



Canadian Forces Liaison Council

Supporting Military Reservists on Campus



GUIDE FOR THE DEVELOPMENT OF STUDENT AFFAIRS AND HUMAN RESOURCES POLICIES WITHIN CANADIAN EDUCATIONAL INSTITUTIONS



Promoting the Value of Reservists



ACKNOWLEDGEMENTS

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PART I

INTRODUCTION

THE RESERVE FORCE

Canada's military is made up of "Regular" and "Reserve" soldiers, sailors and air personnel. Members of the Regular Force have chosen the military as their career and practice their profession on a full-time basis. Members of the Reserve Force, on the other hand, choose to serve in the Army, Naval, Air, Communications, Judge Advocate General, and Health Services Reserves on a part-time basis, while at the same time pursuing civilian careers or attending school.

Reservists usually perform their military service four nights and one weekend per month, plus a continuous period of two weeks or so once per year. Opportunities also exist for reservists to volunteer for more extended periods of continuous service to augment Regular Force units on operations and exercises. Since the mid-1990s, these opportunities have increased significantly in response to reductions in the size of the Regular Force and the ongoing need to provide personnel for operational commitments at home and abroad.

The Reserve component of the Canadian Forces provides a vital contribution to the nation's homeland defence and its international military commitments. For example, during NATO and UN operational tours overseas this past decade, anywhere from 10-25 per cent of the troops in Canadian units have been reservists. As well, responsibility for Canada's seaborne coastal defence is almost exclusively a function of the Naval Reserve. Reservists have also been in the forefront of military responses to domestic crises such as the 1997 Manitoba Floods, the 1998 Ice Storm in Quebec and Ontario, the 2003 forest fires in Alberta and British Columbia, and clean-up following Hurricane Juan in Halifax.

RESERVISTS ON CAMPUS

A significant proportion of Canada's Reserve Force — approximately 40 per cent — are students in their civilian lives. The vast majority of these "student-reservists" are enrolled in post-secondary educational institutions. In addition to the student presence in the Reserve Force, a further five per cent are teachers and other education-sector employees. Collectively, the education sector represents the single largest civilian occupation base of reservists in the Canadian Forces.

NATIONAL STUDENT-RESERVIST STATISTICS (2003)

University Students: **6,650**

College Students (including Cégeps): **2,918**

High School Students: **1,810**

Total: **11,378** or **37%** of all Reservists

Multi-Year Average: 40% of all reservists are students in their civilian lives

Military service in the Reserve Force provides students and teachers with a variety of transferable skills that directly benefit their respective educational institutions. These skills include a disciplined approach to academic studies and lesson planning, time and stress management, accountability, reliability, and integrity. Military service can also provide student-reservists with practical work experience related to their academic field of study. Leadership skills and project management experience are transferable as well.





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By supporting reservists in meeting their military service commitments, educational institutions can ensure these skills and their resulting benefits are continually reinforced. Educational institutions can also take satisfaction from knowing that by enabling these reservists to continue serving, they are themselves contributing to the security of Canada.



Corporal Nick Glas, 1st Hussars, London, Ontario, and a Police Foundations student at Westervelt College, took a year off from his classes in 2005 to serve on Canadian Forces operations in Afghanistan.

Photo: Combat Camera

EDUCATION SECTOR SUPPORT FOR THE RESERVE FORCE

The Canadian Forces Liaison Council (CFLC) is a volunteer organization of business and community leaders that encourages educators and employers to recognize the benefits of supporting the part-time military careers of their students and employees, and to take active steps toward doing so. Your educational institution's interest in and support of your students and employees in the Reserve Force is greatly appreciated. By formally implementing supportive policies, you will be making an important contribution to Canada and to the men and women who make up the Reserve

Force. The CFLC has developed this guidebook to help you do this.

The materials contained herein will assist educational administrators of all types – including academic deans, department heads, registrars, curriculum coordinators, and human resources managers – develop policies that are appropriate to their respective educational institutions. These materials include:

- Information on the issues faced by student-reservists as they endeavour to balance their academic and military work commitments;
- Information on the issues faced by campus employees as they endeavour to balance their civilian and military work commitments;
- Information on the administrative issues that institutions may wish to consider in developing policies supporting reservists; and
- Sample policies that institutions can use as guidelines in developing their own courses of action.

For further information and/or assistance in designing policies for your educational institution, please call the Secretariat of the CFLC toll-free at 1-800-567-9908 (in Ottawa area 613-995-8700), fax to (613) 996-1618, or write to:

**Executive Director
Canadian Forces Liaison Council
National Defence Headquarters
101 Colonel By Drive
Ottawa, ON K1A 0K2**

You are also encouraged to visit our website at www.cflc.forces.gc.ca and follow the links to Educator Resources.





PART II

GENERAL CONSIDERATIONS FOR DEVELOPING POLICIES IN SUPPORT OF RESERVISTS ON CAMPUS

POLICY GOALS

The policies your educational institution develops to support reservists on campus should have the ultimate goal of facilitating their participation in military training and operations with no negative academic or job consequences. To that end, the guidance provided herein will enable you to craft student affairs and human resources policies that specify practical supportive measures and the conditions governing them.

OUR SCOPE

The guidance provided in this booklet is intended to satisfy the requirements of a broad range of educational institutions at both the secondary and post-secondary level. As well, it recognizes that administrative responsibility for the different aspects of policies may reside within different offices of the institutions. Accordingly, the measures described are somewhat generic and will need to be fine-tuned to meet the particular requirements of individual institutions. The same proviso pertains to the sample policies contained in Part VI of this publication (on page 16).

It should also be noted that the guidance provided in this booklet is weighted more toward issues affecting student-reservists. This is because many of the issues relating to employees in the Reserve Force are already addressed in a separate CFLC publication titled *Military Leave Policy; A guide to writing a human resource policy for military leave* (CFLC publication # 008). You can obtain a copy of this publication by phoning the CFLC toll-free at 1-800-567-9908.

SPECIFIC OBJECTIVES

Given the aforementioned goal and scope, the policy framework presented in this booklet seeks to resolve common and regularly occurring problems that reservists encounter when they seek to balance their military service requirements with their studies and employment on campus. These problems have been identified through extensive research conducted by the CFLC.

The specific objectives of the proposed policies are:

Objective 1: Enable short-term leaves of absence of two weeks or less to accommodate reservists' requirement to perform military service during the school year.

Objective 2: Facilitate the rescheduling of exams and assignments that conflict with the military activities in which student-reservists participate in during the school year.

Objective 3: Enable long-term leaves of absence to accommodate reservists' wish to perform military service spanning one or more academic terms.

Objective 4: Alleviate financial and academic penalties associated with leaves of absence, rescheduling/deferrals of exams and assignments, late registration, and course withdrawals requested by student-reservists.

Objective 5: Enable reservists to maintain uninterrupted employee benefits while performing military service.





Objective 6: Recognize military workplace learning relating to student-reservists' academic program of study.

Objective 7: Foster a positive work and study environment within the educational institution where reservists can freely disclose their military service without fear of discrimination, rebuke or retaliation by other members of the campus community.

Objective 8: Build a positive relationship with local Canadian Forces Recruiting Centres and individual Reserve Force units whereby representatives of those military organizations are able to participate in career/job fairs and conduct related recruitment advertising on campus without fear of discrimination, rebuke or retaliation by members of the campus community.



Photo: PO1 George Ingraham, CFLC

On Sept. 29, 2006, Royal Roads University's acting president Bob Skene signed a memorandum of understanding with the CFLC to assist and support student-reservists attending all universities in British Columbia.

CRITERIA FOR SUPPORT

In requesting educational institutions to support reservists on their campuses, the CFLC acknowledges that any accommodations granted to students and employees for military service will need to be contingent on clearly established and agreed-upon criteria. The primary criteria proposed by the CFLC are that all accommodations granted to reservists:

- Respect and maintain the academic integrity of the educational institution; and
- Cause no undue disruption to the educational institution's daily operations.

The CFLC further recommends that all accommodations for reservists be pursuant to formal application processes characterized by:

- A defined written policy approved by the educational institution's board of governors and/or academic senate. Such a policy would not necessarily need to be specifically limited to members of the Canadian Forces Reserve component, so long as they are clearly covered by it;
- Applications for accommodations being submitted in writing and substantiated by the applicant's commanding officer;
- Applications being submitted in a timely manner; and
- Broad awareness of the policy among reservists on campus and by their military commanders.





PART III

DEVELOPING POLICIES IN SUPPORT OF STUDENT-RESERVISTS

UNDERLYING CIRCUMSTANCES

There are three general circumstances under which student-reservists may ask their educational institutions to accommodate them in meeting their military obligations. They are as follows:

***Circumstance 1.** Scheduling conflicts occur during the school year between the student-reservists' academic program requirements and their military service obligations.*

For example:

- Student-reservists' regular evening or weekend military training sessions sometimes fall on the eve of scheduled school exams or assignment due dates;
- Student-reservists may have the opportunity to attend short-term (two weeks or less) courses or military exercises during the fall and winter school terms;
- Summer military training courses and exercises may begin before the end of the school year and final exam period;
- Summer military training courses and exercises may overlap the beginning of the new school year;
- Student-reservists may also ask for time off during the school year if their units are tasked to respond to local crises in aid to civilian authorities.



Photo: Courtesy HMCS Prevost

Able Seaman Jennifer Fiddler, a high school student in London, Ontario and a Naval Reservist at HMCS Prevost, takes the helm of a Canadian Navy patrol boat during a mid-winter training exercise in Victoria, BC in 2006.

Depending on which of these circumstances apply, student-reservists may ask their educational institution to grant them:

- Deferral of exams (or alternatively, permission to write the exams early or at the scheduled time in a military training facility under military invigilation);
- Postponement of assignments;
- Leave of absence from class;
- Permission to register late;
- Early termination of courses with credit; and/or
- Exemption from fees normally associated with rescheduling of exams, late registrations, etc.

In these circumstances, student-reservists may become aware of the scheduling conflicts a month





or more in advance, or with only a few days warning. Given this variable notice, policies developed to accommodate such requests need to have flexible response times.

IMPORTANT NOTE

CFLC research has identified some commonality between the examples provided above (particularly conflicts due to weekend and evening training) and the circumstances faced by varsity or elite athletes trying to balance their academic and collegiate sports schedules. Many educational institutions have policies in place to enable varsity and elite athletes to satisfy both commitments. Where this is the case, educational institution support for student-reservists may be as simple as extending these policies to include them.

***Circumstance 2.** Student-reservists wish to take a semester or more off school in order to participate in a long-term military training program or to deploy on operations. In the case of operational deployments, the leave period requested could be as long as 18 months.*

Where student-reservists wish to take an extended break from their studies, they may:

- Seek a guarantee from their school that they will be automatically re-admitted to their academic program upon conclusion of their military service;
- Seek a guarantee that they will not lose credit for courses they have already completed, or at the very least, be required to repeat only those modules of the course that have changed during their time away; and/or
- Seek opportunities to continue their studies on a part-time basis via distance learning.

Corporal Anwar Massoud, a Film Studies student at Carleton University, took a year off from his classes in 2005 to serve on Canadian Forces operations in Afghanistan. Corporal Massoud is an army reservist at 28 (Ottawa) Service Battalion.



Photo: Combat Camera

Generally, student-reservists wishing to participate in a long-term military course or an operational deployment will have plenty of advance notice of the opportunity, and hence sufficient time to submit their request to school officials. However, occasionally these opportunities materialize on short-notice when a student-reservist is midway through an academic term. In these situations, the student-reservist may seek:

- To withdraw from classes without penalty;
- Receive a letter grade or a grade of pass based on course work completed to date; and/or
- Receive a grade of incomplete with permission to complete the remaining course work within a year of returning to school.

***Circumstance 3.** Student-reservists seek academic recognition of military workplace learning.*

Post-secondary students in the Reserve Force often enlist in a military trade that is directly related to their academic program and their ultimate civilian career goals. They do this to obtain practical work experience prior to graduating, improving their employment chances afterward. For example, students enrolled in civil engineering degree or surveying diploma programs may join





army engineering units. Similarly, students enrolled in nursing, pharmacy, paramedic or pre-med/medicine programs, may enlist in Health Services Reserve units. Meanwhile, students enrolled in business management programs may enlist in administrative and logistics support trades common to all elements of the Reserve Force.

Requests for recognition of military workplace learning are most likely to come from student-reservists enrolled in academic programs with co-op education, work experience or practicum components. In these situations, student-reservists may seek to have their time on the job with the military count towards their practicum hours. In other instances, reservists may have completed a technical training course in the military that closely mirrors courses offered at civilian educational facilities. In these situations they may seek:

- Course credit;
- Prerequisite credit for program entry; or
- Proficiency credit.

Student-reservists in secondary schools may also seek recognition of military workplace learning. Because the Canadian Forces allows 16 and 17 year-olds to enlist in the Reserve Force (with parent/guardian permission), many student-reservists begin their military careers during their final two years of high school. The military service these young reservists undergo typically extends little beyond basic recruit training prior to them moving on to college and university or into the adult workforce. However, even at this introductory level, the military experience received is beneficial to students through its development of discipline, teamwork and leadership skills. In recognition of this, many school boards have sanctioned military service in the Reserve Force as an authorized form of off-campus education for high school “Work Experience” programs.

INSTITUTIONAL FACTORS TO BE CONSIDERED

In determining how to respond to student-reservists’ requests for academic accommodations to perform military service, it will be necessary to consider the implications of any decision for the institution as a whole. For example, policy makers should consider:

- How the academic accommodations they grant student-reservists will affect their handling of similar requests by other students with part-time jobs and personal interests outside the classroom. For example, how will the school justify helping students who are reservists while denying the request of a student with shift work at McDonald’s?
- Is there already some infrastructure in place for dealing with the requests of student-reservists? For example, can a mechanism that exists to assist varsity athletes meet the competing demands of their sports schedule and academic requirements be applied equally to students in the Reserve Force?
- Will requests for academic accommodations by student-reservists be considered on a case-by-case basis or will a general, blanket policy be applied?
- Will the academic program in which the student-reservist is enrolled make any difference to the handling of the request?
- Will the amount of notice a student-reservist is able to provide in requesting an academic accommodation make any difference to its handling? Is there a minimum amount of time required, or can the institution respond on immediate notice if circumstances demand?





Photo: Combat Camera

Sergeant Erica Campbell took time away from her holistic nutrition studies at the Canadian School of Natural Nutrition to serve in Afghanistan. Sergeant Campbell is an army reservist with 25 (Toronto) Service Battalion.

APPLICATION FORMS AND COVER LETTERS

The CFLC recommends that a standard application form or letter template be used by student-reservists requesting academic accommodations to perform military service, and that these forms/templates be available through the registrar's office. In the case of requests for recognition of military workplace learning, educational institutions may wish to develop a supplementary form.

Whether application forms or letters are used, the CFLC recommends they be submitted with an accompanying cover letter from the student-reservists' commanding officer that substantiates the circumstances underlying the request for academic accommodation. All Reserve Force units can generate these letters. Sample application forms and cover letters are included in Part VI of this publication.

The registrar should retain the original copy of the completed application form. It is recommended that copies be provided to the student-reservist, the student-reservist's commanding officer, and appropriate authorities on campus as determined by the registrar or existing policy.

APPLICATION AND APPROVAL PROCESS

The circumstances that precipitate a student-reservist's request for an academic accommodation and the institutional factors that affect the decision will determine how and to whom they submit their application. Accordingly, some applications will be submitted to individual instructors, while others will need to be directed to the deans of student-reservists' respective programs and/or the registrar. Suggested approving authorities are as follows:

Rescheduling of Exams. Applications to defer final exams (or alternately, to write them early or in a remote location under military invigilation) should be made through the registrar's office or other exam convening authority. Approval should be contingent on recommendations from the student's instructor and program dean. Applications to reschedule midterm exams and quizzes should be made through the instructor.

Postponement of Assignments. Applications to postpone assignments should be made through the student's instructor.

Leaves of Absence. Applications for short-term leaves of absence (two weeks or less) from classes, labs and tutorials, should be made through the instructor(s), unless existing campus regulations demand higher-level approval. Applications for leaves of absence of one or more semesters should be made through the registrar, with approval contingent on the recommendation of the program dean or whatever authority existing campus regulations prescribe.

Permission to register late. Applications to register late should be made through the registrar.

Early termination of courses with credit. Application to terminate courses early and receive





credit for them should be made through the registrar, with approval contingent on the recommendation of the program dean, instructor, or whatever authority existing campus regulations prescribe.

Exemption of Fees. Applications to be exempted from paying fees associated with rescheduling exams and assignments, leaves of absence etc. should be made through the registrar.

Recognition of Military Workplace Learning. Applications should be made through the relevant academic dean (post-secondary) or the “work-experience” program coordinator (high schools).

APPEALS

In the event a request for an academic accommodation is denied, the CFLC recommends that student-reservists be afforded the right to appeal the decision. Whether one or more levels of appeal are authorized is at the discretion of the educational institution.

Appeals should be made in writing to the designated authority in accordance with procedures established by the institution. It is recommended that copies of the application form containing the original decision be attached as an annex to the appeal request. It is also recommended that the student-reservists be granted permission (upon written request) to be represented in the appeal process by a senior military advisor, such as their unit’s employer/educator support representative or a CFLC provincial liaison officer.

RESERVE FORCE MILITARY SERVICE

MAKES STUDENTS BETTER LEARNERS

By instilling effective work habits and study skills, including:

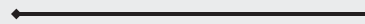
- Maturity and self-discipline
- Time and stress management
- Accuracy, honesty and integrity
- Accountability, reliability and punctuality

MAKES STUDENTS MORE EMPLOYABLE UPON GRADUATION

Because of the practical capabilities gained through formal military courses, on-going refresher training, and day-to-day experience.

General career capabilities include:

- Leadership and management skills
- Team building skills
- Multi-tasking skills
- Work values and ethics
- Transferable trade skills (e.g. cooking, engineering, nursing, and office administration)



“The military is great for time-management skills. A lot of things need to get done on time, which something procrastinating university students could learn and apply.”

Corporal Martin Boreczek
Army reservist with the Lorne Scots
and student at York University





PART IV

DEVELOPING POLICIES IN SUPPORT OF FACULTY AND SUPPORT STAFF IN THE RESERVE FORCE

UNDERLYING CIRCUMSTANCES

There are two general circumstances under which faculty and educational support staff are likely to ask their employer to accommodate them in meeting their military obligations. They are as follows:

Circumstance 1. Scheduling conflicts occur during the school year between the employees' work schedules and their military service obligations.

For example:

- Instructors may have the opportunity to attend short-term (two weeks or less) courses or military exercises during the fall, winter and spring sessions that require them to take a break from teaching;
- Summer military training courses and exercises may begin before the end of the school year or overlap the beginning of the new school year; and/or
- Employee-reservists may also ask for time off during the school year if their units are tasked to respond to local emergencies in aid to civilian authorities.

Depending upon which of these circumstances apply, reservists may ask their employing educational institution to grant them:

- Short-term military leave over and above vacation entitlement. Since reservists will be paid by the military for their service, these requests will typically be for leave without pay;¹
- Maintenance of employee pension and other program benefits (e.g. life insurance and family health care coverage) while they are away on military service subject to the employee contributing his/her portion; and/or
- Guarantees that academic rank and step increments for academic promotion are not affected by their military leave.

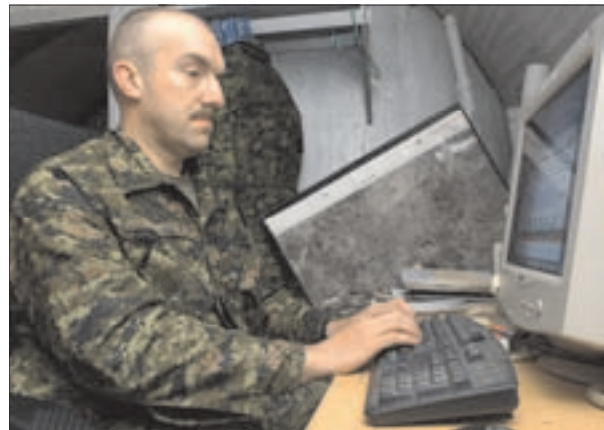


Photo: Combat Camera

Warrant Officer Jonathan Kolar, a reservist with the 4th Battalion, Royal Canadian Regiment in London, Ontario, took a leave of absence from his teaching career at Trios College in 2005 to serve on Operation Athena in Afghanistan.

1. Where the reservist's earnings during military service are less than what they would earn working at their civilian occupation, the educational institution may choose to make up the difference. This is strongly recommended if the training or experience the reservist will receive while on military service directly benefits the institution.





Photo: CFLC Archives

Petty Officer 2nd Class Tom Joseph, a high school teacher in Thunder Bay, Ontario, and a Naval Reservist with HMCS Griffon, instructs students in science class on Reserve Force Uniform Day in 1999. On Reserve Force Uniform Day, reservists were encouraged to wear their uniforms to their place of civilian employment or school where they study.

Except for emergency deployments, civilian employees who serve in the Reserve Force will generally know about these scheduling conflicts well in advance. However, given the potential for short notice, policies developed to accommodate such requests need to have flexible response times.

Circumstance 2. Employees seek time off from their civilian employment in order to participate in a long-term military training program or to deploy on operations. In the case of operational deployments, the leave period requested could be as long as 18 months.

When employees request time off, they are likely to seek:

- Guarantees of job security with no loss of seniority or academic rank upon conclusion of their military service;
- Maintenance of employee pension and or insurance program benefits while on military service (subject to employee contributing his/her portion).

Generally, employees wishing to participate in a long-term course or an operational deployment will have plenty of advance notice of the opportunities, and hence sufficient time to submit their requests to school officials. In the absence of a formal military leave policy, employees may apply for the time off in accordance with regulations governing academic sabbaticals and/or unpaid leaves of absence.

INSTITUTIONAL FACTORS TO BE CONSIDERED

As with requests to accommodate the needs of student-reservists, deciding how to respond to employees' requests for military leave will require some consideration of the implications for the institution as a whole. For example, policy makers should consider:

- How any leave they provide to employees in the Reserve Force will affect their handling of leave-of-absence and sabbatical requests by other employees with professional and personal interests outside the institution.
- Is there already some infrastructure in place for dealing with the requests of employees in the Reserve Force? For example, do existing policies governing unpaid leaves-of-absence and sabbaticals sufficiently address reservists' needs?
- Will requests for military leave be considered on a case-by-case basis or will a general, blanket policy be applied?
- Will the department or faculty in which an employee works make any difference to the handling of the request?
- Will the amount of notice an employee is able to provide in requesting time off make any difference to how the request is handled? Is there





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a minimum amount of time required, or can the institution respond on immediate notice if circumstances demand?

- Will the time of year the leave is requested make a difference to how the request is handled? For example, will the request of an instructor seeking time off during the fall or winter terms be handled differently than a request for time off during the spring and summer sessions?

APPLICATION AND APPROVAL PROCESS

The CFLC has received copies of military leave policies established by a variety of educational institutions. A review of these documents suggests the following procedures be used to deal with reservists' requests for time off and other accommodations.

Campus employees seeking military leave for training or operations should make their requests through the manager of the department or the vice-president of the division for which they work. The development, administration and maintenance of procedures implemented to deal with these requests would be the responsibility of the campus human resources manager and/or the vice-president of staff services (or equivalent).

Educational institutions have two options for developing these procedures. The first, and the simplest, is add a clause to existing policies governing sabbaticals and unpaid leaves of absence that stipulates military service is an authorized reason for granting time off work. Reservists applying for military leave in this manner would follow existing procedures. The other option is to develop a stand-alone military leave policy and a complementary application and approval infrastructure.



Photo: Courtesy of Major Tischhauser

Major Nadine Tischhauser (seated at far right) was granted a three-month leave of absence in March 2004 from her civilian job at the Upper Grand District School Board in Guelph, Ontario, to serve on Operation Halo in Haiti. Major Tischhauser is an accommodations planner with the school board, a job which involves planning new school construction, school closures and land acquisitions for new school sites. Her skills and experience as an Army Reserve logistics officer have produced direct benefits for her civilian job performance.

Whichever of these two options are utilized, educational institutions should consider the following issues in deciding how much leave and any supplementary accommodations to grant the reservists:

- What is the specific purpose of the military leave request – courses, exercises, domestic operations, international operations, or a special event requiring military participation?
- What sort of proof will the institution require employees to provide to verify their need for military leave – a letter from the commanding officer, a copy of the military course loading message etc.?
- How much time do the reservists require to fulfill their military obligations?



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- How much time does the institution require to respond to leave requests? How flexible can it be if a reservist is notified of a military service requirement on short notice?
- Will time off for military service be considered as unpaid leave, or are there special circumstances under which the institution would consider maintaining employees' salaries while they are on leave and earning a military income?
- Will the institution "top-up" the difference in employees' military income while on leave if it is less than the income earned from the educational institution?
- Will the institution allow reservists to maintain pension and other benefits programs (e.g. group life insurance, health and dental plan, etc.) while on military leave permitted they pay their share?
- Will the institution maintain the reservists' seniority rights (including tenure track) during the military leave?
- Will the military leave period be considered as unbroken service for purposes of vacation credits, or will vacation entitlement not continue to accrue while employees are on leave?
- What actions will the institution take in the event a reservist fails to return from military service, or requests an extension of the leave period?
- What actions will the institution take in the event reservists are killed or disabled while on military service?
- What implications, if any, will the granting of military leave have on collective agreements between the educational institution and the employees at large?



Photo: Courtesy LCol Spaan

Lieutenant Colonel Warren Spaan, an elementary school teacher in Cayley, Alberta (south of Calgary), was granted a three-month leave of absence from the Foothills School Division in 2004 to fill an operations planning position with ISAF Headquarters in Kabul, Afghanistan. The school board had previously granted him leaves of absence to attend Military Command and Staff College in Toronto and to serve on UN peacekeeping duty in Bosnia-Herzegovina. While he was away on these military duties, students at his school kept in regular touch with him and incorporated some of his experiences into their classroom studies.

For detailed information on these factors, please refer to the CFLC publication ***Military Leave Policy; A guide to writing a human resources policy for military leave*** (CFLC Publication 008). To view sample military leave policies specific to educational institutions, please refer to Part VI of this publication.

◆————◆

“Through their military training, Reserve Force members gain valuable skills in leadership, management, teambuilding and personal discipline which enhances their contributions to the workforce, the classroom and their home communities...”

—————

Joe Lund
President of DeVry Institute of Technology
Calgary, AB





PART V

OTHER AVENUES OF SUPPORT FOR THE RESERVE FORCE

MULTIPLE OPPORTUNITIES

Education sector support for the Reserve Force is not limited to helping students and employees meet their training and operational commitments. Rather, it can be extended to the broader Reserve Force community and affect a wide range of interests. The following are but some of the ways educational institutions can do this:

FOSTERING RECRUITMENT IN THE CANADIAN FORCES

One way your educational institution can support the Reserve Force in general is by opening its doors to military recruitment. Whether you do this by inviting local Reserve Force units to participate in career fairs on campus or by permitting them to post recruiting materials on bulletin boards, you will greatly assist units in filling their ranks with high-calibre personnel. Moreover, you will provide the general student population base with the opportunity to secure high paying part-time jobs during the school year and full-time summer employment, not to mention the education reimbursement and other benefit programs offered by the Reserve Force.

PUBLIC AWARENESS EDUCATION ABOUT THE MILITARY

Educational institutions can broaden student and staff knowledge of the Reserve Force and military affairs in general by inviting military speakers to guest lecture at public forums and/or during courses pertaining to international relations, stra-

tegic studies, and military history. They can take their sponsorship of military awareness one step further by establishing and promoting courses dedicated to military studies. Institutions can also encourage the establishment of scholarships and bursaries for students in the Reserve Force.



Photo: Richard Desmarais

Sergeant Jesse Carlevaris of the Canadian Grenadier Guards, and a graduate of McGill University, talks with reservists at the University of Ottawa in October 2000.

BUSINESS RELATIONS

Looking at the relationship more from the business side, educational institutions can forge agreements with local Reserve Force units whereby the latter are able to access teaching and lab facilities for specialized military instruction (e.g. automotive shops, culinary labs). They can also use their connections to local Reserve Force units to seek out military research and development opportunities.





PROMOTING RESPECT AND GOODWILL TOWARD THE MILITARY

Educational institutions can actively promote respect and appreciation for reservists by inviting Reserve Force units to participate in social, sporting and community events on campus. Actions that can be taken here include:

- Publicly notifying their faculty and students about the nature of the institution's commitment to supporting the Reserve Force and the programs and activities offered on behalf of reservists;
- Designating a varsity sports game as a "Canadian Forces Day" with free admission for Reserve Force personnel in uniform;
- Inviting Reserve Force units to enter teams in fund-raising challenge events on campus; and
- Seeking reservist volunteers to sit on special campus committees.

Other means of promoting respect and goodwill to reservists on campus are:

- Organizing a "Support Our Troops" letter writing campaign to campus members serving on military duty overseas; and
- Offer academic scholarships and research grants for reservists who study and or work on campus.

ESTABLISHING A "MILITARY LIAISON OFFICE"

To facilitate support for the Reserve Force, your educational institution may wish to establish an on-campus Military Liaison Office. This office, staffed by paid employees and/or volunteers, would serve as a conduit for information exchange between the school's administration and the Reserve Force community.

Accordingly, it would be a centre where students and employees in the Reserve Force could seek out answers and advice on campus policies affecting them. It could also be a source of information for instructors and departmental supervisors seeking clarification on their obligations to reservists requesting time off or other accommodations.

Stemming from these two responsibilities, the Military Liaison Office would also serve as a resource centre for authorities adjudicating appeals from student-reservists and employee-reservists whose requests were not accommodated. Finally, the office could also serve as the coordinating authority for other supportive activities identified above.

Ideally, the employees and/or volunteers will have a blend of military and academic-administration experience, and could include serving reservists. The number of staff would depend on the number of reservists enrolled as students or employed on campus, and could conceivably be a single individual on call as required.

"Students and teachers who are members of the Reserve Force make a vital contribution to Canada's homeland defence and international security. For them to be effective in this role, they must be readily deployable. With the assistance of the schools where these reservists study or work, we can make that happen."

**John C. Eaton, CFLC National Chairman
and former Chancellor of Ryerson University**





PART VI

SAMPLE POLICIES

OVERVIEW

This section contains sample policy documents for providing practical support to students, faculty members and support staff who are also members of the Reserve Force. It also contains supplementary materials for use in appendices to these policies. The latter materials are intended to provide more detailed explanations of the procedures and policy options available to the institution and its reservists.

The policies and supplementary materials provided have been formatted in a document style typical to that used by a cross-section of second-

dary and post-secondary institutions. They may be used in whole or in part to create student affairs and human resources policies appropriate to individual educational institutions² and can be altered as required to fit the circumstances of individual institutions. As stated previously, administrative responsibility for different aspects of policies may reside within different offices of the institution.

The sample policies and supplementary materials are provided in annexes and appendices listed below. Digital copies of these items may be downloaded from the CFLC Website at www.cflc.forces.gc.ca.

- **Annex A:** Policy of Support for Students in the Reserve Force
- **Annex B:** Policy of Support for Employees in the Reserve Force
- **Annex C:** Application Form for Accommodation – Students in Reserve Force
 - **Appendix 1:** Student Letter Requesting Accommodation
- **Annex D:** Application Form for Accommodation – Employees in Reserve Force
 - **Appendix 1:** Employee Letter Requesting Accommodation
- **Annex E:** Options for Students Unable to Complete Courses Due to Military Service
- **Annex F:** Letter from Commanding Officer Confirming the Need for Accommodation
- **Annex G:** Recognition of Military Training and Workplace Learning
- **Annex H:** Ceremonial Proclamations

2. For educational institutions wishing to use these policies verbatim, all that is required is to substitute their name where it states *Educational Institution's Name*.





ANNEX A: POLICY OF SUPPORT FOR STUDENTS IN THE RESERVE FORCE

<u>Educational Institution's Name</u>	Policy Number:	Number of Pages:
	Originator:	
	Approved By:	
	Effective Date:	
COLLEGE PRACTICE	Replaces:	
TITLE: SUPPORT TO STUDENTS WHO ARE MEMBERS OF THE RESERVE FORCES		

1. PURPOSE

Educational Institution's Name recognizes that students who are members of the Reserve Force obtain additional benefits that are of value to their development and learning. Through active participation in Reserve Force training and employment, students will develop skills that will make them better learners. This includes such things as enhancing their time and stress management, their organizational skills, their accuracy and reliability, their leadership skills and their self-discipline. It is also acknowledged they may receive valuable experience related to their field of study. Students graduating with military service will likely be more successful at obtaining employment upon graduation because of the practical capabilities they gain through their formal military courses, on-going refresher training and daily experience.

In recognition of the fact that student participation in the Reserve Force will provide benefits to Educational Institution's Name faculty and staff will actively and sympathetically consider requests by student-reservists seeking academic accommodations to meet their military service obligations.

2. ACADEMIC ACCOMMODATIONS

The following are some of the academic accommodations that may be considered by faculty or staff:

- 2.1 Deferral of scheduled exams that conflict with military activities in which the student-reservists participate during the academic term.
- 2.2 Postponement of scheduled assignments that conflict with military activities in which the student-reservists participate during the academic term.
- 2.3 Short term leaves of absence (two weeks or less) from their academic studies to perform military service.
- 2.4 Extended leaves of absence (one or more semesters) from their academic studies to perform military service with no effect on their existing admission status or course accreditation.
- 2.5 Early termination of courses (with credit) to perform military service.





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- 2.6 Assistance with registration procedures should they encounter difficulties related to absences for military service.
- 2.7 Recognition of military workplace training relevant to the student-reservists' program of study. Recognition may include such things as:
 - 2.7.1 Course credit;
 - 2.7.2 Prerequisite credit for program entry, or
 - 2.7.3 Proficiency credit
- 2.8 Exemptions from financial and other penalties associated with leaves of absence, exam deferrals or assignment postponements noted above.

3. CONDITIONS

- 3.1 The granting of any academic accommodation by faculty or staff should be within their authority to approve.
- 3.2 Any academic accommodations granted to student-reservists should not adversely affect their overall studies at the institution.
- 3.3 Requests from student-reservists for academic accommodations should normally be submitted in writing and should be provided in sufficient time to allow proper review and consideration.
- 3.4 Faculty or staff may demand confirmation from the student-reservist's commanding officer to substantiate a request for an academic accommodation.

4. PROCEDURES

- 4.1 Student Reservists are to submit requests for academic accommodation in writing to the appropriate faculty or staff. Samples of appropriate requests are included as Annex/Appendix #.³
- 4.2 Faculty or staff may request that the student-reservist provide confirmation in the form of a letter from their commanding officer. A sample of an appropriate letter is included as Annex/Appendix #.⁴
- 4.3 Faculty or staff should inform the student-reservist as soon as practical of their decision to either grant or refuse the request.
- 4.4 If faculty or staff members are uncertain about granting a specific request they should consult with the registrar's office.

3. A sample request form and a sample request letter for students may be found in Annex C.

4. A sample confirmation letter from a reservist's commanding officer may be found in Annex F.





ANNEX B: POLICY OF SUPPORT FOR EMPLOYEES IN THE RESERVE FORCE

<u>Educational Institution's Name</u>	Policy Number:	Number of Pages:
	Originator:	
	Approved By:	
	Effective Date:	
COLLEGE PRACTICE	Replaces:	
<u>TITLE:</u> MILITARY LEAVE FOR EMPLOYEES WHO ARE MEMBERS OF THE RESERVE FORCES		

1. PURPOSE:

The intent of this policy is to provide recognition and accommodations for those employees at Educational Institution's Name who are enrolled as reservists in the Canadian Forces. Furthermore, this policy serves the following purposes:

- Recognizes that skills acquired through Reserve Force training are transferable into the workplace;
- To provide both moral and employer support for reservists on staff when they are asked to perform service by the Canadian Forces; and
- Recognizes their significant contribution and service to our community and the Canadian public in terms of emergency preparedness and security.

2. ACCOMMODATIONS:

- 2.1. **Training Leave**. Subject to operational requirements, vacation time, and/or leave without pay, may be granted to employees for military training or equivalent duty. Normally such leave will be for a period of two (2) weeks and may occur annually.
- 2.2. **Operational Mission Leave**. Subject to operational requirements, a maximum of eighteen (18) months leave of absence without pay may be granted to employees who are selected for extended full-time service on domestic, UN, NATO or other operational missions.

3. CONDITIONS:

- 3.1. Employee benefits for which the employee was enrolled immediately prior to the leave shall, as permitted under the respective insurance policies, remain in effect for the duration of the leave. These benefits shall be provided at no additional cost to the employee except where required by the benefit carrier (e.g. pension buyback provisions). The employee portion of benefit premiums





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for extended health and dental will be billed semi-annually to the employee or their designate. In addition, any benefits available through the Canadian Forces such as disability and life insurance must be utilized prior to utilizing benefits available through the [Education Institution's Name](#) plans.

- 3.2 Except in unusual circumstances, military leave granted under the policy will be treated as unbroken service when calculating academic tenure, annual leave, sick leave or any other entitlement or benefit.
- 3.3 Upon return from the military leave, the employee will return to their position or to another comparable position of equal or greater compensation (in the event that the former position was declared redundant during the leave).
- 3.4 This policy applies equally to faculty and support staff.

4. PROCEDURES

- 4.1 Reservists wishing to take military leave shall initiate a leave request as soon as possible and preferably at least four (4) weeks in advance for Training Leave and at least twelve (12) weeks in advance for Operational Mission Leave.
- 4.2 In the event of an immediate domestic emergency, the employee may seek approval for such leave retroactively.
- 4.3 Leave requests are to be submitted to the supervising dean or director for decision.
- 4.4 The employee shall provide a written request supported by appropriate documentation provided by the Canadian Forces. Samples of appropriate requests are included as Annex/Appendix #.⁵
- 4.5 Any employee denied leave has a right to appeal the decision to the Director of Human Resources.

5. Sample request forms and letters for employees may be found in Annex D, while a sample of supporting documentation from the Canadian Forces, in the form of a letter from the employee's Reserve Unit commanding officer, may be found in Annex F.





ANNEX C: APPLICATION FORM FOR ACCOMMODATION - STUDENTS IN THE RESERVE FORCE

Instructions: This application form is to be used by students who are members of the Canadian Forces to request accommodations from their academic programs to perform military service. If accommodations for multiple courses are required, please submit separate forms for each. Applications are to be accompanied by a covering letter from the applicant's commanding officer verifying the reason for the request.

Student Name (Please Print): _____		Student ID #: _____	
Faculty: _____	Department: _____	Program: _____	
Applicable Course: _____		Instructor: _____	
Accommodation Requested (Check all that apply)	Date(s)	Reason	Approving Authority
<input type="checkbox"/> Deferral of Final Exam			Registrar
<input type="checkbox"/> Write Final Exam elsewhere under Military Proctor			Registrar
<input type="checkbox"/> Reschedule Other Exam/Test			Instructor
<input type="checkbox"/> Postpone Assignment			Instructor
<input type="checkbox"/> Leave of Absence from Class/Lab (Two Weeks or Less)			Instructor
<input type="checkbox"/> Leave of Absence from Program (One or more Semesters)			Registrar
<input type="checkbox"/> Early Termination of Course with credit			Program Dean
<input type="checkbox"/> Late Registration			Registrar
<input type="checkbox"/> Recognition of Military Workplace Learning			Program Dean
<input type="checkbox"/> Exemption of related fees			Registrar
Applicant Signature: _____		Application Date: _____	
Staff Use Only			
<input type="checkbox"/> Approved <input type="checkbox"/> Not approved (State reason): _____			
Name: _____		Position: _____	
Signature: _____		Date: _____	
<small>NOTE: Completed original to Registrar/student records. Copies to be forwarded to program dean, instructor and applicant.</small>			





APPENDIX 1: STUDENT LETTER REQUESTING ACCOMMODATION

Instead of developing a specialized application form such as the one shown on the previous page, educational institutions may opt to have students submit a letter when requesting academic accommodations to perform military service. A sample letter template is provided below.

[DND or Reserve Force Unit Letterhead]

[File Number]

[Educator's name]

[Address]

[Date]

Dear []:

As you may be aware, in addition to being a student at *Educational Institution's Name*, I am a reservist in the Canadian Forces, serving with [unit name] in [community].

Reservists serve in the Canadian Forces on a part-time basis. As a member of the Reserve Force, I need to undergo various military training courses in order to develop skills that will allow me to take on increasingly difficult positions and responsibilities.

The Canadian Forces will be conducting a major military exercise at [location] [date to date]. I therefore request a leave of absence from my classes from [date] to [date] so that I may participate in this exercise. I believe that the activities that I will undertake will be of a personal and professional benefit and have a direct and positive effect on my academic performance. It is also an excellent opportunity to enhance my potential for civilian employment following graduation.

I hope that you will give this request your most serious consideration. Your investment in my military career also represents an investment in my civilian future.

I would appreciate an opportunity to discuss methods of ensuring that I maintain my level of studies during that time. Please let me know when we can meet to discuss this issue. If you have any concerns about the nature of my service, please do not hesitate to call [me] or [name, rank, and position of Commanding Officer or designate] at [telephone number].

Sincerely yours,





ANNEX D: APPLICATION FORM FOR ACCOMMODATION – EMPLOYEES IN THE RESERVE FORCE

Instructions: This application form is to be used by faculty members and support staff who are members of the Canadian Forces to request leaves of absence and related dispensations to perform military service. Applications for military leave and related dispensations are to be accompanied by a covering letter from the applicant's commanding officer verifying the circumstances of the request. Completed forms shall be submitted to the employee's supervising dean or director as applicable.

Name (Please Print): _____		Employee #: _____	
Position: _____		Phone #: _____	
Faculty or Department: _____		Supervisor: _____	
Military Leave Requested <small>(Check all that apply)</small>	Date(s)	Details	
<input type="checkbox"/> Leave for Military Training			
<input type="checkbox"/> Leave for Military Operations			
<input type="checkbox"/> Leave for other Military Duties			
Additional Information			
If your leave is approved, do you wish to maintain your employee benefits? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Please specify which benefits:			
Please specify method by which you will pay employee portion of benefits plan:			
Employee Signature: _____		Application Date: _____	
Staff Use Only			
<input type="checkbox"/> Approved <input type="checkbox"/> Not approved (State reason): _____			
Name: _____		Position: _____	
Signature: _____		Date: _____	
NOTE: Completed original to Human Resources/Employee Records. Copies to be forwarded to supervising dean or department chair and to the employee.			





APPENDIX 1: EMPLOYEE LETTER REQUESTING ACCOMMODATION

Instead of developing a specialized application form such as the one shown on the previous page, educational institutions may opt to have employees submit a letter requesting military leave and related accommodations. A sample letter template is provided below.

[DND or Reserve Force Unit Letterhead]

[File Number]

[Educator's name]

[Address]

[Date]

Dear []:

As you may be aware, in addition to working as a [position] in [faculty or department] at *Educational Institution's Name*, I am a reservist in the Canadian Forces, serving with [unit name] in [community].

Reservists serve in the Canadian Forces on a part-time basis. As a member of the Reserve Force, I need to undergo various military training courses in order to develop skills that will allow me to take on increasingly difficult positions and responsibilities.

The Canadian Forces will be conducting a major military exercise at [location] [date to date]. I therefore request a leave of absence from my teaching duties from [date] to [date] so that I may participate in this exercise. I believe that the activities that I will undertake will be of a personal and professional benefit and have a direct and positive effect on my work performance and productivity at *Educational Institution's Name*.

I hope that you will give this request your most serious consideration. I would appreciate an opportunity to discuss methods of ensuring that my teaching duties are covered during the period of my absence. Please let me know when we can meet to discuss this issue. If you have any concerns about the nature of my service, please do not hesitate to call [me] or [name, rank, and position of Commanding Officer or designate] at [telephone number].

Sincerely yours,





ANNEX E: EARLY TERMINATION OF COURSES WITH CREDIT AND WITHDRAWALS

Several options may be offered to student-reservists who request termination of academic programs part way through the school year in order to undertake military service. The following is suggested phrasing for a policy governing those requests. It has been worded in such a way that it can be applied to Regular Force as well as Reserve Force personnel.

<u>Educational Institution's Name</u>	Policy Number:	Number of Pages:
	Originator:	
	Approved By:	
	Effective Date:	
COLLEGE PRACTICE	Replaces:	
<u>TITLE:</u> OPTIONS FOR STUDENTS UNABLE TO COMPLETE COURSES DUE TO VOLUNTARY MILITARY SERVICE		

1. PURPOSE

A student at Educational Institution's Name who is unable to complete a course because the student has volunteered or has been called up for military service with the Reserve Force shall be entitled to the options set forth in this section with respect to the student's grade for the course.

2. OPTIONS

- 2.1 A student who has completed at least eight weeks of attendance in a nominal 12-week course may choose to:
 - 2.1.1 Withdraw from the course; or
 - 2.1.2 Receive a letter grade based on completed course work; or
 - 2.1.3 Defer final examination until the completion of the military service or write it under proctor at a military training establishment agreeable to Educational Institution's Name; or
 - 2.1.4 Receive a grade of pass or fail; or
 - 2.1.5 Receive a grade of incomplete.





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- 2.2 A student who has completed less than eight weeks of attendance in a nominal 12-week course may choose to:
- 2.2.1 Receive a grade of incomplete; or
 - 2.2.2 Withdraw from the course.

3. CONDITIONS

- 3.1 A letter grade or a grade or pass shall only be awarded if, in the opinion of the faculty member teaching the course, the student has completed sufficient work, and there is sufficient evidence of progress toward meeting the requirements of the course, to justify the grade.
- 3.2 A grade of incomplete shall remain valid for a period of one year after the student returns to Educational Institution's Name.
- 3.3 A student who chooses to accept a grade of pass or fail may, within one year after returning to the Educational Institution's Name, receive a letter grade for the course by completing the work required for the course, in which case the letter grade shall replace the pass or fail grade as the student's grade for the course.
- 3.4 Deferrals of final exams or writing them under proctor at a military training facility shall normally only be granted if the student is required to terminate courses on the eve of the final exam period, and only if, in the opinion of the faculty member teaching the course, the student's score on the final exam could substantially improve the final grade awarded.
- 3.5 A student who chooses to withdraw from a course shall receive a pro-rated refund of tuition and fees attributable to that course.





ANNEX F: LETTER FROM COMMANDING OFFICER CONFIRMING THE NEED FOR ACCOMMODATION

When a reservist requests an accommodation to perform military service, it is recommended that education institutions ask for a letter from the reservist's Commanding Officer confirming the reasons for the request. The following is a sample template for a letter where a student is requesting time off during the school year to attend a military exercise.

[DND or Reserve Force Unit Letterhead]

[File Number]

[Educator's name]

[Address]

[Date]

Dear []:

I am the Commanding Officer of [unit name], a Canadian Forces Reserve unit in [community]. One of your students, [first and last names], is a member of my unit.

The Canadian Forces will be conducting a major military exercise at [location] [approximate timeframe, e.g., next month, this fall, etc.]. I am writing to request that [rank and last name] be granted a leave of absence from [his/her] classes to participate in this exercise from [dates].

[Rank] [last name] will be employed as [position or job] during the exercise. [Brief description of nature of duties, if appropriate, using civilian terminology.] This will allow [him/her] to practice [his/her] skills and knowledge that have been acquired over during [his/her] Reserve Force training. The skills and knowledge will also be of direct benefit [his/her] academic performance and future civilian career, and I hope you will view this request as an opportunity to invest in [his/her] personal and professional development which is, of course, of interest to both of us.

If you have any concerns about the nature of [rank] [last name]'s Reserve Force service or the exercise in which [he/she] will be participating, please don't hesitate to contact [me personally at xxx-xxxx] [other designated officer (rank, name, position) at xxx-xxxx].

I would be grateful if you could advise me of your decision as soon as possible so that we can finalize our planning work. Your support of [rank] [last name] and the Canadian Forces are deeply appreciated.

Sincerely yours,





ANNEX G: RECOGNITION OF MILITARY TRAINING AND WORKPLACE LEARNING

Instructions: This application form is to be used by students who are members of the Canadian Forces to request an academic review of military training and workplace experience to determine equivalencies for course credit at **Educational Institution's Name**. Applications for accreditation of equivalent training and experience are to be submitted to the dean of the relevant program together with a course syllabus, course training standard and other formal documentation describing the training or experience gained. Applicants must also submit a copy of the evaluation or course report from the military training establishment that summarizes their performance.

Student Name (Please Print): _____ Student ID #: _____
Faculty: _____ Department: _____ Program: _____
Military Training Information
Course/Training Program Title: _____
Duration of Training (in hours): _____ Grade Obtained: _____
Teaching Method(s) Employed: _____
Description of Course Content: _____
Course Documentation Enclosed: _____
Academic Equivalency Sought
Please indicate the academic program for which you are seeking recognition of your military training:
<input type="checkbox"/> Entire course(s). (Please specify) _____
<input type="checkbox"/> Course module. (Please specify) _____
<input type="checkbox"/> Co-op or practicum training _____
Applicant Signature: _____ Application Date: _____
Staff Use Only
<input type="checkbox"/> Approved <input type="checkbox"/> Not approved (State reason): _____
Name: _____ Position: _____
Signature: _____ Date: _____
NOTE: Completed original to Registrar/student records. Copies to be forwarded to program dean, instructor and applicant.





ANNEX H: CEREMONIAL PROCLAMATIONS

Educational institutions that establish formal policies to support reservists on campus may wish to issue formal proclamations about doing so. These proclamations may be issued during a formal ceremony and/or published as a document in student or staff newspapers. Suggested wording for these proclamations is provided below. Educational institutions may also wish to utilize these proclamations as the preamble to the policies themselves.

TITLE: STUDENT-ONLY PROCLAMATION OF INTENT

WHEREAS the *Educational Institution's Name* recognizes the vital role of the Reserve Force component of the Canadian Forces and the valuable contribution that reservists make to Canada's defence programs, their communities and their educational institutions;

AND WHEREAS there is a need today, more than ever to encourage individuals to consider serving our country as a member of the Reserve Force;

AND WHEREAS in recognition of the community leadership we uphold as an educator of individuals, and in support of Canada's Reserve Force;

THEREFORE, BE IT RESOLVED THAT the *Educational Institution's Name* has accordingly decided to extend its support to those of its students who are members of the Reserve Force, subject to maintaining the academic integrity of the institution, by granting them (the following) accommodations to serve unhindered in the Canadian Forces.

TITLE: EMPLOYEE-ONLY PROCLAMATION OF INTENT

WHEREAS the *Educational Institution's Name* recognizes the vital role of the Reserve Force component of the Canadian Forces and the valuable contribution that reservists make to Canada's defence programs, their communities and their educational institutions;

AND WHEREAS there is a need today, more than ever to encourage individuals to consider serving our country as a member of the Reserve Force;

AND WHEREAS in recognition of the community leadership we uphold as an employer of individuals, and in support of Canada's Reserve Force;

THEREFORE, BE IT RESOLVED THAT the *Educational Institution's Name* has accordingly decided to extend its support to employees who are members the Reserve Force, subject to the operational requirements of the institution, by granting them (the following) accommodations to serve unhindered in the Canadian Forces.





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TITLE: COMBINED PROCLAMATION OF INTENT

WHEREAS the *Educational Institution's Name* recognizes the vital role of the Reserve Force component of the Canadian Forces and the valuable contribution that reservists make to Canada's defence programs, their communities and their educational institutions;

AND WHEREAS there is a need today, more than ever to encourage individuals to consider serving our country as a member of the Reserve Force;

AND WHEREAS in recognition of the community leadership we uphold as an educator and employer of individuals, and in support of Canada's Reserve Force;

THEREFORE, BE IT RESOLVED THAT the *Educational Institution's Name* has accordingly decided to extend its support to its students, faculty and support staff who are members of the Reserve Force, subject to maintaining the academic and operational integrity of the institutions, by granting them (the following) accommodations to serve unhindered in the Canadian Forces.



