



GENERAL FACULTIES COUNCIL  
AGENDA

Meeting #616, June 16, 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	Takeuchi <sup>1</sup>	PowerPoint	
3.	Safety Moment	Van Hee <sup>2</sup>	PowerPoint	
4.	Remarks of the Chair	McCauley	Verbal	
5.	Question Period	McCauley	Verbal	
	<b>Action Items</b>			
6.	Approval of the May 12, 2022 Meeting Minutes	McCauley	Document	
7.	Elections: <ul style="list-style-type: none"> <li>Two Academic Staff Members of GFC to the GFC Executive Committee</li> <li>Two Academic Staff Members to the Advisory Selection Committee for a Dean of the Haskayne School of Business</li> </ul> (note: the elections will be held using an electronic form immediately following the meeting)	McCauley/Houle	Document	1:55
	<b>Discussion Items</b>			
8.	Partisan Political Activities Policy	Book <sup>3</sup> /Alho <sup>4</sup>	Document	2:00
	<b>Information Items</b>			
9.	Understanding the QS and THE University Ranking Systems	Suarez <sup>5</sup> /Ghali <sup>6</sup> / Hogan <sup>7</sup> /Evelyn <sup>8</sup>	Document + PowerPoint	2:15
10.	Global Engagement Plan Progress Report	Ruwanpura <sup>9</sup>	Document + PowerPoint	2:30
11.	VPR Catalyst Grants Program	MacIntyre <sup>10</sup> /Thompson <sup>11</sup>	Document + PowerPoint	2:45
12.	Innovation Ecosystem Update	Larter <sup>12</sup> /Wilson <sup>13</sup> / Thompson	Document + PowerPoint	3:00

Item	Description	Presenter	Materials	Estimated Time
13.	Student Experience Report	Barker <sup>14</sup>	PowerPoint	3:15
14.	Report on the 2022 GFC Evaluation Session and Survey	McCauley/Houle	Document	3:30
15.	Standing Reports: a) Report on the May 25, 2022 GFC Executive Committee Meeting b) Report on the May 2 and May 16, 2022 Academic Planning and Priorities Committee Meetings c) Report on the May 17 Teaching and Learning Committee Meeting d) Report on the May 19, 2022 Research and Scholarship Committee Meeting e) Report on the May 27, 2022 Board of Governors Meeting f) Report on the May 5, 2022 Senate Meeting	In Package Only	Documents	3:40
16.	Other Business	McCauley		
17.	Adjournment Next meeting: October 6, 2022	McCauley	Verbal	3:40

**Regrets and Questions:** Elizabeth Sjogren, Governance Coordinator

Email: [esjogren@ucalgary.ca](mailto:esjogren@ucalgary.ca)

Lise Houle, Interim University Secretary

Email: [lhoule@ucalgary.ca](mailto:lhoule@ucalgary.ca)

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

#### Presenters

1. Miwa Takeuchi, Werklund School of Education
2. Mike Van Hee, Vice-President (Services)
3. Deborah Book, Legal Counsel
4. John Alho, Associate Vice-President (Government Relations)
5. Marcelo Suarez, Research Analyst – Strategic
6. William Ghali, Vice-President (Research)
7. Corey Hogan, Senior Associate Vice-President - Strategic Communications and Marketing
8. Bruce Evelyn, Vice-Provost (Planning and Resource Allocation)
9. Janaka Ruwanpura, Vice-Provost (International)
10. Hector MacIntyre, Manager - Postdoctoral Office and Int. Grants
11. Robert Thompson, Associate Vice-President (Research)
12. Steven Larter, Associate Vice-President (Research-Innovation)
13. John Wilson, President and Chief Executive Officer, Innovate Calgary
14. Susan Barker, Vice-Provost (Student Experience)

The draft Minutes are intentionally removed from this package.

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





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

The voting for these elections will be conducted electronically. A link to a MS Teams form, setting out equivalent to election ballots, will be sent to General Faculties Council (GFC) members immediately following the June 16, 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 of GFC to the GFC Executive Committee**

**Olive Chapman, Werklund School of Education**

Professor.

Recipient: SSHRC, Alberta Government, URGC, AACES, Duke Energy, Imperial Oil, UC Teaching and Learning, Australia Academy of Sciences research grants.

Past UC service: Associate Dean, Undergraduate Program, Education; Assistant Dean, Education Admissions and Student Services; Coordinator, Education Undergraduate Program; Chair, UC Program Coordination Committee; Chair, UC Calendar sub-committee; Provost Representative, Faculties of Engineering and Science FTPCs.

Current UC service: Faculty Representative, GFC; WSE, ED Adult Learning.

Past professional service: President, Canadian Mathematics Education Org.; SSHRC Adjudication Committee; Executive Committee, Psychology of Mathematics Education Org.; Executive Committee, National Council of Teachers of Mathematics.

Current professional service: Canada Research Chair Interdisciplinary Adjudication Committee; President, SEMT.

**Satish Raj, Cumming School of Medicine**

Professor

Recipient: CIHR, HSFC, Foundation grants.

Recipient: Great Supervisor Award.

Past service: Student Academic Review Committee (Cumming School); Science Student Appeals Committee (Cumming School); Medical Director, Cardiac Implantable Electrical Device Clinic; Academic Selection Committee, Dept of Cardiac Sciences.

Current service: Director of Education, Libin Cardiovascular Institute; Member, Libin Research Executive Committee; Chief, Cardiac Arrhythmia Service; Medical Director, Calgary Autonomic & Investigation Clinic; Clinical Advisory Committee, Division of Cardiology; University Appeals Committee; Faculty representative, GFC; Tenure & Promotions Committee, Cumming School of Medicine; GFC Research and Scholarship Committee.

**Ryan Clements**, Faculty of Law

Dr. Ryan Clements is an Assistant Professor, Chair in Business Law and Regulation at the University of Calgary Faculty of Law. He teaches, writes, and researches in securities law, financial technology, and financial market regulation. He serves as a GFC representative, and on the Faculty of Law Mooting and Promotion Committees. He has also previously served on the Chancellor Search Committee. He obtained his Doctorate in Juridical Science (SJD) at Duke University Law School, where he also earned a Master of Laws (LLM), Magna Cum Laude. He obtained an LLB (Distinction), and a BA Economics (Honors, First Class) from the University of Alberta.

**Kent Hecker**, Faculty of Veterinary Medicine

Professor – Health Professions Education Research

Recipient: PI, Co-PI or collaborator on CFI, AMEE, RCPS, URGC, Catalyst grants.

Recipient: Inaugural UC Teaching Scholar; UC teaching award (curriculum development with UCVM colleagues).

Past Service: GFC Teaching and Learning Committee; General Promotions Committee; Salary Anomalies Committee; Curriculum Committee (UCVM); Admissions Committee (UCVM); Graduate Education Committee (CHS); Chair, Medial Education Specialization Graduate Program (CHS); co-chair, BHSc Curriculum Committee (CSM); BHSc Executive Committee (CSM).

Current Service: Faculty representative, GFC; Chair, Veterinary Education Research Group (UCVM); UCVM Research Committee; UME Student Evaluation Committee (CSM); Office of Health and Medical Education Scholarship Exec Committee (CSM).

**Election of Two Academic Staff Members to an Advisory Selection Committee for a Dean of the Haskayne School of Business**

**Raylene Reimer De Bruyn**, Faculty of Kinesiology

Professor.

Recipient: CIHR, NSERC, Alberta Innovates, CFI, Industry-sponsored clinical trial contracts.

Recipient: Killam Annual Professor; Canadian Nutrition Society Earle Willard McHenry Award for Distinguished Service in Nutrition; GREAT Supervisor Award.

Past service: Associate Dean Research Kinesiology; Decanal Review Committee (Faculty of Science & Cumming School of Medicine); Internal Reviewer - Energy Research Strategy International Review; Faculty Tenure & Promotions Committee Kinesiology; Research & Scholarly Leave Committee Kinesiology; Faculty Merit Committee Kinesiology; Chair, Strategic Research & Innovation Committee Kinesiology; Numerous recruitment & selection committees across several faculties.

Current service: (On RSL until June 30, 2022) University Biosafety Committee; GFC Research & Scholarship Committee (starting July 1, 2022); Chair, IICD Education Committee; Benno Nigg Chair Selection Committee.

**Andrew Szeto**, Faculty of Arts

Director, Campus Mental Health Strategy & Associate Professor

Grants: CIHR, Mental Health Commission of Canada, Alberta Health, Ministry of Advanced Education, Calgary Health Foundation, various other foundations and corporations

Awards: UCalgary Teaching and Learning Award

Past Service: 9 job search committees (academic and staff); over 30 university, provincial, national committees; examples: reviewer for Internal and External Graduate Awards and Scholarships x 4, Mental Health Task Force (UCalgary)

Current Service: currently sit on 9 university, provincial, and national committees; examples: Curriculum and Calendar Subcommittee, GFC; Psychology Graduate Program Committee, Suicide Awareness and Prevention Framework Advisory Committee (chair), Technical Committee for the National Standard for Post-secondary Student Mental Health (national)

**Sarah Eaton**, Werklund School of Education

Sarah Elaine Eaton is an associate professor in the Werklund School of Education. She is a nationally and internationally awarded researcher for her scholarship on ethics and integrity in higher education. She has served on academic search committees for the Werklund School of Education, the Faculty of Arts, Libraries and Cultural Resources, and the Taylor Institute for Teaching and Learning. She has served on a variety of institutional committees including GFC, GFC Executive and Senate.

**Milana Trifkovic**, Schulich School of Engineering

*bio coming*







**GENERAL FACULTIES COUNCIL  
ACTION BRIEFING NOTE**

For Approval       For Recommendation       For Discussion

**SUBJECT:**            **Revisions to the Partisan Political Activities Policy**

**PROPOSERS:** Deborah Book, Legal Counsel, University Legal Services

**REQUESTED ACTION**

The Drafting Team is requesting feedback from the General Faculties Council on proposed revisions to the University’s Partisan Political Activities Policy.

**KEY CONSIDERATIONS/POINTS**

Since it was first approved in 2015, the University’s Partisan Political Activities Policy has encoded a commitment to maintaining the non-partisan status of the University. The proposed changes ensure that the policy continues to have relevance and be effective in response to some legislative changes.

**RISKS**

The proposed revisions are minor and not expected to have any budget or process implications. The proposed revisions address changes to legislation to ensure clarity and efficacy.

**RESOURCE REQUIREMENTS**

The proposed changes will be managed through existing resources.

**BACKGROUND**

The proposed revisions to the Partisan Political Activities Policy will account for recent changes in legislation and policy and update the policy to reflect experience and perspective gained since it was created in 2015. The revisions are expected to be minor in nature and consistent with the philosophy and approach adopted in the current policy while filling a gap relating to third-party advertisers/supporters of partisan political entities.

**ROUTING AND CONSULTATION**

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
X	General Faculties Council	06/16/2022			X	
	General Faculties Council	10/06/2022		X		
	Human Resources & Governance Committee	11/28/2022	X			
	Board of Governors	12/09/2022				X

In addition, the following groups have been invited to provide feedback:

- Alberta Union of Provincial Employees (AUPE)
- Deans' Council
- The University of Calgary Faculty Association (TUCFA)
- Management and Professional Staff (MaPS) Executive Committee
- Students' Union (SU)
- Graduate Students' Association (GSA)
- Postdoctoral Association Council (PDAC)
- Mental Health Lens Review
- Indigenous Lens Review
- Equity, Diversity and Inclusion (EDI) Lens Review

### **NEXT STEPS**

After considering feedback received we will be presenting a proposed final draft of revisions at GFC for recommendation, before HRGC is asked to approve the changes.

### **SUPPORTING MATERIALS**

Proposed revised Partisan Political Activities Policy and blackline to current.



## Partisan Political Activities Policy

<b>Classification</b> Governance	<b>Table of Contents</b> 1 Purpose ..... 1 2 Scope ..... 1 3 Definitions ..... 1 4 Policy Statement ..... 3 5 Related Policies ..... 5 6 References ..... 5 7 History ..... 5
<b>Approval Authority</b> Board of Governors	
<b>Implementation Authority</b> <del>Associate Vice-President (Government and Community Engagement)</del> <u>Associate Vice-President (Government Relations)</u>	
<b>Effective Date</b> <del>July 1, 2015</del> <u>December 9, 2022</u>	
<b>Last Revision</b> N/A	

- 1 Purpose** The purpose of this policy is to protect the non-partisan status of the University and to set out the University’s expectations for Academic Staff Member, Appointee, Employee, Postdoctoral Scholar and Student participation in Partisan Political Activity.
- 2 Scope** This policy applies to Partisan Activity by Academic Staff Members, Appointees, Employees, Postdoctoral Scholars, and Students of the University.
- This policy is not intended to limit or interfere with academic freedom and does not preclude ~~Academic Staff Members or Postdoctoral Scholars~~ any member of the University Community from engaging with political parties, their candidates or other political party representatives in conducting research and teaching, or as private citizens.
- 3 Definitions** In this policy:
- 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 between the Faculty Association of the University of Calgary and the Governors of the University of Calgary in effect at the relevant time.
  - b) “Appointee” means an individual who is engaged to work for the University, or whose work is affiliated with the University, through a letter of appointment, including adjunct faculty, clinical appointments, and visiting researchers and scholars. For clarity, Appointee includes Postdoctoral Scholars whose work is affiliated with the University through a letter of appointment.

- b)c) “Employee” means an individual, other than an Academic Staff Member, who is engaged to work for the University under an employment contract. For clarity, Employees include Postdoctoral Scholars who are engaged to work for the University under an employment contract.
- e)d) “GSA” means the Graduate Students’ Association of the University of Calgary.
- e)e) “Partisan Political Activity” means action that supports or opposes a political party or Political Organization, candidate, referendum or plebiscite question, or other electoral activities at the supranational, federal, provincial, state, or municipal level within or outside of Canada, including:
- i. seeking nomination as, or being a candidate for election;
  - ii. volunteering for a political party, candidate, or elected official;
  - iii. volunteering for a Political Organization;
  - iii.iv. participating in campaign events or visits from candidates and/or their representatives;
  - iv.v. soliciting Political Donations or fundraising; and
  - v.vi. soliciting petition/nomination signatures.
- It does not include action, such as knowledge mobilization, research engagement, and teaching, or lobbying on behalf of the University, which may be within an Academic Staff Member’s or Employee’s scope of employment.
- e)f) “Political Donations” means the contribution of funds (including, ~~but not limited to,~~ cash, cheques, purchase orders, p-cards/credit card purchases, and funding requests made to accounts payable), work time, services provided in kind, gifts (including door prizes and silent auction gifts), or resources to a Partisan Political Activity, a Political Organization, or political party or a candidate for elected office.
- g) “Political Organization” means a political party, or any other entity required to register in accordance with the Election Finances and Contributions Disclosure Act (Alberta), or similar legislation of another jurisdiction.
- f)h) “Postdoctoral Scholar” means an individual who has completed a doctoral degree and is carrying out research at the University under the direction or mentorship of a supervising Academic Staff Member.
- e)i) “Student” means an individual registered in a University course or program of study.
- f)j) “Student Club” means a SU or GSA sanctioned student club.
- f)k) “SU” means the University of Calgary Students’ Union.
- f)l) “University” means the University of Calgary.
- m) “University Community” means all Academic Staff Members, Appointees, Employees, Postdoctoral Scholars, Students, Contractors and Volunteers.
- n) “University Controlled Digital Channels” means electronic means of communicating operated by the University, including University-branded or operated software tools and applications, digital images and display boards, digital audio and video, digital games, digital advertising, web pages and websites, social media, data and databases, email marketing, and electronic books.

~~k)j)~~ “University Resources” means the tangible and intangible assets of the University, including funds, electronic and IT communications, University Controlled Digital Channels, computers, cellular phones or other communication devices, mail lists, stationery, and any other equipment or resource provided by the University.

#### 4 Policy Statement

- 4.1 The University is a ~~politically neutral non-partisan~~ organization ~~and~~; the University does not support or endorse any ~~political party or~~ Political Organization, candidate, plebiscite, or referendum question at any level of government.
- 4.2 The University recognizes the right of Students to participate in Partisan Political Activities provided they do not use University Resources to do so.
- 4.3 The University ~~recognizes~~recognises the right of Academic Staff Members, Appointees, and ~~Postdoctoral Scholars~~Employees to participate in Partisan Political Activities provided they do not use University Resources to do so, and they continue to fulfil their responsibilities to the University. Academic Staff Members, Appointees, and ~~Postdoctoral Scholars~~Employees participating in Partisan Political Activities for academic, research, or teaching purposes or as private citizens, will not do so in such a manner that a reasonable person would ~~assume~~infer that they are representing the position of the University.
- ~~4.4 The University recognizes the right of Employees to participate in Partisan Activities provided they do not use University work time or University Resources to do so and provided that in doing so they do not present themselves as representatives of the University or in such a manner that a reasonable person would assume that they are representing the position of the University.~~
- ~~4.5.4 Notwithstanding sections 4.2, 4.3 and 4.4, Academic Staff Members, Appointees Employees, Postdoctoral Scholars, Students and Student Clubs may use University facilities for Partisan Political Activities provided they comply with the Use of University Facilities for Non-Academic Purposes Policy and the processes established by Meetings, Special Events & Conference Services at the University and provided that the University is not subsidizing the cost of this use.~~
- ~~4.6.5~~ The University recognizes the right of Student Clubs to engage in Partisan Political Activities provided that:
- they do not use University funds to do so;
  - they comply with any applicable University, SU or GSA policies, guidelines, or standards; and
  - they do not use University Resources to solicit Political Donations or for fundraising.

#### Political Donations

- ~~4.7.6 Academic Staff Members, Employees, Postdoctoral Scholars, Students and Student Clubs may~~ University Resources can not be used to make Political Donations ~~using University Resources.~~
- ~~4.8.7~~ The University is prohibited from donating to any provincial political party or candidate under the Election Finances and Contributions Disclosure Act (Alberta). The University recognizes its duty as a public entity to ensure the responsible use of

public funds (including funds held in trust by the University) and University Resources and to ensure the non-partisan position of the University. Therefore, the University will not donate or contribute funds or University Resources to any ~~Partisan Activity or any political party~~ Political Organization or candidate at the supranational, federal, provincial, state, or municipal level within or outside of Canada. This prohibition includes indirectly contributing funds by providing space, providing services in kind, or providing other University Resources at a subsidized cost for Partisan Political Activities.

#### Time off for Political Activity

~~4.94.8~~ 4.104.8 ~~Academic Staff Members, Appointees, and~~ Academic Staff Members, Appointees, and Postdoctoral Scholars requesting time off for Partisan Political Activity are required to follow the provisions of any applicable collective agreement or the standard processes for requesting and approving paid or unpaid time off (i.e., vacation request, leave of absence).

#### Candidates for Election

~~4.104.9~~ 4.104.9 The University recognizes the right of Academic Staff Members, Appointees, Employees, and Students to seek election at the supranational, federal, provincial, state, or municipal level within or outside of Canada provided ~~that~~ they do not use University work time or other University Resources to do so.

~~4.11~~ 4.11 Where an Academic Staff Member, Appointee, or Employee seeks election at the supranational, federal, provincial, state, or municipal level within or outside of Canada, the Academic Staff Member ~~will comply with the applicable sections of the Collective Agreement.~~

~~4.12~~ 4.12 The University recognizes the right of Employees and Postdoctoral Scholars to seek election at the supranational, federal, provincial, state or municipal level within, Appointee, or outside of Canada provided they do not use University work time or University Resources to do so.

~~4.134.10~~ 4.134.10 Where an Employee or Postdoctoral Scholar seeks election at the supranational, federal, provincial, state or municipal level within or outside of Canada ~~the Employee or Postdoctoral Scholar~~ will disclose their candidacy to the member of the Senior Leadership Team to whom ~~the Employee or Postdoctoral Scholar directly or indirectly reports in order they report~~ to manage any real, potential, or perceived conflicts of interest that may arise from being a candidate in an election.

#### Elected to Political Office

~~4.144.11~~ 4.144.11 Academic Staff Members who are elected to political office at the supranational, federal, provincial, state, or municipal level within or outside of Canada will comply with the relevant sections of the Collective Agreement.

~~4.12~~ 4.12 Appointees and ~~Employees or Postdoctoral Scholars~~ who are elected to political office at the supranational, federal, provincial, state, or municipal level within or outside of Canada will ~~resign their position at the University unless~~ take a leave of absence if one is provided for in the applicable ~~collective agreement~~ Collective Agreement or otherwise granted by the University, or resign their position at the University.

~~4.15~~

Formatted: English (United States)

Formatted: Following Paragraph 2, None

### Election Signs and Posters

~~4.164.13~~ Election signs and posters for candidates for municipal, provincial, state, federal or supranational elections, or Political Organizations, referendum or plebiscite questions, may be placed on the ~~publically~~publicly available bulletin boards inside University buildings.

~~4.14~~ The posting of election signs or posters for municipal, provincial, state, federal or supranational elections in areas other than those designated in ~~4.1613~~ is prohibited. Signs and posters displayed ~~elsewhere~~in areas other than those designated in ~~4.13~~ are subject to removal.

~~4.17~~

Formatted: English (United States)

Formatted: Following Paragraph 2, None

#### 5 Related Policies

[Code of Conduct](#)  
[Use of University Facilities for Non-Academic Purposes Policy](#)

#### 6 References

[Election Act](#), RSA 2000, c E-1  
[Election Finances and Contributions Disclosure Act](#), RSA 2000, c E-2  
[Canada Elections Act](#), SC 2000, c 9  
[Local Authorities Election Act](#), RSA 2000, c L-21

#### 7 History

June 17, 2015	Approved.
July 1, 2015	Effective.
May 15, 2018	Editorial Revision. Updated "Student" definition.
January 1, 2020	Editorial Revision. Updated format and links.





## Partisan Political Activities Policy

<b>Classification</b> Governance	<b>Table of Contents</b>  1 Purpose ..... 1 2 Scope ..... 1 3 Definitions ..... 1 4 Policy Statement ..... 3 5 Related Policies ..... 4 6 References..... 4 7 History ..... 5
<b>Approval Authority</b> Board of Governors	
<b>Implementation Authority</b> Associate Vice-President (Government Relations)	
<b>Effective Date</b> December 9, 2022	
<b>Last Revision</b> N/A	

- 1 Purpose** The purpose of this policy is to protect the non-partisan status of the University and to set out the University’s expectations for Academic Staff Member, Appointee, Employee, Postdoctoral Scholar and Student participation in Partisan Political Activity.
- 2 Scope** This policy applies to Partisan Activity by Academic Staff Members, Appointees, Employees, Postdoctoral Scholars, and Students of the University.
- This policy is not intended to limit or interfere with academic freedom and does not preclude any member of the University Community from engaging with political parties, their candidates or other political party representatives in conducting research and teaching, or as private citizens.
- 3 Definitions** In this policy:
- 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 between the Faculty Association of the University of Calgary and the Governors of the University of Calgary in effect at the relevant time.
  - b) “Appointee” means an individual who is engaged to work for the University, or whose work is affiliated with the University, through a letter of appointment, including adjunct faculty, clinical appointments, and visiting researchers and scholars. For clarity, Appointee includes Postdoctoral Scholars whose work is affiliated with the University through a letter of appointment.
  - c) “Employee” means an individual, other than an Academic Staff Member, who is engaged to work for the University under an employment contract. For clarity,

Employees include Postdoctoral Scholars who are engaged to work for the University under an employment contract.

- d) "GSA" means the Graduate Students' Association of the University of Calgary.
- e) "Partisan Political Activity" means action that supports or opposes a Political Organization, candidate, referendum or plebiscite question, or other electoral activities at the supranational, federal, provincial, state, or municipal level within or outside of Canada, including:
  - i. seeking nomination as or being a candidate for election;
  - ii. volunteering for a candidate, or elected official;
  - iii. volunteering for a Political Organization;
  - iv. participating in campaign events or visits from candidates and/or their representatives;
  - v. soliciting Political Donations or fundraising; and
  - vi. soliciting petition/nomination signatures.

It does not include action, such as knowledge mobilization, research engagement, and teaching, or lobbying on behalf of the University, which may be within an Academic Staff Member's or Employee's scope of employment.

- f) "Political Donations" means the contribution of funds (including cash, cheques, purchase orders, p-cards/credit card purchases, and funding requests made to accounts payable), work time, services provided in kind, gifts (including door prizes and silent auction gifts), or resources to a Partisan Political Activity, a Political Organization, or a candidate for elected office.
- g) "Political Organization" means a political party, or any other entity required to register in accordance with the *Election Finances and Contributions Disclosure Act* (Alberta), or similar legislation of another jurisdiction.
- h) "Postdoctoral Scholar" means an individual who has completed a doctoral degree and is carrying out research at the University under the direction or mentorship of a supervising Academic Staff Member.
- i) "Student" means an individual registered in a University course or program of study.
- j) "Student Club" means a SU or GSA sanctioned student club.
- k) "SU" means the University of Calgary Students' Union.
- l) "University" means the University of Calgary.
- m) "University Community" means all Academic Staff Members, Appointees, Employees, Postdoctoral Scholars, Students, Contractors and Volunteers.
- n) "University Controlled Digital Channels" means electronic means of communicating operated by the University, including University-branded or operated software tools and applications, digital images and display boards, digital audio and video, digital games, digital advertising, web pages and websites, social media, data and databases, email marketing, and electronic books.
- o) "University Resources" means the tangible and intangible assets of the University, including funds, electronic and IT communications, University Controlled Digital Channels, computers, cellular phones or other communication devices, mail lists, stationery, and any other equipment or resource provided by the University.

#### 4 Policy Statement

- 4.1** The University is a non-partisan organization; the University does not support or endorse any Political Organization, candidate, plebiscite, or referendum question at any level of government.
- 4.2** The University recognizes the right of Students to participate in Partisan Political Activities provided they do not use University Resources to do so.
- 4.3** The University recognises the right of Academic Staff Members, Appointees, and Employees to participate in Partisan Political Activities provided they do not use University Resources to do so, and they continue to fulfil their responsibilities to the University. Academic Staff Members, Appointees, and Employees participating in Partisan Political Activities for academic, research, or teaching purposes or as private citizens, will not do so in such a manner that a reasonable person would infer that they are representing the position of the University.
- 4.4** Academic Staff Members, Appointees Employees, Students and Student Clubs may use University facilities for Partisan Political Activities provided they comply with the Use of University Facilities for Non-Academic Purposes Policy and the University is not subsidizing the cost of this use.
- 4.5** The University recognizes the right of Student Clubs to engage in Partisan Political Activities provided that:
- a) they do not use University funds to do so;
  - b) they comply with any applicable University, SU or GSA policies, guidelines, or standards; and
  - c) they do not use University Resources to solicit Political Donations or for fundraising.

#### Political Donations

- 4.6** University Resources can not be used to make Political Donations.
- 4.7** The University is prohibited from donating to any provincial political party or candidate under the Election Finances and Contributions Disclosure Act (Alberta). The University recognizes its duty as a public entity to ensure the responsible use of public funds (including funds held in trust by the University) and University Resources and to ensure the non-partisan position of the University. Therefore, the University will not donate or contribute funds or University Resources to any Political Organization or candidate at the supranational, federal, provincial, state, or municipal level within or outside of Canada. This prohibition includes indirectly contributing funds by providing space, providing services in kind, or providing other University Resources at a subsidized cost for Partisan Political Activities.

#### Time off for Political Activity

- 4.8** Academic Staff Members, Appointees, and Employees requesting time off for Partisan Political Activity are required to follow the provisions of any applicable collective agreement or the standard processes for requesting and approving paid or unpaid time off (i.e., vacation request, leave of absence).

### Candidates for Election

- 4.9** The University recognizes the right of Academic Staff Members, Appointees, Employees, and Students to seek election at the supranational, federal, provincial, state, or municipal level within or outside of Canada provided they do not use University work time or other University Resources to do so.
- 4.10** Where an Academic Staff Member, Appointee, or Employee seeks election at the supranational, federal, provincial, state, or municipal level within or outside of Canada the Academic Staff Member, Appointee, or Employee will disclose their candidacy to the member of the Senior Leadership Team to whom they report to manage any real, potential, or perceived conflicts of interest that may arise from being a candidate in an election.

### Elected to Political Office

- 4.11** Academic Staff Members who are elected to political office at the supranational, federal, provincial, state, or municipal level within or outside of Canada will comply with the relevant sections of the Collective Agreement.
- 4.12** Appointees and Employees who are elected to political office at the supranational, federal, provincial, state, or municipal level within or outside of Canada will take a leave of absence if one is provided for in the applicable Collective Agreement or otherwise granted by the University, or resign their position at the University.

### Election Signs and Posters

- 4.13** Election signs and posters for candidates for municipal, provincial, state, federal or supranational elections, or Political Organizations, referendum or plebiscite questions, may be placed on the publicly available bulletin boards inside University buildings.
- 4.14** The posting of election signs or posters for municipal, provincial, state, federal or supranational elections in areas other than those designated in 4.13 is prohibited. Signs and posters displayed in areas other than those designated in 4.13 are subject to removal.

## 5 Related Policies

[Code of Conduct](#)  
[Use of University Facilities for Non-Academic Purposes Policy](#)

## 6 References

[Election Act](#), RSA 2000, c E-1  
[Election Finances and Contributions Disclosure Act](#), RSA 2000, c E-2  
[Canada Elections Act](#), SC 2000, c 9  
[Local Authorities Election Act](#), RSA 2000, c L-21

**7 History**

June 17, 2015	Approved.
July 1, 2015	Effective.
May 15, 2018	Editorial Revision. Updated “Student” definition.
January 1, 2020	Editorial Revision. Updated format and links.

DRAFT





**UNIVERSITY OF  
CALGARY**

**GENERAL FACULTIES COUNCIL  
INFORMATION BRIEFING NOTE**

**SUBJECT:** Understanding the QS and THE University Ranking Systems

**PROPONENT(S)**

William Ghali, Vice-President (Research)

**PURPOSE**

To provide a high-level overview of Quacquarelli Symonds (QS) and Times Higher Education (THE) world university rankings.

**OVERVIEW**

The Office of the Vice-President (Research) was asked by the President's Office to undertake a review and analysis of world university rankings. The attached documents provide an overview of the ranking methodology used by Quacquarelli Symonds (QS) and Times Higher Education (THE). These rankings cover the three main areas of university activity: research, impact and teaching.

As outlined in the attached reports, academic reputation is a significant factor in the overall score of an institution. In the QS rankings, academic reputation accounts for 40% of the overall score, while in the THE rankings, research reputation accounts for 18% and teaching reputation accounts for 15% of the overall score.

For both QS and THE world rankings, an academic reputation survey is distributed annually to a sample of academics. Respondents are asked to nominate the universities that they 1) perceive as the best in their field; and 2) regard as the best based on direct experience meeting or working with them.

To improve its ranking, UCalgary must move the dial on academic reputation in these surveys. A comprehensive communications plan is needed to increase UCalgary's share of mind, voter perceptions of quality and (in the case of direct experience) eligibility. We have to be on voters' minds when the survey reaches their inbox. We have to push the narrative highlighting our success as a teaching and research institution, including, for example "Top 5 in Canada in research funding", "increased performance in Tri-Council competitions", etc. to academic voters. And we need to provide timely, direct experiences for voters with our institution immediately before and during the voting window.

The emphasis on citations is something to keep in mind as we implement DORA through Research Impact Assessment. Unless the ranking methodology changes, the key variables are quite traditional, with heavy emphasis on citations and reputation (in contrast to the broader considerations recommended by DORA).

**BACKGROUND**

World university rankings were created to assess university performance on the global stage and to provide a resource for readers to understand the different missions and successes of higher education institutions. These rankings cover the three main areas of university activity: research, impact and teaching.

Students/parents use rankings to evaluate higher education opportunities. Universities use them to promote improvement in standing as evidence of progress when requesting funding. Government uses rankings as evidence of cost-benefit for previously funded initiatives and to support additional funding requests. As a result, it is important that UCalgary pays close attention to rankings.

There are many benefits to the world university rankings, including:

- Bringing prestige
- Identifying top institutions
- Classifying institutions by their activity
- Monitoring improvement over time
- Comparing institutions around the world
- Signalling where influential work is being done

However, there are also several limitations to rankings, namely:

1. They are often based on what can be measured rather than what is relevant
2. They fail to correct for institutional size and age differences
3. They fail to reflect teaching quality
4. They often rely extensively on reputational indicators
5. They are not transparent about sources and methods
6. They contain biases toward the natural sciences

## **BACKGROUND READING**

Challenges in Ranking of Universities: Invited Paper for the First International Conference on World Class Universities, Shanghai Jiao Tong University, Shanghai, June 16-18, 2005

- <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.104.4501&rep=rep1&type=pdf>

Journal of International Technology and Information Management - Higher Education Advertising Expenditures' Impact on the Key Performance Indicator of New Enrollments Using Information Systems and Business Analytics

- <https://scholarworks.lib.csusb.edu/cgi/viewcontent.cgi?article=1452&context=jitim>

The Guardian – Universities spending millions on marketing to attract students/Universities

- <https://www.theguardian.com/education/2019/apr/02/universities-spending-millions-on-marketing-to-attract-students>



Brookings Report – Commercials for college? Advertising in higher education

- <https://www.brookings.edu/research/commercials-for-college-advertising-in-higher-education/>

#### **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>
X	Research and Scholarship Committee	2022-03-17				X
X	General Faculties Council	2022-06-16				X

#### **SUPPORTING MATERIALS**

1. Times Higher Education (THE) Ranking Methodology
2. Quacquarelli Symonds (QS) Ranking Methodology
3. THE and QS Reputation Survey & Multidisciplinary Publications Only
4. Power point presentation





## Times Higher Education (THE) Global Ranking Methodology Summary

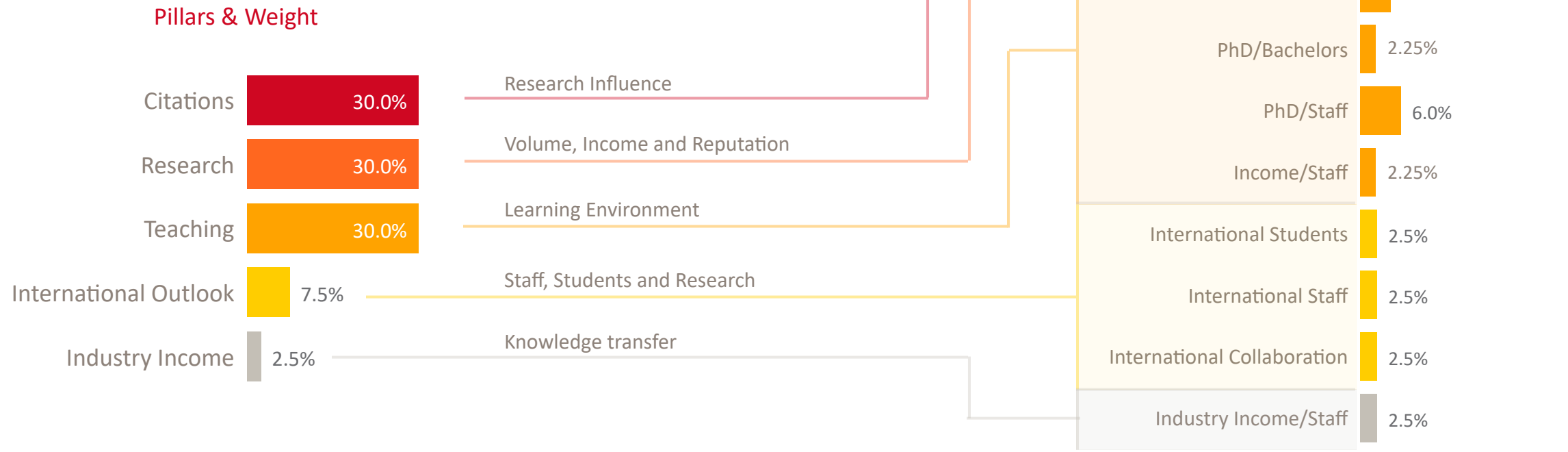
---

This document presents an overview of the ranking methodology used by THE. It also provides some details on the metrics contributing to the ranking score. Finally, it explores UCalgary's Publications indexed in Scopus from the perspective of the classification employed by THE.

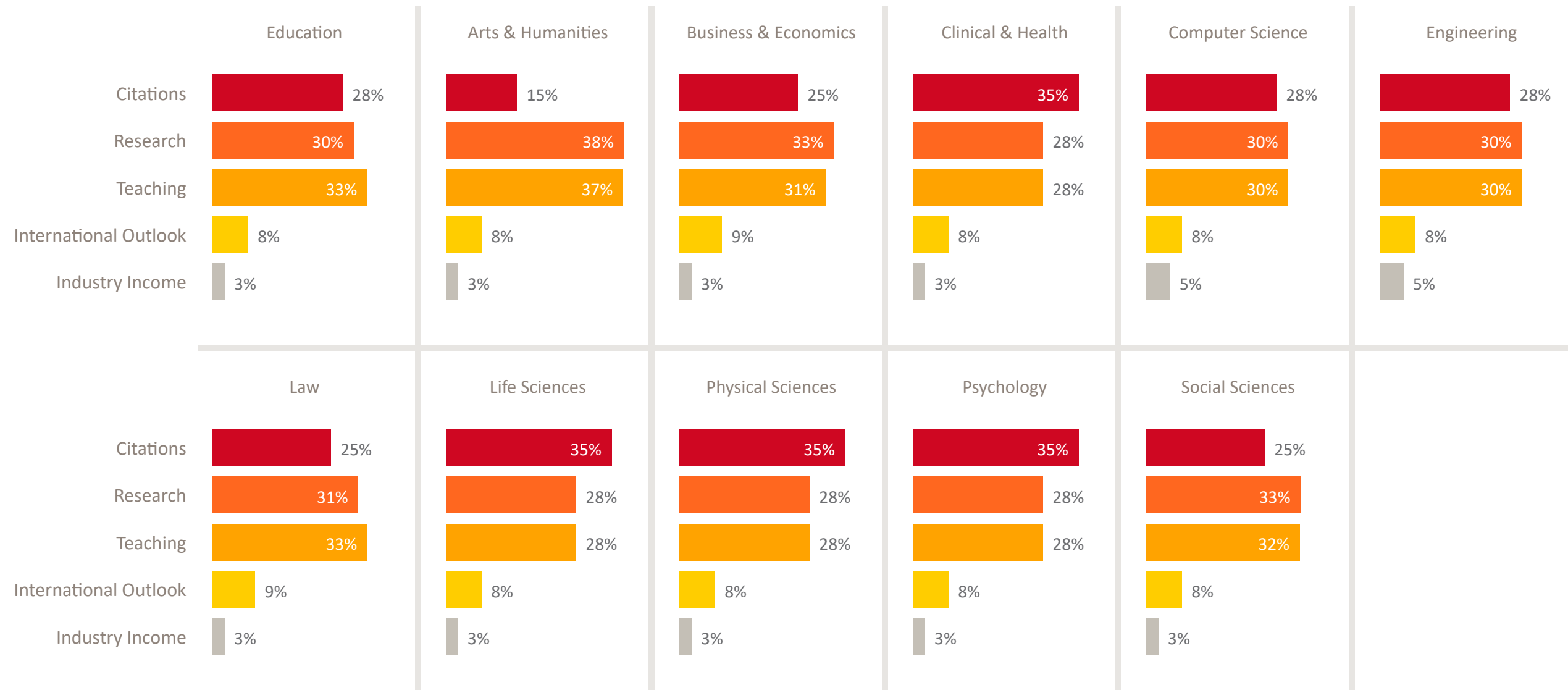
## Overall

- Performance data on universities since **2004**.
- Information used in the ranking is **self-submitted** (Excepting Citations, Papers, and Research/Teaching Reputation).
- **Global Ranking** Judges research-intensive universities across all of their core missions or **Pillars**.

### Ranking Metrics & Weight



### Pillars Weight by Subject

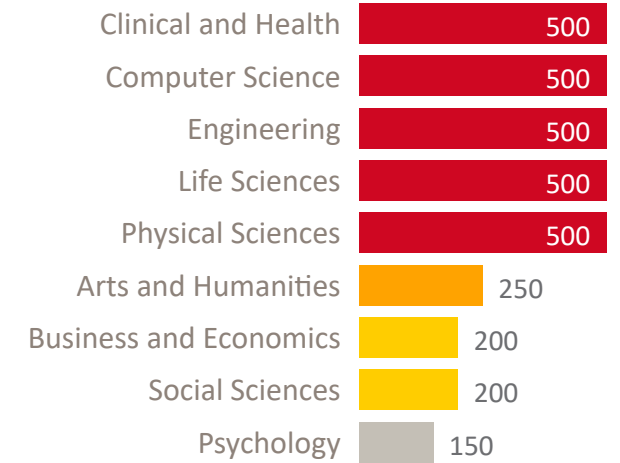


## Inclusion Criteria

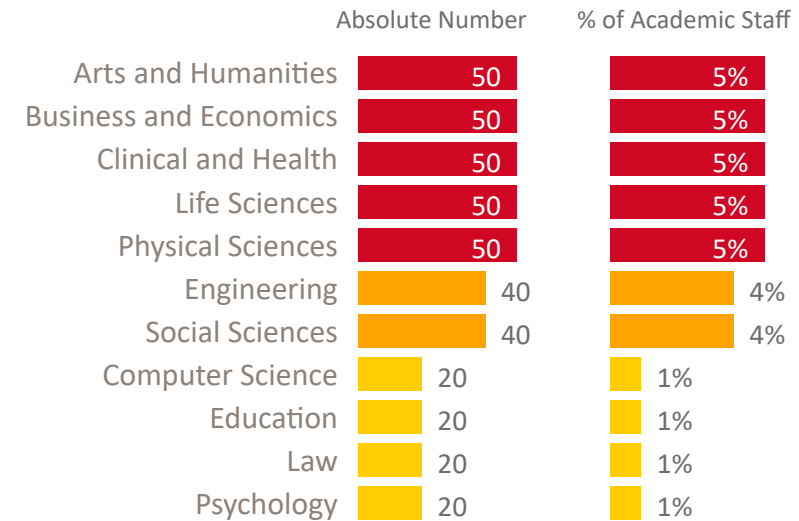
### Key Criteria for Inclusion in the Ranking

1. Publish more than **1,000** relevant publications over the previous **5 years**, and more than **150** relevant publications in any single year.
2. Teach at an undergraduate level. Postgraduate-only institutions are not included.
3. **Not** focused on a single narrow Subject (more than **80%** of their publications is from one subject).
4. Supply **Overall** numbers for the ranking year.
5. **No** more than **2** out of the of the **13** metrics unavailable.
6. Mark at least one **THE Subject** as applicable.
7. Not featured in the **Custom Exclusions** list. Institutions that have requested not to participate or that are not eligible for other institution-specific reasons have been excluded.

### Publications Treshold by Subject



### Academic Staff Treshhold by Subject



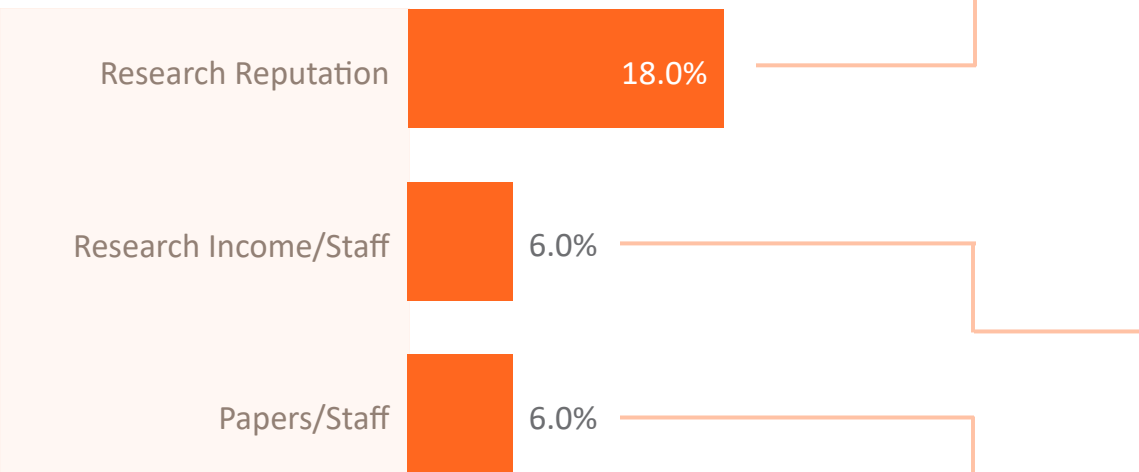
### Citations: 30.0%

Citations

30.0%

- Citations made to publications indexed by Elsevier's **Scopus** database in the last **5 years**.
- **Includes** Journal articles, article reviews, conference proceedings, books and book chapters.
- Citations data, per subject and overall, is calculated by **Elsevier from 2015** (supplied by **Web of Science** until **2014**).
- **Field-Weighted Citation Impact (FWCI)** indicates how the number of citations received by an entity's publications compares with the average number of citations received by all other similar publications (same publication year, type, and discipline).
- In **2015-2016**, papers with more than **1,000** authors were excluded due to their disproportionate impact on the citation scores of the small number of universities.
- Since **2017**, these papers have been reincorporated using a **fractional counting** approach. Institutions with authors that provide the most contributors to the paper receive a proportionately larger contribution.

### Research: 30.0%



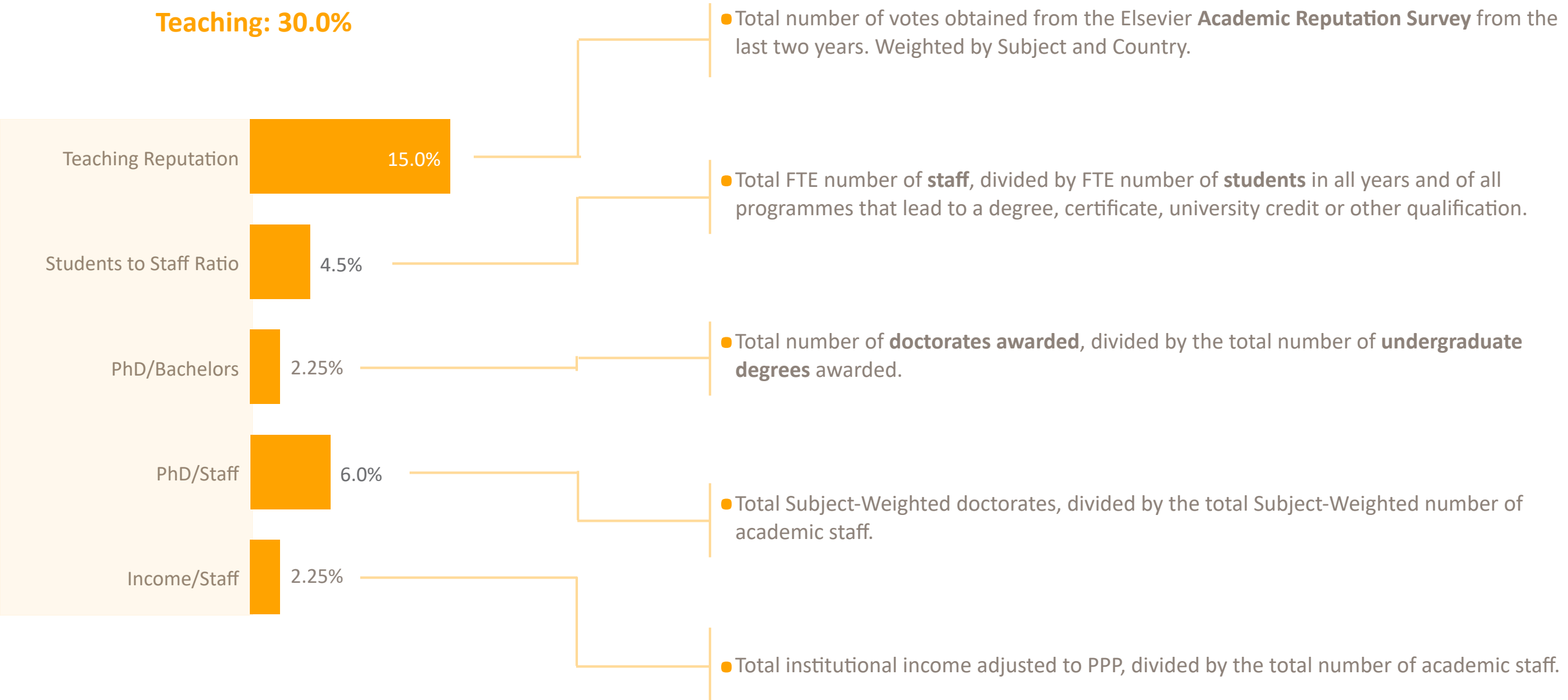
- Academic Reputation Survey, sent annually to a sample of academics randomly selected by **Elsevier** (Scopus/SciVal). It includes 10,000+ responses per year.
- Respondents are asked to nominate the universities that they perceive to be the best in their field (up to **15** institutions for **Research** and up to **15** for **Teaching** globally).
- Includes results from the last **2 years**.
- Weighted to reflect the distribution of scholars across the world (data from UNESCO <http://data.uis.unesco.org>) and the distribution of respondents by subject.

- Total Subject-Weighted research income adjusted for **PPP**, divided by the total Subject-Weighted number of academic staff.
- The **World Bank Purchase Power Parity (PPP)** dataset is used converts local currencies to common-PPP-scaled USD. This helps exemplify the differing currency strengths in each country while allowing for easy cross-country comparisons (<http://data.worldbank.org/indicator/PA.NUS.PPP>).

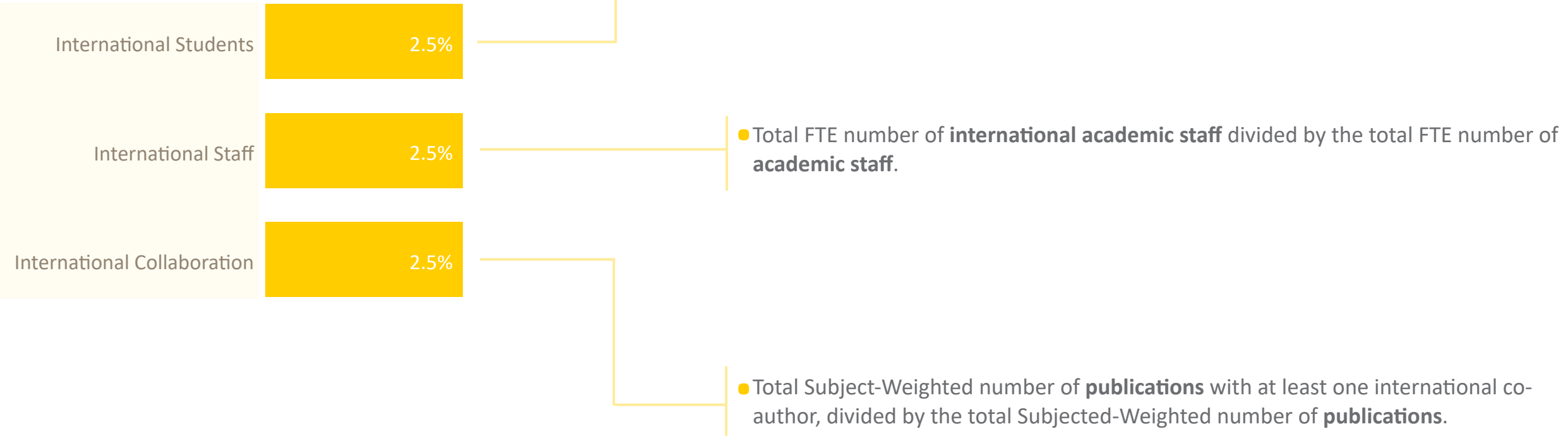
- Total Subject-Weighted publications indexed in **Scopus**, divided by the sum of the total Subject-Weighted number of FTE research staff and FTE academic staff.



Teaching: 30.0%



### International Outlook: 7.5%



### Industry Income: 2.5%



- Total research income an institution earns from industry (adjusted for PPP), divided by the total number of FTE academic staff it employs.
- The **World Bank Purchase Power Parity (PPP)** dataset is used converts local currencies to common-PPP-scaled USD. This helps exemplify the differing currency strengths in each country while allowing for easy cross-country comparisons (<http://data.worldbank.org/indicator/PA.NUS.PPP>).



# THE Global Ranking Methodology Summary (9/12)

## UCalgary vs Other Canadian Universities Pillars Score - 2022 Ranking

First **200** positions are ranked individually. After this, institutions are ranked in bands, starting with **201-250**, **251-300**, **301-350**, and onwards.

Publications with individual Metrics (Pillars' subgroups) scores couldn't be found.

Score per Pillar



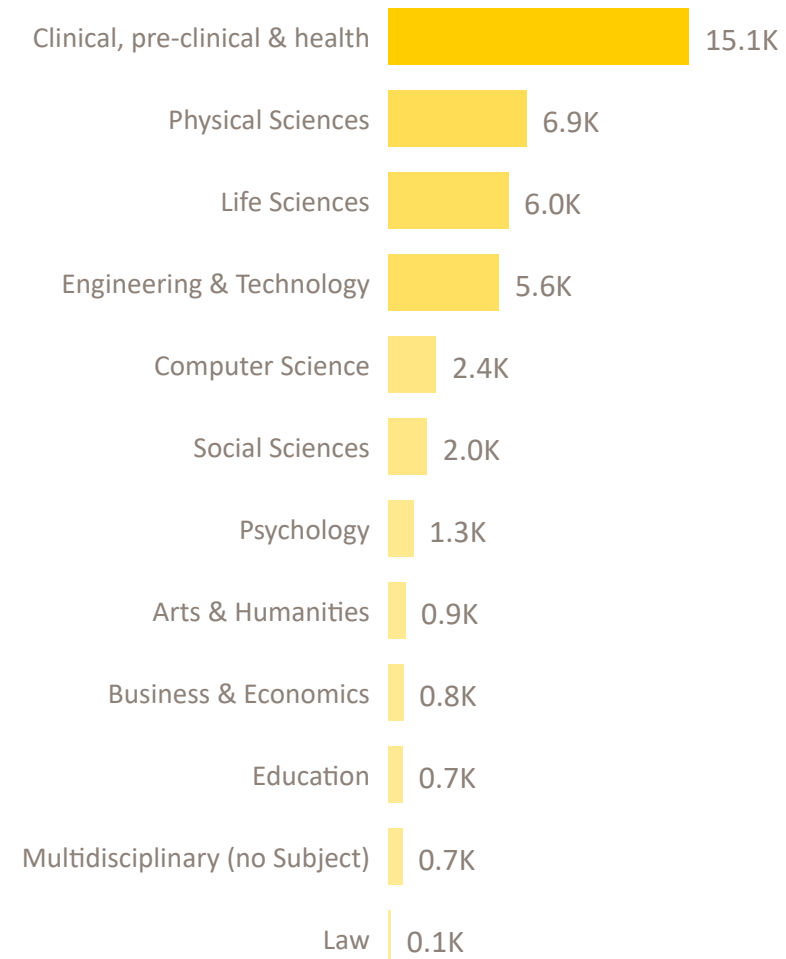
### Top 10 Canadian Universities by Rank

Rank	Name	100% Overall	30% Citations	30% Research	30% Teaching	7.5% Industry Income	2.5% International Outlook
18	University of Toronto	87.2	92.60	93.00	77.60	61.20	89.10
37	University of British Columbia	75.8	89.40	74.00	61.60	47.40	94.90
44	McGill University	73.4	83.90	70.90	63.30	45.30	91.50
80	McMaster University	65.2	93.10	50.60	44.30	98.30	85.10
88	Université de Montréal	63.6	81.70	52.90	50.40	69.50	85.70
125	University of Alberta	59.6	71.90	50.70	48.20	64.70	88.90
162	University of Ottawa	56.7	83.30	40.60	40.40	50.00	82.10
201–250	University of Western Ontario	50.4–53.9	72.60	39.00	39.90	80.20	85.60
201–250	University of Calgary	50.4–53.9	80.40	37.20	34.90	65.60	80.40
201–250	University of Waterloo	50.4–53.9	67.70	43.20	35.60	47.10	87.10

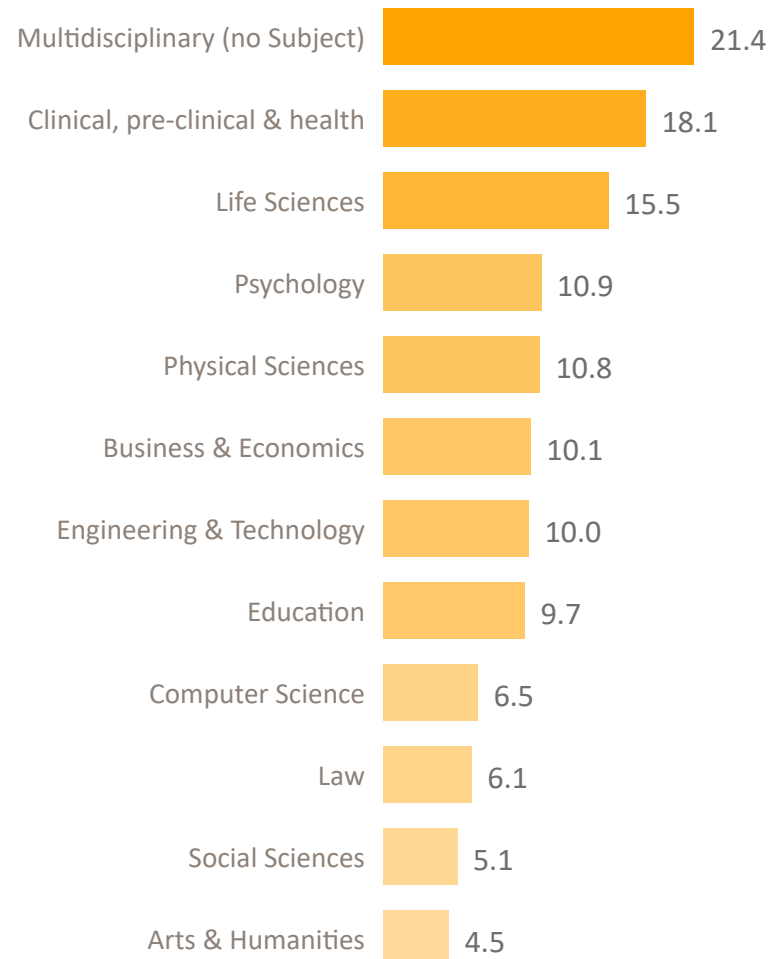
There's no THE Subject defined for publications that have been classified in Scopus exclusively under the **Multidisciplinary** Research Area.

**528** (1.8%) UCalgary Publications met this criteria.

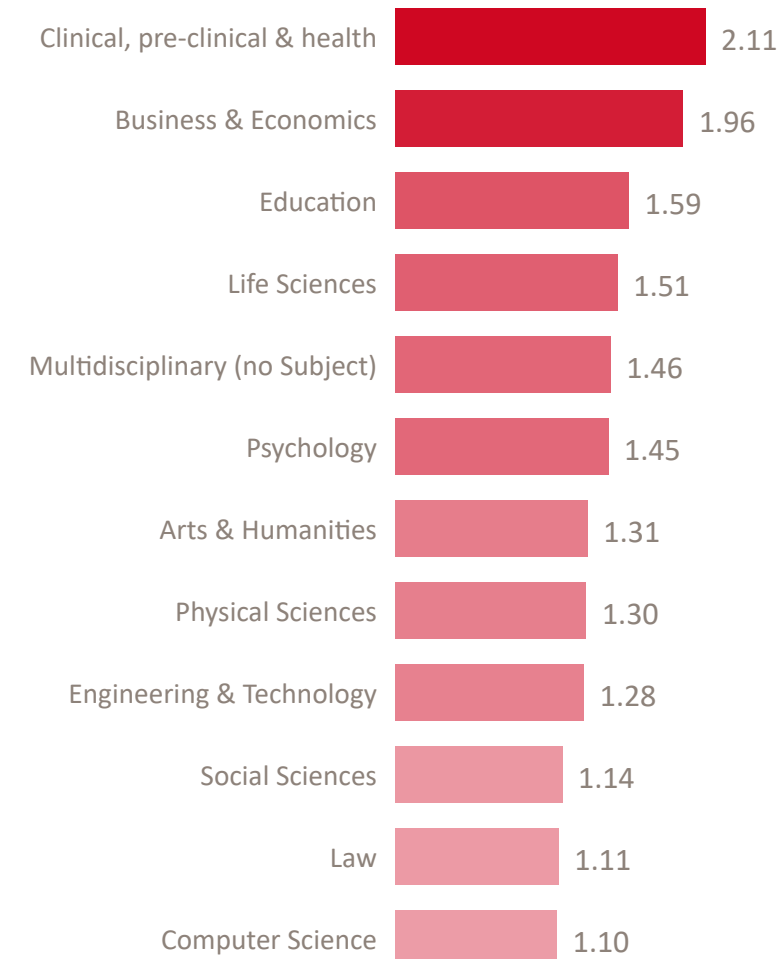
### Publications by Subject



### Citations per Publication by Subject



### Field-Weighted Citation Impact by Subject



### Top 500 UCalgary Authors by Scholarly Output and by Selected THE Subject

Name	Scholarly Output	Citations	Citations per Publication	h-index	FWCI*
Chen, Zhangxin	339	4593	13.50	46	1.63
Hill, Michael D.	233	10159	43.60	101	5.13
Patten, Scott B.	217	13949	64.30	78	7.02
Goyal, Mayank K.	204	8136	39.90	69	5.22
Tonelli, Marcello	193	28057	220.30	152	28.07
Smith, Eric Edward	183	4648	25.40	96	2.60
Ghannouchi, F. M.	179	1561	8.70	48	1.18
Hemmelgarn, Brenda R.	176	3570	20.30	85	1.84
Demchuk, Andrew M.	160	8592	53.70	94	5.94
Stelfox, Henry Thomas	153	2143	14.00	49	1.31
Menon, Bijoy K.	147	7285	49.60	49	5.67
Yeates, Keith Owen	141	2351	16.70	61	1.98
Leung, Alexander K.C.	133	747	5.60	34	0.62
Manns, Braden J.	132	2329	17.60	77	1.66
Barkema, Herman W.	123	2325	18.90	64	2.16
Herzog, Walter	123	1333	10.80	62	1.00
Kaplan, Gilaad G.	123	6218	50.60	61	4.34
Leung, Henry	123	1034	8.40	45	1.08
Addington, Jean M.	120	3099	25.80	73	2.32
Campbell, Norm R.C.	117	2365	20.20	56	2.29
El-Sheimy, Naser	114	1540	13.50	38	1.72
Lang, Eddy S.	113	1319	11.70	40	1.60
Clarkson, Christopher B.	112	1251	11.10	40	1.75

#### THE Subject Selection

Overall ▼

#### Name Selection/Search

All ▼

Publications Classified in Scopus only as **Multidisciplinary Research Area**

No THE Subject Assigned (Citations Not Considered in any Subject-Specific Ranking)

Title	Number of Authors	Citations	Authors	Institutions	Abstract
Analysis of shared heritability in common disorders of the brain	571	650	More than 20 Authors	More than 20 Authors	<a href="https://www.scopus.com/record/display.url?eid=2-s2.0-85049284114&amp;origin=resultslist">https://www.scopus.com/record/display.url?eid=2-s2.0-85049284114&amp;origin=resultslist</a>
Pan-cancer analysis of whole genomes	1340	502	More than 20 Authors	More than 20 Authors	<a href="https://www.scopus.com/record/display.url?eid=2-s2.0-85079038817&amp;origin=resultslist">https://www.scopus.com/record/display.url?eid=2-s2.0-85079038817&amp;origin=resultslist</a>
Genome evolution in the allotetraploid frog <i>Xenopus laevis</i>	74	398	More than 20 Authors	More than 20 Authors	<a href="https://www.scopus.com/record/display.url?eid=2-s2.0-84992376574&amp;origin=resultslist">https://www.scopus.com/record/display.url?eid=2-s2.0-84992376574&amp;origin=resultslist</a>
Multisensor-integrated organs-on-chips platform for automated and continual in situ monitoring of organoid behaviors	31	322	More than 20 Authors	More than 20 Authors	<a href="https://www.scopus.com/record/display.url?eid=2-s2.0-85016119264&amp;origin=resultslist">https://www.scopus.com/record/display.url?eid=2-s2.0-85016119264&amp;origin=resultslist</a>
Wettability effect on nanoconfined water flow	6	274	Wu, K.   Chen, Z.   Li, J.   Li, X.   Xu, J.   Dong, X.	Ministry of Education, China   China University of Petroleum - Beijing   University of Calgary	<a href="https://www.scopus.com/record/display.url?eid=2-s2.0-85016415926&amp;origin=resultslist">https://www.scopus.com/record/display.url?eid=2-s2.0-85016415926&amp;origin=resultslist</a>
Expanding antigen-specific regulatory networks to treat autoimmunity	19	261	Clemente-Casares, X.   Blanco, J.   Ambalavanan, P.   Yamanouchi, J.   Singha, S.   Fandos, C.   Tsai, S.   Wang, J.   Garabatos, N.   Izquierdo, C.   Agrawal, S.   Keough, M.B.	Harvard University   Virginia Mason Medical Center   CIBER - Center for Biomedical Research Network   Instituto de Salud Carlos III   August Pi i Sunyer Biomedical Research Institute   University of Calgary   University of	<a href="https://www.scopus.com/record/display.url?eid=2-s2.0-84959450362&amp;origin=resultslist">https://www.scopus.com/record/display.url?eid=2-s2.0-84959450362&amp;origin=resultslist</a>







## Quacquarelli Symonds (QS) World University Rankings Methodology Summary

---

This document presents an overview of the ranking methodology used by QS. It also provides further details on 2 of the metrics that might be of relevance to the VP Research portfolio. Finally, it explores UCalgary's Publications indexed in Scopus from the perspective of the classification employed by QS.

October, 2021

**Source:**

QS Intelligence Unit ([www.iu.qs.com](http://www.iu.qs.com))

QS Support Unit ([www.support.qs.com](http://www.support.qs.com))

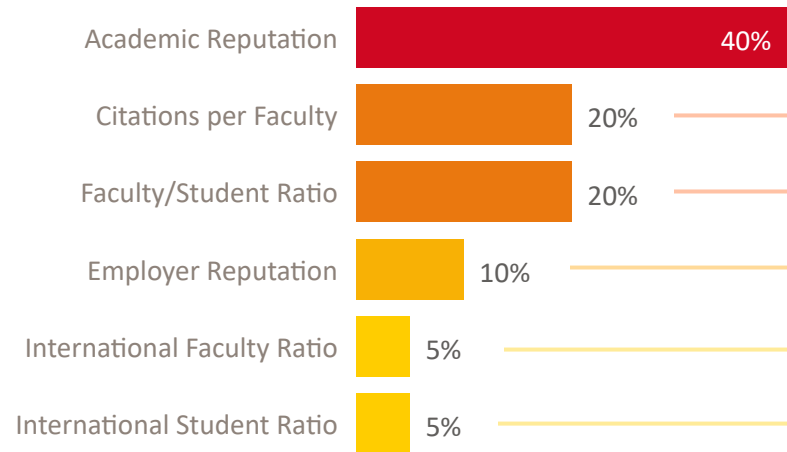
QS World University Ranking ([www.topuniversities.com](http://www.topuniversities.com))

SciVal / Scopus

## Overall

- Overall ranking in existence since **2004**.
- Starting **2011**, the study has been extended to encompass a range of popular individual subjects.

### Ranking Metrics & Weight



#### > Academic Reputation

Based on the *QS Academic Survey*, it collates the expert opinions of over **130,000** individuals in the higher education space regarding teaching and research quality at the world's universities.

#### > Citations per Faculty

It takes from **Scopus** the total number of citations received by all papers produced by an institution across a five-year period by the number of faculty members at that institution.

#### > Faculty/Student Ratio

It assesses the extent to which institutions are able to provide students with meaningful access to lecturers and tutors, and recognizes that a high number of faculty members per student will reduce the teaching burden on each individual academic.

#### > Employer Reputation

Based on over **75,000** responses to the *QS Employer Survey*. It asks employers to identify those institutions from which they source the most competent, innovative, effective graduates.

#### > International Faculty Ratio/International Student Ratio

It demonstrates an ability to attract faculty and students from across the world, which in turn suggests that it possesses a strong international brand. It also provides both students and staff alike with a multinational environment, facilitating exchange of best practices and beliefs.

Ranks the world's top universities in **51 individual subject areas**, organized under **5 Faculties**.

### Ranking Metrics & Weight



As research cultures and publication rates vary significantly across academic disciplines, a different weighting of each metric is applied in each faculty/subject.

#### > Academic Reputation

Based on the *QS Academic Survey*. Respondents are asked to identify the countries, regions and faculty areas they are most familiar with, and up to two narrower subject disciplines of expertise. Also up to **10** domestic and **30** international institutions considered to be excellent for research in the given area.

#### > Employer Reputation

Based on the *QS Employer Survey*. Asked to identify up to **10** domestic and **30** international institutions they consider excellent for the recruitment of graduates. Also the disciplines from which they prefer to recruit.

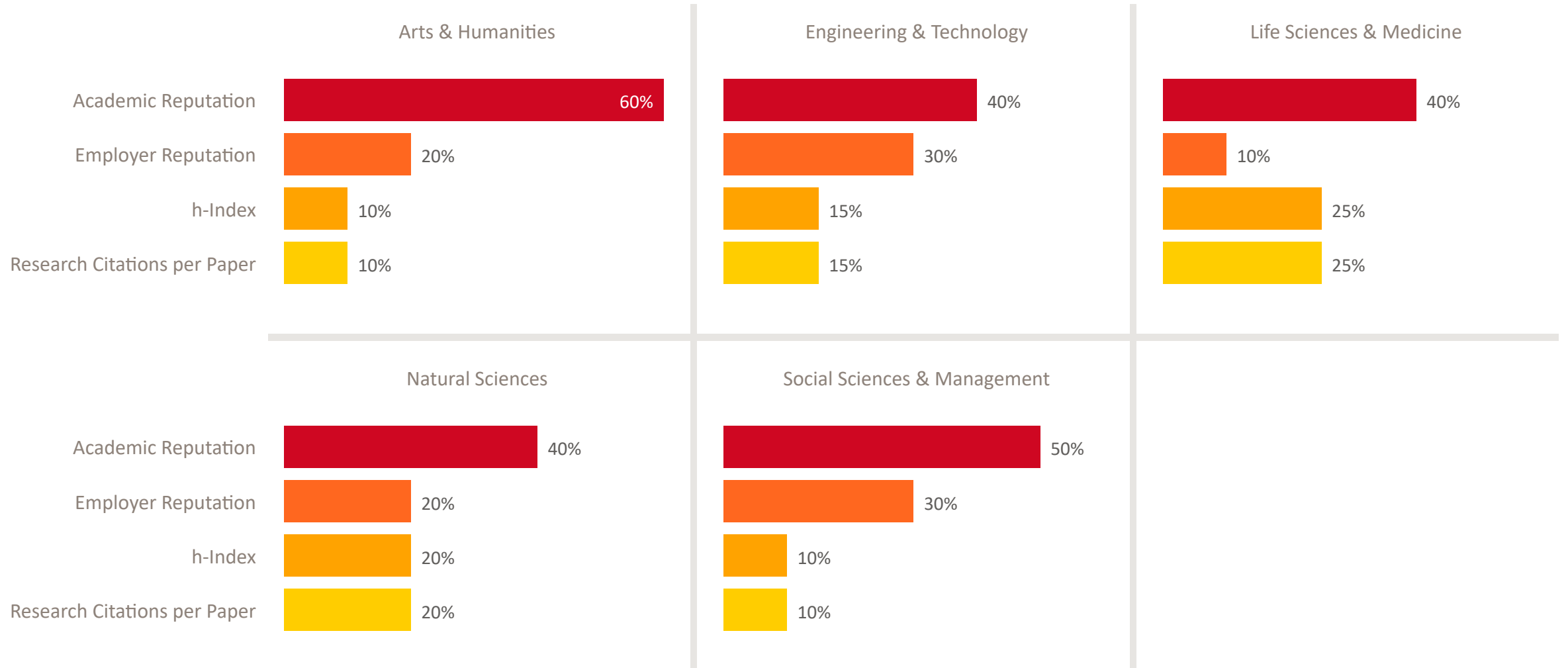
#### > h-index

Applies to the published work of a scientist or scholar, as well as to a group of scientists, such as a department, university or country. Based on the set of the academic's most cited papers and the number of citations received in other publications.

#### > Research Citations per Paper

Citations data is sourced from Scopus (**five-year** period). A minimum publication threshold and the weighting applied to this indicator are adapted in order to best reflect prevalent publication and citation patterns in a given discipline.

### Metrics Weight by Faculty Area



### Source of Respondents to the QS Academic Survey

#### 1 Previous Respondents

- All previous respondents are invited to participate.
- In 2014, **1,724** returned to revise their response.

#### 2 World Scientific

- Academic publishing company (*Singapore*).
- Publishes about **500** titles a year as well as **120** journals in a variety of fields.
- Worldwide subscription database (**180,000** active records drawn until 2010).
- Effectiveness dropped off over the years.

#### 3 Mardev-DM2

- Data division of Reed Business Information.
- Controls access to IBIS (International Book Information Service).
- More than **1.2** million academic and library contacts.
- Increasingly effective over the years (**200,000** records drawn in 2014).

#### 4 Academic Signup

- Since 2010, QS invites academics met each year to signal their interest in participation.
- Over **25,000** academics have signed up since the process was launched.

#### 5 Institution Supplied Lists

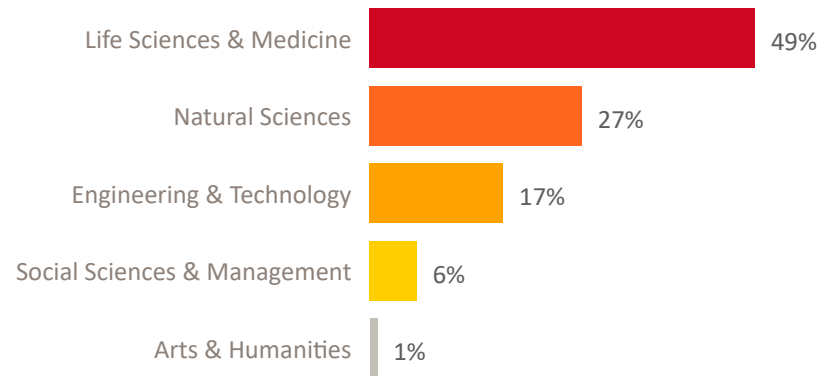
- Since 2010, institutions have been invited to submit lists of academics for QS to invite to participate.
- Submissions are screened and sampling applied.
- In 2014, nearly **400** institutions supplied lists (over **190,000** additional academic contacts).

To boost the size and stability of the sample, QS combines responses from the **last 5** years.

UCalgary's OIA provides this information on a yearly basis.

Publication and citation data vary greatly across disciplines (e.g. the dominance of physics publishing over history).

### Overall Citation Distribution in Scopus by Faculty Area



#### Included

- Article
- Review
- Conference Paper
- Book
- Book Chapter
- Article in Press
- Business Article
- Affiliated Hospitals

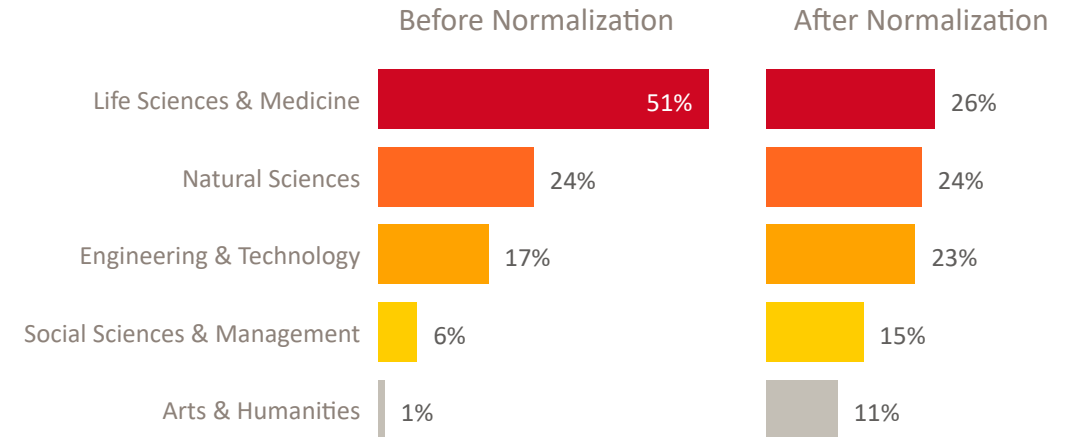
#### Excluded

- Abstract Report
- Conference Review
- Editorial
- Erratum
- Letter
- Note
- Press Release
- Short Survey
- Self-citations

**QS assumption: In a typical international comprehensive university, each of the faculty areas represents a roughly equitable share of activity.**

- A Citations per Faculty indicator is used to counter heavily skewed results from one area of expertise over another.
- The objective is to derive a **“Normalized Total Citation Count” (NTCC)** to equalize the influence of the five faculty areas so that each one contributes 20% to the final indicator.
- A sliding scale weight adjustment is used in Arts & Humanities and Social Sciences & Management based on mean productivity levels in those areas for the country where the institution is based.

### Top 100 Universities Citation Distribution by Faculty Area



Normalized Total Citation Count (NTCC) Formula

$$NTCC \equiv \frac{n}{n_{fa}} \sum_{f=1}^5 C_f w_f a_f$$

$n$  = total citation count prior to normalization

$n_{fa}$  = sum of total citation count across the five faculty areas (typically greater than  $n$  since some articles are classified in more than one faculty area)

$C_f$  = count of citations for the given faculty area for the subject institution

$w_f$  = weighting factor for the given faculty area

$a_f$  = weighting adjustment for given faculty area

$f$  = current faculty area

Score per Metric

Highest ■

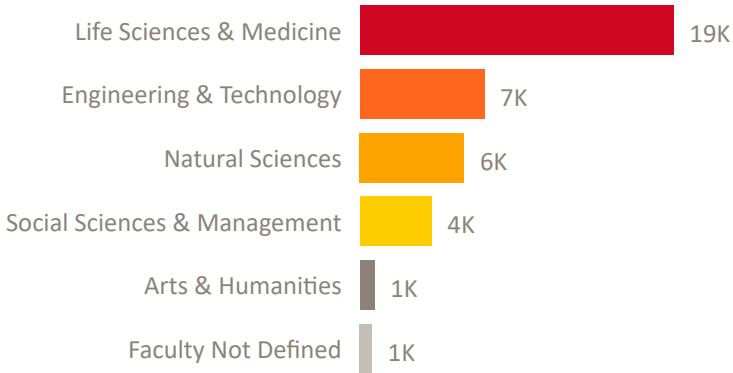
Lowest ■

### Top 10 Canadian Universities by Rank

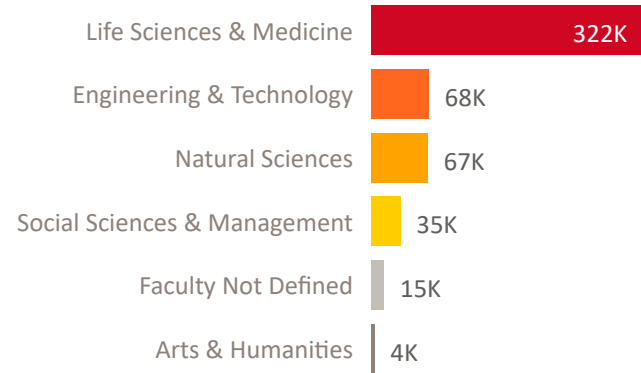
Rank	University	100% Overall Score	=	40% Academic Reputation	+	20% Citations per Faculty	+	20% Faculty Student Ratio	+	10% Employer Reputation	+	5% International Faculty Ratio	+	5% International Students Ratio
26	University of Toronto	85.3		99.5		58.8		69.4		98.2		98.6		94.9
27	McGill University	84.0		92.5		65.5		73.3		94.4		92.2		96.6
46	University of British Columbia	77.0		97.6		46.8		52.7		94.2		89.1		79.0
111	Université de Montréal	57.3		56.6		36.1		74.1		52.5		88.3		53.2
126	University of Alberta	55.2		53.7		52.7		48.2		47.4		90.0		81.4
140	McMaster University	52.7		39.9		31.4		86.5		51.6		99.5		55.3
149	University of Waterloo	50.5		39.6		85.7		7.5		79.2		74.7		83.8
170	University of Western Ontario	47.5		30.8		97.4		5.5		63.9		99.4		60.4
230	University of Ottawa	40.2		25.0		86.2		4.9		38.7		90.5		67.8
235	University of Calgary	39.7		34.8		46.8		25.4		44.2		79.0		56.3



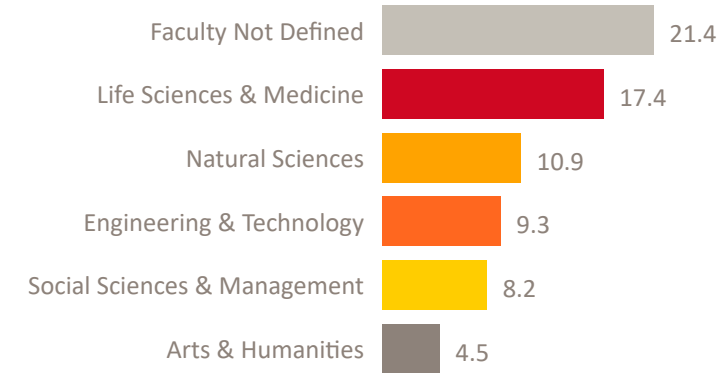
### Publication by QS Faculty



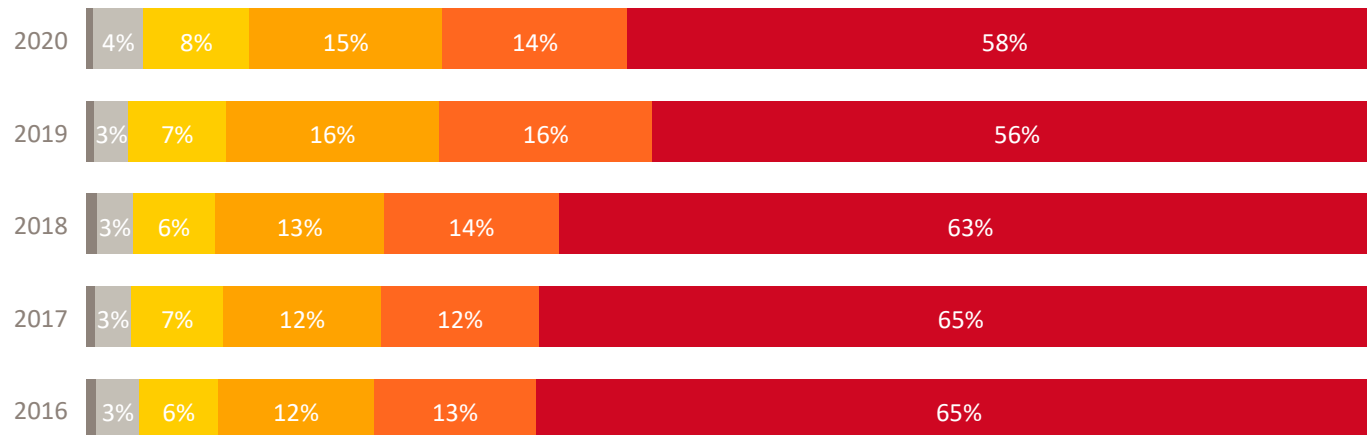
### Citation Count by QS Faculty



### Citations per Publication by Faculty Area



### Citation Count Distribution by QS Faculty & by Year



There's no QS Faculty defined for publications that have been classified exclusively under the **Multidisciplinary** Research Area .

**528** (1.8%) UCalgary Publications met this criteria.

### Top 500 UCalgary Authors by Scholarly Output and by Selected QS Faculty

Name	Scholarly Output	Citations	Citations per Publication	h-index	FWCI*
Chen, Zhangxin	339	4,294	12.7	45	1.60
Hill, Michael D.	235	9,739	41.4	100	5.11
Patten, Scott B.	217	13,173	60.7	77	6.98
Goyal, Mayank K.	205	7,782	38.0	69	5.23
Tonelli, Marcello	193	26,017	205.0	148	27.35
Smith, Eric Edward	184	4,392	23.9	95	2.58
Ghannouchi, F. M.	179	1,505	8.4	47	1.20
Hemmelgarn, Brenda R.	176	3,381	19.2	84	1.80
Demchuk, Andrew M.	161	8,213	51.0	93	5.95
Stelfox, Henry Thomas	153	2,021	13.2	49	1.31
Menon, Bijoy K.	148	6,978	47.1	49	5.68
Yeates, Keith Owen	141	2,227	15.8	60	1.97
Manns, Braden J.	133	2,197	16.5	77	1.58
Leung, Alexander K.C.	132	691	5.2	33	0.63
Barkema, Herman W.	123	2,214	18.0	64	2.17
Herzog, Walter	123	1,262	10.3	62	0.99
Kaplan, Gilaad G.	123	5,825	47.4	60	4.34
Leung, Henry	123	960	7.8	44	1.05
Addington, Jean M.	120	2,976	24.8	73	2.36
Campbell, Norm R.C.	117	2,285	19.5	56	2.33
El-Sheimy, Naser	114	1,478	13.0	38	1.74
Lang, Eddy S.	113	1,232	10.9	40	1.60
Clarkson, Christopher B.	112	1,388	11.5	47	2.84

#### QS Faculty Selection

Overall ▼

#### Name Selection/Search

All ▼

\* Field-Weighted Citation Impact

Publications Classified in Scopus only as **Multidisciplinary Research Area**

No QS Faculty Assigned (Citations Not Considered in QS Ranking)

Title	Number of Authors	Citations	Authors	Institutions	Abstract
Analysis of shared heritability in common disorders of the brain	571	650	More than 20 Authors	More than 20 Authors	<a href="https://www.scopus.com/record/display.url?eid=2-s2.0-85049284114&amp;origin=resultslist">https://www.scopus.com/record/display.url?eid=2-s2.0-85049284114&amp;origin=resultslist</a>
Pan-cancer analysis of whole genomes	1340	502	More than 20 Authors	More than 20 Authors	<a href="https://www.scopus.com/record/display.url?eid=2-s2.0-85079038817&amp;origin=resultslist">https://www.scopus.com/record/display.url?eid=2-s2.0-85079038817&amp;origin=resultslist</a>
Genome evolution in the allotetraploid frog <i>Xenopus laevis</i>	74	398	More than 20 Authors	More than 20 Authors	<a href="https://www.scopus.com/record/display.url?eid=2-s2.0-84992376574&amp;origin=resultslist">https://www.scopus.com/record/display.url?eid=2-s2.0-84992376574&amp;origin=resultslist</a>
Multisensor-integrated organs-on-chips platform for automated and continual in situ monitoring of organoid behaviors	31	322	More than 20 Authors	More than 20 Authors	<a href="https://www.scopus.com/record/display.url?eid=2-s2.0-85016119264&amp;origin=resultslist">https://www.scopus.com/record/display.url?eid=2-s2.0-85016119264&amp;origin=resultslist</a>
Wettability effect on nanoconfined water flow	6	274	Wu, K.   Chen, Z.   Li, J.   Li, X.   Xu, J.   Dong, X.	Ministry of Education, China   China University of Petroleum - Beijing   University of Calgary	<a href="https://www.scopus.com/record/display.url?eid=2-s2.0-85016415926&amp;origin=resultslist">https://www.scopus.com/record/display.url?eid=2-s2.0-85016415926&amp;origin=resultslist</a>
Expanding antigen-specific regulatory networks to treat autoimmunity	19	261	Clemente-Casares, X.   Blanco, J.   Ambalavanan, P.   Yamanouchi, J.   Singha, S.   Fandos, C.   Tsai, S.   Wang, J.   Garabatos, N.   Izquierdo, C.   Agrawal, S.   Keough, M.B.	Harvard University   Virginia Mason Medical Center   CIBER - Center for Biomedical Research Network   Instituto de Salud Carlos III   August Pi i Sunyer Biomedical Research Institute   University of Calgary   University of	<a href="https://www.scopus.com/record/display.url?eid=2-s2.0-84959450362&amp;origin=resultslist">https://www.scopus.com/record/display.url?eid=2-s2.0-84959450362&amp;origin=resultslist</a>





## Reputation Survey Analysis & Multidisciplinary-Only Publications

Times Higher Education (THE) Global Ranking Methodology Summary

Quacquarelli Symonds (QS) World University Rankings Methodology Summary

---

This document is a combined extension of the Ranking Methodology Summary presented independently for QS, and also for THE. It further explores the Reputation Surveys conducted by each organization. Additionally, it presents QS and THE's answers to the question of Multidisciplinary-only Publications indexed in Scopus not being used in the calculation of rankings by subject. It's worth highlighting that QS has more detailed information made available than THE in terms of how their analysis is conducted.

### Why Reputation?

Because Reputation is the currency:

- Key consideration for faculty when moving jobs
- Influences the formation of new research collaborations
- Helps persuade philanthropists or industrial funders to invest.
- Key consideration for international students in deciding who to invest their future with.

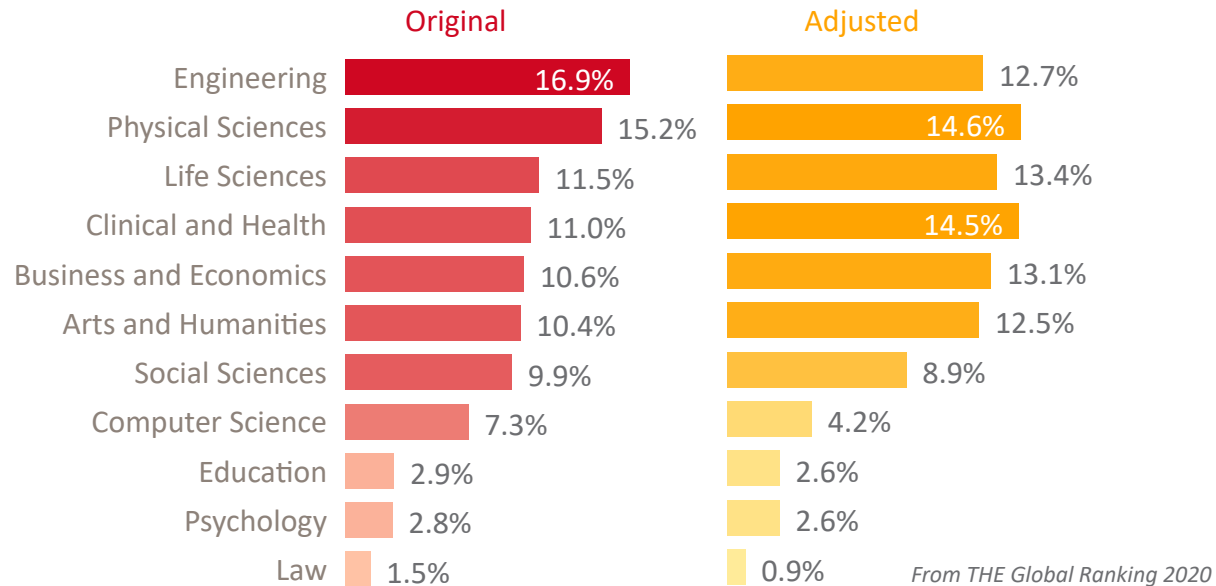
### The Survey

- Carried out in partnership with Elsevier until **2021**
- Starting **2022**, THE's data team will run the survey
- More than **10,000** responses each year from more than **130** countries.
- Targets only experienced, published scholars.
- **Invitation-only** (no nominations or contact lists can be supplied).
- Translated into **12** languages
- Typically takes **15** to **20** minutes to complete
- Runs from **Nov** to **Feb** (yearly).
- Invitations are distributed to reflect the actual representation of scholars across countries and across academic disciplines (United Nations data).
- Scholars are questioned at the level of their specific **Subject** (discipline).
- Asked to name up to **15** universities considered to be the best in **research** and **teaching**, both in general and in their direct experience.
- Order of institutions isn't considered (Not asked to create a ranking)
- Headline results are shared with respondents.
- Uses responses from last **2** years

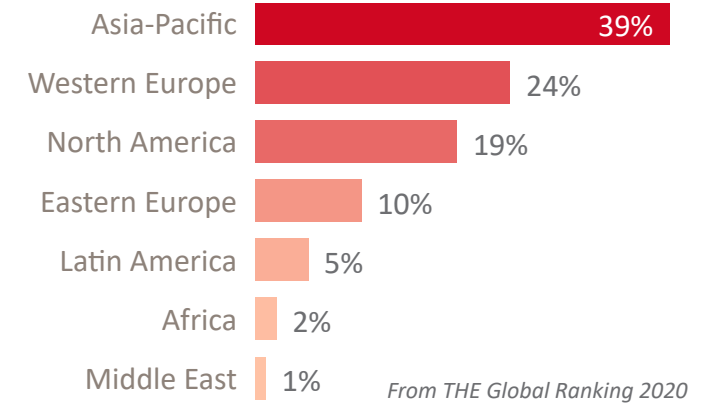
### The Analysis

- Scores are based on the number of times that an institution is cited as being one of the best in their field (survey from last 2 years).
- If **Harvard University** is the one selected most often. The scores for all other institutions are expressed as a percentage of Harvard's score of 100.
- If **University of Oxford** received 74% of the number of nominations that Harvard gained, it gets a score of 74.
- Responses are weighted by **subject** and **country** to be representative of the distribution of academics globally.

Distribution of Academics by Subject



Distribution of Responses by Region



- Only non-zero values are standardised using a logarithmic function, and universities that received no votes are scored a zero.
- The standardisation approach is based on the distribution of data within a particular indicator.
- A cumulative probability function is calculated to evaluate where a particular institution's indicator sits within that function.
- For all indicators except the Academic Reputation Survey, a version of Z-scoring is used.
- For the Academic Reputation Survey, an exponential component is required.

- No THE Subject is defined for publications that have been classified in Scopus exclusively under the **Multidisciplinary** Research Area.
- **528** (1.8%) of UCalgary Publications between 2016 and 2020 met this criteria.
- These Publications (many highly cited) do not contribute to the Ranking by Subject when Citations are being scored

- **When asked about this, THE's reponse was:**

"Articles in general science journals such as Nature and Science, that only have Scopus ASJC code '1000'= 'General' (see attached mapping), get reclassified on article level..."

- **Following, a description of a solution currently being explored was mentioned:**

*"...to get assigned new ASJC codes, i.e. other than '1000', by looking at a combination of the most frequently occurring ASJCs assigned to journals of each of the references in the article (insofar they are indexed in Scopus), as well as those of the citing articles in Scopus. These article-assigned ASJC codes are then used for the FWCI (Field-Weighted Citation Impact) calculation..."*



### Why Reputation?

To identify which universities are performing world-class research:

- Quality of the research
- Strength in communicating that research
- Strength of the impact the research makes across the world.

*Institutions can supply both **academic** and **employer** nominees.*

### Nomination Lists

- Limited to 400 nominations for each list.
- It's at the university's discretion as to the ratio of domestic vs. international contacts they supply.

### Survey Sign-Up

- A university may contact any number of individuals to encourage registration.
- The number of individual responses from a university's contact list will be capped at 400.
- Notification is sent once a university exceeds 350 responses and the university should cease contacting further participants.

### Source of Respondents

- Previous Respondents
- Submitted contact lists from institutions
- Sign-ups on sign-up facility
- International Book Information System (IBIS) database

### The Survey

- Sent to many thousands of global academics each year.
- It has largely followed the same principles since inception.
- Combines responses from the last 5 years.
- Own institution is not available for selection.

### Respondents are asked

#### Individual Characteristics

- Name
- Institution
- Job
- Number of years in academia

#### Knowledge Specification

- Country/territory most familiar with. Defines the list of institutions to select from (domestic and international).
- Region(s) most familiar with. Defines the list of institutions to select from:
  - Americas
  - APAC (Asia, Australia & New Zealand)
  - EMEA (Europe, Middle East & Africa)
- The faculty area in which they are most active and knowledgeable.
- Up to 2 specific fields (subjects) of specialization.

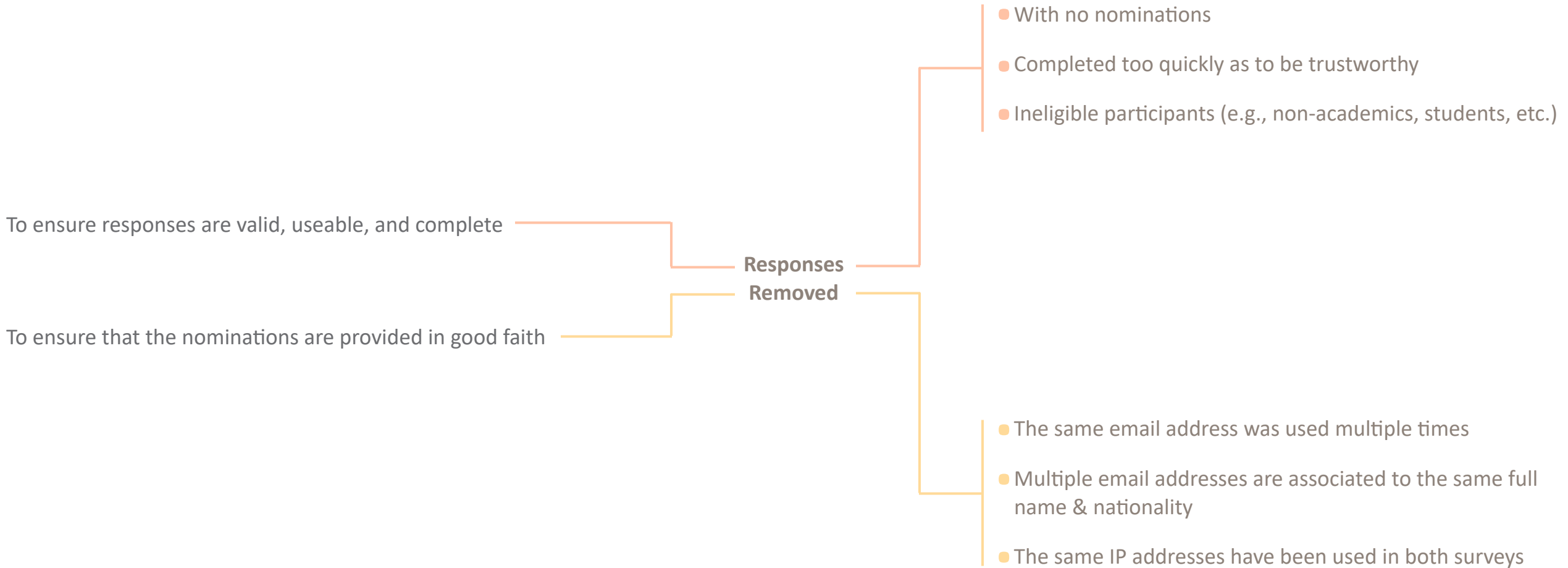
#### Nominations

- Up to **10** institutions from their country/territory (domestic) of knowledge that they think are producing the top research in their faculty area.
- Up to **30** institutions outside of their country/territory (international) of knowledge that they think are producing the top research in their faculty area. Only institutions from the region(s) with which they express familiarity with.

#### Additional Questions

- Vary from year to year to look for answers to certain higher education insight needs.

### Data cleaning and validity checks



### Analysis (1/2)

#### Weightings are devised based on:

- The regional and faculty familiarity of respondents, to balance the representation of the three regional super sets (More than one region can be selected)

**Americas**

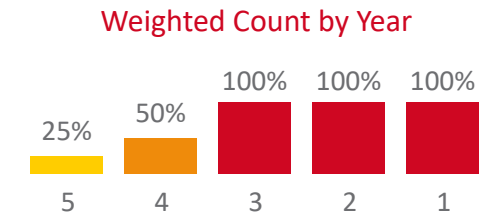
**APAC**

**EMEA**

- The location with which respondents consider themselves familiar. The volume of responses from a country is expected to correlate with its international recognition. Locations with a low participation rate are exempted from this to avoid small number effects.

#### Weighted counts are derived:

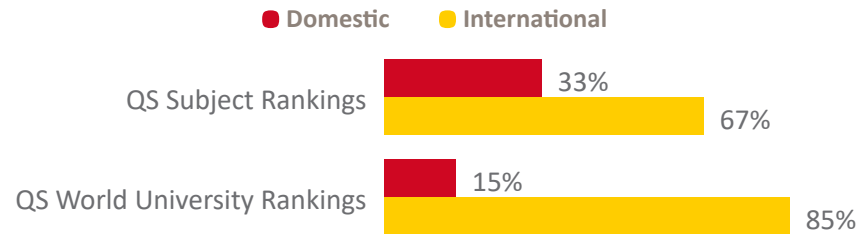
- Of International nominations for each institution, according to the response year.



- Of Domestic nominations for each institution. Adjusted against the number of institutions from that country with a certain level of international nominations and the total response from that country. Recognizes that Larger countries with more recognized institutions face more competition to gain nominations, and this is designed to reflect and reward this.

### Analysis (2/2)

- Domestic and International count are normalized to achieve a score out of 100.
- The two scores are combined with the following weights



- Various transformation techniques are applied to minimize the impact of outliers and scale the numbers to present a score out of 100 for the given faculty area.

- In **QS World University Rankings**, the scores across the five faculty areas are combined with equal weighting to produce the final score per institution for Academic Reputation.
- In **QS Subject Rankings**, to better identify institutions with key strengths in a particular area, and to more effectively filter out the influence exerted by overall reputation on the discipline results:
  - *Scores of institutions that fare better in the specific discipline than in the associated broad faculty area are given a proportional boost.*
  - *Responses expressing knowledge of a single specific discipline are given additional weight.*

- No THE Subject is defined for publications that have been classified in Scopus exclusively under the **Multidisciplinary** Research Area.
- **528** (1.8%) of UCalgary Publications between 2016 and 2020 met this criteria.
- These Publications (many highly cited) do not contribute to the Ranking by Subject when Citations are being scored

- When asked about this, QS's reponse was:

*"It is true that sources attributed by Elsevier exclusively (only) to 1000 ASJC code, do not contribute to any narrow subject or broad faculty area defined by QS, and thus are not actively used in our WUR.*

*Although there are just circa 50 of sources like this holding around 3% of the world paper output during the last 5 years, we acknowledge the fact that such a research output should be considered in future: maybe as a separate Multidisciplinary subject ranking, or as part of a broader trend of classification of papers by subject based on keywords and not only sources ASJC codes. This is part of our further research and development."*



**GENERAL FACULTIES COUNCIL  
INFORMATION BRIEFING NOTE**

**SUBJECT:** Global Engagement Plan Progress Report

**PROPONENT(S)**

Teri Balsler, Provost and Vice President (Academic)  
Janaka Ruwanpura, Vice Provost and Associate Vice-President Research (International)

**PURPOSE**

To provide the General Faculties Council with an update on the key goals of the University of Calgary’s Global Engagement Plan (GEP) that was first introduced in December 2020.

**KEY POINTS**

Within the ‘dashboard’ document (attached), data is provided to explain progress towards three overarching goals and targets of the Global Engagement Plan:

- 1) Increase diversity of the campus communities
- 2) Improve global and intercultural capacity within our campus communities
- 3) Enhance global partnerships

**BACKGROUND**

The 2013 International Strategy supported a period of rapid expansion of University of Calgary’s international activity according to strategic goals. The Global Engagement Plan 2020-2025 builds on its success, with a purposeful shift in name, to reflect our institutional commitment to meaningful global partnerships.

The Global Engagement Plan 2020-25 made some strategic adjustments appropriate to the current context. It uses the priorities of the Academic and Research Plans to help guide our global initiatives for enhanced strategic coherence. Within the goals, new and ambitious targets build on our achievements to date, and a series of accompanying metrics track our progress.

**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>
X	General Faculties Council	June 16, 2022				X
	Board of Governors	June 24, 2022				X

**NEXT STEPS**

Until 2025, the GEP will guide our priorities and resources as we work toward our international goals in support of Framework for Growth and our vision to further develop the University of Calgary’s reputation as a global intellectual hub. The GEP will continue to transform our institution and how we engage globally by focusing on strategic partnership development, faculty-driven initiators of international activities, incentivized activities, building capacity and sustainability.

An Annual Impact Report is currently being developed based on the information presented in the supporting materials and will be posted on the UCalgary International website over the summer.

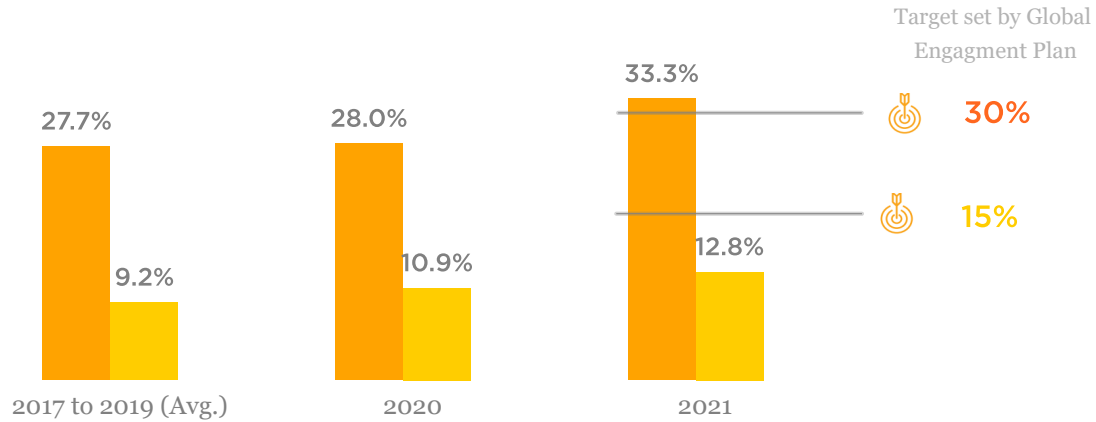
**SUPPORTING MATERIALS**

Slides highlighting each goal of the Global Engagement Plan Progress Report (2021).

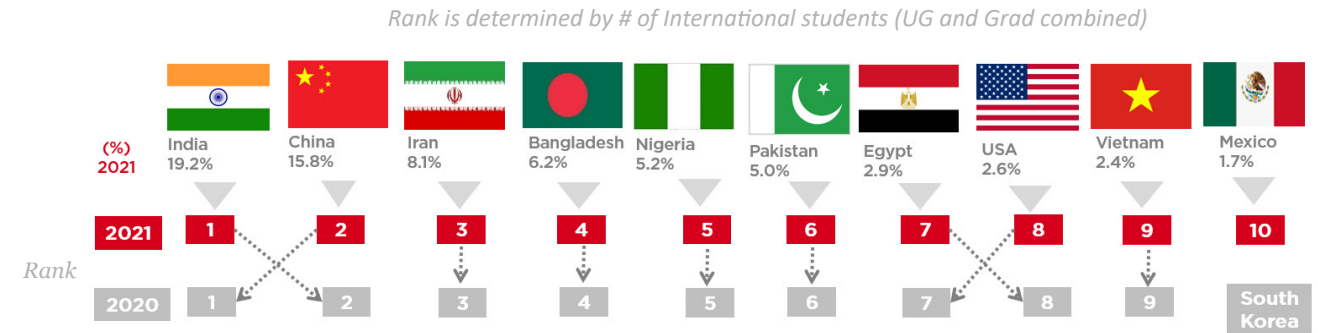


Goal 1: Increase Diversity of the Campus Community  
Students, Postdocs & Academics

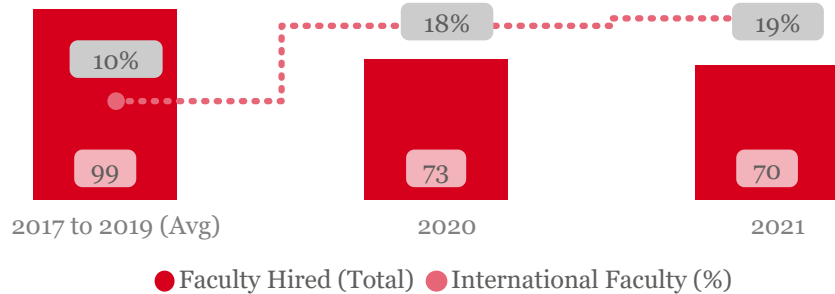
Graduate & Undergraduate International Students



Top Countries of Origin for International Students



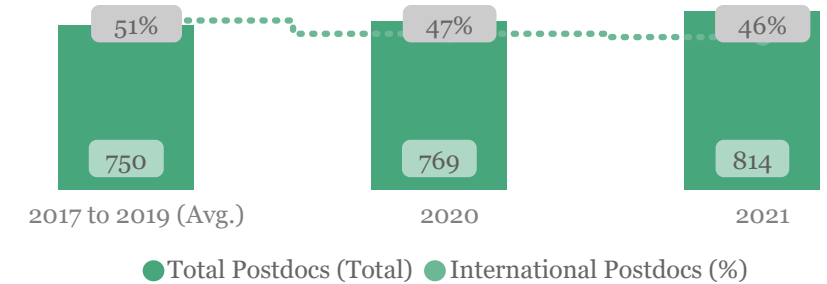
% of International Academics Hired



Top 3 faculties that hired international academics in 2021

Arts | Haskayne | Vet. Med

% of International Postdocs

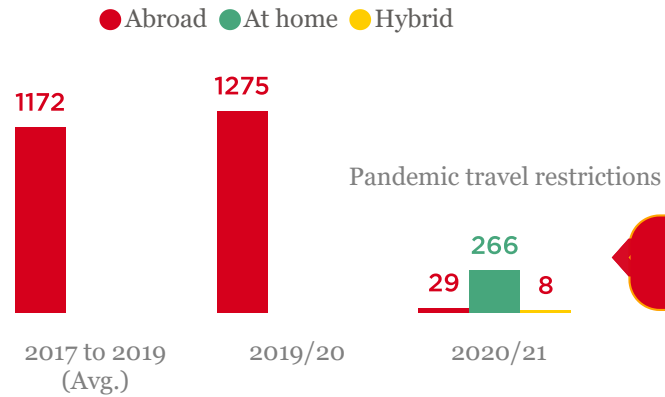


Top 5 countries of origin for international postdocs in 2021

China | Iran | India | USA | Brazil

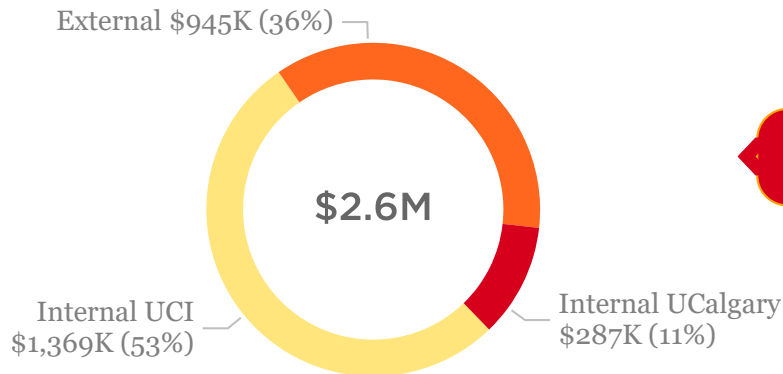
Goal 2: Improve Global and Intercultural Capacity within our Campus Communities  
Global Learning Experiences (GLE), Undergraduate (UG) Students

Total # of UG students with GLE by experience types



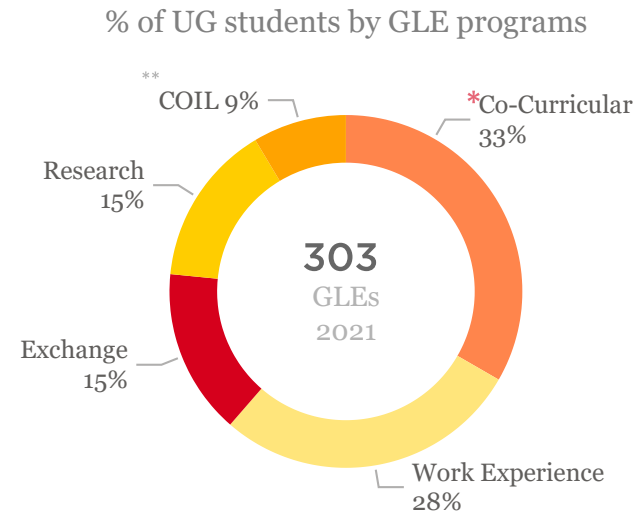
**333** incoming exchange UG students in 2019/20 and 2020/21

Total \$s distributed to UG students

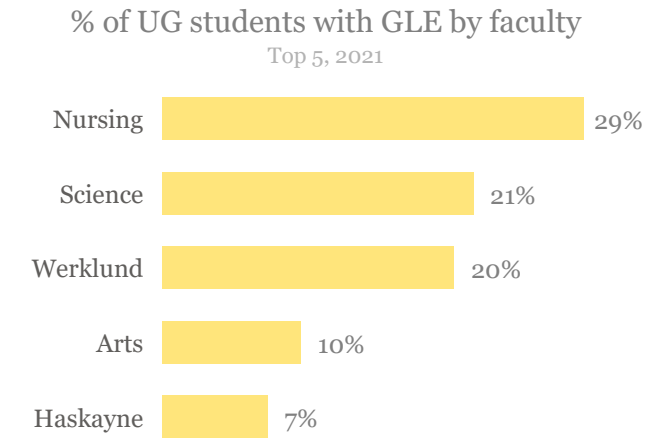


1. Experiences

2. Programs



3. Faculty



\*In fall 2020 & winter 2021 **190 students** from **33 universities** (17 countries) participated in the Global Community Challenge YYC, working with **22 community partners** to solve **33 challenges**

5. Funding Support

4. GLEs Countries

2020/21 (at home and abroad) - **Canada (50.83%)** | India (12.5%) | Ecuador (10.1%) | USA (5.0%) | Japan (4.4%)  
*Internationalization at home*

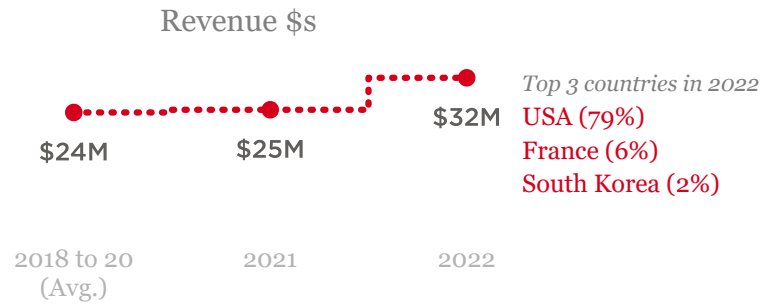
2017/18 to 2019/20 (Avg.) (abroad) - **USA (12%)** | Mexico (8.3%) | Japan (7.3%) | Spain (5.6%) | UK (5.3%)

Total \$s include funds awarded in 2017 to 2019 (Avg.), 2020 and 2021 years. Internal UCI funding is differentiated from Internal UCalgary funds  
\*\*COIL - Collaborative Online International Learning

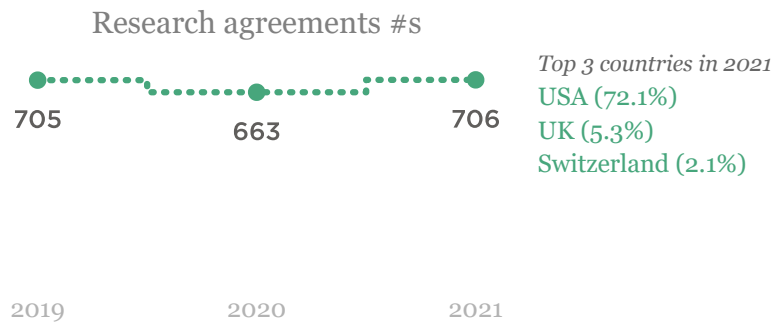
Unless indicated analytics on this page are based on outgoing UCalgary UG students.  
Sources: 1. Global Learning Team (Outgoing data) 2. Registrar's Office (Incoming data only), Reporting Cycle: May to April (Spring, Summer Fall and Winter terms)

### 1. International Research

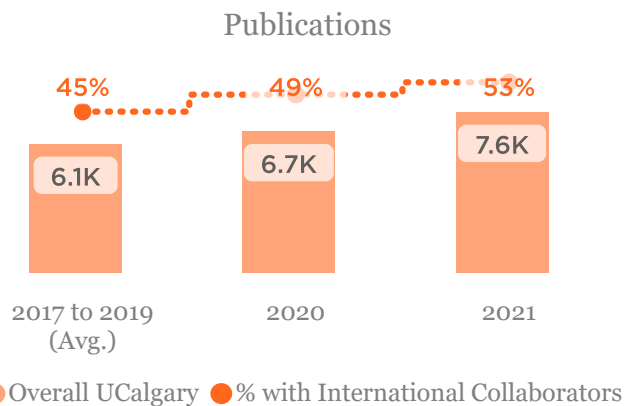
**29%**  
Growth in revenue  
2021 to 2022



**691**  
Avg. agreements  
2019 to 2021



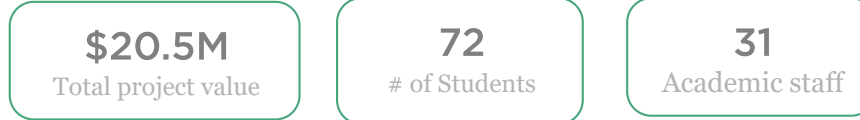
**49%**  
Avg. % of publications  
with international  
collaborators  
2019 to 2021



Sources: Research Revenue (Cognos) and Agreements (International Dashboard) Reporting cycle: Fiscal year; Publications: SciVal/Scopus, Reporting cycle: Calendar year

### 2. Global Development

Projects from 2016 to 2021



#### Key New Projects in 2021

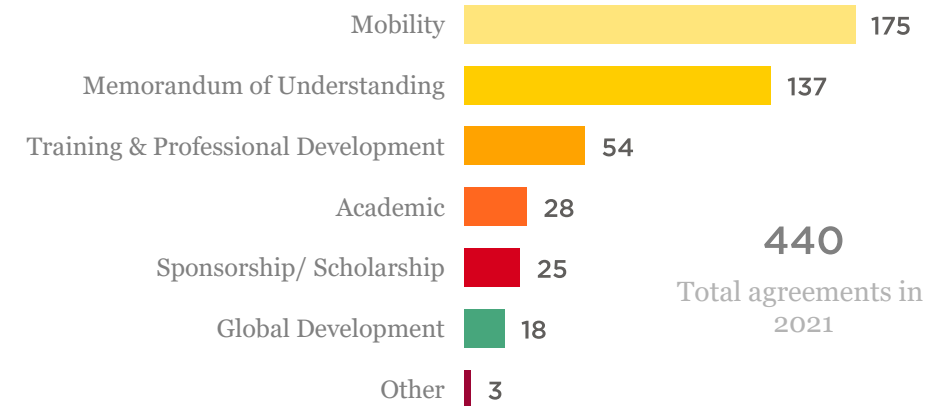
- **UnivCan Global Indigenous Skills**, \$750K, 2021-25.
- **Queen Elizabeth Scholarship**, \$290K, 2021-24.
- **Academics Without Borders** (6 Projects) partnerships with institutions in South Africa, India, Pakistan, and Ghana, In-kind support, 2021-22.



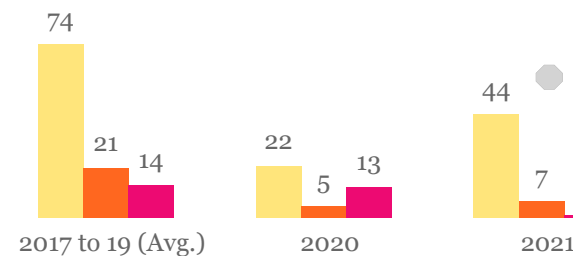
Source: International Development Projects team

### 3. Agreements, Delegations, Events & Missions

#### 2021 Agreement breakdown



#### Delegations, Events and Missions



● Pandemic travel restrictions

Source: MoveOn System, International Relations Team, UCI Reporting cycle: Calendar year





**GENERAL FACULTIES COUNCIL  
INFORMATION BRIEFING NOTE**

**SUBJECT:** VPR Catalyst Grants Program

**PROPONENT(S)**

Dr. William Ghali, Vice-President (Research)

**PURPOSE**

To provide the General Faculties Council with an update on the VPR Catalyst Funding Program and structure.

**OVERVIEW**

VPR Catalyst Grants are designed to catalyze research initiatives that will lead to substantial external funding and are intended to support well-defined early-stage research activities.

The VPR Catalyst Grants ask researchers to think boldly and strategically about how to maximize the impact of downstream funding. The stimulus grant program will prioritize those who present a winning research context, including for example mentorship, strong collaborators, and knowledge engagement partnerships.

**Value: \$1,000 - \$15,000.** In rare cases, up to \$20,000 may be awarded

**Duration: 6 months.** Maximum 12 months, after which unused funds must be returned

**Deadline: 4 per year.** Nov 15, Feb 16, May 15, Aug 15

**KEY POINTS**

<b>Eligible Applications (first six rounds)</b>	<b>148</b>
<b>Awards to date</b>	<b>85</b>
<b>Intakes to date</b>	<b>7</b>
<b>Success rate</b>	<b>57.4%</b>
<b>Total funding awarded</b>	<b>\$1,054,630</b>
<b>Average award amount</b>	<b>\$12,407</b>

**Budget**

The program’s consolidated budget is supported by VPR operating funds and by the university’s externally restricted NSERC and SSHRC General Research Funds and SSHRC Institutional Grant.

**Awards by broad subject area**

- 41.2% to health research
- 32.9% to natural sciences and engineering research
- 25.9% to social sciences and humanities research

### Awards by career stage

- While established researchers now represent 60.8% of the total applicant pool after six rounds (an increase from the RSC update in February 2022), the success rate for early career applicants stands at 62.1% and at 54.4% for the cohort of established applicants. Early career researchers have earned 42.4% of the total awards granted, and established applicants have earned 57.6%.

### Number of external grants applied for as a result of the VPR Catalyst Grants Program

- Combined self-reporting on grant outcomes and analysis of research application information indicates that in the past 18 months, recipients of VPR Catalyst Grants have succeeded in obtaining 24 new external awards related to their projects, while 39 applications for external funding have been either unsuccessful or are still pending decisions as of this update.
- To date, more than \$3.9 million in new external funding directly related to VPR Catalyst Grant projects has been awarded to the University of Calgary. A further \$4.9 million in funding related to Catalyst projects has also been identified. In total, this represents a return of nearly 9:1 on awarded funds.

### BACKGROUND

The VPR Catalyst Grants program launched in Fall 2020 and serves as the flagship intramural sponsored research program offered by the Vice-President (Research) and Research Services. The review panel is chaired by Dr. Barry Sanders, Director of the Institute for Quantum Science and Technology. Six rounds of applications have been adjudicated to date, and the seventh intake was received on May 17, 2022 and is currently pending review. Several program updates have been provided to Associate Deans (Research) Council. The former University Research Grants Committee (URGC) programs have been formally wound down as of December 2021.

### ROUTING AND PERSONS CONSULTED

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
	Research and Scholarship Committee	2022-02-17				X
X	General Faculties Council	2022-06-16				X

### NEXT STEPS

- For information only; no action required. Program updates will be provided annually or at the request of the General Faculties Council Research and Scholarship Committee.
- The next intake will be August 15, 2022.

### SUPPORTING MATERIALS

Slide deck



## GENERAL FACULTIES COUNCIL INFORMATION BRIEFING NOTE

**SUBJECT:** Innovation Ecosystem Update

### PROPONENT(S)

John Wilson, President and CEO, Innovate Calgary  
Steve Larter, Associate Vice-President (Research & Innovation)

### PURPOSE

To provide the General Faculties Council with an update of the progress of the Innovation@UCalgary ecosystem and discuss strategic priorities.

### OVERVIEW

Innovation@Calgary is the ecosystem that supports innovation activities at UCalgary, bridging the transition from discovery through to delivering solutions for society. The ecosystem is broad, includes activities and support functions in faculties and departments and programs and support functions in several innovation resource nodes accessible to all at the University. These nodes include Innovate Calgary; Hunter Hub; W21C; Impact; CDL; VPR Office and support activities in faculties.

We work with our campus community, the Calgary community, government, industry, and other institutions to accelerate innovation and the delivery of practical solutions for the benefit of society. Solutions take many forms, including via businesses, knowledge engagement networks and performance, and non-profit models, among others.

UCalgary is actively growing our innovation ecosystem and promoting a culture of innovation and change making. The groups and programs in our ecosystem have made significant accomplishments over the past year.

### KEY POINTS

The Innovation nodes aim to work in an integrated supportive manner and through working with faculty members, staff, postdoctoral innovators and students from across the academy we have continued to help build momentum for driving Innovation at UCalgary, specifically:

#### **Innovate Calgary**

- 350 PIs with applied research, invention, and startup projects
- 55 applied research partnerships supported
- 120 invention disclosures
- 15 new patents filed
- 27 new revenue bearing agreements
- 21 new companies formed

### Hunter Hub for Entrepreneurial Thinking

- UCalgary Council on Innovation and Entrepreneurial Leadership: CIEL members advise and advance UCalgary's innovation strategy to achieve its vision of becoming the most entrepreneurial university in Canada. The CIEL meeting in April 2022 had them review and applaud ecosystem progress.
- Experience Ventures: The pilot year of the \$4M ESDC-funded innovative work-integrated learning program lead by the Hunter Hub was completed in March 2022, with 2025 paid student placements delivered across 9 post-secondary institutions across Canada. Experience Ventures has been renewed for \$8.4M over the next two years to have the Hunter Hub and its partners deliver an additional 4200 paid placements across Canada. This program supports internal projects such as E2I as well.
- Entrepreneurial Thinking Week (March 28-April 1, 2022): The Hunter Hub launched its first ever annual celebration of entrepreneurial thinking and innovation across UCalgary. Events included finale events for the following Hunter Hub programs:
  - Launchpad Liftoff Competition (open to UCalgary community)
  - TENET i2c Semifinals (health innovation program open to UCalgary research community)
  - Map the System Competition (systems thinking program from Oxford)
  - Experience Ventures National Hackathon: 160 social innovators across Canada competed in a wellness challenge with McMaster University winning first prize.

### AEIR, E2I, Now Innovating Podcast:

#### **Supporting Invention and Creation in the Academy-priming the front of the funnel and telling the stories.**

Three synergistic programs and vehicles have been developed, seeking to help support novice innovators add complementary innovation streams to their research group activities and more generally broadcast innovation stories to the campus and the world. These include the AEIR-academic entrepreneurs in residence program which supports and links to our Evolve to Innovation program (E2I), which provides a vehicle for PI and postdoc research teams to expand their programs through innovation activities. These programs are run jointly by Innovate Calgary and the VPR office with integrated support and participation of other innovation nodes including W21C and the SPARK program and Hunter Hub and its Experience Ventures program and MITACS support. The "Now Innovating" podcast is delivered through the VPR office by Jordan Witzel.

- **The E2I program** creates a new pathway for researchers (postdoc + Prof) to translate successful research outcomes into practical solutions. E2I fellows engage in an eight-month experiential innovation curriculum, including mentorship from experienced entrepreneurial faculty members, community entrepreneurs, hands-on workshops, guidance, and a cash allowance. Feeding the innovation ecosystem with over 90 researchers enrolled, 30 teams with a very diverse cohort which has promoted academic and innovation collisions from over 30 different university departments from most all faculties. Over 50% of the cohort had no prior innovation interactions on campus and although the focus of the program is very much on inclusion and expansion of the innovation community, the program has already enabled 15 new startups to be launched.
- **The AEIR program** supports the transition from discovery through invention towards innovation. It adds successful academic entrepreneurs in front of the existing innovation ecosystem funnel bringing new teams into the ecosystem. We talk to people in their own language and from the experienced academic innovator context, supporting the innovation ecosystem through mentorship, programming, leadership. Working broadly across the ecosystem and also with appropriate E2I groups and targeted high potential novice research groups, the pilot program in 2022 is led by UCalgary Prof. Adam Pidlisecky (serial entrepreneur and fm CSO Seequent), and also includes Dr. Jagos Radovic, Dr. Paula Berton (postdoc startup founders), supported by Jeff Ryzner. The team is also working closely with CDL Rockies- energy\agriculture\prime streams and the CDL Vancouver-climate stream to link with their "nurture programs".
- **Now Innovating:** a podcast examining the trials and tribulations of innovation and innovators-now in its second series!
- **Navigate to Innovate!:** Navigating Alberta's expanded innovation ecosystem has never been easier! With support from the Calgary Innovation Coalition, Innovation@UCalgary has developed an interactive directory of services and programs available to innovators and entrepreneurs at all stages of their journey.



**UCEED**

UCEed is a group of early-stage investment funds, backed by philanthropic support, accelerating UCalgary and community-based startup companies to advance problem solving research, create jobs, and fuel the economy. UCEed is a critical piece of UCalgary’s focus on entrepreneurial thinking, invention and innovation, education and community impact.

Based on three fundamental commitments, UCEed is:



Accelerating innovation by unlocking existing investments in R&D.



Enriching education through entrepreneurial learning.



Integrating communities and the University with entrepreneurship and innovation.

UCEed marked a significant milestone for the University, completing the link between discovery, entrepreneurship, and impact. It is the largest university-based group of startup investment funds in the country, which today includes a Child Health, General Health, Social Impact and Student Fund. In the 20 months of operation UCEed has \$15 million under management and \$2.5 million invested into 19 UCalgary and community-based start-ups.

To date we have already seen significant impact from UCEed activities as described below:

- 75+ students engaged in UCEed activities in support of our mandate to provide world-class learning opportunities for students.
- 178+ principal investigators and top research talent engaged across 46 academic units and 18 industries.
- 100+ jobs created by portfolio companies subsequent to UCEed investment.
- \$20+ million dollars raised by portfolio companies from third party investors following UCEed investment.

As UCEed enters its third year of operations, its ambitions are high. We are working to expand local and international reach, build connections to the broader investment community, expand the number of funds to include Agriculture and Energy Evolution. By introducing disruptive ideas and technology and tackling some of society’s greatest challenges, UCEed will pave the path to a better future for our communities.

**University Innovation Quarter**

Located adjacent to UCalgary, the University Innovation Quarter (UIQ) is a newly revitalized innovation and research cluster formerly known as ResearchPark. Innovate Calgary will serve to be the innovation agent of the UIQ. Innovate Calgary has developed a high-impact and scalable Innovation Hub model that will activate the UIQ. The design



Space

Programs and Expert Support

Tech Licensing Office

Corporate Partners

Equipment/Technology

Fellowships

Academic Entrepreneurs in Residence

UCEed Fund

of the component elements of a Hub ensures a complete set of offerings to shepherd technology from labs towards its practical application.

- Beginning with the Life Sciences Innovation Hub, the model has been extended to the Social Innovation Hub, and the Energy Transition Center.
- Hubs focus and curate the support available to new technologies. This allows researchers and budding entrepreneurs to move quickly and avoid the “valleys of death” rife in the application of technology.
- Hubs serve as a nexus for large companies, start-ups, and investors to interact and collaborate with UCalgary

students and researchers.

- Additional hubs in the planning phases, many with complementary UCeed funds.
  - Aerospace
  - City building
  - Performing Arts
- 167+ Members of the Hubs
- 465+ Engagements between startups and expert advisors. This equals almost 8,000 hours of support to augment the founding team's skillset.
- 96% occupancy rate of the LSIH lab space.

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

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
	Research and Scholarship Committee	2022-05-19				X
X	General Faculties Council	2022-06-16				X

#### **SUPPORTING MATERIALS**

PowerPoint presentation (to be shared at meeting).

**GENERAL FACULTIES COUNCIL**  
**Report on the April 7, 2022 GFC Evaluation Session and Survey**

---

### **2022 Evaluation Session**

Following the April 7, 2022 General Faculties Council (GFC) meeting, a session providing an opportunity for GFC members to openly provide feedback on the functioning of the GFC was conducted. An evaluation session or survey process must be conducted at least biennially, and this was last done in 2020. The 2022 evaluation session was facilitated by Bill Rosehart, Dean of the Schulich School of Engineering and member of GFC and the GFC Executive Committee.

#### Highlights:

- Replies in the Zoom chat to the question “How you think GFC is operating?” demonstrated overall positivity regarding the functioning of the GFC. Letter grades (the simple communication method utilised) ranged from A to B, with some members suggesting CG or CR.
- Members expressed that:
  - Listening to the conversations at the GFC meetings helps members to learn about the University
  - Operationally, the GFC runs well. The documentation is provided in a manner that allows members to prepare for meetings.
  - GFC is sometimes viewed as ‘rubber stamping’ decisions. This is not unexpected given that standing committees review and provide feedback on many items of business before they are presented to the GFC, but it is felt that discussions at GFC meetings could be more fulsome or with more genuine debate. It was suggested that the GFC could form working groups of GFC members to discuss important issues that will be coming forward to the GFC.
  - It is felt that conversations are occasionally cut short. It was suggested that:
    - Members could be polled in advance of a meeting and if many people indicate that they want to speak about an item then the time allocated for the item could be extended
    - Members could engage in informal pre-meeting discussions via a platform such as Twitter or Teams
    - In order to ensure that all perspectives are heard, representatives of certain groups could be directly asked to speak in some circumstances
  - The documentation can appear polished, and it may be helpful to GFC members if a briefing note also spoke about challenges and contention points that proponents experienced in the development of their item
  - There are pros and cons to both virtual and in-person meetings, and thus a variety of opinions on which format is preferred for GFC meetings
  - Having student voices on the GFC and its standing committees is important, and consideration could be given to expanding the memberships to include more students

- The GFC Orientation session was valuable. It was suggested that new members may benefit from also meeting with veteran GFC members, and that this would also help members who were not able to attend the GFC Orientation session. It was also suggested that new GFC members should be told how they can become more involved in the operations of the GFC (e.g. the standing committees) if they wish.
- The normal in-person GFC meeting space, ST147, is not ideal. It was suggested that the space be renovated (e.g. to provide more electrical sockets, better comfort) or that alternative spaces be explored.
- The Science Theatres gathering space or Administration Building atrium could be used as a networking and/or social space before or after GFC meetings. Budget permitting, members would enjoy being provided refreshments.
- There is lack of understanding in how the ballots for the GFC elections are formed
- There is satisfaction with limiting presentations to GFC to five slides
- The regular Inclusive Practice Moment is valued
- During long GFC meetings, an intermission to allow members to move around and/or have a bio-break would be appreciated

### **2022 GFC Member Survey**

For 2022, a link to a survey was sent to GFC members following the evaluation session to allow persons to provide additional feedback and to allow members who were not present at the evaluation session to provide their feedback on the functioning of the GFC. Five members responded to the survey, and the responses are provided in their entirety in an appendix to this report.

### **Next Steps**

The University Secretariat has identified the following points for further consideration and action:

- **GFC Orientation**: When the annual review of the GFC Orientation presentation is conducted, particular attention will be paid to: streamlining the content regarding University governance to focus on information more directly impacting the GFC, expanding the content regarding how GFC elections are conducted, and clearly describing the roles and responsibilities of the GFC standing committees.
- **GFC Standing Committees Orientation**: When the annual review of the GFC Standing Committees Orientation presentation is conducted, particular attention will be paid to: describing the GFC governance structure and where each committee fits within this, and clearly setting out the expectations of members (e.g. to report back to the persons in their unit). In addition, a committee-specific orientation presentation will be added to the September meeting agenda for each standing committee, in order to allow the co-chairs to speak to the members about the responsibilities and practices specific to each committee and to allow members to ask questions about the functioning of their committee.
- **GFC Meeting format**: There are a variety of opinions on whether GFC meetings should be held in-person or virtually in the Fall 2022 semester. Careful consideration will be given to factors including: the availability and suitability of a meeting space, the need to achieve quorum at meetings, and supporting effective discussions of GFC business. The decision about the meeting format will be made prioritizing the need for GFC business to be conducted effectively.

## Appendix – Responses to the 2022 GFC Member Survey

	Question: How well do you feel that the GFC is functioning? Do you feel engaged and that you can participate effectively as a member of the GFC? Can you suggest 1-3 things that could be done to improve the functioning of GFC?
Respondent 1	GFC is functioning smoothly, but it often feels like we are approving decisions that have already been made. I think an opportunity for less formal discussions prior to the meeting would help to better understand the issues. I suggested something like twitter (private, though) and someone else said teams could do this, but it would have to be asynchronous.
Respondent 2	<p>The setting is intimidating. Considering these are meetings with 100+ people, I don't know that this is terribly conducive to open discussion of most points.</p> <p>Perhaps in a face-to-face setting, one could sense the mood of the crowd even if nothing were said explicitly. Even when people keep their cameras on, I see blank looks and, likely, people who are doing other things.</p> <p>Furthermore, keeping a specific timetable window open across the University for these and other administrative meetings would be handy. As it is, these meetings have been overlapping my lecture times (which are not of my choosing); this limits my ability to attend.</p>
Respondent 3	It is OK, but it is perhaps too much of a conduit for good news, news that is given a spin. Arguing, furthermore, against some motions (such as the USRI documents today) appears antisocial, which it ought not to.
Respondent 4	<p>Very well.</p> <p>Sometimes considerable discussion is lacking.</p> <p>Discussion forum posted on D2L after package goes up for interactive discussion ahead of GFC.</p>
Respondent 5	GFC seems to be working well from my perspective, although I have had to cancel out of the most recent meeting. I would say anyone can participate effectively as a member. The only suggestion I have is to set aside open time each meeting for matters arising, but this doesn't seem to me to be the real role of GFC.

	Question: Do you feel that those presenting during the meetings are effective, and information is interesting/relevant?
Respondent 1	Yes, I have learned from the presentations. What I don't know is whether what is being presented is the most valuable information for GFC.
Respondent 2	There are too many "information only" items that fill up an enormous amount of time. Typically, these are items that would appear to have no impact on GFC, that are not appropriate for discussion, and where I at least don't feel that commentary really has a place. While most points are important to someone, somewhere, this does not seem to be a good rationale to bring them before GFC.

Appendix – Responses to the 2022 GFC Member Survey

	<p>As is well known, shorter meetings are more effective. Let's stick to the point. Don't give in to the closet bureaucrats whose goal in life is avoiding doing anything.</p> <p>Perhaps the informational points could be communicated offline and if someone sees value in hearing more details or discussing, only then should this be placed on the agenda for a meeting. And if the person(s) making said request then have nothing valid to add, they should be publicly shamed for wasting our time. (OK, just venting a bit.)</p>
Respondent 3	It is interesting, though it is often too worthy in its presentation. A little more vigor and controversy (which is there behind the scenes) would be good. The GFC is probably too passive.
Respondent 4	Sometimes but not always. Suggest limit slides to 10 or less and content simple.
Respondent 5	Yes

	<p>Question: Do you have any additional feedback that you wish to provide about the functioning of the GFC?</p>
Respondent 1	I'm in favour of a return to in-person meetings and moving to different rooms on campus that can accommodate GFC (not just using that one room in Science Theatres). This could be a scheduling challenge.
Respondent 2	<p>Our orientation when I first joined GFC was longwinded, abstract, and bewildering. They very nearly came to the point of intoning pertinent clauses in various legal acts. Yes, someone needs to know all that (lawyers, say), but is that someone really me and others like me?</p> <p>There was so very much information that I was overwhelmed and unable to determine which of it mattered to what I need to do here. As a result, I lost the real point in there of the purpose of this committee. Ironically, I was dis-oriented. Perhaps this is why there were clearly people in attendance who were already sitting members of the committee.</p> <p>Less is more.</p>
Respondent 3	Despite the negative timbre of my comments, I still find the meetings interesting. Don't get me wrong. The meetings could be more engaged and open to criticism, that's all.
Respondent 4	On-line format works well
Respondent 5	No



**GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE  
Report to General Faculties Council  
for the meeting held May 25, 2022**

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

**Nominations for the Election by GFC of Two GFC Members to the GFC Executive Committee**

The EC named, in rank order, academic staff members of GFC to be approached by the University Secretariat to stand for election to the GFC Executive Committee.

The election will be held electronically following the June 16, 2022 GFC meeting.

**Nominations for the Election by GFC of Two Academic Staff Members to the Advisory Selection Committee for a Dean of the Haskayne School of Business**

The EC named, in rank order, academic staff members to be approached by the University Secretariat to stand for election to the Advisory Selection Committee for a Dean of the Haskayne School of Business.

The election will be held electronically following the June 16, 2022 GFC meeting.

**Appointment of a GFC Member to the Senate**

The EC named, in rank order, members of GFC to be approached by the University Secretariat to serve as a GFC representative on the Senate. The first person to agree to serve will be deemed to be appointed by the EC.

Secretariat Note: Following the meeting, **Francine Smith**, Cumming School of Medicine, agreed to serve.

**Appointment of an Academic Staff Member of GFC to the Graduate Academic Program Subcommittee (GAPS)**

The EC named, in rank order, academic staff members of GFC to be approached by the University Secretariat to serve as a member of the GAPS. The first person to agree to serve will be deemed to be appointed by the EC.

Secretariat Note: Following the meeting, **Andy Knight**, Schulich School of Engineering, agreed to serve.

**Extension of the Appointment of the Academic Co-Chair of the Academic Staff Criteria and Processes Handbook Working Group (ASCPHWG)**

The EC was informed that the term of Francine Smith, Cumming School of Medicine, as the appointed Academic Co-Chair of the ASCPHWG is set to end June 30, 2022, but additional time is needed to follow the process set out in the ASCPHWG Terms of Reference for appointing/re-appointing the Academic Co-Chair.

As such, the EC voted to extend the appointment of Francine Smith as the Academic Co-Chair of the ASCPHWG from June 30, 2022 to September 30, 2022.

It was reported that this appointment will be re-addressed by the EC at the August 31 or September 21, 2022 EC meeting.

### **Appointment of Academic Staff Members to the ASCPHWG**

The EC named, in rank order, academic staff members to be approached by the University Secretariat to serve on the ASCPHWG. The first three persons to agree to serve will be deemed to be appointed by the EC.

Secretariat Note: Following the meeting, **Andy Knight**, Schulich School of Engineering, **Jennifer Lock**, Werklund School of Education, and **Maria Victoria Guglietti**, Faculty of Arts, agreed to serve.

### **Review of the Draft June 16, 2022 GFC Agenda**

The EC reviewed the draft agenda for the June 16, 2022 GFC meeting.

### **Annual Committee Performance Review and Review of the EC Terms of Reference**

The EC was given opportunity to discuss its functioning and Terms of Reference, and discussion included:

- Holding the EC's meetings on Zoom has worked well
- There is more than one method that the EC can follow when rank-ordering its nominees for election/appointment, including clustering nominees by Faculty or ordering individual nominees and giving clear direction to the University Secretariat. The EC should be thoughtful about its choice of rank-ordering method on a case-by-case basis.
- It would be helpful if the appointment work documentation were to include description of the desired skillsets of members, in addition to providing the Terms of Reference and other general information about the body to which the EC is appointing
- Confirmation that the EC reviews and provides direction respecting the agenda for the upcoming GFC meeting, but does not formally approve it

General related discussion about the GFC included:

- The GFC is responsible for the academic affairs of the University, and, while the *Post-Secondary Learning Act* does provide that the GFC can provide advice to the Board of Governors on matters of interest to the University, open discussion sometimes creeps into territory that is not properly within the GFC's purview
- Members of GFC have expressed desire to have earlier input into some items of business, which is a challenge because current practice is for at least one of the GFC standing committees to address items of business before they reach the GFC





UNIVERSITY OF  
CALGARY

ACADEMIC PLANNING AND PRIORITIES COMMITTEE  
Report to General Faculties Council  
for the meetings held on May 2 and May 16, 2022

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

May 2, 2022

**Approval of Changes to the Academic Regulations in the Graduate Chapter of the University Calendar J. Supervision and M. Thesis Examinations**

The APPC reviewed the proposed changes to the Graduate Academic Regulations Sections J.5 *Composition of the Supervisory Committee* and M.3 *Composition of the Examination Committee* and learned that the changes enhance the composition of the Supervisory Committee to ensure at least one member of the committee holds a PhD and to allow for an advisory member to sit on a supervisory committee.

The APPC approved the changes to the Academic Regulations Sections J.5 *Composition of the Supervisory Committee* and M.3 *Composition of the Examination Committee* of the Graduate Chapter of the University Calendar, effective immediately.

**Approval of Changes to the Academic Regulations Section F.1.1 Undergraduate Grading System and F.1.2 Graduate Studies Grading System**

The APPC reviewed the proposed changes to the undergraduate and graduate grading system to discontinue use of the I (Incomplete) grade as a final grade option. The APPC learned that other temporary grading options already exist, specifically under the Grade Pending (GP) symbol, that there are inconsistencies in how Faculties apply the I grade, and that it negatively impacts the GPA and causes complications when students apply for graduation.

The APPC approved the changes to Section F.1.1 *Undergraduate Grading System* and F.1.2 *Graduate Studies Grading System* in the University Calendar.

**Approval of the Changes to the Academic Regulations Section A.6.2 Suspended Students**

The APPC reviewed the proposed changes to Section A.6.2 *Suspended Students* in the Calendar which clarify that students who have been suspended are permitted to register in courses for the next eligible term without having to reapply for admission and to ensure that language aligns with the Student Academic Misconduct Policy and Procedure and the Student Non-Academic Misconduct Policy and Procedure.

The APPC approved the revisions to Section A.6.2 *Suspended Students* in the University Calendar.

---

## **May 16, 2022**

### **Approval of the Creation of a Non-Credit Project Management Foundations Certificate Programs**

The APPC reviewed the proposal for the creation of a non-credit Project Management Foundations Certificate Program. The APPC learned that Continuing Education (CE) has successfully offered courses in this area for several years and is modernizing the program format and content to align with the new Guide to the Project Management Body of Knowledge – Seventh Edition to meet student needs. The Certificate will prepare students interested in aligning their skills with the professional association and designations.

The APPC approved the new non-credit Project Management Foundations Certificate Program.

### **Approval of the Creation of a Non-Credit Human Resource Advanced Certificate Program**

The APPC reviewed the proposal for the creation of a non-credit Human Resource (HR) Advanced Certificate Program. The APPC learned that CE has been working to restructure its HR certificate programs into shorter credentials which target specific HR knowledge areas and competencies and that the Certificate will provide learners with advanced knowledge based on the competencies defined by provincial and national professional associations and will be offered online to attract learners from across the country.

The APPC learned that the Certificate can be taken concurrently with an undergraduate or graduate program and that there is no internship or official work-integrated-learning component, but students will be encouraged to connect their learnings outside of the course.

The APPC discussed the audience for the Certificate and that this could include both HR professionals and individuals whose work focuses on Equity, Diversity, Inclusion and Accessibility (EDIA) and the need for the University to develop an EDIA certificate for its staff.

The APPC approved the creation of a non-credit Human Resource (HR) Advanced Certificate Program.

### **Approval of the Creation of Additional Interdisciplinary Specializations in Wearable Technology**

The APPC reviewed the proposals to incorporate the Interdisciplinary Specialization in Wearable Technology (WTEC) within the MSc (thesis-based) and PhD in Geomatics Engineering and Computer Science programs. The APPC learned that the WTEC Specialization was created in 2018 and has been successfully attracting high quality graduate students.

The APPC discussed the ethical considerations around the use of wearable technologies, the existing specialization, and how the practicum hours work.

The APPC suggested that the proposals include information about where ethical considerations around WTEC, and the data collected from it, are included in the curriculum, and that this be incorporated into the program learning outcomes. The APPC approved the proposals to incorporate the Interdisciplinary Specialization in Wearable Technology (WTEC) within the MSc (thesis-based) and PhD in Geomatics Engineering and Computer Science programs with the requested amendment.

**Approval of the Creation of the Leadership in Veterinary Medicine Program & Doctor of Veterinary Medicine combined with MSc (Thesis-Based) or PhD**

The APPC reviewed the proposal for the creation of the Leaders in Veterinary Medicine (LVM) Program (Combined Doctor of Veterinary Medicine/Master of Science in Veterinary Medical Sciences, and combined Doctor of Veterinary Medicine/Doctor of Philosophy in Veterinary Medical Sciences). The APPC learned that the LVM Program is aimed at students who wish to integrate their clinical and research knowledge and skills and will create different entrance routes for students.

The APPC discussed the admission criteria and the prescriptive nature of the entry streams, the length of the program, how this program differs from similar graduate programs in the United States, off-ramps or types of leave students could take, and concerns around the EDIA content within the proposal and research and funding continuity and how this may impact student experience.

The APPC decided not to proceed with a vote so that the proposal could be updated to address the APPC's concerns around research and funding continuity and that the EDIA section could be revised to reframe the narrative in a more positive way.

**Approval of the Suspension and Termination of the Petroleum Geology Concentration**

The APPC reviewed the proposal for the immediate suspension and eventual termination of the Petroleum Geology Concentration within the Bachelor of Science (BSc) and BSc Honours in Geology and BSc and BSc Honours in Geology (Internship) program. The APPC learned that the decision to suspend and terminate is driven by a decrease in student interest with only 2% of the Department's students selecting the Concentration in 2021. The Department is also cognizant that there is increasing demand for curriculum focused on clean energies and has intent to further develop curriculum in this area. It was explained that the suspension and termination will not impact any support staff.

The APPC approved the immediate suspension and eventual termination of the Petroleum Geology Concentration within the Bachelor of Science (BSc) and BSc Honours in Geology and BSc and BSc Honours in Geology (Internship) program.



**TEACHING AND LEARNING COMMITTEE**  
**Report to General Faculties Council**  
for the meeting held May 17, 2022

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

**Appointment of a TLC Rep to the Information Asset Management Committee**

The TLC was reminded of the nature of the work done by the University's Information Asset Management Committee (IAMC). It was decided that D'Arcy Norman, Taylor Institute, will represent the TLC on the IAMC for another term, until June 30, 2025, and that it is desired that he reports to the TLC on any matters of IAMC business that relate to teaching and learning.

**Terms of Reference for the Course Feedback Implementation Working Group**

The TLC reviewed the current draft Terms of Reference (ToR) for the Course Feedback Implementation Working Group (CFIWG), which will be a working group of the TLC charged with assisting the TLC in supporting the effective actioning of the recommendations articulated in the 2022 Universal Student Ratings of Instruction (USRI) Working Group Recommendation Report.

The TLC discussed:

- How the members of the CFIWG will be chosen
- That the CFIWG is a working group of the TLC in the same way that the Academic Staff Criteria and Processes Handbook Working Group is a working group of the GFC Executive Committee, and that the GFC approved on April 7, 2022 that the CFIWG be formed under the TLC
- That the Co-Chair of the TLC is also the Co-Chair of the CFIWG
- When the TLC is appointing the academic staff members of the working group, it will be important to ensure that persons from a variety of disciplines and with a variety of teaching perspectives are chosen
- That sessional instructors are members of the academic staff, but may not be eligible to serve on the working group depending on their contract

In response to questions, it was reported that:

- Before the TLC appoints the academic staff members to the CFIWG, a broad call-for-nominations/offers-to-serve will be published in the UToday. Other recommendations for appointment will also be solicited, such as by asking Deans and colleagues.
- The academic staff, undergraduate and graduate student, Office of Institutional Analysis, Taylor Institute for Teaching and Learning, Office of Equity, Diversity, and Inclusion, Office of Indigenous Engagement, and Faculty Association members of the working group are all voting members
- That the USRI Working Group's consultations may inform some of the work of the CFIWG, but new consultations will be needed in order for the CFIWG to accomplish its responsibility to inform its recommendations through engagement with stakeholders. The CFIWG will map out who should be consulted and how. The Taylor Institute facilitated the USRI Working Group's consultations, and a similar approach could be taken by the CFIWG.

- Decisions by the CFIWG will be made by consensus. If consensus is not reached, it is expected that a matter would be brought to the TLC for determination.

Following discussion, it was decided to revise the ToR to provide that there will be two undergraduate student representatives, not one, and that these persons will be chosen by the Students' Union, not the Students Legislative Council.

The TLC then voted to establish the CFIWG under the ToR provided to the TLC, with the two amendments, and to dissolve the TLC's USRI Working Group.

The TLC was informed that a special meeting of the TLC may be called in June to make its appointments to the Working Group.

### **Experiential Learning Community Report**

The TLC received a presentation highlighting the information in the Experiential Learning (EL) Community Report, including review of the EL Plan goals, discussion of barriers to EL, statistics on EL experienced, and description of EL activities at the University, including new supports for the development of EL programs, enhanced communication of EL opportunities, and the development of a process to track EL.

The TLC heard that next steps include addressing accessibility and inclusion in EL, connecting the EL Plan and *ii'taa'poh'to'p* (the University's Indigenous Strategy), expanding EL opportunities to early degree options, supporting teams to scale EL programming, further enhancing messaging to students, and strengthening partnerships.

The TLC discussed:

- The individual Faculty reports on EL and engagement with faculty members are appreciated
- Some units have EL opportunities for students, but EL is often not clearly identified or as much in the curriculum as it could be. As awareness of EL grows, it is expected that more opportunities will exist.
- Not all courses can offer EL experiences, but EL can be a priority at the program level. The groundwork for EL can be provided in non-EL courses.
- Course-based undergraduate research experiences (CUREs) provide valuable EL experiences, and may give students confidence to pursue other, potentially more substantial, EL opportunities
- EL experiences achieved through group work can be a good option, especially for tentative students
- A key to inclusivity is ensuring adequate resourcing
- Increasing the accessibility of EL will need to include individualized flexibility, such as in timelines for completion

### **Annual Committee Performance Review and Review of the TLC Terms of Reference**

The co-chairs posed the reflective question "Over the last year, is there one thing that was memorable and is there one thing you might change for next year?", and discussion included:

- It can be difficult for a member of the committee to represent the opinions of their unit, and the efforts of the TLC's leadership to provide an open space for collegial discussions and disagreement on difficult topics is appreciated
- The variety of voices on the committee is important

- The information received at the TLC meetings is valuable, and is further shared with colleagues

The co-chairs indicated that they would collect and consider all of the feedback provided in the Zoom chat.

### **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 meeting held May 19, 2022

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

#### **Innovation Ecosystem Update**

The RSC received an update on the University's innovation ecosystem, including information about: the Now Innovating podcast; the Navigate to Innovate interactive online directory of services and programs; the Evolve2Innovate and Academic Entrepreneurs in Residence programs; the Spark Calgary digital health network; the University Innovation Quarter; the University's UCEED fund; and statistics about the Life Sciences Innovation Hub and disclosures, licenses and startups.

The RSC discussed:

- The investments in new areas, such as a Deep Tech development hub, are desired
- The innovative research can help in the solution of societal problems
- That many initiatives are long term
- Not all postdoctoral scholars seek a role in academia; some postdoctoral scholars would prefer to work at a startup company
- There is value in connecting with others through networks
- Intellectual property rules can be a concern for some postdoctoral scholars

In response to questions, it was reported that:

- Innovate Calgary has metrics relating to student employment
- Opportunities for undergraduate students include the Haskayne School of Business' embedded certificate in Entrepreneurial Thinking, a variety of programs offered by the Hunter Hub for Entrepreneurial Thinking, the Program for Undergraduate Research Experience (PURE) awards, and positions with startup companies
- The Bayh–Dole Act is an American law that permits universities, nonprofit research entities, and small businesses to own, patent and commercialize inventions developed under government-funded research programs; the Act was put in place to stimulate innovative activity. Canada does not currently have such a law as to date it has not been considered necessary.

#### **Annual Committee Performance Review and Review of the RSC Terms of Reference**

The RSC was given opportunity to discuss its functioning and Terms of Reference, and discussion included:

- The presentations that the RSC receives on a variety of research-related initiatives at the University, and the subsequent discussions about these, are valuable and appreciated

- It is encouraged that members of the RSC share the information they hear at the RSC meetings with their colleagues, such as at Faculty Council meetings, and that any feedback provided by colleagues be reported back to the RSC and the presenters

---

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

**Report to the General Faculties Council  
on the Meeting of  
The Board of Governors (Open Session), May 27, 2022 (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 8:07 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, Vice-President (Finance and Services) - Development presented the safety moment titled "Normalization of Deviation".

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

- Approval of the Dissolution of Departments and the Creation of a Non-Departmentalized Structure for the Faculty of Veterinary Medicine approval of 2022-2023 Consolidated and Capital Budgets
- Approval of the Tuition and Fees for New Programs (Certificate in Chinese Language Teacher Training, Graduate Certificates in Advanced Engineering Practice I and II and Doctor of Nursing
- Approval of the 2022 University Capital Plan
- Approval of Internally Restricted Net Assets (IRNA)
- Approval of the Annual Consolidated Financial Statements & Management Discussion & Analysis (MD&A)

All items were approved by vote by Boards Members

Two information items were then presented:

- Report from the President
- Campus Mental Health Strategy Update

There being **no other business**, the Open Session of the Board Meeting was then adjourned at 9:59 am.

Sincerely,

Joule Bergerson



## Senate Meeting Report

Meeting on May 5<sup>th</sup>, 2022 on zoom.

The agenda was slim at this meeting as half of the meeting time was allotted to break out sessions to discuss the Senate's involvement with the Indigenous Strategy. Professor April Viczko gave a presentation on World Stage Design coming to UCalgary in August. The Senate was interested and will be sent information for purchasing tickets to events.

Senate recruitment is still underway and going well. The new Chancellor was elected recently, but after this meeting occurred. Many thanks for Chancellor Yedlin for her service to the University during very trying times.