

**Meeting of School of Business Council**  
**Wednesday, February 13, 2019**  
**4:00 – 6:00 p.m.**  
**Room 7-284, City Centre Campus**  
**MINUTES**

**1.0 Call to Order**

The Chair, Dr. Wanda M. Costen, called the meeting to order at 4:03p.m., as quorum of 22 was met and exceeded.

The Dean introduced CK Dhaliwal, the fourth and final student representative for 2018-19 appointed by SAMU.

**2.0 Indigenous Ceremony**

As is done at these meetings, the Dean read the official land recognition statement as follows: We acknowledge that the land on which we gather in Treaty Six Territory is the traditional gathering place for many Indigenous people. We honour and respect the history, languages, ceremonies and culture of the First Nations, Metis and Inuit who call this territory home. The first people's connection to the land teaches us about our inherent responsibility to protect and respect Mother Earth. With this land acknowledgement, we honour the ancestors and children who have been buried here, the missing and murdered Indigenous women and men and the ongoing collective healing for all human beings. We are reminded we are all treaty people and the responsibility we have to one another.

The Dean made a presentation of protocol to R. Tootoosis, MacEwan University Indigenous Knowledge Keeper. In response to the Dean's request, R. Tootoosis opened the meeting with an indigenous ceremony.

**3.0 Agendas****3.1 Motion – Approval of Agenda****SOBC-01-2019-02-13****Carried**

**Motion:** It was moved by F. Saccucci and seconded by S. Subramani to approve the agenda as presented.

**3.2 Motion – Approval of Consent Agenda**

3.2.1 Minutes – January 16 meeting of School Council

3.2.2 Executive Committee:

3.2.2.1 Minutes – Feb. 4 meeting of Executive Committee

3.2.3 Business Programs &amp; Curriculum Committee

3.2.3.1 Paralegal Studies

3.2.3.2 Office Assistant

**SOBC-02-2019-02-13****Carried**

**Motion:** It was moved by D. Pirot and seconded by A. Pergelova to approve the consent agenda as presented.

**4.0 Presentations****4.1 Update on BCom Self-Study Committee (D. Pirot)**

D. Pirot shared that she and M. Annett, T. Huckell, C. Keim, E. Muralidharan, F. Angulo are the department representatives on the BCom Program Review Committee. The Alberta Quality Council ask that every single baccalaureate program in Alberta do a thorough review of each baccalaureate program they have, every 5 – 7 years. The last time it was done for the Bachelor of Commerce program was in 2013 so the process has started. Policy 3010 and an Institutional Analysis handbook must be followed.

D. Pirot shared that the committee began their weekly meetings in January. There are three phases: preparation, writing the report to be reviewed, and then monitoring and implementation. The preparation is where the committee meets to gather data so that is really where the bulk of the work is done. Once the committee writes their report, it is reviewed and then brought to Council. Right now, the committee is in the process of gathering data and will be asking for support from faculty through the Dean's Office. The committee is hoping to provide updates to Council each month. It is a long-term project over the next year and a half.

**4.2 New Travel Policy (Jim Ross, Director, Risk Management Services, Internal Audit & Risk Management & Loredana Longo, Director, Health, Safety, & Environment)**

J. Ross shared that his department is specifically responsible for the risk part of "risk & assurance", but he also looks after the university's assurance program. J. Ross advised that they are revamping the university's travel processes. He provided a brief history and advised that in the summer/early fall of 2016, a standing committee was formed called the Travel Advisory Committee. This committee has broad representation from across the university, with students, faculty and administrative staff who have an interest and experience in MacEwan-related travel. The Travel Advisory Committee was tasked with looking at current processes to identify what was working, what was not working and to try to fix these processes. A smaller working group was created, to which committee members who historically managed travel and could bring their history and experience. That group was tasked with building the tools and training of the new processes that they will present and bring into effect at the university. J. Ross advised that

he is a resource and a committee member of the Travel Advisory Committee, but also the Chair of the Tools and Training Work Group.

J. Ross shared that they are now on the cusp of releasing new travel processes. J. Ross advised that one of the things the working group decided to do was try to build processes that would help ensure that all travelers are safe and that they experience the best out of their travel experience. The working group wanted to simplify and organize the process into very basic repeatable steps. The first step starts by researching your destination, then you move to the authorization process and then to the registration. It is very important that somebody reviews the travel and authorizes it. It is also very important for the university to know where its employees are and be able to provide that assistance should they run into some kind of trouble. The last piece is the pre-departure orientation. This is getting advice and knowledge to compliment what you do with your research at the other end. This hard work has all been done by a small group of dedicated people.

L. Long advised that she is the Chair of the Travel Advisory Committee and explained that this committee is made up of people from all over the university that have oversight over the policies and procedures that they have been working to put into place. The policy work started several years ago. The committee started with trying to figure out what type of travel is undertaken at MacEwan, and how it is defined and categorized so that it would relate back to the authorization process. The committee did not have a lot of documentation around where the form is, where it goes and who signs it. Therefore, that was part of the defining part of the policy, putting a definition around what university travel is.

The other elements that were added to the policy was the requirement to adhere to the health and safety legislation which requires the university to respond in the event of an emergency where employees would require evacuation or rescue. As a result, the process of registration of travel was put in place. That is something new that is captured in the policy. The policy has gone through extensive stakeholder review and will be presented to the Audit and Risk Committee on February 26. (The Board of Governors approved the Travel policy on February 28.)

There is now one travel authorization form. In the past, there has been several that gathered different information. The committee has gathered all the forms and collapsed them into one. It is driven by identifying the type of traveler and the form will auto-populate with the fields that need to be captured. Once completed, the form will go to the travel authorizer which in most cases is the dean or delegate.

The registration process is a Google form. The registration must be completed prior to departure, but after the authorization. The committee has kept in the policy the requirement for students to attend the pre-departure orientations offered through MacEwan International. For employees, it is left open to trip briefings, online briefings, or whatever might be needed to organize for travel.

A tool that has been added is International SOS, which is a service the university has procured. It provides people with a place to research their destination and become aware of health or security hazards or concerns that they should be aware of as well as a service for when they do need rescue or response in emergency situations. Employees and students will be able to call the International SOS phone number and they will be able to guide and provide assistance to that individual. They will also loop in the university about the incident.

The committee tried to break it down to four simple steps that people will follow when they seek travel authorization. The process is to research your destination, complete the travel authorization form, register and attend orientation. Safe at MacEwan (<https://www.macewan.ca/wcm/SafeatMacEwan/TravelSafety/index.htm>) is the travel safety webpage for information to guide you through new travel processes. For other travel resources, individuals can visit <https://sites.google.com/macewan.ca/hse/travel-management> on the MacEwan Health, Safety & Environment site.

A group leader guide has also been developed for faculty that take groups on study tours. This guide captures how to, what to do, and what to consider. A transition guide has also been developed that details exactly what has changed with the new policy and processes. The committee is also working on a travel authorizer's guide which would be for the individuals who are deemed authorizers and what they are doing to evaluate whether the proposed travel is safe for the employees and students to undertake.

#### **Questions and Comments from Faculty:**

*E. Perez advised that they had a group of students going to a case competition within Alberta in March and inquired where to go to get the travel authorization form. E. Perez inquired if there would be insurance for those students. E. Perez inquired if all students are covered under SAMU insurance. L. Long advised that the best place to go would be to the travel safety webpage as the forms will be located there. L. Long advised that they are not there yet, but they will be launching them the first week of March. SAMU has a health and dental plan and within that health and dental plan, which is also underwritten by Great West Life, there is a travel piece, which is "out of country" emergency medical. J. Ross explained that in the past, they have been reticent to endorse that insurance as being adequate for international travel by students. One of the things they undertook was to work with SAMU to look at how that could be improved. Working with their broker, Gallivan, SAMU was moving from their current provider Great West Life to a new underwriter, Royal Sun Alliance. Royal Sun Alliance made improvements to the policy and it will end up being cheaper for SAMU as well. J. Ross shared that they are now able to say that, as a university, on behalf of the students, we endorse that insurance as it is adequate for them to travel. However, a caveat always will be that it is each traveler's responsibility to understand their coverage and where you are going and whether it actually fully meets the needs. For example, if you are going to Paris, it may be fine, but if you are going to some place like Kabul, it may not be. Therefore, it is incumbent on each traveler to access their insurance coverage and add to it as necessary. J. Ross advised that not all students are covered as students can opt out of their benefits. If they choose to opt out, they will be on their own to get travel insurance. J. Ross advised that MacEwan does not*

insure students for medical coverage. It was discussed that the option for students to opt out of their plan is that they have to have comparable coverage to what the MacEwan SAMU program has.

*E. Iskra inquired if that insurance is effective now. E. Iskra inquired if there was something in place for students returning from their travels on dealing with culture shock adjusting back to Canada or vice versa. MacEwan International deals with the logistical items, but if there is anything to help students deal with the culture shock and interpersonal communications either before or after they come back?* J. Ross advised that the student plan will move to their sector as of March 1<sup>st</sup>. L. Longo advised that dealing with culture shock would fall to MacEwan International. They do speak to the culture shock of returning, but they would be the experts in providing that information. J. Ross advised that the International SOS is not insurance, but primarily a referral service, and one of the services that they offer is that if an individual is traveling and they are having trouble coping with cultural shock which is having an impact on their emotional state, they can call International SOS and they will arrange a counselor to provide emotional support.

*N. Ouedraogo inquired if there will be a training program. N. Ouedraogo further inquired if there will be different modules for the pre-departure orientation as depending on where the individual is going, there may be different risks involved.* J. Ross advised that part of what the Tools and Training Committee is discussing is how everything will be communicated and changed out. There have been articles sent out via MacEwan Today on things that have been changing. Training also refers to how they are going to address the pre-departure orientation. J. Ross advised that if you are a student, MacEwan International has and will continue to host pre-departure orientations. They will have a schedule on the webpage. Group leaders can supplement that with their own trip briefings. This is for international travel. For individual travel, the training will be offered online, a much more simplified, on demand pre-departure orientation. These details are available by contacting Travel Management Services.

*T. Huckell confirmed that the travel authorization is signed by the appropriate official and then additionally and separately, you must also register your travel. T. Huckell inquired that in a study group, where there would be a group travel authorization, if each student would have to register their travel. T. Huckell inquired if the individual has to register any specific information like their flight plan. T. Huckell inquired what happens if a student fails to put in mandatory information.* L. Longo confirmed that this was correct. L. Long advised that the group leader fills out the travel authorization form on behalf of the group. The group leader will also go in and register the trip. The only part that the participant in a group will need to fill out is their emergency contact while they are away. Once the group leader fills out the registration, it will trigger an email to the participants. The participants will then go in and add in their emergency contact information. All other information is pre-populated by the group leader.

L. Longo advised that the field is there to capture that information, but it has not been made mandatory. Therefore, they are asking you fill it out as best you can. It is a Google form, so it can be done wherever there is internet access. The fields that are mandatory are name, departure date, and contact information and once complete, it will allow you to move through. L. Longo advised they would be in contact with the group leader to follow up on the completion of the registration. J. Ross advised that the approach one should take to the registration process is the more information the university has about your trip and where you are, the better able they can respond and help if needed. Therefore, if an individual is in some kind of trouble, medical or otherwise, the more information the university has, the sooner they will be able to get help to that individual and respond accordingly.

*W. Wei clarified that after March 1<sup>st</sup>, the insurance will be covered by the university.* J. Ross advised that for employees of the university, if eligible for group benefits through Great West Life. J. Ross clarified that there are certain individuals who work at MacEwan who are not eligible, so they would have to arrange their own travel insurance. J. Ross clarified that it is on the students side that effective March 1<sup>st</sup>, a new benefits package which includes the travel package will be in place which will be adequate for international travel.

#### **4.3 Campus Campaign** (Louise Charron, Senior Development Officer, Fund Development & Frankie Billingsley, Director, Student Financial Aid)

L. Charron shared that the Annual Giving Campaign has been happening over the last 6-7 months at MacEwan University. In the past three years, a lot of email correspondents have been going out to faculty and staff regarding different campaigns, but they have made a commitment to present to each and every faculty member at MacEwan University face to face.

F. Billingsley explained that Student Financial Aid at MacEwan is a relatively new unit as of August 2017. It has given her distinct pleasure to work with Alumni and Development to develop and identify gaps in student funding for strategic priorities. Currently, students in Canada are carrying \$28 billion in student loan debt. The national average of students in an institution accessing the student loan program is 35% and at MacEwan students it is 42%.

Looking at the Fall 2018 data, F. Billingsley shared that they were able to disperse 388 bursaries for financial need, which is about 25% of the students that applied. Research shows that financial duress is a reason that students will not persist and graduate. F. Billingsley shared that she would love to make that a non-factor for students at MacEwan. F. Billingsley advised that this data was used to create the first strategic priority for fundraising, which is for scholarships, awards and student retention bursaries. Research also shows that if financial stress is going to be something that a student will experience, it is usually experienced in the second, third or fourth year, which is why they are focusing on retention.

The second priority for fundraising is entrance scholarships. For the first time, in Fall 2019, students entering degrees from high school with certain averages will be given an entrance scholarship and that will be embedded in their admission letter. These

presentations have been beneficial to raise awareness around campus about the financial situation our students are in. None of us would be here if it was not for the students.

We know students want to come to MacEwan because of class sizes, the diverse community, and our optimism towards change. L. Charron explained that Alumni Development's role on campus is to represent the priorities and the urgent need. Their job is to inspire donors to invest in MacEwan through campus campaigns or even in our students directly with scholarships, awards and bursaries. Faculty and staff should demonstrate their commitment to MacEwan by participating in our fundraising efforts, which could be a capital campaign, entrance scholarships or bursaries. During this campaign, staff participation has doubled, but we can do better. If every member of MacEwan University were to contribute \$5 on a bi-weekly basis by payroll deduction, we can potentially raise \$300,000. That would have a huge impact on scholarships and bursaries. L. Charron advised that there are several ways that individuals can donate and provided forms. L. Charron advised that the forms are online as well at [macewan.ca/giving](http://macewan.ca/giving). They are looking for support for entrance scholarships as well as bursaries and there is a lot of different interest, campus wide. Some people are currently contributing to existing funds and L. Charron advised that they are not discouraging that. However, they are asking to consider giving to MacEwan whatever the funds or the initiatives one may be interested in, they are wanting to partner with that individual and fulfill their vision.

F. Billingsley shared that some people are not able to go to university without an entrance scholarship. We can do better and make our students' journeys a little bit easier if they do not have to worry as much about money.

#### **Questions and Comments from Members of Council:**

*N. Ouedraogo shared that \$5 every two weeks may not be a lot of money for most of us and inquired if there are ways to automatically enroll people, with an opt-out clause In the past, everyone had to contribute \$1 a month to the Global Education Plan* F. Billingsley responded that once this campus campaign gets some momentum and has more staff participation, she would love to have the Human Resources department sit down with new employees and have this as part of the onboarding.

*CK Dhaliwal inquired how many students have dropped out due to lack of funds.* F. Billingsley advised that they do not have that statistic. Her unit has started to identify and meet with the seven students who are at their lifetime loan maximum because they are the ones they are worried about losing. One of the first ones F. Billingsley met with has only one more semester left She advised that they are trying to compile the statistics and implement programs, so they do not lose those individuals. Research in North America suggested that one of the reasons students do not finish is that they cannot afford to keep going.

*K. Al-Jarrah inquired what administration was doing for the students and why the fees keep raising for the students.* The Dean advised that there is a limited amount of funds from the grant and they have fees that have to be paid for to cover things such as technology. The Dean advised that to her knowledge, the fees are supposed to be directly related to what the student needs to get him/her through. These are small fees that the students pay as part of being on a university campus, but it is limited by what the university can charge. The amended Post-secondary Learning Act has specific guidelines about tuition and what you can or cannot do. Therefore, the university cannot increase the fees arbitrarily which includes class fees. The Dean shared those fees are locked in, so we are in a difficult situation because we can only keep bringing in students to a certain point and we may not have the funds to continue to grow the university because of where the tuition and the fees are locked in at.

*R. Jindal advised that starting the next academic year, if students achieve a certain grade, they can receive a scholarship. He inquired if that was on an ongoing basis and if everyone receives that.* F. Billingsley explained that it is the entrance scholarship program which is brand new at MacEwan beginning Fall 2019. There was some in place before, but it was not sufficiently fair and equitably distributed across campus. For the first time in MacEwan's history, starting this fall, students coming into the degree programs will have access to an entrance scholarship if they are coming from high school and have a certain GPA. F. Billingsley advised that in research she has conducted, every institution across the country is doing pretty much the same thing for every faculty and program. However, that was not how it was done. For example, in Nursing, it does not really make sense for everyone who has achieved 85% and above, to receive an entrance scholarship when the entrance average is 88%. Therefore, they decided to do the top 20 which may not seem like a lot, but in the high school admission category, that will fund about 22% of students coming into Nursing which is significant. Currently, U of A is funding 14% per faculty right now. Fine Arts and Communications, for example, is probably the faculty that still could use some real assistance with recruitment. They go down to 80%. They also have an additional fund of \$20,000 that they can award to students coming in who have an outstanding portfolio or an exceptional audition. The Bachelor of Commerce is at 80% and Health and Community Studies is at 85%. Therefore, it is not the same for every faculty. The scholarship offer is in the admission letter based on their grades that the university has access to. Therefore, the students know as soon as their admission is conditionally or fully accepted.

*R. Jindal further inquired if the student would then get it on a regular basis. F. Billingsley advised that the only one that is recurring right now is the President's scholarship. Therefore, if a student has 95% and above, and maintains a 3.7 over 24 credits, the student will keep that scholarship for their four years. F. Billingsley shared that she would love to be able to have renewable scholarships for each tier, but they do not have the money to do so.*

*F. Saccucci noted academic entrance scholarships recruit students. However, the challenge we have is if the recipients of those entrance scholarships are in financial need. Statistics will show you that for families that are struggling financially, the young people have to work jobs while in high school and it does not always allow them to achieve academic potential. F. Billingsley agreed that is sometimes the case, but there are exceptions. According to research, there is a correlation, but the entrance scholarship program is not necessarily just about trying to help people that might not have money. It is about attracting students with outstanding academic achievement in grade 12.*

The Dean shared that as a School, we can create our own scholarships and determine what the requirements are. Therefore, if we decided that we wanted to have scholarships or bursaries available in the School of Business for second, third- and fourth-year students, we can determine that and what those might be. The Dean shared that one of the things that she is working with L. Charron on is to look at areas in the School of Business in which external members may want to invest. They will create funds around that and try to solicit funds externally. For example, one would be student travel. This would help the School send students to competitions or to corporate headquarters, so they can get a better understanding of what business looks like. We can create that and go out externally to raise the money. It will show how the funds will be used and the funds will then be made available to our students. There are a lot of different ways to do it, but it starts with cultural philanthropy. It is different in Canada compared to the United States as in the United States, they are not as well funded. Therefore, in the United States you cannot operate your school or faculty if you are not raising funds externally because the grant is about half of what we receive here in Canada.

#### **4.4 Overview of Activities & Programs- Office of Sexual Violence Prevention, Education & Response (Roxanne Runyon, Education Coordinator, Sexual Violence Prevention & Meaghan Simon, Sexual Violence Response Coordinator, Sexual Violence Prevention)**

R. Runyon explained that the Office of Sexual Violence Prevention exists to work to prevent sexual violence, to foster a culture of consent, and to support individuals affected by sexual violence in the university community. They offer training, workshops, events and outreach opportunities throughout the year for the whole campus community. They are also engaging with external partners in the wider Edmonton community. They offer support to any member of the university community who has experienced sexual violence, whether it happened recently or a long time ago. Their efforts are based on an anti-oppressive approach to this issue, a feminist analysis of sexual violence-based practice and commitment to human rights and equity.

R. Runyon highlighted three different opportunities for education that they can provide. The first is educational support for instructors. R. Runyon explained that she and Meagan are here as resources for faculty in a variety of capacities. If faculty are looking to provide a 5-10-minute informational presentation to their students about their area, they can come to the classroom to do that. They can also do guest lectures if faculty are looking for educational support in other ways. For example, if they are teaching content related to the issue or students are on placements in an area that has something to do with it, they can provide support in any way faculty may need.

The MacEwan Anti-Violence Network is a student peer education program on campus that is in its first year and it is going very well. These are students who are highly training. They go through about 45 hours of ongoing training and mentorship throughout the year and deliver 15-minute class-like presentations to students on the topic of consent. It is an introduction but goes quite in depth on the discussion of consent, as well as sexual violence prevention, how to support someone who experienced sexual violence and some key campus and community resources to know about. It has been a really successful program in terms of student evaluations, faculty feedback and learning outcomes. They are continuing to expand the program by spreading the word. Therefore, if faculty have a class they feel would benefit from this type of presentation, faculty can contact R. Runyon to book. They are available to present up until the end of classes this year.

R. Runyon shared that they have the Sexual Violence Support Guide Program and a few people from School of Business completed that training including A. Ness, K. Milner, C. Hancock and F. Saccucci. Therefore, they are colleagues that faculty can reach out to about their experiences if they would like to find out more about it. The Sexual Violence Support Guide Program is essentially an effort to involve employees at MacEwan as partners in their efforts to address sexual violence. Ending sexual violence is not just our jobs, it is our whole community's job and it takes all of us to build a culture of consent. This program is a first with an education component.

It is two days of comprehensive training on this issue with a focus on the MacEwan context and also on skill building. This includes how to respond to a disclosure of sexual violence and how to communicate key information about this issue to colleagues and

students. For people that want to continue, there is also an engagement portion of this program and what that looks like is staying engaged with their office as a support guide, essentially, acting as an information resource in their area. This would mean providing information about different events, policy procedures, and being identified as someone who would be a good person to go to if someone wanted to talk about an experience. This program has been running since 2017. R. Runyon shared that she does not have a final count on the number of people engaged as support guides, but it is about 80 people that are in the engagement portion of the program and there are about 120 who have been through the training program. R. Runyon shared that they are really excited to see this program continue to grow and encouraged council members to register for the next training session on May 7<sup>th</sup> and 9<sup>th</sup>. R. Runyon encouraged faculty to talk to their colleagues who have done it or to reach out to her for more information.

M. Simon shared that she is the first point of contact for anybody who has experienced sexual violence or who may be supporting somebody else whether it is a student, faculty or staff. She is someone people can go to to receive initial emotional support, to receive information about what their options are and to be supportive in navigating what choice they would like to make in terms of which support options they are looking to pursue. This may include referrals to counselling both on and off campus, connecting people with medical supports and safety planning for individuals. M. Simon shared she does a lot of behind the scene work in terms of supporting people who have been impacted by trauma that is affecting their success as a student or their ability to be here as an employee. She supports people these individuals on accessing accommodations on campus. This includes a wide range of resources both on and off campus and connecting people based on what is going to fit their main concern in that moment. M. Simon shared that she is here to support someone that may be supporting someone else as well, so sometimes that is with the emotional impacts of hearing about somebody else's experience of trauma and sometimes that is working through support skills.

M. Simon encouraged faculty to support them by building awareness about the Office of Sexual Violence Prevention and their roles. There are different ways that faculty can do this such as including a link to their website on their Blackboard course, including information in faculty offices that students can access during office hours. Pamphlets were brought to the meeting with information about the Office of Sexual Violence Prevention for distribution. M. Simon suggested that faculty could also include a PowerPoint slide in their class if they do not have time in their course schedule to have a presentation done.

R. Runyon encouraged chairs, deans, and support guides to share any information on upcoming events they may receive via email with students and colleagues. R. Runyon shared that one way they have found to be very successful to get people to events and engaged in their programming is faculty incentivizing student participation. This could be participation marks from attending an event or finding synergies between their learning outcomes and the Office of Sexual Violence Prevention programming such as an assignment that has to do with reflecting on a sexual violence awareness speaker event. Faculty can contact them to look at creative ways for applying those synergies as they are open to finding new ways of meeting all of their goals.

M. Simon shared that she and Roxanne do this every single day, but as a campus community we are all responsible for working towards preventing sexual violence and for supporting our campus community members who have been impacted by sexual violence. There are key areas in which all staff and faculty should have an understanding and awareness when it comes to what we need to do about sexual violence. We all need to have an understanding of our sexual violence policy and procedure and the ability to make decisions around referrals. We all need to know where to make a referral to when we receive a disclosure and know how to make decisions around accommodations. As instructors, chairs and deans, we have a certain level of decision-making abilities and encouraged council members to be aware of what that is and when a referral to herself may be necessary or a referral to Students with Disabilities when it comes to academic accommodation. We also must have a clear understanding of what information we need from students in order to provide accommodations.

Another area that there is a lot of questions around is reporting. How can we maintain people's privacy, confidentiality while supporting them without reporting to another authority within the university? When do we need to make that report and who do we need to tell? One of those people to make that report to is M. Simon. M. Simon advised that from that point she can be the one to escalate it to different areas on campus when it is necessary to do so when it is a community safety concern. Everybody needs to be prepared to act as a first responder to a disclosure to sexual assault. Therefore, if someone comes to them with any experience of sexual violence or if they have been affected by sexual violence, they know what to do in that moment. R. Runyon shared that a different training that they offer is around equipping people to respond to disclosures and to have a basic understanding of our complaint process as well here on campus. There are different ways to receive that information. There are the support guide programs which is a comprehensive educational opportunity that provides opportunities for ongoing engagement. It is a service opportunity for faculty members.

M. Simon shared that they understand that sometimes people cannot dedicate two full days, so they want to create other one- or two-hour educational opportunities to receive training on these specific learning objectives which can be by organizing department meetings. M. Simon shared that they are flexible in terms of finding times that work for groups. M. Simon encouraged members of

council to reach out to them if it would be something they feel they would be interested in and they can then organize that with their departments.

R. Runyon shared that they will be sending out a campus wide survey on the subject of sexual violence. They had done two in the past in 2013 and 2016. These were gender-based violence surveys focused on the students. R. Runyon shared that as a part of the Sexual Violence, Prevention and Education Committee, they have revamped the survey to be a bit more specific to sexual violence and also will be developing a survey that asks faculty and staff about their experiences. All faculty and staff will receive this survey which will ask about their perceptions of the campus climate and their experiences. Faculty and staff were encouraged to get the word out to students who may be receiving this and to take the time to complete the survey. Examples were shown of what the students would be receiving. The survey provides them with helpful information to get a picture of what is happening on campus, where we are doing well and where we are falling short. The survey will be coming out via email at the very end of March or early April.

The Dean shared that she asked R. Runyon and M. Simon to present at Council, because as a faculty member, she was someone to whom students would reveal situations. It is because of the relationships that faculty have with their students that they are often most comfortable coming to them and sometimes do not even realize that what they are experiencing is sexual violence. We have to be prepared to deal with that. It is really important for us to be sensitive and to be aware of the resources available for our students. It is important, where possible, to get some training so we know how to respond and where those resources are to direct students to if needed.

#### **4.5 Jack.org MacEwan** (student mental health club) (Alycia Stewart, Co-President & Andre Raposa)

A. Stewart, Co-President, shared that that Jack.org MacEwan is a mental health club on campus and introduced A. Raposa, an honorary executive and dedicated member of the club. Jack.org MacEwan is active on social media via Facebook and Instagram. Their email address is [jackmh.macewan@gmail.com](mailto:jackmh.macewan@gmail.com). Jack.org is a national initiative.

Mental health refers to our thoughts, feelings and behaviours. Mental illness is a cluster of symptoms that affect our health. These could be impacted by our biology, genetics, environments, society, and then the larger extent of culture. All these kinds of opinions towards mental health, like stigma are impacted by these factors. Whether you are experiencing mental illness or having a bad mental health day, those could mean very different things. Everyone has mental health just like we have physical health. It does not mean you have bad mental health.

Mental health is important because it is estimated that 1 in 5 Canadian youth are affected by a mental illness or disorder. Suicide is among the leading causes of death in ages 15-24 in Canada. Once depression is recognized, help can make a difference for 80% of people who are affected, allowing them to get back to their regular activities. It is really important when you are able to talk about these kinds of topics and break stigma. Currently, only 20% of children that need these services, receive them. Therefore, although it is really effective, it is not really utilized which is why they are looking to start these conversations.

A. Raposa shared that it is important for us to address that suicide is a big issue for young people and make sure that students have access to the resources that we have at MacEwan. There is counseling and peer support as well. As Jack.org, we serve as a support club. About 30% of short-term and long-term disability claims in Canada are attributed to mental health problems and mental illnesses. It costs employers more than \$6 billion in healthcare for absenteeism, presentism, and turnover, so it has a big impact. Surpassed only by injuries, mental disorders in youth are ranked as the second highest hospital care expenditure in Canada. The total cost of mental health problems to the Canadian economy exceeds 50 billion annually. Therefore, it does not only affect a lot of people, but our economy.

A. Raposa shared that it increases productivity if everybody is well and their mental health is good. A. Raposa shared their slogan "Five in five" because five in five people have mental health, and one in five people will struggle with it in some point of their lives. It is important for everybody to understand that this is something everybody goes through and that one should not be afraid of reaching out to different resources to receive the care you need to take care of yourself.

A. Stewart advised that Jack.org is a national charity comprised of young leaders across Canada that have different chapters in their schools and are working towards breaking the stigma around mental health. Quite a few years ago, A young man named Jack was going through tough times and died by suicide. His family and friends got together to create Jack.org which was originally under the Kids Help Phone. It became bigger and stronger as an organization and became a charity. It started with losing someone that was very dear to them and wanting to make an impact to young people around Canada. They want to let young people know about mental health and break the stigma around some of the misconceptions around mental health.

As Jack.org MacEwan, we are a Jack Chapter. There are many around Canada at different universities as well as high schools. Jack.org hosts a Jack Summit which will be held in Toronto this year. A. Stewart shared she would be attending as a Jack Summit delegate. This national summit will bring students from around Canada together as young leaders to talk about some of the areas that they face and some of the things they are doing around campus to help students. There are also Jack Summits that are held regionally. There is a Jack Talks program which A. Stewart shared she had completed over the summer. It is a summer program for

students who are really interested in mental health. A. Stewart shared that this training is for students so that they can go to other universities and high schools to give these talks about what mental health is and how others can be there for individuals in their communities.

A. Raposa shared that the club has weekly meetings on Wednesdays from 1 – 2 p.m. in 5-234. They have weekly topic driven conversations around how they study, how they cope with the stress of exams or how they practice self-care. It serves as a space where students can get away from a heavy stress environment. Sometimes they sit and listen to music or colour. A. Stewart shared that in November or “Movember” they talked about areas that men face when it comes to their mental health or seeking support. For the month of February, they are talking about self-love and self-care. There will also be self-care activities like paint nites. It is about distressing and having fun while creating a supportive environment for students who care about these things and are going to be supportive to one another. The club also has community events in connection with Dirtbag Café. They have also hosted speaker series where they have collaborated with other clubs to host these events. They hosted a Bob Rose Paint Along Night. A. Stewart shared that they are a new club and they are really trying to get out there as another resource for students.

A. Raposa shared that faculty can support their students by providing them information on the resources available at MacEwan. A. Raposa shared that they have had conversations with students who have come to their club meetings and their professor has mentioned the resources available, but often, transmits the stigma around mental health. This makes it sound like it is a problem to seek support. A. Stewart advised that they wanted to bring up the point as it was something they had noticed in their conversations with students in Peer support is where you can come to debrief and let go of things quickly. There are counseling services and there is also an emergency room in the counseling area, which is a little room to go to if you are in a crisis situation. Students are able to go into that room and cry privately or whatever that might be. There are different levels of counseling for more serious long-term issues or there is peer support where they can go just to talk to someone.

A. Stewart shared that peer support is a great resource. They do the training, but they are not professionals. A. Stewart shared that she believes everyone can benefit from just being able to talk to someone. It does not have to be something that is deemed just for emergency situations. There is also psychological insurance that is available through the health and dental plan. Student Affairs is also hosting workshops. A. Stewart shared that by implementing these in your courses through a presentation by leaving them up at the beginning of class, gives students the opportunity to see it. A. Stewart reminded faculty to create a comfortable environment where students know that mental health issues such as anxiety or depression are okay and to be aware of the language that is used. A. Stewart shared that it is really appreciative to accommodate students’ needs, within reason of course, but sometimes having to defer exams or assignments is no easy task for students. Be aware of the stress that students may be facing and the impacts of that, whether that may be financial or sexual violence. A. Raposa share that they brought little booklets from peer support that have a lot of mental health resources that students and faculty can access. There are also little cards with this information that you can pass to someone that is having a crisis.

#### **4.6 Update on BCom Honours Program (E. Bocatto & F. Angulo)**

E. Bocatto thanked the Dean for her support of the Honours program that started in the Fall. E. Bocatto explained that it was just himself, F. Angulo, and A. Pergelova involved at the beginning with the Honours program and now there are supervisors and advisors of students that are going to do their first thesis this year.

E. Bocatto shared it is a good way for faculty to utilize their capacity, talents and competencies. It is good for the students as well because some of the Masters, MBA, or PhD programs request an Honours designation because they know they have initial contact with research. Students will have an Honours designation which is a differentiation when they are looking for further studies in their career. An Honours designation encourages students to push their limits and receive recognition from hard work. It also gives them an edge when they graduate. Students can choose a topic they are passionate about so this will be beneficial and useful for future employment and studies. This program will build prestige for both the university and the students.

From the industry perspective, it enables students to connect to the “real world” through applied research and analytical skills. They value employees with higher education, but those who can also show they have sought out additional opportunities to learn and challenge themselves are even more desirable. Honours students show increased levels of independent thinking reducing the time of the learning curve and increasing the transfer of value to the company. E. Bocatto shared that our School is the least represented when it comes to student research in the university. It is important to bring this critical thinking to the School. E. Bocatto encouraged faculty to promote it especially in the 200 or 300 level because they have time to go through the three years.

Students apply to the department after completing a minimum of 45 credits for the Honours program. The department will consider the application of qualified students. Acceptance will be based on the availability of a suitable faculty supervisor. Students must present a minimum of 6 credits completed at the senior level in the major required courses and a minimum of 3.3 grade point average in all completed courses in the discipline. Therefore, it is the top students in terms of academics. The Honours courses are as follows: BUSN 396 Advanced Quantitative Research Methods for Business (Fall term), BUSN 397 Advanced Qualitative Research Methods for Business (Fall term), BUSN 496 Senior Honours Seminar (Winter term), INTB 499, MARK 499 or ORGA 499 Honours Thesis and senior option in the Major field which they would take with their supervisor. E. Bocatto advised that anyone looking for more information can email him or F. Angulo.

#### **Questions and Comments from Members of Council:**

*The Dean inquired who can be a supervisor of a thesis.* E. Bocatto advised that everyone can be a supervisor of a thesis. The Chairs know what people are doing and can suggest a supervisor, but there is no course release for it.

*R. Jindal inquired how many students there are right now in the Honours program.* E. Bocatto advised that they have quality and not quantity. There are only four students in this first run. Now through word of mouth, students will be able to share their experience with other students.

*W. Wei inquired that for their dissertation they finish, normally they will be held somewhere. In Europe, they have a database for this and inquired where they will be held.* D. McGugan, the Dean of Libraries, advised that the MacEwan Library has an institutional repository, so they would want the theses to be deposited to the institutional repository. They are searchable on the web then institutionally. The students have to agree to deposit there though as it is their intellectual property, so faculty would have to get permission from the student to do so. D. McGugan advised that faculty can talk to Robyn Hall when the time comes on how to do that. Faculty would have to do it on behalf of the student once they have received the permission to do so.

*CK Dhaliwal advised that he was approached by F. Angulo last semester about the Honours program and he was talking to a number of students in the program. Feedback he had received was that they were not understanding the point of it. CK Dhaliwal advised that this program is supposed to help you get into a Masters program and some students see it as kind of a money grab, because they do not understand how the courses you have to take apply to your degree. These are extra courses onto your degree, so do some of those courses actually supplement the degree you currently have and make up core courses within that or are those additional on top of all of your core courses?* E. Bocatto shared that these are courses that students would take as electives and students have 15 credits of electives they can take. Students can work with advisors to show them the path they can take to finish in four years. Therefore, it is included in what students already have to do.

*E. Muralidharan advised that there are a couple of students who are graduating in a couple months from now and inquired how one forms a committee.* E. Bocatto advised that they wanted a rigorous model so there is going to be a tribunal. The first idea is to have the advisor and other people that are advisors. The students will choose their related research and then the right questions will be made during the presentation.

#### **Dean's Updates (W. Costen)**

The Dean advised that the Ethics Commissioner returned the Code of Conduct back to the university and they are now in their fifth iteration. The Dean advised that there is a new formal position on campus now and this person assists with investigations. There is a confidence line which is a confidential and anonymous way for people to report issues. Since not everyone is skilled in conducting investigations, there is now someone here who will work to do that. The Dean shared that the School has eight live positions now and they are moving through the search process for the positions. The Dean shared that they are beginning to gather data in the Dean's Office to help contribute these conversations at the Executive level on Strategic Enrolment Management.

#### **5.0 Updates by the Associate Deans (S. Elbarrad & W. Wei)**

W. Wei shared that the Research Committee had approved two more projects: T. Salem on Entrepreneurs and D. Feils on Accounting. They had about 10 projects from the last quarter and W. Wei shared that he is expecting another 3-5 projects to be finalized by April which will be coming in as a proposal, so they can allocate all of the \$100,000.

W. Wei shared that right now, the data sheet for EPAS is finished and is under internal committee review. T. Huckell contributed a lot to the data sheet. The committee will meet on February 22<sup>nd</sup> to finalize it. After that, it will go to the Dean for approval. Once the Dean has approved, it will be sent to the academic advisor in France. He will write a report based on what was submitted to him. He will finalize it and it will go through the EPAS Committee by April 26<sup>th</sup>. If it is accepted, the committee will proceed to the next step to go through the full EPAS process. This process will take about a year.

W. Wei shared that V. Bilodeau and himself are working to identify potential students who are interested in the European Innovation Academy and the next stage will be promoting it. There are already a couple videos and they will go to classrooms. A booth will also be set up in Building 5 right after reading week as well. W. Wei shared that they hope to get three students initially shortlisted and interview them and they will be chosen around March-April. W. Wei shared they will attend the European Innovation Academy in Portugal in July 2019. There will be three students in the Business school and there will be another nine from different faculties. Arts and Science will also have three students and the other faculties will each have two.

W. Wei shared his hope that the School of Business students, including the Honours students, apply for the USRI, Undergraduate Student Research Initiative. W. Wei shared that there are a lot of faculty supervising student projects, but for the past three years, the School has not had any students apply for the grant. This is a university grant and Business students are eligible to apply. The deadline is March 25<sup>th</sup>, so W. Wei encouraged faculty to encourage their students to apply.

W. Wei shared that he has started meeting with faculty one on one. On March 27<sup>th</sup>, N. Ouedraogo will present on his published journal article as an example to demonstrate the formulation of a paper idea and tips for a literature review. On April 24<sup>th</sup>, the 5<sup>th</sup> School of Business Annual Research Showcase will be held with four faculty members presenting: R. Jindal, D. Feils, A. Taleb and M. Shadnam. D. Feils will present on how to take a research idea and how to turn it into a successful funding proposal, R. Jindal will present on Empirical Research: Insights from Field Methods, A. Taleb will present on The Case Method: Qualitative Research vs. Teaching Case Development, and M. Shadnam will present on his experience on publishing in top tier journals.

The Dean shared that her goal is to provide as many resources as possible, so new faculty understand what research is and what kind of supports we can provide for new faculty that may want to engage in these activities. This is a way for us to share our experiences and help other faculty gain these skills as well.

S. Elbarrad shared that there will be a new transfer credit system in place starting April 1<sup>st</sup>. Faculty members and Chairs will be identified to test this new system out towards the end of February/March. The transfer credit system will be automated. The Chairs are going to be the ones allocating courses to faculty members if faculty members do not respond.

S. Elbarrad shared that the advisors have identified 426 Business students who are at risk. They are reaching out to these students, but only 67 have responded so far.

The Dean advised that she wants to have conversations around how the School has 426 students at risk. Is it about our admissions? Are they not prepared or what is the issue? The Dean shared that S. Elbarrad is working with the advisors to gather academic data to see if there are some predictions. The goal is to have our students graduate and that is a large number. It does not help us to bring in a bunch of students and have them fail. We need them to graduate as it is our job to educate them and because of the type of institution we are, it is our responsibility to figure out how we do that. What are we missing? We have to figure out what that is and then have a brainstorming session on how to help these students. The Dean asked faculty what the best venue would be to host this and if it would be best to have a town hall meeting or an entire School Council dedicated to it. It is important for us to understand as those numbers are disheartening. The Dean advised that S. Elbarrad has been meeting with students to give them the heads up in advance. We have to figure out how to help our students and identify them before they are kicked out as eventually they would be asked to withdraw if it continues. The Dean asked faculty to think about what might work to have that broad conversation as faculty.

**6.0 Updates by Department Chairs (E. Boccato, R. Enstroem, E. Perez & A. Pergelova)**

E. Perez announced that they are organizing Connecting with Tomorrow on March 6<sup>th</sup> and everyone is invited to attend.

R. Enstroem shared that J. Son will be representing Decision Sciences on the Allard Chair Committee.

E. Boccato suggested that the School should look at the correlation between financial stress and those 426 students that are at risk of probation.

**7.0 Updates by a Business Member of Academic Governance Council (R. Enstroem, B. Graves, A. Pergelova, R. Rudko & M. Shadnam)**

B. Graves shared that the last meeting of AGC had occurred. The next meeting will be General Faculties Council. The Post-Secondary Learning Act has now been in enforce as of February 1<sup>st</sup>. The first meeting will be held on March 19<sup>th</sup>. At the last meeting, there were a few things that came forward from APPC including the Bachelor of Music Program Review, an Open Studies review and recommendations, and the Disability Management Certificate suspension was extended. The Committee of Admission and Transfers had items from Business which included the Accounting Strategic Management diploma and Library and Information Technology admission criteria with no changes. There was also a report from the Faculty Development Committee, the Committee of Internationalization as well as from the Provost and President. There was also an update on the Post-Secondary Learning Act.

**8.0 Updates by Representatives to Other School Councils & Faculty Councils (T. Chika-James – Nursing, M. Malin – A&S, T. Salem – FFAC & L. Shamchuk - HCS)**

M. Malin shared that she was not able to attend the last Arts and Science Council meeting as she was doing training for the Tax Clinic group, but based on their agenda, they were discussing a new Chemistry Major.

**9.0 Updates by Library Member(s) (D. McGugan, M. King (or K. Sobchyshyn))**

No update.

**10.0 New Business**

*E. Boccato shared that on February 1<sup>st</sup> faculty received their performance appraisals finalized by the Dean. These documents are very important as it is one of the few documents that are kept in your file by the university. Any response to it is within ten working days so there is a sense of urgency on this matter. This is the first year it has been done with a new dean and a lot has changed in the last ten years since we became a university. The School was trying to do performance appraisals based on feedback at the Canadian level. According to Maclean's magazines and other surveys on teaching quality in Canada, MacEwan is always in the top 3-5. We believe that the province and taxpayers are happy because we are providing their children with quality teaching in terms of student satisfaction. We were a college that took transfer students to the U of A, but then we became a university and that process reverted where we had more students come from the U of A to study because of the pedagogy. Therefore, we are on the right track. U of A is worried about losing students to us, so they are reducing their class sizes and are offering early admission. Our recruitment selection is amazing and we were able to receive hundreds of applications. We need to review the difference and maybe start the conversation around Chair's perception of faculty and the Dean's perception. In particular, one case there was one student complaining and that was put on their performance appraisal. Faculty are hearing one thing from their Chair and another from the Dean.*

The Dean responded that her overall view is that an overwhelming majority of faculty in this School and probably across the whole university are great teachers and some are exceptional. The Dean shared that the only mechanism she has to evaluate that is the students. Our collective agreement says that it is one piece of data that should be reviewed. Where does that other data come from? It is an annual review of teaching. Some faculty did an exceptional job by reading their comments from students and addressing them in the annual review explaining whether or not they would change anything. It shows that they read their feedback and acknowledged what they were going to do about it and why. Not all student feedback is positive, but acknowledging it is important. The Dean advised that it has to be in the package in order for her to see what is happening. Therefore, it should be addressed every

year in the annual reflection. The Dean advised faculty that they need to share with her their philosophy and what they are trying to accomplish. The Dean advised that many faculty did an exceptional job of that. The Dean shared that one of the reasons that Teaching and Learning Services is at MacEwan is to focus on support for faculty to be even better. We do that ourselves as faculty because we are committed to the process. The Dean shared she evaluates independently and bases it off the information she is provided. The Dean shared that she does read the Department Chairs' evaluation but does not always agree with their assessment.

*M. Kurilic raised his concern about the timing of the evaluations as it is middle of the term and gearing towards the end of term.* The Dean agreed that it was a fair concern.

*M. Kurilic shared that in his case, he noticed that the Dean did not look favourably towards the status of professors who are not good teachers. M. Kurilic shared that the Dean had made that clear in a Council meeting last Spring.* The Dean advised that this has to do with tenure and agreed that is correct.

*M. Kurilic advised that it was the first time that the Dean had communicated this significant change in terms of evaluations in the Spring when the Fall and Winter terms were already over. It was too early to implement this change in January. The classes being evaluated had already finished.* The Dean shared that she does not believe that being a good teacher is something that is new with her when she is talking about tenure. The Dean shared that she does not believe MacEwan has ever endeavored to tenure people who are not good teachers as it is a teaching-oriented institution. The Dean advised that it is in the collective agreement. Timing is very valid. The timing is such that it takes time for you to receive the feedback and then adjust the feedback.

*R. Jenne reinforced the point that those deadlines are functioned under the collective agreement and that it is not in our purview to change those dates in the School of Business.*

*E. Bocatto advised that the definition of a good teacher is a very complicated definition.* The Dean replied that an overwhelming majority of faculty evaluations that she did, teaching was not below "meets expectations".

*E. Perez inquired how many students there are in the School.* The Dean advised about 2200-2300 FLEs, but there are over 4,000 students taking courses. *E. Perez stated that there are 426 students at risk of probation which is about 10% of our students. These students are likely in our classes. When feedback is based on comments in student evaluations, possibly one student comment, because not all of them write written feedback, it is concerning. This could be from a student that is struggling. The average from the feedback is calculated to an overall number based on the comments.* The Dean shared that based on her own perspective as a faculty member, when she saw negative comments, she would address them in her annual reflection. The Dean shared she would address the complaint, how she was going to handle it and whether or not she would change anything. This sends the message to the supervisor, that the faculty has read it, and what their response is to it. The Dean shared that she does not have any other resource of knowing what is going on in faculty classrooms. The Dean shared that we do need different measures of teaching effectiveness. The Dean shared that for her, when she taught, when there were negative teaching evaluations, she addressed them to her Chair which sent a message to her supervisor that she saw it and how she is going to respond to it. There were faculty that did that incredibly well who did identify both the positive and negative aspects that were in the evaluation.

*R. Jenne shared that he had roughly 200 students this term and he read all his evaluations and had one or two students leave a negative evaluation. R. Jenne inquired if it would be an appropriate response for him to address it by saying "Other than that, I had a wave of comments that were positives and there was a high response rate." Therefore, would it be an appropriate response to say that it is statistically insignificant?* The Dean shared that she would ask why those students would say that. One reason may be is that you are being direct and holding them responsible which they may not like.

*M. Kurilic raised the point the issue of timing as a full term had passed by and inquired if the evaluations were based solely on 2017-18.* The Dean advised that they were because that is the only data she had available. She only looked at the annual report.

*M. Kurilic responded that he was not sure in his case which is why he was asking the question and inquired what will happen if performance was poorly evaluated for 2017-18, that evaluation would then be repeated for 2018-19.* The Dean advised that, that was not necessarily the case. She advised that if she received a lot of negative comments or got a low rating in a particular area, what she would look at then is what to do in the subsequent teaching periods to address it. The Dean agreed that there is a lag time, because that is just the way it is, and she does not have the luxury of changing that. The Dean shared that when faculty do their annual reflection of teaching, address what you are doing or changed or that they received support for x, y, and z and begin to address the issue. It may not immediately impact the rating, but at least you are showing what you are doing to address those issues, even if the numbers have not changed.

*E. Perez clarified that not just annual report was looked at but the evaluations as well.* The Dean advised that the evaluations are part of the annual report, so she read all of the teaching evaluations. The Dean shared that she felt it was her job to look at all of them and advised that she was not sure how she could provide feedback on teaching if she did not read student teaching evaluations. The Dean shared she is open to having further discussions around this even individually. She shared that she does take heart to the fact that it is a different approach. The Dean shared that she did not look at previous years' evaluations as it would be a different kind of bias. Therefore, she looked at the material available to her including the teaching evaluations along with research and service as that was in the annual report. The Dean shared that from her perspective it is her job and responsibility to do that.

*R. Jenne raised a point that the annual report is difficult to find because it is buried so deep even with the email with instructions on how to find it. R. Jenne suggested having a very detailed set of instructions of what to click on. The Dean agreed that it should not be difficult for faculty to access their evaluation.*

*E. Perez advised that some of the Dean's comments in the evaluations have caused a motivation issue which has been brought up to the Chairs. The Dean clarified that, that was not her intention. The Dean advised that she is willing to talk to anyone to do a better of job explaining that. The Dean shared that she is open to different approaches, but that she will be reading student teaching evaluations. The Dean advised that one of the things that the university needs to work on is a mechanism to enhance participation rates which she has discussed with the Deans and Provost. The Dean advised that she has never seen numbers that low in any campus she has been on. The students are not responding to it which limits the substantive value of those documents. The Dean advised that was why she did not focus on the numbers statistically and looked at general student comments. The Dean shared that she worked on this mechanism at her last school, so she knows there are mechanisms to improve it because they did that. That feedback is then more valuable than it is currently. The Dean shared that from her perspective, she will always want some measure of student feedback as part of the teaching evaluation, but she is also used to have a complement of other things to look at to help her understand the quality of teaching. The Dean shared she is used to having a wider array of documents to review.*

*E. Bocatto suggested that there seems to be the Chair process and the Dean process. E. Bocatto advised that the Dean did not communicate with the Chairs and suggested in the future to talk to the Chair first before writing this to get the background information for what else this faculty member is doing. The Dean shared that she is not comfortable with that because she has an independent assessment. The Dean shared that what she would prefer is that Chairs put that in their analysis. Therefore, if the Chair met with that faculty member and identified challenges, the Dean shared it would be helpful to her as Dean, to include that in the evaluation showing that they talked to that faculty member about x, y, and z and have a plan for it. The Dean shared that she does not have the luxury of meeting with all faculty members individually and that she can only rely on what she reads so she suggested to Chairs to include that information in their assessments.*

*M. Kurilic inquired if the Dean evaluates only the comments from students or if she also takes into consideration comments from faculty as he felt those were ignored. The Dean advised that she starts with the annual evaluation and then the report that faculty write. The Dean explained she looks at the annual reflection of teaching and then look at each of the teaching evaluations that are there and reads the Chair's commentary and then she writes. The Dean shared that this is a dialogue that should continue so that we have an understanding. The Dean shared that she is aware of how faculty are reading her feedback and suggested she could provide feedback in other ways as well. The Dean shared that she appreciates the point raised by E. Perez as it was not her intention. The Dean shared that individually she does tend to focus on the negatives when looking at her own, so she may be carrying that bias forward as Dean which could be problematic for faculty. The Dean shared it is not her intent to imply that the faculty are not good teachers, because they are. The Dean asked faculty to work with her to communicate that better and figure out how do that more equitably in the process as well. The Dean shared that it is her view that it is a dual responsibility and that the more information she has from faculty, the more that informs her and the more information she has from Chairs about their communication with faculty, will also help her in the process.*

#### **11.0 Announcements by Members of Council**

R. Jindal announce that the Entrepreneurship Club is going to start a challenge on the first of March called the MacEwan Stock Exchange and encouraged everyone to sign up. It is free, and individuals will receive \$5,000 of fake money each. If an individual wins, they will receive real money and their name will be highlighted. Therefore, as Business faculty, we should demonstrate that we know about this. Anyone interested can go to Investopedia.com and look for the MacEwan Stock Exchange. The Dean asked R. Jindal to share that information with her, so she could send it out to everybody.

#### **12.0 Question Period/Open Discussion**

#### **13.0 Future Agenda Items/Next Meeting: March 27, Room 6-212**

#### **14.0 Adjournment**

**SOBC-02-2019-02-13**

Adjournment at 6:37 p.m. was moved by T. Huckell.

**Carried**