



GENERAL FACULTIES COUNCIL  
AGENDA

Meeting #593, November 7, 2019, 1:30-4:30 p.m.

ST 147

Item	Description	Presenter	Materials	Estimated Time
1.	Conflict of Interest Declaration	McCauley	Verbal	1:30
2.	Remarks of the Chair	McCauley	Verbal	1:32
3.	Question Period	McCauley	Verbal	1:45
4.	Safety Moment	Dalgetty <sup>1</sup>	Document	1:50
	<b>Action Items</b>			
5.	Approval of the October 10, 2019 Meeting Minutes	McCauley	Document	1:52
6.	Approval of Revisions to the Program Proposal Approval Process (for Non-credit and Professional Education Credentials)	Johns <sup>2</sup>	Document	1:55
	<b>Discussion Items</b>			
7.	Revisions to the Graduate Student Supervision Policy	Yates <sup>3</sup> /Book <sup>4</sup>	Document	2:15
8.	Experiential Learning Plan 2019-2025	Reid <sup>5</sup> /Kaipainen <sup>6</sup> / Stowe <sup>7</sup>	Document	2:30
	<b>Information Items</b>			
9.	Institutional Sustainability Strategy 2018-2019 Progress Report	Perdue <sup>8</sup> /Gerlach <sup>9</sup>	Document + PowerPoint	2:50
10.	Student at Risk Annual Report	Barker <sup>10</sup> /Bruckner <sup>11</sup>	Document	3:00
11.	Non-Academic Misconduct Annual Report	Barker	Document	3:10
12.	Standing Reports: a) Report on the October 21, 2019 Academic Planning and Priorities Committee Meeting b) Report on the October 22, 2019 Research and Scholarship Committee Meeting c) Report on the October 24, 2019 Teaching and Learning Committee Meeting	McCauley	Documents	3:20

Item	Description	Presenter	Materials	Estimated Time
	d) Report on the September 23, 2019 Senate Meeting e) Policy Development Update			
13.	Other Business	McCauley		
14.	Adjournment Next meeting: December 12, 2019	McCauley	Verbal	3:30

**Regrets and Questions:** Elizabeth Sjogren, Governance Coordinator  
Telephone: 220-6062 or email: [esjogren@ucalgary.ca](mailto:esjogren@ucalgary.ca)

Susan Belcher, University Secretary  
Telephone: 220-6138 or email: [sbelcher@ucalgary.ca](mailto:sbelcher@ucalgary.ca)

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

<u>Presenters</u>	
1.	Linda Dalgetty, Vice-President (Finance and Services)
2.	Christine Johns, Senior Director - Academic and International Strategies
3.	Robin Yates, Interim Dean and Vice-Provost, Graduate Studies
4.	Deborah Book, Legal Counsel
5.	Leslie Reid, Vice-Provost (Teaching and Learning)
6.	Erin Kaipainen, Senior Specialist - Experiential Learning, Taylor Institute for Teaching and Learning
7.	Lisa Stowe, Director - Experiential Education, Taylor Institute for Teaching and Learning
8.	Joanne Perdue, Associate Vice-President (Sustainability)
9.	Craig Gerlach, Academic Coordinator, Sustainability
10.	Susan Barker, Vice-Provost (Student Experience)
11.	Debbie Bruckner, Senior Director - Student Wellness - Access and Support

Ensuring the safety of students, faculty and staff during an emergency is critical. Building evacuation drills are one way to prepare for an emergency and help create a safe campus environment.

Evacuation drills are a regulatory requirement in both the Occupational Health and Safety Code and the Alberta Fire Code. Evacuation drills 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.

This year's annual evacuation drills were conducted over a 9-day period in September across all University of Calgary campuses (excluding Qatar). The drills were facilitated by the Emergency Management team with assistance from observer volunteers from across campus, including Risk, Human Resources, Finance, Residence Services, University Relations, Facilities/Life Safety and Emergency Wardens.

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

This year the shortest evacuation drill time was the Olympic Volunteer Centre (3 minutes) and the longest drill time was Biological Sciences (11 minutes).

> This year, a total of 277 Evacuation Reports were completed via the Emergency Warden SharePoint site. Evacuation surveys focus on Building Code Compliance, Community Procedures and Warden Procedures. Qatar also conducted successful evacuation drills in September.

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

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

Anywhere you go, whether work, school, movie theatre or restaurant, take a moment to locate the nearest **two exits** - your primary and secondary - and plan how you will get out in an emergency event. The time to plan is before a potential emergency occurs.



The draft Minutes are intentionally removed from this package.

Please see the approved Minutes [uploaded separately on this website](#).





UNIVERSITY OF  
CALGARY

**GENERAL FACULTIES COUNCIL  
ACTION BRIEFING NOTE**

For Approval       For Recommendation       For Discussion

**SUBJECT:      Revisions to the Program Proposal Approval Process (for Non-credit and Professional Education Credentials)**

**MOTION**

That the General Faculties Council (GFC) approve the revised Program Proposal Approval Process, in the proposal provided to the GFC and as recommended by the Academic Planning and Priorities Committee.

**PROPONENT(S)**

Dru Marshall, Provost & Vice-President Academic  
Sheila LeBlanc, Director, Continuing Education  
Christine Johns, Senior Director, Academic and International Strategies

**REQUESTED ACTION**

The General Faculties Council (GFC) is being asked to approve the revisions to the Program Proposal Approval Process relating to Non-credit and Professional Education credentials.

**KEY CONSIDERATIONS**

At the June 13, 2019 meeting of the GFC, the Council approved a University of Calgary Non-credit Professional and Continuing Education Credentials Framework. The Framework requires non-credit certificate and diploma programs to be approved through the GFC program proposal approval process. During the development of the Framework, it was noted that the current approval process needed to be revised to ensure that we are timely and responsive in our approvals of non-credit programs. The Professional and Continuing Education (PaCE) Working Group was tasked with exploring, evaluating and recommending changes to the approval process and routing of non-credit Professional and Continuing Education Credentials and to bring a recommendation forward to GFC.

The recommendation is to accelerate the approval of non-credit certificate and diploma programs by removing the requirement that the Academic Program Sub-committee (APS) review and recommend these programs to Academic Planning and Priorities Committee (APPC). In the revised model, non-credit certificate and diploma programs would be reviewed by the Decision Support Team (DST), be approved the faculty/educational unit council and proceed directly to the APPC for approval under the delegated authority of GFC.

**BACKGROUND**

The Professional and Continuing Education (PaCE) Working Group was established by the Provost in early 2018 to:

- Explore the current state of academic and administrative processes of Continuing and Professional Education at UCalgary,
- Gather and evaluate related external trends and practices, and
- Recommend guidelines and principles to APPC.

#### **ROUTING AND PERSONS CONSULTED**

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
	Professional and Continuing Education (PaCE) Working Group	2019-06-17			X	
	Academic Planning and Priorities Committee	2019-10-21		X		
X	General Faculties Council	2018-11-08	X			

#### **NEXT STEPS**

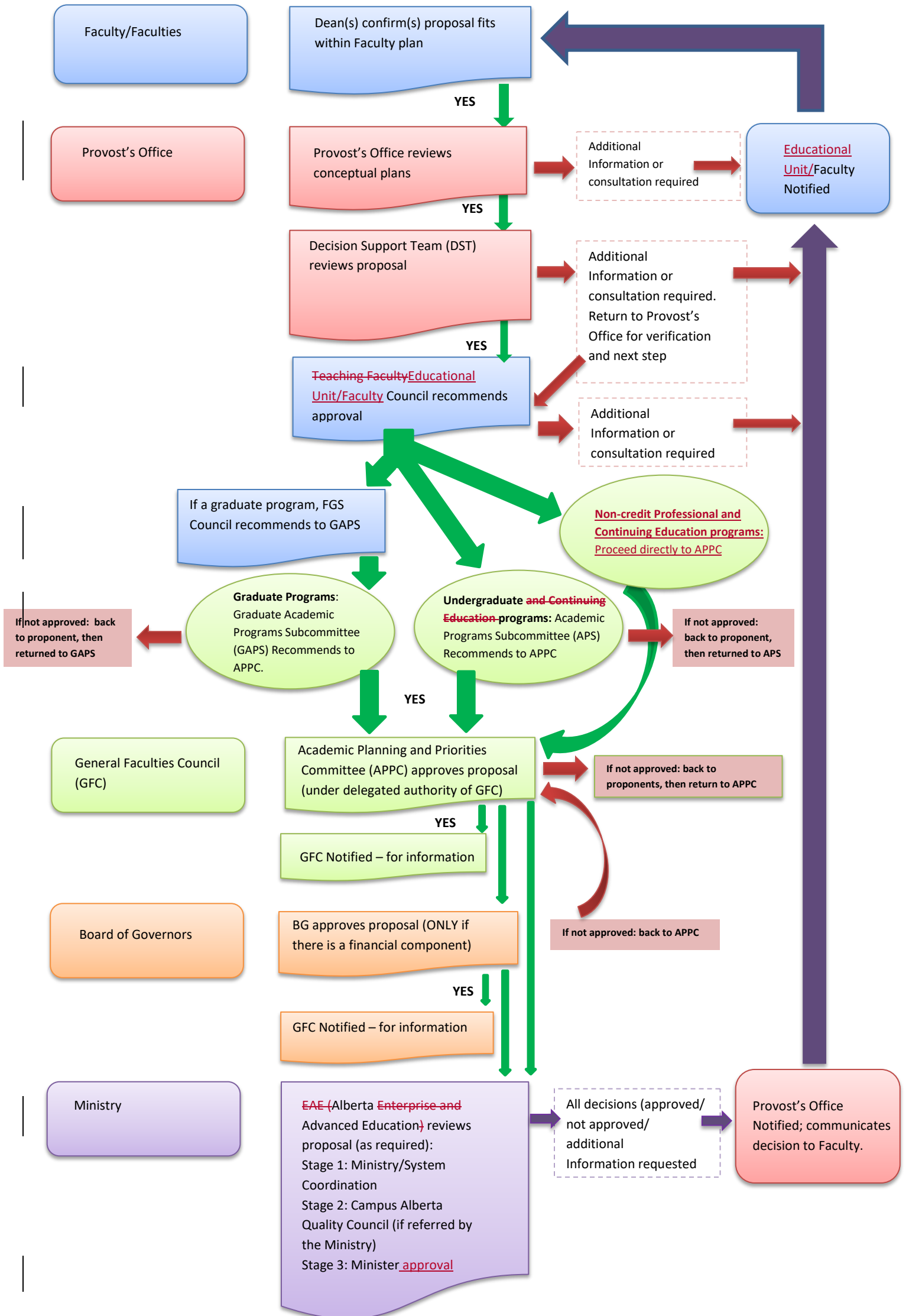
If approved by the GFC, the terms of reference for the APS will be revised to remove the review and recommendation of Non-credit Continuing and Professional Education Certificate and Diploma programs and any new proposals for Non-credit Continuing and Professional Education Certificate and Diploma programs will proceed from the DST to the APPC pending Faculty/Educational Unit approval.

#### **SUPPORTING MATERIALS**

1. Clarification of Program Proposal Approval Processes – Revised Fall 2019



Clarification of program proposal approval process  
Revised Fall 2019







**GENERAL FACULTIES COUNCIL  
ACTION BRIEFING NOTE**

For Approval

For Recommendation

For Discussion

**SUBJECT: Revisions to the Graduate Student Supervision Policy**

**PROPONENT(S)**

Robin Yates, Interim Dean and Vice-Provost (Graduate Studies)  
Deborah Book, Legal Counsel, University Legal Services

**REQUESTED ACTION**

We are asking for feedback from General Faculties Council for the proposed revisions to the Graduate Student Supervision Policy.

**KEY CONSIDERATIONS/POINTS**

In the course of conversations on the management of personal relationships in the academy, including at the Provost’s Task Force on Relationships, the University identified an opportunity to clarify expectations by revision the Graduate Student Supervisions Policy.

Graduate students are entitled to quality academic supervision in an environment free from unfair or preferential treatment, or the potential for coercion. Close personal relationships between a supervisor, co-supervisor or supervisory committee member and a graduate student can jeopardize this right. Whilst the Code of Conduct bans the Supervision of Related Persons, the inclusion of explicit language in the Graduate Student Supervision Policy to clearly articulate that concurrent supervisory and close personal relationships are prohibited, would assist in ensuring supervisors, co-supervisors and supervisory committee members are attentive to the challenges such relationships present, and avoid or promptly disclose such potential conflicts.

The proposed revisions to the Graduate Student Supervision Policy will empower Graduate Students, the Faculty of Graduate Studies (FGS), and supervisors, co-supervisors, and supervisory committee members to address close personal relationships that may conflict with supervisory roles in accordance with the Policy. This is current practice within the Faculty of Graduate Studies, in accordance with operating standards aligned with the policy. Including this language in the policy will provide added weight, and increase awareness of expected standards of professionalism to the benefit of everyone involved in graduate education at the University.

**ROUTING AND PERSONS CONSULTED**

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
	FGS Executive Council	09/19/2019			X	
	Faculty of Graduate Studies Council	10/03/2019			X	

	Graduate Academic Program Subcommittee	10/16/2019		X
	Academic Planning and Priorities Committee	10/21/2019		X
X	General Faculties Council	11/07/2019		X
	FGS Council	11/21/2019	X	
	General Faculties Council	12/12/2019	X	

Also consulted: Graduate Students' Association, Mental Health Lens Review, The University of Calgary Faculty Association, Deans' Council, Indigenous Lens Review, Executive Leadership Team (ELT).

#### **NEXT STEPS**

The drafting team will incorporate feedback from this meeting as appropriate. A revised draft policy will be submitted for recommendation by FGS Council and ELT later this month.

#### **SUPPORTING MATERIALS**

Graduate Student Supervision Policy – Proposed revised policy and blackline to current version.

## Graduate Student Supervision Policy

<p><b>Classification</b> Academic Operations</p>	<p><b>Table of Contents</b></p> <p>1 Purpose ..... 1</p> <p>2 Scope ..... 1</p> <p>3 Definitions ..... 1</p> <p>4 Policy Statement ..... 2</p> <p>5 Responsibilities..... 5</p> <p>6 Related Procedures ..... 7</p> <p>7 Related Instructions/Forms ..... 7</p> <p>8 Related Operating Standards ..... 7</p> <p>9 History ..... 7</p>
<p><b>Approval Authority</b> General Faculties Council</p>	
<p><b>Implementation Authority</b> Dean and Vice-Provost (Graduate Studies)</p>	
<p><b>Effective Date</b> July 1, 2015</p>	
<p><b>Last Reviewed</b> February 14, 2019</p>	

- 1 Purpose** The purpose of this policy is to set out the eligibility criteria for Supervisory Privileges and to set out the expectations for Graduate Student supervision.
- 2 Scope** This policy applies to Academic Staff Members.
- 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 Collective Agreement.
  - b) “Collective Agreement” means the collective agreement between The Faculty Association of the University of Calgary and the Governors of the University of Calgary in effect at the relevant time.
  - c) “Co-Supervisor” means an individual who is named as Co-Supervisor and serves as a second Supervisor of a Graduate Student.
  - d) “Graduate Program Director” means the Academic Staff Member appointed by a Dean or Department Head to administer a graduate program.
  - e) “Graduate Student” means a student registered with the Faculty of Graduate Studies.

- f) “Instructor Ranks” means the positions of Instructor, Senior Instructor and Teaching Professor.
- g) “Professorial Ranks” means the positions of Assistant Professor, Associate Professor and Professor.
- h) “Supervisor” means a qualified individual, who is normally an Academic Staff Member, who serves as the primary mentor to a Graduate Student, oversees the Graduate Student’s academic progress, and serves as chair of the Graduate Student’s supervisory committee, where applicable.
- i) “Supervisory Privileges” means the privilege granted to a qualified individual to supervise masters and/or doctoral students within the parameters of a program's supervisory policy.
- j) “University” means the University of Calgary.

#### 4 Policy Statement

- 4.1 The University is committed to providing the consistent and high quality supervision that is critical to Graduate Students’ success.
- 4.2 Expectations for Supervisors and Co-Supervisors are set out in the [Best Practices for Supervisors](#). Provisions in this policy and the related procedure respecting the granting, renewal, and formal evaluation of Supervisory Privileges apply to the granting, renewal or formal evaluation of Supervisory Privileges for all Academic Staff Members, including Academic Staff Members serving as Co-Supervisors.

##### Eligibility for Supervisory Privilege

- 4.3 An Academic Staff Member in the Professorial Ranks (including a member of the Senior Leadership Team holding a concurrent academic appointment) is eligible to hold Supervisory Privileges.
- 4.4 An Academic Staff Member in the Instructor Ranks is eligible to hold Supervisory Privileges if the appropriate Dean recommends Supervisory Privileges and indicates graduate supervision comprises a component of workload for this Academic Staff Member.
- 4.5 An emeritus faculty professor, or adjunct or clinical appointee who has experience and continuing research productivity in the Graduate Student’s field of interest, or a faculty member from another recognized institution holding equivalent supervisory privileges, may also be appointed as a Supervisor on a case by case basis. A Co-Supervisor who is an Academic Staff Member and has unlimited Supervisory Privileges must be appointed under such circumstances.

##### Granting of Supervisory Privileges

- 4.6 A Dean, Associate Dean or Department Head, in consultation with the Graduate Program Director, may recommend an eligible Academic Staff Member for

Supervisory Privileges. The recommendation should specify whether the Supervisory Privileges:

- a) are limited to a number of Graduate Students;
- b) are limited to a level of Student;
- c) require a Co-Supervisor;
- d) require a mentor; or
- e) are unlimited.

The Dean, Associate Dean or Department Head who recommended any limitations on an Academic Staff Member's Supervisory Privileges may, at any time, recommend lifting any of the limitations.

- 4.7** The Dean of the Faculty of Graduate Studies will grant initial Supervisory Privileges for a renewable five year term on the recommendation of the appropriate Dean, or delegate. The Dean of the Faculty of Graduate Studies will lift limitations on a Supervisor's Supervisory Privileges on the recommendation of the appropriate Dean, or delegate.
- 4.8** Graduate programs will maintain their own supervisory policies, which cannot contradict this policy. These supervisory policies will specify criteria for granting limited or unlimited Supervisory Privileges and will set out a maximum supervisory load.
- 4.9** Prior to being granted Supervisory Privileges for the first time by the Dean of the Faculty of Graduate Studies, all prospective Supervisors must either attend a University Supervisor Development Workshop or complete an approved on-line supervisor development program.

**Prohibited Relationships between Graduate Students and their Supervisors, Co-Supervisors, or Supervisory Committee Members.**

- 4.10** Individuals must decline to supervise, co-supervise, or become a member of a supervisory committee for a Graduate Student with whom they have, or have had, a close personal relationship, including a romantic, sexual, or familial relationship.
- 4.11** If a close personal relationship develops between a Supervisor, Co-Supervisor, or supervisory committee member and a Graduate Student, the Supervisor, Co-Supervisor, or supervisory committee member involved in the close personal relationship must immediately disclose the relationship in writing to the Dean of their Faculty, or to the Dean of the Faculty of Graduate Studies. Failure to disclose a close personal relationship could lead to disciplinary action, in accordance with University policies or procedures and any applicable Collective Agreement.
- 4.12** Following disclosure, the Supervisor, Co-Supervisor, or supervisory committee member will:
  - a) immediately remove themselves from all supervisory and professional duties related to the Graduate Student;

- b) create a plan with the Dean of the Faculty of Graduate Studies and the Dean of their Faculty for recusal that will be signed by the Supervisor and the Graduate Student. If a new Supervisor will be required, both Supervisors must agree to the recusal plan; and
- c) help ensure that any financial, research, intellectual property, and authorship commitments made to the Graduate Student are considered in the recusal plan, in order to minimize, to the extent reasonably possible, any adverse effect on the Graduate Student's financial situation, intellectual property rights, publication record and academic progress.

### **Renewal and Formal Evaluation of Supervisory Privileges**

- 4.13** Supervisory Privileges will be subject to renewal every five years. At least six months prior to the expiry of a Supervisor's Supervisory Privileges, the Faculty of Graduate Studies will alert the Graduate Program Director of the upcoming expiry. In consultation with the appropriate Dean or their delegate, the Graduate Program Director will review the supervisory record.
- 4.14** If the review of the supervisory record does not identify any concerns the Graduate Program Director and Dean/delegate will recommend renewal of the Supervisor's Supervisory Privileges to the Dean of the Faculty of Graduate Studies and the Dean of the Faculty of Graduate Studies will renew the Supervisory Privileges for another renewable five year term.
- 4.15** If a review of the supervisory record identifies concerns, such as a pattern of Graduate Student withdrawals or changes in supervision, a pattern of protracted times to candidacy or completion (beyond the norm in the graduate program and not attributable to specificities of the area of study), the Dean of the Supervisor's faculty will initiate a formal evaluation of the Supervisor's Supervisory Privileges.
- 4.16** Outside of the five year renewal process, a formal evaluation of Supervisory Privileges may be initiated by the Dean of the Supervisor's faculty:
  - a) upon receipt of a written complaint relating to supervision;
  - b) when the Office of Diversity, Equity and Protected Disclosure has determined that a responsible allegation has been made relating primarily to graduate supervision and the allegation is best addressed through a formal review of Supervisory Privileges; or
  - c) in response to what the Dean of the Supervisor's faculty perceives to be a pattern of serious conflicts or negative outcomes relating to Graduate Student supervision since the most recent renewal of privileges.
- 4.17** Formal evaluations of Supervisory Privileges will be conducted under the Procedure for the Formal Evaluation of Supervisory Privileges.
- 4.18** Removal of Supervisory Privileges should occur only in exceptional circumstances, or when remedial or mentoring efforts have not changed the patterns or concerns that initiated the formal evaluation.



### **Continuity of Supervision**

- 4.19** In agreeing to supervise a Graduate Student, an Academic Staff Member is committing to supervising that Graduate Student through to completion of their degree or withdrawal from the graduate program. A Supervisor may be released from this commitment only if:
- a) the Faculty of Graduate Studies requires the Graduate Student to withdraw;
  - b) the Supervisor has disclosed a close personal relationship in accordance with 4.11-4.12;
  - c) the Faculty of Graduate Studies determines that there are exceptional circumstances and grants the Supervisor permission to discontinue supervision of a Graduate Student; or
  - d) the Supervisor leaves the University.
- 4.20** If a Supervisor leaves the University, the Graduate Program Director, the graduate program and the Faculty of Graduate Studies must arrange for alternative supervision, if required.

### **Financial Commitments**

- 4.21** When a Supervisor offers financial support to a Graduate Student, a Supervisor makes a commitment on behalf of the University. This commitment should be co-signed or otherwise approved by the Graduate Program Director.
- 4.22** A Supervisor should clearly state in the offer of financial support any expectations associated with the financial support arrangement such as the Graduate Student's continued registration and progress in a graduate program and contribution to the Supervisor's research program.
- 4.23** In instances of breakdown of the Supervisory relationship, financial exigency or other circumstances, it is the collective responsibility of the Supervisor(s), the graduate program(s) and the Faculty of Graduate Studies to ensure that financial commitments are met.

### **Leaves of Absence**

- 4.24** A Graduate Program Director and the Supervisor must ensure that the Graduate Student is provided with continued supervision during a Supervisor's long-term leave. If the Supervisor and any Co-Supervisor will be unavailable, an interim Supervisor may be appointed to ensure continuity in supervision.
- 4.25** Graduate Students should be informed well in advance about Supervisors' or any Co-Supervisors' plans for upcoming research or scholarship leaves.
- 4.26** When an interim Supervisor is appointed to cover a Supervisor's absence, the permanent Supervisor retains responsibility for the continued supervision of the Graduate Student.

## **5 Responsibilities**

- 5.1** Supervisors will:

- a) complete the [Checklist of Expectations](#) between Supervisor and Graduate Student;
- b) be familiar with the [Best Practices for Supervisors](#);
- c) assist the Graduate Student with the selection and planning of a suitable and manageable research topic with due consideration of the resources necessary for completion of the research project;
- d) be accessible to the Graduate Student for consultation and discussion of the Graduate Student's academic progress and research;
- e) respond in a timely manner to written work submitted by the Graduate Student with constructive suggestions for improvement;
- f) achieve consensus, resolve differences, or seek outside opinions (e.g., Graduate Program Director) when there is conflicting advice or when there are different expectations on the part of Co-Supervisors or members of the supervisory committee;
- g) be familiar with and abide by the rules and regulations of the Faculty of Graduate Studies, and the graduate program, including the chronological sequence of events and deadline dates in a Graduate Student's program;
- h) assist the Graduate Student to be aware of current program requirements, deadlines, sources of funding, and general expectations of examinations;
- i) complete the Supervisor's section of the Graduate Student's annual progress report and offer suggestions for improvement when deficiencies in progress exist;
- j) encourage the Graduate Student to make presentations of research results within the University and to outside scholarly or professional bodies as appropriate;
- k) acknowledge the contributions of the Graduate Student in presentations and in published material, including joint authorship, if appropriate; and
- l) discuss with the Graduate Student the Intellectual Property Checklist (available at <http://grad.ucalgary.ca/current/managing-my-program/supervision>) and conform to University and other policies regarding intellectual property, scholarly integrity (e.g., academic misconduct), and other policies applicable to the research environment including the Research Integrity Policy.

**5.2** The Dean of Graduate Studies will:

- a) grant Supervisory Privileges and determine whether Supervisory Privileges will be revoked, limited or renewed upon the recommendation of the appropriate Dean, or delegate.
- b) decide whether Supervisory Privileges will be renewed following a review under 4.16; and
- c) remove limitations on Supervisory Privileges when recommended by the appropriate Dean, Associate Dean or Department Head.

**5.3** The Dean of a Supervisor's faculty will:

- a) in consultation with the Graduate Program Director, make recommendations to the Dean of Graduate Studies regarding Supervisory Privileges;

- b) in consultation with the Graduate Program Director, review the supervisory record of Supervisors in their faculty at least every five years or in response to reported concerns; and
- c) initiate a Formal Evaluation of Supervisory Privileges when required pursuant to section 4.13.

**5.4** The Graduate Program Director will:

- a) convey information about relevant policies, procedures and regulations to Graduate Students, Supervisors, Co-Supervisors and supervisory committee members;
- b) review and approve financial support agreements between Graduate Students and Supervisors;
- c) ensure that Graduate Students have appropriate supervision and supervisory committees (where applicable);
- d) review and approve documentation pertaining to the required Graduate Student annual progress reports, examinations, extensions, and Graduate Student leaves of absence;
- e) in consultation with the appropriate Dean review the supervisory record of the Supervisors and Co-Supervisors in their program as part of the five year renewal process; and
- f) recommend renewal of Supervisory Privileges when no concerns are identified.

**5.5** The Department Head or Associate Dean of a teaching Faculty will:

- a) in consultation with the Graduate Program Director, make recommendations to the Dean of Graduate Studies regarding Supervisory Privileges.

<b>6</b>	<b>Related Procedures</b>	<a href="#">Procedure for the Evaluation of Supervisory Privileges</a>
<b>7</b>	<b>Related Instructions/Forms</b>	<a href="#">Application for Renewal of Supervisory Privileges</a>
<b>8</b>	<b>Related Operating Standards</b>	<a href="#">Best Practices for Supervisors</a>
<b>9</b>	<b>History</b>	<i>Approved:</i> February 12, 2015 <i>Effective:</i> July 1, 2015 <i>Revised:</i> February 14, 2019



## Graduate Student Supervision Policy

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**Prohibited Relationships between Graduate Students and their Supervisors, Co-Supervisors, or Supervisory Committee Members.**

- 4.10** Individuals must decline to supervise, co-supervise, or become a member of a supervisory committee for a Graduate Student with whom they have, or have had, a close personal relationship, including a romantic, sexual, or familial relationship.
- 4.11** If a close personal relationship develops between a Supervisor, Co-Supervisor, or supervisory committee member and a Graduate Student, the Supervisor, Co-Supervisor, or supervisory committee member involved in the close personal relationship must immediately disclose the relationship in writing to the Dean of their Faculty, or to the Dean of the Faculty of Graduate Studies. Failure to disclose a close personal relationship could lead to disciplinary action, in accordance with University policies or procedures and any applicable Collective Agreement.
- 4.12** Following disclosure, the Supervisor, Co-Supervisor, or supervisory committee member will:
  - a) immediately remove themselves from all supervisory and professional duties related to the Graduate Student;

- b) create a plan with the Dean of the Faculty of Graduate Studies and the Dean of their Faculty for recusal that will be signed by the Supervisor and the Graduate Student. If a new Supervisor will be required, both Supervisors must agree to the recusal plan; and
- c) help ensure that any financial, research, intellectual property, and authorship commitments made to the Graduate Student are considered in the recusal plan, in order to minimize, to the extent reasonably possible, any adverse effect on the Graduate Student's financial situation, intellectual property rights, publication record and academic progress.

### **Renewal and Formal Evaluation of Supervisory Privileges**

**4.94.13** Supervisory Privileges will be subject to renewal every five years. At least six months prior to the expiry of a Supervisor's Supervisory Privileges, the Faculty of Graduate Studies will alert the Graduate Program Director of the upcoming expiry. In consultation with the appropriate Dean or their delegate, the Graduate Program Director will review the supervisory record.

**4.104.14** If the review of the supervisory record does not identify any concerns the Graduate Program Director and Dean/delegate will recommend renewal of the Supervisor's Supervisory Privileges to the Dean of the Faculty of Graduate Studies and the Dean of the Faculty of Graduate Studies will renew the Supervisory Privileges for another renewable five year term.

**4.114.15** If a review of the supervisory record identifies concerns, such as a pattern of Graduate Student withdrawals or changes in supervision, a pattern of protracted times to candidacy or completion (beyond the norm in the graduate program and not attributable to specificities of the area of study), the Dean of the Supervisor's faculty will initiate a formal evaluation of the Supervisor's Supervisory Privileges.

**4.124.16** Outside of the five year renewal process, a formal evaluation of Supervisory Privileges may be initiated by the Dean of the Supervisor's faculty:

- a) upon receipt of a written complaint relating to supervision; ~~or~~
- b) when the Office of Diversity, Equity and Protected Disclosure has determined that a responsible allegation has been made relating primarily to graduate supervision and the allegation is best addressed through a formal review of Supervisory Privileges; or
- c) in response to what the Dean of the Supervisor's faculty perceives to be a pattern of serious conflicts or negative outcomes relating to Graduate Student supervision since the most recent renewal of privileges.

**4.134.17** Formal evaluations of Supervisory Privileges will be conducted under the Procedure for the Formal Evaluation of Supervisory Privileges.

**4.144.18** Removal of Supervisory Privileges should occur only in exceptional circumstances, or when remedial or mentoring efforts have not changed the patterns or concerns that initiated the formal evaluation.



### Continuity of Supervision

**4.154.19** In agreeing to supervise a Graduate Student, an Academic Staff Member is committing to supervising that Graduate Student through to completion of their degree or withdrawal from the graduate program. A Supervisor may be released from this commitment only if:

- a) the Faculty of Graduate Studies requires the Graduate Student to withdraw;
- a)b) the Supervisor has disclosed a close personal relationship in accordance with 4.11-4.12;
- b)c) the Faculty of Graduate Studies determines that there are exceptional circumstances and grants the Supervisor permission to discontinue supervision of a Graduate Student; or
- e)d) the Supervisor leaves the University.

**4.164.20** If a Supervisor leaves the University, the Graduate Program Director, the graduate program and the Faculty of Graduate Studies must arrange for alternative supervision, if required.

### Financial Commitments

**4.174.21** When a Supervisor offers financial support to a Graduate Student, a Supervisor makes a commitment on behalf of the University. This commitment should be co-signed or otherwise approved by the Graduate Program Director.

**4.184.22** A Supervisor should clearly state in the offer of financial support any expectations associated with the financial support arrangement such as the Graduate Student's continued registration and progress in a graduate program and contribution to the Supervisor's research program.

**4.194.23** In instances of breakdown of the Supervisory relationship, financial exigency or other circumstances, it is the collective responsibility of the Supervisor(s), the graduate program(s) and the Faculty of Graduate Studies to ensure that financial commitments are met.

### Leaves of Absence

**4.204.24** A Graduate Program Director and the Supervisor must ensure that the Graduate Student is provided with continued supervision during a Supervisor's long-term leave. If the Supervisor and any Co-Supervisor will be unavailable, an interim Supervisor may be appointed to ensure continuity in supervision.

**4.214.25** Graduate Students should be informed well in advance about Supervisors' or any Co-Supervisors' plans for upcoming research or scholarship leaves.

**4.224.26** When an interim Supervisor is appointed to cover a Supervisor's absence, the permanent Supervisor retains responsibility for the continued supervision of the Graduate Student.

## 5 Responsibilities

### 5.1 Supervisors will:

- a) complete the [Checklist of Expectations](#) between Supervisor and Graduate Student;
- b) be familiar with the [Best Practices for Supervisors](#);
- c) assist the Graduate Student with the selection and planning of a suitable and manageable research topic with due consideration of the resources necessary for completion of the research project;
- d) be accessible to the Graduate Student for consultation and discussion of the Graduate Student's academic progress and research;
- e) respond in a timely manner to written work submitted by the Graduate Student with constructive suggestions for improvement;
- f) achieve consensus, resolve differences, or seek outside opinions (e.g., Graduate Program Director) when there is conflicting advice or when there are different expectations on the part of Co-Supervisors or members of the [Supervisory Committee](#) ~~supervisory committee~~;
- g) be familiar with and abide by the rules and regulations of the Faculty of Graduate Studies, and the graduate program, including the chronological sequence of events and deadline dates in a Graduate Student's program;
- h) assist the Graduate Student to be aware of current program requirements, deadlines, sources of funding, and general expectations of examinations;
- i) complete the Supervisor's section of the Graduate Student's annual progress report and offer suggestions for improvement when deficiencies in progress exist;
- j) encourage the Graduate Student to make presentations of research results within the University and to outside scholarly or professional bodies as appropriate;
- k) acknowledge the contributions of the Graduate Student in presentations and in published material, including joint authorship, if appropriate; and
- l) discuss with the Graduate Student the Intellectual Property Checklist (available at <http://grad.ucalgary.ca/current/managing-my-program/supervision>) and conform to University and other policies regarding intellectual property, scholarly integrity (e.g., academic misconduct), and other policies applicable to the research environment including the Research Integrity Policy.

**5.2** The Dean of Graduate Studies will:

- a) grant Supervisory Privileges and determine whether Supervisory Privileges will be revoked, limited or renewed upon the recommendation of the appropriate Dean, or delegate.
- b) decide whether Supervisory Privileges will be renewed following a review under [4.1316](#); and
- c) remove limitations on Supervisory Privileges when recommended by the appropriate Dean, Associate Dean or Department Head.

**5.3** The Dean of a Supervisor's faculty will:

- a) in consultation with the Graduate Program Director, make recommendations to the Dean of Graduate Studies regarding Supervisory Privileges;

- b) in consultation with the Graduate Program Director, review the supervisory record of Supervisors in their faculty at least every five years or in response to reported concerns; and
- c) initiate a Formal Evaluation of Supervisory Privileges when required pursuant to section 4.13.

**5.4** The Graduate Program Director will:

- a) convey information about relevant policies, procedures and regulations to Graduate Students, Supervisors, Co-Supervisors and ~~Supervisory Committees~~supervisory committee members;
- b) review and approve financial support agreements between Graduate Students and Supervisors;
- c) ensure that Graduate Students have appropriate supervision and ~~Supervisory Committees~~supervisory committees (where applicable);
- d) review and approve documentation pertaining to the required Graduate Student annual progress reports, examinations, extensions, and Graduate Student leaves of absence;
- e) in consultation with the appropriate Dean review the supervisory record of the Supervisors and Co-Supervisors in their program as part of the five year renewal process; and
- f) recommend renewal of Supervisory Privileges when no concerns are identified.

**5.5** The Department Head or Associate Dean of a teaching Faculty will:

- a) in consultation with the Graduate Program Director, make recommendations to the Dean of Graduate Studies regarding Supervisory Privileges.

<b>6</b>	<b>Related Procedures</b>	<a href="#"><u>Procedure for the Evaluation of Supervisory Privileges</u></a>
<b>7</b>	<b>Related Instructions/Forms</b>	<a href="#"><u>Application for Renewal of Supervisory Privileges</u></a>
<b>8</b>	<b>Related Operating Standards</b>	<a href="#"><u>Best Practices for Supervisors</u></a>
<b>9</b>	<b>History</b>	<p><i>Approved:</i> February 12, 2015</p> <p><i>Effective:</i> July 1, 2015</p> <p><i><u>Revised: February 14, 2019</u></i></p>





UNIVERSITY OF  
CALGARY

**GENERAL FACULTIES COUNCIL  
ACTION BRIEFING NOTE**

For Approval       For Recommendation       For Discussion

**SUBJECT:**            **Experiential Learning Plan 2019-25**

**PROPONENT(S)**

Leslie Reid, Vice-Provost (Teaching and Learning)  
Erin Kaipainen, Senior Specialist, Taylor Institute for Teaching and Learning

**REQUESTED ACTION**

The General Faculties Council is asked provide feedback on Experiential Learning Plan (2019-25) including the recommended institutional targets and priorities within the plan.

**KEY CONSIDERATIONS/POINTS**

Experiential Learning (EL) is associated with enhanced student engagement, increased career readiness after graduation, and an improved civic consciousness (Eyler, 2009; Kuh, 2008; McRae, 2015). As industry, governments, postsecondary institutions grapple with critical shifts in careers and the economy, colleges and universities are under increasing pressure to ensure graduates begin their careers with practical experience and essential skills. The EL Plan documents a trend in Canadian postsecondary education toward universal access to this broad range of high impact EL activities including cooperative education, internships, practica, undergraduate research, service-learning and capstone projects, and recommends 100% of our graduate and undergraduate students have access to at least one high quality EL opportunity before graduation.

The EL Plan includes a framework for EL at UCalgary and uses the following definition:

Experiential Learning is learning-by-doing that bridges knowledge and experience through critical reflection. EL activities are intentionally designed and assessed. As such, they empower learners to enhance individual and collaborative skills such as complex problem solving, professional practice skills, and teamwork. Reflecting critically on these activities helps individuals develop higher order thinking to challenge and advance their perspectives. The EL process prepares students to take on roles as active citizens and thrive in an increasingly complex world (UCalgary Experiential Learning Working Group, 2019).

Hands-on learning is deeply engrained in professional programs at UCalgary. Students in other disciplines have fewer EL opportunities through their degree programs. The EL Plan proposes a significant scaling up of EL, in line with targets at other leading Canadian universities.

**Key Points**

- Ontario expects all undergraduate students to participate in at least one EL activity before graduation
- Work-Integrated Learning (WIL) is a sub-category of EL activities that occur in a work or work-like setting (such

as cooperative education, internship and professional practice/practicum)

- In 2015, the Business and Higher Education Roundtable (BHER) challenged higher education institutions to ensure 100% of undergraduate students have at least one WIL opportunity before graduation
- In 2019, Employment and Social Development Canada committed \$798M to Work-Integrated Learning over 3 years
- Calgary Economic Development seeks to expand WIL programs in order to create Canada's largest talent accelerator, to emphasize creativity and innovation from kindergarten to university, and to grow WIL partnerships (CED, 2018, p.16-17)

## BACKGROUND

Over the last 18 months, the Vice-Provost (Teaching and Learning), staff in the Taylor Institute for Teaching and Learning, and an Advisory Group have engaged the campus community in discussions about scaling up Experiential Learning while reviewing the focus on EL across Canada. A working group with broad campus representation also developed common language for EL at UCalgary including a definition, criteria, EL categories and EL activities. The common language for EL at UCalgary is intended to enable conversations about EL across audiences and disciplines, promote opportunities to students, and support reliable data collection.

Feedback from the campus community (including several governance committees) has shaped our EL Plan and the embedded framework.

## ROUTING AND PERSONS CONSULTED

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
	Academic Planning and Priorities Committee	2019-10-21			X	
	Teaching and Learning Committee	2019-10-24			X	
X	General Faculties Council	2019-11-07			X	
	General Faculties Council	2019-12-12	X			
	Board of Governors	2019-12-13				X

The EL Plan was also presented to the Provost Team Meeting on October 8, Deans' Council on October 16 and the Students' Legislative Council on October 22.

## NEXT STEPS

- Present EL Plan to the Graduate Representative Council – November 2019
- Document and incorporate feedback from Fall 2019 consultations

## SUPPORTING MATERIALS

1. Experiential Learning Plan 2019-25
2. Slide deck, EL Plan 2019-25



**UNIVERSITY OF  
CALGARY**

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**EXPERIENTIAL LEARNING PLAN FOR THE  
UNIVERSITY OF CALGARY (2019-25)**

**DRAFT**

Prepared by: E. Kaipainen, R. Braun & R. Arseneault

Contributors: L. Reid, L. Stowe, N. Kenny, S. Barker, C. Johns, T. Christie, L. King, J. Hillmo

October, 31, 2019

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# INTRODUCTION

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*I believe the powerful thing about experiential learning is the ownership that it gives the students in their own learning.*

Robin Larsen, Master of Architecture, 2019

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The plan for experiential learning (EL) at the University of Calgary (UCalgary) presented in this document was informed by campus consultations throughout 2018-19, an environmental scan of EL at UCalgary, and engagement with educational leaders in EL. This plan is intended to guide our work over the next five years, building on a strong foundation for EL across graduate and undergraduate programs. A bold commitment to EL positions UCalgary to be a leader in Canada, making learning-by-doing a cornerstone of the UCalgary experience. This plan provides a framework that includes a definition, criteria for EL experience and categories of EL that allow us to effectively describe and promote EL opportunities clearly to students and partners. A common framework also allows us to measure our progress, recognize EL efforts and to collaborate across units and disciplines to build capacity and shift culture. The following definition emerged at UCalgary through broad campus consultation:

Experiential learning (EL) is learning-by-doing that bridges knowledge and experience through critical reflection. EL activities are intentionally designed and assessed. As such, they empower learners to enhance individual and collaborative skills such as complex problem solving, professional practice skills, and teamwork. Reflecting critically on these activities helps individuals develop higher order thinking to challenge and advance their perspectives. The EL process prepares students to take on roles as active citizens and thrive in an increasingly complex world.

Through this plan, we identify two aspirational targets for student participation in EL: **all undergraduate students will have the opportunity to participate in at least two EL opportunities and all graduate students will have the opportunity to participate in at least one EL opportunity before graduation.** Achieving these targets will require a community approach that draws on the diverse strengths and expertise existing across campus. The new Office of Experiential Learning, housed in the Taylor Institute for Teaching and Learning, is intended to act as a central hub to connect and support EL practitioners, develop resources for educators, students and partners, and amplify the work already happening at UCalgary. By 2025, we seek to expand and enhance EL at UCalgary via pursuing three priorities: (1) Expanding capacity and reducing barriers; (2) Increasing student opportunities and (3) Tracking and ensuring high-quality EL.

Making EL a core element of the UCalgary experience requires commitment from the entire campus community, and our partners. There are five key stakeholder groups that currently contribute to the EL landscape at UCalgary: Academic Units; Support Units; Students and Alumni; Community and Industry Partners; and the Office of Experiential Learning. Their collective expertise and unique strengths are indispensable to enhance and build anew this exciting work across campus. It is only within a community

approach that we can reach the goals outlined here.

In the spirit of community, it was important that an institutional EL plan include voices from all of these groups. As such, data collected from consultation sessions over the last year and a half was distilled and clustered into major themes, from which our three key priorities emerged. These priorities are laid out in the following sections and direct our work ahead of us.

Going forward from this plan, we commit our engagement with staff, students, community and industry partners, and other postsecondary institutions about EL across Canada.

DRAFT

## BACKGROUND

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*I originally came into this thinking I wanted to do rural-mixed practice. Now I will probably specialize in surgery. The hands on components of my degree program have changed my entire career plan.*

Hannah Pope, Doctor of Veterinary Medicine, 2020

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Experiential Learning (EL) has long been in our sights as an institutional focus and viewed as a valuable component to a student's educational journey. This awareness is recognized in the University of Calgary's (UCalgary) strategic vision, *Eyes High*, with emphasis on the importance of hands-on learning experiences and community engagement as foundational to the student experience. *Eyes High* (2011) identified three principal commitments: sharpen focus on research and scholarship; enrich the quality and breadth of learning; and integrate the university within the community. In 2016, UCalgary invited the campus community to an extensive consultation process to reenergize its strategic vision. From these consultations, *Eyes High* added two themes, *student experience* and *campus culture*, across each foundational pillar. Further commitment to EL emerged in the *2018-23 Academic Plan*, where the university committed to creating a unit to help expand EL. This central unit, established in the spring of 2018, is situated in the Taylor Institute for Teaching and Learning with the mandate to support, connect, and enhance EL across campus.

In May 2018, the Vice-Provost (Teaching and Learning) and members of the newly formed EL team consulted with campus leaders and program administrators on expanding EL across the institution. In September of that year, the Experiential Learning Working Group (ELWG) was formed to develop recommendations on common language for EL, including a definition, criteria and a list of recognized activities. In April 2019, this common language was brought to members of the campus community in a facilitated retreat focused on building a vision and priorities for EL at UCalgary and generating feedback on the ELWG's work. These diverse consultations had two significant impacts: the creation of a draft framework for EL at UCalgary (Appendix A) and an EL institutional plan. Delegates at the retreat repeatedly advocated that amplifying EL requires a culture shift, guided by an institutional plan to identify, communicate, and support the diverse EL work happening across campus.

The benefits of 'learning through experience' are as diverse as the activities encompassed under the umbrella of EL. These benefits are well documented in the literature, and noted by UCalgary students involved with EL. For learners, EL is associated with enhanced student engagement, increased career readiness after graduation, and an improved civic consciousness (Eyler, 2009; Kuh, 2008; McRae, 2015). Further benefits include increased academic, professional and interpersonal skill development, enhanced personal learning habits, greater employability, and self-concept (Freestone, Thompson & Williams, 2006; Drysdale & McBeath, 2012). These experiences support students in discovering a sense of purpose (personally, professionally and academically) and prepare students to make meaningful contributions to their field and communities.

Since 1998, the National Survey on Student Engagement (NSSE) has recognized several EL activities (service-learning, internships, capstone courses, study abroad and undergraduate research) as high-impact practices associated with student engagement and deep learning. These high-impact practices support students' career development, while fostering their abilities to integrate and transfer their learning to new settings (Kuh, 2008). Our own data from the 2014 NSSE survey indicated fourth year students wanted more opportunities for "hands-on learning", and they expected the institution to do more to promote them early in degree programs (Arguera, 2016). NSSE advocates for undergraduate student participation in at least two high-impact practices during their program.

The Experiential Learning Plan provides an overview of the trend toward universal access to EL across the country, from a federal, provincial and local perspective. On a more local scale, we look at EL at UCalgary in 2019, and what this will encompass in the future. Last, drawing on consultations with the campus community, the plan outlines priorities for UCalgary in scaling EL so that all students (undergraduate and graduate) have access to EL opportunities as part of their UCalgary experience by the year 2025.

DRAFT

# A GROWING PRIORITY

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*Reflecting on my experience, classroom learning is similar to working on individual skills, learning bits and pieces at a time, analogous with practicing dribbling, shooting or passing in basketball. EL programs glued all those pieces together, analogous with playing an actual game itself where all the pieces come into play, all at the same time.*

Peter Le Hoang, Bachelor of Science, 2017; Bachelor of Education, 2020

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## National, Provincial and Local Contexts

Increasingly over the last five years, governments and interest groups have been calling for 100% of students in post-secondary programs to participate in at least one EL or work-integrated learning (WIL) opportunity before graduation (Premier's Highly Skilled Workforce Expert Panel, 2016; BHER, 2018, p. 5). Provincial and federal governments have focused on EL as a promising practice to support the economy, ensure Canada is producing the talent it needs, and equip graduates with the skills they need to account for changes in the workforce. This shift to universal EL coincides with public critique of universities to pivot in order to match the demand for future-ready, highly skilled graduates who enter the workforce with relevant experience. These conversations are especially active in regard to the growing number of PhDs employed outside of the academy. Though over 60% of Canada's PhDs are employed outside of academia, initial transitions to careers to industry can be challenging (Edge & Munro, 2015). Other reports point to shortages of skilled graduates in Canada and disruption in the workforce due to automation (RBC, 2018; Sado, Cannon & Jenkins, 2017; Premier's Highly Skilled Workforce Expert Panel, 2016).

**National.** In 2018, the Canadian government announced \$225M over four years and \$75M each year thereafter for two initiatives, the Future Skills Council and the Future Skills Centre (FSC). The complementary projects focus on economic trends, testing new approaches to skills development and sharing best practices (Government of Canada, 2019b). The University of Calgary has since engaged with two FSC-funded demonstration projects partnering with other Canadian universities (FUSION Innovation Network) and other regional partners (EDGE Up). In 2019, Employment and Social Development Canada committed \$798M to WIL, including \$17M to the Business and Higher Education Roundtable (BHER). The intention is to create 44,000 net new WIL placements for Canadian postsecondary students and create a national platform for WIL to match students with opportunities (Government of Canada, 2019). In 2017, recognizing the momentum behind all forms of WIL, membership of the Canadian Association for Cooperative Education (CAFCE) voted to expand their mandate after 44 years (CEWIL, n.d.). The new organization, Cooperative Education and Work-Integrated Learning Canada (CEWIL), works across sectors to enhance nine distinctive WIL activities including cooperative education, internship and practica (CEWIL, 2018). In parallel to BHER, CEWIL has also strongly advocated for WIL with the federal government and convened national conversations on WIL bringing together government, industry and higher education.

**Provincial.** Since the arrival of cooperative education in Canada in 1957, universities have increasingly promoted WIL. Campuses have also promoted other EL activities such as study abroad, internships, capstone projects, undergraduate research, and service-learning. In recent years, provincial governments have convened task forces exploring issues related to the economy and exploring the potential of EL to reduce out-migration of skilled graduates in the Atlantic provinces (New Brunswick 2016; Transition Task Force 2016), and adapting to anticipated changes to careers in a “knowledge-driven technology economy” (Premier’s Highly Skilled Workforce Expert Panel, 2016, p2). Subsequently, several provinces have launched programs to support EL. In 2015, the Alberta government took bold steps to support a new vision for graduate education by funding four years of graduate student skills-internships at the University of Alberta and University of Calgary, resulting in the first skills-internship programs for Canadian graduate students. In 2016, the Province of Ontario released, *A Shared Responsibility: Building the Workforce of Tomorrow*, initiating a province-wide mandate that 100% of all high school and undergraduate students have at least one EL experience before graduation (Premier’s Highly Skilled Workforce Expert Panel, 2016). Today, after two years of Career Ready funding, EL is one of the key metrics attached to funding for Ontario colleges and universities as they shift toward outcomes-based funding (Ministry of Advanced Education and Skills Development, 2018; Law, 2018). In 2018, the Atlantic provinces launched various programs to support WIL such as a wage subsidy program in Nova Scotia for employers hiring students in internship and cooperative education programs and \$5M in New Brunswick (and an additional \$500K for Indigenous learners) to create the “Experiential Learning Fund” (Province of Nova Scotia, n.d; University of New Brunswick Students’ Union, 2018). This year, British Columbia made its largest commitment to cooperative education in the last twenty years, promising \$9M to support underrepresented students in participating in WIL (Crighton, 2019).

**Local.** Calgary Economic Development (CED)’s *Calgary in the New Economy: The Economic Strategy for Calgary* (2018) highlights the importance of WIL as an immediate priority. Based on a report from Oxford Economics, CED warns that 50% of current jobs in the city are susceptible to automation within the next 20 years, (2019). Over the next five years, the plan seeks to expand WIL programs in order to create Canada’s largest talent accelerator, to emphasize creativity and innovation from kindergarten to university, and to grow WIL partnerships for science, technology, engineering, the arts, and mathematics (STEAM) careers (CED, 2018, p.16-17).

## Strategies for Postsecondary Institutions

Postsecondary institutions have responded to the recent momentum behind EL by increasingly integrating EL into their strategic planning. An environmental scan of EL across Canadian postsecondary institutions, in 2018 indicated that twelve of Canada’s U15 members (and several institutions beyond the U15) have explicitly integrated EL into their strategic planning activities in the last five years, including UCalgary. Across institutions, EL activities and initiatives were commonly led by University Leadership (e.g., Provosts), Administration & Business Units (e.g., Student Services), and teaching and learning centres. Findings indicate that these institutional EL goals commonly seek to increase student access to existing EL activities and to create new initiatives to enrich student engagement. At the time of the study, the three institutions with the most explicit EL-related goals were, the University of Waterloo, the University of Victoria, and Brock University. These institutions had similar success indicators for expanding the number and diversity of EL activities available but applied these indicators to different spheres of impact: globally (University of Waterloo), nationally (University of Victoria), and locally (Brock University) (Braun,

Kaipainen, Usman, 2018, p.7-9. See also: University of Waterloo, 2013, p.16, University of Victoria, 2018, p.2, and Brock University, 2017, p.1).

A number of Canadian postsecondary institutions have also launched new EL initiatives and leadership roles. Notable examples include a ten-year endowment from the Royal Bank of Canada for Western University to significantly expand their support for community engaged learning (Hayne & Wakely, 2019). In 2014, Western University identified providing “a community-based experiential learning opportunity, an international learning opportunity, or a research learning opportunity to all undergraduates who wish to pursue one as part of their degree” as a measurement of success for their institutional strategic plan (Western University, 2014, p.13). In 2016, the University of Victoria’s *Strategic Research Plan 2016-2021* maintained its commitment to EL by embedding it in the priority, “Enhancing the integration of research and education” (2016, p. 29). In 2017, Brock University became Canada’s first postsecondary institution to have an EL definition and typology approved by the University Senate (Dakin, 2017; Law, Howe, Lathrop, Boese & Grose, n.d.). In 2018, the University of Waterloo appointed Canadian WIL scholar, Dr. Norah McRae as their first Associate Provost Co-operative and Experiential Education (University of Waterloo, n.d.). This year, Niagara College, Georgian College, and Brock University partnered to create an open source toolkit for designing, delivering, and evaluating EL in postsecondary education (Niagara College Canada, 2019).

DRAFT

# FRAMING EL AT UCALGARY

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*As nursing students, experience is key to our learning. Being able to apply the theories and skills taught in class with real people is both awkward and exciting. We learn to embrace that feeling of awkwardness in our simulations and placements, reflect on them and use those experiences to focus our efforts and sharpen our skills.*

Greg Mulzer, Bachelor of Nursing, 2021

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## Creating a UCalgary Definition

Common language for EL will support our efforts to accurately report on student participation and communicate with various stakeholders about the varied EL opportunities at UCalgary. The *Experiential Learning Framework* (Appendix A) builds on the current activities in EL across UCalgary. It is a synthesis of the ELWG's recommendations for common language and the campus consultations in April 2019. The ELWG group explored definitions and typologies of EL activities at other postsecondary institutions before developing a definition and categories reflective of the UCalgary EL context. ELWG sought to align our common language for EL with national typologies, specifically BHER and CEWIL's categories for WIL (BHER, 4-5; CEWIL, 2018). After broad campus consultation, the following UCalgary EL definition emerged:

Experiential learning (EL) is learning-by-doing that bridges knowledge and experience through critical reflection. EL activities are intentionally designed and assessed. As such, they empower learners to enhance individual and collaborative skills such as complex problem solving, professional practice skills, and teamwork. Reflecting critically on these activities helps individuals develop higher order thinking to challenge and advance their perspectives. The EL process prepares students to take on roles as active citizens and thrive in an increasingly complex world.

As conversations about the nature of EL began to address increasing the quantity of EL activities, considerations about the quality of these opportunities also emerged. Post-secondary institutions strive for excellence and want to provide the highest quality learning experiences to their students and identify meaningful ways to connect with community. Finding ways to assess the quality of learning activities is an on-going process for many post-secondary institutions that takes into consideration diverse elements of student engagement (Coates, 2006). Consequentially, high-quality EL activities require quality assessment. As EL theorist and scholar John Dewey (1859-1952) has long advocated, not all experiences are educative and in fact, some could be mis-educative if properly and intentionally designed assignments and effective assessments are not in place (Dewey, 1986).



## Outlining a UCalgary Framework

Throughout campus consultations and the ELWG's work, twenty-eight EL activities at UCalgary were identified and organized into five categories (Figure 1). The inclusion of a broad range of EL activities in the *Experiential Learning Framework* ensures UCalgary EL opportunities support the impact and student experience value propositions of the institution.

**Work-integrated learning (WIL).** Although EL and WIL are often used interchangeably and are both priorities for UCalgary, they are not the same. WIL is a category of EL activities completed as part of an academic program in a work-like setting, such as cooperative education, internships, and practica. The ELWG adapted Cooperative Education Work-Integrated Learning (CEWIL) Canada's definition of WIL is as follows:

Work-integrated learning (WIL) is a model and process of curricular EL which integrates a student's academic studies in a workplace/practice setting. WIL includes a partnership of an academic institution, a host organization, and a student. WIL can occur at the course or program level and includes learning outcomes related to employability, personal agency, and life-long learning (CEWIL, n.d.; Experiential Learning Working Group, 2019).

**Co-curricular EL.** Co-curricular EL activities are university-organized experience occurring outside of the curriculum. This category includes activities such as co-curricular internships, immersive personal development programs, and supported volunteer experiences.

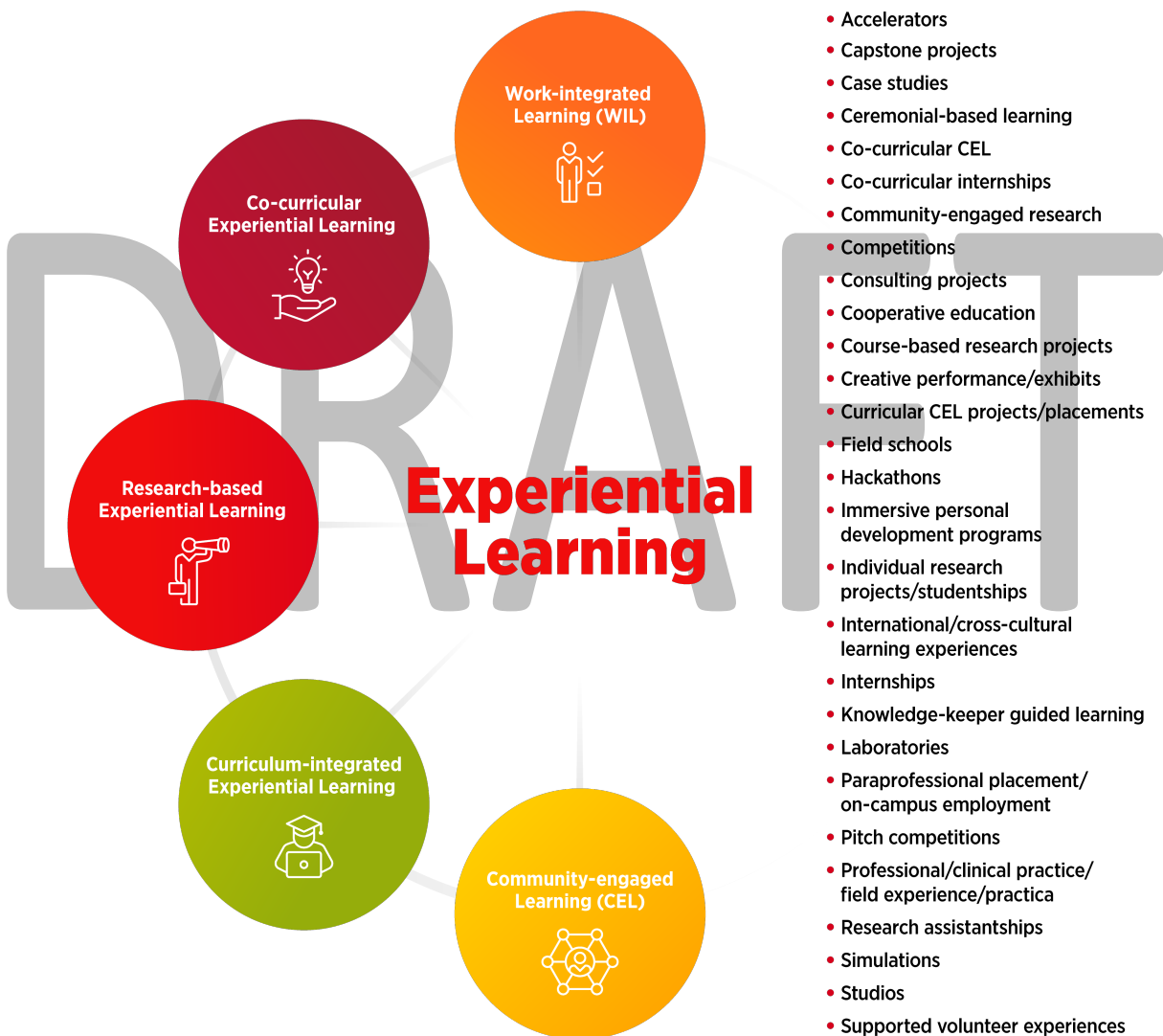
**Research-based EL.** Research-based EL supports students in developing skills and capacities for creativity, innovation, and discovery by leading or contributing to a research project. This category is made up of three activities: course-based research, individual research projects/studentships, and research assistantships.

**Curriculum-integrated EL.** Curriculum integrated EL takes place in academic courses. This includes a broad range of activities that empower learners to practice and enhance their disciplinary learning and skill development (adapted from University of Guelph, n.d.) as part of course activities. This category includes such activities as case studies, field schools, and laboratories.

**Community-engaged learning (CEL).** Whether curricular or co-curricular, CEL activities seek to cultivate a sense of civic consciousness, address social issues, and contribute to the public good. Our framing of CEL builds on the definition of Community Engagement (CE) used in the Carnegie Classification to describe public outreach, scholarship and teaching and learning. Community-Engaged Learning activities are mutually-beneficial, designed in partnership with community organizations, and address a community-identified need (adapted from Brown University, 2019).

Identifying broad categories helps with developing common language as well as tracking and promoting types of experiences. However, it is important to recognize that some EL activities overlap with multiple categories. For example, Research-Based EL may take place in an academic course and therefore also be tagged as a Curriculum Integrated EL activity or a Co-Curricular EL activity.

**Figure 1:** Categories for Experiential Learning at UCalgary.



## Ensuring High-Quality

Expanding EL opportunities to all students coupled with the need to ensure quality learning within these experiences, is evident in conversations at other postsecondary institutions. This challenge is the basis of the quality framework model for work-integrated learning (WIL) by McRae, Pretti & Church (2018). The model identifies four attributes required of quality WIL, framed as P.E.A.R: Pedagogy, Experience, Assessment, Reflection (McRae, Pretti & Church, 2018, p.6). Identifying quality EL experiences is an important distinction because an *experience* may or may not support an individual's goals, whereas an *integrated-learning experience* compliments that exact purpose. As such, PEAR is incorporated into UCalgary's EL Framework. The activities described in our framework become EL when they involve all four of these elements:

- **Pedagogy (P):** Activities guided by learning outcomes that support students in connecting their learning from experience to their disciplinary, personal, and/or career directions.
- **Experience (E):** Hands-on experiences that directly involve students in achieving learning outcomes, contributing to their discipline or host organization, and developing their capabilities in ways that are relevant to their personal, academic, and/or career goals.
- **Assessment (A):** Students' learning is assessed as they continuously develop their skills, construct new meaning, and challenge their attitudes and beliefs.
- **Reflection (R):** Learners engage in and are supported through meaningful and ongoing reflection to harvest learning from experience, to grapple with concepts, and to connect their learning to other experiences, disciplinary knowledge, and/or career directions.

# BOLD DIRECTIONS FOR EL AT UCALGARY

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*The diversity of experiences I had made me realize that my life and career path are not linear. I will come across many various opportunities, and it's okay if I try out different activities. From time to time, I will change my life's direction as I follow my sense of purpose.*

Celina Pablo, Bachelor of Commerce, 2019

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## A Strong Foundation

UCalgary takes a comprehensive approach to the student experience, encompassing curricular and co-curricular programs and promising a student experience that “supports and promotes the intellectual, social, emotional, mental and physical growth and development” (2018-23 Academic & Research Plans). Students in our professional programs already learn through multiple EL opportunities, and students in arts, science, engineering and business programs have the option to complete an internship or a cooperative education placement. Many thesis-based graduate projects lend themselves to learning-by-doing. Additionally, graduate students may work as research assistants or pursue a Transformative Talent Internship to connect skills developed during their graduate degree and explore opportunities beyond academia. UCalgary also offers a broad range of non-credit activities that contribute to students’ personal, career and professional development, such as the Program for Undergraduate Research Experience (PURE), ucalgarycares programs and the Falling Walls competition. In our significantly shifting global economy, hands-on work experience that is integrated with academic study is critical. Similarly, a complex and changing world requires graduates with advanced skills in inquiry, problem solving, collaboration and communication.

Many of UCalgary’s priorities such as entrepreneurial thinking and student engagement embed EL in their key activities and initiatives. The institutional focus on entrepreneurship and innovation has given rise to a series of EL activities that empower students to develop the curiosity, critical thought and disciplinary excellence to positively impact the world around them. Experiential Learning also offers important opportunities for students to engage with our Indigenization, internationalization, sustainability and campus mental health strategies. Two of our embedded certificates require a capstone project in partnership with a community organization. These courses enable students to make connections across disciplines and engage with issues of global relevance and great importance to our communities.

## Areas for Growth

The areas for growth in this section are reflective of our consultations to date, including the EL Planning Retreat in April 2019. A portion of this retreat focused on understanding challenges to strengthening EL at UCalgary and brainstorming potential solutions to overcome existing barriers. Participants’ insights

around strategies to address the challenges listed below have informed the priorities identified in the next section. The challenges identified by the campus community are grouped into six themes: Resources, saturation, recognition, connection, student engagement and awareness, and processes.

**Resources.** A lack of resources emerged as the most common barrier to doing EL or doing more EL. Given the resource-intensive nature of high-quality EL, this feedback was not surprising. The types of resources referenced by participants varied, but the most precious resource was time. Participants were vocal in expressing that the expectation of making EL universal is beyond the realistic capabilities of the number of staff currently in place to administer and support EL programs. Other challenges under this category included the need for a centralized platform for connecting students with EL opportunities, lack of sustainable funding to cover the instructional and support costs of EL, a desire for flexible or bookable space for teaching using EL and a gap in training to do EL meaningfully. Here, increased training referenced both pedagogical development facilitating EL and preparation for students in working effectively within an EL program (e.g. development of core skills such as collaboration, communication, conflict resolution and time management).

**Saturation.** Significant concern about “community saturation” and “volunteer fatigue” were raised at the EL Planning Retreat. These concerns were also heard through presentations to departments and the General Faculties Council in December 2018. Programs, especially those with required practicum or field placement experiences, report a critical shortage of meaningful placements for students. As such, they express concern around a 100% target for EL given the current competition amongst UCalgary programs for placements. In addition to internal competition for paid or unpaid positions, there is competition with postsecondary institutions in Calgary and in Alberta as well as other Canadian postsecondary institutions.

**Recognition.** Academic staff acknowledged the tremendous value of this type of learning and teaching. They also raised concerns around how EL activities are captured and recognized in merit, promotion and tenure processes. Ensuring recognition is imperative for expansion of these activities.

**Connection.** One of the primary motivations for an enterprise platform for EL is to make visible the varied opportunities for students at opportune times throughout their program of study. Part of the challenge is that we lack an institution-wide inventory of EL opportunities and partners (and an institution-wide mechanism for collecting reliable data on unique student participation in EL). Relatedly, community members consulted for this plan remarked that they lacked an understanding of who is doing what and where, and that gaps existed in communication between departments, staff, and students with regard to available opportunities. Many participants commented on the siloed nature of this work and the lack of connections and community across units involved with EL.

**Student Engagement and Awareness.** To achieve full participation in EL, UCalgary needs to develop education and communication resources for students about the benefits of EL, and improve how and when they hear about EL. At Queen’s University, advising staff use experiential major maps to help students identify opportune moments to consider EL programs (EAB, 2018; Queen’s University n.d.). Across multiple consultations, we also heard about the challenges in finding opportunities, and the lack of a clear understanding of available EL options for students.

**Processes.** The final theme that emerged through consultation was a lack of clear processes to support EL such as risk management, legal services and ethics approval. Put simply, a centralized office for EL needs

to reduce the barriers and perceived barriers to doing EL.

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## Priorities for Expanding EL

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*Honing my skills, building connections, and developing self-confidence through these experiential learning opportunities has helped me find my “why.” I am a helper, a people person, a student, a learner, a peer, and an educator.*

Helen Pethrick, Bachelor of Health Sciences and Bachelor of Arts, 2019

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### *Priority #1: Expand Capacity and Reduce Barriers*

As outlined in the *2018-23 Academic Plan*, the Office of Experiential Learning will serve as a central hub for EL dedicated to expanding and enhancing EL at UCalgary. Embedded within the TI and working in partnership with the campus community, the Office will develop pedagogical resources, connect EL educators, help Academic and Support Units track EL activities occurring in their programs, support reporting and program evaluation of EL initiatives, and strengthen the scholarship, research, and dissemination activities related to EL.

In order to build capacity and reduce barriers to EL, it's critical to acknowledge that EL activities are resource-intensive and relational. Considering this, we recognize each of our stakeholder groups having varying needs and making different contributions. Further focus groups and discussions are required to understand these needs and opportunities fully.

**Academic Units.** As UCalgary shifts to ensuring 100% students have at least one EL opportunity before graduation, academic staff will require support (administrative and pedagogical) and formal recognition for this work. Educators also require support for developing these activities, including assistance developing campus-community relationships, designing EL activities using evidence-based teaching practices, and empowering students to learn from these experiences. Additional resources will be required to expand, implement and manage EL opportunities for students.

**Support Units.** Universal EL represents a shift in culture and practice at UCalgary. As such, we require tools and resources to communicate EL to our various stakeholders, and to simplify the process for these stakeholders to partner with us. We will also need clear processes for understanding when an opportunity requires approval or input from the Research Ethics Board, Risk Management, and/or Legal Services. Like the academic units, support units will require additional resources to expand opportunities for students.

**Current Students and Alumni.** The learning curve associated with EL can be steep for students. Students require support to learn from experience and connect their learning to future academic, personal, and career interests. As we scale up EL, we will need clear and meaningful messages on the benefits and availability of opportunities, particularly regarding accessibility for students from equity-seeking groups. Guidance from our student leaders and student groups will be essential. Our recent graduates, especially those who benefited from EL, can be champions and partners for this work.

**Community and Industry Partners.** Preparing new community and industry partners to work with

students will take considerable engagement and education, including communication on mutual benefits and expectations. A centralized UCalgary contact is crucial for administration and management, and for reducing the barriers our partners have faced in the past. Across the institution, UCalgary works with a number of long-standing partners. Celebrating these partners while continuing to strengthen relationships for EL will be critical.

### *Priority #2: Increase Student Opportunities*

By 2025, all UCalgary students will have the opportunity to participate in EL, regardless of their program of study. We will strive to ensure all undergraduate students have the opportunity to participate in at least two EL opportunities and to ensure all graduate students have the opportunity to participate in at least one EL opportunity as part of their time at UCalgary. To achieve these ambitious targets, we have significant work to do to increase the visibility of existing opportunities, communicate the value to students, increase the number of flexible options for students, and enhance the accessibility of EL for students from equity-seeking groups.

Increasing opportunities for students will require a community effort. Collectively, there are a number of actions that we can do across the stakeholder groups to facilitate universal EL. This list is not exhaustive and will shift as opportunities develop and the EL plan comes into place:

- Integrate EL into the Curriculum Review process, and ensure EL opportunities are included as part of proposals for new programs of study
- Examine barriers to participation in EL for students from equity-seeking groups, and explore best practices for fostering accessibility in EL
- Develop advising and recruitment resources to identify clear student pathways for EL by discipline
- Explore development of a flexible WIL program as an option for students who are ineligible for, or unable to extend their program of study to complete a cooperative education program
- Explore a micro-credential to offer formal recognition for EL and skills development
- Identify areas for collaboration such as exploring partnership development, curriculum for WIL or processes for Community-Engaged Learning
- Cultivate new and meaningful community and industry partners that can offer or support EL

### *Priority #3: Track and Ensure High Quality EL*

With *Impact* and *Student Experience* as the core value propositions of the University, ensuring our programs offer high-quality EL is of critical importance. Creating quality measures and practices (such as following the P.E.A.R. model for EL) will ensure that our EL activities are meaningful and sustainable, and that the resources directed to them are effective in meeting institutional, student, community, and industry goals (McRae, Pretti & Church, 2017, p.2-4). Widespread promotion, tracking and assessment of EL requires us to adopt the *Experiential Learning Framework (Appendix A)* and utilize a EL management platform as a central resource.



McRae, Pretti & Church (2017) acknowledge that “EL activities are particularly benefitted by quality measures in how they create common language. This promotes an institution's ability to communicate the value of EL activities, which ultimately increase potential success in funding applications, tracking statistical data, and setting benchmarks for the diverse depth and breadth of EL activities happening across campus”.

A new EL platform will be implemented in 2020 to manage, track, and promote EL opportunities. This platform builds on our EL framework and will allow students to search and apply for diverse experiences related to their personal, academic and professional goals. It will also provide one central place for community and industry partners to post EL positions. By connecting stakeholders and managing opportunities, a centralized platform will support scaling up EL across campus and assessing high quality EL.

In 2019-20, the Office of Experiential Learning will lead an inventory of curricular EL opportunities. In 2020-21, a second inventory will capture co-curricular engagement. Together, these projects will provide a baseline of student participation in EL at UCalgary. We will also work closely with the Office of Institutional Analysis to develop a dashboard for EL metrics. Beyond tracking participation, we commit to exploring and promoting high quality activities, and understanding the impact of EL (on students, on community and on industry). The Office of Experiential Learning will also encourage scholarly inquiry of university teaching and learning focused on EL and create pedagogical supports. In partnership with educators, administrators and community, we intend to review current and new models for community-campus relationships. This includes creating resources and supports for new partners, especially for non-profit organizations and small and medium sized enterprises.

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# APPENDIX A: EXPERIENTIAL LEARNING FRAMEWORK FOR THE UNIVERSITY OF CALGARY

## EL Definition

Experiential Learning (EL) is learning–by–doing that bridges knowledge and experience through critical reflection. EL activities are intentionally designed and assessed. As such, they empower learners to enhance individual and collaborative skills such as complex problem solving, professional practice skills and teamwork. Reflecting critically on these activities helps individuals develop higher order thinking to challenge and advance their perspectives. The EL process prepares students to take on roles as active citizens and thrive in an increasingly complex world (EL Working Group, 2019).

## Criteria for High-Quality EL

The learning activities listed below have strong pedagogical value. Drawing on the work of McRae, Pretti & Church (2017), learning activities become EL when they involve all four elements of the Pedagogy, Experience, Assessment, Reflection (PEAR) Framework:

- **Pedagogy (P):** EL activities are guided by learning outcomes that support students in connecting their learning from experience to their disciplinary, personal, and/or career directions.
- **Experience (E):** Hands-on experiences that directly involve students in achieving learning outcomes, contributing to their discipline or host organization, and developing their capabilities in ways that relevant to their personal, academic, and/or career goals.
- **Assessment (A):** Students' learning is assessed as they continuously develop their skills, construct new meaning and challenge their attitudes and beliefs.
- **Reflection (R):** Learners engage in and are supported through meaningful and ongoing reflection to harvest learning from experience, to grapple with concepts, and to connect their learning to other experiences, disciplinary knowledge and/or career directions.

## EL Categories and Activities

Co-curricular EL	Community-engaged Learning (CEL)	Curriculum-integrated EL	Research-based EL	Work-integrated Learning (WIL)
Accelerators	Co-curricular CEL	Case Studies	Course-Based Research Projects	Capstone Projects
Co-curricular Internships	Community-Engaged Research	Creative Performance / Exhibits	Individual Research Projects / Studentships	Consulting Projects
Competitions	Curricular CEL Projects / Placements	Design / Project-Based Learning	Research Assistantships	Cooperative Education
Hackathons	Knowledge-Keeper Guided Learning	Field Schools		Internships
Immersive Personal Development Programs	Land-Based Education	International / Cross-Cultural Learning		Professional / Clinical Practice / Field Experience / Practica
Paraprofessional Placements / On-campus Employment		Laboratories		
Supported Volunteer Experiences		Pitch Competitions		
		Simulations		
		Studios		

## EL Activity Descriptions and Examples

### CO-CURRICULAR EL

Co-curricular EL activities are university-organized experiences occurring outside the curriculum.

Accelerators	Leverage resources, space, mentorship and/or funding to develop a business start-up or to advance ideas that address local or global challenges, e.g., Summer Incubator Program @ The Inc. (adapted from CEWIL, n.d.).
Co-curricular Internships	Participate in a supervised and structured work term. An internship may be paid or unpaid. The length of internship varies by program, e.g., Transformative Talent Internships for Graduate Students.
Competitions	Compete to address new audiences and global challenges using curiosity, creativity, and innovation. Students gain practical experience, presentation and collaboration skills, and networking opportunities, e.g., Energy New Venture Competition; international Genetically Engineered Machine (iGEM) competition, (adapted from Concordia University, n.d.a).
Hackathons	A short and intensive challenge where teams of students collaborate to develop a solution to a real-life problem, e.g., Computer Science Undergraduate Society CalgaryHacks, Innovation 4 Health's Health Hack Competition.
Immersive Personal Development Programs	Structured, university-organized experiences that support learners' personal development and skill acquisition. They typically involve a cohort of students, e.g. Camp LEAD.
Paraprofessional Placements / On-campus Employment	Students are placed or employed on-campus and mentored by Staff or Faculty. These roles are designed to contribute to the campus community while furthering students' professional development, e.g. Project Assistant or Peer Helper with a Student Services office; elected official with the Students' Union or Graduate Students' Association (adapted from University of Guelph, n.d.).
Supported Volunteer Experiences	Learn accountability to the community while applying and reflecting on other experiences, disciplinary knowledge, or career directions through university-supported volunteer experiences, e.g., volunteering for the Students' Union Food Bank (adapted from Concordia University, n.d.a).

## COMMUNITY-ENGAGED LEARNING (CEL)

CEL activities are designed in partnership with community organizations to address a community-identified need. They seek to cultivate a sense of civic consciousness, to address social issues, and to contribute to the public good (adapted from Brown University, 2019).

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Co-Curricular CEL	Explore a societal issue in-depth within a community and reflect on personal experiences, disciplinary learning or career directions while supporting the mission of a community organization, e.g. ucalgarycares programs (adapted from the University of Guelph, n.d.a).
Community-Engaged Research	Research projects developed in collaboration with a community organization, e.g., research projects through the Urban Alliance.
Curricular CEL Projects / Placements	Connect disciplinary learning, skill development, and theoretical concepts through activities designed with a community organization to achieve mutually beneficial outcomes, e.g., ENGL 520: Community Engagement Through Literature (adapted from the University of Guelph, n.d.c).
Knowledge-Keeper Guided Learning	Listen and engage with traditions, knowledge, practices and cultural processes in a learning experience (such as a ceremony) guided by a traditional knowledge keeper. These experiences honour and strengthen Indigenous ways of knowing by fostering meaningful learning, active listening and reflective dialogue. Experiences may be offered for credit, or as part of a co-curricular program, e.g., Exploring Indigenous Ways of Knowing with knowledge-keepers in Indigenous Relations Training Certificate.
Land-Based Education	Re-establish a sense of connection with the land and others through this Indigenous pedagogy that honours traditional ways of knowing. Often led by a traditional-knowledge keeper, land-based learning typically involves story-telling, a re-introduction to the land, and knowledge exchange across generations. Land-based learning experiences may be part of an academic course or offered as part of a co-curricular program e.g., optional field trip to Writing on Stone Provincial Park for B.Ed. students.



## CURRICULUM-INTEGRATED EL

Curriculum-integrated EL includes a broad range of academic activities that empower learners to practice and enhance their disciplinary learning and skill development (adapted from University of Guelph, n.d.).

Case Studies	Put learning into action by applying theory to real-world or simulated cases, e.g., MGST 359: Selected Topics in Management (Business Case Studies) (adapted from Concordia University, n.d.b).
Creative Performance / Exhibits	Produce, manage, curate or participate in a dramatic, artistic, dance or musical performance or exhibit for an audience, virtual or live, e.g., DRAM 365: Theatre for Young Audiences I (adapted from Brock University, 2016).
Design / Project-Based Learning	Apply and develop complex problem-solving and teamwork skills by engaging with a real-world challenge in a course setting, typically with mentorship from an instructor (adapted from David, 2008, 80).
Field Schools	Engage in hands-on investigation and analysis in a field location, e.g., GEOG 391 Geographic Field Studies (adapted from University of Guelph, n.d.c).
International / Cross-Cultural Learning	International and cross-cultural experiences such as exchanges, group study programs, study abroad, and collaborative online intercultural learning, e.g., exchanges and other programs at partner universities around the world.
Laboratories	Observe, test and apply course concepts in a controlled setting specialized for small group learning, e.g., KNES 460 Laboratory Practicum (Anatomy). (adapted from Brock University, 2016).
Pitch Competitions	As part of an academic course, students prepare and deliver a compelling idea for a product or solution to an expert panel of judges.
Simulations	Engage in hands-on, structured scenarios or activities that mimic actual events. Simulations are typically case-based and may include one or more of the following: human simulation, virtual simulation, augmented reality, virtual reality, game simulation or standardized patient actors, e.g., high-fidelity simulations in Nursing education; ENTI 559.6 Tech Commercialization.
Studios	Apply theory to practice in a studio setting to demonstrate disciplinary learning and to reflect on the process and products of one's work, e.g., EVDS 620 Urban Design Studio.

## RESEARCH-BASED EL

In research-based EL, students develop essential skills and techniques and enhance their capacity for creativity, innovation, and discovery by leading or contributing to a research project.

Course-based Research	Research activities occurring within a course setting for academic credit, e.g., UNIV 201 – Global Challenges Inquiry I, HSOC 408 – Health Research Methods & Research Practicum.
Individual Research Projects / Studentships	Research projects led by students and supported by faculty, e.g. Program for Undergraduate Research Experience (PURE) Award, Summer Undergraduate Research Experience (SURE) in Veterinary Medicine.
Research Assistantships	Build academic experience and hone inquiry skills by assisting with a faculty-led research project, e.g., research assistantship on a University of Calgary Teaching and Learning Grant project.

## WORK-INTEGRATED LEARNING (WIL)

Work-integrated learning (WIL) is a model and process of curricular EL which integrates a student's academic studies in a workplace/practice setting. WIL includes a partnership of an academic institution, a host organization, and a student. WIL can occur at the course or program level and includes learning outcomes related to employability, personal agency, and life-long learning (adapted from CEWIL, n.d.).

Capstone Projects	A senior culminating experience to draw upon the knowledge, skills, and abilities students developed through a degree program. Capstones often engage external organizations or industry partners, e.g., Engineering Design Capstone Projects.
Consulting Projects	Interact with a client to identify and analyze issues or opportunities within the organization and develop a solution or strategy for moving forward (adapted from Brock University, 2016).
Cooperative Education	Formally integrate academic study with paid work experience in co-operating employer organizations, e.g., Faculty of Arts Co-operative Education Program.
Internships	Participate in a discipline-specific, supervised, and structured work term. An internship may be paid or unpaid. The length of internship varies by program, e.g., Computer Science Internship Program.
Professional / Clinical Practice / Field Experience / Practica	Work under the supervision of a professional in the field. In some cases, these placements are required for professional certification,

e.g., SOWK 412 Practicum, EDUC 465 Field Experience II, NURS 402 Community Health Practice.

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## Acknowledgements

Experiential Learning (EL) has long been part of the University of Calgary (UCalgary) experience. From September 2018 to April 2019, members of the EL Working Group, led by the Taylor Institute for Teaching and Learning (TI), engaged in a process to develop recommendations for common language for EL at UCalgary. The definition and typology are meant to speak to the uniqueness of our UCalgary context, as well as to align ourselves with the work of other institutions'. Early drafts were shared with several committees including the Teaching and Learning Committee (General Faculties' Council), the EL Advisory Group and the Provost's Team. In April 2019, members of the campus community involved in diverse EL activities contributed to developing a vision and priorities for EL and provided feedback on an earlier version of this document. We are grateful to the campus community for their contributions as well as to individuals from other campuses who shared their institutions' processes for defining EL.

*Members of the 2018-19 EL Working Group included:* Amy Fulton (Social Work), AnneMarie Dorland (Taylor Institute), Ashley Whitehead (Veterinary Medicine), Ayesha Malhorta (Haskayne School of Business), Barry Wylant (School of Architecture, Planning and Landscape), Carllie Necker (Student Enrolment Services), Colleen Packer (UCalgary International), Erin Kaipainen, (*chair*, Taylor Institute), Fozia Usman (Taylor Institute), Heather Kehoe (student, Taylor Institute), Janice Hillmo (Office of Institutional Analysis), Jarin Thundathil (Students' Union), Jenny Cruickshank (Schulich School of Engineering), Joelle Foster (Hunter Hub), Julie Lefebvre (Science), Lies Thompson (Science), Lisa Stowe (Arts), Lorraine Letkemann (Social Work), Nora Molina (Student Enrolment Services), Patricia Danyluk (Werklund School of Education), Rachelle Haddock (Office of Sustainability), Rachel Braun (Taylor

Institute), Robin Mueller (Taylor Institute), Tara Christie (Graduate Studies) and Vivian Mozol (Science).

*Members of the EL Advisory Group (2018-19) included:* Leslie Reid, Susan Barker, Lisa Young, Christine Johns, Natasha Kenny, Ellen Perrault, Tara Christie, Erin Kaipainen, Rachel Braun and Janice Hillmo.

DRAFT

## APPENDIX B: CONSULTATIONS 2018-19

- Executive Leadership Team – June 2018
- Teaching and Learning Leaders' Network – June 2018
- Campus EL survey – September 2018
- Provost Team Meeting – October 2018
- Teaching and Learning Committee, General Faculties Council – October 2018
- Extended Deans' Council – October 2018
- Executive Leadership Team – November 2018
- General Faculties Council Executive Committee – November 2018
- General Faculties Council – December 2018
- Research & Scholarship Committee, General Faculties Council – December 2018
- Board of Governors – December 2018
- Orbis Community of Practice – December 2018
- Student Enrolment Services Leadership Council – January 2019
- Campus Career Consortium – February 2019
- First Year Council – February 2019
- Students Advisory Council – March 2019
- Experiential Learning Retreat – April 2019
- Teaching and Learning Committee, General Faculties Council – April 2019
- Conference on Postsecondary Learning and Teaching, workshop – April 2019
- Provost Team Meeting – May 2019
- Provost Team Meeting – October 2019
- Deans' Council – October 2019
- Academic Planning and Priorities Committee – October 2019
- Students' Legislative Council – October 2019
- Teaching and Learning Committee – October 2019



# Experiential Learning Plan 2019-25

Leslie Reid, Lisa Stowe, Erin Kaipainen

**General Faculties' Council**  
**November 7, 2019**



# Experiential Learning is...

- “[...] **learning-by-doing** that bridges knowledge and experience through critical reflection. EL activities are **intentionally designed and assessed**. As such, they empower learners to **enhance individual and collaborative skills** such as complex problem solving, professional practice skills, and teamwork. Reflecting **critically on these activities** helps individuals develop higher order thinking to challenge and advance their perspectives. The EL process prepares students to **take on roles as active citizens and thrive** in an increasingly complex world.”





# Bold Targets for Experiential Learning

- All undergraduate students have the opportunity to participate in at least TWO high quality EL activities before graduation
- All graduate students have the opportunity to participate in at least ONE high quality EL activity before graduation

# Priorities for Scaling Experiential Learning



Expand capacity and reduce barriers



Increase and amplify student opportunities



Track and ensure high quality EL



**UNIVERSITY OF  
CALGARY**

**GENERAL FACULTIES COUNCIL  
INFORMATION BRIEFING NOTE**

**SUBJECT: Institutional Sustainability Strategy 2018-19 Year-End Progress Report**

**PROPONENTS**

Dru Marshall, Provost and Vice-President (Academic)  
Bart Becker, Vice-President (Facilities)

**PURPOSE**

To inform the General Faculties Council (GFC) on the high-level year-end progress toward the goals of the Institutional Sustainability Strategy (ISS).

**OVERVIEW**

Within the areas of education and research, engagement, and administration and operations, the ISS 2018-19 Year-End Report showcases select progress under each ISS goal. The university demonstrates steady continued progress on all goals. Highlights from the report are outlined below.

**KEY POINTS**

EDUCATION AND RESEARCH

- Students from 25 various departments are represented in the Certificate in Sustainability Studies program. Demand continues to increase for Sustainability Studies courses with 60 students enrolled and 20 waitlisted students for Sustainability Studies 201 – Exploring Sustainability in fall 2018. For the winter 2019 semester, there were 26 students enrolled in Sustainability Studies 401 – Sustainability Research Methods.
- The university has prioritized two new interdisciplinary cross-cutting research themes including One Health and Child Health and Wellness. The problems embedded in these themes – with the emphasis on responses to climate change, community health and wellbeing, wildlife health, and sustainable community futures – have clear linkages to sustainability.
- Interdisciplinary research in sustainability continues with diverse disciplines and collaborators working together to advance solutions to complex social and ecological problems. The full report highlights select examples on topics such as global health in Ethiopia and solar energy solutions in Burkina Faso.
- The University of Calgary continues to be a leader in sustainability-related research. Select recent examples of this include:
  - A PhD Student and her supervisor in the Schulich School of Engineering have developed a technology capable of turning greenhouse gases into carbon nanofibers using waste heat as a power source. The breakthrough has made national and international headlines and has earned a spot in the Creative Destruction Lab Rockies (CDL) Energy Cohort.

- A research team from the Schulich School of Engineering was awarded \$1.6 million over six years from the Natural Sciences and Engineering Research Council of Canada (NSERC) to aid in the understanding of the infrastructure required for sustainable cities and the training of students in critical infrastructure impacts to complex urban systems, sustainability and air quality. The research will assist in the training of the next generation of experts in innovation, integration, and sustainability to make our urban communities more resilient and sustainable.

## ENGAGEMENT

- Many faculty members engage the City of Calgary and broader community to support the advancement of a diverse range of complex social and environmental challenges. Select examples include:
  - The University of Calgary's Public Interest Law Clinic connects the Faculty of Law with the community by providing pro bono legal services. The Clinic has a strong environmental law base and a recent example of their work included the Redwater Energy case.
  - A faculty member in the Department of Geography was awarded a Social Sciences and Humanities Research Council Insight Award in 2018 for *Good food is just the beginning* research initiative. The project is part of a Canada Research Chair in Global Urban Studies that examines intersections of food and housing access to explore issues of household food insecurity and community food security.
- Stage one of the Campus as a Learning Lab (CLL) Framework, which focused on experiential learning and applied research in sustainability to provide a suite of tools and resources to help scale up participation, is complete. In the 2018-19 academic year, over 245 students were involved in CLL projects, up from 75 in 2017-18.
- Over 190 sustainability events took place on campus in the 2018-19 year with over 16,000 attendees from the campus and Calgary community. Event topics included diversity, social justice, sustainable design, technology, energy and Indigenous perspectives.
- The University of Calgary's Sustainable Offices and Sustainable Events programs were launched in fall 2018. The programs provide simple tools and resources to help the campus community to take action to advance the University of Calgary's sustainability goals.

## ADMINISTRATION AND OPERATIONS

- The renewed 2019 Climate Action Plan (CAP) was released in March 2019 following a year of consultation and technical assessments. The strategy builds upon accomplishments to date (30% reduction from 2008 baseline as of 2018) and sets the goals for the University of Calgary to reach a 50% reduction of greenhouse gases by 2030 and carbon neutrality by 2050. In early 2019, the CAP was made available online on the University of Calgary's website.
- The University of Calgary was awarded its third Sustainability Tracking, Assessment and Rating System (STARS) Gold rating through the Association for the Advancement of Sustainability in Higher Education (AASHE). The university has maintained a gold rating since 2013 and has improved its overall score to 80.45%, an increase of 4.25% from the 2016 submission. STARS is a standard for measuring sustainability practices within the post-secondary education sector in the broad categories of academics, engagement, planning and administration, and operations. The University of Calgary continues to rank second among U15 peers and is currently ranked number 17 overall in North America and number 10 among doctoral institutions.

- In 2018-19, 45% of daily waste was diverted from landfill, up 6% over previous year. Additionally, over 90% of construction waste was diverted from landfill. In 2018, the University of Calgary moved to a four-stream, standardized bin diversion process for trash, mixing recycling, refundable containers and compost.

## BACKGROUND

The University of Calgary's Sustainability Policy (2010) communicates the commitment to the pursuit of excellence and leadership in advancing sustainability in all aspects of the institution. Following approval by the Board of Governors in October 2015, the ISS was launched in February 2016 to provide a road map for continuous improvement in our ongoing pursuit of excellence and leadership in sustainability within research and teaching, engagement and operational sustainability practices. It is derived from our three interdependent frameworks, including: 1) Advancing Sustainability Education and Research; 2) Engagement for Sustainability; and 3) Sustainability in Administration and Operations. The General Faculties Council approved the Integrated Framework for Advancing Education and Research in Sustainability in April 2015.

## ROUTING AND PERSONS CONSULTED

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
	Environment, Health, Safety & Sustainability Committee	2019-10-01				X
X	General Faculties Council	2019-11-07				X

## SUPPORTING MATERIALS

1. Institutional Sustainability Strategy 2018-19 Year-End Progress Report




This 2018-19 year-end progress report provides an overview of the University of Calgary’s progress towards the goals outlined in the Institutional Sustainability Strategy (ISS).

**Overview of Progress**


Progress toward achieving goals outlined in the ISS is graded using a green, amber and red colour coding system as follows:

- On schedule ●
- Progress slowed ●
- Significant delay ●


**1. Advancing Sustainability Education**

<p><b>Goal 1.1:</b> Establish an undergraduate embedded certificate program in sustainability studies.</p>	
<p><b>Progress</b></p>	
<ul style="list-style-type: none"> <li>• Students from 25 various departments are represented in the Certificate in Sustainability Studies program. Demand continues to increase for Sustainability Studies courses with 60 students enrolled and 20 waitlisted students for Sustainability Studies 201 – Exploring Sustainability in fall 2018. For the winter 2019 semester, there were 26 students enrolled in Sustainability Studies 401 – Sustainability Research Methods. The embedded certificate program was developed and approved during the 2016-17 academic year.</li> <li>• In January 2019, students in the Certificate in Sustainability Studies participated in a one-day Leadership Workshop, The Personal Side of Leading: First Steps in the Leader’s Journey. The workshop included the identification of values that guide one’s approach to personal leadership and the development of a greater understanding of being a leader and of leadership.</li> <li>• The second annual TD Bank Sustainability Project Grants were awarded in May 2019 for students enrolled in the Certificate in Sustainability Studies program. The two 2018-19 recipients were students from the Faculty of Arts (Political Sciences and Urban Studies). The students will work on the “The Housing-Transportation-Food Nexus: Improving Outcomes with an integrated Approach to Affordable Living” project with faculty from the School of Architecture, Planning and Landscape and key stakeholders from the City of Calgary.</li> <li>• Over 400 sustainability courses (undergraduate and graduate) were offered in 2018-19 with all faculties offering sustainability-related courses.</li> <li>• The university also offers a variety of sustainability education opportunities and credentials, including undergraduate and graduate degree programs such as environmental design, urban studies, energy and environment engineering, sustainable energy development and environmental science.</li> </ul>	

## 2. Integrating Research and Education in Sustainability

<p><b>Goal 2.1:</b></p> <p>Create an institutional environment that engages students and faculty in all aspects of interdisciplinary research in sustainability.</p>	
<p><b>Progress</b></p>	
<ul style="list-style-type: none"> <li>• Interdisciplinary research in sustainability continues to expand in response to the complex and multi-disciplinary nature of sustainability challenges. The following select examples highlight how diverse disciplines and collaborators work together to further our ability to advance solutions to complex social and ecological problems: <ul style="list-style-type: none"> <li>○ University of Calgary students in the Cumming School of Medicine and Faculty of Veterinary Medicine travelled to Ethiopia to facilitate workshops teaching students and researchers skills and techniques that will assist them in their research. This opportunity, offered annually, provides students with a hands-on learning experience in the field of global health.</li> <li>○ Conducted the last week of August 2018, the Leading through Design Practice course engaged an interdisciplinary cohort of students in addressing the global challenge of feeding nine billion people by the year 2050. The theme built upon an introductory course in the Global Challenges series, which runs through the College of Discovery, Creativity and Innovation in the Taylor Institute for Teaching and Learning.</li> <li>○ Faculty from the Haskayne School of Business and Schulich School of Engineering, along with graduate students in the Sustainable Energy Development Program, continue to work in collaboration with Innovate Calgary and two local not-for-profits, The Strongest Oak Foundation and The Fig Tree Foundation, on a solar energy project in Burkina Faso. Known as the Solar Village of the Future group, the team installed a solar energy solution in Pâ Village in Burkina Faso enabling power for local women’s businesses, community internet, battery recharging and the sale/lease of solar lanterns.</li> <li>○ The university has prioritized two new interdisciplinary cross-cutting research themes including One Health and Child Health and Wellness. The problems embedded in these themes – with the emphasis on responses to climate change, community health and wellbeing, wildlife health, and sustainable community futures – have clear linkages to sustainability.</li> </ul> </li> <li>• The Sustainability Studies Group (SSG) is collaborating on the following initiatives: <ul style="list-style-type: none"> <li>○ An interdisciplinary team of University of Calgary faculty members is working to implement a food security initiative in the Yukon Territory, in partnership with the Arctic Institute of North America, Yukon First Nations and Yukon College.</li> <li>○ An interdisciplinary agro-ecological study of water scarcity, weather and climate change in southern Alberta. This initiative is a partnership with farmers, ranchers, geoscientists, climate scientists, landscape ecologists and planners.</li> </ul> </li> </ul>	



<p><b>Goal 2.2:</b></p> <p>Promote the University of Calgary as a national leader in sustainability research and education.</p>	
<p><b>Progress</b></p>	
<ul style="list-style-type: none"> <li>• Former President Elizabeth Cannon and Aga Khan University President Firoz Rasul signed a Memorandum of Understanding to facilitate international co-operation toward advancements in human development, global health, social justice and pluralism. The partnership promotes knowledge sharing, education and research collaborations, student internships and faculty exchanges in diverse areas. Faculty members will have opportunities to engage in collaborative research projects that address health and education challenges in South and Central Asia and Africa.</li> <li>• The Minister of Science and Minister of Sport and Persons with Disabilities announced \$29.7 million in Collaborative Research and Training Experience (CREATE) grants, via the Natural Sciences and Engineering Research Council of Canada (NSERC), to 18 Canadian research teams across the country who are working to further discovery and innovation. Program highlights of University of Calgary sustainability-related research teams include:             <ul style="list-style-type: none"> <li>○ A research team from the Schulich School of Engineering was awarded \$1.6 million over six years from the Natural Sciences and Engineering Research Council of Canada (NSERC) to aid in the understanding of the infrastructure required for sustainable cities and the training of students in critical infrastructure impacts to complex urban systems, sustainability and air quality. The research will assist in the training of the next generation of experts in innovation, integration and sustainability to make our urban communities more resilient and sustainable.</li> <li>○ A faculty member in the Schulich School of Engineering was awarded funding for an Electrochemical Water Treatment Processes for an Oil and Gas Industry project. In collaboration with Canadian Natural Resources Limited and Ground Effects Environmental Services Inc., the researcher will develop the technology for use in oil and gas, with a focus on adaptability for potable water, industrial wastewater, and greywater recycling.</li> </ul> </li> <li>• A faculty member from Biological Sciences, along with his team at the Bamfield Marine Sciences Center and partners at the Nitinat River Hatchery, the Ditidaht and Huu-ay-aht First Nations, received an NSERC Strategic Partnership Grant to investigate connections between environmental stressors, fish hatchery practices, and survival rates of the Coho Salmon population to ensure the sustainability of salmon populations for future generations.</li> <li>• A PhD student and her supervisor in the Schulich School of Engineering have developed a technology capable of turning greenhouse gases into carbon nanofibers using waste heat as a power source. The breakthrough has made national and international headlines and has earned a spot in the Creative Destruction Lab Rockies (CDL) Energy Cohort. The technology will prevent carbon dioxide and methane from entering the atmosphere, while at the same time producing a robust and lightweight material that can be used anywhere in place of metal or plastic. The team presented the venture at the CDL Super Session in June 2019.</li> <li>• A faculty member from the Faculty of Science and his research team has received support from the Mitacs Elevate Program in partnership with Geometric Energy Corporation as well as the US Department of Energy and the University of Maryland to develop rechargeable lithium batteries that are more powerful and stable. Potential applications for this technology include electric vehicles, consumer electronics and grids for storing renewable energy.</li> <li>• A research paper on wind power generation in Alberta was published in May 2019 from faculty</li> </ul>	

members from the Departments of Mathematics and Statistics, Mechanical and Manufacturing, and Electrical and Computer Engineering. The goal of the project is to create a toolkit to help operational management of wind power as well as the future power grid and the electricity market of Alberta to support the provincial government’s goal to triple the current wind power capacity by 2030.

**Goal 2.3:**



Promote a research and educational portfolio that more actively engages faculty and students in a well-integrated combination of co-curricular and formal research activities.



**Progress**


- The newly named School of Architecture, Planning and Landscape opened the City Building Design Lab (CBDLab) in downtown Calgary in April 2019 in partnership with the Calgary Municipal Land Corporation. The CBDLab will explore how innovations in design, construction, and operational management can work together to make cities more resilient, equitable, vibrant, prosperous, and healthy.
- Students within the Certificate in Sustainability Studies program currently engage in experiential learning through applied research projects with internal and external stakeholders. The program includes, but is not limited to, food systems research, urban housing and transportation challenges, and addressing youth poverty and health concerns.
- The University of Calgary offers over 200 international exchange, group study program, research and internship opportunities that provide both curricular and co-curricular learning and research opportunities, many with a sustainability-related focus. Examples include the Galapagos Program, Maya Archaeology and Ecology, and Smart Cities of Asia.
- The Leadership and Student Engagement Office continues to offer UCalgarycares co-curricular programs in Calgary, Toronto, Yukon and Costa Rica in the 2018-19 year. Programs explore diverse ways to make a difference in the community and broader society by exploring global citizenship, civic engagement, learning from Indigenous leadership, sustainable cities, food insecurity, homelessness and more.
- A geomatics engineering student spent the 2018 summer measuring the solar potential of rooftops across Calgary to assess what percentage of energy could be theoretically generated for the entire city using solar panels. This research was made possible with financial support from the University of Calgary’s Program for Undergraduate Research Experience (PURE).
- In spring 2019, a representative from the sustainability studies group travelled to Mukono District in Uganda to formally establish a Sustainable Development Field School for spring 2020. The school will serve Sustainability Certificate and Development Studies students and will also be open to students in all disciplines. The field school will support the campus-wide Experiential Learning initiative, the International Strategy, as well as the Sustainable Development Goals.
- A faculty member in the Women’s Studies program teaches a block week course on Ecofeminism, which brings together environmental and social issues such as gender, race, and class. The faculty member received the 2019 Sustainability Teaching Award for their work on the popular course. The course allows students to engage in a variety of experiential, participatory exercises and activities, and facilitates the opportunity to work with various campus groups such as the Office of Sustainability, the Native Centre, the Women’s Resource Centre and the Faith and Spirituality Centre.

### 3. Enriching Engagement for Sustainability


<p><b>Goal 3.1:</b></p> <p>Build core competencies for leadership in sustainability, and infuse and embed sustainability into the campus experience by utilizing our campus as a learning-laboratory for applied practice in sustainability.</p>	
<p><b>Progress</b></p>	
<ul style="list-style-type: none"> <li>• Stage one of the Campus as a Learning Lab (CLL) Framework, which focuses on experiential learning and applied research in sustainability, is complete. This includes the development of a suite of tools and resources to help scale up participation. Examples include partnership agreements, self-serve data capacity on commonly requested data, communications collateral, and co-curricular self-serve toolkits and a mentoring program.</li> <li>• In the 2018-19 academic year, over 245 students were involved in CLL projects, up from 75 in 2017-18. Example projects included course assignments and graduate student research, such as a Life Cycle Assessment project linked to the LEED certification of the MacKimmie Complex and a 3D visualization of campus energy use. Co-curricular (not-for-credit) projects explored topics such as food purchasing, coffee cup waste reduction, anti-idling, edible gardens, and waste diversion.</li> <li>• The Schulich School of Engineering and the Office of the Provost partnered to host the 2019 Sustainability Forum to match University of Calgary research expertise with local climate change strategies. The event brought together 40 faculty, graduate students and practitioners from the University of Calgary to explore the challenges in advancing the university's 2019 Climate Action Plan. Attendees also learned about the challenges faced by the City of Calgary in developing the city's Climate and Resiliency Strategy, as well as potential funding avenues for research to help scale up carbon reduction solutions in Calgary. The event confirmed potential CLL projects for 2019-20 and follow-up discussions are in progress to establish formal project partnerships.</li> <li>• A student in the Schulich School of Engineering was awarded one of the first PURE awards for CLL research to study campus energy use intensity and space applications (e.g. offices, classrooms, and labs).</li> </ul>	
<p><b>Goal 3.2</b></p> <p>Promote meaningful engagement among students, faculty, and staff across the university in all aspects of sustainability, and link this to the development of active communities of practice.</p>	
<p><b>Progress</b></p>	
<ul style="list-style-type: none"> <li>• A campus-wide "Sustainability Week" was hosted in October 2018, which included over 30 sustainability-focused events and workshops. Over 2000 campus community members were engaged throughout the week increasing awareness of ISS initiatives and goals. The week included the annual ISS Progress Report event featuring guest speaker Dr. Marjan van den Belt, who discussed the significant leadership role that universities play in advancing the United Nations Sustainable Development Goals and the linkages to research and education, community engagement, and the campus community.</li> </ul>	

- Student Focused Engagement:
  - Programming through the Sustainability Resource Centre (SRC) saw continued active engagement through the Sustainability Peer Helper and Ambassadors program with over 80 participating students contributing over 1,400 hours and student sustainability clubs hosting over 50 events in the SRC.
  - For the second year, the Careers in Sustainability event took place in February 2019. This year the Office of Sustainability partnered with University of Calgary International to combine two career-focused events to take place during International Development Week. Over 25 sustainability professionals were present to speak to over 80 students about pursuing careers in sustainability and international development.
  - The Sustainable Development Goals (SDG) Student Summit took place in September 2018, with over 90 students in attendance. Focused on collaborative training and professional development, this year's student-led summit entitled Local Action – Global Impact, challenged participants to critically assess their local impact through workshops, break-out sessions and collaborative discussions.
  - The Sustainable Development Goals Alliance (SDGA) currently comprises of approximately 25 sustainability-related on-campus student clubs. The alliance hosted 11 events this year to collaborate on solving sustainability issues on local and global levels.
- Staff Focused Engagement:
  - In fall 2018, the Sustainable Events certification program was launched, making it easier to plan inclusive, environmentally conscious and socially responsible events. The program includes a checklist of University of Calgary specific best practices as well as simple tools, resources and workshops to support sustainable decision-making. This year, institutional events reaching over 3500 attendees have been certified under this new program.
  - The University of Calgary's Sustainable Offices Program was launched in fall 2018. The program, intended for all offices on campus, provides simple tools and resources to connect the decisions we make every day to the University of Calgary's sustainability goals. The program offers two badges (waste and meetings) with additional badges added in 2019 to include energy, well-being and procurement.
  - Staff Sustainability Coordinators, who play a leading role in achieving sustainability goals on campus, have monthly meetings to discuss various sustainability topics. Currently, 140 staff members are participating in this program.
- Community Focused Engagement:
  - In March 2019, the University of Calgary hosted the 11<sup>th</sup> annual Sustainability Awards to recognize campus community members who contributed to sustainability excellence both on campus and in the broader community. There were 50 nominations across seven categories and over 150 event attendees at the event.
  - The Campus Community Garden had another successful year with 60 plot holders including students, staff and community members and approximately 25 people currently waitlisted for plots. The University of Calgary held a Pollinator Celebration during National Pollinator Week in June 2018 that earned media coverage to showcase how Calgarians can encourage pollinators and the maintenance of biodiversity.
  - Over 190 sustainability-related public events took place on campus in the 2018-19 year, with over 16,000 attendees from the campus and Calgary community. Event topics

<p>included diversity, social justice, sustainable design, technology, energy and Indigenous perspectives.</p> <ul style="list-style-type: none"> <li>○ In connection with the Mental Health Strategy, UFlourish is a festival that took place in October 2018 at the University of Calgary to help build positive mental health and personal resiliency at the university. There were over 30 events to make up the festival week, including the 6<sup>th</sup> annual Wellness Fair.</li> <li>○ The 10<sup>th</sup> anniversary of the Campus Clean-up event in 2019 saw record-breaking participation with 270 individuals participating in this campus tradition, doubling the previous record of 135 participants in 2018.</li> </ul> <ul style="list-style-type: none"> <li>● As campus and community engagement in sustainability and expectations for sustainability leadership continues to grow at the University of Calgary, it is increasingly challenging to meet these expectations within current programs and staff resourcing.</li> </ul>
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<p><b>Goal 3.3</b></p> <p>More directly engage The City of Calgary, the broader community around Calgary, and the Province of Alberta, including the private sector.</p>	
<p><b>Progress</b></p>	
<ul style="list-style-type: none"> <li>● The 2018-19 year marked the third of the Academic Sustainability Speaker Series. The events this year focused on fashion, cities of the future, development and population dynamics, and stewardship and ethics, all in relation to sustainability. Panelists included University of Calgary faculty, industry experts, entrepreneurs, community organizations and government representatives. Highlights from the series this year include:             <ul style="list-style-type: none"> <li>○ 621 total attendees, which is a nearly 10% increase in attendees from last year's series</li> <li>○ 34% of attendees were University of Calgary alumni</li> <li>○ 38% of attendees were community members</li> </ul> </li> <li>● In April 2019, the University of Calgary hosted a symposium on the concept of city building and our role in contributing to the resilience and social, economic and cultural development of Calgary. The event was open to the university and broader community members and saw over 200 attendees. Some of the topics touched on included:             <ul style="list-style-type: none"> <li>○ How we can build, nurture and leverage partnerships in the city</li> <li>○ The importance of consulting and engaging with Indigenous communities to move institutional strategies forward in a good way</li> <li>○ Importance of partnerships between the non-profit sector and a research-intensive university</li> <li>○ Building sustainable relationships with community partners</li> </ul> </li> <li>● Many faculty members engage the City of Calgary and broader community to support the advancement of a diverse range of complex social and environmental challenges. The following select examples highlight diverse initiatives from the 2018-19 academic year:             <ul style="list-style-type: none"> <li>○ A faculty member in the Department of Geography was awarded an SSHRC Insight Award in 2018 for <i>Good food is just the beginning</i> research initiative. The project is part of a Canada Research Chair in Global Urban Studies that examines intersections of food and housing access to explore issues of household food insecurity and community food</li> </ul> </li> </ul>	

<p>security through a study of the advocacy and policy work of The Alex Community Food Centre in Calgary and their collaborations with other NGOs and community groups.</p> <ul style="list-style-type: none"> <li>○ The University of Calgary’s Public Interest Law Clinic is a bridge connecting the Faculty of Law with the surrounding community by providing pro bono legal services for cases that include a strategic law reform component. The Clinic has a strong environmental law base and a recent example of their work included the Redwater Energy case. In this case, the argument was focused on energy companies fulfilling their environmental obligations, which resulted in the ruling that energy companies must clean up old wells — even in bankruptcy.</li> <li>○ A faculty member in the Department of Geography Urban Studies Interdisciplinary program is connecting students, faculty and community associations in Calgary through the development of a capstone course experiential learning project that partners students with community associations around Calgary to develop tactical and community-driven urbanism projects. The faculty member and the team won the Experiential Learning Project in Sustainability Award 2019.</li> <li>○ Faculty members from the Department of English constructed a course, Community Engagement through Literature, which combines experiential learning in the classroom and community-based learning in partnership with the Calgary Public Library’s “Creative Writing Club”. The goals of the course are to explore practical ways that knowledge gained in the study of English might serve the community and to reflect on the relationships between creative practice, literary studies and public service. This initiative received a Teamwork Award at the Calgary Public Library’s 44th Annual Celebration in November 2018.</li> </ul> <ul style="list-style-type: none"> <li>● In early 2019, the United Way of Calgary and Area honoured the city’s top workplace philanthropists at its annual Spirits of Gold awards ceremony. The University of Calgary received many accolades at the annual celebration including the highest honour, the President’s Award. The President’s Award honours exceptional contributions to United Way and the community. The University of Calgary was chosen for this special recognition because of its inspiring, sustained commitment and efforts in support of the city.</li> </ul>
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<p><b>Goal 3.4</b></p> <p>Develop collaborative partnerships for research and education with Indigenous groups and communities.</p>	
<p><b>Progress</b></p> <p>The following examples highlight progress enabled through <i>ii’ taa’poh’to’p</i>, the University of Calgary’s Indigenous Strategy:</p> <ul style="list-style-type: none"> <li>● Indigenous Wisdom Gathering, Banff – From April 11-14, 2019, more than 50 Indigenous scholars, artists, students, leaders, and Traditional Knowledge Keepers came together for an Indigenous Wisdom Gathering, co-hosted by the University of Calgary’s Office of Indigenous Engagement and the Indigenous Leadership and Indigenous Arts programs at the Banff Centre for Arts and Creativity. The gathering enabled Indigenous philosophers, artists, and academic educators from across the country (12 from the University of Calgary) to explore together and reflect on the challenges and opportunities faced in bringing Indigenous knowledge and wisdom into the practice of advanced education.</li> </ul>	



- Indigenous Public Lecture Series – In the fall of 2018, the Office of the Vice-Provost (Indigenous Engagement) launched a five-part public lecture series that included Indigenous scholars from diverse backgrounds and expertise, including education, health, psychology, and social work, while still sharing the shared commitment to bring Indigenous knowledge in their respective areas. The series provides the opportunity for speakers to share their knowledge and experience with our local communities and to partake in a dialogue of resurgence, engagement, and transformation.
- Campfire Chats 2019 – This annual public event was hosted by the University of Calgary at Elbow River Camp in partnership with the Calgary Stampede in celebration of Indigenous People’s Day on June 21, 2019. The event focused on the topic of Indigenous languages in recognition of the United Nations General Assembly’s dedication of 2019 as the International Year of Indigenous Languages. This public event included an afternoon of Indigenous storytelling with traditional knowledge keepers, followed by a moderated conversation around a campfire exploring the importance of Indigenous languages.
- Other select highlights from various University of Calgary faculties include:
  - An innovative new program called Poo’miikapii: Niitsitapii Approaches to Wellness was developed as one of two new interdisciplinary Master of Education programs being offered through the Werklund School of Education. Poo’miikapii is a Blackfoot phrase that means “collective harmony, unity and balance”, while Niitsitapii is the traditional word for Blackfoot, meaning “a person of truth”. The program, which takes place mainly on the Kainai First Nation (Blood Tribe) reserve, offers professional development and educational training in Blackfoot approaches to wellness for educators, health-care professionals and other service providers and community members.
  - A new internship program at the University of Calgary, Patient and Community Engagement Research (PaCER), is tailored to train Indigenous students to conduct peer-to-peer health research. The program is a distance education program, training students from across Alberta to carry out research focusing on cancer prevention and screening in Indigenous communities. The program represents a partnership between the Cumming School of Medicine’s O’Brien Institute for Public Health, Alberta Health Service’s Population, Public and Indigenous Health Strategic Clinical Network (PPIHSCN) and the University of Calgary’s Continuing Education. The goal of the program is to build research capacity in Indigenous communities, which will help inform safe, culturally appropriate care for Indigenous people in Alberta.
  - Thanks to the support of a University of Calgary ii’taa’poh’to’p grant, the Blackfoot Oral Stories Database continues to help foster connections between Elders, other storytellers, and younger generations of Blackfoot people through the database. In 2016, a professor in the School of Languages, Linguistics, Literatures and Cultures created the Blackfoot Oral Stories Database, an online repository of oral stories. Since its development, the database has grown to include over 100 stories told by more than 20 storytellers. This project includes a collaboration partnership with Siksika and Kainai Nations Elders, who have been generous in sharing their knowledge of their language and their stories.

#### 4. Modeling the Way within Administration and Operations

##### Goal 4.1

Continually improve our sustainability performance and infuse sustainability into the campus



experience through modeling principled practice in social responsibility across our administrative endeavors.

**Progress**

- Communications:
  - The University of Calgary released its 2018 Sustainability Report in October to share progress against the goals of the ISS including a printed and online report. A renewed institutional sustainability website was also launched.
  - In 2018-19, over 480 sustainability-related stories were published in UToday. Additionally, views of the Sustainability website increased by 31% in 2018-19, which can be attributed to an increased use of social media and the UToday stories.
- Reporting and Awards:
  - The University of Calgary was awarded its third Sustainability Tracking, Assessment and Rating System (STARS) Gold rating through the Association for the Advancement of Sustainability in Higher Education (AASHE). The university has maintained a gold rating since 2013 and has improved its overall score to 80.45%, an increase of 4.25% from the 2016 submission. STARS is a standard for measuring sustainability practices within the post-secondary education sector in the broad categories of academics, engagement, planning and administration, and operations. The University of Calgary continues to rank second among U15 peers and currently ranks 17<sup>th</sup> overall in North America and 10<sup>th</sup> among post-doctoral institutions.
  - In 2018-19, the University of Calgary was externally recognized for its continued leadership in sustainability including: being named in the top 20 (17<sup>th</sup>) by Sierra Club's Cool Schools in 2019, which is up from 26<sup>th</sup> in 2018; being named one of Canada's Greenest Employers for 2019 for creating a culture of environmental awareness in their organizations through exceptional sustainability initiatives and for reducing the institution's environmental footprint; and being named Fair Trade Campus of the Year in 2018 by Fairtrade Canada in recognition of our commitment to the promotion, education and innovation around Fair Trade products on campus.
- Health, Wellbeing and Work:
  - The Campus Mental Health Strategy (CMHS) continues to impact all relevant new policies at the University of Calgary to ensure they are supportive of mental health on campus. In March 2019, the strategy celebrated its third year with an event featuring keynote talks about identity and mental health from notable Canadian artists Ian Campeau and Vivek Shraya. At the event, the director of the Campus Mental Health Strategy announced that an Embedded Certificate in Mental Wellbeing and Resilience will be launched in fall 2019, which will allow students to explore mental health from multiple perspectives within their undergraduate degree.
  - Many faculties and units on campus have formally adopted the CMHS and committed to implementing the strategy, which involves creating a standing committee to gather information and implement initiatives and programming to positively impact mental health in respective areas.
  - The University of Calgary continues to implement the National Standard for Psychological Health and Safety in the Workplace as a commitment to a workplace culture that promotes and supports mental health and wellbeing. Achieving bronze status in 2017 and silver in 2018



from Excellence Canada for its implementation, the university continues to address workplace gaps and work towards obtaining gold status.

**Goal 4.2:**

Continually improve our sustainability performance and infuse sustainability into the campus experience through modeling principled practice in social responsibility across our operational endeavors.



**Progress**

- Air and Climate:
  - The renewed 2019 Climate Action Plan (CAP) was released in March 2019 following a year of consultation and technical assessments. The strategy builds upon accomplishments to date (30% reduction from 2008 baseline as of 2018) and sets the goals for the University of Calgary to reach a 50% reduction of greenhouse gases by 2030 and carbon neutrality by 2050. In early 2019, the CAP was made available online on the University of Calgary’s website.
  - Key challenges in reaching the CAP goals include shifting to green purchased electricity, decarbonizing the main campus district energy system through low/no carbon energy sources, and investment in existing building deep energy retrofits.
- Built Environment:
  - The University of Calgary is home to 12 LEED certified projects across our campuses with five additional registered projects underway including the MacKimmie Complex Redevelopment, which is on track for Zero Carbon Building certification. This positions the University of Calgary among the top Canadian university’s for leadership in sustainability in the built environment.
  - The University of Calgary was certified through ISSA, the leading trade association for the cleaning industry worldwide, for the second consecutive time with a unique green cleaning professional designation. This certification highlights the university’s strong green cleaning program. About 99% of cleaning products used on campus are either EcoLogo, or Green Seal rated cleaning products that are biodegradable, environmentally friendly and mostly scent-free, along with ergonomically designed tools for staff to reduce repetitive strain injuries.
  - The University of Calgary was awarded National Air Filtration Association’s Clean Air Awards for several facilities on campus, including the Taylor Family Digital Library and the Child Development Centre. The university also received renewal certificates in 2019 for the Clean Air Awards won in 2017 for the Taylor Institute, Crowsnest Hall and Aurora Hall. The Clean Air Awards recognize leadership and excellence in air filtration as well as the commitment to professional maintenance practices using the best equipment and materials available. The awards are presented annually for outstanding efforts in maintaining a clean and healthy indoor work environment while reducing overall operating costs.
- Energy:
  - The Utility Reduction Program (URPr), a comprehensive five-year energy efficiency program, which on completion, aims to reduce annual institutional GHG emissions by 23,000 tonnes and generate a utility cost avoidance of \$3 million per year continues steady progress. Years

1-3 (\$15.5 million) are complete, and Year 4 (\$6.5 million), which is focused on Foothills Campus, is in progress.

- Two key challenges in energy efficiency include access to space in order to implement deeper energy retrofits and behavioral change across the diverse campus community in order to harness the potential of over 35,000 campus energy consumers.
- Purchasing:
  - The University of Calgary's bookstore has been a Fair Labour Affiliate for four years. The majority of apparel sold are purchased from companies that verify their supply chain, ensure workers are safe, and that are held accountable for their operating procedures.
  - The University of Calgary engages in sustainable purchasing in several key areas including, but not limited to, desktop computing, copy paper, janitorial products, food, and furnishings.
  - While sustainability is integrated into many centralized purchasing processes, an ongoing challenge is how to effectively integrate sustainability into decentralized and autonomous purchasing completed through university credit cards.
- Solid Waste:
  - In 2018-19, 45% of daily waste was diverted from landfill, up 6% over previous year. Additionally, over 90% of construction waste was diverted from landfill. In 2018, the University of Calgary moved to a four-stream, standardized bin diversion process for trash, mixing recycling, refundable containers and compost. The four-stream bin process features improved instructive signage and helps propel the university toward its 2020 target of averting 80% of waste from landfills and its aspirational goal of being a zero-waste community.
  - An ongoing challenge in waste diversion is contamination of recycling bins and the amount of recyclable materials in the waste stream. Engagement programs continue to evolve to improve outreach to both the annual incoming new students and the ongoing campus community.
- Water:
  - Water consumption on campus has decreased by 48% per campus user since 2008, which is attributable to commitments to low-flow structures in new buildings as well as a multi-year fixture replacement program to reduce water consumption in existing buildings. The university continues to reuse process water for main campus irrigation and new landscape installations are designed for low water consumption with native and adaptive plant species.
  - The current low cost of water creates a challenge with implementing water use reduction measures as the payback period for the investment is much longer than energy efficiency project investments. URPr has previously implemented pump power efficiency projects in the central plant.



**UNIVERSITY OF  
CALGARY**

**UNIVERSITY OF CALGARY | Student-at-Risk Policy**

ANNUAL REPORT

July 1, 2018 – June 30, 2019

Prepared for:

**General Faculties Council**

Date:

**October 15, 2019**

This report summarizes activities related to the [Student-at-Risk Policy](#) during the reporting period of July 1, 2018 – June 30, 2019.

A key focus of the Student-at-Risk policy is to increase capacity on campus to recognize and respond to early indicators of distress as well as indicators of more serious distress. In support of the Campus Mental Health Strategy, members of the Student at Risk team work with campus stakeholders to:

- Enhance and promote a student case management strategy to ensure needs of individuals are being met and concerns are monitored (Recommendation 3.3)
- Establish supportive response mechanisms to check in with students in cases of concern or unreported absences (Recommendation 3.4).
- Strengthen targeted mental health supports for vulnerable populations or at risk subgroups, considering specific mental health issues at key transition points (Recommendation 4.2)

The Student-at-Risk Policy defines at-risk behavior and outlines the process for reporting Student-at-Risk concerns. As defined in the policy, “At-Risk Behaviour” means threats or behaviour exhibited by a student that may indicate a physical or mental state that could result in a threat to themselves or others, including but not limited to: the disclosure of suicidal thoughts to one or more individuals, or the demonstration of other signs of suicidality; violent acts including patterns of fear inducing behaviour; paranoia; and expressions of violent ideation (e.g., violent thoughts, images or plans).

Both Campus Security and the Student-at-Risk team receive Student-at-Risk concerns in accordance with the Student-at-Risk Policy. Campus Security manages concerns requiring immediate response or investigation, and forwards concerns to the Student-at-Risk team when supportive outreach or team review is required.

### Student-at-Risk Concerns

During the reporting period (July 1, 2018 to June 30, 2019), the Student-at-Risk Team received **213** initial reports of concern. This is 17% higher than the number of reports received during the last reporting period (2017-18). Reports are received from students, faculty, staff, and concerned community members.

The following categories of concerns were reported in this reporting period, and 2016-17 & 2017-18 data are included for reference:

Concern	2016-17	2017-18	2018-19
Worrisome behavior/ situational concern	83	105	120
Risk of harm to self	36	49	58
Support required following incident	25	11	24
Possible violence/ harm from others	16	8	5
Risk of harm to others	4	9	6

The most common response to reported student-at-risk concerns is supportive outreach to identified students. Student Support Advisors at Student Wellness Services work with the Student Support and Case Management Coordinator to provide outreach and support to identified students. Outreach typically occurs by phone or email. In some cases, multiple outreach attempts are made using more than one method. Students usually respond positively to supportive outreach.

In this reporting period, initial response to Student-at-Risk concerns included the following:

- 147 instances of supportive outreach
  - In this reporting period, 36% of the students who were reached declined support. In some cases, students reported they were already connected to relevant supports and in other cases students did not feel that they needed additional support
- 39 consultations with concerned individuals, including faculty, staff, students and others
- 3 Student-at-Risk Team reviews
  - In situations where there is an ongoing concern related to the potential for violence to others, the concern is forwarded to the Student-at-Risk Team for review and violence risk assessment. The team uses structured professional judgment to identify appropriate resources and strategies to minimize risk of

violence. The outcome of this assessment varies based on circumstances and may include: offer of additional support; referral to Threat Assessment Committee (TAC); and implementation of risk management strategies.

### **Capacity Building on Campus**

Members of the Student-at-Risk Team facilitate capacity building sessions designed to increase helping skills on campus. The following sessions were offered during this reporting period to help members of our community identify and respond to signs of distress:

- Question, Persuade, Refer (QPR)
- Applied Suicide Intervention Skills Training (ASIST)
- Responding to Students in Distress
- The Working Mind
- The Inquiring Mind

The Responding to Students in Distress document is available in print form or accessed online <https://ucalgary.ca/wellnesscentre/how-do-i-help-others>.

### **Student-at-Risk Team**

Membership includes the following positions:

- Senior Director, Student Wellness, Access and Support (Chair)  
Manager, Student Wellness Support
- Student Support and Case Management Coordinator, Student Wellness Services
- Senior Director, Student Services
- Chief of Campus Security (or designate)
- Associate Director, Counselling, Student Wellness Services
- Associate Director, Residence Services
- Director, Student Accessibility Services

### **For more information contact:**

**Debbie Bruckner**, Senior Director, Student Wellness, Access & Support - [dbruckne@ucalgary.ca](mailto:dbruckne@ucalgary.ca)

**Kevin Wiens**, Manager, Student Wellness Support - [klwiens@ucalgary.ca](mailto:klwiens@ucalgary.ca)

**Report Submitted by:**  
**Dr. Susan Barker**, Vice-Provost (Student Experience)





## UNIVERSITY OF CALGARY | Student Non-Academic Misconduct Policy

### ANNUAL REPORT

July 1, 2018 – June 30, 2019

Prepared for:

### General Faculties Council

Date:

**October 11, 2019**

The purpose of the [Student Non-Academic Misconduct Policy](#) and [Procedure](#), is to communicate the University's expectations with regard to student behavior and to provide a clear and transparent process for managing and addressing student non-academic misconduct in a manner that is equitable, educational, and follows the principles of natural justice.

The Student Conduct Office (SCO) works with all members of the university community to facilitate the resolution of alleged student non-academic misconduct as governed by University of Calgary policy. The response to complaints focuses on student development and accountability, and the promotion of a safe and caring campus community. These goals are achieved through responsive case management, including adjudication of alleged policy violations, facilitation of informal resolution when possible, direct referrals, and the provision of prosocial training and programming to all members of the campus community.

### Policies Administered

The University of Calgary communicates its expectations for appropriate behaviour of students through university policies, including the Student Non-Academic Misconduct (SNAM) Policy. The SNAM Policy is the enabling policy of the SCO, and Student Non-Academic Misconduct (SNAM) Procedures are invoked when students are alleged to have violated the SNAM Policy, or an affiliated university policy.

The Student Non-Academic Misconduct Policy is not applied if alleged misconduct is being, or has been, investigated as potential Academic Misconduct in accordance with the [Student Academic Misconduct Policy](#). Also note that during the reporting period, complaints of non-academic misconduct that occurred in university residences were dealt with under the Residence Community Standards procedures, except in allegations of sexual violence or cases of serious misconduct, which were referred to the Student Conduct Office for investigation and adjudication, or co-adjudicated with Residence Services staff.

Policies administered by the Student Conduct Office when respondents are students include:

- [Harassment Policy](#)
- [Sexual Violence Policy](#)

- [Cannabis Policy](#)
- [Smoking Policy](#)
- [Alcohol Policy](#)
- [Acceptable Use of Material Protected by Copyright Policy](#)
- [Acceptable Use of Electronic Resources and Information Policy](#)

The Student Non-Academic Policy’s [Appendix 1: Prohibited Conduct](#) defines 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.

During the reporting period (July 1, 2018 to June 30, 2019), a total of **114** complaints were reviewed. Of these complaints, **62** were considered “actionable” and **52** were considered “information only.” This categorization of complaints was introduced during the reporting period, in conjunction with a new secure case management software system, to facilitate more effective overall case management.

“Actionable” complaints require some action pursuant to the policy and procedures. This could include initiating an investigation and proceeding to adjudication and decision, meeting with impacted parties to come to an informal resolution, issuing an educational warning letter, or referring the complaint to a more appropriate office for support and intervention.

**Table 1: Actionable Complaints, 2018/2019**

Action taken	Number of Complaints
Hearing – Hearing Officer	37 (*43 hearings held)
Hearing – Hearing Board	3
Hearing – Co-Adjudication with Residence Services	2
Additional sanctions assigned (after decision rendered through residence process)	2
Educational letter issued	8 (*10 letters issued)
Informal resolution – accommodation	1
Informal resolution – meeting with student	3
Informal resolution – mental health diversion	1
Investigation commenced, complaint withdrawn	5

\*A complaint may involve multiple respondents

“Information Only” complaints are filed for a variety of reasons. Complainants may at the outset indicate the complaint is only for information, or they may feel the situation has been resolved appropriately through informal measures but that the complaint should be on record in case a pattern of behavior exists or emerges involving the same student. “Information Only” complaints may also involve individuals who are currently non-students, or incidents that fall outside the scope of university policy. Complaints received and securely filed as “Information Only” are retained according to the established record retention rule.



**Table 2: Information Only Complaints, 2018/2019**

Complaint type	Number of Complaints
Complainant submitted incident for information - no desired or required action	25
Referral (no jurisdiction)	19
Informal resolution (through Campus Security/other reporting department)	7
Insufficient evidence to proceed to investigation	1

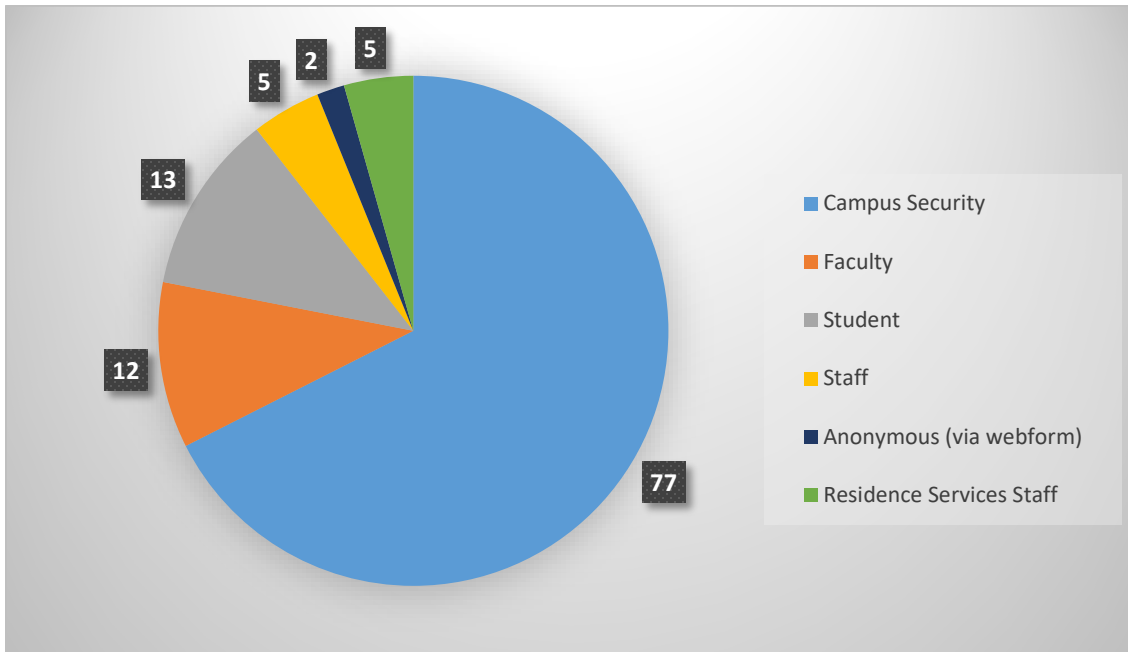
**Sources of Complaints**

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

Web form: [www.ucalgary.ca/conduct/misconduct/reporting](http://www.ucalgary.ca/conduct/misconduct/reporting)  
 Email: [conduct@ucalgary.ca](mailto:conduct@ucalgary.ca)  
 Phone: 403-210-3868

Complaints are also received in-person, via campus stakeholders including Campus Security and Residence Services, and via the Confidence Line at 1-800-661-9675.

**Figure 1: Sources of Complaints, 2018/2019 (n=114)**



## Actionable Complaints – Hearing Process

A Notice of Hearing is issued to respondents after it is determined a hearing is warranted. The Notice explains the purpose of the hearing and provides the respondent with a summary of the complaint, all facts and evidence that is being considered and that will be discussed during the hearing, and the specific policy provisions that relate to the alleged misconduct. The respondent is advised whether the hearing will take place before a Hearing Officer or before a Hearing Board, who the Hearing Officer or Board members will be, and the date, time, and location scheduled for the hearing. The respondent is notified of any applicable interim measures (e.g. temporary no-contact order). Finally, the respondent is informed of their right to be accompanied by an advisor during a hearing, and is provided a referral to the Student Ombuds. Additional information about wellness supports are provided within the Notice of Hearing letter. In more serious cases, a direct referral to the Manager, Student Wellness Supports is provided.

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 giving consideration to a variety of factors including the seriousness of the allegation. The composition and membership of the Hearing Board is established by [Student Non-Academic Misconduct Procedure Appendix 1: Hearing Board Composition](#).

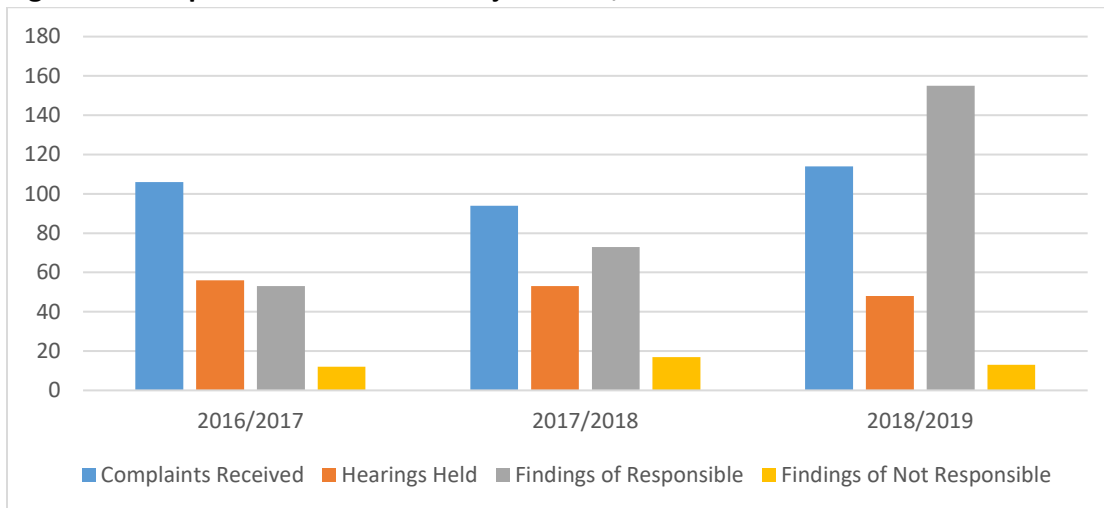
Hearings are not open to the public and the proceedings are kept confidential by the Officer/Board.

### **The following allegations of policy violation(s) were considered in 48 adjudicated hearings:**

- 18 allegations under SNAM, Protection of Individuals
  - 14 findings of responsibility
  - 4 findings of not responsible
- 9 allegations under SNAM, Protection of Property
  - 9 findings of responsibility
- 3 allegations under SNAM, Protection of University Functions, Activities and Services
  - 2 findings of responsibility
  - 1 finding of not responsible
- 11 allegations under SNAM, False Information and Identification
  - 10 findings of responsibility
  - 1 finding of not responsible
- 1 allegation under SNAM, Possession of Dangerous Objects, Drugs or Alcohol
  - 1 finding of responsibility
- 20 allegations under SNAM, Contravention of Other Laws and University Policies
  - 17 findings of responsibility
  - 3 findings of not responsible

- 1 allegation under SNAM, Failure to Comply with a Sanction
  - 1 finding of responsibility
- 13 allegations under the Sexual Violence Policy
  - 9 findings of responsibility
  - 4 findings of not responsible
- 10 allegations under the Harassment Policy
  - 10 findings of responsibility
- 1 allegation under the Cannabis Policy
  - 1 finding of responsibility

**Figure 2: Complaints reviewed and adjudicated, 2016 - 2019**



### Educational Letters

There were 8 complaints during the reporting period in which an educational letter was issued in lieu of formal adjudication and finding of responsibility for policy violation(s). This process is primarily utilized when Campus Security demonstrates that a meaningful conversation occurred between the student and responding Campus Security personnel that promoted learning and accountability. In the case of the Cannabis Policy, these letters were used to inform students of restrictions on cannabis use on campus for incidents that occurred after the new policy was implemented. Letters are formally written and include details about the allegation as outlined in the Campus Security Incident Report, provide students with a link to the related policies, and remind them of their obligations under those policies. Students are also invited to attend a meeting with Student Conduct Office staff should they have any questions. Students are informed that the letter does not represent a finding of responsibility, and they are asked to familiarize themselves with the policy in question.

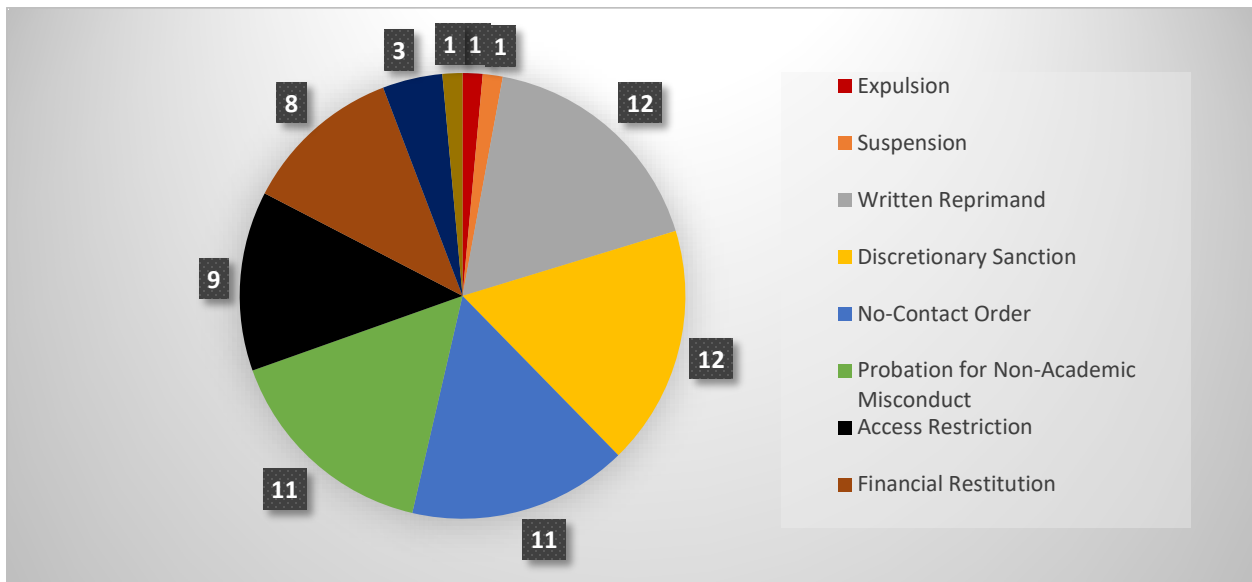
**Table 3: Educational Letters Issued, 2018/2019**

Policy/Section	# of Students who received a warning letter
Cannabis Policy (Consumption)	3
Harassment Policy (Personal Harassment)	2
SNAM, Protection of Individuals	1
SNAM, Protection of Property	3
Acceptable Use of Material Protected by Copyright Policy	1

**Sanctions**

The Student Conduct Office derives its authority to sanction respondents from the [Student Non-Academic Misconduct Policy Appendix 2: Sanctions](#). Whenever possible, sanctions are educational in nature and intentionally designed to ensure they encourage learning and accountability as relates to the policy violation(s).

**Figure 3: Sanctions Issued, 2018/19 (n=81)**



## Appeals

Effective January 1, 2019, students may appeal a Hearing Officer or Hearing Board decision via procedures established through the [Student Misconduct and Academic Appeals Policy](#) and the [University Appeals Committee Procedure](#).

During the reporting period, there was one appeal of a decision of a Hearing Officer. This Appeal was processed under the appeal process defined by the Student Non-Academic Misconduct Procedures, as it was filed prior to January 1, 2019. The decision of the Hearing Officer was upheld by the Appeal Board, with modifications.

Appeals filed after January 1, 2019 will be reported by the Student Appeals Office.

## University of Calgary – Qatar

One complaint was actioned at the University of Calgary, Qatar and administered locally. This case is not included in the data above.

## Related Education

The Bystander Intervention Training Program encourages a caring campus community by preparing the community to intervene when witness to bullying, hazing, situations of power-based violence, or signs of distress in others. During the reporting period, 916 community members were trained.

The Student Conduct Office collaborated with Dinos Athletics for a second year, and trained 8 students to serve as “Active Bystanders” at the Crowchild Classic hockey game. In addition, the office developed training related to addressing online harassment, and developed a partnership with Student Wellness Services to introduce “Upstanders.” This program requires students to complete 20 hours of harm-reduction training to earn the “Upstanders” designation, which is recognized through the Taylor Institute badging credential program, as well as on the co-curricular record. The program was piloted in winter 2019 with 16 students registered as Upstanders during the inaugural term.

## Review of Student Non-Academic Misconduct Policy

The policy is under review in the 2019/20 academic year.

## For more information contact:

Jennifer Quin, Senior Director, Student Services – [jequin@ucalgary.ca](mailto:jequin@ucalgary.ca)

**Report Submitted by:**  
**Dr. Susan Barker**, Vice-Provost (Student Experience)



**ACADEMIC PLANNING AND PRIORITIES COMMITTEE**  
**Report to General Faculties Council (GFC)**  
**for the meeting held October 21, 2019**

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

**Approval of the 2019-2020 Calendar and Curriculum Subcommittee Work Plan**

The APPC reviewed and approved the proposed work plan for the 2019-20 year for the Calendar and Curriculum Subcommittee (CCS). The CCS is responsible for Faculty level Calendar changes, general edits to the Calendar and the review of the admissions and academic regulations sections of the University Calendar.

**Recommendation of Revisions to the Program Proposal Approval Process (for Continuing Education/Non-Credit Credentials)**

The APPC reviewed the proposed changes to the Program Proposal Approval Process and learned that the revised process eliminates the Academic Program Subcommittee (APS) from the routing pathway for Continuing Education/Non-Credit credentials and instead routes these programs through the Decision Support Team and the Faculty/educational unit council before going to the APPC for final approval. The APPC learned that the proposed changes continue to ensure program quality is maintained while also allowing the University to be more responsive when developing these types of programs. It was noted that removing the requirement to take these proposals to the APS should speed up the approval process by six to eight weeks.

The APPC discussed the amount and nature of the changes typically provided by the Academic Program Subcommittee on past proposals, the Non-Credit Professional and Continuing Education Credentials Framework and the Credit Credential Framework and government oversight of non-credit programming. The APPC also discussed the importance of ensuring the University is offering quality Continuing Education/Non-Credit credentials, while not creating bureaucratic processes for developing these types of credentials.

The APPC recommended the revisions to the Program Proposal Approval Process to the GFC for approval.

**Approval of the Creation of a Digital Marketing Non-Credit Certificate**

The APPC reviewed a proposal for the creation of a non-credit Digital Marketing Certificate (Continuing Education). The APPC learned that this Certificate is being proposed, at this time, due to the changing needs of the marketing industry and increasing student demand. It was explained that the new certificate is also complementary to the existing non-credit Marketing Certificate.

The APPC discussed the Digital Marketing Certificate courses, the admissions process and intended audience for the program, the ability for students to complete both the Digital Marketing and the Marketing certificates and the risk of reducing demand for the Marketing Certificate if students can opt to do a shorter Digital Marketing Certificate.

The APPC approved the creation of the non-credit Digital Marketing Certificate.

### **Experiential Learning Plan**

The draft Experiential Learning (EL) Plan was presented to the APPC for feedback. The APPC learned that the proposed EL Plan sets out two bold targets 1.) All undergraduate students have the opportunity to participate in at least two EL activities before graduate and 2.) All graduate students have the opportunity to participate in at least one EL activity before graduation. The plan also provides a framework and definition for EL and sets priorities for scaling EL.

The APPC discussed:

- Responses to the EL movement from other post-secondary institutions
- The EL definition and five categories, which the 28 different types of EL activities have been sorted into and whether a sixth category relating to entrepreneurial thinking should be added
- The use of the word *opportunity* in the targets and if this should be replaced with *will participate*
- The graduate student target, the challenges associated with meeting it, and how to convert graduate student research into a high-impact EL activity
- How to adapt/modify activities, which are already in place so that they meet the requirements of a high impact EL activity

The APPC provided some suggestions regarding further consultation on the plan, promoting EL on campus, and ensuring training, supports and systems are in place to further move the EL targets forward.

### **Quality Assurance Mid-Term Review Report: Cumming School of Medicine**

The Cumming School of Medicine (CSM) reported on the progress made on the recommendations from its 2016-2017 unit review. The APPC learned that the 2016-2017 review was very positive and identified several recommendations that the CSM was already moving forward with or has since implemented.

The APPC discussed the process for setting the review team's mandate and in what type of circumstances recommendations relating to creating specific curriculum or programs may be appropriate, the issues associated with managing accreditation requirements and trying to incorporate elective options earlier into the undergraduate medical education program, and how



the Centre for Health Informatics will help to move the Faculty forward and the value of data in transforming healthcare.

### **Revisions to the Graduate Student Supervision Policy and Procedure**

The proposed revisions to the Graduate Student Supervision Policy and Procedure were brought forward to the APPC for feedback. The APPC learned that the Graduate Student Supervision Policy came into effect in 2015 and that the proposed revisions are focused on addressing expectations and processes relating to close personal relationships between students and their supervisors, co-supervisors, and supervisory committee members. It was explained that the revised policy outlines the process requirements of a supervisor, co-supervisor or supervisory committee member if a close personal relationship does develop with a student.

The APPC discussed the number of complaints that arise as a result of these types of relationships and the importance of addressing standards and expectations in University policy, ensuring that students are not penalized as a result of these relationships coming to light and the importance of maintaining discretion in these situations, and relationships between members of supervisory committees.

The APPC provided some minor suggestions to the briefing note and policy document.

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Dru Marshall, Co-Chair  
Tara Beattie, Academic Co-Chair





**RESEARCH AND SCHOLARSHIP COMMITTEE**  
**Report to General Faculties Council**  
for the meeting held October 22, 2019

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

**Statement on Free Expression**

The RSC reviewed and provided feedback on the current draft of the University's Statement on Free Expression. Discussion included that:

- The Statement is an attempt to strike a balance between articulating the University's commitment to an environment of respectful and civil expression while ensuring support for marginalized persons
- It is necessary to be clear about when speech, such as that relating to issues such as the Holocaust, climate change, or vaccination, is considered to be defamation or hate speech
- While it is possible to arrange events to counter controversial expressions, this could put a burden on marginalized or otherwise busy individuals
- That some groups may become emboldened by the publication of the Statement, and it must be considered how any controversial events will be handled

In response to questions, it was confirmed that:

- Instructors have the authority to manage speech in the classroom in order to maintain a culture of inclusivity, respect and civility
- A communications plan will be established
- The University policy entitled Use of University Facilities for Non-Academic Purposes will be reviewed once the Statement has been approved. It was noted that the University wishes to continue the requirement that an event's organiser will be responsible for any costs associated with additional security.

It was suggested that the first sentence of the Statement, using the word 'institution', be revised to refer to the University as an "academic and research *university*", as Alberta's Comprehensive Academic and Research Institutions (CARI) group was recently renamed to Comprehensive Academic and Research Universities (CARU).

The RSC was informed that the Statement will be submitted to the Ministry of Advanced Education by the November 15, 2019 deadline, and that the Ministry will be reviewing the document and providing feedback. The Statement will be returned to the General Faculties Council for discussion and to the Board of Governors for approval, and then the Statement will be posted publicly by the deadline of December 15, 2019.

**Innovation at UCalgary**

The RSC received a presentation on innovation initiatives at the University, including the Hunter Hub for Entrepreneurial Thinking, Innovate Calgary, and Creative Destruction Lab – Rockies. The RSC was reminded

that innovation is part of a broad spectrum of research, including discovery of new knowledge, invention, applied research, and entrepreneurship. It was reported that the University has set a goal that 50% of undergraduate and graduate students and postdoctoral scholars will have venture and innovation experiences by 2030.

Discussion included:

- That the University does not currently have a system in place to accurately measure the innovation and experiential learning activities of students
- That many of the University's innovation initiatives are currently related to the science and medicine disciplines, but there are many other areas of academic activity in which innovation can be grown. It was reported that a new unit within Research Services is being established, with focus on social sciences innovation.
- The University's new Life Sciences Innovation Hub will enable the development of technology transfer, start-up companies, and industry liaison
- New funding opportunities are being developed and identified, including for fellowships and project seed monies
- That some students work with supervisors with innovation and entrepreneurship experience, but other students need guidance in these areas. It was observed that the Hunter Hub is intended to support both undergraduate and graduate students.
- That intellectual property can be a complex matter, and clear principles relating to intellectual property, particularly as it relates to students and staff, are needed

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Robert Thompson, Co-Chair and Andy Knight, Academic Co-Chair



**TEACHING AND LEARNING COMMITTEE**  
**Report to General Faculties Council**  
for the meeting held October 24, 2019

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

**Statement on Free Expression**

The TLC reviewed and provided feedback on the current draft of the University's Statement on Free Expression. Discussion included that:

- The University's Statement expresses that there are limits to free expression
- Instructors have the authority to manage speech within the classroom. It was observed that workshops such as Teaching Controversial Issues, facilitated by Carol Berenson, Educational Development Consultant in the Taylor Institute, are helpful to instructors.

In response to questions, it was reported that:

- Because hate speech and defamation are defined by law, it is not necessary to define these in the Statement
- There will be a communications plan to coincide with the publication of the Statement, and this will include links to related University policies and procedures such as the Code of Conduct. The University's commitment to an environment of respectful and civil free expression will be made explicit.
- Some of the language in the University's existing policies and procedures, such as the Sexual Violence Policy, may not match with the new Statement, and so these will be reviewed

The TLC learned that the Statement will be submitted to the Ministry of Advanced Education before the November 15, 2019 deadline, and that the Ministry will be reviewing the document to ensure that it reflects the eight principles the Ministry requires. Once the Ministry's feedback is received, the Statement will be brought back to the General Faculties Council for discussion and to the Board of Governors for approval. The Statement will be posted publicly by the deadline of December 15, 2019.

**Experiential Learning Plan 2019-2025**

The TLC reviewed and offered feedback on the Experiential Learning Plan (2019-25) which is currently in development. Discussion included:

- That having a clear definition of Experiential Learning (EL) is important, in part to promote the use of common language which will aid in tracking students' EL experiences
- That Work-Integrated Learning, a type of EL, includes cooperative education, internship, and professional practicum
- Whether Entrepreneurship should be identified as a sixth category of EL (alongwith Work-Integrated Learning, Co-Curricular EL, Research-based EL, Curriculum-integrated EL, and Community-engaged

Learning). After consideration, the TLC suggested that Entrepreneurship should not be listed as a standalone category of EL within the Experiential Learning Plan as it crosses into the other categories.

- Whether the Experiential Learning Plan should set as a goal that students “will have the opportunity” to participate in EL or “will” participate in EL, and the TLC concluded that the flexibility offered by the word ‘opportunity’ is desirable at this time. It was noted that, once EL is better established and tracked, this language could be revisited.
- That two opportunities for EL for undergraduate students and one opportunity for EL for graduate students are reasonable goals
- That EL must be high-impact, and must include a component of reflection upon completion. It was noted that what constitutes ‘high-impact’ must be clearly defined, and that students may need guidance with critical reflection.
- That it must be considered how graduate students in course-based, online, and professional programs will have an opportunity for EL
- Not all of the University’s EL initiatives will be listed on the new centralized platform, and so internal data on EL will also be gathered from sources such as PeopleSoft, the co-curricular record, and individual reporting
- That interdisciplinary opportunities are desired by many students
- Whether there is a difference between “high impact” and “high quality”, and it was suggested that the phrase “high quality” be used throughout the document

### **Standing Reports**

The TLC received reports on the current initiatives of the Taylor Institute, Students’ Union and Graduate Students’ Association.

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



# UNIVERSITY OF CALGARY

## Senate Meeting – September 23, 2019

### **Report to General Faculties Council by Ricky Ramdhaney (Manager, International Student Services)**

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The Senate of the University of Calgary is an independent body of diverse community leaders and university representatives who are strong ambassadors for the University of Calgary. It is valued for the role it plays in promoting the University’s reputation and priorities, building long-term support for the University and developing and maintaining positive and productive community relationships to foster positive relations between the University and the public. Senate conducts most of its work through its committees.

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1. The Graduate Students’ Association (GSA) provided a report to Senate:
  - The GSA supported the Faculty of Graduate Studies in hosting Graduate Student Orientation (GradO) and participated in over 25 departmental orientations
  - The GSA hired a research and advocacy coordinator to meet with MLAs and Ministers to build relationships and present their priorities
  - GSA participated in the “Get out to vote” campaign on campus along with the Canadian Alliance of Student Associations (CASA) to educate students about the value of voting
  - The GSA is part of the Alberta Graduate Advocacy Council which has the following priorities:
    - Stable and sustainable scholarships for graduate students
    - Streamlining Permanent Residence processes for international students
    - Professional Development opportunities for graduate students
    - Alleviating barriers for indigenous students
  - The GSA has 10 internal committees and subcommittees with more than 100 volunteers serving, with a focus on student life, academic support, awards assessment, external relations, governance, sustainability, and finance.
  
2. The Students’ Union (SU) provided a report to Senate:
  - The SU continues to host students through the Refugee Student Program. This year, two refugee students were previously living in refugee camps in Kenya and Malawi.
  - The SU Campus Food Bank fed a total of 267 students, staff members and alumni

- SU participated in the “Get out to vote” campaign on campus along with the Canadian Alliance of Student Associations (CASA) to encourage student to pledge to vote
  - The Information Centre/Lost and Found desk assisted 2,561 clients, including handling 1,425 lost items handed in (10% of which were returned to their owners)
  - 337 clubs are registered with the SU and are active on campus
3. Senate Standing Committee Chairs were introduced
- Senator Development Committee (Chair: Kate Wood)
    - The role of this committee is to assist the Senate to fulfill its responsibilities in respect of the recruitment, appointment, orientation, development, recognition and off-boarding of Senators
  - Engagement Committee (Chair: Aaron Park)
    - This committee assists the Senate in its community engagement role
  - Honours Committee (Chair: Diane Field)
    - The Honours committee assists the Senate to administer the Honorary Degree and the Order of the University of Calgary programs
  - Student Scholarships & Bursaries Committee (Chair: Mark Salkeld)
    - The role of this committee is to assist with the Senate’s fundraising activities through the Chancellor’s Club and the Chancellor’s Challenge Golf Tournament which contribute to the Senate and Chancellor Scholarships and Bursaries
4. Hunter Hub for Entrepreneurial Thinking
- The September Senate meeting was held in the Hunter Hub, MacEwan Student Centre. Dr. Alice de Koning (Academic Director) and Joelle Foster (Executive Director) presented on the Hunter Hub’s history, mission and vision. Specific focus was placed on:
    - WELab:
      - First of its kind in Alberta, WELab is a female entrepreneurship education and mentorship program designed to inspire and develop the next general of women entrepreneurs, leaders and changemakers across diverse disciplines
    - North American Innovation Academy (NAIA), July 15<sup>th</sup> to 28<sup>th</sup>, 2020 in Calgary
      - Open to UCalgary undergraduate, graduate and post-doc students in any faculty
      - Led by the Hunter Hub, NAIA is the first North American subsidiary of the European Innovation Academy
      - This 10-day entrepreneurship accelerator program will give participants an opportunity to learn what it takes to be a global entrepreneur taking an idea to a startup in 10 days
      - Program is developed in cooperation with world-class universities and companies from Silicon Valley



UNIVERSITY POLICIES/PROCEDURES 2017-2018  
as of 2019-10-28

Title	Stage	Drafting Team
Graduate Student Supervision Policy	Consultation	Deborah Book; Robin Yates;

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