

Meeting of School of Business Council
Thursday, November 28, 2018
4:00 – 6:00 p.m.
Room 9-102, City Centre Campus
MINUTES

1.0 Call to Order

The Chair, Dr. Wanda M. Costen, called the meeting to order at 4:00 p.m., as quorum of 22 was met and exceeded.

2.0 Indigenous Ceremony

As is always 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-01-2018-11-28****Carried**

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

3.2 Motion – Approval of Consent Agenda

3.2.1 Minutes – November 1 meeting of School Council

3.2.2 Executive Committee:

3.2.2.1 Minutes – November 19 meeting of Executive Committee

SOBC-02-2018-11-28**Carried**

Motion: It was moved by A. Ufodike and seconded by M. Arnison to approve the consent agenda as presented.

The Dean introduced new sessional faculty members Brian Gold and Beth-Ann Jacobs and thanked them for their representation. Their terms will expire in 2020. The two sessional members whose terms expire in 2019 are Wally Jaciuk and Vicky Nie.

4.0 Presentations**4.1 Jocelyn Stroebel, Learning Specialist, Services for Students with Disabilities**

J. Stroebel advised that SSD is working to strengthen connections and working relationships with faculty from different program areas for the ultimate benefit of supporting student access and success in the programs and courses they are taking. It is really important to connect with faculty to get feedback to support students effectively in the classrooms and have a better understanding of the programs and course requirements. SSD is working to initiate this through different faculty council meetings. SSD wants to encourage conversations about increased student diversity and opportunities to work together to help design teaching and learning that enhances and possibly reduces reliance on accommodations. SSD is always open to suggestions that would support doing this.

It is clear that there is a chance that at the present rates, SSD resources will not keep pace with student demand. In 2014, SSD had 1,228 students registered and this year, after a few months into the academic year, they have 1,166. That number will rise as it is not quite half way through the academic year. For School of Business in 2014, there were 166 students registered with SSD and currently, there are 191 this year so far. Therefore, there is an average increase of about 5% annually. Most disabilities are invisible, so you might have a student in your class that has accommodations that are recommended, and it is not obvious what those disabilities are, but there are barriers that are identified and assessed. Students are required to provide documentation and based on that documentation and an assessment of the barriers they are experiencing, SSD writes accommodation letters.

SSD is open to communication with faculty if they are not understanding why SSD has made a recommendation on an accommodation letter. If it feels like it is not a good fit for the requirements of the course, or there are questions, they are very happy and receptive to talking to faculty about that. They have had great success with working through situations with faculty where they may not have been understanding and there was concern about an accommodation and just evaluate different types of alternatives, because the ultimate objective is to remove the barrier. What they put on the page, may not be exact and sometimes it takes a meeting between SSD, the student and the faculty member to come up with the best solution. They want faculty to know they are very open and wanting those types of collaborations. Most

accommodations are in class lecture reporting and exam accommodations, particularly extra time for exams. They are always open to any ideas that faculty may have and are happy to have further dialogue discussion about how they can address this challenge they are experiencing in terms of accommodating the large number of exams and students they are accommodating.

Another challenge that sometimes happens is students are coming from the K-12 system and become accustomed to easy access to accommodations without requiring documentation. The K-12 system works a little bit differently than we do, and students might not have the type of documentation that SSD may require. Therefore, they may come to faculty with the expectation that they should have extra time or have some similar accommodations that they had in high school. SSD does not accommodate for exam anxiety which is often accommodated for in the high school system. This is something to be aware of if a student is approaching faculty about exam anxiety, they may not get an accommodation through SSD indicating they have exam anxiety. Exam anxiety is the type of thing they refer students to Counseling Services for because there are definitely strategies and tools that the counselors can provide that can help them work through the anxiety they are experiencing so may no longer need accommodation and they will have a much more comfortable and improved experience with their exams. J. Stroebel encouraged faculty to contact SSD if they have any questions about accommodations or an approach they want to take in their courses for a universal design to help reduce barriers for all students.

4.2 Leo Wong, Director, Social Innovation Institute (SII)

SSI's vision is co-shared with Roundhouse. Our vision is "change through all the good ideas" and we feel it is a straightforward and simple way of describing why we do this. Our mission is "Provides leadership and programmatic development towards fostering a culture of changemaking, social innovation and social entrepreneurship". When we talk about creating the structure, it is more focused on creating a system where people can use it to amplify or leverage their own interests channeled around some social or environmental impact. It engages MacEwan students, staff, faculty and alumni in initiatives and opportunities that have impact locally, regionally, and globally.

The Institute defines success as improving social impact achieved by collaboration between MacEwan and community stakeholders. L. Wong shared that one always wants to look at how they are making some sort of difference in the world and that he believes that through effective teaching, learning, research and other types of activities, they can collectively achieve that. Our strategy is focusing on three areas: creating collaboration, engaging community and developing capacity in the field of innovation and social entrepreneurship. Creating collaborations is about introducing and connecting people that would probably otherwise not have been connected.

The space in Roundhouse is used to help achieve that. L. Wong shared that when they were building and developing Roundhouse, they looked at Roundhouse as being a bit of a welcome mat for MacEwan University. A lot of people in the community do not really know how to access MacEwan. There are so many ways, methods and channels to connect with MacEwan and they are not always the right place. They felt Roundhouse could be a bit of a lobby where community could enter. L. Wong shared that they want our community stakeholders to leave in a better position through the type of engagements that they have with us. What can we do to provide education and other types of resources to support them? Our values are we want to connect, we want to empower, we want to innovate, and we want to respect. We share these values with Roundhouse. We feel that through these four focus areas, we can accomplish the goals we have.

Roundhouse is our partner and as a partner Roundhouse is a community, a space, that convenes people through collaboration and entrepreneurial spirit and it was co-developed with campus services. L. Wong explained that there is a historical connection with the actual physical locomotive roundhouse that was located on the former Canadian National (CN) Railway yards where Allard Hall sits. The Edmonton Roundhouse was discovered when they excavated the land. There are a couple of artifacts that are sitting inside Roundhouse right now that were dug up from that excavation. The logo is a thirteen-sided decagon that represents the sharing of all. Our view is that everyone in the community has an equal voice and is contributing to what the community can do. That is part of the metaphor that they want to tell. They want people to understand coming into Roundhouse, it is a temporary location for you to receive support, to connect to other people and when you leave Roundhouse, you are in a better direction.

L. Wong provided a bit of the history on the Social Innovation Institute and Roundhouse and explained it has been unfolding for about two and a half years now. It started in 2015 and there were conversations within the School of Business amongst a few colleagues. They talked about creating some sort of incubator for entrepreneurs and they were starting to look at social enterprise as kind of the key focus of that type of incubator. Around the same time, there were faculty across the university that were also looking at how to connect businesses and business students to support the community and the initiatives they were working on. This level of convergence was starting to trickle up. L. Wong advised he was situated in the middle of these conversations and was able to connect with Campus Services to take the

advantage of the opportunity of space in Allard Hall. There was 10,000 square feet on the main floor available and they developed a business case to create this Roundhouse.

In 2016, the School of Business invested in hiring a Project Coordinator. Her name was Heather Speers, now known as Heather Braid. She was a key person in helping us put together the material. The briefing note was approved in October 2016. The Social Innovation Institute was formalized in 2017 as the bridge to the academic side of the university. Roundhouse is a Campus Services managed and operated space. L. Wong explained that they needed another entity to make the connection to MacEwan as a whole. Therefore, the Social Innovation Institute was created. These two started to grow in parallel, in partnership with each other. Roundhouse was branded in late 2017 and since May 2018, they have been operating the space. They have been creating partnerships and exploring ways to connect to the community and adding resources to that whole initiative.

E. Muralidharan inquired about the business model. L. Wong advised that it is based on memberships and other revenue. Memberships meaning individuals or organizations can become members. They can become a community member, a desk member, or an office member. A certain number of their revenue streams come through membership fees and they also have space rentals. There is a high level of rentals for the event space and meetings rooms. L. Wong advised they are still increasing on the membership side.

F. Saccucci inquired if there was a break-even target date or recovery cost or if that is part of the equation. L. Wong advised that there is a whole equation there. He explained these are Campus Services related questions but being part of the cost recovery group that helped create this, he explained they looked at about a 3 – 4 year break-even period based on the assumptions at the time. Some assumptions have changed because that was two years ago, but generally they are still on track with that expectation.

N. Ouedraogo inquired if they serve for-profit organizations as well. L. Wong advised they serve everyone and that it is very key positioning that we want to have with Roundhouse. Roundhouse is marketed as slightly separate from the university even though it is owned and managed by the university. Their positioning in the marketplace was that they did not want it to be perceived by the external community as only for students. There are students, faculty and staff involved, but they wanted people that have no affiliation with MacEwan to also feel welcomed into Roundhouse. Therefore, there are for-profit businesses, non-profit organizations, and government partners. It is key criteria for them to have that diversity, because their belief is that the value in coming into Roundhouse as a guest or a member is higher when there is a diverse population already collaborating there versus everyone coming from one sector. That is a key part of their business proposition.

The Institute is housed by the School of Business and within the partnership, there are two sides. There is Campus Services led by Kris Bruckmann and the Institute led by Leo Wong. There are four staff members that are working in synchronization with each other. The Institute has an Academic Lead and Roundhouse has a Senior Manager, Community Lead and Program Assistant in addition to other levels of human resources, it is mainly volunteers that sit on committees. They have an advisory council of about 12 individuals. There are about six different committees and in total with about 62 individuals that are volunteering their time on these committees. A breakdown of the number of volunteers from each department within MacEwan and the external community was provided. School of Business had seven volunteers.

Two of the committees are focused on community-engaged learning and community-engaged scholarship. Those two committees combined are focusing on a number of interesting things that have an academic influence. Both of those committees are looking at developing inventories of courses, faculty, and research projects that are connected to community engagement and they are working with the relevant departments at MacEwan including with Experiential Learning and Research Office to make sure that the system that they are developing is complementing other efforts that are happening on campus. On the learning side, they are starting to go through a process of piloting an inter-faculty course focused on social innovation. Some of the programs and activities relate to what the strategic plan recommends for MacEwan to move forward. They are promoting the Social Innovation Professional Development Certificate (School of Continuing Education).

In August, an event was held called Experience MacEwan, which was one way to connect faculty from across the university with community partners that wanted students to work with them. There were 13 different faculty and 30+ organizations that met in Roundhouse for the morning. Their hope was that they could create collaboration between MacEwan and the community, but also between MacEwan itself with different faculty members talking to each other about how their students, working on similar types of projects, can collaborate. L. Wong advised they are going to continue to grow and explained that it is a partnership with Career Development and Experiential Learning Office. A focus

the last few months has been to look at research clusters. There has been discussion with the Research Office about how they can support faculty that are interested in doing research but might not know what other faculty members are doing across campus and the hope is to create clusters of similar interests.

Another program is the Social Entrepreneur in Residence. It is a new program that was launched in the summer where they have identified social entrepreneurs in Edmonton. Earth Group was picked as the inaugural entrepreneurs - two gentlemen born and raised in Edmonton. Their hope is that they can expose more students to their story and raise the profile of social entrepreneurship and social enterprise needs. There is a new idea around Social Innovation Fellowships which just got approved by Mitacs. This is a unique collaboration between U of A, City of Edmonton and industry partners. We are able to leverage industry support which is coming through the City of Edmonton and specific organizations. We then find graduates students at the U of A doing research related to something socially innovative and match them up with industry partners, getting the funding from Mitacs triggered, and then having our MacEwan undergraduate students that are interested in research, becoming the junior fellows being mentored by these graduate students. There is this team approach that will form over time. First one has been approved and just waiting on approval for the other submission. The hope is that we can do a cohort of these two or three times a year where we can then have opportunities for our students to work in these fellowship teams with graduate students. *(NOTE: Mitacs is a national, not-for-profit organization that has designed and delivered research and training programs in Canada for 19 years. Working with 60 universities, 4,000 companies, and both federal and provincial governments, we build partnerships that support industrial and social innovation in Canada.)*

Changemaker Week was started in the last week of September, so every day of that week will feature a different type of session to raise awareness for social innovation and social entrepreneurship.

L. Wong advised that they are also looking at design jams and social labs. These are activities; experiences where people come together. The Dean was a judge at one during the Changemaker Week called Community Innovation Challenge. That one was a partnership with EndPoverty Edmonton and The United Church of Canada. About 30 - 40 people came together that night to generate ideas. The issue of poverty was picked which was why EndPoverty Edmonton was a partner on this. People pitched their solutions to addressing poverty. ABC Headstart pitched the idea that instead of a teddy bear toss at hockey games to do a shoe toss as they shared data on the lack of proper footwear for children. The audience and judges liked that idea, so they received about \$1,000 for the project. Shortly after that project, because of the confidence that they gained, they did another event where they received \$5,000 for their project, so now their idea is starting to grow.

Roundhouse is talking to ABC Headstart about incubating some of those initiatives. They do not need their own office, but they might need a desk to run that project, so L. Wong advised they are talking to them about that. It is a good example of bringing people together and then incubating the ideas that come out of that, so that is a Design Jam. Faculty were encouraged to participate as a participant, a coach or a judge in the Design Jams. Basically, faculty would come, learn about the topic, form teams, and then go off for about an hour and develop an idea around that topic and then come back to pitch the idea. It is not meant to be highly robust, but high energy and collaborative. By the end of the night, there is a great selection of ideas and there is a lot of energy and collaboration coming out of that. By the end night, they will support a small sampling of these ideas and hope that will trigger another process of development and planning. We are looking at doing ongoing series of design jams throughout the year.

A Social Lab is sort of a longer version of a Design Jam as there is a lot more rigor involved, and people tend to have higher commitment levels to that. Affordable Housing is an example of that, which is a bit of a research cluster that we submitted a grant for, and if we receive the grant, it will be about \$100,000 to hire some research assistants, a research coordinator and really target gaps around affordable housing. The gap being that there is not a lot of new innovations coming out around affordable housing and not a lot of collaboration with Edmonton communities. Our collaboration is with the Edmonton Community Development Company, EndPoverty Edmonton and A Way Home Canada to host an affordable housing innovation lab that would run through a course of a whole year. Through that year, our goal is to prototype a handful of innovative ideas through collaborating with a lot of diverse stakeholders. L. Wong encouraged faculty and students from across MacEwan to come together and share what they may think might serve this purpose of this innovation of global housing.

Both Design Jams and Social Labs are in partnership with the City of Edmonton. The RECOVER initiative started last year and has approval for another four years. It is supporting urban wellness in five downtown core neighbourhoods as well as Old Strathcona. They are looking at issues around poverty, homelessness, crime and business development. L. Wong shared they were involved in the first year and now the City of Edmonton is coming to the Institute asking for them to play a larger leadership role. Therefore, there is probably some kind of contract that is going to be involved in this and

they will be kind of a steward in helping the RECOVER initiative to grow and evolve. Through that, there will be more opportunities for faculty to get involved. L. Wong advised they will be hosting a series of design jams and a large lab to really get people involved.

The B Corp Edmonton initiative measures local businesses on their social and environmental impact. They have taken a leadership role in advising the City on this multi-year initiative. There are only five businesses certified B Corp in Edmonton, but there are thousands around the world. It is a quickly growing area of focus to help certify and measure businesses' practices. L. Wong advised that he has been convening a number of partners and looking for a more MacEwan group to join this initiative. Some of the partners right now include BDC Canada, Chandos Construction, City of Edmonton and Net Impact. There is a natural tie of this topic to School of Business. One of the major focuses of this one is hosting an annual conference - Enlightened Economy Summit. The first one was held in May 2018 and it will be done again next spring. This conference brings about 150 business, government, community and academic leaders to talk about how they can collaborate to advance social responsibility and sustainability in Edmonton. They have worked with the President of Chandos Construction to instigate that process and have stepped in to be a bit of the key organizer.

L. Wong provided an example of set funds/pricing that they have negotiated with Roundhouse allowing for a way that students, staff, faculty and alumni can get involved. Even though Roundhouse has a revenue model, they believe through collaboration, they can draw more interest into Roundhouse by having people basically sample Roundhouse at no or low cost. One can apply for these funds through the Social Innovation Institute website: www.macewan.ca/innovate and one can apply to any number of the funds.

L. Wong advised that T. Salem was using Roundhouse to host classes and D. Dempsey has been discussing hosting classes there as well next term. There have been a number of faculty across the university that are using it. L. Wong advised faculty that if they just need a short term space to host a class or presentation, it would be the Space Use Fund. If faculty need it long term, it would be under the Takeover Fund. L. Wong advised that if one is working on a project where there is a lot of different components, especially with community individuals, the Project Fund would be perfect. L. Wong explained that the Enterprise Fund is where our students and alumni can find a desk or maybe an office. SAMU also has a grant for students to become community members. There is also the Social Innovation Fund that they have been putting together. Dr. Ray Muzyka, the 2017 Allard Chair, provided seed funding, and that fund is going to be used for things such as prize money in Design Jams. L. Wong showed three examples of business students who went through or are still going through school and have started their own business: StudentHire, Student Eats and Bin Garage. These are interesting examples and L. Wong encouraged faculty to look them up or come to Roundhouse and meet them. They are active in Roundhouse all the time and they are doing amazing work around their enterprises, but also exploring their social or environmental impact. They are recipients of a grant from the Enterprise Fund.

L. Wong shared ways faculty could get involved and advised there will be committee positions coming up in December. There is a program called the Maven program which takes people with professional expertise and matches them up with members of Roundhouse. L. Wong advised they have Host Exchange which is perfect for students to help us provide customer service at our welcome desk. There are also other volunteer opportunities, one of which is the Junior Achievement Company Program. This winter MacEwan is going to host the Junior Achievement Company which is basically a dozen high school or junior high students in Roundhouse once a week. They are looking for mentors, people that can coach these young kids through their entrepreneurial adventure.

Free Coworking day is the last Friday of every month so if one wants to spend some time in Roundhouse, one does not have to be a member and can come use the space.

C. Hancock shared that Yentle Ng, a Program Assistant at Roundhouse is alumni and that the Junior Achievement Company did significant work with the University. There is a dedication plaque at the south entrance of the 5th Street Building and their offices were located at MacEwan campus.

A. Ufodike inquired about the short-term space and if it could be used for a class. L. Wong advised that it could be and depends on the size of the gathering. L. Wong advised that they work with Roundhouse staff and Conference and Event Services to manage that. In some cases when the request is significant, there may be a cost for that because it is a revenue-earning space.

N. Ouedraogo inquired if the space was available for evening activities. L. Wong advised that the current hours are Monday – Friday until 9 p.m. and 6 p.m. and the hope is that it will become even broader than that in the future.

B. Gold advised that there are non-profit organizations that are trying to do something innovative in affordable housing and inquired if L. Wong had been in contact with them. L. Wong advised that he had not been in direct contact with them but is aware of one of them.

The Dean shared that the primary reason for this presentation was that she had a lot of faculty wonder, since it is now housed in the School of Business, what it did and to show ways one can be engaged. We have a lot of expertise in our School that could be helping in these kinds of ways, particularly for our students. The Dean encouraged faculty to use the space.

L. Wong advised that if one has a collaboration that is being exploring with a company, and one wanted to host an event, Roundhouse is designed for bringing external guests on campus. It is a nice new space with hot coffee and is easy to find. There are icebreaker kits you can borrow to use for your meeting and the meeting rooms are all set up. If it aligns what with what Roundhouse is doing, they can waive the fees for initial meetings, so one can at least introduce people. The hope is that those people see Roundhouse for the first time and can learn about it as well. L. Wong encouraged faculty to connect with him to discuss further.

M. King advised that having the Sustainability Office host a speaker series there really elevated the event with the way the reception was set up. The space felt like a very professional, polished space to bring people to.

4.3 Fernando Angulo, sharing information gained while serving on the University Promotion Committee in Mar., 2018

F. Angulo shared that he would provide information on the committee, the process, in particular, how each application is evaluated, and suggested best practices, based on his own suggestions and interpretations of everything that happened in the committee.

F. Angulo's PowerPoint showed a table with an example of the composition of the committee. F. Angulo advised that the Provost always attends the meetings may invite a number of guests. For example, he invited the Director, Faculty Relations and the Strategic Advisor to the Provost as his guests. Deans are a voting member of the committee when the application is from his/her school/faculty. There are five tenured members, one from each faculty/school as well as one tenured librarian.

F. Angulo advised the committee spent a couple of days evaluating 31 applications. Almost 50% of the applications came from Arts and Science and out of 31 applications, three of them were for full professor applications. The PowerPoint had a chart of the number of applications from each faculty as follows: Arts and Science – 14, Fine Arts and Communications – 6, Nursing – 2, School of Business – 4, Library – 3, Health and Community Studies – 1, and Counselling – 1. Out of the 31 applications, 24 received a favourable opinion.

F. Angulo provided information on what the evaluation process looks like and explained it is based on teaching, scholarly activity and service. The first step would be to look at teaching, scholarly activity and then service. If the teaching is excellent, that is a good indication to go to the next step, scholarly activity. It can go back and forth as well. Typically, that is the order they go in though. F. Angulo shared that one thing he observed was that if the teaching evaluation was good, even if the scholarly activity was excellent, they would not be approved.

F. Angulo shared his suggestions for best practices and advised that it is important to demonstrate your capabilities as a faculty member and the evidence to support it. F. Angulo explained that the cover letter is critical in narrating achievements in teaching, scholarly activity and service. He shared it is important to quantify and show quality when narrating the achievements. Another important point to demonstrate is teaching effectiveness and high quality at all levels. This committee, particularly, focuses on all levels, and the interpretation of all levels, is that the focus should not just be on research or marketing as an example. The committee expects that the faculty member teaches courses at all levels within the department, first year, second year etc. F. Angulo advised that it is important to demonstrate evidence of sustained, productive scholarly activity. The interpretation from the committee of sustained, productive scholarly activity was in terms of quantity of output and quality of output. F. Angulo shared that he would read the candidates' articles to have a better understanding of what they were doing in terms of research. F. Angulo advised it is important to demonstrate sustained, significant service and for this, the discussion was, that particularly for full professor applications, that the members should take leading roles in university committees.

F. Angulo suggested that Dean(s) consider including the following in the Tenure and Promotion Committee recommendation letter: candidate's type of workload in the last years, vote distribution, major contentious issues and if possible, include a summary of quantity and quality of candidate's work in teaching, scholarly activity and service. F. Angulo shared his suggestions for the candidates as follows: talk to your Chair and Dean about your intentions at least 1-2

years in advance, request honest feedback from your colleagues or potential external reviewers, particularly for full professor applications, and rationalize best practices mentioned before.

F. Angulo thanked everyone for electing him to be their representative on the University Promotion Committee. The next meeting will happen in April 2019.

E. Muralidharan inquired how important letters are from external references are to the committee. F. Angulo advised that the Dean in his/her letter refers to those letters. The committee reads the Dean's letter and the letters from the external reviewers. It is good to for the committee to see you are nationally or internationally recognized.

F. Saccucci advised that some faculty disseminate their research and inquired if their letters could be from industries or conferences that had invited them F. Angulo advised he would like look into that further.

F. Saccucci asked if faculty were to understand that in the last round, the Committee did not consider the workload type. The Dean and F. Angulo both advised that the committee did in fact consider the type it would have been helpful if it had been stated in the first paragraph, for example "I am a Type 3 faculty member going up for Associate Professor".

F. Saccucci inquired if any of those that became full professors were Type 2 or 3's in the last round. F. Angulo advised no, not yet. The Dean advised there may be one this year in a different faculty.

M. Annett inquired about the committee composition and if is there are differences in the norms for scholarly production or if there are not norms, what seems to be the threshold. F. Angulo advised that in Arts and Science, they typically focus on journal publications. In Business, it is open to cases and book chapters as well, not just scholarly, peer-reviewed publications. In terms of quantity, the discussion around the table, was 1.5 – 2.5 per year. F. Angulo advised that was the interpretation of productive and sustained scholarship.

R. Jindal noted that when it comes to teaching, some courses are more difficult than others and faculty tend to be evaluated poorly on those, and he asked if the committee considers that or if they just look at the numbers on the evaluations. F. Angulo advised that they take into consideration the teaching evaluations, teaching innovations and ways that the faculty member is making his or her teaching effective. F. Angulo suggested that perhaps the faculty could raise the point in the cover letter. The Dean advised that she could provide feedback to faculty on how to do that. The Dean encouraged faculty to come talk to her if they are interested in going up for promotion and/or tenure to discuss the Dean's guidelines and expectations. The Dean also offered her assistance how to write and position the cover letter or how to identify who the external reviewers should be. The Dean shared that it is her job to help faculty achieve tenure and encouraged faculty to come see her if they have any questions.

E. Muralidharan agreed it is important to consider not just the kind of course but the breadth of the course as well.

4.4 Randy Jenne, Academic Integrity Verbiage for Course Outlines

R. Jenne shared that there is value in including the academic integrity language in course outlines both to inform and educate the students on the notion of academic integrity and if it later becomes an academic integrity issue, you can refer to the course outline to show that the student was made aware of the policy at the start of the course. R. Jenne shared the revised language on academic integrity to include in course outlines. R. Jenne advised it has been vetted by the Dean and the Academic Integrity Coordinator. It also includes the link to both the academic policy and the academic integrity website. R. Jenne advised it is on Page 12 of the meeting package and can be copied and pasted into course outlines. The Dean shared that she believes it is an excellent idea to include this in course outlines.

R. Rudko advised that there is a template that all the administrative assistants are using to prepare the course outlines. It was a template that came from the School of Business saying, "these are things that you need to follow" that shows the areas you need to include on your course outlines. R. Rudko inquired if this can just be included in that template. The Dean shared that they could work to do that as she was not aware of such a template. The Dean shared that the syllabus is viewed as a contract between the faculty member and their students. Therefore, it is in the faculty member's best interest to put everything they can in there so there is no questions. The Dean advised faculty to go over the syllabus with the students at the first class, so they understand what your expectations are as their instructor.

C. Hancock advised that there is a limit on the penalty that the instructor can award so one must be careful not to put things in the course outlines that are not possible according to the policy.

5.0 Motion- Approval of Revised Performance Evaluation Criteria (W. Costen) **SOBC-03-2018-11-28**

Carried

Motion: It was moved by R. Jenne and seconded by W. Wei that School of Business Council approve Revised Faculty Performance Evaluation Criteria as presented.

The Dean stepped out of her role as Chair and turned it over to the new Vice Chair, N. Ouedraogo.

The Dean shared that it is important to her that faculty know that unless there is evidence to suggest otherwise, she views faculty at “meets expectations”. The reason that was focused on as part of the evaluation criteria is because that is the “meets expectations” to her and that is what we expect our colleagues to do. The Dean shared that Executive took FFAC’s core criteria as a model and added things that they thought were important in the School of Business. The Dean shared her sincere hope that all faculty have seen it, discussed it in their department, and provided feedback to Executive. The Dean advised that Executive has taken the feedback received and has tried to incorporate it. The Dean shared that her hope is that consensus has been reached that this is a document we can start with. The Dean shared that if the document passes today, the conversation does not stop. This will be a living document and can be revisited as frequently as possible. The Dean shared that it is important that we get through an evaluation cycle to see what is working or is not working. The Dean advised that this document can be looked at every year.

The Dean shared that on Executive, there has been discussion about creating a separate document for tenure and promotion. The Criteria is an overview of what is expected of you to do in your role as faculty in the School of Business. We believe there is a separate and different document that talks about these are the expectations for tenure and promotion. We believe that document must have more specified criteria because it is critical that you know what the expectations are, and they must align with the expectations at the university level. We would be doing you a disservice if we developed criteria that you passed at this level, but then could not pass at the university level. This is an annual review that says these are the expectations for faculty, and we will, in consultation with faculty, be creating a document for tenure and promotion. The Dean shared that they will continue to look at the Criteria and fine tune it as necessary, but the Dean shared it is critical we start somewhere. The Dean shared that what she has heard from faculty is it is a good place to start.

F. Saccucci stated that they had seen the original Criteria and provided feedback and inquired if there was a revised document subsequent to the feedback. The Dean advised there were small changes to it on Executive. One of the pieces of feedback was that people did not like the nebulousness around department norms. The Dean advised that it is department norms and that she refuses to dictate what you and your department think is appropriate for you and your colleagues. The Dean shared that to her it means that it is everyone in the department discussing what their standards and expectations are for each other in terms of teaching.

F. Saccucci inquired that in terms of service, a lot of the words were around committee, and inquired if Executive revised any of that wording. The Dean advised that those were examples. The Dean shared that she does not believe that committees are the only way to go and she is proponent of other student engaged activities. The Dean shared her expectation that faculty attend convocation. The Dean shared that in her mind it is the most important day of the year.

The Dean shared that for her, all of the onus is on the faculty members to explain what they do. The Dean shared that she does not necessarily have a hierarchy of committees, although, if you sit on School Council or BPCC, these are time consuming committees. The Dean shared that she is not an advocate for faculty to go out and try to get on a bunch of committees. The Dean advised she would rather have someone be a faculty advisor for a club than have someone sit on a committee that only meets once a year as to her that is more meaningful because it is impacting students. There are many ways faculty can do service as it can be service to the department, service to the school, service to the university and service to the community. The Dean said she does not expect all faculty to be on a committee. The Dean advised that when faculty submit their material, for those who are sitting on a committee it is important and you want to do that, and because the way the election went, you did not get elected, say that.

E. Muralidharan inquired what happens if these committees and convocations clash with your class schedule. The Dean advised that teaching is the number one thing we do and that she is not going to mandate that you cancel classes. It is for faculty member to decide. The Dean advised that she appreciated the people that were kind enough to tell her that they were not going to be there because they were teaching.

C. Hancock on performance standards for service under the agreement, it indicates that it could be university, school, department or association and inquired if wording in the criteria would cover that. The Dean advised that it does to her. Many faculty are in professional associations and if you are serving in roles, it is service. A lot of faculty are reviewers for journals and that is service to your discipline. The Dean advised that being part of the Faculty Association is service.

C. Hancock clarified that under performance standards it identifies departments, school and university, but it does not say anything about the faculty association. The Dean advised that for her the faculty association is a part of service to the university.

C. Hancock shared his concern that it is already part of the way through the year and if it is the standards for this year, he is hoping that no one is disadvantaged by approving it tonight. The Dean shared that within the leadership team, they have discussed that they do not feel it is right to hold faculty accountable to those standards right now as nothing has been passed yet. The Dean shared that faculty has two years before the Criteria are live, because it is evaluated a year behind. Therefore, arguably, we cannot really use these when for half a year, we did not have it. Technically, it is in place if it is approved, but we cannot really evaluate on that when we did not have those criteria.

T. Huckell inquired what the timelines were for the tenure and promotion document. The Dean advised that they are hoping to start immediately with the Academic Leadership Team since those are the ones that will be doing the evaluations and F. Angulo will be used as a resource. The Dean shared that she thought that for a Type 1 faculty member, they would be looking at a minimum of one peer reviewed journal article a year, and F. Angulo advised it would be more. The Dean advised that does not mean you cannot have a complement of other things, such as case studies and book chapters. The Dean shared that they will have to start it right away, so

they can have it done in time as well. The Dean advised they do not want it to prevent people from going up for promotion or tenure, but that we must be very sensitive that whatever we create must ensure that when faculty meet that threshold, they meet the threshold for the university as well. We cannot have standards below that.

P. Ghattas inquired about the quantity of peer reviewed journals per year. The Dean advised that the language that would likely be used for that would be over a rotating period of time such as, “x number of publications over a two-three-year period of time”. There are some years, you may not have any publications and the following year, you may have three, so that is considered. Similarly, if you have to A plus journals, you probably do not need to get to five, so it must be written broad enough, so those things can be taken into consideration at the same time.

E. Bocatto advised that there is tenure and there is promotion. Tenure is the department’s decision and not the university’s decision. Therefore, it is the department’s consensus of what is required to get tenure and for promotions, it is different.

E. Muralidharan advised that he has checked with a few other universities and typically, they are looking at 1 or 1.5 over three years as an average. One a year would be a little too demanding for a teaching university like MacEwan. The Dean agreed and advised that is just peer reviews so that number changes if other things are going on.

The Main Motion carried with three abstentions, and the Dean stepped back into her role as Chair.

6.0 Updates by the Dean (W. Costen)

The Dean advised that there will be a School of Business building. The Dean shared that she had the first steering committee meeting the other day and that there will be two Visioning meetings. The Dean shared that Academic Leadership Team already has their invites for the visioning meeting. Both of the meetings will happen the first three weeks of January. The Dean shared that things are moving quickly. In February, they will be hosting two dinners with prospective investors/ industry partners. The Dean shared there will be lots of consultation. Faculty will begin to see emails on “what is the business school of the future” and “what is business education of the future”. What does it mean to get business education ten years from now and then what venue must we build to allow that to happen in terms of engagement, collaboration, bringing people in and out? What does that building look like? The Dean shared that we need to think about these things.

It is also going to be a key component for the Bachelor of Commerce Program Review Committee. They are going to have a huge impact on the courses we offer, what kinds of courses, what our class sizes are going to be, how many of a certain kind of space we will need and what we need the rooms to look like. Faculty is going to see a lot of communication about it both inside and outside the university. The Dean shared that when we move, that opens the doors for a lot of shifts in these buildings and allows for other areas to grow. All of that is part of the strategic conversation they are having with Deans Council and Executive about what that means for us. It is real, and we are moving forward with this. The Dean shared that they want to have some materials ready in the event there is a change in government and what that would look like. We are moving quickly in the event that someone asks the question, we are ready.

The Dean shared that we have received approval from the Budget Committee for 10 positions, eight of which are critical. All, but one of those have been submitted to the Provost and all, but three of those are currently posted. We have lots of people applying for those positions, so we should have no problem filling them by the June 30th timeline. The Dean shared she wants to have those eight in place, and then start on the other two. It does include two positions for Department Chairs and there is a full complement of people who have applied to those positions.

The Dean shared that the next day, 2018 Allard Chair in Business Teresa Spinelli would be here and encouraged faculty to attend that event. The Faculty Development Committee is meeting on December 5th. The Organizational Behaviour Tenure and Promotion Committee meeting is on December 12th and when E. Perez returns, they will set the meeting for Accounting and Finance. The Program Review Committee kick off meeting is December 15th.

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

The Dean shared that the first part of the retreat was for faculty and the key was the progression through EPAS certification which really has a whole piece around ethics, responsibility and sustainability. The Dean shared that her and W. Wei’s concern was how to measure that. The Dean shared that we have chosen the better approach which is to weave it into our curriculum, but as an outsider, you would say “show me how that happens”. Therefore, faculty got together at retreat and came up with ideas that could be used as ongoing metrics to show and demonstrate that. The Dean advised that she has asked W. Wei to share the ideas that were collected and show how we might incorporate those.

W. Wei shared that he looked the ideas that all seven groups did at the retreat in August and along with what EPAS defines ERS and their basic requirements on that. W. Wei advised he tried to group faculty’s ideas together into several dimensions. W. Wei explained that we are already in the stage to to finalize the data sheet. The data sheet is with the Dean for approval.

W. Wei advised that our strengths are the program (Bachelor of Commerce), quality (quality assurance), and corporate perspective (well connected). W. Wei advised that we should meet EPAS standards with our faculty qualifications and international experience as well as the Bachelor of Commerce program structure. W. Wei advised that one key weakness that they raised for us is the international perspective (student experience and demographics), and the ERS perspective. W. Wei shared that when he looked through what faculty had discussed through the brainstorming at the retreat, there was a lot of good ideas. They fit the EPAS idea with the European standard.

W. Wei advised he grouped how ERS is incorporated into the program in five dimensions: program objectives, intended learning outcomes, curriculum and course design, pedagogy and assessment regime. Wei shared that he looked at the learning objective for Bachelor of Commerce and advised that since it was proposed quite a while ago, it did not have any words particularly on sustainability and responsibility there, but we can add it up in that dimension. W. Wei advised that for the intended learning outcomes, EFMD will ask us to have the policy documents ready with ERS on a high level. They will also ask us to document the syllabus and samples of course materials related to that. More specifically, they will ask us to provide samples of student's project papers related with ERS. This is something we must specifically look at.

W. Wei shared that at the program level, there is one recommendation that we have a target goal for all the courses we offer to have at least two semester hours dedicated to CSR. We can talk about things like social responsibility or sustainability in the way we are doing it here at MacEwan. In terms of intended learning outcomes, W. Wei shared there is a graph designed by one group talking about how we should explicitly state ERS in the program learning by the program itself and each of the courses. There is also the level of the majors. For each of the majors, we must show how ERS has been integrated.

W. Wei shared that on the curriculum and course design side, we have already done a lot with Blackboard, course outlines, guest speakers and a lot of traditional pedagogy. There is a suggestion for curriculum map of ERS, a survey for professors, reviewing the master course syllabi and percentage of grade related to ERS in terms of assignment and to look at gaps in ERS (to track ERS from intro courses to capstone courses to quantify the levels of ERS). For pedagogy, there are some suggestions that we have already been doing like Mission Possible, research papers, and case competitions. For assessment, faculty listed a lot of different ways of looking at how to assess this. For example, one interesting proposal was that we should have a survey before the students start with us on CSR, and when they graduate from the program to see how much they have learned. The other way is to show quality of student work with rubrics and samples of the exams and provide evidence by major that the learning outcomes are achieved. At the faculty level, we should have faculty evaluations include CSR. There is also a suggestion of tracking faculty external memberships and to survey our alumni to get their feedback. W. Wei share an example of a table to be used for auditing and tracking purposes. Wei shared that it is good if we have these things done before they come to us.

W. Wei advised they had five seed funding applications approved. W. Wei encouraged more junior faculty to submit their proposals. W. Wei advised that he has had faculty come to him, that had received university funds, and say they will not apply this time to reserve the funds for new faculty. W. Wei advised he hopes to see more applications from junior faculty.

W. Wei advised that for the Board of Governors Research Chair, they only received one application last year from the School of Business. There was several Arts and Science faculty members that applied and eventually they chose two from Arts and Science. W. Wei encouraged faculty from School of Business to apply.

W. Wei advised that at the Author Recognition event there were great presentations from throughout the university with 16 authors that presented their work. W. Wei share that this year, there will be another one on March 26, 2019 and it is now time to submit your work for the past year (2017/18). It can be anything you published, not only book chapters, but journal articles and case studies as well. There will be a cross university celebration. W. Wei advised that we have a lot of student research activity going on, but we do not have a lot of representation in student research. We had no applications for the USRI, Undergraduate Student Research Initiative. A lot of faculty members are supervising student research and encouraged faculty to motivate their students to apply to USRI.

8.0 Updates by Department Chairs (E. Bocatto, E. Perez, A. Pergelova, J. Son)

J. Son advised that the department will be hosting their first Enlightenment Seminar Series event on Friday from 1 – 1:50 p.m. in 5-206 and encouraged faculty to attend if they had time. J. Son advised that Tamran Lengyel, who has a Ph.D. in Engineering, will talk about a unique perspective on risk analysis.

E. Muralidharan advised that A. Pergelova sent her regrets today but sent a message that B. Keller has obtained his LL.M with Distinction.

D. Pirot shared that next Friday, December 7th, there is a CPA meeting which Chairs from Alberta are going to go, but since E. Perez is unable to go, S. Elbarrad has offered to step in for her. S. Elbarrad advised that it is an initiative to discuss the future of the profession from an academic standpoint.

9.0 Update by Business Member of Academic Governance Council: (M. Shadnam)

M. Shadnam advised that four main points were made at the last AGC meeting. One was there is a task force that meets every two weeks to discuss the PSLA (Post-Secondary Learning Act) and how it can be operationalized in terms of transforming AGC to GFC. M. Shadnam advised that the university has the option to appoint a Chancellor. The membership of the board will be different with one student, one faculty, the Chancellor, if we choose to appoint one, and two alumni. Student Affairs will be included under GFC, not the board who is currently overseeing those efforts. We will now also have the power to give doctoral honorary degrees to people.

The President is away promoting the university and participating in discussions around higher education. M. Shadnam advised that the Provost, Craig Monk, provided an update on search committees. He is also redefining the Provost Office including creating new positions and streamlining the current workforce there. The Provost also presented a budget for hiring 50 new assistant professor positions over the next five years. There was an update from the Committee of Internationalization and they are looking at the

possibility of an international degree perhaps on topics such as sustainability or something around that in collaboration with other universities abroad. If anyone is interested in that process, they can contact MacEwan International.

- 10.0 Updates by Representatives to Other School Councils and Faculty Councils** (M. Malin, A&S; T. Chika-James, FFAC; L. Shamchuk, HCS)
No updates.

- 11.0 Updates by Library Members** (D. McGugan, M. King)

K. Sobchysyn advised that the Late Night at the Library event happened last Thursday. There were around three or four hundred students that came at the beginning of the night. They surveyed students about the event and noted that after Arts and Science, Business had the second most students attend. Around 200 students took part in the stress reducing activities they had available.

On the collection side, IBIS World, for the nine months we had it, they had 1500 reports of access which is fairly high usage, so it has been renewed. K. Sobchysyn advised that they added China industry reports and developments, thanks to the recommendation from International Business faculty. They also decided to bring back Sustainability and added global content as well, so there is more international content. Lastly, the Sage Management Video Collection trial is now over. They received very good feedback from faculty and will take that feedback into strong consideration as to whether they will add it.

- 12.0 New Business**

No new business.

- 13.0 Announcements by Members of Council**

D. Pirot shared that the Accounting Students Association is having their annual tax clinic next March. They usually do about 700 returns for low income families and a lot of immigrants. We have over 100 students volunteer for that program. Therefore, if you know families in need or people that are new to Canada, that would be a good place for them to go.

The Dean shared a reminder to everyone to attend the Holiday Feast on December 14th.

- 14.0 Question Period/Open Discussion**

None

- 15.0 Future Agenda Items/Next Meeting, January 16, Room 7-284**

The Dean shared that the next big piece they are tackling is the Tenure and Promotion document. It will be coming through the departments in two ways, one by the department chair from the Academic Leadership Team and by the department representative on Executive. The Dean advised that they will require lots of feedback on that.

C. Hancock provided an update on the taskforce with the changes to the PSLA. There is going to be a requirement to create an Alumni Association, so if you are aware of Business alumnus, you may want to get them in touch with the current alumni because they will have representatives on the Board of Governors and other places, as it is a requirement. The changes that are coming are going to affect Council. As it sits now, the Board of Governors really runs this organization and they assign some tasks to AGC and School Councils, and under a GFC, we will have a specific set of mandates for our GFC and for School Councils, so there is a change. C. Hancock shared that there is quite a difference in the way student appeals will be done in the new system. The intention is for the new system to be in place for September 1st and the Alumni Association must be formed this January. There is a chance for our Business leaders that are out there that are alumnus to be the guiding mind of that new organization.

The Dean shared that they have begun discussing at Dean's Council the new appeals process and advised that the Provost Group talked about the new appeal process today.

R. Rudko shared that she is also on AGC and in addition to Masoud's comments, she was interested in the Bill, in that it mandates our credentials and that we will stay as an undergraduate university with no potential for graduate school. She advised that specifics about the certificates and diplomas quite clearly and that at AGC, it was not mentioned. R. Rudko inquired over the next couple of months, if the Dean was going to be formulating some response to it or if she had some ideas about the current certificates and diplomas.

The Dean shared that the certificates are problematic to her, the diplomas less so, because faculty did great work in making sure they ladder. The Dean advised that the other big thing to note was that the applied degrees are already been phased out. The Dean shared that we will have to work on the certificates and that she is less concerned about the diplomas. The Dean advised that it can allow us to do some things differently, like post degree diplomas. The Dean advised we could shift the offerings we have as a university.

R. Rudko shared that at convocation, the Dean's Medal went to someone who came from the diploma path and block transferred over which shows success in those programs. She advised it would be interesting to see the statistics on how many transfer over, what success they have and see how that is going to be positioned within our framework of different kinds of credentials and students that we attract. The Dean advised it really does position us quite nicely to do some different things and to market ourselves a little differently. The Dean shared that we have access through Business Analytics and Business Intelligence to get that data.

B. Graves inquired about smartwatches in final exams. The Dean shared that is classroom management and that it is within your purview as an instructor to say these are the guidelines around which we are going to operate and the only time you would have to be sensitive to that is if there was some kind of device necessary for disability resources. E. Muralidharan advised he has asked

them to remove it and it has not been a problem so far. B. Graves said he has not had many yet. The Dean advised that she would start having that conversation with the students now as final exams are approaching so they are not surprised by it. The Dean shared that in her mind that is faculty's right to set those standards and guidelines as long as they are within the collective agreement. The Dean suggested including it in the course syllabus.

Dean wished everyone a good holiday and good luck with the grading.

16.0 **Adjournment**
SOBC-04-2018-11-28

Carried

Adjournment at 6:10 p.m. was moved by T. Chika-James.