



GENERAL FACULTIES COUNCIL  
AGENDA

Meeting #612, January 13, 2022, 1:30 p.m.

By Zoom platform

Item	Description	Presenter	Materials	Estimated Time
1.	Conflict of Interest Declaration	McCauley	Verbal	1:30
2.	Inclusive Practice Moment	Barker <sup>1</sup>	Verbal	
3.	Remarks of the Chair	McCauley	Verbal	
4.	Remarks of the Vice-Chair	Balser	Verbal	
5.	Question Period	McCauley	Verbal	
6.	Safety Moment	Van Hee <sup>2</sup>	PowerPoint	
	Action Items			

7. Approval of the December 9, 2021 Meeting Minutes (A)-7(1)

In Package Only    Documents

Regrets and Questions: Elizabeth Sjogren, Governance Coordinator  
Email: [esjogren@ucalgary.ca](mailto:esjogren@ucalgary.ca)

Lise Houle, Interim University Secretary  
Email: [lhoule@ucalgary.ca](mailto:lhoule@ucalgary.ca)

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

### Presenters

1. Susan Barker, Vice-Provost (Student Experience)
2. Mike Van Hee, Interim Vice-President (Finance and Services) - Services
3. Leslie Reid, Vice-Provost (Teaching and Learning) and Co-Chair, USRI Working Group
4. Andrew Estefan, Co-Chair, USRI Working Group
5. Malinda Smith, Vice-Provost and Associate Vice-President Research (Equity, Diversity and Inclusion)
6. Robert Thompson, Associate Vice-President (Research)

### Additional Presenters for Item 8

Jacqueline Lambert, Office of Institutional Analysis and member of the USRI Working Group  
Barb Brown, Werklund School of Education and member of the USRI Working Group  
Natasha Kenny, Taylor Institute for Teaching and Learning and member of the USRI Working Group  
Jason Wiens, Faculty of Arts and member of the USRI Working Group  
Wendy Benoit, Faculty of Science and member of the USRI Working Group  
Robin Arsenault, Taylor Institute for Teaching and Learning member of the USRI Working Group  
Renzo Pereyra, Students [Union and member of the USRI Working Group  
Alex Paquette, Graduate Students [Association and member of the USRI Working Group

# EHS Dashboard Project

Update to General Faculties Council

Mike Van Hee  
Interim VicePresident (Finance and Services)

January 13, 2022

# Overview

‡ EHS dashboard development project was completed in 2020 and rollout occurred beginning in 2021

‡ Examines for each Faculty/Unit:

- ‡ Total recordable injury frequency rate (lagging indicator)
- ‡ Lost time incident frequency rate (lagging indicator)
- ‡ Seven different leading indicators

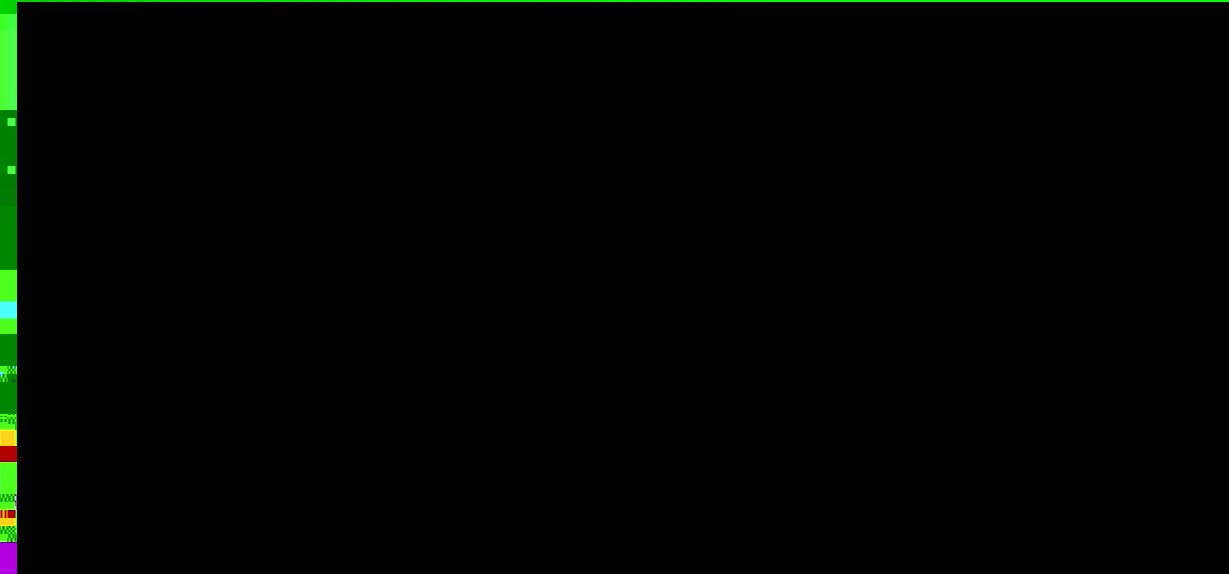
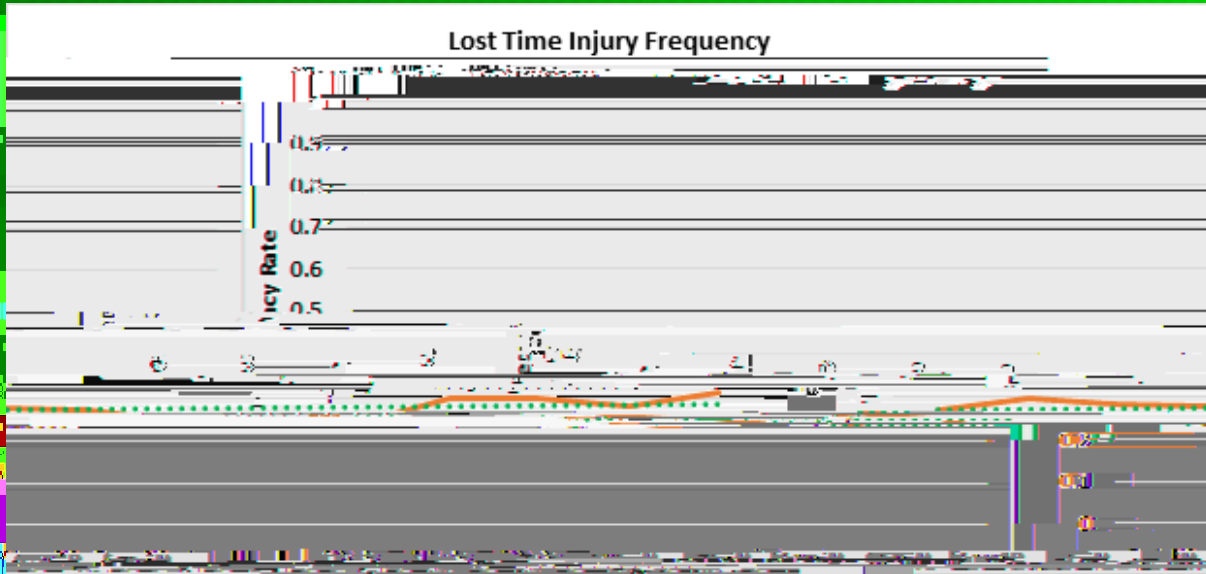
‡ Over the past year, meetings have been held with faculties and units where the work carries a higher inherent safety risk :

- ‡ To introduce the dashboard
- ‡ To compare performance in their areas of responsibility against overall university performance and against leading indicator benchmarks and standards

‡ Outcome of this work:

- ‡ Identify areas for improvement for the faculty or department or the university as a whole

# Lagging safety indicators \$ LTIF and TRIF



## Lost Time Injury Frequency

The Lost Time Injury Frequency (LTIF) metric only includes lost time injuries and represents the number of lost time injuries 100 workers would experience in a oneyear period.

## Total Recordable Injury Frequency

The Total Recordable Injury Frequency (TRIF) metric





# Next Steps

- ‡ Meet with remaining faculties and departments
- ‡ EHS can provide background data for incomplete training, lab inspections, chemical reconciliations for targeted follow-up from faculty/department leaders
- ‡ Contact [ucsafety@ucalgary.ca](mailto:ucsafety@ucalgary.ca) for additional information



The draft Minutes are intentionally removed from this package.

Please see the approved





- x Support for developing feedback processes that use Indigenous ways of knowing and being and align with the commitment to parallel processes in ii' taa'poh'to'p
- x Building a system that can incorporate feedback to Graduate Teaching Assistants
- x

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X	General Faculties Council Jan 13, 2022	X

#### NEXT STEPS

Use feedback from GFC to make any further modifications to the USRI report and prepare the report being brought back to GFC for approval

#### SUPPORTING MATERIALS

1. USRI Working Group Recommendation Report
2. Presentation Slide Deck











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# USRI Recommendation Report

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USRI Working Group

January 13, 2022

# Background

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‡ Institutions across Canada are conducting institutional reviews of student evaluations of instruction

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‡ There have been significant advancement in last 18 years:

‡ Research on effective teaching practices

‡ Research on course evaluations

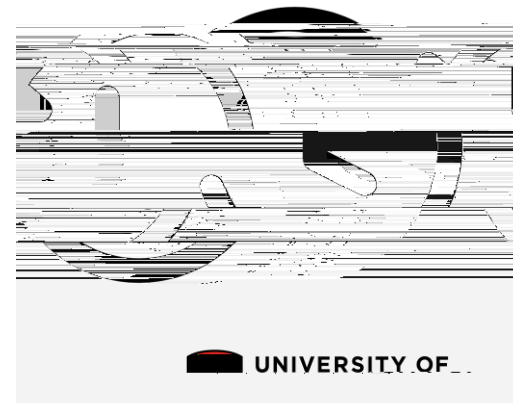
‡ Technology and reporting platforms

‡ Understanding of systemic bias

‡ USRI Working Group formed in January 2019 reporting TLC GFC

‡ Conduct a system review

‡ Bring forward recommendation report



# USRI Working Group Timeline

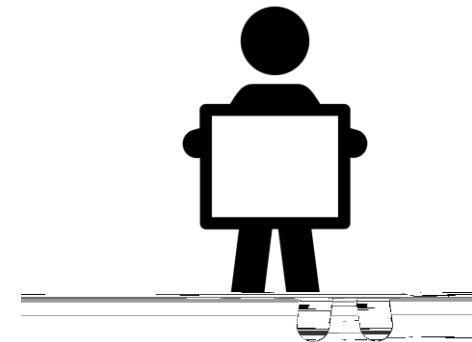
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Completion Date	Action
JAN t JUN / 2019	‡ Completed literature review ‡ Completed environmental scan (U15, international) ‡ Developed consultation plan
SEPT DEC / 2019	‡ Proposed and passed 3 changes to the USRI survey and

# Key Recommendations: a system overhaul is needed

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- ‡ A new questionnaire with questions that focus on student learning experiences
- ‡ Rename the questionnaire to better reflect purpose
- ‡ Formation of a new standing committee to oversee the development of a new course feedback questionnaire and ongoing maintenance
- ‡ questions in a new system are modern, flexible and customizable to the learning context.
- ‡ Adopt a new technology platform replaces the current ClassClimat platform









ACADEMIC PLANNING AND PRIORITIES COMMITTEE  
Report to General Faculties Council  
for the meeting held on December 13

Biological Sciences (BISI) within the Bachelor of Science (BSc) program in

The APPC learned that the new concentrations will be optional for students and have been designed to provide student experience, increase experiential learning opportunities, and provide students with the option to explore emerging areas in BISI.

The APPC approved the creation of the concentrations in Genetics and Evolution, Biotechnology, and Biodiversity and Conservation within the BSc program in Biological Sciences.

Approval for the Creation of the Bachelor of Design in City Innovation (BDCI) Program within the School of Architecture, Planning and Landscape

The APPC reviewed the proposal from the School of Architecture, Planning and Landscape (SAPL) for the creation of the Bachelor of Design in City Innovation (BDCI).

The APPC learned that the BDCI will be the first undergraduate degree offered within SAPL and that the BDCI will prepare students for careers in design and city innovation or progress to professional programs following degree completion.

The APPC discussed the rationale for the staffing positions and requested that the proposed staffing positions be confirmed to be in compliance with the





TEACHING AND LEARNING COMMITTEE  
Report to General Faculties Council  
for the meeting held December 14 2021

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

Creation of a Flexible Undergraduate Work

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It is known from the first year student National Survey of Student Engagement (NSS) feedback that many students are inte





RESEARCH AND SCHOLARSHIP COMMITTEE  
Report to General Faculties Council  
for the meeting held December 1, 2021

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

Equity, Diversity and Inclusion (EDI) in the Research Portfolio Dimensions Update

The RSC received a pilot program and heard that:

- x The Dimensions program that diversity fosters increased research excellence and innovation and the University is committed to achieving greater EDI
- x The Dimensions program focuses on five equity deserving groups: Indigenous Peoples, persons with disabilities, members of visible minority or racialized groups, and members of LGBTQ communities
- x The University is one of seventeen institutions participating in the pilot program, and the University has appointed an executive committee and a steering committee to help accomplish the requirements of participating. The institutions have an opportunity to receive a Dimensions award that recognizes their progress improving EDI at their institution.
- x The University has made progress, despite the impact of the pandemic

- x The four categories of assessment of EDI progress: Existing, Establishing, Advancing, and Transforming The University

