



Monday, March 20, 2017  
 Council Chambers  
 2:00 PM - 4:00 PM

**OPENING SESSION**

- |    |  |              |
|----|--|--------------|
| 1. | Approval of the Agenda   | David Turpin |
| 2. | Approval of the Minutes of January 30, 2017  | David Turpin |
| 3. | Report from the President <ul style="list-style-type: none"> <li>• General Report</li> <li>• Introduction of Chancellor Douglas R Stollery, and Chair of the Board of Governors Michael Phair</li> </ul> | David Turpin |

**EARLY CONSULTATION**

- |    |                                  |   |
|----|----------------------------------|---|
| 4. | Learning Outcomes (no documents) | Wendy Rodgers<br>Sarah Forgie<br>Tammy Hopper |
|----|----------------------------------|---|

**DISCUSSION ITEMS**

- |    |   |                                    |
|----|---|------------------------------------|
| 5. | GFC <i>Ad Hoc</i> Committee on Academic Governance including Delegated Authority - Update (no documents)                          | Mark Loewen<br>Steve Patten        |
| 6. | SLOWPOKE Decommissioning - Update (no documents)  | Andrew Sharman                     |
| 7. | Scholarly Writing Supports at the University of Alberta Working Group (2016-2017) Final Report and Recommendations to the Provost | Wendy Rodgers<br>André Costopoulos |

**ACTION ITEMS**

- |    |  |                                      |
|----|--|--------------------------------------|
| 8. | Proposed Termination of the Bachelor of Science in Agriculture, Pasture, and Range Management<br><br><i>Motion: To Recommend Board of Governors Approval</i> | Scott Jeffrey<br>Stanford Blade      |
| 9. | Sexual Violence Policy and Procedure<br><br><i>Motion: To Recommend Board of Governors Approval</i>  | André Costopoulos<br>Wayne Patterson |

**DISCUSSION ITEMS**

- |     |   |              |
|-----|---|--------------|
| 10. | Question Period   | David Turpin |
|     | 10.1 Q <u>Question</u> for GFC member Dilini Vethanayagam regarding the University's definition of Scholarship and<br>10.1 R <u>Response</u> from the Provost and Vice-President (Academic) |              |

## **INFORMATION REPORTS**

*[If a GFC member has a question about a report, or feels that the report should be discussed by GFC, the GFC member should notify the Secretary to GFC, in writing, two business days or more before GFC meets so that the Committee Chair (or relevant expert) can be invited to attend.]*

11. Report of the GFC Executive Committee (February 13, March 6, 2017)
12. Report of the GFC Academic Planning Committee (February 15, March 8, 2017)
13. Report of the GFC Academic Standards Committee (February 16, March 16, 2017)
14. Report of the GFC Replenishment Committee
15. Report of the GFC Nominating Committee

*(The current list of membership vacancies may be viewed at:  
<http://www.governance.ualberta.ca/GeneralFacultiesCouncil/NominatingCommittee.aspx>)*

16. Information Forwarded to GFC Members Between Meetings (no items to date) David Turpin
17. Information Items (no items to date) David Turpin

## **CLOSING SESSION**

18. Next meeting date David Turpin

**Special Meeting of General Faculties Council: Friday, April 21, 2017**

Documentation was before members unless otherwise noted.

Meeting REGRETS to: Andrea Patrick, Assistant GFC Secretary, [apatrick@ualberta.ca](mailto:apatrick@ualberta.ca), 780-492-1937  
Prepared by: Meg Brolley, GFC Secretary and Manager of GFC Services, 780-492-4733,  
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University Governance [www.governance.ualberta.ca](http://www.governance.ualberta.ca)

# PRESIDENT'S REPORT

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## TO THE GENERAL FACULTIES COUNCIL

Since my last report, we have made progress on many of the objectives laid out in *For the Public Good*. I've highlighted those developments in the following pages. Of particular note are:

- our committed responses to the Truth and Reconciliation Commission's Calls to Action originating from across the university;
- continued momentum in the Signature Areas development process;
- and the university's clear dedication to building—and *supporting*—a diverse and inclusive community, especially within a climate of increasing divisiveness.

Moving forward, we will also prioritize experiential learning and professional development opportunities.

One of my continuing goals is to introduce the plan to the wider community, and share broadly the vision and aspirations of the university for the next five years. I have identified a few of my own key talking points for the coming months throughout this report.

# BUILD

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## Indigenous Initiatives

### *Indigenous Canada*

Beginning in March 20, the University of Alberta will offer a new MOOC (Massive Open Online Course) called [Indigenous Canada](#). The MOOC explores Indigenous histories and contemporary issues in Canada, highlighting national and local Indigenous-settler relations. Accessible public education initiatives are one of the ways in which we are responding to the Truth and Reconciliation Commission's Calls to Action.

#### KEY TALKING POINT:

*Through initiatives like the new MOOC, Indigenous Canada, the University of Alberta encourages students, faculty, staff, and the broader community to become active participants in reconciliation.*

### *Indigenous Cultural Support Office*

2017 has also seen the opening of the new Indigenous Cultural Support Office on North Campus. One of the office's primary objectives is to provide cultural supports for both Indigenous and non-Indigenous staff and faculty—much as the Aboriginal Student Services Centre provides supports for our students.

## U.S. Travel Ban and International Applicants

The recent United States travel ban had an [immediate impact on our university community](#), and presented urgent challenges for the hundreds of U of A students, staff, and academics carrying passports from the affected countries.

In response, the university took **three key actions**:

1. We established an [information hub](#) to support staff, students, and faculty affected by the ban
2. I [issued a statement](#) on behalf of the University of Alberta reaffirming our commitment to diversity, inclusion, and equity
3. We waived application fees for citizens of the seven countries affected by the U.S. travel ban

I am consistently proud of our community's responses in the face of isolationism, division, and adversity. Taken together, these responses ensure that our community will remain diverse, inclusive, resilient, and safe for everyone.

# EXPERIENCE

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## Aboriginal Justice Externship

This semester, Faculty of Law students started into a new criminal law course: the *Aboriginal Justice Externship on Gladue Sentencing Principles*. Combining seminars with experiential learning, the new course sees students conduct 25-30 hours of externship work directly with Gladue report writers. It is the first course of its kind to be offered in a Canadian law school. The *Aboriginal Justice Externship* responds to a nation-wide call that Canadian law schools ensure cultural competency training for lawyers.

## Experiential Learning Working Group

One of our next strategic priorities will be focused on curricular, co-curricular, and extracurricular experiential learning opportunities for students.

Following recommendations from the most recent senior administration retreat, the Provost's Office is starting with **two key actions**:

1. They are conducting an environmental scan to look at existing experiential learning opportunities at the U of A. They will work with the faculties to explore the current experiential options and identify opportunities. The Faculty of Arts, for example, has already set up a [comprehensive experiential learning site](#).
2. They are creating a working group to guide the experiential learning development process. One of its first tasks will be to review the environmental scan, and determine the next steps to developing experiential learning at the U of A.

# EXCEL

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## Signature Areas

The Signature Areas proposal process closed on January 28, and we received **57 proposals in total**. A development panel has begun reviewing these proposals against the criteria we laid out in *For the Public Good*. The panelists have already remarked on the extraordinary connections and collaborations taking shape through the proposal process.

Please join us at a campus forum on March 23, 2017 for an extensive update on the Signature Areas development process.

You can [learn more about the signature area development process](#) on the *For the Public Good* website.

### KEY TALKING POINT:

*From our broad strength as a research-intensive university, we are highlighting areas of global distinction by building a [portfolio of signature areas](#).*

## Academic Excellence

The University of Alberta [ranked 31st](#) on the Times Higher Education's 2017 list of the world's most international universities. We were also named in the [top 100 in 25 subjects](#) – including 10th in the world for sports-related subjects – in the QS World University Rankings by Subject 2017.

Distinguished University Professor Emerita Liz Ingram has been appointed a Member of the Order of Canada for her contributions in visual arts. Ms. Ingram's distinguished career has previously earned her fellowship in the Royal Society of Canada, as well as the U of A's highest academic honour: the University Cup.

Dr. Philip Halloran, founder of the Alberta Transplant Applied Genomics Centre, [received an honorary degree from Paris Descartes University](#) this winter. The HD recognizes Dr. Halloran's ground-breaking work in organ transplantation.

# ENGAGE

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## International Travel

From March 8-11, I travelled to Mexico to develop and deepen several valuable relationships within the country. On the brief tour I met with government and industry representatives, as well as members of the Mexican academic and research community. The University of Alberta maintains student mobility agreements and research collaborations with some of Mexico's leading universities, as well as the National Council of Science and Technology (CONACYT), the Mexican Petroleum Institute, and government ministries.

The U of A also recently signed three "knowledge network" agreements—large-scale international collaborations involving a variety of Mexican institutions and partners. The **three network agreements** are:

1. Reservoir and Oilfield Geomechanics for Mature Fields and Unconventional Reservoirs
2. Industrial Transformation and Heavy Oil Refining
3. Capacity Building and Talent Formation

Through these agreements, University of Alberta energy experts will help develop new research programming and academic training aimed at the efficient, economic and sustainable development of Mexico's hydrocarbon assets.

These knowledge networks allow us to share our expertise as a global leader in energy and environmental scholarship.

## Canada 150

Canada turns 150 this year, and the University of Alberta is engaging in the celebration. Over the next year, we are proudly celebrating the people, achievements and ideas that contributed to the making of a confederation. Through stories, photos, and events, we are also recognizing the U of A's many contributions to the building of our nation.

I invite you to [follow the celebrations here](#).

## SUSTAIN

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### Canada Foundation for Innovation Funding

In early March, the Government of Canada announced [\\$2.1M in research infrastructure funding](#) for 14 projects at the University of Alberta. Distributed through the John R. Evans Leaders Fund, this money will be invested in state-of-the-art facilities and equipment, and will help our community to undertake world-class research. I am working with colleagues at Universities Canada and the U15 to ensure that, as Canadian institutions, we continue to capitalize on the federal government's pro-innovation and research agenda. Collectively, we are advocating for increased funding to the granting councils and investment to cover the full costs of research.

### Changing Lives Week

The U of A celebrated its first [Changing Lives Week](#) at the end of February. The campaign recognized that donor support for scholarships, awards and bursaries helps our students to achieve their potential, and in turn to uplift our communities. The week featured several stories of donor impact with a common theme: by investing in the U of A, donors change lives.

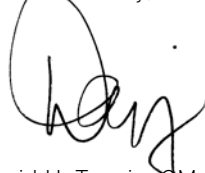
### Leadership Transitions

The [searches for two new vice-presidents](#)—research and university relations—are underway. Throughout January and early February, we gathered feedback from the university community on the priorities, current issues, and future directions of both portfolios. This feedback will assist each committee to conduct their VP search and recommend candidates.

On March 9, we [welcomed 6 new members](#) to our Board of Governors. Please join me in congratulating Dominique Grégoire, Lynne Paradis, Lynn Parish, Zahra Somani, Sheri Somerville, and Owen Tobert on their appointments.

Thank you for your continued dedication to the University of Alberta.

Yours sincerely,



David H. Turpin, CM, LLD, FRSC  
President and Vice-Chancellor



**OUTLINE OF ISSUE**  
**Information Item**

Agenda Title: **Scholarly Writing Supports at the University of Alberta Working Group (2016-2017) Final Report and Recommendations to the Provost**

**Item**

Proposed by	Provost and Vice-President (Academic)
Presenter	Wendy Rodgers, Deputy Provost and André Costopoulos, Vice-Provost and Dean of Students

**Details**

Responsibility	Provost and Vice-President Academic
The Purpose of the item is (please be specific)	<p>Following a GFC discussion in May, 2016, a decision was made to engage in a review and consultation of the state of and status of Scholarly Writing Supports (SWS) across the University of Alberta. Wendy Rodgers, Deputy Provost, and André Costopoulos, Vice Provost and Dean of Students Co-Chaired the SWS Working Group. The review involved face-to-face meetings, a series of town halls and invitations for online and email submissions from all sectors and members of the academy. The data and information gathered was reviewed by the SWS Working Group and then collated into a report and recommendations to the Provost.</p> <p>From August to December, 2016, Drs. Rodgers and Costopoulos participated in over 25 meetings, including six town halls. The meetings included all known existing writing support units from Faculties, centres, and other academic units. Over 80 online submissions and 6 email contributions were received and reviewed. Regular updates on the progress of the review were provided to Deans' Council, Vice Provosts' Council, PEC-O, Chairs' Council and General Faculties Council.</p> <p>The SWS Working Group achieved its overarching goal of submitting a report on the current state of scholarly writing support at the UofA, and a series of recommendations for the enhancement, optimization and coordination of all components and dimensions of writing support including service (tutoring), teaching and research.</p>
Timeline/Implementation Date	The Working Group's recommendations will be considered by the Provost and Vice-President (Academic), and implementation will be guided by that office as well.
Supplementary Notes and context	At the May 30, 2016 meeting of GFC, the Provost reported that the University was committed to providing no-cost writing services to students and that an examination of the model including consultation would occur. This issue arose on the floor of GFC in response to a question from a member regarding the transition of services offered by the Centre for Writers in the Faculty of Arts to the portfolio of the Vice-Provost and Dean of Students.

**Engagement and Routing** (Include meeting dates)

Item No. 7

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p>&lt;For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a>&gt;</p>	<p><b><u>Those who have been informed:</u></b></p> <ul style="list-style-type: none"> <li>• VPC (regular updates), PEC-O (regular updates), PACD June 16, 2016, Deans' Council (regular updates)</li> <li>• GFC Executive Committee March 6, 2017</li> <li>• GFC March 20, 2017</li> </ul>
	<p><b><u>Those who have been consulted:</u></b></p> <ul style="list-style-type: none"> <li>• See Appendix 1 (SWS Workplan 2016-17) of final report</li> </ul>
	<p><b><u>Those who are actively participating:</u></b></p> <p><b><u>SWS Working Group Membership:</u></b> <b><u>(SWS Working Group Terms of Reference-Attachment)</u></b></p> <ul style="list-style-type: none"> <li>• Deputy Provost (<b>Co-Chair</b>) (<b>Wendy Rodgers</b>)</li> <li>• Vice-Provost and Dean of Students (<b>Co-Chair</b>) (<b>André Costopoulos</b>)</li> <li>• One Dean, as selected by the Provost (<b>John Nychka</b>, Associate Dean FGSR)</li> <li>• One Undergraduate Student Representative (<b>Marina Banister</b>, Vice-President Academic, SU)</li> <li>• One Graduate Student Representative (<b>Ali Talaei</b>, Vice-President Student Services, GSA)</li> <li>• One CAST Member (<b>Roy Jensen</b>, Sessional Lecturer, Department of Chemistry)</li> <li>• Two Faculty Members (<b>Karsten Mundel</b>, Associate Dean, Academic, Augustana Faculty; <b>Janice Causgrove Dunn</b>, Associate Dean, Undergraduate, Physical Education and Recreation)</li> <li>• See attached Online Responses (Attachment 2)</li> </ul>

**Alignment/Compliance**

<p>Alignment with Guiding Documents</p>	<p><b><i>For the Public Good:</i></b> <b>Engage</b> communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations. <b>Sustain</b> our people, our work, and the environment by attracting and stewarding resources we need to deliver excellence to the benefit of all Albertans.</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><b>1. <i>Post-Secondary Learning Act (PSLA)</i></b> "Powers of general faculties council 26(1) Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university"</p>

Attachments (each to be numbered 1 - <>)

1. SWS Final Report to the Provost (pages 1 – 7)
2. SWS Working Group Terms of Reference and Composition (pages 1)
3. Online Responses to online SWS consultation (pages 1 – 2)
4. GFC Minute 13 of May 30, 2016, and GFC Minute 8 of September 26, 2016 (page 1)

Prepared by: [cindy.watt@ualberta.ca](mailto:cindy.watt@ualberta.ca)

# **Scholarly Writing Support (SWS) at the University of Alberta: A Report by the SWS Working Group**

**Draft March 1st, 2017**

## **A. PREAMBLE**

The University of Alberta (U of A) recognizes that academic writing is fundamental to academic success, career success, and citizenship. The U of A community needs well coordinated writing supports that are accessible, learner centred, relevant, discipline-based, responsive to diverse learner needs and collaborative. These supports will ensure that our community is future ready and has long term success. These supports should work together and should work in a manner respectful of diverse scholarly approaches.

### **1. Scholarly Writing Supports Review Process**

Following a GFC discussion in May 2016, a decision was made to engage in a review of Scholarly Writing Supports across the U of A. The review was led by Dr. Wendy Rodgers, Deputy Provost, and Dr. Andre Costopoulos, Vice Provost and Dean of Students. The review consisted of face to face meetings and town halls and invitations for online and email submissions. The data were then reviewed by a small working group and collated into an initial report.

From August to December 2016, Drs. Rodgers and Costopoulos participated in over 25 meetings, including two town halls. The meetings included all known existing writing support units from Faculties, centres, and other academic units listed in Appendix 1 (SWS Working Group Workplan - 2016-17). Over 80 online submissions and 6 email contributions were received and carefully reviewed. Regular updates on the progress of the review were provided to Deans' Council, Vice Provosts' Council, Chairs' Council, and General Faculties Council.

### **2. Objectives**

The overarching goals of the process are to report to the Provost and Vice-President (Academic) on the current landscape of scholarly writing support at the U of A and to make recommendations for the enhancement, optimization and coordination of all components and dimensions of writing support including service (tutoring), teaching and research.

It is key that a full spectrum of Scholarly Writing Supports be available to the University community. The process is not intended to eliminate any writing supports or to reduce overall central funding associated with writing initiatives across the University; there is no intention to reduce the academic strength or underpinnings of any writing supports; there is no intention to make support units compete with each other for funding or for clientele; there is no intention to mandate staffing requirements, delivery modalities, or other characteristics of supports provided by specific units; and there is no intention to impose a full fee or cost recovery model for all supports. There is also no intention to preserve only rudimentary or corrective writing and editing services.

### **3. SWS Working Group and Initial Report**

The SWS Working Group was composed in December 2016 with representatives from the Students' Union, the Graduate Students' Association, the Faculty of Graduate Studies and Research, a Contract Academic Staff: Teaching (CAST) instructor, and Associate Deans (Academic) from two Faculties. This group was not intended to be representative of

constituency groups; rather, each member was chosen for their arm's-length perspectives, and knowledge on relevant issues across the University.

All notes, observations, and submissions from the online consultation process were reviewed by the SWS Working Group. The working group, upon thorough consideration of all this information and feedback, developed a set of principles on which to base their recommendations, which are reported here.

#### **4. Preliminary Findings and Actions**

One of the key findings of the consultation process was a general lack of awareness of the full range, number, and quality of different kinds of writing supports across the University. Toward that end, an early decision was made to re-develop a digital hub that will connect users to appropriate writing supports. This work has already begun.

A second key finding was a lack of awareness that all scholarly writing supports currently available at the U of A are staffed by fully qualified and fully trained instructors and tutors, many with very high level credentials and specialized professional accreditations.

Some of the other key messages the consultation feedback made clear included a need for a broader range of services and supports, the importance of maintaining a strong academic focus, a need to strengthen and broaden opportunities for scholarship and for training at all levels of participation (from students to professors). Finally the need for some centralized oversight and coordination was voiced by a large majority of those consulted.

#### **B. DEFINITION OF SWS**

Writing at the University must consider issues of teaching, service delivery, support provision, research, as well as the scholarly aspects of the teaching, learning, researching, and the training of instructors. Not all supports need to address all of these considerations; however, the *system* of supports across the University as a whole should address all these considerations.

The SWS Working Group defines scholarly writing supports as:

- Formal centres serving the University with financial support of a Dean, Vice Provost, Chair, and/or the Provost
- A spectrum of initiatives run out of Faculties with the financial support of a Dean or Chair (non-credit offerings, boot camps, writing clinics etc.)
- Academic offerings in the form of courses which are under the authority of Faculty Councils with oversight from the General Faculties Council (GFC)

SWS at the University of Alberta serve different audiences including students and faculty. The administrative authority is also diverse and may include the Provost, Deans, Faculty Councils, or GFC.

A comprehensive list of SWS can be found on the [writing.ualberta.ca](http://writing.ualberta.ca) site (currently under construction).

## REPORT FROM THE SWS WORKING GROUP

In developing recommendations to achieve the needs described above, the Scholarly Writing Supports Working Group used several foundational principles to describe the qualities of writing support:

### 1. Principle: Accessible

Writing supports should:

- Be affordable to users
- Be offered in multiple locations
- Include robust online supports or options
- Utilize multiple modalities
- Have high visibility (high community awareness)
- Provide choice of multiple learning environments
- Provide choice of multiple delivery methods

### 2. Principle: Learner-centered

Writing supports should focus on learning as a key outcome (as appropriate). Being learner-centred comprises:

- Active involvement of learners and educators in the development and delivery of supports
- Provision of a range of supports suitable to diverse learner stages and goals
- Appropriate preparation of instructors of all kinds
- Establishing pathways to instructor or tutor status for those who are interested

### 3. Principle: Relevant

Writing supports should be relevant to learners and to program learning outcomes. Writing supports should relate to current pedagogies and reflect best practices in teaching and research, or in service provision, where appropriate. Relevance of writing supports comprises the following ideas:

- Should align with each other and with current pedagogy, best practices, and research evidence, as well as Faculty or unit goals and learner needs
- Should be current and innovative
- Should develop transferable skills that will contribute to success in academia, careers, and society, and ensure learners are “future ready”
- Should include high quality of training for instructors/tutors/professional staff
- Should use evidenced-based evaluation of quality

### 4. Principle: Discipline Based

Writing supports need to relate to pedagogical goals and pathways of specific disciplines. The spectrum of supports across the University should include a range of activities or opportunities to support different kinds of writing such as technical reports, laboratory reports, literary pieces, critical reviews, essays, thesis writing, etc. Disciplinary attributes include:

- Context specificity
- Audience appropriateness

- Credibility of instruction
- Integration of instruction or collaboration with disciplinary activities

### **5. Principle: Responsive to Diverse Learner Needs**

Writing supports are sought out by individual learners and groups of learners under different circumstances. The range of supports available should (differentially) respond to circumstances such as urgency, specificity, breadth and depth of need. There should be mechanisms for reviews of services to assess learner responsiveness. Being responsive should take into consideration:

- Timeliness
- Purpose of the writing
- Topic of the writing
- Environment and method of delivery:
  - Delivery environments might include: credit/non-credit courses (stand-alone or integrated into the curriculum); workshops; drop-in sessions; fee-for-service editing; bootcamps; etc.
  - Delivery methods might include: one-on-one tutoring or coaching from peers or professionals; large group classes; seminar-type sessions; delayed editing and feedback; real-time editing and feedback; on-line tutorials; study-hall sessions; etc.

### **6. Principle: Collaborative**

Writing supports across the University need to be collaborative. Support providers and associated staff, including professors, tutors, and professional coaches, must work together to ensure a spectrum of coordinated supports are available, and to support ongoing strength of an entire system. Collaboration should include the following:

- Coordination of relevant disciplinary knowledge
- Demonstrated respect for different perspectives and methods
- Referring users to alternative supports to better meet their needs
- Contributing to the community of writing at the University in meaningful ways

### **7. Principle: Centrally Coordinated**

The Office of the Provost, including the Vice-Provost and Dean of Students and the Vice-Provost and Dean of FGSR, have an important role to play in supports across the University. They have particular insights into the needs and opportunities for the full spectrum of undergraduate and graduate students. Through outreach and support of Deans and Faculties in their work to provide writing supports, the Office of the Provost can help to ensure the participation of relevant disciplinary leaders in the development and delivery of writing supports in alignment with the principles listed above. Finally, together with the Deans of Students and FGSR, the Office of the Provost can contribute and coordinate funding and funding distribution to writing supports across the University in fair and equitable ways, and can ensure accountability. Central coordination should include:

- Creating communications systems across the University
- Creating a coordinating body to support ongoing consideration and application of these SWS principles
- Coordination and allocation of funding
- Fairness and equity in allocation of funds as well as in remuneration of tutors and

instructors

## **8. Principle: Funding & Sustainability**

Accepting the principle that writing supports should be accessible to all, it must also be acknowledged that even if they are provided with no fee to the user, the provision of supports is not “free”. A determination of which supports should be subsidized and offered without a fee and which should be cost-recovery needs to be made. Overall, the spectrum of writing supports must be sustainable with costs recovered when appropriate and when possible, but should, in general, not aspire to be revenue generating. In addition, supports must be sustainable, including the training of staff and tutors. Consideration of sustainability includes the following:

- What should be free to the user?
- What should be cost-recovery?
- What do students need most/least?
- How should central funding be allocated?
- What succession plans are in place to sustain each writing support?
- What training processes and paths to ‘tutor’ positions are in place to ensure sustainable access to these positions and a sustainable supply of tutors to writing supports?
- How are the principles of equity and quality applied to the allocation of funding and other resources?
- Generally, for cost recovery, costs should start low as possible, and should increase with increased use of supports or with increased depth of service
- Funding should be sustainable across the system - permitting some supports to be consistently free to the user and others to have associated fees

**RECOMMENDATIONS:** The Scholarly Writing Supports Working Group offers the following recommendations to enhance, optimize and coordinate writing supports in all of its components and dimensions across the institution:

**1. A better communication strategy** is needed to ensure the University community is aware of the entire range of writing supports available. Therefore, the digital hub is being re-developed to better represent the writing community and to describe all Scholarly Writing Supports.

**2. The University Writing Committee (UWC) should be re-invigorated** with a stronger terms of reference and a mandate to provide advice to the Provost on SWS. The following actions will equip UWC to support the Provost:

- UWC should have a specific and formal reporting structure through to the Office of the Provost and be chaired by a Provost's Representative
- UWC's mandate should include the review of existing supports taking into account funding levels, user statistics, user satisfaction, and other indicators aligned with the principles listed above
- UWC should have the mandate to advise the Provost on standards, protocols, and performance measures around scholarly writing support
- UWC membership should be reviewed and guidelines established for a composition that will include representation from people associated with the supports balanced with equal numbers of people not specifically affiliated with supports
- UWC should be consultative
- UWC may provide advice to a Dean or any other internal stakeholder or centre
- UWC should work to forge relationships among stakeholders involved in writing supports to build a sense of community and to encourage coordination

**3. SWS should be coordinated centrally** and together with the Office of the Provost monitor the principles set out in this report in order to ensure scholarly writing support is accessible

- Current services and supports should be reviewed by UWC as stated above, with a goal of ensuring the principles proposed here are equitably and fairly applied to all existing supports. Where applicable, new supports for writing could be established according to the principles set out in this report.
- The intent is that the range of supports should be advised by UWC such that sessions are regularly available in all the various physical areas of the University at predictable times and places. Spaces should be available where members of the community can work on their writing projects, support each other, and have access to a range of supports. It is recognized that not all supports can be available at all times.
- Broader integration of writing supports into curricula is recommended. The Scholarly Writing Supports Working Group recommends expanding the mandate of Writing Across the Curriculum (WAC), such that it can support faculty members to include disciplinary specific writing into the curriculum, to be coordinated at the program (or unit) level. A recognition system could be built by Faculties and Units (e.g., Departments) to encourage and recognize individual faculty members and units for including efficient and effective writing assignments appropriately across their courses.
- The Scholarly Writing Supports Working Group recommends the development of writing certificates. These might be considered first at the graduate level, and might also build upon the WAC activities to develop discipline specific certificates that emphasize either



writing capabilities in particular domains (e.g., scientific writing), or writing tutoring (e.g., through a combination of courses, directed study or research experiences, and evaluated practical experiences).

## **RECOMMENDATIONS: ADMINISTRATIVE AND OPERATIONAL STRUCTURE OF SCHOLARLY WRITING SUPPORTS**

The SWS Working Group looked specifically at the administrative and operational structure of scholarly writing supports and recommends that the following principles be followed:

- 1.** Each SWS must have an administrative “home” in an academic unit (a Faculty or other unit within the Vice-President (Academic) portfolio). This “home” should be determined by the sources of funding and/or, if applicable, through an agreement between a Dean(s) or other heads of Academic Units and the Provost.
- 2.** Each SWS must have a defined Terms of Reference and Mandate that respects the context of other SWS. The authority to approve the mandate of a SWS rests with the Dean and/or Academic Unit Head and Provost, including plans for staffing, staff training, type of supports to be provided, nature of teaching, learning, or research focus and necessity to collaborate with other units (e.g., CTL, WAC, REO, RSO, etc). Advice on the mandate and the type of supports to be provided should be sought from UWC who will work to maintain a balance of supports across the institution and integrity of principles listed here.
- 3.** Each SWS should have a sustainability plan explicitly defining the associated costs of the SWS to the administrative unit noting whether they have off-setting funding sources. Any plans for fees-for-service or cost recovery SWS should be made explicit. The sustainability plan should be approved by a Dean, Academic Administrator, and/or Provost. The Dean and/or Provost may seek advice from UWC on sustainability including proposed SWS fee structures, if applicable.
- 4.** Each SWS should provide an annual report on usage, costs, innovations, etc. to the UWC who will review the reports and provide advice to the Provost. UWC can make strategic or system wide recommendations to the Provost for each SWS.
- 5.** The Dean, Unit Administrative Head, and/or Provost holds final authority for administrative decisions regarding SWS including creation, movement, or dissolution of SWS. While authority rests with the Provost and/or Dean to make the administrative decisions, advice may be sought from a variety of stakeholders including the UWC.

## APPENDIX 1: SWS Working Group Workplan - 2016-17

## APPENDIX 1: SWS Working Group Workplan - 2016-17

Date	Tasks	Notes
<b>GFC May 30, 2016 – Question Period</b>		
<b>August 2016</b>		<b>PHASE 1 – Aug – Dec</b>
10	Organizing meeting	W. Rodgers (WR), A. Costopoulos (AC), K. Peters, C. Watt
16	WR and AC met with Dean Cormack	
22	Provost and WR met with L. Moussu, C4W Director	WR and AC plan to attend a C4W staff meeting on Oct 3
24	Deans Only Deans' Council (Stakeholder)	WR and AC presented the plan and proposal for a working group to Deans. Deans were asked to identify entities/groups within their faculties providing scholarly writing support
29	VPC	WR and AC presented an update and statement of intention
<p><b>An online portal for submission of comments</b> was created and included a repository for consultation feedback/comments – similar to that created for Dean Selection consultation. K. Peters confirmed that the <b>portal opened immediately after September 26 GFC</b>. <a href="https://docs.google.com/spreadsheets/d/164YSXfIVRt-x_gosnBaSDJDO7CCLOBm4kpslsLglSuQ/edit#gid=1181308306">https://docs.google.com/spreadsheets/d/164YSXfIVRt-x_gosnBaSDJDO7CCLOBm4kpslsLglSuQ/edit#gid=1181308306</a> - Closed</p>		
<b>September 2016 –scheduling of stakeholder consultations (W. Rodgers and A. Costopoulos hosted and attended all consultations)</b>		
23 Sep 4–5 PM	University Writing Committee	Allen Ball and members of UWC 2-725 Students Union Building (SUB) 4 to 5 PM - <b>confirmed</b>
Sept 26 2-4 PM	GFC Briefing – S. Dew	Progress update since May 30 GFC) Council Chamber, 2 to 4 PM – <b>confirmed</b>
<b>October 2016</b>		
Oct 3 11-11:30 AM	Centre for Writers (C4W) Staff Meeting	Room 1-42 Assiniboia Hall, 11- 11:30 AM (meeting runs to 11:50 AM) - <b>confirmed</b>
Oct 6 3:30 – 4:30 PM	SU Executive Team	SUB – 2-900 SU Boardroom.
Oct 11 10 – 11 AM	CTL - S. Forgie, Roger Graves and new CTL Director, Janice Miller-Young	Boardroom 5-02 Cameron Library in CTL, 10- 11 AM - <b>confirmed</b>
Oct 12 10 -11AM	GSA Executive Team	1-49 Triffo Hall – <b>Confirmed</b> – 10 – 11 AM
Oct 18 3-4 PM	English Language School (Faculty of Extension)	Jennifer Foote, Donald Mason, Martin Guardado – <b>confirmed</b> – <b>2-237 Enterprise Square</b> 3 to 4 PM
Oct 20 9-10 AM	Student Success - Wendy Doughty, Stephen Kuntz – and Rob Desjardins, Writing Advisor for Graduate Students in the Student Success Centre – 9-10AM	Room 2-36A booked – <b>confirmed</b> –
Oct 20 3-4 PM	<b>Townhall #1</b> - Distribution of memo/invitation to Deans, Directors, Chairs, Academic Staff, Non-Academic Staff – AND STUDENTS	<b>ECHA 2-150 - confirmed</b>

October 21 9-10 AM	<b>Townhall #2</b> Distribution of memo/invitation to Deans, Directors, Chairs, Academic Staff, Non-Academic Staff – AND STUDENTS	<b>Humanities Centre – L1 - confirmed</b>
October 24 10 AM	Update to VPC	AC and WR
October 31 3:30 – 4:30	UAI Doug Weir and Kumarie Achaibar-Morrison, Assoc Dir/Intl Student Services (UAI works closely with C4W and to a lesser degree with Student Success. UAI provides space at Telus for C4W tutors, and provides some funding for C4W	Note: UAI works closely with C4W and to a lesser degree with Student Success. UAI provides space at Telus for C4W tutors, and provides some funding for C4W tutors. UG intl students are served, and C4W is into a second year of a pilot for intl grad student writing support) <b>Room 2-35B Telus</b>
<b>November 2016</b>		
Nov 7 11 – 12 Noon	Kathleen DeLong and Trish – Libraries	<b>2-36A SAB confirmed</b>
Nov 15 10 am to 12 Noon	PACC – Room 2-31 SAB (SD in Chair)	<b>Confirmed</b>
Nov 21 2 – 4 PM	GFC Update	
Nov 23 10:30 AM - 1:30 PM	<b>Townhall #3 Augustana Writing Centre</b> 9:45 am meeting with A. Berger –W. Rodgers, A. Costopoulos, K. Peters (travel to Augustana), and D. Herman (joined by conf call) 11:30 am lunch 12:15 pm Town Hall, Wahkohtowin Lodge Classroom, F L1-055	<b>Confirmed - Dean Berger:</b> Dr. Janet Wesselius, Associate Professor of Philosophy and Associate Dean Teaching, Craig Peterson, and Dr. Sandra Rein, Acting Associate Dean Research (among others)
Nov 25 1-3 PM	<b>Townhall #4 CSJ Bilingual Writing Centre</b> – TOWN HALL and Meeting with Dean Mocquais and Sheena Wilson	1:00 - 2:00 PM: <b>Town Hall in 3-04 Lacerte Pavilion</b> 2:00 - 3:00 PM: Meeting with Dean Mocquais and Sheena Wilson, Assist Prof and Director of BWC (Bilingual Writing Centre), <b>Room 2-51 cMahon</b>
End of Nov/Dec	Work began on establishing working group (to begin work in December-2016) following initial round of consultation with groups. Provost consulted. Terms of Reference drafted.	Post-consultation WR and AC to establish and co-chair a small, time-limited working group that will be advisory to the Provost.
<b>December 2016</b>		
Dec 5 4 – 5 PM	Katharine Moore (VPR SAO), and Susan Hamilton, AVP (Research)	Topic: grant writing support. <b>Confirmed</b>
Dec 12 8:30 AM	Meeting with J. Chesney, J. Tam, WR and AC (if available) re. online portal	First meeting to discuss online portal to replace <a href="http://www.writing.ualberta.ca/">http://www.writing.ualberta.ca/</a>
Dec 20 10 – 12 Noon	PACC (Provost's Advisory Council of Chairs)	
<b>January 2017 – Working Group Meetings begin</b>		
<b>January 2017 – SWS Working Group</b>		
Jan 4	Statutory Deans' Council Update	2-31 SAB - confirmed
Jan 5	<ul style="list-style-type: none"> <li>Thursday, January 5, 2017 from 10:00 - 11:00 am (Room 2-36A SAB)</li> </ul>	All dates confirmed in AC and WR calendars  Meeting group members confirmed: H. Zwicker (J. Nychka, Delegate) M. Banister (SU) A. Talaei (GSA) J. Causgrove Dunn K. Mundel
Jan 20	<ul style="list-style-type: none"> <li>Friday, January 20, 2017 from 11:00 - 12:00 noon (Room 2-36A SAB)</li> </ul>	
Jan 24	<ul style="list-style-type: none"> <li>Tuesday, January 24, 2017 from 3:00 - 4:00 pm (Room 2-36A SAB)</li> </ul>	
Jan 27	<ul style="list-style-type: none"> <li>Friday, January 27, 2017 from 1:00 - 2:00 pm (Room 2-36A SAB)</li> </ul>	
Jan 31	<ul style="list-style-type: none"> <li>Tuesday, January 31, 2017 from 1:00 – 2:00 pm (Room</li> </ul>	

	2-36A SAB) (regrets from AC –WR ok)	R. Jensen
February 2017		
Feb 8	<ul style="list-style-type: none"> <li>Wednesday, February 8, 2017 from 10 am to 11 am (Room 2-36A SAB)</li> </ul>	
Feb 27	<ul style="list-style-type: none"> <li>Monday, February 27, 2017 from 11 am to 12 Noon (Room 2-36A SAB)</li> </ul>	
Working group to begin writing final report		
March 2017		PHASE 3 –March 2017
March 1	<ul style="list-style-type: none"> <li>Submission of final report to the Provost</li> <li>Post final SWS report to the Provost on the Provost's webpage</li> <li>Invitations sent for townhalls – to include same invitees as per townhalls 1 and 2</li> </ul>	
March 1	Opening of new online repository for SWS at the UofA	Date to be determined
March 7 March 8	<b>Townhalls 5 and 6</b> - confirmed in AC/WR Calendars SWS Working Group members to attend as schedules permit	Tuesday, March 7th @ 11:00 AM Wednesday, March 8th @ 9:00 AM Council Chamber booking confirmed for both by rocentralbooking
March 20	Final Report to GFC	

## Provost's Advisory Working Group on Scholarly Writing Support at the University of Alberta - Terms of Reference

### 1. Purpose, Goals, and Outcomes

#### *Purpose:*

During *Question Period* at the May 30, 2016 General Faculties Council meeting, discussion occurred with respect to scholarly writing support across the institution. In response to this discussion, the Provost requested wider institutional consultation on, and assessment of, the state of scholarly writing support across the Institution. It was clear from discussion at GFC that a number of groups deliver scholarly writing support across University campuses; the lack of communication and coordination between these providers was also clear in discussion at GFC. In September and December 2016, Deputy Provost, Wendy Rodgers, and Vice-Provost and Dean of Students, André Costopoulos, have engaged in consultation to identify supports already in place at University campuses, where they are located, how they are resourced, and how and by whom they are managed. They have examined types of support and services provided, have met with the constituent groups utilizing and providing these supports and services, and have inquired regarding any gaps in available activities.

#### *Goal:*

The overarching goal of the Working Group will be to report to the Provost and Vice-President (Academic) on the landscape of scholarly writing support at the University and to make recommendations for the enhancement, optimization and coordination of writing support across the institution in all of its components and dimensions - service (tutoring), teaching, and research.

#### *Plan and Outcomes:*

- The Working Group will collate, evaluate and assess information and comments gathered from the review, and will consider creation of an online “hub” of scholarly writing support activities on the University of Alberta website
- Emerging themes, trends and characteristics will be identified and the Working Group will summarize and make recommendations to the Provost and Vice-President (Academic) in the form of a final report in February 2017, which would be presented at the March or April 2017 GFC meeting.

### 2. Membership

Deputy Provost (**Co-Chair**)

Vice-Provost and Dean of Students (**Co-Chair**)

One Dean, as selected by the Provost

One Undergraduate Student Representative

One Graduate Student Representative

One CAST Member

Two Faculty Members

Resource personnel will attend at the invitation of the Co-Chairs.

### 3. Meetings

The Working Group will begin meetings in January 2017. Meeting frequency and schedule will be at the direction of the Co-Chairs. The Working Group will be coordinated by the Office of the Provost and Vice-President (Academic).

# ATTACHMENT 3

## Scholarly Writing Support Initiatives at the University of Alberta

### Summary of Comments

#### Online Consultation Form:

- 35 Tenured faculty members
- 14 Non-tenured faculty members
- 12 Students
- 6 Other (grad students who instruct)
- 7 Admin/Support Staff

#### What are the challenges/opportunities with respect to scholarly writing support across the institution?

- Increased visibility of supports to increase awareness (11)
- The challenges of International/EAL Students (10)
- Augustana Writing Centre (9)
- Writing support for faculty members (7)
- Scientific/technical writing (7)
- Relevance of writing as an essential communication skill (7)
- Lack of capacity to meet demand at C4W (6)
- Quality of instruction/approaches to writing support (5)
- Student engagement (4)
- Academic integrity (4)
- Class sizes in English/Writing courses (3)
- Equitable access to services across Campuses (2)
- Admission criteria (2)
- Research done by C4W (1)
- Lack of coordination for writing supports (1)
- Cost-recovery writing courses (1)
- Certificate in writing (1)

#### Suggestions/First Steps

- Online portal for existing writing supports which is branded, visible, and which contains free, self-help writing resources (18)
- "Hard" funding for Augustana writing, permanent body,(tenure-track) staff (11)
- Targeted supports for International and EAL students (10)
- Support C4W with more resources (9)
- The need to examine existing writing course offerings, ensure smaller class sizes (9)
- The need for writing or editing support to be free (7)
- Arguments for scaffolded writing training integrated as compulsory components to undergraduate degrees (6)
- Faculty-based supports which are tailored and proactive (6)
- The utility of a gap analysis to examine writing supports (5)

- Keep C4W under academic leadership (4)
- Scientific/technical writing course equivalent to English requirement (4)
- Centralize writing supports / disbursement of funds (3)
- Support Student Success Centre with more resources (3)
- Address the precarious working conditions of the CAST instructors of English (2)
- Examine admissions standards for both domestic and International students (2)
- Keep English courses in the BA core (2)
- Extra TA support for writing courses (2)
- Use of software to support editing or plagiarism software (turnitin.com) (2)
- Peer support services (1)
- Bring decision making to University Governance (1)
- Create a one-stop-shop for writing in the library (1)
- Keep service for editing/high quality review cost-recovery (1)
- Add writing support module to all eClass sections (1)

## ATTACHMENT 4

### **Minute 13 - GFC May 30, 2016 - Centre for Writers - Excerpted**

There were no documents.

*Presenter:* Steven Dew, Provost and Vice-President (Academic)

*Purpose of the Proposal:* To discuss the Centre for Writers.

*Discussion:*

Dr Dew reported that the plan to transition the Centre for Writers from the Faculty of Arts to the portfolio of the Vice-Provost and Dean of Students has been deferred to further examine the model and provide for greater consultation.

In addition to comments on student participation in the consultation process, a member expressed concern surrounding the sudden discontinuation of an academic unit without input from GFC.

On this point, Dr Dew clarified that the Centre for Writers was created as an administrative unit.

Dr Dew further indicated that writing services are provided across campus to students and that the University was committed to continuing to provide no-cost service to students.

A member suggested inviting Dr Luci Moussu and Dr Betsy Sargent to the table to speak about the impact of this decision. The Chair ruled this out of order.

### **Minute 8 – GFC September 26, 2016 - Update from the Provost and Vice-President (Academic) - Consultation Process for Centre for Writers - Excerpted**

There were no documents.

*Presenter:* Steven Dew

*Purpose of the Proposal:* For information/discussion.

*Discussion:*

Dr Dew provided an update in regards to the consultation process for reviewing the state of scholarly writing support at the academy. He emphasized that the review will include wide consultation from all members of the community. He stated that Vice-Provost and Dean of Students, André Costopoulos, and Deputy Provost, Wendy Rodgers, would lead the process. He noted that a final report would be available by spring 2017.



**OUTLINE OF ISSUE**  
**Action Item**

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

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

**Item**

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

**Details**

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

**Engagement and Routing** (Include meeting dates)

Item No. 8

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

**Alignment/Compliance**

<p>Alignment with Guiding Documents</p>	<p><b><i>For the Public Good</i></b></p> <p>GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>1. <b>Post-Secondary Learning Act (PSLA):</b> The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs and more specifically to “determine all programs of study to which clause (b) does not apply that are to be offered by the university for credit toward the requirements for any degree or diploma” (26(1)(c))</p> <p>2. <b>PSLA:</b> The <i>PSLA</i> gives Faculty Councils power to “determine the programs of study for which the faculty is established” (29(1)(a)).</p> <p>3. <b>GFC Academic Planning Committee Terms of Reference (Mandate)</b> “8. Establishment/Termination of Academic Programs [...] b. To recommend to GFC on the termination of academic programs at the University of Alberta or those administered in cooperation with other post-secondary institutions.”</p> <p>4. <b>Board Learning and Discovery Committee (BLDC) Terms of Reference:</b> “3. MANDATE OF THE COMMITTEE</p>

Item No. 8

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

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

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

## Proposal Template: Program Suspension, Reactivation and Termination

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

### **Basic Information**

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

### **A: Suspension**

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

### **B: Reactivation**

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

2. Identify anticipated impacts on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, and classroom and lab space).
  
3. Provide a simplified enrolment plan using the following table. Include assumptions and explanatory notes (e.g., attrition, part-time enrolment).

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

### **C: Termination**

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

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

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

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

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

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

**OUTLINE OF ISSUE**  
**Action Item**

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

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

**Item**

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

**Details**

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

Item No. 9

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

**Engagement and Routing** (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p>&lt;For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a>&gt;</p>	<p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> <li>• President's Executive Committee on Operations, August 25, 2016</li> <li>• CLRC, September 22, 2016</li> <li>• Human Resource Services, Faculty and Staff Relations, Office of Safe Disclosure and Human Rights, Office of General Counsel</li> <li>• Consultant group drawn from: Sexual Assault Centre, Women's and Gender Studies, UAPS, Student Conduct, Office of Safe Disclosure and Human Rights, HIAR, UAI, Risk Management Services, Augustana Campus, Campus Saint-Jean, Students' Union, Graduate Students' Association, AAS:UA, NASA, Faculty and Staff Relations, Community Social Workers, Office of the Student Ombuds, ISMSS, Aboriginal Student Services Centre, Interfraternity Council, the Landing, Internal Audit Services, Counseling and Clinical Services, Student Success Centre, Athletics, students- and faculty-at-large</li> <li>• Others who have provided feedback to the consultants (e.g. staff at the Sexual Assault Centre, GSA Council, etc.)</li> <li>• June 17/16 - Government of Alberta Status of Women and Human Services</li> <li>• July 18/16 - Faculty and Staff Relations</li> <li>• August 2/16 - Dean of Students and SU/GSA Executives</li> <li>• Sept 30/16 - Legal counsel, UAPS and Appeals &amp; Compliance</li> <li>• Oct 6/16 - Office of Safe Disclosure &amp; Human Rights</li> <li>• Oct 19/16 - the Landing</li> <li>• Oct 21/16 - Residence Life</li> <li>• Oct 31/16 - Human Resource Services</li> <li>• Nov 3/16 - St. Joseph's College</li> <li>• Nov 4/16 - Augustana (phone)</li> <li>• Nov 4/16 - Campus Saint Jean</li> <li>• Nov 7/16 - Athletics</li> <li>• Nov 14/16 - Vice President (Research) and PDF office (email only)</li> <li>• Nov 14/16 - AASUA</li> <li>• Nov 14/16 - Sexual Assault Centre of Edmonton (phone)</li> </ul>
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Item No. 9

	<ul style="list-style-type: none"> <li>• Legal counsel: Aug 23, Oct 5, Oct 11, Oct 14, Oct 20, Nov 3, Nov 15</li> <li>• GFC Campus Law Review Committee – September 22 (draft policy), October 27, 2016 (draft policy and procedures), November 24, 2016 (draft policy, procedure, information document)</li> <li>• GFC Academic Planning Committee – November 16, 2016</li> <li>• GFC Executive Committee – December 5, 2016</li> </ul> <p><b><u>Those who are actively participating:</u></b></p> <ul style="list-style-type: none"> <li>• Policy development group: Deborah Eerkes (Student Conduct and Accountability), Sasha van der Klein (GSA), Francesca Ghossein (SU), Mike Bartkus (UAPS), Jaxine Oltean (Office of General Counsel), Dan Charlton (Human Resource Services), Helen Valianatos and Sarah Wolgemuth (Office of the Dean of Students)</li> </ul>
Approval Route (Governance) (including meeting dates)	<p>GFC Campus Law Review Committee – January 26, 2017  GFC Academic Planning Committee – February 15, 2017  GFC Executive Committee – March 6, 2017 (for information)  General Faculties Council – March 20, 2017  Board Safety, Health, and Environment Committee – May 24, 2017  Board Human Resources and Compensation Committee – May 30, 2017  Board of Governors – June 23, 2017</p>
Final Approver	Board of Governors

**Alignment/Compliance**

Alignment with Guiding Documents	<p><b><i>For the Public Good</i></b></p> <p><b>GOAL: SUSTAIN</b> our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all Albertans.</p> <p>OBJECTIVE 19: Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives.</p> <p>Strategy iii: Endorse a strong culture of safety awareness, knowledge, planning, and practice to ensure the safety of students, employees, and visitors to our campuses</p>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<ol style="list-style-type: none"> <li>1. <b><i>Post-Secondary Learning Act (PSLA)</i></b>: 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))</li> <li>2. <b><i>Post-Secondary Learning Act (PSLA)</i></b>: The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors,</li> </ol>

over academic affairs (Section 26(1)).

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

“E. Other GFC Regulations

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

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

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

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

15. Other

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

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

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

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

**5. General Faculties Council Terms of Reference (Mandate)**

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

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

“3. Mandate of the Committee

Without limiting the generality of the foregoing the Committee shall:

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

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

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

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

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

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

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

Most Recent Editorial Date:

## Sexual Violence Policy

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

### 1. Overview

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

### 2. Purpose

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

**3. POLICY**

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

**4. COMMITMENT TO THOSE WHO HAVE EXPERIENCED SEXUAL VIOLENCE**

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

**5. RESPONSIBILITIES**

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

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

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

## 6. PRIVACY AND CONFIDENTIALITY

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

## 7. STATEMENT AGAINST RETALIATION

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

## 8. BAD FAITH COMPLAINTS

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

## 9. REVIEW

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

## **DEFINITIONS**

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

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



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



	same.
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## **RELATED LINKS**

Should a link fail, please contact <a href="mailto:uappol@ualberta.ca">uappol@ualberta.ca</a> . <a href="#">▲Top</a>
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### Supports and Resources

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

### Information

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

### Complaint mechanisms

[Faculty Agreement](#) (University of Alberta)  
[Librarian Agreement](#) (University of Alberta)  
[Administrative and Professional Officer Agreement](#) (University of Alberta)  
[Code of Student Behaviour](#) (University of Alberta)  
[Community Standards Policy for University Residences](#) (University of Alberta)  
[Contract Academic Staff: Teaching Agreement](#) (University of Alberta)  
[Faculty Service Officer Agreement](#) (University of Alberta)  
[Graduate Student Assistantship Collective Agreement](#) (University of Alberta)  
[NASA Collective Agreement](#) (University of Alberta)  
[Postdoctoral Fellows Policy](#) (University of Alberta)  
[Sessional and Other Temporary Staff \(SOTS\) Agreement](#) (University of Alberta)  
[Trust/Research Academic Staff \(TRAS\) Agreement](#) (University of Alberta)

### Related policies

[Access to Information and Protection of Privacy Policy](#) (University of Alberta)  
[Discrimination, Harassment and Duty to Accommodate Policy](#) (University of Alberta)  
[Ethical Conduct and Safe Disclosure Policy](#) (University of Alberta)  
[Helping Individuals At Risk Policy](#) (University of Alberta)  
[Protocol for Urgent Cases of Violent, Threatening or Disruptive Behaviour](#) (University of Alberta)



**U of A Policies and Procedures On-Line (UAPPOL)**

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

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

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

Most Recent Editorial Date:

Parent Policy: Sexual Violence Policy

## Sexual Violence Disclosures and Complaints Procedure

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

### 1. OVERVIEW

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

### 2. PURPOSE

The purpose of this procedure is to

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

### PROCEDURE

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

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

### 3. INTERIM MEASURES

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

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

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

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

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

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

#### 4. PROCEDURES TO ADDRESS COMPLAINTS

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

##### Students

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

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

##### Employees, postdoctoral fellows and volunteers

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

##### Others

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

#### 5. COMPLAINANT RIGHTS IN COMPLAINTS PROCESS

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

## 6. PREVENTION, EDUCATION AND TRAINING

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

## DEFINITIONS

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

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. <a href="#">▲Top</a>
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<b>University community</b>	<p>Includes all academic staff and colleagues, administrators and support staff as outlined and defined in <i>Recruitment Policy</i> (Appendix A and Appendix B) as well as third party contractors, visiting speakers, volunteers, professors emeriti, undergraduate students, graduate students, postdoctoral fellows and visitors to campus.</p>
<b>Disclose/Disclosure</b>	<p>A verbal or written report or account by any person to a member of the University community that they have experienced sexual violence.</p>
<b>Complaint</b>	<p>Usually a written report or statement alleging sexual violence misconduct made to a University official under a University process for the purpose of initiating an investigation and resolution process.</p>
<b>Sexual violence</b>	<p>Any sexual act or act of a sexual nature, or act targeting sexuality, whether physical or psychological, committed without consent. This includes, but is not limited to the following:</p> <ul style="list-style-type: none"> <li>a. Sexual Assault - Any form of sexual contact without consent. This can include unwanted or forced kissing, fondling, vaginal or anal penetration or touching, or oral sexual contact.</li> <li>b. Sexual Harassment - as defined in the UAPPOL <i>Discrimination, Harassment and Duty to Accommodate Policy</i>.</li> <li>c. Stalking - Repeated unwanted contact or communication directed at another person that causes reasonable fear or concern for that person's safety or the safety of others known to them. The harm may be physical, emotional, or psychological, or related to the personal safety, property, education, or employment of an individual.  Stalking can occur physically (such as watching and monitoring, pursuing or following, making threatening or obscene gestures, sending unsolicited gifts), electronically (for example, continuously commenting or contacting via social media, surveillance, letters, text messages, emails or phone calls), and/or through a third party.</li> <li>d. Indecent Exposure - Exposing one's genitals, buttocks and/or breasts or inducing another to expose their own genitals, buttocks and/or breasts in non-consensual circumstances, in person or electronically.</li> <li>e. Voyeurism - Surreptitiously observing and/or recording another individual's full or partial nudity or sexual activity without the knowledge and consent of all parties involved.</li> <li>f. Distribution of Intimate Images - Includes showing, sharing, distributing or streaming of images, video or audio recording of a sexual activity or full or partial nudity of oneself or other members of the University community, without the consent of all the recipient(s) and/or other member(s) of the University community who is/are the subject of the image or recording, or the threat to do the same.</li> </ul>



	<p>g. Inducing intoxication, impairment or incapacity for the purpose of making another person vulnerable to non-consensual sexual activity.</p> <p>h. Other analogous conduct.</p>
<b>Interim measures</b>	<p>Non-disciplinary conditions that the University may impose on a person alleged to have committed sexual violence. Such conditions may be imposed in response to a disclosure or complaint. The purposes of interim measures are to ensure the safety of the person who disclosed or of the University's learning, working and University residence environment, to discourage or prevent retaliation, prevent further sexual violence and/or preserve the University's ability to conduct a thorough investigation. They are not considered sanctions under any University complaint process <u>and in any complaint process, are without prejudice to the person against whom a complaint is made.</u></p>
<b>Modifications</b>	<p>Adjustments the University may be able to make at the request of a person who has made a disclosure or complaint of sexual violence. The modifications may relate to their academic program, employment, University residence or recreational or other programs.</p>
<b>Retaliation</b>	<p>Taking, attempting to take or threatening to take any adverse action or retribution of any kind against anyone involved in a sexual violence process including the person who made a disclosure or complaint, and anyone involved in an investigation or resolution of an allegation of sexual violence, or friends or family members of the same.</p> <p>Retaliation can take many forms, including threats, intimidation, pressuring, harassment, continued abuse, violence or other forms or threats of harm to others, and in varying modes, including in person and in electronic communication or through third parties. Retaliation can also include adverse employment or educational actions made or taken against an individual because of participation in the reporting, investigating and/or resolution of an alleged violation of this policy, or any conduct that would discourage a person from engaging in the same.</p>
<b>Consent</b>	<p>Consent is a voluntary, ongoing, active and conscious agreement to engage in the sexual activity in question. Consent or a "yes" that is obtained through pressure, coercion, force, threats or by inducing intoxication, impairment or incapacity is not voluntary consent. Silence or ambiguity do not constitute consent.</p> <p>Additionally, there is no consent when:</p> <ul style="list-style-type: none"> <li>• it is given by someone else.</li> <li>• the person is unconscious, sleeping, highly intoxicated or high, or otherwise lacks the capacity to consent.</li> <li>• it was obtained through the abuse of a position of power, trust or authority.</li> <li>• the person does not signify "yes", says "no" or implies "no" through words or behaviours.</li> <li>• the person changes their mind and withdraws their consent.</li> </ul> <p>Consent cannot be implied (for example, by a current or past relationship, by consent to another activity, or by failure to say "no" or resist). In addition, consent cannot be given in advance of sexual</p>



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

## **FORMS**

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

No Forms for this Procedure.

## **RELATED LINKS**

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

### Supports and Resources

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

### Information

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

### Complaint mechanisms

[Faculty Agreement](#) (University of Alberta)  
[Librarian Agreement](#) (University of Alberta)  
[Administrative and Professional Officer Agreement](#) (University of Alberta)  
[Code of Student Behaviour](#) (University of Alberta)  
[Community Standards Policy for University Residences](#) (University of Alberta)  
[Contract Academic Staff: Teaching Agreement](#) (University of Alberta)  
[Faculty Service Officer Agreement](#) (University of Alberta)  
[Graduate Student Assistantship Collective Agreement](#) (University of Alberta)  
[NASA Collective Agreement](#) (University of Alberta)  
[Postdoctoral Fellows Policy](#) (University of Alberta)  
[Sessional and Other Temporary Staff \(SOTS\) Agreement](#) (University of Alberta)  
[Trust/Research Academic Staff \(TRAS\) Agreement](#) (University of Alberta)

### Related policies

[Access to Information and Protection of Privacy Policy](#) (University of Alberta)  
[Discrimination, Harassment and Duty to Accommodate Policy](#) (University of Alberta)  
[Ethical Conduct and Safe Disclosure Policy](#) (University of Alberta)  
[Helping Individuals At Risk Policy](#) (University of Alberta)  
[Protocol for Urgent Cases of Violent, Threatening or Disruptive Behaviour](#) (University of Alberta)  
[Conflict Policy – Conflict of Interest and Commitment and Institutional Conflict](#) (University of Alberta)

Most Recent Editorial Date: November 15, 2016

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

### Introductory Note:

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

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

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

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

### WHAT ARE MY OPTIONS?

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

## Personal Support

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

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

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

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

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

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

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



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

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

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

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

## Complaints

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

## Other Resources and Services

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

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

## **DEFINITIONS**

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

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

## **RELATED LINKS**

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

### Supports and Resources

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

[Community Social Work Team](#) (University of Alberta)

[Counselling and Clinical Services](#) (University of Alberta)

[Employee Family Assistance Program](#) (University of Alberta)

[Faculty of Graduate Studies and Research](#) (University of Alberta)

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[Office of the Student Ombuds](#) (University of Alberta)

[Peer Support Centre](#) (Students' Union)

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

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

[Sexual Assault Centre](#) (University)



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

#### Information

[Sexual Violence Interim Measures Information Document](#) (UAPPOL)  
[Sexual Violence Education and Training Information Document](#) (UAPPOL)  
[Options for Survivors of Sexual Assault](#) (Sexual Assault Centre, University of Alberta)  
[Responding to a Disclosure of Sexual Assault](#) (University of Alberta)  
[Review of the University of Alberta's Response to Sexual Assault](#)

#### Complaint mechanisms

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#### Related policies

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



Most Recent Editorial Date: November 15, 2016

## Sexual Violence Interim Measures Information Document

Introductory Note:

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

Example interim measures for students include:

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

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

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

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

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

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

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

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

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

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

## **DEFINITIONS**

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

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

## **RELATED LINKS**

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### Supports and Resources

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[Protocol for Urgent Cases of Violent, Threatening or Disruptive Behaviour](#) (University of Alberta)  
[Sexual Assault Centre](#) (University)  
[Sexual Assault Centre](#) of Edmonton: <https://www.sace.ab.ca/>  
[Students' Union](#) (University of Alberta)  
[University of Alberta Protective Services](#) (University of Alberta)

#### Information

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

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

Most Recent Editorial Date: November 15, 2016

## Sexual Violence Education and Training Information Document

Introductory Note:

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

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

### FOR THE UNIVERSITY COMMUNITY

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

#### **Sexual Assault Centre** (no cost)

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

#### **the Landing** (no cost)

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

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

#### **Residence Life** (no cost)

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

### **FOR THOSE MORE LIKELY TO RECEIVE DISCLOSURES**

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

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

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

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

- Good disclosure practices

**For Resident Advisors** (no cost):

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

### **FOR BYSTANDERS**

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

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

- Bystander Intervention

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

- GBVPP custom workshops on request

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

- "Upstanding" against harassment

**Residence Life** offers information on bystander intervention:

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

### **FOR INVESTIGATORS AND ADJUDICATORS**

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

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



Below are some examples of available training:

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

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

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

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

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

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

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

## **DEFINITIONS**

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

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

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



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

## **RELATED LINKS**

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

### Supports and Resources

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

### Information

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

### Complaint mechanisms

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

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

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

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

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

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

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

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

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

#### Related policies

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

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

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

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

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

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

**Question from GFC Member Dilini Vethanayagam (submitted by email February 3, 2017)**

**Question 10.1Q**

Does the U of A follow the broader definition of scholarship, as outlined in Boyer's outline?

Boyer – Definition of Academic Scholarship (introduced in 1990):

1. The Scholarship of Discovery
2. The Scholarship of Integration
3. The Scholarship of Application / Engagement
4. The Scholarship of Teaching and Learning

**Item 10.1R** – Response from the Office of the Provost and Vice-President (Academic)

to

**Item 10.1Q**

**Question** from GFC Member Dilini Vethanayagam (submitted by email February 3, 2017)

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The University of Alberta does not have an institutionally-approved single definition of scholarship. The Faculty Agreement describes the responsibilities of faculty members, including teaching, research, and service, though it does not define “scholarship.” The Faculty Agreement also describes the authority of Faculty Evaluation Committees (FECs) to draft standards of performance that reflect competence in teaching, research, and service that are relevant for that Faculty and against which faculty members in that Faculty are to be evaluated. Any change to the Faculty Agreement would need to be negotiated with the AASUA as part of the next round of bargaining.

Centre for Teaching and Learning Director Dr. Janice Miller-Young has offered the following information for the interest of members of GFC. Prior to joining the U of A, Dr. Miller-Young was the Director of the Scholarship of Teaching and Learning unit at Mount Royal University. She co-edited the special issue of the journal *New Directions for Teaching and Learning* to be published this spring and she is the associate editor of the *Canadian Journal for Scholarship of Teaching and Learning*.

*This question could be answered two ways: (1) by looking at whether faculty are engaged in all types of scholarship as defined by Boyer; and (2) by looking at whether faculty are rewarded for all types of scholarship as defined by Boyer.*

*Before answering either question, it is useful to consider some of the more recent literature and debates about Boyer's model. One source of confusion and debate has been that the nature of*

each of the types of scholarship were not well defined. Most would agree that scholarship requires disciplinary expertise, undergoes some form of peer review, is publicly disseminated, and advances knowledge. To make criteria for evaluating less traditional forms of scholarship more explicit, Glassick et al. (1997) set out to define the essential components of scholarship. They proposed the following standards for evaluation: 1. Clear goals; 2. Adequate preparation; 3. Appropriate methods; 4. Significant results\*; 5. Effective presentation; and 6. Reflective critique (p. 25).

Using these definitions and criteria, the answer to question (1) is an unqualifiable 'yes'. Scholarly activities that were (before Boyer) not considered scholarship, such as community engaged activities and research (scholarship of application and/or engagement), and development of textbooks and new courses and teaching materials (scholarship of teaching, later re-named the scholarship of teaching and learning (Barr and Tagg, 1995; Hutchings et al., 2011)), are most certainly going on across the University. Further, our institutional goal of engaging with communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations (For the Public Good) is evidence that the University recognizes the benefits and indeed, obligation, of faculty to engage in a variety of scholarly activities which involve and benefit our communities, in addition to conducting the 'scholarship of discovery'.

The answer to question (2) is more complex because it depends on a number of factors including the local practices of departments, chairs, and Faculty Evaluation Committees. Institutional recognition mechanisms like the McCalla and Vargo Professorships, and the Teaching and Learning Enhancement Fund certainly recognize and reward faculty members for a range of scholarly activities. In general, for large initiatives such as revamping courses and curricula, faculty members often receive some reassignment of their regular workload to do the work. However, whether or not an FEC recognizes, as scholarship, those activities which are not "discovery research" likely depends on the discipline, how the project is disseminated beyond the local context, and whether or not it builds on existing knowledge and/or influences practice.

\*not in the statistical sense, but rather "Does the scholar's work add consequentially to the field?", and "Does the scholar's work open additional areas for further exploration?"

## References

Barr, R. B., & Tagg, J. (1995). *From teaching to learning—A new paradigm for undergraduate education*. *Change: The magazine of higher learning*, 27(6), 12-26.

Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648..

Glassick, C. E., Huber, M. T., Maeroff, G. I., & Boyer, E. L. (1997). *Scholarship assessed* (Vol. 9). San Francisco: Jossey-Bass.

*Hutchings, P., Huber, M. T., & Ciccone, A. (2011). The scholarship of teaching and learning reconsidered: Institutional integration and impact (Vol. 21). John Wiley & Sons.*

General Faculties Council Standing Committee Report

**GFC Executive Committee**

1. Since the last GFC meeting, the Executive Committee met on February 13, 2017 and March 6, 2017.

2. Items that the Committee Discussed or Advised on

February 13, 2017      Terms of Reference TOUR of GFC Standing Committees

March 6, 2017      GFC *Ad Hoc* Committee on Academic Governance Including Delegated Authority  
Scholarly Writing Supports at the University of Alberta Working Group  
(2016-2017) Final Report and Recommendations to the Provost  
Topic for Early Consultation - Learning Outcomes

Terms of reference and records of meetings for this committee can be found at:  
<http://www.governance.ualberta.ca/GeneralFacultiesCouncil/ExecutiveCommittee.aspx>

Submitted by:  
David Turpin, Chair  
Executive Committee

General Faculties Council Standing Committee Report

**GFC Academic Planning Committee**

1. Since the last GFC meeting, the Academic Planning Committee met on February 15, 2017 and March 8, 2017.

2. Actions Taken

February 15, 2017      **Recommended** to General Faculties Council – Termination of the Bachelor of Science Agriculture, Range and Pasture Management Major, Faculty of Agricultural, Life and Environmental Sciences

**Recommended** to General Faculties Council – Sexual Violence Policy and Procedure

3. Actions Taken with Delegated Authority from GFC

February 15, 2017      **Recommended** to the Board of Governors – New Mandatory Student Instructional Support Fees, Changes to Existing Mandatory Student Instructional Support Fees, Deletion of Mandatory Student Instructional Fees, Change to Other Fee

**Recommended** to the Board of Governors - University of Alberta's Comprehensive Institutional Plan (CIP)(2017-2018): Budget and Capital Plan International Tuition Fee Proposal

Detailed motion and final document summary:

<http://www.governance.ualberta.ca/GeneralFacultiesCouncil/AcademicPlanningCommittee/APCMotion>

4. Items the Committee Discussed or Advised on

February 15, 2017      Terms of Reference consultation with the ad hoc Committee

March 8, 2017          Centres and Institutes Committee (CIC), 2015-2016 Annual Report  
Update on Quality Assurance Suite of Activities at the University of Alberta  
Update on the Budget

Terms of reference and records of meeting for this committee can be found at:

<http://www.governance.ualberta.ca/GeneralFacultiesCouncil/AcademicPlanningCommittee.aspx>

Submitted by:  
Steven Dew  
Chair, Academic Planning Committee



General Faculties Council Standing Committee Report

**GFC Academic Standards Committee**

1. Since the last GFC meeting, the Academic Standards Committee met once on February 16, 2017.
2. Actions Taken with Delegated Authority from GFC

February 16, 2017     **Approved** Office of the Registrar: Proposed Approval of Transfer Credit for January 2017 and February 2017

**Approved** Faculty of Agricultural, Life and Environmental Sciences: Changes to Admission Deadlines

**Approved** Suspension of Admission/Transfer to the Bachelor of Science in Human Ecology/Bachelor of Education (Secondary) Combined Degrees, Faculty of Agricultural, Life and Environmental Sciences (ALES) and Faculty of Education

**Approved** Embedded Graduate Certificate in Communicable Diseases, Faculty of Graduate Studies and Research, and School of Public Health

**Approved** changes to Existing Admission Requirements for Special Students, Faculty of Law

Detailed motion and final document summary:

<http://www.governance.ualberta.ca/GeneralFacultiesCouncil/AcademicStandardsCommittee/ASCMotionandFinalDocumentSummary.aspx>

3. Items Discussed

February 16, 2017     Terms of Reference consultation with GFC *Ad Hoc* Committee on Academic Governance Including Delegated Authority

Terms of reference and records of meeting for this committee can be found at:

<http://www.governance.ualberta.ca/GeneralFacultiesCouncil/AcademicStandardsCommittee.aspx>

Submitted by:  
Tammy Hopper, Chair  
Academic Standards Committee

General Faculties Council Standing Committee Report

**GFC Replenishment Committee**

1. Since the last GFC meeting, the GFC Replenishment Committee met once on February 22, 2017.
2. Actions Taken with Delegated Authority from GFC

February 22, 2017: **Approval** of one academic staff member (elected from/by GFC) to the GFC Executive Committee:

**- Lesley Cormack, Faculty of Arts**

3. Items Discussed

February 22, 2017: Terms of Reference consultation was per GFC *Ad Hoc* Committee on Academic Governance Including Delegated Authority


Submitted by:  
Professor Christina Rinaldi, Chair  
Replenishment Committee



# APPLY TODAY!!

## Students and Staff Needed to Serve on 2017-2018 GFC Standing Committees, Appeal Bodies and Other Committees to Which GFC Elects


### University Governance

<a href="#">Advisory Groups</a>		<b>Call for Student &amp; Staff Nominations!</b> Apply now to serve on the 2017/18 GFC Committees and University Appeal Bodies <a href="#">More details . . .</a>
<a href="#">Board of Governors</a>		
<a href="#">Messages from the Board of Governors</a>		
<a href="#">Board Portal</a>		
<a href="#">General Faculties Council</a>		
<a href="#">GFC Ad Hoc Committee</a>		
<a href="#">Student Appeals</a>		
<a href="#">Codes of Conduct and Residence Community Standards</a>		
<a href="#">Course and Program Changes</a>		
<a href="#">Governance Toolkit</a>		
<a href="#">Learn About Governance</a>		
<a href="#">University Governance - Contact Us</a>		

**University Governance**

*Governance is the processes and practices through which an entity organizes itself to achieve its mandate. It is concerned with the structures and procedures for decision-making, accountability, control and codes of conduct. It is expressed through legislation, policies and by-laws, and informal norms. The goal of effective governance is a robust organization that achieves peak performance and is accountable to the people it serves.*

**Join one of the Unive...**



[View "Current Vacancies" on 2016-2017 Committees](#)  
Available seats remain on several academic governance committees and judicial panels.

### Committee Meeting Schedule and Nomination Deadlines

The GFC Nominating Committee (NC) will convene on the following dates as part of its responsibility to the University community to annually replenish all faculty, staff and student memberships on the Standing Committees of General Faculties Council (GFC), University Appeal Bodies, including other university committees to which GFC elects.

GFC Nominating Committee - 2017 Meeting Schedule (Annual/Spring Replenishment)			
Monday, January 16, 2017	1:00 PM - 1:45 PM	3-07 (SAB)	Meeting 1: Orientation & Kickoff
Monday, March 6, 2017	12:00 PM - 1:45 PM	2-31 (SAB)	Meeting 2: Replenishment Overview & Training
Wednesday, March 22, 2017	12:00 PM - 1:45 PM	3-07 (SAB)	Meeting 3: Student Membership Replenishment
Monday, April 10, 2017	12:00 PM - 1:45 PM	3-07 (SAB)	Meeting 4: Staff Membership Replenishment

#### Committee Nomination Deadlines - For Students & Staff

(For membership positions commencing in the 2017-2018 academic year)

##### UNIVERSITY STUDENTS (Undergraduate and Graduate)

- **Apply By March 1, 2017:** For student-panelist positions on GFC Academic Appeals Committee/University Appeal Board
- **Apply By March 15, 2017:** For student positions on GFC Standing/Other Committees

##### UNIVERSITY STAFF MEMBERS

- **Apply By March 24, 2017:** For faculty-panelist positions on GFC Academic Appeals Committee/University Appeal Board
- **Apply By April 3, 2017:** For Staff Membership positions on GFC Standing/Other Committees