

Meeting of School of Business Council
Wednesday, March 27, 2019, 4:05 – 6:37 p.m.
Room 7-284, City Centre Campus
MINUTES

1.0 Call to Order

- The Dean called the meeting to order at 4:05 p.m. as the quorum of 22 was met and exceeded.

2.0 Indigenous Ceremony

- Following a reading of the land acknowledgement statement, 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 – Meeting Agenda**

- **SOBC-01-2019-03-27**

Carried

Motion: It was moved by C. Hancock and seconded by S. Ghosh to adopt the agenda as presented.

3.2 Motion – Consent Agenda

The following items were for approval, were approved, or were received as information, on the Consent Agenda:

3.2.1 Minutes – February 13 meeting of School Council

3.2.2 Executive Committee:

Minutes – March 12 meeting of Executive Committee

3.2.3 Business Programs & Curriculum Committee Report, including Accounting & Finance deactivations of courses no longer offered:

- ACCT 268, Management Accounting II
- ACCT 318, Management Accounting III

- **SOBC-02-2019-03-27**

Carried

Motion: It was moved by S. Elbarrad and seconded by E. Muralidharan to adopt the Consent Agenda as presented.

4.0 Presentations**4.1 Tax Preparation Clinic Overview** (Saakshi Dhingra, Co-President and Darin Duce, Director of Events)

- The free tax preparation clinic has been running for nine years. Last year, students with faculty support processed 627 tax returns total and so far, this year they processed 572. There was media coverage this year - on 630 CHED and Global Edmonton. Student volunteers, mostly from Accounting, increased from 100 to 230 this year. Canada Revenue Agency (CRA) representatives were site on Saturdays. The team worked closely with Edmonton Immigrant Services Association and held a mobile clinic in Mill Woods, where they also offered help with financial literacy. Sponsors include Grant Thornton, Deloitte, CPA Alberta, BDO, KBH and KRP. The CRA also provided 10 computers and the MacEwan School of Business donated \$500 to the Accounting Club, which they used to buy an extra printer and toner which increased their efficiency in the clinic.
- The Dean thanked all the faculty volunteers including K. Al-Jarrah, M. Malin and D. Pirot for their efforts.

4.2 Office of Teaching and Learning Services Update (Dr. Lynne Honey, Interim Executive Director)

- Teaching and Learning Services is streamlined and focused on teaching and learning – including aspects of pedagogy, teaching effectiveness, research about teaching, and evaluation of teaching.
- L. Honey discussed the arbitration decision from Ryerson University with respect to student evaluations. Student evaluations are controversial, and as ratings, they do not collect the type of data that is typically used for the types of inferential statistics that often get applied to them. There can be some real challenges in interpreting student evaluations of teaching. In the 1970s, student evaluations became common and institutions loved them because they put a number to something that is incredibly difficult to quantify. The original research shows that high student ratings are associated with students that have high achievement. However, student evaluations predict less than 10% of the variance of student achievement.
- Students are not well-placed to evaluate teaching effectiveness, as they are not experts in pedagogy or content, yet they are asked questions to which they are not capable of providing unbiased or informed responses. Student evaluations are heavily biased by whether the student likes the instructor. There are terrible instructors with great numerical ratings of teaching, because students find them charismatic or entertaining, but not because they

are conveying the appropriate information. Biases such as attractiveness, age, voice etc. all come into play. There is no way to ensure student comments are valid. Challenging classes or methodologies that students are not accustomed to tend to receive lower ratings. On average, students think they deserve better grades than they receive and that this can affect evaluations. Students that receive grades they expect do not normally submit evaluations.

- Student evaluations should be used as categorical data rather than numerical data. They should not be used to evaluate teaching effectiveness, because they are uncorrelated. On average, student evaluations measure student satisfaction rather than academic performance or teaching effectiveness. Student evaluations are important pieces of data related to student satisfaction and experience.
- The recommendation is not to rely on student evaluations for probationary faculty. Administrators should rely on comprehensive teaching dossiers and peer evaluations as evidence of teaching effectiveness. All administrators should be trained on interpretations of this data. Institutions should have guidelines in place for this data. Further, students who rarely attend class have the same right to complete evaluations as those who always attend class. However, research indicates that responses done by students in-class are qualitatively different from those done outside of class time. Those not in class tend to comment about how their instructor did not provide them with enough material, had poor instructions, or they had to learn the material on their own. It is recommended that for on-line courses, a specific type of evaluation should be required. Peer evaluations are not always accurate either because most faculty are content experts and are great at the discipline in which they work, but they are not necessarily trained as educators. Faculty can be trained to become teaching experts, but it is not something we are good at just because we are professors. Peer evaluations are incredibly important, but they are not the answer on their own in evaluating teaching effectiveness. The same biases can show up in peer evaluations as well.
- It is important to distinguish between formative and summative assessment. Formative assessment is about growth, about building, strengthening and becoming better. It is about forming your teaching. Summative assessment is the final grade. A summative assessment is what happens when administrators make decisions about tenure and promotion or when a committee decides about a teaching award. A formative assessment is where you adjust and make changes that impact your summative assessment. Various types of formative assessments that faculty can gather for themselves are student feedback, peer feedback and self-reflection. Faculty gather that information, think about it, write about it, contextualize it, and it goes into the summative assessment, whether that be an annual report or teaching dossier.
- It is up to faculty to describe teaching effectiveness and be able to contextualize information that might not point in that direction. Otherwise, people can look at the comment with no context and make their own decisions about it. Everyone has biases and cannot help but read them and think about them in a way.
- It is incredibly important to have peer consultations with people within your own discipline, because only people within your own discipline can evaluate whether you can understand your content well and materials are up to date. It is also beneficial to have someone from outside your discipline who can provide good insight on teaching strategies, look at your materials, observe your class and provide feedback. The reason both are important is because with and without disciplinary knowledge, you receive different aspects and commentary about your teaching. Teaching and Learning Services Education Developers who are experts in various aspects of pedagogy and have different types of content expertise. Teaching and Learning Services can also provide training on peer consultations which can be very beneficial for one's own professional development. Other services offered are in-class observations, review of materials and curriculum, specific pedagogy advice, teaching triangles and philosophies. Teaching triangles provide faculty with an opportunity to match up with other faculty with similar interests or goals.
- Faculty can sign up for sessions provided by Teaching and Learning Services through the Programming Guide and information is also provided in MacEwan Today. Teaching and Learning Services also host the Faculty Learning Committee and on April 16 will launch the "Hot to be a Happy Academic" Book Club which is the title of a book written by two faculty at the University of Alberta. Their target is faculty that are feeling particularly burnt out and jaded. It is about how to make your academic life be a fulfilling one, including the approach to teaching.

Questions and Comments from Faculty:

- *E. Bocatto inquired if increasing student response on student evaluations would address the issue of biases. L. Honey responded that increasing the student response rate would solve some of the issues as there would be a less skewed distribution. However, changing the questions to something that the students are qualified to answer would be more useful. However, it would still not get rid of the systematic bias.*
- *L. Benson noted that there can be bias if we assume that teaching effectiveness equals student learning outcomes. People may think I am an effective teacher if students learn, but it could be that it is the curriculum*

- design that really enhances learning outcomes. This is not something that is reflective in student evaluations.* L. Honey replied that when we talk about teaching, we are not just talking about standing up in front of people and talking. Teaching includes curriculum design and putting together a great Blackboard that people can navigate well. Teaching includes decisions that have nothing to do with presenting. We need to isolate the concept of teaching effectiveness away from lecturing or interpersonal skills because those can be very clearly isolated, but teaching effectiveness is correlated with student learning. The interpersonal factors are not correlated with teaching effectiveness. L. Honey agreed that this is something that should be reflected in student evaluations, if we are going to continue to use student evaluations. Some schools are abandoning them completely.
- *R. Rudko inquired if teaching dossiers would be moving to Carla Lam's area. Carla is Faculty Development Manager in the Provost's Office. R. Rudko further inquired if Teaching and Learning Services still offer the Instructional Skills Workshop.* L. Honey shared that they tend to expand the ISW program. The next one will be coming up in May. Shelley Josey is working on developing more facilitator training, so they can expand their offerings for ISW. ISW is an intensive several days teaching skills workshop. It is great for people who are new, but it is also good for people that want to refresh something. In terms of the dossiers, they go through the supervisory channels, which means through the Chair, the Dean, and the School-level Tenure and Promotion Committee and then to the University Promotion Committee. Ultimately, the Provost has oversight over the Tenure and Promotion dossiers. C. Lam is a great resource for those processes, but the first step should be consultation with the Chair and Dean, because expectations for tenure and promotion vary from one Faculty or School to another.
 - *N. Ouedraogo shared that L. Honey has been providing peer consultation and in-class observation which he has found to be very useful and inquired if this would be something that she could support every year.* L. Honey advised she does not think it would be a good idea to do it every year but suggested doing it every 5 or 6 years. It is important to have ongoing conversations about teaching though. L. Honey suggested faculty could do it in a year they are going up for promotion or feel like they are in a rut.
 - *E. Bocatto inquired L. Honey whether in her experience as a member of the Promotion Committee she had seen faculty with excellent teaching, but less research promoted because we are a teaching institution.* L. Honey advised that she has, but not at the full professor level. It really depends on the expected workload. L. Honey advised she did not see people promoted with no research unless they have a purely teaching workload. It also varies by discipline. L. Honey advised that she has seen faculty do a poor job of demonstrating their value in their dossier, even though they may be amazing.
 - *E. Bocatto further inquired if Teaching and Learning Services was also open to sessional faculty.* L. Honey advised it was.

4.3 Independent Studies Overview (Dr. Albena Pergelova, Chair, Int. Business, Marketing, Strategy, and Law)

- There is an increase in students wanting to take an Independent Study course. A faculty member, usually one-on-one with a student, will create a personalized course outline for the student, with specific research topics that the student is interested in pursuing. Students receive a full three credits for doing the work, so it must be a rigorous course with regular meetings between the faculty member and student, with specific deliverables. After consultation with other Schools, it was decided that sessional faculty can be co-supervisors for Independent Research Study courses with a full-time faculty member who would be formally assisting, but both could be supervising the project. It was suggested that a student should take a research related course prior to doing this three-credit course to prepare them for the intensive research work involved in this type of course. Suggestions such as MARK 312, BUSN 396, BUSN 397 or MGMT 240 were shared. Faculty will need to go with students to Research Services if students will be collecting primary data. The faculty member would also need to be the principal investigator of the project. Students can log into the system though and input information.

Questions and Comments from Members of Council:

- *J. Son inquired about what it will take to have this as part of faculty workload. He advised that he had a Research Assistant with no research capabilities, so it was a lot of work. How do we count this toward our teaching? These discussions usually happen after faculty workloads have already been assigned and faculty are not receiving the credit for it.* The Dean responded that it is a concern for the leadership team as well. It is not in the 2017-19 Collective Agreement, and the next agreement is in the bargaining stage right now so that may be something that will need to be addressed. There must be an agreement across faculties on what that should look like. The Dean shared that it is something that needs to be worked out as part of the workload. The Dean advised it should go in faculty member's annual report.
- *P. Callaghan inquired about the approval process for students to take an Independent Studies course and inquired if students should come in with background by adding a prerequisite.* E. Muralidharan commented that it is necessary for students in Independent Studies to have experience with doing an academic research project.

It could go through BPCC. The Dean recommended that departments figure out what works and then an Academic Leadership Team would decide how to move forward. The Dean advised that for those that may want to do an Independent Studies course that is not research oriented, there may have to be a different approach.

- *R. Jenne commented that supervising Independent Study and Honour courses may make its way to the bargaining table.*
- N. Kealey advised that right now the courses are locked down by department consent, so students cannot enroll themselves without permission.

5.0 Business Programs and Curriculum Committee (A. Wesley, Chair)

• Motion – 2020-21 Bachelor of Commerce Admission Criteria

SOBC-03-2019-03-27

Motion: It was moved by E. Murlidharan and seconded by H. Qadri to recommend the Revised 2020/21 Bachelor of Commerce Admission Criteria.

The change was to remove the block transfer portion from the admission criteria section, which creates more efficiency in the process of making changes.

• Motion – Journalism Minor from Faculty of Fine Arts and Communications for Bachelor of Commerce

SOBC-04-2019-03-27

Motion: It was moved by T. Salem and seconded by S. Elbarrad to recommend a new Journalism Minor from the Faculty of Fine Arts & Communication that would be offered to students in the Bachelor of Commerce effective Fall 2020.

Questions and Comments from Members of Council:

- *K. Milner inquired why they might choose a Journalism Minor as opposed to the Professional Communications.* S. Elbarrad replied that this is the Minor that they thought they could compose for the students, but the other one could be looked at as well.

6.0 Dean's Updates (W. Costen)

- There are two primary mechanisms in our School that meet regularly - Academic Leadership Team (ALT) and the Executive Committee of Council. The expectation is that Chairs would share any decisions from ALT at department council meetings and that representatives from the Executive Committee would share any information from that committee with the department as well. It is important that both sides are constantly communicating. It is important that faculty are informed of matters that impact them. For example, conversations have already happened at these meetings regarding the budget.

Budget

- There could be a change in government and the university must be prepared for what could happen. Currently, the university cannot operate on a deficit budget, and it usually would be approved by the Board by April/May. The Academic Leadership Team with the support of T. Kachmar (Manager, Finance and Business Operations) worked hard to present a case to the Provost, who went to the Budget Committee for faculty lines. They should not be affected, which is a huge win for Academic Affairs. The Dean shared her commitment to hire full-time faculty.
- The School has been very intentional in managing the funds received, making cuts in the Dean's Office, which is why the School was able to hire new faculty. Going forward, the School must make cuts are hosting, office supplies, swag, and lastly travel. The Dean shared her commitment to take those cuts from out of the Dean's Office. The Dean shared there may come a time where she is no longer able to do that, but she will take the hit in the Dean's Office to the degree possible. Keep in mind that this year, no other Faculty/School on campus, as we did, dedicated \$300,000 for faculty travel for conferences or earmarked \$100,000 for Seed Grant money to support research.
- **Vacant Positions**
- Across the campus, all non-faculty vacancies have been pulled up to the Senior Leadership Team. Therefore, to have a position filled, the School must submit the request to the Provost who would then present it to the Executive Council for the university and the Budget Council Committee for approval. The university is really committed to faculty lines.

Enrolment

- The School's enrolment is capped at 13,000 FLEs and we are at 12,600. On the revenue side, there has been discussion about increasing enrolment, but we must also consider cuts on the expense side. The School is trying to increase enrolment within programs, but also consolidate classes. The School should not be running classes that are not full. In collaboration with the Chairs, S. Caetano (Scheduler, Dean's Office) has been doing an amazing job on maximizing our sections. Our efficiencies were at 60 and we are now at 82.9.

New Business Building

- The School is still working towards the new building. The Board with Executive Council has determined a number that is needed. They are in the process of developing a business case and the Dean has met with external stakeholders. The President will present the business case to the government to determine what percentage of the grant they will provide, what will be provided by the university and what will be provided by external stakeholders. This will free up space on campus for other Schools/Faculties to expand.

Code of Conduct

- The Code of Conduct has passed and been accepted. There will be an email coming out regarding this and it will all need to be implemented. There will be training kind of like what was done for IT Security training. Specifics on what must be documented will come from Human Resources.

Governance Update

- On the governance side, the university has received the Marshal report from the consultant that was hired by the University, former President of Mount Royal, who came in and did an assessment on how we transition from an AGC to a GFC. The GFC Committee is working through this report now and we will begin to see those come out. The Dean encouraged faculty to attend GFC meetings if they are available, because there will be a lot of discussion on the transition. The School will have the same number of representatives on GFC, but there will be subtle changes for how we are going to be organized, operate and all that information is coming out.

Award Presentation

- The Dean presented the CPA Excellence in Teaching Award to E. Perez and congratulated her.
- The Dean also congratulated S. Elbarrad on winning the CPA Distinguished Service Award.

EPAS Accreditation

- The Dean spent two days at the EPAS Conference which was tremendously valuable. The self-study that is being done as part of the Bachelor of Commerce Program Review will fit nicely into what needs to be done for EPAS. The Dean shared she anticipates that we will be deemed eligible in May or June.

Criteria for Tenure Promotion

- The Academic Leadership Team and the Executive Committee of Council is working on the criteria for Promotion and Tenure. That will come to Council for approval.

Questions and Comments from Members of Council:

- *E. Bocatto suggested that an Alberta Study Tour could increase revenue.* The Dean shared that one of the areas that they are looking at as well is to offer programs online for people in communities that do not want to relocate but want credentials that we have to offer. However, we cannot do that without the infrastructure and support mechanisms in place.
- *K. Milner inquired about the differential in faculty and academic advisors. What will it mean if faculty are guarded.* The Dean advised that Human Resources is working with both the Faculty Association and MacEwan Staff Association to figure out that piece. Dr. Corlett will be providing an assessment and report on advising to the President which will have an impact on that.

7.0 Updates by Associate Deans (S. Elbarrad & W. Wei)

W. Wei:

- W. Wei shared that N. Ouedraogo presented at the Monthly Research Seminar that had been held earlier that day. The 5th Annual Research Showcase will be held on April 24th, from 1 – 3 p.m. in Room 5-251 with four faculty members presenting.
- The EPAS datasheet was approved by the Dean and submitted to the EPAS advisor in France on March 11th, targeting the May 15th EPAS Accreditation Committee meeting. Once approved, they will begin the two-year accreditation process.
- On March 19th, Ivey publishing representative Ashley Woytaz provided an update. This year five Ivey MacEwan co-branded cases were proposed.
- The Celebration of Scholarship was held on March 26th where 11 School of Business faculty members presented, which was 25% of the presenters.
- There is Alberta Summer Temporary Employment Program (STEP) funding available for a 16-week summer research assistant with a start date of May 1st. W. Wei will be creating a work plan that he will send out to all faculty members. Each qualifying faculty member will be given a maximum use of two weeks. Faculty will have to demonstrate how they will use this Research Assistant.
- Eight faculty from Arts & Science applied for the University Board of Governor's Research Chair and two were granted. W. Wei encouraged School of Business faculty to apply next year.
- Student Research Day will be held on April 23rd.
- A total of 14 faculty members have been approved for the Seed Funding Grant.

S. Elbarrad:

- The University Transfer Credit System will go live on April 15th. There will be workshops and labs available on how to use this system that will run from April – June. These will be drop-in sessions available as well. The Chairs have this information.
- S. Elbarrad attended MECCA Meeting on March 22nd. U of C is developing a master's degree in Accounting which is equivalent to U of A. It will cover all the required courses for CPA. They are trying to include coding into BCom courses and other programs as well. Plagiarism was a big topic as many universities are struggling with it. There are sites that provide access to material that students should not be accessing such as Course Hero. There was a lot of discussion around how to approach the issue. Data analytics is huge right now and S. Elbarrad suggested that the School should look at weaving in an Analytics Minor into our curriculum before it is too late. S. Elbarrad suggested thinking about bringing coding, artificial intelligence, and virtual reality into curriculum and teaching.

Questions/ Comments from Members of Council:

- *L. Honey shared that the Centre for Teaching and Learning will be hosting workshops on how to incorporate VR technology into various types of classroom activities. L. Honey advised that they also have some information about plagiarism proofing assignments. They are also available to come to department meetings to further discuss these items.*

8.0 Updates by Department Chairs (E. Bocatto, R. Enstroem, E. Perez, A. Pergelova)**E. Perez:**

- E. Perez and D. Feils attended the Women in Finance joint event at the U of A.
- Students placed third place at CPA Challenge and the Associate Dean of the U of A was really impressed with MacEwan students.
- The department approved the Honours designation in Accounting.

E. Bocatto:

- The department approved the Honours for Human Resources.
- The department is recovering an important partnership with Toulouse Business School, a triple accredited organization, that will allow us to have student and faculty exchange and research together which will boost our EPAS accreditation.

A. Pergelova:

- The department held a very successful case competition for high school students which was organized by A. Taleb.
- The department has been interviewing candidates for faculty positions. They have received 120 applicants and have narrowed it down to 6. They were to be interviewing 6 candidates the next week.

A. Pergelova on behalf of L. Wong, Social Innovation Institute:

- The RBC Changemaker Challenge is happening on April 26 and 27 at Roundhouse. Edmonton is ranked as number #1 in Canada for youth to work. Students will develop and pitch ideas to help keep Edmonton as a great place to work. They are looking for faculty who would like to advise teams during this two-day event. Faculty are asked to contact L. Wong if they are interested.
- The Enlightened Economy Summit will be held on May 14th at Roundhouse.
- Engage MacEwan is an event to help academic and community organizations to connect and collaborate on May 1st.

J. Son on behalf of R. Enstroem:

- M. Moreno, R. Enstroem, and B. Almquist are working on the Business Intelligence Minor. There will be four new courses attached with this and as well as an existing course. This should address the needs not necessarily from an extremely technical perspective, but also how it applies to our business students. The department is hiring three faculty.

Questions and Comments from Members of Council:

- *The Dean inquired when the Business Intelligence Minor would be ready to move through the approval process. S. Brownlee advised that there will be a BPCC meeting held in May and under existing timelines, it would have to be at GFC by late November to be launched for Fall 2020. M. Moreno advised that they have draft syllabi for five courses and will look at moving forward when R. Enstroem returns.*
- *S. Elbarrad shared his concern about CPA competencies. All the other institutions are very concerned about how to meet the new CPA competency of data analytics. This is something we really must consider because otherwise we could lose our accreditation with CPA. The Dean shared that this cannot happen, and we must get this done.*
- *L. Benson inquired if there was going to be an Introductory Data Analytics course that all students can take from any department. J. Son advised that he does not believe it is part of the five courses that are being offered. J. Son advised they are not touching the Bachelor of Commerce core where everyone should be taking it, but it could be an elective.*

The Dean shared that they could always create the course and noted to M. Annett that this might be something for exploration as part of the Program Review to look at (see below). J. Son shared that they do offer a technical oriented course, MSYS 200 and there is also another Supply Chain course that addresses that, SCMT 205. Those courses could incorporate some data analytic components.

9.0 Updates by a member of Bachelor of Commerce Program Review Self-Study Committee

(F. Angulo, M. Annett, M. Arnison, T. Huckell, C. Keim, E. Muralidharan, D. Pirot)

M. Annett:

- Every 5 – 7 years the Bachelor of Commerce must undergo a program review looking at what we have been doing, where we should be going, how we are measuring our progress in faculty productivity and student experiences, what we should be offerings and what changes should be made in Major resources and competencies. The report will need to include input from students, faculty, staff and industry to get a full range of ideas. The committee will be looking at the necessary resources needed such as learning spaces, library and educational resources, technology, and people.
- The School must demonstrate to the government that our School knows what we are trying to do and can demonstrate that we are working effectively towards that goal and operating in a sustainable manner. It is important to be thorough on the report. It also provides a forum for faculty for understanding and engagement in a direction. Once the report is complete and the Dean's Office has a chance to review it and provide comment to it, an external reviewer will come on campus to review the report created.
- The next step will be to get together as faculty and the Dean's Office to come up with our action plan for the next 5 – 7 years, which will be voted on. To form an action plan, we need a thorough report.
- The committee has been getting together formally since January to look at the data they may need and some of the contents on the report of the process. The committee is now collecting the data they need and shaping the narrative. During the summer, the committee will continue to write and obtain the data required. The committee will require information from the Dean's Office regarding budget and program of study changes. The committee will also be looking at student enrolment, possibly demographic characteristics, and experience surveys. The committee's goal is to have the finalized report ready to bring to the table by December. A requirement of the report is to provide an appendix that lists faculty and their CVs. The committee is clarifying whether a full CV is required. Another requirement in the report is that we demonstrate that our faculty are active and productive in scholarship and disseminate their works. We are looking at ways to collect this information. There will be focus group(s) to demonstrate faculty voices and perspectives. This is an opportunity for faculty to have their opinion included and provide recommendations for the future. M. Annett asked faculty to watch for more information on that.

10.0 Update by Business members of General Faculties Council (R. Enstroem, B. Graves, A. Pergelova, R. Rudko, M. Shadnam)

B. Graves:

- The number of faculty that the School will have on GFC will not change. There is going to be a small reduction of the number of faculty overall from 29 to 26 but our numbers are not going to be affected by that change.
- School of Business Council will become a standing committee of GFC which means our bylaws will no longer be appropriate and we will need to have a Terms of Reference.
- The Marshall report argued that we should have a majority membership of the standing committee as members of GFC meaning that the committees being formed be populated in large part by members of GFC. Right now, most of the standing committees are not nominated by members of GFC, resulting in a major change to committee structures. The President envisions four committees being created in the fall. Other committees will be dissolved at that time. The School will be required to have a PD Allocation Committee.
- Over 2019/20 year, there will be a major review of what we need in terms of governance and additional committees may be established after that. Therefore, there will be a big revision in academic governance structure. It may change the composition of our School Council because we may have standardized memberships across all departments. Some of these changes will be addressed at the next meeting of GFC on April 23rd.

R. Rudko:

- here will be a Governance Slot on Mondays from 3 – 6 p.m. for meetings in the next academic term. There will approximately be nine Mondays taken up by GFC. It was discussed that once the GFC meetings are set, the School can set their Council, Committee and Department Council meetings. Faculty were advised that if they are scheduled to teach during that time to talk to their Department Chair or Dean.

11.0 Update by representatives to Faculty Councils

(T. Chika-James – Nursing, M. Malin – A&S, T. Salem – FFAC & L. Shamchuk – HCS)

- **T. Salem on behalf of T. Chika-James:** Dr. Vince Salyers, Dean of Nursing, has stepped down from his role as Dean. The Council reviewed upcoming changes to exam deferral policies from Exam Services. The new policies include criteria for waiving fees if students require deferrals because they are representing the university in events or activities. All approvals of deferrals will be centralized within the Exam Services to ease the workload of Chairs. Students may be permitted to write exams in advance of their absence.
- **M. Malin:** No update – Arts & Science had not met since the last meeting of our School Council.

12.0 Updates by Library Member(s) (Dean D. McGugan, M. King (or K. Sobchyshyn) – No Update

13.0 New Business

- The Dean introduced M. Thomas, who was hired in the term position as Events & Communications Coordinator.
- The Dean advised that there is no signature for the Department Chair on the new travel authorization form. The Dean advised faculty should be sending it to their Department Chair for approval before sending it to her. T. Kachmar should also be copied in the emails. All School of Business documents such as the excel spreadsheet are still required as well.

14.0 Announcements by Members of Council

14.1 Software Update (R. Jenne)

- Labs will be updated to Office 2019 for the Fall term. Software lists were provided and sorted by department. Faculty were asked to review the list and to let R. Jenne know by the end of May of any changes to be made.

Questions and Comments by Members of Council:

- *S. Elbarrad inquired on how to get Viso which is used in another department.* R. Jenne advised to contact him and L. Baron to get that process started.
- There was discussion on the campus wide issues with wi-fi. Faculty members were encouraged to file a ticket to Tech Support when they do experience these issues.
- *R. Rudko inquired about having ethernet cables available in classrooms.* R. Jenne advised to contact L. Baron with any input on available items at instructor stations.

15.0 Question Period/Open Discussion

- The Dean advised that the survey on sexual violence at MacEwan University had been sent out and asked faculty to encourage their students to complete it as well.
- *E. Bocatto inquired if criteria could be created for study tour to open opportunities for everybody.* The Dean shared that the criteria has been quite clear and encouraged anyone with ideas for Central America and sub-Saharan Africa to let W. Wei know. E. Iskra and W. Wei put together great study tour proposals. The Dean shared that it is important for it not just to be about tourism, but also to have instruction on another campus and to visit businesses in other countries to see how they operate. The Dean shared they would like to have one male and female on each study tour.
- It was noted that European Innovation Academy (EIA) is university wide, and this year's attendees will include 12 students from across the university. One faculty member attending had been involved in the process and had not attended before.

16.0 Future Agenda Items/Next Meeting: Tuesday, April 30, Room 5-158

17.0 Adjournment - Motion No. SOBC-05-2019-03-27

Adjournment at 6:37 pm was moved by F. Angulo-Ruiz.

Carried