GENERAL FACULTIES COUNCIL
AGENDA

Meeting #609, October 7, 2021, 1:30 p.m.   By Zoom platform

Item	Description	Presenter	Materials	Estimated Time
1.	Conflict of Interest Declaration	McCauley	Verbal	1:30
2.	Inclusive Practice Moment	Rosehart[1]	Verbal	
3.	Remarks of the Chair - Annual Address of the Chair	McCauley	Verbal	
4.	Question Period	McCauley	Verbal	
5.	Safety Moment	Van Hee[2]	Document	
	Action Items			
6.	Approval of the June 10, 2021 Meeting Minutes	McCauley	Document	
7.	Recommendation of the Creation of the Department of Biomedical Engineering	Rosehart/Kallos[3]	Document	2:10
8.	Election of Two Academic Staff Members to an Advisory Selection Committee for a Dean of the Faculty of Arts (note: election to be held by MS Teams Form immediately following the meeting)	McCauley/Houle	Document	2:25
9.	Election of Two Academic Staff Members to an Advisory Selection Committee for a Dean of the Faculty of Kinesiology (note: election to be held by MS Teams Form immediately following the meeting)	McCauley/Houle	Document	
10.	Election of One Academic Staff Member as the Member of the Board of Governors Nominated by GFC (note: election to be held by MS Teams Form immediately following the meeting)	McCauley/Houle	Document	
	Information Items			
11.	Framework for Growth Update	McCauley	PowerPoint	2:30
12.	Fall 2021 Enrolment Report	Dambrowitz[4]	PowerPoint	2:45

Item	Description	Presenter	Materials	Estimated Time
13.	Research Security Guidelines	Ghali[5]	Document + PowerPoint	3:00
14.	Standing Reports: a) Report on the Sept. 15, 2021 GFC Executive Committee Meeting and July 29 and September 16, 2021 e-votes b) Report on the Sept. 27, 2021 Academic Planning and Priorities Committee Meeting c) Report on the Sept. 21, 2021 Teaching and Learning Committee Meeting d) Report on the Sept. 23, 2021 Research and Scholarship Committee Meeting e) Report on the Sept. 22, 2021 Senate Meeting	In Package Only	Documents	3:15
15.	Revised Terms of Reference - General Standing Committees - Academic Planning and Priorities Committee - Academic Program Subcommittee - Graduate Academic Program Subcommittee - Calendar and Curriculum Subcommittee - Research and Scholarship Committee - Teaching and Learning Committee	In Package Only	Documents	
16.	Other Business	McCauley		
17.	Adjournment Next meeting: November 4, 2021	McCauley	Verbal	3:15

Regrets and Questions: Elizabeth Sjogren, Governance Coordinator
Email: esjogren@ucalgary.ca

Lise Houle, Interim University Secretary
Email: lhoule@ucalgary.ca

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

---

Presenters

1. Bill Rosehart, Dean, Schulich School of Engineering
2. Mike Van Hee, Co-Interim Vice-President (Finance and Services)
3. Michael Kallos, Schulich School of Engineering
4. Amy Dambrowitz, Registrar
5. Bill Ghali, Vice-President (Research)

Changes are coming to the Alberta Occupational Health and Safety Act that may affect members of the university community including contractors engaged in work for the university. The exact date when the updated Act will be proclaimed is not known but it is almost certain to be this fall. Key changes are:

- The need to address psychological and social hazards in the workplace remains in the OHS Act and has been positioned in the stated purpose of the legislation, rather than directly in the definition of 'health and safety.'
- Prime contractor requirements have been further defined and made more specific. Prime contractors are responsible for coordinating safety for all employers and workers on their construction worksites.

- The role of the Joint Worksite Health and Safety Committee (JWHSC) has been narrowed in scope. Key remaining activities of the Committee are:
  - The receipt, consideration, and dispensation of worker health and safety concerns.
  - Participation in hazard assessments.
  - Making recommendations to the university on health and safety matters.
  - Review of worksite inspection results.
- The definition of 'dangerous work' has been clarified and there have been changes to the work refusal process in support of a worker's right to refuse dangerous work.
- Potentially serious incidents (serious near misses) are no longer required to be reported to Alberta OHS. They are still required to be investigated internally.
- Some sections of the Act are being moved to the OHS Code, where the majority of the specific safety rules are normally found. The Province has not yet published the new Code.
- The required elements of an organization's health and safety program will no longer be spelled out in the OHS Act. Some of this detail may appear in the Code.

Most of the changes to the Act are a relaxation of requirements. The EHS department is updating our EHS management system to comply with the changes. The changes will not likely directly impact faculty or staff unless they are involved in a safety incident or issue.

The OHS Code is a companion document to the OHS Act and contains most of the specific safety rules. Updates to the Code will be announced when the updated Act is proclaimed. The Environment, Health and Safety department will review these changes and will update the university community as the need arises.

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: **Creation of the Department of Biomedical Engineering in the Schulich School of Engineering**

MOTION:

> That the General Faculties Council (GFC) recommend that the Board of Governors approve the creation of the Department of Biomedical Engineering within the Schulich School of Engineering, as set out in the documents provided to the Committee, and as recommended by the Academic Planning and Priorities Committee and the GFC Executive Committee.

PROPONENTS

Dr. Bill Rosehart, Dean, Schulich School of Engineering and Professor, Department of Electrical and Software Engineering

Dr. Anders Nygren, Vice-Dean, Schulich School of Engineering and Professor, Department of Electrical and Software Engineering

Dr. Michael Kallos, Director, Biomedical Engineering Calgary Initiative and Professor, Department of Chemical and Petroleum Engineering, Schulich School of Engineering

Dr. Elena Di Martino, Director, Centre for Bioengineering Research and Education and Professor, Department of Civil Engineering, Schulich School of Engineering

REQUESTED ACTION

The General Faculties Council (GFC) is being asked to recommend the creation of a new Department of Biomedical Engineering in the Schulich School of Engineering, as outlined in the attached proposal and appendices.

KEY CONSIDERATIONS/POINTS

Description - The Schulich School of Engineering (SSE) is proposing the creation of the Department of Biomedical Engineering. Biomedical Engineering (BME) activities have grown over the past 25 years at the University of Calgary, and the proposed department will provide a transdisciplinary anchor for future growth and interdisciplinary operations. The department will house all BME activities including the graduate program, numerous research initiatives, and the undergraduate education programs. These activities are currently run by different structures – Centre for Bioengineering Research and Education (CBRE) for undergraduate, Biomedical Engineering Graduate Program for graduate and Biomedical Engineering Calgary for research (see proposal).

Purpose – A formal home for Biomedical Engineering at UCalgary will provide an anchor and a visible profile for transdisciplinary training and scientific expertise on campus that is critical for external recognition and appraisal of UCalgary's research strengths and strategic prioritization of BME. The department will be structured in a way that takes advantage of unique strengths while removing barriers and enabling transdisciplinary biomedical engineering

research to flourish in an environment that allows researchers and trainees to communicate, share ideas and collaborate across disciplines. The proposed Department of Biomedical Engineering operations and activities will center around core values of transdisciplinarity, collaboration and a holistic approach to training, research and translation.

Strengths and Weaknesses – The major strengths are outlined in the proposed document and include streamlining administrative processes as well as improved communications. In particular, external communications, including development and partnership activities, will be greatly facilitated by this new structure. A potential pitfall or weakness will be the incorrect impression that this is "moving" Biomedical Engineering activities into the Schulich School of Engineering. However, this is not the case, and great care will be taken in communications around this new structure. We have taken great strides to be inclusive, transdisciplinary and faculty-agnostic in the creation of the structure of the new Department. We feel it has the right balance of vertical elements to support the discipline of Biomedical Engineering as it pertains to an undergraduate training program, while maintaining horizontal or cross-cutting structural elements to engage and maintain relationships across faculties and disciplines.

Other Options Considered – Three Options were considered: 1) the Current Model (3 separate structures for undergraduate training, graduate training and research), 2) an Institute and 3) a Department. With the strict requirements for the accreditation of engineering undergraduate programs, both Options 1 and 2 were not ideal. With the requirements for multifaculty involvement and participation, Option 1 was resulting in a great deal of confusion and missed opportunities. We have come up with a Modified 3 – a Department that can support all of the activities in an integrated fashion.

Strategic Implications – The formation of a Department of Biomedical Engineering will bring the activities at the University of Calgary, which are at an international level, to the international spotlight. A Department of Biomedical Engineering affiliation will finally allow us to track and get recognition for the many wonderful student, faculty and staff achievements in a unified manner. This is also critical for fund development, hiring of faculty and the career progression of current and future faculty members, that have not had a home. It will also provide a home to the hundreds of students in the undergraduate and graduate programs.

Material Results or Consequences – The majority of the proposed administrative leadership positions, committees, and staff are already in place, although housed in different entities (CBRE and BME Graduate Program and BME Calgary Initiative), so there are no major resource implications. In fact by bringing these under one umbrella, we believe there will be efficiencies and synergies.

Communications Implications – A single focal point for both internal and external stakeholders involved in Biomedical Engineering research and training activities will greatly enhance the impact of these activities and allow for better integration of research and undergraduate and graduate teaching activities.

RISKS

The University of Calgary has one of the longest histories of cross-faculty graduate training and Biomedical Engineering research, but we are one of the last in Canada to create a formal structure. As such, it is imperative that we learn from those that have gone before us and have worked to gather the best elements of structures across Canada and merged these with the available options at the University of Calgary. We believe it is critical to create this structure now to take advantage of the momentum gained by the Engineering Solutions for Health Research Strategy, launched in 2015, and the favourable International Review of this strategy in 2020, which recommended the creation of a formal structure. As mentioned above, the continued active participation of faculty members and students across campus will be critical to the success of the new Department, and we will work hard with the Biomedical Engineering Deans and the communications staff in those faculties to facilitate the transition from the current model to the new structure.

ROUTING AND PERSONS CONSULTED

Completed	Body	Date	Approval	Recommendation	Discussion	Information
	Engineering Faculty Council (EFC)	2019-03-29			X	
	BME Grad Students & Supervisors	Jun 2019			X	
	BME Council of Deans	Oct 2019			X	
	EFC	2021-02-18			X	
	BME GEC	Feb 2021			X	
	CBRE	Mar 2021			X	
	BME Research Com.	Mar 2021			X	
	BME Research Com.	Apr 2021			X	
	BME Council of Deans	2021-04-28				
	EFC	2021-04-29			X	
	EFC	2021-05-20		X		
	Academic Planning and Priorities Committee	2021-06-07		X		
	GFC Executive Committee	2021-09-15		X		
X	General Faculties Council	2021-10-07		X		
	Board of Governors	2021-10-22	X			

NEXT STEPS

This proposal requires Board of Governors approval. If the motion carries at the October 7, 2021 GFC meeting, this item will be presented to the Board of Governors.

Ultimately, if approved by the Board of Governors, the current administrative structures (Centre for Bioengineering Research and Education, Biomedical Engineering Graduate Program) will continue their work until the new unit comes into existence. The transition to the new department will include putting into place the governance of the new unit, including the dissolution of the Centre for Bioengineering Research and Education, in accordance with the Research Institutes and Centres Policy.

SUPPORTING MATERIALS

a. Proposal for the Creation of a Department of Biomedical Engineering
b. Biomedical Engineering Department Council
c. Biomedical Engineering Graduate Supervisor Forum
d. Biomedical Engineering Department Education Committee
e. Biomedical Engineering Graduate Education Committee
f. Biomedical Engineering Calgary Research Committee
g. Biomedical Engineering Graduate Oversight Committee
h. Biomedical Engineering Council of Deans
i. Biomedical Engineering Associate Head, Graduate (BME Graduate Program Director)
j. Biomedical Engineering Graduate Program Associate Director
k. Biomedical Engineering Associate Head, Undergraduate
l. Biomedical Engineering Calgary Research Forum

A Proposal to Establish the

Department of Biomedical Engineering

A Transdisciplinary Anchor for Biomedical Engineering Activities

at the University of Calgary

1.0 Rationale – UCalgary Strategic Opportunity

Biomedical Engineering (BME) at the University of Calgary has grown over the last 25 years into a community of truly collaborative researchers, transdisciplinary students and active entrepreneurs across multiple faculties. Activities on campus have operated under a number of different structures, and it is necessary to evolve to a new structure to support research and training, and continue to grow and have impact. We need to take advantage of the critical mass of researchers, as well as opportunities at the local, provincial and federal levels.

Biomedical Engineering activities at the University of Calgary include the Biomedical Engineering Graduate Program (since 1996), the Center for Biomedical Engineering Research and Education (since 2003), the BME Specialization (now Minor) undergraduate Program (since 2003), Zymetrix (since 2009), and numerous research initiatives that are now organized under the Engineering Solutions for Health: Biomedical Engineering Research Strategy (2015) and the VPR office. The University established a BME Calgary Steering Committee in 2013 to coordinate these efforts. However, with the diverse BME research capacity and infrastructure that now exists at UCalgary, there is a clear need for a more sustainable and robust structure to ensure continued growth and success for Biomedical Engineering.

Biomedical Engineering research is a **transdisciplinary** initiative requiring incentives and appropriate reporting to ensure success. There are currently 340 faculty members across the academy involved in Biomedical Engineering research activities, as well as 360 trainees directly enrolled in the graduate and undergraduate programs. We are the only university in Canada with integrated medical and veterinary medicine schools, and one of very few with a world-renowned Faculty of Kinesiology. Our graduate program is also unique in its scope and breadth across campus.

Biomedical Engineering research, training and translation efforts exist outside of any single faculty at UCalgary. This allows for truly transdisciplinary teams to come together to solve important and relevant health and wellness challenges. A formal structure is required to properly support these teams of researchers, trainees and collaborators. There is a need for a focal point for external stakeholder engagement, and recruitment and retention of faculty, staff and students. A single entity, with strong links to partner units across campus, will provide a mechanism for enhanced engagement with industry, health care entities, government and the community.

Our transdisciplinary BME teams excel in creating new technologies and solutions that can save lives and empower people to live longer and healthier. UCalgary researchers and trainees can bring technology to market faster and more effectively through specialized training, strategic partnerships, and access to expertise and resources for innovators and entrepreneurs. The City of Calgary has recently recognized Biomedical Engineering as an area of strength in the emerging Life Sciences sector. The University of Calgary has recently launched the Life Sciences Innovation Hub in the University Research Park, and together with $8.5 Million from the City of Calgary, they are poised to transform how new life science technologies are incubated. There are over 440 companies in the health and life sciences in Alberta (Western Economic Diversification Canada, May 2021) and over 200 of these are medical device or health

1

IT and analytics based. Alberta Health Services has also recently announced a new Health Innovation pipeline. This coupled with the Hunter Hub for Entrepreneurial thinking, Creative Destruction Labs Rockies and multiple other initiatives are all aligning to provide a "perfect storm" for the translation of biomedical engineering innovations.

2.0 Mission and Vision

A formal home for Biomedical Engineering at UCalgary will provide an anchor and a visible profile for transdisciplinary training and scientific expertise on campus that is critical for external recognition and appraisal of UCalgary's research strengths and strategic prioritization of BME.

We are proposing a type of structure that will take advantage of our unique strengths while removing barriers and enabling transdisciplinary biomedical engineering research to flourish in an environment that allows researchers and trainees to communicate, share ideas and collaborate across disciplines.

The proposed Department of Biomedical Engineering operations and activities will center around core values of transdisciplinarity, collaboration and a holistic approach to training, research and translation.

2.1.Mission

The Mission of the Department of Biomedical Engineering will be to support and promote biomedical engineering researchers and students by providing innovative training programs, encouraging collaboration across the university and enabling funding, communications, and partnerships to advance transdisciplinary research, training and translation activities.

2.2.Vision

Our Vision will be to understand and harness the power of biology to improve the health and wellbeing of humans and animals through the development and implementation of innovative biomedical engineering programming.

2.3.Scope and Objectives

The Department of Biomedical Engineering would coordinate undergraduate biomedical engineering training, and anchor graduate biomedical engineering education, research, translation and partnership activities pertaining to Biomedical Engineering.

3.0 Structure and Governance

The Department of Biomedical Engineering would be created n the Schulich School of Engineering.

3.1.Leadership

The Department leadership structure would follow those of other departments within the Schulich School of Engineering. The Department would have the following leadership team (see separate Terms of Reference).

a. Department Head

b. Associate Head Undergraduate

c. Associate Head Graduate / Graduate Program Director

d. Associate Head Research (not to be appointed in the initial launch)

2

The Department Head would report to the Dean, Schulich School of Engineering. The Department Head would be advised by an External Biomedical Engineering Advisory Board (ToR to be developed by Department).

3.2. Structure

The Associate Head, Undergraduate would Chair the Biomedical Engineering Department Education Committee which would be composed of members from the Biomedical Engineering Department (see separate ToR).

The Associate Head, Graduate (Biomedical Engineering Graduate Program Director) would Chair the Biomedical Engineering Graduate Education Committee, which would be composed of members from multiple faculties involved with the program (see separate ToR).

- Activities in the Biomedical Engineering Graduate Program would be advised by a Biomedical Engineering Graduate Oversight Committee (see separate ToR) and overseen by the Biomedical Engineering Council of Deans (see separate ToR)

The Department Head would chair the Biomedical Engineering Calgary Research Committee, with a co-chair from outside of the Department, which would be composed of members from multiple faculties involved with transdisciplinary Biomedical Engineering Research (see separate ToR).

- Biomedical Engineering Research activities would be overseen by a Biomedical Engineering Council of Deans (see separate ToR)

4. Appointments

The majority of the initial complement of faculty members will have primary appointments in the Department of Biomedical Engineering. Policies and procedures will be developed by the Department for Joint or Adjunct appointments. An appointment in the Department of Biomedical Engineering is not necessary to supervise students in the Biomedical Engineering Graduate Program, which will remain a multi-faculty program (see separate ToR). Affiliated faculty members associated with the Biomedical Engineering Graduate Program and Biomedical Engineering Research activities will retain their appointment in their home Faculty/Department/Institute. This gives faculty members a strong link to their core discipline, and the Biomedical Engineering Department will provide the supportive environment for researchers to bring that expertise to transdisciplinary teams that coalesce to solve challenges in health and wellness.

4.1. Faculty Member Engagement

Primary members of the Department would form the Biomedical Engineering Department Council, which would meet monthly (see separate ToR).

Biomedical Engineering Graduate Program supervisors will form the Biomedical Engineering Graduate Supervisor Forum (see separate ToR), which will meet twice a year to give feedback on curriculum and program requirements and the strategic direction of the program. One meeting will normally be held in conjunction with the Alberta Biomedical Engineering Conference.

Biomedical Engineering Research affiliated faculty members will be assembled annually in a Biomedical Engineering Calgary Research Forum. (see separate ToR) This Forum will normally be held in conjunction with the Alberta Biomedical Engineering Conference.

4.2. Faculty Engagement

The Department of Biomedical Engineering, through the Department Head, will provide the Biomedical Council of Deans with a Report on Activities at the annual Biomedical Engineering Council of Deans meeting.

5.0 Budget and Resources

The primary basis for the budget of Biomedical Engineering Department will come from activities lead by the Department, including the current CBRE budget and undergraduate activities, as well as anticipated expansions in undergraduate and MEng programs.

The administrative home for the Department will be the current home for CBRE (with Chemical and Petroleum Engineering), with the Manager for this cluster taking on the role of Manager for the new Department. At present, the Biomedical Engineering administrative staff (2) and Biomedical Engineering Research administrative staff (1) are housed in the same administrative home, and already report to the manger there.

One of the key aspects of forming this Department is the formation of a physical home for Biomedical Engineering and Biomedical Engineering on campus. For this reason, new space will be a key aspect of the success of the new Department. As mentioned above, it is proposed that the initial home would be co-located with the CPE admin cluster. As part of the Biomedical Engineering Department Strategic Plan, we will investigate touchdown space for faculty members from outside of the Schulich School of Engineering to work when they are coming here to teach, have meetings, or participate in department activities. Research Laboratory space will be allocated as the Department grows. Teaching Laboratory space will be required for undergraduate teaching, but is currently managed in the ENG101 Biomedical Engineering Teaching lab. Graduate student space (primarily offices) will continue to be supported as it is now. Biomedical Engineering graduate students with a primary supervisor in the Schulich School of Engineering have space in the Schulich School of Engineering, the students whose supervisors have a primary appointment in another faculty are provided space by those faculties.

6.0 Consultation

There has been consultation with multiple stakeholders during the development of this proposal including faculty members in the Schulich School of Engineering, students and supervisors in the Biomedical Engineering Graduate Program, faculty members involved in the Biomedical Engineering Research activities and the Biomedical Engineering Council of Deans. These groups include all of the deans as well as multiple faculty members from the Schulich School of Engineering, Cumming School of Medicine, and the Faculties of Kinesiology, Veterinary Medicine, Science and Nursing. Consultation and discussions started in 2019 and have continued for 2 years. The Briefing Note contains a full Approval Path.

7. Supporting Documents

The following Terms of Reference are also provided.

   a. Biomedical Engineering Department Council

   b. Biomedical Engineering Graduate Supervisor Forum

   c. Biomedical Engineering Department Education Committee

   d. Biomedical Engineering Graduate Education Committee

    e.   Biomedical Engineering Calgary Research Committee

    f.   Biomedical Engineering Graduate Oversight Committee

    g.   Biomedical Engineering Council of Deans

    h.   Biomedical Engineering Associate Head, Graduate (BME Graduate Program Director)

    i.   Biomedical Engineering Graduate Program Associate Director

    j.   Biomedical Engineering Associate Head, Undergraduate

    k.   Biomedical Engineering External Advisory Committee (in progress)

    l.   Biomedical Engineering Calgary Research Forum

8. Date of last review – May 26, 2021

Biomedical Engineering Department Council

Terms of Reference

1. Establishment

The Biomedical Engineering Department Council (**Council**) will be formed from the members of the Biomedical Engineering Department.

2. Membership

2.1. Chair

The Council will be chaired by the Biomedical Engineering Department Head.

2.2. Members

The Council shall consist of the following members:

- All full-time academic members of the Department of Biomedical Engineering, with at least a 33% appointment in the Department (ex-officio)
- One Biomedical Engineering undergraduate student (appointed by the Department Head upon recommendation by BMESS)
- One Biomedical Engineering Graduate Program student representative (appointed by the Department Head upon recommendation by BMEG)

All members are voting members of the Committee.

Appointed members may be appointed for a term of up to 1 year, with eligibility for re-appointment for an additional term of up to 1 year. A member's term will continue until the term start date of the member's successor or on the expiry date of the member's appointment if there is no successor. Members having served the maximum 2 consecutive years will be eligible for appointment to the Council after a minimum of two (2) years has elapsed since the expiration of their last term.

3. Role

The Council serves as the Department's senior academic governing and advisory body on the academic affairs of the Department. Accordingly, the Council reviews and provides recommendations regarding academic priorities, strategies, plans and policies for the Department, and provides a forum for discussion, information sharing and approval of Department recommendations to the EFC or other external decision-makers.

4. Responsibilities

The primary responsibilities are as follows:

a. Recommend to EFC the programs of study for which the Department is responsible;

1

b. Recommend to EFC the conditions under which a student can graduate when they have satisfied all the requirements of their program;

c. Recommend to EFC the conditions under which a student must withdraw from or may continue the student's program of studies in the Department;

d. Other activities and responsibilities delegated or assigned to it by the EFC or brought to it by the Chair from time to time.

Approval and coordination of the Biomedical Engineering Graduate Program (including the MSc and PhD) falls under the guidance of the Biomedical Engineering Graduate Oversight Committee and the multifaculty Biomedical Engineering Graduate Education Committee, and as such decisions regarding these matters do not need to come to this Council for approval. Any MEng programming would fall under the Biomedical Engineering Department Education Committee and this Council.

5. Meetings

The Council shall meet not less than once a month during the period from September to June in each year. Additional regular or special meetings may be called by the Chair.

Meeting agendas will be formulated by the Chair and reviewed and approved in accordance with the Council's procedures. As much as possible, meeting materials will be provided to the Council electronically one week in advance of a scheduled meeting.

A quorum for the transaction of business at any meeting of the Council is a number equal to a one-half (1/2) of the members of the Council.

In the sole discretion of the Chair, Council meetings may be held in person or by means of a telephonic, electronic or other communication facility that permits all participants to communicate adequately with each other during the meeting.

Only Council members may move, second and vote on motions.

Motions will be decided by a show of hands, a roll call (voice), consensus, or otherwise in such manner that clearly evidences a member's vote and is accepted by the Chair of the meeting. Voting by proxy is not allowed.

An affirmative vote of a majority of the members present and eligible to vote, or consent without objection is required to pass a motion. The Chair does not have a second or casting vote.

Motions may be voted on electronically in between Council meetings, if moved and seconded by Council members. At least 50% of the Council members need to vote on a motion and 50% or more of those votes need to be in favour of the motion for it to pass.

A declaration by the Chair of the meeting that a motion has been carried and an entry to that effect in the minutes shall be prima facie evidence of the action taken. Any member may ask at the time of the vote that the member's individual vote or abstention be recorded in the minutes.

Guests may be invited to attend and speak at a meeting with the approval of the Chair given in advance of the meeting or, in the sole discretion of the Chair of the meeting, during the meeting.

2

Minutes of the proceedings of all Council meetings and records of all decisions of the Council made outside of a meeting will be created and presented to the Council for approval or information, as applicable, at its next subsequent meeting.

The Council shall keep as permanent records, minutes of all Council meetings, a record of all actions taken by the Council without a meeting, and a record of all actions taken by a committee exercising the authority of the Council.

6. Date of last review – May 26, 2021

Biomedical Engineering Graduate Supervisor Forum

Terms of Reference

1. Establishment

The Biomedical Engineering Graduate Forum (**Forum**) will be the formal group of active Biomedical Engineering Graduate Program Supervisors.

2. Membership

2.1. Chair

The Forum will be chaired by the Biomedical Engineering Graduate Program Director.

2.2. Members

The Forum shall consist of the following members:

- All active* supervisors in the Biomedical Engineering Graduate Program (ex-officio)
- Three Biomedical Engineering Graduate Program student representatives (appointed by the Biomedical Engineering Graduate Program Director upon recommendation by BMEG)

All members are voting members of the Committee.

* An active supervisor is one that is currently supervising or co-supervising a student, or has participated as a supervisor or co-supervisor for a graduate student in the Biomedical Engineering Graduate Program in the last 5 years.

Appointed Forum members may be appointed for a term of up to 1 year, with eligibility for re-appointment for an additional term of up to 1 year. A member's term will continue until the term start date of the member's successor or on the expiry date of the member's appointment if there is no successor. Members having served the maximum 2 consecutive years will be eligible for appointment to the Forum after a minimum of two (2) years has elapsed since the expiration of their last term.

3. Role

The Forum serves as the mechanism for supervisors in the Biomedical Engineering Graduate Program to provide input into the academic affairs of the Program. Accordingly, the Forum reviews and provides recommendations regarding academic priorities, strategies, plans and policies for the Department, and provides a forum for discussion and information sharing. Major changes to the Biomedical Engineering Graduate Program would be brought to this group for input.

4. Responsibilities

The primary responsibilities are as follows:

a. Review and provide feedback on major curriculum and major policy changes in the Biomedical Engineering Graduate Program

1

    b. Provide advice and feedback on programming, student recruitment and strategic directions for the Program

Approval and coordination of the Biomedical Engineering Graduate Program falls under the guidance of the Biomedical Engineering Graduate Oversight Committee.

5. Meetings

The Forum shall meet not less than twice a year. Typically, one of the meetings will coincide with the Alberta Biomedical Engineering Conference and the other will be held late Winter or Spring semester. Additional regular or special meetings may be called by the Chair.

Meeting agendas will be formulated by the Chair and reviewed and approved in accordance with the Forum's procedures. As much as possible, meeting materials will be provided to the Forum electronically one week in advance of a scheduled meeting.

In the sole discretion of the Chair, Forum meetings may be held in person or by means of a telephonic, electronic or other communication facility that permits all participants to communicate adequately with each other during the meeting.

Guests may be invited to attend and speak at a meeting with the approval of the Chair given in advance of the meeting or, in the sole discretion of the Chair of the meeting, during the meeting.

Minutes of the proceedings of all Forum meetings will be created and presented to the Forum for approval or information, as applicable, at its next subsequent meeting.

The Biomedical Engineering Graduate Program shall keep as permanent records, minutes of all Forum meetings.

6. Date of last review – May 26, 2021

Biomedical Engineering Department Education Committee

Terms of Reference

1. Establishment

The BME Department Education Committee (**Committee**) will manage and coordinate the undergraduate programming in Biomedical Engineering in the Schulich School of Engineering including curriculum, accreditation, and student recruitment. It will also manage and develop the MEng degrees.

2. Membership

2.1. Chair

The Committee will be chaired by the Associate Head, Undergraduate, Department of Biomedical Engineering.

2.2. Members

The Committee shall consist of the following additional members:

- One of the Associate Directors of the Biomedical Engineering Graduate Program, responsible for the MEng programs
- Two members of the Biomedical Engineering Department, with a primary appointment in the Schulich School of Engineering
- One member from outside of the Biomedical Engineering Department with a strong interest in Biomedical Engineering

Members shall be appointed bi-annually in May by the Department Head. Initially, one will be appointed for a 1-year term, and the remaining for a 2-year term. On subsequent years, terms of two years will be served, giving continuity to the Committee.

The Committee will also consist of at least one administrative staff member and/or one technologist. All members are voting members of the Committee.

3. Role

The primary role will be to oversee and coordinate the Biomedical Engineering Undergraduate Programs in the Schulich School of Engineering including curriculum issues, accreditation, awards, and recruitment. In addition, the Committee will provide leadership in research activities involving undergraduate Biomedical Engineering Students. This includes, but is not limited to, the iGEM competition, and the Biomedical Engineering Undergraduate Research Program. The committee will also oversee Biomedical Engineering MEng degrees.

4. Responsibilities

The primary responsibilities are as follows:

1

a. Discussing curriculum issues and making recommendations to faculty members at departmental meetings.
b. Overseeing the accreditation process and any issues arising on a non-accreditation year.
c. Planning recruitment and retention activities for first year students and students who have been placed in Biomedical Engineering.
d. Developing and presenting the First Year presentation and the Frosh Week display/booth
e. Managing the undergraduate content of media and advertising
f. Coordinate, with the Biomedical Engineering Graduate Program, the recruitment, placement and programming for the Biomedical Engineering Undergraduate Research Program
g. Oversee the MEng program including
    a. To make recommendations on policy and procedures regarding graduate studies, including but not limited to:
        i. admissions requirements
        ii. programs
        iii. degree requirements
        iv. administrative policies and procedures
    b. To review and recommend graduate calendar changes, including the introduction of new courses and elimination of courses
    c. To advise the Head and Associate Head – Graduate Studies as required on matters relating to individual students such as
        i. admission
        ii. termination due to unsatisfactory performance

5. Meetings

The Committee shall meet at least four times a year. Each year at the first meeting of the committee, specific priorities, activities, and goals for the upcoming year will be established and reported to the Department. The Committee will report progress regularly at Department meetings. Formal minutes of Committee meetings shall be kept.

6. Date of last review – May 26, 2021

Biomedical Engineering Graduate Education Committee
Terms of Reference

1. Establishment

The BME Graduate Education Committee (**Committee**) will manage and coordinate the multifaculty Biomedical Engineering Graduate Program across the University of Calgary. The foundational core principle of the BME Graduate Program is that it is a multi-faculty, collaborative program.

2. Membership

2.1. Chair

The Committee will be chaired by the Biomedical Engineering Graduate Program Director (Associate Head, Graduate, Department of Biomedical Engineering).

2.2. Members

The Committee shall consist of the following members:

- The Biomedical Engineering Graduate Program Director

- The two Biomedical Engineering Graduate Program Associate Directors

- A graduate student in the program, recommended by the Biomedical Engineering Graduate Student Association (BMEG), subject to confirmation by the Program Director, to a renewable one-year term

- Four additional faculty members, who are supervisors in the Biomedical Engineering Graduate Program

  o The additional faculty members will also be chosen to represent a) the research priorities/strengths of the Biomedical Engineering community at the University of Calgary, b) adequate representation of the Faculties and Schools involved in the program, and c) representation from both genders.

  o Two of the additional members will be elected by the Biomedical Engineering Graduate Supervisor Forum

  o Two of the additional members shall be appointed by the Program Director, upon discussion with the Associate Directors, for renewable two-year terms.

Faculty members must be a Board-Appointed academic staff at the University of Calgary and shall be appointed to a two-year term, which is renewable. All members are voting members of the Committee.

3. Role

The primary role will be to oversee and coordinate the Biomedical Engineering Graduate Program, including graduate curriculum issues, graduate awards, and graduate recruitment. In addition, the Committee will provide a bridge between the faculties and academic programs where Biomedical Engineering Graduate Program supervisors have their primary appointment. An important aspect of the

roles of committee members will be to engage the faculty members within the Biomedical Engineering communities in their respective faculties to ensure broader Biomedical Engineering community has representation. It should also be clear that this program, due to the multifaculty nature, may require guidelines and academic procedures to differ from other Schulich School of Engineering graduate programs.

4. Responsibilities

The primary responsibilities are as follows:

a.   Develop budgets and plans regarding program delivery, including student recruitment, the meeting of enrolment targets and student services

b.   Oversee the academic operations of the Program including curriculum development and program scheduling, calendar submissions, admissions, scholarships, and the management of enrolled students' progress.

c.   Solicit input from the Biomedical Engineering Graduate Forum on major curriculum changes and strategic directions and programming

d.   Support graduate student events such as conferences and networking events

e.   Be actively involved in the promotion of the program

f.   Provide updates to the Biomedical Engineering Graduate Oversight Committee twice a year and to the Biomedical Engineering Council of Deans at their annual meeting

g.   Provide information, when requested, to their home faculties on BME activities

5. Meetings

The Committee shall meet not less than once a month in each of Fall and Winter Semesters. Formal minutes of these meetings shall be kept that shall be forwarded to the Biomedical Engineering Graduate Oversight Committee.

6. Date of last review – May 26, 2021

2

Biomedical Engineering Calgary Research Committee

Terms of Reference

1. Establishment

The BME Calgary Research Committee (**Committee**) will support and coordinate an interdisciplinary approach to Biomedical Engineering research across the University of Calgary.

2. Membership

2.1. Chairs

The Committee will be chaired by the Department Head, Biomedical Engineering and a co-chair will be appointed by the Biomedical Engineering Council of Deans.

2.2. Members

The Committee shall consist of the two co-chairs and 9 additional members. Members shall be chosen to ensure representation from each of the following faculties: the Schulich School of Engineering, the Cumming School of Medicine, and the Faculties of Kinesiology, Science, Nursing and Veterinary Medicine.

The co-chairs will propose members to the Biomedical Engineering Council of Deans for approval. Each Dean will approve the members from their faculty. Membership will represent a diversity of areas across Biomedical Engineering with at least one representative from each of the defined Biomedical Engineering focus areas.

Members must be a Board-Appointed academic staff at the University of Calgary and shall be appointed to a two-year term, which is renewable. All members are voting members of the Committee.

3. Role

The primary role will be to provide strategic direction and high-level coordination of Biomedical Engineering Calgary Research activities across campus. In addition, the Committee will provide a bridge between the faculties and academic programs where Biomedical Engineering researchers have their primary appointment. They will communicate and provide information updates to their home faculty as needed. An important aspect of the roles of committee members will be to engage the faculty members within the Biomedical Engineering communities in their respective faculties to ensure broader Biomedical Engineering community has representation.

4. Responsibilities

The primary responsibilities are as follows:

a. Ensure there is a current Biomedical Engineering Calgary Strategic Research Plan
b. Develop and maintain an inventory of major BME research initiatives and provide strategic insight into future research directions and partnerships with the goal of BME becoming a global hub of excellence.

c. Identify and support initiatives that will enhance the University of Calgary BME research community, including the BME Distinguished Speaker Series and the BME Industry Series
d. Monitor opportunities for research funding relevant to BME Calgary and its members and identify and support pursuit of funding for team grants and major initiatives
e. Identify ways to encourage collaboration across all areas of BME including multi-disciplinary research approaches, industry partnerships, and international partnerships
f. Ensuring individuals/groups are nominated for research related prizes, awards and fellowships
g. Provide information to the Biomedical Engineering Calgary Research Community, of priorities and strategies within their home faculties, which could impact Biomedical Engineering
h. Provide guidance on the budget of the Biomedical Engineering Calgary Research Initiative
i. Provide updates to the Biomedical Engineering Council of Deans at their annual meeting
j. Provide information, when requested, to their home faculties on BME activities

5. Meetings

The Committee shall meet as deemed necessary by the co-chairs, but not less than 6 times each year. Formal minutes of these meetings shall be kept that shall be forwarded upon request to the Biomedical Engineering Council of Deans.

6. Date of last review – May 26, 2021

Biomedical Engineering Graduate Program Oversight Committee

Terms of Reference

1. Establishment

The BME Graduate Program Oversight Committee (**Committee**) will provide guidance, oversight and support to the Biomedical Engineering Graduate Program and advise the Biomedical Engineering Council of Deans. The foundational core principle of the BME Graduate Program is that it is a multi-faculty, collaborative program.

2. Membership

2.1. Chair

The Chair will be appointed by the Biomedical Engineering Council of Deans from the Members.

2.2. Members

The Committee shall be comprised of the following members:

- Dean's delegate from the members of the Biomedical Council of Deans whose faculties have at least 5 supervisors in the Biomedical Engineering Graduate Program (First Group)
- Dean's delegate from 1 member of the Biomedical Council of Deans not included in the First Group above. This member will jointly be selected by the Deans not in the First Group.
- A representative appointed from the Faculty of Graduate Studies by the Dean, Faculty of Graduate Studies

Members must be a Board-Appointed academic staff at the University of Calgary and shall be appointed to a three-year term.

3. Role

The primary role will be to review the academic priorities, strategies, plans and progress as well as provide recommendations on the budget for the Biomedical Engineering Graduate Program. In addition, the Committee will provide a bridge between the faculties and academic programs where many of the Biomedical Engineering Graduate Program supervisors have their primary appointment. They will communicate and provide information updates to their home faculty graduate level education committees as needed.

4. Responsibilities

The primary responsibilities are as follows:

a. Provide information to the Biomedical Engineering Graduate Program, through the Director, of priorities and strategies within their home faculties, which could impact the Biomedical Engineering Graduate Program

b. Review progress on academic goals as set by the Biomedical Engineering Graduate Program

1

    c. Provide guidance and recommendations on the budget of the Biomedical Engineering Graduate Program
    d. Provide updates to the Biomedical Engineering Council of Deans at their annual meeting
    e. Provide information, when requested, to their home faculty graduate committees

5. Meetings

The Committee shall meet not less than four times a year. At these meetings, the Biomedical Engineering Program Director will provide updates on student numbers, scholarships and academic activities. Formal minutes of these meetings shall be kept that shall be forwarded upon request to the Biomedical Engineering Council of Deans.

The meetings shall be scheduled by the Biomedical Engineering Department.

6. Date of last review – May 26, 2021

Biomedical Engineering Council of Deans

Terms of Reference

1. Establishment

The BME Council of Deans will provide guidance, oversight and support to the transdisciplinary Biomedical Engineering Calgary Research Initiative and Biomedical Engineering Graduate Program.

2. Membership

2.1. Chair

Dean, Schulich School of Engineering (voting)

2.2. Members

The BME Council of Deans shall be comprised of the Dean or Dean's Delegate from each of the Schulich School of Engineering, Cumming School of Medicine and the Faculties of Kinesiology, Science, Veterinary Medicine and Nursing.

3. Role

The primary role will be to review on an annual basis, the academic priorities, strategies, plans and progress as well as approve the budget for the Biomedical Engineering Calgary Research Initiative and the Biomedical Engineering Graduate Program.

4. Responsibilities

The primary responsibilities are as follows:

a. Discuss opportunities for increased interdisciplinary partnerships in Biomedical Engineering Research
b. Discuss opportunities for increased interfaculty partnerships in Biomedical Engineering education and training
c. Discuss opportunities for increased interdisciplinary partnerships in hiring of faculty members, chairs including joint hires in Biomedical Engineering
d. Discuss opportunities for increased interdisciplinary partnerships in Biomedical Engineering lab space and translational facilities
e. Review progress on academic goals as set by the Biomedical Engineering Graduate Program
f. Review progress on research goals as set by the Biomedical Engineering Research Initiative
g. Approve the budgets of the Biomedical Engineering Graduate Program and Biomedical Engineering Calgary Research Initiative

5. Meetings

The BME Council of Deans shall meet not less than once a year in the Fall semester. Formal minutes of these meetings shall be kept that shall be forwarded upon request to all deans.

The meetings shall be scheduled by the Biomedical Engineering Department.

6. Date of last review – May 26, 2021

Biomedical Engineering Graduate Program Director /
Biomedical Engineering Associate Head, Graduate

Terms of Reference

1. Establishment

The BME Associate Head, Graduate (also known as the Biomedical Engineering Graduate Program Director) will oversee graduate affairs in the Biomedical Engineering Graduate Program. The foundational core principle of the BME Graduate Program is that it is a multi-faculty, collaborative program.

2. Appointment

The Program Director will be appointed by the Biomedical Engineering Department Head with input from and endorsement by the Biomedical Engineering Graduate Oversight Committee.

The Program Director will be a Board-Appointed academic staff member of the University of Calgary and shall be appointed to a three-year term.

Appointment of a Program Director will be done in consultation with the Dean, and where appropriate, Department Head, of the primary appointment of the faculty member. When the Program Director does not have a primary appointment in the Department of Biomedical Engineering, the faculty member will be seconded or partly seconded for a limited term to the Biomedical Engineering Department while fulfilling their duties as Biomedical Engineering Program Director.

3. Role

The primary role will be to oversee and coordinate the Biomedical Engineering Graduate Program in the Schulich School of Engineering including admissions, recruitment, curriculum, awards, and student success.

4. Responsibilities

The primary responsibilities are as follows:

a. Supervise and coordinate the administration and governance of graduate studies within the Biomedical Engineering Graduate Program
b. Oversee graduate admission process within Biomedical Engineering Graduate Program
    a. Responsible for admission of graduate students
    b. Counsel applicants with respect program admissibility and degree requirements
    c. Organization of recruiting visits
c. Point of contact for graduate students enrolled in the program
    a. Responsible for day-to-day matters dealing with graduate students

1

b. Provide advice on course selection, et cetera
d. Oversee the maintenance of graduate student records and the annual student evaluation process
e. Responsible for GAT assignments including
    a. Assignment of appointments
    b. Annual performance evaluations
    c. Nominations for TA awards
f. Oversee selection of merit-based graduate scholarship and awards
g. Responsible for matters related to graduate examinations
h. Represent the Biomedical Engineering Graduate Program at school and university level meetings
i. Responsible for graduation/convocation reviews for fall/spring convocations
j. Review/propose Biomedical Engineering Graduate Program calendar changes
k. Actively look for and recruit supervisors for the program
l. Represent the program on the Council of the Faculty of Graduate Studies
m. Chair the Biomedical Engineering Graduate Education Committee
n. Be responsible for taking preliminary budget plans, and major curriculum changes to the Biomedical Engineering Graduate Oversight Committee
o. Take an active role in communication with their respective faculty members
p. Engage in strategic planning for the program,
q. Represent the program in larger initiatives with a graduate component
r. Coordinate, with the Biomedical Engineering Department Education Committee, the recruitment, placement and programming for the Biomedical Engineering Undergraduate Research Program
s. Contribute to the evaluation for merit, promotion and tenure, of faculty members involved with the Biomedical Engineering Graduate Program, at the request of the appropriate Dean(s)
t. Prepare an annual report on student enrolment, scholarship, graduation and activities, including budget, to be presented at the annual Biomedical Engineering Council of Deans meeting

5. Date of last review – May 26, 2021

Biomedical Engineering Graduate Program Associate Director

Terms of Reference

1. Establishment

The Biomedical Engineering Graduate Program Associate Director will assist the Biomedical Engineering Graduate Program Director in overseeing graduate affairs in the Biomedical Engineering Graduate Program. The foundational core principle of the BME Graduate Program is that it is a multi-faculty, collaborative program.

2. Appointment

The two Associate Directors will be appointed by the Biomedical Engineering Graduate Program Director, with input from and endorsement by the Biomedical Engineering Graduate Oversight Committee.

The Associate Directors will be chosen to ensure representation from each of the three faculties with the largest number of students and supervisors in the program among the three (Director and 2 Associate Directors). Currently this is the Schulich School of Engineering, Cumming School of Medicine and Faculty of Kinesiology. The Associate Directors will be Board-Appointed academic staff members of the University of Calgary and shall be appointed to three-year terms.

Appointment of an Associate Director will be done in consultation with the Biomedical Engineering Department Head and the Dean, and where appropriate, Department Head, of the primary appointment of the faculty member. The position of Associate Director should be acknowledged as a Service contribution by the faculty member's primary appointment home.

3. Role

The primary role will be to assist in the day-to-day administration of the Biomedical Engineering Graduate Program at the request of the Director, including admissions, recruitment, curriculum, awards, and student success. One of the Associate Directors (with a primary appointment in the Schulich School of Engineering), will be in charge of the MEng programming.

4. Responsibilities

The primary responsibilities are as follows:

a. With the Director, Oversee graduate admission process within program
   a. Responsible for admission of graduate students
   b. Counsel applicants with respect program admissibility and degree requirements
   c. Organization of recruiting visits
b. With the Director, assist with selection of merit-based graduate scholarship and awards

1

     c.   When the Director is unable to attend, represent the program on the Council of the Faculty of Graduate Studies

     d.   Take an active role in communication with their respective faculty members

     e.   With the Director, engage in strategic planning for the program

     f.   Oversee Biomedical Engineering MEng programming, as a member of the Biomedical Engineering Department Education Committee (duties as described in that committee ToR)

5. Date of last review – May 26, 2021

Biomedical Engineering Associate Head, Undergraduate

Terms of Reference

1. Establishment

The BME Associate Head, Undergraduate (**Associate Head**) will oversee undergraduate affairs in the Biomedical Engineering Department.

2. Appointment

The Associate Head will be appointed for a five-year term by the Department Head, Biomedical Engineering.

3. Role

The primary role will be to oversee and coordinate the Biomedical Engineering Undergraduate Programs in the Schulich School of Engineering. In addition, the Associate Head will provide leadership in research activities involving undergraduate Biomedical Engineering Students. This includes, but is not limited to, the iGEM competition, and the Biomedical Engineering Undergraduate Research Program.

4. Responsibilities

The primary responsibilities are as follows:

a. Ongoing undergraduate advising
b. Liaise/coordinate with the Engineering Student Centre for admission of undergraduate students into the Biomedical Engineering Programs within Schulich School of Engineering
c. Responsible for day-to-day matters dealing with undergraduate students
d. Responsible for recommendations for undergraduate promotion and scholarship applications
e. Coordinate student experience activities such as student feedback sessions
f. Represent the department at the SSE Undergraduate Studies Committee (EUSC) meetings
g. Responsible for graduation/convocation reviews for fall/spring convocations
h. Present review results at appropriate department meetings
i. Summarize and present departmental decisions to the EUSC
j. Attend convocation as departmental representative
k. Select undergraduate scholarship recipients
l. Oversee timetabling of undergraduate courses
m. Review/propose department calendar changes
n. Advise current students on exchange opportunities
o. Provide advice to incoming exchange students
p. Coordinates industry liaison committees and meetings
q. Plans long-term accreditation
r. Coordinates and attends departmental outreach initiatives

s. Coordinates, with the Biomedical Engineering Graduate Program, the Biomedical Engineering Undergraduate Research Program

t. Represents the Schulich School of Engineering as a faculty mentor for the iGEM competition

5. Date of last review – May 26, 2021

Biomedical Engineering Calgary Research Forum

Terms of Reference

1. Establishment

The Biomedical Engineering Calgary Research Forum (**Forum**) will be the formal group of Biomedical Engineering Researchers.

2. Membership

2.1. Chair

The Forum will be chaired by the Biomedical Engineering Department Head and co-chaired by the co-chair of the Biomedical Engineering Calgary Research Committee.

2.2. Members

The Forum shall consist of the following members:

- All researchers affiliated with Biomedical Engineering Research activities (ex-officio)

All members are voting members of the Forum.

3. Role

The Forum serves as the campus community of Biomedical Engineering researchers. Accordingly, the Forum reviews and provides input into research priorities, strategies, plans and policies for the University in the area of Biomedical Engineering, and provides a forum for discussion and information sharing. Major changes to the Biomedical Engineering strategic directions would be brought to this group for input.

4. Responsibilities

The primary responsibilities are as follows:

a. Provide advice and feedback on research priorities, strategies, plans and policies for Biomedical Engineering at the University of Calgary

5. Meetings

The Forum shall meet not less than once a year. Typically, the meeting be held late in Winter or Spring semester. Additional regular or special meetings may be called by the Chair.

Meeting agendas will be formulated by the Chair and reviewed and approved in accordance with the Forum's procedures. As much as possible, meeting materials will be provided to the Forum electronically one week in advance of a scheduled meeting.

In the sole discretion of the Chair, Forum meetings may be held in person or by means of a telephonic, electronic or other communication facility that permits all participants to communicate adequately with each other during the meeting.

1

Guests may be invited to attend and speak at a meeting with the approval of the Chair given in advance of the meeting or, in the sole discretion of the Chair of the meeting, during the meeting.

Minutes of the proceedings of all Forum meetings will be created and presented to the Forum for approval or information, as applicable, at its next subsequent meeting.

6. Date of last review – May 26, 2021

GENERAL FACULTIES COUNCIL
Biographies of Candidates for Elections

The voting for these elections will be conducted electronically. A link to a MS Teams form, setting out equivalent to election ballots, will be sent to GFC members immediately following the October 7, 2021 meeting.

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

Election of Two Tenured Academic Staff Members to an Advisory Selection Committee for a Dean of the Faculty of Arts

Tonya Callaghan, Werklund School of Education

Dr. Callaghan's second monograph *Homophobia in the Hallways: Heterosexism and Transphobia in Canadian Catholic Schools* was published in 2018 with UToronto Press. They were recognized for their outstanding commitment to equity, diversity & inclusion (EDI) at UCalgary with the 2020 Diversity Award. Dr. Callaghan was honoured with two UCalgary Curriculum Development Awards for designing and coordinating the undergraduate course *Diversity in Learning* and the Master of Education program *Advancing Healthy & Socially Just Schools & Communities*, both of which actively promote EDI principles. Their research in the field of EDI explores resistance to anti-homophobia/transphobia education in curriculum and educational policy.

Alice de Koning, Haskayne School of Business

Dr. Alice de Koning, Haskayne School of Business (Entrepreneurship & Innovation, Strategy)
Teaching Professor (Haskayne School of Business) and Academic Director of the Hunter Hub for Entrepreneurial Thinking
Recipient: 4 CIH grants for Performance and Business Research Working Group (with Dr. Joy Palacios); CIH-KIAS grant
Recipient: Taylor Institute grants to develop place-based experiential learning resources; RBC grant for curriculum development; RBC Teaching Fellow in Entrepreneurial Thinking
Past Service: Haskayne FTP committee; various task forces in social innovation, innovation with VPR office; faculty recruiting committees at Haskayne and Schulich
Current Service: Provost Team; Haskayne FTP committee; various outreach events as moderator or speaker; associate editor, Cdn Journal Administrative Sciences

Christine Walsh, Faculty of Social Work

Christine A. Walsh conducts community-based, action-oriented, and arts-informed research in partnership with community-based agencies to understand the lives of individuals impacted by interpersonal violence, poverty, housing insecurity and homelessness, and social isolation/exclusion. Her scholarship includes international collaborations in Nepal, India, Pakistan, and Mexico. In her research, Christine aims to create the necessary knowledge base to inform policy and program development to improve the health and social well-being of

vulnerable members of society. Dr. Walsh is engaged in exploring, developing and documenting pedagogical innovation through the scholarship of teaching and learning and is active in mentoring the next generation of future scholars and practitioners.

Evaristus Oshionebo, Faulty of Law

Position: Professor
Recipient: Students' Union Teaching Excellence Award (2014); GREAT Supervisor Award (2017).
Past service: Advisory Committee for Dean of Law (2015); Tenure & Promotions Committee (Faculty of Science); Tenure & Promotions Committee (Faculty of Law); Chairperson, Academic Planning Committee (Law).
Current service: Associate Dean (Academic), Faculty of Law; Teaching & Learning Committee; External Teaching & Learning Awards Committee; Experiential Learning Advisory Committee; GFC Calendar and Curriculum Sub-Committee.
Biography
Dr. Evaristus Oshionebo's research focuses primarily on the law and policy governing extraction and mining of natural resources. He is the author of *Mineral Mining in Africa: Legal and Fiscal Regimes* (London: Routledge, 2020) and *Regulating Transnational Corporations in Domestic and International Regimes: An African Case Study* (Toronto: University of Toronto Press, 2009). Oshionebo is the Co-Editor of the Asper Review of International Business and Trade Law.
Oshionebo joined the University of Calgary's Faculty of Law in 2013. He won the Students' Union Teaching Excellence Award, University of Calgary in 2014. In 2017, Oshionebo was awarded the 'GREAT Supervisor Award' by the Faculty of Graduate Studies, University of Calgary. Prior to joining the University of Calgary, he was a tenured Associate Professor at the Faculty of Law, University of Manitoba.

Election of Two Tenured Academic Staff Members to an Advisory Selection Committee for a Dean of the Faculty of Kinesiology

Michael Kallos, Schulich School of Engineering

Title: Professor
Recipient: NSERC, CIHR, NIH, AIHS, CFI, ASRIP grants and Member, McCaig Institute for Bone and Joint Health
Recipient: Killam Annual Professor (2017); ASTech Leader of Tomorrow Award; teaching awards (incl. "Professor of the Year" and "Outstanding Excellence in Teaching"(x5)); Schulich School of Engineering Service Award (2013, 2005); Calgary Top 40 Under 40;
Past UofC Service: ASC Dean FGS, ASC Dean SSE; Faculty of Environmental Design FTPC; Schulich AARC; UCEE Board; Department of Math and Statistics Head Selection Advisory Committee; Director, BME Graduate Program
Current UofC Service: Director, BME Calgary Initiative; Director, SSE Centre for Bioengineering Research and Education; Member, WA Ranches Academic and Research Operational Com.; Member, One Health at UCalgary Thought Leaders Com; Member SSE and Dept. Chem and Pet Engg Research Committees

Marie France Forcier, Faculty of Arts

Associate Professor.
Research: Trauma Studies, Somatic Practices, Choreography, Performance.
Recipient: SSHRC, Canada Council for the Arts, Alberta Foundation for the Arts, Calgary Arts Development, Ontario Arts Council, Toronto Arts Council grants.
Past Service: SSHRC Grants Selection Committee; SSLLC Academic Hiring Committee; Chair, Dancers Studio West (non-profit service organization for dance professionals); Chair, Teaching and Learning Committee, SCPA.

Current Service: Dance Division Lead, SCPA; Executive Committee, SCPA; Creativity and Performance Committee, Faculty of Arts; CRFA Grants Selection Committee, Faculty of Arts.

Ebba Kurz, Cumming School of Medicine

Professor
Associate Dean (Undergraduate Health and Science Education), CSM
Director, O'Brien Centre for the Bachelor of Health Sciences program
Awards Received (selected): Killam Undergraduate Mentoring Award; McCaig-Killam Teaching Excellence Award; University of Calgary Teaching Award for Educational Leadership (individual in a formal role); Students' Union Teaching Excellence Award
Current Grants: NSERC, Calgary Health Trust, Terry Fox Research Institute
Past Service (selected): GFC Academic Planning and Priorities Committee (5 yrs); GFC Teaching and Learning Committee (6 years, 5 as Academic Co-Chair); General Merit Cmtte; General Promotions Cmtte; numerous search & selection cmttes
Current Service: GFC Calendar and Curriculum Subcommittee (in 9th year) and many other faculty and university-wide committees

Thilo Pfau, Faculty of Veterinary Medicine

Current Role: Professor, joint appointment Faculty of Kinesiology and Veterinary Medicine
Recipient: DAAD scholarship, Horserace Betting Levy Board UK, Horse Trust UK, Hong Kong Jockey Club Equine Welfare grant, Kennel Club UK, DEFRA (department for food and rural affairs) UK grants.
Service: Research Degree Committee, representative for Department Clinical Science and Services, RVC; Academic Board, RVC; Course director Graduate Diploma of Equine Locomotor Research, RVC; current member and past chair Scientific Board International Conference of Canine and Equine Locomotion;

Election of One Academic Staff Member as the Member of the Board of Governors Nominated by GFC

Joule Bergerson, Schulich School of Engineering

Associate Professor
Recipient: 2021 Engineering Students' Society Professor of the Year Award - Department of Chemical and Petroleum Engineering
Recipient: 2020 Schulich School of Engineering Achievement Award for Teaching
Recipient: 2019 CSChE Emerging Leaders in Chemical Engineering Award
Recipient: 2019 Faculty of Graduate Studies Great Supervisor Award
Recipient: 2018 UCalgary Peak Scholar Award
Recipient: 2017 Canada Research Chair in Energy Technology Assessment
Recipient: 2017 Royal Society of Canada: College of New Scholars, Artists and Scientists
Recipient: 2016 Sustainability Award: Teaching Leadership
Past Service:
  1. Department Search Committees (12 positions).
  2. SSE High School Liaison/Student Recruitment Committee.
  3. Energy and Environmental Systems Group Curriculum Development Committee.
  4. Energy and Environmental Systems Group New Faculty Hire Committee (5 positions).
  5. ISEEE-HSB joint-hire search committee (1 position).
  6. Department Merit Committee.
  7. Chemistry Faculty Search Committee (1 position).

8. Civil Engineering Faculty Search Committee (2 positions).
9. URGC Research Grants Committee.
10. Department Research Committee.
11. ISEEE Graduate Studies Committee.
12. Member of the Economics Department Faculty Search Committee (3 positions).
13. Department Graduate Studies Committee.

Current Service:
1. GFC Representative on the UCalgary Board of Governors.
    a) Board Budget Committee Member.
    b) Board Finance Committee Member.
    c) Board Health, Safety and Sustainability Committee Member.
2. GFC Executive Committee Member.
3. GFC Engineering Faculty Representative.
4. UCalgary Global Research Initiative – Research Committee Member.
5. CEERE's APC Committee.

Constance Finney, Faculty of Science

Associate Professor.
Recipient: Applicant – NSERC, CFI, URGC; Co-Applicant – CIHR, RDAR, AFC, NFRF.
Recipient: Community Engagement Excellence Award (UCalgary), Public Education Award (Canadian Society of Zoologists)
Past service: Committee member for: FRQNT strategic grant review committee (Quebec, French language committee), MGEAR Scholarship Committee, URGC SEED Grant committee, Markin USRP Committee, Faculty of Science Merit Committee and Biological Sciences Infrastructure Committee, Diversity Committee and Concentrations Working Group.
Current service: Chair of Biological Sciences Equity Committee, Co-Chair of LESARC (Animal Care Committee), Chair of Community Engagement Committee and Member of Executive (Host Parasite Interactions Training Network).

UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL
INFORMATION BRIEFING NOTE

SUBJECT: **Research Security Guidelines**

PROPONENT(S)

William A. Ghali, Vice-President (Research)

PURPOSE

To provide the General Faculties Council with an update on research security guidelines.

OVERVIEW

During the past several months, there has been considerable attention on research security guidelines at both the provincial and national level.

In May 2021, Alberta Minister of Advanced Education asked Alberta Institutions to pause the pursuit of any new or renewed partnerships with PRC/CCP-linked entities, to undertake a thorough review of the institution's relationships with entities potentially linked to the PRC/CCP, and to ensure these ongoing partnerships follow stringent risk assessments and due diligence.

The request also outlined details to be included in a report, due 90 days from the letter date, regarding the above items. The report was to include:

1. A review of relationships the institution and its subsidiaries has – outlining the various agreements, research relationships, institutional relationships, and joint ventures.

2. The implications of withdrawing from the listed relationships.

3. Details surrounding the scale and scope of relationships with companies, government agencies, and institutions potentially linked to the PRC/CCP.

4. The number of international students, visiting scholars, and faculty at the institution over a three-year period.

UCalgary leadership responded promptly and fully to all aspects of this request.

In July, 2021, the Federal Government released the [National Security Guidelines for Research Partnerships](#).

KEY POINTS

UCalgary approaches all international partnerships, not just those relating to the PRC, with a high standard of risk assessment and management, and we have an excellent record. That high standard is applied to all stages of development and execution of agreements, ensuring approaches to individual relationships are appropriate to mitigate potential risk.

UCalgary has placed emphasis on education and enhancing vigilance among faculty and staff engaging with international partners. Specific resources can be found in the attachments.

Protective steps taken during the development of agreements include:

- The completion of a Linkage Application Form for all international academic agreements. This ensures all agreements go through risk assessment and due diligence and have signed authority from the Dean to proceed. Depending on the type of agreement, the process involves the approval of the Senior Leadership Team (Vice-Provosts, Associate Vice-Presidents) and Executive Leadership Team members.

- Legal teams provide guidance and support, reviewing contracts and agreements with PIs, ensuring IP protection is built into agreements.

- Avoiding high-level cooperation agreements, preferring to focus on individual projects undertaken within a defined period of time.

The University endorses a philosophy of universal precautions for research security. Our protective measures are to be applied to all international partnerships and agreements (without singling out specific countries), recognizing that the Federal Government provides resources to help institutions in research security. Specific Federal Government resources include the current list of countries for which Canada has imposed sanctions and the Safeguarding your Research Guide. In addition, the University benefits from resources and guidance provided to us by Universities Canada and the U-15. Ultimately, strong measures and universal precautions permit the University to engage broadly in international partnerships –essential for globally competitive research universities.

The University of Calgary is studying the National Security Guidelines for Research Partnerships and will consult with national stakeholders on their operational implications.

While undertaking a detailed review of the University's research security tools and framework, senior leaders of the University met with researchers impacted by recent news coverage on the issues of research security and foreign influence. These meetings permitted affected researchers to share their experiences and concerns; institutional support and resources were provided.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Research and Scholarship Committee	2021-09-23				X
X	General Faculties Council	2021-10-07				X

SUPPORTING MATERIALS

1. Appendix A – Foreign Influence on Research Integrity and Intellectual Property
2. Appendix B – Guidelines and Toolkit for Global Engagement (draft)
3. Appendix C – Guiding Principles of Internationalization (draft)
4. PowerPoint presentation (to be shared at meeting)

International Research Collaborations:
Foreign Influences on Research Integrity and Intellectual Property

- Guidelines for Researchers -

Collaboration with international partners can create a wealth of opportunities to expand professional reputation, boost knowledge creation, and expose trainees and students to valuable new perspectives.

Risks

The Canadian university system is respected and admired worldwide. It has created world class research infrastructure and conducts research at the cutting edge of knowledge creation. As an open society with a global mindset, it greatly benefits from international collaboration.

However, international collaborations also have certain security risks, and even without leaving Canada, one may unknowingly be compromising the security of valuable research data and intellectual property.

A few countries and organizations have been identified to carry high risks related to foreign influence on research integrity and intellectual property.

In an attempt to help UCalgary researchers enter collaborative ventures in such a landscape with awareness, the purpose of these guidelines is not to discourage cooperation, but to identify some of the issues researchers should consider prior to engaging in any research collaboration, particularly where the collaboration is linked to a country, or a "partner", where such risks are known to be high.

Considerations

If you feel any of the following poses a risk to your intellectual property and/or may expose you to foreign influence on research integrity, seek advice from the Office of the Vice-President (Research) before engagement (see contact below).

1. Initiation of the Relationship

Who initiated contact? If the external partner initiated contact, how did they find you and what caught their attention? Is your intellectual property well protected in this new partnership?

Why collaborate with this partner, are there known risks? What exactly are the benefits to you, and could they be achieved similarly with another partner where risks are low?

2.   Financial Contribution

Is your potential collaborator providing funding to you for the collaboration?

How is your partner funding their work? Does your partner expect funding from the state, a research institute or a commercial entity? Does your partner have direct governmental links? Is there complete transparency on these questions?

Has the collaborator shown interest in your other research funding? Is there a chance they may be intending to access research funded from other sources? (e.g. NIH, CIHR, NSERC, AI, NSF, ESA, etc.)

3.   Strong Mutual Benefits

What are the mutual benefits of this new partnership?

Is there an expectation that you will be sharing existing intellectual property as part of the collaboration (e.g. data, samples, models, algorithms, etc.)? Will you be getting access to equally valuable intellectual property from your collaborator?

Do you have a clear understanding of how your collaborator will be using the results generated by the project, and especially how your results will be used?

What expectations does your collaborator have about sharing data? Will it be necessary for you to share all your research data? Will you, in turn, have access to data generated by your partner?

Can those involved in this partnership be exposed to political risks because of the cooperation? Again, if such risks are present please contact the Office of the Vice-President (Research) to ensure risks are mitigated.

4.   Training Component

Will training objectives be woven into the research project? If so, is the completion of this training at risk should the partnership be prematurely terminated?

If student exchanges are expected, will they be reciprocal? Will your students benefit from the exchange as much as the students of your collaborator?

If you are planning to accept visiting students, consider the need to control their access to sensitive information while on site. For example:

- Will the student/trainee have access to all laboratory computer resources while visiting?
- Will steps need to be taken to ensure that the student/trainee does not have access to confidential information or infrastructure except to the extent required for the specific project?
- Do you have a procedure for advising visiting students/trainees about rules of confidentiality and property rights in information? Should such students sign a non-disclosure agreement to avoid loss of intellectual property?

Ensure visiting students/researchers are registered on campus. Be familiar with immigration requirements for them to train at UCalgary (https://www.ucalgary.ca/future-students/open-studies/visiting).

5.   Delegations and Site visits

Be aware that all visiting foreign Delegations and Site Visits, particularly when coming from countries/partners where such risks are known to be high, must be approved in advance by your Faculty and the Office of the Vice-President (Research).

When a potential collaborator expresses a need to bring a delegation to visit your site, what is the purpose of the visit and why is a delegation required? Do you know the role and purpose of every visitor in the delegation?

What is the scope of the Site Visit? Is it limited to your lab or does it extend to other facilities? Will the inspection include any areas where confidential research may be taking place? If so ensure access is only permitted when risks of losing intellectual property are mitigated.

Will rules need to be communicated regarding access by the delegation to UCalgary computer networks and infrastructure, and taking photographs?

6.   Research Integrity

Is there any possible national political motive for the collaboration?

Can you control the use of research results of the collaboration when dealing with partners where such risks are known to be high? Will the partner place restrictions on academic freedom or data publication?

Ensure collaborative projects are consistent with UCalgary ethics requirements at all sites.

Will your partner be publishing results independently?

Is there any potential that unfavourable results may be de-emphasized or disregarded entirely because of your partner's interests?

Special Considerations for International Travel and Collaboration

Be aware of the risks. Ensure you are briefed before going to countries where such risks are known to be high. Discuss with the Office of the Vice-President (Research).

1. Leave your laptop and smartphone at home if possible

In certain countries, there is a risk that data on personal laptops and phones may be accessed without your permission. Encryption alone may not provide enough protection. Take advantage of the travel loaner program at UCIT to ensure the safety of your research and operational data. Clear laptops and smartphones are made available for free when traveling to countries where such risks are known to be high – contact Vice-Provost International (403-220 7702; uci@ucalgary.ca).

2. Cloud Services

Although cloud services such as Dropbox or Google Drive are encrypted and relatively secure, researchers should also encrypt sensitive files before uploading them in case the servers are hacked, or their account password is compromised. (Two-factor authentication, in which both a password and mobile-phone-generated key are required to access your account, adds an extra layer of security).

Experts advise that because these services are often set up to provide automatic access, it is important to log out of the service, clear your browser history and delete the app before travel.

3. If you must take your laptop and/or phone…

Be aware that export control restrictions may apply to your data when traveling to sanctioned countries.

Consider using a virtual private network (VPN). This allows users to establish secure network communications over an otherwise insecure Internet connection.

Use caution when connecting to public wireless networks and avoid entering credentials on such networks

Do not plug in untrusted electronic accessories.

Change passwords after returning from a trip to a country where such risks are known to be high.

Do not transmit sensitive information (especially login credentials and passwords) via computers or devices at hotel business centers (or other public access points)

Minimize data on USB sticks to those needed for a particular trip or function. USB sticks are easy to lose, easy to copy, rarely encrypted, and difficult to erase completely.

Contacts at UCalgary for further advice:

Office of the Vice-President (Research)

(403) 220 3382
vpr@ucalgary.ca
research.ucalgary.ca

Read the following documents:

(Available from the contacts above)

Bekkers F., Oosterveld W., Verhagen P. Checklist for collaboration with Chinese Universities and other research institutions, the Hague Centre for Strategic Studies, 2018.

"Foreign influences on research integrity": Meeting of the advisory committee to the Director, NIH, December 13, 2018

<p style="text-align:center">*   *   *</p>

University of Calgary International has created an internal toolkit to help guide conversations with faculty and staff members looking to develop a global partnership. This checklist is intended to support the development of a Linkage Application Form and is intended to ask further questions related to engagement within a certain country.

The following checklist was created using the final draft of the Principles for Internationalization (prepared by a sub-committee of the Associate Deans Council International), the University of Calgary's International Travel Policy, Policy on International Linkage Agreements and International Linkages Procedure and the International Research Collaborations: Foreign Influences on Research Integrity and Intellectual Property Guidelines for Researchers.

In addition to referencing these documents, consultations and analysis with other Canadian Universities were conducted and recommendations were integrated into the following guidelines.

The purpose of this guideline/toolkit us to help faculty members and researchers navigate the complexities of creating international partnerships. The checklist is by no means comprehensive or exhaustive but was created to help make informed decisions surrounding proposed partnerships and collaborations. The checklist is based on the relevant categories to evaluate the proposed partnership/collaboration:

	Response	Approved	N/A
Initial Considerations			
Why is this partnership necessary? What purpose(s) does it serve? Does it build on an existing program or is it new? What is the motive?		☐	☐
What benefit does the proposed partnership bring to the institution(s)/organization(s) involved? (reciprocity)		☐	☐
Does the partnership proposed fit with and support the academic, research, international, and/or institutional plan or strategy of the unit/faculty/institutions involved?		☐	☐
Why is this partnership best offered with this specific institution(s)/organization(s)? (consider reputation, ranking, location, and, if warranted, accreditation etc.)		☐	☐
Who will be accountable for the various aspects of the partnerships from start to finish (approval, implementation, evaluation, changes)?		☐	☐
Who speaks for the institution(s)/organization(s) involved and how will regular, consistent, and effective communication about the partnership be achieved?		☐	☐

	Response	Approved	N/A
What are the lessons learned from previous similar partnerships with the same or similar institution(s)/organization(s)? How will those lessons be applied to the design of this partnership?		☐	☐
Are there similar partnerships within the same region?			
What provision has been made to appraise the institutional impact and value of the partnership?		☐	☐
Are there enough dedicated resources (people, finances, administrative support, etc.) allocated to ensure the general support and sustainability of the partnership?		☐	☐

Academic Integrity & Freedom

	Response	Approved	N/A
Does the activity adhere to the University's policies surrounding academic freedom, research integrity and ethics?		☐	☐
Will this initiative build upon existing knowledge, insights, and wisdom of all stakeholders to mutual benefit?		☐	☐

Risk Management/Financial Considerations:

	Response	Approved	N/A
What possible risks would the University of Calgary be exposing itself to (Intellectual property, government regulations…etc.)?		☐	☐
To what extent do the partner institution(s)/organization(s) share the management of risk? Is there a risk management or integrated emergency management plan (e.g. business continuity plan, disaster recovery strategies, evacuation plan, or security provisions)?		☐	☐
Is there an appropriate budget that accounts for both start-up costs, on-going costs, and direct and indirect costs?		☐	☐
If funding is involved in the proposed partnership, have the partners ensured that the funds will not knowingly be used to benefit unethical business practices and/or terrorist groups as defined in the Criminal Code or individual members of those groups, or for terrorist activities, either directly or indirectly? The Canadian government list of terrorist entities can be found at the following web addresses: http://www.osfi-bsif.gc.ca/Eng/fi-if/amlc-clrpc/atf-fat/Pages/default.aspx or http://www.publicsafety.gc.ca/cnt/ntnl-scrt/cntr-trrrsm/lstd-ntts/crrnt-lstd-ntts-eng.aspx		☐	☐

Privacy and Confidentiality

	Response	Approved	N/A
How will student records be managed during this activity (i.e. which institution(s) will process student information during registration/enrolment and how/where/how long will this personal information be stored)?			

	Response	Approved	N/A
Is this activity compatible with the University's obligation to comply with applicable legislation on information and privacy?			
Do the institutions agree to enter into a formal agreement to protect intellectual property rights, if necessary? Action: Consult with the Information and Privacy Coordinator.			
Legal Requirements			
At the best of your knowledge, does the collaboration/partnership conform to the legal rights and obligations enshrined in international laws, covenants and declarations to which Canada is a signatory?			
Does this collaboration/partnership require a formal written agreement? Does the timeline needed for the agreement finalization fit the start of the proposed partnership?		☐	☐
Cultural, Equity, Diversity, and Inclusion Considerations			
Does the partnership look to support equity, diversity and inclusion?			
What steps have been taken to develop a collective consensus on identifying goals and objectives?			
Have cultural considerations and sensitivities been identified?			
Have asymmetrical power dynamics been considered between the partners?			
Human Rights			
Does the proposed partnership or collaboration look to mitigate the violation of human rights?			
Diplomatic Relations			
Does the proposed partnership pose a reputational risk or a threat to future partnerships for the institution(s)/organization(s) involved? (consider current events, political tensions, human rights violations, threats of terrorism/corruption, etc.)		☐	☐
Community Partnership			
What value does this partnership bring to the local community?		☐	☐
Are there existing partnerships between the University of Calgary and this prospective partner? (Consult with Community Engagement, Donor Relations or Corporate and Foundation Relations)			
Has appropriate and comprehensive consultation taken place with the relevant stakeholders?		☐	☐
Student Mobility			
Is student mobility in this country approved by the University of Calgary Country Risk Ratings for students? Visit: https://iac01.ucalgary.ca/RiskMgmt/ (go to the "Country Risk Ratings" tab			

	Response	Approved	N/A
How many students are projected to participate in the proposed partnership/international collaboration, how many are required to maintain the viability of the program, and how many can be accommodated?		☐	☐
Where/how will the courses be delivered? In face-to-face, on-line, or blended learning modes?		☐	☐
Does the proposal address capacity issues, such as availability and selection of courses?		☐	☐
What steps will be taken to convey the benefits of participating in the program to students and faculty members other than those directly involved?		☐	☐
How will student engagement with the program be optimized?		☐	☐
Will there be bridging programs or other initiatives to enhance student success?		☐	☐
How will clinical placements, field work, or practica be managed? Are learning outcomes defined? Is it clear what students will learn in those settings?		☐	☐
Are there adequate student services available from both the home and host institution?		☐	☐
Are there supplementary student service fees or levies? Have any additional fees been built into the budget and responsible parties assigned for assessment and collection?		☐	☐
Have the parties considered scholarships, loans or bursaries to offset costs to students? What are the eligibility criteria, and how will these awards or subsidies be administered?		☐	☐
If the program is to be offered outside Alberta, has approval in the host jurisdiction been secured? Will the credential be recognized in that jurisdiction?		☐	☐
Research Partnership			
Researchers looking to engage in international research collaborations should refer to the Foreign Influences on Research Integrity and Intellectual Property Guidelines.			
Academic Collaborative Programs & Customized Training Programs **(***Please note: This section is intended to evaluate international academic collaborative programs (articulation, joint degrees...etc.). It is not intended to be a reference for incoming International Students as this falls within the portfolio of Student Engagement Services.)*			
How will recruitment be managed to obtain appropriately qualified students?		☐	☐
How will the program be promoted to ensure its success (web, print materials, face-to-face)? Who is responsible for publicizing and marketing the program? Are institutional approvals necessary?		☐	☐
What provisions have been made for the health, safety and security of personnel and students and the security of property (e.g. health insurance, student discipline, evacuation plan, insurance)?		☐	☐
Can students transfer appropriately out of and into the program?		☐	☐

	Response	Approved	N/A
Will students be completely under the jurisdiction of one institution at a time, with all the responsibilities, regulations, and privileges that registration entails? If so, how will conflicts be handled?		☐	☐
How will the quality, curricular content, administrative, and other elements of the program be monitored and assessed after it is implemented?		☐	☐
Is there an evaluation method, appropriately described, that provides an opportunity for the synthesis of the educational experience?		☐	☐
How will student advising be managed around time differences, cultural issues or limited face-to-face contact?		☐	☐

Report on the work of the Task Group on Principles of Internationalization

Respectfully submitted to Vice Provost Janaka Ruwanpura : Authors Jennifer Hatfield, Colleen Kawalilak

Appreciation to the following individuals for contributing to this draft: Lorne Jaques, Gavin Cameron, Savera Hyat, Andrea Morrow, Aamir Jamal.

Why a Set of Guiding Principles?

Universities across Canada are engaged in developing and implementing internationalization strategies. A review of guiding principles and perspectives from across the country (see attached appendix) reveal consistent themes that shape the philosophy and practice of international engagement. The Canadian Bureau of International Education (CBIE), along with individual universities and organizations, have articulated many aspirational goals and approaches. These focus on the importance of social justice, equity, the quality of the learning opportunities for all students, the need for cross cultural competency, and risk management. Themes of inclusivity, sustainability, mutually beneficial partnerships and reciprocity appear frequently in international strategies and position papers. Fostering individual and institutional global citizenship is also oftentimes mentioned.

The call for academic communities to reflect on the principles and values that inform our work has never been more pressing. Universities face ethical dilemmas daily when considering partnerships with institutions and countries where political, social and cultural norms vary from our Canadian approaches. The choices around recruitment of international students, in the context of revenue generation, raises important questions for many in our university communities. The sustainability of partnerships and the balancing of institutional research and educational priorities can create tensions about which geographical areas to focus upon. Concurrently, the positive side of global engagement has motivated and excited administrations across the country.

Recently, thought leaders from the University of Calgary gathered together to discuss the idea of strengthening, and making more transparent, the set of principles and guidelines for international work at our institution.   Questions that came forward in our reflective process included: How does a university ensure institutional accountability? How are a culture and shared commitment to principles developed? What are the mechanisms of monitoring and support?

These are challenging questions within the complex organizational structures of our university. From an organizational perspective, how can we collectively be accountable for decision making and ownership of international initiatives? *How* centralized or distributed across faculties and unites should our efforts be? *Who* as ultimate responsibility for a given project? *What* principles and values should inform our practice? *How* can we support efforts across the pillars of education, research and international development as we move forward into the next decade and beyond?

It became apparent that that a "one size fits all" set of guidelines was insufficient to address the complex questions before us. What emerged in our discussions was the need for an action-oriented approach that would facilitate sensitive and often difficult conversations. To this end, we developed a template to guide deliberative dialogue within and between groups engaged in international initiatives.

The template that follows is formatted with an initial set of principles accompanied by questions to guide reflection. The questions ask *why*, *how* and *with whom* do we engage in internationalization initiatives? As a facilitating tool, the template aims to support individuals and teams coming together at different stages of a project. Further, it guides consideration of both internal and external relationships and enables discussion of potential challenges and opportunities at the inception and implementation phases. It directs stakeholders to reflect on the strategies, supports, governance and leadership that will be required to move forward. The framework is not prescriptive; rather, it is an adaptable tool that enables vital conversations and reflections on some of the more challenging dynamics of international work.

This set of principles is by no means exhaustive. The questions are an invitation to teams to create examples and additional conversations that further principled and pragmatic engagement. At the heart of this reflective process is the commitment to being a "learning institution", constantly reflecting and evaluating our work to improve our approaches to internationalization. Thus, sharing the insights that emerge from these kinds of dialogues will be important,

We were concerned to find a balance between the philosophical, pragmatic and organic nature of relationship development in the context of our scholarly pursuit of academic goals. What distinguishes this framework, is the opportunity it affords to reflect on both the resources and gaps in capacity faced by stakeholders undertaking international work. The intent is that groups will reflect on what is means and what it takes to be transparent, inclusive, and ethical while at the same time creating clarity regarding the practical resources needed to embody and practice these values.

The process of working collectively with a group of dedicated and experienced stakeholders has been productive and inspirational. We have sought to capture the importance of engaging in relevant conversations that balance overarching guiding principles with the unique and particular context of projects and partnerships. Through engagement in these often difficult conversations we are afforded an opportunity to assess where accountability, ownership and governance for a given initiative resides. The requirements for support, collaboration and mentorship are made explicit. A framework for debate regarding the suitability of a given country partnership is provided, thus enabling transparent and collaborative decision making. The case for reflection on risk and reputational impact is emphasized and a process for ongoing assessment of these impacts is facilitated.

The commitment of our university community to ethical international engagement is strong and we have enjoyed many successes. It is our hope that this framework will support creative dialogue around the many challenges we face as we work toward our Eyes High vision. We welcome feedback and additions from local and global stakeholders to enhance the effectiveness of the Guiding Principles and the framework for dialogue.

Guiding Principles of Internationalization

GUIDING PRINCIPLES	Reflections and Conversations *Guiding Questions to Prompt Conversations*	Moving Forward *Ideas and Strategies to Consider*	Resources / Responsibilities *Supports and Leadership*
Why We Engage?			
LEARNING-ORIENTED	Will this initiative build upon existing knowledge, insights, and wisdom of all stakeholders to support continuous learning?	*Develop* a strategy that addresses how we can learn from this initiative.	*Do you need—*
		Determine alignments with UofC International Strategy.	• Case studies and/or artifacts that can be shared?
	Does the initiative or relationship capture lessons learned to foster continuous improvement of our international efforts?	*Ensure* a reflective, iterative, and critical process throughout planning, negotiation, implementation, and evaluation.	• To document and share successes and lessons learned?
			• To build capacity to ensure preparation of all participants to engage in initiative (e.g. pre-departure orientation, intercultural awareness/knowledge, post-travel debrief)?
		Capture and share knowledge, insights, and wisdom with external partners and our campus community to inform continuous improvement of university internationalization policies and practices	• Mechanisms for sharing success and lessons learned?
			To generate scholarly publications, reports, or other communication assets to disseminate knowledge

How We Engage?

RESPECTFUL ENGAGEMENT	What efforts have been made to ensure that all team members are informed and prepared to engage in respectful partnership building? What cultural protocols and processes need to be understood to establish rapport and foster relationship building and collaboration? What steps have been taken to develop a collective consensus on identifying goals and objectives? Are interactions planned that embody a spirit of thoughtful negotiation?	*Develop* a comprehensive briefing for all staff on the historical and political context of region, country, and institution. *Engage* in cultural competency education / orientation related to cultural norms, traditions, practices, religious orientation(s). *Ensure* that mechanisms are in place for ongoing communication and consensus building. *Seek out* experienced individuals who can guide the team in fostering mutually beneficial relationships and negotiations.	*Do you need—* • Faculty/School/Unit approval(s)? • Support from UCI (e.g. country profile, university relationship history—prior agreements)? • Risk management legal (clearances)? • A formal agreement? • Seed funding? • Designated team lead(s)/project team? • Content experts to work with the team? • Cross/intercultural awareness (competencies development)?
TRANSPARENCY	What governance structures are in place to ensure transparent decision-making, communications, and accountability, internally and externally? Are the intentions of the participating members clear to all stakeholders? What processes need to be in place to promote transparency? Are there limitations that impact transparency on the part of participants? Are there risk factors that need to be discussed and/or mitigated pertaining to individuals and/or the institution(s)?	*Develop* a briefing for all staff about how to engage openly with participating members about goals and intentions. *Identify* mechanisms within the UofC for disclosure of international partnerships and commitments (e.g. Websites, databases, communiques, newsletters). *Establish* processes and timelines for monitoring progress of initiative(s) and meeting transparency objectives. *Work collaboratively* with Risk Management and other institutional experts to identify and act upon individual and institutional risk factors and profiles.	*Do you need—* • A leadership team and/or governance structure to monitor progress and ensure transparency? • To engage with UCI and other stakeholders to ensure/support information management and knowledge dissemination? • A coordinated process to streamline communications with Risk Management and other institutional experts (e.g. project lead or ADI)?

Who We Engage?

INCLUSIVE ENGAGEMENT	Who needs to be included in this initiative (content, disciplinary, administrative, funders, other)? What is the relevance of employing an equity lens to this initiative? *(Examples: under-represented groups that may include culturally diverse populations; youth; socio-economic status; and differing abilities pertaining to age, gender, abilities, and so forth.* What steps are needed to ensure inclusive decision-making? Are there opportunities for other disciplines to engage?	*Develop* mechanisms and strategies for active engagement of stakeholder groups for planning, implementation, and decision-making. *Determine* capacities needed to support recruitment and inclusion of diverse groups. *For example: specialist advisors with needed skill set(s).* *Determine* ways to optimize opportunities for other disciplines (and colleagues) to engage in this initiative).	*Do you need—* - A stakeholder map? - Educational programs that emphasize cultural humility, self-reflexivity and understanding/respect for cultural and religious values? - Specialist advisors to support equity oriented considerations and capacity building?

Guiding Principles of Internationalization
a synthesis

Internationalization has become a crucial part of Canadian higher education and, accordingly, post-secondary institutions have made a serious commitment to advancing internationalization. Based on the Association of Universities and Colleges of Canada (AUCC) Internationalization Survey (2014), 95% of the Canadian institutions have identified internationalization as part of their strategic planning priority.

The purpose of this synthesis is to explore and understand what Canadian post-secondary institutions view as guiding principles of internationalization. Institutional documents in internationalization have been searched for using the key word "guiding principles of internationalization" as the Google search term. For the U15 members that did not appear in the Google search results, official websites were consulted and explored for relevant information.

The Canadian Bureau for International Education (CBIE) (2014) and Association of Canadian Deans of Education (ACDE) (2016) are two institutions that publicly provide specific documents with full details of guiding principles for internationalization. Further, few post-secondary institutions have guiding principles documented. Some use the CBIE (2014) version (e.g. Mount Allison University, 2016; Queen's University, 2015; University Affairs, 2015; Western University, n. d.); others (e.g. University of British Columbia, 2011; University of Manitoba, 2014; University of Saskatchewan, 2000) may have the principles embedded or implied in their broad international strategy. When discussing guiding principles, some institutions focused more on ethical considerations; others referred more to their emphasis for research, teaching and learning in the context of internationalization— that is, their goals and guiding principles that better integrate internationalization within the university administration.

I was not able to locate relevant internationalization documents for the following U15 members: University of Alberta, Université Laval, Université de Montréal, and University of Waterloo. Additionally, some universities may have updated their international strategies more recently as some of the documents referred to below are outdated. These updated documents were not accessible, however.

Below is a summary of key areas in the guiding principles of internationalization indicated by the Canadian institutions where documents were available. There may be some overlap among different areas.

Justice, Equity, and Responsibility

Under this principle, all aspects of economic, cultural, social, societal, and global justice and equity are addressed in the internationalization of higher education.

The first item of CBIE's (2014) guiding principles stated that "internationalization is a vital means to achieving global-level civic engagement, social justice and social responsibility, and ultimately is vital to the common good" (CBIE, 2014, p. 2). ACDE (2016) emphasized the aspects of economic, social, and global "justice and equity across contexts and sites of educational practice" (p. 7), including "equity of access to education regardless of socio-economic status or financial circumstance" (p. 8). ACDE (2016) also promoted that "pedagogy and content should reflect the contributions of different populations and ways of knowing" (p. 10), including Indigenous knowledge, to avoid generalizations and stereotypes, and that faculty membership should equally reflect representations of different groups and worldviews. McMaster University (2012) and Selkirk College (2017) also have included this item in their guiding principle, with the former indicating "social equity" (p. 5), and the latter "cultural, societal and economic aspects of internationalization" (p. 2).

ACDE (2016) warned that, during the process of international partnership, we should pay special attention to historically marginalized and misrepresented communities as well as to historical and political processes resulting in discrimination, and exploitation. This also included unequal power relations and distribution of wealth and labor between different groups in Canada and internationally. Further, students should be exposed to

diverse worldviews and the social implications of different positions, and be given the tools and opportunities to examine the causes and consequences of these inequalities (ACDE, 2016).

Quality of Learning Experiences

Many Canadian educational institutions emphasized *quality* of learning experiences for students and/or educators during the process of internationalization. CBIE (2014) maintained that "internationalization aims for the highest quality of learning experiences as a core element of education and ideally should be embedded in the mission statement of the institution" (p. 2). University of Ottawa (2017) expressed a similar notion to "consider the impact of internationalization on student learning outcomes" (p. 2). They insisted that internationalization should benefit their students "in the long run through improved global competency, personal, cross-cultural capabilities and employability skills" (p. 2). McMaster University (2012) also indicated the quality of learning experiences along the lines of "excellence" and "innovation" (p. 5).

Global Citizens

Global citizenship has been highlighted as one of the goals of internationalization. The Province of Ontario (2018) strived to "create global citizens" (p. 8) in its International Postsecondary Education Strategy. The University of the Fraser Valley (2017) aimed to "provide the knowledge and foster the development of the critical-thinking, leadership, and practical skills that students require for employment, entrepreneurship, further education, and responsible citizenship— locally and globally" (p. 1).

International Students

Of all the internationalization activities, international student recruitment was one of the earliest, of internationalization in higher education—this focus remains the most active form. In sum, a focus on increasing international student recruitment is a goal all Canadian institutions.

Many institutions observed that, other than providing financial benefits to institutions, local communities and nationally (CBIE, 2014), international students make contribution in enriching the educational experiences of all students (CBIE, 2014; ACDE, 2016) and in "creating opportunities for long-lasting professional partnerships and relationships that can be of national, international and global benefit" (CBIE, 2014, p. 2). Further, many institutions have reached a consensus that international students should be valued and recognized for all of their contributions (CBIE, 2014; ACDE, 2016; University of Lethbridge, n.d.). Additionally, international students should be supported in their academic, cultural and social integrations in Canada (CBIE, 2014; ACDE, 2016; University of Lethbridge, n. d.). Of interest is that the University of Lethbridge
(n. d.) committed to providing services from the first time international students inquire about programs offered right up to the time they graduate.

Inclusive and Comprehensive Internationalization

Canadian institutions hope that internationalization can be inclusive and comprehensive, crossing all aspects of the institutional work of teaching, research, service, and community engagement and contribution (CBIE, 2014). Accordingly, activities should include student and faculty/staff mobility for both study and internship (ACDE, 2016; CBIE, 2014; University of the Fraser Valley, 2017), curriculum and program design (ACDE, 2016; CBIE, 2014; Dalhousie University, 2017; University of the Fraser Valley, 2017), various partnerships, e.g., offshore course delivery (ACDE, 2016), consultancy projects (ACDE, 2016), or dual and joint degrees (ACDE, 2016), professional development for faculty and staff (CBIE, 2014; University

of the Fraser Valley, 2017), international research (ACDE, 2016; CBIE, 2014); as well as language education and training (CBIE, 2014). Similarly, the University of Ottawa (2017) posited that, being a means to an end for achieving institutional objectives, internationalization should be "incorporated into all academic activities, as well as across institutional structures, processes and operations" (p. 2).

Several institutions (McMaster University, 2012; University of Toronto, n. d.; Province of Ontario, 2018; University of Lethbridge, n. d.) also emphasized community engagement, commitment, and services.

Ethical Consideration

Ethical considerations have been a major concern in the international strategies of many Canadian post-secondary institutions. While acknowledging the importance of financial contribution of some international activities, CBIE (2014) cautioned that "financial imperatives must not dictate the internationalization agenda" (p. 2). Other institutions emphasized important ethical elements when engaging in internationalization, including intercultural awareness (ACDE, 2016; University of the Fraser Valley, 2017; University of Lethbridge, n. d.), integrity and ethical engagement (ACDE, 2016; McMaster University, 2012), understanding (ACDE, 2016), respect (ACDE, 2016; McMaster University, 2012), as well as accountability, responsibility, and transparency (McMaster University, 2012). ACDE (2016) further advanced that "engagements with diasporic immigrant communities at home and abroad should be encouraged to further the principles and understandings of internationalization". University of the Fraser Valley (2017) delineated that internationalization "embraces diversity, supports cross-cultural exchange, and promotes the respectful debate of ideas and views" and should be "inclusive, welcoming, and engaging for all" (p. 1).

Reciprocity

Canadian post-secondary institutions share ACDE's (2016) beliefs that equity and reciprocity should be the foundation for international partnerships. Other relevant elements encompass mutual benefits (CBIE, 2014; Dalhousie University, 2017; University of Ottawa, 2017), collaboration (University of Ottawa, 2017) and collegiality (CBIE, 2014), as well as mutual learning and growth (University of Toronto, n. d.). ACDE (2014) also highlighted ethical principles for solidarity when working with Indigenous groups and other marginalized communities.

Engagement of All Members of Education Community

CBIE (2014) clearly stated that "internationalization should engage all members of the education community…including students, faculty and staff…in the design and development of activities" (p. 2). Further, the University of Toronto (n. d.) stressed the importance of engaging students and junior faculty. University of Ottawa (2017) observed that "internationalization must be faculty-driven [as] professors are at the heart of our academic enterprise and play a critical role in internationalization" (p. 2).

Preparation of Students, Faculty/Staff, and Leaders

ACDE (2014) considered it necessary for students, educators and leaders in the educational systems to be prepared and get support during the process of internationalization regarding cultural and language differences, personal risks, for instance. Selkirk College (2017) shared the same views regarding the importance of providing their staff and students with intercultural resources. Additionally, Queen's University (2015) prioritized preparation of their students "to participate in a global environment, both during their time at Queen's, and as part of their future endeavours" (p. 7).

ACDE (2014) put special emphasis on faculty and staff engaged in international activities—faculty and staff "should be fully informed about the potential implications of such activities on their career trajectories". Junior faculty members, in particular, may be affected as "extensive time committed to travel and/or program development may interfere with traditional scholarly productivity for tenure, promotion and merit review processes" (ACDE, 2016, P. 9).

Sustainability

Regarding the context of internationalization, sustainability of internationalization was also addressed in documents reviewed. More specifically, ACDE (2014) explained that "sustainability implies a relational motive, rather than a profit motive, for internationalization activities. The conceptualization and management of international projects requires attention to financial, relational, and conceptual sustainability" (p. 8). McMaster University (2012) and Province of Ontario (2018) committed to sustainability as well.

In the same vein, Dalhousie University (2017) suggested that, when signing international agreements, effective engagement and impact on university resources should be considered. Subsequently, preference should then be given to those with access to various funding opportunities. University of Ottawa (2017) emphasized the geographical focus of internationalization while Dalhousie University (2017) valued its alignment with institutional priorities and strategic research. ACDE (2014) promoted that risk management assessments should be conducted frequently throughout the duration of a partnership.

Some institutions also showed environmental concerns, when referencing global sustainability (ACDE, 2016) and ecological sustainability (McMaster University, 2012).

Institutional Visibility

Many Canadian institutions included the positioning of their university in the guiding principles and insisted that their internationalization efforts must enhance the institutional reputation (Dalhousie University, 2017; McGill University, n. d.; University of Ottawa, 2017) and increase national and international visibility (Dalhousie University, 2017; McMaster University, 2012; University of Ottawa, 2017).

Collaboration

To achieve the goals of the internationalization, some Canadian institutions (e.g. McGill University, n. d.; University of Lethbridge, n. d.) realized the importance of collaboration among internal units, with individuals on campus, and with external stakeholders.

Summary

These principles "reflect the core values of Quality, Equity, Inclusion and Partnership" (CBIE, 2014, p. 2). Shared commitment on guiding principles of internationalization among stakeholders on campus and beyond will guide the Canadian universities in their endeavors of internationalization in

higher education. Hopefully, this synthesis will shed light on the better understanding of "critical issues and institutional responsibilities" (AECD, 2016, p. 3) in the practices and policy-making regarding internationalization in higher education.

Prepared by—
Eustacia Yu (EdD Student)
International Facilitator
Office of Internationalization
Werklund School of Education

References

Association of Canadian Deans of Education (ACDE). (2016). Accord on the internationalization of education. Retrieved from: https://csse-scee.ca/acde/wp-content/uploads/sites/7/2017/08/Accord-on-the-Internationalization-of-Education.pdf

AUCC Internationalization Survey. (2014). Canada's universities in the world. Retrieved from: https://www.univcan.ca/wp-content/uploads/2015/07/internationalization-survey-2014.pdf

Canadian Bureau for International Education (CBIE). (2014). Internationalization statement of principles for Canadian educational institutions. Retrieved from: https://cbie.ca/our-network/become-a-member/internationalization-statement-of-principles-for-canadian-educational-institutions/

Dalhousie University. (2017). International strategy (2017-2020) (p. 13). Retrieved from: https://cdn.dal.ca/content/dam/dalhousie/pdf/dept/international-relations/DALHOUSIE%20INTERNATIONAL%20STRATEGY%202017-2020-June-2018.pdf

McGill University. (n. d.). International strategy and framework. Retrieved from: https://www.mcgill.ca/science/files/science/international_framework_and_geographic_priorities140311.pdf

McMaster University. (2012). Guiding principles. Retrieved from: https://president.mcmaster.ca/wp-content/uploads/2016/04/PP_internat_final.pdf

Mount Allison University. (2016). Internationalization strategy. Retrieved from: https://www.mta.ca/uploadedFiles/Community/Governance_and_admin/VP_International_and_Student_Affairs/Student_Affairs_Strategic_Plan/DRAFT%20Mount%20Allison's%20Strategic%20Internationalization%20Plan%2016-11-01.pdf

Province of Ontario. (2018). Ontario's international postsecondary education strategy. Retrieved from: http://www.tcu.gov.on.ca/pepg/consultations/maesd-international-pse-strategy-en-13f-spring2018.pdf

Queen's University. (2015). Comprehensive international plan 2015-2019. Retrieved from: https://www.queensu.ca/sites/default/files/assets/pages/strategicframework/QU-2015-Comp-International-Plan-acc.pdf

Selkirk College. (2017). Internationalization strategic plan. Retrieved from: http://selkirk.ca/strategic-plan/internationalization-plan

University Affairs. (2015). Taking an ethical approach to internationalization. Retrieved from: https://www.universityaffairs.ca/opinion/in-my-opinion/taking-ethical-approach-internationalization/

University of British Columbia. (2011). International strategic plan. Retrieved from: https://research.ubc.ca/sites/research.ubc.ca/files/vpri/UBC-intl-strat-plan-2011.pdf

University of Lethbridge. (n. d.). Guiding principles. Retrieved from: https://www.uleth.ca/international/content/guiding-principles

University of Manitoba. (2014). International strategy. Retrieved from: http://umanitoba.ca/research/international_centre/media/UM_International_Strategy.pdf

University of Ottawa. (2017). President's committee on international policy. Retrieved from: https://www.uottawa.ca/president/sites/www.uottawa.ca.president/files/2017-11-21_-_key_strategic_elements_enaccessible-by-berman.pdf

University of Saskatchewan. (2000). Internationalization at UofS mission statement. Retrieved from: http://www.usask.ca/secretariat/governing-bodies/council/committee/international/Internationalizaion-mission-statement.pdf

University of the Fraser Valley. (2017). Internationalization Goals 2017-2022. Retrieved from: https://www.ufv.ca/media/assets/institutional-research/planning/strategic-initiatives/Internationalization-Goals-UFV.pdf

University of Toronto. (n. d.). OISE international strategy. Retrieved from: https://www.oise.utoronto.ca/research/UserFiles/File/A%20Global%20Perspective.pdf

Western University. (n. d.). Principles of internationalization. Retrieved from: https://international.uwo.ca/staff/principles.html

GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE

The following reports are submitted on behalf of the General Faculties Council (GFC) Executive Committee (EC).

Report to General Faculties Council
for electronic vote held July 29, 2021

One time-sensitive item of business was conducted by the EC in July 2021. The EC reviewed a proposal to revise the previously approved 2021-2022 Academic Schedule to accommodate the addition of a University closure day on September 30 in recognition of the National Day for Truth and Reconciliation. The EC was asked to make this decision at this time so that the University could implement this for the Fall 2021 term.

The EC voted to approve the revisions to the Academic Schedule for the 2021-2022 academic year.

Report to General Faculties Council
for the meeting held September 15, 2021

Recommendation of the Creation of the Department of Biomedical Engineering

The EC received a presentation on the proposal to create a Department of Biomedical Engineering.

In response to questions, it was reported that:
- The Schulich School of Engineering has a model of shared administrative resources, and the existing Centre for Bioengineering Research and Education (CBRE) is supported through the model. If the Department of Biomedical Engineering is approved, the CBRE will be dissolved and the administrative support will shift to the new department.
- There will be no change to the delivery of the existing Biomedical Engineering programs resulting from the creation of the department
- All of the faculty members involved with the CBRE will be asked if they wish to transfer from their current department to the Department of Biomedical Engineering. It is anticipated that the Department of Biomedical Engineering will grow to have 20-25 faculty members within five years.

The EC voted to recommend that the GFC recommend that the Board of Governors approve the creation of the Department of Biomedical Engineering within the Schulich School of Engineering.

Approval of Revisions to Terms of Reference

The EC reviewed a proposal to revise the GFC Standing Committees General Terms of Reference (TOR) and the TORs for the Academic Planning and Priorities Committee, Academic Program Subcommittee, Calendar and Curriculum Subcommittee, Graduate Academic Program Subcommittee, Research and Scholarship Committee, and Teaching and Learning Committee. The proponent reported one additional change to the Teaching and Learning Committee's TOR that was not set out in the meeting documents.

The EC discussed that the new members of the Academic Planning and Priorities Committee and Teaching

and Learning Committee are being added to allow for equity, diversity and inclusion and decolonization perspectives at these meetings.

The EC voted to approve the GFC Standing Committees General TOR and the ToR for the Academic Planning and Priorities Committee, Academic Program Subcommittee, Calendar and Curriculum Subcommittee, Graduate Academic Program Subcommittee, Research and Scholarship Committee, and Teaching and Learning Committee.

Appointment Work

The EC made rank-ordered nominations for the following GFC elections:
- Two Academic Staff Members to an Advisory Selection Committee for a Dean of the Cumming School of Medicine
- Two Academic Staff Members to an Advisory Selection Committee for a Dean of the Faculty of Arts
- Two Academic Staff Members to an Advisory Selection Committee for a Dean of the Faculty of Kinesiology
- One Academic Staff Member as the Member of the Board of Governors Nominated by GFC

The EC made rank-ordered nominations and appointments were made as follows:
- Chancellor Search Committee
  Tara Beattie, Cumming School of Medicine
  Trevor Tombe, Faculty of Arts
  Ryan Clements, Faculty of Law

- Academic Staff Criteria and Processes Working Group
  Jean-Rene Leblanc, Faculty of Arts
  TBD

Review of the Draft October 7, 2021 GFC Agenda

The EC reviewed the draft agenda for the October 7, 2021 GFC meeting, and reordered one of the items and requested that the Chair and Vice-Chair's remarks include updates on matters relating to Covid-19.

**Report to General Faculties Council
for electronic vote held September 16, 2021**

One time-sensitive item of business was conducted by the EC in September 2021. The EC reviewed a proposal to revise the previously approved 2021-2022 Academic Schedule to accommodate the extension of the add, drop, and swap dates. This urgent change was requested in response to the announcement from the Government of Alberta of a state of public health emergency and the need for the University to address the logistics of the restrictions exemption program. The brief extension will give students time to make decisions about their classes. The EC was asked to make this decision at this time so that the University could take the necessary steps to implement this change.

The EC voted to approve the revisions to the Academic Schedule for the 2021-2022 academic year.

_____
Prepared by the University Secretariat on behalf of Ed McCauley, Chair and Teri Balser, Vice-Chair

UNIVERSITY OF CALGARY

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Report to General Faculties Council (GFC)
for the meeting held September 27, 2021

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

Quality Assurance Mid-Term Unit Review Report: Haskayne School of Business

The APPC was provided with an overview of the quality assurance mid-term unit review report for the Haskayne School of Business (HSB). The Dean reported on the progress made on the recommendations from the 2019 unit review.

The Dean highlighted some of the unit's top priorities resulting from the review, including increasing the research faculty complement.

The APPC discussed the recommendations and actions, in particular the HSB commitment to equity, diversity and inclusion and the Indigenous Strategy, recruitment efforts to balance research and teaching track faculty and the implications on staffing needs and other budget considerations.

Quality Assurance Mid-Term Unit Review Report: Faculty of Nursing

The APPC was provided with an overview of the quality assurance mid-term unit review report for the Faculty of Nursing. The Dean reported on the progress made on the recommendations from the 2019 unit review.

The Dean highlighted some of the unit's top priorities resulting from the review, including leveraging the pandemic to adapt course offerings to increase accessibility to programs.

The APPC discussed the recommendations and actions, in particular the Faculty of Nursing's efforts to provide greater access to graduate programs for students and course development for big data analysis.

Approval of an Extension to the English Language Proficiency Tests Qualifications for Admission to Graduate Programs

The APPC reviewed the proposal, learning that the Faculty of Graduate Studies (FGS) is proposing to include the TOEFL iBT Home Edition Test among the accepted English Language Proficiency (ELP) examinations, and to extend the temporary use of the Duolingo English Test through the Summer 2024 intake for admissions to graduate programs as students are still having trouble accessing testing centres because of the COVID-19 pandemic. It was reported that programs can adjust the score or test requirements to suit their program needs.

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

Approval of the Dissolution of the Campus, Facilities and Development Subcommittee

The APPC reviewed a proposal to dissolve the Campus, Facilities and Development Subcommittee (CFDS) and have the APPC assume the responsibilities previously delegated to CFDS by APPC.

The APPC discussed the possible impacts of the dissolution on the consultation process.

The Committee recommended to postpone the decision to allow for additional discussion with the CFDS Academic Co-Chair.

Approval of Changes to Undergraduate Admission Requirements

The APPC reviewed the proposed changes, learning that these changes will clarify the admissions process, provide better alignment with Faculty admissions regulations and extend the use of Duolingo for English Language Proficiency assessment for undergraduate admissions.

The APPC discussed that the proposed language used for Diverse Qualification admissions and recommended the use of "equitable inclusion" in place of "diverse".

The APPC approved the changes to sections:
- A.5.*2 International High School Admissions*,
- A.5.3 *Transferring from another Post-Secondary Institution*,
- A.5.3.1 *Transfer Admission Requirements*,
- A.5.4 *Adult Student Admission*,
- A.6.1 *Required to Withdraw Students*,
- A.8.1 *Visiting Students,*
- A.9 *Diverse Qualification Admission Process*,
- A.10 *Combined or Concurrent degree admissions,*
- A.11 *English Language Proficiency,*
- A.12 *Transfer Credit/Advanced Standing, and*
- A.14.2 *Admission Requirements*

in the University Calendar, effective for the Fall 2022 intake.

Approval of Changes to the Academic Regulations Section G. *Examinations and Tests*

The APPC reviewed the proposed changes, learning that the changes provide more flexibility to offer final exams in the modality deemed most appropriate by the instructor and as approved by the Associate Dean for blended courses. It was reported that these changes will take effect for the Winter 2022 term and do not apply to the regulation that a course delivered entirely online must also have an online final exam.

The APPC discussed the impacts of online assessments in evaluating competencies for certification.

The APPC approved the changes to Regulations G. *Examinations and Tests*, G.5 *Scheduling of Final Examinations*, G.11 *Examinations for Online and Off-Site Courses* and G.12 *Scheduling Common Final Examinations* in the University Calendar.

<u>Approval of Changes to B.16 *Change of Personal Information* in the University Calendar</u>

The APPC reviewed the proposed changes, learning that students will be able to complete primary name changes through the Student Center by a statutory declaration. These changes reduce barriers and provide a more inclusive process for students seeking to change their primary name.

The APPC discussed the importance of the use of names for transgender and Indigenous students and future developments for University systems to be able to update primary names for students with one or multiple names.

The APPC approved the changes to B.16 *Change of Personal Information* in the University Calendar.

Prepared by the University Secretariat on behalf of Teri Balser, Co-Chair, and Tara Beattie, Academic Co-Chair

TEACHING AND LEARNING COMMITTEE
Report to General Faculties Council
for the meeting held September 21, 2021

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

COVID-19 Updates (Round Table Discussion)

The TLC was given an opportunity to talk about COVID-19 impacts on teaching and learning and lessons learned in their units, and, following a Jamboard sharing session, the committee discussed that:

- Some changes triggered by the COVID-19 shut-down have been positive and could be maintained, such as remote student advising and instructor office hours

- The resources and programming offered by the Taylor Institute for Teaching and Learning are valuable

- Student, instructor and staff anxiety is high during this time, but this is difficult to assess and address

- Preparation time is needed by teaching assistants

- Some students do not function well in an online learning environment, and this must be considered if online and blended learning is to continue

The TLC also discussed the functioning of the committee, and discussed that:

- The thoughtful, collaborative and respectful conversations at the committee's meetings about topics relating to teaching and learning are appreciated

- Members can learn from each other's successes and challenges

- The diversity of the committee's membership, including the students and the new equity, diversity, inclusion and decolonization-oriented seats, is valued

Standing Reports

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

Prepared by the University Secretariat on behalf of Leslie Reid, Co-Chair, and Amy Warren, Academic Co-Chair

RESEARCH AND SCHOLARSHIP COMMITTEE
Report to General Faculties Council
for the meeting held September 23, 2021

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

<u>**Research Security Guidelines**</u>

The RSC received a presentation on current research security guidelines, and heard that:

- There has been attention recently at both the provincial and national levels on research security

    o In May 2021 the Minister of Advanced Education asked universities to pause the establishment or renewal of partnerships with public and private sector entities in China while the universities each generated a report on current partnerships with entities in China

    o This summer the federal government released National Security Guidelines for Research Partnerships

- The University embraces diverse global partnerships and scholarly exchanges, and approaches all international partnerships with a high standard of risk assessment and a robust approval process

- The Research Services Office provides support to researchers, and oversees that all agreements have gone through appropriate due diligence and comply with Canadian laws

In response to questions, it was reported that:

- Researchers are free to engage with international colleagues in the writing of papers

- Open science initiatives will be announced soon. It is necessary to balance the granting agencies' desire for public data and intellectual property protections.

The RSC discussed that:

- China has been singled out as an example of a threat, but the University has engaged in successful partnerships and exchanges with entities in China for many years

- Some researchers may not have the resources to conduct the new risk assessment practices, and there is concern that this may deter some innovative research unless these researchers are supported by the University

- A system to identify high and low risk projects is being developed

---

Robert Thompson, Co-Chair and Dora Tam, Academic Co-Chair

Senate Report for General Faculties Council

Meeting date: 22 September 2021
Report prepared and submitted by: Rachel Lauer, GFC Elected Representative
4:00 p.m. – 6:00 p.m. MST

1. Welcome.

2. Territorial acknowledgements.

3. Approval of the Senate meeting agenda.

4. Consent agenda and approval of the meeting minutes of May 13, 2021.

5. Vote to approve Senate Committee Chairs and Vice Chairs for 2021-2022

6. Vote to approve the formation of the Chancellor Search Committee and associated Terms of Reference, followed by announcement of Committee co-chairs and Senate representatives.

7. Vote to approve the proposed format of Senate Bylaws and Terms of Reference based on comparison to other AB Universities, with discussion surrounding alignment with the University of Lethbridge.

8. Chancellor Yedlin and Amy Mykes provided committee membership updates for 2021-2022

9. Committee Breakout Rooms, with member introduction, discussion of goals for 2021-2022, and schedule.

10. Vice-Chancellor Ed McCauley and Corey Hogan, Interim VP Advancement, Communications provided an update on COVIDSafe Campus and the recent provincial mandates and restrictions, followed by a Q&A.

11. David Holub and Kate Hume provided an update on the Senate Mentorship Program, on behalf of the Community Engagement Committee, and answered questions from Senators about engagement opportunities with Chancellor's Scholars and Student Clubs.

12. Narmin Ismail-Teja provided an update from the EDI working group, focused on survey feedback, followed by a brief discussion on next steps.

13. Other business and roundtable: Kate Hume's last day is September 24th, and the Dino's season opener is the 25th.

14. Meeting adjourned at 6:00 PM.

GENERAL FACULTIES COUNCIL
INFORMATION BRIEFING NOTE

SUBJECT: Revised Terms of Reference: General Standing Committees, Academic Planning and Priorities Committee, Academic Program Subcommittee, Calendar and Curriculum Subcommittee, Graduate Academic Program Subcommittee, Research and Scholarship Committee, and the Teaching and Learning Committee

PURPOSE

To inform the General Faculties Council (GFC) of the revisions to the Terms of Reference (TOR), approved by the GFC Executive Committee (EC) on September 15, 2021, for the following bodies: GFC Standing Committees General, Academic Planning and Priorities Committee (APPC), Academic Program Subcommittee (APS), Calendar and Curriculum Subcommittee (CCS), Graduate Academic Program Subcommittee (GAPS), Research and Scholarship Committee (RSC), and Teaching and Learning Committee (TLC).

KEY CONSIDERATIONS/POINTS

The University Secretariat undertook a review of the TORs this summer, taking into account edits suggested by the committees during their annual review of their committee Terms of Reference near the end of the 2020-21 meeting year. The Co-Chairs of each committee reviewed the proposed changes and their feedback was included in the TORS presented to the EC for approval. No changes to the EC TORs were proposed.

In general, the changes to the TORs have been made to reflect current responsibilities of the committees and also include updates to membership. The TORs continue to reflect the role, responsibilities and operational practices of the various committees and provide an appropriate framework to guide the work and operations of all of the committees.

General

- Removed the requirement for the committees to provide a work plan to GFC for approval.
    - *Rationale: The Work Plans have not proved to be encompassing of the committees' work, as it proves difficult to predict what items may come forward in advance of the meeting year and as a result the work plans have not proved to be useful tools for the Committees. In order to inform the GFC of the work of the Committees it is being proposed that we instead post the Agendas on the Secretariat website once they have been provided to the Committee.*
- Removed the requirement to provide an annual report to the GFC
    - *Rationale: The committees are required to provide reports to GFC after each of their meetings and the annual report is just a recap of the same information.*

APPC

- Revised the membership section to add the Vice-Provost (Indigenous Engagement) or, in the Vice-Provost's sole discretion, an academic staff member (ex-officio) and the Vice-Provost (Equity, Diversity and Inclusion) or, in the Vice-Provost's sole discretion, an academic staff member (ex-officio) as voting members of the APPC
    - *Rationale: the intention behind this is to add new members who will bring a different lens to the Committee*

- Removed the responsibility relating to the Comprehensive Institution Plan (CIP)
  Rationale: the University no longer submits a CIP to the government
- Removed the responsibility relating to Enterprise Risk Management
  Rationale: There are currently no risks assigned to the APPC, should a new risk be identified that is appropriate for APPC the GFC/GFC EC could delegate this to APPC as reflected in 4.n
- Removed the reference to the Co-Chair acting as liaison between the Committee and the Budget Committee
  Rationale: This information was included in the TORs when the GFC Committee Structure was revised in 2012, however the Provost has never acted in this capacity as there is no need for this with the current structure. The Provost is a Non-Voting Member of the Budget Committee.

APS

- Revised the membership section to reflect current titles
- Removed the reference in the Role section to continuing education programs
  Rationale: This change was missed when the responsibility relating to continuing education programs was removed from the APS TORs after the Non-Credit and Continuing Education Credentials Framework was approved in 2019

CCS

- Revised the membership section to reflect current titles
- Moved the responsibility under 1c. relating to faculty admissions requirements to 2b.
  Rationale: For the past few years the CCS has selected to recommend the majority of faculty admissions changes up to APPC, as there has been desired to have broader oversight on these decisions, such as the Black Student Applications Process for the Faculty of Law. It is also felt that what constitutes University versus Faculty admission requirements can be confusing.

GAPS

- Revised the membership section to reflect current titles

RSC

- Revised the membership section to allow the VP and Dean of Graduate Studies to delegate to a member of the FGS Council to attend RSC in their place
- Removed the responsibility relating to the Comprehensive Institution Plan (CIP)
  Rationale: the University no longer submits a CIP to the government

TLC
- Revised the membership section to add the Vice-Provost (Indigenous Engagement) or, in the Vice-Provost's sole discretion, an academic staff member (ex-officio) and the Vice-Provost (Equity, Diversity and Inclusion) or, in the Vice-Provost's sole discretion, an academic staff member (ex-officio) as voting members of the TLC
  Rationale: the intention behind this is to add new members who will bring a different lens to the Committee

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	GFC Executive Committee	2021-09-15	X			
	Academic Program Subcommittee	2021-09-20				X
	Academic Planning and Priorities Committee	2021-09-27				X

X	General Faculties Council	2021-10-07	X
	Teaching and Learning Committee	2021-10-19	X
	Graduate Academic Program Subcommittee	2021-10-20	X
	Calendar and Curriculum Subcommittee	2021-10-21	X
	Research and Scholarship Committee	2021-10-21	X

NEXT STEPS

The approved TORs came into immediate effect and all existing TORs were repealed as of the approval date of the new TORs and each body is being provided a copy of the revised TOR at its next meeting for information.

Any suggestions for additional changes to the GFC standing committee and subcommittee TORs will be collected by the University Secretariat and will be brought forward for review and approval as appropriate.

SUPPORTING MATERIALS

1. General TOR – Revised (tracked-changes)
2. APPC TOR - Revised (tracked-changes)
3. APS TOR - Revised (tracked-changes)
4. CCS TOR - Revised (tracked-changes)
5. GAPS TOR - Revised (tracked-changes)
6. RSC TOR - Revised (tracked-changes)
7. TLC TOR - Revised (tracked-changes)

General Faculties Council Standing Committees
General Terms of Reference

1. **ESTABLISHMENT**

Under the Post-Secondary Learning Act (**PSLA**), subject to the authority of the Board of Governors, the General Faculties Council (**GFC**) is responsible for the academic affairs of the University and has general supervision of student affairs at the University.

To assist it in carrying out its work effectively and productively, the GFC has or will from time to time establish standing committees (each herein referred to as the **Committee**).

These General Terms of Reference set out provisions applicable to the operations of all GFC standing committees and are supplemented by terms of reference comprising provisions specific to each Committee (**Committee Terms of Reference**). In the event of a conflict between the provisions of these General Terms of Reference and the Committee Terms of Reference, the Committee Terms of Reference will govern.

2. **MEMBERSHIP**

Terms

Appointments may be made for terms of up to 3 years, with eligibility for re-appointment for additional terms of up to a cumulative maximum of six consecutive years. A member's term will continue until the term start date of the member's successor or on the expiry date of the member's appointment if there is no successor. Members having served the maximum six consecutive years will be eligible for appointment to the Committee after a minimum of two (2) years has elapsed since the expiration of their last term.

Casual Vacancies

Members will advise the Committee Secretary (**Secretary**) as soon as possible of any known or anticipated circumstances that would result in the member being absent from two or more consecutive meetings. In this circumstance or in the event that a member is absent from two or more consecutive meetings without notice, the Committee Co-Chair (**Co-Chair**) may agree to allow a substitute to be appointed for the duration of the absence of the member or may declare the member's position vacant and ask that a replacement be appointed for the balance of the member's term. Appointments under this provision will be conducted in accordance with the regular appointment process for that member.

In respect of ex-officio members, with the Co-Chair's agreement, an ex-officio member (or the Co-Chair) may designate a substitute to serve as a Committee member for the duration of the absence of the ex-officio member.

3.   RESPONSIBILITIES OF MEMBERS

Members are expected to:

- Familiarize themselves with GFC's role in governing the University, these General Terms of Reference and the Committee's Terms of Reference

- ~~Attend each regularly scheduled Committee meeting, making every attempt to attend in person~~

- Make every reasonable effort to attend all Committee meetings of which they are a member, in person whenever possible

- Come to meetings prepared to engage in respectful, meaningful discussion and provide considered, constructive and thoughtful feedback and commentary, express opinions and ask questions to enable the Committee to exercise its best judgment in decision making and advising GFC

- Act in the best interests of the University

4.   ROLE, RESPONSIBILITIES, POWERS AND AUTHORITIES

Committee Terms of Reference will describe the Committee's role, responsibilities, powers and authorities.

5.   MEETINGS

Schedule

The Committee will meet during the period from September to June in each year (the **meeting year**) in accordance with the meeting schedule approved by the GFC Executive Committee for that meeting year. Additional meetings may be called by the Co-Chair as necessary to deal with business.

Notice

Members will be provided with a calendar of meeting dates for regularly scheduled meetings in advance of each meeting year or in advance of the first Committee meeting for those Committees established during the meeting year. Meeting details, including for additional or re-scheduled meetings, will be communicated to members by the Secretary within a reasonable time before each meeting.

Absence of Co-Chair

In the event that the Co-Chair is unable to attend a specific meeting, then the Academic Co-Chair[1] shall act as Co-Chair for that meeting.

In the event that both the Co-Chair and Academic Co-Chair are unable to attend a specific meeting, then the Co-Chair, in his or her sole discretion, may either designate a voting member to chair the meeting or cancel the meeting.

---

[1] References to Academic Co-Chair in these General Terms of Reference should be read to mean Vice-Chair as appropriate for a particular Committee.

If none of the Co-Chair, the Academic Co-Chair or the designated chair is present within fifteen (15) minutes of the time fixed for the commencement of the meeting, the meeting will be canceled.

Quorum

A quorum for the transaction of business at any meeting of the Committee is a number equal to a majority of the voting members of the Committee.

If quorum for a Committee meeting is not present within fifteen (15) minutes of the time fixed for the commencement of the meeting, the Committee may, by majority vote of the voting members in attendance:

1. proceed with the business of the meeting, but no voting/decision-making, other than approval of the agenda, shall take place at such meeting; or

2. cancel the meeting.

If quorum is lost at any time during a Committee meeting, the meeting will be automatically adjourned unless the remaining voting members unanimously consent to continue the meeting and the following conditions are met: (i) voting members equal in number to a majority of the quorum required for the transaction of business at any meeting of the Committee are present during the transaction of business; and (ii) in order for a motion to be carried/adopted, it must receive an affirmative vote of members equal in number to a majority of the quorum. In this circumstance, the minutes shall record that the Committee was acting on all further business without a quorum being present and, except when a decision must be implemented, moved forward to the next decision-maker or acted upon before the next regularly scheduled meeting, the decision will be ratified at that next meeting.

Meeting Agendas

Meeting items will be determined by the Co-Chair and the Academic Co-Chair in consultation with the University Secretariat, and meeting agendas will be produced in accordance with University Secretariat procedures. The agenda for each Committee meeting will be posted on the Secretariat website immediately following its distribution to Members.

Materials

As much as possible, meeting materials will be provided to the Committee electronically one week in advance of a scheduled meeting.

Conduct of Meetings

Meetings will be conducted in accordance with these General Terms of Reference and the Committee Terms of Reference or as determined by the Co-Chair where the terms of reference are silent on the matter.

Participation

All Committee members, including non-voting members, may participate in discussions. Only voting members may move, second and vote on motions. Committee meetings may be held in person or electronically as provided in these General Terms of Reference.

<u>Electronic Participation</u>

Where attendance in person is not feasible, members of the Committee may participate in the meeting by means of a telephonic, electronic or other communication facility made available by the Secretary and that permits all participants to communicate adequately with each other during the meeting. A person participating in a meeting by such means is deemed to be present at the meeting and may vote through the telephonic, electronic or other method of communication being used.

The Co-Chair may determine that a meeting shall be held entirely by means of a telephonic, electronic or other communication facility that permits all participants to communicate adequately with each other during the meeting.

<u>Voting at Meetings</u>

Motions will be decided by a show of hands or a roll call (voice) or otherwise in such manner that clearly evidences a member's vote and is accepted by the chair of the meeting. Voting by proxy is not allowed.

Subject to the voting requirements in the event of a loss of quorum set out under the section entitled "Quorum" above, an affirmative vote of a majority of the voting members present is required to carry/adopt a motion.

Elections will be decided based upon the number of votes in favour of each nominee in descending order, the first elected person being the nominee with the most votes. Additional elected persons will be the person(s) with the next highest number of votes in descending order until all elected persons have been determined. In the event of an equal number of votes being cast for more than one nominee (a tie), the Co-Chair (or the Academic Co-Chair where the Co-Chair is in a conflict of interest) will cast a vote to break the tie.

<u>Electronic Voting</u>

Email approval or electronic poll (which in this context excludes electronic polling in a meeting) is only suitable for straightforward motions or where it is not feasible or practical to call a meeting of the Committee and should be used infrequently.

The procedures for approval of motions via email or electronic poll are as follows:

- Motions may be made via email or electronic poll

- The motion will expire in the time set in the message; however, the Co-Chair or the Secretary may extend the deadline once by up to a maximum of seven days

- Voting requirements will be the same as under the heading "Voting at Meetings" in these General Terms of Reference

- The Secretary is responsible for tallying the votes and informing the Committee of the outcome

- Email motions may not be amended; however, the member who proposed the motion may withdraw it at any time prior to receipt of the necessary approval or the expiry time, if one, or with the approval of all members who voted on the motion

- If the motion does not receive the required votes by the deadline (as extended, if applicable), it fails

Minutes

The Secretary will minute the proceedings and resolutions of all meetings of the Committee in accordance with the University Secretariat's GFC Minuting Standards. Once approved, the minutes of open meetings will be published on the Secretariat website.

Resource Personnel, Invited Guests and Visitors

Resource personnel and guests may be invited to attend and speak at a meeting with the approval of the Co-Chair given in advance of the meeting or, in the sole discretion of the chair of the meeting, during the meeting. Visitors in attendance at a meeting to observe Committee proceedings may speak only if expressly invited to do so by the chair of the meeting.

6.   OUTSIDE ADVISORS

The Co-Chair is authorized to retain outside advisors with particular expertise to advise the Committee if the Co-Chair determines in his or her sole discretion that doing so is essential to the Committee in carrying out its responsibilities.

7.   RESPONSIBILITIES OF THE COMMITTEE CO-CHAIR

In addition to the other responsibilities of the Co-Chair set out in these General Terms of Reference, the Co-Chair shall generally provide leadership to enhance the effectiveness of the Committee, act as a spokesperson for the Committee, act as the liaison between the Committee and GFC and other GFC standing committees and generally oversee the Committee's activities. The Co-Chair shall also oversee the engagement of any outside advisors.

8.   REPONSIBILITIES OF THE COMMITTEE ACADEMIC CO-CHAIR

In addition to the other responsibilities of the Academic Co-Chair set out in these General Terms of Reference, the Academic Co-Chair:

1. will carry out the Co-Chair's responsibilities at the request of the Co-Chair or in the event the Co-Chair is not available;

2. will provide periodic reports to the Committee ~~on its progress through its work plan and will also report back to the Committee,~~ where appropriate, on the implementation of, receipt of input from, or results of the work of the Committee; and

3. shall generally provide leadership to enhance the effectiveness of the Committee, act as a spokesperson for the Committee, act as the liaison between the Committee and GFC and other GFC standing committees, and generally oversee the Committee's activities.

9.   SECRETARY TO THE COMMITTEE

The University Secretary or designate will act as the Secretary of the Committee.

10. <u>WORKING GROUPS</u>

The Committee may choose to create working groups that report to the Committee directly or through the Co-Chair or Academic Co-Chair, to facilitate the accomplishment of its responsibilities. The membership of any working group shall be determined by the Co-Chair and Academic Co-Chair, taking into consideration any recommendations for membership made by the Committee. Working group members may be drawn from outside the Committee or the GFC.

Notwithstanding the previous paragraph, the Committee does not have the power to delegate or assign its authority to another GFC standing committee, to a sub-committee, working group, administrative unit or individual unless the Committee Terms of Reference or the GFC or the GFC Executive Committee expressly authorizes such delegation or assignment.

11. <u>REPORTING TO GFC</u>

The Co-Chair and Academic Co-Chair shall provide a report to the GFC at each GFC meeting on the proceedings of the Committee since the previous GFC meeting. and shall provide GFC with an annual report of the Committee's activities during the meeting year.

12. <u>OTHER MATTERS</u>

The Committee shall arrange for periodic reviews of its own performance and, at least annually, will review its Committee Terms of Reference, including its role, responsibilities and fit within the GFC structure, to ensure its role and responsibilities remain appropriate and that it is operating at maximum effectiveness, and will recommend any changes it considers necessary to GFC for approval. Non-material amendments and corrections to a Committee Terms of Reference that are required in between annual reviews may be made by a majority vote of the Committee and reported to GFC at the next GFC meeting.

The Committee shall produce a work plan of the Committee for the meeting year, for the approval of GFC at the first meeting of GFC in each meeting year.

As at September 15, 2021

General Faculties Council
Academic Planning and Priorities Committee
Terms of Reference

1. ESTABLISHMENT

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

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

2. MEMBERSHIP

Co-Chair

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

Academic Co-Chair

As named by the GFC Executive Committee (see "Voting Members" below).

Voting Members

- Four academic staff members appointed by the GFC Executive Committee, at least two of whom shall be members of GFC at the time of their appointment. One of these persons shall be named by the GFC Executive Committee as Academic Co-Chair of the Committee.
- The Academic Co-Chair of each of the Teaching and Learning Committee and the Research and Scholarship Committee (ex-officio)
- One Dean appointed by Deans' Council
- One student appointed by the Students' Union
- One student appointed by the Graduate Students' Association
- Vice-Provost (Indigenous Engagement) or, in the Vice-Provost's sole discretion, an academic staff member (ex-officio)
- Vice-Provost (Equity, Diversity and Inclusion) or, in the Vice-Provost's sole discretion, an academic staff member (ex-officio)

Non-Voting Members

- Deputy Provost (ex-officio)
- One person appointed by the Faculty Association

- One person appointed by the Alberta Union of Provincial Employees, Local 52
- One person appointed by the Management and Professional Staff Executive Committee

3. ROLE

The Committee serves as GFC's primary advisory group on institutional planning and academic affairs, and on the quality and suitability of academic programming. The Committee also acts as the University's final approval authority for the creation, alteration or termination of academic programs.

4. RESPONSIBILITIES

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

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

The Committee's primary responsibilities are as follows:

a. Review and make recommendations to GFC regarding institutional plans and strategies (and their associated documents) within GFC's purview;

b. Identify, develop or review, and make recommendations to GFC regarding principles, policies, standards, regulations and practices in respect of institutional planning within GFC's purview and academic planning and affairs, including academic programs;

c. Review and make recommendations to GFC regarding technological and physical infrastructure as it relates to academic priorities and plans;

d. Develop or provide input into proposals for the establishment, oversight, evaluation, or material changes to academic programs and units, including creating and proposing processes for program review and approval and unit reviews;

e. Consider and recommend to GFC the establishment, dissolution or merger of Faculties, Schools, Departments and other academic units and programs of study;

f. Develop, and periodically review and update principles for affiliations and other collaborative initiatives with other institutions and organizations for recommendation to GFC for approval;

g. Review and recommend to GFC any required revisions to the University's policy development and review process;

h. ~~Review and recommend to GFC the academic chapter of the Comprehensive Institutional Plan and provide input into the remaining chapters as requested by the authors;~~

i. ~~Carry out those responsibilities under the University's Enterprise Risk Management program that are assigned to it the Committee by the GFC Executive Committee;~~

j. Review and approve proposals for:

I. the creation, alteration or termination of degree programs;

II. the creation, alteration or termination of joint, dual or collaborative delivery of degrees, certificates or diplomas with other institutions;

III. the creation, alteration or termination of credit Certificate and Diploma programs;

IV. the creation or alteration of non-credit professional and continuing education Certificate and Diploma programs; and

V. changes to undergraduate and graduate courses (e.g. hours, title and content); and

k. Review and approve both new, and changes to existing, university and faculty undergraduate admission requirements and academic regulations, university and faculty undergraduate transfer requirements and academic regulations, and all other academic regulations pertaining to undergraduate programs;

l. Review and approve both new, and changes to existing, university and program-level graduate admission requirements and academic regulations, and all other academic regulations pertaining to graduate programs;

m. Approve revisions to the University Calendar; and

n. Such other activities and responsibilities delegated or assigned to it by GFC or the GFC Executive Committee from time to time.

The Committee may delegate any of its listed responsibilities to a sub-committee; however the Committee remains ultimately responsible for the work and responsibilities of each of its sub-committees as articulated in the terms of reference of those committees. The Committee may also, by resolution, alter or revoke the delegation of any of its listed responsibilities under this section.

5. POWERS

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

6. AUTHORITIES

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

a. The Committee may approve:

I. proposals for the creation, alteration or termination of degree programs;

II. the creation, alteration or termination of credit Certificate and Diploma programs;

III. the creation or alteration of non-credit professional and continuing education Certificate and Diploma programs;

IV. changes to undergraduate and graduate courses (e.g. hours, title and content);

V. new, and changes to existing, university and faculty undergraduate admission requirements and academic regulations and university and faculty undergraduate transfer requirements and academic regulations;

VI. new, and changes to existing, university and program-level graduate admission requirements and academic regulations;

VII. revisions to the graduate and undergraduate sections of the University Calendar; and

VIII. new, and changes to existing, academic regulations pertaining to undergraduate and graduate programs.

7. SPECIFIC RESPONSIBILITIES OF THE COMMITTEE CO-CHAIR

In addition to any other responsibilities of the Co-Chair, the Co-Chair shall act as the liaison between the Committee and the Board of Governors Budget Committee.

General Faculties Council
Academic Program Subcommittee
Terms of Reference

1.   **ESTABLISHMENT**

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

The Vice-Provost (Teaching and Learning) shall act as the responsible senior administrator to the Subcommittee, providing the link between senior administration and the Subcommittee.

2.   **MEMBERSHIP**

Co-Chair

Vice-Provost (Teaching and Learning) (ex-officio, voting).

Academic Co-Chair

As named by the GFC Executive Committee (see "Voting Members" below).

Voting Members

- Five academic staff members appointed by the GFC Executive Committee, at least one of whom shall be a member of GFC at the time of their appointment. One of these persons shall be named by the GFC Executive Committee as Academic Co-Chair of the Subcommittee.
- One student appointed by the Students' Union
- Registrar (ex-officio)
- Academic Co-Chair of the Graduate Academic Program Subcommittee (ex-officio)

Non-Voting Members

- One person appointed by the Faculty Association
- Senior Director, Academic and International Strategies (ex-officio)

3. **ROLE**

The Subcommittee serves as a vetting and advisory group to APPC in respect of the creation, alteration or termination of undergraduate programs. ~~and continuing education programs~~.

4. **RESPONSIBILITIES**

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

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

The Subcommittee's primary responsibilities are as follows:

1. Review and recommend to APPC for approval, proposals for the creation, alteration or termination of undergraduate programs (including degree programs and credit certificate and diploma programs) and joint, dual or collaborative delivery of undergraduate degrees, certificates or diplomas with other institutions;

2. Evaluate, monitor, develop and recommend to APPC necessary revisions and improvements to the University's program review and approval processes and process documents with respect to programs within its role; and

3. Such other activities and responsibilities delegated or assigned to it by APPC from time to time.

The Subcommittee is also ultimately responsible for the work and responsibilities of any working groups that support or report to the Subcommittee.

5. **POWERS**

Other than, or in the absence of, specific delegations of authority from APPC to act autonomously, the Subcommittee's powers shall be limited to providing input and ideas, advising and making recommendations to APPC.

6. **AUTHORITIES**

The Subcommittee has the specific delegated authority to autonomously require changes to proposals and to require that proposals receive the recommendation of the Subcommittee before being moved forward to APPC for approval, on the condition that decisions made or actions taken under this delegated authority are reported to APPC.

As at September 15, 2021

2

General Faculties Council
Calendar and Curriculum Subcommittee
Terms of Reference

1. ESTABLISHMENT

The Academic Planning and Priorities Committee (**APPC**) hereby establishes a subcommittee called the Calendar and Curriculum Subcommittee (the **Subcommittee**) under the provisions of the General Faculties Council's General Terms of Reference for Standing Committees and these Terms of Reference, and delegates to the Subcommittee the authorities set out herein. In the event of a conflict between the provisions of these Subcommittee Terms of Reference and the General Terms of Reference, these Subcommittee Terms of Reference will govern.

The Vice-Provost (Student Experience) shall act as the responsible senior administrator to the Subcommittee, providing the link between senior administration and the Subcommittee.

2. MEMBERSHIP

Co-Chair

Vice-Provost (Student Experience) (ex-officio, voting).

Academic Co-Chair

As named by the Subcommittee (see "Voting Members" below).

Voting Members

- One Associate Dean (or person holding an equivalent position) appointed by each Faculty offering undergraduate programs. One of these persons shall be named by the Subcommittee as Academic Co-Chair of the Subcommittee.
- One student appointed by the Students' Union
- Two academic staff members appointed by the APPC
- One person appointed by the Provost and Vice-President (Academic)
- Registrar (ex-officio)

Non-Voting Members

- Calendar Editor (ex-officio)
- Scheduling, Exams and Curriculum Manager (ex-officio)
- Senior Specialist, Academic Advising (ex-officio)
- A representative of the Senior Advisor Group appointed by the CCS Co-Chairs (up to a 2 year term)

3. ROLE

The Subcommittee carries out those responsibilities delegated to it by APPC from time to time.

4. **RESPONSIBILITIES**

The Subcommittee's primary responsibilities are as follows:

1. Approve:

   a. all changes to undergraduate courses (e.g. hours, title and content);

   b. all minor undergraduate program changes, such as additions and deletions of courses and degree options, including undergraduate and graduate courses that are offered for credit towards either an undergraduate or graduate degree (cross-listed), but excluding proposed changes requiring a modification of program completion requirements (e.g. number of courses in the major), which requires approval by APPC;

   c. changes to faculty undergraduate ~~admission requirements and~~ academic regulations~~, and faculty undergraduate transfer requirements and academic regulations, ensuring that they accord with the principles, policies and procedures of the Alberta Council on Admissions and Transfer~~;

   d. all revisions to the undergraduate sections of the University Calendar; and

   e. editorial and minor revisions to sections of the University Calendar other than the undergraduate and graduate sections (the **Other Sections**), after conducting such consultation with the Co-Chair of the Graduate Academic Program Subcommittee as the Co-Chair considers appropriate;

2. Review and recommend to APPC:

   a. changes to university and faculty undergraduate admission and transfer requirements;

   b. university academic regulations~~, and university and faculty undergraduate transfer requirements and academic regulations~~;

   c. both new, and changes to existing, academic regulations pertaining to undergraduate programs; and

   d. major revisions to Other Sections of the University Calendar, after conducting such consultation with the Co-Chair of the Graduate Academic Program Subcommittee as the Co-Chair considers appropriate; and

3. Such other activities and responsibilities delegated or assigned to it by APPC from time to time.

The Subcommittee is also ultimately responsible for the work and responsibilities of any working groups that support or report to the Subcommittee.

5. **POWERS**

Other than, or in the absence of, specific delegations of authority from APPC to act autonomously, the Subcommittee's powers shall be limited to providing input and ideas, advising and making recommendations to APPC.

6. **AUTHORITIES**

The Subcommittee has the specific delegated authority to autonomously approve; (i) undergraduate course changes and minor undergraduate program changes, other than changes requiring a modification of program completion requirements, (ii) changes to faculty ~~undergraduate admission requirements and~~ academic regulations~~, and faculty undergraduate transfer requirements and academic regulations~~, and (iii) revisions to the undergraduate sections of the University Calendar, and editorial and minor revisions to the other sections of the Calendar (excluding the graduate sections), all on the condition that decisions made or actions taken under this delegated authority are reported to APPC.

General Faculties Council
Graduate Academic Program Subcommittee
Terms of Reference

1.   ESTABLISHMENT

The Academic Planning and Priorities Committee (**APPC**) hereby establishes a subcommittee called the Graduate Academic Program Subcommittee (the **Subcommittee**) under the provisions of the General Faculties Council's (**GFC**) General Terms of Reference for Standing Committees and these Terms of Reference, and delegates to the Subcommittee the authorities set out herein. In the event of a conflict between the provisions of these Subcommittee Terms of Reference and the General Terms of Reference, these Subcommittee Terms of Reference will govern.

The Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies shall act as the responsible senior administrator to the Subcommittee, providing the link between senior administration and the Subcommittee.

2.   MEMBERSHIP

Co-Chair

Vice-Provost (Graduate Education) and Dean of the Faculty of Graduate Studies (ex-officio, voting).

Academic Co-Chair

As named by the GFC Executive Committee (see "Voting Members" below).

Voting Members

- Five academic staff members: three appointed by the GFC Executive Committee, with at least one of the three being a member of GFC at the time of their appointment; and two appointed by the Graduate Studies Faculty Council. One of these persons shall be named by the GFC Executive Committee as Academic Co-Chair of the Subcommittee.
- One student appointed by the Graduate Students' Association
- One member of the Faculty of Graduate Studies, appointed by that Faculty
- Registrar (ex-officio)
- Academic Co-Chair of the Academic Program Subcommittee (ex-officio)

Non-Voting Members

- One person appointed by the Faculty Association
- Senior Director, Academic and International Strategies (ex-officio)
- Specialist Graduate Calendar Editor (ex officio)

3.   ROLE

The Subcommittee serves as a vetting and advisory group to APPC in respect of the creation, alteration or termination of graduate programs and carries out those additional responsibilities delegated to it by APPC from time to time.

4.   RESPONSIBILITIES

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

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

The Subcommittee's primary responsibilities are as follows:

1. Approve:

   a. all changes to graduate courses (e.g. hours, title and content);

   b. all minor graduate program changes, such as additions and deletions of courses and degree options, other than in respect of graduate courses that are offered for credit towards either an undergraduate or graduate degree (cross-listed) and proposed changes requiring a modification of program completion requirements (e.g. number of courses in the major), which modification requires approval by APPC;

   c. changes to program-level graduate admission requirements and academic regulations; and

   d. revisions to the graduate sections of the University Calendar;

2. Review and recommend to APPC:

   a. proposals for the creation, alteration or termination of graduate programs;

   b. proposals for the creation, alteration or termination of joint, dual or collaborative delivery of graduate degrees, certificates or diplomas with other institutions;

   c. changes to university graduate admission requirements and academic regulations; and

   d. both new, and changes to existing, academic regulations pertaining to graduate programs;

3. Evaluate, monitor, develop and recommend to APPC necessary revisions and improvements to the University's program review and approval processes and process documents with respect to graduate programs; and

4. Such other activities and responsibilities delegated or assigned to it by APPC from time to time.

The Subcommittee is also ultimately responsible for the work and responsibilities of any working groups that support or report to the Subcommittee.

5.   POWERS

Other than, or in the absence of, specific delegations of authority from APPC to act autonomously, the Subcommittee's powers shall be limited to providing input and ideas, advising and making recommendations to APPC.

6.   AUTHORITIES

The Subcommittee has the specific delegated authority to autonomously: (i) require changes to proposals and to require that proposals receive the recommendation of the Subcommittee before being moved forward to APPC for approval; (ii) approve graduate course changes and minor graduate program changes, other than courses cross-listed with undergraduate courses and changes requiring a modification of program completion requirements; (iii) approve changes to program-level graduate admission requirements and academic regulations; and (iv) approve revisions to the graduate sections of the University Calendar, all on the condition that decisions made or actions taken under this delegated authority are reported to APPC.

7.   SPECIFIC RESPONSIBILITIES OF THE COMMITTEE CO-CHAIR

In addition to any other responsibilities of the Co-Chair, the Co-Chair shall act as the liaison between the Subcommittee and the Faculty of Graduate Studies Council in respect of the work of the Subcommittee.

As at September 15, 2021

General Faculties Council
Research and Scholarship Committee
Terms of Reference

1.   ESTABLISHMENT

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

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

2.   MEMBERSHIP

Co-Chair

Vice-President (Research) or an Associate Vice-President (Research) designated as an alternate by the Vice-President (Research) (ex-officio, voting).[1]

Academic Co-Chair

As named by the GFC Executive Committee (see "Voting Members" below).

Voting Members

- One academic staff member appointed by each Faculty Council, excluding Graduate Studies and Qatar. One of these persons shall be named by the GFC Executive Committee as Academic Co-Chair of the Committee.
- One Postdoctoral Fellow/associate appointed by the Postdoctoral Association
- One student appointed by the Students' Union
- One student appointed by the Graduate Students' Association
- One member of the Associate Deans' Research Council (ADRC) appointed by the Vice-President (Research)
- Vice-Provost ~~(Graduate Education)~~ and Dean of ~~the Faculty of~~ Graduate Studies or, in the Dean's sole discretion, a member of the Faculty of Graduate Studies Council (ex-officio)
- Vice-Provost (Libraries and Cultural Resources) and University Librarian (ex-officio)

---

[1] For clarity, this designated individual will be a different individual from the one Associate Vice-President (Research) appointed by the Vice-President (Research) as a non-voting member.

Non-Voting Members

- One Associate Vice-President (Research) appointed by the Vice-President (Research)
- One person appointed by the Faculty Association
- One person appointed by the Alberta Union of Provincial Employees, Local 52
- One person appointed by the Management and Professional Staff Executive Committee

3.   ROLE

The Committee serves as GFC's primary advisory group on research and scholarly initiatives, issues and activities. The Committee also promotes, supports and advocates for research and scholarly activity on campus and for faculty and student participation in research and scholarly activities.

4.   RESPONSIBILITIES

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

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

The Committee's primary responsibilities are as follows:

1. Provide strategic advice to GFC on research and scholarship in support of excellence in scholarship across the University, increasing the University's research impact in priority areas and promoting discovery, creativity and innovation;

2. Identify and develop or review and recommend to GFC strategies, plans, policies, procedures, practices, programs and activities within its role and advise GFC on the implementation and outcomes, including the effectiveness, of same;

3. Identify, prioritize and recommend action for dealing with issues that arise from across the University falling within its role;

4. Provide advice on priorities for resource allocation relating to research and scholarship and identify and recommend institutional priorities for University research and scholarship resources and support services;

5. Upon request, evaluate and make recommendations to GFC respecting proposals for new, or review existing, endowed chairs and professorships, institutes and centres, and other bodies related to its role;

6. Identify, evaluate and make recommendations regarding infrastructure necessary to conduct research and scholarship in accordance with funding agency requirements;

7. Facilitate research and scholarly initiatives being developed or utilized within and between divisions and disciplines, encourage collaborative activities and seek avenues for support of multi-disciplinary research and scholarly developments;

8. Lead and promote communication and discussion about research and scholarship across the University and develop, promote and review a communication strategy for knowledge mobilization of issues and information about research and scholarship;

9. Support and foster the professional development of researchers and scholars, promote and make recommendations for faculty development that meets the needs of faculty, and identify, promote and support opportunities for faculty and staff;

10. Develop, review and recommend to GFC awards programs related to research and scholarship;

11. ~~Recommend to GFC, the research chapter of the Comprehensive Institutional Plan and provide input into the remaining chapters as requested by the authors;~~

12. Carry out those responsibilities under the University's Enterprise Risk Management program that are assigned to the Committee by the GFC Executive Committee;

13. Provide a forum for the receipt of reports from University research and scholarship support services and to allow these resources to raise issues and receive advice, support and promotion from the Committee; and

14. Such other activities and responsibilities delegated or assigned to it by GFC or the GFC Executive Committee from time to time.

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

5. POWERS

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

6. AUTHORITIES

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

None at this time.

As at September 15, 2021

General Faculties Council
Teaching and Learning Committee
Terms of Reference

1.   ESTABLISHMENT

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

The Vice-Provost (Teaching and Learning) shall act as the responsible senior administrator to the Committee, providing the link between senior administration and the Committee.

2.   MEMBERSHIP

Co-Chair

Vice-Provost (Teaching and Learning) (ex-officio, voting).

Academic Co-Chair

As named by the GFC Executive Committee (see "Voting Members" below).

Voting Members

- One academic staff member appointed by each Faculty Council, excluding Graduate Studies and Qatar. One of these persons shall be named by the GFC Executive Committee as the Academic Co-Chair of the Committee.
- One person appointed by the Libraries and Cultural Resources Academic Council
- One Dean appointed by Deans' Council
- Vice-Provost (Indigenous Engagement) or, in the Vice-Provost's sole discretion, an academic staff member (ex-officio)
- Vice-Provost (Equity, Diversity and Inclusion) or, in the Vice-Provost's sole discretion, an academic staff member (ex-officio)
- One student appointed by the Students' Union
- One student appointed by the Graduate Students' Association

Non-Voting Members

- Vice-Provost and Dean of Graduate Studies or, in the Dean's sole discretion, a member of the Faculty of Graduate Studies Council (ex-officio)
- Vice-Provost (Student Experience) (ex-officio)
- Vice-Provost (Libraries and Cultural Resources) and University Librarian (ex-officio)
- Chief Information Officer (ex-officio)
- Senior Director of the Taylor Institute for Teaching and Learning (ex-officio)

- ~~Educational Development Consultant and Academic Lead, Learning Technologies and Design Team (ex-officio)~~ One Associate Director of the Taylor Institute for Teaching and Learning (TI) appointed by the Senior Director of the TI
- One person appointed by the Faculty Association
- One person appointed by the Alberta Union of Provincial Employees, Local 52
- One person appointed by the Management and Professional Staff Executive Committee

3. ROLE

The Committee serves as GFC's primary advisory group on teaching and learning, including such aspects as learning environments, quality and innovation, resources and support, recognition of teaching excellence and professional development, and students' educational experience.

4. RESPONSIBILITIES

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

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

The Committee's primary responsibilities are as follows:

1. Provide strategic advice to GFC on teaching and learning in support of sustained, high academic standards, academic integrity and the strategic directions of the University;

2. Identify and develop or review and recommend to GFC strategies, plans, policies, procedures, practices, programs and activities within its role and advise GFC on the implementation and outcomes, including the effectiveness, of same;

3. Identify, prioritize and recommend action for dealing with issues that arise from across the University falling within its role;

4. Seek out, promote and support innovations in teaching and learning, including monitoring the evolution of learning technology applications and their impact on teaching and learning, and identifying and encouraging the adoption of new learning modes, strategies and learning technology applications;

5. Promote research on the effectiveness and evaluation of teaching and learning and develop and recommend methods of assessing the quality of all teaching activities;

6. Facilitate teaching and learning initiatives being developed or utilized within and between divisions and disciplines, encourage collaborative activities and seek avenues for support of multi-disciplinary teaching developments;

7. Lead and promote communication and discussion about teaching and learning across the University and develop, promote and review a communication strategy for knowledge mobilization of issues and information about teaching and learning;

8. Support and foster the professional development of teaching staff, promote and make recommendations for faculty development that meets the needs of faculty, and identify, promote and support opportunities for educational scholarship for faculty and staff;

9. Develop, review and recommend to GFC teaching awards programs;

10. Receive reports about student engagement and the student educational experience, and make recommendations to GFC concerning same;

11. Identify and recommend institutional priorities for University teaching and learning resources and support services;

12. Carry out those responsibilities under the University's Enterprise Risk Management program that are assigned to the Committee by the GFC Executive Committee;

13. Provide a forum for the receipt of reports from University teaching and learning resources, such as Libraries and Cultural Resources, the bookstore and student ombudsperson, and to allow these resources to raise issues and receive advice, support and promotion from the Committee; and

14. Such other activities and responsibilities delegated or assigned to it by GFC or the GFC Executive Committee from time to time.

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

5.   POWERS

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

6.   AUTHORITIES

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

None at this time.

As at September 15, 2021