GENERAL FACULTIES COUNCIL
AGENDA

Meeting #586, December 6, 2018, 1:30-4:30 p.m.   ST 147

Item	Description	Presenter	Materials	Estimated Time
1.	Conflict of Interest Declaration	Cannon	Verbal	1:30
2.	Remarks of the Chair	Cannon	Verbal	1:35
3.	Remarks of the Vice-Chair	Marshall	Verbal	1:45
4.	Question Period	Cannon	Verbal	1:55
5.	Safety Moment	Dalgetty[1]	Document	2:00
	Action Items			
6.	Approval of the November 8, 2018 Meeting Minutes	Cannon	Document	2:02
7.	Approval of the Repeal of the Guidelines for Issues Brought to GFC for Action and Amendment to the GFC Bylaws	Cannon/Belcher	Document	2:05
8.	Approval of the Proposed 2023-2024 Academic Schedule and Revision to the 2020-2021 Academic Schedule	Saweczko[2]	Document	2:15
9.	Approval of the Establishment of the Graduate College	Marshall/Thompson[3]/Yates[4]	Document	2:30
	Discussion Items			
10.	Experiential Learning Plan	Reid[5]/Kaipainen[6]	Document	2:50
	Presentation			
11.	Cyber Security	Dalgetty/Fong[7]/Moynaugh[8]	PowerPoint	3:05
	Information Items			
12.	2017-2018 Non-Academic Misconduct Annual Report	Barker[9]/Quin[10]	Document	3:30
13.	Indigenous Strategy, ii'taa'poh'to'p 2018 Progress Report	Hart[11]/Cunningham[12]	Document	3:40

Item	Description	Presenter	Materials	Estimated Time
14.	Standing Reports: a) Report on the November 20, 2018 GFC Executive Committee Meeting b) Report on the November 5 and 26, 2018 Academic Planning and Priorities Committee Meetings c) Report on the November 22, 2018 Teaching and Learning Committee Meeting d) Policy Development Update	Cannon	Documents	3:55
15.	Approved Enterprise Risk Management Policy Revisions	In Package Only	Document	-
16.	Approved Alcohol Policy	In Package Only	Document	-
17.	Other Business	Cannon		4:05
18.	Adjournment Next meeting: January 17, 2019	Cannon	Verbal	4:05

Regrets and Questions: Elizabeth Sjogren, Governance Coordinator
Telephone: 220-6062 or email: esjogren@ucalgary.ca

Susan Belcher, University Secretary
Telephone: 220-6138 or email: sbelcher@ucalgary.ca

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

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Presenters

1. Linda Dalgetty, Vice-President (Finance and Services)
2. Angelique Saweczko, Registrar
3. Robert Thompson, Chair, Graduate College Steering Committee
4. Robin Yates, Senior Associate Dean, Faculty of Graduate Studies
5. Leslie Reid, Vice-Provost (Teaching and Learning)
6. Erin Kaipainen, Senior Specialist (Experiential Learning)
7. Justin Fong, Partner, Cyber Risk Services, Deloitte
8. D'Arcy Moynaugh, Chief Information Officer
9. Susan Barker, Vice-Provost (Student Experience)
10. Jennifer Quin, Senior Director, Student Services
11. Michael Hart, Vice-Provost (Indigenous Engagement)
12. Shawna Cunningham, Director, Indigenous Strategy

The 2018 annual evacuation drills were conducted at all University of Calgary campuses over a period of nine days in September.

Evacuation drills are a regulatory requirement in both the Occupational Health and Safety Code and the Alberta Fire Code, but also provide many other benefits, including:

- The opportunity for emergency response staff and personnel to exercise their roles, responsibilities and evacuation protocols.
- The reinforcement of evacuation procedures and information including building exits and assembly points.
- The information collected following the drills allows the Emergency Management department to identify areas of improvement in order to increase the University's emergency readiness.
- Evacuation drills are the only time to test/practice procedures for both the Wardens and community.

Evacuations occurred at 53 regularly occupied buildings on the University campuses. Residence buildings were included and will be drilled again early next term. Additionally, Child Care Centers are drilled monthly.

Emergency Management identified two critical concerns raised during the evacuation drills:

- Main egress for many new occupants in the High Density Library (HDL) building is a single cement pad with no path to safely navigate to the assembly point.
- Two stage alarm at the Health & Research Innovation Center (HRIC) is not behaving in the expected manner.

This year there was a notable improvement in basic housekeeping. During evacuation drills there were less incidents of equipment obstructing egress as well as clear paths were reported to the hose cabinets and fire extinguishers.

It is vital that the University Community knows and understands the evacuation plan.

In September 2018, building evacuations took anywhere from four to eleven minutes:
- Fastest evacuation Time – Scurfield Hall.
- Slowest evacuation time – Schulich School of Engineering (also the largest building).
- Most improved evacuation time over 2017 – Earth Sciences and the Olympic Oval reducing their times by four minutes.

In the event of an alarm sounding:

- Take coat, keys and identification if immediately available
- Evacuate building through the nearest safe exit: use stairs – DO NOT USE ELEVATORS
- Close all doors along your exit route
- Obey all instructions and emergency announcements for specific evacuation instructions
- Move outside, away from the building and proceed to the Assembly Point
- Do not re-enter the building until you have received the "ALL CLEAR" at the assembly point

The draft Minutes are intentionally removed from this package.

Please see the approved Minutes uploaded separately on this website.

◉ For Approval   ○ For Recommendation   ○ For Discussion

SUBJECT: **Proposed Repeal of the Guidelines for Issues Brought to GFC for Action and Amendment to the General Faculties Council Bylaws**

MOTION

That the General Faculties Council (GFC) repeal the Guidelines for Issues Brought to GFC for Action and approve an amendment to the GFC Bylaws, as presented to the GFC, and as recommended by the GFC Executive Committee.

PROPONENT(S)

Elizabeth Cannon, Chair of the General Faculties Council (GFC), and Susan Belcher, University Secretary.

REQUESTED ACTION

The GFC is being asked to repeal the Guidelines for Issues Brought to GFC for Action, adopted by the GFC in June 2007, (the Guidelines) and to approve language to be added to the GFC Bylaws in place of the Guidelines.

KEY CONSIDERATIONS/POINTS

The Guidelines outline the criteria for issues that may be brought to the GFC for consideration and the handling of requests for issues to be brought to the GFC.

At its last meeting, the EC expressed that the Guidelines appear to be outdated and should be reconsidered at this time.

The University Secretary reviewed the documents of several Canadian universities to determine their handling of agendas and requests for business to be brought to the GFC (or equivalent), and whether there was criteria for business that could be brought to the GFC.

Based on the GFC Bylaws, current practices of GFC, and the review conducted by the University Secretary, it is proposed that:

1. The Guidelines be repealed;
2. No criteria be set for GFC business, other than the requirement that the proposed item is within the purview of GFC and properly submitted; and
3. Section 7.5 of the GFC Bylaws be amended to reflect this.

The proposed amendment to the GFC Bylaws is set out below in "red".

7.5 GFC Meeting Agendas

The Chair and the Vice Chair will formulate the GFC meeting agendas, and the GFC Executive Committee will review and provide direction with respect to the agenda for each regular GFC meeting.

The agenda for each GFC meeting will be posted on the Secretariat website immediately following its distribution to Members.

Members may request that an item be added to a GFC meeting agenda by submitting to the Chair a request in writing that clearly sets out, at a minimum:

a) the motion, if one, and the action requested of GFC;
b) the proponents;
c) the key considerations, including the rationale;
d) the intended and potential consequences and impacts;
e) the consultation that has been done; and
f) includes any supporting documentation for the item.

The Chair will take the request to the GFC Executive Committee at its next meeting for consideration. The GFC Executive Committee will determine whether the request is within the purview of the GFC and may:

a) Add the item to a GFC meeting agenda;
b) Request more information from the proponent; or
c) Determine that the item should not be brought to the GFC.

The Secretariat will communicate the decision (and for c) above, the reasons) of the GFC Executive Committee to the person who submitted the request, including any suggestion of the GFC Executive Committee as to which body or individual the item should be addressed, if applicable, and the decision (and reasons, if any) will be included in the GFC Executive Committee report to the GFC.

Items not on the meeting agenda that are introduced on the floor of the GFC will not be considered at the meeting and will be taken to the GFC Executive Committee in accordance with the process outlined above.

NEXT STEPS

Provided that the EC makes the proposed recommendation, the proposal will be taken to the GFC for approval.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	GFC Executive Committee	2018-11-20		X		
X	General Faculties Council	2018-12-06	X			

SUPPORTING MATERIALS

1. Guidelines for Issues Brought to GFC for Action; and
2. University Benchmarking Results.

Guidelines for Issues Brought to GFC for Action

Preamble

Section 26 of the *Post-Secondary Learning Act* establishes that General Faculties Council (GFC) is responsible for the academic affairs of the University, subject to the authority of the Board of Governors which has final responsibility for overseeing the business of the University. GFC provides institutional leadership in supporting the mandate of the University.

Because the University is a diverse community, and that GFC is sometimes tasked with speaking to issues, there may, from time to time, be extenuating circumstances under which an issue may come before GFC with request for action.

Definition

The term "issues" may include, but is not limited to, matters relating to moral, social justice or intellectual concern.

Criteria

Issues brought to GFC for consideration shall meet the following criteria in order to be considered appropriate GFC business:

- direct linkage to the mandate of the University of Calgary
- contains a core academic component
- involves contravention of human rights or academic freedom

Those bringing forward an issue must communicate a request in writing to the Chair of General Faculties Council that the issue be considered for placement on a GFC agenda, and must include the following:

- in depth, non-biased background information on the issue, to assist the members of the GFC Executive Committee and GFC in taking informed action.
- commentary on the importance and impacts of the issue, and identification of possible conflicts
- clear indication of what the champions wish GFC to do, preferably including draft wording of any motions to be considered.

The Chair will bring the request to the GFC Executive Committee for consideration and possible recommendation to GFC.

Options for Action

The nature of the action that could be taken by GFC includes, but is not limited to:

- preparation of a letter to authorities stating GFC's concern on an issue
- issuance of a public statement expressing GFC's concern on an issue
- recommendation to the Board of Governors to take action on an issue

Decision whether or not to take action on an issue will be determined by majority vote on a motion brought to the floor of a GFC meeting and needs the endorsement of the Chair.

Any action taken by GFC on an issue should be communicated to the Board of Governors.

All are silent on the criteria for business that may be brought to GFC; however, the matter must be properly submitted and within the jurisdiction of GFC to be considered.

Setting and Approval of the Agenda

University of Alberta

GFC has delegated to the Executive Committee the authority to decide which items are placed on a GFC Agenda.

University of Lethbridge

The Executive Committee shall set the agenda for meetings of Council, ensuring that agenda materials are sufficiently developed to afford fruitful debate at Council.

Any business that could have been transacted at the original meeting, but was not, shall be considered at the next Meeting of the Executive Committee for inclusion at a subsequent Meeting of Council.

Athabasca

The General Faculties Council Executive Committee shall approve the agenda outlining items of business for discussion at each regular or special meeting of General Faculties Council.

MacEwan

Motions shall be provided to the Secretariat.

Motions will include the following: (a) a descriptive contextual preamble, (b) the exact wording of the motion, and (c) all documentation necessary for a meaningful discussion of the item.

The Secretariat may seek additional information and clarification. The Secretariat, in consultation with the Chair, will determine if an item is adequately supported to warrant discussion and inclusion as a motion.

The Executive Committee, in consultation with the Secretariat, shall set the agenda for Council meetings. Items to be included in the agenda shall be submitted to the Chair through the Secretariat.

Additions or changes to the agenda require approval by a majority vote of the Council.

Mount Royal

An agenda for each regular GFC meeting shall be prepared by GFC Executive Committee.

The agenda sets out our order of business, and we will adhere to this agenda as strictly as possible. All agenda items must be approved by Executive Committee.

Items for inclusion on the GFC agenda need to be reviewed in advance by GFC Executive Committee and materials pertaining to those agenda items must be received by the Recording Secretary at least six (6) business days prior to the GFC Executive Committee meeting.

Material pertaining to the new business must be sufficiently well prepared for GFC to consider it at the meeting.

Dalhousie

The Chair, or in the Chair's absence the Vice-Chair (Academic Programs), or in the absence of the Vice-Chair (Academic Programs) the Vice-Chair (Student Affairs) (hereafter "or in absence a Vice-Chair") shall propose the agenda for Senate meetings.

Queens

The preparation of the agenda is the responsibility of the Agenda and Summer Action Committee. It is the responsibility of that Committee to ensure that no motion or resolution is placed on the agenda which falls outside the jurisdiction of the Senate as defined in the Functions of the Senate.

If a Senator believes the Agenda and Summer Action Committee's ruling is in error and wishes to challenge the ruling excluding such a resolution, he or she may do so in the Senate meeting when the Senate considers the adoption of the agenda as recommended by the Agenda and Summer Action Committee. Under the present Rules of Procedure, a vote of a majority of Senators present would be sufficient to have such a resolution included in the agenda.

The Committee shall draw up the agenda from items submitted to the Secretary and shall arrange that all business goes forward to the Senate in properly prepared form.

York

The agenda of each regular meeting of Senate is set by the Executive Committee

Unless Senate Executive exercises its authority to alter the agenda, the items of business considered at a meeting of the Senate will follow [this order], without variation, except with the consent of two-thirds of Senators present and voting.

All decisions are to be framed in the form of a motion and must be accompanied by a rationale which explains the import of the motion, outlines its intended consequences, and reports on the consultations undertaken in its preparation.

The Executive Committee will ensure that issues placed before the Senate are clearly expressed and documented and will place a motion on the agenda of the Senate, where that motion is clearly expressed and adequately supported by documentation and rationale.

University of Regina

Council agendas will be set by the Council Agenda Committee.

The Council Agenda Committee will notify Council of upcoming meetings, and issue a call for submissions of agenda items by Council Committees and Council members.

The Council Agenda Committee will review all items submitted and determine which items will appear on the agenda, as well as where they will be placed on the agenda for the next meeting of Council. As articulated in Council's Rules and Regulations, it is expected that agenda items for Council will *normally* pertain to broad policy issues and long term interest of the University.

Should the Council Agenda Committee determine it is appropriate, they may prepare an advance draft of the agenda which may be circulated as a working paper, soliciting response from the academic community prior to the preparation and distribution of the formal agenda and notice of meeting.

The Council Agenda Committee will finalize the agenda and the University Secretary will distribute the agenda for the meeting, including all supporting information, no later than five days prior to the meeting.

University of Saskatchewan

The Coordinating Committee is responsible for:

1) Setting the agenda for Council meetings

2) Receiving and determining the disposition of written motions from individual members of Council. The Coordinating Committee will either include the motion on the Council agenda or refer the matter to a standing committee(s), which will then report back on the matter to the Coordinating Committee and Council.

UBC

The agenda for regular meetings is normally proposed by the Agenda Committee a minimum of twelve (12) days prior to the scheduled meeting date of the Senate.

Any member may request in writing to the Secretary of the Senate that the Agenda Committee include on the agenda of the next regular meeting any such matter that the member requests the Senate to consider. After receiving notification from the Secretary of Senate, the Agenda Committee shall include the matter on the proposed agenda of the next regular meeting of Senate.

University of Victoria

The agenda for regular meetings is reviewed by the Senate Committee on Agenda and Governance, normally a minimum of 14 days prior to the scheduled meeting date.

Any member of Senate may request in writing that an item be added to the agenda of the next regular meeting. The request must be submitted to the Senate Committee on Agenda and Governance at least two days prior to its meeting to review the agenda.

Must matters be raised before a meeting or can they be added to an agenda at a meeting

University of Alberta

When Notice of Motion has first been given at a GFC meeting, the GFC Executive Committee will decide whether it is appropriate that such a motion be placed on the Agenda of the next GFC meeting.

New items cannot be introduced at Council meetings except by a two- thirds vote of those present.

Athabasca

A matter not on the agenda may be considered at a regular meeting of General Faculties Council, on a motion to consider the issue that is, supported by two-thirds of the members present. The member moving the consideration of the matter may briefly explain why the matter should be considered but the motion to consider the matter shall not be debated, unless permitted by the Chair.

MacEwan

At any meeting a Council member may give notice of a motion on an agenda item to be presented **at a subsequent meeting** of the Council.

Mount Royal

New business introduced at a GFC meeting requires a motion to consider. If approved for inclusion on the agenda, material pertaining to the new business must be sufficiently well prepared for GFC to consider it at the meeting.

Business items submitted too late to be placed on the GFC agenda must be circulated in hard copy at the meeting for introduction under new business, and shall require the passage of a motion to consider before any further motions may be proposed.

Dalhousie

The business of a meeting shall be confined to the agenda adopted unless a majority of the Senators present agree to the introduction of a new matter.

Queens

All motions and resolutions shall be preceded by a notice of motion which is to be given in writing at a previous meeting of the Senate, or is to be submitted to the Secretary in time to be included in the agenda circulated before the next meeting. Otherwise motions and resolutions shall not be proceeded with, except with the consent of two-thirds of the members of the Senate present.

Senators, members of faculty, students or staff wishing to have items placed on the agenda of a regular meeting of Senate must give written notice to the Secretary of the Senate at least ten (business) days before the meeting in question. Members of faculty, students or staff who are not Senators, may also request leave to appear before Senate to speak to the item and to remain on the floor for discussion. Such requests shall be considered by the Chair, who will make a recommendation to the Senate.

York

A motion to consider matters for which due notice has not been given shall be considered under the agenda item of "Other Business."

A motion to introduce new business without due notice is in order only if a written copy of the motion is filed with the Chair by the beginning of the meeting so that the Chair may determine if the motion is in order and may inform Senators at the beginning of the meeting as to the business to be considered at the meeting.

The consideration of new business for which due notice has not been given can only proceed with the consent of two-thirds of Senators present and voting.

No item of business is on the floor of Senate unless it has been recognized by the Chair.

University of Regina

Individual members of Council may present motions to Council by sending a notice of motion no later than 14 days prior to a meeting of Council with supporting documentation to the University Secretary for consideration by the Council Agenda Committee.

Motions from the floor at the meeting of Council that introduce 'new' business to be considered at the meeting will not be permitted and will be deferred to the next regular meeting of Council.

UBC

Any matter not already on the agenda of a regular meeting may, at the request of a member from the floor of the Senate and at the discretion of the Chair, be included on the agenda under "Other Business."

Any member may give notice of a motion from the floor of the Senate, whereby the motion shall be placed on the agenda of the next regular meeting of the Senate.

University of Victoria

In exceptional circumstances, any urgent matter not on the agenda of a regular meeting may, at the request of a member of Senate and the discretion of the Chair, be added to the agenda under "other business".

GENERAL FACULTIES COUNCIL
ACTION BRIEFING NOTE

◉ For Approval   ○ For Recommendation   ○ For Discussion

SUBJECT: Proposed 2023-2024 Academic Schedule and Revision to the 2020-2021 Academic Schedule

MOTION:

That the General Faculties Council (GFC) approve the revision to the academic schedule for the 2020-2021 academic year and approve the proposed academic schedule for 2023-2024, in the forms provided to the GFC.

PROPONENT

Angelique Saweczko, Registrar

REQUESTED ACTION

To approve the recommended change to the previously approved 2020-2021 schedule and to approve the 2023-2024 academic schedule**.**

BACKGROUND

The Office of the Registrar is seeking approval for the 2023-2024 academic schedule, which has been established in alignment with the GFC Principles for Setting the Academic Schedule. Please note the following:

- In alignment with the revised GFC scheduling principles, a Fall break has been incorporated
- A break between classes and final exams has been established in both the spring and summer intersessions
- Saturday final exams have been removed in the spring and summer intersessions.

In addition, a revision is being made to the 2020-2021 academic schedule. The block week for the fall term is being moved by one day to start on the Monday as opposed to the Tuesday to avoid the Labour Day weekend.

The previously approved Academic Schedules for 2019-2020, 2021-2022, and 2022-2023 have also been included for information. There are no changes to these schedules.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Calendar and Curriculum Subcommittee	2018-11-23				X
X	General Faculties Council	2018-12-06	X			

NEXT STEPS

The 2019-2020 schedule will be published in the 2019-2020 Academic Calendar. The future approved schedules will be posted at: ucalgary.ca/calendar-scheduling/regulations-and-policies

SUPPORTING MATERIALS

1. Academic Schedule 2019-2020 – approved
2. Academic Schedule 2020-2021 – revised
3. Academic Schedule 2021-2022 – approved
4. Academic Schedule 2022-2023 – approved
5. Academic Schedule 2023-2024 – proposed
6. Principles for Setting the Academic Schedule

Academic Year 2019/2020

Fall Term 2019

	Fall term begins	Monday August 26
	Block Week	Monday-Friday August 26-30
	Last day to withdraw from Block Week courses	Friday August 30
†	Labour Day, University closed	Monday September 2
	Orientation	Tuesday-Wednesday September 3-4
	Classes begin	Thursday September 5
†	Last day to drop Fall term and Multi-term courses Last day for fee refund	Thursday September 12
†	Last day to drop a Fall term or multi-term course without financial penalty	Thursday September 12
†	Last day to add, swap or change registration status between audit and credit for Fall and multi term courses	Friday September 13
†	Deadline to apply to graduate – November ceremony	September 15
†	Fee payment deadline for Fall term and multi-term courses	Friday September 20
†	Thanksgiving Day, University closed*	Monday October 14
†	Remembrance Day, University closed*	Monday November 11
	Fall Break, no lectures, University open	Sunday–Saturday November 10-16
†	Fall Convocation	Friday November 15
	Fall term classes end	Friday December 6
	Last day to withdraw from Fall term courses	Friday December 6
	Final examinations	Monday-Thursday December 9-19
	Fall term ends	Tuesday December 24

Winter Term 2020

	Winter term begins	Monday January 6
	Block Week	Monday–Friday January 6-10
	Last day to withdraw from Block Week courses	Friday January 10
	Classes begin	Monday January 13
†	Deadline to apply to graduate – February Conferral	January 15
†	Last day to drop Winter	Thursday January 23
†	Last day to drop a Winter term course without financial penalty	Thursday January 23
†	Last day to add, swap or change registration status between audit and credit for Winter term courses	Friday January 24
†	Fee payment deadline for Winter term courses	Friday January 31
	Reading Week, no lectures, University open	Sunday-Saturday February 16-22
†	Alberta Family Day, University closed*	Monday February 17
†	Deadline to apply to graduate – June Convocation	March 31
†	Good Friday, University closed*	Friday April 10
	Easter Monday, no classes	Monday April 13
	Winter term classes end	Wednesday April 15
	Last day to withdraw	Wednesday April 15
	Final examinations	Saturday – Wednesday April 18-29
	Winter term ends	Thursday April 30

Summer Term 2020
Spring Intersession

	Summer term begins	Wednesday May 6
	Spring intersession classes begin	Wednesday May 6
†	Last day to add/drop/swap courses	Tuesday May 12
†	Last day for drop a course without financial penalty	Tuesday May 12
†	Fee payment deadline	Friday May 15
†	Victoria Day, University closed	Monday May 18
†	June Convocation	Monday-Friday June 1-5
	Spring intersession classes end	Wednesday June 17

	Last day to withdraw	Wednesday June 17
	Final examinations	Friday, Monday-Tuesday June 19, 22-23
	Mid-term break for Summer term courses, no lectures	Friday, Monday-Tuesday June 19, 22-23
	Spring intersession ends	Friday June 26
	Summer Intersession	
	Summer intersession classes being	Monday June 29
†	Canada Day, University closed	Wednesday July 1
†	Last day to add/drop/swap courses	Friday July 3
†	Last day for drop a course without financial penalty	Friday July 3
†	Fee payment deadline	Wednesday July 8
†	Alberta Heritage Day, University closed	Monday August 3
	Summer intersession classes end	Wednesday August 12
	Last day to withdraw	Wednesday August 12
	Final examinations	Friday, Monday-Tuesday August 14, 17-18
	Summer term ends	Friday August 28

† Administrative dates — do not require GFC approval.
*Except Taylor Family Digital Library, Law, Medical and Gallagher Libraries

Notes:
(1)   The Cumming School of Medicine (MD program) has term start and end dates that differ from the regular dates to accommodate curriculum requirements.
(2)   The Faculty of Law (JD program) may have some course start and end dates that differ from the regular dates to accommodate curriculum requirements.
(3)   The Faculty of Veterinary Medicine (DVM program) may have some course start and end dates that differ from the regular dates to accommodate curriculum requirements.
(4)   The Qatar Faculty will follow the Academic Schedule of the University, but will reflect some different dates within a term, including start, end and holiday dates, due to local customs and convention.
(5)   Block week and three-week spring/summer courses may be scheduled using non-standard schedule requests within the appropriate intersession.

Academic Year 2020/2021

Fall Term 2020

<table>
<tr><td>Fall term begins</td><td>Monday, August 31</td></tr>
<tr><td>Block Week</td><td>Monday – Friday, August 31-September 4</td></tr>
<tr><td>Last day to withdraw from Block Week courses</td><td>Friday September 4</td></tr>
<tr><td>† Orientation</td><td>Thursday-Friday September 3-4</td></tr>
<tr><td>† Labour Day, University closed</td><td>Monday September 7</td></tr>
<tr><td>Classes begin</td><td>Tuesday September 8</td></tr>
<tr><td>† Deadline to apply to graduate – November convocation</td><td>September 15</td></tr>
<tr><td>† Last day to drop Fall term and Multi-term courses</td><td>Thursday September 17</td></tr>
<tr><td>† Last day to drop a Fall term or multi-term course without financial penalty</td><td>Thursday September 17</td></tr>
<tr><td>† Last day to add, swap or change registration status between audit and credit for Fall and multi term courses</td><td>Friday September 18</td></tr>
<tr><td>† Fee payment deadline for Fall term and multi-term courses</td><td>Friday September 25</td></tr>
<tr><td>† Thanksgiving Day, University closed*</td><td>Monday October 12</td></tr>
<tr><td>Fall Break, no lectures, University open</td><td>Sunday-Saturday November 8-14</td></tr>
<tr><td>† Remembrance Day, University closed*</td><td>Wednesday November 11</td></tr>
<tr><td>† Fall Convocation</td><td>Friday November 13</td></tr>
<tr><td>Fall term classes end</td><td>Wednesday December 9</td></tr>
<tr><td>Last day to withdraw</td><td>Wednesday December 9</td></tr>
<tr><td>Final examinations</td><td>Saturday-Wednesday December 12-23</td></tr>
<tr><td>Fall term ends</td><td>Thursday December 24</td></tr>
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Winter Term 2021

<table>
<tr><td>Winter term begins</td><td>Monday January 4</td></tr>
<tr><td>Block Week</td><td>Monday -Friday January 4-8</td></tr>
<tr><td>Last day to withdraw from Block Week courses</td><td>Friday January 8</td></tr>
<tr><td>Classes begin</td><td>Monday January 11</td></tr>
<tr><td>† Deadline to apply to graduate – February Conferral</td><td>January 15</td></tr>
<tr><td>† Last day to drop Winter term courses</td><td>Thursday January 21</td></tr>
<tr><td>† Last day for drop a Winter term course without financial penalty</td><td>Thursday January 21</td></tr>
<tr><td>† Last day to add, swap or change registration status between audit and credit for Winter term courses</td><td>Friday January 22</td></tr>
<tr><td>† Fee payment deadline for Winter term courses</td><td>Friday January 29</td></tr>
<tr><td>† February Conferral</td><td>Friday February 12</td></tr>
<tr><td>Reading Week, no lectures, University open</td><td>Sunday-Saturday February 14-20</td></tr>
<tr><td>† Alberta Family Day, University closed*</td><td>Monday February 15</td></tr>
<tr><td>† Deadline to apply to graduate –June Convocation</td><td>Wednesday March 31</td></tr>
<tr><td>† Good Friday, University closed*</td><td>Friday April 2</td></tr>
<tr><td>Easter Monday, no classes</td><td>Monday April 5</td></tr>
<tr><td>Winter term classes end</td><td>Thursday April 15</td></tr>
<tr><td>Last day to withdraw</td><td>Thursday April 15</td></tr>
<tr><td>Final examinations</td><td>Monday-Thursday April 19-29</td></tr>
<tr><td>Winter term ends</td><td>Friday April 30</td></tr>
</table>

Summer Term 2021
Spring Intersession

<table>
<tr><td>Summer term begins</td><td>Monday May 3</td></tr>
<tr><td>Spring intersession classes begin</td><td>Wednesday May 5</td></tr>
<tr><td>† Last day to add/drop/swap courses</td><td>Tuesday May 11</td></tr>
<tr><td>† Last day for drop a course without financial penalty</td><td>Tuesday May 11</td></tr>
<tr><td>† Fee payment deadline</td><td>Friday May 14</td></tr>
<tr><td>† Victoria Day, University closed</td><td>Monday May 24</td></tr>
<tr><td>† June Convocation</td><td>Monday-Friday May 31 to June 4</td></tr>
</table>

	Spring intersession classes end	Thursday June 17
	Last day to withdraw	Thursday June 17
	Final examinations	Monday-Wednesday June 21-23
	Mid-term break for 13-week courses, no lectures	Monday-Wednesday June 21-23
	Spring intersession ends	Friday June 25

Summer Intersession

	Summer intersession classes begin	Monday June 28
†	Canada Day, University closed	Thursday July 1
†	Last day to add/drop/swap courses	Friday July 2
†	Last day for drop a course without financial penalty	Friday July 2
†	Fee payment deadline	Wednesday July 7
†	Alberta Heritage Day, University closed	Monday August 2
	Summer intersession classes end	Wednesday August 11
	Last day to withdraw	Wednesday August 11
	Final examinations	Friday, Monday-Tuesday August 13, 16-17
	Summer term ends	Friday August 27

† Administrative dates — do not require GFC approval.
*Except Taylor Family Digital Library, Law, Medical and Gallagher Libraries

Notes:
(1)   The Cumming School of Medicine (MD program) has term start and end dates that differ from the regular dates to accommodate curriculum requirements.
(2)   The Faculty of Law (JD program) has some course start and end dates that differ from the regular dates to accommodate curriculum requirements.
(3)   The Faculty of Veterinary Medicine (DVM program) has some course start and end dates that differ from the regular dates to accommodate curriculum requirements.
(4)   The Qatar Faculty will follow the Academic Schedule of the University, but will reflect some different dates within a term, including start, end and holiday dates, due to local customs and convention.
(5)   Block week and three-week spring/summer courses may be scheduled using non-standard schedule requests within the appropriate intersession.

Academic Year 2021/2022

Fall Term 2021

	Fall term begins	Monday August 30
	Block Week	Monday – Friday August 30-September 3
	Last day to withdraw from Block Week courses	Friday September 3
†	Orientation	Thursday-Friday September 2-3
†	Labour Day, University closed	Monday September 6
	Classes begin	Tuesday September 7
†	Deadline to apply to graduate – November convocation	September 15
†	Last day to drop Fall term and multi-term courses	Thursday September 16
†	Last day to drop a Fall term or multi-term course without financial penalty	Thursday September 16
†	Last day to add, swap or change registration status between audit and credit for Fall and multi term courses	Friday September 17
†	Fee payment deadline for Fall term and multi-term courses	Friday September 24
†	Thanksgiving Day, University closed*	Monday October 11
	Fall Break, no lectures, University open	Sunday-Saturday November 7-13
†	Remembrance Day, University closed*	Thursday November 11
†	Fall Convocation	Tuesday November 9
	Fall term classes end	Wednesday December 8
	Last day to withdraw	Wednesday December 8
	Final examinations	Saturday-Wednesday December 11-22
	Fall term ends	Friday December 24

Winter Term 2022

	Winter term begins	Monday January 3
	Block Week	Monday-Friday January 3-7
	Last day to withdraw from Block Week courses	Friday January 7
	Classes begin	Monday January 10
†	Deadline to apply to graduate – February Conferral	January 15
†	Last day to drop Winter term courses	Thursday January 20
†	Last day for drop a Winter term course without financial penalty	Thursday January 20
†	Last day to add, swap or change registration status between audit and credit for Winter term courses	Friday January 21
†	Fee payment deadline for Winter term courses	Friday January 28
†	February Conferral	February 14
	Reading Week, no lectures, University open	Sunday-Saturday February 20-26
†	Alberta Family Day, University closed*	Monday February 21
†	Deadline to apply to graduate –June Convocation	March 31
	Winter term classes end	Tuesday April 12
	Last day to withdraw	Tuesday April 12
†	Good Friday, University closed*	Friday April 15
	Easter Monday, no classes	Monday April 18
	Final examinations	Tuesday – Friday April 19-29
	Winter term ends	Friday April 29

Summer Term 2022
Spring Intersession

	Summer term begins	Monday May 2
	Spring intersession classes begin	Wednesday May 4
†	Last day to add/drop/swap courses	Monday May 9
†	Last day for drop a course without financial penalty	Monday May 9
†	Fee payment deadline	Wednesday May 11
†	Victoria Day, University closed	Monday May 23
†	June Convocation	Monday- Friday May 30 – June 3

	Spring intersession classes end	Thursday June 16
	Last day to withdraw	Thursday June 16
	Final examinations	Monday-Wednesday June 20-22
	Mid-term break for Summer term courses, no lectures	Monday-Wednesday June 20-22
	Spring intersession ends	Friday June 24

Summer Intersession

	Summer intersession classes begin	Monday June 27
†	Canada Day, University closed	Friday July 1
†	Last day to add/drop/swap courses	Thursday June 30
†	Last day for drop a course without financial penalty	Thursday June 30
†	Fee payment deadline	Wednesday July 6
†	Alberta Heritage Day, University closed	Monday August 1
	Summer Intersession classes end	Wednesday August 10
	Last day to withdraw	Wednesday August 10
	Final examinations	Friday-Saturday, Monday August 12-13, 15
	Summer term ends	Friday August 26

† Administrative dates — do not require GFC approval.
*Except Taylor Family Digital Library, Law, Medical and Gallagher Libraries

Notes:
(1)   The Cumming School of Medicine (MD program) has lecture start and end dates that differ from the regular dates to accommodate the unique needs of their program.
(2)   The Faculty of Law (JD program) may have some lecture start and end dates that differ from the regular dates to accommodate the unique needs of their programs.
(3)   The Faculty of Veterinary Medicine (DVM program) may have some lecture start and end dates that differ from the regular dates to accommodate the unique needs of their programs.
(4)   The Qatar Faculty will follow the Academic Schedule of the University, but will reflect some different dates within a term, including start, end and holiday dates, due to local customs and convention.
(5)   Three-week spring/summer courses may be scheduled using non-standard schedule requests within the appropriate intersession.

Academic Year 2022/2023

Fall Term 2022

	Fall term begins	Monday August 29
	Block Week	Monday – Friday August 29-September 2
	Last day to withdraw from Block Week courses	Friday September 2
†	Orientation	Thursday-Friday September 1-2
†	Labour Day, University closed	Monday September 5
	Classes begin	Tuesday September 6
†	Deadline to apply to graduate – November convocation	September 15
†	Last day to drop a Fall term and multi-term courses	Thursday September 15
†	Last day to add, swap or change registration status between audit and credit for Fall and multi-term courses	Friday September 16
†	Last day for fee refund for Fall term and multi-term courses	Friday September 16
†	Fee payment deadline for Fall term and multi-term courses	Friday September 23
†	Thanksgiving Day, University closed*	Monday October 10
	Fall Break, no lectures, University open	Sunday-Saturday November 6-12
†	Remembrance Day, University closed*	Friday November 11
†	Fall Convocation	Thursday November 10
	Fall term classes end	Wednesday December 7
	Last day to withdraw	Wednesday December 7
	Final examinations	Saturday-Wednesday December 10-21
	Fall term ends	Friday December 23

Winter Term 2023

	Winter term begins	Tuesday January 3
	Block Week	Tuesday-Saturday January 3-7
	Last day to withdraw from Block Week courses	Saturday January 7
	Classes begin	Monday January 9
†	Deadline to apply to graduate – February Conferral	January 15
†	Last day to drop a Fall term and multi-term courses	Thursday January 19
†	Last day to add, swap or change registration status between audit and credit for Fall and multi-term courses	Friday January 20
†	Last day for fee refund	Friday January 20
†	Fee payment deadline for Winter term courses	Friday January 27
†	February Conferral	February 13
	Reading Week, no lectures, University open	Sunday-Saturday February 19-25
†	Alberta Family Day, University closed*	Monday February 20
†	Deadline to apply to graduate –June Convocation	March 31
†	Good Friday, University closed*	Friday, April 7
	Easter Monday, no classes	Monday April 10
	Winter term classes end	Wednesday April 12
	Last day to withdraw	Wednesday April 12
	Final examinations	Saturday-Wednesday April 15-26
	Winter term ends	Friday April 28

Summer Term 2023
Spring Intersession

	Summer term begins	Monday May1
	Spring intersession classes begin	Wednesday May 3
†	Last day to add/drop/swap courses	Tuesday May 9
†	Last day for fee refund	Tuesday May 9
†	Fee payment deadline	Friday May 12
†	Victoria Day, University closed	Monday May 22
†	June Convocation	Monday-Friday May 29 to June 2
	Spring intersession classes end	Thursday June 15

Last day to withdraw		Thursday June 15
Final examinations		Monday - Wednesday June 19-21
Mid-term break for Summer term courses, no lectures		Monday - Wednesday June 19-21
Spring intersession ends		Friday June 23

Summer Intersession

	Summer intersession classes begin	Monday June 26
†	Canada Day, University closed	Saturday July 1 (observed Monday, July 3)
†	Last day to add/drop/swap courses	Friday June 30
†	Last day for fee refund	Friday June 30
†	Fee payment deadline	Wednesday July 5
†	Alberta Heritage Day, University closed	Monday August 7
	Summer Intersession classes end	Tuesday August 8
	Last day to withdraw	Tuesday August 8
	Final examinations	Thursday-Monday August 10-11, 14
	Summer term ends	Friday August 18

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(3)   The Faculty of Veterinary Medicine (DVM program) may have some course start and end dates that differ from the regular dates to accommodate curriculum requirements.
(4)   The Qatar Faculty will follow the Academic Schedule of the University, but will reflect some different dates within a term, including start, end and holiday dates, due to local customs and convention.
(5)   Block week and three-week spring/summer courses may be scheduled using non-standard schedule requests within the appropriate intersession.

Academic Year 2023/2024

Fall Term 2023

	Fall term begins	Monday August 28
	Block Week	Monday-Friday, August 28-September 1
	Last day to withdraw from Block Week courses	Friday September 1
†	Orientation	Thursday-Friday August 31-September 1
†	Labour Day, University closed	Monday September 4
	Classes begin	Tuesday September 5
†	Deadline to apply to graduate – November convocation	September 15
†	Last day to drop a Fall term and multi-term courses	Thursday September 14
†	Last day to add, swap or change registration status between audit and credit for Fall and multi-term courses	Friday September 15
†	Last day for fee refund for Fall term and multi-term courses	Friday September 15
†	Fee payment deadline for Fall term and multi-term courses	Friday September 22
†	Thanksgiving Day, University closed*	Monday October 9
	Fall Break, no lectures, University open	Saturday-Saturday November 11-18
†	Remembrance Day, University closed*	Saturday November 11, observed November 13
	Fall term classes end	Tuesday December 5
	Last day to withdraw	Tuesday December 5
	Final examinations	Friday- Tuesday December 8-19
	Fall term ends	Friday December 22

Winter Term 2024

	Winter term begins	Tuesday January 2
	Block Week	Tuesday-Saturday January 2-6
	Last day to withdraw from Block Week courses	Saturday January 6
	Classes begin	Monday January 8
†	Deadline to apply to graduate – February Conferral	January 15
†	Last day to drop a Fall term and multi-term courses	Thursday January 18
†	Last day to add, swap or change registration status between audit and credit for Fall and multi-term courses	Friday January 19
†	Last day for fee refund	Friday January 19
†	Fee payment deadline for Winter term courses	Friday January 26
†	February Conferral	February 13
	Reading Week, no lectures, University open	Sunday-Saturday February 18-24
†	Alberta Family Day, University closed*	Monday February 19
†	Deadline to apply to graduate –June Convocation	March 31
†	Good Friday, University closed*	Friday, March 29
	Easter Monday, no classes	Monday April 1
	Winter term classes end	Tuesday April 9
	Last day to withdraw	Tuesday April 9
	Final examinations	Friday-Tuesday April 12-23
	Winter term ends	Tuesday April 30

Summer Term 2024
Spring Intersession

	Summer term begins	Monday May 6
	Spring intersession classes begin	Monday May 6
†	Last day to add/drop/swap courses	Friday May 10
†	Last day for fee refund	Friday May 10
†	Fee payment deadline	Monday May 13
†	Victoria Day, University closed	Monday May 20
†	June Convocation	Monday-Friday May 27-31

Spring intersession classes end	Monday June 17	
Last day to withdraw	Monday June 17	
Final examinations	Wednesday - Friday June 19-21	
Mid-term break for Summer term courses, no lectures	Wednesday - Friday June 19-21	
Spring intersession ends	Friday June 21	

Summer Intersession

Summer intersession classes begin	Monday June 24	
† Last day to add/drop/swap courses	Friday June 28	
† Last day for fee refund	Friday June 28	
† Canada Day, University closed	Monday July 1	
† Fee payment deadline	Wednesday July 3	
† Alberta Heritage Day, University closed	Monday August 5	
Summer Intersession classes end	Tuesday August 6	
Last day to withdraw	Tuesday August 6	
Final examinations	Thursday-Friday, Monday August 8-9, 12	
Summer term ends	Friday August 23	

† Administrative dates — do not require GFC approval.
*Except Taylor Family Digital Library, Law, Medical and Gallagher Libraries

Notes:
(1) The Cumming School of Medicine (MD program) has term start and end dates that differ from the regular dates to accommodate curriculum requirements.
(2) The Faculty of Law (JD program) may have some course start and end dates that differ from the regular dates to accommodate curriculum requirements.
(3) The Faculty of Veterinary Medicine (DVM program) may have some course start and end dates that differ from the regular dates to accommodate curriculum requirements.
(4) The Qatar Faculty will follow the Academic Schedule of the University, but will reflect some different dates within a term, including start, end and holiday dates, due to local customs and convention.
(5) Block week and three-week spring/summer courses may be scheduled using non-standard schedule requests within the appropriate intersession.

GFC Principles for Setting the Academic Schedule

- The annual academic schedule will begin with the start of the Fall term and conclude with the end of the Summer term.
- There shall be a minimum of 60 days of instruction and up to a maximum of 62 days of instruction in each of the Fall and Winter terms. Within these limits, where possible, the schedule should balance the days of the week, Monday to Friday, available for instruction.
- Courses taught regularly on Saturdays during Fall and Winter will normally meet 11times for 3.5 hours (for a 3 unit course).
- There will be a minimum of 10 days for final exams in each of the Fall and Winter terms.
- There will be a minimum of two (2) calendar days between the last day of classes and the first day of final exams in each of the Fall and Winter terms.
- Block week will be held at the beginning of the Fall and Winter terms. Where possible it should be a continuous five days, which may include a Saturday.
- There will be a Summer term that has a maximum of 62 days of instruction with two (2) embedded intersessions (Spring and Summer), which normally have a maximum 31 days of instruction each. There will be no formal block week in Summer term but, with approval, courses may be scheduled in a block format.
- There will be a seven-day (Sunday through Saturday) break in the Fall term that coincides with Remembrance Day.
- There will be a seven-day (Sunday through Saturday) reading break in the Winter term, that coincides with the Alberta Family Day holiday.
- There will be a three (3) to five (5) days break between the Spring and Summer intersessions that will include the exam period for Spring intersession courses.
- The Doctor of Medicine (MD) program in the Cumming School of Medicine has a separate academic schedule structured to ensure an adequate number of instructional days required for each component of the MD program.
- The Juris Doctor (JD) program in the Faculty of Law and the Doctor of Veterinary Medicine (DVM) program in the Faculty of Veterinary Medicine will generally follow the Academic Schedule of the University, but may have classes commence and conclude up to a week outside the approved schedule. The Faculties of Law and Veterinary Medicine adhere to the University requirement for minimum days of instruction.
- The Qatar Faculty will generally follow the Academic Schedule of the University, but will reflect some different dates within a term, including start, end and holiday dates, due to local customs and convention. The Qatar Faculty adheres to the University requirement for minimum days of instruction.
- The University will maintain a rolling five-year academic schedule. GFC will be presented with an opportunity to review the existing academic schedules and approve the next year in the rolling schedule annually.

GENERAL FACULTIES COUNCIL
ACTION BRIEFING NOTE

⦿ For Approval   ○ For Recommendation   ○ For Discussion

SUBJECT: **Establishment of the Graduate College**

MOTION

That the General Faculties Council (GFC) approve the establishment of the Graduate College at the University of Calgary, effective January 2019, as set out in the proposal provided to the GFC, and as recommended by the Academic Planning and Priorities Committee.

PROPONENT(S)

Dru Marshall, Provost and Vice-President (Academic)
Lisa Young, Vice Provost and Dean Faculty of Graduate Studies, and
Rob Thompson, Chair, Graduate College Steering Committee

REQUESTED ACTION

This item is being brought forward to establish a Graduate College at the University of Calgary as an autonomous unit reporting to the Provost's Office through the Vice-Provost and Dean, Graduate Studies. This fulfils a commitment in the Eyes High Academic Plan, 2012.

KEY CONSIDERATIONS

The positive external review and success of the College in its pilot project phase support the action of establishing the College as an autonomous unit on campus. The proposal establishes a governance and reporting structure for the College, articulates its mandate and identifies resources required.

BACKGROUND

The Eyes High Academic Plan in 2012 included a commitment to "develop a plan for graduate student on-campus housing, including the option of exploring a graduate residential college in Calgary." In December of 2014, GFC approved a three-year pilot project which began in September of 2015, coinciding with the opening of Crowsnest Hall residence. An external review of the College conducted in Winter of 2018 recommended that the College be established "**as an autonomous academic and/or administrative unit** within the overall structure of the faculties and cross-faculty units of the University." GFC accepted the external review in Spring of 2018, approved a one-year extension to the pilot project, and invited management to develop a proposal to establish the College.

In its first three and half years of operation, the College has established its internal governance mechanisms and articulated a vision intended to fulfil its mandate to:

1. provide a transformative, intensive interdisciplinary experience for its Graduate Scholars and thus support recruitment of outstanding students and scholars;

2. enhance and diversify the campus culture at the University of Calgary in order to improve the experience of students and staff at our institution.
3. Establish and strengthen community connections such that more Albertans benefit from these efforts and see the practical benefits of the presence of a world-class institution within Calgary.

RISKS

Base dollars will be provided to fund the college, and it is anticipated that fund development will be done to provide further support. This model allows us to achieve a key objective in the academic plan. Allowing the Graduate College Pilot Project to end without the establishment of a permanent Graduate College also entails risks, including negative impacts on the academic experience of current Graduate Scholars, a reduction in the diversity of academic programs and activities on campus, and negative reputational impact through the loss of existing partnerships with individuals and organizations in the broader Calgary community.

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Graduate College Steering Committee	2018-09-19			X	
	Graduate College Steering Committee	2018-10-03			X	
	Graduate College Steering Committee	2018-10-16 2018-10-17		X		
	Academic Planning and Priorities Committee	2018-11-05		X		
	Faculty of Graduate Studies Council	2018-11-22			X	
X	General Faculties Council	2018-12-06	X			

NEXT STEPS

If approved, the Graduate College will formally launch in 2019.

SUPPORTING MATERIALS

Full Proposal: The Establishment of the Graduate College at the University of Calgary

Proposal: Establishment of The Graduate College at the University of Calgary

Preamble, History and Vision: Graduate Residential Colleges have existed in Canada for over 60 years, and include Massey College at the University of Toronto and Green and St. John's College's at UBC. Centered around communities of post-graduate students, brought together to form a multidisciplinary community of scholars, these Colleges have the potential to transform the educational experience of their members, contribute to the broader intellectual life of the University and build links out into the local community.

In 2012, General Faculties Council of the University of Calgary included a commitment to explore the formation of a Graduate Residential College in the University's Academic Plan 2012-2017, as a complement to existing leadership development programs for undergraduate students. In 2014, GFC approved a proposal to establish The Graduate College at the University of Calgary (*The College*) as a three-year pilot project. The College's Steering Committee established the vision and structure of the College to connect, enrich and energize the many communities it serves (Appendix A).

In September 2015, coinciding with the opening of Crowsnest Hall residence, the College was launched with an initial cohort of 30 students and 2 post-doctoral scholars. Over its first three years of operation, the College grew from 32 to 51 to 61 Graduate Scholars; by its second year, it included representation from every Faculty on Campus. Over its four years of operation, the overall scholar population has consisted of 54% women, 46% men, and has included a diverse international student population, including students from 17 countries.

As *The College* has grown, its programming has expanded, fulfilling its mandate to serve both its internal community and external communities on the campus and off. In the three years since it was formed, the College has mounted an ambitious range of programming, including a Speaker Series, Documentary & Discussion Series and a multi-disciplinary conference for graduate students. Its members have engaged in service activities throughout the Calgary community and on campus. During 2017 and 2018, the College engaged with over 2000 attendees at activities it hosted (Appendix B).

An external review of the College was carried out in 2018. This review was strongly supportive of *The College* and its achievements during its pilot project, specifically stating:

> *Our chief recommendation is that the University now move swiftly to establish and fund such a program, taking the necessary measures to ensure:*
>
> - *its full integration as an autonomous academic and/or administrative unit within the overall structure of the faculties and cross-faculty units of the University;*
> - *its recognition as a strategically mandated micro-community of graduate students in the service of the general population of graduate students at the University; and*
> - *its functionality as a distinctly public-facing organ of scientific research and of interdisciplinary and interprofessional collaboration at the University, operating in*

partnership with institutions and individuals in the wider local community of the City of Calgary and its hinterland.

In June 2018, GFC accepted the external review of *The College* and authorized a one-year extension of *The College* pilot project for the purpose of developing a proposal for a permanent Graduate College, which is presented below.

> **Proposal:** To create The Graduate College at the University of Calgary (*The College*) as an autonomous unit, reporting through the Faculty of Graduate Studies (FGS).

Definitions: *The College* is a community comprised of Graduate Scholars and Senior Scholars, selected from across all Faculties on campus and granted membership in *The College* for a defined period of time. Graduate Scholars include graduate students registered in FGS, degree-holding professional students, and post-doctoral researchers / medical residents. Senior Scholars are University of Calgary faculty members (Senior Scholars (faculty)) and a limited number of community leaders (Senior Scholars (community)) who are strongly engaged with *The College* and the University of Calgary.

Rationale: The Rationale for establishment of a Graduate College at the University of Calgary is an expression of the benefits that the University and its constituents would derive from the existence of such a unit. Value is defined at the University of Calgary by its Strategic Plans, with the establishment of *The College* being in excellent alignment with the principles, value propositions, and priorities of the University's *Eyes High Strategy 2017-22* and the University's *2018-23 Academic and Research Plans*. In particular, as illustrated in Table 1 (top of page 3), *The College* will enhance the University's efforts to achieve its *Prioritizing People*, *Connecting Communities*, and *Driving Innovation* priorities. This enhancement will be achieved through its ability to:

1. aid in recruitment and retention of students and scholars through the unique and exceptional experiences offered by *The College*;
2. engage and energize internal and external communities with academic and community programs;
3. create connections between the University and off-campus communities through public events and community engagement.

The second column in Table 1 illustrate how these points align with select University priorities, although each one crosses boundaries to contribute to multiple aspects of the University's Strategic plans.

Table 1: Rationale, Mandate, and Programs for *The Graduate College* at the University of Calgary

Academic Plan Priorities		Rationale	Mandate	Programs
Prioritizing People	Recruit and retain talented people	*A College has the potential to:* • assist with the attraction and retention of top students and postdocs; • enhance and enrich the experience of Scholars and students campus-wide.	*The Graduate College is charged to:* • build a diverse and inclusive community of graduate and senior scholars; • place scholars on trajectories to achieve excellence in their studies and careers.	*The Graduate College will enrich member experience through:* • accommodation options • internal (community building) events and activities • programs to connect guests and College members
Connecting Communities	Connect and Collaborate with All Communities	*A College has the potential to:* • take the University to the Community through its members and programs; • bring Calgary Community leaders and members to the University through its events and activities.	*The Graduate College is charged to:* • create meaningful two-way exchanges between scholars and external communities; • provide informational activities for non-scholar audiences and energize communities and individuals through engagement in the College.	*College programming will engage external communities through:* • public events addressing topics of community interest; • a 'Visitor' program to deeply engage community leaders; • volunteerism and community leadership.
Driving Innovation	Facilitate Interdisciplinary and Critical Thinking	*A College has the potential to:* • enrich the intellectual life of campus through multidisciplinary exchange; • facilitate leadership in a range of areas, including sustainability, innovation, and entrepreneurial thinking.	*The Graduate College is charged to:* • create a venue for students and faculty to undertake multi-disciplinary academic exchange; • utilize the expertise in the Calgary community to bring together scholars and community leaders to tackle societal challenges.	*College programming will connect on-campus communities through:* • multidisciplinary academic programs (e.g. conferences, talks); • 'Visitor' programs in partnership with university Faculties. • Unique professional skills programs for students & Scholars.

Mandate: The proposed mandate of *The College* follows directly on the rationale for its establishment and thus is presented as the third column in Table 1. Specifically, the mandate of *The College* will be to pursue its vision to connect, enrich, and energize the many communities it serves (Appendix A) through the directives described in Table 1. In general terms, these directives require the creation of a Graduate College community, the establishment of its programs for internal and external communities, and the positioning of the College as an autonomous unit in support of the University and its Faculties pursuit of their strategic goals.

This mandate is motivated by the opportunity to:

1. provide a transformative, intensive interdisciplinary experience for its Graduate Scholars and thus support recruitment of outstanding students and scholars;
2. enhance and diversify the campus culture at the University of Calgary in order to improve the experience of students and staff at our institution.
3. Establish and strengthen community connections such that more Albertans benefit from these efforts and see the practical benefits of the presence of a world-class institution within Calgary.

Reporting and Governance:

The College will be an autonomous unit within the Faculty of Graduate Studies reporting to the Provost through the Vice-Provost and Dean, Graduate Studies. Three primary bodies will have responsibilities for governance and leadership of *The College*: the Graduate College Oversight Committee, the External Advisory Board, and the College Leadership Team (see Figure 1).

Provost

Vice-Provost and Dean, Graduate Studies

The Graduate College

A. Graduate College Oversight Committee

College Administration

Head of College
(Deputy Head)

C. College Leadership Team

B. External Advisory Committee

Graduate Scholar Executive

Senior Scholar Corporation

D. Graduate Scholar Community

D. Senior Scholar Community
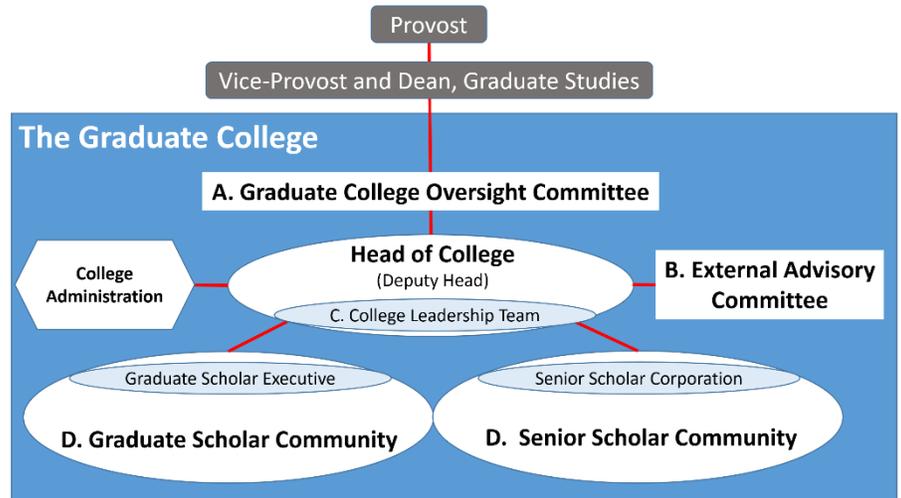
A.   The College will be governed by the Graduate College's **Graduate College Oversight Committee** (GCOC), which will be chaired by the Vice-Provost and Dean, Graduate Education. The GCOC will include the following members or representatives (voting unless identified otherwise):

- Vice-Provost and Dean, Graduate Education (GCOC Chair)
- Provost and Vice President (Academic) Representative
- Vice President (Research) Representative
- Residence Services Representative
- Graduate Students' Association Representative
- Decanal Representative from Faculties offering post-graduate professional programs (i.e. DVM, JD, MD) (*will normally be a member of academic staff*)
- Rotating decanal representative from other Faculties (*will normally be a member of academic staff*)
- Graduate Scholar Community of *The Graduate College* Representative (elected)
- Senior Scholar Community of *The Graduate College* Representative (elected)
- Representation of other groups as needed and approved by the GCOC Chair
- Head of College (non-voting)

The GCOC will meet quarterly, and will be responsible for:

- Reviewing the annual activity of the College to ensure it fulfils its mandate;
- Serving as the advisory selection and renewal committee for the Head of the College;
- Approving academic membership selection criteria and processes for the College;
- Approving *The College*'s vision, mission, and strategic plans;
- Providing advice to the Head of College.

B.   *The College*'s **External Advisory Committee** (EAC) will provide advice to the Head of College, encourage positive relationships to the community, act as an advocate for *The College* to the Broader Calgary Community, and assist with the identification and recruitment of Senior Scholars (community). The EAC will include on campus and broader community members, drawing on groups such as the University Senate, Board of Governors, and the local indigenous community. The Head of College will determine and maintain the membership of the EAC.

C. The day-to-day operations of the College will be directed by the College Leadership Team (CLT), which will be Chaired by the Head of College. Its membership will be:
- Head of College (Chair)
- Deputy Head of College
- Senior Scholar in Residence
- Elected representation from the Graduate Scholar Community
- Elected representation from the Senior Scholar Community

The CLT will direct the selection/renewal of College members and the activities of the College.

D. The Graduate Scholar and Senior Scholar communities will each develop and maintain their own internal structures.

Changes to this general governance and reporting structure will require approval from the Provost and Vice-President (Academic).

Membership:

The College membership will have three categories:

A. Ex-Officio: The Head of College, members of the GCOC and EAC, Provost, Vice-President Research, and President of the GSA will be members of the College ex officio, but, with the exception of the Head, not formally members of the Senior Scholar or Graduate Scholar Communities unless additionally appointed to these roles through the standard processes.

B. Graduate Scholars: Students enrolled in the Faculty of Graduate Studies or the JD, MD or DVM programs at the University of Calgary and post-doctoral scholars / medical residents at the University of Calgary are eligible to apply for membership. The GCOC will determine eligibility for and terms of membership, and the CLT will establish the selection and renewal criteria and processes, which shall take into account the value of diversity in membership. The number of members is variable; initially, there will be between 50 and 75 Graduate Scholars. The Graduate Scholars will reflect the disciplinary and demographic diversity of the University of Calgary.

C. Senior Scholars: University of Calgary faculty members (Senior Scholars (faculty)) and community leaders from the City of Calgary and beyond (Senior Scholars (community)) are eligible for selection as Senior Scholars for a fixed term. Membership in *The College* as a Senior Scholar is a form of service to the university community and is voluntary. Eligibility and terms for membership in *The College* will be determined by the GCOC, with advice from the EAC on community members. The CLT will establish the selection and renewal criteria and processes. The number of Senior Scholars will be capped initially at twelve, with no more than 25% of the cap being Senior Scholars (community) at any given time.

Graduate Scholar and Senior Scholar membership requires active engagement with the work of the College, and renewal will be at the discretion of the Head, contingent on fulfilling these expectations as assessed through relevant processes established by the CLT.

Head of College

The Head of College is appointed by the Vice Provost and Dean of Graduate Studies, on the advice of GCOC. The position is considered similar to an Associate Dean, and the Head will be a member of the FGS leadership team and will hold an ex officio seat on FGS Council.

The Head will serve as Chair of the CLT, and will be responsible for:

- strategic planning for *The* College
- the day-to-day operation of *the College*
- management of *The College*'s budget
- supervision of the administrative staff of *The College*
- oversight of development activities for *The College* in coordination with the Development Office
- Quarterly reports to the GCOC
- Informational reports to the FGS Council and the EAC

Programs: Using the structures and membership described above, *The* College will achieve its mandate and justify its rationale through a range of programing optimized for the different communities that it serves, as illustrated in the fourth column of Table 1. This structure aims to benefit each of these communities as follows:

1. Internal Community: programs will build *The College* community, enhance the learning experience of its members, and broaden the members' skillsets;
2. Student Communities: activities will offer members of the Crowsnest Community and students from across campus the opportunity to supplement their standard academic programs with educational, multidisciplinary, and/or skill building experiences.
3. University Units: partnerships will assist University units with their efforts in recruitment, retention, and development, as well as targeted joint initiatives such as visitor co-hosting or event co-sponsorship to enhance the academic activities of the unit.
4. Calgary and Area Communities: programs will inform Calgarians on topics of interest and demonstrate immediate benefits of the University's presence in the Calgary community, engage with underserviced communities in Calgary, and build practical engagement of individual community leaders in the University, to the benefit of both parties.

Resources and Facilities

The College will be base funded from the Office of the Provost with the funds held by the Faculty of Graduate Studies as a separate line item. Initially, *The College*'s annual operating budget will be about $300,000, of which approximately 35% will be committed to Scholar support, 45% to salaries and administrative costs, and 20% to College events. As resources become available the College budget and scope of activities will continue to grow as it pursues its vision and its role as a public-facing unit of the University.

The establishment of *The College* as a permanent unit of the University would allow a stronger focus on its development opportunities, with more time dedicated by the Head to this area. A

fund development strategy for *The College* will immediately be developed and implemented in partnership with the Office of Development and Alumni Engagement to seek donors and/or sponsors for Graduate Scholarships, College Programming, and community outreach.

College facilities will, initially, be assigned and operated in partnership with Residence Services and the Faculty of Graduate Studies. Through an agreement with Resident Services, The College operates a small Common Room for its Scholars on the 11th floor of Crowsnest Hall, where accommodation for resident Scholars is also available. Co-located is also the College's Senior Scholar-in-Residence Suite and an agreement-in-concept exists for the facilities to operate a Visitor program based on a purposely designed Visitor Suite on the same floor. The College Office currently operates within the FGS Suite in Earth Sciences, with the potential for expansion of facilities over time under active exploration. The eventual goal is to have a visible, College-branded space on campus that reflects its role as a public-facing unit of the University.

Quality Assurance

In line with current University Quality Assurance policies, the Graduate College will undergo regular formal review. An external review of The Graduate College and its programming will be carried out every 5 years, with the review being organized and received by the Office of the Provost, through the Vice-Provost (Graduate Education). A midterm report on progress against the External review will be submitted in the third year following the review. As the first external review was completed in 2018, the first mid-term report against this review will be submitted in 2020-21 and the next External Review will be carried out in the 2022-23 Academic Year.

Timelines

With the pilot project for the Graduate College already in operation, the Timeline for implementation can be all but immediate. Once approval is granted by GFC, the College could formally launch as a University unit on January 1/April 1/July 1, 2019, with a Grad Scholar Community of 60. Senior Scholar and Visiting Scholar opportunities would be sought during Winter 2019, with membership taking effect July 1, 2019.

Appendix A: Graduate College Vision Statement

THE COLLEGE
at the University of Calgary

Vision

With a core of exceptional graduate students anchoring a community of academics and distinguished individuals in a signature facility, *The College* will bring together a diversity of individuals and groups to enable engaged discourse on important and challenging topics. Located at the heart of our university, it will reflect the values and vision of Canada's most entrepreneurial and energized city.

The members and programs of *The College* will serve its communities and create a dynamic environment promoting excellence in research, education, and connection to communities. Focusing on its three foundational themes (connect, enrich, and energize), *The College* will enable dialog, leverage its diversity, and prepare its members to provide the leadership required to address complex issues facing Calgary, Canada and the global community.

Foundational Themes

To realize this vision, *The College* will remain focused on its three foundational themes:

- **CONNECT**

  Bringing together diverse groups, ideas and worldviews to discuss significant issues in an open and collegial environment, *The College* will build connections between the university and the communities it serves.

- **ENRICH**

  Creating a community of scholars from varied backgrounds and disciplines, *The College* will enrich the experience and future opportunities of its members and the members of the communities it serves through its programs, leadership development, and community building.

- **ENERGIZE**

  Demonstrating a culture of leadership and service, *The College* will leverage Calgary's rich tradition of civic engagement and volunteerism to launch initiatives that energize the communities it serves and enable the pursuit of solutions to complex issues, both local and global.

MO SHÚILE TOGAM SUAS
I WILL LIFT UP MY EYES

_____

Appendix B: Graduate College Information Brochure

ABOUT US

Prof. Robert I. Thompson, P.Phys.
Chair, Graduate College Steering
Committee
E-mail: rthompso@ucalgary.ca
Ph: 403-220-5407

Erin Fraser
College Operations & Administrative
Assistant
E-mail: erin.fraser@ucalgary.ca

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themonocle.ucalgaryblogs.ca

WWW.UCALGARY.CA/GRADCOLLEGE

THE GRADUATE COLLEGE

UNIVERSITY OF CALGARY
Graduate College

WHAT IS THE COLLEGE?

The College is comprised of a diverse group of graduate students from all faculties on campus who are driven by a common vision of serving the communities that we are connected to, including the campus and the City of Calgary. As Graduate Scholars, we work to bring vibrancy and creativity to College initiatives that connect, enrich and energize, through collaboration with student groups and campus partners as well as non-profits, community groups, artists, and local cultural events in the City of Calgary.

Our vision

CONNECT

Bringing together diverse groups, ideas and worldviews to discuss issues in an open and collegial environment, the College aims to build connections between the communities it serves, both within the University and beyond.

ENRICH

Creating a community of scholars from varied backgrounds and disciplines, The College will enrich the experience and future opportunities of its members and the members of the communities it serves, through its programs, leadership development, and, community building.

ENERGIZE

Demonstrating a culture of leadership and service, The College will leverage Calgary's rich tradition of civic engagement and volunteerism to launch initiatives that energize the communities it serves and enable the pursuit of solutions to complex issues, both local and global.

SPEAKER SERIES

The College invites speakers to cover topics that range from critical thinking and creativity to low-carbon futures in Alberta.

THE COLLEGE DINNERS

Formal dinners that allow scholars to dine together and network with College Members and invited guests from both campus and external communities.

INTERLOCK

Our multidisciplinary conference allows graduate students from different disciplines to share their work with their peers.

DOCUMENTARY + DISCUSSION

Connecting students with community leaders through authentic, vibrant conversations on critical topics for society.

INTERNAL EVENTS

College Scholars also engage in many initiatives to promote a cohesive environment within the College, such as professional skills workshops, organizational meetings, social outings, and much more!

SERVICE TO THE COMMUNITY

The College organizes volunteering activities with different organizations around the city such as Beakerhead and Inn for the Cold, where scholars have the opportunity to give back to the Calgary community.

GENERAL FACULTIES COUNCIL
ACTION BRIEFING NOTE

○ For Approval   ○ For Recommendation   ● For Discussion

SUBJECT: **Experiential Learning Plan**

PROPONENT(S)

Leslie Reid (Vice-Provost, Teaching and Learning), Erin Kaipainen (Senior Specialist, Experiential Learning), Rachel Braun (Program Specialist, Experiential Learning, Taylor Institute)

REQUESTED ACTION

To explore opportunities and challenges associated with the expansion of Experiential Learning.

KEY CONSIDERATIONS

Experiential learning (**EL**) provides students with opportunities to deepen their understanding of concepts and skills through the application of theory and academic content to real-world experiences. EL requires the student to not only engage in the experience activity, but also requires them to reflect upon their learning and how the skills learned through their academic studies can be applied beyond the classroom. Such opportunities are typically divided into three categories: Course-focused, community-focused, and work-focused. While there is some variation in which activities are included under EL at postsecondary institutions in Canada, they typically include internships, mandatory professional practice, field experiences, cooperative education placements, paraprofessional experiences, and community-engaged learning projects. Some institutions also include categories such as artistic performances, applied research projects and international learning programs among others. Experiential Learning can occur in a variety of disciplinary contexts and be curricular or co-curricular/extra-curricular. EL activities should be designed to meet the following criteria:

- Include direct experience with focused reflection
- Build on students' past knowledge and experiences
- Require active involvement in meaning construction
- Encourage collaboration and exchange of ideas and perspectives

Important Definitions

Experiential Education: Experiential education is a philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities. (Association of Experiential Education)

Experiential Learning: "[L]earning in which the learner is directly in touch with the realities being studied. It is contrasted with the learner who only reads about, hears about, talks about, or writes about these realities but never comes into contact with them as part of the learning process" (Keeton & Tate, 1978)

*Work Integrated Learning (**WIL**): Is a type of EL defined as the process through which students come to learn from experiences in educational and practice settings. It includes the kinds of curriculum and pedagogic practices it can assist, provide and effectively integrate learning experiences in both settings. Grouped into the following categories: systemic training (apprenticeships); structured work experiences (coop, internships, field experience, mandatory professional practice; institutional partnerships (applied research, community engaged learning); Incubators & accelerators and boot camps & hackathons. (HEQCO, 2016)*

Across Canada, postsecondary institutions are strategizing how they can increase the number of students engaged in EL activities, particularly WIL. Since 2016, the Business and Higher Education Roundtable (**BHER**) has challenged higher education to ensure all postsecondary students have at least one WIL experience before graduation. On September 4, 2018, BHER shared a public letter to the Honourable Bill Morneau (Minister of Finance) calling for a national strategy and federal funding to support WIL. In recent years, several provinces have announced additional funding to support EL or WIL, and EL is included in the mandate letters for postsecondary institutions in Ontario. Although Alberta has not mandated EL or WIL, it is expected that this will become a priority. It is important that the University of Calgary is prepared to scale up these opportunities and ensure that all students have access to at least one EL experience before graduation. Immediate priorities for expanding experiential learning are developing common language and criteria for EL activities, developing a system to measure participation, adopting a platform to match students with opportunities and connect external partners to campus, and identifying the resources required to significantly increase EL opportunities.

KEY POINTS

- Nationally, postsecondary institutions are expanding experiential learning opportunities in order to prepare graduates with the skills required in a changing workforce.
- Many EL activities are associated with student engagement and are considered High Impact Practices (Undergraduate research, collaborative assignments and projects, diversity/global learning, service-learning/community-based learning, internships, capstone courses & projects)
- WIL is EL, but not all forms of EL are WIL
- In 2016, the BHER called for postsecondary institutions to provide all students with at least one WIL experience before graduation.
- Ontario, New Brunswick and Nova Scotia have announced funding to support the expansion of WIL opportunities for postsecondary students.
- Ontario expects all postsecondary students to participate in at least one EL activity before graduation.
- Institutions across Canada have defined EL and EL activities differently and have different typologies for which activities "count."
- EL is not clearly defined at UCalgary. A working group is proposing common language and criteria for EL activities.
- Tracking students' involvement with EL is challenging without set criteria for EL activities and a centralized mechanism for data collection.

BACKGROUND

Experiential Learning at UCalgary occurs across campus and includes both credit-bearing and non-credit experiences. Hands-on learning is deeply engrained in several disciplines, especially the professional faculties where field experience is required for professional licensure (Social Work, Nursing, Medicine, Veterinary Medicine and Education). Students in the Faculty of Arts and Faculty of Science have fewer EL opportunities through their degree programs.

To enhance UCalgary's capacity for expanding EL, the Taylor Institute for Teaching (**TI**) and Learning is developing centralized support focused on: pedagogical resources and support for EL, scholarship on EL, networking and the sharing of best practices amongst those involved in EL, reporting on EL, supporting students in finding EL opportunities, and supporting external partners in connecting with UCalgary to create EL opportunities with the community and industry. Staff in the TI are currently completing an environmental scan on EL at UCalgary, leading a working group to develop recommendations for common language around EL at UCalgary, compiling requirements for an enterprise-level platform to manage EL opportunities and partnerships, and developing programming and resources to foster capacity across campus for EL.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	Teaching and Learning Committee (note: no quorum)	2018-10-25			X	
	GFC Executive Committee	2018-11-20			X	
X	General Faculties Council	2018-12-06			X	
	Research and Scholarship Committee	2018-12-11			X	

Also consulted: Provost's Team Meeting (Oct. 14/18), Extended Deans' Council (Oct. 24/18) and Teaching and Learning Leaders Network (Oct. 31/18).

SUPPORTING MATERIALS

Experiential Learning Plan, slide deck

Experiential Learning Plan

Leslie Reid, Erin Kaipainen, Rachel Braun, Susan Barker, Lisa Young

General Faculties' Council
December 6, 2018

UNIVERSITY OF
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Experiential & Work-Integrated Learning

Experiential Learning (EL)
Hands-on, reflection, critical analysis and experimentation

Work-Integrated Learning (WIL)
EL in a work or work-like setting (i.e. Co-op)

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Why Experiential Learning?

Student engagement

Civic consciousness

Skill development

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Significant Developments in Canada

Provincial

BC/Yukon: Active coop network sets provincial framework for WIL

ON: Introduces 10-year economic plan, includes focus on highly skilled workforce, expanding EL

NS: Broad consultation on future of postsecondary system

NS: Recommends centralized office to manage EL & province-wide portal

ON: Premier's Highly Skilled Workforce Expert Panel appointed

NB: Universities unite on call to expand and enhance EL; Student association calls for 100% EL

ON: Drafts integrated strategy, *A Shared Responsibility: Building the Workforce of Tomorrow*

ON: Brock Senate passes EL typology

ON: Announces $68M Career Ready Funding

NB: $18.4M dedicated to workforce development for NB youth

AB: Circulates draft WIL handbook

Timeline

2014 — 2015 — 2016 — 2017 — 2018

National

Business/Higher Education Roundtable (BHER) established by the Business Council of Canada

BHER calls for 100% WIL

Federal funding for 60,000 student work-placements over five years, including the Student Work-Integrated Learning Program (SWILP) and MITACs

Co-Operative Education and Work-Integrated Learning defines WIL

BHER calls for national strategy on WIL; national matching platform

4

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Efforts to Expand EL/WIL

UCalgary:
-Co-curricular experience
-WIL in professional programs

U of A:
-Faculty of Arts Service Learning Initiative

U of S:
-First-year research projects

NS & NB:
-Province-wide discussions
-EL for retention -

ON:
-EL included in SMAs
-100% students have 1 EL experience by graduation

BC:
-Active provincial network
-Common employer website
-Provincial typology WIL/EL
-Leading scholars @ SFU & UVic

U of G:
-Learning outcomes in work experience/ co-curricular
-Common employability outcomes

UVic:
-Coop and community-engaged EL
-Typology used in ON

UWaterloo:
-21,000+ Coop work terms, largest in the world

Western:
-EL faculty toolkit
-Open access community engagement modules

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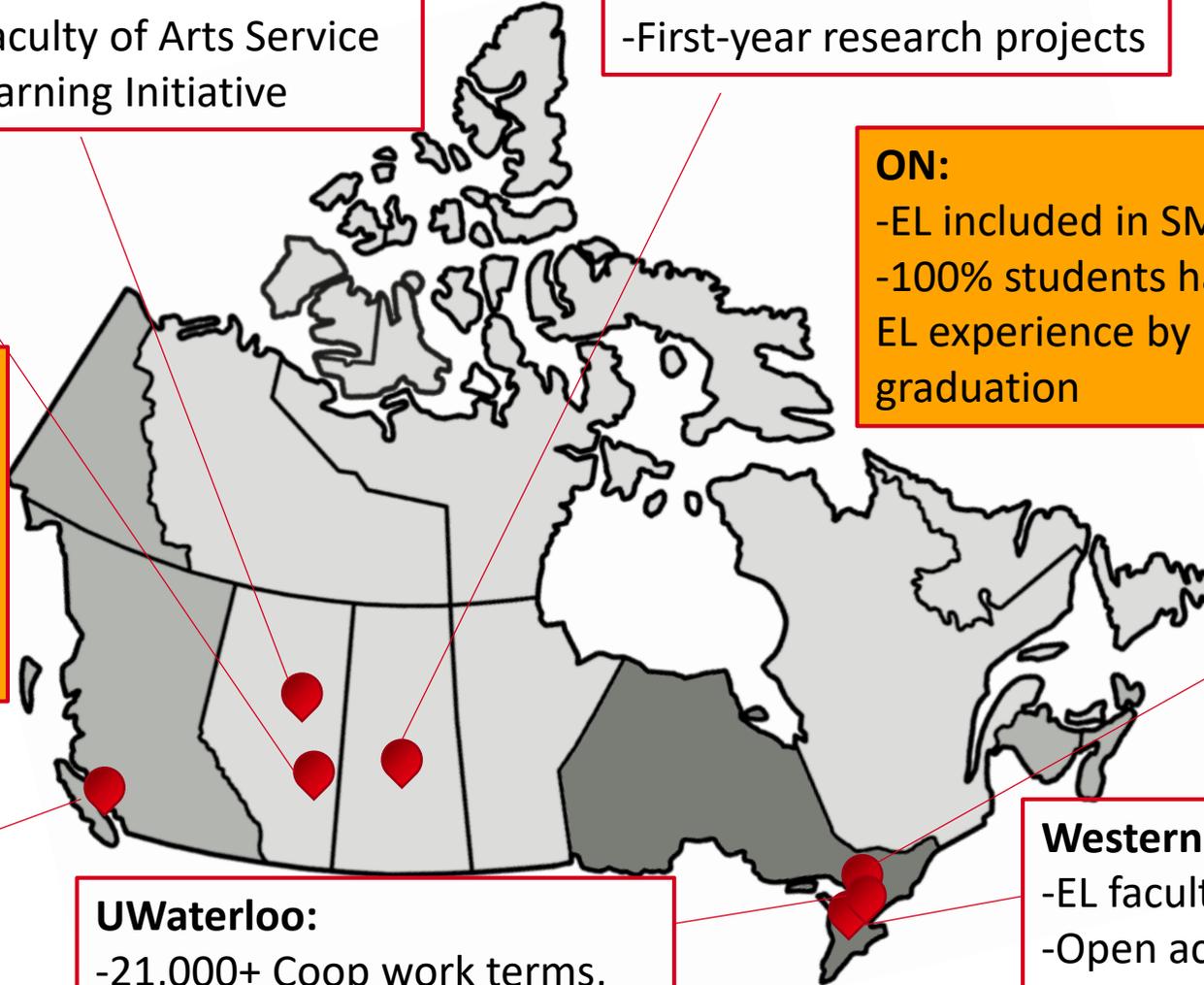
UCalgary Highlights – 2017/18
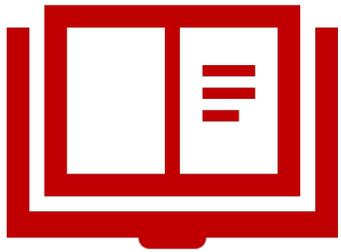
4,666 undergraduate enrolments in practicum courses

467 graduate enrolments in practicum courses

298 paraprofessional experiences through the Peer Helper Program

1,028 undergraduate internships/co-op work terms

92 graduate internships with Transformative Talent or MITACs

22 graduate students participate in immersive entrepreneurship experience through Innovate Calgary

6

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Brittany Vine, BA, MEd

"EL is what landed me this job. Now it's the most interesting part of my job."

- Participant, ucalgarycares

- Consulting project, DEST 591

- Volunteer work, Burkina Faso

- Field school & internship, Ghana

- Co-op & professional work, UCalgary

- M.Ed Community Engagement, Merrimack College

- Fellowships with Merrimack College & Harvard University

- Professional work, Mustard Seed, Calgary

Abbas Ali Madni

"Coop was a connector for me between the academic and professional worlds."

- International student from Pakistan pursing Bachelor of Commerce (Finance)

- Volunteered to get experience

- Series of on campus work experiences led to work with SES

- Co-operative education placements with Nexen and Total SA

- Benefited from taking courses in parallel to his coop placements and strong mentorship

- Ongoing part time work with Nexen while completing his degree

8

Helen Pethrick

"Honing my skills, building connections, and developing self-confidence through these opportunities has helped me find my 'why'"

- BHSc/BA, Health & Society and Social Cultural Anthropology

- ucalgarycares Reading Week project

- Peer Helper – Student Success Centre

- On campus work – Student Success Centre, Leadership & Student Engagement

- Field School & research project in Yukon

- Research Methods course with preceptor developed interest in mentorship; publications

- Honours thesis continued work on mentorship

- Implemented mentorship program in student club

Yue Xu, MSc

"Through my internship, I got to experience the working environment, culture and atmosphere first hand in Canada."

- 2018 GREAT Intern Award, UCalgary

- International student from China, Mathematics & Statistics

- 2018 Transformative Talent Internship with Alberta Education

- Internship project in a field vastly different from her own; illustrated how her skills can be transferable to other areas

EL/WIL Metrics at UCalgary – What's Next

| Determine priority activities; set common definitions | Mechanism for tracking activity & quality | UCalgary inventory & annual reporting |

100% students with WIL opportunity before graduation

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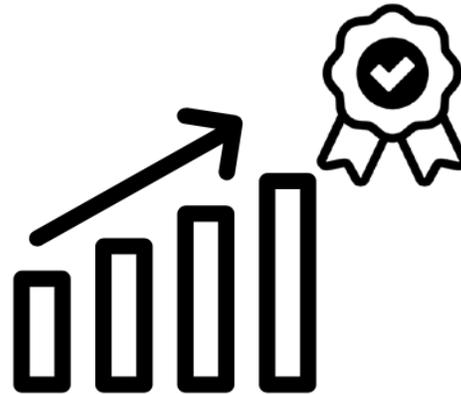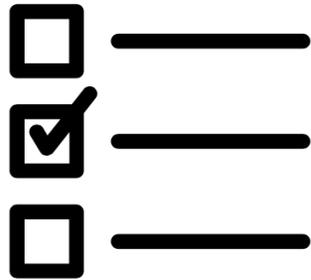
Scaling up Experiential Learning

Management platform
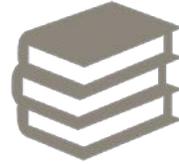
Pedagogical support

Coordinators

EL Dashboard & support
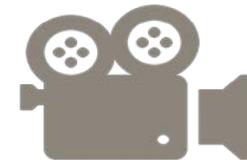
Marketing & communications

100% students with WIL opportunity before graduation

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Discussion: Scaling up Experiential Learning

- Where could we have the biggest impact?
- What supports are needed to expand this work?
- What is getting in the way?

UNIVERSITY OF CALGARY |Student Non-Academic Misconduct Policy
ANNUAL REPORT
July 1, 2017 – June 30, 2018

Prepared for:
General Faculties Council

Date:
November 29, 2018

The purpose of the Student Non-Academic Misconduct Policy and Procedure, administered by the Student Conduct Office, is to provide a clear and transparent process for managing and addressing student non-academic misconduct in a manner that is centralized, educational, and follows the principles of natural justice.

The Student Conduct Office focuses on student education and development and the promotion of a safe and caring campus community. It achieves these goals through adjudication of alleged policy violations, and by facilitating the Bystander Intervention Program training on pro-social behaviour available to all members of the university community.

Student Non-Academic Misconduct - Policies Administered

The University of Calgary communicates its expectations for appropriate behaviour of students through the Student Non-Academic Misconduct (SNAM) Policy, the Harassment Policy, and the Sexual Violence Policy. The SNAM Policy is the enabling policy of the Student Conduct Office and is the only policy that addresses student non-academic misconduct exclusively. The Harassment and Sexual Violence policies apply to all members of the university community and are administered by the Student Conduct Office when complaints under these policies involve a student Respondent.

Student Non-Academic Misconduct Policy

The Student Non-Academic Policy's Appendix 1: Prohibited Conduct lays out eight categories of prohibited conduct under the headings - Protection of Individuals; Protection of Property; Protection of University Functions, Activities and Services; False Information and Identification; Possession or Use of Dangerous Objects, Drugs or Alcohol; Aiding in the Commission of an Offence; Contravention of Other Laws and University Policies, and; Failure to Comply with a Sanction.

Ninety-four Complaints involving 156 students were received, of these Complaints:

- 53 formal Hearings were adjudicated under Student Non-Academic Misconduct Procedures. Of the 53 Hearings adjudicated under Student Non-Academic Misconduct Procedures, 45 took place before a Hearing Officer and 8 took place before a Hearing Board;

- 14 Complaints were made under the Harassment Policy;

- 11 Complaints were made under the Sexual Violence Policy;

- 4 Complaints were resolved through informal meetings with the Student Conduct Office;

- 29 Complaints were reviewed/investigated but did not result in Hearings due to insufficient information to proceed or lack of jurisdiction; and

- 8 Complaints were referred to other units for resolution.

Harassment Policy

The University of Calgary Harassment Policy applies to all members of the University of Calgary community and associated procedures are administered by the Student Conduct Office when a Complaint under this policy involves a student Respondent. Fourteen Complaints were categorized as alleged violations of the Harassment Policy.

Sexual Violence Policy

The University of Calgary's Sexual Violence Policy came into effect June 1, 2017 and has been administered since its implementation by the Student Conduct Office where allegations under it involve student Respondents. Eleven complaints were categorized as alleged violations of the Sexual Violence Policy. Nine of those Complaints were investigated and proceeded to Hearing, and two complaints were withdrawn by the Complainant prior to investigation/hearing.

Disciplinary Process

Complaint Origins

Complaints of student non-academic misconduct are received directly through the following channels:

Web form: www.ucalgary.ca/conduct/misconduct/reporting
Email: conduct@ucalgary.ca
Phone: 403-210-3868

Complaints are also received via campus stakeholders such as Campus Security and Residence Services, and via the *Confidence Line* at 1-800-661-9675. One hundred and twenty students were referred by Campus Security, 16 were referred by other students, 5 were referred by staff members, 14 were referred by faculty members, and 1 was referred by a community member.

Complaint Intake

After a Complaint is received it is assessed to determine whether the Complaint contains an allegation of student non-academic misconduct pursuant to the policies it administers. If the Complaint does not contain such an allegation, or it does but would be more appropriately resolved through another course of action, the Complaint is either archived or referred to an appropriate department for resolution.

Investigation

If a Complaint contains an allegation of student non-academic misconduct deemed a Responsible Allegation (3a), SNAM Procedures) it will be investigated, typically by interviewing all involved parties and reviewing CCTV or Campus Security body camera footage, if available. Depending on the complexity and subject matter of an investigation, a specialized investigator within Campus Security may conduct an Investigation. At the conclusion of the Investigation, the Student Conduct Office will determine if the matter should proceed to a Hearing with the Respondent.

Notice of Hearing

If a Hearing is warranted, a Notice of Hearing is issued to the Respondent. The Notice explains the purpose of the Hearing and provides the Respondent with a summary of the Complaint, all facts and evidence that will be discussed during the Hearing, and the specific policy provisions relating to the alleged misconduct. The Respondent is advised whether the Hearing will take place before a Hearing Officer or before a Hearing Board, as well as the date, time, and location scheduled for the Hearing. The Respondent is notified of any applicable interim measures (i.e. temporary no-contact order or access restriction). Finally, the Respondent is informed of their entitlement to be accompanied by an Advisor during a Student Conduct Hearing e.g. Student Ombuds.

Hearing

The purpose of a Hearing is to allow the Respondent the opportunity to explain the extent of their involvement in an allegation of Student Non-Academic Misconduct. A Hearing may take place before a Hearing Officer or a Hearing Board considering a variety of factors including the seriousness of the allegation. Of the 53 Hearings during the reporting period, 45 took place before a Hearing Officer and 8 took place before a Hearing Board.

[Student Non-Academic Misconduct Procedure Appendix 1: Hearing Board Composition](#) establishes the composition and membership of the Hearing Board. Hearings are not open to the public and the proceedings are confidential.

*Decisions (Findings of the Hearing Officer / Board)*

Upon reviewing the alleged facts, evidence, and Respondent's statements during the Student Conduct Hearing, a Hearing Officer or Board applies a balance of probabilities standard in rendering its decision of "responsible" or "not responsible" on each alleged violation. The 53 Hearings held during the reporting period resulted in 90 findings. The number of findings is greater than the number of hearings because cases may involve multiple policy violations per Respondent. Of the 90 findings, 73 were findings of Responsibility and 17 were findings of Non-Responsibility.

Sanctions

Sanctions range from a written warning to monetary restitution to expulsion (Student Non-Academic Misconduct Policy Appendix 2: Sanctions).

The 73 findings of Responsibility during the reporting period resulted in 4 Suspensions, 12 Written Warnings, 9 Written Reprimands, 6 No-Contact Orders, 10 Probations, 1 Licensed Establishment Ban, 2 mandatory meetings with a designated professional staff member, 6 Monetary Restitutions, and 9 Access Restrictions. The number of Sanctions is less than the number of findings of Responsibility because Respondents were given on average less than one Sanction per policy violation.

Table 1: Complaints reviewed and adjudicated (2015 – 2018)
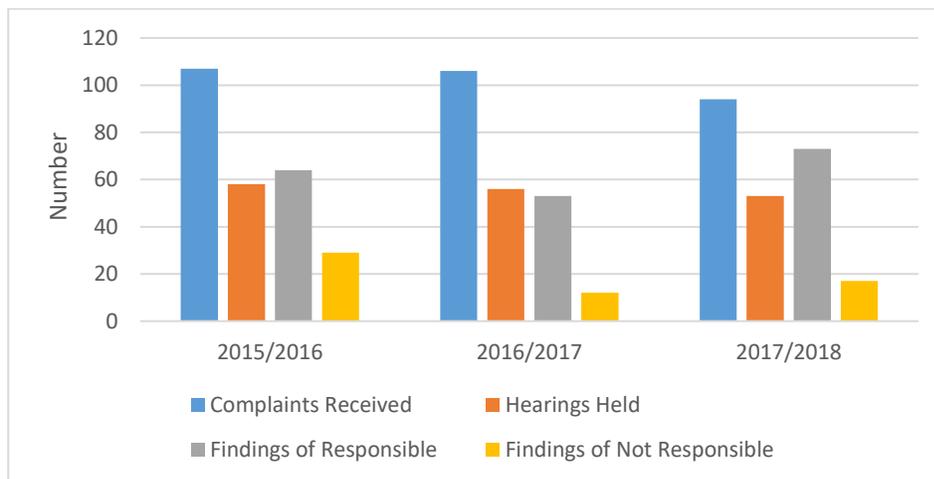
Appeals

Pursuant to the Student non-Academic Misconduct Procedure, a Respondent may appeal a Decision to an Appeal Board within ten business days of receiving the Decision. Composition of the Appeal Board is outlined in Student Non-Academic Misconduct Procedure Appendix 2: Appeal Board Composition. A Respondent may appeal a Decision of the Appeal Board to the Board of Governors.

During the reporting period, two students appealed Decisions rendered by a Hearing Officer or Hearing Board. One appeal was upheld (decision overturned) and one was denied but the assigned sanction was reduced. Neither case was further appealed to the Board of Governors.

University of Calgary - Qatar

One complaint was submitted at the University of Calgary, Qatar campus and administered locally. The conduct decision was appealed and the appeal was denied and further appealed to the Board of Governors where it was in part upheld. This case is not included in the data above.

Bystander Intervention Training Program

The Bystander Intervention Training Program is offered free of charge (via UCalgaryStrong funding) to the University of Calgary community, and is offered both in-person and in a hybrid online/in-person model. The program encourages a caring campus community by preparing individuals to intervene when they witness bullying, hazing, situations of power-based violence, or signs of distress in others.

During the reporting period 1,508 campus members participated in the program. The program also collaborated with the Crowchild Classic hockey game event organizers to provide specialized training to 14 students who successfully assisted in reducing the likelihood of harmful situations.

For more information contact:

Jennifer Quin, Senior Director, Student Services, jequin@ucalgary.ca;

Sarah Newcombe, Specialist, Student Conduct, sarah.newcombe@ucalgary.ca

Submitted by:

Dr. Susan Barker, Vice-Provost (Student Experience)

SUBJECT: Indigenous Strategy, ii'taa'poh'to'p - 2018 Progress Report

PROPONENT(S)

Dru Marshall, Provost and Vice President (Academic)
Michael Hart Vice Provost (Indigenous Engagement)

PURPOSE

To provide the one-year update to the General Faculties Council on the progress of the University of Calgary's Indigenous Strategy ii'taa'poh'to'p, launched on November 16th, 2017.

KEY POINTS
- The implementation of several of the 27 recommendations cited under Ways of Knowing, Doing, Connecting and Being are prioritized or are underway
- Hosted a formal public launch of the Strategy on November 16th, 2017
- Completed a communications suite - including website, printed materials, videos, and design guide
- Hired a team of five, lead by VP (IE) and including a traditional knowledge keeper in residence, a manager for cultural protocol, executive assistant, director of implementation
- Established 7 sub-committees to address specific recommendations
- Formed the Circle of Advisors within the shared space, cited in the conceptual model, bringing traditional knowledge keepers together with Senior leadership
- Received four cultural gifts from traditional knowledge keepers in validation and celebration of our ongoing parallel path: cultural symbols, Indigenous name, teepee design, institutional honour song
- Launched the ii'taa'poh'to'p Indigenous scholars lecture series
- Launched the ii'taa'poh'to'p 'intercultural capacity' grants program for internal projects
- Piloted professional development workshops on Indigenous awareness and the strategy to promote the strategy and increase intercultural capacity across the campus community
- Co-Hosted an traditional knowledge keepers dialogue in partnership with Facilities on the Landscape plan, June 2018
- Hired two RAs to update the internal and external environmental scans
- Worked with University Relations on tepee painting and annual Campfire Chats on June 21st. Various initiatives have been successful in engaging the whole campus community
- Establishment of the Indigenous Student Advisory Committee to ii'taa'poh'to'p is underway
- New innovative initiatives in the upcoming year
  - Developing, in consultation with other areas, a Learning plan for intercultural capacity for the campus community
  - Partnering with the Banff Centre on Indigenous thought leaders symposium
  - Forming an Indigenous scholars network for to explore collaborations in research, teaching, and learning

BACKGROUND

In November 2017, the University of Calgary launched *ii' taa'poh'to'p* – a comprehensive Indigenous strategy that addresses the process of decolonization and Indigenization of the entire campus – students, faculty, staff and

postdoctoral scholars. The university is committed to creating a rich, vibrant and culturally competent campus – one that welcomes and supports Indigenous learners, is inclusive of Indigenous perspectives in teaching and learning, encourages Indigenous community partnerships in research and academic programming, and is appropriate and thoughtful in its response to the Truth and Reconciliation Commission's calls to action.

Long Term Visionary Goals (2018 – 2022)

1. **Ways of Knowing** - Position the University of Calgary as one of the top five national leaders in Indigenization through increased educational partnerships and indigenous inclusivity in research, curricula, and academic programs.
2. **Ways of Doing** - Demonstrate cultural capacity within an institutional infrastructure that recognizes and actively decolonizes institutional polices, procedures, and practices that present barriers to Indigenous inclusivity.
3. **Ways of Connecting** - Become a space in which Indigenous people and their respective communities experience inclusivity and representation in university landscapes and infrastructure.
4. **Ways of Being** - Identify students, faculty and staff as champions of intercultural capacity, where the campus community is inclusive, respectful and welcoming of Indigenous peoples.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
X	General Faculties Council	2018-12-06				X
	Board of Governors	2018-12-14				X

NEXT STEPS

Campus engagement and implementation of the Indigenous Strategy will continue under the leadership of the Vice Provost (Indigenous Engagement), with the support and direction of the Implementation Committee, the Circle of Advisors, and the Provost and Vice President (Academic). A review of the implementation of ii'taa'poh'to'p will be provided annually to the General Faculties Council and Board of Governors.

SUPPORTING MATERIALS

1. Indigenous Strategy "At a Glance" report
2. Indigenous Strategy Power Point Presentation

Together in a Good Way:

2018 Strategy Report
At a Glance

ii' taa'poh'to'p

(a place to rejuvenate and re-energize during a journey)
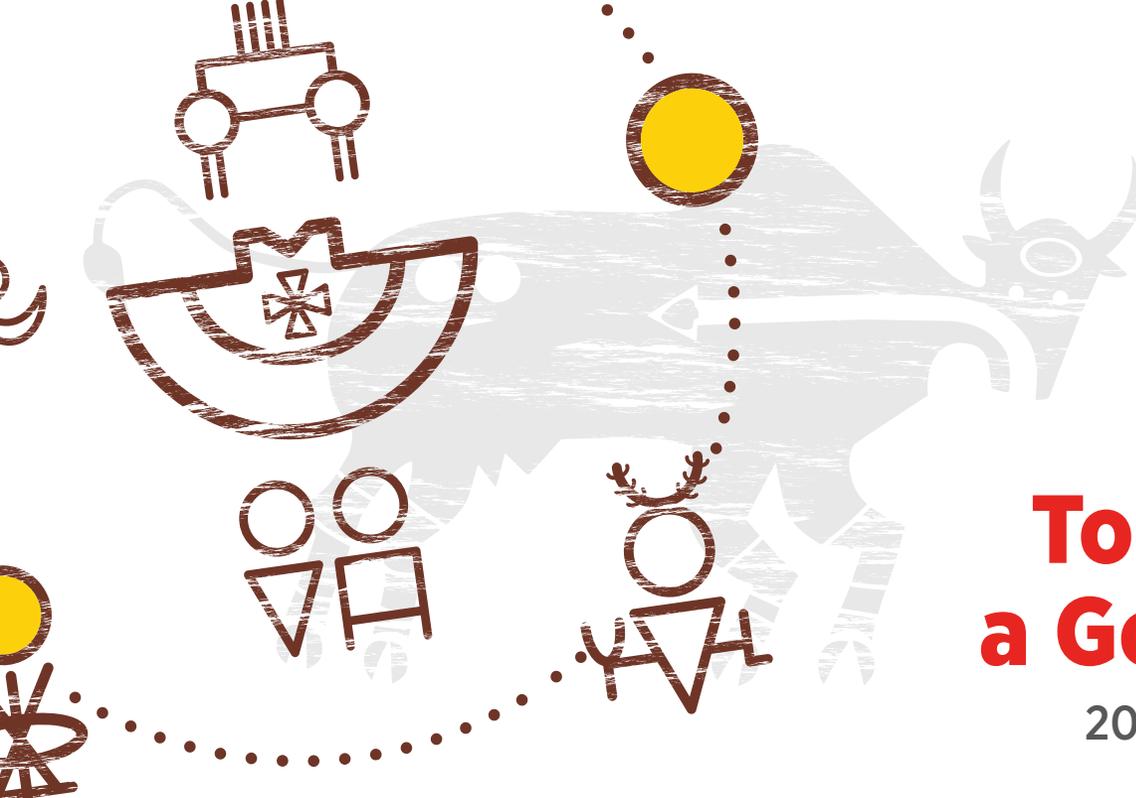
Territorial Acknowledgments

The University of Calgary both acknowledges and pays tribute to the traditional territories of the people of the Treaty 7 region in Southern Alberta, which includes the Blackfoot Confederacy (comprising the Siksika, Piikani, and Kainai First Nations), as well as the Tsuut'ina First Nation, and the Stoney Nakoda people (including the Chiniki, Bearspaw, and Wesley First Nations). The City of Calgary is also home to Métis Nation of Alberta, Region III.

Our Journey Has Begun

Our journey towards reconciliation has just begun. The University of Calgary's Indigenous Strategy, *ii' taa'poh'to'p*, was launched on November 16, 2017. Grounded by compassion and informed by community, *ii' taa'poh'to'p* stands as institutional commitment to the principles of transformation and renewal on our pathway towards reconciliation. The guiding principle, 'together in a good way', speaks to the integrity of the journey ahead as we look to resetting, rebuilding, and revitalizing our relationship with Indigenous peoples. On this journey, we are mindfully working towards creating a shared ethical space for teaching, learning, and research — a space that is inclusive and respectful of Indigenous ways of knowing, doing, connecting and being.

> "
> *ii' taa'poh'to'p is a remarkable achievement that established a solid foundation for reconciliation and transformation. We stand strong on this foundation as we implement important and impactful changes for the university and beyond. The work achieved this first year clearly demonstrates UCalgary's commitment to transforming relationships and moving together with Indigenous peoples in a good way."*

Dr. Michael Hart
Vice-Provost (Indigenous Engagement)

Our Parallel Path

Cultural Gifts

We have been honoured with four cultural gifts, marking our parallel path as we continue to walk together 'in a good way' with 'all our relations'. These gifts, bestowed and transferred in ceremony, hold deep meaning for the university and we take them with us 'in good spirit' as we journey forward.

1. **Blackfoot name:** *ii' taa'poh'to'p* (a place to rejuvenate and re-energize during a journey) is the name gifted to the strategy by the late Andy Black Water (Kainai First Nation)

2. **Cultural symbols:** designed by Reg Crowshoe (Piikani First Nation), and gifted to the university to share the story of *ii' taa'poh'to'p*

3. **Honour song:** gifted through the strategy to the University of Calgary, by Rod Hunter (Bearspaw First Nation, Stoney Nakoda)

4. *ii' taa'poh'to'p* **teepee:** designed by Reg Crowshoe (Piikani First Nation) and gifted to the university

Our Shared Space: The Circle of Advisors

The Circle of Advisors brings 15 Traditional Knowledge Keepers together with 12 members from our senior leadership team to help guide the university on its path towards reconciliation through authentic dialogue that will enhance and enrich the fabric and culture of the institution.

Our path towards transformation and renewal

Ways of Knowing: Knowledge and Research

Our challenge to transform the academy in the areas of teaching, learning, and research begins with advancing and supporting intercultural capacity. We have seen a quantitative increase in Indigenous programs, courses, and research, as well as a qualitative narrative beginning to emerge, which meaningfully weaves Indigenous ways of knowing into the fabric of the institution.

Annual Highlights (2017-18):

- $2.2+ million in tri-council and non-tri-council Indigenous-focused research grants, programs and projects
- $1+ million allocated to self-identified Indigenous undergraduate students, including $530,000+ in designated bursaries from the Government of Alberta
- $634,850 awarded to self-identified Indigenous graduate students, including designated bursaries from the Rupertsland Institute and the Government of Alberta
- $50,000 dispersed internally to six *ii' taa'poh'to'p* Grants projects
- Launched the *ii' taa'poh'to'p* public lecture series, fall 2018
- Created space for four new Indigenous-focused Canada Research Chairs

Call to Action
We look to faculty leaders to identify opportunities to develop and/or review Indigenous programs, courses, and research opportunities within their faculties to further our goal of Indigenization of the academy.

Ways of Doing:
Policies, Procedures and Practices

Marginalization and exclusion of Indigenous peoples is historical, systemic, and routinely invisible within large institutions. *ii' taa'poh'to'p* provides a directive to actively listen, identify, and review exclusive processes, procedures and policies to create and honour a shared ethical space as we move forward. In the past year, we have built a strong foundation for Indigenous inclusion within an ethical space of engagement.

Annual Highlights (2017-18):

- Establishment of a five-person team, led by the vice-provost (Indigenous engagement)
- Formation of seven Indigenous Strategy sub-committees focused on a prioritized list of the 27 recommendations cited in the strategy
- Formation of an Indigenous student advisory committee
- Formation of an Indigenous faculty network
- Revision and implementation of cultural protocol guidelines
- Implementation of territorial acknowledgements and accompanying pedagogical teachings
- Ongoing review of institutional processes to create space for ceremonial and cultural practices
- Ongoing application of an Indigenous lens to the production of institutional materials and publications
- Development of cultural workshops on *ii' taa'poh'to'p* teepee stewardship and care
- Implementation of an internal Indigenous-focused consultation process for new policy development
- Inclusion of the Indigenous honour song at important events and convocation

Call to Action
We look to senior leaders to help identify in their units any policies, procedures, processes and/or practices as we work towards Indigenization.

Ways of Connecting:
Relationships, Partnerships, Connections to Land and Place

In order to move the strategy forward in a good way, we have enriched and enhanced our engagement with Indigenous communities through mindful communications and relationship building. Through storytelling, community engagement activities, and innovative partnerships, we have begun to demonstrate the university's commitment to connect with community in a meaningful way.

Call to Action
To further our goal of Indigenization, we look to leaders from across the campus to help identify opportunities to connect and promote partnerships with the Indigenous communities, and to demonstrate inclusivity through innovative academic and non-academic programming.

Annual Highlights (2017-18):

- 31,000+ views on 54 Indigenous-focused stories in UToday
- 10,000+ unique visits to the newly developed *ii' taa'poh'to'p* website
- 2,200+ Indigenous youth from across Alberta participated in the N.A.P.I. Aboriginal Youth Leadership program
- 800+ community members gathered together for the Graduation Banquet and Pow-wow hosted by the Native Centre to celebrate the achievements of our Indigenous degree recipients, June 2018
- 625+ people attended the public launch of *ii' taa'poh'to'p* on November 16, 2017
- 375+ community members attended Campfire Chats on National Indigenous Peoples Day, June 21, 2018
- $12,000 awarded to Indigenous students through the Ch'nook Scholars Program, Haskayne School of Business

Community Partnership Highlights

- Schulich School of Engineering and Faculty of Kinesiology hosted and supported STEM based-learning for Indigenous youth through Minds in Motion
- Faculty of Veterinary Medicine hosted the Verna J. Kirkness Science and Engineering Education Program for Indigenous youth and the Clinical Skills Program, in partnership with Tsuut'ina First Nation
- UCalgary Cares hosted the fifth annual Indigenous Leadership and Engagement program (Yukon) in partnership with Arctic Institute of North America's Kluane Field Station and Kluane First Nation
- Faculty of Arts hosted the ongoing Public Archaeology Program, Cluny Fortified Village in partnership with Blackfoot Crossing Cultural Centre, Siksika First Nation
- Werklund School of Education launched two new academic program partnerships
  - MEd School and Applied Child Psychology, in partnership with Manitoba First Nations Education Research Centre
  - MEd Interdisciplinary topic: '*Aistomatoominniki: Niitsitapii* Knowledge Systems', in partnership with Red Crow Community College, Kainai First Nation

Ways of Being:
Campus Identity — Inclusivity, Leadership and Engagement

Our community dialogues leading up to the strategy, our strategy document, and the Final Report of the Truth and Reconciliation Commission of Canada (2015) revealed a general lack of awareness across the country and in our own institution about Indigenous peoples' history and culture. As a campus community, we have just started on the path towards reconciliation by increasing inter-cultural capacity through increased Indigenous representation and learning opportunities.

Annual Highlights (2017-18):

- 3,300+ Indigenous youth participated in 14+ Indigenous-focused recruitment events held on and off campus
- 2000+ degrees have been awarded to self-identified Indigenous graduates
- 1,600+ students, faculty and staff learned about *ii' taa'poh'to'p* through special presentations
- 230+ staff participated in cultural awareness training through HR workshops
- 186+ new staff members learned about *ii' taa'poh'to'p* through UBegin
- Hundreds of campus visitors engaged with new graphic installations showcasing *ii' taa'poh'to'p* on main campus
- 178 self-identified Indigenous students graduated from the University of Calgary in 2017-18
- 143 students, staff, and community affiliates participated in the Indigenous Relations Leadership Program
- 2.6% of the student population (graduate and undergraduate) self-identified as Indigenous
- 1.45% of current employees self-identified as Indigenous
  - 1.31% of current academic staff self-identified as Indigenous

Call to Action
We call upon leaders from across the campus to identify opportunities to increase the Indigenous representation in our governing structures, leadership teams, faculty, staff and student populations through strategic, mindful, and culturally inclusive recruitment efforts.

Igniting Indigenization:
Annual Faculty Highlights

1. Cumming School of Medicine: Interrupting Toxic Stress: a civil society forum committed to improving social environments for Indigenous children and youth, June 2018 (50+ community participants)

2. Faculty of Environmental Design: Indigenous Design Symposium, January 2018 (500+ attendees)

3. Faculty of Arts: hired two SSHRC Canada Research Chairs: Indigenous Heritage and Decolonization of Politics

4. Faculty of Graduate Studies: Supporting Aboriginal Graduate Enhancement Program (SAGE)

5. Faculty of Kinesiology: introduced traditional Indigenous games to kinesiology classes through *Be Fit for Life* curriculum

6. Faculty of Law: established a Faculty of Law Indigenous strategy committee

7. Faculty of Nursing: two new co-directors, Indigenous initiatives

8. Faculty of Science: introduced two new undergraduate scholarships for Indigenous women in science

9. Faculty of Social Work: hosted the National Child Welfare Conference: Reforming and Indigenizing Child Welfare in Canada; Canada Research Chair in Indigenous Children's Well-Being (with Werklund School of Education)

10. Faculty of Veterinary Medicine: launched the Animal Health Program, in partnership with Stoney Nakoda

11. Haskayne School of Business: formalized Haskayne Indigenous Engagement Initiatives

12. Schulich School of Engineering: launched the Indigenous Engineer in Residence Program

13. Werklund School of Education: offered the MEd interdisciplinary topic "A Call to Action"

14. Continuing Education: launched the Indigenous Cohort of Patient and Community Engagement Research (PaCER) Training Program offered in collaboration with the O'Brien Institute for Public Health and Alberta Health Services Strategic Clinical Networks

Call to Action
We call upon students, faculty and staff to engage opportunity to increase their own knowledge about Indigenous peoples, cultures and histories through credit and non-credit courses, workshops, or professional development.

Five-Year Visionary Goals (2018-22)

- **Ways of Knowing:** The university is one of the top five national leaders in Indigenization through increased educational partnerships and Indigenous inclusivity in research, curricula, and academic programs.

- **Ways of Doing:** The university clearly demonstrates cultural capacity within an institutional infrastructure that recognizes and actively decolonizes institutional polices, processes, and procedures, and practices presenting barriers to Indigenous inclusivity.

- **Ways of Connecting:** The university becomes a space and place in which Indigenous people and their respective communities experience inclusivity and representation in university landscape, infrastructure, and community-based partnerships.

- **Ways of Being:** The university and its students, faculty and staff are identified as champions of intercultural capacity where campus community is inclusive, respectful, and welcoming of Indigenous people.
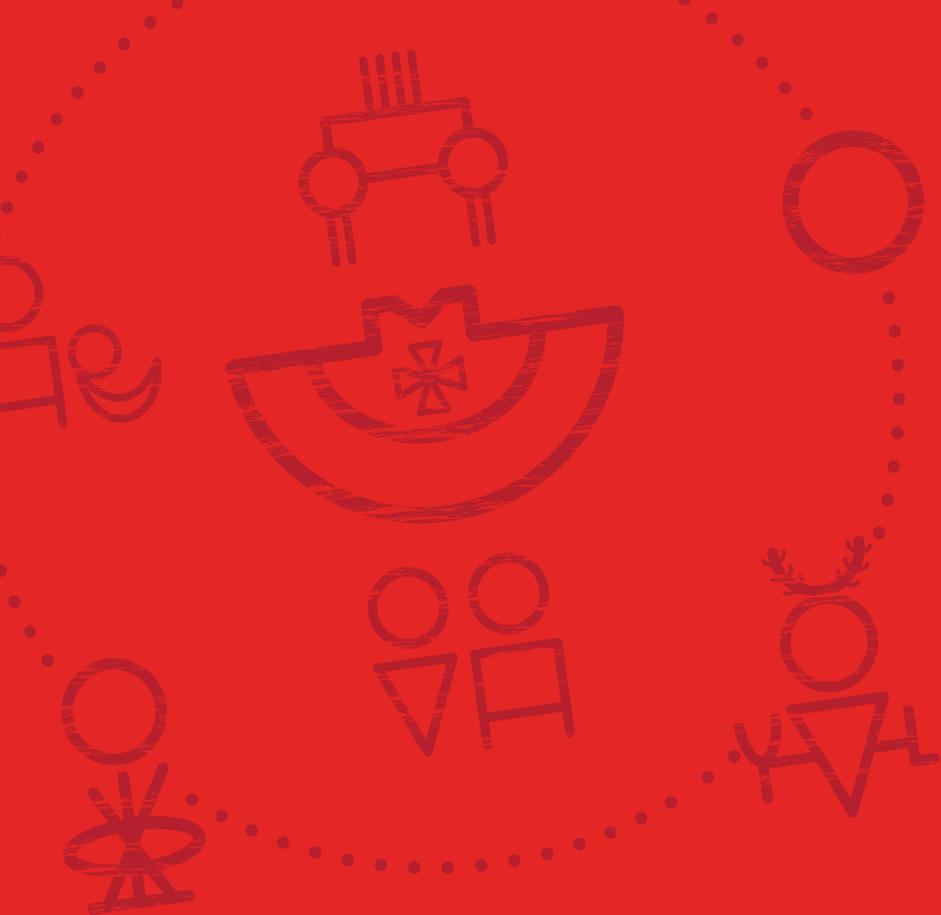
> **"**
>
> *By taking incremental steps on the long road ahead, we can and will create an ethical space for conversations, deepen our level of understanding of our cultures, and walk forward together 'in a good way' at the University of Calgary."*

Dr. Dru Marshall
Provost and Vice-President (Academic)

Together "in a Good Way"
2018 Progress Report

ii' taa' poh' to' p

A place to rejuvenate and re-energize during a journey.
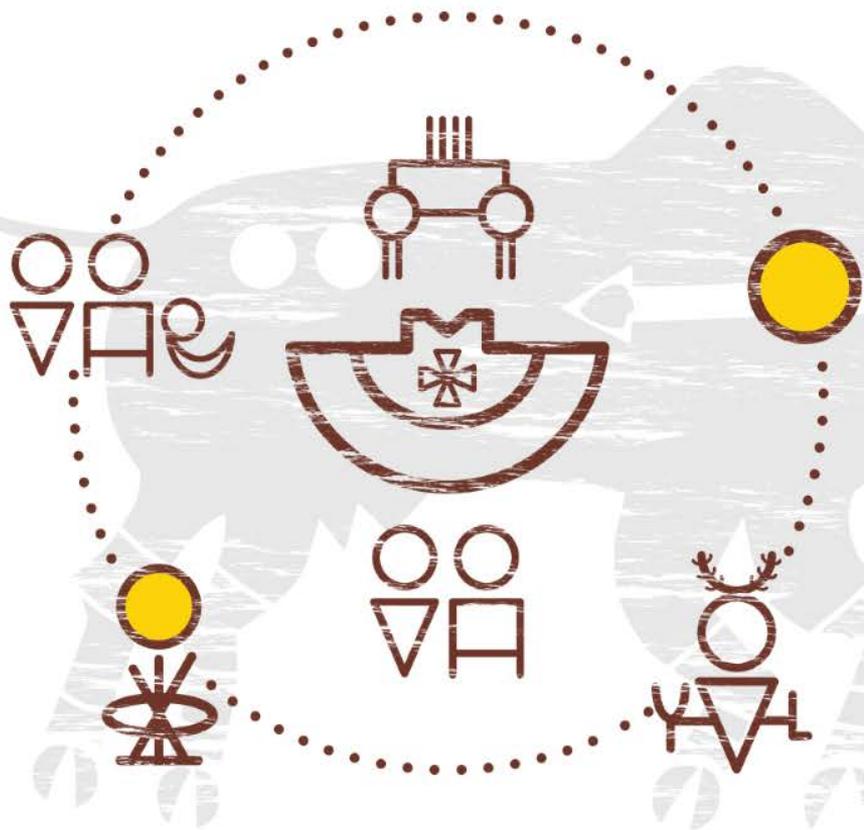
The Parallel Path

1. Blackfoot name
2. Cultural symbols
3. Honour song
4. Teepee design

✓ Indigenous engagement team

✓ Circle of Advisors

✓ Seven working sub-committees

✓ Indigenous Student Advisory Committee

UNIVERSITY OF CALGARY

Annual Highlights

$2.2+ million in research and project grants

- $1.6+ million student awards

- *ii' taa'poh'to'p* intercultural grants

- *ii' taa'poh'to'p* public lecture series

- Territorial acknowledgements

- Cultural protocols

- Create space for ceremonial and cultural practices

- Internal Indigenous-focused consultation processes

UNIVERSITY OF
CALGARY

Annual Highlights

- New academic program partnerships

- Community-based Research Partnerships

- Communications suite

- Community Engagement in cultural events and celebrations

- Inter-cultural capacity training – HR workshops

- Largest number of Indigenous students graduating in 2017

- 2000+ total degrees awarded to self-identified Indigenous graduates overall

- Increase in recruitment activity

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Select Key Indicators: Research and Student Awards

Total Non-Tri-Council, Research Funds, Indigenous focused Project and Programs

- 2014-2015: $321,894.60
- 2015-2016: $656,212.53
- 2016-2017: $928,380.33
- 2017-2018: $422,834.14

Tri-Council Research Grants, Indigenous focused Research

- 2014-2015: $1,006,818
- 2015-2016: $865,801
- 2016-2017: $1,601,162
- 2017-2018: $1,821,268

Legend: NSERC, SSHRC, CIHR
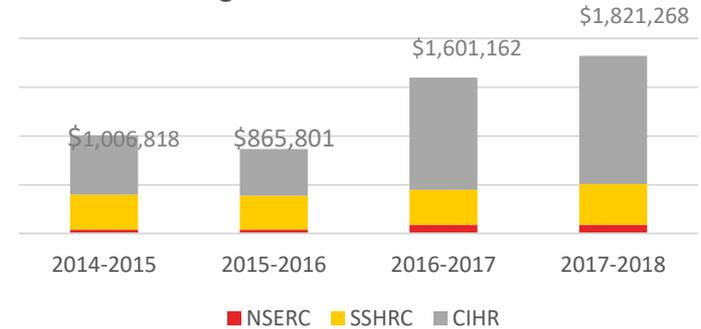
Awards Allocated to Undergraduate Indigenous Students

- 2014: $267,992
- 2015: $512,234
- 2016: $779,126
- 2017: $1,051,045

Awards Indigenous Graduate Students

- 2014-15: $43,950
- 2015-16: $232,850
- 2015-16: $368,233
- 2016-17: $634,850

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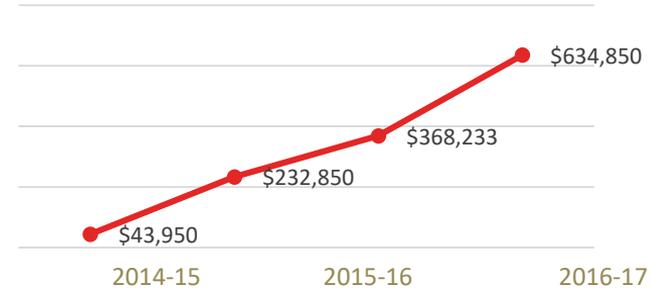
Select Key Indicators: Indigenous Representation

Self-identified Indigenous Workforce
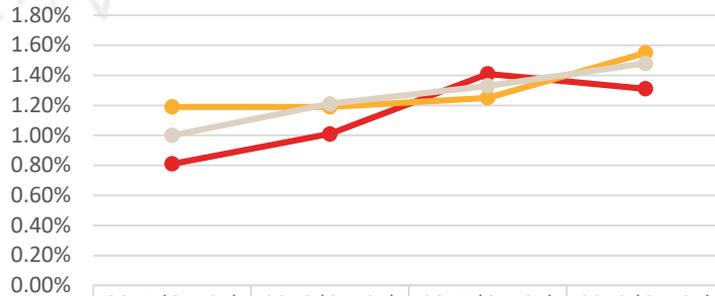
	2015 (Oct 31)	2016 (Oct 31)	2017 (Oct 31)	2018 (Oct 31)
Academic Staff	0.81%	1.01%	1.41%	1.31%
MaPs	1.19%	1.19%	1.25%	1.55%
Support Staff	1.00%	1.21%	1.33%	1.48%

Academic Staff   MaPs   Support Staff

Self Identified Indigenous Students as % of Total Students at UCalgary
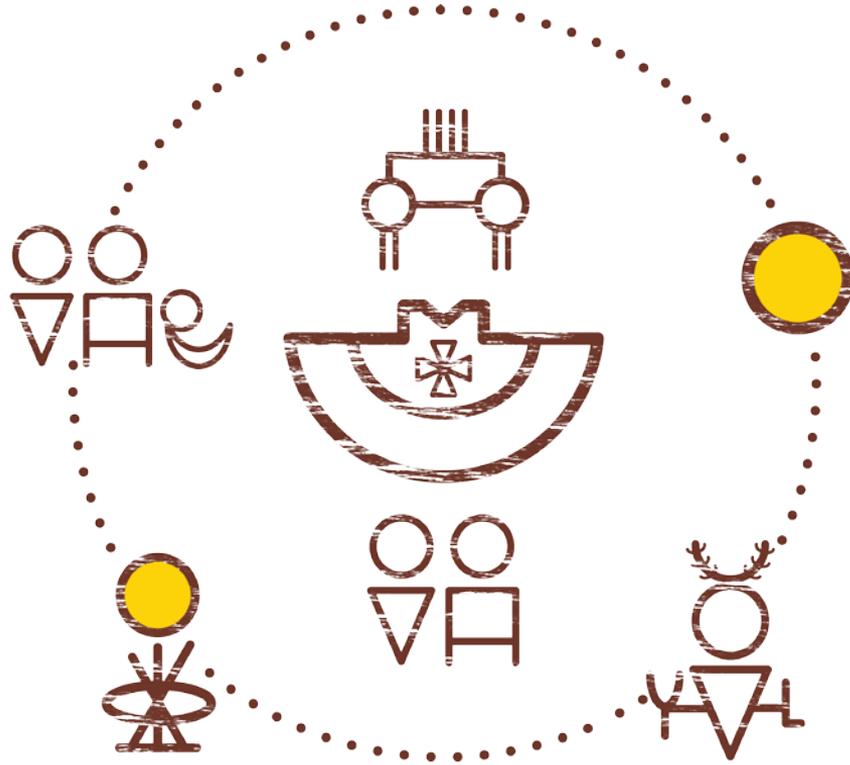
Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
1.9%	1.9%	1.8%	2.0%	2.3%	2.6% Preliminary

UNIVERSITY OF CALGARY

Ways of Being

Ways of Knowing

Ways of Connecting

Ways of Doing

UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE
Report to General Faculties Council
for the meeting held November 20, 2018

This report is submitted on behalf of the General Faculties Council (GFC) Executive Committee (EC).

Recommendation of Proposed Repeal of the Guidelines for Issues Brought to GFC for Action and Amendment to the GFC Bylaws

The EC was advised that the *Guidelines for Issues Brought to GFC for Action* were approved by the GFC in 2007, and were drafted at that time for a specific purpose, and that it is currently proposed to eliminate these guidelines and incorporate similar, updated guidelines into the recently-created GFC Bylaws.

The EC discussed that it is important that a member proposing an item, and the GFC through the EC's regular report to the GFC, be provided reasons if the EC determines that an item should not be brought to the GFC.

The EC voted to recommend that the GFC repeal the *Guidelines for Issues Brought to GFC for Action* and approve the proposed amendment to the GFC Bylaws.

Student Academic Misconduct Policy and Procedure

The EC reviewed the draft Academic Misconduct Policy and Procedure. Discussion included:

- That point 'o' of section 3 of the policy goes beyond defining suspension and into describing the practices relating to this, and it was suggested that the information about post-suspension enrollment and the related discretionary authorities of the Dean be described elsewhere in the policy

- That some actions, such as the uploading of course materials to third party websites or the unauthorised recording of lectures, may fall under the Student Non-Academic Misconduct Policy, and not the Student Academic Misconduct Policy. The proponents reported that the list of violations in the Student Non-Academic Misconduct Policy is currently under review, and that the handling of some actions may need to be determined on a case-by-case basis. It was noted that the *Standard for the Media Recording of Students in Learning Spaces* applies only to instructors and does not address recording by students.

- Section 4.4 of the policy, which states that the seniority of the student will be considered when determining the sanction for an action. The proponents explained that there are different expectations of what a student should know about academic integrity, such as between a first-year undergraduate student and a graduate student, and that education may be appropriate in some cases.

- That some current Calendar statements, such as "Cheating is an extremely serious academic offence", are not carried into the policy, which has a softer tone. The proponents remarked that the University is promoting a positive culture of academic integrity through a variety of means, such as through education sessions, course modules, and broad communication plans, and that the policy is intended more to set out how instances of misconduct are addressed. The proponents explained that academic integrity was deliberately not defined in the policy as this is a broad-ranging and complicated concept.

- The difference between a "Teaching Faculty" (the Faculty delivering a course) and the "Faculty of Registration" (the Faculty in which the student is registered)

- That professional programs are complicated, and that it is important to consider if and when bodies outside the University, such as health care practice licensing bodies, should be notified of an accusation of misconduct in a course

- That there is no time limit for the revocation of credentials, and that both undergraduate and graduate credentials can be revoked

- That the definition of academic activities in point 'a' of section 3 of the policy should more clearly include activities across all mediums, such as online quizzes

Experiential Learning Plan

The EC received a presentation on the University's Experiential Learning Plan. The EC discussed:

- That work integrated learning (WIL) and experiential learning (EL) are related, but not synonymous, concepts, and that much of graduate student learning or final undergraduate project work is inherently WIL or EL

- That the proposed management platform will inform students of optional opportunities, and so supervisors and advisors will not be expected to find opportunities for students

- That students are already very busy and experiencing stress, and that adding to their load should be carefully considered. The proponents indicated that EL should be incorporated into existing courses/ programs, and reported that the Office of Institutional Analysis is working on capturing data on how EL is currently happening at the University so that successful endeavors can be applied in other areas.

Student/Academic Staff Relationships

The EC discussed that issues regarding student/academic staff relationships have recently arisen in the post-secondary sector in North America. Issues include allegations of sexual harassment, affairs, or abuses of power dynamics. The EC learned that several Canadian institutions, independently or at governmental direction, are being proactive regarding student/academic staff relationships and are introducing policies to address this, and the EC also learned that a number of staff, students, and administrators have requested that the topic of student/academic staff relationships be discussed at our University.

The EC expressed support that the Provost and Vice-President (Academic) proceed to strike an ad hoc committee to explore the options relating to relationships with students, such as mandatory trainings, the enforcement of current regulations, and whether the Code of Conduct currently being developed goes far enough in this area.

The EC discussed the membership of the ad hoc committee, and advised that the Provost and Vice-President (Academic) should choose the academic staff members of the GFC to serve on the committee rather than holding an election at a GFC meeting.

Review of the Draft December 6, 2018 GFC Agenda

The EC reviewed the draft December 6, 2018 GFC Agenda.

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Elizabeth Cannon, Chair, and Dru Marshall, Vice-Chair

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Report to General Faculties Council (GFC)
for the meeting held November 5, 2018

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

Approval of the Revisions to the Block Week Courses Regulations

The Calendar and Curriculum Subcommittee brought back the proposal to revise the Block Week Courses Regulations. It was explained that the updated regulations clarify that all course components for Block Week must be scheduled in Block Week, at least 30% of the grade should be provided to students by the Block Week withdrawal deadline. The new regulations also clarify the difference between Block Week scheduled courses and Non-Standard scheduled courses.

The APPC discussed using the Non-Standard scheduling option to schedule courses across multiple terms, the possibility of shifting the withdrawal deadline for Block Week to be later, the percentage of a grade that instructors should provide to students before the Block Week withdrawal deadline, and that increasing this percentage beyond 30% would be challenging in the Block Week timeframe.

The APPC approved the revisions to the Block Week Courses Regulations.

Approval of Revisions to the Master of Science and Doctor of Philosophy Educational Psychology (Counselling Psychology Specialization)

The Graduate Academic Program Subcommittee brought forward a proposal to revise the number of required course units for the Master of Science (MSc) and Doctor of Philosophy (PhD) Educational Psychology (Counselling Psychology Specialization) programs. It was explained that these changes are directly related to feedback from the programs' accreditation body, the Canadian Psychological Association and the College of Alberta Psychologists. The changes will also bring the programs in line with other similar programs across Canada.

The APPC discussed the eligibility requirements for becoming a registered psychologist in Canada and the importance of these types of programs maintaining accreditation to ensure students are eligible for jobs when they graduate.

The APPC requested some amendments to the proposal documents and approved the revisions to the required course units for the MSc and PhD Educational Psychology (Counselling Psychology Specialization) programs.

Approval of the Termination of the Specialization in Applied Psychology within the Master of Education program in School and Applied Child Psychology

The Graduate Academic Program Subcommittee brought forward a proposal to terminate the Specialization in Applied Psychology within the Master of Education program. The APPC learned that the program was suspended in 2011 and that, to allow students to complete the program, it was not terminated at that time. There are no longer any students in the program and so it was proposed that the program be terminated.

The APPC approved the termination of the Specialization in Applied Psychology within the Master of Education program.

Recommendation of the Establishment of the Graduate College

A proposal for the establishment of a Graduate College was brought forward for recommendation to the General Faculties Council (GFC). It was reported that one of the commitments in the previous Academic Plan was to create a graduate college and that last year the GFC agreed at its June 14, 2018 meeting that Management move forward with a proposal to create a Graduate College.

The APPC learned that the proposal sets out the Graduate College's governance and reporting structure and establishes the Graduate College as an autonomous unit reporting to the Provost's Office through the Vice-Provost and Dean, Graduate Studies.

The APPC discussed how the Graduate College enhances student experience and enriches the campus and external communities; the name of the Graduate College and the possibility of having a donor name attached to it; academic staff involvement and the importance of diversity and drawing members from across Faculties; the job profiles for the Head and the Deputy Head of the College; and the role of the Oversight Committee.

The APPC provided some suggestions to strengthen the proposal and recommended it to the GFC for approval.

Standard for Media Recording of Students in Learning Environments

The Vice-Provost (Teaching and Learning) brought back the Operating Standards (the Standard) for Media Recording of Students in Learning Environments for further review by the APPC and reported that the feedback received from the APPC has been incorporated into the Standard.

The APPC discussed the ownership and the retention rules for media recordings, the rationale for limiting the posting of recordings to approved sites, and the importance of instructors providing notice if they intend to post media recordings to unapproved sites, such as YouTube.

The APPC provided some suggestions to improve the clarity of the Standards, including adding a statement to the Standard about what policy takes precedence when a learning activity occurs off campus, such as at Calgary Board of Education schools or Alberta Health Services locations.

The Provost and Vice-President (Academic) is the approval authority for the Standard.

Revisions to the Curriculum Review Handbook and Process

The Vice-Provost (Teaching and Learning) brought forward recommendations to change the curriculum review process for feedback. The APPC learned that consultation regarding the curriculum review process was undertaken earlier this year, including interviews with the different units that have experienced a curriculum review within the last four years, and that the feedback and learnings from these interviews have been formed into a series of recommendations for changes to the curriculum review process. The three main recommendations include revising the definition of review team, revising the feedback and reporting structure, and enhancing student engagement in the process.

The APPC discussed the history of the curriculum review process at the University; the importance of having consistency across the curriculum review reports; the need for units to consider the sustainability of their action plans; the identification of the right level of sign-off to ensure the actions are meaningful and sustainable; the value of a community of practice; and resources available for curriculum reviews.

The APPC provided some suggestions regarding the definition of the review team.

Dru Marshall, Co-Chair
Anders Nygren, Academic Co-Chair

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Report to General Faculties Council (GFC)
for the meeting held November 26, 2018

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

Approval of the Creation of a Combined Degree BSc Mathematics/Bachelor of Commerce

The Academic Program Subcommittee (APS) brought forward a proposal for the creation of a Bachelor of Commerce (BComm)/Bachelor of Science (BSc) in Mathematics combined degree program that will incorporate the existing BSc in Mathematics and BComm degrees. The APPC learned that existing students have been trying to complete these two programs together on their own, but that this is very difficult, and that by formalizing the combination students will have a clear roadmap of how the programs can be combined, and receive specific advising advice, as well as belong to a cohort.

The APPC discussed the enrolment plan, the advantages of formalizing the combination of these two programs, the relevance of this type of program, and the rapidly growing labour market for students with the mathematics, business, and analytical skills to solve problems in a rapidly changing business environment.

The APPC provided some minor suggestions to the proposal documents and approved the creation of the BComm /BSc in Mathematics combined degree program. The APPC is the final approval authority for the creation of combined degrees.

Approval of the Suspension of the Concentrations in Tourism and in Tourism Marketing within the Bachelor of Commerce program

The APS brought forward a proposal for the suspension, effective January 1, 2019 and eventual termination of the Concentrations in Tourism and in Tourism Marketing within the BComm program. The APPC learned that there has been a decrease in industry demand for University graduates with specialized degrees in tourism and that general finance or marketing specializations are typically favoured, resulting in declining enrolment in these concentrations. For these reasons and because of a lack of Faculty expertise in this area, the Haskayne School of Business proposed to suspend and eventually terminate these concentrations.

The APPC discussed the supports put in place for remaining concentrators, options to change to a different BComm concentration and the growth of hospitality management programs at polytechnics and colleges.

The APPC approved the suspension and eventual termination of the Concentrations in Tourism and in Tourism Marketing.

Approval of the Creation of an Embedded Certificate in Mental Wellbeing and Resilience

The APS brought forward a proposal for the creation of an Embedded Certificate in Mental Wellbeing and Resilience (EC MWR) to be housed in the Faculty of Arts. The APPC learned how the EC MWR aligns with the University's Mental Health Strategy, is the first program of its kind in Canada, and will provide students with an understanding of mental wellbeing and resilience from multidisciplinary perspectives.

The APPC reviewed the structure of the EC MWR, the enrolment plan, the criteria for the elective course list, the marketing and communications plan, and the budget for the program.

The APPC discussed the rising rate/declaration of mental health issues; student demand; the benefits of the EC MWR, including promoting self-care and peer support, and creating mental health champions; the potential for greater cross-Faculty engagement through Embedded Certificates; and possible opportunities for digital badging for graduate students in this subject area.

The APPC approved the creation of the EC MWR.

Quality Assurance Unit Review Report: Faculty of Arts

The APPC was provided with an overview of the QA Unit review process for the Faculty of Arts and it was noted that this is the second Unit Review for the Faculty of Arts. The Provost and Dean both commented on the value of the unit review process, some actions that have already been taken by the Faculty, and the challenges with some of the recommendations that were made.

The APPC reviewed the history of the Faculty of Arts, including the amalgamation of faculties, departmental restructuring, and renewal of academic staff.

The APPC discussed the recommendations for the Faculty, regarding:
- Creating Faculty guidelines for promotion, tenure and merit. The APPC learned that the Faculty will be able to proceed to update their guidelines once the APT manual changes that have been developed by the APT ad hoc committee are approved by GFC.
- The communication and transparency theme interweaved throughout the recommendations
- The governance and structure of the Dean's Advisory Committee
- The broader recommendations to the University regarding diversity, equity, and inclusion, and professional conduct
- Academic advising
- Succession planning

Academic Misconduct Policy and Procedure

The APPC provided feedback on the draft Academic Misconduct Policy and Procedures. The APPC learned that the existing regulations pertaining to Academic Misconduct are being updated as part of the University's policy maturation process, and to provide greater consistency, clarity, and transparency for students and faculty implementing rules on Academic Misconduct.

The APPC discussed how the Academic Misconduct Policy and the Research Integrity Policy relate to each other, the list of considerations that should be taken into account when determining an appropriate sanction, case-by-case review, and the definition of advisor.

The APPC suggested that:

- A process flowchart be created to be included with the Policy
- The ordering of the sanctions in the Policy be reviewed, and that possibly the list begin with the most severe sanction

Dru Marshall, Co-Chair

TEACHING AND LEARNING COMMITTEE
Report to General Faculties Council
for the meeting held November 22, 2018

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

Establishment of a Universal Student Ratings of Instruction (USRI) Working Group

The TLC learned that USRI has not undergone review since 2003, and that recent consultation has determined that there is appetite at this time for the USRI to be reviewed. In particular, it is known that the questionnaire needs to be updated and an online submission tool is desired.

The TLC discussed that:

- It is important that any refresh of the USRI be accompanied by an education plan, and that it be explained to students why the USRI is important, what their feedback is used for, and that unbiased and professional responses are necessary

- The concept of 'quality teaching' needs to be defined

- When the questionnaire is updated, it is also desirable to have a customisable section of questions. An optional mid-course questionnaire would also be valuable.

- The questionnaire should include questions focussed on learning experiences and mental health and wellness

- Currently, for small classes and classes with low USRI response rates, the instructor does not receive USRI feedback. Consideration should be given to how this procedure can be changed so that these instructors can also benefit from feedback.

- Any changes to the URSI will move through the GFC governance system for discussion and approval as appropriate. Changes to the operational processes will be managed by the Vice-Provost (Teaching and Learning) (VPTL).

The TLC made suggestions for revisions to the wording in the USRI Working Group's terms of reference, including clearly setting out that the working group's authority is limited to advising the TLC and the VPTL, and that the membership should include 4 academic staff members chosen by the VPTL.

The TLC voted in favour of establishing the USRI Working Group.

Revisions to the Curriculum Review Handbook

The TLC reviewed the recommended changes to the Curriculum Review Handbook, and in particular discussed:

- How many curriculum review action plans the TLC could expect to receive in a year. The TLC learned that this would likely be eight per year, and that these could come to the committee in bundles so that a meeting could be dedicated to this work.

- That reviewing other units' curriculum review action plans and interim reports would allow the TLC members' units to learn from each other, as well as providing feedback to the Curriculum Review Lead and Associate Dean

Proposed Changes to the Calendar Entry E.1 on Course Outlines

The TLC learned that work is being done to improve the course outlines regulations in the University Calendar, including that the course outline required items will be re-ordered into themes, some items will be revised to read "if applicable", and a central webpage housing university-wide information will be created in order to shorten course-specific course outlines.

Discussion included that:

- The use of electronic communication devices and other technology in the classroom is a complicated matter, and learned that the University's exam regulations will soon be under review. It was specifically noted that students will not be able to receive notifications from the University's Emergency App if they are required to turn off phones in the classroom.

- It is separate University policy that students must use their 'ucalgary' email address for University business, and so this should not be necessary information in a course outline

- It should be made very clear in a course outline what a student should do if they miss an important piece of course work such as a midterm exam

Operating Standard for Media Recording of Students in Learning Spaces – Communication Plan

The TLC learned that the Operating Standard for Media Recording of Students in Learning Spaces has been approved, and will be in effect on January 1, 2019. A communication plan is in development. The TLC agreed that the standard should be reviewed in a year's time, to ensure that it is appropriately comprehensive. The members of the TLC were asked to provide feedback on the proposed Consent Agreement form.

It was reported that a draft course outline statement relating to the recording of students in learning spaces will be brought to the December meeting of the TLC, for discussion.

Standing Reports

The TLC received reports on the current initiatives of the Taylor Institute for Teaching and Learning and Students' Union.

Leslie Reid, Co-Chair, and Dawn Johnston, Academic Co-Chair

UNIVERSITY POLICIES/PROCEDURES 2018-2019
as of 2018-11-28

Title	Stage	Drafting Team
Acceptable Use of Electronic Resources and Information Policy	Consultation	Andrew Goddard; Katharine Kinnear;
Alcohol Policy	Approved	Deborah Book; Susan Barker; Rae Ann Aldridge; Shane Royal; Brian Sembo; Hanan Arsany; Janet G.M. Stein;
Code of Conduct Policy	Consultation	Karen Jackson;
Enterprise Risk Management Policy	Approved	Deborah Book; Rae Ann Aldridge; Yat-Sing Cheng;
Graduate Student Supervision Policy	Consultation	Deborah Book; Lisa Young;
Student Academic Misconduct Policy	Consultation	Deborah Book; Susan Barker; Lisa Young;

**GENERAL FACULTIES COUNCIL
INFORMATION BRIEFING NOTE**

SUBJECT: **Revisions to the Enterprise Risk Management Policy**

PROPONENT(S)

Linda Dalgetty, Vice-President (Finance & Services)
Rae Ann Aldridge, Associate Vice-President Risk
Deborah Book, Legal Counsel

PURPOSE

To inform the General Faculties Council of the revised Enterprise Risk Management Policy, approved by the Audit Committee of the Board of Governors on November 28, 2018.

KEY POINTS

The revised policy will incorporate identified improvements in practice into the policy.

The Board continues to approve Institutional Risk limits for the University. The original policy contemplated involvement of multiple Board Committees, delegated to oversee particular Risks. This update reflects the particular expertise and fit within the Audit Committee, which has resulted in the Audit Committee having primary responsibility for the Board's oversight of relevant Risks.

Similarly, the policy previously contemplated the involvement of the GFC and multiple GFC committees in overseeing Risks assigned to GFC. The revised policy reflects the particular expertise and fit within the GFC Executive Committee, which now has the primary role for oversight of the institutional Risks relating to attraction, recruitment, and retention of students.

Following discussion with the GFC Executive Committee in September 2017, the policy was further revised to clarify that the GFC Executive Committee may engage other GFC committees to monitor the University's management of Institutional Risks relating to the attraction, recruitment and retention of students. After discussion at Audit Committee the drafting team added a definition of Risk Appetite to the policy for greater clarity.

The revisions also clarify the roles of ELT and Risk Owners to more accurately reflect actual practice. ELT assigns Risks to Risk Owners; Risk Owners manage and mitigate delegated Risks, with the assistance of the Enterprise Risk Management Committee.

The Enterprise Risk Management Office continues to develop processes, best practices and standards. The original policy had additional reporting requirements (to the Vice-President, Finance & Services), which have in practice been found unnecessary and somewhat inefficient. The revisions recognize that, in practice, the Enterprise Risk Management Office prepares reports for the Audit Committee, GFC Executive Committee, and the Enterprise Risk Management Committee.

BACKGROUND

The current Enterprise Risk Management Policy came into effect on December 12, 2014. In the course of implementing the new policy, and the Enterprise Risk Management Program, improvements leading to a more effective and efficient approach have been identified. The proposed revisions to the Enterprise Risk Management policy would incorporate those improvements.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	GFC Executive Committee	2017-09-26			X	
	GFC Executive Committee	2018-09-25			X	
	BG Audit Committee	2018-10-03			X	
	BG Audit Committee	2018-11-28	X			
X	General Faculties Council	2018-12-06				X
	Board of Governors	2018-12-14				X

NEXT STEPS

The Revised Policy will be presented to the Board for information on December 14, 2018.

SUPPORTING MATERIALS

1. Revised Enterprise Risk Management Policy
2. Enterprise Risk Management Policy with changes tracked from December 12 2014 version to November 28 2018 revision.

University Policy

University Procedure

Instructions/Forms

Enterprise Risk Management Policy

Classification Governance	
Approval Authority Board of Governors	
Implementation Authority Vice-President (Finance & Services)	
Effective Date December 12, 2014	
Latest Revision November 28, 2018	

Purpose

1 The purpose of this policy is to:
   a) define roles and responsibilities for Enterprise Risk Management within the University community; and
   b) identify accountability for establishing and maintaining an Enterprise Risk Management program.

Scope

2 This policy applies to all activities of the University.

Definitions

3 In this policy
   a) "Audit Committee" means the audit committee of the Board.

   b) "Board" means the Board of Governors of the University.

   c) "ELT" means the executive leadership team which is comprised of the President, Vice-Presidents and General Counsel.

   d) "Enterprise Risk Management Committee" means the committee composed of SLT members and others whose purpose is to provide guidance on matters relating to Institutional Enterprise Risk Management.

e) "Institutional Enterprise Risk Management" means a coordinated approach used to identify, assess, manage, mitigate and monitor Risks significantly affecting the entire University.

f) "GFC" means the General Faculties Council of the University.

g) "GFC Executive Committee" means the Executive Committee of GFC.

h) "GFC Committee" means a committee of the General Faculties Council of the University.

i) "Risk" means the effect of uncertainty related to understanding or knowledge of an event, its consequences, or its likelihood, on objectives.

j) "Risk Appetite" means, for an identified institutional Risk, the level of risk that the University is willing to accept in pursuit of institutional objectives.

k) "Risk Owner" means the ELT member identified by the ELT as the appropriate person to manage an identified Risk for the University. ELT members may delegate monitoring, managing, and mitigating their assigned Risks.

l) "SLT" means the employees who, at the relevant time, are designated as members of the Senior Leadership Team.

m) "University" means the University of Calgary.

Policy Statement   **4**   **4.1** The University will establish and maintain an Institutional Enterprise Risk Management program and a register of identified Risks and other data related to the University's ongoing Institutional Enterprise Risk Management activities.

4.2 Risk identification, analysis, management and mitigation will occur on a regular basis.

Responsibilities   **5**   **5.1** The Board will approve the University's institutional Risk Appetite for each identified institutional Risk as recommended by the Audit Committee.

5.2 The Audit Committee will:
a) Recommend the Risk Appetite for each identified institutional Risk to the Board;
b) monitor each identified institutional Risk in light of the approved Risk Appetite;
c) receive, and communicate to the Board, the results of the Institutional Enterprise Risk Management activities; and
d) delegate responsibility to ELT for assigning identified institutional Risks to Risk Owners for analysis, management, and mitigation.

5.3 The GFC Executive Committee has oversight for the management of institutional Risk relating to attraction, recruitment, and retention of students. GFC Executive Committee may engage any other GFC Committee to monitor the University's management of Institutional Risks relating to the attraction, recruitment and retention of students, in light of the approved Risk Appetite.

5.4 The Vice-President (Finance & Services) or delegate will:
  a) develop and administer practices, systems and controls for the Institutional Enterprise Risk Management program;
  b) monitor compliance with the Institutional Enterprise Risk Management program; and
  c) report to the Audit Committee on the University's Institutional Enterprise Risk Management activities, including ELT's annual ranking of the institutional level Risks.

5.5 The ELT will:
  a) assign identified institutional Risks to Risk Owners for analysis, management and mitigation;
  b) annually rank the institutional level Risks; and
  c) annually review Risk Appetite for each identified Institutional Risk.

5.6 Risk Owners will:
  a) manage and mitigate assigned Risks by developing and implementing practices, systems and controls to address the Risks. This may include developing comprehensive programs to manage their Risks with oversight from an appropriate committee; and
  b) review reports from the Enterprise Risk Management Committee and present Risk reports to the ELT.

5.7 The Enterprise Risk Management Committee will report regularly, conduct analysis, and make recommendations to the ELT on the management and mitigation of identified Institutional Risks.

5.8 The Enterprise Risk Management Office will:
  a) develop Institutional Enterprise Risk Management standards, processes and best practices;
  b) develop and maintain Institutional Enterprise Risk Management tools and templates including Risk categories and Risk rating tables;
  c) create and maintain a register of identified Institutional Risks;
  d) provide training and advice on Institutional Enterprise Risk Management to Risk Owners and others involved in University activities; and
  e) prepare reports for review by the Audit Committee, GFC Executive Committee, ELT, and the Enterprise Risk Management Committee, as needed.

History **6** *Approved:* December 12, 2014

Effective: December 12, 2014
Revised: November 28, 2018

University Policy

University Procedure

Instructions/Forms

Enterprise Risk Management Policy

		Table of Contents	
Classification Governance			
Approval Authority Board of Governors			
Implementation Authority Vice-President (Finance & Services)			
Effective Date December 12, 2014			
Latest Revision ~~December 12, 2014~~ November 28, 2018			

Purpose

1 The purpose of this policy is to:
   a) define roles and responsibilities for Enterprise Risk Management within the University community; and
   b) identify accountability for establishing and maintaining an Enterprise Risk Management program.

Scope

2 ~~This Policy applies to~~This policy applies to all activities of the University.

Definitions

3 In this policy
   a) "Audit Committee" means the audit committee of the Board ~~of Governors of the University~~.

   b) "Board ~~Committee~~" means ~~a committee of~~ the Board of Governors of the University.

   c) "ELT" means the executive leadership team which is comprised of the President, Vice-Presidents and General Counsel.

   d) ~~"Enterprise Risk Management" means a coordinated approach used to identify, assess, manage, mitigate and monitor Risks.~~

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e)d) "Enterprise Risk Management Committee" means the committee composed of SLT members and others whose purpose is to provide guidance on matters relating to Institutional Enterprise Risk Management.

e)   "Institutional Enterprise Risk Management" means a coordinated approach used to identify, assess, manage, mitigate and monitor Risks significantly affecting the entire University.

f)   "GFC" means the General Faculties Council of the University.

g)   "GFC Executive Committee" means the Executive Committee of GFC.

g)h) "GFC Committee" means a committee of the General Faculties Council of the University.

h)i) "Risk" means the effect an event or trend may have on the achievement of a specified University strategy if the event or trend occurs.of uncertainty related to understanding or knowledge of an event, its consequences, or its likelihood, on objectives.

j)   "Risk Appetite" means, for an identified institutional Risk, the level of risk that the University is willing to accept in pursuit of institutional objectives.

i)k) "Risk Owner" means the person specifiedELT member identified by the ELT as anthe appropriate person to manage an identified Risk for a specifiedthe University strategy. A Risk Owner. ELT members may be a Vice-President, Associate Vice-President, dean, department head or unit manager, or another appropriate person. delegate monitoring, managing, and mitigating their assigned Risks.

j)l) "SLT" means the employees who, at the relevant time, are designated as members of the Senior Leadership Team.

k)m)   "University" means the University of Calgary.

Policy Statement **4** **4.1** The University will establish and maintain an Institutional Enterprise Risk Management program and a register of identified Risks and other data related to the University's ongoing Institutional Enterprise Risk Management activities.

4.2 Risk identification, analysis, management and mitigation will occur on a regular basis at all levels of the University..

Responsibilities **5** **5.1** The Board of Governors will establishapprove the University's institutional Risk levels and limitsAppetite for the Universityeach identified institutional Risk as recommended by the Audit Committee.

5.2 The Audit Committee will:

a) ~~monitor~~Recommend the ~~University's management of~~Risk Appetite for each identified ~~Risks;~~

a) ~~monitor~~institutional Risk to the ~~University's~~Board;

~~a)~~b) monitor each identified ~~Risks~~institutional Risk in light of the ~~established~~approved Risk ~~levels and limits~~Appetite;

~~b)~~c) receive, and communicate to the Board, the results of the ~~monitoring and other~~Institutional Enterprise Risk Management activities; and

~~c)~~d) delegate ~~to the ELT~~responsibility to ELT for assigning identified institutional Risks to Risk Owners for analysis, management, and mitigation~~; and~~.

~~delegate to a Board~~

d) ~~The GFC Executive Committee or assign to GFC responsibility~~has oversight ~~for monitoring a~~the management of institutional Risk ~~Owner's management~~relating to attraction, recruitment, and ~~mitigation plan for identified Risks, as appropriate.~~

5.3 retention of students. GFC Executive Committee may ~~delegate to a~~engage any other GFC Committee ~~responsibility for monitoring a~~to monitor the University's management of Institutional Risks relating to the attraction, recruitment and retention of students, in light of the approved Risk ~~Owner's management and mitigation plan for identified Risks~~Appetite.

~~**5.4** The Board Committees will, with respect to Risks and Risk Owners delegated to them:~~

~~a) monitor the management and mitigation of Risks by Risk Owners and communicate the results of the monitoring to the Audit Committee.~~

~~**5.5** GFC and GFC Committees will, with respect to Risks and Risk Owners assigned or delegated to them:~~

~~a) monitor the management and mitigation of Risks by Risk Owners and communicate the results of the monitoring to the Vice-President (Finance & Services) or delegate for reporting to GFC and the Audit Committee.~~

~~5.6~~5.4 The Vice-President (Finance & Services) or delegate will:

a) develop and administer practices, systems and controls for ~~an~~the Institutional Enterprise Risk Management program;

b) monitor compliance with the Institutional Enterprise Risk Management program; and

c) report to the Audit Committee on the University's Institutional Enterprise Risk Management activities, including ELT's annual ranking of the ~~Risk monitoring activities of Board Committees, GFC and GFC Committees~~institutional level Risks.

~~5.7~~5.5 The ELT will:

a) assign identified institutional Risks to Risk Owners for analysis, management and mitigation~~to Risk Owners~~;

~~a)~~b) annually rank the institutional level Risks; and

c) ~~consider the recommendations of~~annually review Risk Appetite for each identified Institutional Risk.

5.6 Risk Owners will:
a) manage and mitigate assigned Risks by developing and implementing practices, systems and controls to address the Risks. This may include developing comprehensive programs to manage their Risks with oversight from an appropriate committee; and
b) review reports from the Enterprise Risk Management Committee ~~when assigning identified Risks~~and present Risk reports to the ELT.

5.8 The Enterprise Risk Management Committee will~~:~~
a) ~~report to the ELT on the Risk levels and limits of identified Risks associated with University strategies; and~~
~~b)~~**5.7** analyze ~~Risk management and mitigation data against University strategies~~regularly, conduct analysis, and make recommendations to the ELT on the management and mitigation of identified Institutional Risks.

~~5.9~~5.8 The Enterprise Risk Management Office will:
a) develop Institutional Enterprise Risk Management standards, processes and best practices;
b) develop and maintain Institutional Enterprise Risk Management tools and templates including Risk categories and Risk rating tables;
~~c) document and monitor Risk levels and limits;~~
~~d)~~c) create and maintain a register of identified Institutional Risks;
~~e)~~d) provide training and advice on Institutional Enterprise Risk Management to Risk Owners and others involved in University activities; and
f) prepare reports for review ~~the results of Risk management activities at all levels and report these activities and results to the Vice-President (Finance & Services) for reporting to~~by the Audit Committee~~; and~~
~~g)~~e) report to the Vice-President (Finance & Services) or delegate, GFC Executive Committee, ELT, and the Enterprise Risk Management Committee ~~on the activities and results of the Enterprise Risk Management Office~~, as needed.

~~5.10~~ ~~Risk Owners will:~~
a) ~~implement and comply with the Enterprise Risk Management program;~~
b) ~~develop and implement practices, systems and controls to address their delegated Risks;~~
c) ~~manage and mitigate their delegated Risks;~~
d) ~~sponsor Risk management and mitigation changes for their delegated Risks; and~~
e) ~~report to the appropriate Board Committee, GFC or GFC Committee on Risk levels and limits and Risk management and mitigation activities for the Risk Owner's assigned Risks.~~

~~Related Information~~ ~~6~~ ~~Enterprise Risk Management~~

History

~~7~~**6**   *Approved:* _____December 12, 2014

       Effective: December 12, 2014
       Revised: November 28, 2018

UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL
INFORMATION BRIEFING NOTE

SUBJECT: Alcohol Policy

PROPONENT(S)

Karen Jackson, General Counsel
Deborah Book, Legal Counsel

PURPOSE

To inform the General Faculties Council about the revised Alcohol Policy.

OVERVIEW

The revised Alcohol Policy was approved on November 28, 2018. The Policy will be effective January 15, 2019.

KEY POINTS

The policy is meant to clearly outline the University's expectations relating to serving and consuming alcohol in or on University Facilities, at University Events and at events receiving support from the University. The policy also provides guidance to ensure compliance with all federal, provincial and municipal laws relating to the provision and consumption of alcohol.

The University has executed Beverage Management Agreements (BMAs) with entities that provide alcohol on campus under the University's license to ensure compliance with AGLC requirements. The policy will complement the BMAs and ensure consistency in managing alcohol at the University.

The policy applies to:
- Students, Employees, Academic Staff Members, Appointees, Postdoctoral Scholars and Visitors consuming alcohol in or on University Facilities, at University Events or at events receiving support from the University; and
- alcohol related advertising and sponsorship.

The policy does not apply to scientific grade alcohol used in laboratories for teaching and research.

The policy supports the University's promotion of harm reduction programs.

Breaches of the policy may result in discipline under the Student Non-Academic Misconduct Policy, or in accordance with the relevant terms and conditions of employment or other relationship with the University.

BACKGROUND

With the finalization of BMAs with all relevant groups on campus and the review of the University's approach to managing legal, potentially harmful substances on campus prompted by the legalization of cannabis, the University is moving forward with a revised Alcohol Policy. The revised policy incorporates the new framework under the BMAs and a more modern approach to regulating alcohol on campus, aligned with best practices in harm reduction.

The Alcohol Policy was last updated in February, 1999. As the University's approach to management of alcohol shifted to ensure best practices the 1999 policy lost relevancy and was removed from the University's policies page.

The drafting team included individuals from student experience, risk, campus security, insurance, ancillary services, development and legal services.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	GFC Executive Committee	2018-09-25			X	
	BG Environment, Health, Safety and Sustainability Committee	2018-10-02			X	
	General Faculties Council	2018-10-11			X	
X	General Faculties Council	2018-12-06				X
	Board of Governors	2018-12-14				X

Also consulted (February-September, 2018) : ELT Ops, University of Calgary International Senior Leadership, Faculty of Science Senior Leadership, Theatre Services, Kinesiology Senior Leadership, Postdoctoral Scholars Association, GSA, Indigenous Strategy Team, TUCFA, SU, University Relations, AUPE, Extended Dean's Council, MaPS, Student Medical Response, BMA Working Committee, Provost's Team Meeting, Campus Mental Health Strategy, PEP-AH (Alcohol Harm Reduction Group).

NEXT STEPS

The Alcohol Policy will be presented to the Board for information on December 14, 2018. It will be posted to the University's policies page on January 15, 2018, when it comes into effect.

SUPPORTING MATERIALS

Approved Alcohol Policy

UNIVERSITY OF CALGARY

Alcohol Policy

Classification Health, Safety, and Environment	**Table of Contents**
Approval Authority Vice-President (Finance and Services)	
Implementation Authority Vice-President (Finance and Services)	
Effective Date June 18, 1993	
Last Reviewed November 28, 2018	

1 Purpose

The purpose of this policy is to:
a) ensure that the University is in compliance with all federal, provincial and municipal laws concerning the provision and consumption of alcohol;
b) promote Harm Reduction programs and resources for Students, Academic Staff Members, Employees, Appointees and Postdoctoral Scholars who may be considering consuming alcohol; and
c) set out the University's expectations for the provision and consumption of alcohol in or on University Facilities, and at University Events.

2 Scope

This policy applies to:
a) Students, Employees, Academic Staff Members, Appointees, Postdoctoral Scholars and Visitors consuming alcohol in University Facilities, or at University Events; and
b) alcohol related advertising and sponsorship.

This policy does not apply to scientific grade alcohol used in laboratories for teaching and research purposes.

3 Definitions

In this policy
a) "Academic Staff Member" means an individual who is engaged to work for the University and is identified as an academic staff member under Article 1 of the applicable Collective Agreement.

b) "AGLC" means the Alberta Gaming and Liquor Commission.

c) "Appointee" means an individual who is engaged to work for the University, or whose work is affiliated with the University, through a letter of appointment, including adjunct faculty, clinical appointments, and visiting researchers and scholars.

d) "Beverage Management Agreement" means an agreement between the University and another person authorizing that person to serve alcohol under the University's liquor license.

e) "Collective Agreement" means any collective agreement between the Governors of the University of Calgary and (i) the Faculty Association of the University of Calgary, (ii) the Alberta Union of Public Employees, (iii) the Graduate Students' Association, or (iv) any other association or union representing Employees or Postdoctoral Scholars, in each case, in effect at the relevant time.

f) "Contractor" means an individual or a corporation or other entity who agrees to furnish materials to, or perform services for, the University for consideration.

g) "Employee" means an individual, other than an Academic Staff Member, Appointee or Postdoctoral Scholar, who is engaged to work for the University under an employment contract.

h) "Field Station" means any of the following University Facilities:
   i. Rothney Astrophysical Observatory;
   ii. Barrier Lake Research Station;
   iii. R.B. Miller Research Station;
   iv. Kluane Lake Research Station.

i) "Graduate Students' Association Event" means an event, or program, on or off-campus, organized by or on behalf of the Graduate Students' Association, or a student club registered with the Graduate Students' Association.

j) "Harm Reduction" means policies, programs and practices that aim to reduce or minimize the adverse consequences associated with the use of substances.

k) "Impaired" means having diminished physical and mental control.

l)   "Licensed Area" means a public area, in or on University Facilities, in which alcohol may be served.

m)   "Postdoctoral Scholar" means an individual who has completed a doctoral degree and is carrying out research at the University under the direction or mentorship of a supervising Academic Staff Member.

n)   "Server" means an individual who sells or serves alcoholic beverages for consumption.

o)   "Student" means an individual who is registered in a University course or program of study.

p)   "Students' Union Event" means an event or program, on or off-campus, organized by or on behalf of the Students' Union or a student club registered with the Students' Union.

q)   "University" means the University of Calgary.

r)   "University Controlled Digital Channels" means electronic means of communicating operated by the University, including university-branded or -operated software tools and applications, digital images and display boards, digital audio and video, digital games, digital advertising, web pages and websites, social media, data and databases, email marketing, and electronic books.

s)   "University Event" means an event or program, on or off-campus, organized on behalf of the University, or an event or program which a reasonable person would identify as being affiliated with the University.

t)   "University Facilities" means all buildings and grounds, including athletic and recreational fields and Field Stations, owned, leased or operated by the University.

u)   "University Food Services" means any entity retained by the University to provide food or beverages.

v)   "University Vehicles" means any vehicle rented, owned or leased by the University Fleet Operations Office.

w)   "Visitor" means an individual present at University Events or in University Facilities, University Vehicles or vehicles being used for University business, who is not an Academic Staff Member, Appointee, Employee, Postdoctoral Scholar or Student. For clarity, this includes Contractors and Volunteers.

x) "Volunteer" means an individual who, on a voluntary basis, provides a service or materials to the University.

4   Policy Statement

4.1 The University will encourage responsible use of alcohol through:

a)   education and awareness programs that identify the risks and harms associated with alcohol provision and consumption; and

b)   implementing Harm Reduction strategies;

4.2 The University will encourage the development of alcohol-free spaces, events and programs.

4.3 The University will provide awareness, educational programs and assistance to support Students, Academic Staff Members, Postdoctoral Scholars and Employees in alcohol Harm Reduction efforts.

4.4 Academic Staff Members, Appointees, Employees, Postdoctoral Scholars, Students, and Visitors are expected to be responsible about their consumption of alcohol in or on University Facilities, at University Events, while involved in the business of the University or in activities related to the University, and while representing the University.

4.5 Academic Staff Members, Appointees, Employees, Postdoctoral Scholars, Students, and Visitors involved in the business of the University outside the province of Alberta must comply with all relevant laws, rules and regulations relating to alcohol.

4.6 Academic Staff Members, Appointees, Postdoctoral Scholars and Employees may not be Impaired while at work because of the use or after effects of alcohol. Contractors and Volunteers providing services to the University may not be Impaired while providing such services because of the use or after effects of alcohol.

4.7 Students, Employees, Academic Staff Members, Appointees, Postdoctoral Scholars, and Visitors using University Facilities or attending University Events are only permitted to possess, or consume, alcohol in a location designated as a Licensed Area and in compliance with law, AGLC regulations, policies and guidelines, this policy, other University policies, Residence Services Community Standards and any applicable Beverage Management Agreement.

4.8 Alcohol is prohibited in University Vehicles, except for campus security vehicles transporting seized alcohol. Alcohol in vehicles being used for University business must be sealed and out of reach of the vehicle's occupants.

4.9 Academic Staff Members, Appointees, Employees, Postdoctoral Scholars, Students, and Visitors cannot operate University Vehicles or vehicles being used for University business if there is any possibility that they might be Impaired because of the use or after effects of alcohol.

4.10 All University Events, Students' Union Events and Graduate Students' Association Events must be in compliance with law, AGLC regulations, policies and guidelines, this policy, other University policies, any applicable operating standard, Residence Services Community Standards, and any applicable Beverage Management Agreement.

4.11 University Events may not have the consumption of alcohol as their sole purpose or focus.

4.12 All University Events must be inclusive and supportive of those who choose not to, or cannot, consume alcohol.

License to Serve Alcohol

4.13 The University holds the licenses issued by the AGLC to serve alcohol in designated areas within or on University Facilities. The Director, Ancillary Services is in charge of administering the licenses on behalf of the University.

4.14 Individuals and groups may not obtain a license, including a special event license, for serving alcohol at University Events directly from the AGLC.

4.15 Alcohol will only be served in or on University Facilities in a location specifically designated as a Licensed Area in the University's liquor licenses.

4.16 As holder of the liquor licenses, the University:

a) may extend licenses at its discretion, at the request of groups or individuals, for the service of alcohol for special events;
b) may inspect and monitor Licensed Areas for compliance with this policy, the AGLC requirements, and the terms and conditions of any relevant Beverage Management Agreement;
c) may suspend licenses granted; and
d) will manage communications with the AGLC.

4.17 The Director, Ancillary Services will set the operating standards and practices for the designation of a location as a Licensed Area.

4.18 The Director, Ancillary Services may assess proposed events and functions to ensure consistency with alcohol Harm Reduction approaches at the University.

4.19 If alcohol will be consumed at a University Event held off campus, alcohol will be served by:

a) University Food Services;
b) a licensed caterer;
c) the staff of a licensed establishment or
d) an individual who has ProServe certification from the AGLC.

Alcohol Service in Licensed Areas

4.20 The University is responsible for ensuring that a Licensed Area operates in accordance with law, AGLC regulations, policies and guidelines, this policy, other University policies, operating standards, and Residence Services Community Standards.

4.21 The Director, Ancillary Services shall ensure that all Servers have ProServe certification by the AGLC prior to serving alcohol in a Licensed Area. Security staff must have received ProTect Security Staff Training from the AGLC when providing security services at events where alcohol will be served.

Advertisement, Marketing and Sponsorship

4.22 Alcohol, and alcohol manufacturers, may only be advertised in or on University Facilities or University Controlled Digital Channels in accordance with all relevant University policies, AGLC regulations, Canadian Radio-Television and Telecommunications Commission Codes, and any other relevant law, regulation, or guideline.

4.23 Alcohol and alcohol manufacturers may not be advertised in or on University Vehicles, vehicles being used for University business, or University Controlled Digital Channels.

4.24 Events whose sole purpose, or whose focus, is the consumption of alcohol may not be advertised in or on University Facilities, University Vehicles, vehicles being used for University business or University Controlled Digital Channels.

4.25 Alcohol manufacturers can advertise or sponsor safe drinking programs in or on University Facilities or University Controlled Digital Channels, provided that the name of the safe drinking program and its message take prominence over the name of the alcohol manufacturer, the safe drinking program is consistent with Harm Reduction approaches adopted by the University, and the advertisement and sponsorship of the safe drinking program otherwise meets the requirements of University policies and the AGLC regulations, policies and guidelines for sponsorship.

4.26 Alcohol manufacturers and licensed establishments, including on and off campus bars, may be permitted, on a case-by-case basis, to sponsor or advertise at University Events provided the sponsorship or advertisement is in the best interests of the University, meets the requirements of University policies and the AGLC regulations, policies, and guidelines concerning sponsorship, and has been approved in advance by the Director, Ancillary Services.

4.27 Applications for sponsorship of, or advertisement at, University Events by alcohol manufacturers and licensed establishments must be made to the Director of Ancillary Services who, in consultation with the appropriate University groups, will review the terms of sponsorship and decide whether to approve the application. The Director of Ancillary Services will regularly publish

an operating standard providing guidance on the principles applied in considering applications for sponsorship of University Events by alcohol manufacturers.

Field Stations

4.28 The University recommends that Students, Employees, Academic Staff Members, Appointees, Postdoctoral Scholars, and Visitors abstain from consuming alcohol while at Field Stations.

4.29 Students, Employees, Academic Staff Members, Appointees, Postdoctoral Scholars, and Visitors must limit alcohol consumption at Field Stations so that they do not become Impaired.

4.30 When alcohol is consumed at a Field Station, the University representative in charge of the group or event at the Field Station must:

a) abstain from consuming alcohol;
b) identify at least 1 designated driver who will abstain from alcohol consumption, for each vehicle at the Field Station. The designated drivers identified must have appropriate permissions and licenses to drive the vehicle for which they will be the designated driver;
c) ensure at least 1 individual with first aid training abstains from consuming alcohol; and
d) maintain appropriate controls for any firearms at the Field Station.

Oversight Committee

4.31 Activity under this policy will be subject to the oversight of a committee consisting of one individual appointed by each of the:

a) Provost and Vice-President (Academic);
b) Vice-President (Development and Alumni Engagement);
c) Vice-President (Finance and Services);
d) Vice-President (University Relations); and
e) General Counsel.

4.32 The Oversight Committee will be responsible for reviewing operating standards developed from time to time by the Director of Ancillary Services to ensure they are consistent with this policy.

4.33 The Oversight Committee will receive annual reports from the Director, Ancillary Services, and may request additional information from individuals involved in administering this policy at any time to ensure management of alcohol at the University complies with this policy.

Violations

4.34 If an individual reports alcohol use in contravention of this policy in order to seek emergency medical assistance the priority in responding to the report will be to help the individual requiring medical assistance.

4.35 Individuals who do not comply with this policy may be subject to penalties or discipline, up to and including termination of employment or other relationship with the University in accordance with University policies or procedures and any applicable Collective Agreement.

4.36 A Visitor who is found to have violated this policy may be required to leave University Facilities, University Vehicles or vehicles being used for University business, and may be subject to further restrictions regarding accessing University Facilities, University Vehicles or vehicles being used for University business or participating in University Events. The University may immediately terminate its relationship with any Contractor or Volunteer who is found to have violated this policy.

4.37 Notwithstanding section 4.35 and 4.36, individuals may be subject to civil, administrative or criminal action, independent of any University action, for violations of AGLC regulations or other law.

5 Special Situations

5.1 The use of alcohol for religious, cultural or other grounds protected by the Alberta Human Rights Act may be accommodated under the University's accommodation policies.

5.2 The use of alcohol in other special situations may be permitted with written approval from the Director, Ancillary Services.

5.3 Alcohol used in laboratories is subject to strict ethics, regulatory and environmental health and safety controls developed and implemented by the relevant departments, in coordination with risk management at the University.

5.4 To ensure appropriate observances of cultural protocol**,** events that include alcohol and involve the Canadian Indigenous community, or traditional knowledge keepers, ceremonialists, or elders in Canada should be planned in consultation with the office of the Vice-Provost (Indigenous Engagement).

6 Responsibilities

6.1 Senior leadership team members, department heads, directors, and managers will put appropriate measures in place to ensure compliance with this policy before approving University funding or support of any events at which alcohol is to be served.

6.2 The Director of Ancillary Services will:

a) manage the licenses granted to the University by the AGLC;
b) set standards and processes for the granting of licenses for alcohol service in Licensed Areas and for other matters related to this policy;

     c)   coordinate risk assessments of University Events, and any other event on campus where alcohol will be served;

     d)   be the central University contact for communicating with AGLC; and

     e)   report to the oversight committee described in section 4.31.

6.3   University Food Services will ensure that all Servers employed by University Food Services have completed the ProServe training and certification.

6.4   Campus Security will monitor and inspect Licensed Areas for compliance with this policy as appropriate. The head of Campus Security will ensure that Security staff providing security services at events where alcohol will be served have received ProTect Security Staff Training from the AGLC.

7	**Related Policies**	Use of Space for Non-Academic Purposes Student Non-Academic Misconduct Policy Code of Conduct Hospitality and Travel Expenses Policy
8	**Related Procedures**	Special Events Expense Procedure Social Events Expense Procedure
9	**Related Operating Standards**	Residence Services Community Standards Principles applied in considering applications for an alcohol manufacturer to sponsor a University Event Providing alcohol at University Events Cultural Protocol Guidelines (Indigenous Strategy)
10	**Related Information**	Alberta Gaming and Liquor Commission – Liquor Agency Handbook Canadian Radio-Television and Telecommunications Commission Code for broadcast advertising of alcoholic beverages
11	**History**	*Approved:* June 18, 1993 by the Board of Governors *Effective:* June 18, 1993 *Revised:* February 8, 1999 *Revised*: November 28, 2018