

GENERAL FACULTIES COUNCIL
AGENDA

Meeting #602, December 10, 2020, 1:30-4:30 p.m.

By Zoom platform

| 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 | In Package Only | Document | |
| | Action Items | | | |
| 6. | Approval of the November 5, 2020 Meeting Minutes | McCauley | Document | |
| 7. | Approval of Academic Schedule for 2025-2026 | Saweczko ¹ | Document | 2:00 |
| | Information Items | | | |
| 8. | Growth Through Focus Update | McCauley | Verbal | 2:10 |
| 9. | Student Academic Misconduct 2019-2020 Report | Barker ² | Document | 2:30 |
| 10. | Hunter Hub Mandate and Positioning | Damen ³ /de Koning ⁴ / Ghali ⁵ | Document + PowerPoint | 2:50 |
| 11. | Research Services Office Update | Thompson ⁶ /Ghali | PowerPoint | 3:10 |
| 12. | Indigenous Strategy Progress Report | Hart ⁷ | Document + PowerPoint | 3:25 |

| Item | Description | Presenter | Materials | Estimated Time |
|------|---|-----------------|-----------|----------------|
| 13. | Standing Reports: a) Report on the November 25, 2020 GFC Executive Committee Meeting b) Report on the November 2, November 23, November 30, and December 1, 2020 Academic Planning and Priorities Committee Meetings c) Report on the November 19, 2020 Research and Scholarship Committee Meeting d) Report on the November 17, 2020 Teaching and Learning Committee Meeting e) Policy Development Update | In Package Only | Documents | |
| 14. | Other Business | McCauley | | |
| 15. | Adjournment Next meeting: January 14, 2021 | McCauley | Verbal | 3:45 |

Regrets and Questions: Elizabeth Sjogren, Governance Coordinator

Email: esjogren@ucalgary.ca

Susan Belcher, University Secretary

Email: sbelcher@ucalgary.ca

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

Presenters

1. Angelique Saweczko, Registrar
2. Susan Barker, Vice-Provost (Student Engagement)
3. Keri Damen, Executive Director, Hunter Hub for Entrepreneurial Thinking
4. Alice de Koning, Academic Director, Hunter Hub for Entrepreneurial Thinking
5. Bill Ghali, Vice-President (Research)
6. Robert Thompson, Associate Vice-President (Research)
7. Michael Hart, Vice-Provost (Indigenous Engagement)

SOURCE: UTODAY STORY: UCALGARY COMMITTED TO ENSURING A HARASSMENT-FREE WORK ENVIRONMENT

Subhead: Harassment and Violence Awareness Training course now available

December 1, 2020

The University of Calgary is committed to creating a more equitable, diverse, and inclusive environment for working and learning. To honour these commitments and in compliance with new Alberta legislation, the Environment, Health & Safety (EHS) team has developed a Harassment and Violence Awareness Training course.

“UCalgary is committed to providing and promoting an atmosphere of trust and respect that upholds the dignity and fair treatment of all individuals while ensuring a harassment-free environment,” says Linda Dalgetty, vice president finance and services. “As part of this commitment, the online Harassment and Violence Awareness Training course will help employees understand how to access appropriate supports, recognize what constitutes workplace harassment and how to ensure the safety and well-being of the entire campus community.”

On September 21, 2020, the provincial Occupational Health and Safety department issued an Order directing the implementation of required training for all employees on how to recognize and respond to workplace violence and/or harassment.

Some portfolios will receive access to the course immediately, and by January 2021, all employee groups will have access. To confirm when the training will be available to your portfolio, please speak with your manager.

“At UCalgary, harassment is defined as unwelcome and inappropriate verbal, written, graphic or physical conduct, or coercive behaviour, where the behaviour is known or reasonably ought to be known to be unwelcome that causes offence, humiliates or adversely affects workers’ health and safety,” says Paulette Harrison, co-chair, Joint Worksite Health and Safety Committee. “We always strive to create a safe and respectful work experience for every employee.”

As required by the OHS Act, all current and future employees are required to complete the training. The training will take approximately 35 minutes to complete, and all faculty and staff will receive an email notification of enrolment. After you receive your enrolment, you will have two weeks to complete the course. Once this training is completed by all current faculty and staff members, only new hires will be required to take it.

Reports- to-managers will receive automated emails when their employees are enrolled in the course. Please work with your employees to schedule a time to complete the course within the allotted fourteen days.

For more information, visit UCalgary’s [EHS website](#).

Additional Support

Mental health services and supports are available for all staff. Resources on how to report an incident of workplace harassment, bullying, and/or discrimination can be found on the [Human Resources](#) website and/or the [Office of Protected Disclosure and Research Integrity](#).

Additional Training

In addition to the new Harassment and Violence Awareness Training, the following is related learning available to all staff and faculty:

- [Respect in the Workplace program](#)
- [Preparing for Difficult Conversations](#)
- [Equity, Diversity and Inclusion Workshops](#)
- [Wellbeing and WorkLife Workshops](#)
- [The Working Mind](#) (Harassment can impact us in many ways. Gain practical knowledge of mental health and mental illness)
 - [For Employees](#)
 - [For Managers](#)
- [Handling Workplace Bullying](#) (LinkedIn Learning, video, 4 minutes)
- [Dealing with Harassment at Work](#) (LinkedIn Learning, video 4 minutes)
- [Bystander Training: From Bystander to Upstander](#) (LinkedIn Learning, 33 minutes)

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: **Approval of the Academic Schedule for 2025-2026**

MOTION:

That the General Faculties Council (GFC) approve the academic schedule for the 2025-2026 academic year, in the form provided to the GFC.

PROPONENT

Angelique Saweczko, Registrar

REQUESTED ACTION

To approve the 2025-2026 academic schedule.

BACKGROUND

The General Faculties Council (GFC) Principles for Setting the Academic Schedule indicate that the University will maintain a rolling five-year academic schedule. This is to facilitate effective academic and administrative planning for students, faculty and staff.

The Office of the Registrar is seeking approval for the 2025-2026 academic schedule, which has been established in alignment with the GFC Principles for Setting the Academic Schedule. Please note the following:

- Easter Monday is a non-instructional day
- A break between classes and final exams has been established in both the spring and summer intersessions
- Saturday is not utilized for final exams during the in the spring and summer intersessions.

The previously approved Academic Schedules for 2021-2022 to 2024-2025 are included for information. There are no changes to these schedules.

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> |
|-----------------|--------------------------------------|-------------|-----------------|-----------------------|-------------------|--------------------|
| | Calendar and Curriculum Subcommittee | 2020-11-19 | | | | X |
| X | General Faculties Council | 2020-12-10 | X | | | |

NEXT STEPS

The 2021-22 schedule will be published on March 1 in the Academic Calendar. Once approved, the schedules up to 2025-2026 will be published under regulations and policies on the scheduling website at <https://www.ucalgary.ca/calendar-scheduling/>

SUPPORTING MATERIALS

Academic Schedule 2021-2022 – approved
Academic Schedule 2022-2023 – approved
Academic Schedule 2023-2024 – approved
Academic Schedule 2024-2025 – approved
Academic Schedule 2025-2026 – proposed
GFC Principles for Setting the Academic Schedule

Academic Year 2021/2022

Fall Term 2021

Fall term begins
Block Week

| | |
|--|---------------------------------------|
| Last day to withdraw from Block Week courses | Monday August 30 |
| † Orientation | Monday – Friday August 30-September 3 |
| † Labour Day, University closed | Friday September 3 |
| Classes begin | Thursday-Friday September 2-3 |
| † Deadline to apply to graduate – November convocation | Monday September 6 |
| † Last day to drop Fall term and multi-term courses | Tuesday September 7 |
| † Last day to drop a Fall term or multi-term course without financial penalty | September 15 |
| † Last day to add, swap or change registration status between audit and credit for Fall and multi term courses | Thursday September 16 |
| † Fee payment deadline for Fall term and multi-term courses | Thursday September 16 |
| † Thanksgiving Day, University closed* | Friday September 17 |
| Fall Break, no lectures, University open | Friday September 24 |
| † Remembrance Day, University closed* | Monday October 11 |
| † Fall Convocation | Sunday-Saturday November 7-13 |
| Fall term classes end | Thursday November 11 |
| Last day to withdraw | Tuesday November 9 |
| Final examinations | Wednesday December 8 |
| Fall term ends | Wednesday December 8 |
| | Saturday-Wednesday December 11-22 |
| | Friday December 24 |

Winter Term 2022

Winter term begins
Block Week

| | |
|--|--------------------------------|
| Last day to withdraw from Block Week courses | Monday January 3 |
| Classes begin | Monday-Friday January 3-7 |
| † Deadline to apply to graduate – February Conferral | Friday January 7 |
| † Last day to drop Winter term courses | Monday January 10 |
| † Last day for drop a Winter term course without financial penalty | January 15 |
| † Last day to add, swap or change registration status between audit and credit for Winter term courses | Thursday January 20 |
| † Fee payment deadline for Winter term courses | Thursday January 20 |
| † February Conferral | Friday January 21 |
| Reading Week, no lectures, University open | Friday January 28 |
| † Alberta Family Day, University closed* | February 14 |
| † Deadline to apply to graduate – June Convocation | Sunday-Saturday February 20-26 |
| Winter term classes end | Monday February 21 |
| Last day to withdraw | March 31 |
| † Good Friday, University closed* | Tuesday April 12 |
| Easter Monday, no classes | Tuesday April 12 |
| Final examinations | Friday April 15 |
| Winter term ends | Monday April 18 |
| | Tuesday – Friday April 19-29 |
| | Friday April 29 |

Summer Term 2022

Spring Intersession

Summer term begins

| | |
|--|--------------------------------|
| Spring intersession classes begin | Monday May 2 |
| † Last day to add/drop/swap courses | Wednesday May 4 |
| † Last day for drop a course without financial penalty | Monday May 9 |
| † Fee payment deadline | Monday May 9 |
| † Victoria Day, University closed | Wednesday May 11 |
| † June Convocation | Monday May 23 |
| | Monday- Friday May 30 – June 3 |

Spring intersession classes end
 Last day to withdraw
 Final examinations
 Mid-term break for Summer term courses, no lectures
 Spring intersession ends

Thursday June 16
 Thursday June 16
 Monday-Wednesday June 20-22
 Monday-Wednesday June 20-22
 Friday June 24

Summer Intersession

Summer intersession classes begin
 † Canada Day, University closed
 † Last day to add/drop/swap courses
 † Last day for drop a course without financial penalty
 † Fee payment deadline
 † Alberta Heritage Day, University closed
 Summer Intersession classes end
 Last day to withdraw
 Final examinations
 Summer term ends

Monday June 27
 Friday July 1
 Thursday June 30
 Thursday June 30
 Wednesday July 6
 Monday August 1
 Wednesday August 10
 Wednesday August 10
 Friday-Saturday, Monday August 12-13, 15
 Friday August 26

† Administrative dates — do not require GFC approval.

*Except Taylor Family Digital Library, Law, Medical and Gallagher Libraries

Notes:

- (1) The Cumming School of Medicine (MD program) has lecture start and end dates that differ from the regular dates to accommodate the unique needs of their program.
- (2) The Faculty of Law (JD program) may have some lecture start and end dates that differ from the regular dates to accommodate the unique needs of their programs.
- (3) The Faculty of Veterinary Medicine (DVM program) may have some lecture start and end dates that differ from the regular dates to accommodate the unique needs of their programs.
- (4) The Qatar Faculty will follow the Academic Schedule of the University, but will reflect some different dates within a term, including start, end and holiday dates, due to local customs and convention.
- (5) Three-week spring/summer courses may be scheduled using non-standard schedule requests within the appropriate intersession.

Academic Year 2022/2023

Fall Term 2022

| | |
|--|---------------------------------------|
| Fall term begins | Monday August 29 |
| Block Week | Monday – Friday August 29-September 2 |
| Last day to withdraw from Block Week courses | Friday September 2 |
| † Orientation | Thursday-Friday September 1-2 |
| † Labour Day, University closed | Monday September 5 |
| Classes begin | Tuesday September 6 |
| † Deadline to apply to graduate – November convocation | September 15 |
| † Last day to drop a Fall term and multi-term courses | Thursday September 15 |
| † Last day to add, swap or change registration status between audit and credit for Fall and multi-term courses | Friday September 16 |
| † Last day for fee refund for Fall term and multi-term courses | Friday September 16 |
| † Fee payment deadline for Fall term and multi-term courses | Friday September 23 |
| † Thanksgiving Day, University closed* | Monday October 10 |
| Fall Break, no lectures, University open | Sunday-Saturday November 6-12 |
| † Remembrance Day, University closed* | Friday November 11 |
| † Fall Convocation | Thursday November 10 |
| Fall term classes end | Wednesday December 7 |
| Last day to withdraw | Wednesday December 7 |
| Final examinations | Saturday-Wednesday December 10-21 |
| Fall term ends | Friday December 23 |

Winter Term 2023

| | |
|--|--------------------------------|
| Winter term begins | Tuesday January 3 |
| Block Week | Tuesday-Saturday January 3-7 |
| Last day to withdraw from Block Week courses | Saturday January 7 |
| Classes begin | Monday January 9 |
| † Deadline to apply to graduate – February Conferral | January 15 |
| † Last day to drop Winter term courses | Thursday January 19 |
| † Last day to add, swap or change registration status between audit and credit for Winter term courses | Friday January 20 |
| † Last day for fee refund | Friday January 20 |
| † Fee payment deadline for Winter term courses | Friday January 27 |
| † February Conferral | February 13 |
| Reading Week, no lectures, University open | Sunday-Saturday February 19-25 |
| † Alberta Family Day, University closed* | Monday February 20 |
| † Deadline to apply to graduate – June Convocation | March 31 |
| † Good Friday, University closed* | Friday, April 7 |
| Easter Monday, no classes | Monday April 10 |
| Winter term classes end | Wednesday April 12 |
| Last day to withdraw | Wednesday April 12 |
| Final examinations | Saturday-Wednesday April 15-26 |
| Winter term ends | Friday April 28 |

Summer Term 2023

Spring Intersession

| | |
|-------------------------------------|--------------------------------|
| Summer term begins | Monday May 1 |
| Spring intersession classes begin | Wednesday May 3 |
| † Last day to add/drop/swap courses | Tuesday May 9 |
| † Last day for fee refund | Tuesday May 9 |
| † Fee payment deadline | Friday May 12 |
| † Victoria Day, University closed | Monday May 22 |
| † June Convocation | Monday-Friday May 29 to June 2 |
| Spring intersession classes end | Thursday June 15 |

Last day to withdraw
Final examinations
Mid-term break for Summer term courses, no lectures
Spring intersession ends

Thursday June 15
Monday - Wednesday June 19-21
Monday - Wednesday June 19-21
Friday June 23

Summer Intersession

| | |
|---|---|
| Summer intersession classes begin | Monday June 26 |
| † Canada Day, University closed | Saturday July 1 (observed Monday, July 3) |
| † Last day to add/drop/swap courses | Friday June 30 |
| † Last day for fee refund | Friday June 30 |
| † Fee payment deadline | Wednesday July 5 |
| † Alberta Heritage Day, University closed | Monday August 7 |
| Summer Intersession classes end | Tuesday August 8 |
| Last day to withdraw | Tuesday August 8 |
| Final examinations | Thursday-Monday August 10-11, 14 |
| Summer term ends | Friday August 18 |

† Administrative dates — do not require GFC approval.

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Notes:

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- (2) The Faculty of Law (JD program) may have some course start and end dates that differ from the regular dates to accommodate curriculum requirements.
- (3) The Faculty of Veterinary Medicine (DVM program) may have some course start and end dates that differ from the regular dates to accommodate curriculum requirements.
- (4) The Qatar Faculty will follow the Academic Schedule of the University, but will reflect some different dates within a term, including start, end and holiday dates, due to local customs and convention.
- (5) Block week and three-week spring/summer courses may be scheduled using non-standard schedule requests within the appropriate intersession.

Academic Year 2023/2024

Fall Term 2023

| | |
|--|---|
| Fall term begins | Monday August 28 |
| Block Week | Monday-Friday, August 28-September 1 |
| Last day to withdraw from Block Week courses | Friday September 1 |
| † Orientation | Thursday-Friday August 31-September 1 |
| † Labour Day, University closed | Monday September 4 |
| Classes begin | Tuesday September 5 |
| † Deadline to apply to graduate – November convocation | September 15 |
| † Last day to drop a Fall term and multi-term courses | Thursday September 14 |
| † Last day to add, swap or change registration status between audit and credit for Fall and multi-term courses | Friday September 15 |
| † Last day for fee refund for Fall term and multi-term courses | Friday September 15 |
| † Fee payment deadline for Fall term and multi-term courses | Friday September 22 |
| † Thanksgiving Day, University closed* | Monday October 9 |
| Fall Break, no lectures, University open | Saturday-Saturday November 11-18 |
| † Remembrance Day, University closed* | Saturday November 11, observed November 13 |
| Fall term classes end | Tuesday December 5 |
| Last day to withdraw | Tuesday December 5 |
| Final examinations | Friday- Tuesday December 8-19 |
| Fall term ends | Friday December 22 |

Winter Term 2024

| | |
|--|--------------------------------|
| Winter term begins | Tuesday January 2 |
| Block Week | Tuesday-Saturday January 2-6 |
| Last day to withdraw from Block Week courses | Saturday January 6 |
| Classes begin | Monday January 8 |
| † Deadline to apply to graduate – February Conferral | January 15 |
| † Last day to drop Winter term courses | Thursday January 18 |
| † Last day to add, swap or change registration status between audit and credit for Winter term courses | Friday January 19 |
| † Last day for fee refund | Friday January 19 |
| † Fee payment deadline for Winter term courses | Friday January 26 |
| † February Conferral | February 13 |
| Reading Week, no lectures, University open | Sunday-Saturday February 18-24 |
| † Alberta Family Day, University closed* | Monday February 19 |
| † Deadline to apply to graduate –June Convocation | March 31 |
| † Good Friday, University closed* | Friday, March 29 |
| Easter Monday, no classes | Monday April 1 |
| Winter term classes end | Tuesday April 9 |
| Last day to withdraw | Tuesday April 9 |
| Final examinations | Friday-Tuesday April 12-23 |
| Winter term ends | Tuesday April 30 |

Summer Term 2024

Spring Intersession

| | |
|-------------------------------------|-------------------------|
| Summer term begins | Monday May 6 |
| Spring intersession classes begin | Monday May 6 |
| † Last day to add/drop/swap courses | Friday May 10 |
| † Last day for fee refund | Friday May 10 |
| † Fee payment deadline | Monday May 13 |
| † Victoria Day, University closed | Monday May 20 |
| † June Convocation | Monday-Friday May 27-31 |

Spring intersession classes end
 Last day to withdraw
 Final examinations
 Mid-term break for Summer term courses, no lectures
 Spring intersession ends

Monday June 17
 Monday June 17
 Wednesday - Friday June 19-21
 Wednesday - Friday June 19-21
 Friday June 21

Summer Intersession

Summer intersession classes begin
 † Last day to add/drop/swap courses
 † Last day for fee refund
 † Canada Day, University closed
 † Fee payment deadline
 † Alberta Heritage Day, University closed
 Summer Intersession classes end
 Last day to withdraw
 Final examinations

Monday June 24
 Friday June 28
 Friday June 28
 Monday July 1
 Wednesday July 3
 Monday August 5
 Tuesday August 6
 Tuesday August 6
 Thursday-Friday, Monday August 8-9,
 12
 Friday August 23

Summer term ends

† Administrative dates — do not require GFC approval.

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Notes:

- (1) The Cumming School of Medicine (MD program) has term start and end dates that differ from the regular dates to accommodate curriculum requirements.
- (2) The Faculty of Law (JD program) may have some course start and end dates that differ from the regular dates to accommodate curriculum requirements.
- (3) The Faculty of Veterinary Medicine (DVM program) may have some course start and end dates that differ from the regular dates to accommodate curriculum requirements.
- (4) The Qatar Faculty will follow the Academic Schedule of the University, but will reflect some different dates within a term, including start, end and holiday dates, due to local customs and convention.
- (5) Block week and three-week spring/summer courses may be scheduled using non-standard schedule requests within the appropriate intersession.

Academic Year 2024/2025

Fall Term 2024

| | |
|--|-----------------------------------|
| Fall term begins | Monday August 26 |
| Block Week | Monday-Friday August 26-August 30 |
| Last day to withdraw from Block Week courses | Friday August 30 |
| † Labour Day, University closed | Monday September 2 |
| † Orientation | Tuesday – Wednesday September 3-4 |
| Classes begin | Thursday September 5 |
| † Last day to drop a Fall term and multi-term courses | Thursday September 12 |
| † Last day to add, swap or change registration status between audit and credit for Fall and multi-term courses | Friday September 13 |
| † Last day for fee refund for Fall term and multi-term courses | Friday September 13 |
| † Deadline to apply to graduate – November convocation | September 15 |
| † Fee payment deadline for Fall term and multi-term courses | Friday September 20 |
| † Thanksgiving Day, University closed* | Monday October 14 |
| Fall Break, no lectures, University open | Saturday-Saturday November 9-16 |
| † Remembrance Day, University closed* | November 11 |
| Fall term classes end | Friday December 6 |
| Last day to withdraw | Friday December 6 |
| Final examinations | Monday-Thursday December 9-19 |
| Fall term ends | Tuesday December 24 |

Winter Term 2025

| | |
|--|--------------------------------|
| Winter term begins | Monday January 6 |
| Block Week | Monday - Friday January 6-10 |
| Last day to withdraw from Block Week courses | Friday January 10 |
| Classes begin | Monday January 13 |
| † Deadline to apply to graduate – February Conferral | January 15 |
| † Last day to drop Winter term courses | Thursday January 23 |
| † Last day to add, swap or change registration status between audit and credit for Winter term courses | Friday January 24 |
| † Last day for fee refund | Friday January 23 |
| † Fee payment deadline for Winter term courses | Friday January 31 |
| † February Conferral | February 13 |
| Reading Week, no lectures, University open | Sunday-Saturday February 16-22 |
| † Alberta Family Day, University closed* | Monday February 17 |
| Winter term classes end | Friday April 11 |
| Last day to withdraw | Friday April 11 |
| Final examinations | Monday-Monday April 14-28 |
| † Deadline to apply to graduate –June Convocation | March 31 |
| † Good Friday, University closed* | Friday April 18 |
| Easter Monday, no classes | Monday April 21 |
| Winter term ends | Wednesday April 30 |

Summer Term 2025

Spring Intersession

| | |
|-------------------------------------|--------------------------|
| Summer term begins | Thursday May1 |
| Spring intersession classes begin | Monday May 5 |
| † Last day to add/drop/swap courses | Friday May 9 |
| † Last day for fee refund | Friday May 9 |
| † Fee payment deadline | Wednesday May 14 |
| † Victoria Day, University closed | Monday May 19 |
| † June Convocation | Monday-Friday June 2 - 6 |
| Spring intersession classes end | Monday June 16 |
| Last day to withdraw | Monday June 16 |

Final examinations
Mid-term break for Summer term courses, no lectures
Spring intersession ends

Wednesday-Friday June 18-20
Wednesday-Friday June 18-20
Monday June 23

Summer Intersession

Summer intersession classes begin
† Canada Day, University closed
† Last day to add/drop/swap courses
† Last day for fee refund
† Fee payment deadline
† Alberta Heritage Day, University closed
Summer Intersession classes end
Last day to withdraw
Final examinations

Monday June 30
Wednesday July 1
Friday July 4
Friday July 4
Wednesday July 9
Monday August 4
Tuesday August 12
Tuesday August 12
Thursday, Friday, Monday August 14-15, 18
Friday August 22

Summer term ends

† Administrative dates — do not require GFC approval.

*Except Taylor Family Digital Library, Law, Medical and Gallagher Libraries

Notes:

- (1) The MD program in the Cumming School of Medicine has term start and end dates that differ from the regular dates to accommodate curriculum requirements.
- (2) The JD program in the Faculty of Law has some course start and end dates that differ from the regular dates to accommodate curriculum requirements.
- (3) The DVM program in the Faculty of Veterinary Medicine has some course start and end dates that differ from the regular dates to accommodate curriculum requirements.
- (4) The Qatar Faculty will follow the Academic Schedule of the University, but will reflect some different dates within a term, including start, end and holiday dates, due to local customs and convention.
- (5) Block week and three-week spring/summer courses may be scheduled using non-standard schedule requests within the appropriate intersession.

Academic Year 2025/2026

Fall Term 2025

| | |
|--|-----------------------------------|
| Fall term begins | Monday August 25 |
| Block Week | Monday-Friday August 25-August 29 |
| Last day to withdraw from Block Week courses | Friday August 29 |
| † Labour Day, University closed | Monday September 1 |
| † Orientation | Tuesday – Wednesday September 2-3 |
| Classes begin | Thursday September 4 |
| † Last day to drop a Fall term and multi-term courses | Thursday September 11 |
| † Last day to add, swap or change registration status between audit and credit for Fall and multi-term courses | Friday September 12 |
| † Last day for fee refund for Fall term and multi-term courses | Friday September 12 |
| † Deadline to apply to graduate – November convocation | September 15 |
| † Fee payment deadline for Fall term and multi-term courses | Friday September 19 |
| † Thanksgiving Day, University closed* | Monday October 13 |
| Fall Break, no lectures, University open | Sunday-Saturday November 9-15 |
| † Remembrance Day, University closed* | November 11 |
| Fall term classes end | Friday December 5 |
| Last day to withdraw | Friday December 5 |
| Final examinations | Monday-Thursday December 8-18 |
| Fall term ends | Tuesday December 23 |

Winter Term 2026

| | |
|--|--------------------------------|
| Winter term begins | Monday January 5 |
| Block Week | Monday - Friday January 5-9 |
| Last day to withdraw from Block Week courses | Friday January 9 |
| Classes begin | Monday January 12 |
| † Deadline to apply to graduate – February Conferral | January 15 |
| † Last day to drop Winter term courses | Thursday January 22 |
| † Last day to add, swap or change registration status between audit and credit for Winter term courses | Friday January 23 |
| † Last day for fee refund | Friday January 23 |
| † Fee payment deadline for Winter term courses | Friday January 30 |
| † February Conferral | February 13 |
| Reading Week, no lectures, University open | Sunday-Saturday February 15-21 |
| † Alberta Family Day, University closed* | Monday February 16 |
| † Deadline to apply to graduate – June Convocation | March 31 |
| † Good Friday, University closed* | Friday April 3 |
| † Easter Monday, no classes | Monday April 6 |
| † Winter term classes end | Tuesday April 14 |
| † Last day to withdraw | Tuesday April 14 |
| Final examinations | Friday-Tuesday April 17-28 |
| Winter term ends | Thursday April 30 |

Summer Term 2026

Spring Intersession

| | |
|-------------------------------------|------------------------|
| Summer term begins | Monday May 4 |
| Spring intersession classes begin | Monday May 4 |
| † Last day to add/drop/swap courses | Friday May 8 |
| † Last day for fee refund | Friday May 8 |
| † Fee payment deadline | Wednesday May 13 |
| † Victoria Day, University closed | Monday May 18 |
| † June Convocation | Monday-Friday June 1-5 |
| Spring intersession classes end | Monday June 15 |
| Last day to withdraw | Monday June 15 |

Final examinations
Mid-term break for Summer term courses, no lectures
Spring intersession ends

Wednesday-Friday June 17-19
Wednesday-Friday June 17-19
Monday June 22

Summer Intersession

† Summer intersession classes begin
† Canada Day, University closed
† Last day to add/drop/swap courses
† Last day for fee refund
† Fee payment deadline
† Alberta Heritage Day, University closed
† Summer Intersession classes end Last
day to withdraw
Final examinations
Summer term ends

Monday June 29
Wednesday July 1
Monday July 6
Monday July 6
Friday July 10
Monday August 3
Wednesday August 12
Wednesday August 12
Friday, Monday-Tuesday August
14, 17-18
Friday August 21

† Administrative dates — do not require GFC approval.

*Except Taylor Family Digital Library, Law, Medical and Gallagher Libraries

Notes:

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- (3) The DVM program in the Faculty of Veterinary Medicine has some course start and end dates that differ from the regular dates to accommodate curriculum requirements.
- (4) The Qatar Faculty will follow the Academic Schedule of the University, but will reflect some different dates within a term, including start, end and holiday dates, due to local customs and convention.
- (5) Block week and three-week spring/summer courses may be scheduled using non-standard schedule requests within the appropriate intersession.

General Facilities Council Principles for Setting the Academic Schedule

- The annual academic schedule will begin with the start of the Fall term and conclude with the end of the Summer term.
- There shall be a minimum of 60 days of instruction and up to a maximum of 62 days of instruction in each of the Fall and Winter terms. Within these limits, where possible, the schedule should balance the days of the week, Monday to Friday, available for instruction.
- Courses taught regularly on Saturdays during Fall and Winter will normally meet 11 times for 3.5 hours (for a 3 unit course).
- There will be a minimum of 10 days for final exams in each of the Fall and Winter terms.
- There will be a minimum of two (2) calendar days between the last day of classes and the first day of final exams in each of the Fall and Winter terms.
- Block week will be held at the beginning of the Fall and Winter terms. Where possible it should be a continuous five days, which may include a Saturday.
- There will be a Summer term that has a maximum of 62 days of instruction with two (2) embedded intersessions (Spring and Summer), which normally have a maximum 31 days of instruction each. There will be no formal block week in Summer term but, with approval, courses may be scheduled in a block format.
- There will be a seven-day (Sunday through Saturday) break in the Fall term that coincides with Remembrance Day.
- There will be a seven-day (Sunday through Saturday) break in the Winter term, that coincides with the Alberta Family Day holiday.
- There will be a three (3) to five (5) days break between the Spring and Summer intersessions that will include the exam period for Spring intersession courses.
- The Doctor of Medicine (MD) program in the Cumming School of Medicine has a separate academic schedule structured to ensure an adequate number of instructional days required for each component of the MD program.
- The Juris Doctor (JD) program in the Faculty of Law and the Doctor of Veterinary Medicine (DVM) program in the Faculty of Veterinary Medicine will generally follow the Academic Schedule of the University, but may have classes commence and conclude up to a week outside the approved schedule. The Faculties of Law and Veterinary Medicine adhere to the University requirement for minimum days of instruction.
- The Qatar Faculty will generally follow the Academic Schedule of the University, but will reflect some different dates within a term, including start, end and holiday dates, due to local customs and convention. The Qatar Faculty adheres to the University requirement for minimum days of instruction.
- The University will maintain a rolling five-year academic schedule. GFC will be presented with an opportunity to review the existing academic schedules and approve the next year in the rolling schedule annually.



UNIVERSITY OF
CALGARY

UNIVERSITY OF CALGARY | Student Academic Misconduct Policy

ANNUAL REPORT

July 1, 2019 – June 30, 2020

Prepared for:

General Faculties Council

Date:

December 3, 2020

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

The [Student Academic Misconduct Policy](#) and [Procedure](#) was introduced in July 2019. Previously Academic Misconduct was governed by regulations in Section K of the University Calendar, [Integrity and Conduct](#) and in Sections [P,Q](#) and [R](#) of the Graduate Calendar.

The purposes of this policy are to:

- support a strong culture of academic integrity at the University, including recognition that Academic Misconduct is a serious form of intellectual dishonesty with significant consequences;
- communicate the University's expectations with respect to Student conduct of Academic Activities;
- promote recognition of the values of honesty and fairness in ensuring respect for the integrity of the teaching and learning relationship and advancing the ethical pursuit and transmission of knowledge; and
- support complementary efforts to promote academic integrity.

The University of Calgary communicates its expectations for appropriate behaviour of students through university policies, including the Student Academic Misconduct (SAM) Policy. The Student Academic Misconduct Procedure is invoked when students are alleged to have violated this policy. Each faculty has an Operating Standard & Practice that provides detailed information on the specific ways in which the policy and procedure is applied at the faculty level.

Allegations of Student Academic Misconduct relating to research may be investigated in accordance with the [Research Integrity Policy](#) or this policy. The Faculty of Graduate Studies in consultation with the Protected Disclosure and Research Integrity Office will determine which policy applies for graduate students.

The policy requires that an annual update to General Faculties Council (GFC) is provided on the nature and number of cases of Academic Misconduct investigated.

The Student Academic Misconduct Policy defines seven categories of Academic Misconduct:

- i. Cheating;
- ii. Fabrication
- iii. Falsification;
- iv. Plagiarism;
- v. Unauthorized Assistance;
- vi. Failure to comply with an Instructor's expectations regarding conduct required of students completing academic assessments in their courses; and
- vii. Failure to comply with exam regulations applied by the Registrar.

Note that in some cases students were found responsible for more than one category e.g. cheating and unauthorized assistance.

2019/20 Report

Allegations of Academic Misconduct are reported and investigated in the teaching faculty in which the course is offered. In the case of graduate work outside of a course (e.g. thesis work) it is addressed by the Faculty of Graduate Studies.

During the reporting period (July 1, 2019 - June 30, 2020), a total of **832** cases of academic misconduct were reported. Of these cases **701** were found proven. Of the 701 cases proven **95.4%** were undergraduate and **4.6%** graduate. As a proportion of the respective student populations, **2.46%** of undergraduate students were found responsible compared to **0.47%** of graduate students.

Proven cases may have sanctions¹ applied pursuant to the policy and procedures. This could include one or more of the following in accordance with the Student Academic Misconduct Policy:

- a) Required attendance at academic integrity seminars, submission of reflective essays, or similar educational requirements;
- b) A written warning;
- c) Grade reductions;
- d) Failure of the relevant assignment or course;
- e) Denial of access to non-credit courses or programs of study at the University;
- f) Disciplinary Probation;

¹ Sanctions (f), (g), and (h) are not applicable to Students in non-credit courses or programs of study.

- g) Suspension;
- h) Expulsion; and
- i) Revocation of a credential obtained through Academic Misconduct.

Where a student is found responsible for Academic Misconduct in a course that is not their faculty of registration (home faculty), the student is provided with a letter jointly signed by the teaching faculty and faculty of registration.

All students found responsible for Academic Misconduct have an indicator applied on their record which serves for administrative tracking of multiple violations over time.

Data provided is for all faculties (graduate and undergraduate) including University of Calgary, Qatar.

Figure 1: Total Reported vs Proven Cases (undergraduate and graduate), 2019/20

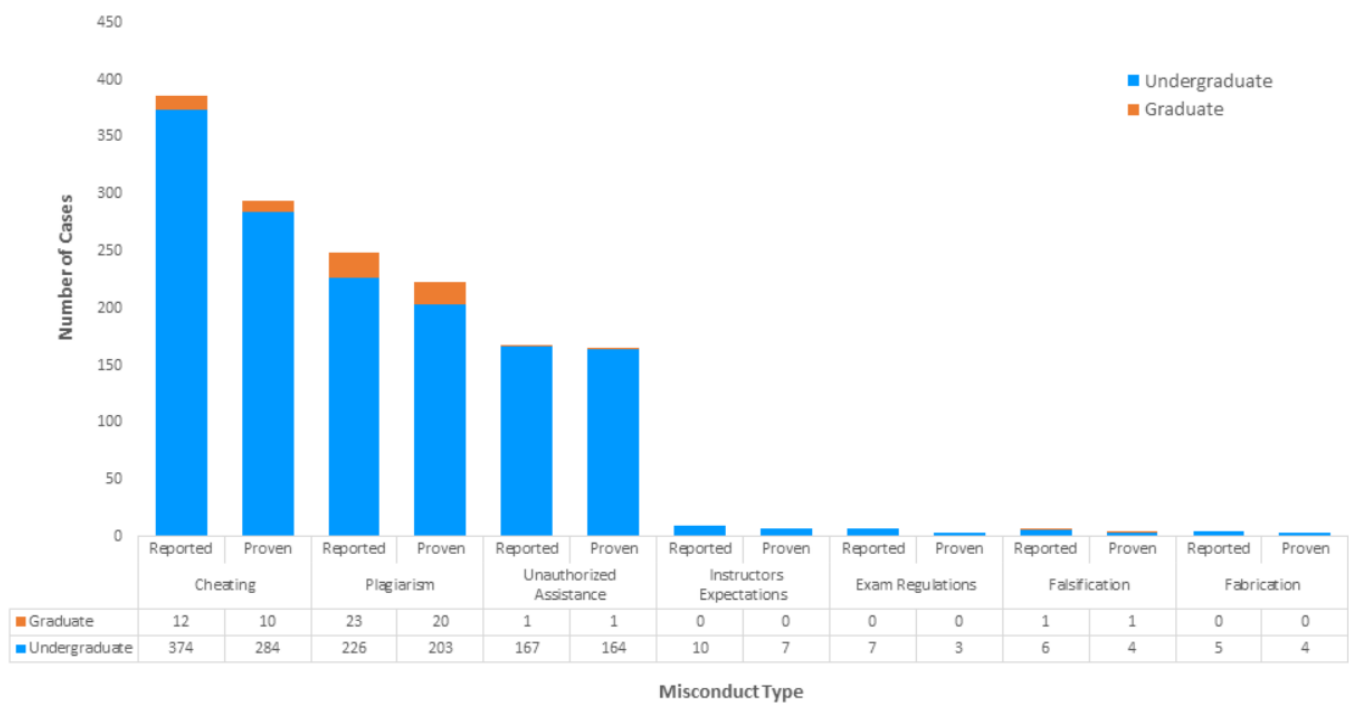
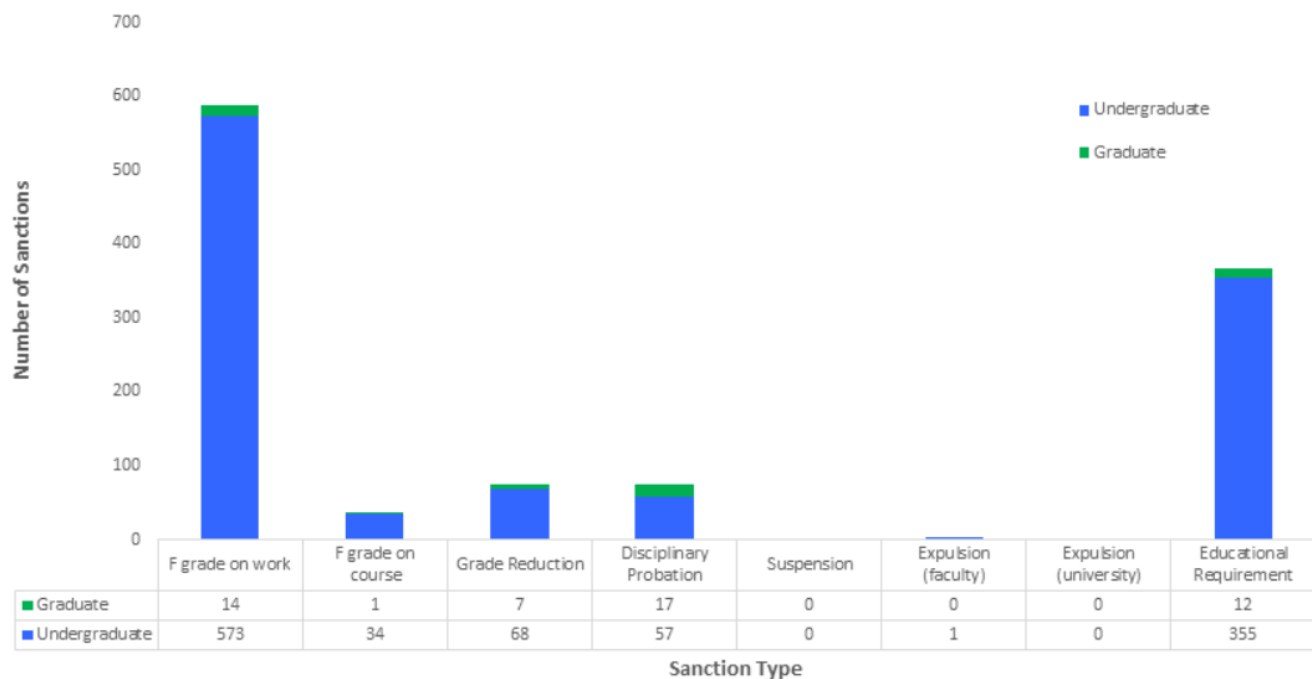


Figure 2: Total Sanctions on Proven Cases by Sanction Type (undergraduate and graduate), 2019/20



Comparison with Previous Years

Given this is the first year of implementation any increases in reporting may be a result of enhanced awareness of the policy/procedure in the university. However, we are unable to formally compare with previous years data as the categories of violations are different from those identified in previously used regulations. In addition, we are aware there had been some double counting of cases between teaching faculty and faculty of registration and thus the data is not reliable. However, at a high level using the categories of cheating and plagiarism we note that compared to 2018/19 there has been a significant increase in cheating (269% increase) and decrease in plagiarism (31%).

Considering that the COVID-19 pandemic occurred during the 2019/20 reporting period we examined the dates of reporting in one large faculty and determined that the bulk of the increase in cheating did occur after the onset of the pandemic in March. In this time-period there was a significant change in pedagogies and assessment with the move online. We believe that we can attribute the increase to a combination of lack of clarity for students in what was permissible in online assessments and opportunities to easily share information through commercial file-sharing sites and group chat applications. The move to online meant that these were valuable tools for students in maintaining some form of social connection. In addition, we are aware of unpreparedness and stress in the student population (often connected to poor decision making) due to the pandemic. In response to this, we have encouraged instructors to articulate clearly what is permitted and not permitted with regard to

collaboration. We have also increased student communications on the importance of academic integrity. For spring, summer and for fall so far, we have seen slight increases from before COVID-19.

Some faculties have reported zero cases of academic misconduct this year. There are multiple possible explanations for this, but one of concern, would be a lack of formal reporting through the policy. Some instructors may:

- deal with cases informally as 'learning moments';
- be concerned about possible impacts on a student if reported formally;
- be concerned about time commitment and workload of submitting a report.

We aim to do more faculty outreach in 20/21 to address these concerns.

Appeals

Students may appeal decisions through the [Student Misconduct and Academic Appeals Policy](#) and associated procedures. Students are encouraged to seek advice of the Student Ombuds in helping prepare an appeal. Data on misconduct appeals are reported under the Student Misconduct and Academic Appeals Annual Report to GFC. In the reporting year 19/20 the following academic misconduct appeals were recorded:

- Undergraduate Students -Academic Misconduct Appeals Filed – **24** (All University Appeals Committee, No University Appeals Tribunal). Of those 24, only 6 went on to a hearing – 5 had their appeal dismissed and 1 overturned the decision
- Graduate Students Academic Misconduct Appeals Filed (Graduate Students) – **5** (All University Appeals Committee, No University Appeals Tribunal). Of those 5, 4 went on to a hearing – 3 overturned the decision and one the faculty/student resolved at the hearing and the student withdrew the appeal.

Related Activities and Education

Administrators: Two groups (graduate and undergraduate) exist where those responsible for administering the policy (Associate Deans) meet at least twice a year to discuss application of the policy/procedures and reporting, as per the policy. These groups are important as they help new administrators adjust to the demands of this part of their role, establish a community of practice to assist in decision making and highlight potential concerns or trends. A number of relevant specialists also attend including Legal Services, Appeals Office, Student Ombuds, Registrar, Vice-Provost (Teaching and Learning), Student Academic Integrity Coordinator, and Taylor Institute Leader in Residence - Academic Integrity.

Faculty/Teaching Assistants: The Taylor Institute of Teaching and Learning has an Educational Leader in Residence, Academic Integrity assigned to support faculty members and teaching assistants in promoting academic integrity in teaching and learning. Currently Dr Sarah Eaton from Werklund School of Education holds this role.

Students: Lee-Ann Penaluna is the Coordinator of Academic Integrity Programs in the Student Success Centre. Resources and support for students are provided via workshops, fact sheets etc. (www.ucalgary.ca/academic-integrity). Workshops can be provided as part of a class presentation specifically tailored to the course content. An [Academic Integrity Handbook](#) is also available.

Between July 1, 2019 – June 30, 2020 there were **67** workshops with **823** attendees. Attendees are usually mandated to attend. Workshops are also delivered to students in instructor requested workshops throughout the year. Numerous instructor requested sessions were delivered with **over 2000** students that attended.

For more information contact:

Susan Barker, Vice-Provost (Student Experience) – barkes@ucalgary.ca

Report Submitted by:
Dr. Susan Barker, Vice-Provost (Student Experience)

Acknowledgements

This report captures the work of many across our community and it would be remiss not to acknowledge the time, effort and commitment of those who report and investigate each and every case as well as those who educate our students about the importance of academic integrity at the University of Calgary.

The data presented in the report demonstrates that the vast majority of our students are honest and take academic integrity extremely seriously and we acknowledge this commitment in upholding the integrity of the University of Calgary.



**UNIVERSITY OF
CALGARY**

**GENERAL FACULTIES COUNCIL
INFORMATION BRIEFING NOTE**

SUBJECT: Hunter Hub Mandate and Positioning

PROPONENT(S)

Keri Damen, Executive Director, Hunter Hub for Entrepreneurial Thinking
Alice De Koning, Ph.D, Academic Director, Hunter Hub for Entrepreneurial Thinking and Senior Instructor, Haskayne School of Business

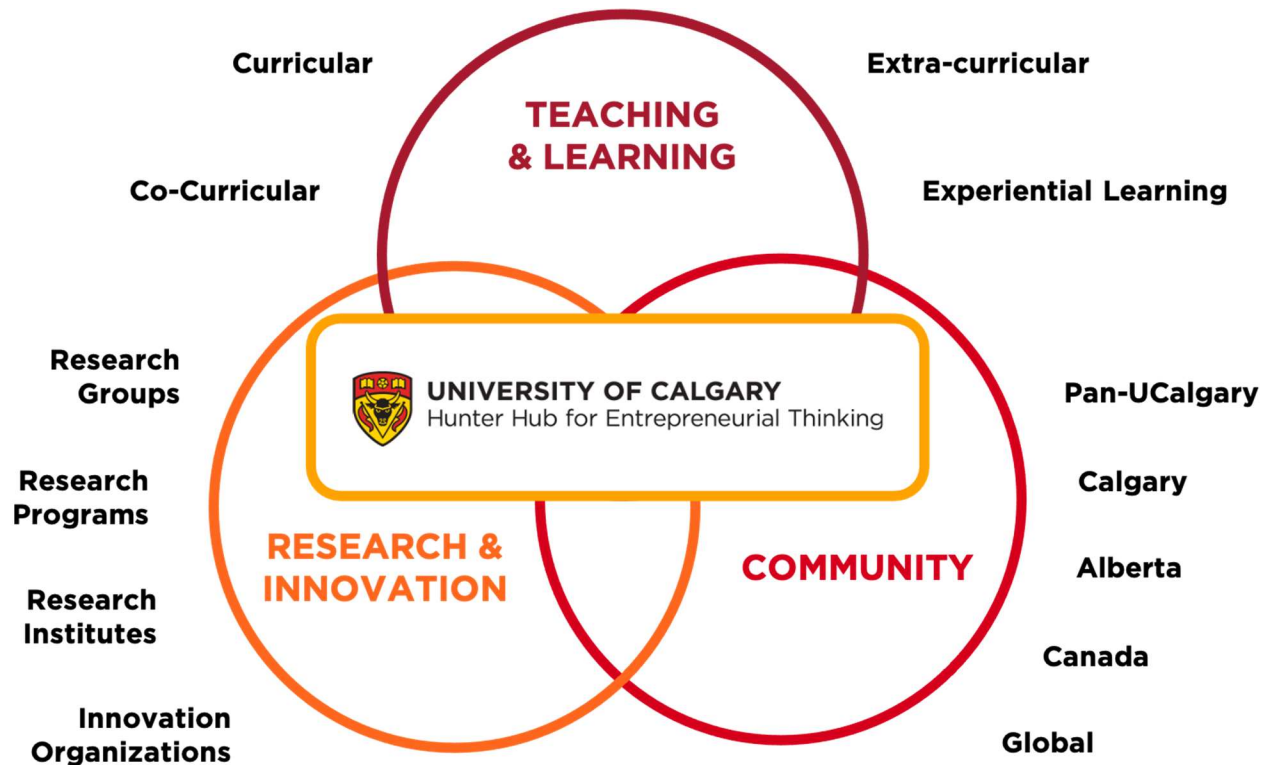
PURPOSE

Recommendation from Innovation Task Team

The Growth through Focus Innovation Task team recommended that the UCalgary leadership give Hunter Hub a mandate to assume a central position among existing innovation entities at the university to increase connections and collaboration among entities and to contribute to making the whole of UCalgary's entrepreneurial thinking ecosystem greater than the sum of its parts. The Hunter Hub will work collaboratively with faculties and innovation entities to support, amplify, and grow the innovation ecosystem and entrepreneurial thinking activities at the University of Calgary thus enabling the university to achieve its vision to be the most entrepreneurial university in Canada.

OVERVIEW

Working collaboratively across the university's rich and robust entrepreneurial thinking ecosystem and three spheres of Teaching & Learning, Research & Innovation, and Community Engagement, the Hunter Hub will seek to cultivate a culture of entrepreneurial thinking across the university and beyond. The schematic below highlights the central positioning of the Hunter Hub in relation to these distinct, but also interrelated, spheres of activity. It is important to note that in the Teaching & Learning and Research & Innovation spheres, a number of the programs and units are entities that have existed at UCalgary for a number of years, and in some instances much longer than the Hunter Hub. The Hunter Hub is meant to augment and be an additive unit to benefit these existing entities, amplifying their work and connecting them to each other, and convening the groups to collaborate on strategic projects that elevate the ecosystem at large.



KEY POINTS

The Hunter Hub will support the UCalgary community under three pillars:

i. Cultivate and support innovators and changemakers

- a. Coordinate and connect the innovation community around shared goals and projects
- b. Convene or co-host network events
- c. Share/co-host programming where relevant
- d. Share staff expertise where needed to augment existing programming
- e. Define standards and best practices where needed

ii. Amplify U Calgary's profile and impact

- a. Promote entrepreneurial thinking examples and initiatives from all faculties
- b. Promote all entrepreneurial thinking programming across the University
- c. Compile and maintain a comprehensive inventory of innovation resources, events, programs and activities across the University of Calgary
- d. Elevate the entrepreneurial thinking brand and profile of the University through strategic communications and related initiatives
- e. Amplify existing innovation content created across the University
- f. Tell the story of our innovators and change-makers across faculties and to the external community
- g. Gather and report entrepreneurial thinking and innovation metrics to communicate impact and have combined/collective reporting to internal and external stakeholders

iii. Grow community and impact

- a. Fund and/or develop new programs and initiatives to fill in gaps in the community and offer funding contributions to partnered entities
- b. Support/share fund development activities
- c. Support/share partnership development and knowledge translation activities
- d. Partner with key stakeholder and community entities to build local, regional, national and global impact and reputation
- e. Find external funding to augment existing innovation programs and resources at the University

BACKGROUND

Created with a generous gift from the Hunter Family Foundation in 2017, the Hunter Hub for Entrepreneurial Thinking's vision is to transform lives and economies through entrepreneurial thinking and its mission is to cultivate the next generation of entrepreneurial thinkers who will drive social impact and economic growth for Calgary, Alberta, and Canada. The Hunter Hub contributes to the University of Calgary's strategic vision to be the most entrepreneurial university in Canada.

As an interdisciplinary hub, the Hunter Hub for Entrepreneurial Thinking's mandate is to:

- **Cultivate and support innovators and change makers:** Embed entrepreneurial thinking into diverse curricular, extra-curricular and experiential learning opportunities in all faculties and support/promote what already exists.
- **Connect and build community:** Connect U Calgary innovators to each other and our thought leadership and talent to the external community.
- **Amplify U Calgary's profile:** Amplify entrepreneurial thinking initiatives and success stories across campus and beyond to attract entrepreneurial talent to U Calgary.

Our goal is to have every University of Calgary student have an understanding of entrepreneurial thinking and one-third of them to have had an entrepreneurial thinking experience while attending the University of Calgary.

ROUTING AND PERSONS CONSULTED

| <u>Progress</u> | <u>Body</u> | <u>Date</u> | <u>Approval</u> | <u>Recommendation</u> | <u>Discussion</u> | <u>Information</u> |
|-----------------|------------------------------------|-------------|-----------------|-----------------------|-------------------|--------------------|
| | Research and Scholarship Committee | 2020-11-19 | | | | X |
| X | General Faculties Council | 2020-12-10 | | | | X |

NEXT STEPS

Following the consultation with the Growth Through Focus Innovation Task Team, the Hunter Hub Mandate and Positioning recommendation will be circulated for consultation with the following groups:

- Research and Scholarship Committee
- General Faculties Council
- Deans
- Board of Governors

SUPPORTING MATERIALS

Hunter Hub Overview (PPT slides)

HUNTER HUB FOR ENTREPRENEURIAL THINKING



The Hunter Hub is U Calgary's **central community hub** that fosters an entrepreneurial thinking culture in students, faculty and the community. We:

- Cultivate and support innovators and change-makers
- Amplify U Calgary's profile
- Grow community and impact

REPOSITIONING THE HUNTER HUB IN THE UCALGARY ECOSYSTEM



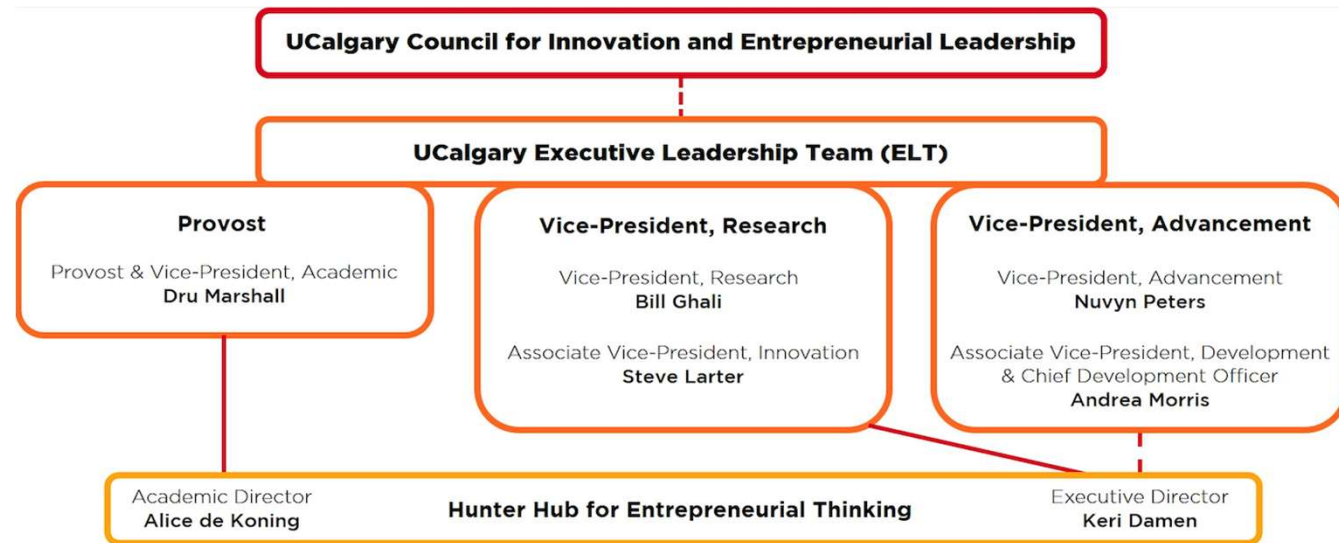
TEACHING & LEARNING AT UCALGARY



UCALGARY COUNCIL ON ENTREPRENEURIAL LEADERSHIP AND INNOVATION

Governance:

- Reports to President and Vice-Chancellor represented by VP, Research
- Co-chaired by VP, Research and external member of CIEL (appointed by CIEL members)
- Coordinated by Hunter Hub



THE HUNTER HUB CAN SUPPORT...

- A **drama** student leading **community change**
- **Engineering** students building a **big tech** company
- An **anthropology** student cooking up a **food** business
- A **science** major innovating **software**
- An **education** student solving **social problems**
- A **psychology** student becoming a **social skills coach**
- A **law** student who wants to run their own **practice**

Towards Transformation

2020 Journey Update

ii' taa'poh't'o'p
Indigenous Strategy



UNIVERSITY OF
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“Transformation for UCalgary means enhancing our mutual understanding of ways of knowing, doing, connecting, and being to be more inclusive of Indigenous peoples as we work towards reconciliation. Since the launch of *ii’ taa’poh’to’p* in 2017, I am inspired by the many transformative actions taken to create a more inclusive community and academy. I am also grateful for the continued guidance, wisdom, generosity, and patience of our Elders and Traditional Knowledge Keepers. While we have walked a great distance together over a short period of time, there is still much more to be done, and I look forward to our continued journey together in a good way.”

DR. DRU MARSHALL
PROVOST AND VICE-PRESIDENT (ACADEMIC)

“Transformation is a deep personal change of one’s heart and mind that directs our actions on a new journey. In light of our strategy, this means changing how we are walking so that we are all moving forward, with understanding, encouragement and commitment to one another and our dreams.”

DR. MICHAEL HART
VICE-PROVOST, INDIGENOUS
ENGAGEMENT

Territorial Acknowledgements

The University of Calgary acknowledges and pays tribute to 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), Tsuut’ina First Nation, as well as the Stoney Nakoda people (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III.

Towards Transformation

Our journey towards transformative reconciliation continues to unfold across the campus community. The UCalgary’s Indigenous Strategy, *ii’ taa’poh’to’p*, was launched on November 16, 2017. Grounded by compassion and informed by community, *ii’ taa’poh’to’p* has been a guiding light for the campus community to engage in transformative acts of reconciliation.

As an institutional strategy, *ii’ taa’poh’to’p* provides a clear directive to the university community to engage and adopt transformative practices, policies, pedagogies, and structures that are inclusive of Indigenous peoples’ histories, cultures, and perspectives.

Shared Space: Circle of Advisors

The Circle of Advisors brings Traditional Knowledge Keepers together with members of our executive and senior leadership team. This advisory Circle guides the university on its path towards reconciliation through open dialogue that enhances and enriches the fabric and culture of the institution.

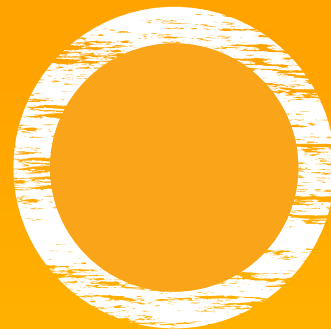
Throughout the year and amidst the COVID-19 pandemic, Traditional Knowledge Keepers have continued to be engaged in meetings, dialogues, ceremonies, and cultural events focused on teaching, learning, research, and community engagement.



Transforming Pedagogy through **Ways of Knowing**

Transforming the academy through respectful and mindful inclusion of Indigenous ways of knowing continues to be one of our greatest challenges.

Over the past year, the university has continued to focus on innovative programming, curriculum development, community-based research, and ongoing support of Indigenous students and scholars to further our journey toward indigenization of the academy.



Annual Highlights

- \$2.6+ million disbursed to self-identified Indigenous graduate and undergraduate students, including \$1.28 million in designated bursaries from the Province of Alberta
 - \$1.4+ million in awards, bursaries, and scholarships allocated to self-identified Indigenous graduate students,
 - \$1.2+ million in awards, bursaries, and scholarships allocated to self-identified Indigenous undergraduate students
- \$6.2+ million in tri-council and non-tri-council Indigenous-focused research grants, programs, and projects, up from \$2.1 million reported in 2019
- \$160,000+ awarded internally under the *ii' taa'poh'to'p* intercultural grant program for a total of 16 innovative projects since 2018
- 620+ participants attended the Indigenous Knowledge Public Lecture Series and Elders' teachings, bringing the total to 1400+
- The Taylor Institute for Teaching and Learning has hired an Education Consultant for Indigenous Ways of Knowing to support and enhance Indigenous perspectives in teaching and learning
- Indigenous advisory committees have been created to assist the Faculty of Graduate Studies, the Office of Research Services, and the Taylor Institute for Teaching and Learning with indigenization and decolonization of the academy
- The Indigenous Engagement team released three short 'Elder series' videos in partnership with the Office of Advancement, featuring teachings from Elder-in-residence, Dr. Reg Crowshoe

Call to Action

We call upon senior leadership, faculty, and staff to continue to engage Indigenous communities and students in innovative programs, courses, and research partnerships that embrace and inspire Indigenous ways of knowing while remaining attentive to the principle of reciprocity.



Addressing Marginalization through **Ways of Doing**

Marginalization and exclusion of Indigenous peoples is systemic and often invisible within institutional constructs and societal structures, so our challenge is to recognize and overcome systemic barriers in institutional policies, procedures and processes to enable transformative practices of inclusivity.

Over the past year, the university has continued to address inclusivity of Indigenous peoples and perspectives by creating space for voices in organizational structures, advisory committees, business practices, policies, and processes.

Annual Highlights

- Human Resources has developed a new Indigenous Careers webpage, highlighting Indigenous employment experiences and opportunities at UCalgary
- Research Services has established the Indigenous Research Support Team to assist and guide Indigenous-focused research practices and processes
- The Indigenous Engagement team, in consultation with Legal Services, has developed a standard process for the review and development of new and newly revised institutional policies
- The Indigenous Engagement team, in collaboration with Financial Services and Human Resources, has launched a new training module to assist administrative staff in enabling more inclusive processes for the respectful engagement of Traditional Knowledge Keepers
- Faculty of Graduate Studies, in collaboration with the Indigenous Engagement team, has initiated a task force to explore and address appropriate ways to engage Traditional Knowledge Keepers in graduate supervision committees

Call to Action

We look to student, staff, and faculty leaders to confront the impact of systemic racism and appropriately address inclusivity by listening, reviewing, and revising policies, procedures, processes, and practices that may exclude, oppress, or further marginalize Indigenous peoples.

Inspiring Reciprocity through Ways of Connecting

Building authentic and meaningful relationships with the Indigenous community is reliant on authentic and compassionate acts of reciprocity and renewal in teaching, learning, research, and community engagement.

Through increased storytelling, community engagement, cultural events, and innovative research partnerships, the university community continues to advance its commitment to engage and connect with community in a respectful, meaningful, and reciprocal way.



Annual Highlights

- 333,100+ impressions and 6,800+ points of active engagements over 53 posts on social media
- 38,600+ unique visits to the *ii' taa'poh'to'p* website, an increase of 3500+ from 2019
- 10,800+ views on 43 Indigenous-focused stories in UToday
- 2,600+ Indigenous youth from across Alberta participated in the Ótáp ímisskaan: the Indigenous Youth Leadership Program
- 500+ individuals participated in Orange Shirt Day online program activities, offered in partnership with the Calgary Public Library to commemorate victims and survivors of the residential school system
- 425+ community members attended Campfire Chats on National Indigenous People's Day, June 21
- 260+ Indigenous applicants were contacted and supported through focused call campaigns, contributing to 15.7% increase in newly admitted self-identified Indigenous undergraduate students
- 200+ people attended the annual progress event for *ii' taa'poh'to'p* on Nov. 29, 2019
- 125+ community members attended the Indigenous Engagement Team's ceremonial Tea Dance in February 2020
- 90+ Indigenous and non-Indigenous youth participated in 14 Indigenous-focused workshops offered by the Cybermentor program, engaging youth in Indigenous knowledge systems
- 70+ Indigenous youth participated in *Minds in Motion*, STEM based programming offered by Kinesiology and the Schulich School of Engineering
- 40+ Indigenous-focused recruitment events were held in various communities across Alberta and beyond

Call to Action

We call upon student, faculty, staff, and leadership teams to increase community engagement and build impactful community-based collaborative partnerships with Indigenous communities through innovative academic and non-academic programming.



Enhancing Inclusivity through **Ways of Being**

Meaningful and mindful inclusion of Indigenous people and the development of well-informed, strong, and compassionate community is required to address transformative reconciliation.

Over the past year, the campus community has worked together to increase learning opportunities for students, faculty and staff to further the intercultural capacity of the university community, and to address respectful inclusion of Indigenous people in teaching, learning, research, and community engagement.

Annual Highlights

Representation

- 226 Indigenous students graduated from the University of Calgary in 2019/2020, bringing the total number of self-identified Indigenous alumni to approximately 2,500+
- 2.8% of the student population (graduate and undergraduate) self-identified as Indigenous, up from 2.6% in 2019
- 1.53% of current faculty and staff self-identified as Indigenous employees, up from 1.39% in 2019
- 1.21% of current academic staff self-identified as Indigenous, up from 1.16% in 2019

Intercultural Capacity

- 4500+ registrants participated in numerous Indigenous-focused educational, cultural, and community events
- 460+ students participated in cultural workshops hosted by Writing Symbols Lodge
- 140+ staff, students, and community affiliates participated in the Indigenous Relations Leadership Program
- 550+ UCalgary staff, students, and faculty participated in intercultural capacity professional development training through Human Resources workshops, bringing the total to 1520+
- 400+ staff, faculty and students registered in the online learning module, *The Story of ii' taa'poh'to'p*, launched in November 2019

Call to Action

We call upon members of the campus community and governing structures to increase meaningful inclusion and representation of Indigenous people in all aspects of the institution, including governing bodies, leadership, faculty, staff, and student populations through strategic and mindful recruitment, retention, and engagement.

Advancing Transformation

Institutional transformation requires a collective commitment from the UCalgary community to enable indigenization and inclusion in teaching, learning, research, student support, and community engagement.

Innovative Research Partnerships

- Dr. Lindsay Crowshoe, Cumming School of Medicine, was awarded a \$3.5+ million CIHR multi-year grant to develop a provincial research network with the aim to improve health outcomes for Indigenous peoples through the sharing of best practices and innovations
- Dr. Jennifer Leason, Faculty of Arts, was awarded a \$1.2+ million CIHR grant to assess the economic costs of obstetric evacuation as well as experiences of Indigenous midwifery in urban, rural, and remote Indigenous communities
- Dr. Sabrina Perić, Faculty of Arts, in partnership with the Dän Keyi Renewable Resources Council, received a \$24,000 SSHRC *Partnership Engage Grant* to design a community-based data sharing protocol for long-term study into wildlife changes on the traditional territories of the Kluane First Nation
- Dr. Tiffany Prete, a SSHRC postdoctoral fellow in the Werklund School of Education, worked closely with Elders and members of the Kainaiwa Nation to gather archival photographs and document stories of residential school survivors to produce oral histories enabling survivors to share their experiences in their own words

- As part of a collaborative community-based wildlife health surveillance program, researchers in the Faculty of Veterinary Medicine received funding from multiple partners to host a series of workshops focused on wildlife monitoring techniques and disease investigation in the lab for northern Indigenous hunters



Campus Community Highlights

- **Research Services Office** launched an Indigenous Research Support Team to enhance research practices and processes and offer support to Indigenous-focused collaborative community- based research projects
- **Human Resources** piloted an Indigenous student mentorship day and summer employment program in partnership with Community Futures Treaty Seven and Rupertsland Institute
- **Taylor Institute for Teaching and Learning** helped facilitate the allocation \$89,000+ of the University of Calgary Teaching and Learning Grants in support of transformative Indigenous-focused research, teaching, and learning projects
- **The Office of Advancement** presented a webinar for Campfire Chats, featuring special guests addressing Indigenous community responses to COVID-19
- **Writing Symbols Lodge** received a \$300,000 donation over the next three years to provide expanded supports to Indigenous students transitioning into UCalgary undergraduate degree programs through the Indigenous Student Access program
- **Office of Facilities Development** engaged seven Traditional Knowledge Keepers and worked in collaboration with other members of the campus community to complete a main campus landscape plan that reflects Indigenous ways of doing, knowing, being, and connecting
- **The Vice-Provost, Indigenous Engagement** was awarded a \$64,000+ grant from the Calgary Foundation to support and provide access to technology for Traditional Knowledge Keepers to engage in online platforms in offering cultural advice and guidance for the implementation of university's Indigenous strategy during the pandemic

Faculty Highlights

- **Continuing Education** — established collaborative partnerships with Siksika First Nation's Old Sun Community College and Tsuut'ina's Education Department to offer community-based academic upgrading courses
- **Cumming School of Medicine** — created an Indigenous Hub on Foothills campus, providing a space for students and Elders to gather for ceremony, teachings, relationship building, and the transfer of knowledge; this space is also home to the CSM Traditional Knowledge Keepers in Residence program

- **Haskayne School of Business** — held an Indigenous ground blessing ceremony led by ceremonial Elder Dr. Reg Crowshoe for their new building, Mathison Hall
- **Faculty of Arts** — Dr. Gina Starblanket, Political Science, was appointed Tier 2 Canada Research Chair in the Politics of Decolonization
- **Faculty of Graduate Studies** — established faculty-based ii' taa'poh'to'p working group, incorporated Indigenous participation and engagement in FGS orientation and other events, and increased support to Indigenous graduate students

- **Faculty of Kinesiology** — hosted a virtual panel called the Dinosaurs Diversity Series: Indigenous Inclusivity in Sport, featuring four Indigenous panelists, educating 48 participants through the virtual Alumni Month festivities
- **Faculty of Nursing** — created a donation library for Indigenous students, increased Indigenous clinical placements and land-based field trips, and initiated tutoring programs with Stoney Nakoda elementary and secondary schools
- **Faculty of Law** — Introduced and provided historical and cultural competency training to all incoming students through the Canadian Bar Association and created online summer programming for incoming and returning Indigenous students

- **Faculty of Science** — obtained a federal government grant to strengthen ongoing relationships with Sucker Creek First Nation to help youth navigate post-secondary career paths in STEM and integrate traditional knowledge with western scientific methods, including a 3-year water quality study of the Lesser Slave Lake
- **Faculty of Social Work** — increased philanthropic investment in the Indigenous Scholars Academy Scholarship to recruit, provide scholarships, and offer culturally appropriate supports to guide Indigenous students in Social Work
- **Faculty of Veterinary Medicine** — celebrated a thirteen-year partnership with the communities of the Sahtu Settlement Area, NWT, on the Northern Community Health Rotation for fourth year DVM students, and also welcomed two Indigenous youth to their online summer Vet Camp

- **School of Architecture, Planning and Landscape** — expanded the senior level studio course in collaboration with the Tsuut'ina Nation, with a Knowledge Keeper from the Nation as co-instructor to lead on cross-cultural interchange/exchange regarding new interpretations of urban and community design
- **Schulich School of Engineering** — expanded the Cybermentor outreach program to include Indigenous-focused engagement through newly developed workshops entitled "Indigenous Plant Knowledge" and "Indigenous Health and Wellness: Ancestral Nutrition"

- **Werklund School of Education** — created an immersive interactive digital resource of Indigenous literature, artifacts, and language mapped to places within Alberta, drawing upon land-based pedagogies and expended \$550k in support of Indigenous-focused research and curriculum development





Standing Call to Action for the Campus Community

We call upon students, faculty, and staff to continue to participate in learning opportunities to increase their knowledge about Indigenous peoples' culture and history through credit and non-credit courses, workshops, and/or professional development.

This year, despite COVID-19, over 4500+ registrants took part in both in-person and online Indigenous-focused educational, cultural and community events offered by UCalgary.

We thank you for your commitment!



Five Year Visionary Goals (2018–22)



Ways of Knowing

The university is one of the top national leaders in indigenization through increased educational partnerships and Indigenous inclusivity in research, curricula, and academic programs.



Ways of Doing

The university demonstrates cultural capacity within institutional infrastructure capable of recognizing and actively decolonizing institutional policies, processes, and procedures, and practices presenting barriers to Indigenous inclusivity.



Ways of Connecting

The university becomes a space and place in which Indigenous people and their respective communities experience inclusivity and representation in university landscape, infrastructure, and community-based partnerships.

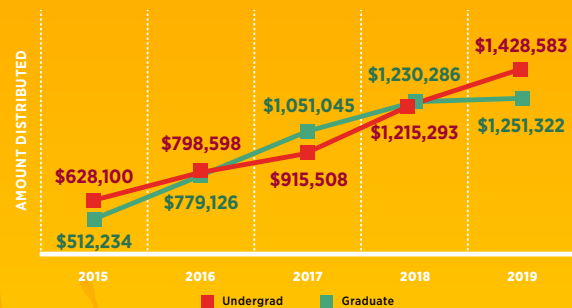


Ways of Being

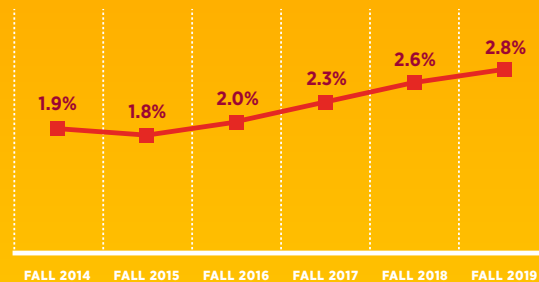
The university and its staff, students and faculty are identified as champions of intercultural capacity where our campus community is inclusive, respectful, and welcoming of Indigenous people.

Key Indicators

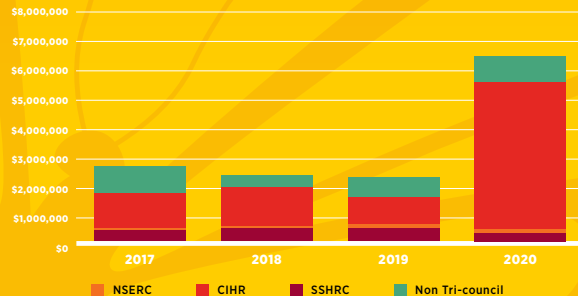
INDIGENOUS STUDENT AWARDS



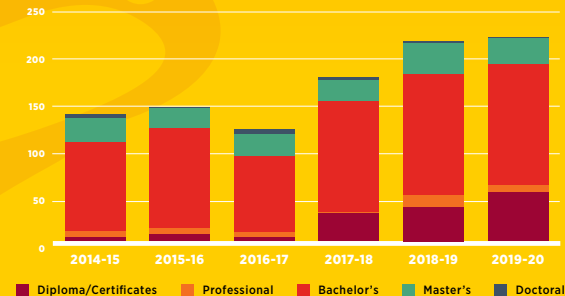
INDIGENOUS STUDENTS AS
% OF TOTAL UNIVERSITY OF CALGARY STUDENTS



TOTAL RESEARCH FUNDS
4 YEAR OVERVIEW



INDIGENOUS DEGREES, CERTIFICATES AND DIPLOMAS
TOTAL BY LEVEL



Together in a good way: Congratulations to the 2020 *ii' taa'poh'to'p* Grant Recipients

Lindsay Crowshoe,
Cumming School of Medicine
*Traditional Knowledge Keepers
in Residence Program: Phase II*

Liza Lorenzetti and Patricia Danyluk,
Werklund School of Education
What does reconciliation mean to me?

Adam Murry, Faculty of Arts
Allyship with Indigenous Populations

Dawn Rault, Faculty of Arts
Virtual Indigenous Film Festival

Bucky Blaire Russell
*Paa pao'oh tsi ma'ahpihkaan:
Providing information via electronic source,
supported by the Schulich School of Engineering*



Participant feedback from 2019–20 cultural teachings and events

“It was laid out beautifully and flowed from one topic to the next.
It was so informative that I am inspired to learn more. It’s perfect.”

ABOUT THE STORY OF II' TAA'POH'TO'P
ONLINE LEARNING MODULE

“Great tribute to the residential school victims and survivors and much needed educational event
for the general public on the lived intergenerational experiences of Indigenous peoples in Canada.
Really like the focus on the contribution of Indigenous authors like Richard Wagamese
to the Canadian literature and arts.”

ABOUT ORANGE SHIRT DAY EVENTS
HOSTED IN PARTNERSHIP WITH THE CALGARY PUBLIC LIBRARY



GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE
Report to General Faculties Council
for the meeting held November 25, 2020

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

Institutional Enterprise Risk Management Program – Student Risk Review

The EC was reminded that the Student Risk is one of ten identified institutional risks, and that this risk has been assigned to the EC for oversight. The EC received a presentation on the active issues, key risk indicators, and mitigations in progress in relation to this risk. The EC learned that the Student Risk has risen to a rank of seventh in relation to the University's other institutional risks, due to two new active issues: the move to a hybrid teaching environment during COVID-19 and increased competition for students.

The EC discussed that:

- The University has mitigation strategies to address accessibility, including scholarships and bursaries
- The mental health of students is very important, and student mental health should be considered among the key risk indicators for this risk if this is not already done
- The next National Survey of Student Engagement (NSSE) will be administered in 2023, and it is possible that the instrument will be modified to ask questions relating to the impacts of COVID-19

Review of the Draft December 10, 2020 GFC Agenda

The EC reviewed the draft agenda for the December 10, 2020 GFC meeting, and made adjustments to the order and timing of items.

The EC discussed the length of presentations and determined that presenters will be asked to limit their presentation to five slides, and that longer presentations can be included with the documentation uploaded to the D2L for the GFC meeting (but only 5 slides will be permitted for presentation at the meeting).

Ed McCauley, Chair and Dru Marshall, Vice-Chair



ACADEMIC PLANNING AND PRIORITIES COMMITTEE

Report to General Faculties Council (GFC)

for the meetings held November 2, 2020; November 23, 2020; November 30, 2020; and December 1, 2020

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

November 2, 2020

Approval of the 2020-2021 Calendar and Curriculum Subcommittee Work Plan

The APPC reviewed and approved the proposed Calendar and Curriculum Subcommittee (CCS) work plan for the 2020-2021 year. The APPC was reminded that the CCS is responsible for Faculty-level Calendar changes, general edits to the Calendar and review of the admissions and academic regulations sections of the University Calendar. It was noted that a COVID-19 line item was added to the regular business of each CCS meeting to address matters related to the pandemic.

Approval of Changes to A.5 Undergraduate Admission Requirements in the University Calendar

The APPC reviewed the proposed changes, and learned that they respond to changes to secondary grading practices worldwide, that these changes created uncertainty for students in how their applications for admission will be considered in future terms, and that the proposed changes aim to create a fair and equitable admissions process for all students.

The APPC discussed how admissions averages will be calculated, how the Admissions Office will manage GPAs that are potentially skewed by these changes and the difference between the Winter 2020 term at the University versus at the high school level.

The APPC suggested the Admissions Office extend their consideration of alternative high school grading practices from Winter 2020 through to Winter 2021 to accommodate ongoing changes to these practices as a result of the pandemic.

The APPC approved the changes to section A.5 *Undergraduate Admission Requirements* in the University Calendar.

Approval of Changes to A.5.2 International High School Admission in the University Calendar

The APPC reviewed the proposed changes, learning that in the United States (US), some institutions are moving to make the Scholastic Aptitude Test (SAT) and the American College Testing (ACT) optional, that some recent reports have raised questions about inherent racial bias within the SAT, and that the Admissions Office proposes to discontinue its use of the SAT and ACT as requirements for admission consideration for students applying from a US high school. The APPC also learned that students who sit these exams may submit their test scores as part of a diverse qualification application at their own discretion.

The APPC discussed the current admissions process for US high school applicants and how these changes will create a more equitable evaluation process for all applicants.

The APPC approved the changes to section A.5.2 *International High School Admission* in the University Calendar, effective for the Winter 2021 intake onward.

Approval of Changes to A.11 English Language Proficiency in the University Calendar

The APPC reviewed the proposed changes, learning that this proposal reflects a continuation of temporary regulations put in place in the Winter 2020 term in response to the closure of most English Language Proficiency (ELP) testing centres, and that the Admissions Office will continue to use the Duolingo English Language Test (DELT) on a temporary basis through the Winter 2022 term.

The APPC discussed the validity and reliability of the DELT, and learned that there are no comprehensive studies that measure long-term student success when the DELT is used for admissions decisions. The APPC also discussed the disadvantages of not offering the DELT as an option for students, the chosen minimum score of 115 for undergraduate admissions, that the Faculty of Graduate Studies (FGS) sets its own score, and which programs do not accept the DELT as proof of ELP.

The APPC suggested that the score chart in the Calendar entry be updated to show that the DELT is not applicable as proof of ELP for Bachelor of Education and Bachelor of Nursing admissions.

The APPC approved the changes to section A.11 *English Language Proficiency* in the University Calendar, effective for the Spring 2021, Summer 2021, Fall 2021 and Winter 2022 terms.

November 23, 2020

Approval of Changes to Regulations G.1 *Scheduling of Tests and In-Class Assessments* and G.5 *Scheduling of Final Examinations* in the University Calendar

The APPC reviewed the proposed changes, learning that the changes incorporate more flexibility in the 24-hour timed window, outline the mechanisms needed for an instructor to schedule a common assessment time, increase flexibility to develop contingency plans for issues students may experience during a timed online assessment, allow smaller-stakes online assessments worth less than 10% of a student's grade to be exempt from these guidelines, provide support to students who require formal accommodations, include suggestions on when an instructor is to be available to answer assessment questions, and that these changes will take effect January 1, 2021.

The APPC discussed what accommodations are available to students in a timed assessment, the process for assessments written at a common set time, considerations for students writing assessments in different time zones, the difficulties in accommodating the 50 percent time extension to complete an online timed exam, and how these changes may affect the number of high-stakes assessments in a course.

The Committee suggested that a supplement to the guidelines include a breakdown of what has worked well and what has not to provide pedagogical support to instructors, and add language to the guidelines to clarify how students make arrangements for scheduling assessments at alternative times, emphasizing that these instructions must be included in the course outline.

The APPC approved the changes to Regulations G.1 *Scheduling of Tests and In-Class Assessments* and G.5 *Scheduling of Final Examinations* in the University Calendar.

Changes to A.1 Qualifications in the Graduate Chapter of the University Calendar

The APPC reviewed the proposal, learning that the FGS is proposing to extend the temporary English Language Proficiency Requirements approved by the APPC in April 2020, as students are still having trouble accessing testing centres, that the FGS has set a minimum ELP requirement but that specific programs may adjust this score to suit their program needs, and that the FGS is proposing to increase the Duolingo English Test minimum score from 115 to 125 to align with other graduate programs in Canada.

The APPC approved the changes to A.1 *Qualifications* in the Graduate Chapter of the University Calendar.

Creation of a Corporate Law Summer Institute in the Faculty of Law

The APPC reviewed the proposal, learning that the initial offering of a summer program in London, England was run through Group Study in Summer 2019, that the Corporate Law Summer Institute allows students to complete programming similar to an internship along with additional programming and have it recorded on their transcript, that the Faculty of Law aims to offer the program across Canada and the US, and that the proposed program fee aligns with comparative programs in Canada.

The APPC discussed what the program fee covers and what costs students are responsible for, demand for the program, the possible hiring of support staff to oversee the program, and how the Faculty of Law will keep the program fee manageable for students.

The APPC approved the creation of the Corporate Law Summer Institute, effective May 1, 2021.

Other Business

A Committee member brought forward two items for discussion under Other Business: Pass/Fail Compassionate Grading and Extension of Leave time.

A. Pass/Fail Compassionate Grading

The APPC discussed the possibility of providing a CR/F grading option to students for the Fall 2020 term, given the complications and stresses of the term and that there are strong mental health reasons for doing this.

The APPC discussed the possible ramifications associated with making this change for current courses; the impacts seen from the CR/F option in the Winter 2020 term; the implications of offering a CR/F this term, including impacts on GPA calculations and admission to other programs; the stresses academic staff and students are experiencing with the shift to online learning; and whether students who have recently withdrawn from a course could reverse this decision if a CR/F option is made available.

The Co-Chair reported that the issue would be discussed at Dean's Council, and an emergency meeting of the Committee might be scheduled to move this item forward.

B. Extension of Leave Time

The APPC discussed the possibility of extending the break before the start of the Winter 2021 term, as other institutions in Canada are doing in light of COVID-19. The Committee learned that the January block week makes this difficult, and that other options for additional time off within the term could be considered.

The APPC discussed how an extended break could affect lab-based courses and courses scheduled on Mondays and Fridays, other scheduling possibilities and the effects of these, whether one long break or multiple shorter breaks

would be seen as more valuable, other ways that the University might help reduce student and instructor stress, and how these changes might affect graduate students and academic staff.

The Co-Chair explained that the General Faculties Council (GFC) approves any changes to the Academic Schedule, and so this may be brought through GFC governance at a later date.

November 30, 2020 – Special Meeting

Approval of Flexible Grading for the Fall 2020 Term

The APPC reviewed the proposal, which proposes that a student can choose to take one Completed Requirements (CR) in a course of their choosing for the Fall 2020 term.

The APPC discussed offering one CR option versus more than one or the option to take all CRs for Fall 2020 courses, who was consulted in the creation of the proposal, the increased workload for students and teaching staff in an online environment, how the shift to a CR potentially affects academic progression and academic review processes, how the CR potentially affects applications to and progression in professional programs, how the Registrar's Office interprets the CR for admissions purposes, and how other Canadian institutions are responding to rising stress levels in their communities.

The APPC also discussed whether an unweighted F could be offered to students and what the consequences of this would be, whether a late withdrawal option could be offered and what the consequences of this would be, that the advantages and disadvantages of the CR option must be clearly communicated to students, and that a more permanent policy to address this type of situation will be formalized in the Winter 2021 term.

The APPC also discussed how the CR may affect students' applications to other programs and institutions and to scholarship competitions, whether it should be up to students to decide how many CRs they need this term, the number of students who have expressed concerns, whether letter grades could be stored in the Registrar's Office to allow for reversal of a CR choice at a later date and whether students will be able to request a reversal of a CR in the short term as was offered in Winter 2020, and whether students can reverse a recent withdrawal from a course in light of the CR option. The APPC also considered the unique issues graduate students are facing, including the lower number of courses some students are registered in and how the one CR option could wipe out grades for a graduate student's entire term.

The APPC suggested that proponents add 1.0-unit courses to the list of courses for which the CR option is available. The motion to approve the proposal was withdrawn, and the Committee was encouraged to consider the discussion overnight and revisit the proposal the following day.

December 1, 2020 – Special Meeting

Approval of Flexible Grading for the Fall 2020 Term

The APPC reviewed the proposal, and learned that an addition was made to the previous proposal to include the option to take an unweighted D to help alleviate progression issues, that all graduate students in all programs will be offered this option to maintain equity across programs and workloads, and a delayed deadline to apply for the CR, from January 11 to January 15, 2021.

The APPC learned that the CR is unweighted and not included in the GPA, that the unweighted D will be distinguished from the D with an asterisk on the transcript, and that students who have withdrawn within a specific

recent time period who wish to reverse their withdrawal to take advantage of the CR will be managed on a case-by-base basis. The APPC also learned that the unweighted D will be considered for the purposes of progression in professional programs at the discretion of the Faculty, and the CR will be accepted as constituting a fulfilled requirement, though it was noted that this has posed challenges for some students following the Winter term.

The APPC discussed the differences in minimum GPA requirements depending on the Faculty, that the Registrar will offer a second deadline to apply for the CR for students with deferred coursework or exams, as was done in the Winter 2020 term, and other proposed options that offer students more choices, such as the addition of an unweighted F or an “Unsatisfactory” on the transcript, as well as the issues that would arise as a result of introducing these options.

The APPC expressed deep concern for the mental wellbeing of students, faculty and staff, and discussed other ways that the University could support students and staff that don’t involve the transcript.

The APPC suggested that the unweighted D encompass both the D and D+ grades.

The APPC approved that students can choose the CR or an unweighted D grade option for one course for the Fall 2020 term.

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



RESEARCH AND SCHOLARSHIP COMMITTEE
Report to General Faculties Council
for the meeting held November 19, 2020

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

San Francisco Declaration on Research Assessment (DORA)

The RSC received a presentation on the San Francisco Declaration on Research Assessment (DORA), including that this focuses on the impacts of research in addition to metrics such as bibliometrics. The RSC was informed that the Executive Leadership Team has recommended that the University become a signatory to the DORA.

The RSC discussed:

- That examples of non-journal outputs that are not STEM related only, such as public talks, consultancy, and community engagement, should be used
- That the impact of a research project can be sensationalized, and this is a concern if research is being assessed for promotion and tenure
- If and how unit reviews could use data gathered under DORA principles, as unit reviews do not currently use narrative data
- That the principles of the University's in-development Academic Staff Criteria and Processes Handbook match well with the DORA principles, and that the Handbook will operationalize any commitment to DORA
- That the signatories to DORA include the Canadian Tri-Agencies and other funding bodies
- That dossiers are now being used in addition to surveys such as the Universal Student Ratings of Instruction (USRI) to assess teaching, and the adoption of the DORA principles to assess research is congruous with this

This presentation will be made at an upcoming General Faculties Council (GFC) meeting.

Hunter Hub Mandate and Positioning

The RSC received a presentation on the Hunter Hub, including its vision, mandate, objective, governance, key successes in 2019-2020, key initiatives for 2020-2021, and plan for repositioning the Hunter Hub within the University's ecosystem.

The RSC discussed:

- The embedded certificate in Entrepreneurial Thinking

- The meaning and use of the words “entrepreneurial” and “innovation”, and if these apply to all disciplines. It was suggested that a broad range of examples should be used in order that members of the University community can connect themselves with the Hunter Hub.

This presentation will be made at an upcoming GFC meeting.

New Collective Agreement with the Postdoctoral Association of the University of Calgary

The RSC received a presentation on the recent first collective agreement between the University and the Postdoctoral Association of the University of Calgary (PDAC). The RSC learned that in 2017 the Alberta government passed a bill granting Postdoctoral Associates the right to representation by a bargaining agent, the right to collectively bargain, and the right to strike. The RSC further learned that the University has postdocs in three different categories (Postdoctoral Associates, Postdoctoral Fellowship Holders and Guest Postdoctoral Scholars) and that the new three-year collective agreement applies only to Postdoctoral Associates as the others are not employees of the University.

Research Services Updates

The RSC received a presentation on the Research Services Office, including its recent leadership changes, the rollouts of the Research Management System and the Institutional Research Information Services Solution (IRISS) + Research Ethics Board (REB) Exchange, and recent changes to its structure including the addition of the Knowledge Engagement Unit and Indigenous Research Support Team.

This presentation will be made at an upcoming GFC meeting.



TEACHING AND LEARNING COMMITTEE
Report to General Faculties Council
for the meeting held November 17, 2020

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

Curriculum Review – Faculty of Kinesiology

The TLC reviewed the curriculum review report from the Faculty of Kinesiology, and received a presentation highlighting the information.

The TLC discussed that:

- It can be challenging to develop a list of program-level learning outcomes, and it was suggested that the Faculty consider the course-level learning outcomes and the Faculty's strategic goals in order to identify broad program-level learning outcomes
- The curriculum review process can be a collegial and productive endeavour, and the Faculty was praised for the involvement of students in its process
- Staff in the Taylor Institute can assist the Faculty in embedding Indigenous, equity, diversity and inclusion, and mental health education into the Kinesiology curriculum
- Curriculum mapping is a valuable tool for identifying gaps and areas for change

Revisions to Assessment Guidelines for Remote and Online Assessments (Changes to Regulations G.1 Scheduling of Tests and In-Class Assessments and G.5 Scheduling of Final Examinations in the University Calendar)

The TLC learned that changes to Section G of the University Calendar (Examinations and Tests) will soon be presented to the Academic Planning and Priorities Committee for approval, in light of the need for updated assessment guidelines for online/remote and blended courses. The TLC received a presentation highlighting the proposed changes, including revising the guidelines for 24-hour access to timed online assessments and that smaller stakes online assessments may be exempt from the 24-hour access.

The TLC discussed:

- That there is confusion about the additional time that must be allowed for any technology issues, and specifically in relation to the statement that "a 50-minute class would have a test designed to take 50 minutes to complete"
- That the guidelines state that additional time must be allowed for in case a student experiences technology issues, but that students may experience other issues such as a disruptive learning environment. It was suggested that the section be worded "*Timed online tests and assessments must include an additional 50 per cent of the test/assessment time to allow for any ~~technology~~ issues that may arise*". It was further suggested that supporting documentation be created to set out examples of issues that students may have.

- That students who are normally eligible for extra time for a test/assessment should receive this time in addition to the extra time allowed for technology or other issues
- Whether the threshold for lower stakes assessment be set at 5%, as proposed, or 10%
- That the 24-hour access rule opens a door to academic misconduct, as one student may access the test/assessment and share with others
- Whether the 24-hour access rule should apply only to students in different time zones
- That the number of assessments that students are experiencing is having an impact on some students' mental health

Embedded Certificates Definitions and Guidelines

The TLC was informed that the University has a Certificate and Diploma Credential Framework, but that a better definition of embedded certificates, and guidelines relating to the development of these, are needed.

The TLC learned that completion of an embedded certificate is currently noted on a student's parchment, but students may wish to do more than one embedded certificate and there is not space on the parchment to list more than one. Completion of multiple embedded certificates can be noted on a student's transcript. A minor or concentration is only noted on a student's transcript and not on the parchment.

In response to questions, it was reported that:

- It is known that some graduate students may wish to complete an embedded certificate, and this possibility is being examined
- The awarding of an embedded certificate is meant to indicate that a student has done some extra work, and the stacking of courses is not encouraged

New University of Calgary Teaching Award (Indigenous Ways of Knowing)

The TLC was informed that a new University of Calgary Teaching Award – Indigenous Ways of Knowing – is being developed.

The TLC discussed:

- The Taylor Institute International Strategy ii'taa'poh't'op Working Group's concern that an 'award' to recognize the outstanding contributions of an individual or group who has advanced Indigenous Ways of Knowing at the University is out of step because competition is not part of Indigenous philosophy, and that it is desired to recognize all persons who are nominated. The TLC suggested that the award be called an 'honour' or 'special recognition', but that care be taken to ensure that the significance of the award be maintained.
- That the nomination process for this award, and potentially the other awards in the program, be modified to allow for the use of alternate submission formats such as videos
- That the persons who receive this award could form a community of scholars

The TLC will discuss this proposal again at an upcoming meeting, and then it will move to the General Faculties Council for approval.

Standing Reports

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

COVID-19 Updates in Teaching and Learning and Updates from TLC Members

The TLC discussed matters relating to COVID-19 and teaching and learning, including that it can be difficult to understand if/how some provincial regulations apply to post-secondary institutions, that it is important to communicate with students about the challenges at this time, and that some internship and practicum placements are being seriously impacted and this will impact the program completion time for some students.

Leslie Reid, Co-Chair, and Amy Warren, Academic Co-Chair

POLICY DEVELOPMENT PLAN (PDP) REPORT

as of 2020-12-03

Below is a list of all University Policies and Procedures currently in Consultation or recently Approved by the applicable Approval Authority.

| Title | Stage | Drafting Team |
|--|--------------|---|
| Sexual Violence Policy | Consultation | Deborah Book; Carla Bertsch; Susan Barker; Michael Van Hee; Chris Stanley; |
| Student Non-Academic Misconduct Policy | Consultation | Deborah Book; Susan Barker; Jennifer Quin; |