

The following Motions and Documents were considered by the GFC Academic Planning Committee at its Wednesday, February 15, 2017 meeting:

Agenda Title: **Proposal for the Termination of the Bachelor of Science Agriculture, Range and Pasture Management Major, Faculty of Agricultural, Life and Environmental Sciences (ALES)**

CARRIED MOTION: THAT the GFC Academic Planning Committee recommend to General Faculties Council, the termination of the Bachelor of Science Agriculture, Range and Pasture Management Major as set forth in Attachment 1, and as proposed by the Faculty of Agricultural, Life and Environmental Sciences, to take effect upon final approval.

Final Recommended Item: 4

Agenda Title: **Sexual Violence Policy and Procedure**

CARRIED MOTION: THAT the GFC Academic Planning Committee recommend to General Faculties Council the Sexual Violence Policy and Procedure, as set forth in Attachments 1-5, to take effect upon final approval.

Final Recommended Item: 5

Agenda Title: **Proposed New Mandatory Student Instructional Support Fees, Proposed Changes to Existing Mandatory Student Instructional Support Fees, Proposed Deletion of Mandatory Student Instructional Support Fee, and Proposed Change to Other Fee**

CARRIED MOTION: THAT the GFC Academic Planning Committee recommend, with delegated authority from General Faculties Council, that the Board of Governors approve:

- the proposed New Mandatory Student Instructional Support Fees (set forth in Attachment 1 excluding ENGG 490 and EDU 211)
- the proposed Changes to Existing Mandatory Student Instructional Support Fees (set forth in Attachment 2)
- the proposed Deletion of Mandatory Student Instructional Support Fee (set forth in Attachment 3)
- and the proposed Change to Other Fee (set forth in Attachment 4)

as submitted on behalf of the relevant Faculties/Departments by the Registrar's Advisory Committee on Fees (RACF), to take effect as noted in each respective attachment.

CARRIED MOTION: THAT the GFC Academic Planning Committee recommend, with delegated authority from General Faculties Council, that the Board of Governors approve:

- the proposed New Mandatory Student Instructional Support Fee, ENGG 490, (set forth in Attachment 1)

as submitted on behalf of the Faculty of Engineering by the Registrar's Advisory Committee on Fees (RACF), to take effect as noted in Attachment 1.

DEFEATED MOTION: THAT the GFC Academic Planning Committee Table the proposed New Mandatory Student Instructional Support Fee, EDU 211, as set out in Attachment 1 and as submitted on behalf of the Faculty of Education by the Registrar's Advisory Committee on Fees (RACF), to allow two additional weeks for student consultation.

CARRIED MOTION: THAT the GFC Academic Planning Committee recommend, with delegated authority from General Faculties Council, that the Board of Governors approve:

- the proposed New Mandatory Student Instructional Support Fee, EDU 211, (set forth in Attachment 1)

as submitted on behalf of the Faculty of Education by the Registrar's Advisory Committee on Fees (RACF), to take effect as noted in Attachment 1.

Final Recommended Item: 6

Agenda Title: **University of Alberta's Comprehensive Institutional Plan (CIP) (2017-2020): Budget and Capital Plan**

CARRIED MOTION: THAT the GFC Academic Planning Committee recommend, with delegated authority from General Faculties Council, that the Board of Governors approve Appendix A: Financial and Budget Information, and Appendix F: Capital Plan, of the University of Alberta's Comprehensive Institutional Plan (2017-2020), as set forth in Attachments 1 and 2.

Final Recommended Item: 7

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Action Item

Agenda Title: **Proposal for the Termination of the Bachelor of Science Agriculture, Range and Pasture Management Major, Faculty of Agricultural, Life and Environmental Sciences (ALES)**

Motion: THAT the GFC Academic Planning Committee recommend to General Faculties Council, the termination of the Bachelor of Science Agriculture, Range and Pasture Management Major as set forth in Attachment 1, and as proposed by the Faculty of Agricultural, Life and Environmental Sciences, to take effect upon final approval.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Faculty of Agricultural, Life & Environmental Sciences
Presenter	Scott Jeffrey, Associate Dean, Research and Graduate Studies

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	Approval of the (proposed) Termination of the BSc Agriculture, Range and Pasture Management Major
The Impact of the Proposal is	No impact. Admissions and transfer to the BSc Agriculture, Range and Pasture Management Major have been suspended since the 2012-2013 academic year.
Replaces/Revises (eg, policies, resolutions)	Will require removal of the program from the University Calendar: Range and Pasture Management Major
Timeline/Implementation Date	Termination to take effect upon approval. Program will be removed from the 2018-2019 University Calendar.
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	Formal Calendar change will be implemented upon approval. After approval by the Board of Governors, the proposal will be submitted to the Ministry of Advanced Education for approval.
Supplementary Notes and context	Admission to the BSc Agriculture, Range and Pasture Management Major was suspended in 2012. The last Range and Pasture Management student convocated in Spring 2015. GFC Academic Standards Committee approved, with delegated authority from General Faculties Council, the suspension of this program on January 19, 2012. http://www.governance.ualberta.ca/GeneralFacultiesCouncil/AcademicStandardsCommittee.aspx The suspension was approved by the Ministry of Advanced Education and Technology on March 21, 2012.

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> All relevant stakeholders were informed of the proposed termination of the major during the formal suspension process.
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<p>proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> All relevant stakeholders were consulted regarding the proposed termination of the major during the formal suspension process.
<p>Approval Route (Governance) (including meeting dates)</p>	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> As outlined in the approved suspension. <p>ALES Faculty Council – April 11, 2016 GFC Academic Planning Committee – February 15, 2017 GFC Executive Committee – March 5, 2017 General Faculties Council – March 20, 2017 Board Learning and Discovery Committee – April 24, 2017 Board of Governors – June 23, 2017</p>
<p>Final Approver</p>	<p>Board of Governors</p>

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p><i>For the Public Good</i></p> <p>GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<ol style="list-style-type: none"> Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs and more specifically to “determine all programs of study to which clause (b) does not apply that are to be offered by the university for credit toward the requirements for any degree or diploma” (26(1)(c)) PSLA: The <i>PSLA</i> gives Faculty Councils power to “determine the programs of study for which the faculty is established” (29(1)(a)). GFC Academic Planning Committee Terms of Reference (Mandate) “8. Establishment/Termination of Academic Programs [...] b. To recommend to GFC on the termination of academic programs at the University of Alberta or those administered in cooperation with other post-secondary institutions.” Board Learning and Discovery Committee (BLDC) Terms of Reference: “3. MANDATE OF THE COMMITTEE Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with

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	<p>the Committee's responsibilities with powers granted under the <i>Post-Secondary Learning Act</i>, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the "GFC"), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.</p> <p>[...]</p> <p>c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters;</p> <p>[...]</p> <p>4. LIMITATIONS ON DELEGATION BY THE BOARD</p> <p>This general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in paragraph 3, the Board shall make all decisions with respect to:</p> <p>[...]</p> <p>b. program approvals involving the creation or abolition of a degree program (but not specializations of an existing degree).</p>
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Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - 3) – Proposal Template: Termination of the BSc Agriculture, Range and Pasture Management Major

Prepared by: Jim Bohun, Assistant Dean (Academic and Student Programs), jbohun@ualberta.ca

Proposal Template: Program Suspension, Reactivation and Termination

This template is for the presentation of proposals for suspension or termination of an existing program or specialization within an existing program; and for reactivation of a suspended program or specialization.

Basic Information

Institution	University of Alberta
Program/specialization title	BSc in Agriculture, Range and Pasture Management major
Credential awarded	BSc in Agriculture
Proposed date(s) of suspension term, reactivation or termination	January 1, 2017

A: Suspension

1. Rationale for suspension (for example, changes in applications, enrolment, employer demand, program obsolescence, etc.). Comment on the alignment of the proposed change with the institution's strategic direction and priorities. If enrolment is a key rationale, provide historical enrolment data.
2. Anticipated impacts on students and graduates and plans to ameliorate these impacts. Describe the institution's plan to teach out active students and stop-outs. Include evidence of consultation with students and a communications plan for informing stopped-out students of the change.
3. Identify anticipated impacts on external stakeholders (e.g. employers, professional/regulatory organizations, other post-secondary institutions) and provide evidence of consultation.
4. Identify anticipated impacts on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, classroom and lab space). Discuss plans for the reallocation of any resources freed up by the proposed suspension.

B: Reactivation

1. Rationale for reactivation (for example, increased employer demand, student demand, new funding sources, etc.). Comment on the alignment of the proposed change with the institution's strategic direction and priorities.

2. Identify anticipated impacts on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, and classroom and lab space).

3. Provide a simplified enrolment plan using the following table. Include assumptions and explanatory notes (e.g., attrition, part-time enrolment).

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Year 5	Annual Ongoing
Intake (head count)	0	0	0	0	0	0
Total head count	0	0	0	0	0	0
Total FLE	0	0	0	0	0	0
Anticipated No. of Graduates	0	0	0	0	0	0

C: Termination

1. Describe measures taken by the institution to ensure that active students and stop-outs have had ample opportunity to complete their programs of study.

Admissions to the major were suspended as for Fall 2012 (Ministerial approval received on March 21, 2012). All active students and stop-outs that are eligible to complete the major have done so. The last Range and Pasture Management student convocated in Spring 2015.

2. Where applicable, summarize the actual re-allocation of resources during the period of suspension, and any additional re-allocation anticipated upon termination, and specify the impacts of re-allocation on institutional operations.

Any resource reallocation went to the BSc Environmental and Conservations Sciences, Wildlife and Rangeland Management major, which has provided an excellent alternative for students interested in studying rangeland management.

Appendix 1: 2017/18 Calendar Changes for the Faculty of ALES

Current (2016/17) Calendar Entry	Proposed (2017/18) Calendar Entry
<p>Range and Pasture Management Major [ALES]</p> <hr/> <p>(Effective Fall 2012, applications to this major are no longer accepted. Interested students should consider applying to the BSc Environmental and Conservation Sciences, Wildlife and Rangeland Resources Management major.)</p> <p>Students currently enrolled in the BSc Agriculture Range and Pasture Management major will be allowed to finish their degree program no later than 2017-2018.</p>	<p>DELETE</p>

OUTLINE OF ISSUE
Action Item

Agenda Title: **Sexual Violence Policy and Procedure**

Motion: THAT the GFC Academic Planning Committee recommend to General Faculties Council the Sexual Violence Policy and Procedure, as set forth in Attachments 1-5, to take effect upon final approval.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	André Costopoulos, Vice-Provost and Dean of Students Wayne Patterson, Executive Director, Human Resource Services and Acting Associate Vice-President (Human Resources)
Presenter	André Costopolous, Vice-Provost and Dean of Students and Wayne Patterson, Executive Director and Acting Associate Vice-President (Human Resources)

Details

Responsibility	Provost and Vice-President (Academic) Vice-President (Finance and Administration)
The Purpose of the Proposal is (please be specific)	To recommend approval of the Sexual Violence Policy and Procedure and related Information documents.
The Impact of the Proposal is	<p>The proposed Policy indicates that, “The University recognizes the harm caused by a culture in which common attitudes, norms and practices tolerate, normalize, trivialize, excuse or outright condone sexual violence.” The Sexual Violence Policy suite affirms the University’s commitment to support survivors of sexual violence in a survivor driven process. The Policy suite includes key definitions to educate all members of the university community. Fundamental principles established in the policy suite include the importance of believing survivors when they disclose an experience of sexual violence and providing support, accommodations, interim measures, and information on filing a formal complaint.</p> <p>In addition, the proposed policy indicates “The University takes seriously its responsibility to reduce sexual violence by fostering a culture of consent and support through education, training and policy.” The impact will be an increasingly educated and informed community that can better handle disclosures and complaints of sexual violence.</p> <p>The Government of Alberta has made it clear that they expect every institution to produce a stand-alone policy on sexual violence.</p>
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	Upon final approval
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	The University’s central Marketing and Communications office will develop and execute a communications strategy to inform the campus and broader communities. Vice-Provost and Dean of Students André Costopoulos will serve as a spokesperson for the policy suite as it

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	<p>pertains to students and Executive Director, Human Resource Services and Acting Associate Vice-President, Wayne Patterson, will be the spokesperson as it pertains to faculty and staff.</p> <p>Four working groups have been formed to manage the implementation of the policy and procedure. Those four working groups include: Support, Assessment, Education and Outreach, and Accountability. In addition to ensuring that the policy and procedure are implemented, the working groups will enhance the University's communication of the policy suite.</p>
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • President's Executive Committee on Operations, August 25, 2016 • CLRC, September 22, 2016 • Human Resource Services, Faculty and Staff Relations, Office of Safe Disclosure and Human Rights, Office of General Counsel • Consultant group drawn from: Sexual Assault Centre, Women's and Gender Studies, UAPS, Student Conduct, Office of Safe Disclosure and Human Rights, HIAR, UAI, Risk Management Services, Augustana Campus, Campus Saint-Jean, Students' Union, Graduate Students' Association, AAS:UA, NASA, Faculty and Staff Relations, Community Social Workers, Office of the Student Ombuds, ISMSS, Aboriginal Student Services Centre, Interfraternity Council, the Landing, Internal Audit Services, Counseling and Clinical Services, Student Success Centre, Athletics, students- and faculty-at-large • Others who have provided feedback to the consultants (e.g. staff at the Sexual Assault Centre, GSA Council, etc.) • June 17/16 - Government of Alberta Status of Women and Human Services • July 18/16 - Faculty and Staff Relations • August 2/16 - Dean of Students and SU/GSA Executives • Sept 30/16 - Legal counsel, UAPS and Appeals & Compliance • Oct 6/16 - Office of Safe Disclosure & Human Rights • Oct 19/16 - the Landing • Oct 21/16 - Residence Life • Oct 31/16 - Human Resource Services • Nov 3/16 - St. Joseph's College • Nov 4/16 - Augustana (phone) • Nov 4/16 - Campus Saint Jean • Nov 7/16 - Athletics • Nov 14/16 - Vice President (Research) and PDF office (email only) • Nov 14/16 - AASUA • Nov 14/16 - Sexual Assault Centre of Edmonton (phone) • Legal counsel: Aug 23, Oct 5, Oct 11, Oct 14, Oct 20, Nov 3, Nov
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	<p>15</p> <ul style="list-style-type: none"> • GFC Campus Law Review Committee – September 22 (draft policy), October 27, 2016 (draft policy and procedures), November 24, 2016 (draft policy, procedure, information document) • GFC Academic Planning Committee – November 16, 2016 • GFC Executive Committee – December 5, 2016 <p><i>Those who are actively participating:</i></p> <ul style="list-style-type: none"> • Policy development group: Deborah Eerkes (Student Conduct and Accountability), Sasha van der Klein (GSA), Francesca Ghossein (SU), Mike Bartkus (UAPS), Jaxine Oltean (Office of General Counsel), Dan Charlton (Human Resource Services), Helen Valianatos and Sarah Wolgemuth (Office of the Dean of Students)
Approval Route (Governance) (including meeting dates)	<p>GFC Campus Law Review Committee – January 26, 2017 GFC Academic Planning Committee – February 15, 2017 GFC Executive Committee – March 6, 2017 General Faculties Council – March 20, 2017 Board Safety, Health, and Environment Committee – May 24, 2017 Board Human Resources and Compensation Committee – May 30, 2017 Board of Governors – June 23, 2017</p>
Final Approver	Board of Governors

Alignment/Compliance

Alignment with Guiding Documents	<p><i>For the Public Good</i></p> <p>GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all Albertans.</p> <p>OBJECTIVE 19: Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives.</p> <p>Strategy iii: Endorse a strong culture of safety awareness, knowledge, planning, and practice to ensure the safety of students, employees, and visitors to our campuses</p>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<ol style="list-style-type: none"> 1. <i>Post-Secondary Learning Act (PSLA)</i>: Alberta’s Post-Secondary Learning Act (PSLA) gives the Board of Governors the authority to “develop, manage and operate, alone or in co-operation with any person or organization, programs, services and facilities for the educational or cultural advancement of the people of Alberta” (Section 60(1)). Further, the Board of Governors “must consider the recommendations of the general faculties council, if any, on matters of academic import prior to providing for [...] any other activities the board considers necessary or advantageous.” (Section 19(c)) 2. <i>Post-Secondary Learning Act (PSLA)</i>: The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)).

3. Campus Law Review Committee (CLRC) Terms of Reference

“E. Other GFC Regulations

1. From time to time the Chair of GFC CLRC will bring forward to GFC CLRC items where the Office of the Provost and Vice-President (Academic), in consultation with other units or officers of the University, is seeking the advice of the committee. These matters may include, but are not limited to, rules and regulations, other than discipline codes.”

4. GFC Academic Planning Committee Terms of Reference (Mandate):

“The Academic Planning Committee (APC) is GFC's senior committee dealing with academic, financial and planning issues. [...] [T]he President, Provost and Vice-President (Academic) or other Vice-Presidents may refer any matter to APC for consideration or recommendation to GFC. APC is also responsible to GFC for promoting an optimal learning environment for students and excellence in teaching, research, and graduate studies.”

“APC is responsible for making recommendations to GFC and/or to the Board of Governors concerning policy matters and action matters with respect to the following: [...]”

15. Other

a. To recommend to the Board of Governors and/or GFC on any other matter deemed by APC to be within the purview of its general responsibility.

4. GFC Executive Committee Terms of Reference (3. Mandate)

“GFC has delegated to the Executive Committee the authority to decide which items are placed on a GFC Agenda, and the order in which those agenda items appear on each GFC agenda. [...]”

When recommendations are forwarded to General Faculties Council from APC, the role of the Executive shall be to decide the order in which items should be considered by GFC. The Executive Committee is responsible for providing general advice to the Chair about proposals being forwarded from APC to GFC.”

5. General Faculties Council Terms of Reference (Mandate)

“The issues which remain with GFC or which would be referred by a Standing Committee to GFC would generally be in the nature of the following: • high level strategic and stewardship policy issues or matters of significant risk to the University”

6. Board Safety, Health and Environment Committee (BSHEC) Terms of Reference:

“3. Mandate of the Committee

Without limiting the generality of the foregoing the Committee shall:

a) provide oversight regarding the environmental health, safety and security of the University community:

(i) approve University policies and procedures relating to environmental health, safety, and security issues and compliance therewith;

b) provide oversight regarding student health and wellness initiatives and

	<p>strategies on campus: (i) review and approve University policies and procedures relating to student health and wellness issues;</p> <p>7. Board Human Resources and Compensation Committee (BHRCC) Terms of Reference: "3. MANDATE OF THE COMMITTEE Except as provided in paragraph 4 and in the Board's General Committee Terms of Reference, the Committee shall monitor, evaluate, advise and make decisions on behalf of the Board with respect to, and the Board delegates to the Committee responsibility and authority for, all policies and procedures affecting staff working conditions at the University and matters for collective bargaining and related service contracts. The Committee shall also consider any other matter delegated to the Committee by the Board. Staff Working Conditions c) review and approve material changes to personnel policies of the University that are outside the regular collective bargaining process and consider trends affecting such policies; Reports, Advice, Trends s) review and provide recommendations to the Board Audit Committee on the University's enterprise wide risks and risk measures related to the Committee mandate The Committee shall review, evaluate and provide information and recommendations to the Board where the Board is making decisions in areas generally related to areas of responsibility of the Committee."</p>
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Attachments:

1. Revised draft of Sexual Violence Policy (pages 1 – 7)
2. Revised draft of Sexual Violence Procedure (pages 1-6)
3. Options, Resources and Services for Those who have Experienced Sexual Violence Information Document (pages 1-15)
4. Sexual Violence Interim Measures Information Document (pages 1-3)
5. Sexual Violence Education and Training Information Document (pages 1-5)

Prepared by: Deborah Eerkes, Director, Student Conduct and Accountability deerkes@ualberta.ca with the assistance of University Governance; Sarah Wolgemuth, Assistant Dean, Student Life, sarah.wolgemuth@ualberta.ca; André Costopoulos, Vice-Provost and Dean of Students

Original Approval Date: (Effective Date:)Most Recent Approval Date:

(Add "Effective Date" only if different than "Approval Date")

Most Recent Editorial Date:

Sexual Violence Policy

Office of Accountability:	Provost and Vice-President (Academic) Vice-President (Finance and Administration)
Office of Administrative Responsibility:	Vice-Provost and Dean of Students Vice-Provost and Associate Vice-President (Human Resources)
Approver:	Board of Governors
Scope:	Compliance with this University policy extends to all members of the University community .

1. Overview

- a. **Sexual violence** is a complex and serious problem in society and on university campuses. Sexual violence can affect individuals of all gender identities, gender expressions, and sexual orientations, as well as those from all ages, abilities, racial, cultural and economic backgrounds.
- b. The University recognizes the harm caused by a culture in which common attitudes, norms and practices tolerate, normalize, trivialize, excuse or outright condone sexual violence. Sometimes called rape culture, it is perpetuated through images, television, music, jokes, advertising, jargon, words and figures of speech that normalize sexual coercion and shift blame onto those who have experienced sexual violence. As an institution that exists in the context of that culture, the University takes seriously its responsibility to reduce sexual violence by fostering a culture of **consent** and support through education, training and policy.
- c. This policy is guided by the following principles:
 - i. the need for safety in the work, study and student residence environment, providing a community in which sexual violence is not tolerated,
 - ii. the inherent dignity of all members of the University community,
 - iii. the importance of fostering a culture of consent and support through education, training and policy initiatives,
 - iv. the need to identify and dismantle barriers to making a **disclosure** and/or **complaint**,
 - v. access to support for anyone in the University community who discloses that they have experienced or been affected by sexual violence, and
 - vi. procedural fairness and support for the parties to formal complaint processes related to sexual violence.

2. Purpose

The purpose of this policy is to state the University's commitment to addressing sexual violence through education and awareness, providing access to comprehensive support for those who have experienced or been affected by sexual violence and implementing transparent and fair processes to resolve and adjudicate complaints of sexual violence.

3. POLICY

- a. It is the policy of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct. Prohibited conduct includes: sexual violence, **sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, and distribution of intimate images.**
- b. Any member of the University community who discloses having experienced sexual violence will have access to support, whether or not the sexual violence took place on University property or in relation to University activities. Where the University has jurisdiction, complaints will be addressed under the applicable policies or procedures, including, for example, the *Code of Student Behaviour*, the *Postdoctoral Fellow Policy*, NASA, AASUA or GSA collective agreements, or other applicable employment contracts and agreements.

4. COMMITMENT TO THOSE WHO HAVE EXPERIENCED SEXUAL VIOLENCE

- a. Sexual violence can have serious and enduring negative effects on physical, mental, emotional and spiritual health and wellness. The University recognizes the possible effects of trauma on those who have experienced sexual violence and supports the efforts of individuals to seek support and recover. Regardless of where or when it took place, any person who discloses and/or makes a complaint of sexual violence can expect to be:
 - i. treated with respect, dignity and compassion,
 - ii. informed about on- and off-campus resources and supports,
 - iii. provided with access to support which is non-judgmental, coordinated and comprehensive
 - iv. offered options for academic, recreational, University residence and/or workplace **modifications** to prevent further unwanted contact with the subject of the disclosure and ameliorate, to the extent possible, the negative impacts of the sexual violence on the person's working, study or student residence environment,
 - v. provided with information about available complaint processes should they wish to pursue a complaint within the University and/or to an external law enforcement agency, and
 - vi. offered safety planning assistance.
- b. Subject to the limitations set out in section 6 of this policy, those who experience sexual violence will be considered the primary decision-maker in matters pertaining to themselves. As such, they can determine whether, to whom and what to disclose, and whether to make a complaint within the University and/or an external law enforcement agency.

5. RESPONSIBILITIES

- a. The University recognizes its institutional responsibility to:
 - i. provide an effective policy and procedures to address and prevent sexual violence,
 - ii. raise awareness about the policy and procedures and relevant support services on campus through institution-wide education,
 - iii. raise awareness of consent, sexual violence, prevention, and appropriate responses to disclosures of sexual violence through institution-wide education,
 - iv. balance the duty to ensure procedural fairness for any person accused of sexual violence with support and fairness for the complainant within the University's complaint processes,
 - v. maintaining safe and neutral mechanisms for individuals to disclose or make a complaint of sexual violence,
 - vi. ensuring the safety of the working, learning and student residence environment by various means, including the imposition of **interim measures**, where appropriate,
 - vii. provide coordinated and comprehensive supports for those who disclose sexual violence, and
 - viii. ensure that all individuals investigating or adjudicating complaints of sexual violence in any University complaints process have appropriate training.
- b. All senior leaders, including the President, Vice-Presidents, Deans, Directors and Chairs and other officers of the University exercise administrative responsibility to implement this policy and the related procedures within their respective areas of responsibility, including by creating, supporting and

maintaining a work, study and student residence environment that promotes a culture of consent, free from sexual violence.

- c. All members of the University community are responsible for promoting respect and dignity for each other by encouraging a culture of consent; and for contributing to work, study and student residence environments in which individuals can disclose experiences of sexual violence without fear of disbelief, disrespect or reprisal.

6. PRIVACY AND CONFIDENTIALITY

- a. Privacy and confidentiality are essential for creating an environment where those who have experienced sexual violence feel safe in disclosing their experience and seeking support. However, it is important to note that there may be limits to the University's ability to maintain privacy and confidentiality in some cases, including where:
 - i. there is a likely risk of harm to self or others, or
 - ii. reporting or action is required or authorized by law or University policy.
- b. Whether or not the University can maintain the privacy and confidentiality of a disclosure will be determined on a case by case basis, in consultation with relevant University officials.
- c. In relation to complaints, all University complaint processes are confidential. In any complaint process, sufficient information, including the identity of the complainant, must and will be disclosed to the accused in order to meet the requirements of procedural fairness.
- d. Whether in the context of a disclosure or a complaint, all parties will be informed of the limits of privacy and confidentiality. In cases where confidentiality cannot be maintained, those affected will be informed and supported throughout the process. In such cases, only necessary information will be disclosed, and only to those with a need to know.

7. STATEMENT AGAINST RETALIATION

Retaliation against any person involved in a disclosure or complaint of sexual violence is prohibited. Where it has jurisdiction, the University will investigate all reports of retaliation in accordance with the appropriate complaints processes.

8. BAD FAITH COMPLAINTS

The University recognizes the serious nature of complaints made under this policy, and may take disciplinary action where allegations of sexual violence are shown to be malicious, fraudulent, and/or vexatious. A complaint made in good faith is not a violation of this policy even if it is not proven in a complaint process.

9. REVIEW

This policy will be reviewed from time to time, as necessary.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. [▲Top](#)

University community	Includes all academic staff and colleagues, administrators and support staff as outlined and defined in <i>Recruitment Policy</i> (Appendix A and Appendix B) as well as third party contractors, visiting speakers, volunteers, professors emeriti, undergraduate
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	students, graduate students, postdoctoral fellows and visitors to campus.
Sexual violence	<p>Any sexual act or act of a sexual nature, or act targeting sexuality, whether physical or psychological, committed without consent. This includes, but is not limited to the following:</p> <ul style="list-style-type: none"> a. Sexual Assault - Any form of sexual contact without consent. This can include unwanted or forced kissing, fondling, vaginal or anal penetration or touching, or oral sexual contact. b. Sexual Harassment - as defined in the UAPPOL <i>Discrimination, Harassment and Duty to Accommodate Policy</i>. c. Stalking - Repeated unwanted contact or communication directed at another person that causes reasonable fear or concern for that person's safety or the safety of others known to them. The harm may be physical, emotional, or psychological, or related to the personal safety, property, education, or employment of an individual. Stalking can occur physically (such as watching and monitoring, pursuing or following, making threatening or obscene gestures, sending unsolicited gifts), electronically (for example, continuously commenting or contacting via social media, surveillance, letters, text messages, emails or phone calls), and/or through a third party. d. Indecent Exposure - Exposing one's genitals, buttocks and/or breasts or inducing another to expose their own genitals, buttocks and/or breasts in non-consensual circumstances, in person or electronically. e. Voyeurism - Surreptitiously observing and/or recording another individual's full or partial nudity or sexual activity without the knowledge and consent of all parties involved. f. Distribution of Intimate Images - Includes showing, sharing, distributing or streaming of images, video or audio recording of a sexual activity or full or partial nudity of oneself or other members of the University community, without the consent of all the recipient(s) and/or other member(s) of the University community who is/are the subject of the image or recording, or the threat to do the same. g. Inducing intoxication, impairment or incapacity for the purpose of making another person vulnerable to non-consensual sexual activity. h. Other analogous conduct.
Consent	<p>Consent is a voluntary, ongoing, active and conscious agreement to engage in the sexual activity in question. Consent or a "yes" that is obtained through pressure, coercion, force, threats or by inducing intoxication, impairment or incapacity is not voluntary consent. Silence</p>

	<p>or ambiguity do not constitute consent.</p> <p>Additionally, there is no consent when:</p> <ul style="list-style-type: none"> • it is given by someone else. • the person is unconscious, sleeping, highly intoxicated or high, or otherwise lacks the capacity to consent. • it was obtained through the abuse of a position of power, trust or authority. • the person does not signify “yes”, says “no” or implies “no” through words or behaviours. • the person changes their mind and withdraws their consent. <p>Consent cannot be implied (for example, by a current or past relationship, by consent to another activity, or by failure to say “no” or resist). In addition, consent cannot be given in advance of sexual activity that is expected to occur at a later time. It is the responsibility of the person wanting to engage in sexual activity to obtain clear consent from the other and to recognize that consent can be withdrawn at any time.</p>
Disclose/Disclosure	<p>A verbal or written report or account by any person to a member of the University community that they have experienced sexual violence.</p>
Complaint	<p>Usually a written report or statement alleging sexual violence misconduct made to a University official under a University process for the purpose of initiating an investigation and resolution process.</p>
Modifications	<p>Adjustments the University may be able to make at the request of a person who has made a disclosure or complaint of sexual violence. The modifications may relate to their academic program, employment, University residence or recreational or other programs.</p>
Interim measures	<p>Non-disciplinary conditions that the University may impose on a person alleged to have committed sexual violence. Such conditions may be imposed in response to a disclosure or complaint. The purposes of interim measures are to ensure the safety of the person who disclosed or of the University’s learning, working and University residence environment, to discourage or prevent retaliation, prevent further sexual violence and/or preserve the University’s ability to conduct a thorough investigation. They are not considered sanctions under any University complaint process and in any complaint process, are without prejudice to the person against whom a complaint is made.</p>
Retaliation	<p>Taking, attempting to take or threatening to take any adverse action or retribution of any kind against anyone involved in a sexual violence process including the person who made a disclosure or complaint, and anyone involved in an investigation or resolution of an allegation of sexual violence, or friends or family members of the same.</p> <p>Retaliation can take many forms, including threats, intimidation, pressuring, harassment, continued abuse, violence or other forms or threats of harm to others, and in varying modes, including in person and in electronic communication or through third parties. Retaliation can also include adverse employment or educational actions made or taken against an individual because of participation in the reporting, investigating and/or resolution of an alleged violation of this policy, or any conduct that would discourage a person from engaging in the</p>

same.

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[Conflict Policy – Conflict of Interest and Commitment and Institutional Conflict](#) (University of Alberta)

Original Approval Date: (Effective Date:)Most Recent Approval Date:

(Add "Effective Date" only if different than "Approval Date")

Most Recent Editorial Date:

Parent Policy: Sexual Violence Policy

Sexual Violence Disclosures and Complaints Procedure

Office of Administrative Responsibility:	Vice Provost and Dean of Students Vice Provost and Associate Vice-President (Human Resources)
Approver:	Provost and Vice-President (Academic) & Vice-President (Finance and Administration)
Scope:	Compliance with this University procedure extends to all members of the University community .

1. OVERVIEW

- a. The University recognizes the difference between a **disclosure** and a **complaint**, and is committed to responding to and reducing **sexual violence** and attending to its effects by providing
 - supports and resources to persons who have experienced sexual violence and to any other member of the University community who has been affected by sexual violence,
 - **interim measures** to ensure the safety of the University's learning, working and residence environment,
 - processes to fairly adjudicate formal complaints of sexual violence, and
 - education and training to the University community about sexual violence and, in particular, to those investigating and adjudicating complaints of sexual violence.
- b. The University will consult with University of Alberta Protective Services (UAPS), [Human Resource Services](#), legal, medical, and/or psychological experts and others as appropriate in determining how to act on disclosures or complaints of sexual violence.

2. PURPOSE

The purpose of this procedure is to

- provide guidance to members of the University community on receiving and responding to disclosures of sexual violence,
- outline supports, **modifications** and protections the University may be able to offer to persons who have experienced sexual violence,
- provide authority for the imposition of interim measures to ensure the safety of the working, learning and University residence environment,
- describe the procedures through which complaints of sexual violence will be addressed and, where warranted, discipline imposed, and
- address education and training in, and awareness of, sexual violence for the University community generally and, in particular, for those investigating and adjudicating complaints of sexual violence.

PROCEDURE

The University's response to a disclosure will, to the extent possible, be guided by the wishes of the person who experienced the sexual violence. In this regard, in response to a disclosure, the person who experienced sexual

violence can ask the University to provide supports and resources, facilitate academic, residential, recreation and/or work modifications, consider the imposition of interim measures, and initiate an investigation of a complaint in accordance with the procedures in applicable agreements or policies.

3. INTERIM MEASURES

- a. Interim measures are non-disciplinary conditions that may be imposed on a person alleged to have committed sexual violence. The University may impose interim measures in response to either a disclosure or a complaint where the allegations would
 - i. if proven, constitute sexual violence, and
 - ii. with regard to all of the circumstances, be a risk to an individual, the community or the integrity of any potential investigation.
- b. The purpose of such interim measures is to ensure personal safety, discourage or prevent **retaliation**, prevent further sexual violence, protect confidentiality, minimize disruption to the learning, working or University Residence environment and/or preserve the University's ability to conduct a thorough investigation.
- c. Having regard to all of the circumstances, where interim measures are imposed, they must be, appropriate and proportionate to the seriousness of the alleged conduct, and as minimally restrictive as possible to achieve their purposes. As a result, interim measures will be based on considerations including, but not limited to:
 - i. the reasonable wishes of the person who experienced the sexual violence,
 - ii. the nature and/or severity of the alleged conduct,
 - iii. reasonably credible information about patterns of conduct or previous history of sexual violence or other misconduct,
 - iv. the potential impact of the measures on the person(s), including on their academic program and/or employment,
 - v. the potential impact of the measures on the learning, working or University Residence environment,
 - vi. in the case of employees, in accordance with their relevant collective agreement, and
 - vii. any other relevant information.

Examples of interim measures can be found in the University's [Sexual Violence Interim Measures Information Document](#).

- d. The decision to impose interim measures will be made by:
 - i. in the case of students, the Vice-Provost and Dean of Students, or designate.
 - ii. in the case of faculty and staff, the Provost and Vice-President (Academic) and/or the Associate Vice-President (Human Resources), or designate.
 - iii. in the case of postdoctoral fellows, the Vice-President (Research) , or designate.

Decision makers may consult as needed in determining whether to impose interim measures and the nature of those measures.

- e. In all cases, decisions on interim measures must be provided in writing and include:
 - i. particulars of the measure(s),
 - ii. information about the right to request a reconsideration,
 - iii. information about relevant complaint processes, if applicable, and
 - iv. referrals to supports and/or services.
- f. The person(s) on whom interim measures are imposed may request a reconsideration from the decision maker after sixty (60) days or such earlier time as agreed to by the decision maker. Further, at any time, ~~on~~ [the basis of new information](#), the decision maker may on his or her own initiative reconsider the interim measures imposed and renew, revise, or revoke any or all of the measures, or impose additional interim measures.

- g. Interim measures will be re-evaluated when a complaint process is concluded.

4. PROCEDURES TO ADDRESS COMPLAINTS

- a. Complaints of sexual violence will be resolved according to the procedures set out in the University's agreements with the Association of Academic Staff: University of Alberta (AASUA), the Non-Academic Staff Association (NASA), the *Graduate Student Assistantship Collective Agreement*, the *Postdoctoral Fellows Discipline Procedure*, the *Code of Student Behaviour*, the *Residence Agreement*, *Practicum Intervention Policy*, and any other applicable contracts, agreements or policies.
- b. In all cases, use of the procedures at the University does not preclude a report to the appropriate law enforcement agency, professional governing body, or pursuing any other civil or other remedy available at law.

Students

- c. Complaints of sexual violence against students will be addressed using procedures outlined in one or more of the following documents. When the person accused in the complaint is:
- a student, the *Code of Student Behaviour*,
 - a student living in a University Residence, the *Breach of Residence Agreement* process,
 - a student in a practicum placement, the *Practicum Intervention Policy*;
 - a graduate student while appointed in a role as a graduate teaching assistant, graduate research assistant or short-term academically-related employment at the time of the offence, the *Graduate Student Assistantship Collective Agreement*.

As noted, students may be subject to more than one procedure and may, therefore, be subject to several procedures concurrently.

Employees, postdoctoral fellows and volunteers

- d. Complaints of sexual violence against employees, postdoctoral fellows and volunteers will be resolved through the following procedures. When the person accused in the complaint is:
- a member of the Non Academic Staff Association (NASA), the processes outlined in the collective agreement between the University and NASA;
 - or the Association of Academic Staff: University of Alberta (AASUA), the processes outlined in the applicable collective agreement between the University and AASUA;
 - a postdoctoral fellow, the *Postdoctoral Fellows Discipline Procedure*;
 - an employee under an employment contract or agreement, but not subject to the above collective agreements or Procedure, where no policy or procedure exists and where no procedures are specified in the terms and conditions of their employment, the procedure will be determined on a case-by-case basis, ensuring that the accused person has the right to:
 - an impartial decision-maker,
 - know the case to be met,
 - an opportunity to respond to the allegations in the complaint,
 - be accompanied by an advisor, and
 - a timely resolution.

Others

- e. When the person accused in a complaint or disclosure is not a member of the University Community any other person, the University may address the matter through means including, but not limited to, the *Trespass to Premises Act* of Alberta or the *Petty Trespass Act* of Alberta, reports to the appropriate law enforcement agency or professional governing body.

5. COMPLAINANT RIGHTS IN COMPLAINTS PROCESS

- a. The applicable procedures for investigating and adjudicating complaints of sexual violence are required to adhere to the principles of procedural fairness. Adherence to such principles is necessary to ensure that persons accused of sexual violence are protected by receiving a fair adjudication. At the same time, the procedures for investigating and adjudicating complaints of sexual violence must also be conducted with due regard to their effects on the complainant. Having such regard is necessary in recognition that investigatory and adjudicative processes can themselves cause additional trauma to a complainant. In balancing these obligations, investigators and adjudicators will be mindful to conduct their functions in a way that reduces, to the extent possible, the risk of additional harm to the complainant, while ensuring procedural fairness for the person accused in the complaint.
- b. Without limiting the foregoing, ~~where not already provided for in any complaints process related to sexual violence at the University~~ but subject to the provisions of any applicable collective agreement, the complainant will have the right to:
 - i. be accompanied by a support person throughout their participation in any investigatory or disciplinary proceedings,
 - ii. be informed of, make and respond to procedural requests,
 - iii. make oral or written representations on their own behalf, through their support person or other appropriate party, regarding impact and sanction,
 - iv. receive a copy of the written reasons for the decision.

6. PREVENTION, EDUCATION AND TRAINING

- a. Further information about:
 - receiving and managing a disclosure of sexual violence, can be found in the University's *Responding to a Disclosure of Sexual Assault*, available at <https://www.ualberta.ca/current-students/sexual-assault-centre/responding>
 - support services and resources for persons affected by sexual violence can be found in the University's *Options, Services and Resources for Those who have Experienced Sexual Violence Information Document*.
 - the steps or measures the University can take, including modifications to academic program(s), University residence, recreational or other programs, or work environment, in response to a disclosure of sexual violence can be found in the University's *Options, Services and Resources for Those who have Experienced Sexual Violence Information Document*.
- b. The University will provide education to the entire University community on sexual violence including, but not limited to, policy awareness, **consent** and responding to disclosures.
 - i. Additional workshops will be offered for those more likely to receive disclosures.
 - ii. Training in bystander intervention, provided on a voluntary basis to students and staff.
- c. All persons (i) investigating complaints of sexual violence, and (ii) adjudicating complaints of sexual violence in the complaint resolution procedures outlined above must have appropriate training.
- d. Information on appropriate training can be found in the University's *Sexual Violence Education and Training Information Document*.

DEFINITIONS

Definitions should be listed in the sequence they occur in the document (i.e. not alphabetical).

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. ▲Top
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University community	<p>Includes all academic staff and colleagues, administrators and support staff as outlined and defined in <i>Recruitment Policy</i> (Appendix A and Appendix B) as well as third party contractors, visiting speakers, volunteers, professors emeriti, undergraduate students, graduate students, postdoctoral fellows and visitors to campus.</p>
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	<p>g. Inducing intoxication, impairment or incapacity for the purpose of making another person vulnerable to non-consensual sexual activity.</p> <p>h. Other analogous conduct.</p>
Interim measures	<p>Non-disciplinary conditions that the University may impose on a person alleged to have committed sexual violence. Such conditions may be imposed in response to a disclosure or complaint. The purposes of interim measures are to ensure the safety of the person who disclosed or of the University's learning, working and University residence environment, to discourage or prevent retaliation, prevent further sexual violence and/or preserve the University's ability to conduct a thorough investigation. They are not considered sanctions under any University complaint process <u>and in any complaint process, are without prejudice to the person against whom a complaint is made.</u></p>
Modifications	<p>Adjustments the University may be able to make at the request of a person who has made a disclosure or complaint of sexual violence. The modifications may relate to their academic program, employment, University residence or recreational or other programs.</p>
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Consent	<p>Consent is a voluntary, ongoing, active and conscious agreement to engage in the sexual activity in question. Consent or a "yes" that is obtained through pressure, coercion, force, threats or by inducing intoxication, impairment or incapacity is not voluntary consent. Silence or ambiguity do not constitute consent.</p> <p>Additionally, there is no consent when:</p> <ul style="list-style-type: none"> • it is given by someone else. • the person is unconscious, sleeping, highly intoxicated or high, or otherwise lacks the capacity to consent. • it was obtained through the abuse of a position of power, trust or authority. • the person does not signify "yes", says "no" or implies "no" through words or behaviours. • the person changes their mind and withdraws their consent. <p>Consent cannot be implied (for example, by a current or past relationship, by consent to another activity, or by failure to say "no" or resist). In addition, consent cannot be given in advance of sexual</p>

activity that is expected to occur at a later time. It is the responsibility of the person wanting to engage in sexual activity to obtain clear consent from the other and to recognize that consent can be withdrawn at any time.

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Most Recent Editorial Date: November 15, 2016

Options, Resources and Services for Those who have Experienced Sexual Violence Information Document

Introductory Note:

The University of Alberta respects each person's right to make their own decisions regarding their personal recovery after **sexual violence**. This document is intended to provide a non-exhaustive list of the various options available so that all students, staff, postdoctoral fellows and faculty can assist in making appropriate referrals upon receiving a **disclosure** or make informed decisions for themselves after experiencing sexual violence.

Individual reactions to sexual violence will differ greatly, and a person's decision about how to respond to an experience of sexual violence may change over time. Whether the result of a disclosure or a **complaint**, the University can assist with some of those responses, including providing academic, work or University residence **modifications**, safety planning, personal support, making a complaint or other options that meet the goals of the Sexual Violence policy and related procedures.

Some may need a more comprehensive and coordinated response. The **SVRT** (Sexual Violence Response Team) is convened when an individual discloses that they have experienced sexual violence, and may need more than one modification to meet the goals of the Sexual Violence policy. It is designed to provide access to multiple options, resources and responses without the individual having to approach each service separately.

It should be understood that mediation is not appropriate for situations involving sexual violence. Mediation is a conflict resolution mechanism that presumes all parties have an equal role in resolving a conflict. Sexual violence is not a conflict, but a harm inflicted on another person. Mediation introduces a significant risk of additional harm to the person to whom the violence was done and should never be considered an option in cases of sexual violence.

WHAT ARE MY OPTIONS?

[Personal Support](#) | [Medical Assistance](#) | [Safety](#) | [Modifications](#) – Academic/Work/Living | [Complaints](#) | [Other Resources and Services](#)

Personal Support

OPTION	HOW DO I DO THIS?	WHO CAN ACCESS?
Counselling - University resources	<p><u>Sexual Assault Centre</u>: Drop-in, telephone or email support and information for survivors of sexual assault, sexual harassment, stalking or relationship violence. Specialized counselling services for survivors of sexual assault or sexual abuse. Location, hours and contact information is available at https://www.ualberta.ca/current-students/sexual-assault-centre</p>	Students and employees
	<p><u>Counselling and Clinical Services (CCS)</u> Psychological and psychiatric services for students. *CCS offers counselling in their Students' Union Building offices, as well as satellite offices in the Faculties of Engineering, Science, Arts and Graduate Studies and Research (FGSR). Location, hours and contact information is available at https://www.ualberta.ca/current-students/counselling</p>	Students
	<p><u>Clinical Services, Faculty of Education</u>: confidential specialized counselling services at a subsidized rate of \$25/counselling session. Location, hours and contact information is available at http://www.edpsychology.ualberta.ca/CentresAndInstitutes/ClinicalServices.aspx</p>	Anyone
	<p><u>Campus Saint-Jean Counselling</u>: Confidential counselling services available to all CSJ students. Contact Vie Étudiante for more information or to make an appointment. https://www.ualberta.ca/current-students/counselling/resources https://www.ualberta.ca/campus-saint-jean/services-aux-etudiants/vie-etudiante</p>	CSJ students
	<p><u>Augustana Personal Counselling Centre</u>: Provides confidential support to Augustana students. Location, hours and contact information is available at https://www.ualberta.ca/augustana/services/health/counselling</p>	Augustana students
Counselling - Employee Family Assistance Program	<p><u>Employee Family Assistance Program (EFAP)</u>: provides confidential psychological counselling. They offer face-to-face counseling, telephonic counseling, e-counseling, web based services, and personal debriefing/defusing for emergencies. http://www.hrs.ualberta.ca/en/HealthandWellness/EFAP/ContacttheAssistanceProgram.aspx</p>	Employees

	<p><u>Postdoctoral Fellows Assistance Program (PDAP)</u>: Postdoctoral Fellows at the University of Alberta and their eligible dependents can access counselling directly and at no cost. No referral needed – simply contact Homewood Health Solutions directly. Contact information is available at http://www.hrs.ualberta.ca/en/HealthandWellness/EFAP/ContacttheAssistanceProgram.aspx</p>	Postdoctoral fellows
	<p><u>Graduate Student Assistance Program (GSAP)</u>: Designed to assist all graduate students with a variety of personal issues and includes personal counselling. Contact information is available at http://www.hrs.ualberta.ca/HealthandWellness/EFAP/AssistancePrograms.aspx</p>	Graduate students
	<p>*Any questions relating to the Assistance programs (EFAP, PDAP, or GSAP) can be directed to Homewood Health or the EFAP/PDAP/GSAP Administrator</p> <p>http://www.hrs.ualberta.ca/HealthandWellness/EFAP.aspx</p>	
Spiritual support – University resources	<p><u>Interfaith Chaplains' Association</u>: The university's chaplains are professionally trained and are available to support any student, staff, or faculty member, regardless of whether or not they identify with a particular faith. Location, hours and contact information is available at http://www.chaplains.ualberta.ca/</p>	Students and employees
	<p><u>Augustana Pastoral Counselling</u>: The Augustana Pastor is available to all students, faculty and staff to provide emotional, spiritual and relational direction and counsel. Location, hours and contact information is available here: https://www.ualberta.ca/augustana/services/chaplaincy</p>	Augustana students and employees
Academic Support	<p><u>Student Success Centre</u> provides academic advice and support: http://www.studentsuccess.ualberta.ca/</p>	Students
Other University resources	<p>Anyone wishing to make a confidential disclosure of an experience of sexual violence can contact the <u>Office of Safe Disclosure and Human Rights</u>. https://www.ualberta.ca/disclosure</p>	Students and employees

Other University resources (cont'd.)	<p>The <u>Peer Support Centre</u> is a Students' Union service that offers a free, confidential, and non-judgemental place to talk to someone for support. The PSC also offers a confidential Help Line. Location, hours and contact information is available here: https://www.su.ualberta.ca/services/psc/</p>	Students
	<p><u>Aboriginal Student Services Centre (ASSC)</u>: ASSC staff are committed to supporting Aboriginal students throughout their experience at the University of Alberta. Location, hours and contact information is available at http://www.aboriginalservices.ualberta.ca/</p>	Aboriginal students
	<p><u>Augustana Campus Aboriginal Student Office (ASO)</u>: ASO staff are committed to supporting Aboriginal students throughout their university experience. Location, hours and contact information is available at https://www.ualberta.ca/augustana/services/aso</p>	Aboriginal students – Augustana campus
	<p><u>Residence Services</u>: Residence Assistants (RAs) are specially trained student staff who can connect students to campus resources and respond to after-hours emergencies. Residence Coordinators (RCs) are full-time staff members living in various residences to provide support and guidance both to residents and to student staff.</p> <p>Contact Information and Hours for Residence Services Offices: https://www.residence.ualberta.ca/contact-us</p> <p>To contact an RA or RC after hours, check the on-call number for your residence. https://www.residence.ualberta.ca/current-residents</p>	Students living in residence
Counselling - Community Resources	<p><u>Canadian Mental Health Association Edmonton</u>: Call 780-482-HELP (4357) to talk to someone right away, 24 hours a day. An Online Crisis Chat service is also available. Both services offer a safe, confidential, one-on-one conversation with a Support Team member. http://edmonton.cmha.ca/integration/#.WAeeDvkrJhF</p>	Anyone
	<p>The <u>Sexual Assault Centre of Edmonton</u> offers both individual and group counselling to survivors of sexual violence as well as a 24 hour Sexual Assault Crisis Line staffed by well-trained volunteers. Location, hours and contact information is available at https://www.sace.ab.ca/</p>	Anyone

Counselling - Community Resources (cont'd.)	The <u>Saffron Centre</u> is a sexual assault centre in Sherwood Park that offers help to victims of sexual assault, specializing in crisis intervention, therapy, & education. For more information: http://saffroncentre.com/ .	Anyone
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Medical Assistance

OPTION	HOW DO I DO THIS?	WHO CAN ACCESS?
Receive Medical Attention	<p>University Health Centre: A full-services walk-in medical clinic. Location, hours and contact information is available at https://www.ualberta.ca/services/health-centre.</p> <p>For more information on health insurance: https://www.ualberta.ca/services/health-centre/health-insurance</p>	Students and immediate family members, employees
	<p>Alberta Health Services: Students and employees can locate the closest hospital 24 hour emergency room or walk-in clinic by using the Alberta Health Services Health Care Locator.</p> <p>The Sexual Assault Response Team (SART) is a team of female Registered Nurses who have been trained specifically to care for people who have been sexually assaulted within the past 7 days. SART nurses are available 24 hours a day, and usually arrive within an hour of being called. For locations and availability, see http://www.albertahealthservices.ca/info/service.aspx?id=5591%20</p>	Anyone
	<p>Sexually Transmitted Infections Clinic: Results are provided by phone or in person about 10 days after testing. Locations, hours and contact information is available here: http://www.albertahealthservices.ca/info/service.aspx?id=1001498</p>	Anyone
	<p>St. Mary's Hospital: This Covenant Health facility in Camrose provides a range of healthcare services including a 24/7 Emergency Department.</p> <p>http://www.albertahealthservices.ca/info/facility.aspx?id=1000302</p>	Anyone

Receive Medical Attention (cont'd.)	Camrose Community Health Centre Briarcrest: Public health services. http://www.albertahealthservices.ca/info/facility.aspx?id=1000299	Anyone
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Safety

OPTION	HOW DO I DO THIS?	WHO CAN ACCESS?
Safety planning	<p><u>University of Alberta Protective Services (UAPS):</u> Visit UAPS in-person or call to arrange a time to visit. One of their Peace Officers will work with you to build a plan that addresses safety concerns specific to your situation.</p> <p>http://www.protectiveservices.ualberta.ca/</p>	Students and employees
	<p><u>Sexual Assault Centre:</u> Drop-in, telephone or email support.</p> <p>https://www.ualberta.ca/current-students/sexual-assault-centre</p>	Students and employees
Transportation assistance	<p><u>Safewalk:</u> Safewalk is free of charge and is available to any member of the surrounding community—undergrads, graduate students, staff, faculty, and members of the public.</p> <p>For information on how to access, click: http://www.su.ualberta.ca/services/safewalk/</p>	Anyone
	<p><u>UAPS Security Escort Service:</u> UAPS also provides a limited security escort service outside of Safewalk hours. Information at http://www.protectiveservices.ualberta.ca/Services/Security%20Escort%20Service.aspx</p>	Students and employees
	<p>Contact <u>Paladin Security</u> (after hours security provider on site at Augustana 11:00 PM to 7:00 AM every day) at 780-563-0067 and request assistance.</p>	Augustana students and employees
Seek interim measures	<ul style="list-style-type: none"> • Interim measures for students, contact the <u>Office of the Dean of Students</u> http://www.deanofstudents.ualberta.ca/ • Interim measures for staff, contact the <u>Office of Safe Disclosure and Human Rights</u> or <u>Human Resource Services</u> 	Students and employees

Seek interim measures (cont'd.)	<ul style="list-style-type: none"> ○ https://www.ualberta.ca/disclosure/ ○ http://www.hrs.ualberta.ca/ • Interim measures for faculty, contact <u>Faculty and Staff Relations</u>, the <u>Office of Safe Disclosure and Human Rights</u>, or Human <u>Resource Services</u>. <ul style="list-style-type: none"> ○ http://www.provost.ualberta.ca/en/ProvostAndVPA/FRStaffList.aspx ○ https://www.ualberta.ca/disclosure/ ○ http://www.hrs.ualberta.ca/ • Interim measures for postdoctoral fellows, contact the <u>Office of the Vice-President (Research)</u> <ul style="list-style-type: none"> ○ http://www.research.ualberta.ca/officeofthevice-presidentresearch.aspx 	
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Modifications

OPTION	HOW DO I DO THIS?	WHO CAN ACCESS?
Coordinated response through SVRT	<p>Where there might be multiple modifications needed, the SVRT can receive a disclosure once and coordinate the response with the person needing the modifications.</p> <p>Anyone can convene the SVRT on behalf of a person who has made a disclosure, or the individual themselves can request the assistance of SVRT.</p> <p>For students needing a coordinated response, contact the Office of the Dean of Students: http://www.deanofstudents.ualberta.ca/</p> <p>For employees or postdoctoral fellows needing a coordinated response, contact the Office of Safe Disclosure and Human Rights: https://www.ualberta.ca/disclosure/</p>	Students and employees
Academic Modifications Examples may include: <ul style="list-style-type: none"> • extensions on assignments • exam deferrals 	Students who have experienced sexual violence or any person who has received a disclosure can make a request for academic modifications. An initial request to a staff member or administrator within the student's Faculty or to the Office of the Dean of Students will be directed to the appropriate staff, who will then work directly with the	Undergraduate and graduate students

<p>(including graduate student candidacy exam and thesis defence)</p> <ul style="list-style-type: none"> • switching classes • moving to part-time status • voluntary leave from program • assistance switching programs • switching graduate supervisors or labs • assistance for graduate students changing the composition of their supervisory committees 	<p>student involved.</p> <p>Examples of staff or offices to whom an initial request can be made include:</p> <ul style="list-style-type: none"> • Sexual Assault Centre • The Professor who is responsible for the academic work where a modification is sought • Faculty Student Services Office • The Assistant Dean, Associate Dean, or Dean in the Faculty • Graduate students should contact the Faculty of Graduate Studies and Research and/or the Graduate Students' Association • The Dean of Students: student can email dosdean@ualberta.ca or visit the 5th floor in the Students' Union Building and ask to speak with a staff regarding academic modifications. The Dean of Students office will liaise with the student's Faculty • Office of the Student Ombuds • Student Success Centre • Student Accessibility Services 	
<p>Modifications to living arrangements (on campus)</p>	<p>Relocation to Another University Residence or Dissolving Residence Contract with a Pro-Rated Refund</p> <p>Students living in residence should speak with their Resident Assistant (RA), Residence Coordinator (RC), or the Housing Office to request a move to another room within residence or another residence building. https://www.residence.ualberta.ca/contact-us</p> <p>The contact information for the specific RA on-call phone of each residences is posted throughout each individual residence community and on the Current Students webpage after selecting the residence you live in.</p>	<p>Students</p>
	<p>The Safe House Program can provide short term, safe (up to two weeks) accommodations while working with university staff who can assist students to address any issues that impacted their living arrangements. To access the Safe House program, students should contact either the Sexual Assault Centre, the Residence Coordinator on call (780-220-0302) in Residence Services. Any of these offices can determine if a student meets the eligibility for Safe House and perform an intake.</p>	<p>Students on North Campus</p>

<p>Modifications to living arrangements (off campus)</p>	<p>Assistance in Dissolving an Off-Campus Tenancy Agreement</p> <p>The <i>Residential Tenancies (Safer Spaces for Victims of Domestic Violence) Amendment Act</i> is legislation that allows victims of domestic violence to end a tenancy early and without financial penalty. Information on the <i>Act</i> can be found here: http://www.servicealberta.gov.ab.ca/pdf/tipsheets/RTA_Safer_Spaces.pdf</p>	<p>Anyone</p>
<p>Work modifications</p> <p>Examples may include:</p> <ul style="list-style-type: none"> • changes in work assignment, hours, location, and/or supervisor • voluntary leave of absence 	<p>Employees seeking work modifications should contact their management supervisor to enter discussions with either Human Resource Services or Faculty and Staff Relations on appropriate modifications.</p> <p>Human Resource Services: http://www.hrs.ualberta.ca/About.aspx</p> <p>Faculty and Staff Relations: http://www.provost.ualberta.ca/en/ProvostAndVPA/FRStaffList.aspx</p>	<p>Employees</p>
	<p>Graduate students who are seeking modifications to Graduate Assistantship positions should contact Human Resource Services or the Graduate Students' Association (GSA).</p> <p>Human Resource Services: http://www.hrs.ualberta.ca/About.aspx</p> <p>Graduate Students' Association: http://www.gsa.ualberta.ca/Contact.aspx</p>	<p>Graduate Assistants</p>
	<p>Postdoctoral Fellows who are seeking modifications should contact the Postdoctoral Fellows Office or the Postdoctoral Fellows Association (PDFA).</p> <p>Human Resource Services: http://www.hrs.ualberta.ca/About.aspx</p> <p>Postdoctoral Fellows Association: http://www.pdfa.ualberta.ca/en.aspx</p> <p>Postdoctoral Fellows Office: http://postdoc.ualberta.ca</p>	<p>Postdoctoral fellows</p>
<p>Modifications to recreational activities</p>	<p>Contact the administrative head for the unit responsible for the activities. Some examples include:</p> <p>Athletics: https://www.ualberta.ca/physical-education-recreation/about-us/www.athletics.ualberta.ca</p> <p>Campus and Community Recreation: recservices@ualberta.ca</p> <p>U of A Mixed Chorus: http://www.mixedchorus.ca/</p>	<p>Students and employees</p>

Complaints

OPTION	HOW DO I DO THIS?	WHO CAN ACCESS?
Complaint, internal to the UofA Options may include: <ul style="list-style-type: none"> • Making a complaint for immediate investigation • Reporting an incident for information only • Requesting that normal timelines be extended 	The Sexual Violence Procedure lays out the processes available under which a complaint may be made. [add url for procedure] Students or employees wishing to make a complaint of sexual violence by a student should contact University of Alberta Protective Services (UAPS) by phone or visit the office in person. Edmonton Campuses: http://www.protectiveservices.ualberta.ca/ Augustana Campus: https://www.ualberta.ca/augustana/services/protective *If you cannot reach the Augustana UAPS office please contact UAPS Headquarters, open 24 hours.	Anyone
	Students or employees wishing to make a complaint of sexual violence by an employee should contact the <u>Office of Safe Disclosure and Human Rights</u> : https://www.ualberta.ca/disclosure	
Report to local law enforcement	Anyone wishing to make a report to local law enforcement should contact either the Edmonton or Camrose Police Services. <u>Edmonton Police Services:</u> http://www.edmontonpolice.ca/CommunityPolicing/PersonalPropertyCrimes/SexualAssault/ReportingSexualAssault.aspx <u>Camrose Police Services:</u> http://camrosepoliceservice.ca/	Anyone
Anonymous reporting	Students, staff, and faculty may choose to make an anonymous report through the <u>Office of Safe Disclosure and Human Rights</u> using their Online Reporting Tool . More information is available here: https://www.ualberta.ca/disclosure	Students and employees
	Students and employees can complete an anonymous third-party report at the <u>Sexual Assault Centre</u> . The name of the reporter will be kept confidential at the Sexual Assault Centre, and the report goes to Edmonton Police Service (EPS). Location, hours and contact information is available here: https://www.ualberta.ca/current-students/sexual-assault-centre	Students and employees

Other Resources and Services

RESOURCE OR SERVICE	HOW CAN THEY HELP ME?	WHO CAN ACCESS?
Reporting worrisome Behaviour	<u>Helping Individuals At Risk</u> : HIAR encourages the campus community to recognize and report at risk behaviours of those at risk of harm to self or others to help connect the individual to resources before a situation escalates. More information is available here: https://www.ualberta.ca/disclosure/individual-at-risk	Students and employees
Neutral third-party advice	<u>Office of the Student Ombuds</u> : The University's ombudspersons are neutral third-party individuals who can provide information, advice, and support to students who have encountered a problem or are in crisis. Location, hours and contact information is available here: http://www.ombudservice.ualberta.ca/	Students
	<u>Augustana Campus Ombuds</u> : Location: 1-106 Augustana Library Email: augustana.ombuds@ualberta.ca	Augustana students
	<u>Office of Safe Disclosure and Human Rights</u> : https://www.ualberta.ca/disclosure	Students and employees
Advocacy and advice	<u>Students' Union (SU)</u> : www.su.ualberta.ca	Undergraduate students
	<u>Graduate Students' Association (GSA)</u> : www.gsa.ualberta.ca	Graduate students
	<u>l'Association des Universitaires de la Faculté Saint-Jean (AUFJSJ)</u> : aufsj.com	Campus Saint-Jean students
	<u>Augustana students association</u> : http://augustana.su.ualberta.ca/	Augustana students
	<u>Postdoctoral Fellows Office</u> http://postdoc.ualberta.ca	Postdoctoral fellows

Advocacy and advice (cont'd)	<u>Non Academic Staff Association (NASA)</u> https://www.nasa.ualberta.ca/	NASA members
	<u>Association of Academic Staff University of Alberta (AASUA)</u> http://www.aasua.ca/	AASUA members
Resource connection	<u>Community Social Work Team: CSW Team provides assistance with service navigation and resource connection.</u> http://community.ualberta.ca/	Undergraduate students, graduate students, postdoctoral fellows

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. [▲Top]	
Sexual violence	Any sexual act or act of a sexual nature, or act targeting sexuality, whether physical or psychological, committed without consent. This includes, but is not limited to sexual assault, sexual harassment, stalking, indecent exposure, voyeurism, distribution of intimate images, inducing intoxication, impairment or incapacity for the purpose of making another person vulnerable to non-consensual sexual activity, and other analogous conduct.
Disclose/Disclosure	A verbal or written report or account by any person to a member of the University community that they have experienced sexual violence.
Complaint	Usually a written report or statement alleging sexual violence misconduct made to a University official under a University process for the purpose of initiating an investigation and resolution process.
Modifications	Adjustments the University may be able to make for a person who has experienced sexual violence, including to their academic program, employment, University residence or recreational or other programs.
SVRT	The Sexual Violence Response Team of the University of Alberta. At its core, SVRT consists of a representative from the Office of the Dean of Students or Human Resource Services, UAPS and the Sexual Assault Centre. In

	<p>order to provide a timely coordinated response, SVRT will draw additional support from a student's faculty, the Registrar's Office, Faculty and Staff Relations, Residence Services, the Postdoctoral Fellows Office, representatives from other campuses, Office of General Counsel, and any others as needed. SVRT will not include any members who may be investigators or adjudicators in the matter at hand, in the event that the individual decides to pursue a complaint.</p>
<p>Interim measures</p>	<p>Non-disciplinary conditions that the University may impose on a person alleged to have committed sexual violence. Such conditions may be imposed in response to a disclosure or complaint. The purposes of interim measures are to ensure the safety of the person who disclosed or of the University's learning, working and University residence environment, to discourage or prevent retaliation, prevent further sexual violence and/or preserve the University's ability to conduct a thorough investigation. They are not considered sanctions under any University complaint process.</p>

RELATED LINKS

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Supports and Resources

[Association of Academic Staff, University of Alberta \(AASUA\)](#) (University of Alberta)

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[Protocol for Urgent Cases of Violent, Threatening or Disruptive Behaviour](#) (University of Alberta)

[Sexual Assault Centre](#) (University)



[Sexual Assault Centre](https://www.sace.ab.ca/) of Edmonton: <https://www.sace.ab.ca/>
[Students' Union](#) (University of Alberta)
[University of Alberta Protective Services](#) (University of Alberta)

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Related policies

[Access to Information and Protection of Privacy Policy](#) (University of Alberta)
[Discrimination, Harassment and Duty to Accommodate Policy](#) (University of Alberta)
[Ethical Conduct and Safe Disclosure Policy](#) (University of Alberta)
[Helping Individuals At Risk Policy](#) (University of Alberta)
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[Conflict Policy – Conflict of Interest and Commitment and Institutional Conflict](#) (University of Alberta)

Most Recent Editorial Date: November 15, 2016

Sexual Violence Interim Measures Information Document

Introductory Note:

Interim measures may be imposed on a person alleged to have committed sexual violence in order to ensure the safety of the learning, working and University residence environment, discourage **retaliation**, prevent further **sexual violence** and/or preserve the University's ability to conduct a thorough investigation. Interim measures may be imposed as a result of a **disclosure** or a **complaint**, and are to be as minimally restrictive as possible to meet the above goals.

Example interim measures for students include:

- A requirement not to have contact with specified individuals
- Limited access to specified areas at specified times
- Limited access to specified areas at all times
- Change in University residence
- Change in class schedule
- Increased monitoring or supervision, for example, periodic check-ins with Protective Services
- Any other condition, restriction or requirement that is appropriate and proportionate to the situation, and that meets the above referenced goals.

In addition, students who have been alleged to have committed sexual violence will be provided with:

- Information on the relevant University processes
- Referrals to or information about support services, including but not limited to:
 - Counseling and Clinical Services
 - Peer Support Centre
 - Office of the Student Ombuds
 - Office of Safe Disclosure and Human Rights
 - Chaplains' Association
 - the Landing
 - Other services and resources as appropriate

Notwithstanding the above, the decision-maker may invoke the University of Alberta *Protocol for Urgent Cases of Disruptive, Threatening or Violent Behaviour* when warranted.

Subject to relevant collective agreements, policy or procedure, example interim measures for employees and postdoctoral fellows may include:

- A requirement not to have contact with specified individuals
- Limited access to specified areas at specified times
- Limited access to specified areas at all times
- Change in work assignment
- Change in work schedule
- Change in work location (for example, working from home or in another location)
- Increased monitoring or supervision
- Non-disciplinary suspension
- Any other condition, restriction or requirement that is appropriate and proportionate to the situation, and that meets the above referenced goals.

In addition, employees and postdoctoral fellows who have been alleged to have committed sexual violence will be provided with:

- Information on the relevant University processes
- Referrals to or information about available supports, including but not limited to:
 - Employee Family Assistance Program / Postdoctoral Fellows Assistance Program
 - GSA, PDFA, NASA or AASUA member services
 - Community counselling services

- o Office of Safe Disclosure and Human Rights
- o Chaplains Association
- o Other services and resources as appropriate

Notwithstanding the above, the decision-maker may invoke the University of Alberta *Protocol for Urgent Cases of Disruptive, Threatening or Violent Behaviour* when warranted.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. [▲ Top](#)

<p>Interim measures</p>	<p>Non-disciplinary conditions that the University may impose on a person alleged to have committed sexual violence. Such conditions may be imposed in response to a disclosure or complaint. The purposes of interim measures are to ensure the safety of the person who disclosed or of the University’s learning, working and University residence environment, to discourage or prevent retaliation, prevent further sexual violence and/or preserve the University’s ability to conduct a thorough investigation. They are not considered sanctions under any University complaint process and in any complaint process, are without prejudice to the person against whom a complaint is made..</p>
<p>Retaliation</p>	<p>Taking, attempting to take or threatening to take any adverse action or retribution of any kind against anyone involved in a sexual violence process including the person who made a disclosure or complaint, and anyone involved in an investigation or resolution of an allegation of sexual violence, or friends or family members of the same.</p> <p>Retaliation can take many forms, including threats, intimidation, pressuring, harassment, continued abuse, violence or other forms or threats of harm to others, and in varying modes, including in person and in electronic communication or through third parties. Retaliation can also include adverse employment or educational actions made or taken against an individual because of participation in the reporting, investigating and/or resolution of an alleged violation of this policy, or any conduct that would discourage a person from engaging in the same.</p>
<p>Sexual violence</p>	<p>Any sexual act or act of a sexual nature, or act targeting sexuality, whether physical or psychological, committed without consent. This includes, but is not limited to the following:</p> <ol style="list-style-type: none"> a. Sexual Assault - Any form of sexual contact without consent. This can include unwanted or forced kissing, fondling, vaginal or anal penetration or touching, or oral sexual contact. b. Sexual Harassment - as defined in the UAPPOL <i>Discrimination, Harassment and Duty to Accommodate Policy</i>. c. Stalking - Repeated unwanted contact or communication directed at another person that causes reasonable fear or concern for that person’s safety or the safety of others known to them. The harm may be physical, emotional, or psychological, or related to the personal safety, property,

	<p>education, or employment of an individual.</p> <p>Stalking can occur physically (such as watching and monitoring, pursuing or following, making threatening or obscene gestures, sending unsolicited gifts), electronically (for example, continuously commenting or contacting via social media, surveillance, letters, text messages, emails or phone calls), and/or through a third party.</p> <p>d. Indecent Exposure - Exposing one's genitals, buttocks and/or breasts or inducing another to expose their own genitals, buttocks and/or breasts in non-consensual circumstances, in person or electronically.</p> <p>e. Voyeurism - Surreptitiously observing and/or recording another individual's full or partial nudity or sexual activity without the knowledge and consent of all parties involved.</p> <p>f. Distribution of Intimate Images - Includes showing, sharing, distributing or streaming of images, video or audio recording of a sexual activity or full or partial nudity of oneself or other members of the University community, without the consent of all the recipient(s) and/or other member(s) of the University community who is/are the subject of the image or recording, or the threat to do the same.</p> <p>g. Inducing intoxication, impairment or incapacity for the purpose of making another person vulnerable to non-consensual sexual activity.</p> <p>h. Other analogous conduct.</p>
Disclose/Disclosure	A verbal or written report or account by any person to a member of the University community that they have experienced sexual violence.
Complaint	Usually a written report or statement alleging sexual violence misconduct made to a University official under a University process for the purpose of initiating an investigation and resolution process.

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[Ethical Conduct and Safe Disclosure Policy](#) (University of Alberta)
[Helping Individuals At Risk Policy](#) (University of Alberta)
[Protocol for Urgent Cases of Violent, Threatening or Disruptive Behaviour](#) (University of Alberta)
[Conflict Policy – Conflict of Interest and Commitment and Institutional Conflict](#) (University of Alberta)

Most Recent Editorial Date: November 15, 2016

Sexual Violence Education and Training Information Document

Introductory Note:

One of the many barriers to **disclosing** or making a **complaint** of **sexual violence** is the fear of not being believed. That fear is not unfounded, as misconceptions around sexual violence are prevalent in society. As one example, if a victim did not scream or fight or say “no,” the assumption may be that there must have been implicit **consent**. These assumptions can be held by anyone receiving a disclosure, investigating, or adjudicating a complaint, or even by those who have experienced sexual violence themselves. Education on these and other topics is designed to correct these misconceptions. In addition, research on the potential effects of trauma on memory, recall and behaviour sheds new light on methods for interviewing those who have experienced trauma.

The goals of education, bystander intervention and other training are to help those who experience sexual violence feel safer in disclosing and/or making a complaint and seeking support; ensure that those who receive disclosures know how to support and refer; allow investigators to use trauma-informed interview techniques in order to get the best information possible from **complainants**; and ensure that decision-makers in complaint processes are able to appropriately interpret the evidence before them. Below is a non-exhaustive list of selected training and education opportunities. Any other relevant training should also be considered, as appropriate.

FOR THE UNIVERSITY COMMUNITY

The resources below are available to members of the University community at no cost and provide education and training in the areas of understanding sexual assault, consent, bystander intervention, gender based violence, effects of trauma and trauma-informed interviewing.

Sexual Assault Centre (no cost)

- Videos: Understanding Sexual Assault <https://www.youtube.com/watch?v=3j3qgLRQalw&list=PL2V1RRG3M1rTKPuhw2eHWvVIVcrBcDKsH&index=1>
- Online guide: How to Respond to a Disclosure of Sexual Violence <https://www.ualberta.ca/current-students/sexual-assault-centre/responding>
- Working for Change workshops: Email edcoord@ualberta.ca

the Landing (no cost)

The Gender Based Violence Prevention Program (GBVPP) is a campus and community-wide initiative designed to increase awareness, education, communication, inclusion and safety. Education and training sessions consisting of interactive modules are available as a comprehensive program or individually as workshops. Contact the Landing (thelanding@su.ualberta.ca) to request the program, a module or combination of modules, or a custom workshop for any group. Modules include:

1. Introduction: Role of Athletes/Athletics/Greek Culture in Violence Prevention
2. Module 1: Introduction and Critical Thinking of Gender Roles - Thinking outside the box
3. Module 2: Gender and Healthy Sexuality; Healthy Relationships
4. Module 3: LGBTQ Inclusivity, Safe Spaces, Language
5. Module 4: Gender Based Violence Part 1
6. Module 4: Gender Based Violence Part 2, Sexual Assault & Consent (Including alcohol and consent)
7. Module 5: Alcohol Strategies on Campus
8. Module 6: Role of Media

Residence Life (no cost)

- Can I Kiss You? - for all first-year residents
- SHARC Week (Sexual Health, Relationships and Consent) - for all residents, every October
- Sex - Online module on consent, healthy relationship - for all first year residents

FOR THOSE MORE LIKELY TO RECEIVE DISCLOSURES

Some of our community members may be more likely to receive disclosures, including Resident Assistants, coaches, supervisors, student advisors of all kinds, student leaders, graduate coordinators, student group members, and many others. For those individuals, additional training on receiving disclosures and making appropriate referrals is available including the following:

The **Sexual Assault Centre** provides the following workshops free of charge. Email edcoord@ualberta.ca to request a workshop (at no cost):

- Student Advisor's Disclosure Training
- Residence Coordinator Disclosure Training
- Workshop for Supporters
- Customized workshops
- Sexual Assault and Relationships (through the Community Helpers Program facilitated by the Community Social Work Team <http://community.ualberta.ca/en/Programs/CommunityHelpersProgram.aspx>)

The **Office of Safe Disclosure and Human Rights** provides training on request for faculties, staff groups, classes and student groups. Contact osdhr@ualberta.ca to arrange training.

- Good disclosure practices

For Resident Advisors (no cost):

- Sexual Assault Response, Prevention and Responding to a Disclosure (e-class and in-person workshop put on by the Sexual Assault Centre)
- Inclusivity in Residence (offered by ISMSS or the Landing)

FOR BYSTANDERS

Bystander intervention is a way to prevent sexual violence from occurring in the first place. It emphasizes recognizing the danger signs and taking steps to interrupt the possibility of sexual violence.

The **Sexual Assault Centre** provides the following free of charge. Email edcoord@ualberta.ca to request a workshop:

- Bystander Intervention

the Landing provides the following free of charge. Email <http://thelandingualberta.ca/> to request a workshop:

- GBVPP custom workshops on request

The **Office of Safe Disclosure and Human Rights** provides training on request for faculties, staff groups, classes and student groups. Contact osdhr@ualberta.ca to arrange training.

- "Upstanding" against harassment

Residence Life offers information on bystander intervention:

- "Can I Kiss You?" offered to all first-year residents in the fall of each year.

FOR INVESTIGATORS AND ADJUDICATORS

Anyone investigating or adjudicating complaints of sexual violence should, at a minimum, have appropriate training in:

1. Understanding sexual assault
2. The effects of trauma on memory and behaviour
3. Trauma-informed interviewing

Below are some examples of available training:

The **Sexual Assault Centre** (no charge):

- Sexual Assault Responder Disclosure Training (Email edcoord@ualberta.ca to request a workshop)
- Videos: Understanding Sexual Assault
<https://www.youtube.com/watch?v=3j3ggLRQalw&list=PL2V1RRG3M1rTKPuhw2eHWvVIVcrBcDKsH&index=1>
- Online guide: How to Respond to a Disclosure of Sexual Violence <https://www.ualberta.ca/current-students/sexual-assault-centre/responding>

End Violence Against Women (EVAWI) provides online education and training, free of charge. The archive is constantly updated as new training is offered:

Webinars <http://www.evawintl.org/WebinarArchive.aspx>

- Neurobiology of Sexual Assault (part 1 and 2)
- Effective Report Writing: Using the Language of Nonconsensual Sex
- Successfully Investigating Sexual Assault Against People with Disabilities
- Forensic Experiential Trauma Interview (FETI), Part 1 & 2
- Effective Victim Interviewing

Online courses <http://www.evawintl.org/onlinetraining.aspx>

- Dynamics: What does Sexual Assault Really Look Like?
- Effective Report Writing: Using the Language of Nonconsensual Sex
- Preliminary Investigation: Guidelines for First Responders
- Victim Impact: How do Sexual Assault Victims Respond?
- Interviewing the Victim: Techniques Based on the Realistic Dynamics of Sexual Assault
- False Reports: Moving Beyond the Issue to Successfully Investigate Sexual Assault
- Successfully Investigating Sexual Assault Against People with Disabilities
- Drug and Alcohol Facilitated Sexual Assault (coming soon)

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. [\[▲Top\]](#)

Disclose/Disclosure	A verbal or written report or account by any person to a member of the University community that they have experienced sexual violence.
Complaint	Usually a written report or statement alleging sexual violence misconduct made to a University official under a University process for the purpose of initiating an investigation and resolution process.
Sexual violence	Any sexual act or act of a sexual nature, or act targeting sexuality, whether physical or psychological, committed without consent. This includes, but is not limited to the following: <ul style="list-style-type: none"> a. Sexual Assault - Any form of sexual contact without consent. This can include unwanted or forced kissing, fondling, vaginal or anal penetration or touching, or oral sexual contact.

	<p>b. Sexual Harassment - as defined in the UAPPOL <i>Discrimination, Harassment and Duty to Accommodate Policy</i>.</p> <p>c. Stalking - Repeated unwanted contact or communication directed at another person that causes reasonable fear or concern for that person's safety or the safety of others known to them. The harm may be physical, emotional, or psychological, or related to the personal safety, property, education, or employment of an individual.</p> <p>Stalking can occur physically (such as watching and monitoring, pursuing or following, making threatening or obscene gestures, sending unsolicited gifts), electronically (for example, continuously commenting or contacting via social media, surveillance, letters, text messages, emails or phone calls), and/or through a third party.</p> <p>d. Indecent Exposure - Exposing one's genitals, buttocks and/or breasts or inducing another to expose their own genitals, buttocks and/or breasts in non-consensual circumstances, in person or electronically.</p> <p>e. Voyeurism - Surreptitiously observing and/or recording another individual's full or partial nudity or sexual activity without the knowledge and consent of all parties involved.</p> <p>f. Distribution of Intimate Images - Includes showing, sharing, distributing or streaming of images, video or audio recording of a sexual activity or full or partial nudity of oneself or other members of the University community, without the consent of all the recipient(s) and/or other member(s) of the University community who is/are the subject of the image or recording, or the threat to do the same.</p> <p>g. Inducing intoxication, impairment or incapacity for the purpose of making another person vulnerable to non-consensual sexual activity.</p> <p>h. Other analogous conduct.</p>
<p>Consent</p>	<p>Consent is a voluntary, ongoing, active and conscious agreement to engage in the sexual activity in question. Consent or a "yes" that is obtained through pressure, coercion, force, threats or by inducing intoxication, impairment or incapacity is not voluntary consent. Silence or ambiguity do not constitute consent. Additionally, there is no consent when:</p> <ul style="list-style-type: none"> • it is given by someone else. • the person is unconscious, sleeping, highly intoxicated or high, or otherwise lacks the capacity to consent. • it was obtained through the abuse of a position of power, trust or authority. • the person does not signify "yes", says "no" or implies "no"

	<p>through words or behaviours.</p> <ul style="list-style-type: none"> the person changes their mind and withdraws their consent. <p>Consent cannot be implied (for example, by a current or past relationship, by consent to another activity, or by failure to say “no” or resist). In addition, consent cannot be given in advance of sexual activity that is expected to occur at a later time. It is the responsibility of the person wanting to engage in sexual activity to obtain clear consent from the other and to recognize that consent can be withdrawn at any time.</p>
Complainant	An individual who makes a complaint under a University process.

RELATED LINKS

Should a link fail, please contact uappol@ualberta.ca. [[▲Top](#)]

Supports and Resources

- [Association of Academic Staff, University of Alberta \(AASUA\)](#) (University of Alberta)
- [Community Social Work Team](#) (University of Alberta)
- [Counselling and Clinical Services](#) (University of Alberta)
- [Employee Family Assistance Program](#) (University of Alberta)
- [Faculty of Graduate Studies and Research](#) (University of Alberta)
- [Graduate Students' Association](#) (University of Alberta)
- [Human Resource Services](#) (University of Alberta)
- [Interfaith Chaplains' Association](#) (University of Alberta)
- [the Landing](#) (University of Alberta)
- [Non Academic Staff Association \(NASA\)](#) (University of Alberta)
- [Office of the Dean of Students](#) (University of Alberta)
- [Office of Safe Disclosure and Human Rights](#) (University of Alberta)
- [Office of the Student Ombuds](#) (University of Alberta)
- [Peer Support Centre](#) (Students' Union)
- [Postdoctoral Fellows Association](#) (University of Alberta)
- [Protocol for Urgent Cases of Violent, Threatening or Disruptive Behaviour](#) (University of Alberta)
- [Sexual Assault Centre](#) (University)
- [Sexual Assault Centre of Edmonton: <https://www.sace.ab.ca/>](#)
- [Students' Union](#) (University of Alberta)
- [University of Alberta Protective Services](#) (University of Alberta)

Information

- [Options, Resources and Services for those who have Experienced Sexual Violence Information Document](#) (UAPPOL)
- [Sexual Violence Interim Measures Information Document](#) (UAPPOL)
- [Options for Survivors of Sexual Assault](#) (Sexual Assault Centre, University of Alberta)
- [Responding to a Disclosure of Sexual Assault](#) (University of Alberta)
- [Review of the University of Alberta's Response to Sexual Assault](#)

Complaint mechanisms

- [Faculty Agreement](#) (University of Alberta)
- [Librarian Agreement](#) (University of Alberta)
- [Administrative and Professional Officer Agreement](#) (University of Alberta)
- [Code of Student Behaviour](#) (University of Alberta)

[Community Standards Policy for University Residences](#) (University of Alberta)

[Contract Academic Staff: Teaching Agreement](#) (University of Alberta)

[Faculty Service Officer Agreement](#) (University of Alberta)

[Graduate Student Assistantship Collective Agreement](#) (University of Alberta)

[NASA Collective Agreement](#) (University of Alberta)

[Postdoctoral Fellows Policy](#) (University of Alberta)

[Sessional and Other Temporary Staff \(SOTS\) Agreement](#) (University of Alberta)

[Trust/Research Academic Staff \(TRAS\) Agreement](#) (University of Alberta)

Related policies

[Access to Information and Protection of Privacy Policy](#) (University of Alberta)

[Discrimination, Harassment and Duty to Accommodate Policy](#) (University of Alberta)

[Ethical Conduct and Safe Disclosure Policy](#) (University of Alberta)

[Helping Individuals At Risk Policy](#) (University of Alberta)

[Protocol for Urgent Cases of Violent, Threatening or Disruptive Behaviour](#) (University of Alberta)

[Conflict Policy – Conflict of Interest and Commitment and Institutional Conflict](#) (University of Alberta)

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposed New Mandatory Student Instructional Support Fees, Proposed Changes to Existing Mandatory Student Instructional Support Fees, Proposed Deletion of Mandatory Student Instructional Support Fee, and Proposed Change to Other Fee**

Motion: THAT the GFC Academic Planning Committee recommend, with delegated authority from General Faculties Council, that the Board of Governors approve:

- the proposed New Mandatory Student Instructional Support Fees (set forth in Attachment 1)
- the proposed Changes to Existing Mandatory Student Instructional Support Fees (set forth in Attachment 2)
- the proposed Deletion of Mandatory Student Instructional Support Fee (set forth in Attachment 3)
- and the proposed Change to Other Fee (set forth in Attachment 4)

as submitted on behalf of the relevant Faculties/Departments by the Registrar's Advisory Committee on Fees (RACF), to take effect as noted in each respective attachment.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Vice-Provost and University Registrar and the Faculties and Departments that have proposed new and changed fees.
Presenter	Lisa Collins, Vice-Provost and University Registrar

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To establish new Mandatory Student Instructional Support Fees, Changes Existing Mandatory Student Instructional Support Fee, Deletion of existing Mandatory Student Instructional Support Fee and Change to Other Fee as outlined in each proposal.
The Impact of the Proposal is	As stated in the purpose and outlined in each attached proposal.
Replaces/Revises (eg, policies, resolutions)	Creates new Mandatory Student Instructional Support Fees, changes existing Mandatory Student Instructional Support Fees, deletes existing Mandatory Student Instructional Support Fees, and changes Other Fees.
Timeline/Implementation Date	Implementation dates vary; see the attachments for detail.
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	After final approval by the Board of Governors, the proposed fees would be implemented by the Office of the Registrar, Financial Services and the corresponding units proposing fee changes. The Office of the Registrar will communicate the approval of all fees to the proposers of the various fees contained in this proposal. All of these categories of fees are listed on the Office of the Registrar's website and the units initiating the proposal are responsible for communicating any fees to the impacted students.
Supplementary Notes and context	Representatives of the proposing units will also be in attendance at the February 15, 2017 meeting of GFC APC to respond to questions.

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) <For further information see the link posted on the Governance Toolkit section Student Participation Protocol >	<u>Those who have been informed:</u> <ul style="list-style-type: none"> As outlined in various proposals
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> As outlined in various proposals
	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> As outlined in various proposals
Approval Route (Governance) (including meeting dates)	GFC Academic Planning Committee – February 15, 2017 Board Finance and Property Committee – February 28, 2017 Board of Governors – March 17, 2017
Final Approver	Board of Governors

Alignment/Compliance

Alignment with Guiding Documents	<p><u>Institutional Strategic Plan – For the Public Good:</u></p> <p>SUSTAIN: Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>Objective 21. Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p>Objective 22: Secure and steward financial resources to sustain, enhance, promote, and facilitate the university’s core mission and strategic goals.</p> <p>i. Strategy: Seek and secure resources needed to achieve and support our strategic goals.</p> <p>ii. Strategy: Ensure a sustainable budget model to preserve and enhance our core mission and reputation for excellence in teaching, learning, research, and community engagement.</p>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. <i>Post-Secondary Learning Act (PSLA): Sections 61(1) and (2)(a)</i> “Tuition fees 61 (1) The board of a public post-secondary institution shall set the tuition fees to be paid by students of the public post-secondary institution. (2) The tuition fees under subsection (1) for all public post-secondary institutions other than Banff Centre (a) must be set in accordance with the regulations[.]”</p> <p>2. <i>Post-Secondary Learning Act (PSLA) Regulations – Alberta Regulation 273/2006 – Section 2:</i> “Definition of tuition fees for Act purposes, etc. 2. For the purposes of the Act and this Regulation, ‘tuition fees’ in respect of an institution means the following: (a) fees identified in the institution’s calendar or in a supplement to its calendar as tuition fees or fees for instruction for courses that are part</p>

of programs approved by the Minister under the *Programs of Study Regulation* (AR 91/2009) or for the purposes of the *Student Financial Assistance Act*, excluding the following:

- (i) courses taken as part of a distance delivery program by individuals who do not reside in Alberta;
- (ii) apprenticeship programs under the *Apprenticeship and Industry Training Act*;
- (iii) off-campus cost recovery instruction programs;
- (iv) courses provided under a third party contract;
- (v) any differential or surcharge in fees that the board of the institution may set for courses taken by individuals who are not Canadian citizens or permanent residents of Canada;

(b) mandatory fees that are payable to the institution by students for materials and services that facilitate instruction in the courses included in clause (a), excluding the following:

- (i) fees for equipment or materials that are retained or leased by students;
- (ii) fees charged in respect of work placements or practicum experience where the persons or unincorporated bodies providing the work placement or practicum experience do not receive funding from the Government in respect of it.”

3. Post-Secondary Learning Act (PSLA): The *PSLA* gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Section 26(1)(o) provides that GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning.

4. Board of Governors General Terms of Reference, Section 1 (b):
“The Board has delegated to each Committee responsibility and authority to make decisions on behalf of the Board in the Committee’s defined area of responsibility except to the extent that such authority has been specifically limited by the Board in the Terms of Reference for the Committee.”

5. Board Finance and Property (BFPC) Terms of Reference, Section 3(d):
“3. Without limiting the generality of the foregoing, the Committee shall:
[. . .]
d) review and recommend to the Board tuition and other like fees[.]”

6. UAPPOL Student Instructional Support Fee Definition of Mandatory Instructional Support Fee: “Mandatory fees assessed in anticipation of costs for supplies, equipment, materials, or services which are not directly related to the delivery of instruction in a course or program, but are considered required elements of a course or program. Examples include but are not limited to the costs of food, lodging, and transportation for required field trips; supply of certain specialized professional tools which the student will retain; and fees for arranging professional placements such as practica, internships, and work experience. All mandatory instructional support fees require the approval of the Board of Governors.”

	<p>7. University of Alberta Calendar : “The University of Alberta complies with the Government of Alberta’s Tuition Fee Policy which states that postsecondary institutions may charge mandatory student fees for instruction to support the provision of supplies, equipment, materials and services to students.”</p> <p>8. GFC Academic Planning Committee Terms of Reference (Mandate) “4. Budget Matters [...] b. To recommend to the Board of Governors on the annual budget, excluding budgets for ancillary units.”</p>
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Attachments:

1. Attachment 1 (pages 5 - 16): Proposals for New Mandatory Student Instructional Support Fees
2. Attachment 2 (pages 17 - 28): Proposals for Changes to Existing Mandatory Student Instructional Support Fees
3. Attachment 3 (pages 29 - 30): Proposal for Deletion of Mandatory Student Instructional Support Fee
4. Attachment 4 (pages 31 - 34): Proposal for Change to Other Fee

Prepared by: Angelene Lavers, Office of the Registrar, angelene.lavers@ualberta.ca

Attachment 1

Proposals for New Mandatory Student Instructional Support Fees

Course	Implementation	Fee	Page Number
EAS 237	May 1, 2017	\$600 - \$2400	6
ENGG 490	September 1, 2017	\$200	9
EDU 211	September 1, 2017	\$23 - \$30	13

Mandatory fees assessed in anticipation of costs for supplies, equipment, materials, or services which are not directly related to the delivery of instruction in a course or program, but are considered required elements of a course or program. Examples include but are not limited to the costs of food, lodging, and transportation for required field trips; supply of certain specialized professional tools which the student will retain; and fees for arranging professional placements such as practica, internships, and work experience. All mandatory instructional support fees require the approval of the Board of Governors.

Definition is taken from UAPPOL Student Instructional Support Fee Definition of Mandatory Instructional Support Fee.

Registrar's Advisory Committee on Fees (RACF)

For the meeting of: October 25, 2016

Item No. <>

Request for Approval for: Proposed Fee for Mandatory Instructional Support Fees for EAS 237

Fee Type (see end of form for definitions)*:

- Mandatory Student Instructional Support Fee
- Alternate Delivery Fee
- Cost Recovery Fee
- Other

OUTLINE OF ISSUE:

This is a proposal for the setting of Mandatory Instructional Support Fees for our new field school EAS 237 offered by the Department of Earth and Atmospheric Sciences, The proposed new fee reflects the costs to the students in the form of meals, accommodation and transportation.

The contact persons in the department are the Associate Chair, Mary-Jane Turnell and Dr. Murray Gingras, Associate Chair, Undergraduate.

EAS 237 is a field course designed for non-specialization students and is needed by the student if they wish to apply for registration as a Professional Geoscientist in Alberta (See Appendix 2, Page 2 Required Field Practice). The course is not required for the student's degree. EAS 237 will be delivered offsite as a field course, and so there are substantial travel and accommodation costs incurred for students, teaching assistants and faculty.

Historically, similar courses (e.g. EAS 234) operate at more than \$1,850 per student (Appendix 1). We request a ceiling of \$2,400 (range \$600 to \$2,400) to provide flexibility of venue (e.g. study Geology outside of western Canada). We see this flexibility as highly beneficial to the student, as we can select the most appropriate venues for field-based learning and establish long-term flexibility.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Earth and Atmospheric Science
Dean/Chair	Jonathan Schaeffer / Stephen Johnston
Primary Contact (Name, phone number, and e-mail)	Murray Gingras, (780) 492 1963, mgingras@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Mary-Jane Turnell, (780) 492 3216, mturnell@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	The fee is to cover the cost of transportation, accommodation and board, for EAS field schools.
Proposed Amount	\$600.00 to \$2,400.00
Previous Fee Amount (if this is a new fee, please indicate that here)	New Course
Requested Implementation Date	May 1, 2017
The Impact of the Fee (number of students affected, etc.)	The fee increase will apply to ~30 students in any given year.
Collected Centrally or by Department	By Department

Course Information (if fee is attached to a course)

Course Name(s)	EAS 237
Required Course(s)	X No
New or Existing Course(s)	Yes
New or Existing Program (include name)	
Course Description(s)	*3 (fi 6) (either term). Geological field exercises designed to teach the fundamentals of recording field data; identifying rocks, fossils, and minerals in the field; geological mapping; reconstructing depositional environments; Quaternary geology; and the description and interpretation of tectonic structures. This field school is run following the Winter examination period or preceding the Fall term. Requires payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar. Prerequisites: EAS 233, and one of EAS 222, 235 or 236. Cannot be taken if credit has already been received for EAS 234. [Faculty of Science]

Details

Estimated Costs (Budget information may be included here or as an attachment)	Historical costs of similar courses shown in Appendix 1.
Explanatory Notes	

Routing (For Mandatory Student Instructional Support Fees and Non-Instructional Fees)

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Chair EAS (Stephen Johnston) and Assistant Chair, EAS (Mary-Jane Turnell), indicated the need to be able to recover the costs of EAS field schools. Consultation with other EAS Executive (i.e. associate chairs Benoit Rivard, Tom Chacko and Murray Gingras) led to agreement that the department must apply for this fee increase. This was also
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	presented to the faculty of EAS and putting it forward was met with unanimous approval.
Advisory Route (RACF) Include dates	
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Routing (For Cost Recovery and Alternate Delivery)

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	EAS Curriculum Committee Faculty of Science Associate Dean Undergraduate EAS Faculty PS Warren Geological Society, 2015-2016 and 2016-2017
Advisory Route (RACF) Include dates	
Approval Route* (Governance)	Provost Office
Final Approver	Provost and Vice-President (Academic)

Attachments

Projected costs based on 36 students. Values based on other field schools that we have offered in EAS.

Course Designation	Accommodation	Meals	Transportation	Miscellaneous*
EAS 237	\$30,000	\$22,000	\$18,000	\$3,000

Course Designation	Total Cost	# Students	\$ / Student	FEE charged to Student
EAS 237	\$73,000	36	\$2,027.78	n/a

* e.g. Miscellaneous fees for equipment and expenses unique to the respective field schools.

Registrar's Advisory Committee on Fees (RACF)

For the meeting of: November 22, 2016

Item No. <04>

Request for Approval for: ENGG 490 – Engineering Leadership Lab

Fee Type (see end of form for definitions)*:

- Mandatory Student Instructional Support Fee**
- Alternate Delivery Fee**
- Cost Recovery Fee / Revenue Generation**
- Other**

OUTLINE OF ISSUE: Proposal from the Faculty of Engineering to add mandatory instructional fees for new course ENGG 490 – Engineering Leadership Lab

Background: The Faculty of Engineering (FoE), working closely with our main stakeholders, the Engineering Student Society (ESS), have put forward new learning and growth opportunities for our students. Currently submitted for consideration to ASC, FoE has put forward, with the support of the Faculties of Arts, Science and the School of Business, minors for engineering students. The drive for these minors was supported by engineering students. A survey conducted by ESS, answered by 920 of their 4300 eligible members (21.4%), found that 92.3% supported having minors for engineering students. 82.7% indicated that they would undertake a minor if available to them; the top three choices were Business, Science and Arts.

Working with the School of Business, a tailored minor was developed for engineering students. One of the courses, offered by FoE, was developed as a capping offering that encompassed engineering experience and knowledge with key core elements of business learnings complemented with responsible leadership.

Proposed course: This new course, ENGG 490 – Engineering Leadership Lab, focuses on learning through presentations and discussions with leaders on topics including responsible leadership, creating sustainable and innovative organisations, and entrepreneurship.

Benefits: The benefit to the students is gaining valuable insight critical to their term work in the course and future career from veritable expert sources. The small discussion groups (20 students to 1 leader, followed by break out discussion) is unique for an engineering course and an extraordinary intimate learning experience. Students will also gain important social and networking skills. The course will have at least 4 guest leaders per offering.

Fees will be used to pay for the travel and accommodations of the guest speakers. The proposal ensures that the students get a truly unique engineering experience in their business minor.

Similarity to other courses requiring mandatory instructional support fees: This proposal is similar to other courses where students pay fees to attend movies, plays or other live performances. However, the benefit of the interaction with the leaders is extraordinary, exceeds the value of watching a performance; often people will pay in excess of \$100 to see such speakers.

The proposed fees will impact 20 students per year who have decided to invest in their future by taking a one of a kind business minor.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Engineering
Dean/Chair	Fraser Forbes, Dean
Primary Contact (Name, phone number, and e-mail)	Jason Carey, Associate Dean (Programs and Planning), Faculty of Engineering, 492-0501, jason.carey@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Marcus Ivey, Director (Programs and Planning), Ivey@ualberta.lca

Item

Purpose of Fee (what it is to be used for)	Fees will be used to pay for the travel and accommodations of the guest speakers. The proposal ensures that the students get a truly unique engineering experience in their business minor.
Proposed Amount	\$200
Previous Fee Amount (if this is a new fee, please indicate that here)	N/A
Requested Implementation Date	September 2017
The Impact of the Fee (number of students affected, etc.)	20 students per year
Collected Centrally or by Department	Department - Faculty of Engineering

Course Information (if fee is attached to a course)

Course Name(s)	ENGG 490 – Engineering Leadership Lab
Required Course(s)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The course/program is on or off campus	<input checked="" type="checkbox"/> On-Campus <input type="checkbox"/> Off-Campus
New or Existing Course(s)	ENGG 490 – Engineering Leadership Lab
New or Existing Program (include name)	Minor in business for engineering student
Course Description(s)	Course based on discussions with leaders on topics including responsible leadership, creating sustainable and innovative organisations, and entrepreneurship. Variable meeting times in addition to biweekly seminar discussion. Requires a substantive report and presentation on the impact of effective leadership with a particular focus on current trends and thoughts in leadership theory and practice. Only open to students accepted by the Faculty of Engineering in the Minor in Business program or to others with Faculty of Engineering approval.

Details

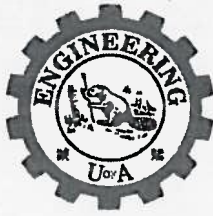
Estimated Costs (Budget information may be included here or as an attachment)	The minor in business for engineering students will be restricted to a select group of 20 students. It is estimated that travel and accommodation of guests will be approximately \$1,000 each for a total of
---	---

	\$4,000 needing to be collected. At 20 students, this is \$200/student as seen in the budget.				
	Item	Cost	number	total	
	Expenses				
	Travel, Accommodation	\$1,000.00	4	\$4,000.00	(A)
	Revenue				
	Students	\$200.00	20	\$4,000.00	(B)
	course cost			\$0.00	(B)-(A)
<p>It is important to note that students will not require textbooks in this course. Textbooks for Engineering course often cost over \$200. A search of the bookstore database for CEE, CME, ECE, MECE text books shows a price range from \$75 to over \$200 per book. Students will have access to panoply of e-books on leadership currently in the library to supplement their course learning objectives.</p>					
Explanatory Notes					

Routing (For Mandatory Student Instructional Support Fees and Non-Instructional Fees)

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Engineering Academic Planning Committee (September 30 2016); Engineering student society (Oct 7 to Oct 27 2016)
Student Group Consultative Route	Supported by Engineering Student Society see attachment
Advisory Route (RACF) Include dates	
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments (each to be numbered 1 - <->)
1-1 ESS letter of support



UNIVERSITY OF ALBERTA
**ENGINEERING
STUDENTS'
SOCIETY**
Est. 1920

November 1, 2016

RE: ESS Approval of Extra Fee for Speakers to Business Minor Course (ENGG 490)

In June 2016, the Engineering Students' Society surveyed students about the introduction of accredited minors to Engineering degrees. The survey returned an overwhelming response. Out of 920 responses, 92.3% (849) believed there should be a minor option available, and 82.7% (761) would take a minor. Students who would take a minor were especially interested in the business minor, with 63.5% (483) of students expressing favour. After the results were presented to the Faculty of Engineering, the Faculty has acted swiftly to create policy and structure for this new initiative.

The Faculty wishes to create a "unique opportunity" and a "branded, high value program" for students in the Business Minor, given the high interest. To meet this goal, the Faculty wishes to bring four guest speakers into the ENGG 490 course every year. Each of the twenty students in the business minor would be charged \$200, giving a \$4000 allowance for speakers. The ESS believes the business minor would provide a valuable interdisciplinary learning experience, that speakers would add to the value of the course and an additional course fee of \$200 per student is reasonable. The ESS supports this additional course fee, provided that the fee is used only to fund the expenses for the four speakers and that the Faculty roll over any unspent funds for speakers in the course's future offerings.

This letter of approval is for this sole case only and does not set the precedent that the ESS supports extra fees for other courses.

Josh Goselwitz
ESS President

Kevin Wang
VP Services

Meor Hakeem
AVP Academic

Registrar's Advisory Committee on Fees (RACF)

For the meeting of:

Item No. < >

Request for Approval for: EDU 211 – Aboriginal Education and the context for professional engagement

Fee Type (see end of form for definitions)*:

- Mandatory Student Instructional Support Fee**
- Alternate Delivery Fee**
- Cost Recovery Fee / Revenue Generation**
- Other**

OUTLINE OF ISSUE:

The EDU 211 – Aboriginal Education and the context for professional engagement is a required course for Education students. A part of the course, students need to participate in 2 experiential events that engage in aspects of Aboriginal experiences and realities. There are 34 experiential sections with different Elders throughout the Aboriginal communities offered every term. They are considered key aspects of this course and students need to participate in two sections to pass the course. The cost to the department to run the experiential is around \$12 000 per term and \$22 000 for the year. The department cannot provide funding for the future experiential events which provide the students with Aboriginal community engagement experience.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Faculty of Education / Educational Policy Studies
Dean/Chair	Dr Larry Prochner
Primary Contact (Name, phone number, and e-mail)	Izabela Martyniak, APO martynia@ualberta.ca phone: 780-492-2556
Secondary Contact (Name, phone number, and e-mail)	

Item

Purpose of Fee (what it is to be used for)	As part of the course, students will have opportunities to participate in experiential events that engage in aspects of Aboriginal experiences and realities. These experiential events are considered key aspects of this course. Students participate in two experiential events.
Proposed Amount	\$23 to \$30
Previous Fee Amount (if this is a new fee, please indicate that here)	This is a new fee
Requested Implementation Date	September 2017
The Impact of the Fee (number of students affected, etc.)	460 students in fall and 460 students in winter
Collected Centrally or by Department	This would be collected by department

Course Information (if fee is attached to a course)

Course Name(s)	EDU 211
Required Course(s)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The course/program is on or off campus	<input checked="" type="checkbox"/> On-Campus <input checked="" type="checkbox"/> Off-Campus
New or Existing Course(s)	Existing Course
New or Existing Program (include name)	
Course Description(s)	<p>In this course, pre-service teachers will continue to develop their knowledge of Aboriginal peoples' histories, educational experiences and knowledge systems, and will further develop their understanding of the significant connections between such knowledge and the professional roles and obligations of teachers. Pre-service teachers will be supported by Aboriginal educators, faculty members, professional practitioners and Elders as they engage in a learning process that encourages and is grounded upon self-and-other awareness.</p> <p>Through a process of individual and group inquiry, students will focus on historic and current events that impact the relationships between Canada and Aboriginal peoples, and they will connect those events to the social and educational issues facing Aboriginal peoples and educators today. Students will begin to understand themselves and their personal and social histories in relation to those of Aboriginal peoples', and to consider the ways in which this deepened understanding might impact their teaching practice.</p>

Details

Estimated Costs (Budget information may be included here or as an attachment)	See Attachment –Experientials
Explanatory Notes	<p>As part of the course, students need to participate in 2 experiential events that engage in aspects of Aboriginal experiences and realities. These experiential events are considered key aspects of this course. Students do not purchase any textbooks for this course or pay any mandatory fees.</p> <p>The experiential cost the department around \$12000 per term and need to be provided to run the course.</p>

Routing (For Mandatory Student Instructional Support Fees and Non-Instructional Fees)

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Education Dean's office
Student Group Consultative Route	Information about the fee increase send to the President of Education student's' Association. Will provide a survey to EDU 211 students during

	March 2017 Experientials.
Advisory Route (RACF) Include dates	December 20, 2016
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) – February 15 ,2017 Board Finance and Property Committee (BFPC) – February 28, 2017 Board of Governors (BG)- March 17, 2017
Final Approver	Board of Governors

Attachments (each to be numbered 1 - <>)

1 Budget

Experiential for 460 students	Travel +Hotel	Per diem	Parking	Event Room Booking	Technology -IT Equipment	Total for 460 studnets
Section 1	250.00	60.00	14.00			
Section 2	250.00	60.00	14.00			
Section 3	250.00	60.00	14.00			
Section 4	250.00	60.00	14.00			
Section 5	250.00	60.00	14.00			
Section 6	250.00	60.00	14.00			
Section 7	250.00	60.00	14.00			
Section 8	250.00	60.00	14.00			
Section 9	250.00	60.00	14.00			
Section 10	250.00	60.00	14.00			
Section 11	250.00	60.00	14.00			
Section 12	250.00	60.00	14.00			
Section 13	250.00	60.00	14.00			
Section 14	250.00	60.00	14.00			
Section 15	250.00	60.00	14.00			
Section 16	250.00	60.00	14.00			
Section 17	250.00	60.00	14.00			
Section 18	250.00	60.00	14.00			
Section 19	250.00	60.00	14.00			
Section 20	250.00	60.00	14.00			
Section 21	250.00	60.00	14.00			
Section 22	250.00	60.00	14.00			
Section 23	250.00	60.00	14.00			
Section 24	250.00	60.00	14.00			
Section 25	250.00	60.00	14.00			
Section 26	250.00	60.00	14.00			
Section 27	250.00	60.00	14.00			
Section 28	250.00	60.00	14.00			
Section 29	250.00	60.00	14.00			
Section 30	250.00	60.00	14.00			
Section 31	250.00	60.00	14.00			
Section 32	250.00	60.00	14.00			
Section 33	250.00	60.00	14.00			
Section 34	250.00	60.00	14.00			
Total Sections 34*	\$ 8,500.00	\$ 2,040.00	\$ 476.00	\$ 500.00	\$ 450.00	\$ 11,966.00
Total per 460 students						\$12,000
Total per student						\$26.09
2017 -2018 CPI 2.2%						\$26.61
2018-2019 CPI 2.2%						\$27.14
2019-2020 CPI 2.2%						\$27.68

Note:

* Offer 34 Sections of Experientials throughout 2 months for 460 students per term

** Number of students per section range from 20 to 30

***Students need to take 2 Experientials to pass the EDU 211

Attachment 2

Proposals for Changes to Existing Mandatory Student Instructional Support Fees

Course	Implementation	Current Fee	Proposed Fee	Page Number
CSL 350/360	January 1, 2018	\$0 - \$1500	\$0 - \$3000	18
HGP 499/599	May 1, 2017	\$600	\$600 - \$2400	26

Mandatory fees assessed in anticipation of costs for supplies, equipment, materials, or services which are not directly related to the delivery of instruction in a course or program, but are considered required elements of a course or program. Examples include but are not limited to the costs of food, lodging, and transportation for required field trips; supply of certain specialized professional tools which the student will retain; and fees for arranging professional placements such as practica, internships, and work experience. All mandatory instructional support fees require the approval of the Board of Governors.

Definition is taken from UAPPOL Student Instructional Support Fee Definition of Mandatory Instructional Support Fee.

Registrar's Advisory Committee on Fees (RACF)

For the meeting of:

Item No. < >

Request for Approval for: CSL 350 and CSL 360

Fee Type (see end of form for definitions)*:

- Mandatory Student Instructional Support Fee**
- Alternate Delivery Fee**
- Cost Recovery Fee / Revenue Generation**
- Other**

OUTLINE OF ISSUE: CSL seeks to operate a global service-learning experience in Nicaragua within its existing CSL 350/360 courses and increase the Mandatory Student Instructional Support Fee.

Put N/A in any boxes that do not apply



Proposer

Faculty/Department	ARTS
Dean/Chair	Lise Gotell, Vice-Dean ARTS / <i>Lesley Cormack, Dean ARTS</i>
Primary Contact (Name, phone number, and e-mail)	David Peacock, 780-554-6709, peacock1@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Barb Heagle, Assistant Director, Administration, 780-492-2174 , barb.heagle@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	The Mandatory Student Instructional Support Fee is to cover programming expenses for global service-learning trip to Nicaragua for CSL 350 and CSL 360 courses in May/June 2018. As per budget accompanying the application, the increased fees are to cover third-party brokerage fees for facilitation, preparation work, logistics and planning, and sub-contracting of community leaders to interpret local Indigenous histories, cultural stories and artefacts. Other costs include home-stays, local bus transportation and accommodations and per-diems for U of A staff.
Proposed Amount	\$0- \$3,000
Previous Fee Amount (if this is a new fee, please indicate that here)	\$0 -\$1,500
Requested Implementation Date	January, 2018
The Impact of the Fee (number of students affected, etc.)	From 12 -15 (enrolment cap)
Collected Centrally or by Department	Community Service-Learning

Course Information (if fee is attached to a course)

Course Name(s)	CSL 350: Selected Topics in Community Service-Learning CSL 360: CSL 360 Community Service-Learning Practicum
Required Course(s)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
The course/program is on or off campus	<input checked="" type="checkbox"/> On-Campus (CSL 350) <input checked="" type="checkbox"/> Off-Campus (CSL 360)
New or Existing Course(s)	Existing
New or Existing Program (include name)	Community Service-Learning
Course Description(s)	<p>CSL 350: Selected Topics in Community Service-Learning</p> <p>CSL 350 Selected Topics in Community Service-Learning *1-6 (variable) (variable, unassigned). Content varies from year to year. Topics and credit value announced prior to registration period. Prerequisite: consent of instructor. This course may require payment of additional student instructional support fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> <p>In May 2018, the CSL 350 course, taught at the U of A, will prepare students theoretically and logistically for their CSL experience in Nicaragua. A critical sociological approach will examine possibilities for solidarity and social justice learning. Intercultural learning theories and strategies will be explored. 3 credits.</p> <p>CSL 360: CSL 360 Community Service-Learning Practicum</p> <p>CSL 360 Community Service-Learning Practicum *1-6 (variable) (variable, unassigned). Course content varies from year to year but will include a significant service component. Topics and credit value announced prior to registration period. Prerequisite: consent of instructor. Corequisite: CSL 350 or other approved course. This course may require payment of an additional miscellaneous fee. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> <p>In June, 2018 students will travel together to Nicaragua for three weeks (Esteli, Managua and surrounds) to live with host families, work on solidarity projects, learn from local community educators, and complete critical reflection activities for assessment. Students will be accompanied by a U of A instructor and a CSL Partnership Coordinator. Students will complete a final integrative essay and/or present their project for their final assessment item. 3 Credits. Students cannot participate in CSL 360 without doing CSL 350 immediately prior to departing Canada.</p>
<p>CSL 350 and 360 were created to provide Community Service-Learning with flexibility to accommodate students at the U of A. Depending on the topic/instructor, CSL 350 and 360 can be stand-alone courses; alternatively, they can be combined to offer students a broader / experiential learning experience with lectures and a practicum, or even simply a lecture-based course.</p> <p>For this proposal, and for the expansion to global service-learning, we are combining CSL 350/360. A student cannot do CSL 360 in Nicaragua without doing CSL 350 in Edmonton just prior to it.</p> <p>They are separated here for explanatory purposes.</p>	

Details

Estimated Costs (Budget information may be included here or as an attachment)	\$2, 578 for 14 students; \$3007 for 12 students (minimum)
Explanatory Notes	See budget attached

Routing (For Mandatory Student Instructional Support Fees and Non-Instructional Fees)

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Sherilyn Trompetter, Senior Officer International, Faculty of Arts Robin Cowan, Senior Officer (Student Programs & Services) Faculty of Arts
Student Group Consultative Route	n/a
Advisory Route (RACF) Include dates	n/a
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Routing (For Cost Recovery, Revenue Generation, and Alternate Delivery)

Which Exclusion of the Tuition Fee Regulation does this meet:	<input type="checkbox"/> Course taken as part of a distance delivery program by individuals who do not reside in Alberta <input type="checkbox"/> Apprenticeship program under the Apprenticeship and Industry Training Act <input checked="" type="checkbox"/> Off-campus cost recovery instruction programs <input type="checkbox"/> Courses provided under third party contract <input type="checkbox"/> Any differential or surcharge in fees that the board of the institution may set for courses taken by individuals who are not Canadian citizens or permanent residents of Canada
Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	
Student Group Consultative Route	
Advisory Route (RACF) Include dates	
Approval Route* (Governance)	Provost Office
Final Approver	Provost and Vice-President (Academic)

Attachments (each to be numbered 1 - <>)

1. Nicaragua Budget

CSL 350/360 Estimated Operational Expenditures		
EXPENSE	CAD*	*Note: based on quotes in USD
Nicaragua Educator Costs	\$4,725.00	This involves in field community based education by Nicaraguans (history, mining, elections, Sandinistas etc.)
Translators	\$5,250.00	
Nicaraguan Facilitators	\$11,000	local facilitation costs and brokerage fees: preparation for trip; logistics; present with group entire trip; sub-contracting of community leaders to interpret local Indigenous histories and cultural stories and artefacts etc.
Host Family Stays for students	\$5,880.00	14 nights @ \$20USD per night
Hostels for students	\$2,940.00	
Student Food	\$2,940.00	
Flights for UAlberta Instructor and CSL Partnership Coordinator	\$2,400.00	
Accommodation and Per Diem (UofA Instructor + 1 CSL staff person)	\$4,830.00	Based average rental rates on AirBnB and 21 days @ \$85 for per diem
Airport rotations/buses for local travel and 'revolutionary' edu/tourism	\$3,000.00	Students travelling to Managua initially; then onto Estili for family stays, then to Leon, then back to Managua
Funds to support each local community partner	\$2,625.00	\$250 per partner/ 7 partners
Casa Canadiense Support	\$750.00	Canadian based NGO to assist our networking/connections with NICA based community based organizations
Weekend Reflection Costs	\$750.00	Designed to provide critical reflection and writing opportunities for students in-field
Total Operating Costs	\$36,090.00	
Costs per student assuming 14 registrations	\$2,578	
Costs per student assuming 12 registrations (min)	\$3,007	
Students will need to additionally cover the costs of:		
Flights	\$ 1,200.00	
VISA	\$ 15.00	
Vaccinations	\$ 150.00	
Tuition costs for 6 credits	\$ 2,900.00	
Total Student Costs for Program	\$6,843	

CSL Global Service-Learning Course (CSL 350/360 May/June 2017)

Learning Objectives:

CSL 350: (3 weeks in Edmonton in May 2017)

Academic:

1. Students will complete CSL 350 and have the ability to critically engage with international development and international service learning literature.
2. Students will have an understanding of power and privilege and be able to apply it both to personal experiences and larger contexts.
3. Students will have engaged with reflections on their understandings, expectations and goals for participating in international service learning.
4. Students will have developed a preliminary understanding of the Nicaraguan context, and particularly this context in relation to Canada.
5. Students will be prepared logistically and trained in risk management procedures in accordance with University policies to enable their successful participation in the trip.

Professional:

1. Students will develop presentation and communication skills.
2. Students will attend and discuss the risk management workshop put on by University of Alberta International.
3. Students will develop reflection and engagement skills to learn more about their skills, capacities and room for improvement.
4. Students will learn about and develop cross-cultural communication skills.

CSL 360 (3 weeks in Nicaragua in May/June 2017)

Academic:

1. Students will engage in a critical inquiry into the conditions of possibility for solidarity with communities in Nicaragua, informed by CSL 350, their experiences on the ground and their engagement with community members.
2. Students will be able to talk about their learning from short-term immersive experience in Nicaragua in the context of International Service Learning and International Development.
3. Students will enhance their understanding of the context of Nicaragua in relation to Canada.
4. Students will engage in ongoing reflections on power and privilege in relation to their experiences and the wider contexts of International Service Learning and International Development.

Professional:

1. Students will learn how to work in a challenging and different environment than they are used to.
2. Students will develop cross-cultural communication skills.
3. Students will learn to adapt to new context, language, and surroundings.
4. Students will live with host families to learn about Nicaraguan culture, context and politics.

Assessment:**CSL 350 and 360:**

35% ongoing reflections both in CSL 350 and 360

20% a presentation on a specific element of the Nicaraguan context done in CSL 350

10% completion of a reflection on their life in Canada with accompanying short assignment that can be used with their host families to talk about their life in Canada (completed in 350; used in 360)

25% final integrative paper that reflects on 350 in conjunction with 360

10% participation (throughout)

Partnership Coordinator, Instructor and Facilitator Roles:**Placement Coordinator (CSL Staff member):**

- work with the instructor and Casa Canadiense to develop two-week work placements, and host family stays
- help to facilitate reflection (both as a group and with individual students) while in placement
- assist with language learning for students to have some rudimentary Spanish before arriving in Nicaragua

Primary U of A Instructor:

- develop the course content and materials for 350 and 360
- assess student assignments throughout the course
- facilitate reflective conversation while in 360 both in groups and with individual students
- help with logistics of travel while in placement

Facilitator (Nicaragua based):

- consult with Primary Instructor on course content
- accompany students on their immersive experience
- organize educational components while in Nicaragua (ex. alternative tour of Managua, museum tours, visiting cooperatives, learning about Nicaraguan history)
- organize logistics of travel while in placement

- help with assessment of participation grade
- offer some translation services

Casa Canadiese (Toronto based NGO with experience in Nicaragua)

- facilitate host family stays and potential placements for students

Registrar's Advisory Committee on Fees (RACF)

For the meeting of: October 25, 2016

Item No. <>

Request for Approval for: Proposed Fee Increase for Mandatory Instructional Support Fees for HGP 499 / 599

Fee Type (see end of form for definitions)*:

- Mandatory Student Instructional Support Fee
- Alternate Delivery Fee
- Cost Recovery Fee
- Other

OUTLINE OF ISSUE:

This is a proposal for an increase in fees for our existing field schools, HGP 499 and 599 offered by the Department of Earth and Atmospheric Sciences, The proposed increase reflects the increase of costs to the students in the form of meals, accommodation and transportation.

The contact persons in the department are the Associate Chair, Mary-Jane Turnell and Dr. Murray Gingras, Associate Chair, Undergraduate.

The fee covers the cost of food, accommodation and transportation. For other field schools, (e.g. EAS 234 and 333, and previous versions of HGP 499), the total cost per student normally exceeds \$1,850 (Appendix 1). The amount of \$2,400 is desirable, as it will allow the department to use various locations for the field school without cost being the sole limiting factor. This will permit EAS to select field schools on the basis of pedagogic goals, quality of field area, and to take advantage of specialized instructional capacity. For example, opportunities in other countries with long traditions of Urban Planning, such as London, UK, could be considered.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Earth and Atmospheric Science
Dean/Chair	Jonathan Schaeffer / Stephen Johnston
Primary Contact (Name, phone number, and e-mail)	Murray Gingras, (780) 492 1963, mgingras@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Mary-Jane Turnell, (780) 492 3216, mturnell@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	The fee is to cover the cost of transportation, accommodation and board, for this EAS field school.
Proposed Amount	\$600 to \$2,400.00
Previous Fee Amount (if this is a new fee, please indicate that here)	\$600.00
Requested Implementation Date	May 1, 2017
The Impact of the Fee (number of students affected, etc.)	The fee increase will apply to ~20 students in any given year.
Collected Centrally or by Department	By Department

Course Information (if fee is attached to a course)

Course Name(s)	EAS 237
Required Course(s)	Yes: Honors Geography (< 5 students per year)
New or Existing Course(s)	No
New or Existing Program (include name)	Although the course is not new, it was designated as a required course for the new Honors Human Geography
Course Description(s)	<p><u>HGP 499 - Practical Study in Human Geography and Planning</u></p> <p>★ 3 (fi 6) (variable, 10 - 15 days) Intensive field or practical study in Human Geography and Planning, typically as part of a team working off-campus. Details and areas of study may vary from year to year; consult the department about current offerings, fees and timing. Prerequisite: Any EAS 29X or HGP 2XX course and Consent of Instructor. Students cannot repeat topics that have been taken previously in EAS 499. This course may require the payment of additional fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> <p><u>HGP 599 - Advanced Practical Study in Human Geography</u></p> <p>★ 3 (fi 6) (variable, 10 - 15 days) Intensive field or practical study in Human Geography, typically as part of a team working off-campus. Details and areas of study may vary from year to year; consult the department about current offerings, fees and timing. Topics vary; may be taken more than once for credit provided no topic is repeated. <u>Classes concurrent with HGP 499</u>. This course may require the payment of additional fees. Refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p>

Details

Estimated Costs (Budget information may be included here or as an attachment)	Historical costs of similar courses shown in Appendix 1.
Explanatory Notes	

Routing (For Mandatory Student Instructional Support Fees and Non-Instructional Fees)

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Chair EAS (Stephen Johnston) and Assistant Chair, EAS (Mary-Jane Turnell), indicated the need to be able to recover the costs of EAS field schools. Consultation with other EAS Executive (i.e. associate chairs Benoit Rivard, Tom Chacko and Murray Gingras) led to agreement that the department must apply for this fee increase. This was also presented to the faculty of EAS and putting it forward was met with unanimous approval.
Advisory Route (RACF) Include dates	
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Routing (For Cost Recovery and Alternate Delivery)

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	EAS Curriculum Committee Faculty of Science Associate Dean Undergraduate EAS Faculty Geography and Planning Students' Society, 2016-2017
Advisory Route (RACF) Include dates	
Approval Route* (Governance)	Provost Office
Final Approver	Provost and Vice-President (Academic)

Attachments

Below is the cost of running HGP 499 599 to Toronto in a previous *versus* what the student's paid in fees.

Course Designation	Accommodation	Meals	Transportation	Miscellaneous*
HGP 499	\$11,615.00	\$0.00	\$14,708.00	\$2,937.00

Course Designation	Total Cost	# Students	\$ / Student	FEE charged to Student
HGP 499	\$29,259.00	16	\$1,828.69	\$600.00

We request \$2,400 fee cap to enable HGP trips outside of Canada.

Attachment 3

Proposal for Deletion of Mandatory Student Instructional Support Fee

Course	Implementation	Proposed Fee	Page Number
REN R 482	May 1, 2017	\$0	30

Registrar's Advisory Committee on Fees (RACF)

For the meeting of: [redacted]

Item No. < [redacted] >

For Information Purposes: RENR 482 Soil Remediation

Fee Type (see end of form for definitions)*:

- Mandatory Student Instructional Support Fee**
- Alternate Delivery Fee**
- Cost Recovery Fee / Revenue Generation**
- Other**

OUTLINE OF ISSUE: In the past this course has had a \$45 Field Trip Fee attached to it. In the updated calendar change for 2016-2017 the fee has now been removed as there are no field trips associated with this course under the new instructor. Therefore, it needs to be removed from the Mandatory Student Instructional Fee Schedule.

Proposer

Faculty/Department	ALES/RENR
Dean/Chair	Blade/Lieffers
Primary Contact (Name, phone number, and e-mail)	John Acorn (Associate Chair Undergrad) (780) 492-7202 John.acorn@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Sarah Gooding Assistant Chair (Research/Academic Initiatives) 780-492-8313 Sarah.gooding@ualberta.ca

Attachment 4

Change to Other Fee

Course	Implementation	Current Fee	Proposed Fee	Page Number
Master of Business Administration Confirmation Deposit	September 1, 2017	\$500	\$1500	32

Registrar's Advisory Committee on Fees (RACF)

For the meeting of: September 27, 2016

Item No. <02>

Request for Approval for: Increase in MBA Confirmation Deposit

Fee Type (see end of form for definitions)*:

- Mandatory Student Instructional Support Fee
- Alternate Delivery Fee
- Cost Recovery Fee / Revenue Generation
- Other

OUTLINE OF ISSUE: We are requesting an increase in our non-refundable MBA confirmation deposit to \$1,500 from the current amount of \$500. Confirmation deposits are posted directly to a student's account and applied against future tuition assessments. There are a number of reasons why we are requesting this increase. One main reason is to help reduce the number of students who pay the confirmation deposit but ultimately decide to attend another academic institution. These students negatively impact our pre-MBA Orientation, where we have spent significant and time resources planning on a certain attendance and then have to adjust quickly for non-attendees. Within our full-time MBA program, we have seen 5-6 students per year who pay the confirmation deposit and do not end up attending the University of Alberta or deferring their admission to the following year. A larger confirmation deposit would also help our International students in their visa applications as a larger amount of funds on account with a University would be a positive in evaluating visa applications.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Alberta School of Business (since this is a graduate-level degree, the program is offered through the Faculty of Graduate Studies and Research)
Dean/Chair	Dr. Joseph Doucet, Dean, Alberta School of Business
Primary Contact (Name, phone number, and e-mail)	Dr. Michael Maier, Associate Dean, Alberta School of Business; 780-248-1275-; msmaier@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Chris Lynch, Director, Alberta School of Business, 780-492-5877; clynch@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	Student confirmation deposit, ultimately applied to student tuition
Proposed Amount	\$1,500
Previous Fee Amount (if this is	\$500

a new fee, please indicate that here)	
Requested Implementation Date	October 1, 2017
The Impact of the Fee (number of students affected, etc.)	~150 students each year would pay the increased deposit, we anticipate 1-2 would end up forfeiting the deposit.
Collected Centrally or by Department	Centrally

Course Information (if fee is attached to a course)

Course Name(s)	N/A
Required Course(s)	<input type="checkbox"/> Yes <input type="checkbox"/> No
The course/program is on or off campus	<input type="checkbox"/> On-Campus <input type="checkbox"/> Off-Campus
New or Existing Course(s)	N/A
New or Existing Program (include name)	N/A
Course Description(s)	N/A

Details

Estimated Costs (Budget information may be included here or as an attachment)	Our expectation is that this increase would have a minimal financial impact to both our program and to students. For the vast majority of students who pay the confirmation deposit, it would simply be applied to their tuition and would not be an additional expense. With an increased commitment required from students, we expect the confirmation deposit to reduce the number of students who pay the confirmation deposit and ultimately forfeit the amount. We would also consider the case for students who are unable to attend due to extenuating circumstances and, where warranted, be open to refunding their confirmation deposit. Ultimately, we expect that the financial impact to our program would be under \$5,000 per year.
Explanatory Notes	<p>For comparison, the confirmation deposit required by peer MBA programs, and the proportion of the total tuition this amount would represent are as follows:</p> <p>University of Toronto: \$5,000 (5% of total tuition) Queen's University: \$5,000 (6% of total tuition) York University: \$3,000 (4% of total tuition) University of British Columbia: \$2,500 (5% of total tuition) University of Alberta (current): \$500 (2% of total tuition) University of Alberta (proposed): \$1,500 (5% of total tuition)</p>

Routing (For Mandatory Student Instructional Support Fees and Non-Instructional Fees)

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	N/A
Student Group Consultative	N/A

Route	
Advisory Route (RACF) Include dates	September 27, 2016
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

OUTLINE OF ISSUE
Action Item

Agenda Title: **University of Alberta’s Comprehensive Institutional Plan (CIP) (2017-2020): Budget and Capital Plan**

Motion: THAT the GFC Academic Planning Committee recommend, with delegated authority from General Faculties Council, that the Board of Governors approve Appendix A: Financial and Budget Information, and Appendix F: Capital Plan, of the University of Alberta’s Comprehensive Institutional Plan (2017-2020), as set forth in Attachments 1 and 2.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	President and Vice-Chancellor, David Turpin; Provost and Vice-President (Academic) Steven Dew; Vice-President (Finance and Administration) Gitta Kulczycki; Vice-President (Facilities and Operations) Andrew Sharman; Vice-President (University Relations) Jacqui Tam; Vice-President (Advancement) Heather McCaw; and Vice-President (Research) Lorne Babiuk
Presenter	Provost and Vice-President (Academic) Steven Dew; Vice-President (Finance and Administration) Gitta Kulczycki; Vice-President (Facilities and Operations) Andrew Sharman

Details

Responsibility	President and Vice-Chancellor, David Turpin
The Purpose of the Proposal is (please be specific)	This item presents the Budget and Capital Plan components of the CIP for approval. The remainder of the document will be submitted for approval through the subsequent governance cycle. Under guidelines from Advanced Education, the University of Alberta will prepare a Comprehensive Institutional Plan (CIP) that incorporates the university’s enrolment plan, research plan, capital plan, and budgets into one comprehensive document. The format and contents of the CIP are specified by Advanced Education guidelines.
The Impact of the Proposal is	The university’s budget and capital plan are required to be approved before the start of the next fiscal year (April 1, 2017).
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	2017-2020
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	The budget and capital plan require approval of the Board of Governors and will be submitted to the Minister of Advanced Education as a component of the University’s CIP.
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

FINAL Item No. 7

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p>Note: the engagement described below refers specifically to development of the CIP; however, the extensive and exhaustive consultation that took place in development of <i>For the Public Good</i> is also relevant, as the core content of the CIP is drawn directly from that document.</p> <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Deans' Council • General Faculties Council (including APC, GFC Exec) • Board Learning and Discovery Committee <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • President's Executive Committee (review of draft), January 26, 2017; • Joint BFPC/Board of Governors/GFC- APC- CIP Briefing – February 3, 2017 <p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • CIP Working Group, including the following representation: <ul style="list-style-type: none"> ○ Office of the President ○ Office of the Provost and Vice-President (Academic) ○ Office of the Vice-President (Research) ○ Office of the Vice-President (Facilities and Operations) ○ Office of the Vice-President (Finance and Administration) ○ Office of the Vice-President (University Relations) ○ Strategic Analysis and Data Warehousing ○ Office of Government and Stakeholder Relations
<p>Approval Route (Governance) (including meeting dates)</p>	<p>GFC Academic Planning Committee – February 15, 2017 Board Finance and Property Committee – February 28, 2017 Board of Governors – March 17, 2017</p>
<p>Final Approver</p>	<p>Board of Governors</p>

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p>The CIP is written in support of the University's strategic plan, <i>For the Public Good</i>.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>1. <i>Post-Secondary Learning Act (PSLA)</i> Section 26(1) states:</p> <p>“Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university and, without restricting the generality of the foregoing has the authority to [...]</p> <p>(o) make recommendations to the board with respect to affiliation with other institutions, academic planning, campus planning, a building program, the budget [...] and any other matters considered by the general faculties council to be of interest to the university[.] [...].”</p> <p>2. <i>Post-Secondary Learning Act (PSLA)</i> Section 78 states:</p> <p>“Business plans</p> <p>78(1) Each year a board must prepare and approve a business plan that includes</p> <p>(a) the budget, and</p>

	<p>(b) any other information required by the Minister.</p> <p>(2) The business plan approved under subsection (1) must be submitted to the Minister on or before the date specified by the Minister. [...]</p> <p>Access plan</p> <p>78.1 Each year a board must prepare an access plan in accordance with the regulations and submit it to the Minister on or before the date specified by the Minister.”</p> <p>3. Post-Secondary Learning Act (PSLA) Section 80 states: “The board must submit to the Minister any reports or other information required by the Minister.”</p> <p>4. GFC Academic Planning Committee Terms of Reference/3. Mandate of the Committee: “The Academic Planning Committee (APC) is GFC’s senior committee dealing with academic, financial and planning issues. [...]</p> <p>APC is responsible for making recommendations to GFC and/or to the Board of Governors concerning policy matters and action matters with respect to the following:</p> <p>1. Planning and Priorities: To recommend to GFC and/or the Board of Governors on planning and priorities with respect to the University’s longer term academic, financial, and facilities development. [...]</p> <p>4. Budget Matters [...] b. To recommend to the Board of Governors on the annual budget, excluding budgets for ancillary units.”</p> <p>5. Board Finance and Property Committee (BFPC) Terms of Reference, Section 3.c. states that the Committee shall “[...] review and recommend to the Board the annual and other budgets and major issues of policy related to budgets.[.] [...]”</p>
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Attachments (each to be numbered 1 - <>)

1. Comprehensive Institutional Plan – Appendix A: Financial and Budget Information (page(s) 1 - 17)
2. Comprehensive Institutional Plan – Appendix F: Capital Plan (page(s) 1 - 11)

Prepared by: Kathleen Brough, Senior Administrative Officer, Office of the Provost and Vice-President (Academic); Logan Mardhani-Bayne, Acting Strategic Development Manager, Office of the Provost and Vice-President (Academic)



COMPREHENSIVE INSTITUTIONAL PLAN 2017-2020

DRAFT

FEB. 2017

APPENDIX A: FINANCIAL AND BUDGET INFORMATION

2017 – 2018 Consolidated Budget

The purpose of the U of A's consolidated budget is to lay out a financial plan for the coming fiscal year and to project forward for three years, the allocation of the university's resources in support of its strategic plan, *For the Public Good*. Through the implementation of its strategic plan, the university is contributing to the achievement of the ministry's priorities of accessibility, affordability, quality, coordination and accountability. As a major economic driver in the province, with government's commitment of stable and predictable funding, the university will play a critical role in buffering the Alberta economy from other sectors in the economy currently facing challenges.

The U of A's 2017-2018 consolidated budget (see Table 1) reflects the entire enterprise, including unrestricted and restricted funds. Funding for general operations is fully unrestricted within the consolidated budget. Funding for ancillary operations remains within those entities while the majority of research revenues, philanthropic sources of revenue, and capital project funding are fully restricted. In an effort to provide full transparency of the university's budgets, Table 2 on page 11 provides a breakdown of the consolidated budget by fund.

For 2016–2017, the university is forecasting at year-end a consolidated excess of revenue over expense of \$35 million a variance of \$2.6 million below budget. Consolidated revenue is estimated to be \$20.2 million lower than budgeted, while consolidated expense is estimated to be \$17.6 million lower than budgeted. The majority of the excess funds are restricted and therefore can only be used for the purpose for which they have been granted.

For 2017-2018, the consolidated budget reflects an excess of revenue over expense of \$16.4 million on budgeted revenue of \$1,919.1 million and budgeted expense of \$1,902.7 million. The \$16.4 million excess of revenue over expense is equal to less than one per cent of the university's budgeted consolidated revenue and is driven almost exclusively by excess of revenue over expense within the restricted funds. For example, endowment funds and the capitalized interest applicable to the endowment funds must remain intact in perpetuity and are unavailable for general operational spending.

The Statement of Operations and Expense by Function (consolidated budget) prepared under the Public Sector Accounting Standards, and the Statement of Cash Flows are presented in tables 5 and 6 found on pages 17 and 18.

Consolidated revenue

Budgeted revenue for 2017-2018 is \$1,919.1 million. As illustrated in Figure 1, 51.1 per cent or

\$980.9 million comes from the Government of Alberta, mostly through the Campus Alberta grant, sponsored research funding, and capital funding. Of the \$980.9 million, \$628 million represents the Campus Alberta Grant, the primary source of unrestricted funding for the university's day-to-day operating activity and as reflected in the operating fund (see Table 2). The 2017-2018 budget has been prepared based on an assumption of a 2.0 per cent increase to the Campus Alberta grant or the equivalent of \$12.3 million.

Given the current fiscal challenges facing the province, forecasting a 2.0 per cent increase to the Campus Alberta grant is not without its risks. Given government's tremendous commitment to support higher education and the university's importance to diversifying the provincial economy, the university has factored in this increase. However, the university has also developed budget scenarios with no change to the grant and a 2 per cent decrease to the grant.

The federal and other government revenue of \$216.8 million largely reflects the funding received by the university in support of its research mandate, and is its third largest source of revenue. This revenue is budgeted to be \$33.2 million higher than the 2016-17 budget. This increase in research funding is driven primarily by the federal government's investment in higher education through the Strategic Initiative Funding (SIF) program. The balance of the budgeted research funding is directly linked to the university's overall success in securing Tri-Council research grants and grants from other organizations and entities.

Tuition and related fees are budgeted at \$329.9 million and, at 17.2 per cent, represent the second-largest source of consolidated revenue and is budgeted to be slightly higher than 2016-2017 budgeted revenue. Tuition and related fees include all instructional fees, market modifiers, program fee differentials, international differential fees and non-instructional fees. In October 2016 the provincial government announced a continuation of the tuition freeze to 2017-2018 for regulated tuition fees and Mandatory Non-Instructional Fees (MNIFs). This budget has been prepared assuming no backfill funding to offset the tuition freeze. In December 2016, the Board of Governors approved a 3.02 per cent increase to international student tuition fees as well as an additional increase of \$4,000 to all full-time graduate programs not including cost recovery programs and not including graduate based Physical Therapy, Occupational Therapy, and Speech Therapy programs. This \$4,000 increase will be offset by an equal amount of financial support provided to international graduate students. The Board also approved an increase in international differential fees in the Integrated Petroleum Geosciences program.

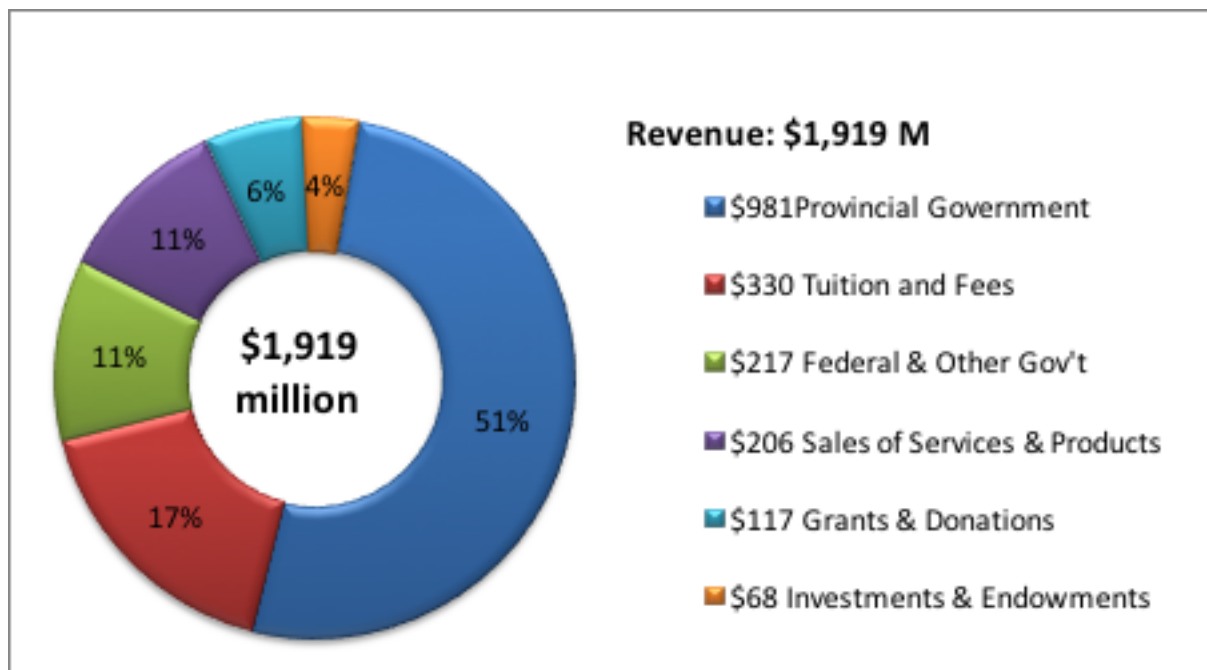
Through extensive consultation with the students, the university developed an agreed to Academic Price Index (API). The API is a prospective calculation used in determining the increasing costs of the university's operations. The API is a weighted calculation based on the major operating fund expenditure categories of salaries, benefits, supplies, utilities and maintenance. The university's API for 2017-2018 was calculated at 3.02 per cent. Developed originally to determine the annual increases in MNIFs, the API was used to set international tuition increases. Unlike the Alberta Consumer Price Index (CPI), the API basket of services is tied directly to the university's primary cost drivers. The university believes that the development of a province-wide API could be of value as government undertakes its current review of the post-secondary sector funding model and tuition fee regulation. The university has used the API calculation methodology to forecast future international tuition fee increases. However, as always the university continues to closely monitor overall program costs, market demand and tuition levels for international students at competing institutions to determine whether additional adjustments in international tuition should be made.

The fourth-largest source of revenue is sales of services and products at \$206.1 million. The

majority of sales of services and products are generated through the university's ancillary operations such as parking and the university's housing and food service operations. Increased revenue through ancillary operations is driven by forecast growth such as increased residence capacity as well as rate increases for residence services and parking as approved by the Board in December, 2016. However, the demand for residence spaces is starting to soften in response to rental market conditions, which could impact revenues from ancillary operations.

The other sources of consolidated revenue for 2017-2018 include grants and donations of \$117 million and investment income of \$68.2 million. Changes in donations is directly tied to the university's philanthropic activities and can be influenced significantly by large single donations and economic conditions. It is important to note that the majority of donations are restricted and can only be used for the purposes designated. Investment income is driven by the overall value of the university's restricted endowments, its short-term investments as well as changes in interest rates and the performance of the university's investment portfolios.

Figure 1. Consolidated Revenue Budget 2017 – 2018 by source



Consolidated expense

For 2017-2018, consolidated expense is budgeted at \$1,902.7 million.

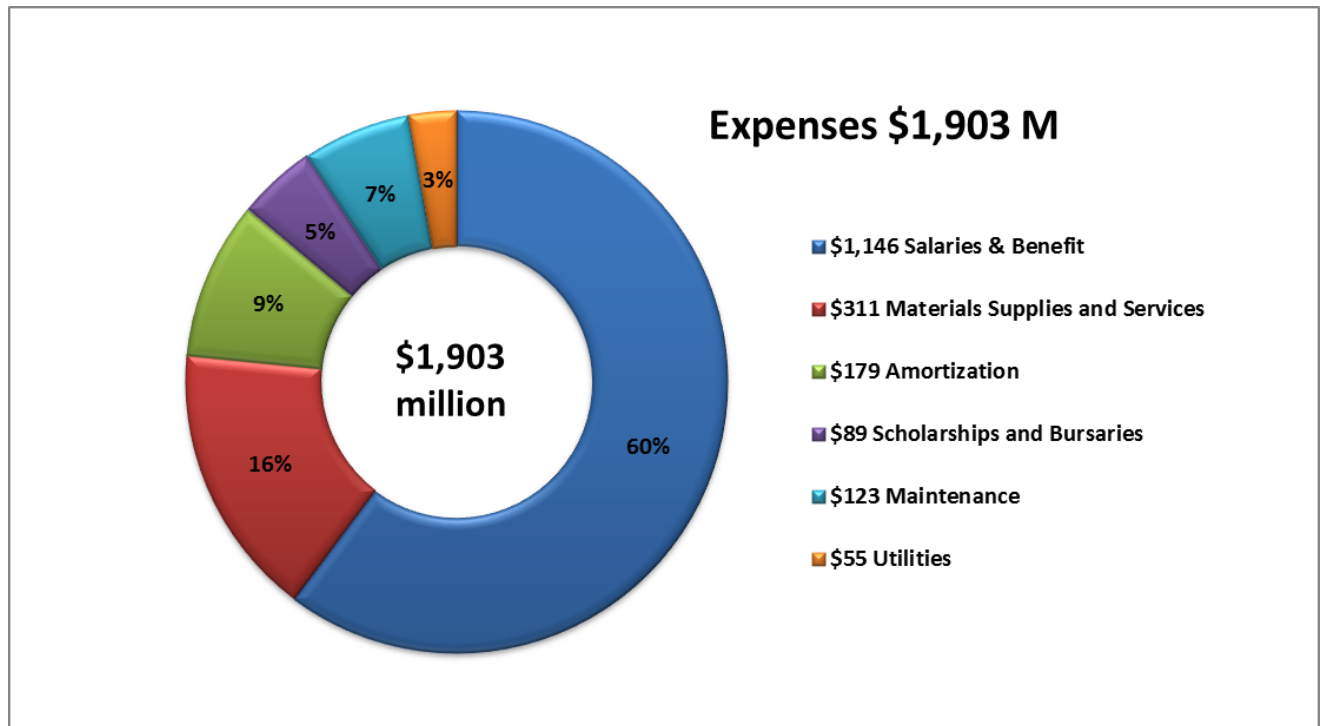
As Figure 2 illustrates, investments in salaries and benefits to maintain teaching, research, and other critical activities accounts for over \$1.1 billion or 60.0 per cent of total expense. This expense factors in negotiated collective agreement salary increases to faculty and staff. In addition, the university must also budget for the regulated and inflationary increases to statutory and non-statutory benefits such as supplementary health plans. Adjustments for increased pension plan contributions in response to unfunded pension plan liabilities have also been factored in.

The university's next largest expense is materials, supplies, and services. Budgeted at \$311.3 million, these expenses provide essential support across the campuses, including information services and technology, research expenditures, library resources, and central expenditures such as insurance premiums. This expense line also includes the costs of goods sold and recovered, largely within ancillary operations. In budgeting for these expense items, the university continues to face the challenge whereby inflation within higher education as reflected by the Academic Price Index (API), significantly exceeds general inflationary increases as represented by the Alberta Consumer Price Index (CPI). Reasons why the API is higher than the CPI include library collections which are not only impacted by general inflationary increases but also the value of the Canadian dollar relative to the US dollar, in which most library purchases are made. For 2017-2018 the library estimates serial and monograph inflation of between 2.5 and 6.0 per cent (on a \$25 million collections budget) and an additional currency impact of \$1.7 million. Information technology is forecasting inflation increases of 6.2 per cent on contracts and Facilities and Operations is forecasting average inflation increases of 5.0 per cent including the impact of the increased minimum wage. The university has estimated that for the 15-month period of January 1, 2017 to March 31, 2018 the carbon levy will increase the university's utility costs by a minimum of \$2.5 million. When fully implemented the carbon levy will increase the university's utility costs by an estimated \$6 million or the equivalent of a 1 per cent grant adjustment to the university's 2017-18 Campus Alberta Grant.

A further significant expense in the consolidated budget is \$178.5 million for the amortization of capital assets. Amortization is an annual expense that is calculated based on the estimated useful life of the asset. These assets include buildings, scientific and computing equipment, software, and learning resources.

For 2017-2018, scholarships and bursaries expense are budgeted at \$89.2 million. This represents a \$2.1 million or 2.4 per cent increase over the 2016-17 budget and the university's continuing commitment to invest in its students particularly those who require financial assistance to attend the university.

Figure 2. Consolidated Expense Budget 2017 - 2018 by type



Operating fund investment priorities

The operating fund (see Table 2) is used to support the primary teaching and learning activities of the university. It is also within the operating fund that strategic investments are made to advance *For the Public Good* and its five strategic goals of Build, Experience, Excel, Engage and Sustain.

The operating fund is prepared under Public Sector Accounting Standards and must reflect losses that are incurred or recoveries that are made including re-evaluations as a result of changes in market conditions. The \$9.3 million operating excess that is shown in the operating fund is the result of re-measurement of the university's unfunded benefits liability, which is driven primarily by pension plans. The improving financial markets contributed to this \$9.3 million re-evaluation gain. There remains a significant unfunded liability within the pension plans, therefore the \$9.3 million does not reflect cash on hand and cannot be used to invest in new expenditures or offset any increases in existing expenditures.

The consolidated budget has been prepared based on two fundamental assumptions. One, the university will receive a 2 per cent increase to the Campus Alberta grant or approximately \$12.3 million in the operating fund. Secondly, that Faculties and units will continue to be responsible for funding their portion of collective agreement increases which represents approximately \$12.0 million. Many of the Faculties and units will need to reduce other expenditure lines, eliminate vacancies, lay off staff or draw down their positive carry forwards in order to fund the costs associated with their staff. The net result is that Faculties and units will need to re-allocate expenditure lines within their budgets to fund salaries.

Although the provincial government has committed to investing in higher education and providing predictable funding, given the government's current fiscal situation, the 2 per cent grant increase assumption has some risk. Within the operating fund, priority areas identified for support include sustaining ongoing commitments to faculty recruitment and retention, partial funding of inflationary pressures associated with the university's library collections, and base fundraising support to sustain current operations and resulting donation levels. Final allocation decisions will not be made until after the provincial budget is tabled and the ministry confirms the adjustment to the University's Campus Alberta grant.

In the event that the university gets less than a 2 per cent grant increase or its grant is reduced, the university will need to apply budget cuts across the institution in addition to the impact of the Faculties and units absorbing across the board (ATB) salary settlements and merit. Based on a scenario where there is no change to the grant, a budget cut up to 2.2 per cent would be required. This would be in addition to the average impact of 1.7 per cent across the operating fund as the Faculties and units absorb ATB and merit, for a combined impact up to 3.9 per cent. A 2 per cent cut to the Campus Alberta grant would have a combined impact of up to a 5.5 per cent cut. Every 1 per cent cut to the operating fund is equal to \$7.5 million which equates to 48 faculty positions, or 106 support positions or the elimination of over 1000 class sections.

Public sector institutions like the University of Alberta play a critical role in the economy from many different perspectives. First, the university attracts hundreds of millions of dollars from outside Alberta largely for research, creating high paying professional employment opportunities and subsequent spin off benefits to the Alberta economy. Secondly, it attracts thousands of students from around the world further bolstering the economy. As a world leading research institution the university supports diversification of the economy. Finally, it is educating tens of thousands of students who will create further economic benefits and assist in economic diversification. For these reasons and others, providing the necessary increases to the Campus Alberta grant is a sound investment as the University of Alberta functions as a critical buffer to the economy while other industries and sectors continue to adjust to the current economic environment.

Consolidated budget highlights and sensitivities

The university prepares its fiscal estimates and final budgets using a comprehensive integrated planning and budget process, involving key stakeholders from across the institution. Key budget assumptions and sensitivities are cornerstones of the university's multi-year budgeting process. The goal is to achieve improved accuracy in forecasting elements of the budget and provide common assumptions for budget planners across the university.

2017-18 budget highlights

Key revenue highlights include:

- a 2.0 per cent increase to the Campus Alberta grant.
- maintaining general tuition increases and MNIF at 2014-2015 levels (due to government tuition freeze) while increasing international student tuition fees by 3.02 per cent for 2017-2018
- a \$4,000 per full-time student increase to international graduate tuition offset by \$4,000 in financial support (with some program exclusions)

- tuition increase to the Integrated Petroleum Geosciences graduate program
- continuation of a low interest rate environment with endowment returns budgeted at 6.97 per cent
- modest growth in research funding
- modest growth in investment income
- slight decline in capital funding

Key expenditure highlights include:

- academic staff negotiated ATB salary increase of 1.50 per cent, with an average merit of 1.10 per cent
- support staff negotiated ATB salary increase of 0 per cent, with an average merit of 1.04 per cent (note: support staff ATB salary adjustment to be negotiated if government unions negotiate an increase)
- benefit cost increases of 3.1 per cent (excluding Fund 290)
- all faculties and administrative units absorb negotiated salary ATB and merit
- general inflation on contractual obligations of 4.0 per cent
- impact of carbon levy of \$2.2 million (\$6 million impact when fully rolled in year three)
- impact of minimum wage increase in contractual obligations of \$1.0 million

2017-18 budget sensitivities

Revenue Approximate Value

- one per cent on Campus Alberta grant: \$6.2 million
- one per cent on credit tuition: \$2.7 million
- 0.25 per cent on short-term interest rate: \$1.5 million

Expense Approximate Value

- one per cent change in salary settlements (ASSUA and NASA): \$6.3 million
- one per cent increase in benefits: approximately \$1.8 million
- \$1/gigajoule increase in natural gas: \$2.7 million
- one per cent operating budget reduction: \$7.5 million

Forecast budget assumptions 2018-19 to 2020-21

The university has used the following forecast budget assumptions.

Revenue assumptions:

- the grant will increase at 2 per cent per year for each of 2018-2019 to 2020-2021. [Note: the review of post-secondary funding is currently underway by government].
- regulated tuition will increase by the Alberta Consumer Price Index and all other fees will increase by a minimum of the Academic Price Index (approximately 3.3 per cent per year)[Note: the review of the tuition fee regulation is currently underway by government].
- all mandatory non-instructional fees will increase by the Academic Price Index (approximately 3.3 per cent).
- modest growth in research funding
- interest income will remain at historically low levels with some modest recovery with endowment returns ranging from 7.0 to 7.25 per cent.
- stable capital funding

Expenditure assumptions:

- ATB salary adjustments and merit and benefit costs will be subject to collective agreement negotiations (AASUA agreement expires June, 2018 and NASA agreement expires March, 2019).
- Benefit cost increases forecast at 6.1 per cent per year predominantly related to pension contributions
- All faculties and administrative units will continue to have responsibility for the funding of salary ATB adjustments and merit.
- All other expenditures are forecast to increase in the range of two to ten per cent.

Table 1. 2017-18 Consolidated Budget and Projections (\$,000)

	2016-17		Budget	Forecast		
	Budget	Estimated Actuals	2017-18	2018-19	2019-20	2020-21
REVENUE:						
Provincial government	969,586	963,838	980,958	1,000,718	1,026,602	1,045,744
Federal and other government	183,647	192,312	216,832	193,232	196,263	203,057
Tuition and related fees	334,378	324,936	329,954	343,465	347,336	355,044
Sales of services and products	192,433	200,556	206,144	216,177	221,679	228,408
Grants and donations	133,816	107,771	116,988	121,873	125,893	129,917
Investment income	62,743	66,982	68,197	71,190	73,962	74,804
Total revenue	1,876,602	1,856,395	1,919,071	1,946,654	1,991,736	2,036,974
EXPENSE:						
Salaries	930,206	931,315	962,801	984,886	1,007,463	1,030,158
Employee benefits	188,462	177,088	182,605	186,340	198,325	203,456
Materials, supplies and services	306,371	299,487	311,281	325,392	331,734	340,776
Utilities	58,645	51,348	54,800	56,375	53,888	56,334
Maintenance	91,960	100,039	123,490	79,035	76,705	76,103
Scholarships and bursaries	87,105	86,532	89,160	92,357	95,711	99,200
Amortization of capital assets	176,233	175,528	178,519	184,526	193,091	194,505
Total Expense	1,838,982	1,821,338	1,902,655	1,908,912	1,956,916	2,000,533
Excess of Revenue Over Expense	37,620	35,057	16,416	37,743	34,819	36,441
Investment In Capital Assets	(47,860)	(27,257)	(54,395)	5,261	(13,728)	(1,244)
Increase(decrease) for the Year	(10,239)	7,800	(37,978)	43,003	21,091	35,197
Unrestricted Net Assets Beg. Of Year	(59,216)	(41,973)	(34,173)	(72,151)	(29,148)	(8,057)
Unrestricted Net Assets End of Year	(69,455)	(34,173)	(72,151)	(29,148)	(8,057)	27,140

Table 2. 2017-2018 Consolidated Budget By Fund (\$,000)

	Operating	Ancillary Operations	Research	Capital	Special Purpose	Total
Revenue (Net Deferrals)						
Provincial government	670,121	-	134,627	104,022	72,188	980,958
Federal and other government	8,374	-	191,443	17,015	-	216,832
Tuition and related fees	329,954	-	-	-	-	329,954
Sales of services and products	97,989	97,653	10,301	-	200	206,144
Grants and donations	11,001	-	83,498	11,990	10,500	116,988
Investment income	18,985	2	29,359	88	19,763	68,197
Total Revenue	1,136,424	97,655	449,228	133,114	102,650	1,919,071
Expense:						
Salaries	692,177	24,579	194,065	-	51,980	962,801
Employee benefits	141,062	5,390	24,907	-	11,246	182,605
Materials, supplies and services	122,888	26,839	134,823	-	26,731	311,281
Utilities	47,792	7,000	8	-	-	54,800
Maintenance	33,975	23,530	2,682	63,242	61	123,490
Scholarships and bursaries	35,920	-	44,108	-	9,132	89,160
Amortization of capital assets	53,307	11,025	-	114,186	-	178,519
Total Expense	1,127,122	98,362	400,593	177,428	99,150	1,902,655
Excess of Revenue Over Expense	9,302	(707)	48,635	(44,314)	3,500	16,416
Investment in Capital Assets	(50,061)	(3,483)	(850)	-	-	(54,395)
Net Transfers Credit (Debit)	5,280	67	(42,994)	41,147	(3,500)	-
Increase(Decrease) for the year	(35,479)	(4,123)	4,791	(3,167)	-	(37,978)
Unrestricted Net Assets (Deficiency), Begin Year	(148,215)	37,150	62,734	14,158	-	(34,173)
Unrestricted Net Assets (Deficiency), End Year	(183,694)	33,027	67,525	10,991	-	(72,151)

Institutional budget risks

The current environment in which the university's 2017-2018 budget was prepared is unprecedented in terms of the major government policy reviews underway including the post-secondary funding and tuition regulation reviews, the uncertainty around various revenue generation initiatives currently before government and the provincial government's fiscal situation. As a result, the university has identified many of its revenue and expenditure drivers at a high risk level. The degree of uncertainty associated with core elements of the university's budget would indicate that a high level of caution should be exercised regarding current and longer term budget assumptions.

Specific factors affecting the university's budget risks have been grouped in terms of systemic as well as specific revenue and expenditure risks for 2017 – 2018. Systemic risks are those largely outside the control of the university.

Systemic Risks

Revenue

- **Campus Alberta Grant.** The grant continues to be the university's primary source of unrestricted revenue. The provincial government's current fiscal situation, along with the ongoing funding review, place any increase to the grant and the longer-term value of the grant at a high risk.
- **Tuition revenue.** Tuition revenue is a factor of quantity, mix and price. The university requires the ability to adjust enrolment numbers and mix to align with demand as well as adjust tuition levels in response to cost increases as well as market demand and conditions. This is particularly true regarding graduate and international student tuition fee levels. As well, if there are constraints on the Campus Alberta grant, the university must have the flexibility to generate tuition revenue to fulfill its academic mission and sustain the quality of the learning experience. As the tuition regulation is currently under review by government this revenue source may be at a high risk.
- **Student enrolment quantity and mix** Total tuition revenue is driven by tuition levels and a complex mix of student type and degree program. A broad range of external environmental or geopolitical issues can impact the university's quantity and mix of students.
- **Interest Rates.** Interest income is an important source of revenue on the margin. With a continuation of low oil prices and the sluggish Canadian economy there continues to be downward pressure on the Bank of Canada rate. Low interest rates continue to impact the ability of university to grow, on the margin, unrestricted revenue.
- **Alternative Revenue.** The university must increase its capacity to generate alternative sources of revenue to offset constraints to grant funding, tuition revenue limitations, and low investment income returns. However, the government has yet to approve the transfer of land to the land trust and several academic initiatives that could generate new sources of revenue.
- **Exchange Rates.** The Canadian dollar continues to hover around the \$0.75 to the US dollar. Although a lower Canadian dollar benefits the provincial government in terms of oil and gas revenue and reduces some international students' cost of tuition, a declining Canadian dollar also increases the university's costs for many of the goods and services produced in the US or purchased in US dollars.

Expenditures

- **Compensation.** The single largest expenditure for the university is employee compensation. The greatest challenge faced by the university is the fact that total compensation continues to increase at a faster rate than the university's Campus Alberta grant and tuition, its primary sources of operating funding.
- **Unfunded Pension Plan Liabilities.** The university is carrying a large unfunded liability in its pension plans. The high contribution rates and the overall level of the unfunded liability presents significant risk to the university.

- **Academic Price Index** The costs within the university (Academic Price Index) are rising at a faster rate than general inflation (Consumer Price Index) and the overall rate of increase in the university's operating revenues. The university's API is also being negatively impacted by the carbon levy as well as the increases to minimum wage. The overall rate of increase in the API continues to put significant pressure on ability of the university to balance its operating fund.
- **Deferred Maintenance** As the largest and oldest post-secondary institution in the province its deferred maintenance continues to increase reaching \$938 million. This level of deferred maintenance could result in a significant building system failure negatively impacting the university's operations.

2017 – 2018 Budget Risks

- **Campus Alberta Grant** **High** Given the current fiscal position of the provincial government receiving a 2 per cent increase the the grant is considered high risk.
- **NASA Collective Agreement** **Medium** The NASA collective agreement is subject to a wage re-opener if the Alberta government and its employees negotiate a general wage increase. This could result in an increase to the university's salary expenditures.
- **Impact of ATB and Merit** **Medium to High** Each Faculty and unit is responsible to fund their cost of ATB and merit. Each unit has a different capacity to meet these commitments. Depending on the unit, this may require a re-alignment of budgets including position eliminations and staff layoffs.
- **Salary equity Issues** **Medium** The university is continuing its review of data to assess whether salary equity issues are present within the academic workforce. If salary equity issues are identified they will need to be addressed by the university.

Capital and ancillary budgets

Capital

The university can only achieve its vision if it has access to well-maintained and financially supported facilities. Through a focus on well-planned functional renewal and re-purposing of existing fiscal assets, essential teaching and research capacity that meets the needs of tomorrow's students, teachers and researchers, can be delivered. The university's ability to meet its own and the province's post-secondary access objectives, focusing on energy and carbon footprint reductions and supporting the move to renewal energy (supporting the Climate Leadership Plan), depends on increased and stable investment in deferred maintenance, and strategic investment in the renewal, upgrading and repurposing of older facilities, minimizing the need for new construction.

Table 3 lists the approved capital projects for 2017-2018. New and continuing capital construction is budgeted at \$128.7 million of the \$156.7 million in capital projects. The capital budget also includes \$28 million in capital program spending under the infrastructure maintenance and energy management programs. Table 3 also identifies proposed capital

projects which are subject to available funding. Detailed information on the university's capital plan can be found in Appendix F.

Table 3. 2017-2018 Capital Budget (\$,000)

	Actuals to Date (prelim)	+ 2017-18 Recommended Budget	+ Forecast to Complete	= Total Estimated Project Budget	
Capital Projects					
Agricultural Research Infrastructure - St Albert / Kinsella / Mattheis	12,247	200	-	12,447	
CME Renewal - Levels 2, 3 & 7	20,900	100	-	21,000	
Devonian Botanic Garden - Infrastructure Upgrades	1,211	8,000	3,789	13,000	
Devonian Botanic Garden - Islamic Garden	8,000	11,000	1,420	20,420	
East Campus Village - Phase 3	3,090	20,000	12,260	35,350	
East Campus - Infill	6,913	264	-	7,177	
Edmonton Clinic Health Academy	378,504	3,559	-	382,062	
HRIF Project (Li Ka Shing / Katz Group) Fit Outs	114,544	1,826	-	116,370	
Ice Cores - South Academic Building	1,730	100	-	1,830	
Lister Tower #5	3,322	20,000	17,178	40,500	
Peter Lougheed Hall (formerly Leadership College)	43,766	200	-	43,966	
Research & Collections Resource Facility (formerly BARD II)	43,444	13,768	100	57,312	
Footle Field - Air Supported Structure (Dome)	3,779	3,328	-	7,106	
SIF Electrical & Computer Engineering Research Facility (ECERF)	5,000	18,000	2,000	25,000	
SIF Biological Sciences & Earth and Atmospheric Sciences	-	13,514	1,000	14,514	
SIF Clinical Sciences Building (CSB)	-	2,533	500	3,033	
SIF Medical Sciences Building (MSB)	-	6,959	500	7,459	
Chemistry Electrical Vault Renewal	1,000	5,000	8,000	14,000	
Other Capital Projects	30,153	312	-	30,465	
Total - Projects Underway / Proceeding	677,602	128,722	46,747	853,071	
Annual Capital Programs:					
Infrastructure Maintenance Program Grant		23,572			
Energy Management		4,418			
Total Annual Capital Programs		27,990			
TOTAL	677,602	+ 156,712	+ 46,747	= 853,071	
Future Capital Projects (April 01 to March 31)					
	2016-2017	2017-2018	2018-2019	2019-2020	2020-21
Academic Student Support Space - Student Residence	900	4,000	2,000		
Augustana Science Labs & Classroom Building	-	10,000	10,000		
Campus Saint-Jean Science Labs	-	1,000	8,000	10,000	-
Dentistry Pharmacy Functional Renewal	-	13,000	30,000	34,000	13,000
Earth Science Building - Central System Upgrades	-	-	-	-	-
ECO Center Devonian Garden	-	500	6,000	1,500	
Engineering Backfill ETLC	-	8,000	2,000	-	-
Faculty of Arts	-	6,500	33,000	31,000	28,000
High Performance Training and Research Centre and Community Ai	1,000	25,000	25,000	14,000	
Maskwa House of Learning	500	13,750	13,750		
Mechanical Engineering Building Renewal	-	-	-	-	-
Natural Resources Engineering Facility	-	15,000	15,000		
North Campus Electrical Services Expansion and Garneau Substatio	-	3,000	14,000	10,000	
School of Business	-	-	-	-	-
Science Backfill	-	6,000	7,000	3,000	
South Campus Basic Infrastructure	-	15,600			
South Campus Infrastructure Utilities/District Energy Plant	-				
Total Future Capital Projects	2,400	121,350	165,750	103,500	41,000
The recommended Capital Budget forecast was developed on November 3, 2016 and contains values which may not align with or may not include projects identified.					

Ancillaries

The university runs several large ancillary operations: Ancillary Services (Residence Services, Hospitality Services, Parking, Real Estate and Commercial Property Management Services, ONEcard) the Bookstore, Enterprise Square, the University Health Centre, and Utilities.

All of the university's ancillaries must generate the required revenues to support their operating and ongoing capital requirements as well as maintain both operating and capital reserves.

Ancillary Services

Despite short-term deficiencies in annual net operations Ancillary Services maintains a substantial positive reserve balance. Significant challenges include: Michener Park housing complex deferred maintenance; increasing residence vacancy rate; increasing costs associated with unionization; increasing minimum wage and the carbon levy; and residence and parking rates at or near market rates. These factors will need to be monitored carefully in terms of the long-term impact on our financial position.

Bookstore

The bookstore continues to be challenged with e-delivery of course materials and increasing competition. With a strong focus on cost control the bookstore is returning to a positive net position.

Enterprise Square

Enterprise square remains in a positive financial position with all of its space fully occupied.

University Health Centre

The University Health Centre remains in a positive financial position. The area of greatest concern is the continuation of targeted mental health funding from government to support the provision of additional mental health support services.

Utilities

Utilities net operations remains in a balanced position while providing highly dependable and cost effective utilities to North Campus and surrounding entities. The greatest uncertainty is the long-term impact of the government's carbon levy policies and the need to upgrade its power grid infrastructure to align with enhancements being implemented by EPCOR.

Table 4. 2017-2018 Ancillaries Budget and Projections (\$,000)

	2016-17		Budget	Projections		
	Budget	Forecast	2017-18	2018-19	2019-20	2020-21
Ancillary Services*						
Revenue	77,257	74,245	77,025	84,493	89,427	92,862
Expenses (Net Amort, Capital Acqn., Debt Rpymt)	79,033	77,635	81,328	84,824	101,200	86,645
Net Operations	(1,776)	(3,390)	(4,303)	(331)	(11,773)	6,217
Reserve Balances, Closing						
Operating	3,104	452	(1,750)	(4,124)	(2,443)	1,802
Capital	20,662	21,713	19,612	21,655	8,201	10,173
Total Reserve Balance	23,766	22,165	17,862	17,531	5,758	11,975
Augustana: Residence, Conferencing, and Food						
Revenue	3,615	3,421	3,490	3,560	3,630	3,703
Expenses (Net Amort, Capital Acqn., Debt Rpymt)	4,042	3,530	3,428	3,485	3,546	3,607
Net Operations	(427)	(109)	62	75	84	96
Reserve Balances, Closing						
Operating	940	886	948	1,000	1,000	1,000
Capital	3,637	4,558	4,558	4,581	4,665	4,761
Total Reserve Balance	4,577	5,444	5,506	5,581	5,665	5,761
Bookstore						
Revenue	14,304	13,599	13,230	12,979	12,979	12,979
Expenses (Net Amort, Capital Acqn., Debt Rpymt)	14,314	13,451	13,112	12,814	12,859	12,905
Net Operations	(10)	148	118	164	119	73
Reserve Balances, Closing						
Operating	(1,203)	(1,057)	(939)	(775)	(655)	(582)
Capital	-	-	-	-	-	-
Total Reserve Balance	(1,203)	(1,057)	(939)	(775)	(655)	(582)
University Health Services						
Revenue	6,600	6,636	4,800	4,835	4,870	4,905
Expenses (Net Amort, Capital Acqn., Debt Rpymt)	6,497	6,599	4,800	4,835	4,870	4,905
Net Operations	103	37	-	-	-	-
Reserve Balances, Closing						
Operating	366	300	200	200	200	200
Capital	100	100	200	200	200	200
Total Reserve Balance	466	400	400	400	400	400
Utilities						
Revenue						
Revenue	81,469	80,501	87,099	89,209	83,864	88,209
Expenses (Net Amort, Capital Acqn., Debt Rpymt)	81,469	80,501	87,099	89,209	83,864	88,209
Net Operations	-	-	-	-	-	-
Reserve Balances, Closing						
Operating	4,742	614	614	614	614	614
Capital	4,281	9,585	9,585	9,585	9,585	9,585
Total Reserve Balance	9,023	10,199	10,199	10,199	10,199	10,199
TOTAL						
Revenues	183,245	178,402	185,644	195,076	194,770	202,657
Expenses	185,355	181,716	189,767	195,167	206,340	196,271
Net Operations	(2,110)	(3,314)	(4,123)	(92)	(11,570)	6,386
Reserve Balances, Closing						
Operating	7,948	1,195	(927)	(3,085)	(1,285)	3,034
Capital	28,680	35,956	33,955	36,021	22,651	24,719
Total Reserve Balance	36,628	37,150	33,027	32,936	21,366	27,752

*Ancillary Services includes: Enterprise Square, Commercial Property, Parking Services and Housing & Food Services

Conclusion

The university faces significant budget uncertainty in 2017 – 2018 however is determined to move forward with the implementation of its goals, objective and strategies as outlined in *For the Public Good*. As a major economic driver in the province and a critical contributor to the diversification of the Alberta economy, the university looks to the province for stable and predictable funding.. Working in partnership with the government, the university is confident that it can fulfill its mandate, provide a dynamic and integrated learning and research environment and meet the social, cultural and economic needs of this province.

Statement of Operations and Cash Flow

Statement of Operations Budget for the Years ending March 31, 2018 to 2021 (\$,000)

Table 5. Statement of operations and expenses by function

	Estimated Actual 2017	Budget 2018	Forecast 2019	Forecast 2020	Forecast 2021
REVENUE					
Government of Alberta Grants	\$ 963,838	\$ 980,957	\$ 1,000,717	\$ 1,026,602	\$ 1,045,744
Federal and other government grants	192,314	216,832	193,232	196,262	203,057
Student tuition and fees	324,936	329,954	343,465	347,336	355,044
Sales of services and products	200,557	206,144	216,178	221,680	228,409
Donations and other grants	107,770	116,989	121,873	125,894	129,917
Investment income	66,982	68,196	71,190	73,962	74,804
	1,856,397	1,919,072	1,946,655	1,991,736	2,036,975
EXPENSE					
Learning	1,134,924	1,170,107	1,103,700	1,226,477	1,246,995
Research	461,768	474,856	493,009	511,499	530,743
Facility operations and maintenance	128,042	159,329	118,689	115,402	117,865
Ancillary Services	95,707	98,363	103,516	103,537	104,931
	1,820,441	1,902,655	1,818,914	1,956,915	2,000,534
Annual Operating Surplus	35,956	16,417	127,741	34,821	36,441
Endowment contributions	18,087	18,630	19,375	20,150	21,158
Endowment capitalize investment inc	-	-	-	-	-
	18,087	18,630	19,375	20,150	21,158
Annual Surplus	53,143	35,047	57,116	54,971	57,599
Accumulated surplus, beginning of year	1,540,519	1,593,662	1,628,709	1,685,825	1,740,796
Accumulated surplus, end of year	\$ 1,593,662	\$ 1,628,709	\$ 1,685,825	\$ 1,740,796	\$ 1,798,395

Statement of Cash Flows for years ending March 31, 2016 to 2019 (\$000's)

Table 6. Statement of Cash Flows

	Actual 2016	Estimated Actual 2017	Budget 2018	Forecast 2019
OPERATING TRANSACTIONS				
Annual surplus	\$ 62,361	\$ 53,143	\$ 35,047	\$ 57,116
Add (deduct) non-cash items:				
Amortization of tangible capital assets	173,301	175,529	178,518	184,526
Expended capital recognized as revenue	(117,027)	(117,993)	(114,186)	(118,434)
(Gain) loss on sale of portfolio investments	(35,176)	(10,392)	(9,560)	(9,260)
(Gain) loss on disposal of tangible capital assets	1,131	-	-	-
Increase (decrease) in employee future benefits	5,711	(7,286)	(9,302)	(10,363)
Change in non-cash items	27,940	39,858	45,470	46,469
(Increase) decrease in accounts receivable	10,936	(1,973)	(2,003)	(2,033)
(Increase) decrease in inventory	292	519	438	370
Increase (decrease) in accounts payable and accrued liabilities	(47,755)	2,625	2,664	2,704
Increase (decrease) in deferred revenue	(17,102)	39,846	(19,652)	(12,102)
(Increase) decrease in prepaid expenses	1,359	1,330	1,122	947
Increase (decrease) in spent deferred capital contributions, less in kind donations	41,094	46,563	77,891	51,900
Cash provided by operating transactions	79,125	181,911	140,977	145,371
CAPITAL TRANSACTIONS				
Acquisition of tangible capital assets, net of proceeds on disposals	(131,796)	(149,165)	(185,304)	(130,790)
Cash applied to capital transactions	(131,796)	(149,165)	(185,304)	(130,790)
INVESTING TRANSACTIONS				
(Purchases) of portfolio investments, net of sales	(14,629)	(18,087)	51,370	(29,375)
Cash provided by (applied to) investing transactions	(14,629)	(18,087)	51,370	(29,375)
FINANCING TRANSACTIONS				
Debt - new financing, net of (debt repayments)	22,428	(11,570)	(11,314)	18,058
Cash provided by (applied to) financing transactions	22,428	(11,570)	(11,314)	18,058
Increase (decrease) in cash and cash equivalents	(44,872)	3,089	(4,271)	3,264
Cash and cash equivalents, beginning of year	57,963	13,091	16,180	11,909
Cash and cash equivalents, end of year	\$ 13,091	\$ 16,180	\$ 11,909	\$ 15,173





COMPREHENSIVE INSTITUTIONAL PLAN 2017-2020

DRAFT

JAN. 2017

CAPITAL PLAN

Capital planning considerations: strategic investment and long-range planning

Background

As Alberta's largest and oldest post-secondary institution, the University of Alberta manages more than 1.8 million square metres of complex facility inventory, ranging in age from more than 100 years old to new. With the completion of our Institutional Strategic Plan, *For the Public Good*, and aligned with the Government's adult learning system's principles of accessibility, affordability, quality, coordination and accountability, the university has refined its focus to address deferred maintenance and functional renewal / repurposing of existing physical assets, as well as reviewing how underused space can provide cost-effective opportunities for consolidation and repurposing to enhance space in order to build essential teaching and research capacity. With this key work completed, critical expansions would be required only to meet the needs of tomorrow's students, teachers and researchers, and to maintain the institution's competitive global position.

With five well-established major campuses to support, the U of A has carefully evaluated its academic requirements across all areas to ensure that all capital investments form part of the long-term vision in support of *For the Public Good*. These priority investments would capitalize on the utilization of existing, but old and functionally inadequate, infrastructure. Through renovation and repurposing, the university would initially reduce its current level of deferred maintenance (\$938M) by approximately \$100 – 150 million, depending on the level of capital investment available.

By reclaiming classroom space for Faculties that are badly space-constrained, our priorities improve program outcomes across a number of key Faculties and, in some instances, will negate the requirement for a new build. Reclaimed space reduces reliance on leased space, sets up the conditions for projects to support multiple Faculties, and results in a 'domino' effect to support other Faculties on North Campus through the provision of purpose-designed and built space and the repurposing and renovation of vacated space in multiple buildings. Additionally, investment in the Augustana and Campus Saint-Jean campuses is key to maintaining and developing programming for rural liberal arts and sciences as well as the only fully bilingual postsecondary education campus in western Canada.

Deferred maintenance

Recent investment in new facilities has created an opportunity, through backfill of vacated space, to creatively address physical and functional renewal of our buildings. Many older facilities were not designed to accommodate the functional and operational requirements of current and future faculty and students (Faculty Renewal and Student Experience), nor are they currently particularly energy efficient. Combining functional and physical renewal projects through backfill projects provides a best-value model for capi-

tal projects, minimizing the need for new buildings while facilitating the needs of tomorrow's learners and researchers, all at a significantly reduced capital cost.

Objectives:

- Maximize opportunities to identify and proactively address deferred maintenance and functional renewal, through joint renewal and repurposing projects for existing building inventory that would also focus on energy and carbon footprint reductions and support the move to renewable energy on an opportunity basis.
- Ensure stable, long-term funding for deferred maintenance, and work with government to develop funding strategies that could support increased and sustained funding in the order of \$25 million to \$40 million annually.
- Continue to maintain and improve the condition and functionality of the university's physical assets, which plays a critical role in our ability to attract, support, and retain the best students, faculty, and staff.
- Reduce the risk of building system failures that could affect life safety or result in building closures.
- Maintain the reliability of the university's utility plant through focused investment in the functional renewal that deals with both deferred maintenance and increased efficiency with new technology.
- Support the academic and research goals of the institution and maximize use and life of existing infrastructure, by ensuring that space is functional for current and future learning and research.

Planning

In order for high quality and detailed pre-design and planning services (including functional programming to lock scope) to be conducted, a multi-year allocation of planning funds is required. This will allow the university to focus specialist resources in support of program and budget accuracy in order to be in position to develop innovative solutions that maximize the utilization of existing space while minimizing our ecological and carbon footprint, allowing us to implement projects as funding becomes available.

Objectives:

- In the short term, seek funding for pre-design services (including the development of business cases) related to strategic priorities and major opportunities, or mandate both, to provide greater scope and budget certainty and to enable responses to new funding in a timely manner.
- As greater levels of funding become available, seek a long-term funding envelope program that would include government contributions through capital and Climate Leadership grants as well as partnered contributions from internal sources where possible.
- Provide strong and clear campus planning documents that are rooted in sustainability and leading urban design principles. The plans will seek to provide necessary direction, ensuring academic program needs of the university are met, with careful consideration to the expressed interests of the surrounding neighbourhoods and communities.
- Reduce the university's reliance on expensive, long-term commercial leasing with better pre-design planning that anticipates the university's quickly changing space needs.

Capital projects, BLIMS and investment priorities

The following strategic capital investment priorities are focused on improved asset utilization, reducing risk and deferred maintenance, repurposing existing infrastructure and reducing reliance on leased space while focusing on academic program outcomes in line with *For the Public Good*.

For each campus, two tables are presented. The first, “Capital Project Priority,” reflects projects that have been previously identified to government as top priorities for funding consideration. The second, “BLIMS Project Priorities,” identifies additional capital needs that have been submitted through the government’s Building and Land Information Management System (BLIMS).

Investments are broken down by campus as follows:

Augustana Campus

Table 1. Augustana Capital Project Priority

Description	Approximate Cost	Completion	<i>For the Public Good and Adult Learning System Alignment</i>
Science Lab/Classroom Renewal (initial Phase 1 of a 3-phased renewal project)	\$20M Funding Strategy: • Grants	2019-2020	Objective 1/S1, 9/S2, 13, 19/S3, 23/S1 Coordination

Table 2. Augustana BLIMS Project Priorities:

Description	Priority	Approximate Cost
Augustana Science Building and Classroom Phase 2 and Phase 3 (post Phase 1 renewal phase)	Expansion 1	\$40M and \$30M
Augustana Auxiliary Building Repurpose	Minor Preservation 16	\$2.2M

Campus Saint-Jean

Table 3. Campus Saint-Jean Capital Project Priority

Description	Approximate Cost	Completion	<i>For the Public Good and Adult Learning System Alignment</i>
Renewal and Repurposing -- functional renewal of classroom, lab and administrative space	\$19M Funding Strategy • Grants	2019-2020	Objective 1/S1, 6/S3, 9/S2, 13, 19/S3, 23/S1 Coordination

Table 4. Campus St Jean BLIMS Project Priority

Description	Priority	Approximate Cost
Campus Electrical Upgrade -- complete renewal of site electrical primary distribution for increased capacity to meet building requirements.	Minor Preservation 11	\$3.1M

North Campus

Table 5. North Campus Capital Project Priorities

Description	Approximate Cost	Completion	<i>For the Public Good and Adult Learning System Alignment</i>
Maskwa House of Learning	\$28 M Funding Strategy • Philanthropic and Grants	2018-2019	Objective 1/S1&S2, 4/S2, 13, 20/S1 Accessibility
Dentistry/Pharmacy Refurbishment and Multi phased Renewal and Building Repurposing	\$249M Funding Strategy • Grants	2025	Objective 1/S1, 6/S3, 13, 16, 19/S3, 23/S1 Affordability
Faculty of Arts, Multi phased Renewal and Building(s) Repurposing	\$191M Funding Strategy • Grants	2028	Objective 1/S1, 6/S3, 13, 16, 19/S3, 23/S1 Coordination
School of Business Renewal and Construction	\$185M Funding Strategy • Philanthropic and Grants	2028	Objective 1/S1, 6/S3, 13, 16, 23/S1 Coordination
North Campus Electrical Service Expansion and Garneau Substation Upgrade	\$27M Funding Strategy • Grants	2020	Objective 1/S1, 6/S3, 13, 19/S3, 23/S1 Coordination
Natural Resources Engineering Facility redevelopment	\$30M Funding Strategy • Grants	2018-2019	Objective 1/S1, 6/S3, 13, 19/S3, 23/S1 Affordability

Table 6. North Campus BLIMS Project Priorities:

Description	Priority	Approximate Cost
Engineering Backfill NREF	Expansion 3	\$30M
ECO Centre - Devonian Botanic Garden	New 7	\$10M
Pre-Design and Planning Services	New 8	\$2M
Mechanical Engineering Renewal	Expansion 6	\$60M
Medical Science Building Phase 1	Preservation 4	\$30M
Universiade Pavilion Bldg Env. Renewal	Preservation 6	\$16M
Cameron Library Envelope	Minor preservation 4	\$3.6M

South Campus

Table 7. South Campus Capital Project Priorities:

Description	Approximate Cost	Completion	For the Public Good and Adult Learning System Alignment
High Performance Training and Research Centre and Community Arenas	\$25M (Ask) (Total Project Cost \$65M) Funding Strategy <ul style="list-style-type: none"> Grants and Philanthropic 	2019-2020	Objective 1/S1, 6/S3, 13, 16, 23/S1 Coordination
Translational Laboratory (As a core integrated element (~6,500sq m) of the Alberta Health sponsored Edmonton Clinical Laboratory Hub project)	Funding Strategy <ul style="list-style-type: none"> Alberta Health sponsored 	2022	Objective 1/S1, 6/S3, 13, 16, 23/S1 Coordination
South Campus Basic Infrastructure	\$15.6M Funding Strategy <ul style="list-style-type: none"> Grants 	2019	1/S1, 23/S1 Coordination
South Campus Infrastructure Utilities/District Energy Plant	\$132.2 ¹ Funding Strategy <ul style="list-style-type: none"> Grants 	See Note 1	1/S1, 13, 23/S1 Coordination
South Campus Electrical Service Upgrade and Expansion	\$7.5 M Funding Strategy <ul style="list-style-type: none"> Grant 	2020	1/S1, 23/S1 Coordination

Table 8. South Campus BLIMS Project Priority

Description	Priority	Approximate Cost
Agri Food Discovery Place - replacement of cracked floor slab.	Minor preservation 22	\$2M

Summary of Strategic Investment Fund (SIF) Investment Impacts

The following projects have been carried within the Government of Alberta's capital listing and will be shown as completed on or prior to the April 2018 SIF deadline:

- Electrical & Computer Engineering Research Facility - \$25M (GOA \$7M),
 - Impact: eliminate the current BLIM request
- Chemistry - Lab Modernization and Renewal - \$21.35M (GOA \$7.04M)
 - Impact: eliminate the current BLIM request and reduce the deferred maintenance liabilities
- Chemical Materials Engineering Building - \$22M (GOA \$7M)
 - Impact: eliminate the current BLIM request and reduce the deferred maintenance liabilities

¹ Multi-year phased project dependent on infrastructure to be supported.

- Biological Science and Earth and Atmospheric Sciences - \$22M (GOA \$5.5M)
 - Impact: eliminate the current BLIM request and reduce the deferred maintenance liabilities in the Biological Sciences building but this project does not reduce the deferred maintenance liability for the Earth and Atmospheric Sciences building as an additional floor is required for mechanical in order for this building to continue as lab space.
- Innovation and Incubator Space - \$3.5M, there will be no impact to BLIM submissions
- Research Network Infrastructure Upgrade - \$20M
 - Impact: reduce the Infrastructure submission requirements
- Augustana - Science Lab renewal - \$2.34M
 - Impact: reduce the BLIM submission carried in previous submission (Note: this will require a revisit of the design program for the Augustana Science / Classroom Building)
- Campus Saint Jean - Science Lab renewal - \$3.10M
 - Impact: reduce the BLIM submission carried. (Note: this will redefine the approach to the building renewal program)
- Clinical Sciences Building renewal - \$7.7M
 - Impact: reduce the BLIM submission and reduce the deferred maintenance liabilities
- Medical Science Building renewal - \$5.00M
 - Impact: reduce the BLIM submission and reduce the deferred maintenance liabilities. (Note: as work phases on this project have proceeded, this facility has been found to be more difficult to work in than expected. The deferred maintenance value will increase based on difficulty).

Ancillary Services Capital and Maintenance Investment

Housing

Table 9. Housing

Description	Approximate Cost	Completion	<i>For the Public Good and Adult Learning System Alignment</i>
Lister 5 <ul style="list-style-type: none"> ● adds 460 new bed spaces for early-year undergraduate students 	\$39.8M Funding Strategy <ul style="list-style-type: none"> ● Debt Financing 	2018	Objective 8 Accessibility Quality
East Campus Village 9 <ul style="list-style-type: none"> ● adds 300 new bed spaces for middle to upper year undergraduate and graduate students 	\$35.3M Funding Strategy <ul style="list-style-type: none"> ● Debt Financing 	2018	Objective 8 Accessibility Quality
Lister Community Plan <ul style="list-style-type: none"> ● redevelopment of main floor spaces in Lister Centre into student success areas 	TBD Funding Strategy <ul style="list-style-type: none"> ● Debt Financing 	TBD Phased	Objective 8 Accessibility Quality

Parking

Based on current planned capital initiatives, there is a requirement to construct at least one vertical car park structure with a capacity of 600 vehicles on South Campus. De-

pending on government intentions over the clinical laboratory hub, potentially a second structure for at least another 600 vehicles may be required.

Hospitality Services

A number of projects related to upgrading, renewing and redeveloping dining services infrastructure are currently under development. These include four in Lister Hall, and two in the Central Academic Building.

Potential Projects with Carbon Reduction Opportunities in Support of Alberta's Climate Leadership Plan

The following projects have been identified as potential contributors to reducing the university's carbon footprint in support of province-wide initiatives to reduce Alberta's carbon emissions and contribute to sustainability.

Cameron Library

Cameron Library has a significant building envelope problem with failure of exterior paneling supports resulting in panels falling off the building face, presenting both a safety concern and a direct impact to building operations. The condition of the exterior envelope is such that a full replacement is required.

The project has been approached as a demonstration project showing that with student engagement it is possible to address deferred maintenance renewal of existing buildings in a manner that trains the next generation of engineers and designers in the renewal of aged buildings. Specific skills that students have brought to the project include; energy modelling, creation of an intelligent Building Information Model, examination of various types of building envelope solutions, solutions for embedded green power and renewed mechanical systems with solar thermal storage. Additionally, the project has a defined goal of 50% reduction in energy for an existing building with incorporation of solar thermal, photovoltaic, natural light reflectors and a thermal wall.

Universiade Pavilion - Butterdome

The building envelope for the Butterdome is deteriorating with significant rusting out of the exterior panel system. Reviews of the envelope have determined that the panel system will have to be completely replaced and the rain screen assembly renewed. A design review has been undertaken which incorporates retaining the identity of the building while supporting the installation of photovoltaic (PV) panels in the new wall system creating a significant green power source and greenhouse gas reduction for the campus. The project has been planned to incorporate campus research for PV systems which provides demonstration projects for students on the skills required for a new workforce for new building envelope technologies. The project will have a significant visual impact that can be pointed to as a great example of a building renewal incorporating green energy.

Green Labs Program

The University of Alberta's Green Labs program supports our research community in building healthy, safe and green teaching and research labs. Labs can use considerable amounts of water, electricity and consumable materials. This program makes it easier for researchers to maintain environmentally-responsible and healthy laboratory work-

spaces and engage in practices that reduce their ecological footprint, improve energy efficiency, conserve water and reduce waste. This program influences change through networking behaviour change programs, and incenting the use of ecologically preferable equipment.

South Campus District Energy System

The U of A proposes building a District Energy System (DES), incorporating combined heat and power (CHP), to meet the energy requirements of new facilities and to transition existing facilities to the DES. It will have the ability to service government facilities in the future as the opportunity becomes available. DES, including CHP, can make significant contributions to reducing GHG emissions.

Highlights

Summary of ongoing major capital projects

- Research and Collection Resource Facility: \$30M (debt financed), turnover planned for Sept 2017. On budget and schedule
- Devonian Botanic Garden Infrastructure: \$13M (grant), sequentially phased project to align with ongoing garden development, planned completion 2018. On budget and schedule.
- Lister #5: \$40M (debt financed), turnover planned for June 2018. On budget and schedule.
- East Campus Village #9: \$35M (debt financed), turnover planned for June 2018. On budget and schedule
- Peter Lougheed Hall: \$43.9M, turnover planned for April 2017. On budget and schedule.
- Enterprise Square 2nd Floor: \$4.8M, turnover planned April 2017. Under budget and on schedule.
- Slowpoke Decommissioning: \$6.6M, turnover planned for 2017. On budget and schedule.
- SIF: see above

Energy Management

Energy Management Program

Given the success of the University of Alberta's energy management program (EMP), the university initiated a new round of energy projects for campus facilities. As in previous years, the next generation of the EMP is financed through borrowing and paid back through resulting energy savings. The accumulated impact of ongoing and significant investment in energy management initiatives has aided in reducing greenhouse gas emissions and lowering operating costs, added renewable energy to plant capacity, and contributed significantly in a partnership approach to the reduction of the deferred maintenance liability. For fiscal 2014/2015 the utility cost avoidance for the measures undertaken is estimated at \$16,732,112. Since the inception of the University of Alberta's energy management program in 1975 the total accumulated cost avoidance is estimated at \$336M.

Sustainability

The U of A's Sustainability Commitment and Guiding Principles articulate our commitment to a continuous effort to instill sustainability into the many aspects of university life, on our campuses, in our institution, and in the larger community of which we are part. The U of A strives to manage all resources in harmony, recognizing the interconnectedness of ecological, social and economic systems.

The U of A's campus sustainability initiative is facilitated by the Office of Sustainability and guided by the goals and strategies outlined in both the Institutional Strategic Plan and Sustainability Plan. The university monitors and reports our performance using the Sustainability Tracking, Assessment & Rating System (STARS™). Developed by the Association for the Advancement of Sustainability in Higher Education, this tool monitors performance in education and research, operations, planning, administration, and engagement. The university attained a STARS™ Gold rating in 2014 (up from a Silver rating in 2012). The U of A will complete its third STARS™ assessment in 2017.

Utilities

The District Energy System (DES), serving the U of A's North Campus and other partners in the Greater Campus Area (GCA), has a number of priorities that address expansion and reliability issues. The first is to replace the aging electrical infrastructure in the Heating Plant. Phase two of approximately 8 phases has just been completed. This project is funded through Utilities reserves. The second major project is the expansion and upgrade of the electrical service from EPCOR's Garneau substation to the U of A. This project is in preliminary design and regulatory phase and will require funding, for the GCA portion, from government to proceed.

On the U of A's South Campus, in addition to the DES project identified above, the upgrade of basic infrastructure, including the electrical service, needs to be addressed to accommodate further growth on this campus.

