

GENERAL FACULTIES COUNCIL  
AGENDA

Meeting #617, October 6, 2022, 1:30 p.m.

ST147

Item	Description	Presenter	Materials	Estimated Time
1.	Conflict of Interest Declaration	McCauley	Verbal	1:30
2.	Inclusive Practice Moment	Perrault <sup>1</sup>	PowerPoint	
3.	Safety Moment	Van Hee <sup>2</sup>	PowerPoint	
4.	Remarks of the Chair <ul style="list-style-type: none"> <li>Annual Address of the Chair</li> </ul>	McCauley	Verbal	
5.	Remarks of the Vice-Chair	Werthner	Verbal	
6.	Question Period	McCauley	Verbal	
	<b>Action Items</b>			
7.	Approval of the June 16, 2022 Meeting Minutes	McCauley	Document	
8.	Elections: <ul style="list-style-type: none"> <li>One Academic Staff Member of GFC to the GFC Executive Committee</li> <li>Two Academic Staff Members to the Presidential Task Force on Equity, Diversity, Inclusion and Accessibility (EDIA)</li> <li>Two Academic Staff Members to the Strategic Planning Steering Committee</li> </ul> (note: the elections will be held using an electronic form immediately following the meeting)	McCauley/McVie	Document	2:05
	<b>Discussion Items</b>			
9.	Revisions to the Sexual and Gender-Based Violence Policy	Turpin <sup>3</sup> /Book <sup>4</sup>	Document	2:10
10.	Presidential Task Force on Equity, Diversity, Inclusion and Accessibility (EDIA) <ul style="list-style-type: none"> <li>Co-Constituting an Inspiring, Strong, Evidence-Based EDIA Strategy</li> </ul>	McCauley/Smith <sup>5</sup>	PowerPoint	2:25

Item	Description	Presenter	Materials	Estimated Time
11.	Institutional Research Data Management (RDM) Strategy	Thompson <sup>6</sup> /Romaniuk <sup>7</sup> / Powelson <sup>8</sup> /Lier <sup>9</sup> /Abel <sup>10</sup>	Document	2:55
12.	2023-2024 University Budget Planning	Werthner/Kim <sup>11</sup> / Evelyn <sup>12</sup>	PowerPoint	3:15
	<b>Information Items</b>			
13.	Continuing Education Enrolment Report	LeBlanc <sup>13</sup>	Document + PowerPoint	3:45
14.	2022 Institutional Sustainability Report	Perdue <sup>14</sup> /Gerlach <sup>15</sup>	Document + PowerPoint	4:00
15.	Standing Reports: a) Report on the August 31, September 14, and September 21, 2022 GFC Executive Committee Meetings b) Report on the September 19, 2022 Academic Planning and Priorities Committee Meeting c) Report on the September 20, 2022 Teaching and Learning Committee Meeting d) Report on the September 22, 2022 Research and Scholarship Committee Meeting e) Report on the June 24, 2022 Board of Governors Meeting	In Package Only	Documents	4:15
16.	Other Business	McCauley		
17.	Adjournment Next meeting: November 3, 2022 via Zoom	McCauley	Verbal	4:15

**Regrets and Questions:** Elizabeth Sjogren, Governance Coordinator

Email: [esjogren@ucalgary.ca](mailto:esjogren@ucalgary.ca)

Courtney McVie, University Secretary

Email: [cmluimes@ucalgary.ca](mailto:cmluimes@ucalgary.ca)

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

### Presenters

1. Ellen Perrault, Dean, Faculty of Social Work
2. Mike Van Hee, Vice-President (Services)
3. Verity Turpin, Vice-Provost (Student Experience)
4. Deborah Book, Legal Counsel
5. Malinda Smith, Vice-Provost and Associate Vice-President Research (Equity, Diversity and Inclusion)
6. Robert Thompson, Associate Vice-President (Research)
7. Mary-Jo Romaniuk, Vice-Provost (Libraries and Cultural Resources) and Deputy Provost
8. Susan Powelson, Associate University Librarian, Technology Discovery & Digital Services
9. Tiago Lier, Director, Grants, Awards and Ethics, Research Services
10. Jennifer Abel, Research Data Management Specialist, Research Services
11. Ron Kim, Vice-President (Finance) and Chief Financial Officer
12. Bruce Evelyn, Vice-Provost (Planning and Resource Allocation)
13. Sheila LeBlanc, Associate Vice-President (Continuing Education)
14. Joanne Perdue, Associate Vice-President (Sustainability)
15. Craig Gerlach, Academic Lead, Sustainability



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 Election**

The voting for these elections will be conducted electronically. A link to a MS Teams form, setting out equivalent to election ballots, will be sent to General Faculties Council (GFC) members immediately following the October 6, 2022 meeting.

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

#### **Election of One Academic Staff Member of GFC to the GFC Executive Committee**

##### **Melanee Thomas**, Faculty of Arts

Melanee Thomas is an Associate Professor in Political Science. Her research broadly addresses 1) the causes and consequences of gender-based political inequality, with a particular focus on political attitudes and behaviour, and 2) the politics of energy transition from fossil fuels to more renewable sources of energy, and how this is affected by liberal colonialism, anti-Indigenous racism, and multi-level governance. Her past service includes the following: Graduate Program Director, POLI; FGS Council; GAPS; Faculty Merit Committee, Arts; Vice-Chair, EDI Committee, Arts; Research Committee, Arts; Dimensions Steering Committee; Faculty Tenure and Promotion Committee, Veterinary Medicine; hiring committees in POLI, SOCI, Kinesiology, and Community Health Sciences; Insight Grant Evaluation Committee, SSHRC; Provincial Audit Committee, Government of Alberta. Her current service includes the following: Arts Representative, GFC; Co-Chair, POLI EDI committee; Faculty Tenure and Promotion Committee, Law; Catalyzing Community Climate Action Project Circle of Advisors; Treasurer, Prairie Political Science Association; 2023 Section Head (Political Behaviour), Canadian Political Science Association.

##### **Getachew Assefa**, School of Architecture, Planning and Landscape

Professor

Recipient: NSERC CREATE, NSERC SNG, Alberta Innovates, Canada First Research Excellence Fund – GRI

Recipient:

- Best Methodological Contribution Award, International Social Life Cycle Assessment Conference
- Research Achievement Award, Schulich School of Engineering, UofC
- Sustainability Award (research), Campus as Learning Lab Category, UofC
- Outstanding Teaching Performance, Schulich School of Engineering, UofC
- Fellow Stellenbosch Institute for Advanced Study, South Africa
- Fellow of ISEEE, UofC
- Green Hero Award of Ethiopia for environment and energy magazine column
- Athena Chair in Life Cycle Assessment, UofC

Past service: Academic co-chair, Campus Facilities Development Committee; Honorary Consul of Ethiopia to Alberta; Academic Program Committee SEDV; Faculty representative, GFC; Faculty Student Awards Committee; Faculty Promotions Committee; Graduate Program Coordinator.

Current service: Faculty representative, GFC; Faculty Award and Scholarship Committee.

## **Election of Two Academic Staff Members to the Presidential Task Force on Equity, Diversity, Inclusion and Accessibility (EDIA)**

### **Regine King**, Faculty of Social Work

Dr. Régine King is an Associate Professor, Faculty of Social Work, University of Calgary. King has a PhD in Social Work and a Master's in Counselling Psychology and Community Development, University of Toronto. Her research interests include racial justice, cross-cultural mental health, social processes of healing and reconciliation, women's rights, refugee issues, critical pedagogies, and Indigenous knowledges. Her research contributions were recognized by the 2021 Killam Award as an Emerging Research Leader. Her critical pedagogical approaches were recognized by the 2022 TI- Team-Teaching Award. King is an active member of UC community, currently serving on various FSW committees, including the Anti-Black Racism Task Force of which she was a co-founding member, UC-EDI-Dimensions Steering Committee, and URGC. She was the coordinator of MSW Leadership in Human Services (Jan.2018-Dec. 2020), member of the GFC Research and Scholarship Committee (2018-2020), and advisor on the federal government cross-cultural roundtable for public safety (2016-2020).

### **Jennifer Adams**, Faculty of Science

Associate Professor; Tier 2 Canada Research Chair; Academic Director - EDI in Research and Black Futures Strategy Recipient: SSHRC, US Embassy to Canada, National Science Foundation (US) grants Past Service: Chemistry Outreach Committee Chair; Werklund Research Advisory Committee; Faculty of Science Diversity and Equity Committee; University-wide Indigenous Engagement Committee; Search committees—Indigenous science, EDI Institutional Analyst, EDI Advisor Human Rights, Head of Graduate College Present Service: Dimensions Steering Committee, University-wide; Senior Scholar, Graduate College, University-wide

### **Sofia Ahmed**, Cumming School of Medicine

*bio coming*

### **Harjeet Grewal**, Faculty of Arts

My research focuses on how diversity is conceived of and functionalized in the Sikh Tradition. I pursue this through hermeneutical and archival studies as well as looking at contemporary institutional experiences such as religious and educational spaces. I am a board member with the World Sikh Organization, which is a human rights advocacy group. I have also done community partnership work through interfaith meetings. I teach courses on Asian religion, South Asia, Sikhism, and Pluralism.

## **Election of Two Academic Staff Members to the Strategic Planning Steering Committee**

### **Thomas O'Neill**, Faculty of Arts

Tom O'Neill is a Professor of Industrial and Organizational Psychology in the Department of Psychology. He has been with the University for 12 years and has led the development of multiple Strategic Plans for the Department of Psychology, including the current 2022-2025 iteration involving the development of new Mission, Vision, and Values Statements, Strategic Priorities, and ~60 specific and detailed structured Key Performance Indicators. Tom was also involved in the Faculty of Arts Strategic Planning, consulted on Strategic Plans with the Taylor Institute, drove the Canadian Society for Industrial and Organizational Psychology Long-Range Plans (as Chair), and worked with numerous organizations in industry. As a pragmatist, Tom is driven to get the job done at the highest standard of achievement. Tom's research involves leadership in hybrid work environments and high-performance teamwork in



organizations, he has been funded for 17 years straight by SSHRC including two industry focused grants, he is partnered with Haskayne, Medicine, Science, and the Schulich School of Engineering to develop leadership and teamwork skills for the future generation, he has held a CFI, he was awarded the Killam Emerging Scholar Award, he has served on the SUPPORT Major Grants and Partnerships Committee, and he is committed to the success of the University, Faculty, and Department through high-quality strategy development and execution.

**Dennis Sumara, Werklund School of Education**

Over the past 35 years in higher education I have focused my research, teaching, service, and academic leadership on what it means for educators to work in and through what I consider to be the repressive effects of narrowly defined expressions of the category and idea "normal." Using action research methods informed by narrative hermeneutics and phenomenology I am interested in better understanding the experience of self-identity across school and non-school contexts. I am an interdisciplinary scholar whose work is informed by theoretical work in queer, curriculum, and cultural studies.

My academic work has critiqued problematics associated with normativity in teaching and teacher education and it also has informed creating productive ways to make teaching and teacher education more inviting to the many individuals and groups who have in the past found themselves excluded. In so doing, I have been able to demonstrate how critically analyzing conceptions of "normal" in teaching and teacher education can create more inclusive and productive situations for everyone. My scholarship informed my leadership, including my 10 years (2009-2019) as Dean of the Werklund School of Education and continues to inform my teaching, service and other forms of leadership.

My research has been supported by over one million dollars in SSHRC grants. I am author or co-author of over 150 peer reviewed publications, including 5 books. I am former co-editor of Journal of Curriculum Theorizing, founding co-editor of Journal of the Canadian Association for Curriculum Studies, and current editor of Teaching Education Journal. With Myers Education Press I am editor of the book series Queer Singularities: LGBTQ Histories, Identities, and Cultures. My book "Why Reading Literature in School Still Matters" was awarded the 2003 Ed Fry Book Award the Literacy Research Association (USA) and my most recent co-edited book "Ideas that Changed Literacy Practices" was awarded a 2022 Outstanding Book Award by the Association of Professors of Education (USA). In 2019 I received the Canadian Association of Teacher Education Award for Research on Teacher Education and, most recently, I was awarded the 2022 Distinguished Alumni Award by the University of Lethbridge.

It was my university education that provided me with the ability to be both critically aware of context and become an agent of change. I am committed to situating my academic work and leadership within those institutions that truly value and support the importance of the university as a safe and productive place to imagine and enact transformational change.

**Nickie Nikolaou, Faculty of Law**

Associate Professor, Faculty of Law

Recipient: 2021 University of Calgary Teaching Award for Educational Leadership; 2020 Howard Tidswell Memorial Award for Teaching Excellence; Governor General's Gold Medal; Canadian Policy Research Award.

Recipient: SSHRC New Frontiers in Research Fund grant (co-applicant); University of Calgary Teaching and Learning (SoTL) grant; Alberta Law Foundation research grants; Canadian Foundation for Legal Research grants; Rocky Mountain Mineral Law Foundation grants; URGIC grant.

Past Service: Associate Dean (Academic), Faculty of Law (2016-2021). Implemented the Faculty's (experiential learning) Calgary Curriculum and developed new programs, including the Certification in Common Law in French program (with the University of Ottawa) and the Foreign-Trained Lawyers Program.

Past Service: GFC Calendar & Curriculum Subcommittee; GFC Teaching & Learning Subcommittee; Teaching & Learning Leaders Network; University External Teaching and Learning Awards Committee; GFC CCS Course Outline Subcommittee; Associate Deans Roundtable with the VP Teaching & Learning; Teaching and Learning Awards & Grants adjudication committees; Advisory Decanal Review Committee; Faculty of Law Admissions Committee (Chair); Academic Status Committee (Chair); Academic Planning Committee (Chair); Faculty Tenure & Promotion Committee;

Faculty Awards and Honours Committee; Regulations Review Working Group (co-Chair); Faculty of Law Indigenous Strategic Plan & Student Support Committee; Provincial Court Clerkship Selection Committee (Chair); Faculty Grading Subcommittee (Chair).

Current Service: Faculty of Law Admissions Committee; Board of Directors, Student Legal Assistance; Board of Directors, Canadian Institute of Resources Law; University Teaching Academy; Women in Law Leadership (WILL) Education Committee; Selection Committee for Women in Law Leadership (WILL) Alberta Awards.

**Elise Fear**, Schulich School of Engineering

Professor, Electrical and Software Engineering, Schulich School of Engineering

Research funding: NSERC (Discovery and Accelerator), Alberta Cancer Foundation; formerly AITF/iCORE Chair in Multi-modality Imaging and Sensing

Recipient: Killam Annual Professor; University of Calgary Team Teaching Award

Past service: Biomedical Engineering Graduate Education Committee; SSE Academic Promotion and Tenure Committee; Executive Committee for I3T NSERC CREATE program; Advisory Selection Committee for the Dean of the Faculty of Science

Current service: Associate Head – Research, Electrical and Computer Engineering; Killam Selection Committee



UNIVERSITY OF  
CALGARY

GENERAL FACULTIES COUNCIL  
ACTION BRIEFING NOTE - For Discussion

**SUBJECT:** Revisions to the Sexual and Gender-Based Violence Policy

**PROPONENT(S)/PRESENTER(S):**

Deborah Book, Legal Counsel, University Legal Services

**REQUESTED ACTION**

The Drafting Team is requesting feedback on proposed revisions to the University's Sexual and Gender-Based Violence Policy.

**KEY CONSIDERATIONS/POINTS**

The revisions to the policy should have a positive impact on student experience, and support all members of the University Community, by reducing harm and providing a safe learning, working, and living environment.

**RISKS**

The proposed revisions help reduce harm and support provision of a safe learning, working, and learning environment.

**RESOURCE REQUIREMENTS**

The proposed changes will be managed through existing resources.

**BACKGROUND**

The proposed revisions are responsive to a request from the Provincial Government as part of an initiative aimed at reducing sexual violence on campus. The proposed revisions are the product of a focused review to specifically address the request, recognizing that the Sexual and Gender-Based Violence Policy was comprehensively reviewed and revised effective March 2021, and will be comprehensively reviewed and revised again within the next 2 years.

**ROUTING AND PERSONS CONSULTED**

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
	Academic Planning and Priorities Committee	19-09-22			X	
X	General Faculties Council	06-10-22			X	
	GFC Executive Committee	19-10-22		X		
	General Faculties Council	03-11-22		X		
	BG Human Resources and Governance Committee	28-11-22		X		
	Board of Governors	09-12-22	X			

In addition, the following groups were invited to provide feedback:

- Alberta Union of Provincial Employees (AUPE)
- Provost Team Meeting
- Student Enrolment Services (SES) Council
- Deans' Council
- Faculty Association (TUCFA)/Academic Staff Harassment Advisory Committee
- Management and Professional Staff (MaPS) Executive Committee
- Students' Union (SU)
- Graduate Students' Association (GSA)
- Consent Awareness & Sexual Education Club (CASE)
- GSA Gender and Sexuality Alliance
- Q Centre
- Student Advisory Council
- Mental Health Lens Review
- Indigenous Lens Review
- Equity, Diversity and Inclusion (EDI) Lens Review

#### **NEXT STEPS**

The revised draft will be presented to the GFC Executive Committee and then return to the GFC in November for recommendation. It will also be presented to the Human Resources and Governance Committee for recommendation before the Board of Governors is asked to approve the changes. A revised policy must be submitted to the Provincial Government following the December Board of Governors meeting.

#### **SUPPORTING MATERIALS**

Proposed revised Sexual and Gender-Based Violence Policy and blackline to current.

## Sexual and Gender-Based Violence Policy

<b>Classification</b> Health, Safety and Environment	<b>Table of Contents</b>
<b>Approval Authority</b> Board of Governors	1 Purpose ..... 1
<b>Implementation Authority</b> President	2 Scope ..... 2
<b>Effective Date</b> June 1, 2017	3 Definitions ..... 2
<b>Last Revision</b> March 26, 2021	4 Policy Statement ..... 5
	5 Responsibilities ..... 12
	6 Related Policies ..... 12
	7 Related Procedures ..... 12
	8 Related Information ..... 13
	9 History ..... 13

### 1 Purpose

The University is striving to create an equitable, inclusive environment shaped by a culture of respect. This includes efforts to provide an appropriate response to Sexual and Gender-Based Violence.

In a diverse university community like the University of Calgary, any response will need to reflect an intersectional lens, and assess if Sexual and Gender-Based Violence are compounded by other potential vulnerabilities, including sexual orientation, gender identity, gender expression, indigeneity, race/ethnicity, religion, disability, or age.

Sexual and Gender-Based Violence will not be experienced by everyone in the same way, and each case will need to be assessed for differential impacts. Sexual and Gender-Based Violence is rooted in rape culture and may engage experiences of systemic oppression, including colonialism, racism, sexism, homophobia, transphobia, or ableism.

The University recognizes that some relationships within the University Community are characterized by power imbalances which may have a significant impact on an individual's experience of Sexual and Gender-Based Violence.

The purpose of this policy is to:

- affirm the University's commitment to addressing Sexual and Gender-Based Violence;
- commit to providing supports to individuals affected by Sexual and Gender-Based Violence;
- foster and promote a culture of consent;
- enable appropriate handling of Disclosures and Formal Reports related to Sexual and Gender-Based Violence; and
- outline the processes by which the University will respond to Disclosures and Formal Reports.

## 2 Scope

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 should be read and interpreted in concert with the University's related policies on harassment, workplace violence, occupational health and safety, student conduct, protected disclosures .

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, online communication platforms, remote work applications, 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 Definitions

In this policy:

- a) "Academic Staff Member" means an individual who is engaged to work for the University and is identified as an academic staff member under Article 1 of the applicable Collective Agreement.
- b) "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 responsible for 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, Volunteer, Senior Leadership Team Member excepting Executive Leadership Team Members,	Protected Disclosure and Research Integrity	Protected Disclosure, Procedure for

Executive Leadership Team Member (excepting the President and Vice-Chancellor)	President and Vice-Chancellor	Protected Disclosure, Procedure for
President and Vice-Chancellor	Chair of the Board of Governors	Protected Disclosure, Procedure for

- 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, as more fully described in 4.5-4.8.
- 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 and Gender-Based Violence.
- 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 a violation of this policy.
- m) “Gender-Based Violence” means any violence, physical or psychological, that is committed, threatened or attempted against an individual without the individual’s consent by targeting gender, gender identity, or gender expression.
- n) “Interim Measures” means temporary 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 to proceed with a formal process or who has decided not to proceed with a formal process. Interim Measures may include protecting the Victim/Survivor from interaction, whether face-to-face, or through University controlled email or virtual meeting, with the person reported to have caused harm.

- o) “Intersectional Lens” means an approach that seeks to understand and recognize the specific barriers individuals may face or have faced and considers ways multiple barriers may overlap to create a unique experience for that individual.
- p) “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.
- q) “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; appointed an investigator for, investigated, or co-operated in an investigation of, a Formal Report; or declined to participate in behavior that would breach this policy.
- r) “Respondent” means the member of the University Community identified in a Formal Report to have violated this policy.
- s) “Retaliatory Measure” means any act intending to adversely affect an individual.
- t) “Senior Leadership Team” refers to the individuals who, at the relevant time, are designated as members of the University’s Senior Leadership Team.
- u) “Sexual and Gender-Based Violence” means any violence, physical or psychological, that is committed, threatened or attempted against another individual without the individual’s consent by targeting an individual because of their sex, gender identity, gender expression, or sexual orientation. This includes Gender-Based Violence, Sexual Assault, Sexual Harassment, stealthing, indecent exposure, voyeurism, creating, acquiring, or distributing degrading sexual imagery, the acquisition or distribution of a sexual image or video of a University Community member without their consent, and stalking that targets an individual based on their sex, gender identity, gender expression or sexual orientation. It can include a single incident or a pattern of behaviour whether in person, online, or via other means.
- v) “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.
- w) “Sexual Harassment” means one or more unwanted or demeaning remarks, behaviours or communications of a sexual nature and/or unwanted or demeaning 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 or demeaning.
- x) “Sexual Violence Response Office (SVRO)” means the University office which provides support to any University Community member who may have been impacted by Sexual and Gender-Based Violence and provides expert advice to members of the University Community who receive Disclosures and Formal Reports.
- y) “Student” means an individual registered in a University course or program of study at the time the incident of Sexual and Gender-Based Violence is said to have occurred.
- z) “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).

- aa) “Student Legal Assistance (SLA)” means the on-campus law clinic staffed by Students.
- bb) “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.
- cc) “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
- dd) “University” means University of Calgary.
- ee) “University Community” means all Academic Staff Members, Appointees, Employees, Postdoctoral Scholars, Students, Contractors and Volunteers.
- ff) “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 University District Trust or University Innovation Quarter Trust.
- gg) “Victim/Survivor” means, an individual who has experienced Sexual and Gender-Based Violence. Not all people who have experienced Sexual and Gender-Based 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 who have made a Formal Report will be referred to as Complainants.
- hh) “Volunteer” means an individual who, on a voluntary basis, provides a service or materials to the University.

## 4 Policy Statement

### 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, including Sexual and Gender-Based 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; and
  - d) will implement awareness, education and risk management programs to address the prevention of Sexual and Gender-Based Violence.
- 4.2 The University respects the rights of Victim/Survivors to choose:
  - a) the services and supports they feel are most appropriate;
  - b) to report to the police or to file a Formal Report with the University;
  - c) not to report; or
  - d) to identify ways the University can support their healing.

- 4.3** The University's policies, administrative processes and discipline systems are independent of the civil and criminal justice legal systems. University Community members who are reported to have perpetrated Sexual and Gender-Based 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 and Gender-Based 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 sex, sexual orientation, gender, 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 drugs or alcohol, unconsciousness, blackout, or as a result of a disability).

## Confidentiality

- 4.10** Appropriate procedures for responding to a Formal Report will be followed to minimise the risk of re-traumatizing individuals and ensure due process. All reasonable efforts will be made to avoid breaching the privacy of anyone who reports or is involved in a Disclosure or Formal Report. 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 reported Sexual and Gender-Based Violence is available in the public realm.
- 4.11** Where the University becomes aware of allegations of Sexual and Gender-Based 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 and to meet any applicable legal obligations. 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 involved in the Formal Report or Disclosure;
  - b) academic accommodations; or
  - c) no-contact orders issued by the University.
- 4.12** 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.
- 4.13** Subject to 4.11, the names of any individuals involved in a Disclosure or Formal Report 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.
- 4.14** A Complainant will ordinarily be informed of the following steps in resolving a Formal Report:
- 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;
  - i) whether the investigator found that the allegations were substantiated or unsubstantiated; and

- j) any corrective actions taken. This does not include disciplinary actions or sanctions.
- 4.15** 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 action or 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.
- 4.16** 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.
- 4.17** 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 and Gender-Based Violence**

- 4.18** Members of the University Community with concerns about an incident of Sexual and Gender-Based Violence are encouraged to contact the SVRO. The SVRO provides confidential support and care for any University Community member impacted by Sexual and Gender-Based 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.
- 4.19** Sexual and Gender-Based Violence response supports are available to any University Community member. Supports are available no matter when or where the individual experienced or witnessed Sexual and Gender-Based Violence, or who may be responsible for the harm.  
 Supports available through the University include:
  - a) trauma-informed Sexual and Gender-Based Violence response through 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 drop-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) safety planning through the SVRO and Campus Security;
  - e) facilitation of safe living arrangements for Students living in residence; and
  - f) workplace and academic accommodations or adjustments.
- 4.20** Any individual impacted by Sexual and Gender-Based Violence who is represented by a union or an association, has the right to seek the assistance of that union or association.

- 4.21** Members of the University Community who receive a Disclosure should provide information on resources available to the individual including information about the (SVRO).
- 4.22** The SVRO is available for any member of the University Community with concerns about Sexual and Gender-Based Violence, and for anyone who is seeking information about options for making a Disclosure or Formal Report.
- 4.23** Victim/Survivors who make a Disclosure or Formal Report will not be held responsible for any violation of the University's Alcohol Policy or Cannabis Policy related to the incident in the Disclosure or Formal Report.
- 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 union or association.

#### **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 or the conduct otherwise requires an investigation under applicable law.
- 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 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** All members of the SVRO, Appropriate Offices, Threat Assessment Committee, and Student at Risk Team will complete and regularly update Sexual Violence support and sensitivity training.
- 4.28** 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.
- 4.29** 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.

- 4.30** A Victim/Survivor may file a Formal Report anonymously. If the Victim/Survivor consents a third-party may file a Formal Report on the Victim/Survivor's behalf. The Complainant should be aware that this may limit the ability of the University to respond and investigate.
- 4.31** If a Respondent is subject to both an external complaint and a Formal Report, the University may consult with the relevant law enforcement agency or administrative body before determining whether or when to proceed with the Formal Report.
- 4.32** 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 materially interfere with the Respondent's access to the University may be maintained after a Formal Report is withdrawn.
- 4.33** The Appropriate Office will determine whether the University has jurisdiction to investigate a Formal Report, whether there is enough information to proceed with an investigation, and whether there is a legal obligation to investigate and report corrective actions. The Appropriate Office will also consider whether any other University Policy or available alternate procedure should be considered.

#### **Resolution Through Supported Conversations**

- 4.34** If the Appropriate Office, the Complainant and the Respondent agree, a Formal Report may be addressed through a supported conversation rather than 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.
- 4.35** In all cases, supported conversations will be managed to create a safe environment for sensitive discussions.
- 4.36** If the University has jurisdiction, enough information, and is not obligated to investigate and report, the Complainant may discuss the option of a supported conversation with the Appropriate Office, or the SVRO.
- 4.37** 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.
- 4.38** A supported conversation is an alternate pathway; the University will not investigate Formal Reports that have formed the basis of a supported conversation.
- 4.39** If there is no agreement on proceeding with a supported conversation, the Complainant will indicate whether they wish for investigation of the Formal Report to proceed.

### Investigation of Formal Reports

- 4.40** If the Complainant wishes to proceed, the Appropriate Office will appoint a trained, trauma-informed investigator, in accordance with the relevant University Procedure.
- 4.41** If a Respondent ceases to be a member of the University Community after receiving notice of an investigation, the Appropriate Office will conduct the investigation based on the information it is able to collect.
- 4.42** The investigation of Formal Reports must appropriately protect the rights of both the Complainant and the Respondent. An investigation of a Formal Report 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.
- 4.43** 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 and Gender-Based Violence or Reprisal 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

- 4.44** If a Complainant, in good faith, makes a Formal Report and the investigator determines that the allegations 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

- 4.45** 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

- 4.46** An individual who is found to have acted 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.
- 4.47** 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.

## **5 Responsibilities**

### **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 and Gender-Based Violence, encourage the individual to consult the SVRO and other supports or resources that may be 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 is seeking support in relation to Sexual and Gender-Based 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 and Gender-Based Violence and 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.

## **6 Related Policies**

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

## **7 Related Procedures**

[Student Non-Academic Misconduct Procedure](#)  
[Workplace Investigation Procedure](#)  
[Protected Disclosure, Procedure for](#)



- 8 Related Information** <https://www.ucalgary.ca/sexual-violence-support>  
[List of External Resources](#)  
[Support at a Glance – visual desktop guide to supports](#)  
[University Facilities and Field Station Maps](#)  
[Courage to Act Summary of Recent Statistics Canada reports on Gender-Based Violence and Public Safety](#)
- 9 History**
- |                  |   |
|------------------|---|
| May 26, 2017     | Approved.   |
| June 1, 2017     | Effective.  |
| March 8, 2018    | Editorial Revision.   |
| June 19, 2020    | Revised.  |
| December 1, 2020 | Editorial Revision. Updated links.  |
| March 26, 2021   | Revised. Also note this policy has been renamed to Sexual and Gender-Based Violence Policy from Sexual Violence Policy. |



## Sexual and Gender-Based Violence Policy

<b>Classification</b> Health, Safety and Environment	<b>Table of Contents</b>
<b>Approval Authority</b> Board of Governors	1 Purpose ..... 1
<b>Implementation Authority</b> President	2 Scope ..... 2
<b>Effective Date</b> June 1, 2017	3 Definitions ..... 2
<b>Last Revision</b> March 26, 2021	4 Policy Statement ..... 5
	5 Responsibilities ..... 12
	6 Related Policies ..... 12
	7 Related Procedures ..... 13
	8 Related Information ..... 13
	9 History ..... 13

### 1 Purpose

The University is striving to create an equitable, inclusive environment shaped by a culture of respect. This includes efforts to provide an appropriate response to Sexual and Gender-Based Violence.

In a diverse university community like the University of Calgary, any response will need to reflect an intersectional lens, and assess if Sexual and Gender-Based Violence are compounded by other potential vulnerabilities, including sexual orientation, gender identity, gender expression, indigeneity, race/ethnicity, religion, disability, or age.

Sexual and Gender-Based Violence will not be experienced by everyone in the same way, and each case will need to be assessed for differential impacts. Sexual and Gender-Based Violence is rooted in rape culture and may engage experiences of systemic oppression, including colonialism, racism, sexism, homophobia, transphobia, or ableism.

The University recognizes that some relationships within the University Community are characterized by power imbalances which may have a significant impact on an individual's experience of Sexual and Gender-Based Violence.

The purpose of this policy is to:

- a) affirm the University's commitment to addressing Sexual and Gender-Based Violence;
- b) commit to providing supports to individuals affected by Sexual and Gender-Based Violence, ~~fostering~~;
- c) foster and ~~promoting~~ promote a culture of consent, ~~and~~;
- ~~b)d~~ enable appropriate handling of Disclosures and Formal Reports related to Sexual and Gender-Based Violence; and
- ~~e)e~~ outline the processes by which the University will respond to Disclosures and Formal Reports.

## 2 Scope

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 should be read and interpreted in concert with the University's related policies on harassment, workplace violence, ~~and~~ occupational health and safety, [student conduct](#), [protected disclosures](#).

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, online communication platforms, remote work applications, 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 Definitions

In this policy:

- a) "Academic Staff Member" means an individual who is engaged to work for the University and is identified as an academic staff member under Article 1 of the applicable Collective Agreement.
- b) "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 responsible for 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, <a href="#">Volunteer</a> , Senior Leadership Team Member excepting Executive Leadership Team Members,	Protected Disclosure and Research Integrity	Protected Disclosure, Procedure for

Executive Leadership Team Member (excepting the President and Vice-Chancellor)	President and Vice-Chancellor	Protected Disclosure, Procedure for
President and Vice-Chancellor	Chair of the Board of Governors	Protected Disclosure, Procedure for

- 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, as more fully described in 4.5-4.8.
- 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 and Gender-Based 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:
- Rothney Astrophysical Observatory;
  - Barrier Lake Research Station;
  - R.B. Miller Research Station; and
  - Kluane Lake Research Station.
- l) “Formal Report” means a complaint to the University by an individual who is seeking recourse for a violation of this policy.
- m) “Gender-Based Violence” means any violence, physical or psychological, that is committed, threatened or attempted against an individual without the individual’s consent by targeting gender, gender identity, or gender expression.
- n) “Interim Measures” means temporary 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 to proceed with a formal process or who has decided not to proceed with a formal process. Interim Measures may include protecting the Victim/Survivor from interaction, whether face-to-face, or through University controlled email or virtual meeting, with the person reported to have caused harm.

- o) “Intersectional Lens” means an approach that seeks to understand and recognize the specific barriers individuals may face or have faced and considers ways multiple barriers may overlap to create a unique experience for that individual.
- p) “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.
- q) “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; appointed an investigator for, investigated, or co-operated in an investigation of, a Formal Report; or declined to participate in behavior that would breach this policy.
- r) “Respondent” means the member of the University Community identified in a Formal Report to have violated this policy.
- s) “Retaliatory Measure” means any act intending to adversely affect an individual.
- t) “Senior Leadership Team” refers to the individuals who, at the relevant time, are designated as members of the University’s Senior Leadership Team.
- u) “Sexual and Gender-Based Violence” means any violence, physical or psychological, that is committed, threatened or attempted against another individual without the individual’s consent by targeting an individual because of their sex, gender identity, gender expression, or sexual orientation. This includes Gender-Based Violence, Sexual Assault, Sexual Harassment, stealthing, indecent exposure, voyeurism, creating, acquiring, or distributing degrading sexual imagery, the acquisition or distribution of a sexual image or video of a University Community member without their consent, and stalking that targets an individual based on their sex, gender identity, gender expression or sexual orientation. It can include a single incident or a pattern of behaviour whether in person, online, or via other means.
- v) “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.
- w) “Sexual Harassment” means one or more unwanted or demeaning remarks, behaviours or communications of a sexual nature and/or unwanted or demeaning 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 or demeaning.
- x) “Sexual Violence Response Office (SVRO)” means the University office which provides support to any University Community member who may have been impacted by Sexual and Gender-Based Violence and provides expert advice to members of the University Community who receive Disclosures and Formal Reports.
- y) “Student” means an individual registered in a University course or program of study at the time the incident of Sexual and Gender-Based Violence is said to have occurred.
- z) “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).

- aa) "Student Legal Assistance (SLA)" means the on-campus law clinic staffed by Students.
- bb) "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.
- cc) "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
- dd) "University" means University of Calgary.
- ee) "University Community" means all Academic Staff Members, Appointees, Employees, Postdoctoral Scholars, Students, Contractors and Volunteers.
- ff) "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 University District Trust or University Innovation Quarter Trust.
- gg) "Victim-/Survivor" means, an individual who has experienced Sexual and Gender-Based Violence. Not all people who have experienced Sexual and Gender-Based 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 who have made a Formal Report will be referred to as Complainants.
- hh) "Volunteer" means an individual who, on a voluntary basis, provides a service or materials to the University.

#### 4 Policy Statement

##### 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, ~~including Sexual and Gender-Based 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; and
- d) will implement awareness, education and risk management programs to address the prevention of Sexual and Gender-Based Violence.

**4.2** The University respects the rights of Victim-/Survivors to choose:

- a) ~~the services and supports they feel are most appropriate, and to decide whether~~
- ~~;~~
- b) ~~to report to the police or to file a Formal Report with the University. This~~  
~~includes respecting Victim-Survivors' rights;~~
- c) ~~not to report; or~~

**4.2d) to identify ways the University can support their healing.**

Formatted: List Bullet 4, None

- 4.3** The University's policies, administrative processes and discipline systems are independent of the civil and criminal justice legal systems. University Community members who are reported to have perpetrated Sexual and Gender-Based 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 and Gender-Based 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 sex, sexual orientation, gender, 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 drugs or alcohol, unconsciousness, blackout, or as a result of a disability).



### Confidentiality

- 4.10** Appropriate procedures for responding to a Formal Report will be followed to minimise the risk of re-traumatizing individuals and ensure due process. All reasonable efforts will be made to avoid breaching the privacy of anyone who reports or is involved in a Disclosure or Formal Report. 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 reported Sexual and Gender-Based Violence is available in the public realm.
- 4.11** Where the University becomes aware of allegations of Sexual and Gender-Based 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 and to meet any applicable legal obligations. 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 involved in the Formal Report or Disclosure;
  - b) academic accommodations; or
  - c) no-contact orders issued by the University.
- 4.12** 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.
- 4.13** Subject to 4.11, the names of any individuals involved in a Disclosure or Formal Report 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.
- 4.14** A Complainant will ordinarily be informed of the following steps in resolving a Formal Report:
- 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;
  - i) whether the investigator found that the allegations were substantiated or unsubstantiated; and

- j) any corrective actions taken. This does not include disciplinary actions or sanctions.
- 4.15** 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 action or 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.
- 4.16** 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.
- 4.17** 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 and Gender-Based Violence**

- 4.18** Members of the University Community with concerns about an incident of Sexual and Gender-Based Violence are encouraged to contact the SVRO. The SVRO provides confidential support and care for any University Community member impacted by Sexual and Gender-Based 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.
- 4.19** Sexual and Gender-Based Violence response supports are available to any University Community member. Supports are available no matter when or where the individual experienced or witnessed Sexual and Gender-Based Violence, or who may be responsible for the harm.

Supports available through the University include:

- a) trauma-informed Sexual and Gender-Based Violence response through 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~~drop-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) safety planning through the SVRO and Campus Security;
- e) facilitation of safe living arrangements for Students living in residence; and
- f) workplace and academic accommodations or adjustments.

- 4.20** Any individual impacted by Sexual and Gender-Based Violence who is represented by a union or an association, has the right to seek the assistance of that union or association.
- 4.21** Members of the University Community who receive a Disclosure should provide information on resources available to the individual including information about the (SVRO).
- 4.22** The SVRO is available for any member of the University Community with concerns about Sexual and Gender-Based Violence, and for anyone who is seeking information about options for making a Disclosure or Formal Report.
- 4.23** ~~The priority in responding to Victim/Survivors who make a Disclosure or Formal Report will not be providing support and ensuring an appropriate process held responsible for those affected. Concerns about potential violations any violation of the University's alcohol, cannabis, smoking, Alcohol Policy or student non-academic misconduct policies, or residence services community standards, should not prevent reporting or disclosure of an Cannabis Policy related to the incident of Sexual and Gender-Based Violence in the Disclosure or Formal Report.~~ a Disclosure or Formal Report will not be providing support and ensuring an appropriate process held responsible for those affected. Concerns about potential violations any violation of the University's alcohol, cannabis, smoking, Alcohol Policy or student non-academic misconduct policies, or residence services community standards, should not prevent reporting or disclosure of an Cannabis Policy related to the incident of Sexual and Gender-Based Violence in the Disclosure or Formal Report.
- 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 union or association.

#### 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 or the conduct otherwise requires an investigation under applicable law.
- 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 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** All members of the SVRO, Appropriate Offices, Threat Assessment Committee, and Student at Risk Team will complete and regularly update Sexual Violence support and sensitivity training.

**4.274.28** 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.

**4.284.29** 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.

**4.294.30** ~~Formal Reports may be made anonymously but the~~ A Victim/Survivor may file a Formal Report anonymously. If the Victim/Survivor consents a third-party may file a Formal Report on the Victim/Survivor's behalf. The Complainant should be aware that this may limit the ability of the University to respond and investigate.

**4.304.31** If a Respondent is subject to both ~~a criminal~~ an external complaint and a Formal Report, the University may consult with the relevant law enforcement agency or administrative body before determining whether or when to proceed with the Formal Report.

**4.314.32** 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 materially interfere with the Respondent's access to the University may be maintained after a Formal Report is withdrawn.

**4.324.33** The Appropriate Office will determine whether the University has jurisdiction to investigate a Formal Report, whether there is enough information to proceed with an investigation, and whether there is a legal obligation to investigate and report corrective actions. The Appropriate Office will also consider whether any other University Policy or available alternate procedure should be considered.

#### Resolution Through Supported Conversations

**4.334.34** If the Appropriate Office, the Complainant and the Respondent agree, a Formal Report may be addressed through a supported conversation rather than 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.

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

**4.354.36** If the University has jurisdiction, enough information, and is not obligated to investigate and report, the Complainant may discuss the option of a supported conversation with the Appropriate Office, or the SVRO.

**4.364.37** 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.

**4.374.38** A supported conversation is an alternate pathway; the University will not investigate Formal Reports that have formed the basis of a supported conversation.

**4.384.39** If there is no agreement on proceeding with a supported conversation, the Complainant will indicate whether they wish for investigation of the Formal Report to proceed.

#### Investigation of Formal Reports

**4.394.40** If the Complainant wishes to proceed, the Appropriate Office will appoint a trained, trauma-informed investigator, in accordance with the relevant University Procedure.

**4.41** If a Respondent ceases to be a member of the University Community after receiving notice of an investigation, the Appropriate Office will conduct the investigation based on the information it is able to collect.

**4.404.42** The investigation of Formal Reports must appropriately protect the rights of both the Complainant and the Respondent. An investigation of a Formal Report 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.

**4.414.43** 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 and Gender-Based Violence or Reprisal 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

**4.424.44** If a Complainant, in good faith, makes a Formal Report and the investigator determines that the allegations 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

**4.434.45** 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

**4.444.46** An individual who is found to have acted 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.

**4.454.47** 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.

## 5 Responsibilities

### 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 and Gender-Based Violence, encourage the individual to consult the SVRO and other supports or resources that may be 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 is seeking support in relation to Sexual and Gender-Based 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 and Gender-Based Violence and 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.

## 6 Related Policies

[Harassment Policy](#)

[Student Non-Academic Misconduct Policy](#)

[Student at Risk Policy](#)

[Code of Conduct](#)  
[Workplace Violence Policy](#)  
[Graduate Student Supervision Policy](#)

- |                  |   |   |              |           |              |            |               |                     |               |          |                  |                                    |                |   |
|------------------|---|---|--------------|-----------|--------------|------------|---------------|---------------------|---------------|----------|------------------|------------------------------------|----------------|---|
| <b>7</b>         | <b>Related Procedures</b>   | <a href="#">Student Non-Academic Misconduct Procedure</a><br><a href="#">Workplace Investigation Procedure</a><br><a href="#">Protected Disclosure, Procedure for</a>   |              |           |              |            |               |                     |               |          |                  |                                    |                |   |
| <b>8</b>         | <b>Related Information</b>  | <a href="https://www.ucalgary.ca/sexual-violence-support">https://www.ucalgary.ca/sexual-violence-support</a><br><a href="#">List of External Resources</a><br><a href="#">Support at a Glance – visual desktop guide to supports</a><br><a href="#">University Facilities and Field Station Maps</a><br><a href="#">Courage to Act Summary of Recent Statistics Canada reports on Gender-Based Violence and Public Safety</a>  |              |           |              |            |               |                     |               |          |                  |                                    |                |   |
| <b>9</b>         | <b>History</b>  | <table border="0"> <tr> <td style="padding-right: 10px;">May 26, 2017</td> <td>Approved.</td> </tr> <tr> <td>June 1, 2017</td> <td>Effective.</td> </tr> <tr> <td>March 8, 2018</td> <td>Editorial Revision.</td> </tr> <tr> <td>June 19, 2020</td> <td>Revised.</td> </tr> <tr> <td>December 1, 2020</td> <td>Editorial Revision. Updated links.</td> </tr> <tr> <td>March 26, 2021</td> <td>Revised. Also note this policy has been renamed to Sexual and Gender-Based Violence Policy from Sexual Violence Policy.</td> </tr> </table> | May 26, 2017 | Approved. | June 1, 2017 | Effective. | March 8, 2018 | Editorial Revision. | June 19, 2020 | Revised. | December 1, 2020 | Editorial Revision. Updated links. | March 26, 2021 | Revised. Also note this policy has been renamed to Sexual and Gender-Based Violence Policy from Sexual Violence Policy. |
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| March 8, 2018    | Editorial Revision.   |   |              |           |              |            |               |                     |               |          |                  |                                    |                |   |
| June 19, 2020    | Revised.  |   |              |           |              |            |               |                     |               |          |                  |                                    |                |   |
| December 1, 2020 | Editorial Revision. Updated links.  |   |              |           |              |            |               |                     |               |          |                  |                                    |                |   |
| March 26, 2021   | Revised. Also note this policy has been renamed to Sexual and Gender-Based Violence Policy from Sexual Violence Policy. |   |              |           |              |            |               |                     |               |          |                  |                                    |                |   |

**GENERAL FACULTIES COUNCIL  
ACTION BRIEFING NOTE – For Discussion**

**SUBJECT:**           **Development and Implementation of an Institutional Research Data Management (RDM) Strategy**

**PROPOSERS**

Dr. Robert I. Thompson, Associate Vice President (Research)  
Dr. Mary-Jo Romaniuk, Deputy Provost and Vice Provost (Libraries and Cultural Resources)  
Dr. Tiago Lier, Director, Grants, Awards and Ethics, Research Services Office  
Ms. Susan Powelson, Associate University Librarian, Technology, Discovery and Digital Services  
Dr. Jennifer Abel, Research Data Management Specialist, Research Services Office

**PURPOSE**

The proposers seek (1) to update the General Faculties Council (GFC) on the development of an institutional research data management strategy for UCalgary, and (2) to request feedback on the current draft of the strategy.

**OVERVIEW**

In March 2021, the Tri-Agencies released their [Research Data Management Policy](#), which applies to all post-secondary institutions and research hospitals which are eligible to administer SSHRC, NSERC, or CIHR funds, and to all researchers holding grants from those agencies. This policy rests on three pillars: for institutions, the creation of an institutional research data management (RDM) strategy; and for researchers, requirements to submit data management plans (DMPs) and to deposit the research data which supports their published conclusions. Since April 2022, the RDM Strategy Steering and Working Committees have conducted a current state assessment and a future state envisioning exercise, and have begun drafting an institutional RDM strategy for the University of Calgary. In Fall 2022, the Committees will be consulting with a range of stakeholders to ensure that the final Strategy establishes a solid and achievable foundation for the work UCalgary will need to do to support its researchers in implementing good RDM practices in their work.

**KEY POINTS**

- All Canadian post-secondary institutions which administer Tri-Agency funds must develop an Institutional Research Data Management Strategy.
- This Strategy must be posted on the institution's website, and the Tri-Agencies notified of its completion, by March 1, 2023.
- The Vice President Research has convened steering and working committees to develop UCalgary's RDM Strategy, co-led by the VPR Office/Research Services Office and Libraries and Cultural Resources.
- The committees have conducted a current state assessment and a future state envisioning exercise, and have begun drafting an institutional RDM strategy.
- Today's meeting is part of a consultation with key stakeholders, including the Research and Scholarship Committee (RSC) and GFC, over the fall of 2022.
- Approval of the strategy by the Vice President (Research) will be sought in early 2023.



## BACKGROUND

To respond to the first pillar of the [Tri-Agency Research Data Management Policy](#) – namely, that “each postsecondary institution and research hospital eligible to administer CIHR, NSERC or SSHRC funds is required to create an institutional RDM strategy and notify the agencies when it has been completed” (section 3.1) – the University of Calgary is currently developing its inaugural Institutional Research Data Management Strategy, which will be completed and posted on the UCalgary website no later than March 1, 2023, after approval has been received from the Vice President (Research). The Office of the Vice President (Research) and Libraries and Cultural Resources are leading the development of this Strategy. A Steering Committee and a Working Committee have been established, comprising representatives of the Vice President Research Office, Provost and Vice President Academic Office, Libraries and Cultural Resources, Information Technology (particularly Research Computing Services), Graduate Studies, the Graduate Student and Postdoctoral Associations, faculty members, and other key institutional stakeholder groups. Work on strategy development began in earnest in April 2022.

### Current Status:

Strategy development began by conducting an **assessment of the current state of RDM infrastructure and support at UCalgary**, including relevant policies and procedures, practices, supports, services, and resources. The assessment found the following:

- Institutional Policies and Processes related to RDM at UCalgary are generally not mature with regard to RDM specifically, whether not formalized, under development, or ad hoc.
- IT Infrastructure for RDM at UCalgary is generally at a high level of maturity; notable exceptions are Preservation/Archival Storage, which is under development, and Sensitive Data Deposit, which is only available on an ad hoc basis.
- Support Services for RDM at UCalgary are focused in Libraries and Cultural Resources and IT. Half of these services are mature (robustly operationalized), while the other half are not formalized, under development, or ad hoc.
- Financial Support for RDM at UCalgary, both for infrastructure and for human resources, is focused in Libraries and Cultural Resources, the Research Services Office, and IT. This support is currently limited and is generally not mature, whether not formalized, ad hoc, or under development.
- There are several other areas which could be relevant to RDM (e.g., with respect to REBs, research agreements, Indigenous data sovereignty, etc.) which are also not mature.

The Working Committee then undertook a **future state envisioning exercise**, with the intention of articulating a desired near- to medium-term state of RDM at UCalgary in which the institution

1. meets the institution-facing requirements of the Tri-Agency RDM Policy,
2. enables its researchers to meet the researcher-facing requirements of the Policy (i.e., the data management plan and data deposit requirements), and
3. enables its researchers to meet the RDM requirements which may be put in place by other organizations.

The key results of this exercise were as follows:

- To ensure Institutional Policies and Processes are fully mature with respect to RDM best practices and the Tri-Agency RDM Policy, a review of UCalgary’s RDM-related policies, procedures, standards, systems, schedules, and guidelines should be conducted, and any necessary changes, amendments, additions, and/or new documents should be made by three years after the strategy is implemented (i.e., March 1, 2026).
- IT Infrastructure will require institutional support for improvements and strong policies, hardware refreshes and/or replacements, additional personnel, and new and/or increased funding to reach and/or maintain a level

of maturity which will meet the needs of researchers.

- Support Services (CSM Privacy & Records, IT, LCR, RSO) will require additional personnel and/or additional training for existing personnel, increased training offerings for faculty, postdocs, staff, and students, a central hub for RDM information, and increased collaboration between RDM-supporting units.
- Sustained and/or increased Financial Support, for both infrastructure and human resources, will be required in all RDM-supporting units, including Information Technology, Libraries and Cultural Resources, and the Research Services Office.
- Other areas, including those related to sensitive data, can be operationalized with regard to RDM by March 1, 2026 if sufficient information is available and processes/supports are put in place.
- Determining the desired future state in the area of Indigenous Data Sovereignty will need to be done in consultation with internal and external communities.

The current state assessment and future state envisioning are serving as the foundation for drafting UCalgary's Institutional RDM Strategy. Strategy development is also being informed by the Institutional Research Data Management Strategy Development Template, which was developed by the Portage Network/Digital Research Alliance of Canada, as well as by draft strategies which have been shared online by McGill University and Queen's University.

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

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
	Campus Strategic Initiatives Group	2022-02-08			X	
	Research and Scholarship Committee	2022-02-17			X	
	Indigenous Scholars' Circle	2022-09-12			X	
	Research and Scholarship Committee	2022-09-22			X	
X	General Faculties Council	2022-10-06			X	

#### **NEXT STEPS**

As the RDM strategy development work continues, the Steering and Working Committees will be consulting with a range of stakeholders to ensure that the final Strategy establishes a solid and achievable foundation for the work UCalgary will need to do to support its researchers in implementing good RDM practices in their work. The proposed timeline for consultation and finalizing the Strategy is as follows:

- October 17-November 14, 2022: Strategy posted online for UCalgary community comment and feedback submission. Tri-Agencies notified of draft Strategy posting.
- Late November 2022: Revise Strategy based on feedback.
- December 15, 2022: Presentation of final Strategy to RSC for information.
- January 12, 2023: Presentation of final Strategy to GFC for information.
- Late January 2023: Approval of final Strategy by VP Research.
- February 1, 2023: Completed Strategy posted to website and Tri-Agencies notified of completion.

At this time, we have several questions for the GFC which will help us to guide the further development of the Strategy:

1. Does the draft strategy lay out an effective roadmap for supporting researchers as the Tri-Agencies roll out their RDM policy? If not, what is necessary to create that roadmap?
2. Would the plans and commitments laid out in the draft strategy provide you and your colleagues within your department and/or faculty with support for your RDM needs? If not, what would meet those needs?
3. Does the draft strategy make the University's RDM plans and commitments clear? If not, what would improve its clarity?
4. Are the definitions provided clear; if not, how can they be improved?
5. Do any additional definitions need to be provided; if so, which ones?
6. Are there specific groups that have special needs and concerns not yet addressed in the draft strategy?

## **SUPPORTING MATERIALS**

Draft of UCalgary Institutional RDM Strategy (version dated September 14, 2022)

## Introduction

Research data management (RDM) is the range of processes and procedures “applied through the lifecycle of a research project to guide the collection, documentation, storage, sharing and preservation of research data”<sup>1</sup>. All academic researchers who work with research data apply these processes and procedures in their work in a variety of ways and with varying levels of formality. Given recent developments in the research landscape – including the open science movement, drives for transparency and reproducibility, concerns about privacy and security, and increasing research costs – academic research is now at a point where it is crucial to recognize the importance of research data and commit to implementing and supporting best practices in RDM.

In March 2021, the Tri-Agencies released their [Research Data Management Policy](#), which applies to all post-secondary institutions and research hospitals which are eligible to administer SSHRC, NSERC, or CIHR funds, and to all researchers holding grants from those agencies. This Policy rests on three pillars:

1. Institutional Research Data Management (RDM) Strategies: “Each postsecondary institution and research hospital eligible to administer CIHR, NSERC or SSHRC funds is required to create an institutional RDM strategy and notify the agencies when it has been completed. The strategy must be made publicly available on the institution’s website, with contact information to which inquiries about the strategy can be directed” (section 3.1 of the Policy). These strategies must be completed by March 1, 2023.
2. Data Management Plans: “All grant proposals submitted to the agencies should include methodologies that reflect best practices in RDM. For certain funding opportunities, the agencies will require data management plans (DMPs) to be submitted to the appropriate agency at the time of application, as outlined in the call for proposals; in these cases, the DMPs will be considered in the adjudication process” (section 3.2 of the Policy). The initial funding opportunities requiring DMPs will be launched in the fall of 2022, and additional programs with this requirement will roll out over the following weeks and months.
3. Data Deposit: “Grant recipients are required to deposit into a digital repository all digital research data, metadata and code that directly support the research conclusions in journal publications and pre-prints that arise from agency-supported research.... The deposit must be made by time of publication” (section 3.3 of the Policy). This requirement will be implemented after the Tri-Agencies have reviewed the published institutional strategies and “in line with the readiness of the Canadian research community” (section 4 of the Policy).

This Research Data Management Strategy has four purposes:

1. To embody the University of Calgary’s commitment to meeting the institution-facing requirements of the Tri-Agency RDM Policy, and to enable our research community to meet the researcher-facing requirements of the Policy.
2. To allow the University and our research community to address the RDM requirements and obligations being implemented by other funders – such as the Canada Foundation for Innovation, the U.S. National Institutes of Health, and the U.S. National Science Foundation – as well as those being driven by changes in academic publishing and in academia more broadly.

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<sup>1</sup> “1d: What is research data management?”, *Frequently Asked Questions: Tri-Agency Research Data Management Policy*, last accessed July 13, 2022 at [https://www.science.gc.ca/eic/site/063.nsf/eng/h\\_97609.html#1d](https://www.science.gc.ca/eic/site/063.nsf/eng/h_97609.html#1d)

3. To establish a foundation on which we will build a culture of good research data management practices for current and future generations of researchers.
4. To establish a foundation for discussions about research data management with our research participants and partners, including partners from industry, community organizations, and Indigenous communities.

## Guiding Principles

The creation and implementation of this Strategy have been informed by four guiding principles:

### Research Excellence and Impact

The University of Calgary's RDM Strategy has a key role to play in sharpening our focus on research and scholarship and allowing us to drive innovation, which are key priorities of our [Eyes High](#) Strategy and [Research Plan](#).

### Support for our Researchers and our Partners in Research

The University of Calgary is committed to supporting our researchers and research communities in meeting RDM requirements and in incorporating best practices in RDM into their work. This will allow us to increase research capacity and drive innovation, as outlined in the [Research Plan](#). The University further acknowledges that we have a role to play in supporting the RDM rights of all parties involved in research.

### Collaboration

The University of Calgary recognizes that collaboration across RDM-supporting units and portfolios, and with external stakeholders and community partners, is crucial to ensuring we foster an environment conducive to best practices in research data management, and to providing the support our researchers need to meet RDM requirements. Collaboration with other institutions and national organizations is also essential in order to support RDM in the broader research environment. The University further acknowledges that RDM best practices can support efforts to move towards interdisciplinary and transdisciplinary research, as outlined in [Eyes High](#) and [Growth Through Focus](#).

### Context-Based Approach

The University of Calgary acknowledges that there can be no "one-size-fits-all" approach to RDM, given the range of research questions, data types, methods of data collection and analysis, disciplinary practices, ethical obligations, legal and regulatory frameworks, and partnership environments with which and within which our researchers work. The University will support our researchers in implementing the RDM best practices appropriate to their research context, and will ensure that our RDM support is at a consistently high standard regardless of the research context.

## The Importance of Research Data and Research Data Management

Research data, as defined by the Tri-Agencies, "are data that are used as primary sources to support technical or scientific enquiry, research, scholarship, or creative practice, and that are used as evidence in the research process and/or are commonly accepted in the research community as necessary to

validate research findings and results”<sup>2</sup>. Research data result from the work conducted on research materials, be they books, ecosystems, subatomic particles, genes, individual humans, or entire communities<sup>3</sup>; they can even be derived from other research data. At a fundamental level, the University of Calgary recognizes that data, in all of their varied forms, are at the heart of the research enterprise.

In its 2016 [Statement of Principles on Digital Data Management](#), the Tri-Agencies stated that “The ability to store, access, reuse and build upon digital research data has become critical to the advancement of science and scholarship, supports innovative solutions to economic and social challenges, and holds tremendous potential for Canada’s productivity, competitiveness and quality of life”<sup>4</sup>. Regardless of the types and quantities of research data our researchers work with, or their potential significance beyond a particular project, the University of Calgary believes that there are real and tangible benefits of RDM at the level of the individual research project, including increasing the rigour, transparency, and efficiency of research, as well as reducing costs. Employing best practices in RDM will also allow researchers to more effectively share their research data, where such sharing is permitted and appropriate, to allow future research and the incremental growth of knowledge. In short, good RDM practices make research better and accelerate the expansion of knowledge.

The University of Calgary acknowledges that there are many factors that must be considered in implementing best practices in RDM: these include different types and scales of data; different data collection and analysis methodologies; evolving research practices; technological changes; costs; human and infrastructure resource needs; and ethical and legal considerations. We will work to support our research communities in navigating these factors, and to create an institutional framework which provides comprehensive support for RDM.

### Indigenous Data Sovereignty

In *ii’ taa’poh’to’p*, the University of Calgary’s Indigenous Strategy, the University made seven commitments to truth, reconciliation, and transformation with regard to its relationship to Indigenous peoples. This Research Data Management Strategy will uphold these commitments and work to further their implementation. We recognize that the commitments made in this strategy are only the beginning of the discussions around Indigenous data sovereignty at the University of Calgary, and commit to the work of co-developing with our partners a framework to support Indigenous data sovereignty.

In this Strategy, we commit to respecting, supporting, and enabling Indigenous peoples’ inherent sovereignty over the research data generated by and with First Nations, Métis, and Inuit peoples and communities within the land currently known as Canada, including the rights to own, control, collect, access, possess, protect, use, and share these data. We will work with our Indigenous partners in

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<sup>2</sup> “1b: What are research data?”, *Frequently Asked Questions: Tri-Agency Research Data Management Policy*, last accessed July 13, 2022 at [https://science.gc.ca/eic/site/063.nsf/eng/h\\_97609.html#1b](https://science.gc.ca/eic/site/063.nsf/eng/h_97609.html#1b)

<sup>3</sup> “1c: How are research materials related to research data?”, *Frequently Asked Questions: Tri-Agency Research Data Management Policy*, last accessed July 13, 2022 at [https://science.gc.ca/eic/site/063.nsf/eng/h\\_97609.html#1c](https://science.gc.ca/eic/site/063.nsf/eng/h_97609.html#1c)

<sup>4</sup> “Preamble”, *Tri-Agency Statement of Principles on Digital Data Management*, last accessed July 13, 2022 at [https://www.science.gc.ca/eic/site/063.nsf/eng/h\\_83F7624E.html](https://www.science.gc.ca/eic/site/063.nsf/eng/h_83F7624E.html)

research to ensure that Indigenous ways of knowing, doing, connecting and being are respected in all aspects of research data management. We will work with our research community to ensure that all researchers working with Indigenous individuals, communities, collectives, and/or organizations treat the data generated by this work in a good way. We acknowledge that this may mean parallel paths are necessary for the management of research data relating to Indigenous peoples and communities. We also acknowledge that the University of Calgary has a role to play in helping to build capacity for RDM for Indigenous researchers, communities, collectives, and organizations.

Specific areas of institutional support for RDM in regards to Indigenous data sovereignty are described in the following sections.

### Scope

This Strategy is relevant to all University of Calgary researchers, as defined in the University's [Research Integrity Policy](#).

This Strategy applies to all digital research data (born-digital or digitized) generated by researchers at the University of Calgary. It does not apply to physical materials.

The support services described in this Strategy will be provided to all research activities, regardless of whether they are led by faculty, postdoctoral fellows, graduate or undergraduate students; and whether they are funded by the Tri-Agency or other funders, or unfunded. RDM support services will be provided to all those involved in research at the University of Calgary, including faculty, postdoctoral fellows, staff, and students.

### Oversight and Review

This Strategy comes under the purview of the Vice President (Research). A steering committee, comprising key institutional stakeholders in RDM, is responsible for implementation and post-implementation review of the Strategy. These stakeholders include representatives of the Vice President (Research) Office; the Research Services Office, including the Research Ethics Boards; Libraries and Cultural Resources, Information Technology, including Research Computing Services; the Office of Indigenous Engagement; the Cumming School of Medicine; Graduate Studies; the Graduate Students Association; the Postdoctoral Association; and legal counsel. The steering committee will consult with external stakeholders and community partners as needed.

The Strategy will be implemented on a five-year timeline, with a review in the fourth year; it will be revised as appropriate at that time, to ensure it continues to meet the needs of the University of Calgary and its diverse research community. As this is the initial RDM Strategy, there will be an additional review after the first year of implementation to ensure that any major issues which may arise are addressed appropriately.

## Institutional Support for Research Data Management

### Institutional Policies and Processes

The University of Calgary currently has several institutional policies, systems, schedules and processes which address different aspects of RDM to varying degrees (see Appendix A for a full list). Creating and maintaining a robust policy, procedure, and process framework for RDM will be essential to allowing us to support our research communities and meet our institutional obligations.

In the first five-year term of this strategy, the University of Calgary will

- Review our existing policies, procedures, standards, systems and schedules (see the full list in Appendix A) to determine if revisions are needed to adequately address RDM concerns;
- Implement any necessary revisions identified during the review process, such as creating new policies, making amendments to existing documents, and/or establishing common definitions;
- Educate researchers, staff, and other stakeholders as to which elements of the policy framework apply to research data, and which ones do not;
- Ensure that all RDM-related policies, practices and procedures are supportive and respectful of Indigenous ways of knowing, doing, connecting and being, including respecting and supporting Indigenous data sovereignty, governance, and management;
- Develop and implement a robust Libraries and Cultural Resources policy for Collection Development which encompasses the collection and preservation of research data; and
- Ensure that the development of our RDM-related policy framework keeps up with the implementation of RDM policies and requirements by funders, publishers, and legislative bodies.

### IT Infrastructure

Information technology infrastructure which supports RDM is currently primarily provided by two units on campus: Research Computing Services and Libraries and Cultural Resources. We are working from a solid base that provides many services for our research community, including active storage, secure data storage, a range of High-Performance Computing (HPC) services, and an institutional data repository. As both technology and the needs of our researchers evolve, we must continue to provide both internal resources and access to external resources to accommodate this evolution.

In the first five-year term of this strategy, the University of Calgary will

- Continue institutional support for, and strong policy in, areas such as identity and access management;
- Undertake hardware refreshes and/or replacements in a timely fashion;
- Ensure necessary software licenses and service subscriptions are acquired and/or maintained;
- Pursue [CoreTrustSeal](#) certification for our institutional data repository;
- Ensure researchers have access to long-term data preservation and secure storage for sensitive data;
- Explore options for ensuring researchers using RCS infrastructure are engaging in best practices in RDM before they begin using the infrastructure (e.g., through the submission of data management plans);



- Ensure that RDM-related IT infrastructure is appropriately resourced, in terms of both funding and personnel; and
- Ensure that the development and maintenance of our RDM-related IT infrastructure keep up with the implementation of RDM policies and requirements by funders, publishers, and legislative bodies.

Where appropriate, we will work with partners such as the [Digital Research Alliance of Canada](#) and the [Borealis Dataverse Repository](#) service to maximize the availability of digital research infrastructure to which our research communities have access.

### Support Services

Support services for RDM are currently primarily provided by three units: Libraries and Cultural Resources, IT/Research Computing Services, and the Research Services Office. These services include basic training and consultation for key areas of RDM, such as data management plans; basic training and consultation for data management within the High-Performance Computing setting; and basic guidance on meeting funders' RDM requirements. We have a core of knowledgeable and experienced staff who can guide the development of our RDM support services as they expand to meet the needs of our research communities.

In the first five-year term of this strategy, the University of Calgary will

- Increase the number and range of RDM-related training and capacity-building opportunities for faculty, postdoctoral fellows, staff, and students;
- Increase the number of librarians and staff in Libraries and Cultural Resources who can provide timely, accurate and detailed RDM-related services, support, and training, particularly in the areas of data curation and preservation;
- Increase the number of staff in IT/Research Computing Services who can provide timely, accurate and detailed RDM-related services, support and training;
- Increase the ability of staff in the Research Services Office to provide timely, accurate and detailed RDM-related support for grant applications, ethics applications, and contracts and agreements, by providing RSO staff with appropriate resources and training opportunities;
- Increase the ability of the Indigenous Research Support Team to provide timely, accurate and detailed RDM-related support specific to Indigenous data sovereignty, by providing IRST members with appropriate resources and training opportunities, and by ensuring that this team is funded appropriately on an ongoing basis;
- Increase the ability of research-supporting staff in the faculties – e.g., research facilitators, privacy specialists, and others – to provide RDM-related support to researchers, by providing these staff with appropriate resources and training opportunities;
- Ensure that researchers can easily locate and access usable, up-to-date RDM-related resources and services through the development of an RDM-focused virtual support 'desk';
- Ensure that researchers have resources and opportunities which allow them to increase their knowledge and skills in the area of Indigenous data sovereignty area (e.g., supporting training programs for frameworks such as OCAP®);
- Support researchers in working appropriately with Indigenous partners and communities in terms of Indigenous data sovereignty and research data management;

- Establish a proactive and reactive communications plan to keep researchers informed of changes and opportunities in the RDM landscape;
- Ensure that RDM-related support services are appropriately resourced, in terms of both funding and personnel; and
- Ensure that the development and maintenance of our RDM-related support services keep up with the implementation of RDM policies and requirements by funders, publishers, and legislative bodies.

Collaboration across the RDM-supporting units - including but not limited to Research Computing Services, Libraries and Cultural Resources, and the Research Services Office - will be essential in ensuring the success of our RDM efforts at the University of Calgary; ways to support this collaboration should be explored, such as the development of a system or platform to link RDM-related services, requirements, and compliance across administrative units.

### Building a Broader Research Data Management Culture

Research data management will impact our research community's regional, national, and international colleagues and partners. For this reason, the University of Calgary will participate in efforts to build a broader culture of RDM, both within and beyond the university.

In the first five-year term of this strategy, the University of Calgary will

- Develop a network of faculty, postdoctoral fellows, students and staff who will act as '[Research Data Champions](#)' to promote and demonstrate the importance of research data and RDM to their colleagues;
- Work with our partner institutions, both directly and through organizations such as Universities Canada, U15, and the Canadian Association of Research Libraries, to advocate for common approaches to and increased support for RDM-related needs, such as financial support for researchers and institutions for RDM-related costs, frameworks for supporting and implementing Indigenous data sovereignty at research institutions and in Indigenous communities, *inter alia*;
- Work with Indigenous stakeholders and communities to provide access to research data generated by, with or about Indigenous individuals or communities which are held at the University of Calgary;
- Work with Indigenous stakeholders and communities to build capacity for data governance and management within communities; and
- Encourage our tenure and promotion committees to explore how to incorporate data-related work into their review of research excellence and [impact](#), in line with the University's commitment to the San Francisco [Declaration on Research Assessment](#).

### Looking Ahead

This Strategy is a living document: it will necessarily evolve as research data management requirements, practices, and understanding evolve. Moving forward, the University of Calgary will ensure that our

institutional structures support our research communities as they respond and adapt to this evolution, and that best practices in RDM are part of the fundamental fabric of research as we continue our journey of research excellence.

DRAFT

## Definitions

### Research Data

Data that are used to support technical or scientific enquiry, research, scholarship, or creative practice, and that are used as evidence in the research process and/or are commonly accepted in a given research community as necessary to validate research findings and results.

(See “1b: What are research data?”, *Frequently Asked Questions: Tri-Agency Research Data Management Policy*, last accessed July 13, 2022 at [https://science.gc.ca/eic/site/063.nsf/eng/h\\_97609.html](https://science.gc.ca/eic/site/063.nsf/eng/h_97609.html))

### Research Data Management

The range of processes and procedures “applied through the lifecycle of a research project to guide the collection, documentation, storage, sharing and preservation of research data”.

(See “1d: What is research data management?”, *Frequently Asked Questions: Tri-Agency Research Data Management Policy*, last accessed July 13, 2022 at [https://www.science.gc.ca/eic/site/063.nsf/eng/h\\_97609.html#1d](https://www.science.gc.ca/eic/site/063.nsf/eng/h_97609.html#1d))

### Sensitive Data

Data that must be safeguarded against unwarranted access or disclosure. From a legal/administrative perspective, this can include:

- Personal information
- Personal health information
- Research data about humans (i.e., data that are subject to [TCPS2](#))
- Educational records
- Customer records
- Financial information
- Criminal information
- Confidential personnel information
- Information that is deemed to be confidential
- Information entrusted to a person, organization or entity with the intent that it be kept private and access be controlled or restricted
- Information that is protected by institutional policy from unauthorized access

Sensitive data may also include Indigenous data and/or Traditional Knowledge, and certain types of geographic information (e.g., detailed locations of endangered ecosystems or species).

(Adapted from Sensitive Data Expert Group. (2020). *Sensitive Data Toolkit for Researchers Part 1: Glossary of Terms for Sensitive Data used for Research Purposes*. Zenodo.

<https://doi.org/10.5281/zenodo.4088946> ; and from presentations by Victoria Smith (Privacy, Policy and Sensitive Data Coordinator, Digital Research Alliance of Canada))<sup>5</sup>

#### Appendix A: Current policies, standards, and schedules with a relation to RDM

The following University of Calgary policies, standards, and schedules have some relation to research data management:

- Acceptable Use of Electronic Resources and Information Policy
- Information Asset Management Policy
- Intellectual Property Policy
- Information Security Classification Standard
- Master Records Retention Schedule (MaRRS): Research Involving Human Subjects
- Master Records Retention Schedule (MaRRS): Research Not Involving Human Subjects
- Research Integrity Policy
- Storage of Inactive Clinical Research Records Policy

There are other policies and systems which might be expected to relate to RDM in some way, but in fact do not as they stand currently: the Privacy Policy and the University Classification System (UCLASS). Research data is excluded from the [Freedom of Information and Protection of Privacy Act](#) (FOIPP; see section 4(1(ii)) of the act), and thus does not fall under the Privacy Policy. UCLASS applies only to Business Information Assets, as indicated in section 4.9 of the Information Asset Management Policy; Scholarly Information Assets are instead identified and classified “in accordance with discipline-specific taxonomies and the Information Security Classification Standard”.

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<sup>5</sup> Within the University of Calgary policy framework that exists at the time of drafting of this strategy, there is no specific definition of “sensitive data”. These types of data would generally be classed as Level 3 (Confidential) or Level 4 (Restricted) information assets, according to the Information Security Classification Standard. The broad RDM community in Canada generally understands the widely-used term “sensitive data” in the manner indicated in the proposed definition.



# Budget 2023

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## Consolidated Budget Overview

Penny Werthner, Interim Provost and Vice-President (Academic)

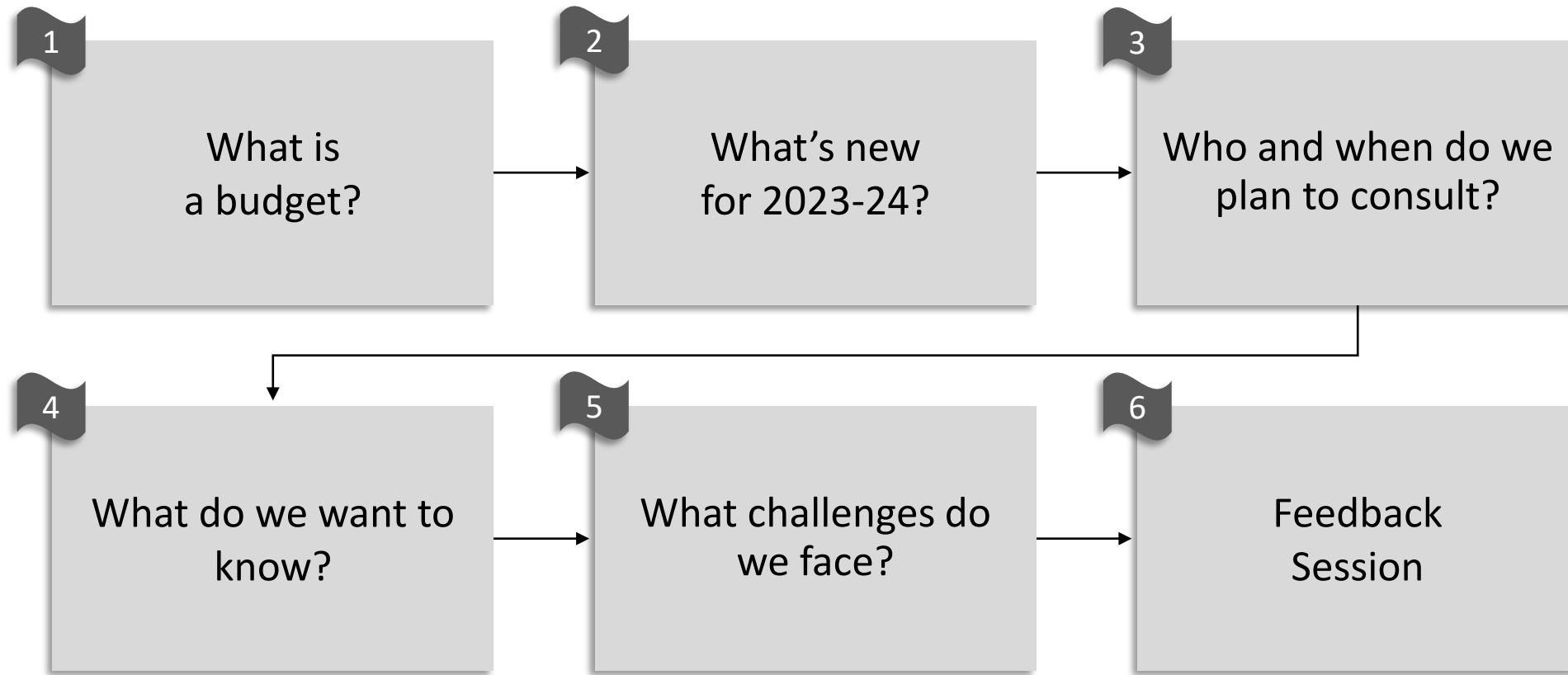
General Faculties Council  
October 6, 2022



# Agenda

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What topics do we plan to cover?





# 1. What is the consolidated budget?

## Annual spending plan based on an estimate of revenue and expenses

Estimates are based on trends in higher education, the labour market, economic forecasting, the political environment, and other local, national, and international trends.

Estimates are also based on strategic priorities identified by the campus community.

Revenue (\$000)	2022-23
Campus Alberta grant	388,905
Other GoA grants	192,014
Fed/other gov't grants	221,120
Sales	119,795
Student tuition and fees	328,806
Donations and grants	156,611
Investment income	74,154
<b>Total Revenue</b>	<b>1,481,404</b>

Expense (\$000)	2022-23
Salaries and benefits	846,611
Materials and supplies	293,161
Utilities	27,173
Maintenance & repairs	18,609
Scholarships & bursaries	117,738
Cost of goods sold	14,403
Amortization of capital	163,709
<b>Total Expenses</b>	<b>1,481,404</b>

The consolidated budget (spending plan) **supports the institutional vision and mandate** by allocating all human, financial, and capital resources to the institution's highest strategic priorities

## 2. What's new for 2023-24?

The Finance and Property Committee approved a change to the process

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER-JANUARY
<b>Governance Approval</b> Budget Committee approves revised budget process to allow time to consult on priorities for 2023-24	<b>NEW</b> <b>Consultation</b> Campus community is consulted (e.g., GFC discussion, Campus Town Hall, Student Leadership)	<b>Budget Preparation</b> Units develop budgets based on planning parameters identified during consultation with campus community	<b>Budget Review</b> Vice-Presidents will review unit budgets and develop consolidated budget and capital plan for 2023-24

### 3. Who do we plan to consult?

We identified a list of groups and individuals

AUDIENCE	ENGAGEMENT TYPE
Students	Tuition and fee proposals
Employees	Information sharing (e.g., UToday, Budget Town Hall)
Board of Governors	Approval of budget principles, process, parameters, and levers of control
GFC	Information sharing, budget process overview, and discussion on priorities
Budget Owners	Identification of strategic initiatives and drivers of growth
ELT	Advice and guidance on strategic priorities

# 3. When do we plan to consult?

From September 20, 2022, to November 1, 2022

SEPTEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

Budget Committee: September 13, 2022

SLT: September 20, 2022

FPC: September 26, 2022

BC – Budget Committee

OCTOBER						
S	M	T	W	T	F	S
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

Deans' Council: October 4, 2022

GFC: October 6, 2022

ELT: October 12, 2022

Budget Committee: October 25, 2022

FPC – Finance and Property Committee

## 4. What do we want to know?

Where should we allocate resources in 2023-24?

### BUDGET PRIORITIES REQUEST FORM

Please use this form to identify a maximum of three (3) initiatives requiring financial support for the 2023-24 fiscal year. The first task is to identify the initiative, the amount of base or one-time funds requested, and timing of when the funds are required in order of priority in a format similar to that shown in the table below. Although we are primarily interested in initiatives that begin in 2023-24, we expect that some requests will be for one-time financial support that extends over the entire forecast period.

	\$ dollars	2023-24		2024-25		2025-26	
#	Initiative	Base	One-time	Base	One-time	Base	One-time
1		-	-	-	-	-	-
2		-	-	-	-	-	-
3		-	-	-	-	-	-
	Total	-	-	-	-	-	-

How will the strategic initiative generate new revenue, improve service levels, advance priorities, etc.?

How will changes in inflation and the currency exchange rate impact costs?

## 4. When will we share results?

**Budget owners will be notified on November 1, 2022**

NOVEMBER						
	T	W	T	F	S	
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

BC recommends parameters

SLT Notified

Budget Preparation

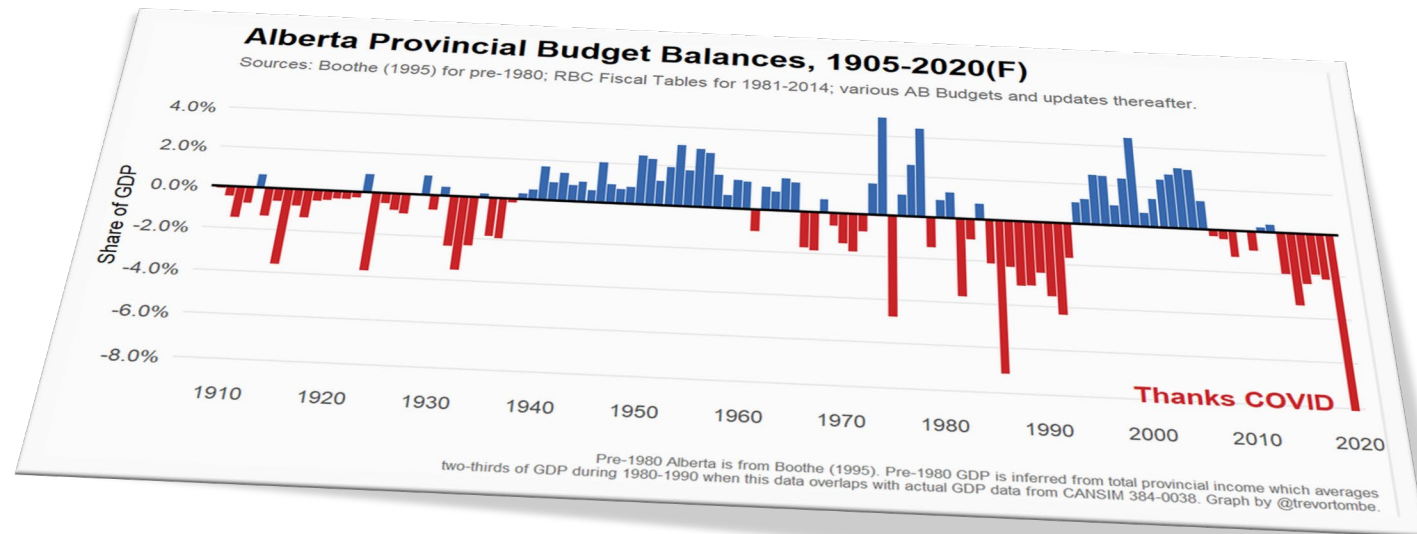
DECEMBER						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Budget Review

## 5. What challenges do we encounter?

### Our environment continues to evolve

- Unpredictable economic, political and operational environment
- Budget drivers are generally much less predictable
- In context of the above, current budget processes are reactive at best vs. predictive



# 5. What challenges do we encounter?

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## Faculties vary widely in size, activity, and financial capacity

Teaching Intensity {

- Student : Faculty ratio from 5:1 (CSM = Medicine) to 45:1 (Kinesiology)
- Enrolment from 239 (Veterinary Medicine) to 8,032 (Arts)

Research Activity {

- Tri-council funding from \$46K (Law) to \$42.7M (CSM)
- Sponsored research in general from \$744K (Law) to \$212.5M (CSM)

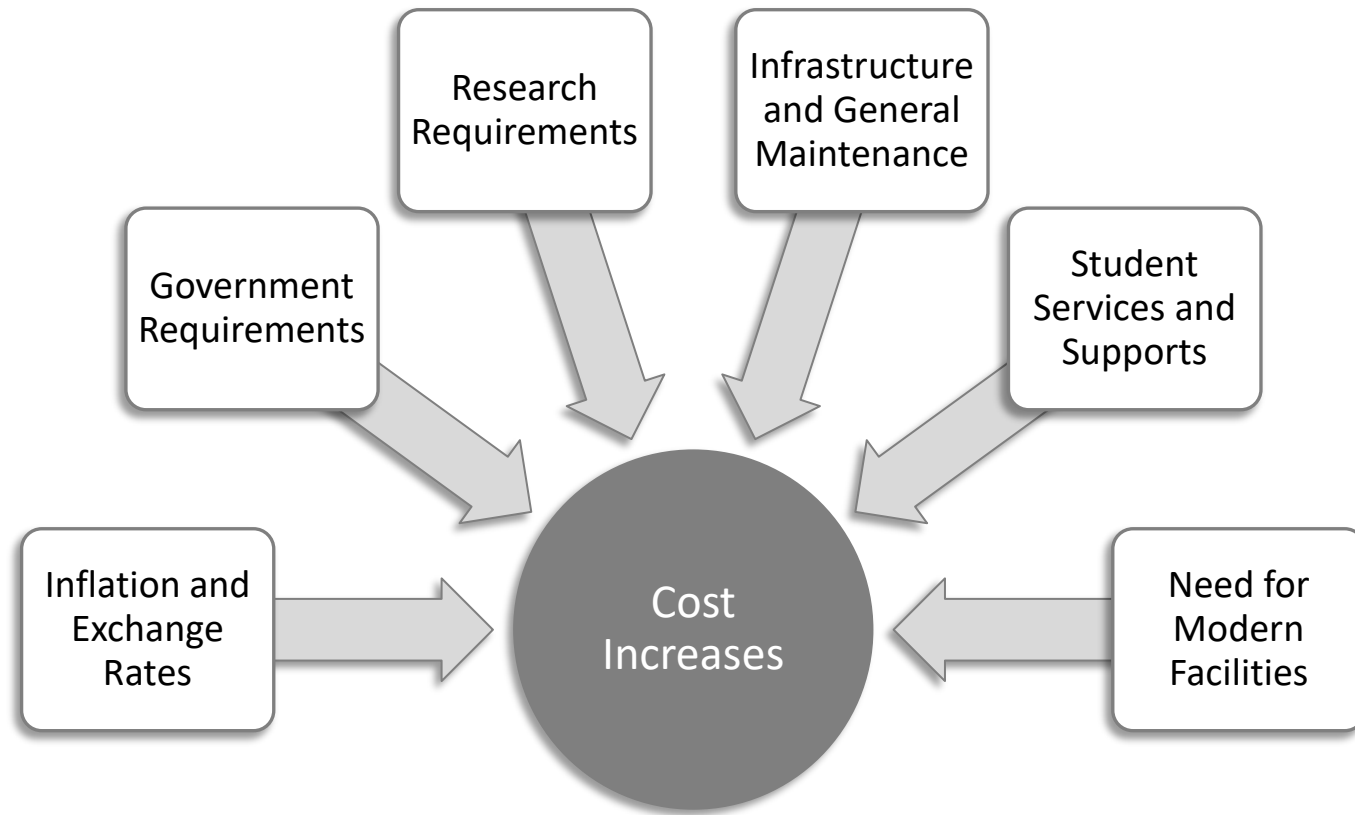
Overall Size {

- From 39 (SAPL) to 939 employees (CSM)
- Budgets from \$7M (SAPL) to \$97M (CSM)



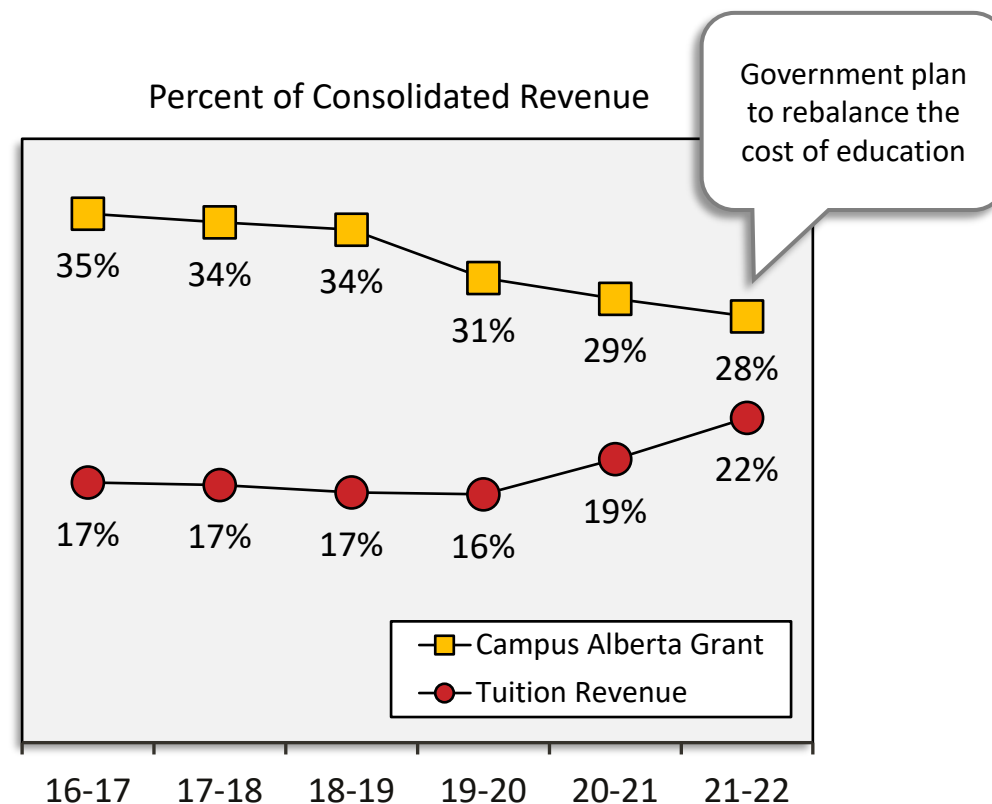
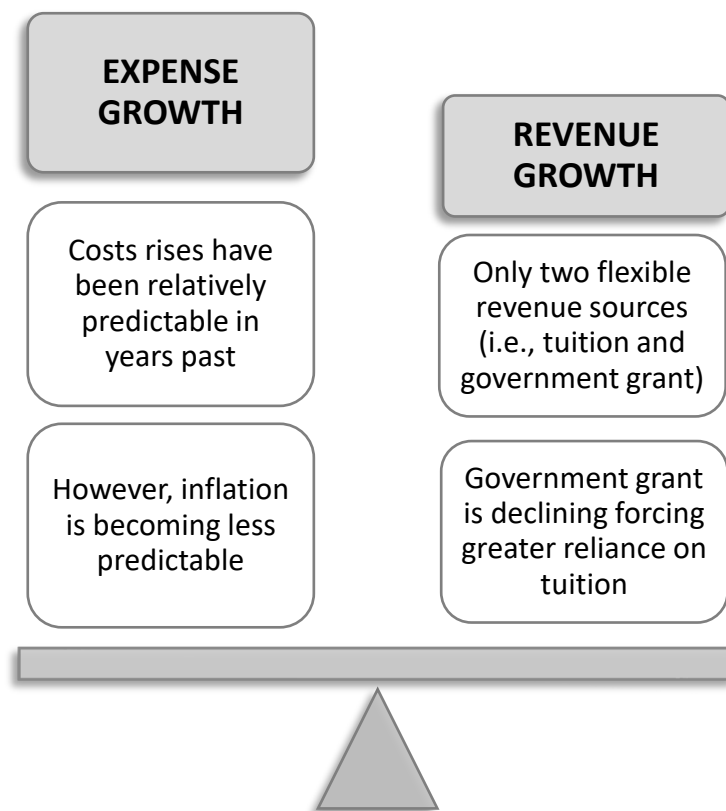
## 5. What challenges do we encounter?

Many factors contribute to cost increases



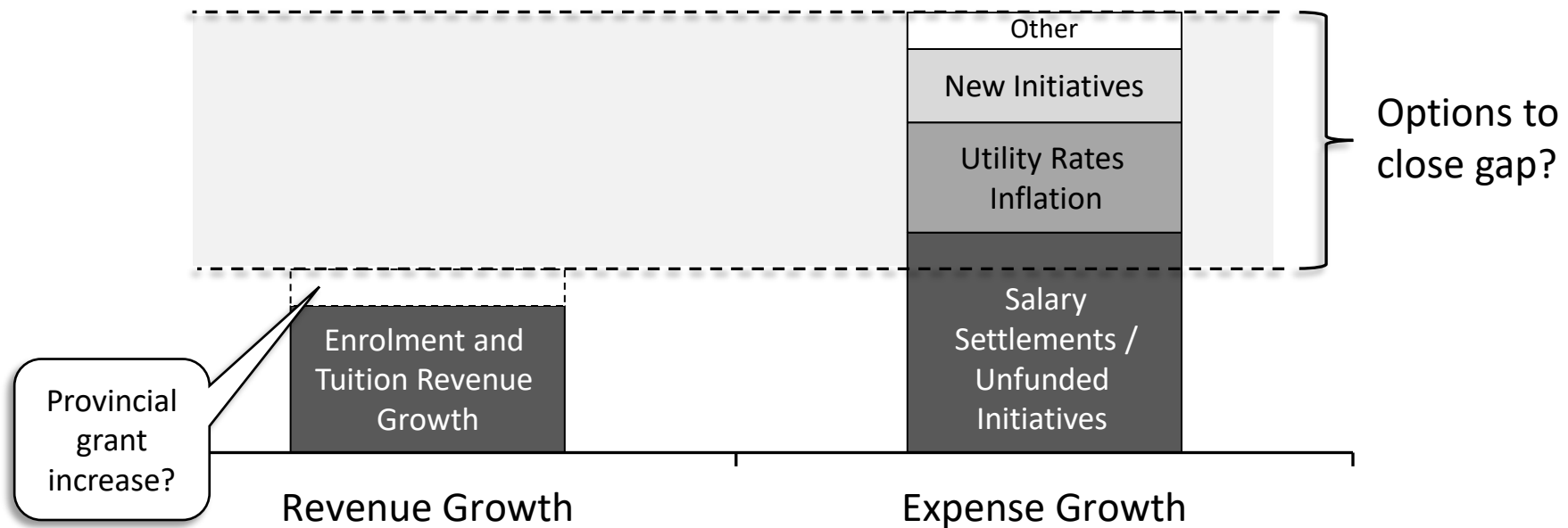
# 5. What challenges do we encounter?

It is an ongoing challenge to close the revenue and expense gap



## 5. What challenges do we encounter?

It is an ongoing challenge to close the revenue and expense gap




# 6. Feedback Session

Participate in the survey



[https://survey.ucalgary.ca/jfe/form/SV\\_4VK4nRzf0SypjIG](https://survey.ucalgary.ca/jfe/form/SV_4VK4nRzf0SypjIG)

 **UNIVERSITY OF CALGARY**

For each of the items below, please indicate their importance for **potential new resources**.

	Not important	Slightly important	Neutral	Important	Very important
Classroom renovations and improvements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital infrastructure (e.g., information technology, cybersecurity, website improvements)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improvements to physical infrastructure (e.g., space, deferred maintenance, renovation of non-classroom space)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiatives related to health and wellness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiatives directed at equity, diversity, inclusion, accessibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiatives directed at Indigenous engagement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiatives related to campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



# Continuing Education

## Enrolment Report

Dr. Sheila LeBlanc

November 2022



UNIVERSITY OF  
CALGARY

# Continuing Education

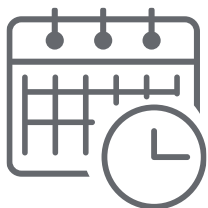
FY2022 Snapshot

Unique learners

16,300

Total instruction hours

34,446



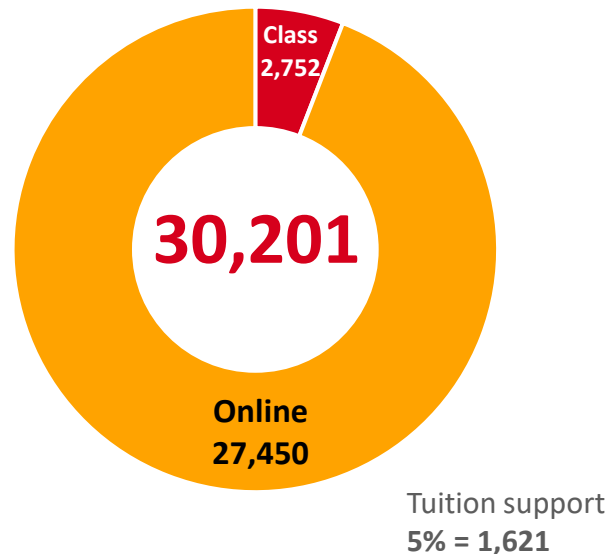
Course Sections  
1,204

Credentials awarded

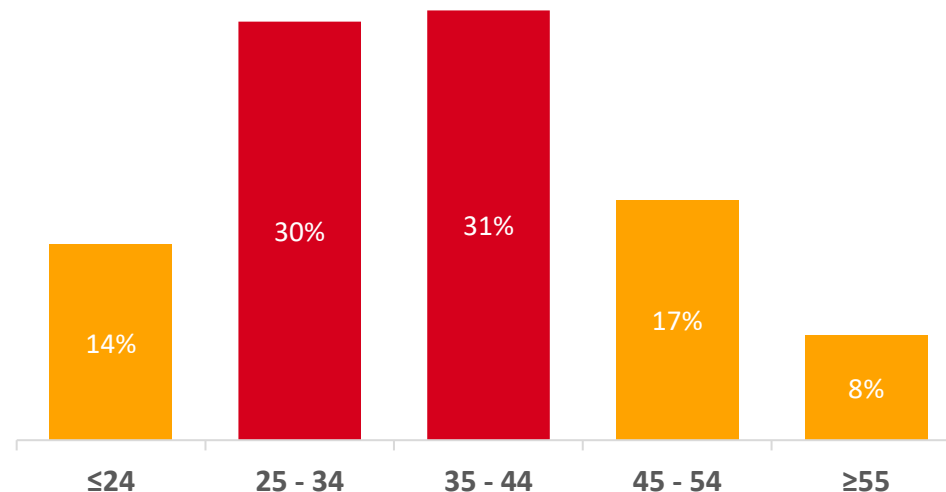
1,005



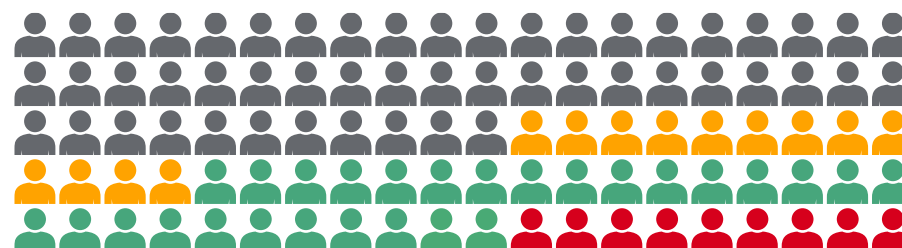
Enrolment count



Age group



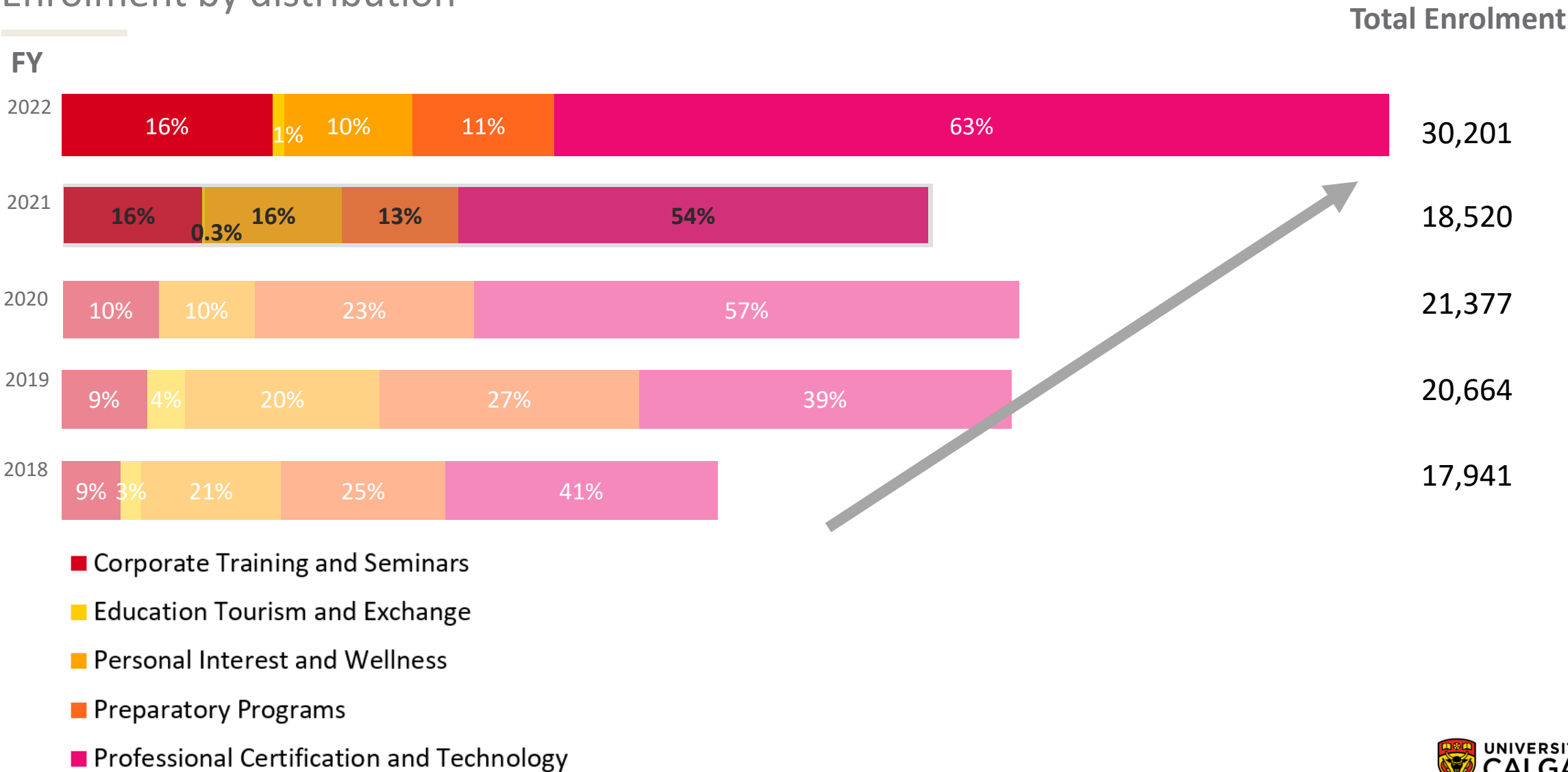
Learners by location



51% Calgary Area  
13% Other Alberta  
27% Other Canada  
9% International  
Learners from **125** countries

# Continuing Education

Enrolment by distribution





# Continuing Education

## Community Engagement through Collaborations



### Corporate Training

- **250** corporate training **workshops** from **19 contracts**
- Served **4,000+ business employee enrolments**
- Top customers:
  - City of Calgary
  - Calgary Economic Development
  - The Calgary Foundation
  - Alberta Utilities Commission



### External Collaborations

- 23 Professional Associations
- Community-based organizations
  - Calgary Economic Development
  - Calgary Chamber of Commerce
  - Calgary Immigrant Women's Association
  - Manpower AB
  - And many more...



### Internal Collaborations

#### Continuing Education Capability Center

**15,569 enrolments**

- Operational support in
  - Destiny One registration system implemented for **7 Faculties/Units**
  - Chair Destiny One Advisory Team
  - Registrarial Services
  - Program Coordination
  - Student Services
- Program/labour market demand research
- Program development consulting
- Learning services



**GENERAL FACULTIES COUNCIL  
INFORMATION BRIEFING NOTE**

**SUBJECT:** 2022 Institutional Sustainability Report

**PROPONENTS**

Penny Werthner, Interim Provost and Vice-President (Academic)  
Joanne Perdue, Associate Vice-President (Sustainability)

**PURPOSE**

To inform the Committee on the upcoming release of the University of Calgary's 2022 Institutional Sustainability Report (ISR) highlighting the University's annual progress on the Institutional Sustainability Strategy (ISS).

**OVERVIEW**

The 2022 ISR will showcase the University of Calgary's sustainability progress over the 2021-2022 academic year. The report will be organized under six thematic areas that align with the United Nations (UN) Sustainable Development Goals (SDGs) with linkages to the Framework for Growth. These six thematic areas are life, land, and water; education, health, and well-being; community partnerships and social change; reduced inequality, poverty, and gender inequity; energy transformation and climate action leadership; and sustainable cities and communities. The summary of outcomes (attached as supporting material) provides select highlights on the institution's continued progress under all goals of the ISS. The ISR is forecasted to be released on October 26, 2022, during Campus Sustainability Week. The University's progress towards the ISS as well as key points on the supporting communications plan are outlined below.

**KEY POINTS**

**The University of Calgary continues to demonstrate steady progress toward the goals of the ISS.** This progress was externally affirmed by the achievement of a top 3% global ranking under the Times Higher Education's (THE) University Impact Ranking. THE evaluates a university's progress in advancing the UN SDGs and the University of Calgary's holistic, multidisciplinary approach to sustainability helped it secure the 42nd spot among more than 1,400 global institutions. This marks the third consecutive year to achieve a top 5% global ranking. Among the Canadian U15 research institutions, UCalgary ranked seventh, down one position over 2021. Canada is the third highest ranked country within the THE University Impact Ranking reflecting strong sustainability performance among Canadian institutions. Select 2022 metrics include:

- Signed the Scarborough National Charter on Anti-Black Racism and Black Inclusion in Higher Education,
- Recognized as one of Canada's best diversity employers for the sixth year in a row,
- Received Mental Health at Work Gold level certification,
- Over 20,000 sustainability-related research publications,
- 82 sustainability-related start-ups were launched,
- More than 16,400 students took one or more sustainability courses in 2021-2022,

- Over 1,520 students participated in over 415 Campus as a Learning Lab experiential learning projects,
- Greenhouse gas emissions were reduced by 36% over our 2008 baseline despite campus growth,
- Potable water use was reduced by 49% over our 2008 baseline despite campus growth, and
- Over 60% of daily waste and 86% of construction and demolition waste was diverted from landfill.

**The 2022 report will highlight the University's progress on our ISS and our positive social impact through an online report that connects to the 17 SDGs.** In response to campus community feedback, the 2022 report will be reduced in size for easier reading. The report will provide readers with an introduction to sustainability at the University of Calgary, at-a-glance progress highlights, a highlights video, and an online report that showcases UCalgary positive social impact at local, regional, national, and international scales. The ISR will be organized under six thematic areas including: life, land, and water; education, health, and well-being; community partnerships and social change; reduced inequality, poverty, and gender inequity; energy transformation and climate action leadership; and sustainable cities and communities. This format enables UCalgary to:

- Present a compelling narrative on our social positive impact at multiple community scales while concurrently demonstrating progress against the ISS,
- Provide a format that is easy-to-read and navigate making it more accessible to a widespread audience, and
- Align with the SDGs to create a strong line-of-sight between UCalgary's sustainability efforts and the efforts of the many leading public and private sector organizations as well as the increasing number of sustainability rankings and awards programs that evaluate sustainability performance through an SDG lens.

**The 2022 report release will be supported by a communications plan to increase awareness about the University of Calgary's positive sustainability impact.** The report is expected to be released on October 26, 2022, during Campus Sustainability Week and will mark the beginning of a year-long communications plan that will be designed to:

- Focus on the thematic areas of sustainability impact with clear connections to the UN SDGs,
- Connect sustainability to other institutional strategies,
- Reach increased numbers of readers, and
- Align with select national and global awareness campaigns.

## **BACKGROUND**

The University of Calgary's Sustainability Policy (2010) confirms a commitment to excellence and leadership in advancing sustainability within research and teaching, engagement, and operational practices. Following approval by the Board of Governors in October 2015, the ISS was launched in February 2016 to provide a road map for continuous improvement in advancing this commitment. Following the completion of the engagement process for the renewal of the institutional overarching strategy, the engagement process for the sustainability strategy renewal will be launched. The SDGs were adopted by all UN member states in 2015 and are a universal call to action to end poverty, improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

**ROUTING AND PERSONS CONSULTED**

<u>Progress</u>	<u>Body</u>	<u>Date</u>	<u>Approval</u>	<u>Recommendation</u>	<u>Discussion</u>	<u>Information</u>
	Environment, Health, Safety & Sustainability Committee	2022-09-27				X
X	General Faculties Council	2022-10-06				X
	Board of Governors	2022-10-14				X

**SUPPORTING MATERIALS**

1. 2022 Institutional Sustainability Report Summary of Outcomes

# 2022 Institutional Sustainability Report Summary of Outcomes



**TOP 5% GLOBALLY** for  
advancing the **U.N. SUSTAINABLE  
DEVELOPMENT GOALS** for the  
**PAST 3 YEARS**



Recognized as one of  
**CANADA'S BEST  
DIVERSITY  
EMPLOYERS**  
for the sixth year in a row



Signed the **SCARBOROUGH  
NATIONAL CHARTER**  
on Anti-Black Racism and Black Inclusion  
in Higher Education



Received the **2021 MENTAL  
HEALTH AT WORK  
GOLD LEVEL  
CERTIFICATION**

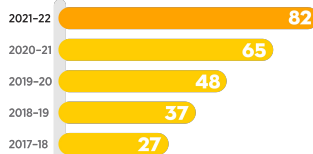
## Research and Innovation



Over **20,000**  
**SUSTAINABILITY-RELATED  
RESEARCH PUBLICATIONS\***  
\*2020 year. Provided by Times Higher Education, using  
Sustainable Development Goals-related keywords and Elsevier

**SUSTAINABILITY  
STARTUPS**

stemming from the innovation and  
entrepreneurship of UCalgary community members



Over **1,000 COMMUNITY  
PARTNERSHIPS and SOCIAL  
CHANGE RESEARCH  
PUBLICATIONS\***

\*2020 year. Provided by Times Higher Education, using  
Sustainable Development Goals-related keywords and Elsevier



Over **5,800 HEALTH and  
WELL-BEING RESEARCH  
PUBLICATIONS\***  
\*2020 year. Provided by Times Higher Education, using  
Sustainable Development Goals-related keywords and Elsevier



Over **400 QUALITY  
EDUCATION RESEARCH  
PUBLICATIONS\***  
\*2020 year. Provided by Times Higher Education, using  
Sustainable Development Goals-related keywords and Elsevier



Over **860 POVERTY,  
GENDER and INEQUALITY  
RESEARCH PUBLICATIONS\***  
\*2020 year. Provided by Times Higher Education, using  
Sustainable Development Goals-related keywords and Elsevier



Over **1,200 CLEAN ENERGY  
and CLIMATE ACTION  
RESEARCH PUBLICATIONS\***  
\*2020 year. Provided by Times Higher Education, using  
Sustainable Development Goals-related keywords and Elsevier



Over **1,000 SUSTAINABLE  
FOOD, WATER and LAND  
RESEARCH PUBLICATIONS\***  
\*2020 year. Provided by Times Higher Education, using  
Sustainable Development Goals-related keywords and Elsevier



Over **700 SUSTAINABLE  
CITIES and COMMUNITIES  
RESEARCH PUBLICATIONS\***  
\*2020 year. Provided by Times Higher Education, using  
Sustainable Development Goals-related keywords and Elsevier

## Teaching, Learning, and Student Experience

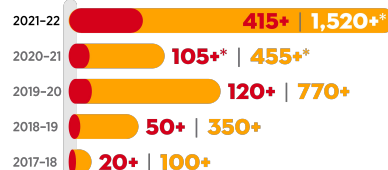


Over **16,400**  
**STUDENTS** took one or more  
**SUSTAINABILITY COURSE**  
in 2021-22



Students engaged in  
**CAMPUS as a  
LEARNING LAB**  
experiential learning  
sustainability projects

• Number of projects • Students engaged



\* Data affected by COVID-19

## Campus and Community Impact

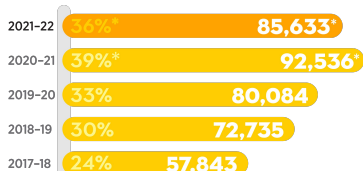


**BEE CITY CANADA**  
**CAMPUS** certification  
for efforts to make  
campus more  
**POLLINATOR-  
FRIENDLY**



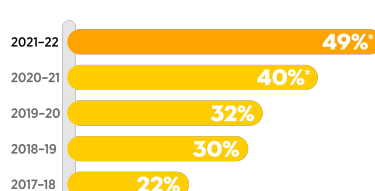
**FAIR TRADE  
CERTIFIED  
CAMPUS**  
since 2015

**REDUCTION of  
GREENHOUSE  
GAS EMISSIONS**  
since 2008 (Tonnes CO<sub>2</sub>e)



Scope 1 and 2 CO<sub>2</sub> emissions  
\* Data affected by COVID-19

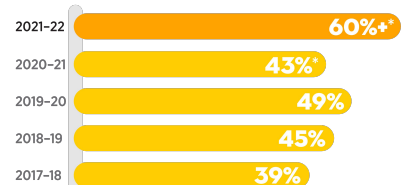
**REDUCTION  
in WATER USE**  
since 2008



\* Data affected by COVID-19



**WASTE  
DIVERTED**  
from landfill



\* Data affected by COVID-19

**GENERAL FACULTIES COUNCIL EXECUTIVE COMMITTEE**  
**Report to General Faculties Council**  
**for the meetings held August 31, 2022, September 14, 2022, and September 21, 2022**

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

**August 31, 2022**

**Committee Orientation**

The University Secretary gave a presentation orienting the members to the EC, including description of the GFC standing committees structure, the EC membership, the role and responsibilities of the EC, and the EC's appointment work process.

**Presidential Task Force on Equity, Diversity, Inclusion and Accessibility (EDIA) – Co-Constituting an Inspiring, Strong, Evidence-Based EDIA Strategy**

The EC received a presentation on the creation of the Presidential Task Force on Equity, Diversity, Inclusion and Accessibility (EDIA), including a description of the membership structure of the Task Force and that the work of the Task Force and its working groups will result in a comprehensive people- and culture-focused EDIA vision and strategy for the University, including metrics, timelines and an accountability plan.

In response to questions, it was reported that:

- The Tri-Agency's Dimensions EDI Canada pilot program is comparable to the Athena Swan gender equality within higher education and research framework, with some notable differences including that Dimensions includes all five equity deserving groups
- A Sessional Instructors representative could be included in the membership of the Presidential Task Force on EDIA, possibly among the at-large members

The EC discussed:

- That the University can learn from the experiences of other institutions who are also doing EDIA work
- It is necessary to clearly define EDIA and excellence, and why EDIA is so important to a research institution. The rhetoric regarding EDIA undermining excellence needs to be addressed.
- Inviting and welcoming all members of the University community to participate in the development of the EDIA Strategy is important
- The University has a number of strategies and plans, and as these come up for renewal they need to be woven together in a way that will meaningfully reduce issues such as marginalization, racialization, and non-equitable pathways
- The grant proposal and recruitment process is getting better at requiring demonstration of EDI, but researchers need guidance on how to appropriately measure and communicate their successes in this area. The presenter reported that Research Services will be rolling out a number of workshops

relating to EDI and resources will be made available, and the Presidential Task Force on EDIA will be talking about metrics.

This presentation will also be given at the October 6, 2022 meeting of the GFC.

#### **Nominations for the Election by GFC of One GFC Member to the GFC Executive Committee**

The EC named, in rank order, academic staff members of GFC to be approached by the University Secretariat to stand for election to the GFC Executive Committee.

The election will be held electronically following the October 6, 2022 GFC meeting.

#### **Reappointment of the Academic Co-Chair of the Academic Staff Criteria and Processes Handbook Working Group**

The EC voted to re-appoint Francine Smith, Cumming School of Medicine, as the Academic Co-Chair of the Academic Staff Criteria and Processes Handbook Working Group, for a term until June 30, 2025.

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Ed McCauley, Chair and Penny Werthner, Vice-Chair

#### **September 14, 2022 – Special Meeting**

##### **Approval of Revisions to the 2022-2023 Academic Schedule**

The EC heard that this special meeting was called because it is not known at this time what the provincial government will decide to do regarding declaring September 19, 2022 as a provincial day of mourning. To ensure the University is prepared if the day is declared a closure, a variety of options for revising the University's Academic Schedule were prepared for consideration by the EC.

The EC reviewed and discussed the options presented by the Registrar, and determined that Option 2 (reducing the Fall 2022 term by one instructional day) is the preferred of the five options, should a closure of the University on September 19, 2022 occur.

The EC then voted to approve the revisions to the Academic Schedule for the 2022-2023 academic year, as recommended to the Committee, and contingent on September 19th being classified as a University closure.

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Penny Werthner, Vice-Chair

#### **September 21, 2022**

##### **Naming of the Teaching and Learning Committee Academic Co-Chair**

The EC named Barbara Brown, Werklund School of Education, as the Academic Co-Chair of the Teaching and Learning Committee, for a term until June 30, 2023.

**Nominations for the Election by GFC of Two Academic Staff Members to the Presidential Task Force on Equity, Diversity, Inclusion and Accessibility (EDIA)**

The EC named, in rank order, academic staff members of GFC to be approached by the University Secretariat to stand for election to the Presidential Task Force on Equity, Diversity, Inclusion and Accessibility (EDIA).

The election will be held electronically following the October 6, 2022 GFC meeting.

**Nominations for the Election by GFC of Two Academic Staff Members to the Strategic Planning Steering Committee**

The EC named, in rank order, academic staff members of GFC to be approached by the University Secretariat to stand for election to the Strategic Planning Steering Committee.

The election will be held electronically following the October 6, 2022 GFC meeting.

**Process for the Revision of the GFC Bylaws**

The EC was updated on the process and timeline for the review and revision of the GFC Bylaws, including that it is anticipated that proposed changes will be brought to the EC for discussion in November and then progress through appropriate governance approvals. It was reported that a review of the GFC standing committees Terms of Reference will be conducted after the changes to the GFC Bylaws are approved, and it is anticipated this will occur in the 2023-2024 academic year.

**Review of the Draft October 6, 2022 GFC Agenda**

The EC reviewed the draft agenda for the October 6, 2022 GFC meeting.

In response to questions, it was reported that:

- The GFC meetings will be held in person or virtually, as hybrid is not currently a feasible option due to the size of the Council's membership
- The decision on whether to hold a GFC meeting in person or virtually is communicated on the schedule but changes can be made by the EC on a meeting-by-meeting basis, based on the business being tracked for the meeting
- The revisions to the Sexual Violence Policy are narrow in scope, in response to recent direction by the provincial government, and so it was determined not to be necessary to bring the item to the EC (in addition to the Academic Planning and Priorities Committee) before bringing the item for discussion at the October 6 GFC meeting. It is planned for the item to come to the EC for recommendation at the October 19, 2022 meeting.







**ACADEMIC PLANNING AND PRIORITIES COMMITTEE**  
**Report to General Faculties Council**  
**for the meeting held on September 19, 2022**

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

**Committee Orientation**

The Co-Chairs gave a presentation orienting the members to the APPC, including a description of the General Faculties Council (GFC) standing committees structure, the APPC membership, and the role and responsibilities of the APPC. The Co-Chairs of the Decision Support Team (DST) and the APPC's subcommittees (the Academic Program Subcommittee, the Graduate Academic Program Subcommittee and the Calendar and Curriculum Subcommittee) then provided an overview of the membership and work of each of their subcommittees.

**Creation of an Interdisciplinary Specialization in Stem Cell and Regenerative Medicine within the MSc and PhD programs in Veterinary Medical Sciences and Biomedical Engineering**

The APPC reviewed the proposal to create a new Interdisciplinary Specialization in Stem Cell and Regenerative Medicine (the Specialization) within the Master of Science and Doctor of Philosophy in Veterinary Medical Sciences and the Master of Science and Doctor of Philosophy in Biomedical Engineering.

The APPC learned that the field of Stem Cell and Regenerative Medicine has grown significantly in the past 10 years and that the Specialization will address two significant emergent challenges: 1. knowledge translation and 2. post-graduation transitions to the workplace through developing entrepreneurship skills to enhance the chances of students being successful either within or outside of academia after they graduate.

The APPC discussed the types of supports to be made available to administrative staff as a result of increased enrolment; the importance of delivering on the objectives set out in the proposal relating to Indigenous engagement; and the practicalities of offering a MDSC (Medical Science) course and consideration around expanding this Specialization to Medicine.

The APPC suggested two minor amendments to strengthen the proposal and approved the creation of the Specialization.

**Proposed Revisions to the University's Sexual and Gender-Based Violence Policy**

The APPC reviewed proposed changes to the University's Sexual and Gender-Based Violence Policy (the Policy), which have been made in response to a request from the provincial government. The APPC learned that a comprehensive review of the Policy is not being done at this time but will take place within the next two years. The presenters provided an overview of further changes resulting from ongoing consultations.

The APPC discussed that further work is needed to determine the full range of measures the University should have in place to counteract rape culture; the types of interim measures put in place to minimize harm; how the policy works for students who are also employees; and how to make this Policy more accessible to students.

The APPC provided the presenters with suggestions for consideration, including revising the definitions of "Interim Measures", "Gender-Based Violence" and "Sexual and Gender-Based Violence" and strongly encouraged that the Sexual Violence support and sensitivity training be expanded to more groups on campus.

**Quality Assurance Unit Review Report Schulich School of Engineering**

The APPC received the Quality Assurance Unit Review Report for the Schulich School of Engineering (SSE). The APPC learned that the report was generally positive, and that the SSE is commencing work on many of the recommendations. The APPC discussed the recommendations relating to student/advisor ratios and how these compare across campus; benefits and next steps for the harmonization of graduate program administration; the positive direction the SSE has set to increase its approach to Indigenous Knowledge integration and decolonization and how it will continue to increase efforts in this area. The APPC commended the SSE for its high retention and graduation rates.

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Prepared by the University Secretariat on behalf of Penny Werthner, Co-Chair, and Tara Beattie, Academic Co-Chair

**TEACHING AND LEARNING COMMITTEE**  
**Report to General Faculties Council**  
for the meeting held September 20, 2022

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

**Committee Orientation**

The TLC spent time discussing the Center for Courage and Renewal's poster 'Courage and Renewal Touchstones', which sets out concepts and practices used in the Circle of Trust model of working with others, and then the TLC members shared and discussed the touchstones that resonated most for them:

- Be present as fully as possible – *Be here with your doubts, fears and failings as well as your convictions, joys and successes, your listening as well as your speaking.*
- Give and receive welcome – *People learn best in hospitable spaces. In this circle we support each other's learning by giving and receiving hospitality.*
- No fixing, saving, advising or correcting – *This is one of the hardest guidelines for those of us who like to "help". But it is vital to welcoming the soul, to making space for the inner teacher.*
- Trust and learn from silence – *Silence is a gift in our noisy world, and a way of knowing in itself. Treat silences as a member of the group. After someone has spoken, take time to reflect without immediately filling the space with words.*
- When the going gets rough, turn to wonder – *Set aside judgment to listen to others - and to yourself - more deeply.*

**Appointment of Academic Staff Members to the Course Feedback Implementation Working Group**

The TLC was reminded of the history and the role/responsibilities of the Course Feedback Implementation Working Group (CFIWG), and the co-chairs reviewed the criteria for the four academic staff members to be appointed to the CFIWG by the TLC. The TLC was reminded that a call-for-names seeking persons interested in serving on the CFIWG was issued in June 2022, and that, in advance of this meeting, the TLC was asked to vote for their preferred candidates.

The TLC discussed:

- The results of the pre-meeting voting for preferred candidates for appointment, and that there are five candidates who initially stand out
- Whether the academic staff members appointed to the CFIWG by the TLC should hold Continuing appointments, or whether Limited Term and Sessional academics should also be appointed to ensure breadth on the CFIWG, and that it would be good to have a mix of senior and emerging leaders, and a mix of genders, on the CFIWG. It was determined that the University's definition of 'academic staff member' should be confirmed. It was observed that the call-for-names in June did not ask for persons to indicate their appointment type or tenure status.
- That not all Faculties are represented in the offers to serve, but that this is not a concern especially because not all Faculties use the Universal Student Ratings of Instruction (USRI) instrument at this time

- That the CFIWG will be able to consult widely and invite guests to its meetings in order to engage in thorough discussions relating to the USRI, including discipline-specific discussions
- Whether the top four candidates from the pre-meeting voting should be asked if they are still willing to serve, or if the TLC should be more strategic to achieve greater diversity. It was observed that the CFIWG Terms of Reference does allow that *“Up to two additional academic staff appointments by the TLC can be made to help ensure the Working Group composition reflects the University’s commitment to Equity, Diversity, and Inclusion”*, though the optics of apparently achieving diversity as an afterthought is not ideal.
- The purposes for the USRI and current concerns relating to it
- That, for the next time the TLC does this appointment work, the call-for-names should ask persons to speak to Equity, Diversity, Inclusion and Accessibility in their bios, as well as their connection to the four academic staff member criteria in the CFIWG Terms of Reference, so that the TLC can make more informed analysis of candidates

Following discussion, the TLC decided to charge the Co-Chair and Academic Co-Chair with rank-ordering the candidates for appointment to the CFIWG, taking into consideration the TLC’s discussion and the four criteria set out in the CFIWG Terms of Reference, so that the University Secretariat can approach persons for appointment. The first four persons to agree to serve will be deemed to be appointed by the TLC. It was confirmed that Malinda Smith, Vice-Provost and Associate Vice-President Research (Equity, Diversity and Inclusion) would be consulted after the four TLC-appointed persons are known, and additional academic staff members may be appointed to the CFIWG after this.

Secretary’s note: Following the meeting, Wendy Benoit, Faculty of Science, Brianne Burkinshaw, Faculty of Science, Erin Spring, Werklund School of Education, and Nicole Wyatt, Faculty of Arts, agreed to serve and were deemed appointed by the TLC.

### **Teaching and Learning Updates and Emerging Issues (Roundtable)**

The TLC was given an opportunity to discuss matters impacting teaching and learning at this time, and discussed:

- The technology issues in some classrooms, including insufficient availability of technology (e.g., lack of cameras to record live lectures, broken or missing equipment, wifi instability) and the reduction in technology support
- That accessibility is a concern, as there is limited capacity to support full hybrid course delivery
- That commitment to teaching and learning, and the nurturing of students’ hopes and dreams, does not necessarily have to hurt an educator’s achievements in research and scholarship, and it is vital not to convey to students that teaching is of secondary importance

### **Standing Reports**

The TLC received reports on the current activities of the Taylor Institute for Teaching and Learning, Graduate Students’ Association, and Students’ Union.

**RESEARCH AND SCHOLARSHIP COMMITTEE**  
**Report to General Faculties Council**  
for the meeting held September 22, 2022

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

**Committee Orientation**

The Academic Co-Chair reviewed the General Faculties Council standing (GFC) committees structure, the composition of the RSC membership, and the role and functions of the RSC.

**Development and Implementation of an Institutional Research Data Management (RDM) Strategy**

The RSC received an update on the development of the University's Research Data Management (RDM) Strategy, including information about the Tri-Agency RDM Policy and data management plan requirements, data deposit options, and the timeline for implementation of the University's RDM Strategy.

The RSC discussed:

- Students will learn from observing supervisors conducting research data management as part of the research project process
- Ownership of data is a concern, especially with monetizable intellectual property

In response to questions, it was reported that:

- Researchers' data management plans will set out how data will be stored and protected. At this time it is not known if or how the Tri-Agency will monitor compliance, but it is expected that a grant final report will include description of the data deposit.
- It is known that it will not be possible to deposit some data, such as due to an agreement with an industry partner or due to the sensitivity of the data, and that some research projects will not have any data to deposit
- The requirement for researchers to have data management plans applies to Tri-Council funding, and not to student-held fellowships and research awards
- Research Services will be offering training sessions, webinars and Open Educational Resources relating to data management
- It will take time for institutional culture to change, but effort is being made to have data management work recognized as scholarly output
- When data is put into a repository, all dataset authors should be cited. Data agreements as part of data management plans, such as with postdoctoral scholars, should be put in place.
- Deposited data does not necessarily have to be made publicly available. Data management plans are about ensuring responsible conduct of research.

- Applications for new Tri-Agency funding will require the inclusion of a data management plan. Existing projects will not retroactively require the submission of a data management plan.

This presentation will also be given at the October 6, 2022 meeting of the GFC.

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Robert Thompson, Co-Chair, and Dora Tam, Academic Co-Chair

**Report to the General Faculties Council  
on the Meeting of  
The Board of Governors (Open Session), June 24, 2022 (8:00 am)  
From the Member of the Board nominated by GFC**

The Vice-Chair of the Board, Cody Church, called the meeting to order at 8:10 am with a welcome to external guests and approval of the meeting agenda and identification of any existing conflicts of interest amongst the Board Members.

Michael Van Hee, Vice-President (Finance and Services) - Development presented the safety moment titled "The impact of situational awareness and complacency".

Following the safety moment and approval of previous meeting minutes, the discussion moved to the one additional action item:

- Approval of the Governors of the University of Calgary Mandate and Roles Document

This item was approved by vote by Boards Members

Four information items were then presented:

- Report from the President
- University Innovation Ecosystem Report
- Student Experience Report
- Global Engagement Plan Progress Report

There being **no other business**, the Open Session of the Board Meeting was then adjourned at 9:40 am.

Sincerely,

Joule Bergerson