

**GENERAL FACULTIES COUNCIL
AGENDA**

Meeting #611, December 9, 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	Barton ¹	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 ²	Document	
	Action Items			
7.	Approval of the November 4, 2021 Meeting Minutes	McCauley	Document	
8.	Approval of the Academic Schedule for 2026-2027 and Revisions to the 2022-2026 Academic Schedules	Dambrowitz ³	Document	2:00
9.	Election of Two Academic Staff Members to an Advisory Selection Committee for a Director of the School of Public Policy (note: election to be held by electronic form immediately following the meeting)	McCauley	Document	2:10
	Information Items			
10.	Student Academic Misconduct Annual Report	Barker ⁴	Document	2:15
11.	Indigenous Strategy ii'taa'poh'to'p 2021 Journey Update	Hart ⁵	Document + PowerPoint	2:30

Item	Description	Presenter	Materials	Estimated Time
12.	Standing Reports: a) Report on the November 24, 2021 GFC Executive Committee Meeting b) Report on the November 1 and 22, 2021 Academic Planning and Priorities Committee Meetings c) Report on the November 16, 2021 Teaching and Learning Committee Meeting d) Report on the November 18, 2021 Research and Scholarship Committee Meeting e) Report on the November 18, 2021 Senate Meeting	In Package Only	Documents	2:50
13.	Other Business	McCauley		
14.	Adjournment Next meeting: January 13, 2022	McCauley	Verbal	2:50

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. Bruce Barton, School of Creative and Performing Arts
2. Mike Van Hee, Co-Interim Vice-President (Finance and Services)
3. Amy Dambrowitz, Registrar
4. Susan Barker, Vice-Provost (Student Experience)
5. Michael Hart, Vice-Provost (Indigenous Engagement)



UNIVERSITY OF
CALGARY

Safety Moment

A leaders' role in Psychological Safety

Psychological Safety in the Workplace

- Psychological safety deals with the risk of injury to psychological well-being.
- A psychologically healthy and safe workplace is one that promotes employees' well-being and actively works to prevent harm to employee mental health.
- These last 20 months have had a considerable influence on psychological health.
- As leaders in the workplace we have influence and responsibility to create a psychologically safe environment.

13 Psychosocial Factors in the Workplace

Psychological Support	Workload Management
Organizational Culture	Engagement
Clear Leadership and Expectations	Balance
Civility and Respect	Psychological Protection
Psychological Competencies and Requirements	Protection of Physical Safety
Growth and Development	Involvement and Influence
Recognition and Reward	

Psychological Safety – Leader's Assessment

- Conducted by Mental Health Research Canada in partnership with Workplace Strategies Supporting Mental Health (Canada Life)
- 1257 responses; Collected online; August to September 2021
- <https://www.mhrc.ca/psychologically-safe-leaders>

Leaders were confident in their skills in:

- Social intelligence (84%)
- Security and safety (81.5%)
- Problem solving and conflict management (81%)
- Communications and collaboration (79.5%)

Fewer Leaders strongly agreed that they:

- Monitor team workload (33%)
- Provide opportunities for growth (32%)
- Foster a sense of purpose (30%)
- Monitor employees' goals (29%)
- Handle emotional reactions (27%)

UCalgary Resources Supporting Psychologically Safe Leadership



- Supporting Mental Health in the Workplace - elearning
- The Working Mind Manager Workshop (part of ULead or available on demand)
- Supporting Employee Wellbeing: Leader Application of the 13 Psychosocial Factors (available on demand)
- Talent Development programs
- Staff Wellness: WellBeing and WorkLife supporting:
 - Campus Mental Health Strategy
 - National Standard for Psychological Health and Safety in the Workplace
 - Excellence Canada Certification Awards – Mental Health @ Work
- HR Partners, EHS Partners, Mental Health Consultant

Excellence Canada Mental Health@Work

- Aligns with requirements of the National Standard for Psychological Health and Safety in the Workplace
- Guides organizations through an implementation framework with 4 Levels of Progressive Certification – bronze, silver, gold and platinum

***UCalgary achieved Gold Level
Certification in November, 2021***



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: Revised Academic Schedules for 2022-2026 and Proposed Academic Schedule for 2026-2027

MOTION:

That the General Faculties Council (GFC) approve the revised Academic Schedules for 2022-2026 and the Academic Schedule for the 2026-2027 academic year, in the forms provided to the GFC.

PROPONENT(S)

Amy Dambrowitz, Registrar

REQUESTED ACTION

The General Faculties Council (GFC) is asked to review and approve the revised Academic Schedules for 2022-2026 and the proposed Academic Schedule for 2026-2027.

BACKGROUND

The Office of the Registrar is seeking approval of the 2026-2027 academic schedule and revisions to the academic schedules for 2022-2026, established in alignment with the GFC principles for setting the Academic Schedule.

For the revised 2022-2026 schedules:

- The National Day for Truth and Reconciliation has been included in the Academic Schedule for all future years.
- All revised fall terms meet the minimum number of instructional days (60) and have a 10-day final exam period. For Fall 2024 and Fall 2025, the term start date has been adjusted to allow 62 instructional days.
- Adjustments have been made to the start/end dates for the Spring and Summer Terms to better manage student loans, academic loads and the delivery of Group Study Programs and Field Schools. These changes do not impact teaching days or changes to class dates for any regularly scheduled course.
- Adjustments have been made to administrative dates to correct minor errors.

For the proposed 2026-27 schedule:

- A two-day break between classes and final exams has been established in both the spring and summer intersessions
- Saturday has been utilized for final exams during the spring and summer intersessions.

All other features of the revised schedules remain unchanged. The 2026-2027 schedule follows the same principles used to establish the revised 2022-2026 schedules.

ROUTING AND PERSONS CONSULTED

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
	Calendar and Curriculum Subcommittee	2021-11-18			X	
X	General Faculties Council	2021-12-09	X			

NEXT STEPS

The 2022-2023 schedule will be published in the Academic Calendar and on the University of Calgary's website. Once approved, the schedules up to 2026-2027 will be published under regulations and policies on the scheduling website at <https://www.ucalgary.ca/calendar-scheduling/>

SUPPORTING MATERIALS

1. Academic Schedule 2022-2023 – revised
2. Academic Schedule 2023-2024 – revised
3. Academic Schedule 2024-2025 – revised
4. Academic Schedule 2025-2026 – revised
5. Academic Schedule 2026-2027 – proposed
6. GFC Principles for Setting the Academic Schedule

Academic Year 2022/2023

Fall Term 2022

Fall term begins	Monday August 29
Block Week	Monday-Friday August 29-September 2
Last day to withdraw from Block Week courses	Friday September 2
† Orientation	Thursday-Friday September 1-2
† Labour Day, University closed	Monday September 5
Classes begin	Tuesday September 6
† Deadline to apply to graduate – November convocation	September 15
† Last day to drop a Fall term and multi-term courses	Thursday September 15
† Last day to add, swap or change registration status between audit and credit for Fall and multi-term courses	Friday September 16
† Last day for fee refund for Fall term and multi-term courses	Friday September 16
† Fee payment deadline for Fall term and multi-term courses	Friday September 23
† <u>National Day for Truth and Reconciliation, University closed*</u>	<u>Friday September 30</u>
† Thanksgiving Day, University closed*	Monday October 10
Fall Break, no lectures, University open	Sunday-Saturday November 6-12
† Remembrance Day, University closed*	Friday November 11
† Fall Convocation	Thursday November 10
Fall term classes end	Wednesday December 7
Last day to withdraw	Wednesday December 7
Final examinations	Saturday-Wednesday December 10-21
Fall term ends	Friday December 23

Winter Term 2023

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

Summer Term 2023**Spring Intersession**

Summer term begins	Monday May 1
Spring intersession classes begin	Wednesday May 3
† Last day to add/drop/swap courses	Tuesday May 9
† Last day for fee refund	Tuesday May 9
† Fee payment deadline	Friday May 12
† Victoria Day, University closed	Monday May 22
† June Convocation	Monday-Friday May 29 to June 2
Spring intersession classes end	Thursday June 15
Last day to withdraw	Thursday June 15
Final examinations	Monday - Wednesday June 19-21
Mid-term break for Summer term courses, no lectures	Monday - Wednesday June 19-21
Spring intersession ends	Friday June 23

Summer Intersession

Summer intersession classes begin	Monday June 26
† Canada Day, University closed	Saturday July 1 (observed Monday, July 3)
† Last day to add/drop/swap courses	Friday June 30
† Last day for fee refund	Friday June 30
† Fee payment deadline	Wednesday July 5
† Alberta Heritage Day, University closed	Monday August 7
Summer Intersession classes end	Tuesday August 8
Last day to withdraw	Tuesday August 8
Final examinations	Thursday-Monday August 10-11, 14
Summer term ends	Friday August 18 <u>Friday August 25</u>

† Administrative dates — do not require GFC approval.

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

Notes:

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

Academic Year 2023/2024

Fall Term 2023

Fall term begins	Monday August 28
Block Week	Monday-Friday August 28-September 1
Last day to withdraw from Block Week courses	Friday September 1
† Orientation	Thursday-Friday August 31-September 1
† Labour Day, University closed	Monday September 4
Classes begin	Tuesday September 5
† Deadline to apply to graduate – November convocation	September 15
† Last day to drop a Fall term and multi-term courses	Thursday September 14
† Last day to add, swap or change registration status between audit and credit for Fall and multi-term courses	Friday September 15
† Last day for fee refund for Fall term and multi-term courses	Friday September 15
† Fee payment deadline for Fall term and multi-term courses	Friday September 22
† <u>National Day for Truth and Reconciliation, University closed*</u>	<u>Saturday September 30</u>
† Thanksgiving Day, University closed*	Monday October 9
Fall Break, no lectures, University open	Saturday-Saturday November 11-18
† Remembrance Day, University closed*	Saturday November 11, observed
	Monday November 13
† Fall Convocation	Friday November 10
Fall term classes end	Tuesday December 5
Last day to withdraw	Tuesday December 5
Final examinations	Friday-Tuesday December 8-19
Fall term ends	Friday December 22

Winter Term 2024

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

Summer Term 2024 Spring Intercession

Summer term begins	Wednesday May 1 Monday May 6
Spring intercession classes begin	Monday May 6
† Last day to add/drop/swap courses	Friday May 10
† Last day for fee refund	Friday May 10
† Fee payment deadline	Wednesday May 15 Monday May 13
† Victoria Day, University closed	Monday May 20
† June Convocation	Monday-Friday May 27-31
Spring intercession classes end	Monday June 17
Last day to withdraw	Monday June 17
Final examinations	Wednesday-Friday June 19-21
Mid-term break for Summer term courses, no lectures	Wednesday-Friday June 19-21
Spring intercession ends	Friday June 21

Summer Intercession

Summer intercession classes begin	Monday June 24
† Last day to add/drop/swap courses	Friday June 28
† Last day for fee refund	Friday June 28
† Canada Day, University closed	Monday July 1
† Fee payment deadline	Wednesday July 3
† Alberta Heritage Day, University closed	Monday August 5
Summer Intercession classes end	Tuesday August 6
Last day to withdraw	Tuesday August 6
Final examinations	Thursday-Friday; Monday August 8-9, 12
Summer term ends	Friday August 23

† Administrative dates — do not require GFC approval.

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- (4) The Qatar Faculty will follow the Academic Schedule of the University, but will reflect some different dates within a term, including start, end and holiday dates, due to local customs and convention.
- (5) Block week and three-week spring/summer courses may be scheduled using non-standard schedule requests within the appropriate intercession.

Academic Year 2024/2025

Fall Term 2024

Fall term begins

Block Week

Last day to withdraw from Block Week courses

† Orientation

†

Labour Day, University closed

Classes begin

† Last day to drop a Fall term and multi-term courses

† Last day to add, swap or change registration status between audit and credit for Fall and multi-term courses

† Last day for fee refund for Fall term and multi-term courses

† Deadline to apply to graduate – November convocation

† Fee payment deadline for Fall term and multi-term courses

† National Day for Truth and Reconciliation, University closed*

† Thanksgiving Day, University closed*

Fall Break, no lectures, University open

† Fall Convocation

† Remembrance Day, University closed*

Fall term classes end

Last day to withdraw

Final examinations

Fall term ends

Monday August 26

Monday-Friday August 26-30

Friday August 30

Thursday-Friday August 29-30

~~Tuesday-Wednesday September 3-4~~

Monday September 2

Tuesday September 3
Thursday September 5

Thursday September 12

Friday September 13

Friday September 13

September 15

Friday September 20

Monday September 30

Monday October 14

Saturday-Saturday November 9-16

Friday November 8

Monday November 11

Friday December 6

Friday December 6

Monday-Thursday December 9-19

Monday December 23
Tuesday December 24

Winter Term 2025

Winter term begins

Block Week

Last day to withdraw from Block Week courses

Classes begin

† Deadline to apply to graduate – February Conferral

† Last day to drop a Fall term and multi-term courses

† Last day to add, swap or change registration status between audit and credit for Fall and multi-term courses

† Last day for fee refund

† Fee payment deadline for Winter term courses

† February Conferral

Winter Break, no lectures, University open

† Alberta Family Day, University closed*

Winter term classes end

Last day to withdraw

Final examinations

† Good Friday, University closed*

Easter Monday, no classes

Winter term ends

Monday January 6

Monday-Friday January 6-10

Friday January 10

Monday January 13

January 15

Thursday January 23

Friday January 24

Friday January 23/24

Friday January 31

February 13

Sunday-Saturday February 16-22

Monday February 17

Friday April 11

Friday April 11

Monday-Monday April 14-28

Friday April 18

Monday April 21

Wednesday April 30

Summer Term 2025**Spring Intersession**

Summer term begins	Thursday May 1
Spring intersession classes begin	Monday May 5
† Last day to add/drop/swap courses	Friday May 9
† Last day for fee refund	Friday May 9
† Fee payment deadline	Wednesday May 14
† Victoria Day, University closed	Monday May 19
† June Convocation	Monday-Friday June 2-6
Spring intersession classes end	Monday June 16
Last day to withdraw	Monday June 16
Final examinations	Wednesday-Friday June 18-20
Mid-term break for Summer term courses, no lectures	Wednesday-Friday June 18-20
Spring intersession ends	Monday June 23

Summer Intersession

Summer intersession classes begin	Monday June 30
† Canada Day, University closed	Wednesday July 1
† Last day to add/drop/swap courses	Friday July 4
† Last day for fee refund	Friday July 4
† Fee payment deadline	Wednesday July 9
† Alberta Heritage Day, University closed	Monday August 4
Summer Intersession classes end	Tuesday August 12
Last day to withdraw	Tuesday August 12
Final examinations	Thursday-Friday; Monday August 14-15, 18
Summer term ends	Friday August 22

† Administrative dates — do not require GFC approval.

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

Academic Year 2025/2026

Fall Term 2025

Fall term begins	Monday August 25
Block Week	Monday-Friday August 25-August 29
Last day to withdraw from Block Week courses	Friday August 29
† Orientation	Thursday-Friday August 28-29 Tuesday—Wednesday September 2-3
† Labour Day, University closed	Monday September 1
Classes begin	Tuesday September 2 Thursday September 4
† Last day to drop a Fall term and multi-term courses	Thursday September 11
† Last day to add, swap or change registration status between audit and credit for Fall and multi-term courses	Friday September 12
† Last day for fee refund for Fall term and multi-term courses	Friday September 12
† Deadline to apply to graduate – November convocation	Monday September 15
† Fee payment deadline for Fall term and multi-term courses	Friday September 19
† <u>National Day for Truth and Reconciliation, University closed*</u>	<u>Tuesday September 30</u>
† Thanksgiving Day, University closed*	Monday October 13
Fall Break, no lectures, University open	Sunday-Saturday November 9-15
† Remembrance Day, University closed*	Tuesday November 11
Fall term classes end	Friday December 5
Last day to withdraw	Friday December 5
Final examinations	Monday-Thursday December 8-18
Fall term ends	Tuesday December 23

Winter Term 2026

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

Summer Term 2026

Spring Intersession

Summer term begins	Monday May 4
Spring intersession classes begin	Monday May 4
† Last day to add/drop/swap courses	Friday May 8
† Last day for fee refund	Friday May 8
† Fee payment deadline	Wednesday May 13
† Victoria Day, University closed	Monday May 18
† June Convocation	Monday-Friday June 1-5
Spring intersession classes end	Monday June 15
Last day to withdraw	Monday June 15
Final examinations	Wednesday-Friday June 17-19
Mid-term break for Summer term courses, no lectures	Wednesday-Friday June 17-19
Spring intersession ends	Monday June 22

Summer Intersession

Summer intersession classes begin	Monday June 29
† Canada Day, University closed	Wednesday July 1
† Last day to add/drop/swap courses	Friday July 3 Monday July 6
† Last day for fee refund	Friday July 3 Monday July 6
† Fee payment deadline	Wednesday July 8 Friday July 10
† Alberta Heritage Day, University closed	Monday August 3
Summer Intersession classes end	Wednesday August 12
Last day to withdraw	Wednesday August 12
Final examinations	Friday, Monday-Tuesday August 14, 17-18
Summer term ends	Friday August 21

†Administrative dates — do not require GFC approval.

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

Notes:

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

Academic Year 2026/2027

Fall Term 2026

Fall term begins	Monday August 24
Block Week	Monday-Friday August 24-August 28
Last day to withdraw from Block Week courses	Friday August 28
Orientation	Thursday-Friday August 27-28
Classes begin	Monday August 31
† Labour Day, University closed	Monday September 7
† Last day to drop a Fall term and multi-term courses	Thursday September 10
† Last day to add, swap or change registration status between audit and credit for Fall and multi-term courses	Friday September 11
† Last day for fee refund for Fall term and multi-term courses	Friday September 11
† Deadline to apply to graduate – November convocation	Tuesday September 15
† Fee payment deadline for Fall term and multi-term courses	Friday September 18
† National Day for Truth and Reconciliation, University closed*	Wednesday September 30
† Thanksgiving Day, University closed*	Monday October 12
† Fall Break, no lectures, University open	Sunday-Saturday November 8-14
Remembrance Day, University closed*	Wednesday November 11
† Fall term classes end	Thursday December 3
Last day to withdraw	Thursday December 3
Final examinations	Monday-Thursday December 7-17
Fall term ends	Wednesday December 23

Winter Term 2027

Winter term begins	Monday January 4
Block Week	Monday-Friday January 4-8
Last day to withdraw from Block Week courses	Friday January 8
Classes begin	Monday January 11
† Deadline to apply to graduate – February Conferral	Friday January 15
† Last day to drop a Fall term and multi-term courses	Thursday January 21
† Last day to add, swap or change registration status between audit and credit for Fall and multi-term courses	Friday January 22
† Last day for fee refund	Friday January 22
† Fee payment deadline for Winter term courses	Friday January 29
† February Conferral	Saturday February 13
Winter Break, no lectures, University open	Sunday-Saturday February 14-20
† Alberta Family Day, University closed*	Monday February 15
† Good Friday, University closed*	Friday March 26
Easter Monday, University closed*	Monday March 29
† Deadline to apply to graduate – June Convocation	Wednesday, March 31
Winter term classes end	Tuesday April 13
Last day to withdraw	Tuesday April 13
Final examinations	Friday-Tuesday April 16-27
Winter term ends	Friday April 30

Summer Term 2027

Spring Intersession

Summer term begins	Monday May 3
Spring intersession classes begin	Monday May 3
† Last day to add/drop/swap courses	Friday May 7
† Last day for fee refund	Friday May 7
† Fee payment deadline	Wednesday May 12
† Victoria Day, University closed	Monday May 24
† June Convocation	Monday-Friday May 31-June 4
Spring intersession classes end	Tuesday June 15
Last day to withdraw	Tuesday June 15
Final examinations	Friday-Saturday, Monday June 18-19, 21
Mid-term break for Summer term courses, no lectures	Wednesday-Friday June 16-25
Spring intersession ends	Monday June 21

Summer Intersession

Summer intersession classes begin	Monday June 28
† Canada Day, University closed	Thursday July 1
† Last day to add/drop/swap courses	Friday July 2
† Last day for fee refund	Friday July 2
† Fee payment deadline	Wednesday July 7
† Alberta Heritage Day, University closed	Monday August 2
Summer Intersession classes end	Wednesday August 11
Last day to withdraw	Wednesday August 11
Final examinations	Saturday, Monday-Tuesday August 14, 16-17
Summer term ends	Friday August 20

†Administrative dates — do not require GFC approval.

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

Notes:

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

General Facilities Council Principles for Setting the Academic Schedule

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



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 December 9, 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 Director of the School of Public Policy

Cheryl Barnabe, Cumming School of Medicine

Professor, Clinician Scientist, member of the Métis Nation of Alberta, Canada Research Chair in Rheumatoid Arthritis and Autoimmune Diseases. Her research program focusses on equity in health service delivery and arthritis outcomes, most specifically for Indigenous populations in Canada.

Recipient: CSM Watanabe Distinguished Achievement Award (2021), O'Brien Institute Mid-Career Research Leaders Award (2021), College of New Scholars, Artists and Scientists, Royal Society of Canada (2018), Killam Emerging Research Leader Award (2018)

Current Service: Vice-Chair for Indigenous Health in the Department of Medicine, Deputy Director for the McCaig Institute for Bone and Joint Health, SUPPORT Chairs & Professorships Committee

Petra Dolata, Faculty of Arts

Associate Professor, Department of History

Past Recipient: Canada Research Chair (Tier II) History of Energy; 2020/2021 Marie Curie FCFP Senior Fellow, Freiburg Institute for Advanced Studies, Germany; UCI International Activities Grant; UCI Development Grant for New Group Study Programs

Current Recipient: SSHRC Insight Grants (PI & Co-PI); Connection Grants (PI & Co-PI); SSHRC Partnership Grant (Co-PI); 2022 Rachel Carson Simone Veil Fellow, Munich; Scholar in Residence Calgary Institute for the Humanities; UCI International Research Partnership Workshop Grant

Past Service: SUPPORT Chairs and Professorships Subcommittee; Editorial Board University of Calgary Press

Current Service: Department Graduate Program Director; Executive Committee Calgary Institute for the Humanities

Erin Gibbs Van Brunschot, Faculty of Arts

Professor of Sociology and Director of the Centre for Military, Security and Strategic Studies. My research areas are risk, criminal behaviour and social control. I have received SSHRC, Alberta Justice, and AGRI research funding. I have served on many University-level committees, including: Program Coordination Committee (member and chair); Academic Program Committee (member and chair); General Merit Committee Appeals Sub-Committee (chair); Provost's Faculty Bargaining Team; to name a few. Examples of Faculty-level service includes: Reader for Faculty of Arts Convocation ceremonies; Faculty of Arts Strategic Planning Committee (co-chair); Faculty of Graduate Studies Full Council; former Vice-Dean and Head of Sociology.

TBD, TBD



UNIVERSITY OF CALGARY | Student Academic Misconduct Policy

ANNUAL REPORT

July 1, 2020 – June 30, 2021

Prepared for:

General Faculties Council

Date:

November 18, 2021

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. Members of our community are expected to act with integrity and the [Student Academic Misconduct Policy](#) and [Procedure](#) was introduced in July 2019 to help support this endeavour.

The purpose of this policy is to:

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

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

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

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

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

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

Note, in some cases students can be found responsible for more than one category.

2020/21 Report

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

During the reporting period (July 1, 2020 - June 30, 2021):

- **1,300 (832 in 2019/20)** cases of academic misconduct were reported. This is a **56.25% increase** from 2019/20.
- **1,112 (701 in 2019/20)** cases of academic misconduct were found proven. This is a **58.63% increase** from 2019/20.
- **1,065 (95.8%)** of cases proven were undergraduate (**669 (95.4%)** in 2019/20).
- **47 (4.2%)** of cases proven were graduate (**32 (4.6%)** in 2019/20).
- As a proportion of the respective student populations, **3.77%** of 28,225 undergraduate students were found responsible (**2.44%** of 27,443 in 2019/20).
- As a proportion of the respective student populations, **0.69%** of 6,817 graduate students were found responsible (**0.47%** of 6793 in 2019/20).

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

- a) Required attendance at academic integrity seminars, submission of reflective essays, or similar educational requirements;
- b) A written warning;
- c) Grade reductions;

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

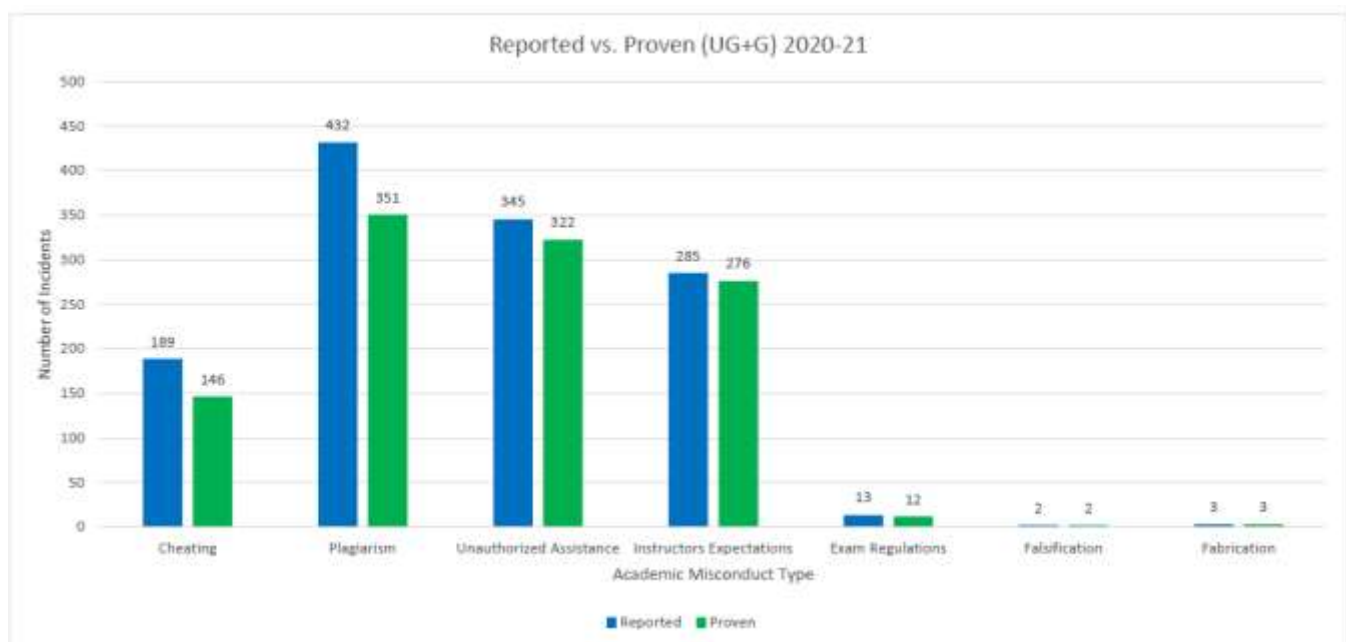
- d) Failure of the relevant assignment or course;
- e) Denial of access to non-credit courses or programs of study at the University;
- f) Disciplinary Probation;
- g) Suspension;
- h) Expulsion; and
- i) Revocation of a credential obtained through Academic Misconduct.

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

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

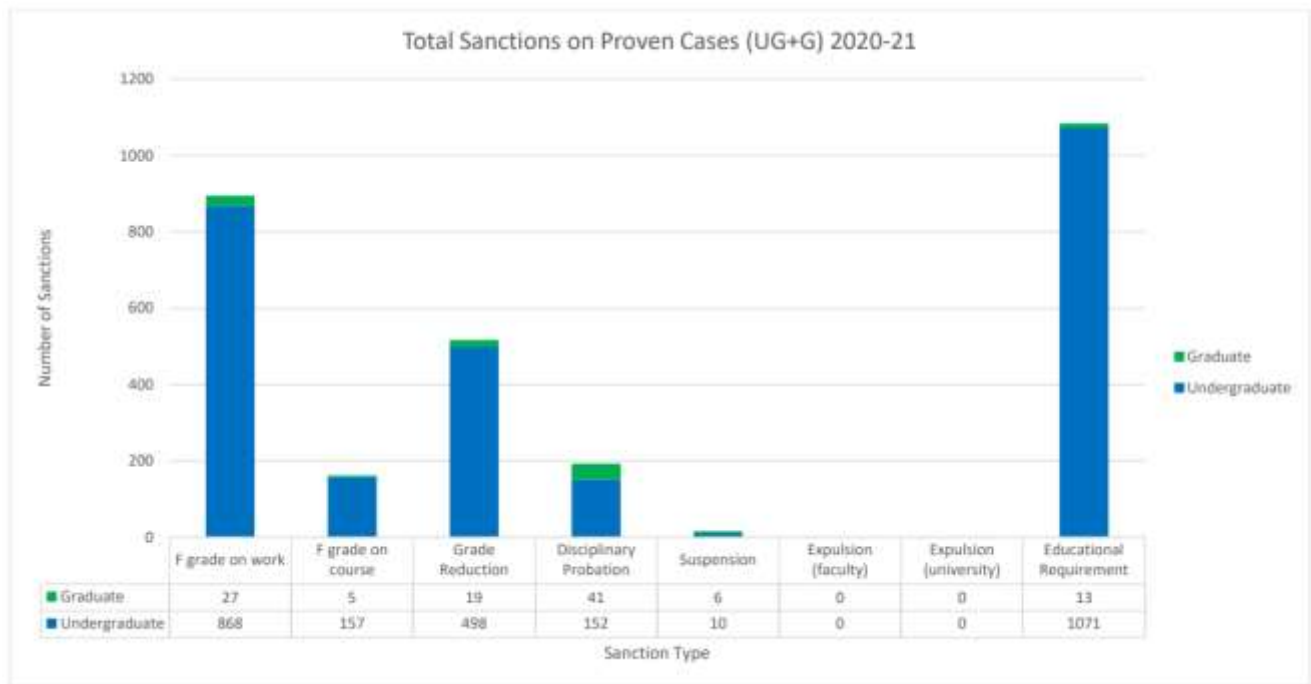
Data provided are for all faculties (graduate and undergraduate) including University of Calgary, Qatar and other units offering courses where credentials are provided.

Figure 1: Total Reported vs Proven Cases (undergraduate and graduate), 2020/21*



* Graph does not include 31 reported cases in one faculty that could not be allocated to a misconduct type

Figure 2: Total Sanctions on Proven Cases by Sanction Type (undergraduate and graduate), 2020/21

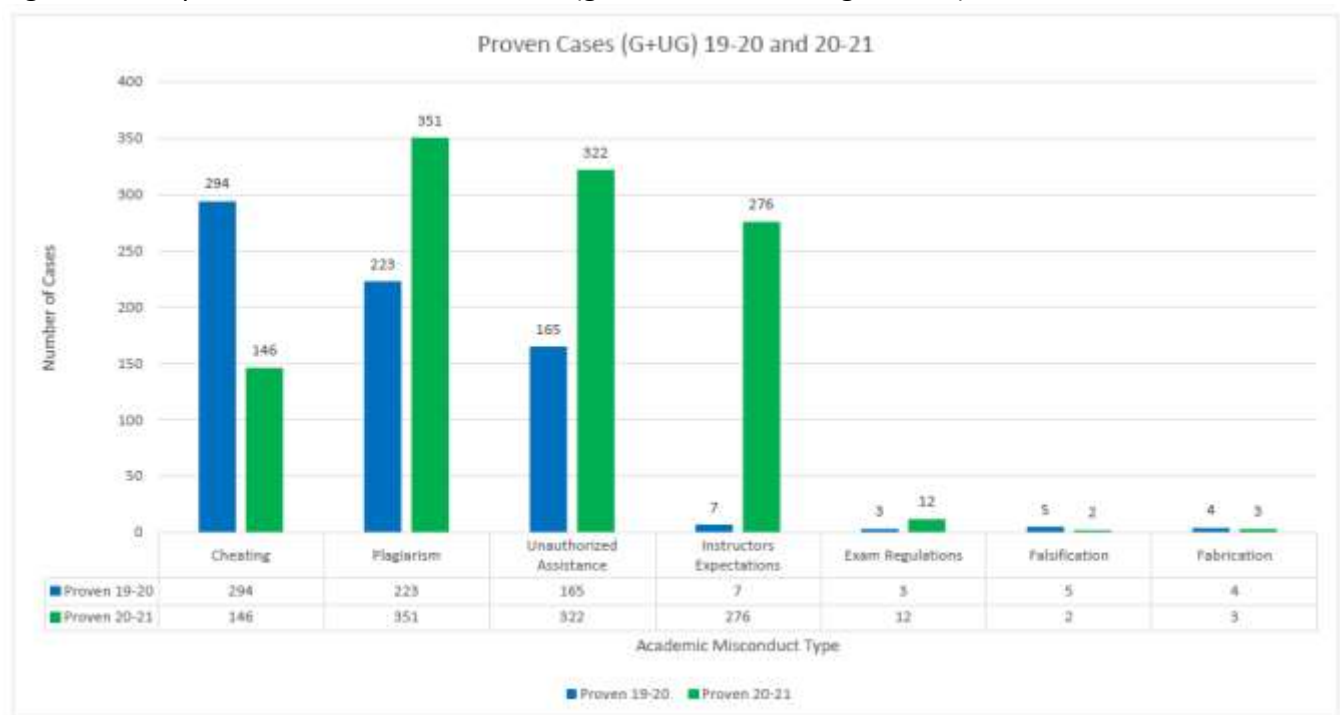


Comparison with Previous Years

The defined misconduct categories are the same as last year and thus comparisons with the 2019/20 report can be made:

Decrease from 19/20	Increase from 19/20
Cheating – decrease 50%	Plagiarism – increase 57%
Falsification – decrease 60%	Unauthorized Assistance – increase 95%
Fabrication – decrease 25%	Instructors Expectations – significant increase 3,843%
	Exam Regulations – significant increase 300% (but small number of cases n=12)

Figure 3: Comparison of Total Proven Cases (graduate and undergraduate) 2019-20 and 2020-21



Given this is the second year of implementation of the policy, there continues to be enhanced awareness of the policy and related procedure across the university. The noted institutional increases are not out of line with other institutions in Canada and also appears to be a global trend. Interpreting the trends of specific academic misconduct categories is challenging. The continuance of COVID-19 pandemic with temporary shifts in teaching modalities and assessments are likely to be key factors. A combination of lack of clarity for students in what was permissible in online assessments, plus opportunities to easily share information through commercial file-sharing sites and group chat applications were frequently noted. There is continued stress and anxiety in the student population which is often connected to poor decision making. Similar trends were noted in last year's report and as a result we have encouraged instructors to articulate clearly what is permitted and not permitted regarding collaboration. This in turn has led to significant increases in violations of *'failure to comply with instructor's expectations'*. Incidences of plagiarism increased, with faculties reporting that this can be partially attributed to some students cutting and pasting online information into their online exam.

Some faculties have reported zero cases of academic misconduct this year. There are multiple possible explanations for this:

- Students are honest, acting with integrity and thus nothing to report.
- Instructors may be dealing with cases informally as 'learning moments'.
- Instructors may be concerned about possible impacts on a student if reported formally.
- Concern about time commitment and workload involved in submitting a report.

We will continue to do faculty outreach in 21/22 to address concerns.

Appeals

Students may appeal decisions through the [Student Misconduct and Academic Appeals Policy](#) and associated procedures. Students are encouraged to seek advice of the Student Ombuds in helping prepare an appeal. There were **198** students who sought help from the Student Ombuds for support with academic misconduct decisions during this reporting period. Data on misconduct appeals are reported under the Student Misconduct and Academic Appeals Annual Report to GFC. In the reporting year July 1, 2020 to June 30, 2021 the following academic misconduct appeals were recorded:

- Undergraduate Students, Academic Misconduct Appeals Filed – **20** (19 University Appeals Committee, 1 University Appeals Tribunal). Of those 20, only 6* went on to a hearing – 5* had their appeal dismissed and 1 overturned the decision.
*(*The 1 University Appeals Tribunal went on to a hearing and was dismissed.)*
- Graduate Students, Academic Misconduct Appeals Filed (Graduate Students) – **2** (All University Appeals Committee, No University Appeals Tribunal). Both went on to a hearing. Both appeals had the faculty/student resolve the appeal before or at the hearing and the students withdrew the appeal.

Related Activities and Education

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

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

As part of our commitment to develop our institutional culture of integrity, academic staff and teaching assistants (TAs) have opportunities for professional learning and development through the Taylor Institute of Teaching and Learning. During the past academic year, these have included online courses and webinars, as well as professional learning during Academic Integrity Week (October 18-22, 2021). In 2020-2021, the Taylor Institute's various academic integrity programs had over 1000 internal and external registrants. In addition, academic staff and TAs have an opportunity to consult individually with the Educational Leader in Residence (ELR), Academic Integrity, to receive support related to how to

develop ethical teaching and assessment practices that support students to learn with integrity. In 2020-2021, over 50 academic staff and TAs accessed individual consultations and other just-in-time supports (e.g., e-mails) with the ELR, Academic Integrity. In the latest version of the approved [GFC Academic Staff Criteria & Processes Handbook](#), approved in June, 2021, academic integrity is now officially recognized as part of teaching and service at the University of Calgary.

Students: Lee-Ann Penaluna is the Coordinator of Academic Integrity Programs in the Student Success Centre. Resources and support for students are provided via workshops, fact sheets etc. (www.ucalgary.ca/academic-integrity). Workshops can be provided as part of a class presentation specifically tailored to the course content. An [Academic Integrity Handbook](#) is available and a D2L site that provides a range of resources: an a synchronous workshop and quiz and two interactive modules that students can access and work through at any time. There is also an annual Academic Integrity Week which is a collaboration between the Student Success Centre, Library and Cultural Resources, the Taylor Institute, the Students' Union, the Graduate Students' Association, and faculty members with a passion for academic integrity, running a week of educational programming, webinars, social media campaigns and in-person activities (including an event in Qatar) for students and faculty.

Between July 1, 2020 – June 30, 2021, there were **81** workshops with **2,083** attendees. Attendees are usually mandated to attend. These workshops are a collaborative effort by the Coordinator of Academic Integrity Programs and staff from Library and Cultural Resources. This team meets each semester to review and update the workshop content and review trends in student queries and feedback. Workshops are also delivered to students in instructor requested workshops throughout the year. There were **28** faculty requested workshops with approximately **1,200** attendees.

Acknowledgements

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

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

For more information contact:

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

Report Submitted by:

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

Imagining Renewal

2021 Journey Update

ii' taa'poh'to'p
Indigenous Strategy



UNIVERSITY OF
CALGARY



The 2021 *ii' taa'poh'to'p* Journey Update is dedicated to the Indigenous children who were traumatized and whose lives were lost to the residential school system.

Message from Dr. Ed McCauley, PhD, President and Vice-chancellor

The discoveries this year of numerous unmarked graves at the sites of former residential schools compelled many of us to acknowledge the depths of loss suffered by Indigenous families. We have a responsibility — as a university, as a society and as caring individuals — to remember what happened to the victims and survivors of residential schools and acknowledge the multigenerational harm that reverberates to this day. The University of Calgary is committed to meaningful reconciliation with Indigenous peoples and communities, so that we can understand, learn and grow from these heartbreaking discoveries.



Territorial Acknowledgements

The University of Calgary acknowledges and pays tribute to the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani and Kainai First Nations), the Tsuut'ina First Nation, as well as the Stoney Nakoda people (including the Chiniki, Bearspaw and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III.

Griffith Woods Park,
Discovery Ridge, Calgary

“Since joining the university, I have seen the impactful work by many people to implement the Indigenous Strategy. I am deeply motivated by the commitment and activities that have occurred prior and since my coming aboard. With such actions, I am certain we can strengthen the commitment outlined in the strategy, reach more people across our university and associated communities, and move forward on our shared journey in new and exciting ways.”

Dr. Teri Balser, PhD
Provost and vice-president (academic)

“Life on the land is a continuous renewal process. As we reflect on the implementation of *ii' taa'poh'to'p* since November 2017, we are taking the time to learn from the challenges, identify our many strengths and note our many successful initiatives. In this way, we lean into teachings of the land as we prepare for renewal.”

Dr. Michael Hart, PhD
Vice-provost (Indigenous engagement)



ii' taa'poh'to'p buffalo robe/winter count,
designed and gifted by Dr. Reg Crowshoe

Renewing Our Commitment

The University of Calgary's Indigenous Strategy, *ii' taa'poh'to'p*, was launched on Nov. 16, 2017. While our journey towards transformative reconciliation continues to unfold, we also look forward to a renewed commitment from the members of our campus community in the face of the tragic discovery in 2021 of thousands of unmarked graves of Indigenous children buried at or adjacent to former residential school sites across the country.

Grounded in compassion and informed by community, *ii' taa'poh'to'p* remains a guiding light for the campus community to engage in reconciliation.

ii' taa'poh'to'p is a collective call to action, providing a clear directive with recommendations specific to UCalgary. Imagining our way forward in the face of our shared history requires renewed, collective commitment from the UCalgary community to the principles and recommendations outlined in *ii' taa'poh'to'p*. The goal is to fully realize Indigenization and inclusion in teaching, learning, research, student support and community engagement.

Shared Space: **Circle of Advisors**

The Circle of Advisors brings Traditional Knowledge Keepers together with members of our Executive and Senior Leadership teams. Since 2018, this advisory Circle has guided the university on its path towards reconciliation through open dialogue that enhances and enriches the fabric and culture of the institution.

Amidst the COVID-19 pandemic, Traditional Knowledge Keepers have continued to engage in virtual and in-

person UCalgary meetings, dialogues, ceremonies and cultural events focused on teaching, learning, research and community engagement.

Additionally, with the support of The Calgary Foundation, the Office of Indigenous Engagement has been able to host virtual, monthly Elders' gatherings as a way for them to stay connected and support one another during the pandemic.





Reimagining **Ways of Knowing**

Reimagining Ways of Knowing requires a paradigm shift that creates space for Indigenous knowledge systems at the university. This shift requires an increase in Indigenous academic staff, respectful engagement of Traditional Knowledge Keepers, and mindful inclusion of Indigenous ways of knowing embedded in teaching pedagogy, curriculum design and Indigenous research.

Over the past year, members of the university community have continued to engage in the decolonization of the academy through increased community-based research, active engagement in the Indigenization of pedagogical practices, faculty-based curricular reviews and revisions, and enhanced support for Indigenous scholars and students — all part of our ongoing collective responsibility towards Indigenization of the university.



Reimagining Ways of Knowing: **Annual Highlights**

- More than \$3.4 million disbursed to self-identified Indigenous graduate and undergraduate students, including \$1.27 million in designated bursaries from the Province of Alberta:
 - More than \$1.8 million in awards, bursaries and scholarships allocated to self-identified Indigenous graduate students.
 - More than \$1.6 million in awards, bursaries and scholarships allocated to self-identified Indigenous undergraduate students.
- More than \$2.6 million in new tri-council and non-tri-council Indigenous-focused research grants, programs and projects.
- \$50,000 awarded internally under the *ii' taa'poh'to'p* Intercultural Grant Program, bringing the total allocated to \$210,000 in support of 21 projects since 2018.
- 2,008 registrants participated in Courageous Conversations lecture series hosted by the Office of the Vice-Provost (Equity, Diversity and Inclusion), featuring Indigenous scholars as panellists or keynote speakers.
- 1,342 individuals attended the Indigenous teaching series hosted by Office of Indigenous Engagement, including 851 participants for the Indigenous public knowledge lecture series and 491 participants for the Elders' teaching series.

- 534 individuals engaged in special dialogues hosted by the vice-provost (Indigenous engagement), including 246 for a reflective sharing circle on the discovery of unmarked graves at residential school sites and 288 for a national dialogue on Indigenization in Canadian universities.

- UCalgary has created space for two new Tier II Canada Research Chairs in Child Wellbeing, a partnership between the Faculty of Social Work and Werklund School of Education, bringing total number of active Indigenous-focused research chairs to five.

Call to Action

We call upon our community members to adopt a constitution of “sanctified kindness”¹ towards all our relations, opening a relational and reciprocal space for Indigenous voices and the respectful inclusion of Indigenous knowledge systems in innovative teaching, experiential learning and community engagement, and the co-creation of knowledge through community-based research.

¹ From the oral teachings of Piikani Elder Dr. Reg Crowshoe, Hon. LLD'01.



Revitalizing **Ways of Doing**

Enabling a mindful practice of inclusivity in ways of doing requires a recognition of systemic racism, often invisible in neocolonial institutions and Eurocentric societal structures. Our ongoing challenge, therefore, is to understand power and privilege embedded in institutional structures so that we can work together to overcome these barriers in our policies, procedures and practices.

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



Revitalizing Ways of Doing: **Annual Highlights**

- The Faculty of Graduate Studies launched a respectful process for the inclusion of Indigenous Elders and Knowledge Keepers on graduate supervisory committees.
- The Office of the Registrar implemented a new Indigenous Admissions supplementary process that includes faculty-specific admissions committees and expanded bridging programs, enabling Indigenous students to reclaim their traditional names on their UCalgary student records.
- Through the Office of Vice-Provost (Indigenous Engagement), Indigenous student, staff and faculty voices were included in several in-depth university policy reviews.
- Under the Office of Research Services, the Indigenous Research Support Team completed a review of the research ethics application and put forth recommended changes, enabling the inclusivity of Indigenous research protocols, policy and practices.
- Through the Office of the Deputy Provost, Indigenous faculty were consulted on revisions to the New Faculty Handbook, focusing on criteria for tenure, promotion, merit and assessment.
- The Office of the Vice-Provost (Student Experience) created an “ethical space” to ensure inclusivity of Indigenous voices in the decision-making processes for policies, procedures and practices; to identify and reduce barriers; to enhance the overall Indigenous student experience; and to engage Student and Enrolment Services staff and faculty in intercultural capacity-building.
- The Office of the Vice-Provost (Teaching and Learning) shared new guidelines and recommended protocols for recording Traditional Knowledge Keepers and Elders in classroom-based learning environments, developed in partnership with the Teaching and Learning Committee of the General Faculties Council and the Office of Indigenous Engagement.

- The Teaching and Learning Committee of the General Faculties Council revised its terms of reference to include a voting member appointed by the Office of Indigenous Engagement.

Call to Action

We look to student, staff and faculty leaders to continue addressing systemic racism by ensuring Indigenous voices are included in decision-making structures and institutional bodies tasked with reviews, revisions, and development of new policies, procedures and practices.





Photo: Colleen De Neve

Reigniting **Ways of Connecting**

Campus Community efforts to maintain and enhance our engagement with Indigenous communities have been challenged by the COVID-19 pandemic. Therefore, we have been challenged to expand our community outreach and engagement while retaining authentic and meaningful connections with the Indigenous community using virtual platforms.

Through virtual and enhanced communications, the university continued to advance its commitment to respectful, meaningful and reciprocal community-engagement events, partnerships and outreach programs.



Reigniting Ways of Connecting: **Annual Highlights**

Community engagement

- More than 395,500 impressions and 9,100 points of active engagement over 58 posts on social media.
- More than 53,000 unique visits to the *ii' taa'poh'to'p* website, an increase of approximately 14,400 from 2020.
- More than 38,200 views of 50 Indigenous-focused stories in UToday.
- 409 community members attended Campfire Chats on National Indigenous People's Day, June 21, with more than 665 additional post-event views online; this year's event focused on the Office of Indigenous Engagement Buffalo Robe.
- 335 people attended the annual *ii' taa'poh'to'p* Journey Update event on Nov. 26, 2020.
- More than 160 people participated in a screening and panel discussion of the documentary *nîpawistamâsowin: We Will Stand Up*, hosted by Werklund School of Education in collaboration with the National Film Board of Canada.
- UCalgary's participation in the Canadian pilot cohort for the Carnegie Foundation's Community Engagement Classification was deepened by the guidance of Piikani Elders Dr. Reg and Rose Crowshoe, co-creating a parallel process to explore community engagement through Indigenous perspectives.
- Nickle Galleries expanded its collection to include Indigenous art by Bruno Canadien (Deh Gah Got'ı: Kôé, Deh Cho Region, N.W.T.) and the late Dr Joane Cardinal-Schubert, R. C. A.
- Archives and Special Collections began collecting literary works by Indigenous writers from Canada with an emphasis on the Canadian West.

Community Outreach

- More than 90,000 individuals were reached through targeted social media advertisements as part of UCalgary's Indigenous student recruitment activity.
- 1,260 Indigenous youth participated in Ótáp ímisskaan: Indigenous Youth Leadership Program.
- More than 300 teachers took part in curriculum-development workshops over 15 meetings covering four key topics on STEM-based (science, technology, engineering, mathematics) programming offered by Minds in Motion under the Faculty of Kinesiology and the Schulich School of Engineering.
- More than 300 Indigenous applicants to UCalgary were contacted and supported through focused call campaigns.
- More than 125 Indigenous and non-Indigenous youth and adults participated in 14 Indigenous-focused workshops offered by the Cybermentor program through the Schulich School of Engineering, engaging the community in Indigenous STEAM knowledge systems.
- More than 85 Indigenous recruitment engagements were held in communities or virtually across Alberta and beyond, contributing to a 13.6% increase in undergraduate self-identified Indigenous applicants and to the welcoming of 225 new undergraduate self-identified Indigenous students to our campus community.

Call to Action

We call upon student, faculty, staff and leadership teams to enhance community-engagement efforts to build high-impact and culturally relevant partnerships with Indigenous communities through innovative academic and non-academic programming.



Re-envisioning **Ways of Being**

The discovery of many unmarked graves of Indigenous children buried on or near residential school sites has shed truth and light on Indigenous peoples' experiences and the lifelong and generational legacy of the residential school system as well as the ongoing state of colonization in Canada. It is imperative that all members of the campus community continue to engage in learning opportunities that deepen our understanding to help shape our collective journey towards transformative reconciliation in a good way.

Over the past year, the campus community has offered numerous meaningful learning opportunities for students, faculty and staff to learn more about Indigenous peoples' history, culture and lived experiences while increasing intercultural capacity through the inclusion of Indigenous perspectives in teaching, learning, research and community engagement.



Re-envisioning Ways of Being: **Annual Highlights**

Representation

- 275 Indigenous students graduated from the University of Calgary in Fall 2020/Spring 2021, bringing the total number of self-identified Indigenous alumni to approximately 2,700.
- 3.3% of the student population (graduate and undergraduate) self-identified as Indigenous, an increase from 3.2% in 2020, marking a steady upward annual trend.
- 1.52% of current faculty and staff self-identified as Indigenous employees; and 1.28% of current academic staff self-identified as Indigenous, up from 1.21% in 2020.
- The Ptarmigan Charitable Foundation created a \$1-million endowment to support two annual entrance scholarships recognizing academic excellence in Indigenous undergraduate students.

Intercultural Capacity

- 4,689 individuals engaged in UCalgary learning opportunities to deepen understanding about the impact of residential schools in recognition of the National Day for Truth and Reconciliation.
 - 2,219 participants watched the flag-lowering ceremony hosted by Office of the President on the morning of Sept. 30, 2021.
 - 1,820 individuals participated in online events offered by the Office of Indigenous Engagement in partnership with the Calgary Public Library, including more than 820 participants for an Indigenous writers' panel and more than 1,000 viewers for the screening of the film *Monkey Beach*.
 - 650 attendees participated in special Orange Shirt Day learning opportunities hosted by UCalgary's faculties.

- 288 students participated in cultural workshops hosted by Writing Symbols Lodge.
- 155 staff, students and community affiliates participated in the Indigenous Relations Leadership Program.

- 496 UCalgary students, faculty and staff completed Indigenous-focused intercultural capacity training workshops offered through Human Resources.

Call to Action

We call on the campus community to commit to seeking a greater and deeper understanding of Indigenous peoples' perspective on history and to create space for Indigenous voices through mindful recruitment and retention, and meaningful engagement of Indigenous people in all aspects of the institution, including governing bodies, leadership, faculty, staff and students.

Renewing Our Vision

Renewing our vision requires rekindling strong, compassionate community engaged partnerships founded on a spirit of sanctified kindness.

Innovative Research Partnerships — Select Highlights, 2021

Partnerships made rich with deep connection and consultation with Indigenous communities is weaving new perspectives informed by Indigenous insights into our research practices. These relationships are helping us all move forward with promise, hope and compassion for the sake of future generations.

- **Dr. Jennifer Markides**, PhD, Werklund School of Education — Holistic Well-Being of Indigenous Youth, in partnership with Peace Wapiti and Fort Vermillion school divisions, supported by Pembina Pipeline Corporation.
- **Dr. Stephanie Peacock**, PhD, Faculty of Veterinary Medicine — Confronting ecological models with scientific, local, and Indigenous knowledge to understand the role of disease in wildlife declines, supported by the Natural Sciences and Engineering Research Council of Canada (NSERC).
- **Dr. David Eaton**, PhD, Faculty of Science — Water Quality and Unconventional Resource Development: Partnering with remote Indigenous communities to create a mentorship pipeline, supported by NSERC.
- **Mauricio Soto Rubio**, School of Architecture, Planning and Landscape — Examining Indigenous Housing in Alberta: Technology, Culture, and Sustainability, in partnership

with Swan River First Nation and supported by the Social Sciences and Humanities Research Council (SSHRC).

- **Dr. Lynden Crowshoe**, MD, Cumming School of Medicine — First Nation-Led Integrated Primary Care Coordination for COVID-19 Testing, Isolation, and Tracking, supported by the Foundation for Advancing Family Medicine.
- **Dr. Carla Ginn**, PhD, Faculty of Nursing — Connection to identity/ancestry, community, land, and spirituality: Exploring individual, family, and community wellbeing within the Métis Nation of Alberta (MNA)-Region 3, supported by the Canadian Institutes of Health Research (CIHR).
- **Dr. Pamela Roach**, PhD, Cumming School of Medicine — Enhancing Indigenous Health as a result of the COVID-19 Pandemic: Developing Indigenous Patient Experience Indicators of High Quality Virtual Primary Care, supported by CIHR.

Campus Community — Select Annual Highlights

The realization of *ii' taa'poh'to'p* requires patience, dedication, ongoing dialogue and thoughtful reflection. Reconciliation will be an ongoing process for many years — perhaps even generations. The University of Calgary is committed to coming together to make this journey. Throughout this past year, we've taken important steps as we walk the path to reconciliation.

- **UCalgary** hosted numerous learning events and memorial tributes, including a flag-lowering ceremony and a Night Light Tribute that included Every Child Matters imagery projected on select buildings in honour of the first-ever National Day for Truth and Reconciliation.
- **Writing Symbols Lodge** hosted a modified Indigenous graduation ceremony that respected COVID-19 protocols while honouring graduates from 2020 and 2021 who were gifted special UCalgary blankets and beaded medallions.
- The **Office of the Vice President (Research)** appointed Dr. Michael Hart, PhD, as associate vice-president (Research for Indigenous Engagement) to provide transformative guidance on Indigenous perspectives, protocols and inclusivity in Indigenous research.
- The **Office of the Provost** launched the UCalgary Teaching Award for Indigenous Ways of Knowing, recognizing outstanding contributions in support of reconciliation, decolonization, Indigenous engagement and transformation in academic courses and programs.

- The **Faculty of Arts, Department of Archaeology** and Old Sun Community College received a Calgary Heritage Award for Advocacy and Volunteerism for the Siksika Archaeology Field School.
- The **Office of Indigenous Engagement** was gifted a ceremonial Buffalo Robe by Piikani Elder Dr. Reg Crowshoe, Hon. LLD'01, depicting cultural symbols that share the ongoing storied journey of *ii' taa'poh'to'p*.
- **Werklund School of Education** faculty members Dr. Yvonne Poitras Pratt, PhD, and Dr. Patricia Danyluk, PhD, received the prestigious Alan Blizzard Award from the Society of Teaching and Learning in Higher Education in recognition for their work in Indigenous programming and reconciliation through education.

- **Faculty of Arts** Sociology faculty member, Dr. Cora Voyageur, PhD, was named Killam Annual Professor in recognition of her outstanding scholarly achievements in research, teaching and community engagement at the national and international level.

Archaeological Field School
at Blackfoot Crossing



Faculty Annual Highlights

Supporting two very different cultures as they walk together requires support from all of us. Across our faculties and units, we are finding new ways to foster authentic and meaningful connection, deepening our understanding of Indigenous knowledge and wisdom, and working together with integrity, moral strength and communal spirit. It is all part of UCalgary's commitment to work together with Indigenous communities in a good way.

- **Continuing Education** — established a \$200,000 project fund to support the creation and implementation of a comprehensive non-credit professional-development certificate program focused on Truth and Reconciliation.
- **Cumming School of Medicine (CSM)** — launched the Practical Leadership for University Scholars (PLUS) 4: Reconciliation Leadership Foundations program for leaders in CSM and Alberta Health Services interested in incorporating the Truth and Reconciliation Commission's Calls to Action into their work, with two cohorts (40 participants) having completed the program to date.
- **Haskayne School of Business** — offered two training sessions for our faculty and staff entitled Moving Towards Reconciliation at Haskayne to explore the diversity of Indigenous people in Canada, address common misconceptions and learn how we can all contribute to the movement towards reconciliation.
- **Faculty of Arts** — to further Indigenization in the academy, the faculty recruited Métis scholar Dr. Erin Sutherland, PhD (Art/Museum and Heritage Studies), and Two-Spirit, Ojibwe scholar Dr. Joshua Whitehead, PhD (English).
- **Faculty of Graduate Studies** — consulted with Traditional Knowledge Keepers, graduate students and faculty members to create a respectful process for the inclusion

of Indigenous Elders and Knowledge Keepers on graduate supervisory and examination committees, as well as the incorporation of ceremony in graduate-student candidacy and final oral examinations.

- **Faculty of Kinesiology** — supported the Be Fit for Life Centre to expand physical activity resources (such as stories) and support for the Indigenous community connecting language and culture with physical movement.
- **Faculty of Nursing** — hosted a Truth and Reconciliation event, offered an Indigenous-led immunization clinic for Indigenous seniors, commissioned a mural by Blackfoot artist Kalum Teke Dan in honour of missing and murdered Indigenous women, and created an Indigenous student bridging program in partnership with Old Sun Community College.

- **Faculty of Law** — hired a First Nations faculty position and a dedicated Indigenous Student Advisor, in addition to updating the Indigenous Student Admissions Process and ensuring completion of the Law Society of Alberta's Indigenous-awareness program for all newly admitted students.



Faculty Annual Highlights (*continued*)

- **Faculty of Science** — obtained a federal government grant to bring together scientific and traditional knowledge in the Alberta Rockies for Stoney Nakoda youth to help address the Nation's need for an accessible and culturally connected understanding of natural sciences.
- **Faculty of Social Work** — incorporated Indigenous visioning with the development of the faculty's new strategic plan and hired an Indigenous scholar as director of the Indigenous Social Work Circle and Lodge to engage and support Indigenous students in Social Work.
- **Faculty of Veterinary Medicine** — delivered online interactive veterinary medicine sessions to Nakoda Elementary and

Morley Community High School youth as part of an ongoing partnership; shared a Doctor of Veterinary Medicine student-developed animal health website for Morley youth to explore that incorporates Stoney Nakoda language.

- **School of Architecture, Planning and Landscape** — partnered on the Taza project, sponsored by Canderel, exploring ways in which digital-design tools and advanced fabrication technologies provide new ways for Indigenous communities to co-create the production of their own built environments while providing pathways to design-based professional education and careers for Indigenous youth.
- **The School of Public Policy** — offered students in the Master of Public Policy and Sustainable Energy Development

programs a two-day workshop on Indigenous relations and hosted a series of webinars on meaningful engagement of Indigenous peoples in resource development.

- **Schulich School of Engineering** — welcomed Jessica Bekker, an Indigenous engineer from Piikani Nation (Treaty 7), as the faculty's new Chair in Indigenous Perspectives in Engineering.
- **Werklund School of Education** — created a short documentary film titled *The Elders' Room*, written and directed by Werklund Critical Youth Studies Research Professor Dr. Shirley Steinberg,

PhD, in partnership with Kainai High School students and Elders, receiving 14 international awards at various international film festivals around the world.



Looking forward to renewal

As we begin to reflect on the world around us and the way we relate to all living beings within, we have an opportunity to reimagine and revisit our individual and collective journey towards transformative reconciliation, as guided by *ii' taa'poh'to'p*.

Special Projects on Anti-racism and Reconciliation

We are all needed to lend our voices and actions to support a world where racism is not tolerated. Through education and increased awareness, we ask that everyone stand together for a world where Indigenous culture, knowledge and tradition is embraced and where Indigenous people are welcomed.

- **Anti-racism videos** — led by Dr. Michael Hart, PhD, vice-provost (Indigenous engagement), and Dr. Gabrielle Lindstrom, PhD, educational development consultant (Indigenous Ways of Knowing) with the Taylor Institute for Teaching and Learning, this project, funded in part by the Alberta Opportunities Grant, includes four short videos on Indigenous experiences with racism, accompanied by educational workshops.
- **What Does Reconciliation Mean to You?** — led by Dr. Liza Lorenzetti, PhD, of the Faculty of Social Work, and Dr. Patricia Danyluk, PhD, of the Werklund School of Education, this project invited people to submit three- to five-minute videos addressing one of the themes of transforming knowing, doing, connecting or being.
- **Are You an Ally?** — led by Dr. Adam Murry, PhD, assistant professor in Indigenous psychology, Faculty of Arts, Department of Psychology, this project explores the concept of allyship by quantifying the traits of allyship and how a better understanding of allyship can help both the groups who need it most and the people who want to be allies.

Standing Call to Action for the Campus Community

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

This year, more than 10,400 faculty, staff, students and community members took part in Indigenous-focused educational, cultural and community events offered by UCalgary.

We thank you for your commitment!

Five-year Visionary Goals (2018 - 2022)



Ways of Knowing:

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



Ways of Doing:

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



Ways of Connecting:

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



Ways of Being:

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

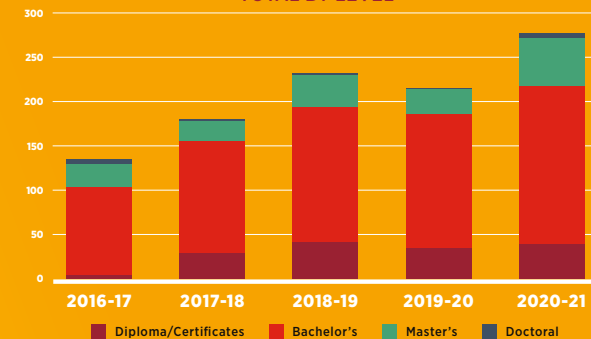
Congratulations to the 2021 *ii' taa'poh'to'p* Grant Recipients

These grants are awarded to projects designed to increase the intercultural capacity of the campus community about Indigenous peoples' lived experience and perspectives on history, culture and knowledge.

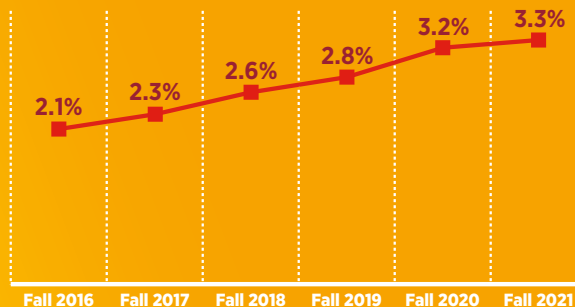
- Shannon King and Karen Chown, **Human Resources**, Towards Reconciliation eLearning — development of an online, self-directed learning module offering an introductory-level seminar to UCalgary employees on Indigenous history and perspectives in Canada.
- Dr. Aubrey Hanson, PhD, **Werklund School of Education**, Books to Build On: Indigenous Literatures for Learning — enhancement of a web-based project focused on promoting the inclusion of Indigenous literature as teaching and learning resources and engaging educators in complementary curriculum-development workshops.
- Alexandra Kanter, **Indigenous Research Support Team**, Reconciliation and Research Administration: A Series of Collaborative Learning Resources for the Research Services & Vice-President (Research) Offices.
- Holliston Logan, **Indigenous Health Program**, Cumming School of Medicine, Power to Choose: Indigenous STEM Content Training and Development — engaging educators and professionals in training programs to increase knowledge and competency in relation to Indigenous knowledge systems and arts-based STEM (science, technology, education, mathematics) education.
- Anita Malekian, **Schulich School of Engineering**, Water Movement — a collaborative, community-based research project to help understand the histories and world views of Indigenous peoples and the importance of connection to land and water.

Key Indicators

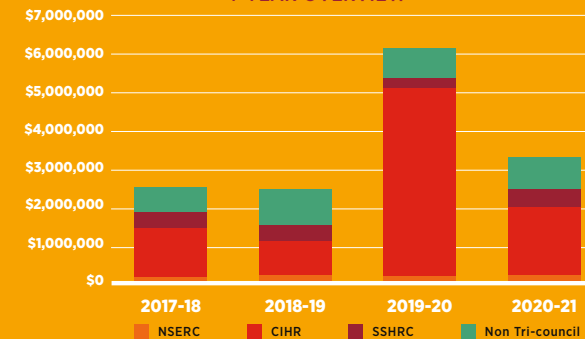
INDIGENOUS DEGREES, CERTIFICATES AND DIPLOMAS
TOTAL BY LEVEL



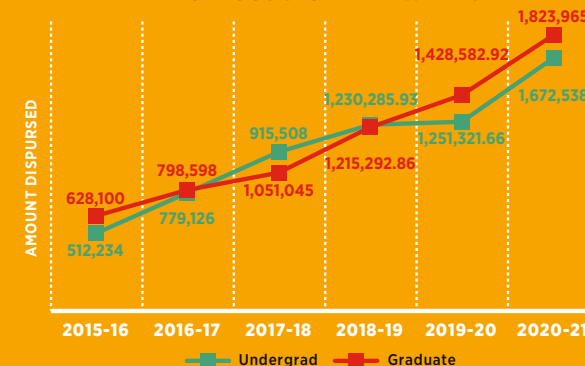
INDIGENOUS STUDENTS AS
% OF TOTAL UNIVERSITY OF CALGARY STUDENTS



TOTAL RESEARCH FUNDS
4-YEAR OVERVIEW



INDIGENOUS STUDENT AWARDS



National Day for **Truth** and **Reconciliation**

Reflections on a New Holiday

On the eve of the first ever
national day for truth and reconciliation,
I spent almost all day in bed
then stayed up all night until sunrise
and took a sleeping pill at 7:30 am
to sleep through a day I don't know if I can face

when I wake up at noon
I log in to a webinar
and sit on the balcony
drinking tea with nisimis
as we listen to

Lee Maracle
Richard Van Camp
Eden Robinson
and Michael Hart

sharing their wisdom
through stories

and somehow
the pain
gets easier to bear
knowing that I am not carrying it alone

kinanaskomonitinawow kahkeyo ekosi pitama,
Meghan Eaker

every
child
matters

ORANGE
SHIRT DAY

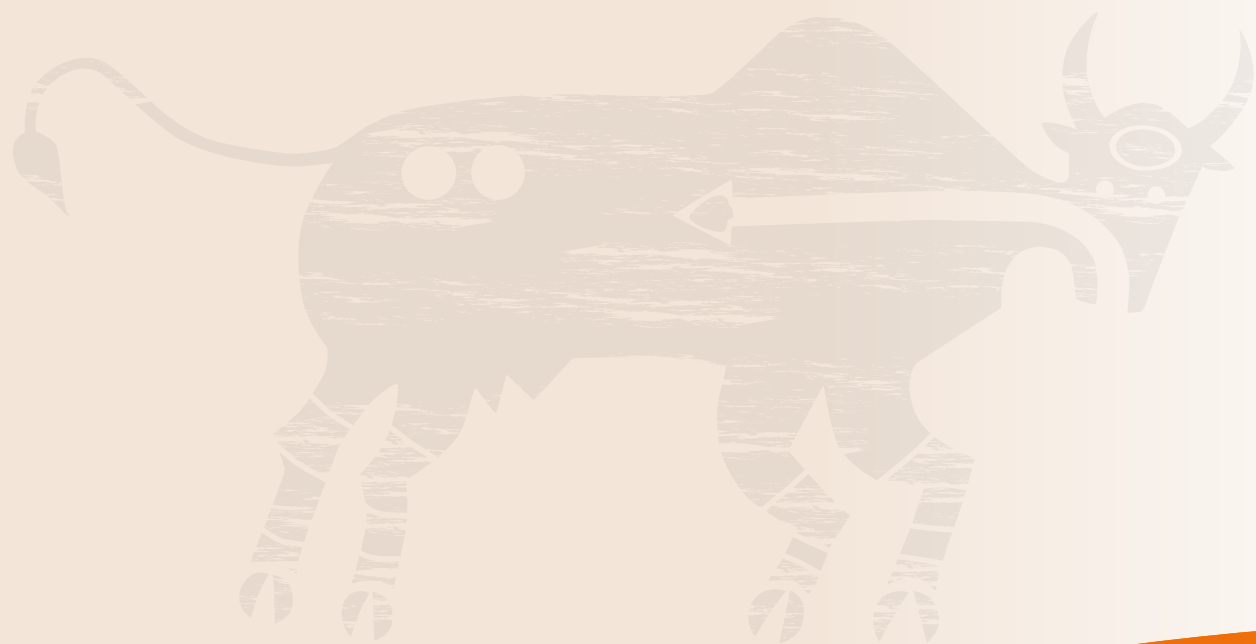


In Memoriam

Dr. David Lertzman, PhD (1961-2021)

Haskayne School of Business





Buffalo image gifted to *ii' taa'poh'to'p*
by Amelia Crowshoe



GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE
Report to General Faculties Council
for the meeting held November 24, 2021

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

Nominations for Election by GFC of Two Academic Staff Members to an Advisory Selection Committee for a Director of the School of Public Policy

In response to a concern, the EC discussed why the appointment of a Director of the School of Public Policy closely follows the Procedure for the Appointment and Reappointment of Deans. Following this discussion, it was decided that the EC would proceed with its nomination work, in order that a ballot can be ready for the December 9, 2021 GFC meeting, and that the President of the Faculty Association and the Provost and Vice-President (Academic) would meet about this appointment process as soon as possible.

The Committee then named, in rank order, academic staff members to be approached by the University Secretariat to stand for election to an Advisory Selection Committee for a Director of the School of Public Policy. If the election goes ahead, four nominees will be presented for the election of two by a GFC electronic vote to be held immediately after the December 9, 2021 GFC meeting.

Nominations for Appointment of One Academic Staff Member to the Academic Staff Criteria and Processes Working Group

The EC discussed that making appointments 'with due consideration to the University's commitment to Equity, Diversity, and Inclusion' is difficult, noting that women are often chosen for service because they are more easily identifiable than, for example, persons with disabilities. It was reported that the Office of Equity, Diversity and Inclusion is working on gathering data about persons at the University who identify as part of an equity seeking group, and that it is possible that this might result in appropriately-usable information for the EC's appointment work in the future.

The Committee named, in rank order, academic staff members to be approached by the University Secretariat to serve on the Academic Staff Criteria and Processes Working Group. The first individual to agree to serve will be deemed appointed by the Committee.

Note: After the meeting, Rachid Ouyed, Faculty of Science, agreed to serve.

Review of the Draft December 9, 2021 GFC Agenda

The EC reviewed the draft agenda for the December 9, 2021 GFC meeting.

Following discussion, it was decided to postpone the Universal Student Ratings of Instruction (USRI) Working Group Recommendations Report discussion item to a future GFC meeting because there is an ongoing grievance potentially relating to this subject.



**ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Report to General Faculties Council (GFC)
for the meetings held on November 1 and November 22, 2021**

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

November 1, 2021

Approval of the Schulich School of Engineering Indigenous Student Admissions Pathway Program

The APPC reviewed the proposal for the Schulich School of Engineering (SSE) to create an Indigenous Student Bridging Pathway which allows Indigenous students to complete up to four foundational courses to meet the admission requirements for direct entry into the engineering common core program.

The APPC learned that the Indigenous Student Bridging Pathway aims to reduce barriers and increase access to engineering programs for Indigenous students and will provide funding, mentorship, cultural and academic supports for Indigenous students.

The APPC discussed the positive impacts the SSE Bridging Pathway will have for Indigenous students, and suggested the SSE establish additional mentorship opportunities with practising engineers.

The APPC approved the creation of an Indigenous Student Bridging Pathway in the SSE.

Approval of the Faculty of Nursing Indigenous Community Entry Route and Rural Community Entry Route

The APPC reviewed the proposals from the Faculty of Nursing to create an Indigenous Community Entry Route and a Rural Community Entry Route for admission into the Bachelor of Nursing (BN).

The APPC learned the Rural Community Entry Route expands on a pilot program in partnership with Alberta Health Services (AHS) to offer the BN program in remote communities to address nursing shortages and is currently being offered at one site in Wainwright, Alberta.

The APPC learned the Indigenous Community Entry Route is also being piloted in partnership with AHS, Old Sun Community College and the Siksika Nation to provide greater access to the BN program in Indigenous communities.

The APPC discussed the consultation process and the limited eligibility for the Indigenous Community Entry Route. The APPC approved the Indigenous Community Entry Route as a pilot and determined that additional consultation with the Office of Indigenous Engagement needs to occur before expanding the admissions route to other communities and considering this as a permanent entry route.

The APPC approved the Faculty of Nursing Rural Community Entry Route.

Approval of Changes to the Undergraduate Admission Requirements Section A.5.3.1 Transfer Admission Requirements

The APPC reviewed the proposed changes, which clarify that courses taken after Winter 2021 that are evaluated with an alternate grading system cannot be used to meet specific required courses for transfer admissions and non-specific courses assessed with an alternate grading scale can be used towards transfer credit.

The APPC learned that the changes are applicable to students applying for admission from other institutions to the University of Calgary, and separate exemptions for internal transfer admissions will be submitted by the Faculties to the Calendar and Curriculum Subcommittee for review by the end of the Fall 2021 term.

The APPC approved the changes to the Undergraduate Admission Requirements Section A.5.3.1 *Transfer Admission Requirements*.

Interdisciplinary Science and Innovation Centre General Space Program

The APPC was provided an update on the finalized general space program for Interdisciplinary Science and Innovation Centre (ISIC). The Associate Vice-President, Facilities Development reported the ISIC will provide approximately 8,200 square metres of space that will support life sciences research.

MacKimmie Complex Redevelopment Blocking and General Space

The APPC was provided an update on the MacKimmie Complex Redevelopment Blocking and General Space Program. The Associate Vice-President, Facilities Development reported on the changes between the 2018 and 2021 plans.

November 22, 2021

Approval of the Creation of the Doctor of Nursing

The APPC reviewed the proposal for the Faculty of Nursing to create a Doctor of Nursing (DN) program. The APPC learned that the DN will be the first program of its kind in western Canada and will prepare students for senior roles in healthcare organizations. The APPC also learned how the DN differs from the PhD program, including that the DN will primarily focus on developing skills in healthcare innovation and leadership.

The APPC discussed the criteria for mentor selection, and the admissions criteria for the DN and admissions processes within the Faculty of Nursing to ensure diverse accessibility to the program. The APPC provided several suggestions to address equity, diversity and inclusion in the proposal and Indigenous ways of knowing and doing to clearly reflect the University's commitment to inclusive practises and *ii' taa'poh'to'p*.

The APPC postponed approval of the proposal and requested revisions be made before it is brought back to the APPC for approval at a future meeting.

Annual Report of the Student Ombuds

The Vice-Provost (Student Experience) and the University Ombuds provided a report on the business of the Student Ombuds Office (SOO) for the 2020-2021 academic year, highlighting the function of the SOO, the SOO's partnerships with other units on campus and an overview of the trends in case distribution and volumes.

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 November 16, 2021

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

Pilot Plan: Equity, Diversity and Inclusion (EDI) in Research and Teaching Awards

The TLC received a presentation on the Pilot Plan for EDI in Research and Teaching Awards, and heard that the Plan:

- Is a joint initiative of the Vice-Provost (Equity, Diversity and Inclusion), Associate Vice-President (Research), and Vice-Provost (Teaching and Learning), and that the Plan was developed by a diverse drafting committee
- Is structured to identify barriers to prizes and awards and to address recommended practices through the nomination process, and is organized into two broad categories: EDI in talent identification and the applicant pool, and EDI in selection methods
- Will be complemented by a two-page guide that will summarize the barriers to prizes and awards, and will set out recommended practices that can be followed by nominators, nominees and selection committees
- Is now launched and feedback will be collected. Simultaneous to the piloting of the Plan, a broad consultation process is underway.

The TLC discussed that:

- It is important to identify the University's shortcomings in the processes relating to equality in prizes and awards
- The University needs to have a more diverse population, which will lead to more diversity in prizes and awards
- Issues such as unfairness and bias are not unique to the prizes and awards system, and impact career progression
- Awareness of opportunities for prizes and awards could be increased by communication efforts within the Faculties
- Service is a component of academic work that is rarely recognized, and perhaps some awards in this area could be created

In response to questions, it was reported that:

- An EDI Strategic Plan is in development for the University
- The drafting committee studied the practices at other institutions when developing the Plan

Indigenous Guiding Principles for Curriculum Development Projects

The TLC received a presentation on *Ethical Space of Engagement in Curriculum Development Processes: Indigenous Guiding Principles for Curriculum Development Projects*, which is intended to be used to help support,

guide and inform curriculum review and development projects across the University. The presenter highlighted that:

- A key recommendation in the Indigenous Strategy, *ii'taa'poh'to'p*, is to decolonize and transform the University's academic programs and curriculum
- The four guiding principles set out the core values that should be followed when undertaking curriculum review and development projects. These are linked to Indigenous ways of knowing, being, connecting and doing, and include thoughtful self-reflection, ethical relationship building, and respectful dialogue
- It is necessary to develop transformative, parallel processes and that Indigenous lifeways should be reflected in the curriculum
- A Circle of Advisors was consulted during the development of the guiding principles, and they will be consulted again in December for additional feedback and Indigenous validation

The TLC discussed that:

- Everyone at the University can contribute to meaningful change. Transformation will happen as the capacity for dialogue and the confidence of individuals increase.
- The curriculum development specialists in the Taylor Institute can assist Faculties, in addition to the Educational Development Consultant for Indigenous Ways of Knowing

In response to questions, it was reported that:

- The guiding principles provide guiding questions for self-reflection during the curriculum review and development process, and how Faculties operationalize this will differ
- The Office of Indigenous Engagement can advise on the protocols for connecting with Elders

COVID-19 Updates (Round Table)

The TLC was given an opportunity to talk about matters relating to COVID-19 and teaching and learning, and discussion included that:

- There is a noticeable shift from emergency remote teaching to moving forward with more permanent blended and online models
- The majority of students wish to maintain at least some online components in their learning
- The Winter 2022 semester will present some new challenges, including that some students will be delisted from courses as a result of the vaccine mandate, and some challenges have not even been identified yet
- During the COVID-19 period, students have missed out on normal classroom experiences such as being taught by guest speakers
- There is awareness that students and instructors are feeling pressure at this time, and some Faculties have introduced flexibilities such as extraordinary opportunities for deadline extensions

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.



RESEARCH AND SCHOLARSHIP COMMITTEE

Report to General Faculties Council for the meeting held November 18, 2021

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

Quantum City

The RSC received a presentation on quantum initiatives at the University, and heard that:

- The University has excellence in quantum research, including the Institute for Quantum Science and Technology and partnership in the Quantum Alberta Consortium, and because quantum is currently an area of investment at the provincial and federal levels the University is positioned to grow its quantum enterprises
- Quantum science includes focus areas of Quantum Optics, Quantum Sensing, Molecular Modelling, Nanotechnology, Quantum Information, Quantum Communication, and Quantum Computing
- In June 2021, the University, government of Alberta, and technology company Mphasis announced the launch of the Quantum City initiative, which is a partnership that has the potential to create jobs, grow and diversify the local economy, provide experiential learning programs, stimulate research, and create a hub for the commercial development of quantum technologies in the University Innovation Quarter
- Funding has been secured to hire two Canada Research Chairs, in Quantum Chemistry and Quantum Machine Learning
- Quantum-related Masters degree programs are currently being developed by the Schulich School of Engineering

In response to questions, it was reported that:

- Quantum initiatives are far reaching, and include applications to health data, petroleum engineering, energy systems, telecommunications, and cybersecurity
- The quantum initiatives fit with several of the areas of focus of the University's Growth Through Focus plan

The RSC discussed that recently announced Calgary-based ventures, including an Amazon Web Services Regional Data Center and an RBC Innovation Hub, may recruit from the University's graduates.

Pilot Plan: Equity, Diversity and Inclusion (EDI) in Research and Teaching Awards

The RSC received a presentation on the Pilot Plan for EDI in Research and Teaching Awards, and heard that:

- The Plan is a joint initiative of the Vice-Provost (Equity, Diversity and Inclusion), Associate Vice-President (Research), and Vice-Provost (Teaching and Learning), and the Plan was developed by an inclusive drafting committee

- The Plan is structured to identify barriers and address recommended practices through the stages of the awards nomination process. The application pool should be diverse and there should be EDI in the selection process too. All of the University's committees working on awards, research and teaching-related, should be following these inclusive practices.
- There is an accompanying Guide to the Plan, which summarizes the challenges at all stages of the awards cycle, and sets out practices that can be enacted by nominators, nominees and selection committees
- The Plan has launched as a pilot, and is now undergoing a broad consultation phase in order that improvements can be made

In response to questions, it was conveyed that:

- The University's hiring practices must also be inclusive
- External stakeholders are asking how the diversity of the University's population compares to that of Calgary, which is known to be a relatively diverse city, and the broader society. Census data makes these comparisons possible.
- The Canada Research Chairs program provides best practices guidelines for equitable, diverse and inclusive hiring, and these guidelines also speak to the need to consider EDI in recognizing excellence. The Centre for Global Inclusion has established Global Diversity, Equity & Inclusion Benchmarks: Standards for Organizations Around the World, and the Canada Research Chairs program refers to this.
- Reverse discrimination is feared, and so it is important to be clear that promoting EDI in awards means that everybody should be included

The RSC discussed that:

- The awards process has great potential for there to be issues with EDI, and so it is applauded that the University is prioritizing focus on the best practices in this area
- Purposeful efforts toward EDI in awards and other areas will be a journey
- Some systemic barriers to awards success can be structural (e.g. access to daycare) and not social (e.g. bias)
- There is opinion that implicit bias training and the setting of quotas can have unintended negative impacts, and so any methods used to improve the University's systemic inequities must be carefully and deliberately chosen
- There may be discipline-specific factors impacting the inclusivity of some awards
- Some equity seeking groups, such as women or racial minorities, are easier to identify than others, and so guidelines for how to include less visible groups are needed
- It is important for the membership of selection committees to be diverse as well

Senate Report for General Faculties Council

Meeting date: 18 September 2021

Report prepared and submitted by: Jeffrey Priest, 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 September 22, 2021.
5. Vote to approve Senate Committee Chairs and Vice Chairs for 2021-2022
6. Chancellor Yedlin made remarks about delight with in-person Convocation this week
7. Vice-Chancellor Ed McCauley remarks included details of Social Impact fund, Convocation (including thanks to those involved in making it a success), and UCalgary signing Scarborough Charter (to address anti-Black racism and foster Black inclusion), followed by Q&A
8. Cross-Committee Collaboration Breakout Rooms, to foster discussions across Senate members and sharing of ideas to improve function of senate.
9. Natasha Kenny presented UCalgary 2021 United Way Campaign and encouraged Senate members to actively engage in raising awareness and contributing.
10. Craig Jenne presented a COVID-19 update titled 'Past, Present and Future' that highlighted UCalgary success in developing protocols, techniques, etc. and its role in leading the way in pivoting to help deal with COVID -19.
11. Other business and roundtable: Kate Hume's last day is September 24th, and the Dino's season opener is the 25th.
12. Meeting adjourned at 6:10 PM.