GENERAL FACULTIES COUNCIL
AGENDA

Meeting #589, April 18, 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	1:32
3.	Question Period	McCauley	Verbal	1:40
4.	Safety Moment	Dalgetty[1]	Document	1:45
	Action Items			
5.	Approval of the February 14, 2019 Meeting Minutes	McCauley	Document	1:47
6.	Approval of the GFC Academic Staff Criteria and Processes Handbook and Related Matters	Strzelczyk[2]	Document	1:50
	Information Items			
7.	National Awareness Program Update	Lawrence[3]/ Visen-Singh[4]	Document + PowerPoint	2:20
8.	Campus Mental Health Strategy Update	Szeto[5]/Bruckner[6]	Document + PowerPoint	2:35
9.	Network Access Controls	Moynaugh[7]	PowerPoint	2:50
10.	Standing Reports: a) Report on the April 2, 2019 GFC Executive Committee Meeting b) Report on the February 25, March 11, and April 1, 2019 Academic Planning and Priorities Committee Meetings c) Report on the March 26, 2019 Research and Scholarship Committee Meeting d) Report on the March 28, 2019 Teaching and Learning Committee Meeting e) Report on the March 22, 2019 Board of Governors Meeting	McCauley	Documents	3:05

Item	Description	Presenter	Materials	Estimated Time
	f) Report on the April 4, 2019 Senate Meeting g) Policy Development Update			
11.	Other Business	McCauley		3:15
12.	Adjournment Next meeting: May 16, 2019	McCauley	Verbal	3:15

Regrets and Questions: Elizabeth Sjogren, Governance Coordinator
Telephone: 220-6062 or email: esjogren@ucalgary.ca

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. Florentine Strzelczyk, Deputy Provost
3. Kim Lawrence, Associate Vice President (Marketing), University Relations
4. Anju Visen-Singh, Senior Director, Marketing, University Relations
5. Andrew Szeto, Director, Mental Health Strategy
6. Debbie Bruckner, Senior Director - Student Wellness - Access and Support
7. D'Arcy Moynaugh, Chief Information Officer

The University of Calgary is committed to fostering a safe working, learning and research environment. Despite our best efforts, injuries and accidents can happen. When they do, it is important to minimize the impact of these injuries by focusing on timely medical care and returning faculty and staff back to safe and meaningful work as soon as medically suitable.

Staff Wellness works closely with all stakeholders to implement early and safe return to work plans for faculty and staff who have experienced a work-related injury or illness. Plans may include modified or alternate duties, which have been shown to help reduce injury recovery time and improve medical outcomes.

Report it	Send staff member for medical attention	Plan your return to work

• Immediately report any serious injury/illness - including those that require medical assessment by a physician - to Campus Security at 403- 220-5333 that is, or is alleged to be, work related
 	
• Complete the Online Accident Reporting System (OARS) report within 24 hours of receiving notification of the accident or incident
 	
• Staff Wellness will submit the WCB Employer's Report based on the information contained in the OARS report
 	
• Faculty/staff member completes a WCB Worker's Report
 	
• When appropriate, reach out to the injured faculty/staff member's emergency contact
	• If faculty/staff member requires medical treatment by a physician there are two options:
	  o Refer the faculty/staff member to Staff Wellness at 403-220-2918 who can discuss arranging a same-day appointment with an Occupational Injury Services (OIS) clinic. This option is voluntary
	OR
	  o Have the faculty/staff member attend a physician of their choosing (family physician, walk-in, or emergency)
	
	• Arrange for appropriate transportation (i.e. taxi) and accompany the faculty/staff member to either the physician of their choosing, OIS clinic, or hospital. Do not drive them in your vehicle or a university vehicle.
	
	• Discuss potential modified work opportunities so this information can be shared with the physician
		• Managers are required to participate in return-to-work and accommodation efforts, including finding modified work, if required.
		
		• Once clearance is received - to regular or modified duties – it is expected the university will return the faculty/staff member to work as soon as possible (i.e next day)

The draft Minutes are intentionally removed from this package.

Please see the approved Minutes uploaded separately on this website.

◉ For Approval   ○ For Recommendation   ○ For Discussion

SUBJECT: Approval of the GFC Academic Staff Criteria and Processes Handbook (the Handbook) and the Adjunct, Clinical, and Honorary Appointments Provisions document (ACHAP), Dissolution of the APT Ad-Hoc Committee, and Amendment to the General Faculties Council Executive Committee (EC) Terms of Reference

MOTION:

That the General Faculties Council (GFC):

a. approve the new GFC Academic Staff Criteria and Processes Handbook (the Handbook) and the Adjunct, Clinical, and Honorary Appointments Provisions document (ACHAP), which Handbook and ACHAP together replace the Appointment, Promotion and Tenure (APT) Manual dated October 2009 and the General Promotions Committee (GPC) Manual dated October 2005, each as amended from time to time, in the forms provided to the GFC;

b. dissolve the APT Ad-Hoc Committee established by the GFC in June 2011; and

c. amend Responsibility 4.6 of the EC Terms of Reference to read "Periodically review and recommend to GFC any changes to the GFC Academic Staff Criteria and Processes Handbook",

as recommended by the GFC Executive Committee.

PROPONENT(S)

Dru Marshall, Provost and Vice-President (Academic)
Florentine Strzelczyk, Deputy Provost

REQUESTED ACTION

The GFC is being asked to approve the Handbook and the ACHAP which largely contain the provisions from the Appointment, Promotion and Tenure (APT) Manual dated October 2009 and the General Promotions Committee (GPC) Manual dated October 2005, each as amended from time to time. The other provisions from the APT and GPC Manuals were either deleted or moved into the TUCFA Collective Agreement. The Handbook will be under the authority of GFC and the ACHAP provisions will remain under the authority of the GFC and the Board of Governors.

In conjunction with this, GFC is being asked to approve the following:

a. Approve the dissolution of the APT Ad-Hoc Committee, which was established by GFC to review and recommend changes to the APT and GPC manuals. The work of this ad hoc committee is complete; and

b. Approve the amendment to the EC Terms of Reference to expand EC's responsibilities to the entire Handbook.

The current wording is restricted to "procedures for the appointment and criteria for the tenure and promotion of academic staff".

KEY CONSIDERATIONS/POINTS

Context and History

The APT Ad Hoc Committee was established in 2011 as a response to the negotiations occurring between the Board of Governors and the Faculty Association with regard to a) tenure and promotion procedures and b) assessment procedures. The Committee was charged with "revamping the APT and GPC Manuals to revise and separate out the various processes in light of tentative agreements reached between the Governors and TUCFA regarding tenure and promotion processes" and with "prepar[ing] a first draft of a document specifying criteria for tenure and promotion, drawn primarily from the APT and GPC Manuals, for consideration by GFC." The APT Ad Hoc Committee has completed its work, i.e. to prepare a document drawn primarily from the APT and GPC manuals, resulting in the recommendation of the creation of the Handbook.

The processes related to tenure, promotion, and assessment were incorporated in the Collective Agreement as planned (2014 and 2017).

On April 2, 2019, GFC EC approved provisions of the Terms of Reference to establish an Academic Staff Criteria and Processes Working Group to assist the EC to periodically review the Handbook and recommend any changes to it.

Material Provisions of the Handbook

The Handbook is largely made up of those portions of the APT and GPC manuals that remained after materials on processes related to tenure, promotion and assessment were removed to be put into the Collective Agreement, with minor additions and deletions. The Handbook:

- contains the criteria for assessment, renewal, transfer, tenure, promotion and appointments, and academic appointments selection procedures; and

- authorizes Faculty Councils to develop Faculty Guidelines to ensure the distinctive aspects of various disciplines are addressed in the application of the criteria.

In the Handbook, the yellow highlighted sections refer to new wording not contained in previous versions APT/GPC manuals and the red strikeouts demark the proposed deletions.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	GFC Executive Committee	2019-04-02		X		
X	General Faculties Council	2019-04-18	X			

NEXT STEPS

Provided GFC approves the recommendations in the motion, the Handbook will take effect on the date it is approved by GFC. The Working Group will be established thereafter and will meet to start their review of the Handbook.

SUPPORTING MATERIALS

1. The GFC Academic Staff Criteria and Processes Handbook;
2. A compared version of the EC Terms of Reference;
3. The Adjunct, Clinical, and Honorary Appointments Provisions document.

GFC Academic Staff Criteria and Processes Handbook

In this document, the text in yellow is either new or an adaption of existing texts from either the APT or GPC manuals or the Collective Agreement, or a necessary addition to make sense of existing text in the new context of the Handbook. The text in red strikeout is no longer applicable in the new context of the Handbook. This document also contains **all** of the *GFC Appointments Selection Criteria* that were part of the APT Manual. For reference purposes, the relevant APT and GPC Manual section numbers are in square brackets; these references will be removed upon approval.

I.   Criteria for Merit Assessment, Renewal, Transfer, Tenure, Promotion and Appointments

1.   Authority

1.1   These criteria are established pursuant to Article YY.2 and Article 28.4 of the *Collective Agreement between the Faculty Association of the University of Calgary and the Governors of the University of Calgary.* In accordance with these Articles, the General Faculties Council (GFC) is empowered to establish the criteria for merit assessment, renewal, transfer, tenure and promotion.

1.2   The criteria in this document shall also be used for appointments made in accordance with the Handbook.

1.3   The criteria for the assessment, appointment and reappointment of members in Sessional Appointments shall be established in the *Collective Agreement*.

1.4   Every academic staff member participating in procedures relating to appointment, assessment, tenure, renewal, or promotion has the responsibility to consider as relevant only those criteria established or authorized by the General Faculties Council. *[APT 1.6.6]*

2.   Faculty Guidelines

2.1   In establishing these criteria, the General Faculties Council is exercising its authority under Article YY.2 and 28.4 to delegate the creation of Faculty Guidelines to the Faculty Councils to ensure the distinctive aspects of various disciplines are addressed in the application of the criteria. While the Faculty Guidelines may refine and interpret GFC's criteria, they may not add, contradict, or create new criteria unless specifically authorized to do so in this document. *[from Articles YY.2 and 28.4 (also the former preamble), GPC 6.7.1]*

2.2   Changes to Faculty Guidelines shall not take effect until:

   a)   the guidelines are approved by the Provost as being in compliance with this document and the *Collective Agreement*;
   b)   a copy is provided to the Faculty Association, and
   c)   the changes are posted on the Provost's website. *[APT 3.5.6]*

3.   **Merit Assessment**

3.1   Article YY.22 of the *Collective Agreement* states that the criteria for the assessment of individual academic staff members shall be applied in a manner consistent with the range and proportion of duties assigned to the academic staff member under Article 12 of the *Collective Agreement.* Article YY.22 further states that merit shall be assessed on the full duties performed by the academic staff member. *[YY.2.2]*

3.2   Article YY.2.3 of the *Collective Agreement* states that notwithstanding the payment of administrative honoraria, the administrative role and the quality of academic administration and leadership provided shall be taken into account when considering the overall performance of academic administrators and others who perform administrative tasks. *[YY.2.3]*

3.3   Article YY.2.4 of the *Collective Agreement* states that all Deans are required to make available to academic staff members in the Faculty the criteria for merit assessment. *[YY.2.4]*

3.4   Article YY.2.5 of the *Collective Agreement* states that the criteria for the assessment of individual academic staff members in positions outside the professorial instructor librarian, curator, archivist and counsellor streams shall be based on the duties assigned at the time of hiring, and as mutually amended by the academic staff member and supervisor over time, or as agreed to by the Provost and Faculty Association. *[YY.2.5]*

3.5   Article YY.2.6 of the *Collective Agreement* states that as an individual progresses through a rank, the normal expectation of performance rises. *[YY.2.6]*

3.6   Heads and equivalent administrative officers charged with the responsibility of preparing written performance assessments should appreciate that this document is critical information for ~~promotions~~ committees. Quantitative data should be included, in a concise format, wherever possible and appropriate. Generalized statements with little or no information content are unacceptable, and such assessments should be rejected ~~by the Dean or equivalent in the first instance~~. *[GPC 5.1.6.2]*

3.7   The contributions of the individual in teaching, research, scholarship, creative and/or professional activities, and service must be summarized and evaluated. The Department Head or equivalent is uniquely qualified to assess the impact of the staff member's contributions in the particular field. *[GPC 5.1.6.3]*

4.   **General Requirements for Academic Staff (Teaching and Research)**

4.1   The functions of the University are Teaching, Research and Service. There is an expectation that all academic appointees (Teaching and Research) shall engage in these activities (with the exception of the instructor ranks and the rank of Lecturer). *[APT 3.1.1 & GPC 6.7.2]*

The general criteria for each function as applied to all ranks as well as the specific criteria for each Rank are set out below. *[APT 3.1.2]*

4.2   Teaching

4.2.1 Teaching is a major University function. It is recognized that teaching or instruction takes place in various contexts appropriate to the disciplines in each Faculty including the classroom, lectures, seminar discussion, clinical supervision, laboratory supervision, tutorials, graduate supervision, field supervision, practicum supervision, distance education, collaborative teaching with associated institutions, the advising of students, etc. *[APT 3.2.1]*

4.2.2 Teaching performance and effectiveness shall be evaluated on a regular basis. Such evaluation should consider all ways a teacher addresses their teaching responsibility and interaction with students. In addition to interactions in the contexts noted in Section 4.2.1, evaluation of teaching should consider the extent of innovation, preparation, reflection of current knowledge, level of interest, direction, and encouragement demonstrated by the academic appointee. Participation in teaching development programs, and/or seeking expert help in the improvement of teaching, will be viewed as an indication of commitment to teaching. *[APT 3.2.2]*

4.2.3 Although the evaluation of teaching may not be based solely on evaluations by students, such evaluations are one factor on which the evaluation of teaching shall be based. Student evaluations shall be required for all academic appointees (Teaching and Research) on a regular basis. Student evaluations must be used consistently. The student evaluations must be interpreted reasonably in light of other relevant contextual factors, including factors which may be outside of the control of the academic appointee. *[APT 3.2.3]*

4.2.4 In the case of the Universal Student Rating Instrument, all information provided by the student should be taken into account when interpreting the results. *[APT 3.2.3.1]*

Where the USRI information becomes available after the deadline for submission of the Academic Performance Report, the academic staff member shall have the discretion as to whether the information is used for the performance years under consideration, or have that information carried forward for use in the next assessment cycle, consistent with such other limits on reporting as established under the USRI rules.

4.2.5 Part of such evaluation of teaching may be based upon the general reputation enjoyed by the teacher among informed peers and students. Such reputation shall be evidenced only by signed documentation or formal evaluation processes consistently applied. ~~initiated in the context of Section 3.5.3 and Section 3.5.4.~~ *[APT 3.2.4]*

4.2.6 The University also recognizes the legitimate role of academics as 'knowledge brokers' in transferring state-of-the-art knowledge to persons in government, business, industry, the professions, and the wider community through the organization and presentation of seminars, workshops, and short courses for persons outside programs leading to degrees. *[APT 3.2.5]*

4.2.7 The development, testing, and application of computer-assisted learning techniques and software shall be deemed to be innovative teaching when the techniques or software have been successfully integrated into the teaching of University course offerings and the usefulness of the activity has been acknowledged by informed peers in a manner similar to the peer review of materials submitted for publication. *[APT 3.2.6]*

4.2.8 It is the responsibility of the administrative officer writing an assessment to ensure that the

academic appointee's performance in the teaching and supervision of graduate students also be included, following such appropriate consultations with the Faculty of Graduate Studies as may be necessary. *[APT 6.2.7]*

4.2.9 Evaluations of teaching should state the basis for the assessment, e.g. student assessments, multi-year teaching dossier, review by senior colleagues, classroom / lab visits by the Department Head, etc. It would be helpful to promotions committees to give an indication of the time commitment to teaching, and the nature and significance of the involvement. *[GPC 5.1.6.4]*

4.3 Research

4.3.1 ~~For purposes of assessment, increments, promotions, extension of Initial Term or appointment With Tenure, and the appeal of those assessments,~~ The term *Research* shall be deemed to mean scholarly activity appropriate to the individual's discipline. *[APT 1.8.5]*

4.3.2 Research, scholarship, and other creative activities constitute a major University function. The primary concern of the individual and the University shall be the importance of high-quality work. *[APT 3.3.1]*

4.3.3 These research activities shall be evaluated on a regular basis and shall normally be measured by the quality and pattern of the academic appointee's work, through media and outlets appropriate to each discipline for communication with peers. *[APT 3.3.2]*

4.3.4 Research normally shall bear evidence of formal review by informed peers from the appropriate disciplinary or interdisciplinary community within and beyond the University prior to or as a result of presentation, publication, distribution, or exhibition. *[APT 3.3.3]*

4.3.5 In those Faculties that prepare students for professional practice, contributions to the discipline of that profession shall be deemed relevant to satisfying the research requirement provided that they are of high quality and are acknowledged contributions to the field, that they flow primarily from research, and that they have been subject to an informed peer review process and enhance the professional reputation of the individual and the University. *[APT 3.3.4]*

4.3.6 The development of software and the creation of data bases or the creation or entry of information into data bases or contributions to program libraries shall normally be considered equivalent to research publication only if the results have been subjected to informed peer review or appropriate refereeing. *[APT 3.3.5]*

4.3.7 All research, scholarship, and other creative activities shall be assessed on the merits of the work, regardless of the form in which they appear. Electronic publications – whether books, articles, journals, or databases – shall be considered equivalent to more traditional forms of publication if they are subjected to the same rigor of informed peer review or appropriate refereeing. *[GPC 6.7.8.3]*

4.3.8 It may be particularly important for Heads and/or Deans to engage in post-publication review to assess value and impact, where traditional peer review is not appropriate or applicable.

[GPC 6.7.8.4]

4.3.9   With respect to scholarly, creative and professional activities, it is particularly important to delineate peer-reviewed publications, juried exhibitions, invitational lectures and performances, nationally and/or internationally recognized innovations in professional practice. Deans are also required to file with the Chair of ~~GPC~~ GMC a statement on how publications are acknowledged in their Faculty, e.g. when they are "in print" and published, or when they are "in press" or "accepted for publication." *[GPC 5.1.6.5]*

4.4   Service

4.4.1   Since the University is a community of scholars, largely responsible for its own governance, it is expected that each academic appointee shall make contributions in the area of service. Service shall be measured by the academic appointee's record of active participation in academic governance and development in matters relevant to the progress and welfare of the department or unit, the Faculty, and the institution. *[APT 3.4.1]*

4.4.2   Service may also be measured by informed assessment of evidence of substantial contributions to activities such as service on editorial boards of disciplinary or interdisciplinary journals, on grant selection committees and adjudication panels of provincial, regional, or national agencies, and similar professional involvement. *[APT 3.4.2]*

4.4.3   Service may also be measured by substantial contributions to the general or professional community, the Province, and the Nation through the application of scholarly or professional knowledge and expertise. *[APT 3.4.3]*

4.4.4   Other service to the community that flows from the discipline or that accrues through other distinguished service to the University or the community may be acknowledged when it brings distinction to the University. *[APT 3.4.4]*

4.4.5   Appropriate levels of service shall be expected of each rank. Nevertheless, for individuals whose duties include teaching and research, the normal expectations for teaching and research cannot be fulfilled by service activity in the absence of written agreements with the Dean. Meeting the expectation for service should normally require a smaller portion of effort than is required for the functions of Teaching and Research. *[APT 3.4.5]*

4.4.6   Outside Professional Activity for remuneration shall not normally be counted as service for the purposes of assessment. *[APT 3.4.6]*

4.4.7   In the evaluation of service contributions, Department Heads should provide information on the time commitment of academic appointees to activities such as service on editorial boards of prestigious journals, on grant selection committees and adjudication panels of national agencies, and similar professional involvement, as well as provide an assessment of the importance of these activities. *[GPC 5.1.6.6]*

4.5   General

4.5.1   Colleagueship should be considered to the degree that it can be shown to have affected the

teaching, research, or service of the individual, colleagues, or the unit. *[APT 3.5.1]*

4.5.2   Within the context of Section 4.1 above, and the requirements of the *Collective Agreement Article YY.2.2,* it is recognized that the nature of teaching, research, and service and the proportional distribution of expectations among the three functions shall vary from Faculty to Faculty. *[APT 3.5.2]*

4.5.3   There shall be generally consistent application of these expectations throughout each Faculty. *[APT 3.5.3]*

4.5.4   Each Dean shall make available to academic appointees in the Faculty, following approval by the Faculty Council, written guidelines on the manner in which the criteria ~~for appointment, tenure, merit increments, and promotion~~ are applied in the Faculty. Such guidelines must include:

a)   a statement of the relative importance that the Faculty attaches to each of the three functions (teaching, research, service);

b)   a description of how the Faculty interprets the functions, e.g., the various activities that the Faculty defines as legitimate and appropriate forms of expression;

c)   a description of how the Faculty applies external information such as evaluations by students;

d)   a description of the expectations that the Faculty has of an academic appointee's performance in each of the three functions, including the ways in which these expectations change with rank, and with seniority within a given rank;

e)   a statement that recognizes the diversity of career patterns and the implications of such patterns for assessment purposes;

f)   a statement about how academic and professional qualifications are applied in recommendations for appointment, promotion and tenure;

g)   a clear indication of:

i.   how accomplishments in teaching, research, and service are translated into recommendations for tenure;

ii.   how accomplishments in teaching, research, and service are translated into recommendations for promotion from rank to rank. *[APT 3.5.4]*

4.5.5   Faculty Guidelines should clearly describe how Adjunct/Clinical, or other prior University of Calgary service will be considered for future promotions. *[GPC 6.9.5.1]*

4.5.6   ~~In evaluating academic appointees for increments and promotion, Heads, Deans, and Promotions Committees shall restrict their assessment to the teaching, research, and service contributions of the individual appointee, recognizing that~~ Outside Professional Activity shall

be considered in determining career advancement to the extent that this activity demonstrably contributes to the fulfilment of the academic appointee's obligations to the University and to the enhancement of the stature of the University. *[APT 6.2.9]*

4.5.7   Notwithstanding the payment of administrative honoraria, the administrative role and the quality of academic administration and leadership provided shall be taken into account when considering the overall performance. *[APT 6.2.15]*

4.5.8   Student submissions are admissible if they are written expressions, prepared by individual students and signed, that give justification for their views. *[APT 6.3.9]*

4.5.9   No anonymous material shall be introduced or considered with the exception of results of class surveys conducted under the auspices of the Department, Faculty, or General Faculties Council. *[APT 6.3.10]*

4.6   Requirements for Assistant Professor

4.6.1   Appointment to the rank of Assistant Professor normally requires evidence of successful teaching ability or professional experience, with evidence of appropriate research or professional activity beyond that involved in the completion of academic or professional training. *[APT 3.6.1]*

4.7   Requirements for Associate Professor

4.7.1   Appointment or promotion to the rank of Associate Professor requires evidence of teaching effectiveness, recognized research attainment or equivalent professional attainment, and a satisfactory record of service. *[APT 3.7.1]*

4.7.2   When the teaching function is assessed, evidence of effective performance respecting graduate programs and the supervision of and involvement with graduate students shall be considered, where appropriate. *[APT 3.7.2]*

4.8   Requirements for Professor

4.8.1   The rank of Professor is reserved for those, who in the opinion of colleagues, within the University and beyond, are outstanding in their discipline. *[APT 3.8.1]*

4.8.2   Appointment or promotion to the rank of Professor requires evidence of teaching effectiveness. When the teaching function is assessed, evidence of effective performance respecting graduate programs and the supervision of and involvement with graduate students shall be considered, where appropriate. *[APT 3.8.2]*

4.8.3   ~~Under teaching,~~ For promotion to Professor, the candidate's performance with respect to graduate programs and the supervision of, and involvement with, graduate students shall be considered ~~included~~. While the assessment required of a Department Head related to a staff member's promotion to Professor is to be the Head's own evaluation of the candidate, Heads may seek input from Graduate Studies regarding the candidate's performance with respect to graduate programs. If a statement is requested, it shall be included in the materials provided

to the FTPC dossier for FPC and GPC, and the Dean of Graduate Studies shall send a copy to the candidate. *[GPC 6.10.1a)ii)]*

4.8.4   For academic staff members in the professorial stream, the relative contributions in the areas of teaching, research and service may vary within limits acceptable to a Faculty Promotions Committee and the General Promotions Committee, but special emphasis shall be placed on teaching performance at both the undergraduate and graduate level. Notwithstanding this emphasis on teaching, in no case shall promotion to the rank of Professor be recommended where the individual has not clearly established a national or international reputation on the basis of scholarship, research, or equivalent creative activity or professional contributions to a discipline or field. *[GPC 6.7.6]*

4.8.5   A Professor is also expected to have an established record of service contributions to the institution and appropriate discipline and, when relevant, profession. *[APT 3.8.5]*

4.9   Requirements for Instructor

4.9.1   Appointment to this rank requires evidence of successful teaching ability, professional experience**,** and/or professional / educational qualifications appropriate to the intended duties of the position. *[APT 3.9.1]*

4.9.2   The duties of an Instructor will normally include, but not go beyond, the scholarship required to maintain currency in pedagogy and content in the discipline. *[APT 3.9.2]*

4.10   Requirements for Senior Instructor

4.10.1   In addition to the qualifications for an Instructor, appointment to this rank requires evidence of teaching effectiveness; a creative approach to the teaching function; evidence that the individual is capable of initiating and participating in a wide variety of teaching activities; evidence that the individual is thoroughly familiar with the current status of the appropriate discipline or one or more specialized areas thereof; and a satisfactory record of service. Appointment to this rank may also consider evidence of leadership roles, and evidence of pedagogical expertise or involvement with curriculum development. Educational and professional qualifications beyond those for Instructor may be required. *[APT 3.10.1]*

4.10.2   Senior Instructors are expected, upon assignment by the Dean or Department Head, to take major responsibilities for teaching and related professional activities of the Faculty or Department. *[APT 3.10.2]*

4.10.3   The duties of a Senior Instructor will normally include, but not go beyond, the scholarship required to maintain currency in pedagogy and content in the discipline. *[APT 3.10.3]*

4.11   Requirements for Teaching Professor

4.11.1   The rank of Teaching Professor is reserved for those, who in the opinion of colleagues are outstanding in their discipline for their contributions to teaching and learning and have exceeded the criteria for Senior Instructor in his/her faculty. Transfer or promotion to this highest rank in the Instructor stream requires documented evidence of distinguished

achievement in teaching and pedagogy, based on contributions to teaching and learning, curriculum development and educational leadership in a discipline and/or across disciplines. A Teaching Professor is also expected to have a distinguished record of service contributions to the institution and appropriate discipline, and when relevant, profession*. [Agreed to by Provost's Office and Faculty Association, July 2014]*

4.12   Requirements for Lecturer (Medicine)

4.12.1   Appointment as Lecturer (Medicine) shall require the completion of academic or professional qualification in Medicine or its associated disciplines. Appointment shall also require evidence of appropriate teaching or professional experience. *[APT 3.12.2]*

4.13   General Requirements for Academic Staff (Administrative and Professional)

4.13.1   Librarians

4.13.1.1 The criteria respecting Librarians shall be established by the Vice Provost (Libraries and Cultural Resources) in consultation with and with the approval of a majority of the Libraries and Cultural Resources Academic Council. *[APT 3.14.2]*

4.13.2   Counsellors

4.13.2.1 The criteria respecting Counsellors in Student and Enrolment Services shall be established by the Chief Academic Officer for Student Affairs in consultation with and with the approval of a majority of the persons holding academic appointments as Counsellors *[APT 3.14.3]*

4.13.3   Other (Administrative and Professional)

4.13.3.1 The duties and criteria respecting Academic Staff (Administrative and Professional) in all other areas at the time of approval of these Procedures shall be established by the appropriate Vice-President or delegate with due regard to the historic duties of the position and after meaningful consultation with the current appointee. *[APT 3.14.4]*

4.13.3.2 A review of the approved duties and criteria established through Section 4.13.3.1 for an academic staff position (Administrative and Professional) may be initiated by either party prior to the commencement of a calendar year. The review and any modification of the criteria and duties shall be carried out by the process outlined in Section 4.13.3.1. *[APT 3.14.5]*

5.   Criteria for Renewal and Tenure

5.1   The renewal of ~~an Initial Term~~ a tenure-track appointment requires a determination that, given the applicant's quality and pattern of career performance, there is a reasonable likelihood that the applicant will be able to apply successfully for an appointment *With Tenure* at the University of Calgary within the time allowed. *[APT 5.7.5.1]*

5.2   The granting of an appointment *With Tenure* in the professorial ranks requires a determination that, given the applicant's quality and pattern of career performance, there is a substantial likelihood that the applicant will be able to sustain a career as a productive researcher,

effective teacher, and active contributor to the University of Calgary community. To this end:

a) the Committee shall review evidence of the applicant's accomplishments in teaching, research, and service since appointment at the University of Calgary;

b) the Committee shall then consider the applicant's overall career pattern, taking account of the time elapsed since completion of the highest degree, accomplishments in positions prior to employment at the University of Calgary, and other relevant factors;

c) in assessing the evidence presented to it, the Committee shall use the specification of these criteria in the Faculty's Guidelines referred to in Section 3.5.4; and

d) in assessing research, the Committee shall, in addition to considering the merit of the applicant's various research projects, make a determination whether the applicant has demonstrated the ability to bring research projects to timely conclusions. *[APT 5.7.5.2]*

5.3 When the recommendation sought is for appointment *With Tenure* in the instructor ranks, the Committee shall seek evidence that the applicant has been successful in meeting the criteria for the applicant's rank as set out above in Section 3. The Committee shall also satisfy itself, based upon the quality and pattern of career performance, that there is a reasonable likelihood that the applicant will be able to sustain a satisfactory pattern of career development as an Instructor. *[APT 5.7.5.3]*

5.4 The granting of an appointment *With Tenure* in the (Administrative and Professional) ranks requires a determination that, given the applicant's quality and pattern of career performance, there is a substantial likelihood that the applicant will be able to sustain a career as a productive and effective professional, and active contributor to the University of Calgary community. To this end:

a) the Committee shall review evidence of the applicant's accomplishments since appointment at the University of Calgary;

b) the Committee shall then consider the applicant's overall career pattern, taking account of the time elapsed since completion of the highest degree, accomplishments in positions prior to employment at the University of Calgary, and other relevant factors; and

c) in assessing the evidence presented to it, the Committee shall use the specification of these criteria in the Unit's Guidelines referred to in Section 3.5.4 or the specific criteria referred to in 4.13.3 for all other academic appointments (Administrative and Professional). *[APT 5.8.3]*

6. Tenure and Promotion

6.1 For promotion to Associate Professor and to full Professor, or tenure, Faculty Tenure and Promotion Committees shall consider the complete career record of the academic appointee at the University of Calgary and elsewhere. *[APT 6.3.7]*

II.   Academic Appointments Selection Procedures

1.   Delegation of Authority

1.1   Where senior leadership team members are also to be appointed to academic positions, such appointments must be made in accordance with selection rules as approved by GFC. *[based on APT 1.9.2]*

1.2   Sessional and Retired Short Term positions shall be appointed according to the provisions of the *Collective Agreement Between the Governors and the Faculty Association.*

1.3   When the Provost & Vice-President (Academic) determines that it may be necessary to deviate substantially from the criteria approved by the General Faculty Council or Faculty Councils, the Faculty Association will be consulted. After such consultation, the Provost & Vice-President (Academic) shall decide the appropriate and fair way to proceed in each case and will inform the Faculty Association of the decision. The Provost & Vice-President (Academic) will report the above cases annually to the APT Committee Academic Staff Criteria and Processes Working Group to enable the Working Group to fulfill its responsibilities. [APT 1.3.1]

2.   Advertising

2.1   Prior to the recommendation of any persons for a Continuing, Contingent Term, or Limited Term appointment, such a position shall be advertised to the campus community and nationally. *[APT 4.2]*

3.   Selection Procedures for Continuing Academic Appointments (Teaching and Research)

3.1   During the selection process, all parties shall be governed with respect to Article 7.1 of the *Collective Agreement Between the Governors and the Faculty Association*:

   The Parties agree that the Governors, the Association, and the members of the Association shall not discriminate against any member of the academic staff by reason of race, political or religious affiliation or beliefs, colour, sex, sexual orientation, gender identity, physical characteristics, marital status, family relationships, age, ancestry or place of origin, or membership or activity in the Association as provided under the terms of this Agreement. [APT 4.3.3]

3.2   An applicant may write to the Provost & Vice-President (Academic) regarding concerns related to Section 3.1. The applicant is encouraged to send a copy of correspondence to the Faculty Association. After appropriate review and consultation, the Provost may take whatever action, if any, is deemed necessary. *[APT 4.3.3.1]*

3.3   To assure that the advice given by the Dean to the Provost & Vice-President (Academic) has had the benefit of the informed academic staff opinion required by the President, each Faculty Council is required to establish a formal Academic Selection process, advisory to the Dean, for all appointments of more than twelve months' duration. *[APT 4.3.4]*

3.4   The Extraordinary Procedures for Expedited Spousal Hiring in Section 7 shall be considered the equivalent of the formal Academic Selection process for all purposes. *[APT 4.3.5]*

3.5   Similar competitive procedures shall be followed in selecting candidates for Contingent Term and Limited Term appointments, with the exception that the Academic Selection process set out below need not be followed for the selection of candidates for Contingent Term appointments where the appointment is linked to a selection process established by an external funding agency, and if the waiving of the normal procedures receives the approval of the Provost & Vice-President (Academic) upon the recommendation of the appropriate Dean. *[APT 4.3.6]*

3.6   The required Academic Selection process established by the Faculty shall be structured in a manner appropriate to the specific Faculty while being consistent with general University policies including any employment equity policies. The process shall be approved by a majority of the Faculty Council concerned and the Provost & Vice-President (Academic) and shall provide for:

   a)   a formal Academic Selection Committee of appropriate size, consisting of the following:

      i.   Dean or delegate – normally the relevant Head in departmentalized Faculties, Chair (voting only to break a tie);

      ii.   Voting members drawn from the Continuing, Limited Term and Contingent Term academic staff members of the Faculty, with a majority of these members holding a Continuing appointment. (In large or departmentalized Faculties, all but one of the members from a Faculty should be drawn from the affected disciplinary group e.g. the appropriate Department from within the Faculty);

      iii. at least one Continuing academic staff member (voting) from outside the Faculty;

            This academic staff member is a fully participating member of the Committee with the same responsibilities as other members, but also provides a perspective beyond the interests of the Faculty and has a particular role in observing the fairness of the proceedings and appropriate application of the criteria.

      iv.   a Faculty Council shall either provide for senior student participation on a selection committee or establish other mechanisms for informed student opinion to be taken into account.

            Both genders shall be included in the Committee.

   b)   a quorum rule which assures that a majority at all meetings shall be Continuing academic staff members in the relevant Faculty;

   c)   a process that determines candidates' suitability for the position, based on relevant criteria and qualifications;

d) steps to search out qualified candidates of either gender or any group designated under Employment Equity that has been identified by the Faculty as being under-represented in the discipline;

e) the initial review of applications;

f) an initial short-listing based on relevant criteria;

g) solicitation of confidential written references (normally three are required) for all short-listed candidates commenting on factors relevant to the position;

h) an interviewing process that provides for access to the candidate(s) by the members of the relevant discipline(s), including a mechanism to solicit written feedback to be reviewed and accorded appropriate weight by the Committee;

i) a final ranking process for interviewed candidates that is based on the established relevant criteria and that identifies each candidates' suitability for the position;

j) the maintenance, and retention for two years, of records of all stages of the recruitment and selection process for each academic appointment, including selection criteria, copies of advertisements, publication venues, an outline of the active recruitment methods employed, copies of applicants' curricula vitae, and copies of letters of recommendation. These records shall be made available to the Provost & Vice-President (Academic) and the Director of the Office of Diversity, Equity and Protected Disclosure (ODEPD) on request. *[APT 4.3.7]*

3.7 The Academic Selection Committee may delegate any or all of tasks 3.6 (e), (f), and (g) to a sub-committee of its members, provided that any Committee member is free to participate in the sub-committee's activities and that a mechanism is established to ensure that the sub-committee accounts for these activities to the Academic Selection Committee as a whole. *[APT 4.3.8]*

3.8 An initial short-listing of candidates may be determined at any time, provided the vacancy has been advertised nationally for a minimum of thirty (30) days. *[APT 4.3.9]*

3.9 When an Academic Selection Committee determines that two or more candidates are equally qualified to receive an offer of appointment, and at least one of these candidates is from either of the following groups:

a) the minority gender in a unit in which the gender ratio of academic staff is greater than 2:1, or

b) any group that is identified under Employment Equity and that is under-represented as defined by the Faculty's Employment Equity Plan,

the Committee shall recommend that an offer of appointment be made to the candidate who is a member of group a) or b). *[APT 4.3.10]*

3.10 An Academic Selection Committee may choose, for good reason, to recommend no candidate to the Dean. *[APT 4.3.11]*

3.11 If the appointment recommendation of the Dean differs from the advice received from the Academic Selection Committee, the Dean shall inform the Provost & Vice-President (Academic) and the members of the committee. *[APT 4.3.12]*

3.12 In certain circumstances, an Academic Selection Committee may recommend that the appointment be made With Tenure. In such cases, the Committee must make its recommendation based on the career history of the applicant when considered in the spirit of Article 28 of the *Collective Agreement*. *[APT 4.3.13]*

3.13 An appointment With Tenure may be offered upon appointment only if so recommended to the Dean by the Academic Selection Committee. *[APT 4.3.14 and 5.5.8, Collective Agreement 1.8]*

4.   Selection Procedures for Academic Appointments (Administrative and Professional)

Academic Staff in Libraries and Cultural Resources

4.1 Selection procedures for all ranks of Librarians, Archivists, and Curators shall be similar to those outlined in Section 3 for Academic Appointments (Teaching and Research). A formal Academic Selection process established by the Libraries and Cultural Resources Academic Council shall be advisory to the Vice Provost (Libraries and Cultural Resources). *[APT 4.4.1]*

4.2 In cases where a Faculty or other unit wishes to appoint to a Librarian rank, the Dean or equivalent and the Vice Provost (Libraries and Cultural Resources) shall jointly establish a selection process that satisfies the interests of both communities. *[APT 4.4.3]*

Counsellors

4.3 Selection procedures for all ranks of Counsellors shall be similar to those outlined in Section 3 for Academic Appointments (Teaching and Research). A formal Academic Selection process established by a majority of the Counsellors shall be advisory to the Vice Provost (Student Experience) *[APT 4.4.4]*

Other Academic Staff (Administrative and Professional)

4.4 External competition for academic positions (Administrative and Professional) is not normally required where the promotion of a subordinate represents a normal career path. Internal advertising of the opportunity is required. *[APT 4.4.7]*

4.5 The appropriate Senior Administrator shall establish an Ad Hoc Selection Committee with procedures that shall adhere to the principles set out in Section 3, to the extent possible under the circumstances of the position. The external member shall be drawn from a different organizational unit. *[APT 4.4.8]*

4.6 The members of the Ad Hoc Selection Committee, a majority of whom shall hold academic appointments (Administrative and Professional), shall be appointed by the appropriate Senior

Administrator in a manner to assure adherence to the principles of Section 3.6 while recognizing the operational necessities of the position. *[APT 4.4.9]*

4.7   The procedures of the Ad Hoc Selection Committee shall be approved by the Provost & Vice-President (Academic) or delegate before the vacancy is advertised. *[APT 4.4.10]*

4.8   In situations when the selection process is for a senior vacancy, the Ad Hoc Selection Committee may recommend that the appointment be made With Tenure. In such cases, the Committee must make its recommendation based on the career history of the applicant when considered in the spirit of the GFC's tenure criteria. *[APT 4.4.11]*

4.9   An appointment With Tenure may be made upon appointment only if so recommended to the appropriate Senior Administrator by the Ad Hoc Selection Committee. *[APT 4.4.12]*

5.   External Obligations

5.1   During appointment negotiations and prior to the signing of the letter of appointment, individuals selected for Continuing, Contingent Term, or Limited Term appointments must declare any employment obligations to, or contractual relationships with, any other institution or organization if these obligations or relationships shall remain in effect after acceptance of appointment to the academic staff of the University of Calgary. *[APT 4.6.1]*

6.   Letter of Appointment

6.1   Previous correspondence with Deans or Heads notwithstanding, only the President, or designate, may send the official and binding letter of offer of an academic appointment on behalf of the Board of Governors to the candidate. This letter of appointment shall specify terms and conditions of employment, which shall include an outline of the general duties and responsibilities. *[APT 4.7.1]*

6.2   When an academic staff member is to hold appointment in more than one Faculty, Department, or Unit, the letter of appointment shall clearly state which Faculty's (Unit's) tenure, promotion and assessment criteria shall apply. *[APT 4.7.2]*

6.3   If an academic staff member holds an appointment in a unit that has no Faculty criteria, the letter of appointment shall clearly state the duties of the position and the initial criteria against which performance shall be assessed. *[APT 4.7.3]*

7.   Extraordinary Procedures for Expedited Spousal Hiring

7.1   It may from time to time prove to be in the University's best interest to act expeditiously in order to be able to:

a)   make employment offers to both members of a marriage or domestic partnership in which both have academic qualifications, but where no Limited Term, Contingent Term, or Continuing position has been advertised suitable for one of the spouses; or

b) make an employment offer to the spouse of an existing Limited Term, Contingent Term, or Continuing academic staff member for retention purposes. *[APT 4.8]; <mark>or</mark>*

c) <mark>make an academic staff employment offer to the academically qualified spouse of a non-academic staff University employee or recruit (including members of the Senior Leadership Team).</mark>

Definitions

7.2 For purposes of these procedures:

a) "Dean" refers to the person who makes academic appointment recommendations to the Provost & Vice-President (Academic).

b) "Destination Faculty" or "Destination Unit" refers to the Faculty, Department or other academic unit (as determined by a Faculty Council under Section 7.13) in which it is proposed to find a position for the Secondary Spouse.

c) "Home Faculty" or "Home Unit" refers to the Faculty, Department or other academic unit of the Primary Spouse.

d) "Primary Spouse" means the member of a marriage or domestic partnership who has been recommended for an offer of appointment under Sections 1 to 4, or who currently holds a Limited Term, Contingent Term or Continuing academic appointment. This definition shall also apply in the situation where there has been an offer of employment made under the hiring provisions for non-academic employees or the Senior Leadership Team, or where the Primary Spouse already holds such positions.

e) "Secondary Spouse" means the spouse or domestic partner of a Primary Spouse who has the qualifications to hold an academic staff appointment (Teaching and Research) or (Administrative and Professional) and who desires to do so. *[APT 4.8.1]*

Application

7.3 Extraordinary Procedures for Expedited Spousal Hiring may be used to offer an academic staff appointment (Teaching and Research) or (Administrative and Professional), to a Secondary Spouse where:

a) the offer will be made simultaneously or nearly simultaneously with an offer to the Primary Spouse and neither of the spouses is currently employed by the University;

b) the offer will be made to a Secondary Spouse who currently holds a special Limited Term position under Section 7.14; or

c) the Primary Spouse currently holds a Limited Term, Contingent Term, or Continuing academic staff appointment, or a similar position in the non-academic staff or Senior Leadership Team *[APT 4.8.2]*

Procedures

7.4   These procedures shall be invoked only by the mutual agreement of the Deans of the Home and Destination Faculties (or equivalent, in the case of a non-academic staff member). In the case where the spouse of a Senior Leadership Team member is being considered, the agreement of the Provost & Vice-President (Academic) shall also be required. *[APT 4.8.3]*

7.5   Except where both spouses are to be in the same unit, the Committee to be used in the Expedited Spousal Hiring Process shall be the Academic Selection Committee, as established in 3.6, with the addition of a non-voting Faculty Association representative who shall be required for quorum. *[APT 4.8.4]*

7.6   Where both spouses are in the same unit, the Committee to be used shall be based on the composition of an Academic Selection Committee as established in 3.6 with the addition of a non-voting Faculty Association representative who shall be required for quorum. Normally, the review committee for the Secondary spouse shall not include any member who was on the selection committee for the Primary Spouse. *[APT 4.8.4.1]*

7.7   The Dean shall notify all Committee members of the projected timing of the process, and shall supply each of them with copies of these procedures. This memo will be accompanied by a CV provided by the Secondary Spouse. *[APT 4.8.5]*

7.8   In this memo the Dean of the Destination Faculty shall additionally state clearly two things: (1) the nature of the initial funding of the proposed position, the duration for which this funding is promised, and if the funding is of limited duration the possibilities for continued funding of the position after the initial funding runs out; and (2) the implication this hiring would have with respect to other hiring in the Unit's future – specifically whether this hiring would count as a regular hiring or whether it would be considered to be in addition to and outside of the Unit's hiring agenda. *[APT 4.8.6]*

7.9   It will be the responsibility of the Secondary Spouse to supply a complete CV, the names of three individuals to be contacted for written references, copies of selected recent publications (or disciplinary equivalents), and information relating to teaching effectiveness (where possible), by a date which shall be specified by the Dean. These shall be made available to academic staff members in the Destination Unit, for review in the Destination Unit's administrative office for no less than five working days. It is understood that the publications may be photocopied or reproduced by the Unit concerned and circulated as a means of expediting the diffusion of relevant information. [*APT 4.8.7]*

7.10   The Dean of the Destination Faculty shall arrange, not at the expense of the Destination Unit, for at least one professional presentation to the Destination Unit by the Secondary Spouse and shall provide opportunities for informal meetings with interested members of the Destination Unit and an interview with the Committee. The Dean shall seek letters of reference from the individuals identified by the Secondary Spouse. The letters shall be presented to and remain confidential to the members of the committee. *[APT 4.8.8]*

7.11   Following the presentation to the unit, the Head of the Destination Unit shall solicit comments from all members of the unit. The members of the Unit shall be given at least five working days

to provide such comments to the Head. These comments shall be provided to the Committee by the Head. *[APT 4.8.9]*

7.12   As soon as possible after all of the provisions of 7.9, 7.10, and 7.11 have been carried out, the Dean of the Destination Faculty shall convene a meeting of the Committee to consider the proposed hiring. *[APT 4.8.10]*

7.13   As part of the process of establishing the Academic Selection process referred to in Section 3.6, a Faculty Council shall determine as a matter of policy

a)   at which organizational unit (e.g. Faculty, Department, Program) these procedures shall be applied; and

b)   how to determine which units shall be deemed to comprise the Destination Unit if the hiring may affect more than one unit. *[APT 4.8.11]*

Special Limited Term Appointment

7.14   In cases where time constraints or other circumstances do not permit the use of the extraordinary procedures set forth in the foregoing Sections, the Secondary Spouse may be offered a special Limited Term appointment (as per *Collective Agreement* article 1.6.f). In this instance, the special Limited Term appointment is for a non-renewable one-year term, and the offer may be made without satisfying the normal advertising and selection requirements. At the conclusion of the one-year term, the special Limited Term appointment will lapse. During or immediately following the one-year term, the Dean of the Destination Faculty may initiate the Extraordinary Procedures for Expedited Spousal Hiring. The incumbent may at any time become a candidate for any position that may become available and be advertised in accordance with the normal procedures for selection and appointment. *[APT 4.8.12]*

8.   Conversion of Contingent and Limited Term Appointments to Continuing Appointments

8.1   If operating funds are allocated for a position previously deemed to require a Contingent Term or Limited Term appointment, the incumbent shall be granted the option of being considered first for the Continuing position prior to it being advertised if all of the following conditions are met:

a)   a Continuing position has been allocated to the department or unit for the same purpose in the same discipline as the Contingent Term appointment;

b)   the incumbent was originally selected according to the competitive procedures of this Handbook or by a process approved in advance by the Provost & Vice-President (Academic) as being equivalent to the procedures in the Handbook;

c)   the incumbent has received assessments in the normal manner, that have acknowledged satisfactory performance of the normal range of duties expected of a Continuing academic appointee according to the criteria in this Handbook.

    d)   in the case of Limited Term appointments only, all circumstances under Article 1.6(c) of the *Collective Agreement* have been removed. *[APT 5.2.1 & 5.2.3]*

8.2   Consideration in this case may result in the offer of a Continuing position, or a declaration that the incumbent does not meet the requirements of the Continuing position, or a decision to proceed to an advertised competition. *[APT 5.2.2 and 5.2.4]*

General Faculties Council
Executive Committee
Terms of Reference

1. ESTABLISHMENT

The General Faculties Council (**GFC**) hereby establishes a standing committee called the Executive Committee (the **Committee**) under the provisions of the GFC's General Terms of Reference for Standing Committees and these Terms of Reference, and delegates to the Committee the authorities set out herein. In the event of a conflict between the provisions of these Committee Terms of Reference and the General Terms of Reference, these Committee Terms of Reference will govern.

The President and Vice-Chancellor shall act as the responsible senior administrator to the Committee, providing the link between senior administration and the Committee.

2. MEMBERSHIP

Chair

President and Vice-Chancellor (ex-officio, voting).

Vice-Chair

Provost and Vice-President (Academic) (ex-officio, voting).

Voting Members

- Six academic staff members of GFC appointed by GFC through an election process (broad Faculty representation is preferable)
- Two Deans appointed by Deans' Council
- One student member of GFC appointed by the Students' Union
- One student member of GFC appointed by the Graduate Students' Association

Non-Voting Members

- One person appointed by the Faculty Association

3. ROLE

The Committee serves as GFC's primary advisory group, advising GFC, GFC standing committees, the Chair, Vice-Chair and the Secretary on strategic and complex issues, steering, and early stage matters. The Committee also acts on behalf of, and with full authority of GFC concerning matters that must be handled between regularly scheduled GFC meetings, may be called upon to advise or act upon matters not clearly within the jurisdiction of another GFC standing committee, and acts as GFC's primary appointment and nominating committee.

4.   RESPONSIBILITIES

The Committee will fulfill its role primarily by carrying out the activities enumerated below.

The listed responsibilities shall be the common, recurring activities of the Committee; however, the Committee may carry out additional responsibilities and duties within its role.

The Committee's primary responsibilities are as follows:

1. Act on behalf of, and with full authority of GFC concerning matters that must be handled between regularly scheduled GFC meetings;

2. Advise on strategic and complex issues, steering, and early-stage matters before they move ahead for consideration elsewhere;

3. Consider matters taken to other GFC standing committees where additional advice or recommendation is considered desirable, and matters that do not clearly fit within the jurisdiction of another GFC standing committee;

4. Approve the terms of reference for any group over which GFC has been granted or exercises authority in this regard, other than its own terms of reference;

5. Except as specifically excluded by GFC, carry out all appointments that fall within GFC's authority to appoint, and formulate nominations for GFC elections;

6. Periodically review and ~~make recommendations for~~recommend to GFC any changes to the ~~procedures for the appointment~~GFC Academic Staff Criteria and ~~criteria for the tenure and promotion of academic staff for approval by GFC~~Processes Handbook;

7. When requested to do so, review and recommend to GFC any changes to the students' academic appeals process and associated documents;

8. Carry out those responsibilities assigned to GFC under the University's Enterprise Risk Management program as described in the University's Enterprise Risk Management Policy and any associated procedures in effect from time to time;

9. Review and provide direction respecting the agendas for upcoming GFC meetings; and

10. Such other activities and responsibilities delegated or assigned to it by GFC from time to time.

The Committee is also ultimately responsible for the work and responsibilities of each of its sub-committees as articulated in the terms of reference of those committees.

5.   POWERS

Other than, or in the absence of, specific delegations of authority from GFC to act autonomously, the Committee's powers shall be limited to providing input and ideas, advising and making recommendations to GFC, GFC standing committees, the Chair, Vice-Chair and the Secretary.

6.   AUTHORITIES

The Committee has the specific delegated authority to act autonomously as described below, on the condition that decisions made or actions taken under this delegated authority are reported to GFC.

1. Act on behalf of, and with full authority of GFC concerning matters that must be handled between regularly scheduled GFC meetings;

2. Approve the terms of reference for any group over which GFC has been granted or exercises authority in this regard, other than its own terms of reference;

3. Except as specifically excluded by GFC, carry out all appointments that fall within GFC's authority to appoint, and formulate nominations for GFC elections; and

4. Require changes to agendas for upcoming GFC meetings (this action does not need to be reported to GFC).

Adjunct, Clinical, and Honorary Appointments Provisions Document

1.   **Adjunct and Clinical Appointments**

1.1   Adjunct and Clinical appointments are usually without remuneration, and may be made for periods of twelve months up to five years.

1.2   Adjunct and Clinical appointments may be made in any rank or title for individuals who do not currently hold a Continuing, Contingent Term, or Limited Term appointment, or for academic staff members holding an Administrative and Professional position.

1.3   An Adjunct or Clinical appointment may be held in one Department, Division, or Faculty concurrently with an appointment of any class in another Department, Division, or Faculty.

1.4   Any Continuing, Contingent Term, or Limited Term professorial appointee who holds an Adjunct appointment in another Department, Division, or Faculty shall have the same adjunct rank as their primary appointment. Any change in rank in the Continuing, Contingent Term, or Limited Term appointment shall have a corresponding change in the adjunct rank.

1.5   Adjunct or Clinical appointments need not be advertised.

2.   **Requirements for Adjunct or Clinical Appointments**

2.1   Adjunct or Clinical appointees shall be persons with substantial experience in a profession or discipline who are from outside a Department, Division, or Faculty and who agree to contribute to the educational experience of students on a recurring basis through active participation in the academic programs of a Department, Division, or Faculty.

2.2   The nature and extent of the duties of an Adjunct or Clinical appointment shall be decided by mutual agreement between the appointee and the Dean or Head, subject in the latter case to the approval of the Dean. The agreed duties shall be incorporated within the letter of appointment.

2.3   In exceptional circumstances, a Dean or Head may request the approval of the Dean of Graduate Studies or, when appropriate, the Dean of the Faculty of Environmental Design for an appropriately qualified Adjunct or Clinical appointee to participate in the supervision of graduate students.

2.4   Faculties having Adjunct or Clinical appointees shall establish criteria for the assessment of Adjunct or Clinical appointees that maintain the spirit of the criteria for the Rank while maintaining cognizance of the special nature of the form of appointment as well as any expectations spelled out in specific letters of appointment.

2.5   Adjunct and Clinical appointees shall be assessed according to the criteria and process established by their Faculty Council.

3. **Honorary Appointments**

3.1   Honorary appointments are those appointments made on the recommendation of a Dean or equivalent in any rank or title for a stipulated period on an honorary basis for the benefit of the University and to confer distinction upon the appointee (e.g. Honorary Professor).

GENERAL FACULTIES COUNCIL
INFORMATION BRIEFING NOTE

SUBJECT: **National Awareness Program Update**

PROPONENTS

Diane Kenyon, Vice-President, University Relations
Kim Lawrence, Associate Vice-President, Marketing
Anju Visen-Singh, Senior Director, Marketing and Digital Experience

PURPOSE

To inform the General Faculties Council of progress and upcoming focal areas of this multi-year marketing initiative.

OVERVIEW

The National Awareness Program (NAP) is a multi-year public marketing program focused on improving UCalgary's awareness, reputation and likelihood to recommend amongst Canadians. It does this through a multi-channel strategy that demonstrates the direct societal impact and unique expertise of UCalgary scholars in teaching, learning, research and community engagement. This presentation will present results to date and areas of opportunity for future.

KEY POINTS

The NAP initiative matches topics that Canadians care about and are actively researching, with areas of unique expertise and distinction for UCalgary. It is delivering solid impact for the university, including converting more than 16,000 active subscribers to ongoing engagement and advocacy with the university. Key performance indicators of awareness* and likelihood to recommend have moved significantly since the program began. Those who recall seeing materials related to this program provide significantly higher reputation scores for UCalgary compared to those who do not.

In addition to these quantitative ROI measures, the program offers an additional opportunities for the members of our academy to showcase their research and connect meaningfully with the general public in an environment where people are looking for expertise that can help impact their lives.

BACKGROUND

In 2013, the Marketing team conducted benchmark Canada-wide market research that yielded low scores for awareness, reputation and likelihood to recommend for the University of Calgary – across the country and, in some cases, in Alberta. This was not surprisingly as little marketing had been done by the university up to that point in time. It also identified a broad lack of understanding of the distinct and important contributions that universities like UCalgary make to society.

The university's first-ever institutional marketing strategy, endorsed by the Board of Governors and launched in March

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* This is one of the primary metrics, as endorsed by GFC, that supports the Eyes High strategy 2017-22 as well as the academic and research plans

2015, (and refreshed in 2018) identified the pressing need to build and execute a program that could help address these shortcomings. NAP was launched in May 2016, as part of the kick-off to the university's 50th Anniversary.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
X	General Council Faculties	2019-04-18				X

This submission is for information only. Each content package in the program is developed in partnership with the deans and marketing/communications staff of our faculties, as well as the identified experts in their fields who are identified in connection with each topic. Content is reviewed by select members of ELT prior to release. Additional community reviewers are engaged specific to each topic. Creative concepts and advertising headlines are vetted through anonymous public-user-testing prior to release.

NEXT STEPS

The next content pillar of the National Awareness Program will launch on May 1, 2019.

SUPPORTING MATERIALS

PowerPoint deck, including performance dashboard

National Awareness Program

Update

GFC
April 18, 2019

UNIVERSITY RELATIONS
- **Diane Kenyon, VP**
- **Kim Lawrence, AVP Marketing**
- **Anju Visen-Singh, Senior Director, Marketing and Digital Experience**

Program snapshot

- National Awareness Program (NAP)
  - Multi-year content marketing program
  - Started May 2016
  - Pillars of contents, 2-3 months each
  - Showcases meaningful impact of research, scholarship, teaching and learning
  - Connects with our audiences – mostly the Canadian public – where they live
  - Builds brand awareness, boosts reputation and likelihood to recommend
  - Drives sustained engagement and public advocacy

ucalgary.ca/explore

Content pillars

- Culture and society (May-July 2016)
- High-performance athletics (August-October 2016)
- Urban evolution (November 2016-January 2017)
- Human and animal health (February-April 2017)
- Energy and the environment (May-July 2017)
- Our place in the universe (August-Oct 2017)
- How we teach and learn (Nov 2017-Jan 2018)
- Entrepreneurial Thinking (February-May 2018)
- Legalization of Cannabis (June-July 2018)
- Living in a digital world (Aug-Sept 2018)
- Anxiety and Depression (Oct-Dec 2018)
- Food (Dec-end Jan 2019) + International 'NAPlette' (UCI)
- Gender dynamics (Feb-May 2019) – in market now
- Democracy in action (May-July2019)

Pillar assets

- Each pillar typically contains:
  - 3-4 deep stories/article
  - 2-3 videos
  - 2 live webinars
  - 1-2 downloadable e-books
  - Links to/citations of journal articles and connection points directly with researchers
  - Promotional campaign (traditional and digital, paid + organic, proactive posts and smart SEM)
  - Media pitching of experts
  - Monthly wrap-up e-newsletter to subscribers

- Featuring: our research experts, alumni, students, community leaders
  - Where possible each pillar features a dean or exec leader

NATIONAL AWARENESS PROGRAM (NAP)

Awareness

| Awareness (Canada) | CURRENT: **73%** | ◎ 79% | Awareness (Alberta) | CURRENT: **98%** | ◎ 95% |

Engagement

Web visits (Canada)

Program to date:
1,244,289
◎ 1,500,000

Likes

Program to date:
56,988

Comments

Program to date:
6,592

Shares

Program to date:
19,983

Interest

Event signups

Program to date:
33,677
◎ 30,000

Video views

Program to date:
658,323
◎ 600,000

eBook downloads

Program to date:
15,869
◎ 15,000

Conversion

Newsletter opt-ins

Program to date:
16,483
◎ 16,000

Webinar attendance

Program to date:
20,757

Reputation Index and Likelihood to Recommend

	CANADA:		ALBERTA:	
Likelihood to recommend	**+65**	◎ +73	**+75**	◎ +81
Reputation index	**28**	◎ 32	**63**	◎ 66

◎ May 2019 target

As of February 28, 2019

Highlights

- Surpassed May 2019 targets
  - Awareness in Alberta
  - Video views
  - Event signups
  - ebook downloads

- All conversion metrics on track to meet/exceed May '19 targets

- Similar traffic and engagement levels to last month – impressive results given all promotion was paused for 11 days during the holiday closure

Top pages (Food pillar)

11.8K

Dec. 1, 2018

Can a meal be medicine? How what we eat affects our gut health, which affects our wellness

In the fight against chronic diseases, researchers expand the search for cures and treatments to include diet and environmental factors, and examine the connection between the gut and the brain.

AUTHOR
Jennifer Alford

SHARE THIS ARTICLE

3.9K

Let food be thy medicine: Diet and disease

Webinar

A growing body of evidence indicates our current diets are unhealthy and a major cause of premature death and disability. Conditions such as hypertension, diabetes, and heart disease have all been linked to dietary factors.

In this webinar Dr. Norman R.C. Campbell, MD, reviews some of the issues Canadians face when trying to eat healthy food and what types of food policies are required to improve the food environment in Canada. Watch to learn more about the risks of poor diet, and how changes in nutrition policy could better support the health of all Canadians.

Speaker

Dr. Norman R.C. Campbell, MD, is a professor of medicine, community health sciences, and physiology and pharmacology in UCalgary's Cumming School of Medicine. Norman is a member of the O'Brien Institute for Public Health and the Libin Cardiovascular Institute of Alberta. He seeks to improve hypertension control, unhealthy diets and physical inactivity, and is known around the world for his work in sodium reduction.

5.6K

Dec. 1, 2018

Should everyone avoid gluten? Separating the wheat from the chaff when it comes to grain proteins

Few food ingredients are as controversial as gluten, the cereal grain protein linked to celiac disease. But for people who don't suffer from celiac disease, the health benefits of cutting out gluten are less clear.

AUTHOR
Jane Chamberlin

SHARE THIS ARTICLE

3.3K

Our Food

Is our food turning against us?

More than a biological necessity, food is meant to nourish, sustain and unite us. Yet poor diet has become the leading risk of death in Canada. Our researchers study how our food affects our bodies, our health, and even our minds — because while we all know that we are what we eat, we don't yet know why.

Engagement Examples: Facebook

Engagement Examples: Twitter

Jackie Orosz @JackieOrosz
33 mins ago

Love the gut-brain research happening @UCalgary! Can a meal be medicine? explore.ucalgary.ca/gut-health-mic...

❤ 1

IMAGINE SPOR Network @IMAGINE_SPOR
2 hours ago

Great article from @UCalgary about brain-gut axis and @IMAGINE_SPOR research bit.ly/2BV4lia

GUT-BRAIN AXIS
Possible effects

Anxiety
Depression
Obesity
Diabetes
Irritable bowel syndrome
Inflammatory bowel disease
Autism
Parkinson's disease

2

In reply to **ericawiebe** and **3 more**

Robert Paege @RobertPaege
5 hours ago

I'll leaf this discussion to the experts.

❤ 1

💬 Hide Conversation

Erica Wiebe I have seen and experienced this first hand. 🌿 "lettuce have a discussion..." what are your thoughts? explore.ucalgary.ca/when-healthy-e...   5h

Erica Wiebe A new food guide, keto diets, and just generally Instagram... what do all these things have in common. What we eat!   5h

Know anyone who is obsessed with eating healthy ?
Read Less

ACHRI @UofCr4kids
15 mins ago

Should everyone avoid gluten? Our own Charlene Elliott separates the wheat from the chaff when it comes to grain proteins. Check out #ExploreUCalgary ow.ly/MA8830mSGV0 @UCalgary

Engagement Examples: LinkedIn

UNIVERSITY OF CALGARY

University of Calgary
176,993 followers
1mo
...

Sign up for the live webinar to learn more about how
changes in nutrition policy could better support the health
of all Canadians http://ow.ly/bFxh30mO4oL

#exploreUCalgary

Webinar
UNIVERSITY OF CALGARY
Let food be thy medicine: Diet and disease
presenter
Dr. Norman R.C. Campbell, MD
Professor, Cumming School of Medicine
Jan. 11, 12 p.m. MT
Register now

9 Likes · 2 Comments

👍 Like 💬 Comment ↗ Share Top Comments ▾

Likes

Add a comment...

Ross Macdonald · 3rd   2h ⋯
President 98 Ranch Inc.--------Rancher & ...
looks cool, will there be a recording available?
Like Reply | 1 Reply

University of Calgary `Author`   21s ⋯
176,993 followers
Hi Ross, thanks for your interest. If you sign up
but can't attend in real time, you'll receive a link
to the recorded webinar.

University of Calgary @university-of-calgary
Dec 20, 2018

It's a disturbing trend in the world of sports, affecting 75 per cent
of elite athletes. Read the article to learn more about the
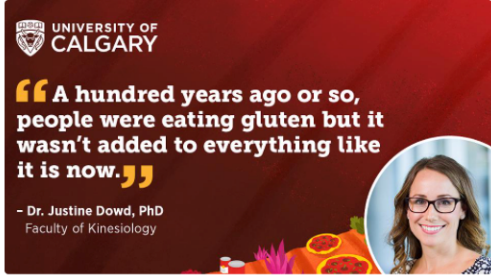emerging study of...
Read More

27,305 views

👍 47   ⋮

Write a comment...

Daryn Kemp Lots of good things going on with Dr   8d ⋮
Paskevich - great prof

University of Calgary @university-of-calgary
18 hours ago

Gluten is showing up more and more in our food and personal products... but
is it harmful to everyone? UCalgary experts unravel the mysteries of the...
Read More

UNIVERSITY OF CALGARY
❝ A hundred years ago or so,
people were eating gluten but it
wasn't added to everything like
it is now. ❞
– Dr. Justine Dowd, PhD
Faculty of Kinesiology

8,726 views

👍 22   ⋮

Write a comment...

Ana Paula Rosas Very interesting article! I have some health   7h ⋮
issues related to gluten and this piece is a very relevant and
informative reading. Thanks for posting!

NAP Advocate activation

- More than 16,000 people have opted into NAP
  - Primarily external, less than 25% internal
- Goal: Advance relationships with engaged constituents
  - Why?
    - To create tailored, timely, high-value content and experiences
    - To increase advocates who appreciate/share UCalgary value
    - To increase demand for our offerings, attract the right people to our universe, and increase their likelihood to recommend
  - How?
    1. Discover: Identify/understand our most engaged audience
    2. Nurture: Build rich, ongoing engagement
    3. Mobilize: Leverage advocates to build brand/reputation

Future content pillars

- Content UCalgary wants to deliver

AND

- Content community wants/needs from UCalgary
  - Data-driven
  - Research-based process

Google Trends

- Canada 2018 News:
  1. Humboldt Broncos
  2. Winnipeg Jets
  3. Ontario Election
  4. Canada Post Strike
  5. Cannabis
  6. Toronto Van Attack
  7. Danforth Shooting
  8. WestJet Strike
  9. Bruce McArthur
  10. NB Power Outages

- Int'l 2018 News:
  1. World Cup
  2. Winter Olympic Games
  3. Royal Wedding
  4. Florida Shooting
  5. Brett Kavanaugh
  6. US Midterm Elections
  7. Hurricane Florence
  8. Hawaiian Volcano Eruption
  9. Hurricane Michael
  10. Thailand cave rescue

https://trends.google.com/trends/yis/2018/CA/

e.g. Content mapping to NAP

- Ontario election, US Midterm elections
  - Dynamics of democracy pillar, May 2019
  - Global security (including election interference) idea
- Canada Post and WestJet strikes
  - 'The world of work' idea
- Cannabis
  - Cannabis legalization topic
- Bruce McArthur, Kavanaugh, metoo
  - Gender dynamics pillar Feb 2019
- Sports searches
  - High-performance athletics pillar 2017/18
- How to delete Facebook? trend
  - Living in a digital world pillar 2018

Coming up

- May-July '19:   Democracy in Action
- Aug-Oct '19:   Climate Change
- Nov '19-Jan'20: Your Brain and Gut (microbiome)
- Feb-Apr'20:   Global Security
- May-July '20:   Bone and joints

GENERAL FACULTIES COUNCIL
INFORMATION BRIEFING NOTE

SUBJECT: Campus Mental Health Strategy Update

PROPONENT(S)

Dru Marshall, Provost and Vice President (Academic)
Andrew Szeto, Director, Campus Mental Health Strategy
Debbie Bruckner, Senior Director, Student Wellness Access and Support

PURPOSE

To provide an update to the General Faculties Council on the progress of the Campus Mental Health Strategy (CMHS).

KEY POINTS

- All 28 recommendations are underway or complete but still responsive to emerging issues and opportunities (e.g., substance use and harm reduction)
- Increasing capacity and uptake of mental health programming and initiatives on campus
- Positive reception and good uptake of CMHS communications and events
- Increasing impact on our campus due to the work of the CMHS
- Many new innovative initiatives from the CMHS for the upcoming year (e.g., embedded certificate, more partnerships with campus units, suicide framework)

BACKGROUND

The Mental Health Task Force was formed in January 2015 and met for most of the year to develop the CMHS. The strategy went through our formal governance processes and was approved by the Board of Governors in late fall 2015. Formally launched in December 2015, the CMHS has a total of 28 recommendations under six strategic focus areas.

As a direct result of one of the recommendations, a director for the strategy was hired in April 2016 and the Mental Health Strategy Implementation Advisory Committee was convened in May 2016 to guide the activities of the strategy over the next five years. Reporting to the Provost, the Implementation Advisory Committee oversees progress and guides the direction on key recommendations of the CMHS. This committee started by prioritizing the goals of the strategy, and performs an annual review of priorities and new opportunities. Several standing subcommittees support the work of implementation

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Board of Governors	2019-03-22				X
X	General Faculties Council	2019-04-18				X

NEXT STEPS

Implementation of the CMHS continues under the direction of the Implementation Committee, the Director of the Campus Mental Health Strategy, and the Provost and Vice President (Academic). A progress update of the implementation of the Campus Mental Health Strategy will be provided annually to the General Faculties Council and Board of Governors.

SUPPORTING MATERIALS
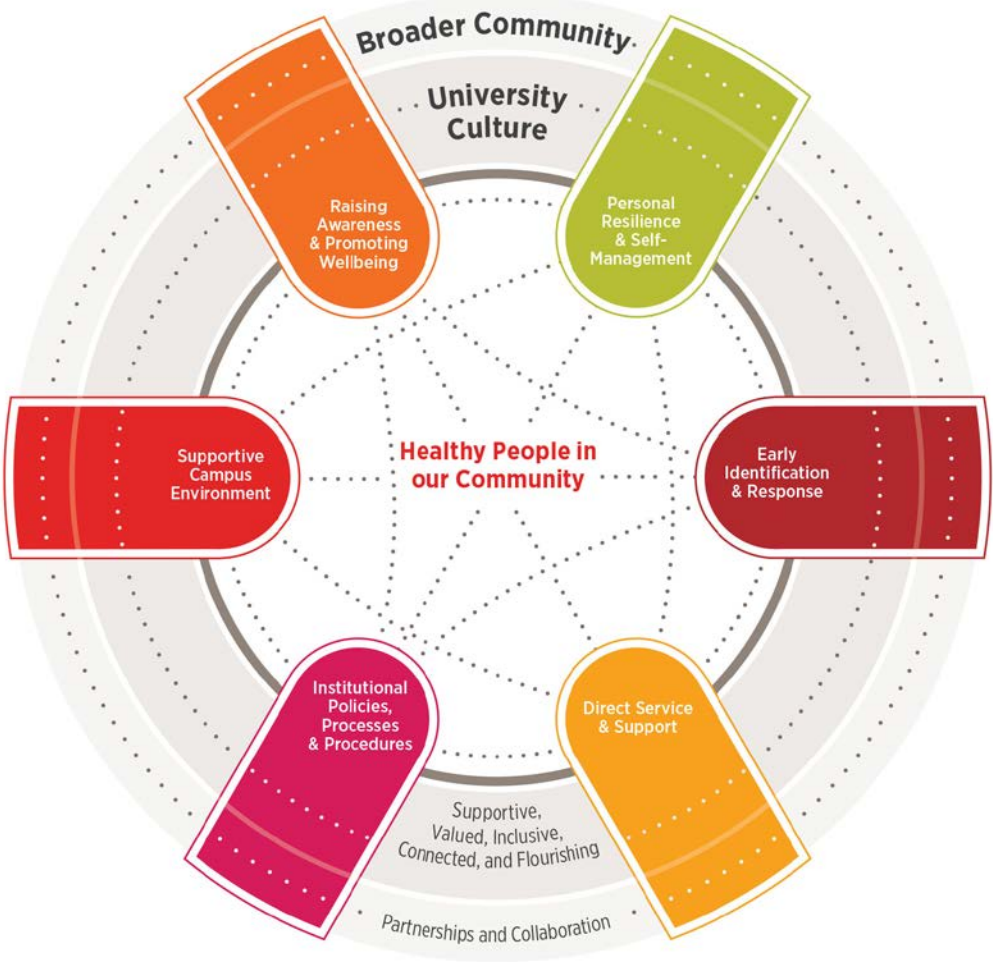
Campus Mental Health Strategy Progress Report

campus mental health strategy

Creating a Community of Caring

ucalgary.ca/mentalhealth #ucalgary #mentalhealth

Focus Areas and Recommendations

Advancing recommendations

- **All 28** recommendations underway or completed
- Continually responsive to the UCalgary context
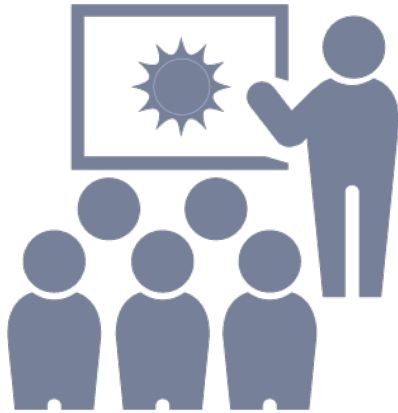
Highlights from 2018-19

Student Wellness Services
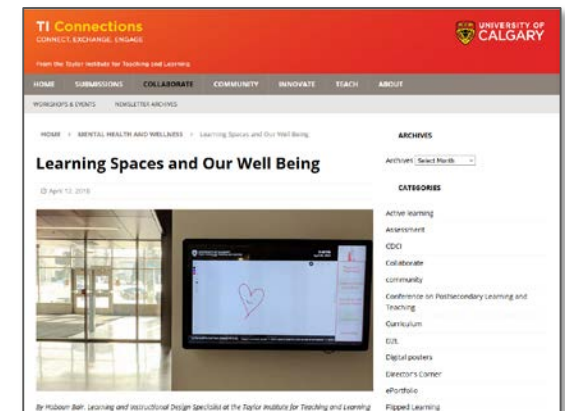
Capacity Building and Increasing Reach

Highlights from 2018-19

Faculty and Staff

CMHS Events and
Online Reach

MHSIAC Teaching & Learning
Sub-committee

Next Steps

- Continue to build relationships with faculties, departments, units
  - FGS, Nursing, Schulich…more to come
- Embedded certificate in Mental Wellbeing and Resilience to launch Fall 2019
- Suicide Awareness and Prevention Framework
- Continue to work with local, provincial, and national organizations
- Continue leadership in Canadian Post-Secondary Mental Health

ucalgary.ca/mentalhealth

- *Thank you!*

- *Andrew Szeto*
  aszeto@ucalgary.ca

GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE
Report to General Faculties Council
for the meeting held April 2, 2019

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

Recommendation of the Approval of the GFC Academic Staff Criteria and Processes Handbook and Related Matters

The EC received an update on the recent history of the Appointment, Promotion and Tenure (APT) Manual, General Promotions Committee (GPC) Manual, and Collective Agreement (CA), with respect to the assessment, promotion and tenure of academic staff. The EC was reminded that it has been decided that the *processes* relating to assessment, promotion and tenure be incorporated into the CA, while the *criteria* for these remain within the purview of the GFC.

The EC learned that a handbook under the authority of the GFC has been created, and that this new handbook will replace the APT Manual and GPC Manual. The EC also learned that some components, including provisions relating to adjunct, clinical, and honorary appointments, are not included in the new handbook as they are under the authority of the GFC and the Board of Governors, and so a companion document addressing these provisions has been created.

The EC discussed that:

- The General Merit Committee is the body that meets every second year to review recommendations relating to the regular performance assessment of academic staff members

- The Faculty-level guidelines need to be updated, as these have not been looked at while the higher-level criteria and processes documents are being changed, and that these Faculty-level guidelines will be reviewed and approved by the Provost and Vice-President (Academic) once the current proposal has been addressed

- The University has a Code of Conduct and a Graduate Student Supervision Policy which have related processes for when an academic staff member's behaviour needs to be addressed outside of the assessment components covered by the new handbook

The EC made suggestions for minor editorial revisions to the new handbook.

Following discussion, the EC recommended that the GFC approve the new GFC Academic Staff Criteria and Processes Handbook and the Adjunct, Clinical, and Honorary Appointments Provisions document, dissolve the APT Ad-Hoc Committee as its work is complete, and amend Responsibility 4.6 of the EC Terms of Reference to refer to the new handbook.

The EC approved the establishment of an Academic Staff Criteria and Processes Working Group to assist the EC in carrying out its amended responsibility to periodically review and recommend changes to the new handbook. The EC was advised that the Working Group will be populated after the GFC formally approves the amendment to the EC Terms of Reference at its April 18, 2019 meeting.

Review of the Draft April 18, 2019 GFC Agenda

The EC reviewed the draft April 18, 2019 GFC Agenda.

_____

Ed McCauley, Chair and Dru Marshall, Vice-Chair

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Report to General Faculties Council (GFC)
for the meeting held February 25, 2019

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

Approval of Revisions to the Graduate Calendar Academic Regulations regarding Academic Appeals

The Graduate Program Subcommittee (GAPS) brought forward a proposal to revise the academic regulations sections of the Graduate Calendar to align with the Student Misconduct and Academic Appeals Policy and its Procedures, which came into effect on January 1, 2019 and to provide information regarding process for appeals of decisions of the Dean of Graduate Studies.

It was noted that information regarding reappraisal of graded term work and reappraisal of a final grade has been removed from the Graduate Calendar and a link has been added to refer graduate students to section I 'Reappraisal of Graded Term Work and Academic Assessments (final grades) in the University Calendar for this information

The APPC approved the revisions to the Graduate Calendar academic regulations regarding appeals.

Approval of the Curriculum Changes for the Post-doctoral Diploma in Radiation Oncology Physics

The GAPS brought forward a proposal for the Department of Physics and Astronomy to revise the curriculum for the Post-doctoral Diploma in Radiation Oncology Physics program, as a result of recommendations from the Commission on Accreditation of Medical Physics Programs.

The APPC learned that the Commission on Accreditation of Medical Physics Programs recommended the removal of the business courses so that the focus of the program is solely on preparing students for clinical practice. It was explained that there will be minimal impact on the Haskayne School of Business, caused by the removal of the courses, as there are very few students enrolled in this program.

The APPC approved the curriculum revisions for the Post-doctoral Diploma in Radiation Oncology Physics program.

Approval of the Creation of Stackable Certificate and Diploma in Leadership in Engineering and Advanced Practice

The GAPS brought forward a proposal for the Schulich School of Engineering (SSE) to create a stackable Certificate and Diploma in Leadership in Engineering and Advanced Practice (LEAP).

The APPC learned that the creation of the LEAP Certificate and Diploma fills a gap in the SSE graduate offerings and responds to the growing trend in graduate education for professional certificate and diploma programs, which ladder into Masters programs. It was noted that a Masters level program in LEAP is currently in development and will be brought forward for approval at a future date.

The APPC discussed the target audience for these programs, the anticipated enrolment numbers, how the technical courses will be scheduled and how the different technical themes will be advertised to students.

The APPC provided some minor suggestions to improve the proposals and approved the creation of a Graduate Certificate in Leadership in Engineering and Advanced Practice and a Graduate Diploma in Leadership in Engineering and Advanced Practice.

Approval of the Creation of a Non-Credit Certificate in Business Essentials: Business Leadership Development Program

The Academic Program Subcommittee (APS) brought forward a proposal for Executive Education, Haskayne School of Business to formally create a non-credit Certificate in Business Essentials: Business Leadership Development program.

The APPC learned that Executive Education has been offering a Business Essentials Certificate of Completion for a number of years, and, in order to elevate the program and align with other non-credit offerings at the University, is proposing to convert this certificate to a formal non-credit certificate program.

The APPC discussed the anticipated enrolment and future programming plans for Executive Education

The APPC approved the creation of a non-credit Certificate in Business Essentials: Business Leadership Development program.

Recommendation of the Student Academic Misconduct Policy and Procedure

The draft Academic Misconduct Policy and Procedures were brought back to the APPC for recommendation to the GFC. The APPC learned that the feedback received to date has been incorporated into the current documents.

The APPC discussed the quality of the feedback for helping to shape and improve the Policy and Procedure.

The APPC requested that the definition for 'Plagiarism' be further refined to encompass work that would not be attributed using quotation marks, such as computer code. The APPC recommended the Student Academic Misconduct Policy and the Student Academic Misconduct Procedure to the GFC for approval.

Report of the Student Ombuds

The APPC received a report from the Student Ombuds. The Student Ombuds reviewed the data in the annual report (July 1, 2017 – June 30, 2018), in particular, highlighted trends over the past five years, peak times, student distribution, case distribution by the nature of issues, and common themes of how issues arise.

The APPC discussed, how the new Student Misconduct and Academic Appeals Policy and Procedures, and the proposed new Student Academic Misconduct Policy and Procedure, may impact the statistics; the importance of having strong regulations, policies and procedures, which clearly set out the expectations for students and which are consistently followed; and the number of undergraduate versus graduate students who visit the office, and other supports available to students.

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Report to General Faculties Council (GFC)
for the meeting held March 11, 2019

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

Approval of the Creation of a Specialization in Software Engineering within the MEng

The GAPS brought forward a proposal for the Schulich School of Engineering (SSE) to create a Specialization in Software Engineering within the Master of Engineering (MEng) in Electrical and Computer Engineering program.

The APPC learned that the Specialization in Software Engineering is being proposed in response to student and industry demand and to fill a gap within SSE's course-based program offerings. It was noted that in summer 2018 the SSE received government funding, as part of the commitment made by the government of Alberta to add 3,000 tech training spaces across the province over five years, to create a pilot of the Software Engineering program, due to its success it is being proposed that the Specialization be formally created.

The APPC discussed the target audience, options for students who fall out of the cohort model, how the Software Engineering Specialization compares to programs in Computer Science, the staffing plan for the Specialization, and the opportunities this program will create for individuals to upgrade/upscale their existing degree.

The APPC approved the creation of the Specialization in Software Engineering within the MEng in Electrical and Computer Engineering program.

Approval of the Creation of a Certificate in Patient and Community Engagement Research, Continuing Education

The APS brought forward a proposal to create a Certificate in Patient and Community Engagement Research (PACER), Continuing Education.

The APPC learned that the PACER program has existed for several years and that it is now being proposed to convert PACER from a certificate of participation program to a formal non-credit certificate program. It was explained that this program directly connects with the University's *Eyes High* commitment to integrate the University with the community and empowers non-traditional learners to become research practitioners.

The APPC discussed the intended audience for this program, the types of individuals who have previously completed the program; the cohort and blended delivery model, specifically the role of the mentor in ensuring engagement, and the content and structure of the three core courses; employment opportunities for individuals who complete the PACER program; and the process for recruiting patients.

The APPC provided some minor suggestions and approved the creation of the PACER Certificate.

Approval of Revisions to the Academic Regulations for Notations and Penalties (Credential Rescission)

The Calendar and Curriculum Subcommittee brought forward a proposal to revise the Academic Regulations, regarding credential rescission.

The APPC learned that new language is being added to the regulations to clarify that students who have a University of Calgary credential rescinded will be prohibited from current and future studies at the University. It was explained that students who are expelled from the University of Calgary are also prohibited from future studies at the University. It was explained that when a student has their credential rescinded a notation will appear permanently on a student's transcript.

The APPC discussed whether students who have had a degree rescinded from another institution should be admitted to the University.

The APPC requested that the Calendar language be revised to clarify that the final approval authority for credential rescissions is the Provost and Vice-President (Academic).

Revisions to the Academic Regulations for Course Outlines

The Calendar and Curriculum Subcommittee brought forward a proposal to revise the Academic Regulations, regarding Course Outlines.

The APPC learned that as a result of feedback received from the Teaching and Learning Committee and the Academic Planning and Priorities Committee, a review of the Academic Regulations for Course Outlines was conducted. The following revisions were proposed: re-ordering the information around themes, inserting the phrase "if applicable" to add clarity around what items are required, creating a central webpage to house University-wide required information that is not directly linked to a course, and adding a link to the Taylor Institute for Teaching and Learning resources on course outlines.

The APPC discussed the types of information that falls into the 'if applicable' category; the importance of the inclusion of information on copyright requirements; and the timing for when a course outline should be available to students.

The APPC provided advice on the working of a number of sections. The Academic Regulations will be brought back to a future meeting for approval.

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Report to General Faculties Council (GFC)
for the meeting held April 1, 2019

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

Approval of the Suspension and Termination of the International Foundations Programs Routes, Werklund School of Education

The Deputy Provost and the Dean of the WSE brought forward a proposal to suspend and terminate all International Foundations Program (IFP) Routes as follows: the IFP Pathways Route, the IFP Bridging: IFP Plus Degree Route, the IFP Bridging: Pre-Admission Route, and the IFP Pathways programs with Haskayne School of Business, Schulich School of Engineering, and the Faculty of Science.

The APPC learned that the IFP program was expanded in 2014 to support the International Strategy goal to increase the number of international students studying at the University. It was noted that based on the data at the time of the EAP program expansion, the University believed that international students would require additional English language support prior to, or concurrently with, their degree, but have since found that the majority of international students have been admitted through direct entry.

As a result of the limited enrolment in IFP programs, a review of the IFP program was conducted, which identified several reasons the program was not successful. In particular, it was found that the Pathways offerings were not sustainable based on student demand. It was explained that the reviewers found that the issues with the IFP program were not quality related, but rather directly linked to a change in the English as a second language landscape.

The APPC discussed the number of students currently enrolled in the IFP programs, the transition plan, and the English language support program offerings available through Continuing Education.

The APPC approved the suspension and termination of the IFP program routes.

Comprehensive Institutional Plan (CIP): Goals, Priority Initiatives & Expected Outcomes; Appendix B: Enrolment Plan and Proposed Programming Changes; Appendix D: Underrepresented Learners; Appendix E: Community Initiatives and Regional Stewardship; Appendix F: Government Priorities: Sexual Violence Prevention and Student Mental Health; Appendix G: Internationalization

The Provost and Vice-President (Academic), Deputy Provost, and the Senior Director, Academic and International Strategies presented the draft of the Goals, Priority Initiatives and Expected Outcomes Chapter and Appendices B, D, E, F, and G of the Comprehensive Institutional Plan (CIP). The APPC was provided with an overview of the updated guidelines for this year's CIP. It was explained that the document focuses on the University's story, future plans and new goals not submitted in the previous CIP, and is centred on the five learning principles set by the provincial government: accessibility quality, affordability, coordination and accountability.

The APPC reviewed and provided suggestions to strengthen the chapter and appendices.

Dru Marshall, Co-Chair
Tara Beattie, Academic Co-Chair

RESEARCH AND SCHOLARSHIP COMMITTEE
Report to General Faculties Council
for the meeting held March 26, 2019

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

Research Computing

The RSC received a presentation on the role of the Research Computing Services unit at the University. The RSC learned that the Research Computing Services unit enables research and teaching and learning initiatives that require training, custom programming, and big data analytics and storage, and that the services are complementary to any institutional and departmental initiatives and to the Compute Canada infrastructure.

The RSC discussed that it is important to ensure that members of the campus community know about the Research Computing Services unit and the services provided, as it was observed that many people operate unnecessarily independently, such as to buy servers and resolve issues. The presenters reported that presentations are being given to groups such as the Associate Deans (Research) and this committee, in order to increase awareness.

During discussion, the RSC learned that

- There are risks to transporting data on a laptop, and the Research Computing Services unit can provide supports to securely encrypt and transfer data

- By default, users are not administrators on their University-provided computers, but greater control can be given upon request

The presenters remarked that, if the Research Computing Services unit cannot supply something that a user needs, such as a specialized software, the user should be referred to another unit within Information Technologies that can provide assistance.

Research Management System

The RSC received a presentation on the current status of the University's Research Management System (RMS) project, and was informed that the project is now under the supervision of a new manager. The RSC was reminded that the purpose of the RMS project is to streamline systems, including through the use of online forms, automated approvals, online signatures, application status tracking and automatic approvals notifications, and connected interfaces. The RSC was informed that training is now available, that the pre-award functionality of the project is expected to begin roll-out in June 2019 and the post-award functionality will begin roll-out in November 2019, and that the RMS should be fully implemented by the late summer of 2020.

During discussion, the RSC learned that some of the programs for inclusion in the initial roll-out will include certain Alberta Innovates, Canadian Institutes of Health Research, and Social Sciences and Humanities Research Council granting programs. Other programs may be included if initially compatible. Remaining programs, such as the Natural Sciences and Engineering Research Council, will be included in 2020.

The RSC also discussed that it is desirable to:

- Develop the capability for signing authorities to be able to sign using devices such as mobile phones
- Consider the possibility for some delegation of authority
- Ensure that the platform is searchable

Prepared by the University Secretariat on behalf of Robert Thompson, Co-Chair and Andy Knight, Academic Co-Chair

UNIVERSITY OF CALGARY

TEACHING AND LEARNING COMMITTEE
Report to General Faculties Council
for the meeting held March 28, 2019

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

Appointment to the Information Asset Management Committee

The TLC appointed Natasha Kenny, Senior Director of the Taylor Institute for Teaching and Learning, as the TLC's representative on the Information Asset Management Committee (IAMC), effective immediately and until June 30, 2019. The TLC decided to postpone appointing a representative to a longer term on the IAMC until the TLC's meeting in September.

Revisions to the Calendar Entry on Examination Regulations

The TLC reviewed the proposed revisions to the Calendar entry on Examination Regulations, which are intended to add clarity, align with sound pedagogical practices for learning assessment, and support the vision in the University's Mental Health Strategy.

The TLC discussed:

- The regulation around assessments carried out during the last days of classes, and the limit to the weighting of these. It was noted that a clearer definition of "terminal project" is needed.

- That in-person assessments cannot take place on non-instructional days and should be conducted during scheduled class time

- The regulation around final examinations for students taking online and off-site courses, which sets out that students may be required to write a final examination onsite at a Calgary campus or at an approved invigilation centre

- That mid-term examinations are supposed to take place during class time, and any deviation from this must be approved by the Department and indicated on the course outline

- That the University has procedures, separate from the Examination Regulations, that sets out the steps to be followed if something unusual happens during an examination

- That a student should receive meaningful feedback prior to the withdraw deadline, but that being provided with a minimum of 30% of their final grade may not be possible for all course delivery models

- That current thinking is that the Fall and Winter term breaks are intended to be restorative breaks and so assessments such as take-home exams should not be assigned during these periods

- That any parameters for examinations, such as if an exam will be open-book, should be noted on the course outline

Classroom Technology Standards

The TLC learned that Classroom Technology Standards are now in development, and that the proponents are seeking: a) advice on who should be consulted and how, and b) guidance on technology-related classroom design and management.

The TLC discussed:

- That full classroom standards, including consideration of square footage, orientation, and modularity, and not just standards relating to the technology within classrooms, are needed

- That the proponents should consult with campus experts, including researchers and the Learning Technologies Advisory Group, as well as a broad range of instructors, in order to capture the needs for all course delivery methods

- That the proponents should survey the campus community in order to solicit as much feedback as possible, and that a survey could also serve as an educational tool

- That a catalogue of classrooms, including notation of any specialized infrastructure, such as a Faraday cage or oversized screens, would be useful

Revisions to the Calendar Entry E.1 on Course Outlines

The TLC reviewed the proposed revisions to the Calendar entry on Course Outlines.

The TLC discussed:

- That including a grade conversion scale will be useful to students

- That consideration should be given to requiring a list of all of the assessments in a course, including their dates and weighting, as this may not be possible in some courses such as where assessments cannot be scheduled in advance

- That the course outline also serves as a reference to facilitate academic progress, accreditation and curriculum review processes

- That regulations specific to online and blended courses are needed

Report on the Work of the Committee's Universal Student Ratings of Instruction (USRI) Working Group

The TLC was informed that the committee's USRI Working Group has been populated and has begun meeting. The working group will be making recommendations to modernize the University's USRI questionnaire, and make it customisable. The working group will also be considering the appropriate uses for student feedback, as these questionnaires are not necessarily an accurate measure of teaching, and the factors and biases that may impact the data collected.

The TLC learned that the goal is to pilot a revised USRI questionnaire in the Winter 2020 term.

Standing Reports

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

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

Introductory Comments from the Member of the Board nominated by GFC

This report from the Board of Governors focuses on the Open Session of the March 2019 meeting of the Board of Governors, which was held on March 22, 2019. The items of the open session of the Board Meeting are described below.

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Report to the General Faculties Council

on the Meeting of

The Board of Governors, March 22, 2019 (8:00 am)

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The Chair of the Board called the meeting to order at 8:01 am with a welcome to external guests and approval of the meeting agenda. New members Fauzia Lalani and Nancy Foster were welcomed to the Board. President-elects for SU and GSA were welcomed to the board and outgoing presidents were thanked for their service. 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 Injury Reduction *was presented* by VP- Government Relations, Diane Kenyon.

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

- TORs
- Code of Conduct – noted that there have been amendments made based on the hard work of the ELT. However, this is a cultural shift for faculty members and what they must now disclose and get approval for. The communication and processes are extremely important to make this cultural shift as smooth as possible.

The March 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 Keynon)

- 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, Ed McCauley)

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

Report on Senate Meeting: Thursday, 4 April 2019
Prepared by Jacqueline Jenkins, GFC representative to Senate

The April 2019 Senate meeting was held in the Health Sciences Centre, Foothills Campus. Senators were invited to attend pre-meeting presentations about the Centre for Mobility and Joint Health, the RAPTOR operating suite, and orthopedic trauma care, as well as to take part in a tour of the McCaig Institute for Bone and Joint Health. The regular meeting began at 4:00 pm.

Following the approval of the consent agenda items, Senate held elections for incoming and returning representative senators.

Chancellor's remarks: Chancellor Yedlin provided an update on or reports about several key issues including the format for soliciting feedback from senators about Senate meetings; the progress being made by the *ad hoc* Senate Strategic Planning Committee; the installation of Dr. Edward McCauley as the university's ninth President and Vice-Chancellor on Monday, 8 April 2019.

President's remarks: Dr. Ed McCauley reported on his transition to President of the university; the opportunities he has had to become more familiar with the breadth and diversity in research undertaken on campus and the complexity of the university operations; his communications with provincial, federal and municipal governments.

Student representatives were invited to present the reports provided in the meeting documents, and/or answer questions. Nabila Farid, Students' Union representative, was present and expanded on the circulated report.

Chairs of Senate Standing Committees updated Senate on committee activities:
- Kate Wood, chair of the Senator Development Committee
- Greg Schmidt, chair of the Engagement Committee
- Diane Field, chair of the Honors Committee
- Bill Chomik, chair of the Student Scholarships and Bursaries Committee

Dr. Dru Marshall, Provost and Vice-President Academic, presented highlights of the University of Calgary's 2018 – 23 Academic Plan to Senate, including the relationship of the Academic Plan to the Research Plan and the ways in which the Academic Plan supports the *Eyes High* Strategy 2017 – 22; the priorities and recommendations within each of the central principles; and progress highlights.

Dr. Dru Marshall, Provost and Vice-President Academic, and Dr. Michael Hart, Vice-Provost, Indigenous Engagement, presented highlights on the University of Calgary's Indigenous Strategy, *ii'taa'poh'to'p*, including the origin of the strategy and the process of its development; the meaning of the symbols employed in the strategy and the story of the gifting of those symbols; the recommendations for each principle of the strategy; and examples of the accomplishments to date in each of the four central areas as well as the long term visionary goals.

Following a short "other business" discussion which included announcements from the floor about events of interest to senators, members of the Senate Executive Committee convened small groups of senators to solicit feedback on the meeting.

Senate was adjourned at 6:00 pm.

UNIVERSITY POLICIES/PROCEDURES 2017-2018
as of 2019-04-09

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