GENERAL FACULTIES COUNCIL
AGENDA

Meeting #599, June 11, 2020, 1:30-4:30 p.m.   By Zoom platform

Item	Description	Presenter	Materials	Estimated Time
1.	Conflict of Interest Declaration	McCauley	Verbal	1:30
2.	Remarks of the Chair	McCauley	Verbal	
3.	Remarks of the Vice-Chair	Marshall	Verbal	
4.	Question Period	McCauley	Verbal	
5.	Safety Moment	Dalgetty[1]	Document	
	Action Items			
6.	Approval of the May 14, 2020 Meeting Minutes	McCauley	Document	
7.	Elections a) Two Academic Staff Members of GFC to the GFC Executive Committee b) Three Academic Staff Members to an Advisory Search Committee for a Provost & Vice-President (Academic)	McCauley/Belcher	Document	2:00
8.	Recommendation of Revisions to the Sexual Violence Policy	Book[2]/Bertsch[3]	Document	2:10
	Information Items			
9.	Student Experience Report	Barker[4]	PowerPoint	2:20
10.	Standing Reports: a) Report on the May 20, 2020 GFC Executive Committee (EC) Meeting b) Annual Report of the EC c) Report on the May 4, May 14 and May 25, 2020 Academic Planning and Priorities Committee (APPC) Meetings d) Annual Report of the APPC e) Report on the May 19, 2020 Research and Scholarship Committee (RSC) Meeting f) Annual Report of the RSC	McCauley	Documents	2:35

Item	Description	Presenter	Materials	Estimated Time
	g) Report on the May 21, 2020 Teaching and Learning Committee (TLC) Meeting h) Annual Report of the TLC i) Report on the May 29, 2020 Board of Governors Meeting j) Policy Development Update			
11.	Other Business	McCauley		
12.	Adjournment Next meeting: October 8, 2020	McCauley	Verbal	2:45

Regrets and Questions: Elizabeth Sjogren, Governance Coordinator
Email: esjogren@ucalgary.ca

Susan Belcher, University Secretary
Email: sbelcher@ucalgary.ca

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

Presenters

1. Linda Dalgetty, Vice-President (Finance and Services)
2. Deborah Book, Legal Counsel
3. Carla Bertsch, Sexual Violence Support Advocate
4. Susan Barker, Vice-Provost (Student Experience)

Safety Moment

2019 INJURY INCIDENT ANALYSIS

Environmental Health and Safety (EHS) unit conducted an analysis of 2019 lost time and medical aid injuries to better understand the types of injuries that are occurring, causes, locations, and organizational units and employee groups experiencing the highest injury rates. The purpose of the analysis was to identify opportunities for targeted improvement actions and specific areas within the management system that may need strengthening. The graphs below illustrate the types of information produced by the analysis.
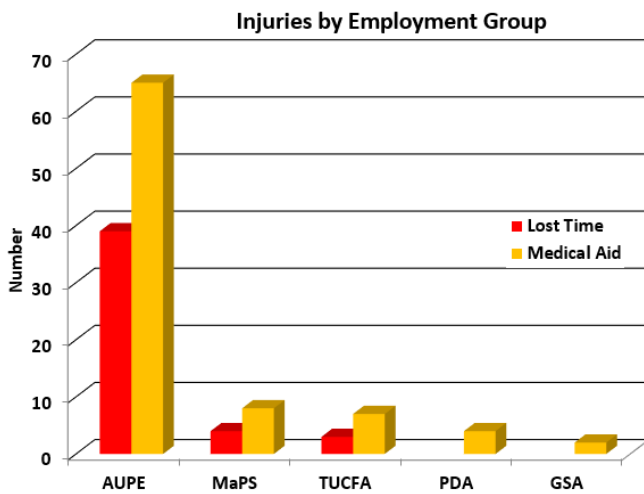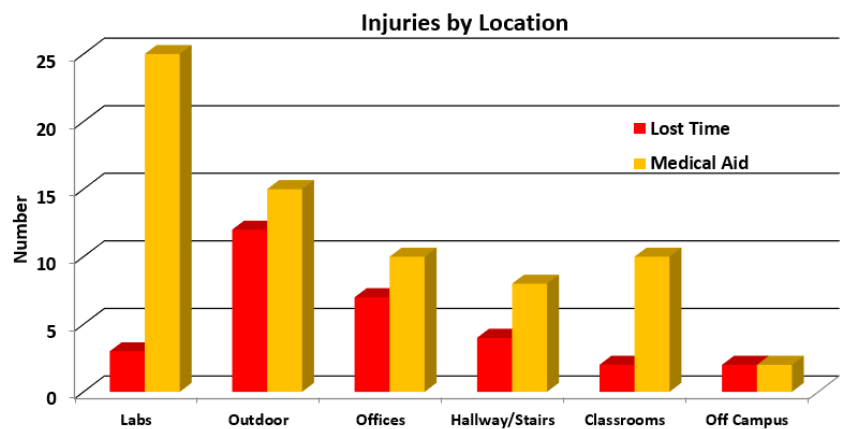
Figure 1.

Injuries by Employment Group

Figure 2.

Injuries by Location

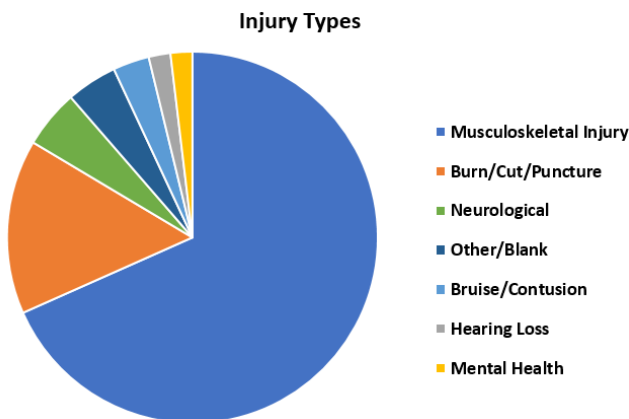**Figure 3.**

Injury Types

Figure 4.

Musculoskeletal Injuries
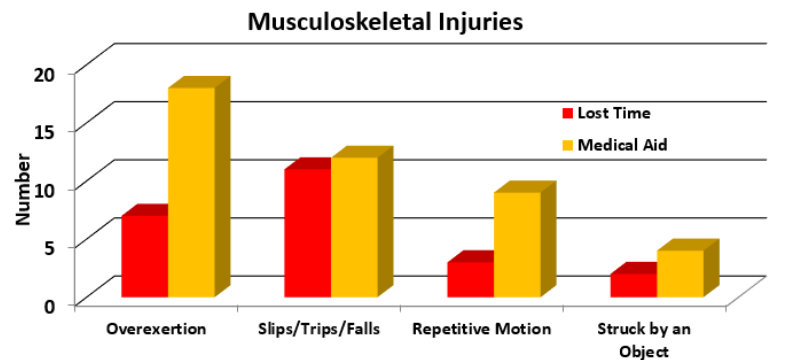
Key points taken from the analysis:

- One third of the 136 injuries that were accepted by WCB were serious enough that the injured worker missed time from work and were classified as lost time injuries.
- The two most common locations for injuries to occur were in laboratories or outdoors.
- Relatively few lost time injuries occur in laboratories.
- 76 percent of injuries were to members of the AUPE.
- Common causes of injury identified on investigation reports were inadequate hazard assessment, lack of situation awareness, and lack of knowledge.
- Musculoskeletal or soft tissue injuries account for over two thirds of total 2019 injuries.
- The most common types of musculoskeletal injuries were overexertion, injuries resulting from a fall, and repetitive strain injuries.

An example of an action based on the analysis is the continued strengthening of measures to reduce musculoskeletal injuries. Musculoskeletal is a very broad WCB categorization that captures several types of soft tissue injuries. Ergonomic injuries involving overexertion or repetitive strain have been a large component of the total musculoskeletal injuries at the University for several years. A significant amount of work was begun in 2019 to reduce ergonomic injuries and this work will be completed in 2020 and assessed for effectiveness. Specifically:

1. An external ergonomic consultant conducted a project to reduce ergonomic injuries in Facilities Management. High risk tasks were identified, workers were observed carrying out these tasks, and improvements were identified to reduce risk. All Facilities Management staff who carry out these tasks were then trained on the improved work practices and general principles and practices to avoid ergonomic injury. Posters and other communication materials will be developed to help sustain a high level of awareness of ergonomic injury prevention practices.

2. Staff Wellness introduced several improvements designed to reduce ergonomic injuries across the University:
    - A simpler process was put in place for office workers to access assistance when experiencing ergonomic discomfort.
    - Several ergonomic education courses were developed and added to the Enterprise Learning Management System.
    - A new external provider was identified for office ergonomic assessments.

EHS expects these measures to reduce ergonomic injuries in 2020 over 2019.

Another example of an action based on the analysis relates to injury causes identified on investigation reports. Poor hazard assessment was identified as a leading cause of injuries in 2019. To improve hazard assessments a new Field Level Hazard Assessment form was developed and implemented which is easier to use and includes better prompts to identify hazards and controls related to the work.

The draft Minutes are intentionally removed from this package.

Please see the approved Minutes uploaded separately on this website.

GENERAL FACULTIES COUNCIL
Biographies of Candidates for Elections

The following are the biographies of the candidates who were nominated by the GFC Executive Committee and have agreed to stand for election:

7a   Election of Two Academic Staff Members of GFC to the GFC Executive Committee

April Viczko, Faculty of Arts

Recipient: Faculty of Arts Teaching Award (Established), Faculty of Arts Emerging Researcher Award
Recipient: URGC grants; CRFA Grants; University Travel Grants; Siminovitch Protégé Award
Past Service: Graduate Program Director; Chair, SCPA Facilities Committee, Website Committee, Curriculum Review Committee – Drama Co-chair; Faculty of Arts, Research and Scholarship Committee, Teaching and Learning Committee, Creativity and Performing Arts Committee, Tenure and Promotion Committee; FGS Graduate Appeals Committee; several hiring committees for Faculty, AUPE, and MaPs.
Professional Service: President of Associated Designers of Canada; OISTAT voting rep for Canada
Current Service: Chair of Drama; Faculty Rep, GFC; IAML Steering Committee; SCPA Facilities Committee; Drama Graduate Committee; Project Lead for World Stage Design 2021.

Meghan McDonough, Faculty of Kinesiology

Associate Professor
Recipient: SSHRC, CIHR, NIH, USDA grants
Past service: General Merit Committee; Faculty Tenure and Promotion Committee; Faculty Curriculum Review Committee; Faculty Strategic Research and Innovation Committee
Current service: Faculty representative, GFC; Faculty Graduate Education Committee; makeCalgary Steering Committee; Brenda Strafford Centre on Aging Advisory Committee; Associate Editor, Journal of Sport & Exercise Psychology; Director, Canadian Association of Psychosocial Oncology Board; Executive committee member, International Society of Qualitative Research in Sport & Exercise; City of Calgary Seniors Age Friendly Strategy Research Advisory Committee

Ryan Clements, Faculty of Law

Ryan is an Assistant Professor, Chair in Business Law and Regulation. He teaches and researches in securities law and financial market regulation, serves as the faculty's GFC representative, and is on the mooting committee. He's a fellow of the Global Financial Markets Center at Duke Law School and on the editorial board of the Journal of Financial Regulation and Risk Management. Ryan is a Doctoral Candidate (SJD) at Duke University Law School, where he obtained a Master of Laws (LLM), Magna Cum Laude. He has an LLB (Distinction), and a BA Economics (Honors, First Class) from the University of Alberta.

Mark Bauer, Faculty of Science

Associate Professor.
Recipient: NSERC; Co-PI PIMS CRG grants.
Student Mentorship: NSERC USRA; MITACS; PURE; China Scholarship Council.
Past service: co-Director, Institute for Security, Privacy and Information Assurance; Department Graduate Program Director; Interim Head; Faculty Merit Committee; Faculty of Science Strategic Planning Committee; Current service: Department Associate Head, Teaching & Learning; Faculty representative, GFC.

7b   Election of Three Academic Staff Members to the Advisory Search Committee for a Provost and Vice-President (Academic)

Nancy Moules, Faculty of Nursing

Professor
Associate Dean of Research, Faculty of Nursing (July 2020-2025)
Recipient: Killam Annual Professorship; ACHRI Professorship; Kids Cancer Care Research Chair; SSHRC, CIHR grants; Teaching and research awards, Order of the University of Calgary
Past Service: Faculty search committees; Chair search committees; Dean search committees; Vice-President search committees; Salary Anomaly committees; Order of the University of Calgary selection committee; Killam selection committee; General Merit committee; Provost designate for Faculty Tenure and Promotion Committees; Promotion Review committee

Lisa Young, Faculty of Arts

I have been a faculty member at University of Calgary since 1997. My research, much of which has been SSHRC-funded, has focused on political party organization, campaign finance, women in politics, and graduate education. I have served on GFC as an elected representative for the former Faculty of Social Sciences, and as an ex-officio member as Vice-Provost and Dean of Graduate Studies.

Benedikt Hallgrimsson, Cumming School of Medicine

Benedikt Hallgrímsson was born in Reykjavík, Iceland and studied at the University of Alberta (B.A. Hon) and The University of Chicago (M.A., Ph.D., Biological Anthropology). Hallgrimsson is an international leader in the quantitative analysis of anatomical variation. For leadership in this field and for integrating morphometrics with developmental biology, he was awarded the Rohlf Medal for Excellence in Morphometrics in 2015 and elected as Fellow of the American Association for the Advancement of Science in 2019. His work focuses on structural birth defects and the developmental genetics of complex traits. He integrates 3D imaging and morphometry with genetics and developmental biology. He has published >140 journal articles, 31 chapters, three edited volumes, and a textbook.
Hallgrimsson has served as the Deputy Provost at the University of Calgary, as the Senior Associate Dean, Education and the Associate Dean, Undergraduate Science Education in the Cumming School of Medicine. He led the creation of the Bachelor of Health Sciences program and co-led the process to obtain approval for creation of the Faculty of Veterinary Medicine. He is currently Scientific Director, Basic Science for the Alberta Children's Hospital Research Institute and ¬Head of the Department of Cell Biology & Anatomy.

Arindom Sen, Schulich School of Engineering

Current Role: Professor, Department Head of CPE
Previous Roles in SSE: Associate Dean - Student Affairs, Associate Dean - Student Professional Development, Interim Director - Centre for Bioengineering Research & Education, Interim Director of Students
Research Funding: NSERC, CIHR, AI, UCalgary, Industry
Recognitions: UCalgary U Make a Difference Award, UCalgary Risk Rising Star Award, SSE Research Achievement Award (2 times), CPE Service Excellence Award, Engineers Canada Medal of Distinction in Engineering Education, APEGA Excellence in Education Award, Killam Innovation in Teaching Award, SU Teaching Excellence Award, 19 other teaching awards.
Service: University BME Calgary Steering Committee, University Council of Associate Deans/Directors – International, University Academic Integrity Discipline Group, FGS Scholarship Committee, SSE Undergraduate Scholarship Committee (Chair), SSE Student Activities Fund (Chair), SSE Undergraduate Studies Committee (Chair), etc.

Belinda Heyne, Faculty of Science

Associate Professor
Professional development: Certified Facilitator LEGO Serious Play methods
Recipient: NSERC, CFI, URGC, MITACS, T&L and Alberta Innovates grants.
Award: Peak Scholar, Great Supervisor Award, Immigrant of Distinction nominee.
Past service - Department: Teaching & Learning; Outreach; Curriculum; Strategic Research Plan; Hiring (4 in chemistry, 2 in biology, 1 medicine).
Past service - Faculty: Executive committee; Head Search (2); Associate Dean Search (3).
Past service – International: Advisory board of the Inter-American Photochemical Society, elected.
Current service: Department of Chemistry Teaching & Learning; Faculty of Science Wellness; Dimensions Steering committee; editorial board of the Journal of Photochemistry and Photobiology (A).

Brent Snider, Haskayne School of Business

Teaching Professor
Teaches operations, supply chain, and project management in undergraduate and Executive MBA program. Research focuses on Scholarship of Teaching & Learning (SoTL). Full time faculty member since 2004.
Recipient: Multiple SU Teaching Excellence Awards, University Teaching Award (Senior Instructor), Commerce Undergraduate, MBA, and Executive MBA Teaching Excellence Awards, Taylor Institute Teaching & Learning Grant, Best Paper award in a top operations scholarly journal (IJOPM) and in a top management education journal (DSJIE).
Past Service: Faculty promotion & tenure committee, merit committee, appeals committee, area chair
Current Service: Executive MBA Academic Director, Haskayne Teaching Fellow

UNIVERSITY OF CALGARY

GENERAL FACULTIES COUNCIL
ACTION BRIEFING NOTE

○ For Approval   ● For Recommendation   ○ For Discussion

SUBJECT: **Revisions to the Sexual Violence Policy**

PROPONENT(S):

Deborah Book, Legal Counsel

MOTION

> That the General Faculties Council (GFC) recommend that the Board of Governors approve the revisions to the Sexual Violence Policy, as set out in the documents provided to the GFC.

KEY CONSIDERATIONS/POINTS

The drafting team is proposing revisions to improve and clarify the policy, aligning with emerging best practices in responding to sexual violence on university campuses. The proposed revisions will incorporate learnings from operation under the existing policy, and from experience at other institutions, to improve our approach to responding to Sexual Violence at the University. The revisions will also help ensure the policy is aligned with organisational restructuring in the equity, diversity, and inclusion space.

The revisions to the policy should have a positive impact on student experience, and the experience of other members of the University Community, by facilitating healing and support for Victim-Survivors while describing a clear and appropriate process for responding to Disclosures and Formal Reports.

An earlier draft with proposed revisions was discussed at GFC in March. This draft incorporates feedback from that discussion, as well as from other stakeholders across the University. The proposed policy has been revised to ensure an appropriate process, as well as offer greater clarity on supports available.

RISKS

Incorporating the proposed revisions will help ensure the University continues to follow recommended practices in supporting Victim-Survivors in the University community. These revisions present a significant opportunity to improve the way in which the University supports the health and well-being of University Community members affected by Sexual Violence.

BACKGROUND

In the first part of 2019, following a scheduled review, the Sexual Violence Policy Implementation Committee recommended that the policy be revised. The drafting team then reviewed the entire policy and has brought forward the proposed revisions. The drafting team currently includes individuals from Student Experience, Human Resources, Labour Relations, and Legal Services. The draft also benefitted from the perspective of the former AVP Risk until December 2019.

ROUTING AND PERSONS CONSULTED

Progress	Body	Date	Approval	Recommendation	Discussion	Information
	General Faculties Council	Mar 12, 2020			X	
	Academic Planning and Priorities Committee	May 4, 2020			X	
	Human Resources and Governance Committee	Jun 8, 2020		X		
X	General Faculties Council	Jun 11, 2020		X		
	Board of Governors	Jun 19, 2020	X			

Other groups that have been, or will be consulted include:
- Alberta Union of Provincial Employees
- Provost Team Meeting
- Student Enrolment Services Council
- Extended Deans' Council
- Academic Staff Harassment Advisory Committee
- Management and Professional Staff Executive Committee
- Sexual Violence Policy Implementation Committee
- Students' Union
- Graduate Students' Association
- Postdoctoral Fellows Association
- Mental Health Lens
- Indigenous Lens
- Executive Leadership Team Operations committee

There was also a 30 Day Open Consultation.

NEXT STEPS

The drafting team will consider feedback from this discussion and revise the policy as appropriate. The policy will be presented to the Board of Governors for approval on June 19, 2020.

SUPPORTING MATERIALS

1. Revised Sexual Violence Policy
2. Revised Sexual Violence Policy, blackline to policy discussed at GFC in March

Sexual Violence Policy

Classification		Table of Contents	
Health, Safety & Environment		Purpose	1
		Scope	2
Approval Authority		Definitions	3
Board of Governors		Policy Statement	4
		Responsibilities	5
Implementation Authority		Procedures	6
President		Related Policies	7
		Related Information	8
Effective Date		History	9
June 1, 2017			
Latest Revision			
XXXX, 2020			

Purpose

1 The purpose of this policy is to:
  a) affirm the University's commitment to addressing Sexual Violence through providing supports to individuals affected by Sexual Violence, fostering and promoting a culture of consent, and appropriate handling of Disclosures and Formal Reports related to Sexual Violence; and
  b) outline the processes by which the University will respond to Disclosures and Formal Reports of Sexual Violence.

Scope

2 This policy applies to all members of the University Community.

This policy operates alongside other applicable University policies and procedures. Where there is a conflict or inconsistency between the provisions of this policy and another University policy or procedure, this policy governs to the extent necessary to resolve the conflict or inconsistency. However, this policy does not replace or supersede the provisions of any Collective Agreement. Consequently, if there is a conflict between the provisions of this policy and a Collective Agreement, the Collective Agreement governs to the extent necessary to resolve the conflict.

This policy applies to actions, interactions and behaviours of members of the University Community that take place:
  a) in or on University Facilities; or
  b) off University Facilities where a member of the University Community is involved in the business of the University or activities related to the University, or is representing the University; or
  c) off University Facilities, including through social media or other online means, where such actions, interactions or behaviour have a negative impact

on a member of the University Community such that it materially interferes with their University learning, working or living environment.

Definitions **3** In this policy

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

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

c) "Appropriate Office" means the office, identified in the table below that is the responsible or the procedure that would be followed if a Formal Report were investigated.

Member of the University Community (Respondent)	Office	Procedure
Student	Student Conduct	Student Non-Academic Misconduct Procedure
Employee	AVP Human Resources	Workplace Investigation Procedure
Academic Staff Member, Appointee, Contractor, Postdoctoral Scholar, Senior Leadership Team Member excepting Executive Leadership Team Members	Protected Disclosure and Research Integrity	Procedure for Protected Disclosures
Executive Leadership Team Member (excepting the President and Vice-Chancellor)	President and Vice-Chancellor	Procedure for Protected Disclosures
President and Vice-Chancellor	Chair of the Board of Governors	Procedure for Protected Disclosures

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

e) "Complainant" means the individual who has made a Formal Report under this policy.

f) "Consent" means the ongoing voluntary agreement of an individual to engage in the sexual activity in question.

g) "Contractor" means an individual or a sole proprietorship, or an individual acting on behalf of any other legal entity who agrees to furnish materials to, or perform services for, the University for consideration.

h) "Disclosure" means when an individual shares information about a personal experience of Sexual Violence with an Academic Staff Member, Appointee, Employee, Postdoctoral Scholar or Student.

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

j) "Executive Leadership Team" means the executive leadership team at the University, which is comprised of the President, Vice-Presidents, and General Counsel.

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

l) "Formal Report" means a complaint to the University by an individual who is seeking recourse for an alleged violation of this policy.

m) "Interim Measures" means restrictions or adjustments implemented in an effort to maintain a positive, productive, and respectful learning, working, and living environment on University Facilities, pending the resolution of a Formal Report, police investigation, or other process. Interim Measures may also be implemented to support a Victim-Survivor who is considering whether or not to proceed with a formal process or who has decided not to proceed with a formal process.

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

o) "Reprisal" means a Retaliatory Measure taken against an individual because they have sought advice about making a Disclosure or Formal Report, made a Disclosure or Formal Report in good faith, co-operated in an investigation of a Formal Report, or declined to participate in behavior that would breach this policy.

p) "Respondent" means the member of the University Community alleged in a Formal Report to have violated this policy.

q) "Retaliatory Measure" means any act intending to adversely affect an individual.

r) "Senior Leadership Team" refers to the individuals who, at the relevant time, are designated as members of the University's Senior Leadership Team.

s) "Sexual Assault" means any type of unwanted sexual act done by one individual to another that violates the sexual integrity of the individual as more fully described in 4.10.

t) "Sexual Harassment" means unwanted remarks, behaviours or communications of a sexual nature and/or unwanted remarks, behaviours or communications based on sex, gender identity, gender expression, or sexual orientation, where the individual responsible for the remarks, behaviours or communications knows or ought reasonably to know that these are unwanted.

u) "Sexual Violence" means any violence, physical or psychological, through a sexual means that is committed, threatened or attempted against an individual without the individual's consent and by targeting sex, gender identity, gender expression, or sexual orientation. This includes, but is not limited to, Sexual Assault, Sexual Harassment, indecent exposure, voyeurism, degrading sexual imagery, and the acquisition or distribution of a sexual image or video of a University Community member without their consent. It can include a single incident or a pattern of behaviour whether in person, online, or via other means.

v) "Sexual Violence Response Office (SVRO)" means the University office which provides support to any University Community member who may have experienced Sexual Violence and provides expert advice to members of the University Community who receive Disclosures and Formal Reports.

w) "Student" means an individual registered in a University course or program of study at the time of the alleged incident of Sexual Violence.

x) "Student at Risk Team" means a multi-disciplinary resource team comprised of University staff members representing Student Wellness, Campus Security (as required), Student Services, Residence Services and ad hoc committee members that coordinates intervention and support in response to At-Risk Behaviour (as defined in the Student-at-Risk Policy).

y) "Student Legal Assistance (SLA)" means the on-campus law clinic staffed by Students.

z) "Student Ombuds" means the Employee who has the title Student Ombuds and provides a safe place for Students to confidentially discuss Student related issues, academic and non-academic concerns, and other matters.

aa) "Threat Assessment Committee" means a multi-disciplinary resource team comprised of University staff members representing Campus Security,

Human Resources, Student Services, Student Wellness and Staff Wellness, and ad hoc committee members, that responds to reports of actual or potential workplace violence as provided for in the Workplace Violence Policy

bb) "University" means University of Calgary.

cc) "University Community" means all Academic Staff Members, Appointees, Employees, Postdoctoral Scholars, Students, Contractors and Volunteers.

dd) "University Facilities" means all buildings and grounds, including athletic and recreational fields, and Field Stations, owned, leased or operated by the University, except for property managed by West Campus Development Trust.

ee) "Victim - Survivor" means, an individual who has experienced Sexual Violence. Not all people who have experienced Sexual Violence identify with either term. Individuals can choose whether to be referred to as the victim, the survivor, the Victim-Survivor, or by name in any Disclosure. Individuals asking the University to investigate a Formal Report will be referred to as Complainants.

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

4   General

4.1   All members of the University Community have the right to learn, work, and live in an environment where they are free from harassment, discrimination and violence. The University:
   a) will promote a culture of respect so that those who make a Disclosure or Formal Report are treated respectfully;
   b) has investigation processes that protect the rights of all individuals;
   c) will provide training to Academic Staff Members, Appointees, Employees, Postdoctoral Scholars and Students on how to respond to a Disclosure of Sexual Violence; and
   d) will implement awareness, education and risk management programs to address the prevention of Sexual Violence.

4.2   The University respects the rights of Victim-Survivors to choose the services and supports they feel are most appropriate, and to decide whether or not to report to the police or to file a Formal Report with the University. This includes respecting Victim-Survivors' rights not to report.

4.3   The University's policies, administrative processes and discipline systems are independent of the civil and criminal justice legal systems. University Community members alleged to have perpetrated Sexual Violence may be subject to the University's administrative processes and discipline systems in addition to the civil or criminal legal system.

4.4   This policy will be reviewed at least every three (3) years.

Consent

4.5 The University is committed to providing education on Consent and its relationship to Sexual Violence.

4.6 Consent is the ongoing voluntary agreement of an individual(s) to engage in the sexual activity in question. More specifically, Consent:
  a) is not silence or the absence of "no";
  b) cannot be assumed or implied;
  c) cannot be given by an individual incapacitated by alcohol, drugs or some other reason, or who is unconscious, under the age of consent or otherwise incapable of providing consent;
  d) can be revoked at any time, whatever other sexual activities have taken place;
  e) cannot be obtained through an abuse of power, threats, intimidations, coercion or other pressure tactics;
  f) cannot be obtained through manipulation or misrepresentation; and
  g) cannot be obtained if an individual abuses a position of trust or authority.

4.7 In Canada, the Criminal Code sets the age of consent to sexual activity at 16 years, with some exceptions. By law, an individual under the age of 18 cannot consent where there is a relationship of trust, authority, or dependency such as an instructor, coach, tutor, or mentor.

4.8 All sexual acts without Consent constitute Sexual Assault and are a violation of this Policy.

Sexual Assault

4.9 Sexual Assault:
  a) is a criminal offence under the Criminal Code of Canada;
  b) includes a range of non-consensual sexual activities including oral contact (mouth to mouth, mouth to body part), groping, touching, oral sex, vaginal or anal penetration, and/or penetration with any object or body part;
  c) can be committed by a spouse, intimate or dating partner, a friend or acquaintance, a known individual in a position of trust or authority, including a spiritual or faith leader, a coach or a mentor, or a complete stranger;
  d) can occur regardless of sexual orientation, gender identity, gender expression, or relationship status;
  e) occurs when an individual(s) engages in sexual activity with another individual(s) they know, or reasonably ought to have known, is incapacitated (e.g. by drug or alcohol use, unconsciousness, blackout, or as a result of a disability).

Confidentiality

4.10 Appropriate procedures for responding to a Formal Report alleging Sexual Violence will be followed to minimise the risk of re-traumatising individuals, ensure due process, and, except as set out in 4.12, 4.13 and applicable

legislation, to avoid breaching the privacy of anyone who reports or is involved in alleged Sexual Violence.

4.11 The University will inform Victim-Survivors, Complainants, and Respondents, and everyone interviewed as part of an investigation into a Formal Report about the processes in place to safeguard confidentiality and the limits of confidentiality. Confidentiality cannot be assured if:
   a) an individual is judged to be at imminent risk of self-harm;
   b) an individual is judged to be at imminent risk of harming another;
   c) there is reason to believe that other University Community members or the broader community may be at risk of harm;
   d) reporting or action is required by law; or
   e) evidence of the alleged Sexual Violence is available in the public realm.

4.12 Subject to 4.12, the names of any individuals involved in alleged Sexual Violence, and the circumstances of the incidents, will not be disclosed by the University to any person except where disclosure is necessary for the purposes of determining Interim Measures or of resolving the Formal Report and taking any related disciplinary measures.

4.13 A Complainant will ordinarily be informed of the following steps in resolving a Formal Report if the Formal Report concerns allegations of Sexual Violence committed against that Complainant:
   a) whether any Interim Measures have been, or will be implemented;
   b)   whether the Formal Report will be investigated, or otherwise addressed by the University;
   c) a summary of allegations to be investigated;
   d) the availability of a supported conversation (as described at 4.32 - 4.37), and proposed terms for that conversation;
   e) the name of the individual assigned to facilitate a supported conversation
   f) the name of any investigator assigned;
   g) when any investigation begins;
   h) updates on the progress of an investigation as appropriate; and
   i) whether the investigator found that the allegations were substantiated or unsubstantiated.

4.14 If a Formal Report will be investigated by the Appropriate Office, a Respondent will ordinarily be informed of the information in 4.14 (other than the information about a supported conversation) as well as any disciplinary sanctions imposed following any investigation. The Respondent will be informed about a supported conversation if the Complainant is interested in pursuing that option to resolve a Formal Report.

4.15 The University will report to the Board of Governors on the number of Formal Reports. This data will not include any personal information that may identify a University Community member.

4.16 Records pertaining to the administration of this policy are the property of the University and will be retained in accordance with University document retention rules.

Disclosing and Responding to Sexual Violence

4.17 Members of the University Community with concerns about an incident of Sexual Violence are encouraged to contact the SVRO. The SVRO provides confidential support and care for any University Community member impacted by Sexual Violence. The SVRO can assist individuals in accessing supports and in understanding available reporting options. The SVRO will not support both a Complainant and Respondent who are involved in the same Formal Report and will refer University Community members to alternate supports if they are not able to provide support.

4.18 Sexual Violence response supports are available to any University Community member. Supports are available no matter when or where the individual experienced or witnessed Sexual Violence, or who may be responsible for the harm. Supports available through the University include:
   a) the SVRO;
   b) physical health services including sexually transmitted infection and pregnancy testing at Student Wellness Services are available to all members of the University Community on a walk-in basis;
   c) mental health and wellness supports. Students may access supports through Student Wellness Services. Employees, Postdoctoral Scholars, and Academic Staff Members can access supports including mental health consultations, counselling, assistance in locating emergency child/elder care, and legal consultations through Staff Wellness and the University's Employee and Family Assistance Program;
   d) support for Indigenous Students through Writing Symbols Lodge;
   e) safety planning through the SVRO and Campus Security;
   f) peer supports for Students;
   g) facilitation of safe living arrangements for Students living in residence; and
   h) workplace and academic accommodations.

4.19 Any individual impacted by Sexual Violence who is represented by a union or an association, has the right to seek the assistance of that union or association.

4.20 Members of the University Community who receive a Disclosure should provide information on resources available to the individual including information about the Sexual Violence Response Office (SVRO).

4.21 The SVRO is available for any member of the University Community with concerns about Sexual Violence, and for anyone who is seeking information about options for making a Disclosure or Formal Report.

4.22 The priority in responding to a Disclosure or Formal Report will be providing support and ensuring an appropriate process for those affected. Concerns

about potential violations of the University's alcohol, cannabis, smoking, or student non-academic misconduct policies, or residence services community standards, should not prevent reporting or disclosure of an incident of Sexual Violence. A Disclosure or Formal Report will only trigger an investigation into alleged violations of those policies and standards if such an investigation is required to ensure the University fulfills its duties in managing its learning, working, and living environment.

4.23 Where the University becomes aware of allegations of Sexual Violence by a University Community member or against a University Community member, the University will take all reasonable steps to mitigate risks to the health and safety of the University Community. This may involve the Threat Assessment Committee or Student at Risk Team, where appropriate. As part of this effort, the University may impose Interim Measures, including:
   a) separation of the academic, living or workplace situations of any individuals allegedly involved in the incident of Sexual Violence;
   b) academic accommodations; or
   c) no-contact orders issued by the University.

4.24 The following supports at the University are available to a Student, Academic Staff Member, Postdoctoral Scholar, or Employee, who is a Respondent in a Formal Report:
   a) Student Wellness Services or the Student Ombuds if they are a Student;
   b) Staff Wellness and the Employee Family Assistance Program if they are an Employee, Postdoctoral Scholar, or Academic Staff Member;
   c) Student Legal Assistance (SLA) for those who qualify, if it has capacity. If SLA is not able to assist they may suggest alternate options; and
   d) any applicable bargaining agent.

Formal Reports
4.25 A Disclosure is not a Formal Report and will not trigger an investigation unless the University becomes aware of a risk to other members of the University Community.

4.26 Victim-Survivors have options for filing a Formal Report or criminal complaint. Victim-Survivors are not required to file a Formal Report or a criminal complaint. Reporting options include:
   a) Criminal Reporting Option: individuals may report their allegations independently through the criminal justice system by contacting the Calgary Police Service or, if known, the law enforcement agency in the jurisdiction where the incident occurred. If an individual would like the support of the University in making a report with the appropriate law enforcement agency, the SVRO and Campus Security can facilitate making the report.
   b) Non-Criminal, On-Campus Formal Reports should be made to the Appropriate Office. If warranted, the Appropriate Office, Threat Assessment Committee, or Student at Risk Team may impose Interim Measures that infringe on the Respondent's access to the University.

4.27 There is no time limit for making a Formal Report; however, the University encourages individuals to make a Formal Report as soon as they are able to do so, recognizing that resolution may be more challenging the longer the period of time between an incident and a Formal Report.

4.28 This policy does not preclude individuals from filing a complaint in other venues such as under the grievance process of an applicable Collective Agreement, or filing a complaint of harassment or discrimination with an appropriate tribunal, or in a court of law.   Such other venues or processes may impose time limits for filing a complaint.

4.29 Formal Reports may be made anonymously but the Complainant should be aware that this may limit the ability of the University to respond and investigate.

4.30 If a Respondent is subject to both a criminal complaint and a Formal Report, the University may consult with the relevant law enforcement agency before determining whether or when to proceed with the Formal Report.

4.31 A Complainant has the right to withdraw a Formal Report at any stage of the process. However, the University may have a duty to act on the issue identified in the Formal Report in order to comply with its obligations under this policy or its legal obligations. Interim Measures that do not infringe on the Respondent's access to the University may be maintained after a Formal Report is withdrawn.

Resolution Through Supported Conversations

4.32 If the Appropriate Office, the Complainant and the Respondent agree, the allegations in a Formal Report may be addressed through a supported conversation without an investigation or disciplinary process. Supported conversations are mediated discussions with the goal of developing mutual understanding of the incident(s) and mutually agreeable resolution of the Formal Report.

4.33 In all cases, supported conversations will be managed to create a safe environment for sensitive discussions.

4.34 The Appropriate Office will determine whether the University has jurisdiction to investigate a Formal Report and whether there is sufficient information to proceed with an investigation.

4.35 If the University has jurisdiction and sufficient information, the Complainant may discuss the option of a supported conversation with the Appropriate Office, or the SVRO.

4.36 If the Complainant chooses to proceed with a supported conversation the Appropriate Office or the SVRO will contact the Respondent. If the Respondent agrees to proceed with a supported conversation, the Appropriate Office will arrange for a trained, trauma informed facilitator to support conversations between the Complainant and Respondent to facilitate healing and resolution.

4.37 If there is no agreement on proceeding with a supported conversation, the Complainant will indicate whether the wish for investigation of the Formal Report to proceed. If the Complainant wishes to proceed, the Appropriate Office will appoint a trained, trauma-informed investigator, in accordance with the relevant University Procedure.

Investigation of Formal Reports Alleging Sexual Violence

4.38 The investigation of Formal Reports must appropriately protect the rights of both the Complainant and the Respondent. An investigation of a Formal Report alleging Sexual Violence will usually include:
   a) interview(s) with the Complainant;
   b) interview(s) with the Respondent;
   c) interview(s) with witnesses and potential witnesses;
   d) collection and review of evidence; and
   e) findings of fact made on the balance of probabilities.

4.39 Upon completion of the investigation, the investigator will prepare a report based on the interviews, statements, and other evidence collected. If an allegation is substantiated, the report will document the impact of the Sexual Violence on the Victim-Survivor. The Appropriate Office will receive the investigator's report and send it to the individual(s) responsible for disciplinary processes under the relevant University policies and Collective Agreements. The table below identifies who will receive the investigative report and determine appropriate disciplinary measures if an allegation is substantiated:

Member of the University Community (Respondent)	Recipient of Investigative Report
Student	Student Conduct Office
Academic Staff Member, Employee, Postdoctoral Scholar, Appointee	Senior Leadership Team Member for the faculty or department
Senior Leadership Team Member	Executive Leadership Team Member to whom they report.
Executive Leadership Team Member	The President and Vice-Chancellor
President and Vice-Chancellor	Chair of the University's Board of Governors
Contractors, Volunteers	Senior Leadership Team Member for the unit, faculty, or department who engaged the Respondent

Unsubstantiated Formal Reports

4.40 If a Complainant, in good faith, makes a Formal Report and the investigator determines that the allegations of Sexual Violence in the Formal Report are not substantiated, no record of the Formal Report or the investigator's report will be placed in the Complainant's or Respondent's student or human resource file; however the University will retain a record in compliance with the University's legal obligations.

Sanctions and Reprisals

4.41 An individual who is found to have breached this policy may be subject to disciplinary action up to and including termination of employment, expulsion from the University or termination of any other relationship they have with the University. Disciplinary action will be taken in accordance with the provisions of any applicable Collective Agreement. If the Respondent is a Student, the Student Conduct Office will receive the investigator's report and decide whether to invite the Respondent to a hearing to address the appropriate sanction. The Hearing Board will not include a Student, and will consist of individuals trained in trauma-informed adjudication who have not previously been involved in the incident in question

4.42 An individual who is found to have taken action in Reprisal may be subject to disciplinary action up to and including termination of employment, expulsion from the University or termination of any other relationship they have with the University. Disciplinary action will be taken in accordance with the provisions of any applicable Collective Agreement.

4.43 An individual who believes they may be the subject of Reprisal may notify the SVRO or the Appropriate Office. If the individual wishes to proceed with a Formal Report relating to the Reprisal the Appropriate Office will investigate in accordance with the relevant University Procedure.

Responsibilities 5

5.1 All members of the University Community will:
   a) make themselves aware of this policy and their responsibilities under the policy;
   b) if an individual approaches them with concerns about Sexual Violence, try to make the individual aware of the supports available to them.

5.2 The SVRO will:
   a) provide support including confidential consultation and assistance in accessing resources both on and off campus for any member of the University Community who may have been subject to or witnessed Sexual Violence and is seeking support in relation to Sexual Violence;
   b) discuss options for resolution with Complainants; and
   c) assist in the creation of educational resources and training initiatives.

5.3 Campus Security will:
   a) respond to any calls they receive related to Sexual Violence and may refer individuals to the SVRO or to other resources both on or off campus available to them; and
   b) provide supports such as safety planning, and, if requested, assistance in connecting with the appropriate police personnel for those individuals who choose to report to police.

Procedures 6 Student Non-Academic Misconduct Procedure
Workplace Investigation Procedures
Procedure for Protected Disclosures

Related Policies	**7**	[Harassment Policy](#) [Student Non-Academic Misconduct Policy](#) [Student at Risk Policy](#) [Code of Conduct](#) [Workplace Violence Policy](#) [Graduate Student Supervision Policy](#)
Related Information	**8**	[ucalgary.ca/sexualviolencesupport/](#)
History	**9**	*Approved:* May 26, 2017 *Effective:* June 1, 2017 *Editorial Change:* March 8, 2018

Sexual Violence Policy

Classification	Table of Contents	
Health, Safety & Environment	Purpose	1
	Scope	2
Approval Authority	Definitions	3
Board of Governors	Policy Statement	4
	Responsibilities	5
Implementation Authority	Procedures	6
President	Related Policies	7
	Related Information	8
Effective Date	History	9
June 1, 2017		
Latest Revision		
XXXX, 2020		

Purpose

1   The purpose of this policy is to:
a)   affirm the University's commitment to addressing Sexual Violence through ~~support for Victim Survivors~~providing supports to individuals affected by Sexual Violence, fostering and promoting a culture of consent, and appropriate handling of Disclosures and Formal Reports related to Sexual Violence; and
b)   outline the processes by which the University will respond to Disclosures and Formal Reports of Sexual Violence.

Scope

2   This policy applies to all members of the University Community.

This policy operates alongside other applicable University policies and procedures. Where there is a conflict or inconsistency between the provisions of this policy and another University policy or procedure, this policy governs to the extent necessary to resolve the conflict or inconsistency. However, this policy does not replace or supersede the provisions of any Collective Agreement. Consequently, if there is a conflict between the provisions of this policy and a Collective Agreement, the Collective Agreement governs to the extent necessary to resolve the conflict.

This policy applies to actions, interactions and behaviours of members of the University Community that take place:
a)   in or on University Facilities; or
b)   off University Facilities where a member of the University Community is involved in the business of the University or activities related to the University, or is representing the University; or

c) off University Facilities, including through social media or other online means, where such actions, interactions or behaviour have a negative impact on a member of the University Community such that it materially interferes with their University learning, working or living environment.

3 In this policy

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

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

c) "Appropriate Office" means the office, identified in the table below that is the responsible or the procedure that would be followed if a Formal Report were investigated.

Member of the University Community (Respondent)	Office	Procedure
Student	Student Conduct	Student Non-Academic Misconduct Procedure
Employee	AVP Human Resources	Workplace Investigation Procedure
Academic Staff Member, Appointee, Contractor, Postdoctoral Scholar, Senior Leadership Team Member excepting Executive Leadership Team Members	Protected Disclosure and Research Integrity	Procedure for Protected Disclosures
Executive Leadership Team Member (excepting the President and Vice-Chancellor)	President and Vice-Chancellor	Procedure for Protected Disclosures
President and Vice-Chancellor	Chair of the Board of Governors	Procedure for Protected Disclosures

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

d)e) "Complainant" means the individual who has made a Formal Report under this Policypolicy.

e)f) "Consent" means the ongoing voluntary agreement of an individual to engage in the sexual activity in question.

f)g) "Contractor" means an individual or a corporationsole proprietorship, or an individual acting on behalf of any other legal entity, who agrees to furnish materials to, or perform services for, the University for consideration.

g)h) "Disclosure" means when an individual shares information about a personal experience of Sexual Violence with an Academic Staff Member, Appointee, Employee, Postdoctoral Scholar or Student.

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

i)j) "Executive Leadership Team" means the executive leadership team at the University, which is comprised of the President, Vice-Presidents, and General Counsel.

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

k)l) "Formal Report" means a complaint to the University by an individual who is seeking recourse for an alleged violation of this policy.

l)m) "Interim Measures" means restrictions or adjustments implemented in an effort to maintain a positive, productive, and respectful learning, working, and living environment on University Facilities, pending the resolution of a Formal Report, police investigation, or other process. Interim Measures may also be implemented to support a Victim-Survivor who is considering whether or not to proceed with a formal process or who has decided not to proceed with a formal process.

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

n)o) "Reprisal" means a Retaliatory Measures that areMeasure taken against an individual because they have sought advice about making a Disclosure or Formal Report, made a Disclosure or Formal Report in good faith, co-operated in an investigation of a Formal Report, or declined to participate in behavior that would breach this policy.

o)p)   "Respondent" means the member of the University Community alleged in a Formal Report to have violated this policy.

p)q)   "Retaliatory Measures" meanMeasure" means any act intending to adversely affect an individual.

q)r) "Senior Leadership Team" refers to the individuals who, at the relevant time, are designated as members of the University's Senior Leadership Team.

r)s) "Sexual Assault" is a criminal offence under the Criminal Code of Canada. Sexual assault ismeans any type of unwanted sexual act done by one individual to another that violates the sexual integrity of the individual and involves a range of behaviours from any unwanted touching to penetrationas more fully described in 4.10.

s)t) "Sexual Harassment" means unwanted remarks, behaviours or communications of a sexual nature and/or unwanted remarks, behaviours or communications based on sex, gender identity, gender expression, or sexual orientation, where the individual responsible for the remarks, behaviours or communications knows or ought reasonably to know that these are unwanted.

t)u) "Sexual Violence" means any violence, physical or psychological, through a sexual means that is committed, threatened or attempted against an individual without the individual's consent through a sexual means orand by targeting sex, gender identity, gender expression, or sexual orientation. This includes, but is not limited to, Sexual Assault, Sexual Harassment, indecent exposure, voyeurism, degrading sexual imagery, and the acquisition or distribution of a sexual image or video of a University Community member without their consent. It can include a single incident or a pattern of behaviour whether in person, online, or via other means.

u)v) "Sexual Violence Response Office (SVRO)" means the University office which is the recommended first point of contact or referral forprovides support to any University Community member who may have experienced Sexual Violence, and the primary source forprovides expert guidance in responding to Disclosures of Sexual Violence at advice to members of the University Community who receive Disclosures and Formal Reports.

v)w)   "Student" means an individual registered in a University course or program of study at the time of the alleged incident of Sexual Violence.

w)x)   "Student at Risk Team" means a multi-disciplinary resource team comprised of University staff members representing Student Wellness, Campus Security (as required), Student Services, Residence Services and ad hoc committee members that coordinates intervention and support in response to At-Risk Behaviour (as defined in the Student-at-Risk Policy).

x)y) "Student Legal Assistance (SLA)" means the on-campus law clinic staffed by Students.

y)z) "Student Ombuds" means the Employee who has the title Student Ombuds and provides a safe place for Students to confidentially discuss Student related issues, academic and non-academic concerns, and other matters.

z)aa)   "Threat Assessment Committee" means a multi-disciplinary resource team comprised of University staff members representing Campus Security, Human Resources, Student Services, Student Wellness and Staff Wellness, and ad hoc committee members, that responds to reports of actual or potential workplace violence as provided for in the Workplace Violence Policy

aa)bb)   "University" means University of Calgary.

bb)cc)   "University Community" means individuals who are directly connected to any University activities or initiatives and includes all Academic Staff Members, Appointees, Employees, Postdoctoral Scholars, Students, Contractors and Volunteers.

cc)dd)   "University Facilities" means all buildings and grounds, including athletic and recreational fields, and Field Stations, owned, leased or operated by the University, except for property managed by West Campus Development Trust.

dd)ee)   "Victim - Survivor" means, an individual who has experienced Sexual Violence. Not all people who have experienced Sexual Violence identify with either term. Individuals can choose whether to be referred to as the victim, the survivor, the Victim-Survivor, or by name in any Disclosure or. Individuals asking the University to investigate a Formal Report will be referred to as Complainants.

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

Policy Statement

4   General

4.1   All members of the University Community have the right to learn, work, teach and live in an environment where they are free from harassment, discrimination and violence. The University:
   a) will promote a culture of respect so that those who make a Disclosure or Formal Report are treated respectfully;
   b) has investigation processes that protect the rights of all individuals;
   c) will provide training to Academic Staff Members, Appointees, Employees, Postdoctoral Scholars and Students on how to respond to a Disclosure of Sexual Violence; and
   d) will implement awareness, education and risk management programs to address the prevention of Sexual Violence.

4.2   The University respects the rights of Victim-Survivors to choose the services and supports they feel are most appropriate, and to decide whether or not to

report to the police or to file a Formal Report with the University. This includes respecting Victim-Survivors' rights not to report.

4.3   The University's policies, administrative processes and discipline systems are independent of the civil and criminal justice legal systems. University Community members alleged to have perpetrated Sexual Violence may be subject to the University's administrative processes and discipline systems in addition to the civil or criminal legal system.

4.4   This ~~Policy~~policy will be reviewed at least every ~~five (5~~three (3) years.

Consent

4.5   The University is committed to providing education on Consent and its relationship to Sexual Violence.

4.6   Consent is the ongoing voluntary agreement of an individual(s) to engage in the sexual activity in question. More specifically, Consent:
   a)   is not silence or the absence of "no";
   b)   cannot be assumed or implied ~~from previous Consent to similar activities or from anything else~~;
   c)   cannot be given by an individual incapacitated by alcohol, drugs or some other reason, or who is unconscious, under the age of consent or otherwise incapable of providing consent;
   d)   can be revoked at any time, whatever other sexual activities have taken place;
   e)   cannot be obtained through an abuse of power, threats, intimidations, coercion or other pressure tactics;
   f)   cannot be obtained through manipulation or misrepresentation; and
   g)   cannot be obtained if ~~the~~an individual abuses a position of trust or authority.

~~**4.7**   It is the responsibility of the initiator of a sexual activity to obtain Consent at all stages of the sexual engagement.~~

4.84.7   In Canada, the Criminal Code sets the age of consent to sexual activity at 16 years, with some exceptions. ~~The~~By law, an individual under the age of 18 cannot consent ~~is higher~~ where there is a relationship of trust, authority, or dependency such as an instructor, coach, tutor, or mentor.

4.94.8   All sexual acts without Consent constitute Sexual Assault~~.~~ and are a violation of this Policy.

Sexual Assault

4.104.9 Sexual Assault:
   a)   is a criminal offence under the Criminal Code of Canada;
   ~~a)~~b)includes a range of non-consensual sexual activities including oral contact (mouth to mouth, mouth to body part), groping, touching, oral sex, vaginal or anal penetration, and/or penetration with any object or body part;
   ~~b)~~c)can be committed by a spouse, intimate or dating partner, a friend or

acquaintance, a known individual in a position of trust or authority, including a spiritual or faith leader, a coach or a mentor, or a complete stranger;

c)d) can occur regardless of sexual orientation, gender identity and, gender expression, or relationship status;

d)e) occurs when an individual(s) engages in sexual activity with another individual(s) they know, or reasonably ought to have known, is incapacitated (e.g. by drug or alcohol use, unconsciousness, blackout, or as a result of a disability).

Confidentiality

4.114.10   Appropriate procedures for responding to a Formal Report alleging Sexual Violence will be followed to minimise the risk of re-traumatising individuals, ensure due process, and, except as set out in 4.11, 4.12, 5.1,4.13 and applicable legislation, to avoid breaching the privacy of anyone who reports or is involved in alleged Sexual Violence.

4.124.11   Everyone involved in a Disclosure or Formal Report will be informedThe University will inform Victim-Survivors, Complainants, and Respondents, and everyone interviewed as part of an investigation into a Formal Report about the processes in place to safeguard confidentiality and the limits of confidentiality. Confidentiality cannot be assured if:

   a)   an individual is judged to be at imminent risk of self-harm;
   b)   an individual is judged to be at imminent risk of harming another;
   c)   there is reason to believe that other University Community members or the broader community may be at risk of harm;
   d)   reporting or action is required by law; or
   e)   evidence of the alleged Sexual Violence is available in the public realm.

4.134.12   Subject to 4.1112, the names of any individualindividuals involved in alleged Sexual Violence, and the circumstances of the incidentincidents, will not be disclosed by the University to any person except where disclosure is necessary for the purposepurposes of determining Interim Measures or of resolving the Formal Report and taking any related disciplinary measures.

4.144.13   A Complainant will ordinarily be informed of the following steps in resolving a Formal Report if the Formal Report concerns allegations of Sexual Violence committed against that Complainant:

   a)   whether any Interim Measures have been, or will be implemented;
   b)   whether the Formal Report will be investigated, or otherwise addressed by the University;
   c)   Aa summary of allegations to be investigated;
   d)   the availability of a supported conversation (as described at 4.32 - 4.37), and proposed terms for that conversation;
   e)   the name of the individual assigned to facilitate a supported conversation
   d)f) the name of any investigator assigned;
   g)   when any investigation begins;
   e)h) updates on the progress of an investigation as appropriate; and

~~f)~~i) whether the investigator found that the allegations were substantiated or unsubstantiated.

4.14 If a Formal Report will be investigated by the Appropriate Office, a Respondent will ordinarily be informed of the information in 4.14 (other than the information about a supported conversation) as well as any disciplinary sanctions imposed following any investigation. The ~~SVRO~~Respondent will be informed about a supported conversation if the Complainant is interested in pursuing that option to resolve a Formal Report.

4.15 The University will report ~~annually~~ to the Board of Governors on the number of ~~Disclosures and~~ Formal Reports ~~received~~. This data will not include any personal information that may identify a University Community member.

4.16 Records pertaining to the administration of this policy are the property of the University and will be retained in accordance with University document retention rules.

Disclosing and Responding to Sexual Violence

4.17 Members of the University Community with concerns about an incident of Sexual Violence ~~should~~are encouraged to contact the SVRO. The SVRO provides confidential support and care for any University Community member impacted by Sexual Violence. The SVRO can assist individuals in accessing supports and in understanding available reporting options. The SVRO will not support both a Complainant and Respondent who are involved in the same Formal Report and will refer University Community members to alternate supports if they are not able to provide support.

4.18 ~~Supports~~Sexual Violence response supports are available to any University Community member ~~making a Disclosure~~. Supports are available no matter when or where the individual experienced or witnessed Sexual Violence, or who may be responsible for the harm. ~~Available supports for all members of~~Supports available through the University ~~Community making a Disclosure~~ include:

   a) the SVRO;
   ~~a)~~b) physical health services including sexually transmitted infection and pregnancy testing at Student Wellness Services are available to all members of the University Community on a walk-in basis;
   ~~b) Staff Wellness;~~
   ~~c) the Employee and Family Assistance Program;~~
   c) mental health and wellness supports. Students may access supports through Student Wellness Services. Employees, Postdoctoral Scholars, and Academic Staff Members can access supports including mental health consultations, counselling, assistance in locating emergency child/elder care, and legal consultations through Staff Wellness and the University's Employee and Family Assistance Program;
   d) support for Indigenous Students through Writing Symbols Lodge;
   e) safety planning through the SVRO and Campus Security;

f)   peer supports for Students;
g)   facilitation of safe living arrangements for Students living in residence; and
h)   workplace and academic accommodations.

4.19 ~~Anyone who receives~~Any individual impacted by Sexual Violence who is represented by a union or an association, has the right to seek the assistance of that union or association.

4.19**4.20**   Members of the University Community who receive a Disclosure should provide information on resources available to the individual including information about the Sexual Violence Response Office (SVRO).

4.20**4.21**   The SVRO is available for ~~anyone~~any member of the University Community with concerns about Sexual Violence, and for anyone who is seeking information about options for making a Disclosure~~,~~ or Formal Report. ~~The SVRO can assist individuals in accessing supports and in understanding available reporting options.~~

4.21**4.1** ~~Any individual impacted by Sexual Violence who is represented by a union or an association, has the right to seek the assistance of that union or association.~~

4.22 The priority in responding to a Disclosure or Formal Report will be providing support and ensuring an appropriate process for those affected. Concerns about potential violations of the University's alcohol, cannabis, ~~or~~smoking, or student non-academic misconduct policies, or residence services community standards, should not prevent reporting or disclosure of an incident of Sexual Violence. A Disclosure or Formal Report will only trigger an investigation into alleged violations of those policies and standards if such an investigation is required to ensure the University fulfills its duties in managing its learning, ~~teaching,~~ working, and living environment.

4.23 Where the University becomes aware of allegations of Sexual Violence by a University Community member or against a University Community member, the University will take all reasonable steps to mitigate risks to the health and safety of the University Community. ~~The SVRO will generally lead these efforts, and will engage relevant expertise at the University, including~~This may involve the Threat Assessment Committee or Student at Risk Team, where appropriate. As part of this effort, the University may impose Interim Measures, including:
a)   separation of the academic, living or workplace situations of any individuals allegedly involved in the incident of Sexual Violence;
b)   academic accommodations; or
c)   no-contact orders issued by the University.

4.24 ~~A~~ The following supports at the University are available to a Student, Academic Staff Member, Postdoctoral Scholar, or Employee, who is a Respondent in a ~~Sexual Violence allegation may at any time seek the assistance of~~Formal Report:
a)   Student Wellness Services or the Student Ombuds if they are a Student;

> b) ~~the Student Ombuds; or~~ Staff Wellness and the Employee Family Assistance Program if they are
>> an Employee, Postdoctoral Scholar, or Academic Staff Member;
>
> c) Student Legal Assistance (SLA~~)~~ for those who qualify, if it has capacity. If ~~).~~
>> SLA is not able to assist they may suggest alternate options; and
>
> d) any applicable bargaining agent.

Formal ~~Reporting of Sexual Violence~~Reports

4.25 A Disclosure is not a Formal Report and will not trigger an investigation unless the University becomes aware of a risk to other members of the University Community.

4.26 Victim-Survivors have options for filing a Formal Report or criminal complaint. Victim-Survivors are not required to file a Formal Report or a criminal complaint. Reporting options include:

> a) Criminal Reporting Option: individuals may report their allegations independently through the criminal justice system by contacting the Calgary Police Service or, if known, the law enforcement agency in the jurisdiction where the incident occurred. If an individual would like the support of the University in making a report with the appropriate law enforcement agency, the SVRO and Campus Security can facilitate making the report.

> b) Non-Criminal, On-Campus Formal Reports ~~must be made to the SVRO. The SVRO will engage appropriate expertise to respond to the Formal Report. This may include:~~should be made to the Appropriate Office. If warranted, the Appropriate Office, Threat Assessment Committee, or Student at Risk Team may impose Interim Measures that infringe on the Respondent's access to the University.
>> ~~i.   Campus Security;~~
>> ~~ii.   the Student Conduct Office;~~
>> ~~iii.   Human Resources;~~
>> ~~iv.   the Protected Disclosure and Research Integrity Office; and~~
>> ~~v.   resources external to the University.~~

4.27 There is no time limit for making a Formal Report; however, the University encourages individuals to make a Formal Report as soon as they are able to do so, recognizing that resolution may be more challenging the longer the period of time between an incident and a Formal Report.

4.28 This policy does not preclude individuals from filing a complaint in other venues such as under the grievance process of an applicable Collective Agreement, or filing a complaint of harassment or discrimination with an appropriate tribunal, or in a court of law. Such other venues or processes may impose time limits for filing a complaint.

~~4.28~~4.29   Formal Reports may be made anonymously but the Complainant should be aware that this may limit the ability of the University to respond and investigate.

~~4.29~~4.30   If a Respondent is subject to both a criminal complaint and a Formal Report, the University may consult with the relevant law enforcement agency before determining whether or when to proceed with the Formal Report.

~~4.30~~4.31   A Complainant has the right to withdraw a Formal Report at any stage of the process. However, the University may have a duty to act on the issue identified in the Formal Report in order to comply with its obligations under this policy or its legal obligations. Interim Measures that do not infringe on the Respondent's access to the University may be maintained after a Formal Report is withdrawn.

~~The~~ **Resolution Through Supported Conversations**

4.32 If the Appropriate Office, the Complainant and the Respondent agree, the allegations in a Formal Report may be addressed through a supported conversation without an investigation or disciplinary process. Supported conversations are mediated discussions with the goal of developing mutual understanding of the incident(s) and mutually agreeable resolution of ~~Formal Reports must appropriately protect the rights of both the Complainant and the Respondent. The SVRO will, in consultation with Legal Services, review~~the Formal Report.

4.33 In all ~~Formal Reports received~~cases, supported conversations will be managed to create a safe environment for sensitive discussions.

4.34 The Appropriate Office will determine whether the University has jurisdiction ~~and~~to investigate a Formal Report and whether there is sufficient information to proceed. ~~The SVRO will then discuss options for resolution~~ with an investigation.

~~4.31~~4.35   If the University has jurisdiction and sufficient information, the Complainant. ~~If the SVRO, the Complainant and the Respondent agree, a Formal Report may be addressed without an investigation or disciplinary process. This may include:~~ may discuss the option of a supported conversation with the Appropriate Office, or the SVRO.
~~a) facilitated dialogue; or~~
~~b) practices aligned with an Indigenous community's world view, in consultation with appropriate traditional knowledge keepers.~~

~~4.32~~4.36   If the Complainant~~, the SVRO, and the Respondent agree~~ chooses to proceed ~~in accordance with 4.31,~~with a supported conversation the Appropriate Office or the SVRO will ~~appoint a~~contact the Respondent. If the Respondent agrees to proceed with a supported conversation, the Appropriate Office will arrange for a trained, trauma -informed ~~individual trained in the chosen process as a~~facilitator.~~ ~~ to support conversations between the Complainant and Respondent to facilitate healing and resolution.

~~4.33~~4.37   If there is no agreement on proceeding with a ~~process identified in 4.31, the SVRO will review the Formal Report~~supported conversation, the Complainant will indicate whether the wish for investigation of ~~ If~~the Formal

Report describes allegations that, if substantiated, would be a breach of this Policy, and the Formal Report is brought by the person claiming to have suffered Sexual Violence, the SVRO will refer the matter to the office identified below, whoto proceed. If the Complainant wishes to proceed, the Appropriate Office will appoint a trained, trauma-informed investigator, in accordance with the relevant University Procedure:.

Investigation of Formal Reports Alleging Sexual Violence

Member of the University Community (Respondent)	Office	Procedure
Student	Student Conduct	Student Non-Academic Misconduct Procedure
Employee	AVP Human Resources	Workplace Investigation Procedure
Academic Staff Member, Appointee, Contractor, Senior Leadership Team Member excepting Executive Leadership Team Members	Protected Disclosure and Research Integrity	Procedure for Protected Disclosure
Executive Leadership Team Member (excepting the President and Vice-Chancellor)	President and Vice-Chancellor	Procedure for Protected Disclosure
President and Vice-Chancellor	Chair of the Board of Governors	Procedure for Protected Disclosure

4.344.1 This policy does not preclude individuals from filing a complaint in other venues such as under the grievance process of an applicable Collective Agreement, or filing a complaint of harassment or discrimination with an appropriate tribunal, or in a court of law. Such other venues or processes may impose time limits for filing a complaint.

Investigation of Formal Reports Alleging Sexual Violence

4.354.38   The investigation of Formal Reports must appropriately protect the rights of both the Complainant and the Respondent. An investigation of a Formal Report alleging Sexual Violence will usually include:
   a) interview(s) with the Complainant;
   b) interview(s) with the Respondent;
   c) interview(s) with witnesses and potential witnesses;
   d) collection and review of evidence; and
   e) findings of fact made on the balance of probabilities.

4.36~~4.39~~ Upon completion of the investigation, the investigator will prepare a report based on the ~~interview~~interviews, statements, and other evidence collected. If an allegation is substantiated, the report will document the impact of the Sexual Violence on the Victim-Survivor. The ~~SVRO~~Appropriate Office will receive the investigator's report and send it to the individual(s) responsible for disciplinary processes under the relevant University policies and Collective Agreements. The table below identifies who will receive the ~~Investigative~~investigative report and determine appropriate disciplinary measures if an allegation is substantiated:

Member of the University Community (Respondent)	Recipient of Investigative Report
Student	Student Conduct Office
Academic Staff Member, Employee, Postdoctoral Scholar, Appointee	Senior Leadership Team Member for the faculty or department
Senior Leadership Team Member	Executive Leadership Team Member to whom they report.
Executive Leadership Team Member	The President and Vice-Chancellor
President and Vice-Chancellor	Chair of the University's Board of Governors
Contractors, Volunteers~~, Others~~	Senior Leadership Team Member for the unit, faculty, or department who engaged the Respondent

Unsubstantiated Formal Reports

4.37~~4.40~~ If a Complainant, in good faith, makes a Formal Report and the investigator determines that the allegations of Sexual Violence in the Formal Report are not substantiated, no record of the Formal Report or the investigator's report will be placed in the Complainant's or Respondent's student or human resource file; however the ~~SVRO~~University will retain a record in compliance with the University's legal obligations.

Sanctions and Reprisals ~~and Sanctions~~

~~4.38~~4.1 An individual who is found to have taken action in Reprisal may be subject to disciplinary action up to and including termination of employment, expulsion from the University or termination of any other relationship they have with the University. Disciplinary action will be taken in accordance with the provisions of any applicable Collective Agreement.

~~4.39~~ An individual who believes they may be the subject of Reprisal should notify the SVRO.

4.40~~4.41~~ An individual who is found to have breached this policy may be subject to disciplinary action up to and including termination of employment, expulsion from the University or termination of any other relationship they have with the University. Disciplinary action will be taken in accordance with the provisions of any applicable Collective Agreement. If the Respondent is a Student, the Student Conduct Office will receive the investigator's report and

decide whether to invite the Respondent to a hearing to address the appropriate sanction. The Hearing Board will not include a Student, and will consist of individuals trained in trauma-informed adjudication who have not previously been involved in the incident in question

4.41 ~~An individual who is found to have made a frivolous or vexatious Formal Report may be subject to disciplinary action up to and including termination of employment, expulsion from the University or termination of any other relationship they have with the University. Disciplinary action will be taken in accordance with the provisions of any applicable Collective Agreement. A Formal Report made in good faith that is not substantiated is not a frivolous or vexatious complaint.~~

4.42 An individual who is found to have taken action in Reprisal may be subject to disciplinary action up to and including termination of employment, expulsion from the University or termination of any other relationship they have with the University. Disciplinary action will be taken in accordance with the provisions of any applicable Collective Agreement.

4.43 An individual who believes they may be the subject of Reprisal may notify the SVRO or the Appropriate Office. If the individual wishes to proceed with a Formal Report relating to the Reprisal the Appropriate Office will investigate in accordance with the relevant University Procedure.

Responsibilities   5   **5.1** All members of the University Community will:

a)   make themselves aware of this policy and their responsibilities under the policy;

b)   ~~refer anyone~~if an individual approaches them with concerns about Sexual Violence, try to make the ~~SVRO;~~individual aware of the supports available to them.

5.2 The SVRO will:

a)   ~~be the recommended first point of contact or referral~~provide support including confidential consultation and assistance in accessing resources both on and off campus for any member of the University Community who may have been subject to or witnessed Sexual Violence and is seeking support in relation to Sexual Violence;

b)   ~~provide support including confidential consultation and assistance in accessing resources both on and off campus;~~

c)   ~~prepare annual reports on the nature and number of Disclosure and Formal Reports;~~

d)   ~~discuss options for resolution~~

e)   ~~review Formal Reports;~~

f)   ~~refer to the Student at Risk Team as deemed necessary any Disclosures or Formal Reports of Sexual Violence involving Students; the Student at Risk Team will respond to a referral in accordance~~ with ~~their procedures;~~

~~g)~~b)~~refer to the Threat Assessment Committee as deemed necessary any Disclosures or Formal Reports of Sexual Violence involving Employees, Academic Staff, Appointees or Postdoctoral Fellows; the Threat Assessment~~

Complainants; and

h)c) assist in the creation of educational resources and training initiatives.

5.3 Campus Security will:
   a) respond to any calls they receive related to Sexual Violence and may refer individuals to the SVRO or to other resources both on or off campus available to them; and
   b) provide supports such as safety planning, and, if requested, ~~assisting individuals who choose to report to police~~assistance in connecting with the appropriate police personnel for those individuals who choose to report to police.

Procedures   **6**   [Student Non-Academic Misconduct Procedure](#)
[Workplace Investigation Procedures](#)
[Procedure for Protected Disclosures](#)

Related Policies   **7**   [Harassment Policy](#)
[Student Non-Academic Misconduct Policy](#)
[Student at Risk Policy](#)
[Code of Conduct](#)
[Workplace Violence Policy](#)
[Graduate Student Supervision Policy](#)

Related Information   **8**   [ucalgary.ca/sexualviolencesupport/](#)

History   **9**   *Approved:* May 26, 2017
Effective: June 1, 2017
Editorial Change: March 8, 2018

Connected, supported and engaged

NAVIGATING THE COVID-19 PANDEMIC TOGETHER

UNIVERSITY OF CALGARY

Academic Support

HELPING STUDENTS SUCCEED IN A CHALLENGING NEW LEARNING SITUATION

One-on-one support online

Virtual front desk

Academic support

Writing support

Exploratory and registration advising

New student registration assistance

Online events

Grad Success Week

Workshop series

Virtual study halls

1,200+ *remote student appointments in two months*

715 *session attendees at Grad Success Week*

Health & Wellness

PROVIDING **COMPASSIONATE CARE** AND SUPPORT REMOTELY

One-on-one appointments

Virtual appointments with physicians

Virtual mental health appointments

Access to mental health support through dedicated email address

Training and support

Weekly mindfulness meetings

Coffee and conversation groups

Safer substance use workshops

Community volunteer training

"Question, Persuade, Refer" training

During the first two months of online classes:

998
appointments with physicians

693
mental health appointments

170
students helped through dedicated email address

Student connections

BUILDING A **SENSE OF COMMUNITY** ACROSS THE SOCIAL DISTANCE

Online activities to connect students

UCalgaryTogether event series

International conversation group

Online games nights

Trivia events

Meditation, prayer, study and other activities hosted by the Faith and Spirituality Centre

One-on-one peer support provided by the Women's Resource Centre

Faculty seminars for new and current students

....

*At **UCalgaryTogether events**, students can join other students in facilitated online activities like gardening, bike maintenance, knitting, learning nutrition, or exercising.*

Celebrating student success

IN THE MIDST OF CHALLENGES, TAKING TIME TO **HONOUR STUDENTS' ACCOMPLISHMENTS**

4,824 *students graduating June 2020*

Congratulating the class of 2020

June 25 graduation celebration

Sending every graduating student a congratulatory graduation package

Billboard message to graduates

Congratulatory social media campaign
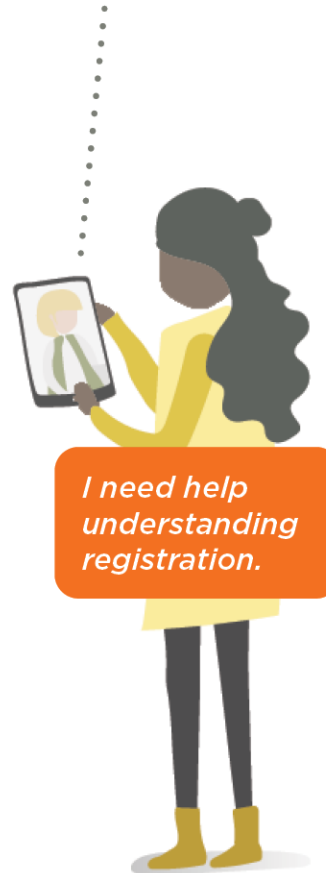
Telling exceptional student stories

Celebrating our President's Award winners

Moving forward

—

IN THIS TIME OF UNCERTAINTY, **ADDRESSING STUDENTS' CONCERNS** IS THE BEST STRATEGY WE HAVE.

Decisions and communications are a two-way conversation.

Live support through virtual reception desks

Targeted newsletters for specific groups

FAQ pages shaped by students' concerns

Resources for financial and other pressing needs

Email responses (every address is the right address)

I need help understanding registration.

Do I still need to apply for a study permit?

Can I stay in residence for the fall term?

What will I do without my summer job?

I'm not sure if you're the right person to ask...

GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE
Report to General Faculties Council
for the meeting held May 20, 2020

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

Appointment Work

The EC made nominations for the following elections to be held at the June 11, 2020 GFC meeting:

- Two academic staff members of GFC to the EC

- Three academic staff members to an Advisory Search Committee for a Provost and Vice-President (Academic)

The EC made the following appointments:

Chair, Research Ethics Appeals Board
Chris Sears, Faculty of Arts (by recommendation of the Vice-President (Research))

Academic Co-Chair, Campus and Facilities Development Subcommittee
Jennifer Lock, Werklund School of Education

Academic Co-Chair, Graduate Academic Program Subcommittee
Kathryn King-Shier, Faculty of Nursing

Academic Co-Chair, Teaching and Learning Committee
Amy Warren, Faculty of Veterinary Medicine

Senate
Rachel Lauer, Faculty of Science

Academic Staff Criteria and Processes Working Group
Jessica Ayala, Faculty of Social Work

Review of the Draft June 11, 2020 GFC Agenda

The EC reviewed the draft June 11, 2020 GFC Agenda, which will take place via Zoom.

_____
Ed McCauley, Chair and Dru Marshall, Vice-Chair

GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE

2019-2020 ANNUAL REPORT

Prepared for:

General Faculties Council

June 2020

Message from the Chair and Vice-Chair

The General Faculties Council (GFC) Executive Committee (EC) is a high-functioning committee, and is performing its duties within the GFC governance structure. We are pleased to present the EC Annual Report for the 2019-2020 meeting year.

> Ed McCauley, President and Vice-Chancellor, Chair
> Dru Marshall, Provost and Vice-President (Academic), Vice-Chair

Committee Accomplishments

With the exception of the approval of the 2021-2022 GFC and GFC Standing Committees Meeting Schedule, which was postponed until 2020-2021, the EC completed all of the responsibilities set out in its 2019-2020 Work Plan. The timing and titles of some Work Plan items were adjusted as necessary.

General Faculties Council Agendas

> The EC fulfilled its duties in reviewing the draft GFC meeting agendas over the course of the year.

Business

> The EC:
> - Reviewed the revisions to the Terms of Reference for the Schulich School of Engineering Faculty Council
> - Discussed the mitigations to the Student Risk, assigned to the EC under the University's Institutional Enterprise Risk Management Program
> - Provided feedback on the Statement on Free Expression
> - Discussed the Office of Diversity, Equity, and Protected Disclosure (ODEPD) review report
> - Recommended approval by GFC of changes to the Universal Student Ratings of Instruction (USRI) report and survey
> - Approved revisions to the Academic Program Subcommittee and Academic Planning and Priorities Committee Terms of Reference
> - Approved a revision to the Terms of Reference for the Faculty of Graduate Studies Faculty Council
> - Reviewed and recommended approval by GFC of the 2020-2021 GFC elected membership distribution
> - Discussed the recommendations from the Task Force on Personal Relationships
> - Determined that a dialogue session about the functioning of the GFC would take place following the March 2020 meeting of GFC
> - Discussed, and later recommended approval by GFC of, the Global Engagement Plan 2020-2025
> - Received a demonstration of the Equity, Diversity and Inclusion (EDI) Dashboard website

<u>Appointment Work</u>

The EC made nominations for the following GFC elections held this meeting year:
- Advisory Search Committee, Dean, Faculty of Social Work
- Advisory Search Committee, Provost and Vice-President (Academic)
- GFC Executive Committee

The EC made appointments to the following bodies on behalf of GFC:
- Academic Program Subcommittee
- Academic Staff Criteria and Processes Working Group
- Campus and Facilities Development Subcommittee
- Graduate Academic Program Subcommittee
- Senate

The EC recommended an appointment to the West Campus Development Corporation Board.

The EC named the Academic Co-Chairs of the following GFC standing committees:
- Campus and Facilities Development Subcommittee (starting July 1, 2020)
- Graduate Academic Program Subcommittee (starting July 1, 2020)
- Teaching and Learning Committee (starting July 1, 2020)

The EC appointed the Chair of the Research Ethics Appeal Board.

ACADEMIC PLANNING AND PRIORITIES COMMITTEE
Report to General Faculties Council (GFC)
for the meetings held April 27, 2020, May 4, 2020, May 14, 2020, and May 25, 2020

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

April 27, 2020 – Special Meeting

Changes to the Admissions Process for the MD and DVM Programs due to COVID-19

The APPC reviewed the proposed changes, which would exclude all Winter 2020 term grades from GPA calculations for admission to the Medical Doctor (MD) and Doctor of Veterinary Medicine (DVM) programs, and learned that the change aims to manage different institutions' approaches to grading for the Winter 2020 term, as it relates to COVID-19, in an effort to evaluate all students equally.

The APPC discussed who is consulted in determining admission criteria, how elements of a student's application are evaluated and weighted, how other medical and veterinary schools across the country are responding to COVID-19, and whether it is feasible to calculate the admission GPA in more than one way to acknowledge the work of students who took letter grades in their Winter 2020 term courses.

The APPC also discussed what is considered a fair and equitable process for all applicants, whether this decision would disadvantage University of Calgary students, and the long-term effects this change may have on applications for admission to these programs.

The APPC suggested that the proponents clarify whether the proposed change would affect admission to programs starting in 2020 and whether other ways of calculating students' GPAs were possible so as not to disadvantage students who worked hard to see their Winter 2020 grades reflected on their transcripts.

The motion to approve the changes to the admissions process for the MD and DVM programs was postponed, pending further consultation with the MD and DVM Admissions Committees.

May 4, 2020

Changes to the Admissions Process for the MD and DVM Programs due to COVID-19

The APPC reviewed the proposed changes, which would exclude Winter 2020 term grades from GPA calculations for admission to the MD and DVM programs for the 2021 admissions cycles onward.

The APPC discussed how Admissions Committees will determine full- versus part-time status, what percentage of an applicant's admission score the GPA accounts for, the number of seats these schools reserve for Alberta students, and how the MCAT has adjusted testing in response to COVID-19.

The APPC also discussed the GPA z-scores used to calculate the average for admission, how the standardized GPA would be affected by a secondary review of applications when a student suspects they have been

disadvantaged as a result of the proposed change, and the concern that multiple methods of calculating a student's admission GPA could detract from equity and create potential for bias in evaluations.

The APPC suggested that the proponents discuss with their Admissions Committees the possibility of allowing full-time students who elected to have all letter grades reflected on their transcript for Winter 2020 courses, excluding those who selected one or more Completed Requirements (CR) notations, have these grades be used in the GPA calculation for admission.

The motion to approve the changes to the admissions process for the MD and DVM programs due to COVID-19 was withdrawn, pending further consultation with the MD and DVM Admissions Committees.

Closure of the Collaborative Degree Program (BA/BSc Psychology and BA/BSc Sociology) with Red Deer College

The APPC reviewed the proposal, learning that an increased demand for these programs on the Calgary campus and the significant costs these programs incur have made them no longer sustainable for the Faculty of Arts to run.

The APPC discussed the termination of one advising position at Red Deer College (RDC), which was part-time and which had to be supplemented by advising on the University of Calgary campus; which University academic staff taught in the programs and the efforts made to maintain degree standards; and how the closure of these programs was communicated at RDC. It was noted that all students currently registered in these programs will be supported through to the completion of their programs.

The APPC approved the closure of the Collaborative Degree Programs (BA/BSc Psychology and BA/BSc Sociology) with Red Deer College.

Changes to Academic Regulation D.6.3 *Program Extensions* in the Graduate chapter of the University Calendar

The APPC reviewed the proposed change, which clarifies that when a student's request for an extension to their program is denied, they will be required to withdraw.

The APPC approved the change to Academic Regulation D.6.3 *Program Extensions* in the Graduate chapter of the University Calendar.

Creation of a new Specialization in Healthcare Innovation and Design within the Advanced Nursing Practice I and II Graduate Certificates

The APPC reviewed the proposal, learning that the new specialization will prepare nurses and non-healthcare professionals, such as those in technology, design, computer science and biomedical engineering, to work in technology-driven healthcare contexts.

The APPC approved the creation of a new Specialization in Healthcare Innovation and Design within the Advanced Nursing Practice I and II Graduate Certificates.

Creation of an Interdisicplinary Specialization in Wearable Technology

The APPC reviewed the proposals to create the interdisciplinary specialization within Kinesiology, Biomedical Engineering and Electrical and Computer Engineering, learning that the specialization is one outcome of an NSERC CREATE program grant, and that trainees will gain experience in data science, data visualization, and entrepreneurship, and complete internships with leading companies such as FitBit and Garmin.

The APPC also learned that the NSERC CREATE grant already supports 33 Master's and PhD students researching in the field of wearable technology, that coursework in this program is customized to the student's research interests by their supervisory committee, and that all students regardless of their discipline will complete two practicum placements over the course of their program.

The APPC discussed the modest enrolment plan, which is based on availability of funding stipends, and that PhD students funded through the NSERC CREATE grant are highly successful at securing external funding. The APPC also discussed that the Electrical and Computer Engineering program is currently working internally to adjust its course load requirements for thesis-based students to accommodate the new specialization.

The APPC approved the creation of the Interdisciplinary Specialization in Wearable Technology.

May 14, 2020 – Special Meeting

Changes to the Admissions Process for the MD Program due to COVID-19

The APPC reviewed the proposed changes, which allow students to choose one of two methods for how 2019/20 grades are evaluated for admission to the MD program. The Committee learned that if a student elects to have all letter grades reflected on their transcript for the Winter 2020 term, then they can choose, at the time of application, whether they want these grades included in their GPA calculation for admission. If a student presents with one or more CR notations for the Winter 2020 term, the term will be used to determine full- or part-time status only, but any grades presented will not be included in the GPA calculation for admission.

The APPC approved the changes to the admissions process for the MD program due to COVID-19.

Changes to the Admissions Process for the DVM Program due to COVID-19

The APPC reviewed the proposed changes, learning that if applicants declare all letter grades for the Winter 2020 term, these grades will be included in the admission GPA calculation, whereas if a student presents with one or more CR notations for Winter 2020, the term will used to determine full- or part-time status only, but any grades presented will not be included in the GPA calculation for admission.

The APPC discussed the difference between what was proposed by the MD program and what was proposed by the DVM program, noting that in the the Faculty of Veterinary Medicine the inclusion of Winter 2020 term grades in the admissions GPA calculation is implicit for those students who took all letter grades in the Winter 2020 term and is not a choice the student is able to make at the time of application.

The APPC also discussed the standard practice for evaluating applications to the MD and DVM programs, and how semesters of study are considered for both the admission GPA calculation and full- or part-time status.

The APPC approved the changes to the admissions process for the DVM program due to COVID-19.

May 25, 2020

Creation of a Course-Based Master of Arts in Political Science

The APPC reviewed the proposal, learning that the University is one of only a few institutions in the U15 that does not have a course-based Master of Arts (MA) program in Political Science, and that students typically select

a course-based MA to fast track their progress towards a Doctor of Philosophy (PhD) degree or to move on to other opportunities more quickly.

The APPC discussed the difference between a thesis-based and course-based MA, as it relates to PhD admissions; the proposed program's major research paper component and the number of required courses; application numbers, targets, and trends; and guidelines for faculty supervision of the major research paper in the Spring/Summer term.

The APPC approved the creation of the course-based MA in Political Science.

Creation of a Human Resources Fundamentals Certificate, Continuing Education

The APPC reviewed the proposal, learning that the certificate will teach basic human resources (HR) skills, such as hiring, training, and HR management, and will be particularly valuable for individuals working for smaller businesses that do not have a formal HR department. It was noted that the proposed 100-hour certificate feeds into the 300-hour Certificate in Human Resources Management.

The APPC discussed the number of University employees who enroll in Continuing Education courses every year, provincial accreditation for the 300-hour certificate, and how the breakeven point is calculated for Continuing Education courses.

The APPC suggested the spelling of 'enrolment' be made consistent throughout the proposal.

The APPC approved the creation of the Human Resources Fundamentals Certificate in Continuing Education.

Suspension and Termination of the BA, BA Honours, BA Co-op, Concurrent BA/Bed and Minor in Canadian Studies

The APPC reviewed the proposal, learning that, despite low enrolment in these programs, students are still interested in studying matters relating to Canada, as evidenced by high enrolment in individual courses, and this supports the Faculty's proposal to create an Embedded Certificate in Canadian Studies. It was noted that there will be no AUPE job losses associated with the termination of these programs.

The APPC approved the suspension and termination of the programs in Canadian Studies.

Creation of an Embedded Certificate in Canadian Studies

The APPC reviewed the proposal, learning that the embedded certificate provides students with a credential in Canadian Studies that is less demanding than the current major and minor programs, and that students will take two foundational courses in Canadian history before studying Canada from at least two additional disciplinary perspectives.

The APPC discussed the proposed curriculum model, which includes study at the advanced level, in place of a capstone course which may be added as demand for the program increases, and how this program fits within the current framework for embedded certificates.

The APPC approved the creation of the Embedded Certificate in Canadian Studies.

Change of Name for the BA, BA Honours, BA with Co-operative Education and Minor in International Development Studies to BA, BA Honours, BA with Co-operative Education and Minor in Global Development Studies

The APPC reviewed the proposal, learning that the name change updates to current terminology in the field, reflects inclusivity of development issues both internationally and within Canada, and corrects a discrepancy with how the current program is listed with the Ministry of Advanced Education.

The APPC approved the change of name for the BA, BA Honours, BA with Co-operative Education and Minor in International Development Studies to BA, BA Honours, BA with Co-operative Education and Minor Global Development Studies.

Change of Name for the BA, BA Honours and BA with Co-operative Education in Social and Cultural Anthropology to BA, BA Honours and BA with Co-operative Education in Anthropology

The APPC reviewed the proposal, learning that the current name implies that all students registered in the program study the subfield of Social and Cultural Anthropology, while the curriculum delivered encompasses the broader field of Anthropology, and that this name change will bring the program in line with all other Bachelor of Arts programs in Anthropology in North America.

The APPC approved the change of name for the BA, BA Honours, and BA with Co-operative Education in Social and Cultural Anthropology to BA, BA Honours and BA with Co-operative Education in Anthropology.

Change of Name for the BA, BA Honours, BA with Co-operative Education and Minor in Women's Studies to the BA, BA Honours, BA with Co-operative Education and Minor in Gender and Sexuality Studies

The APPC reviewed the proposal, learning that Women's Studies does not reflect the current breadth of the program, the subject matter of which is no longer focused exclusively on women, and that updating the name of this program provides a better descriptor for the curriculum taught.

The APPC discussed how the name change will better represent the students and faculty who work in this area, the inclusivity being sought in this field of study, as well as the historical loss of the Women's Studies frame of reference and the consultation with students and faculty members undertaken to arrive at the new name.

The APPC approved the change of name for the BA, BA Honours, BA with Co-operative Education and Minor in Women's Studies to the BA, BA Honours, BA with Co-operative Education and Minor in Gender and Sexuality Studies.

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

Academic Planning and Priorities Committee (APPC)

Annual Report for the Year Ending June 30, 2020

Prepared for General Faculties Council

May 31, 2020

Introductory Comments

The Academic Planning and Priorities Committee (APPC) is the principal planning and review committee of the General Faculties Council (GFC) dealing with a wide range of matters related to academic programming, university policy development, and oversight/insight on the preparation of annually required University documents related to the academic activities of the University. It undertakes this work either in an advisory capacity to GFC or under the delegated authority of GFC.

Over the 2019-2020 Academic Year, APPC met approximately every two-to-three weeks from September to March and then even more frequently (sometimes weekly) from March-June after the COVID-19 pandemic and restricted access to campus began. This totaled 16 meetings and over 35 hours of in-person committee meeting service by the members of APPC. With roughly 2000 pages of preparatory committee material reviewed or to be reviewed over the course of this academic year, the workload for the membership of APPC remains quite substantial. The APPC co-chairs would like to note and applaud the commitment of the members of APPC and the service provided to the University through their engaged and well-informed participation in the activity of the committee over the last 10 months.

Description of Activities

The following section provides an overview of the range of activities undertaken by APPC over the 2019-20 Academic Year, organized on the basis of the elements contained in the APPC Work Plan. Details on any of these activities can be found in the APPC Reports to GFC, included in the docket of each GFC Meeting during the 2019-2020 Academic Year, or in the minutes of the APPC Meetings (https://www.ucalgary.ca/secretariat/general-faculties-council/general-faculties-council-minutes/appc-minutes).

Quality Assurance

2019-2020 marked another busy year for Quality Assurance (QA) Reviews received by APPC, with both reviews and mid-term reports making their way to the committee for discussion, as mandated by the current University QA process and procedures. The committee received two full Unit Reviews from the Faculty of Nursing and the Haskayne School of Business, and five Midterm Reports from the Faculty of Graduate Studies, Continuing Education, Libraries and Cultural Resources, the Cumming School of Medicine and the Faculty of Kinesiology. All reports were reviewed by the committee and discussed in person with the leaders of the Unit under review.

University Priority Initiatives

APPC received updates on the University's International Strategy, Student Ombuds Office, the Experiential Learning Plan, the National Survey of Student Engagement results and progress updates and the Sexual Violence Policy. The committee also provided input on the Statement of Free Expression and the Carnegie Community Engagement Pilot Project.

Academic Programming

2019-2020 proved to be a busy year for APPC with respect to Academic Programming changes, additions, and deletions. In this area, APPC works closely with its Academic Program Subcommittee (APS) and Graduate Academic Program Subcommittee (GAPS), each of which reviews proposals in advance of their progress to APPC, with APS dealing primarily with undergraduate program proposal and GAPS dealing with graduate program proposals. In 2019-2020, APPC considered **31 proposals** for changes to Academic Programming, including the creation of **four** new degrees, **one** new embedded certificate, **six** new

specializations, concentrations, or minors, **two** new teachable subject area, **one** new post-bachelors certificate, **one** new graduate certificate, and **two** new not-for-academic-credit certificates or diplomas. The committee also considered the suspension and/or termination of **one** collaborative degree program, and **one** minor. Finally, APPC considered modifications/revisions to **twelve** existing programs. Examples of some of the more significant changes included the creation of a PhD in Law, a course based Master of Law – General, a Bachelor of Science in Biomedical Engineering, an interdisciplinary specialization in wearable technology, a foreign trained lawyers program post-bachelors certificate and the creation of a Human Resources Fundamentals Certificate in Continuing Education. The committee also approved 12 calendar changes/revisions at both the graduate and undergraduate level, most notably, revisions to the Graduate Supervision Polies and Procedures.

Academic-related Policies, Procedures and Regulations

APPC is charged with reviewing and recommending to GFC all changes, additions or deletions to academic-related university policies, procedures, and regulations. In 2019-2020, this included review and recommendation or discussion of **three** university policies or procedures including discussion and input on the revisions to the Sexual Violence Policy, and approval of **two** Calendar Changes related to specific University policies or procedures. Examples of some of the more significant changes or additions considered were the Program Approval Process for Continuing Education/non-credit credentials and the Graduate Supervision Policies and procedures. In addition, the committee provided significant input on the University of Calgary's statement on Free Expression

Committee Workplans and Evaluations

Each year, APPC is charged with reviewing its workplan, approving the workplans of its subcommittees and carrying out evaluations of operations and workplan progress. APPC subcommittees include the Academic Program Subcommittee (APS), the Calendar and Curriculum Subcommittee (CCS), the Graduate Academic Program Subcommittee (GAPS) and the Campus and Facilities Development Subcommittee (CFDS), with APPC approving these subcommittee workplans in the fall, and monitoring progress through reports from the subcommittees following each of their meetings. In 2019-2020 there were 21 such reports received by APPC. APPC monitors its own workplan progress and effectiveness through reports on workplan progress staggered throughout the year, an annual written committee evaluation completed by the APPC membership each February, and a year-end review of committee progress and its Terms of Reference in May. Member orientation activities are held in September when new members join the committee and when a committee member joins mid-year, they individually meet with the academic co-chair for an orientation.

Other Matters: The COVID-19 Pandemic

In addition to specific items in the APPC workplan, the committee considered a range of items necessitated by the COVID-19 pandemic. All meetings held after March 16, 2020 were done remotely (via) zoom and in addition to the regularly scheduled meetings, the committee attended three emergency meetings in order to make quick academic decisions related to COVID-19. These COVID-19 specific items included the approval of COVID-19 temporary academic regulation guidelines, temporary changes to undergraduate admission regulations, additional English Language Proficiency Tests for admission to graduate programs, temporary changes to the admission requirements for Graduate Programs for COVID-19 affected terms, and changes to the admissions process for the MD and DVM programs due to COVID-19. Information items that were brought forward to the committee during these emergency meetings included completed

requirements/Fail (CR/F) grading options indicating that the Spring/Summer term will return to normal grading practices.

Overview of Committee Progress Against its Workplan

At the time of submission of this report, APPC has two remaining scheduled meeting of the committee. Therefore, a number of items contained within the progress summary provided have not been fully completed but will be completed by year end. This includes 2 embedded certificates, a laddered graduate certificate, diploma and Masters program, 2 program suspensions/terminations, and 2 program revisions. Program review and approval is a regular part of APPC meetings, and we are aware that there are a number of programs that continue to move through the system.

Concluding Comment

This was my second year as Academic Co-Chair of the University's Academic Planning and Priorities Committee. I would like to thank the Provost, the members of the secretariat and the Committee for all of their hard-work and dedication, especially for the additional work as a result of the COVID-19 pandemic. I would also like to thank the many proponents who presented to the committee for their efforts and preparedness. I have very much enjoyed my time in this role, and I look forward to the further contributions that this committee will make to the *Eyes High* vision of the University.

Prepared and Submitted by Tara Beattie, APPC Academic Co-Chair, June 2020

Appendices

Annual Report of the Academic Program Subcommittee

Annual Report of the Calendar and Curriculum Subcommittee

Annual Report of the Campus and Facilities Development Subcommittee

Annual Report of the Graduate Academic Program Subcommittee

Academic Program Subcommittee

Annual Report for the Year Ending June 30, 2020

Prepared for the Academic Planning and Priorities Committee

Academic Program Subcommittee Annual Report
May 28, 2019

This report provides an overview of Academic Program Committee's (APS) work over the current academic year in fulfillment of its mandate to serve as a vetting and advisory group to the Academic Planning and Priorities Committee (APPC) with respect of the creation, alteration or termination of undergraduate programs and continuing education programs.

Over the year, the APS committee recommended 19 proposals to the APPC:

Recommendations for the Creation or Modification of Programs
- Creation of the Digital Marketing Non-Credit Certificate
- Creation of the Embedded Certificate in Entrepreneurial Thinking [reviewed twice]
- Creation of the Law and Philosophy Concentration within the BA/BA Honours Philosophy
- Creation of the Cooperative Education Route in Psychology Degree Programs
- Creation of the Minor in Aerospace Engineering
- Curriculum Changes for the Bachelor of Nursing Regular Track and Post-Diploma Bachelor of Nursing Programs (Qatar)
- Creation of the Foreign Trained Lawyers Program Post-Bachelor's Certificate
- Addition of the Teachable Subject Area in Early Childhood Education within all BEd Degree Pathways (Elementary and K-12 Routes)
- Addition of the Teachable Subject Area in Social Studies - Revitalization of Indigenous Languages within all BEd Degree Pathways (Elementary and K-12 Routes
- Creation of the Biomedical Engineering BSc and BSc Internship Program
- Load Change to the Minor in Mechatronics in the Schulich School of Engineering
- Creation of Embedded Certificate in Canadian Studies [reviewed twice]
- Creation of Embedded Certificate in Leadership Studies

Recommendations for Suspension/Termination of Programs
- Closure of the Faculty of Arts Collaborative Programs (BA/BSc Psychology and BA/BA Honours Sociology) at Red Deer College
- Suspension and Termination of the Canadian Studies Programs [reviewed twice]

Recommendations to Rename Programs
- Change of Name for the Concentration in the Bachelor of Commerce, from General to Business
- Change of Name for the BA, BA Honours, and Minor in International Development Studies to the BA, BA Honours, and Minor in Global Development Studies
- Change of Name for the BA and BA Honours in Social and Cultural Anthropology to the BA and BA Honours in Anthropology

- Change of Name for the BA, BA Honours, and Minor in Women's Studies to the BA, BA Honours, and Minor in Gender and Sexuality Studies

Self-assessment

Informal self-assessment was undertaken at various times through the year. The importance of reviewing all proposals from an editorial lens was stressed to ensure that the proposals are clear and that anticipated questions are addressed prior to proceeding to the Academic Planning and Priorities Committee.

Members expressed their appreciation of the all-in-one document and the opportunity to briefly discuss the proposals before meetings with proponents begin. Members also noted that their collective consideration and the constructive feedback generated helps ensure that program proposals moving forward to the Academic Planning and Priorities Committee (APPC) are of high quality.

Respectfully submitted,

Jim Brandon
Academic Co-chair
Academic Program Subcommittee

UNIVERSITY OF CALGARY | Calendar and Curriculum Subcommittee

ANNUAL REPORT

Prepared for:

Academic Planning and Priorities Committee

May 28, 2020

Message from the Co-Chairs

We are pleased to present the Calendar and Curriculum Subcommittee Annual Report for the 2018-2019 year. This report highlights the activity undertaken by CCS in fulfilment of its role as General Faculties Council's committee.

Susan Barker, Vice-Provost (Student Experience), Co-Chair
Sherry Weaver, Associate Dean Undergraduate, Haskayne School of Business, Academic Co-Chair

Committee Accomplishments

The dominant themes during the 2019/2020 year would be the 3 C's: clarity, consistency and COVID. We completed significant elements of our approved workplan with the following highlights:

Academic Misconduct: Clarification of process to include that the FAM indicator is placed on the student record by the Teaching Faculty and that graduation lists be examined by the Faculty of Registration to ensure that the FAM indicator is removed upon graduation of the student.

Academic Regulations: *Section A and B* changes brought alignment to faculty regulations regarding stop-outs: students that have not attended the University for one year or more must apply for admission. Regulations related to the auditing of courses was clarified and moved from Section A (Admissions) to B (Registration).

Section I (Reappraisal of Academic Assessments) will now allow up to 3 reappraisal requests per academic year, with successful requests excluded from the limit.
Section J was aligned to the Student Misconduct and Academic Appeals Policy, Faculty Appeals Policy and Procedure, University Appeals Committee Procedure, and University Appeals Tribunal Procedure. As such, students appealing academic progression matters may remain registered in courses while appeals are in front of the University Appeals Committee (UAC) but not the University Appeals Tribunal (UAT). A student appealing a suspension or expulsion may register for and attend classes, and participate in academic activities, pending the outcome of their appeal.

Recommendations to *Section K* (Integrity and Conduct) and L (Free Expression) were made to align the Student Academic Misconduct Policy & Procedure, Research Integrity Policy, and the university statement on free expression.

Academic Schedule: CCS recommended the Academic Schedule for 2024-25 as per the rolling 5-year practice. Of note: a break between classes and final exams for both spring and summer, Easter Monday as a non-instructional day and Saturday not included in final exams during Easter weekend, spring or summer terms.

COVID: With alternative grading schemes presented by many institutions, admission processes for the Doctor of Medicine (MD) and the Doctor of Veterinary Medicine (DVM) were discussed. Temporary Academic Regulations, Final Examinations and Grading Scheme for Spring/Summer terms were widely discussed. Alternative, temporary program requirements for the Veterinary Medicine practicum (DVLC) were approved.

International Foundations Program: Suspension and Closure of the IFP resulted in many calendar changes.

Suspensions: Clarity in the Admissions section was provided for students applying after a suspension at another institution. Students suspended at our institution are not required to be re-admitted, but may not take courses until their suspension is complete. The circumstances under which students Required to

Withdraw may be admitted were clearly outlined. The term re-admission was removed to avoid confusion.

Faculty Highlights:

Arts: The CCS recommended changes as a result of several curriculum reviews. This resulted in 49 course deletions, 78 new courses and hundreds of revisions to existing courses. Regulations to limit students to 9 credits per term in Spring and Summer intersessions. Courses older than 7 years will require approval to be counted towards major field. Calendar entries for the Co-operative education route in Psychology as well as a new concentration in Law and Philosophy were approved. Removal of all references to the suspended Science, Technology and Society program, as all students have completed.

Cumming School of Medicine: New Clinical Reorientation to allow students to return from an extended time away from program. Possibility of extended clerkships introduced. Dedicated anatomy teaching. Increased clarity regarding Police Background checks. Changes in Medicine 522 to accurately reflect the number of shifts students perform in an urban emergency room setting.

Haskayne School of Business: Academic Review Process will be done annually at the end of the Winter term to align with other faculties. Required to Withdraw status for course repetition removed. Students with SAS course load accommodations may now be eligible for Dean's List. Calendar entries for embedded certificates in entrepreneurship and leadership were recommended.

Kinesiology: New Faculty Appeals Committee Procedure was recommended by CCS in addition to statements increasing clarity involving Police Record checks and Immunization. A new combined degree with the Faculty of Arts for dance majors was recommended.

Law: Recommended changes to several decimalized topics courses that have been successfully offered several years to allow for unique course numbering. Several support the French Certificate program and National level Moots.

Nursing: Students that have been RTW from another institution may be considered with extenuating circumstances provided. Numerous revisions to the Bachelor of Nursing program at the University of Calgary in Qatar (UCQ) brought both the regular and post-diploma tracks in alignment with current curricula and accreditation.

School of Architecture Planning and Landscape: Numerous calendar changes were approved to incorporate the new ARCH, PLAN and LAND acronyms.

Schulich School of Engineering: A new minor in Aerospace Engineering was recommended along with courses and program requirements for this new minor and recently approved minors in Digital Engineering, Biomedical Engineering, and Energy and Environment Engineering. Suggested sequencing of courses was removed from their program requirements section and moved online.

Science: Regulations for the new Science Internship Program were added.

Werklund School of Education: Revisions to clearly communicate proficiency expectations in teachable areas such as second languages, music and physical education. Course Requirements and Progression for the Bridging Pathway (community-based B.Ed) clarified. Addition of a Remedial Work Required (RM) indicator in Field Experience courses. Addition of Indigenous Languages to the Teachable Subject Area (Social Studies)

Conclusion

CCS completed the 19/20 workplan with the exception of review of university academic/transcript notations and indigenous admissions regulations which have been pushed to 20/21. With the rapidly changing

environment starting February, our focus was moved to high priority and emergent issues. Members of CCS including faculty experts who regularly attend, showed great commitment to ensuring that the University of Calgary calendar is clear, concise and is commensurate with university policies and processes.

Campus and Facilities Development Subcommittee

Annual Report for 2019-2020

The Campus and Facilities Development Subcommittee (CFDS) had an approved Work Plan for 2019-20 with clearly defined milestones and priorities. At the start of the year, the Co-Chair announced that the number of meetings would be reduced to better reflect the 2019-20 Work Plan and agenda items, and the Committee met twice during the academic year (October and April).

Agendas and supporting documents were posted on D2L well in advance of meetings to encourage lively and well-informed discussion. While the Committee did not make any formal recommendations to the Academic Planning and Priorities Committee or General Faculties Council this year, the meetings of CFDS reflected engagement with University of Calgary campus projects.

The major topics discussed by the CFDS this year include:

- General Space Program for the Mathison Hall Project
- Mathison Hall Schematic Review
- W.A. Ranches Long Range Development Plan
- Capital Projects
- IT Projects
- CAR/FAR Projects
- 2019 Sustainability Report

The Committee members, drawn from many groups on campus, provided valuable input on documents, plans and development briefs, and their contributions significantly improved the resulting documents. The Committee also serves as a valuable conduit to convey information on important issues related to the facilities and information technology, green leadership and integrated campus planning to the campus community.

The Committee evaluated its role and performance and emphasized the value of the meaningful feedback provided to proponents. Feedback from the Committee's annual performance review will be communicated to the President and University Secretariat.

Submitted by:

Florentine Strzelczyk, Co-Chair

UNIVERSITY OF CALGARY |Graduate Academic Program Subcommittee

ANNUAL REPORT FOR THE 2019-2020 ACADEMIC YEAR

Over the course of the 2019–2020academic year, GAPS held nine meetings between September and May, the last three were held remotely. The Subcommittee completed work in the following areas:

Review and Recommendation of 2018–2019 GAPS Work plan to APPC
GAPS reviewed and recommended its annual work plan in September 2019 and completed all the work therein as well as subsequently arising tasks.

Review and Recommendation of Graduate Program Proposals for Approval to APPC
Review of graduate program proposals represents the bulk of the work completed by GAPS this year. We reviewed new programs and specializations (some interdisciplinary), and stackable diplomas and certificates. These were often prompted by strong interest from the Calgary business community and workforce. The committee also oversaw programs name changes or changes in curriculum with associated load changes. Several programs were closed due to lack of enrollment. Most of the proposals presented to GAPS were well prepared. The Subcommittee provided the proponents with suggested improvements, which were usually minor, although a several proposals were sent back for major revision.

Review and Recommend changes to University Graduate Academic Regulations
GAPS approved several changes to graduate admissions and regulations this year, including those involving conflicts of interest in graduate students supervision, English language proficiency academic standing, quality assurance and appeals regulations.

Approval of Annual Faculty/Program Calendar Change Submissions
Calendar submissions, usually in conjunction with program changes that the subcommittee came to the Subcommittee after Calendar Working Group pre-screening. This process continued to work smoothly and resulted in consistency in submissions.

GAPS Committee Self-Evaluation for 2019–2020 Academic Year
The committee considered itself to have been quite busy, and all assigned tasks were completed. Remote meetings required due to the COVID shutdown were adequate, not hindering the committee's work, but in person would be preferable. The Subcommittee did not experience any operational problems in large part due to the excellent support staff. We would like to thank all of the Subcommittee members for their careful review of materials, their focused discussions, and their critical feedback. We would also like to thank the members of DST and the Faculty of Graduate Studies and Provost's Office staff for their assistance in ensuring the work of the Subcommittee is completed properly and efficiently.

Paul Mains, Academic Co-Chair
Robin Yates, Co-Chair

RESEARCH AND SCHOLARSHIP COMMITTEE
Report to General Faculties Council
for the meeting held May 19, 2020

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

Research Plan Update

The RSC received an update from the Vice-President (Research) on the progress being made in implementing the University's Research Plan 2018-2023. The presentation included a summary of the Research Plan's established and emerging collaborative research themes, and identification of a variety of initiatives currently underway. The RSC was informed that a report on the implementation of the Research Plan will be coming forward in the Fall.

In response to a question, it was reported that the U15 Group of Canadian Research Universities has been communicating with the Tri-Council about responding to the impacts of COVID-19 on researchers, but that an increase to Tri-Council overhead funding has not been specifically discussed.

Research Computing Services

The RSC received a presentation on the Research Computing Services (RCS) unit, which is a thirteen-person team reporting to the University's Chief Information Officer. The RSC learned that the RCS unit's services include custom programming, assisting with new faculty start-up, helping with high performance computing (HPC) requirements, offering trainings such as in HPC or in the use of statistical programs, and software installation and support for IT-licensed software. The RCS Director then highlighted examples of research projects that have involved the RCS unit.

In response to a question, it was reported that a RCS website is in development, and this should help to raise awareness of the services that the RCS unit provides.

Indigenous Research at the University of Calgary

The RSC received a presentation from the Vice-Provost (Indigenous Engagement) on matters pertaining to Indigenous research at the University, including:

- The Office of Indigenous Engagement is expanding, with an Indigenous Strategy Team Manager recently hired and two other hiring processes underway

- The Indigenous academic staff member population at the University is approximately 25 people, and the demand upon them is higher than for most academic staff members

- Indigenous academic staff members now serve on a number of research-related bodies, including the Conjoint Faculties Research Ethics Board and Conjoint Health Research Ethics Board

- An internal scan of Indigenous research in the Faculties has been completed and is available upon request. It is intended to repeat this scan every three years to capture any changes.

- Four metrics relating to Indigenous research have been established

- The Research Plan's One Health strategic research group has formed, and is currently developing its grand challenges, and the Vice-Provost (Indigenous Engagement) is involved with that in part by facilitating connections between Indigenous research and Indigenous communities

- One of the Indigenous Strategy's Ways of Being recommendations is that the Indigenous voice should be represented in the University's governance system. The RSC was asked to consider this when it reviews its Terms of Reference, as important business comes through the General Faculties Council's standing committees and the Indigenous perspective would be valuable at early stages.

Discussion included that:

- Indigenous academic staff members are in high demand for service on a variety of bodies, and these persons are busy in many ways. It was suggested that, rather than formally expanding the membership of a body, an Indigenous person could be consulted or invited as a guest when a body's business could benefit from the perspective of an Indigenous scholar or community member.

- It is important to have meaningful Indigenous engagement. It was noted that the University's SUPPORT Networks, Centres and Major Grants Programs Committee would benefit from receiving training in how Indigenous persons can be engaged in research of all types, so that the committee can be confident when providing advice to applicants.

- It is necessary for there to be champions in all units, advocating for the meaningful incorporation of Indigenous ideas into research and curriculum

In response to questions, it was reported that:

- The First Nations Information Governance Centre has a training course, "Fundamentals of OCAP (Ownership, Control, Access, and Possession)", which is available to anyone who wishes to learn about the OCAP principles for how Indigenous data should be collected and used, and the standard for how to conduct research with Indigenous communities

- Research Services staff members Amber Bedard, Manager of the Indigenous Research Support Team, and Alex Kanters, Research Ethics Analyst, are working to build processes at the University to support Indigenous research

Research Management System Update

The RSC learned that the closure due to COVID-19 has delayed the next launch phase of the University's Research Management System (RMS). The next release of the platform will occur in June, and the RMS will be fully functional by the end of February 2021. When fully launched, the RMS will be a management tool for the pre-award, post-award and publication stages of a research grant or contract.

Research and Scholarship Committee Report

For the Academic Year 2019 – 2020

Prepared for the General Faculties Council by

Dr. Andy Knight, Academic Co-Chair

Message from the Co-Chairs

June 03, 2020

We are pleased to present the Annual Report from the Research and Scholarship Committee (RSC) for the year ending June 30, 2020. The highlights refer to the activity undertaken by RSC in fulfillment of its role as the General Faculties Council's committee for research, scholarship, and research-related activity.

We are pleased to report that we made significant progress toward the achievement of our institutional objectives for research and scholarship as laid out in the Academic Plan and the Strategic Research Plan.

R. Thompson, Associate Vice-President (Research), Co-Chair
A. Knight, Academic Co-Chair

RSC Accomplishments 2019/20

Workplan for 2019/20

RSC reviewed, discussed, revised and approved a draft RSC 2019/20 Workplan at the September meeting and added emerging items as the academic year progressed.

Indigenous Research at the University of Calgary

The RSC received a presentation on A Proposed Parallel Path Process to Integrate the Indigenous Strategy and Research Plan. The committee discussed the establishment of the Indigenous Research at UCalgary Steering Committee, the range of Indigenous research at the University and the challenges faced by Indigenous faculty members. The committee also discussed the benefits of this initiative and the University's Indigenous Relations Training Program.

Research Plan Status

The RSC received updates on the status of the University's Research Plan at its meeting in September and February. In September, the committee learned that the University is developing a solid platform relating to innovation. The recently-identified emerging areas of strength, *Child Health and Wellness* and *One Health* were discussed, along with cross-cutting initiatives in *Cybersecurity* and *Precision Medicine.* The success of the *Eyes High* postdoctoral fellowships was noted. In February the committee received statistics on research funding, projects within the strategic priority areas, and the development of the University Innovation Quarter. The committee discussed the significant increase in sponsored research funding since 2012, including the institutional systems to support preparation of strong applications, and the collaborative research arising from the Research Plan. The trend towards the use of *Knowledge*

Engagement rather than *Knowledge Translation* was discussed, along with specific fields where the terms may be commonly found.

Statement on Free Expression

The RSC received information on the development of the University's Statement on Free Expression and the provincial government requirements of the statement. The committee discussed the commitment to an environment of respectful civil expression and when speech is considered to be defamation or hate speech.

Innovation at UCalgary

In October, the RSC received a presentation on innovation-related initiatives at the University. The university goal to have 50% of undergraduate and graduate students, and postdoctoral scholars experience venture and innovation by 2030 was reported. The committee discussed the need for a system to accurately measure and support innovation experiences of student, particularly with respect to social sciences innovation. The need for clear principles relating to intellectual property, particularly as it relates to students and staff was also discussed.

In November, the RSC received a presentation on the Innovation@UCalgary ecosystem, including documentation setting out the status of innovation at the University. The presentation reviewed the current five innovation nodes at the University: 1) the Hunter Hub for Entrepreneurial Thinking 2) unit-based support systems for researchers, such as the W21C Research and Innovation Centre and the Integrated Management Platform to Accelerate Clinical Trials (IMPACT), 3) Innovate Calgary, 4) the University Innovation Quarter (formerly known as the University Research Park and 5) the Creative Destruction Lab – Rockies. The committee discussed the importance of a communication plan to explain to researchers the role of Innovate Calgary and how innovative project are advanced within the university.

Research Management System (RMS)

The RSC received a presentation updating the phased roll-out of RMS. The committee was informed that after going live in June 2019 RMS will be completely functional by September 2020. In response to questions, it was clarified that that multi-factor authentication and Secure Sockets Layer (MFA and SSL) technologies would enable access to RMS from non-managed computers off campus.

Information Asset Management Committee

The committee received a report on the work of IAMC from the RSC representative on IAMC.

Tri Agency Principles-Based Research Accounting

The RSC received a presentation providing an overview of the new Tri-Agency guidelines for financial administration, implemented in April 2020. The presenter reported that the Tri-Agency's four principles for the appropriate use of grant funds are that spending must be: Directly related to the funded research; For items not provided by the institution; Effective and economical; Not resultant in personal gain. The move from a list of prohibited expenditures to institutional compliance on a principles-based approach was discussed, along with a request for a clear communication strategy for researchers and administrators to understand what may be an allowable expense.

Global Engagement Plan

The RSC received a presentation that provided an overview of the development of the Global Engagement Plan 2020-2025, and highlighted how its goals and priorities differ from the existing International Strategy. The committee learned of the three over-arching goals: Increasing the Diversity of the Campus Community; Improving Intercultural Capacity; Enhancing Global Partnerships. The committee also learned

of the increased role of Faculties in the plan, but that University of Calgary International office and the office of the Vice-President (Research) will continue to support internationalization efforts at the University, such as through assistance in preparing grant applications, supporting study abroad programs, and enhancing opportunities for the development of cross-cultural competencies, collaborations and partnership. The also committee discussed the likely impact of COVID-19 on international activities in the years to come.

Carnegie Community Engagement Classification- Canadian Pilot
The RSC received documentation and a presentation that provided an overview of the purpose of the Carnegie Community Engagement Classification Canadian Pilot Project, and presented information on the project's key milestones and timeline. In response to a question from the committee, it was reported that upcoming meetings of the University's Advisory Group will be held remotely, and that meetings with community partners to gather engagement data will be postponed, hopefully only until later in the year.

Research Computing Services
The RSC received a presentation on the ways that RCS support high performance computing and data analysis across a number of faculties. The committee discussed the need for the availability of RCS support to be made more widely known to the broad research community at the university.

Annual Committee Performance Review and Review of the RSC Terms of Reference
The RSC reviewed its Terms of Reference and discussed the nature of the business it receives and the expectations of members. The differences between the Terms of Reference for RSC and ADRC were discussed, along with the suggestion that in larger faculties there is value in having the RSC representative be someone other than the ADR. The RSC had two meetings where quorum was not reached, and the value of having faculty councils nominate enthusiastic members was also discussed.

TEACHING AND LEARNING COMMITTEE
Report to General Faculties Council
for the meeting held May 21, 2020

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

Learning Technologies Advisory Committee Update

The TLC received a presentation on the recent work of the Learning Technologies Advisory Committee (LTAC), in the focus areas of inventory, processes, and communication and support. The TLC learned that the LTAC is exploring online classroom management, online exam proctoring, and assessment of group work, as part of efforts to support the use of learning technologies during the switch to online teaching as a result of the COVID-19 pandemic.

The TLC discussed:

- The survey that is being developed to capture stories of experiences during the rapid transition to online teaching in the Winter 2020 term, and that it is important to gather stories about positive and negative experiences. It was noted that a survey gathering stories from students would also be very informative, and that the LTAC should be aware that some units are also surveying their staff about this.

- That lessons learned during the Winter 2020 term will inform online teaching in Fall 2020 term

- That there are a variety of platforms for online teaching, and that instructors tend to find the platform that best suits their needs

- That the assessment of students is a complicated and significant issue, and that information about this is needed by the teaching community

Universal Student Ratings of Instruction Working Group Report

The TLC received a presentation on the recent work of the Universal Student Ratings of Instruction (USRI) Working Group, and was informed that the timeline for producing recommendations has shifted due to COVID-19. The TLC learned that consultations with interest groups are occurring, a survey for academic staff members is ready for distribution the Fall, and a survey for students is being developed.

Educational Leader in Residence Update

The TLC received an update on the Educational Leader in Residence (ELR) program, and was reminded that the current ELR are: Jessica Ayala (Online Learning), Sarah Eaton (Academic Integrity), and Tara Beattie (Graduate Supervision and Mentorship). The TLC learned that the three scholars are meeting regularly because of the overlap in their work.

Standing Reports

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

Other Business

The TLC was informed that an announcement will soon be made regarding the University's use of Leganto, which is an online tool for managing and sharing course reading lists.

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

Teaching and Learning Committee

Annual Report for the Year Ending June 30, 2020

Prepared for the General Faculties Council
June 2, 2020

Introduction

It is our pleasure to present this annual report for the GFC Teaching and Learning Committee for 2019-20. This report provides an overview and some highlights of our committees work this year in support of General Faculties Council (GFC).

The Co-Chairs met in advance of each meeting to review progress on the TLC work plan and to develop the agenda for each meeting. We made significant progress toward the achievement of TLC's work plan for 2019-20, as well as on emerging issues relevant to the TLC mandate.

Leslie Reid and Dawn Johnston
Co-Chairs, Teaching and Learning Committee

Accomplishments

New Member Orientation

New and returning TLC members were welcomed in September 2019. The committee reviewed its 2019-20 work plan, aligned with its responsibilities. This work plan was subsequently approved by GFC.

Progress on the TLC Work Plan

- TLC received and discussed regular reports from the Taylor Institute, the Graduate Students' Association and the Students' Union throughout the year
- TLC received and discussed periodic reports from the Learning Technologies Advisory Committee (LTAC), the Educational Leaders in Residence (ELR) program, and the USRI Working Group throughout the year
- TLC invited submissions of curriculum review reports and action plans for discussion and information, but none came forward this year.
- TLC received presentations and discussed as planned:
  - Teaching Awards Program
  - Mental Health Strategy Teaching and Learning sub-group
  - National Survey of Student Engagement (NSSE 2017-2020 Unit Action Plans and Progress Updates)
  - Experiential Learning Plan
  - Experiential Learning in the Curriculum
  - Pedagogical Review of Calendar Academic Regulations
  - Teaching and Learning External Awards
- TLC conducted a self-assessment of its progress on its work plan
- TLC conducted an annual committee performance review and review of the TLC

terms of reference

Additional Items of presentation and discussion
- TLC discussed and provided feedback on the Statement on Free Expression
- TLC discussed and provided feedback on Recommended Changes to the USRI Report and Survey
- TLC discussed and provided feedback on Tuition and Supplementary Fees and Additional Costs (related to teaching and learning) for Students
- TLC discussed and provided feedback on the Instructional Scheduling and Space Utilization Policy
- TLC discussed and provided feedback on Aligning Terminology and Rationale for Fall and Winter Breaks
- TLC discussed and provided feedback on the Taylor Institute Unit Plan 2020-2025
- TLC discussed and provided feedback on Guidelines for Using Zoom Effectively in Teaching and Learning
- TLC discussed and provided feedback on COVID-19 Temporary Academic Regulations
- TLC received a presentation on the Carnegie Community Engagement Classification – Canadian Pilot
- TLC received a presentation on Changes to Sections K (Statement on Principles of Conduct) and L (Integrity in Scholarly Activity) in the University Calendar
- TLC discussed and provided feedback on an LTAC-generated questionnaire on "Learning Through Technologies/Our COVID-29 Response"

Issues and Concerns

- We did not schedule a February 2020 meeting out of respect for the Winter reading break
- We cancelled the March 19, 2020 meeting due to rapid shift to remote delivery that week

Points of Pride

- Committee members were very happy with the effectiveness of this committee this year in providing feedback that was ultimately incorporated into a significant number of university policies, procedures, and regulations
- Committee members particularly appreciated the highly engaging, discussion oriented nature of this committee
- Committee members appreciated the implementation of last year's suggestion to introduce a "TLC Takeaways" memo for circulation within their units
- We had no issues with quorum for our meetings this year!

Considerations for next year

- Introduce a rotating reports on teaching and learning highlights from two faculties/units at each meeting – this was a recommendation from last year that we didn't successfully institute this year

**Report to the General Faculties Council
on the Meeting of
The Board of Governors (Open Session), May 29, 2020 (8:00 am)
From the Member of the Board nominated by GFC**

The Chair of the Board, Geeta Sankappanavar, called the meeting to order at 8:07 am with a welcome to external guests and approval of the meeting agenda. Following the call for identification of any existing conflicts of interest amongst the Board Members, the meeting opened with **remarks from the Chair**. The Chair explained that several of the typical agenda items for May Board meeting have been postponed due to Provincial Government delays. As such, some time was dedicated in this meeting to provide a more in-depth discussion of COVID-19 initiatives and responses by the University. The Chair commended the University leadership for their actions throughout the COVID-19 pandemic. The University responses have been clear, comprehensive and adhere well to the vision and values of the University in general. The Chair highlighted the exceptional communication that has occurred throughout the pandemic to the University and the public.

Linda Dalgetty presented the safety moment related to cyber awareness.

Following these comments, the discussion moved directly to the Action Item in the Meeting which was the approval of the Calgary Technologies Inc. (CTI) Proxy Appointment. There were no questions related to this item and it was unanimously approved by the Board.

The information items in this meeting included:
- Global Engagement Plan 2020-2025
- Access Copyright Update
- Campus Mental Health Strategy Progress Report
- Alumni Engagement Report
- Report from the Chancellor and Board Member nominated by the Senate
- Report from the Board Member nominated by the Alumni Association
- Report from the Board Member nominated by the General Faculty Council
- Report from the Board Member nominated by the Students' Union
- Report from the Board Member nominated by the Graduate Students' Association

- Report from the Board Member nominated by the Alberta Union of Provincial Employees, Local 52

There being **no other business**, the Open Session of the Board Meeting was then adjourned.

Sincerely,

Joule Bergerson

POLICY DEVELOPMENT PLAN (PDP) REPORT

as of 2020-06-01

Below is a list of all University Policies and Procedures currently in Consultation or recently Approved by the applicable Approval Authority.

Title	Stage	Drafting Team
Sexual Violence Policy	Consultation	Deborah Book; Carla Bertsch; Susan Barker; Michael Van Hee; Chris Stanley;