



GENERAL FACULTIES COUNCIL
AGENDA

Meeting #614, April 7, 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	Davidson ¹	PowerPoint	
3.	Safety Moment	Van Hee ²	PowerPoint	
4.	Remarks of the Chair	McCauley	Verbal	
5.	Remarks of the Vice-Chair	Balser	Verbal	
6.	Question Period	McCauley/Balser	Verbal	
	Action Items			
7.	Approval of the February 10, 2022 Meeting Minutes	McCauley	Document	2:00
8.	Approval of the Universal Student Ratings of Instruction (USRI) Working Group Recommendation Report	Reid ³ /Estefan ⁴	Document	2:05
9.	Elections <ul style="list-style-type: none"> • Two Academic Staff Members to an Advisory Review Committee for the Dean of the Faculty of Nursing • Two Academic Staff Members to an Advisory Review Committee for the Dean of the School of Architecture, Planning and Landscape (note: the elections will be held using an electronic form immediately following the meeting)	McCauley/Houle	Document	2:25
	Discussion Item			
10.	Revisions to the GFC Bylaws	Houle	Document	2:30
	Information Items			
11.	Standing Reports: <ol style="list-style-type: none"> a) Report on the February 23 and March 23, 2022 GFC Executive Committee Meetings b) Report on the February 14, March 14 and March 28, 2022 Academic Planning and Priorities Committee Meetings 	In Package Only	Documents	2:50

Item	Description	Presenter	Materials	Estimated Time
	Standing Reports continued: c) Report on the March 15 Teaching and Learning Committee Meeting d) Report on the February 17 and March 17, 2022 Research and Scholarship Committee Meetings e) Report on the March 25, 2022 Board of Governors Meeting f) Report on the February 17, 2022 Senate Meeting			
12.	Approved GFC and GFC Standing Committees Meeting Schedules for 2022-2023 and 2023-2024	In Package Only	Document	
13.	Other Business	McCauley		
14.	Adjournment Next meeting: May 12, 2022	McCauley	Verbal	2:50
	2022 GFC Evaluation Session	Facilitator: Rosehart ⁵		2:50
	Adjournment			3:50

Regrets and Questions: Elizabeth Sjogren, Governance Coordinator

Email: esjogren@ucalgary.ca

Lise Houle, Interim University Secretary

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

Presenters

1. Sandra Davidson, Dean, Faculty of Nursing
2. Mike Van Hee, Interim Vice-President (Finance and Services) – Services
3. Leslie Reid, Co-Chair, USRI Working Group
4. Andrew Estefan, Co-Chair, USRI Working Group
5. William Rosehart, Dean, Schulich School of Engineering

Additional Presenters for Item 8

Jacqueline Lambert, Office of Institutional Analysis and member of the USRI Working Group
 Barb Brown, Werklund School of Education and member of the USRI Working Group
 Natasha Kenny, Taylor Institute for Teaching and Learning and member of the USRI Working Group
 Jason Wiens, Faculty of Arts and member of the USRI Working Group
 Wendy Benoit, Faculty of Science and member of the USRI Working Group
 Robin Arsenault, Taylor Institute for Teaching and Learning member of the USRI Working Group
 Renzo Pereyra, Students' Union and member of the USRI Working Group
 Alex Paquette, Graduate Students' Association and member of the USRI Working Group



Psychological Safety Moment

Importance of Self-Care



Self-care is what people do for themselves to establish and maintain health, and to prevent and deal with illness. It is a broad concept encompassing hygiene, nutrition, lifestyle, environmental factors, socio-economic factors and self-medication.

- World Health Organization -

Self-care strategies are personal



UNIVERSITY OF CALGARY



Personal but Socially Supported

Reflect on how we demonstrate and prioritize self-care on campus.

Contrast that with how we model “busy-ness”



Where can we start with our own self-care?

- Movement
- Sleep
- Connection with others
- Focusing on what we can control
- Establishing a Routine
- Mindfulness
- Self-compassion

UCalgary Resources Supporting Psychologically Safe Leadership

- [Supporting Mental Health in the Workplace](#) - elearning
- The [Working Mind Manager](#) Workshop (part of ULead or on demand)
- Supporting Employee Wellbeing: Leader Application of the 13 Psychosocial Factors (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

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

MOTION:

That the General Faculties Council receive the Universal Student Ratings of Instruction (USRI) Working Group Recommendation Report, in the form provided, and direct the Teaching and Learning Committee to oversee the appropriate actioning of the recommendations including the formation of the Course Feedback Working Group, as recommend by the General Faculties Council Executive Committee and the Teaching Learning Committee.

PROPONENT(S)

Leslie Reid & Andrew Estefan (co-chairs, USRI Working Group) & USRI Working Group committee: Robin Arseneault, Barb Brown, Wendy Benoit, Natasha Kenny, Jason Wiens, Jacqueline Lambert, Renzo Pereyra, Alex Paquette

REQUESTED ACTION

For the General Faculties Council (GFC) to formally receive the USRI Working Group Recommendation Report and direct the Teaching and Learning Committee (TLC) to initiate the next phase of implementation of a new student course feedback system, including the formation of the Course Feedback Implementation Working Group.

BACKGROUND

The Universal Student Rating of Instruction (USRI) questionnaire, the guidelines for administration of USRI, and the reporting of USRI data were approved at General Faculties Council at the University of Calgary in 1997. The USRI system was subsequently launched in the Fall term of 1998. The USRI launched at that time was a 12-item Likert-scale questionnaire developed to serve as a mechanism to gather student feedback at the end of a course, and to serve as one facet in understanding teaching quality at the University of Calgary. The guidelines that govern the USRI administration including: expectations, form of the instrument, reporting, access to USRI data, guidelines for instructors, other use of the data, and archiving of USRI have not been modified since 1998. (For reference, the guidelines can be found [here](#).)

The USRI is typically administered at the same time as faculty/department/unit course feedback surveys, herein referred to as “Faculty Forms.” The Faculty Forms are developed and governed by the academic units and are intended to complement the information collected through the USRI questionnaire. Most Faculty Forms consist of open-ended questions and serve to collect qualitative feedback from students. After its launch in 1998, the USRI was reviewed in 2003 by a USRI Review Committee. Both reports can be found on the [USRI Working Group](#) website. This is the last time the USRI system was formally reviewed.

Over the last 20 years there have been significant advancements in several areas that drive the need for a comprehensive review of the USRI system. First, advances in the understanding of how people learn and the research in teaching, learning and student engagement in higher education inform what teaching practices enhance and optimize student learning (Ambrose, Lovett, Bridges, DiPietro & Norman, 2010; Bransford, Brown & Cocking, 1999; National

Academies of Sciences, Engineering, and Medicine, 2018; Schwartz & Gurung, 2012; Smith & Baik, 2019). Modern course evaluation questionnaires should reflect questions linked to scholarly teaching and learning practices, including placing value on multiple ways of knowing (Louie et al., 2017). Second, over the past two decades, there have been advances in collecting systematic feedback on student outcomes as well as student feedback on their learning and campus experiences. Universities have recognized the need to have multiple mechanisms to collect student feedback on their experience, including end-of-course feedback forms, but they also acknowledge that opportunities for students to provide feedback on their experiences need to go far beyond course feedback.

Finally, there have been advances in the technology available to set up student feedback systems in higher education. Available technology systems such as [Explorance](#), [Anthology-Campus Labs](#), and [Creatrix Campus](#) include options such as validated course feedback questionnaires, question banks that can be customized to align with different learning experiences (i.e., online or face-to-face, clinical and lab settings, experiential learning courses), midcourse feedback questionnaires and automated reminders for students and staff, and the capability for online integration with an institution's learning management systems. These technologies are vastly advanced from the University of Calgary's current system, which is the Scantron-based Class Climate. In addition to increased functionality and ease of use, new technology platforms support advanced survey data practices and data collection, management, and reporting.

In January 2019, a working group formed to conduct a review of the University's USRI system, including the current questions, the platform used to administer the USRI and the processes around communication, collection, and distribution of the USRI. Upon conducting a review, the working group was tasked to provide a summary report with recommendations for changes. The USRI Working Group reports to the TLC. The terms of reference can be found at this [link](#).

Use of USRIs in academic processes such as tenure, promotion and assessment fell outside the purview of the USRI Working Group. Use of USRIs/student feedback in the tenure and promotion process, and in the assessment of Sessional Appointees, is outlined in the [Collective Agreement between the Governors of the University of Calgary and the Faculty Association of the University of Calgary](#) (at Appendix 28A and Article 23.9 respectively), and has been temporarily altered through recent COVID-19 Pandemic Response agreements between the Governors and the Faculty Association. Use of student feedback in the merit assessment process for Continuing, Contingent and Limited Term faculty members is outlined in the [GFC Academic Staff Criteria and Processes Handbook](#) (Part B, Section 4.3), and has also been temporarily altered through the above noted COVID-19 agreements between the Governors and the Faculty Association. The use of any new student course feedback instrument in these academic processes must be consistent with the Collective Agreement, the GFC Academic Staff Criteria and Processes Handbook, and any other agreements between the Governors and the Faculty Association.

After a comprehensive review of the research, trends in student feedback in higher education, and consultations across campus, the USRI Working Group recognized that significant change is needed to the current USRI system and Faculty Form system of collecting student feedback. This change is necessary to align our student feedback system with the research on teaching, learning and student experience in higher education.

Because of the extensive system change recommended, the USRI Working Group organized recommendations into thematic areas within the report and have included actions within each area. These actions will lead to the creation of a robust system for student feedback on their learning experiences, build credibility and trust around course feedback, and facilitate students and academic staff coming together and working together to enhance quality teaching and learning in a good way. This system will also be (re)created with practices and principles of equity, diversity and inclusion, and anti-racism with specific actions for this outlined in the report.

KEY CONSIDERATIONS

After three years of work, the USRI Working Group finalized a draft recommendation report in early 2021, which was shared with the campus community for feedback in the fall of 2021.

The draft USRI Working Group Recommendation Report was discussed on October 8, 2021 at a special meeting of the TLC. Feedback was also collected at the TLC meeting on Oct 19, 2021. This feedback was incorporated into the report and discussed at Graduate Representative Council (GRC) on November 30, 2021, and Student Legislative Council (SLC) on November 30, 2021.

The draft report was also shared with the broader campus community on November 15, 2021 and made available on the [USRI Working Group website](#). A feedback form was open until Jan 20, 2022.

A summary of the general feedback and support heard over the last few months includes:

- Academic staff and students are keen to get a new system for course feedback in place at the University of Calgary
- Support for recommendations to focus questions on learning experiences and provide customization in the questions so questions on learning experiences can better align with different learning environments
- Ensuring issues and practices that advance and address equity, diversity, inclusion is built into all aspects of a new system, including the questions, administration, and reporting
- Ensuring there are practices and systems in place to minimize and address abusive and biased comments in student feedback
- Support for developing feedback approaches and processes that use Indigenous Ways of Knowing and Being and align with the commitment to parallel processes in *ii' taa'poh'to'p*
- Building a system that can incorporate feedback for Graduate Teaching Assistants, and can also collect feedback from Graduate Teaching Assistants on their learning experiences as teaching assistants
- Increasing awareness and education on how student feedback is used
- Increasing resources and supports for academic staff and leaders on how to responsibly make sense of and use student feedback
- Ensure students know what avenues are available for to give feedback on their experiences at UCalgary

Discussion and Recommended Revisions from GFC – January 13, 2022

The report was discussed by GFC on Jan 13, 2022. Strong support for the report was expressed at this meeting and we heard two specific changes to the report were needed:

1. It was suggested that the language 'eliminate bias' be modified to use the language *minimize* and *addressing* bias through the design of a new system and to continue revisiting the needs of the community with the goal *towards* bias elimination. It was noted that fully eliminating bias would be a difficult challenge, and that the more attainable goals of minimizing and addressing bias should be used.
 - This revision to the language has been addressed and can be found on pages 11 and 15 of the report.
2. Inclusion of a 'next steps' section in the document, which would give readers a sense of the timing and scope of work that would be undertaken through the approval of the Recommendation Report.
 - This revision has been through the addition of Appendix II (page 21) in the report, which includes a diagram providing an estimated timeline for the different projects that will be initiated to turn the recommendations in this report into action.

Recommendation at TLC – March 15, 2022

The revised report was brought to TLC committee on March 15, 2022 to recommend that the report move to GFC Executive Committee and subsequently to GFC for formal receipt of the report at GFC. The revised report and recommendations within were unanimously recommended by TLC to move forward to GFC Executive committee and GFC.

Discussion and Recommendation at GFC Executive Committee – March 23, 2022

Following approval at TLC, the report was brought to GFC Executive committee on March 23, 2022, for discussion and recommendation to move forward to GFC. GFC Executive approved the motion to have GFC receive the report and directed that the USRI Working Group include some additional information on next steps. In response, additional information has been added to the diagram outlining Next Steps in the report (page 21), to better articulate that recommended revisions to USRI processes that are governed by GFC will be addressed through the course feedback implementation working group.

RISKS

There are numerous significant risks in not accepting the report and moving forward to implementation at this time:

- Continued use of original USRI questions that have been identified by academic staff and students as inadequate and outdated
- Continued use of a technology platform that cannot meet current needs or address recommendations in the report including the ability to create flexible and customization of course questionnaires for different teaching and learning contexts and programs
- Continued use of a technology platform that cannot move the process online, does not integrate with UCalgary systems, and cannot automate administrative processes (such as merging of USRI and Faculty Forms into a single questionnaire or sending email reminders to students) – continuing to administer as a paper-based process, administered in class has and administrative costs and additional workload for program staff (estimated cost to manually administer USRI for an academic year – [based on data collected in 2003](#) – is approximately \$21,000* per term), and printing costs (annual printing and scanning costs for USRI in 2019 was \$130,000)
- Continued administration of a paper-based form that is not inclusive or accessible for students with diverse learning needs
- A delay in rethinking and revising all aspects of the course feedback system to ensure equity, diversity and inclusion practices and approaches are incorporated, and implementation of provisions to address and mitigate harassment and oppression of equity-seeking groups that can be present in the comments collected through Faculty Forms
- A delay in developing course feedback processes that incorporate Indigenous Ways of Knowing and Being and incorporate the commitments of ii' taa'poh'to'p
- Impact to the institution's reputation and commitments to the value of teaching and learning and student experience by falling behind peer institutions who have revised and modernized course feedback processes (

Any recommendations will take substantial time and effort to initiate and complete, and delays in accepting the report will slow down the work that is needed to address the fundamental and systemic changes being recommended. Discussions with U15 institutions that have undergone similar overhauls to their course feedback system have indicated that this level of systemic change takes three to five years to fully implement.

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>
	Provost Team Meeting	Sept. 2021			X	
	Teaching and Learning Committee	Oct. 8, 2021			X	
	Teaching and Learning Committee	Oct. 19, 2021			X	

	Students' Legislative Council	Nov. 30, 2021			X
	Graduate Students' Association Council (Graduate Representative Council)	Nov. 30, 2021			X
	General Faculties Council	Jan. 13, 2022			X
	Teaching and Learning Committee	Mar. 15, 2022		X	
	GFC Executive Committee	Mar. 23, 2022		X	
X	General Faculties Council	Apr. 7, 2022	X		

NEXT STEPS

Terms of Reference for the Course Feedback Implementation Working Group are currently under development and are expected to be reviewed by the TLC at its April 19, 2022 meeting.

Action items within the USRI Working Group Recommendation Report requiring approval through the GFC governance system will move forward as appropriate.

SUPPORTING MATERIALS

USRI Working Group Recommendation Report (revised March 2022)



UNIVERSITY OF CALGARY | Universal Student Ratings of Instruction (USRI) Working Group

Recommendation Report

March 30, 2022

Prepared by Members of the USRI Working Group

Dr. Andrew Estefan & Dr. Leslie Reid (co-chairs)

Dr. Wendy Benoit (Science)

Dr. Barb Brown (Werklund)

Dr. Jason Wiens (Arts)

Dr. Natasha Kenny (Taylor Institute)

Semhar Abraha (SU VPA)

Alex Paquette (GSA VPA)

Jackie Lambert (OIA)

Robin Arseneault (Teaching and Learning)

Rahim Pira (Research Associate)

We would like to acknowledge the contributions of past members of the USRI working group: Dr. Dawn Johnston, Dr. Sarah Eaton (Werklund), Luc Boyer (OIA), Brianna Strum (Research Associate), Kevin Dang (SU VPA), Elena Favaro (GSA VPA), Mohamed Abdelsamie (GSA VPA), Dana Naser (SU Rep), Dr. Paul Rogers (TUCFA), Darren Balchin (IT), and Travis Klemp (Teaching and Learning).

We would also like to acknowledge academic staff in the Taylor Institute for Teaching and Learning who facilitated consultation sessions: Dr. Carol Berenson, Dr. Patti Dyjur, Dr. Lisa Fedoruk, Dr. Kim Grant, Dr. Cheryl Jeffs and Dr. Natasha Kenny.

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Some documents referred to in this report can be found on the [USRI Working Group website](#): documents include the GFC USRI Reports (1998 and 2003); GFC TLC Working Group Terms of Reference; USRI Working Group Literature Review Summary; Current USRI instrument and sample report.

Background

The practice of obtaining student feedback on their course learning experiences is a widespread and important component to helping academic staff critically reflect upon, assess, and improve their teaching practices (Gravestock & Gregor-Greenleaf, 2008; Linse, 2017; Richardson, 2005). When used and interpreted in context, student feedback is also an important component in the formal evaluation of teaching in higher education (Linse, 2017). Many institutions across Canada have recently or are currently engaging in systematic institutional reviews of student evaluations of teaching to ensure that they reflect the components of teaching, course design and student experience that are linked to the research on student learning and engagement. Generally, this work has confirmed that: a) gathering, interpreting and using student feedback is complex and challenging; b) robust technology and administrative systems and processes need to be in place across multiple organizational levels to support student feedback and evaluation processes; and c) documenting, assessing and improving teaching and learning practices must be based on evidence from multiple sources (i.e., instructor self-reflection, peer review and observation, student feedback, and scholarship on teaching and learning) over multiple periods of time.

In 1998, the University of Calgary launched the Universal Student Ratings of Instruction (USRI), a 11-item Likert-scale questionnaire developed to serve as a mechanism to gather student feedback at the end of a course, and to serve as one facet in understanding teaching quality at the University of Calgary. The USRI is typically administered at the same time as faculty/department/unit course feedback surveys, herein referred to as “Faculty Forms.” The Faculty Forms are developed and governed by the academic units and are intended to complement the information collected through the USRI questionnaire. Most Faculty Forms consist of open-ended questions and serve to collect qualitative feedback from students. After its launch in 1998, the USRI was reviewed in 2003 by a USRI Review Committee. Both reports can be found on the [USRI Working Group](#) website. This is the last time the USRI system was formally reviewed.

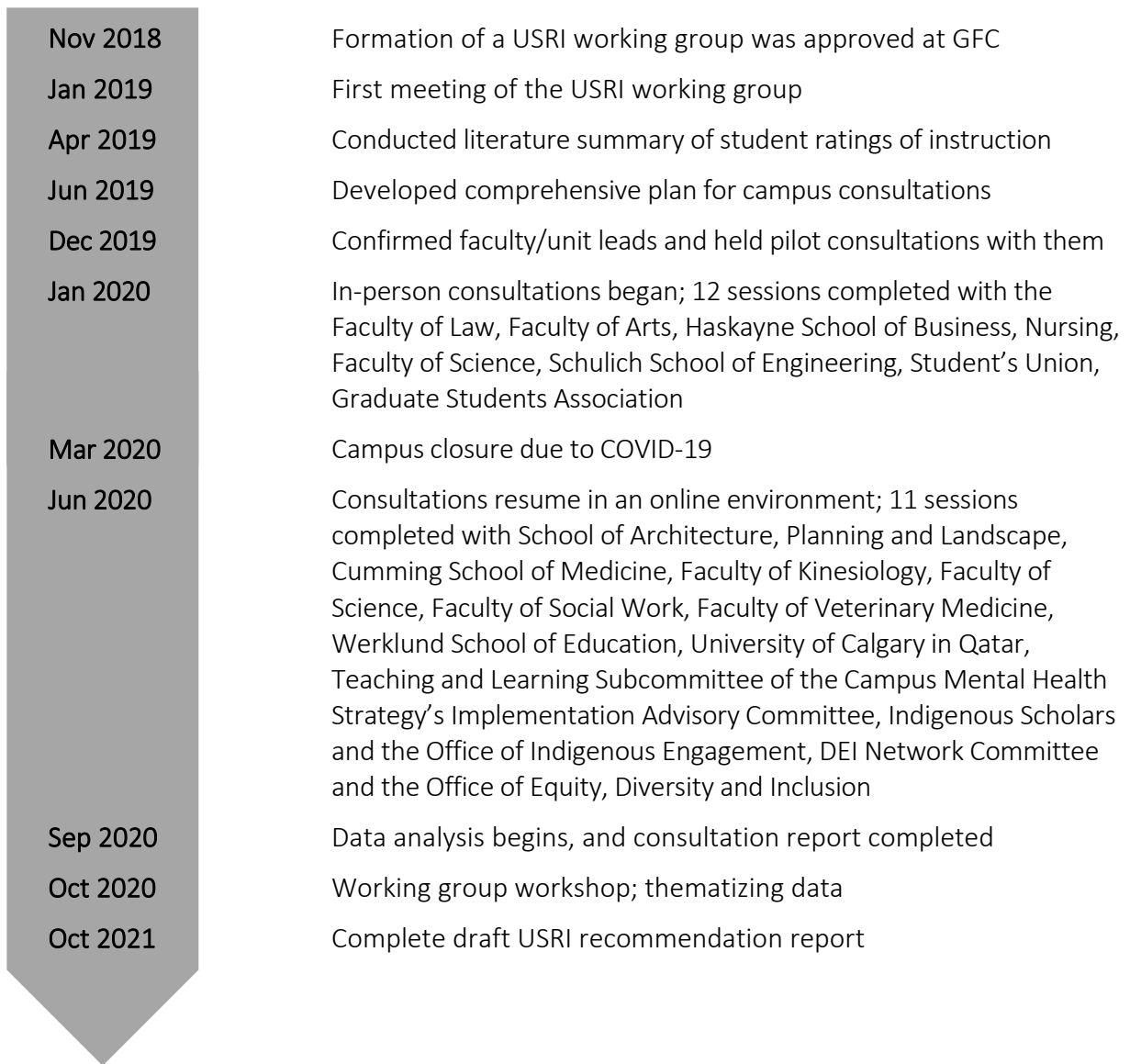
Over the last 20 years there have been significant advancements in several areas that drive the need for a comprehensive review of the USRI system. First, advances in the understanding of how people learn and the research in teaching, learning and student engagement in higher education inform what teaching practices enhance and optimize student learning (Ambrose, Lovett, Bridges, DiPietro & Norman, 2010; Bransford, Brown & Cocking, 1999; National Academies of Sciences, Engineering, and Medicine, 2018; Schwartz & Gurung, 2012; Smith & Baik, 2019). Modern course evaluation questionnaires should reflect questions linked to scholarly teaching and learning practices, including placing value on multiple ways of knowing (Louie et al., 2017). Second, over the past two decades, there have been advances in collecting systematic feedback on student outcomes as well as student feedback on their learning and campus experiences. Universities have recognized the need to have multiple mechanisms to collect student feedback on their experience, including end-of-course feedback forms, but they also acknowledge that opportunities for students to provide feedback on their experiences need to go far beyond course feedback.

Finally, there have been advances in the technology available to set up student feedback systems in higher education. Available technology systems such as [Explorance](#), Anthology-[Campus Labs](#), and [Creatrix Campus](#) include options such as validated course feedback questionnaires, question banks that can be customized to align with different learning experiences (i.e., online or face-to-face, clinical and lab settings, experiential learning courses), midcourse feedback questionnaires and automated reminders for students and staff, and the capability for online integration with an institution's learning management systems. These technologies are vastly advanced from the University of Calgary's current system, which is the Scantron-based Class Climate. In addition to increased functionality and ease of use, new technology platforms support advanced survey data practices and data collection, management, and reporting.

USRI Working Group

In January 2019, a working group formed to conduct a review of the University's USRI system, including the current questions, the platform used to administer the USRI and the processes around communication, collection, and distribution of the USRI, and bring forward a summary report with recommendations for change. The USRI working group reports to the General Faculties Council (GFC) Teaching and Learning Committee (TLC). The terms of reference can be found at this [link](#). The activities and timelines of the USRI working group since its inception are shown in Figure 1.

Figure 1. USRI Working Group Activities and Timeline



The first action of the working group was to complete a literature review to guide their work. This report was used to inform a comprehensive consultation plan to be taken to the academic community for the widespread review of the current USRI. A copy of the report can be found [here](#).

Consultations

Consultations began in January 2020 with in-person meetings. In March 2020 this process was revised to adapt to COVID-19 protocols and continued in an online environment between April and June 2020. Each academic unit was consulted, including the University of Calgary Qatar campus. Additional groups were also consulted, such as the Student's Union, the Graduate Student Association (GSA) and three groups that support UCalgary strategies: The Campus Mental Health Strategy Teaching and Learning Committee, the Diversity Network, and the Office of Indigenous Engagement's Indigenous Scholars network. Overall, there were 23 facilitated discussions – 12 face-to-face sessions and 11 online – with a total of 298 participants.

All consultations were booked in coordination with designated faculty or unit representatives, and at a time and day suitable for their needs. Representatives were responsible for sending out a pre-drafted email inviting academic staff from their area to attend or for students through the GSA and Student's Union. Consultations were facilitated by academic staff from the Taylor Institute for Teaching and Learning and were usually 90 minutes long. Sessions included a slide presentation beginning with a research/environmental scan overview and led into several activities to gather feedback on the presented principles and to identify challenges and improvements to the USRI. Questions broadly explored included:

- What are the key challenges and issues associated with the current USRI?
- What are the most meaningful feedback students could provide on their learning experiences through an instrument like the USRI?
- What changes would you most like to see in the USRI process?

Consultations were conducted individually or in small groups. During the group sessions, participants were invited to record their comments on worksheets, and during online sessions, via the Zoom chat function and Google docs. At the end of each session, participants were offered an opportunity to sign up to receive an emailed link to provide further, anonymous input on the USRI. Feedback was captured through the handwritten worksheets; notes taken by a graduate research assistant and project coordinator; and themes recorded by the facilitators to capture participant comments throughout the session (e.g., on flip chart paper, white boards and via the zoom chat and/or google docs). This feedback was further aggregated for anonymity and thematic analysis, the results of which have informed the recommendations presented in this report.

Guiding Principles

Based upon the literature review and an environmental scan of course feedback processes across Canada, the working group developed seven guiding principles for an effective system for student feedback on their academic course learning experiences to frame the consultations. The principles are: *learning-focused; minimize bias; valid and reliable; modular; flexible and customizable; streamlined and secure; responsible use* and reporting*. These principles were

shared throughout the consultation process for feedback and to help frame and guide discussions [Appendix I].

*It is not the purview of the USRI working group to consult on use or make recommendations on the use of USRI in academic processes.

Interim Changes to the USRI and Reports

In the fall of 2019, the USRI working group recognized there were some [immediate changes](#) that could be made to the USRI questions and related reports that would: 1) help address concerns being raised in consultations and 2) better align the current USRI with the research on course evaluations. The working group recommended to General Faculties Council three immediate changes to the current USRI. These changes were: removal of the question that asks students to rate the quality of overall instruction; removal of the comparators on the USRI reports; and replacement of means with modes on the USRI reports. All three changes were informed by the research on the use of student ratings of instruction and are in line with changes to student rating forms in higher education across Canada.

The changes were brought forward as recommendations to the GFC Teaching and Learning Committee and the GFC Executive Committee, with final approval at General Faculties Council on December 12, 2019. All three changes were implemented with the USRI and subsequent reports starting in September 2020.

Recommendations

After a comprehensive review of the research, trends in student feedback in higher education, and consultations across campus, we recommend that significant change is needed to the current USRI and Faculty Form system of collecting student feedback. This change is necessary to align our student feedback system with the research on teaching, learning and student experience in higher education.

Numerous recommendations emerged from the data collected during campus consultations. The working group has organized these recommendations into thematic areas and have drafted actionable items for each. These actions will create a robust system for student feedback on their learning experiences, build credibility and trust around course feedback, and facilitate students and academic staff coming together and working together to enhance quality teaching and learning in a good way.

In the themed area descriptions below, feedback collected during the consultations are used to illustrate and substantiate the recommendations put forward.

It is important to note that the USRI working group set out to collect feedback on the USRI and not on the Faculty Forms. However, discussion and feedback focused on the Faculty Forms came up at every consultation session with the most frequent observation being that most academic

staff and students think the Faculty Form questions are part of the USRI. While these instruments are separate, they are often implemented and completed by students at the same time and most academic staff receive their USRI and Faculty Form results together. Academic staff and students alike see them as one in the same. Therefore, some of the recommendations below refer to the Faculty Forms as well as the USRI. The recommendations on the Faculty Forms are not meant to suggest or imply that the academic units should not be overseeing their own questions. Decisions about Faculty-level questions and the choosing of these questions should remain part of the feedback collected from students and overseen by the appropriate processes within each academic unit.

1 / A System Overhaul is Needed

Feedback collected at the consultations along with the research literature on student feedback and course evaluations show that an overhaul of the USRI system is needed. The current instrument and associated administration processes present significant challenges for students to provide meaningful feedback about their experiences, and for academic staff to use that feedback in ways that enhance teaching practices and the student experiences. As consultations progressed, it became clear that concerns from students and academic staff could not be addressed by making adjustments in the wording of the questions on the current instrument.

In addition to replacing the current USRI instrument, changes also need to be made to the administration processes. For example, timing was often cited as being an issue – feedback was being sought too late in a term while students were stressed and experiencing competing demands. It was also clear that academic staff and students were conflating the concerns they have about the USRI with their concerns about the Faculty Forms. As mentioned earlier, Faculty Forms are usually administered alongside the USRI; students fill them out at the same time, and results from each are released together. In the consultations, these two instruments were collectively considered by many to be “the USRI.” Many academic staff did not know that the open-response questions were from their Faculty Forms, which are administered and overseen by their academic unit and that these are separate to the USRI, which is administered by the institution. Many participants commented that the way information is collected—through the physical distribution of the USRI and Faculty Forms—was tedious, time-consuming, and inefficient. One participant said, “*a streamlined approach is needed,*” and this was echoed by many in relation to the process, timing, and collecting of quantitative and qualitative feedback.

It is important to note that campus consultations took place before and during the first four months of the switch to remote and online learning due to the COVID pandemic. Prior to changes brought about by COVID, approximately 85% of USRI and Faculty Forms were administered to students during class time through a variety of processes, dependent on the program. In some programs, academic staff are required to recruit a colleague or student to distribute, collect and return the forms to their program office; in others, office staff visit a class to collect USRI and Faculty Form feedback during a timed window determined by the course instructor.

What we have also learned in the shift to remote and online teaching and learning is that the Class Climate system used to administer the USRI and Faculty Forms cannot be easily integrated with Peoplesoft or other platforms used to support teaching. Many processes are manual, including getting emails out to students to remind them to complete these questionnaires. This has had an impact on completion rates and exposed the technical challenges associated with the current technology used to support USRI and Faculty Form distribution and collection.

In addition to a lack of understanding about the difference between the USRI and the Faculty Forms, students and academic staff often reported that they felt the purpose of the USRI was unclear and were unsure how the information collected was used or how they were supposed to use the information.

We repeatedly heard that one instrument (like the USRI) cannot be a measure of teaching effectiveness, and there is the perception amongst academic staff that the USRI is seen in this way: *“The purpose of [the] USRI is unclear and it cannot achieve all stated objectives...”* and questions repeatedly surfaced in consultations such as: *“Is it to aid students? Is it to assess instructors, or to improve instruction?”*

We also heard that the questions should focus on students’ learning experiences and minimize the opportunity for bias for those academic staff who identify as members of equity-seeking groups or who are assigned to teach courses that are difficult and have a reputation with students. These factors can affect students’ perceptions of course instructors’ teaching and therefore impact USRI ratings.

The limitations and constraints of the USRI system mean that revising the present USRI questions using Class Climate, the current technology platform, would not sufficiently address the changes needed. Therefore, the first actions for an overhaul of the student feedback system include:

- a. Action: Develop a new course feedback questionnaire that combines a series of institutionally set questions, Faculty and/or program-level chosen questions, options for question modules for specific course types and modalities and includes a bank of optional questions that can be chosen by a course instructor.
- b. Action: Secure a new technology platform to support and administer a new course feedback questionnaire as described in Action (a) above.
- c. Action: Use the working group’s guiding principles and the following actions in this report to inform the set of new questions to make up a new course feedback questionnaire.
- d. Action: Ensure the use of student feedback on their course learning experiences is clearly articulated and understood by all stakeholders (academic staff, students, administrators).
- e. Action: Establish an implementation working group to oversee the development, implementation, and maintenance of a new technology system for student feedback, that would report to GFC TLC.
- f. Action: Develop a new name for a course feedback questionnaire that is more reflective of the purpose – to collect student feedback on their learning experiences.

2 / Focus Students' Feedback on their Learning and Course Experiences

Throughout our consultations, we repeatedly heard academic staff say they care deeply about teaching and their desire to get meaningful feedback from students. They expressed a need and want for a student feedback system that they can use to help them grow in their teaching practices. Specifically, participants discussed wanting to try something new in their teaching and to be able to use student feedback to better understand how their students learned and what aspects of a course helped them learn.

Academic staff overwhelmingly supported development of a new course feedback system with questions that focus on students' learning experiences and are connected to the research on teaching and learning in higher education. Many consultation participants emphasized the importance of focusing *on learning experience and not on students' ratings of teaching*. They also recommended that students be provided with opportunities to reflect on their learning efforts and contributions to the course experiences through the course feedback system.

Consultations with students also indicated that they wanted a questionnaire that would allow them to identify what aspects of the course supported their learning and success, and the ability to provide written feedback that allowed them to share what supported their experiences and ability to achieve the intended learning goals in the course, and what could be improved. Students expressed the desire for a new system to collect feedback that would allow them to highlight great teaching and learning experiences, as well as indicate course experiences that could be improved, or that need addressing.

In our consultations, academic staff repeatedly noted that factors outside of their control can influence students' perceptions of learning experiences. These factors can affect their course ratings, especially when the questions are not well focused on learning and activities, but rather on course instructor behavior and characteristics. One academic staff member commented:

"It asks students if they think the course is useful for their education, which in many cases they really do not know, and rates the teaching abilities of the professor, which in turns reflects the popularity or 'likeness' of the instructor."

A repeated concern among academic staff was that students are not trained to assess teaching, and so the current USRI can (unintendedly) serve, instead, as a *"popularity contest."* Several comments in the data suggest that ratings given by students on the current USRI can serve to modify instructor behaviour in ways that might disadvantage students. For example, the question 'are the assessment methods fair?', could be rated low by students because the assessment method was hard, or innovative, or did not test the intended learning objectives of the course. This rating does not provide the course instructor with information on what to change, or why the methods were perceived to be unfair. As shared by one participant, questions like this can create a situation where the USRI *"promotes grade inflation and lack of risk-taking in teaching."*

Some academic staff shared that with student feedback on their Faculty Forms they had received comments that expressed racism, sexism, homophobia, and personalized attacks towards them. These participants also shared that they felt they had nowhere to turn for support, and these comments had an impact on their mental health and wellbeing. This has led academic staff to feel that their personal identity impacts their rating, with equity seeking groups receiving lower ratings and harsher judgements from students. This finding is addressed in more detail in Theme Four.

Another sentiment present in the data is that a new course feedback questionnaire would benefit from shifting to questions that asked students about their learning and their experiences in a course, instead of course instructor characteristics. Changing the focus of the questions will help students offer more constructive information on what supported their learning and what could be improved. One participant said:

"We need to incorporate more self-reflection and awareness from students - for example, students need to express and articulate their learning and how it applies to their life or how it can transform their life."

Focusing the questions on students' learning activities and experiences would address two important issues. First, academic staff need insights into what their students are doing in order to understand aspects of their teaching that are working for students and as well as the areas for growth in their teaching practice. Where questions solicit feedback about issues outside of their control (i.e., where the class is scheduled, location, date of the final exam) or focus on rating instructors' personal characteristics (such as enthusiasm), important feedback on student learning is missed. Focusing on students' experiences will also help course instructors identify ways to design accessible, equitable and inclusive learning experiences. Second, focusing questions on the learning experiences of students can help minimize feedback that focuses on personality and other factors that are not related to learning.

The recommendations addressed under this theme are:

- a. Action: Questions should reflect current research on teaching and learning in higher education with a focus on feedback related to students' learning experiences and achievements in the course.
- b. Action: The name of the new instrument should reflect the new focus on students' learning experiences and not the *rating* of the course instructor.
- c. Action: Ensure all academic units have systems in place for students to provide more time-sensitive feedback to a course instructor and, when appropriate, to academic leaders (such as department heads, program directors, associate deans, deans) should serious issues arise, or a student is not comfortable directing feedback to the course instructor.

3 / Flexible and Customizable Questionnaire Design

Throughout consultations, academic staff noted that the USRI does not make room for the array of disciplines, contexts, and teaching practices that are characteristic of a modern university. In our consultations, academic staff noted that the USRI instrument cannot be adapted to specific course contexts such as clinical settings, laboratory settings, field experiences, group study, and for courses with multiple instructors and teaching assistants. Some academic staff also reported that those teaching difficult or challenging topics receive lower ratings and harsher comments. Finally, academic staff and students indicated that they would appreciate a course feedback system that could allow for customized feedback to be solicited throughout a course, rather than just at the end of the course.

One academic staff member highlighted the current USRI questions limitations by saying:

"Taking ... the type of courses into account [some] courses are less favourable to students than [others]. The course instructor [is] fighting from the beginning for approval."

Another participant gave voice to the way teaching challenging content can influence students' feedback:

"Intentionally disruptive activities and transformative pedagogies can create discomfort that would result in a (lower) evaluation that overlooks the intended goals."

One consultation participant drew attention to the course modality as something that influences students' experiences, sharing their perception that, *"online courses are evaluated more harshly."* Cumulatively, these insights illustrate how the USRI's 11 static questions do not account for how diverse the learning experiences are across academic programs in the subject matter, learning environment and modality, and pedagogical approaches. The questions on the current USRI were not developed to account for the array of course types and approaches, highlighting the need for question modules that are specific to the learning environment and learning experiences of the course (i.e., online and face-to-face, clinical, lab, field and place-based settings, capstone courses, and experiential learning courses, to name a few).

Some participants emphasized flexibility and customizability to make student feedback more meaningful and actionable. As one academic staff member said:

"I think the flexibility to include different questions or sets of questions to personalize according to the teaching methods might be useful ... I'd, perhaps, like to see questions tailored more to me and my teaching, asking questions which give more insight into how students have learned..."

In consultation with student groups, we learned that students would like to be able to give more specific feedback about their course experiences. Students indicated they would value the opportunity to give reasons for their rating or written feedback alongside the quantitative

questions. Some students suggested it would be helpful—alongside each quantitative question—to be able to suggest “*an actionable, specific change the instructor could make*” and explain why they chose their rating.

Academic staff also echoed those responses to the quantitative questions about lacking context. One consultation participant noted:

"USRI alludes to a rather narrow view of teaching; I particularly miss aspects of community engagement and informed practice and critical thinking reflected in the surveys."

Another commented:

"I wish that when a student says a numerical answer they have to follow up with a rationale for their choice. Maybe not always but if you say something is "unacceptable" maybe there should be a follow-up question, "why is it unacceptable?"

Finally, we heard from graduate students that when they are in teaching assistant roles, feedback is not collected through the USRI system. Some graduate students receive feedback on their teaching assistant roles if their department or program office offers Feedback Forms but not all programs collect this feedback. Other graduate students reported that feedback is collected on their teaching assistantship roles but not shared back with them, so they are not able to access the student feedback. Graduate students expressed a strong desire to have the opportunity to get feedback on their teaching assistantship work as part of a new course feedback system. Undergraduate students also expressed an interest in being able to provide feedback on their teaching assistants, as some shared there is no mechanism (in certain programs) to do so.

Consultation data points to a new student feedback technology system needing to be developed in ways that allow for feedback across diverse teaching and learning experiences and contexts. The recommendations related to this theme are thus:

- a. Action: Adopt a new technology platform that can allow for customization and flexibility, through the integration of questions that can be selected from a question bank, depending on the academic unit, program and/or course context.
- b. Action: Build in opportunities for course instructors to ask specific questions related to their course, including new and innovative methods to support teaching and student learning.
- c. Action: Create a mechanism for feedback in classes that are currently either too small to receive a USRI (where the sample size is statistically too small), or for class sections/components that do not receive a USRI under the current system (i.e., a separate lab component).
- d. Action: Within a new platform ensure academic staff can create opportunities to collect feedback from students at multiple times throughout the term.

- e. Action: Include graduate teaching assistants in the new student feedback system, as feedback to this group on their teaching is not consistent across programs.

4 / Advance Equity, Diversity and Inclusion (EDI) in a New Student Feedback System

Throughout the consultations, we heard concerns that the USRI instrument and Faculty Forms were not designed to minimize or mitigate bias, especially for those who were early-career, those who took risks and introduced new and innovative teaching approaches, those who taught controversial course topics, and those who identified as belonging to equity-seeking groups. Participants shared statements such as, *“much power is given to a very flawed instrument,”* and the USRI is *“not measuring what is important and is not useful in terms of how to improve student learning experiences.”*

Consultations revealed that some academic staff routinely received inappropriate, disrespectful, harmful, racist and gendered comments from students through the Faculty Forms. One participant said, *“students feel free to be racist, sexist in them,”* a concern echoed by many. Another statement reflected many participants’ concerns that, *“there was no accountability and responsibility for [student] comments”* and that students often commented on non-instructional factors related to the personal characteristics of the instructor.

Student groups expressed other EDI-related concerns with the design of the current USRI instrument and the methods used to collect feedback with it and the Faculty Forms. Concerns included that the feedback process is poorly designed for accessibility both in the distribution of forms in class and the limited time provided to complete feedback. For some students with disabilities, the USRI instrument and Faculty Forms are not accessible as they are not available digitally where students can access assistive technologies such as e-readers and dictation.

EDI-related concerns can also be experienced by students. To help ensure equitable and inclusive teaching and learning, course instructors need awareness of how course design and course dynamics shape their learning environments and impact students. Student feedback can identify aspects of the course design, teaching strategies and learning environment that foster equitable pathways for their students and maintain a productive learning environment, that supports a sense of belonging and inclusion. Opportunities for students to provide feedback that can inform equity, inclusivity and accessibility should be included in a new course feedback system.

Recommendations for actions under this theme are:

- a. Action: Ensure the questions within a new student feedback system are designed to mitigate opportunities for bias (i.e., questions that focus on learning experiences rather than course instructor traits).
- b. Action: Ensure expertise from the Office of Equity, Diversity and Inclusion is on all committees and teams overseeing the development and implementation of all aspects of a new system.

- c. Action: Provide training and professional learning opportunities for those responsible for administering and using student feedback (e.g., Deans, Department Heads, Tenure, Promotion and Merit committees), on how to address bias, racism and harassment, as well as how to support academic staff who are affected. Ensure expertise from the Office of Equity, Diversity and Inclusion is involved in the development and offering of educational opportunities.
- d. Action: Develop communications, education and training materials that includes information on mitigating bias in feedback, and on addressing bias and harassment if identified in feedback and commit to revisiting these needs with community support on an ongoing basis.
- e. Action: Ensure the new course feedback system is accessible and inclusive to staff and learners of all abilities following the principles of universal design for learning.
- f. Action: Include questions in the new course feedback system that provide feedback on equitable, inclusive, and accessible teaching and learning practices and learning environments.
- g. Action: Provide training for academic staff and academic leaders on how to recognize and address barriers to equity and inclusivity for students.
- h. Action: Provide training for students on giving constructive feedback on their experiences and awareness on bias, harassment, and all forms of discrimination.
- i. Action: Develop a process to flag and address harassing, threatening and discriminatory comments, including supports for academic staff and academic leaders when incidents occur.

5 / Embed Indigenous Ways of Knowing in a New System

Indigenous Scholars expressed concern that the USRI items did not acknowledge the multiple Ways of Knowing, Being, and Doing that exist in approaches to teaching and learning at UCalgary. They felt that the questions had very little relevance to those who teach issues on social justice for Indigenous peoples, and from a critical anti-racist approach. They recommended that the USRI reflect the University's Indigenous Strategy and Indigenous pedagogies, such as the importance of relationality, learning with and in community, land-based learning, Ceremony, and Elders/Traditional Knowledge. They wondered how a process could be designed to reflect parallel processes such as oral systems and traditions and recommended that a future instrument align with the language around transformation that is communicated in the Indigenous Strategy.

Similar to other comments received in the consultations, they felt that the USRI had little value in providing them with meaningful feedback as an academic staff member, including how they could adjust their teaching practice to improve student learning experiences. They thought the system could be designed to intentionally incorporate more self-reflection and awareness from students on their learning experiences. They also acknowledged that the USRI system and Faculty Forms facilitated bias and racism. Many of the Indigenous Scholars consulted acknowledged that they had experienced gender bias and racism through the USRI questionnaire and Faculty Forms and reflected on how difficult and traumatic these experiences were. Many expressed concerns

regarding the anonymity of the USRI, as it removes responsibility and accountability and does not support relationship building.

- a. Action: Ensure representation from the Office of Indigenous Engagement on the implementation working group overseeing the development and implementation of a new system.
- b. Action: Ensure the new course feedback system aligns with the Indigenous Strategy and Indigenous ways of knowing and being.
- c. Action: Ensure the new course feedback system reflects and demonstrates value for Indigenous pedagogies, such as the importance of relationality, learning with and in community, land-based learning, Ceremony, and Elders/Traditional Knowledge.
- d. Action: Explore how parallel processes could be reflected in the new course feedback system, including oral systems and traditions.
- e. Action: Provide training and professional learning opportunities for those responsible for administering and using student feedback (e.g., Deans, Department Heads, Tenure, Promotion and Merit committees) on how to support Indigenous Scholars and how to understand Indigenous approaches to teaching and learning.

6 / Improve Communication and Education

Throughout the consultations, we heard the importance and need to have a comprehensive institutional communications plan around student feedback and course evaluations. Both academic staff and students discussed the importance and value of feedback, however, many expressed they did not feel this was well communicated across the institution. Students expressed their uncertainty of what happened to their course feedback and how the feedback was being used, or if it was used at all. Academic staff expressed a desire to have feedback from students that was constructive and could help them improve their practice. One academic staff member shared:

“USRI should provide useful and ongoing feedback on students' learning and their experience with different elements / assignments in my course that enables me to continuously improve my course designs, selection of materials/resources and my approach to teaching.”

Several academic staff noted they often receive feedback unrelated to the course, or about issues outside of their control. Examples can include anything from comments about the physical classroom itself to availability of eatery options on campus. These comments suggested to them that students either don't know the purpose of the USRI and/or lack a clear avenue to communicate concerns and feedback on factors that fall outside of those that the course instructor can influence or change.

We also heard that teaching is complex, and a broader assessment of teaching needs to be viewed from multiple perspectives. Academic staff requested effective communication around

the “*need to address what else to do to assess teaching: peer assessment and others need the same level of rigor as is being done with the USRI.*” They also acknowledged concerns regarding the interpretation and use of the USRI and student comments from Faculty Forms in teaching assessment practice. Others suggested that additional clarity, support, and training is needed on appropriate use and interpretation of USRIs in assessment.

- a. Action: Develop a comprehensive communications plan for students, academic staff and administration that promotes the value and purpose of student course feedback. Include in the communications, reminders of how course feedback is used.
- b. Action: Develop communications and learning opportunities for students on how to give constructive and professional feedback.
- c. Action: Develop resources and professional learning opportunities for academic staff on how to use and consider student feedback.
- d. Action: Develop resources and professional learning opportunities for Department Heads, Deans, and assessment committees on how to use and consider student feedback appropriately and alongside other sources and information on teaching.
- e. Action: Develop resources for academic staff on how to use student feedback in tenure, merit and promotion processes, as well as how to use feedback to support award and grant applications; clearly link to the revised GFC Academic Staff Criteria & Processes Handbook.

7 / Collect and Disseminate at the Right Time, in the Right Way

It was highlighted in consultations that the administration of the USRI and Faculty Forms, both paper and online versions, is dated and not user-friendly. We repeatedly heard concerns about the waste generated through the paper-based survey and how this approach contradicts the University’s Sustainability Strategy. It was also evident in the data *how* the USRI is accessed (paper or email/links to the survey) is a deterrent for students to complete. It was noted by academic staff and students how out-dated the USRI looks and that it does not match current design standards set by the University.

In the consultations, students and academic staff reflected that the timing and administration of the USRI can be problematic. Academic staff felt that with it being administered at the end of a semester, at a time when students are stressed and have many competing priorities, they are not getting thoughtful feedback. Students admitted that during times of stress and with lots of deadlines, they are less likely to take the time to complete the forms and they also shared that when administered in class, they rarely had enough time to think carefully about their ratings and comments on the Faculty Forms. Academic staff expressed the need for iterative or multiple points of feedback within a singular class to enable a full cycle of learning, feedback, listening and implementation. Students also felt that giving feedback at the end of the term did not benefit them, and they were not able to see the effect of change in the class.

- a. Action: The new course feedback questionnaire should be available as an online tool for completion during a set period that allows students time to provide meaningful feedback.
- b. Action: In order to ensure high response rates, administration of the course feedback should include in-class time to build awareness and encourage participation and completion and additional time outside of class for completion.
- c. Action: Ensure a new technology platform to administer the course feedback questionnaires can be integrated with other systems allowing for automated processes such as email reminders to students to submit their feedback.
- d. Action: Ensure the new system has a reporting feature that is easy to use and interpret, providing academic staff opportunities to view student feedback over time and easily visualize and aggregate feedback.
- e. Action: Ensure a new system has the capability of comment/sentiment analysis so academic staff can have support interpreting written feedback.

Summary

A working group of the General Faculties Council (GFC) Teaching and Learning Committee (TLC) was struck to review and advise on the University's course feedback system, the Universal Student Ratings of Instruction (USRI). Our review confirmed that the current questions are dated and in need of renewal as is the technology used to support the current system.

A comprehensive consultation plan was developed to capture USRI experiences of academic staff and student groups. Over several months, data were collected from robust and wide-spread consultations and the themed results informed the recommendations and actions provided in this report.

The working group recommends a complete system overhaul, based on the inability of the current system and Class Climate software to adequately meet our institutional needs. This will require relinquishing the USRI instrument and associated reports for a new student course feedback system that integrates with necessary university processes and enterprise systems. The scope of this change is transformative but also doable. It will require an ongoing Implementation Working Group to ensure the system and supports continue to address the needs of academic staff and students. It is recommended the new system **focus on learning** and not the individual instructor with a **survey design** that integrates modularity and flexibility and is customizable to the needs of the course, program or instructor. Questions should **minimize bias** and give space for **Indigenous ways of knowing and being** in the feedback model. There also needs to be dedicated **communications and training** for all stakeholders and allow for ease of **administering and reporting** so that students have more choices in completing the surveys and academic staff can make more sense of student feedback.

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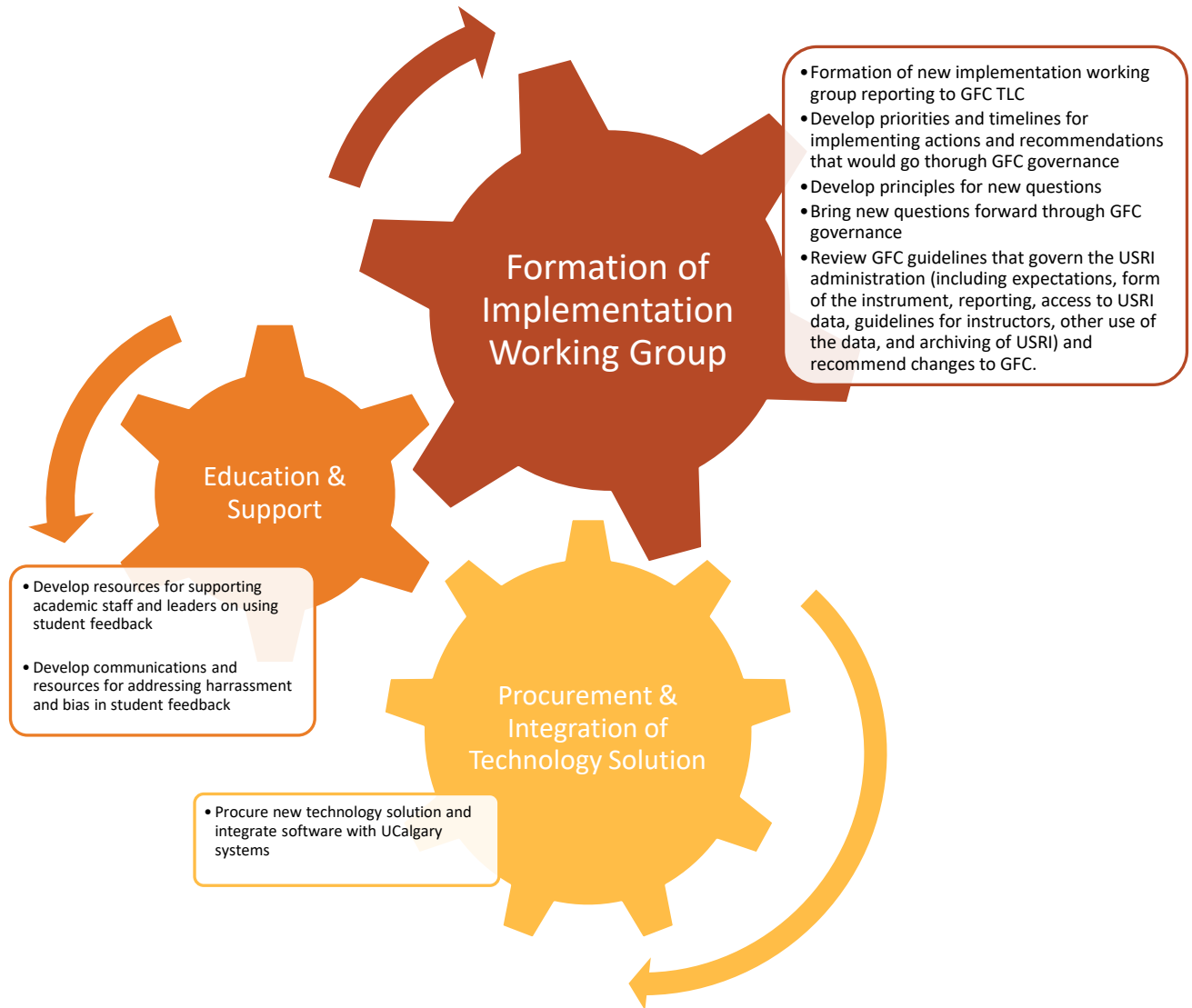
Appendix I: Guiding Principles for Student Feedback on Course Learning Experiences

The following seven guiding principles were developed by the working group and derived from the literature review and environmental scan. These principles were created to help inform decision-making processes moving towards a revised questionnaire. They were also shared throughout the consultation process for feedback and to help guide our discussions. The consultation process confirmed strong support for the principles, and their use in guiding future conversations and decisions related to student feedback processes.

1. Learning-focused: Questions are focused on students' learning experiences. Aggregate data provide academic staff valuable feedback for learning about their teaching practice.
2. Minimize bias: Questionnaire uses language that limits the likelihood of biased responses. Reporting processes are designed to minimize the effects of bias.
3. Valid and Reliable: Questionnaire measures what it is intended to measure, and responses demonstrate internal consistency.
4. Modular: Includes modules that can be selected for different learning modalities and experiences (e.g., clinical, experiential, or online learning).
5. Flexible & Customizable: Allows for standard set of questions and Faculty/Program questions. Allows individual instructors the opportunity to add additional questions.
6. Streamlined & Secure: Easy to access and use for staff and students. Data reports are secure and meaningful.
7. Responsible Use & Reporting: Used as intended, as a report on students' learning experiences. Used to help identify areas for strength and growth and as a reflective tool for teaching. Connected to qualitative feedback, allowing for meaningful interpretation of ratings. Transparent reporting on statistical validity and reliability of the questionnaire.

Appendix II: Next Steps

The approval of the USRI Report through General Faculties Council (GFC) will initiate several pieces into action, including the formation of a new Implementation Working Group and the start of what can essentially be seen as phase 2. The graphic below provides a high-level summary of the three areas of work that will be initiated in the first 12 months after approval of the recommendation report.





GENERAL FACULTIES COUNCIL Biographies of Candidates for Election

The voting for these elections will be conducted electronically. A link to a MS Teams form, setting out equivalent to election ballots, will be sent to GFC members immediately following the April 7, 2022 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 Review Committee for the Dean of the Faculty of Nursing

Naweed Syed, Cumming School of Medicine

Professor, Chief Scientist – Creative Destruction Lab, Peak Scholar (UoC), Fellow Royal College of Physicians and Surgeons Edinburgh (UK), CIHR Investigator, AHFMR Medical Scientist, Parker B Francis Fellow (USA), Alfred P. Sloan Fellow (USA). Former Department Head, Postdoctoral Program Director (UoC), Research Director Hotchkiss Brain Institute, Scientific Director, Alberta Children’s Hospital Research Institute, Special Advisor to VPR. Have served on the Promotions and Merit Committees of Nursing, Engineering, Sciences, Search and Selection and renewal committee Dean of Engineering. I have also served on GFC Steering Committee, GFC, Academics Program Committee, Academic and Non-Academic misconduct committees and all other university committees. My research has been funded throughout by CIHR, NSERC, CFI etc. I have graduated 60 students, published over 145 papers in peer reviewed journals (Nature, Science, Neuron, J. Neurosci. etc.). My lab was the first to develop brain chip interfacing technology highlighted in the TIME magazine, Discovery Channel, Global Mail etc. I also won the Canada 150- Medal from the Senate of Canada, and was the recipient of Community Service Award from the Faculty Council. I have delivered over 200 invited lectures and have won over 100 awards for innovation.

Juan Murias, Faculty of Kinesiology

Research: I have published 123 original articles (cited > 3900; H-index 36). I have secured funding for over \$2,000,000 including NSERC, HSFC, CFI.

Service: I have served in 17 Faculty Committees at UofC. I have made significant contributions to the peer-reviewing (>150 evaluations). Additionally, I have assumed the role of Associate Editor for Plos One, Frontiers Physiology, and Sport Sciences for Health (>100 manuscripts).

Teaching: I have taught a total of 27 courses at UofC, and contributed as an invited lecturer in many others. I have supervised 19 graduate students, 5 postdocs, 4 international visiting trainees, and 30 undergraduate students.

David Hodgins, Faculty of Arts

Recipient: Killam Annual Professor; CIHR, Health Canada, AGRI grants; CFI.

Recipient: Great Supervisor Award, Faculty of Graduate Studies; Excellence in Supervision Award, Psychologists Association of Alberta; Fellow, American Psychological Association; Fellow, Canadian Psychological Association.

Past service: Faculty representative GFC; Dean of Social Work selection committee, Dean of Arts reappointment committee; GFC Academic Processes Committee; Head, Department of Psychology.

Current service: Faculty of Arts Academic Processes Guidelines committee; Graduate Program Director; Alberta Gambling Research institute Research Coordinator.

Lorian Hardcastle, Faculty of Law

Recipient: CIHR and Foundation for Legal Research grants.

Recipient: Students' Union Teaching Excellence Award (x2).

Past service: Member of various faculty-level committees (Mooting and Debating, Admissions, etc.); search committee for a Department Head in the Faculty of Medicine.

Current service: Member of the Executive Committee of One Health @uCalgary; Member of the Graduate Studies Committee and the Awards Committee in the Faculty of Law.

Election of Two Academic Staff Members to an Advisory Review Committee for the Dean of the School of Architecture, Planning and Landscape

Victoria Fast, Faculty of Arts

Current position: Associate professor, Department of Geography. Member, O'Brien Institute for Public Health.

Recipient: Research grants—SSHRC Connections (2017), IDG (2018), PDG (2020), Engage (2021); NSERC New Frontiers (2019); Mitacs (2021).

Awards—Sustainability Award; Calgary Institute for the Humanities Fellowship.

Past service: Faculty of Arts engagement committee, GFC campus and facilities subcommittee, SAPL hiring committee.

Current service: GCF, Co-chair Geography EDI committee, Director ESRI Canada Centre of GIS Excellence.

Marjan Eggermont, Schulich School of Engineering

Teaching Professor

Recipient: U of C teaching and Learning Grants, Engineering Education Innovation Award, STLHE Alan Blizzard Award.

Recipient: Sustainability Awards.

Past service: Associate Director (Undergraduate), Centre for Bioengineering Research and Education, Contemporary Calgary Board of Directors, Associate Dean (Student Affairs), Schulich School of Engineering, University of Calgary, American Society of Engineering Education (ASEE) Board of Directors, Program Chair Design in Engineering Education Division), ASEE.

Current service: Academic Director for Sustainable Engineering (SSE), The Faculty Association Board of Directors, Chair Equity, Diversity, and Inclusion Committee MME, ASEE Awards Policy Committee and International Advisory Committee (IAC - ASEE).

Jennifer Love, Faculty of Science

Jennifer Love obtained her Bachelor's degree from Allegheny College in 1994 and her PhD from Stanford University in 2000. After postdoctoral research at the California Institute of Technology, she began her independent career at the University of British Columbia in 2003. She moved to the University of Calgary in 2019, where she is Professor and Head of the Department of Chemistry. She is currently Vice-President of the Chemical Society for Canada, after having served as the Director of Awards from 2019-2021. She is currently Chair of the Editorial Board of Chemical Society Reviews (Royal Society of Chemistry) and was an Associate Editor for Catalysis Science & Technology (Royal Society of Chemistry) from 2015-2020. She also serves on the editorial boards of Inorganic Chemistry (American Chemical Society) and Dalton Transactions (Royal Society of Chemistry). Her research interests span inorganic, organometallic and organic chemistry with a focus on mechanistic analysis, catalyst design, developing new homogeneous catalytic transformations, and synthesis. She has won a number of awards, including the AstraZeneca Canada Award in Chemistry in 2008, UBC Science Killam Teaching Award in 2009, Alexander von Humboldt Research Fellowship for Experienced Researchers in 2012, IntellisynPharma Excellence Award in 2018, and Fellow of the Chemical Institute of Canada in 2021.

Gavin McCormack, Cumming School of Medicine

Associate Professor (CHS).

Lab (Built Environment and Healthy Living Lab; <https://www.behealthylivinglab.com>).

Adjunct Associate Professor (School of Architecture, Planning & Landscape & Faculty of Kinesiology). Adjunct Researcher (Faculty of Sport Sciences, Waseda University, Japan).

Recipient (research funding as PI): CIHR Foundations Scheme; CIHR Project Scheme; CIHR New Investigator Award; CIHR PDF Award; AHFMR PDF Award; Alberta Real Estate Foundation; Diabetes, Obesity, & Nutrition Strategic Clinical Network; CSM Medicine Research Enhancement Program; Public Health Agency of Canada; MakeCalgary Network; O'Brien Institute's Catalyst Grant; URGC Seed Grant; URGC Travel Grant; Vivo for Healthier Generations.

Recipient (awards): O'Brien Institute Emerging Research Leader Award; Avenue Magazines Top 40 under 40; CIHR Bisby Fellow Award.

Past service: CHS Graduate Education Program Scholarships & Awards Review Committee; CHS Graduate Education Committee; Chair, CHS Population/Public Health Specialization Committee; BHSc Undergraduate Applications Review Committee; O'Brien Institute Awards Adjudication Committee; O'Brien Institute Trainee Funding Committee; Co-chair, O'Brien Institute Events and Seminars Working Group; UofC Graduate Scholarships Committee; MakeCalgary Symposium Planning Committee; Strategic Advisor for the Victoria Health Department (Australia); Age-Friendly City of Calgary Research Advisory Group; Member-at-Large, Alberta Public Health Association; Co-chair, Steering Committee Walk21 International Conference; Scientific Program Chair, Walk21 International Conference; Vice-President, International Professional Association for Transport and Health; Associate Editor & Editorial Advisor, BMC Public Health; Planning Committee, Active Living Research Conference.

Current service: Grant review committees (CIHR, Michael Smith Foundation for Health Research, Hong Kong Government Health & Health Services Research); Editorial Board, International Society for Behavioral Nutrition & Physical Activity; O'Brien Internal Peer Review); Associate Scientific Editor, Health Promotion & Chronic Disease Prevention in Canada.

Scientific contributions: Peer reviewed journals (136); Publish abstracts (10); Book chapters (1); Conference presentations (118); Reports/policy documents (11); Media reports/interviews (27); Grants as PI (19; \$2.5 million); Grants as Co-I (21; \$6.6 million).



UNIVERSITY OF
CALGARY

**GENERAL FACULTIES COUNCIL
ACTION BRIEFING NOTE**

For Approval For Recommendation For Discussion

SUBJECT: **Revisions to the General Faculties Council Bylaws**

PROPONENT(S)

Lise Houle, Interim University Secretary

REQUESTED ACTION

The General Faculties Council (GFC) is being asked to review the GFC Bylaws, to provide feedback on the proposed revisions, and to provide any additional comments or suggestions for further changes to the GFC Bylaws for consideration.

KEY CONSIDERATIONS

The GFC is required to review the GFC Bylaws at least once every three years. The GFC Bylaws were last revised in December 2018.

The University Secretariat is proposing some minor updates to reflect changes in the environment and current practices. Overall, it is believed that the GFC Bylaws continue to reflect the role, responsibilities, and operational practices of the GFC, provide an appropriate framework to guide the work and operations of the GFC, and continue to meet current governance best practices.

The following is a summary of the proposed changes:

- Sections 7.1 and 7.2: updated 'Calendar' to 'Schedule' to reflect the format of the document presented for approval
- Section 7.2: removed 'Meetings will be held on main campus' to reflect the current environment and indicate that it is anticipated that some meetings may occur using a platform such as Zoom in the future
- Section 7.5: added a timeline for submitting requests for items to be added to a GFC meeting agenda to allow time to review the submission, follow-up with any questions/changes, and provide the materials to the GFC Executive Committee within the one-week guideline set out in the General Faculties Council Standing Committees General Terms of Reference. The proposed 9 day timeline aligns with the document deadline provided to all other proponents generating items for GFC and its standing committees.
- Section 7.7.1: removed the specific reference to 'audio' recording to provide flexibility and reflect that the format of the recording may not always be an audio recording; clarified use of recording by the Secretariat; and updated 'University Secretary' to 'University Secretariat staff' to reflect current practice
- Section 8.2: clarified that abstention votes don't count as a 'yea' or 'nay'
- Section 9.1: grammatical edits

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	2022-03-23			X	
X	General Faculties Council	2022-04-07			X	
	GFC Executive Committee	TBD			X	
	General Faculties Council	TBD			X	
	GFC Executive Committee	TBD		X		
	General Faculties Council	TBD	X			

NEXT STEPS

Following discussion at the April 7, 2022 GFC meeting, the University Secretariat will prepare an updated tracked-changes version of the GFC Bylaws for further discussion by the GFC Executive Committee and GFC. Depending on the nature of any additional suggestions for revision, the University Secretariat may need time to research current best practices before this returns for further discussion. It is aimed for the revised GFC Bylaws to be approved at the June or October 2022 GFC meeting.

SUPPORTING MATERIALS

1. Revised GFC Bylaws (compared)



UNIVERSITY OF
CALGARY

GENERAL FACULTIES COUNCIL

BYLAWS

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**THE GENERAL FACULTIES COUNCIL OF THE UNIVERSITY OF CALGARY
BYLAWS**

1. INTERPRETATION

1.1 Definitions

In these Bylaws, the following terms have the meaning ascribed to them:

- a) **“Academic Staff Member”** means an individual who is engaged to work for the University and is identified as an academic staff member under Article 1 of the Collective Agreement;
- b) **“Act”** means the *Post-Secondary Learning Act* (Alberta) and the regulations promulgated thereunder;
- c) **“Board”** means the Board of Governors of the University;
- d) **“Business Day”** means a day other than a day that the University is closed or a Saturday, Sunday, statutory or civic holiday in Calgary, Alberta;
- e) **“Chair”** means the Chair of the GFC;
- f) **“Committee”** means a standing or *ad-hoc* committee established by the GFC;
- g) **“Conflict of Interest”** means a conflict of interest as defined in the University Code of Conduct;
- h) **“Ex officio”** means a person who holds an appointment by virtue of their position;
- i) **“FOIP”** means the *Freedom of Information and Protection of Privacy Act* (Alberta);
- j) **“GFC”** means the General Faculties Council of the University;
- k) **“Meeting Year”** means the period from September to June in each year;
- l) **“Member”** means a member of the GFC;
- m) **“University”** means the University of Calgary; and
- n) **“Vice Chair”** means the Vice Chair of the GFC.

All terms used in these Bylaws that are defined in the Act shall have the meaning given to such term in the Act.

1.2 Headings

The headings used throughout these Bylaws are inserted for reference only and are not to be considered in construing the terms and provisions of these Bylaws or to be deemed in any way to clarify, modify or explain the effect of such terms or provisions.

1.3 Conflict with Act

In the event of a conflict between the provisions of these Bylaws and the provisions of the Act, the provisions of the Act shall govern.

1.4 Invalidity of Provisions

The invalidity or unenforceability of any provision of these Bylaws shall not affect the validity or enforceability of the remaining provisions of these Bylaws.

2. ROLE AND POWERS, DUTIES AND FUNCTIONS

2.1 Role

Subject to the authority of the Board, the GFC is responsible for the academic affairs of the University [Act, section 26]. The GFC also has general supervision of student affairs [Act, section 31].

2.2 Powers, Duties and Functions

The GFC has the powers, duties and functions set out in the Act.

The GFC may delegate in writing any of its powers, duties or functions and may prescribe conditions governing the exercise or performance of any delegated power, duty or function, including the power of sub-delegation. The GFC may also alter or revoke in writing the delegation of any of its powers, duties and functions. The GFC may require as part of any delegation of its authority that any action taken under a delegated authority of the GFC be reported to the GFC.

3. MEMBERSHIP

3.1 Composition

The composition of the GFC is as follows:

Ex-Officio Members

- The President
- The Vice-Presidents
- The Dean of each Faculty
- The Vice-Provost (Libraries and Cultural Resources)
- The Director of Continuing Education
- The Registrar

Elected Members

- Those full-time Academic Staff Members elected by the Faculty Council of each Faculty. The number of full-time Academic Staff Members that may be elected by the Faculty Council of each Faculty is determined in accordance with the Act.

Appointed Members

- Two students appointed by the Students' Union
- Four students appointed by the Graduate Students' Association
- One undergraduate student from each of the following Faculties: Arts, Business, Education, Engineering, Kinesiology, Law, Medicine, Nursing, Science, Social Work and Veterinary Medicine, appointed by the Students' Union
- One individual appointed by the Postdoctoral Association
- One individual appointed by the University Alumni Association
- One individual appointed by Student Enrolment Services
- One individual appointed by the Libraries and Cultural Resources Academic Council
- One individual appointed by the Alberta Union of Provincial Employees, Local 52
- One individual appointed by the Management and Professional Staff Executive Committee
- Two Academic Staff Members appointed by each of the Faculties of Arts, Medicine and Science
- One Academic Staff Member appointed by each of the Faculties of Business, Education, Engineering, Environmental Design, Kinesiology, Nursing, Social Work and Veterinary Medicine
- The Vice-Provost (Teaching and Learning)
- The Vice-Provost (Student Experience)
- The Chief Information Officer
- The President of the University Faculty Association

3.2 Terms

Ex-Officio Members

The membership of an individual who is an Ex-officio Member automatically terminates when the individual ceases to hold the position by virtue of which they are an Ex-officio Member of the GFC.

Elected Members

An Elected Member holds office for a term of three years or until the Elected Member's successor is elected, with eligibility for additional terms, except that an Elected Member's term automatically expires when the Elected Member ceases to be a full-time Academic Staff Member of the Faculty that elected the Member.

Notwithstanding the preceding paragraph, a Faculty shall as circumstances require, elect Members to hold office for one or two-year terms so as to provide overlapping terms for the Members elected by the Faculty, and may, when an Elected Member ceases to be an Elected Member before the expiry of that Elected Member's term, elect a new Member to serve the remainder of the unexpired term.

Appointed Members

An Appointed Member may be appointed for a term of up to three years, with eligibility for re-appointment for additional terms; however, an Appointed Member's term automatically expires when the Appointed Member ceases to meet the qualification of their membership, such as the requirement to be a student or hold a particular position.

3.3 Absences

Members shall advise the University Secretariat as soon as possible of any known or anticipated circumstances that would result in the Member being absent from three or more consecutive GFC meetings in a Meeting Year. If a Member is, or will be, absent from three or more consecutive GFC meetings in a Meeting Year, the Chair may request that a substitute be appointed for the duration of the absence or may declare the Member's position vacant and, if desirable, ask that a replacement be appointed for the balance of the Member's term or a different term. Appointments under this provision will be conducted in accordance with the regular appointment process for that Member.

3.4 Ex-Officio Members Designates

Ex-Officio Members may designate an individual to act as a Member in their place for any meeting of the GFC.

4. CHAIR

The President of the University is the Chair of the GFC.

The Chair leads the GFC in all aspects of its work and is responsible to effectively manage the affairs of the GFC and to ensure that the GFC is properly organized, functions effectively, and meets its obligations and responsibilities. The Chair will foster and promote the integrity of the GFC and a culture where the GFC works ethically and cohesively in the best interests of the University.

In carrying out this role, the Chair will:

- a) provide leadership to enable the GFC to effectively carry out its duties and responsibilities;
- b) act as the chair of meetings of the GFC and the Executive Committee of the GFC, if there is one;
- c) act as the spokesperson for the GFC;
- d) ensure that the GFC is kept properly informed of matters of import within its role; and
- e) give an annual address to the GFC, and lead a discussion with members at the first meeting of each Meeting Year, highlighting the institutional agenda, priorities, and challenges for the year to come.

In the absence of, or inability to act by, the Chair and the Vice Chair, the Vice-President (Research) shall act as Chair.

5. VICE CHAIR

The Provost and Vice-President (Academic) is the Vice Chair of the GFC.

The Vice Chair will carry out any or all of the Chair's responsibilities at the request of the Chair or in the event that the Chair is absent or unable to carry out their responsibilities, and will have those additional powers and duties assigned by the Chair.

6. MEMBERS

6.1 Obligations

Members shall:

- a) familiarize themselves with the GFC's role in governing the University, these Bylaws, the University Code of Conduct, laws and University policies applicable to Members;
- b) adhere to these Bylaws, the University Code of Conduct, laws and University policies applicable to Members; and
- c) when exercising their powers and discharging their duties, act honestly and in good faith with a view to the best interests of the University, bringing their perspective and insights to discussions as individuals, and as the holder of a position (Ex-Officio Members) or as a representative of the group that appointed or elected them to the GFC (Appointed and Elected Members).

6.2 Expectations

Members are expected to:

- a) make every reasonable effort to attend all GFC meetings;
- b) come to meetings prepared to engage in respectful, meaningful discussion and provide considered, constructive and thoughtful feedback and commentary, express opinions and ask questions to enable the GFC to exercise its best judgment in decision making and advising; and
- c) ensure that they are able to devote sufficient time and energy to carrying out their duties effectively.

7. GFC MEETINGS

7.1 Schedule

In each Meeting Year, the GFC will meet in accordance with the meeting ~~calendar~~[schedule](#) approved by the GFC Executive Committee and provided to Members ~~at least six months~~ in advance of the start of the Meeting Year. The GFC will hold a minimum of six meetings in each Meeting Year.

The Chair may postpone or cancel any meeting if there is insufficient business for the meeting, and may call additional regular or special meetings as necessary to deal with business.

The Chair shall call a special meeting:

- a) in accordance with a duly passed motion of the GFC; or
- b) for a date within ten Business Days of the receipt by the Secretariat of a written request for a special meeting by at least one-quarter (1/4) of the Members of the GFC. The request must clearly state the proposed business of the special meeting.

7.2 Notice

Members will be provided with a ~~calendar~~[schedule](#) of meeting dates for regularly scheduled GFC meetings in advance of each Meeting Year, which ~~calendar~~[schedule](#) is deemed to be sufficient notice to all Members of any meeting ~~shown in the calendar.~~ Except in the case of an emergency meeting, notice of meetings that do not appear in the ~~calendar~~[schedule](#) will be provided at least two Business Days in advance of the meeting date. ~~Meetings~~[Meeting details](#) will be ~~held on main campus, and communicated to members by~~ the University Secretariat ~~will communicate the details of each meeting to Members~~ as soon as they are available before each meeting.

The accidental omission to send notice of any meeting to, or the non-receipt of any notice by, any of the persons entitled to notice does not invalidate any proceedings at a meeting. Any person entitled to notice of a meeting may, in writing or otherwise, waive notice of, or the required period of notice of, such meeting.

7.3 Quorum

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

7.4 Absence of Chair

In the event that the Chair is unable to attend a specific meeting, the Vice Chair shall act as Chair for that meeting.

In the event that both the Chair and the Vice Chair are unable to attend a specific meeting, then the Chair shall designate an Ex Officio Member to chair the meeting.

If none of the Chair, the Vice Chair or the designated chair is present within ten (10) minutes of the time fixed for the commencement of the meeting, the meeting will be cancelled.

7.5 GFC Meeting Agendas

The Chair and the Vice Chair will formulate the GFC meeting agendas, and the GFC Executive Committee will review and provide direction with respect to the agenda for each regular GFC meeting.

The agenda for each GFC meeting will be posted on the Secretariat website immediately following its distribution to Members.

Members may request that an item be added to a GFC meeting agenda by submitting to the Chair a request in writing, [9 days in advance of the next scheduled GFC Executive Committee meeting](#), that clearly sets out, at a minimum:

[a\) how the item falls within the purview of GFC;](#)

~~a~~)b) _____ the motion, if one, and the action requested of the GFC;

~~b~~)c) _____ the proponents;

~~c~~)d) _____ the key considerations, including the rationale;

~~d~~)e) _____ the intended and potential consequences and impacts;

~~e~~)f) the consultation that has been done; and

~~f~~)g) includes any supporting documentation for the item.

The Chair will take the request to the GFC Executive Committee at its next meeting for consideration. The GFC Executive Committee will determine whether the request is within the purview of the GFC and may:

- a) add the item to a GFC meeting agenda;
- b) request more information from the proponent; or
- c) determine that the item should not be brought to the GFC.

The Secretariat will communicate the decision (and for c) above, the reasons) of the GFC Executive Committee to the person who submitted the request, including any suggestion of the GFC Executive Committee as to which body or individual the item should be addressed, if applicable, and the decision (and reasons, if any) will be included in the GFC Executive Committee report to the GFC.

Items not on the meeting agenda that are introduced on the floor of the GFC will not be considered at the meeting and will be taken to the GFC Executive Committee in accordance with the process outlined above.

7.6 Meeting Materials

Meeting materials will be distributed to Members electronically, and the target date for the distribution of meeting materials to Members will be one week in advance of a scheduled meeting.

7.7 Conduct of Meetings

7.7.1 General

GFC meetings may be attended by the public, subject to space limitations.

The Chair, or in their absence, the acting chair, shall be responsible for the orderly conduct of meetings of the GFC. Meetings will be conducted in accordance with all applicable laws (including specifically FOIP) and these Bylaws or, where applicable laws or these Bylaws are silent on the matter, as determined by a ruling of the Chair, acting reasonably. The Chair may consult the University Secretary and look to Roberts Rules of Order for guidance on the conduct of meetings, however, none of these sources shall be considered determinative and the Chair retains the discretion to make a final determination on the matter, subject to challenge as provided below.

The Chair's ruling shall bind all members of the GFC except where a motion challenging the ruling has been duly moved, seconded and carried by two-thirds (2/3) of the Members present at the meeting, whereupon such ruling shall cease to have force and effect. In this event, a Member may propose a new ruling and, provided it is duly moved, seconded and

carried by a majority of the Members present at the meeting; it shall bind all members of the GFC.

No person is allowed to use a camera or a recording device in a GFC meeting, except that the University ~~Secretary~~Secretariat staff may make a ~~audio~~ recording of a meeting to aid in the preparation or confirmation of the minutes, which ~~audio~~ recording will be destroyed immediately following approval of the minutes of the meeting.

The University Secretary or designate will act as the Secretary at meetings of the GFC.

7.7.2 Conflicts of Interest

Members have Conflict of Interest obligations under the University Code of Conduct.

To assist Members in meeting those obligations, Members are required to:

1. Review agenda items and declare any Conflicts of Interest in respect of an item at the beginning of each GFC meeting or at the beginning of the item;
2. Immediately seek guidance from the Chair or the University Secretary where there is any doubt about the existence of a Conflict of Interest; and
3. Actively manage a Conflict of Interest by applying one or more of the options below, as appropriate for the circumstance and as agreed to by the chair of the meeting, if in a meeting, and the Chair if otherwise. Options for action are:
 - a) removing themselves from the meeting room for any discussion and the decision on matters for which the Conflict of Interest exists;
 - b) removing themselves from the circumstances which create the Private Benefit (as defined in the University Code of Conduct) that gives rise to the Conflict of Interest;
 - c) managing the Conflict of Interest in a different fashion with the prior approval of the Chair; and
 - d) resigning their position with the GFC.

7.7.3 Invited Guests and Visitors

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

Visitors in attendance at a meeting to observe GFC proceedings may speak only if expressly invited to do so by the chair of the meeting. All visitors are expected to maintain decorum. In the event of a breach of these rules or a disturbance, the chair of the meeting may eject individuals from the meeting or adjourn the meeting.

8. VOTING

8.1 General

Each Member is entitled to one vote. Except as set out in section 8.2 below, the Chair does not have a second or casting vote. Voting by proxy is not allowed.

8.2 Meetings

Only Members may move, second and vote on motions.

Motions will be decided by a show of hands, a roll call (voice), consensus, or otherwise in such manner that clearly evidences a Member's vote and is accepted by the chair of the meeting.

An affirmative vote of a majority of the Members present and eligible to vote, or consent without objection is required to pass a motion. [Abstentions do not count in favor of or against the motion.](#)

Any Member may ask at the time of the vote that the Member's individual vote or abstention be recorded in the minutes.

8.3 Elections by the GFC

Elections will be conducted by ballot in a meeting or electronically in accordance with the procedures for approval of resolutions conducted electronically outlined in section 8.4 below, adjusted as appropriate for an election.

The GFC Executive Committee formulates nominations for elections by the GFC. All nominations put forward to the GFC must be accompanied by brief, written biographical information about the nominee.

For each election conducted in a meeting of the GFC, in addition to the nominations put forward by the GFC Executive Committee, at the time of the election, the Chair shall call for nominations from the floor of the GFC. A nomination from the floor must be accompanied by brief, written biographical information about the nominee and written confirmation of the support of the nomination by at least three Members and that the proposed nominee has agreed to serve if elected.

For each election conducted electronically, a call for additional nominations will be made in the communication setting out the nominations put forward by the GFC Executive Committee. Additional nominations must be received in writing by the Secretariat within three Business Days following the call for nominations and must be accompanied by brief, written biographical information about the nominee and written confirmation of the support of the nomination by at least three Members and that the proposed nominee has agreed to serve if elected.

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

Results of elections will be communicated to the GFC within a reasonable time following the election.

Following an election, in the event that the person(s) originally elected by the GFC becomes unable to fulfil the responsibilities of the position to which they were elected, the person(s) in the original election with the next highest number of votes in descending order will be asked to assume the position.

8.4 Resolutions in Writing

Resolutions in writing are only suitable for straightforward motions or where it is not feasible or practical to call a meeting of the GFC, and should be used infrequently.

A resolution consented to in writing or participation in an election conducted electronically, by a majority of the Members entitled to vote on the resolution or participate in the election, whether by signed document, facsimile, electronic mail or any other method of transmitting legibly recorded messages, shall have the same force and effect as if passed or conducted at a GFC meeting duly called and held. A written resolution may be in two or more counterparts, which together are deemed to constitute one resolution in writing. A written resolution passed in this manner is effective on the date stated in the resolution or, if a date is not stated, on the latest date stated on any counterpart or the latest date on which the required number of affirmative votes is communicated to the University Secretariat.

The procedures for approval of resolutions conducted electronically are as follows:

- a) Resolutions will be sent to Members, or Members will be notified of an electronic poll, via the facsimile, e-mail address or telephone number on file with the University Secretariat;
- b) The resolution will expire in the time set in the message; however, the Chair or the University Secretary may extend the deadline once by up to a maximum of seven days;
- c) An affirmative vote of a majority of Members who are eligible to vote is required to pass a written resolution;
- d) The University Secretariat is responsible for tallying the votes and informing the GFC of the outcome;

- e) Written resolutions may not be amended; however, the Member who proposed the resolution may withdraw it at any time prior to receipt of the necessary approval or the expiry time, if one, or with the approval of all of the Members who voted on the resolution; and
- f) If the resolution does not receive the required votes by the deadline (as extended, if applicable), it does not pass.

9. COMMITTEES

9.1 Establishment

The GFC may, by resolution, establish standing or *ad-hoc* committees with such responsibilities, authorities, membership and operational rules, as it considers appropriate. The GFC may also, by resolution, dissolve any Committee.

9.2 Rules and Procedures

The responsibilities, authorities, membership and operation of a Committee shall be set out in terms of reference approved by the GFC or its delegate.

Committees shall report their activities and decisions to the GFC at such times and in such manner as required by the GFC.

10. SPOKESPERSON

The Chair, or in their absence or inability to act, the Vice Chair, is the only person authorized to speak for the GFC.

11. RECORDS

11.1 GFC Records

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

The University shall keep as permanent records, minutes of all GFC and Committee meetings and a record of all actions taken by the GFC and Committees without a meeting. The University shall maintain its records in a form capable of conversion into written form within a reasonable time. Following each meeting of the GFC, the approved minutes and meeting materials for that meeting will be posted on the Secretariat website. The Secretariat will maintain these materials on its website for the current and previous five years.

The official records of the GFC will be maintained under the custodianship of the University Secretary, are not confidential, and shall be available for inspection in the University Secretariat or the University Archives upon reasonable advance notice to the University Secretariat or in accordance with University Archives procedures.

11.2 Certification of Records

The Chair, the University Secretary or such other person designated by the GFC for the purpose may, in a written certificate, certify that:

- a) a writing referred to in the certificate is a true copy of all or part of a minute of the proceedings of a meeting of the GFC or a Committee or a resolution of the GFC or a Committee; and
- b) that the minute or resolution or part thereof is or is not in effect as at a date stated in the certificate.

A certificate made under this section shall be prima facie proof of the facts stated therein without proof of the signature or capacity of the person signing the certificate.

If the person making the certificate is not the University Secretary, that person shall make and deliver to the University Secretary an executed copy of the certificate as soon as reasonably possible.

12. GFC ASSESSMENT

The GFC shall carry out an assessment of its performance and operations no later than two years following its last assessment in accordance with a process approved by the GFC Executive Committee.

13. AUTHORITIES

13.1 Authorization and Execution

All documents or instruments in writing requiring execution on behalf of the GFC shall be signed by the Chair, the Vice Chair or those signatories specified in a written authorization of the GFC.

14. GENERAL

14.1 Secretary to the GFC

The University Secretary shall be the secretary to the GFC.

14.2 Validity of Notices

Any notice or communication required or permitted to be given or made hereunder will be sufficiently given or made for all purposes if delivered personally, sent by electronic mail or facsimile or sent by ordinary mail within Canada to the last address listed in the records of the University Secretariat. Any such notice or communication if sent by facsimile or other means of electronic communication shall be deemed to have been received on the day of sending, and if delivered by hand shall be deemed to have been received at the time it is delivered to the applicable address. A document sent by mail will be deemed to be received on the fifth Business Day after the day on which it is mailed. In proving the notice or communication was mailed, it shall be sufficient to prove that such document was properly addressed, stamped and posted.

14.3 Review and Changes to Bylaws

These Bylaws will be reviewed by the GFC at least once every three years.

Subject to applicable laws, these Bylaws, or any part hereof, may be amended, replaced or repealed by resolution of the GFC, effective on the date specified in the resolution or, if no date is specified, on the date the resolution was passed. Anything done pursuant to, or in reliance on, these Bylaws before they were amended, replaced or repealed is conclusively deemed to be valid for all purposes.

14.4 Effective Date

These Bylaws will be effective on the date that they are approved by the GFC. All prior or existing Terms of Reference of the GFC are repealed as of the effective date of these Bylaws.

Effective Date: ~~December 6, 2018~~



**GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE
Report to General Faculties Council
for the meetings held February 23, 2022 and March 23, 2022**

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

February 23, 2022

Approval of the GFC and GFC Standing Committees Meeting Schedules for 2022-2023 and 2023-2024

The EC reviewed and voted to approve the revised 2022-2023 GFC and GFC standing committees meeting schedule and the 2023-2024 GFC and GFC standing committees meeting schedule.

Nominations for the Election by GFC of Two Academic Staff Members to an Advisory Review Committee for the Dean of the Faculty of Nursing and Two Academic Staff Members to an Advisory Review Committee for the Dean of the School of Architecture, Planning and Landscape

The EC named, in rank order, academic staff members to be approached by the University Secretariat to stand for election to an Advisory Review Committee for the Dean of the Faculty of Nursing.

The EC then named, in rank order, academic staff members to be approached by the University Secretariat to stand for election to an Advisory Review Committee for the Dean of the School of Architecture, Planning and Landscape.

In response to questions, it was reported that:

- The elections will be held electronically immediately following the April 7, 2022 meeting of GFC
- Ideally, four nominees will be presented on each ballot

Naming of the Teaching and Learning Committee Academic Co-Chair

The EC learned that a replacement Academic Co-Chair of the Teaching and Learning Committee (TLC) is needed at this time, and that the Co-Chair of the TLC has identified a member of the committee willing to take on this role.

The EC voted to name Barbara Brown, Werklund School of Education, as the Academic Co-Chair of the Teaching and Learning Committee, effective immediately and for a term until September 30, 2022 or until Amy Warren is able to return as the Academic Co-Chair of the TLC if that is sooner.

2022 GFC Evaluation

The EC was reminded that the GFC Bylaws require that the GFC is to carry out an evaluation of its performance and operations no later than two years following its last evaluation, in accordance with a process approved by the EC, and the EC heard that since an evaluation was not done in 2021 it is necessary to do one this year.

The EC discussed the format for the 2022 GFC evaluation (a survey versus a discussion session) and determined that an interactive discussion session is preferred. The EC further discussed:

- That Zoom offers tools that could be utilised, including polling, whiteboard brainstorming, and breakout rooms
- That the 2020 GFC evaluation session was successfully moderated by a veteran member of the GFC and EC
- The sort of information that is desired from the evaluation

It was decided that the University Secretariat will reach out to the person who facilitated the Schulich School of Engineering's recent interactive Zoom session for some guidance, and will draft some evaluation questions for the EC to review at the next EC meeting.

In response to questions, it was reported that:

- The GFC and GFC standing committee meetings will be held via Zoom for the remainder of this meeting year. The plan for the 2022-2023 meetings has not yet been determined, but participation, accessibility, engagement, and efficiency will be considered.
- It is necessary to review the GFC Bylaws this year, as the GFC Bylaws require that this be done every three years

Review of the Draft March 10, 2022 GFC Agenda

The EC reviewed the draft agenda for the March 10, 2022 GFC meeting. Following discussion regarding the minimal and non-urgent business for this meeting, it was decided to cancel the March 10, 2022 meeting of GFC in order to allow for a budget townhall instead.

Ed McCauley, Chair and Teri Balsler, Vice-Chair

March 23, 2022

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

The EC was reminded of the USRI Working Group Recommendation Report consultation process to date, and heard an overview of the purpose of this item and the changes made to the report since it was reviewed at the January 13, 2022 GFC meeting.

A member of the EC expressed concern at this item moving forward at this time and requested confirmation that the report and its recommendations do not relate to merit, tenure or promotion processes. The proponents reported that developing an accurate and fair academic staff member assessment system is not within the purview of the USRI Working Group.

The EC discussed that:

- The University is in need of an overhauled student feedback system, including modern questions and a better platform

- There is uncertainty about who will have access to the data under the new system and how it will be used, for example students currently use the USRI data to make decisions about course registration. It was requested that the proponents strengthen the next steps description in the documentation.
- The proposed implementation committee (Course Feedback Working Group) should report regularly, and the membership of this committee should be broad
- It may be difficult to choose a new platform for the student feedback system if the uses for the data are not pre-determined
- Graduate students will benefit from receiving feedback from the students they teach
- It is desirable to make the student feedback system more accessible to students

The EC voted to recommend that the GFC receive the USRI Working Group Recommendation Report and direct the Teaching and Learning Committee to oversee the appropriate actioning of the recommendations including the formation of the Course Feedback Working Group.

Recommendation of Revisions to the GFC Bylaws

The EC was reminded that the GFC is required to review the GFC Bylaws at least once every three years, and that the GFC Bylaws were last revised in December 2018. The EC then reviewed the proposed revisions to the GFC Bylaws.

The EC discussed that:

- While the GFC Bylaws are overdue for review, it is preferable to follow the model of bringing substantive items to GFC twice, once for discussion and again for approval, and to give time for wider consultation
- There are other sections of the GFC Bylaws, e.g. section 7.7.1 (challenging a ruling of the Chair), that could be reconsidered
- There is value in waiting to approve revisions to the GFC Bylaws until after the 2022 GFC evaluation session, in case there is feedback during the session that connects to the GFC Bylaws
- The proposed timeline of 14 days to submit a request for adding an item to a GFC meeting agenda is considered to be too long

The EC decided that this item should be presented to GFC for discussion only at the April 7, 2022 meeting.

2022 GFC Evaluation

The EC reviewed the proposed plan for the 2022 GFC evaluation session.

The EC discussed that:

- The use of engagement tools such as Jamboard or the chat function can collect more feedback than a simple discussion session
- Hybrid in-person/virtual meetings can be successfully executed in some situations

The EC decided that:

- Two questions should be provided to the GFC members in advance of the session, to allow members to be thinking about their feedback, and a survey with more questions should be sent after the

session. Sending a survey after the session will allow members to anonymously expand upon their feedback and will allow members not present for the session to provide feedback.

- The Zoom chat function should be enabled during the session
- A Zoom poll question asking about preference for in-person vs virtual GFC meetings could be done
- The questions regarding the quality of the pre-read materials and the functioning of the GFC standing committees could be left off the survey. The question regarding the effectiveness of presenters could be left in the survey.

Review of the Draft April 7, 2022 GFC Agenda

The EC reviewed the draft agenda for the April 7, 2022 GFC meeting. It was confirmed that the “Revisions to the GFC Bylaws” item will be shifted to be a discussion item.

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



ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Report to General Faculties Council
for the meetings held on February 14, March 14 and March 28, 2022

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

February 14, 2022

Approval of the Creation of a Certificate in Teaching Chinese as a Second Language and an Embedded Certificate in Teaching Chinese as a Second Language

The APPC reviewed two proposals from the Faculty of Arts to create a Certificate in Chinese Second Language Teacher Training and an Embedded Certificate in Chinese Second Language Teacher Training within the School of Languages, Linguistics, Literatures and Cultures (SLLLC). The APPC learned that the Certificate would create new enrollments for the SLLLC and that the Embedded Certificate will be open to undergraduate students from across campus.

The APPC discussed the intended use and anticipated costs of sessional instructors for the certificate programs, course scheduling, admission requirements for the Certificate, and marketing plans.

The APPC approved the creation of a Certificate in Teaching Chinese as a Second Language and an Embedded Certificate in Teaching Chinese as a Second Language within the School of Languages, Linguistics, Literatures and Cultures with some minor corrections and clarifications.

Approval of the Suspension and Termination of the Ecology Major within the BSc program in Biological Sciences

The APPC reviewed a proposal from the Faculty of Science for the suspension and eventual termination of the Ecology major program (including the Honours program) within the BSc program in Biological Sciences. The APPC learned that the suspension/termination of the Ecology major is a part of a staged plan for curriculum renewal in the Department of Biological Sciences and that the majority of the Ecology courses will continue to be offered through the new concentrations of Biodiversity & Conservation and Genetics & Evolution.

The APPC discussed other Ecology related programming offerings across the province and how they differ from the UCalgary program and potential for current students to transfer to the new concentrations in Biodiversity & Conservation and Genetics & Evolution.

The APPC approved the immediate suspension and eventual termination of the Ecology major (including the Honours program) within the Department of Biological Sciences.

Approval of the Creation of a Non-Credit Lean Six Sigma Fundamentals Certificate

The APPC reviewed the proposal from Continuing Education to create a Lean Six Sigma Fundamentals non-credit Certificate program. The APPC learned that this non-credit, professional development certificate will bring the existing Lean Six Sigma courses in alignment with the University's Non-credit Professional and Continuing

Credential Framework and that students will, upon completion of the Certificate, be prepared to complete both Lean Six Sigma accreditation exams.

The APPC discussed the work that Continuing Education (CE) has begun doing around implementing the recommendations in ii' taa'poh'to'p, the budget and the course fees, the anticipated student make-up for the Certificate, and which equity deserving groups it may serve.

The APPC approved the creation of the non-credit Lean Six Sigma Fundamentals Certificate with minor corrections.

Approval of Changes to the Undergraduate Admissions Requirements Section A.5.3.1 Transfer Admission Requirements (Faculty of Nursing)

The APPC reviewed the revisions to the Undergraduate Admissions Requirements Section A.5.3.1 *Transfer Admission Requirements* in the University Calendar for the Faculty of Nursing.

The APPC learned that the changes to the Transfer and Degree Holder Routes align with existing practice for the Faculty of Nursing to accept up to three units of Arts or Humanities courses in lieu of an English course and that these changes improve clarity and transparency

The APPC approved the revisions to the Undergraduate Admissions Requirements Section A.5.3.1 *Transfer Admission Requirements* for the Faculty of Nursing.

Approval of Changes to the Admissions Processes and Requirements for the Doctor of Veterinary Medicine

The APPC reviewed the proposed changes from the Faculty of Veterinary Medicine which included revisions to Faculty information and regulations to align with Faculty policy and website, specifically for admission eligibility and English Language Proficiency (ELP). The APPC learned that the changes clarify admissions eligibility for Indigenous applicants, and state the Faculty's commitment to equity, diversity, and inclusion.

The APPC approved the revisions to the Admissions Processes and Requirements for the Doctor of Veterinary Medicine program with a minor amendment.

Quality Assurance Unit Review: Campus Mental Health Strategy

The APPC received a presentation on the Quality Assurance Unit Review Report for the Campus Mental Health Strategy. The APPC learned that the report was positive and reflected the efforts made and holistic approach to mental health at the University and that the Mental Health Strategy team is digesting and implementing the recommendations, and is making plans for integrating health in the broader sense with mental health, including nutrition and physical health, further embedding mental health into the curriculum and creating resources for teaching and learning, considering the organizational structure of the Strategy, and determining next steps including stakeholder engagement for renewing the Strategy.

March 14, 2022

Approval of Graduate Certificates in Advanced Engineering Practice I and II

The APPC reviewed the proposal for the creation of two new graduate certificate programs in Advanced Engineering Practice I and Advanced Engineering Practice II. The APPC learned that both certificates are 12-unit graduate level credentials and will allow students to choose from four areas of sub-specializations and will address the demand for graduate-level credentialing for professional engineers, as currently there are limited opportunities for professional engineers who wish to upskill or re-skill and who do not have the time and resources to commit to a two-year Master of Engineering (M.Eng.) degree.

The APPC discussed the structure of the certificates, course offerings, graduate credential nomenclature, how information on sessional instructors is captured within the program proposal templates, and that to reduce financial barriers and increase accessibility, revenue generating programs should be strongly encouraged to allocate funding for grants or bursaries for disadvantaged students.

The APPC approved the creation of the Graduate Certificate in Advanced Engineering Practice I and the Graduate Certificate in Advanced Engineering Practice II in the Schulich School of Engineering.

Review, Response and Plan for Revision, Sustainability Strategy

The APPC received a presentation on the recommendations from the Quality Assurance Unit Review for the Sustainability Strategy, and plans for the renewal of the Strategy including proposed timelines and consultation approaches.

The APPC discussed how other University priorities, such as Equity, Diversity and Inclusion will be embedded into the Strategy renewal and suggested that as we redefine what sustainability means for the University that EDI could perhaps be instilled within this definition. The Committee also discussed whether sustainability is a foundational value of the University, and it was explained that this will be further explored as part of the renewal of the Strategy and the renewal of the *Eyes High Strategy*.

Review of Makerspace Standards

The APPC reviewed the Makerspace Design Standards. The APPC learned that Makerspaces are complex and diverse spaces given the different academic needs between Faculties and that the Standards provide parameters to ensure that these spaces are safe, secure and have proper infrastructure.

The APPC discussed how Makerspaces are identified and defined, and maintenance and security requirements for Makerspaces.

The APPC provided the feedback on how Makerspaces should be monitored after hours, and that it would be helpful to have additional details on ventilation considerations and that an etiquette poster for Makerspaces be created.

March 28, 2022

Approval of the Termination of the Master of Business Administration (Thesis-Based Route)

The APPC reviewed the proposal for the termination of the Master of Business Administration (MBA) (Thesis-Based Route). The APPC learned that the MBA degree is viewed as a course-based professional program and not a research-based program and that the Haskayne School of Business has created other research-based graduate programs, such as the PhD and Doctor of Business Administration which better meet the needs of students seeking a research-based program. The APPC heard that the demand for the MBA Thesis-Based route is reflective of this and there have been no new admissions or graduates since 2019, that the program never served as a pipeline to the PhD program and that the MBA (Thesis-Based) degree has not served as an off-ramp for PhD students.

The APPC approved the termination of the Master of Business Administration (Thesis-Based Route), Haskayne School of Business, effective immediately.

Approval of Revisions to Admission and Academic Regulations in the Graduate Chapter of the University Calendar: A.2 Application for Admission, A.3 Admissions Categories, D.1 Registration, D.3 Student Status, D.6 Time Limits, and D.7 Leave of Absence

The APPC reviewed the proposed changes to the Application for Admission, Admission Categories, Registration, Student Status, Time Limits, and Leave of Absence sections of the Graduate Calendar, hearing the rationale for the proposed changes to each section learning that the majority of the changes add additional clarity for students.

The APPC discussed the proposed revisions and discussed the different categories of students, roles of supervisors, the new definitions for part-time and full-time status, that the University should consider how they utilize timelines in consideration of the ii' taa'poh'to'p Strategy, extension request processes, and funding or students on a leave of absence.

The APPC approved the changes to the Admission and Academic Regulations with a minor amendment to the Student Status section.

Teri Balsler, Co-Chair, and Tara Beattie, Academic Co-Chair



TEACHING AND LEARNING COMMITTEE
Report to General Faculties Council
for the meeting held March 15, 2022

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

University of Calgary Teaching and Learning Grants Program Evaluation

The TLC was reminded of the history and goals of the University of Calgary Teaching and Learning Grants program and received a presentation on the 2022 grants allocation data and the results of a Fall 2021 survey relating to the program, including specifically hearing that:

- For the 2022 iteration of the program, projects from the Faculties of Arts, Nursing, Medicine, Social Work, Science, Education, Veterinary Medicine, Engineering, and Architecture, Planning and Landscape were funded
- The areas of focus of the funded projects include Experiential Learning; Online/Blended Learning; Equity, Diversity and Inclusion; Innovation; Sustainability; Open Educational Resources; and Mental Health
- 93% of the survey respondents (principal and co-principal grant holders 2014-2021), who are primarily academic staff members, indicate that they recommend the program to their colleagues.
- 69% accessed one or more of the supports offered by the Taylor Institute for Teaching and Learning (TI), which include individual consults, workshops, and online resources
- 83% report that their project informed a change to their teaching and learning approaches, 90% report that they engaged in critical reflection related to their teaching and learning approaches, 77% report that their project renewed their curiosity and interest in teaching and learning, and 74% report that they connected with new colleagues and/or peer networks as a result of their project
- Ripple effects of completing a project include network building, career development, establishment of a new research program, course design, and student collaboration
- The results of completed projects are disseminated through conference participation, publication, and presentation to the home and other units. The presenters observed that external dissemination is larger, and the program wants to grow internal dissemination in order to strengthen the University's teaching and learning community.

The TLC discussed that:

- Grant holders are likely to choose to disseminate their project results through conferences and in publications because this is what is rewarded by the University. The statement on the grant application webpage that recipients "will share their work with relevant campus audiences" is a clear signal that educational leadership is expected, but this is not tangibly valued under the current merit assessment system.
- Grant holders could be invited to speak about their projects on the TI's podcast and at Faculty gatherings
- The peer review of grant applications is a good part of the process, but this may be more helpful if it were to occur further in advance of the application deadline

- As the network of grant recipients grows over time, there will be more people to serve as peer mentors

In response to questions, it was reported that:

- The competition will launch earlier, in June, this year so that people have more time to work on their applications
- Application deadline reminders will be sent more frequently this year
- Opening the program to postdoctoral scholars and additional Management and Professional Staff is desired but is hindered by financial regulations. Options are being explored.
- Extensive data on whether receiving one of these grants facilitates the formation of a collaborative team, the reception of large external funding grants, or ongoing publication is not available. The TI is looking into how the long term impacts of the grants can be assessed.
- There is some connection between the University of Calgary Teaching and Learning Grants program and the annual University of Calgary Conference on Postsecondary Learning and Teaching, but this is not explicit. The conference provides two opportunities for project results dissemination, through a conference presentation and through the conference proceedings.

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

The TLC reviewed the current version of the USRI Working Group Recommendation Report. The proponents provided an overview of the consultation process to date and the changes made to the report in the time since it was last reviewed by the TLC.

The TLC discussed that:

- Graduate Teaching Assistants are at a formative time of their career and receiving meaningful feedback from students to reflect upon is essential. The Graduate Students' Association is supportive of the report and its recommendations.
- It is important for students to have opportunities to voice their feedback, both positive and negative, and to have this feedback be heard. The Students' Union is supportive of the report and its recommendations, with understanding that there is still much work to be done to improve this system.
- The draft report and its recommendations were well received by the General Faculties Council (GFC) in January, despite some contesting conversations about the appropriateness of bringing this forward at the time, and the proponents were commended for pausing when needed and then bringing the report forward in a positive way
- The transformative feedback from various groups, especially the student groups, was recognized

The proponents observed that not every recommendation in the report will require approval through the GFC governance system, and that the proposed working group/implementation committee will oversee the upcoming work.

The TLC voted to recommend that the General Faculties Council (GFC) Executive Committee recommend that the GFC receive the USRI Working Group Recommendation Report and direct the TLC to oversee the appropriate actioning of the recommendations including the formation of the Course Feedback Working Group.

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:

- An instructor must inform the Registrar's office if a change to a course's final exam format is being made so that the centralized system can be updated. Students experiencing confusion about their final exam should speak with their instructor first.
- Things have been going well since the return to in-person teaching after the Reading Break, but people still have questions about operations in the Spring 2022 semester and beyond
- Some tools and practices adopted during the pandemic are valuable, and the Learning Technologies Advisory Committee will continue to meet
- The sudden institutional shift in the format for final exams in the Fall 2021 semester was not great. It was reported that the University's leadership will be meeting in March to assess the current pandemic situation and whether in-person final exams will be possible.
- Some students with urgent needs are reporting that they're experiencing difficulty in meeting with an advisor. It was reported that, in addition to Faculty advising offices, students could address questions to their instructor, the Department Head, the Associate Dean, Enrolment Services, the Student Success Centre, the Ombuds, or the Rex chatbot when the need is urgent. It was observed that the perception of urgency can differ, and also that it is not desired to bounce students around when they are seeking information.
- Zoom connectivity can be problematic in some offices. It was reported that it is hoped to make infrastructure improvements in 2023-2024 and that in the meantime any issues with connectivity should be reported to the Information Technologies service desk.

Standing Reports

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

Leslie Reid, Co-Chair, and Barbara Brown, Academic Co-Chair



RESEARCH AND SCHOLARSHIP COMMITTEE
Report to General Faculties Council
for the meetings held February 17, 2022 and March 17, 2022

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

February 17, 2022

Development and Implementation of a Research Data Management Strategy at UCalgary

The RSC received a presentation on the development of a Research Data Management (RDM) Strategy for the University, and heard that:

- The 2021 Tri-Agency RDM Policy requires that the University have a published RDM Strategy by March 1, 2023
- RDM is the processes applied through the lifecycle of a research project (before, during, and after the active phases of a research project) to guide the collection, documentation, storage, sharing and preservation of research data. RDM moves the research community towards open/transparent science, recognizes research data as an asset, reduces the costs of research which increases the responsible use of public funds, supports reproducibility, and increases research impact.
- The principles of RDM are that data should be findable, accessible, interoperable and reusable, and that Indigenous communities have the right to govern the data created by and about them and researchers should follow established guidelines when doing research with Indigenous communities
- The pillars of the RDM Policy are that all post-secondary institutions and research hospitals will have a published RDM Strategy, that all Tri-Agency grant proposals will reflect methodologies that meet best practices in RDM, and that Tri-Agency grant recipients will deposit into a repository all digital data that directly supports journal-published research conclusions by the time of publication
- The development of the University's RDM Strategy will include: assembling the strategy development team (a steering committee and a working committee), assessing the current state of RDM at the University, envisioning the future state of RDM at the University, articulating the University's path forward, and assembling and launching the RDM Strategy. It is anticipated that the RDM Strategy will be ready for approval by the General Faculties Council by January 2023.

In response to questions, it was reported that:

- The RDM Policy does not specify which repositories are to be used
- The requirement for researchers to place their digital data in a repository is not a requirement for open data or data sharing
- The RDM Policy applies to all disciplines, including the Humanities, although the nature of what data needs to be deposited may differ
- Some data is transitory and will not need to be deposited. There will be data curators to help determine that need to be deposited.
- Working 'with' an Indigenous community may include partnering to co-conduct research, having Indigenous persons participate in a project in some way, or conducting research on their land

- Development of the RDM Strategy will lead to review of the University's policies and procedures and infrastructure relating to data management. It was noted that any changes to the Intellectual Property Policy are subject to mutual agreement between the Faculty Association and the Board of Governors.

Discussion included:

- Resources may be needed to increase repository capacity
- Reputable repositories will support Digital Object Identifier (DOI) minting
- There is concern about increasing the workload of principal investigators, student researchers, postdoctoral scholars, and support staff
- A culture of data management and data sharing will evolve over time
- A definition of 'sensitive data' is needed
- There has been scrutiny on data management and secure computing for years, and the production of an RDM Strategy is not really going to change what a researcher is doing with their data

The Azrieli Accelerator

The RSC received a presentation on the recently-announced Azrieli Accelerator, and heard that:

- The Azrieli Foundation chose the University to receive the \$25 million donation to develop the Azrieli Accelerator because of the University's disciplinary excellence in neurodevelopmental research, collaborative and transdisciplinary research culture, and commitment to research impact
- The Azrieli Accelerator will enable research in neurodevelopment, neurodevelopmental disorders, neurodevelopmental conditions, neurodevelopmental disabilities, and neurodiversity
- The funding will allow for the growth of collaborations, the launch of bold and impactful projects, catalyst grants, the training of students and postdoctoral scholars, and start-up funding for new recruits to the University. The funding will be leveraged to achieve success in external grant funding competitions and partnerships with other philanthropic funders.
- The Azrieli Accelerator researchers have expertise in three focus areas: Brain Circuitry, Microbiome Influences, and Interventions and Care Transformations
- The Azrieli Accelerator's leadership includes a Scientific Director, Vice-President Research (VPR) Liaison, Program Directors in each of the research areas, and an executive committee and advisory committees

In response to questions, it was reported that:

- The initial appointments of the Program Directors will be internal appointments, as a combination of disciplinary expertise and institutional knowledge is desired
- A communications strategy is being developed, and it is expected that townhalls will be held
- The catalyst grants are different competition from the VPR's Catalyst Grants
- Anyone interested in becoming involved is welcome to connect with the Scientific Director
- The three focus areas are the current key areas of research, but this is not exhaustive

VPR Funding Programs Structure: Eyes High Postdoctoral Match Funding Program

The RSC received a presentation on the history of and data relating to the Eyes High Postdoctoral Match Funding Program.

In response to questions, it was reported that:

- There are pressures to providing competitive postdoctoral scholar salaries and benefits, and this program aims to help with this
- There is an expectation that postdoctoral scholars funded under this program will be successful in external funding applications, and the VPR office can share information on how to prepare a good application and curriculum vitae

Discussion included:

- The match funding program has made it possible for some supervisors to recruit a postdoctoral scholar rather than hiring a graduate student
- People who have privilege and access to resources tend to be more successful in pursuing awards, and it is important to consider equity, diversity and inclusion and boost people who may not be on a traditional career trajectory

VPR Funding Programs Structure: VPR Catalyst Grants Program

The RSC received a presentation on the history of and data relating to the VPR Catalyst Grants Program, and heard that the program is a strategic investment to make downstream successful applications for external funding possible. The presenter spoke about the objectives, selection criteria, evaluation process, and budgeting of the program.

In response to questions, it was reported that:

- The Vice-Provost International has some funding for international collaboration awards
- Postdoctoral scholars can apply for a Catalyst Grant

March 17, 2022

Understanding the QS and THE University Ranking Systems

The RSC received a presentation on the Quacquarelli Symonds (QS) and Times Higher Education (THE) university ranking systems, including that:

- The University has conducted a study of the QS and THE ranking methodologies, as attention is paid to these rankings and it is important to understand them
- The THE system ranks research-intensive universities across five pillars: citations (research influence), research (volume, income, and reputation), teaching (learning environment), internationality (staff, students, and research), and industry income (knowledge transfer). The highest weighted ranking metrics include citations, research reputation, teaching reputation, research income, student/staff ratios, and papers published. The pillars are weighted differently across subject areas, for example 'citations' is weighted lower for the Arts and Humanities than for the Life and Physical Sciences.
- The QS system ranks universities across six pillars: academic reputation, citations per faculty, faculty/student ratio, employer reputation, international faculty ratio, and international student ratio. These are also weighted differently across subject areas, for example 'academic reputation' is highly weighted for the Arts and Humanities and 'employer reputation' has relatively increased weight for Engineering and Technology.

- For 2022, the University is ranked in the 201-250 THE group, with its highest scores in the pillars of 'citations' and 'industry income', and is ranked #235 in the QS system. There are 2,500-3,000 institutions being ranked, so these rankings are not bad.
- A flaw in the SQ and THE systems is that they do not consider publications that are classified in the Scopus index under Multidisciplinary Research, which excludes a significant number of highly cited publications by the University's researchers
- Tools such as the National Survey of Student Engagement (NSSE) indicate that the university is moving in a positive direction with respect to student satisfaction, and it can be shown that the University is improving in a number of the research measures
- It is believed that the University's reputation scores do not accurately reflect current achievement. The University will be utilizing advertising campaigns to raise awareness of the University's successes, in particular its recent ranking of #5 in ReSearch Infosource Inc.'s 2022 Top 50 Research Universities list.
- The QS and THE ranking systems are dominant, but the University is tracking its ranking in over 40 ranking systems including the Canadian Maclean's ranking system
- Many ranking systems, including the THE, rely at least partially on self-submitted data. The University does not want to manipulate the data, but it is important to put the institution's best foot forward.

In response to questions, it was reported that:

- The University's reputation could be impacted by the fact that it is a younger institution
- There is a lag between a university achieving a number of successes and its reputation improving

Discussion included:

- The scores for 'reputation' can be circular; a university with a good reputation will end up highly ranked, then this will result in it maintaining a good reputation
- Awareness of awards received by faculty could improve the University's reputation
- These ranking systems are important because they are considered in many situations, including when graduate students are applying for admission and when academics are considering employment
- Scores such as the University's faculty/student ratio could be improved if the University received more funding from the provincial government. The presenters observed that the University has worked hard to mitigate recent funding cuts, such as by strategizing priorities and increasing funding through other means.
- The University's primary role is to produce valuable research and provide quality education, and thus to have a positive impact on society. The presenters agreed but observed that the University cannot be blind to the impacts of these ranking systems however.
- If the University were to improve its scores in 'faculty/student ratio' and 'international faculty ratio' it could rise significantly in the overall rankings

Senate Report for General Faculties Council

Meeting date: 17 February 2022

Report prepared and submitted by: Rachel Lauer, GFC Elected Representative

4:00 p.m. – 6:00 p.m. MST

1. Welcome and territorial acknowledgements.
2. New Senate member Introductions (James Allan, April Viczko, Ian Minniffee)
3. Consent agenda and approval of the meeting minutes of September 22, 2020.

Update/Report from several Standing Senate Committee Chairs and student representatives:

- Graduate Students' Association
 - Student's Union
 - Senator Development Committee
 - Community Engagement Committee
 - Honors/HD/OTUC Committees
 - Governance
 - Communications
4. In Camera vote on Honorary Degree Recipient, motion carried
 5. President and Vice-Chancellor's remarks (Chancellor's remarks tabled due to time)
 6. Other Business-tabled
 7. Presentation-Michael Hart and the ii'taa'poh'to'p Indigenous Strategy
 - Discussed the Strategy and its timeline through development
 - 4 keys areas- Ways of knowing, Ways of doing, Ways of connecting, Ways of being
 - Recommendations for growth
 - Opportunities for Senate Engagement
 - Q&A
 8. Scheduled Breakout Room discussion tabled for March 24th
 9. Adjournment at 6:00 PM

**Report to the General Faculties Council
on the Meeting of
The Board of Governors (Open Session), March 25, 2021 (8:00 am)
From the Member of the Board nominated by GFC**

The Chair of the Board, Geeta Sankappanavar, called the meeting to order at 8:06 am with a welcome to external guests and approval of the meeting agenda and identification of any existing conflicts of interest amongst the Board Members.

Michael Van Hee, Interim Vice-President (Finance and Services) - Development presented the safety moment titled "Psychological Safety Moment: Importance of self-care.

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

- Approval of the 2022-2023 Consolidated and Capital Budgets
- Approval of Internally Restricted Net Assets (IRNA)
- Approval of the Board and Standing Committee Schedule for 2023-2024

All items were approved by vote by Boards Members.

Three information items were then presented:

- Report from the President
- Framework for Growth Update

There being **no other business**, the Open Session of the Board Meeting was then adjourned at 9:41 am.

Sincerely,

Joule Bergerson



GENERAL FACULTIES COUNCIL INFORMATION BRIEFING NOTE

SUBJECT: GFC and GFC Standing Committees Meeting Schedules for 2022-2023 (Revised) and 2023-2024

PURPOSE

The approved 2022-2023 and 2023-2024 meeting schedules for the General Faculties Council (GFC) and the GFC standing committees are presented to the GFC for information.

KEY CONSIDERATIONS/POINTS

The University Secretariat has prepared the meeting schedules to allow for the efficient flow of items through the governance system. The meeting schedules are very similar to the current year meeting schedule in terms of the number of meetings and the placement of those meetings.

Some of the factors considered when setting the meeting schedules are as follows:

- The need for periodic meetings throughout the academic year to allow business to continue moving through the governance system at pace
- The Board of Governors schedule to ensure the proper flow of governance items
- Preparation and review time for business
- Time between committee meetings and between committee and GFC meetings that allows for revision of items before the next meeting if required
- Recurring University events, such as convocation and term breaks
- Management schedules

The 2022-2023 meeting schedule has been revised as follows:

- For more efficient administration, several dates have been adjusted for the EC, Academic Planning and Priorities Committee (APPC), and Academic Program Subcommittee (APS)
- To eliminate conflicts with the EC, in consultation with the Co-Chair and current members the Graduate Academic Program Subcommittee (GAPS), the GAPS meetings have been shifted to mornings
- The Campus and Facilities Development Subcommittee, which was dissolved on October 18, 2021, has been removed

BACKGROUND

The GFC Executive Committee approves the GFC and GFC standing committees meeting 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>
	GFC Executive Committee	2022-02-23	X			
	Academic Program Subcommittee	2022-03-07				X
	Academic Planning and Priorities Committee	2022-03-14				X
	Teaching and Learning Committee	2022-03-15				X
	Graduate Academic Program Subcommittee	2022-03-16				X
	Calendar and Curriculum Subcommittee	2022-03-17				X
	Research and Scholarship Committee	2022-03-17				X
X	General Faculties Council	2022-04-07				X

NEXT STEPS

Continuing members are asked to put the meetings in their calendars.

The schedules will be posted on the GFC webpage.

If minor adjustments to the meeting schedules are needed after approval, the University Secretariat will make the adjustments in coordination with the appropriate GFC standing committee Co-Chairs and communicate as appropriate.

SUPPORTING MATERIALS

1. GFC and GFC Standing Committees Meeting Schedule for 2022-2023 (Revised)
2. GFC and GFC Standing Committees Meeting Schedule for 2023-2024

2022-23 University of Calgary General Faculties Council and Standing Committees Schedule

	Date	Time	Location
General Faculties Council Meetings			
GFC Orientation	Thursday, September 8, 2022	1:30 – 3:00 pm	TBD
regular meeting	Thursday, October 6, 2022	1:30 – 4:30 pm	TBD
regular meeting	Thursday, November 3, 2022	1:30 – 4:30 pm	TBD
regular meeting	Thursday, December 8, 2022	1:30 – 4:30 pm	TBD
regular meeting	Thursday, January 12, 2023	1:30 – 4:30 pm	TBD
regular meeting	Thursday, February 9, 2023	1:30 – 4:30 pm	TBD
regular meeting	Thursday, March 9, 2023	1:30 – 4:30 pm	TBD
regular meeting	Thursday, April 6, 2023	1:30 – 4:30 pm	TBD
regular meeting	Thursday, May 11, 2023	1:30 – 4:30 pm	TBD
regular meeting	Thursday, June 15, 2023	1:30 – 4:30 pm	TBD
Standing Committee Meetings			
Standing Committees Orientation	Wednesday, September 7, 2022	1:30 – 3:00 pm	TBD
Standing Committee Chairs Orientation	TBD		TBD
Academic Planning and Priorities Committee			
regular meeting	Monday, September 26 ¹⁹ , 2022	2:00 – 4:00 pm	TBD
regular meeting	Monday, October 17, 2022	2:00 – 4:00 pm	TBD
regular meeting	Monday, October 31, 2022	2:00 – 4:00 pm	TBD
regular meeting	Monday, November 21, 2022	2:00 – 4:00 pm	TBD
regular meeting	Monday, December 12, 2022	2:00 – 4:00 pm	TBD
regular meeting	Monday, January 9 ¹⁶ , 2023	2:00 – 4:00 pm	TBD
regular meeting	Monday, January 30 ^{February 6} , 2023	2:00 – 4:00 pm	TBD
regular meeting	Monday, February 13 ²⁷ , 2023	2:00 – 4:00 pm	TBD
regular meeting	Monday, March 13, 2023	2:00 – 4:00 pm	TBD
regular meeting	Monday, March 27, 2023	2:00 – 4:00 pm	TBD
regular meeting	Monday, April 17, 2023	2:00 – 4:00 pm	TBD
regular meeting	Monday, May 1, 2023	2:00 – 4:00 pm	TBD
regular meeting	Monday, May 15, 2023	2:00 – 4:00 pm	TBD
regular meeting	Monday, June 5, 2023	2:00 – 4:00 pm	TBD
regular meeting	Monday, June 19, 2023	2:00 – 4:00 pm	TBD
Academic Program Subcommittee			
regular meeting	Monday, September 19 ¹² , 2022	2:00 – 4:00 pm	TBD
regular meeting	Monday, October 3 ²⁴ , 2022	2:00 – 4:00 pm	TBD
regular meeting	Monday, November 14, 2022	2:00 – 4:00 pm	TBD
regular meeting	Monday, December 5, 2022	2:00 – 4:00 pm	TBD
regular meeting	Monday, January 16 ²³ , 2023	2:00 – 4:00 pm	TBD
regular meeting	Monday, March 6, 2023	2:00 – 4:00 pm	TBD
regular meeting	Monday, April 3, 2023	2:00 – 4:00 pm	TBD
regular meeting	Monday, May 8, 2023	2:00 – 4:00 pm	TBD
Calendar and Curriculum Subcommittee			
regular meeting	Thursday, September 22, 2022	9:00 – 11:00 am	TBD
regular meeting	Thursday, October 20, 2022	9:00 – 11:00 am	TBD
regular meeting	Thursday, November 17, 2022	9:00 – 11:00 am	TBD
regular meeting	Thursday, December 15, 2022	9:00 – 11:00 am	TBD
regular meeting	Thursday, January 19, 2023	9:00 – 11:00 am	TBD
regular meeting	Thursday, February 16, 2023	9:00 – 11:00 am	TBD
regular meeting	Thursday, March 16, 2023	9:00 – 11:00 am	TBD
regular meeting	Thursday, April 20, 2023	9:00 – 11:00 am	TBD
regular meeting	Thursday, May 18, 2023	9:00 – 11:00 am	TBD

GFC Executive Committee			
appointment-work meeting, if needed	Wednesday, August 31, 2022	2:00 – 4:00 pm	TBD
regular meeting	Wednesday, September 21, 2022	2:00 – 4:00 pm	TBD
regular meeting	Wednesday, October 19, 2022	2:00 – 4:00 pm	TBD
regular meeting	Wednesday, November 23 16, 2022	2:00 – 4:00 pm	TBD
regular meeting	Wednesday, December 14, 2022	2:00 – 4:00 pm	TBD
regular meeting	Wednesday, January 25, 2023	2:00 – 4:00 pm	TBD
regular meeting	Wednesday, February 22 15, 2023	2:00 – 4:00 pm	TBD
regular meeting	Wednesday, March 22 15, 2023	2:00 – 4:00 pm	TBD
regular meeting	Wednesday, April 26 19, 2023	2:00 – 4:00 pm	TBD
regular meeting	Wednesday, May 24 17, 2023	2:00 – 4:00 pm	TBD
Graduate Academic Program Subcommittee			
regular meeting	Wednesday, September 21, 2022	2:00 – 4:00 pm 10:00am – 12:00pm	TBD
regular meeting	Wednesday, October 19, 2022	2:00 – 4:00 pm 10:00am – 12:00pm	TBD
regular meeting	Wednesday, November 16, 2022	2:00 – 4:00 pm 10:00am – 12:00pm	TBD
regular meeting	Wednesday, December 14, 2022	2:00 – 4:00 pm 10:00am – 12:00pm	TBD
regular meeting	Wednesday, January 18, 2023	2:00 – 4:00 pm 10:00am – 12:00pm	TBD
regular meeting	Wednesday, February 15, 2023	2:00 – 4:00 pm 10:00am – 12:00pm	TBD
regular meeting	Wednesday, March 15, 2023	2:00 – 4:00 pm 10:00am – 12:00pm	TBD
regular meeting	Wednesday, April 19, 2023	2:00 – 4:00 pm 10:00am – 12:00pm	TBD
regular meeting	Wednesday, May 17, 2023	2:00 – 4:00 pm 10:00am – 12:00pm	TBD
Research and Scholarship Committee			
regular meeting	Thursday, September 22, 2022	2:00 – 4:00 pm	TBD
regular meeting	Thursday, October 20, 2022	2:00 – 4:00 pm	TBD
regular meeting	Thursday, November 17, 2022	2:00 – 4:00 pm	TBD
regular meeting	Thursday, December 15, 2022	2:00 – 4:00 pm	TBD
regular meeting	Thursday, January 19, 2023	2:00 – 4:00 pm	TBD
regular meeting	Thursday, February 16, 2023	2:00 – 4:00 pm	TBD
regular meeting	Thursday, March 16, 2023	2:00 – 4:00 pm	TBD
regular meeting	Thursday, April 20, 2023	2:00 – 4:00 pm	TBD
regular meeting	Thursday, May 18, 2023	2:00 – 4:00 pm	TBD
Teaching and Learning Committee			
regular meeting	Tuesday, September 20, 2022	2:00 – 4:00 pm	TBD
regular meeting	Tuesday, October 18, 2022	2:00 – 4:00 pm	TBD
regular meeting	Tuesday, November 15, 2022	2:00 – 4:00 pm	TBD
regular meeting	Tuesday, December 13, 2022	2:00 – 4:00 pm	TBD
regular meeting	Tuesday, January 17, 2023	2:00 – 4:00 pm	TBD
regular meeting	Tuesday, February 14, 2023	2:00 – 4:00 pm	TBD
regular meeting	Tuesday, March 14, 2023	2:00 – 4:00 pm	TBD
regular meeting	Tuesday, April 18, 2023	2:00 – 4:00 pm	TBD
regular meeting	Tuesday, May 16, 2023	2:00 – 4:00 pm	TBD

2023-24 University of Calgary General Faculties Council and Standing Committees Schedule			
	Date	Time	Location
General Faculties Council Meetings			
GFC Orientation	Thursday, September 7, 2023	1:30 – 3:00 pm	TBD
regular meeting	Thursday, October 5, 2023	1:30 – 4:30 pm	TBD
regular meeting	Thursday, November 2, 2023	1:30 – 4:30 pm	TBD
regular meeting	Thursday, December 7, 2023	1:30 – 4:30 pm	TBD
regular meeting	Thursday, January 11, 2024	1:30 – 4:30 pm	TBD
regular meeting	Thursday, February 8, 2024	1:30 – 4:30 pm	TBD
regular meeting	Thursday, March 7, 2024	1:30 – 4:30 pm	TBD
regular meeting	Thursday, April 11, 2024	1:30 – 4:30 pm	TBD
regular meeting	Thursday, May 9, 2024	1:30 – 4:30 pm	TBD
regular meeting	Thursday, June 13, 2024	1:30 – 4:30 pm	TBD
Standing Committee Meetings			
Standing Committees Orientation	Wednesday, September 6, 2023	1:30 – 3:00 pm	TBD
Standing Committee Chairs Orientation	TBD		TBD
Academic Planning and Priorities Committee			
regular meeting	Monday, September 25, 2023	2:00 – 4:00 pm	TBD
regular meeting	Monday, October 16, 2023	2:00 – 4:00 pm	TBD
regular meeting	Monday, October 30, 2023	2:00 – 4:00 pm	TBD
regular meeting	Monday, November 20, 2023	2:00 – 4:00 pm	TBD
regular meeting	Monday, December 11, 2023	2:00 – 4:00 pm	TBD
regular meeting	Monday, January 15, 2024	2:00 – 4:00 pm	TBD
regular meeting	Monday, February 5, 2024	2:00 – 4:00 pm	TBD
regular meeting	Monday, February 26, 2024	2:00 – 4:00 pm	TBD
regular meeting	Monday, March 11, 2024	2:00 – 4:00 pm	TBD
regular meeting	Monday, March 25, 2024	2:00 – 4:00 pm	TBD
regular meeting	Monday, April 15, 2024	2:00 – 4:00 pm	TBD
regular meeting	Monday, May 13, 2024	2:00 – 4:00 pm	TBD
regular meeting	Monday, June 3, 2024	2:00 – 4:00 pm	TBD
regular meeting	Monday, June 17, 2024	2:00 – 4:00 pm	TBD
Academic Program Subcommittee			
regular meeting	Monday, September 11, 2023	2:00 – 4:00 pm	TBD
regular meeting	Monday, October 2, 2023	2:00 – 4:00 pm	TBD
regular meeting	Monday, November 6, 2023	2:00 – 4:00 pm	TBD
regular meeting	Monday, December 4, 2023	2:00 – 4:00 pm	TBD
regular meeting	Monday, January 22, 2024	2:00 – 4:00 pm	TBD
regular meeting	Monday, March 4, 2024	2:00 – 4:00 pm	TBD
regular meeting	Monday, April 8, 2024	2:00 – 4:00 pm	TBD
regular meeting	Monday, May 6, 2024	2:00 – 4:00 pm	TBD
Calendar and Curriculum Subcommittee			
regular meeting	Thursday, September 21, 2023	9:00 – 11:00 am	TBD
regular meeting	Thursday, October 19, 2023	9:00 – 11:00 am	TBD
regular meeting	Thursday, November 23, 2023	9:00 – 11:00 am	TBD
regular meeting	Thursday, December 14, 2023	9:00 – 11:00 am	TBD
regular meeting	Thursday, January 18, 2024	9:00 – 11:00 am	TBD
regular meeting	Thursday, February 15, 2024	9:00 – 11:00 am	TBD
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regular meeting	Wednesday, October 18, 2023	2:00 – 4:00 pm	TBD
regular meeting	Wednesday, November 22, 2023	2:00 – 4:00 pm	TBD
regular meeting	Wednesday, December 13, 2023	2:00 – 4:00 pm	TBD
regular meeting	Wednesday, January 17, 2024	2:00 – 4:00 pm	TBD
regular meeting	Wednesday, February 14, 2024	2:00 – 4:00 pm	TBD
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regular meeting	Tuesday, November 21, 2023	2:00 – 4:00 pm	TBD
regular meeting	Tuesday, December 12, 2023	2:00 – 4:00 pm	TBD
regular meeting	Tuesday, January 16, 2024	2:00 – 4:00 pm	TBD
regular meeting	Tuesday, February 13, 2024	2:00 – 4:00 pm	TBD
regular meeting	Tuesday, March 12, 2024	2:00 – 4:00 pm	TBD
regular meeting	Tuesday, April 16, 2024	2:00 – 4:00 pm	TBD
regular meeting	Tuesday, May 14, 2024	2:00 – 4:00 pm	TBD