UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL
AGENDA

Meeting #620, February 9, 2023, 1:30 p.m. ST147

Item	Description	Presenter	Materials	Estimated Time
1.	Conflict of Interest Declaration	McCauley	Verbal	1:30
2.	Inclusive Practice Moment	Turpin[1]	PowerPoint	
3.	Safety Moment	Stein[2]	Document	
4.	Remarks of the Chair	McCauley	Verbal	
5.	Remarks of the Vice-Chair	Werthner	Verbal	
6.	Question Period	McCauley	Verbal	
	Action Items			
7.	Approval of the December 8, 2022 Meeting Minutes	McCauley	Document	
8.	Approval of a New University of Calgary Teaching Award (Inclusive Excellence in Teaching and Learning)	Reid[3]/Smith[4]/Arseneault[5]/ Shajani[6]/Usman[7]/Ngo[8]/Bridel[9]	Document + PowerPoint	2:00
9.	Establishment of the 2023-2024 GFC Elected Membership Distribution	McCauley/McVie	Document	2:15
10.	Approval of Revisions to the GFC Bylaws	McVie	Document	2:20
	Information Items			
11.	National Survey of Student Engagement (NSSE) 2020 Summary Report	Reid/Arseneault	Document	2:40
12.	Institutional Research Data Management (RDM) Strategy	Thompson[10]/Powelson[11]/ Lier[12]/Abel[13]/Romaniuk[14]	Document + PowerPoint	2:55
13.	Social Innovation Initiative	Benzies[15]/Barnas[16]	Document + PowerPoint	3:10
14.	Annual Report of the Student Ombuds	Stransky[17]/Turpin	Document + PowerPoint	3:25

Item	Description	Presenter	Materials	Estimated Time
15.	Standing Reports: a) Report on the January 25, 2023 GFC Executive Committee Meeting b) Report on the December 12, 2022 and January 16, 2023 Academic Planning and Priorities Committee Meetings c) Report on the December 13, 2022 and January 17, 2023 Teaching and Learning Committee Meetings d) Report on the December 15, 2022 and January 19, 2023 Research and Scholarship Committee Meetings e) Report on the December 15, 2022 Senate Meeting f) Report on the December 9, 2022 and January 20, 2023 Board of Governors Meetings	In Package Only	Documents	3:40
16.	Other Business	McCauley		
17.	Adjournment	McCauley	Verbal	3:40

Regrets and Questions: Elizabeth Sjogren, Governance Coordinator
Email: esjogren@ucalgary.ca

Courtney McVie, University Secretary
Email: cmluimes@ucalgary.ca

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

Presenters

1. Verity Turpin, Vice-Provost (Student Experience)
2. Janet Stein, Senior Director - Risk Management
3. Leslie Reid, Vice-Provost (Teaching and Learning)
4. Malinda Smith, Vice-Provost and Associate Vice-President Research (Equity, Diversity and Inclusion)
5. Robin Arseneault, Teaching & Learning Project Coordinator, Taylor Institute
6. Zahra Shajani, Associate Professor (Teaching), Faculty of Nursing
7. Fouzia Usman, Educational Development Consultant (Equity, Diversity & Inclusion), Taylor Institute
8. Hieu Ngo, Associate Professor, Faculty of Social Work
9. William Bridel, Associate Professor, Faculty of Kinesiology
10. Robert Thompson, Associate Vice-President (Research)
11. Susan Powelson, Associate University Librarian, Technology Discovery & Digital Services
12. Tiago Lier, Director, Grants, Awards and Ethics, Research Services
13. Jennifer Abel, Research Data Management Specialist, Research Services
14. Mary-Jo Romaniuk, Vice-Provost (Libraries and Cultural Resources)
15. Karen Benzies, Director, Social Innovation Initiative, Office of the Vice-President (Research)
16. Tara Barnas, Manager, Social Innovation, Office of the Vice-President (Research)
17. Jeff Stransky, Student Ombuds

UNIVERSITY OF CALGARY

Date Last reviewed	January 31, 2023
Date Last revised	January 31, 2023

Please review the information below. If you have any questions, please contact Risk Management & Insurance at riskmgmt@ucalgary.ca or 403-220-5847.

BEFORE YOU GO

Check the UCalgary Risk Ratings

- These are available at https://iac01.ucalgary.ca/RiskMgmt/Travel/PublicCountryRisk

Register Your UCalgary Travel

- Register with the University of Calgary Travel Registration system at https://iac01.ucalgary.ca/RiskMgmt/. This allows us to contact you if we become aware of an emergency in the country/area to which you are travelling. It also allows us to assist you if you phone the University in an emergency.
- Register with the Government of Canada at https://travel.gc.ca/travelling/registration or with your country of passport. This allows the consulate to contact you in an emergency.

Download the Emergency Apps on your Mobile Phone and Make Note of the Emergency Phone Numbers

- Download the International SOS Assistance App for mobile phones. Visit https://www.internationalsos.com/subscriber/assistance-app on your phone. Use your UCalgary email address and create a unique password (do not use your regular UCalgary account password when setting up the app). This will give you 24-hour access to telephone advice from a physician and referrals to more than 79,000 global, vetted providers for medical and security situations. It also gives you travel information and alerts for each country.
- Download the Government of Canada app Travel Smart from https://travel.gc.ca/mobile. This gives you access to all their country risk information.
- International SOS - **Phone:** 1-215-354-5000 (call collect)
- University of Calgary – Emergency Security Dispatch – 24 hrs/365 days
  Phone: 1-403-220-5333 (call collect)
  Email: assist@ucalgary.ca

Review the Advisories

- Access the Government of Canada Travel Advisory for your country of travel at https://travel.gc.ca/travelling/advisories. They provide Safety and Security information, entry and exit requirements, health, and laws/culture information as well as details on natural disasters/climate for that country.
- Check the International SOS Travel Restrictions, Flight Operations and Screening (membership #27AYCA093142).
- The World Health Organization (WHO) provides COVID-19 Case Count Trackers related to the country you are visiting.

UCalgary Emergency Assistance Card

Print off the UofC Emergency Assistance Card at https://www.ucalgary.ca/risk/sites/default/files/teams/16/emergency-assistance-card.pdf which has a collection of important websites, phone numbers and instructions in the event of an emergency abroad. Print this card and carry it in your wallet or retain a picture of it on your phone. You can also email riskmgmt@ucalgary.ca to obtain cards.

Government of Canada Assistance

- Canadian Consular Emergency Assistance (Ottawa): +1 613 996 8885 (call collect where available)
- Access the list of Canadian Government Offices Abroad at https://travel.gc.ca/assistance/embassies-consulates

Other Items:

- Ensure that:
  - You have health coverage for emergency illness and repatriation.
  - Your health coverage extends to cover any COVID-19 related illnesses while traveling.
  - If you are a student, you have purchased travel insurance that would cover quarantine and trip interruption costs.
  - If you are an employee, ensure that your department/unit head is aware of the travel and has adequate funds to manage those costs should they arise. Consult with your department head/unit head prior to travel to ensure that you can make alternate arrangements for work if you are quarantined.

- Check out international travel information, University International Travel policies and other resources at https://ucalgary.ca/risk/risk-management-insurance/travel
- ***If you are doing field work***, review the Field Level Hazard Assessment form at https://ecs.ucalgary.ca/sites/ecspilot/risk/Web%20Files%20Private/Environment%20Health%20and%20Safety/field-level-hazard-assessment-2011.11.28.final.doc?Web=1

The draft Minutes are intentionally removed from this package.

Please see the approved Minutes uploaded separately on this website.

UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL
ACTION BRIEFING NOTE – For Approval

SUBJECT: **New University of Calgary Teaching Award (Inclusive Excellence in Teaching and Learning)**

MOTION:

That the General Faculties Council (GFC) approve the addition of a new 'Award for Inclusive Excellence in Teaching and Learning' to the University of Calgary Teaching Awards Program, as set out in the document provided to the GFC and as recommended by the Teaching and Learning Committee.

PROPONENT(S)

Dr. Leslie Reid (Vice-Provost, Teaching and Learning); Dr. Malinda Smith (Vice-Provost and Associate Vice-President Research (Equity, Diversity, and Inclusion); Dr. Hieu Ngo, Dr. Fouzia Usman, Dr. William Bridel, Dr. Zahra Shajani, and Robin Arseneault

PURPOSE

To seek approval by the General Faculties Council of the Terms of Reference (ToR) for an **Inclusive Excellence in Teaching and Learning Award**, that will join the suite of University of Calgary Teaching Awards administered under the Provost and Vice-President (Academic).

OVERVIEW

In support of UCalgary's commitment to "creating and maintaining a welcoming, equitable, diverse, inclusive, and accessible working, research, teaching, learning, and living environment", and with the release of the University of Calgary Research and Teaching Awards Equity, Diversity, and Inclusion Plan, a new teaching award was created. The award for Inclusive Excellence in Teaching and Learning will recognize the outstanding contributions by nominees that advance and amplify inclusive excellence and have made highly impactful changes in support of equitable and inclusive student learning. These awards will be given to those who lead the University of Calgary's commitment to achieving equitable, diverse, inclusive, and accessible learning experiences and learning environments. There are three distinct inclusive excellence awards available at each, the individual, group/team, and unit level.

The eligibility, criteria, nomination, adjudication, and recognition processes proposed in this award align with the current requirements for the University of Calgary Teaching Awards program and supports the University's commitments to creating processes in support of equity, diversity, inclusion and accessibly.

The Inclusive Excellence Teaching Award Terms of Reference was created by a diverse working group that included: Hieu Ngo (representing the Office of Equity, Diversity and Inclusion), Fouzia Usman (Taylor Institute), William Bridel (Kinesiology), Zarah Shajani (Nursing), Robin Arsenault (Teaching and Learning) and Leslie Reid (Teaching and Learning). The draft has been reviewed and is supported by Dr. Malinda Smith, Vice Provost and Associate Vice President Research (Equity, Diversity and Inclusion)

Feedback from the first draft reviewed by the Teaching and Learning Committee at a meeting on December 13, 2022 included the following:

- Remove the term 'change maker' in reference to the criteria in the terms of reference
- Clarifying the definition of team in the terms of reference
- Addressing the workload involved with preparing nominations for the awards

The changes to the terms of reference were incorporated into the revised document. The working group met on January 6, 2022 to discuss options for how the workload could be addressed. The following options were considered:

- Adding a 'pre-nomination' process where potential nominees or nominators could submit a 1-page overview of the nominees work for feedback from a support committee
- Creating a webform for the award application and reducing the number of pages/word count required for the submission
- Including the option of video submissions from the nominee and supporters
- Providing writing support through the Taylor Institute for nominees

After significant discussion, the working group recommended that for the 2023-24 award cycle, the Inclusive Excellence awards go ahead with the current ToR and process, which is aligned with the application processes for the other awards in the program. The working group recommended that copy-editing and package preparation support for nominees as needed, this support will be coordinated through the Taylor Institute. The Teaching and Learning Committee reviewed and approved these recommendations at the meeting on January 17, 2023.

To address workload issues, the working group recommended that the entire University of Calgary Teaching Awards program be reviewed during the 2023-24 academic year by the Teaching and Learning committee, to recommend actions that can be taken to reduce workload for all awards in the program. This would ensure that all awards in the program benefit from the workload concerns identified with the addition of this new award.

The Teaching and Learning Committee of GFC voted unanimously that GFC approve the new award for Inclusive Excellence in Teaching and Learning.

KEY POINTS

- A new award in Inclusive Excellence in Teaching and Learning has been developed to join suite of UCalgary Teaching Awards
- Developed in recognition of the UCalgary's commitment to equity, diversity, inclusion and accessibility and Inclusive Excellence
- Created to recognize the important and critical work that the UCalgary community is doing to help make UCalgary a welcoming, safe and inclusive place to learn and teach
- Feedback from the Teaching and Learning Committee on December 12, 2022 was incorporated into the award terms of reference, which included:
    - including adding the option for video submissions
    - removing the term 'change maker'
- Feedback from the Teaching and Learning Committee regarding workload required to prepare nomination packages was considered by the working group, and the recommendation to review the entire awards program for the 2023-24 academic year was endorsed by the committee

BACKGROUND

Since 2014, the University of Calgary Teaching Awards have recognized and celebrated outstanding contributions to teaching and learning. The University of Calgary Teaching Awards are currently comprised of 14 categories that recognize outstanding contributions to student learning in diverse contexts by individuals and teams. The terms of reference for new awards are approved at General Faculties Council.

In 2022, a working group of the Research Awards Steering Committee developed the Research and Teaching Awards Equity, Diversity, and Inclusion Plan (Awards Plan) that was unanimously endorsed by the Deans in July of this year. The Awards Plan outlines measures to incorporate inclusive practices in the identification of nominees for awards and identify practices that increase opportunities, and advance equity, diversity and inclusion in our work. The plan also defines inclusive excellence.

This award was developed in collaboration with the Office of Equity, Diversity, and Inclusion and Teaching and Learning. A working group was formed that met over a duration of 6 months with the purpose to create a draft Inclusive Excellence Award Call for Nominations. The working group was guided by Drs. Malinda Smith and Leslie Reid and included experts grounded in equity, diversity, inclusion, and accessibility perspectives and practices, as well as reviewing similar awards available at other post-secondary institutions.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Teaching and Learning Committee	2022-12-13			X	
	Teaching and Learning Committee	2023-01-17		X		
X	General Faculties Council	2023-02-09	X			

NEXT STEPS

Develop communications and support resources for new award to be launched during Spring 2023.

SUPPORTING MATERIALS

Proposed Terms of Reference for 'Inclusive Excellence' University of Calgary Teaching Award

UNIVERSITY OF CALGARY

Teaching Awards

2023 Call for Nominations

Award for Inclusive Excellence in Teaching and Learning

The University of Calgary recognizes the imperative of creating and maintaining an equitable, diverse, inclusive, and accessible teaching and learning environment that enables every member of our campus community to thrive. Equity, diversity, inclusion, and accessibility are vital to excellence in all aspects across UCalgary and teaching and learning is at the centre of this transformational shift. UCalgary has taken direct actions to support this vision.

An institutional definition of Inclusive Excellence was adopted by Dean's Council when it approved the **EDI plan in Research and Teaching Awards** in June 2022. We believe that "The individual and institutional pursuit of excellence, quality or merit is best achieved in equitable, diverse, inclusive, accessible and decolonial conditions in which everyone can thrive. While the human pursuit of excellence is an inclusive one, and not limited to a specific demographic group, how it is socially and institutionally defined, operationalized and recognized historically often has been exclusionary of, among other things, diverse ways of knowing, knowledge, methodologies and perspectives. Recognizing the integral relationship between equity-as-fairness and inclusive excellence is necessary to mitigate how access to, and success within, scholarly associations, universities and colleges have been shaped by histories of discriminatory ideas, attitudes, processes and practices. Inclusive Excellence affirms how diversity can deepen learning, enhance critical thinking and problem solving, and fuel creativity and innovation in teaching and learning, research and artistic enquiry, professional service, and community engagement in academia."

Inclusive excellence affirms how diversity can deepen learning, enhance critical thinking and problem solving, and fuel creativity and innovation in teaching and learning, research and artistic enquiry, professional service, and community engagement in academia. Recognizing the integral relationship between equity-as-fairness and inclusive excellence is necessary to create access to, and success within, our university. The individual and institutional pursuit of excellence, quality, or merit is best achieved in equitable, diverse, inclusive, and accessible environments in which everyone has the potential and opportunities to flourish.

Equity, diversity, inclusion, and accessibility are vital to excellence in all aspects of teaching, practice and design, and to creating high-quality student experiences across UCalgary. To truly transform our institutions, thinking, and experiences in this way, we must value the teaching and learning experiences of the academic community as core to this transformational change of equitable processes and initiatives and recognize those who are doing this difficult, caring and necessary work.

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1.0 Eligibility

The University of Calgary Teaching Awards recognize excellence in diverse learning contexts, by individuals and teams, and through curriculum design and educational leadership. A University of Calgary Teaching Award is a distinguished honor for members of our university community who, through their commitment and expertise, create deep and lasting learning experiences.

The award for *Inclusive Excellence in Teaching and Learning* shall recognize the outstanding contributions to advance and amplify inclusive excellence, where nominees have made highly impactful changes in support of equitable and inclusive student learning. These awards will be given to those who lead the University of Calgary's commitment to achieving equitable, diverse, inclusive, and accessible learning experiences and learning environments. There are three distinct inclusive excellence awards available including at the individual, group/team, and unit level.

These three awards have been developed in partnership with the Office of Equity, Diversity and Inclusion and will be available annually:

- **Inclusive Excellence (Individual)** recognizes the teaching excellence of an individual academic staff member on Continuing, Contingent, Limited-Term or Sessional appointments who have taught two or more different courses at the University of Calgary, where they have created inclusive, diverse, equitable and accessible initiatives within their classroom, course, or other learning environments.

- **Inclusive Excellence (Team)** recognizes the collective contributions of two or more people who have created significant and sustained inclusive, diverse, equitable and accessible initiatives in teaching and learning. Groups or teams may include any combination of academic staff, postdoctoral scholars, members of other employee groups, students and community partners. Evidence must be presented that demonstrates contributions were distributed, and all members of the group collaborated on the initiatives highlighted. This award is given in the name of the group or team.

- **Inclusive Excellence (Unit)** recognizes the collective transformational and systemic changes within a formal unit (e.g., department, faculty, or office), to inclusive, diverse, equitable, and accessible practices, policies and processes within teaching and learning at a unit level. These awards are given in the name of the Unit (academic or non-academic units can apply for this award) and must include evidence of systemic and transformational change that has impacted teaching and learning.

The University of Calgary Teaching Awards for Inclusive Excellence (Individual, Team, Unit) may not be awarded to the same individual, team or unit more than once unless the re-nomination is based on a distinctly different contribution. This award may not be conferred each year, depending on whether qualifying nominations are received.

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2.0 Award Criteria

The University of Calgary Teaching Award for Inclusive Excellence recognizes an individual, team, or unit who has demonstrated excellence and commitment to creating inclusive, equitable, diverse and accessible teaching and learning practices. Nominations will be assessed based on evidence of the nominee's (or nominees') demonstrated ability related to one or more of the following criteria:

Individual:

- Has had a **significant impact on student learning** within an academic course or program or student learning experience through promoting and demonstrating UCalgary's commitment to establish equitable, diverse, and inclusive learning environments that are accessible to all
- Creates equitable, inclusive, and accessible pathways to learning and removes barriers within a formal or informal learning environment, that have been, and continue to be, encountered by equity deserving persons, including women, Indigenous peoples, visible minority persons and racialized persons, persons with disabilities, and LGBTQ2S+ persons
- Demonstrates inclusive, equitable, respectful, and diverse teaching and learning practices
- Recognized as someone that inspires meaningful change within the teaching and learning community
- Examples of individual awards for inclusive excellence may include (but are not limited to):
    - Designing a course and learning experiences using Universal Design for Learning principles
    - Creating inclusive and anti-racist learning environments
    - Ensuring diverse and multiple perspectives are included in course content

Team:

- Collaboratively and **actively strives to remove barriers within a formal or informal learning environment**, that have been, and continue to be, encountered by equity deserving persons, including women, Indigenous peoples, visible minority persons and racialized persons, persons with disabilities, and LGBTQ2S+ persons
- Collaboratively promotes and demonstrates UCalgary's commitment to establish equitable, diverse, and inclusive learning environments, courses, programs or student learning experiences that are accessible to all
- Collaboratively supports and models inclusive, equitable, respectful, and diverse teaching and learning environments; may contribute to systemic (unit) change
- Contributes to a community of people within teaching and learning that inspires meaningful change
- Examples of team awards may include (but are not limited to):

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- Conducting a curriculum review using inclusive practices and focuses looking at the curriculum in a program through an EDIA lens
- Designing a course as a team or series of courses in a program to embed inclusive and accessible practices

Unit

- Has achieved **formal and systemic change** at a unit level in teaching in learning that demonstrates UCalgary's commitment to equity, diversity, inclusivity and accessibility
- Removes barriers that have been, and continue to be, encountered by equity deserving persons, including women, Indigenous peoples, visible minority persons and racialized persons, persons with disabilities, and LGBTQ2S+ persons
- Demonstrates inclusive unit culture, cross-unit involvement, senior leadership involvement, policies, operational procedures and guidelines, curricular innovation that address and promote equity, diversity, inclusion and accessibility in teaching and learning initiatives
- Models inclusive, equitable, respectful, and diverse teaching and learning environments while supporting the development of future educational leaders to work effectively in a pluralistic society by acquiring, intercultural competence and embracing anti-racist approaches
- Recognized as a leader outside of their unit for implementing systemic changes that have impacted teaching and learning across the unit
- Examples of systemic change at the unit level may include (but are not limited to):
  - Mentoring initiatives throughout faculty
  - Creating equitable pathways to program admissions for students from equity-deserving groups
  - Implementing recommendations from a curriculum review that lead to changes that impact students across a program

3.0 Nomination Package

The nomination should be coordinated between the nominator(s) and the nominee(s). Nominations may be submitted by up to three nominators, who may include any combination of former students, faculty and/or instructor colleagues or academic administrators, and ideally across groups.

The nomination package should include:

- A brief nomination letter (2-page maximum) outlining how the nominee meets the award criteria. Contributed by an individual nominator or co-written by nominators.
- A nomination dossier (10-page maximum, excluding letters of support); and
- A cover page verifying that the nominee meets all eligibility requirements and that all recommended nomination components have been included in the submission.

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3.1 Nomination Letter

A nomination letter outlining how the nominee(s) meet (or exceeds) the award criteria may be contributed by an individual nominator or be co-written by 2-3 nominators. Nomination letters are not included in the dossier page count; the letter should be a maximum of two pages.

Strong nomination letters address the award criteria and provide examples to support the claims made. Guidance on preparing effective nominations is available through the Taylor Institute for Teaching and Learning.

3.2 Nomination Dossier

Demonstrating Inclusive excellence in teaching and learning requires multiple sources of information that help to articulate, describe and demonstrate the work and its impact. The quality of evidence is a critical aspect of a strong nomination as is alignment across data sources. Support for creating a nomination package is available through the Taylor Institute for Teaching and Learning.

The nomination dossier should be a **maximum of 10 pages** or 20 minutes of recorded material (excluding letters of support):

- **Inclusive excellence in teaching and learning philosophy statement**
  The philosophy statement explains the rationale that guides practice, and provides information about your context, approaches and contributions, including the nominee's understanding of systemic inequities within post-secondary education or their field and how they aim/or commit to contest those challenges through inclusive and equitable practices. It provides a narrative or story of why you do what you do to advance equitable, diverse, inclusive, and accessible student learning, growth, and transformation.

- **Descriptions of specific practices, initiatives or strategies**
  A description of specific strategies used to advance and support equity, diversity, inclusion, and accessibility (EDIA). This section should include some indication of the impact and influence of these strategies on student learning, growth, and transformation. (Note: Specific strategies at the Unit Level may include a unit strategic plan, policies, procedures and guidelines that advance EDIA in teaching and learning, or formal programs implemented across a unit that explicitly addresses inclusive excellence in teaching and learning)

- **Evidence based on the perspectives of others**
  Evidence of the impact of EDIA has had on the learning experiences of students. Evidence could include data collected from students and colleagues through surveys or focus groups, measures provided by the Office of Institutional Analysis, and/or comments from students or colleagues.

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- **Reflective summary statement**
  A reflection statement that provides a summary of the context for your contributions, the impact of these contributions to the teaching and learning environment, and future areas for growth.

3.3 Letters of support

Two signed letters of support (2 page-maximum each) that complement and align with the information included in the nomination dossier and provide further evidence of impact. Video-recorded submissions (maximum of 5 minutes each) that speak to the award criteria will also be accepted as a form of support.

4.0 Adjudication Process

The selection process for each of the university-level teaching awards will be similar. Administrative processes surrounding communication, nomination, and selection processes will be coordinated through the Taylor Institute for Teaching and Learning.

A committee, chaired by the Vice-Provost Teaching and Learning (or delegate) and consisting of a member appointed by the Office of Equity, Diversity and Inclusion (OEDI), two academic staff members, one student (undergraduate and/or graduate student), and one support (AUPE) staff or professional staff (MaPS) or postdoctoral scholar representative, will adjudicate the nomination files.

The committee will include representation of equity deserving groups and grounded in equity, diversity, inclusion, and accessibility perspectives. The committee will be guided in its adjudication through consensus-based discussion and decision making with reference to the criteria for the award.

5.0 Recognition

Recipients will be presented with their awards at the Celebration of Teaching event. Their successes will be celebrated on the Wall of Honour in the Taylor Institute for Teaching and Learning.

Award recipients will be invited (but not required) to join the University of Calgary Teaching Academy, from which honorees can volunteer to share their expertise through mentoring, facilitating educational development activities, or implementing initiatives of their own design.

6.0 Resources

- Research and Teaching Awards Equity, Diversity, and Inclusion Plan and a 2-page guide
- Learning resources from the Taylor Institute for Teaching and Learning
- The Office of Equity, Diversity and Inclusion at UCalgary
- EDI Glossary to help with terminology and use

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UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL
ACTION BRIEFING NOTE - For Approval

SUBJECT: **Establishment of the 2023-2024 GFC Elected Membership Distribution**

MOTION:

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

REQUESTED ACTION

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

KEY CONSIDERATIONS/POINTS

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

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

> *The general faculties council from time to time*
>
> *(a) shall establish the total number of elected members to be on the general faculties council, which shall be twice the number of persons who are members of the general faculties council by virtue of their offices, and*
>
> *(b) shall determine and assign to each faculty and school the number of members that may be elected by that faculty or school, which so far as is reasonably possible shall be in the same proportion to the total number of elected members as the number of full-time members of the academic staff of the faculty or school is to the total number of full-time members of the academic staff of all the faculties and schools.*

Traditionally, this calculation is done annually. For 2023-2024, it is expected that there will be 23 members by virtue of office. There should therefore be 46 elected member seats. The Office of Institutional Analysis prepares the analysis of the data and produces a distribution of elected member seats that meets the requirements of the PSLA. Each Faculty receives a minimum of one elected member seat.

The calculations indicate that the distribution of elected academic staff member seats will change as follows:

- **The Cumming School of Medicine gains one seat**
- **The Faculty of Arts gains one seat**
- **The Faculty of Nursing loses one seat**
- **The Haskayne School of Business loses one seat**

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

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	GFC Executive Committee	2023-01-25		X		
X	General Faculties Council	2023-02-09	X			

NEXT STEPS

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

SUPPORTING MATERIALS

1. Distribution of Elected GFC Membership, 2023-2024

DISTRIBUTION OF ELECTED GFC MEMBERSHIP, 2023-2024

Faculty	Full-time Academic Staff (1) 2021 (As of Apr. 29, 2022)	Full-time Academic Staff (1) 2022 (As of Dec. 31, 2022)	Distribution of 46 Seats (2) Decimalized	Distribution of 45 Seats (3) Decimalized	Distribution of 45 Seats (3) Rounded	2023-2024 Distribution of 46 Seats	Present 2022-2023 Distribution
Arts	352	345	9.0531	8.8562	9	**9**	8
Cumming School of Medicine	498	491	12.8842	12.6041	13	**13**	12
Graduate Studies	-	-	-	-	-	1	1
Haskayne School of Business	100	93	2.4404	2.3873	2	**2**	3
Kinesiology	30	29	.7610	0.7444	1	1	1
Law	29	29	.7610	0.7444	1	1	1
Nursing	71	61	1.6007	1.5659	1	**1**	2
Qatar	46	36	.9447	0.9241	1	1	1
School of Architecture, Planning and Landscape	27	28	.7347	0.7188	1	1	1
Schulich School of Engineering	186	191	5.0120	4.9030	5	5	5
Science	244	239	6.2715	6.1352	6	6	6
Social Work	44	46	1.2071	1.1808	1	1	1
Veterinary Medicine	76	76	1.9943	1.9509	2	2	2
Werklund School of Education	87	89	2.3354	2.2847	2	2	2
TOTAL	1,790	1,753	46.0000	45.0000	45	46	46

Source of data: Human Resources

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

(2) Based on distribution of full-time academic staff - rounded to equal 46 seats.

(3) By granting the Faculty of Graduate Studies one seat, 45 are left to distribute. Based on distribution of full-time academic staff - rounded to equal 45 seats.

Note: The *Post-Secondary Learning Act* stipulates that the number of elected members of GFC shall be twice the number of persons who are GFC members by virtue of their offices, and that these seats shall be assigned proportionately. The number of members by virtue of their offices for 2023-2024 is 23, therefore there are 46 elected seats to be divided amongst the 14 Faculties.

UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL
ACTION BRIEFING NOTE – For Approval

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

MOTION

That the General Faculties Council (GFC) approve the revised GFC Bylaws, in the form provided to the GFC and as recommended by the General Faculties Council Executive Committee.

PROPONENT(S)

Courtney McVie, University Secretary

REQUESTED ACTION

The General Faculties Council (GFC) is being asked to approve the revisions to the GFC Bylaws on the recommendation of the GFC Executive Committee (EC).

KEY CONSIDERATIONS

The GFC Bylaws were last approved in December 2018 and are due for review. The current review was initiated in early 2022. The proposed updates reflect changes in the environment, current practices, and feedback received during consultation. **The only change made since the December GFC meeting is bolded in the summary below.**

Overall, it is believed that the GFC Bylaws continue to reflect the role, responsibilities, and operational practices of the GFC, provide an appropriate framework to guide the work and operations of the GFC, and continue to meet current governance best practices.

The following is a summary of the proposed changes:

- Section 3.1: Clarified that the additional academic staff members under Appointed Members are appointed by the Faculty Councils to mirror the Elected Members section immediately preceding it and **updated language around undergraduate student appointments in preparation for the School of Architecture, Planning and Landscape to have a representative**. Also updated one title and the full names of the Faculties.
- Section 3.4: Revised to include the members who are appointed by title in section 3.1 (currently the Vice-Provost (Teaching and Learning), Vice-Provost (Student Experience), Chief Information Officer, and President of the University of Calgary Faculty Association) as members who can designate an individual to act as a Member in their place for any meeting of the GFC.
- Section 6.1: Added section d) to incorporate language explicitly setting out the GFC's commitment to reconciliation and Indigenous engagement, and to equity, diversity, inclusion, and accessibility.
- Sections 7.1 and 7.2: Updated 'calendar' to 'schedule' to reflect the format of the document presented for approval, to eliminate confusion with the use of the word 'calendar', and update to reflect that the schedule will be provided in advance of the meeting year

- Section 7.2: Updated to indicate that meeting may be held virtually and not always on main campus
- Section 7.5: Set out a timeline for submitting requests for items to be added to a GFC meeting agenda to allow time to review the submission, follow-up with any questions/changes, and provide the materials to the GFC Executive Committee within the one-week guideline set out in the General Faculties Council Standing Committees General Terms of Reference. The proposed 9 day timeline aligns with the document deadline provided to all other proponents generating items for GFC and its standing committees.
- Section 7.7.1: Removed the specific reference to 'audio' recording to provide flexibility and reflect that the format of the recording may not always be an audio recording; clarified use of recording by the Secretariat; and updated 'University Secretary' to 'University Secretariat staff' to reflect current practice
- Section 8.2: Clarified that abstention votes don't count as a 'yea' or 'nay'
- Section 8.3: Changed the requirement for confirmation of support for a nomination from the floor to allow for verbal support instead of written
- Section 14.3: Language was added to specifically reference review by the GFC Executive Committee (EC) and that GFC EC should direct who should be consulted during a review of the Bylaws.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	GFC Executive Committee	2022-03-23			X	
	General Faculties Council	2022-04-07			X	
	GFC Executive Committee	2022-11-16			X	
	General Faculties Council	2022-12-08			X	
	GFC Executive Committee	2023-01-25		X		
X	General Faculties Council	2023-02-09	X			

NEXT STEPS

If the GFC approves the Bylaws, they will take effect immediately upon their approval.

SUPPORTING MATERIALS

1. Revised GFC Bylaws (marked-up to show revisions)

GENERAL FACULTIES COUNCIL

BYLAWS

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THE GENERAL FACULTIES COUNCIL OF THE UNIVERSITY OF CALGARY
BYLAWS

1. INTERPRETATION

1.1 Definitions

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

a) **"Academic Staff Member"** means an individual who is engaged to work for the University and is identified as an academic staff member under Article 1 of the Collective Agreement;

b) "**Act"** means the *Post-Secondary Learning Act* (Alberta) and the regulations promulgated thereunder;

c) "**Board**" means the Board of Governors of the University;

d) "**Business Day**" means a day other than a day that the University is closed or a Saturday, Sunday, statutory or civic holiday in Calgary, Alberta;

e) "**Chair**" means the Chair of the GFC;

f) "**Committee**" means a standing or *ad-hoc* committee established by the GFC;

g) "**Conflict of Interest**" means a conflict of interest as defined in the University Code of Conduct;

h) "**Ex officio**" means a person who holds an appointment by virtue of their position;

i) "**FOIP**" means the *Freedom of Information and Protection of Privacy Act* (Alberta);

j) "**GFC"** means the General Faculties Council of the University;

k) **"Meeting Year"** means the period from September to June in each year;

l) **"Member"** means a member of the GFC;

m) "**University"** means the University of Calgary; and

n) "**Vice Chair**" means the Vice Chair of the GFC.

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

1.2 Headings

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

1.3 Conflict with Act

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

1.4 Invalidity of Provisions

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

2. ROLE AND POWERS, DUTIES AND FUNCTIONS

2.1 Role

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

2.2 Powers, Duties and Functions

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

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

3. MEMBERSHIP

3.1 Composition

The composition of the GFC is as follows:

Ex-Officio Members

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

Elected Members

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

Appointed Members

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

3.2 Terms

Ex-Officio Members

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

Elected Members

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

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

Appointed Members

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

3.3 Absences

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

3.4 Ex-Officio Members Designates

Ex-Officio Members and the members who are appointed by title in section 3.1 may designate an individual to act as a Member in their place for any meeting of the GFC.

4. CHAIR

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

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

In carrying out this role, the Chair will:

a) provide leadership to enable the GFC to effectively carry out its duties and responsibilities;

b) act as the chair of meetings of the GFC and the Executive Committee of the GFC, if there is one;

c) act as the spokesperson for the GFC;

d) ensure that the GFC is kept properly informed of matters of import within its role; and

e) give an annual address to the GFC, and lead a discussion with members at the first meeting of each Meeting Year, highlighting the institutional agenda, priorities, and challenges for the year to come.

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

5. VICE CHAIR

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

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

6. MEMBERS

6.1 Obligations

Members shall:

a) familiarize themselves with the GFC's role in governing the University, these GFC Bylaws, the University Code of Conduct, laws and University policies and procedures applicable to Members;

b) adhere to these Bylaws, the University Code of Conduct, laws and University policies and procedures applicable to Members; ~~and~~

c) when exercising their powers and discharging their duties, act honestly and in good faith with a view to the best interests of the University, bringing their perspective and insights to discussions as individuals, and as the holder of a position (Ex-Officio Members) or as a representative of the group that appointed or elected them to the GFC (Appointed and Elected Members); and~~).~~

d) ensure that they reflect and respect the diversity of the University and give due consideration to reconciliation and Indigenous engagement, and to equity, diversity, inclusion, and accessibility.

6.2 Expectations

Members are expected to:

a) make every reasonable effort to attend all GFC meetings;

b) come to meetings prepared to engage in respectful, meaningful discussion and provide considered, constructive and thoughtful feedback and commentary, express opinions and ask questions to enable the GFC to exercise its best judgment in decision making and advising; and

c) ensure that they are able to devote sufficient time and energy to carrying out their duties effectively.

7. GFC MEETINGS

7.1 Schedule

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

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

The Chair shall call a special meeting:

a) in accordance with a duly passed motion of the GFC; or

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

7.2 Notice

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

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

7.3 Quorum

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

7.4 Absence of Chair

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

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

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

7.5 GFC Meeting Agendas

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

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

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

a) how the item falls within the purview of GFC;

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

~~b)~~c) the proponents;

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

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

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

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

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

a) add the item to a GFC meeting agenda;

b) request more information from the proponent; or

c) determine that the item should not be brought to the GFC.

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

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

7.6 Meeting Materials

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

7.7 Conduct of Meetings

7.7.1 General

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

The Chair, or in their absence, the acting chair, shall be responsible for the orderly conduct of meetings of the GFC. Meetings will be conducted in accordance with all applicable laws (including specifically FOIP) and these Bylaws or, where applicable laws or these Bylaws are silent on the matter, as determined by a ruling of the Chair, acting reasonably. The Chair may

consult the University Secretary and look to Roberts Rules of Order for guidance on the conduct of meetings, however, none of these sources shall be considered determinative and the Chair retains the discretion to make a final determination on the matter, subject to challenge as provided below.

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

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

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

7.7.2 Conflicts of Interest

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

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

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

7.7.3 Invited Guests and Visitors

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

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

8. VOTING

8.1 General

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

8.2 Meetings

Only Members may move, second and vote on motions.

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

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

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

8.3 Elections by the GFC

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

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

For each election conducted in a meeting of the GFC, in addition to the nominations put forward by the GFC Executive Committee, at the time of the election, the Chair shall call for nominations from the floor of the GFC. A nomination from the floor must be accompanied

by brief, written biographical information about the nominee and must be supported~~written confirmation of the support of the nomination~~ by at least three Members and that the proposed nominee has agreed to serve if elected.

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

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

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

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

8.4 Resolutions in Writing

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

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

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

a) Resolutions will be sent to Members, or Members will be notified of an electronic poll, via the facsimile, e-mail address or telephone number on file with the University Secretariat;

b) The resolution will expire in the time set in the message; however, the Chair or the University Secretary may extend the deadline once by up to a maximum of seven days;

c) An affirmative vote of a majority of Members who are eligible to vote is required to pass a written resolution;

d) The University Secretariat is responsible for tallying the votes and informing the GFC of the outcome;

e) Written resolutions may not be amended; however, the Member who proposed the resolution may withdraw it at any time prior to receipt of the necessary approval or the expiry time, if one, or with the approval of all of the Members who voted on the resolution; and

f) If the resolution does not receive the required votes by the deadline (as extended, if applicable), it does not pass.

9. COMMITTEES

9.1 Establishment

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

9.2 Rules and Procedures

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

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

10. SPOKESPERSON

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

11. RECORDS

11.1 GFC Records

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

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

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

11.2 Certification of Records

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

a) a writing referred to in the certificate is a true copy of all or part of a minute of the proceedings of a meeting of the GFC or a Committee or a resolution of the GFC or a Committee; and

b) that the minute or resolution or part thereof is or is not in effect as at a date stated in the certificate.

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

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

12. GFC ASSESSMENT

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

13. AUTHORITIES

13.1 Authorization and Execution

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

14. GENERAL

14.1 Secretary to the GFC

The University Secretary shall be the secretary to the GFC.

14.2 Validity of Notices

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

14.3 Review and Changes to Bylaws

These Bylaws will be reviewed by the GFC at least once every three years. The GFC Executive Committee will advise on who should be consulted during the review process and will review the Bylaws prior to presentation to the GFC.

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

14.4 Effective Date

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

UNIVERSITY OF CALGARY

GENERAL FACULTIES COMMITTEE
INFORMATION BRIEFING NOTE

SUBJECT: **National Survey of Student Engagement (NSSE) 2020 Summary Report**

PROPONENT(S)

Leslie Reid, Vice-Provost (Teaching and Learning), on behalf of the NSSE Steering Committee (Natasha Kenny, Jacqueline Lambert, Kimberley Grant, Christine Johns, Jennifer Quin, Adnan Ahmed, Robin Arseneault)

PURPOSE

The *2020 NSSE Summary* is brought forward to inform the General Faculties Council (GFC) of the actions taken by NSSE-participating units in response to their NSSE data. The summary is a record of our commitment and accountability to our undergraduate students and makes transparent how we connect NSSE data and student experience to action and meaning within our faculties and units.

OVERVIEW

Since 2017, each NSSE cycle we collate the work we do as an institution and share back with the community about these initiatives. The *2020 NSSE Summary* is a snapshot of that institutional work, demonstrating our commitment to student engagement and the critical reflection of what feels right for our undergraduate student population and where improvement in programs and offerings may be needed.

Over the course of a year the NSSE Steering Committee invited NSSE Leads and their teams from participating units, to gather as a community and discuss unit-level qualitative and quantitative reports in half-day workshops. Each team had an opportunity to share their insights about their contexts and listen to how others translated NSSE data into informed decision-making around student experience. The steering committee provided resources and facilitated discussion to help teams work through this very rich data set and create short summaries of their work.

KEY POINTS

- The NSSE Steering Committee guided the process for units to reflect, share, and spend time reviewing their data in a community of practice.
- The 2020 summary highlights the collaborative and comprehensive work being done in units that support student engagement and student learning.
- What emerged from our community discussions was the acknowledgment that teaching and learning writ large has shifted significantly since the pandemic, and specifically, when the survey was administered, to when we reviewed the data.
- Moving to online, remote, and hybrid teaching and learning continues to change the way students experience their post-secondary education and added a layer of complexity to reviewing the student feedback that was received prior to this shift

BACKGROUND

The National Survey of Student Engagement (NSSE) collects information from students studying in undergraduate and four-year degree-granting colleges and universities in North America to assess their levels of engagement and their

post-secondary experience. The survey is fully administered by the Center for Postsecondary Research, Indiana University, in close collaboration with the University of Calgary (UCalgary). The NSSE survey is targeted to first year and senior-year students. NSSE results are used for institutional improvement, public reporting, and ultimately to enhance students' learning experiences. Our institutional reports include the NSSE Snapshot, a summary of the qualitative data collected from three open-ended questions, and a report on how students describe their experiential learning opportunities.

Participating faculties in NSSE received faculty-level quantitative and qualitative reports in addition to the institutional results. Teams from participating units and faculties that received individual qualitative and quantitative reports came together in 3 half-day workshops throughout 2021/22 to discuss their data and learn from others. The *2020 NSSE Summary* is a high-level overview of how units use NSSE data to help make informed decisions around student experience.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Teaching and Learning Committee	2022-12-13				X
X	General Faculties Council	2023-02-09				X

Additional individuals consulted:

- All NSSE-participating units and their Associate Deans (Teaching and Learning) or equivalent NSSE Lead(s)
- 2020 NSSE Steering Committee: Susan Barker, Natasha Kenny, Jacqueline Lambert, Kimberley Grant, Adnan Ahmed, Robin Arseneault
- 2023 NSSE Steering Committee: Natasha Kenny, Jacqueline Lambert, Kimberley Grant, Christine Johns, Jennifer Quin, Adnan Ahmed, Robin Arseneault

NEXT STEPS

The NSSE Steering Committee meets monthly and is currently working with Indiana University to launch and administer NSSE 2023. Steps within this process include:

- Prepare survey materials (population file, recruitment messages, message schedule, and participation incentives) and coordinates with IT on message delivery, Fall 2022
- Update ethics approval in Winter 2022
- 2023 NSSE roll out to student body in March, closing May 2023
- Institutional Report delivery and data files available for download, August 2023
- The Office of Institutional Analysis will work with individual units to provide a comprehensive report summary in Fall of 2023
- Results communicated internally to the Executive Leadership Team, Deans' Council, and then to Associate Deans (Teaching and Learning) before being communicated externally
- External communication of results to the rest of UCalgary community, via a UToday article, Fall 2023
- Steering Committee follows up with units to review data

SUPPORTING MATERIALS

1. 2020 NSSE Summary Report

UNIVERSITY OF CALGARY | Vice-Provost (Teaching and Learning)

2020 NATIONAL SURVEY OF STUDENT ENGAGEMENT (NSSE) SUMMARY REPORT

November, 2022

Compiled by Robin Arsenault, Teaching and Learning Project Coordinator

OVERVIEW

The National Survey of Student Engagement (NSSE) collects feedback from students studying in undergraduate and four-year degree-granting colleges and universities in North America to assess their levels of engagement and their post-secondary experience. The survey is fully administered by the Center for Postsecondary Research, Indiana University, in close collaboration with the University of Calgary (UCalgary). The NSSE survey is targeted to first year and senior-year students. NSSE results are used to benchmark institutional improvement, public reporting, and ultimately to enhance students' learning experiences.

The work of NSSE is overseen by a NSSE Steering Committee, which is led out of the teaching and learning portfolio. This committee helps prepare NSSE reports, plan and facilitate institutional conversations around NSSE data, and support the academic units and central units that work with NSSE.

Members of the NSSE Steering Committee for the NSSE 2020 and upcoming NSSE 2023 cycle includes:

- Leslie Reid (Vice Provost Teaching and Learning)
- Susan Barker (Vice Provost Student Experience, until July 2022)
- Jennifer Quin (on behalf of Vice Provost Student Experience, Verity Turpin)
- Natasha Kenny (Senior Director, Taylor Institute)
- Kim Grant (Educational Development Consultant, Taylor Institute)
- Christine Johns (Senior Director, Program Innovation & Planning)
- Jacqueline Lambert (Senior Institutional Analyst, Office of Institutional Analysis)
- Adnan Ahmed (Director, Office of Institutional Analysis)
- Robin Arsenault (Teaching & Learning Project Coordinator)

2020 NSSE SURVEY

The 2020 NSSE survey opened to participating UCalgary students in February 2020 and closed just as we moved to remote and online teaching in mid-March 2020 because the COVID-19 global pandemic. Student participation in the survey was almost complete at the time, and remaining responses (under 10%) showed very little impact on survey results.

Our institutional survey data were received by the National Survey of Student Engagement Center for Postsecondary Research, Indiana University School of Education, in the summer 2020. Under the leadership of the Vice-Provost (teaching and learning) and Vice-Provost (student experience), a team from the Office of Institutional Analysis and the Taylor Institute for Teaching and Learning prepared institutional and unit-specific NSSE reports for both the quantitative and qualitative data. The institutional reports include the NSSE Snapshot, a summary of the qualitative data collected from three open-ended questions, and a report on how students describe their experiential learning opportunities. The report on experiential learning was led by the team in the Office of Experiential Learning.

TAKING ACTION - NSSE COMMUNITY OF PRACTICE

Each NSSE cycle we bring together NSSE teams from across the institution to work with our institutional level and their unit-level NSSE data. Academic units that have students participating in NSSE receive unit-level NSSE reports and work with their data to enhance ongoing initiatives and activities, as well as take action in response to their NSSE data as needed. This report is a snapshot of that institutional work, demonstrating our commitment to responding to student feedback and enhancing student engagement.

Throughout 2020 and 2021, the NSSE teams gathered three times to meet as a learning community. At these gatherings each is given an opportunity to share the work they are doing with their NSSE data and learn from others. The NSSE steering committee provided resources and facilitated discussion to help teams work through this very rich data set and create short summaries of their work. The summary tables provided, starting on page 4 of this document, include highlights of the work undertaken by units across campus in response to their NSSE reports.

NSSE 2020 Actions

Below are summaries that capture the work that is informed and/or inspired by faculty or unit-level NSSE 2020 data. Teams were invited to share initiatives that were happening in their units and indicate how NSSE data inspires, bolsters, shifts, or corroborates these initiatives.

Faculty of Arts / NSSE 2020 Contact: Jason Weins & Dawn Johnston

Name of Initiative	Description	How has NSSE informed or inspired your initiative?
Increase opportunities for collaborative learning	At the faculty level, we will be holding a Collaboration Colloquium: a series of presentations by faculty members alongside students on assessments, learning activities, and other pedagogical initiatives designed to facilitate collaborative learning. Individual units are also pursuing initiatives to address this; for example, in the coming year English will offer workshops at which colleagues can share strategies and recent SoTL research to encourage collaborative learning in its courses, including new ways of conceiving group projects, piloting social annotation software in exercises and assignments, and deploying GAT resources in ways that can facilitate small group discussion.	The NSSE data consistently shows, both across the faculty and in many departments, that opportunities for collaborative learning was an area for improvement in our faculty. We have some theories about why that may be, but wanted to initiate a faculty-level conversation. Knowing that collaborative learning plays a bigger role in some departments / schools, we want to leverage and share that knowledge across the faculty.
EDI initiatives including introduction of EDI committees in units and developing new	The Equity, Diversity, Inclusion, and Decolonization Committee developed by the School of Languages, Linguistics, Literatures, and Cultures was designed with the NSSE data in mind. Part of the mandate of this committee that relates directly to undergraduate engagement and the NSSE data will be a regular climate survey, and one of the suggested ongoing projects will be an examination of course content across the School. Examples of curricular development include, in English, developing	Although our faculty generally does well in the area of Reflective and Integrative Learning and Discussions with Diverse Others, in some units this was an area for development, and overall as a faculty we want to continue to improve in this area. The Faculty hopes that the establishment of EDI committees will be able to identify the root causes

courses with EDI concerns in mind	new courses in Black Literatures, pending a tenure-track hire in this area, and developing a new course, ENGL 212, for the Indigenous Pathways program. In Classics and Religion, courses were revised to include greater diversity of perspectives. E.g. 'Women & Family' course was updated to 'Gender & Sexuality' and new courses added in this area; new courses on Pluralism. Some of the new courses are already running in 2021-2022; others expected to begin 2022-2023.	of the lower performance in these areas at senior levels, and make recommendations for curricular changes to address this area as well.
Increase experiential learning opportunities	At the faculty level, we are the home of the newly developed UNIV 304 course, which allows a more flexible WIL opportunity for students in Arts and across campus. At the unit level, Classics and Religion has expanded and continues to expand its offerings in experiential, internship & service learning. E.g. former seminar RELS 577 replaced by 'Religion Lab', hands-on learning embedded in diverse communities and non-profits (expected to begin 2022-2023); significant current expansion in practicum offerings, in collaboration with Nickle Galleries; energetic recruitment for Honours program resulting in surge in Honours students engaged in research (from 2 students in 2020 to 7 students in 2021 and 8 students in 2022). In 2022-23, the English Undergraduate Program Committee will explore the development of a career-skills oriented course, possibly in collaboration with Career Services, an initiative which would involve connecting students better with Career Services in particular.	The NSSE data showed that students in our faculty want increased opportunities for experiential learning, including work integrated learning.

Cumming School of Medicine / Bachelor of Community Rehabilitation

Name of Initiative	Description	How has NSSE informed or inspired your initiative?
Senior seminar redesign	The connection of theory and practice will be emphasized as a learning outcome in senior seminar. Assessment in practicum/experiential learning senior seminars will be a series of reflections designed to support students in a progression towards connecting theory to practice in the field.	Students identified challenges in applying facts, theories, or methods to practical problems or new situations
Inclusion of peer connection opportunities beginning in first year	Syllabi will be revised after discussion with the BCR faculty to include further opportunities for peer debriefing and support opportunities. This might include breakout groups in practicum seminars and peer review and strategizing opportunities in courses where major papers are included. Students will have more opportunities to discuss their projects and experiences during class time and will be able to ask their classmates for input on project outlines.	First year students indicated lower levels of collaborative learning than previous years. There was also a drop in reported sense of supportive environment
Peer support leadership opportunities	A structured peer support project will be developed by three senior practicum students. This project will be based on evidence in the field and will have evaluation embedded in the design. The design will facilitate opportunities for collaborative learning for students undertaking placements in the field.	Students reported lower levels of collaborative learning in their senior year.

Cumming School of Medicine / Bachelor of Health Sciences (BHSc) Honours

Name of Initiative	Description	How has NSSE informed or inspired your initiative?
Transferable Skills Table for Course Outline Template	A table that explicitly identifies the transferable or workplace-related skills that are introduced, developed, or enhanced in each course will be added to the BHSc (and BCR) course outline template. The table will include a list of transferable skills that align with our program-level learning outcomes (for example, oral communication skills, academic writing, collaborations skills, project management skills). Instructors will indicate which skills are introduced, developed or enhanced in their course when they draft their course outline(s) for the 2022-2023 academic year.	NSSE data for the BHSc indicated that students did not see the connection between their academic work and building transferable skills applicable across a wide breadth of employment settings.
BHSc Town Hall	We will continue offering a Town Hall in the early part of the Fall semester that engages BHSc students in all years of study. This event provides important information about resources for student well-being and academic work-life balance, both within and external to CSM. With a stronger focus on work-life balance, we will engage the BHSC Student Engagement Committee (BEC) to highlight social and community-building events.	First-year BHSc students report spending significantly more time per week preparing for class than their campus counterparts (20.9 hours *vs*. 16.1 hours). As a consequence, first-year BHSc students spent less time working for pay or relaxing and socializing. Similar trends were observed for senior-year respondents. As an honours-only program, we attract high-achieving students. However, academic achievement should not come at the expense of personal well-being.
Opportunities for Global Health Experience Event	Plan an event in partnership with the BHSC Student Engagement Committee (BEC), the CSM Indigenous, Local and Global Health Office and UC International to highlight study abroad and global health research opportunities, both international and virtual. Advice on how first-year students can prepare for a future global study or research experience can be provided. Testimonials and advice from students who have	NESSE 2020 data indicate that 40% of first-year students plan to participate in study abroad program but only 10% of fourth year students report actually doing so. Given the structure of the BHSc curriculum (required full-year inquiry courses), studying abroad or an international experience may not seem possible to

	participated in such programs will be included so that students can see the breadth of possibilities.	students. However, there are courses in development that will offer a virtual global health experience in the Spring semester.

Faculty of Kinesiology / NSSE 2020 Contact: William Bridel

Name of Initiative	Description	How has NSSE informed or inspired your initiative?
KNES 375 Rebuild	In Kinesiology 375 (tests and measures), we leveraged an initiative called the CURE that was offered through the Taylor Institute for Teaching and Learning (TI). The primary objective was to integrate research experiences into undergraduate courses. Traditional labs were replaced by reports created for a client, coach, and athlete. Students were then asked to use the skills they had learned to design specific tests that would measure someone's fitness to participate in a conceptual task.	Students reported a disconnect between practical skills and research/theoretical skills; did not always see the application of knowledge that they were acquiring
Practicums	We are expanding practicum opportunities for Kinesiology students, that extend beyond more "traditional" options. For example, we are seeking partnerships with community organizations focused on social justice, equity, diversity, and inclusion in relation to sport, recreation, health, wellness. Some of these opportunities will be in place for the 2022-2023 academic year. With more breadth and greater numbers of opportunities, more students should be able to experience high-impact practices	While a robust practicum program existed, students asked for greater variety. They were particularly interested in practicum opportunities that aligned more with sociocultural aspects of sport, physical activity, and health
Professional Development	To further enhance teaching excellence in our faculty, we have created a D2L shell for teaching & learning resources and opportunities; full-time academic staff and sessional instructors have access to the shell and it is updated regularly. We have also offered professional development opportunities to academic staff and sessional instructors over the last year; topics have included pedagogy and EDI, as well as changes to course delivery based on "small teaching" practices (Lang, 2016)	Curriculum review and NSSE data didn't point to effective teaching practices as an "area of concern", however, we want to continue to improve student experience in this regard

Kin Peer Connections Program (KPCP)	Introduced in 2021-2022 for first- and second-year students, a series of events (in-person, virtual, hybrid) were offered covering a variety of topics (welcome to campus, managing stress, study tips, getting involved, etc.). Current upper year undergrad students and Kin alumni were trained as KPCP Leaders (training included information on leadership, student wellness) and led these events. The initiative will continue for first-year students moving forward	Comments in NSSE and curriculum review pointed to the need to foster a more supportive environment for students (particularly given the "double cohort" arriving on campus in F2021)

Faculty of Nursing / NSSE 2020 Contact: Candace Lind

Name of Initiative	Description	How has NSSE informed or inspired your initiative?
A Concept Map of Engagement for the Faculty of Nursing: The Bigger Picture.	Four key areas under the umbrella of "Engagement in the Faculty of Nursing" (FON) were explored by our team and became components of our concept map: 1. Engagement as defined by students, faculty & staff; 2. Evaluation data already collected; 3. Barriers & gaps; and 4. Current engagement strategies. Each of these key areas were further broken down to identify what data or initiatives we already had, or needed, and identified recommendations or areas for further development. A key realization for our NSSE team was that student engagement in learning is a multi-faceted, complex concept that is intricately linked to the larger culture of the FON and overall to the wellbeing and engagement of students, faculty and staff as a whole. We also realized that student engagement is an integral component of the FON relational mission statement.	Exploring the NSSE 2020 data sparked the realization our faculty has been tackling student engagement for some years. We set out to understand the bigger picture of what engagement means in the FON, map the breadth and scope of engagement activities across the faculty and identify remaining gaps that initiatives could address.

Faculty of Science / NSSE 2020 Contact: Wendy Benoit

Name of Initiative	Description	How has NSSE informed or inspired your initiative?
Student opportunities on Elevate platform	Science serves a large (ca. 5800) population of undergraduate students and offers, supports, and encourages experiential learning opportunities with meaningful impact across all levels of study. FoS undergraduate students at any level of study have three opportunities per year to apply for Innovation, Development, and Experiential Activities in Science (IDEAS) funding. Science students can now (since August 2021) apply to and complete their IDEAS Fund requirements within UCalgary's career, advising, and student-experience portal, Elevate. During the 2022-23 academic year, FoS teams are working to include research opportunities within the Elevate platform as well.	NSSE 2020 data for the FoS reported that Science students place strong value in hands-on experiences and wanted more of these high-impact learning opportunities and venues for skill development. Senior-level students reflected on how they wanted more ways to learn about such opportunities, beyond research with a faculty member, earlier in their degree. By incorporating activity funding details, and, in future, research opportunities, into Elevate, we have more ways to communicate these opportunities to students.
Science Internship Program	The Science Internship Program was established in Fall 2020, creating opportunities for all Science students to apply their knowledge and skills, gain real industry experience, develop networks, discover career options, and earn a full-time salary. In its first iteration, the program had 99 work term placements, which has grown to 158 work term placements in Summer 2022.	NSSE 2020 data includes frequent mention of the Science Internship Program launch as a valuable opportunity students wished they had more chances to engage with. NSSE 2020 data also emphasized how deeply students are seeking ways to define their personal and professional skill development. The Science Internship Program is only one example of the explicit emphasis on skill development that continues to grow across academic and non-academic opportunities for Science students.
Future-focused programming and	Many Science courses already include laboratory, field, and interactive course work, and supporting science learning through the pandemic illuminated new ways of thinking about accessibility, skill development,	FoS NSSE 2020 data revealed a strong desire from students to connect ideas across their courses, expressing the importance of "courses that

agile skill development	and equitable inclusion in teaching choices. All Science departments will engage in curriculum review over the upcoming academic years (in 2022-23 or 2023-24), and curricular discussions will provide an opportune time for programs to reflect on and integrate lessons learned from the pandemic (and beyond).	encourage synthesis of information acquired from previous courses" and "courses that emphasized solving practical real-life problems." Upcoming curricular reviews will enable Science programs to celebrate strengths (e.g. skill development in Quantitative Reasoning) and identify program-specific actions on areas for growth (e.g. skill development in Reflective & Integrative Learning).

Schulich School of Engineering / NSSE 2020 Contact: Kim Johnston

Name of Initiative	Description	How has NSSE informed or inspired your initiative?
Co-curricular Certificates	SSE has approved new co-curricular certificates in Entrepreneurship and Mental Wellbeing that will be available to students in Fall 2022	The NSSE qualitative data indicated many students felt their most meaningful learning experiences happened in co-curricular experiences
Guaranteed WIL: Degree requirement	Introduce a degree requirement to require students to engage in a meaningful WIL experience. WIL experiences include; internship, practicum, research placements or a proposed WIL course.	In qualitative data, Internship was very commonly reported as one of the most significant learning experiences
Global Experiences	SSE has a plan to expand the opportunities for students to take part in global experiences – 7-9 day international trips run in Winter and Fall break.	The NSSE qualitative data indicated many students felt their most meaningful learning experiences happened in global experiences

Werklund School of Education / NSSE 2020 Contact: Barb Brown

Name of Initiative	Description	How has NSSE informed or inspired your initiative?
Field Self Care Streak	The Field Experience Self Care Streak is an initiative that is woven throughout the four practicums associated with the BED degree. It encourages all students, their partner teachers, their instructors and the community to take 20 minutes per day for self-care. It has developed through Twitter (#fieldselfcarestreak) and has created the foundation for a focus on wellness throughout our practicum program.	NSSE informs this initiative as it attends to personal connections and supportive environments which are areas for growth to which we are attending.
Extended Student Advising	Currently our advisers do an exceptional job of advising both current and prospective student advising. Our student advisers offer webinars for prospective students, regular advising appointments in flexible formats, career advising and so on. They provide a wrap-around program of support for students. A goal for further exploration in this area will be ways to enhance how we might connect with first-year students who are in the program but not yet taking Education courses.	NSSE informs what is already occurring in that it speaks to our desire to enhance supportive environments. Our desire to increase connection with students not yet in Education courses is informed by the development of quality interactions among student services staff.
Honors Bachelor of Education	The Bachelor of Education Honours program is a pathway that allows undergraduate Education students to incorporate a formal research study under the supervision of a faculty supervisor into their Bachelor of Education degree. It will be comprised of a six-credit research methodologies and ethics course and an independent study under the mentorship of their supervisor.	NSSE is informing this program as it is deemed a high impact, experiential practice that allows students to undertake research with faculty.

Student Experience / NSSE 2020 Contact: Jennifer Quin

Name of Initiative	Description	How has NSSE informed or inspired your initiative?
Toolkit for Academic Success	This resource contains student-facing academic support resources for course instructors to embed within their course D2Ls. The guide is part of the Student Success Centre's strategy to normalize academic support, and support faculty in connecting students with resources in a timely manner.	Our NSSE data identified stronger institutional emphasis on promoting learning support services as an area of opportunity. Through NSSE data, and the one-on-one nature of learning support services and exploratory academic advising, we have developed an understanding of aspects of the university experience that students find challenging. The academic success toolkit draws upon the experience of our advisors and current literature to provide high quality learning support resources to students. This project leverages the importance of our classroom instructors in identifying these resources to students and encouraging their use.
Advising Network of Care	The University of Calgary Advising Network, with the leadership of our Sr. Specialist, Academic Advising have supported the professional development of advisors across the institution related to the Campus Mental Health Strategy. Regular training has supported advisors in thinking about their roles in terms of the connection to well-being through the development of a referral network, trauma-informed training, and a focus on psychologically attuned communication. The latter relates to student communication, typically associated with difficult news, that is tuned towards encouragement, reducing shame, and providing a process orientation in helping students to navigate their next steps. Finally, efforts have been made to provide resources	NSSE data informs the importance of quality of interactions with academic advisors. We recognize the critical role that academic advisors play in student engagement, success and retention. This work further equips academic advisors to support our students, and to care for themselves and one another in what can be a very challenging student support role.

	to advisors who may experience the effects of secondary trauma as helping professionals.	
Designing Your Life	An amalgamation of the Leadership and Student Engagement Office with Career Services into the Centre for Career and Personal Development, and a Life Design Hub will provide students the opportunity to engage in the critical work of vocational wayfinding more fully. The focus of the Centre and the Hub will be career development, engaging with community, and professional development and self-discovery. Students will work with career and life design advisors from first year through graduation to design their unique student experience with a focus on integration of high impact and meaningful practices. This work will support students in considering all aspects of what creates an engaging and fulfilling student experience and will holistically consider and incorporate their goals and vision for life beyond university.	NSSE data illustrates that students are seeking more institutional emphasis on career development, building community and self-discovery. They want these opportunities to be easier to find and navigate. Amalgamating these synergistic student facing units to support our students in designing an experience that layers meaningful opportunities (social, personal, professional, future/career oriented) is essential to the student experience.

Taylor Institute for Teaching and Learning / NSSE 2020 Contact: Natasha Kenny

Name of Initiative	Description	How has NSSE informed or inspired your initiative?
Supporting and strengthening Experiential (EL) and Working Integrated Learning (WIL)	The Office of Experiential Learning (OEL) is committed to supporting projects to strengthen and amplify EL across campus. Specific initiatives include: • Creation EL Foundations Badge for academic & non-academic staff • Launch of a Critical Reflection online module • Growth of the student Experience Catalogue on Elevate, including promotion of undergraduate research opportunities • Promotion of the FUSION skills development modules for inclusion in EL/WIL courses and programs • Co-develop with the Faculty of Arts and launch of a flexible, early-degree introduction to WIL course (UNIV 304), together with the Faculty of Arts • Collaborate with the Registrar's Office, academic units, and other key partners to identify WIL and EL courses in peoplesoft; and in 2022-23, use this information to better signal the availability of EL and WIL courses to students.	Student responses to NSSE revealed that they valued EL activities such as co-op, internships, clinical experiences, senior-level capstone courses, research with faculty, study abroad, field schools, volunteering, and co-curricular experiences. NSSE participants also suggested that participating in these EL activities pushed them beyond their comfort zone, helped them develop professionalization skills and career readiness, increased their intercultural skills, and helped them become better collaborators and team members. Despite the positive effects of engaging in an EL activity, some respondents suggested that they found it hard to engage with EL early in their degree program because of lack of awareness. Other respondents also suggested that EL opportunities need to be embedded in first- and second-year courses. The OEL is using NSSE data to develop EL programming that addresses some of the barriers outlined by respondents. NSSE can help with conversations around EL in the Curriculum and provide student voices to conversations around how to embed more EL into courses and how to make it more visible to students.
Supporting and strengthening Undergraduate Research Experiences	Undergraduate Research Initiative - the CDCI and OEL seek to advance undergraduate research across campus by providing multiple entry points for students to access research opportunities. In all undergraduate research experiences supported by the CDCI, students learn about research by doing research. This "learning by doing" is captured as one of the categories of Experiential Learning defined in the Experiential Learning	NSSE revealed strong demand and impact of undergraduate research experiences on student engagement and learning. We have used this demand and interest to inform several aspects of our programming:

	Plan (2020-25), Research-Based Experiential Learning, where students lead or contribute to a research project.	1. Creation of a new “Ready for Research” microcredential for undergraduate research interested in getting involved in research. 2. Development of a “Designing Course-based Undergraduate Research Experiences” microcrediental for Faculty members who are interested in integrating research opportunities into the curriculum. 3. Adding a way for undergraduate research opportunities to be advertised to students in the UCalgary's Experience Catalogue. The NSSE data has also informed conversations about undergraduate research on campus. We have used student interest in undergraduate research, and the gap in completion of undergraduate research along with the strong impact to build a case for our programming and expanding curricular opportunities for students.

Supporting and enhancing professional learning to strengthen student engagement, and curriculum review and development processes	Strengthening curriculum review and development processes: • Supporting curriculum review committees and other academic units in incorporating NSSE data into their processes. • Helping academic units to develop and map program-level learning outcomes related to WIL and EL. • Working with campus partners such as the Program Innovation Hub and academic units to broaden our conceptualization of curriculum to include more holistic student learning experiences. • Supporting the prioritization of equity, diversity and inclusion, and Indigenous engagement in curriculum review and development. Strengthening professional learning to support teaching assistants and course instructors in creating quality student learning experiences including initiatives such as: • New graduate teaching assistant workshop series • New blended and online workshop series • New microcredentials and resources in online and blended learning, equity, diversity and inclusion and Indigenous Ways of Knowing	NSSE data are an important source of information for program-level curriculum review, particularly in relation to EL and WIL. The themes in the institutional NSSE report regarding student wellbeing and sense of community also inform the work around EDI and IE in curriculum projects. NSSE data informs specific course design elements, programming and resources that have a direct impact on student engagement and learning such as: • Foundations of Course Design Program • Supporting the use of learning spaces and educational technology • The Online Community of Practice for Large Enrolment • Learning Technology Forum • Open Pedagogy Series NSSE data reiterates the importance of: a) TAs as part of students learning experiences, b) creating community, belonging and positive learning environments, and c) ensuring meaningful and active student engagement in academic courses. Feedback and information collected over the course of the pandemic have aligned with the need to amplify supports in the areas of online and blended learning across the TI.

UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL
INFORMATION BRIEFING NOTE

SUBJECT: **Institutional Research Data Management Strategy**

PROPONENTS

Dr. Robert I. Thompson, Associate Vice President (Research)
Dr. Mary-Jo Romaniuk, Deputy Provost and Vice Provost (Libraries and Cultural Resources)
Dr. Tiago Lier, Director, Grants, Awards and Ethics, Research Services Office
Ms. Susan Powelson, Associate University Librarian, Technology, Discovery and Digital Services
Dr. Jennifer Abel, Research Data Management Specialist, Research Services Office

PURPOSE

The proponents seek to update the General Faculties Council (GFC) on the development of an institutional research data management strategy for UCalgary.

OVERVIEW

In March 2021, the Tri-Agencies released their Research Data Management Policy, which applies to all post-secondary institutions and research hospitals which are eligible to administer SSHRC, NSERC, or CIHR funds, and to all researchers holding grants from those agencies. This policy rests on three pillars: for institutions, the creation of an institutional research data management (RDM) strategy; and for researchers, requirements to submit data management plans (DMPs) and to deposit the research data which supports their published conclusions. Since April 2022, the UCalgary RDM Strategy Steering and Working Committees have conducted a current state assessment and a future state envisioning exercise, drafted an institutional RDM strategy, and gathered feedback on the draft from a range of stakeholders. The strategy has been revised based on the feedback, and will be shared with the Vice President (Research) for approval.

KEY POINTS

- All Canadian post-secondary institutions which administer Tri-Agency funds must develop an Institutional Research Data Management Strategy.
- This Strategy must be posted on the institution's website, and the Tri-Agencies notified of its completion, by March 1, 2023.
- The Vice President Research has convened steering and working committees to develop UCalgary's RDM Strategy, co-led by the VPR Office/Research Services Office and Libraries and Cultural Resources.
- The committees have conducted a current state assessment and a future state envisioning exercise, and have drafted an institutional RDM strategy.
- Feedback was gathered from stakeholders in Fall 2022, and revisions were made to the draft strategy.
- Approval of the strategy by the Vice President (Research) will be sought in early 2023.

BACKGROUND

To respond to the first pillar of the Tri-Agency Research Data Management Policy – namely, that "each postsecondary institution and research hospital eligible to administer CIHR, NSERC or SSHRC funds is required to create an institutional RDM strategy and notify the agencies when it has been completed" (section 3.1) – the University of Calgary is currently developing its inaugural Institutional Research Data Management Strategy, which will be completed and posted on the UCalgary website no later than March 1, 2023, after approval has been received from the Vice President (Research). The Office of the Vice President (Research) and Libraries and Cultural Resources are leading the development of this Strategy. A Steering Committee and a Working Committee have been established, comprising representatives of the Vice President Research Office, Provost and Vice President Academic Office, Libraries and Cultural Resources, Information Technology (particularly Research Computing Services), Graduate Studies, the Graduate Student and Postdoctoral Associations, faculty members, and other key institutional stakeholder groups.

Strategy Development Process:

Strategy development began in the spring of 2022 by conducting an **assessment of the current state of RDM infrastructure and support at UCalgary**, including relevant policies and procedures, practices, supports, services, and resources. The assessment found the following:

- Institutional Policies and Processes related to RDM at UCalgary are generally not mature with regard to RDM specifically, whether not formalized, under development, or ad hoc.
- IT Infrastructure for RDM at UCalgary is generally at a high level of maturity; notable exceptions are Preservation/Archival Storage, which is under development, and Sensitive Data Deposit, which is only available on an ad hoc basis.
- Support Services for RDM at UCalgary are focused in Libraries and Cultural Resources and IT. Half of these services are mature (robustly operationalized), while the other half are not formalized, under development, or ad hoc.
- Financial Support for RDM at UCalgary, both for infrastructure and for human resources, is focused in Libraries and Cultural Resources, the Research Services Office, and IT. This support is currently limited and is generally not mature, whether not formalized, ad hoc, or under development.
- There are several other areas which could be relevant to RDM (e.g., with respect to REBs, research agreements, Indigenous data sovereignty, etc.) which are also not mature.

The Working Committee then undertook **a future state envisioning exercise**, with the intention of articulating a desired near- to medium-term state of RDM at UCalgary in which the institution

1. meets the institution-facing requirements of the Tri-Agency RDM Policy,
2. enables its researchers to meet the researcher-facing requirements of the Policy (i.e., the data management plan and data deposit requirements), and
3. enables its researchers to meet the RDM requirements which may be put in place by other organizations.

The key results of this exercise were as follows:

- To ensure Institutional Policies and Processes are fully mature with respect to RDM best practices and the Tri-Agency RDM Policy, a review of UCalgary's RDM-related policies, procedures, standards, systems, schedules, and guidelines should be conducted, and any necessary changes, amendments, additions, and/or new documents should be made by three years after the strategy is implemented (i.e., March 1, 2026).
- IT Infrastructure will require institutional support for improvements and strong policies, hardware refreshes and/or replacements, additional personnel, and new and/or increased funding to reach and/or maintain a level

of maturity which will meet the needs of researchers.

- Support Services (CSM Privacy & Records, IT, LCR, RSO) will require additional personnel and/or additional training for existing personnel, increased training offerings for faculty, postdocs, staff, and students, a central hub for RDM information, and increased collaboration between RDM-supporting units.
- Sustained and/or increased Financial Support, for both infrastructure and human resources, will be required in all RDM-supporting units, including Information Technology, Libraries and Cultural Resources, and the Research Services Office.
- Other areas, including those related to sensitive data, can be operationalized with regard to RDM by March 1, 2026 if sufficient information is available and processes/supports are put in place.
- Determining the desired future state in the area of Indigenous Data Sovereignty will need to be done in consultation with internal and external communities.

The current state assessment and future state envisioning served as the foundation for drafting UCalgary's Institutional RDM Strategy. Strategy development was also informed by the Institutional Research Data Management Strategy Development Template, which was developed by the Portage Network/Digital Research Alliance of Canada, as well as by draft strategies which have been shared online by McGill University and Queen's University.

In Fall 2022, the Steering and Working Committees presented to and sought feedback from a range of stakeholders to ensure that the final Strategy establishes a solid and achievable foundation for the work UCalgary will need to do to support its researchers in implementing good RDM practices in their work. In addition to the bodies listed in the "Routing and Persons Consulted" section, the UCalgary research community was invited to provide feedback on the Strategy draft dated September 14, 2022 (which was the version shared with both the Research and Scholarship Committee and the GFC) through an online survey, which ran from October 17-November 20. Several key elements of feedback were received during this process, including the following needs:

- Clarifying that the Strategy is not a policy or operational document, but a roadmap for developing UCalgary's RDM institutional policies and processes, IT infrastructure, and support services for RDM over the next months and years; Strengthening the commitments to Indigenous data sovereignty and EDI, and to respecting the diversity of research in developing RDM frameworks and supports;
- Strengthening the commitment to working with external partners at the national, regional and local levels, including institutional, government, health care, and community partners
- Clarifying the 'Scope' and 'Oversight and Review' sections;
- Addressing the links between RDM and cybersecurity; and
- Including additional definitions (including data management plans, data repositories, metadata, and Indigenous data sovereignty).

This feedback has been incorporated into the Strategy document dated January 10, 2023, which is being shared with the GFC for information.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Campus Strategic Initiatives Group	2022-02-08			X	
	Research and Scholarship Committee	2022-02-17			X	
	Indigenous Scholars' Circle	2022-09-12			X	
	Research and Scholarship Committee	2022-09-22			X	
	General Faculties Council	2022-10-06			X	
	Associate Deans Research Council	2022-11-09			X	
	Office of Equity, Diversity and Inclusion	2022-12-08			X	
	Research and Scholarship Committee	2023-01-19				X
X	General Faculties Council	2023-02-09				X

NEXT STEPS

The RDM Strategy Steering Committee has signed off on the revised Strategy, which is now ready for approval by the Vice President (Research). The Co-Chairs of the Steering and Working Committees and the RDM Specialist met with the VPR on January 16 so that he may begin his consideration of the document. The completed Strategy will be posted to the UCalgary website, and the Tri-Agencies notified of its completion, no later than March 1.

In addition, a business case is being prepared for submission to the Executive Leadership Team to request funds for the implementation of the Strategy.

SUPPORTING MATERIALS

Draft of UCalgary Institutional RDM Strategy (version dated January 10, 2023)

Introduction

Research data management (RDM) is the range of processes and procedures "applied through the lifecycle of a research project to guide the collection, documentation, storage, sharing and preservation of research data"[1]. All academic researchers who work with research data apply these processes and procedures in their work in a variety of ways and with varying levels of formality. Given recent developments in the research landscape – including the open science movement, drives for transparency and reproducibility, concerns about privacy and security, and increasing research costs – academic research is now at a point where it is crucial to recognize the importance of research data and commit to implementing and supporting best practices in RDM.

In March 2021, the Tri-Agencies released their Research Data Management Policy, which applies to all post-secondary institutions and research hospitals that are eligible to administer SSHRC, NSERC, or CIHR funds, and to all researchers holding grants from those agencies. This Policy rests on three pillars:

1. Institutional Research Data Management (RDM) Strategies: "Each postsecondary institution and research hospital eligible to administer CIHR, NSERC or SSHRC funds is required to create an institutional RDM strategy and notify the agencies when it has been completed." (section 3.1 of the Policy). These strategies must be completed by March 1, 2023.
2. Data Management Plans: "All grant proposals submitted to the agencies should include methodologies that reflect best practices in RDM. For certain funding opportunities, the agencies will require data management plans (DMPs) to be submitted to the appropriate agency at the time of application, as outlined in the call for proposals; in these cases, the DMPs will be considered in the adjudication process" (section 3.2 of the Policy). The initial funding opportunities requiring DMPs were launched in the fall of 2022, and additional programs with this requirement will roll out over the coming weeks and months.
3. Data Deposit: "Grant recipients are required to deposit into a digital repository all digital research data, metadata and code that directly support the research conclusions in journal publications and pre-prints that arise from agency-supported research.... The deposit must be made by time of publication" (section 3.3 of the Policy). This requirement will be implemented after the Tri-Agencies have reviewed the published institutional strategies and "in line with the readiness of the Canadian research community" (section 4 of the Policy).

This Research Data Management Strategy (the Strategy) represents the University of Calgary's acknowledgement of the importance of RDM and commitment to supporting our research community's use of good RDM practices in all research activities. It is also the roadmap that UCalgary will use to develop our institutional policies and processes, IT infrastructure, and support services for RDM over the next months and years. The Strategy thus has four purposes:

1. To embody the University of Calgary's commitment to meeting the institution-facing requirements of the Tri-Agency RDM Policy and enabling our research community to meet the researcher-facing requirements of the Policy.
2. To allow the University and our research community to address the RDM requirements and obligations being implemented by other funders—such as the Canada Foundation for

[1] "1d: What is research data management?", *Frequently Asked Questions: Tri-Agency Research Data Management Policy*, last accessed July 13, 2022 at https://www.science.gc.ca/eic/site/063.nsf/eng/h_97609.html#1d

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Innovation, the U.S. National Institutes of Health, and the U.S. National Science Foundation—as well as those being driven by changes in academic publishing and in academia more broadly.

3. To establish a foundation on which we will build a culture of good research data management practices for current and future generations of researchers.
4. To establish a foundation for discussions about research data management with our research participants and partners, including partners from government, industry, community organizations, and Indigenous communities.

Guiding Principles

The creation and implementation of this Strategy have been informed by four guiding principles:

Research Excellence and Impact

The University of Calgary's RDM Strategy plays an essential role in sharpening our focus on research and scholarship and allowing us to drive innovation, which are key priorities of our *Eyes High* Strategy and Research Plan. The RDM Strategy also recognizes, respects and supports the strategies and initiatives which embody the shared values and practices underpinning all work at the University, including *ii' taa'poh'to'p*, the University of Calgary's Indigenous Strategy; and equity, diversity and inclusion initiatives including Dimensions EDI, the Canada Research Chairs Program Public Accountability, EDI in Teaching and Research Awards, and the EDI Data Hub and Data Dashboard that enable disaggregated data on the research ecosystem. The Global Engagement Plan, the Campus Mental Health Strategy, and the Sustainability Strategy also all contribute to institutional excellence.

Support for our Researchers and our Partners in Research

The University of Calgary is committed to supporting its researchers and research communities in meeting RDM requirements and in incorporating RDM best practices into their work. This will allow the institution to increase research capacity and drive innovation, as outlined in the Research Plan. The University further acknowledges that it has a role to play in supporting the RDM rights and interests of all parties involved in research, including research participants, communities, and partner organizations. It recognizes the importance of data, including quantitative, qualitative and stories for understanding access to, and success within, the research ecosystem for vulnerable and historically marginalized populations, members of equity deserving groups, including women, racialized persons, persons with disabilities, LGBTQ2S+ persons, and Indigenous peoples, communities, collectives, and/or organizations.

Collaboration

The University of Calgary recognizes that collaboration across research- and RDM-supporting units and portfolios, and with external stakeholders and community partners, is crucial to ensuring the institution fosters an environment conducive to best practices in research data management, and to providing the support researchers need to meet RDM requirements. Collaboration with other institutions and national organizations is also essential to support RDM in the broader research environment. The University further acknowledges that RDM best practices can support efforts to move towards interdisciplinary and transdisciplinary research, as outlined in *Eyes High, Growth Through Focus,* and the new strategic directions 2030 process.

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Context-Based Approach

The University of Calgary acknowledges that there can be no "one-size-fits-all" approach to RDM, given the diversity of researchers, range of research questions, ways of knowing, participants, data types, methods of data collection and analysis, disciplinary practices, ethical obligations, legal and regulatory frameworks, and partnership environments with which and within which our researchers work. The University will support its researchers in implementing RDM best practices appropriate to their research context, and will ensure that our RDM support is at a consistently high standard regardless of the research context.

The Importance of Research Data and Research Data Management

Research data, as defined by the Tri-Agencies, "are data that are used as primary sources to support technical or scientific enquiry, research, scholarship, or creative practice, and that are used as evidence in the research process and/or are commonly accepted in the research community as necessary to validate research findings and results"[2]. Research data result from the work conducted on research materials, be they books, ecosystems, subatomic particles, genes, individual humans, or entire communities[3]; they can even be derived from other research data. At a fundamental level, the University of Calgary recognizes that data, in all their varied forms, are at the heart of the research enterprise.

In its 2016 Statement of Principles on Digital Data Management, the Tri-Agencies stated that "The ability to store, access, reuse and build upon digital research data has become critical to the advancement of science and scholarship, supports innovative solutions to economic and social challenges, and holds tremendous potential for Canada's productivity, competitiveness and quality of life"[4]. Regardless of the types and quantities of research data our researchers work with, or their potential significance beyond a particular project, the University of Calgary believes that there are real and tangible benefits of RDM at the level of the individual research project, including increasing the rigour, transparency, and efficiency of research, as well as reducing costs. Employing best practices in RDM will also allow researchers to share their research data more effectively, where such sharing is permitted and appropriate, to allow future research and the incremental growth of knowledge. In short, good RDM practices make research better and accelerate the expansion of knowledge.

The University of Calgary acknowledges that there are many factors that must be considered in implementing best practices in RDM: these include different types and scales of data; different data collection and analysis methodologies; evolving research practices; technological changes; costs; human and infrastructure resource needs; and ethical and legal considerations, such as privacy and research

[2] "1b: What are research data?", *Frequently Asked Questions: Tri-Agency Research Data Management Policy*, last accessed July 13, 2022 at https://science.gc.ca/eic/site/063.nsf/eng/h_97609.html#1b

[3] "1c: How are research materials related to research data?", *Frequently Asked Questions: Tri-Agency Research Data Management Policy*, last accessed July 13, 2022 at https://science.gc.ca/eic/site/063.nsf/eng/h_97609.html#1c

[4] "Preamble", *Tri-Agency Statement of Principles on Digital Data Management*, last accessed July 13, 2022 at https://www.science.gc.ca/eic/site/063.nsf/eng/h_83F7624E.html

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security. We will work to support our research communities in navigating these factors, and to create an institutional framework which provides comprehensive support for RDM.

Indigenous Data Sovereignty

In *ii' taa'poh'to'p*, the University of Calgary's Indigenous Strategy, the University made seven commitments to truth, reconciliation, and transformation regarding its relationship to Indigenous peoples. This Research Data Management Strategy upholds these commitments and works to further their implementation. The University recognizes that the commitments made in this Strategy are only the beginning of the discussions around Indigenous data sovereignty at the institution, and commits to the work of co-developing with our partners a framework to support Indigenous data sovereignty.

In this Strategy, the University of Calgary commits to respecting, supporting, and enabling Indigenous peoples' inherent sovereignty over the research data generated by and with First Nations, Métis, and Inuit peoples and communities within the land currently known as Canada, including the rights to own, control, collect, access, possess, protect, use, and share these data. The institution will work with its Indigenous partners in research to ensure that Indigenous ways of knowing, doing, connecting and being are respected in all aspects of research data management. The University will work with its research community to ensure that all researchers working with Indigenous individuals, communities, collectives, and/or organizations treat the data generated by this work in a good way. The institution acknowledges that this will mean parallel paths are necessary for the management of research data relating to Indigenous peoples and communities. The University also acknowledges that it must help build capacity for RDM for Indigenous researchers, communities, collectives, and organizations.

Specific areas of institutional support for RDM pertaining to Indigenous data sovereignty are described in the following sections.

Equity, Diversity and Inclusion

Through the establishment of the Office of Equity, Diversity and Inclusion and the position of Vice Provost and Associate Vice President Research (Equity, Diversity and Inclusion), the University of Calgary has committed to "advancing EDI in research, including the production of knowledge, equitable access to funding opportunities, and the equitable and inclusive participation of all individuals in the research ecosystem".[5] This Strategy upholds this commitment and works to further its implementation. The University recognizes that the commitments made in this Strategy are only the beginning of the discussions around data pertaining to equity, diversity and inclusion, and commits to the work of developing policies, processes, and training that support the research community in appropriately collecting, handling, and storing these data.

In this Strategy, and the principles of "nothing about us, without us" and "one-size-does-not-fit-all" articulated in our Dimensions EDI strategic vision, the University commits to supporting the rights and interests of members of equity-deserving groups involved in research, including both the researchers

[5] Office of Equity, Diversity and Inclusion, "EDI in Research Ecosystem", last accessed December 14, 2022 at https://www.ucalgary.ca/equity-diversity-inclusion/edi-research-and-teaching.

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themselves and the participants in research. The institution commits to working with its research community to ensure that all researchers working with equity, diversity and inclusion data treat the data generated by this work in an appropriate way. The University also acknowledges that a framework must be put in place to ensure that EDI data collected by the institution about university community members and subsequently used in research are appropriately managed.

Specific areas of institutional support for RDM pertaining to EDI data are described in the following sections.

Scope

This Strategy is relevant to all University of Calgary researchers, as defined in the University's Research Integrity Policy.

This Strategy applies to all digital research data (born-digital or digitized) generated and/or used by researchers at the University of Calgary. It does not apply to physical materials.

The support services described in this Strategy will be provided to all research activities, regardless of whether they are led by faculty, postdoctoral fellows, graduate, or undergraduate students; and whether they are funded by the Tri-Agency or other funders, or unfunded. RDM support services will be provided to all those involved in research at the University of Calgary, including faculty, postdoctoral fellows, staff, and students.

Oversight and Review

This Strategy comes under the purview of the Vice President (Research). A steering committee, comprising key institutional stakeholders in RDM, is responsible for implementation and post-implementation review of the Strategy. These stakeholders include representatives of the Vice President (Research) Office, including the Research Services Office; the Research Ethics Boards; Libraries and Cultural Resources; Information Technologies, including Research Computing Services; the Office of Indigenous Engagement; the Office of Equity, Diversity and Inclusion; researchers from the three major areas of research funding (Health Sciences, Natural Sciences and Engineering, and Social Sciences and Humanities); Graduate Studies; the Graduate Students Association; the Postdoctoral Association; and legal counsel for research. The steering committee will consult with external stakeholders and community partners as needed.

The Strategy will be implemented on a five-year timeline. As this is the initial RDM Strategy, there will be a review after the first year of implementation to ensure that any major issues which may have arisen in the first year are addressed appropriately. The Strategy will also be reviewed in the fourth year; it will be revised as appropriate at that time, to ensure it continues to meet the needs of the University of Calgary and its diverse research community.

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Institutional Support for Research Data Management

Institutional Policies and Processes

The University of Calgary currently has several institutional policies, systems, schedules, and processes which address different aspects of RDM to varying degrees (see Appendix A for a full list). Creating and maintaining a robust policy, procedure, and process framework for RDM will be essential to allowing the institution to support its research communities and meet its institutional obligations.

In the first five-year term of this strategy, the University of Calgary will

- Review its existing policies, procedures, standards, systems and schedules (see the full list in Appendix A) to determine if revisions are needed to adequately address RDM concerns;
- Implement any necessary revisions identified during the review process, such as creating new policies, making amendments to existing documents, and/or establishing common definitions;
- Educate researchers, staff, and other stakeholders as to which elements of the policy framework apply to research data, and which ones do not;
- Educate researchers on their RDM responsibilities within the policy framework;
- Ensure that all RDM-related policies, practices and procedures address the diversity of research conducted at the University;
- Ensure that all RDM-related policies, practices and procedures are supportive and respectful of Indigenous ways of knowing, doing, connecting and being, including respecting and supporting Indigenous data sovereignty, governance, and management;
- Ensure that all RDM-related policies, practices, and procedures are supportive and respectful of principles of equity, diversity, inclusion and accessibility;
- Ensure that all RDM-related policies, practices, and procedures align with and provide support for research security as mandated by the federal and provincial governments;
- Develop and implement a robust Libraries and Cultural Resources policy for Collection Development which encompasses the collection and preservation of research data;
- Work through the Office of Institutional Analysis, Office of Equity, Diversity and Inclusion, Human Resources, University Legal Services, and the Research Ethics Board (REB) to clarify requirements around privacy, confidentiality, and anonymity related to data about the university community in research, particularly demographic data and other EDI-related data;
- Ensure that a proactive and reactive communications strategy is developed around RDM requirements and services; and
- Ensure that the development of the RDM-related policy framework keeps up with the implementation of RDM policies and requirements by funders, publishers, and legislative bodies.

IT Infrastructure

Information technology infrastructure which supports RDM is currently primarily provided by two units on campus: Research Computing Services (RCS) and Libraries and Cultural Resources (LCR). We are working from a solid base that provides many services for our research community, including active storage, secure data storage, a range of High-Performance Computing (HPC) services, and an institutional data repository. As both technology and the needs of our researchers evolve, we must

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continue to provide both internal resources and access to external resources to accommodate this evolution.

In the first five-year term of this strategy, the University of Calgary will

- Continue institutional support for, and maintain strong policy in, areas such as cybersecurity and identity and access management;
- Undertake hardware refreshes and/or replacements in a timely fashion;
- Ensure necessary software licenses and service subscriptions are acquired and/or maintained;
- Pursue CoreTrustSeal certification for our institutional data repository;
- Ensure researchers have access to long-term data preservation and secure storage for sensitive data;
- Explore options for ensuring researchers using RCS infrastructure are engaging in best practices in RDM and cybersecurity before they begin using the infrastructure (e.g., through the submission of data management plans);
- Ensure that RDM-related IT infrastructure is appropriately resourced, in terms of both funding and personnel; and
- Ensure that the development and maintenance of our RDM-related IT infrastructure keep up with the implementation of RDM policies and requirements by funders, publishers, and legislative bodies.

Where appropriate, we will work with partners such as the Digital Research Alliance of Canada and the Borealis Dataverse Repository service to maximize the availability of digital research infrastructure to which our research communities have access.

RDM and Cybersecurity

In the context of RDM, researchers may need to balance data sharing and access with data security provisions. To ensure that the integrity of their research is not compromised, that sensitive data are always secure and protected, and that research results (e.g., data sets, publications, patents) are secure and protected until they choose to disseminate them, researchers should put in place good physical and cybersecurity practices and infrastructure. These practices should be agreed to by all research team members and partners. RCS and the IT Cybersecurity team have developed several research data security guidelines, and provide cybersecurity support to protect the confidentiality, integrity and availability of data services against cybersecurity attacks and data breaches. Information about IT and RCS's cybersecurity guidelines and support services can be accessed via https://it.ucalgary.ca/it-security.

Support Services

Support services for RDM are currently primarily provided by three units: Libraries and Cultural Resources, IT/Research Computing Services, and the Research Services Office. These services include basic training and consultation for key areas of RDM, such as data management plans; basic training and consultation for data management within the High-Performance Computing setting, including for cybersecurity; and basic guidance on meeting funders' RDM requirements. The University of Calgary has a core of knowledgeable and experienced staff who can guide the development of RDM support services as they scale to meet researchers' needs.

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In the first five-year term of this strategy, the University of Calgary will

- Ensure adequate opportunities for RDM-related training and capacity-building for faculty, postdoctoral fellows, staff, and students;
- Ensure that researchers who work with sensitive data (e.g., human participant data including demographic and health information; Indigenous data; equity, diversity and inclusion data; data involving vulnerable populations, data restricted by legal agreement) are both adequately trained and have adequate support to ensure the appropriate protection of those data;
- Ensure an adequate number of librarians and staff in Libraries and Cultural Resources who can provide timely, accurate and detailed RDM-related services, support, and training, particularly in the areas of data curation and preservation;
- Ensure an adequate number of staff in IT/Research Computing Services who can provide timely, accurate and detailed RDM-related services, support and training;
- Ensure the Research Services Office and Research Ethics Boards have the competence and capacity to provide timely, accurate and detailed RDM-related support for grant applications, ethics applications, and contracts and agreements, by providing RSO staff with appropriate resources and training opportunities;
- Ensure the Indigenous Research Support Team has the competence and capacity to provide timely, accurate and detailed RDM-related support specific to Indigenous data sovereignty, by providing IRST members with appropriate resources and training opportunities, and by ensuring that this team is staffed and funded appropriately on an ongoing basis;
- Ensure that research-supporting positions in the faculties – e.g., research facilitators, privacy specialists, and others – have the competence and capacity to provide RDM-related support to researchers, by providing appropriate resources and training opportunities;
- Ensure that researchers can easily locate and access usable, up-to-date RDM-related resources and services through the development of an RDM-focused virtual support 'desk';
- Ensure that researchers have resources and opportunities that allow them to increase their knowledge and skills in the area of Indigenous data sovereignty (e.g., supporting training programs for frameworks such as OCAP®);
- Support researchers in working appropriately with Indigenous partners and communities in terms of Indigenous data sovereignty and research data management;
- Ensure that researches have resources and opportunities that allow them to increase their knowledge and skills in the area of conducting research related to equity, diversity and inclusion;
- Establish a proactive and reactive communications plan to keep researchers informed of changes and opportunities in the RDM landscape;
- Ensure that RDM-related support services are appropriately resourced, in terms of both funding and personnel; and
- Ensure that the development and maintenance of the University's RDM-related support services keep up with the implementation of RDM policies and requirements by funders, publishers, and legislative bodies.

Collaboration across the RDM-supporting units—including but not limited to Research Computing Services, Libraries and Cultural Resources, and the Research Services Office—is essential in ensuring the

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success of the University's RDM efforts; ways to support this collaboration should be explored, such as the development of a system or platform to link RDM-related services, requirements, and compliance across administrative units.

Building a Broader Research Data Management Culture

Research data management will impact the University of Calgary research community's regional, national, and international colleagues and partners. For this reason, the institution will participate in efforts to build a broader culture of RDM, both within and beyond the university.

In the first five-year term of this strategy, the University of Calgary will

- Develop a network of faculty, postdoctoral fellows, students and staff who will act as 'Research Data Champions' to promote and demonstrate the importance of research data and RDM to their colleagues;
- Work with local, regional and national partner institutions, both directly and through organizations such as Universities Canada, U15, and the Canadian Association of Research Libraries, to advocate for common approaches to and increased support for RDM-related needs, such as financial support for researchers and institutions for RDM-related costs, frameworks for supporting and implementing Indigenous data sovereignty at research institutions and in Indigenous communities, *inter alia*;
- Work with Indigenous communities and stakeholders to provide access to research data generated by, with or about Indigenous individuals or communities that are held at the University of Calgary;
- Work with Indigenous stakeholders and communities to build capacity for data governance and management within communities;
- Work with external partners and stakeholders from government, industry, and community organizations to clarify expectations of and responsibilities for RDM, including data sharing and re-use where permitted and appropriate; and
- Encourage our tenure and promotion committees to explore how to incorporate data-related work into their review of research excellence and impact, in line with the University's commitment to the San Francisco Declaration on Research Assessment.

Looking Ahead

This Strategy is a living document: it will necessarily evolve as research data management requirements, practices, and understanding evolve. Moving forward, the University of Calgary will ensure that its institutional structures support our research communities as they respond and adapt to this evolution, and that best practices in RDM are part of the fundamental fabric of research as we continue our journey of research excellence.

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Definitions

Definitions are presented in alphabetical order.

Data Management Plan

A formal, living document, typically associated with an individual research project or program that consists of the practices, processes and strategies that pertain to a set of specified topics related to data management and curation throughout the lifecycle of a research project, including after the active phases of the project have been completed.

(Adapted from "4e: What is a data management plan?", *Frequently Asked Questions: Tri-Agency Research Data Management Policy*, last accessed November 29, 2022 at https://science.gc.ca/site/science/en/interagency-research-funding/policies-and-guidelines/research-data-management/tri-agency-research-data-management-policy-frequently-asked-questions#4e; and Digital Research Alliance of Canada, "DMP Tutorial Video Series: Introduction to Data Management Plans (DMPs)", last accessed November 30, 2022 at https://www.youtube.com/watch?v=L9AbOoHk-PA)

Indigenous Data Sovereignty

The inherent and inalienable right of Indigenous communities, nations and governments to govern the data created by, about, or with them, including Traditional Knowledge. It is a key element of Indigenous self-determination and self-government. Frameworks supporting Indigenous data sovereignty include the OCAP® Principles (Ownership, Control, Access and Possession) stewarded by the First Nations Information Governance Centre, and the CARE Principles (Collective Benefit, Authority to Control, Responsibility and Ethics) set out by the Global Indigenous Data Alliance.

(Informed by First Nations Information Governance Centre (August 2022). *Exploration of the impact of Canada's information management regime on First Nations data sovereignty.* https://fnigc.ca/wp-content/uploads/2022/09/FNIGC_Discussion_Paper_IM_Regime_Data_Sovereignty_EN.pdf; Kukutai, Tahu, and John Taylor (eds.) (2016). *Indigenous Data Sovereignty Toward an Agenda.* Canberra: ANU Press. https://press-files.anu.edu.au/downloads/press/n2140/pdf/book.pdf)

Metadata

Information that describes and documents data; it is often called 'data about data'. Most data repositories will require at least a basic set of metadata to be included with any data deposit, such as who created the data; when they were created; and information necessary to understand and reuse the data.

(Informed by UCalgary Libraries and Cultural Resources' Research Data Management LibGuide: https://libguides.ucalgary.ca/c.php?g=395022&p=5068942, and by "4l: What are metadata?", *Frequently Asked Questions: Tri-Agency Research Data Management Policy*, last accessed November 29, 2022 at https://science.gc.ca/site/science/en/interagency-research-funding/policies-and-guidelines/research-data-management/tri-agency-research-data-management-policy-frequently-asked-questions#4l)

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Research Data

Data that are used to support technical or scientific enquiry, research, scholarship, or creative practice, and that are used as evidence in the research process and/or are commonly accepted in a given research community as necessary to validate research findings and results.

(See "1b: What are research data?", *Frequently Asked Questions: Tri-Agency Research Data Management Policy*, last accessed July 13, 2022 at https://science.gc.ca/eic/site/063.nsf/eng/h_97609.html)

Research Data Management

The range of processes and procedures "applied through the lifecycle of a research project to guide the collection, documentation, storage, sharing and preservation of research data".

(See "1d: What is research data management?", *Frequently Asked Questions: Tri-Agency Research Data Management Policy*, last accessed July 13, 2022 at https://www.science.gc.ca/eic/site/063.nsf/eng/h_97609.html#1d)

Research Data Repository

An online database service which acts as an archive for research data. These services manage the long-term storage and preservation of research data, and make them available for discovery and appropriate access through an online catalogue.

(Adapted from Portage Network, "Research Data Repositories 101, Module 2: What are Research Data Repositories?", last accessed November 29, 2022 at https://learn.scholarsportal.info/modules/portage/research-data-repositories-101-module-2/)

Sensitive Data

Data that must be safeguarded against unwarranted access or disclosure. From a legal/administrative perspective, such as that set out in UCalgary's Information Security Classification Standard (see the definitions of level 3 and level 4 information), this can include:

- Personal information, including demographic data and other equity, diversity and inclusion data
- Personal health information
- Research data about humans (i.e., data that are subject to TCPS2)
- Educational records
- Customer records
- Financial information
- Criminal information
- Confidential personnel information
- Information that is deemed to be confidential
- Information entrusted to a person, organization or entity with the intent that it be kept private and access be controlled or restricted

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- Information that is protected by institutional policy from unauthorized access

Sensitive data may also include Indigenous data and/or Traditional Knowledge, data about vulnerable populations, and certain types of geographic information (e.g., detailed locations of endangered ecosystems or species).

(Adapted from Sensitive Data Expert Group. (2020). Sensitive Data Toolkit for Researchers Part 1: Glossary of Terms for Sensitive Data used for Research Purposes. Zenodo. https://doi.org/10.5281/zenodo.4088946 ; and from presentations by Victoria Smith, Privacy, Policy and Sensitive Data Coordinator, Digital Research Alliance of Canada)

FINAL DRAFT

Appendix A: Current UCalgary policies, standards, and schedules with a relation to RDM

The following University of Calgary policies, standards, and schedules have some relation to research data management:

- Acceptable Use of Electronic Resources and Information Policy
- Information Asset Management Policy
- Intellectual Property Policy
- Information Security Classification Standard
- Master Records Retention Schedule (MaRRS): Research Involving Human Subjects
- Master Records Retention Schedule (MaRRS): Research Not Involving Human Subjects
- Research Integrity Policy
- Storage of Inactive Clinical Research Records Policy

There are other policies and systems which might be expected to relate to RDM in some way, but in fact do not as they stand currently: the Privacy Policy and the University Classification System (UCLASS). Research data is excluded from the Freedom of Information and Protection of Privacy Act (FOIPP; see section 4(1(i)) of the act), and thus does not fall under the Privacy Policy. UCLASS applies only to Business Information Assets, as indicated in section 4.9 of the Information Asset Management Policy; Scholarly Information Assets are instead identified and classified "in accordance with discipline-specific taxonomies and the Information Security Classification Standard".

Appendix B: Development of the UCalgary RDM Strategy

In early 2022, the Vice President (Research) convened a Steering Committee and a Working Committee, each co-chaired by representatives from the Vice President (Research) Office and Libraries and Cultural Resources (LCR). Strategy development began by assessing the current state of RDM infrastructure and support at UCalgary, including relevant policies and procedures, practices, supports, services, and resources. This assessment used the Maturity Assessment Model in Canada, developed by the Network of Experts associated with the Digital Research Alliance of Canada. The assessment found the following:

- Institutional Policies and Processes related to RDM at UCalgary are generally not mature.
- IT Infrastructure for RDM at UCalgary is generally at a high level of maturity, with some notable exceptions (Preservation/Archival Storage, Sensitive Data Deposit).
- Support Services for RDM are focused in LCR and IT. Half of these services are mature (robustly operationalized), while the other half are not formalized, under development, or ad hoc.
- Financial Support for RDM, both for infrastructure and for human resources in the key service-providing units (LCR, IT, and the Research Services Office [RSO]) is currently very limited.

The Steering and Working Committees then undertook a future state envisioning exercise, with the intention of articulating a desired near- to medium-term state of RDM at UCalgary in which the institution

1. meets the institution-facing requirements of the Tri-Agency RDM Policy,
2. enables its researchers to meet the researcher-facing requirements of the Policy (i.e., the data management plan and data deposit requirements), and

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3. enables its researchers to meet the RDM requirements which may be put in place by other organizations.

In the summer of 2022, the Working Committee drafted the initial version of the UCalgary RDM Strategy, which was shared with the Steering Committee in August 2022. In the fall of 2022, the Working and Steering Committees sought the UCalgary research community's input on the Strategy through several awareness raising, capacity building, and feedback gathering opportunities. These included:

- Formal presentations to the Indigenous Scholars' Circle, Research and Scholarship Committee, General Faculties Council, Associate Deans Research Council, and the Office of Equity, Diversity and Inclusion.
- Four informal "watercooler" discussions around RDM, the Tri-Agency Policy, and the strategy development process. Two of these watercoolers were general, one focused on research computing services, and one focused on qualitative research.
- The first five webinars in the "Illuminating Research Data Management" capacity-building series, which was funded by a SSHRC Connections Grant for RDM Capacity Building awarded to Dr. Penny Pexman.
- A survey on the draft Strategy which was open to all members of the UCalgary research community, and which asked for feedback regarding each section of the Strategy. The survey ran from October 17-November 20, 2022, and was promoted through multiple channels, including listservs, university-internal communication channels, and the webinars and presentations mentioned above.

The feedback was incorporated into the draft Strategy, and was reviewed by the Working and Steering Committees prior to submission of the Strategy to the Vice President (Research) for approval.

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UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL
INFORMATION BRIEFING NOTE

SUBJECT: **Social Innovation Initiative**

PROPONENT(S)

Dr. Karen Benzies, Director, Social Innovation Initiative, Vice-President (Research) Office; Professor, Faculty of Nursing
Tara Barnas, Manager, Social Innovation, Vice-President (Research) Office

PURPOSE

To inform the General Faculties Council (GFC) of a new initiative in the Vice-President (Research) Office to advance social innovation-based work, research, and projects at the University of Calgary. Aligned with Growth through Focus, the Social Innovation Initiative is (1) taking a new approach to community engagement, (2) developing an operational framework, and (3) seeking to position UCalgary as a leader in this space.

OVERVIEW

The Social Innovation Initiative was created based on the recommendations proposed by UCalgary's multi-disciplinary Social Innovation Taskforce (Feb 2021). Recommendations were to: (1) define social innovation, and its outcomes, and measurement approaches; (2) design effective supports and products to build social innovation capacity; and (3) amplify and recognize the work of social innovators at UCalgary.

Aligned with these recommendations, the Social Innovation Initiative activities include:

- Publishing an empirically derived definition of social innovation for UCalgary and its stakeholders;
- Clarifying and refining UCalgary's role in discovery of, and co-design with community (local, national, international) sustainable solutions to complex social problems;
- Developing an operational framework for social innovation with tools and strategies to connect academic and community stakeholders in sustainable partnerships;
- Designing outcome indicators and measures to demonstrate impact of social innovation at multiple levels in the social innovation ecosystem;
- Fostering social-innovation-based work, projects, research, activities, and initiatives for faculty, students, and trainees by developing meaningful and sustainable relationships/partnerships with community;
- Connecting social innovators (faculty, students, and trainees) at UCalgary to existing training programs and services (e.g., mentorship, coaching, experiential learning) to build capacity for social innovation;
- Exploring how to value, recognize, and amplify the work of social innovators.

KEY POINTS

The purpose of presenting the Social Innovation Initiative to the GFC is to drive awareness of the initiative and encourage members to champion social innovation-based work, research, projects, and initiatives/activities in their faculties and broader networks.

UCalgary has an opportunity to be a leader amongst Canadian post-secondary educational institutions by developing an inclusive and equitable social innovation operational framework that guides our overall operations (research and academic) to improve health, well-being, and prosperity. The operational framework contains an appropriate system/network of supports to triage and facilitate ease of connections while breaking down barriers to work nimbly

and effectively (e.g., adopting easily executable university-community agreements for projects). Adopting the concept that 'every door is the right door' allows works with a socially beneficial outcome to connect with UCalgary's social innovation ecosystem to help mobilize and engage with community to co-create solutions that benefit health, well-being, and prosperity.

It is essential that UCalgary convenes and fosters a social innovation community through 1:1 engagement, hosting social innovation-focused events, workshops, summits, and conferences. The Social Innovation Initiative is actively planning to host Social Innovation Week 2023 (October) in Calgary, a Social Innovation Summit 2024 (May) in Banff, AB, and the International Social Innovation Research Conference 2025 (September), in Calgary.

BACKGROUND

The Social Innovation Initiative is funded through the Incremental Project Grant and reports to the Vice-President (Research) Office. The initiative is led by Dr. Karen Benzies, Director, Social Innovation Initiative, and Professor, Faculty of Nursing, and supported by Tara Barnas, Manager, Social Innovation, and Charity Tsang, Administrator, Social Innovation Initiative.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Vice-President Research Office	Nov. 9, 2022				X
	Associate Deans Research Council	Jan. 11, 2023				X
	Research and Scholarship Committee	Jan. 19, 2023				X
X	General Faculties Council	Feb. 9, 2023				X
	Board of Governors	Mar. 24, 2023				X
	Senate	Mar. 27, 2023				X

NEXT STEPS

Publication/Manuscript – Social Innovation Definition	In progress
Developing an operational framework for social innovation	In progress
Outcome indicators and measures to demonstrate impact of social innovation at multiple levels in the social innovation ecosystem	In progress
Reverse-engineered community engagement (1:1) and supporting the development of co-created projects, research, activities	In progress, on-going
Convening the social innovation community (local, national, international) • Social Innovation Week (October 2023) • Social Innovation Summit (May 2024) • International Social Innovation Research Conference (September 2025)	In progress

SUPPORTING MATERIALS

Appendix 1: Concept Analysis: Defining Social Innovation for Post-Secondary

Defining Social Innovation for Post-Secondary Educational Institutions

Development of a Comprehensive Definition

Dr. Karen Benzies
Director, Social Innovation Initiative; Professor, Faculty of Nursing,
University of Calgary

Appendix 1: RSC

Objectives

By the end of our time together, you will be able to:

- Describe the need for a definition of social innovation for post-secondary educational institutions
- Describe the methodology of a concept analysis
- Provide feedback on the penultimate definition of social innovation for post-secondary educational institutions

Background

"Knowledge of things and knowledge of words for them grow together. If you do not know the words, you can hardly know the thing."

Henry Hazlitt

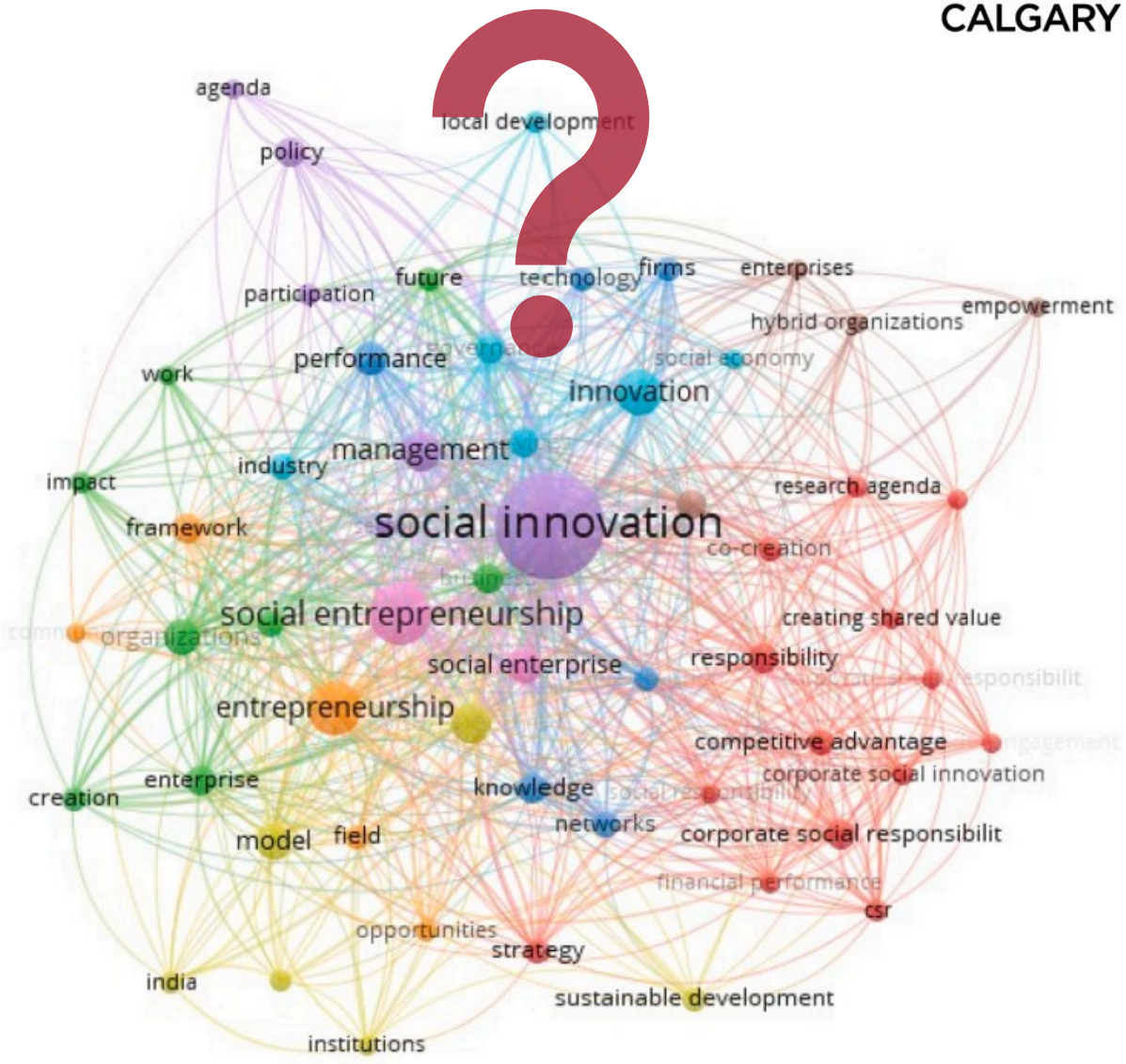
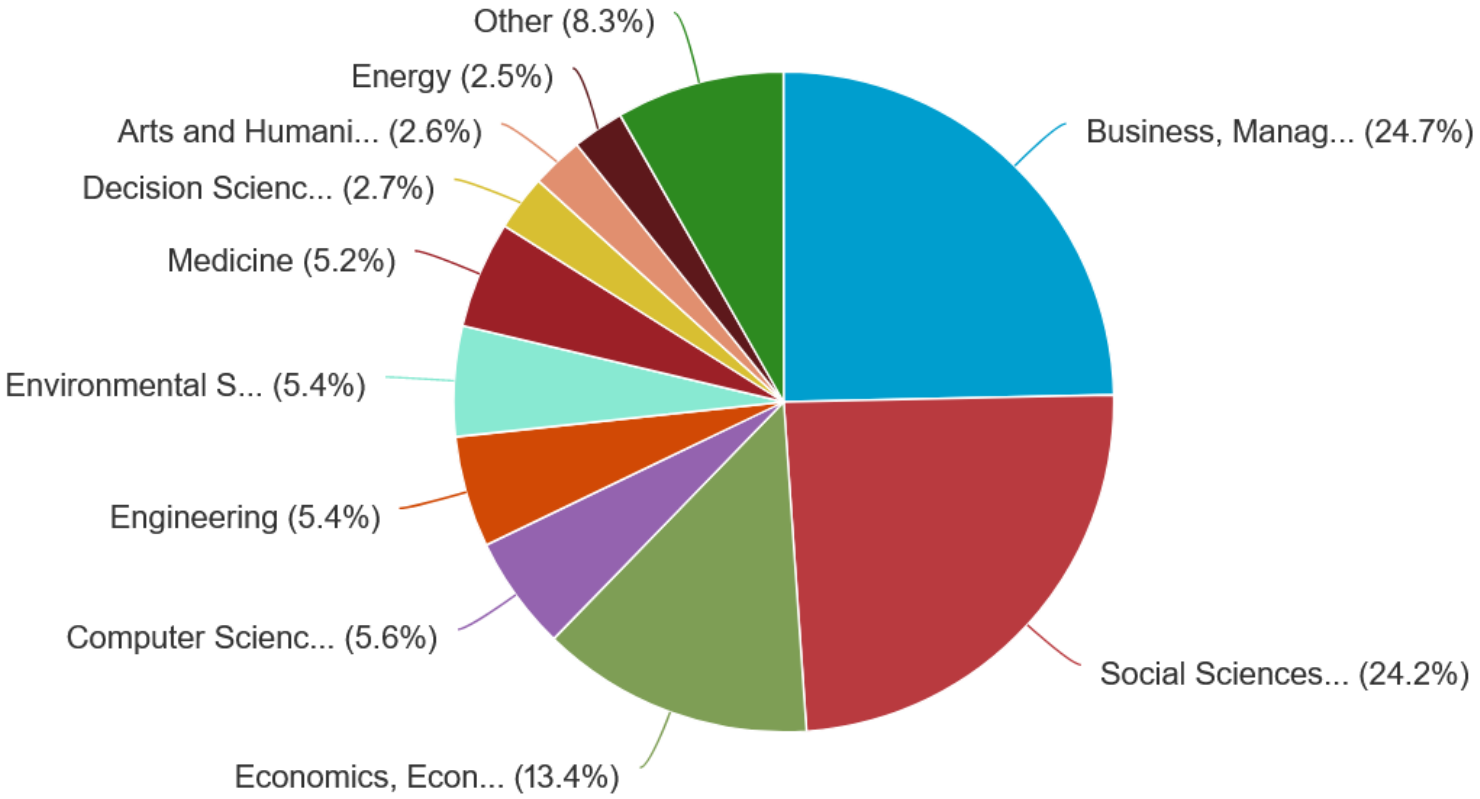


Fig. 1. Mapping of research themes in the social innovation.

Foroudi, 2021

Social Innovation Records by Subject Area

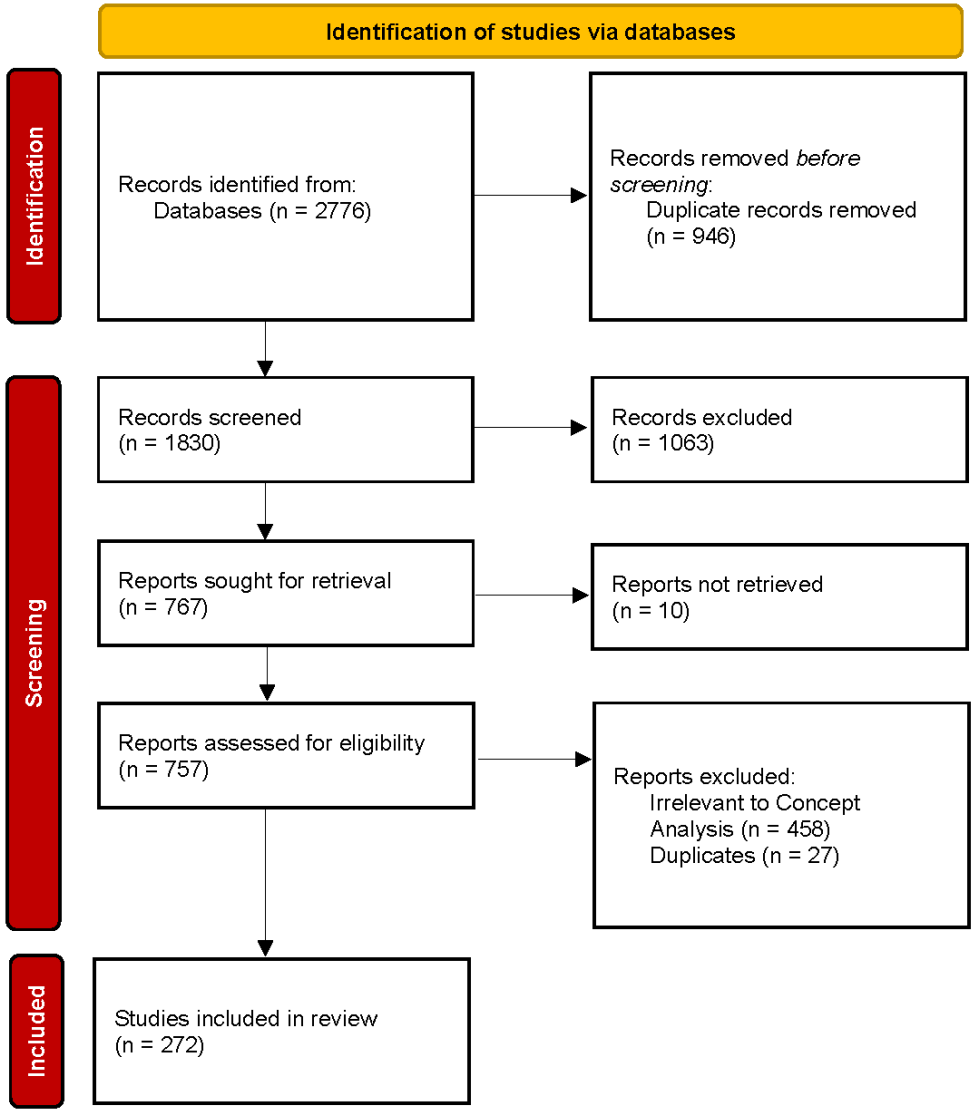


Search courtesy of K. A. Hayden (2022)

Methods Overview

- Concept analysis (Walker & Avant, 2019)
- Academic librarian searched four multi-disciplinary databases
- Screened retrieved records in *Covidence*
- Extracted definitions to Air Table
- De-constructed definitions and coded using Eichler & Schwarz' (2019) five elements
- Synthesis meetings with multi-disciplinary team to rebuild a definition relevant for post-secondary educational institutions

Study Flow Diagram



Elements of SI Definitions (Eichler & Schwarz, 2019)

Of 222 definitions:

- 84% identified social need
- 73% identified innovative element
- 61% identified implementation and execution
- 52% identified improvement
- 51% identified relationships and collaborations

Antadze & Westley cited by Szijarto 2018 *Canada*

"Antadze and Westley (2010) define SI as "a complex process of introducing new products, processes or programs that profoundly change the basic routines, resources and authority flows, or beliefs of the social system in which the innovation occurs" (p. 2). The process focus has been called the "sine qua non" of SI (Hubert, 2010, p. 42). It is likely to include a heavy emphasis on collaboration and co-creation through experimentation, often explicitly drawing on "design thinking"' (e.g., Edwards-Schachter & Wallace, 2015). Collaboration among diverse actors is promoted as a way to foster creativity (e.g., Hubert, 2010) and can involve tapping into multiple funding sources, including from the private sector."

Stanford Center for Social Innovation *USA*

"(SI) a novel solution to a social problem that is more effective , efficient , sustainable, or just than present solutions and for which the value created accrues primarily to society as a whole rather than private individuals. A social innovation can be a product , production process , or technology (much like innovation in general), but it can also be a principle , an idea , a piece of legislation, a social movement, an intervention, or some combination of them."

Benneworth & Cunha, 2015 *Netherlands*

"SI is a socially innovative practice that delivers socially just outcomes by developing novel solutions in border spanning learning communities thereby creating social value by promoting community development, hence forming wider collaborative networks, and challenging existing social institutions through this collaborative action."

Organisation for Economic Co-operation and Development (OECD)

"(SI) that which concerns "conceptual, process or product change, organizational change, and changes in financing and can deal with new relationships with stakeholders and territories. Social innovation seek new answers to social problems by: identifying and delivering new services that improve the quality of life of individuals and communities; identifying and implementing new labour market integration processes, new competencies, new jobs, and new forms of participation, as diverse elements that each contribute to improving the position of individuals in the workforce " (OECD LEEDS program).

Attributes of Social Innovation for PSE

- **Broad** and **inclusive**
- A **phenomenon** rather than way of thinking
- Driven by meaningful **understanding of social need**
- Driven by **discovery** rather than exploitation
- Value accrues primarily to **society** rather than individuals
- Activities involve **community engagement** and **partnerships**
- Balance of **service** and **intellectual** outputs and outcomes

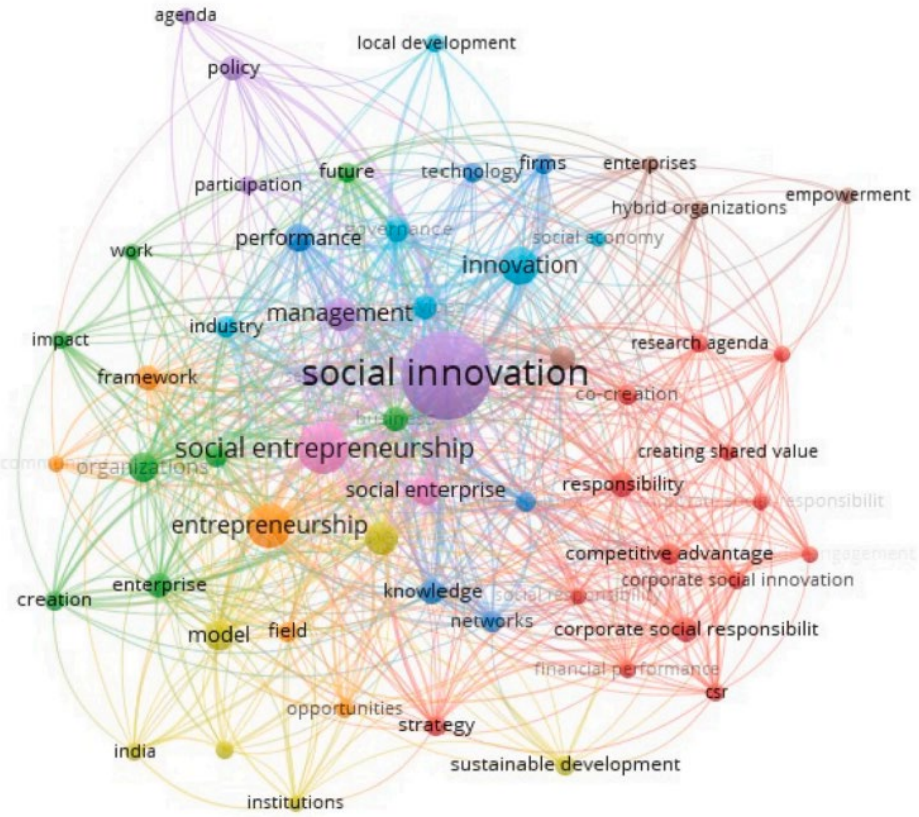


Fig. 1. Mapping of research themes in the social innovation.

Foroudi, 2021

Gaps in Previous Definitions

- ‘Intentionality’ was missing in all previous definitions and important to underpin processes for post-secondary educational institutions
- ‘Community engagement for collaborative action’ has more **relevance** for post-secondary educational institutions than government and community agencies

Penultimate Draft Definition for Feedback

"For post-secondary educational institutions, social innovation is the intentional implementation of a complex initiative to address a social need that is enabled through collaborative action leading to new or improved relationships and capabilities that are more effective, efficient, just, and sustainable."

Concept Synthesis Team

- Karen Benzies, PhD; Vice-President (Research) Office, Faculty of Nursing
- Tara Barnas, BA; Vice-President (Research) Office
- Aleem Bharwani, MD, MPP; Cumming School of Medicine
- Alice de Koning, PhD; Haskayne School of Business
- Jamie Day, PhD; O'Brien Institute for Public Health
- K. Alix Hayden, PhD; Libraries & Cultural Resources
- David Nicholas, PhD; Faculty of Social Work
- Joanne Nowak, PhD; Social Innovation Hub, Innovate Calgary
- Jordana Armstrong, BA; Social Innovation Hub, Innovate Calgary
- Amy Weatherall, BA; Vice-President (Research) Office

Comments? Questions?

https://research.ucalgary.ca/innovation/social-innovation

Dr. Karen Benzies
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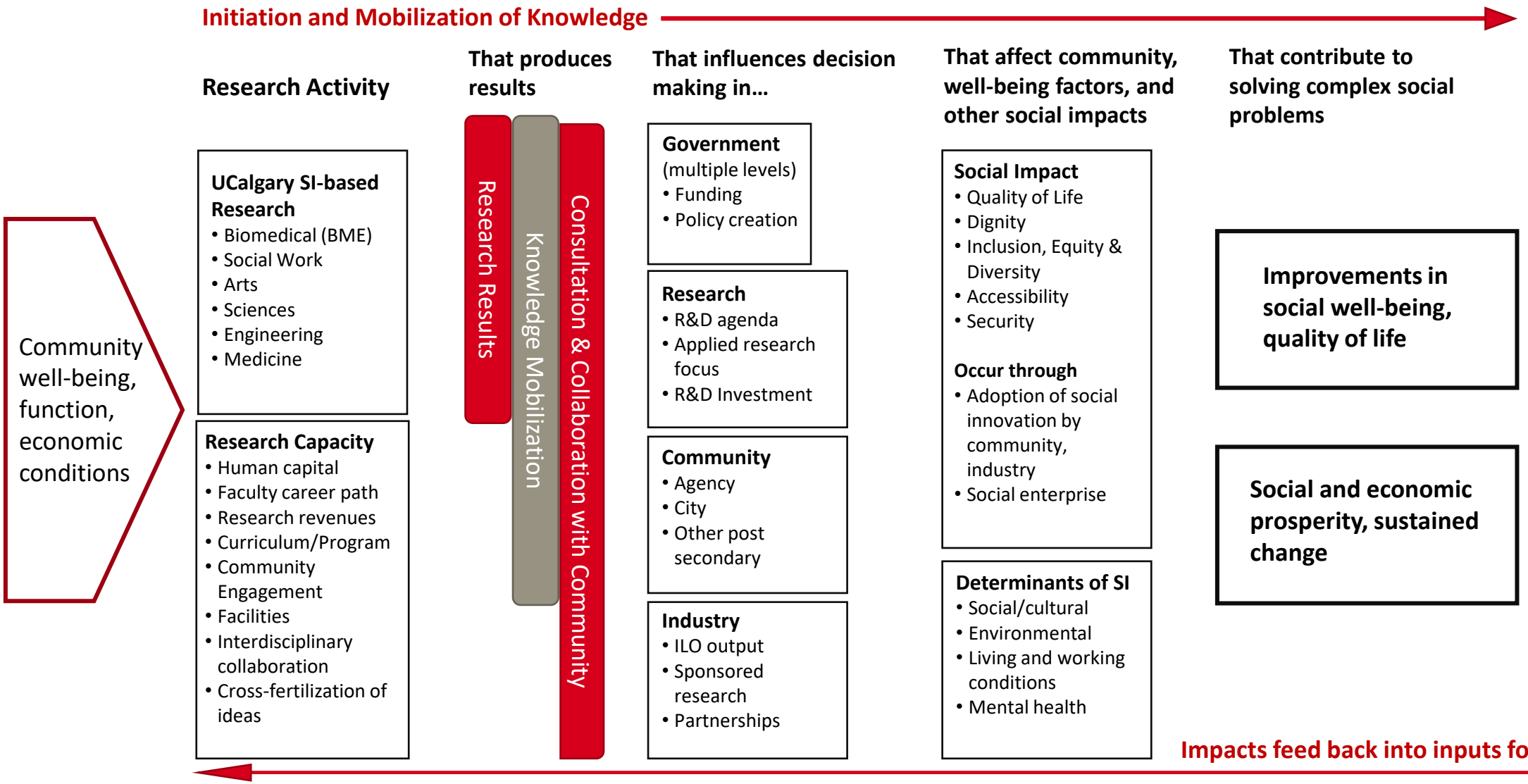
University of Calgary SI Impact Logic Model



PAYBACK FRAMEWORK • Community informs solution need → Knowledge Dissemination → Validated Outputs → Adoption → Sustainment → Final Outcomes

Student Ombuds Office

Annual Report

July 2021 – June 2022

Jeff Stransky

Student Ombuds

University of Calgary

December 2022

Table of Contents

1. Message from the Student Ombuds
2. Overview of the Student Ombuds Office
3. Role of the Student Ombuds Office
4. Event Participation and Professional Development
5. The Year in Review
6. Trends and Patterns Observed
7. Risks
8. Recommendations
9. The Year Ahead

1. Message from the Student Ombuds

The 2021-2022 academic year in the Student Ombuds Office was dominated by issues that were influenced, directly or indirectly, by the COVID-19 pandemic. Cases pertaining to unfairness and conflict increased (28% of identified issues), and a high rate of academic misconduct cases persisted (20% of identified issues). Both were likely exacerbated by the continuation of online course delivery. Regardless of the situation, though, the Student Ombuds Office provided a place for students to voice their concerns, feel heard, and receive guidance on their options to pursue next steps.

Uncertainty is expected in the year ahead but the Student Ombuds' strong partnerships and open communication across campus help assure that students are supported, that university policy is adhered to consistently, and that outcomes are fair and satisfactory to all involved. The Student Ombuds Office is proud to be a part of that effort.

Reporting by the Student Ombuds Office occurs on an annual basis. In recent years, findings have been presented to the Vice-Provost (Student Experience), the University of Calgary Academic Planning and Priorities Committee, and the Student Enrolment Services Council. Following a 6-year absence, this more formal document represents a return to a published annual report which will be presented to the University of Calgary General Faculties Council and will be publicly available through the Student Ombuds Office website.

Jeff Stransky

Student Ombuds

December 2022

2. Overview of the Student Ombuds Office

The Student Ombuds Office is staffed by one person, the Student Ombuds, and serves over 35,000 current University of Calgary students on multiple campuses – Main Campus, Foothills, Downtown, Spy Hill, Edmonton, and the Faculty of Nursing in Qatar. The office also supports Continuing Education students and, as capacity permits, former students and alumni, prospective students, and other individuals outside of the university community.

3. Role of the Student Ombuds Office

The Student Ombuds Office is a confidential, independent, and impartial resource for all members of the university community. The office primarily addresses inquiries from students, and does so in the following ways:

- Discussing concerns or complaints
- Explaining the decision-making process to students confronted with a difficult situation
- Reviewing and assisting in the assessment of relevant available options so that the students can make informed decisions on how best to proceed
- Coaching students on achieving resolutions in a respectful and professional way
- Clarifying policies and procedures that impact students
- Monitoring for common trends or patterns among concerns and complaints received
- Where appropriate, promoting discussion of university-wide student related concerns

The Student Ombuds also commonly refers students to other campus resources. Students may access the support of the Student Ombuds Office at any stage in the process of a problem or dispute.

The Student Ombuds adheres to the Standards of Practice produced by the Association of Canadian Colleges and University Ombudspersons (ACCUO), which can be viewed at https://accuo.ca/resources/publications/standards-of-practice/. The Student Ombuds is a full-voting member of ACCUO.

The Student Ombuds advocates for fairness and reasonable outcomes. The Student Ombuds does not defend or advocate for the student seeking assistance, nor do they defend the university.

4. Event Participation and Professional Development

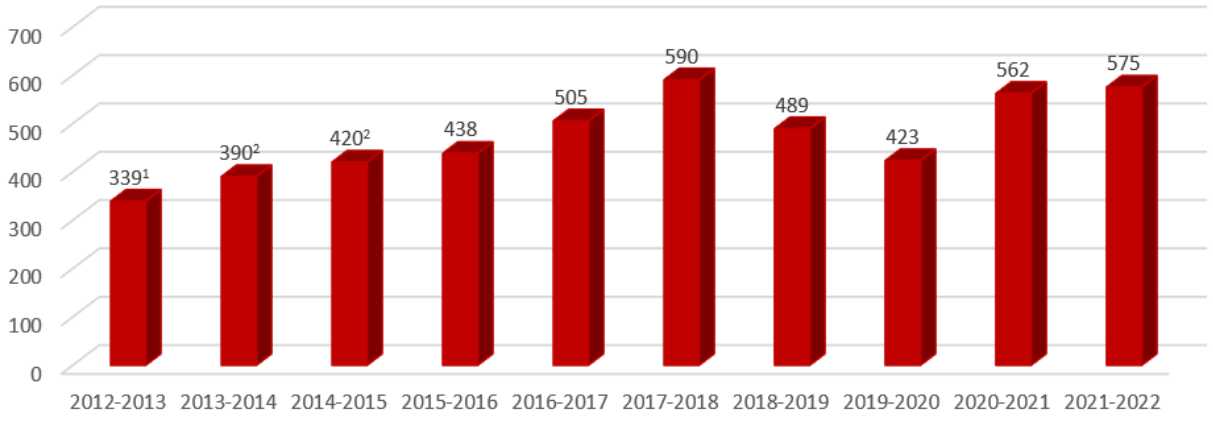
The Student Ombuds participates in professional development to maintain current knowledge and skills pertaining to Ombuds work. The Student Ombuds engaged in the following opportunities in 2021-2022:

- Completed *Certificate in Human Rights Law for Education Professionals* through Osgoode/York University
- Webinar facilitator, *Academic Integrity: The Role of an Ombuds in Academic Integrity* (Taylor Institute Academic Integrity: Urgent and Emerging Topics Series)
- Member, Faculty of Graduate Studies EDI Working Group
- Member, December 6 Event Advisory Committee, *National Day of Remembrance and Action on Violence Against Women*
- Attended virtual Western regional ACCUO meetings, and hosted the spring meeting of the Alberta Network of Ombuds in Higher Education
- Completed Alberta Human Rights Commission Workshop, *Human Rights in the Workplace*
- Attended EDI professional development events:
    - *Ombuds and EDI*
    - *Black Minority Ethnic Experiences in Higher Education*
    - *Indigenous Awareness and Education*
    - *Indigenous 101: The Stories We Are Told*
- Participant, Alberta Council on Academic Integrity, including ACAI Provincial Meeting and Academic Integrity Week
    - *The Intersection of Academic Integrity and Mental Health*
    - *Contract Cheating in Alberta and Beyond*
    - *FOIP Training for Academic Integrity*

5. The Year in Review

For the annual reporting period of July 1, 2021, to June 20, 2022, new case files were opened for 575 individuals.

Figure 1. Annual number of students served, 2012-2022



[1]Based on 10 months of data only.

[2]For the 2012-2015 period, a data discrepancy exists in the 2015-2016 annual report. The numbers reported here are believed to be correct.

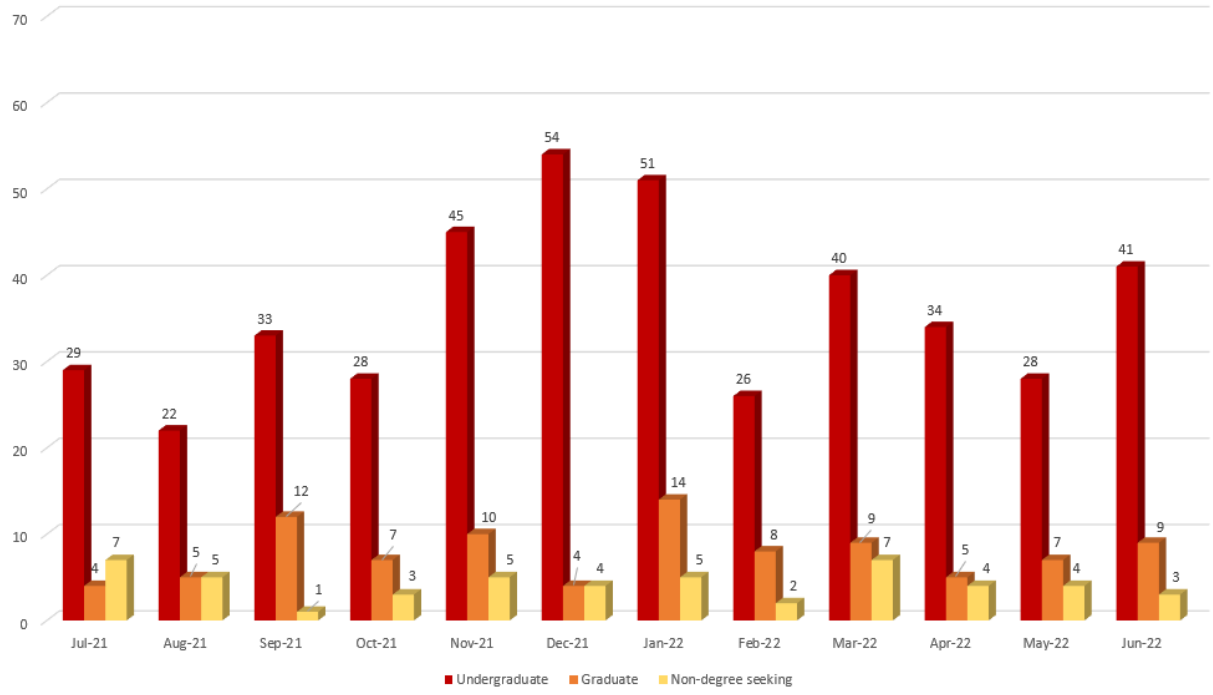
Table 1. Annual number of students served, 2017-2022

	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Undergraduate	462	361	320	434	**431**
Graduate	76	79	52	81	**94**
Non-degree seeking[1]	52	49	51	47	**50[2]**
Total	590	489	423	562	**575**

[1]Includes Open Studies and Visiting students, Continuing Education students, Alumni, previously registered students, prospective students, and any other community inquiries.

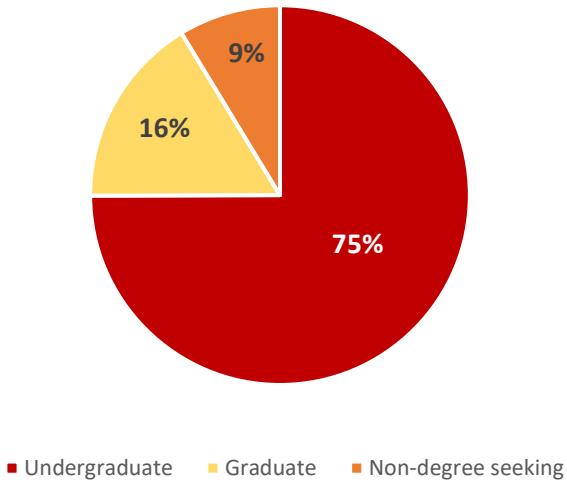
[2]Open Studies/Visiting (24); Continuing Education (4); Alumni (3); Prospective Students (12); all other non-registered individuals (7).

Figure 2. Number of files opened per month (n=575)



- The three highest-traffic months of the year, based on total new files opened, were January (70), December (62), November (60).
- The three lowest-traffic months of the year were October (38), February (36), August (32). These numbers are commonly impacted by vacation days when the Student Ombuds is unavailable, and no new files are opened.

Figure 3. Categories of students seeking support (n=575)



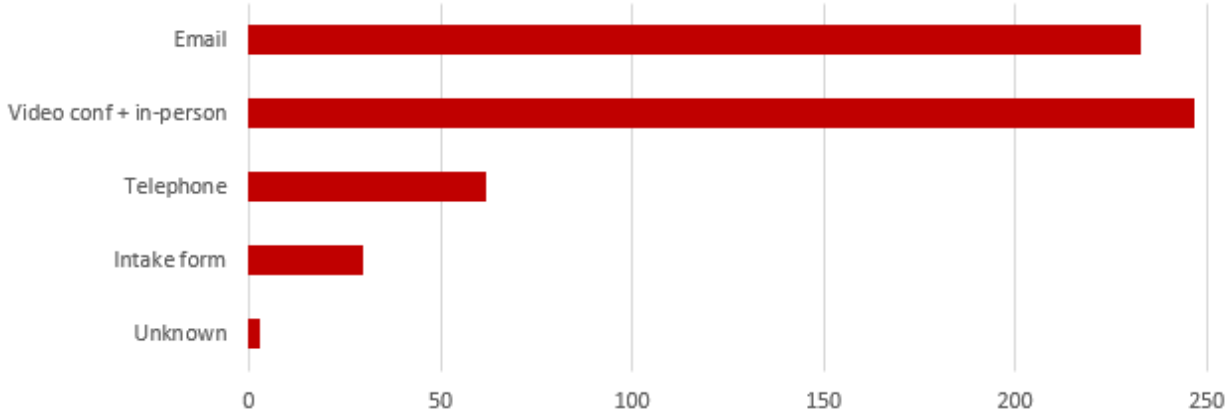
- Of 93 total graduate students, 59 were enrolled in master's programs, 32 in doctoral programs, and 2 in professional certificate programs.

Table 2. Referrals to Student Ombuds Office (n=164)

Referred by	
Associate Dean/Dean	42
Faculty Advisor	22
Student/friend	22
SU, GSA, or other student association	16
Website	13
Student Success Centre	11
Registrar's Office/Enrolment Services	10
Student Wellness Services	10
Professor/instructor	9
Student Accessibility Services	6
All other	3

- Students are invited to identify, on an Advising Intake Form, how they learned about the Student Ombuds Office. Because not all students submit these forms, and because this information is provided on a voluntary basis only, sample size (164) is significantly smaller than the total number of case files opened annually.

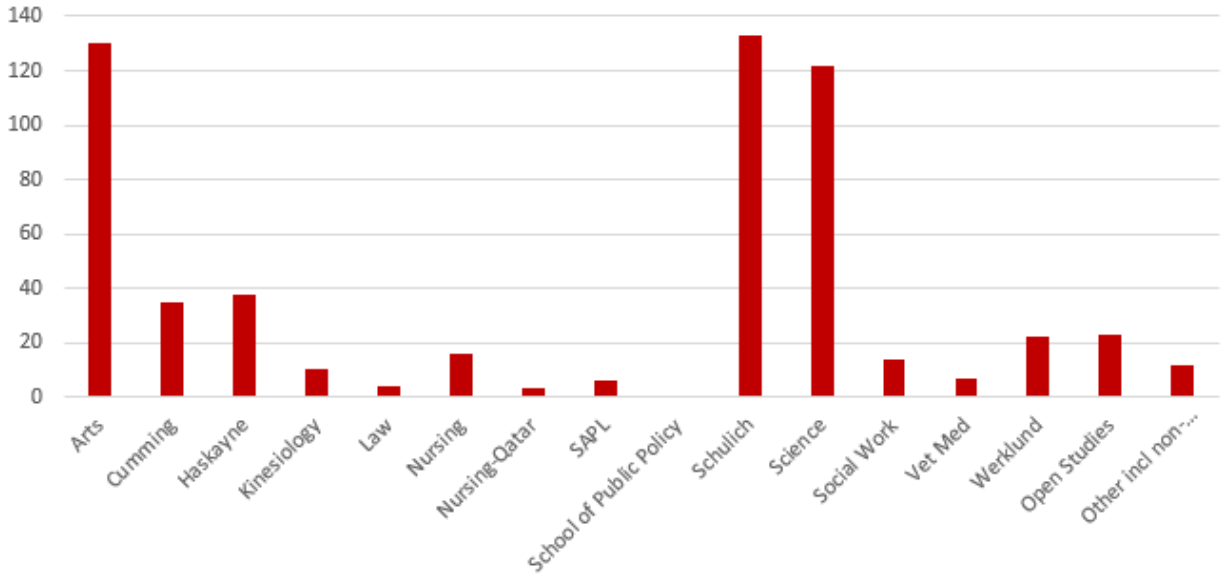
Figure 4. Method of Initial Meaningful Contact (n=575)



- "Initial Meaningful Contact" refers to the first substantial exchange of information. A very brief email exchange followed closely by a scheduled Zoom meeting is not counted as 'Email', but rather as 'Video conference'

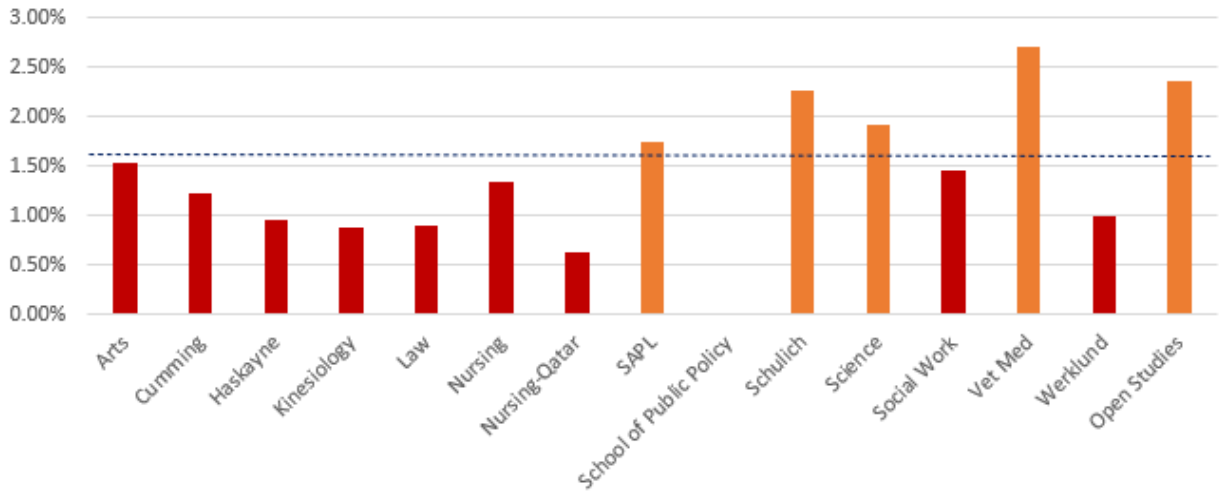
- In the collection of student traffic data, no differentiation was made between video conferences and in-person meetings. The total number of in-person meetings that occurred in 2021-2022 is estimated at less than 20.

Figure 5. Case Distribution by Faculty (n=575)



- 'Other' includes non-students, Continuing Education, and Unknown

Figure 6. Case Rate by Faculty (accounting for differences in enrolment; campus-wide average=1.61%)



- In 2021-2022, 1.61% of the student population (575 new files, of 35,667 total students[1]) accessed Student Ombuds support. Orange columns indicate faculties whose students accessed support at a rate greater than the campus average.

Table 3. Case Distribution by Nature of Issue (n=702)

Rank 2021-2022	*Rank 2020-2021*	Nature of Issue	Total issues identified 2021-2022	*2020-2021*
1	[2]	Unfairness and conflict	**195**	[170]
2	[1]	Academic misconduct	**141**	[198]
3	[4]	Required to withdraw	**90**	[74]
4	[3]	Grade reappraisals, faculty-level appeals	**83**	[92]
5	[5]	Registration appeals	**36**	[39]
6	[10]	Accommodations	**29**	[15]
7	[6]	Admissions	**27**	[37]
8	[8]	Extenuating circumstance withdrawals	**24**	[26]
9	[7]	Non-academic misconduct	**23**	[27]
10	[9]	Money-related	**22**	[20]
11	[11]	EDI	**12**	[9]
		All other	**20**	[4]

- Many students (104) identified and/or required assistance with more than one issue, hence the difference between the total number of student files opened (575) and the total number of issues identified (702).
- "Unfairness and conflict" refer to those issues categorized as Grievances, Student Rights, or Supervisor Issue. Supervisor Issue on its own increased to 26 in 2021-2022, up from 16 in 2020-2021 (*this will be isolated as its own category in 2022-2023*).
- "Money-related" refers to issues pertaining to fees appeals, financial assistance, awards, funding, etc.
- Inquiries pertaining to U of C's COVID-19 vaccination mandate were most commonly classified as "Accommodations" issues, and they largely account for the significant growth in this category.

[1] University of Calgary Office of Institutional Analysis (2022). *Fact Book*. Retrieved 2022-09-12 from https://www.ucalgary.ca/provost/oia/fact-book

6. Trends and Patterns Observed

Academic misconduct

In a year characterized by high volume of academic misconduct allegations[2], investigations by departments and faculties were typically conducted in a timely fashion. This is consistent with what is required through the University of Calgary Student Academic Misconduct Procedure. Anecdotal reports from Ombuds offices at other U15 institutions indicate that misconduct investigations spanning several months have become common and are of great concern (not least of all, from a procedural fairness standpoint). U of C's policies and procedures regarding academic misconduct were applied effectively this year, and the diligence of faculties to follow them is commendable.

Compassionate consideration for international students

Many international students spent a large part of the 2021-2022 academic year trying to continue their studies remotely. Multiple faculties were particularly sensitive to this and were sympathetic when it appeared that a student's ability to progress academically was in jeopardy. It appears that great care was often taken, by Associate Deans in particular, to assess students' ability to succeed upon returning to a traditional in-person learning environment. The Student Ombuds noted many cases where faculties appeared to err on the side of giving students another chance, more so than they might have in the past.

The following are examples of issues identified by international students:

- Individual health concerns, especially COVID-19 outbreaks which impacted both the health of students and their families
- Technology limitations abroad, including inconsistent access to internet and multi-factor authentication issues with foreign mobile networks, creating barriers in access to myUofC and ucalgary email (including for time sensitive communications regarding student academic standing)
- Distant time zones and problematic scheduling of synchronous lectures and assessments (students commonly attended lectures or completed assessments in the middle of the night)
- Travel interruptions, and challenges securing or updating immigration documents

The University of Calgary is situated in an affluent city, province, and country. It was important for the institution to not lose sight of the fact that many students, in a year of remote learning, were not similarly situated. The Student Ombuds regularly observed examples that the institution considered this in its decision-making, and at multiple levels: teaching faculty, Department Heads, Associate Deans, and support staff.

[2] In 2021-2022, 754 incidents of alleged academic misconduct were reported campus-wide. (University of Calgary Office of the Vice-Provost (Student Experience). (2022). *Student Academic Misconduct Policy Annual Report July 1, 2021 – June 30, 2022*)

7. Risks

Mental health concerns

When consulting with the Student Ombuds, students commonly identify mental health concerns[3] as a contributing factor in their situation, regardless of the issue type. The Student Ombuds Office does not collect data on these concerns. Anecdotally, however, the most identified concerns include ADHD, anxiety, and depression.

Less common, but nonetheless concerning, are situations in which students identify more serious mental health diagnoses or otherwise exhibit behaviors that require professional mental health support not available through the Student Ombuds Office. Affected students commonly describe their perception of limitations on support available through other student services departments.

Mental health concerns represent a threefold risk:

1. They can be serious enough that relatively innocuous conflicts with policies, regulations, or other individuals can quickly escalate to a point where non-academic misconduct eclipses the original concern (e.g., student disagrees with an assignment grade received, they broach the subject with the instructor, communications then deteriorate to a point where the student's behaviour may be considered non-academic misconduct, the student's ability to succeed in the course is then potentially impacted, and the behaviour also raises concerns for the well-being of the student, instructor, and/or the rest of the class).
2. Students identifying these concerns, especially more serious concerns, consume an inordinate amount of time resources, often across multiple departments. In the case of a limited-resource department like the Student Ombuds Office, an excess of time spent on any one student can have a detrimental impact on the Office's ability to respond quickly to other students' inquiries.
3. The provision of dedicated mental health support lies outside the Terms of Reference of the Student Ombuds Office and, more importantly, the Student Ombuds is not a trained mental health professional. Assisting students amid complex mental health situations is risky, it is psychologically taxing, and if other campus mental health supports are compromised, undue reliance on the Student Ombuds Office to support these students is both unsustainable and ill-advised.

Business continuity in the Student Ombuds Office

The Student Ombuds Office is comprised of one staff only. No administrative support currently exists within the office, and the Student Ombuds is solely responsible for all front-line student support and backstage operational requirements. Currently, when an anticipated short-term absence occurs (e.g., vacation), autoreply messages are deployed to guide students on how they can access allied support

[3] 'Mental health concerns' are defined as *a spectrum of concerns that can range from distressing temporary symptoms to a wide range of mental health disorders and illness affecting one's mood, thinking, behaviour, or physiological responses.* (Mental Health Commission of Canada and Standards Council of Canada (2020). *Mental health and well-being for post-secondary students.* CSA Group. https://www.csagroup.org/store/product/CSA%20Z2003:20/)

resources on campus. The Student Ombuds Office email is monitored for emergency situations and to offer simple office referrals whenever possible.

In the case of an *unanticipated* short-term absence, informal rapid deployment of replacement Ombuds staff does not occur. This is, in part, due to confidentiality concerns relating to the nature of Ombuds work. For similar reasons, maintaining of business continuity is problematic if the Student Ombuds is unexpectedly absent for an extended period or otherwise vacates the position on short notice. This concern has become more urgent based on the recent increase in service demand.

Currently, the services of the Student Ombuds Office are almost completely interrupted when the Student Ombuds is absent. A more appropriate business continuity plan, including additional Ombuds advising support, is needed if a continuously available Student Ombuds Office is considered a priority.

8. Recommendations

In 2021-2022, the Student Ombuds Office interacted with less than 2% of the student population at the University of Calgary. Because of the often-sensitive nature of their difficulties, the information presented by these students can be incredibly vague, highly detailed, or somewhere in between. Additionally, the Student Ombuds may support a student with a single 15-minute phone conversation, or with many hours of detailed consultation through an evolving situation. As a result, drawing scientific conclusions and establishing detailed recommendations is challenging.

Nevertheless, based on this year's experience, the Student Ombuds offers the following recommendations:

1. Adherence to established policies, procedures, and regulations remains critically important to assure predictable and fair consideration when students encounter difficult situations. The U of C community is reasonably proficient at this and must continue to be so.
2. Patience and compassion should continue to be prioritized in all interactions. The challenges of the past three years have had universal impact, and we must presume that students' struggles are ongoing and may not yet be completely understood.
3. Because of the frequency of mental health concerns experienced by students, U of C must continue to prioritize initiatives to support student mental health.

9. The Year Ahead

If the unpredictability of the virus causing COVID-19 is any indication, an unpredictable year ahead for the Student Ombuds Office seems likely. Supporting and guiding students to fair outcomes quickly and consistently through such an uncertain time is, and will continue to be, a top priority.

The Student Ombuds Office welcomes formal and informal feedback on this annual report, as well as about the services provided, to ensure students are receiving the best support and service possible.

Please contact:

Student Ombuds Office

Email: ombuds@ucalgary.ca

Web: https://ucalgary.ca/ombuds/

Telephone: 403.220.6420

Location: MacEwan Student Centre, Room 274

UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE
Report to General Faculties Council
for the meeting held January 25, 2023

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

Recommendation of the Establishment of the 2023-2024 GFC Elected Membership Distribution

The EC reviewed the results of the annual calculation by the Office of Institutional Analysis (OIA) of the GFC elected member distribution for 2023-2024.

In response to questions, it was reported that:

- Faculties have the elected academic staff member seats calculated by the OIA as described in Section 24.2.b of the Post-Secondary Learning Act (PSLA), and most Faculties also have at least one additional academic staff member seat assigned to them by the GFC under Section 25 of the PSLA
- If one of the two Faculties that is losing a seat on the GFC does not have a representative ending their term on June 30, 2023, the University Secretary will work with the Dean to determine the best way forward

The EC voted to recommend that the GFC establish the total number of elected members to be on the GFC and determine and assign to each Faculty the number of members that may be elected by that Faculty, as set out in the document.

Endorsement of Change to a Recent Appointment to the GAPS

The EC heard that this item of business is clean-up, because circumstances changed after the November 16, 2022 meeting of the EC and a new member of the Graduate Academic Program Subcommittee (GAPS) is now not needed until July 1.

The EC voted to approve that the term of appointment to the GAPS of Kimberly Lenters, Werklund School of Education, will be from July 1, 2023 to June 30, 2026 rather than January 1, 2023 to June 30, 2025.

Revisions to the GFC Bylaws

The EC reviewed the updated proposal to revise the GFC Bylaws. The University Secretary provided an overview of the revisions made as a result of feedback from the EC and GFC.

Discussion included:

- Section 7.7.1 of the Bylaws was discussed again. It was noted that it still sets out that a vote in favour by two-thirds of the members present at the meeting is required to pass a motion to overturn a ruling of the Chair. It was suggested that this threshold instead be set at 50% +1 (majority of the members present), as this signals trust in the GFC members and that the Chair must maintain support from the majority of members, and it was observed that there are some other universities that have this lower threshold.

- The University Secretary reiterated the opinion that a higher threshold should be required for motions of this nature that overrule a Chair's ruling. The GFC currently enjoys collegial operations, and there is a desire for this to continue. It was noted that there also may be unintended consequences if a change is made to the Section 7.7.1 voting threshold.

In response to questions, it was reported that:

- It was clarified that the change proposed to section 3.4 is that the members who are appointed by title in section 3.1 of the Bylaws (the Vice-Provost (Teaching and Learning), Vice-Provost (Student Experience), Chief Information Officer, and President of the University Faculty Association) can designate an individual to act in their place for any meeting of the GFC
- Section 3.3 of the Bylaws sets out the procedure for if a GFC member will be absent from three or more consecutive GFC meetings. It will be current practice that electing/appointing bodies may, if desired, elect/appoint alternate representatives who may serve if a member will miss a GFC meeting, and the University Secretary will work with these bodies on the procedure for this and ensure that the procedure fulfills necessary requirements including ensuring an individual attending is properly prepared and informed to participate in a fulsome manner. It was emphasised that individual elected/appointed GFC members cannot name an alternate for themselves.
- At GFC meetings abstention votes do not count as in favour of or against a motion, and Section 8.2 of the Bylaws now sets this out. In the case of a vote like set out in Section 7.7.1, abstention votes will not change the number of votes in favour needed to pass a motion to overturn a ruling of the Chair, for example, if 60 members are present then 40 votes in favour are needed to pass the motion to overturn regardless of how many members present choose to abstain from voting (they are still present even if they opt not to vote).
- When periodic reviews are conducted, such as periodic reviews of the GFC Bylaws, the University Secretariat looks at the notes from the prior review to be reminded of feedback that may not have been incorporated at that time
- The proposed addition to the GFC Bylaws, that members will "*ensure that they reflect and respect the diversity of the University*", means that members are meant to consider reconciliation and Indigenous engagement and equity, diversity, inclusion, and accessibility during the conduct of GFC business. The PSLA sets out how the members of the GFC are elected/appointed, and, while diversity is desired, the GFC Bylaws cannot dictate membership criteria. The Office of Equity, Diversity and Inclusion is working on guidelines to advise units on committee/representative nomination and selection processes.

The EC voted to recommend that the GFC approve the revised GFC Bylaws.

Review of the Draft February 9, 2023 GFC Agenda

The EC reviewed the draft agenda for the February 9, 2023 GFC meeting.

The EC discussed:

- The format for the GFC meetings for the remainder of the academic year, including:
    - It has been heard that some members of the GFC would prefer a virtual or hybrid format for the meetings. It was noted that some members have also expressed preference for in-person.
        - The University Secretary noted that the GFC meeting space, ST147, cannot support full participation in a hybrid meeting and so hybrid GFC meetings are not being

offered. Other spaces have been explored but the requirements of the GFC cannot be met. ST147 is on a list for possible renovation. In response to questions, it was reported that some institutions are doing in-person GFC (or equivalent) meetings, some institutions that are doing hybrid meetings are now questioning if this is allowing for full participation, and a few have remained solely virtual.

- The University Secretary confirmed that it will be current practice that Faculties/ groups may, if desired, elect/appoint alternate representatives who may serve if a member cannot attend a GFC meeting, and the University Secretary will work with these bodies on the procedure for this

- In-person meetings arguably allow for better dialogue and engagement
- While it can become obvious during an in-person meeting that quorum is lost, there is no way to know if members connected to a virtual GFC meeting are actually present
- It was concluded that the February 9, 2023 meeting will be held in-person in ST147, and the remaining GFC meetings of this academic year will alternate in format with the concluding June 15 meeting being held in person, as posted on the GFC website
- It was agreed that, for the 2023-2024 meetings, consideration will be given to when the last day of classes is each term and, if the format for the GFC meetings will still be alternating, in-person meetings not be scheduled for when instructors and students may prefer to be off campus (e.g. after the end of classes in December). The 2023-2024 meeting schedule is being brought for approval at an upcoming EC meeting, and the expected format for the meetings will be determined at this time.

- In response to a question, it was reported that the Social Innovation Initiative item is an information item describing what is happening at the University in this area, and that this presentation was given at the January 19, 2023 meeting of the GFC's Research and Scholarship Committee
- In response to a question, it was reported that the GFC's Teaching and Learning Committee has recommended that the GFC approve the new University of Calgary Teaching Award in Inclusive Excellence, and that not all of the business before the GFC has to be seen by the EC as the other standing committees have purview of some matters as outlined in each committee's Terms of Reference

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Ed McCauley, Chair and Penny Werthner, Vice-Chair

UNIVERSITY OF CALGARY

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Report to General Faculties Council for the meetings held on December 12, 2022 and January 16, 2023

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

December 12, 2022

Approval of a New Admissions Requirement for the Undergraduate Medical Education Program – Indigenous Canada Course

The APPC learned that in response to the Truth and Reconciliation Commission of Canada: Calls to Action, the ii 'taa'poh'to'p strategy, and to ensure incoming students have a baseline knowledge of Indigenous peoples, the Undergraduate Medical Education (UME) program is proposing that applicants to the Medical Doctor (MD) program be required to complete the Indigenous Canada Course. The Indigenous Canada Course is a 12-lesson Massive Open Online Course (MOOC) that explores the different histories and contemporary perspectives of Indigenous peoples living in Canada, is offered via Coursera and can be accessed for free by anyone.

The APPC discussed with UME the reasons for not presenting alternative course equivalents for admission and its concern with this approach; what other medical schools are requiring; the format of the course and how it is assessed; timelines for completion; and whether it might be better to integrate Indigenous Education content into an orientation.

The APPC further discussed its concerns regarding the lack of equivalencies and how this could be viewed and agreed that at a minimum there should be other course equivalencies which could be accepted for admissions, in addition to the Indigenous Canada Course, in particular UCalgary courses or programs and proposed that to allow the program time to survey/assess other courses for equivalency that the Indigenous Canada Course be required for admission for 2023 only and that the UME return to the Committee with a new proposal in Fall of 2023 for the following admissions cycle.

Approval of a Load Change for the Load Change for the Undergraduate Medical Education (UME) Program

The APPC learned that the MD program is proposing several changes to its curriculum, resulting in a load change, and that the curricular changes are the result of extensive review and consultation and will allow a greater focus on student wellness, create more community-engaged learning opportunities, and increase the focus on Equity, Diversity and Inclusion issues. It was confirmed that the phrase 'load change' is government terminology and refers to the total number of units required for a program changing.

The APPC discussed the curricular review process and the design thinking process and model used; the make-up of the Taskforce Committee assigned to review the curriculum; and consultation conducted on the proposal.

The APPC approved the proposed load change for the Undergraduate Medical Education (UME) program in the Cumming School of Medicine, the proposed load change will be submitted to the Ministry of Advanced Education for final approval.

Approval of a Bachelor of Arts in Art History Creation of a (Co-op Option)

The Faculty of Arts presented a proposal to add a Co-op option for students enrolled in the Bachelor of Arts (BA) in Art History. The APPC learned that the addition of a Co-Op option for Art History will bring this program in line with other majors within the Faculty and will provide students an opportunity to integrate a work-integrated learning experience into their studies.

The APPC discussed how students can view opportunities and what supports are in place to assist students with putting together their application, finding employers, and recruiting new employers to participate in the program.

The APPC approved the addition of the Co-operative Education (Co-op) option for students enrolled in the BA in Art History program.

Approval of the Creation of a Bachelor of Science in Data Science

The APPC learned that the Faculty of Science is proposing to create a new Bachelor of Science in Data Science in response to increasing demand. The program is focused on providing students with skills from the fields of mathematics, statistics, and computer science to prepare them for working in industry or going on to graduate school, is transdisciplinary in nature, and complements the other majors in the Faculty. It was noted that the University has received government expansion funding for this program.

The APPC discussed the proposed enrolment targets and assumptions and the associated marketing initiatives, the hiring plan and commented on the extensive consultation completed to prepare this proposal and noted its excitement to see this level of cross pollination in a new program.

The APPC approved creation of the Bachelor of Science in Data Science. The proposal will be submitted to the Ministry of Advanced Education for final approval.

Program Redesign for the Bachelor of Social Work

The Faculty of Social Work presented an overview of the redesigned Bachelor of Social Work (BSW), outlining changes to course sequencing and elective options. The APPC learned that the proposed redesign aligns with the values set out in the Faculty's Strategic Plan and maintains the core learning objectives required for accreditation. It was reported that further consultation with the Registrar's Office on the admissions processes for the redesigned BSW is needed and the admissions changes will be presented at a future meeting.

The APPC discussed the consultation conducted on the redesign; the proposed timelines for current students to complete the existing program and to begin offering the new curriculum; the required core course centring on Africentric social work practice, anti-colonial, decolonizing, and anti-racist practices and how this course relates to the Faculties Strategic Plan Objective A and accreditation; and how Equity, Diversity and Inclusion and Accessibility (EDIA) principles will be addressed in core versus elective courses and the program in general.

The APPC provided recommendations to strengthen the proposal relating to EDIA.

Due to a lack of time and the need for further discussion prior to a vote the APPC agreed to postpone a decision on this item and invited the Faculty back to a future meeting to further review the proposal.

January 16, 2023

Approval of Changes to Graduate Admissions Section: A.3 Admission Categories, Qualifying Students

The Faculty of Graduate Studies presented changes to Section A.3 *Admission Categories, Qualifying Students* in the Graduate Chapter of the University Calendar. The APPC learned that the changes clarify that time spent as a qualifying student does not count as time in program and that the category is intended for thesis-based students and only used for course-based students in special circumstance. It was reported that the category was always intended for thesis-based students and to be used on a limited basis, but that some course-based programs were using this category regularly, which was administratively burdensome and created challenges for international students.

The APPC approved the changes to Section A.3 Admission Categories, Qualifying Students in the Graduate Chapter of the University Calendar as presented, effective for the 2023-2024 Calendar.

Approval of the Termination of the MSc in Educational Research

The Werklund School of Education (WSE) presented a proposal for the termination of the Master of Science in Educational Research. The APPC learned that as a result of structural changes in the WSE and based on discussions with faculty and students from 2011 – 2015 the content from the MSc in Educational Research was replaced with an equivalent MA program, and the WSE is now proposing that the MSc in Educational Research be terminated to clean up admissions pathways. There have been no students in the MSc in Educational Research since 2019.

The APPC discussed the importance of terminating programs which are no longer being offered.

The APPC approved the termination of the Master of Science in Educational Research, effective immediately. The proposal will be submitted to the Ministry of Advanced Education for final approval.

Approval of a Change in Course Requirements for the PhD in Educational Research in Adult Learning

The WSE presented a proposal to change the course requirements for the Adult Learning (AL) Specialization in the PhD in Educational Research explaining that the WSE is proposing that an additional three-unit course be added to the AL Specialization to bring the total number of units required for all PhD in Educational Research specializations into alignment.

The APPC discussed the content of the new course and course sequencing for a student in the AL Specialization and when the new course will be offered. The APPC was assured that the WSE does not anticipate that students will find the additional course work burdensome, as there have been no concerns from students in the other specializations who have been completing this number of units and it is believed this course will better prepare students by deepening knowledge and addressing content and research focus issues.

Approval of a Change in Course Requirements for the MSc and PhD in Psychology

The department of Psychology brought forward a proposal to change the course requirements for the MSc in Psychology from six to zero units and from twelve to six for the PhD in Psychology explaining the challenges students have been having finding elective courses. The APPC also learned that the change brings the programs into better alignment with other similar programs in the U15 and is supported by faculty and students.

It was confirmed that experimental and clinical programs in psychology are separate entities and the proposed changes will not have any effects on the licensure of students in the clinical program.

The APPC discussed progression from the MSc to the PhD program; why the department struggles to offer enough elective courses, including staffing and budget challenges; that the change means students will have more time in the lab to focus on research; how the programs integrate indigenous content.

The APPC provided suggestions for the department to continue to consider, including whether more elective courses for PhD students versus MSc students makes sense pedagogically and how to better integrate Indigenous content into the program to ensure all graduates have baseline knowledge and awareness, noting the impact of this area of study on Indigenous peoples.

The APPC approved the change in course requirements for the MSc in Psychology and PhD in Psychology.

Approval of a Change in Course Requirements for the Software Engineering Specialization in the Course-based Master of Engineering in Electrical and Computer Engineering

The Schulich School of Engineering (SSE) brought forward a proposal to increase the course requirements for the Software Engineering (SE) Specialization. The APPC learned that many applicants do not have the required background to complete the Software Engineering Specialization, so the SSE has been admitting applicants as *Qualifying Students* while offering them bridging courses before admitting them as *Regular Students* to the SE Specialization. The increase to course requirements is a result of adding the bridging courses as foundation courses to the SE Specialization, this change will remove the administrative burden associated with changing students from *Qualifying* to *Regular* and will improve student experience.

The APPC discussed the growth in demand for SE and learned that it is an attractive program to engineers from other disciplines who want to reskill; the course sequencing; and the change in total costs for students.

The APPC approved the change in course requirements for the SE Specialization in the course-based Master of Engineering in Electrical and Computer Engineering.

Prepared by the Secretariat on behalf of Penny Werthner, Co-Chair, and Tara Beattie, Academic Co-Chair

UNIVERSITY OF CALGARY

TEACHING AND LEARNING COMMITTEE
Report to General Faculties Council
for the meetings held December 13, 2022 and January 17, 2023

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

December 13, 2022

New University of Calgary Teaching Award (Inclusive Excellence)

The TLC learned that Terms of Reference (ToR) for a new University of Calgary Teaching Award to recognize inclusive excellence in teaching has been drafted. The proponents described the collaborative process that was followed in the development of the ToR and specifically noted that:

- The proposed new award is part of enacting the University's commitment to equity, diversity, inclusion and accessibility (EDIA) and fostering systemic change
- There will be awards for individuals and teams
- Some members of the University community have been embracing EDIA, and this award will provide an opportunity to recognize their inspirational work

In response to a question, it was reported that a team may be a formal University unit or a partnership of persons, and may include instructors, teaching assistants, and community partners. There will be a place in the nomination package for the makeup of the team being nominated to be described.

The TLC discussed that:

- The descriptor "change-maker" may be challenging for adjudicators to assess, and so it was suggested that a clearer description of the attributes/actions of nominees be written. It was suggested that the word "courage" could be incorporated.
- The philosophy statement is missing some words and needs to be edited
- The creation of this award will continue the University's national leadership in EDIA
- Some people will nominate themselves for EDIA awards and others do not promote themselves as special. It will be important to encourage the nomination of all strong candidates.
- The creation of a nomination package can be time-consuming (e.g. preparation of a teaching dossier) and this could be a barrier to the nomination of a strong candidate. It was suggested that some portions of the nomination package, such as the nominee's philosophy statement, could be submitted in an oral format. It was noted that the ToR for the Teaching Award for Indigenous Ways of Knowing allows for oral submissions and so similar language could be included in the ToR for this new award.
- Support in the preparation of nomination packages, including early advice and feedback partway through the process, should be provided. It was noted that the Taylor Institute has resources available, such as guidelines for developing a philosophy statement.
- Some Faculties have EDIA awards, so thought could be given to creating a streamlined and aligned system for awards

The TLC was informed that this proposal will return to the committee's January 17, 2023 meeting for further review and then it is expected that this proposal will be presented for approval at the February 9, 2023 General Faculties Council (GFC) meeting.

National Survey of Student Engagement 2020 Summary Report

The TLC heard that a 2020 National Survey of Student Engagement (NSSE) summary report has been produced, like the summary report that was produced with the 2017 data, and that it is meant to serve as a collection of information to learn from.

The TLC was informed that the 2020 NSSE summary report will be presented to the GFC for information at its February 9, 2023 meeting, and that the 2023 NSSE survey will open to students in February.

In response to questions, it was reported that:

- Faculties can still submit content for the report and this will be added to the document before its broader circulation and posting on the NSSE website
- More than 90% of the 2020 NSSE survey responses were submitted before the pandemic triggered remote teaching and learning. The NSSE team did an analysis of pre- and post-pandemic survey responses and concluded that the 2020 data was not significantly impacted. It is expected that the 2023 survey will reflect changes in student engagement during the pandemic.
- If students provide demographic information with their NSSE 2023 submission, it will be possible to consider EDIA in relation to the NSSE data. There is a 'culture and belonging' module as part of the NSSE bank of questions, but this has been determined to be United States-centric and will not be used by the University. There is currently not a way to collect some demographic information, such as whether a student identifies as Indigenous, and this will be looked at for a future NSSE.
- The NSSE is targeted to first and final-year undergraduate students. The Canadian Graduate and Professional Student Survey (CGPSS) is a similar engagement survey for graduate students.
- Final-year students are identified based on their number of course credits

The TLC discussed that:

- The summary report presents the NSSE data in a digestible and actionable context
- The University is special in its attention to and discussion of the NSSE data
- It is important to share this data broadly, including with students. Students see effort such as the production of this report as taking their feedback seriously and appreciate that their feedback is used in a way that can be impactful.
- The University can consider the NSSE data when setting out student experience priorities and metrics during the current strategic planning initiative
- Meaningful and digestible infographics help in the sharing of the NSSE data

Teaching and Learning Updates and Emerging Issues (Roundtable)

The TLC was given an opportunity to discuss matters currently impacting teaching and learning, and discussed that:

- Students have been impacted by a number of factors this term, including the pandemic and other illnesses, world political and wartime events, and weather events. Faculty and staff are asked to be

watchful and to reach out to Student and Enrolment Services if a student appears to be in need of support including health and wellness care or financial assistance.

- There has been a lot of uptake on deferred assessments this term. Some students, especially those new to in-person university life, are struggling academically and need various supports, but instructors are also feeling greater than normal pressures
- Not requiring formal documentation when a student requests deferral due to illness is an appreciated change
- Assessment practices will be an ongoing topic of discussion in 2023. For example:
    - It is important to be compassionately flexible in support of a student but waiving an assignment or exam and rolling the grading to the next component can result in an assignment or exam being highly weighted, so a student needs to make an informed decision when asking for accommodation
    - Waiving or deferring assignments or exams does not prepare students to exist in their future workplace
    - Students must be encouraged to stay home if they are ill, and so accommodations should be made in a way that is not punitive
    - Passive students may see other more self-assertive students receiving extensions to assignments and deferral of exams, and may become frustrated with perceived inequity in support
    - The use of Artificial Intelligence tools by students, such as in writing essays, is a growing concern
- Regarding the trend to require students to gather in a classroom to write an exam, consideration should be given to the University's current wifi issues, lack of electrical socket infrastructure, and that there may be inequity in the technology owned by students. The inequity in technology ownership should be considered throughout the term, as a student may not have a laptop or phone to use during classroom activities.
- Mental health and wellbeing is critical for instructors and staff as well as for students, and it is valuable for instructors and staff to model self-care to students in part because they will notice the improvement to quality that will come from this
- The purveyance of teaching technology, such as the Kritik peer-grading platform, can be an issue for Faculties. Some technology vendors encourage instructors to adopt a teaching technology that will improve the student experience or save instructor/teaching assistant time, and may even indicate that they are close to establishing an institutional license, but then there is an issue when the free trial expires and the Faculty cannot afford to pay and refuses continuance. A more robust approach to acquiring teaching technology is needed.
- Algorithmic software can be flawed, such as when individuals from marginalized groups are not detected by Zoom and this does not align with EDIA principles

Standing Reports

The TLC received reports on the current activities of the Course Feedback Implementation Working Group, Taylor Institute for Teaching and Learning, and Students' Union.

January 17, 2023

New University of Calgary Teaching Award (Inclusive Excellence)

The TLC reviewed the current draft of the proposed terms of reference for a new University of Calgary Teaching Award in Inclusive Excellence, hearing about the changes made to the terms of refence since the TLC reviewed and offered feedback on a previous draft.

Discussion included:

- The provision of award package preparation support in the summer of 2023 is welcomed
- Workload is a systemic issue, and the intention to reconsider the entire Teaching Awards program (possibly including creating a webform for the award application, reducing the length of the nomination submission, option for video submissions from the nominee and supporters, and provision of writing support) in consideration of the workload involved with preparing a nomination is applauded. The workload of award nominees and nominators, and the Taylor Institute staff who support the awards program, should be considered.
- Institutional recognition could build towards national and international awards recognition. Enabling nominees to create a teaching dossier that could be easily revised to use for other awards programs, such as the 3M National Teaching Fellowship, is desirable.
- The Teaching Awards adjudication process can have a rubric checklist feel, and so the adjudication process should be reviewed as part of the program review, to ensure that adjudicators are trained to recognize indicators of workload impacting nomination and to be flexible
- The University's recent efforts in the areas of Indigenous Engagement and EDIA have fostered holistic thinking and consideration of the University's values
- The Teaching Awards in Indigenous Ways of Knowing and Inclusive Excellence will not be the only award categories suitable for equity-deserving persons, and the program review should ensure that there is clear accessibility of all of the awards in the program to all persons

Following discussion, the TLC voted to recommend that the General Faculties Council approve the addition of a new 'Award for Inclusive Excellence in Teaching and Learning' to the University of Calgary Teaching Awards Program.

T&L Subcommittee of the Campus Mental Health Strategy Recommendations for Academic Regulations around Fall and Winter Breaks

The TLC heard that the Teaching and Learning Subcommittee of the Campus Mental Health Strategy has been discussing the University's Fall and Winter term breaks, including the need for increased understanding in the University community about the purpose of these periods and the possible need for Calendar regulations or other official guidelines about these.

Discussion included:

- There should be no requirement for work during a term break, but communications about a term break should not discourage students from doing work during this period if they wish to do so. Whether the term break is used for a restorative wellness period or for catching up on coursework should be up to the individual.

- Having an assignment due right after a term break is acceptable as long as there was time before the break for work on this or if a Friday-to-Monday assignment is normal for the course. The course outline should clearly set out assignment expectations and due dates so that students can budget their time, and the course outline should clearly set out when assessments will occur.
- Thanksgiving time is too early for a term break, but the Remembrance Day time is rather late in the term. It was noted that the Calgary Board of Education is instating a term break at the Remembrance Day time starting in 2023.
- A culture shift away from the use of the term "reading break" is needed
- The University community should be thinking about mental health and wellbeing and cognitive load throughout the terms, and not just in relation to term breaks
- Some instructors use the term break as a time to hold meetings and catch up on other work, but students would benefit from seeing their instructors take an authentic break
- Not all Faculties have program cohorts, and so it is not possible to ensure that their students have well spaced out assignments and assessments. Having clear and enforceable regulations for when assignments can be due and assessments can be scheduled may ensure that the term break can be used for rest if needed.
- Calendar section G.6 sets out the regulation for if a student has three final exams in a 24-hour period and allows for one of these exams to be deferred. Perhaps a similar process is needed for if a student has three midterm exams or large assignments in a cluster.
- Deferrals are currently granted for class conflicts, religious conviction, and debilitating illness, but the deferral process could consider a broader range of factors, including childcare obligations and other reasonable situations
- Some students have practicum work, clinical placements, or internships during the term break, and non-standard programs (e.g. in the Werklund School of Education, Faculty of Nursing, Cumming School of Medicine, and Faculty of Veterinary Medicine) are becoming more common
- It is critical to think about courses and programs with a lens of mental health and wellbeing, and these should be grounded by current post-secondary and national mental health and wellness best practices
- Students should be learning to manage their time in order to meet their courseloads
- The workplace has mandated vacation time and so it is reasonable for students to take a restorative break during a term. The presenters noted that the Academic Schedule was adjusted at the time that the Fall term break was created in order that the number of instructional days would be maintained and it could be recommended that people take a break during the Fall term break.
- Consideration should be given to emotional, physical, and academic wellbeing, and the term break should be used for whatever the individual determines they need most, resting or catching up. Course work should not be due during or immediately after the term break, but those persons who wish to use the break for catch up should not be prescriptively discouraged from this.
- Any Calendar regulations relating to term breaks should include clear direction about how students access accommodations and/or support or report any need for enforcement of the regulations

Teaching and Learning Round Table: Mid-year Check In on TLC

The TLC was given an opportunity to discuss the functioning of the TLC and general matters currently impacting teaching and learning, and discussed that:

- As part of the University's EDI Week 2023, there is a workshop session on February 7, 2023 entitled "When Assessment Practices Create Inequities: Biases Embedded in Exam and Test Designs" and members of the TLC might be interested in attending this
- Conversations regarding the required content of course outlines and when course outlines are provided are needed. Consideration should be given to that the course outline should clearly set out all mandatory elements of a course, such as if students are required to attend peer students' course presentations, and the course outline should be provided to students in a timely manner, especially so that accessibility needs such as a notetaker or specialized furniture can be arranged. This is a complicated subject, because students want to receive course information as soon as possible but this information needs to be in finalised form.
- The University provides a number of mental health and accessibility supports and services, and efforts are being made to improve awareness of, and the efficiency and effectiveness of, these
- The use of artificial intelligence (AI) programs by students, such as the ChatGPT chatbot, is on the rise, but instructors may not be able to identify this type of cheating
- The Information Technologies unit (IT) is working with the Taylor Institute to update the University's classroom technology standards, and IT is requesting additional funding from the Budget Committee to conduct needed classroom improvements. Equipment sourcing and supply chain will continue to be challenges, and the University needs to develop a forward-looking strategy for learning spaces and classroom technology. Teaching and assessment options are limited by classroom spaces, and so it is welcomed that classroom improvements will be made in consideration of learning.
- Departments undergoing curriculum reviews could benefit from assistance on some components, such as curriculum mapping, and this could also improve engagement with the review
- A workshop entitled "Considerations for Assessments in Large Enrolment Classes" is being hosted by the Taylor Institute on January 25, 2023
- Conversations about the wellbeing of instructors are needed, including in relation to teaching load and academic freedom. There are increasing expectations of instructors, including to meet student needs, utilize technology, and engage in teaching development, and deep conversations about these expectations are needed.
- The collegial meetings of the TLC allow for the sharing of perspectives on matters relating to teaching and learning, and members can learn from one another. Appreciation for the TLC's leadership was expressed.

Standing Reports

The TLC received reports on the current activities of the Course Feedback Implementation Working Group, Taylor Institute for Teaching and Learning, and Students' Union.

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

UNIVERSITY OF CALGARY

RESEARCH AND SCHOLARSHIP COMMITTEE
Report to General Faculties Council
for the meetings held December 15, 2022 and January 19, 2023

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

December 15, 2022

Tri-Agency Dimensions Equity, Diversity and Inclusion Pilot Program Update

The RSC received a presentation on the University's Dimensions Equity, Diversity and Inclusion (EDI) Pilot Program, and heard that:

- The University is one of 17 postsecondary institutions participating in the Dimensions EDI pilot. Dimensions EDI is a Tri-Agency program intended to foster change within the research ecosystem at Canadian institutions, and the program's specific objectives include to:
    - Support a culture of critical self-reflection related to EDI
    - Create a culture of evidence-based EDI work, using both qualitative and quantitative data
    - Address the key challenges that present barriers to career progression
    - Create a community of practice that shares best practices and tools
- More than 75 people are involved at the University, including on the Dimensions EDI Executive Committee, Steering Committee, Parallel Paths Working Group (PPWG), seven Equitable Pathways Working Groups (EPWGs), and an Intersectionality Working Group that brings the Dimensions EDI Chair, Vice-Chair, and Manager together with the co-chairs of the PPWG and EPWGs. The program is modeling EDI, with people from equity-deserving groups serving on the committees and working groups.
- Indigenous engagement is complementary to, and not competing with, EDI. Equity-deserving groups include women, Indigenous Peoples, persons with disabilities, racialized/visible minority persons, and members of LGBTQ2+ communities.
- In October 2022, the University applied for a construction-level Dimensions EDI recognition award, which included an institutional self-assessment, engagement strategy, quantitative and qualitative EDI data analysis, and an action plan demonstrating that the University is making progress toward the objectives of the Dimensions EDI program. Feedback will be received in mid-December, an oral presentation will be made in late January, and then the application results will be communicated in Spring 2023.
- The quantitative EDI data will be released in dashboard form soon. An ongoing project is the Dimensions Voices Storytelling Project, which will raise awareness of EDI at the University, allow for learning about pathways, pipelines, opportunities and blockages, and thinking about transformation at the University.

The RSC discussed that:

- The University's EDI action plan is ambitious, but the University will advance along this journey as EDI literacy, commitment to effective change, and breaking barriers grow

- The University's signing of the Dimensions: Equity, Diversity and Inclusion Canada Charter was a commitment to taking concrete action
- The qualitative component of the EDI data analysis is applauded, as rich stories are important when doing actionable work

In response to a question, it was reported that Dimensions EDI did not provide guidelines regarding privacy, but the University has robust privacy standards. The University's quantitative data is disaggregated, and pseudonyms are being used for the qualitative stories.

Institute for Transdisciplinary Scholarship

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

- Work on transdisciplinary scholarship has been underway since Spring 2022, and builds upon the eight cross-cutting research themes in the University's Research Strategy and five areas of focus in the University's Framework for Growth
- Key progress has included:
    - The appointment of Steven Bryant, former Canada Excellence Research Chair, as Scientific Lead
    - The development of a University definition of transdisciplinarity through engagement with scholars across disciplines, and identifying barriers and enablers to transdisciplinary work
    - The provision of funding through the President's Strategic Initiative Fund to support the development of transdisciplinary scholarship initiatives and programs
    - Transdisciplinary scholarship gatherings were held in November/December 2022 and more will occur in 2023. These gatherings support dialogue about transdisciplinary work, connecting to networks, identification of grand challenges and priority projects, and signaling of upcoming investments. The five areas of focus of these networks are: Energy Transformation, Health and Life, Cities and Communities, Digital Worlds, and Democracy and Social Change (Just Societies).
- Next steps include developing a communications plan, following up on the transdisciplinary scholarship gatherings, establishing an Institute for Transdisciplinary Scholarship (ITS) governance model and terms of reference, hiring ITS researchers and research coordinators, ongoing discussions about transdisciplinarity, and development of a proposal for a campus-wide transdisciplinary mega-project

The RSC discussed that:

- Catalyst seed money is important in advancing the research enterprise, and connecting crosscutting initiatives with funding is encouraged
- The capstone projects in some embedded certificate programs allow for interdisciplinary work at the undergraduate level and are opportunities that enhance the quality of education

In response to questions, it was reported that:

- The next series of transdisciplinary scholarship gatherings will engage graduate students and postdoctoral scholars
- The Program for Undergraduate Research Experience (PURE) awards program can be integrated with the University's transdisciplinary initiatives

- There are four Vice-President Research (VPR) Catalyst Grants program intakes (November, February, May, and August). It is intended that unsuccessful applicants will be provided with feedback in a timely manner, and they are encouraged to apply again. Each intake has an approximately 60% success rate, and over time 90% of applicants have been funded by the VPR Catalyst Grants program.

Introduction: Industry Engagement

The RSC received a presentation on the University's Industry Engagement initiative, and heard that:

- The University's Industry Engagement unit was established in May 2022. The unit operates within a framework of four pillars (Match, Support, Advance, and Promote) and is responsible for:
    - Coordinating the potential partnering of researchers and companies in collaborative and innovative research projects by matching partners with synergistic research goals
    - Identifying opportunities and supporting applications for funding
    - Helping to advance partnerships towards new project opportunities
    - Promoting the University's expertise and facilities to companies, and promoting industry research opportunities to faculty
    - Reviewing the University's industry engagement activities and identifying areas for improvement
- The services that the Industry Engagement unit provides to faculty include:
    - Advising on industry engagement plans and pitching materials
    - Inviting industry partners to industry-relevant events
    - Exploring industry-partnered funding programs
    - Accepting referrals when a company's direct request to a faculty member is outside their research interests
- Members of the Industry Engagement unit are available to present to committees, Faculties, Departments, and other units. The Industry Engagement unit also has a website and a listserv (mailman) system to provide information, and a matching database is in development.

In response to questions, it was reported that the Industry Engagement unit works closely with other units, including Innovate Calgary, the Advancement office, and the Mitacs office, and these units refer requests and opportunities to each other as appropriate.

January 19, 2023

Institutional Research Data Management (RDM) Strategy

The RSC received a presentation on the University's Institutional RDM Strategy, and heard that:

- The 2016 Tri-Agency Statement of Principles on Digital Data Management includes that, in order to continue to receive Tri-Council funding, institutional RDM strategies must be posted on institutional websites by March 1, 2023, researchers will need to have data management plans (being piloted in 2022-2023), and in future researchers will be required to deposit their data
- A steering committee and a working committee have been developing the University's Institutional RDM Strategy, and this will be approved by the Vice-President (Research) soon. There has been

feedback gathering and awareness-raising about this, including through presentations to various University bodies, a Qualtrics survey, webinars, and direct emails to academic staff and postdoctoral scholars.

- Based on feedback received, the draft Institutional RDM Strategy was revised to: make clearer that this is a roadmap for future work and not a policy or operational document, strengthen commitments to Indigenous data sovereignty, include a section dedicated to EDI data as well as mentions of EDI data throughout the document, re-word the Oversight and Review section to ensure inclusion of representatives from the Natural Sciences and Engineering (NSE) and Social Sciences and Humanities (SSH) disciplines, explicitly state expectation that institutional policies and procedures will set out respect for the diversity of research, indicate that the RDM expectations/requirements of external partners will be determined, incorporate additional definitions such as for data management plans, data repositories, metadata, Indigenous data sovereignty, and add text relating to RDM and cybersecurity and research security

In response to questions, it was reported that:

- There is awareness that some researchers will need assistance in developing data management plans and data deposit, and additional resources for these research services will be requested
- Matters relating to Indigenous data sovereignty will be addressed during the implementation phase, and researchers will be supported in this

This presentation will be given at the February 9, 2023 General Faculties Council (GFC) meeting.

Social Innovation Initiative

The RSC received a presentation on the University's Social Innovation Initiative, and heard that:

- The Social Innovation Initiative is a new initiative in the Vice-President (Research) Office to advance Social Innovation-based work, research, and projects at the University. The Social Innovation Initiative grew from recommendations proposed by the University's multi-disciplinary Social Innovation Taskforce in February 2021.
- There is considerable interest in and funding for Social Innovation, but it was identified that there is need for meaningful community engagement, a clear definition of Social Innovation for postsecondary institutions, an operational framework to integrate the Social Innovation ecosystem, and support for Social Innovation activities and research
- The following definition of Social Innovation has been developed: "*Social innovation is the intentional implementation of an initiative to address a social need that is enabled through collaborative action leading to new or improved relationships and capabilities that are more effective, efficient, just, and sustainable.*"
- The University's Social Innovation Initiative has a strategic leadership team and four working groups (Social Innovation Framework working group, Education/Experiential Learning working group, Partnership working group, and Innovation/Knowledge Mobilization working group)
- A Certificate in Social Innovation, linked to the Master's degree in Transdisciplinary Studies, is in development and will likely be offered starting in September 2023
- Social Innovation Week was held at the University from October 11-14, 2022, a Social Innovation Summit will be held in Banff in May 2023, and there is potential for the University to host an international Social Innovation conference in September 2025

The RSC discussed that there is great value in taking a multi-disciplinary approach to research and finding solutions to societal problems.

In response to questions, it was reported that:

- The Social Innovation team is trying to help researchers make connections with others, such as the Urban Alliance and other community groups, the Hunter Hub for Entrepreneurial Thinking, and Innovate Calgary
- Social Innovation is not about corporate social responsibility, which has different drivers. Social Innovation is broadly inclusive, and activities including community engagement and knowledge engagement are subsumed within Social Innovation. Business principles, social enterprise, and technology can enable Social Innovation.

This presentation will be given at the February 9, 2023 GFC meeting.

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

Senate Report for General Faculties Council

Meeting date: 15th December 2022 + year end celebration
Report prepared and submitted by: Jeffrey Priest, GFC Elected Representative
4:30 p.m. – 6:35 p.m. MST

1. Welcome and housekeeping (Chancellor). This was the chancellor first full Senate meeting and gave a brief introduction to himself and how honored he was to be the new Chancellor, and a great responsibility the position was.
2. Territorial acknowledgements (Chancellor)).
3. Consent agenda and approval of the meeting minutes of June 9, 2022.
4. Chancellor's remarks: Highlighted number of university successes. These included stats around research income success, highlighted UCalgary as No1 in Canada for start-ups, highlighted events he had attended to present and discuss the Community Report.
5. Vote for dissolution of Senate communication Committee. A brief introduction was given by Sarah Damberger as to why the committee was to be dissolved, which was related to changes in Office of Advancement, that was focced on Community Communication.
6. Strategic Plan Workshop: Bulk of the meeting was focused on group discussions related to the future direction of the UCalgary Strategic Plan. This was led by Kate Hamilton, Cory Hogan and Vice Chancellor. Senate members were split into three groups to discuss separate questions which included 1) How do you think we should engage with our external community on the development of the strategic plan?, 2) If somebody asked you "what makes the University of Calgary stand out from other universities" how would you answer?, 3) When you think about our next strategic plan, what could be a marquee (or signature) goal for the University of Calgary?.
7. Tiana Carroll and Asha Nenshi Nathoo, co chairs of the Chancellor's Scholars Ambassadors Club gave a heartfelt presentation on their role and experiences as co chairs, including participation in numerous community service events they organized including Letter writing to residents in Senior Care homes during pandemic, volunteering in Field of Crosses ceremony, and at Alberta Childrens Hospital.
8. Adjournment at 6:35 PM with end of year reception commencing