



GENERAL FACULTIES COUNCIL
AGENDA

Meeting #595, February 13, 2020, 1:30-4:30 p.m.

ST 147

Item	Description	Presenter	Materials	Estimated Time
1.	Conflict of Interest Declaration	McCauley	Verbal	1:30
2.	Remarks of the Chair	McCauley	Verbal	
3.	Remarks of the Vice-Chair	Marshall	Verbal	
4.	Question Period	McCauley	Verbal	
5.	Safety Moment	Dalgetty ¹	Document	
	Action Items			
6.	Approval of the December 12, 2019 Meeting Minutes	McCauley	Document	
7.	Approval of the Establishment of the 2020-2021 GFC Elected Membership Distribution	McCauley/Belcher	Document	2:00
	Discussion Items			
8.	Recommendations from the Task Force on Personal Relationships	Rigg ² /Book ³ /Koshan ⁴	Document	2:05
	Information Items			
9.	Performance Based Funding Model	McCauley/Marshall	Document	2:25
10.	Knowledge Engagement	Buret ⁵ /Pexman ⁶	PowerPoint	2:55
11.	Standing Reports: a) Report on the January 29, 2020 GFC Executive Committee Meeting b) Report on the December 16, 2019 and January 13, 2020 Academic Planning and Priorities Committee Meetings c) Report on the December 19, 2019 and January 23, 2020 Teaching and Learning Committee Meetings d) Report on the December 13, 2019 and January 10, 2020 Board of Governors Meetings e) Report on the December 11, 2019 Senate Meeting	McCauley	Documents	3:10

Item	Description	Presenter	Materials	Estimated Time
12.	Student Appeals Office 2019 Report (January 1, 2019 – December 31, 2019)	Morrison ⁷	In Package Only	
13.	Other Business	McCauley		
14.	Adjournment Next meeting: March 12, 2020	McCauley	Verbal	3:20

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. Lesley Rigg, Dean, Faculty of Science and Chair, Task Force on Personal Relationships
3. Deborah Book, Legal Counsel and member, Task Force on Personal Relationships
4. Jennifer Koshan, member, Task Force on Personal Relationships
5. Andre Buret, Interim Vice President (Research)
6. Penny Pexman, Associate Vice-President (Research)
7. Melissa Morrison, Student Appeals Officer

Novel Coronavirus (nCoV 2019) Response

UCalgary continues to monitor the ongoing situation regarding the Novel Coronavirus (nCoV2019) that is spreading across China and the globe. **At this time the risk to the university campus remains low, and the situation will continue to be closely monitored.** Globally, the threat from the virus is still evolving and is expected to be of a long duration.

The best way to protect yourself and other is to continue to follow the important prevention advice being published by provincial and federal public health agencies (exercise good hygiene practices, wash hands frequently, cover coughs/sneezes, and stay home if you are feeling ill).

For updates, please visit:

- Emergency Management Website Updates: <https://ucalgary.ca/risk/departments/emergency-management/plans-procedures/coronavirus>
- Alberta Health Services Updates: <https://www.alberta.ca/coronavirus-info-for-albertans.aspx>
- Public Health Agency of Canada Updates: <https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection.html>

Background information:

On January 22nd UCalgary's Emergency Operations Group (EOG) activated for 1 day to plan for a potential escalation in the threat and review roles and responsibilities identified in the Pandemic Plan. Departments identified in the Pandemic Plan and those supporting have been assigned objectives and identified strategies and tasks that will ensure UCalgary is appropriately prepared for any potential escalation and that public messaging to the campus community and the rest of Calgary is succinct and informative. On Jan 30, the University restricted all travel to China until further notice.

UCalgary activities to support the campus community regarding nCoV2019 have included:

- Developing and delivering public messaging via the UCalgary Emergency Management and Risk Management & Insurance Websites, UCalgary Emergency App on travel advisories as well as health and safety messaging on preventing sickness (including for influenza).
- Facilitating the travel of UCalgary community members back from China, including coordination with the Alberta Medical Officer of Health for monitoring upon their return
- Coordinating the purchase and distribution of additional resources and/or supplies to support key areas of campus, as required.
- Daily internal reporting on the international, domestic and UCalgary situation to Executive Leadership.
- Conducting ongoing monitoring and tracking of activities being undertaken by departments identified in the Pandemic Plan to ensure objectives are being met and any issues can be addressed effectively.
- Liaising with the Alberta Medical Officer of Health and Alberta Health Services as required.
- Ensuring plans for a potential campus disruption due to illness (i.e. business continuity plans) are up to date.

The draft Minutes are intentionally removed from this package.

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



**GENERAL FACULTIES COUNCIL
ACTION BRIEFING NOTE**

For Approval For Recommendation For Discussion

SUBJECT: **Establishment of the 2020-2021 GFC Elected Membership Distribution**

MOTION:

That the General Faculties Council (GFC) establish the total number of elected members to be on the GFC and determine and assign to each Faculty the number of members that may be elected by that Faculty, as set out in the document provided to the GFC, and as recommended by the GFC Executive Committee.

PROPOSERS

Ed McCauley, Chair of the General Faculties Council (GFC), and Susan Belcher, University Secretary.

REQUESTED ACTION

As required by the Post-Secondary Learning Act (PSLA), the GFC is asked to establish and assign the distribution of the elected GFC membership. This distribution is calculated by the Office of Institutional Analysis in accordance with Section 24(2) of the PSLA.

KEY CONSIDERATIONS/POINTS

The membership of the GFC consists of four categories: 1) members by virtue of office, 2) elected academic staff members, 3) student members stipulated by the PSLA, and 4) appointed members.

The elected academic staff membership of GFC is derived from Section 24 (2) of the PSLA, which states that:

The general faculties council from time to time

(a) shall establish the total number of elected members to be on the general faculties council, which shall be twice the number of persons who are members of the general faculties council by virtue of their offices, and

(b) shall determine and assign to each faculty and school the number of members that may be elected by that faculty or school, which so far as is reasonably possible shall be in the same proportion to the total number of elected members as the number of full-time members of the academic staff of the faculty or school is to the total number of full-time members of the academic staff of all the faculties and schools.

Traditionally, this calculation is done annually. For 2020-2021, it is expected that there will be 23 members by virtue of office. There should therefore be 46 elected member seats. The Office of Institutional Analysis prepares the analysis of the data and produces a distribution of elected member seats that meets the requirements of the PSLA. Each Faculty receives a minimum of one elected member seat.

The calculations indicate that the distribution of seats will change for 2020-2021: the Faculty of Arts and the Cumming School of Medicine will each lose one seat.

Related Information

In addition to the academic staff member seats established and assigned as above, on March 15, 2012 GFC approved a recommendation of the Task Force to Review GFC and the GFC Standing Committees to expand the appointed membership category of GFC in order to preserve the ideal that the academic staff members of GFC be in the majority, and it was decided that, in addition to the PSLA-stipulated elected academic staff member seats, Faculties would be invited to appoint to additional seats as follows:

- 2 academic staff members selected by the Faculty of Arts
- 1 academic staff member selected by the Haskayne School of Business
- 1 academic staff member selected by the Werklund School of Education
- 1 academic staff member selected by the Schulich School of Engineering
- 1 academic staff member selected by the Faculty of Environmental Design
- 1 academic staff member selected by the Faculty of Kinesiology
- 2 academic staff members selected by the Faculty of Medicine
- 1 academic staff member selected by the Faculty of Nursing
- 2 academic staff members selected by the Faculty of Science
- 1 academic staff member selected by the Faculty of Social Work
- 1 academic staff member selected by the Faculty of Veterinary Medicine

The complete GFC membership list is available here: <https://ucalgary.ca/secretariat/general-faculties-council>

ROUTING AND PERSONS CONSULTED

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
	GFC Executive Committee	2020-01-29		X		
X	General Faculties Council	2020-02-13	X			

NEXT STEPS

Provided the GFC approves the distribution, the University Secretariat will contact the Deans to communicate the number of academic staff member seats assigned to their Faculty.

SUPPORTING MATERIALS

1. Distribution of Elected GFC Membership, 2020-2021

DISTRIBUTION OF ELECTED GFC MEMBERSHIP, 2020-2021

Faculty	Full-time Academic Staff		Distribution of 46 Seats (2)	Distribution of 45 Seats (3)		2020-2021 Distribution of 46 Seats	Present 2019-2020 Distribution
	2018 (1)	2019 (1)	Decimalized	Decimalized	Rounded		
Arts	370	363	9.3494	9.1461	9	9	10
Cumming School of Medicine	521	523	13.4703	13.1775	13	13	14
Graduate Studies	-	-	-	-	-	1	1
Haskayne School of Business	93	90	2.3180	2.2676	2	2	2
Kinesiology	26	29	0.7469	0.7307	1	1	1
Law	29	31	0.7984	0.7811	1	1	1
Nursing	65	69	1.7772	1.7385	2	2	2
Qatar	49	50	1.2878	1.2598	1	1	1
School of Architecture, Planning and Landscape	25	23	.5924	0.5795	1	1	1
Schulich School of Engineering	162	167	4.3012	4.2077	4	4	4
Science	236	232	5.9754	5.8455	6	6	6
Social Work	49	47	1.2105	1.1842	1	1	1
Veterinary Medicine	67	68	1.7514	1.7133	2	2	2
Werklund School of Education	95	94	2.4211	2.3684	2	2	2
TOTAL	1,787	1,786	46.0000	45.0000	45	46	48

(1) Source: Human Resources, as of January 19, 2020. Number of academic staff holding Continuing, Limited Term or Contingent Term full-time appointments. Does not include anyone holding a less than full-time appointment (less than 1.00 FTE). Academic staff whose appointment with the university is full-time but is split between two faculties have not been included.

(2) Based on distribution of full-time academic staff - rounded to equal 46 seats.

(3) By granting the Faculty of Graduate Studies one seat, 45 are left to distribute. Based on distribution of full-time academic staff - rounded to equal 45 seats.

Note: The *Post-Secondary Learning Act* stipulates that the number of elected members of GFC shall be twice the number of persons who are GFC members by virtue of their offices, and that these seats shall be assigned proportionately. The number of members by virtue of their offices for 2020-2021 is 23, therefore there are 46 elected seats to be divided amongst the fourteen Faculties.



UNIVERSITY OF
CALGARY

**GENERAL FACULTIES COUNCIL
ACTION BRIEFING NOTE**

For Approval For Recommendation For Discussion

SUBJECT: Recommendations from the Task Force on Personal Relationships

PROPONENT(S)

The Task Force on Personal Relationships as represented by:

Lesley Rigg (Chair), Dean of Science

Deborah Book, Legal Counsel

Jennifer Koshan, Professor, Faculty of Law

PURPOSE

We are asking the General Faculties Council to review the recommendations of the Task Force on Personal Relationships (the 'Task Force') as articulated in the report and provide feedback for the Task Force's consideration as it works to finalise its recommendations to the Provost.

KEY CONSIDERATIONS/POINTS

The Task Force was mandated by the Provost to review existing policies, guidelines and processes regarding personal relationships that overlap with professional/workplace relationships in relation to the trends in the post-secondary environment and actions at other universities, and prepare a report with recommendations regarding the possible revision of existing or development of new policies, guidelines, or other initiatives, to address such personal relationships at the University.

Task Force members include:

Dennis Sumara, Chair (until June 2019)

Lesley Rigg, (Chair, July 2019 to present), originally Decanal representative

Bev Adams, Academic staff

Carla Bertsch, Sexual Violence Support Advocate

Deborah Book, Legal Services

Kevin Dang SU Representative (July 2019 to present)

Renata Gordon, AUPE representative

Sandy Hershcovis, Academic staff

Michael Kehler, Academic staff

Jennifer Koshan, Academic staff (July 2019 to present)

Marcela Lopes, GSA representative

Mohamed Abdelsamie, GSA representative (December 2019 to present)

Suman Nath, Post Doc representative

Crystal Raymond, MAPS representative (Until June 2019)

Jessica Revington, SU representative (until June 2019)

Paul Rogers, TUCFA representative

Robin Yates, Provost representative and Faculty of Graduate Studies

Sara Fedoruk, Committee Support (July 2019 to present)

Heather Watkins Smith, Committee Support (until June 2019)

The Task Force began meeting monthly in February 2019. The initial phase of meetings included sub-committees reviewing the relevant literature, policies at U15 institutions in Canada, and the relevant internal policies at the University of Calgary. The sub-committees met independently and reported at monthly Task Force meetings. In June the Task Force had approved the work of the sub-committee and that work is included in the report. Monthly meetings of the Task Force continued in the September 2019, and work focused on reviewing and editing the existing web-based FAQs that relate to the Code of Conduct at the University of Calgary. A sub-committee was formed to create a University “statement” on relationships following the example of other institutions in North America. The Task Force met on December 12, 2019, and agreed to move forward with the report to the Provost.

The Task Force makes the following recommendations:

Recommendation #1: Within the FAQs provide additional examples to help identify when there is a need to address an actual or perceived conflict of interest related to overlapping personal and professional relationships. We recommend examples in the FAQs to describe scenarios in which a Conflict of Interest must be disclosed, and could be appropriately managed.

Recommendation #2: The Task Force recommends that when the Code of Conduct is next being revised, it should be amended to include definitions of relationships and wording that align with changes to the Graduate Student Supervision Policy. Additional explanatory notes in the FAQs are also recommended.

Recommendation #3: When the Code of Conduct is next being revised, it should be amended to provide a definition of “supervision”.

Recommendation #4: Develop an official statement by the University which is intended to clarify the ethical conduct that is expected of members of the University of Calgary community when close personal relationships exist between them and other members of the University Community.

Recommendation #5: Develop a comprehensive plan that provides learning and education for all members of the University of Calgary community on situations related to overlapping personal and professional relationships within the Academy.

RISKS

If we do not clarify the ethical conduct that is expected of members of the University of Calgary community when close personal relationships exist between them and other members of the University Community, there will be continued confusion when complaints are lodged, and the University will have missed an opportunity to provide clarity for the entire University Community, and to empower those vulnerable to abuse in overlapping personal and professional relationships.

ROUTING AND PERSONS CONSULTED

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
	Task Force on Relationships	Dec 12, 2019			X	
	GFC Executive Committee	Jan 29, 2020			X	
	Task Force on Relationships	Feb 6, 2020			X	
X	General Faculties Council	Feb 13, 2020			X	

NEXT STEPS

Following discussion at the General Faculties Council, the Task Force will consider feedback and finalise its recommendations to the Provost.

SUPPORTING MATERIALS

- Report from the Task Force

REPORT OF THE TASK FORCE ON PERSONAL RELATIONSHIPS

We acknowledge the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), as well as the Tsuut'ina First Nation, and the Stoney Nakoda (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III. We would also like to note that the University of Calgary is situated on land adjacent to where the Bow River meets the Elbow River, and that the traditional Blackfoot name of this place is "Moh'kins'tsis", which we now call the City of Calgary.

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Introduction, Mandate and Committee Membership

Context: In the last decade some post-secondary institutions have developed guidelines or policies regarding situations where personal and professional relationships overlap in the workplace, most particularly where there are supervisory or reporting structures (for example, graduate student/supervisor, student/instructor, staff member/manager, academic staff member/ dean).

Many institutions include some reference to these relational situations in existing code of conduct/conflict of interest guidelines or policies. Discussion is required as to whether these guidelines, policies or processes appropriately address issues that emerge within the context of overlapping professional working relationships and personal relationships.

When personal relationships develop or exist within the context of professional power imbalances, it becomes challenging to determine or obtain consent. This is particularly true when one person is in a position of trust or authority. In addition these overlapping relationships challenge efforts to foster a healthy, safe, and equitable environment for all members of the university community. In the absence of clear policies or guidelines related to inappropriate personal relationships, handling cases consistently is very difficult.

The Provost struck a Task Force to examine this issue and explore potential solutions at the University of Calgary.

Mandate: To review existing policies, guidelines and processes; examine these in light of what other institutions are doing and prepare a report with recommendations regarding the possible revision of existing or development of new policies, guidelines, or other initiatives, to appropriately address personal relationships that overlap with professional/workplace relationships at the University.

Accountability: To the Provost, Dr. Dru Marshall

Outcomes: This report represents the work of the committee (February 2019 to present) and puts forward a set of recommendations.

Membership

Dennis Sumara, Chair (until June 2019)

Lesley Rigg, (Chair, July 2019 to present), originally Decanal representative

Bev Adams, Academic staff

Carla Bertsch, Sexual Violence Support Advocate

Deborah Book, Legal Services

Kevin Dang, SU Representative (July 2019 to present)

Renata Gordon, AUPE representative

Sandy Hershcovis, Academic staff

Michael Kehler, Academic staff

Jennifer Koshan, Academic staff (July 2019 to present)

Marcela Lopes, GSA representative (until Fall 2019)

Mohamed Abdelsamie, GSA representative (December 2019 to present)

Suman Nath, Post Doc representative
Crystal Raymond, MAPS representative (Until June 2019)
Jessica Revington, SU representative (until June 2019)
Paul Rogers, TUCFA representative
Robin Yates, Provost representative and Faculty of Graduate Studies

Sara Fedoruk, Committee Support (July 2019 to present)
Heather Watkins Smith, Committee Support (until June 2019)

Acknowledgements: While this report represents the work of the Task Force members, there were other individuals who contributed valuable time and energy and we would like to acknowledge their contributions. Stacey Chow (Faculty of Science) helped organize meetings and documents. Jaya Dixit composed a considerable portion of the section “Overview of U15 policies and positions on personal relationships (2019)”. Gloria Visser-Niven gave valuable feedback on the “statement on relationships”.

Overview of published scholarship

In the last decade there has been a renewed focus on sexual harassment and sexual violence on university campuses with many universities (including the University of Calgary) developing policies. While many universities provide some guidance in regards to relationships, between faculty and students or between staff members, through their code-of-conduct policies, few have specific guidelines on the overlapping of personal and professional relationships within the context of the university-supported workplace.

As part of the Task Force on Relationships, a subset of the Task Force evaluated the literature on power, influence, bullying and inappropriate relationships in academia. Clear guidelines and/or policies rarely address issues that emerge from inappropriate uses of power, coercion or risk to a student or staff member within the context of a personal relationship embedded in a working relationship. The Committee on the Impacts of Sexual Harassment in Academic Science, Engineering, and Medicine (National Academies of SEM, 2018) suggests that the most potent predictor of sexual harassment is organization climate and that institutions can take concrete steps to reduce the risk.

There is an extensive literature on workplace aggression and sexual harassment. Workplace harassment (regardless of type) has significant negative effects on victims (Hershcovis & Barling, 2010a; Hershcovis & Barling, 2010b; Hershcovis, 2011). Power plays a significant role in perceptions of and enactment of workplace harassment. For example, those in powerful positions are more likely to engage in bullying (Schat et al., 2006) and the consequences of bullying for victims are stronger when it comes from someone in a powerful position (Hershcovis & Barling, 2010a). In academia, bullying can result in undermining an individual's professional standing, competence or impede access to resources (Keshley and Neuman 2010), leaving certain groups vulnerable, such as students. One of the factors that leaves graduate students particularly vulnerable is the reliance on mentors. Power dynamics and the relations of power and control have been found to be especially acute in male professor/female student and male coach/female athlete relations (Volkwein-caplan et al. 2008).

While not all relationships within the context of academia are a result of power dynamics, policies with clear guidelines can help ensure that power does not have unintended consequences. In a recent letter in *Nature*, Erika Marin-Spiotta (Marin-Spiotta 2018) wrote "Research culture and polices are quick to denounce plagiarism, data fabrication and mismanagement of funds, yet we have too long ignored the mistreatment of people". Quatrella and Wentworth (1995) found that undergraduate students perceived professor-undergraduate dating relationships to be unethical, but did not classify these relationships as harassment if they were consensual.

A key motive for all types of sex-based harassment is a desire to protect or enhance feelings of sex-based identity and power over others (Berdahl, 2007; Maass, Cadinu, Guarnieri & Grasselli, 2003). People who violate gender role norms are most likely to be harassed, including assertive women, women in male-dominated jobs, women in positions of power, feminist women, men who are feminine, and LGBTQ individuals (Berdahl, 2007; Holland & Cortina, 2013; Konik & Cortina, 2008; Maass et al., 2003; McLaughlin, Uggen & Blackstone, 2012). Threats to male identity or sense of superiority over women trigger both the harassment of women (Maass et al., 2003) and of men (Alonso, 2018).

Overview of U15 policies and positions on personal relationships (2019)

Introduction

A review of the U15 (excluding the University of Calgary) was conducted to explore the breadth and depth of institutional policies and guidelines regarding close and/or personal and/or romantic and/or consensual relationships between members of a university community (see Appendix #1). This is an overview of policies and guidelines that either deal directly with the management of personal relationships, or else situate them (implicitly or explicitly) within broader frameworks for addressing conflicts of interest. This review draws on policy and guidelines documents (see Appendix#1) from the following fourteen of the U15 institutions: Dalhousie University, McGill University, McMaster University, Queen’s University, University of Ottawa, Université de Montreal, Université Laval, University of Alberta, University of British Columbia, University of Saskatchewan, University of Manitoba, University of Toronto, University of Waterloo, and Western University.

Overall, this summary will:

1. provide an overview of the existing policies and guidelines;
2. outline the range of values, mandates, or duties within which personal relationships are defined and presented;
3. describe the language and definitions used by different institutions; and
4. provide an overview of how institutions mandate these relationships be managed.

Overview of Existing Policies and Guidelines

Institutions vary in how they label, define, and view close personal relationships. All fourteen institutions have conflict of interest (COI) policies, some of which identify personal relationships as a category within COI, while others operate in more ambiguous terms and do not define or provide examples of what might constitute COI. The Universities of British Columbia, Saskatchewan, Waterloo, and Western University all possess COI policy of this latter form – no specific mention of personal relationships as a source or type of COI within the policy documents. Conversely, Dalhousie University, McGill University, Queen’s University, University of Ottawa, University of Manitoba and the University of Toronto all have policy and/or guidelines documents that describe personal relationships specifically as a unique issue, or else as a discrete and defined category or example of COI.

The Universities of Dalhousie, McGill, Queens, and Toronto all have provisions within COI policy to address personal or intimate relationships, while the Universities of Ottawa and Laval (policy forthcoming) engage with questions about close personal relationships through Sexual Violence Prevention policies. Notably, the Universities of Dalhousie, McGill, McMaster, and Manitoba also have documents providing specific guidelines regarding management of relationships between university members occupying different stations within the structure and hierarchy of institutions. Dalhousie, McGill, and McMaster all specify that these guidelines are directed at (faculty) instructors and students, while the University of Manitoba broadens guidelines to “relationships between university employees involving power differentials.”

How do Institutions Contextualize or Frame Personal Relationships?

Within the group of 6 institutions whose policies deal in express terms (Dalhousie University, McGill University, Queen's University, University of Ottawa, University of Manitoba, and the University of Toronto), the issue of personal relationships is framed variously: with respect to the responsibilities to educate; uphold an ethical professionalism; guarantee the safety of the university community, etc. Dalhousie University contextualizes adherence with COI policy (and the personal relationships category therein) as central to upholding "public trust and confidence...Dalhousie University must act and be seen to act in accordance with its mission of serving community and society through education, research and professional service."

Queen's University similarly invokes the primacy of the educational mandate: "Faculty members at Queen's University, defined as members of the University who hold the academic rank of professor, associate professor, assistant professor or lecturer, have a primary responsibility to execute the teaching, research, scholarly, clinical and other duties for which they were appointed." Within this theme of prioritizing education and public responsibility, McGill adds that its guidelines "should not be construed as encouraging or condoning intimate relationships between members of the teaching staff and students. Such relationships are generally inconsistent with the obligation of teaching staff members to conduct themselves with integrity and professionalism."

Finally, at the University of Ottawa, policy regarding personal relationships resides within the Policy on Sexual Harassment, and therefore evokes themes of safety and support. This policy states: "The overarching purposes of this Policy are to reaffirm the University of Ottawa's commitment to a safe and healthy campus for work, for study and for campus community life for all members of the University community and its commitment to provide support to those members of the University community directly affected by sexual violence."

Language and Definitions Used to Describe Close, Personal, Intimate, Consensual Relationships

Institutions differ in their stances, yet engage in some common terminology and definitions in describing personal relationships. The University of Dalhousie defines personal relationships within its COI Policy as: "a member or a person (of the same or the opposite sex) with whom a university member has an intimate personal relationship; marriage (with a person of the same or the opposite sex) to the university member; or a person (of the same or the opposite sex) with whom a university member has an intimate personal relationship." This is the only institution that specifies categories of sexual orientation within its definition.

The term "intimate" is also used by the University of McGill in its *Guidelines on Intimate Relationships Between Teaching Staff and Students* document. Significantly, it adds "consensual" to its definition of personal relationships in both these guidelines as well as in describing personal relationships (stated as "consensual amorous relationships") in the COI policy.

By contrast, the University of Ottawa describes personal relationships as "romantic or sexual relationships between faculty members and students or between supervisors and employees or students are ones in which a power differential may exist." This document as well as the guidelines from McGill and the University of Manitoba provide useful context when considering personal relationships within university communities.

Statements of Position and Management of Personal Relationships

Within the group of 6 institutions who have policies directly relating to personal relationships, there are differing institutional stances with respect to these relationships and how they are expected to be managed. While McGill expressly states that it does not condone or condemn such relationships, it does mandate that faculty members recuse themselves where their close personal relationship conflicts with a supervisory or evaluative role. Deploying somewhat less decisive language, the University of Ottawa “strongly disapproves of romantic or sexual relationships between faculty members and students or between supervisors and employees or students, and expects members of its community to refrain from engaging in them.” In their respective policies, Dalhousie, Queens, and the University of Manitoba require disclosure of the conflict of interest, but refrain from any language that expresses allowance, condoning, or judgments regarding personal choice to engage in such relationships.

Media coverage of the forthcoming Université Laval policy anticipates that it will strictly ban relationships between students and faculty who are in a close personal relationship, but allow such relationships to occur where there is no assessment of the student’s work or supervision taking place.

Conclusion

Among the fourteen institutions within the U15 surveyed here, most address the issues or conflicts inherent in personal relationships through COI policies. U15 institutions in Quebec have developed or are developing specific policies regarding personal relationships in compliance with provincial legislation (*Bill 151: An Act to prevent and fight sexual violence in higher education institutions*). Outside of Quebec, Dalhousie University, the University of Ottawa, and the University of Manitoba all address personal relationships within either sexual violence prevention, or relationship policies that exist outside of COI frameworks. Where personal relationships are defined in documents, the most common terms used include “intimate”, “personal”, and in some cases “consensual.” Institutions tend to frame personal relationships and their management as aligned with the responsibilities to educate, sustain safety, and ensure professional conduct within public institutions. Most institutions require the disclosure of such relationships, but only two institutions (Ottawa, Laval) make strong statements to discourage or ban such relationships where authority, power differential, or evaluative functions are considerations.¹

¹ <http://www.assnat.qc.ca/en/travaux-parlementaires/projets-loi/projet-loi-151-41-1.html>

Overview of existing policies at UCalgary (2019):

The *Code of Conduct* (“**Code**”) is the primary University policy governing relationships on campus. Through the Code, and its related procedures, the University sets out standards for identifying, declaring, and managing actual or perceived conflicts of interest. The language is purposefully broad to ensure comprehensive efforts to identify and manage conflicts of interest. Some members of the Task Force identified that the breadth can make it challenging to navigate and apply.

In addition to the Code, we reviewed the following University policies and procedures in detail:

- *Conflict of Interest Disclosure Form*
- *Procedure for Conflict of Interest (Conflict of Interest, Procedure for)*
- *Procedure for Managing the Employment of Related Persons*
- *Graduate Student Supervision Policy & Procedure*
- *Harassment Policy*
- *Procedure for Protected Disclosures*
- *Research Integrity Policy*
- *Sexual Violence Policy*
- *Workplace Investigation Procedure*
- *Workplace Violence Policy*

Within the Code, the definitions at 3 (e), 3 (p), and 3 (q) help identify situations where the relationship between two individuals requires careful consideration to ensure appropriate management. Provisions of the Code, including 4.1, 4.2, 4.4, 4.8-4.11, and 4.23-4.24 provide additional clarity on the principles at play.

In the context of graduate student supervision, the Best Practices for Supervisors, incorporated by reference into the Graduate Student Supervision Policy & Procedure, offers the following:

Keep your relationship collegial and professional. Given the power imbalance that exists within the academy, any romantic or sexual relationship (perceived consensual or otherwise) with a student under your supervision is highly discouraged and should be avoided. (<https://www.ucalgary.ca/policies/files/policies/code-of-conduct.pdf>). If such a relationship occurs, in the interests of all concerned, there is a strict obligation for the supervisor to **disclose** the relationship in writing to their Department Head or Dean and to **withdraw completely** from all supervisory and professional duties related to the student.

Recent changes to Occupational Health and Safety legislation in Alberta incorporate psychological harm into the definition of workplace violence.

If a conflict is not appropriately managed in accordance with the Code and its related procedures, there are several potential avenues for a remedy. These depend on the context of the particular conflict.

To assist in evaluating the process for response we provide likely pathways for resolution of undeclared conflicts in five hypothetical situations. In all cases, discipline can range widely (a documented coaching conversation; restrictions on participation in activities; termination of employment or other relationship with the University):

Status	Nature of Personal Relationship	Nature of Professional Relationship/ Power Dynamic	Potential Complaints	Addressed Through	Possible Outcome/Resolutions
Scenario 1: Staff (TUCFA) + Student	Romantic relationship (began during the course)	Student is currently in the faculty's class (or being supervised by the faculty member)	-Explicit or implicit coercion ("If I don't do what this person wants, they could fail me in the course/lose my academic reputation") -Inappropriate efforts to conceal the relationship -favouritism /unfair treatment	Code of Conduct ² ; Complaint pursuant to Procedure for Protected Disclosure ³ . FOIPP ; OHS Policies and legislation . If Grad student (Staff is Supervisor), Graduate Student Supervision Policy, Procedure, and Best Practices Guideline . If allegations of sexual coercion, Sexual Violence Policy ⁴ .	-Student or Faculty member assigned to a different section of the course/different supervisor; -If Grad student Supervisor must withdraw completely from supervisory/professional duties; -May trigger Formal Evaluation of Supervisory Privileges; -Potential Discipline.
Scenario 2: Staff (AUPE) + Student Staff (AUPE)	Romantic relationship (began after hiring)	Student staff has functional (not formal) reporting relationship to staff member	-Explicit or implicit coercion ("If I don't do what this person wants, I could lose my job/professional reputation") -Inappropriate efforts to conceal the relationship -favouritism /unfair treatment -Concerns about impact of relationship breakdown	Code of Conduct ⁵ ; FOIPP ; OHS Policies and legislation . Complaint (likely by student staff member) pursuant to Workplace Investigation Procedure	-Potential discipline. -Rarely pursued.

² "A Conflict of Interest exists when, in the course of carrying out their University responsibilities, an individual takes an action where they know or ought to know that the action may result in an actual or perceived Private Benefit to them [furthers a romantic/personal relationship] or a related person [any decisions that benefit to the student they are involved with]." Also see Section 4.2 – "...Employees, Academic Staff Members, Appointees, Students and Volunteer appointees are required to act: a) ethically, honestly and with integrity; and b) in accordance with the principles of fairness, good faith, and respect."

³ "'Protected Disclosure' means any disclosure: ii. Involving an allegation of a breach of the Code of Conduct"

⁴ Note the policy's definition of consent, namely that "Consent: e) can never be obtained through an abuse of power, threats, intimidations, coercion or other pressure tactics" and "g) cannot be obtained if the individual abuses a position of trust or authority."

⁵ See sections cited in 1 (would also be at play here)

Status	Nature of Personal Relationship	Nature of Professional Relationship/ Power Dynamic	Potential Complaints	Addressed Through	Possible Outcome/Resolutions
Scenario 3: Student (UNDG) + Student/employee (GRAD, GSA member)	Friendship (began outside of the University)	GRAD student becomes UNDG student's TA in a course	-Significant potential for perceived conflict of interest. High likelihood friendship affects TA's efficacy.	Code of Conduct⁶; FOIPP; OHS Policies and legislation. complaint pursuant to Workplace Investigation Procedure	-TA moved to alternate course; -TA recused from marking/evaluating friend's work; -Potential discipline.
Scenario 4: Staff (AUPE) + Staff (TUCFA)	Close friendship	TUCFA staff member role changes to supervise (functional reporting relationship) AUPE staff member	-Unequal access to opportunities, promotions, special consideration (ex. about their financial hardship, chronic health condition – could also lead to negative bias in decision making)	Code of Conduct⁷; FOIPP; OHS Policies and legislation. Complaint (by supervisee, or other employees) through Procedure for Protected Disclosures⁸	-Appropriate conflict management plan put in place; -Potential discipline.
Scenario 5: Staff (MaPS) + Staff (MaPS)	Close friendship	No supervisory relationship, but one has knowledge of privileged/confidential information that could influence the other's critical business decisions	-Breach of confidentiality -Unfair impact on decisions -Concerns of being reported after breaching confidentiality (potential for exploitation) -Increased likelihood of privacy/ OHS/ other breaches if parties are not mindful.	Code of Conduct⁹; FOIPP; OHS Policies and legislation. Complaint (by one of the parties or a 3 rd party) through Workplace Investigation Procedure	-Response proportionate to breach/conduct giving rise to complaint; -Appropriate conflict management plan in place; -Potential discipline.

⁶ See footnote 1

⁷ See footnote 1

⁸ See footnote 2

⁹ See footnote 1, but also note the Conflict of Interest definition's Sections 3. E) ii. and iii. which state it exists when "an individual uses their position with the University to influence or seek to influence a University decision which they know or ought to know may result in an actual or perceived Private Benefit to them or to a Related Person or Related Entity; or iii. The individual communicates information that they know or ought to know is not available to the general public and is obtained by the individual in the course of carrying out their University responsibilities as a result of their University position in order to obtain or seek to obtain a Private Benefit for the individual or for a Related Person or Related Entity."

Discussion and Recommendations

The University of Calgary Task Force on Relationships identified the following opportunities to improve the University's approach to personal relationships that overlap with professional/workplace relationships:

1. Graduate Supervision

- Discussion: The complexities of personal relationships between academic staff and graduate students was highlighted in early conversations of the Task Force as an issue that should be addressed specifically.
- **Outcome:** The Faculty of Graduate Studies, in consultation with the GSA and TUCFA, revised the "Graduate Student Supervision Policy" to include specific language to address the University's stance on close personal relationships between graduate students, supervisors, co-supervisors and supervisory committee members. Key Changes to the Graduate Student Supervision Policy were made, changes went through the consultation process, and were approved by GFC 12/12/19.

2. Code of Conduct Policy

- Discussion: Although most personal relationship issues that may arise are addressed within current policies, the need to develop an interpretive guide to assist readers to relate policy to their experience was identified. This guide (web-based FAQs) should be part of the larger initiative providing awareness and education of the Code of Conduct policy. FAQs currently exist on the University of Calgary website and the revisions suggested below are intended to help identify the relevant provisions of the Code when there is a need to address an actual, potential, or perceived conflict of interest related to overlapping personal and professional relationships.
- **Recommendation #1:** Within the FAQs provide additional examples to help identify when there is a need to address an actual or perceived conflict of interest related to overlapping personal and professional relationships. We recommend examples in the FAQs to describe scenarios in which a Conflict of Interest must be disclosed, and could be appropriately managed. We currently provide examples only in the section on Concurrent Employment and Appointments, and only for a few cases. These might include:
 - 1) You are an Academic Staff Member moving into an administrative position in a large faculty. Your spouse is an Academic Staff Member in the same faculty. You must report this conflict to ensure that your administrative appointment does not have any impact on merit assessment for your spouse, or any other terms of your spouse's appointment and working conditions.
 - 2) You are an Academic Staff Member teaching a course jointly with another Instructor. Your niece registers for the course. You must report the conflict and ensure that you are not involved in any grading of your niece, or aware of her grades.

- 3) You are an employee in a MaPS role. Your brother successfully applies to work in a different area of the University. You should report so that your Manager can help avoid any perceived conflict of interest from multi-unit initiatives.
- **Recommendation #2:** The Task Force recommends that when the Code of Conduct is next being revised, it should be amended to include definitions of relationships and wording that align with changes to the Graduate Student Supervision Policy. Additional explanatory notes in the FAQs are also recommended. The Task Force offers the following suggestions:

Relationships and the Code of Conduct

The University’s Code of Conduct (“Code”) prohibits supervision of Related Person. It also prohibits being on a hiring committee if one of the candidates is a Related Person, taking part in a decision relating to the promotion, termination, etc. of a Related Person, or taking part in any other decision that could benefit a Related Person unless the Private Benefit is of general application, affects a person as a member of a broad class, or is inconsequential.

A Related Person includes any individual with whom a person has a close personal friendship, a sexual relationship, a romantic relationship, or another personal relationship that gives rise to an actual, potential, or perceived Conflict of Interest. The Code requires appropriate management of Conflicts of Interest arising from personal relationships which overlap with professional role(s) at the University.

- **Recommendation #3:** The Task Force recommends that when the Code of Conduct is next being revised, it should be amended to provide a definition of “supervision”. The [Code of Conduct](#) currently provides that “An Employee, Academic Staff Member or Appointee must not supervise a Related Person” (s 4.23), but does not have a definition of “supervision”. While the Code does have a definition of “Manager” (s 3(j)), that definition does not include some supervisory relationships, such as that between a professor or TA and student, or between a coach and student athlete. The FAQs for the Code of Conduct includes a section on “[Supervising Related Persons](#)”, but again does not include a definition of supervision.
- Such a definition is important given the unique setting of the university and the range of different relationships that occur within this setting. If we are creating restrictions on when “related persons” can be in a relationship where one supervises the other, it is important to have clarity around what sorts of supervisory relationships are included, so that members of the university community will know when their relationships are covered. In the meantime, we recommend that the FAQ for the Code of Conduct be amended to include the following under the heading “Supervising Related Persons”:

 - i. Q: What is supervision?
 - A: Supervision occurs when one person has authority over another person’s

activities or business at the university, for example, includes employer-employee, professor-student, and athlete-coach relationships.

3. Statement on Relationships

- Discussion: The University of Calgary is committed to creating and maintaining a healthy learning and work environment that fosters creativity, growth, emotional and physical wellbeing and the pursuit of excellence. Our students, faculty and staff shape the university from the ground up, and all members of the University of Calgary community are expected to conduct themselves with the highest ethical standards in an environment of mutual respect, collegiality and integrity. Other universities in North America provide statements on personal relationships. For example, the University of Alberta provides an official statement of Ethical Conduct (<https://www.ualberta.ca/faculty-and-staff/my-employment/ethical-conduct/index.html>) and Carnegie Mellon established a Statement of Principles (<https://www.cmu.edu/policies/student-and-student-life/consensual-relationships.html>.)
- **Recommendation #4:** Develop an official University Statement which is intended to clarify the ethical conduct that is expected of members of the University of Calgary community when close personal relationships exist between them and other members of the University Community. This statement could reside on the websites of either the Provost or President. An example was created that could be considered or used for the basis of a statement (Appendix #2).

4. Awareness and Education

- Discussion: Early on the Task Force discussed the need for cultural change and professional workplace conversations on personal relationships similar to other conversations (e.g. ethics, accountability of project funds). The members of the Task Force noticed within the literature review and lived experiences, that organizational culture is critical to supporting appropriate relationships. Comprehensive educational efforts would likely empower and engage the entire University community in cultivating a healthy organizational culture.
- **Recommendation #5:** Develop a comprehensive plan that provides learning and education for all members of the UCalgary community on situations related to overlapping personal and professional relationships within the Academy. This recommendation requires expertise beyond that of the current membership of the Task Force, but this expertise does exist on our campus. Therefore a working group should be brought together to address this recommendation, collect the relevant data, and create an education plan. The Taskforce notes that it will be very important for the learning and education plan to consider situations of all UCalgary community members (e.g. students, academic, staff, postdocs, contractors, alumni, etc.)

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Appendices

Appendix # 1 - U15 Policies and Positions

APPENDIX INSTITUTION	SPECIFIC POLICY, GUIDELINES, OR CONFLICT OF INTEREST (COI)?	POLICY NAME(S)	LINK TO DOCUMENT
Dalhousie	COI & Relationship Guidelines	<i>Conflict of Interest Policy</i> <i>Instructor/Student Relationships: A Guide for Faculty and Teaching Assistants</i>	https://www.dal.ca/dept/university_secretariat/policies/governance/conflict-of-interest-policy-.html https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/hres/brochures/Instructor-Student%20Relationships.pdf
McGill	COI & Relationship guidelines	<i>Policy on Conflicts of Interest in Academic Supervision and Evaluation</i> <i>Guidelines on Intimate Relationships Between Teaching Staff and Students</i>	https://www.dal.ca/dept/university_secretariat/policies/governance/conflict-of-interest-policy-.html https://www.mcgill.ca/students/srr/academicrights/conflicts
Montreal	n/a	n/a	n/a
Laval	Relationships policy (anticipated September 2019)	n/a	https://www.thestar.com/news/canada/2018/10/13/universite-laval-unveils-policy-banning-teacher-student-relationships.html
McMaster	COI	<i>Conflict of Interest Guidelines: Undergraduate and Graduate Policies</i>	https://www.mcmaster.ca/policy/faculty/Conduct/ConflictofInterest-UndergraduateandGraduateStudies.pdf
Queen's	COI	<i>Conflict of Interest and Conflict of Commitment Policy (Faculty)</i>	https://www.queensu.ca/secretariat/policies/senate/conflict-interest-and-conflict-commitment#interest
UOttawa	Sexual harassment policy	<i>Policy 67 - Sexual Harassment</i> <i>Policy 67b - Prevention of Sexual Violence</i>	https://www.uottawa.ca/administration-and-governance/policy-67-sexual-harassment https://www.uottawa.ca/administration-and-governance/policy-67b-prevention-sexual-violence

Appendix # 2 – Statement on Relationships

Statement on Relationships

Members of the University of Calgary community are expected to conduct themselves with the highest ethical standards in an environment of mutual respect and collegiality. We recognize that some relationships within the university community are characterized by power imbalances and the potential for conflict of interest or abuse (either actual or perceived). This Statement clarifies the expectations that apply to members of the University of Calgary community when close personal relationships or intimate relationships exist, or develop, between them.

This Statement applies to members of the University of Calgary community including members of the Board of Governors, Senate, and Alumni Association Board (Volunteer Appointees); Academic Staff Members, Employees and Students.

Consistent with the Code of Conduct and Graduate Supervision Policy, no Volunteer Appointee, Academic Staff Member, Employee, or Student should recruit, select, supervise or review a Related Person. A Related Person includes a parent, sibling, child, spouse or domestic partner, or any other person who is directly associated with the individual (including romantic or sexual partners, and close personal friends). If a Volunteer Appointee, Academic Staff Member, Employee, or Student participates in the recruitment, selection, supervision, or review of a person with whom they have, or have had a close personal relationship there is a conflict of interest, either actual or perceived, and the potential for an abuse of power.

As soon as a Volunteer Appointee, Academic Staff Member, Employee, or Student becomes aware of a potential conflict of this nature, they must submit a Conflict of Interest Disclosure Form to their Senior Leadership Team (SLT) member. The SLT member will determine whether a management plan can be put in place to manage the conflict, and if not, the person with the conflict must take steps to eliminate the conflict. These steps may include resignation or recusal from the activity with the Related Person that gives rise to the conflict, and must be documented and agreed to by the SLT member.

For further information, please see the Code of Conduct, the FAQ for the Code of Conduct, and the Graduate Supervision Policy.



**GENERAL FACULTIES COUNCIL
INFORMATION BRIEFING NOTE**

SUBJECT: Performance Based Funding Model

PROPONENTS

Dr. Ed McCauley, President and Vice-Chancellor
Dr. Dru Marshall, Provost and Vice-President (Academic)

PURPOSE

The Government has announced that effective April 1, 2020, performance-based funding for post-secondary institutions will be implemented in Alberta. UCalgary will be asked to provide feedback on the metric, propose a weighting for each selected metric, and provide input on additional metrics for consideration.

KEY POINTS

- In 2020-21, 15% of each school’s operational Campus Alberta Grant will be tied to performance measures. That will increase to 25% in 2021-22 and moving up to a maximum of 40% by the 2022-23 academic year.
- The model will be non-competitive institutions will not compete with one another for funding but will compete against themselves to improve their performance on a series of individual targets.
- Three priority areas have been identified by Advanced Education: Skills and Labour Market Outcomes, Teaching and Research, and Institutional Performance.
 - The Ministry of Advanced Education has proposed 16 metrics that align with these categories.
 - UCalgary has the option of adding additional metrics.
 - In addition, there has been some discussion of the students potentially having the ability to add an additional metric as well.
 - It is unlikely that all metrics will be included in year one.
- UCalgary will have an opportunity (albeit a limited opportunity) to negotiate with the Ministry of Advanced Education the metrics included in our model and the weighting assigned to each metric.

BACKGROUND

- UCalgary annually reports on 42 metrics but they differ significantly from Government’s proposed measures.

Priority Area	#	Government of Alberta Measure	University of Calgary Measure
Skills and Labour Market Outcomes	1	Graduate employment rate	Employment Rate
	2	Skills and Competencies	
	3	Employment in a related job	
	4	Time to find employment	
	5	Graduate median income	
	6		Degrees Awarded - Undergraduate
	7		Degrees Awarded - Graduate

Teaching and Research	1	Sponsored Research Revenue	Total Sponsored Research Funding (\$ M)
	2	Access to career/employment services	
	3	Work integrated learning	
	4		Total Tri-Council Funding (\$ million)
	5		Total Tri-Council Funding (\$ million) Per Tenure and Tenure-Track Faculty
	6		Total Social Science and Humanities Research Council (SSHRC) (\$ million)
	7		Total Natural Sciences & Engineering Research Council (NSERC) (\$ million)
	8		Total Canadian Institutes of Health Research (CIHR) (\$ million)
	9		Total Sponsored Research Funding (\$000) Per Tenure & Tenure-Track Faculty
	10		Publications (Total 1-Yr.)
	11		Publications Per Tenure and Tenure-Track Faculty (Total 1-Yr.)
	12		Publications (5-Yr Trend)
	13		Publications Per Tenure and Tenure-Track Faculty (5-Yr Trend)
	14		Citations (Total 1-Yr)
	15		Citations Per Tenure and Tenure-Track Faculty (Total 1 Yr.)
	16		Citations (5-Yr Trend)
	17		Citations Per Tenure and Tenure-Track Faculty (5-Yr. Trend)
	18		Juried exhibitions and performances
	19		Number of Postdoctoral Scholars
	20		Number of Postdoctoral Scholars Per Tenure and Tenure-Track Faculty
	21		New Inventions and Innovations - 3 Yr. Running Total
	22		New Licenses - 3 Yr. Running Total
	23		Patents Submitted - 3 Yr. Running Total
Institutional Performance	1	Administrative expense ratio	
	2	CAG dependency ratio	
	3	Own source revenue	
	4	Expenditure targets	
	5	Enrolment: Domestic FLEs	
	6	Enrolment: International	
	7	Enrolment: Indigenous	
	8	Enrolment: High demand programs	
	9		Average Entering Grade from High School
	10		Undergraduate retention - 1st to 2nd year
	11		Graduate proportion of total enrolment - % Graduate
	12		Graduation Rate - Undergraduate
	13		Graduation Rate - Masters Thesis (5 Years)
	14		Graduation Rate - PhD (9 Year)
	15		Time to Completion - Undergraduate (# of Years)
	16		Time to Completion - Master's Thesis
	17		Time to Completion - PhD
	18		National Survey of Student Engagement - First year (Entire Educ Experience)
	19		National Survey of Student Experience - Senior year (Entire Educ Experience)
	20		Canadian Graduate and Professional Student Survey - Overall Quality
	21		Likelihood of Canadians to recommend Ucalgary - General Public
	22		Likelihood of Canadians to recommend Ucalgary - Affiliates
	23		Likelihood of Albertans to recommend Ucalgary - General Public
	24		Likelihood of Albertans to recommend Ucalgary - Affiliates
	25		Alumni engaged (number)
	26		Alumni engaged (percent)
	27		Fundraising (annual \$ millions total)
	28		Sustainability Tracking, Assessment and Rating System (STARS)

[Areas shaded in grey indicate overlap between GOA and UCalgary metrics.]

ROUTING AND PERSONS CONSULTED

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
X	General Faculties Council	Feb 13, 2020				X
	Board of Governors Executive Committee	Feb 21, 2020	X			
	Board of Governors	Mar 27, 2020	X			

NEXT STEPS

Following discussion at GFC, the Executive Leadership Team will compile feedback and begin the process of finalizing our negotiation strategy. This will go to the Board of Governors Executive Committee for approval of the negotiation mandate and the Board of Governors for final approval.

SUPPORTING MATERIALS

N/A



GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE
Report to General Faculties Council
for the meeting held January 29, 2020

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

Recommendation of the Establishment of the 2020-2021 GFC Elected Membership Distribution

The EC reviewed the changes to the GFC elected membership distribution for 2020-2021, and discussed:

- That the Post-Secondary Learning Act (PSLA) sets out that the distribution of the academic staff member elected seats on the GFC is calculated proportionally, based on the academic staff member population of each Faculty
- That the PSLA provides that the GFC may appoint other member seats, and that the GFC has, in the past, added a variety of representatives including set numbers of additional student and academic staff members

The EC voted to recommend that the GFC approve the establishment of the 2020-2021 GFC elected membership distribution.

Recommendations from the Task Force on Personal Relationships

The EC reviewed a report from the Provost's Task Force on Personal Relationships, and discussed:

- Whether the University Statement on Relationships should go further and outright ban intimate relationships between persons when one is in a position of authority over the other, rather than describing that such conflicts should be reported and managed
- In addition to the proposed University Statement on Relationships, the University has other documents that govern behaviour and guide administrators such as the Code of Conduct, Sexual Harassment Policy, and Sexual Violence Policy
- That the definition of 'supervisor' could be improved, to be clear that it includes persons such as Graduate Assistants
- That the Code of Conduct is not under revision at this time, and so the Task Force is recommending revisions to the Code of Conduct's web-based FAQs with respect to relationships
- That the phrases "close personal relationship" and "close personal friendship" are more ambiguous than the phrases "romantic relationship", "intimate relationship" and "sexual relationship", and that clear guidance will be needed

In response to a question, it was confirmed that the Task Force is scheduled to meet before the next GFC meeting, and so will be able to consider the feedback received from the EC and confirm the recommendations in the report.

2020 GFC Member Survey

The EC discussed a suggestion to conduct the GFC member survey in a different format this year, and agreed that:

- A session will be held after the adjournment of the March or April GFC meeting, at which members will be asked to engage in a dialogue about the functioning of the GFC
- Notes will be taken during the session, and members will be invited to submit written comments following the session
- A report setting out the comments, made during the session and submitted following the session, will be included in the documents package for the following GFC meeting
- The session should be chaired by someone other than the GFC Chair or Vice-Chair
- Prompting questions should be available to the chair of the session in case the dialogue needs to be stimulated

Review of the Draft February 13, 2020 GFC Agenda

The EC reviewed the draft February 13, 2020 GFC Agenda. The EC made some minor adjustments, and agreed that a discussion item entitled "Performance Metrics" be added.

Ed McCauley, Chair and Dru Marshall, Vice-Chair

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Report to General Faculties Council (GFC)
for the meeting held December 16, 2019

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

Approval of the Name Change for the MSc and PhD Specialization from Specialization in Sport History to Specialization in Sociocultural Aspects of Sport and Physical Activity

The APPC reviewed the proposed name change for the MSc and PhD Specialization from Specialization in Sport History to Specialization in Sociocultural Aspects of Sport and Physical Activity. The APPC learned that the proposed name change is intended to better reflect Faculty research, encourage interdisciplinary research and align with similar graduate programs in Canada, ultimately making the program more attractive to prospective students. It was also noted that the name change creates a better framework for future hiring and broadens the number of academic staff able to supervise in this area.

The APPC approved the name change to the MSc and PhD Specialization from Specialization in Sport History to Specialization in Sociocultural Aspects of Sport and Physical Activity.

Approval of Curriculum Changes for the Master in Music with a Specialization in Music Education

The APPC reviewed the proposed curriculum changes for the Master in Music with a Specialization in Music Education. The APPC learned that the proposed reduction in the number of required course units will allow students to progress through their programs and focus on their research in a more timely fashion.

The APPC approved the curriculum changes for the Master in Music with a Specialization in Music Education.

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

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Report to General Faculties Council (GFC)
for the meeting held January 13, 2020

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

Approval of the Curriculum Changes for the Bachelor of Nursing Regular Track and Post-Diploma Bachelor of Nursing Programs (Qatar)

The APPC reviewed the proposed curriculum changes for the Bachelor of Nursing Regular Track and Post-Diploma Bachelor of Nursing Programs at the University of Calgary in Qatar (UCQ). The APPC learned that with the proposed changes students will receive more practice hours and have a wider range of nursing electives to choose from. It was noted that the proposed changes support alignment of the Nursing programs in Qatar and at the Main Campus in Calgary.

The APPC learned that the shift from one to two intakes per year will allow for students who are delayed or out of sequence to only wait one semester before picking up courses again. The APPC also learned that simulation opportunities and access to other resources and technologies are comparable between UCQ and Main Campus.

The APPC approved the curriculum changes for the Bachelor of Nursing Regular Track and Post-Diploma Bachelor of Nursing Programs at UCQ.

Approval of the Name Change for the Concentration in the Bachelor of Commerce, from General to Business

The APPC reviewed the proposed name change for the Concentration in the Bachelor of Commerce, from General to Business. The APPC learned that this name change aims to align the program with comparable programs in Canada and that the feedback from students and industry regarding the name change has been positive. It was also noted that the name change will help to alleviate pressure on first-year students to declare and commit to a concentration in their first year.

The APPC discussed the requirement for all Bachelor of Commerce students to declare a concentration and learned that students in the Business Concentration will take a set of core business courses that emphasize breadth of knowledge. The APPC expressed their support for the change and noted that the new name is more understandable.

The APPC approved the name change for the Concentration in the Bachelor of Commerce, from General to Business.

Approval of the Creation of a Minor in Aerospace Engineering

The APPC reviewed the proposal to create a Minor in Aerospace Engineering. The APPC learned that this program aims to utilize expertise in aerospace engineering on campus and is specific to the type of aerospace industry that exists in Alberta. It was also noted that teaching loads will be restructured strategically to reallocate current resources, allowing the program to move forward in the current budget environment while also accounting for the possibility of new hires going forward.

The APPC discussed new courses being proposed, that enrolment in the Minor is exclusive to students in the Schulich School of Engineering, the minimal impact on enrolment to other minors in Engineering and that offering this minor will set the University of Calgary up to teach aerospace engineering before other competitors. The APPC also discussed the requirement that students take twelve courses in their second year rather than ten, in alignment with the requirements of all other minors in the Department of Electrical and Computer Engineering. The APPC suggested that the Faculty monitor this to evaluate student experience.

The APPC also suggested that proponents clarify the function of the essay requirement in determining admission to the Minor.

The APPC approved the creation of a Minor in Aerospace Engineering.

Approval of the Creation of a Law and Philosophy Concentration within the BA/BA Honours Philosophy

The APPC reviewed the proposal to create a Law and Philosophy Concentration within the BA and BA Honours in Philosophy. The APPC learned that this Concentration would utilize existing courses in the Department of Philosophy that are well-suited to prepare students for post-baccalaureate professional or academic degrees in law and that a student survey indicated that as many as half of philosophy majors would be interested in this program.

The APPC suggested that it would be useful for the Department to track the number of Philosophy graduates who proceed to law school and that proponents address whether or not the proposed Concentration would overlap with the Law and Society Major in the Department of Sociology.

The APPC approved the creation of a Law and Philosophy Concentration within the Bachelor of Arts and Bachelor of Arts Honours in Philosophy.

Approval of the Creation of a Cooperative Education Route in Psychology Degree Programs

The APPC reviewed the proposal to create a Cooperative Education Route in the Bachelor of Arts, Bachelor of Science, Bachelor of Arts Honours and Bachelor of Science Honours in Psychology. The APPC learned that the Department of Psychology is one of few units in the Faculty of Arts that does not have a cooperative education route for undergraduate students and that in response to recent curriculum and unit reviews, as well as student demand, the Department aims to join many other psychology programs in Canada by adding the Cooperative Education Route to its undergraduate psychology programs.

The APPC discussed the additional workload in the Co-operative Education Program office and how this will be managed using current resources, students' responsibility in finding work placements and the University's adoption of the newest version of Orbis, which will not only aid students in their job searches but also provide them access to an experiential learning record which will document students' employment record, including employer names.

The APPC suggested that the Faculty of Arts Co-operative Education Program coordinate with the Werklund School of Education to avoid inundating psychological services in Calgary with placement inquiries from multiple units on campus.

The APPC approved the creation of a Cooperative Education Route in the Bachelor of Arts, Bachelor of Science, Bachelor of Arts Honours and Bachelor of Science Honours in Psychology.

Approval of the Creation of a PhD in Law

The APPC reviewed a proposal to create a PhD in Law. The APPC learned that the proposed creation of this program is grounded in the recommendation from the Faculty of Law's recent unit review and provides a new research pathway to students in light of the removal of the Special Case PhD option in the Faculty of Graduate Studies. The proposed PhD would utilize the increased breadth of expertise in the Faculty, allow for stronger research and teaching opportunities and encourage expansion into more diverse research domains.

The APPC discussed that among U15 law schools the University of Calgary is unusual for not having a PhD program and that work integrated learning is not a priority in the proposed program, as most students will come to the PhD with a lot of experience as practicing lawyers and at minimum having completed a year of articling as part of their undergraduate program.

The APPC suggested that the proponents:

- Examine tuition rates for other PhD in Law programs across the country to ensure alignment with national averages
- Ensure the proposed program's course requirements align with current TUCFA regulations
- Ensure their budget aligns with projected enrollment
- Consider expanding the requirement that students must teach a course to include other ways of communicating material
- Consider the proposed candidacy process in the context of other PhD programs in Canada

The APPC approved the creation of the PhD in Law, assigning final sign-off to the APPC co-chairs.

Approval of a Revision to the APPC Terms of Reference

The APPC reviewed revision to the APPC Terms of Reference, which aimed to align wording used in section 6, Authorities, with wording used in section 4, Responsibilities that were made by the GFC Executive Committee to reflect the new University of Calgary Non-credit Professional and Continuing Education Credentials Framework.

The GFC Standing Committees General Terms of Reference set out in section 12 'Other Matters' that "Non-material amendments and corrections to a Committee Terms of Reference that are required in between annual reviews may be made by a majority vote of the Committee and reported to GFC at the next GFC meeting."

The APPC approved the revision to the APPC Terms of Reference.

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



TEACHING AND LEARNING COMMITTEE
Report to General Faculties Council
for the meetings held December 19, 2019 and January 23, 2020

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

December 19, 2019

Fees and Additional Costs (related to teaching and learning) for Students

The TLC was reminded that it is necessary to fund pedagogy appropriately within the *Alberta Tuition Framework*. The presenter reported that:

- Tuition fees approved by the Board of Governors are listed in the Calendar, and that supplementary fees must be approved by the Tuition and Fee Consultation Committee (TFCC) and must be listed in course outlines and Calendar entries
- Tuition provides for things including credit instruction and assessment, laboratory use, basic classroom equipment, library facilities, and access to computer hardware and software
- A mandatory course supplementary fee is for things that are deemed necessary for the successful completion of a course, such as field trip travel and accommodation costs, and that optional course supplementary fees are for materials which become the property of a student and for which the student has the option of obtaining from a variety of sources, such as laboratory clothing. The presenter reviewed the processes for the approval of supplementary fees.

The TLC then discussed that:

- High fidelity simulations are valuable to students' learning but are expensive, and consideration must be given to how to handle these
- It is important to arrange for access to materials such as textbooks and case studies through the libraries
- Consideration should be given to whether a textbook or other material is truly required for a course, and the course outline should clearly indicate if material is required or recommended and how the material will be used in relation to the course
- There are processes to follow relating to an instructor using a textbook that they have written

In response to questions it was reported that:

- All reproduced course materials (printed and online) must comply with copyright policies, and that any cost-recovery money collected must have proper records for audit purposes
- Laboratory breakage fees are reasonable and allowed once approved

Pedagogical Review of the Academic Regulations in the University Calendar

The TLC learned that some parts of the Calendar could be reviewed with a pedagogical lens, particularly to update the academic regulations with respect to online learning, and the presenters reported that a working group is being established to consider the University's grading conversion scheme.

The TLC then discussed that:

- A clear process is needed for the writing of exams by students taking online courses, with the cost of proctoring and appropriate timelines taken into consideration
- The A+ grade currently does not impact GPA, but does serve a purpose in identifying exceptional students
- It will be difficult to develop a grading conversion scheme that will work well for all courses, and the failure rate may increase in some cases
- A common grading scheme is important for consistency

Learning Technologies Advisory Committee Update

The TLC reviewed the membership of the Learning Technologies Advisory Committee (LTAC), which was established by the TLC at its meeting in April 2019, and learned that the LTAC has established three working groups which will consider; 1) communication and support, 2) processes, and 3) inventory, relating to learning technologies.

The TLC then discussed that:

- It is necessary to consider the quality of functionality, cost effectiveness, privacy, and security when adopting learning technologies
- A survey of the University community is welcomed, to learn what learning technologies are being used and what is needed. It is possible that institutional licensing arrangements could be made.
- Education regarding the capacity of Desire2Learn should be provided, and support in using some features could improve instructor experiences
- It should to be determined if the technology currently in classrooms is meeting instructors' pedagogical needs, or if resources could be spent differently
- Learning technologies, such as Top Hat, should be used only if they improve student learning, and not simply because the technology exists. A variety of tools for engagement should be used, to address different learning styles.

Universal Student Ratings of Instruction (USRI) Working Group Update

The TLC learned that its USRI Working Group is about to engage in a broad consultation process, to gather feedback on the USRI instrument and its use. Consultation will include all teaching units, student groups, and special stakeholders such as the Qatar Faculty and the University's Indigenous community. The TLC will continue to be updated regularly, and recommendations to improve the USRI instrument and its use are expected to come forward through the University's governance system in the Fall.

University of Calgary External Teaching and Learning Awards Committee

The TLC learned that the Taylor Institute has created an external teaching and learning awards committee, with a mandate to expand awareness of external teaching awards for academic staff, to increase recognition of outstanding educators across disciplines at the University, and to support the preparation of nomination packages for national and international teaching awards. The presenter reported that an inventory of external awards has been conducted, and processes and timelines have been documented.

Standing Reports

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

January 23, 2020

Mapping Experiential Learning Project

The TLC was reminded that one priority in the University's *Experiential Learning Plan 2020-2025* is to create an inventory of experiential learning (EL) in the curriculum. The TLC learned that this will be done by analysing course descriptions in the Calendar and by consulting with persons such as Associate Deans, Department Heads, and Undergraduate Program Directors.

The TLC discussed that:

- The EL content in a course may differ depending on who is instructing the course
- Any information gleaned from the Calendar should be confirmed with instructors
- It is necessary to define the level of intensity required for activity to be considered to be EL

In response to questions, it was reported that:

- The report on EL in the curriculum will be reviewed by units before publication
- The inventory of EL in the curriculum will be used by Academic Advisors, at orientation sessions, and at recruitment events
- The inventory will identify courses that have restricted enrolment

Instructional Scheduling and Space Utilization Policy

The TLC reviewed the Instructional Scheduling and Space Utilization Policy, and learned that a number of space utilization policies are being amalgamated into one, with the associated procedures being separated into operating procedure documents.

The TLC learned that it is being proposed to change the instructional day from 8:00-5:00 to 8:30-5:30, as it has been determined that this shift away from the underutilised 8:00 a.m. start time will result in better usage of spaces and will increase course accessibility for students.

The TLC discussed that:

- The proposed 8:30 a.m. start and 5:30 p.m. end to the regular instructional day may be problematic for persons responsible for school drop-off and/or with children in aftercare
- The policy indicates that approval is needed for instruction outside the regular instructional day, but does not contain much detail related to blended courses

In response to questions, it was reported that:

- A course can be scheduled for face-to-face and blended hours, so that a classroom space is not booked unnecessarily

- The proposed change will not impact the length of the Monday-Wednesday-Friday and Tuesday-Thursday courses, which will remain at 50 minutes and 75 minutes respectively
- Student mobility is considered when determining where a course will be held

Aligning Terminology and Rationale for Fall and Winter Breaks

The TLC was reminded that the University has two breaks, an established 'Winter Reading Week' in the winter term, and a new 'Fall Break' in the fall term, and it was reported that the Calendar now identifies both as a "Term Break, no classes".

The TLC discussed that:

- Clarity, and then compliance, is needed regarding the purpose of these breaks
- Instructors should adhere to the principle that coursework should not be assigned immediately before and made due the first day after the break. All major coursework and due dates should be identified in the course outline so that students can budget their time.
- Consistency in terminology is needed, especially as some course outlines referred to the fall break as a "Fall Reading Week"
- To support mental health, it is desirable to define the fall and winter breaks as 'course breaks' and move away from the phrase 'reading week'. Some students may choose to use the break to do coursework or to study, but some may choose to take a needed vacation.
- The breaks are valuable to instructors too, as some choose to use the time for needed rejuvenation and some choose to use the time for meetings and other projects

In response to questions, it was reported that:

- There can be some approved exceptions to the no teaching rule during these breaks
- The introduction of the Fall Break in 2019 did not impact instructional time, as the term started earlier and orientation was shortened

Universal Student Ratings of Instruction (USRI) Working Group Update

The TLC was advised that the USRI Working Group's broad consultation process on the revamp of the USRI is beginning this term, and that work is also beginning on the drafting of a 'use of student feedback' document, an introductory statement for the Faculty forms, and a USRI survey for faculty.

Taylor Institute for Teaching and Learning – Unit Plan 2020-2025

The TLC received a presentation on the Taylor Institute for Teaching and Learning – Unit Plan 2020-2025.

Standing Reports

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

**Report to the General Faculties Council
on the Special Meeting of
The Board of Governors (Open Session), January 10, 2020 (9:00 am)
From the Member of the Board nominated by GFC**

The Chair of the Board, Geeta Sankappanavar, called the meeting to order at 9:05 am with a welcome to external guests and approval of the meeting agenda. Following the call for identification of any existing conflicts of interest amongst the Board Members, the meeting opened with **remarks from the Chair**.

Following these comments, the discussion moved directly to the Action Items in the Special Meeting which included approval of:

- Tuition and Fees 2020-2021
- Residence Rates 2020-2021
- Parking Rates 2020-2021

There was robust discussion and questions for each of these items and all three items were ultimately approved by the Board.

There being **no other business**, the special Board Meeting was then adjourned.

Sincerely,

Joule Bergerson

Senate Meeting of December 11, 2019

Report to General Faculties Council by Annie Murray (Libraries and Cultural Resources)

Chancellor's Remarks

- The chancellor thanked departing Senators for their service: Vincenzo Aiberti, Biba Tharp, and Liana Appelt
- Sarah Eaton was congratulated on her new appointment as the Educational Leader in Residence, Academic Integrity
- Two honorary doctorates were given at Fall Convocation; she thanked Senators for their role in hosting them
- Congratulated the Dinos for winning the Vanier Cup

President & Vice-Chancellor's Remarks

- The University won 2 national championships: mens' cross-country and Dinos Football
- Of 11 Rhodes scholars named in Canada, 2 were from the University of Calgary
- Nominated and accepted 11 Canada Research Chairs, 7 of which were women
- Budget
 - The largest budget cut in the history of the university
 - The in-year cut to the university was equivalent to \$32.9M
 - Infrastructure Maintenance Program has been suspended, a loss of \$22.5M
 - Government is introducing a new, performance-based budget
 - Further budget reductions are expected over the next three years
- STEP program for student jobs has been suspended
- U of C employs 2800 students every year
- Board gave a letter to Minister by Dec 2nd on the impact of the in-year budget cuts

Report from the Graduate Students' Association (Marcela Lopes)

- Very challenging time for students with the budget announcements and possible impacts to students
- Many grad students are facing financial distress
- 80% of access to the Campus Food Bank has been by graduate students this year

Report from the Student Union (Sadiya Nazir)

- SU has been gathering feedback from students on the impacts of the cuts
- Campus Food Bank
 - There was a severe shortage in the summer and the community responded
 - Thanked Senators for their support; 66 emergency food hampers were issued in October alone
- Promoted the Superwork program which is funded through SU Quality Money – many students were turned away from this opportunity due to high demand

- Provided information about the Hardship Fund for students with extenuating circumstances

Standing Committee Updates

- Brief updates were provided by Mark Salkeld (Chair, Senate Student Scholarships and Bursaries Committee) and Diane Field (Honours Committee)
 - Work is underway to identify individuals for Honorary Doctorates

Presentation on the Campus Mental Health Strategy (Dru Marshall; Debbie Bruckner; Andrew Szeto)

- The Strategy was launched in 2015; much progress has been made on 28 recommendations, some highlights of which are:
 - The University of frequently asked about its strategy by other universities
 - The University developed a 24/7 distress line, working with partners in Calgary
 - key strategy is to de-stigmatize mental health issues
 - more reporting of mental health issues - a good thing, because people feel safe to report
- Current priorities are: resilience; skill building; substance use; diversity and inclusivity; teaching and learning; and suicide prevention and awareness
- It is difficult to have enough counsellors for the student population, so a coordinated care model was adopted (e.g. partnerships with Wood's Home and their after hours support)
- 1100 people on campus have taken the Working Minds training so far
- UCalgary was awarded a Silver Level in the National Standard for Psychological Health in the Workplace - we are 1 Of 2 universities in Canada to get a silver

2019 Senate Service Award Recipient Nick Statz

- Senators heard a presentation by Nick Statz, a student-athlete who was awarded the Senate Service Award for 2019

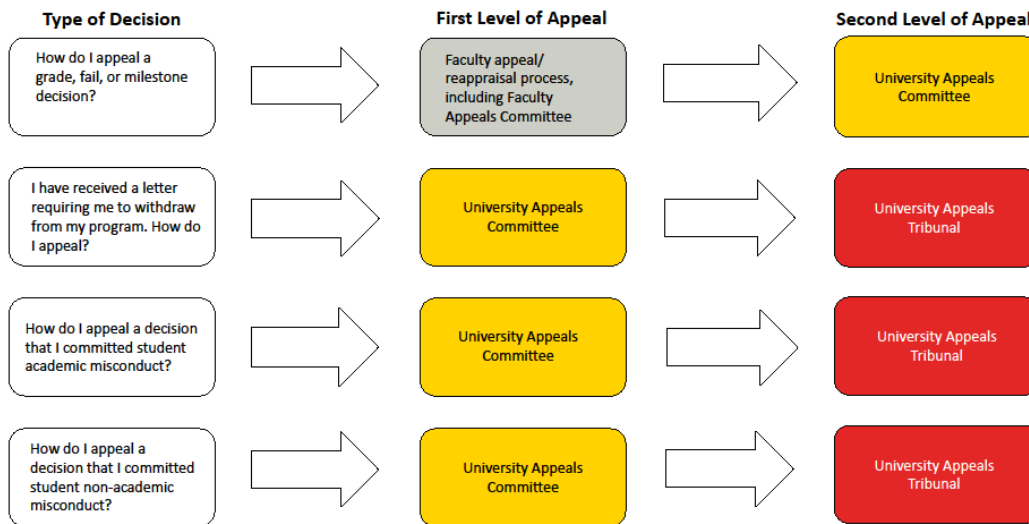
**General Faculties Council
Student Appeals Office
January 1, 2019-December 31, 2019 Report**

Preamble

On January 1, 2019, a new student appeals policy suite came into effect. The overarching policy, the Student Appeals and Academic Misconduct Policy, centralizes key types of student appeals to be heard by two internal hearing committees: the University Appeals Committee (UAC) and University Appeals Tribunal (UAT). These committees replaced various faculty level hearing committees, as well as the General Faculties Council Student Academic Appeals Committee and the Board of Governors Student Discipline Appeal Committee. The goals of centralization were to create consistency in process and decision making, as well as improve the timeliness, ease and fairness of the appeals experience for all of the key stakeholders, notably, the students and faculties.

The first level of appeal is the UAC and thereafter, to the UAT. In advance of an appeal being heard by the UAC, some type of decision impacting the student is required to form the basis of the appeal. This decision may occur at the conclusion of an investigation (i.e. Academic and Non-Academic Misconduct) or a faculty level hearing (i.e. Academic Assessments), or may be a decision supported by University policies, regulations or the Calendar (i.e. required to withdraw). Please note that not all types of University of Calgary decisions are governed by these appeal processes (i.e. registration exemption requests).

Summary Diagram of Student Misconduct and Academic Appeals Process



Each appeal must have at least one ground of appeal. The grounds of appeal are included in the Student Misconduct and Academic Appeals Policy.

After a student files an appeal with the UAC/UAT, the documentation submitted by the student is submitted to an Appeal Review Administrator (ARA), typically a University faculty member at the UAC level and a Board member/faculty member at the UAT level. The ARA's role is to determine whether the student is granted permission to appeal or not. The reasons a student may not be granted permission to appeal include failing to meet the deadline for filing an appeal, not including the required documentation, failing to appeal on allowable grounds or the grounds of appeal being completely without merit. Often, when a student is not granted permission to appeal, more than one of these reasons is present.

If a student is granted permission to appeal, the matter proceeds to a written or oral hearing which is heard by a Chair and two other committee members. The student appellant can elect to have a student representative sit on the panel, as well as bring an Advisor, who unless otherwise approved by the Chair, cannot speak at the hearing.

In this first year under the new appeals policy suite, the Student Appeals Office spent significant time developing template documents, creating a user friendly website, developing relationships with key stakeholders (Student Ombuds, Student Wellness Services, the Students' Union, the Graduate Students' Association, Legal Services etc.), as well as implementing detailed and meaningful training programs for ARAs, hearing committee members and Student Legal Assistance. In addition, the Student Appeals Office offered training and support to each faculty as they developed their required Faculty Appeals Process for grade reappraisals.

This first year saw a large volume of appeals, largely concentrated over the summer months, which was anticipated due to the centralization of the University's appeals to the UAC and UAT. The Student Appeals Office was able to effectively manage this high number of appeals due to the work and commitment of the faculty, staff and students who support these processes.

Looking forward, the Student Appeals Office has further engaged with these key stakeholder groups to obtain feedback on how the first year under the new policy suite went and what improvements can be made to our processes. This will enable further edits to the policy documentation, as well as support work being done on a SharePoint platform which will make the appeal application process easier for students.

2019 Appeal Statistics

The following tables present statistics on the appeal cases handled by the Student Appeals Office from January 1, 2019 until December 31, 2019 (as at December 31, 2019 four appeals are ongoing at the UAC level and as such will be included with the 2020 data). Comparison data has not been provided given that this is the first year operating under the new Student Misconduct Academic Appeals Policy. Comparator data will be provided in future years.

Appeals Received:

Appeal Origin	2019 UAC	2019 UAT
Faculty of Arts	40	2
Cumming School of Medicine	6	
Faculty of Graduate Studies (SSE, HSB, Arts)	14	
Haskayne School of Business	6	2
Faculty of Nursing	2	
Faculty of Science	40	1
Schulich School of Engineering	39	2
University of Calgary Qatar	1	
Werklund School of Education	1	
Student Conduct Office	0	1
Total:	149	8

Appeal Type	2019 UAC	2019 UAT
Academic Assessment	7	0
Academic Progression Matter	125	4
Student Academic Misconduct	17	3
Student Non-Academic Misconduct	0	1
Total:	149	8

Please note that the UAC is the final level of appeal for Academic Assessment Matters.

Definitions (taken from the Student Misconduct and Academic Appeals Policy):

“Academic Assessment means the determination of a Student’s final level of achievement in a specific course or graduate Student milestone, and includes: grades; credit or fail designations; and, if specified in a course outline, assessments of all aspects of professional behaviour.”

“Academic Progression Matter means a matter regarding a Student’s academic achievement in the Student’s program. Academic Progression Matters include: assessments of all aspects of professional behaviour as required in University documents other than a course outline; dismissals; or the requirement to withdraw. Academic Progression Matters do not include: decisions regarding Academic Assessments or Student Academic Misconduct.”

“Student Academic Misconduct means plagiarism, cheating or other academic misconduct as defined in the University calendar or in any University policy that defines student academic misconduct.”

“Student Non-Academic Misconduct means conduct that is prohibited as outlined in Appendix 1: Prohibited Conduct of the Student Non-Academic Misconduct Policy.”

Grounds of Appeal:

Note: Appeals may be sought on multiple grounds

Examples of “Any Other Ground” appeal grounds cited could predominantly be classified as ‘personal circumstances’ in most cases. **The grounds for appeal for Student Academic Misconduct and Non-Academic Misconduct decisions cannot be limited, hence any other ground is acceptable for these cases.**

UAC	
Grounds for Appeal Cited Academic Assessments:	2019
relevant new information has arisen that could not have been presented earlier and that may have otherwise affected the decision being appealed	2
the decision being appealed was made in a procedurally unfair way	3
there was a reasonable apprehension of bias on the part of a person who made the decision being appealed	2

any other ground (Note: this is not an acceptable ground of appeal of Academic Assessments under the Student Misconduct and Academic Appeals Policy)	3
the decision, or the severity of the sanction, or both, is unreasonable (Note: this is not an acceptable ground of appeal of Academic Assessments under the Student Misconduct and Academic Appeals Policy)	1
Grounds for Appeal Cited Academic Progression Matters:	
relevant new information has arisen that could not have been presented earlier and that may have otherwise affected the decision being appealed	101
the decision being appealed was made in a procedurally unfair way	22
there was a reasonable apprehension of bias on the part of a person who made the decision being appealed	6
any other ground (Note: this is not an acceptable ground of appeal of Academic Progression Matters under the Student Misconduct and Academic Appeals Policy)	12
the decision, or the severity of the sanction, or both, is unreasonable (Note: this is not an acceptable ground of appeal of Academic Progression Matters under the Student Misconduct and Academic Appeals Policy)	3
None stated	5
Grounds for Appeal Cited Student Academic Misconduct*:	
relevant new information has arisen that could not have been presented earlier and that may have otherwise affected the decision being appealed	4
the decision being appealed was made in a procedurally unfair way	10
there was a reasonable apprehension of bias on the part of a person who made the decision being appealed	4
the decision, or the severity of the sanction, or both, is unreasonable	12
any other ground	1
None stated	1

UAT	
Grounds for Appeal Cited Academic Progression Matters:	2019
relevant new information has arisen that could not have been presented earlier and that may have otherwise affected the decision being appealed	2
the decision being appealed was made in a procedurally unfair way	1
there was a reasonable apprehension of bias on the part of a person who made the decision being appealed	1
Decision is unreasonable (Note: this is not an acceptable ground of appeal of Academic Progression Matters under the Student Misconduct and Academic Appeals Policy)	1

Grounds for Appeal Cited Student Academic Misconduct*:	
relevant new information has arisen that could not have been presented earlier and that may have otherwise affected the decision being appealed	1
the decision, or the severity of the sanction, or both, is unreasonable	2
Grounds for Appeal Cited Student Non-Academic Misconduct*:	
the decision being appealed was made in a procedurally unfair way	1
the decision, or the severity of the sanction, or both, is unreasonable	1
any other ground	1

Outcomes:

Result:	2019 UAC	2019 UAT
Permission to Appeal Denied by the Appeal Review Administrator	110	5
Permission to Appeal Granted by the Appeal Review Administrator	34	3
Appeal Withdrawn prior to Appeal Review Administrator Decision (3 resolved with Faculty, 1 voluntary withdrawal, 1 no longer required to withdraw as a result of a change of grade)	5	0
Appeal Withdrawn after Permission to Appeal Granted (10 resolved with Faculty, 1 extenuating circumstances withdrawal granted making the student no longer required to withdraw, 1 voluntary withdrawal)	12	0
Appeal Denied after Hearing	15	3
Appeal Granted after Hearing	7	0

UAC Appeals Denied:

All of the UAC appeals that were denied after hearing were regarding Academic Progression Matters. Eleven of the students brought forward appeals solely on the ground of new information, two students brought appeals on the ground that the decision was made in a procedurally unfair way, one student brought an appeal based on new information and that the decision was made in a procedurally unfair way, and one student brought an appeal based on the grounds of new information and that there was a reasonable apprehension of bias on the part of a person who made the decision.

UAC Appeals Granted:

Six out of the seven UAC appeals that were granted were Academic Progression Matters and were brought on the ground of new information. Each of the appellants' satisfied the UAC that the information could not have been presented earlier or may have otherwise affected the decision being appealed. The appellants' were permitted to recommence their studies in accordance with Faculty and University regulations.

An appeal regarding Academic Misconduct was also granted. The student brought the appeal forward on several grounds including, new information, the decision was made in a procedurally unfair way, and the decision/severity of the sanction, or both, were unreasonable. The appellant satisfied the UAC that the Faculty's decision was unreasonable. The decision that the appellant committed academic misconduct was reversed and the notation of academic misconduct was removed from the student's record.

For more information, contact: Melissa Morrison, Student Appeals Officer:
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Report Submitted by:

Melissa Morrison, Student Appeals Officer
Cherie Tutt, Director, University Secretariat and Student Appeals Office