



GENERAL FACULTIES COUNCIL
AGENDA

Meeting #587, January 17, 2019, 1:30-4:30 p.m.

ST 147

Item	Description	Presenter	Materials	Estimated Time
1.	Conflict of Interest Declaration	McCauley	Verbal	1:30
2.	Remarks of the Chair	McCauley	Verbal	1:35
3.	Remarks of the Vice-Chair	Marshall	Verbal	1:45
4.	Question Period	McCauley	Verbal	1:55
5.	Safety Moment	Dalgetty ¹	Document	2:00
	Action Items			
6.	Approval of the December 6, 2018 Meeting Minutes	McCauley	Document	2:02
7.	Approval of the New Quality Assurance Academic Unit Review Handbook	Marshall/Johns ²	Document	2:05
8.	Approval of the New Quality Assurance Curriculum Review Handbook	Marshall/Reid ³ /Grant ⁴	Document	2:20
	Discussion Items			
9.	Student Academic Misconduct Policy and Procedure	Barker ⁵ /Book ⁶	Document	2:35
10.	Revisions to the Graduate Student Supervision Policy and Procedure	Young ⁷ /Book	Document	2:50
	Information Items			
11.	Hunter Hub for Entrepreneurial Thinking Update	Foster ⁸	Document	3:05

Item	Description	Presenter	Materials	Estimated Time
12.	Standing Reports: a) Report on the December 18, 2018 GFC Executive Committee Meeting b) Report on the December 17, 2018 Academic Planning and Priorities Committee Meeting c) Report on the December 11, 2018 Research and Scholarship Committee Meeting d) Report on the December 13, 2018 Teaching and Learning Committee Meeting e) Report on the December 6, 2018 Senate Meeting f) Report on the December 14, 2018 Board of Governors Meeting g) Policy Development Update	McCauley	Documents	3:20
13.	GFC Student Academic Appeals Committee July 2017-December 2018 Report	In Package Only	Document	
14.	Other Business	McCauley		3:30
15.	Adjournment Next meeting: February 14, 2019	McCauley	Verbal	3:30

Regrets and Questions: Elizabeth Sjogren, Governance Coordinator
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Susan Belcher, University Secretary
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GFC Information: <https://www.ucalgary.ca/secretariat/general-faculties-council>

Presenters

1. Linda Dalgetty, Vice-President (Finance and Services)
2. Christine Johns, Senior Director, Academic and International Strategies
3. Leslie Reid, Vice-Provost (Teaching and Learning)
4. Kim Grant, Educational Development Consultant, Taylor Institute for Teaching and Learning
5. Susan Barker, Vice-Provost (Student Experience)
6. Deborah Book, Legal Counsel
7. Lisa Young, Vice-Provost and Dean, Graduate Studies
8. Joelle Foster, Executive Director, Hunter Hub for Entrepreneurial Thinking

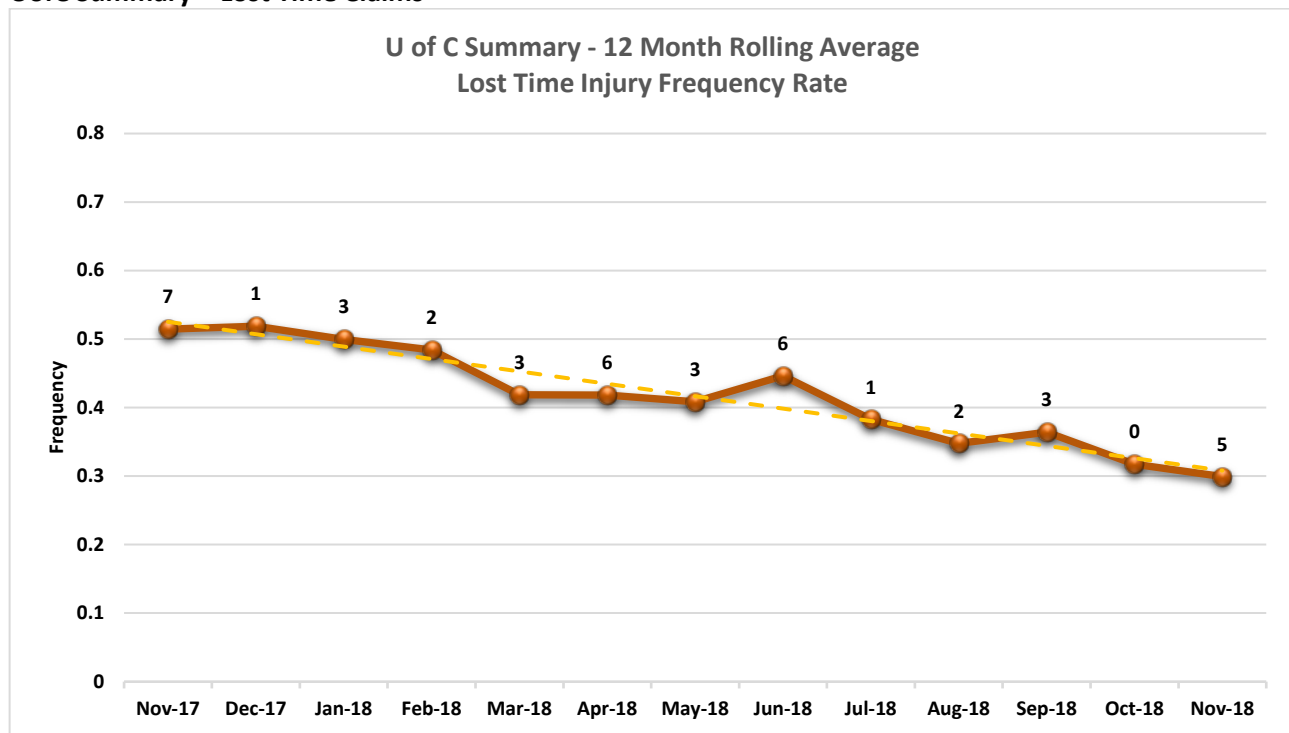
Partners in Injury Reduction Rebate

UCalgary is a Partner in Injury Reduction (PIR). The Partners in Injury Reduction (PIR) is the Government of Alberta program under which organizations obtain Certificates of Recognition (COR). The University will be receiving a \$279,000 WCB rebate from the PIR program in 2019 as a result of our dramatic increase in safety performance in 2018 and because we have COR certification. The reduction of injuries on campus as a result of our improved safety performance is paramount. The dollar value of the rebate is secondary.

All key safety metrics improved in 2018 compared to 2017:

- **Lost time frequency rate**—37% reduction
- **Lost time severity rate**—38% fewer days per injury
- **Total recordable frequency rate**—15% fewer overall injuries reportable to WCB

UofC Summary – Lost Time Claims



Some of the identified reasons for our improved safety performance include:

- **Injury Prevention**
 - Safety campaigns such as Wintertime Slips, Trips, Fall Prevention Campaign
 - Targeted safety initiatives (eg. improved incident investigations)
 - Improved adherence across the University to the Safety Management System
- **Injury Management**
 - Improved timeliness of return to work coordination
 - Increased collaboration to identify modified work opportunities
 - Ensuring appropriate benefit entitlement from WCB

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: New Quality Assurance Academic Unit Review Handbook

MOTION:

That the General Faculties Council (GFC) approve the new Quality Assurance Academic Unit Review Handbook, in the form provided to the GFC, and as recommended by the Academic Planning and Priorities Committee.

PROPONENT(S)

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

REQUESTED ACTION

This item is being brought forward to approve recommended revisions to the Academic Quality Assurance (Major) Unit Reviews Handbook as a result of the Campus Alberta Quality Council's (CAQC) Quality Assurance Process Audit conducted in Spring 2018.

The approval of the new Quality Assurance Academic Unit Review Handbook replaces all prior documents approved by GFC related to the Quality Assurance Unit Review.

KEY CONSIDERATIONS

The Quality Assurance Process Audit is a monitoring mechanism used by the CAQC to determine whether the quality assurance processes at an institution for internal review of degree programs meets the expectations of the Minister and CAQC. The audit process is the main quality monitoring process undertaken by the CAQC for the four Comprehensive Academic and Research Institutions (CARI) in Alberta, and institutions are required to undergo an audit every five years. The University of Calgary underwent the Quality Assurance Process Audit in Spring 2018. A self-assessment exercise was completed, and a site visit was conducted by a Review Team consisting of external and Campus Alberta members on June 26-27, 2018. Following the site visit, the Audit Team prepared a written report containing comments and recommendations. The University of Calgary provided responses to the recommendations that were reviewed by APPC.

The reviewers were very positive about the thorough processes the University of Calgary has in place, which is tightly linked to the University's institutional strategic plan. They provided constructive comments for the enhancement of the existing process which included to 1) align better the quality assurance processes, particularly accreditation and curriculum reviews, 2) provide greater clarity and guidance for unit review teams as to the value of the self-study documentation and the review scope, to ensure that reviewers fully incorporate the identified priorities and interests of the units in their review reports, 3) regularly review and update the data package, 4) explore innovations in the measurement of teaching quality that may be incorporated into the quality assurance process, and 5) initiate template review responses and mid-term cycle reports to elicit a more uniform response from units.

In response to these recommendations, the Unit Review Handbook has been revised and is being brought forward for approval from General Faculties Council. As suggested in the CAQC review, the data package has been reviewed by a small working group and is in the process of being revised. Although referenced in the handbook, the data package individual components have been removed from the handbook to allow for flexibility to add or change the data package as the university's data governance and also its priorities and strategies change. This also allows for greater customization to meet the individual needs of faculties and units. This practice is consistent with the Curriculum Review Handbook. Changes to the Academic Unit Review Handbook also include an update to Appendix I (Instructions on how to prepare the self-appraisal) to better align with current university metrics in research, teaching and learning used to track progress on the academic and research plans. Appendix II (Instructions for Reviewers) has been revised, and as recommended by the Audit Team and APPC feedback, Appendix III (Review Report Template) and Appendix V (Template for Mid-Cycle Review) have been included.

BACKGROUND

The University of Calgary's Quality Assurance Process was introduced in 2012 to help each faculty, school, department, and program:

- achieve and maintain standards of excellence in research and teaching;
- document their quality relative to comparable units nationally and internationally;
- provide information to senior university administrators and deans to guide the re-allocation of resources and to provide the means by which existing undergraduate and graduate programs can be evaluated;
- create an institutional culture of excellence;
- meet public accountability expectations through a credible, transparent and action-oriented review process, including publication of assessment outcomes; and
- augment Comprehensive and Strategic Plans with expert assessments of existing and planned activities in research and teaching on a regular basis.

The Quality Assurance Review process is comprised of Major Unit Reviews (Coordinated by the Provost and Vice-President (Academic)) and Curriculum Reviews (faculty-led and guided by the Vice-Provost (Teaching and Learning)), both of which are conducted on a 5 to 7-year rotational basis. This proposal looks at revisions to the Quality Assurance Major Unit Review Handbook that guides and supports Major Unit Reviews.

Since its inception in 2012, all faculties have undergone a Major Unit review at least once, with a number of faculties completing their second review cycle. The Quality Assurance Major Unit Review Handbook is currently used to support the review of faculties, schools and departments.

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 Program Subcommittee	2018-11-19			X	
	Graduate Academic Program Subcommittee	2018-11-21			X	
	Academic Planning and Priorities Committee	2018-12-17		X		
X	General Faculties Council	2019-01-17	X			

NEXT STEPS

If approved, the new Quality Assurance Academic Unit Review Handbook will become the document that guides and supports the review of academic units at the University of Calgary. It will complement the revised Curriculum Review Handbook – the two pieces that make up the quality assurance process at the level of the Office of the Provost.

SUPPORTING MATERIALS

1. Academic Quality Assurance Handbook (Major) Unit Reviews – current version
2. Quality Assurance Academic Unit Review Handbook – new proposed version



UNIVERSITY OF
CALGARY

ACADEMIC QUALITY ASSURANCE HANDBOOK UNIT REVIEWS

Revisions approved by GFC June 20, 2013

A. INTRODUCTION

The University of Calgary Eyes High Vision and the Academic Plan have laid out ambitious goals for our University and the strategies to achieve those goals. The Quality Assurance Process is a central element in this plan and the Unit Review is the keystone of the Quality Assurance Process. This level of review targets the major Units of the University including Faculties, Institutes, major interdisciplinary programs or other academic units.

The purpose of a Unit Review is to assess the quality of a Unit as it relates to overall academic activities. This includes all key elements of a Unit's performance, management, resources, structure and governance, personnel complement, educational programs, research productivity, partnerships, budget, and space, which are all interconnected in ways that drive the key deliverables of a Unit in education, research and service. This exercise must be benchmarked using relevant, evidence-based metrics and comparisons to Units similar in size and scale at other institutions on national and international levels, and will provide opportunity for reflection on key elements within the Unit.

The Office of the Provost and Vice-President (Academic) holds administrative responsibility for the Unit Review Process.

B. CONTACTS

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Heather Smith-Watkins, Analyst, Planning & Reviews
Review Coordinator
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C. DEFINITIONS

Academic Policy and Planning Committee (APPC):

Committee reporting to General Faculties Council (GFC), which oversees and approves as appropriate all items relating to academic programs and policies.

Curriculum Review:

Unit review of curriculum and course offerings of undergraduate and/or graduate programs. Scheduled every 5 years and coordinated by the Dean of the Unit. Reviews for graduate programs are undertaken jointly by the Dean of the Faculty of Graduate Studies and the Dean of the specific Unit involved. A separate Handbook and Instructions for Curriculum Review have been developed by the Vice Provost (Teaching & Learning)

Unit Review:

A comprehensive review that assesses the overall operations of a Unit (Faculty, major interdisciplinary program, Institute) and includes an external review. The Unit Review is scheduled every 5 years and coordinated by the Office of the Provost.

Internal University Advisor:

A senior scholar from outside the Unit under review but from within the University Academy who has the experience and expertise to provide advice to the Unit concerning the review.

Office of Institutional Analysis (OIA):

Generates and houses all data used for benchmarking and analysis of Units, Programs and Subject Areas.

Quality Assurance Review Report:

Written by the Review Team based on a Unit's self-appraisal report and information obtained during the site visit.

Review Lead:

The Review Lead for Unit Reviews will be the Deputy Provost, who has the responsibility of administering Quality Assurance Reviews.

Review Coordinator:

The Review Coordinator provides support to the Review Lead and to the Units under review, coordinating the resources necessary to have the reviews completed in a timely and accurate fashion.

Review Team:

Typically composed of four reviewers (three external national and international and one University of Calgary scholar) who are charged with reviewing all documentation, meeting with stakeholders and considering all factors including space, facilities, budget, programming and research. The external reviewers will conduct a site visit to the Unit at a mutually agreeable time.

Subject Review:

Focus on interdisciplinary sectors of strategic importance to the University and will document how academic resources are distributed and aligned with the University in this sector and how the performance of the University in the sector compares nationally and internationally.

Unit:

A Faculty, Department, Institute or Program.

Unit Lead:

The Unit Lead is the person responsible for the Unit, including a Head, a Dean, a Director of an interdisciplinary program, or a Director of an Institute.

D. UNIT REVIEW PROCESS

A schedule of Unit Reviews will be established by the Provost and communicated to units well in advance of their review. The review will be initiated through communication from the Review Lead to the Unit Lead.

1. Timelines and Steps

STEP	TIMELINE	PARTICIPANTS
1. Review Lead meets with Unit Lead to initiate Review Process and to discuss Unit goals and appropriate benchmarks	9-12 months in advance of site visit	Review Lead and Unit Lead
2. Determination of Review Team and scheduling of the review. Review Lead issues invitations to reviewers.	7-9 months prior to site visit	Review Lead in conjunction with Unit Lead and Provost
3. Designation of Internal University Advisor. Review Lead invites participation.	6 months prior to site visit	Review Lead
4. Submission of Self Appraisal Document for internal review by Review Lead	3 months prior to site visit	Unit Lead to Review Lead
5. Recommendations for revisions from Review Lead to Unit lead	Within two weeks of receipt of Self-appraisal from unit lead	Review Lead to Unit Lead
6. Submission of Final Self Appraisal Document, incorporating revisions suggested by Review Lead	6 weeks in advance of site visit	Unit Lead to Review Lead
7. Distribution of Self-Appraisal plus any additional pertinent documentation to review team	4 weeks in advance of site visit	Review Coordinator to Review Team
8. Site Visit		All
9. Submission of Review Report to Provost	1 month after the site visit	External Reviewers
10. Response to Review Report	1 month after receipt of the Review Report	Unit Lead to Review Lead and Provost
11. Final Meeting with Unit Lead and provisional approval of response to Review Report	1 month after receipt of Review Report	Provost, Review Lead, and Unit Lead
12. Presentation to APPC	First APPC meeting immediately following successful conclusion of step 10.	Unit Lead, Review Lead, and Provost
13. Interim Progress report submitted to Provost's Office and presented to APPC and Provost	At midpoint of Unit Review cycle.	Unit Lead, Review Lead, and Provost

2. Support for the Unit:

- Appropriately vetted institutional data will be provided by the Office of Institutional Analysis prior to the start of the review process.
- The Review Lead and the Review Coordinator meet with the Unit Lead to clarify any issues or concerns regarding the review process. Subsequently, the Review Lead will provide data tables to the Unit Lead and identify any issues that exist in the data.
- The Unit Lead can expect support and advice from the Review Lead throughout the process.
- The Review Coordinator handles all logistics of the Review Team on behalf of the Review Lead, and makes travel, accommodation and honorarium arrangements.
- The Review Coordinator is available to deal with any questions or concerns regarding procedures.

3. Costs:

The University will provide funds through the Office of the Provost to cover honoraria and expenses for the external reviewers including hotel accommodation, meals, economy class airfare and ground transportation. Whenever possible, the Review Coordinator will make travel and hotel arrangements.

4. Uses for the Quality Assessment Review

- To help each Unit achieve and maintain standards of excellence in research, teaching, and organizational merit;
- to document the Unit's quality relative to comparable units nationally and internationally;
- to provide information to Senior University Administrators regarding the allocation (or re-allocation) of resources;
- to provide the means by which existing undergraduate and graduate programs can be evaluated;
- to meet public accountability expectations through a credible, transparent and action-oriented review process including publication of assessment outcomes;
- to augment Comprehensive and Strategic Plans with expert assessments of existing and planned activities in research and teaching on a regular basis.

E. UNIT REVIEWERS

1. Selection of Reviewers:

The Review Team will normally be composed of four reviewers:

- Three External Reviewers, including at least one national and one international scholar who are outstanding academics and experts in the field. Experience in administration, curriculum and/or program reviews is an asset.
- One Internal Reviewer who is a University of Calgary scholar outside the Unit under review and at arm's-length from the Unit and the Unit Lead. The Internal Reviewer should be knowledgeable about the context of undergraduate and graduate programs at the University of Calgary and other pertinent information about local policies and practices.

The Unit will provide to the Unit Lead the names, affiliations, and email addresses of five potential reviewers in each category (International, National), a brief rationale for their nominations, and a short CV. Any known significant relationship between proposed reviewers and the Unit should be disclosed. The Unit Lead may add to or modify the lists and then provide them to the Review Lead. The Unit and Dean should NOT have any contact with the potential reviewers. The Review Lead, in conjunction with the Provost, may add to the list of reviewers suggested by the Unit. The Provost, in consultation with the President, will select the reviewers from the overall list of names in each category.

2. Contacting the Review Team:

Once the Review Lead and the Unit Lead have agreed on a date for the review, the Review Lead will contact the reviewers to invite them to participate on the selected dates. For all site visits, the Provost will meet with the Review Team at the beginning and the end of the review. The Review Coordinator will organize the Review Team's travel (economy air fare), accommodations and honorarium.

3. Communication with the Review Team:

There should be no communication between the Unit and the Review Team prior to the review process. Members of the Review Team must not be asked to make presentations or performances during their visit. All communication with the Review Team will be done through the Office of the Provost. During the review process, members of the Unit should make every effort to ensure the objectivity of the review.

4. Distribution of Information for the Review Team:

Members of the Review Team will receive a copy of:

- Unit's Self-Appraisal Report
- Unit's strategic plan
- Eyes High strategic plan
- Institutional Academic Plan
- Institutional Research Plans
- International Strategy

- any additional information that the Unit provides (e.g., brochures)
- Site Visit Schedule.

F. SELF-APPRAISAL

The purpose of the Unit Review Self-Appraisal is to assess the quality of a Unit as it relates to its overall academic activities. This includes all key elements of a Unit's performance, management, resources, structure and governance, personnel complement, educational programs, research productivity, partnerships, budget, and space which are interconnected in ways that drive the key deliverables of a Unit in education, research and service. This exercise must be benchmarked using evidence-based metrics to Units similar in size and scope at other institutions OUTSIDE the University of Calgary. The Review Lead and Internal University Advisor can provide advice during the preparation of the Self-Appraisal document. Please see the Instructions for the Major Unit Self-Appraisal Guidelines (Appendix I) for further information.

The Self-Appraisal document will undergo internal review and revision by the Review Lead and an Internal Advisor chosen by the Provost's Office before it is circulated to the Review Team.

G. MAJOR UNIT REVIEW SITE VISIT

The Unit Lead and key administrators within the Unit (Associate Deans, for example) must be available during the site visit. The site visit schedule will be approved by the Review Lead at least two weeks in advance of the Site Visit. Site visits will normally be comprised of two full days preceded by an evening meeting the night before the site visit. The last half of the second day will be unscheduled, so that the Review Team is allowed a working session to develop preliminary recommendations that can be shared with a small group (see below) prior to their departure. The reviewers should operate independently during the visit, other than at scheduled meetings. Lunches should be working lunches, for example, meetings with students, or discussion time for the Review Team. The Review Coordinator will ensure that food and snacks are readily available and will arrange for the Review Team to have dinner privately.

Because the reviewers are external to the University of Calgary, it is important to schedule as much time together as possible while they are at the University of Calgary. Attempts will be made to provide the Review Team with an opportunity to meet by itself the evening before the first day. The opening meeting of the site visit will be with the Provost and Review Lead.

The Review Team should have a tour of the Unit and its facilities, and where possible, a meeting with representatives of Campus Planning specifically with regard to the Unit's space.

The Review Team should meet with representatives of the Unit, including administrative leads, faculty members, graduate students, undergraduate students, postdoctoral fellows, and support staff. When possible, key alumni and community partners should also be involved. To facilitate discussion, meetings with faculty members can be grouped by junior faculty, intermediate faculty, and senior faculty, or by subdisciplines within the Unit. Meetings with students can likewise be grouped by undergraduate, graduate or by subdisciplines within the Unit.

Evening meetings with unit members will be avoided to allow the reviewers to meet privately (dinners organized by the Review Coordinator) and adequate coffee breaks will be provided by the Review Coordinator throughout the visit.

The closing meeting with the Review Team should include the Provost, Review Lead, Vice-President Research or designate, the Dean of the Faculty of Graduate Studies, the Unit Lead, and the team within the Unit responsible for the production of the self appraisal. This meeting will take place towards the end of the Site Visit and will be scheduled for a minimum of one hour. External Reviewers will plan their departures so as to be present at this closing meeting, which is an important opportunity for participants to comment on their experiences with the review process and to clarify next steps.

The Appendix to this Handbook provides a sample schedule for a site visit.

H. FINAL REVIEW REPORT

Reviewers will be required to submit a final Review Report to the Provost. The Provost in turn will share the document with the Review Lead and Unit Lead. This final Review Report is considered a confidential document; the Unit Lead will decide how best to share information in the document with the Unit.

I. POST-REVIEW REPORT STEPS

1. Unit Response to the Quality Assurance Review Report

The Unit is required to provide the Provost with a written response to the Review Report within one month of receipt. The response should be clear and concise and should indicate agreement with recommendations and provide a rationale for those with which the Unit does not agree. In both cases, the Unit must provide strategies for addressing each concern identified in the Review Report, including timelines and an explanation of how they are to be resourced. The Internal University Advisor and the Review Lead can be consulted during the preparation of the Unit Response.

2. Meeting with Review Lead to discuss Unit Response

The Review Coordinator will arrange a meeting with the Unit Lead, Provost and Review Lead to discuss the Review Report and the Unit Response. If concerns are identified at this stage, those must be addressed to the extent possible before the public document is submitted to APPC. The Review Lead will then create a public document that includes an overarching summary of the positive contributions that the Unit is making based on the Review Report and the Unit response for approval by the Unit Lead before submitting it to APPC.

3. Presentation of Review Report and Unit Response to APPC

The Unit Lead will be required to attend a meeting of APPC to discuss the review and responses to key recommendations as contained within the public document. After the successful conclusion of this step, the public document will be reported to General Faculties Council (GFC). The Unit Review documents, including the self-appraisal, the Review Report and the Unit's Response, will remain confidential documents within the Provost's Office. Any agreed-upon recommendations from the review report process must be referred to in subsequent plans produced by the Unit.

4. Interim Progress Report

Each Unit must submit an interim progress report to the Provost at the mid-point of the review cycle. This report will be reviewed by the Provost and Review Lead and then submitted to APPC. The interim progress report document will address the recommendations in the Review Report and the strategies identified in the Unit Response, indicate progress made on these recommendations using the same metrics and benchmarks used in the original review and provide reasons for failure to improve the metrics as well as additional strategies to address these reasons along with timelines and resource plans.

5. Feedback about the Review Process

The Unit may provide any comments on the process to the Office of the Provost. Additionally, each member of the Review Team will be asked to complete a questionnaire about the review process.

APPENDIX I: INSTRUCTIONS FOR THE MAJOR UNIT REVIEW SELF-APPRAISAL DOCUMENT

- Be concise and clear
- Maximum of 25 pages, not including appendices.
- Tables to be included in the appendices are specified and will be populated centrally to the extent possible. The Unit should review and vet the data provided.
- Do provide evidence to support all claims in your document. Unsubstantiated claims will be viewed negatively.
- Use the document to articulate the current state of affairs within the Unit.
- Do not use the document to justify requests for additional resources. Those issues must be separate from the Quality Assurance Process.
- The document is free form but must address the following key elements:

A. History and Overview:

A one page comprehensive overview of the Unit. This overview should be impactful and written as a stand-alone document. This summary is a very important component of the Self-Appraisal document because it sets the stage for external reviewers, who should be able to make ready comparisons to groups of similar size and scope. The salient points covered in the document as a whole should be addressed in this one-page summary, which should highlight what is distinctive about the Unit at a national or international level. It should also cover salient characteristics such as scope, size, budget and organizational structure.

B. Structure and Governance:

The key questions about administrative governance to be addressed are:

- a. What is the organizational structure (using an organizational chart) and what is the rationale for the elements of this structure?
- b. Is the structure and governance appropriate to support the academic responsibilities and aspirations of the Unit?
- c. How are decisions made and communicated? Is there transparency in process?
- d. For Faculties, what proportion of the total budget is used for administration and is this proportion appropriate?

C. Staffing Complement, Personnel Resources and Student Enrolment:

This section addresses the staffing complement and student enrolment of the Unit and should answer these key questions:

- a. Is the demographic mix of faculty and support staff appropriate?
- b. Is the content:expertise mix of the faculty appropriate for the academic responsibilities and aspirations of the Unit?
- c. Is the faculty to student ratio appropriate for the educational programs delivered?
- d. Is the mix of full-time appointments (ie, tenure and tenure-track professoriate and instructors) relative to sessional and term appointments appropriate?
- e. Is the distribution of student enrolment appropriate in light of program quality and student demand?
- f. Is the support staff complement appropriate, given the infrastructure demands of the educational and research enterprise of the Unit?

The Unit will provide a standard table in the appendix to enumerate its staff and student complements.

D. Programs:

In this section, an overview of the undergraduate and graduate programs offered by the Unit should be provided and the following issues addressed:

- a. How does the Unit determine whether the programs offered are current, meaningful and relevant to students and to society?
- b. What competencies are graduating students expected to have? If many programs are offered through the Unit, a high-level summary of expected competencies is appropriate in this section.
- c. How does the Unit assess the quality of teaching and of the educational experience of students?
- d. How does the Unit integrate teaching and research within programs?
- e. How do the programs within the Unit encourage experiential learning, international experiences, and interdisciplinarity?

- f. How are graduate students funded in the Unit and what proportion of the total Unit budget is used for graduate student support?
- g. What training/mentorship is provided for graduate-student supervisors?
- h. How do programs compare to others across Canada? Here centrally provided data can be used to benchmark.

E. Research:

This section should provide an overview of the research strengths, strategic priorities for research, research infrastructure and metrics for benchmarking performance. This section should be supported by centrally provided data included in the appendices. The specific issues to be addressed are:

- a. What are the Unit's research strengths (measured using objective criteria) and research priorities? If these do not align, what steps are being taken to align strengths to priorities?
- b. How do the Unit's research priorities align with the Strategic Research Plan of the University and with the Comprehensive Institutional Plan?
- c. How does the Unit assess research quality of programs within the Unit and of individual faculty members in the FPC process?
- d. How does the Unit compare, using objective benchmarks, to similar Units across Canada? International benchmarks may apply as well if valid comparative data are available.

F. Budget:

This section summarizes the Unit budget and is supported by high-level data to be included in the appendices. The questions to be addressed are:

- a. Is the available budget appropriately allocated within the Unit to drive areas of priority and to deliver on key responsibilities? Note that this question addresses how funds are allocated and not the total funding available to support the enterprise.
- b. What alternative sources of funding, other than University operating funds, are being used to support the Unit?
- c. What alternative sources of funding could be explored to enhance the performance of the Unit?
- d. What processes are used within the Unit to monitor spending, allocate funds and ensure compliance? Are the current processes transparent and consistently applied?

G. Facilities and Infrastructure:

This section summarizes the physical infrastructure that supports the academic enterprise of the Unit. A centrally provided table which will be included in the Appendix will list the space assigned to the Unit. The key questions to be addressed in this section are:

- a. What are the major facilities and infrastructure elements administered by the Unit?
- b. What processes are used to allocate space and infrastructure within the Unit?
- c. How does the Unit ensure that space is efficiently and appropriately used?
- d. How is research and educational infrastructure supported by the Unit?
- e. Describe the high-level priorities of the Unit's Space Plan?

H. Partnerships:

This section should identify and describe the key partnerships external and internal to the University maintained by the Unit and address the rationale for these partnerships and their strategic roles. In particular, the section should discuss how these partnerships enhance the core missions of the Unit and contribute to delivering on the strategies of the Academic Plan.

I. Appendices

The appendices consist of figures and tables of data provided by the Office of Institutional Analysis. In some cases, key data may be missing, in which the Unit must endeavour to provide them. The Unit should also review the data for accuracy and inform the Office of Institutional Analysis about any discrepancies. The data included are all those used in the standard set of Faculty performance metrics along with additional metrics related to research impact, productivity and others that may be specific to the Unit.

APPENDIX II: CHECKLIST FOR UNIT UNDERGOING REVIEW

Checked	Item	Timeline
	Notification of Review by Provost	12 months ahead of site visit
	Meeting with Review Lead to initiate process, discuss unit goals and appropriate benchmarks	9 – 12 months ahead of site visit
	Suggestion of names for review team to Unit Lead, who sends to Review Lead. It is required that you send a minimum of 6 names for each of International and National level reviewers, and include the rationale for your suggestions and a brief cv of each of the persons you are recommending. Please refer to the template attached as Appendix IV.	8 – 9 months ahead of site visit
	Final Determination of Review Team and scheduling of review with Unit Lead and Review Lead	7 – 9 months ahead of site visit
	Internal advisor – Review Lead	6 months ahead of site visit
	Self-appraisal document to Review Lead for internal review	3 months ahead of site visit
	Final self-appraisal document to Review Lead for distribution	6 weeks ahead of site visit
	Organize site visit itinerary with appropriate stakeholders (faculty, staff, students, alumni, community partners) – with support from Review Coordinator	2 weeks ahead of site visit
	Site Visit	
	Review team submits review report to Provost	Approximately 1 month after site visit
	Unit receives review report	Approximately 1 month after site visit
	Unit sends response to review report to Provost and Review Lead	Approximately 1 month after receipt of review report
	Unit Lead meets with Provost and Review Lead regarding unit's response to review report	Shortly after unit response is received by Provost and Unit Lead
	Presentation of unit review report to APPC	Unit Lead attends APPC
	Interim Progress Report from Unit Lead to Review Lead and Provost	Mid-point of review cycle.

APPENDIX III: INFORMATION FOR REVIEW TEAM

1. The Review Team will receive copies of the self-appraisal document and other materials approximately one month before the Site Visit. Reviewers are invited to be in touch with the Review Lead with any concerns, questions, or requests for additional information. Documentation will be circulated in an appropriate format for easy retrieval.
2. The Review Coordinator will arrange travel and hotel accommodations. Reviewers may make their own travel arrangements if they wish. The University of Calgary will assume costs for ECONOMY class airfare only.
3. Reviewers must arrange to arrive in Calgary in time for a working dinner the evening before the site visit (ie, arrival at Calgary International Airport by or close to 5:00 pm). This working dinner is for the review team only, and provides an opportunity to review questions, plan the approach, and decide how to proceed during the Site Visit.
4. Reviewers must arrange to leave Calgary no earlier than the evening of the second day of the site visit. The closing meeting will normally take place from 4 – 5 pm, so departures from the Calgary International Airport should be no earlier than 7:00 pm
5. The University will assume costs for the hotel (Hotel Alma on campus; www.hotelalma.ca) and meals. The University will not cover the costs of any alcohol consumed.
6. Members of the Review team will be paid an honorarium for their participation; Accounts Payable at the UofC requires a home address for these types of payments. Reviewers should be prepared to provide this to the Review Coordinator.
7. Reviewers should notify the Review Lead as soon as possible in case of any emergency or situation that would preclude your participation.
8. Reviewers should notify the Review Coordinator of any preferences or restrictions with regard to hotel accommodations or food.
9. Accounts Payable requires ORIGINAL receipts, itemized invoices, and boarding passes for reimbursement. IT is strongly suggested that you keep a copy for your records. All documentation should be sent to Heather Smith-Watkins, Office of the Provost, A100, University of Calgary, 2500 University Drive NW, Calgary, Alberta T2N 1N4.

APPENDIX IV: TEMPLATE FOR PROVIDING NAMES FOR REVIEWERS

Unit under review: _____

Unit Lead and Contact Information: _____

Please provide the names of 6 International Scholars and 6 National Scholars, with a **rationale for each suggestion and a brief cv for each person you propose.**

International		
Name	Affiliation	Contact Information (email and phone)
1.		
2.		
3.		
4.		
5.		
6.		

National		
Name	Affiliation	Contact Information (email and phone)
1.		
2.		
3.		
4.		
5.		
6.		

You may email this form, along with the rationales and cv's to the Review Lead at kevinmcg@ucalgary.ca

APPENDIX V: SAMPLE SCHEDULE FOR SITE VISIT

DAY, DATE (evening preceding Site Visit)

6:00 pm	Working Dinner – Review Team <i>Organized by Review Coordinator</i>	Off Campus
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DAY, DATE (First day of Site Visit)

8:00 a m – 9:00 a m	Opening Meeting: Review Team, Provost, Deputy Provost - Breakfast Provided	Faculty Board Room
9:00 a m – 10:00 a m	Review Team and Dean	Faculty Board Room
10:00 a m – 10:15 a m	BREAK – refreshments provided	Faculty Board Room
10:15 a m – 11:00 a m	Tour of space and facilities; presentation by Campus Planning	Faculty Board Room
11:00 a m – 12:15 p m	Meeting with Junior Faculty	Faculty Board Room
12:15 p m – 1:15 p m	Lunch with Community Partners – Lunch provided	Conference Room
1:15 p m – 2:15 p m	Meeting with Associate Deans/Department Heads	Faculty Board Room
2:15 p m – 3:15 p m	Meeting with Senior Faculty	Faculty Board Room
3:15 p m – 3:30 p m	BREAK – refreshments provided	Faculty Board Room
3:30 p m – 4:30 p m	Meeting with Administrative and Technical Staff	Faculty Board Room
4:30 p m – 5:30 p m	Meeting with Undergraduate Students	Faculty Board Room
6:30 p m	Review Team Working Dinner- <i>Organized by Review Coordinator</i>	Off campus

DAY, DATE (Second day of Site Visit)

8:00 a m – 9:00 a m	Breakfast with Alumni – Breakfast provided	Faculty Board Room
9:00 a m – 10:00 a m	Meeting with Graduate Students	Faculty Board Room
10:00 a m – 10:15 a m	BREAK – refreshments provided	Faculty Board Room
10:15 a m – 11:30 a m	Meeting with Research Team	Faculty Board Room
11:30 a m – 12:30 p m	Individual meetings – 15 minutes each.	Faculty Board Room
12:30 p m – 1:00 p m	Review Team Lunch. Lunch provided.	Faculty Board Room
1:00 p m – 4:00 p m	Review Team working session – No appointments	Faculty Board Room
2:30 p m – 2:45 p m	Break – refreshments provided	Faculty Board Room
4:00 p m – 5:00 p m	Closing Meeting: Review Team, Provost, Deputy Provost, Dean of Unit, Dean of Grad Studies, VP Research, authors of self-appraisal document. Refreshments provided	Faculty Board Room

Notes:

- Lunches and refreshments organized by Review Coordinator
- Dinners organized by Review Coordinator

APPENDIX VI: REVIEWER EVALUATION FORM

UNIT REVIEW TEAM QUESTIONNAIRE Unit Reviews

The Provost's Office is grateful for the time and energy that you have given to the Unit Review process. Our goal is to assess and refine that process. With this in mind we would appreciate it if you would complete this questionnaire and return it, along with your original receipts and travel claims, to the Analyst, Planning and Reviews, in the Office of the Provost, MLT 300, University of Calgary, 2500 University Drive NW, Calgary, Alberta T2N 1N4. Thank you.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Communication with the Office of the Provost regarding this Review was timely and informative.	1	2	3	4	5
2. Travel and accommodation arrangements were satisfactory.	1	2	3	4	5
3. The criteria for the Unit Review as outlined in the Quality Assessment Document were helpful.	1	2	3	4	5
4. The review material was provided in a timely manner.	1	2	3	4	5
5. The review materials provided by the unit were accurate, appropriate, and provided sufficient information.	1	2	3	4	5
6. The site visit allowed sufficient contact with key stakeholders.	1	2	3	4	5
7. Time spent during the site visit was appropriate and useful.	1	2	3	4	5
8. The Unit's Self Appraisal Report was a useful guide for the site visit.	1	2	3	4	5
9. Questions or requests for information that arose during the site visit were satisfactorily addressed.	1	2	3	4	5
10. There was sufficient time to begin a draft report.	1	2	3	4	5
11. Participation of a University of Calgary internal reviewer was useful.	1	2	3	4	5
12. The Review Team's contribution to the Unit Review process will be of value to the unit, faculty and the University.	1	2	3	4	5

If you checked 1 or 2 for any of the above, please provide details:

Other comments:

Signature: _____



Quality Assurance
Academic Unit Review
Handbook

Revisions to be approved by GFC January 17, 2018

A. INTRODUCTION

The University of Calgary Eyes High Vision and the Academic Plan set out ambitious goals for the university and the strategies to achieve those goals. The *Quality Assurance Process* is a central element for achieving these goals. The *Academic Unit Review* is the keystone of the Quality Assurance Process; it applies to major units of the university including faculties, schools, and major interdisciplinary programs. The processes and templates included in this handbook may be used at the discretion of the unit lead for other quality assurance processes such as department or subject reviews.

The purpose of the unit review is to assess the quality of a unit as it relates to overall academic activities and performance, including management, resources, structure and governance, personnel complement, educational programs, research productivity, partnerships, budget, and space, which are all interconnected to drive the key deliverables in research and teaching and learning. This review must be based on relevant, evidence-based metrics and ideally include comparisons to units of similar size and scale at other national and international institutions. The review provides an opportunity for self-reflection and constructive feedback on key elements within the unit.

Unit reviews are scheduled every 5-7 years. Academic units participating in accreditation processes may choose to adapt appropriate accreditation documentation for the purposes of the unit review and are encouraged to align review cycles if that best meets the needs of the unit.

The Office of the Provost and Vice-President (Academic) holds administrative responsibility for the unit review process.

B. Academic Sponsor and Contacts

ACADEMIC SPONSOR

Dr. Dru Marshall, Provost and Vice-President Academic

CONTACTS

Dr. Florentine Strzelczyk, Deputy Provost

Executive Suite A100

strzelcz@ucalgary.ca

403 220 3060

Dr. Christine Johns, Senior Director Academic and International Strategies

Executive Suite A100

Christine.johns@ucalgary.ca

403 220 3385

Heather Smith-Watkins, Analyst, Planning & Reviews

Review Coordinator

Executive Suite A100

smithwah@ucalgary.ca

C. DEFINITIONS

Academic Policy and Planning Committee (APPC): A GFC standing committee that oversees and approves all items relating to academic programs and policies.

Curriculum Review: An element of the Quality Assurance process. The purpose is to review curriculum and course offerings of undergraduate and course-based graduate programs. A separate handbook for curriculum reviews is available.

Office of Institutional Analysis (OIA): Unit responsible for generating and storing data used for benchmarking and analysis.

Public Report: Written by the Provost's Office, the public report includes the recommendations from the review report and the response to the recommendations from the unit.

Review Report: Written by the review team based on a unit's self-appraisal report, additional documents, and information obtained during the site visit. The report highlights strengths of the unit and includes recommendations for change.

Review Team: Typically composed of three external reviewers and one internal reviewer from the University of Calgary (external to the unit being reviewed) charged with assessing all documentation, meeting with stakeholders, participating in a site visit to the unit, reporting on findings and making recommendations.

Unit: A major academic entity, such as a faculty, school, or major interdisciplinary program.

Unit Lead: The person responsible for the unit; i.e. a dean, director, or head.

Unit Review: A comprehensive review that assesses the overall operations of a major unit; the review team includes external reviewers.

D. OBJECTIVES OF THE REVIEW

To support units in achieving and maintaining standards of excellence in research, teaching and learning, program development, and organizational effectiveness.

To establish unit effectiveness and excellence relative to comparable units nationally and internationally.

To articulate the unit contribution to and alignment with the university's vision and strategic goals.

To track commitments and progress towards established goals.

To provide information to senior university administrators regarding the allocation of resources.

To meet expectations of public accountability through a credible, transparent and action-oriented review process that includes the publication of assessment outcomes.

To augment the Comprehensive and Strategic Plans with expert assessments of existing and planned initiatives in research, teaching, learning, and program development.

E. UNIT REVIEW PROCESS

A schedule of unit reviews will be established by the Provost and communicated from the Deputy Provost to the unit lead well in advance of a unit's review.

STEP	TIMELINE	PARTICIPANTS
Deputy Provost meets with unit lead to initiate review process and to discuss unit goals and appropriate benchmarks, issues and concerns.	9-12 months in advance of site visit.	Deputy Provost and unit lead
Unit provides names and contact information of 6 national and 6 international reviewer names to the Deputy Provost.	9-12 months in advance of site visit.	Unit lead and Deputy Provost
Determination of review team and scheduling of the review. Deputy Provost issues invitations to reviewers.	7-9 months prior to site visit.	Provost in conjunction with the Deputy Provost and unit lead
Submission of self-appraisal document by unit lead to Deputy Provost for internal review.	3 months prior to site visit.	Unit lead and Deputy Provost
Recommendations for revisions from Deputy Provost to unit lead.	Within two weeks of receipt of self-appraisal from unit lead.	Deputy Provost and unit lead
Submission of final self-appraisal document by unit lead to deputy Provost, incorporating revisions.	6 weeks in advance of site visit.	Unit lead and Deputy Provost
Distribution of self-appraisal and other documentation by review coordinator to review team.	4 weeks in advance of site visit.	Review coordinator and review team
Site Visit	2-day on site visit.	All
Submission of review report by external reviewers to Provost.	1 month after the site visit.	External reviewers
Circulation of review report to unit lead for response.	6 weeks after the site visit.	Provost and unit lead

Unit response submitted by unit lead to the Provost and Deputy Provost.	1 month after receipt of the review report by unit lead.	Unit Lead, Deputy Provost and Provost
Final meeting between unit lead, Provost and Deputy Provost for provisional approval of response to review report.	Shortly after receipt of response from unit by the Provost.	Provost, Deputy Provost, and unit lead
Preparation of public document for submission to APPC.	Following meeting between unit lead, Provost and Deputy Provost.	Senior Director, Academic and International Strategies
Presentation of public report to APPC for discussion. Unit lead is invited to attend APPC.	APPC meeting immediately following provisional approval of unit review response.	Unit lead, Deputy Provost, and Provost
Mid-term progress report submitted to Provost's Office, meeting with Provost and unit lead, then presentation to APPC.	At midpoint of unit review cycle.	Unit lead, Deputy Provost, and Provost

Support for the unit

The Office of Institutional Analysis provides appropriate unit-level data prior to the start of the review process and will work with the unit lead and Provost to address any questions or concerns that may arise.

Self-Appraisal

Units complete a self-appraisal where they reflect on their academic activities and administrative operations, including research, teaching and learning, organizational structure and governance, faculty and staff complements, partnerships, budget and space. The process itself offers the unit the opportunity for in-depth analysis of programs, goals and achievement of priorities identified in the unit's own strategic plan.

The self-appraisal demonstrates how the unit aligns with and contributes to academic and institutional plans and strategies, including benchmarking the unit against those similar in scope and size at other institutions, if data is available, and using evidence-based metrics

The Deputy Provost can provide advice during the self-appraisal preparation. A guide to preparing the self-appraisal can be found in Appendix I.

Selection of Reviewers

The review team will be composed of:

- Three external reviewers, including at least one national and one international scholar. They will be experts in a field aligned with the unit being reviewed and experienced administrators.
- One internal reviewer from outside the unit under review and at arm's length from the unit and unit lead. The internal reviewer will be a respected academic knowledgeable about key administrative processes at the University of Calgary.

The unit lead will send the names, affiliations, and contact information for six potential reviewers at each of the national and international levels to the Deputy Provost along with a short CV or brief

rationale for their nominations. Any known significant relationship between proposed reviewers and the unit must be disclosed. The unit must not contact potential reviewers. Professional faculties/programs may also include a member from the relevant professional community on their review teams. The Deputy Provost or the Provost may add to the list of reviewers suggested by the unit. The review team will reflect considerations for achieving gender balance. The Provost will ultimately determine the final composition of the committee.

Instructions for the review team are in Appendix II.

Coordination of review team visit

The review coordinator handles all logistics of the review team on behalf of the Deputy Provost, including arrangements for air and ground travel, accommodation, meals and honorarium, and responds to questions or concerns regarding the process.

The Office of the Provost will provide funds to cover honoraria and expenses for the external reviewers, including hotel accommodation, meals, airfare and ground transportation.

Contacting the Review Team

Once the Deputy Provost and the unit lead have agreed on a date for the site visit, and the review team has been selected by the Provost, the Deputy Provost will invite the reviewers to participate. There should be no communication between the unit and the review team prior to the review process; all communication with the review team will be conducted through the Office of the Provost. The Provost will meet with the review team at the beginning of the site visit. Members of the review team will not make presentations or performances during their visit. During the review process, members of the unit should make every effort to ensure the objectivity of the review.

F. MAJOR UNIT REVIEW SITE VISIT

Site visits will normally be comprised of two full days preceded by a working dinner the evening before. The last half of the second day will be unscheduled to allow time for the review team to develop preliminary recommendations. The Review Coordinator and the appropriate administrative support in the unit will create an itinerary for the site visit, based on the unit lead's recommendations and ensuring that all appropriate stakeholders meet with the review team. The Deputy Provost will approve the schedule at least two weeks in advance of the site visit.

The site visit will begin with a meeting of the Provost and the review team. The Deputy Provost and Senior Director, Academic and International Strategies will also attend. The site visit should include a tour of the unit spaces and facilities. The review team should meet with representatives from across the unit, including administrative leads, academic staff, graduate students, undergraduate students, postdoctoral fellows, and support staff. When possible, key alumni and community partners should also be involved. To facilitate discussion, meetings with faculty members can be grouped in ways that make sense to the unit (by rank or by discipline for example) and meetings with students can likewise be grouped by level of study or by disciplines. These groupings are decided by the unit lead in consultation with the unit's senior administrative team. The unit lead and key faculty should be available during the site visit.

The closing meeting with the review team will include the Provost, Deputy Provost, Vice-President Research or designate, the Dean of the Faculty of Graduate Studies, Senior Director, Academic and International Strategies, the unit lead, and the team within the unit responsible for the production of the self-appraisal document. This meeting will take place towards the end of the site visit and will be scheduled for a minimum of one hour. External reviewers will plan their departures so as to be present at this closing meeting, which is an important opportunity for participants to comment on the preliminary recommendations of the unit review team and to clarify next steps.

Appendix III provides a template for the review report.

Appendix IV provides a sample schedule for a site visit.

G. FINAL REVIEW REPORT

Reviewers will be required to submit a final review report to the Office of the Provost within one month of the site visit. The Provost will review the document, request any required clarifications or additional information from the review team and then share the document with the Deputy Provost and unit lead. This final review report is considered a confidential document; the unit lead will decide how best to share information with the unit.

H. POST REVIEW PROCESS AND PUBLIC REPORT

Unit response to the Quality Assurance review report

The unit is required to provide the Provost with a written response to the review report within one month of receipt. The unit response must be clear, concise and provide strategies for addressing each recommendation identified in the review report, including timelines and an explanation of how initiatives and actions will be resourced. If a unit does not agree with a recommendation, it must provide a rationale explaining why it does not think it relevant, appropriate and/or feasible. The Deputy Provost can be consulted during the preparation of the unit response.

Meeting to discuss unit response

The Review Coordinator will arrange a meeting for the unit lead, Provost, Deputy Provost and Senior Director, Academic and International Strategies to discuss the review report and the unit response.

Public report

Once the unit response has received provisional approval from the Provost, the Senior Director, Academic and International Strategies will create a public document that includes an overarching summary of the unit review including positive contributions of the unit, the report's review team recommendations and the unit's response to those recommendations.

Presentation of the public document to APPC

The unit lead will attend a meeting of APPC to discuss the review and responses to key recommendations as outlined in the report. The unit review documents, including the self-appraisal, the review report and the unit response, will remain confidential documents. Any agreed-upon

recommendations from the review report process must be referred to in subsequent plans produced by the unit. Individual units are encouraged to share the review report and response or public document in a manner best suited to their needs.

Mid-term progress report

At the mid-point of the review cycle, the unit will submit a progress report to the Provost. This report will be reviewed by the Provost and Deputy Provost, discussed with the unit lead, and then submitted to APPC. The mid-term progress report will outline the progress the unit has made towards fulfilling its plan to address the recommendations made in the original review. Where possible, it will indicate progress made on these recommendations utilizing any metrics and benchmarks used in the original review. In cases where metrics have yet to improve or progress has yet to be made, the unit will provide additional strategies, timelines and resource plans that will ensure progress towards key goals prior to the next review.

A template for the mid-review report is attached as Appendix V

I. Feedback on Process

The unit may provide any comments on the process to the Provost or Deputy Provost.

APPENDIX I: SELF-APPRAISAL DOCUMENT- INSTRUCTIONS FOR THE ACADEMIC UNIT REVIEW

The self-appraisal document is the foundational part of the unit review process as it provides opportunity for self-evaluation and reflection. However, a well-written self-appraisal will also help the review team be more focused on their on-site visit and more informed as they make recommendations.

The self-appraisal document will:

- Provide a brief history and articulate the current state of affairs within the unit, including the scope the unit.
- Identify the unit's alignment with institutional strategies and plans.
- Provide evidence to support all claims.
- Include a written narrative of no more than 25 pages, not including appendices.
- Include appendices of figures and tables of data provided by the Office of Institutional Analysis, and which have been verified by the unit. Data included in the appendices are specified and provided by the OIA to the extent possible.

The self-appraisal document will not:

- Attempt to justify requests for additional resources. Those issues must be separate from the Quality Assurance Process.

The self-appraisal document will include the following sections and will minimally address the elements described below:

HISTORY AND OVERVIEW

This one-page summary will be written as a stand-alone document as it sets the stage for the external reviewers, who should be able to make ready comparisons to other units of similar size and scope. A brief statement of the history and current structure of the unit (including number of students, staff, unit organization, etc.), size of budget, areas of distinctiveness at a national or international level as well as key elements from the self-appraisal will be included.

ALIGNMENT WITH INSTITUTIONAL STRATEGY

Describe how the unit's strategic plan and academic and research priorities align with and support Eyes High, the academic and research plans and any key institutional strategies.

STRUCTURE AND GOVERNANCE

Describe the organizational structure and key elements of governance within the unit. Describe key elements of decision making for the unit and the general communication structures/plans for key decisions. Describe how transparency in decision making is ensured.

ACADEMIC AND NON-ACADEMIC STAFF COMPLEMENT

- Discuss how the current support staff and faculty complements in the unit support the mission and vision of the unit.
- Is the distribution of faculty expertise appropriate for the academic responsibilities and aspirations of the unit?
- Is the faculty to student ratio appropriate for the educational programs delivered?
- Is the ratio of full-time appointments (i.e., tenure and tenure-track professoriate and instructors) relative to sessional and term appointments appropriate?
- How does the demographic mix of support staff to faculty allow the unit to meet their goals?
- How do the unit's hiring priorities encourage success over the next five years? What changes are anticipated/planned for the faculty complement? Support-staff complement?

PROGRAMS

Provide a brief description of program(s) offered by the unit, highlighting changes since the last review, alignment with the institution's and unit's strategic plans and response to disciplinary trends.

A large set of possible questions regarding undergraduate and graduate programs, enrolment, teaching and learning have been provided below. These questions are designed as a guide to assist units with interpreting and providing a narrative to accompany the data package provided by the OIA and other data sources. Units are not required to answer all of questions below, but are encouraged to select questions that support the focus of their unit, the themes they want to highlight in the self-appraisal, and the feedback they want to elicit from the review team regarding program challenges and changes. If applicable, units with programs participating in accreditation processes may choose to adapt some of the documentation prepared for the accreditation review, supplemented by any additional material required by the unit review. This should be discussed with the Deputy Provost in advance of the review taking place. If this option is selected, a summary of the accreditation report should be provided to the review team.

Programs that have undergone the Teaching and Learning Curriculum Review process or a Faculty of Graduate Studies Program Reviews may append those review documents to the unit review. A high-level summary of recommendations or action plans should be discussed as part of the unit review.

UNDERGRADUATE TEACHING AND LEARNING

Undergraduate enrolment and recruitment

Enrolment statistics for undergraduate programs as well as trends and projections:

- Undergraduate enrolments
- Average entering grades, retention and time to completion rates, degrees awarded
- Recruitment, retention and completion rates of international students
- Recruitment, retention, and completion rates of Indigenous students
- Discuss if the distribution of student enrolment is appropriate in light of program quality and student demand.
- Student involvement in unit governance processes

Curriculum development

- How does the unit determine whether the programs offered are current, meaningful and relevant to students and society?
- How does the unit align with university plans to increase both breadth and depth for undergraduate education?
- Consider program requirements, pre-requisites and electives. Discuss opportunities for students to engage in undergraduate research, co-op, service learning, and internationalization activities.
- Discuss extra- and co-curricular opportunities such as student clubs, lectures, research symposia etc. if appropriate.
- Which competencies are graduating students in the unit's programs expected to have?
- Append the results of the most recent curriculum reviews and discuss how the unit is continuously and systematically improving its curricula.
- Discuss NSSE results and the unit's strategies to address them.
- How are learning outcomes for each program articulated and defined?
- Describe the opportunities for undergraduate experiential learning.
- How does the unit integrate research experiences within its programs?

Instructional modes and assessment of learning

- Please explain where learning takes place, e.g. in lectures, seminars, labs, or in community-, land- and field-based settings.
- Discuss how the unit encourages and supports diverse methods of teaching and to what extent these are systematically integrated into the unit's programs.
- What are the signature pedagogies for programs in the unit? (Signature pedagogy refers to the forms or styles of teaching and instruction that are common to specific disciplines, areas of study, or professions.)
- How does the unit foster interdisciplinary in its programs?
- How are student learning and engagement assessed to ensure high-quality learning?
- How is work-integrated learning incorporated into the curriculum?

Teaching development and effectiveness

- Discuss how teaching development for academic staff and graduate student teaching assistants is supported and recognized.
- List faculty participation in relevant professional development programs.
- Discuss how teaching excellence is recognized (teaching awards and recognition)
- Discuss how teaching effectiveness is defined and assessed using available data on the quality and effectiveness of teaching and learning, including USRIs, peer reviews, NSSE data, etc.
- How does the unit assess quality of teaching within the unit and of individual faculty members in the FTPC process?

Student advising

- Explain the student advising system in the unit.

GRADUATE AND POSTDOCTORAL EDUCATION

To demonstrate the extent and quality of graduate education in the unit, provide a brief description of the graduate programs offered, highlighting program history, changes since the last review, recent program innovations and future plans to improve graduate programs.

Graduate enrolment and recruitment

- Recruitment strategies for domestic, international and indigenous students
- Retention, time to completion and graduation rates for graduate students
- Degrees awarded
- Admission requirements
- Number of student applications and offers (if applicable to the unit's practices)
- Numbers in each program over previous 5 years, with breakdown by gender, international and Indigenous status
- Numbers and percentages of supervisors in the complement of faculty members
- Average number of students per supervisor

Curriculum

- Reflect on how graduate curricula in the unit have been evolving in response to student demand and to disciplinary developments, how graduate programs in the unit align with university priorities and strategies and how programs have incorporated any recent trends in graduate education.
- In addition to the discussion of the data provided by OIA, present and discuss changing program regulations, curricula, examinations and committees, approach to interdisciplinarity, pedagogy, learning outcomes, engagement of diverse student populations, practicums and off-campus placements.
- How do programs compare to others across Canada?

Student learning

- Give an overview of the academic requirements in the graduate programs offered in the unit and how they reflect commitments to student learning in the strategic plans of the university and the unit.
- Provide a critical evaluation of pedagogy and learning outcomes in the graduate programs being offered by the unit.
- Discuss the engagement of diverse student populations (e.g. international, Indigenous students).
- Include faculty awards for excellence in graduate teaching, mentoring and supervision.
- Describe practicums, off-campus placements, internships and innovative supervisory and mentorship arrangements designed to maximize student learning.

Research training and mentorship

- Identify what training/mentorship is provided for graduate-student supervisors as well as for Graduate Program Directors.
- Describe the quality of graduate supervision mentoring support and assessment in the unit.
- List any faculty awards that are made available for excellence in graduate student teaching and supervision.

- Explain how graduate students get trained and mentored as future researchers and teachers and how they are familiarized with their roles and responsibilities.
- Explain how student progress is monitored.

Graduate Student Engagement

- Work and social space for students
- Access to resources and computers
- Program administrators (FTE)
- Unit-wide activities involving graduate students
- Student participation in unit governance

Graduate student funding

- How are graduate students funded in the unit and which proportion of the total unit budget is used for graduate student support?
- Summarize funding sources for graduate students including policies on minimum funding levels, allocation strategies for TA appointments, conference travel or other relevant funding.
- Discuss total and per capita amount, types and sources of student funding in the previous 5 years, including funds for internal and external scholarships, TAs, RAs, other campus employment, and bursaries if possible.
- Disciplinary comparisons can be included if available as well as the distribution of funding across programs in the unit.

Graduate student research success

- Student success rates in Tri-council scholarship competitions and other relevant grants
- Publication and conference presentation records of graduating students

Post-graduation indicators of student success

- Outcomes of the most recent Canadian Graduate and Professional Survey (CGPSS)
- Known career paths for graduates of previous 5 years

Postdoctoral Fellows

Provide an overview of the number of postdoctoral fellows over the past five years, demographics, disciplinary expertise, sources of funding, scholarly activity, general support and oversight of their development.

RESEARCH, SCHOLARSHIP AND INNOVATION

This section should provide an overview of the research strengths, strategic research priorities, research infrastructure and metrics for benchmarking research performance. This section will be supported by centrally provided data as well as by metrics appropriate for the unit's disciplines in order to assess scholarly productivity relative to appropriate peer units. The specific issues to be addressed are:

- What are the unit's existing and emerging areas of excellence? Which steps are being taken to align strengths to priorities?
- How does the unit contribute to innovation and innovation transfer?

- How does the unit compare, using objective benchmarks, to similar peer comparators across Canada? International benchmarks may apply if valid comparative data are available.
- How does the unit assess the quality of research programs within the unit and of individual faculty members in the FTFC process?
- How has the unit's research funding changed since the last review? Discuss Tri-council and CFI funding, other federal and provincial research initiatives and programs, and sponsored research revenue compared to other U15 universities.
- Describe progress in research productivity and related metrics including:
 - Awards and honours: endowed professorships, fellowships, awards, editorships of journals;
 - Research dissemination: including but not limited to, refereed publications, presentations, proceedings, creative performance/works/exhibitions, patents, invention disclosures and citations;
 - Knowledge translation, contributions to the profession, research infrastructure, numbers of research trainees, postdoctoral fellows, research associates.
 - Collaborations and Teams: involvement in collaborative, interdisciplinary or international projects and research teams.

PARTNERSHIPS

This section should identify and describe the key partnerships external and internal to the university maintained by the unit and address the rationale for these partnerships and their strategic roles. In particular, this section should discuss how these partnerships enhance the core mission, priorities and strategic plans of the unit and how they contribute to delivering on the university strategies and plans, including the Indigenous Strategy, the International Strategy, the Strategic Research and Academic Plans.

- a) Activities undertaken by the academic unit that serve the wider community, such as public lectures, community service learning programs, involvement in community learning initiatives, outreach initiatives, including alumni engagement, industry partnerships, and where applicable, an overview of cultural events.
- b) International partnerships and the purpose they serve in the areas of research, teaching, and learning.
- c) Partnerships with Indigenous communities, institutions, and schools to foster indigenous engagement.

BUDGET

Summarize the unit budget, supported by high-level data included in the appendices. The questions to be addressed are:

- Is the available budget appropriately allocated within the unit to drive areas of priority and to deliver on key responsibilities? (Note that this question addresses how funds are allocated and not the total funding available to support the mission of the unit).
- What alternative sources of funding, other than University operating funds, are being used to support the unit?
- What alternative sources of funding could be explored to enhance the performance of the unit?

- What processes are used within the unit to monitor spending, allocate funds and ensure compliance? Are the current processes transparent and consistently applied?

FACILITIES AND INFRASTRUCTURE

Summarize the physical infrastructure that supports the academic enterprise of the unit. Include a centrally provided table in the Appendix that describes the spaces assigned to the unit. The key questions to be addressed in this section are:

- What are the major facilities and infrastructure elements administered by the unit?
- What processes are used to allocate space and infrastructure within the unit?
- How does the unit ensure that space is efficiently and appropriately used?
- How are research and educational infrastructure supported by the unit?
- What are the high-level priorities of the unit's Space Plan?

DATA PACKAGE

The data package will form an Appendix to the self-study. It will consist of figures and tables provided by the Office of Institutional Analysis. The unit may choose to supplement the OIA data with additional data required to support statements and conclusions in the self-study document, as appropriate. The data included are those used in the standard set of faculty performance metrics along with institutional metrics related to measuring academic and research plan progress as well as others that are specific to the unit. Please note: data packages should be of reasonable length – pick only key metrics to supplement written information.

APPENDIX II: INFORMATION FOR THE REVIEW TEAM

LOGISTICAL INFORMATION

The review team will receive copies of the self-appraisal document and other materials approximately one month before the site visit. Reviewers are invited to be in touch with the Deputy Provost with any concerns, questions, or requests for additional information. Documentation will be circulated in electronic format for easy retrieval.

The Review Coordinator will arrange travel and hotel accommodations. Reviewers may make their own travel arrangements if they wish. The University of Calgary will assume costs for economy class airfare only.

Reviewers are encouraged to arrive in Calgary in time for a working dinner to review questions, plan the approach, and decide how to proceed during the site visit. The working dinner will be scheduled the evening before the site visit (i.e., arrival at Calgary International Airport no later than 4:00 pm).

Reviewers should leave Calgary no earlier than the evening of the second day of the site visit. The closing meeting will normally take place from 4 – 5 pm, so departures from the Calgary International Airport should be no earlier than 7:00 pm

The University will assume costs for accommodation and meals. The University does not cover the costs of alcohol. Members of the review team will be paid an honorarium for their participation.

Original receipts or email versions of receipts are required for reimbursement of any out-of-pocket expenses (parking, ground transportation, baggage fees, airfare, and meals).

INFORMATION RELATED TO SITE VISIT CONSULTATIONS:

The unit review is a data-driven, transparent process.

Meetings with senior administration at the outset and at the end of the visit are designed to situate the unit under review within the university's plans and priorities.

The self-appraisal is the centerpiece of the review process.

The consultations with faculty, students, and staff of the unit under review provide additional information to the reviewers and attendees' perspectives should be considered in the larger context of the review and self-study.

The site visit will take place over two full days. The information gathered during those two days will, together with the self-appraisal, inform the final review report.

APPENDIX III: REVIEW REPORT TEMPLATE

****UNIT NAME** UNIT REVIEW REPORT**

The site visit of the unit review team for the ***unit name*** took place from ***dates***. The unit review team consisted of:

Name, Position, Institution

Name, Position, Institution

Name, Position, Institution

Name, Position, Institution

GENERAL COMMENTS FROM THE REVIEW TEAM

Please provide general comments on the strengths of the unit and general observations that may not otherwise be captured in the review report.

KEY QUESTIONS

During the opening meeting, the Provost will provide key questions to help guide the unit review. Please provide comments, observations and recommendations to the questions in this section.

Examples of areas of focus from previous reviews include:

- Faculty culture and identity
- Administrative/governance structure within the unit
- Positioning of research institutes
- Size of the unit – growth opportunities
- Overall program mix
- Assessment of overall strength of the unit

RECOMMENDATIONS

Recommendation 1:

Review team comments

Recommendation 2:

Review team comments

Recommendation 3:

Review team comments

Other recommendations

CONCLUSION

Concluding remarks and any additional comments from the review team.

APPENDIX IV: SAMPLE SCHEDULE FOR SITE VISIT



Unit Name: Faculty of
Names and Institutions of review team:

Participants are reminded to maintain confidentiality of all discussions in sessions with the review team

SITE VISIT TEMPLATE. THIS IS ONLY AN EXAMPLE. THE DATES FOR THE SITE VISIT WILL BE DISCUSSED WITH THE DEAN AND THE PROVOST'S OFFICE AFTER THE INFORMATION MEETING. UNITS ARE INVITED TO MAKE CHANGES TO THE SCHEDULE TO FIT THEIR SPECIFIC NEEDS. THE ONLY MEETINGS THAT CANNOT BE CHANGED ARE THE WORKING DINNERS AND THE OPENING AND CLOSING MEETINGS.

DAY, DATE

6:00 pm	Review Committee Working Dinner - Review team only	Off campus – organized by Provost's Office
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DAY, DATE

8:00 a m – 8:45 a m	Opening Meeting: Members of review team, Provost, Deputy Provost, Senior Director, Academic and International Strategies Breakfast Provided by Provost's Office	Location within unit
9:00 a m – 10:00 a m	Dean	
10:00 a m – 10:15 a m	BREAK – refreshments provided by Provost's Office	
10:15 a m – 11:00 a m	Space & Facilities Tour and/or Presentation: Dean, Campus Planning, Appropriate faculty personnel	
11:00 a m – 12:15 p m	Administrative, support and technical staff	
12:15 p m – 1:15 p m	Community Stakeholders or Alumni Lunch provided by Provost's Office	
1:15 p m – 2:15 p m	Faculty* (*Can be organized in way that makes sense to the unit, for example by Teaching, Research, Planning, Grad, Undergrad).	
2:15 p m – 3:15 p m	Faculty *	
3:15 p m – 3:30 p m	BREAK – refreshments provided by Provost's Office	
3:30 p m – 4:30 p m	Associate Deans/Department Heads	
4:30 p m – 5:30 p m	Undergraduate students	
6:30 p m	Review team Working Dinner - Review team only	Off campus - Organized by Provost's Office

DAY, DATE (Second day of Site Visit)

8:00 am – 9:00 am	Breakfast with Alumni – Breakfast provided	Location within unit
9:00 am – 10:00 am	Meeting with Graduate Students	
10:00 am – 10:15 am	BREAK – refreshments provided	
10:15 – 11:30 am	Meeting with Research Team	
11:30 am – 12:30 pm	Individual meetings – 15 minutes each.	
12:30 pm – 1:00 pm	Review Team Lunch. Lunch provided.	
1:00 pm – 4:00 pm	Review Team working session – No appointments	
2:30 pm – 2:45 pm	Break – refreshments provided	
4:00 – 5:00 pm	Closing Meeting: Review Team, Provost, Deputy Provost, Dean of unit, Dean of Grad Studies, VP Research, authors of self-appraisal document. Refreshments provided	

APPENDIX V: TEMPLATE FOR MID-CYCLE REVIEW

UNIT REVIEWS – MID-CYCLE REPORT
Faculty Name
Date

Recommendation	Status/Timeline	Comments
1.		
2.		
3.		
4.		
5.		



GENERAL FACULTIES COMMITTEE
ACTION BRIEFING NOTE

- For Approval
- For Recommendation
- For Discussion

SUBJECT: Approval of the New Quality Assurance Curriculum Review Handbook

MOTION:

That the General Faculties Council (GFC) approve the new Quality Assurance Curriculum Review Handbook, in the form provided to the GFC, and as recommended by the Academic Planning and Priorities Committee.

PROPONENT(S)

Dru Marshall, Provost and Vice President (Academic)

Leslie Reid, Vice-Provost (Teaching & Learning)

REQUESTED ACTION

We are seeking approval from General Faculties Council for the revised Quality Assurance Curriculum Review (CR) Handbook. Changes to the CR handbook are in response to an extensive consultation and evaluation of the CR process that took place between May and August of 2018. The consultation involved in-depth interviews with 26 academic and administrative staff from across the university, who had taken part in CR over the last four years. These changes are intended to enhance and improve CR as a meaningful experience for the staff that undertake and participate CR and improve feedback and administrative processes.

KEY POINTS

The CR Handbook was reformatted and edited to improve clarity for user groups. The changes to the CR process, which are included in the Handbook, are highlighted below.

1. Final Report and Interim Reports

We propose that CR final reports and interim reports be brought to TLC GFC committee for discussion and feedback. Interim reports to TLC GFC provide an opportunity for the Unit and CR Review Team to report on progress and get feedback on the action steps taken and those action items that remain.

Current Steps for Reporting

Activity	Person(s) responsible
Submission of Curriculum Review Internal Report to Vice-Provost (Teaching and Learning) for discussion.	Review Lead
Submission of Curriculum Review Public Report to the Academic Program Subcommittee for information and to the Curriculum Review Coordinator for posting on the Curriculum Review website.	Review Lead

Interim Progress report submitted to Provost's Office and copied to the Academic Program Subcommittee.	Unit Lead, Review Lead, and Vice-Provost (Teaching and Learning)
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Suggested Revision for Reporting

Activity	Person(s) responsible
Submission of Curriculum Review Internal Report to Vice-Provost (Teaching and Learning) for discussion.	Review Team
Submission of Curriculum Review Public Report to the Teaching and Learning Committee of GFC for discussion and to the Curriculum Review Coordinator for posting on the Curriculum Review website.	Program or Unit Lead and Review Lead
Interim Progress report submitted to Teaching and Learning Committee for discussion.	Program or Unit Lead and Review Lead

2. Student Engagement in CR Process

We recommend that student input and feedback be required in the CR process. Student feedback can occur in a variety of ways including holding focus groups, surveys, interviews, and town halls. The CR Review Team will determine how to engage students in a form that is meaningful to the context of the program and students.

Current Curriculum Review Elements – Student Feedback

There is no requirement to collect feedback from students enrolled in the program under review during CR process.

Suggested Addition to Curriculum Review Elements Section – Student Feedback

Student Feedback & Analysis of data collected from students. Review Team will seek feedback from students enrolled in the program under review with questions relevant to the review.

BACKGROUND

Curriculum Review as a quality enhancement and assurance process was introduced in 2013. CR is a faculty-led process to review programs at the University of Calgary including undergraduate major programs and course-based master's programs. The purpose is to understand how well they support and contribute to student learning and how these experiences can be enhanced to optimize learning outcomes and experiences for students. The CR process generates a report and action plan for enhancing the program, and the impact of the review will be determined by evidence of implementation success. The CR process is intended to be meaningful, reasonable in scope, and contributes to purposeful and positive change for staff and students that teach and learn within a program of study.

In March 2018, a CR review team was brought together to develop and implement a CR evaluation and response plan. The team consisted of Leslie Reid, Patti Dyjur, Kim Grant, Heather Smith-Watkins, Rahim Pira and Christine Johns.

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>
	Teaching and Learning Committee	2017-11-23			X	
	Teaching and Learning	2018-10-25			X	

	Committee			
	Academic Planning and Priorities Committee	2018-11-05		X
	Teaching and Learning Committee	2018-11-22	X	
	Academic Planning and Priorities Committee	2018-12-17	X	
X	General Faculties Council	2019-01-17	X	

NEXT STEPS

If approved, the new version of the CR Handbook will become the document that guides and supports curriculum review at the University of Calgary. It will complement the new Quality Assurance Academic Unit Review Handbook – the two pieces that make up the quality assurance process at the level of the Office of the Provost.

SUPPORTING MATERIALS

1. Academic Quality Assurance Handbook Curriculum Reviews (current CR Handbook)
2. Quality Assurance Curriculum Review Handbook (proposed revised CR Handbook)



UNIVERSITY OF
CALGARY

ACADEMIC QUALITY ASSURANCE HANDBOOK CURRICULUM REVIEWS

Revisions approved by GFC January 14, 2016

A. INTRODUCTION

The University of Calgary *Eyes High* Vision and Academic Plan lay out ambitious goals for our University, together with strategies to achieve those goals. The University's Quality Assurance Processes are central elements in this plan, designed as a "framework for quality improvement through a focus on setting goals, measuring performance, and periodically re-evaluating the core mission at multiple levels of the University academic enterprise". To complement the unit, subject, and graduate program reviews, curriculum reviews are designed with a more specific focus on the quality of the curriculum offered in each of our degree programs. Students' learning experiences are organized in course units, but it is the integration of those courses to form a comprehensive program of study that determines the overall quality of their learning. Similarly, curricula in which plans for knowledge development are well sequenced and aligned have a significant positive impact on the teaching effectiveness of faculty.

The purpose of a Curriculum Review is to provide a framework for academic staff-led critical examination of each undergraduate and course-based master's program for the purpose of optimizing the learning outcomes of that program. Curriculum Reviews are a formative component of the overall quality assurance strategy and are focused on the continuing development of students' learning experiences. This curriculum review process will generate an action plan for improving the program, and the impact of the review will be determined by evidence of implementation success.

Curriculum Review has a number of benefits, including:

- helping each program achieve and further enhance standards of excellence in students' learning experiences
- documenting the Program's quality relative to previous reviews
- providing an evidence-based means by which the impact of existing undergraduate and graduate programs can be assessed
- providing information, recommendations, and standards for future reviews of the curriculum.
- Informing discussions about articulation with the K-12 system and other institutions.
- meeting public accountability expectations through a credible, transparent and action-oriented review process relative to intended learning outcomes.

Consequently, Curriculum Review is a critical component of quality assurance. The Office of the Provost and Vice-President (Academic), through the Vice-Provost (Teaching and Learning), holds administrative responsibility for the Curriculum Review Process. As much as possible, the Office of the Provost will strive to harmonize the curriculum review process with unit reviews and accreditation processes, and to negotiate timing of reviews to optimize outcomes.

B. CONTACTS

Vice-Provost (Teaching and Learning)
Office of the Provost, A 100
403 220 2494

Review Coordinator
Office of the Provost, A 100
403 220 4133

Curriculum Development Consultant
Teaching and Learning Centre, BI 539C

C. DEFINITIONS

Academic Policy and Planning Committee (APPC): Primary consultative planning and priorities committee of General Faculties Council (GFC), reporting on matters including the quality and integrity of academic programming.

Academic Program Subcommittee (APS): a subcommittee of APPC whose mandate is to foster program quality and to make recommendations to APPC on program changes, additions, suspensions or closures for all programs except for graduate programs.

Graduate Academic Program Subcommittee (GAPS): a subcommittee of APPC whose mandate is to review and recommend to APPC the creation, alteration or termination of graduate programs and to approve changes to graduate courses and minor graduate program changes.

Action Plan: A concise summary of how, over the period between curriculum reviews, the faculty in a program will address findings emerging from the Curriculum Review process.

Curriculum Review: An academic staff-led critical examination of their own academic program for the purpose of optimizing the learning outcomes of that program. Curriculum reviews of undergraduate and/or course-based Masters programs are scheduled in collaboration with the Dean/Director of the Unit and normally occur on a 5-7 year cycle.

Curriculum Mapping: A process in which the learning outcomes, teaching and learning strategies, and assessment processes for each course in a program can be represented to create a summary of the learning plan for an entire program of study so that the relationships between the components of the program can be observed.

Office of Institutional Analysis (OIA): Generates and houses data relevant to curriculum reviews such as enrolment numbers, attrition, retention, DFW statistics, completion rates and times and relevant survey results. OIA will provide a standard report to each program to support Curriculum Reviews.

Review Coordinator: The Review Coordinator is a staff member in the Provost's Office who provides information and process guidance to the Review Lead, to ensure curriculum reviews are completed in a timely and accurate fashion.

Review Lead: The Review Lead for Curriculum Reviews will be a faculty member from the program who will schedule meetings to facilitate the review process, track the progress of the review, coordinate resources to support colleagues in providing information to the process, and draft the Curriculum Review Public Report.

Review Team: In the case of Curriculum Reviews, the Review Team includes all full-time faculty members involved in teaching in the program. In addition, sessional colleagues will be invited, but not required, to join the review team. Each member will participate in curriculum mapping and be invited to participate in data analysis to identify the main findings and to develop the action plan to be presented in the Curriculum Review Public Report.

Curriculum Review Internal Report: Written by the Review Lead in consultation with the review team, the internal report will include a brief summary of the program context, a checklist of the process followed, and the findings and action plan emerging from the Curriculum Review, including points of alignment with the University of Calgary Academic Plan.

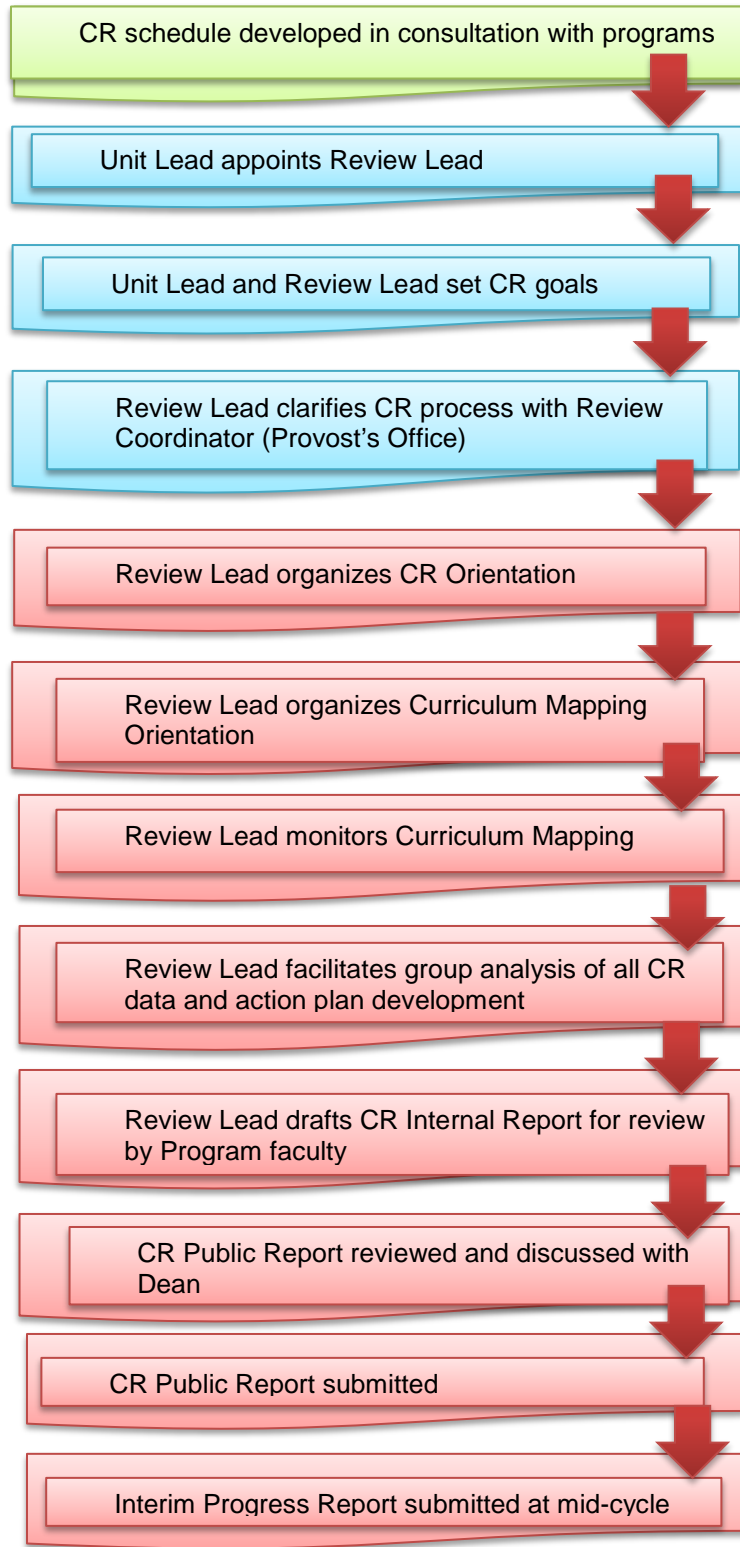
Curriculum Review Public Report: The Curriculum Review Public Report will include a brief summary of the program context, the guiding questions, and the action plan emerging from the Curriculum Review.

Unit: Depending on how an academic program is housed in an administrative structure, the unit conducting a curriculum review may be a Faculty, Department, Institute or Program.

Unit Lead: The Unit Lead is the person responsible for the Unit, including a Head, a Dean, a Director of an interdisciplinary program, or a Director of an Institute.

Unit Review: A comprehensive review that assesses the overall operations of a Unit (Faculty, major interdisciplinary program, Institute) and includes an external review. The Unit Review is scheduled every 5 years and coordinated by the Office of the Provost.

D. CURRICULUM REVIEW (CR) PROCESS IN OVERVIEW



Scheduling Phase

Planning Phase

Implementation Phase

E. CURRICULUM REVIEW PROCESS

1. Curriculum Review Cycle

2. **A cycle of Curriculum Reviews will be established by the Dean (or Dean's delegate) of each Faculty, in consultation with Unit Heads and communicated to the Provost's Office. In consultation with the Provost's Office, the review cycle may be adjusted to align with unit and accreditation review processes, where warranted. Once the cycle is established, each curriculum review will be initiated through communication from the Review Coordinator to the Unit Lead.**

2. Curriculum Review Steps and Recommended Timelines*

2A. Preparation Phase

STEP	RECOMMENDED TIMELINE	PARTICIPANTS
Dean consults with each eligible program to develop a rolling schedule for Curriculum Reviews (CR). Schedules are submitted to the Provost's office. Programs are reminded that the schedule is flexible, depending on other review and/or accreditation exercises.	In place for July 2014, and updated annually	Deans/ Unit Leads
Unit Lead appoints Review Lead, delegating CR responsibilities to the Review Lead and making appropriate workload adjustments to reflect CR leadership responsibilities.	JULY – AUGUST	Unit Lead and Review Lead
Office of the Provost requests Office of Institutional Analysis (OIA) data to provide a standard report to support CR process. The report should include data generated since last review process (or on the first cycle of review, a minimum of five years).	JULY -AUGUST	Office of the Provost
Unit Lead and Review Lead examine and reflect on recommendations from previous reviews and standard report from OIA, and draft questions to guide the CR process.	JULY – SEPTEMBER	Unit Lead and Review Lead
Review Lead meets with Review Coordinator to clarify the CR process. Additional resources will be available to Review Leads.	JULY – AUGUST	Unit Lead and Review Lead
Review Lead meets with Unit Lead to discuss CR goals, processes, and timelines.	AUGUST– SEPTEMBER	Review Lead and Review Coordinator
Review Lead consults with Curriculum Consultant at the Educational Development Unit (Taylor Institute for Teaching and Learning) to organize support required.	AUGUST- SEPTEMBER	Review Lead
Review Lead consults with the appropriate Subject Librarian to review library resources and other library resources available to the program.	SEPTEMBER- OCTOBER	Review lead

2B. Implementation Phase

STEP	RECOMMENDED TIMELINE*	PARTICIPANTS
Unit Lead initiates Review Process by outlining CR benefits to all faculty members teaching in the program, clearly emphasizing the importance of each member's role in curriculum mapping.	SEPTEMBER	Unit Lead in conjunction with Review Lead
Review Lead organizes a Curriculum Review Orientation meeting, explaining the process, data sources and support available and identifies any additional information needed (for instance, how to collect information from potential employers or professional governing bodies).	OCTOBER	Review Lead
Review Lead organizes orientation to curriculum mapping process and schedules workshops with Curriculum Consultant if required, ensuring that outcomes are in place.	OCTOBER-NOVEMBER	Review Lead in collaboration with Curriculum Specialist
Review Lead monitors curriculum mapping process. Any additional data collection is conducted.	OCTOBER - FEBRUARY	Review Lead
A subcommittee of the Review Team organizes the collection of feedback from current students that will inform the review process.	OCTOBER - FEBRUARY	Review Lead and Sub-committee
Review Lead facilitates group analysis of data generated through curriculum mapping, the OIA standard report, student feedback, and any additional data sources created) Group identifies key findings and action plan priorities.	MARCH-APRIL	Review Lead and program faculty
Draft Curriculum Review Internal Report , including findings and action plan.	MAY	Review Lead
Review of Draft Curriculum Review Internal Report by review team.	LATE MAY	Review Lead, Review Team and Unit Lead
Submission of Curriculum Review Public Report to Dean/Director for discussion and approval, and in the case of Course-based Master's programs also to the Dean, FGS for review.	EARLY-MID JUNE	Review Lead, Unit Lead, and Dean/Director
Submission of Curriculum Review Public Report (excerpted from Internal Report) to Vice-Provost (Teaching and Learning) for discussion.	MID-LATE JUNE	Review Lead and Unit Lead
Submission of Curriculum Review Public Report for information to: <ol style="list-style-type: none"> the Academic Program Subcommittee for undergraduate programs the Graduate Academic Program Subcommittee for course-based Master's programs the Curriculum Review Coordinator for posting on the Curriculum Review website. 	NOT LATER THAN AUGUST	Review Lead
Interim Progress report on implementation of action plan submitted to Provost's Office and copied to the Academic Program Subcommittee or Graduate Academic Program Subcommittee as appropriate.	At midpoint of CR cycle	Unit Lead, Review Lead, and Vice-Provost (Teaching and Learning)

***Recommended timelines are based on the most common pattern of work in academic programs. If an alternative timeline is desirable, the recommended pattern can be adapted.**

3. Support for the Unit:

- The Review Lead and the Review Coordinator meet with the Unit Lead to clarify any issues or concerns regarding the review process. Subsequently, the Review Lead will keep the Unit Lead informed about the progress of the Curriculum Review process, ideally on a monthly basis.
- Appropriately vetted institutional data will be provided by the Office of Institutional Analysis prior to the start of the Curriculum Review process.
- The University will provide curriculum mapping software to facilitate the Curriculum Review.
- The Review Lead can request support from the Educational Development Unit of the Taylor Institute for Teaching and Learning to facilitate developing learning outcomes, optimizing the use of curriculum mapping software, or interpreting the data generated.
- The Educational Development Unit of the Taylor Institute for Teaching and Learning will maintain a webpage featuring resources, templates and examples to support the Curriculum Review process.
- The Review Coordinator is available to answer any questions or concerns regarding Curriculum Review procedures.

4. Costs

The University will provide curriculum mapping software and educational development support for the Curriculum Review process as well as standard data collected by the OIA. Any additional costs (for instance, employing a student to assist with the review process or collecting data via focus groups) will be the responsibility of the Unit.

F. REVIEW TEAM

1. Review Team Membership

The Curriculum Review process is a collaborative, faculty-led critical examination of an academic program for the purpose of optimizing the learning outcomes of that program. Consequently, review team membership includes all full-time faculty members involved in teaching in the program. In addition, sessional colleagues will be invited, but not required, to join the review team. The Unit Lead provides the names and email addresses of eligible faculty members to the Review Lead. Review team members must commit to the schedule of meetings and the work required to complete the review process.

2. Contacting the Review Team

Once the Review Lead and the Unit Lead have agreed on a timeline for the Curriculum Review process, the Review Lead will convene a meeting of the review team to outline the process, discuss the review timeline, and identify the resources available to support Curriculum Reviews.

3. Distribution of Information for the Review Team

Members of the Review Team will receive a copy of:

- The Curriculum Review Handbook
- University level learning outcomes (when they are developed and approved)
- Faculty and Program-level learning outcomes
- Eyes High strategic plan
- Institutional Academic Plan
- Office of Institutional Analysis standard report for Curriculum Reviews
- any additional information that the program provides
- FAQs about International Partnerships
(http://www.ucalgary.ca/uci/system/files/UCI_Relations_partnerships_FAQs_1.2_REV.pdf)
- the review timeline.

G. CURRICULUM REVIEW ELEMENTS

While forms of expression will vary across disciplines, each Curriculum Review Process requires the following elements:

1. **Context:** A one-page summary created by the Review Lead and shared with the review team, to set the context in which the program is offered (history, how it is situated in the field of study, particular strengths, accreditation requirements, etc.)
2. **Overview:**
 - The Program-Level Learning Outcomes: What are the overarching areas of knowledge, skills and abilities that a graduate of this program is intended to acquire?
 - Program Structure: How is the program organized in terms of required and elective courses? Majors, Minors, concentrations, embedded Certificates? Horizontal and vertical integration? Course structures (labs, tutorials, projects, etc.)? Experiential learning? Integrating teaching and research? Internationalization? Special features of the learning experience? Links to other programs? In what way do courses service other academic programs?
 - Highlight points of alignment with priorities of the University of Calgary's Academic Plan.
3. **Guiding questions:** The critical questions or concerns that guide the curriculum review
4. **Curriculum mapping:** Each faculty member will use curriculum mapping software to enter the learning outcomes for each course he/she teaches, the primary teaching and learning strategies employed, and the assessment methods used. It is expected that all courses will be mapped.
5. **Analysis of the curriculum mapping output:** Are there gaps or unintended redundancies in content across course and/or years? Is there evidence of alignment across intended outcomes, instructional methods and assessment strategies? Is there evidence of relevance/meaningfulness/alignment with the Academic Plan?
6. **Integration of evidence from other sources:** The Office of Institutional Analysis will create a standard report for Curriculum Reviews. The standard report will include information relevant to curriculum reviews such as enrolment numbers, attrition, retention, DFW statistics, completion rates and times, and relevant survey results. Programs may choose to collect further information from students and/or other stakeholders.
7. **Findings:** The Review Team will identify findings based on an analysis of data from the curriculum mapping process and other sources. The findings will form the basis of an action plan.
8. **Action plan:** A concise summary of how, over the period between curriculum reviews, the faculty in a program will address findings emerging from the Curriculum Review process. The Action Plan will be referenced in the midterm report and subsequent curriculum review processes.
9. **Communication plan:** Identification of the strategies that will be used to convey to students, faculty and staff the findings of the review and progress made at regular intervals.
10. **Curriculum Review Internal Report:** The internal report will include a brief summary of the program context, the guiding questions, a checklist of the process followed, and the findings and action plan emerging from the Curriculum Review, including points of alignment with the University of Calgary Academic Plan.
11. **Curriculum Review Public Report:** The Public Report (exerpted from the Internal Report) will include a brief summary of the program context, the guiding questions, and the action plan emerging from the Curriculum Review. The Public Reports will be posted on the curriculum review website (<http://www.ucalgary.ca/provost/activities/reviews>) for reference by other programs and to demonstrate transparency in the curriculum review process.
12. **Electronic Record:** An electronic record of all of the raw data used to generate the Curriculum Review Summary Report will be archived by each program for reference in mid-term reports and in future curriculum reviews.

H. POST-REVIEW REPORT STEPS

1. **Dean/Director Review**

The Curriculum Review Public Report will first be reviewed and approved by the Dean (or Dean's Designate) of the home Faculty, or equivalent academic administrator in other units housing programs. In the case of Course-based Master's programs the Dean, FGS will also review the public report.

2. **Meeting with the Vice-Provost (Teaching and Learning) to discuss the Curriculum Review Action Plan**

Once approved, the Curriculum Review Public Report will be submitted through the Review Coordinator who will arrange a meeting with the Vice-Provost (Teaching and Learning) and Review Lead to discuss the Curriculum Review process and the program's Action Plan. The Review Coordinator will maintain a permanent record of all Curriculum Review Public Reports submitted, and post the completed public reports to the Curriculum Review webpage.

3. **Further dissemination of the Curriculum Review Results**

The Review Coordinator will submit the Curriculum Review Public Report to:

- the Academic Program Subcommittee for undergraduate programs
- the Graduate Academic Program Subcommittee for course-based graduate programs
- the Curriculum Review Coordinator for posting on the Curriculum Review website.
- Any action plans from the Curriculum Review Planning Report must be referred to in subsequent plans produced by the program.

4. **Interim Progress Report**

Each Unit will submit a 1-2 page interim progress report through the Review Coordinator to the Vice-Provost (Teaching and Learning) at the mid-point of the review cycle. This report will be reviewed by the Vice-Provost (Teaching and Learning). The interim progress report document will:

- indicate progress made on the action plan from the Curriculum Review Report
- provide reasons for failure to address elements of the action plan as well as additional strategies to address these reasons along with timelines and resource plans.

5. **Feedback about the Review Process**

The Program may provide any comments on the process and how it can be improved to the Office of the Vice-Provost (Teaching and Learning).



Quality Assurance Curriculum Review Handbook

Revisions to be approved by GFC January 17, 2019

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A. INTRODUCTION

The University of Calgary Eyes High Vision and the Academic Plan set out ambitious goals for the university and the strategies to achieve those goals. The Quality Assurance Process is a central element for achieving these goals. To complement Academic Unit reviews, Curriculum Reviews are designed with a more specific focus on the quality of the curriculum offered in degree programs. Students' learning experiences are organized in course units, and the integration of those courses to form a comprehensive program of study helps determine the overall quality of learning. Similarly, curricula in which plans for knowledge and skills development are well sequenced and aligned have a significant positive impact on the teaching effectiveness of academic staff.

Curriculum Review (CR) is a critical examination of academic programs for the purpose of optimizing student learning experiences led collaboratively by academic staff who teach within the program. The aim is to understand how well these programs support and contribute to student learning experiences and how they can be enhanced. CR at the University of Calgary includes undergraduate major programs and course-based master's programs. The CR process includes a report and action plan for enhancing the program. An interim progress report is submitted to the VPTL's office at the mid-point of the review cycle. The CR process is intended to be collaborative, meaningful, and reasonable in scope, and to contribute to purposeful and positive change for staff and students who teach and learn within a program of study. Curriculum review will usually take place on a 5 to 7 year cycle.

The main purpose and objectives of a CR are to:

- Provide an opportunity for academic staff to have meaningful, collaborative discussions about teaching and learning across a program.
- Provide an opportunity for academic staff to solicit feedback from students, and often other groups such as alumni, on their experiences in a program under review.
- Reflect upon the current and future state of an academic program.
- Help ensure programs achieve and enhance intended standards of excellence in students' learning experiences.
- Create an evidence-based process through which the educational impact of existing programs can be assessed and analyzed collaboratively.
- Facilitate a collaborative, evidence-based decision-making processes for strengthening academic programs.
- Document program effectiveness relative to previous reviews.
- Fulfill public accountability expectations through a credible, transparent and action-oriented process.

The Office of the Provost and Vice-Provost (Teaching and Learning) holds administrative responsibility for CR. The Office of the Provost will harmonize the curriculum review process with unit reviews and accreditation processes, and negotiate timing of reviews to optimize outcomes.

B. ACADEMIC SPONSOR AND CONTACTS

ACADEMIC SPONSOR

Dr. Dru Marshall, Provost and Vice-President Academic

CONTACTS

Dr. Leslie Reid, Vice-Provost Teaching and Learning
Executive Suite A100

Heather Smith-Watkins, Analyst, Planning & Reviews
Review Coordinator
Executive Suite A100
smithwah@ucalgary.ca

EDUCATIONAL DEVELOPMENT CONSULTANTS

Taylor Institute for Teaching and Learning

Dr. Patti Dyjur
pdylur@ucalgary.ca

Dr. Frances Kalu
fukalu@ucalgary.ca

Dr. Kim Grant
grantka@ucalgary.ca

C. DEFINITIONS

Teaching and Learning Committee (TLC): A standing committee of the General Faculties Council.

Office of Institutional Analysis (OIA): Unit responsible for generating and storing data used for benchmarking and analysis.

Program Lead: The person responsible for the program; for example, a dept. head or program director.

Review Lead: an academic staff member from the program under review who will oversee and facilitate the review process, track the progress of the review, coordinate resources to support colleagues in providing information to the process, and coordinate the writing of a draft Curriculum Review Report.

Review Team: In the case of CR, the Review Team includes all academic staff involved in teaching in the program. In addition, sessional colleagues will be invited, but not required, to participate in the CR process. Members of the review team help develop the CR guiding questions, participate in curriculum mapping and are invited to participate in data analysis to identify the main findings. The Review Team will also approve both the Guiding Questions and the CR Action Plan through the appropriate forum such as Department, Faculty or Program council meetings. A sub-set of academic staff from the Review Team will form a CR Committee to help the Review Lead coordinate and implement the CR process. Activities supported by the CR Committee include drafting guiding questions, curriculum mapping and ensuring that all members of the Review Team have multiple opportunities to engage in the CR process

and to provide feedback on the CR Report and Action Plan. The CR Committee also supports the writing the CR Report, including the Action Plan.

Unit: A major academic entity; for example, a faculty, school, or institute.

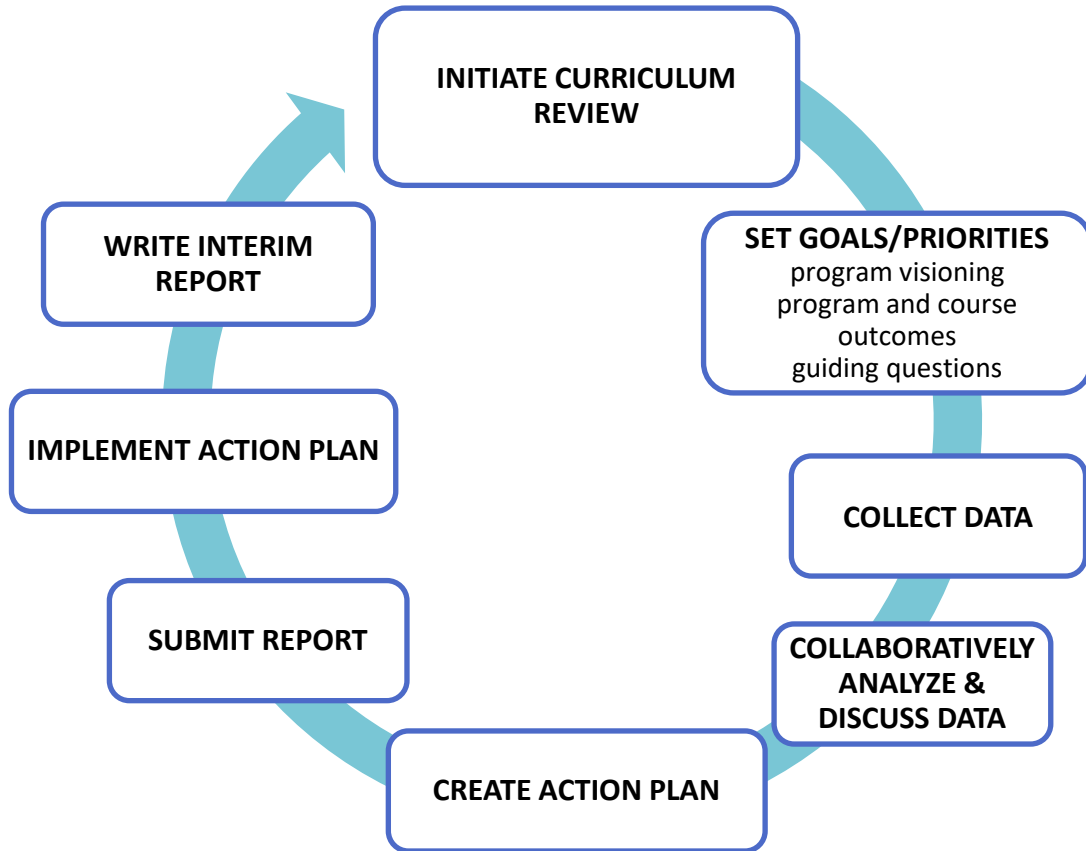
Unit Lead: The person responsible for the unit; for example, a dean or director.

Unit Review: A comprehensive review that assesses the overall operations of a major unit and includes an external review.

For more definitions, please see Appendix I.

D. CURRICULUM REVIEW PROCESS

The Vice-Provost Teaching and Learning (VPTL) will work with the Dean (or Dean's delegate) to establish a cycle of Curriculum Reviews for programs within a unit. The review cycle may be adjusted to align with unit and accreditation review processes, where appropriate. Once the cycle is established, each CR will be initiated through communication from the Review Coordinator to the Unit Lead and other contacts as appropriate. The diagram below illustrates the main steps in the CR process. CR is usually a 1-year process from initiation to report submission. See Appendix II for the suggested timeframe for CR activities within these steps.



Support for the unit

The Review Lead and the Review Coordinator meet with the Unit Lead to clarify any issues or concerns regarding the review process. The Review Lead will keep the Unit Lead informed about the progress of the Curriculum Review process, ideally on a monthly basis.

Program data will be provided by the Office of Institutional Analysis for the CR process. Collecting undergraduate student feedback, and data from other groups such as alumni, program staff and graduate student teaching assistants during the CR process is the responsibility of the Unit.

The Office of the VPTL will maintain a webpage featuring resources, templates and examples to support the Curriculum Review process, as well as the Executive Summaries and Action Plans from units that have concluded the Curriculum Review process.

The Review Coordinator and Educational Development Consultants are available to answer any questions or concerns regarding Curriculum Review procedures.

Resources provided

The University will provide educational development support, including access to curriculum mapping resources and platforms, through the Taylor Institute as well as standard data collected by the OIA. Any additional costs (for instance, employing a student to assist with the review process or collecting data via focus groups) will be the responsibility of the Unit.

Data Collection

Each CR will be informed by the following data sources: OIA report, curriculum mapping data, and feedback gathered from students through methods such as surveys, interviews, and focus groups. It is expected that required courses in a program will be included in the curriculum mapping process. Additional courses, including optional courses from the department or faculty, should also be included in the curriculum mapping, where feasible. Optional courses from other departments and faculties are not expected to be included in the curriculum mapping process.

The Review Team may decide to collect other data to inform the CR, as appropriate. Potential sources of data include alumni surveys, program documentation, past curriculum and unit reviews, an environmental scan of similar programs from other institutions, a literature review, and current or potential employer survey data and/or consultations. For more information on data collection, see Appendix III.

E. THE CURRICULUM REVIEW REPORT

Each CR report requires the elements listed below. Curriculum Review reports and action plans should be discussed and approved at the appropriate Council (Department, Program, Faculty) for the Unit to ensure all academic staff who teach within the program have an opportunity to provide feedback and input on the final report and plan.

1. **Executive summary:** an overview of the report including the focus of the review, data collected, findings, and major recommendations.
2. **Context:** a brief description of the program's history, relation to field of study, particular strengths, accreditation requirements, etc.
3. **Overview:** description of both the program and the CR process (including the program-level learning outcomes, program structure, etc.)
4. **Guiding questions:** the critical concerns that guided the CR process. At least one guiding question must address a University of Calgary institutional priority related to teaching and learning.
5. **Data collection, analysis, and findings:** description of both the process and the findings from the data sources used (including OIA data, curriculum mapping, and student feedback)
6. **Consultation and engagement process:** description of how academic staff, students and other groups were consulted and engaged throughout the curriculum review process
7. **Action plan:** a concise summary of how the program will address findings emerging from the CR process
8. **Communication plan:** strategies that will be used to share findings and progress with students, faculty and staff
9. **Appendices (optional):** data collection items, raw data, preliminary analysis, etc.

Detailed information on each of these elements is located in Appendix IV.

Note: Units are responsible to keep an electronic record of the raw data used to generate the CR report and to archive all reports for reference in their interim reporting process and for future curriculum reviews.

F. POST REVIEW PROCESS AND INTERIM PROGRESS REPORT

Report Review

The Curriculum Review Report will first be reviewed by the Department Head or Program Director and then brought to Dept Council (or equivalent) for approval by the Review Team. Otherwise it will first be reviewed by the Dean (or Designate) of the home Faculty, or equivalent academic administrator in other units housing programs. In the case of course-based Master's programs, the Dean of the Faculty of Graduate Studies will also review and approve the report. The signed approval form will be submitted to the Provost's Office along with the Report.

Meeting with the VPTL to discuss the Curriculum Review Action Plan

Once approved, the Curriculum Review Report will be submitted through the Review Coordinator who will arrange a meeting with the VPTL and Review Lead to discuss the Curriculum Review process and the program's action plan.

Further dissemination of the Curriculum Review Results

The Review Coordinator will submit the Curriculum Review Report (without appendices) to

- The Teaching and Learning Committee (TLC) for discussion and feedback; and
- The Curriculum Review Coordinator for posting on the Curriculum Review website (Executive Summary and Action Plan).

The Review Coordinator will maintain a permanent record of all Curriculum Review Reports submitted.

Action plan items from the Curriculum Review Report must be referenced in the Interim Report as well as in subsequent reviews undertaken by the program. Results and ongoing progress of the action plan will be communicated to students and other stakeholders as per the Communication Plan outlined in the CR report.

Interim Report

Each Unit will submit a 1-2 page interim progress report through the Review Coordinator to the VPTL at the mid-point of the review cycle. The interim report will describe progress made on the action plan, briefly discuss any challenges in fulfilling specific action plan items and outline any changes or adjustments made as a result. This report will be discussed at the Teaching and Learning Committee (TLC) of the General Faculties Council, chaired by the VPTL.

A template for Interim Reports is available in Appendix VI.

G. FEEDBACK

The unit may provide any comments or feedback on the process to any members of the Curriculum Review contacts in Section B.

APPENDIX I: GLOSSARY OF CURRICULUM REVIEW TERMS

Action Plan: A concise summary of how, over the period between curriculum reviews, the staff responsible for a program will address recommendations emerging from CR.

Curriculum Review (CR): An academic staff-led collaborative and critical examination of academic programs for the purpose of optimizing student learning experiences. Curriculum reviews of undergraduate and/or course-based Master's programs are scheduled in consultation with the Dean/Director of the Unit and normally occur on a 5-7 year cycle.

Curriculum Mapping: The process of associating course outcomes with program-level learning outcomes and aligning teaching and learning strategies and assessment methods for courses so the relationships between the components of the program can be identified. The results are instrumental in identifying patterns, trends, gaps, and overlaps to ensure that the program is structured in a strategic, thoughtful way that enhances student learning.

Office of Institutional Analysis (OIA): Unit responsible for generating and storing data used for benchmarking and analysis. The OIA will provide a standard data reports to each program for CR.

Program Lead: The person responsible for the program under review (i.e. department head, program director).

Review Coordinator: The Review Coordinator is a staff member in the Provost's Office who provides information and process guidance to the Review Lead, to ensure curriculum reviews are completed in a timely and accurate fashion.

Review Lead: The Review Lead for Curriculum Reviews will be an academic staff member from the program under review who will oversee and facilitate the review process, track the progress of the review, coordinate resources to support colleagues in providing information to the process, and draft the Curriculum Review Report.

Review Team: In the case of CR, the Review Team includes all academic staff involved in teaching in the program. In addition, sessional colleagues will be invited, but not required, to participate in the CR process. Members of the review team help develop the CR guiding questions, participate in curriculum mapping and are invited to participate in data analysis to identify the main findings. The Review Team will also approve both the Guiding Questions and the CR Action Plan through the appropriate forum such as Department, Faculty or Program council meetings. A sub-set of academic staff from the Review Team will form a CR Committee to help the Review Lead coordinate and implement the CR process. Activities supported by the CR Committee include drafting guiding questions, curriculum mapping and ensuring that all members of the Review Team have multiple opportunities to engage in the CR process and to provide feedback on the CR Report and Action Plan. The CR Committee also supports the writing the CR Report, including the Action Plan.

Curriculum Review Report: Written by the Review Team, the report will include an Executive Summary, the process followed, the guiding questions, the names of the review team, and the findings and action plan emerging from the Review, including points of alignment with the University of Calgary Academic Plan. Data collection items and raw data are usually contained in Appendices to this Report.

Unit: A major academic entity, for example a faculty, school, or institute.

Unit Lead: The person responsible for the unit; i.e., a dean, or director.

Unit Review: A comprehensive review that assesses the overall operations of a major unit and includes an external review.

APPENDIX II: SUGGESTED TIMEFRAME & ACTIVITIES FOR CR PROCESS

	TIMELINE*
INITIATE CURRICULUM REVIEW	2-3 months (prior to the academic year)
Unit Lead (or delegate) consults with each eligible Program Lead to develop a rolling schedule that is submitted to the Provost’s office.	
Unit or Program Lead appoints Review Lead, delegates CR responsibilities and makes appropriate workload adjustments to reflect CR leadership responsibilities. Office of the Provost requests standard data package from the OIA.	
GOAL SETTING	1-2 months (fall)
Program Lead, Review Lead, and Review Team examine and reflect on recommendations from previous reviews, the data report from the OIA, and draft questions to guide the CR process.	
Review Lead & Program Lead meet to discuss goals, processes, and timelines.	
Review Lead (or delegate) creates a CR plan, consulting with Educational Development Consultants at the Taylor Institute for Teaching and Learning as needed.	
Review Lead (or delegate) consults with the appropriate Subject Librarian to review library resources available to the program.	
Program Lead & Review Lead initiates CR by outlining CR as a collaborative process involving all academic staff teaching in the program (i.e. the Review Team), clearly emphasizing the importance of each member’s role in the curriculum mapping and review process. Review Team participates in developing CR guiding questions to be approved at dept council (or equivalent).	
DATA COLLECTION	4-5 months (fall-winter)
Review Lead shares CR information with Review Team	
Review Lead organizes orientation to curriculum mapping process for Review Team (this may include contacting an Educational Development Consultant).	
Curriculum mapping is completed by Review Team. The Review Lead (or delegate) coordinates the collection of feedback and input from staff, alumni, and current students within the program that addresses appropriate guiding questions.	
DATA ANALYSIS & DISCUSSION	1-2 months (early spring)
The Review Lead collaborative analysis of data generated through curriculum mapping, the OIA standard report, student feedback, and any additional data sources. Key findings and action plan priorities identified.	
CREATE ACTION PLAN	1 month (spring)
The Review Team drafts an action plan and coordinates opportunities for feedback. Action Plan is approved by Review Team.	
CREATE AND SUBMIT CURRICULUM REVIEW REPORT	1-2 months

The Curriculum Review Report is drafted. Consultation on the report is facilitated with academic staff throughout the department/faculty.	(for June submission)
Review of Draft Curriculum Review Report by Review Team.	
Submission of Curriculum Review Report to Program Lead for discussion and approval for final sign off by Unit Lead. In the case of course-based Master's programs, the report also goes to Faculty of Graduate Studies for review and signed approval.	
Submission of Curriculum Review Report to VPTL for review and discussion. VPTL will meet with the Review Lead to discuss challenges and opportunities presented. Meeting should include the Educational Development Consultants from the TI, and may include the Unit Lead.	Mid-late June No later than August
Submission of the Executive Summary and the Action Plan from CR Report to the Teaching and Learning Committee (TLC) of the GFC.	
Review Lead and Program Lead attend GFC TLC for discussion and feedback on CR Action Plan	
IMPLEMENT ACTION PLAN	Throughout the CR cycle
WRITE INTERIM REPORT	At midpoint of CR cycle
Interim Progress report on implementation of action plan submitted VPTL and GFC TLC for discussion.	
Review Lead and Program Lead attend GFC TLC to give an update on CR action plan.	

*Recommended timelines are based on the most common pattern of work in academic programs. If an alternative timeline is desirable, the recommended pattern can be adapted.

APPENDIX III: DATA COLLECTION STRATEGIES

Mandatory data collection:

1. Standard Report from the Office of Institutional Analysis (OIA)
 - a. Demographic information, such as number of students, DFW rates, attrition
 - b. NSSE engagement indicators and responses (%) for specific questions, if applicable
2. Curriculum mapping data
3. Student data (survey, focus group, or interview)

Optional data collection:

There are many potential sources of data which could inform a curriculum review. The guiding questions will help to determine which data collection methods are used. Suggestions include:

1. Student exit surveys or interviews
2. Alumni surveys
3. Quantitative student performance indicators, such as grades on a key assignment
4. Teaching and learning artifacts, such as portfolios of student work
5. Anecdotal information and testimonials
6. Program documentation
7. Past curriculum reviews
8. Past unit reviews
9. Environmental scan, or an examination of similar programs across the province, Canada, or North America
10. Literature review
11. External reviewer reports
12. Accreditation reports
13. Current or potential employer data

APPENDIX IV: CURRICULUM REVIEW REPORT DETAILS

1. **Title page:** Include the faculty logo, title of the document and date. Include an image on the title page if desired.
2. **Table of contents**
3. **CR Report Authors:** Include the names of people who were instrumental in conducting the review and preparing the CR report.
4. **Executive summary:** A high-level overview of the review, including highlights of the process, findings, and action plan. A suggested maximum for the executive summary is 2-3 pages.
 - One paragraph describing the program.
 - Context for the review: How many years since the last one? Coordinated with an accreditation process, unit review, or strategic priorities process? How long did it take and who was involved?
 - A few sentences on the process of the review: When did it start and how long did it take? Did you write your program-level learning outcomes, were they revised from a previous set, or provided from an accrediting body? What data were collected? How were all faculty involved? How were students involved in the process? Include the details that are salient to your review process.
 - Highlight a few of the major findings. Include both positive results and aspects of the curriculum that the group will work on.
 - Highlight approximately three major action plan items that you will work on in the next five years.
 - Take the opportunity to brag about a couple of things. What went particularly well about your review? What would you like to emphasize about your program to readers?
5. **Timeline:** A list of the review steps, when they occurred, and who was involved.
6. **Context:** A one-page summary to set the context in which the program is offered: history, how it is situated in the field of study, particular strengths, accreditation requirements, etc.
 - Can be taken from a Unit Review or other documents – in many cases it is already written and may need minimal or no revisions.
7. **Overview:** Consists of three sections
 - Program-level learning outcomes: What are the overarching areas of knowledge, skills and abilities that a graduate of this program is intended to acquire? List them in the overview.
 - Program structure: Provide information on the program organization. For example, how is the program organized in terms of required and elective courses? Majors, minors, concentrations, embedded Certificates? Horizontal and vertical integration? Course structures (labs, tutorials, projects, etc.)? Experiential learning? Integrating teaching and

research? Internationalization? Special features of the learning experience? Links to other programs? In what ways do courses service other academic programs?

- Highlight points of alignment with priorities of the University of Calgary's Academic Plan
8. **Guiding questions:** The critical questions or inquiry that guided the curriculum review
 - List them in this section.
 - At least one guiding question must address a University of Calgary institutional priority related to teaching and learning.
 9. **Curriculum mapping:** The data from the CM process
 - Recommendation: Include aggregate data in the body of the report. If the group would like to include course maps, they can go in an appendix.
 - The group may also want to include a description of the methods used to collect the data for reference, as well as suggestions to conduct the mapping process next time
 10. **Analysis of the curriculum mapping data:** You may want to address the following questions when analyzing curriculum mapping data:
 - What are your general observations? What are the trends and patterns? What are the strengths that have emerged? Which learning outcomes are emphasized, and which are emphasized less? Where are the gaps and redundancies?
 - What do the trends and patterns mean within the context of the program? Is there evidence of alignment across learning outcomes, teaching and learning activities, and assessment methods?
 - How do the data inform your action plan? What strengths do you want to maintain or leverage? What gaps and redundancies do you want to address?
 11. **Student-provided data:** Results from student surveys, interviews or focus groups. Include a summary of the trends that emerged.
 12. **Integration of evidence from other sources:** The Office of Institutional Analysis (OIA) will create a standard report for Curriculum Reviews. The standard report will include information relevant to curriculum reviews such as enrolment numbers, attrition, retention, DFW statistics, completion rates and times, and relevant survey results. NSSE results will be included if available (note that the NSSE is an undergraduate survey instrument only).

Programs may choose to collect information from other sources

- List your data sources and give a brief analysis of the data from each
13. **Findings:** The Review Team will identify findings based on an analysis of data from the curriculum mapping process and other sources. The findings will form the basis of an action plan.
 - Use your guiding questions to structure this section of the report
 - Use different data sources as appropriate as you address each one
 - Include recommendations for your action plan
 14. **Consultation and engagement process:** A description of how academic staff, students and other groups were consulted and engaged throughout the curriculum review process

15. **Action Plan:** A concise summary of how, over the period between curriculum reviews, the faculty in a program will address findings emerging from the Curriculum Review process. The Action Plan will be referenced in the Interim Report and subsequent curriculum review processes.

- The action plan items can include the following:
 - Recommendation: The suggestion to be addressed
 - Action items: Specific details about how the recommendation will be implemented. There can be more than one action item per recommendation.
 - Timeline: Length of time needed for implementation
 - Rationale: Offers a reason for providing the recommendation. The rationale section can also point to the data that support the recommendation.
 - Responsibility: Outlines who is responsible for implementing each action item, usually stated by role rather than by name.
 - Evaluation: How a recommendation will be evaluated in future.
- Action plan items can refer to curriculum at the program and course level, administration, student advising, marketing, faculty development, and other areas that impact the program

See Appendix V for an example of an Action Plan item.

16. **Communication Plan:** Identification of the strategies that will be used to convey to students, faculty and staff the findings of the review and progress made at regular intervals.

17. **Optional – Appendices:** Appendices can include any reference material or sections that are not included in the body of the report. While some groups want to include all data (aggregate or not) in the appendices, others opt for a more streamlined report. Possibilities include:

- Survey questions (student, alumni, and/or other groups)
- Interview and/or focus group questions
- Curriculum mapping templates or survey questions
- Aggregate survey, interview, and focus group data
- Aggregate curriculum mapping data, and data for individual courses if required for accreditation purposes
- Selected NSSE data from faculty/ department reports
- Agendas from meetings and/or curriculum retreats
- List of course outcomes for all courses

APPENDIX V: EXAMPLE OF AN ACTION PLAN ITEM

1. Recommendation	Increase capacity for students to take 300 and 400-level courses that have prerequisites
Action Items	Offer 203 as a block week course in both fall and winter in addition to regular term offerings
Timeline	1 year
Responsibility	Associate Dean of Undergraduate Studies
Data Source(s)	Student feedback, curriculum maps
Rationale	Since the regular term sections are typically full we would need to offer more sections of the course
Evaluation	Comparison of the number of students who have passed 203 prior to and after the change
Comments	Students have requested this course in block week format

APPENDIX VI: TEMPLATE FOR INTERIM REPORT

In the interim report, please include your action plan from the latest curriculum review. If the action plan is in chart format, add another column titled 'Progress to Date' and state what has been done to address the action item. If there has not been any progress, note the reasons why the item has not yet been addressed.

In addition, please briefly answer the following questions in 1-2 pages:

1. What has gone particularly well in implementing the action plan?
2. Which action plan items need to be modified?
3. What are your next steps in implementing the action plan?



UNIVERSITY OF
CALGARY

**GENERAL FACULTIES COUNCIL
ACTION BRIEFING NOTE**

For Approval

For Recommendation

For Discussion

SUBJECT: Student Academic Misconduct Policy and Procedure

PROPOSERS

Susan Barker, Vice-Provost (Student Experience)
Deborah Book, Legal Counsel

REQUESTED ACTION

We are looking for feedback from the General Faculties Council on the draft Student Academic Misconduct Policy and Procedure.

KEY CONSIDERATIONS/POINTS

The draft Student Academic Misconduct Policy and Procedure aim to consolidate and clarify existing processes regulating students' Academic Misconduct as part of an effort to support a strong culture of academic integrity at the University. The drafts offer accessible language, a fair and appropriate procedure, and clarify expectations for conduct in Academic Activities.

The draft policy and procedure will largely replace and augment much of what is currently in section K-5 of the calendar. We intend to clarify and establish clear rules in the policy (largely reflective of current rules or practice), and establish consistent and detailed procedures which are largely absent in the current regulations. Some of the current regulations are not appropriate for this policy and procedure. For example, there are some restrictions on recording of lectures in the calendar section on Academic Misconduct. Other provisions speak to infractions that are better characterised as Non-Academic Misconduct. These regulations will be retained in the calendar, or incorporated in other policies, as appropriate.

RISKS

There have been significant concerns about inconsistency, confusion, and delays arising from the present Academic Misconduct regulations at the University. The new policy and procedure will bring the University's approach into better alignment with other U15 Universities, and provide greater clarity and transparency for students and faculty implementing rules on Academic Misconduct.

RESOURCE REQUIREMENTS

The most significant operational impact is that regulations which are currently scattered throughout the academic calendar, and subject to varying interpretations across the University, will be consolidated in the policy and procedure.

BACKGROUND

The policy and procedure are intended to be act as a guide to ensure a consistent approach. The Vice-Provost (Student Experience) leads a community of practice among those within each faculty charged with oversight of Academic Misconduct. That community will continue to share insights as they work to implement the new policy and procedure in their faculties.

The office of the Vice-Provost (Student Experience), particularly the Coordinator, Academic Integrity Programs, and the office of the Vice-Provost (Teaching and Learning) are producing resources to help educate students and faculty on the best approaches to ensure academic integrity. This will include a handbook for students, and workshops for faculty on course designs that contribute to a culture of academic integrity

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>
	GFC Executive Committee	11/20/2018			X	
	Calendar and Curriculum Committee	11/22/2018			X	
	Academic Planning and Priorities Committee	11/26/2018			X	
	Teaching and Learning Committee	12/13/2018			X	
X	General Faculties Council	1/17/2019			X	
	Academic Planning and Priorities Committee	2/25/2019		X		
	General Faculties Council	3/14/2019	X			

Also consulted:

Provost's Team Meeting, Office of the Registrar, Academic Discipline Community of Practice, Student Ombuds, Students' Union, Indigenous Strategy Team, Extended Deans' Council, Graduate Students' Association, Mental Health Strategy Team, Continuing Education, Taylor Institute for Teaching and Learning

The Executive Leadership Team (ELT) will discuss the policy before it returns to the Academic Planning and Priorities Committee (APPC) for recommendation.

NEXT STEPS

The draft policy and procedure will be presented to ELT for discussion and then to the APPC with feedback from this meeting noted, where appropriate.

SUPPORTING MATERIALS

1. Draft Student Academic Misconduct Policy
2. Draft Student Academic Misconduct Procedure

Student Academic Misconduct Policy

<p>Classification Academic Operations</p>	<p>Table of Contents</p> <p>1 Purpose 1</p> <p>2 Scope 1</p> <p>3 Definitions 2</p> <p>4 Policy Statement 4</p> <p>5 Responsibilities..... 6</p> <p>6 Related Policies 7</p> <p>7 Related Procedures 7</p> <p>8 Related Instructions/Forms..... 7</p> <p>9 Related Information 7</p> <p>10 References..... 7</p> <p>11 History 7</p>
<p>Approval Authority General Faculties Council</p>	
<p>Implementation Authority Vice-Provost (Student Experience)</p>	
<p>Effective Date Insert Effective Date</p>	
<p>Last Reviewed Insert Last Reviewed Date</p>	

1 Purpose

The purpose of this policy is to:

- a) communicate the University’s expectations with respect to Student conduct of Academic Activities;
- b) support a strong culture of academic integrity at the University;
- c) promote recognition of the values of honesty and fairness in ensuring respect for the integrity of the teaching and learning relationship and advancing the ethical pursuit and transmission of knowledge; and
- d) support complementary efforts to promote academic integrity, including the Research Integrity Policy, and relevant Tri-Council Policy Statements on Ethical Conduct, including those relating to Academic Activities involving the First Nations, Inuit, and Métis Peoples of Canada.

2 Scope

2.1 This policy applies to Students’ conduct in Academic Activities.

2.2 Allegations of Academic Misconduct relating to research may be investigated in accordance with the Research Integrity Policy or this policy. The Dean considering the allegation will determine which policy should apply. If the allegation of Academic Misconduct relating to research involves a graduate student, the Dean will first consult with the Dean of the Faculty of Graduate Studies. If the Dean of has any doubt about which policy should apply, the Dean will consult with the Vice-President (Research), the Vice-Provost (Student Experience), and University Legal Services.

2.3 This policy does not apply to:

- a) Academic Progression Matters;
- b) Applicants' conduct;
- c) Students' conduct in non-academic activities; and
- d) Investigations of allegations of Academic Misconduct relating to research investigated under the Research Integrity Policy. If an investigation is substantiated, the responsible Dean may apply the sanctions described in this policy.

3 Definitions

In this policy

- a) "Academic Activities" means critical inquiry, research and learning in the pursuit of official recognition at the University. Examples of Academic Activities include:
 - i. course or program requirements;
 - ii. examinations, tests, or quizzes; and
 - iii. interactive online tutorials, or other computer-assisted instruction.
- b) "Academic Misconduct" means any Student behavior which compromises proper assessment of a Student's Academic Activities and includes:
 - i. Cheating;
 - ii. Fabrication
 - iii. Falsification;
 - iv. Plagiarism; and
 - v. Unauthorised Collaboration.
- c) "Academic Progression Matter" means a matter regarding a Student's academic achievement in the Student's program. Academic Progression Matters include: assessment of all aspects of professional behavior as required in University documents other than a course outline; dismissals; or the requirement to withdraw.
- d) "Academic Staff Member" means an individual who is engaged to work for the University and is identified as an academic staff member under Article 1 of the collective agreement between the Governors of the University of Calgary and the Faculty Association of the University of Calgary.
- e) "Applicant" means an individual who has formally applied to study at the University. Individuals are Applicants from the point of application until they become a Student.
- f) "Appointee" means an individual who is engaged to work for the University, or whose work is affiliated with the University, through a letter of appointment, including adjunct faculty, clinical appointments, visiting researchers and scholars.

- g) “Cheating” means trying to give or gain an improper advantage in Academic Activities. Some examples of Cheating include:
 - i. copying from another Student’s work
 - ii. conversing with another Student (or other Students) during an examination;
 - iii. having, using, or attempting to use unauthorized materials or devices for assistance in completing Academic Activities;
 - iv. attempting to read another Student’s examination papers; and
 - v. obtaining assistance from another person in completing coursework, such that there is a real question whose work is being assessed.
- h) “Disciplinary Probation” means a period of time during which a Student’s Transcript notes Disciplinary Probation for Academic Misconduct. Students may continue in their program or course of studies while on Disciplinary Probation.
- i) “Expulsion” means permanent dismissal from study in a particular faculty, or at the University.
- j) “Fabrication” means creating or using false records, including a transcript or other document, or citing work which does not actually exist.
- k) “Faculty of Registration” means the faculty in which the Student is registered. For Students in open studies, the Vice-Provost (Student Experience) acts as the dean of the Faculty of Registration. For Students who are only registered in non-credit courses or programs of study, the head of the teaching unit for that course or program of study acts as the Dean of the Faculty of Registration.
- l) “Falsification” means altering or attempting to alter work or records for academic gain. Some examples of Falsification include:
 - i. altering transcripts or other third party documents;
 - ii. changing, or attempting to change, recorded grades;
 - iii. a Student impersonating another Student, or a Student allowing another individual to impersonate the Student; and
 - iv. manipulating, changing, or omitting source material, methods, or findings.
- m) “Instructor” means the Academic Staff Member, Appointee, or other individual teaching a course or section of a course, or the person serving as the supervisor, or co-supervisor of a graduate Student.
- n) “Plagiarism” occurs when a Student presents the ideas, expression of ideas or work of another individual as the Student’s own. Work may include algorithms, code, composition, data, design, formulae, ideas, images,

indigenous oral teachings, art and ceremonies, and scientific and mathematical concepts. Some examples of Plagiarism include:

- i. using all or a portion of someone else's work in an assignment or for other Academic Activities, without appropriate acknowledgement;
 - ii. purchasing, or otherwise acquiring work and submitting it as the Student's own original work; and
 - iii. submitting the Student's prior work for evaluation in another course without the express approval of the Instructor teaching the second course.
- o) "Procedural Fairness" means the opportunity to be heard by an unbiased decision maker and to be made aware of the evidence considered by the decision maker. Procedural Fairness is about the procedures used to make a decision, not the actual outcome of the decision.
- p) "Suspension" means a period of time during which a Student is prohibited from conducting Academic Activities at the University.
- q) "Student" means an individual registered in a University course or program of study, or a University alumni who is alleged to have committed Academic Misconduct while they were a Student.
- r) "Student Record" means information about a Student's University activities maintained by the University registrar.
- s) "Teaching Faculty" means the faculty responsible for the delivery of a course. For Students in non-credit courses or programs of study, the head of the teaching unit for that course or program of study acts as the Dean of the Teaching Faculty.
- t) "Transcript" means the official, unabridged summary of a Student's permanent academic record at the University.
- u) "Unauthorized Collaboration" means cooperating or collaborating in completing Academic Activities when the Instructor has indicated that the assignment is to be completed on an individual basis.
- v) "University" means the University of Calgary.

4 Policy Statement

General

- 4.1** Students who participate in, counsel, or encourage the commission of Academic Misconduct will be subject to disciplinary action in accordance with this policy.

- 4.2** Students are expected to cooperate in investigations of allegations of Academic Misconduct. Obstructing an investigation may result in penalties under the Student Non-Academic Misconduct Policy.
- 4.3** The registrar maintains exam regulations for all examinations administered by the registrar. A Student's failure to comply with these regulations will be investigated as potential Academic Misconduct.
- 4.4** Instructors will confirm expected behavior during academic assessments administered in their courses. A Student's failure to comply with those expectations will be investigated as potential Academic Misconduct.

Responding to Allegations of Academic Misconduct

- 4.5** Investigations into allegations of Academic Misconduct will respect the Student's right to Procedural Fairness.
- 4.6** Sanctions for Academic Misconduct may include one or more of the following:
 - a) required attendance at academic integrity seminars, submission of reflective essays, or similar educational requirements;
 - b) a written warning;
 - c) grade reductions;
 - d) failure of the relevant assignment or course;
 - e) denial of access to non-credit courses or programs of study at the University;
 - f) Disciplinary Probation;
 - g) Suspension;
 - h) Expulsion; or
 - i) revocation of a credential obtained as a result of Academic Misconduct.

Sanctions (f), (g), and (h) are not applicable for Students in non-credit courses or programs of study.

- 4.7** Determinations of the appropriate sanction for Academic Misconduct will consider the Student's intention, any other instance of Academic Misconduct committed by the Student, the seniority of the Student, any relevant personal circumstances, and the gravity of the offence in the context of the course and the Student's program of study.
- 4.8** All instances of Academic Misconduct will be tracked for administrative purposes. For Students in credit programs, an indicator will be noted on the Student Record. This indicator is not a disciplinary sanction. It does not appear on the Student's Transcript, and has no impact on the Student's ability to continue in their course or program of study.
- 4.9** Disciplinary Probation and Suspension will appear on a Student's Transcript for the duration of the sanction.

- 4.10** During the term of a Suspension, Students continue to be enrolled in a program, and may register for courses scheduled to begin after the period of Suspension. Deans may impose requirements to be completed before a Student resumes Academic Activities following a Suspension.
- 4.11** Expulsion and Revocation appear permanently on the Student's Transcript.
- 4.12** The University may revoke any credential, if, following an investigation, it determines that the recipient committed Academic Misconduct which would have prevented the credential being granted at the time it was. A permanent notation will appear on the Student's Transcript reflecting the revocation of the credential as a result of Academic Misconduct.

Appeals

- 4.13** Students who have been found responsible for committing Academic Misconduct may appeal the decision in accordance with the Student Misconduct and Academic Appeals Policy. Students may also appeal sanctions imposed in response to Academic Misconduct in accordance with the Student Misconduct and Academic Appeals Policy.

5 Responsibilities

- 5.1** Students will:
 - a) conduct themselves with integrity in all Academic Activities;
 - b) take responsibility for their conduct in Academic Activities;
 - c) familiarize themselves with this policy; and
 - d) present their response to allegations of Academic Misconduct when asked.
- 5.2** Instructors and exam proctors will report all instances, or suspected instances, of Academic Misconduct they become aware of to the Dean of the relevant faculty for review in accordance with the Student Academic Misconduct Procedure.
- 5.3** Deans, or their delegates, will:
 - a) investigate allegations of Academic Misconduct and determine an appropriate sanction in accordance with the Student Academic Misconduct Procedure; and
 - b) annually report data on Academic Misconduct in their faculty, on the form provided by the Vice-Provost (Student Experience), to the Vice-Provost (Student Experience).
- 5.4** The Vice-Provost (Student Experience) will:
 - a) promote Students' understanding of and adherence to the principles of academic integrity;
 - b) encourage a healthy academic culture at the University; and
 - c) provide an annual update to GFC on the nature and number of cases of Academic Misconduct investigated under this policy.

5.5 The Provost will determine whether Expulsion from the University or revocation of a credential is an appropriate sanction for Academic Misconduct.

- 6 Related Policies** Research Integrity Policy
Student Non-Academic Misconduct Policy
Code of Conduct
Student Misconduct and Academic Appeals Policy
- 7 Related Procedures** Student Academic Misconduct Procedure
- 8 Related Instructions/Forms** Student Academic Misconduct Reporting Form (forthcoming)
- 9 Related Operating Standards** Student Handbook on Academic Integrity (forthcoming)
Exam Regulations
- 10 References** www.academicintegrity.org
Tri-Council Policy Statement 2, Chapter 9
- 11 History** *Approved:* DATE

Effective: July 1, 2019

Student Academic Misconduct Procedure

Classification Academic Operations	Table of Contents
Approval Authority General Faculties Council	1 Purpose 1
Implementation Authority Vice-Provost (Student Experience)	2 Scope 1
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	6 Related Policies 8
	7 Related Procedures 9
	8 Related Instructions/Forms..... 9
	9 Related Operating Standards 9
	10 Related Information 9
	11 References..... 9
	12 History 9

- 1 Purpose** The purpose of this procedure is to describe the processes involved in reporting, investigating, and responding to Academic Misconduct at the University.
- 2 Scope** This procedure applies to all matters investigated pursuant to the Student Academic Misconduct Policy.
- 3 Definitions** In this procedure:
- a) “Academic Activities” means critical inquiry, research and learning in the pursuit of official recognition at the University. Examples of Academic Activities include:
 - i. course or program requirements;
 - ii. exams, tests, or quizzes;
 - iii. interactive online tutorials, or other computer-assisted instruction.
 - b) “Academic Misconduct” means any Student behavior which compromises proper assessment of a Student’s Academic Activities and includes:
 - i. Cheating;
 - ii. Fabrication
 - iii. Falsification;
 - iv. Plagiarism; and
 - v. Unauthorised Collaboration.

- c) “Academic Progression Matter” means a matter regarding a Student’s academic achievement in the Student’s program. Academic Progression Matters include: assessment of all aspects of professional behavior as required in University documents other than a course outline; dismissals; or the requirement to withdraw.
- d) “Academic Staff Member” means an individual who is engaged to work for the University and is identified as an academic staff member under Article 1 of the collective agreement between the Governors of the University of Calgary and the Faculty Association of the University of Calgary.
- e) “Advisor” means an individual who accompanies a Student to a meeting to investigate alleged Academic Misconduct.
- f) “Appointee” means an individual who is engaged to work for the University, or whose work is affiliated with the University, through a letter of appointment, including adjunct faculty, clinical appointments, visiting researchers and scholars.
- g) “Cheating” means trying to give or gain an improper advantage in Academic Activities. Some examples of Cheating include:
 - i. copying from another Student’s work
 - vi. discussing course material with other Students during an examination;
 - vii. having, using, or attempting to use unauthorized materials or devices during an examination, or for assistance in completing other Academic Activities;
 - viii. attempting to read another Student’s examination papers; and
 - ix. obtaining assistance from another person in completing coursework, such that there is a real question whose work is being assessed.
- h) “Disciplinary Probation” means a period of time during which a Student’s Transcript notes Disciplinary Probation for Academic Misconduct. Students may continue in their program or course of studies while on Disciplinary Probation.
- i) “Expulsion” means permanent dismissal from study in a particular faculty, or at the University.
- j) “Fabrication” means creating or using false records, including a transcript or other document, or citing work which does not actually exist.
- k) “Faculty of Registration” means the faculty in which the Student is registered. For Students in open studies, the Vice-Provost (Student Experience) acts as the dean of the Faculty of Registration. For Students who are only registered in

non-credit courses or programs of study, the head of the teaching unit for that course or program of study acts as the Dean of the Faculty of Registration.

- l) “Falsification” means altering or attempting to alter work or records for academic gain. Some examples of Falsification include:
 - i. altering transcripts or other third party documents;
 - ii. changing, or attempting to change, recorded grades;
 - iii. a Student impersonating another Student, or a Student allowing another individual to impersonate the Student; and
 - iv. manipulating, changing, or omitting source material, methods, or findings.
- m) “Instructor” means the Academic Staff Member, Appointee, or other individual teaching a course or section of a course, or the person serving as the supervisor, or co-supervisor of a graduate Student.
- n) “Plagiarism” occurs when a Student presents the ideas, expression of ideas or work of another individual as the Student’s own. Work may include algorithms, code, composition, data, design, formulae, ideas, images, indigenous oral teachings, art and ceremonies, and scientific and mathematical concepts. Some examples of Plagiarism include:
 - i. using all or a portion of someone else’s work in an assignment or for other Academic Activities, without appropriate acknowledgement;
 - ii. purchasing, or otherwise acquiring work and submitting it as the Student’s own original work; and
 - iii. submitting the Student’s prior work for evaluation in another course without the express approval of the Instructor teaching the second course.
- o) “Procedural Fairness” means the opportunity to be heard by an unbiased decision maker and to be made aware of the evidence considered by the decision maker. Procedural Fairness is about the procedures used to make a decision, not the actual outcome of the decision.
- p) “Suspension” means a period of time during which a Student is prohibited from conducting Academic Activities at the University.
- q) “Student” means an individual registered in a University course or program of study, or an alumnus of the University.
- r) “Student Record” means information about a Student’s University activities maintained by the University registrar.
- s) “Teaching Faculty” means the faculty responsible for the delivery of a course. For Students in non-credit courses or programs of study, the head of the teaching unit for that course or program of study acts as the Dean of the Teaching Faculty.

- t) “Transcript” means the official, unabridged summary of a Student’s permanent academic record at the University.
- u) “Unauthorized Collaboration” means cooperating or collaborating in completing Academic Activities when the Instructor has indicated that the assignment is to be completed on an individual basis.
- v) “University” means the University of Calgary.

4 Procedure

- 4.1** Anyone who suspects Academic Misconduct has occurred at the University should promptly report the incident for investigation in accordance with these procedures.
- 4.2** The Dean of the Teaching Faculty will consider allegations of Academic Misconduct in a course. The Dean may delegate this responsibility to an Associate Dean, or other appropriate delegate.
- 4.3** The Dean of the Faculty of Registration, will consider Allegations of Academic Misconduct relating to Academic Activities outside of a course. The Dean may delegate this responsibility to an Associate Dean, or other appropriate delegate.
- 4.4** Where required by relevant professional codes, or principles of conduct, a faculty may restrict Students’ participation in specific Academic Activities in light of suspected Academic Misconduct. Unless the relevant faculty determines it is appropriate to lift the restrictions sooner, these restrictions will remain in place until:
 - a) the Dean determines that there was no Academic Misconduct;
 - b) the deadline to submit an appeal of a Dean’s decision following investigation has passed; or
 - c) the conclusion of the appeal process.

Detecting and Reporting Academic Misconduct

- 4.5** Instructors must report all incidents of suspected Academic Misconduct in their courses, as soon as possible after becoming aware of the suspected Academic Misconduct, in writing, to the Dean of the Teaching Faculty. Instructors must be specific about the circumstances underlying the report and include all relevant evidence they have.
- 4.6** Students, or other individuals, with evidence of Academic Misconduct, are encouraged to report the suspected Academic Misconduct, in writing, to:
 - a) the Dean of the Teaching Faculty if the alleged Academic Misconduct occurred within a course;
 - b) the Dean of the Student’s Faculty of Registration if the alleged Academic Misconduct relates to Academic Activities outside of a course; or

- c) the Vice-Provost (Student Experience) if the individual making the report is not sure which dean is appropriate.
- 4.7** Any individual with evidence of Academic Misconduct in a graduate thesis, or candidacy component, must report the suspected Academic Misconduct, in writing, to the Dean of the Faculty of Graduate Studies.
- 4.8** Exam proctors will record details of any suspected incidents of Academic Misconduct as soon as possible, and provide a written report to the relevant Instructor.
- 4.9** Any individual who suspects Academic Misconduct relating to a Student's admission to the University should report the incident to the Dean of the Student's Faculty of Registration.
- 4.10** Reports of incidents of suspected Academic Misconduct are confidential. Instructors, Students, and any individual who reports incidents of suspected Academic Misconduct are expected to protect the confidentiality of all individuals involved.

Investigating Academic Misconduct

- 4.11** The Dean considering an allegation of Academic Misconduct will decide whether there is sufficient merit to the allegations to proceed with an investigation.
- 4.12** The Dean will normally notify the Student within ten (10) business days of receiving an allegation whether the Dean has determined that the allegation:
 - a) has sufficient merit to be investigated;
 - b) should be addressed in another manner; or
 - c) should not be investigated or addressed in another manner.
- 4.13** If the Dean determines that there is sufficient merit to the allegation to investigate, the Dean will invite the Student to meet. The invitation will be in writing and will include:
 - a) notice of the alleged Academic Misconduct;
 - b) information on how to schedule a prompt meeting with the Dean in order to provide the Student's response to the allegations, and the consequences of failing to do so;
 - c) a report of the pertinent evidence, information and particulars that the Dean is aware of;
 - d) notice of the right to be accompanied by an Advisor;
 - e) a link to a copy of the Student Academic Misconduct Policy; and
 - f) notice that a decision may be made in the Student's absence if the Student fails to appear at a scheduled meeting.

- 4.14** If the Student decides to bring an Advisor, the Student will provide written notice of the Advisor's attendance to the Dean at least two (2) business days before the meeting.
- 4.15** The Dean may ask a University employee to take notes during the meeting with the Student. No Instructor who is teaching a course in which the Student is enrolled at the time of the meeting may be present when the Student meets with the Dean.
- 4.16** During the meeting with the Dean the Student:
- a) will have the opportunity to respond to any information contained in the invitation to meet described at 4.14;
 - b) may present any relevant additional information; and
 - c) may be accompanied by an Advisor of their choice as long as they provide notice in accordance with 4.15. The Advisor will not normally be allowed to speak during the meeting.
- 4.17** The Dean may request additional information from the Instructor or the Student before deciding whether the Student committed Academic Misconduct.
- 4.18** The Dean will decide whether or not the Student has committed Academic Misconduct. The Dean will:
- a) apply a balance of probabilities standard to deciding whether or not a Student has committed Academic Misconduct;
 - b) review all information gathered and determine whether any additional investigation is necessary;
 - c) decide within five (5) business days of completing the investigation whether or not the Student has committed Academic Misconduct.

If the Dean decides that the Student has not committed Academic Misconduct the Dean will promptly advise the Student. If the Dean decides that further investigation is necessary, the Dean will advise the Student within five (5) business days of making that decision and will include an estimate of the additional time required to complete the investigation and communicate a decision.

- 4.19** If the Dean decides that the Student has committed Academic Misconduct, the Dean will:
- a) inform the Dean of the Student's Faculty of Registration, if applicable; and
 - d) apply an indicator on the Student's Record recording the instance of Academic Misconduct. This indicator is not considered discipline; it is for internal administrative tracking purposes only and does not appear on the Student's Transcript. This indicator does not affect the Student's continuing progress in courses or programs of study at the University. This indicator cannot be appealed. If the Student is studying in a non-credit course or program of study, the teaching unit will track the instance of Academic Misconduct for administrative purposes.

Discipline for Academic Misconduct

- 4.20** In determining the appropriate sanction for Academic Misconduct Deans should consider the Student's intention, any other instance of Academic Misconduct committed by the Student, the seniority of the Student, any relevant personal circumstances, and the gravity of the offence in the context of the course and the Student's program of study. Sanctions may include one or more of the following:
- a) required attendance at academic integrity seminars, submission of reflective essays, or similar educational requirements;
 - b) a written warning;
 - c) grade reductions;
 - d) failure of the relevant assignment, or course;
 - e) denial of access to non-credit courses or programs of study at the University;
 - f) Disciplinary Probation;
 - g) Suspension;
 - h) Expulsion; and
 - i) revocation of a credential obtained through Academic Misconduct.

Sanctions (f), (g), and (h) are not applicable for Students in non-credit courses or programs of study.

- 4.21** The Dean of the Teaching Faculty will decide what grade is assigned where a Student has committed Academic Misconduct that could have affected the Student's grade. The Dean of the Faculty of Registration, if applicable, will decide whether any other discipline should be imposed. The Provost will consider recommendations from the Dean(s) and decide whether a Student should be expelled from the University, or a credential should be revoked, as a result of Academic Misconduct.
- 4.22** If a Dean is considering Suspension, Expulsion from the faculty, or recommending that the Provost expel a Student from the University or revoke a credential, the Dean must consult with the Vice-Provost (Student Experience).
- 4.23** Normally within thirty (30) business days of the Student's meeting with the Dean, the Dean of the Faculty of Registration will provide the Student with a written decision letter outlining the basis for a finding of Academic Misconduct and the consequences for the Student. If the Student is not registered in the Teaching Faculty, the written decision letter will include any discipline required by the Teaching Faculty and will be signed by both Deans. The decision letter will:
- a) outline procedural steps in reaching the decision;
 - b) provide the rationale for the finding of Academic Misconduct;
 - c) include detail on when and how any of the sanctions in 4.22 will be implemented, and how long any restrictions will be in effect;
 - d) provide information on when and how a Student may appeal the decision;
 - e) direct the Student to the Student Ombuds for support;

- f) identify health and wellness supports available to the Student; and
- g) advise the Student if anyone else at the University will be notified of the Academic Misconduct at this stage, and if so, the reason for that notification.

4.24 Disciplinary changes to the Student Record will only be made after the deadline to submit an appeal has passed or, if an appeal is launched, at the conclusion of the appeal process.

4.25 If a Dean finds that a Student committed Academic, the registrar will withhold Transcripts or statements of grades for a Student pending the expiry of the appeal period, or exhaustion of the appeal process. In special circumstances a Student may ask the registrar to send a Transcript directly to a third party while an appeal is pending. The registrar will confirm that the third party will not be relying on results which are affected by the appeal before sending a Transcript to the third party.

Appealing a Finding of Academic Misconduct

4.26 A Student who has been found to have committed Academic Misconduct may appeal the decision in accordance with the Student Misconduct and Academic Appeals Policy. Students may also appeal discipline for Academic Misconduct in accordance with the Student Misconduct and Academic Appeals Policy.

4.27 A Student appealing a Suspension or Expulsion may register for and attend classes, and participate in Academic Activities, pending appeal. Any restrictions imposed pursuant to 4.4 will continue pending appeal, unless the relevant faculty determines that it would be appropriate to lift them sooner. This decision is in the sole discretion of the faculty and may not be appealed.

4.28 If an appeal is unsuccessful the original date of Suspension or Expulsion may take effect. If the appeal panel decides that the original date is the appropriate one for a Suspension or Expulsion to take effect, the Student will not receive credit for Academic Activities completed pending the appeal.

Non-compliance with sanctions

4.29 If a Student does not comply with discipline imposed in accordance with this procedure, the Student may be subject to discipline under the Student Non-Academic Misconduct Policy.

5 Parent Policy Student Academic Misconduct Policy

6 Related Policies Research Integrity Policy
 Student Non-Academic Misconduct Policy
 Code of Conduct
 Student Misconduct and Academic Appeals Policy

7 Related Procedures

8 Related Instructions/Forms

Student Academic Misconduct Reporting Form (forthcoming)

9 Related Operating Standards

Exam Regulations

10 Related Information

11 References

www.academicintegrity.org

12 History

Approved: DATE

Effective: July 1, 2019

DRAFT



**GENERAL FACULTIES COUNCIL
ACTION BRIEFING NOTE**

For Approval

For Recommendation

For Discussion

SUBJECT: Revisions to the Graduate Student Supervision Policy and Procedure

PROPONENT(S)

Lisa Young, Vice Provost and Dean, Graduate Studies
Robin Yates, Senior Associate Dean, Graduate Studies
Deborah Book, Legal Counsel, University Legal Services

PURPOSE

Requesting feedback on revisions to the Graduate Student Supervision Policy and Procedure documents.

OVERVIEW

The Graduate Student Supervision Policy and related Procedure were passed by General Faculties Council in 2015. Since they have come into effect and have been implemented, a number of issues have arisen that require clarification and rewording.

KEY POINTS

The changes involve renaming the supervisory “review” process a “formal evaluation” process in order to lessen the confusion between renewal and review, as well as clarifying the circumstances that would prompt a formal evaluation and the steps involved.

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>
	Faculty of Graduate Studies (FGS) Council Executive Committee	09/14/2017			X	
	FGS Council	09/28/2017			X	
	FGSC Policy Committee	10/19/2017			X	
	FGS Council Executive	10/26/2017			X	
	FGS Council	11/02/2017			X	
	Extended Deans’ Council	10/24/2018			X	
	Graduate Academic Program Subcommittee	11/21/2018			X	
	FGS Council	11/22/2018		X		
	Research and Scholarship Committee	12/11/2018			X	
	Academic Planning and Priorities Committee	12/17/2018			X	
X	General Faculties Council	01/17/2019			X	
	General Faculties Council	02/14/2019	X			

NEXT STEPS

The drafting team will incorporate feedback from this meeting as appropriate. The Policy and Procedure will return to GFC for approval.

SUPPORTING MATERIALS

- 1&2. Graduate Student Supervision Policy – proposed revised policy and blackline to existing
- 3&4. Procedure for the Formal Evaluation of Graduate Supervisory Privileges – proposed revised procedure and blackline to existing

Graduate Student Supervision Policy

<p>Classification Academic Operations</p>	<p>Table of Contents</p> <p>1 Purpose 1</p> <p>2 Scope 1</p> <p>3 Definitions 1</p> <p>4 Policy Statement 2</p> <p>5 Responsibilities..... 5</p> <p>6 Related Procedures 6</p> <p>7 Related Instructions/Forms 6</p> <p>8 Related Operating Standards 7</p> <p>9 History 7</p>
<p>Approval Authority General Faculties Council</p>	
<p>Implementation Authority Dean and Vice-Provost (Graduate Studies)</p>	
<p>Effective Date July 1, 2015</p>	
<p>Last Reviewed Insert Last Reviewed Date</p>	

- 1 Purpose** The purpose of this policy is to set out the eligibility criteria for Supervisory Privileges and to set out the expectations for Graduate Student supervision.
- 2 Scope** This policy applies to Academic Staff Members.
- 3 Definitions** In this policy
- a) “Academic Staff Member” means an individual who is engaged to work for the University and is identified as an academic staff member under Article 1 of the Collective Agreement.
 - b) “Collective Agreement” means the collective agreement between The Faculty Association of the University of Calgary and the Governors of the University of Calgary in effect at the relevant time.
 - c) “Co-Supervisor” means an individual who is named as Co-Supervisor and serves as a second Supervisor of a Graduate Student.
 - d) “Graduate Program Director” means the Academic Staff Member appointed by a Dean or Department Head to administer a graduate program.
 - e) “Graduate Student” means a student registered with the Faculty of Graduate Studies.

- f) “Instructor Ranks” means the positions of Instructor, Senior Instructor and Teaching Professor.
- g) “Professorial Ranks” means the positions of Assistant Professor, Associate Professor and Professor.
- h) “Supervisor” means a qualified individual, who is normally an Academic Staff Member, who serves as the primary mentor to a Graduate Student, oversees the Graduate Student’s academic progress, and serves as chair of the Graduate Student’s supervisory committee, where applicable.
- i) “Supervisory Privileges” means the privilege granted to a qualified individual to supervise masters and/or doctoral students within the parameters of a program's supervisory policy.
- j) “University” means the University of Calgary.

4 Policy Statement

- 4.1 The University is committed to providing the consistent and high quality supervision that is critical to Graduate Students’ success.
- 4.2 Expectations for Supervisors and Co-Supervisors are set out in the [Best Practices for Supervisors](#). Provisions in this policy and the related procedure respecting the granting, renewal, and formal evaluation of Supervisory Privileges apply to the granting, renewal or formal evaluation of Supervisory Privileges for all Academic Staff Members, including Academic Staff Members serving as Co-Supervisors.

Eligibility for Supervisory Privilege

- 4.3 An Academic Staff Member in the Professorial Ranks (including a member of the Senior Leadership Team holding a concurrent academic appointment) is eligible to hold Supervisory Privileges.
- 4.4 An Academic Staff Member in the Instructor Ranks is eligible to hold Supervisory Privileges if the appropriate Dean recommends Supervisory Privileges and indicates graduate supervision comprises a component of workload for this Academic Staff Member.
- 4.5 An emeritus faculty professor, or adjunct or clinical appointee who has experience and continuing research productivity in the Graduate Student’s field of interest, or a faculty member from another recognized institution holding equivalent supervisory privileges, may also be appointed as a Supervisor on a case by case basis. A Co-Supervisor who is an Academic Staff Member and has unlimited Supervisory Privileges must be appointed under such circumstances.

Granting of Supervisory Privileges

- 4.6 A Dean, Associate Dean or Department Head, in consultation with the Graduate Program Director, may recommend an eligible Academic Staff Member for

Supervisory Privileges. The recommendation should specify whether the Supervisory Privileges:

- a) are limited to a number of Graduate Students;
- b) are limited to a level of Student;
- c) require a Co-Supervisor;
- d) require a mentor; or
- e) are unlimited.

The Dean, Associate Dean or Department Head who recommended any limitations on an Academic Staff Member's Supervisory Privileges may, at any time, recommend lifting any of the limitations.

- 4.7** The Dean of the Faculty of Graduate Studies will grant initial Supervisory Privileges for a renewable five year term on the recommendation of the appropriate Dean, or delegate. The Dean of the Faculty of Graduate Studies will lift limitations on a Supervisor's Supervisory Privileges on the recommendation of the appropriate Dean, or delegate.
- 4.8** Graduate programs will maintain their own supervisory policies, which cannot contradict this policy. These supervisory policies will specify criteria for granting limited or unlimited Supervisory Privileges and will set out a maximum supervisory load.
- 4.9** Prior to being granted Supervisory Privileges for the first time by the Dean of the Faculty of Graduate Studies, all prospective Supervisors must either attend a University Supervisory Development Workshop or complete an approved on-line supervisor development program.

Renewal and Formal Evaluation of Supervisory Privileges

- 4.10** Supervisory Privileges will be subject to renewal every five years. At least six months prior to the expiry of a Supervisor's Supervisory Privileges, the Faculty of Graduate Studies will alert the Graduate Program Director of the upcoming expiry. In consultation with the appropriate Dean or their delegate, the Graduate Program Director will review the supervisory record.
- 4.11** If the review of the supervisory record does not identify any concerns the Graduate Program Director and Dean/delegate will recommend renewal of the Supervisor's Supervisory Privileges to the Dean of the Faculty of Graduate Studies and the Dean of the Faculty of Graduate Studies will renew the Supervisory Privileges for another renewable five year term.
- 4.12** If a review of the supervisory record identifies concerns, such as a pattern of Graduate Student withdrawals or changes in supervision, a pattern of protracted times to candidacy or completion (beyond the norm in the graduate program and not attributable to specificities of the area of study), the Dean of the Supervisor's faculty will initiate a formal evaluation of the Supervisor's Supervisory Privileges.
- 4.13** Outside of the five year renewal process, a formal evaluation of supervisory privileges may be initiated by the Dean of the Supervisor's faculty:

- a) upon receipt of a written complaint relating to supervision; or
- b) when the Office of Diversity, Equity and Protected Disclosure has determined that a responsible allegation has been made relating primarily to graduate supervision and the allegation is best addressed through a formal review of supervisory privileges; or
- c) in response to what the Dean of the Supervisor's faculty perceives to be a pattern of serious conflicts or negative outcomes relating to Graduate Student supervision since the most recent renewal of privileges.

4.14 Formal evaluations of Supervisory Privileges will be conducted under the Procedure for the Formal Evaluation of Supervisory Privileges.

4.15 Removal of Supervisory Privileges should occur only in exceptional circumstances, or when remedial or mentoring efforts have not changed the patterns or concerns that initiated the formal evaluation.

Continuity of Supervision

4.16 In agreeing to supervise a Graduate Student, an Academic Staff Member is committing to supervising that Graduate Student through to completion of their degree or withdrawal from the graduate program.

4.17 If a Supervisor has significant concerns about a Graduate Student's lack of progress, the Supervisor should initiate the Graduate Student's requirement to withdraw for failure to maintain progress.

4.18 If the requirement to withdraw is not approved by the Faculty of Graduate Studies, the Supervisor may be required to fulfill his/her commitment to the Graduate Student.

4.19 Under exceptional circumstances, a Supervisor may request permission from the Faculty of Graduate Studies to discontinue supervision of a Graduate Student.

4.20 If a Supervisor leaves the University, the Graduate Program Director, the graduate program and the Faculty of Graduate Studies must arrange for alternative supervision, if required.

Financial Commitments

4.21 When a Supervisor offers financial support to a Graduate Student, a Supervisor makes a commitment on behalf of the University. This commitment should be co-signed or otherwise approved by the Graduate Program Director.

4.22 A Supervisor should clearly state in the offer of financial support any expectations associated with the financial support arrangement such as the Graduate Student's continued registration and progress in a graduate program and contribution to the Supervisor's research program.

4.23 In instances of breakdown of the Supervisory relationship, financial exigency or other circumstances, it is the collective responsibility of the Supervisor(s), the graduate program(s) and the Faculty of Graduate Studies to ensure that financial commitments are met.

Leaves of Absence

- 4.24** A Graduate Program Director and the Supervisor must ensure that the Graduate Student is provided with continued supervision during a Supervisor's long-term leave. If the Supervisor and any Co-Supervisor will be unavailable, an interim Supervisor may be appointed to ensure continuity in supervision.
- 4.25** Graduate Students should be informed well in advance about Supervisors' or any Co-Supervisors' plans for upcoming research or scholarship leaves.
- 4.26** When an interim Supervisor is appointed to cover a Supervisor's absence, the permanent Supervisor retains responsibility for the continued supervision of the Graduate Student.

5 Responsibilities

5.1 Supervisors will:

- a) complete the [Checklist of Expectations](#) between Supervisor and Graduate Student;
- b) be familiar with the [Best Practices for Supervisors](#);
- c) assist the Graduate Student with the selection and planning of a suitable and manageable research topic with due consideration of the resources necessary for completion of the research project;
- d) be accessible to the Graduate Student for consultation and discussion of the Graduate Student's academic progress and research;
- e) respond in a timely manner to written work submitted by the Graduate Student with constructive suggestions for improvement;
- f) achieve consensus, resolve differences, or seek outside opinions (e.g., Graduate Program Director) when there is conflicting advice or when there are different expectations on the part of Co-Supervisors or members of the Supervisory Committee;
- g) be familiar with and abide by the rules and regulations of the Faculty of Graduate Studies, and the graduate program, including the chronological sequence of events and deadline dates in a Graduate Student's program;
- h) assist the Graduate Student to be aware of current program requirements, deadlines, sources of funding, and general expectations of examinations;
- i) complete the Supervisor's section of the Graduate Student's annual progress report and offer suggestions for improvement when deficiencies in progress exist;
- j) encourage the Graduate Student to make presentations of research results within the University and to outside scholarly or professional bodies as appropriate;
- k) acknowledge the contributions of the Graduate Student in presentations and in published material, including joint authorship, if appropriate; and
- l) discuss with the Graduate Student the Intellectual Property Checklist (available at <http://grad.ucalgary.ca/current/managing-my-program/supervision>) and conform to University and other policies regarding intellectual property,

scholarly integrity (e.g., academic misconduct), and other policies applicable to the research environment including the Research Integrity Policy.

5.2 The Dean of Graduate Studies will:

- a) grant Supervisory Privileges and determine whether Supervisory Privileges will be revoked, limited or renewed upon the recommendation of the appropriate Dean, or delegate.
- b) decide whether Supervisory Privileges will be renewed following a review under 4.13; and
- c) remove limitations on Supervisory Privileges when recommended by the appropriate Dean, Associate Dean or Department Head.

5.3 The Dean of a Supervisor’s faculty will:

- a) in consultation with the Graduate Program Director, make recommendations to the Dean of Graduate Studies regarding Supervisory Privileges;
- b) in consultation with the Graduate Program Director, review the supervisory record of Supervisors in their faculty at least every five years or in response to reported concerns; and
- c) initiate a Formal Evaluation of Supervisory Privileges when required pursuant to section 4.13.

5.4 The Graduate Program Director will:

- a) convey information about relevant policies, procedures and regulations to Graduate Students, Supervisors, Co-Supervisors and Supervisory Committee members;
- b) review and approve financial support agreements between Graduate Students and Supervisors;
- c) ensure that Graduate Students have appropriate supervision and Supervisory Committees (where applicable);
- d) review and approve documentation pertaining to the required Graduate Student annual progress reports, examinations, extensions, and Graduate Student leaves of absence;
- e) in consultation with the appropriate Dean review the supervisory record of the Supervisors and Co-Supervisors in their program as part of the five year renewal process; and
- f) recommend renewal of Supervisory Privileges when no concerns are identified.

5.5 The Department Head or Associate Dean of a teaching Faculty will:

- a) in consultation with the Graduate Program Director, make recommendations to the Dean of Graduate Studies regarding Supervisory Privileges.

6 Related Procedures

[Procedure for the Evaluation of Supervisory Privileges](#)

7 Related Instructions/Forms

[Application for Renewal of Supervisory Privileges](#)

- 8 **Related Operating Standards** [Best Practices for Supervisors](#)

- 9 **History** *Approved:* February 12, 2015
Effective: July 1, 2015

Graduate Student Supervision Policy

<p>Classification Academic Operations</p>	<p>Table of Contents</p> <p>1 Purpose 1</p> <p>2 Scope 1</p> <p>3 Definitions 1</p> <p>4 Policy Statement 2</p> <p>5 Responsibilities..... 5</p> <p>6 Related Procedures 7</p> <p>7 Related Instructions/Forms 7</p> <p>8 Related Operating Standards 7</p> <p>9 History 7</p>
<p>Approval Authority General Faculties Council</p>	
<p>Implementation Authority Dean and Vice-Provost (Graduate Studies)</p>	
<p>Effective Date July 1, 2015</p>	
<p>Last Reviewed Insert Last Reviewed Date</p>	

1 Purpose The purpose of this policy is to set out the eligibility criteria for ~~supervisory positions~~Supervisory Privileges and to set out the expectations for Graduate Student supervision.

2 Scope This policy applies to Academic Staff Members.

3 Definitions In this policy

a) “Academic Staff Member” means an individual who is engaged to work for the University and is identified as an academic staff member under Article 1 of the Collective Agreement.

~~b)a) “Co-Supervisor” means an individual who is named as Co-Supervisor and serves as a second Supervisor of a Graduate Student.~~

~~e)b)~~ “Collective Agreement” means the collective agreement between ~~the~~The Faculty Association of the University of Calgary and the Governors of the University of Calgary in effect at the relevant time.

c) “Co-Supervisor” means an individual who is named as Co-Supervisor and serves as a second Supervisor of a Graduate Student.

- d) “Graduate Program Director” means the Academic Staff Member appointed by a Dean or Department Head to administer a graduate program.
- e) “Graduate Student” means a student registered with the Faculty of Graduate Studies.
- f) “Instructor Ranks” means the positions of Instructor, Senior Instructor and Teaching Professor.
- g) “Professorial Ranks” means the positions of Assistant Professor, Associate Professor and Professor.
- h) “Supervisor” means a qualified individual, who is normally an Academic Staff Member, who serves as the primary mentor to a Graduate Student, oversees the Graduate Student’s academic progress, and serves as chair of the Graduate Student’s supervisory committee, where applicable.
- i) “Supervisory Privileges” means the privilege granted to a qualified individual to supervise masters and/or doctoral students within the parameters of a program's supervisory policy.
- j) “University” means the University of Calgary.

4 Policy Statement

- 4.1 The University is committed to providing the consistent and high quality supervision that is critical to Graduate Students’ success.
- 4.2 Expectations for Supervisors and Co-Supervisors are set out in the [Best Practices for Supervisors](#). Provisions in this policy and the related procedure respecting the granting, renewal, and formal evaluation of Supervisory Privileges apply to the granting, renewal or formal evaluation of Supervisory Privileges for all Academic Staff Members, including Academic Staff Members serving as Co-Supervisors.

Eligibility for Supervisory Privilege

- 4.3 An Academic Staff Member in the Professorial Ranks (including a member of the Senior Leadership Team holding a concurrent academic appointment) is eligible to hold Supervisory Privileges.
- 4.4 An Academic Staff Member in the Instructor Ranks is eligible to hold Supervisory Privileges if the appropriate Dean recommends Supervisory Privileges and indicates graduate supervision comprises a component of workload for this Academic Staff Member.
- 4.5 An emeritus, faculty professor, or adjunct or clinical appointee who has experience and continuing research productivity in the Graduate Student’s field of interest, or a faculty member from another recognized institution holding equivalent supervisory privileges, may also be appointed as a Supervisor on a case by case basis. A Co-

Supervisor ~~with~~who is an Academic Staff Member and has unlimited Supervisory Privileges must be appointed under such circumstances.

Granting of Supervisory Privileges

4.6 A Dean, Associate Dean or Department Head, in consultation with the Graduate Program Director, may recommend an eligible Academic Staff Member for Supervisory Privileges. The recommendation should specify whether the Supervisory Privileges:

- a) are limited to a number of Graduate Students;
- b) are limited to a level of Student;
- c) require a Co-Supervisor;
- d) require a mentor; or
- e) are unlimited.

The Dean, Associate Dean or Department Head who recommended any limitations on an Academic Staff Member's Supervisory Privileges may, at any time, recommend lifting any of the limitations.

4.7 The Dean of the Faculty of Graduate Studies will grant initial Supervisory Privileges for a renewable five year term on the recommendation of the appropriate Dean, ~~Associate Dean or Department Head~~delegate. The Dean of the Faculty of Graduate Studies will lift limitations on a Supervisor's Supervisory Privileges on the recommendation of the appropriate Dean, ~~Associate Dean or Department Head~~or delegate.

4.8 Graduate programs will maintain their own supervisory policies, which cannot contradict this policy. These supervisory policies will specify criteria for granting limited or unlimited Supervisory Privileges and will set out a maximum supervisory load.

4.9 Prior to being granted Supervisory Privileges for the first time by the Dean of the Faculty of Graduate Studies, all prospective Supervisors must either attend a University ~~of Calgary~~ Supervisory Development Workshop or complete an approved on-line supervisor development program.

~~Review and~~ Renewal and Formal Evaluation of Supervisory Privileges

4.10 Supervisory Privileges will be subject to renewal every five years. At least six months prior to the expiry of a Supervisor's Supervisory Privileges, the Faculty of Graduate Studies will alert the Graduate Program Director of the upcoming expiry. In consultation with the appropriate Dean or their ~~designated~~delegate, the Graduate Program Director will review the supervisory record.

4.11 If the review of the supervisory record does not identify any concerns the Graduate Program Director ~~and Dean~~delegate will recommend renewal of the Supervisor's Supervisory Privileges to the Dean of the Faculty of Graduate Studies and the Dean of

the Faculty of Graduate Studies will renew the Supervisory Privileges for another renewable five year term.

4.12 If a review of the supervisory record identifies concerns, such as a pattern of Graduate Student withdrawals or changes in supervision, a pattern of protracted times to candidacy or completion (beyond the norm in the graduate program and not attributable to specificities of the area of study), ~~or if there are other reasons for concern,~~ the ~~appropriate~~ Dean of the Supervisor's faculty will initiate a formal ~~review~~ evaluation of the Supervisor's Supervisory Privileges.

4.13 ~~A~~ Outside of the five year renewal process, a formal evaluation of supervisory privileges may be initiated by the Dean of the Supervisor's faculty:

- a) upon receipt of a written complaint relating to supervision; or
- b) when the Office of Diversity, Equity and Protected Disclosure has determined that a responsible allegation has been made relating primarily to graduate supervision and the allegation is best addressed through a formal review of supervisory privileges; or
- c) in response to what the Dean of the Supervisor's faculty perceives to be a pattern of serious conflicts or negative outcomes relating to Graduate Student supervision since the most recent renewal of privileges.

4.134.14 Formal evaluations of Supervisory Privileges will be conducted under the Procedure for the ~~Review~~ Formal Evaluation of Supervisory Privileges.

4.144.15 Removal of Supervisory Privileges should occur only in exceptional circumstances, or when remedial or mentoring efforts have not changed the patterns or concerns that initiated the formal ~~review~~ evaluation.

Continuity of Supervision

4.154.16 In agreeing to supervise a Graduate Student, an Academic Staff Member is committing to supervising that Graduate Student through to completion of their degree or withdrawal from the graduate program.

~~4.161.1 If a Supervisor leaves the University, the Graduate Program Director, the graduate program and the Faculty of Graduate Studies must arrange for alternative supervision, if required.~~

4.17 ~~In the event that~~ if a Supervisor has significant concerns about a Graduate Student's lack of progress ~~seems likely to result in non-completion of the degree,~~ the Supervisor should initiate the Graduate Student's requirement to withdraw for failure to maintain progress.

4.18 If the requirement to withdraw is not approved by the Faculty of Graduate Studies, the Supervisor may be required to fulfill his/her commitment to the Graduate Student.

4.19 Under exceptional circumstances, a Supervisor may request permission from the Faculty of Graduate Studies to discontinue supervision of a Graduate Student.

4.20 If a Supervisor leaves the University, the Graduate Program Director, the graduate program and the Faculty of Graduate Studies must arrange for alternative supervision, if required.

Financial Commitments

4.204.21 When a Supervisor offers financial support to a Graduate Student, a Supervisor makes a commitment on behalf of the University. This commitment should be co-signed or otherwise approved by the Graduate Program Director.

4.214.22 A Supervisor should clearly state in the offer of financial support any expectations associated with the financial support arrangement such as the Graduate Student's continued registration and progress in a graduate program and contribution to the Supervisor's research program.

4.224.23 In instances of breakdown of the Supervisory relationship, financial exigency or other circumstances, it is the collective responsibility of the Supervisor(s), the graduate program(s) and the Faculty of Graduate Studies to ensure that financial commitments are met.

Leaves of Absence

4.234.24 A Graduate Program Director and the Supervisor must ensure that the Graduate Student is provided with continued supervision during a Supervisor's long-term leave. If the Supervisor and any Co-Supervisor will be unavailable, an interim Supervisor may be appointed to ensure continuity in supervision.

4.244.25 Graduate Students should be informed well in advance about Supervisors' or any Co-Supervisors' plans for ~~forthcoming~~upcoming research or scholarship leaves.

4.254.26 When an interim Supervisor is appointed to cover a Supervisor's absence, the permanent Supervisor retains responsibility for the continued supervision of the Graduate Student.

5 Responsibilities

5.1 Supervisors will:

- a) complete the [Checklist of Expectations](#) between Supervisor and Graduate Student;
- b) be familiar with the [Best Practices for Supervisors](#);
- c) assist the Graduate Student with the selection and planning of a suitable and manageable research topic with due consideration of the resources necessary for completion of the research project;
- d) be accessible to the Graduate Student for consultation and discussion of the Graduate Student's academic progress and research;
- e) respond in a timely manner to written work submitted by the Graduate Student with constructive suggestions for improvement;
- f) achieve consensus, resolve differences, or seek outside opinions (e.g., Graduate Program Director) when there is conflicting advice or when there are different

expectations on the part of Co-Supervisors or members of the Supervisory Committee;

- g) be familiar with and abide by the rules and regulations of the Faculty of Graduate Studies, and the graduate program, including the chronological sequence of events and deadline dates in a Graduate Student's program;
- h) assist the Graduate Student to be aware of current program requirements, deadlines, sources of funding, and general expectations of examinations;
- i) complete the Supervisor's section of the Graduate Student's annual progress report and offer suggestions for improvement when deficiencies in progress exist;
- j) encourage the Graduate Student to make presentations of research results within the University and to outside scholarly or professional bodies as appropriate;
- k) acknowledge the contributions of the Graduate Student in presentations and in published material, including joint authorship, if appropriate; and
- l) discuss with the Graduate Student the Intellectual Property Checklist (available at <http://grad.ucalgary.ca/current/managing-my-program/supervision>) and conform to University and other policies regarding intellectual property, scholarly integrity (e.g., academic misconduct), and other policies applicable to the research environment including the Research Integrity Policy.

5.2 The Dean of Graduate Studies will:

- a) grant Supervisory Privileges and determine whether Supervisory Privileges will be revoked, limited or renewed upon the recommendation of the appropriate Dean, Associate Dean or Department Head or delegate.
- ~~m)~~b) decide whether Supervisory Privileges will be renewed following a review under 4.13; and
- ~~n)~~c) remove limitations on Supervisory Privileges when recommended by the appropriate Dean, Associate Dean or Department Head.

5.3 The Dean of a Faculty Supervisor's faculty will:

- a) in consultation with the Graduate Program Director, make recommendations to the Dean of Graduate Studies regarding Supervisory Privileges;
- b) in consultation with the Graduate Program Director, review the supervisory record of Supervisors in their faculty at least every five years or in response to reported concerns; and
- c) initiate a formal review Formal Evaluation of Supervisory Privileges when required pursuant to section 4.1213.

5.4 The Graduate Program Director will:

- a) convey information about relevant policies, procedures and regulations to Graduate Students, Supervisors, Co-Supervisors and Supervisory Committee members;
- b) review and approve financial support agreements between Graduate Students and Supervisors;
- c) ensure that Graduate Students have appropriate supervision and Supervisory Committees (where applicable); ~~and~~

- d) review and approve documentation pertaining to the required [Graduate Student](#) annual progress reports, examinations, extensions, and Graduate Student leaves of absence;
- e) in consultation with the appropriate Dean review the supervisory record [of the Supervisors and Co-Supervisors in their program](#) as part of the five year renewal process; and
- f) recommend renewal of Supervisory Privileges when no concerns are identified.

5.5 The Department Head or Associate Dean of a teaching Faculty will:

- a) in consultation with the Graduate Program Director, make recommendations to the Dean of Graduate Studies regarding Supervisory Privileges.

6 Related Procedures

[Procedure for the Evaluation of Supervisory Privileges](#)

7 Related Instructions/Forms

[Application for Renewal of Supervisory Privileges](#)

8 Related Operating Standards

[Best Practices for Supervisors](#)

9 History

Approved: [February 12, 2015](#)

Effective: July 1, 2015

~~Editorial Change:~~ [July 23, 2018](#)

Procedure for the Formal Evaluation of Graduate Supervisory Privileges

Classification Academic Operations	Table of Contents 1 Purpose 1 2 Scope 1 3 Definitions 1 4 Procedure 2 5 Parent Policy..... 3 6 Related Information 3 7 History 4
Approval Authority General Faculties Council	
Implementation Authority Dean and Vice-Provost (Graduate Studies)	
Effective Date July 1, 2015	
Last Reviewed Insert Last Reviewed Date	

- 1 Purpose** The purpose of this procedure is to outline the process for the Formal Evaluation of Supervisory Privileges as established in 4.12 and 4.13 of the Graduate Supervision Policy.
- 2 Scope** This procedure applies to Academic Staff Members who hold Supervisory Privileges. For clarity, the procedure applies to the formal evaluation of Supervisory Privileges for all Academic Staff Members whether the Academic Staff Member is serving as a Supervisor, Co-Supervisor, or is not currently supervising any Graduate Students at the time of the formal evaluation.
- 3 Definitions** In this procedure:
- a) “Academic Staff Member” means an individual who is engaged to work for the University and is identified as an academic staff member under Article 1 of the Collective Agreement.
 - b) “Administrative Delegate” means the department head or associate dean delegated to act on behalf of the dean of a faculty.
 - c) “Collective Agreement” means the collective agreement between The Faculty Association of the University of Calgary and the Governors of the University of Calgary in effect at the relevant time.
 - d) “Co-Supervisor” means an individual who is named as Co-Supervisor and serves as a second Supervisor of a Graduate Student.

- e) “Graduate Program Director” means the Academic Staff Member appointed by a dean or department head to administer a graduate program.
- f) “Graduate Student” means a student registered in the Faculty of Graduate Studies.
- g) “Supervisor” means a qualified individual, who is normally an Academic Staff Member, who serves as the primary mentor to a Graduate Student, oversees the Graduate Student’s academic progress, and serves as chair of the Graduate Student’s supervisory committee, where applicable.
- h) “Supervisory Privileges” means the privilege granted to a qualified individual to supervise masters and/or doctoral students within the parameters of a program's supervisory policy.
- i) “University” means the University of Calgary.

4 Procedure

Initiation

- 4.1 A formal evaluation of Supervisory Privileges may occur as a result of the five year renewal review or at any time in response to concerns, as set out in sections 4.12 and 4.13 of the Graduate Supervision Policy.
- 4.2 A formal evaluation of Supervisory Privileges will be initiated by the Dean of the Faculty in which the Supervisor holds their primary appointment.
- 4.3 The Dean who initiates the formal evaluation will appoint an Administrative Delegate to conduct the evaluation.
- 4.4 The Dean who initiates the formal evaluation will notify the Supervisor that:
 - a) a formal evaluation has been initiated; and
 - b) the Supervisor has the right to seek the assistance of the University of Calgary Faculty Association.

This notification initiates the process.

Process for Formal Evaluation

- 4.5 Once the Dean has notified the Supervisor that a formal evaluation has been initiated, the Administrative Delegate will:
 - a) schedule an formal evaluation meeting no sooner than three weeks after the notification was sent to the Supervisor;
 - b) collect relevant information and solicit feedback from relevant individuals such as current and/or former Graduate Students, Graduate Program Directors and Supervisory Committee Members;
 - c) provide the Supervisor with a summary of this feedback at least one week prior to the formal evaluation meeting;

- d) hold the formal evaluation meeting to review the supervisory record and feedback collected with the Supervisor;
 - e) within 10 working days after the formal evaluation meeting, submit a written report to the Dean of Graduate Studies, copied to the Supervisor and the Dean who initiated the formal evaluation.
- 4.6** The written report will include one of the following recommendations:
- a) renewal of full Supervisory Privileges for an additional five year term;
 - b) conditional renewal with restrictions of Supervisory Privileges;
 - c) renewal being contingent on completion of supervisory development activities; or
 - d) no renewal of Supervisory Privileges
- 4.7** The Supervisor will be given three weeks, from the delivery of the written report to the Supervisor, to review the recommendation and respond in writing to the Dean of Graduate Studies.
- 4.8** Six weeks after receiving the written report from the Administrative Delegate, the Dean of Graduate Studies will determine whether Supervisory Privileges will be renewed, limited or removed. This will be communicated to the Supervisor, Administrative Delegate and Dean who initiated the formal evaluation process, in writing.

Outcome

- 4.9** Decisions that restrict or remove an Academic Staff Member's Supervisory Privileges as a result of the formal evaluation will result in the imposition of appropriate discipline pursuant to Article 20 of the Collective Agreement.
- 4.10** Copies of the Administrative Delegate's written report, the Supervisor's response, and the written decision of the Dean of Graduate Studies will be removed from the Academic Staff Member's file if a five year period of continuous service has elapsed, or such shorter period as the Provost and Vice-President (Academic) may determine, provided that the Academic Staff Member's file does not contain any further record of disciplinary action or any further limitations or conditions on the Academic Staff Member's Supervisory Privileges during such period.
- 4.11** Decisions of limitations, conditional renewal or no renewal will be reviewed annually by the Dean of Graduate Studies.
- 4.12** In circumstances where Supervisory Privileges are limited or not renewed, the Dean of Graduate Studies will determine whether the Supervisor will continue to supervise Graduate Students already assigned to them.

5 Parent Policy [Graduate Student Supervision Policy](#)

6 Related Information [Best Practices for Supervisors](#)
[Application for Renewal of Supervisory Privileges](#)

7 History

Approved: February 12, 2015

Effective: July 1, 2015

Revised: September 1, 2018

Procedure for the Formal Evaluation of Graduate Supervisory Privileges

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Approval Authority General Faculties Council	
Implementation Authority Dean and Vice-Provost (Graduate Studies)	
Effective Date July 1, 2015	
Last Reviewed Insert Last Reviewed Date	

- 1 Purpose** The purpose of this procedure is to outline the process for the ~~formal review~~Formal Evaluation of Supervisory Privileges- as established in 4.12 and 4.13 of the Graduate Supervision Policy.
- 2 Scope** This procedure applies to Academic Staff Members who hold Supervisory Privileges. For clarity, the procedure applies to the formal evaluation of Supervisory Privileges for all Academic Staff Members whether the Academic Staff Member is serving as a Supervisor, Co-Supervisor, or is not currently supervising any Graduate Students at the time of the formal evaluation.
- 3 Definitions** In this procedure:
- a) “Academic Staff Member” means an individual who is engaged to work for the University and is identified as an academic staff member under Article 1 of the Collective Agreement.
 - b) “Administrative Delegate” means the ~~Department Head~~department head or ~~Associate Dean~~associate dean delegated to act on behalf of the ~~Dean~~dean of ~~the Faculty~~a faculty.
 - ~~c) “Co-Supervisor” means an individual who is named as Co-Supervisor and serves as a second Supervisor of a Graduate Student.~~

- c) “Collective Agreement” means the collective agreement between ~~the~~The Faculty Association of the University of Calgary and the Governors of the University of Calgary in effect at the relevant time.
- d) “Co-Supervisor” means an individual who is named as Co-Supervisor and serves as a second Supervisor of a Graduate Student.
- e) “Graduate Program Director” means the Academic Staff Member appointed by a ~~Dean~~ Dean or ~~Department Head~~ department head to administer a graduate program.
- f) “Graduate Student” means a student registered in the Faculty of Graduate Studies.
- g) “Supervisor” means a qualified individual, who is normally an Academic Staff Member, who serves as the primary mentor to a Graduate Student, oversees the Graduate Student’s academic progress, and serves as chair of the Graduate Student’s supervisory committee, where applicable.
- h) “Supervisory Privileges” means the privilege granted to a qualified individual to supervise masters and/or doctoral students within the parameters of a program's supervisory policy.
- i) “University” means the University of Calgary.

4 Procedure

Initiation

- 4.1 A formal ~~review~~ evaluation of Supervisory Privileges may occur as ~~part~~ result of the five year renewal review or at any time in response to concerns, as set out in sections 4.12 and 4.13 of the Graduate Supervision Policy.
- 4.2 A formal ~~review~~ evaluation of Supervisory Privileges will be initiated by the Dean of the Faculty in which the Supervisor ~~is appointed~~ holds their primary appointment.
- 4.3 The Dean who initiates the formal evaluation will appoint an Administrative Delegate to conduct the ~~formal review~~ evaluation.
- 4.4 The Dean who initiates the formal evaluation will notify the Supervisor that:
 - a) a formal evaluation has been initiated; and
 - b) the Supervisor has the right to seek the assistance of the University of Calgary Faculty Association.

This notification initiates the process.

Process for Formal Evaluation

~~4.5~~ 4.5 Once the Dean has notified the Supervisor that a formal evaluation has been initiated, the Administrative Delegate will ~~provide the Supervisor whose privileges are under review with written notice at least:~~

a) ~~schedule an formal evaluation meeting no sooner than three weeks prior~~after the notification was sent to the review date. Supervisor;

b) ~~To review the Supervisor's record, the Administrative Delegate may collect relevant information and solicit feedback from relevant individuals such as current and/or former Graduate Students, Graduate Program Directors, and Supervisory Committee Members and other individuals who have information relevant to the review.;~~

c) ~~Unless rescheduled, on the date stated in the written notice, the Administrative Delegate will meet with the Supervisor provide the Supervisor with a summary of this feedback at least one week prior to the formal evaluation meeting;~~

~~e)d)~~ hold the formal evaluation meeting to review the supervisory record and consider any concerns pursuant to section 4.12 of the Graduate Student Supervision Policy. ~~feedback collected with the Supervisor;~~

~~d)e)~~ Within one week within 10 working days after the review is completed, the Administrative Delegate will formal evaluation meeting, submit a written report to the Dean of Graduate Studies, copied to the Supervisor and the Dean who initiated the ~~review.~~ formal evaluation.

4.44.6 The written report will include one of the following recommendations:

- a) renewal of full Supervisory Privileges for an additional five year term;
- b) conditional renewal with restrictions of Supervisory Privileges;
- c) renewal being contingent on completion of supervisory development activities; or
- d) no renewal of Supervisory Privileges.

4.54.7 The Supervisor will be given three weeks, from the delivery of the written report to the Supervisor, to review the recommendation and respond in writing to the Dean of Graduate Studies.

~~4.1~~ After the Dean of Graduate Studies has received Six weeks after receiving the written report ~~offrom~~ the Administrative Delegate ~~and three weeks has elapsed since the written report was delivered to the Supervisor,~~ the Dean of Graduate Studies will ~~have four weeks to review the written report and any response from the Supervisor and has authority and discretion to either accept or reject the Administrative Delegate's recommendation.~~

~~4.64.8 The Dean of Graduate Studies determine whether Supervisory Privileges will provide the Dean, be renewed, limited or removed. This will be communicated to the Supervisor and the Administrative Delegate with a written copy of their decision and Dean who initiated the formal evaluation process, in writing.~~

Outcome

~~4.74.9~~ Decisions that restrict or remove an Academic Staff Member's Supervisory Privileges ~~will as a result in a counselling letter of the formal evaluation will result in the imposition of appropriate discipline~~ pursuant to Article 20 of the Collective Agreement.

~~4.10~~ Copies of the Administrative Delegate's written report, the Supervisor's response, and the written decision of the Dean of Graduate Studies will be removed from the Academic Staff Member's file if a five year period of continuous service has elapsed, or such shorter period as the Provost and Vice-President (Academic) may determine, provided that the Academic Staff Member's file does not contain any further record of disciplinary action or any further limitations or conditions on the Academic Staff Member's Supervisory Privileges during such period.

~~4.84.11~~ Decisions of limitations, conditional renewal or no renewal will be reviewed annually by the Dean of Graduate Studies.

~~4.94.12~~ In circumstances where Supervisory Privileges are limited or not renewed, the Dean of Graduate Studies will determine whether the Supervisor will continue to supervise Graduate Students already assigned to them.

- 5 Parent Policy [Graduate Student Supervision Policy](#)
- 6 Related Information [Best Practices for Supervisors](#)
[Application for Renewal of Supervisory Privileges](#)
- 7 History *Approved:* February 12, 2015
Effective: July 1, 2015
Revised: September 1, 2018



**UNIVERSITY OF
CALGARY**

**GENERAL FACULTIES COUNCIL
INFORMATION BRIEFING NOTE**

SUBJECT: Hunter Hub for Entrepreneurial Thinking Update

PROPONENT(S)

Ed McCauley, President

Joelle Foster, Executive Director, Hunter Hub for Entrepreneurial Thinking

PURPOSE

To inform the General Faculties Council of the progress made in the Hunter Hub for Entrepreneurial Thinking and of the future plans to expand in order to serve not only the Calgary entrepreneurial community but also create national and international partnerships.

OVERVIEW

Pilot programming held between November 2017 (Collision Space Launch) and October 2018 included weekly workshops and speakers and externally hosted events held in the Collision Space, as well as special events held on and off campus. These events have served over 9,000 participants, including students, staff, faculty, alumni and community members.

Partnerships and sponsorships have connected the Hunter Hub with 7+ faculties (Faculty of Science, Werklund School of Education, Cumming School of Medicine, Faculty of Law, Schulich School of Engineering, Haskayne School of Business, Faculty of Graduate Studies, and Faculty of Environmental Design) and initiated community outreach with numerous local and national organizations. The Hunter Hub Collision Space has been utilized by every faculty for events and meetings at least once.

KEY POINTS

- Hunter Hub hosted pilot programming November 2017 through May 2018, this included 26 events held on a weekly basis. These events saw a total of just about 300 attendees.
- The Collision Space has been booked 185 times for events, programs, meetings and workshops held by external groups. Over 9,000 participants attended these events, which is an average of nearly 50 per event.
- Sponsored or partnered with 42 different groups and faculties with \$278,000 committed to date
- Partnership opportunities growing as Hunter Hub works toward national and international opportunities to grow reputation and resources.
- Adding new themed programs and events to compliment theme months, allows for a lot of partnership and collaboration opportunities between faculties.
- Continuing to roll competitions under the Hunter Hub umbrella to allow for a nucleus of competitions.
- Development of international entrepreneurial thinking opportunities through programs, competitions and travel study.
- Strong focus on development of entrepreneurial thinking initiatives, such as the Women in Entrepreneurship Lab (WELab), Campus MApp, CEO, among others.

- Currently the Hunter Hub is staffed with seven (7) full time staff members:
 - Executive Director, Joelle Foster
 - Executive Assistant, Rebecca Duquette
 - Marketing and Communications Specialist, Elise Ahenkorah
 - Marketing and Communications Specialist, Shea Coburn
 - Event Planning Specialist, Georgia Hasapes
 - Program and Partnership Specialist, Naser Arda
 - Health Innovation Program Lead, Elisa Park Kim
- Hunter Hub Academic Lead has been chosen: Dr. Alice de Koning (Utoday notice out December 5)
- Review of the Entrepreneur-in-Residence program in underway

BACKGROUND

The Hunter Hub for Entrepreneurial Thinking was created in 2017 with a \$40-million gift from the Hunter Family Foundation as an interdisciplinary nucleus for activities that will support entrepreneurial student experiences, enable faculty to lead in innovation, and expand a growing community of entrepreneurial and innovative thinkers.

Hunter Hub weekly events over spring and fall 2018 term included workshops, guest speakers, entrepreneur advising sessions, new venture law information sessions.

Hunter Hub special events in spring and fall 2018 term included the introduction to Entrepreneurial Thinking Theme Months, Ministry of Innovation, Science and Economic Development's National Data and Digital Consultation, Innovation Reactor Program, Innovation4Health Health Hack Weekend and Demo Day, Summer Incubator Showcase, the Falling Walls Lab Competition, RBC CEO Visit and Roundtable Event, among others.

External Hunter Hub Collision Space Bookings - meaning those booked by anyone within the university (students, staff, and faculty), alumni or the community, and not a Hunter Hub hosted event - saw 185 bookings serving 9,000 participants from November 2017 – September 2018.

Since March 6, 2018, Joelle Foster has attended and will continue to attend events and meetings to develop awareness of the Hunter Hub and partnership opportunities:

- Six (6) different conferences and symposiums globally
 - Canadian Council for Small Business (CCSBE) Conference in Halifax
 - Considering UCalgary to host in 2020
 - The Real Promise of University Incubators in Vancouver
 - Deshpande Symposium in Boston
 - University Industry Interaction Network (UIIN) in London, UK
 - European Innovation Academy (EIA) in Portugal
 - Legal currently is reviewing the license and contract for UCalgary to host an EIA in 2020 or 2021
 - Falling Wall Conference and Competition in Berlin
 - Global Consortium of Entrepreneurial Centres (GCEC) in Chicago

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>
	Research and Scholarship Committee	2018-10-23				X
	Board of Governors	2018-12-14				X
X	General Faculties Council	2019-01-17				X
	General Faculties Council	2019-06-13				X
	Board of Governors	2019-06-21				X

NEXT STEPS

The Hunter Hub's strategic plans will focus on the following priorities:

- External Advisory board has been determined and the first meeting will be held in the Hub in December 2018
- Developing the Women in Entrepreneurship Lab
 - Grant submission has been completed, in conjunction with Dalhousie, Waterloo and SFU
- Finalize the licensing and contracts with EIA to host in 2020 or 2021
- Develop strong community partnerships
- Embedding entrepreneurial thinking programs into K-12
- Develop an Entrepreneur-in-Residence Program
- Further development of the Health Innovation Program (HIP)
- Sponsorship for Global Entrepreneur Week (GEW) 2018
- Further discussion around the Silicon Valley Discovery Tour being a collaboration with all faculties and their Deans
- Updating the Energy New Venture Competition Structure

SUPPORTING MATERIALS

none

GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE
Report to General Faculties Council
for the meeting held December 18, 2018

This report is submitted on behalf of the General Faculties Council (GFC) Executive Committee (EC).

Naming of a New Academic Co-Chair for the Graduate Academic Program Subcommittee (GAPS)

The EC named, in rank order, academic staff members of the GAPS to be approached by the University Secretariat to serve as the Academic Co-Chair of the GAPS.

Following the meeting, Paul Mains, Cumming School of Medicine, agreed to serve and is deemed appointed by the EC effective immediately. The term will be until June 30, 2021 or until his service on the GAPS ends if that is sooner.

Appointment of an Academic Staff Member to the Academic Planning and Priorities Committee (APPC)

The EC named, in rank order, academic staff members to be approached by the University Secretariat to serve as a member of the APPC.

Following the meeting, Elena Braverman, Faculty of Science, agreed to serve and is deemed appointed by the EC effective immediately. The term will be until June 30, 2022.

Naming of a New Academic Co-Chair for the APPC

The EC voted to name Tara Beattie, Cumming School of Medicine, as the Academic Co-Chair of the APPC, effective immediately. The term will be until June 30, 2021 or until her service on the APPC ends if that is sooner.

Review of the Draft January 17, 2019 GFC Agenda

The EC reviewed the draft January 17, 2018 GFC Agenda.

The EC Chair, Elizabeth Cannon, was acknowledged for her leadership on this occasion of her last EC meeting.

Dru Marshall, Vice-Chair

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Report to General Faculties Council (GFC)
for the meeting held December 17, 2018

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

Approval of Revisions to the BSc Psychology Admission Requirement, Faculty of Arts

The Calendar and Curriculum Subcommittee brought forward a proposal to revise the admission requirements for the Bachelor of Science (BSc) in Psychology program to add Biology 30 and Chemistry 30 as required courses for admission. It was explained that both courses serve as prerequisites for required courses in the BSc Psychology.

The APPC approved the revisions to the admission requirements for the BSc in Psychology.

Approval of the Revisions to the Academic Regulations regarding Academic Appeals and Registrarial Processes

The Calendar and Curriculum Subcommittee brought forward a proposal to revise the academic regulations sections of the University Calendar to align with the Student Misconduct and Academic Appeals Policy and its Procedures, which are coming into effect on January 1, 2019. Some minor modifications have also been made to the Calendar content to provide additional clarity regarding registrarial processes relating to appeals.

The APPC requested some minor editorial changes and approved the revisions to the academic regulations.

Approval of the Suspension and Termination of the Concentration in Media Arts

The Academic Program Subcommittee (APS) brought forward a proposal for the Faculty of Arts to suspend and terminate the Concentration in Media Arts, as there has been limited interest in the Concentration for some time. It was noted that it is best practice to terminate program/credential components with limited student interest.

The APPC approved the suspension and termination of the Concentration in Media Arts.

Approval of the A. Suspension of the Certificate in Health, Safety & Environment; B. Creation of the Certificate in Occupational Health and Safety Fundamentals and the Advanced Certificate in Occupational Health and Safety; and C. Creation of the Occupational Health and Safety Diploma

The APS brought forward a proposal for Continuing Education to suspend and terminate the existing Certificate in Health, Safety and Environment to allow for the creation of a new set of credentials, including the Occupational Health and Safety (OHS) Fundamentals and Advanced certificates and the OHS Diploma. The new credentials will align with the new education requirements of the accrediting association, the Board of Canadian Registered Safety Professionals, and will also allow graduates to qualify for additional designations.

The APPC discussed Continuing Education's admission requirements, the graduation requirements for the certificate and diploma programs, the value of having pathways to ladder from the certificates to the diploma, student demand, and the importance for the University to respond to industry changes, and to offer quality programming and be a leader in this area.

The APPC approved the suspension and termination of the Certificate in Health, Safety and Environment and the creation of the OHS Fundamentals and Advanced certificates and the OHS Diploma.

Recommendation of Revisions to the Curriculum Review Handbook and Process

The Vice-Provost (Teaching and Learning) brought forward a proposal to revise the curriculum review handbook. The Vice-Provost (Teaching and Learning) provided an overview of the history of curriculum review at the University and outlined the three main recommendations, which have been incorporated into the new proposed Quality Assurance Curriculum Review Handbook, which include revising the definition of review team, revising the feedback and reporting structure, and embedding student engagement in the process.

The APPC discussed the importance of the curriculum review process being an academic staff led process, and provided suggestions regarding the composition of the review team, and the process for involving the department/academic council throughout the curriculum review process.

The APPC recommended the revisions to the Curriculum Review Handbook to the GFC.

Recommendation of Revisions to the Quality Assurance Handbook

The Provost and Vice-President (Academic), Deputy Provost, and the Senior Director (Academic & International Strategies) provided an overview of the history of the creation of the existing Quality Assurance Process and Handbook and noted that the Handbook is being updated as a result of the Campus Alberta Quality Council's (CAQC) Quality Assurance Process Audit conducted in Spring 2018 and to better reflect how the process has matured.

The APPC learned that the changes provide greater clarity and standardization and include the restructuring of the Handbook, improved alignment between the accreditation and the quality assurance processes, better instructions for the review team, updates to the data package, and the addition of best practice guidelines and templates in the appendices.

The APPC discussed the quality assurance processes at other post-secondary institutions in the province and general quality assurance guidelines from the CAQC, that a 5-7 year cycle for Unit Reviews is appropriate, that it is positive to include templates to provide greater consistency, and the value of clearly setting out what the scope and questions are for the Unit Review Team.

The APPC provided some suggestions and recommended the revisions to the Quality Assurance Handbook.

Graduate Supervision Policy

The Dean and Vice-Provost (Graduate Studies) brought forward the revised Graduate Supervision Policy and its Procedure for feedback. The APPC learned that the Policy came into effect in 2015 to articulate who can supervise, who has supervisory privileges and the process for reviewing supervisory privileges,

and that based on a number of questions that have arisen it is being proposed that the policy be revised to add greater clarity around the process for initiating a review of supervisory privileges.

The APPC discussed the roles of the Dean of Graduate Studies and the Dean of the Supervisor's Faculty to initiate the formal evaluation of supervisory privileges, actions taken when a formal complaint is received, who the complainant is, and the opportunity for a supervisor to respond to the formal evaluation report.

The APPC suggested some changes to better align the policy and procedure.

Dru Marshall, Co-Chair



RESEARCH AND SCHOLARSHIP COMMITTEE
Report to General Faculties Council
for the meeting held December 11, 2018

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

Teaching and Learning Research and Grants Program

The RSC received a presentation on the University's Teaching and Learning Grants program, which is administered by the Taylor Institute for Teaching and Learning (TI) and funded by the office of the Provost, and is now in its fifth year. The RSC learned that the program serves to support and grow the scholarship of teaching and learning at the University.

The RSC discussed that:

- There is an appetite for Open Educational Resources, and projects in this area could be applied to the Innovation grants stream of the Teaching and Learning Grants program
- The Teaching and Learning Grants program does not have the same model of recipients mentoring others as the University's Teaching Scholars program does, but staff in the TI are available to assist persons who wish to apply for Teaching and Learning Grants
- Research informs teaching, and research can be integrated into teaching, and that the Natural Sciences and Engineering Council of Canada (NSERC) Collaborative Research and Training Experience (CREATE) grants program is also an option for persons interested in teaching and learning-related research

Experiential Learning Plan

The RSC received a presentation on Experiential Learning (EL) and Work Integrated Learning (WIL), and learned that an Experiential Learning Plan for the University is in development.

The RSC discussed that:

- A definition of EL is needed, and that it will be important for the University to track EL
- Pedagogical and administrative supports are needed, and that some centralized coordination and communication is desirable
- Some disciplines, such as Nursing, Engineering, and Law, already have EL and WIL strongly within their programs, and that opportunities can be developed for students in disciplines such as the Arts and Sciences
- EL and WIL should include an element of reflection upon completion of the experience

Revisions to the Graduate Student Supervision Policy and Procedure

The RSC reviewed and offered feedback on the draft Graduate Student Supervision Policy and Procedure.



TEACHING AND LEARNING COMMITTEE
Report to General Faculties Council
for the meeting held December 13, 2018

This report is submitted on behalf of the Teaching and Learning Committee (TLC).

Student Academic Misconduct Policy and Procedure

The TLC reviewed and offered feedback on the draft Student Academic Misconduct Policy and Procedure.

Operating Standard for Media Recording of Students in Learning Spaces – Communication Plan

The TLC reviewed a draft statement of notification for course outlines regarding the media recording of students in learning spaces, and reviewed a draft consent form. Both of these could become templates for instructors once finalised.

The TLC discussed:

- The reasons for recording in learning spaces, such as for lesson capture, instructor self-evaluation, student assessment, or student accommodation
- That the course outline statement regarding recording in learning spaces will only be a required component of a course outline if applicable
- The options available to an instructor if a student does not give consent to be recorded, such as ensuring that the camera is trained only on the instructor if he or she is recording their instruction for self-evaluation
- The recourse available to a student if an instructor does not comply with a student's privacy wishes
- That it is possible that an instructor might not know until a course is underway that recording will be done, and so a process for informing students outside of the course outline will need to be developed
- That it will be necessary to define how long a recording will be retained
- If and when a student under the age of 18 can sign a consent form

The TLC offered feedback on the language in the course outline statement and the consent form.

Mid-Year TLC Self-Evaluation for 2018-2019 Meeting Year

The TLC discussed two ideas as part of its mid-year evaluation: 1) what about the committee's work engages the members, and 2) what could enhance the members' engagement and productivity.

The TLC expressed appreciation for the welcoming environment and open dialogue at the committee's meetings, and the clarity regarding what information the members should be taking back to their units. The TLC discussed future presentations that could be given at TLC meetings, such as updates on the

implementation of the Indigenous Strategy and Mental Health Strategy, and information about supplemental fees and the Universal Student Ratings of Instruction.

Standing Reports

The TLC received reports on the current initiatives of the Taylor Institute for Teaching and Learning, Students' Union, and Graduate Students' Association.

Leslie Reid, Co-Chair, and Dawn Johnston, Academic Co-Chair

Senate Meeting Notes for GFC

December 6, 2018

Note taker: Sarah Elaine Eaton, GFC Representative

1. Welcome / greetings and safety moment.
2. Approval of the Senate meeting agenda.
3. Consent agenda and approval of the meeting minutes of September 20, 2018.
4. Honorary Degree Nominations - *In camera* discussion.
5. Senator Development Committee – Revised external elected representative Senator terms.
 - 5.1. Proposed material change to the term of office to elected new Senators. The change would change the term from September 1 to August 31 to July 1 to June 30 each year, effective July 1, 2019. This would align with Senators appointed by the government. Would also allow the Senate to appoint members to committees before September. Would allow committee chairs to prepare before the next academic year.
6. Remarks
 - 6.1. Chancellor and Chair of the Senate, Deborah Yedlin
 - 6.1.1. Highlights of the past 5 months include: Installation; Presidential search committee; Launch of Senate Strategic Plan
 - 6.1.2. Thanks to Senators for their dedication and hard work. Thank you to the staff who support the Senate.
 - 6.1.3. Thank you to Dr. Elizabeth Cannon for her service to the University.
 - 6.2. President & Vice-Chancellor, Dr. Elizabeth Cannon
 - 6.2.1. How the Vice-Chancellor role is important to the Senate and the University.
 - 6.2.2. Thank you to the Senate.
7. Reports
 - 7.1. Graduate Students' Association – Marcela Lopes
 - 7.2. VP External, Student Union – Anayat Sidhu
8. Senate Standing Committee Reports – Provided in writing.
9. Senate Strategic Planning Committee

9.1. Facilitated session for Senators.

9.1.1. Values and mission of the Senate.

9.1.2. Draft vision and mission statements for Senate.

9.1.3. Review of actions and next steps.

10. Round table and announcements.

11. Adjournment

Introductory Comments from the Member of the Board nominated by GFC

This report focuses on the Open Session of the December 2018 meeting of the Board of Governors, which was held on December 14, 2018. The items of the open session of the Board Meeting are described below.

Report to the General Faculties Council on the Meeting of The Board of Governors, December 14, 2018 (8:00 am)

The Chair of the Board called the meeting to order with a welcome to external guests and approval of the meeting agenda. Following the call for identification of any existing conflicts of interest amongst the Board Members, the meeting opened with **remarks from the Chair**.

A **Board Safety Minute** on *the 2018 Evaluation Drill Report* was presented by VP-Finances and Services, Linda Dalgetty.

Following these comments, the Board approved the **Open Session Consent Agenda**, which included approval of:

- *Tuition and Fees 2019-2020*
- *Residence Fees 2019-2020*
- *Residence Meal Plan Rates 2019-2020*
- *Parking Rates 2019-2020*
- *Information Technologies Strategic Plan*
- *University Residence Strategy*
- *Institutional Risk Appetite*
- *Strategic Non-Endowed Fund Management*
- *Interdisciplinary Science and Innovation Centre Project*
- *Continuation of Reserve for Copyright Matters*
- *Delegation of Authority and Signing Authority Policy and Schedule*
- *Appointment of President Emerita*

The December meeting also included the following **information Items**:

- Hunter Hub for Entrepreneurial Thinking across Campus: Community Progress Report (presented by VP, Research - Ed McCauley and the Executive Director of the Hunter Hub - Joelle Foster)
- Indigenous Strategy Progress Report (presented by Vice-Provost, Indigenous Engagement - Michael Hart)
- Community Engagement Report (presented by VP, University Relations - Diane Kenyon)
- Experiential Learning Update (presented by Vice-Provost, Teaching and Learning – Leslie Reid)
- Report from the president including an update on activities and a report to the board (present by President & Vice Chancellor, Elizabeth Cannon)

The Board Member Reports included were:

- The Chancellor
- The Board Member nominated by the Alumni Association
- The Board Member nominated by the Senate
- The Board Member nominated by the General Faculties Council
- The Board Member nominated by the University of Calgary Faculty Association
- The Board Member nominated by the Students Union
- The Board Member nominated by the Graduate Students' Association
- The Board member nominated by AUPE, Local 52

There being **no other business**, the Open Session of the Board Meeting was adjourned, and the Board continued its work in closed session.

Sincerely,

Joule Bergerson

UNIVERSITY POLICIES/PROCEDURES 2017-2018
as of 2019-01-04

Title	Stage	Drafting Team
Acceptable Use of Electronic Resources and Information Policy	Consultation	Andrew Goddard; Katharine Kinnear;
Code of Conduct Policy	Consultation	Karen Jackson;
Graduate Student Supervision Policy	Consultation	Deborah Book; Lisa Young; Robin Yates;
Student Academic Misconduct Policy	Consultation	Deborah Book; Susan Barker; Lisa Young; Robin Yates;

**General Faculties Council
Student Academic Appeals Committee
July 2017-December 2018 Report**

Preamble

The General Faculties Council (GFC) Student Academic Appeals Committee (SAAC) hears appeals of decisions made by Faculty Appeals Committees (FACs). The SAAC will hear all appeals relating to discipline for academic misconduct. For appeals other than those relating to academic misconduct, the SAAC has Co-Chairs who consider the eligibility of applications to be heard by the SAAC.

For the July 2017 to December 2018 period, the SAAC Co-Chairs were Robert Woodrow, Faculty of Science, Christopher Doig, Cumming School of Medicine, Robert Brennan, Schulich School of Engineering, Ellen Perrault, Faculty of Social Work, and Joshua Taron, Faculty of Environmental Design.

Please note that revisions to the student appeals process at the University of Calgary, including the Student Misconduct and Academic Appeals Policy and Procedures, came into effect on January 1, 2019.

2017-2018 Appeal Statistics

The following tables present statistics on the appeal cases handled from July 2017 until June 2018 and July 2018 until December 2018. For comparison purposes, the statistics for the two previous years are also displayed (note: the previous years present July to June data).

Appeal Origin:	2018	2017-2018	2016-2017	2015-2016
Arts	3	5	4	9
Business	0	1	0	0
Education	1	0	0	0
Engineering	4	0	2	3
Environmental Design	0	0	0	0
Graduate Studies	1	1	4	4
Kinesiology	0	0	0	0
Law	0	0	1	0
Medicine	2	1	1	1
Nursing	0	1	0	1
Science	3	5	1	1
Social Work	0	0	1	2
Veterinary Medicine	0	0	1	1
Totals:	14	14	15	22

Decision Appealed:	2018	2017-2018	2016-2017	2015-2016
Required to Withdraw	13	8	9	17
Grade(s)	1	0	0	2
Academic Misconduct	0	1	2	2
Academic Misconduct/Grade	0	4	4	1
Denial of Deferral	0	0	0	0
Required to Repeat	0	0	0	0
Totals:	14	14	15	22

Grounds for Appeal Cited:	2018	2017-2018	2016-2017	2015-2016
Allegation of Unfair Procedures	9	13	11	12
New Information	6	3	7	9
Allegation of Bias in Process	2	5	2	6
Other ¹	4	0	5	6
Totals:	21	21	25	33

Note: Appeals may be sought on multiple grounds

¹ The "Other" appeal grounds cited were 'personal circumstances' in all cases

Result:	2018	2017-2018	2016-2017	2015-2016
Leave to Appeal Denied	3	3	3	12
Appeal Upheld after Hearing	3	1	3	1
Appeal Denied after Hearing	2	6	3	0
Return to Faculty Directed ²	0	1	4	4
Return to Faculty Requested ³	0	1	1	0
Appeal Withdrawn	5	2	0	1
Appeal Closed ⁴	0	0	0	1
Settled by Faculty/Appellant	0	0	0	1
Carried Over to Next Year	1	0	1	2
Totals:	14	14	15	22

² Faculty-level hearing or re-hearing

³ Faculty-level hearing or re-hearing, or return to Faculty of resolution, requested by Faculty

⁴ If, after a review of the appeal documents, it is determined that the appeal was submitted late, if the Appellant is ineligible to appeal to GFC (e.g. has not yet appealed to the Faculty), or if GFC has no jurisdiction over the matter, the appeal is closed and does not proceed