate at the undergraduate level is also introduced which provides more flexibility for our faculties to create certificate offerings for students. The number of credits has been increased for the Diploma to bring it into alignment with the provincial framework, however, this change does not impact any current program offerings.

**BACKGROUND**

In May 2018, the Ministry of Advanced Education released the Alberta Credential Framework. This release followed consultation across the post-secondary sector, in particular, addressing concerns with the graduate credentials whereby a Graduate Certificate was at the undergraduate level (and not offered by CARI institutions) and Post-Bachelor Certificates were at the graduate level. The Alberta Credential Framework renames the Post-Bachelor Certificate and Diploma as a Graduate Certificate and Diploma and creates a credential at the post-bachelor level that is open to all institutions. All current Post-Bachelor Certificates and Diplomas offered by the University of Calgary will be renamed Graduate Certificates or Diplomas. The Post-Bachelor Certificate will remain a nomenclature option at the undergraduate level for future certificates development.

**ROUTING AND PERSONS CONSULTED**

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
	Academic Planning and Priorities Committee	2018-10-15		X		
	Academic Program Subcommittee	2018-10-22				X
	Graduate Program Subcommittee	2018-10-24				X
	Calendar and Curriculum Subcommittee	2018-10-25				X
X	General Faculties Council	2018-11-08	X			

**NEXT STEPS**

If approved by the GFC, the University will begin the nomenclature revisions required to our internal systems in fall 2018 as the changes are made in the provincial PAPRS system.

**SUPPORTING MATERIALS**

1. University of Calgary Certificate and Diploma Framework
2. Alberta Credentials Framework at a Glance



University of Calgary Certificate and Diploma Framework - Draft Sept 2018

	Credit Undergraduate				Credit Graduate					
	Certificate		Diploma	Embedded Certificate	Certificate			Diploma		
<b>Nomenclature</b>	Certificate	Post-Bachelor's Certificate	Diploma	Embedded Certificate	Graduate	Post-Masters	Post-Doctoral	Graduate	Post-Masters	Post-Doctoral
<b>Typical Entrance</b>	At minimum HS diploma or equivalent *some programs may require specific university courses	Bachelor's degree or equivalent *some programs may require specific university courses	Completion of university certificate or HS diploma or equivalent. *some programs may require specific high school or university courses	Enroled in an undergraduate degree program	Bachelor's Degree	Master's Degree	Doctoral degree	Bachelor's Degree or Post-Bachelor's Certificate	Master's Degree or Post-Master's Certificate	Doctoral Degree or Post-Doctoral Certificate
<b>Credits</b>	15-30 Credits	24-36 Credits	60-80 Credits	12-24 Credits	Minimum of 12 Credits			Minimum of 18 Credits		Variable
<b>Free-Standing Credential</b>	Yes		Yes	No	Yes			Yes		
<b>Length of Program</b>	Typically 1 year or less		Typically 2-3 years	Typically taken concurrently with an eligible degree programs and completed prior to graduation.	Typically 1 year or less			Typically 1-2 years		
<b>Approval Process</b>	Faculty Council, Academic Program Subcommittee (APS), Academic Planning and Priorities Committee (APPC), Ministry of Advanced Education		Faculty Council, Academic Program Subcommittee (APS), Academic Planning and Priorities Committee (APPC), Ministry of Advanced Education	Faculty Council, Academic Program Subcommittee (APS), Academic Planning and Priorities Committee (APPC)	Faculty Council, Graduate Academic Program Subcommittee (GAPS), Academic Planning and Priorities Committee (APPC), Ministry of Advanced Education			Faculty Council, Graduate Academic Program Subcommittee (GAPS), Academic Planning and Priorities Committee (APPC), Ministry of Advanced Education		
<b>Credential Type</b>	Ministry-Approved		Ministry-Approved	Institutional Credential (Interdisciplinary)	Ministry-Approved			Ministry-Approved		
<b>Review Process</b>	Reviewed at the time of the curriculum review.		Reviewed at the time of the curriculum review.	Reviewed at the time of the curriculum review.	Reviewed at the time of the graduate program review.			Reviewed at the time of the graduate program review.		
<b>Admission Process</b>	Admission and registration through the Registrar's Office using the standard admission process.		Admission and registration through the Registrar's Office using the standard admission process.	Admission and registrarion through the Registrar's Office, in consultation with the academic unit, using the registration system.	1. Admission and registrarion through the Faculty of Graduate Studies using the standard graduate admission process. 2. Admission should be identical to that for the graduate program to which the certificate is related. 3. Alternate admission criteria are possible.			1. Admission and registration through the Faculty of Graduate Studies using the standard graduate admission process. 2. Admission should be identical to that for the graduate program to which the certificate is related. 3. Alternate admission criteria are possible.		
<b>Tuition</b>	Tuition is established when a program is approved and increases are limited to institutional and Ministry regulations.		Tuition is established when a program is approved and increases are limited to institutional and Ministry regulations.	Tuition is assessed at the standard rates for courses in which the students are registered. No additional tuition fees are assessed for courses taken as part of the embedded certificate program.	Tuition is established when a program is approved and increases are limited to institutional and Ministry regulations.			Tuition is established when a program is approved and increases are limited to institutional and Ministry regulations.		
<b>Revenue Share</b>	Courses are subject to the teaching revenue share formula.		Courses are subject to the teaching revenue share formula.	Courses are subject to the teaching revenue share formula.	Courses are subject to the teaching revenue share formula.			Courses are subject to the teaching revenue share formula.		
<b>Laddering/Transfer</b>	Credit certificates may ladder into other credit programs as determined by the admitting Faculty.		Credit diplomas may ladder into other credit programs as determined by the admitting Faculty.	Embedded certificates are integrated into degree programs and do not ladder into other credit programs.	Graduate credit certificate programs may ladder into other graduate credit programs if approved in the program review process.			Graduate diploma programs may ladder into other graduate credit programs if approved in the program review process.		
<b>Transcripts/Parchments</b>	Credit certificates are noted on the transcript. The Registrar's Office will produce the parchment.		Diplomas are noted on the transcript. The Registrar's Office will produce the parchment.	Embedded certificates are noted on the transcript only.	Credit certificates are noted on the transcript. The Registrar's Office will produce the parchment.			Diplomas are noted on the transcript. The Registrar's Office will produce the parchment.		
<b>Convocation</b>	Do not participate in convocation.		Participation in convocation.	Students may participate in the University's convocation ceremonies according to the degree being received.	Participation in convocation.			Participation in convocation.		



# Alberta Credential Framework (ACF) - At a Glance

## Purpose

- To foster post-secondary system coherence by naming and defining Alberta credentials in a comprehensive structure.

## Background

- A post-secondary credential framework across the province supports a high quality college and university sector.
  - √ A clearly defined structure of recognized credentials makes qualifications transparent for learners.
  - √ Enables flexibility and transferability between different educational and occupational fields.
- The ACF's scope is ministry-approved post-secondary credentials and journeyman certificates within Alberta.

## Key Considerations

- The ACF facilitates learner pathways, promotes educational quality and credential recognition, and fosters system co-ordination and accountability.
- The ACF is a compilation of the Canadian Degree Qualifications Framework integrated with other Alberta government endorsed post-secondary credentials.
- Each credential is described using two main organizational categories: credential descriptors, credential standards. For degree level credentials, descriptors are drawn from those documented in the Canadian Degree Qualifications Framework.
- The ACF enhances, reduces, and combines credentials in effective ways:
  - √ Post-basic certificates, post-basic diplomas, and applied degrees are “retired” (Other credentials replace them effectively).
  - √ Several credentials have been renamed to clarify level of study.
  - √ Three types of certificates and university certificates have been harmonized and consolidated into one.
  - √ Three types of diplomas and university diplomas have been harmonized and consolidated into one.
- The ACF names 14 post-secondary credentials.
  - √ Undergraduate level credentials: Certificate, Diploma, Bachelor’s Degree, Post-Diploma Certificate, Post-Baccalaureate Certificate.
  - √ Graduate level credentials: Master’s Degree, Doctoral Degree, Graduate Certificate, Graduate Diploma, Post-Master’s Certificate, Post-Master’s Diploma, Post-Doctoral Certificate, Post-Doctoral Diploma
  - √ Apprenticeship level credentials: Journeyman Certificate.

## Alberta Credential Framework (by level of study)

### Graduate

Name	Typical Duration	Standard Credits
Graduate Certificate	Up to 1 Year (2-3 semesters)	12-36 credits (minimum 12)
Graduate Diploma	1-2 years	Minimum 18 credits
Master's Degree	1-3 years (2-6 semesters)	Variable
Post- Master's Certificate	1 year or less	Minimum 12 credits
Post-Master's Diploma	1-2 years	Minimum 18 credits
Doctoral Degree	3-6 years	Variable
Post-Doctoral Certificate	1 year or less	Minimum 12 credits
Post-Doctoral Diploma	1.5 years or less	Variable

### Undergraduate

Name	Typical Duration	Standard Credits
Certificate	1 year or less	12-32 credits
Post-Diploma Certificate	1 year or less	18-30 credits
Post- Baccalaureate Certificate	8-15 months	24-36 credits
Diploma	2-3 years	60-80 credits
Bachelor's Degree	3-4 years	90-120 credits

### Apprenticeship

Name	Typical Duration	Standard Credits
Journeyman Certificate	1-4 years	N/A

## Alberta Credential Framework (by credential type)

### Certificates

Name	Typical Duration	Standard Credits
Certificate	1 year or less	12-32 credits
Post-Diploma Certificate	1 year or less	18-30 credits
Post-Baccalaureate Certificate	8-15 months	24-36 credits
Journeyman Certificate	1-4 years	N/A
Graduate Certificate	Up to 1 year (2-3 semesters)	12-36 credits (minimum 12)
Post-Master's Certificate	1 year or less	Minimum 12 credits
Post-Doctoral Certificate	1 year or less	Minimum 12 credits

### Diplomas

Name	Typical Duration	Standard Credits
Diploma	2-3 years	60-80 credits
Graduate Diploma	1-2 years	Minimum 18 credits
Post-Master's Diploma	1-2 years	Minimum 18 credits
Post-Doctoral Diploma	1.5 years or less	Variable

### Degrees

Name	Typical Duration	Standard Credits
Bachelor's Degree	3-4 years	90-120 credits
Master's Degree	1-3 years (2-6 semesters)	Variable
Doctoral Degree	3-6 years	Variable



**UNIVERSITY OF  
CALGARY**

**GENERAL FACULTIES COUNCIL  
ACTION BRIEFING NOTE**

For Approval       For Recommendation       For Discussion

**SUBJECT:            Information Technologies Strategic Plan**

**PROPONENT(S)**

Linda Dalgetty, Vice-President (Finance and Services)  
D'Arcy Moynagh, Chief Information Officer

**REQUESTED ACTION**

General Faculties Council is being asked to provide feedback on the overview of Information Technologies (IT) Strategic Plan including:

- Does the IT Strategic Plan meet the vision and support the Eyes High Strategy and Academic and Research Plans?
- Are there missing elements you would like management to consider?

**KEY CONSIDERATIONS/POINTS**

The Plan defines the vision and high-level strategic initiatives for the University community. It envisions a technology-enabled campus that supports UCalgary's ability to deliver and excel in teaching, learning and research by providing the digital foundation upon which global engagement, sharing of information and the evolution of teaching technologies is possible.

The IT Strategic Plan objectives are broad-based and have a three-to five-year horizon. They will be reviewed on an annual basis to ensure they continue to meet our community's needs. The objectives will be supported by a strategic road map, which will guide our five-year capability plan and support our annual planning process. Key outcomes of the strategy are to deliver and support a rich set of technology-based solutions and services that support our foundational strategies, and contribute to our shared vision.

The proposed IT Strategic Plan goals are:

1. Accelerate Global Engagement;
2. Provide Current, Advanced and Available Technology;
3. Enable and Advance Predictive Analytics; and,
4. Migrate Common Capabilities to Foundational Platforms.

**BACKGROUND**

The IT model at UCalgary differs from most of our peers in terms of the level of centralization of IT services with approximately 300 full-time staff in central IT.

In 2016, the estimated level of centralized control across the environment was approx. 20 %. Today we are approaching 55%.

Complexity:

- We support over 90 different identity roles – reflecting the diversity of our client base (students, staff, teaching and learning, students that are part-time staff, graduate students, PhD, support staff and continent worker etc.)
- approximately 80,000 individual identities
- 87,407 email mailboxes
- 891 applications in use (170 Cloud/721 Other)
- on average 1.7 Million valid email messages per week
- on average 2.0 Million spam and phish emails per week

Data:

We have an estimated 60 petabytes of data stored that we actively work with on a continual basis. This amount of data compares to the data Walmart stores in North America.

Connectivity:

- 5 GBps peak bandwidth use
- 4,200 wireless shot spots
- 47,000 simultaneous wireless connections, on average – peaked at 47,000 first day of full classes
- approximately 45,000 devices all connecting at the same time, this puts us more in league with a wireless telecommunication company.
- 18,000 wired desktops
- 5,000+ hardware routers and switches
- 70,000 simultaneous connected devices\*
- 1800 CCTV Cameras,

In March 2018, UCalgary began to address the growing need for an IT Strategy that aligned with Eyes High, and the Academic and Research Plans. Input has been solicited from a diverse number of sources across the institution, including interviews with the Executive Leadership Team members, Deans and Vice-Provosts. These conversations focused and will continue to focus on organizational priorities and how IT could enable, support and potentially drive them.

**ROUTING AND PERSONS CONSULTED**

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
	Finance and Property	2018-10-01			X	
	BG Executive Committee	2018-10-05			X	
	Board of Governors	2018-10-19			X	
X	General Faculties Council	2018-11-08			X	
	Finance and Property	2018-11-26		X		
	Board of Governors	2018-12-14	X			

## **NEXT STEPS**

- Gain approval for the higher level draft Strategic Plan
- Revise the Strategic Plan.
- Implement an annual review process to ensure alignment with changing needs of the UCalgary.
- Post-Approval: create a roadmap of cultural, process and technology changes required.

## **SUPPORTING MATERIALS**

1. Draft IT Strategic Plan





# IT STRATEGIC PLAN (v 3 – September 19, 2018)

## Executive Summary

The IT Strategic Plan (the Plan), has been developed with the bold vision of UCalgary's Strategic Plan – Eyes High supported by the priorities and commitments stated in the Academic and Research Plans as its foundation. The Plan defines the vision and strategic initiatives the University community needs in order to achieve its objectives. It envisions a technology-enabled campus that supports UCalgary's ability to deliver and excel in teaching, learning and research by providing the digital foundation upon which global engagement, sharing of information and the evolution of teaching technologies is possible. The purpose of the Plan is the support and enablement of the larger UCalgary vision through the assurance that the technology needed is readily available, current and fully adopted to support and enable our students, faculty and staff in all their respective endeavours.

The Plan represents the direction to be taken by the UCalgary IT community and also establishes what the larger community can expect over the next five years. It is our commitment to support the University's vision and our accountabilities to those ambitious goals.

## UCalgary Context

In order to ensure the Plan is aligned with our foundational strategies and Institutional priorities, input has been gathered from a diverse number of sources across the institution, including interviews with the Executive Leadership Team members, Deans and Vice-Provosts. These conversations focused and will continue to focus on organizational priorities and how IT could enable, support and potentially drive them. A number of themes that highlighted the priorities of the institution emerged. These themes provided context for the Plan.

### Focus on the Foundational Strategies

Support and accelerate the delivery of the commitments of the UCalgary's foundational strategies – Eyes High, and the Academic and Research Plans. The focus on foundational capabilities over the past few years needs to evolve. Going forward our focus will be on supporting and accelerating the objectives and goals described within UCalgary's foundational strategies.

### Focus on Impactful Change

Enabling UCalgary's global reach in the pursuit of collaborative partnerships, distance learning and cross discipline research. Removing barriers to communication, knowledge sharing and innovation.

### Focus on People and Platforms

Reducing the complexity of our environment and improving the quality of our information by reducing the number systems and software in favour of foundational platforms that meet the needs of our client base. Empowering our people with access to quality information and improved client experience including introducing our community to emerging technologies.

## IT Strategic Plan

### Guiding Framework

Stakeholders need clarity and understanding of our overall direction and how we set our priorities. To be included in our IT Strategic Plan, a strategic focus, initiative or priority needs to:

- Have a direct line in supporting the institution's foundational strategies
- Address an emerging opportunity and/or existing pain points
- Have an impact across the institution

This simple framework will assist in communications with our stakeholders and guide our investment and resource allocation decisions.

### Strategic Goals

The IT Strategic Plan objectives are broad based and have a three to five year horizon. They will be reviewed on an annual basis to ensure they continue to meet our community's needs. The objectives will be supported by a strategic road map which will guide our five-year capability plan and support our annual planning process. Key outcomes of the strategy include delivery and support of a rich set of technology-based solutions and services that support our foundational strategies and contribute to our shared vision.

#### Goal #1: Accelerate Global Engagement

Enable-collaboration through seamless access to infrastructure, tools, services and support that facilitate the engagement of all stakeholders, enrich the student experience, allow for easy collaboration by students, faculty and staff and promote external partnerships.

#### Goal #2: Provide Current, Advanced and Available Technology

Define and invest in a leading edge integrated environment that supports, protects, leverages, and archives the vast amounts of data being generated from of our research, learning and administrative environments. Ensure capacity is available ahead of demand for all forms of computing power and storage.

#### Goal #3: Enable and Advance Predictive Analytics

Expand UCalgary's predictive analytic capabilities to accelerate the use of sophisticated information in our research, teaching and learning and shape our decision-making abilities. Predictive analytic capability is a competitive advantage for attracting and retaining top talent and enabling data driven decision-making.

#### Goal #4: Migrate Common Capabilities to Foundational Platforms

All decisions are based on information. Sound decisions require accurate and trusted information. Trusted information will be assured through proper governance, consistency, commonality and alignment across the institution. Assurance of trusted information will be aided by the drive toward enterprise systems which enable research, outreach, teaching and learning and promote a positive student experience.

## Appendix A – Process

In March 2018, UCalgary began to define the growing need for an IT Strategy that aligned with *Eyes High*, and the Academic and Research Plans. The primary objective was to draw upon the diversity of expertise and perspectives and to build upon lessons learned from experiences.

### Strategy Development – What we have done and Next Steps

Timeline	Description
February to August 2018	Build process; information gathering; one-on-one meetings; internal analysis of IT structures
May 17, 2018	IT Director Survey
May 25, 2018	IT Leadership Retreat
June 1, 2018	Key contributors session
June 4, 2018	Survey to all IT staff
June 8, 2018	IT Leadership Session
June 14, 2018	Draft IT Strategy Presented to ELT
August / September 2018	Continued revisions; one-on-one meetings; IT team meetings
August 27, 2018	Draft IT Strategy Presented to ELT
September 5, 2018	IT Staff Town Hall
October 1, 2018	Finance and Property Committee – for discussion
October 5, 2018	Board of Governors Executive Committee – for discussion
October 19, 2018	Board of Governors – for discussion
November 8, 2018	General Faculties Council – for discussion
November / December	One-on-one meetings; IT leadership and key contributors meetings; continued revisions
November 26, 2018	Finance and Property Committee – for recommendation
December 14, 2018	Board of Governors – for approval





**UNIVERSITY OF  
CALGARY**

**GENERAL FACULTIES COMMITTEE  
INFORMATION BRIEFING NOTE**

**SUBJECT: Institutional Sustainability Strategy 2017-18 Year-End Progress Report**

**PROPONENT(S):**

Dru Marshall, Provost and Vice-President (Academic)

Bart Becker, Vice-President (Facilities)

**PURPOSE**

To inform the General Faculties Council (GFC) on the high-level year-end progress toward the goals of the Institutional Sustainability Strategy (ISS).

**OVERVIEW**

Within the areas of education and research, engagement, and administration and operations, the ISS 2017-18 Year-End Report showcases select progress under each ISS goal. The university demonstrates strong continued progress on all goals and key highlights are outlined below.

**KEY POINTS**

EDUCATION AND RESEARCH

- The University of Calgary launched the new Academic and Research plans (2018-2023). Both plans discuss the importance of creating enriched opportunities for students to become skilled collaborators and engaged citizens who demonstrate both an understanding of, and a commitment to sustainability.
- The first cohort of students from the Certificate in Sustainability Studies program graduated in the spring of 2018. The first official offering of Sustainability Studies 201 – Exploring Sustainability (SUST201) was at capacity with 50 students and a waitlist of an additional 15 students for the fall 2017 semester.
- Interdisciplinary research in sustainability continues to expand in response to the complex and multi-disciplinary nature of sustainability challenges. The attached report highlights select examples of how diverse disciplines and collaborators work together to further our ability to advance solutions to complex social and ecological problems.

ENGAGEMENT

- The Campus as a Learning Lab Framework and Implementation Plan were finalized, and implementation of the first stage of the plan was launched. Over 80 undergraduate and graduate students were involved in more than 25 co-curricular and class-based Campus as a Learning Lab (CLL) projects over the past academic year.
- The Office of Sustainability outreach programs directly engaged over 5000 students, faculty, staff and community members in the 2017-18 year. Campus and community engagement on sustainability was also realized through a diversity of events organized by academic and support units across campus, including 100 unique speaker events with a sustainability focus.

- The call for nominations for the 10<sup>th</sup> annual Sustainability Awards yielded 47 applications and demonstrated the campus community's increased awareness of, and commitment to solving sustainability challenges on campus and in local and global communities.

#### ADMINISTRATION AND OPERATIONS

- The University of Calgary was awarded the 2018 Association of Physical Plant Administrators (APPA) Sustainability Award, and Corporate Knights ranked the University of Calgary number one in their 2017 Greenest Campuses in Canada Index based on 13 operational and administrative key performance indicators.
- The University of Calgary was named one of Canada's Best Diversity Employers for the second consecutive year. This recognizes diversity initiatives in a variety of areas.
- Renewal of the Climate Action Plan (CAP) was undertaken including the completion of technical assessments and consultation processes. The CAP is being developed in parallel with a new energy utility master plan, and both will be complete in 2018-19. Since the release of the first CAP in 2010, GHG emissions have decreased by approximately 30% from a 2008 baseline, despite substantial campus infrastructure growth.

#### **BACKGROUND**

The ISS was launched in February 2016. Several key communities of practice worked to advance the ISS over the 2017-18 year. These include the Academic Sustainability Advisory Committee formed of representatives from most faculties, the Operational Sustainability Steering Committee comprising of select members of the Senior Leadership Team responsible for sustainability in administration and operations, and various Sustainability Stewardship Working Groups including staff advancing operational sustainability practices. Our student community demonstrates a strong commitment to sustainability as evidenced by continued interest in sustainability course offerings and related projects, as well as student participation in sustainability related student clubs and co-curricular programs.

#### **ROUTING AND PERSONS CONSULTED**

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
	Environment, Health, Safety & Sustainability Committee	2018-10-02				X
	Board of Governors	2018-10-19				X
X	General Faculties Council	2018-11-08				X

#### **SUPPORTING MATERIALS**

1. Institutional Sustainability Strategy 2017-18 Year-End Progress Report


This 2017-18 year-end progress report provides an overview of the University of Calgary’s progress towards the goals outlined in the Institutional Sustainability Strategy (ISS).

**Overview of Progress**

Progress toward achieving goals outlined in the ISS is graded using a green, amber and red colour coding system as follows:


- On schedule ●
- Progress slowed ●
- Significant delay ●

**1. Advancing Sustainability Education**

<b>Goal 1.1:</b>	
Establish an undergraduate embedded certificate program in sustainability studies.	
<b>Progress</b>	
<ul style="list-style-type: none"> <li>• The first cohort of students from the Certificate in Sustainability Studies program graduated in the spring of 2018. Three of these students were profiled in UToday highlighting their participation and experience in the certificate.</li> <li>• All four courses of the certificate were all offered in the 2017-18 academic year. The first official offering of Sustainability Studies 201 – Exploring Sustainability (SUST201) was at capacity with 50 students and a waitlist of an additional 15 students for the fall 2017 semester. The enrolment status for SUST201 in the fall 2018 semester is also at capacity.</li> <li>• The interdisciplinary nature of the certificate is reflected in the instructors who currently teach in the program. This includes instructors from Engineering, Environmental Design, Geography, Philosophy, Sustainability Studies, Anthropology and Archaeology and the Arctic Institute of North America. Experts from the private sector, government, non-profit organizations and academia have lectured and/or participated in project assignments in the required courses. Students within the program are engaged in a variety of experiential learning opportunities and applied research projects on and off-campus.</li> <li>• Two students from the Sustainability Certificate Program were awarded the TD Group Sustainability Project Grants to carry out research for “The Housing-Transportation-Food Nexus: Improving Outcomes with an Integrated Approach to Affordable Living”. This project is a collaboration between a faculty member in Faculty of Environmental Design and the City of Calgary.</li> <li>• Core course instructors for the program met in December 2017 and July 2018 to assess and evaluate the program, as well as continue to develop and broaden the core courses and program. The instructors also work with the Taylor Institute to ensure course and learning outcomes are being achieved and strengthened.</li> <li>• A Teaching and Learning Grant (SoTL Grant) of \$40,000 over 2 years was awarded to faculty members teaching in the certificate program for the project <i>Understanding the value of experiential learning of “Sustainability in Action”</i>. This project inquires into students’ interdisciplinary, experiential learning in sustainability, to help both present and future instructors better understand and evaluate the nature and value of student learning opportunities and outcomes through campus and community-partnered research projects. It will also identify and use assessment tools for the core courses in the Certificate with a focus on making improvements to enhance students’ learning accomplishments.</li> </ul>	





## 2. Integrating Research and Education in Sustainability

<p><b>Goal 2.1:</b></p> <p>Create an institutional environment that engages students and faculty in all aspects of interdisciplinary research in sustainability.</p>	
<p><b>Progress</b></p>	
<ul style="list-style-type: none"> <li>• Interdisciplinary research in sustainability continues to expand in response to the complex and multi-disciplinary nature of sustainability challenges. The following select examples highlight how diverse disciplines and collaborators work together to further our ability to advance solutions to complex social and ecological problems: <ul style="list-style-type: none"> <li>○ Researchers from the Cumming School of Medicine and the Department of Geography are studying seasonal air pollution in Calgary. They have used this data to create a visual map of Calgary’s air pollution throughout the year. The team has shared this data with the Calgary Region Airshed Zone and Alberta Health Services and hopes to connect with Calgary school boards to help them understand the data and press for enforcement of idle-free strategies.</li> <li>○ A Post-Doctoral Scholar in Geomatics engineering is investigating the combined effects of future climate and land-use/land-cover changes on the Elbow River watershed. Research has found that changing precipitation patterns, warmer springs and reduced natural absorption in riverside communities means Calgary’s flood risk is significantly increased. This research connects changing environmental conditions with human dimensions to better inform decision-makers.</li> <li>○ A visiting Killam Scholar in 2017 has since received a Canadian Research Chair in the Study of the Canadian North at Trent University. His research is focused on redefining the issue of security to include the challenges facing people in the North. The research combines modern Canadian and Northern history expertise with innovative discussions about Arctic and foreign public policies as well as circumpolar affairs. This multi-disciplinary research was conducted through the fellow positions in the Centre for Military, Security and Strategic Studies and the Arctic Institute of North America.</li> </ul> </li> <li>• The second annual Peer Beyond Graduate Research Symposium was held in February 2018. The symposium, hosted by the Graduate Student’s Association, provided graduate students with the opportunity to present their innovative research and discover potential interdisciplinary collaborations.</li> </ul>	






<p><b>Goal 2.2:</b> Promote the University of Calgary as a national leader in sustainability research and education.</p>	
<p><b>Progress</b></p>	
<ul style="list-style-type: none"> <li>• A professor in the Faculty of Law is researching the effects of environmental changes on Canada’s public utilities infrastructure; including electricity grids, water infrastructure, and gas pipeline systems. The research project examines the legal question of climate adaptation jurisdiction to identify the parties that may be responsible and legally able, to take adaptation measures to prepare infrastructure against the impacts of a changing environment.</li> <li>• A civil engineering Ph.D. student is researching the use of microorganisms in the treatment of industrial wastewater, a major source of pollution. She was named a Killam Laureate in recognition of the outstanding calibre and potential impact of her work.</li> <li>• Researchers in Geoscience are leading a project called Groundwater Recharge in the Prairies (GRIP), which is funded by multiple departments at the Government of Alberta. The objectives of the project include the understanding of groundwater recharge processes in unique environments of the Canadian prairies, development of practical tools for quantifying recharge fluxes, and use the new understanding and tools to support sustainable water resources policy development. This research is providing opportunities for graduate students at the masters and PhD levels.</li> <li>• Under its new Climate Leadership Plan, the Alberta Government has pledged a 45 percent reduction of harmful methane emissions from its oil and gas sector by 2025. Taking the lead on meeting this goal, the University of Calgary launched its Centre for Smart Emissions Sensing Technologies (SENST) in early 2018. This will serve as a platform for developing new and improved technologies aimed at better detecting and measuring methane emissions from the oil and gas sector. SENST will seek to lower the oil and gas sector’s carbon footprint by accelerating made-in-Canada methane-sensing solutions.</li> <li>• Researchers from the Energy Bioengineering Group and Chemistry department received funding from the Government of Alberta to support the initiative “Advancing Solar Technology to Create Renewable Products and Electricity”.</li> <li>• The University of Calgary and the University of Alberta co-hosted an international conference in collaboration with the Association of Public and Land-grant Universities (APLU) in Kananaskis. The conference highlighted the potential for the integration of food security and the ‘One Health’ approach. The ‘One Health’ approach recognizes the interconnectedness of the health of humans, animals, and ecosystems.</li> </ul>	

<p><b>Goal 2.3:</b> Promote a research and educational portfolio that more actively engages faculty and students in a well-integrated combination of co-curricular and formal research activities.</p>	
<p><b>Progress</b></p>	
<ul style="list-style-type: none"> <li>• The University of Calgary launched the new Academic and Research plans (2018-2023). Both plans discuss the importance of creating enriched opportunities for students to become skilled collaborators and engaged citizens who demonstrate both an understanding of, and a commitment to sustainability.</li> <li>• The Faculty of Science held the first Annual Innovation Program. The weeklong event is a highlight of ReDeveLoP – a graduate student-training program within UCalgary’s Collaborative Research and</li> </ul>	




<p>Training Experience (CREATE) initiative. Twelve Ph.D. and sixteen Master’s students from the disciplines of geoscience, engineering, public policy and economics took part in the program.</p> <ul style="list-style-type: none"> <li>• Sustainability encompasses social, environmental and economic dimensions, and has a direct connection to the Campus Mental Health Strategy. In 2017, Campus Mental Health Strategy offered grants of up to \$10,000 to support ideas and initiatives that would contribute to positive mental health and wellness.</li> <li>• Through the Sustainability Fund and Quality Money programs, the Students Union has provided over \$105,000 to student-supported sustainability projects since 2008.</li> <li>• See also Goal 2.2 and 3.1.</li> </ul>
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### 3. Enriching Engagement for Sustainability


<p><b>Goal 3.1:</b></p> <p>Build core competencies for leadership in sustainability, and infuse and embed sustainability into the campus experience by utilizing our campus as a learning-laboratory for applied practice in sustainability.</p>	
<p><b>Progress</b></p> <ul style="list-style-type: none"> <li>• The Campus as a Learning Lab Framework, an Experiential Learning Framework and Action Plan to Advance Education for Sustainability, was finalized and Stage one implementation launched.</li> <li>• Over 80 undergraduate and graduate students were involved in more than 25 co-curricular and class-based Campus as a Learning Lab (CLL) projects over the past academic year. Some of these projects included:             <ul style="list-style-type: none"> <li>○ Sustainability assessment of Last Defense Lounge</li> <li>○ Reducing bottled water use</li> <li>○ Increasing gluten-free options on campus</li> <li>○ Life Cycle Assessment (LCA) for MacKimmie Flooring Options</li> <li>○ Visualization of campus energy use</li> <li>○ Restorative spaces on campus</li> <li>○ Accessing recyclable and landscaping waste as part of a study on methane potential of landfilled waste</li> <li>○ Creating sustainable habitats for pollinators</li> <li>○ Sustainable Energy Development (SEDV) capstone project on potential energy saving technologies for Hotel Alma</li> </ul> </li> <li>• Approximately 15 students in the Certificate in Sustainability Studies SUST 403 course undertook Campus as a Learning Lab projects related to waste and food. Projects were directly related to the implementation plan for the Framework for Sustainability in Administration and Operations.</li> <li>• World Water Day on March 22<sup>nd</sup> was marked on campus by the removal of plastic straws from seven vendors across campus. The straw-free day was a collaboration between University of Calgary students and staff, the Graduate Students' Association, Students' Union and Aramark. The Dining Centre, the Den, Last Defence Lounge, the Landing, and Starbucks in MacHall, Crowsnest Hall and Yamnuska Hall did not give out straws with their drinks for the day. The event led to the Last Defence Lounge deciding to remove plastic straws permanently.</li> <li>• The Campus as a Learning Lab program lead at University of Calgary co-chairs a Campus-as-a-Lab Community of Practice with Princeton University that includes over 130 participating institutions.</li> </ul>	



<p><b>Goal 3.2</b></p> <p>Promote meaningful engagement among students, faculty, and staff across the university in all aspects of sustainability, and link this to the development of active communities of practice.</p>	
<p><b>Progress</b></p> <ul style="list-style-type: none"> <li>• The call for nominations for the 10th annual Sustainability Awards yielded 47 applications and demonstrated the increased awareness of our campus community, and commitment to solving sustainability challenges on campus and in local and global communities. Some of the projects that were recognized this year included: <ul style="list-style-type: none"> <li>○ UCalgary Fashion Network (UCFN), which provides an open, creative space for students to advocate for sustainable fashion and related social issues in the Calgary community.</li> <li>○ ONE UCalgary, founded to educate girls, promote gender equality and break the cycle of poverty.</li> <li>○ Students on Sustainability (SOS) has over 25 university student volunteers trained to educate elementary and high school students on climate change and how to take action.</li> <li>○ Plastic-Free YYC, which was founded by two university staff members, is a local non-profit organization that aims to make Calgary the first major plastic-free city in Canada.</li> </ul> </li> <li>• The Sustainability Resource Centre (SRC) continues to be an effective space for clubs to meet and host events, workshops, and seminars. Over 1200 volunteer hours were completed by students involved in SRC programming with over 700 people reached by student-led events in the SRC in 2017-18.</li> <li>• In fall 2017, the Sustainability Clubs Alliance and Humanitarian Alliance came together to form the Sustainable Development Goals (SDGs) Alliance. The goal of this alliance is to support students to take action on helping to advance the United Nation’s SDGs. Over 20 student clubs have officially joined the Sustainable Development Goals Alliance with over 300 students participating.</li> <li>• Several key communities of practice worked to advance the ISS during the 2017-18 year. These included the Academic Sustainability Advisory Committee formed of representatives from most Faculties, the Operational Sustainability Steering Committee comprising of select members of the Senior Leadership Team responsible for sustainability in administration and operations, and various Sustainability Stewardship Working Groups including staff advancing operational sustainability practices. There are over 80 staff members engaged in these various working groups.</li> <li>• Over 50 students attended the first Sustainability Student Forum, held in October 2017. Students came from University of Calgary, Mount Royal University, Alberta College of Art and Design, Ambrose University, Bow Valley College and SAIT, to take part in a full-day “Change Agent Bootcamp” led by international sustainability expert Alan AtKisson. This forum guided students through the process of developing a sustainability initiative.</li> </ul>	




<p><b>Goal 3.3</b></p> <p>More directly engage The City of Calgary, the broader community around Calgary, and the Province of Alberta, including the private sector.</p>	
<p><b>Progress</b></p>	
<ul style="list-style-type: none"> <li>• The Office of Sustainability outreach programs directly engaged over 5000 students, faculty, staff and community members in the 2017-18 year. Campus and community engagement on sustainability was also realized through a diversity of events organized by academic and support units across campus.</li> <li>• In September 2017, the 18th International Walk 21 Conference on Walking and Livable Communities was hosted by the University of Calgary in downtown Calgary. This event saw more than 400 delegates come together to discuss, debate and design our walkable future. Walk 21 seeks to encourage and support walking as a part of daily transport, recreation and health through effective policies, programs, and planning.</li> <li>• Over 100 unique speaker events that took place on campus with a sustainability focus with attendance from on campus and the broader community. Some of these events included:             <ul style="list-style-type: none"> <li>○ EVDS Design Matters Lecture Series</li> <li>○ Gallagher Colloquium Series</li> <li>○ Academic Sustainability Speaker Series</li> <li>○ Graduate College Speaker Series</li> <li>○ Various speaker events hosted by Haskayne School of Business, Werklund School of Education, Faculty of Nursing, Faculty of Arts and the O'Brien Institute for Public Health</li> </ul> </li> <li>• Over 500 UCalgary student, faculty, staff members and Calgary community members attended the four events in the 2017-18 Academic Sustainability Speaker Series. More than 30% of the event attendees were Calgary community members. Topics for the events this year included entrepreneurialism and sustainability, trends and innovation of food, waste and the culture of change associated with sustainability.</li> <li>• In February 2018, nearly 100 undergraduate and graduate students from multiple disciplines attended a networking dinner titled Careers in Sustainability to explore career opportunities in the field of sustainability. Fourteen professionals from organizations such as the Alberta Energy Regulator, City of Calgary, Indian Resource Council of Canada and Canadian Parks and Wilderness Society attended the dinner to network with students interested in pursuing a career in sustainability.</li> <li>• As part of the Global Challenges course, the College of Discovery, Creativity, and Innovation (CDCI) in the Taylor Institute for Teaching and Learning hosted its second dinner. This event brought students from the course together with university leaders, community members and experts in food policy, production and agriculture for a discussion on food security.</li> </ul>	

<p><b>Goal 3.4</b></p> <p>Develop collaborative partnerships for research and education with Indigenous groups and communities.</p>	
<p><b>Progress</b></p>	
<ul style="list-style-type: none"> <li>• Advancement of this goal is to be informed by the University of Calgary Indigenous Strategy, <i>ii' taa' poh' to' p</i>, which was released in November 2017. This strategy will guide the University of Calgary on its path of transformation and communicate its commitment and responsibility for truth and reconciliation. <i>ii' taa' poh' to' p</i> has strong linkages to sustainability including, but not limited to,</li> </ul>	




<p>embracing inclusion and diversity of worldviews, advancing health and wellbeing for all people, and the importance of connection to the land and land stewardship. Over the following year, initiatives specific to Goal 3.4 will be developed.</p> <ul style="list-style-type: none"> <li>• The following examples demonstrate progress towards both <i>ii' taa' poh' to' p</i> and Goal 3.4 above:             <ul style="list-style-type: none"> <li>○ The Poo'miikapii Program seeks to educate service providers, educators, health-care professionals, and other community members on how to provide better mental health services to Indigenous peoples. The Poo'miikapii Program is a four-course interdisciplinary Master of Education topic offered through the Werklund School of Education and delivered on the land using traditional Blackfoot pedagogical practices of experiential learning, including oral knowledge sharing and cultural mentorship.</li> </ul> </li> <li>• The University of Calgary is partnering with institutions across Alberta for a unique mentorship program to bolster supports for Indigenous scholars in health research. The Alberta Indigenous Mentorship in Health Innovation Network (AIM-HI Network) will build a community of support around students through connections to their peers, elders or other knowledge keepers.</li> </ul>
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**4. Modeling the Way within Administration and Operations**

<p><b>Goal 4.1</b></p> <p>Continually improve our sustainability performance and infuse sustainability into the campus experience through modeling principled practice in social responsibility across our <u>administrative</u> endeavors.</p>	
<p><b>Progress</b></p> <ul style="list-style-type: none"> <li>• The University of Calgary was awarded the 2018 Association of Physical Plant Administrators (APPA) Sustainability Award. This award recognizes the university's commitment to sustainability through their programs and processes that enhance service delivery, lower costs, create a green environment and benefit the educational institution by supporting student success and education. Campus as a Learning Lab was an integral part of securing the award, serving as a bridge that connects the sustainable building initiatives to student learning and engagement.</li> <li>• Corporate Knights ranked the University of Calgary number one in their 2017 Greenest Campuses in Canada Index. The ranking looks at 13 operational and administrative key performance indicators using data from the Sustainability Tracking, Assessment and Rating System (STARS).</li> <li>• Over the past year, Information Technologies' printing initiatives have saved more than 2.6 million sheets of printing paper. Other sustainable printing initiatives include:             <ul style="list-style-type: none"> <li>○ Setting all print jobs to automatically print double-sided;</li> <li>○ Purchasing printers that are Energy Star rated;</li> <li>○ Utilizing follow-me printing that reduces printing errors and excess printing; and,</li> <li>○ Using non-toxic inks in recyclable cartridges.</li> </ul> </li> <li>• The University of Calgary was named one of Canada's Best Diversity Employers for the second consecutive year. This recognizes diversity initiatives in a variety of areas, including programs for employees from five groups: women, members of visible minorities, persons with disabilities, Indigenous Peoples, and lesbian, gay, bisexual and transgendered/transsexual (LGBT+) people.</li> <li>• Over 650 employees have participated in the Working Mind program as part of the University of Calgary's Mental Health Strategy. The Working Mind, geared towards a general workplace audience, aims to increase awareness of mental health, reduce the stigma of mental illnesses and offer</li> </ul>	



<p>resources to maintain positive mental health and improve resiliency.</p> <ul style="list-style-type: none"> <li>The University of Calgary renewed its membership as part of the Fair Labour Association. This association is a collaborative effort of organizations dedicated to protecting workers' rights.</li> </ul>
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<p><b>Goal 4.2:</b></p> <p>Continually improve our sustainability performance and infuse sustainability into the campus experience through modeling principled practice in social responsibility across our <u>operational</u> endeavors.</p>	
<p><b>Progress</b></p> <ul style="list-style-type: none"> <li>Renewal of the Climate Action Plan (CAP) was undertaken including completion of technical assessments and consultation processes. The CAP is being developed in parallel to a new energy utility master plan; both will be completed in 2018-19. Consultations included over 800 campus participants including students, faculty, and staff as well as an Experts Forum with industry and government.</li> <li>The Utility Reduction Program (URPr) Year-2 reached substantial completion by April 2018. Highlights of the URPr program include approximately 8,000 tonnes of annual GHG emissions reduced through Year 1 and 2 with over \$800,000 in annual utility costs savings. Other URPr highlights include:             <ul style="list-style-type: none"> <li>66,000 kWh per year will be generated through a 59 kWh solar PV array on the new Canadian Natural Resources Limited (CNRL) complex roof.</li> <li>890,000 kWh per year in energy savings through lighting upgrades in the Olympic Oval.</li> </ul> </li> <li>Since 2010, our commitment to reducing our GHG emissions has resulted in an annual reduction of over \$4.8 million in utility cost avoidance and an approximate 30% reduction in emissions from our 2008 baseline, despite adding more than 140,000 square metres of new building area and a substantive increase in campus population.</li> <li>In March 2018, a MacKimmie Complex and Professional Faculties Building Redevelopment Project open house took place. Attendees had the opportunity to view renderings of the finished project and learn how the redevelopment will reach the goal of being a net-zero carbon building and attain certification under the Canada Green Building Council's new Zero Carbon Building standard.</li> <li>The University of Calgary has entered into a partnership with Leftovers, an organization that acts as an in-between transport for leftover food from food service providers to local charities. University of Calgary Food Services and Aramark will donate extra food safely and efficiently to two local charities, <i>Made by Momma</i> and <i>Antyx Community Arts</i>.</li> <li>The university successfully renewed its Fair Trade Campus designation. The campus has now been certified for three years. The university also continues to hold a Marine Stewardship Council designation.</li> </ul>	



**UNIVERSITY OF  
CALGARY**

**UNIVERSITY OF CALGARY** | Student-at-Risk Policy

ANNUAL REPORT

July 1, 2017 – June 30, 2018

Prepared for:

**General Faculties Council**

Date:

**October 24, 2018**

This report summarizes activities related to the [Student-at-Risk Policy](#) during the reporting period of July 1, 2017 – June 30, 2018.

A key focus of the Student-at-Risk policy is to increase capacity on campus to recognize and respond to early indicators of distress as well as indicators of more serious distress. In support of the Campus Mental Health Strategy, members of the Student at Risk team work with campus stakeholders to:

- Enhance and promote a student case management strategy to ensure needs of individuals are being met and concerns are monitored (Recommendation 3.3)
- Establish supportive response mechanisms to check in with students in cases of concern or unreported absences (Recommendation 3.4).
- Strengthen targeted mental health supports for vulnerable populations or at risk subgroups, considering specific mental health issues at key transition points (Recommendation 4.2)

The Student-at-Risk Policy defines at-risk behavior and outlines the process for reporting Student-at-Risk concerns. As defined in the policy, “At-Risk Behaviour” means threats or behaviour exhibited by a student that may indicate a physical or mental state that could result in a threat to themselves or others, including but not limited to: the disclosure of suicidal thoughts to one or more individuals, or the demonstration of other signs of suicidality; violent acts including patterns of fear inducing behaviour; paranoia; and expressions of violent ideation (e.g., violent thoughts, images or plans).

Both Campus Security and the Student-at-Risk team receive Student-at-Risk concerns in accordance with the Student-at-Risk Policy. Campus Security manages concerns requiring immediate response or investigation, and forwards concerns to the Student-at-Risk team when supportive outreach or team review is required.

## Student-at-Risk Concerns

During the reporting period (July 1, 2017 to June 30, 2018), the Student-at-Risk Team received **182** initial reports of concern. This is 11% higher than the number of reports received during the last reporting period (2016-17). Reports are received from students, faculty, staff, and concerned community members.

The following categories of concerns were reported in this reporting period, and 2016-17 data is included for reference:

Concern	2016-17	2017-18
Worrisome behavior/ situational concern	83	105
Risk of harm to self	36	49
Support required following incident	25	11
Possible violence/ harm from others	16	8
Risk of harm to others	4	9

The most common response to reported student-at-risk concerns is supportive outreach to identified students. Student Support Advisors at the SU Wellness Centre work in collaboration with members of the Student-at-Risk team to provide outreach and support to identified students. Outreach typically occurs by phone or email. In some cases, multiple outreach attempts are made using more than one method. Students usually respond positively to supportive outreach.

In this reporting period, initial response to Student-at-Risk concerns included the following:

- 130 instances of supportive outreach.
  - In this reporting period, 34% of the students who were reached declined support. In some cases, students reported they were already connected to relevant supports and in other cases students did not feel that they needed additional support
- 29 consultations with concerned individuals, including faculty, staff, students and others
- 8 Student-at-Risk Team reviews
  - In situations where there is an ongoing concern related to the potential for violence to others, the concern is forwarded to the Student-at-Risk team for review and violence risk assessment. The team uses structured professional judgment to identify appropriate resources and strategies to minimize risk of violence. The outcome of this assessment varies based on circumstances and may include - offer of additional support, referral to Threat Assessment Committee (TAC), and implementation of risk management strategies.



## Capacity Building on Campus

Members of the Student-at-Risk Team facilitate capacity-building sessions designed to increase helping skills on campus. The following sessions were offered during this reporting period to help members of our community identify and respond to signs of distress:

- Applied Suicide Intervention Skills Training (ASIST)
- The Working Mind
- The Inquiring Mind
- Responding to Students in Distress

The Responding to Students in Distress document is available in print form or accessed online <https://ucalgary.ca/wellnesscentre/how-do-i-help-others>

## Student-at-Risk Team

Membership includes the following positions:

Senior Director, Student Wellness, Access and Support (Chairperson)

Senior Director, Student Services

Chief of Campus Security (or designate)

Associate Director, Counselling, SU Wellness Centre

Associate Director, Residence Services

Director, Student Accessibility Services

Manager, Student Wellness Support

## For more information contact:

**Debbie Bruckner**, Senior Director, Student Wellness, Access & Support, [dbruckne@ucalgary.ca](mailto:dbruckne@ucalgary.ca)

**Kevin Wiens**, Acting Manager, Student Wellness Support, [klwiens@ucalgary.ca](mailto:klwiens@ucalgary.ca)

**Submitted by:**

**Dr. Susan Barker**, Vice-Provost (Student Experience)



**ACADEMIC PLANNING AND PRIORITIES COMMITTEE**  
**Report to General Faculties Council (GFC)**  
**for the meeting held October 15, 2018**

This report is submitted on behalf of the Academic Planning and Priorities Committee (APPC).

**Recommendation of a Faculty Name Change for the Faculty of Environmental Design**

The Faculty of Environmental Design brought forward a proposal to change the name of the Faculty to School of Architecture, Planning and Landscape.

The APPC learned that the proposed new name better reflects the nature of the programs offered by the Faculty, and the change will help to improve student recruitment and community engagement. The proponent explained that the proposed new name also aligns better with current national and international nomenclature, including the choice of 'School' versus 'Faculty'.

The APPC discussed the consultation process completed by the Faculty regarding the name change, specifically feedback from existing students, resource requirements, and other options for the name that were considered by the Faculty.

The APPC recommended that the GFC approve the name change for the Faculty of Environmental Design.

**Recommendation of Revisions to the University Credit Credentials Framework**

The Office of the Provost brought forward a proposal to revise the University Credit Credentials Framework to align with the Credential Framework that was released by the province in May 2018.

The APPC learned that these changes include renaming our Post-Bachelor's Certificate and Diploma as a Graduate Certificate and Diploma, adding a Post-Bachelor Certificate at the undergraduate level, and increasing the number of credits for the undergraduate diploma. The University has also updated the revenue share information in the University's Framework to reflect the new teaching formula.

The APPC discussed the different certificate and diploma credentials and how they can be stacked towards undergraduate or graduate degrees.

The APPC recommended that the GFC approve the revisions to the University Credit Credentials Framework.

**Quality Assurance Unit Review Mid-Term Report: Werklund School of Education**

The WSE reported on the progress made on the recommendations from its 2015-2016 unit review. The Provost and Dean both commented on some of the challenges with the 2015-2016 review, including some issues with the review team's understanding of the WSE's organizational and governance structure. The Dean of the WSE reported that the Faculty values the review process and the opportunity it provides to check assumptions, assess priorities, review learnings, and set future challenges and plans.

The APPC discussed: the ratio of sessional staff to academic staff, and actions that WSE has taken to reduce the proportion of sessional instructions; the ratio of academic staff to support staff; undergraduate and graduate enrolment and the relationship to supervisory requirements; and mental health and wellbeing supports that have been put in place by the WSE to engage staff and optimize the ability for faculty to successfully contribute to the WSE priority research areas.

The APPC made some minor suggestions to wording in the public report.

### **Quality Assurance Unit Review Mid-Term Report: Faculty of Veterinary Medicine**

The Faculty of Veterinary Medicine (FVM) reported on the progress made on the recommendations from its 2015-2016 unit review. The Provost and Dean commented that the 2015-2016 unit review for the FVM was very positive. It was noted that in addition to the University's Quality Assurance process, the Faculty submits annual reports to its accreditation body the Canadian Veterinary Medical Association (CVMA/ACMV) Council of Education, and has a seven-year accreditation cycle.

The APPC discussed: the actions the FVM have taken to address the recommendation regarding the gender balance in the Faculty, including bias training, and recruitment initiatives; the One Health Strategy initiatives in the Faculty, the possibilities for greater collaboration and interdisciplinary research, and how the OHS aligns with Eyes High; the relationship between the FVM and the Cumming School of Medicine (CSM), including opportunities for growing the relationship and interactions between FVM and CSM students; and the admissions selection process and ways that the FVM is addressing the focus on academic performance in the admissions process and creating different pathways for underrepresented learners.

### **Developmental Framework for Teaching Expertise**

The Vice-Provost (Teaching and Learning) brought forward the Developmental Framework for Teaching and Learning (DFTL) for discussion.

The APPC were provided with an overview of the process for developing the DFTL and explained that the DFTL is intended to create discussion about different facets of teaching practices, to provide a guide on how teaching expertise can be developed through different teaching activities, and to assist with the development of teaching dossiers.

The APPC discussed: ways that the DFTL could be adjusted for different uses, such as for department heads or other individuals who are assessing teaching and who are responsible for reviewing academic performance or tenure; possible ways to connect the DFTL and the Universal Student Ratings of Instruction (USRI) evaluation survey; and the importance of student and peer feedback and critical self-reflection for developing teaching expertise.

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Dru Marshall, Co-Chair

Anders Nygren, Academic Co-Chair



**RESEARCH AND SCHOLARSHIP COMMITTEE**  
**Report to General Faculties Council**  
for the meeting held October 23, 2018

This report is submitted on behalf of the Research and Scholarship Committee (RSC).

**Intellectual Property Issues**

The RSC offered feedback on the University's current Intellectual Property (IP) Policy, which is currently under review.

Discussion included that an effective dispute resolution mechanism is needed, particularly with respect to the IP of students and post-doctoral scholars, and that it is important to protect lecture materials from distribution, such as being sold to third party websites.

**Canada Research Chair Equity, Diversity and Inclusion Action Plan Update**

The RSC received a presentation on the implementation of the University's Canada Research Chair Equity, Diversity and Inclusion Action Plan, which was approved by the General Faculties Council (GFC) in December, 2017. The RSC learned that:

- The University's Action Plan was reviewed and accepted by the Canada Research Chair Program (CRCP) as written
- The University's recent equity recruitment efforts have resulted in selections that will increase the University's numbers for three equity targets: Indigenous peoples, women, and persons with disabilities
- It is expected that the University will exceed its targets for Indigenous peoples, women, and visible minorities by December 2019. Efforts will continue with respect to achieving the target for persons with disabilities.
- The University has an online application procedure, and a compliance check is conducted at the end of each recruitment process, so that the University is prepared for audit by the CRCP
- Workshops are offered and toolkits are provided to hiring committees, in order to aid in the understanding of the Action Plan
- The mentoring of chairholders is a requirement of the CRCP, and it must be demonstrated that institutional support will be provided. Faculties are encouraged to have a plan in place for off-ramping and retaining chairholders.
- The University will submit a report to the CRCP on its progress towards meeting its equity targets in December, 2018

**Research Management System Project Update**

The RSC received a presentation on recent progress toward the implementation of the Research Management System (RMS), which is intended to be a well-interfaced and well-integrated management system for the University's research community and will replace the existing eRSO system. The RMS will cover the pre-award/application, contract, post-award, and publication phases of a project.

The RSC learned that the RMS now interfaces with systems including the Institutional Research Information Services Solution (IRISS), Biologistix, Medicine Institute Membership, PeopleSoft Human Capital Management (HCM), Funding Calendars, DSPace Institutional Repository, and institutional reporting systems.

The RSC discussed the responsibilities of a Principal Investigator (PI), what access project team members will have through the RMS, and whether a PI can delegate some RMS responsibilities to a project manager.

### **Hunter Hub for Entrepreneurial Thinking Update**

The RSC received a presentation on the pilot programming offered by the Hunter Hub for Entrepreneurial Thinking between November, 2017 and October, 2018, including weekly workshops, speaking engagements, and special events.

The RSC learned about the plans for future expansion of the Hunter Hub for Entrepreneurial Thinking, including the establishment of an Advisory Board, strengthening and expanding community partnerships, embedding entrepreneurial thinking programs into the K-12 school system, developing an Entrepreneur-in-Residence Program, and further development of the Health Innovation Program. The RSC was informed that the Hunter Hub for Entrepreneurial Thinking makes the University the only Canadian university involved with the Collegiate Entrepreneur Organization.

### **Innovate Calgary Update**

The RSC was informed that the restructuring of Innovate Calgary has gone well, and heard that four metrics are measured: invention disclosures, patents, revenue-bearing initiatives/licenses, and start-up companies, all of which are on track or increasing in number.

### **Emerging Research Areas**

It was reported that, as part of the implementation of the Research Plan 2018-2023, proposals were invited so that emerging cross-cutting research themes that meet the criteria to be institutional priorities could be identified. Fifteen proposals were submitted and six were chosen to be presented at public events in the coming weeks. It was noted that a proposal that does not become a new priority Strategic Research Theme may fit within an existing theme and could become a Grand Challenge within that existing theme.

### **Research Plan Implementation Priorities**

The RSC received an update on the implementation of the priorities set out in the Research Plan 2018-2023. The RSC was reminded that the priority areas are: 1) Matching Strengths with Opportunities, 2) Increasing Research Capacity, and 3) Driving Innovation. It was reported that reviews of the existing Strategic Research Themes are underway, announcements regarding the Research Park will soon be made, and that initiatives such as the *Eyes High* post-doctoral scholars program are very successful.

### **Approved 2018-2019 Research and Scholarship Committee Work Plan**

The RSC received for information its 2018-2019 Work Plan, which was approved by the General Faculties Council at its October 11, 2018 meeting.

UNIVERSITY POLICIES/PROCEDURES 2017-2018  
as of 2018-10-26

Title	Stage	Drafting Team
Alcohol Policy	Consultation	Deborah Book; Susan Barker; Rae Ann Aldridge; Shane Royal; Brian Sembo; Hanan Arsany; Janet G.M. Stein;
Code of Conduct Policy	Consultation	Karen Jackson;
Enterprise Risk Management Policy	Consultation	Deborah Book; Rae Ann Aldridge; Yat-Sing Cheng;
Graduate Student Supervision Policy	Consultation	Deborah Book; Lisa Young;
Student Academic Misconduct Policy	Consultation	Deborah Book; Susan Barker; Lisa Young;