UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL
AGENDA

Meeting #592, October 10, 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.	Annual Address of the Chair/Remarks of the Chair	McCauley	Verbal	1:32
3.	Remarks of the Vice-Chair	Marshall	Verbal	1:47
4.	Question Period	McCauley	Verbal	1:55
5.	Safety Moment	Dalgetty[1]	Document	2:00
	Action Items			
6.	Approval of the June 13, 2019 Meeting Minutes	McCauley	Document	2:02
7.	Election of Two Academic Staff Members to an Advisory Selection Committee for a Dean of the Faculty of Social Work	McCauley/Belcher	Document	2:05
8.	Approval of 2019-2020 Work Plans • GFC Executive Committee • Academic Planning and Priorities Committee • Research and Scholarship Committee • Teaching and Learning Committee	McCauley/Marshall Marshall/Beattie[2] Thompson[3]/Knight[4] Reid[5]/Johnston[6]	Document	2:10
	Discussion Items			
9.	Statement on Free Expression	Jackson[7]	Document	2:20
	Information Items			
10.	2018-19 Academic and Research Plans – Status Update	Marshall/Buret[8]	Document	3:00
11.	Office of Diversity, Equity and Protected Disclosure Review and Response	Marshall/Jackson	Document	3:15
12.	Enrolment Report 2019	Saweczko[9]	PowerPoint	3:30

Item	Description	Presenter	Materials	Estimated Time
13.	Standing Reports: a) Report on the September 4 and 25, 2019 GFC Executive Committee Meetings b) Report on the September 30, 2019 Academic Planning and Priorities Committee Meeting c) Report on the September 17, 2019 Research and Scholarship Committee Meeting d) Report on the September 19, 2019 Teaching and Learning Committee Meeting e) Report on the June 17, 2019 Senate Meeting f) Policy Development Update	McCauley	Documents	3:40
14.	Other Business	McCauley		
15.	Adjournment Next meeting: November 7, 2019	McCauley	Verbal	3:50

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

Susan Belcher, University Secretary
Telephone: 220-6138 or email: sbelcher@ucalgary.ca

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

Presenters

1. Linda Dalgetty, Vice-President (Finance and Services)
2. Tara Beattie, Academic Co-Chair, Academic Planning and Priorities Committee
3. Robert Thompson, Co-Chair, Research and Scholarship Committee
4. Andy Knight, Academic Co-Chair, Research and Scholarship Committee (TBC)
5. Leslie Reid, Co-Chair, Teaching and Learning Committee
6. Dawn Johnston, Academic Co-Chair, Teaching and Learning Committee
7. Karen Jackson, General Counsel
8. Andre Buret, Interim Vice-President (Research)
9. Angelique Saweczko, Registrar

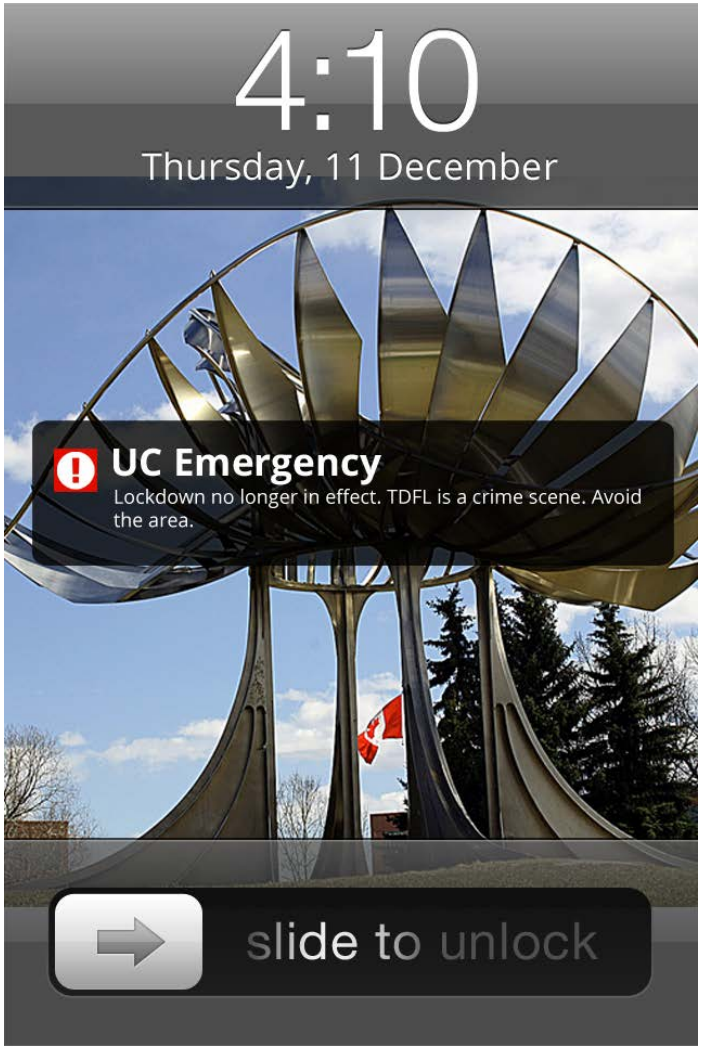
UC Emergency Notification App

There's an app for that!

The ability to send Critical Notifications - timeliness of information is vital to protect Life Safety

1. Another tool in the toolbox of emergency communications - no one channel can reach everyone.
2. Serves the ongoing proliferation of mobile devices and use of "apps."
3. Excellent availability of WiFi at the University, coupled with cellular data coverage = best access to largest audience.
4. Ability to expand functionality in the future.

Lock Screen



< Back **Alert: Shooter on Campus**

Calgary Police Services advise that the University of Calgary is NOW SAFE and that students and employees can resume normal activities.

Witnesses and those that need assistance report to Rosza Centre.

If you are unable to make it to Rosza Centre and need assistance, please contact Campus Security at 403-220-5333.

For additional information go the University web site at: http://www.ucalgary.ca/emergencyplan/home/emergency-information-status-site

December 11, 2014 4:10 pm

Police are still on scene at TFDL. Remain in lockdown.

For additional information go the University web site: http://www.ucalgary.ca/emergencyplan/home/emergency-information-status-site

December 11, 2014 12:43 pm

Police are responding to a man gun at the University main campus inside the Taylor Family Digital Library (TFDL).

Please avoid the area or remain in lockdown and await further instructions.

December 11, 2014 12:38 pm

Campus Security advises there is a person with a gun on the main Campus inside the Taylor Family Digital Library (TFDL). It is recommended that you lock down immediately. EVACUATE or HIDE.

Lock or barricade your door. Hide in a safe location and await further instructions. Police have been contacted.

December 11, 2014 12:35 pm

Alerts Contact

Download and Activate

On Your Mobile Device

1. Navigate to ucalgary.ca/emergencyapp
2. Click on the applicable app store
3. Install the UC Emergency App on your phone
4. Open the app

UCalgary Login (UC – IT acct) Path

1. Activate : Use my UCalgary login
2. Select your campuses
3. Important : enable push notifications and location services
4. Accept the terms and conditions

CODE Activation Path

1. Select “I have a code” button
2. Enter the access code - UCbog
3. Provide email address, password and re-enter password
4. Important: enable push notifications and location services
5. Accept the terms and conditions
6. Select your campuses
7. An Email will be sent. Click on the link to complete your account activation

The draft Minutes are intentionally removed from this package.

Please see the approved Minutes uploaded separately on this website.

UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL
Biographies of Candidates for Elections

The following are the biographies of the candidates who were nominated by the GFC Executive Committee and have agreed to stand for election:

7 Election of Two Academic Staff Members to the Advisory Selection Committee for a Dean of the Faculty of Social Work

Ebba Kurz, Cumming School of Medicine

Associate Professor
Associate Dean, Undergraduate Health and Science Education, CSM (since 2013)
Director, O'Brien Centre for the Bachelor of Health Sciences Program, CSM (since 2013)
Recipient: Killam Award for Undergraduate Mentorship; CSM Education Innovation Award; NSERC Discovery Grant;
Selected Past Service: GFC Academic Planning and Priorities Committee (2013-2018); GFC Teaching and Learning Committee (2012-2018; Academic Co-Chair 2013-2018); General Merit Committee; General Promotions Committee; Search and Selection Committees (incl. Associate Dean (Teaching, Learning and Student Engagement) Faculty of Science; Academic Director, Taylor Institute; Department Heads (Psychology; Physiology & Pharmacology))
Selected Current Service: GFC Calendar and Curriculum Subcommittee; Teaching and Learning Leaders Network; Senior Education Committee (CSM); Advisory Committee on Educational Strategy (CSM)

Tara Beattie, Faculty of Graduate Studies

Associate Professor
Recipient: NSERC (current), CIHR, AIHS, and Alberta Cancer Foundation grants (previous). Received GSA excellence in Administrative Support – Senior Administration (2017) and the Biochemistry and Molecular Biology Hans Van de Sande Award for Leadership and Service
Past service: Assistant Dean, Graduate Science Education; Chair for Arnie Charbonneau Cancer Institute (formerly SACRI) Education and Training Committee; three time organizer for annual Telomeres & Genomic Integrity symposium, GFC Executive Committee
Current service: Associate Dean, Graduate Science Education; FGS Faculty Representative GFC; Academic co-Chair APPC; FGS Executive Committee; Chair – Association Faculties Medicine Canada Graduate Studies committee; CIHR Project grant review committee Biological and Clinical Aspects of Aging, currently supervising three PhD students and one senior research associate.

David Hodgins, Faculty of Arts

Professor, Department of Psychology; Adjunct Professor, Department of Psychiatry.
Recipient:
Killam Annual Professor (2017);
CIHR, CFI, AGRI grants;
Excellence in supervision awards, Great Supervisor, FGS; Psychologists Association of Alberta, FGS;
Excellence in research awards: US National Council on Problem Gambling, US National Center for Responsible Gaming, and Faculty of Social Sciences; Fellow, Canadian Psychological Association.
Past University Service: Head, Department of Psychology; FGS Scholarship Committee, Mental Health Task Force Working Group, Mental Health Advisory Committee. Faculty of Arts Dean Renewal Committee, Faculty of Law External Review Committee.
Current University Service: GFC Elected member; GFC Academic Staff Criteria and Processes Working Group; FGS Major Scholarship Committee; Post-Secondary Education Partnership – Alcohol Harms.

Janet Rankin, Faculty of Nursing

Associate Professor
Past service relevant for nomination: Dean search committee University of Victoria Faculty of Human and Social Development (2005); Dean search committee Vancouver Island University (2006/2007); Dean search committee University of Calgary in Qatar (20I5); I have also served on a variety of faculty search committees throughout my academic career.
Current service: University Academic Appeals Committee; Faculty of Nursing Tenure and Promotion Committee.
Relevant Experience: Faculty member serving under a variety of Deans 1989 – Present; Leadership Experience: Graduate Program Coordinator University of Calgary in Qatar 2013-2017.

UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL
ACTION BRIEFING NOTE

◉ For Approval ○ For Recommendation ○ For Discussion

SUBJECT: **2019-2020 Work Plans: GFC Executive Committee, Academic Planning and Priorities Committee, Research and Scholarship Committee, Teaching and Learning Committee**

MOTION:

That the General Faculties Council (GFC) approve the 2019-2020 Work Plans for the GFC Executive Committee (EC), Academic Planning and Priorities Committee (APPC), Research and Scholarship Committee (RSC), and Teaching and Learning Committee (TLC), in the forms provided to the GFC, and as recommended by the EC, APPC, RSC and TLC respectively.

PROPONENT(S)

Ed McCauley, General Faculties Council (GFC) Executive Committee (EC) Chair
Dru Marshall, EC Vice-Chair and Academic Planning and Priorities Committee (APPC) Co-Chair
Tara Beattie, APPC Academic Co-Chair
Robert Thompson, Research and Scholarship Committee (RSC) Co-Chair
Andy Knight, RSC Academic Co-Chair
Leslie Reid, Teaching and Learning Committee (TLC) Co-Chair
Dawn Johnston, TLC Academic Co-Chair

REQUESTED ACTION

The GFC is being asked to review and approve the 2019-2020 work plans for the EC, APPC, RSC and TLC.

KEY CONSIDERATIONS

The work plan informs the Committee and GFC members about the anticipated work of the Committee for the 2019-2020 academic year, and provides a tool through which the Committee can measure its progress.

BACKGROUND

Based on the best information known at the time, GFC committees prepare annual work plans for approval at the start of each meeting year.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Research and Scholarship Committee	2019-09-17		X		

	Teaching and Learning Committee	2019-09-19		X		
	GFC Executive Committee	2019-09-25		X		
	Academic Planning and Priorities Committee	2019-09-30		X		
X	General Faculties Council	2019-10-10	X			
	Academic Planning and Priorities Committee	2019-10-21				X
	Research and Scholarship Committee	2019-10-22				X
	GFC Executive Committee	2019-10-23				X
	Teaching and Learning Committee	2019-10-24				X

NEXT STEPS

The approved work plans will be circulated as an in-package item for the Committees' information. The GFC will receive regular reports on the business addressed at the Committees' meetings.

SUPPORTING MATERIALS

1. EC 2019-2020 Work Plan
2. APPC 2019-2020 Work Plan
3. RSC 2019-2020 Work Plan
4. TLC 2019-2020 Work Plan

UNIVERSITY OF CALGARY

GFC EXECUTIVE COMMITTEE
WORK PLAN 2019-2020

		Sept a	Sept b	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
1	Appointment/Nomination Work (as needed)										
2	Review and Recommend the 2019-2020 EC Work Plan										
3	Review the Draft GFC Agendas										
4	Review of Academic-related Policies, Procedures, Codes, etc. (as needed)										
5	Approval of Revisions to GFC Standing Committee and Faculty Council Terms of Reference (as needed)										
6	Statement on Free Expression										
7	Office of Diversity, Equity and Protected Disclosure Review Report										

		Sept a	Sept b	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
8	Institutional Enterprise Risk Management Program – Student Risk Review										
9	Equity, Diversity and Inclusion Dashboard										
10	Review of the International Strategy										
11	Task Force on Relationships Report										
12	Approval of the 2021-2022 GFC and GFC Standing Committees Meeting Schedule (and changes to the 2020-2021 schedule, if necessary)										
13	Recommendation of the Establishment of the 2020-2021 GFC Membership Distribution										
14	Review and Approval of the 2020 GFC Member Survey										
15	Report on the 2020 GFC Member Survey Results										
16	Annual Committee Performance Review and Review of the EC Terms of Reference										

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ACADEMIC PLANNING AND PRIORITIES COMMITTEE (APPC)
WORK PLAN 2019-2020

		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1a.	Quality Assurance Unit Review Reports for Nursing, Haskayne School of Business, Social Work, University of Calgary in Qatar, and Science										
1b.	Mid-Term Quality Assurance Unit Review Reports for Libraries and Cultural Resources, Graduate Studies, Continuing Education, Cumming School of Medicine, and Kinesiology										
1c.	International Strategy Unit Review										
2.	Review and Recommend 2019-2020 APPC Work Plan to the General Faculties Council (GFC)										
3.	Approve Academic Program Subcommittee, Calendar Curriculum Subcommittee, Graduate Academic Program Subcommittee and Campus and Facilities Development Subcommittee 2019-2020 Work Plans										

		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
4.	Revisions to the Program Proposal Approval Process (for Continuing Education/Non-Credit Credentials)										
5.	Experiential Learning Plan										
6.	Review of National Survey of Student Engagement Action Plan Report										
7.	Comprehensive Institutional Plan – Review and Recommend Academic Components to GFC										
8.	APPC Committee Evaluation for 2019-20 Academic Year										
9.	Review and Recommend Academic-related Policies, Procedures to GFC										
10.	Approve Program Proposals, University Admission Standards and University Regulations										

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RESEARCH AND SCHOLARSHIP COMMITTEE
WORK PLAN 2019-2020

		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
1.	Review and Recommend the 2019-2020 RSC Work Plan to the General Faculties Council									
2.	Research Plan Update									
3.	Indigenous Research									
4.	Discussion: University's Freedom of Expression Statement									
5.	Innovate Calgary Update									
6.	Hunter Hub for Entrepreneurial Thinking Update (University Innovation Ecosystem Report)									
7.	Research Management System									
8.	Information Asset Management Committee – Report from the RSC Representative									
9.	Discussion: Open Data, Data Governance, and Open Access									
10.	Research Computing									
11.	University of Calgary International (UCI) Review									

		Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
12.	Review and Recommendation of the Comprehensive Institutional Plan, Appendix C: Research, Applied Research and Scholarly Activities									
13.	Annual Committee Performance Review and Review of the RSC Terms of Reference									

UNIVERSITY OF CALGARY

TEACHING AND LEARNING COMMITTEE
WORK PLAN 2019-2020

		Sept	Oct	Nov	Dec	Jan	Feb cancelled	Mar	Apr	May
1.	Presentations (e.g. Indigenous Strategy, Mental Health Strategy, Embedded Certificates, Entrepreneurship, Online/Blended Learning) (as ready)									
2.	Discussion of Curriculum Review Reports/Action Plans (as ready)									
3.	Information: Universal Student Ratings of Instruction (USRI) Working Group Report (as ready)									
4.	Information: Reports from the Students' Union, Graduate Students' Association, and Taylor Institute Members of the TLC									
5.	Information: Educational Leader in Residence (ELR) Update									
6.	Identification of Take-Aways from TLC Meetings									
7.	Review and Recommend 2019-2020 TLC Work Plan to the General Faculties Council									
8.	Action: Appointment to the Information Asset Management Committee									

		Sept	Oct	Nov	Dec	Jan	Feb cancelled	Mar	Apr	May
9.	Discussion: TLC Communications Plan									
10.	Discussion: Changes to the Teaching Awards Program									
11.	Discussion: Relationship Between Self-Published Textbooks and Conflict of Interest									
12.	Discussion: Experiential Learning Plan									
13.	Information: Mental Health Strategy Teaching and Learning Sub-group									
14.	Information: National Survey of Student Engagement (NSSE) Report 2017-2020									
15.	Discussion: Experiential Learning in Curriculum									
16.	Discussion: Pedagogical Review of Calendar Academic Regulations									
17.	Discussion: Learning Technologies Advisory Committee Update									
18.	Information: Teaching and Learning External Awards Update									
19.	Annual Taylor Institute Report									
20.	Annual Committee Performance Review and Review of the TLC Terms of Reference									

UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL
ACTION BRIEFING NOTE

○ For Approval ○ For Recommendation ◉ For Discussion

SUBJECT: **Statement on Free Expression**

PROPONENT(S)

Dru Marshall, Provost and Vice-President Academic
Karen Jackson, General Counsel

REQUESTED ACTION

We are seeking feedback on the proposed Statement on Free Expression.

KEY CONSIDERATIONS/POINTS

1. On June 14, the Minister of Advance Education sent letters to all PSIs requiring them to adopt the Chicago Principles or to adopt a policy that aligns with the basic tenets of the Chicago Principles.
2. On July 4, 2019, the Minister of Advance Education sent letters to all PSIs stating that the PSIs must have their free speech policies to Ministry by November 15, 2019 and publicly post them by December 15. 2019.
3. At the request of President McCauley a Free Expression Committee was formed to develop a draft Statement on Free Expression.
4. The members of the committee are General Counsel, Provost and VPA, AVP Strategic Communications, AVP Research, Senior Director Taylor Institute, SU Rep and GSA Rep.
5. The Chicago Principles include:
    a. The University guarantees all members the broadest possible latitude to speak, write, listen, challenge, and learn.
    b. It is not the proper role of the University to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive.
    c. The University may restrict expression that violates the law, … or that is otherwise directly incompatible with the functioning of the University.
    d. Although members of the University community are free to criticize and contest the views expressed on campus, …. they may not obstruct or otherwise interfere with the freedom of others to express views they reject or even loathe.

    The Chicago Principles also state that "all community members are jointly responsible for maintaining a climate of respect, concerns about a breakdown of respect are not grounds to stifle debate" and that "the university may reasonably regulate the time, place and manner of expression to ensure that it does not disrupt the ordinary activities of the university but that these are narrow exceptions and it is important they are not used in a manner inconsistent with the university's commitment to a completely free and open discussion".

6. The July 4 letter states that at a minimum any standalone free expression policy must include:
    a. Free speech may not violate Canadian law.
    b. Institutions are places of free and open inquiry in all matters, and all members of each institution's community are guaranteed the broadest possible latitude to speak, write, listen, challenge, and learn.
    c. Community members have the right to criticize and question other views expressed on campus, but cannot obstruct or interfere with others' freedom of speech.
    d. Institutions should not attempt to shield students from ideas or opinions they disagree with or find offensive. Mutual respect and civility are valued, but do not constitute sufficient justification to limit free speech.
    e. The institution may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of the institution.
    f. The institution may restrict expression that violates the law, falsely defames an individual, or constitutes a genuine threat or harassment, or that unjustifiably invades substantial privacy or confidentiality of interests.
    g. Debate or deliberation may not be suppressed because the ideas put forward are thought by some, or even most, to be offensive, unwise, immoral, or wrong-headed.
    h. It is for individuals, not the institution, to make those judgments for themselves and to act not by seeking to suppress speech, but by openly and vigorously contesting the ideas they oppose.

RISKS

The University will not be in compliance with a government request if a Statement on Free Expression is not submitted to the Ministry of Advanced Education by November 15, 2019.

RESOURCE REQUIREMENTS

Publishing the Statement on Free Expression will not require additional resources. However, if the statement results in an increase in controversial speakers on campus, additional management time will be spent assessing and mitigating the risks and additional funds may be required to mitigate the risks.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Deans' Council	2019-Sep-19			X	
	GFC Executive Committee	2019-Sep-25			X	
	Academic Planning and Priorities Committee	2019-Sep-30			X	
	BG Executive Committee	2019-Oct-07			X	
X	General Faculties Council	2019-Oct-10			X	

Board of Governors	2019-Oct-18		X
Research and Scholarship Committee	2019-Oct-22		X
Teaching and Learning Committee	2019-Oct-24		X
GFC Executive Committee	2019-Nov-27		X
BG Executive Committee	2019-Dec-02		X
General Faculties Council	2019-Dec-12		X
Board of Governors	2019-Dec-13	X	

Additional groups to be consulted in October:

1. The University of Calgary Faculty Association, Alberta Union of Provincial Employees Executive, Management and Professional Staff Executive, Graduate Students' Association (a subset of the GSA Council), Students' Union Legislative Council
2. Mental Health Lens
3. Indigenous Engagement Lens

NEXT STEPS

The Free Expression Committee will consider the feedback from the General Faculties Council as the Free Expression Committee continues the consultation and revision process.

SUPPORTING MATERIALS

1. Draft Statement on Free Expression (clean and blacklined October 4 version)
2. July 4, 2019 Letter
3. Chicago Principles

Draft October 4/19

Statement on Free Expression

The University of Calgary operates as a public comprehensive academic and research institution under the authority of Alberta's *Post-secondary Learning Act*.

Our purpose as a university is to contribute to the body of world knowledge while simultaneously engaging our students and communities in learning guided by processes of discovery, creativity and innovation. The knowledge we create benefits society. It promotes cultural understanding and social justice, improves quality of life, and helps to secure a prosperous and sustainable future.

The University depends upon an environment of respect and civility to fulfill its purpose, an environment where all voices have an opportunity to be heard and multiple viewpoints can be advanced. All members of the University need, and have a right to, a research, teaching, learning and work environment that is free from discrimination and harassment. The University of Calgary strives to create a campus culture that is safe, inclusive, and respectful – one that values diversity and the dignity of every person.

In order to achieve our purpose, all members of the University have the right of free expression, which means the right to investigate, speculate, comment, listen, gather, challenge, and criticize subject to the law and University policies and procedures related to the functioning of the University. The University does not attempt to shield any of its members from debates or opinions that they may disagree with or that are perceived to be unwelcome, controversial, offensive, or objectionable.

Free expression is subject to limitations imposed by law and University policies and procedures related to the functioning of the University. Expression that constitutes hate speech, harassment, discrimination, defamation, an unjustified invasion of privacy, reveals confidential information, and/or interferes with the functioning of the University are examples of expression that are prohibited. The right to free expression does include the right to criticize and contest the expression of others – but it does not extend to efforts to obstruct or prevent the free expression of others. In research, teaching, learning, and other settings, the University expects that the freedom to criticize and contest the expression of others will be exercised in a manner that is in keeping with the University's environment of respect and civility.

While all members of the University community have the right to free expression, this does not imply that the University endorses opinions and views expressed by its members.

This Statement applies to individuals and organizations using University property or resources, including individuals and organizations external to the University. The use of University property or resources for activities or events does not imply that the University itself has endorsed the views which may be expressed during the activities or events.

This Statement on Free Expression does not modify the University's commitment to academic freedom.

Statement on Free Expression

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ALBERTA
ADVANCED EDUCATION

Office of the Minister
MLA, Calgary-Bow

AR 56802

July 4, 2019

Ms. Jill Wyatt
Chair, Board of Governors
University of Calgary
127 Administration Building, 2500 University Drive NW
Calgary AB T2N 1N4

Dear Ms. Wyatt:

I would like to express my sincere appreciation for the frank and open discussion around free speech policies that took place at our recent meeting in Calgary. Conversations like this one are laying the foundation of a fruitful relationship as we work together to renew Alberta's post-secondary system.

At our recent meeting, there were a few concerns regarding the short timeline for implementation. I am more than happy to change the deadline to give all our institutions the time they need.

With that in mind, I am moving the submission deadline to November 15, 2019 and the posting deadline to December 15, 2019.

I would also like to clarify what our government is looking for. We are asking our institutions to demonstrate their commitment to the principles of the Chicago Statement on Free Speech. This can be done in a number of different ways, including:

1. The Board of Governors passing a resolution formally adopting the Chicago Statement.
2. The Board of Governors passing a resolution adopting the eight key principles of the Chicago Statement as outlined below:
    a. Free speech may not violate Canadian law.
    b. Institutions are places of free and open inquiry in all matters, and all members of each institution's community are guaranteed the broadest possible latitude to speak, write, listen, challenge, and learn.

.../2

403 Legislature Building, 10800 - 97 Avenue, Edmonton, Alberta T5K 2B6 Canada Telephone 780-424-5777 Fax 780-422-8733

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c. Community members have the right to criticize and question other views expressed on campus, but cannot obstruct or interfere with others' freedom of speech.
d. Institutions should not attempt to shield students from ideas or opinions they disagree with or find offensive. Mutual respect and civility are valued, but do not constitute sufficient justification to limit free speech.
e. The institution may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of the institution.
f. The institution may restrict expression that violates the law, falsely defames an individual, or constitutes a genuine threat or harassment that unjustifiably invades substantial privacy or confidentiality of interests.
g. Debate or deliberation may not be suppressed because the ideas put forward are thought by some, or even most, to be offensive, unwise, immoral, or wrong-headed.
h. It is for individuals, not the institution, to make those judgments for themselves and to act not by seeking to suppress speech, but by openly and vigorously contesting the ideas they oppose.

3. The Board of Governors adopting its own policy that conforms with the key elements of the Chicago Statement as described above.

I have every confidence that, as stewards of your institutions accountable to the Minister, your board will take appropriate action to fulfil these requirements. If your institution elects to write its own policy, it will be vetted by the department to ensure compliance with the spirit of the Chicago principles. It is your responsibility to ensure that whatever action is taken by your board demonstrates clear commitment to the key principles of free speech as found within the Chicago Statement.

Sincerely,

Demetrios Nicolaides
Minister of Advanced Education

University of Chicago Report of the Committee on Freedom of Expression

Report of the Committee on Freedom of Expression

The Committee on Freedom of Expression at the University of Chicago was appointed in July 2014 by President Robert J. Zimmer and Provost Eric D. Isaacs "in light of recent events nationwide that have tested institutional commitments to free and open discourse." The Committee's charge was to draft a statement "articulating the University's overarching commitment to free, robust, and uninhibited debate and deliberation among all members of the University's community."

The Committee has carefully reviewed the University's history, examined events at other institutions, and consulted a broad range of individuals both inside and outside the University. This statement reflects the long-standing and distinctive values of the University of Chicago and affirms the importance of maintaining and, indeed, celebrating those values for the future.

From its very founding, the University of Chicago has dedicated itself to the preservation and celebration of the freedom of expression as an essential element of the University's culture. In 1902, in his address marking the University's decennial, President William Rainey Harper declared that "the principle of complete freedom of speech on all subjects has from the beginning been regarded as fundamental in the University of Chicago" and that "this principle can neither now nor at any future time be called in question."

Thirty years later, a student organization invited William Z. Foster, the Communist Party's candidate for President, to lecture on campus. This triggered a storm of protest from critics both on and off campus. To those who condemned the University for allowing the event, President Robert M. Hutchins responded that "our students . . . should have freedom to discuss any problem that presents itself." He insisted that the "cure" for ideas we oppose "lies through open discussion rather than through inhibition." On a later occasion, Hutchins added that "free inquiry is indispensable to the good life, that universities exist for the sake of such inquiry, [and] that without it they cease to be universities."

In 1968, at another time of great turmoil in universities, President Edward H. Levi, in his inaugural address, celebrated "those virtues which from the beginning and until now have characterized our institution." Central to the values of the University of Chicago, Levi explained, is a profound commitment to "freedom of inquiry." This freedom, he proclaimed, "is our inheritance."

More recently, President Hanna Holborn Gray observed that "education should not be intended to make people comfortable, it is meant to make them think. Universities should be expected to provide the conditions within which hard thought, and therefore strong disagreement, independent judgment, and the questioning of stubborn assumptions, can flourish in an environment of the greatest freedom."

The words of Harper, Hutchins, Levi, and Gray capture both the spirit and the promise of the University of Chicago. Because the University is committed to free and open inquiry in all matters, it guarantees all members of the University community the broadest possible latitude to speak, write, listen, challenge, and learn. Except insofar as limitations on that freedom are necessary to the functioning of the

University of Chicago Report of the Committee on Freedom of Expression

University, the University of Chicago fully respects and supports the freedom of all members of the University community "to discuss any problem that presents itself."

Of course, the ideas of different members of the University community will often and quite naturally conflict. But it is not the proper role of the University to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. Although the University greatly values civility, and although all members of the University community share in the responsibility for maintaining a climate of mutual respect, concerns about civility and mutual respect can never be used as a justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members of our community.

The freedom to debate and discuss the merits of competing ideas does not, of course, mean that individuals may say whatever they wish, wherever they wish. The University may restrict expression that violates the law, that falsely defames a specific individual, that constitutes a genuine threat or harassment, that unjustifiably invades substantial privacy or confidentiality interests, or that is otherwise directly incompatible with the functioning of the University. In addition, the University may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of the University. But these are narrow exceptions to the general principle of freedom of expression, and it is vitally important that these exceptions never be used in a manner that is inconsistent with the University's commitment to a completely free and open discussion of ideas.

In a word, the University's fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the University community to be offensive, unwise, immoral, or wrong-headed. It is for the individual members of the University community, not for the University as an institution, to make those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting the ideas that they oppose. Indeed, fostering the ability of members of the University community to engage in such debate and deliberation in an effective and responsible manner is an essential part of the University's educational mission.

As a corollary to the University's commitment to protect and promote free expression, members of the University community must also act in conformity with the principle of free expression. Although members of the University community are free to criticize and contest the views expressed on campus, and to criticize and contest speakers who are invited to express their views on campus, they may not obstruct or otherwise interfere with the freedom of others to express views they reject or even loathe. To this end, the University has a solemn responsibility not only to promote a lively and fearless freedom of debate and deliberation, but also to protect that freedom when others attempt to restrict it.

As Robert M. Hutchins observed, without a vibrant commitment to free and open inquiry, a university ceases to be a university. The University of Chicago's long- standing commitment to this principle lies at the very core of our University's greatness. That is our inheritance, and it is our promise to the future.

University of Chicago Report of the Committee on Freedom of Expression

Geoffrey R. Stone, Edward H. Levi Distinguished Service Professor of Law,

Chair

Marianne Bertrand, Chris P. Dialynas Distinguished Service Professor of Economics, Booth School of Business

Angela Olinto, Homer J. Livingston Professor, Department of Astronomy and Astrophysics, Enrico Fermi Institute, and the College

Mark Siegler, Lindy Bergman Distinguished Service Professor of Medicine and Surgery

David A. Strauss, Gerald Ratner Distinguished Service Professor of Law

Kenneth W. Warren, Fairfax M. Cone Distinguished Service Professor, Department of English and the College

Amanda Woodward, William S. Gray Professor, Department of Psychology and the College

UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL
INFORMATION BRIEFING NOTE

SUBJECT: 2018-19 Academic and Research Plans – Status Update

PROPONENT(S)

Dru Marshall, Provost and Vice President (Academic)
Andre Buret, interim Vice-President (Research)

PURPOSE

To provide General Faculties Council with an update concerning the status of the 2018-23 Academic and Research Plans.

KEY POINTS

These reports provide an update concerning the status of the strategic initiatives that have been identified within the 2018-23 Academic and Research Plans. Status is based on whether the initiative is proceeding as expected (satisfactory), some corrective action may be required (caution), immediate action is required (critical), or it is not a goal for the current academic year.

2018-23 Academic Plan:

Activity was planned for 64 of the 79 strategic initiatives identified in the Academic Plan during 2018-19. Fifty-three of the 64 initiatives are proceeding as expected and 11 require corrective action, and none require immediate attention. Plans have been developed to address delays in those instances where corrective action is required. The report provides a detailed description of each initiative along with its status as of June 30, 2019.

2018-23 Research Plan:

Activity was planned for 19 of the 23 strategic initiatives identified in the Research Plan during 2018-19. Seventeen of the 19 initiatives are proceeding as expected, two require corrective action, and none require immediate attention. Plans have been developed to address delays in those instances where corrective action is required. The report provides a detailed description of each initiative along with its status as of June 30, 2019.

BACKGROUND

On January 18, 2018, General Faculties Council (GFC) approved new Academic and Research Plans to serve as roadmaps to the *Eyes High* Strategy 2017-22 over the five-year period 2018-23. Each Plan contains three overarching priorities, with one being shared (Driving Innovation). Together, these five priorities (Prioritizing People, Connecting Communities, Matching Strengths with Opportunities, Increasing Research Capacity, and Driving Innovation) will drive human, capital and financial resources allocations on our campus over the life span of the academic and research plans (i.e., to 2023). The strategic initiatives relating to each of these priorities will be implemented systematically over the time period of the plans to advance the value propositions related to student experience and impact. The intent of reporting progress against these initiatives is to communicate progress toward these value propositions.

ROUTING AND PERSONS CONSULTED

In addition to the routing listing below this information was also discussed with administrative committees such as the Provost Team.

Progress	Body	Date	Approval	Recommendation	Discussion	Information
X	General Faculties Council	2019-10-10				X

NEXT STEPS

These reports will be posted on the University of Calgary's Roadmap website so that the community is informed about plan progress.

SUPPORTING MATERIALS

1. 2018-19 Academic Plan Status Update
2. 2018-19 Research Plan Status Update

UNIVERSITY OF CALGARY

2018-19

ACADEMIC PLAN STATUS UPDATE

REPORT	2018-23 Academic Plan
PERIOD	For The Year Ended June 30, 2019
PREPARED FOR	General Faculties Council
PREPARED BY	Provost And Vice-President (Academic)

The purpose of this report is to provide General Faculties Council with an update concerning the status of the 2018-23 Academic Plan for the 2018-19 academic year. Shown in Table 1 is a summary of the status of each of the plan's 79 strategic initiatives. Status is based on whether the initiative is taking place as expected, corrective action is necessary, immediate action is required, or no activity was planned during the year. Activity was planned for 64 of the 79 strategic initiatives during 2018-19. Fifty-three of the 64 initiatives are proceeding as expected, ten require corrective action, and one requires immediate attention. Plans have been developed to address delays in those instances where corrective action is required. Table 2 provides a detailed description of each initiative along with its status as of June 30, 2019.

Table 1 – 2018-23 Academic Plan status by priority and initiative for the year ended June 30, 2019

Priority			Status of Individual Initiatives									Total
Prioritizing People	1.1	Recruit and Retain Talent	1.1.1	1.1.2	1.1.3	1.1.4	1.1.5	1.1.6	1.1.7	1.1.8		
			1.1.9	1.1.10	1.1.11	1.1.12	1.1.13	1.1.14	1.1.15			
			1.1.16	1.1.17	1.1.18	1.1.19	1.1.20	1.1.21	1.1.22		22	
	1.2	Enhance Campus Learning Culture	1.2.1	1.2.2	1.2.3	1.2.4	1.2.5	1.2.6	1.2.7		7	
	1.3	Recognize and Reward People	1.3.1	1.3.2	1.3.3						3	
	1.4	Encourage and Develop Leaders	1.4.1	1.4.2	1.4.3						3	35
Connecting Communities	2.1	Connect and Collaborate	2.1.1	2.1.2	2.1.3	2.1.4	2.1.5	2.1.6	2.1.7	2.1.8		
			2.1.9	2.1.10	2.1.11	2.1.12	2.1.13	2.1.14	2.1.15		15	15
Driving Innovation	3.1	Facilitate Interdisciplinary	3.1.1	3.1.2	3.1.3	3.1.4	3.1.5				5	
	3.2	Encourage Pedagogical Innovation	3.2.1	3.2.2	3.2.3	3.2.4	3.2.5	3.2.6			6	
	3.3	Enable Entrepreneurial Thinking	3.3.1	3.3.2	3.3.3	3.3.4	3.3.5	3.3.6			6	
	3.4	Develop Academic Platforms	3.4.1	3.4.2	3.4.3	3.4.4	3.4.5	3.4.6	3.4.7		7	
	3.5	Enable Leadership in Sustainability	3.5.1	3.5.2	3.5.3	3.5.4	3.5.5				5	29
		Total										79

LEGEND		
Satisfactory	Satisfactory progress	
Caution	Corrective action may be required	
Critical	Immediate action required	
Not Applicable	Not a goal for the current academic year	

UNIVERSITY OF CALGARY

Table 2 – 2018-23 Academic Plan status by priority and initiative for the year ended June 30, 2019

#	Initiative	18-19
1.	**PRIORITIZING PEOPLE**	
1.1	**Recruit and retain talented people from a diversity of backgrounds**	
1.1.1	Continue to implement our sustainable growth model of student enrolment in order to optimize the student and staff experience [yrs 1-5]. Comment: Completed 5-year enrolment planning model.	
1.1.2	Continue to monitor the composition of the student body relative to demographic factors to ensure diversity and that appropriate pedagogies, communication strategies, and support services are available and implemented [yrs 1-5]. Comment: Achieved program expansion targets / established diversity targets/developed EDI dashboard.	
1.1.3	Ensure a positive teaching and learning environment on campus by responding to student feedback, particularly the National Survey of Student Engagement [NSSE] and Canadian Graduate and Professional Student Survey [CGPSS]. This will involve enhancing the number and variety of experiential learning opportunities [yrs 1-5]. Comment: NSSE action plans are being executed.	
1.1.4	Review and enhance scholarship and financial support for students, including analysis and enhancement of programs like the *Eyes High* doctoral scholarships and the development of an *Eyes High* awards program for undergraduate research [yrs 1,3, & 5]. Comment: Currently funding four years at $25,000/year (domestic) & $30,000/year (international).	
1.1.5	Enhance retention strategies to improve completion times and rates [yrs 1 & 4]. Comment: Academic advising, visual schedule builder, and academic turn around program updates complete.	
1.1.6	Review student recruitment and admissions processes within faculties and in the Registrar's office to ensure we are attracting and admitting talented students in a timely fashion [yrs 1 & 5]. Comment: Completed Phase 1 of Admission Renewal project.	
1.1.7	Ensure academic advisors appreciate and understand new programming opportunities, particularly related to embedded and stackable certificates [yrs 1-5]. Comment: Academic Advisor Network educated about new programs.	
1.1.8	Increase the number of graduate students at the University of Calgary [years 2-5], in part, through the expansion of professional master's program opportunities Comment: Launch of the new professional graduate programs and graduate certificates in part contributed to a 7% increase in graduate student enrolment for Fall 2019.	
1.1.9	Continue to enhance and expand professional development and internship opportunities with industry and community partners [yrs 2-5]. Comment: UCalgary partnered with Mitacs to provide funding for UG/GR students and PDSs.	
1.1.10	Develop and implement an equity, diversity, and inclusion plan that includes regular monitoring and reporting on an identified set of objectives and metrics [yrs 1, 3, & 5], and ensure support services and resources are in place to implement this plan [yrs 1-5]. Comment: EDI review completed; EDI plan/dashboard draft developed.	

1.1.11	Develop specific action plans to increase representation of underrepresented federally designated groups (women, Aboriginal peoples, persons with disabilities, and visible minorities) [yrs 1, 3, & 5]. Comment: EDI review completed; draft dashboard/plan developed.	
1.1.12	Conduct a third gender and equity salary review study and make changes where warranted [yr 1]. Comment: Salary review completed/report drafted.	
1.1.13	Identify research chair opportunities and successfully recruit scholars for these positions [yrs 1-5]. Comment: On track/recruiting research chairs.	
1.1.14	Renew the academy through targeted initiatives [yrs 2 & 4]. Comment: Accelerated hiring program nearing completion/new plan under review.	
1.1.15	Negotiate the first collective agreement with the Postdoctoral Scholars Association (PDSA) [yr 1]. Comment: Recent PDSA leadership change delayed bargaining.	
1.1.16	Support a new round of Eyes High postdoctoral scholars [yrs 2 & 4].	
1.1.17	Continue to strengthen professional learning and development opportunities for postdoctoral scholars (PDS) [yrs 3 & 5]. Comment: Professional Development Program launched to develop six core abilities critical to PDS success.	
1.1.18	Develop and implement human resource guidelines and practices for facilitating mobility and career development on campus [yr 1]. Comment: UNavigate program launched.	
1.1.19	Conduct ongoing reviews of needs and qualifications of MaPS positions [yrs 1-5]. Comment: Reviews completed as part of the designation process.	
1.1.20	Develop and implement mentoring and professional learning and development programs for MaPS staff [yrs 2-5]. Comment: Mentorship software installed.	
1.1.21	Enhance engagement and enablement of support staff through involvement in key university strategies, events and plans [yrs 1-5]. Comment: ELT members holding town halls to engage staff in priorities.	
1.1.22	Develop and implement policies and practices for facilitating learning, mobility and career development of support staff on campus [yr 2]. Comment: No net new programs until PSERA designation work complete.	
1.2	**Enhance and support a campus learning culture**	
1.2.1	Engage and support all members of the campus community to adopt a growth mindset that focuses on learning and innovation to acquire new knowledge, skills, and expertise. This will require a supportive culture necessary for risk-taking, one that values learning from failure [yrs 1-5]. Comment: Entrepreneurial thinking workshops being developed and implemented.	
1.2.2	Continue to evaluate academic and non-academic programs to identify and leverage our strengths and identify strategies for improvement [yrs 1-5]. Comment: Completed HSB, Nursing, and ODEPD unit reviews/Completed 12 curriculum reviews (e.g., Law, Chemistry).	

1.2.3	Continue to develop, implement and integrate strategic planning processes across academic and non-academic units [yrs 1-5]. Comment: New tuition revenue sharing model developed; continued execution of Eyes High Academic/Research Plans and alignment to Faculty plans.	
1.2.4	Ensure action-oriented responses to student and staff feedback received through periodic surveys [yrs 1-5]. Comment: NSSE action plans developed/Staff engagement plans complete.	
1.2.5	Continue to implement and expand efforts to support the Campus Mental Health Strategy [yrs 1-5]. Comment: All 28 goals achieved or underway; regular annual evaluation of Strategy.	
1.2.6	Prioritize the key recommendations in the Indigenous Strategy and implement over the next five years. Evaluate this strategy on an annual basis [yrs 1-5]. Comment: Strategy is being executed and evaluations are in place/Indigenous admission process and regulations reviewed/Elders Advisory Council meeting three times per year.	
1.2.7	Continue to implement the recommendations of the Sexual Violence Subcommittee [yrs 1-5]. Comment: Sexual Violence Advocate Hired/Sexual Violence Policy in place/Review planned for Fall 2020.	
1.3	**Recognize and Reward People**	
1.3.1	Evaluate all criteria for university-level awards programs to ensure they include equity and diversity targets; assess all university-level awards programs to ensure equity and diversity is being reflected in award recipients [yrs 1-5]. Comment: EDI metrics established and will be used in future award cycles.	
1.3.2	Implement unconscious-bias training programs for award and assessment committees [yrs 1-5]. Comment: Unconscious bias training provided to majority of selection committees.	
1.3.3	Develop performance management/annual review processes that ensure transparency and maintain high standards of work performance. Ensure that this system recognizes, assesses, and rewards teaching, using evidence-based teaching metrics; the scholarship of teaching and learning (SoTL); and interdisciplinary teaching and research [yr 2] (note: this will require consultation/negotiations with TUCFA) Comment: Replaced academic APR/ARO system.	
1.4	**Encourage and Develop Leaders**	
1.4.1	Develop succession plans for leadership positions in all units [yrs 1-5]. Comment: Initial work completed through the Academic Leadership Academy (ALA).	
1.4.2	Continue the development and evolution of leadership programs for all students and staff groups, including programs for research and teaching leaders [yrs 2 & 4]. Comment: New workshops offered for UAdvance and ALA.	
1.4.3	Review and assess whether the current leadership teams (i.e., senior leadership team, faculty leadership teams) of the university reflect the diversity of the institution, and develop an overall plan to make appropriate changes where necessary [yrs 1-5]. Comment: EDI metrics established and will be used in future hiring plans.	

UNIVERSITY OF CALGARY

2. CONNECTING COMMUNITIES

2.1 Connect and Collaborate

2.1.1	Review the downtown campus and determine best use given the direction of *Eyes High* Strategy 2017-22 [yr 1]. Comment: SAPL satellite location in downtown Calgary opened in April, 2019; already have surpassed # events anticipated for the year.	
2.1.2	Contribute to driving innovation in the Calgary region by engaging with The City of Calgary, Calgary Economic Development, and the entrepreneurial community, and by contributing to the development of Calgary as a creative, entrepreneurial, and learning city [yrs 1-3]. Comment: Created Life Sciences Innovation Hub.	
2.1.3	Implement the Indigenous Strategy and nurture collaborations with local Indigenous communities [yrs 1-5]. Comment: Strategy is being executed and evaluations are in place/Indigenous admission process and regulations reviewed/Elders Advisory Council meeting three times per year.	
2.1.4	Strengthen support for community-engaged scholarship and community-engaged learning approaches [yrs 2-4]. Comment: Participating Carnegie project on community-engaged learning with 15 other Canadian institutions; part of Fusion network for community-engaged learning in Canada; joining Research Impact Canada Network.	
2.1.5	Work in partnership with the provincial government on implementing new legislation [yrs 1-2]. Comment: Partnered with GoA on An Act to Improve the Affordability and Accessibility of Post-Secondary Education and Bill 7: An Act to Enhance Post-Secondary Academic Bargaining.	
2.1.6	Explore, develop, and implement new learning pathways (e.g., Campus Alberta, dual credit in partnership with school boards) [yrs 1-5]. Comment: Signed Coordination Agreement with Olds College and Lakeland College to create pathways programs for veterinary teaching, learning & research; expanded dual credit offerings.	
2.1.7	Create collaborative partnerships with other post- secondary institutions to optimize resources [yrs 1-5]. Comment: See Olds/Lakeland partnership above. Partnering with all PSE's in Calgary on EL initiative. These are in addition to on-going partnerships with a number of other PSEs.	
2.1.8	As part of our membership in national organizations, lead and support in shaping the national conversation on higher education [yrs 1-5]. Comment: Stackable certificate program in graduate education on of the most innovative in country.	
2.1.9	Work in partnership with the federal government to leverage and optimize resources [yrs 1-5]. Comment: CFI funds obtained for numerous research facilities (e.g., CFI supports Arctic project to facilitate information sharing among scholars, Inuit, and others).	
2.1.10	As part of our membership in international organizations, contribute to shaping the international conversation on higher education, and lead the conversation in our areas of expertise [yrs 1-5]. Comment: Invited articles published and presentation given on International Strategy.	
2.1.11	Review and reflect on results of the current International Strategy, and develop a new International Strategy to be implemented over the period 2019-2024 [yrs 2-5]. Comment: Review underway, site visit occurred in mid-September; renewal of strategy will follow.	

2.1.12	Continue to enhance the reputation and brand of the University of Calgary [yrs 1-5]. Comment: Parvus Therapeutics, founded by a CSM professor, signed a $1B deal to develop and commercialize drugs for autoimmune diseases.	
2.1.13	Continue to implement and refine the Alumni Strategy [yrs 1-5]. Comment: Will be refined as part of development of Advancement Portfolio.	
2.1.14	Work with various communities, including alumni, to develop work-integrated learning (WIL) opportunities, internship experiences, and other experiential learning opportunities [yrs 1-5]. Comment: Platform being developed.	
2.1.15	Review, refine and continue to implement an advocacy strategy for different levels of government [yrs 1-5]. Comment: Completed.	
3.	**DRIVING INNOVATION**	
3.1	**Facilitate interdisciplinarity**	
3.1.1	Decide on the future of the Graduate College, and implement plans [yr 1]. Comment: Approved by GFC as an autonomous unit within the Faculty of Graduate Studies.	
3.1.2	Identify and remove barriers to and develop incentives for interdisciplinary teaching, research, and learning [yrs 1-3]. Comment: New tuition model developed that ensures appropriate pay for interdisciplinary work.	
3.1.3	Promote new opportunities and institutional frameworks to enhance interdisciplinary curricula and curriculum design [yrs 1-5]. Comment: Stackable certificate model for masters degrees developed; embedded certificate model at UG level developed.	
3.1.4	Continue to create and reinforce cross-faculty collaborative initiatives and programs (e.g., FabLab; Hunter Hub for Entrepreneurial Thinking; College of Discovery, Creativity and Innovation; Computational Media Design Program) [yrs 1-5]. Comment: Research strategies continue to operate on a confederation of scholars model; teaching academy reinforces cross-faculty collaboration.	
3.1.5	Develop interdisciplinary programming that map onto research themes and emerging opportunities (e.g., summer institutes, certificate programs, and professional master's programs) [yrs 1-5]. Comment: Preliminary work through some certificate programming.	
3.2	**Encourage pedagogical innovation and evidence-based teaching practice**	
3.2.1	Develop a framework for non-credit programming, including certificates and micro-credentials, and enhance offerings in this area [yrs 1-2]. Comment: Framework developed.	
3.2.2	Continue to develop innovative new programs (e.g., accelerated [4 +1] combined programs — undergraduate degree + industry-oriented master's programs; practice-based PhDs with a focus on entrepreneurial thinking) [yrs 1-5]. Comment: Micro-credentials for graduate programs being developed as well as flexible delivery modalities (e.g., stackable certificate model).	

3.2.3	Continue to support curriculum review processes to identify program innovations and develop strategies for continuous improvement [yrs 1-5]. Comment: Revised handbook; average of 12 curriculum reviews per year since 2014.	
3.2.4	Identify and integrate signature pedagogies within disciplines that include inquiry- and evidence-based teaching and learning practices to create authentic, meaningful learning experiences across campus [yrs 2-5]. Comment: 7 faculties have identified their signature pedagogies and learning experiences are continuing to be developed.	
3.2.5	Continue to enhance and expand experiential and work-integrated learning opportunities with industry and community partners [yrs 2-5]. Comment: EL platform being sole sourced; working with all Calgary institutions and Calgary Economic Development to determine if a Calgary-solution is possible.	
3.2.6	Assess availability and accessibility of current blended and online learning opportunities at the University of Calgary and determine potential areas in which to increase them. Provide a common platform, resources and support for this activity [yrs 2-5]. Comment: List complete.	
3.3	**Enable the expression of entrepreneurial and critical thinking across all of our endeavours**	
3.3.1	Establish a flexible, adaptable, responsive and innovative organizational structure to support the Hunter Hub for Entrepreneurial Thinking and unit-based entrepreneurial initiatives on campus, and hire people to work within the structure [yrs 1-2]. Encourage the entire academy, including centers and institutes, to leverage this infrastructure [yrs 2-5]. Comment: Roadmap of innovation system completed.	
3.3.2	Analyze current spaces available and develop 'collision' spaces on campus to ensure the right mix of spaces for thinking, interacting and making of things [yrs 1-2]. Comment: Collision spaces have been developed in various parts of campus (e.g., HH, SSE, CBDL).	
3.3.3	Develop flexible and stackable learning opportunities focused on innovation and entrepreneurial thinking [yrs 1-3]. Comment: Graduate students can enroll in Introduction to Entrepreneurship (ENTI 781) and New Venture Development (ENTI 785); embedded certificate planned at the UG level.	
3.3.4	Lead the drive for social innovation in this province through the creation of unique experiential programming and dedicated space [yrs 1-5]. Comment: Social innovations are created in a number of faculties; HH is playing a key role for convening discussions.	
3.3.5	Provide leadership and collaborate with the innovation community in Calgary and the surrounding area [yrs 1-5]. Comment: FGS will grow the Summer Inc. program in collaboration with CTI's "The Platform Innovation Center"; LSIH is rapidly developing traction in Calgary and the surrounding areas – building now close to capacity (2 years ahead of schedule).	
3.3.6	Develop the annual University of Calgary Innovation Prize [yrs 3-5]. Comment: Planning work underway.	

3.4	**Develop and operationalize academic platforms**	
3.4.1	Create the Office of Experiential Learning in the Taylor Institute for Teaching and Learning to support, connect, and enhance experiential learning initiatives across campus through a common platform [yrs 1-2]. Comment: Housed in the Taylor Institute.	
3.4.2	Develop an undergraduate research platform [yrs 1-2] and explore additional opportunities for course credits for undergraduate research experience [yrs 2-3]. Comment: Evolving with the development of the EL platform; PURE summer research opportunity enhanced.	
3.4.3	Develop the IT platform to support entrepreneurial initiatives [yrs 1-3]. Comment: Initial discussions held.	
3.4.4	Create a campus-wide public policy platform, with the university's School of Public Policy as a central element, and involve other key institutes/centers where appropriate [yrs 1-2]. Comment: Developed series of thematic platforms (e.g., ongoing work on health policy, Northern Corridor).	
3.4.5	Refine and scale up the offerings of the College of Discovery, Creativity and Innovation (CDCI); determine how the CDCI fits with the undergraduate research platform [yrs 1-3]. Comment: Short review of program; continued creation of cross-faculty collaborative initiatives and programs.	
3.4.6	Using the physical learning spaces prototype information from the Taylor Institute, and the recent trends literature, develop a physical learning spaces standard platform [yrs 1-3], and establish an interdisciplinary, cross-unit community to help inform physical learning space design using the physical learning spaces using this platform [yrs 3-5]. Comment: Project planning pre-work underway.	
3.4.7	Develop and implement a plan for the renewal of key IT institutional software systems/programs for the academy (e.g., learning management system, library management system, student information system, academic reporting) [yrs 1-5]. Comment: Draft plan developed; coordination required with IT.	
3.5	**Enable leadership and innovation in sustainability**	
3.5.1	Continue to refine and implement the Institutional Sustainability Strategy [yrs 1-4] and renew the strategy [yr 5]. Comment: In January 2019, UCalgary received its third Gold STARS rating from AASHE/UCalgary. Based on STARS performance UCalgary was ranked #2 among U15 institutions and #10 in North America among doctoral institutions.	
3.5.2	Refine and scale up the Campus as a Learning-Lab initiative with a focus on problem-based experiential learning through formal research, class-based research, and co-curricular streams [yrs 1-5]. Comment: Implemented Stage 1 of the Campus as a Learning-Lab (CLL) framework, over 245 students participated in CLL projects.	
3.5.3	Create an institutional environment that engages students and faculty in interdisciplinary research in sustainability with strong connections to local, national and international needs and concerns [yrs 1-5]. Comment: Created a confederation of scholars in interdisciplinary research in sustainability and resilience, interdisciplinary sustainability related research continued to expand.	

3.5.4	Promote meaningful engagement among students, faculty and staff in all aspects of sustainability, and link this to the development of active communities of practice and expanded opportunities for education (emphasizing integrated programs of study and embedded credentials) [yrs 1-5]. Comment: Certificate in sustainability studies demonstrating value of new teaching model for integrated interdisciplinary curriculum; communities of practice developed.	
3.5.5	Develop collaborative partnerships for sustainability research and education with Indigenous groups and communities [yrs 1-5]. Comment: Defining collaborative partnerships/identifying processes/formalized cooperative agreements between the Fort McKay First Nation and Suncor, the Kluane First Nation (Yukon) and the Arctic Institute of North America. A specific unit focused on supporting research by Indigenous researchers and researchers working with communities is being set up.	

UNIVERSITY OF CALGARY

2018-19

RESEARCH PLAN STATUS UPDATE

REPORT	2018-23 Research Plan
PERIOD	For The Year Ended June 30, 2019
PREPARED FOR	General Faculties Council
PREPARED BY	Vice-President (Research)

The purpose of this report is to provide General Faculties Council with an update concerning the status of the 2018-23 Research Plan for the 2018-19 academic year. Shown in Table 1 is a summary of the status of each of the plan's 23 strategic initiatives. Status is based on whether the initiative is taking place as expected, corrective action is necessary, immediate action is required, or no activity was planned during the year. Activity was planned for 19 of the 23 strategic initiatives during 2018-19. 17 of the 19 initiatives are proceeding as expected, 2 require corrective action, and 0 requires immediate attention. Table 2 provides a detailed description of each initiative along with its status as of June 30, 2019.

Table 1 – 2018-23 Research Plan status by priority and initiative for the year ended June 30, 2019

Priority			Status of Individual Initiatives					Total
Matching Strengths with Opportunities	1.1	Ensure that our existing six Strategic Research Themes achieve their potential and evolve	1.1.1	1.1.2			2	
	1.2	Identify potential cross-cutting emerging areas that meet our institutional criteria	1.2.1	1.2.2	1.2.3		3	
	1.3	Establish Seed funding mechanism and mentorship to promote research leadership in building disciplinary and/or multidisciplinary research consortia for local, provincial, national and international opportunities	1.3.1	1.3.2			2	
	1.4	Engage external communities to identify emerging opportunities where our institutional research capacity could have a major impact by creating new knowledge	1..4.1	14.2			2	9
Increasing Research Capacity	2.1	Create cross-cutting initiatives on new research methodologies, modalities, and paradigms	2.1.1	2.1.2			2	
	2.2	Create avenues to access shared major infrastructure across our university	2.2.1	2.2.2	2.2.3		3	
	2.3	Support a new round of *Eyes High* postdoctoral scholars and graduate students	2.3.1	2.3.2			2	
	2.4	Create more time for discovery and creativity by streamlining processes while ensure compliance	2.4.1				1	8
Driving Innovation	3.1	Create research competitions for prizes that solve major societal or community issues	3.1.1				1	
	3.2	Create cross-campus programs to support entrepreneurial thinking and initiatives	3.2.1	3.2.2			2	
	3.3	Explore the expansion of facilities that support the diverse needs of students and faculty for the development of ideas	3.3				1	
	3.4	Create pathways and support mechanisms for knowledge translation and commercialization, and lead discussions about diversity of approaches that reflect the comprehensive nature of our scholarship	3.4				1	

	3.5	Transform the university into an 'early adopter' and 'test bed' for research ideas and technologies	3.5		1	6
		Total				23

LEGEND		
Satisfactory	Satisfactory progress	
Caution	Corrective action may be required	
Critical	Immediate action required	
Not Applicable	Not a goal for the current academic year	

UNIVERSITY OF CALGARY

Table 2 – 2018-23 Research Plan status by priority and initiative for the year ended June 30, 2019

#	Initiative	18-19
1.	**MATCHING STRENGTHS WITH OPPORTUNITIES**	
1.1	**Ensure that our existing six Strategic Research Themes achieve their potential to evolve**	
1.1.1	Evaluate the successes of the six Strategic Research Themes in year four of their implementation and communicate advances. Comments: International Reviews for each Strategic Research Theme scheduled to be completed as follows: - Energy Innovations for Today and Tomorrow - November, 2019 - Engineering Solutions for Health: BME - June, 2020 - Brain and Mental Health - Fall, 2020 - Human Dynamics in a Changing World - February, 2021 - Infections, Inflammation and Chronic Diseases - May/June, 2021 - New Earth-Space Technologies - Fall 2021	
1.1.2	Call together the Confederation of Scholars for each theme to revisit progress on solving the original grand challenges and identifying additional major problems.	
1.2	**Identify potential cross-cutting emerging areas that meet our institutional criteria**	
1.2.1	Convene multi-faculty teams to discuss emerging areas where the University of Calgary has significant research capacity and excellence to lead research initiatives. Comments: Call for proposals was issued Summer 2018, proposals accepted Fall 2018. Round tables/Town Halls held Fall 2018-Winter 2019. Review and selection of Emerging Cross-Cutting Themes February 2019.	
1.2.2	Coordinate discussions with faculties to support the development of their research strategies	
1.2.3	Explore emerging cross-cutting campus initiatives, such as child health, cybersecurity, one health, and precision medicine and precision public health. Comments: One Health and Child Health & Wellness selected as emerging cross-cutting research themes; both groups now have dedicated resources and are proceeding to develop their themes with VPR support.	
1.3	**Establish seed funding mechanisms and mentorship to promote research leadership in building disciplinary and/or multidisciplinary research consortia for local, provincial, national, and international opportunities**	
1.3.1	Create new web-based tools or apps for scholars to identify strategic research opportunities, partnerships and funding opportunities.	
1.3.2	Create tiger teams who can mentor individual scholars on building new major research initiatives and delivering successful programs. Comments: Hiring 3 positions for Tiger Team.	
1.4	**Engage external communities to identify emerging opportunities where our institutional research capacity could have a major impact by creating new knowledge**	
1.4.1	Host a series of evening or weekend events to exchange information with external partners on important issues. Comments: Life Sciences Innovation Hub hosted series of community-focused events to engage with the life sciences community in Calgary.	

#	Initiative	18-19
1.4.2	Create pitch competitions on thematic problems and invite external partners to evaluate potential solutions. Comments: Energy New Venture Competition held June 4, 2019. The Energy New Venture Competition is an early-stage pitch competition dedicated to the advancement of emerging innovations for the energy sector, open to seed-stage companies, budding entrepreneurs, researchers, and students. Focused on advancing emerging energy technology companies and concepts.	
2.	**INCREASING RESEARCH CAPACITY**	
2.1	**Create cross-cutting initiatives on new research methodologies, modalities, and paradigms**	
2.1.1	Explore new approaches for discovery and creativity, and fund workshops to evaluate approaches. Comments: Currently consulting with campus community to create an Indigenous Research plan to identify and pursue opportunities to benefit UCalgary researchers and Alberta's indigenous Communities. Establishing the Indigenous Research Support Team through support of Incremental Project Grant funds.	
2.1.2	Explore new ways for collaborating on research initiatives that strengthen or link disciplines, or groups from different areas of the world. Comments: Act as a convener to promote the discussion among our scholars from different disciplines and cultures on evolving novel areas for conducting research. Child Health & Wellness selected as emerging cross-cutting research theme; engagement with their community partners to identify common research challenges/themes.	
2.2	**Create avenues to access shared major infrastructure across our university**	
2.2.1	Ensure that IT resources enable advances in all domains of research. Comments: Secure Computing Services (External Research Collaborator Access).	
2.2.2	Create a council of scholars from different disciplines to monitor global trends in computing, analysis and visualization.	
2.2.3	Coordinate campus-wide investments in computing infrastructure, access to software, and data management. Comments: Hosting Calgary Research Data Management Conference – planned for April 6 to 16, 2020 (including workshops). High Performance Computing.	
2.3	**Support a new round of *Eyes High* postdoctoral scholars and graduate students**	
2.3.1	Launch funding competitions for *Eyes High* postdoctoral scholars and graduate students. Comments: Completed Round 4 of Eyes High Postdoctoral Scholars competition.	

#	Initiative	18-19
	- 52 nominations awarded in total in September 2018; 44 nominations were approved by June 30, 2019. Of the 44 nominations approved, 25 postdocs were hired as of June 30th.	
2.3.2	Expand access to professional development programs for postdoctoral scholars and graduate students. Comments: Delivering increased programming around Postdoc Appreciation week, including a research pitch competition and presentation skills workshops.	
2.4	**Create more time for discovery and creativity by streamlining processes while ensuring compliance**	
2.4.1	Implement a research management system for efficient processing of electronic documentation and approvals for grants. Comments: Release 1 went live on June 18, 2019 with focus on a select number of competitions. Expect all releases to be complete by September, 2020.	
3.	**DRIVING INNOVATION**	
3.1	**Create research competitions for prizes that solve major societal or community issues**	
3.1.1	Involve community in establishing major topics for investigation and criteria for success. Comments: Held Initial consultations for prize competitions.	
3.2	**Create cross-campus programs to support entrepreneurial thinking and initiatives**	
3.2.1	Create the Hunter Hub for Entrepreneurial Thinking and facilitate programs and activities across our campuses. Comments: Build out programming and profile of Hunter Hub.	
3.2.2	Create and coordinate venues for entrepreneurial activities. Comments: Integrating HH/IC/CDL processes. Developing Innovation@UCalgary program and communication processes.	
3.3	**Explore the expansion of facilities that support the diverse needs of students and faculty for the development of ideas**	
	Comments: W.A. Ranch Life Sciences Innovation Hub Interdisciplinary Science Innovation Centre	
3.4	**Create pathways and support mechanisms for knowledge translation and commercialization, and lead discussions about diversity of approaches that reflect the comprehensive nature of our scholarship**	
	Comments: Build out vision for the University Research Park - Coordination with various stakeholders - Financing opportunities identified Convened multidisciplinary groups to discuss implementation of Knowledge Engagement approaches.	

#	Initiative	18-19
	Received funding from Incremental Project Grant to create Knowledge Engagement Unit.	
3.5	**Transform the university into an 'early adopter' and 'test bed' for research ideas and technologies**	
	Comments: IMPACT Clinical Trials program helping new medical ventures to navigate clinical trials and regulatory processes.	

UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL
INFORMATION BRIEFING NOTE

SUBJECT: Office of Diversity, Equity, and Protected Disclosure (ODEPD) Review & Response

PROPONENT(S)

Dru Marshall, Provost and Vice President (Academic)

PURPOSE

To update our community on the recent review of the Office of Diversity, Equity, and Protected Disclosure (ODEPD) and our response to the review which includes restructuring of the office.

KEY POINTS

Quality assurance reviews of programs and units are conducted regularly in the academy to ensure quality, currency, and relevancy. The review was conducted in June, 2019 for several reasons including that it had been five years since the office was established, that there had been some concerns raised regarding lack of connection to the broader university, effectiveness, capacity, and timeliness of investigations. Additionally the increased focus on equity, diversity, and inclusion in the Academic Plan and in society more generally plus the launch of the Dimensions program were driving factors.

In response to the review, structural changes will be made to the ODEPD including separation into two distinct areas: 1) education and advocacy and 2) protected disclosures and research integrity. Education and advocacy will fall under the purview of the Provost and Vice President (Academic) and include a new Vice Provost (Equity, Diversity, and Inclusion) (the salary for his position will come in part from the previus Director's salary).The new Vice Provost will be responsible for a revamped Diversity Network, the Gender & Sexual Diversity Committees (student and staff), and the EDI Dashboard (in conjunction with the Office of Institutional Analysis). The existing sexual violence support advocates will also join this team. The Vice Provost will also work collaboratively with the Vice President (Research) and team on the Dimensions program. The Protected Disclosure and Research Integrity Office will be the responsibility of the General Counsel with a Lead (current member of ODEPD) being assigned to oversee the work of a protected disclosure advisor and a research integrity advisor, two new positions being created to increase the capacity of the office to handle complaints. These advisors will be responsible for processing complaints dealt with under the Procedure for Protected Disclosure and the Investigating a Breach of Research Integrity Procedure, including the hiring of investigators. This Research Integrity Advisor will work with the office of the Vice President (Research) on research integrity investigations. One of our sexual violence support advocates will liaise with the protected disclosure advisor on complaints related to sexual harassment or violence.

BACKGROUND

Recently equity, diversity, and inclusion expert, Dr. Malinda Smith of the University of Alberta, conducted a review of ODEPD, which included a site visit on June 6-7, 2019.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	GFC Executive Committee	2019-09-25				X
X	General Faculties Council	2019-10-10				X

NEXT STEPS

The new structure presented for Diversity, Equity and Protected Disclosure will be implemented in response to the recommendations.

SUPPORTING MATERIALS

Office of Diversity, Equity and Protected Disclosure (ODEPD) Review – Summary Report

OFFICE OF DIVERSITY, EQUITY AND PROTECTED DISCLOSURE (ODEPD) REVIEW

Summary Report

The site visit for the review of the Office of Diversity, Equity and Protected Disclosure (ODEPD) took place from June 6-7, 2019. The review was conducted by Dr. Malinda Smith, Professor, Faculty of Arts and a Provost Fellow in Equity, Diversity, and Inclusion Policy at the University of Alberta.

Following the site visit, a written report containing comments and recommendations was prepared by the reviewer. Responses to these recommendations have been prepared and are detailed in the summary below.

General Comments of the Reviewer

The University of Calgary's strategic direction for equity, diversity, and inclusion (EDI) was built upon an internal review and proposal by the former Advisor to the President on Women's Issues in 2012. The internal review at that time included a comparative survey of equity offices across Canada, with a particular focus on comparator U15 institutions. The internal review resulted in the creation of the Office of Diversity, Equity and Protected Disclosure (ODEPD), which was approved by the University of Calgary's General Faculties Council (GFC) in November of 2013.

When ODEPD opened in February 2014, it had a mandate to educate and raise awareness on equity and diversity, to address individual and system equity issues, and to provide a confidential space for protected disclosure of wrongdoing. The institutional design included ODEPD reporting to Legal Counsel. The institutional structure established at the time was comparable to the existing equity and human rights offices in Alberta and elsewhere across Canada, and similar structures within comparator U15 institutions. At the time, the structure and capacity of ODEPD served the university well.

The general finding from the external review conducted in June, 2019 is that the existing structure of ODEPD no longer aligns with current needs and with the strategic directions of the university and its priority areas in teaching and learning, research and community engagement. For a number of reasons – the consultations suggested these include the structure, personnel, capacity, resources – ODEPD does not have the capacity to address the complex and dynamic changes occurring within the university. Further, the university requires a level of leadership in EDI that the current structure of ODEPD cannot deliver, pointing to a mismatch between institutional needs and how the office is functioning. There is a strong sense that the university's growing emphasis on EDI policies, practices, education and advocacy exceed the current office's capacity. In sum, ODEPD needs to be restructured to better meet current needs, to better create a people-centered inclusive and respectful campus.

Reviewer Recommendations and Response

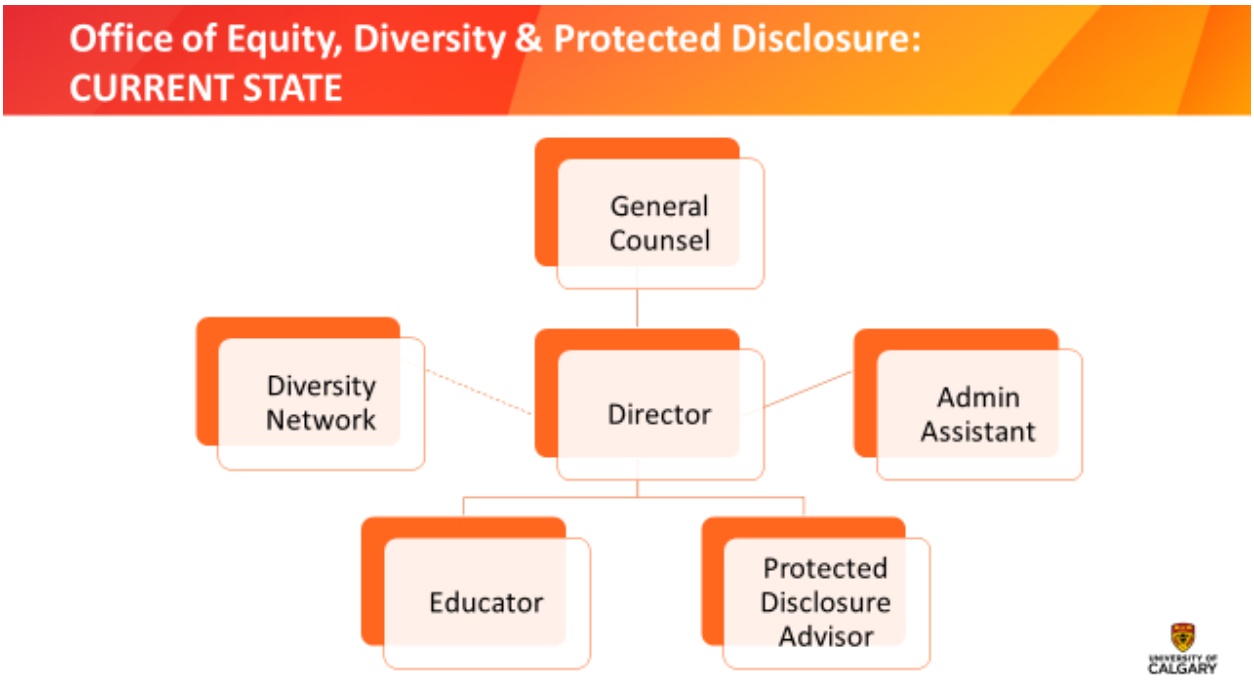
Recommendation 1: Appoint an Equity, Diversity and Inclusion (EDI) lead

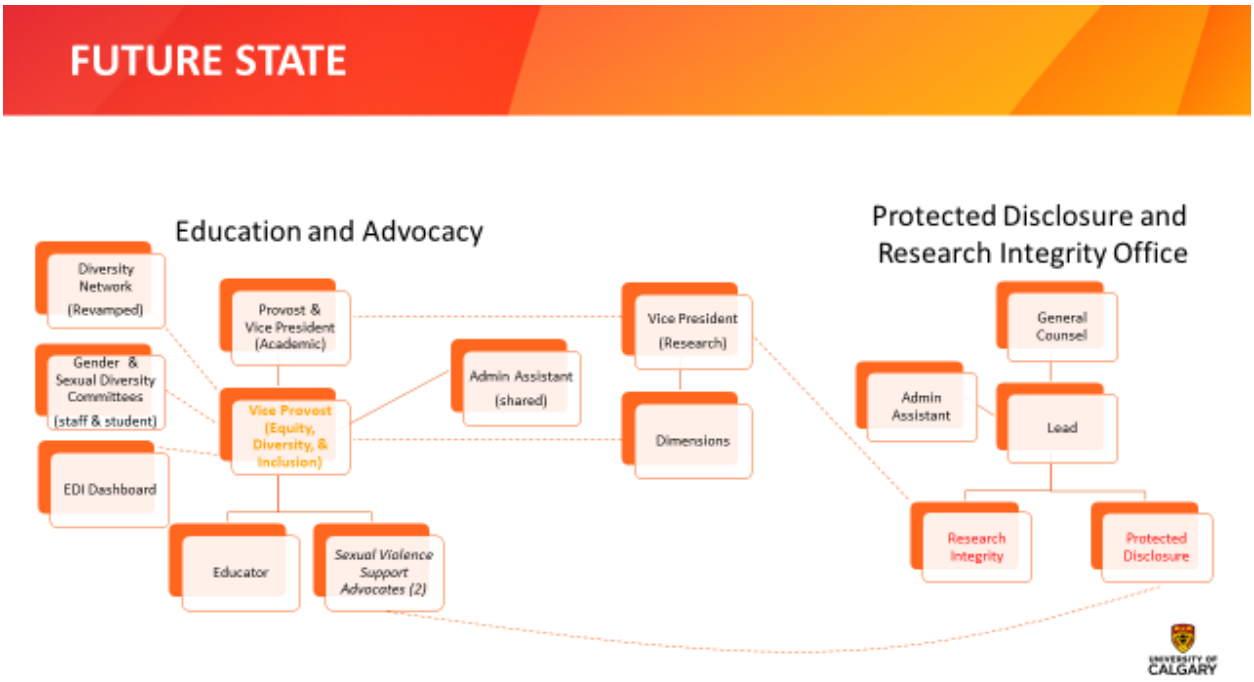
Institutional Response:
The university agrees with this recommendation and will be hiring a new Vice Provost (Equity, Diversity, and Inclusion), with the hiring process commencing immediately.

Recommendation 2: Restructure the Office of Diversity, Equity and Protected Disclosure to create three units and reporting structures. 1) Office of Equity and Human Rights (OEHR) reporting to the Provost and VPA; 2) Investigations Unit reporting to the General Counsel/Legal or joint to the VPE; and 3) Research Integrity Unit reporting jointly to the Provost and VPA or joint with the VPR

Institutional Response:
In response to the review, changes will be made to the ODEPD including separation into two distinct areas: 1) Education and Advocacy and 2) Protected Disclosure and Research Integrity.

1) Education and Advocacy will fall under the purview of the Provost and Vice President (Academic) and include a new Vice Provost (Equity, Diversity, and Inclusion). The new Vice Provost EDI will reconfigure the Diversity Network, be responsible for the Gender & Sexual Diversity Committee, and oversee, with OIA, the EDI Dashboard. The Vice Provost EDI will also co-chair with the Associate Vice President (Research) and the assembled steering committee and working groups the *Dimensions Pilot* program. In addition, the sexual violence support advocates (currently existing) will move from the student experience portfolio to form part of the EDI team. Note: the salary for the new vice provost will come in part from the salary set aside for the director in the previous model; the administrative assistant work for the new vice provost will be shared amongst existing staff.
2) The Protected Disclosure and Research Integrity Office will be the responsibility of the General Counsel with a Lead (a current staff member in ODEPD) being assigned to oversee the work of a protected disclosure advisor and a research integrity advisor, two new positions being created to increase the capacity of this office to handle complaints. These advisors will be responsible for processing complaints dealt with under the Procedure for Protected Disclosure and the Investigating a Breach of Research Integrity Procedure, including the hiring of investigators. The Research Integrity Advisor will work with the office of the Vice President, Research on research integrity investigations. One of our sexual violence support advocates will liaise with the protected disclosure advisor on complaints related to sexual harassment or violence.





Recommendation 3: Create a high-level Provost Advisory Committee on Equity and Diversity

Institutional Response:
In the proposed new structure, the current Equity and Diversity Network will be re-imagined. The new Vice Provost EDI will chair the Equity & Diversity Network.

Recommendation 4: Redesign the role of EDI Sexual Violence Advisor and better integrate it into an OEHR

Institutional Response:
The university will not be establishing an Office of Equity and Human Rights at this time. We will incorporate the role of the SVSA into the office of the Vice Provost EDI.

Recommendation 5: Continue investment in Diversity Data (EDI dashboard) and data-driven decision making

Institutional Response:
The university agrees with this recommendation. The EDI dashboard will be brought forward to General Faculties Council in fall 2019. With the appointment of the new Vice Provost EDI, the continued development of the EDI dashboard and associated annual reports will be the joint responsibility of the Vice Provost EDI and the Director of the Office of Institutional Analysis.

Recommendation 6: Create a signature EDI web portal

Faculty Response:
The university agrees with this recommendation and will develop a plan for increasing its EDI web presence, with implementation over the next two years.

Recommendation 7: Incorporate internationalization into a comprehensive and holistic equity, diversity and inclusion vision and practices in support of Eyes High.

Institutional Response:
The university agrees with this recommendation and will look into expanding EDI policies, practices and activities to also address diversity and inclusion as it pertains to international students and faculty. With the renewal of the International Strategy in 2020, there will be another opportunity to address EDI within the international context.

Follow-up

The recommendations and new structure presented for Diversity, Equity and Protected Disclosure will begin to be implemented immediately.

UNIVERSITY OF CALGARY

ENROLMENT REPORT

FALL 2019

General Faculties Council | October 10, 2019

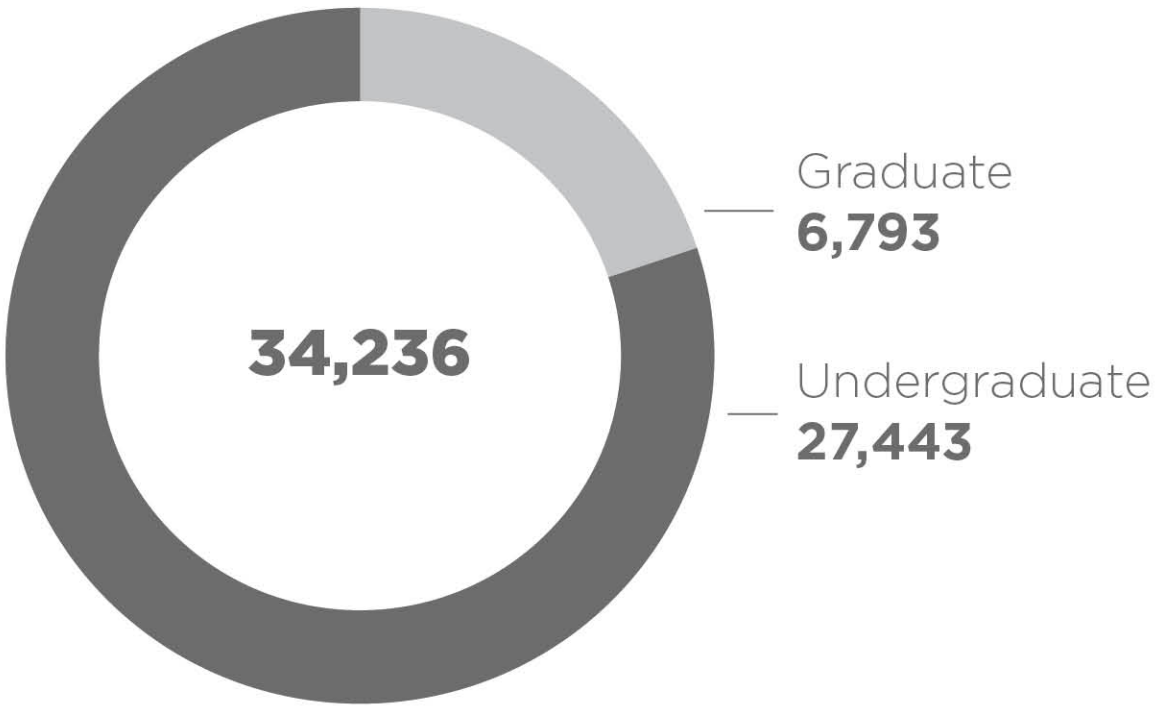
Angelique Saweczko, Registrar

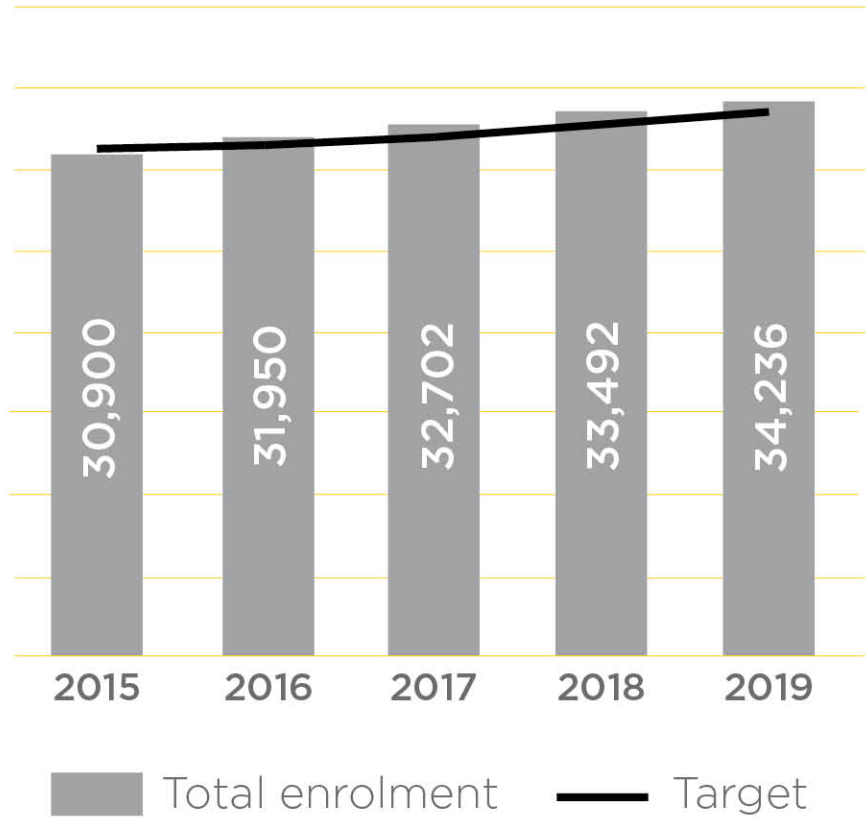
Fall 2019 registrations
compared to fall 2018

Overall	**+2.2% (+744)**
Undergraduate	+1.3% (+349)
Graduate	+6.2% (+395)
International undergraduate	+13.8% (+344)
International graduate	+17.2% (+294)
Indigenous	+9.6% (+83)

ENROLMENT TO TARGET:
+2.4%

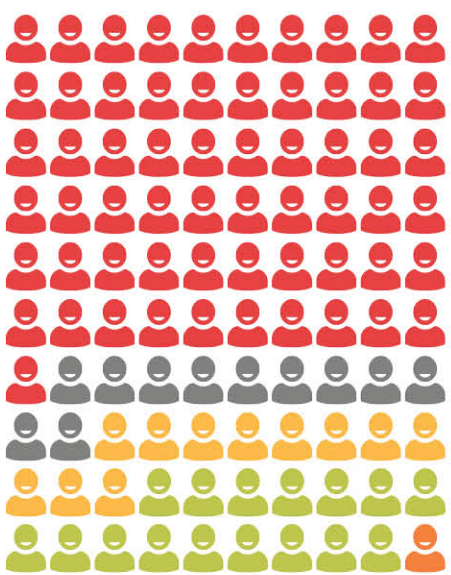
ENROLMENT SNAPSHOT





DEMOGRAPHIC SNAPSHOT

New undergraduate students by location



61% Calgary area

11% Other Alberta

11% Other Canada

16% International

1% Unknown

Students from 133 countries

Top countries of origin

GRADUATE	UNDERGRADUATE
China	China
India	India
Iran	Pakistan
USA	Bangladesh
Brazil	Nigeria

HIGH SCHOOL RETENTION

All high school students

90%

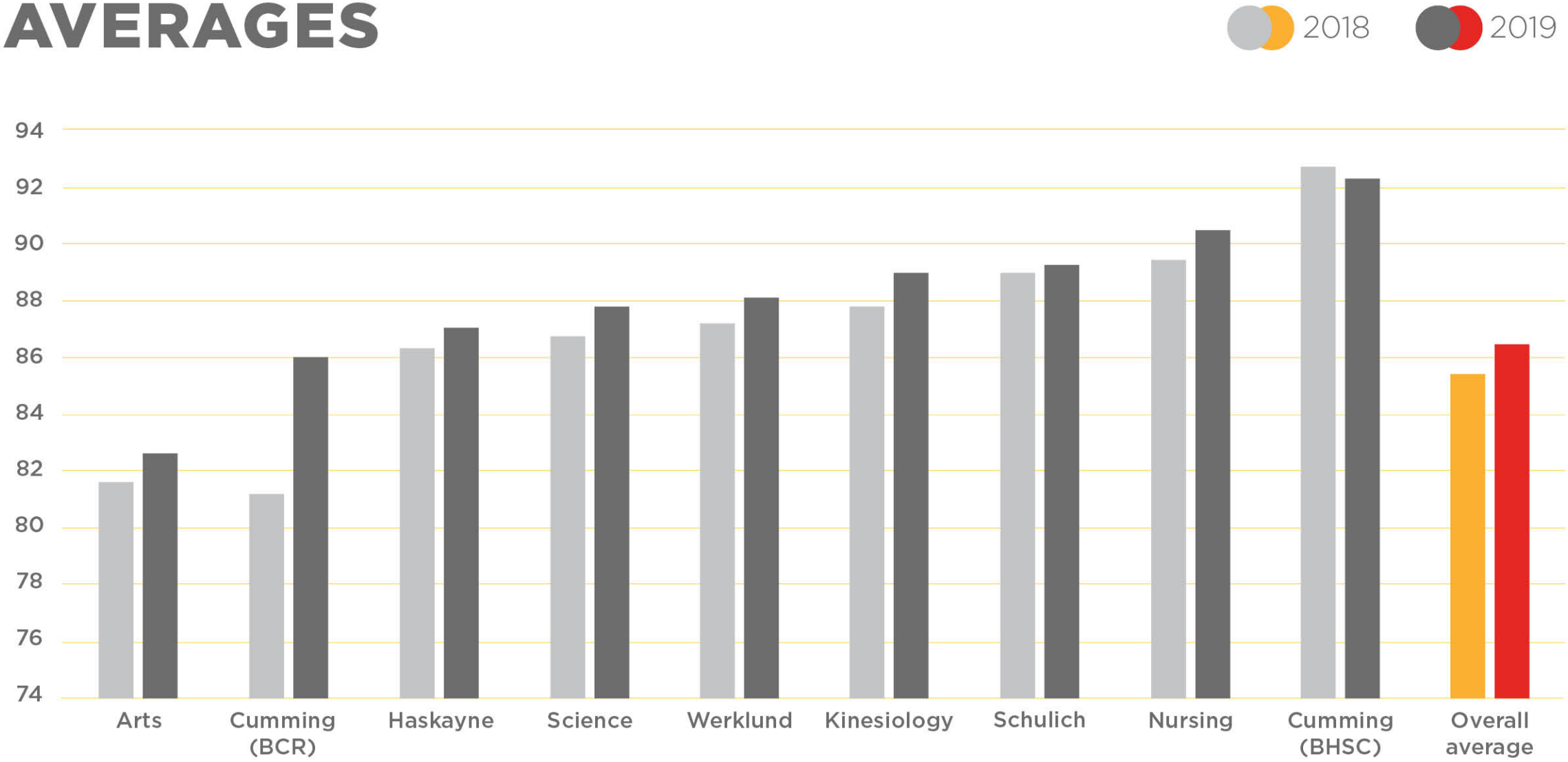
Indigenous students

85%

International students

88%

MEAN ADMISSION AVERAGES



UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE
Report to General Faculties Council
for the meetings held September 4 and 25, 2019

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

September 4, 2019

Appointment Work

The EC appointed Isabelle Barrette-Ng, Faculty of Science, and Jocelyn Hayley, Schulich School of Engineering, to the Academic Program Subcommittee, for three-year terms ending June 30, 2022.

The EC appointed Jessica Ayala, Faculty of Social Work, as the Teaching and Learning Committee (TLC) member of the Campus and Facilities Development Subcommittee, for a three-year term or until her term as a TLC member ends if that is sooner.

The EC nominated, in rank order, academic staff members to be approached by the University Secretariat to stand for election to an Advisory Selection Committee for a Dean of the Faculty of Social Work. The election will be held at the October 10, 2019 GFC meeting.

September 25, 2019

Recommendation of the 2019-2020 General Faculties Council Executive Committee Work Plan

The EC reviewed, and then voted to recommend, its 2019-2020 work plan.

Institutional Enterprise Risk Management Program – Student Risk Review

The EC received the annual update on the Institutional Risk assigned to it, the Student Risk. The EC learned that a new active issue associated with the Student Risk has been identified: the need to continue to expand and support Experiential Learning opportunities for the University's students.

The EC discussed:

- That the Student Risk has rigorous mitigations, including enrolment management and strengthened admission processes
- The reasons to explain why the Student Risk has risen from tenth to eighth in the ranking of the institution's risks, including the Experiential Learning active issue and that the institutional risk scores are relative
- Active Issue S.A.6 (Need for Ensuring Teaching Quality) and related Mitigation S.N.12, which state that new metrics for the assessment of teaching are in development. It was explained that this does not only refer to the use of the Universal Student Ratings of Instruction (USRI), but also new tools such as the Teaching Dossier.

- That students' expectations rise as tuition rises, and that it is important to communicate about matters relating to the student experience such as the links between teaching and research

  Key Risk Indicator S.Ka.7, which indicates that the graduate student proportion of total student enrolment (19.1%) is lower than the University's target (25%).

Statement on Free Expression

The history of the Chicago Principles and the development process for the University's Statement on Free Expression were reviewed. The EC was advised that the University's Statement on Free Expression is due to be submitted to the Ministry by November 15, 2019, that the Ministry will be providing feedback on the document, and that the document must be posted publicly by December 15, 2019.

The EC discussed that:

- The Statement on Free Expression will complement other University policies and procedures, such as the Code of Conduct and the Harassment Policy
- Specific laws are not referenced in the Statement on Free Expression because these may change over time
- The Statement on Free Expression will apply at the University's campuses (within and outside the classroom), at the University's off campus locations such as field stations, and to faculty, staff, students, and visitors
- This is a complex issue, and there is a risk that marginalized people may feel further marginalized when others are free to express themselves. It was noted that providing space, such as for a speaking event, does not indicate that the University condones the content but that it supports respectful dialogue.

Office of Diversity, Equity, and Protected Disclosure Review and Response

The EC received a report on the recent review of the Office of Diversity, Equity, and Protected Disclosure (ODEPD), and learned that the response to the review includes the restructuring of the office into two areas: education and advocacy (led by a new Vice-Provost (Equity, Diversity and Inclusion)) and investigations (overseen by the General Counsel).

The EC discussed that:

- The new structure should shorten the time taken to conclude investigations, and that new investigatory practices should reduce further trauma experienced by complainants
- A sexual violence support advocate will work with complainants (if necessary), and may accompany complainants at meetings relating to sexual harassment or violence. Counselling services are available to staff and students.
- The University's Equity and Diversity Network and Gender and Sexual Diversity Committee will continue to operate, but in an updated form
- The Vice-Provost (Equity, Diversity and Inclusion) will collaborate with the Vice-President (Research) on the University's participation in the Dimensions: Equity, Diversity and Inclusion Canada pilot program, and the investigations office will involve the office of the Vice-President (Research) in research integrity investigations
- The University is hiring two new investigators in order to increase the investigation office's capacity;

external investigators will continue to be hired as needed

- The length of time to investigate complaints will differ from case to case

Review of the Draft October 10, 2019 GFC Agenda

The EC reviewed the draft October 10, 2019 GFC Agenda.

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Ed McCauley, Chair and Dru Marshall, Vice-Chair

UNIVERSITY OF CALGARY

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Report to General Faculties Council (GFC)
for the meeting held September 30, 2019

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

Approval of the 2019-2020 Academic Planning and Priorities Subcommittee Work Plans: Academic Program Subcommittee and Graduate Academic Program Subcommittee

The APPC reviewed the roles of the Academic Program Subcommittee and the Graduate Academic Program Subcommittee, which review undergraduate and graduate program proposals respectively and approved their work plans for 2019-2020.

Recommendation of the Academic Planning and Priorities Committee 2019-2020 Work Plan

The APPC reviewed its 2019-2020 Work Plan and recommended approval by the General Faculties Council (GFC).

Quality Assurance Unit Review Report: Faculty of Nursing

The APPC was provided with an overview of the quality assurance (QA) unit review process for the Faculty of Nursing. It was noted that in addition to the QA review that took place, the Faculty of Nursing also underwent a Canadian Association of Schools of Nursing review in preparation for the re-accreditation of the Nurse Practitioner program and that the two reviews identified similar recommendations.

The Provost and Dean highlighted some of the Faculties top priorities resulting from the review, including improving student experience, renewing the undergraduate nursing curriculum and updating graduate program offerings.

The APPC discussed the recommendations for the Faculty, in particular relating to governance and structure and the changes that have already been implemented to reorganize the Faculty's leadership team and the plans and consultation that has taken place to start the curriculum renewal.

Quality Assurance Mid-Term Review Report: Faculty of Graduate Studies

The Faculty of Graduate Studies reported on the progress made on the recommendations from its 2016-2017 unit review. It was noted that the review team had a good understanding of the Faculty and its trajectory and that the recommendations set a good course for needed improvements.

The Provost and Dean both commented on some of the major improvements, which have been implemented to date, including the creation and approval of the FGS Funding Operating Standard that among other things sets out a minimum funding amount for PhD students and helps to assure transparency around graduate student funding, and the launch of an online system for submitting and processing scholarship applications.

The APPC discussed the recommendations and actions, in particular the rationale for requiring students to apply for major external scholarships for which they are eligible as a condition of the continuation of

their funding, and the alternative models to the existing admissions processes that will help to ensure matches between applicants and supervisors to better use the applicant pool.

Quality Assurance Mid-Term Review Report: Continuing Education

Continuing Education (CE) reported on the progress made on the recommendations from its 2016-2017 unit review. The Provost and Director of CE reviewed some of the challenges with the unit review process and the rationale for having a specific University of Calgary focused model/structure for CE.

The Provost and Director highlighted some of the changes resulting from the unit review, including ongoing organizational changes to reflect the nature of the unit and the need to be responsive to demand, a new mandate to include both serving CE's own non-credit learners and supporting other Faculties and Units in the operational administration of their non-credit professional and CE programming, and an increased emphasis on providing academic English preparation for students, as a result of the closure of the Werklund School of Education's International Foundations Program.

The APPC discussed the recommendations in relation to the role that CE plays at the University and the importance of capturing the work of the CE to fully understand the breadth of what the University is doing in the non-credit sphere.

Quality Assurance Mid-Term Review Report: Libraries and Cultural Resources

Libraries and Cultural Resources (LCR) reported on the progress made on the recommendations from its 2015-2016 unit review. The Vice-Provost (LCR) noted that as a result of the transition in leadership of the LCR unit, it has taken some time to action some of the recommendations. It was also explained that given the nature of some of the recommendations around governance, structure, and infrastructure the recommendations will take longer to action, but that progress is being made to move forward.

It was explained that there has been an increased effort to adopt a user-centric focus. The members of the Committee commented on the improved service offered by LCR over the past year.

The APPC discussed the staff reorganization that has been underway to ensure that each individual is making valuable contributions and adding value to their positions.

Statement of Free Expression

The General Counsel (GC) and Provost and Vice-President (Academic) brought forward a draft Statement on Free Expression. The APPC learned that, as a result of a request from the provincial government, the University is required to adopt the Chicago Principles or a policy that aligns with these and have them publicly posted by December 15, 2019. The GC outlined the consultation and drafting process for the APPC.

The APPC reviewed the proposed Statement on Free Expression. The APPC discussed the delicate balance of providing an environment where all members are free to express themselves, while at the same time respecting the rights and dignity of individuals and trying to mitigate individuals who are marginalized feeling further marginalized. The APPC also discussed how the Statement interacts with other University regulations and policies, such as the Code of Conduct or the Harassment Policy, how we can create a positive environment through encouraging curated conversations in the classroom and encourage others

to step in as allies when others are feeling marginalized. The committee also discussed how this Statement may impact an instructor's ability or approach for maintaining a dignified environment in the classroom.

The draft Statement will continue to be circulated to various governance committees for feedback, and members were encouraged to send any further feedback or suggestions to the proponents. Once consultation is complete the Statement will be taken to the Board of Governors for approval.

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

UNIVERSITY OF CALGARY

RESEARCH AND SCHOLARSHIP COMMITTEE
Report to General Faculties Council
for the meeting held September 17, 2019

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

Recommendation of the 2019-2020 RSC Work Plan

The RSC reviewed its 2019-2020 Work Plan. It was decided to add lines to the work plan to signal a) that the RSC will discuss open data, data governance, and open access in January, b) will receive a report from the RSC's representative on the Information Asset Management Committee in November, and c) will discuss the University's Statement on Free Expression in October. It was noted that another discussion about Indigenous Research will occur at the November RSC meeting.

The RSC voted to recommend that the General Faculties Council approve its 2019-2020 work plan, as amended.

Indigenous Research at the University of Calgary

The RSC learned that the Office of Indigenous Engagement (within the Office of the Provost and Vice-President (Academic)) and the Office of the Vice-President (Research) are launching a joint initiative to examine Indigenous research at the University and to consider the overlaps between the Research Plan and the Indigenous Strategy. The RSC further learned that a document entitled *A Proposed Parallel Path Process to Integrate the Indigenous Strategy and Research Pla*n is being developed, and that an Indigenous Support Team is being established within Research Services.

The RSC discussed:

- The steering committee that is being formed, and how this will be populated
- That this initiative will overlap with other initiatives at the University, such as the Indigenous Strategy implementation working group in the Faculty of Graduate Studies, and so strong communication will be needed
- That there is a range on Indigenous research already ongoing at the University, and that this initiative is not meant to simply catalogue research areas but to facilitate the building of relationships and processes
- That Indigenous and non-Indigenous researchers, including faculty, post-doctoral scholars, graduate students and undergraduate students, conducting Indigenous research will benefit from this initiative
- The challenges faced by Indigenous faculty members, and the challenges in hiring to Indigenous Canada Research Chairs

- The University's Indigenous Relations Training Program, which is available to staff, students, alumni and others for professional and personal development, and other efforts to engage with and understand Indigenous communities
- The need to streamline some systems in order to facilitate research

2018-19 Research Plan Status Update

The RSC was reminded of the five priorities of the Academic Plan and the Research Plan: 'Prioritizing People', 'Connecting Communities', 'Matching Strengths with Opportunities', 'Increasing Research Capacity' and 'Driving Innovation'. The RSC then received an update on the implementation of the University's Research Plan.

The RSC discussed:

- That the University is developing a solid platform relating to innovation, including the Hunter Hub for Entrepreneurial Thinking, but that the vision to launch a prize to recognize innovation has not yet been tackled
- The recently-identified emerging areas of strength, including 'Child Health and Wellness' and 'One Health', and other cross-cutting initiatives including 'Cybersecurity' and 'Precision Medicine'
- The success of the *Eyes High* post-doctoral scholars program, and that the future of this program will depend on funding
- That it is important to consider that innovation should be needed and, in some cases, solving problems. It was noted that the University's affiliation with Innovate Calgary relates to this, in part because Innovate Calgary's purpose includes the facilitation of relationships and the development of opportunities across disciplines.

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 September 19, 2019

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

Recommendation of the 2019-2020 TLC Work Plan

The TLC reviewed its 2019-2020 work plan, and revised the timing of one item.

The TLC voted to recommend that the General Faculties Council approve its 2019-2020 work plan, as amended.

Appointment to the Information Asset Management Committee

The TLC voted to appoint D'Arcy Norman as the TLC's representative on the University's Information Asset Management Committee, for a term ending June 30, 2022.

University of Calgary Teaching Awards Evaluation and Recommendations

The TLC received a presentation on the history of the University of Calgary Teaching Awards program, and was advised that the program was recently reviewed. The TLC learned that, resulting from the feedback received, some administrative changes to the program will be made prior to the October 1, 2019 call for nominations, and some more substantive changes to the program will be brought to the General Faculties Council in due course.

The TLC heard about the five recommendations that came out of the program review: 1) simplify the requirements for the nomination letter and nomination dossier, 2) create a process to review the award criteria every 2-3 years, 3) maintain the current award categories, but expand the Experiential Learning award to groups and confirm there is an award for Clinical Instructors, 4) ensure that there is clear communication that this is a University program, and 5) raise the profile of the Teaching Academy.

The TLC's discussion included:

- Expression of support for the streamlined nomination package
- What is included in a nomination dossier: teaching philosophy statement, description of teaching strategies, summary of student feedback data, reflective statement, and letters of support
- That past Teaching Awards winners can share their expertise and mentor others
- That it will be important to ensure that the adjudication committees are aware of the feedback received, and the changes made, as a result of the review
- Suggestion that the dossier include 2-4 letters of support, but leave it open to the nominee whether these are from students, colleagues, or community persons

TLC Communications Plan

The TLC discussed the importance of the members communicating the information learned at TLC meetings to their colleagues, and considered the possible communication channels such as reporting at Faculty or unit meetings. The Academic Co-Chair reported that she will compile a summary document after each TLC meeting that can be used by TLC members as a tool for sharing information and deadlines.

Educational Leaders in Residence Update

The TLC learned that the Educational Leaders in Residence program has launched, and there are currently two appointees: Jessica Ayala, Social Work (Blended and Online Learning) and Sarah Eaton, Education (Academic Integrity). An appointee specializing in Graduate Supervision and Mentorship will be announced soon. The appointments are for two years, and the appointees will leverage their expertise to help enhance the University's teaching and learning practices.

Standing Reports

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

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

Senate Meeting Notes for GFC

June 17, 2019

Note taker: Sarah Elaine Eaton, GFC Representative

1. Welcome / greetings and safety moment.
2. Approval of the Senate meeting agenda.
3. Consent agenda and approval of the meeting minutes of April 4, 2019.
4. Honorary Degree Vote - *In camera* discussion.
5. 2019-2023 – Senate Strategic Plan – Presented by members of the Strategic Planning Committee
6. Remarks
    6.1. Chancellor and Chair of the Senate, Deborah Yedlin
        6.1.1. The Strategic Plan represents a major piece of work undertaken by the Sentate. This work should help Senators and other campus stakeholders more effectively answer the question: What does the Senate do? The next phase of the work will be to develop an implementation plan to support the strategic plan.
        6.1.2. Thanks to Senators for their dedication and hard work. Thank you to the staff who support the Senate.
    6.2. President & Vice-Chancellor, Dr. Ed McCauley
        6.2.1. Thank you to the Senators and all those who support them and in particular, to those who worked on the Strategic Plan
7. Reports
    7.1. Graduate Students' Association – Marcela Lopes
    7.2. VP External, Student Union – Sadiya Nazir
8. Senate mentorship opportunities – Various volunteer opportunities are available to Senators to engage in mentorship activities.
9. Senate Standing Committee Reports
10. Round table and announcements.
11. Adjournment

UNIVERSITY POLICIES/PROCEDURES 2017-2018
as of 2019-09-27

Title	Stage	Drafting Team
Graduate Student Supervision Policy	Consultation	Deborah Book; Robin Yates;
Health Information Management Policy	Consultation	Deborah Book; Katharine Kinnear; Will Fiebelkorn;