

GENERAL FACULTIES COUNCIL  
AGENDA

Meeting #610, November 4, 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  | Schmidt <sup>1</sup> /Pereyra <sup>2</sup> | Verbal                |                |
| 3.   | Remarks of the Chair   | McCauley                                   | Verbal                |                |
| 4.   | Remarks of the Vice-Chair  | Balser                                     | Verbal                |                |
| 5.   | Question Period  | McCauley                                   | Verbal                |                |
| 6.   | Safety Moment  | Van Hee <sup>3</sup>                       | PowerPoint            |                |
|      | <b>Action Items</b>  |  |                       |                |
| 7.   | Approval of the October 7, 2021 Meeting Minutes  | McCauley                                   | Document              |                |
| 8.   | Election of Two Academic Staff Members to an Advisory Selection Committee for a Vice-Provost (Student Experience) (note: election to be held electronically immediately following the meeting) | McCauley                                   | Document              | 2:10           |
|      | <b>Information Items</b>   |  |                       |                |
| 9.   | Student-at-Risk Annual Report  | Barker <sup>4</sup> /Wiens <sup>5</sup>    | Document              | 2:15           |
| 10.  | Student Non-Academic Misconduct Annual Report  | Barker/Quin <sup>6</sup>                   | Document              | 2:30           |
| 11.  | 2021 Institutional Sustainability Report   | Perdue <sup>7</sup> /Gerlach <sup>8</sup>  | Document + PowerPoint | 2:45           |
| 12.  | International Research   | Ruwanpura <sup>9</sup>                     | Document + PowerPoint | 3:00           |
| 13.  | Continuing Education Enrolment Report  | LeBlanc <sup>10</sup>                      | PowerPoint            | 3:15           |

| Item | Description  | Presenter       | Materials | Estimated Time |
|------|--|-----------------|-----------|----------------|
| 14.  | Standing Reports:<br>a) Report on the October 20, 2021 GFC Executive Committee Meeting<br>b) Report on the October 18, 2021 Academic Planning and Priorities Committee Meeting<br>c) Report on the October 8 and 19, 2021 Teaching and Learning Committee Meetings<br>d) Report on the October 21, 2021 Research and Scholarship Committee Meeting<br>e) Report on the October 22, 2021 Board of Governors Meeting | In Package Only | Documents | 3:30           |
| 15.  | Approved Revisions to the Academic Staff Criteria and Processes Working Group Terms of Reference   | In Package Only | Document  |                |
| 16.  | Other Business   | McCauley        |           |                |
| 17.  | Adjournment<br>Next meeting: December 9, 2021  | McCauley        | Verbal    | 3:30           |

**Regrets and Questions:** Elizabeth Sjogren, Governance Coordinator  
Email: [esjogren@ucalgary.ca](mailto:esjogren@ucalgary.ca)

Lise Houle, Interim University Secretary  
Email: [lhoule@ucalgary.ca](mailto:lhoule@ucalgary.ca)

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

#### Presenters

1. Nicole Schmidt, President, Students' Union
2. Renzo Pereyra, Vice-President (Academic), Students' Union
3. Mike Van Hee, Co-Interim Vice-President (Finance and Services)
4. Susan Barker, Vice-Provost (Student Experience)
5. Kevin Wiens, Manager - Student Wellness Support
6. Jennifer Quin, Senior Director - Student Services
7. Joanne Perdue, Associate Vice-President (Sustainability)
8. Craig Gerlach, Academic Co-ordinator, Sustainability
9. Janaka Ruwanpura, Vice-Provost (International)
10. Sheila LeBlanc, Director - Continuing Education

The draft Minutes are intentionally removed from this package.

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





**GENERAL FACULTIES COUNCIL**  
**Biographies of Candidates for Election**

The voting for this election will be conducted electronically. A link to a MS Teams form, setting out equivalent to an election ballot, will be sent to GFC members immediately following the November 4, 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 Academic Staff Members to an Advisory Selection Committee for a Vice-Provost (Student Experience)**

**Cindy Graham**, Faculty of Science

Teaching Professor

Recipient: Killam Educational Leadership Award 2013

Past Service: GFC Calendar and Curriculum Subcommittee (2012-2017; academic co-chair 2014-2017); Associate Dean Undergraduate (Science) 2012-2017; Academic Integrity Committee; Vice-Provost Teaching and Learning Network .

Current Service: Vice-Dean, Faculty of Science; SLT representative Joint Work Health and Safety Committee.

**Melissa Boyce**, Faculty of Arts

Teaching Professor

Associate Dean (Undergraduate Programs and Student Affairs), Faculty of Arts

Recipient: UCalgary Teaching and Learning Scholar, UCalgary Teaching and Learning Grants

Recipient: UCalgary Teaching Award for Curriculum Development. UCalgary Teaching Award for Educational Leadership (Group), Faculty of Arts Established Instructor Award, Student Union's Teaching Excellence Award, Department of Psychology's Undergraduate Research Supervision Award

Past Service: Undergraduate Director (Psychology), Undergraduate Committee (Psychology), Teaching Awards Adjudication Committee, Faculty of Arts Teaching and Learning Committee, Teaching and Learning Subcommittee of the Campus Mental Health Strategy

Current Service: Academic Coordinator - Embedded Certificate in Mental Wellbeing and Resilience, Chair - Teaching and Learning Subcommittee of the Campus Mental Health Strategy, Chair – Curriculum and Academic Review Committee for the Faculty of Arts, GFC Calendar and Curriculum Subcommittee

**Arindom Sen**, Schulich School of Engineering

Professor

Recipient: NSERC, CIHR, Alberta Innovates, URGC Grants

Recipient: 24 teaching awards (Engineers Canada Medal of Distinction in Engineering Education, APEGA Excellence in Education Award, Killam Innovation in Teaching, SU Teaching Excellence Award etc.)

Recipient: SSE Research Awards, Department Service Award, UCalgary Risk Rising Star Award, UCalgary U Make a Difference Award

Past Service: SSE Associate Dean (Student Affairs), SSE Associate Dean (Student Professional Development), Interim Director – Centre for Bioengineering Research and Education (CBRE), SSE Acting Director of Students, Associate Director – CBRE; oversaw numerous student initiatives including SSE scholarship program, international programs, clubs/teams etc.

Current Service: Department Head, Chemical and Petroleum Engineering

**Abu S. Rahaman**, Haskayne School of Business

Abu Shiraz Rahaman is Professor of Accounting and Director of the Centre for Public Interest Accounting at the Haskayne School of Business. He pursued graduate studies at the University of Waikato (New Zealand), earning a Master of Management Studies and PhD in Accounting. Dr Rahaman holds the CPA CGA (Alberta) and previously held the CPA (Australia) designation. He has won a number of research and teaching awards, including the Students' Union Teaching Excellence Award; Chartered Accountants Education Foundation Teaching Award; Emerald "Outstanding Paper Award" for his article published in Qualitative Research in Accounting and Management and Emerald "High Commendation Award" for his article published in Accounting, Auditing and Accountability Journal. His research has been funded by the Social Sciences and Humanities Research Council. He has served on the University of Calgary Research and Scholarship Grant Committee and Tenure and Promotion Committee, among others, at the Haskayne School of Business.



## UNIVERSITY OF CALGARY | Student-at-Risk Policy

### ANNUAL REPORT

July 1, 2020 – June 30, 2021

Prepared for:

**General Faculties Council**

Date:

**October 18, 2021**

This report summarizes activities related to the [Student-at-Risk Policy](#) during the reporting period of July 1, 2020 – June 30, 2021.

A key focus of the Student-at-Risk policy is to increase capacity on campus to recognize and respond to early indicators of distress as well as indicators of more serious distress. In support of the Campus Mental Health Strategy, members of the Student at Risk team work with campus stakeholders to:

- Enhance and promote a student case management strategy to ensure needs of individuals are being met and concerns are monitored (Recommendation 3.3).
- Establish supportive response mechanisms to check in with students in cases of concern or unreported absences (Recommendation 3.4).
- Strengthen targeted mental health supports for vulnerable populations or at-risk subgroups, considering specific mental health issues at key transition points (Recommendation 4.2).

The Student-at-Risk Policy defines at-risk behavior and outlines the process for reporting student-at-risk concerns. As defined in the policy, “At-Risk Behaviour” means threats or behaviour exhibited by a student that may indicate a physical or mental state that could result in a threat to themselves or others, including but not limited to - the disclosure of suicidal thoughts to one or more individuals, or the demonstration of other signs of suicidality; violent acts including patterns of fear inducing behaviour; paranoia; and/or expressions of violent ideation (e.g., violent thoughts, images or plans).

Both Campus Security and the Student-at-Risk team receive student-at-risk concerns in accordance with the Student-at-Risk Policy. Campus Security manages concerns requiring immediate response or investigation, and forwards concerns to the Student-at-Risk team when supportive outreach or team review is required.

## Student-at-Risk Concerns

During the reporting period (July 1, 2020 to June 30, 2021), the Student-at-Risk Team received **163** initial reports of concern. This is **8% higher** than the number of reports received during the last reporting period (2019-20). Reports are received from students, faculty, staff, and concerned community members.

The following categories of concerns were reported in this reporting period, and 2018-19 & 2019-20 data is included for reference:

| Concern                                 | 2018-19    | 2019-20    | 2020-21    |
|---|------------|------------|------------|
| Worrisome behavior/ situational concern | 120        | 102        | 110        |
| Risk of harm to self                    | 58         | 32         | 26         |
| Support required following incident     | 24         | 13         | 23         |
| Possible violence/ harm from others     | 5          | 3          | 3          |
| Risk of harm to others                  | 6          | 1          | 1          |
| <b>TOTAL</b>                            | <b>213</b> | <b>151</b> | <b>163</b> |

The most common response to reported student-at-risk concerns is supportive outreach to identified students. Student Support Advisors at Student Wellness Services work with the Student Support and Case Management Coordinator to provide outreach and support to identified students. Outreach typically occurs by phone or email. In some cases, multiple outreach attempts are made using more than one method. Students usually respond positively to supportive outreach.

In this reporting period, initial response to Student-at-Risk concerns included the following:

- **127** instances of supportive outreach
  - The remaining 36 reported concerns (163-127) did not require outreach as those students were already connected to supports at Student Wellness Services.
  - In some cases, students reported they were already connected to relevant supports and in other cases students did not feel that they needed additional support.
- **45** consultations with concerned individuals, including faculty, staff, students, and others.
- **1** Student-at-Risk Team review
  - In situations where there is an ongoing concern related to the potential for violence to others, the concern is forwarded to the Student-at-Risk Team for review and violence risk assessment. The team uses structured professional judgment to identify appropriate resources and strategies to minimize risk of violence. The outcome of this assessment varies based on circumstances and may include offer of additional support; referral to the Threat Assessment Committee (TAC), and/or implementation of risk management strategies.



## Capacity Building on Campus

Members of the Student-at-Risk Team facilitate capacity building sessions designed to increase helping skills on campus. The following sessions were offered during this reporting period to help members of our community identify and respond to signs of distress:

- Question, Persuade, Refer (QPR)
- Applied Suicide Intervention Skills Training (ASIST)
- Responding to Students in Distress
- The Working Mind
- The Inquiring Mind

The Responding to Students in Distress document is available in print form or accessed online [ucalgary.ca/wellnesscentre/how-do-i-help-others](http://ucalgary.ca/wellnesscentre/how-do-i-help-others). Additionally, a new resource for faculty/staff is in development that will include updates to the Responding to Students in Distress document as well as contain updated resources on suicide intervention skills. Also, a new centralized website will also be available including resources for Teaching & Learning, mental health resources, training, and a frequently asked questions section about processes, and supporting and referring students.

## Student-at-Risk Team

Membership includes the following positions:

- Senior Director, Student Wellness, Access and Support (Chair)
- Manager, Student Wellness Support
- Associate Director, Counselling, Student Wellness Services
- Student Support and Case Management Coordinator, Student Wellness Services
- Senior Director, Student Services
- Director, Campus Security (or designate)
- Associate Director, Residence Services
- Director, Student Accessibility Services

## For more information contact:

**Debbie Bruckner**, Senior Director, Student Wellness, Access & Support - [dbruckne@ucalgary.ca](mailto:dbruckne@ucalgary.ca)

**Kevin Wiens**, Manager, Student Wellness Support - [klwiens@ucalgary.ca](mailto:klwiens@ucalgary.ca)

## Report Submitted by:

**Dr. Susan Barker**, Vice-Provost (Student Experience)





## **UNIVERSITY OF CALGARY | Student Non-Academic Misconduct Policy**

### **ANNUAL REPORT**

July 1, 2020 – June 30, 2021

Prepared for:

**General Faculties Council**

Date:

**October 25, 2021**

The purpose of the [Student Non-Academic Misconduct Policy](#) and [Procedure](#) is to communicate the university's expectations with regard to student behaviour, and to provide a clear and transparent process for managing and addressing student non-academic misconduct in a manner that is equitable, educational, and follows the principles of natural justice.

The Student Conduct Office (SCO) works with all members of the university community to facilitate the resolution of alleged student non-academic misconduct as governed by University of Calgary policy. The response to complaints focuses on student development and accountability, and the promotion of a safe and caring campus community. These goals are achieved through responsive case management, including adjudication of alleged policy violations, facilitation of informal resolution when possible, direct referrals, and the provision of prosocial training and programming to all members of the campus community.

### **Policies Administered**

The University of Calgary communicates its expectations for appropriate behaviour of students through university policies, including the Student Non-Academic Misconduct (SNAM) Policy. The SNAM Policy is the enabling policy of the SCO, and Student Non-Academic Misconduct (SNAM) Procedures are invoked when students are alleged to have violated the SNAM Policy, or an affiliated university policy.

The Student Non-Academic Misconduct Policy is not applied if alleged misconduct is being, or has been, investigated as potential Academic Misconduct in accordance with the Student Non-Academic Misconduct Policy.

Policies administered by the Student Conduct Office when respondents are students include:

- [Harassment Policy](#)
- [Sexual and Gender-Based Violence Policy](#)
- [Cannabis Policy](#)
- [Smoking Policy](#)

- [Alcohol Policy](#)
- [Acceptable Use of Material Protected by Copyright Policy](#)
- [Acceptable Use of Electronic Resources and Information Policy](#)

The General Faculties Council approved revisions to the SNAM Policy and Procedure on April 8, 2021. The changes were made to align them with the revised Sexual and Gender-Based Violence Policy, the Student Academic Misconduct Policy, and the Student Misconduct and Academic Appeals Policy, and related procedures. The revisions also added additional options for alternative processes appropriate to the alleged misconduct, clarified procedures, and amended all documents to incorporate learnings from the prior seven years of operation under the SNAM Policy and Procedure.

### **Misconduct in University Residences**

The Coordinator, Student Conduct (Residence) works closely with Residence Services to support training of residence staff in conduct processes, triage of incident reports, case consultation and support, and to facilitate aligning procedures and secure file management with the Student Conduct Office. In 2020/2021, the Coordinator, Student Conduct (Residence) reviewed and triaged **152** incident reports that alleged violations of residence and/or university policy. Complaints directly adjudicated by the Coordinator, Student Conduct (Residence) per the Student Non-Academic Misconduct Policy are reflected in the 2020/2021 data. Complaints handled by Residence Life Coordinators under the process for alleged violations of Residence policies (including the Residence Services Agreement and the Residence Community Standards) totaled **131**.

### **2020-2021 Complaints**

The Student Non-Academic Misconduct Policy's [Appendix 1: Prohibited Conduct](#) defines eight categories of prohibited conduct under the headings - Protection of Individuals; Protection of Property; Protection of University Functions, Activities and Services; False Information and Identification; Possession or Use of Dangerous Objects, Drugs or Alcohol; Aiding in the Commission of an Offence; Contravention of Other Laws and University Policies, and Failure to Comply with a Sanction.

During the reporting period (July 1, 2020 to June 30, 2021), a total of **75** complaints were reviewed. Of these complaints, **43** were considered “actionable” and **32** were considered “information only.”

“Actionable” complaints require some action pursuant to the policy and procedures. This could include initiating an investigation, and proceeding to adjudication and decision, meeting with impacted parties to come to an informal resolution, educational intervention, or adjourning adjudication and referring the complaint to a more appropriate process.

**Table 1: Actionable Complaints\*, 2020/2021**

\*A complaint may involve multiple respondents

| Action taken   | Number of Cases        |
|--|------------------------|
| Hearing – Hearing Officer                                | 21 (*25 hearings held) |
| Educational letter issued                                | 7 (10 letters issued)  |
| Meeting with student                                     | 5 (7 meetings)         |
| Customized classroom workshop                            | 2                      |
| Hearing adjourned; referred to another process           | 1                      |
| Investigation commenced; complaint withdrawn             | 5                      |
| Sexual and Gender Based Violence Policy process followed | 2                      |

“Information Only” complaints are filed for a variety of reasons. Complainants may at the outset indicate the complaint is only for information, or they may feel the situation has been resolved appropriately through informal measures but that the complaint should be on record in case a pattern of behaviour exists or emerges involving the same student. “Information Only” complaints may also involve individuals who are currently non-students, unknown respondents, or incidents that fall outside the scope of university policy. Complaints received and securely filed as “Information Only” are retained according to the established record retention rule.

**Table 2: Information Only Complaints, 2020/2021**

| Complaint type   | Number of Complaints |
|--|----------------------|
| Complainant submitted incident for information - no desired or required action | 11                   |
| Referral (no jurisdiction)   | 9                    |
| Informal resolution (through Campus Security/other reporting department)       | 4                    |
| Insufficient information or evidence to proceed to investigation               | 8                    |

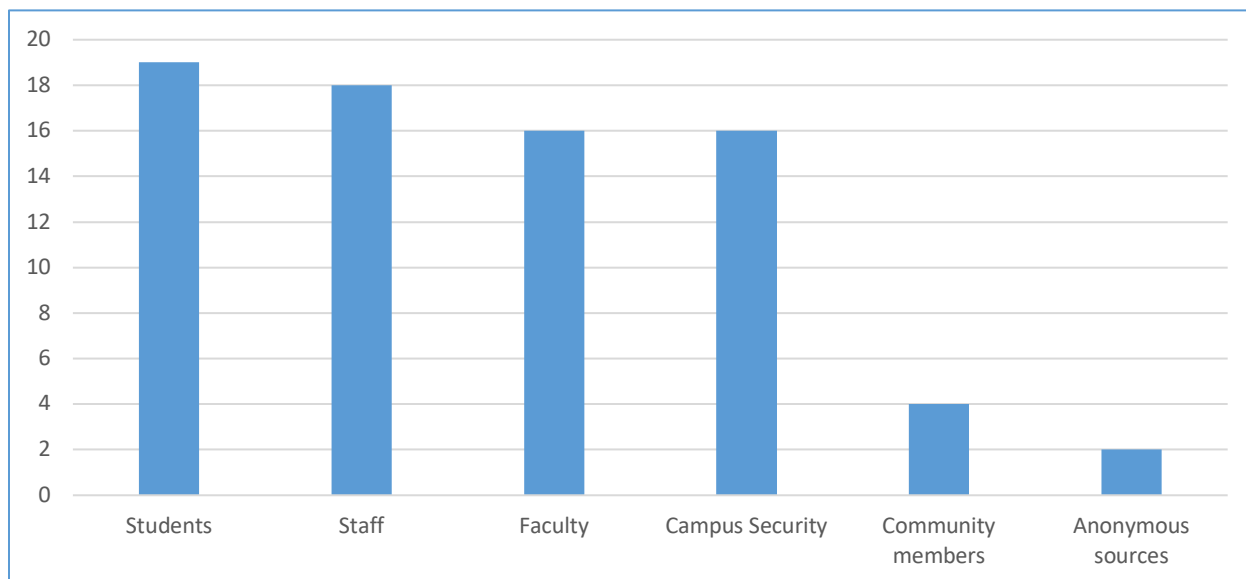
### Sources of Complaints

Complaints of student non-academic misconduct are received directly through the following channels:

- Web form - [www.ucalgary.ca/conduct/misconduct/reporting](http://www.ucalgary.ca/conduct/misconduct/reporting)
- Email - [conduct@ucalgary.ca](mailto:conduct@ucalgary.ca)
- Phone: 403-210-3868

Complaints are also received in-person, via campus stakeholders including Campus Security and Residence Services, and can be received through the Confidence Line at 1-800-661-9675.

**Figure 1: Sources of Complaints, 2020/2021 (n=75)**

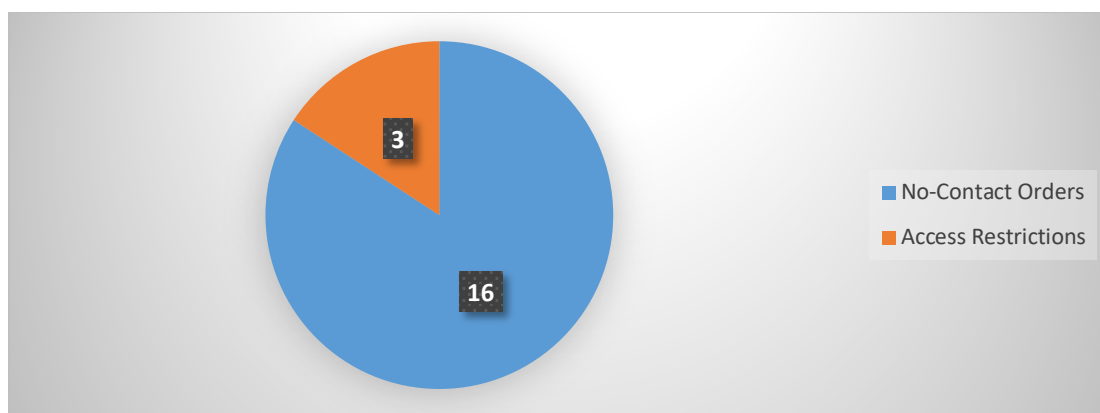


### Actionable Complaints – Interim Measures

In actionable cases, when the concerning behaviour is at risk of continuing or escalating, Student Conduct Office staff work with impacted individuals to put interim measures in place that facilitate their sense of safety. During the reporting period, the Student Conduct Office issued **19** interim measures.

In 2020-2021, two types of interim measures were issued, No-Contact Orders and Access Restrictions. No-Contact Orders prohibit respondents and impacted individuals from communicating with each other. Access restrictions prohibit respondents from accessing specific campus facilities, such as the gym or food court, at specific times or altogether. Interim Measures do not represent findings of responsibility.

**Figure 2: Interim Measures, 2020/2021 (n=19)**



## Actionable Complaints – Hearing Process

A Notice of Hearing is issued to respondents after it is determined a hearing is warranted. The notice explains the purpose of the hearing and provides the respondent with a summary of the complaint, all facts and evidence that are being considered and that will be discussed during the hearing, and the specific policy provisions that relate to the alleged misconduct. The respondent is advised whether the hearing will take place before a Hearing Officer or before a Hearing Board, who the Hearing Officer or Board members will be, and the date, time, and location scheduled for the hearing. The respondent is notified of any applicable interim measures (e.g., temporary no-contact order). Finally, the respondent is informed of their right to be accompanied by an advisor during a hearing and is provided a referral to the Student Ombuds. Additional information about wellness supports are provided within this letter; in more serious cases, a direct referral to the Manager, Student Wellness Supports is provided.

The purpose of a hearing is to allow the respondent the opportunity to explain the extent of their involvement in an allegation of Student Non-Academic Misconduct. A hearing may take place before a Hearing Officer or a Hearing Board, giving consideration to a variety of factors including the seriousness of the allegation. The composition and membership of the Hearing Board is established by [Student Non-Academic Misconduct Procedure Appendix 1: Hearing Board Composition](#).

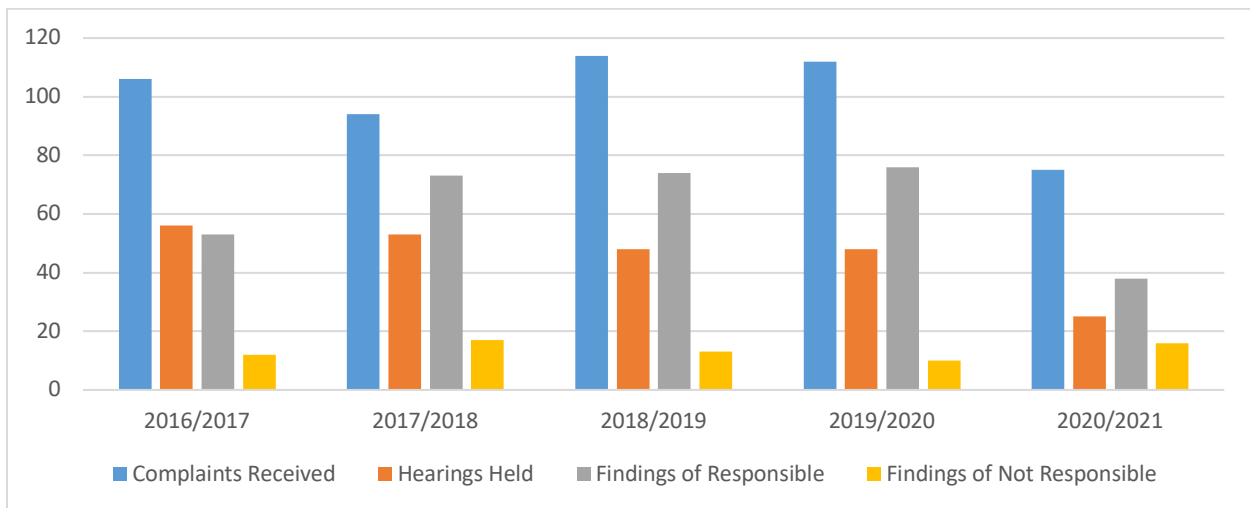
Hearings are not open to the public and the proceedings are kept confidential by the Officer/Board.

### The following allegations of policy violation(s) were considered in 25 adjudicated hearings:

- **5** allegations under SNAM, Protection of Individuals
  - 3 findings of responsibility
  - 2 findings of not responsible
- **14** allegations under SNAM, Protection of Property
  - 9 findings of responsibility
  - 5 findings of not responsible
- **3** allegations under SNAM, Protection of University Functions, Activities and Services
  - 3 findings of responsibility
- **2** allegations under SNAM, False Information and Identification
  - 2 findings of not responsible
- **1** allegation under SNAM, Possession or Use of Dangerous Objects, Drugs or Alcohol
  - 1 finding of responsibility
- **13** allegations under SNAM, Contravention of Other Laws and University Policies
  - 10 findings of responsibility
  - 3 findings of not responsible

- **1** allegation under SNAM, Failure to Comply with a Sanction
  - 1 finding of responsible
  
- **3** allegations under the Sexual Violence Policy
  - 2 findings of responsibility
  - 1 finding of not responsible
  
- **12** allegations under the Harassment Policy
  - 9 findings of responsibility
  - 3 findings of not responsible

**Figure 3: Complaints reviewed and adjudicated, 2016/2017 – 2020/2021**



### Educational Interventions

In lieu of formal adjudication processes, the Student Conduct Office relies on educational interventions to resolve allegations of non-academic misconduct. These interventions can include formal educational letters, meetings with students and classroom-based workshops presented by Student Conduct Office staff.

There were **7** complaints during the reporting period in which an educational letter was issued. In total, **10** letters were issued to students (note a complaint may involve more than one student), which cited **15** sections of policy. This process is primarily utilized when Campus Security demonstrates that a meaningful conversation occurred between the student and responding Campus Security personnel that promoted learning and accountability. Letters are formal in nature and include details about the allegation as outlined in the Incident Report, provide students with a link to the related policies, and remind them of their obligations under those policies. Students are also invited to attend a meeting with Student Conduct Office staff should they have further questions.



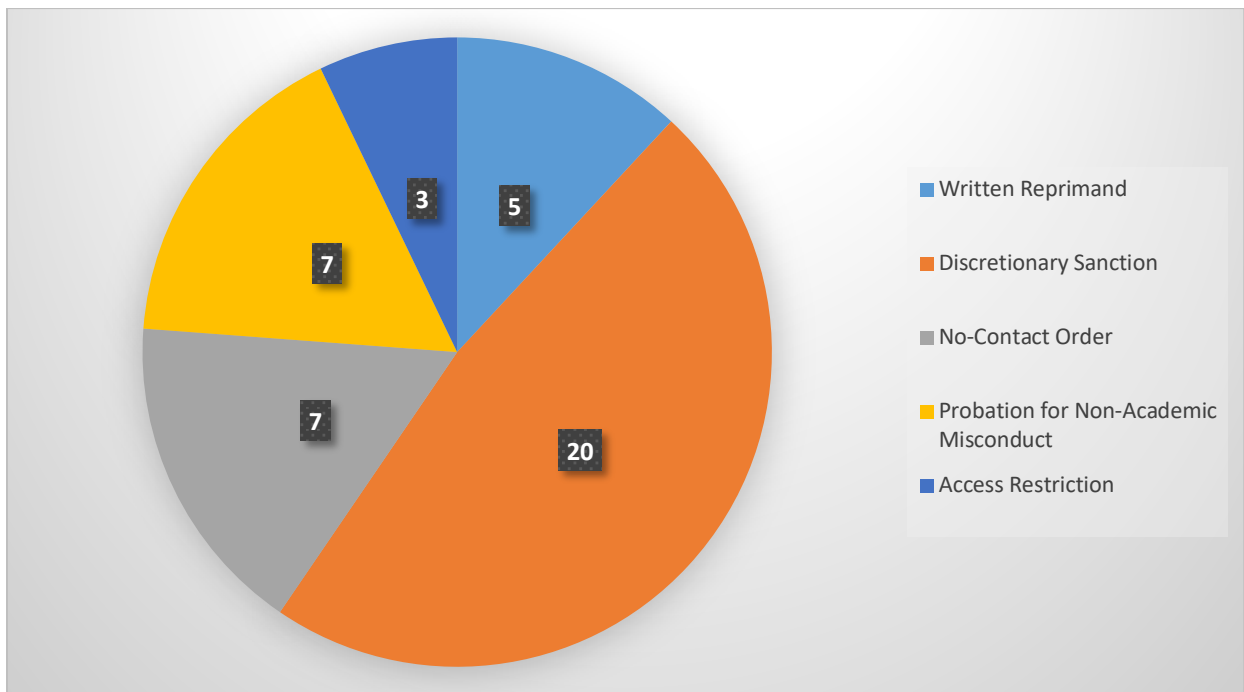
In 2020-2021, 5 complaints were resolved through mandatory meetings with students. In total, 7 meetings with students were held. These meetings are held when behaviour is problematic, but the complaint does not reach the threshold of a policy violation, or it would be more effectively addressed through this approach. Student Conduct Office staff discuss the harmful or concerning behaviours, engage students in reflection, and if applicable, connect students with relevant with campus resources.

In response to classroom-based complaints, the Student Conduct Office will work with the instructor to arrange customized classroom workshops that address the issues that have been reported. Classroom workshops were facilitated in response to 2 complaints during the reporting period, with 91 students participating. The Student Conduct Office typically offers to provide classroom workshops when harmful or concerning behaviour takes place in a classroom setting, and there is insufficient evidence to investigate individual students, or the respondents are unknown (i.e., problematic behaviour occurs in third party app where students can be anonymous, but the online community is affiliated with a specific course).

### Sanctions

The Student Conduct Office derives its authority to sanction respondents from the [Student Non-Academic Misconduct Policy Appendix 2: Sanctions](#). Whenever possible, sanctions are educational in nature and intentionally designed to ensure they encourage learning and accountability as it relates to the policy violation(s).

**Figure 4: Sanctions Issued, 2020/2021 (n=42)**



## Appeals

Students may appeal a Hearing Officer or Hearing Board decision via procedures established through the [Student Misconduct and Academic Appeals Policy](#) and the [University Appeals Committee Procedure](#).

During the reporting period, there was one appeal of a decision of a Hearing Officer. The decision of the Hearing Officer was upheld by the University Appeals Committee and University Appeals Tribunal with no modifications.

## University of Calgary – Qatar

One complaint was actioned at the University of Calgary, Qatar and administered locally. This complaint was not included in the data above.

## Related Education

Since 2016, the Student Conduct Office has offered educational workshops, which examine what it means to be a safe, caring, and resilient university community. During the reporting period, **1,659** students, staff, and faculty participated in five workshops and one-on-one trainings:

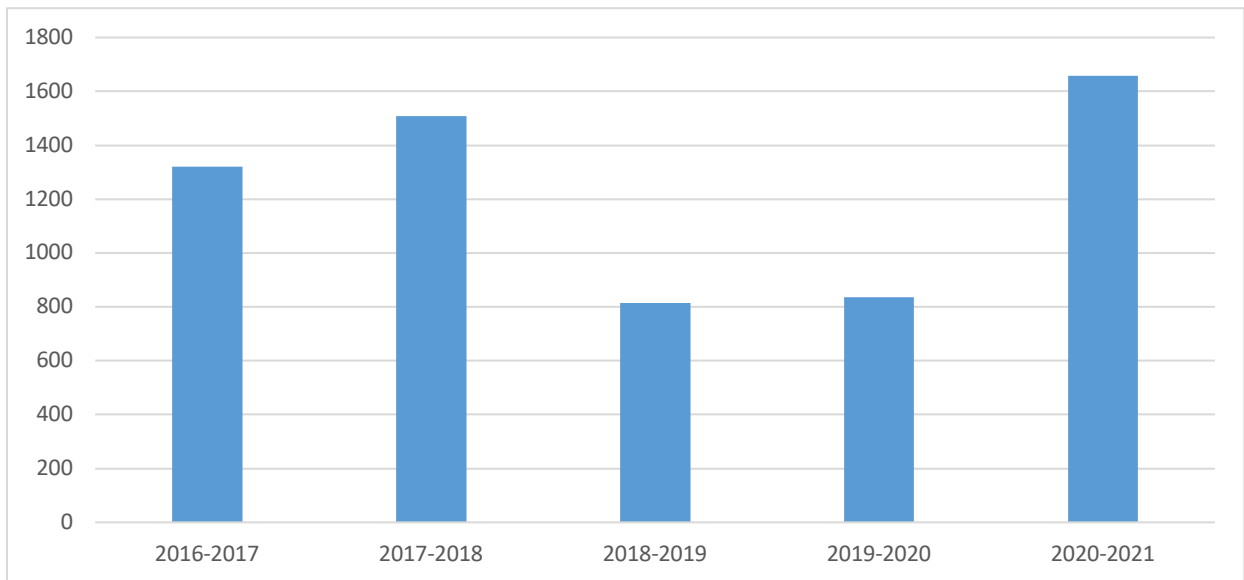
- Bystander Intervention Training
- The Comments Section
- Conflict Coaching
- Conflict Management 101
- Understanding Anger

In 2020-21, the office developed new workshop content and 1:1 coaching in response to identified and emerging issues, including addressing discrimination, de-escalating conflicts, and bystander intervention in contextualized environments (e.g., online and in medical settings).

See: [ucalgary.ca/student-services/student-conduct/training](https://ucalgary.ca/student-services/student-conduct/training)

The Student Conduct Office's five core workshops can be taken independently or as part of the Upstanders program. A partnership between the Student Conduct Office and Student Wellness Services, this co-curricular program is administered by student staff within the SCO and requires students to complete 20-hours of harm-reduction training to earn the "Upstanders" designation. This designation is recognized through the Taylor Institute badging credential program, as well as on the co-curricular record. During the reporting period, **294** students were registered in the program.

**Figure 5: Participants in Educational Activities Provided by Student Conduct Office, 2016/2017 – 2020/2021**



**For more information contact:**

**Jennifer Quin**, Senior Director, Student Services – [jequin@ucalgary.ca](mailto:jequin@ucalgary.ca)

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





UNIVERSITY OF  
CALGARY

**GENERAL FACULTIES COUNCIL  
INFORMATION BRIEFING NOTE**

**SUBJECT:** 2021 Institutional Sustainability Report

**PROPONENTS**

Teri Balsler, Provost and Vice-President (Academic)

**PURPOSE**

To inform the General Faculties Council on the upcoming release of the University of Calgary's 2021 Institutional Sustainability Report (ISR) highlighting the University's annual progress on the Institutional Sustainability Strategy (ISS).

**OVERVIEW**

The 2021 ISR will showcase progress made on the ISS over the last year within the areas of research; teaching, learning and student experience; and campus and community impact at local, regional, national, and international levels. The attached Summary of Outcomes provides select progress highlights on the institution's continued progress under all goals of the ISS. The ISR, including an online report and video, is anticipated to be released on October 27, 2021 during Campus Sustainability Week. The online report will feature select UCalgary initiatives under each of the United Nations (UN) Sustainable Development Goals (SDGs). Highlights on the University's progress towards the ISS are outlined below, as well as key points on how the 2021 ISR will help raise the profile and reputation of the University of Calgary.

**KEY POINTS**

**The University of Calgary continues to demonstrate steady progress towards the goals of the ISS.** This progress was externally affirmed through a top 5% global ranking for advancing the UN Sustainable Development Goals for the second year in a row under the Times Higher Education's University Impact Ranking; select 2020-21 metrics include:

- STARS Gold and #2 ranking among U15 institutions (as of June 2021),
- Over 18,400 sustainability-related research publications,
- 54 sustainability-related start-ups launched,
- Over 16,600 students took one or more sustainability course,
- 185+ sustainability-related events with over 12,000 attendees took place\*,
- Over 450 students were involved in over 105 Campus as a Learning Lab experiential learning projects\*,
- Greenhouse gas emissions were reduced by 39% over our 2008 baseline despite campus growth\*, and
- 44% reduction in water use over our 2008 baseline despite campus growth\*

*\*data affected by the COVID-19 pandemic*

**The 2021 report will continue to highlight the University's progress on our ISS and our positive social impact through an online report aligned with the UN SDGs.** Following the format of the 2020 ISR, which was well received by the community, the report will provide readers with an introduction to sustainability at the University of Calgary, at-a-glance progress highlights, and showcase our positive impact on each SDG at local, regional, national, and international scales. This format enables the University of Calgary to:

- Present a compelling narrative on our positive impact at multiple community scales while concurrently demonstrating progress against the ISS;

- Create a stronger line-of-sight between our sustainability efforts and the efforts of the many leading private sector organizations, governmental organizations, NGOs, and other research institutions that are also working to advance the SDGs; and
- More closely align our reporting with the increasing number of sustainability rankings and awards programs that evaluate sustainability leadership through a SDG lens.

**The 2021 ISR will form part of a more extensive communications plan to increase awareness about the University of Calgary's positive sustainability impact.** The exclusively online report is more sustainable and responds to data gathered on past sustainability reports that showed greater levels of interest in an online report. The report release will mark the beginning of a year-long online communications plan that will be designed to:

- Focus on our highest areas of impact in sustainability,
- Connect sustainability to other institutional strategies,
- Promote themes connected to the SDGs,
- Reach new and increased numbers of readers locally and nationally, and
- Align with select national and global awareness campaigns.

## BACKGROUND

The University of Calgary's Sustainability Policy (2010) confirms a commitment to the pursuit of excellence and leadership in advancing sustainability within research and teaching, engagement and operational sustainability practices. Following approval by the Board of Governors in October 2015, the ISS was launched in February 2016 to provide a road map for continuous improvement in advancing this commitment. The ISS renewal process has been initiated and will continue through 2022. The SDGs were adopted by all UN member states in 2015 and are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030.

## ROUTING AND PERSONS CONSULTED

| <u>Progress</u> | <u>Body</u>  | <u>Date</u> | <u>Approval</u> | <u>Recommendation</u> | <u>Discussion</u> | <u>Information</u> |
|-----------------|--|-------------|-----------------|-----------------------|-------------------|--------------------|
|                 | Environment, Health, Safety & Sustainability Committee | 2021-09-28  |                 |                       |                   | X                  |
|                 | Board of Governors                                     | 2021-10-22  |                 |                       |                   | X                  |
| X               | General Faculties Council                              | 2021-11-04  |                 |                       |                   | X                  |

## SUPPORTING MATERIALS

1. 2021 Institutional Sustainability Report Summary of Outcomes

# 2021 Institutional Sustainability Report Summary of Outcomes

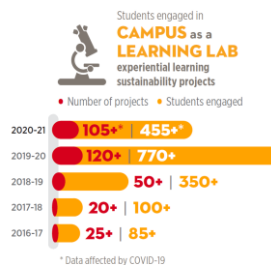
## Institutional Rankings



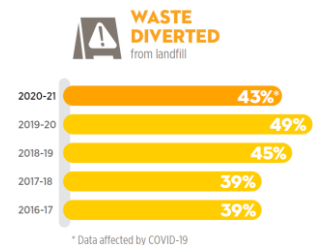
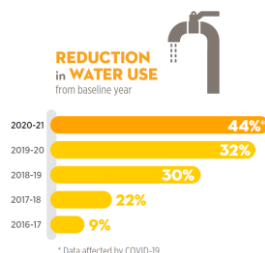
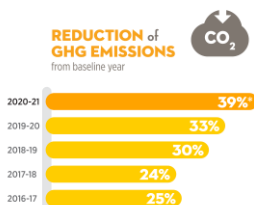
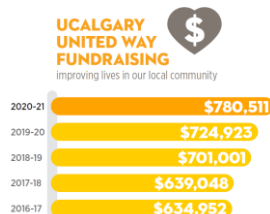
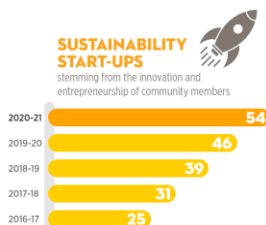
## Research



## Teaching, Learning and Student Experience



## Campus and Community Impact









**UNIVERSITY OF  
CALGARY**

**GENERAL FACULTIES COUNCIL  
INFORMATION BRIEFING NOTE**

**SUBJECT:** International Research

**PROPONENT(S)**

Dr. Janaka Ruwanpura, Vice-Provost and Associate Vice-President Research (International)

**PURPOSE**

To provide an update on the development of a unit focus on international research partnerships and innovation.

**OVERVIEW**

The new unit has been established as a joint initiative between UCalgary International and Research Services Office. The unit is responsible to develop and support international research and innovation partnerships and activities with the objectives of expanding innovation opportunities and global research connections; increase research revenue from international funding agencies; increase engagement of faculty in international research and innovation collaborations and enhance capacity for global partnerships and knowledge transfer.

The unit provides strategic and operational insight that supports the overall advancement of global research and innovation at the University of Calgary and around the world.

**KEY POINTS**

During the presentation, Dr. Ruwanpura will cover the following:

- 1) Our journey thus far
- 2) The tools and data used to inform us
- 3) The purpose and mission of the unit
- 4) Our plan moving forward
- 5) Outcomes and Impact

**BACKGROUND**

Since September 1, 2020, Dr. Ruwanpura serves both the Vice-Provost and Associate Vice-President Research (International), as a dual report to both the Provost and Vice-President (Academic) and Vice-President (Research). He is a full member of the Provost's Team, a strategic member of the Vice-President (Research)'s team participating actively in all matters relating to international research partnerships, and a member of Provost's International Strategic Committee. He continues to lead the international team (UCI) on campus.

Through our existing research themes and our focus on matching our research strengths with opportunities, we will leverage our expertise and entrepreneurial mindset to increase international collaborations, international research funding, strengthen our reputation and expand opportunities for knowledge transfer for global impact. The focus on our research themes supported by University's Framework for Growth strategy to drive our global research partnerships is complemented by individual scholars who are global leaders in their fields.

The University of Calgary is committed to partnering with like-minded institutions that share our commitment to innovation and entrepreneurship, and where possible, that have new research centres, institutes, and labs to be funded and supported by external and global industrial organizations in the University Innovation Quarter (UIQ), while fully dedicated to creating social change and scientific innovation that translate research excellence into positive societal and community impact. These partnerships supported by Framework for Growth are institutions that share our focus on increased connectivity between academia, industry, government and non-government organizations and, like the University of Calgary, are fostering the next generation of talented thought leaders through innovation and entrepreneurial thinking and are transformational for the University of Calgary.

#### **ROUTING AND PERSONS CONSULTED**

| <u>Progress</u> | <u>Body</u>                        | <u>Date</u> | <u>Approval</u> | <u>Recommendation</u> | <u>Discussion</u> | <u>Information</u> |
|-----------------|------------------------------------|-------------|-----------------|-----------------------|-------------------|--------------------|
|                 | Research and Scholarship Committee | 2021-10-21  |                 |                       |                   | X                  |
| X               | General Faculties Council          | 2021-11-04  |                 |                       |                   | X                  |

#### **NEXT STEPS**

We are looking at developing an international research plan that aligns with with the goals and initiatives of the Global Engagement Plan and the Research Plan, while also taking into consideration the priorities and goals for internationalization of each of our faculties and schools.

#### **SUPPORTING MATERIALS**

A Power Point Presentation slide deck



UNIVERSITY OF  
CALGARY

# International Research

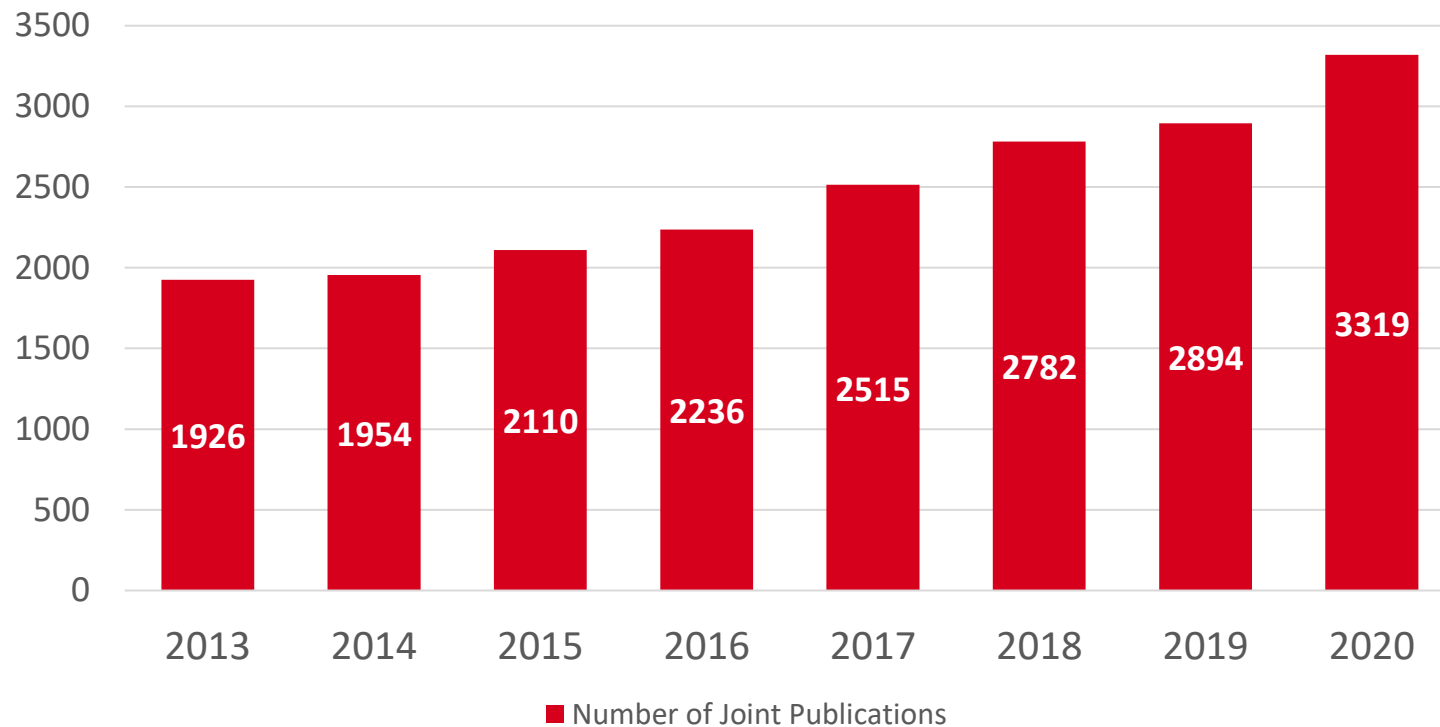
**An update on our vision and journey of integrating and aligning international with academic and research**

Dr. Janaka Ruwanpura  
Vice-Provost and Associate Vice-President Research (International)

October 2021

# GOAL #3: ENHANCE INTERNATIONAL PARTNERSHIPS FOR RESEARCH AND EDUCATION

**Research Output from International Collaborations**  
*expressed via number of joint publications*



Since **FY 2013**, we have received funding from **700+** unique sponsoring agencies internationally. Our top international sponsors are from **United States, France, and Mexico.**

We have received more than **\$163M** in research revenue from sponsors situated in **40+** different countries from **FY2013-2021**

From 2013-2020, UCalgary had **45,992** joint publications, of which **19,707 (42.8%)** were with UCalgary's countries/regions of emphasis and interest

# Integration – Research and International



INTERNATIONAL RESEARCH AGREEMENT DATABASE



INTERNATIONAL RESEARCH OPPORTUNITIES DATABASE AND CALENDAR



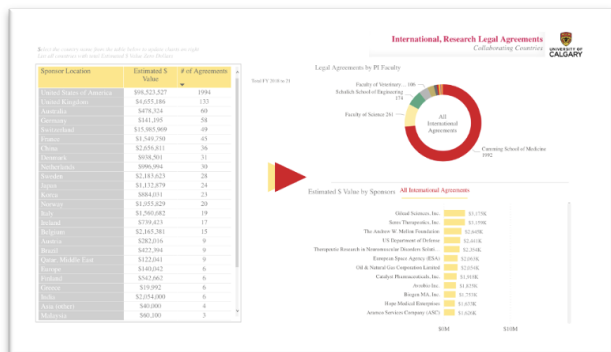
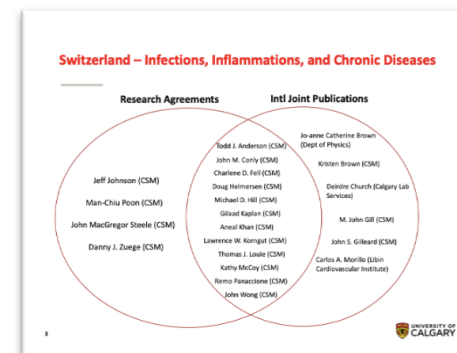
MAPPING OF INTERNATIONAL RESEARCH – PUBLICATIONS AND FUNDING



INTERNATIONAL RESEARCH KPI



INTERNATIONAL RESEARCH PARTNERSHIPS & INNOVATION UNIT



INTERNATIONAL RESEARCH AGREEMENT DATABASE



MAPPING OF INTERNATIONAL RESEARCH – PUBLICATIONS  
AND FUNDING



INTERNATIONAL RESEARCH  
PARTNERSHIPS & INNOVATION UNIT



INTERNATIONAL RESEARCH PLAN AND KPI



INTERNATIONAL RESEARCH OPPORTUNITIES DATABASE  
AND CALENDAR



# International Research Agreement Database

Select the country name from the table below to update charts on right.  
List all countries with total Estimated \$ Value Zero Dollars.

| Sponsor Location   | Estimated \$ Value | # of Agreements |
|--------------------|--------------------|-----------------|
| Argentina          | \$16,000           | 1               |
| Asia (other)       | \$40,000           | 4               |
| Australia          | \$478,324          | 60              |
| Austria            | \$282,016          | 9               |
| Belgium            | \$2,165,381        | 15              |
| Brazil             | \$422,394          | 9               |
| China              | \$2,656,811        | 36              |
| Colombia           | \$150,000          | 2               |
| Denmark            | \$938,501          | 31              |
| Ethiopia           | \$150,000          | 2               |
| Europe             | \$140,042          | 6               |
| Finland            | \$542,662          | 6               |
| France             | \$1,549,750        | 45              |
| Germany            | \$141,195          | 58              |
| Greece             | \$19,992           | 6               |
| Hong Kong          | \$814,538          | 1               |
| India              | \$2,054,000        | 6               |
| Ireland            | \$739,423          | 17              |
| Italy              | \$1,560,682        | 19              |
| Japan              | \$1,132,879        | 24              |
| Korea              | \$884,031          | 23              |
| Malaysia           | \$60,100           | 3               |
| Netherlands        | \$996,994          | 30              |
| Norway             | \$1,955,829        | 20              |
| Qatar, Middle East | \$122,041          | 9               |

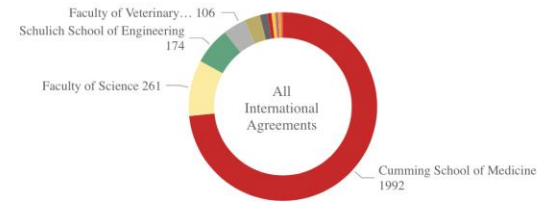
## International, Research Legal Agreements

Collaborating Countries



Total FY 2018 to 21

Legal Agreements by PI Faculty



Distribution of Research Legal Agreements by Country

Tips: Use the mouse scroll or Zoom buttons for ease of map use. Hover over dots for more specifics of a



# International Research Partnerships and Innovation Unit



Enhance Research Collaborations

Build new opportunities

Increase funding

Lobby additional funding and opportunities

Work with faculties to

- Promote strategic opportunities aligned with Framework for Growth – Large/Mega
- Support and leverage the expertise of faculty members – small/medium

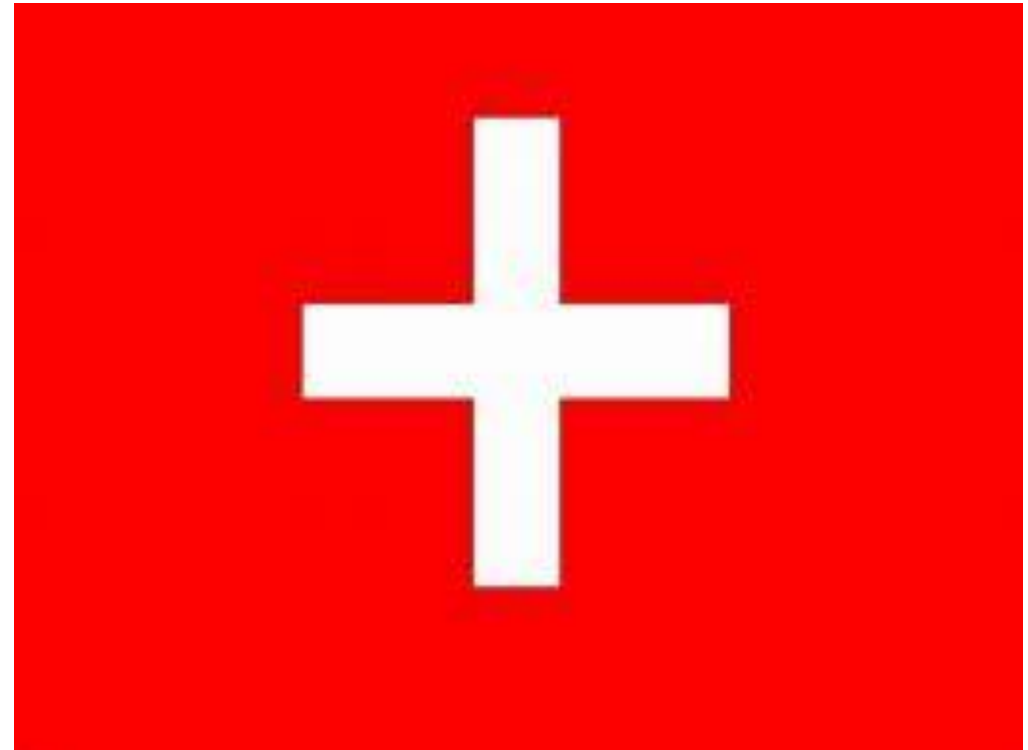
Identify potential industrial companies under each area of focus

Work with AB offices/ Diplomatic offices to build strategic opportunities



# Example – Bringing it all together

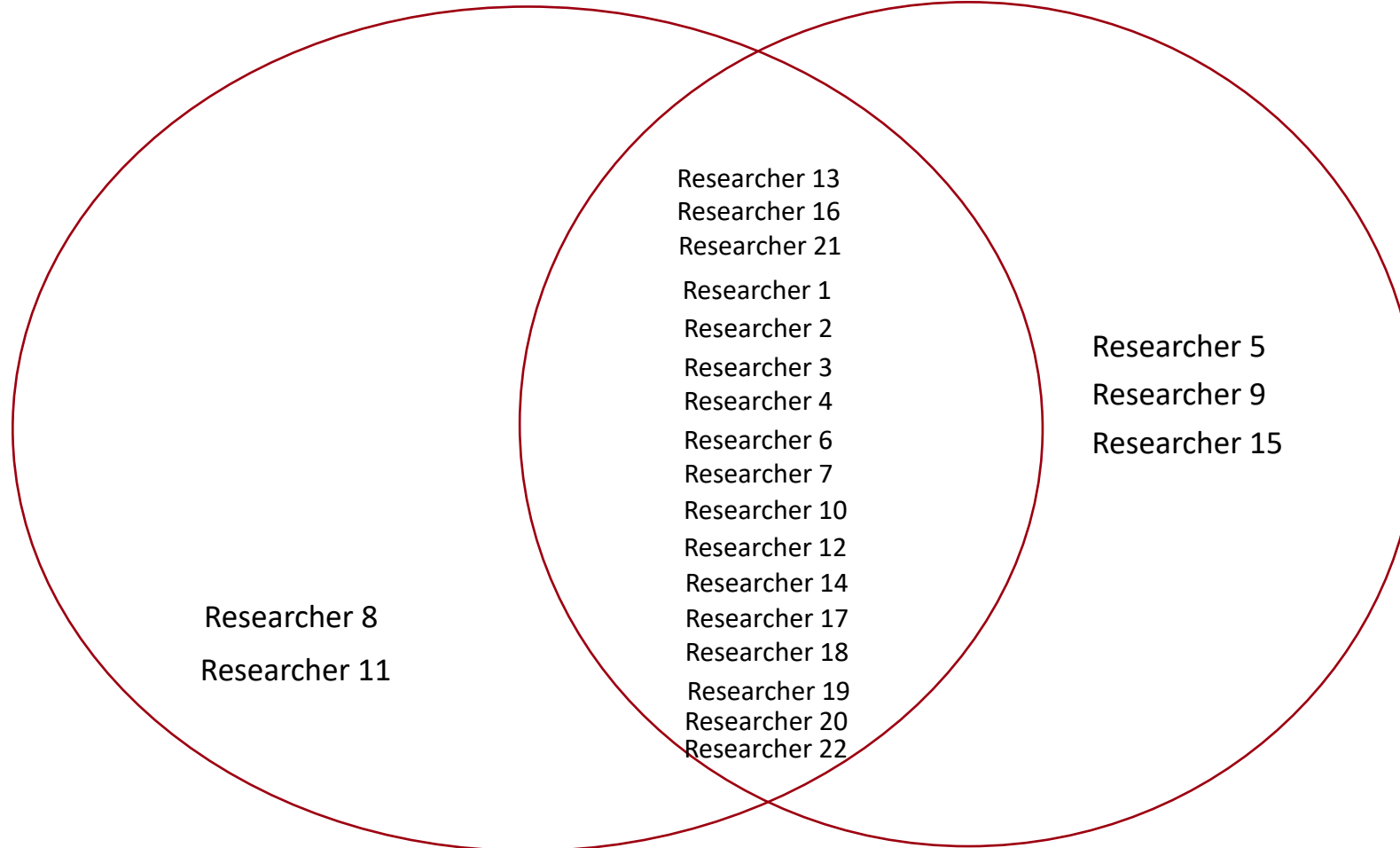
- By country of interest – *Switzerland*
- By researcher (PI) – *list of current researchers*
- By research theme - *Infections, Inflammations, and Chronic Diseases*
- By international research agreement – *from dashboard*
- By international joint-publications – *from Scopus*



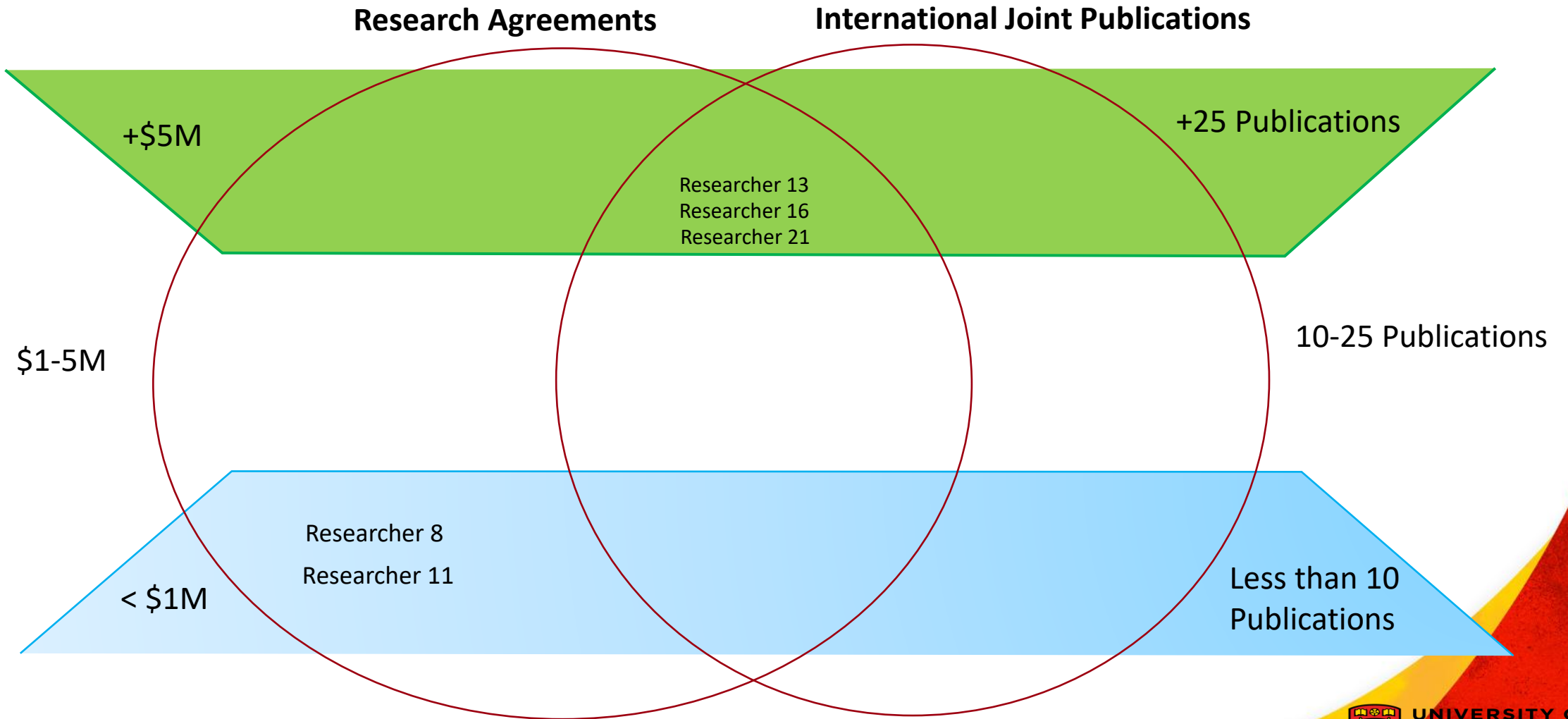
# Switzerland – Infections, Inflammations, and Chronic Diseases

Research Agreements

International Joint Publications



# Switzerland – Infections, Inflammations, and Chronic Diseases



# International Research Mission Statement

Through our existing research themes and our focus on matching our research strengths with opportunities, we will leverage our expertise and entrepreneurial mindset to increase international collaborations, international research funding, strengthen our reputation and expand opportunities for knowledge transfer for global impact.



# Next Steps for 2021-22

- **Under the guidance of VPR, develop a plan and infrastructure to increase international research capacity, opportunities, and funding:**
  - Set-up a new unit called “International Research Partnerships” under UCI in collaboration with the VPR’s Office & RSO. Recruit one Manager, International Research Partnerships (**DONE**). Recruit one International Research Facilitator (**In Progress**) with the potential to hire up to 3 International Research Facilitators in the future to support the 5 areas of focus in Framework for Growth
  - Finalize the mapping of international funding opportunities and the expertise directory by exploring existing points of collaborations and publications (**In Progress**)
  - Set-up an international funding calendar and pick a few funding opportunities for strategic research projects and others for the benefit of academic staff members based on research priorities, capacity and expertise
  - Explore case examples of international research centres, institutes and labs set-up by other universities that are funded and supported by industry partners (**In Progress**). This will include visiting top universities (and/or setting-up virtual meetings) and potential industry sponsors in Singapore, Japan, Korea, India, USA, UK, UAE, and Qatar. The visits/missions will help us develop a UCalgary model for strategic partnerships that support Framework for Growth

# Outcome and Impact

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## Having a dedicated unit focused on international research partnerships and innovation will lead to:

- Expanded innovation thinking and global research connections
- Enhanced capacity for global partnerships
- Increased partnerships with like-minded entrepreneurial institutions pursuing research in areas that align with our academic and research priorities
- Foster innovation, entrepreneurship, and commercialization through partnerships with institutions invested in our research Innovation Quarter
- Increased research revenue from international funding agencies
- Increased new international research opportunities and joint-publications research outputs
- Increased engagement of faculty in international research and collaborations
- Developed opportunities and tools for researchers – workshops, international research toolkit, a searchable international funding database



**GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE  
Report to General Faculties Council  
for the meeting held October 20, 2021**

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

**Approval of Revisions to the Academic Staff Criteria and Processes Working Group Terms of Reference**

The EC reviewed a proposal to revise the Terms of Reference (TOR) of the Academic Staff Criteria and Processes (ASCP) Working Group, including the description of one membership seat, setting a length of term for the members, adding an explicit reporting responsibility, and some housekeeping changes.

The EC discussed how frequently the ASCP Working Group is expected to bring forward revisions to the ASCP Handbook.

The EC voted to approve the revisions to the ASCP Working Group Terms of Reference.

**Appointment Work**

The EC made rank-ordered nominations for a GFC election of two academic staff members to an Advisory Selection Committee for a Vice-Provost (Student Experience). The election will be held electronically immediately after the November 4, 2021 GFC meeting.

The EC made rank-ordered nominations and appointments were made as follows:

- Appeal Review Administrators for the University Appeals Committee
  - Sarah Eaton, Werklund School of Education
  - Joelle Welling, Faculty of Arts
  - Janet Rankin, Faculty of Nursing
  - Christopher Doig, Cumming School of Medicine
  - Marc Boutin, School of Architecture, Planning and Landscape
- Appeal Review Administrators for the University Appeals Tribunal
  - Francine Smith, Cumming School of Medicine
  - Jason Wiens, Faculty of Arts
  - Edwin Cey, Faculty of Science

**Institutional Enterprise Risk Management Program – Student Risk Review**

The EC received the annual report on the Institutional Enterprise Risk Management Program – Student Risk, learning that the Student Risk is currently ranked #7 of the University's ten risks and has been assigned a 'yellow' level due to factors including competition for online learning, more options for local students, new government expectations such as work-integrated learning, and travel restrictions impacting international students. The EC was informed that the active issue of mental health impacts is being mitigated, enrolment has increased this year, and work-integrated learning opportunities are expected to increase as COVID-19 restrictions are lifted.

In response to questions, it was reported that the Institutional Enterprise Risk Management Program is an internal rating and assessment system, and comparisons to other universities are not done except for when exploring best practices in determining the University's mitigation plans, that the ranking of the University's ten risks is done once per year, and that the issue of competition relating to online learning is identified by the Vice-Provost (Student Experience).

The EC discussed that COVID-19 has caused a number of uncertainties and fluctuating situations, and that the Universal Student Ratings of Instruction (USRI) instrument is in need of updating.

**Review of the Draft November 4, 2021 GFC Agenda**

The EC reviewed the draft agenda for the October 7, 2021 GFC meeting.

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





**UNIVERSITY OF  
CALGARY**

**ACADEMIC PLANNING AND PRIORITIES COMMITTEE  
Report to General Faculties Council (GFC)  
for the meeting held October 18, 2021**

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

**Approval of the Changes to the Bachelor of Commerce (Cooperative Education) Program**

The APPC reviewed the changes for the Haskayne School of Business (HSB) Bachelor of Commerce (Co-operative Education) program, which reduces the number of required work terms for the from three to two work terms.

The APPC learned that the reduction in work terms is in response to students withdrawing early from the BComm (Co-op program) as a result of securing employment for post-graduation after completing two work terms and that students can still take up to 4 work terms.

The APPC discussed the positive outcomes associated with the proposed change to the required number of work terms, specifically time in-program and cost reductions, which may allow for students to access other learning opportunities such as embedded certificates or exchange programs.

The APPC approved the changes to the Haskayne School of Business Bachelor of Commerce (Co-operative Education) program.

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

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

The APPC learned of the additional consultation that took place following the discussion of this item at the September 27, 2021 Committee meeting to inform the CFDS Academic Co-Chair and committee members of the CFDS dissolution.

The APPC discussed the importance of ensuring meaningful consultation and discussion of items relating to technological and physical infrastructure as it relates to academic priorities and plans.

The APPC approved the dissolution of the CFDS.

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





**TEACHING AND LEARNING COMMITTEE**  
**Report to General Faculties Council**  
for the meeting held October 8, 2021

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

**Universal Student Ratings of Instruction (USRI) Working Group Recommendation Report**

The TLC held a special meeting to discuss the Universal Student Ratings of Instruction (USRI) Working Group's Recommendation Report.

The Co-Chairs of the USRI Working Group reported that:

- The USRI Working Group was struck by the TLC on November 22, 2018 and charged with considering and recommending changes to the USRI instrument questions and processes. How the instrument is used in academic staff member assessment processes is outside the purview of the working group.
- The USRI instrument was launched in 1998 and has not undergone a full review since 2003
- On December 12, 2019 the General Faculties Council (GFC) approved the removal of question #1 from the questionnaire, the removal of comparators from USRI reporting, and the replacement of means with modes in USRI reporting
- In the time since the 2003 review, there have been learnings about course evaluation tools generally and about adaptations for disciplines, advances in technological platforms, and increasing awareness of systemic biases
- The USRI Working Group engaged in broad consultations in 2020 and a recommendations report was written in Summer 2021. It has been determined that an overhaul of the USRI system is needed, and key recommendations include:
  - The development of a new questionnaire with questions that focus on student learning experiences and not an assessment of teaching effectiveness
  - That the questions in a new questionnaire be modern, flexible and customizable to the learning context
  - The formation of a new committee to oversee the development of a new questionnaire and its ongoing maintenance
  - The adoption of a new technology platform to replace the current ClassClimate system
  - Ongoing communication on the importance of student feedback and the development of education materials that support students, academic staff and academic leaders in completing and using student feedback
  - That equity, diversity and inclusion practices be embedded into all aspects of student feedback, and the raising of awareness of bias
  - That Indigenous Ways of Knowing and Being be incorporated into student feedback practices
- Feedback is currently being sought on the report's recommendations, and it is anticipated that finalised recommendations will be brought to GFC for approval in early 2022

Discussion included:

- The plans to provide education on how to give and interpret feedback, and to allow flexibility across disciplines, are appreciated
- Bias mitigation should be expanded to address bias mitigation and elimination, and explicit direction and training regarding bias will be needed
- The new USRI questionnaire will need to be monitored after implementation to identify any issues with the questions
- The current USRI system speaks to treating students respectfully, but there is no mechanism for students to express feeling marginalized in the classroom without feeling that they are risking being seen as complaining
- Academic staff members and sessional faculty are considered the same in the current USRI reporting, but sessional faculty are different and the report should frame complexities such as that sessional faculty often teach courses that academic staff members cannot or do not want to. Sessional faculty may need mentoring in how to interpret the USRI results.
- It is suggested that there be option to use the USRI midway through a course, especially a full-year course
- Response rates may increase if students are given class time to complete the USRI and/or if the survey is conducted using different modalities
- There are complexities to the USRI data, such as that some feedback may be given by students who have not attended classes or fully engaged in course work or by students who are feeling peer pressure or grumpiness on the day of the survey
- The USRI is a snapshot of student feedback in one moment, and student feedback gathered over time might provide more meaningful information about a student's deeper learning experiences
- It would be helpful if the USRI Working Group's report would elaborate about the use of the USRI in smaller classes
- Graduate Teaching Assistants would benefit from receiving USRI feedback and mentoring
- The USRI Working Group's literature review and examination of current course evaluation tools are valuable, but it is possible that there is bias in the research
- An overhaul of the USRI system is a significant development task and it will take time to establish any changes for operationalizing
- The USRI Working Group's report facilitates needed conversations about the USRI

The USRI Working Group's report and recommendations will be discussed again at the TLC's October 19, 2021 meeting.



**TEACHING AND LEARNING COMMITTEE**  
**Report to General Faculties Council**  
for the meeting held October 19, 2021

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

**Universal Student Ratings of Instruction (USRI) Working Group Recommendation Report**

The TLC held a follow up discussion of the Universal Student Ratings of Instruction (USRI) Working Group's Recommendation Report. The presenter reminded the TLC that the purview of the USRI Working Group does not include consideration of the use of the USRI data in the formal assessment of instructors.

Discussion included:

- The learning experience goes beyond the classroom, but the USRI is course-specific and so other avenues to gather student feedback, such as regarding their program as a whole, are needed. In the absence of other avenues, students who wish to be heard will put non-course-related feedback into the USRI.
- It is valuable for students to reflect upon their relationships and interactions between themselves and their instructors and their peers. It is important for students to analyse their experiences to understand why they are satisfied or unsatisfied, and to take responsibility for their learning.
- It is good that it is being proposed to enhance equity, diversity and inclusion (EDI) in a revised USRI system, but this will be difficult to implement
- Rather than simple ratings of instruction, it is important to have conversations. It is being suggested to steer the USRI away from instructor assessment and move to a modern model that invites students to describe the experiences they've had, including barriers to success and what has engaged them.
- It is desirable to build a culture of constructively giving and receiving feedback
- The principles of the USRI should clearly set out that a goal is for instructors to contemplate and learn from the feedback, as part of their teaching journey and lifelong learning
- Flexibility in the USRI feedback system is desirable, and being able to survey students mid-semester would be useful for both instructors and students
- It is important to consider context and factors that may limit a student's feedback
- Teaching Assistants would like to receive feedback on their teaching too, and Teaching Assistants would like to have opportunity to give feedback on the instructors they work with
- In response to a suggestion that the USRI data could be aggregated, such as to identify trends, the presenter noted that the USRI Working Group focussed on the questions that should be asked of students about their learning experiences and reiterated that any formal use of the data is not part of the USRI Working Group's work or recommendations
- The Faculty Association member of the TLC again expressed the Faculty Association's concern about the TLC discussing this report while matters relating to the USRI are still under grievance, and the member reported that objection will be raised at the November 4 General Faculties Council meeting

The TLC was told that consultation will continue in the coming weeks, and a revised report will hopefully come to the December 14, 2021 TLC meeting.

### **COVID-19 Updates (Round Table)**

The TLC was given an opportunity to talk about matters relating to COVID-19 and teaching and learning.

Discussion included:

- Students are tired of the online learning environment, and this is reflected in participation in classes and events
- While the flexibility is seen as positive, there has been some confusion about the format for midterm exams, for example that an in-person course can have an exam in D2L, and information about this must be clearly communicated to students
- With 92% of the population fully vaccinated, the University's campuses are beginning to open back up. Effort must be made to ensure that members of the University community feel safe and able to engage in a range of campus activities.
- Simple adjustments to aid student learning can be made, such as providing collaborative table spaces and drop-down spaces and allowing students to informally use classroom spaces when they are not in use
- Positive occurrences during the pandemic that should be continued include that instructors and students thinking compassionately about one another, the willingness and ability to adapt to disruption, and providing services in a flexible manner
- The use of technology during the pandemic allowed for some flexibility and accommodation of students. Lessons have been learned about online teaching and learning, and, given that demand for online courses is expected to continue, these experiences should be talked about.
- The learning experience extends beyond class time, including events, resources and services, and this should be considered when planning programs
- Tuition increases will soon be a topic of conversation again, and it is necessary to communicate about the efforts that are being made to improve teaching practices and the student experience
- Some students are struggling with mental health at this time, and some supports (on campus and in the larger community) are overtaxed. Students in crisis need immediate support.

### **Standing Reports**

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



## RESEARCH AND SCHOLARSHIP COMMITTEE

### Report to General Faculties Council for the meeting held October 21, 2021

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

#### International Research

The RSC received a presentation on International Research, and heard that:

- The Vice-Provost (International) also holds the title of Associate Vice-President Research (International), which is a relatively new position within the office of the Vice-President (Research) (VPR) and exists to provide a bridge between the offices of the Provost and VPR. There are similar bridging Associate Vice-President Research positions for the Vice-Provost (Indigenous Engagement) and the Vice-Provost (Equity, Diversity and Inclusion).
- The third goal within the Matching Strengths with Opportunities priority of the University's Research Plan is to 'enhance international partnerships for research and education'. Since 2013, joint publications with international collaborators and funding from international sponsoring agencies have both steadily increased.
- The integrated Research and International units are producing an international research agreement database, an international research opportunities database/calendar, a map of international research publications and funding, and international research key performance indicators, and have established the International Research Partnerships and Innovation Unit
- The International Research Partnerships and Innovation Unit is responsible for facilitating the enhancement of research collaborations, building new opportunities, increasing funding, lobbying for additional funding and other opportunities, working with Faculties to promote strategic opportunities and support and leverage the expertise of faculty members, identifying potential industrial companies under each area of focus, and working with provincial and diplomatic offices to build strategic opportunities
- The mission statement of the International Research Partnerships and Innovation Unit is: *"Through our existing research themes and our focus on matching our research strengths with opportunities, we will leverage our expertise and entrepreneurial mindset to increase international collaborations, international research funding, strengthen our reputation and expand opportunities for knowledge transfer for global impact."*
- In 2021-2022, next steps include recruiting a Manager and an International Research Facilitator for the new International Research Partnerships and Innovation Unit, finalizing the mapping of international funding opportunities and the expertise directory, setting up the international funding calendar and identifying some funding opportunities for strategic research projects, and exploring case examples of international research centres, institutes and labs set up by other universities that are funded and supported by industry partners

In response to questions, it was reported that:

- Seeking international funding and partnerships and engaging in international development projects are connected. It was noted that competitors for international development funding include UNICEF

and Non-Governmental Organizations, and that international development work is not the usually one of the core activities of a university.

- There is awareness that some researchers struggle with late-night work with international colleagues followed by early morning teaching responsibilities, and administrators do what they can to alleviate this

The RSC discussed that:

- The New Frontiers in Research Fund (NFRF) International stream is intended to provide opportunities for Canadian researchers to participate in research with international partners, and this could be looked into
- Once a funded research project is underway, there can be issues such as with legalities and supply chain. The presenters agreed that infrastructure and supports must be in place for the entire life cycle of a project.
- High-impact research is increasingly being done by teams, often with team members in different locations, and some teams need assistance to attract student researchers and other partners
- Additional funding is needed to assist graduate students and postdoctoral scholars in attending conferences

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



**Report to the General Faculties Council  
on the Meeting of  
The Board of Governors (Open Session), October 22, 2021 (8:00 am)  
From the Member of the Board nominated by GFC**

The Chair of the Board, Geeta Sankappanavar, called the meeting to order at 8:11 am with a welcome to external guests and approval of the meeting agenda and identification of any existing conflicts of interest amongst the Board Members.

Michael Van Hee, Interim Vice-President (Finance and Services) - Development presented the safety moment about the asbestos management program at the University.

Following the safety moment and approval of previous meeting minutes, the discussion moved directly to the two additional action items:

- Approval of the Tuition for 2022-2023 for the Bachelor of Science (Engineering), the Doctor of Medicine (MD), and the Master of Business Administration (MBA)
- Approval of the Creation of a Department of Biomedical Engineering, Schulich School of Engineering

Both items were approved by vote by Boards Members (*note: I left the meeting from 9 am and 9:50 am due to teaching responsibilities*).

Three information items were then presented:

- 2021 Institutional Sustainability Report
- 2021 Enrolment Report
- Report from the President

Board Member Reports included:

- Report from the Chancellor and Board Member nominated by the Senate
- Report from the Board Members nominated by the Alumni Association
- Report from the Board Member nominated by the University of Calgary Faculty Association
- Report from the Board Member nominated by the Students' Union

There being **no other business**, the Open Session of the Board Meeting was then adjourned.

Sincerely,

Joule Bergerson





UNIVERSITY OF  
CALGARY

## GENERAL FACULTIES COUNCIL INFORMATION BRIEFING NOTE

**SUBJECT:** Approved Revisions to the Academic Staff Criteria and Processes Working Group Terms of Reference

### PROPONENT(S)

Francine Smith, Academic Co-Chair, Academic Staff Criteria and Processes Working Group

### PURPOSE

The General Faculties Council (GFC) is provided the revised Terms of Reference (TOR) for the Academic Staff Criteria and Processes Working Group (the Working Group) for information.

### OVERVIEW

The changes to the TOR include updates to membership, the setting of a length of term of appointment for voting members, and the addition of a reporting responsibility to the GFC Executive Committee (EC) and GFC to ensure that there is regular oversight on the continued activities of the Working Group. The TOR continues to reflect the role, responsibilities, and operational practices of the Working Group.

### KEY POINTS

The Working Group Academic Co-Chair, Office of the Provost and Office of the University Secretariat undertook a review of the TOR, taking into account edits suggested by the Working Group. The Working Group members reviewed the proposed revisions, and their feedback was included in the TOR presented to the EC for approval.

#### Revisions:

- Revised the membership section to add “a Vice-Provost as appointed by the Provost” as Administrative Co-Chair  
*Rationale: the intention behind this is to ensure vacancies in any role such as that of the Deputy Provost do not unduly impact the Working Group. This change allows the Provost the ability to ensure the Working Group can progress even when there are leadership changes*
- Added reference to EDI considerations in the GFC appointment of voting members of the Working Group  
*Rationale: this is currently being done in practice, but including it in the TOR ensures it will continue in the future*
- Added the responsibility relating to reporting to the EC and GFC  
*Rationale: to ensure regular oversight and to ensure that the important work of this committee is tracked and continues, as current membership continues to turnover*
- Added the statement “Appointments are for terms of three years, with eligibility for re-appointment for additional terms” in the Membership section with respect to voting members  
*Rationale: the TOR is currently silent with respect to the term of appointment of the voting members*
- Removed “Subject to the voting requirements in the event of a loss of quorum set out above” from the Meetings, Quorum and Voting section  
*Rationale: this is confusing and does not reflect the practices of the Working Group*

**ROUTING AND PERSONS CONSULTED**

| <u>Progress</u> | <u>Body</u>   | <u>Date</u> | <u>Approval</u> | <u>Recommendation</u> | <u>Discussion</u> | <u>Information</u> |
|-----------------|---|-------------|-----------------|-----------------------|-------------------|--------------------|
|                 | Academic Staff Criteria and Processes Working Group | 2021-10-05  | X               |                       |                   |                    |
|                 | GFC Executive Committee                             | 2021-10-20  | X               |                       |                   |                    |
| X               | General Faculties Council                           | 2021-11-04  |                 |                       |                   | X                  |

**NEXT STEPS**

Following approval by the EC on October 20, 2021, the TOR took immediate effect and the existing TOR was repealed. At its next meeting, the Working Group will be provided a copy of the revised TOR for information.

The original voting members of the Working Group do not have term end dates. In keeping with the revised TOR, June 30, 2022 is being assigned as their term end date, with eligibility for reappointment, as this reflects a term of ~three years from their initial appointments.

**SUPPORTING MATERIALS**

1. Academic Staff Criteria and Processes Working Group Terms of Reference, revised October 20, 2021 – tracked changes
2. Academic Staff Criteria and Processes Working Group Terms of Reference, revised October 2021 – clean copy

**General Faculties Council Executive Committee  
Academic Staff Criteria and Processes Handbook Working Group  
Terms of Reference**

**1. ESTABLISHMENT**

The General Faculties Council (**GFC**) Executive Committee (**EC**) is responsible to periodically review and make recommendations for changes to the Academic Staff Criteria and Processes Handbook (**the Handbook**) for approval by GFC.

To assist it in carrying out its work effectively and productively, the EC hereby establishes a working group called the Academic Staff Criteria and Processes Handbook Working Group (the **Working Group**) under these Terms of Reference, and delegates to the Working Group the responsibilities set out herein.

**2. MEMBERSHIP**

Administrative Co-Chair (non-voting)

Deputy Provost **or Vice-Provost as appointed by the Provost** (ex officio)

Academic Co-Chair (non-voting)

One academic staff member from a list of seven individuals nominated by the Faculty Association and appointed by the GFC **EC Executive Committee**

Voting Members

Five academic staff members appointed by the GFC **EC Executive Committee**, at least two of whom shall be members of GFC at the time of their appointment, **and with due consideration to the University's commitment to Equity, Diversity, and Inclusion**

One representative named by the Faculty Association

One Dean named by Deans' Council

**Appointments are for a term of three-years, with eligibility for re-appointment for additional terms**

Non-Voting Members

One resource person named by the Faculty Association

One resource person named by the Associate Vice-President (Human Resources)

**3. ROLE**

The Working Group serves as an advisory group to the GFC **EC Executive Committee** with respect to the periodic review and recommended amendments to the **Academic Staff Criteria and Processes Handbook**.

**4. RESPONSIBILITIES**

The Working Group is responsible to review and recommend to the GFC **EC Executive Committee**, any necessary changes required in the **Academic Staff Criteria and Processes Handbook**.

## 5. MEETINGS, QUORUM AND VOTING

The Working Group will meet in accordance with a schedule agreed to by the Administrative Co-Chair and Academic Co-Chair. Additional meetings may be called by the Administrative Co-Chairs or Academic Co-Chair as necessary to deal with business. Meeting items will be determined by the Administrative Co-Chairs or Academic Co-Chair or by resolution of the membership of the Working Group Committee.

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

Motions will be decided by 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 Co-Chairs 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 above, an affirmative vote of a majority of the voting members present is required to carry/adopt a motion.

## 6. RESPONSIBILITIES OF THE CO-CHAIRS

In addition to the responsibilities outlined in these Terms of Reference, the Co-Chairs shall generally provide leadership to enhance the effectiveness of the Working Group, act as spokespersons for the Working Group, act as the liaison between the Working Group and the GFC EC Executive Committee and generally oversee the Working Group activities. The Co-Chairs shall report at least annually to the GFC EC and GFC including any revisions to the Handbook as recommended by the Working Group.

## 7. OTHER MATTERS

Other than as set out in these Terms of Reference, the Working Group shall establish its own operating procedures.

As at April 2, 2019 ~~April 2, 2019~~ October 20, 2021

**General Faculties Council Executive Committee  
Academic Staff Criteria and Processes Handbook Working Group  
Terms of Reference**

**1. ESTABLISHMENT**

The General Faculties Council (**GFC**) Executive Committee (**EC**) is responsible to periodically review and make recommendations for changes to the Academic Staff Criteria and Processes Handbook (the **Handbook**) for approval by GFC.

To assist it in carrying out its work effectively and productively, the EC hereby establishes a working group called the Academic Staff Criteria and Processes Handbook Working Group (the **Working Group**) under these Terms of Reference, and delegates to the Working Group the responsibilities set out herein.

**2. MEMBERSHIP**

Administrative Co-Chair (non-voting)

Deputy Provost or Vice-Provost as appointed by the Provost (ex officio)

Academic Co-Chair (non-voting)

One academic staff member from a list of seven individuals nominated by the Faculty Association and appointed by the GFC EC

Voting Members

- Five academic staff members appointed by the GFC EC, at least two of whom shall be members of GFC at the time of their appointment, and with due consideration to the University's commitment to Equity, Diversity, and Inclusion
- One representative named by the Faculty Association
- One Dean named by Deans' Council

Appointments are for a term of three-years, with eligibility for re-appointment for additional terms

Non-Voting Members

- One resource person named by the Faculty Association
- One resource person named by the Associate Vice-President (Human Resources)

**3. ROLE**

The Working Group serves as an advisory group to the GFC EC with respect to the periodic review and recommended amendments to the Handbook.

**4. RESPONSIBILITIES**

The Working Group is responsible to review and recommend to the GFC EC, any necessary changes required in the Handbook.

**5. MEETINGS, QUORUM AND VOTING**

The Working Group will meet in accordance with a schedule agreed to by the Administrative Co-Chair and Academic Co-Chair. Additional meetings may be called by the Co-Chairs as necessary to deal with business. Meeting items will be determined by the Co-Chairs or by resolution of the membership of the Working Group.

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

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**7. OTHER MATTERS**

Other than as set out in these Terms of Reference, the Working Group shall establish its own operating procedures.

**As at October 20, 2021**