



**GENERAL FACULTIES COUNCIL
AGENDA**

Meeting #613, February 10, 2022, 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	Gereluk ¹	Verbal	1:31
3.	Safety Moment	Van Hee ²	PowerPoint	1:33
4.	Remarks of the Chair	McCauley	Verbal	1:35
5.	Remarks of the Vice-Chair	Balser	Verbal	1:55
6.	Question Period	McCauley	Verbal	2:15
	Action Items			
7.	Approval of the January 13, 2022 Meeting Minutes	McCauley	Document	2:35
8.	Establishment of the 2022-2023 GFC Elected Membership Distribution	McCauley/Houle	Document	2:40
	Information Items			
9.	Standing Reports: a) Report on the January 26, 2022 GFC Executive Committee Meeting b) Report on the January 10 and 31, 2022 Academic Planning and Priorities Committee Meetings c) Report on the January 18, 2022 Teaching and Learning Committee Meeting	In Package Only	Documents	2:45
10.	Other Business	McCauley		
11.	Adjournment Next meeting: March 10, 2022	McCauley	Verbal	2:45

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. Dianne Gereluk, Dean, Werklund School of Education
2. Mike Van Hee, Interim Vice-President (Finance and Services) - Services



What is good Safety Leadership?

- Exhibits personal safety behaviors, and inspires others to do the same
- Demonstrates safety as a top priority by working and communicating with team members to identify and limit hazardous situations, even in the presence of other job pressures such as scheduling and costs.

Safety performance is heavily influenced by the culture, and leadership behaviours play a huge role in defining the safety culture of an organization

Six Characteristics of Safety Leaders

1. Spends Time on Safety

- safety moments
- ask if anyone has any safety concerns when appropriate
- report a hazard to Facilities or Security such as an icy patch on a sidewalk or a coyote near the daycare, and encourage your team to do the same

2. Field Presence

- get out of your office and talk with your staff about safety where they work; attend their team meetings
- participate in a safety inspection

3. Notices and Recognizes Contributions to Safety

- acknowledge staff who make contributions such as:
 - raising a safety concern
 - addressing a safety hazard in the office
 - doing a good investigation into a safety incident
 - participate on a safety team/committee

Six Characteristics of Safety Leaders



4. Holds Themselves and Others Accountable to Meet Safety Standards

- we have 7 leading indicators that we track on our EHS dashboard; hold yourself and your staff accountable to meet the safety standards that are tracked by the dashboard in the areas of:
 - Completion and closing out of incident investigations; Completion of mandatory EHS training; Completion of lab self inspections and chemical reconciliations
- Set the expectation that safety procedures and rules are followed all the time

5. Strong Communication—Both Quantity and Quality

- Communicate your safety expectations, goals, how safety issues were resolved
- Open, honest, direct style
- Two way communication—encourage staff to ask questions, raise concerns

6. Proactive

- Don't wait until there is an incident or problem and then jump into action
- Being proactive will help to avoid safety complacency

The draft Minutes are intentionally removed from this package.

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



**GENERAL FACULTIES COUNCIL
ACTION BRIEFING NOTE**

For Approval For Recommendation For Discussion

SUBJECT: Establishment of the 2022-2023 GFC Elected Membership Distribution

MOTION:

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

REQUESTED ACTION

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

KEY CONSIDERATIONS/POINTS

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

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

The general faculties council from time to time

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

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

Traditionally, this calculation is done annually. For 2022-2023, it is expected that there will be 22 members by virtue of office. There should therefore be 44 elected member seats. The Office of Institutional Analysis prepares the analysis of the data and produces a distribution of elected member seats that meets the requirements of the PSLA. Each Faculty receives a minimum of one elected member seat.

The calculations indicate that the distribution of elected academic staff member seats will not change for 2022-2023.

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

ROUTING AND PERSONS CONSULTED

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
	GFC Executive Committee	2022-01-26		X		
X	General Faculties Council	2022-02-10	X			

NEXT STEPS

Once the distribution is approved by the GFC, the University Secretariat will contact the Deans to communicate the number of academic staff member seats assigned to their Faculty and to request that elections be held as necessary.

SUPPORTING MATERIALS

1. Distribution of Elected GFC Membership, 2022-2023

DISTRIBUTION OF ELECTED GFC MEMBERSHIP, 2022-2023

Faculty	Full-time Academic Staff		Distribution of 44 Seats (2)	Distribution of 43 Seats (3)		2022-2023 Distribution of 44 Seats	Present 2021-2022 Distribution
	2020 (1)	2021 (1)	Decimalized	Decimalized	Rounded		
Arts	355	355	8.6923	8.4947	8	8	8
Cumming School of Medicine	522	501	12.2671	11.9883	12	12	12
Graduate Studies	-	-	-	-	-	1	1
Haskayne School of Business	95	100	2.4485	2.3929	2	2	2
Kinesiology	26	31	0.7590	0.7418	1	1	1
Law	29	29	0.7101	0.6939	1	1	1
Nursing	71	72	1.7629	1.7229	2	2	2
Qatar	37	43	1.0529	1.0289	1	1	1
School of Architecture, Planning and Landscape	24	28	.6856	0.6700	1	1	1
Schulich School of Engineering	174	185	4.5298	4.4268	4	4	4
Science	237	244	5.9744	5.8386	6	6	6
Social Work	44	45	1.1018	1.0768	1	1	1
Veterinary Medicine	73	74	1.8119	1.7707	2	2	2
Werklund School of Education	90	90	2.2037	2.1536	2	2	2
TOTAL	1,777	1,797	44.0000	43.0000	43	44	44

(1) Source: Human Resources, as of January 13, 2022. Number of academic staff holding Continuing, Limited Term or Contingent Term full-time appointments. Does not include anyone holding a less than full-time appointment (less than 1.00 FTE). Academic staff whose appointment with the university is full-time but is split between two faculties have not been included.

(2) Based on distribution of full-time academic staff - rounded to equal 44 seats.

(3) By granting the Faculty of Graduate Studies one seat, 43 are left to distribute. Based on distribution of full-time academic staff - rounded to equal 43 seats.

Note: The *Post-Secondary Learning Act* stipulates that the number of elected members of GFC shall be twice the number of persons who are GFC members by virtue of their offices, and that these seats shall be assigned proportionately. The number of members by virtue of their offices for 2022-2023 is 22, therefore there are 44 elected seats to be divided amongst the 14 Faculties.



**GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE
Report to General Faculties Council
for the meeting held January 26, 2022**

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

Recommendation of the Establishment of the 2022-2023 GFC Elected Membership Distribution

EC reviewed the calculated distribution of the GFC elected academic staff member seats for 2022-2023 and voted to recommend that the GFC approve the distribution.

Appointment of One GFC Member to the Senate

Following discussion, the EC appointed April Viczko, Faculty of Arts, as a representative of the GFC on the Senate, for a term until June 30, 2025 or until her time as a GFC member ends if that is sooner.

Review of the Draft February 10, 2022 GFC Agenda

The EC reviewed the draft agenda for the February 10, 2022 GFC meeting.

Following discussion, it was decided to move ahead with the GFC meeting even though it is a relatively short agenda. It was determined that the Chair and Vice-Chair's Remarks would be lengthened in order to allow for reporting on the University's pandemic response and a variety of current initiatives, and that the Question Period would be lengthened as it is anticipated that the members of GFC might have a number of questions about the remainder of the Winter semester and other matters.

Ed McCauley, Chair and Teri Balsler, Vice-Chair



ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Report to General Faculties Council
for the meetings held on January 10, 2022 and January 31, 2022

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

January 10, 2022

Approval for the Suspension of the PhD in Music Specializations in Composition, Musicology and Sonic Arts

The APPC reviewed the proposal from the School of Creative and Performing Arts (SCPA) to suspend three specializations in the Doctor of Philosophy (PhD) in Music: the Specialization in Composition, the Specialization in Musicology, and the Specialization in Sonic Arts.

The APPC learned that the suspensions were based on reduced supervisory capacity and that the three-year suspension period will allow time to review the sustainability of the specializations.

The APPC approved the three-year suspension of the specializations within the PhD in Music for the Specialization in Composition, the Specialization in Musicology, and the Specialization in Sonic Arts.

Approval for the Suspension of the Master of Music - Specialization in Conducting

The APPC reviewed the proposal from the SCPA for the suspension of the MMus Specialization in Conducting.

The APPC learned that the decision to suspend the specialization is based on limited supervisory capacity and that the SCPA will review the specialization during the three-year suspension period to determine if it can be sustainable.

The APPC approved a three-year suspension of the Specialization in Conducting within the Master of Music.

Approval of the Change in Course Requirements for the Master of Arts - Specialization in Musicology

The APPC reviewed the proposal from the SCPA to change the current course requirements for the thesis-based MA in Musicology, which reduces the required course work from 24 to 18 units.

The APPC learned that the reduction in units of course work will streamline the program, allow students to begin their thesis research earlier and align the program with other master's degree programs within the Music Division.

The APPC approved the change in course requirements for the Master of Arts (Specialization in Musicology).

Approval of the Creation of a Course-Based Master of Arts (MA) in Sociology

The APPC reviewed the proposal for the creation of a course-based MA in Sociology.

The APPC learned that the course-based MA in Sociology option will provide students with an alternate program route that is shorter in duration compared to the thesis-based program; the research component is sufficient for students to progress to a PhD; and the course-based program is eligible for the Social Sciences and Humanities Research Council (SSHRC) funding.

The APPC discussed the importance of recognizing the distinctions between Indigenous engagement and Equity, Diversity and Inclusion (EDI), and the need to address each of these principles and values separately and intentionally include information on these principles within program proposals to formally recognize the University's commitments.

The APPC recommend that amendments be made to the proposal to address Indigenous engagement and EDI separately; expand on how the Department/program and Faculty is working to advance institutional initiatives; explain how the proposed program aligns with national trends in the discipline of Sociology on matters of decolonization, globalization, equity, etc.

Due to the significant nature of the requested amendments, the APPC provisionally approved the proposal for the creation of a course-based MA in Sociology and requested the revised proposal documents be provided to the Co-Chairs for review and final sign-off.

Approval for the Revisions to the Academic Regulations Section M. Thesis Examinations of the Graduate Chapter of the University Calendar

The APPC reviewed the proposed changes to Section M. *Thesis Examinations* of the Graduate Chapter of the University Calendar, learning that the changes include the addition of an Advisory Member to the thesis examination committee to serve as a knowledge expert. The APPC also learned that the Guidelines for Examiners is being revised by the Faculty of Graduate Studies (FGS) to include specific instructions on when examiners and advisory member(s) will be present during thesis examinations.

The APPC approved the revisions to the Academic Regulations Section M. *Thesis Examinations* in the Graduate Chapter of the University Calendar.

Approval of the Addition of Section A.7 Laddered Pathway to the Graduate Chapter of the University Calendar

The APPC reviewed the proposed changes, which include the addition of a new section titled A.7 *Laddered Pathway* in the Admissions section of the Graduate Chapter of the University Calendar. The APPC learned that the changes create consistent terminology and structure for stackable credentials across graduate and undergraduate programs.

The APPC approved the addition of Section A.7 *Laddered Pathway* to be included in the Admissions Section of the Graduate Chapter of the University Calendar.

Approval of the Revisions to Section A.6 Advanced Credit of the Graduate Chapter of the University Calendar

The APPC reviewed the proposed changes to Section A.6 *Advanced Credit* of the Graduate Chapter of the University Calendar, which include clarifying information for course exemptions and distinguishes between advanced credit and course exemptions. The APPC learned that in the event of a course exemption, programs can waive requirements if the appropriate number and course topic requirements are met.

The APPC recommended an editorial change and approved the revisions to Section A.6 *Advanced Credit* in the Admissions section of the Graduate Chapter of the University Calendar.

Approval of the Revisions to Academic Regulations Section F.1.3 Flexible Grade Option (CG Grade) in the University Calendar

The APPC reviewed the proposed changes to Section *F.1.3 Flexible Grade Option (CG Grade)* in the University Calendar, which include adding the option to use the Credit Granted (CG) grade in certain graduate programs. The APPC learned that the changes would permit graduate students to elect a CG grade up to a maximum of 3 units per credential and that each program will determine if a CG grade is appropriate, and programs will not be required to implement a CG grade.

The APPC approved the revisions to the Academic Regulations Section *F.1.3 Flexible Grade Option (CG Grade)* in the University Calendar.

January 31, 2022

Approval of the Creation of the Minor in Software Engineering

The APPC reviewed the proposal for the Creation of a Minor in Software Engineering for students in the four-year Bachelor of Science Geomatics Engineering program.

The APPC learned that an evolution of the discipline of Geomatics Engineering has been occurring over the past few years, which has made it increasingly important for students in this discipline to gain software engineering skills and that the Minor has been created in response to student and industry demand.

The APPC discussed the structure of the minor, how it aligns with other minor programs offered in Engineering, the innovative curriculum, that it is positive to see the Faculty responding to industry and student demand and incorporating Indigenous engagement and EDI principles within the proposal.

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

Approval of the Creation of the Doctor of Nursing

The APPC reviewed the revised Doctor of Nursing proposal, which was first presented for consideration at its November 22, 2021, meeting. The APPC discussed the changes interweaving examples of Indigenous Engagement and EDI and expressed its thanks to the proponents for their thorough efforts to revise the proposal to reflect the Committee's feedback.

The APPC further discussed references to this being a revenue generating program, demands on academic staff and the ability for academic staff to take their research and scholarship leave, how the sustainability of a program is being assessed and monitored, funding models and budgeting processes.

The APPC approved the creation of a Doctor of Nursing.

Approval of a Dual Degree Master of Management University of Calgary and Master of Innovation Technical University of Munich

The APPC reviewed the proposal for the delivery of a Master of Management (MMgmt), University of Calgary (UCalgary), and the Master of Science (MSc), Technical University of Munich (TUM).

The APPC learned that students will complete the MMgmt in the first year of the dual degree and in the second year, students will then move on to TUM and receive credit for the first year of the TUM MSc program through

the successful completion of the MMgmt at UCalgary. It was reported that there are no changes to the MMgmt being proposed, and that this is a change to delivery only.

The APPC discussed the format of the program; why the HSB believes this will be an attractive option for students given the extended time in program and cost; the differential experience students from equity seeking groups may have in an international environment; who is accountable for students who participate in Dual Degrees; and supports in place for students through UCalgary International and reputational risk.

The APPC approved the Dual Degree delivery of the Master of Management (University of Calgary) and the Master of Science (Technical University of Munich), effective Fall Term 2022 with the condition that the program address the resources and supports that are or will be put in place to prepare UCalgary students before they begin studying at TUM and what supports will be in place should students face challenges while at TUM, in particular with Indigenous students and students from other equity seeking groups in mind.

Approval of the Creation of the Interdisciplinary Specialization in Computational Neuroscience

The APPC received the proposal for the creation of the Interdisciplinary Specialization in Computational Neuroscience, which will be hosted by Physics and Astronomy (PHAS), Faculty of Science and the Neuroscience Graduate Program, Cumming School of Medicine.

The APPC learned that the Specialization was developed by a multidisciplinary advisory team alongside the Brain and Mental Health Research Strategy to increase neuroscience capacity at the University and fill a gap to address a lack of quantitative coursework within the existing programming.

The APPC approved the creation of a Graduate Interdisciplinary Specialization in Computational Neuroscience within the MSc (thesis-based) and PhD programs in Neuroscience in the Cumming School of Medicine and a Graduate Interdisciplinary Specialization in Computational Neuroscience within the MSc and PhD programs in Physics and Astronomy in the Faculty of Science, effective Fall term 2022.

Approval of a Load Change for the Master of Public Policy

The APPC reviewed the proposal from the School of Public Policy (SPP) to change the current course load for the Master of Public Policy (MPP) from 39 to 33 units (reduction of six (6) units).

The APPC learned that these 6 units are characterized as ‘pre-program’ preparatory courses, which are required for students without the appropriate background and that these students need to successfully complete the courses (held over Fall Term block week) in order to commence the remainder of the MPP and that the SPP will instead incorporate the material from these courses into the current MPP course offerings. The SPP reviewed the rationale, in particular the challenges associated with the pre-program courses.

The APPC discussed the consultation process for the load change and the governance structure for the SPP.

The APPC approved the load change for the MPP with the condition that the SPP address the consultation process within the proposal: student, SPP governance structure, EDI and Indigenous.



TEACHING AND LEARNING COMMITTEE
Report to General Faculties Council
for the meeting held January 18, 2022

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

Curriculum Review Reports, Faculty of Arts – Department of Classics and Religion and Department of History

The TLC received presentations on the recent curriculum review reports of the Department of Classics and Religion and Department of History, and discussion included:

- Curriculum mapping is valuable as an engaging and holistically thoughtful process in addition to the resultant product of coordinated courses
- Some students do not like group course work. There are tools, such as social annotation programs and platform chat functions, that can aid in fostering effective group interactions.

In response to questions, it was reported that:

- Some faculty were hesitant to participate in the curriculum reviews, in part from concern that there could be negative assessment of some courses, but trust was built and a majority of the faculty in both Departments became engaged in the processes
- During the curriculum review process, it was determined that the Department of Classics and Religion needs to present itself externally as being a unit that engages in the anthropological and critical study of religions and not teaching religion or simply studying texts
- Persons in the Department of Classics and Religion are studying the residential schools burial sites, but care is being taken to ensure no overstep into the role of the Indigenous community in reacting to this. The Department has an Equity Diversity and Inclusion (EDI) Committee that is preparing a statement on how the Department can help in studying current matters.
- The Department of Classics and Religion will be holding a retreat after the pandemic is over, in order to further its progress after the 2014 merger of the Departments of Religious Studies and Greek and Roman Studies
- The Department of Classics and Religion attempts to incorporate writing in some form into all of its courses
- The Department of History has developed a course structure that ladders the development of skills and capacities, and this was achieved by coming to a foundational understanding of the Department's purpose

Developing a Community Report for Experiential Learning at UCalgary

The TLC learned that the Experiential Learning (EL) Plan has been in place for two years, and that a team is putting together a report to the University community that will both describe what has been accomplished and what is planned.

Discussion included:

- Barriers to EL include scheduling issues, geographical barriers, and a lack of accommodations for students with disabilities
- The scalability of EL programs can be a challenge, and it can take time to develop strong EL programs
- During this period of reduced institutional resources it can be difficult to operate EL programs, however there are some funding opportunities available
- It is desired for all students to have at least one EL opportunity, but at this time it is necessary to consider where EL opportunities are most needed
- It is optimal if an EL experience fits well with the learning outcomes of a student's program and a student's interests
- EL opportunities will be different for course-based versus thesis based graduate programs

In response to questions, it was reported that:

- Graduate students cannot count a Teaching Assistant or Research Assistant experience as a Work-Integrated-Learning (WIL) form of EL because this must be part of an academic program
- EL must include a component of self-reflection

Round Table – Emerging Issues and Initiatives in Teaching and Learning

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

- Some members of the University community are communicating that they do not wish to return on in-person learning after Reading Week, and would prefer to remain online for the entirety of the Winter term
- Decisions about how the remainder of the Winter term will be delivered and assessed are needed, as this impacts instructor preparation, where students live, how students study, etc.
- Students attending online classes and exams cannot be required to turn on their cameras

Standing Reports

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

Leslie Reid, Co-Chair