

The following Motions and Documents were considered by the Board of Governors during the Open Session of its Friday, March 17, 2017 meeting:

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

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, 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.

Final Item: 4bi.

Agenda Title: Appointment of New Director, President and Secretary-Treasurer for 51092 Alberta Ltd. (Mattheis Ranch) (the "Corporation") and Authorizing the Chair of the Board of Governors or the Chair of the Board Finance and Property Committee to execute certain documents

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee:

1. Appoint Gitta Kulczycki, Vice-President (Finance & Administration), as the sole Director, President and Secretary-Treasurer of the Corporation, for and on behalf of the University of Alberta, effective March 17, 2017; and
2. Authorize both the Chair of the Board of Governors and the Chair of the Board Finance and Property Committee, to independently, and on behalf of the University of Alberta as sole shareholder of the Corporation, execute those documents and annual resolutions that are necessarily related to maintaining the Corporation in good standing at the Alberta Corporate Registry.

Final Item: 4bii.

Agenda Title: Federal Archives Building – Disposition of Real Property and Order in Council

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee:

1. Approve, on terms and conditions acceptable to the Vice-President (Facilities and Operations), the disposition of real property known as the Federal Archives Building, located at 8707 – 51 Avenue, Edmonton, Alberta, and legally described as Lot 5, Block 6, Plan 5057TR; and
2. Make an application to the Minister of Infrastructure for the required approval from the Lieutenant Governor in Council for the granting of the disposition.

Final Item: 4biii.

Agenda Title: **2017-2018 Rate Structure for Meals in Lister Residence**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the 2017-2018 two-tier rate structure for meals in Lister Residence at \$4,317 and \$4,782 as per Attachment 1.

Final Item: 4biv.

Agenda Title: **2017-2018 Rate Structure for Meals in Peter Lougheed Hall**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the 2017-2018 rate structure for meals in the Peter Lougheed Hall at \$4,650.

Final Item: 4bv.

Agenda Title: **Proposed Revisions to the Discrimination, Harassment and Duty to Accommodate Policy and Related Procedures**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Human Resources and the Board Safety, Health and Environment Committee, approve the proposed revisions to the Discrimination, Harassment and Duty to Accommodate Policy and related Procedures as set forth in Attachments 1, 2 and 3, to take effect upon final approval.

Final Item: 4ci.

Agenda Title: **Proposed Changes to the Helping Individuals at Risk (HIAR) Policy and Procedure**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Safety, Health and Environment Committee, approve the proposed revisions to the Helping Individuals at Risk (HIAR) Policy and Procedure as set forth in Attachments 1 and 2, to take effect upon final approval.

Final Item: 4di.

Agenda Title: **Board Committee Appointments**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Chair, Mr Michael Phair, approve Board Committee appointments, as set forth in Attachment 1 to the agenda documentation.

Final Item: 4ei.

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

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, 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 Item: 5a.

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 Board of Governors, on the recommendation of the Board Finance and Property Committee, 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 checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Provost and Vice-President Academic Vice-Provost and University Registrar on behalf of the Faculties and Departments that have proposed new and changed fees.
Presenter	Steve Dew, Provost and Vice-President Academic

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	At the GFC Academic Planning Committee meeting on February 16 th , there was an extensive discussion of two of the proposed new fees (ENGG 490 and EDU 211). Committee members, including the Students’ Union President, the Graduate Students’ Association President and elected faculty members, asked questions about the proposed use of the

Item No. 4bi

	funds, potential alternate sources of funding, and the breadth of student consultation on the proposals. After substantial debate, the committee approved all proposed fees.
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Engagement and Routing (Include meeting dates)

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

Alignment/Compliance

Alignment with Guiding Documents	<u>Institutional Strategic Plan – For the Public Good:</u> 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. 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. Objective 22: Secure and steward financial resources to sustain, enhance, promote, and facilitate the university’s core mission and strategic goals. i. Strategy: Seek and secure resources needed to achieve and support our strategic goals. 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.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	1. Post-Secondary Learning Act (PSLA): Sections 61(1) and (2)(a) “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[.]”

2. *Post-Secondary Learning Act (PSLA) Regulations – Alberta Regulation 273/2006 – Section 2:*

“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 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.”

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.”

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.”

Attachments:

1. Proposals for New Mandatory Student Instructional Support Fees (13 pages)
2. Proposals for Changes to Existing Mandatory Student Instructional Support Fees (12 pages)
3. Proposal for Deletion of Mandatory Student Instructional Support Fee (2 pages)
4. Proposal for Change to Other Fee (4 pages)

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.ca

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

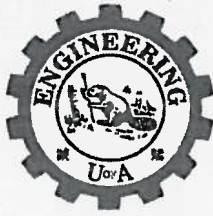
Estimated Costs (Budget information may be included here or as an attachment)	The minor in business for engineering students will be restricted to a select group of 20 students. It is estimated that travel and accommodation of guests will be approximately \$1,000 each for a total of
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	\$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	The Education Students Association was consulted and raised no objection to this fee.

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
- 2 Email of Support

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

----- Forwarded message -----

From: - **esapres** <esapres@ualberta.ca>
Date: Thu, Jan 26, 2017 at 11:33 AM
Subject: Re: Mandatory Student non-instructional fees for EDU 211
To: Izabela Martyniak <martynia@ualberta.ca>

Hi Izabela,

I received a bit of feedback from undergraduate students.

Some students feel that it is very reasonable to include the fee, considering that there is no fee for books.

Others I spoke to were under the impression that experiential instructors were volunteering to share their experiences with students, and would feel it would make the experience less organic if the instructors were being paid.

Overall, \$20-\$30 is not a huge fee, considering the existing fees we pay for school. It is a mandatory course, so I doubt there will be much fuss over the fee.

I hope this helps,

On Tue, Jan 24, 2017 at 4:19 PM, Izabela Martyniak <martynia@ualberta.ca> wrote:

Dear Samantha Volk,

Department of Educational Policy Studies requested a proposal to Registrar's for EDU 211 (Aboriginal Education and the context for professional engagement) mandatory student non-instructional fee for September 2017. As part of the course, students participate in experiential events that engage in aspects of Aboriginal experiences and realities. These experientials are key aspects of the course and students need to participate in two experiential events. The department is proposing \$20 to \$30 to be collected from each EDU 211 student for the experientials. The course has no required textbook or other fees. The fee will impact around 480 students per term.

As one of the requirements of the proposal is a consultation with a Undergraduate Student Association. I would appreciate your feedback on this proposal. Unfortunately, I am required to provide feedback to Registrar's on January 26th.

If you have any questions, please contact me.

Thank you ,

--

Izabela Martyniak
Assistant Chair, Administration
Educational Policy Studies - University of Alberta
Email: martynia@ualberta.ca
Phone: [780-492-2556](tel:780-492-2556)

...

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:

Item No. < >

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: Appointment of New Director, President and Secretary-Treasurer for 51092 Alberta Ltd. (Mattheis Ranch) (the “Corporation”) and Authorizing the Chair of the Board of Governors or the Chair of the Board Finance and Property Committee to execute certain documents

Motion: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee:

1. Appoint Gitta Kulczycki, Vice-President (Finance & Administration), as the sole Director, President and Secretary-Treasurer of the Corporation, for and on behalf of the University of Alberta, effective March 17, 2017; and
2. Authorize both the Chair of the Board of Governors and the Chair of the Board Finance and Property Committee, to independently, and on behalf of the University of Alberta as sole shareholder of the Corporation, execute those documents and annual resolutions that are necessarily related to maintaining the Corporation in good standing at the Alberta Corporate Registry.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Vice-President (Facilities and Operations)
Presenter	Andrew Sharman, Vice-President (Facilities and Operations)

Details

Responsibility	Office of the Vice-President (Facilities and Operations)
The Purpose of the Proposal is (please be specific)	To appoint Gitta Kulczycki as the sole director and officer of 51092 Alberta Ltd. and to authorize the Chair of the Board of Governors or the Chair of the Board Finance and Property Committee to sign on behalf of the Board, all documents to keep the Corporation in good standing. 51092 Alberta Ltd. will remain a dormant shell company until such time as the University, upon approval from the Minister of Advanced Education and the Lieutenant Governor in Council, dissolves the Corporation. It is expected that the University would seek the dissolution of the Corporation in approximately 2019.
The Impact of the Proposal is	N/A
Replaces/Revises (eg, policies, resolutions)	Revises the resolutions granted by the Board of Governors on December 11, 2009.
Timeline/Implementation Date	March 17, 2017
Estimated Cost /funding source	N/A
Next Steps	Filing of necessary documents at Corporate Registry to reflect the change.
Supplementary Notes and context	As part of the transaction by which the Mattheis Ranch was acquired in 2009 by the Governors of the University of Alberta (the “University”), all assets owned by the Corporation were immediately transferred to the University. Accordingly the Corporation currently has no assets or liabilities. The Corporation is being maintained until the expiry of any potential limitation periods, in 2019. Phyllis Clark has been the sole Director, President and Secretary-Treasurer of the Corporation, for and on behalf of the University. Phyllis

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	<p>Clark is resigning as the sole Director, President and Secretary-Treasurer of the Corporation effective March 17, 2017. The University is appointing Gitta Kulczycki, Vice-President (Finance & Administration), as the new sole Director, President and Secretary-Treasurer of the Corporation, on behalf of the University, effective March 17, 2017.</p> <p>Also, the Board is authorizing the Chair of the Board of Governors or the Chair of the Board Finance and Property Committee to execute all documents and resolutions to keep the Corporation in good standing.</p>
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Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)	<u><i>Those who have been informed:</i></u>
	•
<For further information see the link posted on the Governance Toolkit section Student Participation Protocol >	<u><i>Those who have been consulted:</i></u>
	• Office of the Vice-President (Finance & Administration)
	<u><i>Those who are actively participating:</i></u>
	• Office of General Counsel
Approval Route (Governance) (including meeting dates)	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> 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>21. Objective: 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>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p><u>1. Post-Secondary Learning Act</u> General powers and duties 60(1) a) manage and operate the public post-secondary institution in accordance with its mandate, b) develop, manage and operate, alone or in co-operation with any person or organization, programs, services and facilities for the economic prosperity of Alberta and for the educational or cultural advancement of the people of Alberta</p> <p><u>4. The Board Finance and Property Committee Terms of Reference</u></p> <p><i>Section 3</i> <i>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 all strategic and significant financial and property matters and policies of the University. The Committee shall also consider any other matter delegated to the Committee by the Board.</i></p>

OUTLINE OF ISSUE

Agenda Title: **Federal Archives Building – Disposition of Real Property and Order in Council**

Motion: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee:

1. Approve, on terms and conditions acceptable to the Vice-President (Facilities and Operations), the disposition of real property known as the Federal Archives Building, located at 8707 – 51 Avenue, Edmonton, Alberta, and legally described as Lot 5, Block 6, Plan 5057TR; and
2. Make an application to the Minister of Infrastructure for the required approval from the Lieutenant Governor in Council for the granting of the disposition.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Facilities and Operations – Real Estate Services
Presenter	Andrew Sharman, Vice-President (Facilities and Operations)

Details

Responsibility	Vice-President (Facilities and Operations)
The Purpose of the Proposal is (please be specific)	That the Board of Governors approve the disposition of the Federal Archives Building, located at 8707 – 51 Avenue, Edmonton, Alberta.
The Impact of the Proposal is	To have the option to dispose of the Federal Archives Building, if considered surplus to the needs of the University of Alberta.
Replaces/Revises	N/A
Timeline/Implementation Date	2018
Estimated Cost /funding source	None
Next Steps (ie.: Communications Plan, Implementation plans)	Upon approval from the Lieutenant Governor in Council, we will have the flexibility to dispose of the property if deemed surplus to the needs of the University of Alberta.
Supplementary Notes / context	See Briefing Note (Attachment 1)

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> • None
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> • President’s Executive Committee – Operational (PEC-O) – January 26, 2017
	<u><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> • Vice-President (Facilities and Operations) • Director, Real Estate Services • Associate Director, Real Estate Services
Approval Route (Governance) (including meeting dates)	Board Finance and Property Committee (recommendation) – February 28, 2017 Board of Governors (approval) – March 17, 2017
Final Approver	Board of Governors – March 17, 2017

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p><u>Institutional Strategic Plan - For the Public Good</u></p> <p><i>Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</i></p> <p>23. OBJECTIVE: <i>Ensure that the University of Alberta's campuses, facilities, utility, and information technology infrastructure can continue to meet the needs and strategic goals of the university.</i></p> <p>i. <i>Strategy: Secure and sustain funding to plan, operate, expand, renew, and optimize the use of campus infrastructure to meet evolving teaching and research priorities.</i></p> <p>Long Range Development Plan</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><u>Post-secondary Learning Act (PSLA)</u></p> <p>Section 67(1.1) – <i>A board shall not, without the prior approval of the Lieutenant Governor in Council, (a) sell or exchange any interest in land, other than donated land, that is held by and being used for the purposes of the board.</i></p> <p><u>BFPC Terms of Reference – Sections 3 and 4 state:</u></p> <p>3. <u>MANDATE OF THE COMMITTEE</u></p> <p>Except as provided in paragraph 4 and 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 all strategic and significant financial and property matters and policies of the University. The Committee shall also consider any other matter delegated to the Committee by the Board.</p> <p>Without limiting the generality of the foregoing, the Committee shall:</p> <p>g) review and recommend to the Board the acquisition or disposal of real property, including land transferred to University of Alberta Properties Trust Inc.</p> <p>4. <u>LIMITATIONS ON DELEGATION BY THE BOARD</u></p> <p>The 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 set out in paragraph 3, the Board shall:</p> <p>g) approve the acquisitions or disposal of real property including lands transferred to the University of Alberta Trust Inc.</p> <p><u>UAPPOL: Schedule A – Signing Authority for Contractual Obligations on Behalf of the Board of Governors of the University of Alberta; Real Property Compliance Policy, Real Property Disposition Procedure</u></p>

Attachments:

1. Briefing Note (1 page)
2. Google Aerial (1 page)
3. Proximity to Campus (1 page)
4. Board Resolution (1 page)

Real Estate Services
Ancillary Services
Facilities and Operations

Federal Archives Building – Disposition of Real Property

Background

The Federal Archives Building is a light industrial building that is approximately 43,650 sq. ft. on 3.09 acres of land, municipally addressed as 8707 – 51 Avenue, Edmonton. The property was acquired by the University of Alberta in April 2013 from the Federal Government at a transfer price of \$6,000,000. The property was purchased as a potential replacement for the existing Book and Records Depository (BARD), located in leased space on 50th Street in Edmonton. However, the resources will be relocated to the Research and Collections Resource Facility (RCRF) that is currently under construction on South Campus.

A significant component of the Federal Archives Building (34,929 sq. ft.) is currently leased to the Province of Alberta until November 30, 2017. The Tenant may terminate the lease on or after May 31, 2017 by providing 3 months' prior written notice. The balance of the building is occupied by University of Alberta Libraries for storage.

Issues

With the construction of the Research and Collections Resource Facility (RCRF) on South Campus, the Federal Archives Building may be considered surplus to the needs of the University of Alberta. The feasibility of the property for an alternate University use is currently under consideration.

Due to the length of the disposition process, approval from the Board of Governors and the Lieutenant Governor in Council is being pursued at this time. Upon approval, the University will have the option to dispose of the property, should an alternate University use be deemed not feasible.

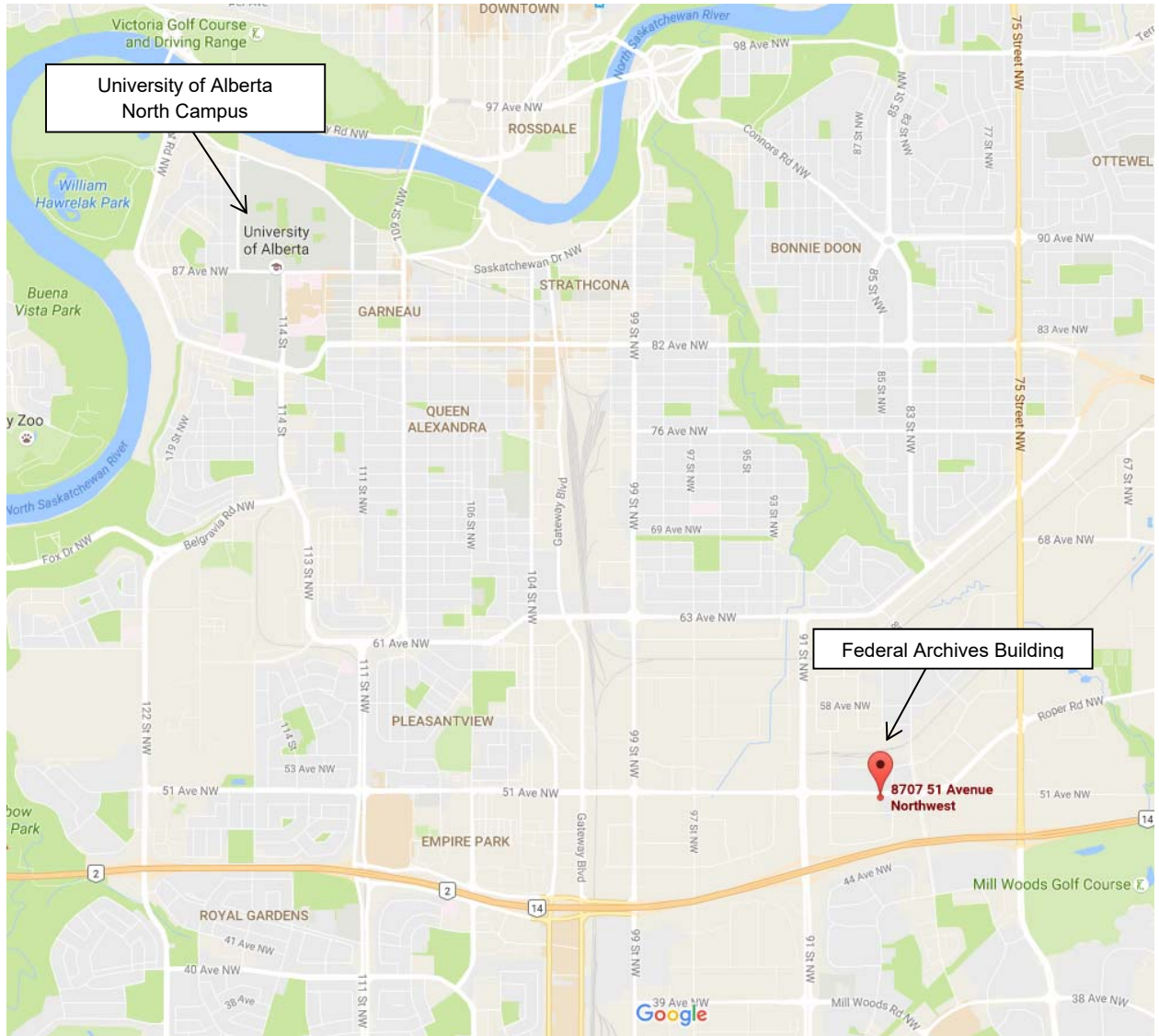
Recommendation

That the Board Finance and Property Committee recommend that the Board of Governors approve, on terms and conditions acceptable to the Vice-President (Facilities and Operations), the disposition of the above noted property and make an application to the Minister of Infrastructure for the required approval from the Lieutenant Governor in Council for the granting of the disposition.

Attachment 2 – Federal Archives Building – Disposition – Google Aerial



Attachment 3 – Federal Archives Building – Disposition – Proximity to Campus



RESOLUTION OF The Governors of The University of Alberta

(“Board of Governors”)

IT IS HEREBY RESOLVED:

THAT, subject to the prior approval of the Lieutenant Governor in Council under section 67 of the *Post-secondary Learning Act*, The Governors of The University of Alberta authorizes and approves to sell its interest in 8707 – 51 Avenue, Edmonton, Alberta, legally described as Lot 5, Block 6, Plan 5057TR, which is surplus to the needs of **The University of Alberta**.

I hereby certify that this resolution has full force and effect on the _____ day of _____, 20_____.

Chair, The Governors of The University of Alberta

OUTLINE OF ISSUE
Action Item

Agenda Title: **2017-2018 Rate Structure for Meals in Lister Residence**

Motion: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the 2017-2018 two-tier rate structure for meals in Lister Residence at \$4,317 and \$4,782 as per Attachment 1.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Andrew Sharman, Vice-President (Facilities and Operations)
Presenter	Andrew Sharman, Vice-President (Facilities and Operations)

Details

Responsibility	Ancillary Services – Facilities and Operations
The Purpose of the Proposal is (please be specific)	<p>To adjust the current Declining Balance meal plan rate for Lister Residence in 2017-2018, as proposed by the Students' Union at the December 16, 2016 Board of Governors meeting. This will provide certainty for student applicants. Additionally, this will provide additional time for Administration to;</p> <ul style="list-style-type: none"> • continue discussions with students and representative groups over the implementation of an Any Time Dining service in Lister Residence for the 2018-2019 academic year, and • work with industry over renovations to the Central Academic Building (CAB) to support a permanent hot food outlet that provides the services students require. <p>In the interim, Ancillary Services will continue to engage key stakeholders and plan for extended meal services in CAB.</p>
The Impact of the Proposal is	<p>By remaining with the current Declining Balance program for one more year, it allows for the necessary time to address the following:</p> <ol style="list-style-type: none"> a) infrastructure renovations and upgrades to enhance the required services in CAB for fall 2018; b) revision to the Dining Services contract with the current contracted food provider, Aramark. c) engage and consult with the newly elected Lister Hall Student Association (LHSA). d) continued consultation with students in Lister Residence. e) engagement with the new cohort of students.
Replaces/Revises	N/A
Timeline/Implementation Date	September 2017
Estimated Cost /funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	The two tier rate structure for Lister residents will be communicated via website, marketing material and other mediums in order to support recruitment for Lister residence in 2017-2018. Ongoing work with students, LHSA and key student stakeholders (contractor, Residence Assistants, consultants, Food Ambassadors).
Supplementary Notes and context	As a result of extensive discussion at the December 16, 2016 Board of Governors meeting and further discussions with students, Administration has considered that the most pressing matter is that applicants to Lister

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	<p>Residence have up-to-date information for accommodation and meals for the 2017-2018 academic year.</p> <p>Administration will return to the Board of Governors in the fall to seek approval for a proposed rate structure for 2018-2019 that supports the successful implementation of the Any Time Dining meal plan. The Any Time Dining program implementation is essential to support the 460 students in Lister Residence Tower 5, which opens in September 2018.</p>
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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"> • President • PEC-O • SU/GSA Presidents <hr/> <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Ancillary Services - Hospitality Services, Residence Operations, OneCard • Residence Budget Advisory Committee (RBAC) <ul style="list-style-type: none"> ○ RBAC – August 25, 2015 ○ RBAC - September 8, 2015 ○ RBAC - October 13, 2015 ○ RBAC - October 20, 2015 ○ RBAC - October 27, 2015 ○ RBAC – September 13, 2016 ○ RBAC – September 21, 2016 ○ RBAC – October 12, 2016 ○ RBAC – October 25, 2016 ○ RBAC – November 8, 2016 • Meeting with General Manager – Students’ Union – September 9, 2016 • Meeting with Students’ Union Lister Residents – September 12, 2016 • Meeting with Vice President, Student Life, Students’ Union - September 15, 2016 • Town Hall 1 – September 20, 2016 • Town Hall 2 – September 20, 2016 • Residence Life Staff Session – September 20, 2016 • Students’ Union Session 1 – September 21, 2016 • Students’ Union Session 2 – September 26, 2016 • Students’ Union Session 3 – October 5, 2016 • Meeting with Vice President, Student Life, Students’ Union – October 14, 2016 • Feedback Confirmation – November 2016 • Resident Assistant Feedback Follow Up – November/December 2016 • Food Feedback and Consultation – Monthly 2016/2017/2018 • General Manager - Student Union January 18, 2017 • Vice President F/O - Student at large (Lister Residents) January 20, 2017 • General Manger – Student Union January 26, 2017 • Director of Hospitality Services – Student at large (Lister Residents) January 26, 2017
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	<ul style="list-style-type: none"> • Meal Plan Consultation Website Link • Aramark – Ongoing • Kaizen Foodservice Planning & Design Inc.- Ongoing • Board Finance Property Committee - November 21, 2016 • Board Finance Property Committee - December 13, 2016 (Special meeting) • Board Governors - December 16, 2016
	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Residence Budget Advisory Committee • Lister Food Committee • Food Ambassadors • Residence Assistants • Lister Residence students
Approval Route (Governance) (including meeting dates)	February 28, 2017 - BFPC (for recommendation) March 17, 2017 – Board of Governors (for approval)
Final Approver	March 17, 2017 Board of Governors

Alignment/Compliance

Alignment with Guiding Documents	<p><i>Institutional Strategic Plan – For the Public Good</i> 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>21. Objective: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enables students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p>IV Strategy: facilitate easy access to and use of university services, and systems; reduce complication and complexity; and encourage cross-institutional administrative and operational collaboration.</p> <p><i>Proposed: Heathy University Strategic Plan</i></p> <p>Objective 6: Strengthen and sustain healthy food systems on all university campuses.</p> <p><i>Ancillary Services Business Plan and Budget</i></p> <p><i>Food Service Review (Canadian College & University Food Service Association)</i></p> <p><i>UofA Student Participation Process Handbook</i></p>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p><i>Board Finance and Property Terms of Reference</i> Section 3(d) and 4(e) state:</p> <p><u>3. Mandate of the Committee</u> Without limiting the generality of the foregoing, the Committee shall:</p> <p>(d) review and recommend to the Board tuition and other fees;</p> <p><u>4. Limitations on delegation by the Board:</u></p>

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	<p>The 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 set out in paragraph 3, the Board shall:</p> <p>(e) approve tuition and other like fees.</p>
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Attachments:

1. Financial Table - 2017-2018 Rate Structure for Meals in Lister Residence (1 page)
2. Briefing Note – 2017-2018 Rate Structure for Meals in Lister Residence (2 pages)

Prepared by: Mary Paul, Special Advisor & Initiatives Lead, mary.paul@ualberta.ca

Revised: 3/9/2017

2017-2018 Rate Structure for Meals in Lister Residence

- Rate – Level 1 - \$4,317 (includes \$900 flex)
- Rate – Level 2 - \$4,782 (includes \$900 flex)

	Declining Balance		Any Time Dining				
	2016-17 Forecast	2017-18 Proposed	2018-19 Proposed	2019-20 Proposed	2020-21 Proposed	2021-22 Proposed	2022-23 Proposed
Revenue Total	2,031,000	1,969,000	2,751,000	2,785,000	2,819,000	2,830,000	2,886,000
Expenses	1,725,000	1,863,000	1,932,000	1,948,000	1,869,000	1,887,690	1,925,070
Net Margin	306,000	106,000	819,000	837,000	950,000	942,310	960,930
Capital Investment Repayment	700,000	500,000	500,000	757,500	382,500	870,000	870,000
Surplus/Deficit	-394,000	-394,000	319,000	79,500	567,500	72,310	90,930
Opening Reserve Balance	-16,000	-410,000	-804,000	-485,000	-405,500	162,000	234,310
Net Closing Balance	-410,000	-804,000	-485,000	-405,500	162,000	234,310	325,240

BRIEFING NOTE

2017-2018 Rate Structure for Meals in Lister Residence

Ancillary Services, Hospitality Services
Facilities & Operations

Drawing on objectives and strategies outlined in *For the Public Good*, University of Alberta residences are focusing on the delivery of programs and services that promote opportunities for student engagement and achievement. One of the main priorities of Ancillary Services is to ensure ongoing, consistent satisfaction with the student experience, while maintaining the operation of residence buildings in the competitive Edmonton housing market. Improving overall student satisfaction, while being mindful of fiscal sustainability across all programs, will result in the development of enduring relationships with each other and their Alma Mater.

Issue

General satisfaction scores among students regarding the meal plan program in Lister Residence, as tested over time, are low comparatively to other institutions across Canada, and low compared to other attributes of student life at the University of Alberta. Additionally, the current Declining Balance meal plan operates at a deficit every year diverting funds from other ancillary programs and preventing Ancillary Services from investing in their facilities or building the required capital reserves.

Background

Each year, The University of Alberta surveys students to evaluate the effectiveness of programs and identify areas for improvement. The survey results are benchmarked against all schools participating in the survey and against peer institutions in Canada.

According to 2016 Skyfactor results, the 4th highest predictor of student satisfaction, “Overall Satisfaction with Dining Services”, ranks 4.06 out of 7 points, which is an unacceptable value for such an integral program for first year residents. Students living in Lister Residence have continued to express frustration with the current program, prompting the need for structural, material, and programmatic changes to the Lister Residence dining experience.

At the December 16, 2016 Board of Governors meeting, extensive discussions ensued over meal plan changes, costs, and challenges.

The proposed rate structure is shown below:

Lister Residence Meal Plan	Level 1	Level 2
Proposed Transition Program (2017-18)	\$4782.00 ¹ (\$900 flex)	\$4317.00 ² (\$900 flex)

Note(s):

1. 5% inflation from CPI, minimum wage increase, and carbon levy
2. 5% inflation from CPI, minimum wage increase, carbon levy + \$250 average student top up

Recommendation

In order to address the comments of the Board of Governors, Ancillary Services proposes a meal plan rate structure transition period for the 2017-2018 academic term, prior to implementing the Any Time Dining program in September 2018.

Administration has considered the most pressing matter to be applicants to Lister Residence having certainty for accommodation and meal rates for the 2017-2018 academic year. As well, Ancillary Services requires additional time to plan the extended meal services in the Central Academic Building and to engage key stakeholders.

Therefore, the recommendation is to adjust the current Declining Balance meal plan rate for Lister Residence in 2017-2018, as per Table 1 below, providing certainty for student applicants, while allowing Ancillary Services time to prepare for Any Time Dining.

Material structural and programmatic changes to the current meal plan program are necessary over the next 18 months to ensure improved student satisfaction, the long-term financial sustainability of the program, and to support the 460 students in Lister Residence Tower 5, which opens September 2018. Accordingly, administration will return to the Board of Governors in Fall 2017 to seek approval for a proposed rate structure for 2018-2019. In support of implementing the Any Time Dining meal program in September 2018, Ancillary Services will continue to engage key stakeholders, and plan for extended meal services in CAB.

Ongoing discussions have indicated that students would like to see an extension of weekday evening dining hours to 10 pm from the current 8 pm. Under the Any Time Dining program to be introduced in September 2018 hours will automatically be extended to this time, Ancillary Services commits to work with our contracted provider to see if this is feasible and financially viable for the 2017-18 interim year.

OUTLINE OF ISSUE
Action Item

Agenda Title: **2017-2018 Rate Structure for Meals in Peter Lougheed Hall**

Motion: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the 2017-2018 rate structure for meals in the Peter Lougheed Hall at \$4,650.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Andrew Sharman, Vice-President (Facilities and Operations)
Presenter	Andrew Sharman, Vice-President (Facilities and Operations)

Details

Responsibility	Ancillary Services – Facilities and Operations
The Purpose of the Proposal is (please be specific)	To approve the Peter Lougheed Leadership College Meal Plan amount of \$4,650 for the 2017-2018 academic year; a significant reduction from the previous projection of \$5,920 in 2014.
The Impact of the Proposal is	Residents in Peter Lougheed Hall have certainty related to their meal costs for the 2017-2018 academic year.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	September 2017
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	The rate structure for PLH residents will be communicated via website, marketing material and other mediums in order to support recruitment for PLH residence in 2017-2018.
Supplementary Notes and context	<p>Although the Board of Governors approved, in 2014, the Borrowing Resolution and the Capital Expenditure Authorization Request related to what is known today as the Peter Lougheed Hall (PLH), no explicit approval for the 2017-2018 meal rates has been granted.</p> <p>Presented to the Board of Governors at that time was a Pro Forma detailing projected project revenue, costs and ancillary costs to students for the Saskatchewan Drive Student Residence. The participant meal plan was projected to be \$5,920.</p> <p>As the date of the opening of the PLH draws closer, more accurate program length, revenue, and cost projections are possible resulting in a reduced participant meal plan cost of \$4,650 in 2017-2018. This amount is closely aligned with the cost in Lister Residence.</p>

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>Considerable consultation was undertaken prior to submission to the Board of Governors in 2014. As this is a reduction in costs to students, no subsequent consultation has been undertaken.</p>
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Approval Route (Governance) (including meeting dates)	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><i>Institutional Strategic Plan – For the Public Good</i> 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>21. Objective: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enables students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p>IV Strategy: facilitate easy access to and use of university services, and systems; reduce complication and complexity; and encourage cross-institutional administrative and operational collaboration.</p> <p><i>Proposed: Heathy University Strategic Plan</i></p> <p>Objective 6: Strengthen and sustain healthy food systems on all university campuses.</p> <p><i>Ancillary Services Business Plan and Budget</i></p> <p><i>Food Service Review (Canadian College & University Food Service Association)</i></p> <p><i>UofA Student Participation Process Handbook</i></p>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p><i>Board Finance and Property Terms of Reference</i> Section 3(d) and 4(e) state:</p> <p><u>3. Mandate of the Committee</u> Without limiting the generality of the foregoing, the Committee shall:</p> <p>(d) review and recommend to the Board tuition and other fees;</p> <p><u>4. Limitations on delegation by the Board:</u> The 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 set out in paragraph 3, the Board shall:</p> <p>(e) approve tuition and other like fees.</p>

Attachment:

1. Briefing Note (1 page)

Prepared by: Gordon Weighell, Senior Administration Officer, Gordon.Weighell@ualberta.ca

2017-2018 Rate Structure for Meals in Peter Lougheed HallAncillary Services, Hospitality Services
Facilities & Operations

Drawing on objectives and strategies outlined in *For the Public Good*, University of Alberta residences are focusing on the delivery of programs and services that promote opportunities for student engagement and achievement. One of the main priorities of Ancillary Services is to ensure ongoing, consistent satisfaction with the student experience, while maintaining the operation of residence buildings in the competitive Edmonton housing market. Improving overall student satisfaction, while being mindful of fiscal sustainability across all programs, will result in the development of enduring relationships with each other and their Alma Mater.

Issue

Although the Board of Governors approved the Borrowing Resolution and the Capital Expenditure Authorization Request related to, what is known today as, Peter Lougheed Hall (PLH), no explicit approval for the 2017-2018 meal rates has been granted.

Background

On June 20, 2014 the Board of Governors approved the following motions:

THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee:

- a) *Execute a Borrowing Resolution requesting approval of mortgage financing for the design and construction of the Saskatchewan Drive Student Residence project for a total borrowing amount not to exceed seventeen million five-hundred thousand dollars (\$17,500,000.00) in Canadian funds for a term of not more than twenty-five (25) years at an interest rate of not more than five and one-half percent (5.5%); and*
- b) *Make application to the Minister of Infrastructure for the required approval of the Lieutenant Governor in Council.*

and

THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve an expenditure of seventeen million five hundred thousand dollars (\$17,500,000.00) in Canadian funds for a total project cost of forty million dollars (\$40,000,000.00), for the design construction of the Saskatchewan Drive Student Residence. This is subject to confirmation of Institutional and/or Donor funding (Philanthropic) commitment of twenty-two million, five hundred thousand dollars (\$22,500,000.00) prior to commencement of construction.

Presented to the Board of Governors at that time was a Pro Forma detailing projected project revenue, costs and ancillary costs to students for the Saskatchewan Drive Student Residence (now PLH). The participant meal plan was projected to be \$5,920.

As the date of the opening of PLH draws closer, more accurate program length, revenue and cost projections are possible resulting in a reduced participant meal plan cost of \$4,650 in 2017-2018. This amount is closely aligned with that in the Lister Residence.

Recommendation

The Board of Governors approve the Peter Lougheed Hall Meal Plan amount of \$4,650 for the 2017-2018 academic year.

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposed Revisions to the Discrimination, Harassment and Duty to Accommodate Policy and Related Procedures**

Motion: THAT the Board of Governors, on the recommendation of the Board Human Resources and Compensation Committee and the Board Safety, Health and Environment Committee, approve the proposed revisions to the Discrimination, Harassment and Duty to Accommodate Policy and related Procedures as set forth in Attachments 1, 2 and 3, to take effect upon final approval.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Vice-President (Finance and Administration); Provost and Vice-President (Academic)
Presenter	Gitta Kulczycki, Vice-President (Finance and Administration)

Details

Responsibility	Vice-President (Finance and Administration) Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To update the Policy and related Procedures as follows: <ul style="list-style-type: none"> • Update definitions and text to account for amendments to Alberta Human Rights Act • Update names, descriptions and responsibilities of campus services to reflect current names and functions • Clarify status of post-doctoral fellows under this policy by referencing applicable policy already in place • Transfer procedural information from Policy to Procedure and merge existing Discrimination and Harassment Procedures to comply with standard university practice and for clarity • Update Related Links to reflect current resources • Apply other minor textual edits for clarity and to reflect current practice
The Impact of the Proposal is	To bring the Policy into alignment with the Alberta Human Rights Act and to improve clarity to users of the policy.
Replaces/Revises (eg, policies, resolutions)	Discrimination, Harassment and Duty to Accommodate Policy Duty to Accommodate Procedure Discrimination and Harassment – Allegations Against Staff Procedure Discrimination and Harassment – Allegations Against Students Procedure
Timeline/Implementation Date	Upon final approval
Estimated Cost /funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	Following governance approval, revised policy and procedures will be communicated through outreach activities of the Office of Safe Disclosure and Human Rights
Supplementary Notes and context	See Policy and Procedures (redline versions), and Summary of Input from NASA. Note: Attachment 5 is a summary of friendly amendment that will be incorporated into the final document, as proposed by the Board Safety, Health and Environment Committee at its March 1, 2017 meeting

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><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> • <p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> • Office of the Provost (Initiatives Manager and SAO) • Advancement (SAO) • University Relations (SAO) • Research (SAO) • Finance and Administration (SAO and VP) • Facilities and Operations (SAO) • Student Conduct and Accountability (Director, Student Judicial Affairs) • Students' Union (President) • Graduate Students' Association (President) • Human Resource Services (OHE, Faculty Relations) • Student Accessibility Services and Student Success Centre • UAPS (Director) • Sexual Assault Centre (Director) • General Counsel (Senior Counsel) • AASUA • NASA • Vice-Provosts' Council (Oct. 17) • President's Executive Committee – Operations (Oct. 27) <p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> • Office of Safe Disclosure and Human Rights (Senior Advisor)
<p>Approval Route (Governance) (including meeting dates)</p>	<p>GFC Academic Planning Committee – December 14, 2016 GFC Executive Committee – January 16, 2017 General Faculties Council – January 30, 2017 Board Human Resources and Compensation Committee – Feb 28, 2017 Board Safety, Health and Environment Committee – March 1, 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><i>For the Public Good</i></p> <p>Goal: BUILD</p> <p>Objective 2, Strategy ii: Review, improve, and implement equity processes and procedures for recruiting and supporting faculty to ensure a balanced academy, representative of women, visible minorities, sexual and gender minorities, Indigenous peoples, and people with disabilities.</p> <p>Objective 3, Strategy ii: Review, improve, and implement equity processes and procedures for recruiting and supporting staff to ensure that all categories of staff are representative of women, visible minorities, sexual and gender minorities, Indigenous peoples, and people with disabilities.</p>
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Item No. 4ci

Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)

1. **Post-Secondary Learning Act:** The 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(e)).

2. **Post-Secondary Learning Act:** The PSLA gives General Faculties Council (GFC) responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)) and over student affairs (Section 31), including authority concerning "student discipline."

3. **Alberta Human Rights Act:**

“4 No person shall ...

(b) discriminate against any person or class of persons with respect to any goods, services, accommodation or facilities that are customarily available to the public, because of the race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, ancestry, place of origin, marital status, source of income, family status or sexual orientation of that person or class of persons or of any other person or class of persons.

7(1) No employer shall ...

(b) discriminate against any person with regard to employment or any term or condition of employment, because of the race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status or sexual orientation of that person or of any other person.”

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.”

5. **GFC Executive Committee** Terms of Reference

“5. Agendas of General Faculties Council

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.”

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	<p>6. 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”</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. Without limiting the generality of the foregoing the Committee shall: [...] 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;”</p> <p>8. Board Safety, Health and Environment Committee (BSHEC) 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 monitor, evaluate, advise and make decisions on behalf of the Board with respect to all matters concerning environmental health and the protection of the health, safety and security of the University community and the general public at the University as well as University student health and wellness. The Committee shall also consider any other matter delegated to the Committee by the Board. 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 strategies on campus: (i) review and approve University policies and procedures relating to student health and wellness issues;”</p>
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Attachments:

1. Discrimination, Harassment and Duty to Accommodate Policy (10 pages)
2. Discrimination and Harassment Complaint Procedure (6 pages)
3. Duty to Accommodate Procedure (8 pages)
4. Summary of Input from the Non-Academic Staff Association (3 pages)
5. Friendly Amendments Proposed by the Board Safety, Health and Environment Committee (1 page)

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Original Approval Date: May 11, 2012

Most Recent Approval:

Discrimination, Harassment and Duty to Accommodate 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 & Associate Vice-President, Human Resources
Approver:	Board of Governors (Board Human Resources and Compensation Committee) General Faculties Council (GFC Executive Committee)
Scope:	Compliance with this University policy extends to all members of the University community. Compliance with this University policy extends to academic staff, administrators, colleagues, and support staff as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories) as well as undergraduate and graduate students, postdoctoral fellows, emeriti, members of the Board of Governors, third party contractors, visiting speakers and volunteers.

Overview

As a leading teaching and research institution whose work is local, national, and international, the University of Alberta is responsive to the needs of a diverse student population and workforce, as well as to the urban, rural, francophone, Aboriginal, and multicultural communities in which it does its work. The University is enriched by diversity, and it welcomes and seeks to include many voices, including those that have been under-represented or excluded.

This policy is guided by the following principles:

1. Equity

Equity is about fairness: in access – to education, to employment – and in opportunity to succeed in these domains. As a guiding principle of this policy, equity reflects an understanding that the University of Alberta is an increasingly diverse community and that it will respect and value the differences of its members.

2. Responsibility

Responsibility for achieving a work, study, and living environment free of harassment and discrimination falls on ~~rests with every member of the University community~~ **individual to whom this Policy applies**. All members can reasonably expect to pursue their work and studies in a safe and respectful environment. Neither the University nor any ~~members of the University community~~ **associated individual** shall practice or condone any discriminatory or harassing conduct that adversely affects the pursuit of work and study or life on campus. ~~Members of the University community~~ **Individuals** who are aware of acts of discrimination or harassment are encouraged to take appropriate steps to stop the discriminatory or harassing behavior. Advice and assistance may be sought from anyone in a position of authority, such as a supervisor, instructor or administrator. More formal advice and assistance may be sought from the Office of Safe Disclosure and Human Rights (OSDHR),

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~~Student Ombud Service (SOS)~~ **Office of the Student Ombuds (OSO)**, the Association of Academic Staff University of Alberta (AASUA), the Non-Academic Staff Association (NASA), ~~Health Promotion and Worklife Services (HPaWS)~~ **Human Resource Services (HRS) and Organizational Health and Effectiveness (OHE)**, the Office of the Dean of Students and ~~Specialized Support and Disability Services (SSDS)~~ **Student Accessibility Services (SAS)**.

3. Academic Freedom

The University of Alberta's motto, *Quaecumque Vera* (whatsoever things are true) declares the University's commitment to academic freedom and freedom of speech. As an institution of higher learning and research, the University is devoted to discovery, debate, difference of opinion, and the careful and public weighing of ideas and actions. Members of the University have the right to pursue the truth in their research and publications, artistic creations, teaching, learning, service, and public debate. This includes the right to question and criticize the status quo. Academic freedom, however, is not without limits. It is not, for example, a justification or license for discrimination or harassment ~~or for preventing the lawful exercise of free speech.~~

Purpose

The purpose of this policy is to foster and protect a **respectful environment** for work, study, and living that supports ~~the dignity and equality of~~ **equity for** all members of the University of Alberta. This policy expresses the University's commitment to a work, study, and living environment that is free of **discrimination** and **harassment**, and it ensures that the University of Alberta will meet both its obligations under law and its ethical responsibilities as an institution of higher learning. These legal and ethical responsibilities include the **duty to accommodate** and the provision of opportunities to persons who require **accommodation** based on a **protected ground**.

POLICY

1. DISCRIMINATION OR HARASSMENT

It is the policy of the University of Alberta that acts of discrimination or harassment committed by any **individual to whom this policy applies** ~~member of the University community~~ are strictly prohibited. Discrimination and harassment in the work, study and living environment includes, but is not limited to, discrimination and harassment on University of Alberta property, at University-related functions, in the course of work or study assignments outside the University, at work or study-related conferences or training sessions, during work or study-related travel, or by phone, computer, or other electronic means.

Individuals affected by discrimination or harassment will be provided with a process for making and resolving complaints. Complaints relating to sexual violence will be addressed under the *Sexual Violence Policy*. Complaints of discrimination or harassment will be addressed and resolved in a timely manner, whenever possible. **When a complaint of discrimination or harassment is established, appropriate action is taken, regardless of the authority or seniority of the offender.** Individuals who engage in harassing or discriminatory behaviours may be subject to disciplinary action.

The University has an overriding institutional interest in maintaining an environment free from discrimination and harassment and may therefore itself initiate an investigation, or become a complainant, or continue with a complaint withdrawn by a complainant.

Retaliation or reprisal against a person who has made a complaint, or against witnesses to a complaint, are similarly prohibited. Individuals who engage in retaliation may be subject to disciplinary action.

The University also recognizes the serious nature of allegations of discrimination and harassment that are made in bad faith, and it may take disciplinary action should allegations of discrimination or harassment be shown to be malicious, frivolous, fraudulent, or vexatious. Submitting a complaint in good faith, even when the complaint cannot be ~~proven~~ **established**, is not a violation of this policy.

Procedures on reporting and resolving discrimination or harassment complaints are published under this policy.

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2. DUTY TO ACCOMMODATE

To ~~assist~~ **enable** members of the University **community** to make their full contributions, the University of Alberta will take reasonable steps to accommodate individuals who are disadvantaged by employment, tenancy, or educational rules, standards, policies, or practices related to protected grounds to the point of **undue hardship**, or as required by law.

The University is committed to academic excellence. Accommodation ~~of students with disabilities~~ neither requires nor implies that the University lower its academic **or professional** standards. Nor does accommodation relieve ~~the students~~ of the responsibility to **develop demonstrate** the essential skills and competencies required by programs, **or relieve staff of the responsibility to meet the performance requirements of a position in which they are accommodated.**

Accommodation of members of the University community requires the University to take ~~appropriate~~ **reasonable** steps to eliminate discrimination resulting from a rule, practice or barrier that has a negative effect on a person **by reason of a protected ground.** ~~with a need for accommodation.~~ The University's duty to accommodate is far-reaching. However, the law recognizes that, in certain circumstances, a limitation on individual rights may be reasonable and justifiable if the University can show that the discriminatory practice, standard, decision or rule is a "bona fide requirement" (BFR) or a "bona fide occupational requirement" (BFOR) **and/or that accommodation would impose undue hardship on the University.**

The University will apply current legal requirements in making such determinations. ~~Currently,~~ ~~to~~ justify a practice, standard, decision or rule as a BFR or BFOR, the University must demonstrate, on a balance of probabilities, that the impugned practice, standard, decision or rule:

- a) was adopted for a rational purpose connected to the performance of the job or the provision of the service;
- b) was adopted in an honest and good faith belief that it was necessary to the fulfillment of the job or service;
- c) is reasonable and necessary to the fulfillment of the job or service.

To show that the practice, standard, decision or rule is reasonable and necessary, the University must demonstrate that accommodation of the employee or student would impose undue hardship on the University.

Procedures on requesting and ~~dealing with~~ **addressing** accommodation issues are published under this policy and include examples of accommodation measures and **assessing** ~~ments of~~ undue hardship.

3. GENERAL RESPONSIBILITIES

~~While~~ It is a guiding principle of this policy that all members of the University community – **including the Board of Governors and General Faculties Council** – share responsibility for creating and maintaining a work, study, and living environment **that supports the dignity of and equity for all persons, accommodates individuals based on protected grounds and is** free of discrimination and harassment. As such, the University recognizes its **institutional responsibility to:** ~~the following particular responsibilities.~~

- implement effective policy and procedures ~~on~~ to address discrimination and harassment and for resolving complaints of discrimination and harassment informally and formally
- where a discrimination or harassment complaint has been established, take appropriate regardless of the authority or seniority of the offender and consider whether a **remedy** may be offered to the person who experienced discrimination or harassment.
- implement effective policy and procedures to reasonably **accommodate members of the University community**, when and to the extent required by law ~~to members of the University community.~~
- promote awareness of this policy and its related procedures as well as relevant support services on campus
- maintain a safe, confidential and neutral mechanism for members of the University community to report concerns and/or make inquiries related to this policy
- ensure that requests for accommodation are addressed in accordance with any applicable employment agreements, student policies and this policy and related procedure

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Additionally, all senior leaders, including the President, Vice-Presidents, Deans, Directors and Chairs and other officers of the University ~~exercise~~ **have** administrative responsibility to implement this policy and associated ~~related~~ **related** procedures ~~and to give effect to the guiding principles of this policy~~, including by creating, supporting and maintaining a work environment that supports dignity and equity for all members of the University community, ~~accommodates in identified protected grounds and is free of discrimination and harassment~~. Specific ~~administrative~~ **administrative** responsibilities are ~~enumerated~~ **set out** in the procedures published under this policy.

All members of the University community are responsible for understanding discrimination, harassment, and duty to accommodate issues, working towards ensuring respectful work and learning spaces, promoting awareness about these issues and creating work and learning spaces in which members of the University community can raise questions about discrimination and harassment without fear of reprisal.

~~a. Board of Governors, General Faculties Council and President~~

~~Through its Board of Governors, General Faculties Council and President, the University of Alberta is responsible, in particular, for:~~

- ~~i. Providing effective policy and procedures on discrimination and harassment, including those for **informal resolution** and **formal resolution**.~~
- ~~ii. Providing effective policy and procedures for reasonable accommodation, when and to the extent required by law, to members of the University community.~~
- ~~iii. Providing for review of this policy from time to time and as required.~~

~~b. The University of Alberta~~

~~The University has an overriding interest in maintaining an environment free from discrimination and harassment and may therefore itself initiate an investigation, or become a complainant, or continue with a complaint withdrawn by a complainant. The University of Alberta is responsible for:~~

- ~~i. Ensuring that accommodation options are investigated in a respectful and timely manner with persons applying for accommodation.~~
- ~~ii. Ensuring that requests for accommodation are addressed as appropriate pursuant to any applicable negotiated employment agreements, student policies and the terms of this policy.~~
- ~~iii. Ensuring that when a complaint of discrimination or harassment is upheld, appropriate action is taken, regardless of the authority or seniority of the offender.~~
- ~~iv. Considering whether a **remedy** may be offered to a member of the University community who has experienced discrimination or harassment.~~
- ~~v. Ensuring that, through the Office of Safe Disclosure and Human Rights (OSDHR), education about, and information to create awareness of this policy are made available to all members of the University community.~~
- ~~vi. Ensuring that, through OSDHR, easily accessible information on discrimination, harassment and the duty to accommodate can be found on the University website and that the information clearly outlines issues, describes the process for both **complainant** and **respondent** and for persons requesting accommodation and provides information about relevant support services on-campus.~~
- ~~vii. Ensuring that the University provides information to members of the University community regarding their right to seek accommodation.~~

~~c. Vice-Presidents, Deans, Directors and Chairs~~

~~Under this policy, Vice-Presidents, Deans, Directors, Department Chairs and other officers of the University have an administrative responsibility to uphold the University's policy on discrimination, harassment, and duty to accommodate. They are responsible within their portfolios for creating, supporting, and maintaining a work environment that is free of discrimination and harassment. This administrative responsibility includes, but is not limited to:~~

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- ~~i. Working to inform themselves and members of the University community for whom they are responsible of the provisions of this Policy and supporting awareness about discrimination, harassment, and duty to accommodate issues.~~
- ~~ii. Promoting and supporting the educational efforts of the University to make its members aware of discrimination, harassment, and duty to accommodate issues and of their responsibility under this policy.~~
- ~~iii. Supporting, participating in, and ensuring that within their portfolios, reasonable accommodation is provided when and to the extent required by law. If the need for accommodation is evident, responsibility for providing it may exist even if the person requiring it does not self-identify. Vice-Presidents have specific responsibility for authorizing and providing funds to assess accommodation options and have them implemented.~~
- ~~iv. Participating in processes aimed at resolving complaints of discrimination and harassment and supporting the determined remedy as appropriate under the agreed-upon terms.~~
- ~~v. Ensuring proper collection, retention of and access to accommodation records, which respects the privacy interests of the individual and the University's need for sufficient information to assess and implement accommodations.~~

~~d. Supervisory Staff, Instructors and Students~~

~~Supervisory staff, instructors and students are responsible for:~~

- ~~i. Recognizing the responsibility of all members of the University community to understand discrimination, harassment, and duty to accommodate issues;~~
- ~~ii. Working in partnership towards ensuring respectful work and learning spaces and promoting awareness about issues related to discrimination, harassment, and duty to accommodate.~~
- ~~iii. Creating work and learning spaces in which members of the University community can raise questions about discrimination and harassment without fear of reprisal.~~

~~e. Office of Safe Disclosure and Human Rights (OSDHR)~~

~~The University employs a Safe Disclosure and Human Rights Advisor ["the Advisor"]. The Advisor's responsibilities include:~~

- ~~i. Maintaining a safe, confidential and neutral space where members of the University can report concerns and/or make inquiries related to this Policy.~~
- ~~ii. Providing advice and information on policies and procedures relating to discrimination, harassment, and duty to accommodate to complainants, respondents, applicants for accommodation and members of the University community.~~
- ~~iii. Providing advice and/or referral services (including, but not limited to AASUA, NASA, Student OmbudService, Sexual Assault Centre, Specialized Support and Disability Services and Health Promotion and Worklife Services (HPaWS)) to any member of the University community who asks for help with a discrimination or harassment problem or with an application for accommodation.~~
- ~~iv. Developing and implementing an educational framework focused on preventing discrimination and harassment as well as informing or training members of the University community of the provisions of this Policy. This includes providing guidance on creating a work, study and living environment that is supportive of human rights.~~
- ~~v. Monitoring, where possible, resolution processes undertaken to resolve matters that arise under this policy to ensure they are fair and equitable for all, and expressing any concerns to the appropriate Vice-President.~~
- ~~vi. Reporting directly to the Associate Vice-President (Audit and Analysis) and submitting an annual report to General Faculties Council and to the Board of Governors.~~

~~f. Specialized Support and Disability Services (SSDS)~~

~~i. For Students~~

~~SSDS, the office responsible for providing specialized support and disability services, is guided by the mandate of the University of Alberta's Policy for Students with Disabilities of~~

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~~“attracting and retaining qualified students with disabilities”. The office serves prospective and current students whose permanent disabilities involve conditions affecting mobility, vision, hearing, and physical and mental health. It coordinates the process of accommodating students with disabilities in cooperation with faculties, departments, and appropriate units by:~~

- ~~i. Evaluating the impact of the disability (based on formal documentation of disability and student information) in the context of meeting academic program requirements on a case by case basis.~~
 - ~~ii. Making recommendations, and coordinating implementation of, reasonable accommodation without compromising academic standards and in keeping with the University’s policies and human rights legislation.~~
 - ~~iii. Promoting and advising on universal design and access to all areas of university life in which students with disabilities participate (such as classroom, lab and field experience learning, housing, recreation, electronic instruction and communication and university events).~~
 - ~~iv. Working closely with university Facilities and Operations through the Accessibility Advisory Committee to promote universal design in capital projects.~~
- ~~ii. For Faculty and Staff~~
- ~~SSDS works in close liaison with the Student OmbudService, HPaWS, faculties, departments, and various other administrative units throughout the University to promote an inclusive and accessible teaching, research, and work environment for employees with disabilities and to advance recruitment initiatives consistent with the University’s employment equity plan. To that end, the office:~~
- ~~i. Promotes barrier-free workspaces and inclusive practices that accommodate disability.~~
 - ~~ii. Guides departments/units in understanding equity issues and the accommodation process.~~
 - ~~iii. Recommends specific accommodations which promote the individual’s ability to meet work and professional competencies while diminishing impact of disability.~~
 - ~~iv. Facilitates or supports reasonable accommodation efforts and provides support to employees with disabilities and their supervisors and units.~~
 - ~~v. Provides consultation to, or referral of, faculty and staff members who experience difficulty meeting professional or work-related responsibilities due to disability.~~
 - ~~vi. Provides direct services such as communication support for deaf and hard of hearing employees, evaluation, training, and technical support with adaptive technology, access to materials in alternate format, loan of ergonomic furniture and equipment, and adaptive technology and software.~~
 - ~~vii. Working closely with university Facilities and Operations through the Accessibility Advisory Committee to promote universal design in capital projects.~~
 - ~~viii. Works closely with the offices that provide human resource services, environmental health and safety services, safe disclosure and human rights services, and specific units in supporting faculty and staff members with disabilities.~~

~~g. Additional Resources~~

~~A large variety of additional specialized support services, such as the Sexual Assault Centre, the Aboriginal Student Services Centre, Student Legal Services and the Chaplain’s Association, can provide information, counseling, and support to persons involved in issues of discrimination, harassment, and accommodation. Those seeking advice or information as it pertains to University policy are encouraged to contact the Office of Safe Disclosure and Human Rights or the Student OmbudService which can also provide referrals to the support service units.~~

~~As part of its commitment to provide a work, study, and living environment free from discrimination and harassment, the University will review from time to time the resources needed to carry out this Policy.~~

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DEFINITIONS

<p>Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. ▲Top</p>	
<p>Members of the University Community</p>	<p>All employees, (including but not limited to, academic staff, support staff and administrators), adjunct professors, professors emeriti, lecturers, clinical staff, all students (including undergraduate students and graduate students), and post-doctoral fellows.</p>
<p>Respectful Environment</p>	<p>The respectful environment is characterized by a shared commitment to civility and human dignity. It values and respects academic freedom and it welcomes a diversity of perspectives. It recognizes and rejects activities that are harmful to mutual respect and is committed to educating members of the University about respect in work, study, and living environments. The work, study and living environment extends beyond the University's campuses and properties and includes, but is not limited to, University-related functions, work or study assignments outside the University, work or study-related conferences or training sessions, work or study-related travel, and communication by phone, computer, or other electronic means.</p>
<p>Discrimination</p>	<p>A distinction, whether or not intentional, based on a characteristic or perceived characteristic referenced in the protected grounds that has the effect of imposing on an individual or group of individuals burdens, obligations or disadvantages that are not imposed on others, or of withholding or limiting access to opportunities, benefits and advantages available to other individuals in society.</p>
<p>Harassment</p>	<p>Conduct or comment, either one-time or repeated that:</p> <ul style="list-style-type: none"> a) is demeaning, intimidating, threatening, or abusive; and b) is not trivial or fleeting in nature; and c) causes offence and should have reasonably been expected to offend; and d) serves no legitimate purpose for the work, study or living environment, and e) undermines authority or respect in the work, study or living environment, or impairs work or learning performance, or limits opportunities for advancement or the pursuit of education or research, or creates an intimidating, hostile or offensive work or learning environment. <p>Harassment includes <u>bullying</u>, which is a form of aggression that may include physical, verbal, or emotional abuse. Bullying poisons the work, study or living environment of the person it targets. It can include persistent, offensive, abusive, intimidating or insulting behavior, abuse of power, and/or unfair sanctions which make the individual feel threatened, humiliated, and/or vulnerable.</p> <p><u>Sexual Harassment</u> may be broadly defined as unwelcome conduct or comment of a sexual nature which detrimentally affects the work, study or living environment or otherwise leads to adverse consequences for the person who is the target of the harassment.</p> <p>It may consist of unwanted sexual attention, sexually oriented remarks or behaviours, or the creation of a negative psychological and emotional environment based on gender, gender identity or sexual orientation. It may be an isolated act or repetitive conduct, but cannot be trifling. A reprisal or threat of reprisal against an individual for rejecting a sexual solicitation or advance may also constitute sexual harassment.</p>

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	<p>The person(s) engaged in harassment need not have the intention to harass; it is the objective assessment of the circumstances that matters. How would a reasonable observer perceive the situation? A complainant need not expressly object to unwelcome conduct or comments, although any clear indication that the behaviour is unwanted will satisfy the test. A complainant's apparent passivity or failure to object overtly to sexual advances does not necessarily signal consent or welcomed behaviour, especially where a power imbalance exists between the individuals.</p> <p><u>Racial Harassment</u> involves unwanted or unwelcome comments, conduct or behavior that humiliates, intimidates, excludes or isolates an individual or group by focusing on their race, ethnicity, origin or religion. Overall, racial harassment undermines self-esteem and is a violation of the dignity and security of the individual or group(s) that it targets.</p>
Duty to Accommodate	<p>The duty to accommodate obligates the University to make reasonable adjustments, to the point of undue hardship or as required by law, to the delivery of services (including teaching and the method of evaluation) and the conditions of employment in order to reduce or eliminate the impact of discriminatory rules, policies, practices, standards, terms of employment, or decisions, which have an adverse impact on an individual or group of individuals based on a characteristic or perceived characteristic referenced in the protected grounds.</p>
Accommodation	<p>Accommodation is the process of making reasonable adjustments to the delivery of services and the conditions of employment in order to alleviate any adverse impacts on persons that result from the application of reduce or eliminate the impact of discriminatory rules, policies, practices, standards, terms of employment, or decisions, due to which have an adverse impact on an individual or group of individuals based on a characteristic or perceived characteristic referenced in the protected grounds. Accommodation is a shared responsibility between the University and the individual in need of accommodation, and is assessed on the unique circumstances of each individual. The process requires reasonable accommodation, not instant or perfect accommodation. The recipients of accommodation (e.g. students, faculty and staff) may be required to try different accommodation options. The University is required to provide reasonable accommodation up to the point of undue hardship.</p> <p>Accommodation neither requires nor implies that the University lower its academic or professional standards. Nor does accommodation relieve students of the responsibility to demonstrate the essential skills and competencies required by programs or staff of the responsibility to meet the performance requirements of a position in which they are accommodated.</p>
Bona fide requirement (BFR) / Bona fide occupational requirement (BFOR)	<p>A limitation on individual rights may be reasonable and justifiable if the University can show that a discriminatory practice, standard, decision or rule is a “bona fide requirement” (BFR) or “bona fide occupational requirement” (BFOR). To justify such a determination Currently, to establish a BFR or BFOR, , the University must demonstrate, on a balance of probabilities, that the impugned practice, standard, decision or rule:</p> <ol style="list-style-type: none"> a) was adopted for a rational purpose connected to the performance of the job or the provision of the service; b) was adopted in an honest and good faith belief that it was necessary to the fulfillment of the job or service; c) is reasonable and necessary to the fulfillment of the job or service.
Protected Grounds	<p>Discrimination is prohibited based on the following protected grounds:</p> <ol style="list-style-type: none"> a) race

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	<ul style="list-style-type: none"> b) colour c) ancestry d) place of origin e) religious beliefs f) gender, gender identity and gender expression (including pregnancy and gender identity) g) physical disability h) mental disability i) marital status j) family status k) source of income l) sexual orientation m) age n) political beliefs; <p>or any other groups as amended from time to time.</p>
<p>Undue Hardship</p>	<p>The University has a duty to take reasonable steps to accommodate individual needs to the point of undue hardship. Undue hardship occurs when accommodation would create onerous conditions for the University. While undue hardship will be decided in the circumstances of each case, onerous conditions may include, but are not limited to, the following. When the proposed accommodation would: including but not limited to the following, should be considered:</p> <ul style="list-style-type: none"> a) pose when there is a risk to the safety of others or a substantive risk of personal injury to the person seeking accommodation, b) entail unreasonable financial cost such that a program or service would cease to exist, or otherwise be unreasonable for the University to bear the costs of accommodation, c) effectively lower academic and/or when accommodation alternatives would result in lowering performance standards or result in substantive job requirements being unmet, d) unduly disrupt or interfere with when the accommodation would be unduly disruptive to an academic staff or collective agreement or cause substantial detrimental effects on other employees, e) When an educational accommodation would result in essential elements of an educational service or program not being offered to other students, or cause a detrimental effect on other students. as a result of accommodating an individual or a group of students. <p>All students are bound by the Code of Student Behaviour.</p>
<p>Informal Resolution</p>	<p>Informal resolutions are those that achieve remedies agreeable to complainants and respondents, but do not invoke formal resolution procedures. Informal resolutions involve the relevant parties, and may include coaching, counseling, supporting, mediating, or otherwise facilitating the resolution of the complaint. See procedures linked to this Policy.</p>
<p>Formal Resolution</p>	<p>Formal resolutions are effected through procedures described in the University's academic staff and collective agreements with AASUA and NASA, in the Code of Student Behaviour, in the Postdoctoral Fellows Policy or in the procedures linked to the Discrimination, Harassment and Duty to Accommodate Policy.</p>
<p>Remedy</p>	<p>The general purposes of a remedy are:</p> <ul style="list-style-type: none"> a) to restore, as closely as possible, to a person whose complaint of discrimination or harassment has been sustained, the position she or he would have been in had the discrimination or harassment not occurred; and b) To prevent further acts of discrimination or harassment.

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	A remedy will be appropriate to the individual case and severity of the finding of discrimination or harassment. It may include, but is not limited to, an apology, the creation of a policy, a promise or requirement to cease the behaviour, or a transfer.
Complainant	A complainant is a person who alleges s/he has experienced believes he or she has been a victim of discrimination and/or harassment and initiates a complaint against a member of the University community or other individual covered under this Policy.
Respondent	A respondent is a member of the University community who has been accused of discrimination or harassment by a complainant.

RELATED LINKS

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

Administrative and Professional Officer Agreement (University of Alberta)
Alberta Human Rights Act (Government of Alberta)
Code of Student Behaviour (University of Alberta)
Discrimination and Harassment Complaint Guidelines for Students (University of Alberta)
Employment Equity and Human Rights (Government of Alberta and Canada)
Ethical Conduct and Safe Disclosure Policy (University of Alberta)
Faculty Agreement (University of Alberta)
Faculty Service Officer Agreement (University of Alberta)
Federal Contractors Program (Government of Canada)
Helping Individuals at Risk Policy (University of Alberta)
Human Resource Services (University of Alberta)
Librarian Agreement (University of Alberta)
Office of the Student Ombuds (University of Alberta)
NASA Collective Agreement (University of Alberta)
Office of Safe Disclosure and Human Rights (University of Alberta)
Postdoctoral Fellows Policy (University of Alberta)
Sessional Agreement (University of Alberta)
~~Specialized Support and Disability Services~~ **Student Accessibility Services** (University of Alberta)
University of Alberta Protective Services (University of Alberta)

PUBLISHED PROCEDURES OF THIS POLICY

Duty to Accommodate Procedure
Discrimination and Harassment Complaint Procedure
~~Discrimination and Harassment—Allegations Against Students Procedure~~
~~Discrimination and Harassment—Allegations Against Staff Procedure~~

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Original Approval Date: May 11, 2012

Most Recent Approval:

Discrimination and Harassment – Allegations Against Staff Complaint Procedure

Office of Administrative Responsibility:	Vice Provost and Dean of Students Vice-Provost & Associate Vice-President, Human Resources
Approver:	Vice-Provost and Associate Vice-President (Human Resources) Vice Provost and Dean of Students
Scope:	Compliance with this University procedure extends to all members of the University community. Compliance with this University policy extends to academic staff, administrators, colleagues, and support staff as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories) as well as undergraduate and graduate students, postdoctoral fellows, emeriti, members of the Board of Governors, third party contractors, visiting speakers and volunteers.

Purpose

This Procedure establishes general responsibilities related to **discrimination and harassment** and specific procedures which apply where a complaint of discrimination or harassment is brought against a faculty or staff member, **student or post-doctoral fellow (PDF)** at the University of Alberta. This procedure also provides guidance for any party involved in such a complaint. ~~The procedure for cases in which a complaint of discrimination or harassment is brought against a student can be found in the Discrimination and Harassment – Allegations Against Students Procedure.~~

~~Informal resolution and formal resolution procedures for complaints of discrimination and harassment are described in order to ensure an established process for the management and resolution of complaints.~~

Informal ~~and formal~~ resolution ~~and formal resolution~~ procedures will be applied according to the University of Alberta's negotiated investigative, disciplinary, or grievance procedures as contained in its agreements with the Association of Academic Staff at the University of Alberta (AASUA), the Non-Academic Staff Association (NASA), the *Code of Student Behaviour*, *Postdoctoral Fellows Dispute Resolution Procedure* and other applicable contracts or policies.

~~This procedure is guided by the principles of natural justice and by the principles that all parties will act in good faith, that the confidentiality contemplated by the process will be maintained and that no complainant or respondent will coerce another party. Examples of coercive behavior include threats and intimidation.~~

PROCEDURE

This procedure is guided by the principles of **natural justice** and by the principles that the parties involved in a complaint will act in good faith, that the confidentiality contemplated by resolution processes will be maintained and that no complainant or respondent will retaliate against the other party. Examples of retaliation include threats and intimidation.

RESPONSIBILITIES:

Comment [1]: Subsection previously located in the parent Policy

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The following parties have specific responsibilities under this procedure.

President, Vice-Presidents, Deans, Directors and Chairs are responsible for:

- informing themselves and **members of the University community** for whom they are responsible of the provisions of the *Discrimination, Harassment and Duty to Accommodate Policy* and associated Procedures and supporting awareness about discrimination and harassment issues.
- participating in processes aimed at resolving complaints of discrimination and harassment and supporting the determined remedy as appropriate under agreed-upon terms.

The Office of Safe Disclosure and Human Rights (OSDHR) is responsible for:

- providing advice and information on policies and procedures relating to discrimination and harassment to complainants, respondents and members of the University community.
- providing advice and/or referral services (including, but not limited to AASUA, NASA, Office of the Student Ombuds (OSO), Sexual Assault Centre, Student Accessibility Services (SAS), Human Resource Services (HRS) and Organizational Health and Effectiveness (OHE) to any member of the University community who asks for help with a discrimination or harassment problem.
- developing and implementing an educational framework focused on preventing discrimination and harassment as well as informing or training members of the University community of the provisions of this Procedure. This includes providing guidance on creating a work, study and living environment that is supportive of human rights.
- monitoring, where possible, the resolution processes engaged under this Procedure to ensure they are fair and equitable for all, and expressing any concerns to the appropriate Vice-President.
- reporting directly to the Associate Vice-President (Audit and Analysis) and submitting an annual report to General Faculties Council and to the Board of Governors.

INFORMAL RESOLUTION

The informal resolution processes referred to above allow the participants a greater measure of control in the process and in the outcomes than is afforded by formal resolution processes. Depending on the nature of a specific case, informal procedures may not be an appropriate option for parties to pursue. Resolution resulting from an informal process may take many forms but the following aspects of the outcome of the process are consistent:

- a. all parties agree to the resolution;
- b. the resolution is documented in writing; AND
- c. the parties take ownership for the resolution and self-enforce the agreement. The following list of resources may provide assistance with informal resolution of a discrimination or harassment complaint.

- The Office of Safe Disclosure and Human Rights
- Office of the Student Ombuds (OSO)
- Faculty and Staff Relations
- Human Resource Services
- A department Chair or associate Chair, or other official in a department or a Dean or Associate Dean, in the case of a Faculty without department Chairs
- Graduate Student Assistance Program
- University Health Centre
- Counseling and Clinical Services
- Sexual Assault Centre
- University of Alberta Protective Services
- Student Success Centre
- Student Accessibility Services
- International Student Services
- Student Legal Services
- Aboriginal Student Services Centre
- Chaplains' Association
- Association of Academic Staff University of Alberta (AASUA)
- Non-Academic Staff Association (NASA)

Comment [2]: Content relocated from former Allegations Against Students Procedure. Applies to both staff and students.

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FORMAL RESOLUTION

Any party may choose to engage a formal resolution process for a discrimination or harassment complaint at any time without repercussion. Under no circumstances will the lack of willingness to engage in an informal process or failure to reach an informal agreement be held against any party in a formal resolution. A formal resolution process may also be engaged when a resolution reached through an informal process fails.

Comment [3]: Content relocated from former Allegations Against Students Procedure. Applies to both staff and students.

ALLEGATIONS AGAINST FACULTY AND STAFF

1. ALLEGATIONS AGAINST SUPPORT STAFF COMPLAINTS

- a. Resolution procedures for support staff complaints, where the **complainant** and/or the **respondent** are both ~~is~~ a NASA members, are found in Article 18 "*Discrimination and Harassment Complaints*" of the Common Provisions of the NASA Collective Agreement.

2. ALLEGATIONS AGAINST ACADEMIC STAFF COMPLAINTS

- a. Resolution procedures for academic staff complaints, where the respondent is an AASUA member, are found in Article 16 "*Discipline*" of the AASUA Faculty Agreement, the Administrative and Professional Officer Agreement, the Faculty Service Officer Agreement, the Librarian Agreement, and in Article 13 "*Discipline*" of the Sessional and Other Temporary Staff Agreement, Article 14 of the Contract Academic: Teaching Staff Agreement and Article 16 of the Trust/Research Academic Staff Agreement

~~3. STUDENT COMPLAINTS~~

- ~~a. When the complainant is a student and the respondent is an AASUA or a NASA member, resolution procedures are found in Article 16 "*Discipline*" of the AASUA Faculty Agreement, the Administrative and Professional Officer Agreement, the Faculty Service Officer Agreement, the Librarian Agreement, and in Article 13 "*Discipline*" of the Sessional and Other Temporary Staff Agreement, Article 14 of the Contract Academic: Teaching Staff Agreement, Article 16 of the Trust/Research Academic Staff Agreement, and Article 18 "*Discrimination and Harassment Complaints*" of the NASA Collective Agreement.~~
- ~~b. When the complainant and respondent are both students, refer to the *Discrimination and Harassment Allegations Against Students Procedure*.~~
- ~~c. When the complainant is an AASUA or NASA member and a student is the respondent, the Code of Student Behaviour will apply.~~

3. ALLEGATIONS AGAINST STUDENTS

a. Resolution procedures ~~The Code of Student Behaviour is the formal resolution mechanism for~~ complaints of discrimination or harassment raised against a student at the University of Alberta, whether that complaint is raised by another student or by any member of the University community, are found in the *Code of Student Behaviour*.

b. Resolution procedures for complaints against an academically employed graduate student acting in that capacity, are found in the provisions of the Graduate Student Assistantship Collective Agreement.

For further information on both the informal and formal resolution processes, refer to the Discrimination and Harassment Complaint Guideline for Students.

4. ALLEGATIONS AGAINST POSTDOCTORAL FELLOWS (PDFs)

a. Resolution procedures for complaints against postdoctoral fellows are found in the *Postdoctoral Fellows Discipline Procedure*.

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DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. ▲ Top	
Members of the University Community	All employees, (including but not limited to, academic staff, support staff and administrators), adjunct professors, professors emeriti, lecturers, clinical staff, all students (including undergraduate students and graduate students), and post-doctoral fellows.
Discrimination	A distinction, whether or not intentional, based on a characteristic or perceived characteristic referenced in the Protected Grounds that has the effect of imposing on an individual or group of individuals burdens, obligations or disadvantages that are not imposed on others, or of withholding or limiting access to opportunities, benefits and advantages available to other individuals in society.
Harassment	<p>Conduct or comment, either one-time or repeated that:</p> <ul style="list-style-type: none"> a) is demeaning, intimidating, threatening, or abusive; and b) is not trivial or fleeting in nature; and c) causes offence and should have reasonably been expected to offend; and d) serves no legitimate purpose for the work, study or living environment, and e) undermines authority or respect in the work, study or living environment, or impairs work or learning performance, or limits opportunities for advancement or the pursuit of education or research, or creates an intimidating, hostile or offensive work or learning environment. <p>Harassment includes <u>bullying</u>, which is a form of aggression that may include physical, verbal, or emotional abuse. Bullying poisons the work, study or living environment of the person it targets. It can include persistent, offensive, abusive, intimidating or insulting behavior, abuse of power, and/or unfair sanctions which make the individual feel threatened, humiliated, and/or vulnerable.</p> <p><u>Sexual Harassment</u> may be broadly defined as unwelcome conduct or comment of a sexual nature which detrimentally affects the work, study or living environment or otherwise leads to adverse consequences for the target of the harassment.</p> <p>It may consist of unwanted sexual attention, sexually oriented remarks or behaviours, or the creation of a negative psychological and emotional environment based on gender, gender identity or sexual orientation. It may be an isolated act or repetitive conduct, but cannot be trifling. A reprisal or threat of reprisal against an individual for rejecting a sexual solicitation or advance may also constitute sexual harassment.</p> <p>The person(s) engaged in harassment need not have the intention to harass; it is the objective assessment of the circumstances that matters. How would a reasonable observer perceive the situation? A complainant need not expressly object to unwelcome conduct or comments, although any clear indication that the behaviour is unwanted will satisfy the test. A complainant's apparent passivity or failure to object overtly to sexual advances does not necessarily signal consent or welcomed behaviour, especially where a power imbalance exists between the individuals.</p> <p><u>Racial Harassment</u> involves unwanted or unwelcome comments, conduct</p>

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	or behavior that humiliates, intimidates, excludes or isolates an individual or group by focusing on their race, ethnicity, origin or religion. Overall, racial harassment undermines self-esteem and is a violation of the dignity and security of the individual or group(s) that it targets.
Informal Resolution	These resolutions that achieve remedies agreeable to respondents and complainants, but do not invoke formal resolution procedures. Informal resolutions involve the relevant parties and many include coaching, counseling, supporting, mediating or otherwise facilitating the resolution of the complaint.
Formal Resolution	Resolutions effected through procedures described in the disciplinary clauses or grievance procedures of the University's academic staff agreements or collective agreement or with AASUA and NASA, in the Code of Student Behaviour, in the Postdoctoral Fellows Policy, or in other procedures linked to the Discrimination, Harassment and Duty to Accommodate Policy.
Natural Justice	<p>The University of Alberta strives to ensure that the principles of natural justice, as summarized below, apply to the adjudication of disputes between persons or organizations. For a full outline of the principles and how they are applied, employees should consult their applicable collective or academic staff agreement and students should consult the <i>Code of Student Behaviour</i>.</p> <p>The principles of natural justice include:</p> <ul style="list-style-type: none"> a) members of the University are entitled to representation by the Association to which they belong (AAS:UA, NASA, GSA, SU) or, in the case of students, to receive advice from by the Student OmbudService Office of the Student Ombuds (OSO), Student Legal Services or other student advisors during any stage of the process. b) respondents have the right to know the identity of the complainant and details of a complaint, c) investigations will normally be completed in a timely manner, d) complainants, respondents and witnesses will have protection from reprisals, e) complainants and respondents will have the opportunity to present information in support of their positions and to defend themselves against allegations, and f) complainants and respondents have the right to receive clarification of the investigator's findings, if needed. <p>Unless otherwise noted in the applicable collective or academic staff agreement or the <i>Code of Student Behaviour</i>, this policy does not confer any rights upon complainants or respondents to examine or cross-examine witnesses.</p>
Complainant	<ul style="list-style-type: none"> a. A person who believes they or another person have experienced been a victim of discrimination or harassment and initiates a complaint, or b. The Union or the Employer when making a complaint under Article 18 of the NASA agreement
Respondent	<ul style="list-style-type: none"> a. A person who has been accused of discrimination or harassment by a complainant, or b. The Union or the Employer under Article 18 of the NASA agreement

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RELATED LINKS

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

[Faculty Agreement \(University of Alberta\)](#)

[Administrative and Professional Officer Agreement \(University of Alberta\)](#)

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

[Librarian Agreement \(University of Alberta\)](#)

[Sessional Agreement \(University of Alberta\)](#)

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

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

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

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

[Code of Student Behaviour \(University of Alberta\)](#)

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Original Approval Date: May 11, 2012

Most Recent Approval:

Duty to Accommodate Procedure

Office of Administrative Responsibility:	Vice Provost and Dean of Students Vice-Provost & Associate Vice-President, Human Resources
Approver:	Provost and Vice-President (Academic)
Scope:	Compliance with this University procedure extends to all members of the University community. Compliance with this University policy extends to academic staff, administrators, colleagues, and support staff as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories) as well as undergraduate and graduate students, postdoctoral fellows, emeriti, members of the Board of Governors, third party contractors, visiting speakers and volunteers.

Overview

The *Alberta Human Rights Act* (the “Act”) prohibits discriminatory conduct against, or effects on, individuals who would, because of a characteristic that falls within a **protected ground**, experience discrimination in the **protected areas** of employment, tenancy and access to goods, services, accommodations and facilities customarily available to members of the public. **Members of the University community**, who would experience discrimination because of a characteristic that falls within a protected ground, have the right to be reasonably accommodated.

The provision of reasonable accommodations gives effect to the inherent dignity of each individual and enables individuals to equitably participate in those protected areas, including services related to post-secondary education. Some of these services include, but are not limited to, participation in or access to course work, practicum and clinical placements, co-op placements, employment, graduate internships, library services, athletic services, school teams, cafeteria services, parking and transport services, computing services, health services, counseling services and others. The University is required to provide reasonable accommodation up to the point of undue hardship, except in cases where the University can show that the discriminatory practice, standard, decision or rule is a “**bona fide requirement**” (**BFR**) or a “**bona fide occupational requirement**” (**BFOR**). Examples of accommodation measures and assessing undue hardship information can be found in a link at the end of this procedure.

Purpose

Accommodation enables equitable participation in the areas of employment, tenancy, education, and access to other goods and services.

Accommodation should be provided in a manner that respects the dignity of the individual, meets the needs of that particular individual, promotes integration and full participation, and respects confidentiality.

Academic accommodation aims to ensure that members of the University community who would experience discrimination based on any of the protected grounds have reasonably equal access to services provided by post-secondary education. These services include but are not limited to course work, practicum and clinical placements, co-op placements, graduate internships, library services, athletic services, school teams, cafeteria services, parking and transport services, computing services, health services, counseling services and others.

The University is required to provide accommodation up to the point of **undue hardship**.

The purpose of this procedure is to set out:

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- the general responsibilities that various University units have to fulfil the duty to accommodate
- the process to request and implement reasonable accommodations and the more specific responsibilities that each party has in the search for reasonable accommodations
- the appeal process in the event there is an alleged failure to reasonably accommodate a member of the University community
- information related to privacy and document retention.

PROCEDURE

GENERAL RESPONSIBILITIES

The **duty to accommodate** is an institutional obligation and a shared responsibility between the University and the member of the University community requiring accommodation. Any department or unit may be called upon to implement accommodation and the primary responsibility for considering and effecting an accommodation, up to the point of undue hardship, rests with the department or unit.

The following parties have additional responsibilities for supporting the duty to accommodate on campus:

Comment [1]: Content previously located in the parent Policy

President, Vice-Presidents, Deans, Directors and Chairs are responsible for:

- Working to inform themselves and members of the University community for whom they are responsible of the provisions of this Policy and Procedure and supporting awareness about duty to accommodate issues.
- Supporting, participating in, and ensuring that within their portfolios, reasonable accommodation is provided ~~when and to the extent required by law.~~ If the need for accommodation is evident, responsibility for providing it may exist even if the person requiring it does not self-identify. Vice-Presidents have specific responsibility for authorizing and providing funds to assess accommodation options and have them implemented.
- Ensuring proper collection, retention of and access to accommodation records, which respects the privacy interests of the individual and the University's need for sufficient information to assess and implement accommodations.

The Office of Safe Disclosure and Human Rights (OSDHR) is responsible for:

- Providing advice and information on policies and procedures relating to the duty to accommodate to complainants, respondents, those requesting accommodation and members of the University community.
- Providing advice and/or referral services to any member of the University community who asks for help in relation to a request for accommodation, including, but not limited to AASUA, NASA, Office of the Student Ombuds (OSO), Student Accessibility Services (SAS) and Human Resource Services (specifically Organizational Health and Effectiveness – OHE).
- Developing and implementing an educational framework focused on informing or training members of the University community ~~of the provisions of~~ about this Procedure. This includes providing guidance on creating a work, study and living environment that is supportive of human rights.
- Monitoring, where possible, resolution processes undertaken to resolve matters that arise under this Procedure to ensure they are fair and equitable for all, and expressing any concerns to the appropriate Vice-President.
- Reporting directly to the Associate Vice-President (Audit and Analysis) and submitting an annual report to General Faculties Council and to the Board of Governors.

Student Accessibility Services (SAS), the office responsible for providing specialized support and accessibility services, is guided by the mandate of the University of Alberta's *Policy for Students with Disabilities* of "attracting and retaining qualified students with disabilities". SAS ~~the office~~ serves prospective and current students whose ~~permanent disabilities involve conditions~~ affecting mobility, vision, hearing, and physical and mental health. It coordinates the process of accommodating students with disabilities in cooperation with faculties, departments, and appropriate units by:

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- Evaluating the impact of barriers in the environment and of the disability (based on formal documentation of disability and student information) in the context of meeting academic program requirements on a case by case basis.
~~Making~~ Recommending and coordinating the implementation of reasonable accommodations while maintaining academic standards ~~and in keeping with the University's policies and human rights legislation.~~
- Promoting and advising on universal design and access to all areas of university life in which students with disabilities participate (such as classroom, lab and field experience learning, housing, recreation, electronic instruction and communication and university events).
- Working closely with university Facilities and Operations through the Accessibility Advisory Committee to promote universal design in capital projects.
- Guiding departments/units in understanding equity issues and the accommodation process to mitigate accessibility barriers for students with disabilities.
- Working closely with the offices that provide services to students, environmental health and safety services, safe disclosure and human rights services, and specific units in supporting students with disabilities.

Human Resource Services (HRS) has primary responsibility for disability management and ~~permanent~~ accommodation due to physical or mental disability for faculty and staff. HRS works in close liaison with faculties, departments, and other administrative units to promote an inclusive and accessible teaching, research, and work environment for employees with disabilities and to advance recruitment initiatives consistent with the University's employment equity plan. To that end, HRS:

- Promotes barrier-free workspaces and inclusive practices that accommodate disability.
- Recommends and facilitates specific accommodations which promote the individual's ability to meet work and professional competencies ~~while diminishing impact of disability.~~
- Facilitates reasonable accommodation efforts and provides support to employees with disabilities and their supervisors and units.
- Provides consultation to, or referral of, faculty and staff members who experience difficulty meeting professional or work-related responsibilities due to disability.
- Provides advice and assistance to staff members and departments regarding adaptive technology and software, communication support for deaf and hard of hearing employees and ergonomic furniture and equipment, and administers the University's Reasonable Accommodation Fund.
- Works closely with University Facilities and Operations through the Accessibility Advisory Committee to promote universal design in capital projects.

A large variety of additional specialized support services can provide information, counseling, and support to persons involved in issues of discrimination, harassment, and accommodation. Those seeking advice or information as it pertains to University policy are encouraged to contact the Office of Safe Disclosure and Human Rights or the Office of the Student Ombuds (OSO), which can also provide referrals to the support service units.

ACCOMMODATION PROCESS

At all stages of the accommodation process, ~~responses should be timely and constructive. of providing accommodation, timeliness is critical.~~ Requests for accommodation will be considered on a case by case basis, and decisions will be made within a timeframe that is respectful of both individual needs and operational realities. ~~Examples of accommodation measures and assessing undue hardship information can be found in a link at the end of this procedure.~~

Both the person seeking accommodation and the University have rights and responsibilities in the accommodation process. These are generally outlined below.

1. THE PERSON ~~REQUIRING~~ REQUESTING ACCOMMODATION IS RESPONSIBLE FOR:

- a. Reviewing the University's policy regarding accommodation, and in the case of an employee, the relevant provisions of any applicable collective or academic staff agreement;

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- b. Making ~~his or her~~ **their** needs known to the best of ~~his or her~~ **their** ability, preferably in writing, so that the person responsible for assessing and implementing accommodation may engage in a dialogue about possible accommodations;
- c. Making timely disclosure of the request for accommodation, preferably before adverse consequences are experienced;
- d. Answering questions or providing information about relevant restrictions or limitations, including information from health care professionals, where appropriate, and as needed;
- e. Participating in discussions about possible accommodation solutions;
- f. Cooperating with any experts whose assistance is required to manage the accommodation process;
- g. Meeting agreed upon performance standards once accommodation is provided;
- h. Working with the accommodation provider in an ongoing manner to manage the accommodation process.
- i. **If the individual is a student, making application for provincial and federal grants to defray the cost of accommodation.**

2. THE UNIVERSITY IS RESPONSIBLE FOR:

~~Responding to a request for accommodation in a timely and constructive way.~~ The duty to accommodate is triggered when ~~the an~~ individual ~~requiring~~ **requests** accommodation ~~makes the request, or where in the case of an unreported disability, when~~ the University should reasonably have known that ~~the an~~ individual ~~suffered from~~ **has** a disability requiring accommodation.

Once aware that accommodation is, or may be, required, the appropriate University representative is responsible for:

- a. Requesting from the individual in need of accommodation whatever medical or other information is reasonably necessary to assess the need for accommodation and to identify sufficiently that individual's specific needs. Assistance may be requested from offices including but not limited to:
 - i. ~~For student queries – Student OmbudService (SOS)~~ **Office of the Student Ombuds (OSO) or Specialized Support and Disability Services (SSDS)** **Student Accessibility Services (SAS) for student queries**
 - ii. ~~For academic and support staff queries –~~ **Organizational Health and Effectiveness (OHE) for academic and support staff queries**
 - iii. ~~If Office of Safe Disclosure and Human Rights (OSDHR), if unsure~~ **of the appropriate body to address the query** ~~for initial queries for members of the University community.~~
- b. Considering the specific needs of the individual, in consultation with ~~SSDS, HPaWS~~ **SAS, OHE** and/or OSDHR as appropriate, determine what accommodation (short of undue hardship) can be made in order to **remove barriers to** allow the individual to continue in employment, studies, research or other activities and to access the facilities and services of the University.
- c. If the accommodation under consideration may impinge upon or conflict with:
 - i. the terms of the staff agreements for **Administrative and Professional Officers**, Librarians, Sessional or Other Temporary Staff, Trust/Research Academics, agreements for excluded support staff or the NASA collective agreement, then ~~the Employee Relations unit (in Human Resource Services)~~ should be consulted for advice, assistance or input.
 - ii. the terms of the agreements with postdoctoral fellows, graduate teaching/research assistants, AASUA Faculty, Contract Academic Staff, Teaching or Faculty Service Officers, then the Faculty and Staff Relations office (in the Office of the Provost & Vice-President Academic) should be consulted for advice, assistance or input.

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iii. the **academic or employment** qualifications, educational program requirements or performance standards set by the University's governing bodies, then the Office of the Dean (or delegate) for the Faculty should be consulted for advice, assistance or input.

d. Doing what is required to provide accommodation to support an individual affected by discrimination, to the extent required by the law. For example, exceptions will be made for certain types of permissible discrimination recognized under the Alberta Human Rights Act such as age and marital status discrimination permitted for pension plans.

~~3. ALTERNATE AVENUES OF COMPLAINT~~

~~If it is determined that other avenues of complaint/appeal may be more appropriate, guidance will be provided to the complainant by SOS, SSDS, HPaWS or OSDHR as to the options available for consideration.~~

3. APPEALS

When efforts to arrange accommodation **for students or staff** at the Department or Unit level are unsuccessful, a review may be conducted by the Dean (or delegate) of the relevant Faculty **or equivalent authority within an administrative department**, and **by** the offices of administrative responsibility for this policy (see page 1 of this procedure). Seeking such advice as is necessary, they will determine whether **reasonable** accommodation can be made at an institutional level.

If it is determined that other avenues of complaint/appeal would be more appropriate, guidance will be available from the Office of Safe Disclosure and Human Rights or **Student Ombuds Service Office of the Student Ombuds (OSO)** on any internal or external options.

Comment [2]: Relocated from 6.

~~4. PRIVACY~~

The University will respect the individual's dignity and privacy throughout the accommodation process, subject to such reasonable exceptions as are necessary to assess and implement accommodation. ~~Exceptions to privacy may arise when the safety of individuals is at risk or if disclosure is required by law.~~ The University will provide details of the accommodation to those who need to know, and will ~~consult with~~ **notify** the individual who has sought accommodation about those disclosures. **Exceptions to privacy may arise when the safety of individuals is at risk or if disclosure is required by law, or otherwise in accordance with the Freedom of Information and Protection of Privacy Act.**

Comment [3]: Relocated from 5.

~~4.5. DOCUMENT RETENTION~~

- a. When produced, the University, through the offices of ~~SSDS or HPaWS~~ **SAS or OHE** or the employee's home department or unit, will retain written records **produced in the accommodation process**, according to the University's retention schedule and ~~in accordance with~~ **any applicable** legislation, of the:
- ~~request for accommodation, and the date required~~ **the request was made,**
 - options considered,
 - form of accommodation offered to the affected individual, **if any**, and ~~her or his~~ **their** response, and
 - date the accommodation request was concluded, if applicable.

~~5. PRIVACY~~

~~The University will respect the individual's dignity and privacy throughout the accommodation process, subject to such reasonable exceptions as are necessary to assess and implement accommodation. Exceptions to privacy may arise when the safety of individuals is at risk or if disclosure is required by law. The University will provide details of the accommodation to those who need to know, and will consult with the individual who has sought accommodation about those disclosures.~~

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6. APPEALS

When efforts to arrange accommodation at the Department or Unit level are unsuccessful, a review may be conducted by the Dean (or delegate) of the relevant Faculty and the offices of administrative responsibility for this policy (see page 1 of this procedure). Seeking such advice as is necessary, they will determine whether accommodation can be made at an institutional level.

If it is determined that other avenues of complaint/appeal would be more appropriate, guidance will be available from the Office of Safe Disclosure and Human Rights or Student OmbudService on any internal or external options.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. [▲Top]	
Members of the University Community	All employees, (including but not limited to, academic staff, support staff and administrators), adjunct professors, professors emeriti, lecturers, clinical staff, all students (including undergraduate students and graduate students), and post-doctoral fellows.
Accommodation	<p>Accommodation is the process of making reasonable adjustments to the delivery of services and the conditions of employment in order to reduce or eliminate the impact of discriminatory rules, policies, practices, standards, terms of employment, or decisions, which have an adverse impact on an individual or group of individuals based on a characteristic or perceived characteristic referenced in the Protected Grounds. Accommodation is a shared responsibility between the University and the individual in need of accommodation, and is assessed on the unique circumstances of each individual. The process requires reasonable accommodation, not instant or perfect accommodation. The recipients of accommodation (e.g. students and staff) may be required to try different accommodation options. The University is required to provide reasonable accommodation up to the point of undue hardship.</p> <p>Accommodation of students neither requires nor implies that the University lower its academic standards. Nor does accommodation relieve the student of that student's responsibility to develop the essential skills and competencies required by programs. Accommodation neither requires nor implies that the University lower its academic or professional standards. Nor does accommodation relieve students of the responsibility to demonstrate the essential skills and competencies required by programs or staff of the responsibility to meet the performance requirements of a position in which they are accommodated.</p>
Undue Hardship	<p>The University has a duty to take reasonable steps to accommodate individual needs to the point of undue hardship. Undue hardship occurs when accommodation would create onerous conditions for the University.</p> <p>While undue hardship will be decided in the circumstances of each case, onerous conditions, including but not limited to the following, should be considered:</p> <ol style="list-style-type: none"> a) when there is a risk to the safety of others or a substantive risk of personal injury to the person seeking accommodation. b) when financial cost is such that a program or service would cease to exist due to the financial burden of the accommodation, or other circumstances where it would be unreasonable to expect the University to bear the costs of accommodation. c) When accommodation alternatives would result in lowering performance standards or in substantive job requirements being

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	<p>unmet.</p> <p>d) When the accommodation would be unduly disruptive to an academic staff or collective agreement or cause substantial detrimental effect on other employees.</p> <p>e) When an educational accommodation would result in essential elements of a service or a program not being offered to other students, or cause a detrimental effect on other students, as a result of accommodating an individual or a group of students.</p> <p>All students are bound by the Code of Student Behaviour. Accommodation of students neither requires nor implies that the University lower its standards nor does accommodation relieve the student of their responsibility to develop the essential skills and competencies required by programs.</p>
<p>Bona fide requirement (BFR) / Bona fide occupational requirement (BFOR)</p>	<p>A limitation on individual rights may be reasonable and justifiable if the university can show that a discriminatory practice, standard, decision or rule is a "bona fide requirement" (BFR) or "bona fide occupational requirement" (BFOR). To justify such a determination, the University must demonstrate, on a balance of probabilities, that the impugned practice, standard, decision or rule:</p> <p>a) was adopted for a rational purpose connected to the performance of the job or the provision of the service;</p> <p>b) was adopted in an honest and good faith belief that it was necessary to the fulfillment of the job or service;</p> <p>c) is reasonable and necessary to the fulfillment of the job or service.</p>
<p>Duty to Accommodate</p>	<p>The duty to accommodate obligates the University to make reasonable adjustments, to the point of undue hardship or as required by law, to the delivery of services (including teaching and the method of evaluation) and the conditions of employment in order to reduce or eliminate the impact of discriminatory rules, policies, practices, standards, terms of employment, or decisions, which have an adverse impact on an individual or group of individuals based on a characteristic or perceived characteristic referenced in the Protected Grounds.</p>
<p>Protected Grounds</p>	<p>Discrimination is prohibited based on the following protected grounds:</p> <p>a) race</p> <p>b) colour</p> <p>c) ancestry</p> <p>d) place of origin</p> <p>e) religious beliefs</p> <p>f) gender, gender expression and gender identity (including pregnancy and gender identity)</p> <p>g) physical disability</p> <p>h) mental disability</p> <p>i) marital status</p> <p>j) family status</p> <p>k) source of income</p> <p>l) sexual orientation</p> <p>m) age</p> <p>n) political beliefs;</p> <p>or any other groups as amended from time to time.</p>
<p>Protected Areas</p>	<p>Discrimination is prohibited in the following protected areas:</p> <p>a) employment</p> <p>b) tenancy</p> <p>c) access to goods and services</p> <p>d) access to accommodations or facilities customarily available to</p>

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	members of the public
Discrimination	A distinction, whether or not intentional, based on a characteristic or perceived characteristic referenced in the Protected Grounds that has the effect of imposing on an individual or group of individuals burdens, obligations or disadvantages that are not imposed on others, or of withholding or limiting access to opportunities, benefits and advantages available to other individuals in society.

RELATED LINKS

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

Alberta Human Rights Act (Government of Alberta)

Sample Form – Notification of Need for Accommodation, Clarification of Need and Outcome of Accommodation Request (Canadian Human Rights Commission)

Reasonable Accommodation Fund (University of Alberta)

Financial Resources (University of Alberta)

[Alberta Human Rights Commission Interpretive Bulletin on Duty to Accommodate](#)

[Alberta Human Rights Commission Interpretive Bulletin on Duty to Accommodate Students with Disabilities in Post-Secondary Educational Institutions \(Alberta Human Rights Commission\)](#)

Consultation on Updates to the Discrimination, Harassment and Duty to Accommodate Policy

Summary of Input from the Non-Academic Staff Association Meeting of October 18, 2016

Discrimination, Harassment and Duty to Accommodate Policy	
Overview, 2. Responsibility <ul style="list-style-type: none"> - Revise references to “university community” to match Policy’s revised Scope statement 	Implemented wherever relevant
Policy, 1. Discrimination or Harassment <ul style="list-style-type: none"> - Third paragraph, strengthen language to clarify that if a complaint is upheld, appropriate action will be taken regardless of the seniority of the offender 	Implemented
Policy, 2. Duty to Accommodate <ul style="list-style-type: none"> - Retain description of BFOR within the body of the policy 	Implemented, preceded by the following statement: “The University will apply current relevant legal requirements in making such a determination.” This statement is intended to convey that should the test outlined in the policy be superseded by changes in case law, the University will observe legal requirements.
Policy, 3. General Responsibility <ul style="list-style-type: none"> - First paragraph, change “accommodates” to “accommodation - In statement of institutional responsibility, clarify that this applies to the Board of Governors and General Faculties Council - Bulleted list, second bullet: reorganize sentence for clarity - Retain the statement that the university will review the resources needed to carry out this policy 	Implemented Implemented Implemented On review with General Counsel, this commitment is believed to be implied in the institutional responsibilities outlined in the Policy – i.e., the University is already obligated under the Policy to provide resources sufficient to fulfill its obligations.
Definitions <ul style="list-style-type: none"> - Respectful Environment: add reference to electronic communication to match the statement contained in the body of the policy - Undue hardship: remove reference to Code of Student Behaviour 	Implemented Implemented

Discrimination and Harassment Procedure	
Formal Resolution, 1. Allegations against support staff, a. <ul style="list-style-type: none"> - Change “respondent is a NASA member” to “complainant and/or respondent is a NASA member” 	Implemented
Informal Resolution <ul style="list-style-type: none"> - Add AASUA and NASA to bulleted list 	Implemented
Duty to Accommodate Procedure	
Overview <ul style="list-style-type: none"> - First paragraph, final sentence: change “may have the right...” to “have the right” 	Implemented
Procedure, General Responsibilities <ul style="list-style-type: none"> - In description of Human Resource Services, correct second sentence to read “HRS works in close liaison with faculties” 	Implemented
Procedure, Accommodation Process, Preamble <ul style="list-style-type: none"> - Clarify that response should be both timely and constructive 	Implemented
Procedure, Accommodation Process, 2. The University if Responsible for <ul style="list-style-type: none"> - c. Change “HR Partnerships Unit” to “HRS” 	Implemented
Procedure, Accommodation Process, 3. Appeals <ul style="list-style-type: none"> - Add reference to the possibility of review by the head of an administrative department 	Implemented
Procedure, Accommodation Process, 4. Privacy <ul style="list-style-type: none"> - Clarify which party is empowered to determine when consultation will unduly compromise safety or timeliness 	Removed text in question In preceding sentence, changed “consult with” to “notify” for greater specificity concerning the university’s obligation to inform the individual requesting accommodation Moved sentence beginning “Exceptions to...” to the end of the paragraph and added “or otherwise in accordance with the Freedom on Information and Protection of Privacy Act”
Definitions <ul style="list-style-type: none"> - Undue Hardship: remove reference to Code of Student Behaviour 	Implemented
Related Links <ul style="list-style-type: none"> - Add Alberta Human Rights Commission Interpretive Bulletin on Duty to Accommodate 	Implemented

Other items discussed:

- The Procedures do not provide a process for dealing with allegations against persons other than staff, students and postdoctoral fellows. This may require future consideration.
- Additional communication may be required to clarify that protections for pregnancy remain in place under the protected grounds of gender, gender identity and gender expression.

2-04 South Academic Building (SAB)
Edmonton, Alberta, Canada T6G 2G7
Tel: 780.492.2657
Fax: 780.492.1439
www.vpfinance.ualberta.ca

2 March 2017

Friendly Amendments Proposed by the Board Safety, Health and Environment Committee

During committee review, members requested additional friendly amendments. The following will be incorporated prior to the publication of the revised Policy and Procedures:

Policy and both Procedures:

- Clarification of scope statement in to read: “Compliance with this policy extends to members of the University community as well as third party contractors, visitors and volunteers.”
- Inclusion of Board of Governors in definition of members of the University community.

Discrimination and Harassment Complaint Procedure:

- In the Procedure section, insertion of the following text: “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.”
- In the Responsibilities subsection, under Responsibilities of the Office of Safe Disclosure and Human Rights, insertion of the underlined text: providing advice and/or referral services (including, but not limited to, referral to AASUA, NASA, Office of the Student Ombuds (OSO), Sexual Assault Centre, Student Accessibility Services (SAS), Human Resource Services (HRS) and Organizational Health and Effectiveness (OHE)), or external resources including law enforcement and/or the Alberta Human Rights Commission) to any member of the University community who asks for help with a discrimination or harassment problem.

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposed Changes to the Helping Individuals at Risk (HIAR) Policy and Procedure**

Motion: THAT the Board of Governors, on the recommendation of the Board Safety, Health and Environment Committee, approve the proposed revisions to the Helping Individuals at Risk (HIAR) Policy and Procedure as set forth in Attachments 1 and 2, to take effect upon final approval.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Provost and Vice-President (Academic); Vice-President (Finance and Administration)
Presenter	Steven Dew, Provost and Vice-President (Academic); Gitta Kulczycki, Vice-President (Finance and Administration)

Details

Responsibility	Provost and Vice-President (Academic); Vice-President (Finance and Administration)
The Purpose of the Proposal is (please be specific)	The Helping Individuals at Risk (HIAR) Policy and Procedure (UAPPOL) was approved in 2010. The policy requires that a review of the suite be conducted after three years. Consultations on these changes began in 2013. The proposed changes remove many of the operational directives and details which were included when approved in 2010 which were intended to guide the program implementation. Friendly edits to names of support units and departments and to gendered language have also been made.
The Impact of the Proposal is	The revised policy and procedure have improved clarity and preserve the intent of the documents as approved in 2010.
Replaces/Revises (eg, policies, resolutions)	Helping Individuals at Risk Policy (approved March 26, 2010) Helping Individuals at Risk Procedure (approved March 26, 2010)
Timeline/Implementation Date	Upon final approval
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	N/A
Supplementary Notes and context	A substantive change to include <i>Academically At Risk</i> as a criteria for assessing individuals at risk was included in early consultations. This change is not included in the final proposed changes. NOTE: The reference to the Case Team Coordinator was inadvertently left in the policy (Item 9 at the bottom page 2 in Attachment 1), but has now been removed after discussion by the Board Safety, Health and Environment Committee.

Engagement and Routing (Include meeting dates)

Participation:	<u>Those who have been informed:</u> •
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Item No. 4di

<p>(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 consulted:</u></p> <ul style="list-style-type: none"> • Dean’s Council, December 2013 • HR – Organizational Health and Effectiveness (Gerry McCune), February 2013 • Vice-Provost and Dean, Faculty of Graduate Studies and Research (Mazi Shirvani and Heather Zwicker), October 2014, February 2015 • HR Consulting Services (Dan Charlton) November, 2014 • Provost’s Advisory Committee of Chairs (PACC) , December, 2014 • AASUA, NASA Meeting, November 2014 • Students’ Union, Graduate Students’ Association Meeting, November 2014 • Vice-Provost (Learning Initiatives) (July, 2015) • Vice-Provost (Programs) (July, 2015) • Vice-Provost (Programs), January 11, 2016 • Information and Privacy Office (Diane Alguire), February 2, 2016 • PSO Policy Champs Working Group, February 2016 • Residence Services, September 28, 2016 • AASUA, March 2016 (no comments) • GFC Campus Law Review Committee – October 27, 2016
<p>Approval Route (Governance) (including meeting dates)</p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Vice-Provost and Dean of Students (Robin Everall and André Costopoulos) • Associate Vice-President (Internal Audit Services) (Mary Persson) • University General Counsel (Brad Hamdon) • Director, Helping individuals at Risk Program (Kris Fowler) <p>GFC Academic Planning Committee – December 14, 2016 GFC Executive Committee – January 16, 2017 General Faculties Council – January 30, 2017 Board Safety, Health and Environment Committee – March 1, 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><i>For the Public Good</i></p> <p>GOAL: SUSTAIN Our success as an institution will be determined by our support for our people...</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. Strategy i: Develop an integrated, institution-wide health and wellness strategy, which increases the reach and effectiveness of existing health and wellness resources, programs, and services, and promotes resilience and work-life balance. Strategy ii: Bolster resources for and increase access to mental health programs that provide support to students, faculty, and staff.</p>
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Item No. 4di

	<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> <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>Strategy ii: Ensure that individual and institutional annual review processes align with and support key institutional 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"> 1. Post-Secondary Learning Act (PSLA): 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. Post-Secondary Learning Act (PSLA): 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)

Item No. 4di

	<p>“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.”</p> <p>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”</p> <p>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 strategies on campus: (i) review and approve University policies and procedures relating to student health and wellness issues;</p>
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Attachments:

1. Helping Individuals at Risk Policy (3 pages)
2. Helping Individuals at Risk Procedure (3 pages)

Prepared by: Kate Peters, Portfolio Initiatives Manager, peters3@ualberta.ca

Approval Date: March 26, 2010

[Most Recent Approval:](#)

Helping Individuals at Risk Policy

Office of Accountability:	Provost and Vice-President (Academic) / Vice-President (Finance and Administration)
Office of Administrative Responsibility:	Vice-Provost and Dean of Students Office / Vice-Provost & Associate Vice-President, Human Resources
Approver:	Board of Governors
Scope:	Compliance with University policy extends to all members of the University community. <u>Compliance with this University policy extends to all academic staff, administrators, colleagues, and support staff as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories); and third party contractors, visiting speakers, volunteers, Emeriti, undergraduate students, graduate students, Postdoctoral Fellows and Visitors to Campus.</u>

Overview

The University is committed to supporting a healthy academic and work environment. Recognizing **At Risk Behaviour** and responding with interest and concern are critical factors in preventing potential violence (including harm to self, others and University property). The objective of this Policy is to create a system that will allow for the gathering of reports of At Risk Behaviour from across the University in order to facilitate a “connecting of the dots” of what could otherwise be viewed as isolated and less urgent incidents. If the connection between those incidents leads to the conclusion that an individual is in need of assistance, the existing support systems in place for members of the University community would work with the **Individual at Risk** in an effort to provide that individual with the assistance required and therefore minimize the possibility of a situation escalating.

It is important to recognize that the University also has systems in place for dealing with disciplinary matters (e.g. The Code of Student Behaviour and the various collective agreements), and for dealing with cases of imminent danger (e.g. The Protocol for Urgent Cases of Disruptive, Threatening or Violent Conduct (GFC Policy 91) and the Emergency Management [PlanOffice](#)).

Purpose

The purpose of this policy is to facilitate early identification of At Risk Behaviour and create a system designed to receive and consolidate reports of At Risk Behaviour. Consolidating reports of At Risk Behaviour will enable ~~a team to identify~~ identification of situations in which seemingly isolated incidents are, in fact, connected so that the At Risk Behaviour can be properly assessed and the Individual At Risk offered assistance when deemed appropriate. Doing so should result in increased mental wellness and/or a decreased risk of violence and at the same time reduce the likelihood of matters escalating.

This policy also offers an opportunity for concerned members of the University Community to report At Risk Behaviour.

POLICY

1. ~~The University will have an **Individuals at Risk Case Team**. Its mandate is to promote early identification of At Risk Behaviour, encourage reporting of such behaviour to the appropriate **Support Unit** or the **Case Team Coordinator**, receive and consolidate those reports, and, if help is not already being provided, refer the matter to the appropriate Support Unit.~~ The University will have a system for identifying Individuals At Risk.
2. ~~The **Individuals At Risk Case Team** is responsible for the education of the community.~~ University will work proactively to educate students, staff, faculty and post-doctoral fellows on recognizing and supporting Individuals at Risk, and on this policy and related procedure. This mandate would include providing specialized training to key positions in the Support Units.
3. ~~The **Individuals at Risk Case Team** will develop and maintain record~~ Record retention protocols ~~which are~~ in alignment with the *Freedom of Information and Protection of Privacy (FOIPP) Act* and existing University policies will be maintained.
4. When information gathered in the course of administration of this Policy is more appropriately addressed through the Protocol for Urgent Cases of Disruptive, Threatening or Violent Conduct, the information will be referred to the appropriate party as set out in the Protocol. General Faculties Council Policy Manual Section ~~Protect~~ 91. The files under this policy and procedure will not be used in any other University process except the Protocol.
5. The ~~**Individuals at Risk Case Team**~~ University shall protect the identity of the person making the report to the extent possible under government legislation, University policies, and collective agreements. The person or persons who originated the report and/or brought it to the attention of the ~~**Individuals at Risk Case Team**~~ University can waive that protection to the extent that it applies to them.
6. The University will not tolerate any reprisal, directly or indirectly, against anyone who, in good faith and based on reasonable belief, makes a report. Reports shall not be malicious, frivolous or vexatious.
7. All individuals about whom a report is made will maintain the rights, privileges and protections afforded to them through the *Freedom of Information and Protection of Privacy (FOIPP) Act* and other applicable government legislation, University policies, and collective agreements.
8. Anonymous reports will normally not be acted upon under this Policy without corroborating information.
9. ~~The **Case Team Coordinator** will report annually to **General Faculties Council** and to the **Board of Governors** after each year of operation, subject to privacy concerns, with a formal review of the policy and procedure to occur after three years of operation.~~

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. ▲ Top	
At Risk Behaviour	A person's words or conduct that, while not indicative of a clear immediate threat, give rise to a reasonable apprehension that he or she they may engage in conduct injurious to others or himself or herself themselves in the future.
Individual at Risk	A member of the University community <u>as defined in the Scope section</u> who has exhibited At Risk Behaviour.
Individuals at Risk Case Team	A team involved in the assessment of and response to concerns about an Individual at Risk.

Support Unit	A unit or department at the University that, as part of its regular duties, provides assistance to students or staff. Examples include a faculty or department, Human Resource Services (e.g., Health Promotion and Worklife Services) and University Student Services (e.g. Student Counselling Services or Residence Services).
Case Team Coordinator	The individual who chairs, and has general administrative responsibility for, the Individuals at Risk Case Team.

RELATED LINKS

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

There are no related links for this policy.

PUBLISHED PROCEDURES OF THIS POLICY

[Helping Individuals at Risk Procedure](#)

Approval Date: March 26, 2010

Most Recent Approval:

Parent Policy: [Helping Individuals at Risk Policy](#)

Helping Individuals at Risk Procedure

Office of Administrative Responsibility:	Vice-Provost and Dean of Students Office / Vice-Provost & Associate Vice-President, Human Resources
Approver:	Board Safety Health and Environment Committee
Scope:	Compliance with University procedure extends to all members of the University community. <u>Compliance with this University policy extends to all academic staff, administrators, colleagues, and support staff as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories); and third party contractors, visiting speakers, volunteers, Emeriti, undergraduate students, graduate students, Postdoctoral Fellows and Visitors to Campus.</u>

Overview

The Helping Individuals at Risk Policy provides a framework for the creation of a system in which seemingly isolated incidents of **At Risk Behaviour** are connected. The consolidation of such reports will ~~enable the Individuals at Risk Case Team~~ to ensure that appropriate assessment and referral for assistance take place. It is expected that **Support Units** will continue to be the main contact and service provider to an **Individual at Risk**.

Purpose

The purpose of the Procedure is to provide details on the processes to be followed to connect and respond to incidents of At Risk Behaviour, ~~including the formation of the Individuals at Risk Case Team.~~

PROCEDURE

1. Any ~~individual on campus~~ person who observes At Risk Behaviour should report that behaviour to the Helping Individuals at Risk Office in accordance with this Procedure ~~and the Reporting Protocols [see attached Info-Doc]~~ in order to ensure that the Individual At Risk is offered appropriate help.
2. ~~The Individuals at Risk Case Team~~ Key internal stakeholders will be chaired by a **Case Team Coordinator** and engaged as needed to address reported At Risk Behaviours. This will include representation from, as appropriate, the Dean of Students Office, Residence Services, Human Resource Services/Faculty and Staff Relations, ~~Campus Security Services and, if the Case Team Coordinator concludes that it is appropriate, a senior academic administrator from the faculty and University of Alberta Protective Services. A representative from the Faculty(ies) or faculties administrative unit involved.~~ The Individuals at Risk Case Team may call on the expertise of, and internal or external advisors.
3. ~~Reporting At Risk Behaviour to the local Support Unit is the preferred approach. However, reports,~~ may also be submitted to the Case Team Coordinator called upon to assist.
4. If a **Support Unit** receives a report of At Risk Behaviour, it must advise the ~~Case Team Coordinator~~ Helping Individuals At Risk Office as soon as possible. However, it is recognized that service providers working within the Support Units ~~are~~ may be subject to legal, professional and ethical standards relating to client confidentiality which this policy and procedure do not usurp. Service providers are to apply their best professional judgment and expertise to

each situation and make decisions about reporting and disclosure that balance their responsibilities under this policy and procedure with their professional obligations.

~~5. The Case Team Coordinator will receive reports, seek further information or clarification as needed, determine whether there might be a relationship between seemingly unrelated incidents, and gather the Individuals at Risk Case Team, as appropriate. Every effort will be made to work with the Support Unit(s) from which the report(s) originated.~~

~~6. The Individuals at Risk Case Team will meet at such times as the Case Team Coordinator deems necessary to develop an appropriate action plan.~~

~~7. The Individuals at Risk Case Team will provide or facilitate coordinated assessment of available information and appropriate responses and appropriate follow up where Individuals at Risk are identified.~~

~~8. The Individuals at Risk Case Team will refer cases~~4. Cases of At Risk Behaviour that it ~~deems~~are deemed to require intervention will be referred to the appropriate Support Unit(s).

~~9. The Individuals at Risk Case Team will, subject~~5. Subject to protection of privacy considerations, ~~follow up with the person who brought the concern to them to provide~~forward will be provided information on the steps that have been taken.

~~10. This Policy and Procedure do not apply to individuals exhibiting At Risk Behaviour who are not members of the University community. If the Case Team Coordinator receives a report about such an individual, the Case Team Coordinator can refer the matter to Campus Security Services or to the relevant Support Unit,~~

DEFINITIONS

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

At Risk Behaviour	A person's words or conduct that, while not indicative of a clear immediate threat, give rise to a reasonable apprehension that he or she <u>they</u> may engage in conduct injurious to others or himself or herself <u>themselves</u> in the future.
Individual at Risk	A member of the University community who has exhibited At Risk Behaviour.
<u>Helping Individuals at Risk Case Team Office</u>	A team involved in <u>The office with responsibility to receive reports and coordinate the assessment of and At Risk Behaviour and to support a response to concerns about an Individual at Risk where required.</u>
Support Unit	A unit or department at the University that, as part of its regular duties, provides assistance to students, <u>faculty</u> or staff. Examples include a faculty or department, Human Resource Services (e.g., Organisational Health Promotion and Worklife Services) <u>Effectiveness, HR Partnerships, Faculty and Staff Relations</u> , and University Student Services (e.g. Student Counseling and Clinical Services or Residence Services).

Case Team Coordinator	The individual who chairs, and has general administrative responsibility for, the Individuals at Risk Case Team.
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FORMS

There are no forms for this Procedure. [[▲Top](#)]



RELATED LINKS

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

[Helping Individuals at Risk Reporting Protocols \(University of Alberta\)](#)

OUTLINE OF ISSUE
Action Item

Agenda Title: **Board Committee Appointments**

Motion: THAT the Board of Governors, on the recommendation of the Board Chair, Mr Michael Phair, approve Board Committee appointments, as set forth in Attachment 1 to the agenda documentation.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Mr Michael Phair, Chair, Board of Governors
Presenter	Michael Phair, Board Chair

Details

Responsibility	Chair of the Board of Governors
The Purpose of the Proposal is (please be specific)	To make adjustments to the current Board Committee membership roster to reflect recent Board membership changes.
The Impact of the Proposal is	To ensure that the committees' membership reflects the appropriate Terms of Reference and Board of Governors' membership roster.
Replaces/Revises (eg, policies, resolutions)	Replaces the 2016-2017 Committee Membership List approved by the Board on December 16, 2016.
Timeline/Implementation Date	Effective upon approval
Estimated Cost /funding source	n/a
Next Steps	Membership and contact lists will be updated accordingly
Supplementary Notes and context	The Board of Governors annually reviews the recommendations of the Board Chair for appointments to Board Standing and other committees at its June meeting. Other appointments are made as required.

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><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> •
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> • Board members • Board Committee Chairs
	<u><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> • Board Chair • University Governance
Approval Route (Governance)	Board of Governors – for approval – March 17, 2017
Final Approver	Board of Governors

Alignment/Compliance

Alignment with Guiding Documents	Mandates and Roles for the Board of Governors Institutional Strategic Plan – <i>For the Public Good:</i> <i>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 Albertans.</i> 21. Encourage continuous improvement in administrative, governance,
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	<p><i>planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</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><u>The Board's General Terms of Reference for Board Standing Committees, Sections 3 and 4 state:</u></p> <p>3. <i>A member of a Committee shall be appointed by the Board for a term commencing on a date selected by the Board and expiring on the earliest of:</i></p> <ul style="list-style-type: none"> <i>(i) the effective date of the resignation of that member from the Board;</i> <i>(ii) the effective date of the resignation of that member from that Committee;</i> <i>(iii) a date selected by the Board;</i> <i>(iv) the expiry date of the term of the appointment of a non-Board member to the Committee; and</i> <i>(v) the effective date of a general appointment of all members to that committee (ordinarily the first Board meeting in June).</i> <p><i>A member of a Committee is eligible to be reappointed to that Committee.</i></p> <p>4. <i>There shall be members of each Committee who are Board members; non-Board members may be drawn from the University Senate and elsewhere within the University or from the community as the Board considers may be appropriate or as may be provided in the Committee's terms of reference. Where the terms of reference of a Committee provide for a number of members in excess of those specifically required to be represented on the Committee, additional members may, subject to the foregoing, be appointed from any constituency.</i></p>

Attachments:

1. Proposed 2016-2017 Board of Governors Committee Membership (1 page) – for approval

Prepared by: Juli Zinken, Board Secretary and Manager of Board Services, University Governance

AUDIT COMMITTEE

Chair: Dick Wilson (Acting)
Vice-Chair: Dick Wilson
*Jon Chia (June 30, 2018)
~~Shenaz Jeraj~~-Dominique Grégoire
*Barry Kaiser (June 30, 2019)
*Stuart Lee (August 30, 2019)
Owen Tobert

FINANCE & PROPERTY COMMITTEE

Chair: Dick Wilson
Vice-Chair: Barry James
~~Faiza Billo~~ <vacant> (NASA)
*Robert Borelli (June 30, 2017)
David Cooper
Sarah Ficko
Fahim Rahman
Glenn Stowkowy

HUMAN RESOURCES & COMPENSATION COMMITTEE

Chair: ~~James Heelan~~ Ray Muzyka
Vice-Chair: ~~Ray Muzyka~~ <vacant>
~~Shenaz Jeraj~~-Lynn Parish
Zahra Somani
*Robert Teskey (June 30, 2019)
Dick Wilson

INVESTMENT COMMITTEE

Chair: *Dave Lawson (June 30, 2017)
Vice-Chair: *Jim Drinkwater (June 30, 2019)
*Derek Brodersen (June 30, 2019)
*John Butler (June 30, 2019)
*Gordon Clanachan (June 30, 2019)
~~James Heelan~~ <vacant>
*Allister McPherson (June 30, 2017)
*Sandy McPherson (June 30, 2018)
*Peter Pontikes (June 30, 2019)
<vacant>

LEARNING AND DISCOVERY COMMITTEE

Chair: ~~Shenaz Jeraj~~ LeRoy Johnson
Vice-Chair: ~~LeRoy Johnson~~ <vacant>
Sarah Ficko
Ray Muzyka
~~Lynne Paradis~~
Rob Parks
Fahim Rahman
Jeremy Richards

SAFETY, HEALTH & ENVIRONMENT COMMITTEE

Chair: *Gordon Winkel (June 30, 2019) (Acting)
Vice-Chair: Gordon Winkel
~~Faiza Billo~~ <vacant> (NASA)
Colin Champagne
David Cooper
*Dave Ferro (June 30, 2017)
Sarah Ficko
LeRoy Johnson
*William Lau (June 30, 2017)
Glenn Stowkowy

UNIVERSITY RELATIONS COMMITTEE

Chair: Rob Parks
Vice-Chair: <vacant>
~~Faiza Billo~~ <vacant> (NASA)
Colin Champagne
Sarah Ficko
Barry James
LeRoy Johnson
*Catrin Owen (June 30, 2017)
Jeremy Richards
~~Sheri Somerville~~
*<vacant>

Ex Officio Members on all Board Committees:

Michael Phair, Board Chair
Douglas Stollery, Chancellor
David Turpin, President

BOARD REPRESENTATION ON UNIVERSITY COMMITTEES

Senate: ~~Shenaz Jeraj~~ <vacant>, <vacant>

Edmonton Community Foundation Nominating Committee: Rob Parks (to June 30, 2017)

University Properties Trust Board of Directors: <vacant>, <vacant>

* Denotes External Member on a Board Committee

Item No. 5a

OUTLINE OF ISSUE
Action Item

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

Motion: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, 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 checked="" type="checkbox"/> Approval <input 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)	To present 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. Textual edits considered to be friendly and non-substantive in nature will be incorporated into the CIP document following Board approval.
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 /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 / context	

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)	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.
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<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"> • 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. Post-Secondary Learning Act (PSLA) 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. Post-Secondary Learning Act (PSLA) 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>

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	<p>[...]</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 [...]</p> <p>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

1. Comprehensive Institutional Plan – Appendix A: Financial and Budget Information (19 pages)
2. Comprehensive Institutional Plan – Appendix F: Capital Plan (11 pages)

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.

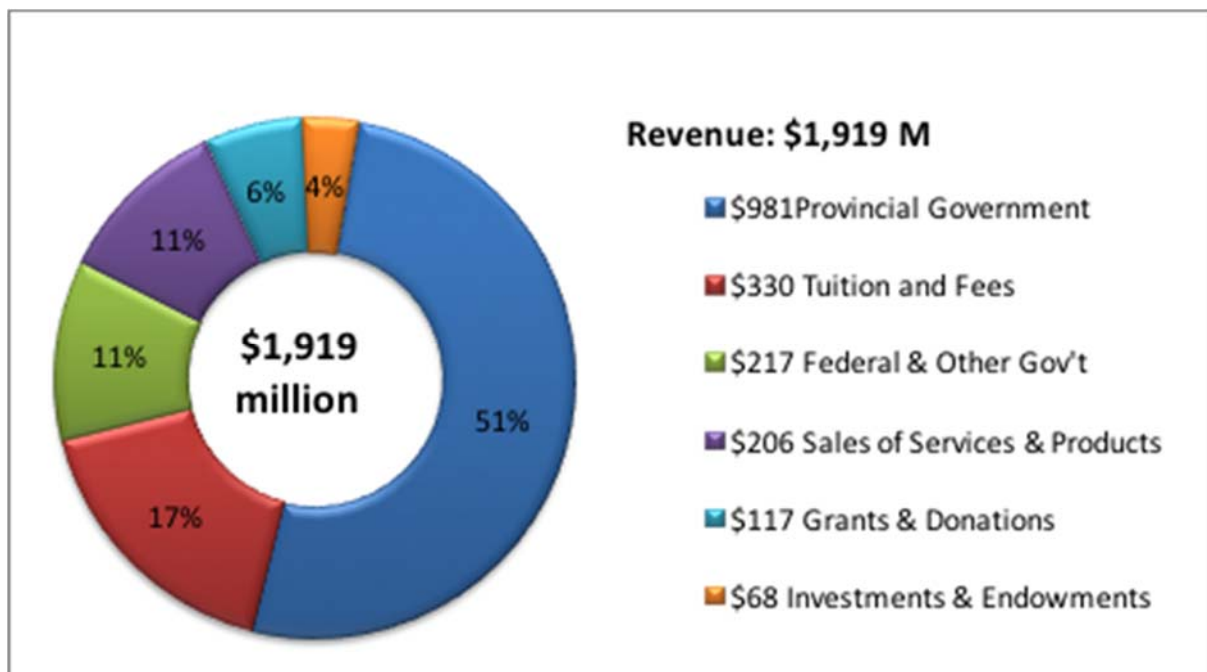
Through extensive consultation with the students, the university developed an agreed to Academic Price Index (API). The API is a prospective calculation used in determining the increasing costs of the university's operations. The API is a weighted calculation based on the major operating fund expenditure 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.

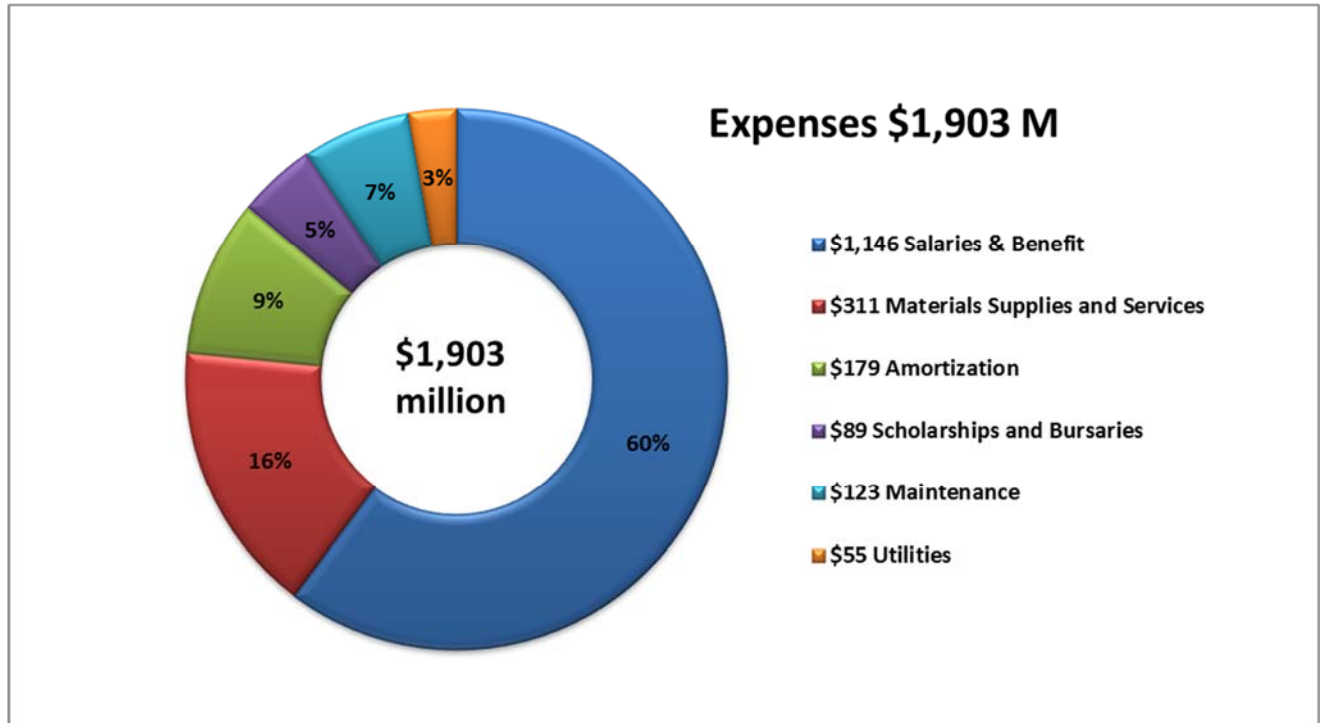
As Figure 2 illustrates, investments in salaries and benefits to maintain teaching, research, and other critical activities accounts for over \$1.1 billion or 60.0 per cent of total expense. This expense factors in negotiated collective agreement salary increases to faculty and staff. In addition, the 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	
Joe 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)	-	2,593	500	3,093	
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 Au	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	<i>For the Public Good and Adult Learning System Alignment</i>
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.

