



GENERAL FACULTIES COUNCIL
AGENDA

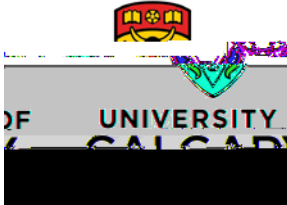
Meeting #595, February 13, 2020, 1:30-4:30 p.m.

ST 147

Item	Description	Presenter	Materials	Estimated Time
1.	Conflict of Interest Declaration	McCauley	Verbal	1:30
2.	Remarks of the Chair	McCauley	Verbal	
3.	Remarks of			

6.	Approval of the December 12, 2019 Meeting Minutes	McCauley	Document	
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Item	Description	Presenter	Materials	Estimated Time
12.	Student Appeals Office 2019 Report (January 1, 2019 – December 31, 2019)	Morrison ⁷	In Package Only	
13.	Other Business	McCauley		
14.	Adjournment Next meeting: March 12, 2020	McCauley	Verbal	3:20



Safety Moment GFG- February 13, 2020

University of Calgary (UoC) Emergency Management Website Updates:

- <https://ucalgary.ca/risk/departments/emergency-management/plans-procedures/coronavirus>
- x Alberta Health Services Update <https://www.alberta.ca/coronavirusinfo-for-albertans.aspx>
- x Public Health Ag <https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirusinfection.html>

Background information:

On January 22 UCalgary's Emergency Operations Group (EOG) activated for 1 day to prepare for a potential escalation in the threat and review roles and responsibilities.

GENERAL FACULTIES COUNCIL
ACTION BRIEFING NOTE

SUBJECT: Establishment of the 2020-2021 GFC Elected Membership Distribution

MOTION:

That the General Faculties Council (GFC) establish the number of elected members to be on the GFC and determine and

The calculations indicate that the distribution of seats will change ~~for 2021~~: the Faculty of Arts and the Cumming School of Medicine will each lose one seat

Related Information

In addition to the academic staff member seats established and assigned as at ~~March~~ 15, 2012 GFC approved a recommendation of the Task Force to Review GFC and the GFC Standing Committees to expand the appointed membership category of GFC. In order to preserve the ideal that the academic staff members of GFC be in the majority, and it was decided that, in addition to the ~~PS stipulated~~ ~~delected~~ academic staff member seats, Faculties would be invited to appoint to additional seats as follows:

- 2 academic staff members selected by the Faculty of Arts
- 1 academic staff member selected by the Haskayne School of Business
- 1 academic staff member selected by the Werklund School of Education
- 1 academic staff member selected by the Schulich School of Engineering
- 1 academic staff member selected by the Faculty of Environmental Design
- 1 academic staff member selected by the Faculty of Kinesiology
- 2 academic staff members selected by the Faculty of Medicine (e)-5.1 1ac< ty1 (e)5.7 (e)-5.f(e)-1.4 (d)2.2(d)2.2(d)

DISTRIBUTION OF ELECTED GFC MEMBERSHIP, 2020-2021

	2018 (1)	2019 (1)	Distribution of 46 Seats (2)			Rounded	Present 2019-2020 Distribution
			Decimalized	Decimalized	Decimalized		
Arts	370	363	9.3494	9.1461	9	9	10
Cumming School of Medicine	521	523	13.4703	13.1775	13	13	14
Graduate Studies	-	-	-	-	-	1	1

GENERAL FACULTIES COUNCIL
ACTION BRIEFING NOTE

SUBJECT (S)

The Task Force on Personal Relationships is represented by
Lesley Rigg (Chair) Dean of Science
Deborah Book Legal Counsel
Jennifer Kosha Professor, Faculty of Law

PURPOSE

We are asking the General Faculties Council to review the recommendations of the Task Force on Personal Relationships (the Task Force) as articulated in the report and provide feedback for the Task Force's consideration as it works to finalise its recommendations to the Provost

KEY CONSIDERATION POINTS

NEXT STEPS

Following discussion at the General Faculties Council, the Task Force will consider feedback and finalise its recommendations to the Provost.

SUPPORTING MATERIALS

- x Report from the Task Force

Contents

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Introduction,

Suman Nath, Post Doc representative
Crystal Raymond, MAPS representative (Until June 2019)
Jessica Revington, SU representative (until June 2019)
Paul Rogers, TUCFA representative
Robin Yates, Provost representative and Faculty of Graduate Studies

Sara Fedoruk, Committee Support (July 2019 to present)
Heather Watkins Smith, Committee Support (until June 2019)

Acknowledgements While this report represents the work of the Task Force members, there were other individuals who contributed valuable time and energy and we would like to acknowledge their contributions. Stacey Chow (Faculty of Science) helped organize meetings and document them. Jay Dixit composed a considerable portion of the section “Overview of U15 policies and positions on personal relationships (2019)”. Gloria Visser-Niven gave valuable feedback on the “statement on relationships”

Overview of U15 policies and positions on personal relationships(2019)

Introduction

A review of the U15 (excluding the University of Calgary) was conducted to explore the breadth and depth of institutional policies and guidelines regarding close and/or personal and/or romantic and/or

How do Institutions Contextualize or Frame Personal Relationships?

Statements of Position and Management of Personal Relationships

Within the group of 6 institutions who have policies directly relating to personal relationships, there are differing institutional stances with respect to these relationships and how they are expected to be managed. While McGill expressly states that it does not condone or condemn such relationships, it does mandate that faculty members recuse themselves where their close personal relationship conflicts with a supervisory or evaluative role. Deploying somewhat less decisive language, the University of Ottawa “strongly disapproves of romantic or sexual relationships between faculty members and students or between supervisors and employees or students, and expects members of its community to refrain from engaging in them.” In their respective policies, Dalhousie, Queens, and the University of Manitoba require disclosure of the conflict of interest, but refrain from any language that expresses allowance, condoning, or judgments regarding personal choice to engage in such relationships.

Media coverage of the forthcoming Université Laval policy anticipates that it will strictly ban relationships between students and faculty who are in a close pers8 (o)1o4 (r)l congfnxpttas a13 (r)4 (w(

Overview of existing p

Status	Nature of Personal Relationship	Nature of Professional Relationship/ Power Dynamic	Potential Complaints	Addressed Through	Possible Outcome/Resolutions
Scenario 1: Staff (TUCFA) + Student	Romantic relationship (began during the course)	Student is currently in the faculty's class (or being supervised by the faculty member)	-Explicit or implicit coercion ("If I don't do what this person wants, they could fail me in the course/lose my academic reputation") -Inappropriate efforts to conceal the relationship -favouritism /unfair treatment	Code of Conduct ² ; Complaint pursuant to Procedure for Protected Disclosure ³ . FOIPP; OHS Policies and legislation. If Grad student (Staff is Supervisor), Graduate Student Supervision Policy, Procedure, and Best Practices Guideline. If allegations of sexual coercion, Sexual Violence Policy ⁴ .	-Student or Faculty member assigned to a different section of the course/different supervisor; -If Grad student Supervisor must withdraw completely from supervisory/professional duties; -May trigger Formal Evaluation of Supervisory Privileges; -Potential Discipline.
Scenario 2: Staff (AUPE) + Student Staff (AUPE)	Romantic relationship (began after hiring)	Student staff has functional (not formal) reporting relationship to staff member	-Explicit or implicit coercion ("If I don't do what this person wants, I could lose my job/professional reputation") -		

- 3) You are an employee in a MaPS role. Your brother successfully applies to work in a different area of the University. You should report so that your Manager can help avoid any perceived conflict of interest from multiple initiatives.
- o Recommendation 2: The Task Force recommends that when the Code of Conduct is next being revised, it should be amended to include definitions of relationships and wording that align with changes to the Graduate Student Supervision Policy. Additional explanatory notes in the FAQs are also recommended. The Task Force offers the following suggestions:

Relationships and the Code of Conduct

The University's Code of Conduct ("Code") prohibits supervision of Related Person. It also prohibits being on a hiring committee if one of the candidates is a Related Person, taking part in a decision relating to the promotion, termination, etc. of a Related Person, or taking part in any other decision that could benefit a Related Person unless the Private Benefit is of general application, affects a person as a member of a broad class, or is inconsequential.

A Related Person includes any individual with whom a person has a close personal friendship, a sexual relationship, a romantic relationship, or another personal relationship that gives rise to an actual, potential, or perceived Conflict of Interest. The Code requires appropriate management of Conflict of Interest arising from personal relationships which overlap with professional role(s) at the University.

- o Recommendation 3: The Task Force recommends that when the Code of Conduct is next being revised, it should be amended to provide a definition of "supervision". The Code of Conduct currently provides that "An Employee, Academic Staff Member or Appointee must not supervise a Related Person" (s 4.23), but does not have a definition of "supervision". While the Code does have a definition of "Manager" (s 3(j)), that definition does not include some supervisory relationships, such as that between a professor or TA and student, or between a coach and student athlete. The FAQ Code of Conduct includes a section Supervising Related Persons, but again does not include a definition of supervision.
- o Such a definition is important given the unique setting of the university and the range of different relationships that occur within this setting. If we are creating restrictions on when "related persons" can be in a relationship where one supervises the other, it is important to have clarity around what sorts of supervisory relationships are included, so that members of the university community will know when their relationships are covered. In the meantime, we recommend that the FAQ for the Code of Conduct be amended to include the following under the heading "Supervising Related Persons":
- i. Q: What is supervision?
 - A: Supervision occurs when one person has authority over another person's

References for Literature Review

- Alonso, N. (2018) Playing to Win: Male Sex-Based Harassment and the Masculinity Contest. *Journal of Social Issues*, 74(3), 477-499
- Berdahl, J. (2007) Harassment Based on Sex: Protecting Social Status in the Context of Gender Hierarchy. *The Academy of Management Review*, 32(2), 641-658
- Hershcovis, M.S. & J. Barling (2010a) Towards a fruitful approach to workplace aggression: A meta-analytic review of outcomes from different perpetrators. *Journal of Organizational Behavior*, 31(1), 24-44
- Hershcovis, M.S. & J. Barling (2010b) Comparing Victim Attributions and Outcomes for Workplace Aggression and Sexual Harassment. *Journal of Applied Psychology*, 95(5), 874-888
- Hershcovis, M.S. (2011) Incivility, social undermining, bullying. . . oh my!": A call to reconcile constructs within workplace aggression research. *Journal of Organizational Behavior*, 32, 499-519
- Holland, K.J. & L.M. Cortina (2013) Whensism and Feminism Collide: The Sexual Harassment of Feminist Working Women. *Psychology of Women Quarterly*, 37(2), 192-208
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- McLaughlin H.C. Ugger & A. Blackstone (2012) Sexual Harassment, Workplace Authority, and the Paradox of Power. *American Sociological Review*, 77(4), 625-647
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- Quatrella, L.A. and D.K Wentworth (1995) Students' Perceptions of Unequal Status Dating Relationships in Academia. *Ethics & Behavior*, 5(3), 249-259,
- Schat, A. C. H., Frone, M. R., & Kelloway, E. K. (2006). Prevalence of Workplace Aggression in the U.S. Workforce: Findings From a National Study. In E. K. Kelloway, J. Barling, & J. J. Hurrell (Eds.), *Handbook of workplace violence* (p. 47-89). Sage Publications, Inc.
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Appendices

Appendix #1

Appendix # 2-

GENERAL FACULTIES COUNCIL
INFORMATION BRIEFING NOTE

SUBJECT: Performance Based Funding Model

PROPONENTS

Dr. Ed McCauley, President and Vice-Chancellor
Dr. Dru Marshall, Provost and Vice-President (Academic)

PURPOSE

The Government has announced that effective April 1, 2020, performance based funding for post-secondary institutions will be implemented in Alberta. UCalgary will be asked to provide feedback on the metric, propose a weighting for each selected metric, and provide input on additional metrics for consideration.

KEY POINTS

x In 2021, 15%

Teaching and Research	1	Sponsored Research Revenue	Total Sponsored Research Funding (\$ M)
	2	Access to career/employment services	
	3	Work integrated learning	
	4		Total TriCouncil Funding (\$ million)
	5		Total TriCouncil Funding (\$ million) Per Tenure and Tenure-track Faculty
	6		Total Social Science and Humanities Research Council (SSHRC) (\$ million)

ROUTING AND PERSONS CONSULTED

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
X	General Faculties Council	Feb 13, 2020				X
	Board of Governors Executive Committee	Feb 21, 2020	X			
	Board of Governors	Mar 27, 2020	X			

NEXT STEPS

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GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE
Report to General Faculties Council
for the meeting held January 29, 2020

This report

2020 GFC Member Survey

The EC discussed a suggestion to conduct the GFC member survey in a different format this year, and agreed that:

- x A session will be held after the adjournment of the March or April GFC meeting which members will be asked to engage in a dialogue about the functioning of the GFC
- x Notes will be taken during the session, and members will be invited to submit written comments following the session



ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Report to General Faculties Council (GFC)
for the meeting held December 16, 2019

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

Approval of the Name Change for the MSc and PhD Specialization from Specialization in Sport History to Specialization in Sociocultural Aspects of Sport and Physical Activity

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Report to General Faculties Council (GFC)
for the meeting held January 13, 2020

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

Approval of the Curriculum Changes for the Bachelor of Nursing Regular Track and Diploma Bachelor of Nursing Programs (Qatar)

The APPC reviewed the proposed curriculum changes for

Approval of the Creation of a PhD in Law

The APPC reviewed a proposal to create a PhD in Law. The APPC learned that the proposed creation of this program is grounded in the recommendation from the Faculty of Law'

TEACHING AND LEARNING COMMITTEE
Report to General Faculties Council
for the meetings held December 19, 2019 and January 23, 2020

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

December 19, 2019

Fees and Additional Costs (related to teaching and learning) for Students

The TLC was reminded that it is necessary to fund pedagogy appropriately within the Alberta Tuition Framework. The presenter reported that

- x Tuition fees approved by the Board of Governors are listed in the Calendar, and that supplementary fees must be approved by the Tuition and Fee Consultation Committee (TFCC) and must be listed in

The TLC discussed that:

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Standing Reports

The TLC received reports on the current initiatives of the Taylor Institute Students' Union

- x The proposed change will not impact the length of the Monday, Wednesday, Friday and Tuesday Thursday courses. Filchew will remain at 50 minutes and 62 minutes courses will remain at 90 minutes. (T) [(1,983(4)(1)2.0(15)2739

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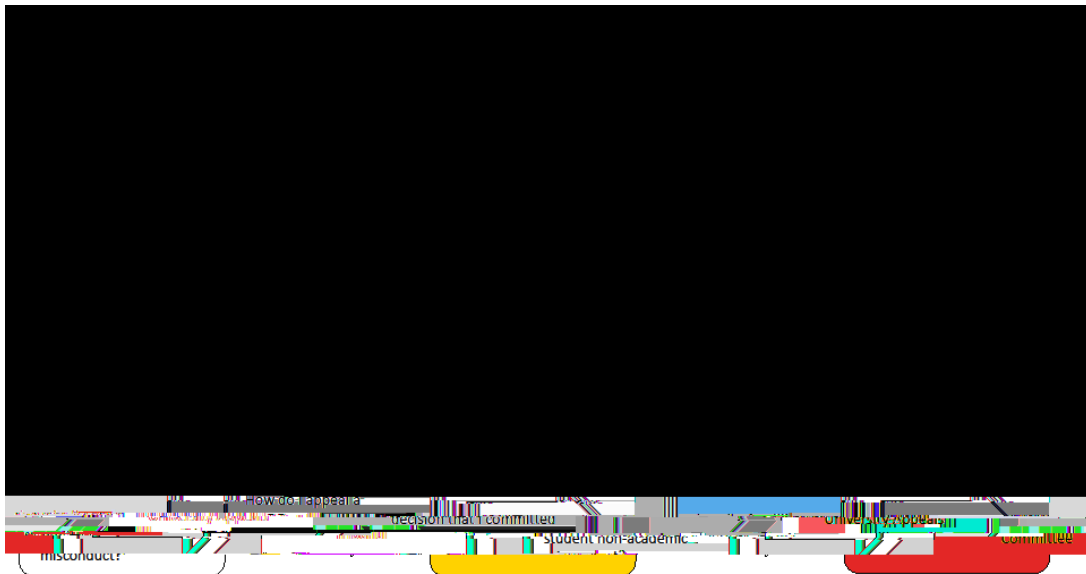
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General Faculties Council
Student Appeals Office
January 1, 2019 - December 31, 2019 Report

Preamble

On January 1, 2019, a new student appeals policy suite came into effect. The overarching policy, the Student Appeals and Academic Misconduct Policy, centralizes key types of student appeals to be heard by two internal hearing committees: the University Appeals Committee (UAC) and University Appeals Tribunal (UAT). These committees replaced various faculty level hearing committees, as well as the General Faculties Council Student Academic Appeals Committee and the Board of Governors Student Discipline Appeal Committee. The goals of centralization were to create consistency in process and decision making, as well as improve the timeliness and fairness of the appeals experience for all of the key stakeholders, notably, the students and faculties.

The first level of appeal is the UAC. And thereafter, to the UAT. In advance of an appeal being heard by the UAC, some type of decision impacting the student is required to form the basis of the appeal. This decision may occur at the conclusion of an investigation (i.e. Academic and Non-Academic Misconduct) or a faculty level hearing (i.e. Academic Assessments), or may be a decision supported by University policies, regulations or the Calendar (i.e. required to withdraw). Please note that not all types of University of Calgary decisions are governed by these appeal processes (i.e. registration requests).



Each appeal must have at least one ground of appeal. The grounds of appeal are included in the Student Misconduct and Academic Appeals Policy.

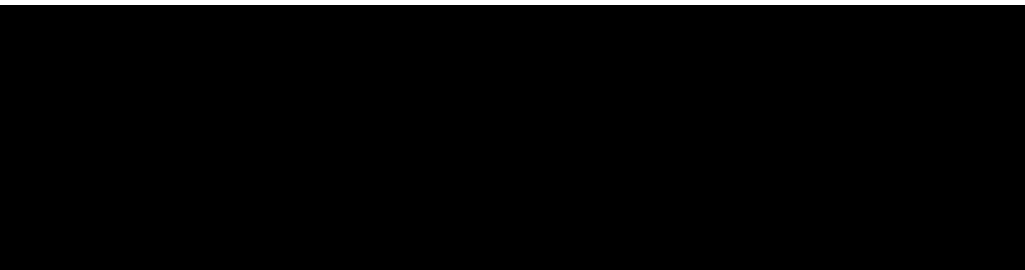
After a student files an appeal with the UAC/UAT

If a student is granted permission to appeal, the appeal proceeds to a written or oral hearing which is heard by a Chair and two other committee members. The student appellant can elect to have a student representative sit on the panel, as well as bring an Advisor, who unless otherwise approved by the Chair, cannot speak at the hearing.

In this first year under the new appeals policy suite, the Student Appeals Office spent significant time developing template documents, creating a user friendly website, developing relationships with key stakeholders (Student Ombuds, Student Wellness Services, the Student Union, the Graduate Students' Association, Legal Services etc.), as well as implementing detailed and meaningful training programs for ARAs, hearing committee members and Student Legal Assistants. In addition, the Student Appeals Office offered training and support to each faculty as they developed their required Faculty Appeals Process for grade reappraisals.

This first year saw a large volume of appeals, largely concentrated over the summer, which was anticipated due to the centralization of the University's appeals to the UAC and UAT. The Student Appeals Office was able to effectively manage this high number of appeals due to the work and commitment of the faculty, staff and students who support these processes.

Looking forward, the Student Appeals Office has furthered its commitment to transparency and accountability by publishing its annual report to the GFC. The report provides a detailed overview of the office's activities, challenges, and successes over the past year. It also includes information on the office's budget, staffing, and future plans. The report is available on the Student Appeals Office website.



Appeal Type	2019 UAC	2019 UAT
Academic Assessment	7	0
Academic Progression Matter	125	4
Student Academic Misconduct	17	3
Student Non-Academic Misconduct	0	1
Total:	149	8

Please note that the UAC is the final level of appeal for Academic Assessment Matters.

Definitions (taken from the Student Misconduct and Academic Appeals Policy):

“Academic Assessment” means the determination of a Student’s final level of achievement in a specific course or graduate Student milestone, and includes in its scope the following: (i) 10.50(s)-1.4 (ii) 3.1 (i) 1-4n(ii) g 0 (a) 10.4

Grounds for Appeal Cited	Student Academic Misconduct*
relevant new information has arisen that could not have been presented earlier and that may have otherwise affected the decision being appealed	1
the decision, or the severity of the sanction, or both, is unreasonable	2
Grounds for Appeal Cited	Student Non-Academic Misconduct*
the decision being appealed was made in a procedurally unfair	1

An appeal regarding Academic Misconduct was also granted. The student brought the appeal forward on several grounds including, new information, the decision was made in a procedurally unfair way and the decision/severity of the sanction or both, were unreasonable. The appellant satisfied the UAC that the Faculty's decision was unreasonable. The decision that the appellant committed academic misconduct was reversed and the notation of academic misconduct was removed from the student's record.

For more information, contact Melissa Morrison, Student Appeals Officer:
melissa.morrison@ucalgary.ca

Report Submitted by:

Melissa Morrison, Student Appeals Officer
Cherie Tutt, Director, University Secretariat and Student Appeals Office