



GENERAL FACULTIES COUNCIL
AGENDA

Thursday, October 10, 2024, 1:30 p.m.
Meeting #632

Virtual Modality
Zoom Meeting ID: [946 9465 5412](#)
Passcode: 024931

Item	Description	Presenter	Materials	Estimated Time
1.	Conflict of Interest Declaration	McCauley	Verbal	1:30
2.	Inclusive Practice Moment	Burns ¹	PowerPoint	
3.	Safety Moment	Van Hee ²	Document + PowerPoint	
4.	Remarks of the Chair <ul style="list-style-type: none"> 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 13, 2024 and July 10, 2024 Meeting Minutes	McCauley	Documents	
8.	Elections <ul style="list-style-type: none"> Two Academic Staff Members to the Advisory Selection Committee for the Dean of the Faculty of Nursing Two Academic Staff Members to the Advisory Selection Committee for the Dean of the Schulich School of Engineering <p>(note: the elections will be held using an electronic form immediately following the meeting)</p>	McCauley	Document	2:00
	Discussion Items			
9.	2025-2026 University Budget Planning	Davidson/Evelyn ³	PowerPoint	2:05
	Information Items			
10.	2024 Enrolment Report	Dambrowitz ⁴	PowerPoint	2:25
11.	2024 Institutional Sustainability Report	Perdue ⁵	Document + PowerPoint	2:35

Item	Description	Presenter	Materials	Estimated Time
12.	Update on Institutes for Transdisciplinary Scholarship (ITS) and Introduction of ITS Academic Leads and Senior Specialists	Milaney ⁶ /Bryant ⁷ / Span-Smeelen ⁸	Document + PowerPoint	2:45
13.	Revision to the 2024-2025 Academic Schedule (Spring 2025 Convocation Schedule)	In Package Only	Document	3:00
14.	Standing Reports: a) Report on the August 28, 2024 GFC Executive Committee Meeting b) Report on the June 17, 2024 Academic Planning and Priorities Committee Meeting c) Report on the September 19, 2024 Research and Scholarship Committee Meeting d) Report on the September 17, 2024 Teaching and Learning Committee Meeting	In Package Only	Documents	
15.	Other Business	McCauley		3:00
16.	Adjournment Next meeting: November 7, 2024 (in person modality)	McCauley	Verbal	3:00

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

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

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

Presenters

1. Victoria Burns, Faculty of Social Work and Director, University of Calgary Recovery Community
2. Mike Van Hee, Vice-President (Services)
3. Bruce Evelyn, Vice-Provost (Planning and Resource Allocation)
4. Amy Dambrowitz, Registrar
5. Joanne Perdue, Associate Vice-President (Sustainability)
6. Katrina Milaney, Associate Vice-President (Research)
7. Steven Bryant, Academic Lead, Transdisciplinary Scholarship
8. Mariska Span-Smeelen, Manager, Transdisciplinary Scholarship



Safety Moment

2024 Evacuation Procedures

General Faculties Council
October 10, 2024

Building Evacuation Procedures

- Evacuation awareness and preparedness is essential for a safe campus environment.
- Evacuation drills and awareness of procedures are a regulatory requirement in both the Occupational Health and Safety Code and the Alberta Fire Code.
- Evacuation drills also provide many other benefits, including:
 - The opportunity for emergency response staff and personnel to exercise their roles, responsibilities and evacuation protocols.
 - The reinforcement of evacuation procedures and information including building exits and assembly points.
 - The information collected following the drills allows the Emergency Management department to identify areas of improvement and increase emergency readiness.
 - Evacuation drills are the only time to test/practice procedures and ensure the life safety equipment is in working order.

Fall 2024 Evacuation Drills Recap



- Evacuation drills were conducted between September 9 and October 2, 2024 across all University of Calgary campuses, facilitated by the Emergency Management team with assistance from volunteer observers.

Key Performance Metrics	
60	Drills Conducted (includes first and subsequent attempts)
59	Drills Passed First Attempt (building evacuation in < 10 min.)
1	Drills Passed Subsequent Attempt
5 min 44 sec	Average time to evacuate Buildings excluding Residence Buildings
7 min 14 sec	Average time to evacuate Residence Buildings

- **Successes:**

- All but one of the buildings were evacuated within the target time of 10 minutes. One residence building failed on their first attempt to evacuate under the 10-minute mark, however upon a subsequent attempt the building was evacuated in 7 minutes and 27 seconds.
- Reports from the Volunteer Observers indicated a strong adherence to evacuation protocols.
- The Residence Life team successfully integrated the Emergency Buddy Program into their evacuation protocols this year.

- **Gaps identified:**

- Use of headphones and mobile devices continues to hamper the campus community's ability to observe and respond to the fire systems' alarms and cues, such as audible/visual alarms.
- Many people, students mainly, enter buildings that are under alarm to "pass through" on way to other destinations.
- Need to highlight the Emergency Buddy Program more widely and in more detail for the community.

In the event of an alarm sounding

- In the event of an alarm sounding:
 - Take coat, keys and identification if immediately available.
 - Evacuate building through the nearest safe exit: use stairs – **DO NOT USE ELEVATORS.**
 - Follow all instructions and emergency announcements for specific evacuation instructions.
 - Move outside, away from the building and proceed to the Assembly Point
 - Do not re-enter the building until you have received the “ALL CLEAR” at the assembly point from Campus Security or Calgary Fire Department.
- Anywhere you go, whether work, school, movie theatre, restaurant, etc., take a moment to locate the nearest **two exits** - your primary and secondary - and plan how you will get out in an emergency event.

For in-person
GFC meetings
in Science
Theatres 147:

**Emergency Evacuation
Procedures**

- A. Activate the **nearest** fire alarm pull station along exit path.
- B. Take coat and keys if immediately available.
- C. Evacuate building through the nearest exit. **Use stairs, do not use elevators.**
- D. Close all doors along your exit route.
- E. Move away from the building & proceed to Assembly Point

If you have information regarding the emergency call Campus Security at **403-220-5333** from a safe location

**Evacuation Assembly Point
Professional Faculties (PF)**



- Building You Are In
- Assembly Point During an Emergency



Legend

 Rooms	 Staircases
 Washrooms	 Hallways
 Elevators	 You Are Here

The draft Minutes are intentionally removed from this package.

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



GENERAL FACULTIES COUNCIL
Biographies of Candidates for Election

The voting for these elections will be conducted electronically. A link to a MS Teams form, setting out equivalent to election ballots, will be sent to General Faculties Council (GFC) members immediately following the October 10, 2024 meeting.

These are the biographies of the candidates who were nominated by the GFC Executive Committee and have agreed to stand for election:

Election of Two Academic Staff Members to the Advisory Selection Committee for the Dean of the Faculty of Nursing

Jennifer Lock, Werklund School of Education

Academic Rank: Professor

Discipline & Areas of Interest: Jennifer Lock is the Vice Dean (2019 – present) and was a former Associate Dean of Teaching and Learning in the Werklund School of Education. She is a member of the Learning Sciences specialization in Werklund. Her research interests include learning in technology-enabled learning environments, change and innovation in education, scholarship of teaching and learning, and learning in makerspaces.

Recipient: Izaak Walton Killam Award for Graduate Supervision and Mentoring (2019); UofC Graduate Student Association (GSA) Excellence in Supervision Award (2018); Faculty of Graduate Studies, GREAT Supervisor Award (2017), and U Make a Difference Award (2016).

Past Service: GFC Campus and Facilities Development Subcommittee; GFC Teaching and Learning Committee; and External member on search committees.

Current Service: GFC Academic Staff Criteria and Processes Working Group (member); Chair of a number of Werklund academic search committees; and Chair of the Werklund Academic Awards Committee.

Melanie Noel, Faculty of Arts

Full Professor, Department of Psychology.

Area of Expertise:

My program of research aims to understand and harness mechanisms underlying trajectories of acute and chronic pediatric pain. The key streams of my research are: 1) Children's memories for pain; 2) The intersection of mental health (e.g., trauma) and pediatric chronic pain; 3) The intergenerational transmission of pain; and 4) The sociocultural context of child pain (e.g., pain narratives in families, clinical encounters, popular media).

Awards:

2023-2024 Mayday Pain & Society Fellowship

2022 Royal Society of Canada's College of New Scholars, Artists, and Scientists

2021 Killam Memorial Emerging Leader Chair

Grants:

31 PI and Co-PI grants (\$8,997,415) (SSHRC, CIHR, Alberta Children's Hospital Foundation Child Health Grant, Chronic Pain Centre of Excellence for Canadian Veterans Grant, Canada Foundation for Innovation JELF Grant)

49 Co-I grants (\$59,856,612)

Publications:

215 peer-reviewed articles

3,803 (WOS)/8,386 (GS) career citations

h-index of 33 (WOS) or 46 (GS).

Service:

Faculty of Arts Executive Council Committee (2023-2025).

Killam Pre-Doctoral Selection/Awards/Scholarship Committees (2022-present)

Chair of the Clinical Psychology Graduate Admissions Committee (2021-present)

Clinical Psychology Graduate Program Open House Committee (2017-present)

Position Allocation Committee (2021)

Psychology Clinic Operations Committee (2017-2019)

Fiona Clement, Cumming School of Medicine

Academic rank: Professor and Department Head, Community Health Sciences, Cumming School of Medicine

Discipline and areas of interest/expertise: Health Services and Policy Research

Relevant Experience:

- Department Head, Community Health Sciences, Cumming School of Medicine (2020-ongoing)
- Presidential Task Force – EDIA Working Group on Research and Scholarship (Jan 2024 – ongoing)
- Cumming School of Medicine Awards Committee, Co-Chair (2017 – 2022), Chair (2023-ongoing)
- University Research and Teaching Awards EDI working group (2021 – 2023)
- Cumming School of Medicine Criteria for Tenure and Promotion Working group (2020-2022)
- Cumming School of Medicine Tenure and Promotions Committee (2018-2020)
- Academic recruitment committee, Faculty of Nursing (2018-2019)

Christian Jacob, Faculty of Science

bio coming

Election of Two Academic Staff Members to the Advisory Selection Committee for the Dean of the Schulich School of Engineering

Barry Sanders, Faculty of Science

Barry Sanders, who holds two Diplomas of Imperial College, a 1987 Doctor of Philosophy from the University of London and a 2018 career-achievement Doctor of Science from Imperial College London, is Scientific Director of Calgary's "Quantum City", hosted by the University of Calgary and tasked with building a strong quantum ecosystem. His postdoctoral positions were in Australia and New Zealand, and he was a professor at Macquarie University Sydney for 12 years before moving back to his Alma Mater University of Calgary in 2003. Barry's theoretical research includes quantum sensing and metrology, quantum and quantum-resilient communication, quantum computing and quantum optics. He held numerous distinguished international visiting professorships and affiliations in Canada, the USA, China, Germany, India, Israel, Austria and elsewhere, and is a Scientist with the Creative Destruction Lab at the Universities of Toronto and Calgary. Sanders is Chair of the Board for Deep Tech Canada, an affiliate of the Perimeter Institute for Theoretical Physics in Waterloo, Canada, a member of the Scientific Board for the Banff International Research Station and served as Expert for the Canadian Council of Academies. He is on the advisory boards for CERN's Open Quantum Institute and for the Google XPrize in quantum computing, and he is active in outreach in the developing world including teaching and training in Africa, Central Asia and South America and obtaining

scholarship support for students of underrepresented groups from underserved regions. Sanders is co-lead of the International Research Network: Canada-France Quantum Alliance involving France's Centre National de la Recherche Scientifique and serves on expert panels in Canada, the USA and both the European Commission and several countries in Europe as well as being active quantum standards development. He is a Fellow of the Royal Society of Canada, of the United Kingdom Institute of Physics, of the American Physical Society, and of Optica, and received the City of Calgary International Achievement Award in 2022.

Getachew Assefa, School of Architecture, Planning and Landscape

Professor

Recipient: NSERC CREATE, NSERC SNG, Alberta Innovates, Canada First Research Excellence Fund – GRI

Recipient:

- Best Methodological Contribution Award, International Social Life Cycle Assessment Conference
- Research Achievement Award, Schulich School of Engineering, UofC
- Sustainability Award (research), Campus as Learning Lab Category, UofC
- Outstanding Teaching Performance, Schulich School of Engineering, UofC
- Fellow Stellenbosch Institute for Advanced Study, South Africa
- Fellow of ISEEE, UofC
- Green Hero Award of Ethiopia for environment and energy magazine column
- Athena Chair in Life Cycle Assessment, UofC

Past service: Academic co-chair, Campus Facilities Development Committee; Honorary Consul of Ethiopia to Alberta; Academic Program Committee SEDV; Faculty representative, GFC; Faculty Student Awards Committee; Faculty Promotions Committee; Graduate Program Coordinator.

Current service: Academic co-chair, Academic Program Subcommittee; Faculty representative, GFC; Faculty Award and Scholarship Committee.

Cydnee Seneviratne, Faculty of Nursing

Dr. Seneviratne is an Associate Professor (Teaching) who first came to the University of Calgary in 1995 to pursue a Master's degree in Nursing; she has been teaching here since 2001, received a FUTURE Program for Cardiovascular Nurse Scientists Fellowship (a CIHR Strategic Training Program in Health Research)-funded PhD from this Faculty in 2007, and completed a Post-Doctoral Fellowship funded by the Heart and Stroke Foundation of Canada with Dr. Kathryn King-Shier in January 2010. Dr. Seneviratne's scholarship area is interprofessional practice, mentorship, and teaching and learning.

Brent Else, Faculty of Arts

Brent Else is an Associate Professor in the Department of Geography in the Faculty of Arts. He is co-Scientific Director of MEOPAR, a marine science network with pan-Canadian and international scope, and Associate Director of the Arctic Institute of North America, Canada's first and longest-lived Arctic research institute. His research interests include greenhouse gas cycles in high-latitude aquatic environments, ocean acidification, sea ice biogeochemistry, and remote sensing. He is also working on research projects that increase access to relevant scientific data for Indigenous communities. In the Department of Geography he teaches courses on Meteorology, Hydrology, Oceanography, and Statistics.



UNIVERSITY OF
CALGARY

GENERAL FACULTIES COUNCIL
INFORMATION BRIEFING NOTE

SUBJECT: 2024 Institutional Sustainability Report

PROPONENTS

Sandra Davidson, Provost and Vice-President (Academic)
Joanne Perdue, Associate Vice-President (Sustainability)

PURPOSE

To inform the Committee on the upcoming release of the University of Calgary's 2024 Institutional Sustainability Report (ISR), which highlights the University's annual progress on the Institutional Sustainability Strategy (ISS).

OVERVIEW

The 2024 ISR showcases the University of Calgary's sustainability progress over the 2023-2024 academic year. It highlights initiatives in teaching and learning, research and innovation, campus and community engagement, and sustainable campus practices. These efforts support the core goals of the ISS and contribute to advancing the 17 United Nations Sustainable Development Goals (UN SDGs). This report highlights select achievements and reflects a small sample of the many endeavours of our campus community.

The 2024 ISR Summary of Outcomes (attached as Supporting Material) includes select performance metrics demonstrating UCalgary's continued progress on its long-term foundational commitment to excellence and leadership in sustainability. The report will be released by November 2024. The University's progress toward the ISS and key points on the supporting communications plan are outlined below.

KEY POINTS

The University of Calgary continues to make steady progress in sustainability. This progress is externally affirmed by its top three per cent global placement under the Times Higher Education's (THE) Impact Ranking. THE evaluates a university's progress in advancing the UN SDGs. UCalgary's diverse leadership across its campus community contributed to its 58th place ranking among 1,963 global research universities participating in THE. This marks the fifth consecutive year that UCalgary has been ranked in the top five per cent for progress in advancing the SDGs. Within Canada, UCalgary ranked seventh among 12 participating U15 institutions and tenth among 24 participating Canadian institutions. Notably, Canada ranks third globally in THE, reflecting the strong sustainability performance of Canadian universities.

In addition, the university was ranked 68th out of 1,403 global universities participating in the Quacquarelli Symonds (QS) World Sustainability Rankings. This places UCalgary among the top five per cent of participating institutions worldwide. The QS World Sustainability Ranking evaluates universities based on their commitment, progress, and impact in addressing the world's greatest environmental, social, and governance challenges.

Select 2024 outcomes include:

- Recognized as one of Canada’s best diversity employers for the eighth year in a row,
- Mental Health Gold Certified and signatory of Scarborough National Charter since 2021,
- Contributed over 28,000 sustainability-related research publications,
- Launched 67 sustainability-related start-ups,
- Approximately 19,800 students took one or more sustainability courses in 2023-2024,
- Over 130 student clubs at UCalgary contributed to sustainability efforts on campus and in broader communities,
- Over 2,200 students participated in over 345 *Campus as a Learning Lab* experiential learning projects,
- Reduced greenhouse gas emissions by 41% over our 2008 baseline despite campus growth,
- Reduced potable water use by 38% over our 2008 baseline despite campus growth, and
- Diverted over 55% of daily waste and 60% of construction and demolition waste from landfills.

The 2024 ISR reflects collaborative efforts across campus and recognizes the invaluable contributions of our students, faculty, and staff, who play a crucial role in advancing sustainability on campus and in local and global communities. The report spotlights select initiatives from UCalgary’s diverse sustainability leadership efforts.

The 2024 report highlights UCalgary’s progress through a redesigned online format. This includes an enhanced reporting website with fresh content and a downloadable 2024 report PDF. The new format is designed to:

- Present a reader-friendly report layout accessible to a broad audience.
- Raise awareness among students, staff, faculty, alums, and the community about UCalgary’s foundational commitment to sustainability and demonstrate tangible action through teaching and learning, research excellence, community partnerships, and campus sustainability practices.
- Align with best practices in sustainability reporting for universities and integrate SDG icons to connect UCalgary’s sustainability initiatives with the SDGs.

The release of the 2024 report will be accompanied by a communications plan to increase awareness of UCalgary’s positive sustainability impact. The communications plan aims to expand readership and includes the following:

- A campus event will be held to share the announcement of the report release.
- Institutional social media channels (LinkedIn and Facebook), student and staff newsletters, and a UToday feature story to raise awareness and readership.
- Resources for faculty and unit leaders to help them recognize key contributors and share the report internally.
- Provision of quick facts cards to assist senior leaders in sharing UCalgary’s sustainability impact with the external community.

Once the report is published, the committee will receive a link to the reporting website.

BACKGROUND

The University of Calgary's Sustainability Policy (2010) confirms a commitment to excellence and leadership in advancing sustainability within teaching, research, engagement, and operational practices. Following approval by the Board of Governors in October 2015, the ISS was launched in February 2016 to provide a road map for continuous improvement in advancing this commitment.

Ahead of Tomorrow, UCalgary's 2023-2030 strategic plan confirms sustainability as one of five foundational commitments. The four additional foundational commitments, Equity Diversity, Inclusion, and Accessibility; Global Engagement; Indigenous Engagement; and Mental Health, each support and link to UCalgary's sustainability strategy. The updated ISS Action Plan (2024-2027) articulates how UCalgary will continue to advance the core goals of the ISS and contribute to the implementation plans for *Ahead of Tomorrow*.

The [17 United Nations Sustainable Development Goals](#), adopted by all UN member states in 2015, are a universal call to action. They address poverty eradication, health and education improvement, inequality reduction, and spur economic growth while addressing climate change and working to preserve our oceans and terrestrial ecosystems.

ROUTING AND PERSONS CONSULTED

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
	Environment, Health, Safety & Sustainability Committee	2024-09-24				X
X	General Faculties Council	2024-10-10				X
	Board of Governors	2024-10-18				X

SUPPORTING MATERIALS

1. 2024 Institutional Sustainability Report Summary of Outcomes

2024

INSTITUTIONAL SUSTAINABILITY REPORT SUMMARY OF OUTCOMES

The **2024 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 2024 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.



“For more than a decade, the UCalgary community has been at the forefront of promoting sustainability. Our collective efforts, spanning all faculties and campus administration, have led to significant changes that positively impact people, places and the planet, reflecting our shared commitment to a sustainable future. Looking ahead of tomorrow, UCalgary will continue to advance sustainability as a campus community and through our partnerships. We will continue to learn from experts to better our practices while creating accessible knowledge to support others in their sustainable journeys.”

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



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 5% GLOBALLY for advancing the **U.N. SUSTAINABLE DEVELOPMENT GOALS** for the **PAST 5 YEARS**



TOP 5% GLOBALLY for commitment to tackling critical **ENVIRONMENTAL, SOCIAL, AND GOVERNANCE (ESG) CHALLENGES**



Signatory of **SCARBOROUGH NATIONAL CHARTER** on Anti-Black Racism and Black Inclusion in Higher Education since 2021



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



MENTAL HEALTH GOLD LEVEL CERTIFIED since 2021

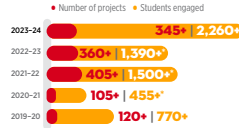
TEACHING, LEARNING AND STUDENT EXPERIENCE

499

SUSTAINABILITY COURSES OFFERED to UCalgary undergraduate and graduate students



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



Over **19,800 UCALGARY STUDENTS** took at least one or more **SUSTAINABILITY-RELATED COURSES** in 2023-24

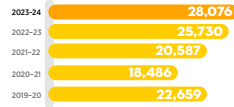
RESEARCH AND INNOVATION



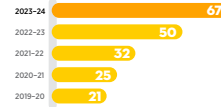
More than **39% of UCALGARY RESEARCH PUBLICATIONS** are authored **BY FEMALES***
*2022 year. Provided by Times Higher Education



SUSTAINABILITY-RELATED RESEARCH PUBLICATIONS



SUSTAINABILITY STARTUPS stemming from the innovation and entrepreneurship of UCalgary community members



Over **7,900 GOOD HEALTH and WELL-BEING RESEARCH PUBLICATIONS***

*2022 year for SDG 3. Provided by Times Higher Education, using SDG-related keywords and Elsevier



Over **2,550 CLEAN ENERGY and CLIMATE ACTION RESEARCH PUBLICATIONS***

*2022 year for SDGs 7, 13. Provided by Times Higher Education, using SDG-related keywords and Elsevier

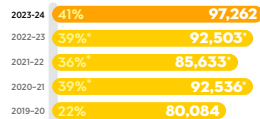


Over **13,330 PEACE JUSTICE, STRONG INSTITUTIONS and COMMUNITY PARTNERSHIPS RESEARCH PUBLICATIONS***

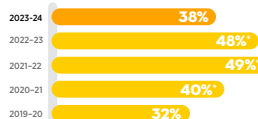
*2022 year for SDGs 16, 17. Provided by Times Higher Education, using SDG-related keywords and Elsevier

SUSTAINABLE CAMPUS

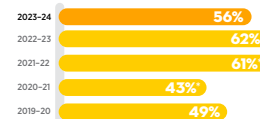
REDUCTION of GREENHOUSE GAS EMISSIONS since 2008 (Tonnes CO₂e)



REDUCTION in WATER USE since 2008



DAILY WASTE DIVERTED from landfill



FAIR TRADE CERTIFIED CAMPUS since 2015



Over **13,360 UCALGARY STUDENTS** took part in formal **MENTAL HEALTH TRAINING and SKILLS DEVELOPMENT** in 2023-24



Recognized as **BEE CITY CAMPUS** since 2020



**UNIVERSITY OF
CALGARY**

**GENERAL FACULTIES COUNCIL
INFORMATION BRIEFING NOTE**

SUBJECT: Update on Institutes for Transdisciplinary Scholarship (ITS) and Introduction of ITS Academic Leads and Senior Specialists

PROPONENT:

Dr. William Ghali, Vice-President (Research)

PRESENTERS:

Dr. Katrina Milaney, Associate Vice President (Research)
Dr. Steven Bryant, ITS Academic Lead
Mariska Span-Smeelen, Manager, 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.

OVERVIEW

Substantial progress has been made in all initiatives previously presented.

KEY POINTS

Updates include:

- **16 ITS Academic Co-Leads named and engaged**
- **15 Events to engage UCalgary Campus since November 2022**
- **117 teams awarded funding through Transdisciplinary Connector Grants**
- **15 additional UCalgary Research Excellence Chairs awarded**
- **8 new transdisciplinary faculty members started Fall 2024**
- **Undergrad, grad programs rolling out**
- **Increasing engagement with other units (FGS, Advancement)**

BACKGROUND

In Spring 2022, the Provost appointed Dr. Steven Bryant (former Canada Excellence Research Chair) as the academic lead for Transdisciplinary Scholarship with a mandate to engage with scholars to define transdisciplinarity and determine what it means for various types of scholars and disciplines at UCalgary, as well as defining barriers and potential enablers to transdisciplinary work. This was followed by the allocation of \$18.9M over 5 years from the President's Strategic Initiative Fund to support the development of transdisciplinary scholarship initiatives and programs. The importance of Transdisciplinary Scholarship to UCalgary is woven throughout the new strategic direction laid out in 'Ahead of Tomorrow'.

In Fall 2022, oversight of work on transdisciplinary scholarship was transferred to the Office of the Vice-President (Research).

Formally recognised as the Institutes for Transdisciplinary Scholarship (ITS), ITS is 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.

Work undertaken by the Calgary Institute for the Humanities, under the guidance of Dr. Jim Ellis and Dr. Petra Dolata, has resulted in the following definition of Transdisciplinary Scholarship (November 2023):

Transdisciplinary scholarship is directed towards a complex issue or problem, most often one with a social dimension. Because of the complexity of the issue or problem, it is best addressed by teams of researchers from multiple disciplines. To address the social dimension of the question, transdisciplinary scholarship incorporates knowledges from outside the university, through theoretical or creative approaches to societal issues, and ideally by including societal actors who are implicated in the issue or problem in question. (A working definition proposed by the Calgary Institute for the Humanities through a deliberative process, 2023).

The promotion of transdisciplinary research and scholarship will be advanced through a variety of initiatives to catalyze increased connections and collaboration across Faculties and disciplines. Initiatives center around 3 principles:

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

The ITS organises 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 (formerly Democracy and social change; or Just Societies)

The Areas of Focus simultaneously simplify the UCalgary research storefront, while also making it arguably more compelling and amenable to new philanthropy. This is particularly true for the contemporary and high priority areas of Energy Futures, Digital Worlds, and Cities and Societies.

Progress since the fall of 2022 has been substantial and includes:

- The hiring of a **Manager and Senior Specialists** for each of the areas of focus; currently interviewing a replacement for the Health and Life area of focus who left to lead a program with United Way and for a Communications Specialist for Transdisciplinary Scholarship in the VPRO
- Dr. Jim Ellis and Dr. Petra Dolata (Calgary Institute for the Humanities, Faculty of Arts) completed engagement with scholars to **define transdisciplinarity** and determine what it means for various types of scholars and disciplines at UCalgary, as well as identifying barriers and potential enablers to transdisciplinary work.
- **Sixteen Academic Co-Leads** were recruited from 46 applicants received for the five areas of focus. They are currently working to i) develop a vision for a small number of initiatives that UCalgary could pursue in each Area of Focus; ii) help establish a community of transdisciplinary scholars; iii) help increase engagement with students and trainees.

- Of **16 new Assistant Professor positions** authorized, eight have been hired and are now beginning their first term.
- A second cohort of 15 **UCalgary Research Excellence Chair** appointments were made, bringing the total to 36. Fifteen of them have agreed to serve on the review panel for Connector Grant applications.
- **Connector Grants** – 5 competitions to date with 212 applications received to date, 117 successful!
 - Focus on promoting initiatives that demand a transdisciplinary approach.
 - 2 Streams:
 - Initiating Connector Grants
 - Focus on building new, transdisciplinary connections.
 - Up to \$10,000
 - 6 months
 - Consolidating Connector Grants
 - Building on and deepening existing transdisciplinary connections.
 - Up to \$20,000
 - 12 months
 - Frequency of intakes reduced from 4 to 3 per year for the 2024-25 year (1 Oct, 1 Feb, 1 May). The reduced frequency will expedite and improve the adjudication and award process.
 - Effective 1 Oct, both types of grants will have more explicit requirements for a vision statement that describes the pathway to larger funded programs of transdisciplinary scholarship.
 - Timelines and administrative processes similar to Catalyst grants, distinct focus on transdisciplinary activities.
- [Website](#) and central e-mail address (transdisciplinary@ucalgary.ca) for Transdisciplinary Scholarship launched
- Close collaboration with the Faculty of Graduate Studies, The Graduate College for Transdisciplinary Scholarship, including the new Associate Dean for Transdisciplinary Scholarship
- Launch of Transdisciplinary PURE awards for Undergraduate students
- 15 ITS organised events to engage our campus on transdisciplinary scholarship:
 - Transdisciplinary Gatherings – signature events that speak to the general concept of transdisciplinarity
 - Topic specific events
- Two positions funded in Office of Advancement filled
- Preliminary conversations with prospective UCalgary “mega-project” thought leaders, oriented toward to a societal grand challenge that emerges from the foundation of transdisciplinary activity.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Research and Scholarship Committee	2024-09-19				X
X	General Faculties Council	2024-10-10				X

NEXT STEPS

1. Hire and Onboard Comms specialist
2. Facilitate engagement of Academic Co-Leads with campus and community
3. Schedule and plan content of Round 4, Transdisciplinary Scholarship Gatherings
4. Development of Transdisciplinary Toolkit webinar series
5. Organize and host Health and Life event (October 21, 2024) for CSM health research institutes, One Health leads, Health and Life Co-Leads, campus scholars
6. Continue Connector Grants competitions
7. Develop a proposal for initiating a campus-wide mega-project
8. Increase regular engagement with Office of Advancement

SUPPORTING MATERIALS

1. PowerPoint, shown at the September 19, 2024 Research and Scholarship Committee meeting
2. Shorter PowerPoint, to be shown at the General Faculties Council meeting



UNIVERSITY OF CALGARY
Institutes for Transdisciplinary Scholarship

Institutes for Transdisciplinary Scholarship: Update and Outlook

Steven Bryant & Mariska Span-Smeelen
Academic Lead & Manager
Institutes for Transdisciplinary Scholarship

RSC
September 19, 2024

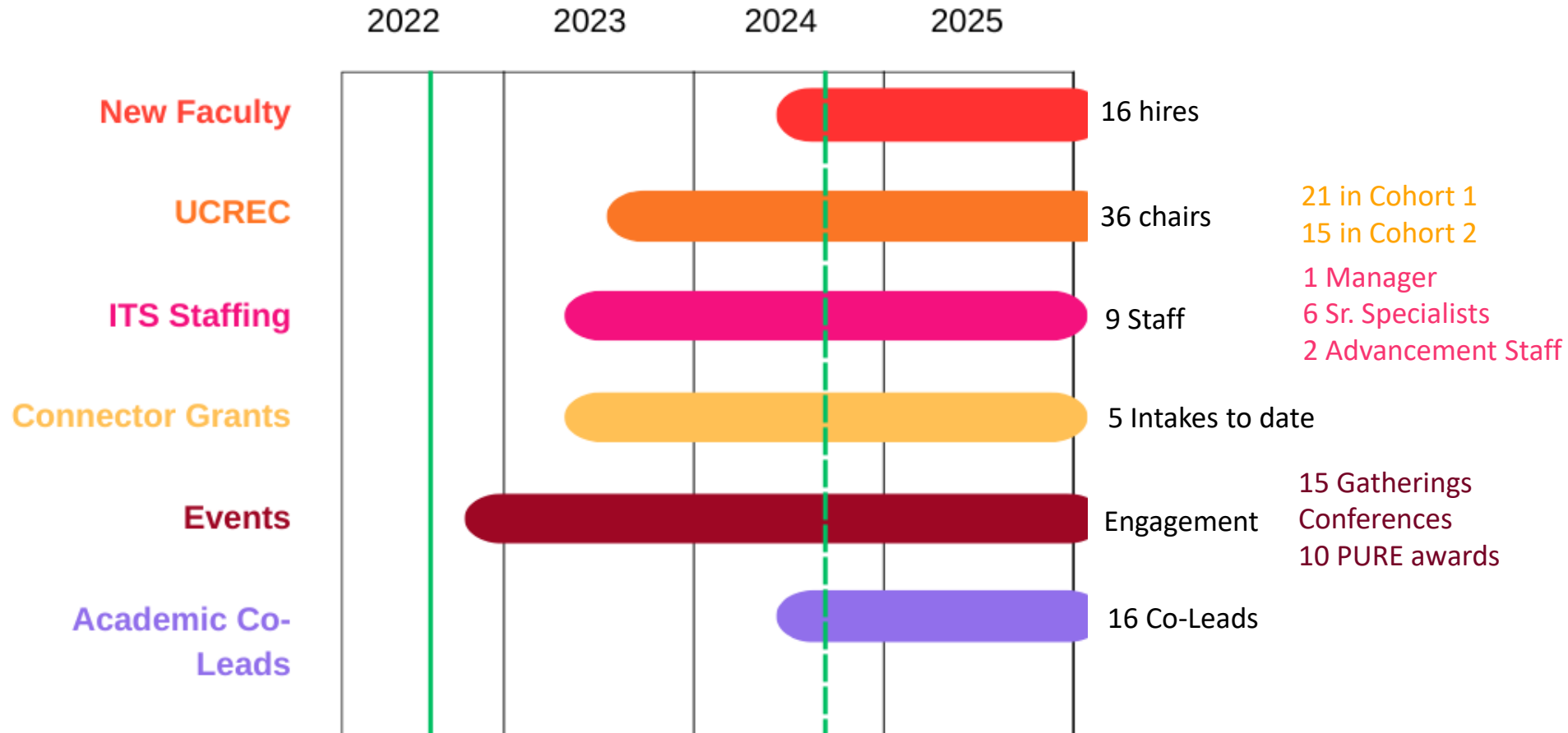
ITS Initiatives on a timeline



ITS 2022-2024: Building/expanding capacity

“...empower scholars...heighten contributions to local, national and global solutions to complex issues”

“...tell that story well...to audiences that matter”



**Update:
Transdisciplinary New Hires**



Update on: Transdisciplinary New Hires

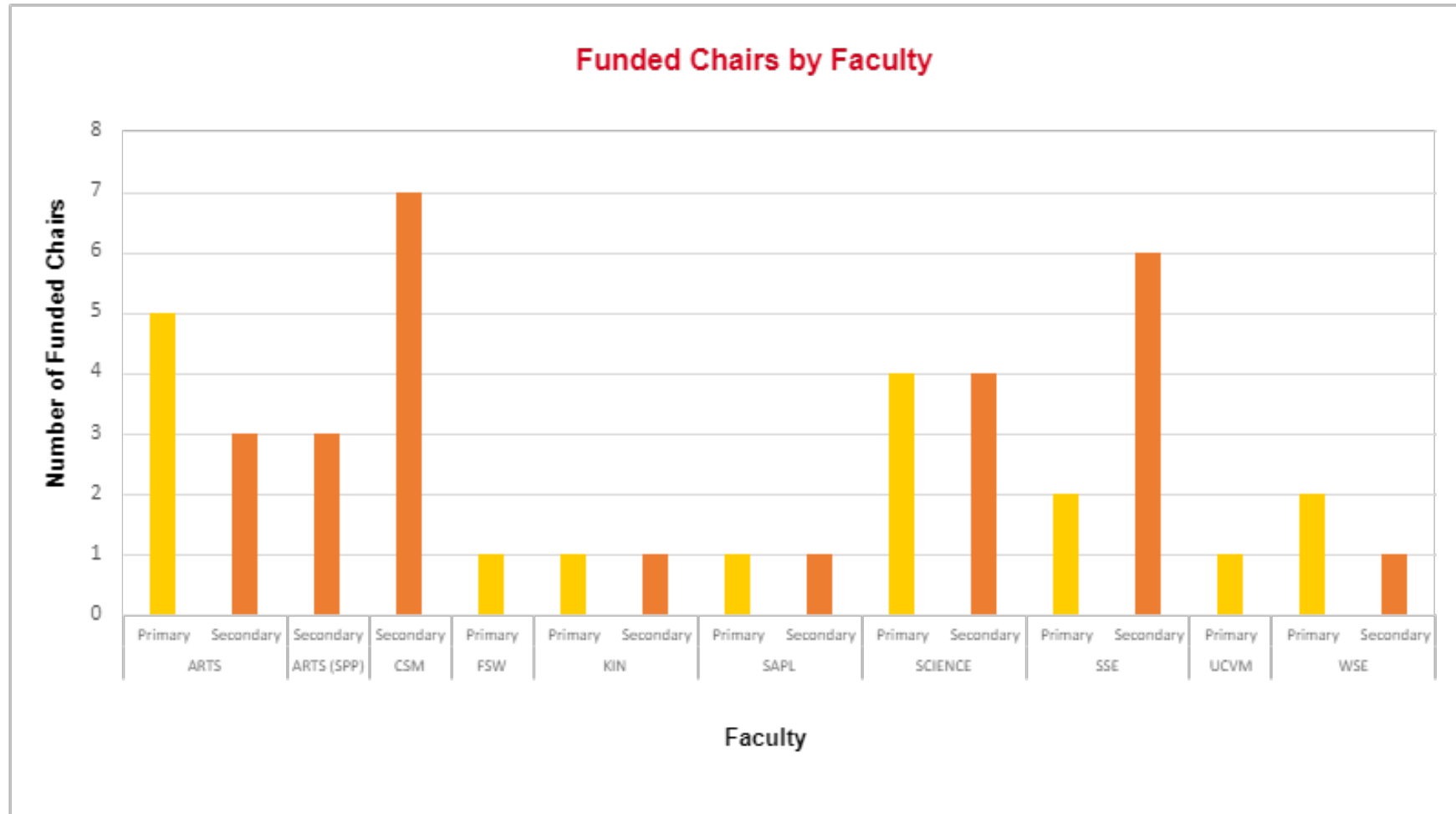
H&L – Health and Life
C&S – Cities and Societies
DJ&S – Democracy, Justice, and Sustainability
DW – Digital Worlds
EF – Energy Futures
H&L – Health and Life

Position
Human factors (H&L)
Transportation planning, travel behaviour analysis, modeling (C&S)
Design justice (C&S; DJ&S)
Comorbidity in youth with chronic health issues or neurodevelopmental disability and advancements in practice with digital technology (H&L;DW)
Environmental ethics (EF;DJ&S)
Indigenous epistemologies (DJ&S)
Science communication focussing on water, health, and climate change (EF)

Position
Digital impacts on the cognitive-social development of children (DW; H&L; C&S)
Digital mental health (DW; H&L)
Mountain research (EF; DJ&S)
Geosystems modeling for energy (EF)
Water Security (EF; DJ&S)
Zoonotic Viral disease (H&L)
Critical minerals (EF; DJ&S)
Learning through emerging digital technologies (DW)
Space / aerospace (EF)

New hires are incoming Summer 2024 and onwards. Programming underway to **support new hires**, as well as existing transdisciplinary scholars.

Update on: Transdisciplinary New Hires



Update: Connector Grants



Updates to: Connector Grants

The Program:



Enables UCalgary teams to explore societal questions, challenges, and opportunities that demand a **transdisciplinary approach**



Focused on fostering **new connections** among scholars, trainees, and external partners. Provides **pathways to external**, transdisciplinary **funding** opportunities.



Two intake streams:

- Initiating (\$10,000); 6 months
- Consolidating (\$20,000); 12 months



[Learn about the funded teams on our Website](#)

The Updates:

For Consolidating Grants:

Partner contributions from other sources (including departments, faculties, institutes, and/or external partners), either cash or in-kind, are now **required**. The partner contributions are critical to demonstrating commitment(s) being made to the team.

Connector Grants intakes are now 3 times per year:

- October 1
- February 1
- June 1

Connector Grants Summary Stats - 5 Intakes to date

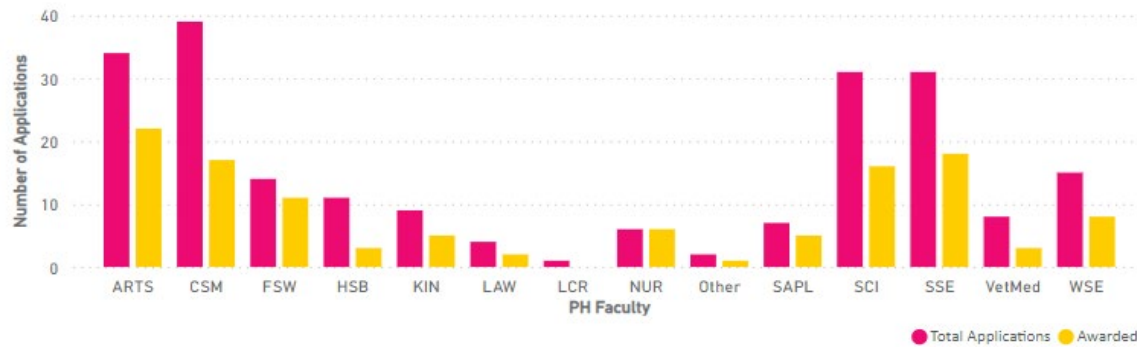
 **212**
Applications Received

 **117**
Applications Awarded

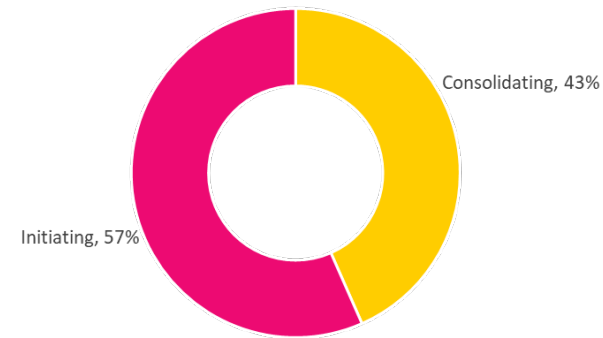
 **1,503**
Team Members

 **245**
External Organizations

Number of Applications by Project Holder Faculty



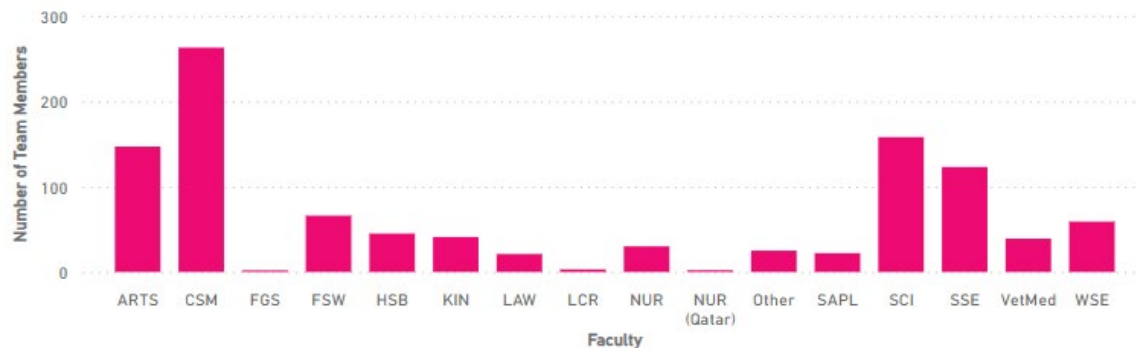
Applications by Type



Other Statistics:

- Smallest Team Size: 2
- Largest Team Size: 25
- Average Team Size: 7

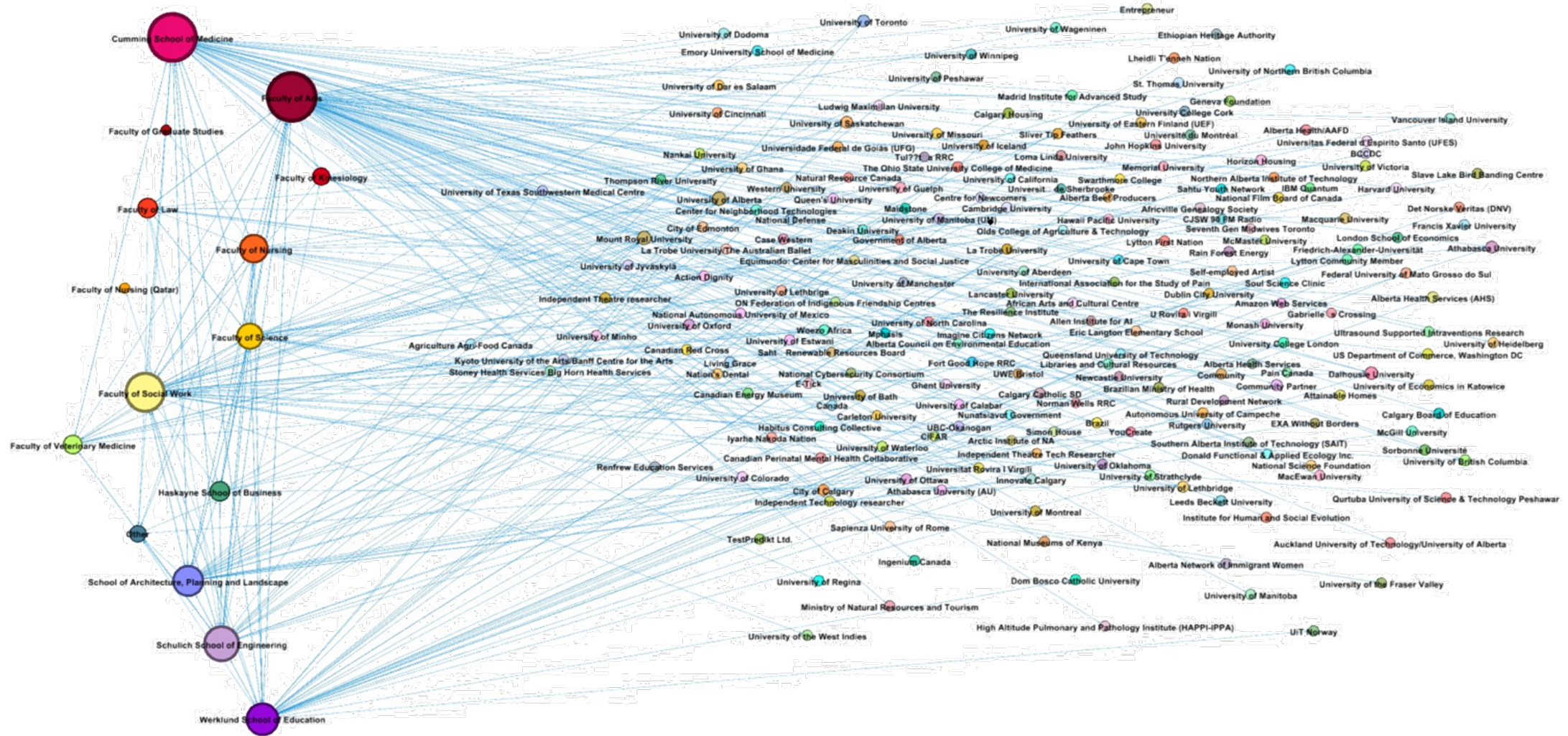
Number of Team Members by Faculty



\$2,972,062
Total Requested

\$1,411,123
Total Awarded

Connections Through 117 Awarded Connector Grants



ITS – Next steps

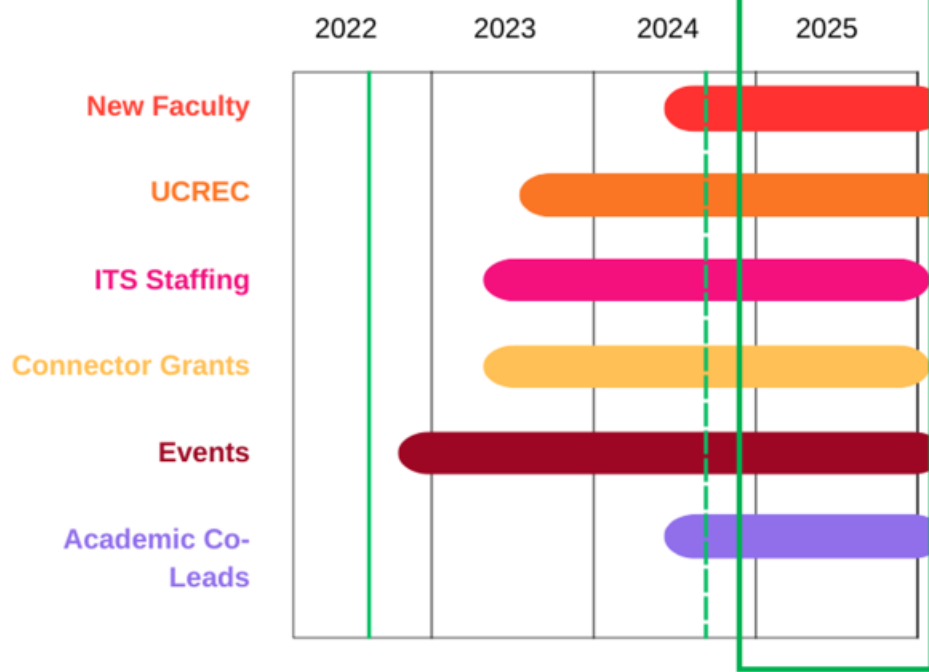


ITS 2024-2025: from capacity to action

AREAS OF FOCUS

- Vision
- Community
- Training

TD NEW HIRES



ITS + OTHER UNITS/STRATEGIES

- FGS
- Advancement
- Institutional Commitments

“tell the story to audiences that matter”

ITS Academic Co-Leads and Senior Specialists



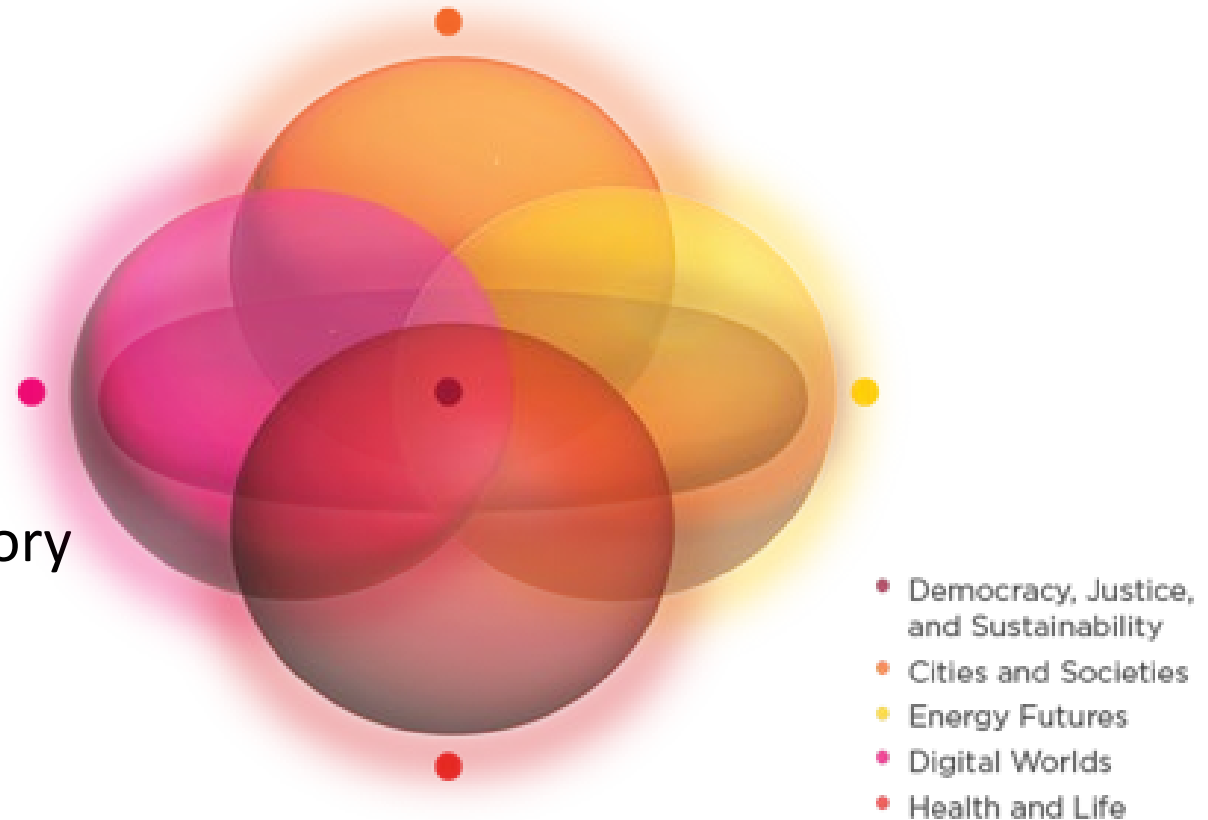
Academic Co-Leads

The vision:

- Help set the direction and vision for Transdisciplinary initiatives on campus and beyond.
- Engage and provide mentorship
- Inspire by leading the way and telling the story

The details:

- Appointed for 3-year term
- 0.1 FTE commitment in time
- Access to \$10,000 per Co-Lead, per year



Cities and Societies



Ways to design, plan, and build sustainable, healthy communities to ensure all societal members thrive. Considers technology, innovations in smart cities, transportation, infrastructure, biodiversity, healthy cities and populations, and designing for equity, diversity, inclusion, and accessibility.

Supported by:



Rineem Saleh
Senior Specialist,
ITS, Cities and
Societies

Academic Co-leads:



Dr. Victoria Fast

Faculty of Arts, Geography



Dr. Joshua Taron

School of Architecture, Planning
& Landscape



Dr. Ajwang' Warriia

Faculty of Social Work

Digital Worlds



How data can be used to expand and create connections to inform a world with no boundaries. Considers how we can harness new technologies and themes of extended reality, human connection and enrichment, intelligent tools, security, ethics, regulations and law, and socio-culture transformation.

Supported by:



[Alanna Bartolini](#)
Senior Specialist,
ITS, Digital Worlds

Academic Co-leads:



[Dr. Marina Gavrilova](#)
Faculty of Science,
Computer Science



[Dr. Mohammad Keyhani](#)
Haskayne School of
Business



[Dr. Tyler Williamson](#)
Cumming School of Medicine,
Community Health Sciences

Energy Futures



The evolving energy system, how potential scenarios might develop over time, and the technological, economic, social, and political opportunities and challenges. Considers climate and environment, energy use and sources, politics and policy, economics, and the socio-cultural role of energy.

Supported by:



Connie Tsang
Senior Specialist,
ITS, Energy
Futures

Academic Co-leads:



Dr. Sabrina Perić
Faculty of Arts, Anthropology
and Archaeology



Dr. Douglas Robb
School of Architecture,
Planning & Landscape



Dr. Gregory Welch
Faculty of Science,
Chemistry

Health and Life



Child health and wellness, cancer, inflammatory and chronic diseases, brain and mental health, cardiovascular health, bone and joint health, public health, and others. Considers biomedical engineering, health informatics, nursing, and themes of biodiversity and health and wellbeing for people, animals, and the environment. Builds on UCalgary's network of health research institutes.

Supported by:

Vacant
Senior Specialist,
ITS, Health & Life

Academic Co-leads:



Dr. Elena Di Martino

Schulich School of Engineering,
Biomedical Engineering



Dr. Jenny Godley

Faculty of Arts, Sociology



Dr. Nicole Letourneau

Faculty of Nursing

Democracy, Justice, and Sustainability



Transforming institutions, governments, societies, and spaces to be equitable, inclusive, and diverse. Considers justice, democracy, freedom, autonomy, pluralism, anti-racism, and decolonization - through a lens of sustainability and the UN Sustainable Development Goals. This Area of Focus intersects all focus areas.

Supported by:



[Alya Jinah](#)
Senior Specialist,
ITS, Democracy,
Justice, and
Sustainability

Academic Co-leads:



[Dr. Aleem Bharwani](#)
Cumming School of
Medicine, Medicine



[Dr. Tonya Callaghan](#)
Werklund School of
Education

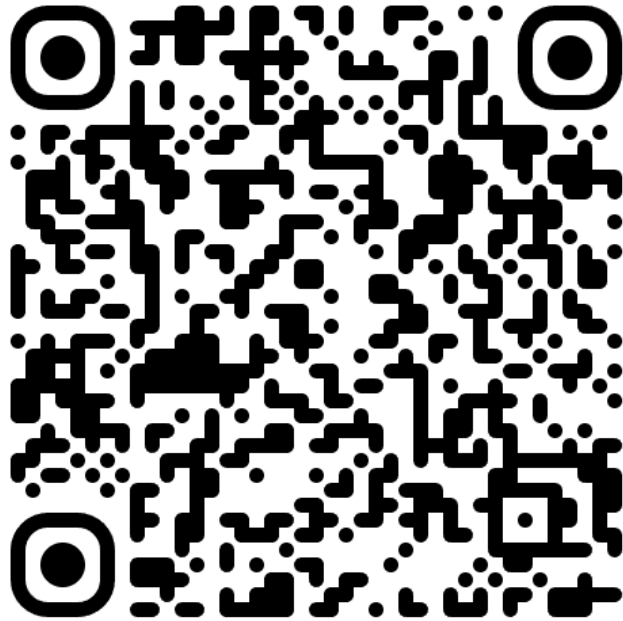


[Dr. Patrina Duhaney](#)
Faculty of Social Work



[Dr. Marjan Eggermont](#)
Schulich School of Engineering,
Mechanical and Manufacturing
Engineering

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Institutes for Transdisciplinary Scholarship:
research.ucalgary.ca/transdisciplinary

transdisciplinary@ucalgary.ca



**GENERAL FACULTIES COUNCIL
INFORMATION BRIEFING NOTE**

SUBJECT: Revision to the 2024-2025 Academic Schedule (Spring 2025 Convocation Schedule)

PROPONENT(S)/PRESENTER(S)

Amy Dambrowitz, Registrar

PURPOSE

The Spring 2025 Convocation dates are revised and are provided for information.

KEY POINTS

Spring 2025 Convocation is moved one calendar day from: Wednesday, June 4-Friday, June 13 to: Tuesday, June 3-Thursday, June 12.

BACKGROUND

Due to operational need for the Jack Simpson Gym and the Olympic Oval, the dates for Spring 2025 Convocation have been changed to commence one day earlier. This is an administrative change to the Academic Schedule and does not impact any academic dates.

ROUTING AND PERSONS CONSULTED

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
	GFC Executive Committee	2024-08-28				X
X	General Faculties Council	2024-10-10				X

NEXT STEPS

The 2024-2025 Calendar will be updated.

SUPPORTING MATERIALS

1. Academic Schedule for the Academic Year 2024-2025 – revised
2. GFC Principles for Setting the Academic Schedule

Academic Year 2024/2025

Fall Term 2024

	Fall term begins	Monday August 26
	Block Week	Monday-Friday August 26-30
	Last day to withdraw from Block Week courses	Friday August 30
†	Orientation	Thursday-Friday August 29-30
†	Labour Day, University closed	Monday September 2
	Classes begin	Tuesday September 3
†	Last day to drop a Fall term and multi-term courses	Thursday September 12
†	Last day to add, swap or change registration status between audit and credit for Fall and multi-term courses	Friday September 13
†	Last day for fee refund for Fall term and multi-term courses	Thursday September 12
†	Deadline to apply to graduate – November convocation	September 15
†	Fee payment deadline for Fall term and multi-term courses	Friday September 20
†	National Day for Truth and Reconciliation, University closed*	Monday September 30
†	Thanksgiving Day, University closed*	Monday October 14
†	Fall Convocation	Wednesday, Thursday November 13, 14
	Fall Break, no lectures, University open	Sunday-Saturday November 10-16
†	Remembrance Day, University closed*	Monday November 11
	Fall term classes end	Friday December 6
	Last day to withdraw	Friday December 6
	Final examinations	Monday-Thursday December 9-19
	Fall term ends	Tuesday December 24

Winter Term 2025

	Winter term begins	Monday January 6
	Block Week	Monday-Friday January 6-10
	Last day to withdraw from Block Week courses	Friday January 10
	Classes begin	Monday January 13
†	Deadline to apply to graduate – February Conferral	January 15
†	Last day to drop a Fall term and multi-term courses	Thursday January 23
†	Last day to add, swap or change registration status between audit and credit for Fall and multi-term courses	Friday January 24
†	Last day for fee refund	Thursday January 23
†	Fee payment deadline for Winter term courses	Friday January 31
†	February Conferral	February 13
	Winter Break, no lectures, University open	Sunday-Saturday February 16-22
†	Alberta Family Day, University closed*	Monday February 17
	Deadline to Apply for Spring Convocation	March 31
	Winter term classes end	Friday April 11
	Last day to withdraw	Friday April 11
	Final examinations	Monday-Monday April 14-28
†	Good Friday, University closed*	Friday April 18
†	Easter Monday, no classes	Monday April 21
	Winter term ends	Wednesday April 30

Summer Term 2025

Spring Intersession 2025

	Summer term begins	Thursday May 1
	Spring intersession classes begin	Monday May 5
†	Last day to add/drop/swap courses	Thursday May 8
†	Last day for fee refund	Thursday May 8
†	Fee payment deadline	Tuesday May 13
†	Victoria Day, University closed	Monday May 19
†	June Convocation	Wednesday Tuesday, June 4 <u>3</u> - Friday Thursday, June 13 <u>12</u>
	Spring intersession classes end	Monday June 16
	Last day to withdraw	Monday June 16
	Final examinations	Wednesday-Saturday June 18-21
	Spring intersession ends	Sunday June 29

Summer Intersession 2025

	Summer intersession classes begin	Monday June 30
†	Canada Day, University closed	Tuesday July 1
†	Last day to add/drop/swap courses	Friday July 4
†	Last day for fee refund	Friday July 4
†	Fee payment deadline	Wednesday July 9
†	Alberta Heritage Day, University closed	Monday August 4
	Summer Intersession classes end	Tuesday August 12
	Last day to withdraw	Tuesday August 12
	Final examinations	Thursday-Monday August 14-18
	Summer term ends	Sunday August 24

† Administrative dates — do not require GFC approval.

*Except Taylor Family Digital Library, Law, Medical and Gallagher Libraries

Notes:

- (1) The Cumming School of Medicine (MD program) has term start and end dates that differ from the regular dates to accommodate curriculum requirements.
- (2) The Faculty of Law (JD program) has some course start and end dates that differ from the regular dates to accommodate curriculum requirements.
- (3) The Faculty of Veterinary Medicine (DVM program) has some course start and end dates that differ from the regular dates to accommodate curriculum requirements.
- (4) The Qatar Faculty will follow the Academic Schedule of the University, but will reflect some different dates within a term, including start, end and holiday dates, due to local customs and convention.
- (5) Block week and three-week spring/summer courses may be scheduled using non-standard schedule requests within the appropriate intersession.

GFC Principles for Setting the Academic Schedule:

- The annual academic schedule will be shown to begin with the start of the Fall term and conclude with the end of the Summer term
- There shall be a minimum of 60 days of instruction up to a maximum of 62 days of instruction in each of the Fall and Winter terms. Within these limits, where possible, the schedule should balance the days of the week, Monday to Friday, available for instruction
- Courses taught regularly on Saturdays during Fall and Winter will normally meet 11 times for 3.5 hours (for a 3-unit course)
- There will be a minimum of 10 days for final exams in each of the Fall and Winter terms
- There will be a minimum of two (2) calendar days between the last day of classes and the first day of final exams in each of the Fall and Winter terms
- Block Week will be held at the beginning of the Fall and Winter terms. Where possible it should be a continuous five days, which may include a Saturday.
- There will be a Summer term that has a maximum of 62 days of instruction with two (2) embedded intersessions (Spring and Summer), which normally have a maximum 31 days of instruction each. There will be no formal block week in Summer term but, with approval, courses may be scheduled in a block format.
- There will be a seven-day (Sunday through Saturday) break in the Fall term that coincides with Remembrance Day.
- There will be a seven-day (Sunday through Saturday) reading break in the Winter term, that coincides with the Alberta Family Day holiday.
- There will be a break between the Spring and Summer intersessions between three (3) to five (5) days and will include the exam period for Spring intersession courses.
- The Doctor of Medicine (MD) program in the Cumming School of Medicine has a separate academic schedule structured to ensure an adequate number of instructional days required for each component of the MD program.
- The Juris Doctor (JD) program in the Faculty of Law and the Doctor of Veterinary Medicine (DVM) program in the Faculty of Veterinary Medicine will generally follow the Academic Schedule of the University but may have classes commence and conclude up to a week outside the approved schedule. The Faculties of Law and Veterinary Medicine adhere to the University requirement for minimum days of instruction.
- The Qatar Faculty will generally follow the Academic Schedule of the University, but will reflect some different dates within a term, including start, end and holiday dates, due to local customs and convention. The Faculty of Qatar adheres to the University requirement for minimum days of instruction.
- The University will maintain a rolling five-year academic schedule. GFC will be presented with an opportunity to review the existing academic schedules and approve the next year in the rolling schedule annually.



GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE
Report to General Faculties Council
for the meeting held August 28, 2024

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

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

The EC voted to name Getachew Assefa, School of Architecture, Planning and Landscape, as the Academic Co-Chair of the Academic Program Subcommittee (APS), for a term until June 30, 2026 or until his time on the APS ends, if that is sooner.

Appointment of One Member of GFC as a GFC Representative on the Senate

The EC discussed the composition of the Senate, which includes Faculty representatives, GFC representatives, and others, and the desired characteristics of the GFC representatives, including University experience and engagement.

The EC then named, in rank order, members of GFC to be approached by the University Secretariat to serve as a GFC representative on the Senate.

Secretary's Note: Following the meeting, Satish Raj, Cumming School of Medicine, agreed to serve and was deemed to be appointed by the EC.

Appointment of Appeal Review Administrators

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, Mohammad Keyhani, Haskayne School of Business, Zack Marshall, Cumming School of Medicine, Ryan Peters, Faculty of Kinesiology, Terry Poucette, Faculty of Social Work, Cameron Semper, Cumming School of Medicine, and Caroline Tait, Faculty of Social Work, agreed to serve and are deemed to be appointed by the EC.

Nominations for Election by GFC of Two Academic Staff Members to an Advisory Selection Committee for a Dean of the Faculty of Nursing

The EC named, in rank order, academic staff members to be approached by the University Secretariat to stand for election to the Advisory Selection Committee for a Dean of the Faculty of Nursing. The election will be held electronically following the October 10, 2024 GFC meeting.

Nominations for Election by GFC of Two Academic Staff Members to an Advisory Selection Committee for a Dean of the Schulich School of Engineering

The EC named, in rank order, academic staff members to be approached by the University Secretariat to

stand for election to the Advisory Selection Committee for a Dean of the Schulich School of Engineering. The election will be held electronically following the October 10, 2024 GFC meeting.

Review of the Draft October 10, 2024 GFC Agenda

The EC reviewed the draft October 10, 2024 GFC agenda.

Revision to the 2024-2025 Academic Schedule (Spring 2025 Convocation Schedule)

The EC received for information the revised 2024-2025 Academic Schedule, hearing that an administrative change to the Spring 2025 Convocation Schedule has been made to accommodate an operational need for the Jack Simpson Gymnasium.

Prepared by the University Secretariat on behalf of Ed McCauley, Chair, and Sandra Davidson, Vice-Chair



ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Report to General Faculties Council
for the meeting held on June 17, 2024

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

Approval of the Changes to the Doctor of Veterinary Medicine (DVM) Program's Curricular Structure

The Committee reviewed the proposed changes to the Doctor of Veterinary Medicine (DVM) Program's curricular structure, hearing that the main objective of the change is to rearrange existing content into comprehensive, integrated courses rather than the current structure of multiple disparate courses touching on a given topic. The integration would be built into the course design and would not rely solely on co-teaching arrangements.

The Committee discussed the program's budget, and in particular the financial sustainability of community outreach components such as the Indigenous equine clinics. Noting the positive impact of the clinics, the APPC recommended that the proponents connect with the Office of Indigenous Engagement regarding possible funding options to help support this important aspect of the DVM program.

The APPC approved the changes to the DVM program's curricular structure, effective Fall 2025.

Approval of the Revisions to the Undergraduate Admission Regulations

The Committee reviewed the proposed changes to the undergraduate admission regulations, which included the removal of the dollar amount of the admission deposit, the removal of temporary regulations for admission cycles impacted by Covid-19, and updates to Faculty admission requirements. Detailed information regarding transfer credit was also removed on account of being moved to a webpage.

The Committee heard that removing the dollar amount of the admission deposit from the Academic Calendar would allow the University to respond to changes that impact enrolment management, such as the federal government's study permit cap and associated Provincial Attestation Letters, while ensuring the amount is not changed part way through an admission cycle. It was reiterated that the admission deposit is not an additional fee for students, as the full deposit amount is applied towards regular tuition and general fees.

The presenter shared a reported amendment to add transfer requirements for the divisional major programs in the Faculty of Science. The APPC approved the revisions to Section A. *Undergraduate Admissions* of the Academic Calendar with the reported amendment, effective for Fall 2025 admissions.

Approval of the Revisions to Graduate Admission Regulations

The Committee reviewed the proposed changes to the graduate admission regulations, which included removing the current end date for the Duolingo English Test to be accepted for proof of English Language Proficiency (ELP) as well as the removal of the dollar amount of the admission deposit.

The Committee heard that no issues have been identified with the use of Duolingo over the past four years, with students who met their ELP requirements via Duolingo having similar cumulative grade point averages (GPAs) and lower withdrawal rates than students admitted with other ELP tests. It was noted that accepting Duolingo for ELP on an ongoing basis is beneficial to students because the test is cost-efficient and highly accessible.

The Committee discussed the importance of continuing to ensure the dollar amount of the admission deposit is clearly communicated to students through other means, including admission offer letters and the University website. The Committee learned that removing the dollar amount from the Calendar would align the University with peer institutions, as it is typical practice to not include admission deposit amounts in an Academic Calendar.

The APPC approved the revisions to Graduate Regulations Section G.A.1 *Graduate Qualifications* and Section G.A.5 *Graduate Offer of Admission* of the Academic Calendar, effective for Fall 2025 admissions.

Approval of the Removal of the 'Graduation with Distinction' Designation from the Bachelor of Social Work (BSW) Degree

The Committee reviewed the proposal to remove the 'Graduation with Distinction' designation from the Bachelor of Social Work (BSW) degree. The APPC heard that the rationale for the removal of the designation, which is assigned to the top 10% of graduates, was both academic and operational. The academic rationale was that only 27 units of coursework can be used for calculating the GPAs, unlike the standard 60-120 units used by other Faculties. This is because the BSW degree is a two-year program with several different entrance pathways and multiple practicum courses that are credit/fail.

The operational rationale for the proposed change was a need for BSW graduates to receive their Letters of Completion as soon as possible after completing their degree requirements. These letters are required for registration with the Alberta College of Social Work and employment in the field. BSW students complete their programs in either June or August, and currently must wait until October to receive their Letter of Completion in advance of November convocation.

The Committee discussed concerns regarding the removal of the designation, including possible unintended consequences for students' professional and academic endeavours such as admission to graduate studies, as well as potential impacts for alumni.

The Committee requested that the proposal return to the next scheduled meeting on October 7, 2024, with a revised rationale. Specifically, the Committee requested the following:

- An explanation for why alternative methods for determining "with Distinction" status (e.g., a specific final grade point average rather than top 10% of students) are not under consideration
- Information on how this change might affect the upcoming four-year BSW degree program, which was approved as part of the BSW Redesign in 2022-2023
- Information on the potential impact on students pursuing graduate studies or seeking employment outside of Alberta
- Additional details concerning broader student consultation regarding the proposal
- Further justifications explaining why the Social Work discipline perceives the "with Distinction" designation as relatively less significant for their students compared to those in other fields

Approval of the Revisions to Calendar Regulations for Student Appeals

The APPC reviewed the proposed revisions to the Academic Calendar regulations for student appeals, hearing that they are primarily updates for alignment with recently approved changes to the Student Appeals Policy suite. Specifically, the changes that impacted Calendar regulations were second fails on graduate student thesis or candidacy examinations becoming appealable to the Faculty of Graduate Studies (FGS) Faculty Appeals Committee

as an academic assessment, as well as the removal of “Decisions of the Dean” as a category of appealable decisions.

The Committee heard that additional revisions include updated language in Section I to clarify the difference between grade reappraisals and appeals of grade reappraisal decisions, and in Section J.1 to clarify existing procedures for student’s maintaining their registration while under appeal. A number of redundant sections, holdovers from the old structure of a separate Graduate Calendar, were also proposed for removal.

The APPC approved the proposed revisions to student appeals Calendar regulations, effective July 1, 2024.

General Space Program for the Multidisciplinary Science Hub (MDSH) Project

The APPC reviewed and discussed the General Space Program for the new Multidisciplinary Science Hub (MDSH) building. The Committee learned that the building will be located on what is currently Parking Lot 21, connecting to the existing Biological Sciences and Science Theatres buildings. This location was selected following consultation with Indigenous Elders, who advised against the originally selected location adjacent to the University C-Train station due to the spiritual significance of the campus’ eastern entrance.

The Committee heard that the MDSH building will include a vivarium; flexible, open-concept labs that are versatile and quickly adaptable between disciplines; outdoor classrooms incorporated into the surrounding landscape; and student spaces ranging from collaboration rooms to traditional study carrels. The floors of the building will be organized by theme (e.g., agriculture, quantum, aerospace) rather than by traditional departments. The building will also be home to the new Science Student Success Centre, which will combine the existing Graduate Science Centre and Undergraduate Science Centre into one hub, and support an expanded Science Co-operative Education Program. The APPC heard that the MDSH is intended to be a campus destination and welcoming space, and that physical accessibility and student spaces are top priorities.

The Committee discussed design considerations beyond physical accessibility, such as faith-based spaces, smudge-friendly spaces, gender-inclusive washrooms, nursing spaces, and accessibility considerations for neurodivergent students. The Committee also recommended more enclosed/private consult rooms for student advising be considered for the Science Student Success Centre’s space.

Robin Yates, Co-Chair and Dawn Johnston, Academic Co-Chair.

RESEARCH AND SCHOLARSHIP COMMITTEE
Report to General Faculties Council
for the meeting held September 19, 2024

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

Azrieli Accelerator Update

The RSC received a presentation highlighting the history of the Azrieli Accelerator and updating on current initiatives, including:

- In 2022, the University received a \$25 million donation from the Azrieli Foundation and this is transforming neurodevelopment, neurodiversity, and neurodevelopmental conditions research
- The Azrieli Accelerator is a transdisciplinary initiative of the office of the Vice-President (Research). The Azrieli Accelerator is overseen by an Institutional Advisory Committee, which meets every two months and serves to ensure the alignment of initiatives.
- The team purposefully uses positive language and acknowledges lived experiences. The terminology used is complex and includes: neurodevelopment, neurodevelopmental disorders, neurodevelopmental conditions, neurodevelopmental disabilities, neurodivergent, and neurodiversity.
- The core activities funded by the Azrieli Accelerator include:
 - Keystone programs in core focus areas and supports for trainees.
 - Recruiting to the University through the Azrieli Accelerator Professorship Program. To date the program has enabled the hiring of six bridge-funded, tenure-track Assistant Professors across Faculties and there are two more hiring processes currently in progress.
 - A catalyst grants program for neurodevelopment research. Competitions have been held in 2023 and 2024, and there is funding for three more competitions in the future.
 - Training opportunities, including for graduate students, postdoctoral fellows, professionals, and persons in the community.
 - Building partnerships and community engaged research.
- The Azrieli Accelerator team looks to leverage strategic opportunities, including in recruitment and for major grants.

In response to questions, it was reported that:

- The number of residency spaces, such as in Psychiatry, are determined by Alberta Health Services and the Cumming School of Medicine.
- The Azrieli Accelerator team can work with Psychiatrists and other medical practitioners to shift and tailor treatment programs.
- The Azrieli Accelerator team has helped with some initiatives at the University, including work integrated learning opportunities relating to neurodevelopment, the Neurodiversity Support Advisors team, and the Neurodiversity Immersive Campus Experience (NICE) student mentorship program.
- Neurodevelopment is an evolving landscape, and the Azrieli Accelerator team is always open to making

new connections. There are currently no formal connections between the Azrieli Accelerator and The Summit, but The Summit clinics do see neurodiverse youth and the two groups are communicating.

- The Azrieli Foundation is not involved in the day-to-day operations of the Azrieli Accelerator, but the Azrieli Foundation receives an annual report and additional updates as relevant. Representatives of the Azrieli Foundation visited the University before the donation in 2022 and could be invited to the University again. The Azrieli Foundation has expressed satisfaction with the Azrieli Accelerator activities to date, especially the Azrieli Accelerator Professorship Program.

Update on Institutes for Transdisciplinary Scholarship (ITS) and Introduction of ITS Academic Leads and Senior Specialists

The RSC received a presentation highlighting the history of the Institutes for Transdisciplinary Scholarship (ITS) and updating on current initiatives, including:

- From 2022 to date the ITS has been building and expanding capacity. Events to grow engagement have been held since 2022, ITS staff have been hired and the ITS Connector Grants and UCalgary Research Excellence Chairs programs have been running since 2023, and the identification of ITS Academic Co-Leads and the hiring of new transdisciplinary faculty have been occurring in 2024.
- There are Academic Co-Leads appointed for each of the transdisciplinary areas (Health and Life; Cities and Societies; Democracy, Justice, and Sustainability; Digital Worlds; and Energy Futures), and over their three-year terms the leads will form working groups to help set the direction and vision for transdisciplinary initiatives at the University and will engage, inspire, and provide mentorship. The Academic Co-Leads are:
 - Health and Life: Elena Di Martino, Schulich School of Engineering, Jenny Godley, Faculty of Arts, and Nicole Letourneau, Faculty of Nursing
 - Cities and Societies: Victoria Fast, Faculty of Arts, Joshua Taron, School of Architecture, Planning and Landscape, and Ajwang' Warri, Faculty of Social Work
 - Democracy, Justice, and Sustainability: Aleem Bharwani, Cumming School of Medicine, Tonya Callaghan, Werklund School of Education, Patrina Duhaney, Faculty of Social Work, and Marjan Eggermont, Schulich School of Engineering
 - Digital Worlds: Marina Gavrilova, Faculty of Science, Mohammad Keyhani, Haskayne School of Business, and Tyler Williamson, Cumming School of Medicine
 - Energy Futures: Sabrina Perić, Faculty of Arts, Douglas Robb, School of Architecture, Planning and Landscape, and Gregory Welch, Faculty of Science
- To date, 16 new transdisciplinary faculty have been hired. The hires are distributed across nine Faculties and across all five transdisciplinary areas.
- The Connector Grants are in two streams (Initiating grants and Consolidating grants) and intakes are now three times per year: October 1, February 1, and June 1. The presenters presented data on the five intakes that have occurred to date, including the number of successful applications, the amount of funding awarded, the variety of connections made, and other statistics.
- In 2025 the ITS will focus on continued hiring and building a community and providing mentorship for new transdisciplinary faculty, supporting the Academic Co-Leads team, holding events, and continuing the Connector Grants and UCalgary Research Excellence Chairs programs.
- Persons in the University community are encouraged to subscribe to the ITS Bulletin

In response to questions, it was reported that:

- The new transdisciplinary faculty were hired at the Assistant or Associate level, depending on the Faculty.
- While some funding agencies have programs that are not designed to suit transdisciplinary work, some do. The landscape is evolving, and more funding opportunities are becoming available. Applications can be prepared strategically to increase the fundability of a transdisciplinary project, and this is an example of where mentorship will be valuable.
- There can be challenges to publishing some transdisciplinary work. The principles of the Declaration on Research Assessment (DORA), of which the University is a signatory, will be critical in recognizing the impacts of some transdisciplinary work.
- The Graduate College will be the home for transdisciplinary graduate programs and other activities.
- The ITS is working with the UCalgary Press to explore blogs as a means to share transdisciplinary work.
- The University's *Ahead of Tomorrow* strategy envisages transdisciplinary work impacting at local, national, and global scales.
- The *Ahead of Tomorrow* strategy frames transdisciplinary work as a core part of the University and no longer unusual. Faculty, students (graduate and undergraduate), and others will have opportunities for involvement.

It was reported that an ITS event will be held on September 25, 2024 for members of the University community to meet and engage with the new Academic Co-Leads of the transdisciplinary areas.

Prepared by the Secretariat on behalf of Robert Thompson, RSC Co-Chair, and Sheri Madigan, Academic Co-Chair

TEACHING AND LEARNING COMMITTEE
Report to General Faculties Council
for the meeting held September 17, 2024

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

Updates to the Experiential Learning Framework

The TLC received a presentation highlighting the history of experiential learning (EL) at the University and describing some recent endeavours relating to EL, including:

- It is desired to keep the *Experiential Learning Plan for the University of Calgary 2020-2025* and its appendix the *Experiential Learning Framework for the University of Calgary* in step with current EL thinking and practices. Additionally, these documents relate to the University's more recent *Ahead of Tomorrow 2023-2030* strategic plan, and there is continuous learning and growing in the EL area.
- Feedback has been gathered from persons who are connected to EL, and it has been heard that:
 - The definition of EL needs to be updated and made more succinct.
 - The original five categories of EL are not always a good fit and can create confusion and distraction.
 - It has been realised that there should have been more engagement with the Indigenous community when the current *Experiential Learning Plan* and *Experiential Learning Framework* were being developed.
- The reimagined definition of EL is: "Experiential learning is learning by doing, being, connecting and reflecting". EL should be a combination of experience and reflection. The reflection does not have to be a formal process.
- The *Experiential Learning Plan* references the PEAR model for quality learning (Pedagogy, Experience, Assessment, Reflection). It is currently thought that the PEAR model is too work integrated learning (WIL) based and falls short for other EL activities, and so the AIR framework for EL is preferred (Authentic Experience, International Design, Critical Reflection).
- A two-dimensional *Continuum of Experiential Learning* has been developed in place of categories, which allows for an EL activity to be plotted by its environment (classroom, studio/lab/field, natural/social world, campus/community, or workplace) and by its purpose or focus (innovation, research, knowledge/skills/attributes, career, or creativity).

Discussion included:

- EL aligns with the signature pedagogy of several disciplines, but is possible in all programs.
- The continuum graphic is appreciated, as its flexibility allows for all EL activities to be mapped.
- Course-based EL is feasible and is done regularly but other types of EL can require resources, including financial resources. The presenters reported that the Experiential Learning Advisory Committee and others are thinking about creative ways to deliver EL that are not resource heavy, such as by job shadowing.
- Connecting the *Experiential Learning Plan* to *ii 'taa'poh'to'p* (the University's Indigenous Strategy) as

well as the *Ahead of Tomorrow* strategic plan is applauded, and this is good modeling of parallel processes for the rest of the University.

- Evaluation of the success of EL activities can be incorporated into program planning and curriculum review processes, and the EL continuum graphic can be looked at along with curriculum maps. The use of consistent language is important.
- The reflection component of EL can also include contemplation of the success of an experience.
- The assessment of course-based EL can consider the effort that a student has put in as well as the learning that they have demonstrated.
- The new definition of EL will stimulate conversations about EL

In response to questions, it was reported that:

- WIL is a subset of EL, and is not considered to be more important than other EL opportunities. Activities such as undergraduate research experience and entrepreneurial thinking projects also fall under the umbrella of EL. It will be contemplated how to reflect that the continuum graphic is not a hierarchical order.
- The EL targets in *Ahead of Tomorrow* complement the targets in the *Experiential Learning Plan*, and data is being collected about EL experiences. It was suggested that EL experiences can be catalogued by looking at things such as academic blogs and portfolios, in addition to using more traditional data collection methods.
- EL opportunities can be highlighted and promoted to students in a number of ways.
- The shorter duration of graduate programs is a limiting factor to having EL experiences, and that is why the *Experiential Learning Plan* sets a target of one EL opportunity for graduate students and two EL opportunities for undergraduate students. To date there has been a focus on providing WIL opportunities to graduate students and not a broad range of EL.

It was noted that the governance routing for the approval of the updates to the *Experiential Learning Plan* and *Experiential Learning Framework* will be determined, and this will include returning to the TLC.

Teaching and Learning Updates and Emerging Issues Roundtable

The TLC was given an opportunity to discuss matters currently impacting teaching and learning, and topics mentioned included:

- There are tensions between budget reductions and growing the University's student population and program offerings. Instructors are concerned about things including class sizes, reductions in Graduate Teaching Assistant (TA) support, and inadequate teaching spaces. There can also be tensions between growing the student population and program offerings and increasing student engagement. Advocacy for teaching and learning is needed, and it will be necessary to prioritise goals.
- The new template for course outlines is being used and is appreciated. Colleagues who have been mentoring others in the use of the course outlines template are thanked.
- The use of artificial intelligence (AI) is growing, for example some instructors are now using generative AI to create academic assessments. Permitted student use of generative AI should be clearly addressed in the course outline, and instructors are being encouraged not to default to a simple ban on student generative AI use. Additionally, assignment descriptions should clearly provide guidelines on appropriate generative AI use and how to reference this. Instructors can model the use of AI as a tool to support teaching and learning, and students should feel welcome to ask their instructor or TA for guidance on

appropriate use. It was observed that the paid versions of generative AI tools are superior to the free versions, and so accessibility is another factor to be considered. It was reported that there are working groups at the University studying AI and ensuring that guidelines and policies are current in relation to this. Some use of AI will be inappropriate or in contravention of expressed permitted use, and so there is an academic integrity component. Conversations about AI use will be continuing across the campuses this year.

Standing Reports

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

Wendy Benoit, Co-Chair, and Barbara Brown, Academic Co-Chair