

GENERAL FACULTIES COUNCIL
AGENDA

Thursday, October 9, 2025, 1:30 p.m.
Meeting #639

In-Person Modality
Biological Sciences 587

SNACKS/DRINKS WILL BE AVAILABLE AT 1:00 p.m. FOR SOME SOCIAL TIME BEFORE THIS FIRST 2025-2026 GFC MEETING.

Item	Description	Presenter	Materials	Estimated Time
1.	Conflict of Interest Declaration	McCauley	Verbal	1:30
2.	Inclusive Practice Moment	Davidson ¹	PowerPoint	
3.	Safety Moment	Arends ²	PowerPoint	
4.	Remarks of the Chair Annual Address of the Chair	McCauley	Verbal + PowerPoint	
5.	Remarks of the Vice-Chair	Davidson	Verbal	
6.	Question Period	McCauley	Verbal	
	Action Items			
7.	Approval of the June 12, 2025 Meeting Minutes	McCauley	Document	
	Discussion Items			
8.	2026-2027 University Budget Planning	Davidson/Arends	PowerPoint	2:10
9.	Water Institute	Ghali ³ /Black ⁴ /Clark ⁵	Document + PowerPoint	2:25
	Information Items			
10.	Institutes for Transdisciplinary Scholarship (ITS) Update	Ghali/Emery ⁶ /Span-Smeelen ⁷	Document + PowerPoint	2:45
11.	External Research Revenue and Impact Summary	Ghali/Blough ⁸	Document + PowerPoint	3:00
12.	2025 Enrolment Report	Davidson	PowerPoint	3:15
13.	2025 Institutional Sustainability Report	Szeto ⁹ /Daly ¹⁰	Document + PowerPoint	3:25
14.	Student Appeals Annual Report	Morrison ¹¹ /Speta ¹²	Document	3:35

Item	Description	Presenter	Materials	Estimated Time
15.	UCalgary60 Update	McKay ¹³ /McGinnis ¹⁴	PowerPoint	3:45
16.	Approved Revisions to the Graduate Academic Program Subcommittee and Undergraduate Academic Program Subcommittee Terms of Reference	In Package Only	Document	3:55
17.	Standing Reports: a) Report on the August 27 and September 24, 2025 GFC Executive Committee Meetings b) Report on the June 16, 2025 Academic Planning and Priorities Committee Meeting c) Report on the September 18, 2025 Research and Scholarship Committee Meeting d) Report on the September 16, 2025 Teaching and Learning Committee Meeting e) Report on the June 13, 2025 Board of Governors Meeting f) Report on the September 18, 2025 Senate Meeting	In Package Only	Documents	
18.	Other Business	McCauley		
19.	Adjournment Next meeting: November 6, 2025 (in-person modality)	McCauley	Verbal	3:55

Regrets and Questions: Elizabeth Sjogren, Governance Coordinator (GFC Lead)

Email: esjogren@ucalgary.ca

Courtney McVie, University Secretary

Email: cmluimes@ucalgary.ca

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

Presenters

1. Sandra Davidson, Provost and Vice-President (Academic)
2. Wilbert Arends, Vice-President (Finance and Services) and Chief Financial Officer
3. William Ghali, Vice-President (Research)
4. Kerry Black, Schulich School of Engineering
5. Martyn Clark, Schulich School of Engineering
6. Carolyn Emery, Scientific Director, Institutes for Transdisciplinary Scholarship
7. Mariska Span-Smeelen, Manager, Transdisciplinary Scholarship
8. Michael Blough, Manager, Strategic Initiatives, Office of the Vice-President (Research)
9. Andrew Szeto, Executive Director, Office of Institutional Commitments
10. Christine Daly, Associate Director, Sustainability Engagement
11. Melissa Morrison, Associate General Counsel
12. Michelle Speta, Associate Secretary
13. Melissa McKay, Senior Director, Strategic Events
14. Sarah McGinnis, Senior Director, Communication Services

The draft Minutes are intentionally removed from this package.

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



SUBJECT: Water Institute

PROPONENT(S)/PRESENTER(S)

Proponent:

Dr. William Ghali, Vice-President (Research)

Presenters:

Dr. Kerry Black, Associate Professor, Civil Engineering, SSE

Dr. Martyn Clark, Professor, Civil Engineering, SSE

PURPOSE

To provide the General Faculties Council (GFC) with an update on key discussions related to the creation of a UCalgary Water Institute that will position UCalgary as an international leader in water research, scholarship and curricula; and, to seek feedback on the proposed vision, structure, and next steps.

Discussion Focus

As part of this discussion, the GFC is invited to consider how the proposed Water Institute can add unique value to UCalgary's research and academic landscape, and to share insights on its potential to elevate the university's leadership in water-related scholarship, innovation, and community impact.

KEY CONSIDERATIONS

The University of Calgary is advancing the creation of a Water Institute to address urgent and complex water-related challenges through transdisciplinary research, innovation, and community engagement. The initiative builds on over two years of cross-campus collaboration and aligns with the university's "Ahead of Tomorrow" strategy. The Institute aims to be a national and global leader in water research, with a strong foundation in Indigenous-led research and sustainability.

KEY POINTS

- Strategic alignment with UCalgary's institutional priorities and global sustainability goals.
- Builds on existing strengths: UNESCO Chair in Mountain Water Sustainability, CERC, UCalgary Field Stations and Research facilities (e.g. ACWA, BGI, KLRS), Indigenous-led research, and international partnerships.
- Focus on research-to-operations models, bridging academic research with real-world impact.
- Emphasis on Indigenous engagement and co-creation of knowledge - *what mechanisms should be prioritized to ensure this is sustained and meaningful*
- Proposed governance includes thematic working groups, cross-campus leadership, and advisory committees - *does this structure support long-term transdisciplinary collaboration and institutional integration?*
- Funding strategy includes philanthropic support, major grants (e.g., CFREF, NFRF), and alignment with existing programs (e.g. UNU Hub) - *what additional funding pathways should be explored to ensure long-term sustainability?*
- The Institute will support experiential learning, knowledge mobilization, and community empowerment.

BACKGROUND

The University of Calgary is advancing the establishment of a Water Institute in response to intensifying challenges related to climate change, water security, and sustainability. This initiative is grounded in over two years of extensive faculty engagement across disciplines, reflecting a strong collective commitment to transdisciplinary collaboration and community impact.

The Water Institute builds on UCalgary's existing strengths, including the UNESCO Chair in Mountain Water Sustainability, the Canada Excellence Research Chair in Indigenous Ways of Climate and Water Sustainability, and the Advancing Canadian Water Assets (ACWA) facility. It also leverages unique field-based research stations and a growing network of national and international partnerships.

A significant number of events, workshops, and strategic dialogues have been hosted through the UNU Hub and the Water Faculties, fostering interdisciplinary exchange and shaping the vision for the Institute. These engagements have not only galvanized internal support but have also positioned UCalgary as a recognized national leader in water research and innovation. The Institute is envisioned as a hub for research-to-operations models, bridging academic excellence with real-world solutions, and empowering communities through knowledge mobilization, Indigenous-led research, and experiential learning.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Deans' Council	2025-06-24			X	
	Research and Scholarship Committee	2025-09-18			X	
X	General Faculties Council	2025-10-09			X	
	Board of Governors	2025-12-12			X	

NEXT STEPS

- Continue engagement with faculties and governance bodies — *what additional groups or stakeholders should be consulted to strengthen cross-campus buy-in?*
- Finalize governance structure and leadership appointments — *are there models or principles the committee recommends to guide this process?*
- Develop a long-term strategic plan and secure funding through development of a philanthropic strategy — *what role can the Research and Scholarship Committee (RSC) play in identifying strategic funding opportunities or partnerships?*
- Launch internal and external communications strategy — *what messaging or channels should be prioritized to build visibility and support?*
- Return to RSC, GFC and other bodies with updates and proposals for approval — *what metrics or milestones should be tracked to guide future reporting and evaluation? Continue engagement with faculties and governance bodies.*

SUPPORTING MATERIALS

Engagement Deck – Building a UCalgary Water Institute (PowerPoint, to be shown at the meeting)



SUBJECT: Institutes for Transdisciplinary Scholarship Update

PROPONENT(S)/PRESENTER(S)

Proponent:

Dr. William Ghali, Vice-President (Research)

Presenters:

Dr. Carolyn Emery, Scientific Director, Institutes for Transdisciplinary Scholarship

Mariska Span-Smeelen, Manager, Institutes for Transdisciplinary Scholarship

PURPOSE

To provide an update on initiatives of the Institutes for Transdisciplinary Scholarship (ITS) and next steps in advancing transdisciplinary initiatives at UCalgary.

New initiatives underway and substantial progress has been made in all initiatives previously presented to the Research and Scholarship Committee and General Faculties Council.

KEY CONSIDERATIONS

Updates include:

1. New Scientific Director

Dr. Steven Bryant has stepped down on June 30, 2025, as the inaugural Scientific Director. Following a call for applications, Dr. Carolyn Emery has been appointed as the Scientific Director, Institutes for Transdisciplinary Scholarship starting July 1, 2025.

2. Postdoctoral Scholar Committee

A Postdoctoral Scholar Committee will be added to the ITS leadership structure. The Committee will work closely with the Academic Co-Leads to deliver on the ITS mandate and provides an excellent opportunity for our postdoctoral scholars to gain leadership experience. Postdoctoral scholars have been requested to provide expressions of interest to join. Selection of the Committee is underway.

3. Academic co-lead / Area of Focus updates

- a. A call for expressions of interest for a new Academic co-lead, Sustainability is open until September 15, 2025. This completes the Academic co-lead group for the Democracy, Justice, and Sustainability Area of Focus following the departure of Dr. Marjan Eggermont earlier this year.
- b. Updates on major accomplishments per Area of Focus and their main objectives for the coming year.

4. Supporting new institutional initiatives

ITS is providing support to institutional initiatives such as potential new institutes (e.g., Water, Digital Worlds). Support provided aims to help clarify objectives and pathways to success through engagement and strategic support.

5. Connector Grant program

- a. Ninth round open for submission, deadline October 1, 2025
- b. 8 rounds completed; 356 applications received, 188 awarded for a total of \$2.26M

BACKGROUND

The ITS forms a connection point for the UCalgary community, from research institutes to individual scholars. ITS signals the objective of transdisciplinary scholarship: to impact societal challenges and opportunities by facilitating collaboration, co-learning, and knowledge transformation informed by multiple perspectives. ITS provides resources and a collective approach to address barriers to working between, across, and beyond traditional academic disciplines and in partnership with communities.

Funded through the President's Strategic Initiative Fund (Start Something) in the amount of \$18.9M over 5 years, ITS is well underway to deliver on the strategic direction laid out in 'Ahead of Tomorrow' by centering its initiatives around 3 principles:

1. Explore – what is it and what are the essential elements?
2. Engage – collaborate within the campus and beyond.
3. Enhance – provide support of teams engaged in, or interested in, transdisciplinary work.

The ITS organizes its efforts to explore, engage, and enhance transdisciplinary scholarship around five Areas of Focus:

- Energy Futures (formerly Energy Transformation)
- Health and Life
- Cities and Societies
- Digital Worlds
- Democracy, Justice, and Sustainability

16 Academic co-leads (3 for each Area of Focus, 4 for Democracy, Justice, and Sustainability) have been appointed to help drive engagement in each of their Areas of Focus.

ITS engages the campus community and beyond through events and workshops as well as provides funding through the Connector Grant program to help facilitate the building and deepening of transdisciplinary relationships.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Research and Scholarship Committee	2025-09-18				X
X	General Faculties Council	2025-10-09				X

NEXT STEPS

1. Continued Engagement
2. Events / Workshops

SUPPORTING MATERIALS

PowerPoint, to be shown at the meeting.



SUBJECT: External Research Revenue and Impact Summary – FY2023–24: Progress Toward Strategic Goals

PROPONENT

Dr. William A. Ghali, Vice-President (Research)

PURPOSE

The purpose of this briefing note is to provide a comprehensive overview of the University of Calgary's external research revenue, performance outcomes, and U15 comparative analyses for FY 2023-2024.

Discussion Focus

As outlined in *Ahead of Tomorrow*, the University of Calgary (UCalgary) aims to maximize its research impact by leveraging research and innovation to address society's most pressing challenges. The plan sets three key objectives to be achieved by 2030:

1. Become #1 University in U15, research revenue per scholar
2. Grow external research revenue to \$750M a year.
3. Grow our position as Canada's #1 creator of start-ups to the top 50 start-up creators in the world.

This briefing note provides an in-depth analysis of the progress UCalgary is making towards achieving these goals.

KEY CONSIDERATIONS

Over the last two years, UCalgary has achieved the following:

- **Revenue per scholar:** In FY2023/2024 UCalgary ranked 4th in research revenue per scholar.
- **Record revenue:** \$588.5M in FY2023-2024, tracking toward the \$750M goal.
- **#3 in startups in FY2023-2024:** Still #1 in the U15 in startups formed over the past 5 years.
- **Global research impact:** 4th in citation impact, with strong research influence.
- **Top funding diversity:** 2nd in non-federal government funding, 2nd in diversification.

Together, these results demonstrate sustained progress across key performance areas. They provide a strong foundation for the more detailed analysis that follows.

BACKGROUND

To support UCalgary's 2023–2030 strategic plan *Ahead of Tomorrow*, this briefing note provides a detailed analysis of external research funding and performance outcomes for FY2023-2024. The analyses assess progress toward strategic goals using data from both internal sources and external benchmarks, including CAUBO, AUTM, and SciVal. Key areas examined include funding trends, U15 comparisons, bibliometric performance, innovation outputs, and funding diversification. This evidence-based approach ensures that UCalgary's research strategy remains aligned with institutional priorities and is guided by measurable progress.

ANALYSES

1. Funding Received:

Funding Source	FY2023-2024 (\$M)	% Change since FY2019-2020
CIHR	\$69.5	+39%
SSHRC	\$13.4	+6%
NSERC	\$39.4	+28%
Other Federal Government	\$82.8	+43%
Municipal	\$4.9	+29%
Ab. Provincial Government*	\$96.2	+35%
Other Provinces	\$13	+34%
Foreign Govt	\$14	+109%
Non-government Sources	\$256	+19%
Total	\$588.5	+29%

Interpretation: The FY2023-2024 funding data reflects strategic growth, enhanced diversification, and continued progress toward institutional goals. UCalgary is strengthening its position not only through scale but also through depth and balance in its funding ecosystem.

2. Major Grants/Sources of Funding Received (FY2023-2024)

- One Child Every Child
Main Sponsor: Government of Canada / Canada First Research Excellence Fund
Amount Received in 2024: \$16,219,503.00
- Public Health Toxicology 2021
Main Sponsor: Government of Alberta / Alberta Health; UCalgary Matching Funds
Amount Received in 2024: \$6,064,854.92
- Quantum City
Main Sponsor: Government of Alberta / Jobs, Economy and Innovation
Amount Received in 2024: \$5,431,205.44
- SCAPE-MEVO-MEDTRONIC
Main Sponsor: Covidien LP
Amount Received in 2024: \$4,457,529.95
- I-WIL Ventures: Fostering Entrepreneurial Thinking for the 21st Century Economy
Main Sponsor: Government of Canada / Employment and Social Development Canada
Amount Received in 2024: \$4,241,844.55

3. Additional Major Funding Programs (FY2023-2024).

- UCalgary has met or exceeded its Canada Research Chair (CRC) targets since 2020, growing from 61 to 77 filled chairs by 2025 (Tier 1 and Tier 2).
- CRCs at UCalgary have produced over 3,000 publications, received more than 55,000 citations, and attracted \$200M+ in research funding over five years.
- The university has seen steady growth in Canada Foundation for Innovation (CFI) funding:
 - \$22M in 2017
 - \$22.3M in 2020

- \$32.3M in 2023
- The number of CFI-funded projects has also increased, reflecting UCalgary’s expanding national competitiveness.
- Three major projects—Medical Device Innovations, eHealth and mHealth Technologies, and Space and Defense Technologies—were awarded \$20.3M from the Alberta Major Innovation Fund.

4. Examples of Number of Jobs Supported at UCalgary With Major Funding Programs:

- One Child Every Child: 79
- Public Health Toxicology 2021: 44
- Azrieli Accelerator: 29
- I-WIL Ventures: 27
- Quantum City: 16

5. Breakdown of Research Expenditures by Category (FY2023-2024)

Category	Amount
Salaries	\$165,754,000
Scholarships, Grants & Awards	\$84,441,000
Total**	\$250,195,000
Maintenance and Repairs	\$3,376,000
Material, Supplies & Services	\$170,433,000
Other Expenses	\$129,362,000
Travel	\$23,518,000
Utilities	\$15,000
Total	\$326,704,000
Grand Total	\$576,899,000

Interpretation: UCalgary’s research expenditures reflect a balanced, high-functioning research ecosystem with strong investment in operations, trainee support, and research infrastructure, while maintaining efficiency in administrative and faculty salary costs. The data supports the interpretation of a scalable and collaborative research model, aligned with the university’s strategic goals to grow impact and innovation.

**Total of \$250,195,000 for HQP paid in different ways.

6. Bibliometrics

Metric	FY2023–2024	% Change (FY2019-2020)
Scholarly Output	7,397	+13%
Citations (all publications up to and including 2023–24)	427,507	+29%
Field-Weighted Citation Impact	1.74	+7%
Output in Top 10% Citation Percentiles (%)	16%	-2%

Interpretation: UCalgary’s research performance is showing strong momentum, with increases in publication volume, global citation count, and field-weighted impact, demonstrating rising productivity and influence across disciplines. The institution continues to produce a significant volume of high-quality, globally recognized research, and its expanding scholarly output presents further opportunity to grow the share of publications reaching the top 10% most cited worldwide.

7. Innovation

Metric	FY2023–2024
New Licenses (3 yr running total)	60
Gross Licensing Income	\$8,100,662
Invention Disclosures Received (3 yr running total)	343
Patents Submitted (3 yr running total)	44
Startups Created (3 yr running total)	54

Interpretation: UCalgary continues to strengthen its innovation ecosystem, with 60 new licenses and 54 startups created over the past three years, demonstrating sustained research commercialization. The university generated \$8.1M in gross licensing income in FY2023–2024, a clear indicator of the market value of its innovations. With 343 invention disclosures and 44 patent submissions across three years, UCalgary is maintaining a strong pipeline of high-potential, protectable research outcomes that support economic and societal impact.

8. UCalgary-U15 Comparative Funding Analyses (FY2023-2024)

a) Total Research Funding Rank (FY2023-2024)

Metric	UCalgary Value	U15 Rank
Total Funding	\$588.5M	5th
Total # of Faculty	1,494	8th
Revenue per Scholar	\$393K	4th
Research Intensity (Expenditures per Faculty)	\$386K	4th

Interpretation: UCalgary is an upper-tier performer within the U15 in total research volume with strong per-faculty investment and above-average research productivity.

b) Rankings by Type of Funding Source (FY2023-2024)

Category	Rank	Interpretation
Municipal Funding	1st	Deep local civic integration and support
Private Sector Engagement Score	1st	High commercialization, innovation, and industry ties
Donor Productivity Index	1st	Strong alumni/philanthropic engagement per faculty
Non-Government (federal) Funding Share	2nd	Highest percentage of funding from private/philanthropic sources
Investment Income	2nd	Financially sustainable; strong endowment or investment returns
Donations / Bequests	2nd	Major strength in advancement and legacy giving
Individuals Funding	2nd	Significant support from individual donors
Other Provinces Funding	2nd	National relevance beyond Alberta
Industry Funding	5th	Effective business partnerships and applied research
Foreign Funding	5th	Growing international funding profile
Provincial Funding	4th	Strong support from Government of Alberta

Interpretation: UCalgary is a leader in diversified and external funding. It outperforms most U15 peers in private, donor, municipal, and industry engagement, which distinguishes its funding model from institutions more reliant on federal grants.

c) Rolling UCalgary share of federal tri-agency funding (FY2019-2020 through FY2023-2024)

UCalgary’s proportional share of federal tri-council funding has grown substantially over the past 4 years, with increased funding from the Research Support Fund (RSF). Payments from this fund are determined formulaically from UCalgary’s tri-council funding success over a rolling three-year period, and the current level of RSF funding received reflects an impressive increase in UCalgary proportional share of tri-council funding.

Category	U15 Rank	Value
Research Support Fund (2020)	9th	\$15.3M
Research Support Fund (2024)	6th	\$19.2M (+25%)

Interpretation: These RSF data reflect UCalgary’s impressive trajectory in federal tri-council funding, with a notable increase in the university’s proportional share of federal tri-council grants. UCalgary’s relative increase in RSF funding over the past decade is the largest among all U15 institutions, and this is reflected in UCalgary moving past each of Laval, UOttawa, and McMaster in the tri-council funding rankings over the past 4 years. In doing so, UCalgary has also substantially closed the gap in RSF funding relative to both UAlberta and Universite de Montreal.

This change in UCalgary’s RSF calculation will translate to downstream benefits in UCalgary’s future Canada Research Chair allocations, and also UCalgary’s federal research infrastructure funding allocation from the Canada Foundation for Innovation.

d) Strategic Metrics and Insights (FY2023-2024)

Metric	Value	U15 Position	Insight
Expenditure-to-Funding Ratio	0.98	6th	Very efficient at deploying research funds
Research Leverage Index	4.44	4th	Amplifies Tri-Agency funding effectively through other sources
Foreign Funding Share	2.4%	6th	Solid international competitiveness
Diversification Index (Shannon Entropy)	1.57	2nd	Funding is highly balanced and resilient across multiple sources

Interpretation: UCalgary is one of the most financially resilient and efficient research institutions in the U15. It is well-insulated against shocks to any single funding source and demonstrates strong returns on base federal funding.

9. UCalgary-U15 Comparative Expenditure Analyses (FY2023-2024)

Metric	UCalgary Value	U15 Rank
Total Expenditures	\$576.8M	5th

10. Research Outputs: UCalgary-U15 Comparative Bibliometric Analyses (FY2023-2024)

Metric	UCalgary Value	Rank (U15)	Interpretation
Scholarly Output	7,397	6th	High productivity among mid-sized institutions
Citations (2023–24 publications only)	77,214	6th	Strong citation performance

Metric	UCalgary Value	Rank (U15)	Interpretation
Citations per Publication	10.43	6th	Research is frequently cited
Field-Weighted Citation Impact	1.74	4th	Top-tier global influence
Output in Top 10% Citation Percentiles	16%	6th	Strong concentration of globally leading work
Publications per Faculty	5	6th	Strong faculty-level research productivity

Interpretation: UCalgary is a high-output, research-intensive institution that ranks in the top third of U15 universities across key bibliometric indicators, despite having a smaller faculty base. It delivers strong productivity per faculty and demonstrates global research influence, as reflected in its Field-Weighted Citation Impact.

11. Research Impact (FY2023-FY2024)

Metric	UCalgary Value	U15 Rank	Interpretation
Startups Formed	20	3rd	Among the highest startup creators in the U15
Startups per \$100M Research Funding	3	3rd	Highly efficient at converting funding into ventures
Invention Disclosures Received	98	4th	High volume of protectable IP
Disclosures per Faculty	0.065	2nd	Faculty consistently produce commercializable research
Start-up Density per Faculty	0.012	2nd	Strong institutional support for researcher-led startups.
Innovation Productivity Index	0.1	3rd	Strong overall innovation output per researcher

Interpretation: UCalgary ranks among the top U15 innovators, with strong per-faculty performance that reflects a deeply embedded commercialization culture. It efficiently converts research into ventures while sustaining a robust pipeline of protectable IP. Overall, its innovation output per researcher is consistently high across measures.

CONCLUSION

The University of Calgary continues to make measurable progress toward the strategic goals outlined in *Ahead of Tomorrow*. With a record-breaking \$588.5M in external research revenue in FY2023-2024, strong per-faculty funding, and sustained momentum in innovation and commercialization, UCalgary is on a favorable trajectory to reach its target of \$750M per year by 2030. The university leads the U15 in startup creation and maintains top-tier national rankings in non-government funding and research diversification, demonstrating both entrepreneurial strength and funding resilience. Coupled with globally competitive research impact and productivity metrics, these results reflect a high-performing research ecosystem that is not only scaling in volume but advancing in quality, alignment, and societal relevance. UCalgary is well-positioned to meet, and potentially exceed, its 2030 strategic goals.

DEFINITIONS

- **Citations (2023–24 publications only):** Cumulative citations to date for publications released in FY2023–24.
- **Citations (all publications to 2023–24):** Cumulative citations for all publications up to and including 2023–24, regardless of year of publication.

- **Citations per Publication:** The average number of citations received per published work, indicating typical impact or reach.
- **Disclosures per Faculty:** The average number of invention disclosures submitted per faculty member, reflecting innovation activity.
- **Diversification Index (Shannon Entropy):** A measure of how evenly research funding is distributed across multiple sources; higher values indicate a more balanced and resilient funding portfolio.
- **Donations / Bequests:** Research funding provided through philanthropic gifts from individuals, estates, or charitable organizations.
- **Donor Productivity Index:** A metric that reflects the amount of philanthropic funding (e.g. donations, bequests) received per faculty member, indicating fundraising efficiency.
- **Expenditure-to-Funding Ratio:** Measures how efficiently research funding is used; a value close to 1.0 indicates most funding is actively spent rather than held in reserve.
- **Field-Weighted Citation Impact (FWCI):** A normalized measure of citation impact that accounts for differences across disciplines; a score of 1.0 represents world average.
- **Foreign Funding:** Research funding received from international governments, organizations, or institutions.
- **Foreign Funding Share:** The percentage of total research funding that comes from international sources, reflecting global research engagement.
- **Funding per Publication:** The average amount of research funding spent for each publication produced; lower values suggest higher cost-efficiency.
- **Gross Licensing Income:** Total revenue earned from licensing university-owned intellectual property, including upfront fees, royalties, and milestone payments.
- **Individuals Funding:** Contributions from private individuals (non-institutional donors) specifically directed toward research activities.
- **Industry Funding:** Research funding provided by businesses and commercial enterprises, often through sponsored research, partnerships, or service contracts.
- **Innovation Productivity Index:** A composite metric calculated as $(\text{Invention Disclosures} + \text{New Patents} + \text{Startups}) \div \text{Faculty}$, reflecting overall innovation output per faculty member.
- **Invention Disclosures Received:** The number of new inventions formally reported by faculty or researchers to the university's tech transfer office.
- **Investment Income:** Revenue generated from interest, endowments, or other invested research funds.
- **Licensing Income per Disclosure:** The average revenue generated for each invention disclosure, indicating the economic value of disclosed innovations.
- **Municipal Funding:** Research funding received from local or city-level governments and agencies.
- **New Patent Applications Filed:** The number of new patent applications submitted by the university to protect its intellectual property.
- **Non-Government Funding Share:** The percentage of total research funding that comes from non-government sources, such as industry, individuals, and foundations.
- **Other Provinces Funding:** Funding received from provincial governments outside Alberta, supporting interprovincial collaboration or national initiatives.
- **Output in Top 10% Citation Percentiles:** The percentage of the institution's publications that rank among the top 10% most cited worldwide, by field and year.
- **Private Sector Engagement Score:** A composite indicator measuring the level of research collaboration and funding received from industry and private companies.
- **Provincial Funding:** Funding provided by the Government of Alberta, typically through ministries or provincial research and innovation programs.
- **Publications per Faculty:** The average number of publications produced per faculty member, reflecting research productivity at the individual level.
- **Research Leverage Index:** Indicates how effectively a university amplifies its Tri-Agency funding by attracting additional research dollars from other sources.

- **Scholarly Output:** The total number of research publications (e.g. articles, books, conference papers) produced by the institution.
- **Startups Formed:** The number of new companies launched to commercialize university-developed research or technologies.
- **Startups per \$100M Research Funding:** A measure of startup creation efficiency, indicating how many startups are formed for every \$100 million in research funding.
- **Start-up Density per Faculty:** The number of startups formed divided by the total number of faculty, indicating the prevalence of entrepreneurial activity per academic.
- **Total Citations:** The total number of times the institution's publications have been cited by other researchers.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Board of Governors	2025-06-13				X
X	General Faculties Council	2025-10-09				X
	Research and Scholarship Committee	2025-10-16				X

SUPPORTING MATERIALS

PowerPoint, to be shown at the meeting



SUBJECT: **2025 Institutional Sustainability Report**

PROPOSERS

Sandra Davidson, Provost and Vice-President (Academic)

PURPOSE

To inform the General Faculties Council on the upcoming release of the University of Calgary's 2025 Institutional Sustainability Report (ISR) highlighting the University's annual progress on the Institutional Sustainability Strategy (ISS).

KEY CONSIDERATIONS

The 2025 ISR highlights UCalgary's progress and achievements throughout the 2024-2025 academic year across teaching and learning, research and innovation, campus and community engagement, and operational practices. These efforts are closely aligned with UCalgary's *Ahead of Tomorrow* strategy and are guided by goals, priority initiatives, supporting actions, and targets set in the Action Plan (2025-2028) for the *Institutional Sustainability Strategy*. While the report offers a snapshot of sustainability efforts, it reflects only a small sample of the many endeavours across our campus.

UCalgary continues to make steady progress in sustainability, ranking 100th out of 1,794 global universities participating in the Quacquarelli Symonds (QS) World Sustainability Rankings. This places UCalgary among the top six per cent of institutions worldwide and maintaining a top 10% position for the third consecutive year despite a significant growth in participating institutions. The QS Sustainability ranking evaluates universities based on their commitment, progress, and impact in addressing the world's greatest environmental, social and governance challenges.

Select 2025 Outcomes:

- UCalgary was selected as the host for the Canadian chapter of the United Nations Sustainable Development Solutions Network (SDSN), the world's largest knowledge networks for the Sustainable Development Goals (SDGs),
- Over 14,850 sustainability-related research publications,
- 74 sustainability-related start-ups were launched,
- Approximately 18,500 students took one or more sustainability courses in 2024-2025,
- Over 7,600 students took part in advancing sustainability on campus and in broader communities through 100 sustainability related student clubs at UCalgary,
- Approximately 1,315 students participated in over 285 Campus as a Learning Lab experiential learning project,
- Recognized as one of Canada's best diversity employers for the ninth year in a row,
- Over 19,450 students took part in formal mental health and skills development programming,

- Greenhouse gas emissions were reduced by 43% from our 2008 baseline despite campus growth,
- Potable water use was reduced by 41% from our 2008 baseline despite campus growth, and
- Over 50% of daily waste and 60% of construction and demolition waste was diverted from landfill.

The 2025 ISR is a collaborative effort that recognizes the invaluable contributions of our students, faculties and staff, who played a crucial role in identifying impactful initiatives aligned with the [17 United Nations Sustainable Development Goals](#) (UN SDGs). The report is structured around common themes from the *Ahead of Tomorrow* strategy and the *ISS*, with each story linked to relevant UN SDGs.

Report Objectives:

- Showcase progress through teaching and learning, research and innovation community partnerships, and campus operations.
- Align initiatives with the UN SDGs to strengthen UCalgary's position in sustainability rankings such as QS World Sustainability Ranking that assesses universities' governance, social and environmental performance.
- Initiate an integrated reporting framework reflecting the unified OIC portfolios.
- Provide an accessible, reader-friendly report format for diverse audience.

BACKGROUND

UCalgary's Sustainability Policy (2010) confirms a commitment to excellence and leadership in advancing sustainability within teaching and research, engagement, and operational practices. Following approval by the Board of Governors in October 2015, the *ISS* was launched in February 2016 providing a road map for continuous improvement in advancing this commitment. The report integrates the UN SDGs to ensure a recognized and established framework for sustainability measurement within the reporting process.

Ahead of Tomorrow, UCalgary's 2023-2030 strategic plan confirms sustainability as one of five foundational commitments. The updated three-year Action Plan of the *ISS* articulates how UCalgary faculty and business units will contribute to advancing *Ahead of Tomorrow* through their sustainability efforts.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Environment, Health, Safety & Sustainability	2025-09-23				X
X	General Faculties Council	2025-10-09				X
	Board of Governors	2025-10-17				X

NEXT STEPS

Implement a targeted Communications Plan to ensure effective engagement around the release of the ISR on October 22nd, 2025:

- Enhance awareness of UCalgary's positive impact towards the Institutional Commitments.
- Highlight alignment with the *Ahead of Tomorrow* strategy.

- Expand readership through UToday story, OIC and student newsletters, and institutional social media channels (LinkedIn, Instagram and Facebook).
- Leverage UCalgary's Communicators group Teams channel. Refresh the Sustainability Report website with updated content and visuals.

Advance campus-wide sustainability reporting by exploring frameworks beyond the ISR, with integrated data collection across the institutional commitments planned for 2026:

- Review and align global reporting standards, adopt best practices and data collection processes across faculties and business units to support the new Action Plan's priorities, as well as those of the other institutional commitments. This approach will enable consistent annual reporting that reflects UCalgary's institutional commitments and highlights their intersections, focus on innovation, entrepreneurial thinking, transformative education, and impactful research.
- Establish ongoing communication and engagement strategies with campus community through regular updates and consultations to socialise the holistic approach to reporting.
- Invest in systems and processes to ensure accurate and comprehensive data collection and reporting for new metrics.
- Create opportunities with the campus community to listen and understand how they would like to engage with reporting and how best to meet people where they are at when communicating impact.

SUPPORTING MATERIALS

1. 2025 Institutional Sustainability Report Summary of Outcomes

2025

INSTITUTIONAL SUSTAINABILITY REPORT SUMMARY OF OUTCOMES

The **2025 Institutional Sustainability Report (ISR)** spotlights actions taken in teaching and learning, research and innovation, campus and community engagement, and sustainable campus practices. These efforts support the goals outlined in UCalgary's *Institutional Sustainability Strategy* and contribute to the advancement of the 17 United Nations Sustainable Development Goals (SDGs).

The 2025 Summary of Outcomes provides select performance metrics showcasing UCalgary's long-term foundational commitment to excellence and leadership in sustainability. Dive into the full report at ucalgary.ca/sustainability to learn about UCalgary's remarkable trajectory toward shaping a sustainable future.



At the University of Calgary, sustainability is a shared commitment. As we navigate complex global challenges, we have a responsibility to lead with purpose and integrity through research, education, and by modelling sustainability in our facility operations.

Our 15th annual Institutional Sustainability Report celebrates this year's sustainability actions and the ongoing contributions of our entire campus community. I am proud to share the progress we've made in 2024-25 empowered by the significant efforts of our students, faculty, staff, alumni, and community partners, who continue to work together to create a more sustainable tomorrow.

— Ed McCauley, PhD, FRSC
President and Vice-Chancellor



UNIVERSITY OF
CALGARY

ucalgary.ca/sustainability

 @ucalgarysustain

 @ucalgarysustain

Territorial Land Acknowledgement

The University of Calgary, located in the heart of Southern Alberta, acknowledges the traditional territories of the peoples of Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including the Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6).

We acknowledge that we have ongoing responsibilities to protect and honour the land and all living beings within our shared spaces.

SUMMARY OF OUTCOMES



TOP 6% GLOBALLY for commitment to tackling critical **ENVIRONMENTAL, SOCIAL, AND GOVERNANCE (ESG) CHALLENGES**



FAIR TRADE CERTIFIED CAMPUS
SINCE 2015



Recognized as one of **CANADA'S BEST DIVERSITY EMPLOYERS** for the ninth year in a row

TEACHING, LEARNING AND STUDENT EXPERIENCE

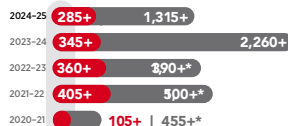
498

SUSTAINABILITY COURSES OFFERED to UCalgary undergraduate and graduate students



Students engaged in **CAMPUS** as a **LEARNING LAB** experiential learning sustainability projects

• Number of projects • Students engaged



* Data affected by COVID-19

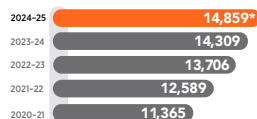


Over **18,475 UCALGARY STUDENTS** took at least one or more **SUSTAINABILITY-RELATED COURSES** in 2024-25

RESEARCH AND INNOVATION



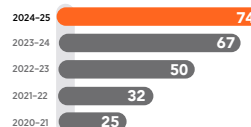
SUSTAINABILITY-RELATED RESEARCH PUBLICATIONS*



*The 2024-2025 publication count quantifies UCalgary's SDG-related research output (2020-2024) as calculated by UCalgary using SDG-related keywords in Elsevier, through SciVal

SUSTAINABILITY STARTUPS

stemming from the innovation and entrepreneurship of UCalgary community members



Over **1,165 SUSTAINABLE FOOD, WATER and LAND RESEARCH PUBLICATIONS***

*Published between 2020-2024 for SDGs 2, 6, 14, 15 as calculated by UCalgary using SDG-related keywords in Elsevier, through SciVal



Over **2,825 CLEAN ENERGY and CLIMATE ACTION RESEARCH PUBLICATIONS***

*Published between 2020-2024 for SDGs 7, 13 as calculated by UCalgary using SDG related keywords in Elsevier, through SciVal



Over **10,420 PARTNERSHIPS FOR SOCIALLY JUST and HEALTHY COMMUNITIES RESEARCH PUBLICATIONS***

*Published between 2020-2024 for SDGs 1, 3, 16, 17 as calculated by UCalgary using SDG related keywords in Elsevier, through SciVal

CAMPUS ENGAGEMENT



Over **19,450+ UCALGARY STUDENTS** took part in formal **MENTAL HEALTH and SKILL DEVELOPMENT PROGRAMMING** IN 2024-25



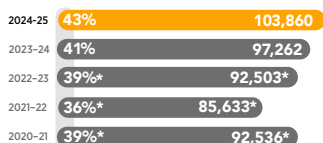
Over **7,625 UCALGARY STUDENTS** took part in **ADVANCING SUSTAINABILITY THROUGH 101 UCALGARY SU CLUBS** IN 2024-25



170+ WORKING MINDS WORKSHOPS on mental health, held for over **1,920+ UCALGARY STAFF** SINCE 2016

SUSTAINABLE CAMPUS

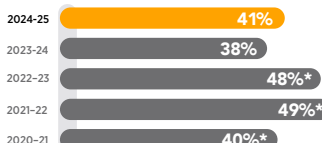
REDUCTION of GREENHOUSE GAS EMISSIONS since 2008 (Tonnes CO₂e)



Scope 1 and 2 CO₂ emissions

* Data affected by COVID-19

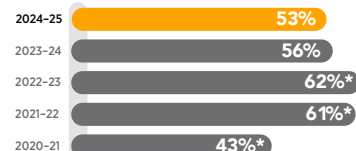
REDUCTION in WATER USE since 2008



* Data affected by COVID-19

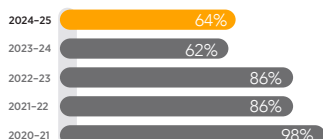


DAILY WASTE DIVERTED from landfill



* Data affected by COVID-19

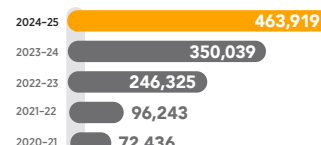
CONSTRUCTION and DEMOLITION WASTE DIVERTED from landfill



The **19 LEED BUILDINGS CERTIFIED FOR GREEN BUILDING PERFORMANCE** contribute to **21% of the TOTAL BUILD AREA** on campus



TOTAL ELECTRICITY GENERATED from ON-SITE RENEWABLES (kWh)



SUBJECT: Student Appeals Annual Report

PROPONENT(S)/PRESENTER(S)

Melissa Morrison, Associate General Counsel, Litigation, Student Appeals, and Policy
Michelle Speta, Associate Secretary, Student Appeals Office

PURPOSE

The purpose of the report is to provide the General Faculties Council with information and data on student appeals completed between July 1, 2024 and June 30, 2025.

KEY CONSIDERATIONS

Student appeals at the University of Calgary are governed by the *Student Misconduct and Academic Appeals Policy*, which centralizes appeals for three types of decisions: academic progression matters, academic misconduct, and non-academic misconduct. The policy sets out two centralized appeal hearing bodies, the University Appeals Committee (UAC) as the delegate of the General Faculties Council (GFC), and the University Appeals Tribunal (UAT) as the delegate of the Board of Governors. The policy also sets out that each Faculty has its own Faculty Appeals Committee (FAC) Procedure for decisions regarding academic assessments.

Decisions that fall under the *Student Misconduct and Academic Appeals Policy* move through two levels of appeal. FACs are the first level of appeal for academic assessment decisions, and the decision of the FAC is further appealable to the UAC under limited grounds articulated in the policy (Section 5.7). The UAC is the first level of appeal for academic progression and misconduct matters, and the decision of the UAC is further appealable to UAT.

The Student Appeals Office oversees appeals to the UAC and UAT and reports annually to the GFC and Board of Governors. This report covers student appeals for the 2024-2025 reporting year and includes data on the number of appeals, the type of matters appealed, and appeal outcomes.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
X	General Faculties Council	2025-10-09				X
	Board of Governors	2025-10-17				X

SUPPORTING MATERIALS

1. Student Appeals Annual Report to the General Faculties Council and Board of Governors 2024-2025

UNIVERSITY OF CALGARY | Secretariat & Student Appeals Office

STUDENT APPEALS

Annual Report to the General Faculties Council and Board of Governors

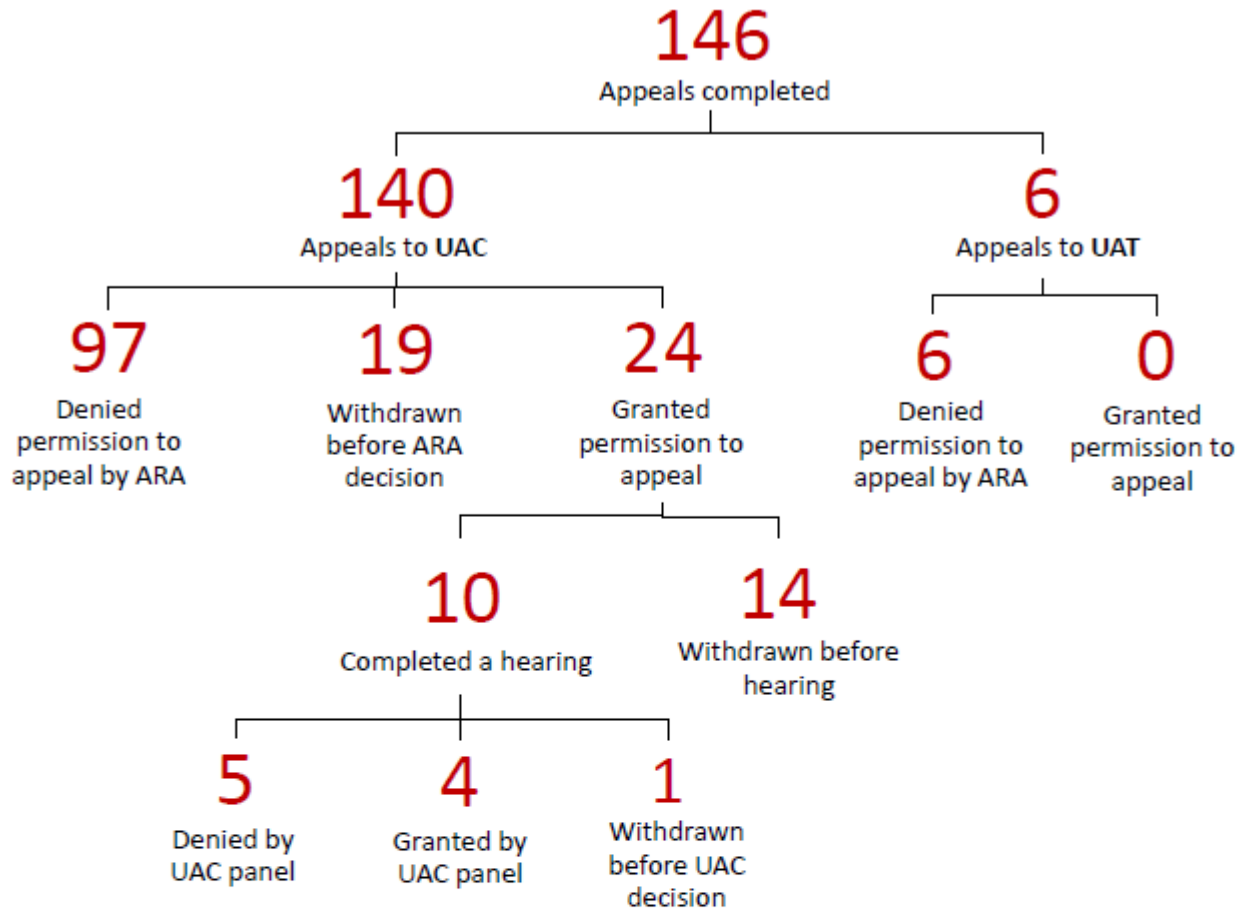
July 1, 2024 – June 30, 2025

Prepared by:

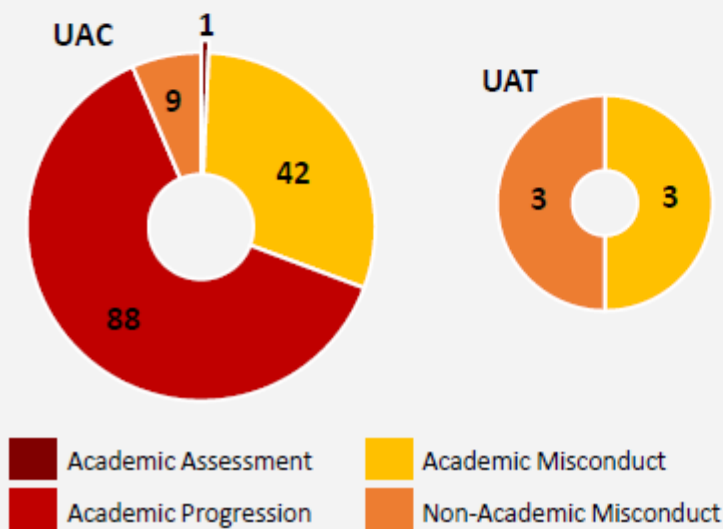
Michelle Speta, Associate Secretary, Secretariat & Student Appeals Office

Melissa Morrison, Associate General Counsel, Litigation, Student Appeals and Policy

2024-2025 APPEALS AT-A-GLANCE



Types of Decisions Appealed



Most common grounds of appeal

Academic Progression

"Relevant new information has arisen that could not have been presented earlier and that may have otherwise affected the decision being appealed."

Academic and Non-Academic Misconduct

"The decision or severity of the sanction, or both, is unreasonable."

UAC = University Appeals Committee, UAT = University Appeals Tribunal, ARA = Appeal Review Administrator

1.0 Background

As set out in the *Post-Secondary Learning Act* (PSLA), student discipline is subject to a right of appeal to the University's Board of Governors. Although only disciplinary (conduct) matters are required to have an appeals structure, the University of Calgary also provides a right of appeal for academic decisions. The appeals process at the University of Calgary is governed by the *Student Misconduct and Academic Appeals Policy*, which was implemented in January 2019. This policy centralizes appeals for three types of decisions with two internal hearing committees: the University Appeals Committee (UAC) as a delegate of the General Faculties Council (GFC), and the University Appeals Tribunal (UAT) as a delegate of the Board of Governors. The objective of the policy is to create consistency in process and decision-making, as well as to improve the timeliness, ease, and fairness of the appeals experience.

The types of decisions that students can formally appeal are defined by the *Student Misconduct and Academic Appeals Policy*:

1. Academic Assessment: "...the determination of a Student's final level of achievement in a specific course or graduate Student milestone, and includes: final assessment(s); credit or fail designations; graduate thesis examinations and candidacy components; and, if specified in a course outline, assessments of all aspects of professional behaviour; and as further defined in the Academic Calendar."
2. Academic Progression: "...a matter regarding a Student's academic achievement in the Student's program. Academic Progression Matters include: assessments of all aspects of professional behaviour as required in University documents other than a course outline; dismissals; or the requirement to withdraw. Academic Progression Matters do not include: decisions regarding Academic Assessments, Admissions/Program Transfers, or Student Academic Misconduct."
3. Academic Misconduct: "...plagiarism, cheating or other academic misconduct as defined in the Student Academic Misconduct Policy."
4. Non-Academic Misconduct: "...conduct that is prohibited as outlined in Appendix 1: Prohibited Conduct of the Student Non-Academic Misconduct Policy."

The policy requires that each Faculty has its own Faculty Appeals Committee (FAC) Procedure for decisions regarding academic assessments. The *Student Misconduct and Academic Appeals Policy* also sets out a Postgraduate Medical Education (PGME) Appeals Committee, which has broader jurisdiction than the Faculty Appeals Committees. The Student Appeals Office (SAO) oversees the process for appeals to the UAC and UAT, and provides process support for appeals to the PGME Appeals Committee. The SAO also provides process guidance for FAC appeals as needed.

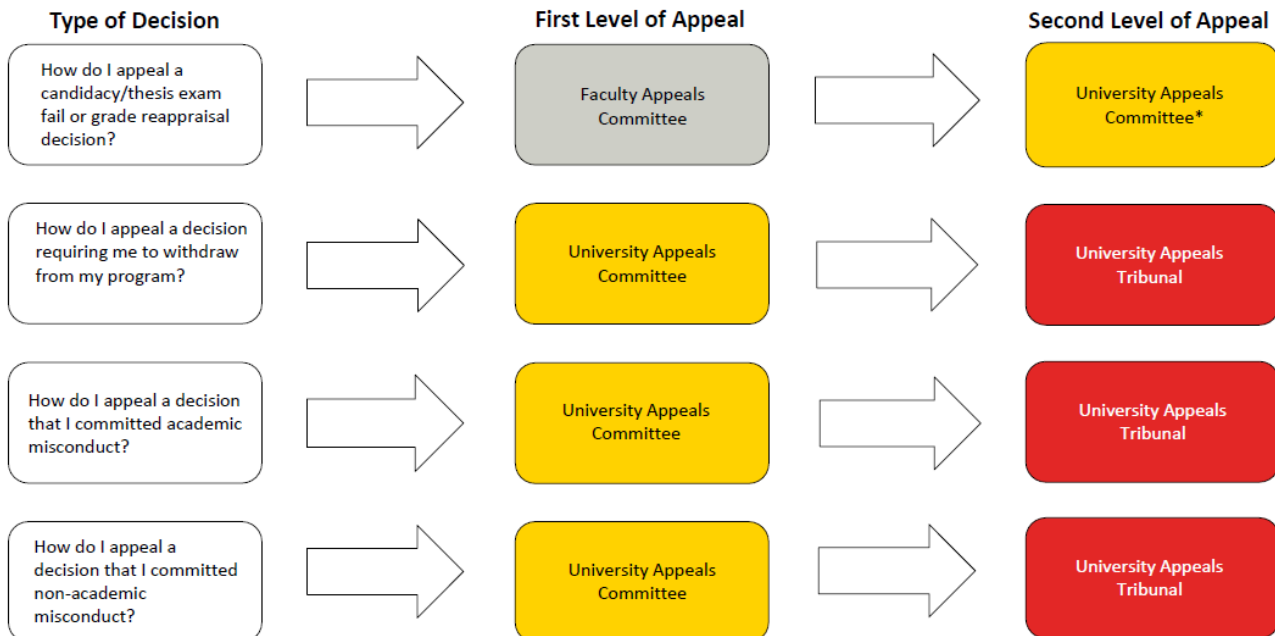
There are some University of Calgary decisions that are not appealable under the *Student Misconduct and Academic Appeals Policy*, such as registration exemption requests, extenuating circumstances withdrawal (EW) requests, discontinuation from Open Studies, or decisions regarding admissions or transfer credit.

2.0 Appeals Structure & Process

The University of Calgary has a two-level appeal structure, whereby the four types of decisions that fall under the *Student Misconduct and Academic Appeals Policy* move through two levels of appeal. The first level of appeal for academic assessment decisions is the relevant FAC. The UAC is the first level of appeal for academic progression matters and misconduct decisions, and the second level of appeal for final academic assessments. The UAT is the second level of appeal for academic progression matters and misconduct decisions.

The first level of appeal examines the decision (e.g., the UAC examines the finding of academic misconduct and associated sanction). The grounds of appeal that are available to the student Appellant at the first level of appeal vary by the type of decision. The second level of appeal examines the decision of the preceding appeal body (e.g., the UAT examines the decision of the UAC). As such, the grounds of appeal for academic assessments and academic progression matters are limited at the second level. For misconduct appeals, the grounds of appeal are not limited at either level of appeal to align with the requirements of the PSLA.

Summary Diagram of Student Misconduct and Academic Appeals Process



*Second-level appeals to the UAC are only available for final academic assessments and candidacy/thesis exams. The FAC is the final level of appeal for graded term work reappraisals.

The first step of the appeals process is an appealable decision being issued. This decision may occur at the conclusion of an investigation (i.e., for academic and non-academic misconduct) or after a first-level appeal hearing (e.g., a FAC decision on an academic assessment appeal), or is a decision made under University or Faculty regulations (i.e., academic progression).

After a student submits an appeal to the UAC or UAT, the documentation submitted by the student is reviewed by an Appeal Review Administrator (ARA). In most cases, this is an academic staff member who is from a different Faculty or unit than both the Appellant and Respondent. The exception is non-academic misconduct appeals to the UAT, where the ARA is a member of the Board of Governors. The ARA's role is to determine whether the student is granted permission to appeal. This decision is governed by criteria set out in the *University Appeals Committee Procedure* (UAC Procedure) and the *University Appeals Tribunal Procedure* (UAT Procedure). The reasons a student may not be granted permission to appeal are provided in Section 4.8 of the UAC and UAT Procedures.

If a student is granted permission to appeal, the matter proceeds to an oral or written hearing which is heard by a panel of three (3) members of the UAC or UAT. Appellants can elect to have a student representative sit on the panel, as well as bring an advisor (support person), and invite witnesses. Decisions are made by the majority of the panel.

An ARA's decision is final and not further appealable at the University. This means that for academic decisions the appeals process ends if the ARA denies permission to appeal. However, students appealing misconduct decisions have the right to submit a new appeal directly to the UAT if the UAC appeal was denied by the ARA. In this case, they are appealing the original conduct decision to the second-level body, which is an exception to the standard flow of the two-level structure.

3.0 Appeals Data

The annual reporting period for student appeals data is July 1 to June 30, in alignment with institutional student misconduct reporting. The last annual report for student appeals was received by the GFC on December 5, 2024 and the Board of Governors on December 13, 2024, and reflected data for the period of July 1, 2023 to June 30, 2024.

The statistics below represent appeals that were completed between July 1, 2024 – June 30, 2025. An appeal file is considered 'completed' if either an ARA or panel decision letter has been issued, or if a file closing letter has been issued (i.e., for withdrawn appeals). Data from three prior reporting years (2021–2022, 2022–2023, and 2023–2024) are also provided for comparison.

3.1 Total Number of Appeal Submissions

Table 1: Total number of appeals completed in the past four reporting years.

Appeal Type	2022–2023		2023–2024		2024–2025	
	UAC	UAT	UAC	UAT	UAC	UAT
Academic Assessment	0	N/A	0	N/A	1	N/A
Academic Progression	83	0	108	0	88	0
Academic Misconduct	12	2	31	2	42	3
Non-Academic Misconduct	4	0	11	2	9	3
Total number of appeals	101		154		146	

Note: The UAC is the final level of appeal for Academic Assessment Matters.

3.2 Appeal Outcomes

After a student has submitted an appeal, there are a number of possible outcomes:

1. Permission to appeal is denied by the ARA
2. Permission to appeal is granted by the ARA
 - a. Appeal is denied after hearing
 - b. Appeal is granted after hearing

A student can also choose to withdraw their appeal at any time during the process. The most common reason for withdrawal is that the student has reached a resolution with the Faculty (e.g., the decision they are appealing gets rescinded), but students can choose to withdraw their appeal for any reason.

Table 2: Outcomes of UAC appeals completed in the past three reporting years.

UAC Appeal Outcomes	2022–2023	2023–2024	2024–2025
Academic Progression			
Total number of appeals submitted	82	108	88
• Appeal withdrawn prior to ARA decision	22	25	16
• Permission to appeal denied by ARA	54	76	67
• Permission to appeal granted by ARA	6	7	5
○ Appeal withdrawn after permission granted	5	0	4
○ Appeal proceeded to hearing	1	7	1
▪ Withdrawn before UAC decision	0	1	0
▪ Denied by UAC	1	6	1
▪ Granted by UAC	0	0	0
Academic Misconduct			
Total number of appeals submitted	10	31	42
• Appeal withdrawn prior to ARA decision	0	1	2
• Permission to appeal denied by ARA	8	25	22
• Permission to appeal granted by ARA	2	5	18
○ Appeal withdrawn after permission granted	1	0	10
○ Appeal proceeded to hearing	1	5	8
▪ Withdrawn before UAC decision	0	0	1
▪ Denied by UAC	0	4	3
▪ Granted by UAC	1	1	4
Non-Academic Misconduct			
Total number of appeals submitted	4	11	9
• Appeal withdrawn prior to ARA decision	0	0	1
• Permission to appeal denied by ARA	4	5	7
• Permission to appeal granted by ARA	0	6	1
○ Appeal withdrawn after permission granted	0	0	0
○ Appeal proceeded to hearing	0	6	1
▪ Denied by UAC	0	6	1
▪ Granted by UAC	0	0	0
Academic Assessment			
Total number of appeals submitted	0	0	1
• Permission to appeal denied by ARA	0	0	1
• Permission to appeal granted by ARA	0	0	0
Total number of appeals to UAC	96	150	140

The UAC is the second level of appeal for final grades (final academic assessments), meaning that it is the decision of the FAC that is being appealed to the UAC.

Table 3: Outcomes of UAT appeals completed in the past three reporting years.

UAT Appeal Outcomes	2022–2023	2023–2024	2024–2025
Academic Progression			
Total number of appeals submitted	0	0	0
• Appeal of UAC decision	0	0	0
Permission to appeal denied by ARA	0	0	0
Permission to appeal granted by ARA	0	0	0
Academic Misconduct			
Total number of appeals submitted	2	2	3
• Appeal of UAC decision	0	0	0
• New submission after UAC ARA denial	2	2	3
Permission to appeal denied by ARA	2	2	3
Permission to appeal granted by ARA	0	0	0
Non-Academic Misconduct			
Total number of appeals submitted	0	2	3
• Appeal of UAC decision	0	0	0
• New submission after UAC ARA denial	0	2	3
Permission to appeal denied by ARA	0	2	3
Permission to appeal granted by ARA	0	0	0
Total number of appeals to UAT	2	4	6

Since the January 2019 implementation of the current appeals structure, there have been no appeals of UAC decisions on academic misconduct or non-academic misconduct cases. All submissions made in the past 6.5 years have been a “second attempt” appeal of the original misconduct decision after the ARA denied permission to appeal at the UAC level.

There have been four (4) UAT hearings in total since January 2019, one for an academic progression matter and three for misconduct matters. None have been granted, and in one of the misconduct cases the UAT’s decision was to apply a more onerous sanction.

This was the second year that the SAO tracked incorrect appeal submissions, which are cases where students submit a formal appeal despite not having an appealable decision. In 2023–2024, 26 incorrect appeal submissions were received, 24 of which were regarding academic assessments. In most of those cases, students had not completed the grade reappraisal process which is outlined in the Calendar. For the few that had completed the grade reappraisal process and were seeking to appeal the reappraisal decision, they had not yet completed an appeal of the reappraisal decision to the FAC, and were redirected to the relevant FAC. In 2024–2025, the SAO received 21 incorrect appeal submissions, of which only 11 were regarding academic assessments. The other incorrect appeal submissions pertained to admissions, fees, and discontinuation from Open Studies, all of which are not appealable to the UAC/UAT.

3.3 Grounds of Appeal

The grounds of appeal that are available to an Appellant vary by the type and level of appeal and are outlined in Sections 5.6-5.8 of the *Student Misconduct and Academic Appeals Policy*. An appeal may be sought on multiple

grounds. In some cases, an ARA may grant permission to appeal on only one ground from several that an Appellant submitted, or may elect to grant permission to appeal on an applicable ground that the Appellant did not submit themselves.

For academic progression matters, the possible grounds of appeal are:

- relevant new information has arisen that could not have been presented earlier and that may have otherwise affected the decision being appealed;
- the decision contained an error in the application of the relevant Academic Calendar regulations; or
- there was a reasonable apprehension of bias on the part of a person who made the decision being appealed.

Based on data from the past three reporting years, the 'new information' ground of appeal is by far the most common ground, being selected in >80% of appeals of Required to Withdraw (RTW) decisions.

For misconduct, the possible grounds of appeal are:

- relevant new information has arisen that could not have been presented earlier and that may have otherwise affected the decision being appealed;
- the decision being appealed was made in a procedurally unfair way;
- there was a reasonable apprehension of bias on the part of a person who made the decision being appealed;
- the decision maker did not have the authority to make the decision or to impose the sanctions;
- the decision, or the severity of the sanction, or both, is unreasonable; or
- any other ground.

The decision and/or sanction being unreasonable is the most common ground of appeal for misconduct decisions.

3.4 Appeal Hearings

In their submissions, both the Appellant and Respondent can indicate whether they prefer an oral or written appeal hearing. As outlined in Section 4.14 of the UAC/UAT Procedure, the panel chair may determine that an appeal hearing should be written rather than oral under certain circumstances. The Appellant's preference is the main factor that the panel chair considers in their decision.

The majority of appeal hearings are oral. There have been no written appeal hearings at the UAC level since 2020.

The length of an appeal hearing depends on the complexity of the case and the number of parties involved, including witnesses. In some cases, a single hearing will be held for multiple Appellants (for example, a case of academic misconduct involving two students, both of whom have appealed). Hearings range from three (3) to eight (8) hours in length depending on these factors.

Table 4: Number of appeal hearings held in each of the past three reporting years.

Appeal Body	2022–2023	2023–2024	2024–2025
UAC	3	17	8
UAT	0	0	0

4.0 Discussion

An ongoing rise in academic and non-academic misconduct appeals was evident this reporting year, continuing the trend observed last year. An increase in volume of academic misconduct appeals related to generative AI has been anticipated for the past several years and transpired this year following the Fall 2024 term. In last year's report, we noted that we did not expect the upward trend in non-academic misconduct appeals to continue, due to the higher volume in 2023–2024 being due to a single case. However, the number of non-academic misconduct appeals completed in 2024–2025 turned out to be similar to the prior year. Notably, there were five non-academic misconduct appeals related to the *Sexual and Gender-based Violence Policy* this year, which is the highest number in a reporting year to date.

Academic progression appeal hearings continue to be rare. This can be attributed to the expansion of the Academic Turnaround Program (ATP) to include most Faculties, as well as last year's change to allow late entry to the ATP up until two weeks prior to the start of the Fall term.

Data collected on incorrect appeal submissions since the 2023–2024 reporting year revealed a clear need for wayfinding supports for students who have concerns with graded term work or final academic assessments. While the SAO does not oversee or have any involvement with grade reappraisals, in collaboration with the Students' Union (SU) and with feedback from the Graduate Students' Association (GSA) we developed a new webpage on [Grade Reappraisals and Academic Assessment Appeals](#) to serve as a central resource for the University that lays out Academic Calendar regulations on grade reappraisals in a step-by-step guide, and directs students to the appropriate contacts within Faculties. The 50% decrease in incorrect appeal submissions for academic assessments in the 2024–2025 suggests that our efforts in this regard have been fruitful.

Other updates to the SAO webpage that were developed collaboratively with the SU during the 2024–2025 year include:

- a revised [Appeals Process](#) page, with visual flowcharts and clarity on the [ARA Review](#) step that each appeal goes through, as well as differentiating more clearly what happens if permission to appeal is [granted](#) or [denied](#);
- addition of language to the [homepage](#) for students experiencing extenuating circumstances;
- revised [FAQs](#) and updated [Support Resources](#) page; and
- addition of an [appointment request form](#).

5.0 Ongoing & Future Work

The SAO is focusing efforts on process improvements and developing a Community of Practice for Faculty administrators that support appeals to FACs. This includes revisions of the handbook for Faculty administrators, including updated templates, and guidelines for coordinating appeal hearings.



SUBJECT: Approved Revisions to the Graduate Academic Program Subcommittee and Undergraduate Academic Program Subcommittee Terms of Reference

PROPONENT

Courtney McVie, University Secretary

PURPOSE

The General Faculties Council (GFC) is being provided for information the approved revisions to the Terms of Reference (TOR) of the Graduate Academic Program Subcommittee (GAPS) and the Undergraduate Academic Program Subcommittee (UAPS).

KEY CONSIDERATIONS

On May 17, 2025, the GFC Executive Committee (EC) approved the merger of the Academic Planning and Priorities Committee's Academic Program Subcommittee (APS) and Calendar and Curriculum Subcommittee (CCS) into the UAPS. The merger streamlined the undergraduate governance processes and aligned these with the graduate governance processes, eliminating confusion and reducing the chance of errors in approval routing, and aligns with Strategy 4 of *Ahead of Tomorrow*, which is focused on making processes clearer, simpler, and better.

The approved TOR of the UAPS continued the practice of having cross-appointment between the sister graduate and undergraduate program committees, by having the Academic Co-Chair of the GAPS serve as a voting member of the UAPS. It was necessary to update the GAPS TOR in light of the merger, and the specific revisions made were:

- The voting membership of the GAPS now includes the Academic Co-Chair of the UAPS (this previously read APS).
- All references to the CCS in the Responsibilities section were changed to read UAPS.

The Vice-Provost (Academic Planning and Strategy) has been named by the Provost and Vice-President (Academic) as the administrative Co-Chair of the UAPS. Further, the role of Associate Deputy Provost is now abolished and so the GAPS and UAPS TOR were updated accordingly.

A non-voting GAPS member's title was also updated.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	General Faculties Council Executive Committee	2025-08-27	X			
	Undergraduate Academic Program Subcommittee	2025-09-18				X
	Graduate Academic Program Subcommittee	2025-10-08				X
X	General Faculties Council	2025-10-09				X

NEXT STEPS

The revised GAPS and UAPS TORs were effective immediately upon approval.

SUPPORTING MATERIALS

1. Approved Graduate Academic Program Subcommittee Terms of Reference, with tracked changes
2. Approved Undergraduate Academic Program Subcommittee Terms of Reference, with tracked changes



**General Faculties Council
Graduate Academic Program Subcommittee
Terms of Reference**

1. ESTABLISHMENT

The Academic Planning and Priorities Committee (**APPC**) hereby establishes a subcommittee called the Graduate Academic Program Subcommittee (the **Subcommittee**) under the provisions of the General Faculties Council's (**GFC**) General Terms of Reference for Standing Committees and these Terms of Reference, and delegates to the Subcommittee the authorities set out herein. In the event of a conflict between the provisions of these Subcommittee Terms of Reference and the General Terms of Reference, these Subcommittee Terms of Reference will govern.

The Dean and Vice-Provost (Graduate Studies) shall act as the responsible senior administrator to the Subcommittee, providing the link between senior administration and the Subcommittee.

2. MEMBERSHIP

Co-Chair

Dean and Vice-Provost (Graduate Studies) (ex-officio, voting).

Academic Co-Chair

As named by the GFC Executive Committee (see "Voting Members" below).

Voting Members

- Five academic staff members:
 - three appointed by the GFC Executive Committee, with at least one of the three being a member of GFC at the time of their appointment; and
 - two appointed by the Graduate Studies Faculty CouncilOne of these persons shall be named by the GFC Executive Committee as Academic Co-Chair of the Subcommittee.
- One student appointed by the Graduate Students' Association
- One member of the Faculty of Graduate Studies, appointed by that Faculty
- Registrar (ex-officio)
- Academic Co-Chair of the Undergraduate Academic Program Subcommittee (ex-officio)

Non-Voting Members

- One person appointed by the Faculty Association
- ~~Associate Deputy Provost (ex-officio)~~
- Lead, Graduate Policy, Calendar, and Special Projects~~Policy & Program Development~~ (ex-officio)
- Senior Director, Strategic Operations, Faculty of Graduate Studies or delegate (ex-officio)

3. ROLE

The Subcommittee serves as a vetting and advisory group to APPC in respect of the creation, alteration or termination of graduate programs and carries out those additional responsibilities delegated to it by APPC from time to time.

4. RESPONSIBILITIES

The Subcommittee will fulfill its role primarily by carrying out the activities enumerated below.

The listed responsibilities shall be the common, recurring activities of the Subcommittee; however, the Subcommittee may carry out additional responsibilities and duties within its role.

The Subcommittee's primary responsibilities are as follows:

1. Approve:

- a. all changes to graduate courses (e.g., hours, title, and content), excluding graduate courses that are cross-listed (offered for credit towards either an undergraduate or graduate degree), which are approved by the ~~Calendar and Curriculum~~Undergraduate Academic Program Subcommittee (UAPSCCS); and
- b. all minor graduate program changes, such as additions and deletions of courses, and changes to degree options; and
- c. changes to graduate program-level admission requirements and graduate program-level academic regulations; and
- d. proposals for the suspension of graduate programs; and
- e. revisions to graduate program sections of the Academic Calendar; and
- f. editorial revisions to Faculty of Graduate Studies' admission requirements and graduate academic regulations.

2. Review and recommend to APPC:

- a. proposals for the creation or termination of graduate programs; and
- b. proposals for the creation or termination of joint, dual or collaborative delivery of graduate degrees, certificates or diplomas with other institutions; and
- c. all major graduate program changes, such as changes to program completion requirements (e.g., number of courses required), program redesigns, or program specializations; and
- d. new and changes to existing Graduate Regulations, including the Faculty of Graduate Studies' admission requirements; and
- e. new and changes to existing University Regulations (concurrent review and recommendation by the UAPSCCS is required); and
- f. major revisions to sections of the Academic Calendar other than the undergraduate- and graduate-specific sections (concurrent review and recommendation by the UAPSCCS is also required).

3. Evaluate, monitor, develop, and recommend to APPC necessary revisions and improvements to the University's program review and approval processes and process documents with respect to graduate programs; and

4. Such other activities and responsibilities delegated or assigned to it by APPC from time to time.

The Subcommittee is also ultimately responsible for the work and responsibilities of any working groups that support or report to the Subcommittee.

5. POWERS

Other than, or in the absence of, specific delegations of authority from APPC to act autonomously, the Subcommittee's powers shall be limited to providing input and ideas, advising, and making recommendations to APPC.

6. AUTHORITIES

The Subcommittee has the specific delegated authority to autonomously: (i) require changes to proposals and to require that proposals receive the recommendation of the Subcommittee before being moved forward to APPC for approval; (ii) approve graduate course changes (excluding cross-listed courses) and minor graduate program changes; (iii) approve changes to program-level graduate admission requirements and academic regulations; (iv) approve graduate program suspensions; and (v) approve revisions to sections of the Academic Calendar that are specific to graduate studies, all on the condition that decisions made or actions taken under this delegated authority are reported to APPC.

7. SPECIFIC RESPONSIBILITIES OF THE COMMITTEE CO-CHAIR

In addition to any other responsibilities of the Co-Chair, the Co-Chair shall act as the liaison between the Subcommittee and the Faculty of Graduate Studies Council in respect of the work of the Subcommittee.

As at ~~May 15, 2024~~August 27, 2025



**General Faculties Council
Undergraduate Academic Program Subcommittee
Terms of Reference**

1. ESTABLISHMENT

The Academic Planning and Priorities Committee (**APPC**) hereby establishes a subcommittee called the Undergraduate Academic Program Subcommittee (**the Subcommittee**) under the provisions of the General Faculties Council's (**GFC**) General Terms of Reference for Standing Committees and these Terms of Reference, and delegates to the Subcommittee the authorities set out herein. In the event of a conflict between the provisions of these Subcommittee Terms of Reference and the General Terms of Reference, these Subcommittee Terms of Reference will govern.

The Deputy Provost or a Vice-Provost or equivalent designated by the Provost and Vice-President (Academic) shall act as the responsible senior administrator to the Subcommittee, providing the link between senior administration and the Subcommittee.

2. MEMBERSHIP

Co-Chair

The Deputy Provost or a Vice-Provost or equivalent designated by the Provost and Vice-President (Academic) (ex-officio, voting).

Academic Co-Chair

As named by the GFC Executive Committee (see "Voting Members" below).

Voting Members

- One academic staff member appointed by each Faculty Council offering undergraduate programs. The appointees should have experience leading undergraduate programs at a Faculty level. One of these persons shall be named by the GFC Executive Committee as Academic Co-Chair of the Subcommittee.
- Vice-Provost (Teaching and Learning) (ex-officio)
- Executive Director, Institutional Commitments or designated academic staff member (ex-officio)
- Director, Indigenous Strategy or designated academic staff member (ex-officio)
- Registrar (ex-officio)
- Academic Co-Chair of the Graduate Academic Program Subcommittee (ex-officio)
- One student appointed by the Students' Union

Non-Voting Members

- One person appointed by the Faculty Association
- ~~Associate Deputy Provost (ex-officio)~~
- Associate Registrar & Director, Systems and Policy (ex-officio)
- Calendar Editor (ex-officio)
- Senior Specialist, Academic Advising (ex-officio)
- A representative of the Senior Advisor Group appointed by the Co-Chairs (up to a two-year term)

3. ROLE

The Subcommittee serves as a vetting and advisory group to APPC in respect of the creation, alteration, or termination of undergraduate programs and those responsibilities delegated to it by APPC from time to time.

4. RESPONSIBILITIES

The Subcommittee will fulfill its role primarily by carrying out the activities enumerated below.

The listed responsibilities shall be the common, recurring activities of the Subcommittee; however, the Subcommittee may carry out additional responsibilities and duties within its role.

The Subcommittee's primary responsibilities are as follows:

1. Approve:
 - a. all changes to undergraduate courses (e.g., hours, title, and content) including those that are cross-listed (courses that are offered for credit towards either an undergraduate or graduate degree);
 - b. all minor undergraduate program changes, such as additions and deletions of courses, and changes to degree options;
 - c. changes to Faculty-level undergraduate academic regulations including Faculty-level undergraduate program admission requirements, except if the change(s) have institutional impact;
 - d. proposals for the suspension of undergraduate programs; and
 - e. editorial and minor revisions to other sections (those not specific to either undergraduate or graduate) of the Academic Calendar, after consultation with the Co-Chair of the Graduate Academic Program Subcommittee (GAPS).
2. Review and recommend to APPC:
 - a. proposals for the creation or termination of undergraduate programs (including degree programs and credit certificate and diploma programs);
 - b. proposals for the creation or termination of joint, dual, or collaborative delivery of undergraduate degrees, certificates, or diplomas with other institutions;
 - c. all major undergraduate program changes, such as modification of program completion requirements (e.g., number of courses in a major), program redesigns, or program specializations;
 - d. new and changes to existing Undergraduate Regulations, including undergraduate admission requirements;

- e. new and changes to Faculty-level undergraduate academic regulations and Faculty-level undergraduate program admission requirements in cases where the changes have institutional impact;
 - f. new and changes to existing University Regulations (concurrent review and recommendation by the GAPS may be required for University Regulations); and
 - g. major revisions to other sections of the Academic Calendar (concurrent review and recommendation by the GAPS is also required).
3. Evaluate, monitor, develop and recommend to APPC necessary revisions and improvements to the University's program review and approval processes and process documents with respect to programs within its role; and
 4. Such other activities and responsibilities delegated or assigned to it by APPC from time to time.

The Subcommittee is also ultimately responsible for the work and responsibilities of any working groups that support or report to the Subcommittee.

5. POWERS

Other than, or in the absence of, specific delegations of authority from APPC to act autonomously, the Subcommittee's powers shall be limited to providing input and ideas, advising, and making recommendations to APPC.

6. AUTHORITIES

The Subcommittee has the specific delegated authority to autonomously: (i) require changes to proposals and to require that proposals receive the recommendation of the Subcommittee before being moved forward to APPC for approval; (ii) approve undergraduate program suspensions, (iii) approve undergraduate course changes and minor undergraduate program changes, (iv) approve changes to Faculty academic regulations and admission requirements, (v) approve revisions to the undergraduate sections of the Academic Calendar, and (vi) approve editorial and minor revisions to the other sections of the Calendar, all on the condition that decisions made or actions taken under this delegated authority are reported to APPC.

As at ~~May 21, 2025~~ August 27, 2025



GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE
Report to General Faculties Council
for the meetings held August 27, 2025 and September 24, 2025

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

August 27, 2025

Naming of the Academic Co-Chair of the Research and Scholarship Committee

The EC named Joshua Taron, School of Architecture, Planning and Landscape, as the Academic Co-Chair of the Research and Scholarship Committee (RSC), for a term until June 30, 2028 or until his time on the RSC ends, if that is sooner.

Naming of the Academic Co-Chair of the Undergraduate Academic Program Subcommittee

The EC named Melissa Boyce, Faculty of Arts, as the Academic Co-Chair of the Undergraduate Academic Program Subcommittee (UAPS), for a term until June 30, 2028 or until her time on the UAPS ends, if that is sooner.

Appointment of Appeal Review Administrators for the University Appeals Committee (UAC) and University Appeals Tribunal (UAT)

The EC named, in rank order, academic staff members to be approached by the University Secretariat to serve as Appeal Review Administrators.

Secretary's Note: Following the meeting, Gideon Christian, Faculty of Law, Cari Gulbrandsen, Faculty of Social Work, and Michelle Scott Paul, Faculty of Nursing, Ivan Detchev, Schulich School of Engineering, and Joelle Welling, Faculty of Arts, agreed to serve and were deemed to be appointed by the EC.

Appointment of Three Members of General Faculties Council (GFC) to the Chancellor Search Committee

The Committee named, in rank order, members of the General Faculties Council to be approached by the University Secretariat to serve on the Chancellor Search Committee.

Secretary's Note: Following the meeting, Mark Bauer, Faculty of Science, Jeffrey Priest, Schulich School of Engineering, and Jennifer Winter, Faculty of Arts, agreed to serve and were deemed to be appointed by the EC.

Approval of Revisions to the Graduate Academic Program Subcommittee and Undergraduate Academic Program Subcommittee Terms of Reference

The University Secretary highlighted the proposed Terms of Reference revisions, which are necessary because of the recent merger of the Academic Program Subcommittee and Calendar and Curriculum Subcommittee into the Undergraduate Academic Program Subcommittee (UAPS) and because the role of Associate Deputy Provost has been abolished. The EC voted to approve the revisions to the Terms of Reference of the Graduate Academic Program Subcommittee and UAPS.

September 24, 2025

Review of the Draft October 9, 2025 GFC Agenda

The EC reviewed the draft October 9, 2025 GFC agenda, hearing that there will be a social half-hour before the meeting start for any GFC members to wish to meet one another and engage in conversation.

UCalgary60 Update

The EC received a presentation on plans for celebrating the University's 60th anniversary, including:

- The mission of the UCalgary60 campaign is to celebrate the University's educational excellence and community impact, while fostering connections and inspiring pride.
- There are two UCalgary60 committees, a Steering Committee and an Invite Strategy Committee
- The UCalgary60 campaign kicked off on August 29, 2025 with the Calgary Stampede Showband leading a parade to McMahon Stadium.
- The outcomes of the more than yearlong campaign are expected to be:
 - Increase the University's brand strength and reach
 - Build pride and connections among the internal University community (students, faculty, staff, and alumni)
 - Build deeper public awareness of what the University has achieved in 60 years, and to use the anniversary as an opportunity to say thank you to the community for the support over the years
 - Engage community members to build support and partners to enable the growth of the University over the next 60 years
- Focus will be on people, and core elements of the UCalgary60 campaign will include: 60 Stories in 60 Weeks (one first-person story per week from October 2025 to December 2026, in UToday and on social channels), Campus Chronicles (including factoid wall graphic displays), signature events, campus pageantry refresh, special logo and wordmark treatment, and merchandise.
- April 2026 is the formal anniversary month, as April 1, 1966 was the effective date of the Universities Act, April 15, 1966 was the date of the legislative and royal assent creating the University of Calgary, April 16, 1966 was the date of the installation of the first President and Vice-Chancellor and the University of Calgary's first convocation ceremony, and April 29, 1966 was the date of the formal transfer of university governance from the University of Alberta to the University of Calgary.
- On September 27, 2025 the University's anniversary will be celebrated at the Dinos football game, with a pancake breakfast, distribution of commemorative t-shirts, the awarding of some prizes, and the taking of a historic photograph.
- Other upcoming activities include an exhibit about the University's history opening in the Taylor Family Digital Library in October 2025, a USports Final 8 Fanfest in March 2026, the internal and external presentation of the UCalgary Community Report in March and April 2026, and a Community Day in April 2026.

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

Creation of the Carbon Capture, Utilization, and Storage (CCUS) Specialization within the Graduate Certificates in Advanced Engineering Practice I and II, Schulich School of Engineering

The Committee reviewed the proposal for the creation of the Carbon Capture, Utilization, and Storage (CCUS) specialization within the Graduate Certificates in Advanced Engineering Practice I and II. The Committee heard that the Schulich School of Engineering (SSE) has secured over \$1 million in funding from Carbon Management Canada (CMC) under the 'Talent Acceleration and Career Training in Low-carbon Energy' (TACTILE) program to provide graduate-level training for professional engineers and earth and environmental scientists interested in upskilling. The funding will cover all costs for the specialization, including tuition and fees, for two cohorts of 56 students in starting in Winter 2026 and Fall 2026, respectively.

The Committee learned that the four courses for the specialization will be delivered in-person on campus. Field trips to the CMC's Newell County CCUS facility near Brooks, Alberta will provide students with experiential learning opportunities. This program is for carbon capture in oil and gas industry operations. It will not cover other forms of carbon capture technologies (e.g., direct air capture).

An amendment was reported to remove an erroneous reference to an 'Internship Program' in the proposal.

The Committee discussed the Indigenous Engagement components of the proposal, including:

- The opportunity for incorporating Indigenous Engagement into the curriculum in Course 1 of the specialization, which focuses on the techno-economic feasibility, policy and regulatory frameworks of CCUS in Alberta.
- The importance of ensuring that Indigenous Engagement is not conflated with equity, diversity, and inclusion initiatives. The Committee recommended that standard University language be used when discussing Indigenous Engagement components. If alternative language is used, an explanation of the terminology and rationale for its use should be provided.
- That Indigenous Engagement is not just about Indigenous Peoples, it is about the relationship between all of us and needs to include learning for all students. Feedback and guidance on how to incorporate Indigenous Engagement in a thoughtful and meaningful way needs to be provided to proponents from the beginning of the program proposal process, starting with the Decision Support Team.

The Committee also noted that the standard recommendations for program budgets from Finance may need to be updated to ensure alignment with collective agreements.

With the reported amendment, the Committee approved the creation of the specialization in CCUS within the Graduate Certificates in Advanced Engineering Practice I and II, effective Winter 2026.

Additional Revisions to Calendar Section *Faculty of Graduate Studies Scholarships and Awards*

The Committee reviewed the proposed additional revisions to the *Faculty of Graduate Studies Scholarships and Awards* Calendar regulations. This Calendar section came to the March 10, 2025 meeting of the APPC with revisions to increase the maximum amount that a student is permitted to hold in internal competitive scholarships in alignment with recent increases in the value of Tri-agency awards. The APPC approved those changes, and requested further revisions to clarify how the regulations apply to internal awards versus external awards, and to clarify the regulations regarding the exemption for Indigenous funding.

Following further feedback provided at the May 12, 2025 APPC meeting, the Committee heard that the Calendar entry was further revised to:

- Explain the rationale for the “fair distribution policy”, which is setting a fair limit on the amount of internal awards a graduate student can hold to ensure that as many different students as possible can receive award funding.
- Clarify the differences between internal and external funding. There are no FGS limits on the amount of external funding a student can hold. However, FGS may take students’ external funding into consideration with respect to decisions on internal awards. Students may hold one additional program-recommended award beyond the maximum amount.
- Remove the term “political” from the definition of Indigenous government funding.

The Committee learned that the \$5,000 cap for internal awards is intended to be a high enough amount that it is worthwhile for Tri-agency award holders to apply for other scholarships, while ensuring that there will still be money left to distribute to other students.

The Committee approved the additional revisions to Calendar Section *Faculty of Graduate Studies Scholarships and Awards*, effective for the 2025-2026 Calendar.

Revisions to Calendar Sections G.D.5 *Graduate Withdrawals*, G.A.8 *Graduate Readmission*, and G.A.9 *Graduate Reactivation*

The Committee reviewed the proposed revisions to Graduate Regulations G.D.5 *Graduate Withdrawals*, G.A.8 *Graduate Readmission*, and G.A.9 *Graduate Reactivation*. The Committee heard that objective of these revisions is to provide more transparency on existing practices for withdrawal from program, and to provide clarity on the regulations regarding timing of application for readmission following a Require to Withdraw (RTW) decision.

The Committee learned that graduate students who have been RTW for academic reasons must wait 12 months before submitting an application for readmission. This is different than the regulations for undergraduate students, who can apply anytime after being RTW for academic reasons, as long as the intake to which they apply is at least 12 months after the date of withdrawal. The undergraduate regulations also apply the mandatory 12-month break from studies to students who have been RTW from other institutions, but the graduate regulations’ 12-month break before applying is for students who have RTW from the University of Calgary.

The Committee requested the following amendments:

- Addition of a sentence to the first paragraph of Section G.A.8 clarifying that readmission is not guaranteed and current admission requirements must be met.
- Addition of the underlined text to Section G.D.5 regarding voluntary withdrawals: “Students under review for academic or non-academic misconduct are not permitted to withdraw during a review process.”

With the requested amendments, the Committee approved the proposed revisions to Calendar Sections G.D.5 *Graduate Withdrawals*, G.A.8 *Graduate Readmission*, and G.A.9 *Graduate Reactivation*, effective for the 2025-2026 Calendar.

Revisions to Calendar Section J.1 *Continued Registration While Under Appeal* for Graduate Students

The Committee reviewed the proposed revisions to University Regulations Section J.1 *Continued Registration While Under Appeal* to restrict graduate students from continuing with candidacy or thesis examination components while under appeal. The Committee heard that the rationale for this change is that if a student completes one of these milestones while under appeal and their appeal is unsuccessful, the milestone would have to be annulled, which has a highly negative impact on the student.

The Committee learned that RTW, suspension, and expulsion decisions are not taken lightly and are supported by thorough, robust decision-making processes. Data obtained from the Student Appeals Office indicates that successful appeals of graduate student RTW, suspension, or expulsion decisions are rare. Registration while under appeal continues to count towards a student's time in program. There are separate regulations and processes regarding time in program, and graduate students approaching their maximum time in program can request an extension.

The Committee approved the proposed revisions to Section J.1 *Continued Registration While Under Appeal*, effective for the 2025-2026 Calendar.

Revisions to the Undergraduate Admission Regulations

The Committee reviewed the proposed revisions to the undergraduate admission regulations for the Fall 2026 intake. The most substantive changes included:

- Introduction of the Bachelor of Social Work (BSW) Four-Year program. The direct-entry BSW was approved by the APPC on March 13, 2023, and the revisions are to add the requirements for high school admissions in Fall 2026 and transfer admissions in Fall 2027.
- Updated language for Indigenous Admissions to replace the term “bridging” with “pathways”. This change was made in consultation with Faculties and Working Circle 6 (Policies, Procedures, and Practice) and to ensure the terminology being used for Indigenous Admissions is positive and achievement-oriented.
- Addition of the Bachelor of Science (BSc) in Neuroscience to the Faculty of Science's Indigenous Pathway Program.
- Revisions to the Equitable and Inclusive Admission Process, including renaming it as the Student Access Process. The Equitable and Inclusive Admission Process was launched in Fall 2024 as an enhanced version of the former Diverse Qualifications Admission Process. The change resulted in a 490% increase in applications, most of which did not align with the intention of this admission pathway. The name change and revisions to the regulations are to provide clarity to applicants and reviewers about the objectives of the process.

The Committee heard that the proposed revisions also include making the Faculty of Nursing's Indigenous Community Route for admission a permanent pathway. This program was approved as a pilot with Siksika Nation and Old Sun Community College by the APPC on November 21, 2021, and the pilot was subsequently expanded to include the Tsuut'ina Nation in December 2024.

An amendment was reported to remove 'Neuroscience' from the first row of the Faculty of Science programs in

the A.5.3.1 *Transfer Admission Requirements* table.

The Committee learned that the new Student Access Process details fewer criteria for applicants than what was previously listed under the Equitable and Inclusive Admission Process. While there may be a risk associated with not providing an exhaustive list, the change is being made because the nature of applications that were being submitted under the Equitable and Inclusive Admission Process demonstrated that the existing list was unclear.

The Committee requested an amendment to change all instances of the term Indigenous ‘status’ to Indigenous ‘citizenship/membership’ to align with the University’s standard language.

With the reported and requested amendments, the Committee approved the proposed revisions to the undergraduate admission regulations, Calendar Section A. *Undergraduate Admissions*, effective for the 2025-2026 Calendar and Fall 2026 admissions.

Annual Committee Performance Review

For the Committee’s annual performance review, members were invited and encouraged to share feedback on their experience on the Committee over the past year, particularly with respect to Committee operations.

Committee members noted appreciation for hybrid meeting modality, page numbers on the all-in-one document package, timely release of documents, the practice of having proponents leave the room for discussion and voting, and smooth operation of the Committee over the past year. Other comments from the Committee included:

- Some items that came forward this year did not seem ready, which may indicate a need for more rigour at the subcommittee level.
- For Calendar regulations, proponents should be advised that the Committee may look at the Calendar entry holistically, not necessarily just the tracked changes.
- Based on the program closures that the Committee reviewed this year, deeper scrutinization at the program creation stage may be warranted.

The Committee heard that the Secretariat is exploring the use of consent agendas for routine items to ensure effective use of the Committee’s time. Consent agendas are used by the Board of Governors and as well as by academic governance bodies at peer institutions.

Robin Yates, Co-Chair, and Dawn Johnston, Academic Co-Chair, Academic Planning and Priorities Committee.

RESEARCH AND SCHOLARSHIP COMMITTEE
Report to General Faculties Council
for the meeting held September 18, 2025

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

Water Institute

The RSC received a presentation about the in-development Water Institute, including about its purpose and that it aligns with the *Ahead of Tomorrow* strategic plan, how it builds upon the University's strengths, that it responds to current societal challenges, that it has strong Indigenous-led research and an Indigenous Science focus, and that it is an opportunity to lead nationally and globally in water research and innovation. The RSC heard that engagement with the Faculties will continue and an online feedback survey will be launched, and that in 2026 a proposal will come forward to formally create the Water Institute.

Discussion included that:

- It is appealing to see that the Biogeosciences Institute, Kluane Lake Research Station, and Bamfield research stations are identified as locations for field-based research within the institute. The presenters confirmed that they have connections with these locations and intend to grow the institute's presence there.
- The Barrier Lake Field Station and the Churchill Marine Observatory, both connected to the University, may be additional options for field-based research for the institute.

In response to questions, it was reported that:

- The research themes of the institute will likely include mountain water (a local strength), water security (quality, quantity, and related policy), and Indigenous water management. There will be opportunities for researchers across disciplines to connect to these crosscutting themes.
- Financial security for the institute is a priority, and philanthropic support will be sought.

Institutes for Transdisciplinary Scholarship Update

The RSC received a presentation about recent work within the Institutes for Transdisciplinary Scholarship (ITS), including description of the ITS approach to supporting transdisciplinary scholarship and reporting on ITS initiatives (including additional new transdisciplinary faculty hires and onboarding the new ITS Scientific Director; running the Connector Grants program; hosting engagement events and workshops; involvement in the Program for Undergraduate Research Experience (PURE) Awards; collaboration with the Graduate College, Office of Indigenous Engagement, and Office of Institutional Commitments on institutional initiatives; supporting the ITS Areas of Focus Academic Co-Leads; and forming an ITS Postdoctoral Scholars Committee).

Discussion included that:

- It is exciting to see that postdoctoral scholar engagement is a priority. The presenters confirmed that, even if a postdoctoral scholar is not selected for the ITS Postdoctoral Scholars Committee, the ITS will maintain communication and include in invitations to events.

- The Graduate College may be a place to recruit postdoctoral scholars, in addition to through the Faculties.

In response to questions, it was reported that:

- Effort is going to be made to streamline the Connector Grant account setup and extension processes.
- In approximately 2015, the University did a cull of inactive research centres. There is no cap to the number of institutes and centres at the University, but any new entities must have a demonstrated research track record and value add, strong leadership, and a path to fundraising.

Azrieli Accelerator Update

The RSC received a presentation about the Azrieli Accelerator, including description of its mission, discipline language, Advisory Committee and Community Council, and core activities (Keystone Programs, catalyst grants, Azrieli Accelerator Professorship Program, training of neurodevelopmental disorder research leaders, and building of a partnership network). The RSC heard that three transdisciplinary areas have been named for Azrieli Accelerator Keystone Program investment: Brain Circuitry, Microbiome Influences, and Supports, Services & Systems.

Discussion included that:

- The cooperation between Faculties, such as for professorship startup packages, is important.
- The grant proposal review process is successful in strengthening research project proposals before these are formally submitted to external reviewers.
- The Social Sciences and Humanities Research Council (SSHRC) match funding received by David Nicholas and team for their project reviewing access to supports for neurodivergent people is a recent good news story.

In response to questions, it was reported that:

- There is no data available regarding where the University ranks in the U15 for neurodisability research funding, but this analysis would be interesting.
- There will be another round to identify additional Keystone Programs.
- The Azrieli Accelerator team works with the Knowledge to Impact team.

Robert Thompson, Co-Chair, and Joshua Taron, Academic Co-Chair

TEACHING AND LEARNING COMMITTEE
Report to General Faculties Council
for the meeting held September 16, 2025

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

Academic Integrity in Teaching and Learning

The TLC received a presentation initiating a dialogue about academic integrity in teaching and learning, including:

- Activities relating to academic integrity range from education/skill-building/communication of expectations to the investigation/management of breaches.
- The guide *Student Academic Integrity: A Handbook for Academic Staff and Teaching Assistants* states that it is crucial to provide students with the skills and opportunities to practice ethical decision-making. Instructors should communicate with students throughout the semester about academic integrity, beginning with establishing expectations and then providing purposeful support for learning and growth over time. It is important for students to feel free to ask questions.
- The promotion of academic integrity is done by academic staff, teaching assistants, the Student Success Centre, Libraries and Cultural Resources, and the campus community. The processes surrounding breaches of academic integrity involve academic staff, administrators, the Student Ombuds, and staff; teaching assistants are not involved in the policing of misconduct. Academic integrity policy is set and implemented by administrators, staff, and the Student Appeals Office and all staff and students should have awareness of these policies.
- There is currently a lot of interest in Generative Artificial Intelligence (GenAI) and how this intersects with academic integrity.
- Academic Integrity Week is October 14-17, 2025, and at its October 14 meeting the TLC will have a dialogue about “Academic Integrity in a Time of Generative AI”.

Discussion included:

- It is important to be intentional about how the University moves forward with policy, procedure, and communication relating to academic integrity, and to be thoughtful about the student experience.
- There is a relationship between an educator and students, and there is a role for everyone in growing literacy regarding appropriate use of tools.
- It is a good foundational practice to start all courses with a conversation about academic integrity. Libraries and Cultural Resources has resources available to support these conversations.
- The Centre for Artificial Intelligence Ethics, Literacy and Integrity (CAIELI) is an initiative between Libraries and Cultural Resources and the Werklund School of Education which offers workshops and personalized learning to students to teach about the effective and ethical use of AI. The Taylor Institute for Teaching and Learning offers similar workshops and resources to instructors.
- It takes time and energy to promote academic integrity. It may be valuable to provide opportunity for students to bring their papers to the instructor prior to the submission deadline, for conversation about academic integrity and any questions they may have.

- There is an evolution toward using GenAI more, and it is necessary to adapt the teaching and learning environment accordingly. Assessments can be designed to preclude the inappropriate use of GenAI.
- University courses should be fostering critical thinking skills.
- There are limitations to the free access and embedded AI tools, and it is important to raise awareness of the pros and cons of using these.

Teaching and Learning Updates and Emerging Issues (Roundtable)

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

- There are problems with the technology not functioning properly in some classrooms, and the University Wi-Fi does not always function as it should. If these problems are not addressed in a timely manner, this can have a negative impact on teaching and learning.
- The Writing Symbols Lodge, which supports the success of Indigenous students, held an open house yesterday. Lisa L'Hirondelle was recently hired as a tenure-track counsellor in Student Wellness Services, and she is based in the Writing Symbols Lodge.
- The University Bookstore does not order some lower-demand textbooks until after the students have paid (the specific example, Faculty of Law), and this delay causes problems. The Copyright Office has been helpful in working with the publisher to obtain permission to provide students with some textbook excerpts, but this is an onerous and case-by-case process.
- Continuing Education offers courses that could be beneficial to some students, such as those in or applying to the Faculty of Graduate Studies' ladder-credential Master of Information Security and Privacy program.

In response to a question, it was observed that having an assignment due before the add/drop date may be a well-intentioned attempt by an instructor to allow students to assess if a course is a good fit for them. It was indicated that the regulations in the University Calendar will be reviewed to see if the practice of having work due at or near the beginning of the semester is addressed.

Standing Reports

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

**Report to General Faculties Council
on the Meeting of the Board of Governors (Open Session), June 13, 2025
From the Member of The Board nominate by GFC**

Meeting Opened (8:04-)

- 1.0 Management and Observers joined.
- 1.2 Approval of the Agenda – carried.
- 1.3 Traditional Land Acknowledgement – Arun Sood. Traditional acknowledgement.
- 1.4 No COI noted.
- 1.5 Remarks from the Chair (Hermann) – Thanks to John Cornish for his support at convocation.
Thanking Cara Wolf and Melanie Thomas who will be retiring.

Safety Moment (8:10-)

2.0 **Tick Awareness** (Jake Gebert). Discussion about how to prevent tick bite and how to prevent Lyme disease. Alberta is in low-risk area due to the type of tick we have. Avoid walking or sitting where ticks hang out. Cover up, wear light coloured clothing, use insect repellent, check yourself and pets upon return. If you have a rash at site – specifically bullseye rash or accompanying fever, get treated with antibiotics asap.

Action Items (8:16-)

- 3.0 **Adoption of the Open Consent Agenda Items:** NO objections. Passed.
- 4.0 **Approval of Position Statements** (Dr. Sandra Davidson) – Provided a summary of the position statement document (as per GFC June 12). This discussion primarily was around the noted items from GFC needing to be amended (e.g., use of terms like department, representative – and how they pertain to the document.) GFC - Faculty want to maintain capacity for individual faculty members to make their own statements separate from the 'institutional' statements. These will be updated in the existing document. **Motion to approve Position Statement** – Motion carried – 2 against, 1 abstained.

Information Items (8:47-)

5.0 **Report on Ahead of Tomorrow** (Drs. McAuley/Davidson) – covered the same content from GFC June 12th. Detailing how well we met the objectives: First Generation Program, Student Engagement, Enrolment Increase (GFC members can refer to minutes of June 12th GFC for details). Fulsome discussion.

Reports from Board Members (9:08-) –appended.

- Chancellor and Senate
- Alumni Association
- The General Faculties Council
- The University of Calgary Faculty Association
- Alberta Union of Provincial Employees
- Student Union

There being no other business, a motion passed to adjourn BG **Open Session** (approx. 9:10)

Respectfully submitted, Shelley M. Alexander, PhD. (GFC Elected Representative to BG)

Senate Report for General Faculties Council

Senate Meeting: September 18, 2025, 4:30PM

Prepared and submitted by: Olive Chapman, GFC Representative

1. Welcome and introduction of new senators; territorial land acknowledgement; and conflict of interest declaration (Jon Cornish, Chancellor).
2. Presentation on Veterinary Medicine Faculty (Dr. Renate Weller, Dean)

ACTION ITEMS

3. Agenda approved.
4. Senate meeting minutes, June 19, 2025, approved.
5. Approval of Honorary Degree and Order of the University of Calgary candidates.

INFORMATION ITEMS

6. President and Vice-Chancellor Updates (Ed McCauley)

Update on growth of UCalgary in the last 59 years of its existence. Celebrating 60 years in 2026. Presentation highlights included: 4 campuses; 3 core missions; student body (e.g., number, distribution, mean admission average); top 5 in teaching quality; amount invested for scholarships and bursaries; experiential learning opportunities; employment rate of graduates (about 94% get jobs); indigenous strategy; dinos; research and innovation, increase in sponsored research revenue 2024-2025; Canada research chairs; innovation ecosystem, number 1 university in Canada for creating start-up companies over last 6 years; community engagement; economic impact to Calgary; employment impact; 4th largest fundraising campaign in Canadian history; most administratively efficient university in Canada; rankings among universities in Canada, North America, and the world.

7. Key Messages and Points of Advocacy (Kate Hamilton, Vice President, External Relations)

Topics covered included: sustainable operating funding model (operating budget revenue sources, concerns with current funding models, ideal features of a sustainable operating funding model for Alberta's postsecondary system); growth of the research ecosystem (declining R&D investments in Canada relative to GDP); capital priorities (multidisciplinary science hub, creation of a sport infrastructure fund – Olympic oval revitalization, downtown campus expansion, future priorities on our capital plans); international students (drop in enrolment numbers – 8% fewer 2023-2024, advocacy to Government of Canada); affordability (tuition, student scholarship and bursaries, residences – on-campus housing, student support); value and relevance of a university degree (long-term earning potential, better health outcomes – longer life expectancy).

8. University Governance (Courtney McVie - Associate VP, Governance and University Secretary)

Government's role in university governance, structure and roles; UCalgary governance structure; responsibilities of senators

9. Development and Alumni Update Alyson Kenward, Associate VP, Development)

Overview of development and alumni. What they do (their portfolio); what's new; their philanthropic priorities.

10. U60 Update (Melissa McKay, Senior Director & Lindsay Currie, Events Coordinator, Strategic Events)

Celebrating 60 years in April 2026; core campaign elements; programming; 60 stories over 60 weeks; upcoming activities October 2025 to April 2026.

11. Update on Senate Members on Chancellor Search Committee (Amanda Affonso - Senate Secretary and Associate VP, Community Engagement)

3 senate members were approved.

12. Presentation CarbonStone Designs (Cameron Curilla, William Thomlinson – co-founders)

Company resulting from a UCalgary student club case competition. Co-founders are recent UCalgary graduates.

13. **Other Business**

Food security (President of Alumni). Senate won award for most donations to the food security fund for 3rd time in a row. Presented with trophy.

Reminder of upcoming events

14. **Adjournment** – 7:16 pm

Next meeting on December 4, 2025.